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Grade Four

correlated to Chicago Public Schools
 Reading/Language Arts

Chicago Language Arts	Houghton Mifflin Reading © 2001
STATE GOAL 1: READ WITH UNDERSTANDING AND FLUENCY.	
<i>CAS A. Apply strategic reading behaviors to examine, construct, and extend the meaning of a wide variety of texts to be informed, to perform a task, and for literary experience.</i>	
<u>CFS</u>	
1. Select and use reading strategies according to textual complexities and purpose:	
<ul style="list-style-type: none"> • skimming and scanning. 	Skimming and Scanning, TE2: 272; TE4: 397, 410–411, 485C–485D; TE6: 706–707
<ul style="list-style-type: none"> • read to find details/ support sentences. 	Noting Details, TE1: 30, 36, 40, 52, 86, 98, 108E, 109C, 109D, 118, 121, 128, 133A–133B; TE2: 162, 172, 181, 200, 201, 217D, 226, 234, 240, 247C, 247D, 270; TE3: 299C, 299D, 306, 307, 308, 312, 318, 323, 323A–323B, 330, 332, 340, 342, 344, 349, 357, 378, R2–R3, R8–R9; TE4: 394, 399, 408, 415C, 432, 444, 449, 458, 472, 480, 485, 494, TE5: 541, 550, 555, 565, 578, 581, 604, F614; TE6: 637, 648, 653; PB: 156, 158–159
<ul style="list-style-type: none"> • finding information to support particular ideas. 	Cite Text, TE1: 52, 76, 79, 95, 102, 128; TE2: 190, 191, 201, 202, 209, 212, 240, 255, 270; TE3: 318, 322, 354, 378; TE4: 408, 444, 480, 508
2. Restate or summarize information in text.	Summarize Strategy, TE1: 27C, 29, 34, 38, 40, 41, 45, 48, 51, 55; TE2: 168, 194, 217C, 219, 224, 228, 230, 231, 236, 238, 243, 258, 272; TE3: 380; TE4: 451C, 453, (continued)

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<p>3. Restate or summarize information in text. (continued)</p>	<p>Summarize Strategy, TE4: (continued) 458, 462, 464, 465, 468, 470, 479, R6, TE5: 532D, 558H, 582H; TE6: 632B, 633B, 633C, 638, 640, 641, 643, 644, 647, 658H, 681, 686H, 695, 703</p> <p>Oral Summary, TE1: 26B, 34, 39, 42, 45, 48, 50, 51, 60E, 60F, 70, 74, 75, 80H, 92, 100, 106, 108H, 126; TE2: 169, 170, 174, 175, 184F, 186, 195, 196, 210, 211, 214, 217C, 224, 228, 231, 232, 238, 239, 259, 260, 268, 269, 272, 275; TE3: 298D, 308, 309, 310, 316, 317, 323D, 325I, 326E, 326H, 325J, 325L, 325N, 338, 339, 352, 353, 358H, 366, 367, 368, 376, 377; TE4: 390B, 400, 401, 402, 406, 407, 413J, 413N, 414H, 427, 428, 442, 450F, 458, 465, 466, 479, 486F, 498, 499, 500, 506, F517, TE5: 532D, 558H, 582H; TE6: 632B, 658H, 686H</p> <p>Writing a Summary, SB: 578; TE1: 34, 42; TE2: 224, 232, 239, 269, 275; TE3: 299C, 323C, 323D, 325J, 381M–381N; TE4: 458, 466, 511B; TE5: 578</p>
<p>3. Relate new information to prior knowledge and experience.</p>	<p>Prior Knowledge, TE1: 79C, 80E, 108E; TE2: 217A, 247A; TE3: TE5: 532A, 557I, 557K, 557M, 558E, 582E, 607; TE6: 632A, 658E, 686E; 298A, 326E, 358E; TE4: 390A, 411, 413H, 413J, 413L, 414E, 450E, 486E, R2, R4, R6, R8; TE5: 533A–533D, 559A, 583A, R2, R4, R6; TE6: 633A–633D, 659A, 687A, R4, R6</p>
<p>4. Identify explicit and implicit main idea.</p>	<p>Main Idea/Topic/Supporting Details, TE1: 57, 99, 101, 106; TE2: 275; TE4: 448, 449; TE6: 641, 658E–658H, 659C–659D, 663, 685A–686B, R4, R10–R11; PB: 370, 372–373</p>
<p>5. Make predictions, before, during, and after reading.</p>	<p>Making/Checking Predictions, TE1: 29, 40, 42, 50, 68, 70, 74, 90, 100, 116, 126; TE2: 157C, 159, 168, 174, 194, 210, 230, 238, 258, 260, 268; TE3: 308, 316, 317, 325L, 325M, 338; TE4: 390B, 393, 396, 400, 401, 402, 406, 407, 466</p>

