

Houghton Mifflin *ENGLISH*
Grade 4
correlated to
Indiana English/Language Arts Standards

Indiana Language Arts Standard

Houghton Mifflin *ENGLISH*

Standard 4	
WRITING: Writing Process	
Organization and Focus	
<ul style="list-style-type: none"> Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas. 	<p>TE: 12–17, 31, 63, 95, 135, 165, 203, 233, 274, 282–284, 297, 305–307, 322, 338, 347–349, 368, 377–383, 384, 386, 397, 413, 422–424, 438, 439, 441, 446, 455–459</p> <p>PE: 12–17, 282–284, 305–307, 322, 347–349, 377–383, 384, 386, 397, 422–424, 438, 439, 441, 455–459, H30, H39, H49–H50</p>
<ul style="list-style-type: none"> Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing. 	<p>TE: 12–17, 31, 95, 135, 165, 203, 233, 272, 274, 282–284, 288–290, 294, 296, 297, 305–307, 309, 312, 322, 333, 335, 338, 347–349, 352, 362, 368, 377–383, 384, 386, 395, 397, 410, 413, 422–424, 438, 439, 441, 446, 455–459, 462, 470</p> <p>PE: 12–17, 272, 282–284, 288–290, 294, 296, 305–307, 309, 312, 322, 333, 335, 347–349, 352, 362, 377–383, 384, 386, 395, 397, 410, 422–424, 438, 439, 441, 455–459, 462, 470, H30, H39, H42, H49–H54</p>
<i>Write informational pieces with multiple paragraphs that:</i>	
<ul style="list-style-type: none"> provide an introductory paragraph. 	<p>TE: 39, 65, 79, 81, 97, 99, 101, 107, 111, 143, 175, 217, 219, 241, 243, 285, 309, 310, 312, 328–337, 339, 351, 352, 357, 359–367, 368, 369–393, 394–395, 396–397, 398–399, 427, 428, 460, 462</p> <p>PE: 39, 65, 79, 81, 97, 99, 101, 107, 111, 143, 175, 217, 219, 241, 243, 285, 309, 310, 312, 328–337, 339, 351, 352, 357, 359–367, 369–393, 394–395, 396–397, 398–399, 427, 428, 460, 462</p>
<ul style="list-style-type: none"> establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. 	<p>TE: 39, 65, 79, 81, 97, 99, 101, 107, 111, 143, 175, 217, 219, 233, 241, 243, 328–337, 339, 351, 357, 359–367, 368, 369–393, 394–395, 396–397, 398–399, 426, 428</p> <p>PE: 39, 65, 79, 81, 97, 99, 101, 107, 111, 143, 175, 217, 219, 241, 243, 328–337, 339, 351, 357, 359–367, 369–393, 394–395, 396–397, 398–399, 426, 428, H33</p>
<ul style="list-style-type: none"> include supporting paragraphs with simple facts, details, and explanations. 	<p>TE: 14–19, 39, 65, 79, 81, 97, 99, 101, 107, 111, 143, 175, 217, 219, 233, 241, 243, 269, 271–272, 283, 306–307, 328–337, 338, 339, 350, 357, 359–367, 368, 369–393, 394–395, 396–397, 398–399, 407, 409–411, 424, 457</p> <p>PE: 14–19, 39, 65, 79, 81, 97, 99, 101, 107, 111, 143, 175, 217, 219, 241, 243, 269, 271–272, 283, 306–307, 328–337, 339, 350, 357, 359–367, 369–393, 394–395, 396–397, 398–399, 407, 409–411, 424, 457</p>

Houghton Mifflin *ENGLISH*
Grade 4
correlated to
Indiana English/Language Arts Standards

