AASL Standard 4: Pursue personal and aesthetic growth			
Skills Indicators	**Grade Level Benchmarks**	**Iowa Core Content Concepts/Skills**	**Assessments:** • **Product** • **Process** • **Student Self-Questioning**
Indicator 4.1 Read, view and listen for personal growth.	**Grades K-4:** o Distinguish between what is real and not real. o Request and choose materials related to personal interests. o Read, view and listen to a variety of fiction and nonfiction for enjoyment and information. o Begin to recognize that different genres require different reading, listening or viewing strategies. **Grades 5-8:** o Participate in discussions and book clubs o Read books in a wide variety of genres o Share reading, listening and viewing experiences in a variety of ways **Grades 9-12:** o Share reading, viewing, and listening experiences in a variety of ways and formats, including books clubs and	**Literacy: Reading** Independently reads a significant number of books and text each year. This reading should include both fiction and non-fiction in a variety of genres. **Literacy: Listening** Listens for information and understanding **Literacy: Speaking** Participates in a variety of communication situations	

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	interest groups o Seek and locate information about personal interests and find it independently o Read, listen and view for a variety of purposes		
Indicator 4.2 Read widely and fluently to make connections with self, the world, and previous reading.	**Grades K-4:** o Read widely from multicultural texts in various genres to find out about self and surrounding world. o Predict what will happen next in a story. o Draw conclusions about main idea of a story. o Identify author's purpose and connect illustrations to a story. o Compare and contrast characters in two different stories or plots in two stories by the same author. o Retell a story using own words and pictures. o Identify problems and solutions in a story. o Connect story to previous reading **Grades 5-8:** o Read books that connect to own experiences o Read with purpose to investigate new ideas o Recognize the author's point of	**Literacy: Reading** Uses a variety of strategies and skills to comprehend and interpret fiction Uses a variety of skills and strategies to comprehend non-fiction and informational text	

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	o Recognize features of various genres and use different reading strategies for understanding o Demonstrate knowledge of favorite authors, genres, etc. o Demonstrate understanding that texts, both narrative and expository, are written by authors expressing their own ideas **Grades 9-12:** o Recognize and evaluate the author's point of view and how it affects the text o Read books that connect to real world issues o Recognize similarities and differences among authors writing on the same theme o Recognize how own point of view influences perspective on text	**Literacy: Reading** Uses a variety of strategies and skills to comprehend and interpret fiction Uses a variety of skills and strategies to comprehend non-fiction and informational text **Literacy: Reading** Reads for a variety of purposes and across content areas	
Indicator 4.3 Respond to literature and creative expressions of ideas in various genres and formats.	**Grades K-4** o Express feelings about characters and events in a story. o Make connections between literature and their own experiences. o Recognize how illustrations enhance a story	**Literacy: Reading** Reads for a variety of purposes and across content areas **Literacy: Reading**	

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	o Retell stories using the correct sequence of events. o Identify plot, characters, times and places in a story. o Discuss favorite books and authors. **Grades 5-8:** o Respond to the images and feelings evoked by a literary work o Connect text to personal experiences o Draw conclusions about theme based on evidence in the text o Recognize how characters change **Grades 9-12:** o Assess the emotional impact of specific works on the reader or viewer o Compare the theme and its treatment in different works of literature	Reads for a variety of purposes and across content areas **Literacy: Reading** Uses a variety of strategies and skills to comprehend and interpret fiction Uses a variety of skills and strategies to comprehend non-fiction and informational text	
Indicator 4.4 Seek information for personal learning in a variety of formats and genres.	**Grades K-4:** o Routinely select picture, fiction and information books, try some books in other genres (poetry, fairy tales). o Select information in various formats and genres based on suggestions from teacher or T-L and on personal interests.	**Literacy: Reading** Reads for a variety of purposes and across content areas	

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	o Select some books at the appropriate reading level, other books to be read aloud, and other more challenging books of particular interest for browsing and enjoyment. o Explain personal criteria for selecting a particular resource. o Recognize works of a single author o Recognize why some authors and genres have become favorites **Grades 5-8:** o Select texts on topics of interest at both a comfortable level and one that requires higher levels of comprehension skills o Describe the characteristics of different genres o Read a variety of genres including short stories, novels, poems, plays, drama, myths, films and magazines o Maintain a personal reading list **Grades 9-12:** o Read a variety of fiction and nonfiction texts o Read for academic, personal, and real world purposes. o Set reading goals and maintain	**Literacy: Reading** Uses a variety of strategies and skills to comprehend and interpret fiction Uses a variety of skills and strategies to comprehend non-fiction and informational text **Literacy: Reading** Reads for a variety of purposes and across content areas	

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	a personal reading list	**Literacy: Reading** Reads for a variety of purposes and across content areas	
Indicator 4.5 Connect ideas to own interests and previous knowledge and experience.	**Grades K-4:** o Prior to reading a book, gain background knowledge about the author or subject by discussing it with friend, teacher, or parent. o Tap into previous knowledge before reading o Demonstrate comprehension of stories read independently or shared aloud o Develop criteria for deciding if a book matches interests and reading levels. o Find and read (or be read) books that match interests and comprehension levels. o Compare characters in different stories o Retell a story to show comprehension **Grades 5-8:** o Understand literal and implied meaning, and identify the main points o Use prior knowledge to understand and compare literature	**Literacy: Reading** Reads for a variety of purposes and across content areas	

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	Grades 9-12: o Understand text on both a literal and an abstract level. o Use context and graphic clues to aid understanding o Compare new ideas to previous understandings and make changes to mental framework where appropriate		
Indicator 4.6 Organize personal knowledge in a way that can be called upon easily.	**Grades K-4:** o Take notes using graphic organizer provided by teacher or T-L. o Draw pictures of main ideas. o Use simple organizers to capture main ideas **Grades 5-8:** o Use a concept map, web or graphic to organize ideas o Identify own learning style and organize ideas accordingly (e.g., linear, graphic) **Grades 9-12:** o Categorize new ideas with key words and tagging o Use visualization to provide a clear picture of the ideas to be remembered		

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Indicator 4.7 Use social networks and information tools to gather and share information.	**Grades K-4:** o Use the electronic catalog to locate information on personal topics of interest **Grades 5-8:** o Use technology productivity tools to meet personal needs. o Participate in social networks responsibly and safely. o Use social tools to share and collaborate with others o Use information and communication technology tools and resources to collect, organize and evaluate information relevant to issues or interests **Grades 9-12:** o Use information and communication technology tools and resources to collect, organize and evaluate information relevant to a real world issue or problem or personal needs o Use social tools to share and collaborate with others o Participate in social networks responsibly and safely.		

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Indicator 4.8 Use creative and artistic formats to express personal learning.	**Grades K-4:** o Express feelings about a story through pictures and words. o Express their own ideas through simple products in different formats. o Present creative products in a variety of formats. **Grades 5-8:** • Create original products based on responses to literature • Experiment with various types of multimedia software for artistic or personal expression **Grades 9-12:** o Express own ideas through creative products in a variety of formats o Choose format appropriate for audience and purpose. o Select and use various types of multimedia software for artistic and personal expression		

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