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CAS B. Use a wide variety of word analysis strategies to construct meaning from unfamiliar text.	
<u>CFS</u>	
1. Use affixes and base words to determine connotative and denotative meanings of unknown or unfamiliar words within a passage	Base Words, TE1: 57E, 79E; TE3: 357E, 381E, R3; TE4: 449I Using Context, TE2: 245I–245J Connotation, TE1: 107I; TE3: 323I
2. Employ a variety of resources to expand understanding, use, and application of an increasingly rich and complex vocabulary:	
<ul style="list-style-type: none"> • glossaries. 	Glossary in Student Anthology, TE1: 57C, 57D, G1–G3; TE2: G1–G3; TE3: G1–G3; TE4: G1–G3; TE5: G1–G3; TE6: G1–G3
<ul style="list-style-type: none"> • dictionaries. 	Dictionary, TE1: 79I–79J, 107I, 107J, 133; TE2: 177, 241, 275C; TE4: 485G
<ul style="list-style-type: none"> • thesaurus. 	Thesaurus, TE1: 59A, 79H, 107I–107J; PB: 47
3. Use a variety of cues to determine pronunciation and meanings (e.g., phonics and context clues).	Phonics, TE1: 57F, 79F, 107F, 133F; TE2: 181F, 215F, 245F, 275F; TE3: 323F, 357F, 381F; TE4: 411F, 449F, 485F, 511F, TE5: 555F, 581F, 607F; TE6: 653F, 685F, 707F Context Clues, TE1: 27A, 27B, 57E, 57I, 61B, 81B, 107F, 133F; TE2: 157B, 181E, 181I, 185B, 200, 217B, 221, 245I–245J, 247B, 275E, 275I; TE3: 299B, 314, 323E, 323J, 327B, 345, 359B, 381F, 381G; TE4: 391B, 395, 411E, 415B, 449E, 449F, 451B, 485E, 485F, 485I, 487B, 511F; TE5: 533B, 536, 555F, 559B, 573, 581F, 583B, 586, 597, 607F, R3, R5, R7; TE6: 633B, 644, 653F, 659B, 667, 685E–685F, 685F, 687B, 690, 691, 707F, R3, R5, R7; PB: 123, 374
4. Identify and use synonyms and antonyms.	Synonyms, TE1: 107I, 107J; TE2: 185B; TE3: 323I–323J, R15; TE4: R3; PB: 47, 164 Antonyms, TE2: 181I–181J; TE4: 511G; PB: 88

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CAS C. <i>Make and support inferences when reading nonfiction text, relating structure, organization, and content to the textual purpose.</i>	
<u>CFS</u>	
1. Describe major concepts in significant nonfiction texts, identifying and assessing evidence that supports those concepts.	Nonfiction: Main and Supporting Ideas, TE1: 130; TE2: 275; TE4: 448, 449; TE6: 641, 658F, 659C–659D, 663, 685A–685B, R10–R11
2. Analyze the impact of author’s decisions regarding word choice and content.	Nonfiction: Key Words, TE1: 130, 131; TE2: 220, 222, 224, 226, 228, 230, 232, 236, 238; TE5: 562, 564, 566, 568, 570, 572, 574, 586, 588, 590, 592, 594, 596, 598, 600, 606; TE6: 636, 638, 640, 642, 644, 662, 664, 666, 668, 670, 672, 674, 676, 680
3. Infer cause and effect relationships in nonfiction text.	Nonfiction: Cause-Effect, TE3: 380–381
STATE GOAL 2: UNDERSTAND EXPLICIT AND IMPLICIT MEANING IN LITERATURE REPRESENTING INDIVIDUAL, COMMUNITY, NATIONAL, WORLD, AND HISTORICAL PERSPECTIVES.	
CAS A. <i>Distinguish among author’s use of literary elements, forms, and devices in significant works of literature representative of various societies, cultures, eras, and ideas.</i>	
<u>CFS</u>	
1. Identify setting and describe its impact upon characters’ actions, relationships, and reactions.	Setting, TE1: 26A, 26B, 31, 39, 57A, 57O, 111; TE2: 160, 161, 166, 188, 201, 220, 250, 254, 256; TE3: 301, 302, 307, 323C, 329, 331, 338, 363, 371; TE4: 422, 423, 464, 486F, 487D, 491, 511A, TE5: 543
2. Interpret and discuss ways in which an author establishes and develops the plot.	Plot, TE1: 26A, 26B, 34, 39, 40, 57B, 57O; TE2: 176, 190, 208, 211, 226, 229; TE3: 323C, 371; TE5: 543; PB: 4, 7
3. Describe how point of view in literature relates to the sequence of events.	Point of View, TE1: 50, 112; TE2: 255; TE3: 308, 335, 336, 344, 365; TE4: 474, 496; TE5: 547, 570
4. Identify and critique mood/ atmosphere in narrative literature.	Mood, TE1: 92; TE2: 160, 210; TE3: 305, 323; TE4: 437

