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Kindergarten — Second Grade

correlated to
Illinois Academic Standards English Language Arts
Early Elementary

Illinois Goals, Standards, and Benchmarks		<i>Houghton Mifflin English</i> © 2001
STATE GOAL 1: Read with understanding and fluency.		
<i>As a result of their schooling, students will be able to:</i>		
A. Apply word analysis and vocabulary skills to comprehend selections.		
1.A.1a Apply word analysis skills (e.g., phonics, word patterns) to recognize new words.	K	<i>At K–2, for applying word analysis skills to recognize new words, see:</i> Recognizing the Letters of the Alphabet, TE: 26, 29, 32, 33, 38, 40, 44, 179; AM: 56–57, 59, 64; PB: 1B, 1C, 1G Distinguishing Words, TE: 30, 31, 32, 33; PB: GS-A, GS-D, GS-E Rhyming Words, TE: 51, 55, 56, 61; PB: 2A, 2B
	1	Rhyming Words, SB: 211, 213; TE: 211, 213 Initial Consonants, SB: 293, 306, 307–315; TE: 306, 307 Long Vowels, SB: 307, 308, 309, 311, 313 Final Consonants, SB: 211; TE: 211, 213
	2	Rhyming Words, SB: 288, 289, 290, 291, 292, 293 Spelling Short Vowels, SB: 79, H40 Spelling Long Vowel Sounds, SB: 153, 221, H41–H42 Spelling Vowel + r Sounds, SB: H42 Spelling Consonant Clusters, TE: H42–H43
1.A.1b Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.	K	<i>At K–2, for comprehending unfamiliar words using context clues and prior knowledge and verifying meanings with resource materials, see:</i> 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 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

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1.A.1b Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.	1	<p>Picture Clues, SB: 94, 149, 193; TE: 170–171, 306–315</p> <p>Context Clues, SB: 78, 134, 182, 209, 236; TE: T87, T143, 191, 247</p> <p>Vocabulary, SB: 37, 77, 94, 133–134, 181–182, 193, 235–236, 252; TE: 37, 77, 87, 143, 181, 182, 191, 235, 236, 247</p> <p>Picture Vocabulary, SB: 62, 64, 66, 68, 70, 72; TE: 170–171, 179, 181, 306–315</p>
	2	<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</p> <p>Vocabulary, SB: 117, 185, 253; TE: 63, 135, 207, 267, 341</p>
B. Apply reading strategies to improve understanding and fluency.		
1.B.1a Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.	K	<p><i>At K–2, for establishing purposes for reading, making predictions, connecting important ideas, and linking text to previous experiences and knowledge, see:</i></p> <p>Purpose Setting, TE: 30, 54, 78, 102, 128, 154, 180</p> <p>Predicting an Outcome, TE: 55, 77, 78, 102, 128, 152, 154, 180–181</p> <p>Drawing Conclusions, TE: 77, 79, 155</p> <p>Building Background, TE: 30, 54, 78, 102, 128, 154, 180</p>
	1	<p>Purpose Setting, TE: 87, 143, 191, 247</p> <p>Predicting Outcomes, TE: 87, 191</p> <p>Make New Predictions, TE: 94, 149, 193, 252</p> <p>Predict Patterns in Text, SB: 209; TE: 209</p> <p>Relate New Experiences to Prior Knowledge, TE: 87, 143, 191, 247</p>
	2	<p>Purpose Setting, TE: 63, 135, 207, 267, 341</p> <p>Personal Response Writing, Relate New Experiences to Prior Knowledge, TE: 63, 135, 207, 267, 341</p> <p>Extending Meaning, SB: 66, 138, 208, 270, 344; TE: 66, 138, 208, 270, 344</p> <p>Making Inferences, SB: 66, 138, 208, 270, 344; TE: 66, 138, 208, 270, 344</p>
1.B.1b Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms.	K	<p><i>At K–2, for identifying genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms, see:</i></p> <p>Characteristics of Genre: Fiction, TE: 154; Expository Text, TE: 180; Narrative, TE: 102, 154; Description, TE: 128; Song, TE: 51; Counting Book, TE: 54; Poetry, TE: 62, 66; Question-Answer Book, TE: 68</p> <p>Using Internet Connections, SB: 117, 128, 154, 195, 206, 219, 223.</p>

