Core Subject Area: Language Arts (Elementary)  
Specific Pages or Items that Correlate: Comprehensive Coverage of Core Concept  
Partial Coverage of Core Concept

(L(N(16 60 4 j-6) The course of study for language arts will ensure that each student will have mastered the basic skills of listening, speaking, reading, spelling, and penmanship. Through oral and written language, students will develop and expand their concepts of themselves, people, places, and events in the world around them. Skills in drama emphasize the role of the student as a participant, observer/listener, and critic, as well as enriching the language arts.

**TOPIC:** Reading  
**Standard:** 4030-01  
Students use prior knowledge to make predictions, comprehend new information, and construct meaning.  

**PURPOSE:**  
**Objectives:**

| 4030-0101 |  
| --- | --- |
| Make connections between personal experience and print. |  
| - Assimilate new ideas introduced through pictures and print. |  
| - Relate new ideas to existing knowledge. |  
| - Create mental images from pictures and print. |  
| - Use illustrations and graphic organizer to access prior knowledge. |  
| - Generate questions from the reading. |  


**Visualizing, 3.1:** TE1: 49; TE2: 185M, 185N, R15; 3.2: TE4: R17; TE5: 155


### 4030-0102
**Anticipate the flow of events or information.**
- Predict events in a reasonable sequence.
- Use formats, ideas, plots, and elements from previous reading to make predictions.


### Connections Between Expository Selections, 3.1: TE2: 185, 205; 3.2: TE4: 39, 43V, 69, 69X

### Connections Between Narrative and Expository Selections, 3.1: TE2: 157, 159V, 231; TE3: 315, 347; 3.2: TE4: 64, 94; TE5: 205

### Connections Between Narrative Selections, 3.1: TE3: 310, 315X, 347X, 368; 3.2: TE5: 137, 139V, 200

### 4030-0103
**Verify predictions as the reading continues.**
- Determine the accuracy of predictions.
- Change predictions to fit additional information from the reading.
- Make new predictions as information is added.


### TOPIC: Reading

**Standard: 4030-02**

**PURPOSE:**

Students comprehend and critically evaluate text as they read for different purposes.

**Objectives:**

### 4030-0201
**Use a variety of strategies to comprehend print.**
- Recognize incongruities between an incorrectly decoded word and the passage.
- Reread to check comprehension.
- Use text and illustrations to adjust and confirm meaning.
- Ask questions.
- Retell in own words to make sense.


---

**Language Arts (Elementary)**

**Houghton Mifflin Reading © 2001**

**SB = Student Book**  **TE = Teacher’s Edition**  **PB = Practice Book**
### Use a variety of strategies to comprehend print.
- Recognize incongruities between an incorrectly decoded word and the passage.
- Reread to check comprehension.
- Use text and illustrations to adjust and confirm meaning.
- Ask questions.
- Retell in own words to make sense.
- Use resources (e.g., dictionary, glossary, teacher) to verify and confirm meaning.

### Develop an interpretation of the text.
- Identify story elements (e.g., character, plot, setting).
- Recognize the relationship between development of the plot and changes in other story elements.
- Identify main and supporting ideas in informational text.
- Make inferences.
- Draw reasonable conclusions.
- Identify cause/effect or problem/solution in text.
### 4030-0202 (continued)

Develop an interpretation of the text.


---

### 4030-0203

Critically evaluate the text.

- Discriminate between fact and opinion.
- Form opinions about the quality of text (e.g., setting, character development, sequence, language use, format).
- Compare and contrast within and between texts (e.g., facts, characters, time frame, setting).
- Select and apply relevant information to new experiences.


**Selection Connections, 3.1:** TE1: 11A; TE2: 125A; TE3: 257A; PB: 1–2, 59–60, 135–136; 3.2: TE4: 11A; TE5: 103A; TE6: 237A; PB: 1–2, 59–60, 119–120


---

### 4030-0204

Use organizational features of books and related resources.

- Use alphabetical and numerical ordering to locate information (e.g., table of contents, index, dictionary, encyclopedia, telephone book).
- Use dictionary definitions to aid comprehension.
- Use the table of contents or index to locate specific information.
- Select the appropriate resource for the task (e.g., dictionary for word meaning, encyclopedia for concept information).

