

Standard	Grade Four	Grade Five	Grade Six
<b>Standard 1: Students will read, write, listen, and speak for information and understanding.</b>			
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.			
<b>Listening and Reading</b>			
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.			
<b>Students:</b>			
<ul style="list-style-type: none"> <li>interpret and analyze information from textbooks and nonfiction books for young adults, as well as reference materials, audio and media presentations, oral interviews, graphs, charts, diagrams, and electronic data bases intended for a general audience</li> </ul>	<p><b>Nonfiction, SB:</b> 130–133, 219–239, 560–576, 584–602, 606–607, 635–647, 661–681; <b>TE1:</b> 130–133, 219–239; <b>TE2:</b> 184E–184F, 246E–246H; <b>TE5:</b> 560–576, 584–602, 606–607, 635–647, 661–681</p> <p><b>Reference Materials, TE1:</b> 57, 79, 107; <b>TE2:</b> 181, 181C, 181D, 241, 245D, 245O, 245P, 275C, 275D, 275O; <b>TE3:</b> 298C, 380, 381, R27; <b>TE4:</b> 411, 411D, 449, 485D, 511C, 511D</p> <p><b>Listening to Oral Presentation, TE2:</b> 275P</p> <p><b>Presenting a Multimedia Report, TE6:</b> 707C–707D</p> <p><b>Interviewing, TE5:</b> 581C–581D</p> <p><b>Graphs, TE1:</b> 79Q; <b>TE2:</b> 275</p> <p><b>Reading a Chart, SB:</b> 606–607; <b>TE1:</b> 79Q, 80H, 89; <b>TE5:</b> 583D, 606–607, 607A–607B</p> <p><b>Diagrams, SB:</b> 380–383; <b>TE2:</b> 213; <b>TE3:</b> 380–381</p> <p><b>Using Electronic Resources, TE1:</b> 57Q; <b>TE2:</b> 215C–215D</p>	<p><b>Nonfiction, SB:</b> 84–98, 204–207, 498–519; <b>TE1:</b> 48–53, 56–75, 78–81, 84–98; <b>TE2:</b> 138–151, 154–159, 159I–159J, 178–181, 204–207, 210–223, 226–229; <b>TE3:</b> 262–278, 289I–289J, 306–309, 312–327, 330–333; <b>TE4:</b> 360–363, 368–385, 388–391; <b>TE5:</b> 470–485, 488–491, 498–519, 516–519, 522–541, 544–547, 566–569, F574–F591; <b>TE6:</b> 602–617, 628</p> <p><b>Reference Materials, TE1:</b> 51D, 81Q; <b>TE2:</b> 157C–157D, 177, 181, 181D, 203, 207, 229; <b>TE3:</b> 281, 285, 285C, 285D, 285Q, 333; <b>TE4:</b> 363, 363A, 363B, 391, 437C, 437D, R37</p> <p><b>Listening to an Oral Presentation, TE5:</b> 547O–547P</p> <p><b>Viewing and Evaluating Media, TE2:</b> 229O–229P</p> <p><b>Interviewing, TE1:</b> 105Q; <b>TE2:</b> 207, 207Q; <b>TE3:</b> 285C, 285D; <b>TE4:</b> 437C–437D, R37</p> <p><b>Graphs, TE1:</b> 81, 105C–105D; <b>TE5:</b> R36</p> <p><b>Diagrams, TE1:</b> 55B, 61, 65, 78, 79, 88; <b>TE2:</b> 149, <b>TE2:</b> 229C–229D; <b>TE6:</b> 638</p> <p><b>Using Print and Electronic Card Catalogs, TE1:</b> 81C–81D</p>	<p><b>Nonfiction, TE1:</b> 46–49, 52–64, 68–71, 90–93, 112–115, R4–R5; <b>TE2:</b> 145–157, 160–163, 190–206, 210–213, F218–F225; <b>TE3:</b> 268–273, 316–319, 348–351; <b>TE4:</b> 362–377, 390–401, 410–427; <b>TE5:</b> 456–467, 470–473, 492–495, 514–517, R2–R3, R6–R7, F522–F539; <b>TE6:</b> 550–563, 566–571, 574–587, 590–593, 596–609, 612–615, 636–639</p> <p><b>Reference Materials, TE1:</b> 44, 47C, 47D, 71, 115; <b>TE2:</b> 163, 167N, 183, 213C, 213D; <b>TE4:</b> 382, 383, 383D, 387N, 402, 407, 427C, 427D; <b>TE5:</b> 459, 473C, 473D, 494, 501, R26, R27; <b>TE6:</b> 593D, 593P, 639C, 639D</p> <p><b>Oral Presentation Based on Research, TE1:</b> 71; <b>TE2:</b> 213O–213P; <b>TE4:</b> 383, 383D; <b>TE5:</b> 501; <b>TE6:</b> 593P</p> <p><b>Media, TE1:</b> 46–49; <b>TE2:</b> 163C–163D; <b>TE6:</b> 569O–569P</p> <p><b>Interview, TE3:</b> 294–297</p> <p><b>Graphs, TE1:</b> 115C–115D; <b>TE3:</b> 347; <b>TE6:</b> 615B–615D</p> <p><b>Diagrams, SB:</b> 111, 407, 425, 491; <b>TE1:</b> 98; <b>TE4:</b> 387J, 404, 426–427, 427O; <b>TE5:</b> 489; <b>TE6:</b> 590, 615, R2, R6</p> <p><b>Using Print and Electronic Reference Sources, TE1:</b> 71, 71C–71D, 115; <b>TE2:</b> 163, 213, 213C, 213D</p>

SB = Student Book

TE = Teacher’s Edition

PB = Practice Book

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Standard	Grade Four	Grade Five	Grade Six
<ul style="list-style-type: none"> <li>use a wide variety of strategies for selecting, organizing, and categorizing information</li> </ul>	<p><b>Locating Information, TE2:</b> 181, 215C–215D</p> <p><b>Selecting Multimedia Resources, TE1:</b> 57Q; <b>TE6:</b> 707C–707D</p> <p><b>Organizing Information, SB:</b> 130–133; <b>TE1:</b> 130–133; <b>TE4:</b> 447, 449; <b>TE5:</b> 553; <b>TE6:</b> 653C–653D</p> <p><b>Categorize and Classify, TE1:</b> 79, 108J, 119; <b>TE2:</b> 247D, 265, 275A–275B; <b>TE4:</b> 411, 467, <b>TE5:</b> 581Q, 607; <b>TE6:</b> 639</p>	<p><b>Locating Information, TE2:</b> 207, 207C–207D</p> <p><b>Selecting and Using Print and Electronic Reference Sources, TE1:</b> 51C–51D; <b>TE2:</b> 181, 229; <b>TE4:</b> 363, 363Q, 391</p> <p><b>Organizing Information, TE2:</b> 221; <b>TE4:</b> 363P, 388–391, 413M</p> <p><b>Categorize and Classify, TE1:</b> 83B, 83C, 97, 105A–105B, R6–R7; <b>TE2:</b> 149, 217; <b>TE3:</b> 333Q; <b>TE4:</b> 413Q; <b>TE5:</b> 491; <b>TE6:</b> 669, 670</p>	<p><b>Locating Information, TE4:</b> 383, 383C–383D, 384, 387A; <b>TE5:</b> 473C–473D; <b>TE6:</b> 639</p> <p><b>Selecting Information, TE4:</b> 383, 383C–383D, 383R; <b>TE5:</b> 473C–473D, 473Q; <b>TE6:</b> 639</p> <p><b>Organizing Information, SB:</b> 160; <b>TE2:</b> 160–163; <b>TE4:</b> 387D, 383O, 383P, 421; <b>TE6:</b> 593O</p> <p><b>Categorize and Classify, TE1:</b> 110; <b>TE2:</b> 210–213; <b>TE4:</b> 373; <b>TE6:</b> 561, 595B, 595C, 605, 615A–615B, R6–R7; <b>PB:</b> 369, 371–372</p>
<ul style="list-style-type: none"> <li>distinguish between relevant and irrelevant information and between fact and opinion</li> </ul>	<p><b>Fact and Opinion, TE1:</b> 133; <b>TE5:</b> 577, 582G–582J, 583C, 583D, 589, 604, 607A–607B, R6, R12–R13; <b>TE6:</b> 665, 707; <b>PB:</b> 325, 327–328</p> <p><b>Important and Less Important Details, TE1:</b> 133A, 133B</p> <p><b>Choosing What’s Important, TE4:</b> 449N</p>	<p><b>Fact and Opinion, TE1:</b> 65; <b>TE2:</b> 134A–135B, 137B, 137C, 141, 152, 157A–157B, R2–R3, R1—R11; <b>TE3:</b> 280, 285A, 285B; <b>TE5:</b> 480; <b>PB:</b> 64, 65, 67, 140</p> <p><b>List Selecting Important Details, SB:</b> 408; <b>TE4:</b> 408</p> <p><b>Using Order and Time Words, TE4:</b> 310, 365B, 391M, 413N</p>	<p><b>Distinguishing Fact and Opinion, TE1:</b> 61, 70; <b>TE2:</b> 140B, 141B, 143B, 143C, 153, 156, 163A–163B, R2–R3, R8–R9; <b>TE3:</b> 316, 319</p> <p><b>Explaining Steps in Order, TE1:</b> 47M</p>
<ul style="list-style-type: none"> <li>relate new information to prior knowledge and experience</li> </ul>	<p><b>Nonfiction: Prior Knowledge, TE2:</b> 217A; <b>TE3:</b> 298A, 326G, 358G; <b>TE4:</b> 390A, 411, 413H, 413J, 413L, 414G, 450G, 486G, R2, R4, R6, R8; <b>TE5:</b> 557I, 557K, 557M, 558G, 582G, 607; <b>TE6:</b> 632A, 658G</p>	<p><b>Nonfiction: Prior Knowledge, TE1:</b> 79, R2, R4, R6; <b>TE2:</b> 134A, 159U, 179, 208G, 227, R2, R4, R6, R8; <b>TE3:</b> 258A, 283, 309Y, 331; <b>TE4:</b> 365U; <b>TE5:</b> 489, 517, 545, F582, R2, R4, R6; <b>TE6:</b> R4</p>	<p><b>Nonfiction: Prior Knowledge, TE1:</b> 49K, 49M, R4; <b>TE2:</b> 167I, 167L, R2, R6; <b>TE4:</b> R4, R6; <b>TE5:</b> 475I, 475K, 475M, R2, R6; <b>TE6:</b> 571I, 571K, 571M, R2, R4, R6</p>

