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Instructional Material(s) being correlated: <i>Houghton Mifflin Reading</i> © 2001 — Grade Three

Core Subject Area: Language Arts (Elementary)	Specific Pages or Items that Correlate:	Comprehensive Coverage of Core Concept	Partial Coverage of Core Concept
(Levels K-6) The course of study for language arts will ensure that each student will have mastered the basic skills of listening, speaking, reading, spelling, and penmanship. Through oral and written language, students will develop and expand their concepts of themselves, people, places, and events in the world around them. Skills in drama emphasize the role of the student as a participant, observer/listener, and critic, as well as enriching the language arts.			
TOPIC: Reading Standard: 4030-01 Students use prior knowledge to make predictions, comprehend new information, and construct meaning. PURPOSE: Objectives:			
4030-0101 Make connections between personal experience and print. <ul style="list-style-type: none"> ◦ Assimilate new ideas introduced through pictures and print. ◦ Relate new ideas to existing knowledge. ◦ Create mental images from pictures and print. ◦ Use illustrations and graphic organizer to access prior knowledge. ◦ Generate questions from the reading. 	<p>Prior Knowledge, 3.1: TE1: 14A, 55B, 91U, 121C, R2, R4, R6; 128A, 159S, 185U, 205U, 206A; TE3: 260A, 289S, 313, 315U, 347U, R2, R4, R6, R8; 3.2: TE4: 14A, 43S, 66, 69U, R2, R4, R6; TE5: 106A, 139S, 167U; TE6: 240A, 275, 279S, 307U</p> <p>Visualizing, 3.1: TE1: 49; TE2: 185M, 185N, R15; 3.2: TE4: R17; TE5: 155</p> <p>Theme Connections, 3.1: TE1: 14A, 15C, 16A, 46, 53S, 53V, 54A, 86, 91U, 92A; TE2: 128A, 129C, 130A, 152, 157, 159S, 159V, 160A, 180, 185, 185U, 185X, 202, 205, 205U, 205X, 206A, 207B, 228, 231; TE3: 260A, 261C, 262A, 284, 289S, 290A, 310, 315U, 316A, 347U, 347X, 348A;</p> <p>Theme Connections, (continued) 3.2: TE4: 14A, 16A, 39, 43S, 44A, 64, 69U, 70A, 94, 99; TE5: 106A, 108A, 139S, 140A, 167U, 168A; TE6: 240A, 242A, 279S, 280A, 307U, 308A</p> <p>Formulating Questions, 3.1: TE1: 27, 30, 44, 51P, 84, 114, 119; TE2: 150, 151B, 163, 164, 170, 171, 175, 176, 178, 179, 183, 185, 200, 204, 226; TE3: 274, 291B, 298, 299, 304, 306, 308, 313, 320, 340, 358, 366, R2, R4; 3.2: TE4: 36, 37, 67, 69D; TE5: 109B, 115, 116, 122, 124</p>	, , , , ,	

<p>4030-0102 Anticipate the flow of events or information.</p> <ul style="list-style-type: none"> ◦ Predict events in a reasonable sequence. ◦ Use formats, ideas, plots, and elements from previous reading to make predictions. 	<p>Predicting Outcomes, 3.1: TE1: 29, 31, 45, 46, 71, 85, 86, 98, 115; TE2: 173; TE3: 274, 276, 283, 284, 310, 317B, 322, 329, 334, 342, 355, 367, 368; PB: 85, 173; 3.2: TE4: 25, 33, 64, 91, 93; TE5: 139S–139V, 141B, 141C, 157, 162, 167A–167B, R4, R10–R11; TE6: 271, 333; PB: 82, 84–85</p> <p>Connections Between Expository Selections, 3.1: TE2: 185, 205; 3.2: TE4: 39, 43V, 69, 69X</p> <p>Connections Between Narrative and Expository Selections, 3.1: TE2: 157, 159V, 231; TE3: 315, 347; 3.2: TE4: 64, 94; TE5: 205</p> <p>Connections Between Narrative Selections, 3.1: TE3: 310, 315X, 347X, 368; 3.2: TE5: 137, 139V, 200</p>	<p>◦</p> <p>◦</p>	
<p>4030-0103 Verify predictions as the reading continues.</p> <ul style="list-style-type: none"> ◦ Determine the accuracy of predictions. ◦ Change predictions to fit additional information from the reading. ◦ Make new predictions as information is added. 	<p>Confirming/Changing Predictions, 3.1: TE1: 19, 30, 32, 44, 57, 70, 84, 93B, 95, 102, 103, 104, 114; TE2: 133, 140, 141, 150, 163, 170, 173, 194, 196, 200, 216, 218, 226, 227, R6; TE3: 256, 274, 282, 293, 300, 301, 302, 308, 309, 317B, 319, 328, 329, 330, 340, 341, 351, 358, 359, 360, 366, 367; 3.2: TE4: 19, 24, 25, 26, 32, 33, 54, 55, 56, 62</p>	<p>◦</p> <p>◦</p> <p>◦</p>	
<p>TOPIC: Reading Standard: 4030-02 Students comprehend and critically evaluate text as they read for different purposes. PURPOSE: Objectives:</p>			
<p>4030-0201 Use a variety of strategies to comprehend print.</p> <ul style="list-style-type: none"> ◦ Recognize incongruities between an incorrectly decoded word and the passage. ◦ Reread to check comprehension. ◦ Use text and illustrations to adjust and confirm meaning. ◦ Ask questions. ◦ Retell in own words to make sense. <p style="text-align: right;">(continued)</p>	<p>Monitor/Clarify Strategy, 3.1: TE1: 55B, 57, 64, 68, 70, 71, 76, 77, 85; TE2: 182, 207B, 209, 212, 214, 216, 217, 221, 222, 227, 230, R8; TE3: 313, 349B, 351, 353, 358, 359, 362, 364, 367, 371, R8; PB: D; 3.2: TE4: 71B, 75, 76, 82, 83, 86, 90, 93, R6; TE5: 169B, 175, 176, 186, 188</p> <p>Rereading for Comprehension, 3.1: TE1: 71, 76; TE2: 230, R10, R12, R14, R16; TE3: 261A, 283, 315A, 315X, 3.2: TE4: 71B, 75, 76, 82, 83, 86, 90, 93</p> <p style="text-align: right;">(continued)</p>	<p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p>	
<p>Language Arts (Elementary)</p>	<p style="text-align: center;"><i>Houghton Mifflin Reading</i> © 2001</p>	<p style="text-align: center;">Comprehensive</p>	<p style="text-align: center;">Partial</p>

