

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

Core Subject Area: Language Arts (Elementary)	Specific Pages or Items that Correlate:	Comprehensive Coverage of Core Concept	Partial Coverage of Core Concept
<p>(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>			
<p>TOPIC: Reading Standard: 4060-01 Students use prior knowledge to make predictions, comprehend new information, and construct meaning. PURPOSE: Objectives:</p>			
<p>4060-0101 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 reading. ◦ Discuss ideas related to the text, before, during and after reading. ◦ Synthesize thoughts through discussions, writings, drawings, and projects. 	<p>Prior Knowledge, TE1: 46, 49J, 49L, 49N, 49S, 69, 71U, 93U, 113, R2, R4, R6, R8; TE2: 140A, 161, 167I, 167K, 167M, 167Q, 185, 187U, R2, R4, R6; TE3: 242A, 273S, 295, 297U, 317, 319V, R2, R4, R6, R8; TE4: 358A, 381, 387Q, 405, 407U, 426; TE5: 452A, 475J, 475L, 475N, 475S, 493, 515, R2, R4, R6; TE6: 547A, 566, 567, 571I, 571K, 571M, 590, 594A, 613</p> <p>Selection Connections, TE1: 21A; TE2: 137A; TE3: 239A; TE4: 355A; TE5: 449A; TE6: 543A; PB: 1–2, 77–78, 137–138, 211–212, 271–272, 331–332</p> <p>Visualizing, TE1: 33, 49O, 68, 98; TE2: F222; TE3: 293; TE5: 503</p> <p>Formulating Questions, TE1: 29, 36, 37, 42, 43, 46; TE2: 143B, 143B, 145, 148, 150, 151, 152, 154, 156, 157, 161, 200; TE3: 268, 271, 299B, 301, 304, 313, 334, 344, 345; TE4: 422; TE5: 455B, 455C, 457, 471, 475O, 479, 497B, 499, 515; TE6: 556, 562, 567, 575, 636</p> <p>Guidelines for a Literature Discussion, TE1: 93O–93P, 111</p> <p>Synthesizing, TE1: 44, 60; TE3: 319C–319D, 347, 351C</p>	<p>,</p> <p>,</p> <p>,</p> <p>,</p> <p>,</p> <p>,</p> <p>,</p> <p>,</p>	

<p>4060-0102 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: 44, 57, 81, 95B, 105, 109, 115A–115B, R8–R9, R16–R17; TE2: 175; TE3: 245B, 245C, 250, 254, 255, 266, 281, 285, 307, 313, 314, 351; TE4: 402, 417; TE5: 467; TE6: 557, 563, 569, 588, 634</p> <p>Connections Between Expository Selections, TE1: 71, 93; TE2: 182; TE3: 271, 297, 319, 351; TE4: 383, 407V, 424, 427; TE6: 569, 588, 610, 615, 639; Connections Between Narrative and Expository Selections, TE1: 49V, 70, 93, 115; Connections Between Narrative Selections, TE1: 47, 66, 88; TE2: F235; TE3: 271, 319, 351; TE5: 473, 512</p>		
<p>4060-0103 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: 36, 42, 43, 53, 58, 59, 64, 75, 80, 81, 82, 86, 95B, 95C, 102, 103, 108, 15A; TE2: 150, 151, 156, 171, 175, 176, 177, 180; TE3: 255, 264, 285, 290, 306, 334, 344; TE4: 370, 371, 376, 377, 390, 391, 396, 418, 422; TE5: 480, 484, 486, 488, 493; TE6: 551, 557, 563, 575, 580, 581, 586, 602, 619, 628, 629</p>		
<p>TOPIC: Reading Standard: 4060-02 Students comprehend and critically evaluate text as they read for different purposes. PURPOSE: Objectives:</p>			
<p>4060-0201 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. ◦ Retell in own words to make sense. <p style="text-align: right;">(continued)</p>	<p>Context Clues, TE1: 27A, 38, 47D, 47E, 47I–47J, 49J, 49L, 49N, 51A, 56, 71E, 71F, 73A, 81, 93E, 93F, 93H, 95A, 104, 115F; TE2: 143A, 146, 163F, 163G, 167I, 167K, 167M, 169A, 180, 187E, 187F, 187I, 189A, 193, 213E, 213F; TE3: 245A, 275A, 283, 299A, 321A; TE4: 361A, 368, 383E, 383F, 383I, 383J, 387K, 387M, 389A, 393, 407E, 407F, 409A, 412, 427E, 427F; TE5: 455A, 460, 473E, 473F, 476A, 477A, 480, 493, 495F, 497A, 509, 511, 517E, 517F; TE6: 549A, 559, 569E, 573A, 583, 593E, 593F, 595A, 601, 615J, 616A, 617A, 622, 639F; PB: 12, 43</p> <p style="text-align: right;">(continued)</p>		
<p>Language Arts (Elementary)</p>	<p><i>Houghton Mifflin Reading</i> © 2001</p>	<p>Comprehensive</p>	<p>Partial</p>

