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**Grade Three**

correlated to Chicago Public Schools  
 Reading/Language Arts

Chicago Language Arts	<i>Houghton Mifflin Reading © 2001</i>
<b>STATE GOAL 1: READ WITH UNDERSTANDING AND FLUENCY.</b>	
<b>CAS A. Use a wide variety of strategic reading behaviors to comprehend the literal and nonliteral meaning of text to be informed, to perform a task, and for literary experience.</b>	
<b><u>CFS</u></b>	
<b>1. Identify author’s purpose (e.g., inform, entertain, and persuade).</b>	<b>Author’s Purpose, 3.1: TE1: 51O; TE2: 151; 3.2: TE4: 22, 25, 61, 79</b>
<b>2. Solidify meaning and understanding by asking and answering questions concerning essential textual elements.</b>	<b>Formulating Questions, 3.1: TE1: 27, 30, 44, 51P, 84, 114, 119; TE2: 150, 151B, 163, 164, 170, 171, 175, 176, 178, 179, 183, 185, 200, 204, 226; TE3: 274, 291B, 298, 299, 304, 306, 308, 313, 320, 340, 358, 366, R2, R4; 3.2: TE4: 36, 37, 67, 69D; TE5: 109B, 115, 116, 122, 124</b>  <b>Think About the Selection, 3.1: SB: 46, 86, 116, 152, 180, 202, 228, 254, 284, 310, 342, 368; TE1: 46–47, 86–87, 116–117; TE2: 152–153, 180–181, 202–203, 228–229, 254–255; TE3: 284–285, 310–311, 342–343, 368–369; PB: 5, 25, 40, 63, 83, 98, 113, 139, 159, 174, 189; 3.2: 34, 64, 94, 132, 162, 200, 234, 272, 302, 334; TE4: 34–35, 64–65, 94–95; TE5: 132–133, 162–163, 200–201, 234–235; TE6: 272–273, 302–303, 334–335; PB: 5, 25, 40, 63, 83, 98, 123, 143, 158</b>
<b>3. Logically and sequentially order story events.</b>	<b>Sequence of Events, 3.1: TE1: 15C, 17B, 17C, 39, 42, 51A–51B, 83, 91, R2–R3, R8–R9; PB: 4, 6–7; 3.2: TE4: 57, 94; TE5: 175</b>

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<p><b>4. Organize information sequentially.</b></p>	<p><b>Story Structure/Summarizing, 3.1: TE1:</b> 101; <b>TE2:</b> F253; <b>TE3:</b> 349C, 357, 373A–373B, R8–R9; <b>PB:</b> 188, 190–191;  <b>3.2: TE5:</b> 113, 161</p> <p><b>Text Organization, 3.1: TE3:</b> 287, 346, 371;  <b>3.2: TE5:</b> 137, 167U–167X, 169B, 169C, 187, 199, 205, 205A–205B, R6, R12–R13;  <b>TE6:</b> 339; <b>PB:</b> 82, 99–100</p>
<p><b>5. Determine and explain author’s purpose(s) and explicit and/or implicit main idea(s) in text(s).</b></p>	<p><b>Author’s Purpose, 3.1: TE1:</b> 51O; <b>TE2:</b> 151;  <b>3.2: TE4:</b> 22, 25, 61, 79</p> <p><b>Explicit Main Ideas, 3.1: TE2:</b> 155;  <b>TE3:</b> 289, 296, 312</p> <p><b>Implicit Main Ideas, 3.1: TE2:</b> 151, 152; <b>TE3:</b> 296, 315</p> <p><b>Main Ideas, Supporting Details, 3.1: TE2:</b> 183; <b>TE3:</b> 313</p>
<p><b>6. Make and confirm predictions about events and ideas presented in text and provide evidence for predictions before, during, and after reading.</b></p>	<p><b>Making/Checking Predictions, 3.1: TE1:</b> 19, 30, 32, 44, 57, 70, 84, 93B, 95, 102, 103, 104, 114; <b>TE2:</b> 133, 140, 141, 150, 163, 170, 173, 194, 196, 200, 216, 218, 226, 227, R6;  <b>TE3:</b> 256, 274, 282, 293, 300, 301, 302, 308, 309, 317B, 319, 328, 329, 330, 340, 341, 351, 358, 359, 360, 366, 367; , <b>3.2: TE4:</b> 19, 24, 25, 26, 32, 33, 54, 55, 56, 62</p>
<p><b>7. Assess prior knowledge and previous experiences to aid in the understanding of new reading selections.</b></p>	<p><b>Prior Knowledge, 3.1: TE1:</b> 14A, 55B, 91U, 121C, R2, R4, R6; 128A, 159S, 185U, 205U, 206A; <b>TE3:</b> 260A, 289S, 313, 315U, 347U, R2, R4, R6, R8; <b>3.2: TE4:</b> 14A, 43S, 66, 69U, R2, R4, R6; <b>TE5:</b> 106A, 139S, 167U;  <b>TE6:</b> 240A, 275, 279S, 307U</p>
