

Idaho Extended Standards Draft  
Extended Content Indicators  
Grade 4  
Language Arts

Standard 1: Reading Process - Students apply skills to learn common roots and word parts derived from Greek and Latin to decode and analyze the meaning of complex words. Students apply knowledge of syllable types, syllable patterns, and context clues to decode and determine the meaning of unknown words in a passage. Students are expected to read longer expository and literary text independently with fluency.

Extended Standard 1: Students apply decoding skills with common roots and word parts to understand meaning of vocabulary. Students apply syllables and context clues to decode and identify meaning of unknown words in text. Students are expected to be engaged in reading age appropriate expository and literary text with fluency.

Topic	GR	Goals	Objectives	Essence	Extended Content Indicators
	4.L.A.1.1	Acquire Concepts About Print	No objectives at this grade level.		No objectives at this grade level.

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Topic	Gr	Goal	Objectives	Essence	Extended content Indicators
	4.L.A.1.2	Acquire Concepts About Text	4.LA.1.2.1 Apply knowledge of text types and formats of various kinds of text. (716.05.c)		4.LA.1.2.1 A Show interest in text types and formats of various kinds of text in the environment.
			4.LA.1.2.2 Use text features (e.g., heading, captions) to comprehend various print formats (e.g., news papers, reference text).		4.LA.1.2.2 A Identify parts of a book and/or text features to aid in comprehension i.e. title, illustrations.
			4.LA.1.2.3 Identify and use graphic features that support text meaning (e.g., diagrams, maps, charts, illustrations). (707.05.b)		4.LA.1.2.3 A Identify graphic features that support text meaning.

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Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	4.L.A.1.3	Acquire Phonological Awareness Skills	No objectives at this grade level.		No objectives at this grade level.

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Extended Standard 1: Students apply decoding skills with common roots and word parts to understand meaning of vocabulary. Students apply syllables and context clues to decode and identify meaning of unknown words in text. Students are expected to be engaged in reading age appropriate expository and literary text with fluency.

Topic	Gr	Goal	Objectives	Essence	Extended content Indicators
	4.LA.1.4	Acquire Decoding Skills Using Word Parts	4.LA.1.4.1 Identify common root words, prefixes and suffixes, including Greek and Latin derivatives to decode unknown words. (707.01.e)		4.LA.1.4.1 A Identify word parts as letters and syllables, i.e. prefix, word families, root word, suffix.
			4.LA.1.4.2 Read abbreviations appropriate to grade level.		4.LA.1.4.2 A Read simple abbreviations appropriate to grade level.

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Extended Standard 1: Students apply decoding skills with common roots and word parts to understand meaning of vocabulary. Students apply syllables and context clues to decode and identify meaning of unknown words in text. Students are expected to be engaged in reading age appropriate expository and literary text with fluency.

Topic	Gr	Goal	Objectives	Essence	Extended content Indicators
	4.L.A.1.5	Acquire Decoding Skills Using Syllabication	4.LA.1.5.1 Use knowledge of syllable types and syllable patterns to decode multisyllabic words. <a href="#">(707.01.b)</a>		4.LA.1.5.1 A Identify that letters and syllables put together make words.

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Extended Standard 1: Students apply decoding skills with common roots and word parts to understand meaning of vocabulary. Students apply syllables and context clues to decode and identify meaning of unknown words in text. Students are expected to be engaged in reading age appropriate expository and literary text with fluency.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	4.L.A.1.6	Acquire Decoding Skills Using Context	4.LA.1.6.1 Use context clues to aid in decoding of new words. (707.01.f)		4.LA.1.6.1 A Use visual, tactile, and/or auditory prompts to identify new words.

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Topic	Gr	Goal	Objectives	Essence	Extended content Indicators
	4.L.A.1.7	Acquire Fluency	4.LA.1.7.1 Read aloud grade-level-appropriate text with fluency and accuracy from at least 140 correct words per minute (Hasbrouck & Tindal).		4.LA.1.7.1 A Read simplified, grade 4 appropriate text.

