

**School District of Bonduel
Reading/Language Arts Curriculum
Grades K-4**

A. READING/LITERATURE

Content Standard

Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others.

Rationale

Reading is a complex, interactive process that continues to be a primary means of acquiring and using information. Society regards reading as essential to daily living. Because reading is fundamental to the mastery of other school subjects, students at all levels must learn to understand what they read. They must know and use various strategies--ways of unlocking the meaning of words and larger blocks of text--to become successful readers.

Students should be challenged to read literature and other materials that reflect and stimulate their interests and intellectual abilities. They should read a wide variety of materials, including fiction, nonfiction, poetry, drama, and other written works that reveal the richness and diversity of our heritage, afford opportunities to acquire new information, refine perspectives, respond to the needs and demands of society and the workplace, and provide for personal fulfillment.

	Performance Standards	Grade/ Course	Learning Targets	Assessment
A.4.1 Use effective reading strategies to achieve their purposes in reading.				
	A.4.1.1 Use a variety of strategies and word recognition skills, including rereading, finding context clues, applying their knowledge of letter-sound relationships, and analyzing word structures	K-4	K-1) Introduce and identify knowledge of letter sound relationships 2) Introduce word structures 3) Introduce finding context clues during the reading process 4) Reread to retell 1 st -1) Apply knowledge of letter-sound relationships 2) Apply word structure 3) Identify and apply context clues during the reading process 4) Reread for fluency 2 nd -1) Differentiate and apply knowledge of letter and sound relationship 2) Analyze and categorize word structures 3) Recognize and apply the context clues during the reading process 4) Reread to explain or summarize 3 rd - 3) Predict and decide context clues, during the reading process 4) Reread to predict 4 th - 3) Determine context clues during the reading process 4) Reread to infer	
	A.4.1.2 Infer the meaning of unfamiliar words in the context of a passage by examining known words, phrases and structures	1-4	1 st - Expose students to inferences 2 nd - Introduce the inferencing process to find meaning of unfamiliar words in the context passage by examining known words, phrases, and structure 3 rd - Guide the students using inferencing skills to find meaning of unfamiliar words in the context of a passage by examining known words, phrases and structures 4 th - Continue to guide and develop independence in inferencing the meaning of unfamiliar words in the context of a passage by examining known words, phrases and structures	

Assessment Types: SR = Selected Response (matching, multiple choice, T/F) PA = Performance Assessment (performance or authentic tasks)
 CR = Constructed Response (short Answer/essay) O = Observation (interactive and non-interactive)

	A.4.1.3 Demonstrate phonemic awareness by using letter/sound relationships as aids to pronouncing and understanding unfamiliar words and text	K-2	K-Expose and apply phonemic awareness by using letter sound relationship 1 st -Demonstrate and apply phonemic awareness 2 nd -Independently demonstrate phonemic awareness by using letter/sound relationship as aids to pronouncing and understanding unfamiliar word and text	
	A.4.1.4 Comprehend reading by using strategies such as activating prior knowledge, establishing purpose, self-correcting and self-monitoring, rereading, making predictions, finding context clues, developing visual images, applying knowledge of text structures, and adjusting reading rate according to purpose and difficulty	K-4	K-4 th -Comprehend reading by using strategies such as activating prior knowledge, establishing purpose, self-correcting and self-monitoring, rereading, making predictions, find context clues, developing visual images, applying knowledge of text structures, and adjusting reading rate according to purpose and difficulty at grade level	
	A.4.1.5 Read aloud with age-appropriate fluency, accuracy, and expression	K-4	K-4 th -Read aloud grade level age/ability appropriate material with fluency, accuracy, and expression	
	A.4.1.6 Discern how written texts and accompanying illustrations connect to convey meaning	K-3	K-Expose and apply how written texts and accompanying illustrations connect to convey meaning 1 st -Demonstrate and examine how written texts and accompanying illustrations connect to convey meaning 2 nd -Analyze and infer how written texts and accompanying illustrations connect to convey meaning 3 rd -Evaluate how written texts and accompanying illustrations connect to convey meaning	