<p>4060-0202 (continued) Develop an interpretation of the text.</p> <ul style="list-style-type: none"> ◦ Use print and other text features (e.g., graphs, captions, illustrations, headings) to anticipate and confirm the ongoing meaning. ◦ 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>Headings and Titles, TE1: 90; TE2: 143B, 145, 152, 187W, 210, 211, 213A, R2, R4, R6; TE3: 268, 269, 317</p> <p>Illustrations and Captions, TE4: 360A, 387J, 388A; TE6: 548A, 571M, 594A, 612, 636</p> <p>Historical Eras, TE1: 50A, 52–64, 68–71; TE2: 142A, 167Q–167R; TE3: 244A; TE4: 358A–359B, 362–377, 380–383, 387I–387J, 387M–387N, 387Q–387T, 388A, 390–403, 404–407, 407U–407V, 408A, 410–423, R2–R3, R4–R5, R6–R7; TE5: 452A–453A, 475J–475K, 501, 502</p> <p>Making Inferences TE3: 245B, 271, 275B, 275C, 289, 291, 292, 297, 297A–297B, 313, 314, 333, 346, R4, R12–R13</p> <p>Drawing Conclusions, TE1: 43, 44, 66, 81, 87, 88, 93, 110, 115, 104; TE2: 155, 158, 163, 177, 182, 187, 194, 207, 208, 213; TE3: 266, 292, 297, 346; TE4: 366, 371, 378, 383, 395, 396, 423, 424; TE5: 482, 490, 507; TE6: 552, 556, 560, 564, 576, 587, 588, 602, 617B, 617C, 622, 627, 634, 639A–639B, R8–R9</p> <p>Cause and Effect, TE1: 41, 71, 88; TE2: 163; TE3: 261, 271, 307, 348, 351; TE4: 389C, 399, 407A–407B, R4–R5; TE5: 463, 517; PB: 234, 236–237</p> <p>Problem-Solution, TE1: 47O, 49T, 83; TE3: 263, 299C, 309, 319A–319B, 339, 351A; TE5: 502; TE6: 623; PB: 175, 178, 190, 193</p>		
<p>4060-0203 Critically evaluate the text.</p> <ul style="list-style-type: none"> ◦ Discriminate between fact, fiction, and opinion. ◦ Form opinions about the quality of text (e.g., setting, character development, sequence, language use, format). ◦ Compare and contrast within and between texts (e.g., facts, characters, time frame, author’s purpose, quality of writing). ◦ Select and record relevant information for note taking, outlining, discussion, or a follow-up task. ◦ Judge the accuracy of the text (e.g., author’s qualifications, author’s sources, date of publication). <p style="text-align: right;">(continued)</p>	<p>Distinguishing Fact and Opinion, TE1: 61, 70; TE2: 140B, 141B, 143B, 143C, 153, 156, 163A–163B, R2–R3, R8–R9; TE3: 316, 319</p> <p>Distinguishing Fantasy and Realism, TE2: 176</p> <p>Evaluate Strategy, TE1: 51B, 53, 56, 57, 58, 60, 64, 65, 69, R4–R5; TE3: 275B, 277, 280, 284, 285, 286, 290, 291, 316, 317; TE4: 361B, 363, 367, 368, 370, 373, 374, 376, 377, 387N; TE6: 573B, 577, 578, 580, 582, 584, 586, 587, R4–R5</p> <p>Compare and Contrast, TE1: 47, 71, 88, 93, 110, 115; TE2: 163, 182, 187, 208, 213; TE3: 258, 271, 292, 297, 311, 314, 346, 351; TE4: 364, 371, 377, 378, 383, 407, 415, 424, 427, F445; TE5: 473, 490, 495, 497B, 497C, 504, 509, 517, 517A–517B, R6–R7, R12–R11; TE6: 564, 569, 598, 610, 615, 631</p> <p>Connections Between Literature and Personal/Life Experience, TE1: 31, 44, 49S, 49V, 55, 57, 66, 71, 88, 110, 115; TE2: 151, 158, 182, 208; TE3: 266, 292, 314, 346; TE4: 378, 402, 424; TE5: 468, 512;</p> <p style="text-align: right;">(continued)</p>		
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<p>4060-0203 (continued) Critically evaluate the text.</p> <ul style="list-style-type: none"> ◦ Use personal experience to interpret and validate text. ◦ Understand different points of view. 	<p>Evaluating Information, TE2: 187C, 213C–213D; TE5: 473C Evaluating Information for Accuracy and Bias, TE6: 569, 615D, 639C–639D Personal Response to Literature, TE1: 45, 49S, 49V, 67, 71X, 89, 93Z, 111; TE2: 141B, 159, 167R, 183, 187X, 209; TE3: 267, 293, 315, 347; TE4: 359B, 379, 387T, 403, 425; TE5: 453A, 469, 475T, 491; TE6: 565, 589, 611, 635 Point of View, TE2: 141B; TE3: 313, 325, 331</p>		
<p>4060-0204 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: 47C, 47D, 71I, 71J; TE2: 187C; TE3: 271I, 351H Table of Contents, TE1: 93C–93D Using an Index, TE1: 93C–93D; TE3: 271I Alphabetical Order in a Dictionary, TE1: 71I–71J Encyclopedia, TE1: 71, 71C–71D, 115; TE2: 163, 187C, 187D; TE3: 271C, 297, 297D, 350, 351; TE4: 383C, 383D; TE5: 473C Telephone Directory, TE2: 187C, 187D; TE3: 271; TE5: 495 Headings and Titles, TE1: 90; TE2: 143B, 145, 152, 187W, 210, 211, 213A, R2, R4, R6; TE3: 268, 269, 317 Sidebar, TE5: 470, 473, 494; TE4: 374 Subtitle, TE1: 90 Dictionary Definitions, TE3: 271I Table of Contents, TE1: 93C–93D Using an Index, TE1: 93C–93D; TE3: 271I Shift in Text Type, TE6: 632 Italicized Words, TE2: 167I Superscript, TE5: 475L</p>		
