

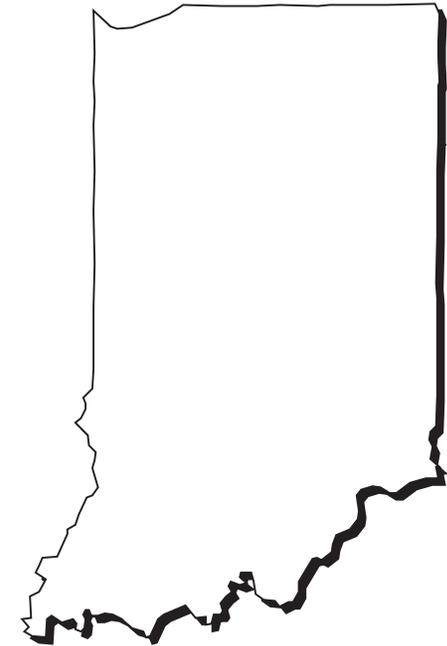
Journeys

Grade 1

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correlated to the

**Indiana Academic Standards
English/Language Arts
Grade 1**



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Grade 1**

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**Indiana Academic Standards
English/Language Arts
Grade 1**

Standard	Descriptor	Teacher Edition Citations
1. READING: Word Recognition, Fluency, and Vocabulary Development		
	<i>Concepts About Print</i>	
1.1.1	Match oral words to printed words.	Unit 1: T130 Unit 2: T40, T228
1.1.2	Identify letters, words, and sentences.	Unit 1: BTS8 Unit 2: T228, T322
1.1.3	Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.	Unit 1: T38, T219, T315, T409 Unit 2: T416 Unit 3: T231, T234, T330, T426
	<i>Phonemic Awareness</i>	
1.1.4	Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound). Example: Tell the sound that comes at the beginning of the word <i>sun</i> . Tell the sound that comes at the end of the word <i>cloud</i> . Tell the sound that comes in the middle of the word <i>boat</i> .	Unit 1: T13, T25, T43, T53, T63, T105, T117, T155, T197, T209, T247, T289, T301, T321, T383, T395, T435 Unit 2: T25, T45, T213, T233, T253, T327, T337, T347, T421, T431, T441 Unit 3: T143, T153, T239, T249, T301, T313, T335, T345, T355, T397, T409, T431, T441, T451
1.1.5	Recognize different vowel sounds in orally stated single-syllable words. Example: Say the sound that is in the middle of the word <i>bit</i> . Say the sound that is in the middle of the word <i>bite</i> . Tell whether this is the same sound or a different sound.	Unit 1: BTS5 Unit 2: T213, T233, T253, T327, T337, T347, T421, T431, T441 Unit 3: T301, T313, T335, T345, T355, T397, T409, T431, T441, T451

Standard	Descriptor	Teacher Edition Citations
1.1.6	Recognize that vowels' sounds can be represented by different letters	Unit 1: BTS5, T18, T26, T44, T54, T110, T118, T136, T146, T202, T210, T228, T238, T232 Unit 2: T112, T120, T140, T150, T206, T214, T234, T244, T300, T308, T328, T338, T394, T402, T422, T432 Unit 3: T306, T314, T336, T346, T402, T410, T432, T442 Unit 4: T18, T26, T50, T60, T116, T124, T148 Unit 6: T48-T49, T210-T211, T218, T248, T334, T344
1.1.7	Create and state a series of rhyming words.	Unit 1: T426
1.1.8	Add, delete, or change sounds to change words. Example: Tell what letter you would have to change to make the word <i>cow</i> into the word <i>how</i> . Tell what letter you would have to change to make the word <i>pan</i> into <i>an</i> .	Unit 1: T322, T360, T332, T368, T426, T432, T442 Unit 3: T143, T153, T163, T239, T249, T259, T301, T313, T335, T345, T355, T397, T409, T431, T441, T451 Unit 4: T13, T25, T49, T59, T69, T111, T123, T147, T157, T167, T209, T221, T214, T221, T245, T255, T265, T307, T312, T319 Unit 5: T13, T25, T47, T67, T109, T121, T163, T205, T217, T251, T261, T303, T337, T347, T357, T399, T411, T453 Unit 6: T210, T218, T248, T304, T334, T344
1.1.9	Blend two to four phonemes (sounds) into recognizable words. Example: Tell what word is made by the sounds /b/ /a/ /t/. Tell what word is made by the sounds /f/ /l/ /a/ /t/.	Unit 1: BTS9, T53, T135, T145, T155, T227, T237, T247, T331, T341 Unit 3: T13, T47, T67, T109, T121, T163, T205, T217
<i>Decoding and Word Recognition</i>		
1.1.10	Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (<i>a, e, i, o, u</i>), and blend those sounds into recognizable words.	Unit 2: T112, T120, T140, T150, T206, T214, T234, T244, T300, T308, T328, T338, T402, T422, T432 Unit 3: T18, T48, T58, T114, T154, T210, T218, T240, T250 Unit 4: T148, T158, T214, T222, T256, T312, T320, T350, T436, T446 Unit 5: T210, T218, T252, T308, T316, T338, T348, T404, T412, T434, T444 Unit 6: T48-T49, T210-T211, T248
1.1.19	Identify important signs and symbols, such as stop signs, school crossing signs, or restroom symbols, from the colors, shapes, logos, and letters on the signs or symbols.	N/A

