

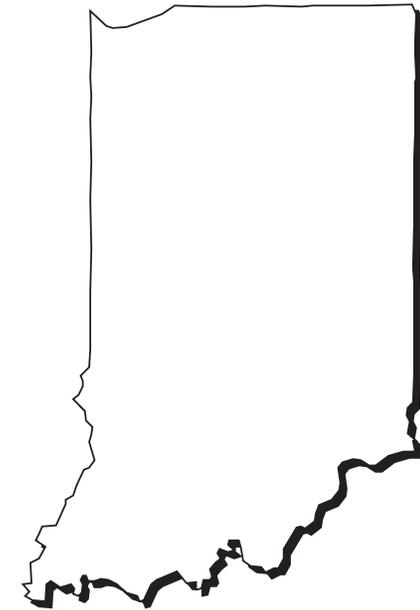
Journeys

Grade 4

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correlated to the

**Indiana Academic Standards
English/Language Arts
Grade 4**



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Grade 4**

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English/Language Arts
Grade 4**

Standard	Descriptor	Teacher Edition Citations
1. READING: Word Recognition, Fluency, and Vocabulary Development		
	<i>Decoding and Word Recognition</i>	
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.	<p>Unit 1: T12, T29, T38, T84, T95, T107, T112, T138-T141, T158, T174, T177, T182, T208-T211, T228, T245, T249, T254, T280-T283, T300, T313, T325, T330, T360-T363</p> <p>Unit 2: T12, T31, T35, T40, T66-T69, T86, T104, T107, T112, T138-T141, T158, T175, T181, T186, T212-T215, T232, T245, T253, T258, T284-T287, T304, T317, T325, T330, T360-T363</p> <p>Unit 3: T12, T23, T35, T40, T66-T69, T158, T173, T179, T184, T210-T213, T230, T241, T253, T258, T284-T287, T304, T321, T325, T330, T360-T363</p> <p>Unit 4: T84, T97, T105, T110, T136-T139, T156, T167, T177, T182, T208-T211, T228, T239, T249, T254, T280-T283, T300, T321, T325, T330, T360-T363</p> <p>Unit 5: T12, T23, T35, T40, T66-T69, T86, T103, T107, T112, T138-T141, T158, T169, T183, T188, T214-T217, T234, T245, T255, T260, T286-T289</p> <p>Unit 6: T8, T23, T25, T30, T54, T61, T69, T74, T142, T157, T159, T164, T188, T203, T205, T210, T230, T241, T251, T271, T286, T297, T307, T327, T337, T342, T353, T363, T393</p>

Standard	Descriptor	Teacher Edition Citations
	<i>Vocabulary and Concept Development</i>	
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 <i>couch potato</i>) to determine the meaning of words and phrases.	Unit 1: T188-T189, T216-T217, T218 Unit 2: T188-T189, T216-T217, T218, T260-T261, T288-T289, T290 Unit 3: T114-T115, T142-T143, T144 Unit 4: T100, T184-T185, T212-T213, T214, T243, T312 Unit 5: T25, T99, T175
4.1.3	Use knowledge of root words (<i>nation, national, nationality</i>) to determine the meaning of unknown words within a passage.	Unit 1: T40-T41, T68-T69, T70, T114-T115, T142-T143, T144, T256-T257, T284-T385, T286 Unit 2: T42-T43, T70-T71, T72, Unit 3: T42-T43, T70-T71, T72, T113, T259, T260-T261, T288-T289, T290-T291 Unit 4: T112-T113, T140-T141, T142, T183, T255, T287, T338-T340, T367 Unit 5: T190-T191, T218-T219, T220, T262-T263, T290-T291, T292 Unit 6: T115, T120-T121, T212-T213, T254-T255, T274-T275, T310-T311, T330-T331, T366-T367, T386-T387
4.1.4	Use common roots (<i>meter = measure</i>) and word parts (<i>therm = heat</i>) derived from Greek and Latin to analyze the meaning of complex words (<i>thermometer</i>).	Unit 2: T114-T115, T142-T143, T144 Unit 3: T186-T187, T214-T215, T216 Unit 5: T332-T333, T364-T365, T366 Unit 6: T32-T33, T234-T235, T290-T291, T346-T347
4.1.5	Use a thesaurus to find related words and ideas.	Unit 3: T114-T115, T143, T144
4.1.6	Distinguish and interpret words with multiple meanings (<i>quarters</i>) by using context clues (the meaning of the text around a word).	Unit 3: T332-T333, T364-T365, T366 Unit 5: T42-T43, T70-T71, T72
4.1.7	Use context to determine the meaning of unknown words.	Unit 1: T60-T61, T134-T135, T184-T185, T204-T205, T212-T213, T214, T276-T277, T356-T357 Unit 2: T62-T63, T134-T135, T208-T209, T280-T281, T356-T357 Unit 3: T62-T63, T134-T135, T206-T207, T280-T281, T356-T357 Unit 4: T40-T41, T60-T61, T68-T69, T70, T132-T133, T204-T205, T276-T277, T356-T357 Unit 5: T62-T63, T134-T135, T210-T211, T282-T283, T356-T357