<p><b>8. Describe the problem, solution, or central idea of text(s).</b></p>	<p><b>Plot, TB1: 3.1: TE1:</b> 17B, 17C, 34, 39, 55B, 59, 99, 101, 115; <b>TE3:</b> 298, 327, 347V, 349C, 357, 367, 373A–373B; <b>PB:</b> 4, 188, 190–191;  <b>3.2: TE4:</b> 45B, 80</p>
<p><b>9. Determine cause-effect relationships.</b></p>	<p><b>Cause and Effect, 3.1: TE1:</b> 46, 92A, 93B, 93C, 108, 113, 121A–121B, R6–R7, R12–R13; <b>PB:</b> 39, 41–42; <b>TE2:</b> 141, 180, F241, <b>TE3:</b> 301, 310, 331; <b>3.2: TE5:</b> 153, 159, 162, 183; <b>TE6:</b> 255, 272, 289, 302, 339</p>
<p><b>10. Alphabetize to the third letter.</b></p>	<p><b>Alphabetical Order, 3.1: TE1:</b> 51I–51J, 91C; <b>TE3:</b> 315J</p>

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<b>CAS B. Use a wide variety of word analysis strategies to read and comprehend unfamiliar words and material.</b>	
<b><u>CFS</u></b>	
<b>1. Refine and apply word recognition and analysis strategies:</b>	
<ul style="list-style-type: none"> <li>identify denotative and connotative meanings of words.</li> </ul>	See levels four through six for instruction in connotation and denotation.
<ul style="list-style-type: none"> <li>apply knowledge of homonyms, antonyms, synonyms, homophones, and homographs.</li> </ul>	<p><b>Homophones, 3.1: TE3:</b> 373F, 373G–373H; <b>PB:</b> 193–195, 223; <b>3.2: TE5:</b> 205I–205J; <b>PB:</b> 105</p> <p><b>Antonyms, 3.2: TE6:</b> 307I–307J</p> <p><b>Synonyms, 3.1: PB:</b> 196; <b>3.2: TE6:</b> 277I–277J; <b>PB:</b> 130</p> <p><b>Homographs, 3.2: TE4:</b> 39G</p>
<ul style="list-style-type: none"> <li>understand and use the pronunciation key.</li> </ul>	<p><b>Dictionary, Using the Pronunciation Key, 3.1: TE2:</b> 131A, 157F, 157J, 185F, 205F, 231F; <b>TE3:</b> 272, 287E, 287I, 349A; <b>PB:</b> 70; <b>3.2: TE4:</b> 71A</p>
<ul style="list-style-type: none"> <li>identify and use root suffixes and prefixes and base words.</li> </ul>	<p><b>Greek/Latin Word Roots, 3.1: TE1:</b> 91J</p> <p><b>Word Roots, 3.1: TE3:</b> 315I</p> <p><b>Suffixes, 3.1: TE1:</b> 17A; <b>TE2:</b> 157J, 197; <b>TE3:</b> 272, 315E, 347E, 349A; <b>PB:</b> 162, 177; <b>3.2: TE4:</b> 45A, 81, 99E, 99G–99H, R18, R19; <b>TE5:</b> 137E, R14; <b>PB:</b> 43, 44, 45, 46, 66</p> <p><b>Prefixes, 3.1: TE1:</b> 17A, 51E, 55A; <b>TE2:</b> 157J, R23; <b>TE3:</b> 373E; <b>PB:</b> 192; <b>3.2: TE4:</b> 45A, 99E, 99G–99H, R18, R19; <b>PB:</b> 43, 44, 45</p> <p><b>Base Words, 3.1: TE1:</b> 51E, 55A, 121E, R14–R15; <b>TE2:</b> 231F, R19, <b>TE3:</b> 315E, 373E; <b>3.2: TE4:</b> 39E, 69E</p>
<b>CAS C. Read familiar materials aloud with rhythm, flow, accuracy, and phrasing to convey meaning.</b>	
<b><u>CFS</u></b>	

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1. Demonstrate an ability to read aloud with appropriate vocal patterns to emphasize key ideas and areas of emphasis expressed by the author.	<p><b>Read with Expression, 3.1: TE1:</b> 37, 39, 83, 105; <b>TE2:</b> 139, 177, 197, 221; <b>TE3:</b> 269, 297, 333, 355; <b>3.2: TE4:</b> 21, 51, 89, 99N</p> <p>See also the Oral Reading Checklist in the Teacher's Assessment Handbook.</p>
