

Overview of Content and Performance Standard 1 for Reading

10.54.3010 - Students construct meaning as they comprehend, interpret, and respond to what they reads.

LEARNING EXPECTATIONS IN CURRICULUM BENCHMARK - 10.54.3011

K-garten	Grade 1	Grade 2	Grade 3	Grade 4	Fourth Grade
K4.4 K4.9 K9.0	14.4	24.4	34.4 34.5 34.12 38.3 39.2	44.4 44.5 48.0 49.2	1. Make predictions and connections between new material and previous information/experiences.
K6.2 K9.0	16.1 19.0	23.4 28.3 29.2	34.4 37.2	44.4 44.5 48.0 49.2	2. Incorporate new print/non-print information into existing knowledge to draw conclusions and make applications.
K4.5 K6.3 K8.1	15.4 16.1 16.4 18.0	24.3 25.4 28.0	36.7 37.2 38.3 39.2	45.3 45.5 46.4 – 46.6 48.2 49.3	3. Provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material.
K4.1 K4.8 K6.2 K6.3	14.5 14.6 16.1 18.0	24.3 24.5 28.0	34.3 35.4 36.3 38.0	44.2 44.3 45.1 45.2 46.3	4. Demonstrate basic understanding of main ideas and some supporting details.
K4.7 K4.8 K6.2 K6.3	16.4 16.5 18.0	24.3 24.5 25.4 28.1 28.2	34.3 34.5 35.4 35.6 38.0	44.2 44.3 44.4 46.3 46.6	5. Accurately retell key elements of appropriate reading material.

Overview of Content and Performance Standard 2 for Reading

10.54.3020 - Students apply a range of skills and strategies to read.

LEARNING EXPECTATIONS IN CURRICULUM BENCHMARK – 10.54.3021

K-garten	Grade 1	Grade 2	Grade 3	Grade 4	Fourth Grade
K3.0	13.0 14.1 18.5	23.0	33.0	43.0	1. Decode unknown words by combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material.
K4.1 K4.8	14.6	24.5	34.5	44.2	2. Demonstrate understanding of literary elements (e.g., plot, character, setting, problem, solution).
K4.5	14.8	24.2	34.2	44.8 412.0	3. Identify literary devices (e.g., figurative language, exaggeration).
K3.6 K3.8	14.1 14.9	24.7	34.8	44.9	4. Use features and organization of fiction and nonfiction material to comprehend (e.g., paragraphs, chapters, titles, indices, tables of contents, graphs, charts, visuals).
	14.7	24.6	34.6 34.7	44.7 46.2	5. Adjust fluency, rate, and style of reading to the purpose of the material, with guidance.
K3.4 K3.5 K3.7	13.3 13.6	23.9	33.0 35.3	43.0	6. Develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources (e.g., dictionary, thesaurus, glossary)..

Overview of Content and Performance Standard 3 for Reading

10.54.3030 – Students set goals, monitor, and evaluate their progress in reading.

LEARNING EXPECTATIONS IN CURRICULUM

BENCHMARK – 10.54.3031

K-garten	Grade 1	Grade 2	Grade 3	Grade 4	Fourth Grade
K1.A	11.A	21.A	31.A	41.A	1. Articulate strategies used to self-monitor reading progress and to overcome reading difficulties with guidance from the teacher.
K1.B	11.B	21.B	31.B	41.B	
K1.C	11.C	21.C	31.C	41.C	2. Describe reading successes and set reading goals.
K4.7	14.2	24.1	34.1	42.A	3. Select authors, subjects, print and non-print materials to share with others.

Overview of Content and Performance Standard 4 for Reading

10.54.3040 - Students select, read, and respond to print and non-print material for a variety of purposes.

