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

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.			
<p>TOPIC: Reading Standard: 4040-01 Students use prior knowledge to make predictions, comprehend new information, and construct meaning. PURPOSE: Objectives:</p>			
<p>4040-0101 Make connections between personal experience and print.</p> <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 organizers to access prior knowledge. ◦ Generate questions from the reading. ◦ Discuss ideas related to the text, before, during and after reading. ◦ Synthesize thoughts through discussions, writings, drawings, and projects. 	<p>Prior Knowledge, TE1: 79C, 80E, 108E; TE2: 217A, 247A; TE5: 532A, 557I, 557K, 557M, 558E, 582E, 607; TE6: 632A, 658E, 686E; 298A, 326E, 358E; TE4: 390A, 411, 413H, 413J, 413L, 414E, 450E, 486E, R2, R4, R6, R8; TE5: 533A–533D, 559A, 583A, R2, R4, R6; TE6: 633A–633D, 659A, 687A, R4</p> <p>Selection Connections, TE1: 21B; TE2: 151B; TE3: 293B; TE4: 385B; TE5: 527B; TE6: 627B; PB: 1–2, 77–78, 153–154, 211–212, 287–288, 347–348</p> <p>Reading to Get Information, TE1: 79C; TE4: 482, 483; Read Another Book in Same Genre, TE4: 479; Guidelines for Having a Literature Discussion, TE4: 411O–411P</p> <p>Synthesizing, TE6: 685C–685D</p>	<p>,</p> <p>,</p> <p>,</p> <p>,</p> <p>,</p>	

<p>4040-0102 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, TE1: 34, 49, 75, 127, 133; TE2: 169, 211, 212, 231; TE3: 309, 317, 354, 357, 377, 378, 381; TE4: 391C, 391D, 405, 407, 411A–411B, 435, 444, 480, 507, R2–R3, R10–R11; TE5: 539, 541, 603; TE6: 671, 684, 703; PB: 214, 216–217</p> <p>Connections between Expository Selections, TE1: 57, 60F, 80H, 108H, 133; TE3: 357, 381; TE4: 449, 485</p> <p>Connections between Narrative and Expository Text, TE2: 275</p> <p>Connections between Narrative Selections, TE1: 57, 60F, 79, 80H, 108H, 133; TE2: 212, 240, 245, 270; TE3: 326H, 354, 358H; TE4: 414H, 444, 486F, 508, TE6: 652, 658E, 704</p>	<p>◦</p> <p>◦</p>	
<p>4040-0103 Verify predictions as the reading continues.</p> <ul style="list-style-type: none"> ◦ Use multiple sources to verify/confirm predictions. ◦ Change predictions to fit additional information from the reading. ◦ Make new predictions as information is added. 	<p>Confirming/Changing Predictions, TE1: 29, 40, 42, 50, 68, 70, 74, 90, 100, 116, 126; TE2: 157C, 159, 168, 174, 194, 210, 230, 238, 258, 260, 268; TE3: 308, 316, 317, 325L, 325M, 338; TE4: 390B, 393, 396, 400, 401, 402, 406, 407, 466</p>	<p>◦</p> <p>◦</p> <p>◦</p>	
<p>TOPIC: Reading Standard: 4040-02 Students comprehend and critically evaluate text as they read for different purposes. PURPOSE: Objectives:</p>			
<p>4040-0201 Use a variety of strategies to comprehend text.</p> <ul style="list-style-type: none"> ◦ Use surrounding texts to determine the meaning of unfamiliar words. ◦ 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, index, teacher) to verify and confirm meaning. <p style="text-align: right;">(continued)</p>	<p>Monitor/Clarify Strategy, TE1: 81C, 82, 83, 85, 88, 90, 91, 92, 95, 96, 101; TE2: 178, 272; TE3: 299C, 303, 304, 308, 312, 314, 317, 321, 380, R2; TE4: 482, 483, TE5: 559C, 563, 564, 568; TE6: 659C–659D, 666, 671, 674, 676, 681; PB: D</p> <p>Rereading for Comprehension, TE1: 69; TE2: 214–215; TE3: 309, 311, 323A, 323B, 367, 377; TE4: 397, 403, 495, F522</p> <p>Picture Clues, TE1: 27C, 42, 57J, 70; TE2: 161, 170, 178, 196, 222, 232, 266; TE3: 323D, 377; TE4: 437, 478</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>4040-0201 (continued) Use a variety of strategies to comprehend text.</p> <ul style="list-style-type: none"> ◦ Use surrounding texts to determine the meaning of unfamiliar words. ◦ 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, index, teacher) to verify and confirm meaning. 	<p>Question Strategy, TE1: 109C, 110, 111, 112, 114, 116, 117, 118, 122, 124, 127, 131; TE2: 178, 179, 247C, 249, 253, 254, 259, 260, 262, 266, 272, 273; TE3: 327C, 331, 332, 338, 343, 344, 353, R4; TE4: 453, 487C, 487C, 489, 492, 494, 498, 499, 504, 507, 511, R2</p> <p>Retelling a Story, TE1: 133O–133P; TE2: 167, 269; TE3: 298D, 323C, 325I, 325J; TE4: 443</p> <p>Using a Dictionary for Decoding, TE1: 79F, 107F, 133E; TE4: 395, 413H, 455, 467, 497; Glossary, TE1: 57C, 57D, G1–G3; TE2: G1–G3; TE3: G1–G3; TE4: G1–G3; TE5: G1–G3; TE6: G1–G3; Using an Index, TE1: 57C, 57D</p>	<p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p>	
<p>4040-0202 Develop an interpretation of text.</p> <ul style="list-style-type: none"> ◦ Recognize the relationship between development of the plot and changes in other story elements (e.g. character, plot, setting, solution/resolution). ◦ Identify main and supporting ideas in informational text. ◦ Incorporate information from non-print features (e.g., illustrations, tables, diagrams) with print information to enhance comprehension. ◦ Make connections between information in text and historical/ current events. ◦ Make inferences and draw reasonable conclusions. ◦ Identify cause/effect or problem/ solution in text. 	