

## USD 368 Curriculum Guide

### \*KS Assessment

**Curricular Area: Reading**  
**Grade/Course: Fourth**

**Standard 1 – Reading: The student reads and comprehends text across the curriculum.**  
**Benchmark 1: The student uses skills in alphabetics to construct meaning from text.**

#### Knowledge Base Indicators

The student...

1. uses decoding skills that include knowledge of *structural analysis* automatically when reading.
- 2L alphabetizes a list of words to the fourth letter

**Standard 1 – Reading: The student reads and comprehends text across the curriculum.**  
**Benchmark 2: The student reads fluently.**

#### Knowledge Base Indicators

The student...

1. uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes, colons, semi-colons, dashes) to read fluently at instructional or independent reading levels.
2. reads expressively with appropriate *pace, phrasing, intonation, and rhythm of speech*.
3. uses knowledge of sentence structure to read fluently at *instructional or independent reading levels*.
4. uses a variety of *word-recognition* strategies (e.g., practicing words in isolation, practicing reading words in text, orthographic patterns) to read fluently.
5. adjusts reading rate to support comprehension when reading *narrative, expository, technical, and persuasive* texts.

**Standard 1 – Reading: The student reads and comprehends text across the curriculum.**  
**Benchmark 3: The student expands vocabulary.**

#### Knowledge Base Indicators

The student...

1. \* determines the meaning of words or phrases by using context clues (e.g., *definitions, restatements, examples, descriptions*) from sentences or paragraphs.
2. identifies and uses *synonyms, antonyms, homophones, and homographs* to determine the meaning of words.

3. uses a dictionary or a glossary to determine an appropriate definition of a word or uses a thesaurus to expand vocabulary.
4. \* determines meaning of words through knowledge of word structure (e.g., *compound nouns*, *contractions*, *\*root words*, *\*prefixes*, *\*suffixes*).
5. determines the meaning of *figurative language* by interpreting *similes*, *metaphors*, and *idioms*.
6. identifies the connotation and denotation of new words.

**Standard 1 – Reading: The student reads and comprehends text across the curriculum.  
Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).**

**Knowledge Base Indicators**

The student...

1. identifies characteristics of *narrative*, *expository*, *technical*, and *persuasive* texts. (e.g. setting, characters, problems, plot, attempts, theme, goals, sequence of events, outcomes/solutions and resolutions)
2. \* understands the purpose of text features (e.g., title, \*graphs/charts and maps, \*table of contents, \*pictures/illustrations, \*boldface type, \*italics, glossary, index, headings, subheadings, topic and summary sentences, captions) and uses such features to locate information in and to gain meaning from appropriate-level texts.
3. uses prior knowledge and content to make, revise, and confirm predictions.
4. generates and responds logically to literal, inferential, and *critical thinking* questions before, during, and after reading the text.
5. \* uses information from the text to make inferences and draw conclusions.
6. identifies text structure (e.g., *sequence*, *problem-solution*, *comparison-contrast*, *description*, *cause-effect*).
7. \* compares and contrasts information (e.g., topic, *characters' traits*, *themes*, *problem-solution*, *cause-effect* relationships) in one or more appropriate-level text(s) and identifies compare-contrast signal words.
8. \* links causes and effects in appropriate-level narrative and expository texts.
9. \*\* *retells main ideas* or events as well as supporting details in appropriate-level *narrative*, *expository*, and *technical* texts.
10. \* identifies the *topic*, *main idea(s)*, and supporting details in appropriate-level texts.
11. \*\* identifies the *author's purpose* (e.g., to persuade, to entertain, to inform).
12. establishes a purpose for reading or listening (e.g., to be informed, to follow directions, to be entertained).
13. follows directions explained in *technical* text.
14. \*\*distinguishes between fact and opinion in various types of appropriate-level texts.
- 15L. produces a written re-telling of a text.
- 16L. identifies fiction including folk literature and non-fiction including poetry.

**Standard 2 – Literature: The student responds to a variety of text.**

**Benchmark 1: The student uses literary concepts to interpret and respond to text.**

**Knowledge Base Indicators**

The student...

1. \* identifies and describes *characters'* physical traits, personality traits, and feelings, and explains reasons for *characters'* actions and the consequences of those actions.
2. \* identifies and describes the *setting* (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text.
3. \* identifies or describes the major conflict in a story and how it is resolved.

**Standard 2 – Literature: The student responds to a variety of text.**

**Benchmark 2: The student understands the significance of literature and its contributions to human understanding and culture.**

**Knowledge Base Indicators**

The student...

