

<p>Wisconsin Performance Standards</p>		<p>Houghton Mifflin English © 2001</p>
<p>A. READING / LITERATURE</p>		
<p>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.</p> <p>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.</p> <p>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.</p>		
<p>Performance Standards By the end of grade four, students will:</p>		
<p>A.4.1 Use effective reading strategies to achieve their purposes in reading.</p>		
<ul style="list-style-type: none"> • Use a variety of strategies and word recognition skills, including rereading, finding context clues, applying knowledge of letter-sound relationships, and analyzing word structures 	<p>K</p>	<p><i>At K-4, for a variety of strategies and word recognition skills, see</i> Context Clues, TE: 29, 30-31, 57; PB: 1A Letter and Sound Match, TE: 29, 30-31; PB: 1A Sound-Symbol Relationship in the Letters of the Alphabet, TE: 57; AM: 66-68 Inflected Forms, TE: 151, 161; AM: 105; PB: 6C</p>
	<p>1</p>	<p>Context Clues, SB: 78, 134, 182, 209, 236; TE: T87, T143, 191, 247 Phonics/Decoding, TE: 211, 213, 293, 306, 307 Inflected Forms, SB: 67-68, 80, 125-126, 136; TE: 67, 68, 125, 126 Contractions, SB: 131-132, 137, 140; TE: 118B, 131, 132, 142B, 190B; WP: 59-60; RW: 37</p>
	<p>2</p>	<p>Context Clues, SB: 29-30, 31-32, 53, 54, 55, 96, 101, 107, 108, 119, 120, 122, 126, 127, 163, 165, 167, 170, 177, 179, 181, 183, 187, 190, 234, 241, 243, 253; TE: 63, 135, 207, 253, 267, 341 Connect Sounds and Letters, SB: 79, 153, 221, 283, 357, H41-H43 Inflected Forms, SB: 97-98, 101-102, 113-116, 119-122, 126-129, 132-133, 165-170, 193-199, 243-244, 249-250; TE: 97, 98, 101, 102, 113-116, 165, 166, 167, 168, 169, 170; WP: 29-30, 33-34, 45-46, 47-48, 58-59, 60-61, 62-63, 87-88, 93-94; RW: 18, 21, 28, 29, 38, 39, 40, 56, 60 Compound Words, SB: H44</p> <p style="text-align: right;">(continued)</p>

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<ul style="list-style-type: none"> Use a variety of strategies and word recognition skills, including rereading, finding context clues, applying knowledge of letter-sound relationships, and analyzing word structures (continued) 	2 (ctd.)	Contractions, SB: 183-184, 186, 188, 191, 195, 205, 328, H35; TE: 183, 184; WP: 76-77; RW: 48
	3	Rereading, SB: 9, 259, 287, 327, 355, 389, 423 Context Clues, SB: 78, 122, 160, 230; TE: 259, 287, 327, 355, 389, 423 Inflected Forms, SB: 68-71, 74-77, 95, 100-107, 130-134, 150-151, 152-153, 173, 174, H58-H59; TE: 59B, 68, 69, 70, 71, 74, 75, 76, 77, 91-93, 95, 97B, 100, 101, 102, 103, 104, 105, 106, 107, 130-134, 150-151, 152-153, 173, 174, H58-H59; WP: 25-26, 27, 28, 29-30, 31-32, 33-34, 36-37, 38-39, 40-41, 42-43, 44-45, 69-70, 71-72; RW: 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27 Contractions, SB: 120-121, 123, 126, 140, 168, 226-227, 233, 240, 246; TE: 97B, 120, 121, 123; WP: 58-59, 112-113; RW: 35, 69 Contractions Usage, SB: 226, 233; WP: 112-113; RW: 69
	4	Rereading, TE: 9, 275, 298, 339, 369, 413, 447 Context Clues, SB: 248, H11, H12, H13, H14, H15, H16; TE: 9, 148, 220, 248, 275, 298, 339, 369, 413, 447, H11, H12, H13, H14, H15, H16 Inflected Forms, SB: 70-71, 82, 87, 90, 100-101, 108-109, 120, 130, 142-143, 150, 156, 158, 162, 255; TE: 70, 71, 100, 101, 108, 109, 142, 143; WP: 25-26, 41, 48-49, 65-66; RW: 16, 29, 40 Compound Words, SB: H67 Contractions, SB: 116-117, 121, 122, 124, 134, 157, 216-217, 218-219, 223, 224, 231, 242-243, 256, 258, 431; WP: 56-57, 106-107, 108-109, 119-120; RW: 33, 64, 65, 72
	K	<i>At K-4, for inferring the meaning of unfamiliar words in context, see:</i> Vocabulary, TE: 37, 43, 50, 52, 53, 54-55, 60, 61, 67, 75, 78, 87, 100, 109, 111, 126, 131, 133; AM: 63, 66-68, 72, 73, 84, 91, 95; PB: 1D, 1E, 2A-2B, 2D, 2E, 4C, 4E, 5A
<ul style="list-style-type: none"> Infer the meaning of unfamiliar words in the context of a passage by examining known words, phrases, and structures 	1	Vocabulary, SB: 37, 77, 94, 133-134, 181-182, 193, 235-236, 252; TE: 37, 77, 87, 143, 181, 182, 191, 235, 236, 247
	2	Vocabulary, SB: 117, 185, 253, H9-H12; TE: 63, 135, 207, 267, 341
	3	Vocabulary, SB: 78, 122, 160, 220, 230; TE: 9, 259, 287, 327, 389, 423
	4	Vocabulary, SB: 80, 118, 148, 220, 248, H11-H17; TE: 9, 11, 275, 298, 339, 369, 413, 447
<ul style="list-style-type: none"> Demonstrate phonemic awareness by using letter/sound relationships as aids to pronouncing and 	K	<i>At K-4, for phonemic awareness, see:</i> Letter and Sound Match, TE: 29, 30-31; PB: 1A

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<p>understanding unfamiliar words and text</p>	1	Letter and Sound Match, SB: 307-315
	2	Connect Sounds and Letters, SB: 79, 153, 221, 283, 357, H41-H43
	3	Connect Sounds and Letters, SB: 278, 306, 342, 378, 442, H57-H59
	4	Connect Sounds and Letters, SB: H20, H66-H69; TE: H20
<ul style="list-style-type: none"> Comprehend reading by using strategies such as activating prior knowledge, establishing purpose, self-correcting, 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	<p><i>At K-4, for comprehending reading by using strategies, see:</i> Prior Knowledge (Building Background), TE: 30, 54, 76, 102, 128, 154, 180, 206 Context Clues, TE: 29, 30-31, 57; PB: 1A Visual Information, TE: 87, 129, 160, 212; AM: 83, 84, 104; PB: 6B, 8C Story Structure, TE: 157, 165; PB: 6A, 6G; AM: 108</p>
	1	<p>Prior Knowledge, TE: 87, 143, 191, 247 Purpose Setting for Reading, TE: 87, 143, 191, 247 Context Clues, SB: 78, 134, 182, 209, 236; TE: T87, T143, 191, 247 Visualizing, SB: 13-14, 19, 167-168, 170-171, 214, 270-271, 285 Summarizing a Story, SB: 149; TE: 149 Text Organization, TE: 247-252</p>
	2	<p>Prior Knowledge, TE: 63, 135, 207, 267, 341 Purpose Setting for Reading, TE: 63, 135, 207, 267, 341 Predicting Outcomes, TE: 63, 135, 267 Context Clues, SB: 29-30, 31-32, 53, 54, 55, 96, 101, 107, 108, 119, 120, 122, 126, 127, 163, 165, 167, 170, 177, 179, 181, 183, 187, 190, 234, 241, 243, 253; TE: 63, 135, 207, 253 Evaluating Visual Images, SB: 2, 8, 9, 10, 159 Story Structure, TE: 138</p>
3	<p>Prior Knowledge, TE: 9, 259, 287, 327, 355, 389, 429 Purpose Setting for Reading, TE: 9, 259, 287, 327, 355, 389, 429 Making Predictions, SB: 9, 259, 287, 327, 355, 389, 423 Context Clues SB: 78, 122, 160, 230; TE: 259, 287, 327, 355, 389, 423</p> <p style="text-align: right;">(continued)</p>	
<ul style="list-style-type: none"> Comprehend reading by using strategies such as activating prior knowledge, establishing purpose, self-correcting, self-monitoring, 	3 (ctd.)	<p>Evaluating Visual Images, SB: 317, 353, 420-421, 446-447 Story Map, SB: 300, 309, H48; WP: 125; RW: 80</p>

