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

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

**TOPIC:** Reading  
**Standard:** 4060-01  
Students use prior knowledge to make predictions, comprehend new information, and construct meaning.

**PURPOSE:**

**Objectives:**

4060-0101  
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 reading.  
° Discuss ideas related to the text, before, during and after reading.  
° Synthesize thoughts through discussions, writings, drawings, and projects.


**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

**Visualizing, TE1:** 33, 49O, 68, 98; TE2: F222; TE3: 293; TE5: 503


**Guidelines for a Literature Discussion, TE1:** 93O–93P, 111

**Synthesizing, TE1:** 44, 60; TE3: 319C–319D, 347, 351C
### Reading Standard: 4060-02

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

**Objectives:**

#### 4060-0102

**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.

**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

**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

#### 4060-0103

**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.

**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

#### 4060-0201

**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.
- Retell in your own words to make sense.

**Context Clues, TE1:**

(continued)
**4060-0201**

Use a variety of strategies to comprehend text.
° Use context clues to determine the meaning.
° 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, computer) to verify and confirm meaning.

| Rereading for Comprehension, TE1: | 45, 47A, 49O, 55; TE2: 208; TE3: 254, 284, 307, 334; TE4: 383J, 401, 421; TE5: 453A; TE6: 562, 563, 577, 599, 609 |
| Picture Clues, TE1: | 30, 31, 60; TE3: 251, 288; TE4: 387I, 394, 405; TE6: 566 |
| Using a Dictionary, TE3: | 319J, 351J |
| Using Print and Electronic Reference Sources, TE1: | 71, 71C–71D, 115; TE2: 163, 213, 213C, 213D |

**4060-0202**

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.

**Story Structure, TE1:** 83; TE3: 299B, 299C, 309, 319A–319B, R6, R14–R15; TE4: 421; TE6: 623; PB: 175, 178

**Main Idea, Supporting Details, SB:** 112, 210, 234, 237; TE1: 47, 70; TE3: 268, 273, 316, 317, 270, 346, 349; TE5: 470; PB: 249, 252

**Implicit, TE3:** 269; **Explicit, TE3:** 265, 270, 351

**Graphs, TE1:** 115C–115D; TE3: 347; TE6: 615B–615D
### 4060-0203 (continued)

**Develop an interpretation of the text.**

- 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.


### 4060-0203

**Critically evaluate the text.**

- 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).

| Distinguishing Fantasy and Realism, TE2: 176 |

Language Arts (Elementary)
<table>
<thead>
<tr>
<th>4060-0203 (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically evaluate the text.</td>
</tr>
<tr>
<td>° Use personal experience to interpret and validate text.</td>
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<tr>
<td>° Understand different points of view.</td>
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<thead>
<tr>
<th>4060-0204</th>
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<tbody>
<tr>
<td>Use organizational features of books and related resources.</td>
</tr>
<tr>
<td>° Use alphabetical and numerical ordering to locate information (e.g., table of contents, index, dictionary, encyclopedia, telephone book).</td>
</tr>
<tr>
<td>° Use headings, side-headings, and sub-headings to locate specific information or to prepare to read.</td>
</tr>
<tr>
<td>° Use dictionary definitions to aid comprehension.</td>
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<tr>
<td>° Use the table of contents or index to locate specific information.</td>
</tr>
<tr>
<td>° Select the appropriate resource for the task (e.g., dictionary for word meaning, encyclopedia for concept information).</td>
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<tr>
<td>° Interpret the significance of print variations (e.g., italics, bold face, underlining).</td>
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</tbody>
</table>

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<thead>
<tr>
<th>TOPIC: Reading</th>
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</thead>
<tbody>
<tr>
<td><strong>Standard: 4060-03</strong></td>
</tr>
<tr>
<td>Students use a variety of cueing systems to determine word pronunciation, meaning, and language structure.</td>
</tr>
<tr>
<td><strong>PURPOSE:</strong></td>
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<tr>
<td><strong>Objectives:</strong></td>
</tr>
</tbody>
</table>

| **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 |

| **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 |
### 4060-0301
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 (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).

