**General Reading Processes**

**Fluency:** Students will read orally with accuracy and expression at a rate that sounds like speech.

**Indicator Statement:** Read orally at an appropriate rate

**Objective(s):**

**Maryland Reading Voluntary Curriculum**

- **Read independent level text at a rate greater than 130 correct words read per minute** (continued)
- **Read instructional level text at a rate greater than 100 words read correctly per minute**

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<th>On Level Books, TE1:</th>
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<th>TE3:</th>
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<th>TE6:</th>
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- **Suggestions for Independent Reading, TE4:**

**Indicator Statement:** Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression

**Objective(s):**

- **Apply knowledge of word structures and patterns to read with automaticity**


- **Demonstrate appropriate use of phrasing**
**Vocabulary:** Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.

**Indicator Statement:** Develop and apply vocabulary through exposure to a variety of texts

**Objective(s):**

Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts


| SB = Student Book | TE = Teacher’s Edition | PB = Practice Book | T = Transparencies |
### Level Six

**Discuss words and word meanings daily as they are encountered in text, instruction, and conversation**


- **Classify and categorize increasingly complex words into sets and groups**
  - Classifying Vocabulary, TE1: 47F, 110, 135M

- **Explain relationships between and among words**
  - Antonyms and synonyms
    - Antonyms, TE2: R15; TE3: 271G; TE4: 427F; TE5: 473G, 541G, M34; PB: 96
  - Concept hierarchies
    - Concept hierarchies are discussed at Level Five. At this level, students learn about shades of meanings and related words.
  - Multiple meaning words
    - Multiple Meaning Words, TE1: 115F; TE4: 383G; PB: 12
    - Integrated Theme Tests, 73
  - Specialized use of vocabulary in specific content areas
    - Specialized/Technical Vocabulary, TE1: R4; TE2: 140B, 151, 188H; TE3: M20; TE4: 387I, 387J, 387R; TE5: 473F, 495G

**Indicator Statement:** Understand, acquire, and use new vocabulary

**Objectives:**

- **Use context to determine the meanings of words**
  - Above grade-level words used in context
    - Integrated Theme Tests, 13
  - Words with multiple meanings
    - Multiple Meaning Words, TE1: 115F; TE4: 383G; PB: 12
    - Integrated Theme Tests, 73
  - Connotations versus denotations
    - Connotation, TE1: 135G; TE3: 351G, M39, R23; PB: 254
    - Integrated Theme Tests, 54

**Level Six**

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<td><strong>Idioms, TE1:</strong> 63, 77, 87, R3; <strong>TE3:</strong> 257, 286, M24, R3, R5, R7, R9; <strong>TE6:</strong> 593F, 615G; <strong>PB:</strong> 215 <strong>Colloquialisms, TE5:</strong> 463, 535 <strong>Figurative Language, SB:</strong> 45, 110; <strong>TE1:</strong> 40, 43, 83, 107, 117; <strong>PB:</strong> 94; <strong>TE3:</strong> 257; <strong>TE4:</strong> 387L, 396, 443; <strong>TE5:</strong> 500</td>
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<tr>
<td><strong>Use word structure to determine the meaning of words — Assessment limit:</strong></td>
<td><strong>Prefixes and suffixes</strong></td>
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<td><strong>Prefixes, TE1:</strong> 93C, 135C, M35, R20, R21, R22; <strong>PB:</strong> 51, 98; <strong>TE2:</strong> 145, 193; <strong>TE3:</strong> 277, 308, 351C, 351E–351F, 351N, M37, M38, R20; <strong>PB:</strong> 250; <strong>TE4:</strong> 427G, 447C; <strong>PB:</strong> 47; <strong>TE5:</strong> 479, 480, 499; <strong>TE6:</strong> 554, 559, 569C, 569E, 569N, 569C, 593F, 593G, 622, M34, R16, R18, R19; <strong>PB:</strong> 176, 196</td>
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<td><strong>Suffixes, TE1:</strong> 47C, 47D, 53, 56, M34, 135C, R16, R21; <strong>PB:</strong> 16, 98; <strong>TE2:</strong> 163C, 167N, 213C–213D, M34, R14–R15, R18–R19; <strong>PB:</strong> 116, 151; <strong>TE3:</strong> 247, 277, 283, 301, 319C, 319E, 319F, 351E, 351F, M37, R20; <strong>PB:</strong> 235, 269; <strong>TE4:</strong> 368, 383C, 447C, 447M, M34, M38, R14, R16; <strong>PB:</strong> 8, 28, 47, 74; <strong>TE5:</strong> 480, 517C, 517E–517F, M33, M37, R18; <strong>PB:</strong> 127, 145; <strong>TE6:</strong> 559</td>
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<td><strong>Integrated Theme Tests, 12, 13, 33, 34, 53–54, 57, 73, 93, 96, 113, 117</strong></td>
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<td><strong>Word Roots, TE2:</strong> 145, 187J, 192; <strong>TE4:</strong> 427J, 447F; <strong>TE5:</strong> 473C, 517G, M32, 541C, 541M, R14; <strong>PB:</strong> 92, 158; <strong>TE6:</strong> 593G, 639C, M35, R22, R23; <strong>PB:</strong> 200, 226, 245</td>
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<td><strong>Base Words, TE1:</strong> 47C, 135C; <strong>TE2:</strong> 163C, 213C, R14; <strong>TE3:</strong> 283, 297C–297D, 297E–297F, 297G, 301, 319E, 319F, 351E, 351F, M38, R21; <strong>PB:</strong> 235, 269; <strong>TE4:</strong> 363, 383E, 407E, 447M; <strong>PB:</strong> 340, 386, 407E, 447M; <strong>TE6:</strong> 569E, 639E</td>
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<td><strong>Integrated Theme Tests, 33, 53, 57</strong></td>
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<tr>
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<td><strong>Compound Words, TE1:</strong> 71D; <strong>TE2:</strong> 237C, 237E–237F, M35; <strong>PB:</strong> 182; <strong>TE6:</strong> 17</td>
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<td><strong>Grade-appropriate inflectional endings</strong></td>
<td><strong>Inflected Endings, TE1:</strong> 29, 56; <strong>TE2:</strong> 187C, M34, R16–R17; <strong>PB:</strong> 136; <strong>TE3:</strong> 283, 297C, 297G, 297N, M36, M38, R16; <strong>PB:</strong> 220, 224, 270; <strong>TE4:</strong> 363, 393, 412; <strong>TE5:</strong> 495C, 499, M32, R16; <strong>PB:</strong> 112; <strong>TE6:</strong> 622</td>
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<td><strong>Integrated Theme Tests, 33, 53, 57</strong></td>
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<td><strong>Use resources to confirm definitions and gather further information about words — Assessment limit:</strong></td>
<td><strong>Electronic and/or print dictionaries</strong></td>
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<td><strong>Dictionary Skills, TE1:</strong> 71G, 93G, 135H, M36, M37; <strong>PB:</strong> 40, 55, 86; <strong>TE2:</strong> 163G, 213G, M36, M37; <strong>PB:</strong> 120, 155, 170; <strong>TE3:</strong> 319G, M39; <strong>PB:</strong> 239; <strong>TE4:</strong> 427G, M37; <strong>PB:</strong> 47; <strong>TE5:</strong> 495G, 517G, M34, M35; <strong>PB:</strong> 116, 131, 146; <strong>TE6:</strong> 615G, 639G, M37; <strong>PB:</strong> 215, 230, 246</td>
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<td><strong>Thesauruses, TE1:</strong> 71H, TE2: 187H; TE3: 271G, M38, R17; <strong>PB:</strong> 204</td>
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<td><strong>Writing New Vocabulary, TE1:</strong> 20, 40, 55, 70, <strong>TE2:</strong> 102, 120, 140, 155, <strong>TE3:</strong> 186, 204, 224, 239, 254, <strong>TE4:</strong> 12, 32, 47, 78, <strong>TE5:</strong> 96, 116, 131, 162, <strong>TE6:</strong> 180, 200, 215, 230</td>
</tr>
<tr>
<td><strong>Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression</strong></td>
<td><strong>Using Get Set to Read to Discuss Selection, TE1:</strong> 27, 51, 73, 95; <strong>TE2:</strong> 143, 169, 189; <strong>TE3:</strong> 245, 275, 299, 321; <strong>TE4:</strong> 361, TE4: 389, TE4: 409; <strong>TE5:</strong> 455, 477, 497; <strong>TE6:</strong> 549, 574, 595, 617</td>
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</table>

