

Houghton Mifflin Spelling and Vocabulary

© 1998-2000

Houghton Mifflin Company

Grade Four

correlated to

Indiana Standards 2000 English/Language Arts

Grade Four

Indiana Standards 2000	<i>Houghton Mifflin Spelling and Vocabulary</i> © 1998-2000
<p>Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development</p>	
<p>Students understand the basic features of words. They see 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>re-</i>, <i>-est</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>	
<p><i>Word Recognition</i></p>	
<p>Read aloud grade-appropriate narrative text (stories) and expository text (information) with fluency and accuracy and with appropriate timing, changes in voice, and expression.</p>	<p>Read Own Writing Aloud, SB: 47, 119, 155.</p>
<p><i>Vocabulary and Concept Development</i></p>	
<p>Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meaning), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as <i>couch potato</i>) to determine the meaning of words and phrases.</p>	<p>Synonyms, SB: 16, 49, 61, 73, 103, 109, 121, 133, 166, 175, 181, 187, 205, 230, 233–234, 236, 240, 244; TRB: 17, 50, 97, 103, 149 Antonyms, SB: 42, 49, 76, 78, 121, 152, 157, 166, 175, 199, 205, 229, 231–232, 236–237, 242, 246; TRB: 45 Homographs, SB: 28 Idioms, SB: 68, 212</p>
<p>Use knowledge of root words (<i>nation</i>, <i>national</i>, <i>nationality</i>) to determine the meaning of unknown words within a passage.</p>	<p>Base and Root Words, SB: 13, 19, 22, 31, 37, 55, 67, 73, 85, 91, 109, 127, 133, 142, 157, 175, 181; TB: 13, 19, 22, 31, 37, 55, 67, 73, 85, 91, 109, 127, 133, 142, 157, 175, 181</p>
<p>Use common roots (<i>meter</i> = <i>measure</i>) and word parts (<i>therm</i> = <i>heat</i>) derived from Greek and Latin to analyze the meaning of complex words (<i>thermometer</i>).</p>	<p>Word Roots, SB: 13, 19, 22, 31, 37, 55, 67, 73, 85, 91, 109, 127, 133, 142, 157, 175, 181; TB: 13, 19, 22, 31, 37, 55, 67, 73, 85, 91, 109, 127, 133, 142, 157, 175, 181</p>

Indiana Standards 2000	<i>Houghton Mifflin Spelling and Vocabulary</i> © 1998-2000
Use a thesaurus to find related words and ideas.	Using a Thesaurus, SB: 16, 34, 47, 52, 64, 83, 112, 119, 155, 160, 166, 191, 196, 221, 253–254; TB: 16, 34, 52, 112, 160, 166
Distinguish and interpret words with multiple meanings (<i>quarters</i>) by using context clues (the meaning of the text around a word).	Multiple Meaning Words, SB: 106, 130; TB: 12, 18, 24, 30, 36, 48, 54, 60, 66, 72, 84, 990, 96, 102, 108, 120, 126, 132, 138, 144, 156, 162, 168, 174, 180, 192, 198, 204, 210, 216
Standard 2 READING: Reading Comprehension	
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. At Grade 4, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.	
<i>Structural Features of Informational and Technical Materials</i>	
Use the organization of informational text to strengthen comprehension.	Text Organization and Structure, SB: 16, 39, 64, 93, 160; TB: 21, 141, 147; TRB: 19
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>	
Use appropriate strategies when reading for different purposes.	Reading for Information, SB: 17, 22, 29, 35, 41, 53, 59, 65, 70, 77, 82, 95, 101, 107, 113, 125, 131, 137, 143, 149, 161, 167, 173, 179, 184, 197, 203, 208, 214, 220, 226 Reading for Pleasure, SB: 118, 155; TB: 41, 46, 53, 59, 65, 77, 89, 95, 101, 113, 118, 131, 137, 149, 154, 185, 190, 209, 215 Reading to Perform a Task, TB: 17, 23, 59, 71, 77, 101, 107, 137, 143, 149, 173, 179, 221