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Extended Standard 1: Students apply decoding skills with common roots and word parts to understand meaning of vocabulary. Students apply syllables and context clues to decode and identify meaning of unknown words in text. Students are expected to be engaged in reading age appropriate expository and literary text with fluency.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	4.L.A.1.8	Vocabulary and Concept Development	4.LA.1.8.1 Identify common root words, prefixes and suffixes, derived from Greek and Latin to determine the meaning of unknown words. (707.01.e)		4.LA.1.8.1 A Identify common words and the meaning of common suffixes, such as singular and plural.
			4.LA.1.8.2 Use context, synonyms, antonyms, homophones and homographs to develop an understanding of new words. (707.01.d)		4.LA.1.8.2 A Identify words and the concepts of same or opposite in meaning and same sounds-spelled differently (synonyms, antonyms, homophones)
			4.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 4 content area text.		4.LA.1.8.3 A Match pictures/objects/ gestures/words and concepts necessary for math, science, social studies and other Grade 4 content area text.
			4.LA.1.8.4 Use a grade-level appropriate dictionary and glossary to define and confirm meaning of unknown words. (707.05.a)		4.LA.1.8.4 A Use dictionary materials to develop concepts and vocabulary.



Standard 2: Comprehension/Interpretation - Students read and respond to a variety of grade-level-appropriate expository and literary texts. Students use a variety of comprehension strategies to draw inference, and conclusions from text. Students use text structure to locate information. Students identify and discuss story elements and determine literary devices in a variety of literature.

Extended Standard 2: Students read and respond to a variety of grade appropriate expository and literary texts. Student use comprehension strategies to draw inference and conclusions from text that is read or heard aloud. Students use text structure to locate information. Students identify simple story elements and literary devices in a variety of literature.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	4.L.A.2.1	Acquire Strategies and Skills for Comprehending Text	4.LA.2.1.1 State author’s main purpose for writing various texts. (707.03.a)		4.LA.2.1.1 A Identify the purpose of different kinds of texts.
			4.LA.2.1.2 Identify cause and effect relationships in text by responding to “why”, “how”, and “what if” questions.		4.LA.2.1.2 A Connects cause and effect relationships in text.
			4.LA.2.1.3 Draw conclusions based on information gathered from text. (707.01.o)		4.LA.2.1.3 A Use picture clues and context to support a conclusion from text.

Standard 2: Comprehension/Interpretation - Students read and respond to a variety of grade-level-appropriate expository and literary texts. Students use a variety of comprehension strategies to draw inference, and conclusions from text. Students use text structure to locate information. Students identify and discuss story elements and determine literary devices in a variety of literature.

Extended Standard 2: Students read and respond to a variety of grade appropriate expository and literary texts. Student use comprehension strategies to draw inference and conclusions from text that is read or heard aloud. Students use text structure to locate information. Students identify simple story elements and literary devices in a variety of literature.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	4.L.A.2.2	Acquire Skills to Comprehend Expository Text	4.LA.2.2.1 Distinguish between facts and opinions in expository text to support comprehension.		4.LA.2.2.1 A Identify between facts and opinions in expository text.
			4.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts		4.LA.2.2.2 A Respond to yes/no question based on: how, why or what –if in expository text that is heard or read.
			4.LA.2.2.3 Identify main ideas and signal words to summarize information from expository text. (707.01.h)		4.LA.2.2.3 A Identify main ideas and basic information from expository text.
			4.LA.2.2.4 Follow multi-step written directions.		4.LA.2.2.4 A Follow single and two-step directions (symbols such as pictures/ objects/ graphics/ words).

Standard 2: Comprehension/Interpretation - Students read and respond to a variety of grade-level-appropriate expository and literary texts. Students use a variety of comprehension strategies to draw inference, and conclusions from text. Students use text structure to locate information. Students identify and discuss story elements and determine literary devices in a variety of literature.