SB = Student Book  TE = Teacher’s Edition  PB = Practice Book  T = Transparencies
General Reading Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).
Indicator Statement: Develop and apply comprehension skills through exposure to a variety of texts, including traditional print and electronic texts

**Objective(s):**
- Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas such as race, gender, disability, religion, and socio-economic background
- Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres


**Literature By and About Asians and Asian-Americans, SB:** 52–64, 93, 112–115; TE1: 52–64, 93, 112–115


**Literature By and About Native Americans, SB:** 171–181; TE2: 171–181


**Literature By and About Multicultural Groups, SB:** 90–93, 492–495; TE1: 90–93; TE5: 492–495


**Maryland Reading Voluntary Curriculum**

- Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres (continued)


- Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations


**Indicator Statement:** Use strategies to prepare for reading (before reading)

**Objective(s):**

- Survey and preview the text

- Set a purpose for reading the text

- Make predictions and ask questions about the text

- Make connections to the text from prior knowledge and experiences

**Indicator Statement:** Use strategies to make meaning from text (during reading)

**Objective(s):**
<table>
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<th>Strategy</th>
<th>Maryland Reading Voluntary Curriculum</th>
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<td>Use own words to restate the difficult part</td>
<td>Monitor/Clarify Strategy, TE1: BTS10–BTS11; PB: 4</td>
<td></td>
</tr>
<tr>
<td>Read on and revisit the difficult part</td>
<td>Monitor/Clarify Strategy, TE1: BTS10–BTS11; PB: 4</td>
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</tr>
<tr>
<td>Skim the text to search for connections between and among ideas</td>
<td>Monitor/Clarify Strategy, TE1: BTS10–BTS11; PB: 4</td>
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<tr>
<td>Periodically summarize while reading</td>
<td>Checking Predictions, TE1: 42, 64, 86, 108, 132; TE2: 150, 156, 171, 175, 176, 177, 180, 206, 234; TE3: 264, 290, 312, 344; TE4: 376, 400, 422, 444; TE5: 466, 488, 510, 538; TE6: 551, 557, 562, 586, 608, 632</td>
<td></td>
</tr>
<tr>
<td>Visualize what was read for deeper understanding</td>
<td>Summarize/Paraphrase Selection Periodically, TE1: 37, 59, 81, 103; TE2: 151, 177, 197; TE3: 255, 285, 307, 335; TE4: 371, 397, 417; TE5: 463, 485, 505; TE6: 557, 581, 603, 629</td>
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</tr>
</tbody>
</table>

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### Maryland Reading Voluntary Curriculum

- Use a graphic organizer or another note-taking technique to record important ideas or information

**Journal, TE1:** 28, 29, 41, 42, 43, 45, 47, 48, 52, 53, 67, 75, 89, 97, 111, 121; **TE2:** 145, 159, 171, 183, 187–187L, 191, 209, 219, 226; **TE3:** 247, 267, 277, 293, 301, 315, 323, 347; **TE4:** 354, 363, 379, 391, 403, 411, 425, 430, 432, 436, 437, 440, 441; **TE5:** 457, 469, 479, 491, 499, 513, 520, 525, 529; **TE6:** 551, 565, 589, 597, 611, 619


- Explain personal connections to ideas or information in the text

**Personal Response to Literature, TE1:** 45, 67, 89, 111, 135; **TE2:** 159, 183, 209, 237; **TE3:** 267, 293, 315, 347; **TE4:** 379, 403, 425, 447; **TE5:** 469, 491, 513, 541; **TE6:** 565, 589, 611, 635

**Indicator Statement:** Use strategies to demonstrate understanding of the text (after reading)

**Objective(s):**

- Identify and explain the main idea -- Assessment limit:

