

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

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: 4050-01 Students use prior knowledge to make predictions, comprehend new information, and construct meaning. PURPOSE: Objectives:</p>			
<p>4050-0101 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: 79, R2, R4, R6; TE2: 134A, 159S, 179, 207U, 227, R2, R4, R6, R8; TE3: 258A, 283, 289Q, 307, 309U, 331; TE4: 340A, 361, 365S, 391U, 411, 413U, 435, F440; TE5: 489, 517, 545, F582, R2, R4, R6; TE6: 669, R4 Selection Connections, TE1: 21A; TE2: 131A; TE3: 255A; TE4: 337A; TE5: 463A; TE6: 595A; PB: 1–2, 61–62, 137–138, 195–196, 271–272, 345–346 Read Another Book by Author, TE1: 99 Reading for Information, TE1: 56, 79, 85; TE5: 544, F582; TE6: 629, 636 Having a Literature Discussion, TE1: 81O–81P Synthesizing, TE6: 623 Theme Connections, TE1: 24A, 25B, 26A, 46, 51, 54A, 76, 81V, 81X, 82A, 100; TE2: 134A, 135B, 136A, 159S, 159V, 160A, 181U, 181X, 182A, 202, 207, 207U, 207X, 224; TE3: 259B, 260A, 285, 289V, 290A, 304, 309, 309V, 310A, 328; TE4: 342A, 358, 363, 366A, 386, 391, 392A, 408, 414A, 413, 432, 437; TE5: 468A, 496A, 520A, 548A; TE6: 600A, 626A, 648A</p>	<p>,</p> <p>,</p> <p>,</p> <p>,</p> <p>,</p> <p>,</p> <p>,</p>	

<p>4050-0102 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>Conforming/Changing Predictions, TE1: 27B, 29, 34, 35, 36, 44, 57, 68, 74, 75, 90, 98; TE2: 143, 150, 159V, 169, 170, 171, 172, 174, 183B, 183C, 185, 194, 195, 200, 214, 223; TE3: 263, 270, 271, 278, 279, 298, 299, 300, 302, 320, 321, 326, 331; TE4: 345, 350, 355, 357, 378, 380, 384, 389, 400, 417, 424, 430, 431, 432; TE5: 471, 476, 477, 484, 557, 563</p> <p>Connections Between Expository Selections, TE1: 76, 81; TE2: 152, 228, 229</p> <p>Connections Between Narrative and Expository Selection, TE1: 105; TE2: 181; TE3: 285, 328, 333; TE4: 363, 391</p> <p>Connections Between Narrative Selections, TE2: 176; TE3: 304; TE4: 358, 408, 413, 432; TE5: 519, F591</p>		
<p>4050-0103 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>Conforming/Changing Predictions, TE1: 27B, 29, 34, 35, 36, 44, 57, 68, 74, 75, 90, 98; TE2: 143, 150, 159V, 169, 170, 171, 172, 174, 183B, 183C, 185, 194, 195, 200, 214, 223; TE3: 263, 270, 271, 278, 279, 298, 299, 300, 302, 320, 321, 326, 331; TE4: 345, 350, 355, 357, 378, 380, 384, 389, 400, 417, 424, 430, 431, 432; TE5: 471, 476, 477, 484, 557, 563</p>		
<p>TOPIC: Reading Standard: 4050-02 Students comprehend and critically evaluate text as they read for different purposes. PURPOSE: Objectives:</p>			
<p>4050-0201 Use a variety of strategies to comprehend text.</p> <ul style="list-style-type: none"> ◦ Use context clues to determine the meaning of unfamiliar words. ◦ Reread to check comprehension. ◦ Use text and illustrations to adjust and confirm meaning. ◦ Ask questions to check comprehension and explore ideas. <p style="text-align: right;">(continued)</p>	<p>Monitor/Clarify Strategy, TE1: 48, 83B, 85, 88, 89, 90, 93, 96, 99, R6; TE2: 209B, 211, 212, 214, 215, 219, 222, 223, 227, R8, R9; TE3: 307; TE4: 367B, 372, 373, 377, 378, 379, 382, 384, 385, R4–R5; TE6: 627B, 632, 635, 638; PB: D</p> <p>Rereading for Comprehension, TE1: 88, 95, 96; TE2: 203, 207J; TE4: 386, 363A, 391A, 413A, 421, 437A</p> <p>Picture Clues, TE1: 91; TE2: 177, 178, 198; TE4: 410; TE5: 546</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>4050-0201 (continued) Use a variety of strategies to comprehend text.</p> <ul style="list-style-type: none"> ◦ Retell in own words to make sense. ◦ Select strategies appropriate to the purpose for reading and type of text (e.g., skimming, analytical reading, recreational reading). ◦ Use multiple sources to broaden understanding of concepts. ◦ Take notes to paraphrase or summarize information. ◦ Use resources (e.g., dictionary, index, encyclopedia) to verify and confirm meaning. 	<p>Question Strategy, TE1: 55B, 57, 64, 67, 68, 72, 74, 75, R4; TE3: 311B, 313, 317, 318, 320, 322, 326, 327; TE4: 393B, 398, 399, 400, 404, 406, 407, R6–R7; TE5: 497B, 504, 512</p> <p>Listening for Fact and Opinion, TE1: 81X; TE2: 134A–135B</p> <p>Using a Dictionary for Decoding, TE1: 55A, 81E; TE3: 309I–309J, 319; TE4: 413I, 413J</p> <p>Glossary: TE1: G1–G3; TE2: 207A–207B, G1–G3; TE3: G1–G3; TE4: G1–G3; TE5: G1–G5; TE6: G1–G5</p> <p>Using an Index, TE1: 51I; TE2: 207A–207B, 207C–207D</p>	<p>,</p> <p>,</p> <p>,</p> <p>,</p> <p>,</p> <p>,</p>	
<p>4050-0202 Develop an interpretation of the 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 style="text-align: right;">(continued)</p>	<p>Story Structure, TE1: 43; TE2: 161B, 161C, 173, 181A–181B, R4–R6, R12–R13; TE3: 295; TE4: 355; TE5: R8; PB: 84, 86–87</p> <p>Main Idea, TE1: 48, 89; TE2: 209B, 209C, 221, 224, 226, 229A–229B, R8–R9, R16–R17; TE3: 273, 283, 303, 315; TE6: 611, 627B, 627C, 631, 647A–647B, R4; Explicit, TE1: 48, 89; TE2: 209B, 209C, 221, 224, 226, 229A–229B, R8–R9, R16–R17; TE3: 273, 283, 303, 315; Implicit, TE1: 48, 89; TE2: 221, 229, 229A–229B, R8–R9, R16–R17; TE3: 276, 315; PB: 114, 117, 368, 370–371</p> <p>Selection Connections, TE1: 21A; TE2: 131A; TE3: 255A; TE4: 337A; TE5: 463A; TE6: 595A; PB: 1–2, 61–62, 137–138, 195–196, 271–272, 345–346</p> <p>Illustrations, TE5: 489, 495I, 495M; TE6: 625I; Diagrams, TE1: 55B, 61, 65, 78, 79, 88; TE2: 149, TE2: 229C–229D; TE6: 638</p> <p>Literature of Historical Eras, TE1: 90; TE2: 178–181; TE3: 258A–259B, 260A, 262–278, 289Q–289V, 306–309, 310A, 313–327, 330–333</p> <p>Making Inferences, SB: 100, 176, 386, 432; TE1: 51, 81, 100, 105; TE2: 157O, 159T, 176, 198, 207, 215, 229; TE3: 285; TE4: 343B, 348, 350, 351, 353, 355, 356, 357, 386, 397, 432, 437A–437B, R8–R9, R16–R17; TE5: 485, 514, 519, 563; TE6: 623, 635, 641, 647, 671; PB: 85, 248, 251</p> <p style="text-align: right;">(continued)</p>	<p>,</p> <p>,</p> <p>,</p> <p>,</p> <p>,</p> <p>,</p>	