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	A.4.1.7 Identify and use organizational features of texts, such as headings, paragraphs, and format, to improve understanding	K-4	<p>K-Introduce the heading of a text to improve understanding</p> <p>1st-Identify the title, table of contents, and glossary</p> <p>2nd-Differentiate and use organizational features of text, such as headings, paragraphs, and format to improve understanding</p> <p>3rd-Examine and use organizational features of texts, such as headings, paragraphs, and format, to improve understanding</p> <p>4th-Investigate and use organizational features of fourth grade texts, such as headings, paragraphs, and format, to improve understanding</p>	
	A.4.1.8 Identify a purpose for reading, such as gaining information, learning about a viewpoint, and appreciating literature	1-4	1 st -4 th -Identify a purpose for reading, such as gaining information, learning about a viewpoint, and appreciating literature at grade level	
A.4.2 Read, interpret, and critically analyze literature.				
	A.4.2.1 Recognize and recall elements and details of story structure, such as sequence of events, character, plot, and setting, in order to reflect on meaning	K-4	<p>K-Expose orally to elements and details of story structure, such as sequence of events, character, plot and setting, in order to reflect on meaning</p> <p>1st-Demonstrate and apply details of story structure, such as sequence of events, character, plot, and setting, in order to reflect on meaning</p> <p>2nd-Discuss and apply elements and details of story structure, such as sequence of events, character, plot, and setting in order to reflect on meaning</p> <p>3rd-4th-Compare and contrast elements and details of a grade level story structure, such as sequence of events, character, plot, and setting, in order to reflect on meaning</p>	

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	<p>A.4.2.2 Draw upon a reservoir of reading materials, including fairy tales, fables, and narratives from the United States and cultures worldwide, to understand plots, make predictions, and relate reading to prior knowledge and experience</p>	<p>K-4</p>	<p>K-Draw upon a reservoir of reading materials to orally introduce understanding plots, making predictions and relating reading to prior knowledge and experience 1st-Draw upon a reservoir of reading materials, including fairy tales, fables and narratives from the United States and cultures worldwide to comprehend plots, make predictions and relate reading to prior knowledge and experience 2nd-Draw upon a reservoir of reading materials to determine if they are understanding plots, making predictions, and relating reading to prior knowledge and experience 3rd-Draw upon a reservoir of reading materials to apply their understanding of plots, making predictions, and relating reading to prior knowledge and experience 4th-Draw upon a reservoir of reading materials to compare and contrast plots, independently making predictions, and relating reading to prior knowledge and experience</p>	
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	<p>A.4.2.3 Summarize ideas drawn from stories, identifying cause-and-effect relationships, interpreting events and ideas, and connecting different works to each other and to real-life experiences</p>	<p>K-4</p>	<p>K-1)Orally summarize ideas drawn from stories 2)None 3)Discuss events and ideas 4)Orally connect different works to each other and to real-life experience</p> <p>1st-1)Recall ideas drawn from stories 2)Introduce cause and effect relationships 3)Recall events and ideas and 4)recognize connections of different works to each other and to real-life experiences</p> <p>2nd-1)Organize ideas drawn from stories 2)Review cause and effect 3)Summarize events and ideas 4)Investigate and identify different words to each other and to the real life experiences</p> <p>3rd-1)Summarize ideas drawn from stories 2)Identify cause-and-effect relationships 3)Recognize events and ideas 4)Compare different works to each other and to real-life experiences</p> <p>4th-1)Summarize and paraphrase ideas drawn from stories 2)Identify cause-and-effect relationships 3)Interpret events and ideas 4)Produce and develop the connections of different works to each other and to real-life experiences</p>	
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	<p>A.4.2.4 Extend the literal meaning of a text by making inferences, and evaluate the significance and validity of texts in light of prior knowledge and experience</p>	<p>1-4</p>	<p>1st-Expose the literal meaning of text by making inferences and evaluate the significance and validity of texts in light of prior knowledge and experience</p> <p>2nd-Extend the literal meaning of a text by making inferences, and evaluate the significance and validity of texts in light of prior knowledge and experience at a second grade level</p> <p>3rd-Apply the literal meaning of a text by making inferences, and evaluate the significance and validity of texts in light of prior knowledge and experience in third grade</p> <p>4th-Interpret the literal meaning of a text by making inferences and evaluate the significance and validity of texts in light of prior knowledge and experience at fourth grade</p>	
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A.4.3 Read and discuss literary and nonliterary texts in order to understand human experience.			
A.4.3.1 Demonstrate the ability to integrate general knowledge about the world and familiarity with literary and nonliterary texts when reflecting upon life's experiences	K-4	K-Making oral connections between life experiences and the world using text at a Kindergarten level. 1 st -4 th -Making connections between life experiences and the world using text at grade appropriate level	
A.4.3.2 Identify and summarize main ideas and key points from literature, informational texts, and other print and nonprint sources	K-4	K-Orally expose to main ideas and key points 1 st -Identify the main idea from literature and key points from literature, informational texts, and other print and nonprint sources 2 nd -Identify and summarize main ideas and key points from literature, informational texts, and nonprint sources with support 3 rd -Identify and summarize main ideas and key points from literature, informational texts, and other print and nonprint sources 4 th -Identify and summarize main ideas and key points from literature, informational texts, and other print and nonprint sources to analyze	
A.4.3.3 Distinguish fiction from nonfiction, realistic fiction from fantasy, biography from autobiography, and poetry from prose	K-4	K-Distinguish real from pretend 1 st -Expose the students to fiction and nonfiction, real and fantasy 2 nd -Recognize fiction from nonfiction, realistic fiction from fantasy 3 rd -Distinguish and compare fiction from nonfiction, and realistic fiction from fantasy. Expose biography from auto biography, and poetry from prose 4 th -Distinguish and investigate fiction from non-fiction, realistic fiction from fantasy, biography from autobiography, and poetry from prose	

