

**South Carolina English Language Arts / Houghton Mifflin English
Grade Four**

Reading Goal (R) The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.	
READING PROCESS AND COMPREHENSION	
4-R1 The student will integrate various cues and strategies to comprehend what he or she reads.	
4-R1.1 Demonstrate the ability to use a variety of strategies to derive meaning from texts and to read independently.	Literature Selections, SB: 9–11, 275–276, 298–299, 339–341, 369–370, 418–419, 437–438; TE: 9, 11, 275, 276, 298, 299, 339, 341, 369, 370, 418, 419, 437, 438
4-R1.2 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.	Suggestions for Reading Independently, TE: 275, 298, 339, 369, 413, 447
4-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.	Relate New and Existing Knowledge, SB: 11, 299; TE: 9, 275, 299, 339, 413, 447 Access Prior Knowledge, TE: 9, 275, 339, 369, 413, 447 Connections Between Literature and Life Experience, TE: 11, 268, 276, 299, 341, 370, 449
4-R1.4 Demonstrate the ability to summarize texts.	Summarizing Stories, SB: H30 Summarizing Nonfiction, TE: 276, 341, 370, 416, 449, H29 Summarizing, SB: 395, 429, 435–436, H29–H30, H34
4-R1.5 Begin paraphrasing texts.	Paraphrasing, SB: H29
4-R1.6 Demonstrate the ability to analyze details in texts.	Noting Details, SB: 11, 275, 276, 298, 299, 339, 370, 416, 449; TE: 9, 11, 275, 276, 298, 299, 369, 370, 413, 416, 447, 449
4-R1.7 Demonstrate the ability to ask and answer questions about texts.	Asking and Answering Questions, SB: 279, 344, 373, 419
4-R1.8 Demonstrate the ability to make predictions about stories.	Predicting Outcomes, SB: 297, 298; TE: 297, 298
4-R1.9 Demonstrate the ability to summarize and paraphrase the main idea of a particular text.	Identifying Main Idea, SB: 269, 330, 332, 408, H52; TE: 269, 330, 332, 408
4-R1.10 Demonstrate the ability to draw conclusions and make inferences.	Draw Conclusions, SB: 298, 301, 303; TE: 298, 301, 303 Making Inferences, SB: 11, 276, 299, 341, 370, 416, 449; TE: 11, 276, 299, 341, 370, 416
4-R1.11 Demonstrate the ability to categorize and classify ideas.	Categorize and Classify, TE: 276, 299, 341, 370, 416, 449
4-R1.12 Demonstrate the ability to determine cause and effect.	Cause and Effect Relationships, SB: 101, 336; TE: 336
4-R1.13 Demonstrate the ability to distinguish between fact and opinion.	Fact and Opinion, SB: 411, 457, 462, 472; TE: 411, 457, 472

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4-R1.14 Begin following multistep directions in a technical manual.	Following Written Directions, SB: 339–340, 341, 348, 358; TE: 341, 346, 350, 356, 358
4-R1.15 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.	Using Charts, SB: 322, 389, 395, 400 Diagrams, SB: 362, 367, 390, 397, 400, 401, 431, H54 Graphs, SB: 389, H24, H39, H42 Venn Diagrams, SB: 362, H54 Think About the Pictures, SB: 11, 276, 299, 341, 370, 416, 449; TE: 11, 276, 299, 341, 370, 416, 449
4-R1.16 Demonstrate the ability to respond to texts through a variety of methods, such as creative dramatics, writing, and graphic art.	Responding to Literature, SB: 11, 268, 276, 299, 341, 370, 416, 449; TE: 11, 268, 276, 299, 341, 370, 416, 449
4-R1.17 Begin using skimming and scanning techniques.	SB: 379
4-R1.18 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.	Comparison and Contrast, SB: 16, 75, 107, 143, 146–147, 151, 164, 167, 239, 310, 311, 326–327, 335, 346, 359–364, 366–367, 379–380, H54
ANALYSIS OF TEXTS	
4-R2 The student will use a knowledge of the purposes, structures, and elements of writing to analyze and interpret various types of texts.	
