

*Houghton Mifflin Spelling and Vocabulary*

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Grade Three

correlated to

Indiana Standards 2000 English/Language Arts

Grade Three

Indiana Standards 2000	<i>Houghton Mifflin Spelling and Vocabulary</i> © 1998-2000
<b>Standard 1</b> <b>READING: Word Recognition, Fluency, and Vocabulary Development</b>	
<p>Students understand the basic features of words. They select letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, word parts (<i>un-</i>, <i>-ful</i>), and context clues (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.</p>	
<i>Decoding and Word Recognition</i>	
<b>Know and use more difficult word families (<i>-ight</i>) when reading unfamiliar words.</b>	<b>Word Families, SB:</b> 45, 81, 117, 153, 189, 225, 272–278
<b>Read words with several syllables.</b>	<b>Multi-Syllabic Words, SB:</b> 158, 168–169, 174–175, 178, 187, 206, 210–211, 214, 223, 242, 245; <b>TB:</b> 168A, 171, 210A, 213; <b>TRB:</b> 127–128, 131–132, 133–134
<b>Read aloud grade-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, change in voice, and expression.</b>	<b>Read Writing to Others, SB:</b> 15, 39, 51, 57, 69, 87, 105, 111, 129, 147, 171, 195, 207

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<b><i>Vocabulary and Concept Development</i></b>	
<p><b>Determine the meanings of words using knowledge of antonyms (words with opposite meaning), synonyms (words with the same meaning), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).</b></p>	<p><b>Antonyms, SB:</b> 42–43, 58, 78, 80, 163, 186, 193, 235, 241, 244; <b>TB:</b> 58; <b>TRB:</b> 13, 70, 152, 164</p> <p><b>Synonyms, SB:</b> 31, 115, 188, 199, 232–233; <b>TRB:</b> 50, 66, 121</p> <p><b>Homophones, SB:</b> 121, 126–130, 150, 220, 238; <b>TB:</b> 126A, 129, 130, 220; <b>TRB:</b> 91, 95–96, 98</p> <p><b>Homographs, SB:</b> 64, 98, 100; <b>TB:</b> 64, 100</p>
<p><b>Demonstrate knowledge of grade-appropriate words to speak specifically about different issues.</b></p>	<p><b>Vocabulary, SB:</b> 13, 19, 25, 31, 37, 49, 55, 61, 67, 73, 85, 91, 97, 103, 109, 121, 127, 133, 139, 145, 157, 163, 169, 175, 181, 193, 199, 205, 211, 217</p> <p><b>Enrichment: Vocabulary, SB:</b> 12, 18, 24, 30, 36, 48, 54, 60, 66, 72, 84, 90, 96, 102, 108, 120, 126, 132, 138, 144, 156, 162, 168, 174, 180, 192, 198, 204, 210, 216</p> <p><b>Vocabulary Enrichment (Real-World Connection), SB:</b> 16–17, 22–23, 28–29, 34–35, 40–41, 52–53, 58–59, 64–65, 70–71, 76–77, 88–89, 94–95, 100–101, 106–107, 112–113, 124–125, 130–131, 136–137, 142–143, 148–149, 160–161, 166–167, 172–173, 178–179, 184–185, 196–197, 202–203, 214–215, 220–221</p>
<p><b>Use sentence and word context to find the meaning of unknown words.</b></p>	<p><b>Context Clues, SB:</b> 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 42–44, 49, 53, 55, 59, 61, 65, 67, 77, 78–79, 85, 89, 91, 95, 97, 101, 103, 107, 109, 113, 114–116, 121, 125, 127, 131, 133, 137, 139, 143, 145, 149, 150, 151, 152, 157, 161, 167, 169, 175, 179, 181, 185, 186–188, 193, 197, 199, 203, 205, 209, 217, 221, 222–224, 229–233, 235–237, 239–246; <b>TRB:</b> 7, 9, 21, 34–35, 37, 43, 47, 50, 69, 77, 95–96, 101, 124, 127, 129, 135, 151, 156, 165</p>
<p><b>Use a dictionary to learn the meaning and pronunciation of unknown words.</b></p>	<p><b>Using a Dictionary, SB:</b> 14, 26, 38, 50, 56, 74, 86, 98, 110, 128, 140, 158, 170, 200, 208, 279–325; <b>TB:</b> 39, 75, 111, 219</p>