LEARNING EXPECTATIONS IN CURRICULUM BENCHMARK - 10.54.3041

K-garten	Grade 1	Grade 2	Grade 3	Grade 4	Fourth Grade
K2.A	14.2	24.1	34.1	44.1	1. Identify a variety of purposes for reading (e.g., personal satisfaction, lifelong reading habits).
K1.A	11.A	21.A	37.3 37.5	44.5	2. Solve a problem or answer a question through reading (e.g., signs, labels, instructions).
K2.B K2.C K2.D	17.4	27.5	34.4 37.5	44.5	3. Perform tasks for a variety of purposes by reading (e.g., recipes, directions, schedules, maps, tables, charts).
K4.5	16.1 16.4 16.8 19.0	25.4 29.0	34.3 36.4 39.0	44.3 46.6 46.7 49.0	4. Read and provide oral, written, and/or artistic responses to diverse perspectives, cultures, and issues in traditional and contemporary literature.
K2.0	12.0	22.0	32.0	42.0	5. Read a variety of sources to demonstrate an understanding of current events (e.g., newspapers, magazines).
K2.0	12.0	22.0	32.0	42.0	6. Read and interpret information from a variety of documents and sources (e.g., memos, directories, maps, tables, schedules, other technological material).

Overview of Content and Performance Standard 5 for Reading

10.54.3050 - Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicates their findings in ways appropriate for their purpose and audience..

LEARNING EXPECTATIONS IN CURRICULUM

BENCHMARK - 10.54.3051

K-garten	Grade 1	Grade 2	Grade 3	Grade 4	Fourth Grade
K4.1	14.6	24.5 28.5	34.5 38.5	44.2 48.2 49.0	1. Identify and summarize similarities and differences using a single element, such as character within a text and between sources of information.
K2.0	12.0 16.8 18.1 19.2	22.0 29.2	32.0 39.2	42.0	2. Make connections, integrate, and organize information from multiple sources.
			34.3	44.2	3. Recognize authors' points of view.
	16.7	26.5	34.9	44.6	4. Distinguish fact from opinion in various print and non-print material.

Content and Performance Standards for Reading Kindergarten

Key:

The coded Learning Expectations in Curriculum is detailed on the accompanying sheet labeled **KINDERGARTEN** Course Content. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for KINDERGARTEN defined below apply to each of the **Benchmarks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Benchmark**.

ACE Course Abilities for Kindergarten to be applied to each Content Standard and Benchmark as applicable:

K1.0 Apply abilities to Communication Arts.

- A. Think clearly and solve problems about language (classify, decide, solve, compare).
- B. Talk clearly about language (present, persuade, collaborate, explain, recommend).
- C. Make careful plans and use them (brainstorm, envision, research, plan, organize, persist).
- D. Use the quality process (plan, draft, analyze, revise, when producing products).
- E. Writing (phonetic spelling, experience letters, beginning punctuation, beginning sentence structure).

K2.0 Read, write, speak, and listen for many purposes.

- A. Select, listen to, share, and enjoy literature (rhyme, fairy tale, story).
- B. Use mass media (newspapers, radio, television, CD-ROM).
- C. Conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
 - listen/dictate/write/present: instructions, chart, thank you letter, letter of request, proposal, report, summary
 - technology: word processing, Internet, current technology

Kindergarten Course Content

K3.0 Display the skills to show you are ready to read.

- .1 Name and identify the capital letters in alphabetical and random order.
- .2 Name and identify the lower case letters in alphabetical and random order.
- .3 Repeat and identify the letter sounds.
- .4 Name a word that rhymes with a clue word.
- .5 Name words beginning with a specific sound.
- .6 Read from left to right, top to bottom, and from front to back.
- .7 Recognize high-frequency words.
- .8 Select a variety of literary works.

K4.0 Listen to, tell, and talk about rhymes, fairy tales, and stories.

- .1 Listen to nursery rhymes, fairy tales, and short stories and relate important details.
- .2 Identify when a story or fairy tale is over.
- .3 Recite a rhyme with a group and by yourself.
- .4 Make predictions and connections between new material and previous information/experiences.
- .5 Talk about rhymes, fairy tales, and stories and be able to identify what parts of a fairy tale could not really happen.
- .6 Identify fairy tales as a kind of story.
- .7 Tell a story from a picture.
- .8 Act out details in a story.
- .9 Address cultural differences and similarities between neighboring tribes and ourselves.

