

4th Grade ELA Power Standards

Power Standards were chosen by grade level representatives June 2022 utilizing the [2020 Wisconsin Standards for English Language Arts](#).

Reading Foundations

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Reading

R.4.2: Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details.

R.4.3: Describe a character (traits, motivations, and/or feelings), setting, or event, drawing on specific details in the text. (RL)

Explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)

R.4.7: Explain how text features (e.g., charts, graphs, diagrams, timelines, animations, and illustrations) contribute to an understanding of the text

R.4.9: Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations.

Writing

W.4.2: Write text in a variety of modes including opinion, informative and narrative.

- a. Opinion pieces in which the student introduces the topic or text they are writing about, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose. List reasons that support the opinion.
- b. Informative texts in which they clearly introduce a topic, group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. Use facts, definitions and details to develop points.

c. Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W.4.3 :Create writing that utilizes organization, transitions, and word choice.

- a. Organization: include an introduction that establishes a purpose and provides a concluding statement related to the body of the composition. Structure of text reflects the purpose.
- b. Transitions: use of phrases to signal event order and to link and build connections between ideas, text, and events.
- c. Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.

W.4.5: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.

W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

Speaking & Listening

SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.

- a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.
- b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.4: Report on a topic or text, tell a story, read a poem, or recount an experience in an organized manner, using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.

Language

L.4.2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

- a. Use context as a clue to the meaning of a word or phrase.
- b. Consult print and digital reference materials for meaning and pronunciation.

L.4.3: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Determine the meaning of words and phrases as they are used in a text, including figurative language such as similes and metaphors.
- b. Explain common idioms and proverbs.
- c. Understand words by relating them to synonyms and antonyms.
- d. Make connections between words and how they are used in real life.

L.4.5: Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.

Appropriately use and explain the intended purpose of language choice with:

- a. Relative pronouns and adverbs.
- b. Prepositional phrases.
- c. Order of adjectives.
- d. Adjectives, adverbs, conjunctions.
- e. Compound and complex sentences.
- f. Easily confused words (e.g., to, too, two)

L.4.6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.

Appropriately use and explain the intended purpose in conventions with:

- a. Capitalization.
- b. Commas and quotation marks for quotations.
- c. Commas in compound sentences.
- d. Spell grade-level words correctly using reference materials to solve words as needed.