<p>Story Structure, TE1: 27C, 27D, 39, 57A–57B, 57O; TE3: 371, 378; TE4: 465, 487C, 487D, 491, 511A–511B, R8–R9, R16–R17; TE5: F619; PB: 4, 7–8, 264, 266–267; Topic, Main Idea, and Supporting Details, TE1: 57, 99, 101, 106; TE2: 275; TE4: 448, 449; TE6: 641, 658E–658H, 659C–659D, 663, 685A–686B, R4, R10–R11; PB: 370, 372–373</p> <p>Selection Connections, TE1: 21B; TE2: 151B; TE3: 293B; TE4: 385B; TE5: 527B; TE6: 627B; PB: 1–2, 77–78, 153–154, 211–212, 287–288, 347–348</p> <p>Illustrations, TE1: 80F, 89, 106; TE2: 159, 170, 187, 196, 232, 249, 260; TE4: 413H, 447, R4; Diagrams, SB: 380–383; TE2: 213; TE3: 380–381</p> <p>Historical Eras, SB: 689–703; TE1: 115; TE2: 204; TE4: 413H–413I; TE6: 689–703</p> <p>Making Inferences, TE1: 51, 52, 71, 75, 76, 102, 107, 128; TE2: 176, 185C, 185D, 191, 195, 200, 212, 216A–216B, 231, 239, 240, 245, 261; TE5: 577, F614; TE6: 686E–686H, 687D, 691, 695, 704, 707A–707B, R6, R12–R13; PB: 100, 385, 387–388; Drawing Conclusions, TE1: 52, 68, 71, 128, 133; TE2: 162, 164, 165, 170, 175, 176, 202, 215, 222, 228, 240, 245, 270; TE3: 315, 317, 318, 323, 354, 357, 381; TE4: 401, 408, 411, 427, 449A, 451C, 451D, 461, 480, 485A–485B, 499, 511, R6–R7, R14–R15; TE5: 541, 550, 555, 565, 578, 581, 604, F614; TE6: 684, 704, 707; PB: 249, 251–252</p> <p style="text-align: right;">(continued)</p>	<p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p>	

<p>4040-0202 (continued) Develop an interpretation of text.</p>	<p>Cause and Effect, TE1: 28, 37, 107; TE2: 176, 181, 212, 237, 240; TE3: 305; TE5: 532A–532D, 533C–533D, 549, 550, 555A–555B, 581, R2, R8–R9 Problem-Solution, TE1: 36, 57A, 57B, 57O; TE2: 211, 229; TE3: 309, 323C, 331; TE4: 394, 400, 404, 414F, 426, 440, 486F, 487D, 491, 511A</p>		
<p>4040-0203 Critically evaluate the text.</p> <ul style="list-style-type: none"> ◦ Discriminate between fact, fiction, and opinion. ◦ Form opinions about the quality of a text (e.g., setting, character development, sequence, language use, format). ◦ Compare and contrast within and between texts (e.g., facts, characters, time frame, setting, author’s purpose). ◦ Select and apply relevant information for discussion, further reading, writing, or a follow-up task. ◦ Judge the accuracy of the text (e.g., author’s qualifications, author’s sources, date of publication). ◦ Validate text with personal experience. ◦ Understand different points of view. 	<p>Fact and Opinion, TE1: 133; TE5: 577, 582E–582H, 583C, 583D, 589, 604, 607A–607B, R6, R12–R13; TE6: 665, 707; PB: 325, 327–328; Fantasy/Realism, TE3: 347, 354, 358E, 359C, 359D, 365, 377, 381A–381B, R6–R7, R12–R13; TE4: 399; PB: 191, 193–194 Evaluate Strategy, TE2: 185C, 187, 189, 190, 191, 194, 195, 196, 202, 204; TE3: 321, 359C, 363, 364, 366, 367, 372, 377, R6; TE4: 413N, 415C, 420, 423, 426, 427, 430, 434, R4, TE5: 567, 583C, 589, 590, 594 Compare and Contrast, TE1: 41, 57, 61A, 76, 79, 80E, 102, 117, 127, 128, 133; TE2: 175, 176, 180, 193, 194, 195, 198, 212, 215, 240, 245, 256, 259, 270; TE3: 327C, 327D, 329, 333, 354, 357, 357A–357B, 369, 381, R4–R5; TE4: 444, 449, 479, 480, 495, 507, 508, R6, F523, TE6: 632B, 648, 651, 653, 658H, 671, 681, 682, 684, 686H, 704, 707 Connections between Literature and Life Experience, TE1: 54–57, 104–107; TE2: 176, 179, 181, 189, 201, 261; TE3: 357; TE4: 391C, 408, 411, 414F, 485P, TE5: 555, 558H, 604, 607; TE6: 685 Evaluating Sources, TE2: 275B–275D; TE5: 555O–555P; TE6: 707C–707D Personal Response to Literature, TE1: 26B, 53, 77, 103, 129; TE2: 177, 213, 241, 271; TE3: 298D, 319, 326H, 355, 358E, 358H, 379; TE4: 390B, 406, 414H, 445, 450F, 486F, 509; TE5: 532D, 551, 558H, 579, 582H; TE6: 605, 632B, 649, 658H, 683, 686H, 705 Point of View, TE1: 50, 112; TE2: 255; TE3: 308, 335, 336, 344, 365; TE4: 474, 496; TE5: 547, 570</p>		
<p>4040-0204 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). <p style="text-align: right;">(continued)</p>	<p>Alphabetical Order, TE1: 79I–79J, 133I, 133J; TE4: 511C; Table of Contents, TE1: 57C, 57D; Using an Index, TE1: 57C, 57D; Alphabetical Order in a Dictionary, TE1: 79I–79J; Encyclopedia, TE1: 79D; TE2: 181, 241, 245D, 245O, 275C–275D;</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>4040-0204 (continued) Use organizational features of books and related resources.</p> <ul style="list-style-type: none"> ◦ Use headings, side-headings, and sub-headings to locate specific information or to prepare to read. ◦ 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>Encyclopedia, (continued) TE3: 298C, 381, R27; TE4: 511C–511D Headings and Titles, TE1: 55; TE2: 178; TE4: 410, 411, 413K, 416, 511, R2; Sidebars, TE1: 54, 55, 104, 106; TE4: 446, 447; Subheadings, TE1: 104, 106 Using a Dictionary for Decoding, TE1: 79F, 107F, 133E; TE4: 395, 413H, 455, 467, 497 Evaluating Sources, TE2: 275B–275D; TE5: 555O–555P; TE6: 707C–707D</p>	<p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p>	
<p>TOPIC: Reading Standard: 4040-03 Students use a variety of cueing systems to determine word pronunciation, meaning, and language structure. PURPOSE: Objectives:</p>			