<p>TOPIC: Reading Standard: 4060-03 Students use a variety of cueing systems to determine word pronunciation, meaning, and language structure. PURPOSE: Objectives:</p>			

<p>4060-0301 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 words that signal transitions to determine sequence and its contribution to the meaning of a text (e.g., as a result, that is, i.e., e.g.). ◦ Recognize how text structure contributes to the overall meaning (e.g., capitalization, commas--alone and in a series, apostrophes-- plurals and possessives, double and single quotation marks, paragraph indentation, abbreviations). 	<p>Phonics/Decoding, TE1: 27A, 38, 47E, 47F, 51A, 56, 71F, 73A, 81, 93E, 93F, 95A, 104, R3, R5, R7, R9; TE2: 143A, 146, 163E, 163F, 169A, 180, 187E, 187F, 189A, 193, 213E, 213F, R2, R3, R4, R5, R6, R7; TE3: 245A, 245B, 252, 271F, 275A, 283, 297E, 297F, 299A, 311, 319E, 319F, 321A, 330, 351E, 351F, R2, R3, R4, R5, R6, R7, R8; TE4: 361A, 368, 383F, 389A, 393, 407F, 409A, 412, 427E, 427F, R2, R3, R4, R5, R6, R7, R8; TE5: 455A, 460, 473E, 473F, 477A, 480, 495F, 497A, 509, 517F, R2, R3, R4, R5, R6, R7; TE6: 549A, 559, 569F, 573A, 583, 593F, 595A, 601, 615F, 622, 639F, R2, R3, R4, R5, R6, R7, R8</p> <p>Monitor/Clarify Strategy, TE1: 49M, 49O, 58, 95B, 97, 100, 102, 106, 108, 109, R8–R9; TE2: 141B, 167L, 167N, 189B, 190, 194, 196, 200, 201, 206, 207, R6, R7; TE3: 273N, 295, 321B, 327, 330, 334, 336, 342, 344, 345, 348, 349; TE4: 387L, 405, 409B, 411, 412, 413, 416, 417, 420, 420, 422, 423; TE6: 549B, 551, 552, 553, 556, 557, 561, 562, 563, 571L, 591, 612, 613, 617A, R2–R3</p> <p>Signal Words for Sequence, TE1: 71W, 77, 90, 93A, 101, 115P; TE5: 461, 473O, 503</p> <p>Capitalization, TE2: 150, 174; TE5: 516; Exclamation Point, TE2: 187; Apostrophe in Possessives and Contractions, TE1: 115E; Apostrophe in Possessive Nouns, TE1: 115E; TE2: 163K, 163L; PB: 58, 89–91; Singular and Plural Nouns, TE1: 115K–115L; TE2: 163K–163L, R20–R21; Quotation Marks, TE6: 556; Abbreviations, TE3: 294; TE6: 566</p>		
<p>4060-0302 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 <p style="text-align: right;">(continued)</p>	<p>Multiple Meaning Words, TE1: 115G; TE4: 383I–383J; TE5: 473G</p> <p>Synonyms, TE2: 167L; TE3: 271I, 271J, R9; TE4: 407I–407J; TE6: 600, 615G; PB: 242</p> <p style="text-align: right;">(continued)</p>		
<p>Language Arts (Elementary)</p>	<p style="text-align: center;"><i>Houghton Mifflin Reading © 2001</i></p>	<p style="text-align: center;">Comprehensive</p>	<p style="text-align: center;">Partial</p>

<p>4060-0302 (continued) 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., astronomy, microbe, sound frequency). ◦ Interpret comparatives (e.g., lively, livelier, liveliest) and superlatives (e.g., unkind, cruel, vicious). 	<p>Antonyms, TE3: 271I, 271J; TE4: 427G; TE5: 473I-473J; PB: 282 Vocabulary Skills and Expansion, SB: 26-27, 50-51, 72-73, 94-95, 142-143, 168-169, 188-189, 244-245, 274-275, 298-299, 320-321, 360-361, 388-389, 408-409, 454-455, 476-477, 496-497, 548-549, 572-573, 594-595, 616-617; TE1: 47I-47J, 71I-71J, 93I-93J, 115I-115J; TE2: 163I-163J, 187I-187J, 213I-213J; TE3: 271J, 297J, 319J, 351J; TE4: 383I-383J, 407I-407J, 427I-427J; TE5: 473I-473J, 495I-495J, 517I-517J; TE6: 569I-569J, 593I-593J, 615I-615J, 639I-639J; PB: 12, 32, 47, 62, 108, 123, 148, 168, 183, 198, 222, 242, 257, 282, 302, 317, 342, 362, 377, 392 Flight Terms, TE2: 163JL; Job Titles, TE6: 638; Mountain Climbing Terms, TE1: 93J; Process Words, TE5: 495O; Science Word Idioms, TE6: 615J; Space Travel Terminology, TE6: 569J; Specialized/ Technical Vocabulary, TE1: 49L, 71V, 93J, 93V; TE2: 140B, 151, 161, 187V; TE3: 273K, 273L; TE4: 387I, 387J, 387R; TE5: 452B; TE6: 571K, 571T Using Comparatives and Superlatives, TE4: F442</p>	<p>◦ ◦ ◦ ◦</p>	
<p>TOPIC: Reading Standard: 4060-04 Students develop independence in reading. PURPOSE: Objectives:</p>			
