

Overview of Content and Performance Standards for Speaking and Listening

10.54.3610 - CONTENT STANDARD 1: Students demonstrate knowledge and understanding of the communication process.

LEARNING EXPECTATIONS IN CURRICULUM

BENCHMARK – 10.54.3611

K-garten	Grade 1	Grade 2	Grade 3	Grade 4	Fourth Grade
K7.0	16.0	26.0	36.0	46.0	1. Recognize the important role of speaking and listening in daily life.
K8.0	17.0	27.0	37.0	47.0	
K7.0	16.0	26.0	36.0	46.0	2. Identify oneself in various roles in the communication process and recognize the shared communication responsibilities of the speaker and listener.
K8.0	17.0	27.0	37.0	47.0	

Overview of Content and Performance Standards for Speaking and Listening

10.54.3620 - CONTENT STANDARD 2: Students distinguish among and use appropriate types of speaking and listening for a variety of purposes.

LEARNING EXPECTATIONS IN CURRICULUM

BENCHMARK – 10.54.3621

K-garten	Grade 1	Grade 2	Grade 3	Grade 4	Fourth Grade
K7.0 K9.0 K11.0	17.0 16.8 18.0 19.0	27.0 28.0 29.0	37.0 38.0 39.0	47.0 48.0 49.0	1. Recognize the techniques of listening in a variety of situations (e.g., focusing attention, reflecting, interpreting, analyzing, responding to messages).
K8.0	16.0 17.0	26.0 27.0	36.0 37.0	46.0 47.0	2. Demonstrate appropriate speaking and listening behaviors in communicating with peers and others in formal and informal classroom situations.
K4.7 K7.0 K8.0 K9.0 K11.0	16.0 17.0 18.0 19.0	24.6 26.0 27.0 28.0 29.0	34.6 36.0 37.0 38.0 39.0	44.7 46.0 47.2 47.3 48.0 49.0	3. Speak and listen effectively for a range of purposes (e.g., reading aloud and listening to oral readings, sharing and listening to personal experiences, presenting and listening to oral reports, clearly giving and understanding directions and instructions).
K4.3 K4.7 K6.4	16.0	26.0	36.0	46.0	4. Identify and appropriately use different types of presentations (e.g., storytelling, narrative, description).
K4.1 K7.0	16.4 16.6 17.0	27.0	37.1 37.2 37.5	47.0	5. Identify and use different types of listening appropriate to the listening situation (e.g., casual, appreciative, attentive).

Overview of Content and Performance Standards for Speaking & Listening

10.54.3630 - CONTENT STANDARD 3: Students apply a range of skills and strategies to speaking and listening.

LEARNING EXPECTATIONS IN CURRICULUM

BENCHMARK – 10.54.3631

K-garten	Grade 1	Grade 2	Grade 3	Grade 4	Fourth Grade
K6.3 K8.0	14.4 16.0 17.0	24.3 24.5 26.0 27.0	36.0 37.0 38.1 38.2	46.0 47.0	1. Communicate in a focused and organized manner.
K8.0	16.0	24.6 26.0	33.6 36.0 38.1 38.2	44.7 46.0	2. Select and use appropriate verbal language to convey intended meaning.
K6.3 K7.0 K8.0	14.7 16.0	26.0	34.6 34.7 36.0	44.7 46.0	3. Identify and begin to use appropriate verbal and non-verbal skills to enhance presentations and manage communication anxiety.
K6.0 K8.2 K8.3 K8.6	15.0 17.2 17.3 18.0 19.0	26.0 27.0 28.0 29.0	34.0 35.4 36.5 37.2 38.0 39.0	44.0 46.3 46.5 47.2 47.4 48.0 49.0	4. Monitor understanding by identifying and using strategies (e.g., asking relevant questions, restating information).
K4.1 K4.5 K8.2	14.3 14.8 16.4	26.5 27.2	34.2	44.1 44.6	5. Distinguish new from familiar material, significant from insignificant information, fact from opinion, and fantasy from reality.
K8.1 K8.2 K9.0 K11.0	16.1 16.5 18.0 19.0	26.4 26.6 26.7 28.0 29.0	34.4 34.5 36.2 36.4 37.2 37.4 38.0 39.0	46.7 47.4 48.0 49.0	6. Draw connections between one's experiences, information, and insights, and experiences communicated by others.
K4.0 K9.2	16.1 18.5	23.5	33.2 34.7 38.5	45.4 45.5	7. Identify characteristics of enjoyable listening experiences by examining rhythm in music, and visualization of images.
K7.0	16.6 17.1	26.1 27.1	36.1 37.1	47.1	8. Identify, anticipate, and manage barriers to listening.

Overview of Content and Performance Standards for Speaking and Listening

10.54.3640 - CONTENT STANDARD 4: Students identify, analyze, and evaluate the impacts of effective speaking and evaluative listening.

LEARNING EXPECTATIONS IN CURRICULUM

BENCHMARK – 10.54.3641

K-garten	Grade 1	Grade 2	Grade 3	Grade 4	Fourth Grade
K7.0 K8.0	16.0 17.0	26.0 27.0	36.0 37.0	46.0 47.0	1. Identify the characteristics of effective speaking and listening.
K7.0 K8.0	16.0 17.0	26.0 27.0	36.0 37.0	46.0 47.0	2. Reflect on one's effectiveness as a speaker and as a listener, set personal goals.
K7.0 K8.0	16.0 17.0	26.0 27.0	36.0 37.0	46.0 47.0	3. Show respect for the feelings and values of others when speaking and listening.