<p>4030-0201 (continued) Use a variety of strategies to comprehend print.</p> <ul style="list-style-type: none"> ◦ Recognize incongruities between an incorrectly decoded word and the passage. ◦ Reread to check comprehension. ◦ Use text and illustrations to adjust and confirm meaning. ◦ Ask questions. ◦ Retell in own words to make sense. ◦ Use resources (e.g., dictionary, glossary, teacher) to verify and confirm meaning. 	<p>Picture Clues, 3.1: TE1: 26; TE2: 134, 135, 166, 187C, 191, 205O, 205P, 214, F249; TE3: 266, 286, 287O–287P, 292, 298, 318, 350, 355</p> <p>Question Strategy, 3.1: TE1: 119; TE2: 161B, 164, 166, 170, 175, 176, 182, 204, 230, R4; TE3: 291B, 293, 298, 299, 300, 301, 304, 306, 309, 370, R4; 3.2: TE5: 109B, 115, 116, 122, 124</p> <p>Retelling a Story, 3.1: TE1: 45, 121O, 121P; TE3: 315B, 367; 3.2: TE4: 93</p> <p>Using a Dictionary for Decoding, 3.1: TE2: 131A, 157F, 157J, 185F, 205F, 231F; TE3: 272, 287E, 349A; 3.2: TE4: 71A</p> <p>Glossary, 3.1: TE1: 51C, 51D, G1–G3; TE2: G1–G3; TE3: G1–G3; 3.2: TE4: G1–G3; TE6: G1–G3</p>	<p>›</p> <p>›</p> <p>›</p> <p>›</p> <p>›</p> <p>›</p>	
<p>4030-0202 Develop an interpretation of the text.</p> <ul style="list-style-type: none"> ◦ Identify story elements (e.g., character, plot, setting). ◦ Recognize the relationship between development of the plot and changes in other story elements. ◦ Identify main and supporting ideas in informational text. ◦ Make connections between information in text and historical/ current events. ◦ Make inferences. ◦ Draw reasonable conclusions. ◦ Identify cause/effect or problem/ solution in text. <p style="text-align: right;">(continued)</p>	<p>Story Structure, 3.1: TE1: 101; TE2: F253; TE3: 349B, 349C, 357, 373A–373B, R8–R9; PB: 188, 190–191; 3.2: TE5: 113, 161</p> <p>Selection Connections, 3.1: TE1: 11A; TE2: 125A; TE3: 257A; PB: 1–2, 59–60, 135–136; 3.2: TE4: 11A; TE5: 103A; TE6: 237A; PB: 1–2, 59–60, 119–120</p> <p>Identifying Main Ideas, 3.1: TE2: 155; TE3: 239, 296, 312; 3.2: TE5: 131, 135</p> <p>Historical Eras, 3.1: TE1: 53S–53V, 54A, 57–85; TE2: 130A, 159S159V, 206A; TE3: 290A; 3.2: TE4: 66–99</p> <p>Making Inferences, 3.1: TE1: 31, 46, 51, 55B, 55C, 58, 67, 82, 91A–91B, 115, 116; TE2: 135, 138, 179, 180, 185, 201, 212, 217, 228; TE3: 275, 305, 309, 317B, 334, 341, 342, 347, 368, 373; PB: 24, 26–27; 3.2: TE4: 34, 39, 55, 69; TE5: 106A, 107A–107C, 109B, 109C, 119, 129, 131, 132, 135, 137, 137A–137B, 153, 162, 167, 200, F221, F227, R2, R8–R9; TE6: 251, 277, 293, 302, 334; PB: 62, 64–65</p> <p>Drawing Conclusions, 3.1: TE1: 24, 25, 26, 30, 40, 46, 51, 68, 71, 82, 86, 91, 103, 114, 116, 121; TE2: 146, 151, 152, 157, 170, 180, 185, 199, 202, 205, 226, 228, 231, F253; TE3: 280, 283, 294, 296, 310, 317B, 317C, 325, 342, 347, 347A–347B, 358, 361, 366, 368, 373, R6–R7; PB: 173, 175–176; 3.2: TE4: 20, 32, 34, 39, 39, 48, 50, 52, 60, 62, 64, 69, 74, 94; TE5: 162, 167, 200, 205, F215, F221, F232; TE6: 271, 279S–279V, 281C, 299, 302, 307A–307B, 331, 334, R4, R10–R11; PB: 142, 144–145</p> <p style="text-align: right;">(continued)</p>	<p>›</p> <p>›</p> <p>›</p> <p>›</p> <p>›</p> <p>›</p> <p>›</p> <p>›</p>	

<p>4030-0202 (continued) Develop an interpretation of the text.</p>	<p>Cause and Effect, 3.1: TE1: 46, 92A, 93B, 93C, 108, 113, 121A–121B, R6–R7, R12–R13; PB: 39, 41–42; TE2: 141, 180, F241, TE3: 301, 310, 331; 3.2: TE5: 153, 159, 162, 183; TE6: 255, 272, 289, 302, 339 Problem-Solution, 3.1: TE1: 51O, 101; TE3: 278, 291C, 307, 347V, 347W, 347X, 349C, 356, 357, 373A–373B; PB: 158, 188, 190–191; 3.2: TE4: 87</p>		
<p>4030-0203 Critically evaluate the text.</p> <ul style="list-style-type: none"> ◦ Discriminate between fact and opinion. ◦ Form opinions about the quality of text (e.g., setting, character development, sequence, language use, format). ◦ Compare and contrast within and between texts (e.g., facts, characters, time frame, setting). ◦ Select and apply relevant information to new experiences. 	<p>Fact and Opinion, 3.1: TE2: 156, 157; 3.2: TE4: 17B, 17C, 23, 39A–39B, R2–R3; PB: 4, 6–7 Evaluating Literature, 3.1: TE1: 32, 39, 51O, 51P, 53V, 91M–91N; TE2: 131B, 133, 137, 138, 140, 141, 144, 146, 151, R2; TE3: 309, 263B, 264, 269, 270, 274, 275, 278, 282, 283, 284, 309, 315S, R2; 3.2: TE4: 17B, 22, 23, 24, 25, 28, 29, 33, 39P, 69X Selection Connections, 3.1: TE1: 11A; TE2: 125A; TE3: 257A; PB: 1–2, 59–60, 135–136; 3.2: TE4: 11A; TE5: 103A; TE6: 237A; PB: 1–2, 59–60, 119–120 Connections Between Literature and Life Experience, 3.1: TE2: 140, 160A, 163, 168, 170, 216, 226; TE3: 291C, 346; 3.2: TE4: 15C, 34, 69U; TE5: 107C; TE6: 241C, 272</p>		
<p>4030-0204 Use organizational features of books and related resources.</p> <ul style="list-style-type: none"> ◦ Use alphabetical and numerical ordering to locate information (e.g., table of contents, index, dictionary, encyclopedia, telephone book). ◦ Use dictionary definitions to aid comprehension. ◦ Use the table of contents or index to locate specific information. ◦ Select the appropriate resource for the task (e.g., dictionary for word meaning, encyclopedia for concept information). 	<p>Table of Contents, 3.1: TE1: 51C, 51D; TE3: 315C Index, 3.1: TE1: 51C, 51D; TE3: 315C Entry and Guide Words, 3.1: TE1: 91C–91D, 121I, 121L; TE3: 315I Encyclopedia, 3.1: TE1: 51J, 121D; TE2: 157, TE3: 312, 347C–347D, 347H, 373D; 3.2: TE4: R11 Definitions, 3.1: TE1: 91I, 121I, 121L; TE2: 231I–231J; TE3: 315I Evaluating Information, 3.1: TE2: 156; TE3: 347D; 3.2: TE4: 39C, 39D, 40, 43C</p>		
<p>Language Arts (Elementary)</p>	<p><i>Houghton Mifflin Reading © 2001</i></p>	<p>Comprehensive</p>	<p>Partial</p>

