

**South Carolina English Language Arts / Houghton Mifflin Spelling and Vocabulary  
Grade Four**

<b>Reading Goal (R) The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.</b>		
<b>READING PROCESS AND COMPREHENSION</b>		
<b>4-R1</b>	<b>The student will integrate various cues and strategies to comprehend what he or she reads.</b>	
4-R1.1	Demonstrate the ability to use a variety of strategies to derive meaning from texts and to read fluently.	TE: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227
4-R1.2	Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.	TE: 17, 23, 29, 35, 41, 46, 53, 59, 65, 71, 77, 82, 89, 95, 101, 107, 113, 118, 125, 131, 137, 143, 149, 154, 161, 167, 173, 179, 185, 190, 197, 203, 209, 215, 221, 226
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.	TE: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227
4-R1.4	Demonstrate the ability to summarize texts.	TE: 147
4-R1.5	Begin paraphrasing texts.	Related: TE: 46, 82
4-R1.6	Demonstrate the ability to analyze details in texts.	TE: 46–47, 82–83, 154–155, 190–191, 226–227
4-R1.7	Demonstrate the ability to ask and answer questions about texts.	TE: 46–47, 82–83, 154–155, 190–191, 226–227
4-R1.8	Demonstrate the ability to make predictions about stories.	TE: 118
4-R1.9	Demonstrate the ability to summarize and paraphrase the main idea of a particular text.	TE: 83, 191, 227
4-R1.10	Demonstrate the ability to draw conclusions and make inferences.	TE: 47, 83, 155, 191, 227
4-R1.11	Demonstrate the ability to categorize and classify ideas.	TE: 25, 67, 78, 80, 115, 127, 152, 169, 186, 193, 203, 223–224, 229–230, 233, 236, 240–241, 244, 246
4-R1.12	Demonstrate the ability to determine cause and effect.	Cause and effect is covered explicitly at levels seven and eight.
4-R1.13	Demonstrate the ability to distinguish between fact and opinion.	TE: 226
4-R1.14	Begin following multistep directions in a technical manual.	See all pupil book pages for following directions.
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.	TE: 22, 28, 34, 40, 76, 94, 100, 106, 112, 124, 136, 142, 155, 166, 172, 202, 227
4-R1.16	Demonstrate the ability to respond to texts through a variety of methods, such as creative dramatics, writing, and graphic art.	TE: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227
4-R1.17	Begin using skimming and scanning techniques.	Related: TE: 227

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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.	TE: 82, 83
<b>ANALYSIS OF TEXTS</b>		
<b>4-R2</b>	<b>The student will use a knowledge of the purposes, structures, and elements of writing to analyze and interpret various types of texts.</b>	
4-R2.1	Demonstrate the ability to analyze character traits and motives, setting, and plot in a literary work; begin identifying tone.	TE: 118
4-R2.2	Demonstrate the ability to identify problem and solution in a work of fiction or drama; begin identifying conflict.	TE: 118
4-R2.3	Demonstrate the ability to identify the narrator's point of view in a work of fiction.	TE: 46–47
4-R2.4	Demonstrate the ability to summarize the theme of a particular text.	See later levels for theme.
4-R2.5	Demonstrate the ability to identify elements of style such as word choice and sentence structure (syntax).	TE: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227
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.	TE: 171
4-R2.7	Demonstrate the ability to distinguish between fiction and nonfiction.	Related: TE: 118
4-R2.8	Demonstrate the ability to identify the characteristics of genres such as fiction, poetry, drama, and informational texts.	TE: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227
4-R2.9	Demonstrate the ability to identify elements of poetry such as rhyme scheme, refrain, and stanza.	TE: 171
4-R2.10	Demonstrate the ability to identify the author's purpose in a variety of texts.	TE: 47, 83, 119, 155, 191, 227
4-R2.11	Demonstrate the ability to compare and contrast settings, characters, events, and ideas in a variety of texts.	TE: 118
4-R2.12	Begin developing objective criteria for evaluating texts in a variety of genres.	TE: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227
<b>WORD STUDY AND ANALYSIS</b>		
<b>4-R3</b>	<b>The student will use a knowledge of graphophonics and word analysis to read and determine the meaning of unfamiliar words.</b>	
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.	TE: 16, 20, 26, 34, 38, 47, 50, 52, 62, 64, 74, 83, 86, 98, 104, 112, 119, 122, 134, 146, 148, 155, 160, 164, 166, 176, 191, 196, 200, 206, 227, 253–254, 255–259, 260–270, 277–278, 279