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<p>rereading, making predictions, finding context clues, developing visual images, applying knowledge of text structures, and adjusting reading rate according to purpose and difficulty (continued)</p>	4	<p>Prior Knowledge, TE: 9, 275, 339, 369, 413, 447 Purpose Setting for Reading, SB: 9, 275, 298, 339, 369, 413; TE: 9, 275, 298, 339, 369, 413 Context Clues, SB: 248, H11, H12, H13, H14, H15, H16; TE: 9, 148, 220, 248, 275, 298, 339, 369, 413, 447, H11, H12, H13, H14, H15, H16 Evaluating Visual Images, SB: 6, 276, 299, 341, 366-376, 416, 444-445, H46 Story Map, SB: 307, 322, H54; WP: 134; RW: 85</p>
<ul style="list-style-type: none"> Read aloud with age-appropriate fluency, accuracy, and expression 	K	<p><i>At K-4, for reading aloud, see:</i> Oral Reading, TE: 65, 81, 89, 115, 117, 143, 158, 169, 178, 184, 195, 210, 223</p>
	1	<p>Oral Reading, TE: 55, 106, 161, 164, 169, 206, 262, 266, 283</p>
	2	<p>Oral Reading, SB: 21, 41, 45, 81, 150, 155, 223, 233, 285, 292, 307, 309, 354, 369; TE: 25, 69, 75, 81, 149, 217, 279, 353</p>
	3	<p>Oral Reading, SB: 307</p>
	4	<p>Oral Reading, SB: 324-325; TE: 324, 325</p>
<ul style="list-style-type: none"> Discern how written texts and accompanying illustrations connect to convey meaning 	K	<p><i>At K-4, for connecting texts and illustrations to meaning, see:</i> Previewing Illustrations, TE: 83, 108, 134, 160, 186, 212 Picture Clues, TE: 30, 31, 43, 50, 53, 54-55, 60, 63, 67, 87, 100, 109, 111, 134, 135, 136, 137, 138, 160, 161, 163; AM: 66-68, 72, 84, 91, 96, 98, 99, 104; PB: 1B-1C, 1D, 2A-2B, 2D, 2E, 4C, 4E, 5C, 5D, 5F, 6B</p>
	1	<p>Viewing Story Pictures, SB: 170-171 Picture Clues, SB: 94, 149, 193; TE: 170-171, 306-315</p>
	2	<p>Picture Clues, SB: 66, 138, 208, 270, 344; TE: 26, 62, 66, 92, 134, 162, 206, 238, 266, 296, 340, 344</p>
	3	<p>Picture Clues, SB: 11, 263, 291, 328, 358, 392, 426; TE: 258, 286, 326, 354, 388, 422</p>
<ul style="list-style-type: none"> Discern how written texts and accompanying illustrations connect to convey meaning (continued) 	4	<p>Picture Clues, SB: 1, 9-11, 275, 276, 298, 299, 339-341, 369-370, 412, 413-416, 447-449; TE: 1, 9, 11, 12, 275, 276, 297, 298, 299, 338, 339, 341, 368, 369, 370, 412, 446</p>

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<ul style="list-style-type: none"> Identify and use organizational features of texts, such as headings, paragraphs, and format, to improve understanding 	1	<i>At 1-4, for identifying and using organizational features of texts, see:</i> Text Organization, TE: 247-252
	2	Chapter Titles and Headings, TE: iii Headings and Titles, SB: H13, H15
	3	Chapter Headings, TE: 31, 59, 97, 141, 177, 213, 258, 286, 326, 354, 388, 422 Headings and Subheadings, SB: H27 Text Features, SB: 11, 263, 291, 328, 358, 392, 426
	4	Chapter Headings, TE: 31, 63, 95, 135, 165, 203, 233, 274, 297, 338, 368, 412, 446 Subheadings, SB: 383, 397, H28, H39 Identifying Text Structure, SB: 295, 319-321, 342, 396, 439, 469; TE: 341, 342, 396, 439, 469
<ul style="list-style-type: none"> Identify a purpose for reading, such as gaining information, learning about a viewpoint, or appreciating literature 	K	<i>At K-4, for identifying purposes for reading, see:</i> Purpose Setting for Reading TE: 30, 54, 78, 102, 128, 154, 180
	1	Purpose Setting for Reading, TE: 87, 143, 191, 247
	2	Purpose Setting for Reading, TE: 63, 135, 207, 267, 341
	3	Purpose Setting for Reading, TE: 9, 259, 287, 327, 355, 389, 429
	4	Purpose Setting for Reading, TE: 9, 275, 298, 339, 369, 413
A.4.2 Read, interpret, and critically analyze literature.		
<ul style="list-style-type: none"> 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	<i>At K-4, for recognizing and recalling elements and details of story structure, see:</i> Story Structure, TE: 157, 165; PB: 6A, 6G; AM: 108 Sequence of a Story, TE: 101, 103, 105, 114, 159, 167, 179; AM: 103; PB: 4A Characters, TE: 76, 77, 151, 155, 166 Plot, TE: 155 Setting of Story, TE: 155, 166
<ul style="list-style-type: none"> Recognize and recall elements and details of story structure, such as sequence of events, character, plot, and setting, in order to reflect on meaning (continued) 	1	Summarizing a Story, SB: 149; TE: 149 Sequence of Events, SB: 48, 58-59, 100-102; WP: 44; RW: 28 Character, SB: 143, 144, 150, 152, 153-154, 168; TE: 143, 144, 150, 152, 153-154, 168 Plot, SB: 152, 155-158; WP: 68; RW: 44 Setting, SB: 155-156; TE: 155, 156

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	2	Story Structure, TE: 138 Sequence of Events, SB: 17, 139, 143, 147, 149, 156, 157; TE: 17, 139, 143, 147, 149 Character, SB: 135, 138, 139; TE: 135, 138, 139 Plot, SB: 145, 147, 156, 157; WP: 52; RW: 33 Setting, SB: 139, 144, 149, 151; TE: 139, 144
	3	Story Structure, TE: 291 Sequence of Events, SB: 256, 264, 271, 275, 292, 301, 303; TE: 264, 292; WP: 118; RW: 73 Character, SB: 298-299, 300-301, 310-315, 317; WP: 124, 125, 126; RW: 79, 80, 81 Plot: Events, SB: 287, 289, 290, 291; TE: 287, 291 Setting, SB: 291; TE: 292
	4	Story Structure, SB: 307, 322, H54; WP: 134; RW: 85 Sequence of Events, SB: 291, 292; TE: 291, 292 Character, SB: 298-299, 300-301, 310-315, 317; WP: 124, 125, 126; RW: 79, 80, 81 Plot: Events, SB: 287, 289, 290, 291; TE: 287, 291 Setting, SB: 291; TE: 292
<ul style="list-style-type: none"> • 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 	K	<i>At K-4, for drawing upon reading materials to understand plot, make predictions, and relate reading to prior knowledge and experience, see:</i> Narrative Literature, TE: 102, 154 Fairy Tale, TE: 240-241 Literature By and About Africans and African-Americans, TE: 154-155, 248-250 Literature By and About Asians and Asian-Americans, TE: 244-247 Literature By and About Hispanics/Latinos, TE: 102, 242-244 Literature By and About Native Americans, TE: 235 Literature By and About Whites, TE: 128, 180-181, 236-237, 251-252
	1	Narrative Literature, SB: 87-93, 143-148; TE: 87-93, 143-148 Literature By and About Africans and African-Americans, SB: 96, 166-167; TE: 96, 166, 167 Literature By and About Hispanics/Latinos, SB: 87-93 Literature By and About Whites, SB: 143-148
<ul style="list-style-type: none"> • 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 (continued) 	2	Aesop's Fable, TE: 135 Narrative Literature, SB: 63-66, 67, 68-69, 70-83; WP: 21, 22, 23, 24; RW: 12, 14, 15 Literature By and About Africans and African-Americans, SB: 63-66, 346-347; TE: 63, 346 Literature By and About Asians and Asian-Americans, SB: 135-138; TE: 135 Literature By and About Whites, SB: 68-69, 140-143, 158, 288-289, 341-344; TE: 63, 135, 140, 288, 341

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	3	Reading Narratives, SB: 259-263, 267-268, 423-425; TE: 259, 263, 268, 423, 425 Literature By and About Africans and African-Americans, SB: 252, 388-392; TE: 252-253A, 388-392 Literature By and About Asians and Asian-Americans, SB: 330-333; TE: 330-333 Hispanic/Spanish Culture, SB: 265-266, 267-268, 287-291; TE: 265, 266, 267, 268, 287, 291 Whites, SB: 9-11, 259-263, 293-294, 295-296, 423-426; TE: 9, 11, 259, 263, 423, 426
	4	Reading Narrative Stories, SB: 268, 269-294, 298-318; WP: 127-132, 133-139; RW: 78-83, 84-90 African-American Culture, SB: 275-276; TE: 275-276 Seminole Culture, SB: 298-299; TE: 298, 299 Mexican-American Culture, SB: 413-416; TE: 413, 416
<ul style="list-style-type: none"> 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 	K	<i>At K-4, for summarizing, identifying cause-and-effect, interpreting events, and connecting see:</i> Summarizing a Story, TE: 155 Cause and Effect, TE: 75, 83, 91, 103; PB: 3E Responding to Literature, TE: 31, 55, 79, 103, 129, 155, 181, 207
	1	Summarizing a Story, SB: 168-169; TE: 168, 169 Cause and Effect, TE: 252 Responding to Literature, SB: 94, 149, 193, 252; TE: 94, 149, 193, 252
	2	Cause and Effect, SB: 344, 345, 347; TE: 344, 345, 347 Responding to Literature, TE: 66, 138, 208, 270, 290, 343
	3	Summarizing, SB: 188, 413, H28 Cause and Effect, SB: 426; TE: 426, 427 Responding to Literature, SB: 11, 263, 291, 312, 328, 358, 392, 426
<ul style="list-style-type: none"> 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 (continued) 	4	Summarizing a Story, SB: 299, H30 Cause and Effect Relationships, SB: 101, 336 Responding to Literature, SB: 11, 268, 276, 299, 341, 370, 416, 449
<ul style="list-style-type: none"> 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 	K	<i>At K-4, for extending the literal meaning, see:</i> Making Inferences, TE: 55, 77, 78, 102, 128, 152, 154, 180-181