<p>4050-0202 (continued) Develop an interpretation of the text.</p>	<p>Drawing Conclusions, TE1: 46, 51, 60, 66, 76, 81, 99; TE2: 143, 146, 151, 152, 159T, 166, 171, 176, 181, 202, 223, 224; TE3: 268, 272, 280, 304, 328; TE4: 349, 351, 357, 358, 363, 374, 378, 384, 386, 407, 408, 413, 425, 431, 432, 437; TE5: 469C, 483, 486, 491A–491B, 507, 509, 514, 541, 542, 547, 563, 564, R2; TE6: 623, 641, 642, 649B, 649C, 657, 659, 665, 666, 671, 671A–671B, R6; PB: 274, 277, 383, 386</p> <p>Cause and Effect, TE1: 45, 51, 75, 92, 100; TE2: 167, 179, 181, 207; TE3: 285, 291B, 291C, 297, 309A–309B, 328, 333, R4–R5, R10–R11; TE4: 399, 413, 432; TE5: 491, 519, 557, 569, F581; PB: 160, 163;</p> <p>Problem-Solution, TE1: 43; TE2: 159U, 173, 181A–181B, 207O; TE3: 295; TE4: 355, 363A, 363B, F445, F447, F458; PB: 84, 87, 198, 201</p>		
<p>4050-0203 Critically evaluate the text.</p> <ul style="list-style-type: none"> ◦ Discriminate between fact, fiction, and opinion. ◦ 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, events, characters, time frame, setting, author’s purpose, quality of writing). ◦ Select and record relevant information for note taking, outlining, discussion, writing, or a follow-up task. ◦ Judge the accuracy of the text (e.g., author’s qualifications, author’s sources, date of publication). ◦ Use personal experience to interpret and validate text. ◦ Understand different points of view. 	<p>Fact and Opinion, TE1: 65; TE2: 134A–135B, 137B, 137C, 141, 152, 157A–157B, R2–R3, R1–R11; TE3: 280, 285A, 285B; TE5: 480; PB: 64, 65, 67, 140</p> <p>Fantasy/Realism, TE4: 419, 421, 428</p> <p>Evaluate Strategy, TE1: 103; TE2: 159T, 159V, 173, 181A–181B, 207O; TE3: 261B, 262, 265, 266, 270, 274, 275, 279, 283, R2; TE4: 415B, 417, 422, 422, 424, 426, 428, 430, 431, R8–R9; TE5: 487, 521B, 528, 529, 534, 536; TE6: 601B–601C, 604, 605, 612, 613; PB: 84, 87, 348</p> <p>Compare and Contrast, TE1: 46, 51, 76, 81, 92, 100, 105; TE2: 152, 174, 181, 202, 207, 215, 224, 229; TE3: 278, 285, 299, 309, 318, 328; TE4: 354, 386, 391, 393B, 393C, 403, 408, 413, 413A–413B, 437, R6–R7, R14–R15, F459; TE5: 479, 486, 519, 531, 547, 569, F581, F587, F591; TE6: 617, 618, 623, 633, 642, 647, 666, 671</p> <p>Connections Between Literature and Life/Personal Experience, TE2: 142, 152, 202, 222, 224; TE3: 280, 304, 328, 303; TE4: 350, 379, 411, 413; TE5: 486, 514, 542, 545, 564; TE6: 647</p> <p>Evaluating Information, TE2: 137B, 157C–157D; TE4: 413C–413D</p> <p>Personal Response to Literature, TE1: 47, 77, 101; TE2: 153, 175, 176, 177, 203, 207X, 223, 225; TE3: 281, 305, 329; TE4: 359, 387, 409, 433; TE5: 487, 515, 543, 565; TE6: 619, 643, 667</p> <p>Point of View, TE2: 157O, 202; TE3: 274, 296, 308; TE4: 385</p>		
<p>Language Arts (Elementary)</p>	<p><i>Houghton Mifflin Reading</i> © 2001</p>	<p>Comprehensive</p>	<p>Partial</p>

