Core Subject Area: Language Arts (Elementary)

Specific Pages or Items that Correlate:

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(Lvls 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.

**TOPIC:** Reading  
**Standard:** 4050-01  
Students use prior knowledge to make predictions, comprehend new information, and construct meaning.

**PURPOSE:**

**Objectives:**

| 4050-0101 | 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 organizers to access prior knowledge.
- Generate questions from the reading.
- Discuss ideas related to the text, before, during and after reading.
- Synthesize thoughts through discussions, writings, drawings, and projects.

| Read Another Book by Author, TE1: 99 |  |
| Reading for Information, TE1: 56, 79, 85; TE5: 544, F582; TE6: 629, 636 |  |
| Having a Literature Discussion, TE1: 81O–81P |  |
| Synthesizing, TE6: 623 |  |
### 4050-0102

**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.

**Conforming/Changing Predictions, TE1:** 27B, 29, 34, 36, 44, 57, 68, 74, 75, 90, 98; **TE2:** 143, 150, 159V, 169, 170, 171, 172, 174, 183B, 183C, 185, 194, 195, 200, 214, 223; **TE3:** 263, 270, 271, 278, 279, 298, 299, 300, 302, 320, 321, 326, 331; **TE4:** 345, 350, 355, 357, 378, 380, 384, 389, 400, 417, 424, 430, 431, 432; **TE5:** 471, 476, 477, 484, 557, 563

**Connections Between Expository Selections, TE1:** 76, 81; **TE2:** 152, 228, 229

**Connections Between Narrative and Expository Selection, TE1:** 105; **TE2:** 181; **TE3:** 285, 328, 333; **TE4:** 363, 391

**Connections Between Narrative Selections, TE2:** 176; **TE3:** 304; **TE4:** 358, 408, 413, 432; **TE5:** 519, F591

### 4050-0103

**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.

**Conforming/Changing Predictions, TE1:** 27B, 29, 34, 36, 44, 57, 68, 74, 75, 90, 98; **TE2:** 143, 150, 159V, 169, 170, 171, 172, 174, 183B, 183C, 185, 194, 195, 200, 214, 223; **TE3:** 263, 270, 271, 278, 279, 298, 299, 300, 302, 320, 321, 326, 331; **TE4:** 345, 350, 355, 357, 378, 380, 384, 389, 400, 417, 424, 430, 431, 432; **TE5:** 471, 476, 477, 484, 557, 563

### TOPIC: Reading

**Standard: 4050-02**

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

**PURPOSE:**

**Objectives:**

### 4050-0201

**Use a variety of strategies to comprehend text.**
- 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.

**Monitor/Clarify Strategy, TE1:** 48, 83B, 85, 88, 89, 90, 93, 96, 99, R6; **TE2:** 209B, 211, 212, 214, 215, 219, 222, 223, 227, R8, R9; **TE3:** 307; **TE4:** 367B, 372, 373, 377, 378, 379, 382, 384, 385, R4–R5; **TE6:** 627B, 632, 635, 638; **PB:** D

**Rereading for Comprehension, TE1:** 88, 95, 96; **TE2:** 203, 207J; **TE4:** 386, 363A, 391A, 413A, 421, 437A

**Picture Clues, TE1:** 91; **TE2:** 177, 178, 198; **TE4:** 410; **TE5:** 546

(continued)
**4050-0201 (continued)**

Use a variety of strategies to comprehend text.
- Retell in own words to make sense.
- Select strategies appropriate to the purpose for reading and type of text (e.g., skimming, analytical reading, recreational reading).
- Use multiple sources to broaden understanding of concepts.
- Take notes to paraphrase or summarize information.
- Use resources (e.g., dictionary, index, encyclopedia) to verify and confirm meaning.

**Question Strategy, TE1:** 55B, 57, 64, 67, 68, 72, 74, 75, R4; **TE3:** 311B, 313, 317, 318, 320, 322, 326, 327; **TE4:** 393B, 398, 399, 400, 404, 406, 407, R6–R7; **TE5:** 497B, 504, 512

**Listening for Fact and Opinion, TE1:** 81X; **TE2:** 134A–135B

**Using a Dictionary for Decoding, TE1:** 55A, 81E; **TE3:** 309I–309J, 319; **TE4:** 413I, 413J

**Glossary: TE1:** G1–G3; **TE2:** 207A–207B, G1–G3; **TE3:** G1–G3; **TE4:** G1–G3; **TE5:** G1–G5; **TE6:** G1–G5

**Using an Index, TE1:** 51I; **TE2:** 207A–207B, 207C–207D

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**4050-0202**

Develop an interpretation of the 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.