Extended Standard 2: Students read and respond to a variety of grade appropriate expository and literary texts. Student use comprehension strategies to draw inference and conclusions from text that is read or heard aloud. Students use text structure to locate information. Students identify simple story elements and literary devices in a variety of literature.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	4.L.A.2.3	Acquire Skills for Comprehending Literary Text	4.LA.2.3.1 Identify defining characteristics of literature genres, including poetry. (707.02.a)		4.LA.2.3.1A Identify characteristics of various genres, including poetry.
			4.LA.2.3.2 Describe characters (e.g., traits, roles, similarities/differences) within a literary selection, heard or read. (707.02.a)		4.LA.2.3.2 A Identify characters and their traits within a story heard or read.
			4.LA.2.3.3 Describe the setting and tell how it supports the story. (707.03.b)		4.LA.2.3.3A Identify setting of a story.
			4.LA.2.3.4 Explain the main problem, conflict, and resolution of a story plot. (707.03.b)		4.LA.2.3.4 A Identify the main idea of a story plot.
			4.LA.2.3.5 Identify the narrator of a story (point of view).		4.LA.2.3.5 A Identify who is telling a story.
			4.LA.2.3.6 Identify the moral of literary selection (e.g., fables, folktales, legends).		4.LA.2.3.6 A Identify a lesson of a fable or folktale.
			4.LA.2.3.7 Identify common similes and idioms.		4.LA.2.3.7 A Identify simple, common idioms.

**Standard 3: Writing** - Students use all five steps of the writing process to write for a variety of purposes and audiences. Students write compositions that relate to a central idea, contain supporting details, and are logically sequenced. Students edit using a checklist or rubric. Compositions are published in an appropriate format for a specific purpose and audience.

**Extended Standard 3:** Students use the steps of the writing process to write for a variety of purposes and audiences. Students' compositions relate to a central idea with supporting detail and logically sequenced. Students participate in editing strategies using a checklist or rubric. Appropriate formats are selected for a purpose and audience.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	4.L.A.3.1	Acquire Prewriting Skills	4.LA.3.1.1 Generate ideas using prewriting strategies (e.g., writer's notebook). (708.01.a; 708.01.b)		4.LA.3.1.1 A Participate in generating ideas using prewriting strategies.
			4.LA.3.1.2 Generate the main idea.		4.LA.3.1.2 A Participate in identifying the main idea
			4.LA.3.1.3 Use organizational strategies appropriate for writing. (708.01.a; 708.01.b)		4.LA.3.1.3 A Use strategies for planning and organizing writing.
			4.LA.3.1.4 Select an appropriate writing format for purpose and audience. (708.01.a; 708.01.b; 708.01.c)		4.LA.3.1.4 A Select a writing format template for purpose and audience (e.g. graphic organizer, pictures, objects, etc).
			4.LA.3.1.5 Plan writing to produce a piece of writing within a set time period.		4.LA.3.1.5 A Follow set time periods for producing a piece of writing.

Standard 3: Writing - Students use all five steps of the writing process to write for a variety of purposes and audiences. Students write compositions that relate to a central idea, contain supporting details, and are logically sequenced. Students edit using a checklist or rubric. Compositions are published in an appropriate format for a specific purpose and audience.

Extended Standard 3: Students use the steps of the writing process to write for a variety of purposes and audiences. Students’ compositions relate to a central idea with supporting detail and logically sequenced. Students participate in editing strategies using a checklist or rubric. Appropriate formats are selected for a purpose and audience.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	4.LA.3.2	Acquire Skills for Writing a Draft	4.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft that includes a main idea and details. (708.01; 708.02.b)		4.LA.3.2.1 A Use ideas generated in prewriting to write a draft.

**Standard 3: Writing** - Students use all five steps of the writing process to write for a variety of purposes and audiences. Students write compositions that relate to a central idea, contain supporting details, and are logically sequenced. Students edit using a checklist or rubric. Compositions are published in an appropriate format for a specific purpose and audience.

**Extended Standard 3:** Students use the steps of the writing process to write for a variety of purposes and audiences. Students' compositions relate to a central idea with supporting detail and logically sequenced. Students participate in editing strategies using a checklist or rubric. Appropriate formats are selected for a purpose and audience.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	4.L.A.3.3	Acquire Skills for Revising a Draft	4.LA.3.3.1 Revise draft for meaning and clarity. (708.01)		4.LA.3.3.1A Revise writing to enhance meaning.
			4.LA.3.3.2 Revise draft by adding details to enhance audience understanding. (708.02.b)		4.LA.3.3.2 A Revise writing by adding a detail.
			4.LA.3.3.3 Identify and add transition words to clarify sequence.		4.LA.3.3.3 A Use a transition word to indicate sequence.
			4.LA.3.3.4 Rearrange words and sentences as needed to clarify meaning. (708.02.b)		4.LA.3.3.4 A Revise writing by rearranging words or sentences to clarify meaning.
			4.LA.3.3.5 Use literary models to refine writing style.		4.LA.3.3.5 A Use a literary model in a piece of writing.
			4.LA.3.3.6 Use strategies to guide the revision process.		4.LA.3.3.6 A Use strategies to guide the revision process.

