

Standard	Kindergarten	Grade One	Grade Two	Grade Three
Standard 1: Students will read, write, listen, and speak for information and understanding.				
As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.				
Listening and Reading				
1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.				
Students:				
<ul style="list-style-type: none"> gather and interpret information from children’s reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such forms as charts, graphs, maps, and diagrams 	<p>Reference Books, TE2: T19, T41, T73, T127, T137; TE3: T117, T141</p> <p>Magazines, TE1: T78; TE3: T149; TE4: T40; TE5: T19, T133; TE6: T73; TE7: T19; TE8: T145</p> <p>Textbooks, TE1: T34–T35, T78–T79; TE2: T40–T41, T94–T95; TE3: T42–T43, T98–T99; TE4: T40–T41, T94–T95; TE5: T40–T41, T94–T95; TE6: T40–T41, T96–T97; TE7: T40–T41, T96–T97; TE8: T40–T41, T94–T95; TE9: T42–T43, T96–T97; TE10: T40–T41, T96–T97</p> <p>Audiotapes, TE1: T41, T105; TE2: T2, T12, T66, T120; TE3: T12, T68, T92, T124; TE4: T12, T66, T120; TE5: T12, T66, T120; TE6: T12, T66, T120, T128; TE8: 3, T12; TE9: T12, T68, T81, T122; TE10: T12, T66, T122</p> <p>Charts, TE3: T15, T71; Graphs, TE2: T14; Diagram, TE7: T79</p> <p style="text-align: right;">(continued)</p>	<p>Reference Books, TE3: T19, R32; TE5: T83; TE8: T72, T74</p> <p>Magazines, I.1: TE2: T19; I.2:TE3: T56, R32; TE4: T131; I.4: TE8: T72, T74</p> <p>Textbooks, I.3: SB: 46–49, 82–85, 106–109, 156–159, 186–189; TE5: T61, T127, T183; TE6: T59, T123; I.4: SB: 72–75, 152–155; TE7: T123; TE8: T59; I.5: SB: 44–47, 112–115, 222–223; TE9: T59, T183; TE10: T93, T179</p> <p>Using the Internet for Research, I.3: SB: 44, 216; TE5: T53; I.4: SB: 150, 178; TE8: T51, T115</p> <p>Audiotapes, TE1: T49, T61, T121, T183; TE2: T3, T5, T61, T109; TE3: T105; TE4: T3; TE5: T3, T5; TE6: T47, T111; TE7: T2; TE8: T3, T5; TE9: T3, T5, T45, T111, T167; TE10: T47, T111, T169</p> <p>Charts, TE1: T39, T58, T70, T100, T118, T158, T160, T192; TE3: T24; TE6: T69; TE8: T101; TE10: T179, R24;</p> <p style="text-align: right;">(continued)</p>	<p>Reference Books, 2.1: TE1: 79, 79F, 111E, 111F; TE2: 177F, 189, 200; TE3: 263, 367; 2.2: TE4: 57C, 77, 84, 87P</p> <p>Magazines, 2.1: TE1: 111E, 111F; 2.2: TE4: 57C</p> <p>Textbooks, 2.1: SB: 38–41, 76–79, 150–153, 176–177, 206–209, 260–263, 332–335; 2.2: SB: 54–55, 112–115, 180–181, 218–221, 292–295, 322–325, 366–369, 396–397</p> <p>Using the Internet for Research, 2.1: TE1: 111E; 2.2: TE4: 57C, 84, 115</p> <p>Audiotapes, 2.1: TE1: R38; TE2: 122, 158, 180; TE3: 226E, R54; 2.2: TE4: 10E, R42; TE5: 221O–221P</p> <p>Multimedia Resources, 2.1: TE2: 153; 2.2: TE5: 221E–221F; TE6: 396–397</p> <p>Guidelines for Interviewing, 2.2: TE4: 55E–55F</p> <p>Charts, 2.1: TE1: 41E–41F, 48;</p> <p style="text-align: right;">(continued)</p>	<p>Reference Books, 3.1: TE2: 157, 157C, 157D, 231; TE3: 315, 347, 373D; 3.2: TE4: 40, 43C</p> <p>Magazines, 3.1: TE2: 157C–157D; 3.2: TE4: 40, 43C</p> <p>Textbooks, 3.1: SB: 48–51, 88–91, 118–121, 154–157, 182–185, 204–205, 230–231, 286–287, 312–315, 344–347, 370–373; 3.2: SB: 36–39, 66–69, 96–99, 134–135, 164–167, 202–205, 274–277, 304–307, 336–339</p> <p>Using the Internet for Research, 3.1: TE1: 18; TE2: 157, 157D; TE3: 315, 343, 347; 3.2: TE4: 39C, 39D, 40, 43C, 69</p> <p>Multimedia Resources, 3.1: TE3: 287D; 3.2: TE4: 39C–39D, 69O, 69P; TE5: 137C–137</p> <p>Guidelines for Interviewing, 3.1: TE2: 185C, 185D</p> <p>Charts, 3.1: TE3: 373C; Graphs, 3.1: TE3: 373C–373D; 3.2: TE4: R27;</p> <p style="text-align: right;">(continued)</p>

SB = Student Book

TE = Teacher’s Edition

PB = Practice Book

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<ul style="list-style-type: none"> gather and interpret information from children’s reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such forms as charts, graphs, maps, and diagrams 	See preceding page.	(continued) Graphs, SB1.5: 43; TE6: T98; TE9: T51; TE10: T42; Reading a Picture Map, TE4: R30; How to Read a Diagram, 1.4: SB: 72–75; TE7: T123	Graphs, 2.1: TE2: 177E–177F, 209; 2.2: TE5: F283; Maps, 2.1: TE1: 75; TE2: 153E–153F; TE3: 335J; 2.2: SB: 54–55; TE4: 54–55; Diagrams, 2.1: SB: 260–263; TE1: 79E–79F; TE3: 260–263; 2.2: TE4: 67	Maps, 3.1: TE1: 14A, 91U, 118–121; TE2: 160A, 186A; TE3: 260A, 290A, 311, 315C–315D; 3.2: TE4: 39N, 67; Diagrams, 3.1: TE1: 117; TE2: 231; TE5: 134, 135
<ul style="list-style-type: none"> select information appropriate to the purpose of their investigation and relate ideas from one text to another 	Students relate texts at Levels One through Two	Locating Information, TE8: R25 Evaluating Information, TE5: T137	Locating Information, 2.1: TE1: 111E–111F; TE2: 177F, 189 Evaluating Information for Accuracy, 2.2: TE4: 57C	Locating Information, 3.1: TE1: 51C, 51D, 51J; TE2: 157C–157D; TE3: 314, 347C, 347D; 3.2: TE4: 43C, 69P Evaluating Information, 3.1: TE2: 156; TE3: 347D; 3.2: TE4: 39C, 39D, 40, 43C
<ul style="list-style-type: none"> select and use strategies they have been taught for note-taking, organizing, and categorizing information 	Draw/Write to Record Information, TE3: T25, T39, T46, T102 Categorize and Classify, TE3: T141; TE5: T126, T127, T144, T145, T152; TE9: T85, T118, T128, T129, T138, T139, T146, T147, T154; PB: 133, 139, 157, 273, 279	Draw/Write To Record Information, 1.1: TE1: T67 Organizing Information, 1.4: TE8: R26 Categorize and Classify, 1.2: TE3: T134, T150–T151, T159, T161, T163, T164, T165, T178, R30–R31; TE4: T49, T50, T106; 1.4: TE7: T181, F5; TE8: T22, T45, T47, T48, T50, T52–T53, T66, T114, T168, T172, R18–R19	Taking Notes, TE2: 205; TE3: 292–295, 295M–295N; 2.2: TE4: 55E, 110; TE5: 261E–261F Organizing Information, 2.1: TE2: 153O–153P Categorize and Classify, 2.1: TE1: 36; TE2: 178E–178F, 179, 193, 205, 209, 209A–209B, R24–R25; TE3: 249, 258; 2.2: TE4: 52; PB: 2.1: 113–114	Note Taking, 3.1: SB: 154–157; TE2: 154–157, 157P, 185C, 185D, 185O, 205C–205D; TE3: 320; 3.2: TE4: 39M–39N, 39P, 40 Outlining, 3.1: TE2: 159D, 231C–231D; 3.2: TE4: 40; Organization of Information, 3.1: TE1: 121C–121D; Ordering Information Details, 3.2: TE6: 277N Categories Chart, 3.1: TE1: 89, 91; TE2: 159V, 161C, 163, 169, 170, 178, 185A, 185B
<ul style="list-style-type: none"> ask specific questions to clarify and extend meaning 	Ask Clarifying Questions, TE4: T11; TE5: T116; TE8: T62; TE10: T10	Listening to Ask Clarifying Questions, TE6: T86; TE7: T156; TE9: T156	Guidelines for Asking Clarifying Questions, 2.1: TE1: 111O, 111P; 2.2: TE4: 87P	Guidelines for Asking Clarifying Questions, 3.1: TE1: 51P; 3.2: TE4: 90O

- make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words

Prior Knowledge, TE1: T10, T16, T29, T52, T104; **TE2:** T18, T62, T72, T94, T116; **TE4:** T18, T94, T116; **TE5:** T72, T94, T126, T136, T144, T145; **TE7:** T18, T40, T62, T72, T118, T128, T138; **TE8:** T10, T18, T40, T62, T72, T94, T136, T144, T145; **TE9:** T42, T96, T128, T138, T146; **TE10:** T18, T41, T72, T96

Sentence Building, TE2: T68, T76, T78, T105, T122, T124, T132, T155; **TE3:** T24, T80, T136; **TE4:** T14, T22, T24, T51, T61, T78, T105, T122, T132; **TE5:** T78, T132; **TE6:** T24, T78, T132; **TE7:** T22, T24, T51, T68, T76, T78, T107, T124, T132, T134, T149; **TE8:** T14, T22, T24, T51, T76, T78, T97, T105, T122, T130, T132, T155; **TE9:** T24, T80, T134; **TE10:** T14, T22, T24, T43, T78

Decoding, TE2: T61, T66, T67, T71, T74, T75, T88, T89, T92, T96, T97, T99, T101, T104, T121, T128, T147, T154; **TE3:** T17, T45, T52, T68–T69, T73, T76–T77, T83, T92–T93, T100–T101, T108, T158; **TE4:** T12, T13, T20, T34, T42, T67, T74, T121, T128–T129, T146; **TE5:** T66–T67, T74–T75, T96, T120–T121, T128–T129, T138, T146; **TE6:** T12–T13, T20–T21, T42, T66–T67, T74–T75; **TE7:** T12, T20–T21, T26, T42, T67, T74, T123, T130–T131, T140, T156; **TE8:** T13, T20, T21, T128, T129, T138, T146; **TE9:** T13, T69, T76, T90; **TE10:** T13, T20–T21, T34, T66–T67, T74, T75, T90, T98, T130, T131; **PB:** 49, 52, 59, 62, 69, 71, 77, 80, 87, 90, 98, 100, 101, 107, 117, 128, 137, 147, 158, 167, 177, 187, 197, 207, 227, 237, 247, 257, 267, 277, 287, 297, 305–307

Prior Knowledge, TE1: T46, T106, T142; **TE2:** T58, T120; **TE3:** T78; **TE4:** T46, T78, T90, T102, T158; **TE5:** T33, T88, T97, T98, T99, T155, T156, T157, T168, F2; **TE6:** T44; **TE7:** T106; **TE8:** T22, T44, T108, T164; **TE9:** T108, F2 **TE10:** T108, T144–T145

Structural Analysis, TE7: T24, T58–T59, T86–T88, T124–T125, T144–T146, T182–T183; **TE9:** T24, T60–T61, T88–T90, T124–T125, T144–T146, T184

Context Clues, TE1: T29, T41, T89, T101, T131, T149, T161, T193; **TE2:** T29, T41, T89, T101, T153, T165; **TE3:** T29, T41, T67, T85, T97, T123, T141, T153, T179; **TE4:** T29, T41, T67, T85, T97, T123, T141, T153, T179; **TE5:** T27, T39, T69, T93, T105, T135, T151, T163, T191; **TE6:** T27, T39, T67, T91, T103, T131, T145, T157, T187; **TE7:** T25, T37, T65, T89, T101, T131, T147, T159, T189; **TE8:** T27, T39, T67, T91, T103, T131, T147, T159, T191; **TE10:** T27, T39, T69, T91, T103, T133, T149, T161, T187

Decoding, TE2: T29, T41, T71, T89, T101, T135, T153, T165, T197; **TE3:** T29, T41, T67, T85, T97, T123, T141, T153, T179; **TE4:** T29, T41, T67, T85, T97, T123, T141, T153, T179; **TE5:** T27, T39, T69, T105, T135, T151, T163, T191; **TE6:** T27, T39, T67, T91, T103, T131, T145, T157, T187; **TE7:** T25, T37, T65, T89, T101, T131, T147, T159, T189; **TE8:** T27, T39, T67, T91, T103, T131, T147, T159, T189; **TE9:** T25, T37, T67, T91, T103, T131, T147, T159, T191; **TE10:** T27, T39, T69, T91, T103, T133, T149, T161, T187