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	1	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
1.B.1b Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms. (continued)	2	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
1.B.1c Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).	K	<i>At K–2, for continuously checking and clarifying for understanding, see:</i> 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 Sequence in Story Retelling, TE: 101, 113, 159, 179; AM: 103 Using Skills in Recalling Story Setting, TE: 155
	1	Context Clues, SB: 78, 134, 182, 209, 236; TE: T87, T143, 191, 247 Picture Clues, SB: 94, 149, 193; TE: 170–171, 306–315 Make Comments/Ask Questions, SB: 104, 161, 202, 213, 262, 283; TE: 104, 161, 202, 213, 262, 283 Recalling Details, SB: 96, 108, 270–271 Restate Information, SB: 272–273, 284–291
	2	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 Asking and Answering Questions, SB: 2, H19 Recalling Details, SB: 90–91 Retelling Spoken Message, SB: 90–91; TE: 90, 91
1.B.1d Read age-appropriate material aloud with fluency and accuracy.	K	<i>At K–2, for reading age-appropriate material aloud with fluency and accuracy, see:</i> Choral Reading, TE: 41, 50, 51, 56, 65, 81, 124, 132, 210 Choral Speaking, TE: 56, 184, 210; AM: 119; PB: 2A, 2B Reading Aloud, TE: 26, 30, 41, 54, 81, 89, 117, 124, 132, 143, 158, 169, 195, 210, 223
	1	Oral Reading, SB: 106, 161, 164, 206, 262, 266, 283, 291; TE: 55, 106, 161, 164, 169, 206, 262, 266, 283
	2	Choral Reading, SB: 285, 292 Reading Aloud, SB: 21, 81, 150, 155, 223, 233, 285, 292, 354, 369; TE: 25, 69, 75, 81, 149, 217, 279, 353
C. Comprehend a broad range of reading materials.		

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1.C.1a Use information to form questions and verify predictions.	K	At K–2, for using information to form questions and verify predictions, see: Ask Clarifying Questions, SB: 270–271 Listening to Questions, TE: 76, 77, 78 Listening to Predict Outcome, TE: 55, 78, 102, 180–181 Predicting Sequence, TE: 55, 102, 180–181
1.C.1a Use information to form questions and verify predictions. (continued)	1	Ask Questions for a Research Report, SB: 286–288; TE: 286, 287, 288 Make Comments/Ask Questions, SB: 104, 161, 202, 213, 262, 283; TE: 104, 161, 202, 213, 262, 283 Make New Predictions, TE: 94, 149, 193, 252
	2	Ask Clarifying Questions, SB: 90–91; TE: 90–91 Asking and Answering Questions, SB: 2, H19 Making Inferences, SB: 66, 138, 208, 270, 344; TE: 66, 138, 208, 270, 344
1.C.1b Identify important themes and topics.	K	At K–2, for identifying important themes and topics, see: Main Idea, SB: 18, 108, 118, 142; PB: 4B
	1	Main Idea in Instructions, SB: 259; WP: 116; RW: 78 Identifying a Topic, SB: 284–285; TE: 284, 285 Main Idea of a Story, SB: 167; TE: 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 Main Idea of Paragraphs, SB: 19, 215, 226–227, 233, 278; WP: 80, 100; RW: 51, 66
1.C.1c Make comparisons across reading selections.	K	At K–2, for making comparisons across reading selections, see: Comparing Fiction, Nonfiction, Reference Materials, TE: 212, 217, 227; PB: 8F
	1	Comparing Published and Student Models, TE: 96, 152, 195, 254
	2	Comparing Published and Student Models, TE: 69, 143, 211, 273, 347
1.C.1d Summarize content of reading material using text organization (e.g., story, sequence).	K	At K–2, for summarizing content, see: Using Skills in Recalling Story Sequence, TE: 101, 159, 179; AM: 103 Sequence in Instructions, TE: 177–178, 183–184, 190, 197, 253; AM: 110, 116; PB: 7A Sequence of a Story, TE: 101, 103, 105, 114, 159, 167, 179; AM: 103; PB: 4A Story Retelling, TE: 101, 159, 179; AM: 103
	1	Sequence in a Personal Narrative, SB: 100–102, 103; WP: 44; RW: 28 Sequence in a Story, SB: 48, 58–59, 95, 96, 155–158, 159; WP: 68; RW: 44 Summarizing, SB: 270–271; TE: 270, 271

