TOPIC: Reading

Standard: 4040-01

Students use prior knowledge to make predictions, comprehend new information, and construct meaning.

PURPOSE:

Objectives:

<table>
<thead>
<tr>
<th>4040-0101</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make connections between personal experience and print.</td>
</tr>
<tr>
<td>° Assimilate new ideas introduced through pictures and print.</td>
</tr>
<tr>
<td>° Relate new ideas to existing knowledge.</td>
</tr>
<tr>
<td>° Create mental images from pictures and print.</td>
</tr>
<tr>
<td>° Use illustrations and graphic organizers to access prior knowledge.</td>
</tr>
<tr>
<td>° Generate questions from the reading.</td>
</tr>
<tr>
<td>° Discuss ideas related to the text, before, during and after reading.</td>
</tr>
<tr>
<td>° Synthesize thoughts through discussions, writings, drawings, and projects.</td>
</tr>
</tbody>
</table>


**Selection Connections, TE1**: 21B; **TE2**: 151B; **TE3**: 293B; **TE4**: 385B; **TE5**: 527B; **TE6**: 627B; **PB**: 1–2, 77–78, 153–154, 211–212, 287–288, 347–348

**Reading to Get Information, TE1**: 79C; **TE4**: 482, 483; **Read Another Book in Same Genre, TE4**: 479; **Guidelines for Having a Literature Discussion, TE4**: 411O–411P

**Synthesizing, TE6**: 685C–685D
### 4040-0102

**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, TE1: 57, 60F, 80H, 108H, 133; TE3: 357, 381; TE4: 449, 485

### Connections between Narrative and Expository Text, TE2: 275


### 4040-0103

**Verify predictions as the reading continues.**
- Use multiple sources to verify/confirm predictions.
- Change predictions to fit additional information from the reading.
- Make new predictions as information is added.


### 4040-0201

**Use a variety of strategies to comprehend text.**
- Use surrounding texts to determine the meaning of unfamiliar words.
- Reread to check comprehension.
- Use text and illustrations to adjust and confirm meaning.
- Ask questions.
- Retell in own words to make sense.
- Use resources (e.g., dictionary, glossary, index, teacher) to verify and confirm meaning.


### Rereading for Comprehension, TE1: 69; TE2: 214–215; TE3: 309, 311, 323A, 323B, 367, 377; TE4: 397, 403, 495, F522

### Picture Clues, TE1: 27C, 42, 57J, 70; TE2: 161, 170, 178, 196, 222, 232, 266; TE3: 323D, 377; TE4: 437, 478

**TOPIC:** Reading

**Standard:** 4040-02

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

**PURPOSE:**

**Objectives:***

| Language Arts (Elementary) | Houghton Mifflin Reading © 2001 | Comprehensive | Partial |
### 4040-0201 (continued)

Use a variety of strategies to comprehend text.

- Use surrounding texts to determine the meaning of unfamiliar words.
- Reread to check comprehension.
- Use text and illustrations to adjust and confirm meaning.
- Ask questions.
- Retell in own words to make sense.
- Use resources (e.g., dictionary, glossary, index, teacher) to verify and confirm meaning.

#### Question Strategy, TE1: 109C, 110, 111, 112, 114, 116, 117, 118, 122, 
124, 127, 131; TE2: 178, 179, 247C, 249, 253, 254, 259, 260, 262, 
266, 272, 273; TE3: 327C, 331, 332, 338, 343, 344, 353, R4; TE4:  
453, 487C, 487C, 489, 492, 494, 498, 499, 504, 507, 511, R2

#### Retelling a Story, TE1: 133O–133P; TE2: 167, 269; TE3: 298D, 323C, 
325I, 325J; TE4: 443

#### Using a Dictionary for Decoding, TE1: 79F, 107F, 133E; TE4:  
395, 413H, 455, 467, 497; Glossary, TE1: 57C, 57D, G1–G3; TE2:  
G1–G3; TE3: G1–G3; TE4: G1–G3; TE5: G1–G3; TE6: G1–G3

### 4040-0202

Develop an interpretation of text.

- 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.