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Use knowledge of prefixes (word parts added at the beginning of words such as <i>un-</i> , <i>pre-</i> ) and suffixes (word parts added at the end of words such as <i>-er</i> , <i>-ful</i> , <i>-less</i> ) to determine the meaning of words.	<b>Inflected Forms and Base Words, SB:</b> 138–139, 142, 144–145, 151, 152, 239, 240; <b>TB:</b> 138A, 141, 144A, 147; <b>TRB:</b> 103, 106, 107, 110 <b>Prefixes, SB:</b> 156–157, 160, 186, 241; <b>TB:</b> 156A, 159; <b>TRB:</b> 119–120, 122 <b>Suffixes, SB:</b> 162–163, 166, 186, 241; <b>TB:</b> 162A, 165; <b>TRB:</b> 123, 126
Standard 2 <b>READING: Reading Comprehension</b>	
<p>Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what is read. The selections in the <i>Indiana Reading List</i> illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, at Grade 3, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, children’s magazines and newspapers, reference materials, and online information.</p>	
<i>Structural Features of Informational and Technical Materials</i>	
Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.	Related Instruction: <b>Spelling and Book Titles, SB:</b> 165; <b>TB:</b> 165 Use of a table of contents and index could be incorporated into the Research Report lesson. See page 227 in the Teacher’s Edition.
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>	
Ask questions and support answers by connecting prior knowledge with literal information from the text.	<b>Prior Knowledge, SB:</b> 46, 82, 118, 154, 190, 226
Show understanding by identifying answers in the text.	<b>Cites Evidence from Text, SB:</b> 46, 82, 118, 154, 190, 226
Recall major points in the text and make and revise predictions about what is read.	<b>Predicting Outcomes, SB:</b> 46, 118; <b>TB:</b> 46, 118
Distinguish the main idea and supporting details in expository (informational) text.	<b>Topic/Main Idea and Supporting Details: Expository Text, SB:</b> 82–83, 226–227; <b>TB:</b> 82, 83, 226, 227

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Locate appropriate and significant information from the text, including problems and solutions.	<b>Locating Information, SB:</b> 226, 227; <b>TB:</b> 226, 227 <b>Problem-Solution, SB:</b> 119; <b>TB:</b> 119
Follow simple multiple-step written instructions.	<b>Following Written Directions, SB:</b> 33, 82–83, 94, 141; <b>TB:</b> 82, 83, 226
Standard 3 <b>READING: Literary Response and Analysis</b>	
Students read and respond to a wide variety of significant works of children's literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read. The selections in the <i>Indiana Reading List</i> illustrate the quality and complexity of the materials to be read by students.	
<i>Structural Features of Literature</i>	
Recognize different common genres (types) of literature, such as poetry, drama, fiction, and nonfiction.	<b>Personal Narrative, SB:</b> 46; <b>TB:</b> 46 <b>Story, SB:</b> 118; <b>TB:</b> 118 <b>Description, SB:</b> 154; <b>TB:</b> 154 <b>Letter: SB:</b> 190; <b>TB:</b> 190
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>	
Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	<b>Integrating Literature (Fairy tales, Folktales, Legends, Fables), TB:</b> 23, 89, 101, 118, 179, 221
Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	<b>Analyzing Characters, SB:</b> 118, 119; <b>TB:</b> 118, 119
Determine the theme or author's message in fiction and nonfiction text.	<b>Author's Viewpoint, SB:</b> 46, 82, 118, 154, 190, 226
Recognize that certain words and rhythmic patterns can be used in a selection to imitate sounds.	<b>Rhyming Words, SB:</b> 14, 19, 27, 33, 37, 42, 49–50, 55, 57, 61, 63, 85, 97, 103, 105, 122, 141, 151, 181, 183, 195, 205, 230, 233–234, 237, 240, 244.
Identify the speaker or narrator in a selection.	<b>Narrator, SB:</b> 46