Prior Knowledge, 2.I: **TE1:** 13A, 44E, 48, 80E; **TE2:** 117A, 156E, 177A, 178E; **TE3:** 229A, 261, 266E, 296E, 336E; **2.2:** **TE4:** 13A, 58E, 88E; **TE5:** 121A, 154E, 182E, 222E; **TE6:** 287A, 328E, 370E

Structural Analysis, 2.I: **TE1:** 41C, 79D; **TE2:** 153I–153J; **TE3:** 230B, 263C–263D, 266H, 296H, 336H, R6–R7, R10–R11, R14–R15, R18–R19; **PB:** 10, 79, 136, 143, 159, 177, 195; **2.2:** **TE4:** 55C, 58H, R10–R11; **TE5:** 122A, 154G, 154H, 181C, 182H, 222G, R4–R5, R6–R7, R8–R9, R12–R13, R14–R15; **TE6:** 325C, 369C, 370G–370H, R8–R9; **PB:** 11, 27, 99, 110, 127, 162, 184, 194

Context Clues, 2.I: **TE1:** 15B, 16, 41D, 41I, 41J, 44J, 44, 62, 79D, 80J, 80, 99, 111D, 111I; **TE2:** 120, 133, 153D, 156J, 156, 163, 170, 177D, 177I, 178J, 178, 188, 209D; **TE3:** 231B, 240, 253, 263D, 271, 279, 295D, 296J, 296, 311, 335I–335J, 336; **PB:** 188; **2.2:** **TE4:** 15A, 15B, 16, 25, 34, 57D, 58J, 64, 79, 86D, 88J, 88; **TE5:** 123B, 151D, 154J, 181D, 182J, 221D, 222J; **TE6:** 389; **PB:** 205

Decoding, 2.I: **TE1:** 41C–41D; **TE2:** 153C–153D, 177C–177D, 209C–209D; **TE3:** 263C–263D, 295C–295D, 333C–333D, 367C–367D; **TE5:** 151C–151D, 181C–181D, 221C–221D, 261C–261D; **TE6:** 325C–325D, 369C–369D, 397C–397D

Prior Knowledge, 3.I: **TE1:** 14A, 55B, 91U, 121C, R2, R4, R6; 128A, 159S, 185U, 205U, 206A; **TE3:** 260A, 289S, 313, 315U, 347U, R2, R4, R6, R8; **3.2:** **TE4:** 14A, 43S, 66, 69U, R2, R4, R6; **TE5:** 106A, 139S, 167U; **TE6:** 240A, 275, 279S, 307U

Structural Analysis, 3.I: **TE1:** 51E, 51F, 91D, 91E, 121E–121F; **TE2:** 157E–157F, 157J, 161A, 175I, 185E–185F, 201A, 205E, 205K, 205L, 231E–231F, 231K, 231L; **TE3:** 287E, 315E, 347E; **PB:** 43, 86, 116, 142, 162, 177, 192; **3.2:** **TE4:** 39E, 39F, 45A, 69E, 99E; **TE5:** 137E, 167E, 205E; **TE6:** 277E, 307E, 339E, R14, R16; **PB:** 28, 43, 66, 86, 161

Context Clues, 3.I: **TE1:** 17A, 29, 51F, 55A, 73, 91F, 107, 121E; **TE2:** 146, 161A, 185F, 187A, 197, 205F, 205J, 207A, 213, R25; **TE3:** 263A, 287F, 287I, 287J, 291A, 315E, 315F, 323, 347E, 347F, 349A, 356; **PB:** 3, 10, 38; **3.2:** **TE4:** 17A, 30, 39F, 45A, 57, 69F, 70A, 81, 99E, 99F; **TE5:** 109A, 123, 137F, 148, 167F, 169A, 205F; **TE6:** 243A, 277F, 281A, 307F, 309A, 317, 339F; **PB:** 61, 141

Decoding, 3.I: **TE1:** 51E–51F, 91E–91F, 121E–121F; **TE2:** 157E–157F, 185E–185F, 205E–205F, 231E–231F; **TE3:** 287E–287F, 315E–315F, 347E–347F, 373E–373F; **3.2:** **TE4:** 39E–39F, 69E–69F, 99E–99F; **TE5:** 137E–137F, 167E–167F, 205E–205F; **TE6:** 277E–277F, 307E–307F, 339E–339F

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<ul style="list-style-type: none"> support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns. 	<p>Oral Language Development, TE1: T10–T11, T16–T17, T52–T53, T60–T61, T96–T97, T104–T105, T110–T111; TE2: T10–T11, T18–T19, T62–T63, T116–T117, T126–T127, T136–T137; TE3: T10–T11, T18–T19, T64–T65, T74–T75, T120–T121, T130–T131, T140–T141; TE4: T10–T11, T62–T63, T72–T73, T116–T117, T126–T127, T136–T137; TE5: T62–T63, T72–T73, T116–T117, T136–T137; TE6: T10–T11, T18–T19, T62–T63, T72–T73, T116–T117, T126–T127, T136–T137; TE7: T18–T19, T62–T65, T72–T73, T118–T121, T128–T129, T138–T139; TE8: T62–T63, T72–T73, T116–T117, T126–T127, T136–T137; TE9: T10–T11, T18–T19, T64–T65, T74–T75, T118–T119, T138–T139; TE10: T10–T11, T18–T19, T62–T63, T72–T73</p> <p>Text Organization, TE3: T11, T65, T99, T121; TE4: T10, T18, T29, T30, T32, T40, T48, T126, T127, T144, T152; TE7: T18, T29, T30, T31, T40, T48; TE8: T94, T144; TE9: T96; TE10: T96; PB: 103, 109, 127, 199</p>	<p>Vocabulary Expansion and Skills, TE2: T66, T116, T130, T180, T192; TE3: T56, T62, T112, T118, T168; TE4: T56, T62, T112, T118, T168, T174; TE5: T56, T64, T122, T130, T186; TE6: T54, T62, T118, T126, T174, T182; TE7: T52, T60, T118, T126, T176, T184; TE8: T54, T62, T118, T126, T176, T184; TE9: T62, T118, T126, T178; TE10: T56, T64, T120, T128, T174, T182</p> <p>Text Organization, TE2: T173, T175, T187, T189; TE3: T22, T38, T47, T49, T50, T52, T66, R26–R27</p>	<p>Cites Evidence from Text, 2.1: TE1: 23, 36, 108; TE2: 153, 153A, 171, 174, 209B; TE3: 258, 263, 263A, 263K, 290, 295, 330, 364</p> <p>Vocabulary Expansion and Skills, 2.1: SB: 16–17, 44–445, 80–81, 120–121, 156–157, 178–179, 232–233, 266–267, 296–297, 336–337; TE1: 41I–41J, 79I–79J, 111I–111J; TE2: 153I–153J, 177I–177J, 209I–209J; TE3: 263I–263J, 295I–295J, 333I–333J, 367I–367J; PB: 14, 36, 53, 79, 102, 119, 147, 170, 188, 206; 2.2: SB: 16–17, 58–59, 88–89, 124–125, 154–155, 182–183, 222–223, 29091, 328–329, 370–371; TE4: 55I–55J, 87I–87J, 115I–115J; TE5: 151I–151J, 181I–181J, 221I–221J, 261I–261J; TE6: 325I–325J, 369I–369J, 397I–397J; PB: 15, 38, 55, 80, 103, 121, 139, 166, 188, 205</p> <p>Text Organization, TE2: 208; TE3: 290, 292; 2.2: TE4: 59, 75, 83, 87A–87B, R22–R23; PB: 29–30, 32–33</p>	<p>Cites Evidence from Text, 3.1: TE1: 29, 46, 51, 51A, 65, 86, 116; TE3: 281, 284, 287, 310, 368; 3.2: TE4: 34, 64, 94, 99A</p> <p>Vocabulary Expansion and Skills, 3.1: SB: 16–17, 54–55, 92–93, 130–131, 160–161, 206–207, 262–263, 290–291, 316–317, 348–349; TE1: 51I–51J, 91I–91J, 121I–121J; TE2: 157I–157J, 185I–185J, 205I–205J, 231I–231J; TE3: 287I–287J, 315I–315J, 347I–347J, 373I–373J; PB: 12, 32, 47, 70, 90, 120, 146, 166, 181, 196; 3.2: SB: 16–17, 44–45, 70–71, 108–109, 140–141, 168–169, 242–243, 280–281, 308–309; TE4: 39I–39J, 69I–69J, 99I–99J; TE5: 137I–137J, 167I–167J, 205I–205J; TE6: 177I–177J, 307I–307J, 339I–339J; PB: 12, 32, 47, 70, 90, 105, 130, 150, 165</p> <p>Text Organization, 3.1: TE3: 287, 346, 371; 3.2: TE5: 137, 167U–167X, 169B, 169C, 187, 199, 205, 205A–205B, R6, R12–R13; TE6: 339; PB: 82, 99–100</p>
<p><i>This is evident, for example, when students:</i></p>				
<p>♦ accurately paraphrase what they have heard or read</p>	<p>See Levels One through Three for instructions for paraphrasing.</p>	<p>Draws/Writes to Record Information, TE!: T67</p>	<p>Paraphrasing, 2.1: TE1: 80; TE3: 279; 2.2: TE4: 28; TE6: 368</p>	<p>Paraphrasing, 3.2: TE6: 307N</p>

Standard	Kindergarten	Grade One	Grade Two	Grade Three
<p>♦ follow directions that involve a few steps</p>	<p>Restates/Follows Oral Directions, TE3: T103, T137, T145, T153; TE4: T15, T25, T149; TE7: T37, T45, T69; TE10: T143, T151</p>	<p>Follows Oral Directions, SB1.3: 106–109; TE5: T183; TE10: T93, T189</p> <p>Following Written Directions, 1.3: SB: 106–109; TE5: T183; 1.5: TE10: T93</p>	<p>Listening to Directions, 2.2: TE4: 115E, 115F; TE5: 154E–154F</p> <p>Following Written Directions, 2.1: TE2: 150–153; TE3: 260–263, 366–367; 2.2: TE5: 155, 169, 181A–181B; TE6: 385</p>	<p>Following Oral Directions, 3.1: SB: 230–231; TE2: 157O–157P; TE3: 289S–289V</p> <p>Following Written Directions, 3.1: SB: 230–231; TE1: 47, 121; TE2: 204–205, 230–231; TE3: 287, 291B, 291C, 303, 315A–315B, R4–R5; TE6: 307C–307D; PB: 160, 161, 188, 191</p>
<p>♦ ask for clarification of a classmate’s idea in a group discussion</p>	<p>See later levels.</p>	<p>Listening to Ask Clarifying Questions, TE6: T86; TE7: T156; TE9: T156</p> <p>Guidelines for Holding a Discussion, TE4: T24; TE5: T193; TE7: T27</p>	<p>Listening to Ask Clarifying Questions, 2.1: TE1: 111O, 111P; 2.2: TE4: 87P</p> <p>Guidelines for Holding a Discussion, 2.1: TE1: 79O–79P; 2.2: TE4: 87P</p>	<p>Listening to Ask Clarifying Questions, 3.1: TE2: R11</p> <p>Guidelines for Holding a Discussion, 3.2: TE4: 39O–39P</p>
<p>♦ use concept maps, semantic webs, or outlines to organize information they have collected.</p>	<p>Concept Map, TE4: T37; TE5: T117; TE6: T18; TE7: T143, T151; TE9: T89, T125</p> <p>Semantic Web, TE3: T15; TE5: T118, T123, T133; TE9: T18; TE10: T147</p> <p>Outline, TE2: T141; TE10: T25, T33</p>	<p>Comparison Charts, TE9: T187, T190</p> <p>Word Webs, TE2: R5; TE5: T122; TE7: T103</p> <p>Sequence Charts, TE4: T151, R29</p>	<p>Sequence Charts, 2.1: TE1: 41P; TE5: 223, 261A–261B</p> <p>Word Webs, 2.1: TE1: 41J, 111J, R27; TE2: 153J, 193, 204, 209J; TE3: 258, 263J, 295J, 319, 361, 367I; 2.2: TE4: 55J, 87J, 115J</p>	<p>Fact Chart, 3.2: TE4: 17B, 17C, 19, 24, 32, 39A, 39B</p> <p>Word Webs, 3.1: TE1: 51J; TE2: 185J, 205J, TE3: 347J, 373J; 3.2: TE4: 69J; TE5: R19; TE6: 339B</p> <p>Outlining, 3.1: TE2: 159D, 231C–231D; 3.2: TE4: 40</p>