4-R2.1 Demonstrate the ability to analyze character traits and motives, setting, and plot in a literary work; begin identifying tone.	Character, SB: 299, 300, 306, 308, 309, 311, 312, 318, 321, 322, 323, 324, 325, 327; WP: 133, 135, 137, 138 Setting, SB: 268, 299, 300, 307, 309, 319, 321, 322, 327 Plot, SB: 299, 300; TE: 299, 300 Tone, SB: 311
4-R2.2 Demonstrate the ability to identify problem and solution in a work of fiction or drama; begin identifying conflict.	Problem-Solution, SB: 299; TE: 299 Problem in Plot, SB: 299, 307, 312
4-R2.3 Demonstrate the ability to identify the narrator’s point of view in a work of fiction.	Point of View, SB: 443; TE: 443
4-R2.4 Demonstrate the ability to summarize the theme of a particular text.	Lesson or Moral of Literature, SB: 299, 321, 359; TE: 299, 321, 359
4-R2.5 Demonstrate the ability to identify elements of style such as word choice and sentence structure (syntax).	Using Exact Words in Compositions, SB: 80, 285, 314, 441, H26, H49 <p style="text-align: right;">(continued)</p>
4-R2.5 Demonstrate the ability to identify elements of style such as word choice and sentence structure (syntax). (continued)	Revising Drafts for Word Choice, SB: 80, 118, 148, 220, 248, 290, 314, 354, 388, 430, 441, 464 Sentences and Sentence Structure, SB: 48–49, 50, 52, 169, 254; TE: 48–49, 50, 52, 169, 254

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4-R2.6 Demonstrate the ability to identify devices of figurative language such as similes, metaphors and hyperbole and sound devices such as alliteration and onomatopoeia.	Figurative Language, SB: 290, H11; TE: 290, H11 Sound Words (Onomatopoeia), SB: 15, 441
4-R2.7 Demonstrate the ability to distinguish between fiction and nonfiction.	Fiction vs. Nonfiction, SB: 436, H21
4-R2.8 Demonstrate the ability to identify the characteristics of genres such as fiction, poetry, drama, and informational texts.	Characteristics of Literary Genre: Description, SB: 11; TE: 11; Narrative, SB: 268; TE: 268–269A; Personal Narrative, SB: 276, 277; TE: 276, 277; Story, SB: 299, 300; TE: 299, 300; Play, SB: 321; TE: 321; Instructions, SB: 341, 342; TE: 341, 342; Compare-Contrast Article, SB: 360; TE: 360; Informational Article, SB: 330; TE: 330–331A; Report, SB: 370, 371; TE: 370, 371; News Article, SB: 397; TE: 397; Opinion Essay, SB: 416, 417; TE: 416, 417; Poem, SB: 438, 441; TE: 438, 441; Persuasive Essay, SB: 449, 450; TE: 449, 550
4-R2.9 Demonstrate the ability to identify elements of poetry such as rhyme scheme, refrain, and stanza.	Reading Poetry, SB: 41, 437, 438, 441; TE: 437, 438, 441
4-R2.10 Demonstrate the ability to identify the author’s purpose in a variety of texts.	Author’s Viewpoint, SB: 276, 299, 341, 370, 416
4-R2.11 Demonstrate the ability to compare and contrast settings, characters, events, and ideas in a variety of texts.	Compare/Contrast Reading Selections, SB: 310, 311, 326–327, 346; TE: 310, 311, 326–327, 346
4-R2.12 Begin developing objective criteria for evaluating texts in a variety of genres.	Revisits and Analyzes Text, SB: 276, 299, 341, 370, 416; TE: 276, 299, 341, 370, 416
WORD STUDY AND ANALYSIS	
4-R3 The student will use a knowledge of graphophonics and word analysis to determine the meaning of unfamiliar words and to read texts with understanding.	