2. Read various texts aloud using word analysis skills and knowledge of punctuation (e.g., commas, periods, question marks, and exclamation points).	<p><b>Oral Reading, 3.1: TE1:</b> 50, 105; <b>TE2:</b> 177, 182, 197, 230, F237; <b>TE3:</b> 297, 312, 333, 355, 370–373, <b>3.2: TE4:</b> 21, 39N, 97</p> <p><b>Exclamation Point, 3.1: TE1:</b> 96</p> <p><b>Italics for Emphasis, 3.1: TE3:</b> 277</p> <p><b>Punctuation of Quotation, 3.2: TE5:</b> F229</p>
<b>CAS D.</b> <i>Exhibit engagement in reading by responding to text orally, in writing, or through the arts.</i>	
<b>CFS</b>	
1. Deliver oral presentations (e.g., book reports, role-playing, choral reading, and peer conferencing).	<p><b>Oral Presentation, 3.1: TE1:</b> 121O, 121P; <b>TE2:</b> 205P, 231P, R17; <b>TE3:</b> 315, 343, 347, 347D, 369, 373, 373P; <b>3.2: TE4:</b> 69P, R13</p> <p><b>Role-playing, 3.1: SB:</b> 343, 369; <b>TE2:</b> 185D, 185P; <b>TE3:</b> 343, 369; <b>3.2: TE4:</b> 69X</p> <p><b>Peer Evaluation, 3.1: TE1:</b> 17C, 55C, 93C; <b>TE2:</b> 159E, 185L, 187C; <b>TE3:</b> 289E, <b>3.2: TE4:</b> 17C, 43E, 45C</p>
2. Create logs, journals, and book reports.	<p><b>Writing in a Guide, Log, Dictionary, 3.2: TE3:</b> 287H; <b>TE4:</b> 39H; <b>TE6:</b> R24</p> <p><b>Journal Writing, 3.1: TE1:</b> 17B, 19, 32, 47, 55B, 57, 72, 87, 93B, 95, 104, 117; <b>TE2:</b> 133, 142, 153, 163, <b>TE3:</b> 263B, 265, 276, 285, 291B, 293, 301, 302, 311, 317B, 319, 330, 343, 349B, 351, 360, 368, 369;</p> <p><b>3.2: TE4:</b> 17B, 19, 26, 35, 47, 56, 65, 73, 84, 95; <b>TE5:</b> 111, 120, 143, 154, 171, 184, F208, F210, F216, F217, F220, F223, F225, F227, F229, F232, R24, <b>TE6:</b> 245, 256, 283, 294, 311, 322</p> <p><b>Writing a Book Report, 3.1: TE2:</b> 157, R31; <b>TE3:</b> 347H; <b>TE5:</b> R23</p>
3. Construct big books, dioramas, murals, illustrations, songs, and plays.	<p><b>Illustrate Original Writing, 3.1: TE1:</b> 53G; <b>TE3:</b> 310</p> <p><b>Responding to Literature in Art, 3.1: TE1:</b> 47, 87, 116, 117; <b>TE3:</b> 311, 343, 369</p>

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<p>4. Respond to text by generating alternative endings to plots and by substituting new elements (e.g., character traits, reactions, events, and settings), and identifying reason(s) for and impact of substitutions.</p>	<p><b>Generating Alternative Endings and Elements, 3.1:</b> TE1: 111; TE3: 363</p> <p><b>Compare Different Versions of Same Story, 3.1:</b> TE3: 305</p>
<p><b>STATE GOAL 2: UNDERSTAND EXPLICIT AND IMPLICIT MEANING IN LITERATURE REPRESENTING INDIVIDUAL, COMMUNITY, NATIONAL, WORLD, AND HISTORICAL PERSPECTIVES.</b></p>	
<p><b>CAS A. <i>Distinguish among literary terms, techniques, and forms in significant types of literature.</i></b></p>	
<p><b><u>CFS</u></b></p>	
<p>1. Distinguish literal from figurative meanings of significant works of literature.</p>	<p><b>Figurative Language, 3.1:</b> TE1: 62, 67, 70, 110, 121J; TE2: 231G; <b>3.2:</b> TE4: 85; TE6: 275</p>
<p>2. Demonstrate how authors and illustrators use various techniques to influence reader's opinions, feelings, and actions.</p>	<p><b>Propaganda, 3.1:</b> SB: 284; TE3: 285; <b>3.2:</b> TE4: 690; TE6: 307P</p> <p><b>Persuasion, 3.1:</b> TE2: 231H; TE3: 284, 347M–347N, 384, 385; <b>3.2:</b> TE4: 99M–99N</p> <p><b>Humor, 3.1:</b> TE1: 22, 39; TE3: 260A, 261A, 266, 272, 278, 279, 284, 304, 309, 367; <b>3.2:</b> TE6: 299</p> <p><b>Word Play: Jokes, Puns, Riddles, 3.1:</b> TE1: 49, 50; TE2: 157K; TE3: 266, 271, 278, 279, 284, 312</p> <p><b>Symbols, 3.1:</b> TE1: 80, 84, 88–91; TE2: 198, 199</p>