<p>4060-0401 Read frequently in and out of school.</p> <ul style="list-style-type: none"> ◦ Read a variety of genres across different topics. ◦ 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. <p style="text-align: right;">(continued)</p>	<p>Reading Written Texts, SB: 26-27, 29-43, 46-47, 50-51, 52-64, 68-71, 72-73, 74-86, 90-93, 94-95, 97-109, 112-115, 142-143, 145-157, 160-163, 168-169, 171-181, 184-187, 188-189, 190-206, 210-213, 244-245, 246-264, 268-271, 274-275, 277-291, 294-295, 298-299, 301-313, 320-321, 322-344, 348-351, 360-361, 362-376, 380-383, 388-389, 391-401, 404-407, 408-409, 411-423, 426-427, 454-455, 457-467, 470-473, 476-477, 479-489, 492-495, 496-497, 499-511, 514-517, 548-549, 550-562, 566-569, 572-573, 574-586, 590-593, (continued)</p>	<p>◦ ◦ ◦ ◦</p>	

<p>4060-0401 (continued) Read frequently in and out of school.</p> <ul style="list-style-type: none"> ◦ Read materials at an increasingly higher level. 	<p>Reading Written Texts, SB: (continued) 594–595, 597–609, 612–615, 616–617, 619–633, 636–639; TB1: 26–27, 29–43, 46–47, 50–51, 52–64, 68–71, 72–73, 74–86, 90–93, 94–95, 97–109, 112–115; TB2: 142–143, 145–157, 160–163, 168–169, 171–181, 184–187, 188–189, 190–206, 210–213; TB3: 244–245, 246–264, 268–271, 274–275, 277–291, 294–295, 298–299, 301–313, 32021, 322–344, 348–351; TB4: 360–361, 362–376, 380–383, 388–389, 391–401, 404–407, 408–409, 411–423, 426–427; TB5: 454–455, 457–467, 470–473, 476–477, 479–489, 492–495, 496–497, 499–511, 514–517, TB6: 548–549, 550–562, 566–569, 572–573, 574–586, 590–593, 594–595, 597–609, 612–615, 616–617, 619–633, 636–639</p> <p>Leveled Reading, TE1: 49I, 49J–49K, 49L–49M, 49N–49O; TE2: 167I–167J, 167K–167L, 167M–167N; TE3: 273H, 273I–273J, 273K–273L, 273M–273N; TE4: 387H, 387I–387J, 387K–387L, 387M–387N; TE5: 475H, 475I–475J, 475K–475L, 475M–475N; TE6: 571H, 571I–571J, 571K–571L, 571M–571N</p>		
<p>4060-0402 Demonstrate reading fluency.</p> <ul style="list-style-type: none"> ◦ Read in meaningful phrases. ◦ Preserve phrasing and syntax of the author to convey meaning. ◦ Use punctuation as a cue for pausing and characterization. ◦ Read with expression, interjecting a sense of feeling, anticipation, or characterization. ◦ Read aloud fluently. 	<p>Reading Fluency, TE1: 39, 55, 79, 99; TE2: 147, 175, 193; TE3: 249, 283, 303, 329; TE4: 365, 395, 413; TE5: 465, 481, 501; TE6: 553, 577, 599, 625</p> <p>Rereading with Expression and Intonation, TE1: 39, 55, 79, 99; TE2: 147, 193; TE3: 249, 283, 296, 297O, 297P, 303, 329; TE4: 365, 395, 413; TE5: 465, 481, 501; TE6: 553, 577, 599, 625</p> <p>Oral Reading, TE1: 33, 39; TE2: 184, 193, F219; TE3: 249, 283, 293, 294, 297O, 303, 309, 329; TE4: 365, 395; TE5: 465, 481, 487; TE6: 553, 577, 599, 625</p>		

<p>TOPIC: Writing Standard: 4060-06 Students use concepts and conventions of print to create text. PURPOSE: Objectives:</p>			
<p>4060-0601 Write in a variety of formats for different purposes.</p> <ul style="list-style-type: none"> ◦ Recognize formats and purposes of print (e.g., stories, correspondence, directions, reports). ◦ Make connections between words and the ideas they convey in context. ◦ Write narrative using elements and sequence appropriately (e.g., character, setting, beginning, middle, end). ◦ Write informational text using logical organization (e.g., main and supporting ideas, sequence, elaboration). ◦ Use literature as a foundation for writing. 	<p>Article Format, TE5: 494; How-To Format, TE6: 560, 590, 593; Interview Format, TE1: 68–71; TE5: 516; Magazine Format, TE5: 470–473; Newspaper Format, TE1: 46–47; Nonfiction Article Format, TE2: 187X; Play Format, TE2: F216 Connotation, TE3: 351I–351J, R25 Describing Characters and Setting, TE2: 158, 164, 165, 167A, 167B; Beginning, Middle, and End, TE2: 167B Topic Sentence and Supporting Sentences, TE3: 266; TE4: 407M, 407N, 427M, 427N; PB: 246; Using Sequence Words and Phrases, TE1: 47M, 47N, 48, 49, 49C; Explaining Steps in Order, TE1: 47M; Using Elaborating Details, TE4: 383N; Adding Detail For Elaboration, TE2: 163N; TE5: 473N; PB: 287 Reading as a Writer, TE1: 49; TE2: 165; TE3: 273; TE4: 385; TE5: 475; TE6: 571; Introducing the Student Model, TE1: 48; TE2: 164–167; TE3: 272–273; TE4: 384; TE5: 474–475; TE6: 570–571</p>	<p>› › › › ›</p>	