<p>4050-0204 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 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). ◦ Interpret the significance of print variations (e.g., italics, bold face, underlining). 	<p>Alphabetical Order, TE1: 51I, 81I, 81J; TE2: 181C, 181D, 207C, 207D; PB: 32 Table of Contents, TE2: 207A–207B Using an Index, TE1: 51I; TE2: 207A–207B, 207C–207D Alphabetical Order in a Dictionary, TE1: 81I–81J Encyclopedia, TE1: 51, 51C–51D, 81J, 105; TE2: 181C, 181D; TE3: 285C, 285D, 285J; TE4: 413C, R37 Headings and Titles, TE1: 55B, 55C, R4; TE2: 178, 226; TE3: 331; TE4: 388, 389, 410, 412, 415B, R8, , F442; TE5: 544, R4; TE6: 644, R6 Using a Dictionary for Decoding, TE1: 55A, 81E; TE3: 309I–309J, 319; TE4: 413I, 413J Table of Contents, TE2: 207A–207B Using an Index, TE1: 51I; TE2: 207A–207B, 207C–207D Using Print and Electronic Reference Sources, TE1: 51C–51D; TE2: 181, 229; TE4: 363, 391 Selecting the Appropriate Reference Source, TE2: 181C–181D, 207 Dark Type, TE4: F442 Italics, TE3: 304; TE4: F442</p>		
<p>TOPIC: Reading Standard: 4050-03 Students use a variety of cueing systems to determine word pronunciation, meaning, and language structure. PURPOSE: Objectives:</p>			
<p>4050-0301 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 <p style="text-align: right;">(continued)</p>	<p>Phonics/Decoding Strategy, TE1: 27A, 41, 51E, 51F, 55A, 64, 81F, 83A, 86, 105E, 105F, R3, R5, R7, R9; TE2: 137A, 146, 157F, 161A, 164, 179, 181E, 181F, 183A, 196, 207F, 209A, 218, 229F, R2, R3, R4, R5, R6, R7, R8; TE3: 261A, 273, 285E, 285F, 291A, 301, 309E, 309F, 311A, 319, 333E, 333F, R2, R3, R4, R5, R6, R7; TE4: 343A, 363F, 367A, 374, 391F, 393A, 397, 413F, 415A, 421, 437F, R2, R3, R4, R5, R6, R7, R8, R9; TE5: 469A, 482, 497A, 518, 519F, 521A, 536, 549A, 569F, R3, R5,</p> <p style="text-align: right;">(continued)</p>		

<p>4050-0301 (continued) Use cueing systems to monitor and guide comprehension of text.</p> <ul style="list-style-type: none"> ◦ 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). ◦ Use words that signal transitions to determine sequence and its contribution to the meaning of a text (e.g., therefore, however). ◦ Recognize how text structure contributes to meaning (e.g., capitalization, commas alone and in a series, plural and possessive apostrophes, double and single quotation marks, paragraph indentation, abbreviations). 	<p>Phonics/Decoding Strategy, TE5: (continued) R7, R9; TE6: 601A, 607, 623F, 626A, 637, 647F, 649A, 663, 671F, R3, R5, R7 Monitor/Clarify Strategy, TE1: 48, 83B, 85, 88, 89, 90, 93, 96, 99, R6; TE2: 209B, 211, 212, 214, 215, 219, 222, 223, 227, R8, R9; TE3: 307; TE4: 367B, 372, 373, 377, 378, 379, 382, 384, 385, R4–R5; TE6: 627B, 632, 635, 638; PB: D Signal Words for Sequence, TE2: 157N, 205, 213 Parentheses, TE3: 304; TE4: F442 Quotation Marks in Dialogue, TE3: 289D; TE4: 413K–413L, R30–R31; TE5: 491N; PB: 243, 244, 287</p>		
<p>4050-0302 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., colonial, constitution, preamble). ◦ Interpret comparatives (e.g., fun, more fun, most fun) and superlatives (e.g., small, tiny, minute). 	<p>Multiple-Meaning Words, TE2: 181I, 181J; TE3: 333G; TE4: 391I–391J, F443 Synonyms, TE3: 285I–285J; TE4: 391C, 391D, 391J; TE5: 519G; PB: 12, 148 Antonyms, TE2: 181G; TE3: 333I–333J; TE5: 569G–569H; PB: 183 Vocabulary Expansion and Skills, TE1: 51I–51J, 81I–81J, 105I–105J; TE2: 157I–157J, 181I–181J, 207I–207J, 229I–229J; TE3: 285I–285J, 309I–309J, 333I–333J; TE4: 363I–363J, 391I–391J, 413I–413J, 437I–437J; TE5: 491J, 519J, 547J, 569J; TE6: 623J, 647J, 671J; PB: 12, 32, 47, 72, 92, 107, 122, 148, 168, 183, 206, 226, 241, 256, 282, 302, 317, 332, 356, 376, 391 Botanical Words, TE6: 671J; Cloth Words, TE5: 519J; French Words, TE5: 491J; Horse Words, TE5: 547J; Words Related to the Seasons, TE6: 623J; Nautical Words, TE3: 333J; Scientific Terms: Geology Words, TE1: 51J; TE2: 207J; Scientific Terms: Sound Words, TE2: 181J; Transportation Words, TE4: 437J Using good and bad, TE4: 363K–363L, R26–R27</p>		
<p>Language Arts (Elementary)</p>	<p><i>Houghton Mifflin Reading</i> © 2001</p>	<p>Comprehensive</p>	<p>Partial</p>

<p>TOPIC: Reading Standard: 4050-04 Students develop independence in reading. PURPOSE: Objectives:</p>			
<p>4050-0401 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, SB: 26–27, 28–44, 48–51, 54–55, 56–75, 78–81, 82–83, 84–99, 102–105, 110–127, 136–137, 138–150, 154–157, 160–161, 162–175, 178–180, 182–183, 184–201, 204–207, 208–209, 210–221, 226–229, 235–251, 260–261, 262–278, 282–285, 290–291, 293–303, 306–309, 310–311, 313–327, 330–333, 342–343, 344–357, 360–363, 366–367, 368–385, 388–391, 392–393, 394–407, 414–415, 416–430, 434–437, 441–459, 468–469, 470–485, 488–491, 496–497, 498–513, 519, 520–521, 522–541, 544–547, 548–549, 550–563, 566–569, 574–578, 579–581, 582–587, 588–591, 600–601, 602–616, 620–623, 626–627, 629–641, 644–647, 648–649, 651–665, 668–672</p> <p>Rereading Independently, TE2: 143, 171, 194, 215; TE3: 270, 299, 320; TE4: 351, 379, 400, 405, 424</p> <p>Read Another Book by Author, TE1: 99</p> <p>Leveled Books, TE1: 53I–53J, 53K–53L, 53M–53N; TE2: 159I–159J, 159K–159L, 159M–159N; TE3: 289F, 289G–289H, 285I–285J, 285K–285L; TE4: 365I–365J, 365K–365L, 365M–365N; TE5: 495I–495J, 495K–495L, 495M–495N; TE6: 625I–495J, 495K–495L, 495M–625N</p>		
<p>4050-0402 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: 41, 67, 93; TE2: 145, 165, 189, 219; TE3: 269, 303, 317; TE4: 347, 373, 405, 421; TE5: 505, 529, 553; TE6: 607, 637, 655</p> <p>Rereading With Expression and Intonation, TE1: 41, 67, 93; TE2: 145, 165, 189, 219; TE3: 269, 303, 317; TE4: 347, 373, 405, 421</p> <p>Oral Reading, TE1: 51, 67, 93, 105; TE2: 145, 165, 189, 219; TE3: 269, 303, 317; TE4: 347, 373, 405, 421, 429 TE5: 473, 491, 505, 519, 529, 553; TE6: 607, 623, 637, 647, 655, 671</p>		
<p>TOPIC: Reading Standard: 4050-05 Students, teachers, and parents read together to create shared meaning from print. PURPOSE: Objectives:</p>			