<p>3. Describe the effects of humor within a work of literature.</p>	<p><b>Humor, 3.1:</b> TE1: 22, 39; TE3: 260A, 261A, 266, 272, 278, 279, 284, 304, 309, 367; <b>3.2:</b> TE6: 299</p> <p><b>Word Play: Jokes, Puns, Riddles, 3.1:</b> TE1: 49, 50; TE2: 157K; TE3: 266, 271, 278, 279, 284, 312</p>

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<p>4. Identify topic(s) presented in works of literature and describe ways in which authors develop major theme(s).</p>	<p><b>Theme Connections, 3.1: TE1:</b> 14A, 15C, 16A, 46, 53S, 53V, 54A, 86, 91U, 92A; <b>TE2:</b> 128A, 129C, 130A, 152, 157, 159S, 159V, 160A, 180, 185, 185U, 185X, 202, 205, 205U, 205X, 206A, 207B, 228, 231; <b>TE3:</b> 260A, 261C, 262A, 284, 289S, 290A, 310, 315U, 316A, 347U, 347X, 348A; <b>3.2: TE4:</b> 14A, 16A, 39, 43S, 44A, 64, 69U, 70A, 94, 99; <b>TE5:</b> 106A, 108A, 139S, 140A, 167U, 168A; <b>TE6:</b> 240A, 242A, 279S, 280A, 307U, 308A</p>
<p>5. Compare and contrast themes, characters, and ideas in text. Distinguish between poetry and prose and describe the major structural differences.</p>	<p><b>Connecting Between Selections, 3.1: TE2:</b> 157, 159V, 185, 205, 231; <b>TE3:</b> 310, 315, 315X, 347, 347X, 368; <b>3.2: TE4:</b> 39, 43V, 64, 69, 69X, 94; <b>TE5:</b> 137, 139V, 200, 205; <b>TE6:</b> 277</p> <p>Distinguishing between poetry and prose may be developed from: <b>Poetry, 3.1: TE1:</b> 50; <b>3.2: TE4:</b> 98; <b>TE6:</b> 276</p>
<p>6. Define the major characteristics of significant forms of literature and describe their operation in selected works:</p>	
<ul style="list-style-type: none"> <li>• fairy tales.</li> </ul>	<p>Fairy Tale, <b>3.1: TE3:</b> 289L</p>
<ul style="list-style-type: none"> <li>• poetry.</li> </ul>	<p>Poetry, <b>3.1: TE1:</b> 50; <b>3.2: TE4:</b> 98; <b>TE6:</b> 276</p>
<ul style="list-style-type: none"> <li>• fables and myths.</li> </ul>	<p>Fable, <b>3.1: TE3:</b> 289L</p>
<ul style="list-style-type: none"> <li>• tall tales and folk tales.</li> </ul>	<p>Folktale, <b>3.1: TE1:</b> 57–85; <b>TE3:</b> 307</p>
<ul style="list-style-type: none"> <li>• autobiographies/ biographies.</li> </ul>	<p>Biography/Autobiography, <b>3.1: TE2:</b> 184; <b>3.2: TE5:</b> F219</p>
<ul style="list-style-type: none"> <li>• informational selections.</li> </ul>	<p><b>Informational Selections, 3.1: TE2:</b> 154–157, 204–205, 230–231; <b>TE3:</b> 286–287, 312–315, 344–347, 370–373; <b>3.2: TE4:</b> 18–33, 36–39, 66–69; <b>TE5:</b> 134–137, 202–205</p>
<p><b>CAS B.</b> Read, comprehend, and interpret works of literature representative of various cultures, time periods, traditions, experiences, and points of view.</p>	
<p><b>CFS</b></p>	
<p>1. Compare and contrast the treatment of significant recurring patterns and themes by authors of different cultures and historical periods:</p>	

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<ul style="list-style-type: none"> <li>friendship.</li> </ul>	At Level Two, friendship is a major theme of the program. At this level, the theme Animal Habitats discusses the friendship between humans and animals in a variety of situations.