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	A.4.3.4 Select a variety of materials to read for discovery, appreciation, and enjoyment, summarize the readings, and connect them to prior knowledge and experience	K-4	<p>K-Teacher selects a variety of materials</p> <p>1st-2nd-Teacher selects and guides students to select a variety of materials to read for discovery, appreciation, and enjoyment, summarize the readings, and connect them to prior knowledge and experience</p> <p>3rd-Students and/or teachers select a variety of materials to read for discovery, appreciation, and enjoyment, summarize the readings, and connect them to prior knowledge and experience</p> <p>4th-Students independently select and teacher selects a variety of materials to read for discovery, appreciation, and enjoyment, summarize the readings, and connect them to prior knowledge and experience</p>	
A.4.4 Read to acquire information.				
	A.4.4.1 Summarize key details of informational texts, connecting new information to prior knowledge	K-4	<p>K-Expose to informational texts</p> <p>1st-Expose and introduce key details of informational texts, connecting new information to prior knowledge</p> <p>2nd-Identify and apply the key details of informational texts, connecting new information to prior knowledge</p> <p>3rd-Apply and summarize key details of informational texts, connecting new information to prior knowledge</p> <p>4th-Summarize key details of informational texts, connecting new information to prior knowledge</p>	
	A.4.4.2 Identify a topic of interest then seek information by investigating available text resources	3-4	<p>3rd -Identify a topic of interest then seek information by investigating available text resources</p> <p>4th-Identify and research a topic of interest then seek information by investigating available text resources</p>	

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B. WRITING

Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

Rationale

Written communication skills are central to learning. Whether in academic life, in the workplace, or in personal life, they offer a powerful advantage in a world in which people must constantly learn new information. To become confident and effective writers, students need to learn how to write for various purposes and audiences. They need to try different approaches and to reconsider what they have written through revision and editing. To ensure that their writing is understood and well-received, students need a working knowledge of language as well as grammatical structures, diction and usage, punctuation, spelling, layout, and presentation. This knowledge is also invaluable for discussing, critiquing, revising, and editing written communication in almost any form.

B.4.1 Create or produce writing to communicate with different audiences for a variety of purposes.