<p>4050-0501 Value reading as an important part of their lives.</p> <ul style="list-style-type: none"> ◦ Share various literary genre (e.g., chapter books, magazines, newspapers, reference materials). ◦ Appreciate cultural contributions and artistic expressions. ◦ Use appropriate strategies to refine meaning (e.g., summarize main points, make predictions, ask questions, retell events or points of information). ◦ Choose to read outside of school. ◦ Seek opportunities to share print materials and ideas gained from reading. ◦ Refine reading skills and develop positive attitudes. ◦ Talk about books and authors in and out of the classroom. ◦ Share reading strategies. 	<p>Responding to Written Texts, SB: 46–47, 76–77, 100–101, 128–129, 152–153, 176–177, 202–203, 224–225, 252–253, 280–281, 304–305, 328–329, 358–359, 386–387, 408–409, 432–433, 460–461, 486–487, 514–515, 542–543, 564–565, 592–593, 618–619, 642–643, 666–667</p> <p>Literature By and About Africans and African-Americans, TE1: BTS2– BTS15, 53K–53L, R2–R3; TE2: 130K, 207U–207X, R8–R9, F237, F251; TE3: 289K–289L, 310A, 312–327; TE4: 344–357; TE5: 516– 519, R5–R6, F574–F578; TE6: R2–R3</p> <p>Literature By and About Asians and Asian-Americans, TE2: 138–151, 159K–159L, R2–R3, F246; TE4: 365I–365J, 394–407; TE5: R8–R9</p> <p>Literature By and About Hispanics/Latinos, TE1: 102–105; TE2: 134A– 135B, 162–175, R4–R5, F235, F250; TE4: 365M–365N, R6–R7; TE5: 550–563, 588–591</p> <p>Literature By and About Native Americans, TE2: 159M–159N; TE6: 466A–467B, 470–485, 488–491, 495K–495L, 495M–495N, R2–R3; TE6: 620–623</p> <p>Literature By and About Whites, TE1: 28–44, 78–81; TE3: 262–278, 293–303; TE4: 368–385, 416–435; TE5: 498–519</p> <p>Suggestions for Independent and Recreational Reading, TE1: 20–20D, 28, 51B, 56, 81B, 84, 105B, R2–R3, R4–R5, R6–R7; TE2: 130E–130F, 138, 157B, 159H, 159I–159J, 159K–159L, 159M–159N, 162, 181B, 184, 207B, 210, 229B; TE3: 262, 285B, 289F, 289G–289H, 289I–289J, 289K–289L, 292, 309B, 312, 333B, R2–R3, R4–R5, R6–57; TE4: 336C–336D, 344, 365H, 365I–365J, 365K–365L, 365M–365N, 387B, 368, 391B, 394, 413B, 416, 437B, R2–R3, R4–R5, R6–R7, R8–R9</p>	<p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p>	
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<p>4050-0502 Participate in a print-rich environment.</p> <ul style="list-style-type: none"> ◦ Reread and retell favorite stories with friends and/or family members. ◦ Participate in a variety of language activities (e.g., correspondence, family histories, written directions, choral reading, readers’ theater). ◦ Support opinions with information from text. 	<p>Paired Reading, TE1: 67, 93, 102, R3, R5, R7, R9; TE2: 145, 189, 210; TE3: 269, 303, 317; TE4: 351, 400, 405, 424; TE5: 473</p> <p>Writing a Friendly Letter, TE3: 309M–309N</p> <p>Choral Speaking, TE5: 569O–569P</p> <p>Writing a Set of Directions, TE3: 332, 333; TE4: 347</p> <p>Reader’s Theater, TE4: F461</p> <p>Reading to Understand Facts and Events, TE4: 360–363, 410–413; TE5: 516, F588</p>	<p>,</p> <p>,</p> <p>,</p>	
<p>TOPIC: Writing Standard: 4050-06 Students use concepts and conventions of print to create text. PURPOSE: Objectives:</p>			
<p>4050-0601 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 (e.g., newspaper article, editorial, dramatic script). ◦ 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>Webbing, SB: 46; TE1: 46</p> <p>Developing Characters, SB: 46; TE1: 46; TE3: 289A, 286, 287, 289A, 289C</p> <p>Plot, TE3: 286, 287, 289B, 289C</p> <p>Stating and Keeping to the Topic, TE4: 365A, 413M; TE5: 547M</p> <p>Using Sequence, TE3: 289B, 333M</p> <p>Organizing by Order of Importance, Size, or Position, SB: 152, 202; TE1: 53D; TE2: 152</p> <p>Using Order and Time Words, TE4: 310, 365B, 391M, 413N</p>	<p>,</p> <p>,</p> <p>,</p> <p>,</p> <p>,</p> <p>,</p>	