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<b>Standard 4</b> <b>WRITING: Writing Process</b>	
<b>Students find and discuss ideas for writing and keep a list of writing ideas. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.</b>	
<i>Organization and Focus</i>	
<b>Find ideas for writing stories and descriptions in conversations with others, and in books, magazines, school textbooks, or on the Internet.</b>	<b>Discussion, SB: 118, 119, 154, 155</b> <b>Getting Ideas from Family Photographs, SB: 155</b> <b>Browsing Through Magazines, SB: 155</b> <b>Reading a Model from Literature, SB: 118, 154</b> <b>Brainstorm with a Partner, SB: 119</b>
<b>Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.</b>	<b>Discussion, SB: 47, 83, 119, 155, 191, 227;</b> <b>TB: 47, 83, 119, 155, 191, 227</b> <b>Using a Graphic Organizer, TRB: 32, 60, 88, 118, 146, 174</b>
<b>Create single paragraphs with topic sentences and simple supporting facts and details.</b>	<b>Write a Paragraph, SB: 39, 129, 143, 171, 207; TB: 159, 177</b> <b>Topic Sentence and Supporting Facts, SB: 83, 227; TB: 83, 227; TRB: 60, 174</b>
<i>Research and Technology</i>	
<b>Use various references (materials such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).</b>	<b>Using a Dictionary, SB: 14, 26, 38, 50, 56, 74, 86, 98, 110, 128, 140, 158, 170, 200, 208, 279–325; TB: 39, 75, 111, 219</b> <b>Using a Thesaurus, SB: 34, 47, 70, 94, 155, 184, 202, 251–252; TB: 34, 70, 202</b> <b>Atlas, TB: 226</b> <b>Encyclopedia, SB: 227; TB: 94, 226, 227</b>
<b>Use a computer to draft, revise and publish writing.</b>	<b>Computer, SB: 75, 129, 219</b>
<i>Evaluation and Revision</i>	
<b>Review, evaluate and revise writing for meaning and clarity.</b>	<b>Revising, SB: 47, 83, 119, 155, 191, 227</b>

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<b>Proofread writing including that of other writers.</b>	<b>Proofreading, SB:</b> 47, 83, 119, 155, 191, 227 <b>Daily Proofreading Practice, TB:</b> 13, 14, 15, 19, 20, 21, 25, 26, 27, 31, 32, 33, 37, 38, 39, 42, 43, 44, 49, 50, 51, 55, 56, 57, 61, 62, 63, 67, 68, 69, 73, 74, 75, 78, 79, 80, 85, 86, 87, 91, 92, 93, 99, 103, 104, 105, 109, 110, 111, 114, 115, 116, 121, 122, 123, 127, 128, 129, 133, 134, 135, 139, 140, 141, 145, 146, 147, 150, 151, 152, 157, 158, 159, 163, 164, 165, 169, 170, 171, 175, 176, 177, 181, 182, 183, 186, 187, 188, 193, 194, 195, 199, 200, 201, 205, 206, 207, 211, 212, 213, 217, 218, 219, 222, 223, 224
<b>Revise writing for others to read, improving the focus and progression of ideas.</b>	<b>Revising, SB:</b> 47, 83, 119, 155, 191, 227
<b>Standard 5</b> <b>WRITING: Writing Applications</b> <b>(Different Types of Writing and Their Characteristics)</b>	
<b>At Grade 3, students continue to write compositions that describe and explain familiar objects, events, and experiences. Students write both informal and formal letters. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 – Writing Strategies. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</b>	
<i>In addition to producing the different writing forms introduced in earlier grades, Grade Three students use the writing strategies outlined in Standard 4 – Writing Strategies to:</i>	
<b>Write narratives (stories):</b> <ul style="list-style-type: none"> <li>• <b>Provide a context within which an action takes place.</b></li> <li>• <b>Include details to develop the plot.</b></li> </ul>	<b>Writing a Story, SB:</b> 51, 105, 119, 147, 159; <b>TB:</b> 21