TE4: 465, 487C, 487D, 491, 511A–511B, R8–R9, R16–R17; TE5:  
F619; PB: 4, 7–8, 264, 266–267; Topic, Main Idea, and Supporting 
Details, TE1: 57, 99, 101, 106; TE2: 275; TE4: 448, 449; TE6: 641, 
372–373

#### Selection Connections, TE1: 21B; TE2: 151B; TE3: 293B; TE4: 385B; 
347–348

#### Illustrations, TE1: 80F, 89, 106; TE2: 159, 170, 187, 196, 232, 249, 260; 
TE4: 413H, 447, R4; Diagrams, SB: 380–383; TE2: 213; TE3: 
380–381

#### Historical Eras, SB: 689–703; TE1: 115; TE2: 204; TE4: 413H–413I; 
TE6: 689–703

#### Making Inferences, TE1: 51, 52, 71, 75, 76, 102, 107, 128; TE2: 176, 
R6, R12–R13; PB: 100, 385, 387–388; Drawing Conclusions, TE1: 
52, 68, 71, 128, 133; TE2: 162, 164, 165, 170, 175, 176, 202, 215, 
222, 228, 240, 245, 270; TE3: 315, 317, 318, 323, 354, 357, 381; 
499, 511, R6–R7, R14–R15; TE5: 541, 550, 555, 565, 578, 581, 604, 
F614; TE6: 684, 704, 707; PB: 249, 251–252

(continued)
### 4040-0202 (continued)

Develop an interpretation of text.

| Problem-Solution, TE1: 36, 57A, 57B, 57O; TE2: 211, 229; TE3: 309, 323C, 331; TE4: 394, 400, 404, 414F, 426, 440, 486F, 487D, 491, 511A |

### 4040-0203

Critically evaluate the text.

- Discriminate between fact, fiction, and opinion.
- Form opinions about the quality of a text (e.g., setting, character development, sequence, language use, format).
- Compare and contrast within and between texts (e.g., facts, characters, time frame, setting, author’s purpose).
- Select and apply relevant information for discussion, further reading, writing, or a follow-up task.
- Judge the accuracy of the text (e.g., author’s qualifications, author’s sources, date of publication).
- Validate text with personal experience.
- Understand different points of view.

**Fact and Opinion, TE1:** 133; TE5: 577, 582E–582H, 583C, 583D, 589, 604, 607A–607B, R6, R12–R13; TE6: 665, 707; PB: 325, 327–328;

### 4040-0204

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).


<table>
<thead>
<tr>
<th>Language Arts (Elementary)</th>
<th>Houghton Mifflin Reading © 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>SB = Student Book</td>
<td>TE = Teacher’s Edition</td>
</tr>
<tr>
<td>TE = Teacher’s Edition</td>
<td>Comprehensive</td>
</tr>
</tbody>
</table>

(continued)
<table>
<thead>
<tr>
<th>4040-0204 (continued)</th>
<th>Use organizational features of books and related resources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>° Use headings, side-headings, and sub-headings to locate specific information or to prepare to read.</td>
<td>Encyclopedia, (continued) TE3: 298C, 381, R27; TE4: 511C–511D</td>
</tr>
<tr>
<td>° Use dictionary definitions to aid comprehension.</td>
<td>Heads and Titles, TE1: 55; TE2: 178; TE4: 410, 411, 413K, 416, 511, R2; Sidebars, TE1: 54, 55, 104, 106; TE4: 446, 447;</td>
</tr>
<tr>
<td>° Use the table of contents or index to locate specific information.</td>
<td>Subheadings, TE1: 104, 106</td>
</tr>
<tr>
<td>° Select the appropriate resource for the task (e.g., dictionary for word meaning, encyclopedia for concept information).</td>
<td>Using a Dictionary for Decoding, TE1: 79F, 107F, 133E; TE4: 395, 413H, 455, 467, 497</td>
</tr>
</tbody>
</table>

**TOPIC:** Reading  
**Standard:** 4040-03  
Students use a variety of cueing systems to determine word pronunciation, meaning, and language structure.  