	B.4.1.1 Write nonfiction and technical pieces (summaries, messages, informational essays, basic directions, instructions, simple reports) that convey essential details and facts and provide accurate representations of events and sequences	1-4	1 st -Write nonfiction sentences that provide accurate representation of events 2 nd -Develop sentences and paragraphs in the writing of nonfictional pieces that convey essential details and facts and provide accurate representation of events and sequence 3 rd -Develop nonfiction paragraphs that convey essential details and facts and provide accurate representations of events and sequences 4 th -Produce multiple nonfiction paragraphs that convey essential details and facts and provide accurate representations of events and sequences (Trait=Organization)	
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<p>B.4.1.2 Write expressive pieces in response to reading, viewing, and life experiences (narratives, reflections, and letters) employing descriptive detail and a personal voice</p>	<p>K-4</p>	<p>K-Expose to writing expressive pieces 1st-Introduce and model expressive pieces in response to reading, viewing, and life experiences employing descriptive detail and a personal voice 2nd-Model and write expressive pieces in response to reading, viewing, and life experiences 3rd-Write and evaluate expressive pieces in response to reading, viewing, and life experiences employing descriptive detail and a personal voice 4th-Write and assess expressive pieces in response to reading, viewing, and life experiences employing descriptive detail and a personal voice (Trait=Voice & Word Choice)</p>	
<p>B.4.1.3 Write creative pieces (poetry, fiction, and plays) employing basic aesthetic principles appropriate to each genre</p>	<p>1-4</p>	<p>1st-Write a two line rhyming poem and expose and model writing a riddle 2nd-Model and write types of creative pieces (Acrostic poems, rhyming, riddles) Model fictional writing 3rd-Write and apply creative pieces (poetry-cinquain, limerick, haiku, and acrostic and fiction) employing basic aesthetic principles appropriate to each genre 4th-Write and assess creative pieces: Poetry-couplets, onomatopoeia, months, cinquain, haiku, metaphor, name, limericks, tongue twister, walking poetry plays=Hollywood High</p>	
<p>B.4.1.4 Write in a variety of situations (timed and untimed, at school and at home) and adapt strategies, such as revision and the use of reference materials, to the situation</p>	<p>2-4</p>	<p>2nd-Expose and model writing in a variety of situations and adapt strategies in the writing process 3rd-Write in a variety of situations, apply, and adapt strategies, such as revisions and the use of reference materials, to the situation 4th-Imagine and write in a variety of situations and adapt all the strategies of the writing process and use reference materials</p>	
<p>B.4.1.5 Use a variety of writing technologies, including pen and paper as well as computers</p>	<p>K-4</p>	<p>K-4th-Use a variety of writing technologies, including pen and paper as well as computers at grade appropriate level</p>	

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	B.4.1.6 Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation	K-4	K-4 th -Adaptations are teacher directed at a grade appropriate level	
B.4.2 Plan, revise, edit, and publish clear and effective writing.				
	B.4.2.1 Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, and content of successive drafts in order to fulfill a specific purpose for communicating with a specific audience	1-4	1 st -2 nd -Model and produce a draft including a finished piece using the writing process 3 rd -Produce and assess multiple drafts and finished pieces using the writing process 4 th -Revise multiple drafts and produce finished pieces using the writing process (Prewriting, draft, revise, edit, final copy)	
	B.4.2.2 Explain the extent and reasons for revision in conference with a teacher	2-4	2 nd -Using the 6 traits-explain the extent and reasons for revision in conference with a teacher 3 rd -Using the 6 traits writing review and explain the extent and reasons for revision in conference with a teacher 4 th -Using the 6 traits, review the reasons for revision in conference with a teacher	
	B.4.2.3 Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English and an appropriate voice	3-4	3 rd -Using the steps of the writing process produce a well developed, well organized three paragraph essay in 40 minutes using the traits to evaluate 4 th -Using the steps of the writing process produce a well developed, well organized 5 paragraph essay in 30 minutes using the traits to evaluate	
B.4.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.				
	B.4.3.1 Understand and use parts of speech effectively, including nouns, pronouns, and adjectives	1-4	1 st -Introduce and use parts of speech effectively: nouns, action verbs, and expose to adjectives 2 nd -Understand and effectively use: nouns, action verbs, and adjectives 3 rd -4 th -Understand and effectively use: nouns, pronouns, adjectives, and verbs	