**Table of Contents, 3.1:** TE1: 51C, 51D; TE3: 315C

**Index, 3.1:** TE1: 51C, 51D; TE3: 315C

**Entry and Guide Words, 3.1:** TE1: 91C–91D, 121I, 121L; TE3: 315I

**Encyclopedia, 3.1:** TE1: 51J, 121D; TE2: 157, TE3: 312, 347C–347D, 347H, 373D; 3.2: TE4: R11

**Definitions, 3.1:** TE1: 91I, 121I, 121L; TE2: 231I–231J; TE3: 315I

**Evaluating Information, 3.1:** TE2: 156; TE3: 347D; 3.2: TE4: 39C, 39D, 40, 43C

---

**Language Arts (Elementary)  
Houghton Mifflin Reading © 2001**

**SB = Student Book  
TE = Teacher’s Edition  
PB = Practice Book**
<table>
<thead>
<tr>
<th>TOPIC: Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard: 4030-03</td>
</tr>
<tr>
<td>Students use a variety of cueing systems to determine word pronunciation, meaning, and language structure.</td>
</tr>
</tbody>
</table>

**PURPOSE:**

**Objectives:**

### 4030-0301

Use graphophonic cues (letter/sound correspondence) to identify and pronounce words.

- Identify known words and figure out unknown words through knowledge of letter combinations and word families.
- Read high frequency words fluently.
- Decode words using word parts (e.g., root words, prefixes, suffixes).


**Word Families, 3.1:** TE1: 521E, 91J; TE2: 157I–157J

**High Frequency Words, 3.1:** TE1: 53F; TE2: 159F; TE3: 289F; 3.2: TE4: 43F; TE5: 139F; TE6: 279F


### 4030-0302

Students use semantic cues (word meaning in context) to comprehend text.

- Use word parts to determine meaning (e.g., root words, prefixes, suffixes, compound words, contractions).
- Use self-correction strategies when the meaning of a word or passage is not clear (e.g., read on, reread, try an alternate pronunciation, ask questions, use resources).
- Recognize words that signal transitions to determine sequence and its contribution to the meaning of a text (e.g., first, finally, as a result).

**Word Roots, 3.1:** TE2: 157I


### 4030-0302 (continued)

Students use semantic cues (word meaning in context) to comprehend text.

**Signal Words for Following Directions, 3.1:** TE2: 231; TE3: 303, 315B; Signal Words for Generalizations, 3.2: TE4: 29; Signal Words for Sequence, 3.1: TE1: 15A, 39, 51A, 83; TE3: 315B; 3.2: TE4: 57
4030-0303
Students use syntactic cues (word order/sentence sense) to monitor and guide their comprehension of text.
- Use punctuation to guide reading with correct phrasing and emphasis.
- Recognize how text structure contributes to meaning (e.g., initial capital, period, question mark, exclamation mark, comma, paragraph indentation).
- Recognize how word placement within a sentence contributes to overall meaning.

4030-0304
Continue to develop a reading vocabulary (e.g., pronounce and understand new words).
- Determine contextually appropriate meanings of multiple meaning words (e.g., beat, star), homonyms (e.g., rode, road), synonyms (e.g., happy, glad), and antonyms (e.g., happy, sad).
- Determine meaning of new words.
- Associate new words with new concepts across the curriculum (e.g., habitat, technology, pulley, lever).
- Determine the literal meaning of figurative expressions (e.g., metaphors, idioms, clichés, literary expressions).
- Read nonphonetic words as sight words in context (e.g., patient, scissors, beauty).

Exclamation Point, 3.1: TE1: 96
Italics, 3.1: TE3: 277, 295; 3.2: TE4: 39N
Exclamation Point, 3.1: TE1: 96
Italics for Emphasis, 3.1: TE3: 277
Punctuation of Quotation, 3.2: TE5: F229

Antonyms,
Farm Words, 3.1: TE3: 347I; Garden Words, 3.1: TE3: 373J; Health Terms: Food Words, 3.1: TE2: 231J; Historical Terms, 3.1: TE1: 53T; Sea Creatures, 3.1: TE1: 51J; Sewing Words, 3.1: TE2: 157J; Words for Ships/Ship Parts, 3.2: TE5: 133, 137J; Special Language,
3.1: TE3: 286

Language Arts (Elementary)  Houghton Mifflin Reading © 2001

SB = Student Book  TE = Teacher’s Edition  PB = Practice Book
### 4030-0304
Continue to develop a reading vocabulary (e.g., pronounce and understand new words).