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

<table>
<thead>
<tr>
<th>4040-0301</th>
<th>Use cueing systems to monitor and guide comprehension of text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>° 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).</td>
<td>Monitor/Clarify Strategy, TE1: 81C, 82, 83, 85, 88, 90, 91, 92, 95, 96, 101; TE2: 178, 272; TE3: 299C, 303, 304, 308, 312, 314, 317, 321, 380, R2; TE4: 482, 483, TE5: 559C, 563, 564, 568; TE6: 659C–659D, 666, 671, 674, 676, 681; PB: D</td>
</tr>
<tr>
<td>° Recognize how text structure contributes to meaning (e.g., initial capital, period, question mark, exclamation mark, comma, paragraph indentation).</td>
<td>(continued)</td>
</tr>
<tr>
<td>° Recognize the relationship between a pronoun and its referent.</td>
<td>Capitalization in a Poem or Song, TE4: F515, F524; Apostrophe, TE2: 181E; Exclamation Point, TE1: 122; Punctuation in a Poem or Song, TE4: F515, F524</td>
</tr>
</tbody>
</table>

**Pronouns, TE5:** 581N, 607N
4040-0302
Continue to develop a reading vocabulary (e.g., pronounce and understand new words).
° Determine contextually appropriate meanings of multiple meaning words (e.g., steer, patch), homonyms (e.g., there, their, they're), synonyms (e.g., wide, broad), and antonyms (e.g., together, separate).
° Determine meaning of new words.
° Associate words with new concepts across the curriculum (e.g., minerals, biomes, immigration).
° Interpret comparatives (e.g., small, smaller, smallest) and superlatives (e.g., big, huge, enormous).

### Multiple-Meaning Words
- **TE1:** 571; **TE2:** 275I–275J; **TE5:** 575; **TE6:** 653I–653J, 692; **PB:** 12, 138, 358; **Synonyms, TE1:** 107I, 107J; **TE2:** 185B; **TE3:** 323I–323J, R15; **TE4:** R3; **PB:** 47, 164; **Antonyms, TE2:** 181I–181J; **TE4:** 653I–653J, 685I–685J, 707I–707J; **PB:** 88

### Vocabulary Expansion and Skills

### Sea Animals, Fire Terms, Music Words, Prairie Words, Sports Terminology, Citizenship Words, Nautical Terms
- **TE6:** 653J; **Fire Terms, TE6:** 685J; **Music Words, TE4:** 511J; **Prairie Words, TE6:** 707J; **Sports Terminology,** **TE5:** 607J; **Citizenship Words, TE2:** 275J; **Nautical Terms,** **TE1:** 107J

### Comparative Adjectives
- **TE4:** 511K–511L, R29; **PB:** 273–275
### 4040-0401 (continued)


- **Read frequently in and out of school.**
  - Build a personal reading vocabulary by encountering words from the environment and in varied contexts.
  - Read a wide range of challenging materials.

### 4040-0402

| Reading Fluency, TE1: | 43, 73, 93, 125; TE2: 171, 207, 233, 263; TE3: 311, 341, 373; TE4: 403, 433, 471, 505; TE5: 547, 571, 599; TE6: 645, 679, 697 |

- Demonstrate reading fluency.
  - 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.

### TOPIC: Reading

**Standard: 4040-05**

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

**PURPOSE:**

**Objectives:**


| 4040-0501 |

- Value reading as an important part of their lives.
  - Share various literary genre (e.g., reference materials, chapter books, (continued))
### 4040-0501 (continued)

Value reading as an important part of their lives.
- Share various literary genre (e.g., reference materials, chapter books, magazines, newspapers).
- Appreciate cultural contributions and artistic expressions.
- Use appropriate strategies to refine meaning (e.g., make predictions, ask questions, retell story).
- Choose to read outside of school.
- Seek opportunities to share ideas from reading.
- Refine reading skills and develop positive attitudes.