**Story Structure, TE1:** 43; **TE2:** 161B, 161C, 173, 181A–181B, R4–R6, R12–R13; **TE3:** 295; **TE4:** 355; **TE5:** R8; **PB:** 84, 86–87

**Main Idea, TE1:** 48, 89; **TE2:** 209B, 209C, 221, 224, 226, 229A–229B, R8–R9, R16–R17; **TE3:** 273, 283, 303, 315; **TE6:** 611, 627B, 627C, 631, 647A–647B, R4; **Explicit, TE1:** 48, 89; **TE2:** 209B, 209C, 221, 224, 226, 229A–229B, R8–R9, R16–R17; **TE3:** 273, 283, 303, 315; **Implicit, TE1:** 48, 89; **TE2:** 221, 229, 229A–229B, R8–R9, R16–R17; **TE3:** 276, 315; **PB:** 114, 117, 368, 370–371

**Selection Connections, TE1:** 21A; **TE2:** 131A; **TE3:** 255A; **TE4:** 337A; **TE5:** 463A; **TE6:** 595A; **PB:** 1–2, 61–62, 137–138, 195–196, 271–272, 345–346

**Illustrations, TE5:** 489, 495I, 495M; **TE6:** 625I; **Diagrams, TE1:** 55B, 61, 65, 78, 79, 88; **TE2:** 149; **TE2:** 229C–229D; **TE6:** 638


**Making Inferences, SB:** 100, 176, 386, 432; **TE1:** 51, 81, 100, 105; **TE2:** 1570, 159T, 176, 198, 207, 215, 229; **TE3:** 285; **TE4:** 343B, 348, 350, 351, 353, 355, 356, 357, 386, 397, 432, 437A–437B, R8–R9, R16–R17; **TE5:** 485, 514, 519, 563; **TE6:** 623, 635, 641, 647, 671; **PB:** 85, 248, 251
Develop an interpretation of the text.

**4050-0203**  
Critically evaluate the text.

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

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**Fantasy/Realism, TE4**: 419, 421, 428


**Compare and Contrast, TE1**: 46, 51, 76, 81, 92, 100, 105; **TE2**: 152, 174, 181, 202, 207, 215, 224, 229; **TE3**: 278, 285, 299, 309, 318, 328; **TE4**: 354, 386, 391, 393B, 393C, 403, 408, 413, 413A–413B, 437, R6–R7, R14–R15, F459; **TE5**: 479, 486, 519, 531, 547, 569, F581, F587, F591; **TE6**: 617, 618, 623, 633, 642, 647, 666, 671

**Connections Between Literature and Life/Personal Experience, TE2**: 142, 152, 202, 222, 224; **TE3**: 280, 304, 328, 303; **TE4**: 350, 379, 411, 413; **TE5**: 486, 514, 542, 545, 564; **TE6**: 647

**Evaluating Information, TE2**: 137B, 157C–157D; **TE4**: 413C–413D

**Personal Response to Literature, TE1**: 47, 77, 101; **TE2**: 153, 175, 176, 177, 203, 207X, 223, 225; **TE3**: 281, 305, 329; **TE4**: 359, 387, 409, 433; **TE5**: 487, 515, 543, 565; **TE6**: 619, 643, 667

**Point of View, TE2**: 157O, 202; **TE3**: 274, 296, 308; **TE4**: 385

SB = Student Book  
TE = Teacher’s Edition  
PB = Practice Book
### 4050-0204
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 headings, side-headings, and subheadings 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).

### 4050-0301
Use cueing systems to monitor and guide comprehension of text.

- 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.

### TOPIC: Reading

**Standard: 4050-03**
Students use a variety of cueing systems to determine word pronunciation, meaning, and language structure.

**PURPOSE:**
Objectives:

**4050-0301**
Use cueing systems to monitor and guide comprehension of text.

- 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.