<p>TOPIC: Reading Standard: 4030-03 Students use a variety of cueing systems to determine word pronunciation, meaning, and language structure. PURPOSE: Objectives:</p>			
<p>4030-0301 Use graphophonic cues (letter/sound correspondence) to identify and pronounce words.</p> <ul style="list-style-type: none"> ◦ Identify known words and figure out unknown words through knowledge of letter combinations and word families. ◦ Read high frequency words fluently. ◦ Decode words using word parts (e.g., root words, prefixes, suffixes). 	<p>Decoding, 3.1: TE1: 51E–51F, 91E–91F, 121E–121F; TE2: 157E–157F, 185E–185F, 205E–205F, 231E–231F; TE3: 287E–287F, 315E–315F, 347E–347F, 373E–373F; 3.2: TE4: 39E–39F, 69E–69F, 99E–99F; TE5: 137E–137F, 167E–167F, 205E–205F; TE6: 277E–277F, 307E–307F, 339E–339F</p> <p>Word Families, 3.1: TE1: 521E, 91J; TE2: 157I–157J</p> <p>High Frequency Words, 3.1: TE1: 53F; TE2: 159F; TE3: 289F; 3.2: TE4: 43F; TE5: 139F; TE6: 279F</p> <p>Chunking (Word Parts), 3.1: TE1: 17A, 29, 55A, 73, 107, 121E; TE2: 146, 165, 187A, 213; TE3: 263A, 291A, 325, 347E, 347F, 349A, R3; 3.2: TE4: 17A, 30, 39E, 39F, 45A, 57, 69E, 71A, 81, 99E, 99F</p>		
<p>4030-0302 Students use semantic cues (word meaning in context) to comprehend text.</p> <ul style="list-style-type: none"> ◦ Use word parts to determine meaning (e.g., root words, prefixes, suffixes, compound words, contractions). ◦ Use self-correction strategies when the meaning of a word or passage is not clear (e.g., read on, reread, try an alternate pronunciation, ask questions, use resources). ◦ Recognize words that signal transitions to determine sequence and its contribution to the meaning of a text (e.g., first, finally, as a result). <p style="text-align: right;">(continued)</p>	<p>Word Roots, 3.1: TE2: 157I</p> <p>Prefixes, 3.1: TE1: 17A, 51E, 55A; TE2: 157J, R23; TE3: 373E; PB: 192; 3.2: TE4: 45A, 99E, 99G–99H, R18, R19; PB: 43, 44, 45</p> <p>Suffixes, 3.1: TE1: 17A; TE2: 157J, 197; TE3: 272, 315E, 347E, 349A; PB: 162, 177; 3.2: TE4: 45A, 81, 99E, 99G–99H, R18, R19; TE5: 137E, R14; PB: 43, 44, 45, 46, 66</p> <p>Compound Words, 3.1: TE2: 157E, R18–R19; TE3: 263A; PB: 66; 3.2: TE4: 39E; Contractions, 3.1: TE2: 205E, R21, R22; TE6: 339E, R18; PB: 3.2: 161</p> <p>Monitor/Clarify Strategy, 3.1: TE1: 55B, 57, 64, 68, 70, 71, 76, 77, 85; TE2: 182, 207B, 209, 212, 214, 216, 217, 221, 222, 227, 230, R8; TE3: 313, 349B, 351, 353, 358, 359, 362, 364, 367, 371, R8; PB: D; 3.2: TE4: 71B, 75, 76, 82, 83, 86, 90, 93, R6; TE5: 169B, 175, 176</p> <p style="text-align: right;">(continued)</p>		
<p>4030-0302 (continued) Students use semantic cues (word meaning in context) to comprehend text.</p>	<p>Signal Words for Following Directions, 3.1: TE2: 231; TE3: 303, 315B; Signal Words for Generalizations, 3.2: TE4: 29; Signal Words for Sequence, 3.1: TE1: 15A, 39, 51A, 83; TE3: 315B; 3.2: TE4: 57</p>		

<p>4030-0303 Students use syntactic cues (word order/sentence sense) to monitor and guide their comprehension of text.</p> <ul style="list-style-type: none"> ◦ Use punctuation to guide reading with correct phrasing and emphasis. ◦ Recognize how text structure contributes to meaning (e.g., initial capital, period, question mark, exclamation mark, comma, paragraph indentation). ◦ Recognize how word placement within a sentence contributes to overall meaning. 	<p>Exclamation Point, 3.1: TE1: 96 Italics, 3.1: TE3: 277, 295; 3.2: TE4: 39N Exclamation Point, 3.1: TE1: 96 Italics for Emphasis, 3.1: TE3: 277 Punctuation of Quotation, 3.2: TE5: F229 Sentence Types and Sentence Structure, 3.1: TE1: 91K–91L, 121K–121L, R22–R23, R24–R25; TE2: 157N, 205N; PB: 33; 3.2: TE4: 99N; PB: 52</p>		
<p>4030-0304 Continue to develop a reading vocabulary (e.g., pronounce and understand new words).</p> <ul style="list-style-type: none"> ◦ Determine contextually appropriate meanings of multiple meaning words (e.g., beat, star), homonyms (e.g., rode, road), synonyms (e.g., happy, glad), and antonyms (e.g., happy, sad). ◦ Determine meaning of new words. ◦ Associate new words with new concepts across the curriculum (e.g., habitat, technology, pulley, lever). ◦ Determine the literal meaning of figurative expressions (e.g., metaphors, proverbs, idioms, clichés, literary expressions). ◦ Read nonphonetic words as sight words in context (e.g., patient, scissors, beauty). 	<p>Multiple Meaning Words, 3.1: TE1: 91I–91J, 121G; TE3: 347G; PB 32, 166; 3.2: PB: 32; Homophones, 3.1: TE3: 373F, 373G–373H; PB: 193–195, 223; 3.2: TE5: 205I–205J; PB: 105; Synonyms, 3.1: TE3: 373I, 373J; 3.2: TE4: 69G; TE5: 149, R17; TE6: 277I–277J; Antonyms, 3.2: TE4: R17; 3.2: TE5: R15; TE6: 307I–307J; PB: 150 Vocabulary Expansion and Skills, 3.1: SB: 16–17, 54–55, 92–93, 130–131, 160–161, 206–207, 262–263, 290–291, 316–317, 348–349; TE1: 51I–51J, 91I–91J, 121I–121J; TE2: 157I–157J, 185I–185J, 205I–205J, 231I–231J; TE3: 287I–287J, 315I–315J, 347I–347J, 373I–373J; PB: 12, 32, 47, 70, 90, 120, 146, 166, 181, 196; 3.2: SB: 16–17, 44–45, 70–71, 108–109, 140–141, 168–169, 242–243, 280–281, 308–309; TE4: 39I–39J, 69I–69J, 99I–99J; TE5: 137I–137J, 167I–167J, 205I–205J; TE6: 177I–277J, 307I–307J, 339I–339J; PB: 12, 32, 47, 70, 90, 105, 130, 150, 165 Farm Words, 3.1: TE3: 347J; Garden Words, 3.1: TE3: 373J; Health Terms: Food Words, 3.1: TE2: 231J; Historical Terms, 3.1: TE1: 53T; Sea Creatures, 3.1: TE1: 51J; Sewing Words, 3.1: TE2: 157J; Words for Ships/Ship Parts, 3.2: TE5: 133, 137J; Special Language, 3.1: TE3: 286</p> <p style="text-align: right;">(continued)</p>		
<p>Language Arts (Elementary)</p>	<p style="text-align: center;"><i>Houghton Mifflin Reading</i> © 2001</p>	<p style="text-align: center;">Comprehensive</p>	<p style="text-align: center;">Partial</p>