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	1	Inferences, TE: 94, 149, 193, 279
	2	Inferences, SB: 66, 138, 208, 270, 344; TE: 66, 138, 208, 270, 344
	3	Inferences, SB: 9, 259, 263, 287, 327, 355, 389, 423; TE: 9, 259, 263, 287, 327, 355, 389, 423
	4	Inferences, SB: 11, 276, 299, 341, 370, 416, 449; TE: 11, 276, 299, 341, 370, 416
A.4.3 Read and discuss literary and nonliterary texts in order to understand human experience.		
<ul style="list-style-type: none"> Demonstrate the ability to integrate general knowledge about the world and familiarity with literary and nonliterary texts when reflecting upon life's experiences 	K	<i>At K-4, for integrating knowledge about the world with literary and nonliterary texts, see:</i> Math Center, TE: 53, 153, 205 Science Center, TE: 53, 77, 127, 153 Social Studies Center, TE: 29, 101 Evaluating Media, TE: 212; PB: 8C
	1	Writing about Art, SB: 107, 165, 207, 267 Health and Safety, SB: 107, 165 Writing in Math, SB: 267 Writing in Science, SB: 207 Writing in Social Studies, SB: 107, 207 Evaluating Media, SB: 272-273; TE: 272, 273
	2	Writing in Art, SB: 82, 156, 224, 286 Writing in Health, SB: 360 Writing in Science, SB: 360 Science Article, SB: 207; TE: 207-208 Writing in Social Studies, SB: 224, 360 Evaluating the Media, SB: 371
	3	Writing in Art, SB: 280, 344, 410 Writing Safety Tips, SB: 149 Advertisements in Media, SB: 379, 446-447 Evaluating the Media, SB: 317, 379, 420-421, 446-447 <div style="text-align: right;">(continued)</div>
<ul style="list-style-type: none"> Demonstrate the ability to integrate general knowledge about the world and familiarity with literary and nonliterary texts when reflecting upon life's experiences (continued) 	3 (ctd.)	Interpreting the Media, SB: 317, 379, 420-421, 446-447 Writing in Science, SB: 308, 376, 444; WP: 10 Social Studies, SB: 308, 376
	4	Writing in Art, SB: 317, 357, 393, 433 Writing in Math, SB: 357, 393, 467 Writing in Science, SB: 357 Writing in Social Studies, SB: 293, 467 Evaluating Media Messages, SB: 402-403, 443, 444-445, 471-472, 473-475

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<ul style="list-style-type: none"> Identify and summarize main ideas and key points from literature, informational texts, and other print and nonprint sources 	K	<i>At K-4, for summarizing main ideas from print and nonprint sources, see:</i> Main Idea/Topic, TE: 18, 108, 118, 142; PB: 4B
	1	Main Idea of a Story, SB: 94, 147, 167; TE: 94, 147, 167
	2	Main Idea of a Story, SB: 158, 159; TE: 158, 159 Listens for Topic, Main Idea and Supporting Details, SB: 219, 232; TE: 207
	3	Main Topic, SB: H27 Listening for Main Ideas, SB: 320, 382
	4	Identifying Main Idea, SB: 269, 330, 332, 408, H52; TE: 269, 330, 332, 408 Identifying the Topic, SB: 269, 330, 332, 377, 407, 408
<ul style="list-style-type: none"> Distinguish fiction from nonfiction, realistic fiction from fantasy, biography from autobiography, and poetry from prose 	K	<i>At K-4, for forms of literature, see:</i> Listening for Realism vs. Fantasy, TE: 203, 207 Characteristics of Genre: Fiction, TE: 154; Expository Text, TE: 180-181; Narrative, TE: 102, 154; Description, TE: 128; Song, TE: 51; Counting Book, TE: 54; Poetry, TE: 62, 66; Question-Answer Book, TE: 68
	1	Fantasy/Realism, SB: 150; TE: 150 Characteristics of Genre: Personal Narrative, SB: 94, 95; TE: 94, 95; Story, SB: 149, 150; TE: 149, 150; Description, SB: 193, 194; TE: 193, 194; Poem, SB: 211; TE: 211; Instructions, SB: 252, 253; TE: 252, 253; Opinion Paper, SB: 279; TE: 279; Report, SB: 285, 290; TE: 285, 290 Share Various Literary Genre, SB: 87-94, 143-149, 191-193, 210-213, 247-252, 278-283; TE: 87-94, 143-149, 191-193, 210-213, 247-252, 278-283
<ul style="list-style-type: none"> Distinguish fiction from nonfiction, realistic fiction from fantasy, biography from autobiography, and poetry from prose (continued) 	2	Fantasy/Realism, SB: 135 Characteristics of Genre: Personal Narrative, SB: 66, 67; TE: 66, 67; Story, SB: 138, 139; TE: 138, 139; Instructions, SB: 208, 209; TE: 208, 209; Report, SB: 227; TE: 227; Description, SB: 270, 271; TE: 270, 271; Poetry, SB: 290; TE: 290; Opinion Essay, SB: 344, 345; TE: 344, 345; Persuasive Essay, SB: 363; TE: 363

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	3	Fantasy/Realism, SB: 291, 295 Characteristics of Literary Genre: Description, SB: 11; TE: 11; Narrative, SB: 252; TE: 252-253A; Personal Narrative, SB: 263, 264; TE: 263, 264; Story, SB: 291, 292; TE: 291, 292; Play, SB: 312; TE: 312; Instructions, SB: 328, 329; TE: 328, 329; Compare-Contrast Article, SB: 347; TE: 347; Report, SB: 358, 359; TE: 358, 359; Opinion Essay, SB: 392, 393; TE: 392, 393; Poetry, SB: 413, 415; TE: 413, 415; Persuasive Essay, SB: 426, 427; TE: 426, 427
	4	Fantasy, SB: 317 Characteristics of Literary Genre: Description, SB: 11; TE: 11; Narrative, SB: 268; TE: 268-269A; Personal Narrative, SB: 276, 277; TE: 276, 277; Story, SB: 299, 300; TE: 299, 300; Play, SB: 321; TE: 321; Instructions, SB: 341, 342; TE: 341, 342; Compare-Contrast Article, SB: 360; TE: 360; Informational Article, SB: 330; TE: 330-331A; Report, SB: 370, 371; TE: 370, 371; News Article, SB: 397; TE: 397; Opinion Essay, SB: 416, 417; TE: 416, 417; Poem, SB: 438, 441; TE: 438, 441; Persuasive Essay, SB: 449, 450; TE: 449, 550
<ul style="list-style-type: none"> • Select a variety of materials to read for discovery, appreciation, and enjoyment, summarize the headings, and connect them to prior knowledge and experience 	1	Suggestions for Independent and Recreational Reading, TE: 87, 143, 191, 247
	2	Suggestions for Reading Independently, TE: 63, 135, 207, 267, 341
	3	Suggestions for Reading Independently, TE: 259, 287, 327, 355, 389, 423
	4	Suggestions for Reading Independently, TE: 275, 298, 339, 369, 413, 447
A.4.4 Read to acquire information.		
<ul style="list-style-type: none"> • Summarize key details of informational texts, connecting new information to prior knowledge 	K	<i>At K-4, for summarizing key details of informational texts, see:</i> Oral Summaries: Nonfiction, TE: 212
	1	Summarizing Nonfiction, SB: 279, 284; TE: 252, 283
	2	Summarizing Nonfiction, SB: 208; TE: 270, 344
	3	Summarizing Nonfiction, SB: 328, 358; TE: 328, 358 Summarizing an Article, SB: H28

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	4	Summarizing Nonfiction, TE: 276, 341, 370, 416, 449
<ul style="list-style-type: none"> Identify a topic of interest and seek information about it by investigating available text resources 	K	<i>At K-4, for investigating text resources, see:</i> Writing Reports, TE: 208-210, 219-221, 222-223; AM: 119; PB: 8A, 8H Using Reference Books, TE: 203, 217, 219, 227; PB: 8F Encyclopedias, TE: 217, 227; PB: 8F
	1	Composing Research Reports, SB: 284, 285, 286-291; TE: 284, 285, 286, 287, 288, 289, 290, 291 Organizing Research Information, SB: 287, 288; TE: 287, 288 Research and Study Skills, SB: 293-296 Reference Books, SB: 287; TE: 287 Using Reference Resources, SB: 293-296; TE: 287, 288
	2	Writing Research Reports, SB: 226-227, 228-231; TE: 226, 227, 228, 229, 230, 231 Documenting Sources for Research Report, SB: 376, 381, 386; TE: 376, 386 Asking a Research Question, SB: 228-229; TE: 228, 229 Organizing Research Information, SB: 229, 230, 231; TE: 229, 230, 231 Encyclopedia, SB: 229, H16; TE: 229, H16 Reference/Nonfiction Books, SB: 229, H16; TE: 229, H16
	3	Writing and Researching a Report, SB: 364-375; WP: 135-138; RW: 90-93 Documenting Sources for Research Report, SB: 367; TE: 367 Research Skills, SB: H26-H28 <div style="text-align: right;">(continued)</div>
<ul style="list-style-type: none"> Identify a topic of interest and seek information about it by investigating available text resources 	3 (ctd.)	Using an Encyclopedia, SB: H23; TE: H23 Using Reference Resources, SB: 365, 366; TE: 365, 366; WP: 135; RW: 90
	4	Research Report, SB: 369-393; WP: 146-150; RW: 97-101 Organize Research Information, SB: 229, 230, 231; TE: 229, 230, 231 Using an Encyclopedia, SB: 229, H15, H16 Reference/Nonfiction Books, SB: 229, H16; TE: 229, H16