K5.0 Print the alphabet, your name, and numbers.

- .1 Print from left to right and from top to bottom.
- .2 Print capital letters.
- .3 Print lower-case letters.
- .4 Write numbers 0 to 20.
- .5 Print your name clearly using correct letter formation.
- .6 Print using lined paper.

Kindergarten

Course Content (cont.)

K6.0 Draw and tell about your pictures to show your ideas and to show sequence.

- .1 Identify what putting things in sequence means.
- .2 Draw a picture to show/tell a story and other ideas.
- .3 Tell a story or an idea in sequence by drawing.
- .4 Tell about your drawings.

K7.0 Listen for information.

- .1 Look at the speaker.
- .2 Be quiet when someone is speaking.
- .3 Keep your feet and hands to yourself and do not bother others.
- .4 Do not interrupt.
- .5 Ask and answer questions about important details in complete thoughts (relevant to current topic).

K8.0 Tell your thoughts in a group discussion.

- .1 Share ideas and feelings.
- .2 Answer and ask questions in complete thoughts.
- .3 Tell ideas in sequence and know when you are done.
- .4 Speak loud enough to be heard, but not too loud.
- .5 Wait your turn to talk.

K9.0 Respond to a literature selection shared by the teacher or others.

- .1 Tell about your own experiences that come to mind
- .2 Describe feelings generated by a reading.
- .3 Draw a picture that tells about the selection.

K11.0 Interact with other cultures through literary works –include Crow/Cheyenne.

- .1 Listen to literary works based on other cultures.
- .2 Tell what you like about the culture or character n the literary work.

Content and Performance Standards for Reading First Grade

Key:

The coded Learning Expectations in Curriculum is detailed on the accompanying sheet labeled **GRADE ONE** Course Content. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for GRADE ONE defined below apply to each of the **Benchmarks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Benchmark**.

ACE Course Abilities for First Grade to be applied to each Content Standard and Benchmark as applicable:**11.0 Apply abilities to Communication Arts.**

- A. Think clearly and solve problems about language (classify, decide, solve, compare).
- B. Talk clearly about language (present, persuade, collaborate, explain, recommend).
- C. Make careful plans and use them (brainstorm, envision, research, plan, organize, persist).
- D. Use the quality process (plan, draft, analyze, revise, when producing products).
- E. Writing (phonetic spelling, experience letters, beginning punctuation, beginning sentence structure).

12.0 Read, write, speak, and listen for many purposes.

- A. Select, listen to, share, and enjoy literature (rhyme, fairy tale, story).
- B. Use mass media (newspapers, radio, television, CD-ROM).
- C. Conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
 - listen/dictate/write/present: instructions, chart, thank you letter, letter of request, proposal, report, summary.
 - technology: word processing, Internet, current technology.

First Grade Course Content

13.0 Read and understand the meaning of simple words.

- .1 Apply basic phonetic analysis (initial and final consonants, initial diagraphs, two-letter blends, CVC word).
- .2 Read and comprehend word endings (possessives, -ed, -ing, plurals).
- .3 Read and use the sight words.
- .4 Name words with opposite meanings, words that rhyme, and simple compound words.
- .5 Distinguish between naming and action words (nouns, verbs).
- .6 Use picture clues to read and understand words.
- .7 Alphabetize to the first letter.

14.0 Read for meaning (main idea, sequence), and be able to read aloud smoothly.

- .1 Read from left to right, top to bottom, and front to back.
- .2 Choose books which interest you and which you can read.
- .3 Tell fiction from nonfiction.
- .4 Predict what will happen next.
- .5 Tell the main idea and sequence the main parts.
- .6 Tell about and/or compare setting, plot, and characters.
- .7 Read aloud smoothly and with expression.
- .8 Identify or recognize exaggeration in stories.
- .9 Locate and use parts of a book appropriate to grade level.