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B.4.3.2 Use adverbials effectively, including words and phrases	3-4	3 rd -4 th -Introduce adverbials effectively	
B.4.3.3 Employ principles of agreement related to number, gender, and case	K-4	K-Expose to singular and plural. Expose to he/she and him/her 1 st -Introduce and practice the principles of singular and plural, him, her, she, he and expose to tenses 2 nd -Practice and apply principles of singular and plural him, her, she, he and tenses 3 rd -Apply and assess the principles of singular and plural nouns, him/her, she/he, and tenses 4 th -Review and assess the principles of tenses, singular and plural possessives	
B.4.3.4 Capitalize proper nouns, titles, and initial words of sentences	K-3	K-Expose to capitalization of proper nouns, titles and initial words of sentences 1 st -Practice and apply capitalizing, proper nouns, titles, and initial words of sentences 2 nd -Practice and assess capitalizing proper nouns, titles, and initial words of sentences 3 rd -Review and assess capitalization of proper nouns, titles, and initial words of sentences	
B.4.3.5 Use punctuation marks and conjunctions, as appropriate, to separate sentences and connect independent clauses	K-4	K-Expose to periods, question marks and explanation marks 1 st -Practice and apply using punctuation marks 2 nd -Apply and assess use of punctuation marks 3 rd -Expose and practice punctuation marks and conjunctions (and, but, and or), as appropriate, to separate sentences and connect independent clauses 4 th -Apply and assess the use of punctuation marks and conjunctions	
B.4.3.6 Use commas correctly to punctuate appositives and lists	1-4	1 st -Expose using commas correctly in a list or series 2 nd -Apply and assess the use of commas in a list or series 3 rd -Assess commas correctly in lists. Expose commas correctly to punctuate appositives 4 th -Apply and assess using commas correctly to punctuate appositives and lists	
B.4.3.7 Spell frequently used words correctly	K-4	K-4 th -Spell basal and frequently used words correctly at grade level	

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	<p>B.4.3.8 Use word order and punctuation marks to distinguish statements, questions, exclamations, and commands</p>	<p>K-4</p>	<p>K-Expose to using punctuation marks to distinguish statements, questions, and exclamations 1st-Apply punctuation marks to distinguish statements, questions, and exclamations 2nd-Practice and apply the use of word order and punctuation marks to distinguish statements, questions, and exclamations 3rd-Decide and apply the difference among statements, questions, exclamations, and commands 4th-Decide and assess the difference among statements, questions, exclamations, and commands</p>	
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C. ORAL LANGUAGE

Content Standard

Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.

Rationale

The spoken word, essential to our individual and social development, remains a central means of communication. Whether in informal interactions or more formal settings, speakers are required to communicate clearly in a manner that befits the occasion.

Listening is the most used and least understood of all communication skills. We spend approximately 45 percent of all communication time and as much as 57 percent of school instruction time listening. The ability to listen and to follow instructions is highly prized in the workplace.

C.4.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.

C.4.1.1 Identify and discuss criteria for effective oral presentations, including such factors as eye contact, projection, tone, volume, rate, and articulation	K-4	K-Introduce criteria for effective oral presentations including eye contact and volume through show and tell 1 st -Model ways for effective oral presentations, including such factors as eye contact, tone, volume, rate and articulation 2 nd -Model criteria for effective oral presentations 3 rd -Practice and apply criteria for effective oral presentations 4 th -Apply and assess criteria for effective oral presentations	
C.4.1.2 Read aloud effectively from previously-read material	K-4	K-4 th -Read aloud effectively from previously read grade level material	

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C.4.1.3 Speaking from notes or a brief outline, communicate precise information and accurate instructions in clearly organized and sequenced detail	3-4	3 rd -Practice speaking from notes or a brief outline, communicate precise information and accurate instructions in clearly organized and sequenced detail 4 th -Demonstrate speaking from notes or a brief outline precise information and accurate instructions in clearly organized and sequenced detail	
C.4.1.4 Present autobiographical or fictional stories that recount events effectively to large and small audiences	K-4	K-2 nd -Retell personal experiences and fictional stories that recount events effectively to large and small audiences 3 rd -Present personal experiences or fictional stories that recount events effectively to large and small audiences 4 th -Summarize personal experiences or fictional stories that recount events effectively to large and small audiences	
C.4.1.5 Participate in group readings, such as choral, echo, and shadow reading	K-4	K-Introduce group reading 1 st -2 nd -Participate in grade level group readings 3 rd -Participate in differential group readings 4 th -Participate in shadow reading (Joyful Voice poetry)	
C.4.1.6 Perform dramatic readings and presentations	1-4	1 st -2 nd -Experiment with grade level dramatic readings 3 rd -4 th -Experiment with grade level dramatic readings and presentations	
C.4.1.7 Distinguish between fact and opinion and provide evidence to support opinions	1-4	1 st -Expose them to the difference between fact and opinion 2 nd -Model the difference between fact and opinion 3 rd -Distinguish between fact and opinion and provide evidence to support opinions 4 th -Distinguish between fact and opinion and provide evidence to support opinions, then assess	
C.4.2 Listen to and comprehend oral communications.			
C.4.2.1 Follow basic directions	K-4	K-4 th -Follow age appropriate basic directions	