<p>4040-0301 Use cueing systems to monitor and guide comprehension of text.</p> <ul style="list-style-type: none"> ◦ Use graphophonic cues to automatically and accurately identify and pronounce words. ◦ Use self-correction strategies when the meaning of a word or passage is not clear (e.g., read on, reread, try an alternate pronunciation, try an alternate word, ask questions, use resources). ◦ Recognize how text structure contributes to meaning (e.g., initial capital, period, question mark, exclamation mark, comma, paragraph indentation). ◦ Recognize the relationship between a pronoun and its referent. <p style="text-align: right;">(continued)</p>	<p>Phonics/Decoding Strategy, TE1: 27B, 37, 57E, 57F, 61B, 73, 79E, 79F, 81B, 84, 107E, 107F, 109B, 119, 133F; TE2: 157B, 167, 181E, 181F, 185B, 199, 215E, 215F, 217B, 221, 245E, 245F, 247B, 257, 275F; TE3: 299B, 314, 323E, 323E, 323F, 327B, 345, 357E, 357F, 359B, 375, 381E, 381F, R2, R3, R4, R5, R6, R7; TE4: 391B, 395, 411E, 411F, 415B, 429, 449E, 449F, 451B, 455, 485F, 487B, 497, 511E, 511F, R2, R3, R4, R5, R6, R7, R8, R9; TE5: 533B, 536, 555F, 559B, 573, 581F, 583B, 586, 597, R3, R5, R7; TE6: 633B, 644, 653F, 659B, 667, 685F, 687B, 690, 691, 707F, R3, R5, R7 Monitor/Clarify Strategy, TE1: 81C, 82, 83, 85, 88, 90, 91, 92, 95, 96, 101; TE2: 178, 272; TE3: 299C, 303, 304, 308, 312, 314, 317, 321, 380, R2; TE4: 482, 483, TE5: 559C, 563, 564, 568; TE6: 659C–659D, 666, 671, 674, 676, 681; PB: D</p> <p style="text-align: right;">(continued)</p>	<p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p>	
<p>4040-0301 (continued) Use cueing systems to monitor and guide comprehension of text.</p>	<p>Capitalization in a Poem or Song, TE4: F515, F524; Apostrophe, TE2: 181E; Exclamation Point, TE1: 122 ; Punctuation in a Poem or Song, TE4: F515, F524 Pronouns, TE5: 581N, 607N</p>	<p>◦</p>	

<p>4040-0302 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., steer, patch), homonyms (e.g., there, their, they're), synonyms (e.g., wide, broad), and antonyms (e.g., together, separate). ◦ Determine meaning of new words. ◦ Associate words with new concepts across the curriculum (e.g., minerals, biomes, immigration). ◦ Interpret comparatives (e.g., small, smaller, smallest) and superlatives (e.g., big, huge, enormous). 	<p>Multiple-Meaning Words, TE1: 57I; TE2: 275I–275J; TE5: 575; TE6: 653I–653J, 692; PB: 12, 138, 358; Synonyms, TE1: 107I, 107J; TE2: 185B; TE3: 323I–323J, R15; TE4: R3; PB: 47, 164; Antonyms, TE2: 181I–181J; TE4: 511G; PB: 88</p> <p>Vocabulary Expansion and Skills, SB: 26–27, 60–61, 80–81, 156–157, 184–185, 216–217, 246–247, 298–299, 326–327, 358–359, 390–391, 414–415, 450–451, 486–487, 532–533, 558–559, 582–583, 632–633, 658–659, 686–687; TE1: 57I–57J, 79I–79J, 107I–107J, 133I–133J; TE2: 181J, 215J, 245J, 275J; TE3: 323I–323J, 357I–357J, 381I–381J; TE4: 411I–411J, 449I–449J, 485I–485J, 511I–511J, TE5: 555I–555J, 581I–581J, 607I–607J; TE6: 653I–653J, 685I–685J, 707I–707J; PB: 12, 32, 47, 62, 88, 108, 123, 138, 164, 184, 199, 222, 242, 257, 272, 298, 318, 333, 358, 378, 393</p> <p>Sea Animals, TE6: 653J; Fire Terms, TE6: 685J; Music Words, TE4: 511J; TE5: 581J, R17; Prairie Words, TE6: 707J; Sports Terminology, TE5: 607J; Citizenship Words, TE2: 275J; Nautical Terms, TE1: 107J</p> <p>Comparative Adjectives, TE4: 511K–511L, R29; PB: 273–275</p>		
<p>TOPIC: Reading Standard: 4040-04 Students develop independence in reading. PURPOSE: Objectives:</p>			
<p>4040-0401 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. <p style="text-align: right;">(continued)</p>	<p>Reading Written Texts, SB: 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,</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>4040-0401 (continued) Read frequently in and out of school.</p> <ul style="list-style-type: none"> ◦ Build a personal reading vocabulary by encountering words from the environment and in varied contexts. ◦ Read a wide range of challenging materials. 	<p>Reading Written Texts, SB: (continued) 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>Read Another Book by Author, TE1: 127; TE2: 188; TE3: 317; TE4: 407</p> <p>Read Another Book in Same Genre, TE4: 479</p> <p>Suggestions for Independent Reading, TE1: 20C–20D, 28, 57B, 62, 79B, 82, 107B, 110, 133B; TE2: 150C–150D, 158, 169, 178, 181B, 186, 214, 215B, 218, 231, 245B, 248, 275B; TE3: 292C–292D, 300, 323B, 325H, 325I–325J, 325K–325L, 325M–325N, 328, 339, 357B, 360, 381B, R2–R3, R4–R5, R6–R7; TE4: 384C–384D, 392, 407, 411B, 413G, 413I–413J, 413K–413L, 413M–413N, 416, 449B, 452, 485B, 488, 511B</p>	<p>,</p> <p>,</p>	
<p>4040-0402 Demonstrate reading fluency.</p> <ul style="list-style-type: none"> ◦ Read in meaningful phrases. ◦ 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, TE1: 43, 73, 93, 125; TE2: 171, 207, 233, 263; TE3: 311, 341, 373; TE4: 403, 433, 471, 505; TE5: 547, 571, 599; TE6: 645, 679, 697</p> <p>Rereading with Expression and Intonation, TE1: 43, 73, 93, 125, 128; TE2: 171, 207, 233, 263; TE3: 311, 341, 373; TE4: 403, 433, 471, 505</p> <p>Oral Reading, TE1: 117, 125, 128; TE2: 181, 181O–181P, 185A, 214, 215, 243, 248; TE3: 309, 321, 341, 373; TE4: 403, 433, 471, 505; TE5: 547, 571, 599, F625; TE6: 645, 679, 697</p>	<p>,</p> <p>,</p> <p>,</p>	
<p>TOPIC: Reading Standard: 4040-05 Students, teachers, and parents read together to create shared meaning from print. PURPOSE: Objectives:</p>			
<p>4040-0501 Value reading as an important part of their lives.</p> <ul style="list-style-type: none"> ◦ Share various literary genre (e.g., reference materials, chapter books, (continued) 	<p>Responding to Written Texts, SB: 52–53, 76–77, 102–103, 128–129, 148, 176–177, 212–213, 240–241, 270–271, 290–291, (continued)</p>	<p>,</p>	