4-R3.1 Demonstrate the ability to use a dictionary and a thesaurus to determine the meaning of a word or to refine his or her understanding of a word.	Dictionary Skills, SB: H14–H20; TE: H14–H20 Using a Thesaurus, SB: 21, 118, 148, 314, 354, 430, 464, H79–H100
4-R3.2 Continue identifying word origins and derivatives to determine the meaning of words and phrases to refine word choice.	Regional and Cultural Vocabulary, SB: H17; TE: H17
4-R3.3 Demonstrate the ability to apply a knowledge of roots and affixes to analyze the meanings of complex words.	Root Words, SB: H15, H16; TE: H15, H16 Prefixes, SB: H15; TE: H15 Suffixes, SB: 431, H67; TE: 431 Inflected Forms, SB: 70–71, 82, 87, 90, 100–101, 108–109, 120, 130, 142–143, 150, 156, 158, 162, 255; TE: 70, 71, 100, 101, 108, 109, 142, 143

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<p>4-R3.4 Demonstrate the ability to use sentence structure (syntax) and context to determine the meanings of unfamiliar and multiple-meaning words.</p>	<p>Sentences and Sentence Structure, SB: 48–49, 50, 52, 169, 254; TE: 48–49, 50, 52, 169, 254 Context Clues, SB: 248, H11, H12, H13, H14, H15, H16; TE: 9, 148, 220, 248, 275, 298, 339, 369, 413, 447, H11, H12, H13, H14, H15, H16 Multiple-Meaning Words, SB: H19; TE: H19</p>
<p>4-R3.5 Demonstrate the ability to explain the figurative use of words in context.</p>	<p>Figurative Language, SB: 290, H11; TE: 290, H11</p>
<p>4-R3.6 Demonstrate the ability to make simple analogies; begin recognizing complex analogies.</p>	<p>Word Analogies, SB: H31–H32; TE: H31</p>
<p>Writing Goal (W) The student will write for different audiences and purposes.</p>	
<p>THE WRITING PROCESS</p>	
<p>4-W1 The student will apply a process approach to writing.</p>	
<p>4-W1.1 Demonstrate the ability to choose a topic, generate ideas and use oral and written prewriting strategies.</p>	<p>Prewriting, SB: 12–17, 282–284, 305–307, 347–349, 377–383, 397, 422–424, 455–459, H39; TE: 12–17, 282–284, 305–307, 347–349, 377–383, 397, 422–424, 455–459; I: GS-3, 8-2, 9-2; A: 1, 33, 37, 41, 45, 49, 53 Choosing a Topic, SB: 318, 347, 377, 422, 439, 468 Generate Ideas, SB: 12, 13, 16, 282–283, 305, 206, 309, 322, 347, 377, 384, 386, 438, 439, 441, 455, H30, H49–H50; I: GS-3, 8-2, 9-2; A: 1, 33, 37, 41, 45, 49, 53</p>
<p>4-W1.2 Demonstrate the ability to plan for audience and purpose and to generate drafts that use a logical progression of ideas to develop a specific topic.</p>	<p>Purpose and Audience for Writing, SB: 13, 286, 287, 292, 305; TE: 13, 286, 287, 292, 305 Drafting, SB: 18–19, 285–287, 308–311, 350–351, 384–385, 425–427, 460–461, H39; TE: 18–19, 285–287, 308–311, 350–351, 384–385, 425–427, 460–461; I: GS-5, 8-1A, 8-1B, 9-1A, 9-1B, 10-1A, 10-1B, 11-1A, 11-1B; A: 2, 34, 38, 42, 46, 50, 54 Writing an Ending, SB: 310, 311, 312, 323, 351, 352; I: 8-3, 9-3 <p style="text-align: right;">(continued)</p></p>
<p>4-W1.2 Demonstrate the ability to plan for audience and purpose and to generate drafts that use a logical progression of ideas to develop a specific topic. (continued)</p>	<p>Writing Good Beginnings, SB: 285, 309, 310, 312, 351, 352, 385, 386, 427, 428, 460, 462; I: 8-3, 9-3 Closings, SB: 295–296, 385, 386, 407, 426, 428, 460, 462, 469</p>