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C.4.2.2 Identify and summarize key points of a story or discussion	1-4	1 st -Identify what the story is about when they are read a story orally 2 nd -Identify key points of an oral story 3 rd -Identify and summarize main idea of a story or discussion 4 th -Decide the main idea or key points of an oral story discussion	
C.4.2.3 Retell stories and reports of events in proper sequence	K-4	K-Introduce retelling stories and events in proper sequence 1 st -Practice retelling stories in the proper sequence 2 nd -Model and apply the retelling of stories in proper sequence 3 rd -Summarize stories and reports of events in proper sequence 4 th -Summarize and assess stories and reports of events in proper sequence	
C.4.2.4 Follow sequence in plot and character development, predict outcomes, and draw conclusions	K-4	K-4 th -Follow sequence in plot and character development, predict outcomes, and draw conclusions at grade level	

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C.4.2.5 Recall the content of stories after hearing them, relate the content to prior knowledge, and answer various types of factual and interpretive questions about the stories	K-4	K-Introduce recalling the content of stories after hearing them, relate the content to prior knowledge and answer questions about the stories-all orally 1 st -Retell in oral and written form the content of stories after hearing them, relate the content to prior knowledge, and answer various types of factual and interpretive questions about the stories 2 nd -Predict and retell in written and oral form the content of stories after hearing them, relate the content to prior knowledge, and answer various types of factual and interpretive questions about the stories 3 rd -Predict and compare the content of stories orally and in written form after hearing them, relate the content to prior knowledge, and answer various types of factual and interpretive questions about the stories 4 th -Interpret and infer the content of stories after hearing them in written and oral form, relate the content to prior knowledge, and answer various types of factual and interpretive questions about the stories	
C.4.2.6 Distinguish fact from fantasy and fact from opinion	K-4	K-Expose to real from make believe 1 st -Identify fact from make-believe 2 nd -Distinguish fact from fantasy (make-believe, imaginary world) and expose fact from opinion 3 rd -4 th -Distinguish fact from fantasy (make-believe, imaginary world) and distinguish fact from opinion	
C.4.2.7 Understand increasingly complex sentence structures	K-4	K-Expose to increasingly complex sentence structures by using literature above a kindergarten level 1 st -4 th -Expose and understand increasingly complex sentence structures by using literature above grade level	
C.4.2.8 Understand a variety of word structures and forms, such as affixes, roots, homonyms, antonyms, synonyms, and word analogies	K-4	K-Expose to antonyms and synonyms 1 st -4 th -Understand a variety of word structures and forms, such as affixes, roots, homonyms, antonyms, synonyms at grade level	
C.4.3 Participate effectively in discussion.			

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C.4.3.1 Volunteer relevant information, ask relevant questions, and answer questions directly	K-4	K-4 th -Volunteer relevant information, ask relevant questions, and answer questions directly within student's ability level	
C.4.3.2 Use appropriate eye contact and other nonverbal cues	K-1	K-Expose to using appropriate eye contact and other nonverbal cues 1 st -Model and apply using appropriate eye contact and other nonverbal cues	
C.4.3.3 Use appropriate strategies to keep a discussion going	2-4	2 nd -Expose students to use appropriate strategies to keep a discussion going with who, what, when, where, why question 3 rd -Expose and use appropriate strategies to keep a discussion going through observation 4 th -Use appropriate strategies to keep a discussion going through observation	
C.4.3.4 Reflect on the ideas and opinions of others and respond thoughtfully	K-4	K-4 th -Reflect on the ideas and opinions of others and respond thoughtfully within the student's ability level	
C.4.3.5 Ask for clarification and explanation of unfamiliar words and ideas	K-4	K-4 th -Ask for clarification and explanation of unfamiliar words and ideas through observation	
C.4.3.6 Summarize information conveyed through discussion	K-4	K-Recall information conveyed through discussion 1 st -Retell information conveyed through discussion 2 nd -Restate information conveyed through discussion and observation 3 rd -Summarize information conveyed through discussion and observation 4 th -Summarize information conveyed through discussion using observation	

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D. LANGUAGE

Content Standard

Students in Wisconsin will apply their knowledge of the nature, grammar, and variations of American English.

Rationale

The essential basis of English language arts is language. Language exists in many variations, and the ability to use it well is frequently a source of power, respect, and financial success. However, if students are unaware of how language works, they may be unable to use it effectively.

D.4.1 Develop their vocabulary of words, phrases, and idioms as a means of improving communication.

