



The reading, writing, and communicating standards in preschool are aligned to the expectations within Colorado’s Early Learning and Development Guidelines and the latest revision of the Head Start Early Learning Outcomes Framework. They outline development expectations and indicators of progress for preschool age students in receptive and expressive language; understanding and obtaining meaning from stories and information from books and other texts; phonological awareness; concepts of early decoding; names and sounds associated with alphabetic knowledge; emerging skills to communicate through written representations, symbols, and letters; and asking a question to identify and define a problem and its possible solution.

Expectations for 4th Grade Students:

- **Oral Expression and Listening:** Develop and use a plan to effectively convey information and use active listening strategies (asking questions, paraphrasing, body posture) to receive information.
- **Reading for All Purposes:** Read literary (stories), informational, and persuasive books and articles with understanding and with fluency (with appropriate speed, accuracy, and expression) supported by a knowledge of spelling patterns, word parts (prefixes, root words, suffixes), and vocabulary (word meanings) especially when it comes to words with many syllables.
- **Writing and Composition:** Use a writing process – planning, drafting, revising, editing, sharing – to produce a variety of stories, informational articles and essays, and opinion pieces for an intended audience and with a clear purpose.
- **Research Inquiry and Design:** Use reading and writing skills to gather information – individually and in groups – and produce a written or oral presentation based on the new information gained from the research process.

Throughout 4th Grade You May Find Students:

- Reading a variety of literature and nonfiction texts to understand different perspectives and perceptions; using strategies to understand texts (generating questions, summarizing, marking the text); making connections within and between different texts.
- Writing about texts to “think through” a response to a reading; using strategies to effectively share responses with group members; actively listening to others (paraphrasing, summarizing, and responding); reflecting on readings; making personal connections to texts.
- Exploring the decisions a writer makes in producing the piece of writing (the author’s “craft”); comparing different books, articles, or stories about the same topic; evaluating the use of illustrations or graphics in a text; explaining how writers use evidence to support ideas.
- Writing narratives to express experiences in the world; using evidence from texts to produce explanations or arguments; using research skills to answer questions about a topic; talking with peers and adults about how to improve writing; writing with accuracy and with a variety of sentence structures, appropriate vocabulary and word choice, and correct punctuation.