<p>4060-0602 Build a spelling vocabulary for writing.</p> <ul style="list-style-type: none"> ◦ Spell high frequency words correctly. ◦ Use spelling patterns to spell new words. ◦ Approximate the spelling of unknown words. ◦ Write legibly in manuscript and cursive. ◦ Use spelling resources (e.g., class lists, dictionaries, charts, classmates). ◦ Identify and correct misspelled words. <p>(continued)</p>	<p>Spelling Frequently Misspelled Words, TE1: 49F; TE2: 167F; TE4: 387F; TE5: 475F; TE6: 571F; PB: 20–22, 96–98, 156–158, 290–292, 350–352 Spelling, TE1: 47G–47H, 71G–71H, 93G–93H, 115G–115H; TE2: 163G–163H, 187G–187H, 213G–213H; TE3: 271G–271H, 297G–297H, 319G–319H, 351G–351H; TE4: 383G–383H, 407G–407H, 427G–427H; TE5: 473G–473H, 495G–495H, 517G–517H; TE6: 569G–569H, 593G–593H, 615G–615H, 639G–639H; PB: 9–11, 29–31, 44–46, 85–87, 105–107, 120–122, 145–147, 165–167, 195–197, 219–221, 239–241, 254–256, 279–281, 299–301, 314–316, 339–341, 359–361, 374–376, 389–391, 407, 409, 411, 413, 415, 417, 419, 421, 423, 425, 427, 429</p> <p>(continued)</p>	<p>› › › › ›</p>	

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<p>4060-0602 (continued) Build a spelling vocabulary for writing.</p>	<p>Proofreading Spelling, TE1: 47H, 49F, 71H, 93H, 115H; TE2: 163H, 167F, 187H, 213H; TE3: 271H, 273F, 297H, 319H, 351H; TE4: 383H, 407H, 427H; TE5: 473H, 495H, 517H; TE6: 569H, 615H, 593H, 639H Using a Dictionary for Spelling, TE2: 187G; TE3: 271G, 319G My Study List, PB: 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430</p>	,	
<p>4060-0603 Recognize and construct sentences.</p> <ul style="list-style-type: none"> ◦ Construct sentences using basic sentence patterns (e.g., noun/verb, noun/verb/object). ◦ Combine sentences using varied sentence patterns. ◦ Substitute meaningful words in a given sentence pattern. ◦ Apply the conventions of capitalization (e.g., sentence beginning, proper nouns, titles). ◦ Choose end punctuation to fit the sentence purpose (e.g., period, question mark). 	<p>Sentences and Sentence Structure, TE1: 47K–47L, R34–R35; TE3: 273E, 319K, 319L; PB: 13, 15, 155 Combining Sentences: Compound Subjects and Compound Predicates, TE1: 47L; PB: 15; Combining Sentences: Compound Sentences, TE1: 71L; PB: 34–35; Combining Sentences with Adjectives, TE4: 427N; PB: 262; Combining Sentences with Commas, TE6: 615N; PB: 382; Combining Sentences with Appositives, TE1: 115N; PB: 67; Combining Sentences with Compound Direct Objects, TE2: 187L; PB: 111 Changing the Position of Adjectives, TE4: 383L; Replacing Vague Nouns and Verbs with Exact Language, TE3: 319N; PB: 188 Capitalization, TE1: 49F, 71N, 115L; TE2: 167F; TE3: 273F; TE4: 387D; TE5: 475F, 495C, 495D; TE6: 571F, 593L, 639L; PB: 37, 63, 65, 364, 393 Period, TE1: 47K, 47L, 71N; Question Mark, TE1: 47K, 47L, 71N; Exclamation Point, TE1: 47K, 47L, 71N</p>	, , , , , ,	
<p>4060-0604 Make effective word choices that convey the intended meaning.</p> <ul style="list-style-type: none"> ◦ Use context to determine correct homonyms. ◦ Identify and correct errors in usage (e.g., verb/noun agreement, proper form of pronouns, comparatives). ◦ Use language appropriate to the subject and audience. ◦ Demonstrate effective use of resources (e.g., dictionary, peers, adults). 	<p>Subject-Verb Agreement, TE3: 271K–271L, 319K–319L, R30–R31; PB: 185, 186; Pronouns, TE1: 66; TE5: 473K–473L, 495K–495L, 517K–517L; R20–R21, R22–R23; PB: 283–285, 303–305, 318–320; Using Comparatives and Superlatives, TE4: F442 Using Formal and Informal Language, TE2: 167D, 213M, 213N; TE3: 273K Using a Dictionary, TE3: 319J, 351J; Conferencing, TE1: 49A, 49E; TE2: 167A, 167E; TE3: 273E; TE4: 385E; TE5: 475E; TE6: 571E</p>	, , , ,	

<p>4060-0703 Create a working draft.</p> <ul style="list-style-type: none"> ◦ Create and organize ideas on paper. ◦ Follow patterns from literature and apply techniques demonstrated by authors. ◦ Use technology when available and appropriate. 	<p>Drafting, TE1: 49C–49D; TE2: 167C–167D; TE3: 273C–273D; TE4: 387C–387D; TE5: 475C–475D; TE6: 571C–571D Reading as a Writer, TE1: 49; TE2: 165; TE3: 273; TE4: 385; TE5: 475; TE6: 571 Using the Internet for Writing, TE1: 45, 67, 89, 111; TE2: 159, 183, 209; TE4: 379, 403, 425; TE5: 469, 491, 513; TE6: 565, 589, 611</p>	<p>› › ›</p>	