	D.4.1.1 Consult dictionaries, thesauruses, and other resources to find and compare definitions, choose among synonyms, and spell words correctly	K-4	K-Use environmental print to spell words correctly 1 st -Expose and model using dictionaries and other resources to spell words correctly 2 nd -Model and practice the use of dictionaries and expose to the thesauruses and other resources to find definition and spell words correctly 3 rd -Consult dictionaries, continue to expose and practice using thesauruses, and other resources to 1)find and compare definitions 2)spell words correctly 4 th -Consult dictionaries, thesauruses, and other resources to 1)find and compare definitions 2)choose among synonyms 3)spell words correctly	
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	D.4.1.2 Use their knowledge of roots, prefixes, and suffixes to interpret and convey the meaning of words	1-4	<p>1st-Expose and model knowledge of roots, prefixes and suffixes to understand the meaning of words</p> <p>2nd-Model and practice knowledge of roots, prefixes, and suffixes to understand the meaning of words</p> <p>3rd-Model and review knowledge of roots (base words), prefixes, and suffixes to interpret and convey the meaning of words</p> <p>4th-Review and assess knowledge of roots, prefixes, and suffixes to interpret and convey the meaning of words</p>	
	D.4.1.3 Identify common figures of speech and use them appropriately	3-4	<p>3rd-Introduce common figures of speech such as: 1)idioms 2)metaphors 3)similes</p> <p>4th-Identify common figures of speech and use them appropriately 1)similes 2)metaphors 3)idioms</p>	

Assessment Types: SR = Selected Response (matching, multiple choice, T/F) PA = Performance Assessment (performance or authentic tasks)
CR = Constructed Response (short Answer/essay) O = Observation (interactive and non-interactive)

D.4.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.

	D.4.2.1 Identify various styles and purposes of oral and written language and learn to communicate effectively in commonly occurring situations	3-4	3 rd -4 th -Identify orally the various styles and purposes of language, and adapt communication in different settings	
	D.4.2.2 Describe and give examples of variations in American English that appear in different social, cultural, regional, and professional environments	3-4	3 rd -Discuss variations of American English in different environments 4 th -Describe and give examples of variations of American English in different environments	

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E. MEDIA AND TECHNOLOGY

Content Standard

Students in Wisconsin will use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; and to entertain and be entertained.

Rationale

In a technological world in which thought is increasingly dominated by media, such as newspapers, magazines, radio, television, movies, computer software, and electronic networks, students need to understand the impact of media on daily life. To use media effectively students must be able to evaluate information and match the information with the appropriate medium for a specific audience. In order to do this, they must recognize how communication changes from one medium to another.

E.4.1 Use computers to acquire, organize, analyze, and communicate information.

E.4.1.1 Operate common computer hardware and software	K-4	K-4 th -Operate Bonduel and Navarino Elementary applications	
E.4.1.2 Use basic word-processing, graphics, and drawing programs	K-4	K-Use drawing programs 1 st -Expose and practice using basic word-processing graphics, and drawing programs 2 nd -Practice and apply basic word processing, graphics, and drawing programs 3 rd -Construct and use basic word-processing, graphics, and drawing programs 4 th -Decide and use basic word-processing, graphics, and drawing programs	
E.4.1.3 Create, store, and retrieve electronic files	K-4	K-Create electronic files 1 st -Create, store, and retrieve electronic files 2 nd -4 th -Create, store, and retrieve electronic files using student folders	

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	E.4.1.4 Access information using electronic reference resources, such as library catalog, encyclopedias, almanacs, and indexes	3-4	3 rd -4 th -Find information using electronic reference source such as World Book On Line, Searchasaurus	
	E.4.1.5 Generate, send, and retrieve electronic messages			