<ul style="list-style-type: none"> <li>family and personal heritage.</li> </ul>	<b>Family and Personal Heritage,</b> <b>3.1: TE2:</b> 130A–153, 154–157, 160A–181, 185U–185X, 186A–203, 206A–229
<p>2. Identify and describe ways in which works of literature reflect the culture, heritage, traditions, and/or historical perspective of authors.</p>	<p><b>Literature from Worldwide Cultures,</b> <b>3.1: TE2:</b> 132–151, 154–157, 185U–185X, 186A, 188–201, 206A, 208–227, R2–R3, R4–R5, R6–R7, R8–R9; <b>TE3:</b> 307</p> <p><b>Literature from a Variety of Eras,</b> <b>3.1: TE1:</b> 53S–53V, 54A, 57–85; <b>TE2:</b> 130A, 159S159V, 206A; <b>TE3:</b> 290A; <b>3.2: TE4:</b> 66–99</p>
<b>STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES.</b>	
<b>CAS A. Produce documents and other written works that adhere to Standard English conventions.</b>	
<b><u>CFS</u></b>	
<b>1. Write and edit manuscripts to demonstrate correct use of grammar:</b>	
<ul style="list-style-type: none"> <li>nouns, verbs, subject/verb agreement, adjectives, adverbs, and pronoun/antecedent agreement.</li> </ul>	<p><b>Nouns, 3.1: TE2:</b> 157K–157L, 159E, 185J, 185K–185L, R26; R27; <b>TE3:</b> 287K–287L, 347K–347L, R26; <b>PB:</b> 71–73, 91–93, 147–149</p> <p><b>Verbs, 3.1: TE3:</b> 315K–315L, 373K–373L, R27; <b>PB:</b> 167–169, 182–184, 197–199; <b>3.2: TE4:</b> 39K–39L, 69K–69L, R20, R21; <b>PB:</b> 13–15, 33–35, 48–50</p> <p><b>Subject-Verb Agreement, 3.1: TE3:</b> 347K, 347L, 373K, 373L; <b>PB:</b> 184; <b>3.2: TE4:</b> 40, 43E, 69K–69L; <b>PB:</b> 33, 34</p> <p><b>Adjectives, 3.1: TE2:</b> 185J; <b>TE3:</b> 315E; <b>3.2: TE6:</b> 277K–277L, 307K–207L; <b>PB:</b> 131–133, 151–153</p> <p><b>Adverbs, 3.2: TE6:</b> 339K–339L; <b>PB:</b> 166–168</p> <p><b>Pronoun/Antecedent Agreement,</b> <b>TE5:</b> 137K–137L; <b>PB:</b> 71–72</p>
<b>2. Use standard punctuation conventions:</b>	

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<ul style="list-style-type: none"> <li>exclamation marks, commas, and apostrophes.</li> </ul>	<p><b>Exclamation Point, 3.1: TE1:</b> 51K, 91K, 91L</p> <p><b>Comma Between City and State, 3.1: TE3:</b> 315N</p> <p><b>Commas in Dates, 3.1: TE1:</b> 51N; <b>PB:</b> 17</p> <p><b>Commas in a Series, 3.1: TE2:</b> 157L; <b>PB:</b> 73</p> <p><b>Apostrophe in Possessives, 3.1: TE2:</b> 205E; <b>TE3:</b> 287L; <b>PB:</b> 147–149, 153</p> <p><b>Apostrophe in Contractions, 3.1: TE2:</b> 205E; <b>PB:</b> 101</p>
<b>3. Use correct capitalization:</b>	
<ul style="list-style-type: none"> <li>first word of the sentence.</li> </ul>	<p><b>Capitalization: First Word in Sentence, , 3.1: TE1:</b> 51K, 91L, 121N; <b>TE2:</b> 205N; <b>TE3:</b> 373M, 373N; <b>PB:</b> 35</p>
<ul style="list-style-type: none"> <li>the pronoun "I".</li> </ul>	<p>See Kindergarten Level for capitalizing the pronoun "I."</p>
<ul style="list-style-type: none"> <li>names and proper nouns.</li> </ul>	<p><b>Capitalizing Names of People, 3.1: TE2:</b> 185K–185L; <b>PB:</b> 92, 93</p> <p><b>Capitalizing Proper Nouns, 3.1: TE2:</b> 185K–185L; <b>PB:</b> 91–93</p>
<p><b>3. Edit for correct spelling as determined by contemporary dictionaries.</b></p>	<p><b>Proofreading for Spelling, 3.1: TE1:</b> 51H, 53F, 91H; <b>TE2:</b> 157H, 159F, 185H, 205H, 231H, 231L; <b>TE3:</b> 287H, 289F, 315H, 347H, 373G; <b>PB:</b> 11, 22, 31, 46, 69, 80, 89, 104, 119, 145, 156, 165, 180, 195; <b>3.2: TE4:</b> 39H, 69H, 99H; <b>TE5:</b> 137H, 167H, 205H; <b>TE6:</b> 277H, 307H, 339H; <b>PB:</b> 11, 22, 31, 46, 69, 80, 89, 104, 129, 140, 149, 164</p>
<b>5. Write a variety of complete sentence types and structures:</b>	
<ul style="list-style-type: none"> <li>declarative.</li> </ul>	<p><b>Declarative Sentences, 3.1: TE1:</b> 91K–91L, R22–R23; <b>PB:</b> 33, 34; <b>3.2: TE4:</b> 99N</p>
