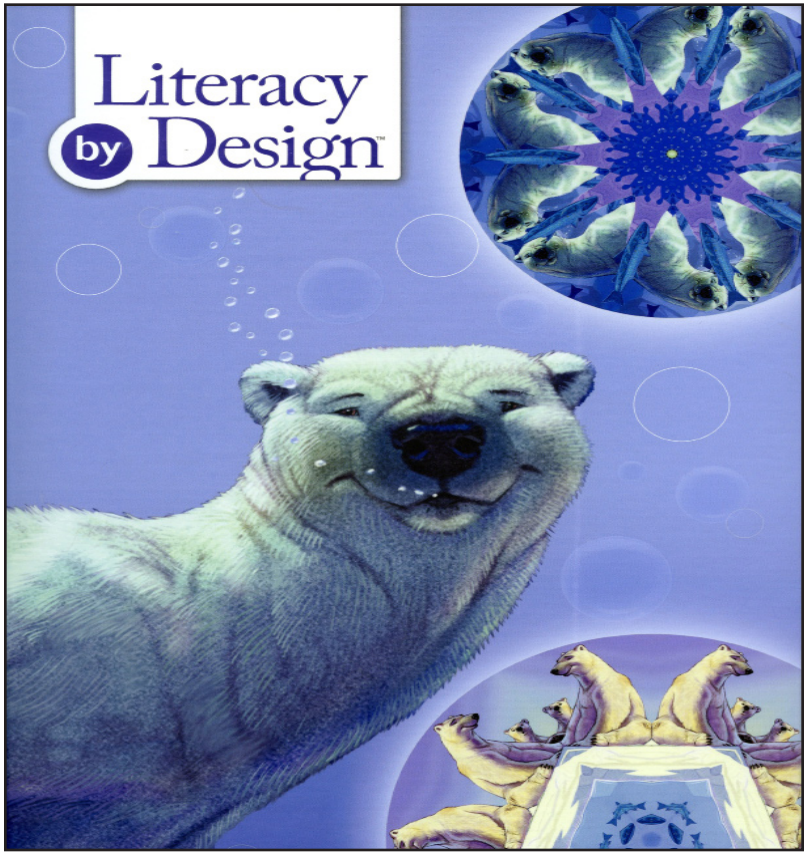

Literacy by Design

Grade 4

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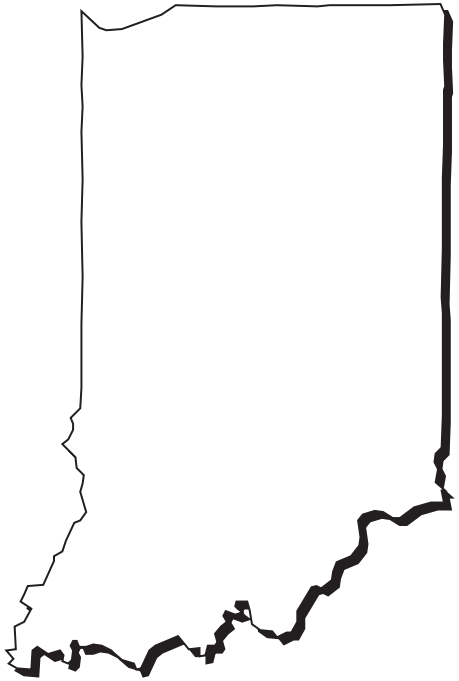

correlated to the

Indiana Academic Standards English/Language Arts Grade 4

HOUGHTON MIFFLIN HARCOURT

Houghton Mifflin Harcourt
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Grade 4

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Indiana Academic Standards
English/Language Arts
Grade 4