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<ul style="list-style-type: none"> <li>understand and use the text features that make information accessible and usable, such as format, sequence, level of diction, and relevance of details.</li> </ul>	<b>Text Organization and Summarizing, TE1:</b> 54, 55, 56, 57, 80G–80J, 81A–81B, 81C, 81D, 89, 102, 107; <b>TE2:</b> 178, 214, 273, 275, 275Q; <b>TE4:</b> 411, 485, <b>TE5:</b> 553, 563; <b>TE6:</b> 641, 664; <b>PB:</b> 39, 41, 42	<b>Text Organization and Summarizing, TE1:</b> 55B, 55C, 73, 76, 81A–81B, 95, R4–R5; <b>TE2:</b> 147; <b>TE5:</b> 569; <b>PB:</b> 24, 27	<b>Text Organization and Summarizing, TE2:</b> 189C, 199, 213A–213B, R6–R7, R12–R13; <b>TE3:</b> 351; <b>TE6:</b> 593, 615Q; <b>PB:</b> 155, 118
<i>This is evident, for example, when students:</i>			
<ul style="list-style-type: none"> <li>produce a summary of the information about a famous person found in a biography, encyclopedia, and textbook</li> </ul>	<b>Summarize Biographical Information, TE1:</b> 183J, 231, 239; <b>TE5:</b> 557J, 565, 577, 591, 603; <b>TE6:</b> 657L	<b>Summarize Biographical Information, TE1:</b> R5; <b>TE2:</b> 143, 151, 215, 223; <b>TE3:</b> 279, 289J, 320O, 327; <b>TE5:</b> 477, 485, 531, 541	<b>Summarize Biographical Information, TE1:</b> 49L, 58; <b>TE2:</b> 151, 157, 167L; <b>TE4:</b> 387J; <b>TE5:</b> 463, 467, 475J, 475L, 475N, 485, 489, 505, 511; <b>TE6:</b> 571J, 571N, 580, 587
<ul style="list-style-type: none"> <li>use facts and data from news articles and television report in an oral report on a current event</li> </ul>	<b>Oral Report of Current Events, TE1:</b> 57	<b>Oral Report of Current Events, TE1:</b> R28	<b>Oral Report of Current Events, TE2:</b> R28
<ul style="list-style-type: none"> <li>compile a bibliography of sources that are used in a research project</li> </ul>	<b>Listing Sources, TE6:</b> 657, 657B	<b>Listing Sources, TE3:</b> 309H; <b>TE5:</b> 495, 495B	<b>Citing Sources, TE4:</b> 383D; <b>TE6:</b> 571D
<ul style="list-style-type: none"> <li>take notes that record the main ideas and most significant supporting details of a lecture or speech.</li> </ul>	<b>Taking Notes From a Lecture or Speech, TE1:</b> 107P; <b>TE2:</b> 275A	<b>Taking Notes From a Lecture or Speech, TE2:</b> 181O; <b>TE5:</b> 491O, 491P	<b>Taking Notes From a Lecture or Speech, TE2:</b> 162P, 163P; <b>TE3:</b> 297C
<b>Speaking and Writing</b>			
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.			
<ul style="list-style-type: none"> <li>produce oral and written reports on topics related to all school subjects</li> </ul>	<b>Giving Oral Reports, TE2:</b> 245O–245P <b>Writing a Report, TE1:</b> 79H; <b>TE4:</b> 445; <b>TE6:</b> 654–657G <b>PB:</b> 364–365	<b>Giving an Oral Report, TE3:</b> 285; <b>TE5:</b> 547D, 547O–547P <b>Writing a Report, TE5:</b> 492–495G; <b>TE6:</b> 623C–623D; <b>PB:</b> 288–292	<b>Guidelines for Making Oral Reports, TE1:</b> 71D, 115D; <b>TE2:</b> 213O–213P; <b>TE3:</b> 347 <b>Writing a Report, TE1:</b> 71D; <b>TE4:</b> 384–387G; <b>TE5:</b> 473D, 495D, 501; <b>TE6:</b> 615D; <b>PB:</b> 228–229

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<ul style="list-style-type: none"> <li>organize information according to an identifiable structure, such as compare/contrast or general to specific</li> </ul>	<p><b>Compare/Contrast Paragraph, SB:</b> 648; <b>TE3:</b> 357D; <b>TE4:</b> 485M–485N</p> <p><b>Organizing Writing, TE1:</b> 107N, 133N; <b>TE3:</b> 323M, 323N; <b>TE4:</b> 411N, 485N</p> <p><b>Organizing an Oral Report, TE2:</b> 245O–245P</p>	<p><b>Compare/Contrast Paragraph, TE5:</b> 569M–568N</p> <p><b>Organizing Writing, TE1:</b> 51N</p> <p><b>Organizing an Oral Report, TE3:</b> 285; <b>TE5:</b> 547D, 547O–547P</p>	<p><b>Comparison and Contrast Paragraph, TE4:</b> 427M–427N; <b>TE5:</b> 517, 517B; <b>PB:</b> 261, 309, 312</p> <p><b>Planning and Organizing Writing, TE2:</b> 163N, 167B, 167D, 182, 208, 213N; <b>TE4:</b> 383N, 387, 387B; <b>TE5:</b> 473N, 475B</p> <p><b>Organizing an Oral Report, TE1:</b> 71D; <b>TE4:</b> 384–387G; <b>TE5:</b> 473D, 495D, 501; <b>TE6:</b> 615D; <b>PB:</b> 228–229</p>
<ul style="list-style-type: none"> <li>develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes, and exclude extraneous material</li> </ul>	<p><b>Using Details, SB:</b> 58, 76, 102, 176, 182; <b>TE1:</b> 52, 58, 59B, 102; <b>TE2:</b> 176, 181M, 181N, 182, 183B; <b>TE3:</b> 357M, 357N; <b>PB:</b> 93</p> <p><b>Using Examples, TE2:</b> 181M, 181N</p> <p><b>Deleting Unimportant Details, TE1:</b> 59D; <b>TE2:</b> 245N</p>	<p><b>Using Details, TE3:</b> 285M; <b>TE5:</b> 47M, 569M; <b>TE6:</b> 647M</p> <p><b>Including Examples, TE2:</b> 158; <b>TE5:</b> 547M; <b>TE6:</b> 623M</p> <p><b>Deleting Unrelated Details, TE1:</b> 53B, 53D, 53E; <b>TE2:</b> 159D</p>	<p><b>Using Details, TE1:</b> 48, 49, 49D, 88; <b>TE3:</b> 271M, 271N; <b>TE5:</b> 507</p> <p><b>Including Examples, Steps, Parts, TE4:</b> 383M, 383N</p> <p><b>Deleting Unrelated Details TE1:</b> 49E; <b>TE2:</b> 167E; <b>TE3:</b> 273E; <b>TE4:</b> 387E; <b>TE5:</b> 475E; <b>TE6:</b> 571E</p>
<ul style="list-style-type: none"> <li>use the process of pre-writing, drafting, revising, and proofreading (the “writing process”) to produce well-constructed informational texts</li> </ul>	<p><b>Reading-Writing Workshops: Description, TE2:</b> 182–183G; <b>Essay, TE5:</b> 556–557G; <b>Research Report, TE6:</b> 654–657G</p>	<p><b>Description, SB:</b> 52–53; <b>TE1:</b> 52–53G; <b>PB:</b> 18–22</p> <p><b>Personal Essay, SB:</b> 158–159; <b>TE2:</b> 158–159G; <b>PB:</b>78–82</p> <p><b>Writing a Research Report, SB:</b> 492–495; <b>TE5:</b> 492–495G; <b>PB:</b> 288–292</p>	<p><b>Writing a Description, SB:</b> 272–273; <b>TE3:</b> 272–273G; <b>PB:</b> 154–155</p> <p><b>Writing a Personal Essay, TE5:</b> 474–475G</p> <p><b>Writing a Research Report, TE4:</b> 384–387G; <b>PB:</b> 228–229</p>
<ul style="list-style-type: none"> <li>use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling.</li> </ul>	<p><b>Standard English for Formal Presentation of Oral Reports, TE2:</b> 245O–245P</p> <p><b>Standard English for Formal Presentation of Written Reports, TE1:</b> 79H; <b>TE4:</b> 445; <b>TE6:</b> 654–657G <b>PB:</b> 364–365</p>	<p><b>Standard English for Formal Presentation of Oral Reports, TE3:</b> 285; <b>TE5:</b> 547D, 547O–547P</p> <p><b>Standard English for Formal Presentation of Written Reports, TE5:</b> 492–495G; <b>TE6:</b> 623C–623D; <b>PB:</b> 288–292</p>	<p><b>Standard English for Formal Presentation of Oral Reports, TE1:</b> 71D, 115D; <b>TE2:</b> 213O–213P; <b>TE3:</b> 347</p> <p><b>Standard English for Formal Presentation of Written Reports, TE1:</b> 71D; <b>TE4:</b> 384–387G; <b>TE5:</b> 473D, 495D, 501; <b>TE6:</b> 615D; <b>PB:</b> 228–229</p>