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	2	Story Sequencing, SB: 139, 143, 147, 149, 156, 157; WP: 54, 55; RW: 33, 34 Summarizing, SB: 90–91 Story Map, SB: H34
1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters).	K	<i>At K–2, for identifying how authors and illustrators express their ideas in text and graphics, see:</i> Dialogue, SB: 76, 103 Plot, SB: 155 Story Characters, SB: 76, 77, 151, 155, 166
	1	Dialogue, TE: 149, 151 Problem, SB: 150, 155, 157 Character, SB: 143, 144, 150, 152, 153–154, 168; WP: 67; RW: 43 Setting, SB: 155–156 Viewing Story Pictures, SB: 170–171
	2	Dialogue, SB: 138; TE: 141 Plot, SB: 145, 147, 156, 157; WP: 52; RW: 33 Character, SB: 139, 140, 141, 142, 144, 145, 146, 147, 149, 150, 151, 156, 157, 158, 160–161; WP: 50, 51, 52, 54; RW: 31, 32, 33, 35 Writing in Art, SB: 82, 156, 224, 286
1.C.1f Use information presented in simple tables, maps and charts to form an interpretation.	K	<i>At K–2, for using information presented in simple tables, maps and charts to form an interpretation, see:</i> Facts, TE: 205 Using Charts to Show Information, TE: 218, 225; AM: 122–123; PB: 8G KWL Chart, TE: 206
	1	Using Charts, SB: 48, 199, 213, 259, 287
	2	Map Legends, SB: H18 Using Charts, SB: 72, 73, 216 Graphs, SB: H17
STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.		
<i>As a result of their schooling, students will be able to:</i>		
A. Understand how literary elements and techniques are used to convey meaning.		
2.A.1a Identify the literary elements of theme, setting, plot and character within literary works.	K	<i>At K–2, for identifying the literary elements of theme, setting, plot and character within literary works, see:</i> Setting, TE: 155 Plot, TE: 155 Story Characters, TE: 76, 77, 151, 155, 166
	1	Setting, SB: 155–156 Plot, SB: 152, 155–158; WP: 68; RW: 44 Character, SB: 143, 144, 150, 152, 153–154, 168; WP: 67; RW: 43

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	2	Setting, SB: 139, 144, 149, 151; TE: 139, 144 Plot, SB: 145, 147, 156, 157; WP: 52; RW: 33 Character, SB: 139, 140, 141, 142, 144, 145, 146, 147, 149, 150, 151, 156, 157, 158, 160–161; WP: 50, 51, 52, 54; RW: 31, 32, 33, 35
2.A.1b Classify literary works as fiction or nonfiction.	K	<i>Classifying literary works as fiction or nonfiction can be developed from:</i> Real vs. Make-Believe, TE: 113, 203, 207; PB: 4G
	1	Distinguishing Between Real and Make-Believe, SB: 150; TE: 150 Fiction Selections, SB: 143–148; TE: 143 Nonfiction Selections, SB: 87–93, 191–192, 247–252; TE: 87, 191, 247
	2	Distinguishing Between Real and Make-Believe, TE: 134 Fiction, SB: 102, 116, 135–138, 139, 140–143, 144–145, 156, 157, 168, 184, 304, H15; WP: 50; RW: 31 Nonfiction, SB: 207–208, 341–344, H15
2.A.1c Describe differences between prose and poetry.	K	<i>Describing differences between prose and poetry can be developed from:</i> Poetry and Rymes, TE: 51, 54–55, 58, 61, 66, 75, 125, 229,
	1	Poetry, SB: 208–213; TE: 208, 209, 210, 211
	2	Poetry, SB: 112, 240, 254, 288–289, 290–293
B. Read and interpret a variety of literary works.		
2.B.1a Respond to literary materials by connecting them to their own experience and communicate those responses to others.	K	<i>At K–2, for responding to literary materials by connecting them to their own experience and communicating those responses to others, see:</i> Responding to Literature, TE: 31, 55, 79, 103, 129, 155, 181, 207 Personal Response to Literature, TE: 31, 55, 79, 103, 129, 155, 181, 207
	1	Personal Response to Literature, TE: 94, 149, 193, 252 Responding to Literature, SB: 94, 149, 193, 252; TE: 94, 149, 193, 252 Responding to Others' Writing, SB: 94, 149, 160–161, 201–202, 261–262 Discussing Literature, SB: 87–94, 143–149, 191–193, 210–213, 247–252, 278–283 Creative Writing, SB: 108–111, 113, 166–169, 208–213, 275–277, 278–283