#### Phonics/Decoding, TE1:
- **TE2:** 143A, 146, 163E, 163F, 169A, 180, 187E, 187F, 189A, 193, 213E, 213F, R2, R3, R4, R5, R6, R7;
- **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

#### 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, 422, 423;
- **TE6:** 549B, 551, 552, 553, 556, 557, 561, 562, 563, 571L, 591, 612, 613, 617A, R2–R3

#### Signal Words for Sequence, TE1:
- 71W, 77, 90, 93A, 101, 115P;
- **TE5:** 461, 47O, 503

#### Capitalization, TE2:
- 150, 174;
- **TE5:** 516;

#### Exclamation Point, TE2:
- 187;

#### Apostrophe in Possessives and Contractions, TE1:
- 115E;
- **TE2:** 163K–163L, R20–R21;

#### Apostrophe in Possessive Nouns, TE1:
- 115E;
- **TE2:** 163K–163L;

#### Singular and Plural Nouns, TE1:
- 115K–115L;
- **TE2:** 163K–163L, R20–R21;

#### Quotation Marks, TE6:
- 556;

#### Abbreviations, TE3:
- 294;
- **TE6:** 566

### 4060-0302
Continue to develop a reading vocabulary (e.g., pronounce and understand new words).
- Determine contextually appropriate meanings of multiple meaning words

#### Multiple Meaning Words, TE1:
- 115G;
- **TE4:** 383I–383J;

#### TE5:
- 473G

#### Synonyms, TE2:
- 167L;
- **TE3:** 271I, 271J, R9;
- **TE4:** 407I–407J;
- **TE6:** 600, 615G;
- **PB:** 242

(continued)

**Language Arts (Elementary)**

<table>
<thead>
<tr>
<th>Houghton Mifflin Reading © 2001</th>
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<tbody>
<tr>
<td>Comprehensive</td>
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</table>
4060-0302 (continued)
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., astronomy, microbe, sound frequency).
  ° Interpret comparatives (e.g., lively, livelier, liveliest) and superlatives (e.g., unkind, cruel, vicious).

<table>
<thead>
<tr>
<th>TOPIC: Reading</th>
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<tbody>
<tr>
<td>Standard: 4060-04</td>
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<tr>
<td>Students develop independence in reading.</td>
</tr>
<tr>
<td>PURPOSE:</td>
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<tr>
<td>Objectives:</td>
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</tbody>
</table>

4060-0401
Read frequently in and out of school.
  ° 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.

| Using Comparatives and Superlatives, TE4: F442 |

(continued)
### Reading Written Texts, SB:

### Leveled Reading, TE:
- **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

### Reading Fluency, TE:
- **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

### Rereading with Expression and Intonation, TE:
- **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

### Oral Reading, TE:
- **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

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**Language Arts (Elementary)**