Standard	Descriptor	Teacher Edition Citations
2. READING: Comprehension and Analysis of Nonfiction and Informational Text		
<i>Structural Features of Informational and Technical Materials</i>		
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.	Unit 2: T100 Unit 3: T242-T246, T316-T322 Unit 4: T308-T314 Unit 5: T240-T241, T242-T252, T255-T256, T284-T285, T292 Unit 6: T62-T67
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	Unit 3: T166-T176 Unit 4: T92-T102 Unit 5: T166-T174
<i>Analysis of Grade-Level-Appropriate Nonfiction and Informational Text</i>		
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.	Unit 1: T176-T177 Unit 2: T36, T94-T104, T106-T108, T252-T254 Unit 3: T106-T108, T312-T322 Unit 4: T43, T92-T102, T115 Unit 5: T166-T180, T242-T252, T265, T335 Unit 6: T62-T67, T104-T109
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 <i>Camouflage: A Closer Look</i> by Joyce Powzyk, use information gained from the text to predict what an animal might do to camouflage itself in different landscapes.	Unit 1: T85 Unit 2: T36, T100, T108, T233, T238-T239, T254, T282-T283, T290 Unit 3: T168, T174, T242, T246, T250, T305, T316, T318 Unit 4: T310, T312, T314, T320 Unit 5: T174, T176, T244, T246, T252 Unit 6: T107, T194, T196, T200, T374, T384

Standard	Descriptor	Teacher Edition Citations
4.2.4	<p>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 <i>Amazing Sea Creatures</i> by Andrew Brown.</p>	<p>Unit 1: T42, T116, T186, T258, T334 Unit 2: T44, T117, T190, T262, T334 Unit 3: T44, T117, T188, T262, T334 Unit 4: T42, T114, T186, T258, T334 Unit 5: T44, T116, T192, T264, T334 Unit 6: T34, T78, T122, T168, T214</p>
4.2.9	<p>Recognize main ideas and supporting details presented in expository (informational texts).</p>	<p>Unit 1: T178, T250 Unit 2: T36, T314, T320 Unit 3: T108, T170, T244, T248, T305, T312, T316, T318, T319, T323, T328, T329, T358, T359, T366 Unit 4: T94, T244, T250, T301, T306, T308, T323 Unit 5: T180, T244, T250 Unit 6: T55, T58, T62, T65, T156, T158, T343, T354, T358, T359, T360</p>
4.2.5	<p>Compare and contrast information on the same topic after reading several passages or articles. Example: Read several informational texts about guide dogs, such as <i>A Guide Dog Puppy Grows Up</i> by Carolyn Arnold, <i>Buddy: The First Seeing Eye Dog</i> by Eva Moore, and <i>Follow My Leader</i> by James B. Garfield, and compare and contrast the information presented in each.</p>	<p>Unit 1: T42, T116, T186, T258, T334 Unit 2: T44, T117, T190, T262, T334 Unit 3: T44, T117, T188, T262, T334 Unit 4: T42, T114, T186, T258, T334 Unit 5: T44, T116, T192, T264, T334 Unit 6: T34, T78, T122, T168, T214</p>
4.2.6	<p>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 <i>Snowshoe rabbits change color from brown to white in the winter</i>) from opinions (such as <i>Snowshoe rabbits are very pretty animals because they can change colors</i>).</p>	<p>Unit 1: T92, T164-T165 Unit 2: T92-T93, T94, T97, T98, T100, T105, T110, T111, T136, T137, T138-T141, T144, T170 Unit 3: T18-T19, T20, T22, T32, T25, T33, T38, T39, T64, T64-T69, T72-T164-T165 Unit 4: T240 Unit 5: T92-T93, T250 Unit 6: T99, T102-T103, T104, T106, T114, T252, T256, T257, T258, T308, T312, T313, T314, T364, T369, T370</p>
4.2.7	<p>Follow multiple-step instructions in a basic technical manual. Example: Follow directions to learn how to use computer commands or play a video game.</p>	<p>Unit 2: T182</p>