<p>4030-0304 Continue to develop a reading vocabulary (e.g., pronounce and understand new words). (continued)</p>	<p>Figurative Language 3.1: TE1: 62, 67, 70, 110, 121J; TE2: 231G; 3.2: TE4: 85; TE6: 275 Idioms/Expressions, 3.1: TE1: 51–51H; TE3: 271, 280, 300, 338; 3.2: TE4: 78 Context Clues, 3.1: TE1: 17A, 29, 51F, 55A, 73, 91F, 107, 121E; TE2: 146, 161A, 185F, 187A, 197, 205F, 205J, 207A, 213, R25; TE3: 263A, 287F, 287I, 287J, 291A, 315E, 315F, 323, 347E, 347F, 349A, 356; PB: 3, 10, 38; 3.2: TE4: 17A, 30, 39F, 45A, 57, 69F, 70A, 81, 99E, 99F; TE5: 109A, 123, 137F, 148, 167F, 169A, 205F; TE6: 243A, 277F, 281A, 307F, 309A, 317, 339F; PB: 61, 141</p>		
<p>TOPIC: Reading Standard: 4030-04 Students develop independence in reading. PURPOSE: Objectives:</p>			
<p>4030-0401 Read frequently in and out of school.</p> <ul style="list-style-type: none"> ◦ Read a variety of genres (e.g., fiction, poetry, informational text). ◦ Reread familiar materials. ◦ Study an author’s craft by reading several books by the same author. ◦ Build a personal reading vocabulary by encountering words from the environment and in varied contexts. ◦ Read materials at an increasingly higher level. 	<p>Reading Written Texts, 3.1: SB: 16–17, 18–45, 48–51, 54–55, 56–85, 88–91, 92–93, 94–115, 118–121, 130–131, 132–151, 154–157, 160–161, 162–179, 182–185, 186–187, 190–201, 204–205, 206–207, 208–227, 230–231, 234–253, 262–263, 264–283, 286–287, 290–291, 292–309, 312–315, 316–317, 318–341, 344–347, 348–349, 350–367, 370–371; 3.2: SB: 16–17, 18–33, 36–39, 44–45, 46–63, 66–69, 70–71, 72–93; 3.2: 96–99, 108–109, 110–131, 134–137, 140–141, 142–161, 164–167, 168–169, 170–199, 202–205, 208–233, 242–243, 244–271, 274–277, 280–281, 282–301, 304–307, 308–309, 310–333, 336–339 Reading Another Book by Author, 3.1: TE3: 370 Leveled Books, 3.1: TE1: 53I–53J, 53K–53L, 53M–53N; TE2: 159H, 159I–159J, 159K–159L, 159M–159N; TE3: 289I–289J, 289K–289L, 289M–289N; 3.2: TE4: 43H, 43I–43J, 43K–43L, 43M–43N; TE5: 139H–139N; TE6: 279H–279N</p>		

<p>4030-0402 Demonstrate reading fluency.</p> <ul style="list-style-type: none"> ◦ Demonstrate automaticity in decoding. ◦ Read primarily in meaningful phrase groups rather than word-by-word. ◦ Preserve phrasing and syntax of the author to convey meaning. ◦ Read with expression, interjecting a sense of feeling, anticipation, or characterization. ◦ Read aloud fluently. 	<p>Reading Fluency, 3.1: TE1: 37, 83, 105; TE2: 139, 177, 197, 221; TE3: 269, 297, 333, 355; 3.2: TE4: 21, 51, 89; TE5: 123, 147, 195; TE6: 267, 291, 319</p> <p>Rereading with Expression and Intonation, 3.1: TE1: 37, 39, 83, 105; TE2: 139, 177, 197, 221; TE3: 269, 297, 333, 355; 3.2: TE4: 21, 51, 89, 99N</p> <p>Oral Reading, 3.1: TE1: 50, 105; TE2: 177, 182, 197, 230, F237; TE3: 297, 312, 333, 355, 370–373, 3.2: TE4: 21, 39N, 97</p>	<p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p>	
<p>TOPIC: Reading Standard: 4030-05 Students, teachers, and parents read together to create shared meaning from print. PURPOSE: Objectives:</p>			
<p>4030-0501 Value reading as an important part of their lives.</p> <ul style="list-style-type: none"> ◦ Share various literary genre (e.g., picture books, poetry, folk and fairy tales, songs, plays, informational text). ◦ Appreciate cultural contributions and artistic expressions. ◦ Use appropriate strategies to refine meaning (e.g., make predictions, ask questions, retell story). ◦ Choose to read outside of school. ◦ Share ideas from reading. ◦ Refine reading skills and develop positive attitudes. <p style="text-align: right;">(continued)</p>	<p>Responding to Written Texts, 3.1: 46–47, 86–87, 116–117, 152–153,, 180–181, 202–203, 228–229, 254–255, 284–285, 310–311, 342–343, 368–369; 3.2: 34–35, 64–65, 94–95, 132–133, 162–163, 200–201, 234–235, 272–273, 302–303, 334–335</p> <p>Literature By and About Africans and African-Americans, 3.1: TE1: BTS2– BTS15; 50; TE2: 185, 186–187, 188–201, 204–205, 230–231, 236–241 R4–R5; TE3: 289K–289L, 318–341; 3.2: TE5: 222–227, 282–301</p> <p>Literature By and About Asians and Asian-Americans, 3.1: TE1: 54–55, 56–85, 88–91; TE2: 159I–159J, 183; 3.2: TE4: 66–69, R6–R7; TE5: 140–141, 142–161</p> <p>Literature By and About Hispanics/Latinos, 3.1: TE2: 159M–159N, 160–161, 162–179, 248–253; 3.2: TE4: 72– 93, R2–R3; TE5: 216–221; TE6: 242–243, 244–271, 274, 275, 276, 277</p> <p>Literature By and About Native Americans, 3.1: TE1: 118–121, R4–R5; TE2: 129B, 185U–185X, 206–207, 208–227, 242–247, R6–R7</p> <p style="text-align: right;">(continued)</p>	<p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p>	
<p>Language Arts (Elementary)</p>	<p style="text-align: center;"><i>Houghton Mifflin Reading</i> © 2001</p>	<p style="text-align: center;">Comprehensive</p>	<p style="text-align: center;">Partial</p>

<p>4030-0501 (continued) Value reading as an important part of their lives.</p>	<p>Literature By and About Whites, 3.1: TE1: 94–114; TE2: 132–151; TE3: 293–306; 3.2: TE4: 18–33, 46–63; TE5: 111–133, 171–201; TE6: 310–335</p> <p>Suggestions for Independent and Recreational Reading, 3.1: TE1: 10C–10D, 51B, 53H, 53I–53J, 53K–53L, 53M–53N, 56, 85, 91B, 94, 121B, R2–R3, R4–R5, R6–R7; TE2: 132, 157B, 159H, 159I–159J, 159K–159L, 159M–159N, 162, 185B, 188, 205B, 208, 231B, R2–R3, R4–R5, R6–R7, R8–R9; TE3: 256C–256D, 264, 287B, 292, 315B, 318, 347B, 350, 373B, R2–R3, R4–R5, R6–R7, R8–R9; 3.2: TE4: 10C–10D, 18, 39B, 43H, 43I–43J, 43K–43L, 43M–43N, 46, 69B, 72, 99B, R2–R3, R4–R5, R6–R7</p>		
<p>4030-0502 Participate in a print-rich environment.</p> <ul style="list-style-type: none"> ◦ Read together (e.g., student to student, child to parent, parent to child, student to teacher, parent to class, teacher to class). ◦ Reread and retell favorite stories with friends and/or family members. ◦ Participate in a variety of language activities (e.g., readers’ theater, choral reading, dramatization). 	<p>Paired Reading, 3.1: TE1: 37, 105; TE2: 139, 182, 221; TE3: 269, 297, 301, 333, R3, R5, R7, R9; 3.2: TE4: 21, 51, 89; Teacher Read Aloud, 3.1: TE1: 15A–15C, 53S–53V, 91U–91X; TE2: 128A–129C, 159S–159V, 185U–185X, 205U–205X; TE3: 260A–261C, 289S–289V, 315U–315X, 247U–247X; 3.2: TE4: 14A–15C, 43S–43V, 69U–69V; TE5: 106A, 107A–107C, 139S–139V, 167U–167X; TE6: 240A, 241A–241C, 279S–279V, 307U–307V</p> <p>Retelling a Story, 3.1: TE1: 45, 121O, 121P; TE3: 315B, 367; 3.2: TE4: 93</p> <p>Presenting a Reader’s Theater Performance, 3.1: TE3: 315O–315P; 3.2: SB: 273; Story Dramatization, 3.2: TE6: 339O–339P</p>		
<p>TOPIC: Writing Standard: 4030-06 Students use concepts and conventions of print to create texts. PURPOSE: Objectives:</p>			
<p>4030-0601 Write in a variety of formats for different purposes.</p> <ul style="list-style-type: none"> ◦ Recognize varying formats and purposes of print (e.g., stories, correspondence, reports, poems). <p style="text-align: right;">(continued)</p>	<p>Narrative Writing, 3.1: SB: 52–53, 152, 202, 254, 288–289, 342; TE1: 51H, 91; TE2: 138, 185M–185N, R31, F254; TE3: 296, 318, 342, 343, 369, 373M–373N; PB: 94, 200; 3.2: SB: 234, 302; TE4: 35, 60, 88, 95, R25</p> <p style="text-align: right;">(continued)</p>		