  **Main ideas in the text or a portion of the text**
  **Main Idea, TE1:** 56, 92; **TE2:** 195, 211; **TE3:** 268, 270, 273, 316, 317, 346, 349; **TE4:** 369, 415, 424, 427A, 434, 427O–427R, M33, R12–R13; **PB:** 39, 41–42; **TE5:** 470, 471, 492, 505, 508, 533; **TE6:** 601, 610

  **Integrated Theme Tests, 68**

- Identify and explain what is directly stated in the text -- Assessment limit:

  **Main ideas, supporting details and other information stated in the text or a portion of the text**
  **Main Idea and Supporting Details, TE1:** 56, 92; **TE2:** 195, 211; **TE3:** 268, 270, 273, 316, 317, 346, 349; **TE4:** 369, 415, 424, 427A, 434, 427O–427R, M33, R12–R13; **PB:** 39, 41–42; **TE5:** 470, 471, 492, 505, 508, 534; **TE6:** 601, 610

  **Integrated Theme Tests, 7, 8, 10, 68, 69, 72**

- Identify and explain what is not directly stated in the text by drawing inferences -- Assessment limit:
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<th>Maryland Reading Voluntary Curriculum</th>
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<tbody>
<tr>
<td>Sequence of events in the plot or a portion of the plot, including the characters, the conflict, the climax, and the resolution</td>
<td>Sequence of Events, TE1: 43, 71, 77, 93A–93B, 93O–93R, M33, R14–R15; PB: 47, 49–50; TE2: 161, 208, 213; TE4: 397; TE5: 461, 486</td>
</tr>
</tbody>
</table>

**Draw conclusions or make generalizations about the text -- Assessment limit:**


**Paraphrase the main idea of the text -- Assessment limit:**

| Complete text or a portion of the text | Summarize/Paraphrase Selection, TE1: 37, 59, 81, 103; TE2: 151, 177, 197; TE3: 255, 285, 307, 335; TE4: 371, 397, 417; TE5: 463, 485, 505; TE6: 557, 581, 603, 629 |
| Paraphrase the main idea of the text -- Assessment limit: | Summarize/Paraphrase Selection, TE1: 37, 59, 81, 103; TE2: 151, 177, 197; TE3: 255, 285, 307, 335; TE4: 371, 397, 417; TE5: 463, 485, 505; TE6: 557, 581, 603, 629 |

**Summarize the text -- Assessment limit:**

| Sequence of events in the plot or a portion of the plot, including the characters, the conflict, the climax, and the resolution | Sequence of Events, TE1: 43, 71, 77, 93A–93B, 93O–93R, M33, R14–R15; PB: 47, 49–50; TE2: 161, 208, 213; TE4: 397; TE5: 461, 486 |

(continued)
Maryland Reading Voluntary Curriculum

Sequence of events in the plot or a portion of the plot, including the characters, the conflict, the climax, and the resolution (continued)


Integrated Theme Tests, 7, 11, 65, 67

- Connect the text to prior knowledge or personal experience -- Assessment limit:

Prior knowledge or experience that clarifies, extends, or challenges the ideas and information in the text


Comprehension of Informational Text

Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational texts.

Indicator Statement: Develop and apply comprehension skills by reading a variety of self-selected and assigned print and electronic informational texts

Objective(s):

- Read, use, and identify the characteristics of nonfiction materials to gain information and content knowledge - Assessment limit:

Textbooks

How to Read a Social Studies Article, SB: 90–93; TE1: 90–93
How to Adjust Your Rate of Reading, SB: 380–382; TE4: 380–382
Integrated Theme Tests, 3–6, 23–27, 43–47, 63–67

Appropriate reference materials


Research and historical documents

Primary and Secondary Sources, TE4: 427H
Reader’s Guide to Periodical Literature, TE2: 237H

Personal narratives

Reading a Personal Narrative, SB: 48–49; TE1: 47S–49H, R13

Diaries/journals

“The Diary of Anne Frank,” TE2: 218–225

Biographies

Lincoln: A Photobiography, TE5: R6–R7
Chuck Close, Up Close, TE5: 499–511
Franklin R. Chang-Díaz, TE6: 574–511

Newspapers

“Boy Wonder,” from St. Louis Post-Dispatch, TE1: 46–47
Reading a Newspaper, TE1: 46–47; TE5: 452B, 473H

Letters

Letters from Rifka, TE3: R6–R7
Reading a Business Letter, Transparency 2-25
Reading a Friendly Letter, Transparency 1-26

Articles

Reading a Career Article, TE6: 636–639
Reading a Newspaper Article, TE1: 46–47
Reading a Persuasive Article, TE3: 316–319
Reading a Technology Article, TE4: 404–407
Integrated Theme Tests, 83–86, 103–107

Web sites and other online materials

Web Site, TE4: 387A, 387G
Using the Internet, TE2: 213H, 237H; TE5: 495
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* Read, use, and identify the characteristics of functional documents -- Assessment limit:

### Recipes
- See lower levels for reading and using recipes.

#### Advertisements
- Media and Advertising, TE1: 35; TE2: 163H; TE4: 424; TE5: 459, 473A
- Integrated Theme Tests, 89

#### Other functional documents
- Reading Calendars, TE4: 377
- Reading Applications and Forms, TE6: 569C, 569H

#### Sets of directions

#### Science experiments
- Reading About/Performing a Science Experiment, TE2: 187BB, 190–206, 209

#### Atlases

#### Posters
- See lower levels for reading and using posters.

#### Flyers
- Writing and Reading a Travel Brochure, TE2: 208; TE6: 593BB
- Writing and Reading a Brochure about Careers, TE5: 495BB

#### Forms
- Reading Forms, TE6: 569C, 569H

#### Instructional manuals
- Writing and Reading a Class Manual, TE6: 593

#### Menus
- See lower levels for reading and using menus.

#### Pamphlets
- Writing and Reading a Class Booklet, TE1: 47L, 49G; TE4: 387G, 447L

#### Rules

#### Invitations
- Writing and Reading an Invitation, TE5: R26

* Select and read to gain information from personal interest materials, such as books, catalogues, brochures, cookbooks, magazines, and web sites