Standard	Descriptor	Teacher Edition Citations
3. READING: Comprehension and Analysis of Literary Text		
<i>Structural Features of Literature</i>		
4.3.1	<p>Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and other tales.</p> <p>Example: After reading some of the Greek or Norse myths found in such books as <i>Book of Greek Myths</i> or <i>Book of Norse Myths</i>, 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.</p>	<p>Unit 1: T308, T324 Unit 2: T20 Unit 3: T252 Unit 4: T104 Unit 5: T20 Unit 6: T66, T196</p>
<i>Analysis of Grade-Level-Appropriate Literary Text</i>		
4.3.2	<p>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.</p> <p>Example: Discuss the causes and effects of the main event of the plot in each story within Rudyard Kipling’s collection of animal tales, <i>The Jungle Book</i>.</p>	<p>Unit 1: T24, T70, T168, T170, T172, T173, T175, T280, T283, T310, T314, T316, T320, T326 Unit 2: T24, T168, T172, T176, T182 Unit 3: T24, T28, T30, T32 Unit 4: T13, T106, T166, T168 Unit 5: T22, T26, T28, T22, T30, T87, T92, T94, T97, T98, T102, T104, T105, T256, T318 Unit 6: T20, T201</p>
4.3.3	<p>Use knowledge of the situation, setting, and a character’s traits, motivations, and feelings to determine the causes for that character’s actions.</p> <p>Example: After reading <i>The Sign of the Beaver</i> 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.</p>	<p>Unit 1: T13, T24, T28, T31, T64-T67, T70, T239, T241, T247, T308-T322 Unit 2: T37 Unit 4: T106 Unit 6: T194-T201</p>

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4.3.4	<p>Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures.</p> <p>Example: Read a book of trickster tales from other countries, such as <i>The Barefoot Book of Trickster Tales</i> 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.</p>	<p>Unit 1: T327 Unit 2: T33 Unit 3: T254, T255 Unit 6: T70-T71</p>
4.3.5	<p>Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works.</p> <ul style="list-style-type: none"> • Simile: a comparison that uses <i>like</i> or <i>as</i> • Metaphor: an implied comparison • Hyperbole: an exaggeration for effect • Personification: a description that represents a thing as a person <p>Example: Identify a simile, such as <i>Twinkle, twinkle little star... like a diamond in the sky</i>. Identify a metaphor, such as <i>You were the wind beneath my wings</i>. Identify an example of hyperbole, such as <i>Cleaner than clean, whiter than white</i>. Identify an example of personification, such as <i>The North Wind told the girl that he would blow so hard it would be impossible to walk up the steep hill</i>.</p>	<p>Unit 1: T171 Unit 2: T188-T189, T216-T217, T319 Unit 3: T29, T169, T247, T326 Unit 4: T27, T172, T315, T335 Unit 5: T175 Unit 6: T158, T205</p>
4.3.6	<p>Determine the theme.</p> <p>Example: Identify the theme in the classic novel, <i>Hans Brinker or The Silver Skates</i> by Mary Mapes Dodge.</p>	<p>Unit 1: T28, T234-T235, T236, T240, T244, T246, T247, T252, T253, T278, T279, T280-T283, T286 Unit 2: T326 Unit 3: T252, T254, T310 Unit 4: T106, T157, T178, T312, T313, T316, T326 Unit 5: T13, T18, T20, T24, T31, T33, T36, T38, T39, T64, T65, T72, T96, T256 Unit 6: T64, T70, T298</p>