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<i>This is evident, for example, when students:</i>			
♦ write an essay for science class that contains information from interviews, data bases, magazines, and science texts	<b>Write a Science Essay, TE3: R27</b>	<b>Write a Science Essay, TE1: R27; TE4: R34</b>	<b>Write a Science Essay, TE5: R29</b>
♦ participate in a panel discussion on population trends in the United States in recent years, using graphics, and citing the source of the data	See Grades Five and Six.	<b>Panel Discussion on Population Trends, TE4: R37; TE5: R36</b>	<b>Panel Discussion of Population Trends, TE2: R28; TE3: R37; TE6: R36</b>
♦ use technical terms correctly in subject area reports	<b>Specialized/Technical Language, TE3: 323G; TE4: 430; TE5: 588</b>	<b>Specialized/Technical Vocabulary, TE1: 51J, 83A, 86, 96; TE2: 138, 144, 148, 178, 180, 181J, 182H, 189, 211, 212, 216, 218, 220; TE3: 277; PB: 38</b>	<b>Specialized/Technical Vocabulary, TE1: 49L, 71V, 93J, 93V; TE2: 140B, 151, 161, 187V; TE3: 273K, 273L; TE4: 387I, 387J, 387R; TE5: 452B; TE6: 571K, 571T</b>
♦ survey student views on a school issue and report findings to the class.	<b>Conduct a Student Survey, TE5: R23</b>	<b>Survey, TE2: 226–229</b>	

**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.

**Students:**

<ul style="list-style-type: none"><li>• read and view texts and performances from a wide range of authors, subjects, and genres</li></ul>	<p><b>Reading Written Texts, SB:</b> 26–27, 28–51, 54–57, 60–61, 62–75, 78–79, 80–81, 82–101, 104–107, 108–109, 110–127, 130–133, 138–143, 144–147, 156–157, 158–175, 178–181, 184–185, 187–211, 212–215, 216–217, 218–239, 242–245, 246–247, 249–269, 280–289, 298–299, 301–317, 320–323, 329–353, 356–357, 360–376, 379–380, 390–391, 393–407, 410–411, 414–415, 416–441, 446–448, 450–451, 453–479, 482–485, 486–487, 489–507, 510–511, 515–523, 532–533, 535–549, 552–555, 558–559, 560–577, 580–583, 584–602, 606–607, 612–614, 615–619, 620–623, 632–633, 635–647, 650–651, 661–681, 686–687, 688–703, 706–707</p> <p><b>How to Look at Fine Art, SB:</b> 510–511; <b>TE4:</b> 510–511</p> <p><b>Media, TE2:</b> 272–275</p> <p><b>Guidelines for Performing Reader’s Theater, TE2:</b> 181O–181P</p>	<p><b>Reading Written Texts, SB:</b> 26–27, 28–44, 48–51, 54–55, 56–75, 78–81, 82–83, 84–99, 102–105, 110–127, 136–137, 138–150, 154–157, 160–161, 162–175, 178–180, 182–183, 184–201, 204–207, 208–209, 210–221, 226–229, 235–251, 260–261, 262–278, 282–285, 290–291, 293–303, 306–309, 310–311, 313–327, 330–333, 342–343, 344–357, 360–363, 366–367, 368–385, 388–391, 392–393, 394–407, 414–415, 416–430, 434–437, 441–459, 468–469, 470–485, 488–491, 496–497, 498–513, 519, 520–521, 522–541, 544–547, 548–549, 550–563, 566–569, 574–578, 579–581, 582–587, 588–591, 600–601, 602–616, 620–623, 626–627, 629–641, 644–647, 648–649, 651–665, 668–672</p> <p><b>Viewing/Evaluating Fine Art, TE3:</b> 309O–309P</p> <p><b>Viewing and Evaluating Media, TE2:</b> 229O–229P</p> <p><b>Reader’s Theater, TE4:</b> F461</p>	<p><b>Reading Written Texts, SB:</b> 26–27, 29–43, 46–47, 50–51, 52–64, 68–71, 72–73, 74–86, 90–93, 94–95, 97–109, 112–115, 142–143, 145–157, 160–163, 168–169, 171–181, 184–187, 188–189, 190–206, 210–213, 244–245, 246–264, 268–271, 274–275, 277–291, 294–295, 298–299, 301–313, 32021, 322–344, 348–351, 360–361, 362–376, 380–383, 388–389, 391–401, 404–407, 408–409, 411–423, 426–427, 454–455, 457–467, 470–473, 476–477, 479–489, 492–495, 496–497, 499–511, 514–517, 548–549, 550–562, 566–569, 572–573, 574–586, 590–593, 594–595, 597–609, 612–615, 616–617, 619–633, 636–639</p> <p><b>Viewing Art, TE4:</b> 407O; <b>TE5:</b> 514–517</p> <p><b>Viewing Films, TE2:</b> 163C–163D</p> <p><b>Presenting a Reader’s Theater, TE3:</b> 297O–297P</p>
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Standard	Grade Four	Grade Five	Grade Six
<ul style="list-style-type: none"> <li>understand and identify the distinguishing features of the major genres and use them to aid their interpretation and discussion of literature (continued)</li> </ul>	<b>Literary Genre Minilessons: (continued) Newspaper Article, TE2:</b> 274; <b>Nonfiction Magazine Article, TE6:</b> 652; <b>Poetry, SB:</b> 515; <b>TE3:</b> 322; <b>TE4:</b> F514, F517; <b>Pourquoi Tales, TE5:</b> F610–F625; <b>Realistic Fiction, TE2:</b> 189; <b>TE4:</b> 395, 501, <b>TE5:</b> 545; <b>Science Article, TE1:</b> 106; <b>Social Studies Article, TE1:</b> 130; <b>Song, TE2:</b> 244; <b>Suspense, SB:</b> 148; <b>TE2:</b> 253; <b>Tall Tales, TE3:</b> 363	<b>Genre Minilessons: (continued) Play, TE4:</b> F441, F443; <b>Pourquoi Tale, TE1:</b> 102; <b>Realistic Fiction, TE1:</b> 31; <b>Reality/Fantasy, TE4:</b> 419; <b>Survey Article, TE2:</b> 227; <b>Tall Tale, TE1:</b> F111	<b>Genre Minilessons: (continued) Nonfiction, TE3:</b> 348; <b>Personal Essay, TE1:</b> 49W; <b>Play, TE2:</b> F219; <b>Poetry, TE1:</b> F119, F121, F125, F129; <b>TE3:</b> 296; <b>Realistic Fiction, TE1:</b> 31; <b>TE3:</b> 325; <b>Speeches, TE5:</b> F523; <b>PB:</b> 75–76, 135–136, 269–270, 329–330
<ul style="list-style-type: none"> <li>identify significant literary elements (including metaphor, symbolism, foreshadowing, dialect, rhyme, meter, irony, climax) and use those elements to interpret the work</li> </ul>	<b>Metaphor, TE4:</b> F518, F525 <b>Symbols, TE4:</b> 403 <b>Foreshadowing, TE1:</b> 86; <b>TE2:</b> 223; <b>TE3:</b> 332; <b>TE4:</b> 505 <b>Repetition, TE2:</b> 160; <b>TE3:</b> 316; <b>TE4:</b> 490 <b>Climax and Resolution, TE1:</b> 57B, 99; <b>TE4:</b> 504	<b>Metaphor, TE1:</b> 30; <b>TE3:</b> 294; <b>TE5:</b> F585 <b>Symbols, TE3:</b> 308 <b>Foreshadowing, TE2:</b> 199 <b>Rhyme, TE2:</b> 146; <b>TE3:</b> 259A <b>Climax, TE1:</b> 61; <b>TE4:</b> F452, F454	<b>Metaphor, TE3:</b> 296, 324; <b>TE5:</b> 500 <b>Dialect, TE3:</b> 287 <b>Rhyme, TE2:</b> 187; <b>TE3:</b> 293, 296 <b>Climax, TE3:</b> 319A–319B, 338
<ul style="list-style-type: none"> <li>recognize different levels of meaning</li> </ul>	<b>Shades of Meaning, TE1:</b> 107I; <b>TE3:</b> 323I	<b>Shades of Meaning, TE4:</b> 391J	<b>Shades of Meaning, TE4:</b> 407I
<ul style="list-style-type: none"> <li>read aloud with expression, conveying the meaning and mood of a work</li> </ul>	<b>Rereading with Expression and Intonation, TE1:</b> 43, 73, 93, 125, 128; <b>TE2:</b> 171, 207, 233, 263; <b>TE3:</b> 311, 341, 373; <b>TE4:</b> 403, 433, 471, 505	<b>Rereading With Expression And Intonation, TE1:</b> 41, 67, 93; <b>TE2:</b> 145, 165, 189, 219; <b>TE3:</b> 269, 303, 317; <b>TE4:</b> 347, 373, 405, 421; <b>TE5:</b> 473, 505, 529, 553; <b>TE6:</b> 607, 637, 655	<b>Rereading with Expression and Intonation, TE1:</b> 39, 55, 79, 99; <b>TE2:</b> 147, 193; <b>TE3:</b> 249, 283, 296, 297O, 297P, 303, 329; <b>TE4:</b> 365, 395, 413; <b>TE5:</b> 465, 481, 501; <b>TE6:</b> 553, 577, 599, 625
<ul style="list-style-type: none"> <li>evaluate literary merit based on an understanding of the genre and literary elements.</li> </ul>	<b>Evaluating Literature, TE3:</b> 298D, 316, 321, 359C, 361, 363, 364, 366, 367, 368, 372, 377; <b>TE4:</b> 411O–411P, 413N, 414I, 415C, 420, 423, 426, 427, 428, 430, 434; <b>TE5:</b> 547, 571, 599; <b>TE6:</b> 645, 679, 697	<b>Evaluating Literature, TE1:</b> 47; <b>TE2:</b> 137B, 139, 140, 142, 143, 148, 150, 151, 175, R2, R3; <b>TE3:</b> 261B, 262, 265, 266, 270, 274, 275, 279, 283, R2; <b>TE4:</b> 415B, 417, 422, 422, 424, 426, 428, 430, 431	<b>Evaluating Literature, TE1:</b> 31, 35, 51B, 53, 56, 57, 58, 60, 64, 65, 69, R4–R5; <b>TE2:</b> 188J, 213D; <b>TE3:</b> 254, 267, 284; <b>TE4:</b> 361B, 363, 367, 368, 370, 373, 374, 376, 377, 387N, F436; <b>TE5:</b> 495B; <b>TE6:</b> 574