**Houghton Mifflin Reading © 2001**

**SB = Student Book**

**TE = Teacher’s Edition**

**PB = Practice Book**

**Comprehensive**

**Partial**

9
<table>
<thead>
<tr>
<th>TOPIC: Reading</th>
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<tbody>
<tr>
<td><strong>Standard: 4060-05</strong></td>
<td>Students, teachers, and parents read together to create shared meaning from print.</td>
</tr>
<tr>
<td><strong>PURPOSE:</strong></td>
<td><strong>Objectives:</strong></td>
</tr>
<tr>
<td>4060-0501</td>
<td><strong>Value reading as an important part of their lives.</strong></td>
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<tr>
<td></td>
<td>° Share various literary genre (e.g., reference materials, chapter books, magazines, newspapers).</td>
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<td></td>
<td>° Appreciate cultural contributions and artistic expressions.</td>
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<td>° Use appropriate strategies to refine meaning (e.g., summarize main points, make predictions, ask questions, retell events or points of information).</td>
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<td>° Choose to read outside of school.</td>
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<td>° Seek opportunities to share ideas from reading.</td>
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<td>° Refine reading skills and develop positive attitudes.</td>
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<td>° Talk about books and authors in and out of the classroom.</td>
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<td></td>
<td>° Share reading strategies.</td>
</tr>
<tr>
<td><strong>Literature By and About Africans and African-Americans, SB:</strong></td>
<td>160–163, 277–291, 294–297, 456–467; <strong>TE2:</strong> 160–163; <strong>TE3:</strong> 277–291, 294–297; <strong>TE5:</strong> 456–467</td>
</tr>
<tr>
<td><strong>Literature By and About Asians and Asian-Americans, SB:</strong></td>
<td>52–64, 93, 112–115; <strong>TE1:</strong> 49S–49V, 52–64, 93, 112–115</td>
</tr>
<tr>
<td><strong>Literature By and About Native Americans, SB:</strong></td>
<td>171–181; <strong>TE2:</strong> 171–181</td>
</tr>
<tr>
<td><strong>Literature By and About Whites, TE1:</strong></td>
<td>74–86; <strong>TE2:</strong> 145–157; <strong>TE3:</strong> 246–264, 322–344; <strong>TE5:</strong> 498–511; <strong>TE6:</strong> 618–633</td>
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<tr>
<td>4060-0502</td>
<td><strong>Participate in a print-rich environment.</strong></td>
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<tr>
<td></td>
<td>° Participate in a variety of language activities (e.g., correspondence, family histories, following printed directions, choral reading, readers’ theater).</td>
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<td></td>
<td>° Support opinions with information from text.</td>
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<tr>
<td><strong>Writing a Friendly Letter, TE1:</strong></td>
<td>93M–93N; <strong>TE4:</strong> 376; <strong>PB:</strong> 51–52; <strong>Following Written Directions, TE5:</strong> 487; <strong>TE6:</strong> 573B, 592, 593A–593B, R4–R5, R12–R13; <strong>Choral Reading, TE2:</strong> 1870, 187P; <strong>Reader’s Theater, TE2:</strong> F237; <strong>TE3:</strong> 2970</td>
</tr>
<tr>
<td><strong>Cites Evidence from Text, TE1:</strong></td>
<td>44, 61, 63, 66, 71, 88, 109, 115; <strong>TE2:</strong> 148, 158, 163, 182, 208; <strong>TE3:</strong> 257, 259, 266, 271, 287, 292, 297, 314, 318, 346, 351; <strong>TE4:</strong> 402, 407, 416, 417, 423, 424, 427; <strong>TE5:</strong> 468, 473, 473N, 490, 495, 495A, 512; <strong>TE6:</strong> 564, 569, 571V, 588, 610, 615, 634, 635</td>
</tr>
</tbody>
</table>
TOPIC: Writing  
Standard: 4060-06  
Students use concepts and conventions of print to create text.  

**PURPOSE:**  
Objectives:

<table>
<thead>
<tr>
<th>4060-0601</th>
<th>Write in a variety of formats for different purposes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>° Recognize formats and purposes of print (e.g., stories, correspondence, directions, reports).</td>
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<tr>
<td>° Make connections between words and the ideas they convey in context.</td>
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<tr>
<td>° Write informational text using logical organization (e.g., main and supporting ideas, sequence, elaboration).</td>
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<tr>
<td>° Use literature as a foundation for writing.</td>
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</table>

<table>
<thead>
<tr>
<th>4060-0602</th>
<th>Build a spelling vocabulary for writing.</th>
</tr>
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<tbody>
<tr>
<td>° Spell high frequency words correctly.</td>
<td></td>
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<tr>
<td>° Use spelling patterns to spell new words.</td>
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<tr>
<td>° Approximate the spelling of unknown words.</td>
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<tr>
<td>° Write legibly in manuscript and cursive.</td>
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<tr>
<td>° Use spelling resources (e.g., class lists, dictionaries, charts, classmates).</td>
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<tr>
<td>° Identify and correct misspelled words.</td>
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</tbody>
</table>

