

Overview of Content and Performance Standard 1 for Writing

10.54.3410 - Content Standard 1: Students write clearly and effectively.

LEARNING EXPECTATIONS IN CURRICULUM

BENCHMARK - 10.54.3411

K-garten	Grade 1	Grade 2	Grade 3	Grade 4	Fourth Grade
K5.0	15.0	25.0	35.0	45.0 49.2 45.11	1. Organize text in paragraphs with clear beginning, middle, and end.
K6.3 K7.5	15.5 16.1	24.3 25.3 25.4	34.3 35.4	45.2 45.3 45.11 49.2	2. Develop a main idea through some supporting details.
K1.E	11.E 15.3	25.2	33.5 35.2 35.3	45.5 45.6 45.7	3. Demonstrate awareness of personal voice, sentence structure, and word choice.
K5.0	15.0	25.0 211.0	35.0	45.0 411.0	4. Apply conventions of standard written English (e.g., spelling, punctuation, usage) appropriate for grade level and purpose.

Overview of Content and Performance Standard 2 for Writing

10.54.3420 - Content Standard 2: Students apply a range of skills and strategies in the writing process.

LEARNING EXPECTATIONS IN CURRICULUM

BENCHMARK - 10.54.3422

K-garten	Grade 1	Grade 2	Grade 3	Grade 4	Fourth Grade
K1.C K1.D	15.4 15.5	25.3 25.4 28.0	35.4-35.7 37.4	45.0 48.0 49.0 411.0	1. Plan writing by generating and organizing ideas and by considering purpose and audience. .
K1.D	15.4	25.3	35.4-35.7 37.4	45.0	2. Write a draft that captures and organize ideas.
K1.D	15.1 15.3	211.0	31.D	412.0	3. Revise writing at the word, sentence, and paragraph levels using feedback and guidance from others.
K1.E	11.E	25.2 211.0	35.2	412.0	4. Edit, with assistance, by correcting errors (e.g., grammar, capitalization, punctuation, spelling, usage).
K2.D	15.2 15.6	25.1 25.2 28,0 211.0	35.0 37.4	48.0	5. Share/publish a legible final product.

Overview of Content and Performance Standard 3 for Writing

10.54.3430 - Content Standard 3: Students evaluate and reflect on their growth as writers.

LEARNING EXPECTATIONS IN CURRICULUM

BENCHMARK - 10.54.3431

K-garten	Grade 1	Grade 2	Grade 3	Grade 4	Fourth Grade
K1.C	11.C	211.0	31.C	411.0	1. Set goals and become aware of successes in own and others' writing.
K6.3	15.2	25.1	35.1	46.5	2. Share writing with others, listen to responses, ask questions, and offer positive comments to others.
K6.4	15.6	26.0	35.2	47.0	
K7.5	16.0	27.4	35.4	48.0	
K8.0	17.3		36.0		
			37.1		
		211.0	37.2		
			31.A	412.0	3. Identify his/her strengths as a writer.

Overview of Content and Performance Standard 4 for Writing

10.54.3440 - Content Standard 4: Students write for a variety of purposes and audiences.

LEARNING EXPECTATIONS IN CURRICULUM

BENCHMARK - 10.54.3441

K-garten	Grade 1	Grade 2	Grade 3	Grade 4	Fourth Grade
K1.C K1.D	15.4 15.5	25.3 28.0	35.0	45.3	1. Identify the purpose for his/her writing and write appropriately.
K8.1	18.0	28.0	38.0	48.0	2. Choose audiences (e.g., self, peers, adults) appropriate to purposes and topics.
K2.0	12.0	22.0 29.0	37.4	45.0 49.0 411.0	3. Experience writing in different genre (e.g., descriptive writing).

Overview of Content and Performance Standard 5 for Writing

10.54.3450 - Content Standard 5: Students recognize the structures of various forms, and apply these characteristics to their own writing.

LEARNING EXPECTATIONS IN CURRICULUM

BENCHMARK - 10.54.3451

K-garten	Grade 1	Grade 2	Grade 3	Grade 4	Fourth Grade
K4.0	14.3 19.0	24.2 29.0	34.2 34.7	44.1 49.0 411.0	1. Identify the characteristics of different forms (e.g., poetry, fiction, nonfiction, technical, simple report).
	19.0	25.4 29.0	35.5 – 35.7	45.3 – 45.6 49.0 411.0	2. Write using characteristics of different forms.

Overview of Content and Performance Standard 6 for Writing

10.54.3460 - Content Standard 6: Students use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information.

LEARNING EXPECTATIONS IN CURRICULUM

BENCHMARK - 10.54.3461

K-garten	Grade 1	Grade 2	Grade 3	Grade 4	Fourth Grade
K7.5 K8.2 K8.6	17.3	27.4	36.5	46.5	1. Pose questions or identify problems.
K2.0	12.0	22.0 211.1	32.0 33.4	42.0 43.4 46.4 412.0	2. Use selected technologies and information sources.
K1.A	11.A	21.A	34.4 & .5	44.5	3. Identify explanations or solutions, and draw a conclusion based on the information.
K8.0	15.0 16.0	25.0 26.0 28.0	35.0 36.0	45.0 46.0 48.0	4. Share information in appropriate ways for intended audiences.