<p>4060-0704 Revise working drafts.</p> <ul style="list-style-type: none"> ◦ Revise text with assistance. ◦ Add words, sentences, and details to complete a piece of writing. ◦ Reread draft to check for meaning. ◦ Determine when a piece is complete. ◦ Use technology when available and appropriate. 	<p>Revising, TE1: 49E; TE2: 167E; TE3: 273E; TE4: 387E; TE5: 475E; TE6: 571E Improving Your Writing, TE1: 47L, 47N, 71L, 71N, 93L, 93N, 115L, 115N; TE2: 163L, 163N, 187L, 187N, 213L, 213N; TE3: 271L, 271N, 297L, 297N, 319L, 319N, 351L, 351N; TE4: 383L, 383N, 407L, 407N, 427L, 427N; TE5: 473L, 473N, 495L, 495N, 517L, 517N; TE6: 569L, 569N, 593L, 593N, 615L, 615N, 639L, 639N; PB: 15, 17, 35, 37, 50, 52, 65, 67, 91, 93, 111, 113, 126, 128, 151, 153, 171, 173, 186, 188, 201, 203, 225, 227, 245, 247, 260, 262, 285, 287, 305, 307, 320, 322, 345, 347, 365, 367, 380, 382, 395, 397 Using Elaborating Details, TE4: 383N; Adding Detail For Elaboration, TE2: 163N; TE5: 473N; PB: 287; Elaborating with Prepositional Phrases, TE6: 569L; PB: 345</p>	<p>› › › › ›</p>	
<p>4060-0705 Publish selected pieces.</p> <ul style="list-style-type: none"> ◦ Proofread and correct errors. ◦ Demonstrate awareness of page format features (e.g., margins, indentation, title page, table of contents). ◦ Select the format for the finished product. ◦ Use legible handwriting or technology to produce final copy. ◦ Incorporate relevant illustrations, photos, charts, and graphs when appropriate. ◦ Share the finished product with the intended audience. 	<p>Proofreading, TE1: 49F; TE2: 167F; TE3: 273F; TE4: 387F; TE5: 475F; TE6: 571F; PB: 18, 94, 154, 228, 288, 348, 433, 434 Publishing Final Drafts, TE1: 49G; TE2: 167G; TE3: 273G; TE4: 387G; TE5: 475G; TE6: 571G Bulletin Board Display, TE2: 167A, 167G Multimedia Internet Presentation, TE1: 49A Making a Videotape, TE2: 167G</p>	<p>› › › › ›</p>	

TOPIC: Writing Standard: 4060-08 Students use technology to facilitate writing. PURPOSE: Objectives:			
4060-0801 Locate information using a variety of sources. <ul style="list-style-type: none"> ◦ Identify, select, and prioritize potential information sources. ◦ Communicate with others via computer. ◦ Interpret and organize information. 	Locating and Evaluating Information, TE4: 384, 387A Using the Internet for Writing, TE1: 45, 67, 89, 111; TE2: 159, 183, 209; TE4: 379, 403, 425; TE5: 469, 491, 513; TE6: 565, 589, 611 Information Skills, TE1: 47C–47D, 71C–71D, 93C–93D, 115C–115D; TE2: 163C–163D, 187C–187D, 213C–213D; TE4: 383C–383D, 407C–407D, 427C–427D; TE5: 473C–473D, 495C–495D, 517C–517D; TE6: 569C–569D, 593C–593D, 615C–615D, 639C–639D	›	
4060-0802 Arrange and format text with the word processor. <ul style="list-style-type: none"> ◦ Edit the text to eliminate irrelevant information. ◦ Combine visual text to create multi-media presentations. 	Using a Word Processor to Write a Report, TE5: 473N, 475A, 495C–495D, 495N, 517N Guidelines for a Multimedia Presentation, TE6: 593O–593P	›	
TOPIC: Writing Standard: 4060-09 Students, teachers, and parents write and respond together. PURPOSE: Objectives:			
4060-0901 Write collaboratively on a selected topic. <ul style="list-style-type: none"> ◦ Generate a topic together. ◦ 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. 	Class Writing, TE5: 495; TE6: 593, 639O Writing Collaboratively, TE1: 49A–49B; TE2: 167A–167B; TE3: 273A–273B; TE4: 387A–387B; TE5: 475A–475B; TE6: 571A–571B	›	
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<p>4060-0902 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: 49A, 49E; TE2: 167A, 167E; TE3: 273E; TE4: 385E; TE5: 475E; TE6: 571E</p>	<p>› › › › › ›</p>	
<p>TOPIC: Speaking and Listening Standard: 4060-10 Students develop oral language to communicate effectively for various purposes and audiences. PURPOSE: Objectives:</p>			