### 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: 351L–351J, R25  
Describing Characters and Setting, TE2: 158, 164, 165, 167A, 167B; Beginning, Middle, and End, TE2: 167B  

### 4060-0602 (continued)

**Build a spelling vocabulary for writing.**
- **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

### 4060-0603

**Recognize and construct sentences.**
- **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).**
- **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:** 67
- **Combining Sentences with Commas, TE6:** 615N; **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

### 4060-0604

**Make effective word choices that convey the intended meaning.**
- **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).**
- **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
## TOPIC: Writing
### Standard: 4060-07
Students use process strategies to create text.

### PURPOSE:
Objectives:

<table>
<thead>
<tr>
<th>4060-0701</th>
<th>Use informal writing to facilitate learning across the curriculum.</th>
</tr>
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<tbody>
<tr>
<td>° Record reactions and observations before, during, and after learning activities (e.g., science experiments, field trips, literature study).</td>
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<tr>
<td>° Write questions in a subject area to guide further inquiry.</td>
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<tr>
<td>° Explain concepts and/or procedures for different audiences.</td>
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<tr>
<td>° Record self-evaluations in specific subject areas.</td>
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<tr>
<td>° Take notes.</td>
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<td>° Create graphic organizers (e.g., webs, outlines, story maps).</td>
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| Learning Logs, TE5: 457, 464; TE6: 551, 558, 605; Evidence Chart, TE2: 209 |
| Writing Instructions, TE1: 47M–47N; Writing Directions, TE1: 30; TE5: 487; TE6: 593 |

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<thead>
<tr>
<th>4060-0702</th>
<th>Prepare to write.</th>
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<tr>
<td>° Select a topic.</td>
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<td>° Rehearse ideas alone, with peers, and/or with an adult.</td>
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<td>° Create webs, story maps, or other graphic organizers.</td>
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<td>° Write to get ideas on paper.</td>
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<tr>
<td>° Write in a variety of forms (e.g., persuasive essay, letter, personal narrative, story, picture book, poem, research report).</td>
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<td>° Use background knowledge and/or print/technological resources.</td>
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| Brainstorming, TE1: 88; TE3: 266; Webbing, TE6: 564 |
| Planning and Organizing Writing, TE2: 167B, 208; TE4: 383N; TE5: 473N, 475B |
| Finding Ideas for Writing in Literature, TE3: 273A; Searching for Ideas on the Internet, TE4: 387A |

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SB = Student Book  
TE = Teacher’s Edition  
PB = Practice Book  
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Partial
| 4060-0703 | Create a working draft.  
° Create and organize ideas on paper.  
° Follow patterns from literature and apply techniques demonstrated by authors.  
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 | | |
| 4060-0704 | Revise working drafts.  
° 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. | Revising, TE1: 49E; TE2: 167E; TE3: 273E; TE4: 387E; TE5: 475E; TE6: 571E  
Using Elaborating Details, TE4: 383N; Adding Detail For Elaboration, TE2: 163N; TE5: 473N; PB: 287; Elaborating with Prepositional Phrases, TE6: 569L; PB: 345 | | |
| 4060-0705 | Publish selected pieces.  
° 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. | Proofreading, TE1: 49F; TE2: 167F; TE3: 273F; TE4: 387F; TE5: 475F; TE6: 571F; PB: 18, 94, 154, 228, 288, 348, 433, 434  
Bulletin Board Display, TE2: 167A, 167G  
Multimedia Internet Presentation, TE1: 49A  
Making a Videotape, TE2: 167G | | |
**TOPIC:** Writing  
**Standard:** 4060-08  
Students use technology to facilitate writing.  
**PURPOSE:**  
Objectives:

| 4060-0801 | Locate information using a variety of sources.  
° 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  

| 4060-0802 | Arrange and format text with the word processor.  
° 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.  
° 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  

Language Arts (Elementary) |  

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### 4060-0902
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:** 49A, 49E; **TE2:** 167A, 167E; **TE3:** 273E; **TE4:** 385E; **TE5:** 475E; **TE6:** 571E

### TOPIC: Speaking and Listening
**Standard:** 4060-10
Students develop oral language to communicate effectively for various purposes and audiences.