<p>4040-0501 (continued) Value reading as an important part of their lives.</p> <ul style="list-style-type: none"> ◦ Share various literary genre (e.g., reference materials, chapter books, magazines, newspapers). ◦ 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. ◦ Seek opportunities to share ideas from reading. ◦ Refine reading skills and develop positive attitudes. 	<p>Responding to Written Texts, SB: (continued) 318–319, 354–355, 377–378, 408–409, 444–445, 480–481, 508–509, 524, 550–551, 578–579, 604–605, 624, 648–649, 658–659, 682–683, 704–705</p> <p>Literature By and About Africans and African-Americans, SB: 186–211, 329–353, 489–507, 534–549, 552–555; TE1: 59K–59L; TE2: 183I–183J, 186–211, R8–R9; TE3: 327A, 329–353; TE4: 413K–413L, 489–507, R6–R7; TE5: 533A, 534–549, 552–555</p> <p>Literature By and About Asians and Asian-Americans, SB: 62–74, 78, 452–479, 482–485; TE1: 21A, 62–74, 78, 80E–80H, R8–R9; TE3: 325K–325L; TE4: 451A, 452–479, 482–485; TE5: F615–F619</p> <p>Literature By and About Hispanics/Latinos, SB: 158–174, 392–407, 518, 550–557, 580–581; TE1: 26A–26B; TE2: 157A, 158–174, R4–R5; TE4: 392–407, 414E–414H, R2–R3, 518; TE5: 557I–557J, 559A, 560–577, 580–581; TE6: 657M–657N</p> <p>Literature By and About Native Americans, SB: 635–647, 650–651; TE3: 325I–325J; TE5: F612–F614, F620–F623; TE6: 633A, 635–647, 650–651, R2–R3</p> <p>Literature By and About Whites, SB: 54–57, 82–100, 130–133, 300–317, 446–449, 584–602, 689–703; TB1: 54–57, 82–100, 130–133; TB3: 300–317; TB4: 446–449; TB5: 584–602; TB6: 689–703</p> <p>Suggestions for Independent Reading, TE1: 20C–20D, 28, 57B, 62, 79B, 82, 107B, 110, 133B; TE2: 150C–150D, 158, 169, 178, 181B, 186, 214, 215B, 218, 231, 245B, 248, 275B; TE3: 292C–292D, 300, 323B, 325H, 325I–325J, 325K–325L, 325M–325N, 328, 339, 357B, 360, 381B, R2–R3, R4–R5, R6–R7; TE4: 384C–384D, 392, 407, 411B, 413G, 413I–413J, 413K–413L, 413M–413N, 416, 449B, 452, 485B, 488, 511B</p>		
<p>4040-0502 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. ◦ <p style="text-align: right;">(continued)</p>	<p>Partner Reading, TE1: 43; TE2: 171, 207, 233, 242, 263; TE3: 311, 341; TE4: 403, 433, 471, 505</p> <p>Teacher Read Aloud, TE1: 26A–26B, 60E–60F, 80E–80H, 108E–108H; TE2: 156A–156D, 184E–184F, 216E–216F, 246E–246F; TE3: 298A–298D, 326E–326H, 358E–358F; TE4: 390A–390B, 414E–414H,</p> <p style="text-align: right;">(continued)</p>		

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<p>4040-0502 (continued) Participate in a print-rich environment.</p> <ul style="list-style-type: none"> ◦ Participate in a variety of language activities (e.g., word games and puzzles, correspondence, family histories, choral reading, readers' theater). 	<p>Retelling a Story, TE1: 133O–133P; TE2: 167, 269; TE3: 298D, 323C, 325I, 325J; TE4: 443</p> <p>Word Play: Jokes, Puns, Riddles, TE3: 322; TE4: F520; Language Games, TE1: 57L, 79K, 107K–107L; TE2: 181H, 181K, 215K–215L, 245K–245L, 275K–275L; TE3: 323H, 323K, 357H, 357K, 381H, 381L; TE4: 411H, 411K, 449J, 449H, 485H, 511H, 511K; Guidelines for Performing Reader's Theater, TE2: 181O–181P</p>		
<p>TOPIC: Writing Standard: 4040-06 Students use concepts and conventions of print to create text. PURPOSE: Objectives:</p>			
<p>4040-0601 Write in a variety of formats for different purposes.</p> <ul style="list-style-type: none"> ◦ Choose a topic from personal experience, interest, literature, current events, and issues. ◦ Select format for a particular purpose and audience. ◦ Create webs, story maps, or other graphic organizers. ◦ Write narrative with the basic elements of beginning, middle, and end; character; setting; and plot. ◦ Write informational text using main ideas, supporting details, and sequence. ◦ Sequence information using signal words and phrases (e.g., for example, consequently, since). 	<p>Choosing a Topic, TE1: 59A; TE2: 183A, 215M; TE4: 413A</p> <p>Webbing, TE1: 76, 129; TE2: 240, 245; Planning Writing, TE1: 59A, 59B, 79N; TE2: 181N, 183B, 215N; TE3: 325B, 381N; TE4: 413B</p> <p>Beginning, Middle, and End, SB: 58–59, 704; TE1: 57M–57N, 58, 59B, 59C; TE3: 324, 325, 325B, 325C; Developing Characters, TE2: 212; TE3: 324, 325, 325C; Resolving a Story Conflict, TE3: 324, 325, 325B; Developing Setting, TE3: 325C</p> <p>Keeping to the Focus/Point/Topic, TE1: 58, 59D, 133M; Writing a Main Idea, TE2: 181M, 181N, 183; TE3: 381M, 381N; Using Supporting Details, Facts and Examples, TE4: 412, 413, 413D, 485N</p> <p>Using Order Words and Phrases, TE6: 653N; PB: 363; Order: Time, Spatial, Importance, TE2: 182; Sequence of Events, TE3: 324, 325B</p>		

<p>4040-0602 Build a spelling vocabulary for writing.</p> <ul style="list-style-type: none"> ◦ Spell and increasing number of high frequency words correctly. ◦ Use spelling patterns to spell new words (e.g., word families, syllabication, base words, affixes). ◦ 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, TE1: 59F; TE2: 183F; TE3: 325F; TE4: 413F; TE5: 557F; TE6: 657F</p> <p>Spelling, TE1: 57G–57H, 79G–79H, 107G–107H, 133G–133H; TE2: 181G–181H, 215G–215H, 245G–245H, 275G–275H; TE3: 323G–323H, 357G–357H, 381G–381H; TE4: 411G–411H, 449G–449H, 485G–485H, 511G–511H; TE5: 555G–555H, 581G–581H, 607G–607H; TE6: 653G–653H, 685G–685H, 707G–707H; PB: 9, 10, 29, 30, 44, 45, 59, 60, 85, 86, 105, 106, 120, 121, 135, 136, 161, 162, 181, 182, 196, 197, 219, 220, 239, 240, 254, 255, 269, 270, 295, 296, 315, 316, 330, 331, 355, 356, 375, 376, 390, 391</p> <p>Proofreading Spelling, TE1: 57H, 79H, 107H, 133H; TE2: 181H, 183F, 215H, 245H, 245L, 275F; TE3: 323H, 325F, 357H, 381H; TE4: 411H, 449J, 449H, 485H, 511H; TE5: 555H, 581H, 607H; TE6: 653H, 685H, 707H; PB: 11, 31, 46, 61, 87, 107, 122, 137, 163, 183, 198, 221, 241, 256, 271, 297, 317, 332, 357, 377, 392, 409, 411, 413, 415, 417, 419, 421, 423, 425, 427, 429</p> <p>Using a Dictionary and Other Resources for Spelling, TE1: 57G, 79H, 133G, 133H; TE2: 245H</p> <p>My Study List, PB: 407, 410, 412, 414, 416, 418, 420, 422, 424, 426, 428, 430</p>	<p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p>	