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5. Describe and identify key literary devices in dramatic literature, prose fiction, and poetry (e.g., metaphor, simile, symbolism).	Alliteration, TE3: 322; TE4: F520, F521 Exaggeration, TE3: 360 Figurative Language, TE1: 46, 73, 115; TE3: R3; TE4: 413J, F518, F525; (continued)
5. Describe and identify key literary devices in dramatic literature, prose fiction, and poetry (e.g., metaphor, simile, symbolism). (continued)	Figurative Language, (continued) TE5: F614, F617 Metaphors, TE4: F518, F525 Onomatopoeia, TE4: 511J Similes, TE1: 73, 115; TE3: R3; TE4: 413J
6. Use and describe the function of key structural elements in representative works of dramatic literature:	
• use of dialogue.	Dialogue, SB: 378, 550, 624; TE1: 87; TE2: 188, 192, 250, 258, 261; TE3: 325D; TE4: 505; TE5: 596
• scene and act design.	Scene and Act Design, SB: 103, 279–290; TE3: R27; TE4: 449O–449P, R11; TE5: R24
7. Illustrate and/or demonstrate the function of key structural elements of works of poetry:	
• stanza patterns.	Stanza Patterns, TE2: 242, 243; TE4: F517
• rhyme scheme.	Rhyme/Rhythm, TE2: 244; TE3: 320, 322; TE4: F514, F516, F517, F520, F521
• free verse.	Free Verse, TE3: 321, 322
8. Distinguish among characteristics of various forms of literature and describe content and word choices in selected works:	
• fairy tales.	Fairy Tales, SB: 328–353; TE3: 328–353, 357B, R4–R5
• tall tales and folk tales.	Tall Tale, SB: 360–376, 379; TE3: 360–376, 381b, R6–R7; TE4: 486E–486F Folktale, TE3: 298A–298D; TE4: 390A–390B; TE5: F610–F625, F613, F617, F621, F624
• fables and myths.	Fable, TE1: 26A–27A

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<ul style="list-style-type: none"> autobiographies/biographies. 	Biography/Autobiography, SB: 130–133, 219–239, 560–576, 584–602; TE1: 130–133; TE2: 219–239; TE5: 560–576, 584–602
<ul style="list-style-type: none"> informational selections. 	Informational Text, TE1: 82–101, 104–107; TE2: 272–275; TE3: 380–381; TE5: 552–555, 560–577, 580–581, 584–603, 606–607; TE6: 634–647, 650–653, 660–681, 684–685
<ul style="list-style-type: none"> poetry. 	Poetry, SB: 514–523; TE2: 244; TE3: 320, 322; TE4: 514–523
CAS B. <i>Compare and contrast themes, patterns, and relationships present in a variety of fiction and nonfiction reflective of different cultures, historical periods, and perspectives.</i>	
CFS	
1. Compare and contrast characters, settings, and events in works from different eras dealing with themes, issues, and problems.	Connections Between Selections, TE1: 26A, 27A, 52, 60E, 61A, 76, 80E, 81A, 102, 107, 108E, 109A, 128; TE2: 156E, 157A, 176, 184E, 185A, 212, 217A, 247A; TE3: 298A, 298D, 299A, 318, 326E, 326H, 327A, 354, 358E, 358H, 359A, 378, 381; TE4: 390A, 390B, 391A, 408, 415A, 444, 449, 450E, 450F, 451A, 480, 487A, 487C, TE5: 532A, 532D, 533A, 558E, 559A, 582E, 583A; TE6: 632A, 633A, 658E, 659A, 686E, 687A
2. State and defend conclusions concerning how works from different cultures reflect an author’s view of significant recurrent themes and issues:	
<ul style="list-style-type: none"> responsibilities of the individual within a society. 	Social Responsibilities, TE1: R4–R5; TE2: 178–181, 183I–183J, 184E–184F, 246E–246H, 248–271, 272–275, R8–R9; TE4: 390A–390B, 412–413; TE6: 650–653
<ul style="list-style-type: none"> family life. 	Family Life, TE1: 59J; TE2: 158–177, 183K–183L, 187–212, 214–215; TE4: 453–480; TE6: 689–704
<ul style="list-style-type: none"> courage, heroism. 	Courage, Heroism, TE1: 52, 59N, 60F, 76, 80H, 128, 133; TE2: 183I–183J; TE5: 532A–532D, 533A–533B, 536–550, 552–555; 557I–557J, 557M–557N, 558E–558H, 560–578, 582E–582H, 585–603; TE6: 657I–657J, 657K–657L