### Alphabetical Order, TE1: 51I, 81I, 81J; TE2: 181C, 181D, 207C, 207D; PB: 32
**Table of Contents, TE2: 207A–207B**
**Using an Index, TE1: 51I; TE2: 207A–207B, 207C–207D**
**Alphabetical Order in a Dictionary, TE1: 81I–81J**
**Using a Dictionary for Decoding, TE1: 55A, 81E; TE3: 309I–309J, 319; TE4: 413I, 413J**
**Table of Contents, TE2: 207A–207B**
**Using an Index, TE1: 51I; TE2: 207A–207B, 207C–207D**
**Using Print and Electronic Reference Sources, TE1: 51C–51D; TE2: 181C–181D; TE4: 363, 391**
**Selecting the Appropriate Reference Source, TE2: 181C–181D, 207**
**Dark Type, TE4: F442**
**Italics, TE3: 304; TE4: F442**


(continued)
**4050-0301 (continued)**

Use cueing systems to monitor and guide comprehension of text.

° Use self-correction strategies when the meaning of a word or passage is not clear (e.g., read on, reread, try an alternate pronunciation, try an alternate word, ask questions, use resources).

° Use words that signal transitions to determine sequence and its contribution to the meaning of a text (e.g., therefore, however).

° Recognize how text structure contributes to meaning (e.g., capitalization, commas alone and in a series, plural and possessive apostrophes, double and single quotation marks, paragraph indentation, abbreviations).

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**4050-0302**

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., colonial, constitution, preamble).

° Interpret comparatives (e.g., fun, more fun, most fun) and superlatives (e.g., small, tiny, minute).

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**Signal Words for Sequence, TE2**: 157N, 205, 213

**Parentheses, TE3**: 304; **TE4**: F442

**Quotation Marks in Dialogue, TE3**: 289D; **TE4**: 413K–413L, R30–R31; **TE5**: 491N; **PB**: 243, 244, 287

**Multiple-Meaning Words, TE2**: 181I, 181J; **TE3**: 333G; **TE4**: 391I–391J, F443

**Synonyms, TE3**: 285I–285J; **TE4**: 391C, 391D, 391J; **TE5**: 519G; **PB**: 12, 148

**Antonyms, TE2**: 181G; **TE3**: 333I–333J; **TE5**: 569G–569H; **PB**: 183


**Botanical Words, TE6**: 671J; **Cloth Words, TE5**: 519J; **French Words, TE5**: 491J; **Horse Words, TE5**: 547J; **Words Related to the Seasons, TE6**: 623J; **Nautical Words, TE3**: 333J; **Scientific Terms: Geology Words, TE1**: 51J; **TE2**: 207J; **Scientific Terms: Sound Words, TE2**: 181J; **Transportation Words, TE4**: 437J

Using **good and bad**, **TE4**: 363K–363L, R26–R27

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Language Arts (Elementary)  

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Comprehensive  

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**TOPIC: Reading**

**Standard: 4050-05**

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

**PURPOSE:**

**Objectives:**

- **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.**
### Value reading as an important part of their lives.
- Share various literary genre (e.g., chapter books, magazines, newspapers, reference materials).
- Appreciate cultural contributions and artistic expressions.
- Use appropriate strategies to refine meaning (e.g., summarize main points, make predictions, ask questions, retell events or points of information).
- Choose to read outside of school.
- Seek opportunities to share print materials and ideas gained from reading.
- Refine reading skills and develop positive attitudes.
- Talk about books and authors in and out of the classroom.
- Share reading strategies.