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4.3.7	Identify the narrator in a selection and tell whether the narrator or speaker is involved in the story.	Unit 1: T97 Unit 2: T169 Unit 3: T104 Unit 4: T167, T326 Unit 6: T25, T239, T295, T351
4. WRITING: Processes and Features		
<i>Organization and Focus</i>		
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.	Unit 1: T50-T52, T266-T269 Unit 2: T52-T55, T263 Unit 3: T124-T127, T270-T273 Unit 4: T50-T53, T251, T327 Unit 5: T37, T117
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.	Unit 1: T51, T125, T195, T267, T343 Unit 2: T53, T125, T199, T271, T343 Unit 3: T53, T125, T197, T271, T343 Unit 4: T51, T123, T195, T267, T343 Unit 5: T53, T125, T201, T273, T343 Unit 6: T41, T85, T129, T175, T221
4.4.3	Write informational pieces with multiple paragraphs that: <ul style="list-style-type: none"> • provide an introductory paragraph. • establish and support a central idea with a topic sentence at or near the beginning of the first paragraph • include supporting paragraphs with simple facts, details, and explanations. • present important ideas or events in sequence or in chronological order. • provide details and transitions to link paragraphs. • conclude with a paragraph that summarizes the points. • use correct indentation at the beginning of paragraphs 	Unit 2: T342-T345 Unit 5: T52-T55, T124-T127, T200-T203, T272-T275, T342 Unit 4: T264-T265 Unit 6: T128-T131, T208, T209
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.	Unit 2: T343 Unit 5: T54, T125-T126, T201-T202, T275, T342 Unit 6: T129

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	<i>Research Process and Technology</i>	
4.4.5	Quote or paraphrase information sources, citing them appropriately.	Unit 5: T265, T335
4.4.6	Locate information in reference texts by using organizational features, such as prefaces and appendixes.	Unit 1: T248, T250 Unit 3: T231, T236, T238, T240, T245, T251, T282, T283, T284-T287, T290, Unit 5: T159, T164, T166, Unit 6: T22, T344, T348, T349
4.4.7	Use multiple reference materials and online information (the Internet) as aids to writing.	Unit 1: T43, T117, T187, T259, T321, T327, T335 Unit 2: T34, T36, T45, T117, T191, T335 Unit 3: T45, T117, T178, T180, T263, T335 Unit 4: T43, T115, T187, T259, T335 Unit 5: T45, T193, T257, T265
4.4.8	Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.	Unit 1: T32-T34, T248-T250 Unit 2: T34-T36, T106-T108, T252-T254 Unit 3: T106-T108, T178-T180 Unit 4: T32-T34, T176-T178, T248-T250 Unit 5: T254-T256, T324-T326
4.4.9	Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology.	Unit 1: Extending the Common Core: C21, C24 Unit 2: Extending the Common Core: C10-C11 Unit 3: T344 Extending the Common Core: C12-C13 Unit 4: Extending the Common Core: C12-C13 Unit 5: Extending the Common Core: C10-C11
	<i>Evaluation and Revision</i>	
4.4.10	Review, evaluate, and revise writing for meaning and clarity.	Unit 1: T52, T126, T196, T344 Unit 2: T54, T126, T200, T270-T273, T344 Unit 3: T54, T126, T198, T344 Unit 4: T52, T196, T344 Unit 5: T55, T126, T202, T344 Unit 6: T42, T86, T130, T222