<ul style="list-style-type: none"> <li>interrogative.</li> </ul>	<p><b>Interrogative Sentences, 3.1: TE1:</b> 91K–91L, R22–R23; <b>PB:</b> 33, 34; <b>3.2: TE4:</b> 99N</p>
<ul style="list-style-type: none"> <li>exclamatory.</li> </ul>	<p><b>Exclamatory Sentences, 3.1: TE1:</b> 91K–91L, R22–R23; <b>PB:</b> 33; <b>3.2: TE4:</b> 99N</p>
<ul style="list-style-type: none"> <li>conversational.</li> </ul>	<p><b>Dialogue, 3.1: TE2:</b> 138; <b>TE3:</b> 342, 369, 373M–373N; <b>3.2: TE4:</b> R25</p>

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<ul style="list-style-type: none"> <li>imperative.</li> </ul>	Imperative Sentences, 3.1: TE1: 46, 91K–91L, R22–R23; PB: 33; 3.2: TE4: 99N
<b>CAS B. Write with focus, coherence, and clarity.</b>	
<b><u>CFS</u></b>	
1. Provide a clear introduction, body, support, and sense of closure to writing.	<p>Writing a Good Beginning, 3.1: TE1: 52, 53, 53B, 53C; TE2: 231M, 231N, TE3: 315M</p> <p>Writing a Good Ending, 3.1: TE1: 52</p> <p>Introductions, 3.1: TE3: 312, 314, R2, R4</p> <p>Conclusion Sentence, 3.1: TE3: 347N</p>
2. Use traditional structures for conveying information, including use of topic sentence as central idea and chronological order.	<p>Topic Sentence, 3.1: TE1: 121M, 121N; TE3: 347N; PB: 52, 185; 3.2: TE4: 40, 43, 43D</p> <p>Supporting Sentences, 3.1: TE1: 121M, 121N; TE3: 347N; PB: 52, 185; 3.2: TE4: 40, 43, 43D</p>
3. Create paragraphs that establish and support a central idea with concrete details, examples, anecdotes, or experiences to explain or clarify information.	<p>Writing a Paragraph, 3.1: TE1: 53F</p> <p>Writing an Explanation, 3.1: TE1: 61, 72, 121M–121N; PB: 51</p>
4. Apply techniques and strategies associated with the writing process to critique, revise, and edit manuscripts including adding, deleting, clarifying, and rearranging words, sentences, passages, and paragraphs to improve the meaning and focus of writing.	<p>Revising, 3.1: TE1: 53E; TE2: 159E; TE3: 289E; PB: 18, 76, 136, 192, 193; 3.2: TE4: 43E; TE5: 139E; TE6: 279E; PB: 18, 76, 152</p> <p>Evaluating, 3.1: TE1: 53E, 53G; TE2: 159E; TE3: 289G; 3.2: TE4: 43G; TE5: 139G</p> <p>Writing Conference, 3.1: TE1: 53E; TE2: 159E; TE3: 289E, 3.2: TE4: 43E; TE5: 139E; TE6: 279E</p>
<b>CAS C. Use stages of the writing process to develop short narrative, descriptive, expository, and persuasive texts that communicate in terms of audience, purpose, and context.</b>	
<b><u>CFS</u></b>	

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1. Present written steps and sequence of events in categorized lists and sentence and paragraph formats using appropriate transitional expressions.	<b>Writing Directions/Instructions, 3.1: TE1: 46; TE2: 157H; 3.2: TE4: R23</b> <b>Sequence, 3.1: TE1: 15A, 39, 51A, 83; TE3: 315B; 3.2: TE4: 57</b> <b>Writing a List, 3.1: TE2: 159A</b>
2. Write paragraphs stating, defending, and supporting positions and/or points of view.	<b>Persuasive Writing, 3.1: SB: 284; TE2: 231H; TE3: 284, 347M–347N; PB: 185–186; 3.2: SB: 34, 272, 278–279; TE5: R25; TE6: 278–279G; PB: 136–137</b> <b>Giving Reasons, 3.1: TE3: 347M, 347N</b>
<b>STATE GOAL 4: LISTEN AND SPEAK EFFECTIVELY IN A VARIETY OF SITUATIONS.</b>	
<b>CAS A. Listen and respond appropriately to oral messages.</b>	
<b><u>CFS</u></b>	
1. Ask for clarification and/or explanation of words, directions, and ideas.	<b>Asking for Clarification/Explanation, 3.1: TE1: 51P; 3.2: TE4: 99O</b>
2. Demonstrate attentive listening by retelling, paraphrasing, and explaining what has been said by the speaker.	<b>Listens Attentively, 3.1: TE1: 91P, 121P; TE2: 185O, 185P; TE3: 347O, 347P, 373P; 3.2: TE4: 39O, 99O</b> <b>Retelling, 3.1: TE1: 45, 121O, 121P; TE3: 315B, 367; 3.2: TE4: 93</b>