### Responding to Written Texts, SB:

### Literature By and About Africans and African-Americans, TE1:

### Literature By and About Asians and Asian-Americans, TE2:

### Literature By and About Hispanics/Latinos, TE1:
- 102–105; TE2:
- TE5: 550–563, 588–591

### Literature By and About Native Americans, TE2:
- 159M–159N;

### Literature By and About Whites, TE1:

### Suggestions for Independent and Recreational Reading, TE1:

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| 4050-0502 | Participate in a print-rich environment.  
° Reread and retell favorite stories with friends and/or family members.  
° Participate in a variety of language activities (e.g., correspondence, family histories, written directions, choral reading, readers’ theater).  
° Support opinions with information from text. | Paired Reading, TE1: 67, 93, 102, R3, R5, R7, R9; TE2: 145, 189, 210; TE3: 269, 303, 317; TE4: 351, 400, 405, 424; TE5: 473  
Writing a Friendly Letter, TE3: 309M–309N  
Choral Speaking, TE5: 569O–569P  
Writing a Set of Directions, TE3: 332, 333; TE4: 347  
Reader’s Theater, TE4: F461  
Reading to Understand Facts and Events, TE4: 360–363, 410–413; TE5: 516, F588 |
|---|---|
| TOPIC: Writing  
Standard: 4050-06  
Students use concepts and conventions of print to create text.  
PURPOSE:  
Objectives: |  
| 4050-0601 | Write in a variety of formats for different purposes.  
° Choose a topic from personal experience, interest, literature, current events, and issues.  
° Select format for a particular purpose and audience (e.g., newspaper article, editorial, dramatic script).  
° Create webs, story maps, or other graphic organizers.  
° Write narrative with the basic elements of beginning, middle, and end; character; setting; and plot.  
° Write informational text using main ideas, supporting details, and sequence.  
° Sequence information using signal words and phrases (e.g., for example, consequently, since). | Webbing, SB: 46; TE1: 46  
Developing Characters, SB: 46; TE1: 46; TE3: 289A, 286, 287, 289A, 289C  
Plot, TE3: 286, 287, 289B, 289C  
Stating and Keeping to the Topic, TE4: 365A, 413M; TE5: 547M  
Using Sequence, TE3: 289B, 333M  
Organizing by Order of Importance, Size, or Position, SB: 152, 202; TE1: 53D; TE2: 152  
Using Order and Time Words, TE4: 310, 365B, 391M, 413N |
### 4050-0602

**Build a spelling vocabulary for writing.**
- Spell and increasing number of high frequency words correctly.
- Spell content words correctly.
- Use spelling patterns to spell new words (e.g., word families, syllabication, base words, affixes).
- Proof and correct misspelled words.
- Confirm the spelling of unknown words.
- Write legibly.
- Use spelling resources (e.g., thesaurus, dictionaries, encyclopedias, peers, adults).

**Frequently Misspelled Words,**
- TE1: 53F; TE2: 159F; TE3: 289D; TE4: 365F; TE5: 495F; TE6: 625F

**Proofreading Spelling,**

**Using a Dictionary for Spelling,**
- TE1: 51G, 51H; TE2: 181H, 181J; TE4: 363G

**My Study List,**

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### 4050-0603

**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 ideas into compound and complex sentences.
- Apply the conventions of capitalization (i.e., sentence beginning, proper nouns, titles).
- Use commas in a series, in correspondence, and dates.
- Punctuate dialogue correctly.
- Use common abbreviations (e.g., Dr., Ms., months, days, locations, measurements).

**Subject-Verb Agreement,**

**Verb Tenses: Past, Present and Future,**

**Choosing the Correct Verb Form,**
- TE3: 285L, 309L; PB: 151, 171

**Sentences and Sentence Structure,**

**Sentence Combining: Compound Subjects and Compound Predicates,**
- TE1: 51L

**Combining Sentences with Helping Verbs,**
- TE2: 207N; PB: 112

**Combining Sentences with Adjectives,**
- TE4: 363L; PB: 209

**Combining Sentences with Pronouns,**
- TE5: 519N; PB: 307

**Capitalization,**

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**Language Arts (Elementary)**

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### 4050-0603 (continued)
**Recognize and construct sentences.**
- Demonstrate awareness of page format features (e.g., margins, indentation, headings).
- Use paragraphs to show a change in idea, place, or time.

| Commas in a Series, **TE4:** 391K–391L, R28–R29; **PB:** 227, 229 |
| Parts of a Letter, **TE2:** 229M; **TE3:** 309M, 309N |
| Quotation Marks in Dialogue, **TE3:** 289D; **TE4:** 413K–413L, R30–R31; **TE5:** 491N; **PB:** 243, 244, 287 |
| Abbreviations, **TE4:** 437K–437L |
| Indenting Paragraphs, **TE1:** 105M |

### 4050-0604
**Make effective word choices that convey the intended meaning.**
- Use adjectives, adverbs, and prepositional phrases to enhance writing.
- Use analogies, symbolism, and irony to illustrate and support meaning.
- Use context to determine correct homonyms.
- Begin to use figurative language: simile, personification, metaphor.
- Choose the correct form of comparatives, superlatives, pronouns, plurals, or possessives.
- Demonstrate effective use of resources (e.g., dictionary, thesaurus, encyclopedias, peers, adults).
- Use published writing and teacher demonstration as a model for conventional usage and mechanics.