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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.	Unit 1: T46-T48, T120-T122, T190-T192, T262-T264, T338-T340, T344 Unit 2: T48-T50, T120-T122, T194-T196, T266-T268, T338-T340, T342-T345 Unit 3: T48-T50, T120-T122, T192-T194, T266-T268, T338-T340, T342-T345 Unit 4: T46-T48, T118-T120, T190-T192, T262-T264, T338-T340, T342-T345 Unit 5: T48-T50, T120-T122, T196-T198, T268-T270, T338-T340, T342-T345 Unit 6: T38-T39, T82-T83, T126-T127, T172-T173, T218-T219, T220-T223
4.4.12	Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.	Unit 2: T344 Unit 3: T198, T344 Unit 5: T54
5. WRITING: Applications (Different Types of Writing and Their Characteristics)		
4.5.1	Write narratives that: <ul style="list-style-type: none"> • 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.	Unit 1: T124-T127, T266-T269, T342-T345 Unit 4: T50-T53, T122-T125, T194-T197, T266-T269, T342-T345 Unit 6: T84-T87
4.5.2	Write responses to literature that: <ul style="list-style-type: none"> • 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.	Unit 2: T52-T55, T270-T273, T342-T345

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4.5.4	<p>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.</p>	Unit 5: T52-T55
4.5.5	<p>Use varied word choices to make writing interesting. Example: Write stories using descriptive words in place of common words; for instance, use <i>enormous</i>, <i>gigantic</i>, or <i>giant</i> for the word <i>big</i>.</p>	<p>Unit 1: T124-T127 Unit 2: T198-T201 Unit 4: T194-T197 Unit 5: T342-T345 Unit 6: T40-T43</p>
4.5.6	<p>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.</p>	<p>Unit 1: T45, T50-T53, T119, T124-T127, T189, T194-T197, T261, T266-T269, T337, T342-T345 Unit 2: T47, T52-T55, T119, T124-T127, T193, T198-T201, T265, T270-T273, T337, T342-T345 Unit 3: T47, T52-T55, T119, T124-T127, T191, T196-T199, T265, T270-T273, T337, T342-T345 Unit 4: T45, T50-T53, T117, T122-T125, T189, T194-T197, T261, T266-T269, T337, T342-T345 Unit 5: T47, T52-T55, T119, T124-T127, T195, T200-T203, T267, T272-T275, T337, T342-T345 Unit 6: T37, T81, T125, T171, T217</p>

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	<i>Research Application</i>	
4.5.3	<p>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:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>	Unit 5: T272-T275, T342-T345
6. WRITING: English Language Conventions		
	<i>Handwriting</i>	
4.6.1	Write smoothly and legibly in cursive, forming letters and words that can be read by others.	Unit 1: R22-R27 Unit 2: R22-R27 Unit 3: R22-R27 Unit 4: R22-R27 Unit 5: R22-R27 Unit 6: R22-R27
	<i>Sentence Structure</i>	
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.	Unit 1: T262-T265, T287

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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.	Unit 2: T48-T49, T120-T123, T145 Unit 3: T192-T195, T217, T266-T268, T291, T338-T341, T367
•	Adjectives: <u>brown</u> eyes, <u>younger</u> sisters	Unit 4: T46-T49, T71 Unit 5: T48-T49, T50
•	Adverbs: We walked <u>slowly</u> .	Unit 4: T118-T121, T143 Unit 5: T120-T121, T122
•	Appositives: noun phrases that function as adjectives, such as <i>We played the Cougars, the <u>team from Newport</u>.</i>	N/A
•	Participial phrases: verb phrases that function as adjectives, such as <i>The man walking <u>down the street</u> saw the delivery truck.</i>	Unit 3: T266-T269, T291
•	Prepositional phrases: in the field, across the room, over the fence	Unit 4: T190-T193, T215 Unit 5: T198
•	Conjunctions: <i>and, or, but</i>	Unit 2: T194-T197, T219 Unit 3: T194
	<i>Grammar</i>	
4.6.4	Identify and use in writing regular (<i>live/lived, shout/shouted</i>) and irregular verbs (<i>swim/swam, ride/rode, hit/hit</i>), adverbs (<i>constantly, quickly</i>), and prepositions (<i>through, beyond, between</i>).	Unit 2: T48-T49, T120-T123, T145 Unit 3: T192-T195, T217, T266-T268, T291, T338-T341, T367 Unit 4: T118-T121, T143, T190-T193, T215 Unit 5: T120-T121, T122, T198
	<i>Punctuation</i>	
4.6.5	Use parentheses to explain something that is not considered of primary importance to the sentence, commas in direct quotations (<i>He said, "I'd be happy to go."</i>), apostrophes to show possession (<i>Jim's shoes, the dog's food</i>), and apostrophes in contractions (<i>can't, didn't, won't</i>).	Unit 1: T340 Unit 3: T120-T123, T145 Unit 5: T338-T340, T367