Standard	Descriptor	Citations
1. READING: Word Recognition, Fluency, and Vocabulary Development		
	Decoding and Word Recognition	
4.1.1	Read aloud grade-level-appropriate literary and informational texts with fluency and accuracy and with appropriate timing, changes in voice, and expression.	Comprehensive Teacher's Guide: 16, 48, 82, 114, 148, 180, 214, 246, 280, 312, 346, 378, 412, 444, 478, 510 Small Group Reading Teacher's Guide: 3, 4, 8, 9, 13, 14, 18, 19, 23, 24, 28, 29, 33, 34, 38, 39, 43, 44, 48, 49, 53, 54, 58, 59, 63, 64, 68, 69, 73, 74, 78, 79, 83, 84, 88, 89, 93, 94, 98, 99, 103, 104, 108, 109, 113, 114, 118, 119, 123, 124, 128, 129, 133, 134, 138, 139, 143, 144, 148, 149, 153, 154, 158, 159, 163, 164, 168, 169, 173, 174, 178, 179, 183, 184, 188, 189, 193, 194, 198, 199, 203, 204, 208, 209, 213, 214, 218, 219, 223, 224, 228, 229, 233, 234, 238, 239, 243, 244, 248, 249, 253, 254, 258, 259, 263, 264, 268, 269, 273, 274, 278, 279, 283, 284, 288, 289, 293, 294, 298, 299, 303, 304, 308, 309, 313, 314, 318, 319
	Vocabulary and Concept Development	
4.1.2	Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *couch potato*) to determine the meaning of words and phrases.	Comprehensive Teacher's Guide: 79, 140, 146, 148, 150, 152, 172, 178, 180, 182, 184, 196, 343, 354, 356, 358, 369, 362 Small Group Reading Teacher's Guide: 41, 76, 86, 106, 146, 251, 301

Standard	Descriptor	Citations
4.1.3	Use knowledge of root words (*nation*, *national*, *nationality*) to determine the meaning of unknown words within a passage.	Comprehensive Teacher's Guide: 404, 410, 412, 414, 416, 420, 422, 424, 426, 428, 436, 442, 446, 448 Small Group Reading Teacher's Guide: 56, 61, 81, 141, 156, 186, 231, 276
4.1.4	Use common roots (*meter* = *measure*) and word parts (*therm* = *heat*) derived from Greek and Latin to analyze the meaning of complex words (*thermometer*).	Comprehensive Teacher's Guide: 420, 422, 424, 426, 428 Small Group Reading Teacher's Guide: 141, 156, 186, 231
4.1.5	Use a thesaurus to find related words and ideas.	Comprehensive Teacher's Guide: 127
4.1.6	Distinguish and interpret words with multiple meanings (*quarters*) by using context clues (the meaning of the text around a word).	Comprehensive Teacher's Guide: 156, 158, 160, 162, 164 Small Group Reading Teacher's Guide: 46, 57, 66, 102
4.1.7	Use context to determine the meaning of unknown words.	Comprehensive Teacher's Guide: 144, 146, 148, 156, 158, 160, 162 Small Group Reading Teacher's Guide: 46, 66, 133, 218
2. READING: Comprehension and Analysis of Nonfiction and Informational Text		
	Structural Features of Informational and Technical Materials	
4.2.1	Use the organization of informational text to strengthen comprehension. Example: Read informational texts that are organized by comparing and contrasting ideas, by discussing causes for and effects of events, or by sequential order and use this organization to understand what is read. Use graphic organizers, such as webs, flow charts, concept maps, or Venn diagrams to show the organization of the text.	Comprehensive Teacher's Guide: 215 Small Group Reading Teacher's Guide: 73, 118, 158, 159, 224, 258, 268, 313
4.2.8	Identify informational texts written in narrative form (sometimes with undeveloped characters and minimal dialogue) using sequence or chronology. Example: Read informational texts, such as a science experiment or a short historical account, and identify the type of organization used to understand what is read	Comprehensive Teacher's Guide: 215, 281 Small Group Reading Teacher's Guide: 73, 118, 229-230