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4-R3.2	Continue identifying word origins and derivatives to determine the meaning of words and phrases to refine word choice.	TE: 16, 42, 49, 61, 68, 73, 76, 78, 103, 109, 121, 133, 152, 157, 166, 175, 181, 187, 205, 229, 230, 231–232, 233–234, 235, 236–237, 240, 242, 244, 246
4-R3.3	Demonstrate the ability to apply a knowledge of roots and affixes to analyze the meanings of complex words.	TE: 13, 19, 22, 31, 37, 55, 58, 67, 73, 85, 91, 94, 100, 109, 124, 127, 132–133, 132A, 136, 137, 142, 151, 157, 174A–177, 181, 187, 200, 239, 242
4-R3.4	Demonstrate the ability to use sentence structure (syntax) and context to determine the meanings of unfamiliar and multiple-meaning words.	TE: 12, 17, 18, 23, 24, 29, 30, 35, 36, 37, 41, 43, 48, 53, 54, 56, 59, 60, 61, 65, 66, 67, 71, 72, 77, 79–80, 84, 85, 89, 90, 94, 95, 96, 100, 101, 102, 106, 107, 108, 113, 116, 120, 122, 125, 126, 130, 131, 132, 133, 136, 137, 138, 139, 143, 144, 149, 150–151, 156, 157, 158, 160–161, 162, 167, 168, 170, 172, 173, 174, 179, 180, 185, 188, 196, 192, 197, 198, 202, 203, 204, 209, 210, 215, 216, 217, 218, 221, 222, 224, 229–231, 233–235, 237–240, 242–245
4-R3.5	Demonstrate the ability to explain the figurative use of words in context.	TE: 171
4-R3.6	Demonstrate the ability to make simple analogies; begin recognizing complex analogies.	See later levels for analogies.

**Writing Goal (W) The student will write for different audiences and purposes.**

**THE WRITING PROCESS**

**4-W1 The student will apply a process approach to writing**

4-W1.1	Demonstrate the ability to choose a topic, generate ideas and use oral and written prewriting strategies.	TE: 47, 83, 119, 155, 191, 227
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.	TE: 47, 83, 119, 155, 191, 227
4-W1.3	Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details.	TE: 47, 83, 119, 155, 191, 227
4-W1.4	Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation.	TE: 15, 21, 27, 33, 39, 47, 51, 57, 63, 69, 75, 83, 87, 93, 99, 105, 111, 119, 123, 129, 135, 141, 147, 155, 159, 165, 171, 177, 183, 191, 195, 201, 207, 213, 219, 227
4-W1.5	Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax), and word usage.	TE: 47, 83, 119, 155, 191, 227

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4-W1.6	Demonstrate the ability to write and publish in a variety of formats.	TE: 47, 83, 119, 155, 191, 227
4-W1.6.1	Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces.	TE: 15, 21, 27, 33, 39, 46–47, 51, 57, 69, 75, 82–83, 87, 93, 99, 105, 111, 118–119, 123, 129, 135, 141, 147, 154–155, 159, 165, 171, 177, 183, 190–191, 195, 201, 207, 213, 219, 226–227
4-W1.6.2	Demonstrate the ability to use the Internet with teacher guidance and support to communicate with others.	TE: 39, 75, 105, 165, 191, 207
<b>WRITING PURPOSES</b>		
<b>4-W2</b>	<b>The student will write for a variety of purposes.</b>	
4-W2.1	Demonstrate the ability to use writing to explain and inform.	TE: 21, 57, 93, 207, 226–227
4-W2.2	Demonstrate the ability to use writing to learn, entertain, and describe.	TE: 15, 21, 27, 33, 39, 46–47, 51, 57, 69, 75, 82–83, 87, 93, 99, 105, 111, 118–119, 123, 129, 135, 141, 147, 154–155, 159, 165, 171, 177, 183, 190–191, 195, 201, 207, 213, 219, 226–227
<b>RESPONDING TO TEXTS</b>		
<b>4-W3</b>	<b>The student will respond to texts written by others.</b>	
4-W3.1	Demonstrate the ability to respond to texts both orally and in writing.	TE: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227
4-W3.2	Demonstrate the ability to use literary models to refine his or her own writing style.	TE: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227
4-W3.3	Begin to use texts to make connections and to support ideas in his or her own writing.	TE: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227
<b>LEGIBILITY</b>		
<b>4-W4</b>	<b>The student will create legible texts.</b>	
4-W4.1	Demonstrate the ability to use cursive handwriting.	TE: 337
<b>Communication Goal (R) The student will recognize, demonstrate, and analyze the qualities of effective communication.</b>		
<b>COMMUNICATION: SPEAKING</b>		
<b>4-C1</b>	<b>The student will use speaking skills to participate in large and small groups in both formal and informal situations.</b>	
4-C1.1	Demonstrate the ability to face an audience, make eye contact, and use the appropriate voice level.	Using spelling vocabulary, students write and present a variety of spoken products and formats.
4-C1.2	Demonstrate the ability to initiate conversation.	TE: 47
4-C1.3	Begin using language and vocabulary appropriate for the purpose and audience.	TE: 47, 119, 155
4-C1.4	Demonstrate the ability to participate and contribute to conversations and discussions by responding appropriately.	TE: 46, 82, 118, 154, 191, 226
4-C1.5	Continue giving brief presentations, demonstrations, and oral reports.	TE: 47, 119, 155