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1.1.11	Read common sight words (words that are often seen and heard).	Unit 1: T16-T17, T108-T109, T200-T201, T292-T293, T386-T387 Unit 2: T16-T17, T110-T111, T204-T205, T298-T299, T392-T393 Unit 3: T16-T17, T112-T113, T208-T209, T304-T305, T400-T401 Unit 4: T16-T17, T114-T115, T212-T213, T310-T311, T404-T405 Unit 5: T16-T17, T112-T113, T208-T209, T306-T307, T402-T403 Unit 6: T16-T17, T112-T113, T208-T209, T302-T305, T398-T399
1.1.12	Use phonic and context clues as self-correction strategies when reading.	Unit 1: T150-T151, T170-T171, T180-T181, T183, T242-T243, T262-T263, T272, T275, T356-T357, T454-T455 Unit 2: T80-T81, T174-T175, T268-T269, T362-T363, T460-T461 Unit 3: T80-T83, T178-T179, T274-T275, T370-T371, T470-T471 Unit 4: T84-T85, T260-T261, T280-T281, T290, T293, T374-T375, T474-T475 Unit 5: T82-T83, T178-T179, T230, T352-T353, T372-T373, T382-T383, T385, T472-T473 Unit 6: T82-T83, T272-T273, T368-T369, T468
1.1.13	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the <i>ea</i> in <i>eat</i>) and knowledge of how vowel sounds change when followed by the letter <i>r</i> (such as the <i>ea</i> in the word <i>ear</i>). Example: Correctly read aloud the vowel sounds made in words, such as <i>ear</i> , <i>eat</i> , <i>near</i> , <i>their</i> , or <i>wear</i> .	Unit 4: T214, T222, T256, T312, T320, T350, T436, T446 Unit 5: T18, T26, T48, T58, T114, T122, T144, T154, T210, T218, T252, T308, T316, T338, T348, T404, T412, T434, T444 Unit 6: T48-T49, T210-T211, T248
1.1.14	Read common word patterns (<i>-ite</i> , <i>-ate</i>). Example: Read words, such as <i>gate</i> , <i>late</i> , and <i>kite</i> .	Unit 1: T146 Unit 2: T56, T150, T244, T266, T432 Unit 3: T306, T442 Unit 4: T159, T256, T350 Unit 5: T58

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1.1.15	Read aloud smoothly and easily in familiar text.	<p>Unit 1: T27, T46, T64, T83, T119, T138, T156, T175, T211, T230, T248, T267, T303, T324, T342, T361, T397, T418, T436, T459</p> <p>Unit 2: T27, T48, T66, T85, T121, T142, T160, T179, T215, T236, T254, T273, T309, T330, T348, T367, T403, T424, T443, T465</p> <p>Unit 3: T27, T50, T68, T87, T123, T146, T165, T183, T219, T242, T260, T279, T315, T338, T356, T375, T411, T434, T452, T475</p> <p>Unit 4: T27, T52, T70, T89, T125, T150, T168, T187, T223, T248, T266, T285, T321, T342, T360, T379, T415, T438, T456, T479</p> <p>Unit 5: T27, T50, T68, T87, T123, T146, T164, T183, T219, T244, T262, T281, T317, T340, T356, T377, T413, T436, T454, T477</p> <p>Unit 6: T27, T50, T68, T87, T123, T146, T164, T183, T219, T240, T258, T277, T313, T336, T354, T373, T409, T432, T450, T473</p>
	<i>Vocabulary and Concept Development</i>	
1.1.16	Read and understand simple compound words (<i>birthday, anything</i>) and contractions (<i>isn't, aren't, can't, won't</i>).	Unit 4: T406, T414, T446, T484-T485, T487
1.1.17	Read and understand root words (<i>look</i>) and their inflectional forms (<i>looks, looked, looking</i>). Example: Recognize that the <i>s</i> added to the end of <i>chair</i> makes it mean more than one chair. Recognize that adding <i>ed</i> to the end of <i>jump</i> makes it mean jumping that happened in the past.	<p>Unit 1: T228, T266, T274</p> <p>Unit 2: T84</p> <p>Unit 3: T86, T254, T284-T285, T287</p> <p>Unit 6: T114, T122, T154, T176, T190</p>
1.1.18	Classify categories of words. Example: Tell which of the following are fruits and which are vegetables: bananas, oranges, apples, carrots, and peas.	<p>Unit 1: T58, T88-T89, T91</p> <p>Unit 2: T60, T90-T91, T93, T248, T278-T279, T281</p> <p>Unit 3: T62, T92-T93, T95, T350-T351, T380-T381, T383</p> <p>Unit 4: T162, T192-T193, T195</p> <p>Unit 5: T256, T286-T287, T289</p> <p>Unit 6: T158, T178-T179, T188-T189, T191</p>

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2. READING: Comprehension and Analysis of Nonfiction and Informational Text		
	<i>Structural Features of Informational and Technical Materials</i>	
1.2.1	Identify the title, author, illustrator, and table of contents of a reading selection.	Unit 1: T32-T33, T308-T309 Unit 2: T126-T127 Unit 3: T32-T33, T224-T225, T416-T417 Unit 4: T32-T33, T228-T229 Unit 5: T128-T129, T322-T323 Unit 6: T128-T129
1.2.2	Identify text that uses sequence or other logical order. Example: Explain how an informational text is different from a story. Tell what might be included in an informational book that uses sequence, such as a book on making a bird feeder like <i>The Bird Table</i> by Pauline Cartwright.	Unit 1: T214-T215 Unit 2: T218-T219 Unit 3: T126-T127 Unit 4: T40, T231, T235, T237 Unit 5: T131, T137, T320-T321, T324, T327-T328 Unit 6: T132
	<i>Analysis of Grade-Level-Appropriate Nonfiction and Informational Text</i>	
1.2.3	Respond to <i>who, what, when, where, why,</i> and <i>how</i> questions and recognize the main idea of what is read. Example: After reading or listening to the science book <i>Gator or Croc</i> by Allan Fowler, students answer questions about the reptiles and discuss the main ideas.	Unit 1: T34-T38, T291, T310-T315, T385 Unit 2: T109, T128-T134 Unit 3: T34-T41, T207, T226-T234, T418-T426 Unit 4: T15, T34-T43, T230-T239 Unit 5: T130-T138, T305, T324-T331 Unit 6: T130-T138
1.2.4	Follow one-step written instructions.	N/A
1.2.5	Use context (the meaning of the surrounding text) to understand word and sentence meanings.	Unit 1: T150-T151, T170-T171, T180-T181, T183, T242-T243, T262-T263, T272, T275, T356-T357, T454-T455 Unit 2: T80-T81, T174-T175, T268-T269, T362-T363, T460-T461 Unit 3: T80-T83, T178-T179, T274-T275, T370-T371, T470-T471 Unit 4: T84-T85, T260-T261, T280-T281, T290, T293, T374-T375, T474-T475 Unit 5: T82-T83, T178-T179, T230, T352-T353, T372-T373, T382-T383, T385, T472-T473 Unit 6: T82-T83, T272-T273, T368-T369, T468

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1.2.6	<p>Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as <i>before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when</i> or cause and effect, such as <i>because, since, therefore, so</i>).</p> <p>Example: Read <i>Bats: Creatures of the Night</i> by Joyce Milton and discuss what words give clues about predicting where bats could be found or how they locate food.</p>	<p>Unit 1: T38, T313 Unit 2: T128, T130, T132, T134 Unit 3: T39, T231, T233, T318-T319, T423 Unit 4: T34, T36, T38, T40, T230, T232, T234, T324-T325, T344-T345 Unit 5: T126-T127, T131-T132, T135-T137, T148-T149, T324-T325, T327-T328, T330 Unit 6: T130, T134-T135</p>
1.2.7	<p>Relate prior knowledge to what is read.</p> <p>Example: Before reading <i>How Much Is a Million</i> by David Schwartz, discuss students' estimates of large quantities.</p>	<p>Unit 1: T28, T120, T212, T304, T398 Unit 2: T28, T122, T216, T310, T404 Unit 3: T28, T124, T220, T316, T412 Unit 4: T28, T126, T224, T322, T416 Unit 5: T28, T124, T220, T318, T414 Unit 6: T28, T124, T220, T314, T410</p>
3. READING: Comprehension and Analysis of Literary Text		
<i>Analysis of Grade-Level-Appropriate Literary Text</i>		
1.3.1	<p>Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.</p> <p>Example: Read a story, such as <i>Arthur's Prize Reader</i> by Lillian Hoban. Retell the story, including descriptions of the characters and plot of the story, by telling about what happens to Arthur in the contest that he enters and the one that he helps his sister to enter. Plot the story onto a story map.</p>	<p>Unit 1: T122-T123, T400-T401 Unit 2: T30-T31, T406-T407 Unit 5: T30-T31, T416-T417 Unit 6: T246-T247, T412-T413</p>
1.3.2	<p>Describe the roles of authors and illustrators.</p> <p>Example: Read a book, such as <i>The Very Hungry Caterpillar</i> by Eric Carle or <i>Where the Wild Things Are</i> by Maurice Sendak, in which the art is especially important in telling the story. Describe the role of the author and illustrator, and discuss how the pictures help to tell the story.</p>	<p>Unit 1: T124-T125, T216-T217, T402-T403 Unit 2: T32-T33, T34, T37, T220-T221, T314-T315, T316-T319, T408-T409 Unit 3: T128-T129, T320-T321, T322, T326 Unit 4: T130-T131, T132-T133, T138, T141, T326-T327, T420-T421 Unit 5: T32-T33, T224-T225, T227, T229, T231, T234, T322-T323, T418-T419 Unit 6: T32-T33, T224-T225, T318-T319</p>

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1.3.3	Confirm predictions about what will happen next in a story. Example: Read part of a story, such as <i>The Musicians of Bremen: A Tale from Germany</i> by Jane Yolen or <i>Lilly's Purple Plastic Purse</i> by Kevin Henkes, and tell what might happen next and how the story might end.	Unit 1: T124-T129, T172-T173 Unit 3: T323, T326-T327 Unit 4: T420, T423-T424, T426-T427 Unit 6: T224, T227, T229-T230
1.3.4	Distinguish fantasy from reality.	Unit 1: T216, T402 Unit 2: T408 Unit 3: T320 Unit 4: T126 Unit 5: T32 Unit 6: T224
1.3.5	Understand what is read by responding to questions (<i>who, what, when, where, why, how</i>).	Unit 1: T126-T130, T218-T222, T410-T416 Unit 2: T34-T40, T222-T228, T316-T322, T408-T409 Unit 3: T130-T137, T322-T330 Unit 4: T132-T141, T328-T334, T422-T430 Unit 5: T34-T41, T226-T235, T324-T331, T420-T427 Unit 6: T34-T42, T226-T232, T320-T328
4. WRITING: Processes and Features		
<i>Organization and Focus</i>		
1.4.1	Discuss ideas and select a focus for group stories or other writing.	Unit 1: T23, T41, T51, T115, T133, T143, T207, T235, T329, T339, T393, T423 Unit 2: T23, T53, T117, T147, T211, T241, T335, T429 Unit 3: T23, T55, T151, T215, T247, T311, T343, T353, T360 Unit 4: T23, T57, T121, T155, T219, T253, T317, T347, T357, T364 Unit 5: T23, T55, T119, T151, T215, T249, T313, T345, T355, T362 Unit 6: T23, T55, T119, T151, T215, T245, T309, T341, T351, T358

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1.4.2	Use various organizational strategies to plan writing.	Unit 1: T61, T115, T153, T245, T339, T433 Unit 2: T63, T157, T251, T345, T399, T439 Unit 3: T65, T161, T257, T407, T439, T449 Unit 4: T67, T165, T263, T411, T443, T453 Unit 5: T65, T161, T259, T409, T441, T451 Unit 6: T65, T161, T255, T405, T437, T447
	<i>Evaluation and Revision</i>	
1.4.3	Revise writing for others to read.	Unit 1: T68, T160, T252, T346, T440 Unit 2: T70, T162, T258, T352, T439, T446 Unit 3: T72, T168, T264, T333, T449, T456 Unit 4: T74, T172, T270, T453, T460 Unit 5: T73, T168, T266, T451, T458 Unit 6: T72, T168, T262, T447, T454
	<i>Research Process and Technology</i>	
1.4.4	Begin asking questions to guide topic selection and ask <i>how</i> and <i>why</i> questions about a topic of interest	Unit 1: T65, T157, T249, T343, T437 Unit 5: T263 Unit 6: T69
1.4.5	Identify a variety of sources of information (books, online sources, pictures, charts, tables of contents, diagrams) and document the sources (titles).	Unit 1: T437 Unit 2: T67, T161, T255, T349, T443 Unit 3: T69 Unit 5: T359 Unit 6: T259
1.4.6	Organize and classify information by constructing categories on the basis of observation.	Unit 3: T69, T165, T261 Unit 4: T267, T361, T457 Unit 5: T455 Unit 6: T355

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5. WRITING: Applications (Different Types of Writing and Their Characteristics)		
1.5.1	Write brief narratives (stories) describing an experience. Example: Write a short story titled <i>My Friend</i> describing an experience that is real or imagined.	Unit 1: T299, T319, T329, T339, T346, T393, T413, T433, T440 Unit 4: T317, T337, T347, T357, T364, T411, T433, T443, T453, T460 Unit 5: T313, T335, T345, T355, T362, T409, T431, T441, T451, T458
1.5.2	Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details. Example: Write a description of a family member, a pet, or a favorite toy. Include enough details so that the reader can picture the person, animal, or object.	Unit 3: T311, T333, T343, T353, T360-T361, T407, T429, T439, T449, T456
1.5.3	Write simple rhymes.	Unit 2: T117, T147, T157, T164
1.5.4	Use descriptive words when writing. Example: Use varied words to describe events, people, and places, such as describing a day as a <i>sunny day</i> or <i>cloudy day</i> .	Unit 1: T23, T41, T51, T61, T69, T115, T133, T143, T153, T160 Unit 2: T305, T325, T335, T345, T352, T399, T419, T429, T439, T446
1.5.5	Write for different purposes and to a specific audience or person. Example: Write a thank-you note to the store manager after a field trip to the local supermarket.	Unit 2: T211, T231, T241, T252, T258 Unit 3: T151, T161, T168 Unit 4: T219, T243, T253, T263, T270 Unit 5: T215, T239, T249, T259, T266 Unit 6: T309, T331, T341, T351, T358, T405, T427, T437, T447, T454

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6. WRITING: English Language Conventions		
<i>Handwriting</i>		
1.6.1	Print legibly and space letters, words, and sentences appropriately.	Unit 1: T40, T60, T132, T152, T224, T244, T318, T338, T412, T432, R12-R17 Unit 2: T42, T62, T136, T156, T230, T250, T324, T344, T418, T438, R12-R17 Unit 3: T44, T64, T140, T160, T236, T256, T332, T352, T428, T448, R12-R17 Unit 4: T46, T66, T144, T164, T242, T262, T336, T356, T432, T452, R14-R19 Unit 5: T44, T64, T140, T160, T238, T258, T334, T354, T430, T450, R14-R19 Unit 6: T44, T64, T140, T160, T234, T254, T330, T350, T426, T446, R12-R19
<i>Sentence Structure</i>		
1.6.2	Write in complete sentences.	Unit 1: T207, T225, T235, T245, T252 Unit 2: T22, T23, T42, T43, T52, T53, T63, T68, T70 Unit 3: T23, T45, T55, T65, T72, T119, T141, T151, T161, T168, T215, T237, T247, T257, T264, T407, T429, T439, T449, T456 Unit 4: T23, T47, T57, T67, T74, T121, T145, T155, T165, T172 Unit 5: T119, T141, T151, T161, T168 Unit 6: T23, T45, T55, T65, T72, T119, T141, T151, T161, T168, T215, T235, T245, T255, T262
<i>Grammar</i>		
1.6.3	Identify and correctly use singular and plural nouns (<i>dog/dogs</i>).	Unit 1: T22, T40, T50, T60, T66, T114, T132, T142, T158 Unit 2: T304, T324, T3334, T350 Unit 3: T352
1.6.4	Identify and correctly write contractions (<i>isn't, aren't, can't</i>).	Unit 5: T408, T430, T440, T456 Unit 6: T446
1.6.5	Identify and correctly write possessive nouns (<i>cat's meow, girls' dresses</i>) and possessive pronouns (<i>my/mine, his/hers</i>).	Unit 5: T214, T238, T248, T264 Unit 6: T258

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	<i>Punctuation</i>	
1.6.6	Correctly use periods (<i>I am five.</i>), exclamation points (<i>Help!</i>), and question marks (<i>How old are you?</i>) at the end of sentences.	Unit 2: T240, T256 Unit 4: T56, T72, T144, T154, T170, T140, T150, T166
	<i>Capitalization</i>	
1.6.7	Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i> .	Unit 2: T42, T52, T68 Unit 5: T118, T140, T166
	<i>Spelling</i>	
1.6.8	Spell correctly three- and four-letter words (<i>can, will</i>) and grade-level-appropriate sight words (<i>red, fish</i>).	Unit 1: T20, T22, T40, T50, T60, T66, T112, T114, T132, T142, T152, T158, T204, T206, T224, T234, T244, T250, T300, T302, T322, T332, T342, T348, T390, T392, T412, T422, T432, T438 Unit 2: T20, T22, T42, T52, T62, T68, T114, T116, T136, T146, T156, T162, T208, T210, T230, T240, T250, T256, T306, T308, T328, T338, T348, T354, T396, T398, T418, T428, T438, T448 Unit 3: T20, T22, T44, T54, T64, T70, T116, T118, T136, T150, T160, T166, T212, T214, T236, T246, T256, T262, T308, T310, T332, T342, T352, T358, T404, T406, T428, T438, T448, T454 Unit 4: T20, T22, T46, T56, T66, T72, T118, T120, T140, T154, T164, T170, T216, T218, T242, T252, T262, T268, T314, T316, T336, T346, T356, T362 Unit 5: T212, T214, T238, T248, T258, T264, T310, T312, , T334, T344, T354, T360, T406, T408, T430, T440, T450, T456 Unit 6: T212, T214, 234, T244, T254, T260, T306, T308, T330, T340, T350, T356, T402, T404, T426, T436, T446, T452

Standard	Descriptor	Teacher Edition Citations
7. LISTENING AND SPEAKING: Skills, Strategies, and Applications		
<i>Comprehension</i>		
1.7.1	Listen attentively.	Unit 1: T14-T15, T106-T107, T157, T198-T199, T249, T290-T291, T343, T384-T385, T437 Unit 2: T14-T15, T67, T108-T109, T202-T203, T255, T296-T297, T390-T391, T443 Unit 3: T14-T15, T69, T110-T111, T165, T206-T207, T261, T302-T303, T398-T399 Unit 4: T14-T15, T71, T112-T113, T169, T210-T211, T267, T308-T309, T361, T402-T403, T457 Unit 5: T14-T15, T69, T110-T111, T165, T206-T207, T263, T304-T305, T359, T400-T401, T455 Unit 6: T14-T15, T69, T110-T115, T165, T206-T207, T259, T300-T301, T355, T396-T397, T451
1.7.2	Ask questions for clarification and understanding.	Unit 1: T437 Unit 2: T255, T443 Unit 3: T165, T261 Unit 4: T169, T361, T457 Unit 5: T69, T165, T263, T359 Unit 6: T69
1.7.3	Give, restate, and follow simple two-step directions.	Unit 2: T67 Unit 4: T267
<i>Organization and Delivery of Oral Communication</i>		
1.7.4	Stay on the topic when speaking.	Unit 4: T169 Unit 5: T165, T263, T359 Unit 6: T259, T355
1.7.5	Use descriptive words when speaking about people, places, things, and events	Unit 3: T69 Unit 4: T71, T169, T457 Unit 5: T263, T359 Unit 6: T69, T259, T355, T451

Standard	Descriptor	Teacher Edition Citations
	<i>Speaking Applications</i>	
1.7.6	Recite poems, rhymes, songs, and stories.	Unit 2: T349 Unit 6: T165
1.7.7	Retell stories using basic story grammar and relating the sequence of story events by answering <i>who, what, when, where, why,</i> and <i>how</i> questions	Unit 2: T443
1.7.8	Relate an important life event or personal experience in a simple sequence.	Unit 2: T255 Unit 5: T263, T359 Unit 6: T259
1.7.9	Provide descriptions with careful attention to sensory detail.	Unit 3: T69 Unit 4: T71, T169, T457 Unit 5: T263, T359 Unit 6: T69, T259, T355, T451
1.7.10	Use visual aids, such as pictures and objects, to present oral information.	Unit 4: T71, T361, T457 Unit 6: T355