Standard	Descriptor	Citations
	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text	
4.2.2	Use appropriate strategies when reading for different purposes. Example: Read and take notes on an informational text that will be used for a report. Skim a text to locate specific information. Use graphic organizers to show the relationship of ideas in the text.	Comprehensive Teacher's Guide: 46, 52, 56, 80, 178, 184, 188, 244, 250, 254, 310, 316, 320, 376, 382, 386, 442, 448, 452, 508, 514, 518 Small Group Reading Teacher's Guide: 23, 28, 30, 33, 38, 40, 58, 63, 65, 68, 70, 73, 75, 78, 80, 98-100, 103, 105, 108, 110, 113-115, 118, 120, 138, 140, 143, 145, 148, 150, 153-155, 158, 160, 178, 180, 183, 185, 188, 190, 193, 195, 198, 200, 218, 220, 223-225, 228, 230, 233, 235, 238-240, 258-260, 263-265, 268-270, 273, 275, 278, 280, 298, 300, 303-305, 308-310, 313-315
4.2.3	Draw conclusions or make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations. Example: After reading an informational text, such as *Camouflage: A Closer Look* by Joyce Powzyk, use information gained from the text to predict what an animal might do to camouflage itself in different landscapes.	Comprehensive Teacher's Guide: 74-75, 80, 82, 84, 86, 90, 98, 126-127, 128 Small Group Reading Teacher's Guide: 38, 93, 168, 208, 283, 298
4.2.4	Evaluate new information and hypotheses (statements of theories or assumptions) by testing them against known information and ideas. Example: Compare what is already known and thought about ocean life to new information encountered in reading, such as in the book *Amazing Sea Creatures* by Andrew Brown.	Comprehensive Teacher's Guide: 32-33, 98-99, 130-131, 165, 296-297 Small Group Reading Teacher's Guide: 20, 25, 65, 75, 80, 100, 115, 120, 140, 145, 150, 155, 160, 180, 185, 190, 195, 220, 225, 230, 235, 260, 265, 270, 280, 300, 305, 310, 315, 320
4.2.9	Recognize main ideas and supporting details presented in expository (informational texts).	Comprehensive Teacher's Guide: 32, 43, 46, 50, 56, 64, 98, 122, 149, 164, 188, 230, 254, 296, 320, 362, 386, 428, 452, 494, 518 Small Group Reading Teacher's Guide: 29, 78, 104, 110, 148, 188, 228, 235, 265, 273, 275

Standard	Descriptor	Citations
4.2.5	Compare and contrast information on the same topic after reading several passages or articles. Example: Read several informational texts about guide dogs, such as *A Guide Dog Puppy Grows Up* by Carolyn Arnold, *Buddy: The First Seeing Eye Dog* by Eva Moore, and *Follow My Leader* by James B. Garfield, and compare and contrast the information presented in each.	Small Group Reading Teacher's Guide: 130
4.2.6	Distinguish between cause and effect and between fact and opinion in informational text. Example: In reading an article about how snowshoe rabbits change color, distinguish facts (such as *Snowshoe rabbits change color from brown to white in the winter*) from opinions (such as *Snowshoe rabbits are very pretty animals because they can change colors*).	Comprehensive Teacher's Guide: 338, 342, 344-345, 346-347, 348-349, 350-351, 354-355, 356-357, 362-363, 390-391, 392-393 Small Group Reading Teacher's Guide: 63, 118, 268, 293
4.2.7	Follow multiple-step instructions in a basic technical manual. Example: Follow directions to learn how to use computer commands or play a video game.	Comprehensive Teacher's Guide: 215 Small Group Reading Teacher's Guide: 74
3. READING: Comprehension and Analysis of Literary Text		
	Structural Features of Literature	
4.3.1	Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and other tales. Example: After reading some of the Greek or Norse myths found in such books as *Book of Greek Myths* or *Book of Norse Myths*, both by Ingri and Edgar D'Aulaire, discuss how myths were sometimes used to explain physical phenomena like movement of the sun across the sky or the sound of thunder.	Comprehensive Teacher's Guide: 127, 150, 246-247, 272, 279, 282, 338, 345, 456 Small Group Reading Teacher's Guide: 6-8, 46-50, 201-205, 246-250, 251-255
	Analysis of Grade-Level-Appropriate Literary Text	
4.3.2	Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action. Example: Discuss the causes and effects of the main event of the plot in each story within Rudyard Kipling's collection of animal tales, *The Jungle Book*.	Comprehensive Teacher's Guide: 181 Small Group Reading Teacher's Guide: 14, 53, 55, 85, 90, 95, 215, 245, 253-254, 285, 295