<p>4040-0603 Recognize and construct sentences.</p> <ul style="list-style-type: none"> ◦ Demonstrate correct usage of subject/verb agreement and verb tense. ◦ Construct sentences using basic sentence patterns (e.g., noun/verb, noun/verb/object). ◦ Combine simple sentences. ◦ Apply the conventions of capitalization (i.e., sentence beginning, proper nouns, titles). ◦ Use commas in a series, in correspondence, and dates. ◦ Use quotation marks to indicate speech. ◦ Use apostrophes to show possession and contractions. <p style="text-align: right;">(continued)</p>	<p>Subject-Verb Agreement, TE4: 411K–411L, 413E; PB: 223–225; Verb Tenses, TE3: 381K–381L, R22; TE4: 449K–449L, R27; PB: 200, 201, 202; Using the Correct Tense, TE3: 381L; Using the Correct Verb Form, TE4: 449L</p> <p>Sentences and Sentence Structure, TE1: 57K–57L, 79K–79L, 107K–107L, R26–R28; PB: 35, 48, 49, 50</p> <p>Combining Subjects and Predicates, TE1: 79L; PB: 35; Combining Sentences into a Compound Sentence, TE1: 107L; PB: 48, 50; Sentence Combining with Main Verbs and Helping Verbs, TE3: 357L; PB: 187</p> <p>Capitalization, TE1: 33, 57L, 59F, 63, 107N; TE2: 181K–181L, 183F, 243, 245H; TE3: 325F; TE4: 413E, 485N; PB: 15, 89, 90, 91</p> <p>Commas in a Series, TE1: 133K, 133L; PB: 65; Commas in Dates and Places, TE1: 133N; PB: 67; Parts of a Letter, TE2: 176, 245M, 245N</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>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>4040-0603 (continued) Recognize and construct sentences.</p> <ul style="list-style-type: none"> ◦ Use common abbreviations (e.g., Mr. and Mrs., months, days). ◦ Demonstrate awareness of page format features (e.g., margins, indentation). ◦ Use paragraphs to show a change in idea, place, or time. 	<p>Using Quotations, TE1: 57M–57N; TE2: 270 Paragraph, TE3: 315; Compare/Contrast Paragraph, SB: 648; TE3: 357D; TE4: 485M–485N</p>	<p>» » »</p>	
<p>4040-0604 Make effective word choices that convey the intended meaning.</p> <ul style="list-style-type: none"> ◦ Use precise nouns and verbs, as well as adjectives and adverbs, to strengthen description. ◦ Use context to determine correct homonyms. ◦ Use figurative language (e.g., simile, personification, metaphor, idiom). ◦ Choose the correct form of comparatives, superlatives, pronouns, plurals, or possessives. ◦ Demonstrate effective use of resources (e.g., dictionary, thesaurus, encyclopedias, peers, adults). ◦ Use published writing and teacher demonstration as a model for conventional usage and mechanics. 	<p>Using Descriptive Language, SB: 176, 212, 704; TE2: 176, 212; Exciting Details, TE1: 52; Using Vivid Words, SB: 128, 182TE1: 128; TE2: 182, 215M, 215N Using Exact Verbs, TE3: 323L; PB: 167; Using Exact Nouns, TE2: 215L; PB: 111 Dialogue, SB: 378, 550, 624; TE1: 87; TE2: 188, 192, 250, 258, 261; TE3: 325D; TE4: 505; TE5: 596 Using Singular and Plural Possessives, TE3: 325E; Being Clear, Brief, and Exact, TE2: 245M, 245N; Using the Pronoun I, SB: 102; Singular and Plural Nouns, TE2: 215K–215L, 245K–245L, 275K–275L Using a Dictionary for Writing, TE3: 357G; Using a Thesaurus, TE1: 59A, 79H, 107I–107J; PB: 47; Encyclopedia, TE1: 79D; TE2: 181, 241, 245D, 245O, 275C–275D; TE3: 298C, 381, R27; TE4: 511C–511D Student Model, SB: 58–59, 182, 324–325, 412–413, 556–557, 654–657; TE1: 58–59; TE2: 182; TE3: 324–325; TE4: 412–413; TE5: 556–557; TE6: 654–657</p>	<p>» » » » » » »</p>	
<p>TOPIC: Writing Standard: 4040-07 Students use process strategies to create text. PURPOSE: Objectives:</p>			

<p>4040-0701 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. ◦ Record self-evaluations in specific subject areas. ◦ Take notes. ◦ Create graphic organizers (e.g., webs, outlines, story maps). 	<p>Learning Logs, TE1: 79M Writing Across the Curriculum, SB: 53, 103, 213, 241, 271, 319, 355, 379, 509, 579, 649, 683, 705; TE1: R11, R15; TE2: R11, R13, R15, R17; TE3: R9; TB4: R15; TE5: R9, R13; TE6: R9, R11, R13 Explanation, TE3: 315, 323M–323N Word Webs, TE1: 27A, 57J, 61C, 61D, 63, 68, 69, 74, 75, 79A, 79J, 95, 103, 107J, 133J; TE2: 181J, 215J, 243, 245, 245J, 275B, 275J; TE3: 323J, 357J, 381J; TE4: 449I, 449J, 485J, R3, TE5: 581J, 597; TE6: R19 Taking Notes, TE1: 107P, 133C–133D; TE2: 213, 215O, 275A; TE4: 446–449, 449D, 449M–449N; TE5: 552–555 Outlining, TE1: 130–133; TE4: 447, 449; TE5: 553; TE6: 653C–653D Story Map/Story Frames, TE1: 27C, 27D, 29, 40, 41, 50, 51; TE4: 487C, 487D, 489, 491, 498, 499, 506, 507, 511A, 511B, R9</p>	<p>◦ ◦ ◦ ◦ ◦ ◦</p>	
<p>4040-0702 Prepare to write.</p> <ul style="list-style-type: none"> ◦ Select a topic. ◦ Brainstorm ideas alone, with peers, and/or with an adult. ◦ Create drawings, webs, story maps, or other graphic organizers. ◦ Write to get ideas on paper. ◦ Write in a variety of forms (e.g., correspondence, journal, story, poem, informational report). ◦ Use background knowledge and/or print/technological resources. 	<p>Prewriting, SB: 58–59, 182–183, 324–325, 412–413, 556–557, 654–657; TE1: 59A–59B; TE2: 183A–183B; TE3: 325A–325B; TE4: 413A–413D, TE5: 557A–557B; TE6: 657A–657B Brainstorming, TE1: 52, 59A, 59B; TE4: 411N Webbing, TE1: 76, 129; TE2: 240, 245 Organizing Writing, TE1: 59A, 59B; TE2: 181N, 183B, 215N; TE3: 325B, 381N; TE4: 413B Writing a Friendly Letter, SB: 176; TE1: 133M–133N; TE3: R24; PB: 66–67; Journal Entry, TE1: 102; TE2: 275M–275N; Writing a Story, TE2: 212; TE3: R23; TE4: R13, R17, R31; TE6: R23; Writing a Poem, TE1: 79; TE3: 323; TE4: F518, F524; TE5: R25; Writing a Report, TE1: 79H; TE4: 445; TE6: 654–657G PB: 364–365</p>	<p>◦ ◦ ◦ ◦ ◦ ◦</p>	