| Using Colorful, Specific, Descriptive Words, **SB:** 152, 176; **TE1:** 66; **TE2:** 152, 176 |
| Using Prepositional Phrases, **TE6:** 647L; **PB:** 378, 379 |
| Analogies and Similes, **TE4:** 391G, 435 |
| Using Figurative Language in Writing, **TE5:** 561; **TE6:** 623 |
| Using **good** and **bad**, **TE4:** 363K–363L, R26–R27 |
| Pronouns, **TE5:** 519K–519L; **TE6:** 671K–671L; **PB:** 303, 392, 393, 394 |
| Singular and Plural Nouns, **TE1:** 105K–105L; **TE2:** 157K–157L, 159E |
| Possessive Pronouns, **TE5:** 519K-519L; **PB:** 303 |
| Using a Dictionary for Spelling, **TE1:** 51G, 51H; **TE2:** 181H, 181J; **TE4:** 363G |
| Using a Thesaurus, **TE1:** 51C, 51D; **TE2:** 181C, 181D |
| Encyclopedia, **TE1:** 51, 51C–51D, 81J, 105; **TE2:** 181C, 181D; **TE3:** 285C, 285D, 285J; **TE4:** 413C, R37 |
| Introducing the Student Model, **SB:** 53, 158, 286–289, 364–365, 492–495, 624–625; **TE1:** 53; **TE2:** 158; **TE3:** 286–289; **TE4:** 364–365; **TE5:** 492–495; **TE6:** 624–625 |

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**TOPIC:** Writing  
**Standard:** 4050-07  
Students use process strategies to create text.  
**PURPOSE:**  
**Objectives:**
### 4050-0701
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.
- Record self-evaluations in specific subject areas.
- Take notes.
- Create graphic organizers (e.g., webs, outlines, story maps).

| **Writing Learning Logs**, TE3: 285D; TE4: 417, 425 |
| **Outlining**, TE2: 221; TE4: 363P, 388–391, 413M |

### 4050-0702
Prepare to write.

- 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.

| **Brainstorming**, TE1: 46; TE2: 159A, 159B |
| **Webbing**, SB: 46; TE1: 46 |
| **Dialogue**, TE1: 53D; TE2: 141; TE3: 328; TE4: F451, F455 |
| **Journal Entry**, TE4: 437M–437N |
| **Poetry**, TE3: 305; TE4: 437; TE6: 623 |
| **Writing a Research Report**, TE5: 492–495G |

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### 4050-0703
Create a working draft.
- Generate a draft based on a prewriting organizational process (e.g., note taking, outlining, graphic organizers).
- Write a first draft with an emphasis on content.
- Follow patterns from literature and apply techniques demonstrated by authors.
- Project personality through writing voice.
- Use technology when available and appropriate.

| Reading as a Writer, TE1: 53; TE2: 159; TE3: 287; TE4: 365; TE5: 495; TE6: 625 |
| Writing with Voice, TE2: 158, 159C, 159D; TE3: 286, 309N; TE4: 310, 311, 365D |

### 4050-0704
Revise working drafts.
- Read draft to check for meaning.
- Add, delete, and rearrange words, sentences, and details to clarify meaning.
- Self-edit for spelling, punctuation, capitalization, and grammar.
- Use paragraphing to develop separate ideas.
- Revise text with assistance.
- Determine when a piece is complete.
- Use technology when available and appropriate.

| Revising, TE1: 53E; TE2: 159E; TE3: 289E; TE4: 365E; TE5: 495E |
| TE6: 625E; PB: 18, 78, 154, 212, 288, 362 |

### 4050-0705
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: 53F; TE2: 159F; TE3: 289F; TE4: 365F; TE5: 495F; TE6: 624F; PB: 22, 82, 158, 216, 292, 366 |
| Publishing and Sharing, TE1: 53G; TE2: 159G; TE3: 289G; TE4: 365G; TE5: 495G; TE6: 625G |
| Videotape a Dramatic Reading, TE4: 365G |

(continued)
### TOPIC: Writing

**Standard: 4050-08**

Students use technology to facilitate writing.