### Responding to Written Texts, SB:

### Literature By and About Africans and African-Americans, SB:

### Literature By and About Asians and Asian-Americans, SB:

### Literature By and About Hispanics/Latinos, SB:

### Literature By and About Native Americans, SB:

### Literature By and About Whites, SB:

### Suggestions for Independent Reading, TE1:

### 4040-0502

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.
- (continued)

### Partner Reading, TE1: 43; TE2: 171, 207, 233, 242, 263; TE3: 311, 341; TE4: 403, 433, 471, 505

<table>
<thead>
<tr>
<th>Language Arts (Elementary)</th>
<th>Houghton Mifflin Reading © 2001</th>
<th>Comprehensive</th>
<th>Partial</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4040-0502 (continued)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in a print-rich environment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>° Participate in a variety of language activities (e.g., word games and puzzles, correspondence, family histories, choral reading, readers’ theater).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Retelling a Story, TE1: 133O–133P; TE2: 167, 269; TE3: 298D, 323C, 325I, 325J; TE4: 443</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOPIC:</strong> Writing</td>
<td><strong>Standard: 4040-06</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students use concepts and conventions of print to create text.</td>
<td><strong>PURPOSE:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4040-0601</strong></td>
<td>Write in a variety of formats for different purposes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>° Choose a topic from personal experience, interest, literature, current events, and issues.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>° Select format for a particular purpose and audience.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>° Create webs, story maps, or other graphic organizers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>° Write narrative with the basic elements of beginning, middle, and end; character; setting; and plot.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>° Write informational text using main ideas, supporting details, and sequence.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>° Sequence information using signal words and phrases (e.g., for example, consequently, since).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choosing a Topic, TE1: 59A; TE2: 183A, 215M; TE4: 413A</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Keeping to the Focus/Point/Topic, TE1: 58, 59D, 133M; Writing a Main Idea, TE2: 181M, 181N, 183; TE3: 381M, 381N; Using Supporting Details, Facts and Examples, TE4: 412, 413, 413D, 485N</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Using Order Words and Phrases, TE6: 653N; PB: 363; Order: Time, Spatial, Importance, TE2: 182; Sequence of Events, TE3: 324, 325B</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4040-0602
Build a spelling vocabulary for writing.
  ° Spell and increasing number of high frequency words correctly.
  ° Use spelling patterns to spell new words (e.g., word families, syllabication, base words, affixes).
  ° Approximate and confirm the spelling of unknown words.
  ° Form letters correctly in cursive.
  ° Write legibly in manuscript and cursive.
  ° Use spelling resources (e.g., word lists, dictionaries, charts, peers, adults).
  ° Identify and correct misspelled words.

Frequently Misspelled Words, TE1: 59F; TE2: 183F; TE3: 325F; TE4: 413F; TE5: 557F; TE6: 657F


Using a Dictionary and Other Resources for Spelling, TE1: 57G, 79H, 133G, 133H; TE2: 245H
My Study List, PB: 407, 410, 412, 414, 416, 418, 420, 422, 424, 426, 428, 430

4040-0603
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 (i.e., sentence beginning, proper nouns, titles).
  ° Use commas in a series, in correspondence, and dates.
  ° Use quotation marks to indicate speech.
  ° Use apostrophes to show possession and contractions.


Combining Subjects and Predicates, TE1: 79L; PB: 35; Combining Sentences into a Compound Sentence, TE1: 107L; PB: 48, 50; Sentence Combining with Main Verbs and Helping Verbs, TE3: 357L; PB: 187


Commas in a Series, TE1: 133K, 133L; PB: 65; Commas in Dates and Places, TE1: 133N; PB: 67; Parts of a Letter, TE2: 176, 245M, 245N

Language Arts (Elementary)  Houghton Mifflin Reading © 2001

SB = Student Book  TE = Teacher’s Edition  PB = Practice Book  11
**4040-0603 (continued)**
Recognize and construct sentences.
- Use common abbreviations (e.g., Mr. and Mrs., months, days).
- Demonstrate awareness of page format features (e.g., margins, indentation).
- Use paragraphs to show a change in idea, place, or time.

**4040-0604**
Make effective word choices that convey the intended meaning.
- Use precise nouns and verbs, as well as adjectives and adverbs, to strengthen description.
- Use context to determine correct homonyms.
- Use figurative language (e.g., simile, personification, metaphor, idiom).
- Choose the correct form of comparatives, superlatives, pronouns, plurals, or possessives.
- Demonstrate effective use of resources (e.g., dictionary, thesaurus, encyclopedias, peers, adults).
- Use published writing and teacher demonstration as a model for conventional usage and mechanics.