Indiana Language Arts Standard

Houghton Mifflin *ENGLISH*

<ul style="list-style-type: none"> present Important ideas or events in sequence or in chronological order. 	<p>TE: 16, 31, 39, 65, 79, 81, 97, 99, 101, 107, 111, 143, 175, 203, 217, 219, 233, 241, 243, 272, 284, 288–290, 294, 300, 307, 309, 312, 328–337, 338, 339, 357, 359–367, 368, 369–393, 394–395, 396–397, 398–399</p> <p>PE: 16, 39, 65, 79, 81, 97, 99, 101, 107, 111, 143, 175, 217, 219, 241, 243, 272, 284, 288–290, 294, 300, 307, 309, 312, 328–337, 339, 357, 359–367, 369–393, 394–395, 396–397, 398–399</p>
<ul style="list-style-type: none"> provide details and transitions to link paragraphs. 	<p>TE: 39, 65, 79, 81, 97, 99, 101, 107, 111, 143, 175, 217, 219, 241, 243, 328–337, 338, 339, 357, 359–367, 369–393, 394–395, 396–397, 398–399, 410, 426, 459</p> <p>PE: 39, 65, 79, 81, 97, 99, 101, 107, 111, 143, 175, 217, 219, 241, 243, 328–337, 339, 357, 359–367, 369–393, 394–395, 396–397, 398–399, 410, 426, 459</p>
<ul style="list-style-type: none"> conclude with a paragraph that summarizes the points. 	<p>TE: 39, 65, 79, 81, 97, 99, 101, 107, 111, 143, 175, 217, 219, 241, 243, 272, 273, 287, 328–337, 339, 357, 359–367, 369–393, 385, 394–395, 396–397, 398–399, 431</p> <p>PE: 39, 65, 79, 81, 97, 99, 101, 107, 111, 143, 175, 217, 219, 241, 243, 272, 273, 287, 328–337, 339, 357, 359–367, 369–393, 385, 394–395, 396–397, 398–399, 431</p>
<ul style="list-style-type: none"> use correct indentation at the beginning of paragraphs. 	<p>TE: 269, 296, 331, 407</p> <p>PE: 269, 331, 407</p>
<ul style="list-style-type: none"> Use common organizational structures for providing information in writing, such as chronological order, cause and effect, or similarity and difference, and posing and answering a question. 	<p>TE: 31, 39, 65, 79, 81, 97, 99, 101, 107, 111, 143, 175, 217, 219, 233, 241, 243, 328–337, 338, 339, 357, 359–367, 368, 369–393, 394–395, 396–397, 398–399, 422–432, 446</p> <p>PE: 39, 65, 79, 81, 97, 99, 101, 107, 111, 143, 175, 217, 219, 241, 243, 328–337, 339, 357, 359–367, 369–393, 394–395, 396–397, 398–399, 422–432</p>
Research and Technology	
<ul style="list-style-type: none"> Quote or paraphrase information sources, citing them appropriately. 	<p>TE: 381, 394, 395, 400</p> <p>PE: 381, 394, 395, 400</p>
<ul style="list-style-type: none"> Locate information in reference texts by using organizational features, such as prefaces and appendixes. 	<p>TE: 171, 381, 394, 395, 400</p> <p>PE: 381, 394, 395, 400</p>
<ul style="list-style-type: none"> Use multiple reference materials and online information (the Internet) as aids to writing. 	<p>TE: 15, 45, 50, 64, 148, 315, 369–393, 394, 395, 400</p> <p>PE: 369–393, 394, 395, 400</p>
<ul style="list-style-type: none"> Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials. 	<p>TE: 379</p> <p>PE: 379, H23</p>

Houghton Mifflin *ENGLISH*
Grade 4
correlated to
Indiana English/Language Arts Standards