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<p><b>Write descriptive pieces about people, places, things, or experiences that:</b></p> <ul style="list-style-type: none"> <li>• <b>Develop a unified main idea.</b></li> <li>• <b>Use details to support the main idea.</b></li> </ul>	<p><b>Writing Instructions, SB:</b> 33, 94, 141;  <b>TRB:</b> 67</p> <p><b>Writing Descriptions, SB:</b> 15, 63, 111, 129, 143, 195; <b>TB:</b> 57, 75, 123, 141, 165, 177, 183, 184; <b>TRB:</b> 23, 25, 84, 121, 139</p> <p><b>Writing to Inform, SB:</b> 39, 69, 87, 89, 106, 165, 183, 207, 215; <b>TB:</b> 15, 39, 51, 63, 93, 105; <b>TRB:</b> 9, 11, 23, 37, 43, 79, 149, 153, 165</p>
<p><b>Write personal, persuasive, and formal letters, thank-you notes, and invitations:</b></p> <ul style="list-style-type: none"> <li>• <b>Show awareness of the knowledge and interests of the audience and establish a purpose and context.</b></li> <li>• <b>Include the date, proper salutation, body, closing, and signature.</b></li> </ul>	<p><b>Writing Letters, Thank-You Notes, and Invitations, SB:</b> 183, 190–191, 210, 250, 251; <b>TB:</b> 105</p>
<p><b>Use varied word choices to make writing interesting.</b></p>	<p><b>Using Rhyming Words, SB:</b> 28, 57, 88, 124, 196; <b>TB:</b> 16</p> <p><b>Using Details, SB:</b> 47, 119, 227</p> <p><b>Using Descriptive/Sense Language in Writing, SB:</b> 15, 155; <b>TB:</b> 155</p> <p><b>Using Exact Words, SB:</b> 147; <b>TB:</b> 70, 184</p> <p><b>Using Vivid Words, SB:</b> 93, 219</p>
<p><b>Write for different purposes and to a specific audience or person.</b></p>	<p><b>Written Descriptions, SB:</b> 15, 63, 111, 129, 143, 195; <b>TB:</b> 57, 75, 123, 141, 165, 177, 183, 184; <b>TRB:</b> 23, 25, 84, 121, 139</p> <p><b>Writing an Informational Paragraph, SB:</b> 171, 217; <b>TB:</b> 227; <b>TRB:</b> 174</p> <p><b>Writing a Personal Narrative, SB:</b> 47; <b>TB:</b> 47; <b>TRB:</b> 32</p> <p><b>Writing a Play, SB:</b> 28, 219</p> <p><b>Writing a Poem, SB:</b> 57; <b>TB:</b> 27</p> <p><b>Writing a Report, SB:</b> 87</p> <p><b>Writing a Story, SB:</b> 51, 105, 119, 147, 159; <b>TB:</b> 21</p>
<p>Standard 6  <b>WRITING: Written English Language Conventions</b></p>	

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<b>Students write using Standard English conventions appropriate to this grade level.</b>	
<i>Handwriting</i>	
<b>Write legibly in cursive, leaving space between letters in a word, words in a sentence, and between words and the edges of the paper.</b>	<b>Handwriting Models, TRB:</b> 185, 186, 187, 188, 189, 190, 191, 192
<i>Sentence Structure</i>	
<p><b>Write correctly complete sentences of statement, command, question, or exclamation with final punctuation.</b></p> <ul style="list-style-type: none"> <li>• <b>Declarative:</b> <i>This tastes very good.</i></li> <li>• <b>Imperative:</b> <i>Please take your seats.</i></li> <li>• <b>Interrogative:</b> <i>Are we there yet?</i></li> <li>• <b>Exclamatory:</b> <i>It's a home run!</i></li> </ul>	<p><b>Period in a Sentence, SB:</b> 21, 33, 47, 147, 248  <b>Question Mark, SB:</b> 21, 47, 147, 248  <b>Exclamation Point, SB:</b> 33, 147, 248;  <b>TB:</b> 33, 147</p>
<i>Grammar</i>	
<b>Identify and use subjects and verbs that are in agreement (<i>we are</i> instead of <i>we is</i>).</b>	Subject-verb agreement could be added to the lessons on inflected forms. <b>SB:</b> 138–143 and 144–149.
<b>Identify and use past (<i>he danced</i>), present (<i>he dances</i>), and future (<i>he will dance</i>) verb tenses properly in writing.</b>	<b>Verb Tenses, SB:</b> 138–141, 142, 144–147, 148, 151, 152; <b>TB:</b> 138, 139, 140, 141, 142, 144, 145, 146, 147; <b>TRB:</b> 103–106, 107–110, 115–117
<b>Identify and correctly use pronouns (<i>it, him, her</i>), adjectives (<i>brown eyes, two younger sisters</i>), compound nouns (<i>summertime, snowflakes</i>), and articles (<i>a, an, the</i>) in writing.</b>	<p><b>Pronouns, SB:</b> 219; <b>TB:</b> 219  <b>Adjectives, SB:</b> 93  <b>Compound Words, SB:</b> 132–133, 136, 151, 196, 239; <b>TB:</b> 132A, 135;  <b>TRB:</b> 99–100, 102  Articles are introduced at later levels.</p>
<i>Punctuation</i>	