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4-C1.6	Demonstrate the ability to participate in creative dramatics.	TE: 159
4-C1.7	Demonstrate the ability to give multistep oral directions.	TE: 15, 63, 99, 147
4-C1.8	Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.	TE: 16, 22, 28, 34, 40, 52, 58, 64, 70, 88, 94, 100, 106, 112, 124, 130, 136, 142, 148, 160, 166, 172, 178, 184, 196, 202, 208, 214, 220
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.	This objective relates to the writing activities which result in the creation of posters. See TE: 201.
4-C1.10	Demonstrate the ability to use Standard American English (SAE) in formal speaking situations and in the classroom.	TE: 14, 16, 20, 22, 28, 32, 34, 52, 56, 58, 62, 68, 70, 86, 92, 106, 110, 112, 122, 130, 134, 146, 148, 158, 160, 170, 178, 182, 194, 206, 208, 214, 218, 220
4-C1.11	Demonstrate the ability to summarize conversations and discussions.	TE: 147
4-C1.12	Demonstrate the ability to participate in interviews and in reading and writing conferences.	TE: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227
4-C1.13	Demonstrate the ability to use effective organizational strategies to prepare oral presentations.	TE: 47, 119, 155
4-C1.14	Continue making appropriate statements to communicate agreement or disagreement with others' ideas.	Related: TE: 191
4-C1.15	Begin expressing and explaining ideas orally with fluency and confidence.	TE: 47, 83, 119, 155, 191, 227
<b>COMMUNICATION: LISTENING</b>		
<b>4-C2</b>	<b>The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.</b>	
4-C2.1	Demonstrate the ability to follow multistep oral directions.	TE: 39; TE: 21, 147
4-C2.2	Demonstrate the ability to listen for meaning in conversations and discussions.	TE: 16, 22, 28, 34, 40, 52, 58, 64, 70, 88, 94, 100, 106, 112, 124, 130, 136, 142, 148, 160, 166, 172, 178, 184, 196, 202, 208, 214, 220
4-C2.3	Demonstrate the ability to summarize conversations and discussions.	Beyond the scope of the text.
4-C2.4	Demonstrate the ability to participate in interviews and in reading and writing conferences	TE: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227
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.	TE: 47, 83, 155, 191, 227
4-C2.6	Begin listening to record information as a member of a group.	TE: 227

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<b>COMMUNICATION: VIEWING</b>		
<b>4-C3</b>	<b>The student will comprehend and analyze information he or she receives from nonprint sources.</b>	
4-C3.1	Demonstrate the ability to make predictions about the content of what he or she views.	Viewing and describing pictures the most closely related activity.
4-C3.2	Demonstrate the ability to analyze details, setting, character, and cause and effect in material from nonprint sources.	TE: 58, 64, 76, 106, 119
4-C3.3	Demonstrate the ability to summarize information that he or she receives from nonprint sources.	TE: 16
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.	Related: TE: 82, 83, 124
4-C3.5	Begin comparing and contrasting different viewpoints that he or she encounters in nonprint sources.	Related: TE: 82, 83, 124
4-C3.6	Begin comparing and contrasting the treatment of a given situation or event in nonprint sources.	Related: TE: 58, 130, 196
4-C3.7	Begin evaluating the ways that different nonprint sources influence and inform.	Related: TE: 190, 191
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.	See later levels.
<b>Research Goal (R) The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.</b>		
<b>SELECTING A RESEARCH TOPIC</b>		
<b>4-RS1</b>	<b>The student will select a topic for exploration.</b>	
4-RS1.1	Continue asking questions to guide his or her research inquiry.	TE: 227
4-RS1.2	Demonstrate the ability to construct questions about a topic.	TE: 227
<b>GATHERING INFORMATION AND REFINING A TOPIC</b>		
<b>4-RS2</b>	<b>The student will gather information from a variety of sources.</b>	
4-RS2.1	Demonstrate the ability to use a variety of resources, including technology, to access information.	TE: 21, 57, 93, 207, 226–227
4-RS2.2	Demonstrate the ability to gather information from a variety of sources, including those accessed through the use of technology.	TE: 21, 57, 93, 207, 226–227
4-RS2.3	Demonstrate the ability to document sources by listing titles and authors.	TE: 21, 57, 93, 207, 226–227
4-RS2.4	Continue conducting independent research using available resources, including technology.	TE: 21, 57, 93, 207, 226–227
4-RS2.5	Begin summarizing the information that he or she has gathered.	TE: 21, 57, 93, 207, 226–227
<b>PREPARING AND PRESENTING INFORMATION</b>		

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<b>4-RS3</b>	<b>The student will use a variety of strategies to prepare and present selected information.</b>	
4-RS3.1	Demonstrate the ability to organize and classify information by categorizing; begin sequencing information.	TE: 227
4-RS3.2	Demonstrate the ability to organize information on the basis of observation.	TE: 227
4-RS3.3	Demonstrate the ability to present his or her research findings in a variety of formats.	TE: 227