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<ul style="list-style-type: none"> commitment and human relationships. 	Commitment, Human Relationships, TE1: 108H; TE2: 158–177, R4–R5; TE3: 325K–325L, R4–R5; TE4: 393–408, 409, 410–411, 416–445, 489–508, R2–R3, R4–R5, R8–R9; TE5: 557K–557L; TE6: R6–R7
<ul style="list-style-type: none"> ethical behavior. 	Ethical Behavior, TE1: 26B; TE2: F280–F289; TE3: 325M–325N; TE6: 657M–657N
3. Articulate and support conclusions about the impact of the work, its relevance to the reader, and ways in which the work elicits personal reactions and associations.	Literary Review of Historical/Cultural Works, TE1: 60A–79P, 80A–107P; TE2: 184A–215P, 216A–245P; TE4: 386A–411P, 414A–449P, 450A–485P, 486A–511P; TE5: 528A–555P, 558A–581P, 582A–607P
STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES.	
CAS A. Produce documents and other written works that adhere to Standard English conventions.	
CFS	
1. Edit manuscripts to demonstrate control of grammar:	
<ul style="list-style-type: none"> adverb and adjective usage. 	Adjectives, TE4: 485K–485L, 511K–511L, R28, R29; PB: 258–260, 273–275 Adverbs, TE6: 653K–653L, 685K–685L, 685N, R20–R21
<ul style="list-style-type: none"> common and proper nouns. 	Capitalizing Proper Nouns, TE1: 63; TE2: 181K–181L
<ul style="list-style-type: none"> singular, plural, and possessive nouns. 	Singular and Plural Nouns, TE2: 215K–215L, 245K–245L, 275K–275L Possessive Nouns, TE2: 275E
<ul style="list-style-type: none"> conjunction usage. 	Conjunctions, TE1: 107K
<ul style="list-style-type: none"> verb and adverb usage. 	Verbs, TE3: 323K–323L, 357K–357L, 381K–381L, R20, R21, R22; TE4: 411K–411L, R26; PB: 165, 166, 167, 185, 186, 187, 200, 201, 202, 223, 224, 225 Adverbs, TE6: 653K–653L, 685K–685L, 685N, R20–R21
2. Use correct and varied sentence structure:	

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<ul style="list-style-type: none"> • compound. 	Compound Sentences, TE1: 79L, 107K–107L
<ul style="list-style-type: none"> • complex. 	Complex sentences are not covered.
3. Use correct punctuation forms:	
<ul style="list-style-type: none"> • comma in a series. 	Comma in a Series, TE1: 133L; PB: 65
<ul style="list-style-type: none"> • apostrophe in possessives and contractions. 	Apostrophe with Possessive, TE2: 275E, 275K–275L; PB: 134, 139, 140, 141 Apostrophe with Contraction, TE1: 181E
<ul style="list-style-type: none"> • hyphen. 	Hyphens with Syllables, TE3: 323E
<ul style="list-style-type: none"> • dash. 	Use of a dash is not formally covered.
4. Edit written work to demonstrate correct spelling and rules of capitalization.	Proofreading Capitalization, TE1: 59F; TE2: 183F; TE3: 325F; TE4: 413F; TE5: 557F; TE6: 657F (continued)
4. Edit written work to demonstrate correct spelling and rules of capitalization. (continued)	Proofreading Spelling, TE1: 57H, 79H, 107H, 133H; TE2: 181H, 183F, 215H, 245H, 245L, 275F; TE3: 323H, 325F, 357H, 381H; TE4: 411H, 449J, 449H, 485H, 511H; TE5: 555H, 581H, 607H; TE6: 653H, 685H, 707H; PB: 11, 31, 46, 61, 87, 107, 122, 137, 163, 183, 198, 221, 241, 256, 271, 297, 317, 332, 357, 377, 392, 409, 411, 413, 415, 417, 419, 421, 423, 425, 427, 429
CAS B. Write in a manner that reflects focus, organization, and coherence, using a variety of supporting evidence and elaborative detail.	
<u>CFS</u>	
1. Present effective introductions, body support, and conclusions that guide and inform the reader’s understanding of key ideas and support in writing.	Introductions and Conclusions, TE2: 181M, 182, 183 Writing Good Beginnings, TE2: 182, 183, 270; TE4: 411N
2. Create an organizing structure that is balanced and unified in appropriate aspects:	