15.0 Communicate with legible and complete sentences.

- .1 Identify when a group of words is a sentence.
- .2 Print correctly and neatly so that others can read your printing.
- .3 Write sentences that start with a capital letter and end with a period or question mark.
- .4 Keep a journal using words, sentences, drawings, and invented spelling.
- .5 Write about personal experiences using proper sentences.
- .6 Use sight words in your sentences and to talk about your writing.

First Grade
Course Content (cont.)

16.0 Discuss what you read and listen to, and be able to give a brief sequenced speech about one thing or one idea.

- .1 Tell the main idea and show a photograph, object or drawing to make your idea clearer.
- .2 Use a sequence when you speak.
- .3 Use correct expression when speaking.
- .4 Tell ideas about what you read or heard in a discussion or to the large group.
- .5 Tell a personal experience, retell stories in sequence, and know when what you tell is complete.
- .6 Wait your turn to speak, listen to others while you wait, and stay on the topic during a discussion.
- .7 Discuss and compare realistic fiction and fantasy.
- .8 Address cultural differences and similarities between neighboring tribes and us.

17.0 Listen attentively and politely for main ideas and sequences.

- .1 Sit quietly without distracting others and show the speaker you are listening.
- .2 Listen for main ideas and to recall sequences.
- .3 Follow directions with one and two steps.

18.0 Respond to a given reading material to show understanding.

- .1 Share your own experiences that came to mind as you read.
- .2 Describe feelings generated by a reading.
- .3 Draw pictures that relate the story's main idea.
- .4 Draw pictures that relate the sequence of a story (main events).
- .5 Draw a picture that relates a visual of a specific character of a story.

19.0 Interact with other cultures through literary works – include Crow/Cheyenne.

- .1 Listen to literary works based on other cultures.
- .2 Tell how these cultures are similar and different from your own.
- .3 Tell what you like about the culture upon which the literary work is based.

Content and Performance Standards for Reading

Second Grade

Key:

The coded Learning Expectations in Curriculum is detailed on the accompanying sheet labeled **GRADE TWO** Course Content.

When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for GRADE TWO defined below apply to each of the **Benchmarks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Benchmark**.

ACE Course Abilities for Second Grade to be applied to each Content Standard and Benchmark as applicable:**21.0 Apply abilities to Communication Arts.**

- A. Think clearly and solve problems about language (classify, decide, solve, compare).
- B. Talk clearly about language (present, persuade, collaborate, explain, recommend).
- C. Make careful plans and use them (brainstorm, envision, research, plan, organize, persist).
- F. Use the quality process (plan, draft, analyze, revise, when producing products).
- F. Writing (phonetic spelling, experience letters, beginning punctuation, beginning sentence structure).

22.0 Read, write, speak, and listen for many purposes.

- A. Select, listen to, share, and enjoy literature (rhyme, fairy tale, story).
- B. Use mass media (newspapers, radio, television, CD-ROM).
- C. Conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
 - listen/dictate/write/present: instructions, chart, thank you letter, letter of request, proposal, report, summary.
 - technology: word processing, Internet, current technology.

Second Grade Course Content

23.0 Read and understand the meaning of simple words.

- .1 Apply common long and short vowels (blends, medial consonants, final diagraphs, r-controlled vowels, silent e, double vowels/diphthongs).
- .2 Identify and know meanings of compound words, contractions, prefixes, suffixes (-ly, -ful), and word endings (er, -est).
- .3 Read, write, and use the sight words.
- .4 Use nouns, verbs, and adjectives.
- .5 Identify and use opposites, rhyming words, and synonyms.
- .6 Alphabetize to the second letter.
- .7 Develop vocabulary through use of context clues.

24.0 Read for meaning (main idea, sequences, details) and be able to read aloud fluently.

- .1 Choose books which interest you and which you can read.
- .2 Distinguish among and talk about realistic fiction, fantasy, and nonfiction.
- .3 Tell the main idea, sequence, and important details.
- .4 Predict outcomes and draw conclusions.
- .5 Tell about, and/or compare, setting, plot, and characters.
- .6 Read aloud fluently and expressively with proper phrasing and comprehension at grade level.
- .7 Locate and use parts of a book appropriate to grade level.