Standard	Grade Four	Grade Five	Grade Six
<i>This is evident, for example, when students:</i>			
<p>◆ read or recite poems of their own selection to the class, clearly conveying the meaning of the poem and the effect of the rhythm and rhyme patterns</p>	<p><b>Read/Recite a Poem, TE1:</b> 78; <b>TE3:</b> 320; <b>TE4:</b> F514–F520</p>	<p><b>Read/Recite a Poem, TE2:</b> F232–F235; <b>TE4:</b> 434</p>	<p><b>Read/Recite a Poem, TE1:</b> F117–F135; <b>TE2:</b> 184, 186; <b>TE3:</b> 288, 293, 296</p>
<p>◆ produce lists of recommended readings for their peers, grouping the works according to some common elements (e.g., theme, setting, type of characters)</p>	<p>Students can use Leveled Books for Independent Reading to produce a recommended reading list for their peers. See pages: <b>TE1:</b> 20C–20D; <b>TE2:</b> 150C–150D; <b>TE3:</b> 292C–292D; <b>TE4:</b> 383C–383D; <b>TE5:</b> 526C–526D; <b>TE6:</b> 626C–626D for list of Leveled Books.</p>	<p>Students can use Leveled Books for Independent Reading to produce a recommended reading list for their peers. See pages: <b>TE1:</b> 20C–20D; <b>TE2:</b> 130C–130D; <b>TE3:</b> 254C–254D; <b>TE4:</b> 336C–336D; <b>TE5:</b> 462C–462D; <b>TE6:</b> 594C–594D for list of Leveled Books.</p>	<p>Students can use Leveled Books for Independent Reading to produce a recommended reading list for their peers. See pages: <b>TE1:</b> 20C–20D; <b>TE2:</b> 136C–136D; <b>TE3:</b> 238C–238D; <b>TE4:</b> 354C–354D; <b>TE5:</b> 448C–448D; <b>TE6:</b> 542C–542D for list of Leveled Books.</p>
<p>◆ use references to literature they have read to support their position in class discussion.</p>	<p><b>Cites Evidence from Text, TE1:</b> 52, 76, 79, 95, 102, 128; <b>TE2:</b> 190, 191, 201, 202, 209, 212, 240, 255, 270; <b>TE3:</b> 318, 322, 354, 378; <b>TE4:</b> 408, 444, 480, 508</p>	<p><b>Cites Evidence from Text, TE1:</b> 39, 40, 51, 65, 81; <b>TE2:</b> 152, 175, 176, 181, 202, 207, 208J, 224; <b>TE3:</b> 280, 285, 289X, 303, 304, 328, 333; <b>TE4:</b> 358, 386, 398, 408, 413, 413C, 413D, 421, 429, 432; <b>TE5:</b> 481, 482, 501, 504, 509, 527, 534, 537, 553, F575, F579; <b>TE6:</b> 605, 639, 657, 661, 663</p>	<p><b>Cites Evidence from Text, TE1:</b> 44, 61, 63, 66, 71, 88, 109, 115; <b>TE2:</b> 148, 158, 163, 182, 208; <b>TE3:</b> 257, 259, 266, 271, 287, 292, 297, 314, 318, 346, 351; <b>TE4:</b> 402, 407, 416, 417, 423, 424, 427; <b>TE5:</b> 468, 473, 473N, 490, 495, 495A, 512; <b>TE6:</b> 564, 569, 572H, 588, 610, 615, 634, 635</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.

<ul style="list-style-type: none"> <li>present responses to and interpretations of literature, making reference to the literary elements found in the text and connections with their personal knowledge and experience</li> </ul>	<p><b>Responding to Literature in Writing</b>  <b>SB:</b> 52, 76, 102, 128, 148, 176, 212, 240, 270, 290, 318, 354, 377, 408, 444, 480, 508, 524, 550, 578, 604, 624, 648, 658, 682, 704</p> <p><b>Personal Response to Literature,</b>  <b>TE1:</b> 26B, 53, 77, 103, 129; <b>TE2:</b> 177, 213, 241, 271; <b>TE3:</b> 298D, 319, 326J, 355, 358G, 358J, 379; <b>TE4:</b> 390B, 406, 414J, 445, 450H, 486H, 509; <b>TE5:</b> 532D, 551, 558J, 579, 582J; <b>TE6:</b> 605, 632B, 649, 658J, 683, 686J, 705</p>	<p><b>Responding to Literature in Writing,</b>  <b>SB:</b> 46, 76, 100, 152, 176, 202, 224, 280, 304, 328, 358, 386, 408, 432, 486, 514, 542, 564, 618, 642, 666; <b>TE1:</b> 46, 76, 100; <b>TE2:</b> 152, 176, 202, 224; <b>TE3:</b> 280, 304, 328; <b>TE4:</b> 358, 386, 408, 432; <b>TE5:</b> 486, 514, 542, 564; <b>TE6:</b> 618, 642, 666</p> <p><b>Personal Response to Literature,</b>  <b>TE1:</b> 47, 77, 101; <b>TE2:</b> 153, 175, 176, 177, 203, 207X, 223, 225; <b>TE3:</b> 281, 305, 329; <b>TE4:</b> 359, 387, 409, 433; <b>TE5:</b> 487, 515, 543, 565; <b>TE6:</b> 619, 643, 667</p>	<p><b>Responding to Literature through Writing, SB:</b> 44, 45, 66, 67, 88, 89, 110, 111, 158, 182, 208, 266, 292, 314, 346, 378, 402, 424, 468, 469, 490, 491, 512, 513, 564, 565, 588, 589, 610, 611, 634, 635; <b>TE1:</b> 44, 45, 66, 67, 88, 89, 110, 111; <b>TE2:</b> 158, 182, 208; <b>TE3:</b> 266, 292, 314, 346; <b>TE4:</b> 378, 402, 424; <b>TE5:</b> 468, 469, 490, 491, 512, 513; <b>TE6:</b> 564, 565, 588, 589, 610, 611, 634, 635</p> <p><b>Personal Response to Literature,</b>  <b>TE1:</b> 45, 49U, 49X, 67, 72J, 89, 94L, 111; <b>TE2:</b> 141B, 159, 167R, 183, 188J, 209; <b>TE3:</b> 267, 293, 315, 347; <b>TE4:</b> 359B, 379, 387V, 403, 425; <b>TE5:</b> 453A, 469, 475V, 491; <b>TE6:</b> 565, 589, 611, 635</p>
<ul style="list-style-type: none"> <li>produce interpretations of literary works that identify different levels of meaning and comment on their significance and effect</li> </ul>	<p><b>Interpreting Literature, TE1:</b> 76, 77, 100, 102, 128; <b>TE2:</b> 168, 194, 230, 234, 258; <b>TE3:</b> 298D, 308, 318, 326J, 338, 352, 354, 357B, 357C, 357D, 358J, 366, 376, 378; <b>TE4:</b> 400, 408, 411O, 411P, 426, 442, 444, 464, 478, 480, 498, 505, 506, 508; ; <b>TE5:</b> 540, 548, 564, 576, 590, 602, R3, R5, R7; <b>TE6:</b> 640, 646, 670, 680, 694, 702, R3, R5, R7</p>	<p><b>Interpreting Literature, TE1:</b> 46, 76, 81O, 81P, 90, 100, 103, R3, R5, R7; <b>TE2:</b> 157O–157P, 178, 201, R3, R5, R7; <b>TE3:</b> 270, 278, 280, 298, 302, 304, 320, 328, R3, R5, R7; <b>TE4:</b> 350, 356, 358, 378, 384, 386, 400, 406, 408, 424, 430, 431, 432; <b>TE5:</b> 486, 514, 542, 564, F592; <b>TE6:</b> 618, 642, 666, R3, R5, R7</p>	<p><b>Interpreting Literature, TE1:</b> 44, 45, 60, 62, 66, 67, 88, 89, 93O–93P, 110, 111; <b>TE2:</b> 141B, 158, 182, 188J, 208; <b>TE4:</b> 359B, 370, 376, 378, 379, 387J, 387L, 387N, 387V, 400, 402, 403, 407Z, 416, 422, 424, 425, R3, R5, R7; <b>TE5:</b> 468, 469, 490, 491, 512, 513; <b>TE6:</b> 556, 562, 564, 565, 571J, 571L, 571N, 580, 586, 588, 589, 602, 608, 610, 611, 628, 632, 634, 635, R3, R5, R7, R9</p>