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<p>Use commas in dates (<i>August 15, 2001</i>), locations (<i>Fort Wayne, Indiana</i>), and addresses (<i>431 Coral Way, Miami, FL</i>) and for items in a series (<i>football, basketball, soccer, and tennis</i>).</p>	<p><b>Comma Between City and State, SB:</b> 177, 249; <b>TB:</b> 177  <b>Comma in a Date, SB:</b> 177, 249  <b>Comma in Letter Parts, SB:</b> 183, 190–191, 250, 251  <b>Commas with Items in a Series, SB:</b> 123, 249</p>
<b>Capitalization</b>	
<p>Capitalize correctly geographical names, holidays, historical periods, and special events (<i>We always celebrate the Fourth of July by gathering at Mounds State Park in Anderson, Indiana</i>).</p>	<p><b>Capitalizing Geographical Names, SB:</b> 63  <b>Capitalizing Holidays or Events, SB:</b> 63, 246  <b>Capitalizing Time Designations, SB:</b> 59, 102, 103, 104, 105, 115, 167, 168, 169, 171, 173, 204, 205, 206, 209, 213, 247, 248; <b>TRB:</b> 73–74, 75–76, 85–87, 127–128, 129–130</p>
<b>Spelling</b>	
<p>Spell correctly one-syllable words that have blends (<i>blend, walk, or play</i>), contractions (<i>isn't, can't</i>), compounds, common spelling patterns (<i>qu</i>, changing <i>win</i> to <i>winning</i>, and changing the ending of a word from <i>-y</i> to <i>-ies</i> to make a plural, such as <i>cherry/cherries</i>), and common homophones (words that sound the same but have different spellings, such as <i>hair-hare</i>).</p>	<p><b>Consonant Clusters (br, cr, dr, gr, fl, nt, scr, sp, spr, st, str, thr), SB:</b> 19, 31, 48–49, 55, 61, 67, 78, 85, 97, 193, 232; <b>TRB:</b> 33; <b>Tests</b>, <b>TB:</b> 48B, 50–51; <b>TRB:</b> 36  <b>Apostrophe in a Contraction, SB:</b> 216–217, 218, 219, 224, 246, 249; <b>TB:</b> 216, 217, 218, 219; <b>TRB:</b> 163–164, 165–166, 171–173, 249  <b>Compound Words, SB:</b> 132–133, 136, 151, 196, 239; <b>TB:</b> 132A, 135; <b>TRB:</b> 99–100, 102  <b>Spelling the qu Pattern, SB:</b> 108–109, 111, 116, 237; <b>TB:</b> 108A, 111; <b>TRB:</b> 77, 80, 81  <b>Doubling Final Consonant, SB:</b> 138–139, 141, 142, 151, 239; <b>TB:</b> 138A, 141; <b>TRB:</b> 103, 105  <b>Changing Final y to i, SB:</b> 144–145, 147, 152, 240; <b>TB:</b> 144A, 147; <b>TRB:</b> 107, 110  <b>Homophones, SB:</b> 121, 126–130, 150, 220, 238; <b>TB:</b> 126A, 129; <b>TRB:</b> 91, 95–96, 98</p>
<p><b>3.6.9 Arrange words in alphabetical order.</b></p>	<p><b>Alphabetical Order, SB:</b> 14, 23, 26, 38, 86, 99, 135, 143, 147, 177; <b>TRB:</b> 22, 46, 148</p>

