

## WLS Common Core ELA “I can...” Statements – Grade 4

Strand: Reading Literature	“I can...” Statement
4.RL.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> <li>I can find details and examples in the text to prove my inference.</li> </ul>
4.RL.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<ul style="list-style-type: none"> <li>I can use details to decide the theme of a story, drama, or poem.</li> <li>I can summarize the text.</li> </ul>
4.RL.3. Describe in depth a character, setting, or events in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	<ul style="list-style-type: none"> <li>I can use details in the text to completely describe characters in a text.</li> <li>I can use details in the text to completely describe setting in a text.</li> <li>I can use details in the text to completely describe events in a text.</li> </ul>
4.RL.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	<ul style="list-style-type: none"> <li>I can decide the meaning of words and phrases based on how they are used in a text.</li> </ul>
4.RL.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	<ul style="list-style-type: none"> <li>I can explain the differences between poems, drama, and prose by describing their structural elements.</li> </ul>
4.RL.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<ul style="list-style-type: none"> <li>I can describe differences between first- and third-person narrators.</li> <li>I can recognize how the story changes when the point of view or the narrator changes.</li> </ul>
4.RL.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	<ul style="list-style-type: none"> <li>I can make connections between the written text of the story or drama and a visual and/or oral presentation of the same text.</li> </ul>

4.RL.8. (Not applicable to literature)	
4.RL.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<ul style="list-style-type: none"> <li>I can compare and contrast how themes, topics, and patterns of events are used in text from different cultures.</li> </ul>
4.RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> <li>I can read and understand grades 4-5 text.</li> </ul>
<b>Strand: Reading Informational Text</b>	<b>“I can...” Statement</b>
4.RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> <li>I can find details and examples in the text to prove my inference.</li> <li>I can find details and examples in a text when explaining exactly what the text says.</li> </ul>
4.RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> <li>I can decide the main idea of a text.</li> <li>I can explain how the key details support the main idea.</li> <li>I can use the main idea and details to summarize the text.</li> </ul>
4.RI.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<ul style="list-style-type: none"> <li>I can explain events, procedures, or ideas in informational text by using details from the text.</li> </ul>
4.RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	<ul style="list-style-type: none"> <li>I can decide the meaning of fourth grade level words or phrases.</li> </ul>
4.RI.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<ul style="list-style-type: none"> <li>I can describe the structure of information in a text.</li> </ul>

<p>4.RI.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<ul style="list-style-type: none"> <li>• I can compare and contrast information from firsthand and secondhand sources.</li> </ul>
<p>4.RI.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<ul style="list-style-type: none"> <li>• I can read and understand information presented visually or orally that accompanies the text.</li> <li>• I can explain how the information helps to understand the text.</li> </ul>
<p>4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text.</p>	<ul style="list-style-type: none"> <li>• I can explain how an author uses reasons to support points in the text</li> </ul>
<p>4.RI.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<ul style="list-style-type: none"> <li>• I can write or speak about a topic by combining information from two texts on the same topic.</li> </ul>
<p>4.RI.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<ul style="list-style-type: none"> <li>• I can read and understand informational text at the grades 4-5 level.</li> </ul>
<p><b>Strand: Reading Foundations</b></p>	<p><b>“I can...” Statement</b></p>
<p>4.RF.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<ul style="list-style-type: none"> <li>• I can pronounce new words.</li> </ul>
<p>4.RF.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<ul style="list-style-type: none"> <li>• I can understand fourth grade level text.</li> <li>• I can read fourth grade prose and poetry with expression.</li> <li>• I can check for understanding and back up and reread when needed.</li> </ul>

<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	
<p><b>Strand: Writing</b></p>	<p><b>“I can...” Statement</b></p>
<p>4.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</li> <li>Provide reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ol>	<ul style="list-style-type: none"> <li>I can introduce a topic.</li> <li>I can give an opinion.</li> <li>I can create paragraphs/outlines where ideas support the writer’s purpose.</li> <li>I can provide reasons that are supported by facts and details.</li> <li>I can connect opinions and reasons using words and phrases (examples: <i>for instance, in order to, in addition</i>)</li> <li>I can write a concluding statement or paragraph that connects to an opinion.</li> </ul>
<p>4.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Provide a concluding statement or section related to the information or explanation presented.</li> </ol>	<ul style="list-style-type: none"> <li>I can introduce a topic.</li> <li>I can group related information into paragraphs.</li> <li>I can include headings, illustrations, and different media (<i>Examples: video/tape recording, newspaper articles, visual- charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages</i>) on the topic.</li> <li>I can explain the topic (<i>with facts, definitions, real details, quotes, or other examples about the topic</i>).</li> <li>I can link related ideas using words and phrases (e.g., <i>another, for example, also, because</i>).</li> <li>I can use exact words and vocabulary about my topic.</li> <li>I can write a concluding statement or paragraph on topic.</li> </ul>
<p>4.W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event</p>	<ul style="list-style-type: none"> <li>I can introduce a story with an event that includes characters and setting.</li> </ul>