**Indicator Statement:** Identify and use text features to facilitate understanding of informational texts

**Objective(s):**

* Use print features -- Assessment limit:

| Large bold print | Large Bold Print, TE2: 199 |
| Font size/type | Font Size/Type, TE2: 199, R4 |
| Colored print | Colored Print, TE2: 199 |
| Quotation marks | Quotation Marks in Titles of Songs, Poems, Book Chapters, TE6: 639J; PB: 222 |
| Other print features encountered in informational texts | Superscript, TE5: 475L; Initials and Colons in an Interview Format, TE5: 516 |
## Maryland Reading Voluntary Curriculum

### Use graphic aids -- Assessment limit:

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### Use informational aids -- Assessment limit:

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<td>List of Materials Needed, Transparency 1–7</td>
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<td>Reading Captions, TE1: 68, 115H; TE4: 427O</td>
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<tr>
<td>Other graphic aids encountered in informational texts</td>
<td>Reading Captions, TE1: 68, 115H; TE4: 427O</td>
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### Use organizational aids -- Assessment limit:

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<th>Signal Words for Cause and Effect, TE4: 399, 407A; TE6: 559, 569A, 607</th>
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<td>End Notes, TE1: 93H</td>
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<td>Title and Subtitle, TE4: 407N, 426, R4; TE5: 470</td>
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<td>Headings, TE1: 90, 92; TE3: 268, 269, 317, 348, R8; TE4: 404, 407N, 427O, R2, R4; TE5: 470, 492, 515; TE6: 566, R2, R4</td>
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<td>Glossaries, TE1: G1–G5; TE2: G1–G5; TE3: G1–G3; TE4: G1–G3; TE5: G1–G5; TE6: G1–G5</td>
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**Use online features -- Assessment limit:**

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<td>Online Text, TE2: 213H</td>
</tr>
</tbody>
</table>

* Identify and explain the contributions of text features to supporting the main idea of the text -- Assessment limit:

**Connections between text features and meaning**

| Indicator Statement: Develop and apply knowledge of organizational structure of informational text to facilitate understanding |
| Objective(s): |

* Identify and analyze the organizational patterns of texts -- Assessment limit:

| Sequential and chronological order | Informational Text: Sequence of Events, TE1: R6–R7, R15; TE2: 161, 208, 213; TE3: 349, 351; TE4: 397; TE5: 461 |
| Description                        | Informational Text: Descriptive Language, TE6: 600, 607, 620 |
**Transition or signal words and phrases that suggest a specific organizational pattern**

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<th>Pattern Type</th>
<th>TE References</th>
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<td>Signal Words for Cause and Effect</td>
<td>TE4: 399, 407A; TE6: 559, 569A, 607</td>
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<tr>
<td>Signal Words for Fact and Opinion</td>
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<td>TE1: 107; TE3: 271A, R9</td>
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<tr>
<td>Signal Words for Sequence</td>
<td>TE1: 77, 90, 93A, 101, 115P; TE5: 473O, 495K, 503</td>
</tr>
</tbody>
</table>

**Explain how the organizational pattern clarifies and reinforces meaning and supports the author’s/text’s purpose -- Assessment limit:**

<table>
<thead>
<tr>
<th>Pattern Type</th>
<th>TE References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connections between the organizational pattern and the author’s/text’s purpose</td>
<td>Informational Text: Author’s Purpose, TE1: 93O, 93P; TE4: 361C; TE5: 453A; TE6: 603</td>
</tr>
</tbody>
</table>

**Indicator Statement:** Determine and analyze important ideas and messages in informational text

**Objective(s):**

- **Identify and explain the author’s/text’s purpose and intended audience -- Assessment limit:**
  - Purpose of the author or the text or a portion of the text (Informational Text: Author’s Purpose, TE1: 93O, 93P; TE4: 361C; TE5: 453A; TE6: 603)
  - Connections between the text and the intended audience (Informational Text: Author’s Purpose, TE1: 93O, 93P; TE4: 361C; TE5: 453A; TE6: 603)

- **Identify and explain the author’s opinion -- Assessment limit:**

- **State and support main ideas and messages -- Assessment limit:**

- **Summarize the text or a portion of text -- Assessment limit:**

- **Identify and explain information not related to the main idea -- Assessment limit:**
  - Information in the text that does not relate directly to the main idea (Nonfiction: Connecting/Comparing, TE1: 47, 66, 71, 93, 115; TE2: 152, 157, 181, 207, 224, 229; TE3: 280, 309, 328, 333; TE4: 363, 386, 391; TE5: 468, 473, 495, 517; TE6: 564, 569, 588, 593, 610, 615, 639)

- **Explain relationships between and among ideas -- Assessment limit:**
  - Sequence (Informational Text: Sequence of Events, TE1: R6–R7; TE2: 161, 208, 213; TE3: 349, 351; TE4: 397; TE5: 461)
  - Definition and example (Glossary, TE6: R6; Glossary and Map, TE2: R4)
  - Relationships between and among ideas in one or more texts (Informational Texts: Selection Connections, TE1: 23P; TE2: 136P; TE3: 239P; TE4: 354P; TE5: 448P; TE6: 542P)
### Level Six

**Relationships between and among ideas and prior knowledge in one or more texts**


### Synthesize ideas from text to form new understanding -- Assessment limit:

**Conclusions, inferences, and generalizations from one text or across multiple texts**

- **Comparing Literature, TE1:** 31, 47, 71, 88, 93, 110, 115; **TE3:** 271, 274, 314, 319; **TE4:** 378, 383, 402, 407, 427; **TE5:** 490

### New understandings based on synthesis of ideas in one or more texts

- **Comparisons between Expository Selections, TE1:** 71, 93; **TE3:** 271, 297, 319, 351; **TE4:** 383, 424, 427; **TE6:** 569, 588, 610, 615, 639

### Distinguish between a fact and an opinion -- Assessment limit:

**Facts versus opinions in one or more texts**

- **Nonfiction: Fact and Opinion, TE1:** 61, 163O–163R; **TE2:** 144, 152, 153, 156, 163A–163B, R8–R9; **PB:** 112, 114–115; **TE3:** 316, 319

