Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

Wisconsin Academic Standards
Language Arts
Grade **4** - Adopted: **2020/Implement 2021**

DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**

DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**

DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**

DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**

DESCRIPTOR / FOCUS AREA	L2.	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.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.

DOMAIN		Reading Foundational Skills
CONTENT STANDARD		**Fluency**
PERFORMANCE STANDARD / LEARNING PRIORITY	**RF.4.4**	**Read with sufficient accuracy and fluency to support comprehension.**
DESCRIPTOR / FOCUS AREA	RF.4.4.a.	Read grade-level text with purpose and understanding.

DOMAIN		Reading K-5
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.4.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	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. (RI&RL)
DESCRIPTOR / FOCUS AREA	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)

DOMAIN		Reading K-5
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**

PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.4.4	Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI&RL)

DOMAIN **Reading K-5**

CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		Integration of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	R.4.7	Explain how text features (e.g., charts, graphs, diagrams, time lines, animations, and illustrations) contribute to an understanding of the text. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.4.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)

DOMAIN **Writing Standards K-5**

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.4.6	With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).

DOMAIN **Writing Standards K-5**

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANC E STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.9	Recall and use facts from literary or informational texts to support analysis, reflection, and inquiry.

DOMAIN **Speaking & Listening K-5**

CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.

PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	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.
LEARNING CONTINUUM	SL.4.1.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).

DOMAIN **Speaking & Listening K-5**

CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Presentation of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	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.

DOMAIN **Language K-5**

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.4.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.4.1.c.	Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.

DOMAIN **Language K-5**

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	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.
LEARNING CONTINUUM	L.4.2.a.	Use context as a clue to the meaning of a word or phrase.

UNIT 2: WRITING FROM NOTES Week 2 Page 17-22

DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN   **Anchor Standards for Writing**

CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

DOMAIN   **Anchor Standards for Speaking & Listening**

CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN   **Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	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.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.

DOMAIN		Reading Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	RF.4.4.a.	Read grade-level text with purpose and understanding.

DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.4.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	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. (RI&RL)

DESCRIPTOR / FOCUS AREA	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)

DOMAIN — Reading K-5

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.4.4	Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI&RL)

DOMAIN — Reading K-5

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Integration of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA	R.4.7	Explain how text features (e.g., charts, graphs, diagrams, time lines, animations, and illustrations) contribute to an understanding of the text. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.4.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)

DOMAIN — Writing Standards K-5

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.4.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.4.2.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.
LEARNING CONTINUUM	W.4.2.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.

DOMAIN — Writing Standards K-5

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.4.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.4.3.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.
LEARNING CONTINUUM	W.4.3.c.	Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.

DOMAIN		**Writing Standards K-5**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.4.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.6	With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).

DOMAIN		**Writing Standards K-5**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.9	Recall and use facts from literary or informational texts to support analysis, reflection, and inquiry.

DOMAIN		**Speaking & Listening K-5**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**

DESCRIPTOR / FOCUS AREA	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.**
LEARNING CONTINUUM	SL.4.1.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).

DOMAIN   **Speaking & Listening K-5**

CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA	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.

DOMAIN   **Language K-5**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L.4.1	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.4.1.c.	Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.

DOMAIN   **Language K-5**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	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.**
LEARNING CONTINUUM	L.4.2.a.	Use context as a clue to the meaning of a word or phrase.

UNIT 2: WRITING FROM NOTES Week 3 Page 23-30

Wisconsin Academic Standards
Language Arts
Grade **4** - Adopted: **2020/Implement 2021**

DOMAIN   **Anchor Standards for Reading**

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN	Anchor Standards for Reading

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

DOMAIN	Anchor Standards for Writing

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN	Anchor Standards for Writing

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.

DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN	Anchor Standards for Speaking & Listening
CONTENT STANDARD	**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY	**Comprehension and Collaboration**

DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN	Anchor Standards for Language
CONTENT STANDARD	**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY	**Knowledge of Language**

DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN	Anchor Standards for Language
CONTENT STANDARD	**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY	**Vocabulary Acquisition and Use**

DESCRIPTOR / FOCUS AREA	L2.	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.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN	Anchor Standards for Language
CONTENT STANDARD	**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

DOMAIN   **Reading Foundational Skills**

CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.4.4	**Read with sufficient accuracy and fluency to support comprehension.**
DESCRIPTOR / FOCUS AREA	RF.4.4.a.	Read grade-level text with purpose and understanding.
DESCRIPTOR / FOCUS AREA	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN   **Reading K-5**

CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.4.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	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. (RI&RL)
DESCRIPTOR / FOCUS AREA	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)

DOMAIN   **Reading K-5**

CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.4.4	Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI&RL)

DESCRIPTOR / FOCUS AREA	R.4.5	Identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) Identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
DESCRIPTOR / FOCUS AREA	R.4.6	In literary text, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL) In informational text, compare and contrast a primary and secondary source on the same event or topic. (RI)

DOMAIN	Reading K-5

CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Integration of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	R.4.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)

DOMAIN	Writing Standards K-5

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.4.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.4.2.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.

DOMAIN	Writing Standards K-5

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.4.3	Create writing that utilizes:
LEARNING CONTINUUM	W.4.3.c.	Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.

DOMAIN	Writing Standards K-5

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.4.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.6	With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).

DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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.**
LEARNING CONTINUUM	SL.4.1.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).

DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA	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.

DOMAIN		Language K-5
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L.4.1	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**

LEARNING CONTINUUM	L.4.1.c.	Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.
LEARNING CONTINUUM	L.4.1.d.	Choose punctuation for effect.

DOMAIN		**Language K-5**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**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.**
LEARNING CONTINUUM	L.4.2.a.	Use context as a clue to the meaning of a word or phrase.

DOMAIN		**Language K-5**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.4.5**	**Demonstrate contextually appropriate use of the conventions of 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:**
LEARNING CONTINUUM	L.4.5.c.	Order of adjectives.
LEARNING CONTINUUM	L.4.5.d.	Adjectives, adverbs, conjunctions.

DOMAIN		**Language K-5**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**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:**
LEARNING CONTINUUM	L.4.6.a.	Capitalization.

LEARNING CONTINUUM	L.4.6.d.	Spell grade-level words correctly using reference materials to solve words as needed.

Wisconsin Academic Standards
Language Arts
Grade **4** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**

CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN   **Anchor Standards for Speaking & Listening**

CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN   **Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN   **Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	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.

DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**

DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.

DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

DOMAIN		Reading Foundational Skills
CONTENT STANDARD		**Fluency**
PERFORMANCE STANDARD / LEARNING PRIORITY	**RF.4.4**	**Read with sufficient accuracy and fluency to support comprehension.**

DESCRIPTOR / FOCUS AREA	RF.4.4.a.	Read grade-level text with purpose and understanding.

DESCRIPTOR / FOCUS AREA	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN		Reading K-5
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**

DESCRIPTOR / FOCUS AREA	R.4.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)

DESCRIPTOR / FOCUS AREA	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. (RI&RL)

DESCRIPTOR / FOCUS AREA	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)

DOMAIN		Reading K-5

CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure

DESCRIPTOR / FOCUS AREA	R.4.4	Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.4.5	Identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) Identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
DESCRIPTOR / FOCUS AREA	R.4.6	In literary text, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL) In informational text, compare and contrast a primary and secondary source on the same event or topic. (RI)

DOMAIN	Reading K-5

CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Integration of Knowledge and Ideas

DESCRIPTOR / FOCUS AREA	R.4.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)

DOMAIN	Writing Standards K-5

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes

DESCRIPTOR / FOCUS AREA	W.4.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.4.2.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.

DOMAIN	Writing Standards K-5

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes

DESCRIPTOR / FOCUS AREA	W.4.3	Create writing that utilizes:

LEARNING CONTINUUM	W.4.3.c.	Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.

DOMAIN		**Writing Standards K-5**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.4.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.6	With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).

DOMAIN		**Speaking & Listening K-5**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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.**
LEARNING CONTINUUM	SL.4.1.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).

DOMAIN		**Speaking & Listening K-5**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA	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.

DOMAIN		**Language K-5**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.4.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.4.1.c.	Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.
LEARNING CONTINUUM	L.4.1.d.	Choose punctuation for effect.

DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	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.
LEARNING CONTINUUM	L.4.2.a.	Use context as a clue to the meaning of a word or phrase.

DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.4.5	Demonstrate contextually appropriate use of the conventions of 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:
LEARNING CONTINUUM	L.4.5.d.	Adjectives, adverbs, conjunctions.

DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	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:

LEARNING CONTINUUM	L.4.6.a.	Capitalization.
LEARNING CONTINUUM	L.4.6.d.	Spell grade-level words correctly using reference materials to solve words as needed.

Wisconsin Academic Standards
Language Arts
Grade **4** - Adopted: **2020/Implement 2021**

DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN — Anchor Standards for Writing

CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN — Anchor Standards for Writing

CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

DOMAIN — Anchor Standards for Speaking & Listening

CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN — Anchor Standards for Language

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language

DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN **Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use

DESCRIPTOR / FOCUS AREA	L2.	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.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN **Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English

DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

DOMAIN **Reading Foundational Skills**

CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.

DESCRIPTOR / FOCUS AREA	RF.4.4.a.	Read grade-level text with purpose and understanding.

DESCRIPTOR / FOCUS AREA	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.4.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	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. (RI&RL)
DESCRIPTOR / FOCUS AREA	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)

DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.4.4	Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI&RL)

DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Integration of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	R.4.7	Explain how text features (e.g., charts, graphs, diagrams, time lines, animations, and illustrations) contribute to an understanding of the text. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.4.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)

DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.4.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.4.2.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.

DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.4.3	Create writing that utilizes:
LEARNING CONTINUUM	W.4.3.c.	Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.

DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.4.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.6	With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).

DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	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.

DESCRIPTOR / FOCUS AREA	W.4.9	Recall and use facts from literary or informational texts to support analysis, reflection, and inquiry.

DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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.**
LEARNING CONTINUUM	SL.4.1.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).

DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA	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.

DOMAIN		Language K-5
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.4.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.4.1.c.	Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.
LEARNING CONTINUUM	L.4.1.d.	Choose punctuation for effect.

DOMAIN		Language K-5
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	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.
LEARNING CONTINUUM	L.4.2.a.	Use context as a clue to the meaning of a word or phrase.

DOMAIN	Language K-5

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.4.5	Demonstrate contextually appropriate use of the conventions of 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:
LEARNING CONTINUUM	L.4.5.d.	Adjectives, adverbs, conjunctions.

DOMAIN	Language K-5

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	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:
LEARNING CONTINUUM	L.4.6.a.	Capitalization.
LEARNING CONTINUUM	L.4.6.d.	Spell grade-level words correctly using reference materials to solve words as needed.

Wisconsin Academic Standards
Language Arts
Grade **4** - Adopted: **2020/Implement 2021**

DOMAIN	Anchor Standards for Reading

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details

DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**

PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN   **Anchor Standards for Language**

CONT ENT ST ANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN   **Anchor Standards for Language**

CONT ENT ST ANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	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.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN   **Anchor Standards for Language**

CONT ENT ST ANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANC E ST ANDARD / LEARNING PRIORIT Y		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

DOMAIN   **Reading Foundational Skills**

CONT ENT ST ANDARD		**Fluency**

PERFORMANCE STANDARD / LEARNING PRIORITY	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	RF.4.4.a.	Read grade-level text with purpose and understanding.
DESCRIPTOR / FOCUS AREA	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.4.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	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. (RI&RL)
DESCRIPTOR / FOCUS AREA	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)

DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.4.4	Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.4.5	Identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) Identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
DESCRIPTOR / FOCUS AREA	R.4.6	In literary text, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL) In informational text, compare and contrast a primary and secondary source on the same event or topic. (RI)

DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

PERFORMANCE STANDARD / LEARNING PRIORITY		Integration of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	R.4.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)

DOMAIN   **Writing Standards K-5**

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.4.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.4.2.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.

DOMAIN   **Writing Standards K-5**

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.4.3	Create writing that utilizes:
LEARNING CONTINUUM	W.4.3.c.	Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.

DOMAIN   **Writing Standards K-5**

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.4.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.6	With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).

DOMAIN — Speaking & Listening K-5

CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANC E STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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.**
LEARNING CONTINUUM	SL.4.1.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).

DOMAIN — Speaking & Listening K-5

CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANC E STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA	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.

DOMAIN — Language K-5

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANC E STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.4.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.4.1.c.	Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.
LEARNING CONTINUUM	L.4.1.d.	Choose punctuation for effect.

DOMAIN — Language K-5

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANC E STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**

DESCRIPTOR / FOCUS AREA	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.
LEARNING CONTINUUM	L.4.2.a.	Use context as a clue to the meaning of a word or phrase.