Indiana Standards 2000	<i>Houghton Mifflin Spelling and Vocabulary</i> © 1998-2000
Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues (clues that indicate what might happen next), and direct quotations.	Predicting Outcomes, SB: 118 Making Inferences/Drawing Conclusions, SB: 46, 118
Evaluate new information and hypotheses (statements of theories) by testing them against known information and ideas.	This standard might be introduced during the literature and writing lesson concerning research report. SB: 226-227
Compare and contrast information on the same topic after reading several passages or articles.	Comparing Different Forms of Information, SB: 47, 209, 227; TRB: 174
Distinguish between cause and effect and between fact and opinion in informational text.	Fact and Opinion, TB: 226
Follow multiple-step instructions in a basic technical manual.	Following Written Directions, SB: 39; TB: 21, 147
Standard 3 READING: Literary Response and Analysis	
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>	
Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	This standard is aligned through related program instruction in characteristics of a story. See SB: 118 . See also all suggestions from Integrating Literature.
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>	

Indiana Standards 2000	<i>Houghton Mifflin Spelling and Vocabulary</i> © 1998-2000
Identify the main events of the plot, including their causes, and the effects of each event on future actions, and the major theme from the story action.	Plot, SB: 46–47, 118–119; TB: 46–47, 118–119; TRB: 88
Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	Characters, SB: 118–119; TRB: 88 Setting, SB: 118–119; TRB: 88
Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures.	This standard relates to the Integrating Literature suggestions that contain tales from many cultures. See for example, TB: 113.
Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works. <ul style="list-style-type: none"> • Simile: A comparison that uses <i>like</i> or <i>as</i>. • Metaphor: An implied comparison. • Hyperbole: An exaggeration for effect. • Personification: A description that represents a thing as a person. 	This standard could be incorporated into the poetry writing activity on TB: 171 or the writing descriptions activity on TB: 155.
Standard 4 WRITING: Writing Process	
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.	
<i>Organization and Focus</i>	
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.	Prewriting, SB: 47, 83, 119, 155, 191, 227; TRB: 32, 60, 88, 118, 146, 174 Selecting a Topic, TB: 47, 83, 119, 155, 191, 227; TRB: 32, 60, 88, 118, 146, 174

Indiana Standards 2000	<i>Houghton Mifflin Spelling and Vocabulary</i> © 1998-2000
<p>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>	<p>Audience and Purpose for Writing, SB: 47, 83, 119, 155, 191, 227; TRB: 32, 60, 88, 118, 146, 174</p> <p>Choosing a Topic, SB: 47, 83, 119, 155, 191, 227; TRB: 32, 60, 88, 118, 146, 174</p> <p>Organizing and Planning Writing, SB: 47, 83, 119, 155, 191, 227; TRB: 32, 60, 88, 118, 146, 174</p>
<p>Write informational pieces with multiple paragraphs that:</p> <ul style="list-style-type: none"> • provide an introductory paragraph, • establish and support a central idea with a topic sentence at or near the beginning of the first paragraph, • include supporting paragraphs with simple facts, details, and explanations. • present important ideas or events in sequence or in chronological order, • provide details and transitions to link paragraphs, • conclude with a paragraph that summarizes the points, • use correct indentation at the beginning of paragraphs. 	<p>Writing an Informational Paragraph, SB: 226–227; TB: 227</p> <p>Adding Details in Writing, SB: 46–47, 155; TRB: 118</p> <p>Evaluating Information for Accuracy, TB: 47, 83, 119, 155, 191, 227</p> <p>Topic Sentences, SB: 83, 155, 227; TB: 83, 155, 227</p> <p>Using Order in Writing, SB: 82–83; TRB: 60</p> <p>Indenting First Line of Paragraph, SB: 248</p>
<p>Use common organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and posing and answering a question.</p>	<p>Text Structure, SB: 75, 82–83, 159</p> <p>Organizing and Planning Writing, SB: 47, 83, 119, 155, 191, 227; TRB: 32, 60, 88, 118, 146, 174</p> <p>Using Order in Writing, SB: 82–83; TRB: 60</p> <p>Compare/Contrast Writing, SB: 82–83; TB: 82–83; TRB: 60</p>
<i>Research and Technology</i>	
<p>Quote or paraphrase information sources, citing them appropriately.</p>	<p>Attributing Sources, SB: 227</p> <p>Quotation Marks, SB: 171, 248</p>
<p>Locate information in reference texts by using organizational features, such as prefaces and appendixes.</p>	<p>Locating Information, SB: 47, 207, 209, 227; TRB: 174</p> <p>Using an Encyclopedia, SB: 227</p>
<p>Use multiple reference materials and online information (the Internet) as an aid to writing.</p>	<p>Choosing Reference Sources, SB: 47, 227; TRB: 174</p> <p>Technology, SB: 155</p>