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	2	Personal Response to Literature, TE: 66, 138, 208, 270, 290, 343 Responding to Others' Writing and Evaluating, SB: 76–77, 150–151, 218–219, 232–233, 280–282, 292, 354, 367–368 Discussing Literature, SB: 63–66, 135–138, 207–208, 267–270, 288–290, 340–343 Creative Writing, SB: 84–87, 96, 112, 158–159, 166, 170, 182, 240, 242, 254, 288–293, 302, 306, 318, 319, 341–344, 345, 346–347, 348–359, 360, 361; WP: 125, 127; RW: 81, 83
2.B.1b Identify common themes in literature from a variety of eras.	K	<i>Identifying common themes in literature from a variety of eras can be developed from:</i> Literature Selections from Various Eras, TE: 229, 231, 233, 234, 235, 236, 237, 238–239, 240–241, 251
	2	Literature Selections from Various Eras, TE: 87, 135
2.B.1c Relate character, setting and plot to real-life situations.	K	<i>At K–2, for relating character, setting and plot to real-life situations, see:</i> Connect Story to Life Experiences, TE: 155, 156, 169
	1	Connect Story to Life Experiences, TE: 143
	2	Connect Story to Life Experiences, TE: 63, 207, 267
STATE GOAL 3: Write to communicate for a variety of purposes.		
<i>As a result of their schooling, students will be able to:</i>		
A. Use correct grammar, spelling, punctuation, capitalization and structure.		

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<p>3.A.1 Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech.</p>	K	<p><i>At K–2, for constructing complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech, see:</i></p> <p>Subject-Verb Agreement, TE: 213, 224; AM: 120; PB: 8D</p> <p>Using Beginning Sentences in Descriptions, TE: 131, 140; PB: 5A</p> <p>Using Beginning Sentences in Instructions, TE: 183, 192; PB: 7A</p> <p>Using Beginning Sentences to Report, TE: 210, 220; AM: 119</p> <p>Exclamations, TE:110; AM: 90; PB: 4D</p> <p>Questions, TE: 79, 80–81, 84, 90, 91, 110; AM: 77–79, 81, 90; PB: 3A, 3B, 3F, 4D</p> <p>Capital Letters, TE: 26, 28, 36, 38, 110, 220; AM: 56–57, 62, 90; PB: 1D, 4D</p> <p>Punctuation of Sentences, TE: 79, 81, 110, 119, 220; AM: 77–79, 90; PB: 4D</p> <p>Nouns, 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</p> <p>Identifying Verbs, TE: 84, 91, 162; AM: 106; PB: 6D</p> <p>Adjective Usage, TE: 60, 61, 67, 207, 214; AM: 72, 73; PB: 2D, 8E</p>
	1	<p>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</p> <p>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</p> <p style="text-align: right;">(continued)</p>

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<p>3.A.1 Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech. (continued)</p>	<p>1 (ctd.)</p>	<p>Capitalizing the Pronoun <i>I</i>, TE: 73–74; WP: 33–34; RW: 19 Capitalizing First Letter of a Name, SB: 69–70, 80, 84, 139, 187, 241; TE: 60B, 69, 70; WP: 21–22; RW: 13 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> Spelling High-Frequency Words, SB: 302–304 Common Nouns, SB: 61–62, 63–64, 65–66, 67–68, 79, 80, 84, 139, 187; TE: 61–68; WP: 21–26; RW 13–15 Identifying Verbs, SB: 119–120, 135, 140, 241; TE: 119, 120; WP: 47–48, 65, 110; RW: 31, 41 Pronoun Usage, 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 Identifying Adjectives, SB: 173–174, 175–176, 177–178, 183–184, 189; WP: 71–72, 73–74, 75–76, 84; RW: 47, 48, 49, 55; Punchouts: <u>The Adjective Game</u></p>