### Explain how someone might use the text -- Assessment limit:

**Application of the text for personal use or content-specific use**


### Connect the text to prior knowledge or experience -- Assessment limit:

**Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text**

- **Nonfiction: Prior Knowledge, TE1:** R2, R4, R6; **TE2:** R2, R4; **TE5:** R2, R4, R6; **TE6:** R2, R4, R6

**Indicator Statement:** Analyze purposeful use of language

**Objective(s):**

- **Analyze specific words or phrases that contribute to the meaning of a text -- Assessment limit:**
  - **Significant words and phrases with a specific effect on meaning**
    - **Nonfiction Selections: Get Set to Read, TE1:** 50–51; **TE2:** 142–143; **TE4:** 360–361, 388–389, 408–409; **TE5:** 454–455, 476–477, 496–497; **TE6:** 548–549, 573–574, 594–595
  - **Figurative language**
    - **Informational Text: Figurative Language, TE4:** 396; **TE5:** 500
  - **Idioms**
    - **Informational Text: Figurative Language, TE3:** M24; **TE6:** 615G
  - **Connotations of grade-appropriate words**
    - **Informational Text: Connotation, TE3:** M39, R23
  - **Technical or content vocabulary**
    - **Informational Text: Specialized/Technical Vocabulary, TE1:** R4; **TE2:** 140B, 151, 188H; **TE4:** 387I, 387J, 387R; **TE6:** R17

- **Analyze specific language choices that create tone -- Assessment limit:**
  - **Specific words or phrases that create tone**
    - **Informational Text: Tone, TE5:** 532
  - **Tone in the text or a portion of the text**
    - **Informational Text: Tone, TE5:** 532
  - **Analyze the effect of repetition of words and phrases on meaning -- Assessment limit:**
    - **Repetition used to emphasize important ideas or information in the text**
      - **Repetition to Reinforce Ideas, TE5:** 541K
  - **Connections between repetition and meaning**
    - **Informational Text: Repetition, TE1:** R3; **TE5:** 528, 536, 540; **TE6:** 562

**Indicator Statement:** Read critically to evaluate informational text

**Objective(s):**

- **Explain whether the text fulfills the reading purpose -- Assessment limit:**
  - **Connections between the content of the text and the purpose for reading**
    - **Informational Text: Purpose for Reading, TE1:** 53, 68; **TE2:** 145, 160, 191; **TE3:** 247, 268, 316; **TE4:** 363, 391, 411, 426; **TE5:** 457, 470, 479, 492, 499, 514, 523, 525, 529, 533, 536; **TE6:** 551, 566, 575, 590, 597
**Comprehension of Literary Text:** Students will read, comprehend, interpret, analyze, and evaluate literary texts.

**Indicator Statement:** Develop and apply comprehension skills by reading and analyzing a variety of self-selected and assigned literary texts

**Objective(s):**

- **Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods**
  - Reading and Interpreting a Play, **SB:** 218–225, 226–235; **TE2:** F216–F225; F226–F235
  - Reading and Interpreting Poetry, **SB:** 118–135; **TE1:** F118–F119, F120–F127, F128–F133; **TE2:** 184–187; **TE3:** 294–297

- **Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods (continued)**

---

**Analyze changes or additions to the structure and features of the text that would make the text easier to understand -- Assessment limit:**

- Connections between effectiveness of format and text features in clarifying the main idea of the text
  - Related: Text Organization, **TE2:** 198, 199, 213A–213B, 213O–213R, R12–R13; **TE4:** 421; **TE6:** 593

- Connections between effectiveness of organizational pattern and clarity of the main idea
  - Related: Text Organization, **TE2:** 198, 199, 213A–213B, 213O–213R, R12–R13; **TE4:** 421; **TE6:** 593

---

**Analyze the text and its information for reliability -- Assessment limit:**

- Connections between the credentials of the author and the information in the text
  - Evaluating Information, **TE2:** 187H, 213H; **TE5:** 473H

- Factual basis of the information in the text
  - Evaluating Information, **TE2:** 187H, 213H; **TE5:** 473H

- Currency of the information in the text
  - Evaluating Information, **TE2:** 187H, 213H; **TE5:** 473H

---

**Determine and explain whether or not the author’s argument or position is presented fairly -- Assessment limit:**

- Connections between the main idea and the reader’s understanding
  - Bias and Assumption, **TE3:** 271H; **TE4:** 358B, 358A, 383A–383B, M32, R8–R9; **TE6:** 555, 569O, 569P, 639H

- Evidence of equal treatment of opposing points of view
  - Bias and Assumption, **TE3:** 271H; **TE4:** 358B, 358A, 383A–383B, M32, R8–R9; **TE6:** 555, 569O, 569P, 639H

---

**Identify and explain information not included in the text that would have clarified the author’s point -- Assessment limit:**

- Connections between the main idea and information not included in the text
  - Evaluating Information, **TE2:** 187H, 213H; **TE5:** 473H

---

**Identify and explain language intended to persuade the reader -- Assessment limit:**

- Significant words and phrases that have an emotional appeal
  - Determine Audience Appeal, **TE6:** R15

- Effectiveness of words and phrases used to persuade the reader
  - Reading a Persuasive Article, **TE3:** 316–319
**Maryland Reading Voluntary Curriculum**  

<table>
<thead>
<tr>
<th>Activity</th>
<th>Pages/Excerpts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to critically, read, and discuss a variety of literary forms and genres</td>
<td>Reading an Autobiography, SB: 457–467, 479–489; TE5: 457–467, 479–489</td>
</tr>
<tr>
<td></td>
<td>Reading Classic Literature, TE5: 171–181, 184–187</td>
</tr>
<tr>
<td></td>
<td>Reading a Biography, TE5: 498–511, TE6: 574, 593B</td>
</tr>
<tr>
<td></td>
<td>Historical Fiction, TE3: 246–264, TE4: 362</td>
</tr>
<tr>
<td></td>
<td>Reading Realistic Fiction, TE3: 301–313, 322–344</td>
</tr>
<tr>
<td></td>
<td>Reading a Mystery, TE2: 190–206</td>
</tr>
<tr>
<td></td>
<td>Reading Realistic Fiction, TE3: 301–313, 322–344</td>
</tr>
<tr>
<td></td>
<td>Reading Short Stories, TE1: 74–86</td>
</tr>
</tbody>
</table>