Standard	Grade Four	Grade Five	Grade Six
<ul style="list-style-type: none"> <li>write stories, poems, literary essays, and plays that observe the conventions of the genre and contain interesting and effective language and voice</li> </ul>	<p><b>Writing a Story, TE2:</b> 212; <b>TE3:</b> R23; <b>TE4:</b> R13, R17, R31; <b>TE6:</b> R23</p> <p><b>Writing a Poem, TE1:</b> 79; <b>TE3:</b> 323; <b>TE4:</b> F518, F524; <b>TE5:</b> R25</p> <p><b>Using Vivid Words, SB:</b> 128, 182; <b>TE1:</b> 128; <b>TE2:</b> 182, 215M, 215N</p> <p><b>Using Own Voice in Writing, TE1:</b> 58; <b>TE2:</b> 275N; <b>TE3:</b> 324, 325D</p>	<p><b>Writing a Story, SB:</b> 286–289; <b>TE1:</b> 46; <b>TE2:</b> 157K, 176; <b>TE3:</b> 286–289G, 308; <b>PB:</b> 154–158</p> <p><b>Writing Poetry, TE3:</b> 305; <b>TE4:</b> 437; <b>TE6:</b> 623</p> <p><b>Writing a Play, SB:</b> 304; <b>TE3:</b> 304; <b>TE4:</b> F460; <b>SB:</b> 442</p> <p><b>Writing with Voice, TE2:</b> 158, 159C, 159D; <b>TE3:</b> 286, 309N; <b>TE4:</b> 310, 311, 365D</p>	<p><b>Writing a Story, SB:</b> 164–167; <b>TE2:</b> 158, 164–167G; <b>PB:</b> 94–95</p> <p><b>Writing Poetry, TE2:</b> 187</p> <p><b>Writing a Play, TE2:</b> F236</p> <p><b>Using Effective Language, TE1:</b> 49D; <b>TE2:</b> 182, 213M, 213N; <b>TE3:</b> 257, 272, 273C, 319M, 346; <b>TE4:</b> 383M; <b>PB:</b> 128</p> <p><b>Choosing Own Voice, TE6:</b> 610</p>
<ul style="list-style-type: none"> <li>use standard English effectively.</li> </ul>	<p><b>Use Language Conventions in Responding to Literature, TE1:</b> 76, 102, 128; <b>TE2:</b> 212; <b>TE3:</b> 378; <b>TE4:</b> 508; <b>TE6:</b> 648, 704</p>	<p><b>Use Language Conventions in Responding to Literature, TE1:</b> 47, 100; <b>TE2:</b> 152, 176, 202, 224; <b>TE3:</b> 280, 328; <b>TE4:</b> 358; <b>TE5:</b> 486, 542</p>	<p><b>Using Language Conventions in Responding to Literature, TE1:</b> 88, 110; <b>TE4:</b> 378, 402, 424; <b>TE5:</b> 490; <b>TE6:</b> 564, 588, 610</p>
<i>This is evident, for example, when students:</i>			
<ul style="list-style-type: none"> <li>take part in class productions of short plays</li> </ul>	<p><b>Role-play, TE1:</b> 43, 103, 128; <b>TE2:</b> 215O, 215P, 271; <b>TE3:</b> 323P; <b>TE4:</b> 413J, 511M</p> <p><b>Guidelines For Practicing A Speech, TE4:</b> 511P</p>	<p><b>Role-Play, TE1:</b> 47; <b>TE2:</b> 153, 157H, 157O, 224, 225; <b>TE3:</b> 328; <b>TE4:</b> 413O, 413P, 437D, 437O, 437P; <b>TE5:</b> 519O</p> <p><b>Reader’s Theater, TE4:</b> F461</p>	<p><b>Role-Play, TE1:</b> 71O, 71P; <b>TE2:</b> 167J, 179; <b>TE3:</b> 271O, 297D, 314, 351P; <b>TE4:</b> 372; <b>TE6:</b> 634</p> <p><b>Presenting a Reader’s Theater, TE3:</b> 297O–297P</p>
<ul style="list-style-type: none"> <li>write a sequel to a story continuing the development of the characters, plot, and themes</li> </ul>	<p><b>Rewrite From a Different Perspective, TE1:</b> R15; <b>TE3:</b> R27; <b>TE4:</b> R17</p>	<p><b>Writing a Story Sequel, TE1:</b> 46; <b>TE2:</b> 176</p> <p><b>Rewrite From Another Point of View, TE2:</b> 202; <b>TE3:</b> 274, 296, 324</p>	<p><b>Rewrite Scene from New Point of View/Perspective, TE3:</b> 250, 313, 331</p>
<ul style="list-style-type: none"> <li>write reviews of literature from different cultural settings and point out similarities and differences in that literature</li> </ul>	<p><b>Review of Literature Comparing Cultures, TE2:</b> R32; <b>TE3:</b> R11</p>	<p><b>Review of Literature Comparing Cultures, TE2:</b> R35</p>	<p>See Levels Four and Five.</p>

Standard	Grade Four	Grade Five	Grade Six
<p>♦ write stories or poems for their peers or younger children.</p>	<p><b>Writing a Story, TE2:</b> 212; <b>TE3:</b> R23; <b>TE4:</b> R13, R17, R31; <b>TE6:</b> R23</p> <p><b>Writing a Poem, TE1:</b> 79; <b>TE3:</b> 323; <b>TE4:</b> F518, F524; <b>TE5:</b> R25</p>	<p><b>Writing a Story, SB:</b> 286–289; <b>TE1:</b> 46; <b>TE2:</b> 157K, 176; <b>TE3:</b> 286–289G, 308; <b>PB:</b> 154–158</p> <p><b>Writing Poetry, TE3:</b> 305; <b>TE4:</b> 437; <b>TE6:</b> 623</p>	<p><b>Writing a Story, SB:</b> 164–167; <b>TE2:</b> 158, 164–167G; <b>PB:</b> 94–95</p> <p><b>Writing Poetry, TE2:</b> 187</p>
<p><b>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</b></p>			
<p>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.</p>			
<p><b>Listening and Reading</b></p>			
<p>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.</p>			
<p>Students:</p>			
<ul style="list-style-type: none"> <li>analyze, interpret, and evaluate information, ideas, organization, and language from academic and nonacademic texts, such as textbooks, public documents, book and movie reviews, and editorials</li> </ul>	<p><b>Interpreting Literature, TE1:</b> 76, 77, 100, 102, 128; <b>TE2:</b> 168, 194, 230, 234, 258; <b>TE3:</b> 298D, 308, 318, 326J, 338, 352, 354, 357B, 357C, 357D, 358J, 366, 376, 378; <b>TE4:</b> 400, 408, 411O, 411P, 426, 442, 444, 464, 478, 480, 498, 505, 506, 508; ; <b>TE5:</b> 540, 548, 564, 576, 590, 602, R3, R5, R7; <b>TE6:</b> 640, 646, 670, 680, 694, 702, R3, R5, R7</p> <p><b>Reading a Newspaper Article, SB:</b> 272–275; <b>TE2:</b> 272–275; <b>TE3:</b> 381D</p>	<p><b>Interpreting Literature, TE1:</b> 46, 76, 81O, 81P, 90, 100, 103, R3, R5, R7; <b>TE2:</b> 157O–157P, 178, 201, R3, R5, R7; <b>TE3:</b> 270, 278, 280, 298, 302, 304, 320, 328, R3, R5, R7; <b>TE4:</b> 350, 356, 358, 378, 384, 386, 400, 406, 408, 424, 430, 431, 432; <b>TE5:</b> 486, 514, 542, 564, F592; <b>TE6:</b> 618, 642, 666, R3, R5, R7</p> <p><b>Using a Newspaper, TE1:</b> 81; <b>TE4:</b> 360–363, 413C, 413D</p>	<p><b>Interpreting Literature, TE1:</b> 44, 45, 60, 62, 66, 67, 88, 89, 93O–93P, 110, 111; <b>TE2:</b> 141B, 158, 182, 188J, 208; <b>TE4:</b> 359B, 370, 376, 378, 379, 387J, 387L, 387N, 387V, 400, 402, 403, 407Z, 416, 422, 424, 425, R3, R5, R7; <b>TE5:</b> 468, 469, 490, 491, 512, 513; <b>TE6:</b> 556, 562, 564, 565, 571J, 571L, 571N, 580, 586, 588, 589, 602, 608, 610, 611, 628, 632, 634, 635, R3, R5, R7, R9</p> <p><b>How to Read a News Article, SB:</b> 46–47; <b>TE1:</b> 46–47; <b>TE6:</b> 569O–569P, 639D</p> <p><b>Reading a Persuasive Article, SB:</b> 316–319; <b>TE3:</b> 316–319</p>