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4.6.6	Use underlining, quotation marks, or italics to identify titles of documents. <ul style="list-style-type: none"> • When writing by hand or by computer, use quotation marks to identify the titles of articles, short stories, poems, or chapters of books. • When writing on a computer <i>italicize</i> the following, when writing by hand underline them: the titles of books, names of newspapers and magazines, works of art, and musical compositions. 	N/A
	<i>Capitalization</i>	
4.6.7	Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.	Unit 1: T340 Unit 3: T48-T51, T73 Unit 5: T270, T338-T340, T367
	<i>Spelling</i>	
4.6.8	Spell correctly roots (bases of words, such as <i>unnecessary</i> , <i>cowardly</i>), inflections (words like <i>care/careful/caring</i>), words with more than one acceptable spelling (like <i>advisor/adviser</i>), suffixes and prefixes (<i>-ly</i> , <i>-ness</i> , <i>mis-</i> , <i>un-</i>), and syllables (word parts each containing a vowel sound, such as <i>sur•prise</i> or <i>e•col•o•gy</i>).	Unit 3: T113, T118, T119, T145, T190, T191 Unit 4: T260, T261 Unit 6: T124-T125
7. LISTENING AND SPEAKING: Skills, Strategies, and Applications		
	<i>Comprehension</i>	
4.7.1	Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.	Unit 2: T45, T181, T263 Unit 4: T43, T259 Unit 5: T335
4.7.2	Summarize major ideas and supporting evidence presented in spoken presentations.	Unit 1: T43, T117, T259 Unit 3: T263, T335 Unit 4: T187
4.7.3	Identify how language usage (sayings and expressions) reflects regions and cultures	Unit 4: T115

Standard	Descriptor	Teacher Edition Citations
4.7.4	Give precise directions and instructions.	Unit 1: T187 Unit 2: T182 Unit 4: T43 Unit 5: T117
4.7.15	Connect and relate experiences and ideas to those of a speaker.	Unit 2: T263
	<i>Organization and Delivery of Oral Communication</i>	
4.7.5	Present effective introductions and conclusions that guide and inform the listener’s understanding of important ideas and details.	Unit 5: T45, T193
4.7.6	Use logical structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.	Unit 1: T43 Unit 4: T187 Unit 5: T117, T193 Unit 6: T35
4.7.7	Emphasize points in ways that help the listener or viewer follow important ideas and concepts	Unit 1: T42
4.7.8	Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.	Unit 2: T263 Unit 5: T45, T193
4.7.9	Engage the audience with appropriate words, facial expressions, and gestures.	Unit 2: T263 Unit 5: T45, T117, T193, T265, T335 Unit 6: T35, T123
	<i>Analysis and Evaluation of Oral and Media Communications</i>	
4.7.10	Evaluate the role of the media in focusing people’s attention on events and in forming their opinions on issues.	Unit 2: T117 Unit 3: T189 Unit 4: T43 Unit 6: T169
4.7.16	Distinguish between the speaker’s opinions and verifiable facts.	Unit 2: T335

Standard	Descriptor	Teacher Edition Citations
	<i>Speaking Applications</i>	
4.7.11	Make narrative presentations that: <ul style="list-style-type: none"> • 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. 	Unit 5: T265 Unit 6: T35, T215
4.7.17	Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	N/A
4.7.12	Make informational presentations that: <ul style="list-style-type: none"> • 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). 	Unit 3: T235 Unit 5: T117, T265, T335 Unit 6: T39, T123
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.	Unit 3: T263 Unit 4: T187, T259