Standard	Descriptor	Citations
4.3.3	Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions. Example: After reading *The Sign of the Beaver* by Elizabeth George Speare, tell how the Native American character's actions are influenced by his being in a setting with which he is very familiar and feels comfortable, as opposed to the reactions of another character, Matt.	Comprehensive Teacher's Guide: 208-209 Small Group Reading Teacher's Guide: 10, 15, 45, 50, 54-55, 89-90, 95, 125, 134-135, 165, 210, 214-215, 255, 285
4.3.4	Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures. Example: Read a book of trickster tales from other countries, such as *The Barefoot Book of Trickster Tales* retold by Richard Walker. Describe the similarities in these tales in which a main character, often an animal, outwits other animals, humans, or forces in nature. Then, tell how these tales are different from each other.	Comprehensive Teacher's Guide: 460 Small Group Reading Teacher's Guide: 53, 88, 253-255
4.3.5	Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works. • Simile: a comparison that uses *like* or *as* • Metaphor: an implied comparison • Hyperbole: an exaggeration for effect • Personification: a description that represents a thing as a person Example: Identify a simile, such as *Twinkle, twinkle little star… like a diamond in the sky*. Identify a metaphor, such as *You were the wind beneath my wings*. Identify an example of hyperbole, such as *Cleaner than clean*, *whiter than white*. Identify an example of personification, such as *The North Wind told the girl that he would blow so hard it would be impossible to walk up the steep hill*.	Comprehensive Teacher's Guide: 124-125, 379, 422-423, 488-489 Small Group Reading Teacher's Guide: 9-10, 124-125, 199-200, 289-290
4.3.6	Determine the theme. Example: Identify the theme in the classic novel, *Hans Brinker or The Silver Skates* by Mary Mapes Dodge.	Comprehensive Teacher's Guide: 58-59 Small Group Reading Teacher's Guide: 29-30, 104-105, 253
4.3.7	Identify the narrator in a selection and tell whether the narrator or speaker is involved in the story.	Small Group Reading Teacher's Guide: 64-65, 84-85, 219-220

Standard	Descriptor	Citations
4. WRITING: Processes and Features		
	Organization and Focus	
4.4.1	Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas.	Comprehensive Teacher's Guide: 25, 75, 81, 91, 93, 325, 359, 405, 411, 491
4.4.2	Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.	Comprehensive Teacher's Guide: 107, 113, 115, 117, 119, 123, 125, 127, 129, 405, 411, 413, 415, 417, 421, 423, 425, 427
4.4.3	Write informational pieces with multiple paragraphs that:	
4.4.3.a	provide an introductory paragraph.	Comprehensive Teacher's Guide: 87, 97, 417, 427
4.4.3.b	establish and support a central idea with a topic sentence at or near the beginning of the first paragraph	Comprehensive Teacher's Guide: 217, 219, 227, 229, 283, 285, 293, 295, 481, 483, 491, 493
4.4.3.c	include supporting paragraphs with simple facts, details, and explanations.	Comprehensive Teacher's Guide: 283, 285, 293, 295, 481, 483, 491, 493
4.4.3.d	present important ideas or events in sequence or in chronological order.	Comprehensive Teacher's Guide: 115, 117, 119, 173, 215, 217, 219, 227, 229
4.4.3.e	provide details and transitions to link paragraphs.	Comprehensive Teacher's Guide: 117 Writing Bridge: 11 Writer's Handbook: 32, 36, 41
4.4.3.f	conclude with a paragraph that summarizes the points.	Comprehensive Teacher's Guide: 427
4.4.3.g	use correct indention at the beginning of paragraphs	Comprehensive Teacher's Guide: 437, 443, 445, 447, 453, 455, 457, 459
4.4.4	Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and posing and answering a question.	Comprehensive Teacher's Guide: 313, 315, 317, 413, 415, 417, 427, 511, 513, 515, 523, 525
	Research Process and Technology	
4.4.5	Quote or paraphrase information sources, citing them appropriately.	Comprehensive Teacher's Guide: 91, 93