DOMAIN	**Language K-5**

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.4.5	Demonstrate contextually appropriate use of the conventions of 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:
LEARNING CONTINUUM	L.4.5.d.	Adjectives, adverbs, conjunctions.

DOMAIN	**Language K-5**

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	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:
LEARNING CONTINUUM	L.4.6.a.	Capitalization.
LEARNING CONTINUUM	L.4.6.d.	Spell grade-level words correctly using reference materials to solve words as needed.

UNIT 3: RETELLING NARRATIVE STORIES Week 7 Page 53-60

Wisconsin Academic Standards
Language Arts
Grade **4** - Adopted: **2020/Implement 2021**

DOMAIN	**Anchor Standards for Reading**

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN   **Anchor Standards for Reading**

CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

DOMAIN   **Anchor Standards for Writing**

CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN   **Anchor Standards for Writing**

CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN   **Anchor Standards for Speaking & Listening**

CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**

DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language

DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use

DESCRIPTOR / FOCUS AREA	L2.	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.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English

DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

DOMAIN		Reading Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.

DESCRIPTOR / FOCUS AREA	RF.4.4.a.	Read grade-level text with purpose and understanding.

DESCRIPTOR / FOCUS AREA	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN **Reading K-5**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**

DESCRIPTOR / FOCUS AREA	R.4.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)

DESCRIPTOR / FOCUS AREA	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. (RI&RL)

DESCRIPTOR / FOCUS AREA	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)

DOMAIN **Reading K-5**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**

DESCRIPTOR / FOCUS AREA	R.4.4	Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI&RL)

DESCRIPTOR / FOCUS AREA	R.4.5	Identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) Identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)

DESCRIPTOR / FOCUS AREA	R.4.6	In literary text, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL) In informational text, compare and contrast a primary and secondary source on the same event or topic. (RI)

DOMAIN **Reading K-5**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Integration of Knowledge and Ideas**

DESCRIPTOR / FOCUS AREA	R.4.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)

DOMAIN		Writing Standards K-5
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	W.4.2	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.4.2.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.

DOMAIN		Writing Standards K-5
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	W.4.3	**Create writing that utilizes:**
LEARNING CONTINUUM	W.4.3.c.	Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.

DOMAIN		Writing Standards K-5
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.4.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.6	With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).

DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	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.
LEARNING CONTINUUM	SL.4.1.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).

DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Presentation of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	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.

DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.4.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.4.1.c.	Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.
LEARNING CONTINUUM	L.4.1.d.	Choose punctuation for effect.

DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	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.
LEARNING CONTINUUM	L.4.2.a.	Use context as a clue to the meaning of a word or phrase.

DOMAIN		Language K-5
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.4.5**	**Demonstrate contextually appropriate use of the conventions of 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:**
LEARNING CONTINUUM	L.4.5.d.	Adjectives, adverbs, conjunctions.

DOMAIN		Language K-5
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**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:**
LEARNING CONTINUUM	L.4.6.a.	Capitalization.
LEARNING CONTINUUM	L.4.6.d.	Spell grade-level words correctly using reference materials to solve words as needed.

UNIT 3: RETELLING NARRATIVE STORIES Week 8 Page 61-70

Wisconsin Academic Standards
Language Arts
Grade **4** - Adopted: **2020/Implement 2021**

DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		Anchor Standards for Speaking & Listening
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN		Anchor Standards for Language

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN **Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	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.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN **Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

DOMAIN **Reading Foundational Skills**

CONTENT STANDARD		**Fluency**
PERFORMANCE STANDARD / LEARNING PRIORITY	**RF.4.4**	**Read with sufficient accuracy and fluency to support comprehension.**
DESCRIPTOR / FOCUS AREA	RF.4.4.a.	Read grade-level text with purpose and understanding.

DESCRIPTOR / FOCUS AREA	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN **Reading K-5**

CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.4.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	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. (RI&RL)
DESCRIPTOR / FOCUS AREA	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)

DOMAIN **Reading K-5**

CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.4.4	Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.4.5	Identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) Identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
DESCRIPTOR / FOCUS AREA	R.4.6	In literary text, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL) In informational text, compare and contrast a primary and secondary source on the same event or topic. (RI)

DOMAIN **Reading K-5**

CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		**Integration of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA	R.4.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)

DOMAIN **Writing Standards K-5**

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.4.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.4.2.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.

DOMAIN	Writing Standards K-5

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.4.3	Create writing that utilizes:
LEARNING CONTINUUM	W.4.3.c.	Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.

DOMAIN	Writing Standards K-5

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.4.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.6	With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).

DOMAIN	Speaking & Listening K-5

CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration

DESCRIPTOR / FOCUS AREA	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.
LEARNING CONTINUUM	SL.4.1.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).

DOMAIN   **Speaking & Listening K-5**

CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Presentation of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	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.

DOMAIN   **Language K-5**

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.4.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.4.1.c.	Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.
LEARNING CONTINUUM	L.4.1.d.	Choose punctuation for effect.

DOMAIN   **Language K-5**

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	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.
LEARNING CONTINUUM	L.4.2.a.	Use context as a clue to the meaning of a word or phrase.

DOMAIN   **Language K-5**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.4.5**	**Demonstrate contextually appropriate use of the conventions of 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:**
LEARNING CONTINUUM	L.4.5.d.	Adjectives, adverbs, conjunctions.

DOMAIN	**Language K-5**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**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:**
LEARNING CONTINUUM	L.4.6.a.	Capitalization.
LEARNING CONTINUUM	L.4.6.d.	Spell grade-level words correctly using reference materials to solve words as needed.

UNIT 4: SUMMARIZING A REFERENCE Week 10 Page 81-90

Wisconsin Academic Standards
Language Arts
Grade **4** - Adopted: **2020/Implement 2021**

DOMAIN	**Anchor Standards for Reading**

CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN	**Anchor Standards for Reading**

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

DOMAIN **Anchor Standards for Writing**

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN **Anchor Standards for Writing**

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN **Anchor Standards for Writing**

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).

PERFORMANCE STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	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.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

DOMAIN	Reading Foundational Skills	
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	RF.4.4.a.	Read grade-level text with purpose and understanding.
DESCRIPTOR / FOCUS AREA	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN	Reading K-5	
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.4.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	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. (RI&RL)
DESCRIPTOR / FOCUS AREA	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)

DOMAIN	Reading K-5	
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.4.4	Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI&RL)

DOMAIN	Reading K-5	
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Integration of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	R.4.7	Explain how text features (e.g., charts, graphs, diagrams, time lines, animations, and illustrations) contribute to an understanding of the text. (RI&RL)

DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.4.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.4.2.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.

DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.4.3	Create writing that utilizes:
LEARNING CONTINUUM	W.4.3.c.	Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.

DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.4.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.6	With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).

DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

PERFORMANCE STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.9	Recall and use facts from literary or informational texts to support analysis, reflection, and inquiry.

DOMAIN		Language K-5
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.4.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.4.1.c.	Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.
LEARNING CONTINUUM	L.4.1.d.	Choose punctuation for effect.

DOMAIN		Language K-5
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**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.**
LEARNING CONTINUUM	L.4.2.a.	Use context as a clue to the meaning of a word or phrase.

DOMAIN		Language K-5
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.4.5**	**Demonstrate contextually appropriate use of the conventions of 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:**

LEARNING CONTINUUM	L.4.5.d.	Adjectives, adverbs, conjunctions.

DOMAIN	**Language K-5**	
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**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:**
LEARNING CONTINUUM	L.4.6.a.	Capitalization.
LEARNING CONTINUUM	L.4.6.d.	Spell grade-level words correctly using reference materials to solve words as needed.

UNIT 4: SUMMARIZING A REFERENCE Week 11 Page 91-96

Wisconsin Academic Standards
Language Arts
Grade **4** - Adopted: **2020/Implement 2021**

DOMAIN	**Anchor Standards for Reading**	
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN	**Anchor Standards for Reading**	
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

DOMAIN **Anchor Standards for Writing**

CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN **Anchor Standards for Writing**

CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN **Anchor Standards for Writing**

CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.

DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Knowledge of Language

DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use

DESCRIPTOR / FOCUS AREA	L2.	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.

DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English

DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

DOMAIN		Reading Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANC E STANDARD / LEARNING PRIORITY	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.

DESCRIPTOR / FOCUS AREA	RF.4.4.a.	Read grade-level text with purpose and understanding.

DESCRIPTOR / FOCUS AREA	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN   **Reading K-5**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANC E STANDARD / LEARNING PRIORITY		**Key Ideas and Details**

DESCRIPTOR / FOCUS AREA	R.4.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	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. (RI&RL)
DESCRIPTOR / FOCUS AREA	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)

DOMAIN   **Reading K-5**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANC E STANDARD / LEARNING PRIORITY		**Craft and Structure**

DESCRIPTOR / FOCUS AREA	R.4.4	Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI&RL)

DOMAIN   **Reading K-5**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANC E STANDARD / LEARNING PRIORITY		**Integration of Knowledge and Ideas**

DESCRIPTOR / FOCUS AREA	R.4.7	Explain how text features (e.g., charts, graphs, diagrams, time lines, animations, and illustrations) contribute to an understanding of the text. (RI&RL)

DOMAIN   **Writing Standards K-5**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANC E STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.4.2**	**Write text in a variety of modes:**

| LEARNING CONTINUUM | W.4.2.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. |

DOMAIN		**Writing Standards K-5**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANC E STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.4.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.4.3.c.	Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.

DOMAIN		**Writing Standards K-5**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANC E STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.4.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.6	With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).

DOMAIN		**Writing Standards K-5**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANC E STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.9	Recall and use facts from literary or informational texts to support analysis, reflection, and inquiry.

DOMAIN		**Language K-5**

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.4.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.4.1.c.	Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.
LEARNING CONTINUUM	L.4.1.d.	Choose punctuation for effect.

DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	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.
LEARNING CONTINUUM	L.4.2.a.	Use context as a clue to the meaning of a word or phrase.

DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.4.5	Demonstrate contextually appropriate use of the conventions of 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:
LEARNING CONTINUUM	L.4.5.d.	Adjectives, adverbs, conjunctions.

DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English

DESCRIPTOR / FOCUS AREA	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:
LEARNING CONTINUUM	L.4.6.a.	Capitalization.
LEARNING CONTINUUM	L.4.6.d.	Spell grade-level words correctly using reference materials to solve words as needed.

UNIT 4: SUMMARIZING A REFERENCE Week 12 Page 97-104

Wisconsin Academic Standards
Language Arts
Grade **4** - Adopted: **2020/Implement 2021**

DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**

DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**

DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN   **Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANC E STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**

DESCRIPTOR / FOCUS AREA	L2.	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.

DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN   **Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANC E STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**

DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

DOMAIN   **Reading Foundational Skills**

CONTENT STANDARD		**Fluency**
PERFORMANC E STANDARD / LEARNING PRIORITY	**RF.4.4**	**Read with sufficient accuracy and fluency to support comprehension.**

DESCRIPTOR / FOCUS AREA	RF.4.4.a.	Read grade-level text with purpose and understanding.

DESCRIPTOR / FOCUS AREA	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN   **Reading K-5**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANC E STANDARD / LEARNING PRIORITY		**Key Ideas and Details**

DESCRIPTOR / FOCUS AREA	R.4.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	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. (RI&RL)
DESCRIPTOR / FOCUS AREA	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)

DOMAIN	**Reading K-5**
CONTENT STANDARD	**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY	**Craft and Structure**

DESCRIPTOR / FOCUS AREA	R.4.4	Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI&RL)

DOMAIN	**Reading K-5**
CONTENT STANDARD	**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY	**Integration of Knowledge and Ideas**

DESCRIPTOR / FOCUS AREA	R.4.7	Explain how text features (e.g., charts, graphs, diagrams, time lines, animations, and illustrations) contribute to an understanding of the text. (RI&RL)

DOMAIN	**Writing Standards K-5**
CONTENT STANDARD	**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY	**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.4.2**	**Write text in a variety of modes:**

LEARNING CONTINUUM	W.4.2.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.

DOMAIN	**Writing Standards K-5**
CONTENT STANDARD	**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**

PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.4.3	Create writing that utilizes:
LEARNING CONTINUUM	W.4.3.c.	Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.

DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.4.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.6	With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).

DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.9	Recall and use facts from literary or informational texts to support analysis, reflection, and inquiry.

DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.4.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

LEARNING CONTINUUM	L.4.1.c.	Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.
LEARNING CONTINUUM	L.4.1.d.	Choose punctuation for effect.

DOMAIN	**Language K-5**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANC E STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**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.**
LEARNING CONTINUUM	L.4.2.a.	Use context as a clue to the meaning of a word or phrase.

DOMAIN	**Language K-5**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANC E STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.4.5**	**Demonstrate contextually appropriate use of the conventions of 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:**
LEARNING CONTINUUM	L.4.5.d.	Adjectives, adverbs, conjunctions.