Indiana Language Arts Standard

Houghton Mifflin *ENGLISH*

<ul style="list-style-type: none"> Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology. 	<p>TE: 13, 15, 19, 21, 26, 99, 107, 148, 167, 213, 241, 269, 287, 291, 292, 313, 315, 316, 355, 360, 361, 363, 379, 383, 391, 392, 426, 429, 432, 441, 456, 465, 466, 470 PE: 13, 26, 287, 291, 313, 355, 360, 361, 379, 391, 426, 429, 465, H35–H44</p>
<p>Evaluation and Revision</p>	
<ul style="list-style-type: none"> Review, evaluate, and revise writing for meaning and clarity. 	<p>TE: 31, 34–35, 48–49, 52, 68–69, 80, 95, 102–103, 118, 135, 138–139, 148, 168–169, 178–179, 210–211, 220, 236–237, 246–247, 248, 288–290, 297, 312–314, 323, 354, 363, 388, 430, 441, 464, 470 PE: 34–35, 48–49, 52, 68–69, 80, 102–103, 118, 138–139, 148, 168–169, 178–179, 210–211, 220, 236–237, 246–247, 248, 288–290, 312–314, 323, 354, 363, 388, 430, 441, 464, 470, H40</p>
<ul style="list-style-type: none"> Proofread one’s own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors. 	<p>TE: 25, 31, 37, 39, 47, 67, 71, 73, 75, 77, 79, 83, 95, 105, 107, 109, 111, 113, 115, 117, 121, 135, 143, 145, 147, 167, 171, 173, 175, 177, 181, 183, 185, 187, 190, 213, 217, 219, 239, 241, 243, 251, 291, 315, 355, 391, 431, 465 PE: 25, 37, 39, 47, 67, 71, 73, 75, 77, 79, 83, 105, 107, 109, 111, 113, 115, 117, 121, 143, 145, 147, 167, 171, 173, 175, 177, 181, 183, 185, 187, 190, 213, 217, 219, 239, 241, 243, 251, 291, 315, 355, 391, 431, 465, H37, H55–H64</p>
<ul style="list-style-type: none"> Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas. 	<p>TE: 31, 48–49, 52, 95, 103, 135, 169, 237, 288–290, 297, 312–313, 339, 413, 446, 470 PE: 48–49, 52, 103, 169, 237, 288–290, 312–313, 470, H40</p>
<p>Standard 5</p>	
<p>WRITING: Writing Applications</p>	
<p><i>Write narratives (stories) that:</i></p>	
<ul style="list-style-type: none"> include ideas, observations, or memories of an event or experience. 	<p>TE: 31, 43, 63, 75, 95, 109, 113, 165, 177, 183, 203, 209, 215, 235, 245, 266–273, 274–294, 296, 297–318, 319–323 PE: 43, 75, 109, 113, 177, 183, 209, 215, 235, 245, 266–273, 274–294, 296, 297–318, 319–323</p>
<ul style="list-style-type: none"> provide a context to allow the reader to imagine the world of the event or experience. 	<p>TE: 31, 43, 75, 95, 109, 113, 165, 177, 183, 203, 209, 215, 235, 245, 266–273, 274–294, 296, 297–318, 319–323, 333 PE: 43, 75, 109, 113, 177, 183, 209, 215, 235, 245, 266–273, 274–294, 296, 297–318, 319–323, 333</p>

Houghton Mifflin *ENGLISH*
Grade 4
correlated to
Indiana English/Language Arts Standards