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**Objective(s):**

- **Listen to critically, read, and discuss a variety of literary forms and genres**
  - Reading Classic Literature, TE5: 171–181, 184–187
  - Reading a Biography, TE5: 498–511, TE6: 574, 593B
  - Historical Fiction, TE3: 246–264, TE4: 362
  - Reading Realistic Fiction, TE3: 301–313, 322–344
  - Reading a Mystery, TE2: 190–206
  - Reading Realistic Fiction, TE3: 301–313, 322–344
  - Reading Short Stories, TE1: 74–86

**Indicator Statement:** Analyze text features to facilitate understanding of literary texts

**Objective(s):**

- **Identify and explain how organizational aids contribute to meaning -- Assessment limit:**
  - **Title of the book, story, poem, or play**
  - **Chapter Titles, TE2:** R2, R4, R6; TE5: 475J, 475O; TE6: 639J, R8

- **Subtitles, subheadings**
  - **Title and Subtitle, TE4:** 407N, 426, R4; TE5: 470
  - **Headings, TE1:** 90, 92; TE3: 268, 269, 317, 348, R8; TE4: 404, 407N, 427O, R2, R4; TE5: 470, 492, 515; TE6: 566, R2, R4

- **Identify and explain how print features contribute to meaning -- Assessment limit:**
  - **Illustrations**
    - Fiction: Illustrations, TE1: R2; TE3: 251, 267, M11
  - **Punctuation**
    - Fiction: Punctuation, TE1: 93O, 93Q115O, ; TE2: 144; TE3: 246, 322
  - **Print features**
    - Fiction: Chapter Headings, TE1: R2
    - Fiction: Chapter Titles, TE2: R6
    - Fiction: Date-and-Place Headings, TE3: R6
    - Fiction: Headings, TE4: R4
    - Fiction: Introduction, TE1: 28, 74, R2; TE2: 144; TE3: 246, 322

- **Footnoted words and phrases**
  - Footnoted words and phrases are not included.

- **Biographical information about the author**
  - Fiction: Meet the Author, TE1: 28, 96; TE2: 144; TE3: 265, 300, 345; TE6: 618

**Indicator Statement:** Analyze elements of narrative texts to facilitate understanding and interpretation

**Objective(s):**

- **Identify and use structural features to distinguish among types of narrative text -- Assessment limit:**
  - **Short stories, realistic fiction, historical fiction, science fiction, folklore, fantasy, essays, personal narratives, biographies, autobiographies**
    - Read/Interpret a Short Story, TE3: 301–313
    - Listen to an Essay, TE1: 49S–49T, 93CC–93DD
    - Read/Interpret a Personal Narrative, TE1: 48–49
    - Read/Interpret a Biography, TE5: 499–511, 574–587
    - Read/Interpret an Autobiography, TE5: 457–467, 479–489
    - Plays
    - Poetry

- **Analyze the conflict and the events of the plot -- Assessment limit:**
  - Narrative text with exposition, rising action, climax, and resolution
    - Internal and/or external conflicts or conflicts between characters and external forces
    - Conflict, TE3: 319A–319B, 351N
  - Immediate time and place of the action as well as its larger context
<table>
<thead>
<tr>
<th>Connections among the characters, the setting, and the mood</th>
<th>Setting Connections, TE1: 30, 31, 83; TE2: 226; TE3: 258, 300, 309, 319A–319B, R11; PB: 231, 233–234; TE6: 620, 623</th>
</tr>
</thead>
</table>

- **Analyze the characterization -- Assessment limit:**
  - What other characters say about them
  - What characters say, do, and think
    - Character Traits Revealed through Actions, TE1: 40, 47A, 56, 57, 58, 63, 76; TE2: 170, 173, 175, 180, 192, 237A; TE3: 310, 324; TE4: 396, 414; TE5: 458; TE6: 576, 578, 584, 634
    - Character Traits Revealed through Dialogue, TE1: 58, 60, 100; TE2: 180, 237A; TE3: 248, 265, 271, 336, 340; TE4: 358A, 434; TE5: 462

- **Analyze relationships between and among characters and events -- Assessment limit:**
  - Connections between and among characters
    - Selection Connections, TE1: 23P; TE2: 136P; TE3: 259P; TE4: 354P; TE5: 448P; TE6: 542P
  - Cause-effect relationships between characters’ actions and the results of those actions
    - Cause-effect relationships between and among events
  - Identify and explain how the actions of the character(s) affect the plot -- Assessment limit:
    - Connections between the actions of the characters and the outcome of the plot
  - Analyze conflicts that motivate characters and those that advance the plot -- Assessment limit:
    - Conflicts that affect characters’ actions
    - Conflicts that advance the action of the plot
      - Character Actions, TE1: 40, 47A, 56, 57, 58, 63, 76; TE2: 170, 173, 175, 180, 192, 237A; TE3: 310, 324; TE4: 396, 414; TE5: 458; TE6: 576, 578, 584, 634
  - Identify and explain the author’s approach to issues of time in a narrative -- Assessment limit:
    - Flashback
      - See Level Five for flashback.
  - Identify and explain the point of view -- Assessment limit:
    - Narrator of the story
      - Narrator, TE1: 76, 131; TE3: 325, R2
    - First versus third person limited or omniscient point of view
      - First-Person Point of View, TE2: 141B; TE3: 325, 331, M10; TE5: 524
      - Third-Person Point of View, TE3: 325

**Indicator Statement:** Analyze elements of poetry to facilitate understanding and interpretation.

**Objective(s):**
- Use structural features to distinguish among types of poems -- Assessment limit:
  - Types of poems, such as haiku, form/shape poetry, cinquain, etc.
    - Haiku, TE1: 129
    - Lyric and Narrative Poetry, TE1: 123
  - Identify and explain the meaning of words, lines, and stanzas -- Assessment limit:
    - Specific meaning of words, lines, and/or stanzas
  - Speaker versus the poet
    - Narrator of a Poem, TE1: 131
  - Identify and explain how sound elements of poetry contribute to meaning -- Assessment limit:
    - Rhyme, rhyme scheme
      - Rhyme and Rhyming Words, TE1: 118, 122, 135A; TE2: 187
    - Rhythm
      - Rhythm, TE1: 118, 122, 135A
    - Alliteration
      - Alliteration, TE1: 125; TE2: 187

SB = Student Book  TE = Teacher’s Edition  PB = Practice Book  T = Transparencies
Indicator Statement: Analyze elements of drama to facilitate understanding

Objective(s):

- Use structural features to distinguish among types of plays -- Assessment limit:
  - Cast, stage directions
  - Acts, scenes, prologues

- Identify and explain the action of scenes and acts -- Assessment limit:
  - Specific actions and events that occur in one or more scenes
  - Interrelationships of scenes and acts to advance the action

- Identify and explain how stage directions create character and movement -- Assessment limit:
  - Connections between the stage directions and the physical movement of the characters

- Identify and explain stage directions and dialogue that help to create character -- Assessment limit:
  - Connections among the stage directions, the character's lines, and how the character delivers those lines

Indicator Statement: Determine important ideas and messages in literary texts

Objective(s):

- Analyze main ideas and universal themes -- Assessment limit:
  - Main idea of the text or a portion of the text
  - Literal versus interpretive meanings of a text or a portion of text
  - Experiences, emotions, issues, and ideas in a text that give rise to universal themes

- Analyze similar themes across multiple texts -- Assessment limit:
  - Messages, morals, or lessons learned across texts

- Paraphrase the text -- Assessment limit:
  - Restatement of the text or a portion of the text in student's own words

- Summarize the text -- Assessment limit:
  - Sequence of events in the plot or a portion of the plot, including the characters, the conflict, the climax, and the resolution

- Identify and explain personal connections to the text -- Assessment limit:
### Connections between personal experiences and the theme or main ideas
- **Fiction:** Personal Response, TE1: 45, 89, 111; TE2: 183; TE3: 267, 293, 315, 347; TE4: 403; TE6: 635

### Explain the implications of the text for the reader and/or society -- Assessment limit:
- **Fiction:** Personal Response, TE1: 45, 89, 111; TE2: 183; TE3: 267, 293, 315, 347; TE4: 403; TE6: 635

**Indicator Statement:** Analyze the author’s purposeful use of language

**Objectives:**
- **Analyze specific words and phrases that contribute to the meaning of a text -- Assessment limit:**
  - **Significant words and phrases with a specific effect on meaning**
    - **Writer’s Craft, TE1:** 79; **TE2:** 186, F223, F227, F231; **TE3:** 287, 318, 337; **TE4:** F443, **TE5:** F527, F535, F537
  - **Connotations of grade-appropriate words and phrases in context**
    - **Connotation, TE3:** 351G, M39, R23
  - **Denotations of above grade-level words used in context**
    - See Level Five for denotation.
- **Analyze words and phrases that create tone -- Assessment limit:**
  - **Tone in the text or a portion of the text**
    - Eerie and Ominous Tone, TE6: 620
    - Tone, TE5: 532
  - **Specific words and phrases that create tone**
    - Eerie and Ominous Tone, TE6: 620
    - Tone, TE5: 532
- **Identify and explain figurative language that contributes to meaning -- Assessment limit:**
  - **Connections between figurative language and meaning**
    - **Figurative Language, TE1:** 40, 43, 83, 107, 117J; **TE3:** 257; **TE4:** 396, 443; **TE5:** 500
  - **Figurative language in increasingly complex text**
    - **Figurative Language, TE1:** 40, 43, 83, 107, 117J; **TE3:** 257; **TE4:** 396, 443; **TE5:** 500
- **Analyze how sensory language contributes to meaning -- Assessment limit:**
  - **Specific words and phrases that create sensory images**
    - **Sensory Language, TE3:** 273
- **Analyze how repetition and exaggeration contribute to meaning -- Assessment limit:**
  - **Connections between repetition and/or exaggeration and meaning**
    - **Repetition, TE1:** 118, 135A, R2; **TE3:** 332; **TE5:** 528, 536, 540; **TE6:** 562

**Indicator Statement:** Read critically to evaluate literary texts

**Objectives:**
- **Determine and explain the plausibility of the characters’ actions and the plot -- Assessment limit:**
  - **Connections between how characters are portrayed and the plausibility of their actions**
    - **Fiction:** Selection Connections, TE1: 23P; **TE2:** 136P; **TE3:** 239P; **TE4:** 354P, **TE5:** 448P, **TE6:** 542P
  - **Connections among the plot, the characters, and the plausibility of the outcome**
    - **Connections among Plot, Character, Outcome, TE1:** 23P; **TE2:** 136P; **TE3:** 239P; **TE4:** 354P, **TE5:** 448P; **TE6:** 542P
- **Identify and explain questions left unanswered by the text -- Assessment limit:**
  - **Questions and predictions about events, situations, and conflicts that might occur if the text were continued**
    - **Writing a Story Sequel, TE2:** 158
- **Identify and explain the relationship between a literary text and its historical and social context -- Assessment limit:**
<table>
<thead>
<tr>
<th>Maryland Reading Voluntary Curriculum</th>
<th>Houghton Mifflin Reading © 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature By and About Asians and Asian-Americans, SB: 52–64, 93, 112–115; TE1: 49U–49X, 52–64, 93, 112–115</td>
<td></td>
</tr>
<tr>
<td>Literature By and About Native Americans, SB: 171–181; TE2: 171–181</td>
<td></td>
</tr>
</tbody>
</table>

Writing:

* Students will compose effective expressive, informational, and persuasive writing.