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	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</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 Special Nouns, SB: 105–106, 121, 129, 297–298, 299–300, 301–302, 319, 320, 322, 323, 324, 329, 330, 331, 332, H36, H39; WP: 37–38, 103–104, 105–106, 107–108; RW: 23, 69, 70, 71</p> <p>Capitalizing Family Names, TE: 105</p> <p>Capitalizing People’s Names, SB: 105–106, 121, 129, H39; TE: 92B, 105, 106; WP: 37–38, RW: 23</p> <p>Capitalization of Titles for People, SB: 303–304, 320, 323, 324, 329, 333; WP: 109–110; RW: 72</p> <p>Periods, SB: 37–38, 41–42, 43–44, 49, 50, 52, 57, 59, 60, 303–304, 307–308, 309–310, 319, 320, 321, 326, 333, 335; WP: 11–12, 15–16, 17–18, 109–110, 113–114, 115–116; RW: 7, 9, 10, 72, 74, 75–76</p> <p>Question Marks, SB: 39–40, 41–42, 49, 50, 52, 58, 59, 307, 319, 321, 326, 335; TE: 26B, 39, 40, 41, 42; WP: 13–14, 15–16, 113–114; RW: 8, 74</p> <p>Exclamation Points, SB: 45–46, 49, 50, 52, 61, 192, 307–308, 321, 326, 335, H37; TE: 26B, 45, 46, 307, 308; WP: 19–20, 113–114; RW: 11, 74</p> <p>Proofreading Spelling, SB: 23, 38, 79, 85, 102, 153, 221, 283, 357, 368; WP: 33</p> <p>Words Often Misspelled, SB: H40</p> <p>Identifying Nouns, SB: 93–94, 95–96, 115–116, 119, 120, 124, 125, 132, 133, 193, 194, 196, 326, H37; WP: 25–26, 27–28, 47–48; RW: 16, 17, 29</p> <p style="text-align: right;">(continued)</p>
<p>3.A.1 Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech. (continued)</p>	2 (ctd.)	<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> <p>Using 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</p> <p>Using 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>Using Adverbs, SB: 152, H35; WP: 55; RW: 36</p>
<p>B. Compose well-organized and coherent writing for specific purposes and audiences.</p>		

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<p>3.B.1a Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people, places, things, events).</p>	K	<p><i>At K–2, for using prewriting strategies to generate and organize ideas, 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 Developing Plot (Beginning, Middle, and End), TE: 155 Writing a Story, TE 156–158, 165–167, 168–169; AM: 102, 109; PB: 6A, 6G Writing a Description, TE: 130–132, 139–141, 142–143; AM: 94, 101; PB: 5A, 5G Choosing a Topic for a Description, TE: 130, 139, 142; PB: 5G Choosing a Topic for a Fictional Story, TE: 156, 165, 168; PB: 6G Choosing an Informative Writing Topic, TE: 207, 208, 211, 219, 222; PB: 8B, 8H Choosing a Topic for Instructions, TE: 182, 191, 194, 195; PB: 7G Choosing a Topic for a Personal Narrative, TE: 104, 113, 116; PB: 4G</p>
	1	<p>Prewriting, SB: 43, 45–48, 97–102, 153–157, 196–198, 255–258; TE: 43, 45–48, 97–102, 153–157, 196–198, 255–258 Choosing a Topic, SB: 45–46, 97–98, 215, 255, 286 Exploring a Topic, SB: 47, 156–158, 198, 256, 280, 283 Writing Beginning, Middle, and End, SB: 155–158; TE: 155, 156, 157, 158; WP: 68; RW: 44 Organizing Details, SB: 48, 198, 276; WP: 85; RW: 57 Plot, SB: 152, 155–158; WP: 68; RW: 44 Descriptive Language, SB: 191–195, 196–198, 200, 201; TE: 190, 191, 193, 194, 195, 197, 198, 200; WP: 85, 86, 87; RW: 57, 58, 59</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; (continued)</p>