Indiana Language Arts Standard

Houghton Mifflin *ENGLISH*

<ul style="list-style-type: none"> use concrete sensory details. <p>Example: Prepare a narrative on how and why immigrants come to the United States. To make the story more realistic, use information from an older person who may remember firsthand the experience of coming to America.</p>	<p>TE: 43, 75, 109, 113, 177, 183, 209, 215, 235, 245, 266–273, 274–294, 296, 297–318, 319–323, 333 PE: 43, 75, 109, 113, 177, 183, 209, 215, 235, 245, 266–273, 274–294, 296, 297–318, 319–323, 333</p>
<p><i>Write responses to literature that:</i></p>	
<ul style="list-style-type: none"> demonstrate an understanding of a literary work. 	<p>TE: 147, 433, 435–436 PE: 147, 433, 435–436</p>
<ul style="list-style-type: none"> support judgments through references to both the text and prior knowledge. 	<p>TE: 147, 433, 435–436 PE: 147, 433, 435–436</p>
<p><i>Write informational reports that:</i></p>	
<ul style="list-style-type: none"> ask a central question about an issue or situation. 	<p>TE: 39, 65, 79, 81, 97, 99, 101, 107, 111, 143, 175, 217, 219, 241, 243, 328–337, 339–357, 359–364, 369–393, 394–395, 396–397, 398–399 PE: 39, 65, 79, 81, 97, 99, 101, 107, 111, 143, 175, 217, 219, 241, 243, 328–337, 339–357, 359–364, 369–393, 394–395, 396–397, 398–399</p>
<ul style="list-style-type: none"> include facts and details for focus. 	<p>TE: 39, 65, 79, 81, 97, 99, 101, 107, 111, 143, 175, 217, 219, 241, 243, 328–337, 339–357, 359–364, 369–393, 394–395, 396–397, 398–399 PE: 39, 65, 79, 81, 97, 99, 101, 107, 111, 143, 175, 217, 219, 241, 243, 328–337, 339–357, 359–364, 369–393, 394–395, 396–397, 398–399</p>
<ul style="list-style-type: none"> use more than one source of information, including speakers, books, newspapers, media sources, and online information. <p>Example: Use information from a variety of sources, such as speakers, books, newspapers, media sources, and the Internet, to provide facts and details for a report on life in your town when it was first settled or for a report about the water cycle.</p>	<p>TE: 39, 65, 79, 81, 97, 99, 101, 107, 111, 143, 175, 217, 219, 241, 243, 328–337, 339–357, 359–364, 369–393, 394–395, 396–397, 398–399, 400 PE: 39, 65, 79, 81, 97, 99, 101, 107, 111, 143, 175, 217, 219, 241, 243, 328–337, 339–357, 359–364, 369–393, 394–395, 396–397, 398–399, 400</p>
<ul style="list-style-type: none"> Write summaries that contain the main ideas of the reading selection and the most significant details. <p>Example: Write a book review, including enough examples and details about the plot, character, and setting of the book to describe it to a reader who is unfamiliar with it.</p>	<p>TE: 39, 65, 79, 81, 97, 99, 101, 107, 111, 143, 175, 217, 219, 241, 243, 328–337, 339–357, 359–364, 369–393, 394–395, 396–397, 398–399, 429, 436 PE: 39, 65, 79, 81, 97, 99, 101, 107, 111, 143, 175, 217, 219, 241, 243, 328–337, 339–357, 359–364, 369–393, 394–395, 396–397, 398–399, 429, 436, H29–H30, H34</p>
<ul style="list-style-type: none"> Use varied word choices to make writing interesting. <p>Example: Write stories using descriptive words in place of common words; for instance, use <i>enormous</i>, <i>gigantic</i>, or <i>giant</i> for the word <i>big</i>.</p>	<p>TE: 80, 118, 148, 285, 290, 314, 354, 430, 441 PE: 80, 118, 148, 285, 290, 314, 354, 430, 441, H26, H49</p>

Houghton Mifflin *ENGLISH*
Grade 4
correlated to
Indiana English/Language Arts Standards