** Indicator Statement:** Use the writing process to respond to teacher-created prompts involving reactions to literary passages and/or real-life situations

**Objective(s):**

- **Generate and narrow topics by considering purpose, audience, and form with a variety of strategies, such as webbing/listing, free writing, technology-assisted processes**
  - Audience and Purpose for Writing, TE1: 49A; TE2: 167A; TE4: 383K, 387A, 387B; TE5: 475A

- **Select, organize, and develop ideas by**

- **Compose for a specific audience and/or purpose**
  - Audience and Purpose for Writing, TE1: 49A; TE2: 167A; TE4: 383K, 387A, 387B; TE5: 475A

- **Revise texts for clarity and completeness, according to topic, purpose, audience, and form**

- **Edit and proofread writing**

- **Prepare writing for publication**

**Indicator Statement:** Write to express personal ideas

**Objective(s):**
### Level Six

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<table>
<thead>
<tr>
<th>MDV</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Express personal ideas in writing</strong></td>
<td>Personal Response to Literature, TE1: 45, 67, 89, 111, 135; TE2: 159, 183, 209, 237; TE3: 267, 293, 315, 347; TE4: 379, 403, 425, 447; TE5: 469, 491, 513, 541; TE6: 565, 589, 611, 635</td>
</tr>
<tr>
<td><strong>Write a variety of forms for personal expression</strong></td>
<td>Writing a Personal Narrative, TE1: 47–49H, R13</td>
</tr>
<tr>
<td><strong>Avoid plagiarism by crediting sources when paraphrasing, summarizing, and quoting</strong></td>
<td>Citing Sources without Plagiarism, TE5: 387, 387D</td>
</tr>
<tr>
<td><strong>Avoid plagiarism by crediting sources when paraphrasing, summarizing, and quoting</strong></td>
<td>Citing Sources without Plagiarism, TE6: 571D</td>
</tr>
<tr>
<td><strong>Use note-taking to assist listening when appropriate</strong></td>
<td>Take Notes from an Oral Presentation, TE5: 473N</td>
</tr>
<tr>
<td><strong>Maintain visual contact with the speaker</strong></td>
<td>Making Eye Contact with Speaker, TE6: 639N</td>
</tr>
<tr>
<td><strong>Maintain focus by identifying and managing barriers to listening</strong></td>
<td>Tips for Listening, TE1: 111; TE3: 293, 315, 319N; TE4: 383N, 407N, 447N; TE5: 473N; TE6: 569N, 639N</td>
</tr>
</tbody>
</table>

**Indicator Statement:** Write to inform

**Objective(s):**

**Produce effective informative writing**

| TE5: 541K–541L; TE6: 569S–569T, 570–571H, 593BB, 639K |

**Indicator Statement:** Write to persuade

**Objective(s):**

**Produce effective persuasive writing**

| TE5: 541K–541L; TE6: 569S–569T, 570–571H, 593BB, 639K |

**Listening**

**Indicator Statement:** Apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purposes

**Objective(s):**

**Attend to the speaker**

| Listening Attentively and Respectfully, TE1: 111; TE3: 315; TE6: 639N |
| Ask Clarifying Questions, TE3: 297H, 315 |

**Contribute relevant comments**


**Relate prior knowledge**


**Use note-taking to assist listening when appropriate**

| Take Notes from an Oral Presentation, TE5: 473N |

**Maintain visual contact with the speaker**

| Making Eye Contact with Speaker, TE6: 639N |

**Maintain focus by identifying and managing barriers to listening**

**Level Six**

**Maryland Reading Voluntary Curriculum**

**Objective(s):**

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<thead>
<tr>
<th>Indicator Statement</th>
<th>Objective(s):</th>
</tr>
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<tbody>
<tr>
<td><strong>Make inferences or draw conclusions based on the presentation</strong></td>
<td>Listen to Make Inferences, TE2: 167S–167T; TE3: 273S–273T; Listen to Draw Conclusions, TE6: 615CC–615DD</td>
</tr>
<tr>
<td><strong>Determine a speaker's attitude through verbal and non-verbal cues, such as tone of voice, inflections, body language, facial expressions</strong></td>
<td>Body Language, Facial Expressions, TE3: 251; Guidelines for Non-Verbal Contact, SB: 89; TE3: 351N</td>
</tr>
<tr>
<td><strong>Explain how the effects of language contribute to meaning</strong></td>
<td>Listening to Determine Propaganda Techniques, TE5: 473A; Listening to Poetry, TE3: 293, 296; Listening to Recognize Bias, TE6: 615CC, 615DD</td>
</tr>
<tr>
<td><strong>Provide constructive feedback to speakers concerning the delivery as well as its overall impact upon the listeners</strong></td>
<td>Guidelines for Giving/Receiving Feedback, TE2: 213N; TE4: 383N</td>
</tr>
</tbody>
</table>

**Speaking**

**Indicator Statement:** Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.

**Objective(s):**

<table>
<thead>
<tr>
<th>Indicator Statement</th>
<th>Objective(s):</th>
</tr>
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<tbody>
<tr>
<td><strong>Identify the purpose, audience, and setting for a presentation</strong></td>
<td>Audience and Purpose for Speaking, TE5: 495N, 541A–541B, 541N; TE6: 615N; Making an Oral Presentation, TE1: R9; TE2: R9; TE3: M19, M29; TE4: M7; TE5: 501</td>
</tr>
<tr>
<td><strong>Identify the needs and perspectives of the audience</strong></td>
<td>Audience for Speaking, TE5: 495N, 541A–541B, 541N; TE6: 615N</td>
</tr>
<tr>
<td><strong>Select and plan for appropriate use of visual aids</strong></td>
<td>Engaging Audience through Visual Aids and Verbal Cues, TE1: 47G; TE2: R9; TE4: 383N, TE5: 501</td>
</tr>
<tr>
<td><strong>Select the topic of an oral presentation</strong></td>
<td>Topic an Oral Presentation, TE1: R9; TE2: R9; TE3: M19, M29; TE4: M7; TE5: 501</td>
</tr>
<tr>
<td><strong>Gather/construct adequate support</strong></td>
<td>Gather Information for Oral Reports, TE1: 47G, 71, 71H; TE2: 213N, TE3: 347; TE4: 429I</td>
</tr>
<tr>
<td><strong>Identify and use a variety of organization structures, such as narrative, cause and effect, chronological order, description, main idea and detail, problem/solution, question/answer, comparison and contrast</strong></td>
<td>Making an Oral Presentation, TE1: R9; TE2: R9; TE3: M19, M29; TE4: M7; TE5: 501; Organizing an Oral Presentation, TE1: 47N, 93N, 115N, R9, R13; TE2: 163N, 187N, 213N, R9, R13; TE3: M19, M29; TE4: 383N, M7; TE5: 495N, 501; TE6: 593N, 615N</td>
</tr>
</tbody>
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