Content and Performance Standards for Speaking/Listening Kindergarten

Key:

The coded Learning Expectation in Curriculum are detailed on the accompanying sheet labeled **KINDERGARTEN**. 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 applies 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 Content Standards:

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 Be able to read, write, speak, and listen for many purposes.

- A. Be able to listen to and enjoy literature (rhyme, fairy tale, story).
- B. Be able to use mass media (newspapers, radio, television, CD-ROM).
- C. Be able to 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 Be 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 Identify the letter sounds.
- .4 Name a word which rhymes with a clue word.
- .5 Name words which start with a specific sound.
- .6 Read from left to right, top to bottom, and from front to back.
- .7 Recognize high-frequency words.

K4.0 Be able to listen to, tell, and talk about rhymes, fairy tales, and stories.

- .1 Listen to nursery rhymes, fairy tales, and short stories for important details.
- .2 Identify when a story or fairy tale is over.
- .3 Recite a rhyme with a group and by yourself.
- .4 Talk about rhymes, fairy tales, and stories.
- .5 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 Be able to 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 Be able to draw and tell about your pictures to show your ideas and to show sequence.

- .1 Describe what sequence is.
- .2 Draw a picture that shows the sequence of a story and other concepts.
- .3 Tell a story or an idea in sequence by drawing.
- .4 Tell about your drawings.

K7.0 Be able to 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 Be able to 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, not distract others, and look at others when they talk.
- .6 Make a reasonable prediction when listening to stories

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 in the literary work.

Content and Performance Standards for Speaking/Listening First Grade

Key:

The coded Learning Expectations in Curriculum are detailed on the accompanying sheet labeled **FIRST 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 FIRST GRADE defined below applies 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 Content Standards:

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).
 - Use the quality process (plan, draft, analyze, revise, when producing products).
 - Writing (phonetic spelling, experience letters, beginning punctuation, beginning sentence structure).

12.0 Be able to read, write, speak, and listen for many purposes.

- A. Be able to listen to and enjoy literature (rhyme, fairy tale, story).
- B. Be able to use mass media (newspapers, radio, television, CD-ROM).
- C. Be able to 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 Be able to 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 (or nouns and verbs).
- .6 Use picture clues to read and understand words.
- .7 Alphabetize to the first letter.

14.0 Be able to 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 Tell the main idea and sequence.
- .5 Predict what will happen next.
- .6 Tell about 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 Be able to 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 which 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 Be able to 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 Be able to 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 Ask appropriate questions.
- .4 Follow directions with one and two steps.

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

- .1 Share your own experiences that come 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 what you like about the culture or character in the literary work.
- .3 Tell what you like about the culture upon which the literary work is based.

Content and Performance Standards for Speaking/Listening

Second Grade

Key:

The coded Learning Expectations in Curriculum are detailed on the accompanying sheet labeled **SECOND 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 SECOND GRADE defined below applies 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 Content Standards:

21.0 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).

22.0 Be able to read, write, speak, and listen for a variety of purposes.

- A. Be able to read and enjoy literature (realistic fiction, fantasy, fables, nonfiction).
- B. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Be able to conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
 - read/write/present: instructions, chart, thank you letter, letter of request, letter of response, proposal, lab report, research report, summary.
 - technology: word processing, database, Internet, current technology.

Second Grade Course Content

23.0 Be able to 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, and 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 the use of context clues.

24.0 Be able to 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 setting, plot, and characters.
- .6 Read aloud fluently and expressively with proper phrasing and comprehension at grade level.

25.0 Be able to 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 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 Be able to 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 and 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 discussion when it is your turn.
- .8 Answer questions briefly and clearly.

27.0 Be able to 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 from nonfiction.
- .3 Listen for main ideas, to recall sequences, and to recall important details.
- .4 Ask appropriate questions.
- .5 Follow multi-step directions (oral and written).

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

- .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, which 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 Speaking/Listening

Third Grade

Key:

The coded Learning Expectations in Curriculum are detailed on the accompanying sheet labeled **THIRD 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 THIRD GRADE defined below applies 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 Content Standards:

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 Be able to read, write, speak, and listen for a variety of purposes.

- A. Be able to read and enjoy literature (realistic fiction, fantasy, fables, nonfiction).
- B. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Be able to conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
 - read/write/present: instructions, chart, thank you letter, letter of request, letter of response, proposal, lab report, research report, summary.
 - technology: word processing, database, Internet, current technology.

Third Grade Course Content

33.0 Be able to 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, adverbs and adjectives.

34.0 Be able to 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, 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 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 Talk about the differences between realistic fiction, fantasy, fables and nonfiction.
- .9 Identify and orally summarize information, stories, or shared readings.

35.0 Be able to 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 that 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 Be able to 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 discussion 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 Be able to 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.

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 through art or orally, a character from a given selection.

39.0 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 Discuss what you like about the culture upon which the literary work is based.

Content and Performance Standards for Speaking/Listening

Fourth Grade

Key:

The coded Learning Expectations in Curriculum are 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 applies 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 Content Standards:

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 Be able to read, write, speak, and listen for a variety of purposes.

- A. Be able to read and enjoy literature (prose, poetry).
- B. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Be able to conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
 - read/write/present: instructions, table, chart, thank you letter, letter of request, letter of response, inquiry, proposal, lab report, checklist, research report, summary.
 - technology: word processing, database, Internet, current technology.

Fourth Grade Course Content

43.0 Be able to 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 Be able to 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.

45.0 Be able to 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.
- .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 that 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).
- .9 Use details from the reading to support your point of view when expressing an opinion based on an article/narrative.

Fourth Grade

Course Content (cont.)

46.0 Be able to 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 discussion when it is your turn.

47.0 Be able to 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 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 culture upon which the literary work is based.