<b>CAS B. Use Standard English to communicate orally in a well-organized and coherent manner appropriate to purpose and audience.</b>	
<b><u>CFS</u></b>	
1. Demonstrate ability to understand and apply oral language structure(s) to describe, inform, persuade, and entertain:	
<ul style="list-style-type: none"> <li>use correct verb tenses and noun-verb agreement in oral communication.</li> </ul>	<b>Use Verb Tenses, 3.1: TE3: 347K–347L, R28; 3.2: TE4: 39K–39L, R20; PB: 13, 14, 15</b> <b>Use Noun-Verb Agreement, 3.1: TE3: 347K, 347L, 373K, 373L; PB: 184; 3.2: TE4: 40, 43E, 69K–69L; PB: 33, 34</b>
<ul style="list-style-type: none"> <li>use correct sentence structure, word use, and forms (e.g., simple, compound, and complex).</li> </ul>	<b>Sentence Types and Sentence Structure, 3.1: TE1: 91K–91L, 121K–121L, R22–R23, R24–R25; TE2: 157N, 205N; 3.2: TE4: 99N</b>

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<ul style="list-style-type: none"> <li>• use clear and specific vocabulary to communicate ideas in all forms of oral discourse.</li> </ul>	<b>Use Vocabulary to Communicate, 3.1: TE1:</b> 16A, 51H, 91D, 91G, 121H; <b>TE2:</b> 130A, 131A, 157G, 160A, 185G, 186A, 187A, 205G, 206A; <b>TE3:</b> 262A, 287I, 287J, 290A, 315H, 316A, 347E, 347F, 347H, 347L, 348A, 373F, 373G, 373L; <b>3.2: TE4:</b> 16A, 44A, 69H, 70A
<ul style="list-style-type: none"> <li>• employ appropriate vocal intonations (e.g., voice level, phrasing, and sentence structure).</li> </ul>	<b>Volume, Pace, Pronunciation, Stress, Enunciation, 3.1: TE1:</b> 121O, 121P; <b>3.2: TE4:</b> 99O
<ul style="list-style-type: none"> <li>• adapt or change oral language to fit the purpose and audience.</li> </ul>	<b>Adapting Word Choice in Speaking, 3.1: TE2:</b> 231O, 231P
<b>CAS C. Speak clearly and coherently in formal and informal settings.</b>	
<b><u>CFS</u></b>	
<b>1. Give oral presentations by speaking clearly at an understandable rate.</b>	<b>Oral Presentation, 3.1: TE1:</b> 121O, 121P; <b>TE2:</b> 205P, 231P, R17; <b>TE3:</b> 315, 343, 347, 347D, 369, 373, 373P; <b>3.2: TE4:</b> 69P, R13  <b>Speaking Fluently, 3.1: TE2:</b> 159P, 185P, 205P, 231P; <b>3.2: TE4:</b> 39P, 69P, 99P
<b>2. Create and present oral stories and reports with or without notes.</b>	<b>Storytelling, 3.1: TE1:</b> 15C, 121O, 121P; <b>TE2:</b> 185X, 255  <b>Oral Report, 3.1: TE1:</b> 157; <b>TE3:</b> 315H; <b>3.2: TE5:</b> 137O–137P
<b>3. Create and participate in oral dramatic presentations (e.g., plays and Reader’s Theater).</b>	<b>Dramatics, 3.1: TE3:</b> 315O–315P; <b>3.2: SB:</b> 273
<b>4. Present brief oral reports that organize ideas sequentially or around major points of information, using clear and specific vocabulary to communicate ideas.</b>	<b>Oral Report, 3.1: TE1:</b> 157; <b>TE3:</b> 315H; <b>3.2: TE5:</b> 137O–137P  <b>Giving a Speech, 3.2: TE5:</b> 200  <b>Giving Demonstrations, 3.1: TE3:</b> 287D
<b>5. Take one side of an issue and provide reasons to support it in an informal debate.</b>	<b>Speaking to Persuade, 3.2: TE6:</b> 307O–307P  <b>Holding a Debate, 3.1: TE3:</b> 373O–373P
<b>STATE GOAL 5: USE THE LANGUAGE ARTS FOR INQUIRY AND RESEARCH TO ACQUIRE, ORGANIZE, ANALYZE, EVALUATE, AND COMMUNICATE INFORMATION.</b>	

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<b>CAS A. Conduct basic research using a variety of technological tools and research.</b>	
<b><u>CFS</u></b>	
<b>1. Ask how and why questions:</b>	
<ul style="list-style-type: none"> <li>• interviews.</li> </ul>	<b>Interviewing, 3.1: TE2:</b> 185C–185D; <b>TE3:</b> 343, 372
<ul style="list-style-type: none"> <li>• surveys.</li> </ul>	Students can conduct surveys as part of their research report. They also participate in online surveys and polls.