<p>4050-0602 Build a spelling vocabulary for writing.</p> <ul style="list-style-type: none"> ◦ Spell and increasing number of high frequency words correctly. ◦ Spell content words correctly. ◦ Use spelling patterns to spell new words (e.g., word families, syllabication, base words, affixes). ◦ Proof and correct misspelled words. ◦ Confirm the spelling of unknown words. ◦ Write legibly. ◦ Use spelling resources (e.g., thesaurus, dictionaries, encyclopedias, peers, adults). 	<p>Frequently Misspelled Words, TE1: 53F; TE2: 159F; TE3: 289D; TE4: 365F; TE5: 495F; TE6: 625F</p> <p>Spelling, TE1: 51G–51H, 81G–81H, 105G–105H; TE2: 157G–157H, 181G–181H, 207G–207H, 229G–229H; TE3: 285G–285H, 309G–309H, 333G–333H; TE4: 363G–363H, 391G–391H, 413G–413H, 437G–437H; TE5: 491G–491H, 519G–519H, 547G–547H, 569G–569H; TE6: 623G–623H, 647G–647H, 671G–671H; PB: 9–11, 29–31, 44–46, 69–71, 89–91, 104–106, 119–121, 145–147, 165–167, 180–182, 203–205, 223–225, 238–240, 253–255, 279–281, 299–301, 314–316, 329–331, 353–355, 373–375, 388–390</p> <p>Proofreading Spelling, TE1: 51H, 53F, 81H, 105H; TE2: 157H, 159F, 181H, 207H, 229H; TE3: 285H, 289F, 309H, 333H; TE4: 363H, 365F, 391H, 413H, 437H; ; TE5: 491H, 519H, 547H, 569H; TE6: 623H, 647H, 671H; PB: 407, 409, 411, 413, 415, 417, 419, 421, 423, 425, 427</p> <p>Using a Dictionary for Spelling, TE1: 51G, 51H; TE2: 181H, 181J; TE4: 363G</p> <p>My Study List, PB: 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428</p>		
<p>4050-0603 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 ideas into compound and complex sentences. ◦ Apply the conventions of capitalization (i.e., sentence beginning, proper nouns, titles). ◦ Use commas in a series, in correspondence, and dates. ◦ Punctuate dialogue correctly. ◦ Use common abbreviations (e.g., Dr., Ms., months, days, locations, measurements). <p style="text-align: right;">(continued)</p>	<p>Subject-Verb Agreement, TE3: 285K–285L, 309K–309L, R20–R21; PB: 149–151</p> <p>Verb Tenses: Past, Present and Future, TE2: 229K–229L; TE3: 285K–285L, R20–R21; PB: 123–125, 149–151</p> <p>Choosing the Correct Verb Form, TE3: 285L, 309L; PB: 151, 171</p> <p>Sentences and Sentence Structure, TE1: 51K–51L, 53E, 81K–81L, 105N; TE2: 181K–181L; PB: 13–15, 19, 33–35, 52</p> <p>Sentence Combining: Compound Subjects and Compound Predicates, TE1: 51L</p> <p>Combining Sentences with Helping Verbs, TE2: 207N; PB: 112</p> <p>Combining Sentences with Adjectives, TE4: 363L; PB: 209</p> <p>Combining Sentences with Pronouns, TE5: 519N; PB: 307</p> <p>Capitalization, SB: 328, 358, 432; TE1: 53F, 81N, 100; TE2: 157K–157L, 159F; TE3: 289F, 333N; TE4: 365F, 413K–413L, 437K–437L, R30–R31, R32–R33; TE5: 495F; TE6: 624F; PB: 37, 73, 188, 243, 257, 258</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>4050-0603 (continued) Recognize and construct sentences.</p> <ul style="list-style-type: none"> ◦ Demonstrate awareness of page format features (e.g., margins, indentation, headings). ◦ Use paragraphs to show a change in idea, place, or time. 	<p>Commas in a Series, TE4: 391K–391L, R28–R29; PB: 227, 229 Parts of a Letter, TE2: 229M; TE3: 309M, 309N Quotation Marks in Dialogue, TE3: 289D; TE4: 413K–413L, R30–R31; TE5: 491N; PB: 243, 244, 287 Abbreviations, TE4: 437K–437L Indenting Paragraphs, TE1: 105M</p>		
<p>4050-0604 Make effective word choices that convey the intended meaning.</p> <ul style="list-style-type: none"> ◦ Use adjectives, adverbs, and prepositional phrases to enhance writing. ◦ Use analogies, symbolism, and irony to illustrate and support meaning. ◦ Use context to determine correct homonyms. ◦ Begin to use figurative language: simile, personification, metaphor. ◦ 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 Colorful, Specific, Descriptive Words, SB: 152, 176; TE1: 66; TE2: 152, 176 Using Prepositional Phrases, TE6: 647L; PB: 378, 379 Analogies and Similes, TE4: 391G, 435 Using Figurative Language in Writing, TE5: 561; TE6: 623 Using good and bad, TE4: 363K–363L, R26–R27 Pronouns, TE5: 519K–519L; TE6: 671K–671L; PB: 303, 392, 393, 394 Singular and Plural Nouns, TE1: 105K–105L; TE2: 157K–157L, 159E Possessive Pronouns, TE5: 519K–519L; PB: 303 Using a Dictionary for Spelling, TE1: 51G, 51H; TE2: 181H, 181J; TE4: 363G Using a Thesaurus, TE1: 51C, 51D; TE2: 181C, 181D Encyclopedia, TE1: 51, 51C–51D, 81J, 105; TE2: 181C, 181D; TE3: 285C, 285D, 285J; TE4: 413C, R37 Introducing the Student Model, SB: 53, 158, 286–289, 364–365, 492–495, 624–625; TE1: 53; TE2: 158; TE3: 286–289; TE4: 364–365; TE5: 492–495; TE6: 624–625</p>		
<p>TOPIC: Writing Standard: 4050-07 Students use process strategies to create text. PURPOSE: Objectives:</p>			