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B. WRITING		
<p>Content Standard Students in Wisconsin will write clearly and effectively to share information and knowledge to influence and persuade, to create and entertain.</p> <p>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.</p>		
<p>Performance Standards By the end of grade four, students will:</p>		
B.4.1 Create or produce writing to communicate with different audiences for a variety of purposes.		
<ul style="list-style-type: none"> 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 	K	<p><i>At K-4, for writing nonfiction and technical pieces, see:</i> Composing a Message, TE: 26, 50, 74, 86, 98, 124, 150, 176, 202 Writing Directions, TE: 182-184, 191-193, 194-195 Writing a Report, TE: 208-210, 219-221, 222-223; AM: 119; PB: 8A, 8H</p>
	1	<p>Writing a Message, SB: 270-271, 275-277 Writing Instructions, SB: 253, 254-261; WP: 115, 116, 117; RW: 77, 78, 79 Writing an Informational Report, SB: 284, 285, 286-291; TE: 284, 285, 286, 287, 288, 289, 290 Writing a Report, SB: 166-169; TE: 166, 167, 168, 169</p>
	2	<p>Writing Messages, SB: 108 Writing Opinion Essays, SB: 341-344, 345, 346-347, 348-359, 360, 361; WP: 125, 127; RW: 81, 83</p> <p style="text-align: right;">(continued)</p>
<ul style="list-style-type: none"> 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 (continued) 	2 (ctd.)	<p>Writing Persuasive Essays, SB: 362-369 Writing Instructions, SB: 6, 212-223, 224, 225; WP: 79, 80, 81, 82; RW: 50, 51, 52, 53 Writing a Report, SB: 158-159, 166</p>
	3	<p>Writing to Summarize, SB: 188 Writing a Message, SB: 217 Writing an Informational Paragraph, SB: 321-325; TE: 321, 322, 323, 324 Writing Directions/Instructions, SB: 45, 145, 328, 329, 334-342; WP: 130-134; RW: 85-89 Writing a Report, SB: 364-375, 412-413; WP: 135-138; RW: 90-93</p>

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	4	<p>Writing a Summary, SB: 187, H29-H30; TE: H29, H30 Writing Messages, SB: 99, 173; WP: 4 Writing Informational Essays, SB: 394-395; TE: 394, 395 Writing Directions/Instructions, SB: 97, 217, 243, 342-346, 347-349, 350-351, 352-354, 355-356; TE: 342-346, 347-349, 350-351, 352-354, 355-356; WP: 20, 47, 57, 112, 122, 141-145; RW: 92-96 Writing a Report, SB: 107, 143, 219, 371-376, 377-380, 381-383, 384-385, 386-390, 391, 392, 393, 435-436; TE: 368, 371-376, 377-380, 381-383, 384-385, 386-390, 391, 392, 393; WP: 16, 32, 37, 77, 99, 105, 146-150; RW: 97-101</p>
<ul style="list-style-type: none"> Write expressive pieces in response to reading, viewing, and life experiences (narratives, reflections, and letters) employing descriptive detail and a personal voice 	K	<p><i>At K-4, for writing expressive pieces in response to reading, viewing, and life experiences, see:</i> Writing Diaries, Logs, and Notebooks, TE: 25, 49, 73, 97, 123, 149, 175, 201 Writing Letters and Cards, TE: 19, 86, 93; PB: GS-E, 3G</p>
	1	<p>Writing a Personal Narrative, SB: 87-94, 97-98, 99, 103, 110-111, 113; TE: 87-94, 97-98, 99, 103, 110-111, 113 Writing Diaries, Logs and Journals, TE: 20B, 42B, 60B, 86B, 118B, 142B, 172B, 190B, 216B, 246B, 274B Composing Letters, SB: 108-111, 113, 120, 180, 299, 300, 301</p>
	2	<p>Writing Personal Narratives, SB: 63-66, 67, 68-69, 70-71, 82, 83 Writing Journal Entries, SB: 96, 170, 242, 319 Writing Postcard Messages, SB: 38 Writing Friendly Letters, SB: 84-87, 176, 306; TE: 84-87 Writing Invitations, SB: 86-87</p>
<ul style="list-style-type: none"> Write expressive pieces in response to reading, viewing, and life experiences (narratives, reflections, and letters) employing descriptive detail and a personal voice (continued) 	3	<p>Writing a Personal Narrative, SB: 269-279; WP: 118-123; RW: 73-78 Writing a Journal Entry, SB: 77, 107; TE: 1B, 31B, 59B, 97B, 141B, 177B, 213B, 258B, 286B, 326B, 354B, 388B, 422B Writing Letters and Cards, SB: 46, 75, 179, 282-283; WP: 81 Writing a Post Card, TE: 118 Writing in a Diary, TE: 104; WP: 32</p>

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	4	<p>Writing a Personal Narrative, SB: 75, 113, 177, 209, 273, 275-294; TE: 274, 277, 278, 281, 282, 283, 284, 288; WP: 127-132; RW: 78-83</p> <p>Keeping a Journal, TE: 1B, 31B, 63B, 95B, 135B, 165B, 203B, 233B, 274B, 297B, 338B, 368B, 412B, 446B; WP: 2, 8, 14, 30, 60, 97</p> <p>Writing a Friendly Letter, SB: 295-296; TE: 131; WP: 79, 109, 120</p> <p>Writing a Thank-You Note, SB: 105, 213, 296</p> <p>Writing an E-mail, SB: H37; TE: 322</p>
<ul style="list-style-type: none"> Write creative pieces (poetry, fiction, and plays) employing basic aesthetic principles appropriate to each genre 	K	<p><i>At K-4, for writing creative pieces, see:</i></p> <p>Writing a Poem, TE: 62</p> <p>Writing a Story, TE: 156-158, 165-167, 168-169; AM: 102, 109; PB: 6A, 6G</p>
	1	<p>Writing a Poem, SB: 130, 208-213</p> <p>Activities for Story Writing, SB: 43-56, 97-107, 153-164, 165; TE: 97-102, 103, 104, 105-106, 153-158, 159-160, 161, 162, 163; WP: 19-20, 43-46, 67-70; RW: 11-12, 27-30, 43-46</p>
	2	<p>Writing a Poem, SB: 112, 240, 254, 288-293, 302</p> <p>Writing Stories, SB: 102, 116, 135-138, 139, 140-143, 144-155, 156, 157, 168, 184, 304; WP: 50; RW: 31</p> <p>Writing a Play, TE: 317</p>
	3	<p>Writing a Poem, SB: 61, 215, 414-419</p> <p>Activities for Writing Stories, SB: 43, 99, 153, 223, 297-307, 308, 309, 310-313; TE: 297, 298, 299, 300; WP: 124-128; RW: 79-83</p> <p>Writing a Play, SB: 310-312, 313</p>
	4	<p>Writing a Poem, SB: 11, 41, 50, 78, 149, 249, 437-441; TE: 204, 244</p> <p>Writing a Story, SB: 75, 113, 177, 209, 305-316, 317; WP: 51, 70, 89, 133-139; RW: 84-90</p> <p>Writing a Play, SB: 321; TE: 242, 321</p>
<ul style="list-style-type: none"> 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 	K	<p><i>Writing is integrated into all learning experiences. Timed reading occurs during the Integrated Theme Tests. Untimed writing occurs before, during, and after reading. Explicit strategies for all modes of writing are given. See:</i></p> <p>Expository Writing, TE: 180-181</p> <p>Narrative Writing, TE: 98-117, 150-169; AM: 88-93, 102-109; PB: 4A, 4B, 4C, 4D, 4E, 4F, 4G, 6A, 6B, 6C, 6D, 6E, 6F, 6G</p> <p>Descriptive Writing, TE: 124-143; AM: 94-101; PB: 5A, 5B, 5C, 5D, 5E, 5F, 5G</p>