Standard 3: Writing - Students use all five steps of the writing process to write for a variety of purposes and audiences. Students write compositions that relate to a central idea, contain supporting details, and are logically sequenced. Students edit using a checklist or rubric. Compositions are published in an appropriate format for a specific purpose and audience.

Extended Standard 3: Students use the steps of the writing process to write for a variety of purposes and audiences. Students’ compositions relate to a central idea with supporting detail and logically sequenced. Students participate in editing strategies using a checklist or rubric. Appropriate formats are selected for a purpose and audience.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	4.L.A.3.4	Acquire Skills for Editing a Draft	4.LA.3.4.1 Edit the draft using an editing checklist with common editing marks. (708.01)		4.LA.3.4.1 A Edit the draft for errors.

Standard 3: Writing - Students use all five steps of the writing process to write for a variety of purposes and audiences. Students write compositions that relate to a central idea, contain supporting details, and are logically sequenced. Students edit using a checklist or rubric. Compositions are published in an appropriate format for a specific purpose and audience.

Extended Standard 3: Students use the steps of the writing process to write for a variety of purposes and audiences. Students’ compositions relate to a central idea with supporting detail and logically sequenced. Students participate in editing strategies using a checklist or rubric. Appropriate formats are selected for a purpose and audience.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	4.L.A.3.5	Acquire Skills to Publish Writing	4.LA.3.5.1 Publish writing in an appropriate format for the purpose and audience. (708.03.b)		4.LA.3.5.1 A Publish a draft with assistance.
			4.LA.3.5.2 Share writing with intended audience. (708.03.b)		4.LA.3.5.2 A Share writing with intended audience.



Standard 4: Writing Applications - Students write in a variety of formats to generate, record, and reflect upon ideas. Students write narratives that show, rather than tell, the events of a story. Writing includes sensory details and figurative language. Students write summaries and reviews.

Extended Standard 4: Students write and/or share in a variety of formats to generate, record, and reflect upon ideas. Students compose narratives that include events of a story. Compositions include descriptive strategies, such as common, figurative language. Students compose simple summaries.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	4.L.A.4.1	Acquire Expressive (Narrative/Creative) Writing Skills	4.LA.4.1.1 Write narratives with a logical sequence of events that include a beginning, middle, and end. (708.03.a)		4.LA.4.1.1 A Write and/or share narratives based on personal experience.
			4.LA.4.1.2 Write a variety of expressive works that include sensory details and precise word choices. (708.03.a)		4.LA.4.1.2 A Write a variety of expressive works that include precise word choices.

Standard 4: Writing Applications - Students write in a variety of formats to generate, record, and reflect upon ideas. Students write narratives that show, rather than tell, the events of a story. Writing includes sensory details and figurative language. Students write summaries and reviews.

Extended Standard 4: Students write and/or share in a variety of formats to generate, record, and reflect upon ideas. Students compose narratives that include events of a story. Compositions include descriptive strategies, such as common, figurative language. Students compose simple summaries.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	4.L.A.4.2	Acquire Expository (Informational/Research) Writing Skills	4.LA.4.2.1 Write a formal letter and correctly address the envelope. Write simple directions.		4.LA.4.2.1 A Write a simple letter and address an envelope.
			4.LA.4.2.2 Write a report with a main idea that includes facts and details about the topic.		4.LA.4.2.2 A Participate in writing a report that includes a main idea and facts about a topic.

Standard 4: Writing Applications - Students write in a variety of formats to generate, record, and reflect upon ideas. Students write narratives that show, rather than tell, the events of a story. Writing includes sensory details and figurative language. Students write summaries and reviews.