Standard	Kindergarten	Grade One	Grade Two	Grade Three
Speaking and Writing				
2. Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one’s own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.				
Students:				
<ul style="list-style-type: none"> present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts 	<p>Oral Summaries, TE1: T35, T97; TE2: T11, T33, T41, T62, T63, T66, T83, T86, T95, T102, T117, T137; TE3: T65, T121, T148; TE4: T11, T41; TE5: T95, T144; TE7: T41, T63, T97, T119, T146; TE8: T41, T144; TE9: T43, T97; TE10: T41, T63, T88, T97</p> <p>Giving Weather Reports, TE6: T91, T92, T99; TE7: T16, T136; TE10: T26</p> <p>Writing a Report, TE7: T143, T151; TE10: T37, T45</p>	<p>Oral Summaries, TE1: T124; TE2: T155; TE4: T87; TE5: T88; TE8: T69</p> <p>Written Summaries, TE6: T182; TE8: T41; PB1.3: 97</p> <p>Giving Oral Reports, TE10: T71</p> <p>Writing Comparisons, TE4: R27; TE9: T187; TE10: T189</p> <p>Storytelling, SB1.4: 209; TE4: R29</p>	<p>Oral Summaries, 2.1: TE1: 13B, 17, 19, 23, 24, 25, 26, 29, 32, 33, 35, 39, 41, 44F, 60, 72, 73, 80F, 81, 94, 95, 96, 106, 107, 111A; TE2: 117B, 133, 138, 139, 140, 146, 147, 156F, 164, 165, 166, 172, 173, 177, 178F, 190, 191, 192, 202, 203; TE3: 229B, 233, 235, 240, 241, 242, 243, 244, 252, 254, 256, 257, 266F, 276, 277, 278, 288, 289, 296F, 312, 313, 314, 328, 329, 336F, 349, 350, 363; 2.2: TE4: 13B, 36, 37, 38, 50, 51, 55, 58F, 68, 69, 82, 83, 88E, 96, 97, 98, 99, 102, 106, 108, 109, 113, 115</p> <p style="text-align: right;">(continued)</p>	<p>Oral Summaries, 3.1: TE1: 15C, 17B, 19, 24, 30, 32, 34, 39, 44, 45, 48, 70, 71, 72, 84, 102, 103, 114, 115; TE2: 129C, 140, 141, 150, 151, 159V, 170, 178, 179, 185X, 187B, 187C, 194, 196, 198, 200, 201, 205D, 205X, 216, 217, 218, 226, 227; TE3: 261C, 275, 276, 282, 283, 287O, 289V, 300, 301, 302, 341, 345, 347X, 357, 358, 359, 360, 366, 367; 3.2: TE4: 15C, 24, 25, 26, 32, 33, 39P, 43V, 54, 83, 92, 93; TE5: 107C, 119, 131, 132, 139V, 153, 161, 167X, 183, 199; TE6: 241C, 255, 271, 279C, 293, 301, 307V, 321, 333</p> <p style="text-align: right;">(continued)</p>
<ul style="list-style-type: none"> present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts (continued) 	<p>Guidelines for Telling a Story, TE1: T28, T29, T72, T73, T112, T113, T125</p>	<p>See preceding page.</p>	<p>Written Summaries, 2.1: TE1: 41A, 41B; TE3: 292, 293, 294, 295</p> <p>Paraphrasing, 2.2: TE6: 368</p> <p>Giving Oral Reports, 2.2: TE4: 57G</p> <p>Writing a Report, 2.1: SB: 365; TE3: R40; 2.2: SB: 53, 56, 84; TE4: 56–57G, 84; PB: 21–22</p> <p>Telling a Story, 2.1: TE1: 75, 80I, 88, R17; TE2: 153O–153P; TE3: 296I, 335O–335P, 357; 2.2: TE4: 53; TE5: 151P, F278</p>	<p>Written Summaries, 3.1: TE1: 17B, 19; TE2: 187B, 189, 194, 196; TE3: 289A; 3.2: TE4: 45B, 47, 54, 56; 307M–307N</p> <p>Paraphrasing, 3.2: TE6: 307N</p> <p>Giving Oral Reports, 3.1: TE1: 157; TE3: 315H; 3.2: TE5: 137O–137P</p> <p>Writing a Report, 3.1: TE2: 157, R31; TE3: 347H; TE5: R23</p> <p>Storytelling, 3.1: TE1: 15C, 121O, 121P; TE2: 185X, 255</p>

Standard	Kindergarten	Grade One	Grade Two	Grade Three
<ul style="list-style-type: none"> select a focus, organization, and point of view for oral and written presentations 	<p>Writing a Report, TE7: T143, T151; TE10: T37, T45</p> <p>Prewriting: Using Graphic Organizers, TE2: T149; TE4: T37; TE6: T37, T45, T141; TE7: T143</p>	<p>Giving an Oral Presentation, TE9: F6; TE10: T71</p> <p>Writing a Newsletter, TE9: T105</p> <p>Poster Making, TE8: T37</p> <p>Organizing and Planning Writing, TE5: T75; TE6: T73; TE7: T71; TE8: T73; TE9: T73; TE10: T72</p>	<p>Guidelines for an Oral Presentation, 2.1: TE1: 41O, 111P; TE2: 177O, 177P; 2.2: TE4: 55F, 55O, 55P; TE5: 151O–151P</p> <p>Writing a Report, 2.1: SB: 365; TE3: R40; 2.2: SB: 53, 56, 84; TE4: 56–57G, 84; PB: 21–22</p> <p>Making a Poster, 2.1: TE3: R41; 2.2: TE5: R40, R43</p> <p>Organizing and Planning Writing, 2.1: TE1: 36, 41N, 43B, 56, 79N; TE2: 177N</p>	<p>Guidelines for an Oral Presentation, 3.1: TE1: 121O, 121P; TE2: 205P, 231P, R17; TE3: 315, 343, 347, 347D, 369, 373, 373P; 3.2: TE4: 69P, R13</p> <p>Writing a Report, 3.1: TE2: 157, R31; TE3: 347H; TE5: R23</p> <p>Making a Poster, 3.2: TE6: R25</p> <p>Organizing and Planning Writing, 3.1: TE1: 51M, 53B, 91N, 121M, 121N; TE2: 159B; TE3: 289B; 3.2: TE4: 43B, 99N</p>
<ul style="list-style-type: none"> use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference 	<p>Compare-Contrast Information, TE10: T147</p>	<p>Order, SB1.5: 172–173</p> <p>Writing Comparisons, TE4: R27; TE9: T187; TE10: T189</p>	<p>Using Order in Writing, 2.1: TE1: 42; TE2: 155D; 2.2: SB: 178, 326, 327; TE4: 57D</p> <p>Cause and Effect Chart, 2.1: TE1: 27, 101; TE3: 309; 2.2: TE4: 47, 67, 89, 91, 98, 108, 109, 115A, 115B</p> <p>Comparison Charts, TE2: 171, 195</p> <p>Writing a Comparison/ Contrast Paragraph, TE6: 397M–397N</p>	<p>Guidelines for Describing Steps in Order, 3.1: TE2: 157O, 157P, 231O</p> <p>Using Order in Writing, 3.1: SB: 153; TE1: 52, 53B; TE2: 158, 159, 159B, 159C</p> <p>Cause-Effect Chart, 3.1: TE1: 93B, 93C, 95, 102, 103, 113, 114, 115, 121A, 121B</p> <p>Compare and Contrast List, 3.2: TE4: 43V, 49</p> <p>Comparing and Contrasting, 3.1: TE2: 157N</p>

Standard	Kindergarten	Grade One	Grade Two	Grade Three
<ul style="list-style-type: none"> use details, examples, anecdotes, or personal experiences to explain or clarify information 	Explain/Clarify Information, TE6: T91, T99; TE7: T37, T45, T143, T151; TE8: T141, T149; TE9: T47; TE10: T45	Guidelines for Clarifying/ Explaining Words and Ideas, TE6: T86; TE7: T156; TE9: T156 Writing an Explanation, I.3: SB: 155; I.4: SB: 151; I.5: SB: 111, 172–173; TE5: T111, T186	Guidelines for Clarifying/ Explaining Words and Ideas, 2.1: TE1: 79O, 79P; 2.2: TE4: 55E Writing an Explanation, 2.1: TE1: 96; 2.2: TE4: 38	Guidelines for Clarifying/ Explaining Words and Ideas, 3.1: TE1: 51P Writing an Explanation, 3.1: TE1: 61, 72, 121M–121N; PB: 51
<ul style="list-style-type: none"> include relevant information and exclude extraneous material 	See Levels One through Three for editing informational writing.	Adding/Deleting Details, I.3: TE6: T75; PB: 70; I.4: TE8: T75; PB: 164	Adding/Deleting Details, 2.1: TE1: 41N; TE2: 153N, 155D; 2.2: TE4: 115N	Adding/Deleting Details, 3.1: TE1: 53D; TE2: 159D
<ul style="list-style-type: none"> use the process of pre-writing, drafting, revising, and proofreading (the “writing process”) to produce well-constructed informational texts 	Five step process writing is introduced at Level One.	Reading-Writing Workshop (process writing), SB1.3: 50–51, 160–161; SB4: 42–43, 156–157; SB5: 48–49, 172–173; TE5: T74–T75; TE5: T72–T79; TE6: T70–T77; TE7: T68–T75 ; TE8: T70–T77; TE9: T70–T77; TE10: T72–T79; PB1.3: 17–18, 70–71; PB1.4: 117–118, 164–165; PB1.5: 207–208, 253–254	Reading-Writing Workshops (process writing), 2.1: SB: 42–43, 154–155, 264–265; TE1: 42–43G; TE2: 154–155G; TE3: 264–265G; PB: 20–24, 85–89, 153–157; 2.2: SB: 56–57, 152–153, 326–327; TE4: 56–57G; TE5: 152–153, 153A–153G; TE6: 326–327, 327A–327G; PB: 18–22, 76–80, 152–156	Reading-Writing Workshop (process writing), 3.1: SB: 52, 152–153, 288–289; TE1: 52–53G; TE2: 158–159G; TE3: 288–289G; PB: 20–22, 76–78, 152–154; 3.2: SB: 40–43, 138–139, 278–279; TE4: 40–43G; TE5: 138–139G; TE6: 278–279G; PB: 18–22, 76–80, 136–140
<ul style="list-style-type: none"> observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms. 	Editing/Proofreading Informational Writing, TE7: T45; TE8: T149; TE10: T37, T45	Editing/Proofreading Informational Writing, I.3: TE6: T76; PB: 70, 71; I.4: TE8: T76; PB: 164–165; I.5: TE10: T78; PB: 253–254	Editing/Proofreading Informational Writing, 2.2: TE4: 57F; TE5: 211N; PB: 21, 22, 126	Editing/Proofreading Informational Writing, 3.1: TE2: 231N; PB: 201; 3.2: TE4: 43F; TE5: 167N; PB: 18–19, 94–95
<i>This is evident, for example, when students:</i>				
<ul style="list-style-type: none"> write a short report on a topic in social studies using information from at least two different sources 	Writing About Social Studies Topics, TE3: T7, T25, T60, T71, T111; TE7: T37, T45, T93, T101, T143, T151	Writing About Social Studies Topics, TE1: T27; TE2: R27; TE3: R27; TE5: R25; TE6: T63, T139; TE9: R23, R25; TE10: R21	Writing About Social Studies Topics, 2.1: SB: 291; TE1: R19; TE2: R21, R23; TE3: 263M–263N, 295J, 295M–295N, R30, R40, R41	Writing About Social Studies Topics, 3.1: TE1: R11, R13; TE2: R15, R17, R31; TE3: R31; 3.2: SB: TE5: R23

Standard	Kindergarten	Grade One	Grade Two	Grade Three
♦ demonstrate the procedures for caring for a classroom pet using props or other visual aids as well as oral explanation	Writing Directions for Pet Care, TE10: T143, T151, T159	Writing Directions for Pet Care, TE10: T72–T79	Writing Directions for Pet Care (Related Experience): 2.2: TE4: 55O–55P	Writing Directions for Pet Care, (Related Experience): TE2: 158–159G
♦ revise early drafts of a report to make the information clearer to the audience	See Levels One through Three for revising informational writing.	Revising a Written Report, I.4: TE8: T76; PB: 164–165	Revising a Written Report, 2.2: TE4: 57E, 115N; TE5: 221N; PB: 21, 126	Revising a Written Report, 3.1: TE2: 321N; PB: 200; 3.2: TE4: 43E; TE5: 167N; TE6: 339N; PB: 18, 95, 170
♦ use the vocabulary from their content area reading appropriately and with correct spelling	Use Content Vocabulary in Informational Writing, TE1: T31, T37, T75, T81; TE5: T37, T75, T81; TE5: T37, T45, T91; TE6: T91, T99; TE7: T37, T45, T143, T151; TE8: T45, T99; TE9: T39, T47; TE10: T37, T45, T143	Use Content Vocabulary in Informational Writing, I.2: SB: 35; TE3: T43, T63; I.3: TE6: T139, R21, R23; I.4: SB: 151, 179; TE7: T103, R23, R25; TE8: T41, T45, T52, T63, T73, T105, T118, T127, R21, R23; TE9: R25; TE10: R19, R21	Use Content Vocabulary in Informational Writing, 2.1: SB: 148, 174, 204, 291; TE1: 39, 41, R17, R19, R21; TE2: 177N, 179, 207, 20P9, 209M–209N, R25, R29, R30, R32; TE3: R40, R41, R42, R43; 2.2: SB: 56–57, 84; TE4: 56–57G, 59, R21, R23, R29, R30, R32; TE5: R31, R41; PB: 21–22	Use Content Vocabulary in Informational Writing, 3.1: SB: 116; TE1: R26, R27; TE2: 231M–231N, R17, R32; TE3: R13, R15, R30, R31, R32, R33; 3.2: SB: 35, 95, 163; TE4: R11, R24, R25; TE6: R13, R27
♦ produce brief summaries of chapters from text books, clearly indicating the most significant information and the reason for its importance.	Producing chapter summaries is covered at later levels.	Written Summaries, TE6: T182; TE8: T41; PB1.3: 97	Written Summaries, 2.1: TE1: 41A, 41B; TE3: 292, 293, 294, 295	Written Summaries, 3.1: TE1: 17B, 19; TE2: 187B, 189, 194, 196; TE3: 289A; 3.2: TE4: 45B, 47, 54, 56; 307M–307N

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Students will read and listen to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.