1. describes aspects of history and culture found in works of literature.
2. compares and contrasts various languages, traditions, and cultures found in literature.
3. makes connections between specific aspects of literature from a variety of cultures and personal experiences.

**Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 1: The students use writing as a tool for learning throughout the curriculum.**

**Knowledge Base Indicators**

The student...

1. writes notes, outlines/graphic organizers, narratives, journal entries, learning logs and self-reflections while learning in content areas.

**Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 2: The students use a writing process that includes preparing, drafting, revising, editing and publishing to produce a written text.**

### **Knowledge Base Indicators**

The student...

1. uses pre-writing strategies independently to organize ideas on a topic or a prompt.
2. writes a draft with an introduction, body, and conclusion.
3. revises the draft for content and edit for conventions including spelling.
4. uses assessment techniques on revised copy.
5. publishes a legible final copy.

**Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 3: The students use ideas that are well developed, clear and interesting.**

### **Knowledge Base Indicators**

The student...

1. selects a topic from a group-generated list of ideas (occasionally write about a given prompt).
2. maintains focused writing throughout the text.
3. includes details to develop main idea.

**Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 4: The students will use organization that enhances the reader's understanding.**

### **Knowledge Base Indicators**

The student...

1. uses a variety of organizational strategies such as webbing or concept mapping.
2. writes a piece with a beginning, middle, and ending.
3. writes a piece that includes a main idea and details.

**Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 5: The students use *authentic* and appropriate voice.**

### **Knowledge Base Indicators**

The student...

1. writes expressively.
2. writes with an awareness of the reader.

**Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 6: The students use effective word choice.**

**Knowledge Base Indicators**

The student...

1. uses descriptive words.
2. chooses words and phrases appropriate for purposes and audiences (family, peers, teachers).
3. understands the concept of adjectives and adverbs.
4. uses specific nouns, powerful verbs, vivid adjectives, and descriptive phrases in writing.
- 5L. uses capitalization rules when writing proper nouns, (e.g., names, cities, states and titles).
- 6L. creates and uses words correctly including abbreviations, nouns, pronouns, and plurals, (..s, ..es, ..y to l and f to v).
- 7L. distinguishes between linking verbs and action verbs.
- 8L. uses adverbs to modify verbs.
- 9L. identifies different kinds of adjectives, (articles, what kind, how many and which one).

**Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 7: The students use clear and fluent sentences.**

**Knowledge Base Indicators**

The student...

1. writes sentences that vary in length and structure making the reading pleasant and natural.
2. writes sentences that are grammatically correct and easy to read aloud.
3. writes sentence beginnings that relate to and build upon previous sentences.
- 4L. writes complete sentences with subject/verb agreement.

**Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 8: The students use standard American English conventions.**

**Knowledge Base Indicators**

The student...

1. correctly uses a range of standard writing conventions.
2. uses standard writing conventions with accuracy so that meaning is clearly conveyed.
- 3L. identifies four types of sentences and punctuation marks
- 4L. uses quotation marks and commas.

**Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 9: The students use a variety of modes of writing for different purposes and audiences.**

**Knowledge Base Indicators**

The student...

1. writes for a specific purpose and audience.
2. writes descriptive pieces (e.g., poetry and journal entries).
3. writes narrative pieces (e.g., personal narratives, letters, fairy tales, and tall tales).
4. writes expository pieces (e.g., written directions, book and research reports).
5. writes persuasive pieces that may include personal opinion.
6. writes technical pieces.

**Standard 4 – Research: The student applies reading and writing skills to demonstrate learning.**

**Benchmark 1: The student uses effective research practices.**

**Knowledge Base Indicators**

The student...

1. determines focus of research and identifies information needed.
2. formulates both broad and specific questions at knowledge, comprehension, application levels, and seeks answers.
3. determines a variety of possible sources.
4. locates appropriate information (e.g., print, non-print).
5. records information.
6. organizes and presents information in both oral and written forms.
7. categorizes relevant information from multiple sources into major categories (e.g., topics, subtopics).

**Standard 4 – Research: The student applies reading and writing skills to demonstrate learning.**

**Benchmark 2: The student uses ethical research practices.**

**Knowledge Base Indicators**

The student...

1. identifies what constitutes *plagiarism*.
2. expresses information in own words using appropriate details and in simple and compound sentences.
3. identifies references for all information used or reproduced from sources.
4. constructs a simple *bibliography* with author, title, publisher, year, and/or website name.