<p>4060-1001 Learn as they talk to explore ideas.</p> <ul style="list-style-type: none"> ◦ Participate in discussions in a variety of settings (e.g., content area discussion 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. ◦ 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>Speaking Intelligibly, SB: 89, 111, 159, 183, 315, 379, 425, 469; TB1: 47O–47P, 71O–71P, 93O–93P, 115O–115P; TB2: 163O–163P, 187O–187P, 213O–213P; TB3: 271O–271P, 297O–297P, 319O–319P, 351O–351P; TB4: 383O–383P, 407O–407P, 427O–427P; TB5: 473O–473P, 495O–495P, 517O–517P; TB6: 569O–569P, 593O–593P, 615O–615P, 639O–639P</p> <p>Guidelines for a Literature Discussion, TE1: 93O–93P, 111</p> <p>Prior Knowledge for Listening, TE1: 26A, 49S, 71S, 93U; TE2: 140A, 167Q, 187U; TE3: 242A, 273S, 319V, 297U; TE4: 358A, 381, 387Q, 405, 407U, 426; TE5: 452A, 475S, 495U, 515; TE6: 547A, 571S, 593U, 615</p> <p>Guidelines for Asking Clarifying Questions, TE1: 93O, 93P; TE3: 315; TE5: 473P; TE6: 615P</p> <p>Guidelines for Holding Effective Conversations, TE6: 639O–639P</p> <p>Guidelines for Telling a Story, TE1: 47O–47P; TE2: 183; Retelling a Story, TE1: 43, 47O–47P, 65; TE2: 183; TE4: F435, F445; TE5: 511; TE6: 633</p> <p>Guidelines for Paraphrasing Ideas, TE2: 185; TE4: 389B, 405; TE5: 505</p> <p>Guidelines for Giving and Supporting Opinions, TE6: 615O, 615P</p>	<p>› › › › ›</p>	

<p>4060-1003 (continued) Use speech for language enrichment.</p> <ul style="list-style-type: none"> ◦ Recite short poems, rhymes, songs, and stories. ◦ Improvise in response to pictures, music, and stories. ◦ Share stories or information orally with an audience. 	<p>Oral Summaries, TE1: 32, 36, 38, 40, 42, 43, 47O, 49K, 49M, 49O, 49V, 59, 64, 71X, 80, 81, 85, 86, 87, 93, 93Z, 102, 108, 113; TE2: 141B, 142A, 150, 151, 156, 157, 161, 163, 167J, 167L, 167N, 169B, 174, 176, 180, 181, 183, 187X, 194, 196, 197, 206, 213; TE3: 243B, 264, 271, 273J, 273L, 273N, 273V, 284, 285, 291, 294, 297X, 306, 317, 319Z, 345, 351; TE4: 359B, 370, 376, 387J, 387L, 387N, 387T, 391, 396, 397, 400, 401, 407V, 416, 422; TE5: 453A, 455B, 457, 460, 461, 462, 463, 465, 466, 467, 475K, 475M, 475N, 484, 488, 489, 505, 511; TE6: 556, 557, 563, 571J, 571L, 571N, 571V, 580, 602, 603, 608, 609, 628, 629, 632, 633</p> <p>Guidelines for Telling a Story, TE1: 47O–47P; TE2: 183 Guidelines for Dramatizing a Story, TE3: 271O–271P Role-Play, TE1: 71O, 71P; TE2: 167J, 179; TE3: 271O, 297D, 314, 351P; TE4: 372; TE6: 634</p> <p>Sharing, TE1: 36, 43, 46, 49E, 49M, 58, 63, 64, 65, 67, 69, 81, 87, 102, 109, 50A, 89, 100, 115G, 115J; TE2: 151, 154, 157, 161, 163D, 177, 179, 181, 185, 187G, 187J, 187L, 187U, 196, 200, 207, 209, 213J; TE3: 254, 265, 273D, 281, 286, 287, 289, 291, 295, 297, 299B, 305, 307, 312, 313, 317, 319V, 334, 345, 347, 351O; TE4: 368, 370, 374, 377, 379, 383D, 387L, 387N, 388A, 397, 401, 403, 407U, 417, 423, 425; TE5: 459, 463, 467, 473, 475M, 489, 491, 495J, 505, 510, 511, 513, 517H, 517I, 517N; TE6: 548A, 557, 563, 565, 566, 567, 569, 571L, 571S, 580, 587, 589, 593A, 603, 607, 609, 611, 613, 615J, 628, 633, 635, 637, 639</p>		
<p>4060-1004 Build a speaking vocabulary.</p> <ul style="list-style-type: none"> ◦ Use precise language in descriptions and explanations. ◦ Determine the meaning of 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. <p style="text-align: right;">(continued)</p>	<p>Precise Language, TE1: 98 Use New Vocabulary or Language in Speaking, TE1: 26A, 50A, 71G, 72A, 93H, 94A; TE2: 142A, 163G, 168K, 188, 213G; TE3: 244A, 271G, 274A, 297G, 298A, 319G, 320A, 351G; TE4: 360A, 383G, 388A, 408A; TE5: 454A, 473G, 476A, 495G, 496A; TE6: 548A, 569G, 572A, 593G, 594A, 615G, 616A, 639G</p> <p>Synonyms, TE2: 167L; TE3: 271I, 271J, R9; TE4: 407I–407J; TE6: 600, 615G; Antonyms, TE3: 271I, 271J; TE4: 427G; TE5: 473I–473J Metaphor, TE3: 296, 324; TE5: 500</p> <p style="text-align: right;">(continued)</p>		

<p>4060-1004 Build a speaking vocabulary.</p> <ul style="list-style-type: none"> ◦ Use figurative language to clarify and enhance oral communication. ◦ Determine connotative and idiomatic meanings. 	<p>Connotation, TE3: 351I–351J, R25; Idioms/Expressions, TE1: 49K, 63; TE3: R3, R5, R7, R9; TE4: 387L; TE5: 456; TE6: 571J, 571L, 593G, 615I, 615J</p>	<p>›</p> <p>›</p>	