Standard	Grade Four	Grade Five	Grade Six
<ul style="list-style-type: none"> <li>assess the quality of texts and presentations, using criteria related to the genre, the subject area, and purpose (e.g., using the criteria of accuracy, objectivity, comprehensiveness, and understanding of the game to evaluate a sports editorial)</li> </ul>	<p><b>Evaluate Strategy, TE1:</b> BTS10; <b>TE2:</b> 185C, 187, 189, 190, 191, 194, 195, 196, 202, 204; <b>TE3:</b> 321, 359C, 363, 364, 366, 367, 372, 377, R6; <b>TE4:</b> 413N, 415C, 420, 423, 426, 427, 430, 434, R4, <b>TE5:</b> 567, 583C, 589, 590, 594; <b>PB:</b> F</p>	<p><b>Evaluate Strategy, TE1:</b> BTS10, 103; <b>TE2:</b> 159V, 159X, 173, 181A–181B, 207O; <b>TE3:</b> 261B, 262, 265, 266, 270, 274, 275, 279, 283, R2; <b>TE4:</b> 415B, 417, 422, 422, 424, 426, 428, 430, 431, R8–R9; <b>TE5:</b> 487, 521B, 528, 529, 534, 536; <b>TE6:</b> 601B–601C, 604, 605, 612, 613; <b>PB:</b> F</p>	<p><b>Evaluate Strategy, TE1:</b> 51B, 53, 56, 57, 58, 60, 64, 65, 69, R4–R5; <b>TE3:</b> 275B, 277, 280, 284, 285, 286, 290, 291, 316, 317; <b>TE4:</b> 361B, 363, 367, 368, 370, 373, 374, 376, 377, 387N; <b>TE6:</b> 573B, 577, 578, 580, 582, 584, 586, 587, R4–R5</p>
<ul style="list-style-type: none"> <li>understand that within any group there are many different points of view depending on the particular interests and values of the individual, and recognize those differences in perspective in texts and presentations (e.g., in considering whether to let a new industry come into a community, some community members might be enthusiastic about the additional jobs that will be created while others are concerned about the air and noise pollution that could result.)</li> </ul>	<p><b>Ethnic Diversity, TE2:</b> 249–269; <b>TE3:</b> 298A–298D, 325I–325J, 325K–325L; <b>TE4:</b> 392–407, 414G–414J, 416–443, 452–479, 488–507, R2–R3, R6–R7</p> <p><b>Gender Diversity, TE3:</b> 360–376; <b>TE4:</b> 426</p>	<p><b>Ethnic Diversity, TE2:</b> 136A, 138–150, 134A–135B, 163–175, 208G–208J, 208K; <b>TE3:</b> 313–327; <b>TE4:</b> 394–407, R2–R3, R6–R7</p> <p><b>Gender Diversity, TE2:</b> 136A, 138–150, 208G–208J, 208K; <b>TE3:</b> 289Q–289X, 293–303, R4–R5, R6–R7</p> <p><b>Bias, TE2:</b> 229O–229P; <b>TE3:</b> 333P; <b>TE4:</b> 413C–413D</p>	<p><b>Ethnic Diversity, TE1:</b> 49U–49X, 52–64; <b>TE2:</b> 140A–141B, 160–163, 167K–167L, 218–225, R4–R5; <b>TE4:</b> 362–377, 387I–387J, 407Y–407Z, 410–427, F441–F445; <b>TE5:</b> 456–467, 475J–475K, 475L–475M; <b>TE6:</b> 574–587</p> <p><b>Gender Diversity, TE1:</b> 72G–72J, 74–86, 94G–94L, 97–109; <b>TE2:</b> 145–157, 160–163, 163D; <b>TE4:</b> 387K–387L; <b>TE5:</b> 452A–453A, 454A, 456–467, 473D, R2–R3; <b>TE6:</b> R4–R5</p> <p><b>Detecting Bias in the Media, TE6:</b> 569P</p> <p><b>Bias and Assumption, TE3:</b> 271C; <b>TE4:</b> 358B, 361B, 361C, 364, 370, 375, 383A–383B, R8–R9; <b>TE6:</b> 555, 569O, 569P, 593Q, 639C–639D; <b>PB:</b> 214, 217</p>
<ul style="list-style-type: none"> <li>evaluate their own and others’ work based on a variety of criteria (e.g., logic, clarity, comprehensiveness, conciseness, originality, conventionality) and recognize the varying effectiveness of different approaches.</li> </ul>	<p><b>Evaluating Own Writing, TE1:</b> 59G; <b>TE2:</b> 183G; <b>TE3:</b> 323G; <b>TE4:</b> 413G; <b>TE5:</b> 557G; <b>TE6:</b> 657G; <b>PB:</b> 18, 94, 170, 228, 304, 364, 432</p> <p><b>Evaluating Literature, TE3:</b> 298D, 316, 321, 359C, 361, 363, 364, 366, 367, 368, 372, 377; <b>TE4:</b> 411O–411P, 413N, 414I, 415C, 420, 423, 426, 427, 428, 430, 434</p>	<p><b>Evaluating Own Writing, TE1:</b> 53G; <b>TE2:</b> 159G; <b>TE3:</b> 289G; <b>TE4:</b> 365G; <b>TE5:</b> 495C; <b>TE6:</b> 625G; <b>PB:</b> 18, 78, 154, 212, 288, 362</p> <p><b>Evaluating Literature, TE1:</b> 47; <b>TE2:</b> 137B, 139, 140, 142, 143, 148, 150, 151, 175, R2, R3; <b>TE3:</b> 261B, 262, 265, 266, 270, 274, 275, 279, 283, R2; <b>TE4:</b> 415B, 417, 422, 422, 424, 426, 428, 430, 431</p>	<p><b>Evaluating Own Writing, TE1:</b> 49G; <b>TE2:</b> 167G; <b>TE3:</b> 273E; <b>TE4:</b> 387G; <b>TE5:</b> 475G; <b>TE6:</b> 571G; <b>PB:</b> 18, 94, 154, 228, 288, 348, 433</p> <p><b>Evaluating Literature, TE1:</b> 31, 35, 51B, 53, 56, 57, 58, 60, 64, 65, 69, R4–R5; <b>TE2:</b> 188J, 213D; <b>TE3:</b> 254, 267, 284; <b>TE4:</b> 361B, 363, 367, 368, 370, 373, 374, 376, 377, 387N, F436; <b>TE5:</b> 495B; <b>TE6:</b> 574</p>

Standard	Grade Four	Grade Five	Grade Six
<i>This is evident, for example, when students:</i>			
♦ compare a magazine article on a historical event with the entries in an encyclopedia and history book to determine the accuracy and comprehensiveness of the article	See levels Five and Six.	<b>Comparing Information in Different Forms: Primary and Secondary, TE3:</b> 309C–309D; <b>TE6:</b> 647Q	<b>Comparing Information from More Than One Source, TE3:</b> 271C–271D; <b>TE4:</b> 383C, 427C–427D
♦ use the criteria of scientific investigation to evaluate the significance of a lab experiment	<b>Scientific Experiments, TE6:</b> R26	<b>Scientific Experiments, TE4:</b> R13	<b>Scientific Experiments, TE5:</b> R29; <b>TE6:</b> R37
♦ read two conflicting reviews of a popular movie and recognize the different criteria the critics were using to evaluate the film	See levels Five and Six.	<b>Compare/Contrast Films, TE1:</b> R13, R29; <b>TE3:</b> R29	<b>Viewing Films, TE2:</b> 163C–163D
♦ point out examples of propaganda techniques (such as “bandwagon,” “plain folks” language, and “sweeping generalities”) in public documents and speeches.	See levels Five and Six.	<b>Propaganda, TE3:</b> 309; <b>TE5:</b> 501, 519A–519B, 561, R4, R12–R13; <b>PB:</b> 296–297	<b>Propaganda, SB:</b> 424; <b>TE1:</b> 35; <b>TE2:</b> 163Q; <b>TE3:</b> 271Q; <b>TE4:</b> 424; <b>TE5:</b> 452A–453A, 455B, 459, 473A–473B, R2–R3, R8–R9; <b>PB:</b> 276–277

Standard	Grade Four	Grade Five	Grade Six
<b>Speaking and Writing</b>			
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.			
<ul style="list-style-type: none"> <li>present (in essays, position papers, speeches, and debates) clear analyses of issues, ideas, texts, and experiences, supporting their positions with well-developed arguments</li> </ul>	<p><b>Writing an Essay, TE2:</b> 181M, 181N  <b>Persuasive Essay, TE4:</b> 412–413G  <b>Persuasive Writing, SB:</b> 240, 412–413, 604; <b>TE2:</b> 183A, 240; <b>TE4:</b> 449H, R30  <b>Debating, TE6:</b> 685O–685P</p>	<p><b>Personal Essay, SB:</b> 158–159; <b>TE2:</b> 158–159G; <b>PB:</b> 78–82  <b>Writing a Persuasive Essay, SB:</b> 624–625; <b>TE6:</b> 624–625G; <b>PB:</b> 362–366  <b>Guidelines for Forming Position Statements, TE3:</b> 285O  <b>Speaking to Persuade, TE3:</b> 285P  <b>Debating, SB:</b> 305; <b>TE3:</b> 305</p>	<p><b>Writing a Personal Essay, TE5:</b> 474–475G  <b>Writing a Persuasive Essay, TE6:</b> 571–571G; <b>PB:</b> 348–349  <b>Guidelines for Organizing Support for a Position, TE6:</b> 615O  <b>Guidelines for Persuading, TE4:</b> 372, 383O, 383P  <b>Debating, TE2:</b> 187X; <b>TE6:</b> R34</p>
<ul style="list-style-type: none"> <li>develop arguments with effective use of details and evidence that reflect a coherent set of criteria (e.g., reporting results of lab experiments to support a hypothesis)</li> </ul>	<p><b>Scientific Results, TE6:</b> R26</p>	<p><b>Scientific Results, TE4:</b> R13</p>	<p><b>Scientific Results, TE5:</b> R29; <b>TE6:</b> R37</p>
<ul style="list-style-type: none"> <li>monitor and adjust their own oral and written presentations according to the standards for a particular genre (e.g., defining key terms used in a formal debate)</li> </ul>	<p><b>Evaluating Own Writing, TE1:</b> 59G; <b>TE2:</b> 183G; <b>TE3:</b> 323G; <b>TE4:</b> 413G; <b>TE5:</b> 557G; <b>TE6:</b> 657G; <b>PB:</b> 18, 94, 170, 228, 304, 364, 432  <b>Speaking Guidelines, TE1:</b> 53, 133P; <b>TE2:</b> 181P, 213, 215P, 275P; <b>TE3:</b> 323P, 357P, 379, 381P; <b>TE4:</b> 411P, 449P, 485P, 511P; <b>TE5:</b> 607P; <b>TE6:</b> 653P, 683, 685P</p>	<p><b>Evaluating Own Writing, TE1:</b> 53G; <b>TE2:</b> 159G; <b>TE3:</b> 289G; <b>TE4:</b> 365G; <b>TE5:</b> 495C; <b>TE6:</b> 625G; <b>PB:</b> 18, 78, 154, 212, 288, 362  <b>Speaking Guidelines, TE1:</b> 47, 51P, 81P; <b>TE2:</b> 153, 157P, 207P, 225; <b>TE3:</b> 285P, 305, 309P; <b>TE4:</b> 363P, 413P, 437P; <b>TE5:</b> 519P, 565; <b>TE6:</b> 643, 647P</p>	<p><b>Evaluating Own Writing, TE1:</b> 49G; <b>TE2:</b> 167G; <b>TE3:</b> 273E; <b>TE4:</b> 387G; <b>TE5:</b> 475G; <b>TE6:</b> 571G; <b>PB:</b> 18, 94, 154, 228, 288, 348, 433  <b>Speaking Guidelines, TE1:</b> 47P, 71P, 89, 93P, 111, 115P; <b>TE2:</b> 163P, 183, 187P; <b>TE3:</b> 271P, 293, 297P, 315, 319P, 351P; <b>TE4:</b> 379, 383P; <b>TE5:</b> 469; <b>TE6:</b> 565, 615P, 635, 639P</p>
<ul style="list-style-type: none"> <li>use standard English, precise vocabulary, and presentational strategies effectively to influence an audience.</li> </ul>	<p><b>Speaking Intelligibly, SB:</b> 53, 103, 213, 379, 579, 683; <b>TE1:</b> 57O–57P, 79O–79P, 107O–107P, 133O–133P; <b>TE2:</b> 181O–181P, 215O–215P, 245O–245P, 275O–  (continued)</p>	<p><b>Speaking Intelligibly, SB:</b> 47, 153, 225, 305, 409, 433; <b>TE1:</b> 51O–51P, 81O–81P, 105O–105P; <b>TE2:</b> 157O–157P, 181O–181P, 207O–207P, 229O–229P;  (continued)</p>	<p><b>Speaking Intelligibly, SB:</b> 89, 111, 159, 183, 315, 379, 425, 469; <b>TE1:</b> 47O–47P, 71O–71P, 93O–93P, 115O–115P; <b>TE2:</b> 163O–163P, 187O–187P, 213O–  (continued)</p>