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<ul style="list-style-type: none"> • chronological order/ narrative sequence. 	Using Sequence and Order Words, 3.1: TE1: 27C ; 3.2: TE5: 569; TE6: 653N; PB: 363 Developing a Plot, TE4: 463
<ul style="list-style-type: none"> • descriptive details in spatial order. 	Descriptive Language, TE1: 33, 120, 124; TE2: 174, 182, 204, 215M, 215N; TE3: 308, 325L, R19; TE4: 498 ; TE6: R19
<ul style="list-style-type: none"> • sequential pattern or organization. 	Discussing Sequence in Writing, TE1: 67; TE3: 324, 325B Organizing Writing, TE1: 107N, 133N; TE3: 323M, 323N; TE4: 411N, 485N
<ul style="list-style-type: none"> • cause and effect. 	Writing Cause and Effect, TE1: 28, 37, 107; TE2: 176, 181, 212, 237, 240; TE3: 305; TE5: 532A–532D, 533C–533D, 549, 550, 555A–555B, 581, R2, R8–R9
<ul style="list-style-type: none"> • similarity and difference. 	Comparison/Contrast Paragraph, SB: 648; TE3: 357D; TE4: 485M–485N
<ul style="list-style-type: none"> • posing and answering a question. 	Writing Questions, TE1: 105, 109C, 111; TE2: 213, 275F; TE3: 327C, 329, 340; TE4: 487C, 489, 500 Writing an Answer to a Question, TE1: 107M
3. Use evidence to support all statements and claims, including:	
<ul style="list-style-type: none"> • presenting a description. 	Descriptive Language, TE1: 33, 120, 124; TE2: 174, 182, 204, 215M, 215N; TE3: 308, 325L, R19; TE4: 498 ; TE6: R19
<ul style="list-style-type: none"> • using facts and statistics. 	Using and Organizing Details, SB: 58, 76, 102, 176, 182; TE1: 52, 58, 59B, 102; TE2: 176, 181M, 181N, 182, 183B; TE3: 357M, 357N; PB: 93
<ul style="list-style-type: none"> • presenting specific supporting examples. 	Topic Sentence and Supporting Details, SB: 58, 76, 102, 176, 182; TE1: 52, 58, 59B, 102; TE2: 176, 181M, 181N, 182, 183B; TE3: 357M, 357N; PB: 93 Giving and Supporting Reasons, TE4: 411N, 412, 413, 413B, 413C

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4. Use effective transitions between ideas.	Writing a Paragraph, 3.1: TE3: 315, 356, 357D; 3.2: TE4: 411H, 485M–485N, R31; TE5: 555M–555N, 581M–581N; TE6: 653M–653N
5. Revise drafts by adding, elaborating, deleting, combining, and rearranging text for coherence, progression, and logical support of ideas.	Revising, TE1: 59E; TE2: 183E; TE3: 325E; TE4: 413E; TE5: 557E; TE6: 657E; PB: 19, 95, 171, 229, 305, 365
CAS C. Use stages of the writing process to produce well-developed expository, narrative, persuasive and technical texts that address audience, purpose, and context.	
CFS	
1. Develop narrative and descriptive writings, centered around a controlling theme or purpose, that establish and elaborate upon a sequence of events.	Narrative Writing, SB: 58–59, 212, 324–325, 354, 378, 704; TE1: 58–59G, 87; TE2: 212; TE3: 324–325G, R23, R24; TE4: 409, 411H, 485H, 505, 507, R13, R15, R17, R31 Descriptive Writing, SB: 128, 182–183, 318; TE1: 76, 128, 133H; TE2: 182–183G, 213, 215M–215N; TE4: R23; PB: 94–95
2. Compose a persuasive writing piece designed to convince the reader to accept a proposition or point of view.	Persuasive Writing, SB: 240, 412–413, 604; TE2: 183A, 240; TE4: 449H, R30
STATE GOAL 4: LISTEN AND SPEAK EFFECTIVELY IN A VARIETY OF SITUATIONS.	
CAS A. Listen and respond critically to gain knowledge from spoken messages and formal presentations.	
CFS	
1. Ask and respond to relevant questions.	Asking and Responding to Questions while Listening and Speaking, TE1: 57P; TE2: 245P; TE3: 323O
2. Summarize and paraphrase essential information presented in spoken messages and formal presentations.	Listens for Main Idea, TE6: 658E–658H Summaries After Listening/Viewing, TE4: 411G, 449G, 485G, 511G Paraphrasing Orally, TE2: 214; TE4: 467