Standard	Descriptor	Citations
4.4.6	Locate information in reference texts by using organizational features, such as prefaces and appendixes.	Comprehensive Teacher's Guide: 83, 95, 127 Small Group Reading Teacher's Guide: 24-25, 40, 78-80, 99-100, 105, 108, 138, 190, 223-224, 239-240, 259, 319-320
4.4.7	Use multiple reference materials and online information (the Internet) as aids to writing.	Comprehensive Teacher's Guide: 83, 97, 127, 129, 291, 295, 313, 327, 361 Small Group Reading Teacher's Guide: 24, 176, 240, 271
4.4.8	Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.	Comprehensive Teacher's Guide: 478-479, 481
4.4.9	Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology.	Comprehensive Teacher's Guide: Computer skills: 31, 63, 87, 97, 119, 129, 153, 163, 185, 195, 219, 229, 239, 245, 251, 255, 257, 261, 285, 295, 317, 327, 351, 361, 383, 393, 417, 427, 449, 459, 483, 493, 515, 525
	Evaluation and Revision	
4.4.10	Review, evaluate, and revise writing for meaning and clarity.	Comprehensive Teacher's Guide: 31, 63, 87, 97, 119, 129, 153, 163, 185, 195, 219, 229, 239, 245, 251, 255, 257, 261, 285, 295, 317, 327, 351, 361, 383, 393, 417, 427, 449, 459, 483, 493, 515, 525
4.4.11	Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	Comprehensive Teacher's Guide: 273, 279, 289, 291, 437, 443, 453, 455, 503, 509, 519, 521
4.4.12	Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.	Comprehensive Teacher's Guide: 31, 63, 87, 97, 119, 129, 153, 163, 185, 195, 219, 229, 239, 245, 251, 255, 257, 261, 285, 295, 317, 327, 351, 361, 383, 393, 417, 427, 449, 459, 483, 493, 515, 525

Standard	Descriptor	Citations
5. WRITING: Applications (Different Types of Writing and Their Characteristics)		
4.5.1	Write narratives that: • include ideas, observations, or memories of an event or experience. • provide a context to allow the reader to imagine the world of the event or experience. • use concrete sensory details. Example: Prepare a narrative on how and why immigrants come to the United States. To make the story more realistic, use information from an older person who may remember firsthand the experience of coming to America.	Comprehensive Teacher's Guide: 19, 21, 25, 27, 29, 31, 49, 51, 53, 61, 63, 75, 81, 83, 85, 87, 91, 95, 113, 115, 141, 147, 149, 151, 153, 157, 159, 161, 163, 173, 183, 185, 195, 249, 251, 259, 261, 313, 315, 317, 325, 327, 359, 381, 383, 391, 393, 411, 425, 427, 447, 513, 515, 523, 525 Small Group Reading Teacher's Guide: 140
4.5.2	Write responses to literature that: • demonstrate an understanding of a literary work. • 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.	Small Group Reading Teacher's Guide: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100, 105, 110, 115, 120, 125, 130, 135, 140, 145, 150, 155, 160, 165, 170, 175, 180, 185, 190, 195, 200, 205, 210, 215, 220, 225, 230, 235, 240, 245, 250, 255, 260, 265, 270, 275, 280, 285, 290, 295, 300, 305, 310, 315, 320
4.5.4	Write summaries that contain the main ideas of the reading selection and the most significant details. Example: Write a book review, including enough examples and details about the plot, character, and setting of the book to describe it to a reader who is unfamiliar with it.	Small Group Reading Teacher's Guide: 100, 235, 265, 275, 315
4.5.5	Use varied word choices to make writing interesting. Example: Write stories using descriptive words in place of common words; for instance, use *enormous*, *gigantic*, or *giant* for the word *big*.	Comprehensive Teacher's Guide: 305, 311, 321, 323
4.5.6	Write for different purposes (information, persuasion, description) and to a specific audience or person. Example: Write a persuasive report for your class about your hobby or interest. Use charts or pictures, when appropriate, to help motivate your audience to take up your hobby or interest.	Comprehensive Teacher's Guide: 347, 349, 351, 355, 357, 359, 361, 379, 381, 383, 387, 389, 391, 393 Small Group Reading Teacher's Guide: 10, 20, 30, 45, 90, 100, 110, 115, 120, 125, 140, 170, 175, 200, 230, 280, 320