DOMAIN	**Language K-5**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANC E STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**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:**
LEARNING CONTINUUM	L.4.6.a.	Capitalization.
LEARNING CONTINUUM	L.4.6.d.	Spell grade-level words correctly using reference materials to solve words as needed.

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use

DESCRIPTOR / FOCUS AREA	L2.	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.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN   **Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

DOMAIN   **Reading Foundational Skills**

CONTENT STANDARD		**Fluency**
PERFORMANCE STANDARD / LEARNING PRIORITY	**RF.4.4**	**Read with sufficient accuracy and fluency to support comprehension.**
DESCRIPTOR / FOCUS AREA	RF.4.4.a.	Read grade-level text with purpose and understanding.
DESCRIPTOR / FOCUS AREA	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN   **Reading K-5**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.4.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	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. (RI&RL)
DESCRIPTOR / FOCUS AREA	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)

DOMAIN   **Reading K-5**

CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure

DESCRIPTOR / FOCUS AREA	R.4.4	Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI&RL)

DOMAIN   **Reading K-5**

CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Integration of Knowledge and Ideas

DESCRIPTOR / FOCUS AREA	R.4.7	Explain how text features (e.g., charts, graphs, diagrams, time lines, animations, and illustrations) contribute to an understanding of the text. (RI&RL)

DOMAIN   **Writing Standards K-5**

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes

DESCRIPTOR / FOCUS AREA	W.4.2	Write text in a variety of modes:

LEARNING CONTINUUM	W.4.2.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.

DOMAIN   **Writing Standards K-5**

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes

DESCRIPTOR / FOCUS AREA	W.4.3	Create writing that utilizes:

LEARNING CONTINUUM	W.4.3.c.	Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.

DOMAIN   **Writing Standards K-5**

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.4.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.6	With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).

DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.9	Recall and use facts from literary or informational texts to support analysis, reflection, and inquiry.

DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.4.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.4.1.c.	Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.
LEARNING CONTINUUM	L.4.1.d.	Choose punctuation for effect.

DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	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.
LEARNING CONTINUUM	L.4.2.a.	Use context as a clue to the meaning of a word or phrase.

DOMAIN	Language K-5

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.4.5	Demonstrate contextually appropriate use of the conventions of 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:
LEARNING CONTINUUM	L.4.5.d.	Adjectives, adverbs, conjunctions.

DOMAIN	Language K-5

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	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:
LEARNING CONTINUUM	L.4.6.a.	Capitalization.
LEARNING CONTINUUM	L.4.6.d.	Spell grade-level words correctly using reference materials to solve words as needed.

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Wisconsin Academic Standards
Language Arts
Grade **4** - Adopted: **2020/Implement 2021**

DOMAIN	Anchor Standards for Reading

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details

DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN — Anchor Standards for Reading

CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**

DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DOMAIN — Anchor Standards for Writing

CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**

DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN — Anchor Standards for Writing

CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	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.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

DOMAIN — **Reading Foundational Skills**

CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	RF.4.4.a.	Read grade-level text with purpose and understanding.
DESCRIPTOR / FOCUS AREA	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN — **Reading K-5**

CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.4.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	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. (RI&RL)

DOMAIN — **Reading K-5**

CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.4.4	Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI&RL)

DOMAIN — **Reading K-5**

CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Integration of Knowledge and Ideas

DESCRIPTOR / FOCUS AREA	R.4.7	Explain how text features (e.g., charts, graphs, diagrams, time lines, animations, and illustrations) contribute to an understanding of the text. (RI&RL)

DOMAIN		**Writing Standards K-5**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.4.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.4.2.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.

DOMAIN		**Writing Standards K-5**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.4.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.4.3.c.	Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.

DOMAIN		**Writing Standards K-5**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.4.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.6	With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).

DOMAIN		**Writing Standards K-5**

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.9	Recall and use facts from literary or informational texts to support analysis, reflection, and inquiry.

DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.4.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.4.1.c.	Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.
LEARNING CONTINUUM	L.4.1.d.	Choose punctuation for effect.

DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	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.
LEARNING CONTINUUM	L.4.2.a.	Use context as a clue to the meaning of a word or phrase.

DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use

DESCRIPTOR / FOCUS AREA	L.4.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LEARNING CONTINUUM	L.4.3.c.	Understand words by relating them to synonyms and antonyms.

DOMAIN — Language K-5

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.4.5	Demonstrate contextually appropriate use of the conventions of 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:
LEARNING CONTINUUM	L.4.5.c.	Order of adjectives.
LEARNING CONTINUUM	L.4.5.d.	Adjectives, adverbs, conjunctions.

DOMAIN — Language K-5

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	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:
LEARNING CONTINUUM	L.4.6.a.	Capitalization.
LEARNING CONTINUUM	L.4.6.d.	Spell grade-level words correctly using reference materials to solve words as needed.

UNIT 5: WRITING FROM PICTURES Week 14 Page 113-124

Wisconsin Academic Standards
Language Arts
Grade **4** - Adopted: **2020/Implement 2021**

DOMAIN — Anchor Standards for Reading

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details

DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN — Anchor Standards for Reading

CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**

DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DOMAIN — Anchor Standards for Writing

CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**

DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN — Anchor Standards for Writing

CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	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.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

DOMAIN   **Reading Foundational Skills**

CONTENT STANDARD		**Fluency**
PERFORMANCE STANDARD / LEARNING PRIORITY	**RF.4.4**	**Read with sufficient accuracy and fluency to support comprehension.**
DESCRIPTOR / FOCUS AREA	RF.4.4.a.	Read grade-level text with purpose and understanding.
DESCRIPTOR / FOCUS AREA	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN   **Reading K-5**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.4.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	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. (RI&RL)

DOMAIN   **Reading K-5**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.4.4	Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI&RL)

DOMAIN   **Reading K-5**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Integration of Knowledge and Ideas**

DESCRIPTOR / FOCUS AREA	R.4.7	Explain how text features (e.g., charts, graphs, diagrams, time lines, animations, and illustrations) contribute to an understanding of the text. (RI&RL)

DOMAIN		**Writing Standards K-5**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.4.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.4.2.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.

DOMAIN		**Writing Standards K-5**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.4.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.4.3.c.	Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.

DOMAIN		**Writing Standards K-5**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.4.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.6	With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).

DOMAIN		**Writing Standards K-5**

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.9	Recall and use facts from literary or informational texts to support analysis, reflection, and inquiry.

DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.4.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.4.1.c.	Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.
LEARNING CONTINUUM	L.4.1.d.	Choose punctuation for effect.

DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	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.
LEARNING CONTINUUM	L.4.2.a.	Use context as a clue to the meaning of a word or phrase.

DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English

DESCRIPTOR / FOCUS AREA	L.4.5	Demonstrate contextually appropriate use of the conventions of 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:
LEARNING CONTINUUM	L.4.5.c.	Order of adjectives.
LEARNING CONTINUUM	L.4.5.d.	Adjectives, adverbs, conjunctions.

DOMAIN	Language K-5

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	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:
LEARNING CONTINUUM	L.4.6.a.	Capitalization.
LEARNING CONTINUUM	L.4.6.d.	Spell grade-level words correctly using reference materials to solve words as needed.

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Wisconsin Academic Standards
Language Arts
Grade **4** - Adopted: **2020/Implement 2021**

DOMAIN	Anchor Standards for Reading

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN	Anchor Standards for Reading

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure

DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	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.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

DOMAIN **Reading Foundational Skills**

CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	RF.4.4.a.	Read grade-level text with purpose and understanding.
DESCRIPTOR / FOCUS AREA	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN **Reading K-5**

CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.4.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	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. (RI&RL)
DESCRIPTOR / FOCUS AREA	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)

DOMAIN **Reading K-5**

CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.4.4	Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.4.5	Identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) Identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)

DOMAIN		Reading K-5
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Integration of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	R.4.7	Explain how text features (e.g., charts, graphs, diagrams, time lines, animations, and illustrations) contribute to an understanding of the text. (RI&RL)

DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.4.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.4.2.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.

DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.4.3	Create writing that utilizes:
LEARNING CONTINUUM	W.4.3.c.	Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.

DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.4.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.6	With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).

DOMAIN		Language K-5
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L.4.1	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.4.1.c.	Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.
LEARNING CONTINUUM	L.4.1.d.	Choose punctuation for effect.

DOMAIN		Language K-5
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	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.**
LEARNING CONTINUUM	L.4.2.a.	Use context as a clue to the meaning of a word or phrase.

DOMAIN		Language K-5
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	L.4.5	**Demonstrate contextually appropriate use of the conventions of 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:**
LEARNING CONTINUUM	L.4.5.c.	Order of adjectives.

LEARNING CONTINUUM	L.4.5.d.	Adjectives, adverbs, conjunctions.

DOMAIN	**Language K-5**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANC E STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**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:**
LEARNING CONTINUUM	L.4.6.a.	Capitalization.
LEARNING CONTINUUM	L.4.6.d.	Spell grade-level words correctly using reference materials to solve words as needed.

UNIT 5: WRITING FROM PICTURES Week 16 Page 131-138

Wisconsin Academic Standards
Language Arts
Grade **4** - Adopted: **2020/Implement 2021**

DOMAIN	**Anchor Standards for Reading**

CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANC E STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN	**Anchor Standards for Reading**

CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANC E STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DOMAIN	**Anchor Standards for Writing**

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes:

DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN   **Anchor Standards for Writing**

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing

DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN   **Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use

DESCRIPTOR / FOCUS AREA	L2.	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.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN   **Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English

DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

DOMAIN   **Reading Foundational Skills**

CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.4.4	**Read with sufficient accuracy and fluency to support comprehension.**

DESCRIPTOR / FOCUS AREA	RF.4.4.a.	Read grade-level text with purpose and understanding.

DESCRIPTOR / FOCUS AREA	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN — **Reading K-5**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**

DESCRIPTOR / FOCUS AREA	R.4.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	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. (RI&RL)
DESCRIPTOR / FOCUS AREA	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)

DOMAIN — **Reading K-5**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**

DESCRIPTOR / FOCUS AREA	R.4.4	Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.4.5	Identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) Identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)

DOMAIN — **Reading K-5**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Integration of Knowledge and Ideas**

DESCRIPTOR / FOCUS AREA	R.4.7	Explain how text features (e.g., charts, graphs, diagrams, time lines, animations, and illustrations) contribute to an understanding of the text. (RI&RL)

DOMAIN		Writing Standards K-5
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.4.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.4.2.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.

DOMAIN		Writing Standards K-5
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.4.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.4.3.c.	Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.

DOMAIN		Writing Standards K-5
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.4.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.6	With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).

DOMAIN		Language K-5

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.4.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.4.1.c.	Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.
LEARNING CONTINUUM	L.4.1.d.	Choose punctuation for effect.

DOMAIN	Language K-5

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	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.
LEARNING CONTINUUM	L.4.2.a.	Use context as a clue to the meaning of a word or phrase.

DOMAIN	Language K-5

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.4.5	Demonstrate contextually appropriate use of the conventions of 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:
LEARNING CONTINUUM	L.4.5.c.	Order of adjectives.
LEARNING CONTINUUM	L.4.5.d.	Adjectives, adverbs, conjunctions.

DOMAIN	Language K-5

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

PERFORMANC E STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	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:
LEARNING CONTINUUM	L.4.6.a.	Capitalization.
LEARNING CONTINUUM	L.4.6.d.	Spell grade-level words correctly using reference materials to solve words as needed.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 17 Page 139-150

Wisconsin Academic Standards
Language Arts
Grade **4** - Adopted: **2020/Implement 2021**

DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANC E STANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).

PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN   **Anchor Standards for Writing**

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN   **Anchor Standards for Writing**

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

DOMAIN   **Anchor Standards for Speaking & Listening**

CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.

PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN — **Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN — **Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L2.	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.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN — **Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

DOMAIN — **Reading Foundational Skills**

CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.

DESCRIPTOR / FOCUS AREA	RF.4.4.a.	Read grade-level text with purpose and understanding.

DESCRIPTOR / FOCUS AREA	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN **Reading K-5**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**

DESCRIPTOR / FOCUS AREA	R.4.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)

DESCRIPTOR / FOCUS AREA	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. (RI&RL)

DESCRIPTOR / FOCUS AREA	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)

DOMAIN **Reading K-5**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**

DESCRIPTOR / FOCUS AREA	R.4.4	Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI&RL)

DOMAIN **Reading K-5**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Integration of Knowledge and Ideas**

DESCRIPTOR / FOCUS AREA	R.4.7	Explain how text features (e.g., charts, graphs, diagrams, time lines, animations, and illustrations) contribute to an understanding of the text. (RI&RL)

DESCRIPTOR / FOCUS AREA	R.4.9	Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)

DOMAIN **Writing Standards K-5**

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.4.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.4.2.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.