**PURPOSE:**

**Objectives:**

<table>
<thead>
<tr>
<th>4050-0801</th>
<th>Locate information using a variety of sources.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>° Identify, select, and prioritize potential information sources.</td>
</tr>
<tr>
<td></td>
<td>° Communicate with others via computer.</td>
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<tr>
<td></td>
<td>° Interpret and organize information.</td>
</tr>
</tbody>
</table>

**Locating Information, TE2:** 207, 207C–207D

**Selecting the Appropriate Reference Source, TE2:** 181C–181D, 207

**Internet, TE1:** 45, 47, 56, 77, 99, 101; **TE2:** 151, 153, 177, 184, 203, 223; **TE3:** 279, 281, 292, 305, 312, 329; **TE4:** 359, 387, 409, 433

**SB:** 45, 47, 56, 77, 99, 101, 151, 153, 177, 184, 203, 223, 279, 281, 292, 305, 312, 329, 359, 387, 409, 433

**Summarizing Text Graphically: Schedule, Time Line, Venn Diagram, TE2:** 229C–229D; **TE6:** 638

<table>
<thead>
<tr>
<th>4050-0802</th>
<th>Arrange and format text with the word processor.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>° Edit the text to eliminate irrelevant information.</td>
</tr>
<tr>
<td></td>
<td>° Combine visual text to create multimedia presentations.</td>
</tr>
</tbody>
</table>

**Writing a Report for Word Processor, TE5:** 491C–491D

### TOPIC: Writing

**Standard: 4050-09**

Students, teachers, and parents write and respond together.

**PURPOSE:**

**Objectives:**

<table>
<thead>
<tr>
<th>4050-0901</th>
<th>Write collaboratively on a selected topic.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>° Generate a topic together.</td>
</tr>
</tbody>
</table>

(continued)

**Writing a Class Anthology, TE3:** 289G

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**Language Arts (Elementary)**

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### 4050-0901 (continued)

Write collaboratively on a selected topic.
- 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.

**Writing Collaboratively, SB:** 225, 359, 409; **TE1:** 51N, 53A, R11; **TE2:** 159A, R15, R21; **TE3:** 289A; **TE4:** 365A; **TE5:** 495A, R11, R15, R17; **TE6:** 625A

### 4050-0902

Respond to the writing of others.
- 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.

**Conferencing, TE1:** 53A, 53E; **TE2:** 159E; **TE3:** 289E; **TE4:** 365E; **TE5:** 495E; **TE6:** 625E

### TOPIC: Speaking and Listening

**Standard: 4050-10**

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

**PURPOSE:**

**Objectives:**

### 4050-1001

Learn as they talk to explore ideas.
- Participate in discussions in a variety of settings (e.g., literature groups, peer conferences, whole group interactions).
- Relate new experiences to prior experiences.
- Ask for clarification and explanation of words and ideas.
- Clarify ideas, express opinions, and ask relevant questions.

(continued)
<table>
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<tr>
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<tbody>
<tr>
<td>Learn as they talk to explore ideas.</td>
<td>Giving an Opinion, TE1: 76, 81O, 99, 100, 105P; TE3: 280, 304, 309O; TE5: 542</td>
</tr>
<tr>
<td>° Follow implicit rules for conversation (e.g., taking turns and staying on topic).</td>
<td>Guidelines for Effective Conversation, TE1: 105O–105P</td>
</tr>
<tr>
<td>° Tell and retell stories and events in logical order.</td>
<td>Guidelines for Telling a Story, TE2: 207O–207P</td>
</tr>
<tr>
<td>° Paraphrase information from oral or written communication.</td>
<td>Listening for Fact and Opinion, TE1: 81X; TE2: 134A–135B</td>
</tr>
<tr>
<td>° Use supporting evidence.</td>
<td>Paraphrase Ideas, TE4: 355, 391C–391D</td>
</tr>
<tr>
<td>° Use a primary language when it provides greater facility to explore ideas that may later be expressed in standard English.</td>
<td>Primary Language Activities, TE4: 391C</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>4050-1002</th>
<th>Contributing Information, TE3: 270, 278, 279, 299, 303, 320, 327; TE4: 351, 357, 379, 385, 400, 407, 424, 431; Speaking to Persuade, TE3: 285P; Reader's Theater, TE4: F461</th>
</tr>
</thead>
<tbody>
<tr>
<td>° Use effective volume, eye contact, pacing, phrasing, pitch, and enunciation.</td>
<td>Guidelines for Listening Attentively, TE1: 51O, 81O, 105O; TE2: 181O; TE4: 413O, 437O; TE5: 491P</td>
</tr>
<tr>
<td>° Develop accuracy and precision in language use.</td>
<td>Writing a Speech, TE5: 491M</td>
</tr>
<tr>
<td>° Use correct grammatical structure (e.g., verb tense, pronoun reference, word order) in oral communication.</td>
<td></td>
</tr>
<tr>
<td>° Present a self-generated report demonstrating organization, sequence, clarity, and accuracy.</td>
<td></td>
</tr>
<tr>
<td>° Incorporate visual aids/technology/demonstration to support oral presentation.</td>
<td></td>
</tr>
<tr>
<td>° Use writing to prepare a speech or oral report.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Language Arts (Elementary)</th>
<th>Houghton Mifflin Reading © 2001</th>
<th>Comprehensive</th>
<th>Partial</th>
</tr>
</thead>
</table>