<p>4030-0601 (continued) Write in a variety of formats for different purposes.</p> <ul style="list-style-type: none"> ◦ Recognize varying formats and purposes of print (e.g., stories, correspondence, reports, poems). ◦ Write stories with a beginning, middle, and end. ◦ Incorporate aspects of characterization, setting, and plot. ◦ Sequence information using signal words. ◦ Write informational text using main ideas and sequence. 	<p>Writing a Friendly Letter or a Postcard, 3.1: SB: 86, 310; TE1: 51M–51N, 86; TE3: 310, 315M–315N; 3.2: TE4: R24; PB: 16</p> <p>Writing a Report, 3.1: TE2: 157, R31; TE3: 347H; TE5: R23</p> <p>Writing Poetry, 3.1: TE1: 51, 91H; 3.2: TE4: 69M–69N, 99, R17; PB: 36–37</p> <p>Writing a Beginning, Middle, End, 3.1: SB: 52–53; TE3: 289C</p> <p>Creating Characters, Setting, and Plot, 3.1: SB: 288–289; TE3: 288, 289B, 289C, 289D</p> <p>Sequencing, 3.1: SB: 153; TE2: 158, 159, 159B, 159C</p> <p>Using Order, 3.1: TE1: 52, 53B</p>	<p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p>	
<p>4030-0602 Build a spelling vocabulary for writing.</p> <ul style="list-style-type: none"> ◦ Spell an increasing number of high frequency words correctly. ◦ Use spelling patterns to spell new words (e.g., word families, syllabication, letter combinations). ◦ Approximate and confirm the spelling of unknown words. ◦ Form letters correctly in cursive. ◦ Write legibly in manuscript and cursive. ◦ Use spelling resources (e.g., word lists, dictionaries, charts, peers, adults). ◦ Identify and correct misspelled words. 	<p>Frequently Misspelled Words, 3.1: TE1: 53F; TE2: 159F; TE3: 289F; 3.2: TE4: 43F; TE5: 139F; TE6: 279F</p> <p>Spelling, 3.1: TE1: 51G–51H, 91G–91H, 121G–121H; TE2: 157G–157H, 185G–185H, 205G–205H, 231G–231H; TE3: 287G–287H, 315G–315H, 347G–347H, 373G–373H; PB: 9, 10, 11, 29, 30, 31, 44, 45, 46, 67, 68, 69, 87, 88, 89, 102, 103, 104, 117, 118, 119, 143, 144, 145, 163, 164, 165, 178, 179, 180, 193, 194, 195, 213, 215, 217, 219, 221, 223; 3.2: TE4: 39G–39H, 69G–69H, 99G–99H; TE5: 137G–137H, 167G–167H, 205G–205H; TE6: 277G–277H, 307G–307H, 339G–339H; PB: 9, 10, 11, 29, 30, 31, 44, 45, 46, 67, 68, 69, 87, 88, 89, 102, 103, 104, 127, 128, 129, 147, 148, 149, 162, 163, 164, 181, 183, 184, 185, 187, 189</p> <p>Proofreading Spelling, 3.1: TE1: 51H, 53F, 91H; TE2: 157H, 159F, 185H, 205H, 231H, 231L; TE3: 287H, 289F, 315H, 347H, 373G; PB: 11, 22, 31, 46, 69, 80, 89, 104, 119, 145, 156, 165, 180, 195; 3.2: TE4: 39H, 69H, 99H; TE5: 137H, 167H, 205H; TE6: 277H, 307H, 339H; PB: 11, 22, 31, 46, 69, 80, 89, 104, 129, 140, 149, 164</p> <p>Using a Dictionary for Spelling, 3.1: TE2: 157G; TE3: 287G, 347G; 3.2: TE6: 339I–339J</p> <p>My Study List, 3.1: PB: 211, 214, 216, 218, 220, 222, 224; 3.2: PB: 179, 182, 184, 186, 188, 190</p>	<p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p>	
<p>Language Arts (Elementary)</p>	<p><i>Houghton Mifflin Reading</i> © 2001</p>	<p>Comprehensive</p>	<p>Partial</p>

<p>4030-0604 (continued) Make effective word choices that convey the intended meaning.</p> <ul style="list-style-type: none"> ◦ Demonstrate effective use of resources (e.g., dictionary, peers, adults). ◦ Use published writing and teacher demonstration as a model for conventional usage and mechanics. 	<p>Using Informal Language, 3.1: TE1: 51M, 53D Using a Dictionary for Meaning and Pronunciation, 3.1: TE2: 131A, 157F, 157J, 185F, 205F, 231F; TE3: 272, 287E, 287I, 349A; PB: 70; 3.2: TE4: 71A Publishing and Sharing Writing, 3.1: TE1: 53G; TE2: 159G; TE3: 289G; 3.2: TE4: 43G; TE5: 139G; TE6: 279G</p>		
<p>TOPIC: Writing Standard: 4030-07 Students use process strategies to create text. PURPOSE: Objectives:</p>			
<p>4030-0701 Use informal writing to facilitate learning across the curriculum.</p> <ul style="list-style-type: none"> ◦ Record reactions and observations before, during, and after learning activities (e.g., science experiments, field trips, literature study). ◦ Write questions in a subject area to guide further inquiry. ◦ Explain concepts and/or procedures for different audiences. 	<p>Taking Notes, 3.2: TE4: 39M–39N Recording Facts, Observations, Personal Feelings, Memories, and Ideas, 287M, 287N Writing Across the Curriculum, 3.1: TE1: 91, R23–R25; TE2: 205, R30–R31; TE3: R30–R31; TE4: 99, R23–R25; TE5: 137, R23–R25, R26; TE6: 339, R23–R25, R26–R27 Writing Instructions, 3.1: TE1: 46; TE2: 157H; 3.2: TE4: R23 Writing Learning Logs, 3.1: TE1: 91M–91N; PB: 36; 3.2: TE4: 73, 84</p>		
<p>4030-0702 Prepare to write.</p> <ul style="list-style-type: none"> ◦ Select a topic. ◦ Rehearse ideas alone, with peers, and/or with adults. ◦ Use webs, story maps, or other graphic organizers. ◦ Write to get ideas on paper. <p style="text-align: right;">(continued)</p>	<p>Prewriting, 3.1: SB: 52–53, 158–159, 288–289; TE1: 53A–53B; TE2: 159A–159B; TE3: 289A–289B; 3.2: SB: 40–43, 138–139, 278–279; TE4: 43A–43B; TE5: 139A–139B; TE6: 279A–279B Browsing Through Magazines/Newspapers, 3.1: TE3: 384, 385; 3.2: TE4: 43A Choosing a Topic, 3.1: TE1: 53A; TE2: 159A, 185N; TE3: 289A; 3.2: TE4: 40, 43A Drawing, 3.1: TE1: 53A, 116; TE3: 342</p> <p style="text-align: right;">(continued)</p>		
<p>Language Arts (Elementary)</p>	<p style="text-align: center;"><i>Houghton Mifflin Reading © 2001</i></p>	<p style="text-align: center;">Comprehensive</p>	<p style="text-align: center;">Partial</p>