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<p>4-W1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details.</p>	<p>Topic Sentence, SB: 332, 334–337, 351, 360, 363, 384, 386, 426, 428, H33; A: 42, 43</p> <p>Supporting Sentences, SB: 331, 333–334, 335, 336, 337, 386, 426, 428; TE: 333, 334, 335, 337; I: 12-3, 12-4, 12-5, 13-3, 13-4, 13-5; A: 42, 43</p> <p>Writing Prompts, SB: 293, 294 317, 318, 357, 358, 393, 433, 434, 467, 468</p>
<p>4-W1.4 Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation.</p>	<p>Revising, SB: 20–23, 288–290, 312–314, 352–354, 363–364, 386–390, 397, 428–430, 436, 441, 462–464, 470, H40; TE: 20–23, 288–290, 312–314, 352–354, 363–364, 386–390, 397, 428–430, 436, 441, 462–464, 470, H40; I: GS-4, 8-4, 9-4, 10-4, 11-4, 12-4; A: 31, 35, 39, 43, 47, 51</p> <p>Varying Types of Sentences, SB: 36–39</p> <p>Using Exact Words in Compositions, SB: 80, 285, 314, 441, H26, H49</p> <p>Writing Conferences, SB: 2–8, 22–23, 289, 313, 353, 387, 429, 463; TE: 2–8, 22–23, 289, 313, 353, 387, 429, 463; I: GS-4, 8-4, 9-4, 10-4, 11-4, 12-4; A: 31, 35, 39, 43, 47, 51</p> <p>Evaluating Writing, SB: 288, 312, 352, 386, 428, 463; TE: 288, 312, 352, 386, 428, 463; I: GS-4, 8-4, 9-4, 10-4, 11-4, 12-4</p>
<p>4-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax), and word usage.</p>	<p>Grammar Conventions, SB: 32–33, 36–37, 38–39, 64–65, 66–67, 70–71, 72–73, 74–75, 76–77, 78–79, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93, 94, 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 116–117, 119, 120–121, 122–124, 125–134, 136–137, 138–139, 140, 141, 142–143, 144–145, 146–147, 150–151, 152–153, 154, 155–158, 159–164, 189–190, 204–205, 206–207, 208–209, 210–211, 212–213, 214–215, 216–217, 218–219, 220, 221, 222–223, 224–225, 226–232, 234–235, 238–239, 240–241, 242–243, 244–245, 246–247, 248, 249, 250–251, 252–254, 255–258, 259–263, 291, 315, 355, 391, 431, 465; A: 32</p> <p style="text-align: right;">(continued)</p>

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<p>4-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax), and word usage. (continued)</p>	<p>Mechanics Conventions, SB: 36–37, 38–39, 40–41, 42–43, 44–45, 46–47, 66–67, 70–71, 76–77, 78–79, 89, 116–117, 166–167, 170–171, 172–173, 174–175, 176–177, 180–181, 182–183, 184–185, 186–187, 189–190, 191–193, 194–202, 256, 257; A: 32</p> <p>Spelling Conventions, SB: 291, 315, 355, 391, 431, 465, H65–H69; A: 32</p> <p>Subject-Verb Agreement, SB: 104–105, 106–107, 119, 120, 124, 128, 157, 315, H63; TE: 104–105, 106–107, 119, H63; A: 32</p> <p>Word Usage, SB: H59–H60</p>
<p>4-W1.6 Demonstrate the ability to write using a variety of formats.</p>	
<p>4-W1.6.1 Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces.</p>	<p>Writing an Expository Composition, SB: 39, 65, 79, 81, 97, 99, 101, 107, 111, 143, 175, 217, 219, 241, 243, 328–337, 339–357, 359–367, 369–393, 394–395, 396–397, 398–399; TE: 328–337, 343–346, 349, 350, 351, 352–354, 355–356, 359–364, 371–376, 377–383, 384–388, 389–393, 394–395, 396–397; I: 10-1A, 10-1B, 10-2, 10-3, 10-4, 10-5</p> <p>Writing to Explain, SB: 347</p> <p>Writing to Inform, SB: 331–337, 347, 377; I: 11-1A, 11-1B, 11-2, 11-3, 11-4, 11-5</p> <p>Writing to Discover/Develop/Refine Ideas, SB: 13, H51</p> <p>Writing to Solve a Problem, SB: 394–395</p> <p>Writing a Story, SB: 75, 113, 177, 209, 305–316, 317</p> <p>Writing to Entertain, SB: 282, 305, 322</p> <p>Writing to Record Ideas and Reflections, SB: 26–27, 292, 316, 356, 392, 432, 468, H48; I: 8-1A, 8-1B, 8-2, 8-3, 8-4, 8-5</p> <p>Writing a Descriptive Composition, SB: 9–10, 12–27, 45, 47, 67, 71, 137, 140, 141, 167, 205, 239; I: GS-3, GS-4; A: 12</p>
<p>4-W1.6.2 Demonstrate the ability to use the Internet with teacher guidance and support to communicate with others.</p>	<p>Using the Internet, SB: 9, 17, 27, 51–52, 83, 86, 120–121, 155, 190, 223, 251, 255, 281, 288, 291, 293, 304, 305, 306, 312, 315, 317, 318, 346, 349, 352, 355, 357, 359, 361, 376, 379, 380, 386, 391, 406, 421, 423, 424, 428, 431, 454, 457, 459, 462, 465, 466, 467, 468, 470, H23, H43–H44</p>
<p>WRITING PURPOSES</p>	
<p>4-W2 The student will write for a variety of purposes.</p>	

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<p>4-W2.1 Demonstrate the ability to use writing to explain and inform.</p>	<p>Expository Composition, SB: 33, 39, 45, 70, 73, 103, 109, 117, 121, 123, 145, 149, 151, 155, 183, 187, 189, 191, 197, 325, 327, 330–333, 334–335, 336–339, 340–343, 344, 345, 346–347, 348–351, 364–365, 413; I: 10-1A, 10-1B, 10-2, 10-3, 10-4, 10-5</p> <p>Writing to Explain, SB: 103, 145, 183, 189, 334, 346</p> <p>Writing to Inform, SB: 33, 39, 70, 101, 109, 117, 121, 149, 155, 191, 197, 321, 364; I: 11-1A, 11-1B, 11-2, 11-3, 11-4, 11-5</p> <p>Writing an Informational Paragraph, SB: 321–325</p>
<p>4-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.</p>	<p>Writing to Learn, SB: 394–395, H44–H45</p> <p>Note Taking, SB: 304, 367, 378, H26</p> <p>Writing to Entertain, SB: 310–313, 319–323</p> <p>Writing to Describe, SB: 13, 41, 65, 119, 143, 219, 225, 229; I: GS-3, GS-4, GS-5</p>
<p>RESPONDING TO TEXTS</p>	
<p>4-W3 The student will respond to texts written by others.</p>	
<p>4-W3.1 Demonstrate the ability to respond to texts both orally and in writing.</p>	<p>Responding to Literature, SB: 11, 268, 276, 299, 341, 370, 416, 449; TE: 11, 268, 276, 299, 341, 370, 416, 449</p>
<p>4-W3.2 Demonstrate the ability to use literary models to refine his or her own writing style.</p>	<p>Published Models, SB: 9–10, 275–276, 298–299, 339–341, 369–371, 413–417, 447–450</p>
<p>4-W3.3 Begin to use texts to make connections and to support ideas in his or her own writing.</p>	<p>Analyzing Literature, SB: 11, 268, 276, 299, 341, 370, 416, 449</p> <p>Connections Between Literature and Life Experience, TE: 11, 268, 276, 299, 341, 370, 449</p>
<p>LEGIBILITY</p>	
<p>4-W4 The student will create legible texts.</p>	
<p>4-W4.1 Demonstrate the ability to use cursive handwriting.</p>	<p>Handwriting can be emphasized at all times, but especially during the Publishing step of the writing process. See for example, SB: 27.</p>

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Communication Goal (R) The student will recognize, demonstrate, and analyze the qualities of effective communication.	
COMMUNICATION: SPEAKING	
4-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.	