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3. Restate and carry out a series of oral instructions or directions.	Listens to Follow Directions, TE1: 107O–107P; TE4: 449C–449D; TE6: 632A–632B, 633C, 633D Giving Directions, TE1: 107O; TE4: 449C–449D, TE6: R9
4. Distinguish between facts and opinions.	Listening for Fact and Opinion, TE5: 582E–582H
CAS B. Use Standard English to communicate orally in a well-organized and coherent manner appropriate to purpose and audience.	
<u>CFS</u>	
1. Use Standard English grammar and sentence structure during presentations.	The grammar and writing lessons which accompany each major selection contain speaking applications.
2. Use language consistent with identified purpose, audience, and setting in informal and formal presentations.	Informal Language, TE1: 65; TE4: 413L
CAS C. Give oral presentations that are organized in logical sequence for clarity and emphasis.	
<u>CFS</u>	
1. Present oral reports that:	
<ul style="list-style-type: none"> organize ideas sequentially or around major points of information. 	Organize Oral Reports, TE6: 659B
<ul style="list-style-type: none"> develop the topic with facts, anecdotes, examples, and explanations. 	Develop Oral Reports, TE1: 57; TE2: 245O–245P; TE4: 411
<ul style="list-style-type: none"> contain sensory details to enable the listener to imagine the world, the event, or the experience. 	Sensory Language, TE1: 128, 129; TE2: 182, 183, 183B

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2. Take one side of an issue and provide support in an informal debate, adjusting voice modulation to emphasize salient ideas and concepts for the audience.	Debate, SB: 683; 3.2: TE6: 685O–685P
3. Align nonverbal elements to accommodate audience and its background and expectations:	
• dress.	Dress is not discussed.
• posture.	Posture is not discussed.
• eye contact.	Eye contact, 3.1: TE2: 181P
• movement.	Movement is included in activities such as role-play and dramatics.
• gestures and related forms of contact.	Gestures, Contact, 3.1: TE2: 181P
• conduct interviews.	Interviewing, TE2: 213, 270, 271; TE5: 581C–581D, R24
STATE GOAL 5: USE THE LANGUAGE ARTS FOR INQUIRY AND RESEARCH TO ACQUIRE, ORGANIZE, ANALYZE, EVALUATE, AND COMMUNICATE INFORMATION.	
<i>CAS A. Gather, organize, and integrate information from a variety of print and non-print sources (e.g., library, electronic sources, human resources) to answer questions and solve problems related to investigation and research.</i>	
<u>CFS</u>	
1. Construct questions to guide research.	Establish Purpose for Research, TE6: 654–657G
2. Collect and record information to answer a controlling research question:	
• ideas/concepts.	Collecting Data, TE5: 607C–607D
• paraphrase.	Paraphrasing, TE3: 381M, 381N
• summarize.	Summarizing Information Graphically, TE2: 245C–245D, 275
3. Conduct general overview of content to locate relevant information.	Locating Information, TE2: 181, 215C–215D

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4. Recognize primary and secondary reference sources and cite properly.	Resources, TE5: R28–R29; TE6: R28–R29 Listing Sources, TE6: 657, 657B
5. Write and present reports about key ideas, issues, or situations with evidence generated from formal research.	Writing a Report, TE1: 79H; TE4: 445; TE6: 654–657G PB: 364–365
6. Analyze media presentations (e.g., newspaper, magazine, radio, television) to evaluate their impact upon daily life.	Media Literacy, TE4: 411M Viewing Television, TE3: 381C, 381D