**PURPOSE:**

**Objectives:**

- Learn as they talk to explore ideas.
  - 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.


**Guidelines for a Literature Discussion, TE1:** 93O–93P, 111

**Prior Knowledge for Listening, TE1:** 26A, 49S, 71S, 93U; **TE2:** 140A, 167Q, 187U; **TE3:** 242A, 273S, 319V, 297U; **TE4:** 358A, 381, 387Q, 405, 407Q, 426; **TE5:** 452A, 475S, 495U, 515; **TE6:** 547A, 571S, 593U, 615

**Guidelines for Asking Clarifying Questions, TE1:** 93O, 93P; **TE3:** 315; **TE5:** 473P; **TE6:** 615P

**Guidelines for Holding Effective Conversations, TE6:** 639O–639P

**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

**Guidelines for Paraphrasing Ideas, TE2:** 185; **TE4:** 389B, 405; **TE5:** 505

**Guidelines for Giving and Supporting Opinions, TE6:** 615O, 615P
**4060-1002**

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 information, examples and vocabulary appropriate to the topic and audience.
- Begin to recognize what information an audience needs.
- Organize ideas sequentially or around major points of information.
- Develop accuracy and precision in language use.
- Use correct grammatical structure (e.g., verb tense, pronoun reference, word order) in oral communication.
- Recognize and correct double negatives.
- Present a self-generated report demonstrating organization, sequence, clarity, and accuracy.
- Incorporate visual aids/technology/demonstration to support oral presentation.
- Use writing to prepare a speech or oral report.
- Use supporting evidence to validate a position.


**Guidelines for Speaking Expressively with Pitch, Tone, Pace, Stress, and Volume, TE1:** 47P, 71P, 115P; **TE2:** 163P, 187O, 187P, 213O, F230; **TE6:** 615P, 626

**Guidelines for Speaking Clearly, TE1:** 71O, 71P, 93O, 115O; **TE2:** 163O, 163P, 183; **TE4:** 383P

**Guidelines for Arranging Information Sensibly, TE4:** 383O

**Avoiding Double Negatives, TE5:** 517K–517L, R24–R25

**Presentation Skills, TE2:** 187O, 187P, 213O–213P; **TE3:** 271P, 297P; **TE6:** 593O–593P

**Writing a Speech, TE3:** 351M–351N, R37; **Writing a Report, TE1:** 71D; **TE4:** 384–387G; **TE5:** 473D, 495D, 501; **TE6:** 615D

**4060-1003**

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.


(continued)
### 4060-1003 (continued)

Use speech for language enrichment.
- 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, 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


### 4060-1004

Build a speaking vocabulary.
- 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.

### Precise Language, TE1: 98


### Metaphor, TE3: 296, 324; TE5: 500
| 4060-1004 | Build a speaking vocabulary.  
° Use figurative language to clarify and enhance oral communication.  
| 4060-1005 | Analyze oral participation in small group discussion.  
° Communicate as a leader and contributor.  
° Summarize and evaluate group activities.  
° Evaluate the effectiveness of participant interactions. | Rules for Facilitator or Discussion Leader, TE1: 93P  
Evaluating Discussions, TE6: 615P |  |

**TOPIC:** Speaking and Listening  
**Standard:** 4060-11  
Students develop language and acquire information through listening.  
**PURPOSE:**  
**Objectives:**

| 4060-1101 | 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. | Listening in a Conversation, TE6: 639O, 639P  