Listening and Reading

1. Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.

<ul style="list-style-type: none"> • read a variety of literature of different genres: picture books; poems; articles and stories from children’s magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers 	<p>Literature Selections, TB1: T22–T26, T35, T66–T69, T79; TB2: T28–T32, T41, T82–T85, T95; TE3: T28–T33, T43, T84–T89, T99; TE4: T28–T32, T41, T82–T85, T95; TE5: T28–T32, T41, T82–T85, T95; TE6: T8–T32, T41, T82–T85, T95; TE7: T28–T32, T82–T87, T97; TE8: T28–T31, T41, T82–T86, T95; TE9: T228–T33, T43, T84–T87, T97; TE10: T28–T31, T41, T82–T87, T97</p> <p><i>See also</i> the Houghton Mifflin Classroom Bookshelf and the Little Readers</p> <p style="text-align: right;">(continued)</p>	<p>Reading Written Texts, 1.1: SB: 14–15, 17–25, 28–29, 31–43, 48–49, 51–63, 66–67, 69–81, 86–87, 90–103, 106–107, 109–123, 130–131, 133–145, 148–149, 151–163, 168–169, 171–185, 188–189, 191–209, 214–215, 217–231, 234–235, 237–251; TE1: T33, T34–T35, T48–T50, T60–T63, T65, T93, T94–T95, T106–T111, T118, T120–T124, T125, T153, T154–T155, T166, T168–T172, T180, T182–T185, T187; TE2: T33, T34–T35, T48–T51, T60–T63, T65, T93, T94–T95, T108–T112, T120–T127, T157, T158–T159, T170, T172–T176, T184, T186–T189; I.2: SB: 14–15, 17–33, 38–39, 41–55, 60–61, 63–79, 86–87, 89–103, 108–109, 111–127, 132–133, 135–151; TE3: T33, T34–T35, T48–T53, T61, T89, T90–T91, T102, T104–T109, T146–T147, T160–T165, T173; TE4: T46, T48–T53, T90–T91, T102, T104–T109, T146–T147, T132, T160–T165, T173; I.3: SB: 14–15, 16–42, 52–53, 55–79, 86–87, 88–101, 130–131, 133–152, 162–163, 164–182, 190–191, 192–214;</p> <p style="text-align: right;">(continued)</p>	<p>Reading Written Texts, 2.1: SB: 16–17, 18–34, 38–41, 44–45, 47–73, 76–79, 80–81, 83–107, 110–111, 120–121, 123–147, 150–153, 156–157, 159–173, 176–177, 178–179, 181–203, 206–209, 232–233, 234–256, 260–263, 266–267, 269–289, 292–295, 296–297, 298–328, 332–335, 336–337, 339–363, 366–367; TE1: 16–17, 18–34, 38–41, 44–45, 47–73, 76–79, 80–81, 83–107, 110–111; TE2: 120–121, 123–147, 150–153, 156–157, 159–173, 176–177, 178–179, 181–203, 206–209; TE3: 232–233, 234–256, 260–263, 266–267, 269–289, 292–295, 296–297, 298–328, 332–335, 336–337, 339–363, 366–367; 2.2: TE4: 16–17, 19–51, 54–55, 58–59, 61–83, 86–87, 88–89, 91–109, 112–115; 2.2: SB: 16–17, 19–51, 54–55, 58–59, 61–83, 86–87, 88–89, 91–109, 112–115, 124–125, 126–144, 148–151, 154–155, 157–177, 180–181, 182–183, 185–215, 218–221, 222–223, 225–255, 258–261, 290–291, 292–318, 322–325,</p> <p style="text-align: right;">(continued)</p>	<p>Reading Written Texts, 3.1: SB: 16–17, 18–45, 48–51, 54–55, 56–85, 88–91, 92–93, 94–115, 118–121, 130–131, 132–151, 154–157, 160–161, 162–179, 182–185, 186–187, 190–201, 204–205, 206–207, 208–227, 230–231, 234–253, 262–263, 264–283, 286–287, 290–291, 292–309, 312–315, 316–317, 318–341, 344–347, 348–349, 350–367, 370–371; TE1: 16–17, 18–45, 48–51, 54–55, 56–85, 88–91, 92–93, 94–115, 118–121; TE2: 130–131, 132–151, 154–157, 160–161, 162–179, 182–185, 186–187, 190–201, 204–205, 206–207, 208–227, 230–231, 234–253; TE3: 262–263, 264–283, 286–287, 290–291, 292–309, 312–315, 316–317, 318–341, 344–347, 348–349, 350–367, 370–371; continued 3.2: SB: 16–17, 18–33, 36–39, 44–45, 46–63, 66–69, 70–71, 72–93, 96–99, 108–109, 110–131, 134–137, 140–141, 142–161, 164–167, 168–169, 170–199, 202–205, 208–233, 242–243, 244–271, 274–277, 280–281, 282–301,</p> <p style="text-align: right;">(continued)</p>
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Standard	Kindergarten	Grade One	Grade Two	Grade Three
<ul style="list-style-type: none"> read a variety of literature of different genres: picture books; poems; articles and stories from children’s magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers (continued) 	See preceding page. .	<p>Reading Written Texts, 1.1: (continued) TE5: T31, T32, T33, T44, T46–T53, T61, T99, T110, T112– T119, T127, T155, T156, T157, T168, T170–T175, F2–F5; TE6: T32, T33, T29, T30, T46–T51, T59, T95, T96, T110–T115, T123, T149, T150, T151, T162, T164–T171; I.4: SB: 14–15, 17–37, 44–45, 47–69, 76–77, 79–103, 132–133, 135–149, 158–159, 161–177, 182–183, 184–206; TE7: T44–T49, T57, T93, T94, T95, T108, T110–T115, T123, T151, T152, T153, T164, T166– T173, F2–F6; TE8: T31, T32, T33, T44, T46–T51, T59, T95, T96, T97, T108, T110–T115, T123, T151, T152, T153, T164, T166–T173, T181; I.5: SB: 14–15, 16–40, 50–51, 53–71, 76–77, 78–109, 140–141, 143–165, 174–175, 176–199, 206–207, 209–219; TE9: T44–T51, T59, T95, R96, T97, T108, T110–T115, T123, T151, T152, T153, T164, T166–T175, T183, F2–F6; TE10: T31, T32, T33, T44, T46–T53, T61, T108, T110–T117, T125, T153, T154, T155, T166, T168–T171</p>	<p>Reading Written Texts, 2.1: (continued) 2.2: SB: 16– 17, 19–51, 54–55, 58–59, 61–83, 86–87, 88–89, 91–109, 112–115, 124–125, 126–144, 148–151, 154–155, 157–177, 180–181, 182–183, 185–215, 218–221, 222–223, 225–255, 258–261, 290–291, 292–318, 322–325, 328–329, 331–363, 366–369, 370–371, 372–392, 396–397; TE4: 16–17, 19–51, 54–55, 58–59, 61–83, 86–87, 88–89, 91–109, 112–115; TE5: 124–125, 126–144, 148–151, 154–155, 157–177, 180–181, 182–183, 185–215, 218–221, 222–223, 225–255, 258–261; TE6: 290–291, 292–318, 322–325, 328–329, 331–363, 366–369, 370–371, 372–392, 396–397</p>	<p>Reading Written Texts, 3.2: SB: (continued 304–307, 308–309, 310–333, 336–339; TE4: 16–17, 18–33, 36–39, 44–45, 46–63, 66–69, 70–71, 72–93, 96–99; TE5: 108–109, 110–131, 134–137, 140–141, 142–161, 164–167, 168–169, 170–199, 202–205, 208–233; TE6: 242–243, 244–271, 274–277, 280–281, 282–301, 304–307, 308–309, 310–333, 336–339</p>
<ul style="list-style-type: none"> recognize some features that distinguish the genres and use those features to aid comprehension 	<p>Characteristics of Genre, TE1: T52; TE3: T10, T42, T65; TE4: T10, T63; TE5: T63; TE6: T63; TE8: T10; TE9: T65; TE10: T63</p>	<p>Literary Genre, TE5: F3, F4; TE7: F3, F4; TE9: F3</p>	<p>Literary Genre Minilessons, 2.1: TE1: 40, 91; TE2: 129, 171, 183; TE3: 262, 334; 2.2: TE4: 27, 107, 114; TE5: 195, 220, 260, F267</p>	<p>Literary Genre Minilessons, 3.1: TE1: 33, 50, 59, 120; TE2: 184, 215, F237; TE3: 307, 314, 372; 3.2: TE4: 38, 68, 98; TE5: 117, 197, F219; TE6: 269, 276, 338</p>

Standard	Kindergarten	Grade One	Grade Two	Grade Three
<ul style="list-style-type: none"> understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives 	<p>Setting, TE3: T10, T18, T29, T31, T50, T130, T156; TE9: T64, T74, T87, T104</p> <p>Characters, TE3: T10, T18, T29, T31, T50, T88, T130, T156; TE9: T64, T74, T87, T104</p> <p>Plot, TE6: T62, T72, T83, T84, T102, T136, T137, T152</p>	<p>Story Setting, TE4: T22, T134</p> <p>Characters, TE1: T109; TE4: T61; TE5: T95; TE6: T51, T115; TE7: T170, F2; TE8: T86, T112; TE9: T115, T175, F5; TE10: T144–T145</p> <p>Plot Ending, TE1: T189</p> <p>Point of View, TE7: T122; TE9: T122</p>	<p>Setting, 2.1: TE1: 13A, 33, 41A, 41B, 51; TE2: 133, 146, 163, 191, 199; TE3: 253, 317</p> <p>Character, 2.1: TE1: 23, 33, 41A, 41B, 51; TE2: 133; TE3: 253, 317; 2.2: TE4: 96</p> <p>Plot Events, 2.1: TE1: 13B, 24, 35, 41A, 41B, 51; TE2: 133; TE3: 253, 317; 2.2: TE4: 96</p> <p>Point of View, 2.2: TE4: 101</p>	<p>Setting, 3.1: TE1: 51O, 54A, 55B, 59, 92A, 96, 97, 99, 101, 115; TE2: 205P, 210, R2; TE3: 266, 307, 326, 347V, 347X, 349C, 353, 357, 367, 368, 373A–373B; 3.2: TE4: 44A, 48, 53, 76; TE5: 193</p> <p>Character, 3.1: TE1: 55B, 59, 99, 101, 115; TE2: F248; TE3: 289, 347V, 347X, 349C, 357, 367, 373A–373B; 3.2: TE6: 285</p> <p>Plot Events, 3.1: TE1: 17B, 17C, 34, 39, 55B, 59, 99, 101, 115; TE3: 298, 327, 347V, 349C, 357, 367, 373A–373B; PB: 4, 188, 190–191; 3.2: TE4: 45B, 80</p> <p>Point of View: First-Person, 3.2: TE4: 88; Third-Person, 3.2: TE4: 66</p>