<p>4060-1005 Analyze oral participation in small group discussion.</p> <ul style="list-style-type: none"> ◦ Communicate as a leader and contributor. ◦ Summarize and evaluate group activities. ◦ Evaluate the effectiveness of participant interactions. 	<p>Rules for Facilitator or Discussion Leader, TE1: 93P Evaluating Discussions, TE6: 615P</p>	<p>›</p> <p>›</p> <p>›</p>	
<p>TOPIC: Speaking and Listening Standard: 4060-11 Students develop language and acquire information through listening. PURPOSE: Objectives:</p>			
<p>4060-1101 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 style="text-align: right;">(continued)</p>	<p>Listening in a Conversation, TE6: 639O, 639P Discussion, TE1: 26A, 33, 35, 36, 42, 47E, 47N, 48, 49E, 49V, 50A, 58, 63, 65, 70, 71J, 72A, 78, 81, 86, 87, 93D, 93E, 93Z, 102, 108, 109; TE2: 150, 151, 154, 156, 157, 163D, 164, 172, 177, 181, 184, 187X, 188, 196, 203, 207, 212, 213; TE3: 242A, 243B, 244A, 254, 255, 257, 264, 265, 271C, 271J, 271O, 272, 273J, 273S, 274A, 279, 280, 284, 285, 288, 290, 291, 293, 297U, 297X, 298A, 299B, 304, 305, 306, 307, 307, 312, 313, 316, 317, 319V, 319Z, 334, 344, 345, 346, 351I, 351K, 351O; TE4: 359B, 360A, 370, 376, 377, 382, 387I, 387M, 387T, 392, 397, 400, 401, 407O, 407V, 408A, 417, 423; TE5: 453A, 463, 467, 470, 471, 472, 473J, 475K, 475L, 475M, 475N, 475T, 480, 484, 487, 488, 489, 493, 504, 505, 511, 517, 517N, 517O; TE6: 548A, 556, 557, 563, 569E, 571S, 571V, 572A, 578, 580, 586, 587, 594A, 602, 603, 608, 609, 613, 615P, 616A, 628, 632, 633, R2, R3, R4, R5, R6, R7, R8, R9</p> <p style="text-align: right;">(continued)</p>	<p>›</p> <p>›</p> <p>›</p> <p>›</p> <p>›</p> <p>›</p>	

<p>4060-1103 (continued) Respond as they listen to stories and informational books.</p> <ul style="list-style-type: none"> ◦ 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 Topic, Main Idea, and Details, TE4: 407U–407V; Listening for Cause and Effect, TE4: 387Q–387T; TE6: 547A–547B; Listening to Compare and Contrast, TE5: 495U–495X</p>		
<p>TOPIC: Speaking and Listening Standard: 4060-12 Students, teachers, and parents use speaking and listening to explore, clarify, and understand ideas in different settings. PURPOSE: Objectives:</p>			
<p>4060-1201 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. 	<p>Speaking and Listening for Classmates, SB: 89, 159, 183, 379, 425, 469; TB1: 470–47P, 930–93P, 1150–115P; TB2: 1870–187P, 2130–213P; TB3: 2710–271P, 2970–297P, 3190–319P, 3510–351P; TB4: 3830–383P, 4270–427P; TB5: 4730–473P, 4950–495P; TB6: 5690–569P, 5930–593P, 6150–615P, 6390–639P Speaking and Listening at Home, TB1: 710–71P Speaking and Listening at School, TB2: 1630–163P Guidelines for Asking Clarifying Questions, TE1: 93O, 93P; TE3: 315; TE5: 473P; TE6: 615P Guidelines for Disagreeing Respectfully, TE1: 71O, 71P, 93O Conflict Resolution, TE3: 351O–351P</p>		
<p>4060-1202 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. <p style="text-align: right;">(continued)</p>	<p>Use New Vocabulary or Language in Speaking, TE1: 26A, 50A, 71G, 72A, 93H, 94A; TE2: 142A, 163G, 168K, 188, 213G; TE3: 244A, 271G, 274A, 297G, 298A, 319G, 320A, 351G; TE4: 360A, 383G, 388A, 408A; TE5: 454A, 473G, 476A, 495G, 496A; TE6: 548A, 569G, 572A, 593G, 594A, 615G, 616A, 639G</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>4060-1202 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>Connotation, TE3: 351I–351J, R25; Idioms/Expressions, TE1: 49K, 63; TE3: R3, R5, R7, R9; TE4: 387L; TE5: 456; TE6: 571J, 571L, 593G, 615I, 615J</p> <p>Listening for Information, TE2: 140A, 141B, 167R, 187V; TE4: 407U–407V; TE5: 473O–473P, 475S–475T, 495U–495X; TE6: 547A–547B, 571S–571V, 593U–593V, 615U–615V</p> <p>Listening for Pleasure/Enjoyment, TE1: 26A–27C, 47O, 47P, 49S–49V, 71S–71V, 93U–93Z; TE4: 358A–359B, 387R–387U, 407U–407V; TE6: 547A–547B, 571S–571V, 593U–593V, 615U–615V</p>	<p>,</p> <p>,</p> <p>,</p>	
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