4-C1.1 Demonstrate the ability to face an audience, make eye contact, and use the appropriate voice level.	Guidelines For Making Eye Contact, SB: 5, 22, 292, 401, H6, H7, H8; TE: 5, 289, 353, 429, 463, H6, H8 Using Correct Rate/Volume/Pitch/Tone when Speaking, SB: 292, 323, 401, 443, 466, H5–H6; TE: 5, 323, 401, 443, H5, H6
4-C1.2 Demonstrate the ability to initiate conversation.	Being a Good Listener and Speaker, SB: 1–5, 268, 292, 325, 401, 443, 466, H4–H10, H27 Interviewing, SB: H9–H10
4-C1.3 Begin using language and vocabulary appropriate for the purpose and audience.	Choose and Adapt Speech for Audience, SB: 30, 292, 325, 400, 401, 466, H5–H6
4-C1.4 Demonstrate the ability to participate and contribute to conversations and discussions by responding appropriately.	Conversation, SB: 1, 2, 3, 4, 5; TE: 1, 2, 3, 4, 5 Discussion, SB: 1, 2, 3, 4, 5; TE: 1, 2, 3, 4, 5
4-C1.5 Continue giving brief presentations, demonstrations, and oral reports.	Giving Oral Presentations, SB: 400–401, H45–H49; TE: 400, 401, H45, H46, H47, H48, H49 Giving a Demonstration, SB: 356, 365 Giving an Oral Report, SB: 392, 400–401, H5–H6, H45–H47
4-C1.6 Demonstrate the ability to participate in creative dramatics.	Dramatize Stories, SB: 249, 324–325; TE: 316, 324–325
4-C1.7 Demonstrate the ability to give multistep oral directions.	Giving Directions, SB: 365; TE: 365
4-C1.8 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.	Language for Speaking, SB: 292, 325, 400, 401, 466, H5–H6
4-C1.9 Demonstrate the ability to use visual aids, props, and technology to support and extend his or her meaning and enhance his or her oral presentations.	Using Visual Aids in Speaking, SB: 276, 292, 316, 324, 341, 356, 364, 366–367, 389–390, 392, 400, 401, 432, 440, H5–H6, H24–H25, H47
4-C1.10 Demonstrate the ability to use Standard American English (SAE) in formal speaking situations and in the classroom.	Formal and Informal Language, SB: 1, 30; TE: 1, 30 Try It Out (Speak Up), SB: 32, 36, 38, 40, 42, 44, 46, 64, 66, 70, 72, 74, 76, 78, 96, 98, 100, 104, 106, 108, 110, 112, 114, 116, 136, 140, 142, 146, 166, 170, 172, 174, 176, 180, 182, 184, 186, 204, (continued)

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4-C1.10 Demonstrate the ability to use Standard American English (SAE) in formal speaking situations and in the classroom. (continued)	Try It Out (Speak Up), SB: (continued) 206, 208, 212, 214, 216, 218, 234, 238, 240, 242, 244 Try It Out (Listening and Speaking), TE: 46, 70, 78, 100, 106, 110, 112, 114, 140, 142, 146, 166, 176, 182, 204, 216, 238, 242
4-C1.11 Demonstrate the ability to summarize conversations and discussions.	Conversation, SB: 5; TE: 5 Discussion, SB: 5; TE: 5
4-C1.12 Demonstrate the ability to participate in interviews and in reading and writing conferences.	Interviews, SB: 379, 397, H9–H10 Writing Conferences, SB: 2–8, 22–23, 289, 313, 353, 387, 429, 463; TE: 2–8, 22–23, 289, 313, 353, 387, 429, 463
4-C1.13 Demonstrate the ability to use effective organizational strategies to prepare oral presentations.	Organizing Oral Presentations, SB: 400–401, H45–H49; TE: 400, 401, H45, H46, H47, H48, H49
4-C1.14 Continue making appropriate statements to communicate agreement or disagreement with others’ ideas.	Panel Discussions, SB: 442–443 Speaking Discussions, SB: 2–4, 5, 269, 271, 272, 443
4-C1.15 Begin expressing and explaining ideas orally with fluency and confidence.	Persuasive Tactics in Communication, SB: 471–472, 473–475 Telling a Story, SB: 268, 300, 316; TE: 268, 300, 316 Giving Oral Opinions, SB: 2, 115, 145, 207, 432, 442–443; TE: 411, 412, 416, 442, 443
COMMUNICATION: LISTENING	
4-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.	