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3.B.1a Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people, places, things, events). (continued)	2 (ctd.)	<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>Choosing a Topic, SB: 14–15, 70, 212, 228, 271, 290, 293, 295, 348</p> <p>Keeping to the Topic, SB: 72, 272, 279, 281; WP: 22, 101; RW: 67</p> <p>Plot, SB: 145, 147, 156, 157; WP: 52; RW: 33</p> <p>Sense Words, SB: 239–240, 241–242, 243–244, 254, 255, 256, 261, 262, 263, 264, 270, 271, 272, 273, 275, 276, 279, 281, 282, 286, 287, 328; TE: 239, 240, 241, 242, 243, 244; WP: 83–84, 85–86, 87–88, 98, 101, 102; RW: 54, 55, 56, 64, 67, 68</p> <p>Writing Process and Descriptions, SB: 274–285; WP: 98, 99, 100, 101, 102; RW: 64, 65, 66, 67, 68</p>
3.B.1b Demonstrate focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports).	K	<p><i>At K–2, for demonstrating focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports), see:</i></p> <p>Writing a Personal Narrative, SB: 104–106, 113–115, 116–117; AM: 88, 93; PB: 4A, 4G</p> <p>Writing a Story, SB: 156–158, 165–167, 168–169; AM: 102, 109; PB: 6A, 6G</p> <p>Writing Reports, SB: 208–210, 219–221, 222–223; AM: 119; PB: 8A, 8H</p> <p>Shared Writing, SB: 113–116, 139–141, 165–167, 191–193, 219–221; PB: 4G, 5G, 6G, 6G, 8H</p> <p>Writing a Description, SB: 130–132, 139–141, 142–143; AM: 94, 101; PB: 5A, 5G</p> <p>Independent Writing, SB: 116, 142, 168, 194, 222</p> <p>Writing Instructions, SB: 182–184, 191–193, 194–195; AM: 110, 117; PB: 7A, 7G</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</p> <p>Composing a Class Story, SB: 45–56, 59, 174; WP: 19–20; RW: 11–12</p> <p>Activities for Story Writing, SB: 43–56, 97–107, 153–164, 165; WP: 19–20, 43–46, 67–70; RW: 11–12, 27–30, 43–46</p> <p>Writing a Book, SB: 45–56, 59, 174</p> <p>Friendly Letters, SB: 108–111, 113, 120, 180, 299</p> <p>Writing Book Reports, SB: 166–169</p> <p>Writing Instructions, SB: 253, 254–261; WP: 115, 116, 117; RW: 77, 78, 79</p>
	2	<p>Writing Personal Narratives, SB: 63–66, 67, 68–69, 70–71, 82, 83</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>Activities for Writing Stories, SB: 102, 116, 144–155, 156, 157</p>