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	1	<p>Expository Writing, SB: 57, 58-59, 174, 252, 253, 254-261, 268-269; WP: 71-72, 115-117; RW: 47, 77-79</p> <p>Narrative Writing, SB: 45-56, 87-94, 95, 97-98, 100-102, 103, 110-111, 113, 143-150, 151-152; WP: 19, 20, 44; RW: 11, 12, 28</p> <p>Descriptive Writing, SB: 191-195, 196-198, 199-200, 201; WP: 85, 86, 87; RW: 57, 58, 59</p>
	2	<p>Persuasive Compositions, SB: 104, 362-369, 371</p> <p>Expository Compositions, SB: 10, 32, 34, 40, 42, 44, 94, 98, 106, 108, 114, 164, 176, 207-208, 209, 210-211, 212-223, 224, 225, 226-233, 248, 250, 298, 300, 312; WP: 5-6, 7-8, 11-12, 13-14, 15-16, 17-18, 25-26, 29-30, 37-38, 39-40, 45-46, 56-57, 68-69, 79, 80, 81, 82, 91-92, 93-94, 103-104, 105-106, 117-118; RW: 3, 4, 7, 8, 9, 10, 16, 18, 23, 24, 28, 37, 44, 50, 51, 52, 53, 59, 60, 69, 70, 77</p> <p>Narrative Compositions, SB: 14-26, 46, 63-66, 67, 68-69, 70-81, 82, 83, 102, 116, 135-138, 139, 140-143, 144-145, 156, 157, 168, 180, 184, 244, 304, 308, 316; WP: 21, 22, 23, 24, 34, 48, 61, 73, 77, 110, 114, 122; RW: 12, 14, 15</p> <p>Descriptive Compositions, SB: 28, 30, 38, 176, 178, 180, 267-270, 271, 272-273, 274-285, 286, 287, 314; WP: 1-2, 3-4, 11-12, 68-69, 70-71, 98, 99, 100, 101, 102, 119-120; RW: 1, 2, 7, 44, 45, 64, 65, 66, 67, 68, 78</p>
	3	<p>Persuasive Composition, SB: 48, 63, 71, 75, 143, 179, 229, 231, 423-426, 427, 428-431, 432-433, 444-445; WP: 145-150; RW: 100-105</p> <p>Expository Composition, SB: 33, 39, 45, 70, 73, 103, 109, 117, 121, 123, 145, 149, 151, 155, 183, 187, 189, 191, 197, 325, 327, 330-333, 334-335, 336-339, 340-343, 344, 345, 346-347, 348-351, 364-365, 413; WP: 2, 8, 41, 47, 59, 74, 89, 93, 130-134; RW: 85-89</p>
<ul style="list-style-type: none"> 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 (continued) 	3 (ctd.)	<p>Narrative Composition, SB: 37, 43, 61, 63, 99, 153, 159, 189, 191, 215, 217, 223, 253-257, 259-263, 264, 265-268, 269-279, 282-284, 297-308, 310-312, 313; WP: 6, 12, 18, 20, 93, 103, 117, 118-123, 124-128; RW: 72, 73-78, 79-83</p> <p>Descriptive Composition, SB: 9-11, 13, 15, 17, 19, 21, 23, 25, 27, 33, 41, 65, 70, 101, 109, 119, 123, 143, 149, 151, 188, 191, 219, 225, 229; WP: 1-2, 9-10, 21-22, 27, 39, 47, 57, 61-62, 67-68, 69-70, 92-93, 105, 110, 111, 115; RW: 1, 6, 13, 17, 37, 41, 42, 57</p>

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	4	<p>Persuasive Composition, SB: 37, 171, 181, 447-468; TE: 450-454, 455-459, 460-461, 462-464, 465-467, 469-470; WP: 158-164; RW: 109-115</p> <p>Expository Composition, SB: 39, 65, 79, 81, 97, 99, 101, 107, 111, 143, 175, 217, 219, 241, 243, 328-337, 339-357, 359-367, 369-393, 394-395, 396-397, 398-399; TE: 328-337, 343-346, 349, 350, 351, 352-354, 355-356, 359-364, 371-376, 377-383, 384-388, 389-393, 394-395, 396-397; WP: 141-145, 146-150; RW: 92-96, 97-101</p> <p>Narrative Composition, SB: 43, 75, 109, 113, 177, 183, 209, 215, 235, 245, 266-273, 274-294, 295-296, 297-318, 319-323; TE: 43, 75, 109, 113, 177, 183, 209, 215, 235, 245, 266-273, 274-294, 295-296, 297-318, 319-323; WP: 127-132, 133-139; RW: 78-83, 84-90</p> <p>Descriptive Composition, SB: 9-10, 12-27, 45, 47, 67, 71, 137, 140, 141, 167, 205, 239</p>
<ul style="list-style-type: none"> Use a variety of writing technologies, including pen and paper as well as computers 	K	<p><i>At K-4, for writing technology skills, see:</i> Using a Computer, TE: 39, 45, 63, 69; PB: 1F</p>
	1	<p>Using Technology, SB: 106, 163, 164, 205, 275-277, 287, 297-298</p>
	2	<p>Using Technology, SB: 80, 81, 150, 154, 218, 222, 223, 229, 230, 284, 285, 358, 359, H21-H30</p>
	3	<p>Using Technology, SB: 273, 306, 340, 342, 365, 368, 403, 406, 442, H31, H32, H33, H34, H39-H40, H41-H43</p>
	4	<p>Using Technology, SB: 13, 26, 287, 291, 313, 355, 360, 361, 379, 391, 426, 429, 465, H35-H47; TE: 282, 283, 292, 305, 316, 322, 348, 362, 392, 397, 422, 432, 436, 441, 456, 465, 466, 470</p>
<ul style="list-style-type: none"> Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation 	K	<p><i>At K-4, for writing for a variety of readers; adapting content, style, and structure to audience and situation, see:</i> Purpose and Audience for Writing, TE: 32, 41, 56, 64, 80, 88, 104, 113, 115, 130, 139, 141, 142, 156, 158, 165, 167, 168, 182, 193, 208, 221; AM: 65, 102; PB: 1B, 2A, 2B, 2F, 3A, 3B, 3H, 4G, 5G, 6G</p>
	1	<p>Purpose and Audience for Writing, SB: 16, 98, 109, 154, 196, 255; TE: 16, 98, 109, 154, 196, 255</p>
	2	<p>Purpose and Audience for Writing, SB: 11, 70, 144, 212, 348; TE: 14, 70, 144, 212, 348</p>

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	3	Purpose and Audience for Writing, SB: 12-13, 269, 297, 334, 364, 398, 432; TE: 12, 269, 297, 334, 364, 398, 432
	4	Purpose and Audience for Writing, SB: 13, 286, 287, 292, 305; TE: 13, 286, 287, 292, 305; WP: 129, 130; RW: 80, 81
B.4.2 Plan, revise, edit, and publish clear and effective writing.		
<ul style="list-style-type: none"> 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 	K	<i>At K-4, for producing multiple drafts, see:</i> Prewriting, TE: 104-105, 113, 130, 139, 156-157, 165, 181, 183, 191, 208-209, 219; PB: 4A, 4G, 5G, 6A, 6G, 7A, 7G, 8A, 8H Drafting, TE: 105-106, 114, 131, 140, 157-158, 166, 183-184, 192, 210, 220; AM: 88, 102, 110, 119; PB: 4A, 5A, 6A, 7A Revising, TE: 115, 141, 167, 192, 220 Publishing, TE: 106, 115, 132, 141, 158, 167, 184, 193, 210, 220; AM: 88, 94, 102, 110, 119
	1	Prewriting Compositions, SB: 43, 45-48, 97-102, 153-157, 196-198, 255-258; TE: 43, 45-48, 97-102, 153-157, 196-198, 255-258; WP: 43, 44, 67-68, 85, 115; RW: 27, 28, 43-44, 57, 77 Drafting Compositions, SB: 43, 49-50, 103, 159, 199, 259; TE: 43, 49-50, 103, 159, 199, 259; WP: 86, 116; RW: 58, 78 Revising Written Compositions, SB: 44, 51-52, 104, 160, 201, 261; TE: 44, 51-52, 104, 160, 201, 261; WP: 19, 45, 69, 87, 117; RW: 11, 29, 45, 59, 79 Writing Beginning, Middle, and End, SB: 155-158; TE: 155, 156, 157, 158; WP: 68; RW: 44 Order, SB: 48, 57, 58-59, 95, 96, 100-102, 103, 198, 247-251, 252, 254, 257-258, 259-260, 261; WP: 44, 115, 116, 117; RW: 28, 77, 78, 79
<ul style="list-style-type: none"> Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, 	1 (ctd.)	Publishing, SB: 44, 54-55, 106, 163-164, 205, 265-266; TE: 44, 54-55, 106, 163-164, 205, 265-266