Standard	Grade Four	Grade Five	Grade Six
<ul style="list-style-type: none"> <li>use standard English, precise vocabulary, and presentational strategies effectively to influence an audience.</li> </ul>	<p><b>Speaking Intelligibly, TE2:</b> (continued) 275P; <b>TE3:</b> 323O–323P, 357O–357P, 381O–381P; <b>TE4:</b> 411O–411P, 449O–449P, 485O–485P, 511O–511P, <b>TE5:</b> 555O–555P, 581O–581P, 607O–607P; <b>TE6:</b> 653O–653P, 685O–685P, 707O–707P</p> <p><b>Using Correct Grammar in Writing, TE1:</b> 57K–57L, 79K–79L, 107K–107L, 133K–133L; <b>TE2:</b> 181K–181L, 215K–215L, 245K–245L, 275K–275L; <b>TE3:</b> 323K–323L, 357K–357L, 381K–381L; <b>TE4:</b> 411K–411L, 449K–449L, 485K–485L, 511K–511L, <b>TE5:</b> 555K–555L, 581K–581L, 607K–607L; <b>TE6:</b> 653K–653L, 685K–685L, 707K–707L; <b>PB:</b> 13–15, 33–35, 48–50, 63–65, 89–91, 109–110, 124–126, 139–141, 165–167, 185–187, 200–202, 223–225, 243–245, 258–260, 273–275, 299–301, 319–321, 334–336, 359–361, 379–381, 394–396</p>	<p><b>Speaking Intelligibly, (continued) TE3:</b> 285O–285P, 309O–309P, 333O–333P; <b>TE4:</b> 363O–363P, 391O–391P, 413O–413P, 437O–437P; <b>TE5:</b> 491O–491P, 519O–519P, 547O–547P, 569O–569P; <b>TE6:</b> 623O–623P, 647O–647P, 671O–671P</p> <p><b>Using Correct Grammar in Writing, TE1:</b> 51K–51L, 81K–81L, 105K–105L; <b>TE2:</b> 157K–157L, 181K–181L, 207K–207L, 229K–229L; <b>TE3:</b> 285K–285L, 309K–309L, 333K–333L; <b>TE4:</b> 363K–363L, 391K–391L, 413K–413L, 437K–437L; <b>TE5:</b> 491K–491L, 519K–519L, 547K–547L, 569K–569L; <b>TE6:</b> 623K–623L, 647K–647L, 671K–671L; <b>PB:</b> 13–15, 33–35, 48–50, 73–75, 93–95, 108–110, 123–125, 149–151, 169–171, 184–186, 207–209, 227–229, 242–244, 257–259, 283–285, 303–305, 318–320, 333–335, 357–359, 377–379, 392–394</p>	<p><b>Speaking Intelligibly, TE2:</b> (continued) 213P; <b>TE3:</b> 271O–271P, 297O–297P, 319O–319P, 351O–351P; <b>TE4:</b> 383O–383P, 407O–407P, 427O–427P; <b>TE5:</b> 473O–473P, 495O–495P, 517O–517P; <b>TE6:</b> 569O–569P, 593O–593P, 615O–615P, 639O–639P</p> <p><b>Using Correct Grammar in Writing, TE1:</b> 47K–47L, 71K–71L, 93K–93L, 115K–115L; <b>TE2:</b> 163K–163L, 187K–187L, 213K–213L; <b>TE3:</b> 271K–271L, 297K–297L, 319K–319L, 351K–351L; <b>TE4:</b> 383K–383L, 407K–407L, 427K–427L; <b>TE5:</b> 473K–473L, 495K–495L, 517K–517L; <b>TE6:</b> 569K–569L, 593K–593L, 615K–615L, 639K–639L; <b>PB:</b> 13–15, 33–35, 48–50, 63–65, 89–91, 109–111, 124–126, 149–151, 169–171, 184–186, 199–201, 223–225, 243–245, 258–260, 283–285, 303–305, 318–320, 343–345, 363–365, 378–380, 393–395</p>

*This is evident, for example, when students:*

<ul style="list-style-type: none"> <li>write a position paper on a current event, clearly indicating their position and the criteria on which it is based</li> </ul>	<p><b>Current Events, TE1:</b> 57</p>	<p><b>Current Events, TE1:</b> R28</p>	<p><b>Current Events, TE2:</b> R28</p>
<ul style="list-style-type: none"> <li>present an oral review of a film, supporting their evaluation with reference to particular elements such as character development, plot, pacing, and cinematography</li> </ul>	<p><b>Review of a Performance, TE4:</b> 511H</p>	<p><b>Writing a Review, TE1:</b> 47; <b>TE2:</b> 181H, 203</p>	<p><b>Writing a Review, TE2:</b> 159; <b>TE3:</b> 293</p>
<ul style="list-style-type: none"> <li>produce their own advertising for a product, tailoring the text and visuals to a particular audience.</li> </ul>	<p><b>Advertisements, TE2:</b> 240</p>	<p><b>Writing Advertisements, TE1:</b> 53F</p>	<p><b>Writing Advertisements, TE1:</b> 49F; <b>TE4:</b> 424; <b>TE5:</b> 490</p>

Standard	Grade Four	Grade Five	Grade Six
<b>Standard 4: Students will read, write, listen, and speak for social interaction.</b>			
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.			
<b>Listening and Reading</b>			
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.			
Students:			
<ul style="list-style-type: none"> <li>listen attentively to others and build on others' ideas in conversations with peers and adults</li> </ul>	<b>Guidelines for Listening Attentively, TE1: 53; TE2: 245P; TE3: 323O, 323P, 381O, 381P</b>  <b>Guidelines For Conversations, TE1: 79O, 79P; TE3: 323O–323P; TE5: R13</b>	<b>Guidelines For Listening Attentively, TE1: 51O, 81O, 105O; TE2: 181O; TE4: 413O, 437O; TE5: 491P</b>  <b>Guidelines For Effective Conversation, TE1: 105O–105P</b>	<b>Guidelines for Listening Attentively and Respectfully, TE1: 71O, 71P, 93O, 93P, 111; TE2: 163O; TE3: 315, 319P; TE5: 473P, 475T; TE6: 639O, 639P</b>  <b>Guidelines for Holding Effective Conversations, TE6: 639O–639P</b>
<ul style="list-style-type: none"> <li>express ideas and concerns clearly and respectfully in conversations and group discussions</li> </ul>	<b>Guidelines For Avoiding Interruptions, TE4: 411P</b>	<b>Guidelines For Respecting Opinions of Others, TE1: 51O, 81O, 105O</b>  <b>Effectively Disagreeing, TE1: 105O, 105P</b>  <b>Guidelines For Avoiding Interrupting, TE1: 51O, 81O</b>	<b>Guidelines for Speaking Respectfully, TE1: 71O, 71P, 93O; TE6: 639O</b>  <b>Guidelines for Disagreeing Respectfully, TE1: 71O, 71P, 93O</b>  <b>Guidelines for Avoiding Interruptions, TE2: 163O; TE5: 473P</b>
<ul style="list-style-type: none"> <li>learn some words and expressions in another language to communicate with a peer or adult who speaks that language</li> </ul>	<b>Spanish-English, TE2: 177; French Words, TE3: 334, 357J</b>	<b>Spanish Words, TE2: 171, 172; TE5: 569J; Chinese and Spanish Word Origins, TE1: 81J; Chinese Characters, TE4: 407</b>	<b>Words from Other Languages: Inuit Words, TE2: 187J; Bilingual Language, TE3: 302</b>
<ul style="list-style-type: none"> <li>use verbal and nonverbal skills to improve communication with others.</li> </ul>	<b>Communicate Verbally, TE1: 26B, 27A, 31, 39, 40, 50, 51, 55, 57, 58, 60G, 60H, 61A, 68, 74, 75, 78, 79B, 79D, 80G, 80J, 81A, 88, 90, 97, 100, 101, 103, 106, 107B, 108G, 108J, 109A, 116, 117, 123, 127; TE2: 157A, 168, 169, 174, 175, 179, 181D, 181F, 182, 185A, 189, 194, 195,</b>  (continued)	<b>Communicate Verbally, TE1: 25B, 26A, 32, 33, 34, 35, 44, 45, 47, 48, 51K, 51N, 51O, 51P, 65, 68, 74, 75, 81B, 82J, 82K, 90, 98, 99, 103, 105J, R2; TE2: 135B, 143, 150, 157I, 157M, 158, 159X, 160A, 166, 169, 171, 173, 174, 175, 182J, 182K, 188, 193, 194, 201,</b>  (continued)	<b>Communicate Verbally, TE1: 44, 66, 88, 89, 93O–93P, R3, R5, R7, 59; TE3: 254, 264, 266, 273J, 273L, 273N, 284, 290, 292, 306, 314, 346, R3, R5, R7, R9; TE4: 359B, 370, 376, 378, 387J, 387L, 387N, 387V, 400, 402, 407Z, 416, 422, 424, R3, R5, R7;</b>  (continued)