Extended Standard 4: Students write and/or share in a variety of formats to generate, record, and reflect upon ideas. Students compose narratives that include events of a story. Compositions include descriptive strategies, such as common, figurative language. Students compose simple summaries.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	4.L.A.4.3	Acquire Persuasive Writing Skills	4.LA.4.3.1 Write a persuasive letter that states and supports a position.		4.LA.4.3.1 A Write a persuasive statement to support a position.

Standard 4: Writing Applications - Students write in a variety of formats to generate, record, and reflect upon ideas. Students write narratives that show, rather than tell, the events of a story. Writing includes sensory details and figurative language. Students write summaries and reviews.

Extended Standard 4: Students write and/or share in a variety of formats to generate, record, and reflect upon ideas. Students compose narratives that include events of a story. Compositions include descriptive strategies, such as common, figurative language. Students compose simple summaries.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	4.L.A.4.4	Acquire Skills for Literary Response	4.LA.4.4.1 Write a response that identifies a text to self, text to world, and/or text to text connection.		4.LA.4.4.1 A Participate in writing (drawing, pictures, objects) a personal response that identifies a text connection.
			4.LA.4.4.2 Write or draw a response to a literature selection that identifies the plot.		4.LA.4.4.2 A Participate in writing or drawing a response to the plot of literary selections.

Standard 5: Writing Components - Students use the components of written language appropriate to this grade level. Students use simple compound sentences in writing. Students correctly use grade-level-appropriate conventions including apostrophes to show possession, and in contractions.

Extended Standard 5: Students use the components of written language appropriate to this grade level. Students use sentences in writing. Students use grade appropriate conventions.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	4.L.A.5.1	Acquire Handwriting Skills	4.LA.5.1.1 Write fluently and legibly in cursive. (708.01.b)		4.LA.5.1.1 A Write fluently and legibly.

Standard 5: Writing Components - Students use the components of written language appropriate to this grade level. Students use simple compound sentences in writing. Students correctly use grade-level-appropriate conventions including apostrophes to show possession, and in contractions.

Extended Standard 5: Students use the components of written language appropriate to this grade level. Students use sentences in writing. Students use grade appropriate conventions.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	4.L.A.5.2	Acquire Spelling Skills	4.LA.5.2.1 Spell correctly Grade 4 high-frequency words and common content area (e.g. science, social studies) words. (708.02.a)		4.LA.5.2.1 A Demonstrate spelling skills with high frequency words.
			4.LA.5.2.2 Spell correctly Grade 4 phonetically regular words with common spelling patterns. (708.02.a)		4.LA.5.2.2 A Spell simple, phonetically regular words with common spelling patterns.
			4.LA.5.2.3 Apply spelling rules appropriate to grade level to spell accurately. (708.02.a)		4.LA.5.2.3 A Apply spelling rules to spell words correctly or identify words spelled accurately.

Standard 5: Writing Components - Students use the components of written language appropriate to this grade level. Students use simple compound sentences in writing. Students correctly use grade-level-appropriate conventions including apostrophes to show possession, and in contractions.

Extended Standard 5: Students use the components of written language appropriate to this grade level. Students use sentences in writing. Students use grade appropriate conventions.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	4.L.A.5.3	Acquire Skills for Sentence Structure	4.LA.5.3.1 Use simple and complex sentences. (708.02.b)		4.LA.5.3.1 A Use pictures, words, or symbols to express a complete thought
			4.LA.5.3.2 Identify: <ul style="list-style-type: none"><li>• future verb tenses (708.02.b)</li><li>• adjectives</li><li>• personal pronouns</li><li>• conjunctions</li></ul>		4.LA.5.3.2 A Identify: <ul style="list-style-type: none"><li>• future verb tenses</li><li>• adjectives</li><li>• personal pronouns</li></ul>

Standard 5: Writing Components - Students use the components of written language appropriate to this grade level. Students use simple compound sentences in writing. Students correctly use grade-level-appropriate conventions including apostrophes to show possession, and in contractions.