Standard	Descriptor	Citations
	Research Application	
4.5.3	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: • includes information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors). • demonstrates that information that has been gathered has been summarized. • organizes information by categorizing it into multiple categories (such as solid, liquid, and gas or reduce, reuse, and recycle) or includes information gained through observation. Example: After talking to local officials and conducting library or Internet research, write a report about the history of the different people and immigrant groups who settled in Indiana. Include information about where these groups came from, where they first lived in the state, and what work they did.	Comprehensive Teacher's Guide: 83, 85, 87, 91, 93, 95, 97, 313
6. WRITING: English Language Conventions		
	Handwriting	
4.6.1	Write smoothly and legibly in cursive, forming letters and words that can be read by others.	Comprehensive Teacher's Guide: 477, 489, 495
	Sentence Structure	
4.6.2	Use simple sentences (Dr. Vincent Stone is my dentist.) and compound sentences (His assistant cleans my teeth, and Dr. Stone checks for cavities.) in writing.	Comprehensive Teacher's Guide: 19, 87, 119, 185, 285, 295, 383, 437, 443,445, 447, 453, 455, 457, 459, 503, 509
4.6.3	Create interesting sentences by using words that describe, explain, or provide additional details and connections, such as verbs, adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions.	
•	Verbs: We <u>strolled</u> by the river.	Comprehensive Teacher's Guide: 113, 193, 215, 217, 225, 249, 283, 437, 443, 445, 447, 453, 455, 457, 459, 523
•	Adjectives: <u>brown</u> eyes, <u>younger</u> sisters	Comprehensive Teacher's Guide: 247
•	Adverbs: We walked <u>slowly</u>.	Comprehensive Teacher's Guide: 379, 381, 389
•	Appositives: noun phrases that function as adjectives, such as *We played the Cougars, the <u>team from Newport</u>.*	*N/A*

Standard	Descriptor	Citations
•	Participial phrases: verb phrases that function as adjectives, such as *The man walking* <u>*down the street*</u> *saw the delivery truck*.	*N/A*
•	Prepositional phrases: in the field, across the room, over the fence	Comprehensive Teacher's Guide: 182, 386, 423, 427
•	Conjunctions: *and*, *or*, *but*	Comprehensive Teacher's Guide: 447, 455, 457 Small Group Reading Teacher's Guide: 196, 266
	Grammar	
4.6.4	Identify and use in writing regular (*live*/*lived*, *shout*/*shouted*) and irregular verbs (*swim*/*swam*, *ride*/*rode*, *hit*/*hit*), adverbs (*constantly*, *quickly*), and prepositions (*through*, *beyond*, *between*).	Comprehensive Teacher's Guide: 50, 56, 106, 113, 193, 215, 216, 217, 222, 225, 248, 249, 283, 379, 381, 389, 391, 394, 415, 423, 437, 443, 445, 447, 453, 455, 457, 459, 523 Small Group Reading Teacher's Guide: 71, 116, 121, 126, 166, 171, 191, 201, 211, 241, 286, 291, 311
	Punctuation	
4.6.5	Use parentheses to explain something that is not considered of primary importance to the sentence, commas in direct quotations (*He said, "I'd be happy to go."*), apostrophes to show possession (*Jim's shoes*, *the dog's food*), and apostrophes in contractions (*can't*, *didn't*, *won't*).	Comprehensive Teacher's Guide: 163, 273, 279, 281, 313, 323, 437, 443, 445, 447, 449, 453, 455, 457, 459, 503, 511, 519, 521 Small Group Reading Teacher's Guide: 34, 139
4.6.6	Use underlining, quotation marks, or italics to identify titles of documents.	
•	When writing by hand or by computer, use quotation marks to identify the titles of articles, short stories, poems, or chapters of books.	Writer's Handbook: 9, 14
•	When writing on a computer *italicize* the following, when writing by hand underline them: the titles of books, names of newspapers and magazines, works of art, and musical compositions.	Comprehensive Teacher's Guide: 437, 443, 453, 455
	Capitalization	
4.6.7	Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.	Comprehensive Teacher's Guide: 106, 112, 114, 115, 116, 130, 273, 279, 320, 324, 437, 443, 447, 449, 453, 455, 457, 459, 503, 509 Small Group Reading Teacher's Guide: 51, 216