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3.B.1b Demonstrate focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports). (continued)	2 (ctd.)	Writing Friendly Letters, SB: 84–87, 306 Writing Letters, SB: 176, 306 Writing a Book Report, SB: 158–159, 166 Writing Research Reports, SB: 226–233
C. Communicate ideas in writing to accomplish a variety of purposes.		
3.C.1a Write for a variety of purposes including description, information, explanation, persuasion and narration.	K	<i>At K–2, for writing for a variety of purposes including description, information, explanation, persuasion and narration, see:</i> Writing a Description, TE: 130–132, 139–141, 142–143; AM: 94, 101; PB: 5A, 5G Informative Composition, TE: 176–195, 202–223; AM: 110–117; PB: 7A, 7B, 7C, 7D, 7E, 7F, 7G Writing a Personal Narrative, TE: 104–106, 113–115, 116–117; AM: 88, 93; PB: 4A, 4G Writing of a Story, TE: 156–158, 165–167, 168–169; AM: 102, 109; PB: 6A, 6G
	1	Composing Descriptions, SB: 191–195, 196–198, 199–200, 201; WP: 85, 86, 87; RW: 57, 58, 59 Writing a Personal Narrative, SB: 87–94, 97–98, 99, 103, 110–111, 113; TE: 87–94, 97–98, 99, 103, 110–111, 113 Composing Research Reports, SB: 284, 285, 286–291; TE: 284, 285, 286, 287, 288, 289, 290, 291 Composing Stories, SB: 45–56, 58–59, 114–115, 150, 151–152, 155–158, 174; WP: 19–20, 68; RW: 11–12, 44
	2	Writing Process and Descriptions, SB: 274–285; WP: 98, 99, 100, 101, 102; RW: 64, 65, 66, 67, 68 Writing Research Reports, SB: 226–233 Writing Instructions, SB: 207–225; WP: 79, 80, 81, 82; RW: 50, 51, 52, 53 Writing Personal Narratives, SB: 63–66, 67, 68–69, 70–71, 82, 83 Writing Stories, SB: 102, 116, 135–138, 139, 140–143, 144–155, 156, 157, 168, 184, 304; WP: 50; RW: 31
3.C.1b Create media compositions or productions which convey meaning visually for a variety of purposes.	K	<i>At K–2, for creating media compositions or productions which convey meaning visually for a variety of purposes, see:</i> Dramatizing, TE: 42, 77, 84, 100, 113, 118, 127, 179, 205; AM: 81; PB: 3F Puppetry, TE: 53, 153, 159, 169
	1	Dramatizing, SB: 58–59, 164; TE: 164 Puppetry, SB: 58–59; TE: 58, 59
	2	Present Interpretations of Dramatic Activities, SB: 81, 155, 292 Puppetry, SB: 155; TE: 155

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STATE GOAL 4: Listen and speak effectively in a variety of situations.		
<i>As a result of their schooling, students will be able to:</i>		
A. Listen effectively in formal and informal situations.		
4.A.1a Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.	K	<i>At K–2, for listening attentively by facing the speaker, making eye contact and paraphrasing what is said, see:</i> Listening Attentively, TE: 15, 17, 21, 82, 178 Tips on Listening, TE: 15, 17, 21
	1	Listening Attentively, SB: 117, 209, 271; TE: 10, 57, 117, 209, 271 Guides for Listening, SB: 9–10, 57, 117, 209
	2	Listening Attentively, SB: 3, 235; TE: 3, 6, 90, 91, 235 Guides for Listening, SB: 2, 3, 235
4.A.1b Ask questions and respond to questions from the teacher and from group members to improve comprehension.	K	<i>At K–2, for asking questions and responding to questions from the teacher and from group members to improve comprehension, see:</i> Ask Clarifying Questions, TE: 15, 17, 21, 75, 76, 80, 82, 100, 126, 203, 204, 206; PB: GS-B Tips on Speaking, TE: 16 Listening to Questions, TE: 76, 77, 78, 82; AM: 80; PB: 3C Using Questions, TE: 75, 77, 82; AM: 80; PB: 3C
	1	Discussing Literature, SB: 87–94, 143–149, 191–193, 210–213, 247–252, 278–283 Retelling a Spoken Message, SB: 270–271; TE: 270, 271 Asking and Answering Questions, SB: 117, 287
	2	Discussing Literature, SB: 63–66, 135–138, 207–208, 267–270, 288–290, 340–343 Asking and Answering Questions, SB: 2, H19
4.A.1c Follow oral instructions accurately.	K	<i>At K–2, for following oral instructions accurately, see</i> Follows Oral Directions, TE: 34, 42, 177, 178, 180–181, 185, 253
	1	Listening to Follow Instructions, SB: 57, 247–251, 268–269
	2	Listening to Follow Instructions, SB: 218, 235
4.A.1d Use visually oriented and auditorily based media.	K	<i>At K–2, for using visually oriented and auditorily based media, see:</i> Listening to Audiotapes, TE: 28, 30, 52, 54, 76, 78, 100, 102, 126, 128, 152, 154, 178, 180, 204, 206 Viewing Videos, TE: 18, 203, 217; PB: 8F
	1	Listening to Audiotapes, TE: 87, 96, 143, 151, 191, 195, 208, 209, 210, 247, 254, 266, 284 Viewing Videos, TE: 13, 206