**Objectives:**

| Using Quotations, TE1: 57M–57N; TE2: 270 |
| Paragraph, TE3: 315; Compare/Contrast Paragraph, SB: 648; TE3: 357D; TE4: 485M–485N |
| Using Exact Verbs, TE3: 323L; PB: 167; Using Exact Nouns, TE2: 215L; PB: 111 |

**TOPIC:** Writing

**Standard:** 4040-07

Students use process strategies to create text.

**PURPOSE:**

**Objectives:**
### Learning Logs, TE1: 79M

- 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).

### Prewriting

- 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.
### 4040-0703

**Create a working draft.**

- Generate a draft based on a prewriting organizational process (e.g., drawing, brainstorming, mapping, keeping a notebook).
- Write a first draft with an emphasis on content.
- Follow patterns from literature and apply techniques demonstrated by authors.
- Use technology when available and appropriate.


**Reading as a Writer,** TE1: 59; TE2: 183; TE3: 325; TE4: 413, TE5: 557; TE6: 657


### 4040-0704

**Revise working drafts.** (continued)

- Read draft to check for meaning.
- Add, delete, and rearrange words, sentences, and details to clarify meaning.
- Use paragraphing to develop separate ideas.
- Revise text with assistance.
- Determine when a piece is complete.
- Use technology when available and appropriate.

**Revising,** TE1: 59E; TE2: 183E; TE3: 325E; TE4: 413E; TE5: 557E; TE6: 657E; PB: 19, 95, 171, 229, 305, 365


**Adding Detail for Elaboration,** TE1: 57N; TE2: 181N

### 4040-0705

**Publish selected pieces.**

- 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.

**Proofreading,** TE1: 59F; TE2: 183F; TE3: 325F; TE4: 413F; TE5: 557F; TE6: 657F

**Publishing,** TE1: 59G; TE2: 183; TE3: 325G; TE4: 413G; TE5: 557G; TE6: 657G

**Bulletin Board Display,** TE3: 323N, 325A, 325G

**Making a Videotape or Audiotape,** TE2: 183G

(continued)
### TOPIC: Writing

**Standard: 4040-08**

Students, teachers, and parents write and respond together.

**PURPOSE:**

**Objectives:**

4040-0801  
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.

**Publish the finished product.**

4040-0802  
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.

**TOPIC: Speaking and Listening**

**Standard: 4040-09**

Students develop oral language to communicate effectively for various purposes and audiences.

**PURPOSE:**

**Objectives:**

4040-0901  
Learn as they talk to explore ideas.

(continued)
**4040-0901 (continued)**

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 from oral or written communication.
° Begin to use supporting evidence.
° Use a primary language when it provides greater facility to explore ideas that may later be expressed in standard English.


**Guidelines for Having a Literature Discussion, TE4:** 411O–411P


**Giving Opinions, TE1:** 57O; **TE2:** 234; **TE3:** 376; **TE4:** 497

**Guidelines for Conversations, TE1:** 79O, 79P; **Conversations, TE1:** 79O, 79P; **TE2:** 323O–323P; **TE3:** R13

**Storytelling, TE1:** 133O–133P

**Retelling a Story, TE1:** 133O–133P; **TE2:** 167, 269; **TE3:** 298D, 323C, 325I, 325J; **TE4:** 443

**Paraphrasing Ideas, TE2:** 214; **TE4:** 467

**Primary Language Activities, TE1:** 133O; **TE2:** 177, **TE4:** F518

---

**4040-0902**

Use oral language to present information.
° Use oral language for different purposes (e.g., to inform, persuade, entertain).
° Use effective volume, eye contact, pacing, phrasing, pitch, and enunciation.
° Use examples and vocabulary appropriate to the topic and audience.
° Organize ideas sequentially or around major points of information.
° Develop accuracy and precision in language use.