Standard	Kindergarten	Grade One	Grade Two	Grade Three
<ul style="list-style-type: none"> use inference and deduction to understand the text 	<p>Predict/Infer Strategy, TE2: T10, T18, T29, T30, T40, T62, T94, T116, T126, T136, T144, T145; TE3: T64, T74, T85, T86, T98, T149; TE4: T62, T72, T83, T94; TE6: T10, T18, T29, T40, T144, T145; TE9: T64, T74, T85, T96; TE10: T62, T72, T83, T86, T96</p> <p>Making Inferences, TE2: T18, T62, T72, T83, T85, T94, T126, T144, T145; TE3: T64, T74, T86, T87, T88, T98, T106, T120, T140, T141, T148, T149; TE7: T86; TE8: T29, T116, T126, T127, T136, T137, T145, T152; TE9: T64, T74, T85, T96; TE10: T62, T72, T83, T86, T96; PB: 55, 61, 70</p> <p>Drawing Conclusions, TE1: T110, T111, T118; TE2: T94; TE3: T140, T141, T156; TE4: T83, T84; TE5: T94; TE6: T29, T30, T31, T40, T83, T94, T127, T145; TE7: T29, T30, T31, T83, T84, T96, T147; TE8: T30, T116, T126, T127, T136, T137, T144, T145; TE9: T85, T86; TE10: T30, T83, T85, T86, T96; PB: 83, 89, 93, 243, 249</p>	<p>Predict/Infer Strategy, TE1: T22, T47, T49, T50, T59, T61, T62; TE3: T78, T103, T105, T107; TE6: T142, T163, T166, T170; TE8: T165, T168, T170, T172; TE10: T22, T45, T48, T52</p> <p>Making Inferences, TE1: T65, T109; TE4: T61; TE6: T51, T115; TE7: T170; TE8: T86, T112; TE9: T115, T175, F5; TE10: T144–T145, T171</p> <p>Drawing Conclusions, TE1: T51, T64, T187; TE2: T113, T128, T177, T190; TE3: T53, T106, T109; TE4: T22, T38–T39, T47, T50, T51, T52, T66, T107, T108, T109, T117, T161, T164, T165, T173, R24–R25; TE5: T119, T183; TE6: T59, T115, T171; TE7: T49, T57, F5; TE7: T49, T57, F5; TE8: T123, T165, T168, T169, T170, T172, T173, T174–T175, T181, T188, R22–R23; TE9: T46, T51, T112, T114, T115, T168, T175, F5; TE10: T48, T53, T61, T115, T171, T179</p>	<p>Predict/Infer Strategy, 2.1: TE1: 81, 83, 88, 89, 94, 95, 100, 102, 107; TE3: 297, 299, 306, 311, 312, 313, 319, 322, 328, 329; 2.2: TE5: 183, 190, 193, 207, 208</p> <p>Making Inferences, 2.1: TE1: 35, 41, 59, 79, 100, 102, 108; TE2: 126, 134, 146, 148, 153, 204, 209; TE3: 257, 258, 297, 299, 306, 311, 312, 313, 319, 322, 328, 329, 367A–367B; 2.2: TE4: 37, 83, 84, 109, 110, 115; TE5: 221</p> <p>Drawing Conclusions, 2.1: TE1: 20, 22, 41, 63, 74, 84, 98, 104, 107, 108; TE2: 126, 139, 148, 174, 187, 203; TE3: 243, 254, 258, 263, 272, 276, 277, 282, 290, 295, 310, 316, 335, 338, 349, 364; 2.2: TE4: 17, 31, 40, 52, 55A–55B, 106, R20–R21; TE5: 139, 151, 167, 215, 221, 243, 256; 305, 320, 364, 369, 394; PB: 6–7, 8, 9–10</p>	<p>Predict/Infer Strategy, 3.1: TE1: 93B, 94, 95, 98, 100, 102, 103, 106, 108, 115; TE3: 317B, 319, 322, 324, 328, 329, 334, 338, 341, R6; TE5: 109A, 117, 123, 137F, 141A, 148, 167F, 169A, 197, 205F, R3, R5, R7; TE6: 243A, 255, 281A, 295, 309A, 317, R3, R5, R7</p> <p>Making Inferences, 3.1: TE1: 31, 46, 51, 55B, 55C, 58, 67, 82, 91A–91B, 115, 116; TE2: 135, 138, 179, 180, 185, 201, 212, 217, 228; TE3: 275, 305, 309, 317B, 334, 341, 342, 347, 368, 373; PB: 24, 26–27; 3.2: TE4: 34, 39, 55, 69; TE5: 106A, 107A–107C, 109B, 109C, 119, 129, 131, 132, 135, 137, 137A–137B, 153, 162, 167, 200, F221, F227, R2, R8–R9; TE6: 251, 277, 293, 302, 334; PB: 62, 64–65</p> <p>Drawing Conclusions, 3.1: TE1: 24, 25, 26, 30, 40, 46, 51, 68, 71, 82, 86, 91, 103, 114, 116, 121; TE2: 146, 151, 152, 157, 170, 180, 185, 199, 202, 205, 226, 228, 231, F253; 280, 283, 294, 296, 310, 317B, 317C, 325, 342, 347, 347A–347B, 358, 361, 366, 368, 373, R6–R7; PB: 173, 175–176; 3.2: TE4: 20, 32, 34, 39, 39, 48, 50, 52, 60, 62, 64, 69, 74, 94; TE5: 162, 167, 200, 205, F215, F221, F232; TE6: 271, 279S–279V, 281C, 299, 302, 307A–307B, 331, 334, R4, R10–R11; PB: 142, 144–145</p>

Standard	Kindergarten	Grade One	Grade Two	Grade Three
<ul style="list-style-type: none"> read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning 	<p>Oral Reading, TE1: T41, T85; TE2: T49, T76, T103; TE3: T51, T78, T107, T134, T143; TE4: T103; TE5: T103, T130, T139; TE6: T49; TE7: T49, T105; TE8: T49, T103; TE9: T51, T105; TE10: T49, T105</p> <p>Phonics/Decoding Strategy, TE4: T35, T89, T139; TE5: T89, T139; TE6: T35, T89, T139; TE7: T35, T91, T141; TE8: T35, T89, T139; TE9: T37, T91, T141; TE10: T35, T91</p> <p>Sentence Building, TE2: T68, T76, T78, T105, T122, T124, T132, T155; TE3: T24, T80, T136; TE4: T14, T22, T24, T51, T61, T78, T105, T122, T132; TE5: T78, T132; TE6: T24, T78, T132; TE7: T22, T24, T51, T68, T76, T78, T107, T124, T132, T134, T149; TE8: T14, T22, T24, T51, T76, T78, T97, T105, T122, T130, T132, T155; TE9: T24, T80, T134; TE10: T14, T22, T24, T43, T78</p>	<p>Oral Reading, TE2: T71, T135, T197; TE6: T67, T131, T187; TE7: T65, T131, T189; TE8: T67, T131, T189; TE9: T67, T131, T191; TE10: T69, T133, T187</p> <p>Phonics/Decoding Strategy, TE1: T29, T41, T49, T61, T89, T101, T108, T110, T121, T131, T149, T161, T169, T170, T183, T184, T193; TE2: T29, T41, T49, T61, T71, T89, T101, T109, T123, T135, T153, T165, T173, T187, T197; TE3: T29, T41, T49, T67, T85, T97, T105, T123, T141, T153, T161, T179; TE4: T29, T41, T67, T85, T97, T105, T123, T141, T153, T163, T179; TE5: T27, T39, T47, T52, T69, T93, T105, T114, T115, T117, T135, T151, T163, T171, T172, T191, F4; TE6: T27, T39, T47, T67, T91, T103, T111, T112, T113, T114, T131, T145, T157, T165, T166, T167, T168, T187;</p> <p style="text-align: right;">(continued)</p>	<p>Oral Reading, 2.1: TE1: 15B, 41D, 67, 80J, 99, 111; TE2: 128, 161, 171, 177; TE3: 251, 260, 285, 292, 295, 295P, 332, 336J, 357; 2.2: TE4: 35, 90; TE5: 143, 173, 209, 251; TE6: 313, 353, 391</p> <p>Phonics/Decoding Strategy, 2.1: TE1: 15B, 41D, 44J, 79D, 80J, 111D; TE2: 119B, 133, 142, 153D, 156J, 168, 170, 177D, 178I, 178, 188, 199, 209D; TE3: 231B, 248, 263D, 266J, 295D, 296J, 317, 335D, 336J, 344, 367D; PB: C; 2.2: TE4: 15B, 34, 45, 57D, 58J, 64, 74, 79, 86D, 88J, 94, 103, 115D; TE5: 123B, 128, 135, 141, 151D, 154J, 161, 165, 169, 182J, 189, 191, 201, 211, 222J, 231, 239, 261D; TE6: 289B, 294, 298, 308, 325D, 334, 341, 350, 369D, 370J, 376, 378, 397D</p> <p style="text-align: right;">(continued)</p>	<p>Oral Reading, 3.1: TE1: 50, 105; TE2: 177, 182, 197, 230, F237; TE3: 297, 312, 333, 355, 370–373, 3.2: TE4: 21, 39N, 97</p> <p>Phonics/Decoding Strategy, 3.1: TE1: 17A, 29, 51E, 51F, 55A, 73, 91E, 91F, 93B, 94, 95, 98, 100, 102, 103, 106, 107, 108, 115, 121E, 121F, R2, R3, R4, R5, R6, R7; TE2: 131A, 146, 157E, 157F, 161A, 165, 185E, 185F, 187A, 196, 205E, 205F, 206A, 207A, 213, 231F, R2, R3, R4, R5, R6, R7, R8, R9; TE3: 263A, 272, 287E, 287F, 291A, 298, 313, 315E, 315F, 317A, 317B, 319, 322, 324, 325, 328, 329, 334, 338, 341, 347E, 347F, 349A, 356, 373F, R2, R3, R4, R5, R6, R7, R8; 3.2: TE4: 17A, 30, 39F, 45A, 57, 69F, 69F, 71A, 81, 99F, R2, R3, R4, R5, R6, R7; TE5: 141B, 152, 156, 157; TE6: 281B, 286, 288, 296, 297, R4</p> <p style="text-align: right;">(continued)</p>

Standard	Kindergarten	Grade One	Grade Two	Grade Three
<ul style="list-style-type: none"> • read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning (continued) 	See preceding page.	<p>Phonics/Decoding Strategy, TE7: T25, T37, T45, T46, T47, T48, T65, T89, T101, T109, T113, T131, T147, T159, T167, T168, T169, T170, T171, T189, F4; TE8: T27, T39, T47, T49, T50, T67, T91, T103, T111, T113, T131, T147, T159, T167, T168, T169, T171, T189; TE9: T25, T45, T47, T67, T91, T103, T111, T113, T114, T131 TE9: T147, T159, T167, T171, T172, T191, F2, F4; TE10: T27, T39, T69, T91, T103, T111, T112, T113, T114, T133, T149, T161, T168, T169, T187</p> <p>Context Clues, TE1: T29, T41, T89, T101, T131, T149, T161, T193; TE2: T29, T41, T89, T101, T153, T165; TE3: T29, T41, T67, T85, T97, T123, T141, T153, T179; TE4: T29, T41, T67, T85, T97, T123, T141, T153, T179; TE5: T27, T39, T69, T93, T105, T135, T151, T163, T191; TE6: T27, T39, T67, T91, T103, T131, T145, T157, T187; TE7: T25, T37, T65, T89, T101, T131, T147, T159, T189; TE8: T27, T39, T67, T91, T103, T131, T147, T159; TE9: T25, T67, T91, T103, T131, T147, T159, T191; TE10: T27, T39, T69, T91, T103, T133, T149, T161, T187</p>	<p>Context Clues, 2.1: TE1: 15B, 16, 41D, 41I, 41J, 44J, 44, 62, 79D, 80J, 80, 99, 111D, 111I; TE2: 120, 133, 153D, 156J, 156, 163, 170, 177D, 177I, 178J, 178, 188, 209D; TE3: 231B, 240, 253, 263D, 271, 279, 295D, 296J, 296, 311, 335I–335J, 336; PB: 188; 2.2: TE4: 15A, 15B, 16, 25, 34, 57D, 58J, 64, 79, 86D, 88J, 88; TE5: 123B, 151D, 154J, 181D, 182J, 221D, 222J; TE6: 389; PB: 205</p>	<p>Context Clues, 3.1: TE1: 17A, 29, 51F, 55A, 73, 91F, 107, 121E; TE2: 146, 161A, 185F, 187A, 197, 205F, 205J, 207A, 213, R25; TE3: 263A, 287F, 287I, 287J, 291A, 315E, 315F, 323, 347E, 347F, 349A, 356; PB: 3, 10, 38; 3.2: TE4: 17A, 30, 39F, 45A, 57, 69F, 70A, 81, 99E, 99F; TE5: 109A, 123, 137F, 148, 167F, 169A, 205F; TE6: 243A, 277F, 281A, 307F, 309A, 317, 339F; PB: 61, 141</p>

Standard	Kindergarten	Grade One	Grade Two	Grade Three
<ul style="list-style-type: none"> evaluate literary merit. 	Evaluate Strategy, TE3: T10, T18, T32, T42, T148; TE4: T116, T126, T136, T137; TE5: T145; TE6: T116, T126, T136, T145; TE8: T116, T126, T136, T137, T145; TE9: T10, T18, T29, T32, T42	Evaluate Strategy, TE1: T142, T167, T170, T172, T181, T184, T185, T197; TE2: T62; TE3: T22, T47, T50, T52; TE4: T78, T103, T105, T106, T108; TE8: T86, T109, T112, T114; TE9: T86, T109, T112, T114, T123	Evaluate Strategy, TE2: 157, 159, 162, 164, 165, 169, 170, 172, 173; TE3: 337, 339, 344, 346, 348, 349, 354, 358, 360, 363; TE5: 125, 128, 130, 136, 139; TE6: 291, 296, 302, 310, 314	Evaluate Strategy, 3.1: TE2: 131B, 133, 137, 138, 140, 141, 144, 146, 151, R2; TE3: 263B, 264, 269, 270, 274, 275, 278, 282, 283, 284, R2; 3.2: TE4: 17B, 22, 23, 24, 25, 28, 29, 33, 97, R2; TE6: 243B, 247, 250, 258, 260, R2
<i>This is evident, for example, when students:</i>				
♦ read a picture book to the class and point out how the pictures add meaning to the story	Read Picture Book/Focus on Meaning, TB2: T72, T94; TE4: T10	Read Picture Book/Focus on Meaning, TB1: T24, T62, T91	Read Picture Book/Focus on Meaning, 2.1: TE1: 18, 46; 2.2: TE4: 18	Read Picture Book/Focus on Meaning, 3.2: TE4: 24, 38
♦ recite a favorite poem from a class anthology and tell why they chose that poem	Recite Favorite Poem, TE1: W4, W6, W8, W10, W12, W14, W16, W18, W20, W22	Recite Favorite Poem, 1.1: TE1: T187; TE2: T65; 1.2: TE3: T173	Recite Favorite Poem, 2.1: TE2: 176, 177; TE3: 332; 2.2: TE4: 87	Recite Favorite Poem, 3.2: TE4: 96
♦ keep a reading inventory to show all the types of literature they are reading	Keeping a reading inventory is taught at later levels.	Keeping a Reading Inventory, 1.3: TE6: T18; 1.4: TE7: T18	Keeping a Reading Inventory, 2.1: TE2: 209M–209N; PB: 123–124	Keeping a Reading Inventory, 3.2: TE5: 205M–205N; PB: 109–110
♦ retell a familiar fairy tale or fable to the class	Retelling Fairy Tale or Fable, TE1: T53; TE3: T65; TE4: T63; TE6: T63; TE8: T11; TE9: T65, T119; TE10: T63	Retelling Fairy Tale or Fable, 1.5: TE9: T29; TE10: T153	Retelling Fairy Tale or Fable, 2.1: TE2: F217, F221, F222	Retelling Fairy Tale or Fable, 3.1: TE3: 289L