Standard	Grade Four	Grade Five	Grade Six
<ul style="list-style-type: none"> <li>use verbal and nonverbal skills to improve communication with others. (continued)</li> </ul>	<p><b>Communicate Verbally, TE2:</b> (continued) 209, 210, 211, 215F, 216G, 217A, 227, 230, 231, 239, 241, 245B, 245F, 245M, 247A, 251, 258, 259, 268, 269, 271, 275, 275I, 275M, 275N, 275O; <b>TE3:</b> 298D, 299A, 304, 309, 316, 317, 323D, 324, 325J, 325L, 325N, 326J, 327A, 339, 353, 358G, 358J, 359A, 367, 371, 377, 381N; <b>TE4:</b> 391A, 396, 397, 399, 400, 401, 407, 413J, 414J, 420, 423, 427, 429, 443, 450H, 465, 479, 499, 505, 507</p> <p><b>Body Language, TE3:</b> 362; <b>Facial Expressions, TE2:</b> 181P</p>	<p><b>Communicate Verbally,</b> (continued) <b>TE2:</b> (continued) 208J, 215, 222, 223; <b>TE3:</b> 270, 277, 278, 279, 282, 285N, 290A, 299, 302, 303, 309K, 309Y, 309Z, 310A, 320, 326, 327, 333D; <b>TE4:</b> 342A, 348, 351, 356, 357, 363A, 363J, 365E, 379, 381, 384, 385, 392K, 400, 406, 407, 413E, 414K, 424, 431</p> <p><b>Body Language, TE1:</b> 105O, 105P; <b>Nonverbal Communication, TE1:</b> 105O</p>	<p><b>Communicate Verbally,</b> (continued) <b>TE5:</b> 462, 466, 468, 469, 475K, 475M, 475O, 484, 488, 490, 491, 504, 510, 512, 513, R3, R5, R7; <b>TE6:</b> 556, 562, 564, 565, 571J, 571L, 571N, 580, 586, 588, 589, 602, 608, 610, 611, 628, 632, 634, 635, R3, R5, R7, R9</p> <p><b>Body Language, Facial Expressions, TE3:</b> 251; <b>Guidelines for Non-Verbal Contact, TE3:</b> 351P</p>
<p><i>This is evident, for example, when students:</i></p>			
<p>♦ act as hosts for open house at school</p>	<p>See the Home-School Connections booklet to find an activity using hosts for an Open House at school.</p>	<p>See the Home-School Connections booklet to find an activity using hosts for an Open House at school.</p>	<p>See the Home-School Connections booklet to find an activity using hosts for an Open House at school.</p>
<p>♦ participate in small group discussions in class</p>	<p><b>Groups, TE1:</b> 39, 40, 49, 50, 55, 56, 57H, 57J, 57P, 59A, 59C, 68, 69, 74, 79D, 79H, 79J, 79K, 79P, 80G, 90, 100, 103, 107G, 107H, 107K, 107P, 116, 126, 128, 132, 133J, 133P; <b>TE2:</b> 165, 168, 173, 174, 181D, 181H, 181I, 181P, 183A, 194, 210, 215H, 223, 227, 229, 230, 238, 241, 245B, 245H, 245J, 245P, 258, 264, 268, 269, 270, 272, 275, 275F, 275G, 275J, 275K, 275P; <b>TE3:</b> 308, 309, 315, 316, 317, 323D, 323H, 323J, 323P, 325A, 325J, 338, 339, 352, 353, 356, 357H, 357P, 366, 367, 371, 376, 377, 381B, 381J, 381P, R9, R11, R11, R13, R15, R17; <b>TE4:</b> 401, 405, 406, 407, 411D, 411G, 411J, 411P, 413A, 413J, 426, 427, 435, 442, 443, 449D, 449P, 464, 465, 478, 479, 485H, 485I, 485J, 485K, 485P, 499, 501, 506, 507, 511J, R13, R15, R17, R19, R23, R25, F517, F519, F521</p>	<p><b>Groups, TE1:</b> 31, 34, 35, 44, 45, 46, 51B, 51H, 51J, 51O, 53A, 68, 74, 75, 81O, 81P, 90, 98, 100, 105D; <b>TE2:</b> 142, 143, 150, 151, 157H, 157J, 170, 171, 174, 181J, 181P, 184, 194, 200, 201, 207, 207I, 214, 216, 222, 223, 226; <b>TE3:</b> 270, 278, 279, 280, 289A, 298, 299, 302, 303, 320, 327; <b>TE4:</b> 351, 355, 356, 357, 365A, 365D, 378, 379, 384, 385, 391H, 391O, 400, 406, 407, 413P, 424, 427, 431, 432, 437H, R36; <b>TE5:</b> 470, 476, 477, 484, 485, 491D, 491H, 498, 506, 511, 512, 519H, 522, 530, 540, 547H, 550, 556, 562, 569H, 569P, R11, R13R15, R17, R36, R37; <b>TE6:</b> 602, 608, 616, 623H, 623P, 628, 634, 640, 647H, 650, 658, 664, R9, R11</p>	<p><b>Groups, TE1:</b> 35, 36, 42, 43, 47B, 47O, 49A, 55, 58, 65, 80, 81, 85, 86, 92, 93, 93P, 102, 105, 109, 115, 115B; <b>TE2:</b> 150, 151, 156, 157, 177, 181, 196, 207, 157, 176, 177, 187J, 187O, 187P, 209, 213P, F219, F227, F237; <b>TE3:</b> 254, 264, 266, 271, 271B, 271H, 271J, 271O, 273A, 284, 290, 292, 297H, 297P, 306, 319H, 334, 345, 350, 351B, 351H; <b>TE4:</b> 370, 377, 383P, 397, 400, 401, 416, 417, 419, 423, 424; <b>TE5:</b> 456, 462, 463, 466, 467, 473H, 473J, 475A, 478, 483, 485, 487, 488, 489, 491, 495O, 495P, 504, 505, 510, 511, 513, 517; <b>TE6:</b> 550, 556, 557, 562, 563, 564, 565, 569H, 574, 580, 586, 587, 593H, 593O, 593P, 595B, 602, 603, 608, 609, 611, 615P, 618, 628, 632, 633, 634, 639H</p>

<b>Standard</b>	<b>Grade Four</b>	<b>Grade Five</b>	<b>Grade Six</b>
◆ give morning announcements over the public address system	<b>Giving an Announcement, TE3:</b> 357M–357N	<b>Giving an Announcement, TE2:</b> 181O–181P	<b>Giving an Announcement, TE2:</b> 163O–163P
◆ participate in school assemblies and club meetings.	The Speaking Guidelines for any of the themes may be used to prepare students to participate in school assemblies and club meetings.	The Speaking Guidelines for any of the themes may be used to prepare students to participate in school assemblies and club meetings.	The Speaking Guidelines for any of the themes may be used to prepare students to participate in school assemblies and club meetings.
<b>Speaking and Writing</b>			
2. Written communication for social interaction requires using written messages to establish, maintain and enhance personal relationships with others.			
• write social letters, cards, and electronic messages to friends, relatives, community acquaintances, and other electronic network users	<b>Writing a Friendly Letter, SB:</b> 176; <b>TE1:</b> 133M–133N; <b>TE3:</b> R24; <b>PB:</b> 66–67 <b>Writing Electronic Messages, SB:</b> 77, 103, 129, 177, 213, 241, 271, 319, 355, 409, 445, 481, 551, 579, 649, 683	<b>Writing a Friendly Letter, TE3:</b> 309M–309N <b>Writing Electronic Messages, SB:</b> 47, 77, 153, 177, 203, 255, 305, 329, 359, 387, 409, 433, 487, 515, 543, 565, 643, 667	<b>Writing a Friendly Letter, TE1:</b> 93M–93N; <b>TE4:</b> 376; <b>PB:</b> 51–52 <b>Writing Electronic Messages, SB:</b> 45, 67, 89, 111, 159, 183, 209, 267, 293, 315, 347, 379, 425, 469, 513, 565, 611, 635
• use appropriate language and style for the situation and the audience and take into account the ideas and interests expressed by the person receiving the message	<b>Using Informal Language, TE1:</b> 133M, 133N	<b>Using Friendly Tone and Informal Language, TE3:</b> 309M	<b>Using Friendly, Informal Language, TE1:</b> 93M
• read and discuss social communications and electronic communications of other writers and use some of the techniques of those writers in their own writing.	<b>Letter, SB:</b> 552–555; <b>TE5:</b> 552–555	<b>E-mails, TE4:</b> R8–R9	<b>Reading Letters and Diaries, TE1:</b> 68–71
<i>This is evident, for example, when students:</i>			
◆ write letters to friends who are away	<b>Writing a Friendly Letter, SB:</b> 176; <b>TE1:</b> 133M–133N; <b>TE3:</b> R24; <b>PB:</b> 66–67	<b>Writing a Friendly Letter, TE3:</b> 309M–309N	<b>Writing a Friendly Letter, TE1:</b> 93M–93N; <b>TE4:</b> 376; <b>PB:</b> 51–52
◆ send e-mail messages on a computer network	<b>Sending E-mail, TE2:</b> 177, 271; <b>TE3:</b> 355	<b>Sending E-mail, TE2:</b> 177; <b>TE4:</b> 409, 433; <b>TE5:</b> 515; <b>TE6:</b> 643	<b>Sending E-mail, TE1:</b> 67; <b>TE2:</b> 183; <b>TE3:</b> 267, 315; <b>TE4:</b> 425; <b>TE5:</b> 513
◆ send formal invitations for receptions or open houses.		<b>Writing an Invitation, TE4:</b> 358	<b>Writing an Invitation, TE5:</b> R26