**Figurative Language 3.1:** TE1: 62, 67, 70, 110, 121J; TE2: 231G; 3.2: TE4: 85; TE6: 275

**Idioms/Expressions, 3.1:** TE1: 51–51H; TE3: 271, 280, 300, 338; 3.2: TE4: 78


### TOPIC: Reading
**Standard:** 4030-04
Students develop independence in reading.

**PURPOSE:**
Objectives:

### 4030-0401
Read frequently in and out of school.
- 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.


**Reading Another Book by Author, 3.1:** TE3: 370

TOPIC: Reading

Standard: 4030-05

Students, teachers, and parents read together to create shared meaning from print.

PURPOSE:

Objectives:

4030-0501

Value reading as an important part of their lives.

- Share various literary genre (e.g., picture books, poetry, folk and fairy tales, songs, plays, informational text).
- Appreciate cultural contributions and artistic expressions.
- Use appropriate strategies to refine meaning (e.g., make predictions, ask questions, retell story).
- Choose to read outside of school.
- Share ideas from reading.
- Refine reading skills and develop positive attitudes.

(continued)

Responding to Written Texts, 3.1: 46–47, 86–87, 116–117, 152–153,
368–369; 3.2: 34–35, 64–65, 94–95, 132–133, 162–163, 200–201,

Literature By and About Africans and African-Americans, 3.1: TE1: BTS2–BTS15; 50; TE2: 185, 186–187, 188–201, 204–205,
222–227, 282–301

TE5: 140–141, 142–161

Literature By and About Hispanics/Latinos, 3.1: TE2: 159M–159N,
160–161, 162–179, 248–253; 3.2: TE4: 72–93, R2–R3; TE5:
216–221;
TE6: 242–243, 244–271, 274, 275, 276, 277

Literature By and About Native Americans, 3.1: TE1: 118–121,

(continued)
### 4030-0501 (continued)
Value reading as an important part of their lives.

### 4030-0502
Participate in a print-rich environment.
- Read together (e.g., student to student, child to parent, parent to child, student to teacher, parent to class, teacher to class).
- Reread and retell favorite stories with friends and/or family members.
- Participate in a variety of language activities (e.g., readers’ theater, choral reading, dramatization).


### TOPIC: Writing
### Standard: 4030-06
Students use concepts and conventions of print to create texts.

### PURPOSE: Objectives:

#### 4030-0601
Write in a variety of formats for different purposes.
- Recognize varying formats and purposes of print (e.g., stories, correspondence, reports, poems).
  
  (continued)
**4030-0601 (continued)**

| Writing a Friendly Letter or a Postcard, 3.1: SB: 86, 310; TE1: 51M–51N, 86; TE3: 310, 315M–315N; 3.2: TE4: R24; PB: 16 |
| Writing a Report, 3.1: TE2: 157, R31; TE3: 347H; TE5: R23 |
| Writing a Beginning, Middle, End, 3.1: SB: 52–53; TE3: 289C |
| Sequencing, 3.1: SB: 153; TE2: 158, 159, 159B, 159C |
| Using Order, 3.1: TE1: 52, 53B |

Build a spelling vocabulary for writing.

- Spell an increasing number of high frequency words correctly.
- Use spelling patterns to spell new words (e.g., word families, syllabication, letter combinations).
- Approximate and confirm the spelling of unknown words.
- Form letters correctly in cursive.
- Write legibly in manuscript and cursive.
- Use spelling resources (e.g., word lists, dictionaries, charts, peers, adults).
- Identify and correct misspelled words.

**4030-0602**

Language Arts (Elementary)  
*Houghton Mifflin Reading © 2001*  
Comprehensive  
Partial  

| Frequently Misspelled Words, 3.1: TE1: 53F; TE2: 159F; TE3: 289F; 3.2: TE4: 43F; TE5: 139F; TE6: 279F |
| My Study List, 3.1: PB: 211, 214, 216, 218, 220, 222, 224; 3.2: PB: 179, 182, 184, 186, 188, 190 |
### 4030-0603

Recognize and construct sentences.
- 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 (e.g., sentence beginning, proper nouns, titles).
- Use commas in a series, in correspondence, and in dates.
- Use quotation marks to indicate speech.
- Use apostrophes to indicate possession and contractions.
- Use common abbreviations (e.g., Mr. and Mrs., months and days).
- Demonstrate awareness of page format features (e.g., margins, indentation).