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Standard 7 <b>LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications</b>	
<p>Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.</p>	
<i>Comprehension</i>	
<b>Retell, paraphrase, and explain what a speaker has said.</b>	<b>Retelling, SB:</b> 119
<b>Connect and relate experiences and ideas to those of a speaker.</b>	<b>Connecting/Relating to Speaker, SB:</b> 28, 40, 70, 112, 130, 148, 172, 214
<b>Answer questions completely and appropriately.</b>	<b>Related Activities:</b> <b>Cooperative Learning Activity, TB:</b> 14, 26, 38, 50, 58, 62, 68, 70, 86, 104, 110, 122, 134, 146, 158, 170, 176, 178, 194, 214, 218
<b>Identify the musical elements of literary language, such as rhymes, repeated sounds, and instances of onomatopoeia (naming something by using a sound associated with it, such as <i>hiss</i> or <i>buzz</i>).</b>	<b>Rhyme, SB:</b> 14, 19, 27, 33, 37, 42, 49–50, 55, 57, 61, 63, 85, 97, 103, 105, 122, 141, 151, 181, 183, 195, 205, 230, 233–234, 237, 240, 244; <b>TRB:</b> 18, 22, 34, 41, 49, 61, 71, 85, 103, 132, 148, 159
<i>Organization and Delivery of Oral Communication</i>	
<b>Organize ideas chronologically (in the order that they happened) or around major points of information.</b>	<b>Organizing a Story, SB:</b> 119
<b>Provide a beginning, a middle, and an end to oral presentations, including details that develop a central idea.</b>	<b>Storytelling, SB:</b> 119; <b>TB:</b> 119
<b>Use clear and specific vocabulary to communicate ideas and establish the tone.</b>	<b>Vocabulary, SB:</b> 13, 19, 25, 31, 37, 49, 55, 61, 67, 73, 85, 91, 97, 103, 109, 121, 127, 133, 139, 145, 157, 163, 169, 175, 181, 193, 199, 205, 211, 217 (continued)

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<p><b>Use clear and specific vocabulary to communicate ideas and establish the tone.</b></p>	<p>(continued)  <b>Enrichment: Vocabulary, SB:</b> 12, 18, 24, 30, 36, 48, 54, 60, 66, 72, 84, 90, 96, 102, 108, 120, 126, 132, 138, 144, 156, 162, 168, 174, 180, 192, 198, 204, 210, 216  <b>Vocabulary Enrichment (Real-World Connection), SB:</b> 16–17, 22–23, 28–29, 34–35, 40–41, 52–53, 58–59, 64–65, 70–71, 76–77, 88–89, 94–95, 100–101, 106–107, 112–113, 124–125, 130–131, 136–137, 142–143, 148–149, 160–161, 166–167, 172–173, 178–179, 184–185, 196–197, 202–203, 214–215, 220–221</p>
<p><b>Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.</b></p>	<p><b>Using Visual Aids, SB:</b> 47, 83, 119, 155, 227</p>
<p><b>Read prose and poetry aloud with fluency, rhythm, and timing, using appropriate changes in the tone of voice to emphasize important passages of the text being read.</b></p>	<p><b>Read Writing to Others, SB:</b> 15, 39, 51, 57, 69, 87, 105, 111, 129, 147, 171, 195, 207</p>
<p><i>Analysis and Evaluation of Oral and Media Communications</i></p>	
<p><b>Compare ideas and points of view expressed in broadcast, print media, or the Internet.</b></p>	<p>This objective might be discussed during the theme-related lesson Art Class, <b>SB:</b> 34.</p>
<p><b>Distinguish between the speaker's opinions and verifiable facts.</b></p>	<p><b>Listening for Fact and Opinion, SB:</b> 226; <b>TB:</b> 226</p>
<p><i>Speaking Applications</i></p>	
<p><b>Make brief narrative (story) presentations:</b></p> <ul style="list-style-type: none"> <li>• Provide a context for an event that is the subject of the presentation.</li> <li>• Provide insight into why the selected event should be of interest to the audience.</li> <li>• Include well-chosen details to develop characters, setting, and plot.</li> </ul>	<p><b>Telling a Story, SB:</b> 119; <b>TB:</b> 119</p>
<p><b>Plan and present dramatic interpretations of experiences, stories, poems, or plays.</b></p>	<p><b>Dramatizing, SB:</b> 28, 172, 219, 221  <b>Performing Arts, SB:</b> 95, 215  <b>Writing a Poem, SB:</b> 57; <b>TB:</b> 27</p>

Indiana Standards 2000	<i>Houghton Mifflin Spelling and Vocabulary</i> © 1998-2000
<b>Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.</b>	<b>Describing, SB:</b> 22, 27, 33, 87, 165, 184; <b>TB:</b> 33, 39, 87, 207