<ul style="list-style-type: none"> <li>• conferences.</li> </ul>	<b>Writing Conference, 3.1: TE1:</b> 53E; <b>TE2:</b> 159E; <b>TE3:</b> 289E, <b>3.2: TE4:</b> 43E; <b>TE5:</b> 139E; <b>TE6:</b> 279E
<b>2. Locate information in reference materials:</b>	
<ul style="list-style-type: none"> <li>• examine pictures and charts.</li> </ul>	<b>Diagrams, 3.1: TE1:</b> 117; <b>TE2:</b> 231; <b>TE5:</b> 134, 135  <b>Magazines, 3.1: TE2:</b> 157C–157D; <b>3.2: TE4:</b> 40, 43C  <b>Charts, 3.1: TE3:</b> 373C
<ul style="list-style-type: none"> <li>• use a table of contents.</li> </ul>	<b>Table of Contents, 3.1: TE1:</b> 51C, 51D; <b>TE3:</b> 315C
<ul style="list-style-type: none"> <li>• use indexes.</li> </ul>	<b>Indexes, 3.1: TE1:</b> 51C, 51D; <b>TE3:</b> 315C
<b>3. Use glossaries, dictionaries, encyclopedias, other reference books, and available technology to answer questions.</b>	<b>Glossary, 3.1: TE1:</b> 51C, 51D, G1–G3; <b>TE2:</b> G1–G3; <b>TE3:</b> G1–G3; <b>3.2: TE4:</b> G1–G3; <b>TE6:</b> G1–G3  <b>Dictionary Skills, 3.1: TE1:</b> 51I–51J, 91C–91D, 121I–121L; <b>TE2:</b> 185I–185J, 231I–231J; <b>TE3:</b> 315I–315J, 347I–347J; <b>PB3.1:</b> 90, 120, 166, 181; <b>3.2: TE4:</b> 39I–39J, 69I–69J, 99I–99J; <b>TE5:</b> 137I–137J; <b>TE6:</b> 277C–277D,  (continued)

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<p>3. Use glossaries, dictionaries, encyclopedias, other reference books, and available technology to answer questions. (continued)</p>	<p><b>Dictionary Skills, 3.2: TE6:</b> (continued) 277I–277J, 307I–307J, 339I–339J; <b>PB3.2:</b> 12, 32, 47, 70, 130, 150, 165</p> <p><b>Encyclopedia, 3.1: TE1:</b> 51J, 121D; <b>TE2:</b> 157, <b>TE3:</b> 312, 347C–347D, 347H, 373D; <b>3.2: TE4:</b> R11</p> <p><b>Reference Books, 3.1: TE2:</b> 157, 157C, 157D, 231; <b>TE3:</b> 315, 347, 373D; <b>3.2: TE4:</b> 40, 43C</p> <p><b>Electronic Media, 3.1: TE1:</b> 18; <b>TE2:</b> 157, 157D, 231; <b>TE3:</b> 315, 343, 347; <b>3.2: TE4:</b> 39C, 39D, 40, 43C, 69</p>
<p>4. Gather and use information to gain knowledge, solve problems, and support positions.</p>	<p><b>Research Activities, 3.1: TE1:</b> 47, 117, 121C, 121D; <b>TE2:</b> 157, 157D, 231P; <b>TE3:</b> 343, 372; <b>3.2: TE4:</b> 39, 39N, 40–43G, 69, 69D; <b>TE5:</b> 137, F214, F217, F219</p>
<p>5. Examine the extent to which media provides a source of entertainment, as well as a source of information and discriminate between the two.</p>	<p><b>Persuasive Messages, 3.2: TE5:</b> R25</p> <p><b>Viewing to Evaluate Media, 3.2: TE4:</b> 31, 69, 69O–69P</p>
<p>6. Define the role and results of advertising as part of media presentation(s).</p>	<p><b>Understanding the Appeal of Advertisements, 3.1: TE3:</b> 284, 285</p>
<p>7. Present research findings in appropriate written and oral formats.</p>	<p><b>Presenting Research, 3.1: TE3:</b> 373C–373D</p>