<p>4050-0701 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>Writing Learning Logs, TE3: 285D; TE4: 417, 425 Writing Across the Curriculum, SB: 101, 177, 225, 329, 359, 387, 409, 487, 543, 619, 643, 667; TE1: R28; TE2: 155, R36; TE3: R28; TE4: R36; TE5: R36, R37; TE6: R28, R29 Note Taking, TE2: 181O, 181P; TE3: 285P; TE4: 363C–363D; TE5: 491O–491P, 566, 567 Outlining, TE2: 221; TE4: 363P, 388–391, 413M Story Map/Story Frames, TE1: 43; TE2: 161B, 161C, 163, 170, 171, 173, 174, 175, 181B; TE3: 295; TE4: 355; TE5: 533, 549C, 559, R37; PB: 84, 87 Word Webs, TE1: 51J, 51P; TE2: 181J, 207J, 229O; TE3: 285J, 333J; TE4: 437J, R2; TE5: 547J</p>	<p>› › › › › ›</p>	
<p>4050-0702 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: 52–53, 158–159, 286–289, 364–365, 492–495, 624–625; TE1: 53A–53B; TE2: 159A–159B; TE3: 289A–289B; TE4: 365A–365B; TE5: 495A–495B; TE6: 625A–625B Brainstorming, TE1: 46; TE2: 159A, 159B Webbing, SB: 46; TE1: 46 Organizing and Planning Writing, TE1: 53B; TE2: 159B; TE3: 289; TE4: 363N, 365B, 391N, 413N, 437N, F460; TE6: 625B Dialogue, TE1: 53D; TE2: 141; TE3: 328; TE4: F451, F455 Journal Entry, TE4: 437M–437N Writing a Story, TE1: 46; TE2: 157K, 176; TE3: 286–289G, 308 Poetry, TE3: 305; TE4: 437; TE6: 623 Writing a Research Report, TE5: 492–495G</p>	<p>› › › › › ›</p>	
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<p>4050-0703 Create a working draft.</p> <ul style="list-style-type: none"> ◦ Generate a draft based on a prewriting organizational process (e.g., note taking, outlining, graphic organizers). ◦ Write a first draft with an emphasis on content. ◦ Follow patterns from literature and apply techniques demonstrated by authors. ◦ Project personality through writing voice. ◦ Use technology when available and appropriate. 	<p>Drafting, TE1: 53C–53D; TE2: 159C–159D; TE3: 289C–289D; TE4: 365C–365D; TE5: 495C–495D; TE6: 625C–625D Reading as a Writer, TE1: 53; TE2: 159; TE3: 287; TE4: 365; TE5: 495; TE6: 625 Writing with Voice, TE2: 158, 159C, 159D; TE3: 286, 309N; TE4: 310, 311, 365D Using the Internet for Writing, TE1: 47, 77, 101; TE2: 153, 177, 203, 225; TE3: 281, 305, 329, 359; TE4: 387, 409, 433; TE5: 487, 515, 543, 565; TE6: 619, 643, 661</p>	<p>» » » » » »</p>	
<p>4050-0704 Revise working drafts.</p> <ul style="list-style-type: none"> ◦ Read draft to check for meaning. ◦ Add, delete, and rearrange words, sentences, and details to clarify meaning. ◦ Self-edit for spelling, punctuation, capitalization, and grammar. ◦ 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: 53E; TE2: 159E; TE3: 289E; TE4: 365E; TE5: 495E TE6: 625E; PB: 18, 78, 154, 212, 288, 362 Improving Your Writing, TE1: 51L, 51N, 81L, 81N, 105L, 105N; TE2: 157L, 157N, 181L, 181N, 207L, 207N, 229L, 229N; TE3: 285L, 285N, 309L, 309N, 333L, 333N; TE4: 363L, 363N, 391L, 391N, 413L, 413N, 437L, 437N; TE5: 491L, 491N, 519L, 519N, 547L, 547N, 569L, 569N; TE6: 623L, 623N, 647L, 647N, 671L, 671N; PB: 17, 37, 52, 77, 97, 112, 127, 153, 173, 188, 211, 231, 246, 261, 287, 307, 322, 337, 361, 381, 396 Adding Detail for Elaboration, TE1: 51N; PB: 17</p>	<p>» » » » » » » »</p>	
<p>4050-0705 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: 53F; TE2: 159F; TE3: 289F; TE4: 365F; TE5: 495F; TE6: 624F; PB: 22, 82, 158, 216, 292, 366 Publishing and Sharing, TE1: 53G; TE2: 159G; TE3: 289G; TE4: 365G; TE5: 495G; TE6: 625G Videotape a Dramatic Reading, TE4: 365G</p> <p style="text-align: right;">(continued)</p>	<p>» » » »</p>	

<p>4050-0705 (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>TOPIC: Writing Standard: 4050-08 Students use technology to facilitate writing. PURPOSE: Objectives:</p>			
<p>4050-0801 Locate information using a variety of sources.</p> <ul style="list-style-type: none"> ◦ Identify, select, and prioritize potential information sources. ◦ Communicate with others via computer. ◦ Interpret and organize information. 	<p>Locating Information, TE2: 207, 207C–207D Selecting the Appropriate Reference Source, TE2: 181C–181D, 207 Internet, TE1: 45, 47, 56, 77, 99, 101; TE2: 151, 153, 177, 184, 203, 223; TE3: 279, 281, 292, 305, 312, 329; TE4: 359, 387, 409, 433 SB: 45, 47, 56, 77, 99, 101, 151, 153, 177, 184, 203, 223, 279, 281, 292, 305, 312, 329, 359, 387, 409, 433 Summarizing Text Graphically: Schedule, Time Line, Venn Diagram, TE2: 229C–229D; TE6: 638</p>		
<p>4050-0802 Arrange and format text with the word processor.</p> <ul style="list-style-type: none"> ◦ Edit the text to eliminate irrelevant information. ◦ Combine visual text to create multi-media presentations. 	<p>Writing a Report for Word Processor, TE5: 491C–491D</p>		
<p>TOPIC: Writing Standard: 4050-09 Students, teachers, and parents write and respond together. PURPOSE: Objectives:</p>			
<p>4050-0901 Write collaboratively on a selected topic.</p> <ul style="list-style-type: none"> ◦ Generate a topic together. <p style="text-align: right;">(continued)</p>	<p>Writing a Class Anthology, TE3: 289G</p>		
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<p>4050-0901 (continued) Write collaboratively on a selected topic.</p> <ul style="list-style-type: none"> ◦ Make new and productive connections between their own ideas and those of others. ◦ Evaluate the quality of ideas. ◦ Review, revise, and edit together. ◦ Balance personal and group needs. ◦ Reach consensus on a final document. ◦ Publish the finished product. 	<p>Writing Collaboratively, SB: 225, 359, 409; TE1: 51N, 53A, R11; TE2: 159A, R15, R21; TE3: 289A; TE4: 365A; TE5: 495A, R11, R15, R17; TE6: 625A</p>	<p>◦ ◦ ◦ ◦ ◦</p>	
<p>4050-0902 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. ◦ Evaluate the appropriateness for the intended audience. ◦ Respect personal and group comments. ◦ Share writing strategies. 	<p>Conferencing, TE1: 53A, 53E; TE2: 159E; TE3: 289E; TE4: 365E; TE5: 495E; TE6: 625E</p>	<p>◦ ◦ ◦ ◦ ◦</p>	
<p>TOPIC: Speaking and Listening Standard: 4050-10 Students develop oral language to communicate effectively for various purposes and audiences. PURPOSE: Objectives:</p>			
<p>4050-1001 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, 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. <p style="text-align: right;">(continued)</p>	<p>Speaking Intelligibly, SB: 47, 153, 225, 305, 409, 433; TE1: 51O–51P, 81O–81P, 105O–105P; TE2: 157O–157P, 181O–181P, 207O–207P, 229O–229P; TE3: 285O–285P, 309O–309P, 333O–333P; TE4: 363O–363P, 391O–391P, 413O–413P, 437O–437P; TE5: 491O–491P, 519O–519P, 547O–547P, 569O–569P; TE6: 623O–623P, 647O–647P, 671O–671P Having a Literature Discussion, TE1: 81O–81P Comprehending Spoken Text, TE1: 24A–24B, 53S–53T, 81U–81V; TE2: 134A–135B, 159S–159V, 181S–181V, 207U–207X;</p> <p style="text-align: right;">(continued)</p>	<p>◦ ◦ ◦ ◦</p>	