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<p>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 (continued)</p>	2	<p>Prewriting, SB: 12, 14-17, 70-73, 85, 144-147, 157, 159, 212-214, 228-231, 264-266, 274-277, 278-285, 287, 290-291, 293, 348-350, 361, 364-365, H26; TE: 12, 14, 15, 16, 17, 70, 71, 72, 73, 144, 145, 146, 147, 212, 213, 214, 228, 229, 230, 231, 264, 265, 266, 274, 275, 276, 348, 349, 350; WP: 22, 51, 52, 100, 125; RW: 13, 32, 33, 66, 81</p> <p>Drafting, SB: 18-19, 74, 85, 148, 157, 215, 225, 232, 278, 287, 292, 293, 351, 361, 367, H27; TE: 18, 19, 74, 85, 148, 157, 215, 225, 232, 278, 287, 292, 293, 351, 361, 367; WP: 53, 80, 100, 126, 127; RW: 34, 51, 66, 82, 83</p> <p>Revising, SB: 13, 20-21, 68-69, 75-78, 140-143, 149-152, 217-220, 233, 279-282, 292-293, 353, 367-368, H28; WP: 23, 24, 54, 55, 81, 82, 101, 102, 128; RW: 14, 15, 35, 36, 52, 53, 67, 68, 84</p> <p>Writing a Beginning, Middle, and End, SB: 139, 147, 149, 157; TE: 134, 139, 147, 149, 157; WP: 52; RW: 33</p> <p>Order, SB: 209, 210, 211, 214, 216, 217, 218, 219, 223, 224, 225, 234-235</p> <p>Publishing, SB: 13, 24-25, 80, 86-87, 154, 159, 222, 233, 284, 285, 292-293, 353. 367-368, H28</p>
	3	<p>Prewriting, SB: 12, 13-17, 269-271, 297-300, 334-336, 364-368, 398-402, 432-436; TE: 12, 13-17, 269-271, 297-300, 334-336, 364-368, 398-402, 432-436; WP: 118, 124, 125, 130, 135, 140, 141, 145, 146; RW: 73, 79, 80, 85, 90, 95, 96, 100, 101</p> <p>Drafting, SB: 18, 19, 272-274, 301-302, 337-338, 369-370, 403-404, 437-438; TE: 18, 19, 272, 273, 274, 301, 302, 337, 338, 369, 370, 403, 404, 437, 438; WP: 119, 120, 121, 126, 131, 132, 136, 142, 147, 148; RW: 74, 75, 76, 81, 86, 87, 91, 97, 102, 103</p> <p>Revising, SB: 20, 21-23, 276-277, 304-305, 340-341, 372-373, 406-407, 440-441; WP: 123, 128, 134, 138, 144, 150; RW: 28, 83, 89, 93, 99, 105</p> <p>Writing a Beginning, Middle, and End, SB: 2, 29, 293, 295, 300, 301-302, 309; TE: 286, 291, 292, 293, 295, 300, 301-302, 309; WP: 125, 126; RW: 80, 81</p> <p>Order, SB: 16, 17, 271, 336, 349, 368, 436; WP: 118, 130, 146; RW: 73, 85, 101</p> <p>Publishing, SB: 26-27, 269, 279, 297, 307, 334, 343, 351, 364, 375, 432, 443</p>

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<ul style="list-style-type: none"> 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 (continued) 	4	<p>Prewriting Activities, SB: 12-17, 282-284, 294, 305-307, 347-349, 377-383, 397, 422-424, 440, 455-459; WP: 127, 133, 134, 141, 146, 152, 153, 158, 159, 160; RW: 78, 84, 85, 92, 97, 103, 104, 109, 110, 111</p> <p>Drafting, SB: 18-19, 285-287, 308-311, 350-351, 384-385, 425-427, 460-461, H39; TE: 18-19, 285-287, 308-311, 350-351, 384-385, 425-427,</p> <p>Revising, SB: 20-23, 288-290, 312-314, 352-354, 363-364, 386-390, 397, 428-430, 436, 441, 462-464, 470, H40; TE: 20-23, 288-290, 312-314, 397, 428-430, 436, 441, 462-464, 470, H40;</p> <p>WP: 131, 132, 138, 139, 144, 143, 149-150, 156-157, 161-162, 163; RW: 82, 83, 89, 90, 95, 96, 100, 101, 107-108, 109, 112-113, 114</p> <p>Plot, SB: 300, 307, 309, 318, 322, 327; TE: 299, 300, 307, 309, 318, 322, 327; WP: 134; RW: 307</p> <p>Order, SB: 16, 272, 284, 288-290, 307, 309, 312, 333, 335, 349, 352, 410, 458, 462, H29-H30, H47; WP: 127, 134, 138, 141, 144, 159; RW: 78, 85, 92, 95, 110</p> <p>Publishing, SB: 26-27, 292, 316, 356, 364, 392, 397, 432, 436, 440, 466, H41-H42</p>
<ul style="list-style-type: none"> Explain the extent and reasons for revision in conference with a teacher 	K	<p><i>At K-4, for explaining reasons for revision in a teacher, conference, see:</i> Conferencing, TE: 116, 142, 168, 194, 222</p>
	1	<p>Writing Conference, SB: 104, 161, 202, 213, 262, 283; TE: 104, 161, 202, 213, 262, 283</p>
	2	<p>Writing Conference, SB: 76-77, 150-151, 218-219, 232-233, 280-281, 292, 354, 355, 367-368</p>
	3	<p>Writing Conference, SB: 22-23, 276, 304, 340, 351, 372, 406, 440</p>
	4	<p>Writing Conference, SB: 2-8, 22-23, 289, 313, 353, 387, 429, 463</p>
<ul style="list-style-type: none"> 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 	K	<p><i>At K-4, for producing a well developed, well organized, response in a limited amount of time, see:</i> Writing Prompts, TE: 117, 143, 169, 195, 223; AM: 93, 101, 109, 117; PB: 2D</p>
	1	<p>Writing Prompts, SB: 165, 207, 267</p>
	2	<p>Writing Prompts, SB: 82-83, 156-157, 224-225, 286-287, 360-361 Taking Tests, SB: 51-52, 83, 122-123, 157, 190-191, 225, 258-260, 287, 323-325, 361, H19-H20</p>

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<ul style="list-style-type: none"> 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 (continued) 	3	Writing Prompts, SB: 250, 251, 308, 309, 344, 345, 376, 410, 411, 444, 445 Taking Tests, SB: 51-52, 83-85, 127-129, 164-165, 202-203, 234-236, 281, 309, 345, 411, 445, H29-H30
	4	Writing Prompts, SB: 293, 294 317, 318, 357, 358, 393, 433, 434, 467, 468 Taking Tests, SB: 53-54, 84-85, 122-124, 152-155, 191-192, 224-225, 294, 318, 358, 433, H31-H34
B.4.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.		
<ul style="list-style-type: none"> Understand and use parts of speech effectively, including nouns, pronouns, and adjectives 	K	<i>At K-4, for understanding and using parts of speech effectively, see:</i> Nouns (Naming Words), TE: 27, 31, 36, 43, 60, 67, 99, 109, 111, 118, 119, 151, 161; AM: 59, 62, 89, 105; PB: 1B, 1C, 1D, 2D, 4C, 6C Proper Nouns, TE: 31, 32, 33, 43, 99; AM: 59; PB: 1B, 1C Adjectives, TE: 135, 136, 138; PB: 5D, 5E, 5F; AM: 97, 98, 100 Pronouns, TE: 36, 43, 99, 103, 105, 114; AM: 62; PB: 4A Action Words, TE: 84, 91, 162
	1	Nouns, SB: 67, 121-122, 127-128, 129-130, 187; TE: 67, 121-122, 187; WP: 27-28, 49-50, 55-56, 57-58, 82; RW: 16, 32, 35, 36, 53 Pronouns, SB: 73-74, 75-76, 81, 85, 123-124, 135, 140, 188; WP: 33-34, 35-36, 42, 51-52, 65, 83; RW: 19, 20, 25, 33, 41, 54 Adjectives, SB: 173-174, 175-176, 177-178, 179-180; TE: 172B; WP: 71-72, 73-74, 75-76, 77-78; RW: 47, 48, 49, 50 Verbs, SB: 119-120, 125-126, 127-128, 129-130, 135-137, 140, 241; TE: 119, 120; WP: 47-48, 51-52, 53-54, 55-56, 57-58, 65, 110; RW: 31, 34, 35, 36, 37, 41
	2	Nouns, SB: 93-94, 95-96, 97-98, 101-102, 103-104, 105-106, 113-114, 115-116, 119-120, 124-129, 132-133; TE: 92B, 134B, 162B, 206B, 238B, 266B, 340B; WP: 25-30, 33-38, 45-48; RW: 16-18, 21-23, 28-29 Pronouns, SB: 107-116, 118, 120, 121, 123, 130, 167-168, 191, 327; WP: 39-40, 41-42, 43-44, 45-46, 47-48, 60-61; RW: 24, 25-26, 27, 28, 29, 39 Adjectives, SB: 239-240, 241-242, 243-244, 247-248, 249-250, 251-252, 255, 256, 257, 258, 261, <div style="text-align: right;">(continued)</div>