Indiana Language Arts Standard

Houghton Mifflin *ENGLISH*

<ul style="list-style-type: none"> Write for different purposes (information, persuasion) and to a specific audience or person. <p>Example: Write a persuasive report for your class about your hobby or interest. Use charts or pictures, when appropriate, to help motivate your audience to take up your hobby or interest.</p>	<p>TE: 13, 39, 65, 79, 81, 97, 99, 101, 107, 111, 143, 175, 217, 219, 241, 243, 282, 286, 292, 295, 305, 309, 311, 312, 315, 319, 322, 328–337, 347, 350, 351, 354, 356, 359–364, 369–393, 394–395, 396–397, 398–399, 400, 422, 425, 435–437, 446, 455, 456, 458, 460, 462, 469</p> <p>PE: 13, 39, 65, 79, 81, 97, 99, 101, 107, 111, 143, 175, 217, 219, 241, 243, 282, 286, 292, 295, 305, 309, 311, 312, 315, 319, 322, 328–337, 347, 350, 351, 354, 356, 359–364, 369–393, 394–395, 396–397, 398–399, 400, 422, 425, 435–437, 455, 456, 458, 460, 462, 469, H5–H6, H50–H54</p>
Standard 6	
WRITING: Written English Language Conventions	
Handwriting	
<ul style="list-style-type: none"> Write smoothly and legibly in cursive, forming letters and words that can be read by others. 	<p>All writing exercises give students the opportunity to write smoothly and legibly in cursive, forming words that can be read by others.</p>
Sentence Structure	
<ul style="list-style-type: none"> Use simple sentences (<i>Dr. Vincent Stone is my dentist.</i>) and compound sentences (<i>His assistant cleans my teeth, and Dr. Stone checks for cavities.</i>) in writing. 	<p>TE: 48–49, 50, 52, 69, 169, 254, 339, 412 PE: 48–49, 50, 52, 169, 254</p>
<ul style="list-style-type: none"> Create interesting sentences, by using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions. 	<p>TE: 36–39, 43, 45, 48–49, 50, 52, 56, 59, 65, 81, 103, 119, 135B, 139, 165B, 168–169, 179, 203B, 221, 233B, 233, 237, 246, 254, 260, 270, 271, 272, 290, 334, 335, 339, 368B, 446</p> <p>PE: 36–39, 43, 45, 48–49, 50, 52, 56, 59, 65, 81, 119, 168–169, 221, 254, 260, 270, 271, 272, 290, 334, 335</p>
Grammar	
<ul style="list-style-type: none"> Identify and use in writing regular verbs (<i>live/lived, shout/shouted</i>) and irregular verbs (<i>swim/swam, ride/rode, hit/hit</i>), adverbs (<i>constantly, quickly</i>), and prepositions (<i>through, beyond, between</i>). 	<p>TE: 95B, 95, 112–113, 119, 121, 132, 135B, 157, 244–245, 246–247, 249, 251, 258, 263, 338B, 368B, 412B PE: 112–113, 119, 121, 132, 157, 244–245, 246–247, 249, 251, 258, 263, H64</p>
Punctuation	
<ul style="list-style-type: none"> Use parentheses to explain something that is not considered of primary importance to the sentence, commas in direct quotations (<i>He said, “I’d be happy to go.”</i>), apostrophes to show possession (<i>Jim’s shoes, the dog’s food</i>) and apostrophes in contractions (<i>can’t, didn’t, won’t</i>). 	<p>TE: 63B, 76–77, 78–79, 83, 84–85, 87, 93–94, 95B, 116–117, 121, 122, 123, 124, 134, 135B, 153, 154, 156, 157, 184–185, 188, 190, 201, 216–217, 223, 224, 225, 231, 255, 256, 257, 258, 297B, 338B, 412B, 431, 446B, 465</p> <p>PE: 76–77, 78–79, 83, 84–85, 87, 93–94, 116–117, 121, 122, 123, 124, 134, 153, 154, 156, 157, 184–185, 188, 190, 201, 216–217, 223, 224, 225, 231, 255, 256, 257, 258, 431, 465</p>
<ul style="list-style-type: none"> Use underlining, quotation marks, or italics to identify titles of documents. 	<p>TE: 165B, 233B PE: H56</p>

Houghton Mifflin *ENGLISH*
Grade 4
correlated to
Indiana English/Language Arts Standards

