

Reading Success: Foundations Alignment with Wisconsin English Language Arts Model Academic Standards for Grade 4

Wisconsin English Language Arts Model Academic Standards	Reading Success
<p>By the end of grade 4, students will:</p> <p>A.4.1 Use effective reading strategies to achieve their purposes in reading.</p> <ul style="list-style-type: none"> • Use a variety of strategies and word recognition skills, including rereading, finding context clues, applying their knowledge of letter-sound relationships, and analyzing word structures • Infer the meaning of unfamiliar words in the context of a passage by examining known words, phrases, and structures. • Comprehend reading by using strategies such as activating prior knowledge, establishing purpose, self-correcting and self-monitoring, rereading, making predictions, finding context clues, developing visual images, applying knowledge of text structures, and adjusting reading rate according to purpose and difficulty. • Identify and use organizational features of texts, such as headings, paragraphs, and format, to improve understanding 	<p>Standard 1: Asking Questions</p> <p>1.1 Students are able to generate questions while reading to aid comprehension.</p> <p>1.2 Given a reading passage, students are able to generate questions while reading.</p> <p>Standard 2: Literal Questions</p> <p>2.1 Students are able to answer literal questions about reading passages.</p> <p>Standard 3: Memory Techniques</p> <p>3.2 Students are able to use graphic organizers to help them remember details.</p> <p>3.4 Students are able to use graphic organizers to help them answer questions.</p> <p>Standard 5: Words in Context</p> <p>5.1 Students use context clues to determine the meaning of unknown words.</p> <p>5.2 Given a model sentence with an underlined word, students are able to identify a word with the same meaning as the underlined word.</p> <p>5.3 Given a list of vocabulary words, students are able to match a</p>

	<p>word with its correct definition.</p> <p>5.4 Students are able to determine the meaning of unknown words in passages.</p> <p>Standard 9: Reading Subject Matter Books</p> <p>9.1 Students are able to use the parts of the title page and table of contents of a book to learn what the book is about.</p> <p>9.2 Given a subject matter reading passage, students are able to answer questions about the first paragraph of each section of the passage.</p> <p>9.3 Students are able to identify vocabulary words in subject matter reading passages.</p> <p>9.4 Students learn to read the questions at the end of a subject matter reading passage before reading the passage to aid comprehension.</p> <p>9.5 Students learn specific steps to follow in order to improve their comprehension when reading subject matter passages.</p>
<p>By the end of grade 4, students will:</p> <p>A.4.2 Read, interpret, and critically analyze literature.</p> <ul style="list-style-type: none"> Recognize and recall elements and details of story structure, such as sequence of events, character, plot, and setting, in order to reflect on meaning Extend the literal meaning of a text by making inferences, and evaluate the significance and validity of texts in light of prior knowledge and experience 	<p>Standard 6: Inference Questions</p> <p>6.1 Students recognize that inference means guessing about something from another thing that you already know.</p> <p>6.2 Students are able to answer inference questions when given hints.</p> <p>6.3 Students are able to answer inference questions without hints.</p>

	<p>6.4 Students are able to answer questions about how a character in a reading passage feels.</p> <p>Standard 8: Parts of a Story</p> <p>8.1 Given a reading passage, the student can identify the chronological order of events in the passage.</p> <p>Standard 11: What Happens Next</p> <p>11.1 Given a reading passage, students are able to read the passage and infer what will probably happen next.</p>
<p>By the end of grade 4, students will:</p> <p>A.4.3 Read and discuss literary and nonliterary texts in order to understand human experience.</p> <ul style="list-style-type: none"> Identify and summarize main ideas and key points from literature, informational texts, and other print and nonprint sources. Distinguish fiction from nonfiction, realistic fiction from fantasy, biography from autobiography, and poetry from prose. 	<p>Standard 7: Mostly About</p> <p>7.1 Students recognize that all reading passages are mostly about one thing.</p> <p>7.2 Given a reading passage, students are able to differentiate between details of the passage and a statement that explains what the passage is mostly about.</p> <p>Standard 14: Main Idea</p> <p>14.1 Given a reading passage, students are able to identify who or what is talked about the most in the passage and to classify what is being said about that person or thing in order to determine the main idea of the passage.</p> <p>Standard 16: Vocabulary (New Bonus Words)</p> <p>16.1 Students learn that fiction is a type of writing created from the imagination of the writer.</p> <p>16.2 Students learn that nonfiction is a type of writing that is true or false.</p>

	<p>16.3 Students learn that biography is a nonfiction story about someone's life.</p> <p>16.4 Students learn that autobiography is a nonfiction story written by someone about his or her own life.</p> <p>16.5 Students are able to differentiate between fiction passages and nonfiction passages.</p> <p>16.6 Students learn that a limerick is a funny poem with all lines having the same rhyme scheme.</p>
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