Indiana Standards 2000	<i>Houghton Mifflin Spelling and Vocabulary</i> © 1998-2000
Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.	Using Print Materials, SB: 204–209 Newspapers/Magazines, TB: 226
Use a computer to draft and revise writing, demonstrating basic keyboarding skills and familiarity with common computer terminology.	Using a Computer for Writing, SB: 39, 75, 105, 165, 207
<i>Evaluation and Revision</i>	
Review , evaluate and revise writing for meaning and clarity.	Proofreading, SB: 47, 83, 119, 155, 191, 227; TRB: 32, 60, 88, 118, 146, 174
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.	Proofreading, SB: 47, 83, 119, 155, 191, 227; TRB: 32, 60, 88, 118, 146, 174 Discussing to Revise Written Compositions, SB: 47, 83, 119, 155, 191, 227
Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.	Revising, SB: 47, 83, 119, 155, 191, 227; TB: 47, 83, 119, 155, 191, 227 Combining Sentences With Commas, SB: 47, 83, 119, 155, 191, 227 Deleting Unimportant Details, SB: 47, 83, 119, 155, 191, 227
Standard 5 WRITING: Writing Applications (Different Types of Writing and Their Characteristics)	
At Grade 4, students are introduced to writing informational reports and written responses to literature. Students continue to write compositions that describe and explain familiar objects, events, and experiences. 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.	
<i>In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade Four students use the writing strategies outlined in Standard 4 – Writing Strategies to:</i>	
Write narratives (stories): <ul style="list-style-type: none"> • Include ideas, observations, or memories of an event or experience. • Provide a context to allow the reader to imagine the world of the event or experience. • Use concrete sensory details. 	Writing a Personal Narrative, SB: 15, 27, 33, 46–47, 51, 57, 69, 111, 118–119, 154–155, 159, 171, 177, 201, 219 Writing a Story, SB: 111, 119, 171; TB: 111; TRB: 88

Indiana Standards 2000	<i>Houghton Mifflin Spelling and Vocabulary</i> © 1998-2000
<p>Write responses to literature:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of a literary work. • Support judgments through references to both the text and prior knowledge. 	<p>Responding to Literature through Writing, SB: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227</p>
<p>Write information reports:</p> <ul style="list-style-type: none"> • Ask a central question about an issue or situation. • Include facts and details for focus. • Use more than one source of information, including speakers, books, newspapers, media sources, and online information. 	<p>Writing an Informational Paragraph, SB: 21, 93, 207, 226–227 Facts/Details in an Information Report, SB: 227; TB: 227</p>
<p>Write summaries that contain the main ideas of the reading selection and the most significant details.</p>	<p>Writing a Summary, TB: 147</p>
<p>Use varied word choices to make writing interesting.</p>	<p>Exact Words, SB: 47, 83, 119, 154–155, 191, 227; TB: 118</p>
<p>Write for different purposes and to a specific audience or person.</p>	<p>Audience and Purpose for Writing, SB: 47, 83, 119, 155, 191, 227; TRB: 32, 60, 88, 118, 146, 174</p>
<p>Standard 6 WRITING: Written English Language Conventions</p>	
<p>Students write using Standard English conventions appropriate to this grade level.</p>	
<p><i>Handwriting</i></p>	
<p>Write smoothly and legibly in cursive, forming letters and words easily that can be read by others.</p>	<p>Handwriting Models, SB: 337; TRB: 185–188</p>
<p><i>Sentence Structure</i></p>	
<p>Use simple sentences (Dr. Vincent Stone is my dentist.) and compound sentences (His assistant cleans my teeth, and Dr. Stone checks for cavities.) in writing.</p>	<p>Simple and Compound Sentences, SB: 15 Writing Sentences, SB: 28, 40, 58, 94, 106, 112, 124, 142, 148, 166, 172, 196, 200, 208; TB: 21, 40, 105, 111, 171, 207</p>