25.0 Communicate with a sequence of legible and complete sentences.

- .1 Print correctly and neatly so that others can read your printing.
- .2 In the final draft, to use proper spelling, capital letters at the beginning, and periods, question marks, and exclamation points at the end.
- .3 Keep a journal that uses sequences of proper sentences.
- .4 Write, with imagination, a sequence of proper sentences about what you read, imagine, and experience.

Second Grade

Course Content (cont.)

26.0 Discuss and give a brief report or story using description and stating facts and opinions about one thing or idea.

- .1 Keep your feet still, enunciate clearly, and speak with correct expression for both small and large groups.
- .2 Tell the main idea and show something to make your idea clearer.
- .3 Use a sequence when you speak.
- .4 Tell a personal experience, retell something you have read, and know when what you tell is complete.
- .5 Tell facts from opinions and tell facts and opinions in a clear and logical order.
- .6 Use description when speaking.
- .7 Add good ideas in small and large group discussions when it is your turn.
- .8 Answer questions briefly and clearly.
- .9 Enunciate clearly, and speak with correct expression for both small and large groups.

27.0 Listen to gain information and follow multi-step directions.

- .1 Sit quietly without distracting others and show the speaker you are listening.
- .2 Listen to distinguish realistic fiction from fantasy and nonfiction.
- .3 Listen for main ideas, to recall sequences, and to recall important details.
- .4 Ask appropriate questions.
- .5 Follow multi-step directions (oral, written).

28.0 Respond to given reading material to show understanding.

- .1 Tell the main idea in your own words with guidance.
- .2 Tell the details that support the main idea or the plot with guidance.
- .3 Tell about your own experiences that came to mind as you read.
- .4 Describe feelings generated by a reading.
- .5 Explain why you liked or did not like a particular character in a selection.

29.0 Interact with other cultures through literary works – include Crow/Cheyenne.

- .1 Read literary works based on other cultures.
- .2 Discuss how these cultures are similar and different from your own.
- .3 Tell what you like about the culture upon which the literary work is based.

Content and Performance Standards for Reading Third Grade

Key:

The coded Learning Expectations in Curriculum is detailed on the accompanying sheet labeled **GRADE THREE** Course Content. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for GRADE THREE defined below apply to each of the **Benchmarks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Benchmark**.

ACE Course Abilities for Third Grade to be applied to each Content Standard and Benchmark as applicable:

31.0 Develop abilities in Communication Arts.

- A. Higher thinking (analyze, evaluate, question, classify, predict, decide, generalize, solve, compare, simplify).
- B. Communications (present, persuade, collaborate, explain, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, self-evaluate, persist).
- D. The quality process (plan, draft, analyze, revise, when producing products).

32.0 Read, write, speak, and listen for many purposes.

- A. Select, listen to, share, and enjoy literature (rhyme, fairy tale, story).
- B. Use mass media (newspapers, radio, television, CD-ROM).
- C. Conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
 - listen/dictate/write/present: instructions, chart, thank you letter, letter of request, proposal, report, summary.
 - technology: word processing, Internet, Current technology.

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Third Grade Course Content

33.0 Understand, use, pronounce, and spell vocabulary from all subjects.

- .1 Break words into syllables.
- .2 Use opposites, rhyming words, synonyms, compound words, and common homonyms.
- .3 Identify, understand, and use more prefixes and suffixes.
- .4 Alphabetize to the third letter and find words in a dictionary.
- .5 Speak, write, and use vocabulary from all subject areas.
- .6 Use nouns, verbs, adjectives, and adverbs.