**Combining Sentences: Subjects and Predicates, 3.1:** TE1: 121L; PB: 49; **Combining Simple Sentences with and and but, 3.1:** TE1: 53E; TE2: 157N; PB: 75; **Sentence Combining With Helping Verbs, 3.2:** TE4: 69L
**Commas in a Series, 3.1:** TE2: 157L; PB: 73; **Commas in Dates and Places, 3.1:** TE1: 51N; PB: 17
**Using Dialogue and Quotation Marks, 3.1:** TE3: 342; **Quotation Marks, 3.1:** TE3: 373M, 373N; PB: 200–201
**Apostrophes in Possessive Nouns, 3.1:** TE2: 205E; TE3: 287L; PB: 147–149, 153; **Apostrophes in Contractions, 3.1:** TE2: 205E; PB: 101
**Abbreviations, 3.1:** TE2: 185L; PB: 93

### 4030-0604

Make effective word choices that convey the intended meaning.
- Use context to determine correct homonyms.
- Identify and correct errors in word choice (e.g., comparatives, superlatives, pronouns, plurals, possessives).
- Use language appropriate to the subject and audience.

**Comparative Adjectives, 3.1:** TE3: 315E; **Pronouns, 3.2:** TE5: 137K–137L, 167K–167L, 205K–205L, R20, R21, R22; PB: 71, 72, 73, 91, 92, 93, 106, 107, 108; **Singular and Plural Nouns, 3.1:** TE2: 205K–205L, R28; **Special Plural Nouns, 3.1:** TE2: 231K–231L, R29; **Possessives, 3.2:** TE5: R17

(continued)
| TOPIC: Writing  
| Standard: 4030-07  
| Students use process strategies to create text.  
| PURPOSE:  
| Objectives:  

### 4030-0701

Use informal writing to facilitate learning across the curriculum.

- 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.

#### Taking Notes, 3.2: TE4: 39M–39N

- Recording Facts, Observations, Personal Feelings, Memories, and Ideas, 287M, 287N


#### Writing Instructions, 3.1: TE1: 46; TE2: 157H; 3.2: TE4: R23

#### Writing Learning Logs, 3.1: TE1: 91M–91N; PB: 36; 3.2: TE4: 73, 84

### 4030-0702

Prepare to write.

- Select a topic.
- Rehearse ideas alone, with peers, and/or with adults.
- Use webs, story maps, or other graphic organizers.
- Write to get ideas on paper.


#### Browsing Through Magazines/Newspapers, 3.1: TE3: 384, 385; 3.2: TE4: 43A

#### Choosing a Topic, 3.1: TE1: 53A; TE2: 159A, 185N; TE3: 289A; 3.2: TE4: 40, 43A

#### Drawing, 3.1: TE1: 53A, 116; TE3: 342
4030-0702 (continued)
Prepare to write.
  ° Write in a variety of forms (e.g., picture book, correspondence, personal narrative, story, poem, informational piece).
  ° Use background knowledge and/or information books.

Using a Graphic Organizer, 3.1: TE1: 121M; TE3: 289C, 289D; 3.2: TE4: 43B
Using Imagination, 3.1: TE1: 53A; TE2: 159A, 185N; 3.2: TE4: 43A
Prior Knowledge for Research Topic, 3.2: TE4: 43B

4030-0703
Create a working draft.
  ° Organize ideas on paper.
  ° Follow patterns from literature and apply techniques demonstrated by authors.
  ° Use technology when available and appropriate.


4030-0704
Revise working drafts.
  ° Reread draft to check for meaning.
  ° Revise text with assistance.
  ° Add words, sentences, and details to complete a piece of writing.
  ° Determine when a piece is complete.
  ° Use technology when available and appropriate.

Revising, 3.1: TE1: 53E; TE2: 159E; TE3: 289E; PB: 18, 76, 136, 192, 193; 3.2: TE4: 43E; TE5: 139E; TE6: 279E; PB: 18, 76, 152
Adding, Deleting Details, 3.1: TE1: 53D; TE2: 159D

4030-0705
Publish selected pieces.
  ° Begin to proofread and correct errors.
  ° Select the format for the finished product.
  ° Use legible handwriting or technology to produce final copy.
  ° Incorporate illustrations, photos, charts, and graphs when appropriate.