Indiana Language Arts Standard

Houghton Mifflin *ENGLISH*

<ul style="list-style-type: none"> When writing by hand or by computer, use quotation marks to identify the titles of articles, short stories, poems, or chapters of books. 	TE: 165B, 233B PE: H56
<ul style="list-style-type: none"> When writing on a computer <i>italicize</i> the following, when writing by hand <u>underline</u> them: the titles of books, names of newspapers and magazines, works of art, and musical compositions. 	TE: 165B, 233B PE: H56
Capitalization	
<ul style="list-style-type: none"> Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate. 	TE: 165B, 184–185, 186–187, 188, 190, 191, 193, 201, 202, 233B PE: 184–185, 186–187, 188, 190, 191, 193, 201, 202, H56
Spelling	
<ul style="list-style-type: none"> Spell correctly roots (bases of words, such as <i>unnecessary</i>, <i>cowardly</i>), inflections (words like <i>care/careful/caring</i> or words with more than one acceptable spelling like <i>advisor/adviser</i>), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as <i>sur•prise</i> or <i>e•col•o•gy</i>). 	TE: 142, 412B, 443 PE: H15
Standard 7	
LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications	
Comprehension	
<ul style="list-style-type: none"> Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration. 	TE: 43, 379, 397 PE: 379, 397, H9–H10
<ul style="list-style-type: none"> Summarize major ideas and supporting evidence presented in spoken presentations. 	TE: 14–19, 269, 271–272, 283, 306–307, 331, 333–334, 350, 384, 395, 407, 409–411, 424, 429, 436, 457 PE: 14–19, 269, 271–272, 283, 306–307, 331, 333–334, 350, 384, 395, 407, 409–411, 424, 429, 436, 457, H29–H30, H34
<ul style="list-style-type: none"> Identify how language usage (sayings and expressions) reflects regions and cultures. 	PE: H17
<ul style="list-style-type: none"> Give precise directions and instructions. 	TE: 356, 365 PE: 356, 365
Organization and Delivery of Oral Communication	
<ul style="list-style-type: none"> Present effective introductions and conclusions that guide and inform the listener’s understanding of important ideas and details. 	TE: 272, 273, 287, 362, 363, 385, 397, 431 PE: 272, 273, 287, 362, 363, 385, 397, 431
<ul style="list-style-type: none"> Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question. 	TE: 101, 262, 335, 336, 359–364, 397 PE: 101, 262, 335, 336, 359–364, 397, H9–H10
<ul style="list-style-type: none"> Emphasize points in ways that help the listener or viewer to follow important ideas and concepts. 	TE: 292, 323, 401, 443, 466 PE: 292, 323, 401, 443, 466, H5–H6
<ul style="list-style-type: none"> Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information. 	TE: 3–5, 22–23, 268, 269, 313, 330, 353, 387, 406, 429, 463 PE: 3–5, 22–23, 268, 269, 313, 330, 353, 387, 406, 429, 463

Houghton Mifflin *ENGLISH*
Grade 4
correlated to
Indiana English/Language Arts Standards

Indiana Language Arts Standard

Houghton Mifflin *ENGLISH*

<ul style="list-style-type: none"> Engage the audience with appropriate words, facial expressions, and gestures. 	TE: 5, 292, 325, 365, 400, 401, 466 PE: 5, 292, 325, 365, 400, 401, 466, H5–H6, H7–H8
Analysis and Evaluation of Oral Media Communication	
<ul style="list-style-type: none"> Evaluate the role of the media in focusing people’s attention on events and in forming their opinions on issues. 	TE: 402–403, 443, 444–445, 471–472, 473–475 PE: 402–403, 443, 444–445, 471–472, 473–475
Speaking Applications	
<i>Make narrative (story) presentations that:</i>	
<ul style="list-style-type: none"> relate ideas, observations, or memories about an event or experience. 	TE: 268, 316, 324–325 PE: 268, 316, 324–325
<ul style="list-style-type: none"> provide a context that allows the listener to imagine the circumstances of the event or experience. 	TE: 268, 316, 324–325 PE: 268, 316, 324–325
<ul style="list-style-type: none"> provide insight into why the selected event or experience should be of interest to the audience. 	TE: 268, 316, 324–325 PE: 268, 316, 324–325
<i>Make informational presentations that:</i>	
<ul style="list-style-type: none"> focus on one main topic. 	TE: 2–4, 5, 73, 269, 271, 272, 392, 400–401, 443, 459 PE: 2–4, 5, 269, 271, 272, 392, 400–401, 443, 459, H5–H6, H45–H47
<ul style="list-style-type: none"> include facts and details that help listeners to focus. 	TE: 73, 392, 400–401 PE: 392, 400–401, H5–H6, H45–H47
<ul style="list-style-type: none"> incorporate more than one source of information (including speakers, books, newspapers, television broadcasts, radio reports, or Web sites). 	TE: 381, 394, 395, 400 PE: 381, 394, 395, 400
<ul style="list-style-type: none"> Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details. 	TE: 392, 395, 400–401, 429, 436 PE: 392, 395, 400–401, 429, 436, H5–H6, H29–H30, H34, H45–H47
<ul style="list-style-type: none"> Recite brief poems (two or three stanzas long), soliloquies (sections of plays in which characters speak out loud to themselves), or dramatic dialogues, clearly stating words and using appropriate timing, volume, and phrasing. 	TE: 111, 292, 323, 324–325, 401, 443, 466 PE: 292, 323, 324–325, 401, 443, 466, H5–H6