<p>Language Arts (Elementary)</p>	<p><i>Houghton Mifflin Reading</i> © 2001</p>	<p>Comprehensive</p>	<p>Partial</p>

<p>4040-0703 Create a working draft.</p> <ul style="list-style-type: none"> ◦ Generate a draft based on a prewriting organizational process (e.g., drawing, brainstorming, mapping, keeping a notebook). ◦ Write a first draft with an emphasis on content. ◦ Follow patterns from literature and apply techniques demonstrated by authors. ◦ Use technology when available and appropriate. 	<p>Drafting, TE1: 59C–59D; TE2: 183C–183D; TE3: 325C–325D; TE4: 413C–413D, TE5: 557C–557D; TE6: 657C–657D Reading as a Writer, TE1: 59; TE2: 183; TE3: 325; TE4: 413, TE5: 557; TE6: 657 Using the Internet, TE1: 57; TE2: 158, 177, 186, 213, 215C–215D, 218, 241, 245O, 248, 271, 275C–275D, 275O TE3: 381D; TE4: 449</p>	<p>› › › ›</p>	
<p>4040-0704 Revise working drafts. (continued)</p> <ul style="list-style-type: none"> ◦ Read draft to check for meaning. ◦ Add, delete, and rearrange words, sentences, and details to clarify meaning. ◦ Use paragraphing to develop separate ideas. ◦ Revise text with assistance. ◦ Determine when a piece is complete. ◦ Use technology when available and appropriate. 	<p>Revising, TE1: 59E; TE2: 183E; TE3: 325E; TE4: 413E; TE5: 557E; TE6: 657E; PB: 19, 95, 171, 229, 305, 365 Improving Your Writing, TE1: 57L, 57N, 79L, 79N, 107L, 107N, 133L, 133N; TE2: 181L, 181N, 215L, 215N, 245L, 245N, 275L, 275N; TE3: 323L, 323N, 357L, 357N, 381L, 381N; TE4: 411L, 411N, 449L, 449N, 485L, 485N, 511L, 511N, TE5: 555L, 555N, 581L, 581N, 607L, 607N; TE6: 653L, 653N, 685L, 685N, 707L, 707N; PB: 19, 95, 171, 229, 305, 365, 433 Adding Detail for Elaboration, TE1: 57N; TE2: 181N</p>	<p>› › › › › ›</p>	
<p>4040-0705 Publish selected pieces.</p> <ul style="list-style-type: none"> ◦ Proofread and correct errors. ◦ Demonstrate awareness of page format features (e.g., paragraphs, margins, indentation, titles). ◦ Select the presentational format for the finished product. ◦ Use legible handwriting or technology to produce final copy. <p style="text-align: right;">(continued)</p>	<p>Proofreading, TE1: 59F; TE2: 183F; TE3: 325F; TE4: 413F; TE5: 557F; TE6: 657F Publishing, TE1: 59G; TE2: 183; TE3: 325G; TE4: 413G; TE5: 557G; TE6: 657G Bulletin Board Display, TE3: 323N, 325A, 325G Making a Videotape or Audiotape, TE2: 183G</p> <p style="text-align: right;">(continued)</p>	<p>› › › ›</p>	

<p>4040-0705 (continued) Publish selected pieces.</p> <ul style="list-style-type: none"> ◦ Incorporate relevant illustrations, photos, charts, and graphs when appropriate. ◦ Share the finished product with the intended audience. 	See preceding page.	<p style="text-align: center;">></p> <p style="text-align: center;">></p>	
<p>TOPIC: Writing Standard: 4040-08 Students, teachers, and parents write and respond together. PURPOSE: Objectives:</p>			
<p>4040-0801 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>Class Newsletter, TE4: 413G Write Collaboratively, TE1: 57N; TE2: 183D; TE4: 413A, 413G; TE6: 657A</p>	<p style="text-align: center;">></p> <p style="text-align: center;">></p> <p style="text-align: center;">></p> <p style="text-align: center;">></p> <p style="text-align: center;">></p> <p style="text-align: center;">></p>	
<p>4040-0802 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, TE1: 59A, 59E; TE2: 183E; TE3: 325E; TE4: 413E; TE5: 557E; TE6: 657E</p>	<p style="text-align: center;">></p> <p style="text-align: center;">></p> <p style="text-align: center;">></p> <p style="text-align: center;">></p>	
<p>TOPIC: Speaking and Listening Standard: 4040-09 Students develop oral language to communicate effectively for various purposes and audiences. PURPOSE: Objectives:</p>			
<p>4040-0901 Learn as they talk to explore ideas.</p> <p style="text-align: right;">(continued)</p>	See next page.	<p style="text-align: center;">></p>	
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<p>4040-0901 (continued) 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 from oral or written communication. ◦ Begin to use supporting evidence. ◦ Use a primary language when it provides greater facility to explore ideas that may later be expressed in standard English. 	<p>Speaking Intelligibly, SB: 53, 103, 213, 379, 579, 683; TE1: 57O–57P, 79O–79P, 107O–107P, 133O–133P; TE2: 181O–181P, 215O–215P, 245O–245P, 275O–275P; TE3: 323O–323P, 357O–357P, 381O–381P; TE4: 411O–411P, 449O–449P, 485O–485P, 511O–511P, TE5: 555O–555P, 581O–581P, 607O–607P; TE6: 653O–653P, 685O–685P, 707O–707P</p> <p>Guidelines for Having a Literature Discussion, TE4: 411O–411P</p> <p>Comprehending Spoken Texts, TE1: BTS2–BTS15, 26A–26B, 60E–60F, 80E–80H, 108E–108H; TE2: 156A–156D, 184E–184F, 216E–216F, 246E–246H; TE3: 298A–298D, 326E–326H, 358E–358H; TE4: 390A–390B, 414E–414H, 450E–450F, 486E–486F; TE5: 532A–532D, 558E–558H, 582E–582H; TE6: 632A–632B, 658E–658H, 686E–686H</p> <p>Giving Opinions, TE1: 57O; TE2: 234; TE3: 376; TE4: 497</p> <p>Guidelines for Conversations, TE1: 79O, 79P; Conversations, TE1: 79O, 79P; TE3: 323O–323P; TE5: R13</p> <p>Storytelling, TE1: 133O–133P</p> <p>Retelling a Story, TE1: 133O–133P; TE2: 167, 269; TE3: 298D, 323C, 325I, 325J; TE4: 443</p> <p>Paraphrasing Ideas, TE2: 214; TE4: 467</p> <p>Primary Language Activities, TE1: 133O; TE2: 177, TE4: F518</p>	<p>›</p> <p>›</p> <p>›</p> <p>›</p> <p>›</p> <p>›</p> <p>›</p> <p>›</p> <p>›</p> <p>›</p>	