Extended Standard 5: Students use the components of written language appropriate to this grade level. Students use sentences in writing. Students use grade appropriate conventions.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	4.L.A.5.4	Acquire Skills for Using Conventions	4.LA.5.4.1 Correctly punctuate and capitalize titles, books, geographical names. (708.02.a)		4.LA.5.4.1 A Demonstrate use of capitalization skills: places
			4.LA.5.4.2 Identify comma use in a direct address (“John, come here.”) and in compound sentences. (708.02.a)		4.LA.5.4.2 A Demonstrate use of punctuation skills: comma in a direct address (“Dear John,”)



**Standard 6: Communication** - Students listen critically to effectively understand oral and visual presentations. Students speak in a manner that guides the listener to understand important ideas by using proper grammar, phrasing, pitch and modulation. Students use speaking skills to communicate for various purposes and audiences. Students identify and use a variety of visually presented material to gain new information.

**Extended Standard 6:** Students listen to understand presentations. Students communicate in a manner that guides the listener to understand important ideas. Students communication for various purposes and audiences. Students identify and respond to presented material to gain new information.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	4.LA.6.1	Acquire Listening Skills	4.LA.6.1.1 Listen critically to distinguish between a speaker's opinion and verifiable facts.		4.LA.6.1.1 A Listen to distinguish between a speaker's opinion and facts.
			4.LA.6.1.2 Listen for similarities and differences in various oral presentations. (709.02.b)		4.LA.6.1.2 A Listen and respond to similarities and differences in various oral presentations.
			4.LA.6.1.3 Listen to acquire and summarize information from a variety of sources. (709.01.c)		4.LA.6.1.3 A Listen to gain information from a variety of sources.

Standard 6: Communication - Students listen critically to effectively understand oral and visual presentations. Students speak in a manner that guides the listener to understand important ideas by using proper grammar, phrasing, pitch and modulation. Students use speaking skills to communicate for various purposes and audiences. Students identify and use a variety of visually presented material to gain new information.

Extended Standard 6: Students listen to understand presentations. Students communicate in a manner that guides the listener to understand important ideas. Students communication for various purposes and audiences. Students identify and respond to presented material to gain new information.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	4.L.A.6.2	Acquire Speaking Skills	4.LA.6.2.1 Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.		4.LA.6.2.1 A Ask questions and respond to questions.
			4.LA.6.2.2 Summarize major ideas and supporting evidence presented in oral presentations.		4.LA.6.2.2 A Initiate interactions to deliver information about an idea or event.
			4.LA.6.2.3 Organize oral presentations to maintain a clear focus. (710.01.b)		4.LA.6.2.3 A Participate in oral presentations to maintain a clear focus.
			4.LA.6.2.4 Deliver narrative (story) presentations that relate ideas, observations, or memories about an event or experience.		4.LA.6.2.4 A Deliver narrative (story) presentations to convey memories about an event or experience.
			4.LA.6.2.5 Engage the audience with appropriate words, facial expressions, and gestures. (710.01.a)		4.LA.6.2.5 A Engage the audience with appropriate words, facial expressions, or gestures.

Standard 6: Communication - Students listen critically to effectively understand oral and visual presentations. Students speak in a manner that guides the listener to understand important ideas by using proper grammar, phrasing, pitch and modulation. Students use speaking skills to communicate for various purposes and audiences. Students identify and use a variety of visually presented material to gain new information.

Extended Standard 6: Students listen to understand presentations. Students communicate in a manner that guides the listener to understand important ideas. Students communication for various purposes and audiences. Students identify and respond to presented material to gain new information.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	4.L.A.6.3	Acquire Viewing Skills	4.LA.6.3.1 Identify similarities and differences in a variety of viewed media. (711.01.a)		4.LA.6.3.1 A Identify similarities in a variety of viewed media.
			4.LA.6.3.2 Demonstrate understanding of graphics, pictures, and charts appropriate to grade level.		4.LA.6.3.2 A Identify information from graphics, pictures, and charts appropriate to grade level.
			4.LA.6.3.3 Analyze the role of media in focusing people's attention on events and in forming their opinions on issues. (711.02.a)		4.LA.6.3.3 A Recognize media that focuses personal attention on events and in forming their opinion.
			4.LA.6.3.4 Differentiate between fact and opinion in media presentations. (711.03.b)		4.LA.6.3.4 A Identify an opinion in media presentations.