DOMAIN   **Writing Standards K-5**

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.4.3	Create writing that utilizes:
LEARNING CONTINUUM	W.4.3.c.	Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.

DOMAIN   **Writing Standards K-5**

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.4.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.6	With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).

DOMAIN   **Writing Standards K-5**

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge

DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.9	Recall and use facts from literary or informational texts to support analysis, reflection, and inquiry.

DOMAIN	**Speaking & Listening K-5**

CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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.**
LEARNING CONTINUUM	SL.4.1.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).

DOMAIN	**Language K-5**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.4.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.4.1.c.	Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.
LEARNING CONTINUUM	L.4.1.d.	Choose punctuation for effect.

DOMAIN	**Language K-5**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**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.**
LEARNING CONTINUUM	L.4.2.a.	Use context as a clue to the meaning of a word or phrase.

DOMAIN	**Language K-5**

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.4.5	Demonstrate contextually appropriate use of the conventions of 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:
LEARNING CONTINUUM	L.4.5.c.	Order of adjectives.
LEARNING CONTINUUM	L.4.5.d.	Adjectives, adverbs, conjunctions.

DOMAIN   **Language K-5**

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	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:
LEARNING CONTINUUM	L.4.6.a.	Capitalization.
LEARNING CONTINUUM	L.4.6.d.	Spell grade-level words correctly using reference materials to solve words as needed.

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Wisconsin Academic Standards
Language Arts
Grade **4** - Adopted: **2020/Implement 2021**

DOMAIN   **Anchor Standards for Reading**

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.

DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN	Anchor Standards for Reading

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure

DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

DOMAIN	Anchor Standards for Writing

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes:

DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN	Anchor Standards for Writing

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

DOMAIN		Anchor Standards for Speaking & Listening
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	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.

DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

DOMAIN		**Reading Foundational Skills**
CONTENT STANDARD		**Fluency**
PERFORMANCE STANDARD / LEARNING PRIORITY	**RF.4.4**	**Read with sufficient accuracy and fluency to support comprehension.**
DESCRIPTOR / FOCUS AREA	RF.4.4.a.	Read grade-level text with purpose and understanding.
DESCRIPTOR / FOCUS AREA	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN		**Reading K-5**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.4.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	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. (RI&RL)
DESCRIPTOR / FOCUS AREA	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)

DOMAIN		**Reading K-5**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**

PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R.4.4	Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI&RL)

DOMAIN   **Reading K-5**

CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Integration of Knowledge and Ideas
DESCRIPTOR / FOCUS AREA	R.4.7	Explain how text features (e.g., charts, graphs, diagrams, time lines, animations, and illustrations) contribute to an understanding of the text. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.4.9	Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)

DOMAIN   **Writing Standards K-5**

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.4.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.4.2.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.

DOMAIN   **Writing Standards K-5**

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.4.3	Create writing that utilizes:
LEARNING CONTINUUM	W.4.3.c.	Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.

DOMAIN   **Writing Standards K-5**

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.4.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.6	With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).

DOMAIN		Writing Standards K-5
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.9	Recall and use facts from literary or informational texts to support analysis, reflection, and inquiry.

DOMAIN		Speaking & Listening K-5
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	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.**
LEARNING CONTINUUM	SL.4.1.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).

DOMAIN		Language K-5
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L.4.1	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**

LEARNING CONTINUUM	L.4.1.c.	Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.
LEARNING CONTINUUM	L.4.1.d.	Choose punctuation for effect.

DOMAIN		**Language K-5**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**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.**
LEARNING CONTINUUM	L.4.2.a.	Use context as a clue to the meaning of a word or phrase.

DOMAIN		**Language K-5**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.4.5**	**Demonstrate contextually appropriate use of the conventions of 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:**
LEARNING CONTINUUM	L.4.5.c.	Order of adjectives.
LEARNING CONTINUUM	L.4.5.d.	Adjectives, adverbs, conjunctions.

DOMAIN		**Language K-5**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**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:**
LEARNING CONTINUUM	L.4.6.a.	Capitalization.

LEARNING CONTINUUM	L.4.6.d.	Spell grade-level words correctly using reference materials to solve words as needed.

Wisconsin Academic Standards
Language Arts
Grade **4** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R2.	Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DESCRIPTOR / FOCUS AREA	R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**

DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**

DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN		**Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN   **Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L2.	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.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN   **Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

DOMAIN   **Reading Foundational Skills**

CONTENT STANDARD		**Fluency**
PERFORMANCE STANDARD / LEARNING PRIORITY	**RF.4.4**	**Read with sufficient accuracy and fluency to support comprehension.**
DESCRIPTOR / FOCUS AREA	RF.4.4.a.	Read grade-level text with purpose and understanding.
DESCRIPTOR / FOCUS AREA	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN   **Reading K-5**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.4.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	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. (RI&RL)
DESCRIPTOR / FOCUS AREA	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)

DOMAIN	**Reading K-5**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.4.4	Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI&RL)

DOMAIN	**Reading K-5**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Integration of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA	R.4.7	Explain how text features (e.g., charts, graphs, diagrams, time lines, animations, and illustrations) contribute to an understanding of the text. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.4.9	Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)

DOMAIN	**Writing Standards K-5**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	W.4.2	**Write text in a variety of modes:**

| LEARNING CONTINUUM | W.4.2.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. |

DOMAIN		**Writing Standards K-5**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.4.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.4.3.c.	Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.

DOMAIN		**Writing Standards K-5**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.4.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.6	With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).

DOMAIN		**Writing Standards K-5**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.9	Recall and use facts from literary or informational texts to support analysis, reflection, and inquiry.

DOMAIN	**Speaking & Listening K-5**

CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	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.
LEARNING CONTINUUM	SL.4.1.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).

DOMAIN   **Language K-5**

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.4.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.4.1.c.	Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.
LEARNING CONTINUUM	L.4.1.d.	Choose punctuation for effect.

DOMAIN   **Language K-5**

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	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.
LEARNING CONTINUUM	L.4.2.a.	Use context as a clue to the meaning of a word or phrase.

DOMAIN   **Language K-5**

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English

DESCRIPTOR / FOCUS AREA	L.4.5	Demonstrate contextually appropriate use of the conventions of 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:
LEARNING CONTINUUM	L.4.5.c.	Order of adjectives.
LEARNING CONTINUUM	L.4.5.d.	Adjectives, adverbs, conjunctions.

DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	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:
LEARNING CONTINUUM	L.4.6.a.	Capitalization.
LEARNING CONTINUUM	L.4.6.d.	Spell grade-level words correctly using reference materials to solve words as needed.