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<th>Language Arts (Elementary)</th>
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<td>4060-1101</td>
<td>Listen actively. (continued)</td>
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<td>Imagery, <strong>Te1</strong>: 32, 40; <strong>Te2</strong>: 185; Metaphor, <strong>Te3</strong>: 296, 324; <strong>Te5</strong>: 500</td>
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<td><strong>Listening for Fact and Opinion</strong>, <strong>Te2</strong>: 140A–141B; <strong>Listening and Making Inferences</strong>, <strong>Te2</strong>: 167Q–167R; <strong>Te3</strong>: 273S–273V</td>
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<td>Prior Knowledge for Listening, <strong>Te1</strong>: 26A, 49S, 71S, 93U; <strong>Te2</strong>: 140A, 167Q, 187U; <strong>Te3</strong>: 242A, 273S, 319V, 297U; <strong>Te4</strong>: 358A, 381, 387Q, 405, 407U, 426; <strong>Te5</strong>: 452A, 475S, 495U, 515; <strong>Te6</strong>: 547A, 571S, 593U, 615</td>
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<td>Listening and Predicting Outcomes, <strong>Te1</strong>: 93U93Z</td>
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<td>Personal Response, <strong>Te1</strong>: 27C, 49V, 71V, 93Z; <strong>Te2</strong>: 141B, 167R, 187X; <strong>Te3</strong>: 243B, 273V, 297X; <strong>Te4</strong>: 359B, 407V; <strong>Te5</strong>: 453B, 475V, 495X; <strong>Te6</strong>: 547B, 571V, 593V, 615V</td>
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<td>Guidelines for Assessing Audience, <strong>Te5</strong>: 495O</td>
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<td>Responding to Spoken Text, <strong>Te1</strong>: 27C, 49V, 71V, 93Z; <strong>Te2</strong>: 141B, 167R, 187X; <strong>Te3</strong>: 243B, 273V, 297X; <strong>Te4</strong>: 359B, 407V; <strong>Te5</strong>: 453B, 475V, 495X; <strong>Te6</strong>: 547B, 571V, 593V, 615V</td>
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<td>Guidelines for an Oral Presentation, <strong>Te2</strong>: 187O, 187P, 213O–213P</td>
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<td>4060-1103</td>
<td>Respond as they listen to stories and informational books.</td>
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<td>Attend to what is being read.</td>
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<td>Reflect on what is read and relate it to personal experience.</td>
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<td>Anticipate the flow of events.</td>
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<td>Recognize story elements (e.g., setting, character, plot).</td>
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<td>Guidelines for Listening Attentively and Respectfully, <strong>Te1</strong>: 71O, 71P, 93O, 93P, 111; <strong>Te2</strong>: 163O; <strong>Te3</strong>: 315, 319P; <strong>Te5</strong>: 473P, 475T; <strong>Te6</strong>: 639O, 639P</td>
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<td>Personal Response after Listening, <strong>Te1</strong>: 27C, 49V, 71V, 93Z; <strong>Te2</strong>: 141B, 167R, 187X; <strong>Te3</strong>: 243B, 273V, 297X; <strong>Te4</strong>: 359B, 407V; <strong>Te5</strong>: 453B, 475V, 495X; <strong>Te6</strong>: 547B, 571V, 593V, 615V</td>
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<td>Listening for Sequence of Events, <strong>Te1</strong>: 71U–71X; <strong>Te6</strong>: 571V</td>
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**4060-1103 (continued)**
Respond as they listen to stories and informational books.
- Recognize textual organization (e.g., main ideas and detail, cause and effect, comparison and contrast, sequence of events).
- Distinguish between fiction and nonfiction.

**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

**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:**

**4060-1201**
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.


**Speaking and Listening at Home, TB1:** 71O–71P

**Speaking and Listening at School, TB2:** 163O–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

**4060-1202**
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.

**4060-1202**  
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.