Standard	Kindergarten	Grade One	Grade Two	Grade Three
<p>♦ choose books to read individually or with others.</p>	<p>Houghton Mifflin Classroom Bookshelf, TE1: T41, T85, T125; TE2: v, T3, T49, T55, T103, T109, T153; TE3: T51, T107, T157; TE4: T48, T103, T153; TE5: T103, T153; TE6: iii, T49, T103, T153; TE7: v, T105; TE8: 3, T49, T103, T153; TE9: v, T51, T105, T155; TE10: v, T49, T105</p>	<p>Suggestions for Independent Reading, TE1: T53, T65, T101, T113, T125, T131, T161, T175, T187, T193; TE2: T41, T65, T71, T101, T115, T123, T129, T135, T165, T179, T197; TE3: T41, T49, T55, T61, T67, T97, T111, T117, T123, T153, T167, T173, T179; TE4: T41, T55, T61, T67, T97, T111, T117, T123, T153, T167, T173, T179; TE5: T39, T55, T63, T69, T96, T105, T121, T129, T135, T163, T177, T185, T191; TE6: T39, T53, T61, T67, T103, T117, T125, T131; TE8: T39, T53, T61, T67, T103, T117, T125, T131, T159, T175, T183, T189; TE9: T37, T53, T61, T67, T103, T117, T125, T131, T159, T177, T185; TE10: T39, T55, T63, T69, T103, T111, T119, T127, T133, T161, T173, T181, T187</p>	<p>Suggestions for Independent and Recreational Reading, 2.1: TE1: 10C–10D, 43H, 43I–43J, 43K–43L, 43M–43N; , TE2: 139, 153D, 165, 177D, 178J, 191, 209D; TE3: 226D–226E, 265H, 265I–265J, 265K–265L, 265M–265N; 2.2: TE4: 15B, 57D, 57H, 57I–57J, 57K–57L, 57M–57N, 58J, 86D, 88J, 115D</p>	<p>Suggestions for Independent and Recreational Reading, 3.1: TE1: 10C–10D, 51B, 53H, 53I–53J, 53K–53L, 53M–53N, 56, 85, 91B, 94, 121B, R2–R3, R4–R5, R6–R7; TE2: 132, 157B, 159H, 159I–159J, 159K–159L, 159M–159N, 162, 185B, 188, 205B, 208, 231B, R2–R3, R4–R5, R6–R7, R8–R9; TE3: 256C–256D, 264, 287B, 292, 315B, 318, 347B, 350, 373B, R2–R3, R4–R5, R6–R7, R8–R9; 3.2: TE4: 10C–10D, 18, 39B, 43H, 43I–43J, 43K–43L, 43M–43N, 46, 69B, 72, 99B, R2–R3, R4–R5, R6–R7</p>

Speaking and Writing

2. Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.

Students:

<ul style="list-style-type: none"> present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure 	<p>Personal Response to Literature, TE1: T11, T17, T61, T70, T79, T118; TE2: T19, T73, (continued)</p>	<p>Personal Response to Literature, TE2: T32, T93, T113, T128; TE3: T136; (continued)</p>	<p>Personal Response to Literature, 2.1: TE1: 13B, 37, 44F, 75, 80F, 109; (continued)</p>	<p>Personal Response to Literature, 3.1: TE1: 47, 87, 117; TE2: 129C, 153, 159V, (continued)</p>
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Standard	Kindergarten	Grade One	Grade Two	Grade Three
<ul style="list-style-type: none"> present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure (continued) 	Personal Response to Literature, TE2: (continued) T144; TE3: T19, T34, T43, T75; TE4: T19, T73, T127; TE5: T73; TE6: T19, T73, T153; TE7: T19, T73; TE8: T19, T73, T145; TE9: T11, T19, T75, T129; TE10: T19, T73	Personal Response to Literature, (continued) TE5: T31, T32, T33, T53, T97, T98, T99, T119, T155, T156, T157	Personal Response to Literature, 2.I: (continued) TE2: 117B, 149, 178F, 205; TE3: 229B, 259, 266F, 291, 296F, 331, 336F, 365; 2.2: TE4: 13B, 53, 58F, 85, 88F, 111; TE5: 121B, 154F, 182F, 222F; TE6: 328F	Personal Response to Literature, 3.I: TE1: 47, 87, 117; TE2: 129C, 153, 159V, 181, 203, 229; TE3: 285, 311, 341, 343, 369, 371; 3.2: TE4: 15C, 35, 43V, 65, 69X, 95; TE5: 107C, 133, 139J, 139L, 139N, 139V, 167X, 201, R3, R5, R7; TE6: 163, 241C, 273, 279V, 303, 307V, 335
<ul style="list-style-type: none"> explain the meaning of literary works with some attention to meanings beyond the literal level 	Responding to Literature, TE1: T17, T27, T61, T105; TE2: T19, T73, T137; TE3: T91, T141; TE4: T73, T87, T137; TE5: T127; TE6: T19, T73; TE7: T129; TE8: T59, T137; TE9: T19, T89; PB: 46, 51, 61, 66, 74, 84, 89, 97, 104, 114, 124, 134, 144, 154, 164, 174, 184, 189, 194, 204, 209, 214, 224, 234, 244, 249, 254, 264, 274, 284, 294, 304	Think About Reading, I.I: SB: 24, 44, 64, 82, 104, 146, 164, 186, 210, 232; TE1: T51, T64, T111, T124, T173; TE2: T51, T64, T113, T128, T177; PB: 13, 16, 30, 32, 48, 50, 65, 67, 81, 83, 96, 98; I.2: SB: 34, 56, 80, 104, 128, 152; TE3: T53, T109, T165; TE4: T53, T109, T165; PB: 111, 126, 139, 156, 171, 184; I.3: SB: 44, 80, 104, 154, 184, 216; TE5: T53, T119, T175; TE6: T51, T115, T171; PB: 9, 25, 39, 61, 79, 91; I.4: SB: 38, 70, 104, 150, 178, 208; TE7: T49, T115, T173; TE8: T51, T115, T173; PB: 109, 125, 139, 155, 173, 184; I.5: SB: 42, 72, 110, 166, 202, 220; TE9: T51, T115, T175; TE10: T53, T117, T171; PB: 200, 214, 227, 246, 261, 273	Think About the Selection, 2.I: SB: 36, 74, 108, 148, 174, 204, 258, 290, 330, 364; TE1: 36, 74, 108; TE2: 148, 174, 204; TE3: 258, 290, 330, 364; PB: 7, 29, 46, 72, 95, 112, 140, 163, 181, 199; 2.2: SB: 52, 84, 110, 146, 178, 216, 256, 320, 364, 394; TE4: 52, 84, 110; TE5: 146, 178, 216, 256; TE6: 320, 364, 394; PB: 8, 31, 73, 96, 114, 132, 159, 181, 198	Think About the Selection, 3.I: SB: 46, 86, 116, 152, 180, 202, 228, 254, 284, 310, 342, 368; TE1: 46–47, 86–87, 116–117; TE2: 152–153, 180–181, 202–203, 228–229, 254–255; TE3: 284–285, 310–311, 342–343, 368–369; PB: 5, 25, 40, 63, 83, 98, 113, 139, 159, 174, 189; 3.2: SB: 34, 64, 94, 132, 162, 200, 234, 272, 302, 334; TE4: 34–35, 64–65, 94–95; TE5: 132–133, 162–163, 200–201, 234–235; TE6: 272–273, 302–303, 334–335; PB: 5, 25, 40, 63, 83, 98, 123, 143, 158

Standard	Kindergarten	Grade One	Grade Two	Grade Three
<ul style="list-style-type: none"> create their own stories, poems, and songs using the elements of the literature they have read and appropriate vocabulary 	<p>Responding to Literature, through Writing, TE1: T17, T27, T61, T105; TE2: T19, T73, T137; TE3: T91, T141; TE4: T73, T87, T137; TE5: T127; TE6: T19, T73; TE7: T129; TE8: T59, T137; TE9: T19, T89; PB: 46, 51, 61, 66, 74, 84, 89, 97, 104, 114, 124, 134, 144, 154, 164, 174, 184, 189, 194, 204, 209, 214, 224, 234, 244, 249, 254, 264, 274, 284, 294, 304</p> <p>Responding through Art, TE5: T127; TE9: T35</p>	<p>Responding to Literature in Writing, I.1: SB: 27, 45, 65, 83, 105, 165, 187, 211, 233, 253; TE1: T51 T64, T110, T111, T124, T172, T173; TE2: T35, T50, T64, T113, T128, T176, T190; I.2: SB: 35, 81, 105, 129, 153; TE3: T52, T108, T109, T164; TE4: T52, T108, T164; I.3: SB: 45, 81, 105, 155, 185, 217; TE6: T51, T115, T170, T171; I.4: SB: 39, 71, 105, 128, 151, 179, 209; TE8: T50, T51, T114, T115, T172, T173; I.5: SB: 43, 73, 111, 136, 167, 203, 221; TE9: T50, T51, T63, T115, T174, T175; TE10: T52, T53, T116, T117, T170, T171</p> <p>Responding to Literature through Art, TE2: T95, T159; TE6: T155</p>	<p>Responding to Literature in Writing, 2.1: SB: 36, 37, 74, 75, 148, 174, 204, 205, 258, 290, 330, 364; TE1: 36, 37, 74, 75; TE2: 148, 174, 204, 205; TE3: 258, 290, 330, 364; 2.2: SB: 52, 53, 84, 110, 146, 178, 216, 256, 320, 364, 394; TE4: 52, 53, 84, 110; TE5: 146, 178, 216, 256; TE6: 320, 364, 394</p> <p>Responding to Literature in Art, 2.1: TE1: 22; TE2: 145)</p>	<p>Responding to Literature in Writing, 3.1: SB: 46, 47, 86, 87, 116, 152, 152, 180, 181, 202, 203, 228, 229, 284, 296, 310, 311, 342, 368, 369; TE1: 46, 47, 86, 87, 116; TE2: 152, 152, 180, 181, 202, 203, 228, 229; TE3: 284, 296, 310, 311, 342, 368, 369; 3.2: SB: 34, 64, 94, 132, 162, 200, 272, 302, 334, TE4: 34, 64, 94; TE5: 132, 162, 200; TE6: 272, 302, 334</p> <p>Responding to Literature in Art, 3.1: TE1: 47, 87, 116, 117; TE3: 311, 343, 369</p>
<ul style="list-style-type: none"> observe the conventions of grammar and usage, spelling, and punctuation. 	<p>During Shared Writing, students learn about the conventions of grammar, spelling and punctuation together.</p>	<p>Use Language Conventions in Responding to Literature, I.2: SB: 35, 81, 129; TE3: T53, T165; TE4: T109; I.3: SB: 45, 105, 217; TE5: T52, T118, T174; TE6: T170; I.4: SB: 39, 71, 105, 179; I.5: SB: 73, 167, 203, 221; TE9: T50; TE10: T52, T116</p>	<p>Use Language Conventions in Responding to Literature, 2.1: SB: 74, 204, 258, 290, 330, 364; TE1: 74; TE2: 204; TE3: 258, 290, 330, 364; 2.2: SB: 52, 84, 216, 320, 394; TE4: 52, 84; TE5: 216; TE6: 320, 394</p>	<p>Use Language Conventions in Responding to Literature, 3.1: SB: 86, 284, 310, 342, 368; TE1: 86; TE3: 284, 310, 342, 368; 3.2: SB: 132, 162, 334; TE4: 34; TE5: 132, 162; TE6: 334</p>