Assessment Types: SR = Selected Response (matching, multiple choice, T/F) PA = Performance Assessment (performance or authentic tasks)
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E.4.2 Make informed judgments about media and products.			
E.4.2.1 Identify the intent or appeal behind products and messages promoted via media	4	4 th -Identify the intent behind products through media (CounterAct-advertisement lesson)	
E.4.2.2 Recognize basic propaganda techniques	4	4 th -Newspapers, Internet, Commercials, Magazines	
E.4.2.3 Identify images and symbols central to particular messages	K-4	K-4 th -Awareness of environmental images and symbols (arches for McDonald's)	
E.4.3 Create products appropriate to audience and purpose.			
E.4.3.1 Write news articles appropriate for familiar media	K-4	K-4 th -Write news articles for NBC newsletter or local newspaper (i.e. Santa Letters)	
E.4.3.2 Create simple advertising messages and graphics appropriate for familiar media	1-4	1 st -4 th -In school/community poster contests	
E.4.3.3 Prepare, perform, and tape simple radio and television scripts	K-4	K-4 th -Elementary school program	
E.4.3.4 Prepare and perform school announcements and program scripts	K-4	K-4 th -Elementary school program	
E.4.4 Demonstrate a working knowledge of media production and distribution.			
E.4.4.1 Make distinctions between messages presented on radio, television, and in print	1-4	1 st -4 th -Compare and contrast news from radio, television and in print (current events)	
E.4.4.2 Recognize how messages are adjusted for different audiences	1-4	1 st -4 th -Create an awareness that messages are adjusted for different audiences	
E.4.4.3 Identify sales approaches and techniques aimed at children	3-4	3 rd -Introduce and identify sales approaches and techniques aimed at children 4 th -Identify sales approaches and techniques aimed at children using magazines and commercials	

Assessment Types: SR = Selected Response (matching, multiple choice, T/F) PA = Performance Assessment (performance or authentic tasks)
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E.4.5 Analyze and edit media work as appropriate to audience and purpose.				
	E.4.5.1 Generate and edit media work as appropriate to audience and purpose, sequencing the presentation effectively and adding or deleting information as necessary to achieve desired effects	4	4 th -Create a PowerPoint presentation	
	E.4.5.2 Provide feedback to (and receive it from) peers about the content, organization, and overall effect of media work	4	4 th -Peer Evaluations both orally and written after PowerPoint projects	

Assessment Types: SR = Selected Response (matching, multiple choice, T/F) PA = Performance Assessment (performance or authentic tasks)
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F. RESEARCH AND INQUIRY

Content Standard

Students in Wisconsin will locate, use, and communicate information from a variety of print and nonprint materials.

Rationale

Students acquire a wide range of abilities and tools for raising questions, investigating ideas, and solving problems. Research involves posing interesting and important questions, using multiple sources of information, analyzing and relating facts and concepts, and arriving at conclusions or new understandings (adapted from the national *Standards for the English Language Arts*).

F.4.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.

	F.4.1.1 Propose research by formulating initial questions, narrowing the focus of a topic, identifying prior knowledge, and developing a basic plan for gathering information	1-4	1 st -Introduce and model a K-W-L (what learner <u>Knows</u> , what learner <u>Wants</u> to know, what they've <u>Learned</u>) chart 2 nd -Expose students to K.W.L. chart to conduct research 3 rd -Model and practice using a K.W.L. chart to conduct research 4 th -Independently use a K.W.L. chart to conduct research	
	F.4.1.2 Conduct research by identifying, locating, exploring, and effectively using multiple sources of information appropriate to the inquiry, including print, nonprint, and electronic sources	2-4	2 nd -Expose research and inquiry by modeling. Conduct research in small groups using multiple sources of information 3 rd -Conduct research in small groups, and introduce independently, how to find multiple sources of information 4 th -Independently conduct research using multiple sources of information	

<p>F.4.1.3 Recognize, record, organize, and acknowledge information pertinent to a project, accurately blending discoveries into answers</p>	<p>2-4</p>	<p>2nd-Recognize, record, organize, and acknowledge information pertinent to a project, accurately blending discoveries into answers in small groups students will read and summarize information pertinent to a project (science experiments research project) 3rd-Recognize, record, organize, and acknowledge information pertinent to a project, accurately blending discoveries into answers in small groups, and introducing independently(science experiments and research projects) 4th-Students will independently recognize, record, organize, and acknowledge important information, accurately blending discoveries into answers</p>	
<p>F.4.1.4 Present the results of inquiry, reporting and commenting on the substance and process of learning, orally and in writing, using appropriate visual aids</p>	<p>3-4</p>	<p>3rd-Using the traits of writing present the results of research, including visual aids in small groups 4th-Using the traits of writing present the results of research including visual aids independently</p>	

Assessment Types: SR = Selected Response (matching, multiple choice, T/F) PA = Performance Assessment (performance or authentic tasks)
CR = Constructed Response (short Answer/essay) O = Observation (interactive and non-interactive)