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	2	Listening to Audiotapes, SB: 223; TE: 63, 68, 69, 135, 140, 142, 207, 210, 211, 223, 267, 272, 273, 341, 346, 347 Viewing Videos, SB: 9, 229; TE: 9, 229
B. Speak effectively using language appropriate to the situation and audience.		
4.B.1a Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g., show and tell).	K	At K–2, for presenting brief oral reports, using language and vocabulary appropriate to the message and audience, see: Making Oral Reports, SB: 211, 221, 223; PB: 8B
	1	Making Oral Reports, SB: 291; TE: 291 Giving a Talk, SB: 214–215; TE: 214–215
	2	Giving a Report, SB: 233, 369; TE: 233, 369
4.B.1b Participate in discussions around a common topic.	K	At K–2, for participating in discussions around a common topic, see: Participate in Discussions, TE: 14, 15, 16, 17, 18, 19, 20, 21, 27, 51, 75, 99, 125, 151, 177, 203
	1	Having a Discussion, SB: 116–117; TE: 116–117
	2	Speaking to Have Discussions, SB: 6, 7; TE: 6, 7
STATE GOAL 5: Use the language arts to acquire, assess and communicate information.		
<i>As a result of their schooling, students will be able to:</i>		
A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.		
5.A.1a Identify questions and gather information.	K	At K–2, for identifying questions and gathering information, see: Asking a Research Question, TE: 203, 204, 207, 209; PB: 8H Finding Information, TE: 203, 217, 225; PB: 8F
	1	Asking a Research Question, SB: 288; TE: 286, 288 Finding Information, SB: 287, 288, 296; TE: 287, 288, 296
	2	Asking a Research Question, SB: 228–229; TE: 228, 229 Finding Information, SB: 229, 230
5.A.1b Locate information using a variety of sources	K	At K–2, for using a variety of sources, see: Resources for Research, TE: 203, 212, 217, 224, 227
	1	Resources for Research, SB: 287, 288, 296; TE: 287, 288, 296 Table of Contents, SB: 3–7; TE: 3 Library, SB: 223, 296

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	2	Research and Study Strategies, SB: H3–H18 Library, SB: H15–H16 Using an Encyclopedia, SB: 229, H15, H16 Electronic Catalog, SB: H16 Using an Atlas, SB: H15 Using the Table of Contents, SB: H13–H14; TE: iii, H13
B. Analyze and evaluate information acquired from various sources.		
5.B.1a Select and organize information from various sources for a specific purpose.	K	Organize Research Information, TE: 202, 204, 205, 206, 207, 218, 219, 222, 227
	1	Organizing Research Information, SB: 287, 288; TE: 287, 288
	2	Organize Research Information, SB: 229, 230, 231; TE: 229, 230, 231
5.B.1b Cite sources used.	2	<i>Citing sources may be developed from:</i> Citing Sources, SB: 227; TE: 227
C. Apply acquired information, concepts and ideas to communicate in a variety of formats.		
5.C.1a Write letters, reports and stories based on acquired information.	1	<i>At K–2, for writing letters, reports and stories based on acquired information, see:</i> Writing a Book Report, SB: 166–169
	2	Writing a Book Report, SB: 158–159, 166 Writing Research Reports, SB: 226–233
5.C.1b Use print, nonprint, human and technological resources to acquire and use information.	K	<i>At K–2, for using print, nonprint, human and technological resources to acquire and use information, see:</i> Encyclopedias, TE: 217, 227; PB: 8F Dictionary, TE: 216–217; AM: 121; PB: 8F Magazines, TE: 203, 217, 227; PB: 8H Media, SB: 212; PB: 8C Reference Books, TE: 203, 217, 219, 227; PB: 8F Newspapers, TE: 203, 217, 227; PB: 8F Using the Internet for Research, TE: 203, 217; PB: 8H
	1	Dictionary (Readiness), SB: 244–245 Library, SB: 223, 296, Using the Media, SB: 272–273 Reference Books, SB: 287; TE: 287
	2	Dictionary, SB: H9–H10, H11–H12 Reading a Magazine Article, SB: 341–342 Encyclopedias, SB: 229, H16; TE: 229, H16 Reference/Nonfiction Books, SB: 229, H16; TE: 229, H16 Using the Media, SB: 370–371 Library, SB: H15–H16