34.0 Read for meaning (main idea, sequences, details, summarization), and read aloud with fluency and expression.

- .1 Choose reading selections for a particular purpose (pleasure, information, research).
- .2 Distinguish between, talk, and write about realistic fiction, fantasy, fables, and nonfiction.
- .3 Identify topic, events in sequence, author's point of view and important details, and be able to identify/speak/write summaries.
- .4 Follow directions, predict next step and outcome, and draw conclusions.
- .5 Tell about, and/or compare, setting, plot, characters, and resolution and relate stories to yourself.
- .6 Read aloud fluently and expressively with proper phrasing.
- .7 Participate in group oral reading of descriptions, poetry, and summaries.
- .8 Locate and use parts of a book appropriate to grade level.
- .9 Distinguish between fact and opinion.
- .11 Identify/speak/write summaries.
- .12 Check predictions during and following the reading of a selection.

35.0 Write a sequence of several proper and legible sentences organized around a theme.

- .1 Print and use cursive writing correctly and neatly so that others can read it.
- .2 In the final draft use correct usage, spelling, capital letters, end punctuation, and words, which communicate clearly, using feedback and guidance from others during the process.
- .3 Use vocabulary words from all subjects in your writing and to talk about your writing.
- .4 Clearly communicate a main idea, proper details, and a correct sequence.
- .5 Write an imaginative story.
- .6 Write clear, correct, organized, and brief summaries.
- .7 Write complete and correct descriptions with sensory details.

Third Grade
Course Content (cont.)

36.0 Organize thoughts before speaking or discussing, use visual supports, and speak in complete sentences.

- .1 Stand straight, face group, keep feet still, make eye contact, enunciate clearly, and speak with proper volume.
- .2 Organize thoughts before speaking.
- .3 Use complete sentences to explain the main idea and fully explain it with a prepared sequence.
- .4 Add good ideas in small and large group discussions when it is your turn.
- .5 Briefly and clearly answer questions.
- .6 Speak in complete sentences.
- .7 Select, develop, and use visual aids when speaking in a non-distracting manner to clarify your ideas.

37.0 Gain information by listening to and viewing descriptions, stories, and informational presentations.

- .1 Show social courtesies for listening (pay attention, no distractions, look at speaker, respond to speaker).
- .2 Restate what was heard and answer questions about descriptions, stories, and informational presentations.
- .3 Use a plan to gain information from descriptions, stories, and informational presentations.
- .4 Summarize, verbally and in writing, descriptions, stories, and informational presentations.
- .5 Follow multi-step directions.

37.0 Select a variety of literary works for a given purpose.

- .1 Choose reading selections for a particular purpose (pleasure, information, research).
- .2 Locate and use parts of a book appropriate to grade level.

38.0 Respond to a given reading material to show understanding.

- .1 Tell the main idea in your own words.
- .2 Tell the details that support the main idea or the plot.
- .3 Tell about your own experiences, which came to mind as you read.
- .4 Describe feelings generated by a reading and explain why.
- .5 Describe a character from a given selection (orally, written, artistically).

39.0 Interact with other cultures through literary works – include Crow/Cheyenne.

- .1 Read literary works based n other cultures.
- .2 Discuss how these cultures are similar and different from your own.
- .3 Discuss what you like about the culture upon which the literary work is based.

Content and Performance Standards for Reading Fourth Grade

Key:

The coded Learning Expectations in Curriculum is detailed on the accompanying sheet labeled **FOURTH GRADE** Course Content. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for FOURTH GRADE defined below apply to each of the **Benchmarks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Benchmark**.

ACE Course Abilities for Fourth Grade to be applied to each Content Standard and Benchmark as applicable:

41.0 Develop abilities in Communication Arts.

- A. Higher thinking (analyze, evaluate, classify, predict, decide, generalize, solve, relate, interpret, simplify).
- B. Communications (present, persuade, collaborate, explain, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, revise, when producing products).

42.0 Read, write, speak, and listen for many purposes.

- A. Select, listen to, share, and enjoy literature (rhyme, fairy tale, story).
- B. Use mass media (newspapers, radio, television, CD-ROM).
- C. Conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
 - listen/dictate/write/present: instructions, chart, thank you letter, letter of request, proposal, report, summary.
 - technology: word processing, Internet, current technology.