<table>
<thead>
<tr>
<th>4030-0705 (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publish selected pieces.</td>
</tr>
<tr>
<td>° Share the finished product with the intended audience.</td>
</tr>
</tbody>
</table>

| Bulletin Board Display, 3.1: TE1: 51N, 53A; TE3: 289A, 289G; TE4: 43A |
| Illustrate Original Writing, 3.1: TE1: 53G; TE3: 310 |

**TOPIC:** Writing  
**Standard:** 4030-08  
Students, teachers, and parents write and respond together.  
**PURPOSE:**  
**Objectives:**

| 4030-0801 |
| Write collaboratively on a selected topic. |
| ° 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. |

| Shared Writing, 3.2: TE4: R23 |


| 4030-0802 |
| Respond to the writing of others. |
| ° Listen to the writing of others. |
| ° Make comments and ask questions. |
| ° Respond to the writer’s questions. |
| ° Respect personal and group comments. |


---

**Language Arts (Elementary)**  
**Houghton Mifflin Reading © 2001**  
**Comprehensive**  
**Partial**
**TOPIC:** Speaking and Listening  
**Standard:** 4030-09  
Students develop oral language through speaking.

### PURPOSE:

**Objectives:**

#### 4030-0901
Learn as they talk to explore ideas.
- Participate in discussions in a variety of settings (e.g., literature groups, peer conferences, and whole group interactions).
- Relate new experiences to prior experiences.
- Ask for clarification and explanation of words and ideas.
- Clarify ideas, express opinions, and ask relevant questions.
- Follow implicit rules for conversation (e.g., taking turns and staying on topic).
- Tell and retell stories and events in logical order.
- Paraphrase information shared orally by others.
- Use a primary language when it provides greater facility to explore ideas that may later be expressed in standard English.

#### 4030-0902
Use oral language to present information.
- Use oral language for different purposes (e.g., to inform, persuade, and entertain).
- Use effective volume, eye contact, pacing, phrasing, pitch, and enunciation.
- Use examples and vocabulary appropriate to the topic and audience.

### Speaking Intelligibly, 3.1:  

### Guidelines for a Literature Discussion, 3.1:  
**TE1:** 51O–51P

### Comprehending Spoken Texts, 3.1:  

### Giving Opinions, 3.1:  
**TE1:** 45; **TE2:** 146, 205X; **TE3:** 287N

### Guidelines for Sticking to the Main Topic, 3.2:  
**TE4:** 39O

### Guidelines to Have a Conversation, 3.1:  
**TE3:** 347O–347P

### Retelling a Story, 3.1:  
**TE1:** 45, 121O, 121P; **TE3:** 315B, 367; **3.2: TE4:** 93

### Storytelling, 3.1:  
**TE1:** 15C, 121O, 121P; **TE2:** 185X, 255

### Rephrasing Questions and Answers, 3.1:  
**TE2:** 185D

### Contributing Information, 3.1:  
<table>
<thead>
<tr>
<th>4030-0902 (continued)</th>
<th>4030-0903</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use oral language to present information.</td>
<td>Use speech for language enrichment.</td>
</tr>
<tr>
<td>° Use oral language for different purposes (e.g., to inform, persuade, and entertain).</td>
<td>° Participate in literature responses, book shares and story retellings.</td>
</tr>
<tr>
<td>° Use effective volume, eye contact, pacing, phrasing, pitch, and enunciation.</td>
<td>° Create and participate in oral dramatic activities.</td>
</tr>
<tr>
<td>° Use examples and vocabulary appropriate to the topic and audience.</td>
<td>° Recite short poems, rhymes, songs, and stories.</td>
</tr>
<tr>
<td>° Organize ideas sequentially or around major points of information.</td>
<td>° Improvise in response to pictures, music, and stories.</td>
</tr>
<tr>
<td>° Use oral language to present information.</td>
<td>° Share stories or information orally with an audience.</td>
</tr>
</tbody>
</table>


**Persuasive Speech, 3.2:** TE6: 307O–307P

**Presenting a Reader's Theater Performance, 3.1:** TE3: 315O–315P; 3.2: SB: 273

**Acting Out Scenes, Stories, and Words, 3.1:** TE3: 315O–315P; 3.2: TE4: 99O

**Guidelines for Using Gestures, Facial Expressions, and Tones of Voice, 3.1:** TE3: 315P

**Guidelines for Speaking Expressively with Stress, Volume, Speed, Pacing, Intonation, 3.1:** TE1: 121O, 121P; 3.2: TE4: 99O


**Tell Story from a Different Perspective, 3.1:** TE1: 111; TE3: 363

**Story Dramatization, 3.2:** TE6: 339O–339P

### Language Arts (Elementary) | Houghton Mifflin Reading © 2001 | Comprehensive | Partial
---|---|---|---
**4030-0904**
Build a speaking vocabulary.  
- Increase oral descriptive vocabulary.  
- Ask about words not understood.  
- Use singular and plural nouns.  
- Use compound words in oral communication.  
- Use words that reflect a growing range of interest and knowledge.  
- Clarify and explain words and ideas.  
- Identify and use synonyms, antonyms, comparatives, and superlatives.