UNIT 7: INVENTIVE WRITING Week 20 Page 171-176

Wisconsin Academic Standards
Language Arts
Grade **4** - Adopted: **2020/Implement 2021**

DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).

PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.4.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.4.2.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.

DOMAIN **Writing Standards K-5**

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.4.3	Create writing that utilizes:
LEARNING CONTINUUM	W.4.3.c.	Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.

DOMAIN **Writing Standards K-5**

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.4.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.6	With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).

DOMAIN **Language K-5**

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.4.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

LEARNING CONTINUUM	L.4.1.c.	Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.
LEARNING CONTINUUM	L.4.1.d.	Choose punctuation for effect.

DOMAIN		Language K-5
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANC E STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	L.4.5	**Demonstrate contextually appropriate use of the conventions of 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:**
LEARNING CONTINUUM	L.4.5.b.	Prepositional phrases.
LEARNING CONTINUUM	L.4.5.c.	Order of adjectives.
LEARNING CONTINUUM	L.4.5.d.	Adjectives, adverbs, conjunctions.

DOMAIN		Language K-5
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANC E STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	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:**
LEARNING CONTINUUM	L.4.6.a.	Capitalization.
LEARNING CONTINUUM	L.4.6.d.	Spell grade-level words correctly using reference materials to solve words as needed.

UNIT 7: INVENTIVE WRITING Week 21 Page 177-180

Wisconsin Academic Standards
Language Arts
Grade **4** - Adopted: **2020/Implement 2021**

DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**

PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.4.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.4.2.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.
LEARNING CONTINUUM	W.4.2.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.

DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.4.3	Create writing that utilizes:
LEARNING CONTINUUM	W.4.3.c.	Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.

DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing

DESCRIPTOR / FOCUS AREA	W.4.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.6	With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).

DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.4.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.4.1.c.	Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.
LEARNING CONTINUUM	L.4.1.d.	Choose punctuation for effect.

DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.4.5	Demonstrate contextually appropriate use of the conventions of 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:
LEARNING CONTINUUM	L.4.5.b.	Prepositional phrases.
LEARNING CONTINUUM	L.4.5.c.	Order of adjectives.
LEARNING CONTINUUM	L.4.5.d.	Adjectives, adverbs, conjunctions.

DOMAIN		Language K-5

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	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:
LEARNING CONTINUUM	L.4.6.a.	Capitalization.
LEARNING CONTINUUM	L.4.6.d.	Spell grade-level words correctly using reference materials to solve words as needed.

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Wisconsin Academic Standards
Language Arts
Grade **4** - Adopted: **2020/Implement 2021**

DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN **Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN **Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN **Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

DOMAIN **Writing Standards K-5**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.4.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.4.2.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.

DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.4.3	Create writing that utilizes:
LEARNING CONTINUUM	W.4.3.c.	Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.

DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.4.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.6	With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).

DOMAIN		Language K-5
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Knowledge of Language
DESCRIPTOR / FOCUS AREA	L.4.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
LEARNING CONTINUUM	L.4.1.c.	Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.
LEARNING CONTINUUM	L.4.1.d.	Choose punctuation for effect.

DOMAIN		Language K-5

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.4.5	Demonstrate contextually appropriate use of the conventions of 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:
LEARNING CONTINUUM	L.4.5.b.	Prepositional phrases.
LEARNING CONTINUUM	L.4.5.c.	Order of adjectives.
LEARNING CONTINUUM	L.4.5.d.	Adjectives, adverbs, conjunctions.

DOMAIN	Language K-5

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	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:
LEARNING CONTINUUM	L.4.6.a.	Capitalization.
LEARNING CONTINUUM	L.4.6.d.	Spell grade-level words correctly using reference materials to solve words as needed.

UNIT 7: INVENTIVE WRITING Week 23 Page 189-198

Wisconsin Academic Standards
Language Arts
Grade **4** - Adopted: **2020/Implement 2021**

DOMAIN	Anchor Standards for Writing

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN		Anchor Standards for Language
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.4.2	Write text in a variety of modes:
LEARNING CONTINUUM	W.4.2.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.
LEARNING CONTINUUM	W.4.2.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.

DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.4.3	Create writing that utilizes:
LEARNING CONTINUUM	W.4.3.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.
LEARNING CONTINUUM	W.4.3.c.	Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.

DOMAIN		Writing Standards K-5
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W.4.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.6	With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).

DOMAIN		Language K-5
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.4.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.4.1.c.	Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.
LEARNING CONTINUUM	L.4.1.d.	Choose punctuation for effect.

DOMAIN		Language K-5
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.4.5**	**Demonstrate contextually appropriate use of the conventions of 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:**
LEARNING CONTINUUM	L.4.5.b.	Prepositional phrases.
LEARNING CONTINUUM	L.4.5.c.	Order of adjectives.
LEARNING CONTINUUM	L.4.5.d.	Adjectives, adverbs, conjunctions.

DOMAIN		Language K-5
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	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:
LEARNING CONTINUUM	L.4.6.a.	Capitalization.
LEARNING CONTINUUM	L.4.6.d.	Spell grade-level words correctly using reference materials to solve words as needed.

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Wisconsin Academic Standards
Language Arts
Grade **4** - Adopted: **2020/Implement 2021**

DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		Anchor Standards for Language

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L1.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN — **Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

DOMAIN — **Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

DOMAIN — **Writing Standards K-5**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.4.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.4.2.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.

LEARNING CONTINUUM	W.4.2.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.

DOMAIN		Writing Standards K-5
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	W.4.3	**Create writing that utilizes:**
LEARNING CONTINUUM	W.4.3.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.
LEARNING CONTINUUM	W.4.3.c.	Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.

DOMAIN		Writing Standards K-5
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.4.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.4.6	With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).

DOMAIN		Language K-5
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	L.4.1	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**

LEARNING CONTINUUM	L.4.1.c.	Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.
LEARNING CONTINUUM	L.4.1.d.	Choose punctuation for effect.

DOMAIN		**Language K-5**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.4.5**	**Demonstrate contextually appropriate use of the conventions of 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:**
LEARNING CONTINUUM	L.4.5.b.	Prepositional phrases.
LEARNING CONTINUUM	L.4.5.c.	Order of adjectives.
LEARNING CONTINUUM	L.4.5.d.	Adjectives, adverbs, conjunctions.

DOMAIN		**Language K-5**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**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:**
LEARNING CONTINUUM	L.4.6.a.	Capitalization.
LEARNING CONTINUUM	L.4.6.d.	Spell grade-level words correctly using reference materials to solve words as needed.