Standard	Kindergarten	Grade One	Grade Two	Grade Three
<i>This is evident, for example, when students:</i>				
♦ perform dramatic readings or recitations of stories, poems, or plays	Creative Dramatics, TE1: T97; TE2: T127; TE8: T127; TE10: T63 Choral Reading, TE9: T87 Reader’s Theater, TE2: T127	Creative Dramatics, SB1.3: 185; TE2: T199; TE5: T37, T160; TE7: T91; TE8: T93; TE9: T101, T193 Choral Reading, TE1: T151; TE7: T56 Performing Reader’s Theater, TE2: T199; TE4: T125; TE7: T91; TE9: T193	Dramatizing, 2.1 TE2: 137; TE3: 365, R33; 2.2: TE4: 96 Choral Reading, 2.1: TE1: 80I; TE2: 119A, 178I	Responding to Literature Through Drama, 3.1: TE3: 343, 369 Presenting a Reader’s Theater Performance, 3.1: TE3: 315O–315P; 3.2: SB: 273 Dramatizing, 3.1: TE1: 53G; TE2: F254; 3.2: TE4: 39D
♦ write a review of a book to recommend it to their classmates	Writing a Book Report/Review, TE10: T93, T101	Writing a Book Report, TE10: T65; PB1.5: 252	Writing a Review, 2.2: TE6: 364	Writing a Review of Movie, Play, or TV Show, 3.1: TE3: 373G
♦ create their own picture books or fables to keep in the classroom library	Writing a Class Book, TE1: xxi, T127; TE2: xiii; TE4: xiii; TE5: xiii; TE8: xiii	Writing a Book, TE1: T67; TE5: T85, T143, T186	Class Book, 2.2: TE4: 57G	Writing a Class Book, 3.1: TE1: 53A; TE3: 289G; 3.2: SB: 133; TE4: 43G; TE5: 133
♦ write new endings or sequels to familiar stories	Writing a Story, TE6: T149; TE8: T37	Writing a Personal Narrative, TE5: T19	Writing a Story, 2.1: TE1: 42–43G; TE2: 79H, R19; TE3: 359, 361, 364, R35; PB: 20–24; 2.2: TE6: 295	Writing New Ending, 3.2: TE6: R25
♦ pretend to be a character in a historical story and write letters to their classmates about the character’s life.	Write a Letter about a Story Character, TE8: T91, T99	Write a Letter about a Story Character, 1.2: TE3: T99; 1.3: TE5: T107; TE6: T41; 1.5: TE10: T183	Write a Letter about a Story Character, 3.1: SB: 108, 109; 3.2: SB: 52	Rewrite Scene from a New Perspective, 3.1: TE3: 273; 3.2: TE4: 60, 88, R11

Standard	Kindergarten	Grade One	Grade Two	Grade Three
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.				
As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.				
Listening and Reading				
1. Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.				
Students:				
<ul style="list-style-type: none"> read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor 	Evaluating Literature, TE3: T86, T87, T88, T98, T131, T140, T149; TE5: T145; TE9: T146	Evaluating Literature, TE2: T191; TE4: T117; TE9: T69 Movie/TV Show, TE4: T87	Evaluating Literature, 2.1: TE1: 24, 33, 36, 37, 58, 72, 74, 75, 94, 106; TE2: 145, 148, 157, 159, 162, 164, 165, 169, 170, 172, 173; TE3: 304, 333, 335A, 337, 339, 344, 346, 348, 349, 354, 358, 360, 363; 2.2: TE4: 52, 83 Viewing Advertisements, TE3: 367N Viewing Television, TE2: 209J	Evaluating Literature, 3.1: TE1: 32, 39, 51O, 51P, 53V, 91M–91N; TE2: 131B, 133, 137, 138, 140, 141, 144, 146, 151, R2; TE3: 309, 263B, 264, 269, 270, 274, 275, 278, 282, 283, 284, 309, 315S, R2; 3.2: TE4: 17B, 22, 23, 24, 25, 28, 29, 33, 39P, 69X Understanding the Appeal of Advertisements, 3.1: TE3: 284, 285 Viewing Television, 3.2: TE4: 69O
<ul style="list-style-type: none"> make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters in a picture book, or the logic and believability of the claims made in an advertisement 	Evaluate Strategy, TE3: T10, T18, T32, T42, T148; TE4: T116, T126, T136, T137; TE5: T145; TE6: T116, T126, T136, T145; TE8: T116, T126, T136, T137, T145; TE9: T10, T18, T29, T32, T42	Evaluate Strategy, TE1: T142, T167, T170, T172, T181, T184, T185, T197; TE2: T62; TE3: T22, T47, T50, T52; TE4: T78, T103, T105, T106, T108; TE8: T86, T109, T112, T114; TE9: T86, T109, T112, T114, T123	Evaluate Strategy, TE2: 157, 159, 162, 164, 165, 169, 170, 172, 173; TE3: 337, 339, 344, 346, 348, 349, 354, 358, 360, 363; TE5: 125, 128, 130, 136, 139; TE6: 291, 296, 302, 310, 314	Evaluate Strategy, 3.1: TE2: 131B, 133, 137, 138, 140, 141, 144, 146, 151, R2; TE3: 263B, 264, 269, 270, 274, 275, 278, 282, 283, 284, R2; 3.2: TE4: 17B, 22, 23, 24, 25, 28, 29, 33, 97, R2; TE6: 243B, 247, 250, 258, 260, R2 Understanding the Appeal of Advertisements, 3.1: TE3: 284, 285 Viewing to Evaluate Media, 3.2: TE4: 31, 69, 69O–69P

SB = Student Book

TE = Teacher’s Edition

PB = Practice Book

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Standard	Kindergarten	Grade One	Grade Two	Grade Three
<ul style="list-style-type: none"> recognize that the criteria that one uses to analyze and evaluate anything depend on one's point of view and purpose for the analysis 	Point of View and Purpose for Analyzing and Evaluating Literature, TE10: T93, T101	Point of View and Purpose for Analyzing and Evaluating Literature, 1.3: TE6: T41, T163; 1.5: TE10: T159	Point of View and Purpose for Analyzing and Evaluating Literature, 2.1: TE1: 79O–79P; TE3: 335M–335N; 2.2: TE4: 151M–151N	Point of View and Purpose for Analyzing and Evaluating Literature, 3.1: TE1: 51O, 51P, 91M, 91N; PB: 36; 3.2: TE4: 39O–39P
<ul style="list-style-type: none"> evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully. 	Evaluate and Adjust Own Strategies, See later levels.	Evaluate and Adjust Own Strategies (Related Experience) 1.2: TE3: T69; TE4: T87	Evaluate and Adjust Own Strategies, 2.1: TE1: 18, 46, 82; TE2: 122, 158, 180; TE3: 234, 268, 298, 338; 2.2: TE4: 18, 60, 90; TE5: 134, 166, 198, 244; TE6: 306, 344, 384	Evaluate and Adjust Own Strategies, 3.1: TE1: 18, 56, 94; TE2: 132, 162, 188, 208; TE3: 264, 292, 318, 350; 3.2: TE4: 18, 46, 72; TE5: 110, 142, 170; TE6: 244, 282, 310
<i>This is evident, for example, when students:</i>				
<ul style="list-style-type: none"> listen to a book talk in class and express an opinion of the book with specific reference to the text and to some criteria for a good book 	Book Talk, TE10: T93, T101	Giving an Oral Book Report, TE8: T191; TE10: T71	Book Talk, 2.1: TE1: 73	Book Talk, 3.2: TE5: 137O–137P
<ul style="list-style-type: none"> read several versions of a familiar fairy tale and recognize the differences in the versions 	Related Experience: Fairy Tales, TE1: T53; TE3: T65	Related Experience: Folktale, 1.5: TE10: F5, F6	Related Experience: Fable, 2.1: TE2: F219, F220, F223	Related Experience: Trickster Tales, 3.1: TE2: F234, F253, F255
<ul style="list-style-type: none"> point out examples of false advertising in television ads for toys 	Television ads are introduced at a later level.	Related Experience: Viewing Television, 1.2: TB4: T87	Related Experience: Make a TV Commercial, 2.1: SB: 37; TE1: 37	Related Experience: Make a TV Commercial, 3.2: TE4: 69O–69P
<ul style="list-style-type: none"> identify the facts and opinions in a feature article in a children's magazine. 	Fact and Opinion in Children's Magazine Article,	Fact and Opinion, 1.2: TE3: T69	Fact and Opinion, 2.1: TE2: 156E–156F, 157, 162, 167, 173, 177A–177B, R22–R23; TE3: 290; PB: 94–97; 2.2: TE4: 69, 73; TE5: 145, 243	Fact and Opinion, 3.1: TE2: 156, 157; 3.2: TE4: 17B, 17C, 23, 39A–39B, R2–R3; PB: 4, 6–7

SB = Student Book

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Standard	Kindergarten	Grade One	Grade Two	Grade Three
Speaking and Writing				
2. Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.				
Students:				
<ul style="list-style-type: none"> express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence 	Writing a Book Report/Review, TE10: T93, T101	Giving an Opinion, TE9: T100 Writing Opinions, TE7: T39, T41; TE10: T41	Giving Opinions, 2.1: TE1: 68, 79P; TE2: 167; TE3: 266F; TE5: R33 Writing Opinions, 2.1: TE1: 26, 79M; TE3: 367M–367N; PB: 211; 2.2: TE4: 73, 97; TE5: 151M–151N	Giving Opinions, 3.1: TE1: 45; TE2: 146, 205X; TE3: 287N; 3.2: TE4: 15C, 54 Writing Opinions, 3.1: TE1: 87; TE3: 347M–347N
<ul style="list-style-type: none"> present arguments for certain views or actions with reference to specific criteria that support the argument (e.g., an argument to purchase a particular piece of playground equipment might be based on the criteria of safety, appeal to children, durability, and low cost) 	Present Arguments in Writing, TE10: T93, T101	Present Arguments in Writing, TE3: T99; TE6: T41, T63 Present Arguments in Speaking, TE7: T67; TE9: T27	Present Arguments in Writing, 2.1: TE3: 367M–367N; PB: 210–211; 2.2: TE4: 97 Present Arguments in Speaking, 2.2: TE4: 97; TE6: 397O–397P	Present Arguments in Writing, 3.1: SB: 284; TE2: 231H; TE3: 284, 347M–347N; PB: 185–186; 3.2: SB: 34, 272, 278–279; TE5: R25; TE6: 278–279G; PB: 136–137 Present Arguments in Speaking, 3.2: TE6: 307O–307P
<ul style="list-style-type: none"> monitor and adjust their own oral and written presentations to meet criteria for competent performance (e.g., in writing, the criteria might include development of position, organization, appropriate vocabulary, mechanics, and neatness. In speaking, the criteria might include good content, effective delivery, diction, posture, poise, and eye contact) 	Monitor/Adjust Written Presentations, TE10: T93, T101	Monitor/Adjust Oral Presentations, TE9: F6; TE10: T71 Monitor/Adjust Written Presentations, TE3: T99; TE6: T41, T63	Monitor/Adjust Oral Presentations, 2.1: TE1: 41O, 111P; TE2: 177O, 177P; 2.2: TE4: 55F, 55O, 55P; TE5: 151O–151P Monitor/Adjust Written Presentations, 2.1: TE3: 367M–367N; PB: 210–211; 2.2: TE4: 97	Monitor/Adjust Oral Presentations, 3.1: TE1: 121O, 121P; TE2: 205P, 231P, R17; TE3: 315, 343, 347, 347D, 369, 373, 373P; 3.2: TE4: 69P, R13 Monitor/Adjust Written Presentations, 3.1: SB: 284; TE2: 231H; TE3: 284, 347M–347N; PB: 185–186; 3.2: SB: 34, 272, 278–279; TE5: R25; TE6: 278–279G; PB: 136–137