Antonyms, 3.2: TE4: R17; 3.2: TE5: R15; TE6: 307I–307J

Comparative Adjectives, 3.1: TE3: 315E

---

**4030-0905**
Demonstrate an understanding of oral language structure.  
- Create oral stories to share with others.  
- Use correct verb tenses in oral communication.  
- Express ideas orally in complete sentences

Listening to Retell a Story, 3.1: TE1: 121O–121P  
Story Dramatization, 3.2: TE6: 339O–339P

Storytelling, 3.1: TE1: 15C, 121O, 121P; TE2: 185X, 255


---

**TOPIC:** Speaking and Listening  
**Standard: 4030-10**  
Students develop language and acquire information through listening.  
**PURPOSE:**

**Objectives:**

**4030-1001**
Listen actively.  
- Follow multi-step directions.  

(continued)
<table>
<thead>
<tr>
<th>4030-1001 (continued)</th>
<th>Guidelines to Have a Conversation, 3.1: TE3: 347O–347P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen actively.</td>
<td>Listening for Information, 3.2: TE4: 43S–43V</td>
</tr>
<tr>
<td>° Recognize and respond to varied uses of language (e.g., humor, parody and persuasion).</td>
<td></td>
</tr>
<tr>
<td>° Listen for a specific purpose (e.g., retell a story, follow directions, share information).</td>
<td></td>
</tr>
</tbody>
</table>

| Construct meaning from what they hear. | Listening for Predicting Outcomes, 3.2: TE5: 139S–139V |
| ° Recognize different perspectives. | |
| ° Clarify meaning through interaction (e.g., reflecting, questioning, restating). | |
| ° Develop independent interpretive skills in noninteractive situations (e.g., assemblies, visual media, formal presentations). | |
| ° Recognize and respond to oral language used for different purposes (e.g., to inform, persuade, and entertain). | |

| ° Attend to what is being read. | |
| ° Reflect on what is read and relate it to personal experience. | |

(continued)
**4030-1003 (continued)**
Respond as they listen to stories and informational text.
- Anticipate the flow of events.
- Recognize story elements (e.g., setting, character and plot).
- Recognize textual organization (e.g., main ideas and detail, cause and effect, comparison and contrast, sequence of events).
- Distinguish between fiction and nonfiction.

**Personal Response to Listening, 3.2:** TE4: (continued) 43V, 69X

**Listening for Sequence, 3.1:** TE1: 14A–15C; TE3: 289U, 289V

**Listening for Story Structure, 3.1:** TE3: 347U–347X

**Listening for Topic, Main Idea, and Supporting Detail, 3.1:** TE2: 205U–205X, 207C; PB: 3.1: 112

**Listening to Compare/Contrast, 3.1:** 289S

**Distinguishing Fiction/Nonfiction, 3.1:** TE1: 51D; TE2: 154

---

**TOPIC: Speaking and Listening**

**Standard: 4030-11**

Students, teachers, and parents use speaking and listening to explore, clarify, and understand ideas in different settings.

**PURPOSE:**

**Objectives:**

**4030-1101**

Build upon the language skills developed in the family, school, and community.
- Respect cultural and ethnic differences.
- Share ideas with class members.
- Ask and answer questions.
- Listen and respond to peers and adults.
- Apply knowledge and information to new situations.
- Participate in groups to generate ideas and solve problems.


**Speaking and Listening at Home, 3.1:** TE1: 121P; TE2: 185O–185P

**Speaking and Listening for School, 3.2:** TE4: 99O–99P; TE5: 163

**Group Problem Solving, 3.2:** TE5: 205O–205P
**4030-1102**
Participate in a language-rich environment created by parents and teachers.
- Talk to develop concepts, understand processes, and share family stories.
- Talk with people of different ages and cultures.
- Listen interactively to a variety of language experiences (e.g., poetry, songs, stories, informational books).