4-C2.1 Demonstrate the ability to follow multistep oral directions.	Listening to Follow Directions, SB: 348, 365; TE: 339, 348, 365
4-C2.2 Demonstrate the ability to listen for meaning in conversations and discussions.	Listening to Understand Ideas, SB: 268, 289, 313, 330, 353, 387, 406, 429, 443, 463
4-C2.3 Demonstrate the ability to summarize conversations and discussions.	Conversations, SB: 6 Discussions, SB: 6, 7; TE: 6, 7
4-C2.4 Demonstrate the ability to participate in interviews and in reading and writing conferences	Conducting an Interview, SB: 157, 189, 412, H9–H10; TE: 157, 189, 412, H9–H10 Writing Conferences, SB: 76–77, 150–151, 218–219, 232–233, 280–281, 292, 354, 355, 367–368
4-C2.5 Demonstrate the ability to distinguish between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has heard.	Listening for Fact and Opinion, SB: 115, 207, 406, 443; TE: 115, 207, 406, 443 Critical Listening, SB: 22, 33, 37, 41, 71, 111, 113, 117, 141, 177, 209, 219, 239, 241, 243, 471–472
4-C2.6 Begin listening to record information as a member of a group.	Listening for Information, SB: 330, 403, 406, H26–H27

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COMMUNICATION: VIEWING	
4-C3 The student will comprehend and analyze information he or she receives from nonprint sources.	
4-C3.1 Demonstrate the ability to make predictions about the content of what he or she views.	Predictions About Viewed Material, SB: 6, 276, 299, 341, 366–376, 416, 444–445, H46
4-C3.2 Demonstrate the ability to analyze details, setting, character, and cause and effect in material from nonprint sources.	Detail, Setting, Character in Nonprint Sources, SB: 326–327, 366–367, 403, 444–445
4-C3.3 Demonstrate the ability to summarize information that he or she receives from nonprint sources.	Viewing to Summarize Information from Nonprint Sources, SB: 403, 444–445, H27
4-C3.4 Continue distinguishing between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has viewed.	Fact and Opinion in Media, SB: 402–403; TE: 402, 403 Comparing and Contrasting Visual Images, SB: 326–327, 366–367, 444–445 Interpreting Visual Messages, SB: 366–367, 444–445, 475
4-C3.5 Begin comparing and contrasting different viewpoints that he or she encounters in nonprint sources.	Points of View in Visuals, SB: 326–327, 366–367, 443, 444–445
4-C3.6 Begin comparing and contrasting the treatment of a given situation or event in nonprint sources.	Viewing to Compare and Contrast Media, SB: 366, 367; TE: 366, 367 Evaluating Media Messages, SB: 402–403, 443, 444–445, 471–472, 473–475
4-C3.7 Begin evaluating the ways that different nonprint sources influence and inform.	Recognizing Media Audiences, SB: 6, 403, 471, 475; TE: 6, 403, 471, 475 Assessing Accuracy of Media, SB: 473–475; TE: 473, 475
4-C3.8 Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.	Relate New and Existing Knowledge, SB: 11, 299; TE: 9, 275, 299, 339, 413, 447 Appreciating Culture and Art, SB: 326–327, 366–367, 435–436, 444–445; TE: 326, 327, 366, 367, 435, 436
Research Goal (R) The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.	
SELECTING A RESEARCH TOPIC	
4-RS1 The student will select a topic for exploration.	
4-RS1.1 Continue asking questions to guide his or her research inquiry.	Questions to Direct Research, SB: 378, 397; TE: 378, 397; Finding the Best Information, SB: 379–382
4-RS1.2 Demonstrate the ability to construct questions about a topic.	Asking a Research Question, SB: 371, 377–378; TE: 377, 378

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GATHERING INFORMATION AND REFINING A TOPIC	
4-RS2 The student will gather information from a variety of sources.	
