



## NOSD Fourth Grade ELA Standards

### **READING:**

- Reading literature (stories and poetry) and informational text (history, social studies, science, and technical texts)
- Reading literature (realistic fiction, poems), ways to ask/answer meaningful questions using the text, recognize words and phrases that supply rhythm, give meaning, and affect the reader (e.g., beat, alliteration, rhyme, repetition, rhythm)
- Reading informational text using questions to understand key details, use words, phrases, and images (diagrams and graphs) to understand a topic
- Reading literature (fables, folktales, other stories from diverse cultures, identify central lesson/message/moral, describe how characters respond to events, and story structure); compare and contrast two or more versions of the same story
- Reading informational text (historical, scientific, and technical texts from sources such as magazines, newspapers, digital texts; identify main idea of text, main ideas of each paragraph within the text and explain the relationship between ideas; use text features)
- Reading literature (fables, folktales and myths from diverse cultures)
- Reading informational text (biographies of famous American figures)
- Reading informational text (print and digital sources about social studies topics related to third grade social studies curriculum, and social studies textbook); reading literature (poetry about social studies topics)
- Reading text sets (literature, informational texts, poems, articles, and digital sources about a social issue)

### **Writing:**

- Writing a narrative (recall experiences, recount well-elaborated events, include details, use temporal words, and provide closure)
- Writing informative/explanatory text (write for a variety of purposes, introduce topic, use facts and definitions, concluding statement; gather information to answer a question from provided sources)
- Writing an opinion (book reviews)
- Writing informative/explanatory texts; writing a short narrative (create a story about an important event from the biography)
- Writing informative/explanatory pieces (short informative pieces requiring research about the topic)
- Writing an opinion; writing an informative/explanatory piece; writing a narrative

### **Speaking and Listening:**

- Engaging in collaborative conversations (follow agreed-upon rules, build on others' ideas, and ask for clarification and explanation)

- Following agreed-upon rules for discussion, build on remarks of others, ask questions to support understanding, create audio recordings along with visual displays, use complete sentences in appropriate situations, and provide details and clarifications when requested
- Following agreed-upon rules for discussion, build on remarks of others, ask questions to support understanding, use complete sentences in appropriate situations, and provide details and clarifications when requested
- Recounting key details from text read aloud or information presented orally, use facts, descriptive and complete sentences, speak audibly, and utilize collaborative conversations
- Engaging in collaborative text based discussions and determining central message, lesson or moral; engaging in peer partnerships or small groups to share book reviews
- Engaging in collaborative discussions; creating audio recordings of particular events from biographies
- Engaging in collaborative discussion, ask/answer questions; reporting on a topic or text
- Engaging in collaborative online discussions; giving oral reports; creating audio recordings and visual displays

## **Language:**

- Using words and phrases to talk about texts (describing words such as adjectives and adverbs)
- Using correct grammar and usage impacts a message; use terms related to parts of speech (nouns, verbs, adjectives, and adverbs), sentence structures (complete sentences, and simple sentences), punctuation marks (capitalization, apostrophes in contractions and possessives), and formal/informal English
- Capitalizing holidays, product names, and geographic names; using commas in greetings and closings of letters; comparing formal/informal uses of English; determining meaning of unknown words using context clues and compound words; identifying real-life connections between words and use; distinguishing shades of meaning in verbs and adjectives
- Using a range of strategies to determine meaning of content specific vocabulary; acquiring and using domain-specific words and phrases
- Choosing words and phrases for effect; differentiating between spoken and written standard English

## **Foundational Skills:**

- Learning phonics and word recognition (long and short vowels and second grade irregularly spelled words) and fluency (reading with meaning and purpose, accuracy, rate, expression, and context cues)
- Learning phonics and word recognition (long and short vowels), irregularly spelled words; and fluency (rereading, using context cues, accuracy, rate, and expression)
- Learning phonics and word recognition (decode two syllable words with long vowels and irregularly spelled words) and fluency (read with purpose and understanding, accuracy, rate, expression, reread, and self-correct)
- Learning phonics and word analysis skills and fluency (read with accuracy and fluency to support comprehension)
- Learning phonics, word analysis, and fluency

Note: Ozaukee Elementary uses Curriculum Companion ELA (CESA 7) to guide instruction.