<p>4050-1001 (continued) Learn as they talk to explore ideas.</p> <ul style="list-style-type: none"> ◦ 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. ◦ Use supporting evidence. ◦ Use a primary language when it provides greater facility to explore ideas that may later be expressed in standard English. 	<p>Comprehending Spoken Text, (continued) TE3: 258A– 259B, 289Q–289V, 309U–309V; TE4: 340A–341B, 365S–365T, 391U–391V, 413U–413V; TE5: 466A–466B, 467A–467B, 495S–495V; TE6: 598A–599A, 625S–625T, 647U–647V</p> <p>Giving an Opinion, TE1: 76, 81O, 99, 100, 105P; TE3: 280, 304, 309O; TE5: 542</p> <p>Guidelines for Effective Conversation, TE1: 105O–105P</p> <p>Guidelines for Telling a Story, TE2: 207O–207P</p> <p>Listening for Fact and Opinion, TE1: 81X; TE2: 134A–135B</p> <p>Paraphrase Ideas, TE4: 355, 391C–391D</p> <p>Primary Language Activities, TE4: 391C</p>		
<p>4050-1002 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 information, 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. ◦ Use correct grammatical structure (e.g., verb tense, pronoun reference, word order) in oral communication. ◦ Present a self-generated report demonstrating organization, sequence, clarity, and accuracy. ◦ Incorporate visual aids/technology/demonstration to support oral presentation. ◦ Use writing to prepare a speech or oral report. 	<p>Contributing Information, TE3: 270, 278, 279, 299, 303, 320, 327; TE4: 351, 357, 379, 385, 400, 407, 424, 431; Speaking to Persuade, TE3: 285P; Reader’s Theater, TE4: F461</p> <p>Guidelines for Engaging Audience Through Eye Contact and Verbal Cues, TE1: 105P; TE2: 207P; TE3: 285O, 309P; TE4: 363O, 363P, 391O, 391P</p> <p>Guidelines for Speaking Expressively With Stress, Volume, Speed, Pacing, Intonation, TE2: 157O, 157P, 181P, 207O, 207P, 225; TE3: 285P</p> <p>Guidelines for Listening Attentively, TE1: 51O, 81O, 105O; TE2: 181O; TE4: 413O, 437O; TE5: 491P</p> <p>Guidelines for Using Gestures, Facial Expressions, Props, and Sound Effects, TE2: 157P, 207O, 207P; TE4: 363O, 363P, 391O, 391P</p> <p>Guidelines for Speaking Clearly, TE1: 51O; TE2: 181O, 181P, 207O, 207P, 225; TE3: 285P; TE4: 363P, 391O, 413O, 413P</p> <p>Writing a Speech, TE5: 491M</p>		
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<p>4050-1003 Use speech for language enrichment.</p> <ul style="list-style-type: none"> ◦ Participate in literature response, 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: 26A, 51G, 54A, 81H, 105H; TE2: 136A, 157F, 160A, 181H, 182A, 207G, 207I, 208A, 229G; TE3: 260A, 285G, 290A, 310A, 311A; TE4: 342A, 363G, 366A, 391J, 392A, 413G, 414A, 437G</p> <p>Oral Summaries, TE1: 25B, 34, 35, 36, 44, 45, 68, 69, 74, 75, 79, 81X, 90, 98, 99, 102; TE3: 259B, 270, 271, 278, 279, 289V, 298, 299, 302, 303, 309V, 320, 321, 326, 330; TE4: 343C, 350, 351, 352, 356, 357, 378, 379, 384, 385, 391, 400, 406, 407, 424, 431; TE5: 277, 485, 531, 541</p> <p>Dramatizing, TE2: 157O–157P, 207O; Pantomime, TE1: 35; TE2: 207O; Puppetry, TE2: 207O; TE4: F461</p> <p>Role-Play, TE1: 47; TE2: 153, 157H, 157O, 224, 225; TE3: 328; TE4: 413O, 413P, 437D, 437O, 437P; TE5: 519O</p> <p>Sharing, TE1: 35, 45, 47, 51D, 51O, 55B, 68, 72, 75, 81, 81D, 90, 99, 101, R4; TE2: 143, 153, 161C, 167, 171, 175, 177, 181B, 181U, 182A, 187, 191, 194, 201, 204, 207I, 209C, 215, 225, 227; TE3: 260A, 266, 270, 274, 279, 281, 285B, 299, 303, 309J, 320, 322, 327; TE4: 343C, 351, 357, 359, 361, 367C, 379, 385, 387, 393C, 398, 400, 404, 407, 409, 413B, 415C, 424, 431, 433</p>	<p>›</p> <p>›</p> <p>›</p> <p>›</p> <p>›</p> <p>›</p> <p>›</p>	
<p>4050-1004 Build a speaking vocabulary.</p> <ul style="list-style-type: none"> ◦ Use precise language in oral descriptions and explanations. ◦ Ask about words not understood. ◦ Use words that reflect a growing range of interest and knowledge. ◦ Clarify and explain words and ideas. ◦ Identify and use synonyms and antonyms. ◦ Use figurative language to clarify and enhance oral communication. ◦ Determine connotative and idiomatic meanings. <p style="text-align: right;">(continued)</p>	<p>Use New Vocabulary or Language in Speaking, TE1: 26A, 51G, 54A, 81H, 105H; TE2: 136A, 157F, 160A, 181H, 182A, 207G, 207I, 208A, 229G; TE3: 260A, 285G, 290A, 310A, 311A; TE4: 342A, 363G, 366A, 391J, 392A, 413G, 414A, 437G</p> <p>Describing, TE1: 35, 38, 66, 75, 79, 81X, 82A, 93, 97; TE2: 160A, 172, 181X, 207D, 207O, 207X; TE3: 285D, 307, 309U; TE4: 372, 378, 437D</p> <p>Giving an Explanation, TE1: 26A, 55A, 81D, 81X; TE2: 137C, 168, 191, 193; TE4: 350, 357, 367A, 391O–391P, 392A, 413D, 418</p> <p>Text Innovation in Speaking, TE2: 181A–181B</p> <p>Synonyms, TE3: 285I–285J; TE4: 391C, 391D, 391J; TE5: 519G</p> <p style="text-align: right;">(continued)</p>	<p>›</p> <p>›</p> <p>›</p> <p>›</p> <p>›</p> <p>›</p> <p>›</p>	