<p>4030-0702 (continued) Prepare to write.</p> <ul style="list-style-type: none"> ◦ Write in a variety of forms (e.g., picture book, correspondence, personal narrative, story, poem, informational piece). ◦ Use background knowledge and/or information books. 	<p>Using a Graphic Organizer, 3.1: TE1: 121M; TE3: 289C, 289D; 3.2: TE4: 43B Using Imagination, 3.1: TE1: 53A; TE2: 159A, 185N; 3.2: TE4: 43A Prior Knowledge for Research Topic, 3.2: TE4: 43B</p>		
<p>4030-0703 Create a working draft.</p> <ul style="list-style-type: none"> ◦ Organize ideas on paper. ◦ Follow patterns from literature and apply techniques demonstrated by authors. ◦ Use technology when available and appropriate. 	<p>Drafting, 3.1: TE1: 53C–53D; TE2: 159C–159D; TE3: 289C–289D; 3.2: TE4: 43C–43D; TE5: 139C–139D; TE6: 279C–279D Introducing the Student Model, 3.1: SB: 52–53, 158–159, 288–289; TE1: 52; TE2: 159E; TE3: 288–289; 3.2: SB: 40–43, 138–139, 278–279; TE4: 40–43; TE5: 138–139; TE6: 278–279 Using the Internet, 3.1: TE1: 18, 47, 56, 87, 115, 117; TE2: 153, 181, 203, 229; TE3: 283, 285, 292, 311, 318, 343, 350, 369; 3.2: TE4: 35, 65, 95</p>		
<p>4030-0704 Revise working drafts.</p> <ul style="list-style-type: none"> ◦ Reread draft to check for meaning. ◦ Revise text with assistance. ◦ Add words, sentences, and details to complete a piece of writing. ◦ Determine when a piece is complete. ◦ Use technology when available and appropriate. 	<p>Revising, 3.1: TE1: 53E; TE2: 159E; TE3: 289E; PB: 18, 76, 136, 192, 193; 3.2: TE4: 43E; TE5: 139E; TE6: 279E; PB: 18, 76, 152 Improving Your Writing, 3.1: TE1: 51L, 51N, 91L, 91N, 121L, 121N; TE2: 157L, 157N, 185L, 185N, 205L, 205N, 231L, 231N; TE3: 287L, 287N, 315L, 315N, 347L, 347N, 373L, 373N; PB: 17, 37, 52, 75, 95, 125, 151, 171, 186, 201; 3.2: TE4: 39L, 39N, 69L, 69N, 99L, 99N; TE5: 137L, 137N, 167L, 167N, 205L, 205N; TE6: 277L, 277N, 307L, 307N, 339L, 339N; PB: 17, 37, 52, 75, 95, 110, 170 Adding, Deleting Details, 3.1: TE1: 53D; TE2: 159D</p>		
<p>4030-0705 Publish selected pieces.</p> <ul style="list-style-type: none"> ◦ Begin to proofread and correct errors. ◦ Select the format for the finished product. ◦ Use legible handwriting or technology to produce final copy. ◦ Incorporate illustrations, photos, charts, and graphs when appropriate. <p style="text-align: right;">(continued)</p>	<p>Proofreading, 3.1: SB: 52–53, 158–159, 288–289; TE1: 53E; TE2: 159E; TE3: 289F; PB: 22, 80, 156; 3.2: SB: 40–43, 138–139, 278–279; TE4: 43F; TE5: 139F; TE6: 279F; PB: 22, 80, 140 Publishing and Sharing Writing, 3.1: TE1: 53G; TE2: 159G; TE3: 289G; 3.2: TE4: 43G; TE5: 139G; TE6: 279G</p> <p style="text-align: right;">(continued)</p>		

<p>4030-0705 (continued) Publish selected pieces.</p> <ul style="list-style-type: none"> ◦ Share the finished product with the intended audience. 	<p>Bulletin Board Display, 3.1: TE1: 51N, 53A; TE3: 289A, 289G; 3.2: TE4: 43A Illustrate Original Writing, 3.1: TE1: 53G; TE3: 310</p>	<p>◦</p>	
<p>TOPIC: Writing Standard: 4030-08 Students, teachers, and parents write and respond together. PURPOSE: Objectives:</p>			
<p>4030-0801 Write collaboratively on a selected topic.</p> <ul style="list-style-type: none"> ◦ Generate a topic together. ◦ Make new and productive connections between their own ideas and those of others. ◦ Discuss work in progress. ◦ Review, revise, and edit together. ◦ Reach consensus on a final document. ◦ Publish the finished product. 	<p>Shared Writing, 3.2: TE4: R23 Collaborative Writing, 3.1: SB: 52–53, 158–159, 288–289; TE1: 53A–53B; TE2: 159A–159B; TE3: 289A–289B; 3.2: SB: 40–43, 138–139, 278–279; TE4: 43A–43B; TE5: 139A–139B; TE6: 279A–279B</p>	<p>◦ ◦ ◦ ◦ ◦ ◦</p>	
<p>4030-0802 Respond to the writing of others.</p> <ul style="list-style-type: none"> ◦ Listen to the writing of others. ◦ Make comments and ask questions. ◦ Respond to the writer’s questions. ◦ Respect personal and group comments. 	<p>Conferencing, 3.1: TE1: 53E; TE2: 159E; TE3: 289E, 3.2: TE4: 43E; TE5: 139E; TE6: 279E</p>	<p>◦ ◦ ◦ ◦</p>	

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<p>TOPIC: Speaking and Listening Standard: 4030-09 Students develop oral language through speaking. PURPOSE: Objectives:</p>			
<p>4030-0901 Learn as they talk to explore ideas.</p> <ul style="list-style-type: none"> ◦ Participate in discussions in a variety of settings (e.g., literature groups, peer conferences, and whole group interactions). ◦ Relate new experiences to prior experiences. ◦ Ask for clarification and explanation of words and ideas. ◦ Clarify ideas, express opinions, and ask relevant questions. ◦ Follow implicit rules for conversation (e.g., taking turns and staying on topic). ◦ Tell and retell stories and events in logical order. ◦ Paraphrase information shared orally by others. ◦ Use a primary language when it provides greater facility to explore ideas that may later be expressed in standard English. 	<p>Speaking Intelligibly, 3.1: SB: 117, 181, 343, 369; TE1: 51O–51P, 91O–91P, 121O–121P; TE2: 157O–157P, 185O–185P, 231O–231P; TE3: 315O–315P, 347O–347P, 373O–373P; 3.2: TE4: 69O–69P, 99O–99P; TE5: 137O–137P, 167O–167P, 205O–205P; TE6: 277O–277P, 307O–307P, 339O–339P</p> <p>Guidelines for a Literature Discussion, 3.1: TE1: 51O–51P; 3.2: TE4: 39O–39P, R26</p> <p>Comprehending Spoken Texts, 3.1: TE1: BTS3–BTS15, 14A–15C, 53S–53V, 91U–91X; TE2: 128A–128C, 159S–159V, 185U–185X, 205V–205X; TE3: 289S–289V, 315U–315X, 347U–347X; 3.2: TE4: 14A–15C, 43S–43T, 69U–69V; TE5: 107A–107C, 139S–139V, 167U–167X; TE6: 241A–241C, 279S–279V, 307U–307V</p> <p>Giving Opinions, 3.1: TE1: 45; TE2: 146, 205X; TE3: 287N; 3.2: TE4: 15C, 54</p> <p>Guidelines for Sticking to the Main Topic, 3.2: TE4: 39O</p> <p>Guidelines to Have a Conversation, 3.1: TE3: 347O–347P</p> <p>Retelling a Story, 3.1: TE1: 45, 121O, 121P; TE3: 315B, 367; 3.2: TE4: 93</p> <p>Storytelling, 3.1: TE1: 15C, 121O, 121P; TE2: 185X, 255</p> <p>Rephrasing Questions and Answers, 3.1: TE2: 185D</p>	<p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p>	
<p>4030-0902 Use oral language to present information.</p> <ul style="list-style-type: none"> ◦ Use oral language for different purposes (e.g., to inform, persuade, and entertain). ◦ Use effective volume, eye contact, pacing, phrasing, pitch, and enunciation. ◦ Use examples and vocabulary appropriate to the topic and audience. (continued) 	<p>Contributing Information, 3.1: TE1: 15A, 15C, 16A, 30, 31, 39, 44, 45, 50, 51D, 51J, 51K, 53V, 61, 62, 65, 71, 83, 85, 87, 91X, 92A, 103, 115; TE2: 129C, 135, 140, 141, 143, 151, 157A, 157I, 157M, 159V, 160A, 176, 178, 179, 185M, 185P, 185X, 191, 194, 195, 199, 201, 205M, 206A, 217, 227, 231B; TE3: 260A, 261C, 265, 266, 274, 275, 275, 281, 282, 283, 286, 287F, 287N, 287O, 287P, 288, 289V, 290A, 300, 301, 308, 309,</p> <p style="text-align: right;">(continued)</p>	<p>◦</p> <p>◦</p> <p>◦</p>	