Fourth Grade Course Content

43.0 Increase your vocabulary and reading rate in all subject areas.

- .1 Use context to determine word meaning/meanings.
- .2 Identify, understand, and use more prefixes and suffixes.
- .3 Identify, understand, and use synonyms, antonyms, and homonyms.
- .4 Find specific words in the dictionary and use the dictionary to understand words.
- .5 Pronounce, use, and spell vocabulary from all subject areas.

44.0 Read for meaning (main idea, cause and effect, details, summarization) and aloud.

- .1 Distinguish between different types of literature and their purposes (pleasure, information, etc.).
- .2 Identify and compare the story elements (setting, character, problem, point of view, resolution).
- .3 Identify topic, events in sequence, and specific details and be able to identify/speak/write summaries.
- .4 Identify and explain cause and effect patterns and use them to explain stories and predict outcomes.
- .5 Follow written directions, predict next step and outcome, and draw conclusions.
- .6 Distinguish between fact and opinion.
- .7 Read aloud fluently and expressively with proper phrasing.
- .8 Identify literary the devices, figurative language and exaggeration.
- .9 Locate and use parts of a book appropriate to grade level.
- .11 Identify “point of view”

45.0 Write quality paragraphs and expressive poems.

- .1 Write/identify the main idea in one sentence.
- .2 Support the main idea with a logical sequence of ideas and details – include at least 3 supportive sentences.
- .3 Write clear, correct, organized, and brief summaries, descriptions, narratives, cause/effect, and fact/opinion paragraphs.
- .4 Write complete and correct one paragraph descriptions with sensory details.
- .5 Communicate ideas and feelings in poems, which use sensory or imaginative details and have poetic form.
- .6 In the final draft use correct usage, spelling, capital letters, end punctuation, format (indentation, heading, margins), sentences, and words which communicate clearly.
- .7 Use writing process skills, (brainstorm, pre-writing, rough draft, editing, final draft).
- .8 Use and identify parts of speech, noun, verb, pronoun, adjective, introduce adverb and prepositional phrase).
- .9 Use details from the reading to support your point of view when expressing an opinion based on an article/narrative.
- .11 In a single paragraph writing, include a sentence at the end that lets readers feel a sense of closure.

Fourth Grade

Course Content (cont.)

46.0 Orally ask and answer questions, present organized, oral reports and use group discussion skills.

- .1 Prepare and use brief notes which guide the presentation, but which are not read to the class.
- .2 Use correct voice (volume, pace, clarity) and body language (eye contact, erect and still stance, gestures, handling of notes, handling of visual aids).
- .3 State the main idea and fully explain it in an organized manner.
- .4 Select, develop, and use visual aids.
- .5 Answer questions from peers and ask questions of peers (polite, clear, brief, focused).
- .6 Give an oral report (book report, current event, hobby talk, demonstration).
- .7 Add good ideas in small and large group discussions when it is your turn.

47.0 Listen and view to summarize various types of information and to form opinions.

- .1 Demonstrate the social skills of audience behavior (eye contact, quiet and still, attentive, responsive).
- .2 Use active listening to summarize, to respond, and recall main ideas, sequences, and important details.
- .3 Use listening as a basis of writing and speaking.
- .4 Express and support an opinion about what you hear and view.

48.0 Respond to a given reading material in a variety of ways.

- .1 Connect personal experiences to plot, character and/or setting.
- .2 Express and explain feelings generated by the plot, character, and/or setting.

49.0 Interact with other cultures through literary works – include Crow/Cheyenne.

- .1 Read literary works based on other cultures
- .2 Explain how these cultures are similar and different from your own.
- .3 Explain what you like about the cultures upon which the literary work is based.

411.0 Identify the literary forms: fiction, non-fiction, biography, autobiography, plays, how-to articles.

412.0 Identify and use in writing the two common literary devices, metaphors and similes.