<p>4050-1004 Build a speaking vocabulary. (continued)</p>	<p>Word Histories, TE2: 207J; TE4: 363J, 391J; TE5: 569I–569J; TE6: 623J, 647J, 671J Figurative Language, TE1: 76; TE2: 199; TE3: 294, 304; TE5: 524, 561 Connotation, TE4: 437I–437J Idioms/Expressions, TE1: R3; TE2: 142, 168, 175, 192, 198, 220; TE4: F448; TE5: F585; TE6: 671I–671J</p>		
<p>4050-1005 Evaluate oral participation in small group discussion.</p> <ul style="list-style-type: none"> ◦ Communicate as a leader and contributor. ◦ Summarize and evaluate group activities. 	<p>Guidelines for Avoiding Interrupting, TE1: 51O, 81O Guidelines For Taking Turns, TE1: 105O</p>		
<p>TOPIC: Speaking and Listening Standard: 4050-11 Students develop language and acquire information through listening. PURPOSE: Objectives:</p>			
<p>4050-1101 Listen actively.</p> <ul style="list-style-type: none"> ◦ Listen and respond in conversation. ◦ Listen, draw conclusions, and share responses in subject-related group discussions. ◦ Recognize and respond to varied uses of language (e.g., imagery, alliteration, metaphors). ◦ Recognize and respond to various language genre (e.g., humor, persuasion, information). ◦ Listen for a specific purpose (e.g., retell a story, follow directions, share information). ◦ Differentiate fact, opinion, and inference. 	<p>Effectively Disagreeing, TE1: 105O, 105P Listening for Information, TE3: 309U, 309V Listening for Pleasure/Enjoyment, TE3: 258A–259B, 289Q–289V, 309U–309V; TE4: 340A, 340B, 341A, 341B, 365S, 365T, 391U, 391V, 413U, 413V; TE5: 569O–569P Listening for a Purpose, TE1: 24A–24B, 53S–53T, 81U–81V; TE2: 134A–135B, 159S–159V, 181S–181V, 207U–207X; TE3: 258A– 259B, 289Q–289V, 309U–309V; TE4: 340A–341B, 365S–365T, 391U–391V, 413U–413V; TE5: 466A–466B, 467A–467B, 495S–495V; TE6: 598A–599A, 625S–625T, 647U–647V Listening to Make Inferences, TE4: 413U–413X</p>		
<p>Language Arts (Elementary)</p>	<p><i>Houghton Mifflin Reading © 2001</i></p>	<p>Comprehensive</p>	<p>Partial</p>

<p>4050-1102 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. ◦ Give appropriate feedback and questions for the speaker. ◦ Develop independent interpretive skills in noninteractive situations (e.g., assemblies, visual media, formal presentations). ◦ Take notes on information given orally. ◦ Apply information gained through listening. 	<p>Prior Knowledge For Listening, TE1: 24A, 53T, 81U; TE2: 134A, 159S, 181U, 181X; TE3: 258A, 283, 289Q, 307, 309U, 331; TE4: 361, 411, 435</p> <p>Listening and Predicting Outcomes, TE2: 181U–181X</p> <p>Responding to Spoken Texts, TE1: 24B, 53T, 81V; TE2: 135B, 159V, 181V, 207X; TE3: 259B, 289V, 309V; TE4: 341B, 365T, 391V, 413V; TE5: 466B, 467B, 495V; TE6: 599A, 625T, 647V</p> <p>Paraphrase Ideas, TE4: 355, 391C–391D</p>	<p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p>	
<p>4050-1103 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. ◦ Recognize story elements (e.g., setting, character, 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>Guidelines for Listening Attentively, TE1: 51O, 81O, 105O; TE2: 181O; TE4: 413O, 437O; TE5: 491P</p> <p>Responding to Spoken Texts, TE1: 24B, 53T, 81V; TE2: 135B, 159V, 181V, 207X; TE3: 259B, 289V, 309V; TE4: 341B, 365T, 391V, 413V; TE5: 466B, 467B, 495V; TE6: 599A, 625T, 647V</p> <p>Listening for Sequence of Events, TE1: 24A–25B</p> <p>Listening for Story Structure, TE2: 159S–159V</p> <p>Listening for Topic/Main Idea, TE2: 207U–207X</p> <p>Listening for Cause and Effect, TE3: 289Q–289V</p> <p>Listening to Compare/Contrast, TE4: 391U–391X</p> <p>Listening for Sequence of Events, TE1: 24A–25B</p>	<p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p>	
<p>TOPIC: Speaking and Listening Standard: 4050-12 Students, teachers, and parents use speaking and listening to explore, clarify, and understand ideas in different settings. PURPOSE: Objectives:</p>			

<p>4050-1201 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 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. ◦ Acquire connotative and idiomatic meanings and new vocabulary. 	<p>Speaking and Listening for Classmates, SB: 47, 153, 225, 305, 409; TE1: 51P, F129; TE2: 157O–157P, 207O–207P; TE4: 391P, 437P, F461; TE5: 519P, 547P, 569P; TE6: 623P</p> <p>Speaking and Listening at School, TE2: 181O– 181P, F253; TE4: F461; TE5: F593</p> <p>Speaking and Listening at Home, TE4: 413O–413P</p> <p>Guidelines for Resolving Conflict, TE5: 519P</p>	<p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p>	
<p>4050-1202 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. ◦ Acquire connotative and idiomatic meanings and new vocabulary. ◦ Converse with people of different ages and cultures. ◦ Listen interactively to a variety of language experiences (e.g., poetry, informational writing, chapter books, editorials). ◦ Listen to stories about diverse groups and cultures. 	<p>Use New Vocabulary or Language in Speaking, TE1: 26A, 51G, 54A, 81H, 105H; TE2: 136A, 157F, 160A, 181H, 182A, 207G, 207I, 208A, 229G; TE3: 260A, 285G, 290A, 310A, 311A; TE4: 342A, 363G, 366A, 391J, 392A, 413G, 414A, 437G</p> <p>Teacher Read Aloud, TE1: 24A–24B, 53S–53T, 81U–81V; TE2: 134A–135B, 159S–159V, 181S–181V, 207U–207X; TE3: 258A–259B, 289Q–289V, 309U–309V; TE4: 340A–341B, 365S–365T, 391U–391V, 413U–413V; TE5: 466A–466B, 467A–467B, 495S–495V; TE6: 598A–599A, 625S–625T, 647U–647V</p>	<p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p>	