<p>4040-0902 Use oral language to present information.</p> <ul style="list-style-type: none"> ◦ Use oral language for different purposes (e.g., to inform, persuade, 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. ◦ Develop accuracy and precision in language use. <p style="text-align: right;">(continued)</p>	<p>Contributing Information, TE1: 26B, 27A, 31, 39, 40, 50, 51, 55, 57, 60E, 60F, 61A, 68, 74, 75, 78, 79B, 79D, 80E, 80H, 88, 90, 97, 100, 101, 103, 106, 107B, 108E, 108H, 109A, 116, 117, 123, 127; TE2: 181K; TE4: 391A, 396, 397, 399, 400, 401, 407, 413J, 414H, 420, 423, 427, 429, 443, 450F, 465, 479, 499, 505, 507</p> <p>Persuasive Speech, TE4: 511P</p> <p>Guidelines for Performing Reader’s Theater, TE2: 181O–181P</p> <p>Acting Out Scenes, Stories, And Words, TE4: R11</p> <p>Guidelines for Using Eye Contact, Facial Expressions, Tone, Volume, Diction, and Gestures, TE2: 181P</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>4040-0902 (continued) Use oral language to present information.</p>	<p>Guidelines for Making Eye Contact, TE1: 57O, 79O Guidelines for Speaking Expressively with Stress, Volume, Speed, Pacing, Intonation, TE1: 133O; TE2: 245O; TE3: 381O; TE4: 449P, 511P Guidelines for Speaking Clearly, TE1: 133O; TE4: 449P</p>		
<p>4040-0903 Use speech for language enrichment.</p> <ul style="list-style-type: none"> ◦ Participate in literature responses, book shares, story retellings, and choral readings. ◦ Create and participate in oral dramatic activities. ◦ Dramatize stories in a variety of formats. ◦ Recite short poems, rhymes, songs, and stories. ◦ Improvise in response to pictures, music, and stories. ◦ Share stories or information orally with an audience. 	<p>Use New Vocabulary or Language in Speaking, TE1: 27A, 57G, 61A, 81A, 107G, 109A, 133G, 133K; TE2: 157A, 185A, 215H, 217A, 245I, 247A, 251; TE3: 299A, 323G, 323J, 327A, 357G, 359A, 381J; TE4: 391A, 411G, 415A, 449G, 451A, 485G, 485K, 487A, 511G</p> <p>Oral Summaries, TE1: 26B, 34, 39, 42, 45, 48, 50, 51, 60E, 60F, 70, 74, 75, 80H, 92, 100, 106, 108H, 126; TE2: 169, 170, 174, 175, 184F, 186, 195, 196, 210, 211, 214, 217C, 224, 228, 231, 232, 238, 239, 259, 260, 268, 269, 272, 275; TE3: 298D, 308, 309, 310, 316, 317, 323D, 325I, 326E, 326H, 325J, 325L, 325N, 338, 339, 352, 353, 358H, 366, 367, 368, 376, 377; TE4: 390B, 400, 401, 402, 406, 407, 413J, 413N, 414H, 427, 428, 442, 450F, 458, 465, 466, 479, 486F, 498, 499, 500, 506, F517, TE5: 532D, 558H, 582H; TE6: 632B, 658H, 686H</p> <p>Guidelines for Telling a Story from Another Point of View, TE4: 496 Dramatizing, TE1: 133P; TE3: R27; TE4: 449O–449P Role-play, TE1: 43, 103, 128; TE2: 215O, 215P, 271; TE3: 323P; TE4: 413J, 511M Sharing, TE1: 33, 34, 41, 51, 53, 57, 57J, 75, 76, 77, 79J, 101, 107B, 107N, 121, 127, 129, 133N; TE2: 169, 175, 181, 181I, 195, 211, 213, 215D, 224, 231, 239, 241, 245, 245D, 245I, 246E, 259, 269, 271, 275G, 275J; TE3: 299C, 309, 317, 319, 322, 323, 323D, 325N, 339, 353, 355, 357B, 357G, 367, 377, 379, 381, 381D; TE4: 401, 407, 409, 411D, 413J, 413L, 413N, 427, 443, 445, 449, 449I, 458, 465, 479, 499, 501, 507, 509, F519</p>		
<p>4040-0904 Build a speaking vocabulary.</p> <ul style="list-style-type: none"> ◦ Increase oral descriptive vocabulary. ◦ Ask about words not understood. ◦ Use words that reflect a growing range of interest and knowledge. ◦ Clarify and explain words and ideas. <p style="text-align: right;">(continued)</p>	<p>Descriptive Language, TE1: 33, 120, 124; TE2: 174, 182, 204, 215M, 215N; TE3: 308, 325L, R19; TE4: 498 ; TE6: R19 Describing, TE1: 26A, 26B, 27A, 68, 76, 77, 79N, 128; TE2: 181O, 184E, 185A, 194, 275N, 275O–275P; TE3: 298A, 299D, 308, 315; TE4: 390A, 511J, F523</p> <p style="text-align: right;">(continued)</p>		

Language Arts (Elementary)	<i>Houghton Mifflin Reading © 2001</i>	Comprehensive	Partial
<p>4040-0904 (continued) Build a speaking vocabulary.</p> <ul style="list-style-type: none"> ◦ Identify and use synonyms, antonyms. ◦ Use figurative language to clarify and enhance oral communication. 	<p>Sharing, TE1: 33, 34, 41, 51, 53, 57, 57J, 75, 76, 77, 79J, 101, 107B, 107N, 121, 127, 129, 133N; TE2: 169, 175, 181, 181I, 195, 211, 213, 215D, 224, 231, 239, 241, 245, 245D, 245J, 246E, 259, 269, 271, 275G, 275J; TE3: 299C, 309, 317, 319, 322, 323, 323D, 325N, 339, 353, 355, 357B, 357G, 367, 377, 379, 381, 381D; TE4: 401, 407, 409, 411D, 413J, 413L, 413N, 427, 443, 445, 449, 449I, 458, 465, 479, 499, 501, 507, 509, F519</p> <p>Use New Vocabulary or Language in Speaking, TE1: 27A, 57G, 61A, 81A, 107G, 109A, 133G, 133K; TE2: 157A, 185A, 215H, 217A, 245I, 247A, 251; TE3: 299A, 323G, 323J, 327A, 357G, 359A, 381J; TE4: 391A, 411G, 415A, 449G, 451A, 485G, 485K, 487A, 511G</p> <p>Synonyms, TE1: 107I, 107J; TE2: 185B; TE3: 323I–323J, R15; TE4: R3; PB: 47, 164</p> <p>Antonyms, TE2: 181I–181J; TE4: 511G</p> <p>Dialogue, SB: 378, 550, 624; TE1: 87; TE2: 188, 192, 250, 258, 261; TE3: 325D; TE4: 505; TE5: 596</p>	<p>◦</p> <p>◦</p>	
<p>4040-0905 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. ◦ Use increasingly complex sentence structures in oral communication. 	<p>Listening to Retell a Story, TE4: R17</p> <p>Dramatizing, TE1: 133P; TE3: R27; TE4: 449O–449P</p> <p>Storytelling, TE1: 133O–133P</p> <p>Verb Tenses, TE3: 381K–381L, R22; TE4: 449K–449L, R27</p> <p>Composing Oral Sentences, TE2: 181I; TE3: 323G, 323J, 357G, 381J; TE4: 411G</p>	<p>◦</p> <p>◦</p> <p>◦</p>	