<p>4030-0902 (continued) Use oral language to present information.</p> <ul style="list-style-type: none"> ◦ Use oral language for different purposes (e.g., to inform, persuade, and entertain). ◦ Use effective volume, eye contact, pacing, phrasing, pitch, and enunciation. ◦ Use examples and vocabulary appropriate to the topic and audience. ◦ Organize ideas sequentially or around major points of information. 	<p>Contributing Information, 3.1: TE3: (continued) 309, 310, 315L, 315M, 315N, 315X, 316A, 322, 325, 327, 328, 329, 337, 340, 341, 342, 345, 373M, R2, R3, R4, R5, R6, R7, R8; 3.2: TE4: 15C, 24, 25, 32, 33, 39A, 39O–39P, 43V, 44A, 54, 55, 63, 69M, 69X, 76, 77, 79, 83, 92, 93, 99B</p> <p>Persuasive Speech, 3.2: TE6: 307O–307P</p> <p>Presenting a Reader’s Theater Performance, 3.1: TE3: 315O–315P; 3.2: SB: 273</p> <p>Acting Out Scenes, Stories, and Words, 3.1: TE1: 53G; TE2: 138, F254; TE3: 303, 304, 348A</p> <p>Guidelines for Using Gestures, Facial Expressions, and Tones of Voice, 3.1: TE3: 315P</p> <p>Guidelines for Speaking Expressively with Stress, Volume, Speed, Pacing, Intonation, 3.1: TE1: 121O, 121P; 3.2: TE4: 99O</p> <p>Guidelines for Speaking Loudly, Clearly, and Slowly, 3.1: TE1: 121O, 121P; TE3: 287P, 315P, 373P; 3.2: TE4: 69P, 99O</p>	<p>,</p> <p>,</p> <p>,</p> <p>,</p>	
<p>4030-0903 Use speech for language enrichment.</p> <ul style="list-style-type: none"> ◦ Participate in literature responses, book shares and story retellings. ◦ Create and participate in oral dramatic activities. ◦ Recite short poems, rhymes, songs, and stories. ◦ Improvise in response to pictures, music, and stories. ◦ Share stories or information orally with an audience. 	<p>Using New Vocabulary or Language in Speaking, 3.1: TE1: 16A, 51H, 91D, 91G, 121H; TE2: 130A, 131A, 157G, 160A, 185G, 186A, 187A, 205G, 206A; TE3: 262A, 287I, 287J, 290A, 315H, 316A, 347E, 347F, 347H, 347L, 348A, 373F, 373G, 373L; 3.2: TE4: 16A, 44A, 69H, 70A</p> <p>Oral Summaries, 3.1: TE1: 15C, 17B, 19, 24, 30, 32, 34, 39, 44, 45, 48, 70, 71, 72, 84, 102, 103, 114, 115; TE2: 129C, 140, 141, 150, 151, 159V, 170, 178, 179, 185X, 187B, 187C, 194, 196, 198, 200, 201, 205D, 205X, 216, 217, 218, 226, 227; TE3: 261C, 275, 276, 282, 283, 287O, 289V, 330, 339, 340, 341, 345, 347X, 357, 358, 359, 360, 366, 367; 3.2: TE4: 15C, 24, 25, 26, 32, 33, 39P, 43V, 54, 55, 56, 57, 59, 60, 62, 69X, 82, 83, 92, 93; TE5: 107C, 119, 131, 132, 139V, 153, 161, 167X, 183, 199; TE6: 241C, 255, 271, 279C, 293, 301, 307V, 321, 333</p> <p>Tell Story from a Different Perspective, 3.1: TE1: 111; TE3: 363</p> <p>Story Dramatization, 3.2: TE6: 339O–339P</p> <p>Sharing, 3.1: TE1: 21, 31, 45, 47, 51B, 51N, 53S, 71, 85, 87, 91J, 91U, 103, 117, 121J; TE2: 128A, 141, 147, 151, 153, 157, 157B, 179, 181, 185I, 185U, 193, 195, 201, 203, 205D, 205P, 217, 227, 229, 231I; TE3: 275, 331, 341, 343, 347, 347D, 347J, 359, 367, 369; 3.2: TE4: 25, 33, 35, 39, 39A, 39D, 39B, 39G, 39J, 43S, 53, 55, 63, 65, 69J, 69U, 83, 85, 93, 95</p>	<p>,</p> <p>,</p> <p>,</p> <p>,</p> <p>,</p> <p>,</p>	

Language Arts (Elementary)	<i>Houghton Mifflin Reading</i> © 2001	Comprehensive	Partial
<p>4030-0904 Build a speaking vocabulary.</p> <ul style="list-style-type: none"> ◦ Increase oral descriptive vocabulary. ◦ Ask about words not understood. ◦ Use singular and plural nouns. ◦ Use compound words in oral communication. ◦ Use words that reflect a growing range of interest and knowledge. ◦ Clarify and explain words and ideas. ◦ Identify and use synonyms, antonyms, comparatives, and superlatives. 	<p>Guidelines for Describing Steps in Order, 3.1: TE2: 157O, 157P, 231O Describing, 3.1: TE1: 14A, 16A, 59, 70, 83, 92A; TE2: 130A; TE3: 270, 281, 286, 287N, 289S, 290A, 304, 305, 309, 315, 316A, 347U, 347X, 348A Compound Words, 3.1: TE2: 157E, R18–R19; TE3: 263A; PB: 66; 3.2: TE4: 39E Singular and Plural Nouns, 3.1: TE2: 205K–205L, R28 Using New Vocabulary or Language in Speaking, 3.1: TE1: 16A, 51H, 91D, 91G, 121H; TE2: 130A, 131A, 157G, 160A, 185G, 186A, 187A, 205G, 206A; TE3: 262A, 287I, 287J, 290A, 315H, 316A, 347E, 347F, 347H, 347L, 348A, 373F, 373G, 373L; 3.2: TE4: 16A, 44A, 69H, 70A Synonyms, 3.1: TE3: 373I, 373J; 3.2: TE4: 69G; TE5: 149, R17; TE6: 277I–277J Antonyms, 3.2: TE4: R17; 3.2: TE5: R15; TE6: 307I–307J Comparative Adjectives, 3.1: TE3: 315E</p>	<p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p>	
<p>4030-0905 Demonstrate an understanding of oral language structure.</p> <ul style="list-style-type: none"> ◦ Create oral stories to share with others. ◦ Use correct verb tenses in oral communication. ◦ Express ideas orally in complete sentences 	<p>Listening to Retell a Story, 3.1: TE1: 121O–121P Story Dramatization, 3.2: TE6: 339O–339P Storytelling, 3.1: TE1: 15C, 121O, 121P; TE2: 185X, 255 Composing Oral Sentences, 3.1: TE1: 51H, 91D; TE3: 289G, 315P, 347P, 373P</p>	<p>◦</p> <p>◦</p> <p>◦</p>	
<p>TOPIC: Speaking and Listening Standard: 4030-10 Students develop language and acquire information through listening. PURPOSE: Objectives:</p>			
<p>4030-1001 Listen actively. ◦ Follow multi-step directions. (continued)</p>	<p>Following Oral Directions, 3.1: SB: 230–231; TE2: 157O–157P; TE3: 289S–289V (continued)</p>	<p>◦</p>	