<p>sequences.</p> <ol style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ol>	<ul style="list-style-type: none"> <li>I can organize the events of a plot in an order that makes sense.</li> <li>I can use transitional words to organize the sequence of events.</li> <li>I can use dialogue to show how characters react or respond.</li> <li>I can use words or phrases and sensory details to explain events.</li> <li>I can write an ending to my story.</li> </ul>
<p>4.W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> <li>I can create many types of writing.</li> </ul>
<p>4.W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p>	<ul style="list-style-type: none"> <li>I can use the writing process.</li> </ul>
<p>4.W.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<ul style="list-style-type: none"> <li>I can use technology to produce and publish writing.</li> <li>I can use technology to work with others.</li> <li>I can keyboard.</li> </ul>
<p>4.W.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<ul style="list-style-type: none"> <li>I can research a topic.</li> </ul>
<p>4.W.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.</p>	<ul style="list-style-type: none"> <li>I can find facts from books and computers.</li> <li>I can recall relevant facts from personal experiences.</li> <li>I can write notes and organize facts.</li> <li>I can make a bibliography.</li> </ul>

<p>4.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</li> <li>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</li> </ol>	<ul style="list-style-type: none"> <li>• I can write about literature I have read.</li> <li>• I can write about informational text I have read.</li> </ul>
<p>4.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>• I can write for different amounts of time and purposes.</li> </ul>
<p><b>Strand: Speaking and Listening</b></p>	<p><b>“I can...” Statement</b></p>
<p>4.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 4 topics and texts</i>, building *synthesis) on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ol>	<ul style="list-style-type: none"> <li>• I can share what I have learned, read, and know by talking about topics in class discussions.</li> <li>• I can follow rules when talking in class and do my job during discussions.</li> <li>• I can present questions about a topic.</li> <li>• I can respond to student questions about a topic.</li> <li>• I can make on-topic comments that support our class discussion.</li> <li>• I can review the main ideas we discussed.</li> <li>• I can explain my ideas and how they connect to the ideas of others.</li> </ul>
<p>4.SL.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<ul style="list-style-type: none"> <li>• I can state in my own words texts read aloud or facts told through charts, pictures, and words.</li> </ul>

<p>4.SL.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<ul style="list-style-type: none"> <li>• I can identify reasons and facts a speaker uses to prove his/her point.</li> </ul>
<p>4.SL.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<ul style="list-style-type: none"> <li>• I can share information on a topic, tell a story, and remember an experience.</li> <li>• I can recall the experience in order, and use facts/details that support its main idea.</li> <li>• I can speak clearly and at an understandable pace.</li> </ul>
<p>4.SL.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<ul style="list-style-type: none"> <li>• I can add sound and pictures to presentations to support main ideas or themes.</li> </ul>
<p>4.SL.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards.)</p>	<ul style="list-style-type: none"> <li>• I can decide when to use formal and informal English.</li> </ul>
<p style="text-align: center;"><b>Strand: Language</b></p>	<p style="text-align: center;"><b>“I can...” Statement</b></p>
<p>4.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</li> <li>Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</li> <li>Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</li> <li>Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</li> <li>Form and use prepositional phrases.</li> <li>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</li> </ol>	<ul style="list-style-type: none"> <li>• I can use <i>who, whose, whom, which, and that</i> correctly.</li> <li>• I can use <i>where, why, and when</i> correctly.</li> <li>• I can choose and use correct verb tense.</li> <li>• I can use helping verbs, such as <i>can, may, must, should, and could</i> appropriately.</li> <li>• I can use adjectives within a sentence in an order that makes sense.</li> <li>• I can use prepositional phrases, such as <i>in the room, to the principal</i>.</li> <li>• I can write and speak in complete sentences.</li> <li>• I can recognize and correct sentence fragments.</li> <li>• I can recognize and correct run-on sentences.</li> <li>• I can use homophones correctly.</li> </ul>

<p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p>	
<p>4.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use correct capitalization.</li> <li>Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>Use a comma before a coordinating conjunction in a compound sentence.</li> <li>Spell grade-appropriate words correctly, consulting references as needed.</li> </ol>	<ul style="list-style-type: none"> <li>I can use capital letters correctly.</li> <li>I can use quotation marks and commas to show someone speaking.</li> <li>I can use quotation marks and commas to show that words come from another writer.</li> <li>I can use a comma in a compound sentence.</li> <li>I can spell fourth grade words correctly.</li> <li>I can use a dictionary to find a correct spelling.</li> </ul>
<p>4.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Choose words and phrases to convey ideas precisely.*</li> <li>Choose punctuation for effect.*</li> <li>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</li> </ol>	<ul style="list-style-type: none"> <li>I can choose words to explain my ideas.</li> <li>I can choose phrases to explain my ideas.</li> <li>I can choose punctuation to show meaning.</li> <li>I can choose appropriate language for formal and informal situations.</li> </ul>
<p>4.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</li> <li>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ol>	<ul style="list-style-type: none"> <li>I can use context clues to determine the meaning of a word or phrase.</li> <li>I can use prefixes to find the meaning of a word.</li> <li>I can use suffixes to find the meaning of a word.</li> <li>I can use roots/base words to find the meaning of a word.</li> <li>I can use a dictionary, glossary, and thesaurus to find the pronunciation and meaning of a word.</li> </ul>
<p>4.L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<ul style="list-style-type: none"> <li>I can tell the meaning of similes and metaphors.</li> <li>I can recognize idioms, and adages/ proverbs.</li> </ul>

<p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<ul style="list-style-type: none"><li>• I can tell the meaning of idioms, and adages/proverbs.</li><li>• I can identify synonyms and antonyms of a given word.</li></ul>
<p>4.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<ul style="list-style-type: none"><li>• I can use grade level vocabulary.</li></ul>