Indiana Standards 2000	Houghton Mifflin Spelling and Vocabulary © 1998-2000
<p>Create interesting, descriptive sentences, by using words that describe, explain, or connect other words, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions.</p> <ul style="list-style-type: none"> • Adjectives: <i>brown eyes, younger sisters</i> • Adverbs: <i>We walked slowly.</i> • Appositives: Noun phrases that function as adjectives, such as <i>We played the Cougars, the team from Newport.</i> • Participial phrases: Verb phrases that function as adjectives, such as <i>The man walking down the street saw the delivery truck.</i> • Prepositional phrases: <i>in the field, across the room, over the fence</i> • Conjunctions: <i>and, or, but</i> 	<p>Identifying Adjectives, SB: 112, 136, 155, 178</p> <p>Identifying Adverbs, SB: 93</p> <p>Combining Sentences using Participial and Prepositional Phrases, SB: 47, 83, 119, 155, 191, and 227.</p> <p>Conjunctions, <i>since</i>, SB: 126–128; TRB: 95–96</p>
Grammar	
<p>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>	<p>Verbs, SB: 102–104, 156–158; TB: 102A, 156A; TRB: 73–75, 191–121</p> <p>Irregular Verbs: <i>blew, threw, grew</i>, SB: 48–49; TB: 48; TRB: 34, 36; <i>brought, caught</i>, TB: 204; <i>burst</i>, SB: 72; TB: 72; <i>knew</i>, SB: 162; TB: 96; <i>put</i>, SB: 54, 56; TRB: 37, 38, 40</p> <p>Identifying Adverbs, SB: 93</p> <p>Prepositions: <i>about, behind, below</i>, SB: 192–193; TB: 192; TRB: 147, 150; <i>across</i>, TB: 198; <i>against, through</i>, SB: 216–218; TB: 216; TRB: 163–164, 166; <i>around</i>, TB: 60, 108; <i>before</i>, TB: 102; <i>between</i>, SB: 180; <i>inside, outside</i>, SB: 84; <i>into</i>, TB: 174; <i>near</i>, SB: 66; <i>off</i>, TB: 304; <i>over, to</i>, TB: 162; <i>since</i>, SB: 126, 128; TRB: 96, 98 <i>until</i>, SB: 138</p>

Indiana Standards 2000	<i>Houghton Mifflin Spelling and Vocabulary</i> © 1998-2000
<i>Punctuation</i>	
<p>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>	<p>Comma in a Direct Quotation, SB: 171, 248; TB: 171 Quotation Marks, SB: 171, 248; TB: 171 Apostrophe in Possessive Noun, SB: 57, 69, 83, 250; TB: 59, 69, 83 Apostrophe in a Contraction, SB: 219, 250; TB: 24, 219</p>
<p>Use underlining, quotation marks, or italics to identify titles of documents.</p> <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. • 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, art work, and musical compositions. 	<p>Punctuating Titles of Works, SB: 195, 248</p>
<i>Capitalization</i>	
<p>Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.</p>	<p>Capitalizing Titles, SB: 33, 47, 111, 191, 227, 249</p>
<i>Spelling</i>	