Content and Performance Standards for Writing Kindergarten

Key:

The coded Learning Expectation in Curriculum are 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, 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 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. Listen to 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 Demonstrate being 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 by name the letters when hearing their phonetic sounds.
- .4 Name a word which rhymes with a clue word.
- .5 Name words which start with a specific sound.
- .6 Approach print 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 be able to tell the 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 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 on lines when using lined paper.

Kindergarten

Course Content (cont.)

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

- .1 Explain sequence.
- .2 Draw a picture that shows the sequence of a story and other things.
- .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 Maintain quiet when someone is speaking.
- .3 Keep your feet and hands to yourself and 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, do not distract others, and look at others when they talk.
- .6 Make a reasonable prediction when listening to stories.

Content and Performance Standards for Writing 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 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. Listen to 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 and 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 Tell the main idea and sequence.
- .5 Predict what will happen next.
- .6 Tell about and/or compare setting, plot, and characters.
- .7 Read aloud.

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 clear.
- .2 Express your ideas in appropriate sequence.
- .3 Use appropriate expression when speaking.
- .4 Tell about what you read to a group.
- .5 Tell a personal experience.
- .6 Retell stories in sequence.
- .7 End your “telling” at an appropriate spot.
- .8 Wait your turn to speak.
- .9 Listen to others while you wait.
- .11 Stay on the topic during a discussion.

17.0 Listen attentively and politely for main ideas and sequences.

- .1 Sit quietly without distracting others.
- .2 Show the speaker you are listening by eye contact.
- .3 Recall the main ideas of what was told through words or pictures.
- .4 Recall the sequence of what was told through words or pictures.
- .5 Ask appropriate questions.
- .6 Demonstrate being able to follow one and two-step directions

18.0 Choose the appropriate audience for what you want to share using its purpose and topic in the decision process.

19.0 Identify and experience different forms of writing with teacher direction and guidance.

- .1 Write poetry with teacher direction or as a group.
- .2 Write stories with teacher direction or as a group.
- .3 Write friendly letters, thank you notes, and invitations with teacher direction or as a group.

Content and Performance Standards for Writing

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

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

- A. Listen to 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, 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.

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 Orally compare 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 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 which uses sequences of proper sentences.
- .4 Write, with imagination, a sequence of proper sentences about what you read, imagine, and experience.
- .5 Use descriptions when writing.
- .6 Do daily writing that uses words, sentences, drawings, and invented spelling to convey thoughts and ideas.
- .7 Write two or three sentences in a sequence of sentences about what you read, imagine, and/or experience.
- .8 Use description when writing.
- .9 Plan and write simple paragraphs with teacher guidance as a group and as individuals.

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 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 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 and written).

28.0 Choose the appropriate audience for what you want to share using its purpose and topic in the decision process.

29.0 Identify and experience writing using different forms with teacher direction and guidance.

- .1 Create and identify simple poetry.
- .2 Create and identify a simple story.
- .3 Write and identify different types of letters (friendly, thank you notes, invitations).

211.0 Use revision to enhance writing.

- .1 Use reference tools throughout the writing process (text, electronic, primary sources).
- .2 Collaborate with others to improve the written product.
- .3 Review and revise their own work from the beginning to the end of the writing process.
- .4 Add visuals or technology to enhance the final product, as appropriate.

Content and Performance Standards for Writing

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 each Content Standard and benchmark as applicable:**31.0 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).

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

- A. Listen to 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.

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.

- .1 Choose reading selections for a particular purpose (pleasure, information, research).
- .2 Distinguish between realistic fiction, fantasy, fables, and nonfiction.
- .3 Identify topic, events in sequence, and important details.
- .4 Identify/speak/write summaries.
- .5 Follow directions, predict next step and outcome, and draw conclusions.
- .6 Tell about setting, plot, characters, and resolution and relate stories to yourself.
- .7 Read aloud fluently and expressively with proper phrasing.
- .8 Participate in group oral reading of descriptions, poetry, and summaries.

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

- .1 Print and use cursive writing 4 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 discussion when it is your turn.
- .5 Briefly and clearly ask and 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.

38.0 Choose the appropriate audience for what you want to share using its purpose and topic in the decision process.

Content and Performance Standards for Writing

Fourth Grade

Key:

The coded Learning Expectations in Curriculum are detailed on the accompanying sheet labeled **FOURTH GRADE** Course. 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 each Content Standard and benchmark as applicable:**41.0 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).

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

- A. Listen to 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 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 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 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, 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 Add good ideas in small and large group discussion 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 to 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 Choose the appropriate audience for what you want to share using its purpose and topic in the decision process.

49.0 Write a simple report on a given or chosen topic.

- .1 Prepare and use brief notes that guide the writing with teacher direction and guidance.
- .2 State the main idea and fully explain it in an organized manner.
- .3 Select, develop, and use visual aids appropriate to the report.

411.0 Experience writing using different forms individually and with teacher (expository, narrative, descriptive, research, creative).

412.0 Use revision to enhance writing.

- .1 Use reference tools throughout the writing process (text, electronic, primary sources).
- .2 Collaborate to develop ideas, word choice, organization, voice, and sentence fluency.
- .3 Review and revise your own work from the beginning to the end of the writing process
- .4 Where appropriate add visuals or technology to enhance the final product.