<p>4030-1001 (continued) Listen actively.</p> <ul style="list-style-type: none"> ◦ Listen and respond in conversation. ◦ Listen to gain information. ◦ Recognize and respond to varied uses of language (e.g., humor, parody and persuasion). ◦ Listen for a specific purpose (e.g., retell a story, follow directions, share information). 	<p>Guidelines to Have a Conversation, 3.1: TE3: 347O–347P Listening for Information, 3.2: TE4: 43S–43V Listening for Pleasure/Enjoyment, 3.1: TE1: 121O–121P; TE2: 128A–129C, 159S–159V, 185U–185X, 205U–205X; TE3: 260A–261C, 289S–289V, 315U–315X, 247U–247X; 3.2: TE4: 14A, 14B, 14C, 14D, 69U, 69V, 69W, 69X Listening for a Purpose, 3.1: TE1: BTS3–BTS15, 14A–15C, 53S–53V, 91U–91X; TE2: 128A–128C, 159S–159V, 185U–185X, 205V–205X; TE3: 289S–289V, 315U–315X, 347U–347X; 3.2: TE4: 14A–15C, 43S–43T, 69U–69V; TE5: 107A–107C, 139S–139V, 167U–167X; TE6: 241A–241C, 279S–279V, 307U–307V</p>	<p>◦ ◦ ◦ ◦</p>	
<p>4030-1002 Construct meaning from what they hear.</p> <ul style="list-style-type: none"> ◦ Relate what they hear to what they know. ◦ Make and verify predictions as they continue to listen. ◦ Restate information to confirm meaning. ◦ Recognize different perspectives. ◦ Clarify meaning through interaction (e.g., reflecting, questioning, restating). ◦ Develop independent interpretive skills in noninteractive situations (e.g., assemblies, visual media, formal presentations). ◦ Recognize and respond to oral language used for different purposes (e.g., to inform, persuade, and entertain). 	<p>Prior Knowledge for Listening, 3.1: TE1: 14A, 53S, 91U; TE2: 128A, 159S, 185U, 205U; TE3: 260A, 289S, 315U, 347U; 3.2: TE4: 14A, 43S, 69U Listening for Predicting Outcomes, 3.2: TE5: 139S–139V Personal Response to Listening, 3.1: TE1: 15C, 53V, 91X; TE2: 129C, 159V, 185X, 205X; TE3: 261C, 289V, 315X, 347X; 3.2: TE4: 15C, 43V, 69X Responding to Spoken Texts, 3.1: TE1: BTS14–BTS15, 15C, 53V, 91X; TE2: 128C, 159V, 185X, 205X; TE3: 289V, 315X, 347X; 3.2: TE4: 15C, 43T, 69V; TE5: 107C, 139V, 167X; TE6: 241C, 279V, 307V Listening Vocabulary, 3.1: TE1: 15A, 15B, 53T, 91V, 91W; TE2: 129A, 129C, 159T, 159U, 185V, 205V, 205W; TE3: 261B, 289T; 3.2: TE4: 15A, 15B, 43T, 69V, 69W; TE5: 107A, 139T, 139U, 167V, 167W; TE6: 241A, 241B, 307V</p>	<p>◦ ◦ ◦ ◦ ◦ ◦</p>	
<p>4030-1003 Respond as they listen to stories and informational text.</p> <ul style="list-style-type: none"> ◦ Attend to what is being read. ◦ Reflect on what is read and relate it to personal experience. <p style="text-align: right;">(continued)</p>	<p>Guidelines for Listening Attentively, 3.1: TE1: 91P, 121P; TE2: 185O, 185P; TE3: 347O, 347P, 373P; 3.2: TE4: 39O, 99O Personal Response to Listening, 3.1: TE1: 15C, 53V, 91X; TE2: 129C, 159V, 185X, 205X; TE3: 261C, 289V, 315X, 347X; 3.2: TE4: 15C, (continued)</p>	<p>◦ ◦</p>	
<p>Language Arts (Elementary)</p>	<p><i>Houghton Mifflin Reading</i> © 2001</p>	<p>Comprehensive</p>	<p>Partial</p>

<p>4030-1003 (continued) Respond as they listen to stories and informational text.</p> <ul style="list-style-type: none"> ◦ Anticipate the flow of events. ◦ Recognize story elements (e.g., setting, character and plot). ◦ Recognize textual organization (e.g., main ideas and detail, cause and effect, comparison and contrast, sequence of events). ◦ Distinguish between fiction and nonfiction. 	<p>Personal Response to Listening, 3.2: TE4: (continued) 43V, 69X Listening for Sequence, 3.1: TE1: 14A–15C; TE3: 289U, 289V Listening for Story Structure, 3.1: TE3: 347U–347X Listening for Topic, Main Idea, and Supporting Detail, 3.1: TE2: 205U–205X, 207C; PB: 3.1: 112 Listening to Compare/Contrast, 3.1: 289S Distinguishing Fiction/Nonfiction, 3.1: TE1: 51D; TE2: 154</p>	<p>› › › ›</p>	
<p>TOPIC: Speaking and Listening Standard: 4030-11 Students, teachers, and parents use speaking and listening to explore, clarify, and understand ideas in different settings. PURPOSE: Objectives:</p>			
<p>4030-1101 Build upon the language skills developed in the family, school, and community.</p> <ul style="list-style-type: none"> ◦ Respect cultural and ethnic differences. ◦ Share ideas with class members. ◦ Ask and answer questions. ◦ Listen and respond to peers and adults. ◦ Apply knowledge and information to new situations. ◦ Participate in groups to generate ideas and solve problems. 	<p>Speaking and Listening for Classmates, 3.1: SB: 117, 181, 343, 369; TE1: 91P, 121P; TE2: 157P, 231P; TE3: 315P, 343, 369, 373P; 3.2: TE4: 39P, 99O–99P; TE5: 137P, 163, 169P, 205P; TE6: 273, 277P, 307P, 335, 339P Speaking and Listening at Home, 3.1: TE1: 121P; TE2: 185O–185P Speaking and Listening for School, 3.2: TE4: 99O–99P; TE5: 163 Group Problem Solving, 3.2: TE5: 205O–205P</p>	<p>› › › › ›</p>	

<p>4030-1102 Participate in a language-rich environment created by parents and teachers.</p> <ul style="list-style-type: none"> ◦ Talk to develop concepts, understand processes, and share family stories. ◦ Talk with people of different ages and cultures. ◦ Listen interactively to a variety of language experiences (e.g., poetry, songs, stories, informational books). 	<p>Using New Vocabulary or Language in Speaking, 3.1: TE1: 16A, 51H, 91D, 91G, 121H; TE2: 130A, 131A, 157G, 160A, 185G, 186A, 187A, 205G, 206A; TE3: 262A, 287I, 287J, 290A, 315H, 316A, 347E, 347F, 347H, 347L, 348A, 373F, 373G, 373L; 3.2: TE4: 16A, 44A, 69H, 70A</p> <p>Teacher Read Aloud, 3.1: TE1: 15A–15C, 53S–53V, 91U–91X; TE2: 128A–129C, 159S–159V, 185U–185X, 205U–205X; TE3: 260A–261C, 289S–289V, 315U–315X, 247U–247X; 3.2: TE4: 14A–15C, 43S–43V, 69U–69V; TE5: 106A, 107A–107C, 139S–139V, 167U–167X; TE6: 240A, 241A–241C, 279S–279V, 307U–307V</p>	<p>◦</p> <p>◦</p> <p>◦</p>	
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