Indiana Standards 2000	<i>Houghton Mifflin Spelling and Vocabulary</i> © 1998-2000
<p>Spell correctly roots (bases of words, such as <i>unnecessary, 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 (<i>-ly, -ness, mis-, un-</i>) and syllables (word parts each containing a vowel sound, such as <i>sur _prise</i> or <i>e _col _o _gy</i>).</p>	<p>Word Roots, SB: 13, 19, 22, 31, 37, 55, 67, 73, 85, 91, 109, 127, 133, 142, 157, 175, 181; TB: 13, 19, 22, 31, 37, 55, 67, 73, 85, 91, 109, 127, 133, 142, 157, 175, 181</p> <p>Inflected Forms, SB: 102–105, 115, 156–157, 159, 186, 236, 241; TB: 84B, 86–87, 102B, 104–105, 156B, 158–159; TRB: 61–62, 64, 73, 76, 81, 119–120, 122</p> <p>Suffixes, SB: 58, 94, 100, 124, 136, 174–176, 187, 200, 242; TB: 174A–177; TRB: 131, 133, 134</p> <p>Prefixes, SB: 132–133, 137, 151, 239; TB: 132A, 135; TRB: 99–100, 102, 111</p> <p>VCCV Syllable Patterns, SB: 138–140, 144–145, 151–152, 180–182, 188, 198–199, 222, 239–240, 243–244; TB: 138A, 141, 144A, 147, 180A, 183, 198A, 201; TRB: 103, 106, 107, 110, 111, 135–136, 138, 151–152, 154</p> <p>VCV Syllable Pattern, SB: 162–163, 168–169, 186–187, 192–193, 194, 198–199, 222, 241–242, 244; TB: 162A, 165, 168A, 171, 192A, 195, 198A, 201; TRB: 123, 126, 127–128, 130, 147, 150, 151–152, 154</p>
<p>Standard 7 LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications</p>	
<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>	
<p><i>Comprehension</i></p>	
<p>Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.</p>	<p>Ask Questions, SB: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227</p>

Indiana Standards 2000	<i>Houghton Mifflin Spelling and Vocabulary</i> © 1998-2000
Summarize major ideas and supporting evidence presented in spoken presentations.	Listening for Information, TB: 12A, 18A, 24A, 30A, 36A, 48A, 54A, 60A, 66A, 72A, 84A, 90A, 96A, 102A, 108A, 120A, 126A, 132A, 138A, 144A, 156A, 162A, 168A, 174A, 180A, 192A, 198A, 204A, 210A, 216A Listening for Main Idea and Details, SB: 46, 82–83, 191, 226–227; TRB: 60, 146
Identify how language usages (sayings and expressions) reflect regions and cultures.	Regional Differences, SB: 184 Words from Spanish, SB: 148 Sayings and Expressions, SB: 68, 212
Give precise directions and instructions.	Giving Oral Directions, SB: 63, 99; TB: 15, 147
<i>Organization and Delivery of Oral Communication</i>	
Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details.	Presenting Effective Introductions and Conclusions, SB: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227
Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.	Comparing/Contrasting, SB: 82 Posing and Answering Questions, SB: 190–191; TB: 56; TRB: 146
Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.	Emphasizing Points in a Spoken Presentation, SB: 111, 119, 155, 171; TB: 34
Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.	Explaining, SB: 47, 83, 119, 155, 191, 227; TB: 47, 83, 119, 155, 191, 227
Engage the audience with appropriate words, facial expressions, and gestures.	Related Experiences: Reading Own Writing, SB: 111, 119, 155, 171; TB: 34
<i>Analysis and Evaluation of Oral and Media Communications</i>	
Evaluate the role of the media in focusing people's attention on events and in forming their opinions on issues.	Newspapers, TB: 204–209
<i>Speaking Applications</i>	

Indiana Standards 2000	<i>Houghton Mifflin Spelling and Vocabulary</i> © 1998-2000
<p>4.7.11 Make narrative (story) presentations:</p> <ul style="list-style-type: none"> • Relate ideas, observations, or memories about an event or experience. • Provide a context that allows the listener to imagine the circumstances of the event or experience. • Provide insight into why the selected event or experience should be of interest to the audience. 	<p>Storytelling, SB: 111, 119 Related: Narrative Presentations, SB: 15, 27, 33, 46–47, 51, 57, 69, 111, 118–119, 154–155, 159, 171, 177, 201, 219</p>
<p>Make informational presentations:</p> <ul style="list-style-type: none"> • Focus on one main topic. • Include facts and details that help listeners to focus. • Incorporate more than one source of information (including speakers, books, newspapers, television broadcasts, radio reports, or Web sites). 	<p>Giving Oral Reports, SB: 47, 119, 155 Facts and Details, SB: 227; TB: 227 Sources of Information, SB: 227; TB: 227</p>
<p>Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.</p>	<p>Guidelines for Holding a Discussion, SB: 46, 82, 118, 154, 191, 226</p>
<p>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.</p>	<p>Read Own Writing Aloud, SB: 47, 119, 155 Related program instruction in writing poems and stories: SB: 111, 119, and TB: 171.</p>