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<ul style="list-style-type: none"> Understand and use parts of speech effectively, including nouns, pronouns, and adjectives (continued) 	2 (ctd.)	<p>Adjectives, SB: 239-240, 241-242, 243-244, 247-248, 249-250, 251-252, 255, 256, 257, 258, 261, 262, 263, 264, 265, 279, 282, 283, 329, 356, H35, H38; TE: 239, 240, 241, 242, 243, 244, 247, 248, 249, 250, 251, 252, 253, 254; WP: 83-84, 85-86, 87-88, 91-92, 93-94, 95-96, 102, 129; RW: 54, 55, 56, 59, 60, 61-62, 68, 85</p> <p>Verbs, SB: 163-164, 165-166, 169-170, 173-174, 175-176, 177-178, 179-180, 181, 182, 187-188, 196-205; TE: 163, 164, 165, 166, 170, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182; WP: 56-59, 62-63, 66-77; RW: 37-38, 40, 43-48</p>
	3	<p>Nouns, SB: 60-61, 62-63, 64-65, 80, 87, 88-89; WP: 17-22; RW: 11, 12, 13</p> <p>Pronouns, SB: 214-215, 216-217, 218-219, 222-223, 224-225, 226-227, 228-229, 232-233, 241-247; TE: 213B; WP: 100-115; RW: 62-70</p> <p>Adjectives, SB: 142-143, 144-145, 148-149, 150-151; WP: 61-62, 63-64; RW: 37, 38</p> <p>Verbs, SB: 98-99, 100-101, 102-103, 104-105, 106-107, 108-109, 112-113, 114-115, 116-117, 118-119, 124-126, 130-140; TE: 97B, 98-109, 112-119; WP: 36-47, 50-57; RW: 23-28, 31-34</p>
	4	<p>Nouns, SB: 64-65, 66-67, 82, 86-87, 88, 159, 204-205, 210, 244-245; WP: 19-20, 21-22, 94-95, 100-101; RW: 12, 13, 57, 60-61</p> <p>Pronouns, SB: 204-205, 206-207, 208-209, 210-211, 218-219, 222, 226, 244-245; WP: 94-95, 96-97, 98-99, 100-101, 108-109; RW: 57, 58, 59, 60-61, 65</p> <p>Adjectives, SB: 136-137, 138-139, 140, 141, 149, 150, 151, 157, 158, 159, 160, 161, 256; TE: 136, 137, 138, 139; WP: 59-60, 61-62, 63, 64; RW: 35, 36-37, 38, 39</p> <p>Verbs, SB: 96-97, 98-99, 100-101, 106-107, 108-109, 110-111, 112-113, 114-115; TE: 96-97, 98-99, 100-101, 106-107, 108-109, 110-111, 112-113, 114-115; WP: 36-37, 38-39, 40-41, 46-47, 48-49, 50-51, 52-53, 54-55; RW: 22, 23, 24, 28, 29, 30, 31, 32</p>
<ul style="list-style-type: none"> Use adverbials effectively, including words and phrases 	3	<p><i>At 3-4, for using adverbials effectively, see:</i></p> <p>Identifying Adverbs, SB: 152-153, 154-155, 156-157, 162-163, 169, 174, 238; RW: 71-72, 73-74, 75-76; RW: 43, 44, 45-46</p> <p>Adverb Usage, SB: 152-154, 162-163, 169, 174, 175, 238; WP: 71-72, 73-74; RW: 43, 44</p>
	4	<p>Identifying Adverbs, SB: 234-235, 239, 250, 258, 259; WP: 111-112, 115-116; RW: 67, 70</p> <p>(continued)</p>
<ul style="list-style-type: none"> Use adverbials effectively, including words and phrases (continued) 	4 (ctd.)	<p>Adverb Usage, SB: 238-239, 240-241, 248, 250-251, 252-253, 259-263, H60; WP: 115-116, 117-118, 125; RW: 70, 71, 76</p>

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<ul style="list-style-type: none"> Employ principles of agreement related to number, gender, and case 	1	<p>At 1-4, for principles of agreement, see: Subject-Verb Agreement, SB: 121-122, 123-124, 127-128, 129-130, 135-136, 137, 141, 188, 242; TE: 118B, 121, 122, 123, 124, 127, 128, 129, 130; WP: 49-50, 51-52, 55-56, 57-58, 66, 83, 111; RW: 32, 33, 35, 36, 42, 54, 73 Pronoun Agreement, SB: 85, 123-124, 135, 188, 241; WP: 42, 51-52, 83, 110; RW: 25, 33, 54, 72</p>
	2	<p>Subject-Verb Agreement, SB: 165-166, 167-168, 179-180, 181-182, 187, 188, 189, 190, 194, 195, 197, 198, 203, 204, 327, 345; TE: 162B, 165, 166, 167, 168, 179, 180, 181, 182; WP: 58-59, 60-61, 72-73, 74-75; RW: 38, 39, 46, 47 Pronoun Agreement, SB: 106-107, 111-112, 120, 122-123, 131; TE: 92B, 134B, 162B, 238B, 266B; WP: 39-40, 43-44; RW: 24, 27</p>
	3	<p>Subject-Verb Agreement, SB: 100-101, 102-103, 216-217, 232, 240, 242; TE: 100, 101, 102, 103, 216, 217; WP: 38-39, 40-41, 102-103; RW: 24, 25, 63 Pronoun Agreement, SB: 216-217; WP: 102-103; RW: 63</p>
	4	<p>Subject-Verb Agreement, SB: 104-105, 106-107, 119, 120, 124, 128, 157, 315, H63; TE: 104-105, 106-107, 119, H63; WP: 44-45, 46-47; RW: 27, 28 Pronoun Agreement, SB: 210-211, H61-H63; WP: 100-101; RW: 60-61</p>
<ul style="list-style-type: none"> Capitalize proper nouns, titles, and initial words of sentences 	K	<p>At K-4, for a variety of capitalizing skills, see: Proper Nouns, TE: 31, 32, 33, 43, 99; AM: 59; PB: 1B, 1C Capitalizing First Word of Sentence, TE: 79, 81, 110, 220; AM: 77-79</p>
	1	<p>Capitalization of Book Titles, SB: 166-167, 223-224, 238, 244, 245; WP: 95-96, 113, 114; RW: 64, 75, 76 Capitalization of Beginning of Sentence, SB: 30, 34, 40, 53-54, 83, 105, 138, 217-218, 219, 264; TE: 30, 34, 40, 53-54, 83, 105, 138, 217-218, 219, 264; WP: 9-10, 13-14, 20, 40, 46, 63, 89-90, 118; RW: 5, 7, 12, 23, 30, 39, 61, 80 Capitalization of Special Nouns, SB: 69-70, 71-72, 80-81, 84, 105, 139, 162, 238, 241; TE: 69-70, (continued)</p>
<ul style="list-style-type: none"> Capitalize proper nouns, titles, and initial words of sentences (continued) 	1 (ctd.)	<p>Capitalization of Special Nouns, TE: (continued) 71-72, 80-81, 84, 105, 139, 162, 238, 241; WP: 29, 30, 31-32, 41, 46, 64, 70, 110; RW: 17, 18, 24, 30, 40, 46, 72 Capitalization of Titles, SB: 106, 163, 283, 291 Capitalization of Titles For People, SB: 221-222, 237, 245; WP: 93-94, 114; RW: 63</p>

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	2	<p>Capitalizing Proper Nouns, SB: 105-106, 120, 129, 193, 297-298, 299-300, 301-302, 320, 322, 323, 324, 329, 330, 331, 332, H36; TE: 92B, 105, 106, 297, 298, 299, 300; WP: 37-38, 103-104, 105-106, 107-108; RW: 23, 69, 70, 71</p> <p>Capitalization of First Word in a Sentence, SB: 37-38, 39-40, 43-44, 45-46, 49, 50, 57, 58, 59, 60, 61, 67, 221, 309, 326, 338, 339, H36; TE: 26B, 37, 38, 39, 40, 43, 44, 45, 46; WP: 11-12, 13-14, 19-20, 115-116; RW: 7, 8, 11, 75-76</p> <p>Capitalization of First Word in Quotes, SB: 317-318, 321, 322, 323, 324, H36; WP: 123-124; RW: 80</p> <p>Capitalization of Titles for People, SB: 303-304, 320, 323, 324, 329, 333; WP: 109-110; RW: 72</p>
	3	<p>Capitalizing Proper Nouns, SB: 62-63, 80, 87, 89, 166, 182-183, 184-185, 199, 205, 206, 237; WP: 19-20, 84-85, 86-87; RW: 12, 52, 53</p> <p>Capitalizing Family Names as Titles, SB: 182-183, 199, 205; TE: 182, 183; WP: 84-85; WP: 52</p> <p>Punctuating and Capitalizing People's Titles, SB: 186-187; TE: 186, 187; WP: 88-89; RW: 54</p> <p>Capitalizing First Word in Sentence, SB: 36-37, 44-45, 54, 178-179, 204; TE: 36, 37, 44, 45, 178, 179; WP: 5-6, 13-14, 80-81; RW: 4, 8, 49</p>
	4	<p>Capitalizing Proper Nouns, SB: 66-67, 83, 84-85, 89, 123, 124, 154, 155, 170-171, 172-173, 175, 188, 190, 191, 192-193, 195, 196, 255, 257, 391; TE: 66-67, 83, 84-85, 170-171, 172-173; WP: 21-22, 76-77, 78-79; RW: 13, 47, 48</p> <p>Capitalizing Titles of People, SB: 170-171, 174-175, 189, 195, 197, H57; TE: 170-171, 174-175</p> <p>Capitalizing First Word in Sentence, SB: 36, 37, 38, 39, 46-47, 52, 55, 57, 58, 68, 86, 123, 155, 166-167, 189, 194, 257, 291, 315; TE: 36, 37, 38, 39, 46-47, 166-167; WP: 5, 7-8, 15, 72; WP: 44</p>
<ul style="list-style-type: none"> • Use punctuation marks and conjunctions, as appropriate, to separate sentences and connect independent clauses 	3	<p><i>At 3-4, for using punctuation marks and conjunctions properly, see:</i></p> <p>Commas in Compound Sentences, SB: 47; TE: 47; WP: 16; RW: 10</p>
<ul style="list-style-type: none"> • Use punctuation marks and conjunctions, as appropriate, to separate sentences and connect independent clauses (continued) 	4	<p>Comma in Compound Sentence, SB: 169, 253, 254; TE: 169; WP: 75; RW: 46</p> <p>Conjunctions, SB: 211; WP: 101; RW: 61</p>
<ul style="list-style-type: none"> • Use commas correctly to punctuate appositives and lists 	2	<p><i>At 2-4, for using commas correctly, see:</i></p> <p>Commas in a Series, SB: 356, H36</p>

