

WISCONSIN BIOGRAPHIES

Academic Standards

Animations, web resources, books, and image galleries for all stories can help your students meet the following standards.

Wisconsin Standards for Social Studies

Grade Band: 3-5 (i)

Content Area: Behavioral Science (BH)

- SS.BH1.a.4 Describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments.
- SS.BH1.b.4 Describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.

Content Area: History (Hist)

- SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems.
- SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems.
- SS.Hist2.a.i Describe patterns of continuity over time in the community, state, and the United States.
- SS.Hist2.b.i Describe patterns of change over time in the community, state, and the United States.
- SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.
- SS.Hist3.c.i Explain how historical events have possible implications on the present.

Wisconsin Standards for English Language Arts

Strand: Reading K-5

Key Ideas and Details - Grade 4

- 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)
- R.4.3 Explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)

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Craft and Structure - Grade 4

- R.4.5 Identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)

Integration of Knowledge and Ideas - Grade 4

- 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)
- R.4.8 Explain how claims in a text are supported by relevant reasons and evidence. (RI)
- R.4.9 Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)

Common Core State Standards for English Language Arts

English Language Arts and Literacy in History/ Social Studies, Science, and Technical Subjects: Grade 4

Reading: Informational Text

- RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3 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.
- RI.4.5 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.
- RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

Standards continue on the next page

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The Trading Card and Idea Mapper interactives and Teaching Tips plans can help your students meet the following standards.

Common Core State Standards for English Language Arts

English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects: Grade 4

Writing

- W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic
- 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.
- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

- SL.4.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

In addition to the standards above, resources for stories about Chief Oshkosh, Walter Bresette, Milly Zantow, and Gaylord Nelson may help students meet the following standards.

Wisconsin Standards for Environmental Literacy and Sustainability

Grade Band: 3-5 (i)

Strand: Explore

- ELS.EX5.A.i Explain how one's cultural identity and views can influence decision-making and sustainability in natural and cultural systems. Identify parts, relationships, and perspectives present in a local issue, and examine the impact of individual and group choices on natural and cultural systems.
- ELS.EX5.C.i Identify historical or contemporary cultural events that have shaped perspectives about a sustainability issue. Identify how humans have shaped and managed natural systems, cultural systems, and the impact of change on both systems.

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Strand: Engage

ELS.EN6.A.i Identify cause and effect relationships and examine how a system's structure or behavior needs to change to achieve intended outcomes. Make connections between parts, systems, relationships, and perspectives in a system to identify how things work.

ELS.EN6.B.i Analyze the role of civic and personal ideals in enhancing natural and cultural systems. Analyze the short- and long-term impact of personal choices on the environment and sustainable communities. Investigate how individual and societal rights and responsibilities relate to healthy environments and sustainable communities.