<ul style="list-style-type: none"> use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing. 	Use Vocabulary and Rules of Grammar, Usage, Spelling, and Punctuation in Persuasive Writing, TE10: T101	Use Vocabulary and Rules of Grammar, Usage, Spelling, and Punctuation in Persuasive Writing, I.3: TE6: T41	Use Vocabulary and Rules of Grammar, Usage, Spelling, and Punctuation in Persuasive Writing, 2.1: TE3: 367M, 367N; PB: 210, 211; 2.2: TE4: 97	Use Vocabulary and Rules of Grammar, Usage, Spelling, and Punctuation in Persuasive Writing, 3.2: TE5: R25; TE6: 278–279G
<i>This is evident, for example, when students:</i>				
<ul style="list-style-type: none"> write a letter to the principal recommending that the school cafeteria serve pizza for lunch based on the criteria that it is nutritious and appealing to students 	Write a Letter to the Principal, TE5: T141	Write a Letter to the Principal, I.3: TE6: T82	Related Instruction: Write a Letter to the Principal, 3.1: TE3: 369	Related Instruction: Write a Letter to the Principal, 3.2: TE6: 279A
<ul style="list-style-type: none"> give an oral report comparing several versions of the Cinderella story, pointing out similarities and differences in the versions 	Orally Compare Several Versions of Literature, TE10: T93, T101	Orally Compare Several Versions of Literature, I.4: TE8: T191; I.5: TE10: T11	Orally Compare Several Versions of Literature, 2.2: TE4: 550–55P	Orally Compare Several Versions of Literature, 3.2: TE5: 137O–137P
<ul style="list-style-type: none"> in group discussion, select the most important word of a poem or story and explain its significance 	Select and Explain Important Words in Literature, TE1: T19, T63, T107; TE2: T15, T25, T69, T79, T123, T133; TE3: T15, T25, T71, T81, T127, T137; TE4: T15, T25, T69, T79, T123, T133; TE5: T15, T25, T69, T79, T123, T133; TE6: T15, T25, T69, T79, T123, T133; TE7: T15, T25, T69, T79, T125, T135; TE8: T15, T25, T69, T79, T123, T133; TE9: T15, T25, T71, T81, T125, T135; TE10: T15, T25, T69, T79, T125, T135	Select and Explain Important Words in Literature, Get Set, I.1: SB: 14–15, 28–29, 48–49, 66–67, 86–87, 106–107, 130–131, 148–149, 168–169, 188–189, 214–215, 234–235; TE1: T46, T58, T106, T118, T166, T180; TE2: T46, T58, T106, T120, T170, T184; I.2: SB: 14–15, 38–39, 60–61, 86–87, 108–109, 132–133; TE3: T46, T102, T158; TE4: T46, T102, T158; I.3: SB: 14–15, 52–53, 86–87, 130–131, 162–163, 190–191; TE5: T44, T110, T168; TE6: T44, T108, T162; I.4: SB: 14–15, 44–45, 76–77, 132–133, 158–159, 182–183; TE7: T42, T106, T164; TE8: T44, T108, T164; I.5: SB: 14–15, 50–51, 76–77, 140–141, 174–175, 206–207; TE9: T42, T108, T164; TE10: T44, T108, T166	Select and Explain Important Words in Literature, Get Set, 2.1: SB: 16–17, 44–45, 80–81, 120–121, 156–157, 178–179, 232–233, 266–267, 296–297, 336–337; TE1: 16, 44, 80; TE2: 120, 156, 178; TE3: 232, 266, 296, 336; 2.2: SB: 16–17, 58–59, 88–89, 124–125, 154–155, 182–183, 222–223, 290–291, 328–329, 370–371; TE4: 16, 58, 88; TE5: 124, 154, 182, 222; TE6: 290, 328, 370	Select and Explain Important Words in Literature, Get Set, 3.1: SB: 16–17, 54–55, 92–93, 130–131, 160–161, 206–207, 262–263, 290–291, 316–317, 348–349; TE1: 16A, 54A, 92A; TE2: 130A, 160A, 186A, 206A; TE3: 262A, 290A, 316A, 348A; 3.2: SB: 16–17, 44–45, 70–71, 108–109, 140–141, 168–169, 242–243, 280–281, 308–309; TE4: 16A, 44A, 70A; TE5: 108A, 140A, 168A; TE6: 242A, 280A, 308A
<ul style="list-style-type: none"> write an analysis of the effect of a major snow storm from the perspectives of a school student, a working parent, and a mail carrier 	Write an Analysis of a Storm from Several Perspectives, TE6: xiii, T37, T91	Write an Analysis of a Storm from Several Perspectives, I.2: SB: 35; TE3: T53	Related Experience: Write an Analysis of a Storm from Several Perspectives, 2.2: 257	Write an Analysis of a Storm from Several Perspectives, 3.2: TE5: R13

Standard	Kindergarten	Grade One	Grade Two	Grade Three
Standard 4: Students will read, write, listen, and speak for social interaction.				
Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.				
Listening and Reading				
1. Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.				
<ul style="list-style-type: none"> listen attentively and recognize when it is appropriate for them to speak 	Appropriate Listening Behaviors, TE1: W5, W7, W9, W11, W13	Guidelines for Listening Attentively, TE3: T181; TE6: T189; TE10: T29	Guidelines for Listening Attentively, 2.1: TE1: 79O, 111O, 111P; TE3: 295O; 2.2: TE4: 87O	Guidelines for Listening Attentively, 3.1: TE1: 91P, 121P; TE2: 185O, 185P; TE3: 347O, 347P, 373P; 3.2: TE4: 39O, 99O
<ul style="list-style-type: none"> take turns speaking and respond to others' ideas in conversations on familiar topics 	Converse and Discuss Interactively, TE7: xiii. The rules of conversation are formally taught at Level One.	Guidelines for Holding Conversations, TE4: T69; TE5: T71; TE7: T191; TE9: T93; TE10: T178 Guidelines for Holding a Discussion, SB1.5: 43; TE4: T24; TE5: T193; TE9: T69	Guidelines for Speaking Respectfully and Politely, 2.1: TE1: 79O; TE2: 177L; 2.2: TE4: 55E Guidelines for Encouraging Others, 2.1: TE1: 79O, 79P	Guidelines for Listening Respectfully and Politely, 3.1: TE1: 51O Guidelines for Disagreeing Politely and Respectfully, 3.1; TE3: 347O; 3.2: TE4: 39O Guidelines for Encouraging Others, 3.1: TE1: 51O, 51P; 3.2: TE4: 39O
<ul style="list-style-type: none"> recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations. 	Guidelines for Appropriate Communication Behaviors, TE1: T19, T101, T107, T112; TE2: T25, T37, T45, T69, T79, T91, T123, T133; TE3: T15, T25, T71, T81, T95, T103, T137, T145, T153; TE4: T25, T69, T79, T145; TE5: T15, T45, T69, T79, T123, T133, T141; TE6: T25, T37, T45, T69, T79, T91, T99, T123, T133, T141, T149; TE7: T25, T37, T45, T79, T93, T125, T135, T143, T151; (continued)	Guidelines for Appropriate Communication Behaviors, SB1.3: 185; SB1.4: 39; SB1.5: 43; TE1: T151, T195; TE2: T31, T137, T155, T199; TE3: T69, T125; TE4: T125; TE5: T29, T71, T193; TE6: T69, T93, T189; TE7: T27, T67, T91, T149, T191; TE8: T29, T69, T93, T149, T191; TE9: T27, T69, T93, T133, T149, T193; TE10: T71, T93, T135, T151, T189	Guidelines for Appropriate Communication Behaviors, 2.1: TE1: 41O–41P, 79O–79P, 111O–111P; TE2: 153O, 153P, 177O, 177P; TE3: 263O–263P, 295O–295P, 367O–367P; 2.2: TE4: 55O–55P, 87O–87P, 115O–115P	Guidelines for Appropriate Speaking Behaviors, 3.1: TE1: 51O, 51P, 91O, 91P, 121O, 121P; TE2: 157O, 157P, 185O, 185P 205O, 205P, 231O, 231P; TE3: 287M–287N, 315M–315N, 347M–347N, 373M–373N; 3.2: TE4: 39O–39P, 69O–69P, 99O–99P

Standard	Kindergarten	Grade One	Grade Two	Grade Three
<ul style="list-style-type: none"> recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations. (continued) 	Speaking Appropriately, TE7: (continued) TE8: T69, T99, T141, T149; TE9: T25, T47, T143, T151; TE10: T25, T37, T45, T79, T93, T101, T135, T143, T151	See preceding page.	See preceding page.	See preceding page.
<i>This is evident, for example, when students:</i>				
<ul style="list-style-type: none"> take part in “show and tell” sessions 	Show and Tell, TE1: T13; TE4: T112	Show and Tell, 1.1: TE2: T31; 1.5: TE9: T133	Show and Tell, 2.2: TE4: R21	Show and Tell, 3.2: SB: 163; TE5: 163, R9
<ul style="list-style-type: none"> participate in group discussions during “circle time” 	Small Groups, TE1: W9, T11, T61, T105, T119; TE2: T6, T11, T58, T79; TE3: T6, T11, T35; TE4: T6, T11, T58, T63, T112; TE5: T11; TE6: T6, T11, T58, T112, T127; TE7: T11; TE8: T6, T19, T58, T112; TE9: T6, T11, T60, T75, T81; TE10: T6, T11, T58, T114	Small Groups, TE1: T18, T78, T138; TE2: T18, T78, T142; TE3: T18, T74, T130; TE4: T18–T19, T74–T75, T130–T131, R25, R27, R29; TE5: T18–T19, T84–T85, T142–T143; TE6: T18, T82, T138; TE7: T18, T80, T138; TE8: T18, T82, T138; TE9: T18, T84, T140	Groups, 2.1: TE1: 15A, 24, 25, 33, 35, 36, 41O, 41P, 43A, 43D, 46, 58, 59, 68, 72, 73, 79, 79A, 79F, 79P, 94, 95, 106, 107, 109, 111B, 111P, R17, R19, R21; TE2: 138, 146, 153F, 153P, 155A, 155D, 156I, 161, 164, 167, 172, 173, 175, 177B, 177F, 177P, 190, 202, 203, 209B, 209P; TE3: 242, 243, 256, 257, 260, 263F, 263H, 263J, 266I, 276, 277, 279, 288, 289, 292, 295, 295F, 295N, 313, 315, 328, 329, 335P, 349, 363, 367G, 367N, 367P, R29, R31, R33, R35; 2.2: TE4: 35, 36, 37, 50, 51, 53, 57A, 68, 69, 71, 82, 83, 86, 87B, 87F, 87P, 98, 99, 108, 109, 113, 115F, R21, R23, R25	Groups, 3.1: TE1: 25, 29, 30, 44, 45, 48, 51B, 51J, 51P, 53D, 65, 70, 71, 84, 87, 88, 91B, 91J, 91K, 91P, 102, 114, 121B, 121J, 121P; TE2: 140, 147, 150, 151, 157B, 157D, 157J, 157O, 157P, 170, 178, 182, 185, 185B, 185J, 193, 194, 195, 200, 204, 205D, 205J, 205P, 216, 226, 227, 231B, 231I, 231P, R13, R17; TE3: 266, 273, 274, 275, 277, 281, 282, 284, 285, 287B, 287J, 287O, 287P, 289A, 300, 301, 303, 304, 308, 309, 314, 315H, 315J, 315O, 328, 329, 331, 337, 340, 345, 347J, 357, 358, 359, 361, 363, 366, 367, 373B, 373G, 373K, 373P; 3.2: TE4: 24, 25, 32, 33, 39, 39B, 39J, 43A, 53, 54, 55, 62, 63, 69J, 69P, 82, 83, 92, 93, 99H, R11, R13
<ul style="list-style-type: none"> greet visitors to their school or classroom and respond to their questions 		Greeting Visitors, 1.2: TE4: T13, T69	Greeting Visitors, 2.2: TE5: 151O–151P	Greeting Visitors, 3.1: TE1: 91O, 91P

Standard	Kindergarten	Grade One	Grade Two	Grade Three
♦ bring messages to the principal’s office or to another teacher.	Delivering Messages, TE5: T141	Delivering Messages, See other levels.	Delivering Messages, See other levels.	Related Instruction: Delivering Messages, TE2: 185O, 185P
Speaking and Writing				
2. Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.				
Students:				
<ul style="list-style-type: none"> exchange friendly notes, cards, and letters with friends, relatives, and pen pals to keep in touch and to commemorate special occasions 	Writing Letters and Cards, TE3: T54; TE5: T141; TE8: T91, T99	Writing Letters and Cards, TE2: T43; TE3: T99; TE6: T41; TE10: T183	Writing Letters and Cards, 2.1: SB: 108, 109; TE2: R29; TE3: 264–265G; PB: 153–157; 2.2: SB: 52, 320; TE4: 52; TE5: R41	Writing a Friendly Letter or a Postcard, 3.1: SB: 86, 310; TE1: 51M–51N, 86; TE3: 310, 315M–315N; 3.2: TE4: R24; PB: 16
<ul style="list-style-type: none"> adjust their vocabulary and style to take into account the nature of the relationship and the knowledge and interests of the person receiving the message 	See Levels One through Three for adjusting vocabulary.	Adjusting Vocabulary and Style for Recipient of Letter, 1.5: SB: 49; TE9: T70, T71, T72, T75	Adjusting Vocabulary and Style for Recipient of Letter, 2.1: TE3: 264, 265A	Adjusting Vocabulary and Style for Recipient of Letter, 3.1: TE1: 51M
<ul style="list-style-type: none"> read and discuss published letters, diaries, and journals to learn the conventions of social writing. 	Published Letters, Diaries, and Journals, TE3: T54; TE5: T141	Published Letters, Diaries, and Journals, 1.5: SB: 48–49	Published Letters, Diaries, and Journals, 2.2: SB: 264–265	Published Letters, Diaries, and Journals, 3.2: TE5: 137S–139V, 167U, 172–199
<i>This is evident, for example, when students:</i>				
write thank you notes and invitations to friends	See Levels One through Three for writing thank you notes and invitations.	Writing Thank You Notes, TE9: T98; TE10: T183 Writing Invitations, TE7: T185	Writing Thank You Notes, 2.2: TE4: 52 Writing Invitations, 2.2: SB: 320; TE4: 55M–55N	Writing Thank You Notes, 3.1: TE2: R30 Writing Invitations, 3.1: SB: 334; TE3: 315M–315N; PB: 170

Standard	Kindergarten	Grade One	Grade Two	Grade Three
♦ exchange letters with pen pals in another country	See Level One for exchanging letters with a pen pal.	Writing to Pen Pals, 1.4: SB: 208; 1.5: SB: 202	See Level One for exchanging letters with a pen pal.	Writing to pen pals in another country could be incorporated into the themes Voyagers or Traditions.
♦ write letters to relatives who live in another city.	Writing to Relatives, TE3: T54	Writing to Relatives, 1.1: TE2: T43	Writing to Relatives, 2.2: TE3: 265A; TE5: R39	Writing to Relatives, 3.2: TE4: R24