(continued)
### 4040-0902 (continued)

- **Guidelines for Making Eye Contact, TE1: 57O, 79O**
- **Guidelines for Speaking Expressively with Stress, Volume, Speed, Pacing, Intonation, TE1: 133O; TE2: 245O; TE3: 381O; TE4: 449P, 511P**
- **Guidelines for Speaking Clearly, TE1: 133O; TE4: 449P**

### 4040-0903

- **Use oral language to present information.**
  - Guidelines for Making Eye Contact, TE1: 57O, 79O
  - Guidelines for Speaking Expressively with Stress, Volume, Speed, Pacing, Intonation, TE1: 133O; TE2: 245O; TE3: 381O; TE4: 449P, 511P
  - Guidelines for Speaking Clearly, TE1: 133O; TE4: 449P

- **Use speech for language enrichment.**
  - Participate in literature responses, book shares, story retellings, and choral readings.
  - Create and participate in oral dramatic activities.
  - Dramatize stories in a variety of formats.
  - Recite short poems, rhymes, songs, and stories.
  - Improvise in response to pictures, music, and stories.
  - Share stories or information orally with an audience.


- **Guidelines for Telling a Story from Another Point of View, TE4: 496**
  - Dramatizing, TE1: 133P; TE3: R27; TE4: 449O–449P

### 4040-0904

- **Build a speaking vocabulary.**
  - Increase oral descriptive vocabulary.
  - Ask about words not understood.
  - Use words that reflect a growing range of interest and knowledge.
  - Clarify and explain words and ideas.


(continued)
### 4040-0904 (continued)
Build a speaking vocabulary.
- Identify and use synonyms, antonyms.
- Use figurative language to clarify and enhance oral communication.


**Synonyms**, TE1: 107I, 107J; **TE2**: 185B; **TE3**: 323I–323J, R15; **TE4**: R3; **PB**: 47, 164

**Antonyms**, TE2: 181I–181J; **TE4**: 511G

**Dialogue**, SB: 378, 550, 624; **TE1**: 87; **TE2**: 188, 192, 250, 258, 261; **TE3**: 325D; **TE4**: 505; **TE5**: 596

### 4040-0905
Demonstrate an understanding of oral language structure.
- Create oral stories to share with others.
- Use correct verb tenses in oral communication.
- Use increasingly complex sentence structures in oral communication.

**Listening to Retell a Story**, TE4: R17

**Dramatizing**, TE1: 133P; **TE3**: R27; **TE4**: 449O–449P

**Storytelling**, TE1: 133O–133P

**Verb Tenses**, TE3: 381K–381L, R22; **TE4**: 449K–449L, R27

**Composing Oral Sentences**, TE2: 181I; **TE3**: 323G, 323J, 357G, 381J; **TE4**: 411G

### TOPIC: Speaking and Listening

**Standard: 4040-10**

Students develop language and acquire information through listening.

**PURPOSE:**

**Objectives:**

### 4040-1001
Listen actively.
- Listen and respond in conversation.
- Listen to gain information.

**Guidelines for Conversations**, TE1: 79O, 79P; **TE3**: 323O–323P; **TE5**: R13

(continued)
## 4040-1001 (continued)

**Listen actively.**
- Recognize and respond to varied uses of language (e.g., humor, parody and persuasion).
- Listen for a specific purpose (e.g., retell a story, follow directions, share information).

**Listening for Information, TE1:** 108E–108H; **TE3:** 381O, 381P; **TE4:** 511M, 511N

**Listening for Pleasure/Enjoyment, TE2:** 181O–181P, 242; **TE3:** 298A–298D, 326E–326H, 358E–358F; **TE4:** 390A–390B


## 4040-1002

**Construct meaning from what they hear.**
- Relate what they hear to what they know.
- Make and verify predictions as they continue to listen.
- Restate information to confirm meaning.
- Recognize different perspectives.
- Clarify meaning through interaction (e.g., reflecting, questioning, restating, summarizing).
- Develop independent interpretive skills in noninteractive situations (e.g., assemblies, visual media, formal presentations).
- Recognize and respond to oral language used for different purposes (e.g., to inform, persuade, and entertain).