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	3	Comma in a Series, SB: 190-191, 192-193, 200, 210; TE: 190, 191, 192, 193; WP: 92-93, 94-95; RW: 57, 58 Commas with Introductory Phrases, SB: 189, 200, 209; WP: 91; RW: 56 Appositives, SB: 66; WP: 23-24; RW: 14-15
	4	Commas to Separate Words in a Series, SB: 176-177, 178-179, 189, 193, 198, 257, 355; TE: 176-177, 178-179; WP: 82-83; RW: 50 Commas in Introductory Phrases, SB: 180-181, 189-190, 199, H59; WP: 86-87; RW: 53 Commas with Appositives, SB: 69
<ul style="list-style-type: none"> • Spell frequently used words correctly 	K	<i>At K-4, for spelling frequently used words correctly, see:</i> Temporary Spelling, TE: 116, 168, 194, 222
	1	Spelling, SB: 162, 203, 204, 263, 264, 291, 305; TE: 162, 203, 204, 263, 264, 291, 305
	2	Spelling, SB: 23, 38, 79, 101-102, 103-104, 119, 121, 126, 127, 128, 153, 221, 283, 357, 368
	3	Spelling, SB: 25, 278, 306, 342, 374, 408, 442; TE: 25, 278, 306, 342, 374, 408, 442
	4	Spelling, SB: 291, 315, 355, 391, 431, 465, H65-H69
<ul style="list-style-type: none"> • Use word order and punctuation marks to distinguish statements, questions, exclamations, and commands 	K	<i>At K-4, for using word order and punctuation marks appropriately, see:</i> Language Pattern for Asking/Telling Sentences, TE: 79, 80-81; AM: 77-79; PB: 3A, 3B Punctuation of Sentences, TE: 79, 81, 110, 119, 220; AM: 77-79, 90; PB: 4D
	1	Telling/Statement Sentences, SB: 27-28, 29-30, 35, 40, 82, 217-218, 237, 240, 244; WP: 7-8, 9-10, 39, 89-90, 109, 113; RW: 4, 5, 22, 61, 71, 75; Punchouts: <u>The Sentence Game</u> ; <u>Sidewalk Sentences</u> Questions, SB: 31-32, 33-34, 35, 37-38, 40, 83, 217-218, 237, 239, 240, 244; (continued)
<ul style="list-style-type: none"> • Use word order and punctuation marks to distinguish statements, questions, exclamations, and commands (continued) 	1 (ctd.)	Questions, SB: 31-32, 33-34, 35, 37-38, 40, 83, 217-218, 237, 239, 240, 244; WP: 11-12, 13-14, 17-18, 40, 89-90, 109, 113; RW: 6, 7, 9, 23, 61, 71, 75; Punchouts: <u>The Sentence Game</u> ; <u>Sidewalk Sentences</u> Exclamations, SB: 219-220, 237, 244; Punchouts: <u>Sidewalk Sentences</u> Punctuating Sentences, SB: 29-30, 33-34, 35-36, 40, 41, 138, 217-220, 239, 245; WP: 9-10, 13-14, 15-16, 63, 89-90, 91-92, 114; RW: 5, 7, 8, 39, 61, 62, 76; Punchouts: <u>The Punctuation Game</u>

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<ul style="list-style-type: none"> • 	2	<p>Telling Sentences, SB: 37-38, 41-42, 47, 49, 50, 57, 59, 192, 307, 319, 326, 335, H39; WP: 11-12, 15-16, 113-114; RW: 7</p> <p>Questions, SB: 39-40, 41-42, 47, 49, 50, 58, 59, 192, 307, 326, 335; WP: 13-14, 15-16, 113-114; RW: 8, 9, 74</p> <p>Exclamations, SB: 45-46, 49, 50, 52, 61, 192, 307-308, 321, 326, 335, H37; WP: 19-20, 113-114; RW: 11, 74</p> <p>Commands, SB: 43-44, 49, 50, 60, 192, 307, 326, 335, H36; WP: 17-18; RW: 10</p> <p>End Punctuation, SB: 37-38, 39-40, 41-42, 43-44, 45-46, 49, 50, 52, 57, 58, 59, 60, 61, 307-308, 309-310, 319, 321, 326; WP: 11-12, 13-14, 15-16, 17-18, 19-20, 113-114, 115-116; RW: 7, 8, 9, 10, 11, 74, 75-76</p>
	3	<p>Statements, SB: 36-37, 49, 54, 178-179, 180-181, 204, 239; WP: 5-6, 80-81, 82-83; RW: 4, 49, 50-51</p> <p>Period in Declarative Sentence, SB: 36-37, 38-39, 44-45, 46-47, 54-55, 204; TE: 36, 37, 38; WP: 5-6, 7-8, 13-14, 15-16; RW: 4, 5, 8, 9-10</p> <p>Questions, SB: 36-37, 49, 54, 178-179, 180-181, 204, 239; WP: 5-6, 80-81, 82-83; RW: 4, 49, 50-51</p> <p>Exclamations, SB: 38-39, 49, 55, 178-179, 180-181, 204, 239; WP: 7-8, 80-81, 82-83; RW: 5, 49, 50-51</p> <p>Commands, SB: 38-39, 49, 55, 178-179, 180-181, 204, 239; WP: 7-8, 80-81, 82-83; RW: 5, 49, 50-51</p> <p>Punctuation of Sentences, SB: 36-37, 38-39, 44-45, 46-47, 54-55, 204; WP: 5-6, 7-8, 13-14, 15-16; RW: 4, 5, 8, 9-10</p>
	4	<p>Statements, SB: 36-37, 51, 57, 86, 155, 166-167, 168, 194; TE: 36-37, 166-167; WP: 74; RW: 45</p> <p>Questions, SB: 36-37, 51, 57, 86, 155, 168, 194; WP: 74; RW: 45</p> <p style="text-align: right;">(continued)</p>
<ul style="list-style-type: none"> • Use word order and punctuation marks to distinguish statements, questions, exclamations, and commands (continued) 	4 (ctd.)	<p>Exclamations, SB: 38-39, 58, 86, 155, 166, 168, 194; WP: 72-73, 74; RW: 44, 45</p> <p>Commands, SB: 38-39, 51, 58, 86, 155, 166, 168, 194; WP: 74; RW: 45</p> <p>Punctuation of Sentences, SB: 36-37, 38-39, 46-47, 52, 54-55, 56, 57, 58, 62, 76-77, 78-79, 83, 84-85, 86, 87, 93, 94, 155, 166-167, 168-169, 176-177, 178-179, 180-181, 182-183, 184-185, 188, 189, 190, 191-193, 194, 198, 199, 200, 225, 253, 257, 262, 291, 315, 355, 391, 431, 465;</p> <p>WP: 31-32, 33-34, 72-73, 74, 75, 82-83, 85, 86-87, 88-89, 90-91; RW: 19, 20, 44, 45, 46, 50, 51, 52, 53, 54, 55</p>
C. ORAL LANGUAGE		

Wisconsin Performance Standards		Houghton Mifflin English © 2001
<p>Content Standard Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.</p> <p>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.</p> <p>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.</p>		
<p>Performance Standards By the end of grade four, students will:</p>		
<p>C.4.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.</p>		
<ul style="list-style-type: none"> Identify and discuss criteria for effective oral presentations, including such factors as eye contact, projection, tone, volume, rate and articulation 	K	<p><i>At K-4, for identifying and discussing criteria for effective oral presentations, see:</i> Tips on Speaking, TE: 16; AM: 50-51; PB: GS-C Making Oral Reports, TE: 211, 221, 223; PB: 8B</p>
	1	<p>Speaking Guidelines, SB: 12, 115, 117, 215, 269, 271; TE: 12, 115, 117, 215, 269, 271 Giving Oral Reports, SB: 214-215, 290, 291; TE: 214, 215, 290, 291 Makes Oral Presentations, SB: 114-115, 270-271; TE: 114, 115, 270, 271 Eye Contact, SB: 10, 12; TE: 10, 12 Gestures, SB: 12; TE: 12 Using Correct Volume/Rate in Speaking, SB: 11-12, 114-115, 116-117, 269</p>
	2	<p>Speaking Guidelines, SB: 4, 6, 81, 89, 91, 234; TE: 4, 6, 81, 89, 91, 234 Giving Oral Reports, SB: 233; TE: 233</p> <p style="text-align: right;">(continued)</p>