<p>TOPIC: Speaking and Listening Standard: 4040-10 Students develop language and acquire information through listening. PURPOSE: Objectives:</p>			
<p>4040-1001 Listen actively.</p> <ul style="list-style-type: none"> ◦ Listen and respond in conversation. ◦ Listen to gain information. <p style="text-align: right;">(continued)</p>	<p>Guidelines for Conversations, TE1: 79O, 79P; TE3: 323O–323P; TE5: R13</p> <p style="text-align: right;">(continued)</p>	<p>◦</p> <p>◦</p>	

<p>4040-1001 (continued) Listen actively.</p> <ul style="list-style-type: none"> ◦ 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>Listening for Information, TE1: 108E–108H; TE3: 381O, 381P; TE4: 511M, 511N</p> <p>Listening for Pleasure/Enjoyment, TE2: 181O–181P, 242; TE3: 298A–298D, 326E–326H, 358E–358F; TE4: 390A–390B</p> <p>Listening for a Purpose, TE1: BTS2–BTS15, 26A–26B, 60E–60F, 80E–80H, 108E–108H; TE2: 156A–156D, 184E–184F, 216E–216F, 246E–246H; TE3: 298A–298D, 326E–326H, 358E–358H; TE4: 390A–390B, 414E–414H, 450E–450F, 486E–486F; TE5: 532A–532D, 558E–558H, 582E–582H; TE6: 632A–632B, 658E–658H, 686E–686H</p>	<p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p>	
<p>4040-1002 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, summarizing). ◦ 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, TE1: 26A, 60E, 80E, 108E; TE2: 156A, 184E, 216E, 246E, TE4: 390A, 411, 414E, 450E, 486E</p> <p>Listening and Predicting Outcomes, TE4: 390A–390B</p> <p>Responding to Listening, TE1: 60F, 108H; TE2: 156F, 184F, 216F, 246H; TE4: 390B, 414H</p> <p>Paraphrasing Ideas, TE2: 214; TE4: 467</p> <p>Responding to Spoken Texts, TE1: BTS14–BTS15, 26B, 60F, 80H, 108H; TE2: 156D, 184F, 216F, 246H; TE3: 298D, 326H, 358H; TE4: 390B, 414H, 450F, 486F; TE5: 532D, 558H, 582H; TE6: 632B, 658H, 686H</p> <p>Guidelines for an Oral Presentation, TE2: 275P, TE5: 607O–607P</p>	<p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p>	
<p>4040-1003 Respond as they listen to stories and informational books.</p> <ul style="list-style-type: none"> ◦ Attend to what is being read. ◦ Reflect on what is read and relate it to personal experience. ◦ Anticipate the flow of events. <p style="text-align: right;">(continued)</p>	<p>Guidelines for Listening Attentively, TE1: 53; TE2: 245P; TE3: 323O, 323P, 381O, 381P</p> <p>Responding to Listening, TE1: 60F, 108H; TE2: 156F, 184F, 216F, 246H; TE4: 390B, 414H</p> <p style="text-align: right;">(continued)</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>4040-1003 (continued) Respond as they listen to stories and informational books.</p> <ul style="list-style-type: none"> ◦ 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>Listening for Sequence, TE1: 80H Listening for Story Structure, TE1: 26A–26B; TE4: 486E–486F Listening for Topic, Main Idea, and Details, TE6: 658E–658H Cause and Effect, TE5: 532A–532D Listening to Compare and Contrast, TE3: 326E–326F Fantasy and Realism, TE3: 358E–358F</p>	<p>◦ ◦ ◦</p>	
<p>TOPIC: Speaking and Listening Standard: 4040-11 Students, teachers, and parents use speaking and listening to explore, clarify, and understand ideas in different settings. PURPOSE: Objectives:</p>			
<p>4040-1101 Build upon the language skills developed in the family, school, and community.</p> <ul style="list-style-type: none"> ◦ Respect cultural and ethnic differences. ◦ Be flexible and responsible in communicating with others. ◦ Put information together in unique ways. ◦ 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, TE1: 57O–57P; TE2: 181P, 245O–245P, 275O–275P, F291; TE4: 357P, 410O–410P, 449O–449P, F525; TE5: 607P; TE6: 653O–653P, 685O–685P Speaking and Listening at Home, TE2: 215O–215P Speaking and Listening at School, TE2: F291; TE4: 381O–381P; TE5: F625 Problem Solving, SB: 412–413; TE4: 414E–414H</p>	<p>◦ ◦ ◦ ◦ ◦ ◦ ◦</p>	
<p>4040-1102 Participate in a language-rich environment created by students, teachers, and parents.</p> <ul style="list-style-type: none"> ◦ Talk to develop concepts, understand processes, and share family stories. <p style="text-align: right;">(continued)</p>	<p>Use New Vocabulary or Language in Speaking, TE1: 27A, 57G, 61A, 81A, 107G, 109A, 133G, 133K; TE2: 157A, 185A, 215H, 217A, 245I, 247A,</p> <p style="text-align: right;">(continued)</p>	<p>◦ ◦</p>	

<p>4040-1102 (continued) Participate in a language-rich environment created by students, teachers, and parents.</p> <ul style="list-style-type: none"> ◦ Acquire connotative and idiomatic meanings and new vocabulary. ◦ Talk with people of different ages and cultures. ◦ Listen interactively to a variety of language experiences (e.g., poetry, songs, stories, informational books). ◦ Listen to stories about diverse groups and cultures. 	<p>Use New Vocabulary or Language in Speaking, TE1: 27A, 57G, 61A, 81A, 107G, 109A, 133G, 133K; TE2: 157A, 185A, 215H, 217A, 245I, 247A, 251; TE3: 299A, 323G, 323J, 327A, 357G, 359A, 381J; TE4: 391A, 411G, 415A, 449G, 451A, 485G, 485K, 487A, 511G</p> <p>Teacher Read Aloud, TE1: 26A–26B, 60E–60F, 80E–80H108E–108H; TE2: 156A–156D, 184E–184F, 216E–216F, 246E–246F; TE3: 298A–298D, 326E–326H, 358E–358F; TE4: 390A–390B, 414E–414H, 450E–450F, 486E–486F; TE5: 532A–532D, 558E–558H, TE6: 632A–632B, 658E–658H, 686E–686H</p>	<p>,</p> <p>,</p> <p>,</p>	
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