**Prior Knowledge For Listening, TE1:** 26A, 60E, 80E, 108E; **TE2:** 156A, 184E, 216E, 246E, **TE4:** 390A, 411, 414E, 450E, 486E

**Listening and Predicting Outcomes, TE4:** 390A–390B

**Responding to Listening, TE1:** 60F, 108H; **TE2:** 156F, 184F, 216F, 246H; **TE4:** 390B, 414H

**Paraphrasing Ideas, TE2:** 214; **TE4:** 467

**Responding to Spoken Texts, TE1:** BTS14–BTS15, 26B, 60F, 80H, 108H; **TE2:** 156D, 184F, 216F, 246H; **TE3:** 298D, 326H, 358H; **TE4:** 390B, 414H, 450F, 486F; **TE5:** 532D, 558H, 582H; **TE6:** 632B, 658H, 686H

**Guidelines for an Oral Presentation, TE2:** 275P, **TE5:** 607O–607P

## 4040-1003

**Respond as they listen to stories and informational books.**
- Attend to what is being read.
- Reflect on what is read and relate it to personal experience.
- Anticipate the flow of events.

(continued)

**Guidelines for Listening Attentively, TE1:** 53; **TE2:** 245P; **TE3:** 323O, 323P, 381O, 381P

**Responding to Listening, TE1:** 60F, 108H; **TE2:** 156F, 184F, 216F, 246H; **TE4:** 390B, 414H

(continued)
<table>
<thead>
<tr>
<th>TOPIC: Speaking and Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard: <strong>4040-11</strong></td>
</tr>
<tr>
<td>Students, teachers, and parents use speaking and listening to explore, clarify, and understand ideas in different settings.</td>
</tr>
<tr>
<td><strong>PURPOSE:</strong></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4040-1003 (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respond as they listen to stories and informational books.</td>
</tr>
<tr>
<td>° Recognize story elements (e.g., setting, character and plot).</td>
</tr>
<tr>
<td>° Recognize textual organization (e.g., main ideas and detail, cause and effect, comparison and contrast, sequence of events).</td>
</tr>
<tr>
<td>° Distinguish between fiction and nonfiction.</td>
</tr>
</tbody>
</table>

- **Listening for Sequence**, TE1: 80H
- **Listening for Story Structure**, TE1: 26A–26B; TE4: 486E–486F
- **Listening for Topic, Main Idea, and Details**, TE6: 658E–658H
- **Cause and Effect**, TE5: 532A–532D
- **Listening to Compare and Contrast**, TE3: 326E–326F
- **Fantasy and Realism**, TE3: 358E–358F

<table>
<thead>
<tr>
<th>4040-1101</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build upon the language skills developed in the family, school, and community.</td>
</tr>
<tr>
<td>° Respect cultural and ethnic differences.</td>
</tr>
<tr>
<td>° Be flexible and responsible in communicating with others.</td>
</tr>
<tr>
<td>° Put information together in unique ways.</td>
</tr>
<tr>
<td>° Ask and answer questions.</td>
</tr>
<tr>
<td>° Listen and respond to peers and adults.</td>
</tr>
<tr>
<td>° Apply knowledge and information to new situations.</td>
</tr>
<tr>
<td>° Participate in groups to generate ideas and solve problems.</td>
</tr>
</tbody>
</table>

- **Speaking and Listening at Home**, TE2: 215O–215P
- **Speaking and Listening at School**, TE2: F291; TE4: 381O–381P; TE5: F625
- **Problem Solving**, SB: 412–413; TE4: 414E–414H

<table>
<thead>
<tr>
<th>4040-1102</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in a language-rich environment created by students, teachers, and parents.</td>
</tr>
<tr>
<td>° Talk to develop concepts, understand processes, and share family stories.</td>
</tr>
</tbody>
</table>

Participate in a language-rich environment created by students, teachers, and parents.

- Acquire connotative and idiomatic meanings and new vocabulary.
- Talk with people of different ages and cultures.
- Listen interactively to a variety of language experiences (e.g., poetry, songs, stories, informational books).
- Listen to stories about diverse groups and cultures.

| |