| SB = Student Book | TE = Teacher’s Edition | PB = Practice Book | 17 |
| 4050-1003 | Use speech for language enrichment.  
° Participate in literature response, book shares, story retellings, and choral readings.  
° Create and participate in oral dramatic activities.  
° Dramatize stories in a variety of formats.  
° Recite short poems, rhymes, songs, and stories.  
° Improvise in response to pictures, music, and stories.  
° Share stories or information orally with an audience.  

| 4050-1004 | Build a speaking vocabulary.  
° Use precise language in oral descriptions and explanations.  
° Ask about words not understood.  
° Use words that reflect a growing range of interest and knowledge.  
° Clarify and explain words and ideas.  
° Identify and use synonyms and antonyms.  
° Use figurative language to clarify and enhance oral communication.  
° Determine connotative and idiomatic meanings.  


*(continued)*
### 4050-1004
Build a speaking vocabulary. (continued)

- **Figurative Language,** TE1: 76; TE2: 199; TE3: 294, 304; TE5: 524, 561
- **Connotation,** TE4: 437l–437J
- **Idioms/Expressions,** TE1: R3; TE2: 142, 168, 175, 192, 198, 220; TE4: F448; TE5: F585; TE6: 671I–671J

### 4050-1005
Evaluate oral participation in small group discussion.
- Communicate as a leader and contributor.
- Summarize and evaluate group activities.

**Guidelines for Avoiding Interrupting,** TE1: 51O, 81O
**Guidelines For Taking Turns,** TE1: 105O

### TOPIC: Speaking and Listening
**Standard: 4050-11**
Students develop language and acquire information through listening.

**PURPOSE:**

**Objectives:**

### 4050-1101
Listen actively.
- 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.

- **Effectively Disagreeing,** TE1: 105O, 105P
- **Listening for Information,** TE3: 309U, 309V
- **Listening to Make Inferences,** TE4: 413U–413X

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**Language Arts (Elementary)**

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| **TOPIC:** Speaking and Listening  
**Standard:** 4050-12  
Students, teachers, and parents use speaking and listening to explore, clarify, and understand ideas in different settings.  
**PURPOSE:**  
**Objectives:** |
### 4050-1201
Build upon the language skills developed in the family, school, and community.
- Respect cultural and ethnic differences.
- Be responsible in communicating with others.
- Put information together in unique ways.
- Ask and answer questions.
- Listen and respond to peers and adults.
- Apply knowledge and information to new situations.
- Participate in groups to generate ideas and solve problems.
- Acquire connotative and idiomatic meanings and new vocabulary.

#### Speaking and Listening for Classmates, SB:

#### Speaking and Listening at School, TE2:
- 181O–181P, F253; TE4: F461; TE5: F593

#### Speaking and Listening at Home, TE4:
- 413O–413P

#### Guidelines for Resolving Conflict, TE5:
- 519P

### 4050-1202
Participate in a language-rich environment created by students, teachers, and parents.
- 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.

#### Use New Vocabulary or Language in Speaking, TE1:

#### Teacher Read Aloud, TE1: