	CORRELATION	
	INDIANA DEPARTMENT OF EDUCATION	
	ACADEMIC STANDARDS	
SUBJECT:	Reading	
CATEGORY:	K-5 (6) Comprehensive Core Reading Program	
SUBMISSION TITLE:	***Imagine It!*** © 2008	
PUBLISHER:	SRA/McGraw-Hill	
GRADE(S):	Level 3	
ACADEMIC STANDARD	**STANDARD DESCRIPTION**	**PAGE(S) WHERE TAUGHT**
Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development *Students understand the basic features of words. They select letter patterns and know how to translate them into spoken language using phonics (an understanding of the different letters that make different sounds), syllables, word parts (un-, -ful), and context (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.*		
Decoding and Word Recognition		
3.1.1	Know and use more difficult word families (-ight) when reading unfamiliar words.	**Unit 2** T27, T43, T273, T295, **Unit 3** T197, T217, **Unit 4** T58, T72, T73, T112, T226, T238, T239, T350, T370, T371, T384, T387, **Unit 5** T301, T313, T385, T399, **Unit 6** T270, T291, T302, T314, T315, T382, T395
3.1.2	Read words with several syllables.	**Unit 1** T26, T116, T200, T284, T368, **Unit 2** T26, T116, T192, T272, T356, **Unit 3** T26, T108, T196, T276, T352, **Unit 4** T26, T112, T194, T272, T350, **Unit 5** T26, T114, T188, T266, T348, **Unit 6** T26, T110, T192, T270, T348
3.1.3	Read aloud grade-level-appropriate literary and informational texts fluently and accurately and with appropriate timing, change in voice, and expression.	**Unit 1** T43, T60, T145, T159, T236, **Unit 2** T26, T116, T148, T226, T380, **Unit 3** T70, T132, T196, T296, T372, **Unit 4** T58, T146, T238, T304, T370, **Unit 5** T72, T144, T208, T300, T398, **Unit 6** T58, T156, T224, T302, T382

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Vocabulary and Concept Development		
3.1.4	Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings). Example: Understand that words, such as fair and fare, are said the same way but have different meanings. Know the difference between two meanings of the word lead when used in sentences, such as "The pencil has lead in it" and "I will lead the way."	**Unit 1** T60, T74, T75, T402, T413, **Unit 2** T226, T238, T239, T308, T320, T321, T394, T408, T409, **Unit 4** T239, T397, **Unit 6** T26, T40, T41, T155, T156, T157, T192
3.1.5	Demonstrate knowledge of grade-level-appropriate words to speak specifically about different issues.	**Unit 1** T47, T67, T123, T124, T145; **Unit 2** T47, T67, T122, T123, T141, **Unit 3** T47, T63, T114, T115, T139, **Unit 4** T45, T66, T137, **Unit 5** T45, T65, T119, T270, T352, **Unit 6** T45, T63, T115, T137, T197
3.1.6	Use sentence and word context to find the meaning of unknown words.	**Unit 1** T46, T206, T237, T249, **Unit 2** T46, T278, T362, **Unit 4** T44, T198, **Unit 5** T118, **Unit 6** T71, T196, T352
3.1.7	Use a dictionary to learn the meaning and pronunciation of unknown words.	**Unit 1** T290, **Unit 2** T227, **Unit 3** T288, **Unit 4** T226, T272, T293, T304, T317, **Unit 5** T58, T114, T124, T133, T144, T155, 233, T328, **Unit 6** T214, T270, T302, T315, T348, T359
3.1.8	Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.	**Unit 3** T46, T282, T358, **Unit 4** T26, T73, T112, T133, T159, T194, T215, T226, T293, T304, **Unit 5** T26, T58, T114, T133, T144, T220, T266, T348, **Unit 6 T44,** T192, T224, T236, T237, T270, T291
3.1.9	Identify more difficult multiple-meaning words (such as puzzle or fire).	**Unit 2** T226, T238, T239, T394, T409, **Unit 4** T373, **Unit 6** T144, T157, T214

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Standard 2 READING: Comprehension and Analysis of Nonfiction and Informational Text *Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 3, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, books in many subject areas, children's magazines and periodicals, and reference and technical materials.*		
Structural Features of Informational and Technical Materials		
3.2.1	Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.	**Unit 1** T410, T422, T430, **Unit 2** T168, T248, T418, **Unit 3** T316, T328, **Unit 4** T248, T394, T406, **Unit 6** T394, T406
3.2.9	Identify text that uses sequence or other logical order (alphabetical, time, categorical).	**Unit 3** T117, T148, T150, T154, T329
Analysis of Grade-Level-Appropriate Nonfiction and Informational Text		
3.2.2	Ask questions and support answers by connecting prior knowledge with literal information from the text. Example: When reading informational materials about science topics or social science subjects, compare what is read to background knowledge about the subject.	**Unit 2** T228, T231, T232, T252, **Unit 3** T122, T123, T125, T134, T135, T136, **Unit 4** T206, T252, T307, **Unit 5** T199, T200, T210, T211, **Unit 6** T202, T204, T205, T214, T215
3.2.3	Show understanding by identifying answers in the text. Example: After generating a question about information in a text, skim and scan the remaining text to find the answer to the question.	**Unit 2** T96, T388, T413, **Unit 3** T121, T123, T125, T288, T298, **Unit 4** T50, T51, T52, T60, T61, T62, T63, T282, T283, T285, T294, T307, T310, T372, T373, T374, **Unit 5** T124, T125, T134, T135, T146, T148, T156, T222, **Unit 6** T202, T203, T214
3.2.4	Recall major points in the text and make and revise predictions about what is read. Example: Listen and view Steve Jenkins' book Actual Size; discuss his examples representing the physical dimensions of various animals and their habitats. Also discuss the artistic methods Jenkins used to represent the animals.	**Unit 1** T405, T426, Unit 2 T38, T56, T70, T72, T90, T98, T332, **Unit 3** T128, T142, T156, T170, T178, T208, T218, T219, T289, T299, **Unit 4** T53, T63, T204, T205, T207, T216, T217, T375, **Unit 6** T204, T214

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3.2.5	Distinguish the main idea and supporting details in expository (informational) text. Example: Read an informational text, such as Volcano: The Eruption and Healing of Mount St. Helen's by Patricia Lauber, and make a chart listing the main ideas from the text and the details that support them.	**Unit 1** T404,T406, T414, T415, T416, T426, **Unit 4** T308, T331
3.2.6	Locate appropriate and significant information from the text, including problems and solutions. Example: Identify the problem faced by a character in a book, such as A Gift for Tia Rosa by Karen T. Taha, and explain how the character solved his or her problem. Identify how problems can form the motivations for new discoveries or inventions by reading informational texts about famous inventors, scientists, or explorers, such as Thomas Edison or Jonas Salk.	**Unit 1** T405, T417, **Unit 2** T398, T400, T402, T410, T412, T422, **Unit 3** T243, T257, **Unit 4** T74, T76, T77, T78, T80, T228, T229, T232, T240, T386, T388, T389, **Unit 6** T228, T229, T230
3.2.7	Follow simple multiple-step written instructions.	**Unit 1** T330, T344, **Unit 4** T156, T170, T236, **Unit 5** T165
3.2.8	Distinguish between cause and effect and between fact and opinion in informational text.	**Unit 2** T78, T80, T82, T96, T230 **Unit 3** T234, T242, T244 **Unit 4** T230, T231, T306, T318 **Unit 5** T223, T226, T224, T234, T246
Standard 3 READING: Comprehension and Analysis of Literary Text *Students read and respond to a wide variety of significant works of children's literature. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 3, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.*		

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Structural Features of Literature		
3.3.1	Recognize different common genres (types) of literature, such as poetry, drama, fiction, and nonfiction. Example: Look at the same topic, such as cranes, and see how it is shown differently in various forms of literature, such as the poem "On the Run" by Douglas Florian, the play The Crane Wife by Sumiko Yagawa, Anne Laurin's fictional book Perfect Crane, and the nonfiction counting book Counting Cranes by Mary Beth Owens.	**Unit 1** T66, T144, T228, T312, T325, T394, **Unit 2** T66, T140, T150, T152, T218, T300, T386, **Unit 3** T62, T138, T222, T232, T300, T378, **Unit 4** T64, T138, T218, T296, T309, T376, **Unit 5** T64, T136, T147, T212, T292, T376, T389, **Unit 6** T62, T136, T216, T227, T294, T374
Analysis of Grade-Level-Appropriate Literary Text		
3.3.2	Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. Example: Read and discuss the plots of the folktales from around the world that explain why animals are the way they are, such as Why Mosquitoes Buzz in People's Ears retold by Verna Aardema or How the Leopard Got Its Spots by Justine and Ron Fontes. Plot each story onto a story map.	**Unit 1** T312, **Unit 4** T138, T151, **Unit 6** T294
3.3.3	Determine what characters are like by what they say or do and by how the author or illustrator portrays them. Example: Discuss and write about the comical aspects of the motorcycle-riding mouse, Ralph S. Mouse, the main character in Beverly Cleary's book by the same name.	**Unit 1** T81, T68, T97, T157, T322, T324, T334, T335, **Unit 2** T311, T323, T337, **Unit 3** T399, T411, **Unit 4** T149, T150, T161, T175, **Unit 6** T73, T90, T91, T397, T409

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3.3.4	Determine the theme or author's message in fiction and nonfiction text. Example: Look at the admirable qualities in Abraham Lincoln as shown in both the fictional story More Than Halfway There, by Janet Halliday Ervin, and the nonfiction biography Abe Lincoln's Hat, by Martha Brenner.	**Unit 1** T34, T77, T88, T97, T172, T340, T418, **Unit 2** T34 , **Unit 3** T34, T151, T163, **Unit 4** T32, T140, T151, T152, **Unit 5** T32, T302, T305, T316, T329, **Unit 6** T32, T307, T329
3.3.5	Recognize that certain words and rhythmic patterns can be used in a selection to imitate sounds. Example: Discuss the different words that are used to imitate sounds. To explore these words further, read a book on the topic, such as Cock-a-doodle doo!: What Does It Sound Like to You? by Marc Robinson, in which the author discusses the words that various languages use for such sounds as a dog's bark, a train's whistle, and water dripping.	**Unit 6** T149, T159, T173
3.3.6	Identify the speaker or narrator in a selection. Example: Read a book, such as Class Clown by Johanna Hurwitz or Dinner at Aunt Connie's House by Faith Ringgold, and identify who is telling the story. Share examples from the story for how the reader can tell that it is told by that character.	**Unit 1:** T129, T141, T238, T242, T264; **Unit 2:** T368, T396, T422; **Unit 5:** T124, T135, T387, T412; **Unit 6:** T304, T308, T328, T384, T408, T436
3.3.7	Compare and contrast versions of the same stories from different cultures.	**Unit 4** T104, 153
3.3.8	Identify the problem and solutions in a story.	**Unit 1** T239, T265, **Unit 2** T322, **Unit 3** T243, T257, **Unit 4** T148, **Unit 5** T75, T95, **Unit 6** T75, T91
Standard 4 WRITING: Processes and Features *Students find and discuss ideas for writing and keep a list of writing ideas. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing*		

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Organization and Focus		
3.4.1	Find ideas for writing stories and descriptions in conversations with others; in books, magazines, or school textbooks; or on the Internet.	**Unit 1** T38, T39, T135, T218, T244, T384, **Unit 2** T132, T211, T290, T376, **Unit 3** T128, T212, T292, T369, **Unit 4** T36, T37, T128, T210, T288, T289, **Unit 5** T37, T205, T282, T367, **Unit 6** T36, T126, T208, T286, T364
3.4.2	Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.	**Unit 1** T39, T149, T219, T244, T399, T408, **Unit 2** T57, T132, T222, T291, **Unit 3** T38, T54, T129, T213, T293, T383, T292, **Unit 4** T129, T210, T288, T289, T367, **Unit 5** T37, T129, T205, T283, T380, **Unit 6** T37, T127, T209, T287
3.4.3	Create single paragraphs with topic sentences and simple supporting facts and details.	**Unit 1** T421, T428, **Unit 2** T38, T56, T70, T132, T144, T417, **Unit 3** T38, T54, T66, T82, T142, T368, T369, T404, T412, **Unit 4** T288, T301, T312, T366, T380, T392, T404, T422, T430, **Unit 5** T37, T141, T216, T217, **Unit 6** T299
3.4.9	Organize related ideas together within a paragraph to maintain a consistent focus.	**Unit 1** T174, T175, T420, T438, **Unit 2** T133, T154, T434, T435, **Unit 3** T143, T156, **Unit 4** T301, **Unit 5** T228
Research Process and Technology		
3.4.4	Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).	**Unit 1** T162, T174, T176, **Unit 2** T376, T390, T391, **Unit 3** T238, T252, T394, T406, **Unit 5** T70, T90, **Unit 6** T152, T404
3.4.5	Use a computer to draft, revise, and publish writing.	**Unit 3** T431, T434, **Unit 5** T170, T248, T325, T436, T437, **Unit 6** T432
Evaluation and Revision		
3.4.6	Review, evaluate, and revise writing for meaning and clarity.	**Unit 1** T175, T439, **Unit 2** T154, T434, T435, T442, **Unit 3** T69, T157, T415, T430, T431, **Unit 4** T68, T154, T234, T312, T380, T381, T392, T404, T423, T431, **Unit 5** T68, T150, T228, T308, **Unit 6** T152, T310, T421

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3.4.7	Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.	**Unit 1** T98, T174, T328, T445, **Unit 2** T91, T167, T247, T331, T443, **Unit 3** T250, T327, T431, **Unit 4** T87, T169, T246, T325, **Unit 5** T89, T163, T241, T323, T433, **Unit 6** T84, T166, T245, T322, T428
3.4.8	Revise writing for others to read, improving the focus and progression of ideas.	**Unit 1** T175, **Unit 2** T154, T246, T247, **Unit 3** T55, T66, T83, T236, T314, **Unit 4** T312, T380, T381, T392, T404, T423, T431, **Unit 5** T68, T228, **Unit 6** T152, T310, T420, T421
Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics) *At Grade 3, students continue to write compositions that describe and explain familiar objects, events, and experiences. Students write both informal and formal letters. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.* *In addition to producing the different writing forms introduced in earlier grades, Grade 3 students use the writing strategies outlined in Standard 4 — Writing Processes and Features to:*		
3.5.1	Write narratives that: • provide a context within which an action takes place. • include details to develop the plot. Example: Write a story based on an article in a magazine, such as Cricket or Stone Soup, about what life was like 100 years ago.	**Unit 1** T218, T232, T244, T258, T266, T302, T316, T328, T342, T350, **Unit 2** T290, T304, T316, T330, **Unit 3** T44, **Unit 4** T128, T142, T154, T168, T176, **Unit 5** T366, T380, T394, T406, T414, T424, **Unit 6** T364, T378, T390, T402
3.5.2	Write descriptive pieces about people, places, things, or experiences that: • develop a unified main idea. • use details to support the main idea. Example: Write a description for how to make a model boat. Include clear enough directions so that a classmate can make the model. Write a description of a favorite place using clear details so that the reader can picture the place and understand why it is a favorite place.	**Unit 1** T90, T163, **Unit 2** T38, T132, T144, T154, T166, T210, T376, T390, T404, T416, T424, **Unit 3** T212, T226, T236, T250, T258, **Unit 4** T37, T54, T68, T86, T326, T366, T380, T392, **Unit 6** T247, T286, T298, T310

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3.5.3	Write personal, persuasive, and formal letters, thank-you notes, and invitations that: • show awareness of the knowledge and interests of the audience. • establish a purpose and context. • include the date, proper salutation, body, closing, and signature. Example: Write a letter to a pen pal in another country describing your family, school, and town and asking the pen pal questions about himself or herself. Write an invitation asking an adult to come to speak in the classroom. Write a persuasive letter to your family asking for your favorite foods on your birthday.	**Unit 1** T134, T148, T160, T174, T182, **Unit 3** T212, T226, T236, T250, T258, T292, T304, T314, T326, T334, **Unit 4** T288, T300, T312, T324, T332, **Unit 5** T128, T140, T150, T162, T170, T128, T140, T150, T162, T170, **Unit 6** T405
3.5.4	Use varied word choices to make writing interesting. Example: Write stories using varied words, such as cried, yelled, or whispered instead of said.	**Unit 1** T148, T303, T317, **Unit 2** T246, T316, **Unit 3** T236, T314, T422, T430, **Unit 4** T68, T154, T223, T234, T312, T315, **Unit 5** T228, T296, T308, **Unit 6** T66, T152, T232, T298, T310, T421
3.5.5	Write for different purposes and to a specific audience or person. Example: Write an article about the library at your school. Include a list of ways that students use the library.	**Unit 1** T134, T219, T385, **Unit 2** T39, T132, T133, T210, T377, **Unit 3 T** T38, T54, T66, T82, T129, T213, T293, T368, **Unit 4** T37, T129, T210, T288, T367, T381, T392, T405, T423, T431, **Unit 5** T37, T129, T205, T282, T367, **Unit 6** T36, T126, T209, T286, T365
3.5.6	Write persuasive pieces that ask for an action or response. Example: Write a persuasive letter to your family asking for your favorite foods on a special occasion, such as your birthday or a holiday.	**Unit 4** T288, T300, T312, T324, T332, **Unit 5** T36, T54, T68, T88, T96, T128, T140, T150, T162, T170, **Unit 6** T405

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3.5.7	Write responses to literature that: • demonstrate an understanding of what is read. • support statements with evidence from the text. Example: Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite.	**Unit 1** T68, T132, T230, T314, T396, **Unit 2** T68, T142, T220, T302, T388, **Unit 3** T64, T140, T224, T302, T380, **Unit 4** T286, T298, T310, T322, T330, **Unit 5** T66, T138, T214, T294, T378, **Unit 6** T64, T138, T218, T296, T376
Research Application		
3.5.8	Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: • uses a variety of sources (books, technology, pictures, charts, tables of contents, diagrams) and documents sources (titles and authors). • organizes information by categorizing it into more than one category (such as living and nonliving, hot and cold) or includes information gained through observation. Example: After making observations and completing research at the library, write a report that describes things found in nature and things that are found outside of nature.	**Unit 1** T436, **Unit 2** T432, **Unit 3** T420, **Unit 4** T420, **Unit 5** T422, **Unit 6** T418
Standard 6 WRITING: English Language Conventions *Students write using Standard English conventions appropriate to this grade level.*		

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Handwriting		
3.6.1	Write legibly in cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper.	**Unit 1** T 40, T99, T136, T183, T220, T267, T304, T351,T386, T429, **Unit 2** T40, T134, T175, T212, T292, T378, **Unit 3** T40, T130, T214, T294, T370, **Unit 4** T38, T130, T177, T212, T290, T368, **Unit 5** T38, T130, T206, T284, T368, **Unit 6** T38, T128, T210, T288, T366
Sentence Structure		
3.6.2	Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation. • Declarative: This tastes very good. • Imperative: Please take your seats. • Interrogative: Are we there yet? • Exclamatory: It's a home run!	**Unit 2** T225, T234, T237, T257, T304, **Unit 3** T69, T171, T327, **Unit 4** T86, T325, **Unit 5** T88, T89, T150, T162, T163, T240, T241, **Unit 6** T235, T255
Grammar		
3.6.3	Identify and use subjects and verbs that are in agreement (*we are* instead of *we is*).	**Unit 1** T247, T331, T328, **Unit 4** T383, T395, T415, **Unit 5** T71, T240, T241, T433, **Unit 6** T322, T381, T393, T413
3.6.4	Identify and use past (he danced), present (he dances), and future (he will dance) verb tenses properly in writing.	**Unit 5** T54, T57, T71, T88, T89, T99, T162, T219, T228, T231, T240, T251, **Unit 6** T381, T393
3.6.5	Identify and correctly use pronouns (*it*, *him*, *her*), adjectives (*brown eyes*, *two younger sisters*), compound nouns (*summertime*, *snowflakes*), and articles (*a*, *an*, *the*) in writing.	**Unit 2** T59, T73, T306, T307, **Unit 3** T145, T156, T159, T170, T181, T307, T317, T337, **Unit 4** T145, T157, T179, T325, T415, **Unit 5** T433, **Unit 6** T143, T155, T177, T301, T313, T333
Punctuation		
3.6.6	Use commas in dates (August 15, 2001), locations (Fort Wayne, Indiana), and addresses (431 Coral Way, Miami, FL), and for items in a series (football, basketball, soccer, and tennis).	**Unit 1** T400, T401, T422, T443, **Unit 2** T167, **Unit 4** T168, **Unit 5** T162, T163, **Unit 6** T143, T155, T177

	CORRELATION	
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PUBLISHER:	SRA/McGraw-Hill	
GRADE(S):	Level 3	
ACADEMIC STANDARD	**STANDARD DESCRIPTION**	**PAGE(S) WHERE TAUGHT**
Capitalization		
3.6.7	Capitalize correctly geographical names, holidays, historical periods, and special events (*We always celebrate the Fourth of July by gathering at Mounds State Park in Anderson, Indiana.*)	**Unit 1** T101, T174, T175, T443, **Unit 3** T228, T229, T239, T250, T251, T327, T430, T431, **Unit 4** T168,T246, T324, T325, **Unit 5** T162, T163, **Unit 6** T143, T155, T177, T322, T428
Spelling		
3.6.8	Spell correctly one-syllable words that have blends (walk, play, blend), contractions (isn't, can't), compounds, common spelling patterns (qu-; changing win to winning; changing the ending of a word from -y to -ies to make a plural, such as cherry/cherries), and common homophones (words that sound the same but have different spellings, such as hair/hare).	**Unit 1** T135, T161, T183, T219, T245, T267, T303, T329, T351, **Unit 2** T39, T71, T99, T291, T317, T339, **Unit 6** T37, T55, T67, T85, T93, T127, T141, T153, T167, T175, T209
3.6.9	Arrange words in alphabetical order. Example: Given a list of words, such as apple, grapefruit, cherry, banana, pineapple, and peach, put them into correct alphabetical order: apple, banana, cherry, grapefruit, peach, and pineapple.	**Unit 1** T 246, T260
Standard 7 LISTENING AND SPEAKING: Skills, Strategies, and Applications *Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.*		
Comprehension		
3.7.1	Retell, paraphrase, and explain what a speaker has said.	**Unit 1** T93, **Unit 2** T93, T169, T333, **Unit 4** T89, **Unit 5** T243
3.7.2	Connect and relate experiences and ideas to those of a speaker.	**Unit 2** T169, **Unit 3** T85, T173, T180
3.7.3	Answer questions completely and appropriately.	**Unit 1:** T83, T169, T253; **Unit 2:** T83, T93, T161, T169, T241; **Unit 3:** T165, T245, T321; **Unit 4:**

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3.7.4	Identify the musical elements of literary language, such as rhymes, repeated sounds, and instances of onomatopoeia (naming something by using a sound associated with it, such as hiss or buzz).	**Unit 1** T440, **Unit 2** T437, **Unit 3** T424, T426, **Unit 5** T428, T429, **Unit 6** T422, T425
3.7.15	Follow three- and four-step oral directions.	**Unit 5** T165
Organization and Delivery of Oral Communication		
3.7.5	Organize ideas chronologically (in the order that they happened) or around major points of information.	**Unit 1** T92, **Unit 2** T234, T254, T446, **Unit 3** T434, **Unit 4** T94, T327, **Unit 5** T330, **Unit 6** T87, T325
3.7.6	Provide a beginning, a middle, and an end to oral presentations, including details that develop a central idea.	**Unit 4** T94, T327, **Unit 5** T409, **Unit 6** T87, T247, T254, T325, T332, T405
3.7.7	Use clear and specific vocabulary to communicate ideas and establish the tone.	**Unit 5** T243, T409, **Unit 6** T87, T247, T325
3.7.8	Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.	**Unit 3** T434, **Unit 5** T325, T409, T436, **Unit 6** T87, T325, T405, T433
3.7.9	Read prose and poetry aloud with fluency, rhythm, and timing, using appropriate changes in the tone of voice to emphasize important passages of the text being read.	**Unit 5** T243, **Unit 6** T92, T174, T252
Analysis and Evaluation of Oral and Media Communications		
3.7.10	Compare ideas and points of view expressed in broadcast and print media or on the Internet.	**Unit 4** T249
3.7.11	Distinguish between the speaker's opinions and verifiable facts.	**Unit 6** T405
3.7.16	Evaluate different evidence (facts, statistics, quotes, testimonials) used to support claims.	**Unit 4** T249, **Unit 6** T405

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Speaking Applications		
3.7.12	Make brief narrative presentations that: • provide a context for an event that is the subject of the presentation. • provide insight into why the selected event should be of interest to the audience. • include well-chosen details to develop characters, setting, and plot that has a beginning, middle, and end.	**Unit 4** T327, **Unit 6** T325, T332
3.7.13	Plan and present dramatic interpretations of experiences, stories, poems, or plays.	**Unit 6** T247, T254
3.7.14	Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	**Unit 4** T94, **Unit 5** T409, **Unit 6** T405