4-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.	<p>Information Sources, SB: 381, 394, 395, 400 Using the Library, SB: H21–H23 Using an Encyclopedia, SB: 379, H23; TE: 379, H23</p> <p>Using an Almanac, SB: 379, H23; TE: 379 Using an Atlas, SB: 379, H23; TE: 379, H23 Reading a Magazine Article, SB: 339–341; TE: 339, 341</p> <p>Maps, SB: 81, 389, 400, H25; TE: 389, 400 Using Charts, SB: 322, 389, 395, 400</p> <p>Using the Internet, SB: 9, 17, 27, 51–52, 83, 86, 120–121, 155, 190, 223, 251, 255, 281, 288, 291, 293, 304, 305, 306, 312, 315, 317, 318, 346, 349, 352, 355, 357, 359, 361, 376, 379, 380, 386, 391, 406, 421, 423, 424, 428, 431, 454, 457, 459, 462, 465, 466, 467, 468, 470, H23, H43–H44</p>
4-RS2.2 Demonstrate the ability to gather information from a variety of sources, including those accessed through the use of technology.	<p>Recognize, Record, and Organize Information, SB: 379–380, 381–382, 383, 384; TE: 379–380, 381–382, 383, 384</p> <p>Research and Study Strategies, SB: H28–H34 Taking Notes, SB: 22–23, 67, 381, 397, 401, 443, H9, H26–H27, H51</p> <p>Using Technology, SB: 13, 26, 287, 291, 313, 355, 360, 361, 379, 391, 426, 429, 465, H43–H44; TE: 282, 283, 292, 305, 316, 322, 348, 362, 392, 397, 422, 432, 436, 441, 456, 465, 466, 470</p>
4-RS2.3 Demonstrate the ability to document sources by listing titles and authors.	<p>Documenting Sources for Research Report, SB: 376, 381, 386; TE: 376, 386</p>
4-RS2.4 Continue conducting independent research using available resources, including technology.	<p>Finding the Best Information, SB: 379–382 Recognize, Record, and Organize Information, SB: 379–380, 381–382, 383, 384; TE: 379–380, 381–382, 383, 384</p> <p>Research and Study Strategies, SB: H28–H34 Taking Notes, SB: 22–23, 67, 381, 397, 401, 443, H9, H26–H27, H51</p> <p>Using Technology, SB: 13, 26, 287, 291, 313, 355, 360, 361, 379, 391, 426, 429, 465, H43–H44; TE: 282, 283, 292, 305, 316, 322, 348, 362, 392, 397, 422, 432, 436, 441, 456, 465, 466, 470</p>

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<p>4-RS2.5 Begin summarizing the information that he or she has gathered.</p>	<p>Summarizing in Writing, SB: 384–385, 395, 429, 436, H29–H30, H34 Summarizing Nonfiction, SB: H29; TE: 276, 341, 370, 416, 449, H29</p>
<p>PREPARING AND PRESENTING INFORMATION</p>	
<p>4-RS3 The student will use a variety of strategies to prepare and present selected information.</p>	
<p>4-RS3.1 Demonstrate the ability to organize and classify information by categorizing; begin sequencing information.</p>	<p>Categorize and Classify, SB: 362, 382–384; TE: 362, 382–384 Sequencing, SB: 16, 272, 284, 309, 349 Order, SB: 16, 272, 284, 288–290, 307, 309, 312, 333, 335, 349, 352, 410, 458, 462, H29–H30, H47</p>
<p>4-RS3.2 Demonstrate the ability to organize information on the basis of observation.</p>	<p>Observing, SB: 17–18, 276 Observation Charts, SB: 18, H51</p>
<p>4-RS3.3 Demonstrate the ability to present his or her research findings in a variety of formats.</p>	<p>Presenting a Research Report, SB: 389–390, 392; TE: 389, 390, 392; I: 11-1A, 11-1B, 11-2, 11-3, 11-4, 11-5 Communicating Research, SB: 389–390, 392; TE: 392; A: 43–45</p>