Standard	Descriptor	Citations
	Spelling	
4.6.8	Spell correctly roots (bases of words, such as *unnecessary*, *cowardly*), inflections (words like *care*/*careful*/*caring*), words with more than one acceptable spelling (like *advisor*/*adviser*), suffixes and prefixes (*-ly*, *-ness*, *mis-*, *un-*), and syllables (word parts each containing a vowel sound, such as *sur•prise* or *e•col•o•gy*).	Comprehensive Teacher's Guide: 31, 63, 97, 129, 163, 172, 261, 273, 279, 295, 327, 361, 427, 437, 443, 459, 493, 502, 508, 510, 512, 525 Small Group Reading Teacher's Guide: 101, 221, 226, 246, 296
7. LISTENING AND SPEAKING: Skills, Strategies, and Applications		
	Comprehension	
4.7.1	Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.	Comprehensive Teacher's Guide: 9, 41, 75, 107, 141, 173, 207, 239, 242, 273, 305, 339, 371, 405, 437, 471, 503, 506 Small Group Reading Teacher's Guide: 2, 7, 12, 17, 22, 27, 32, 37, 42, 47, 52, 57, 62, 67, 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 122, 127, 132, 137, 142, 147, 152, 157, 160, 162, 167, 172, 177, 182, 187, 192, 197, 202, 207, 212, 217, 222, 227, 232, 237, 242, 247, 252, 257, 262, 267, 272, 277, 282, 287, 292, 297, 302, 307, 312, 317
4.7.2	Summarize major ideas and supporting evidence presented in spoken presentations.	Comprehensive Teacher's Guide: 43, 306, 307
4.7.3	Identify how language usage (sayings and expressions) reflects regions and cultures	Comprehensive Teacher's Guide: 142, 504
4.7.4	Give precise directions and instructions.	Small Group Reading Teacher's Guide: 90, 95, 125, 315
4.7.15	Connect and relate experiences and ideas to those of a speaker.	Comprehensive Teacher's Guide: 13, 177, 276
	Organization and Delivery of Oral Communication	
4.7.5	Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details.	Comprehensive Teacher's Guide: 33, 65, 99, 130, 165, 195, 231, 261, 297, 329, 363, 395, 429, 461, 471, 495, 527
4.7.6	Use logical structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.	Comprehensive Teacher's Guide: 33, 65, 99, 130, 165, 195, 231, 261, 297, 329, 363, 395, 429, 461, 471, 495, 527 Small Group Reading Teacher's Guide: 20, 60, 75, 115, 145, 160, 225

Standard	Descriptor	Citations
4.7.7	Emphasize points in ways that help the listener or viewer follow important ideas and concepts	Small Group Reading Teacher's Guide: 20, 60
4.7.8	Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.	Comprehensive Teacher's Guide: 33, 65, 99, 130, 165, 195, 231, 261, 297, 329, 363, 395, 429, 461, 471, 495, 527
4.7.9	Engage the audience with appropriate words, facial expressions, and gestures.	Small Group Reading Teacher's Guide: 10, 55, 90, 95, 125, 135, 175
	Analysis and Evaluation of Oral and Media Communications	
4.7.10	Evaluate the role of the media in focusing people's attention on events and in forming their opinions on issues.	Comprehensive Teacher's Guide: 230-231, 346-347, 452-453 Small Group Reading Teacher's Guide: 299-300
4.7.16	Distinguish between the speaker's opinions and verifiable facts.	Comprehensive Teacher's Guide: 342
	Speaking Applications	
4.7.11	Make narrative presentations that: • relate ideas, observations, or memories about an event or experience. • provide a context that allows the listener to imagine the circumstances of the event or experience. • provide insight into why the selected event or experience should be of interest to the audience.	Small Group Reading Teacher's Guide: 5, 90, 95, 125, 245
4.7.17	Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	Small Group Reading Teacher's Guide: 130, 140
4.7.12	Make informational presentations that: • focus on one main topic. • include facts and details that help listeners focus. • incorporate more than one source of information (including speakers, books, newspapers, television broadcasts, radio reports, or Web sites).	Small Group Reading Teacher's Guide: 20, 30, 75, 80, 130, 145, 230
4.7.13	Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.	Comprehensive Teacher's Guide: 43, 306, 307 Small Group Reading Teacher's Guide: 100, 105, 110, 235