

Macmillan/McGraw-Hill

Treasures

2009

Grade 4

Correlated with

**Oklahoma
Priority Academic Student Skills (PASS)
Language Arts**

Grade 4

**Macmillan/McGraw-Hill
800-882-3536**

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety texts.	
Standard 1: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.	
1. Words in Context - Use context clues (the meaning of the text around a word) to distinguish and interpret the meaning of multiple meaning words as well as other unfamiliar words.	pp. 19, 26, 43C, 43D, 44I, 47, 55, 58, 61, 69C, 69D, 69O, 69Q, 81C, 81D, 107C, 107D, 111, 116, 133, 140, 143C, 143D, 143O, 143Q, 151, 157, 172, 175C, 175D, 175O, 175Q, 207C, 207D, 219C, 219D, 147C, 247D, 303C, 303D, 329C, 329D, 341C, 341D, 369, 373C, 373D, 405C, 405D, 443C, 443D, 466, 469C, 469D, 470I, 473, 481C, 481D, 481O, 481Q, 507C, 507D, 508I, 511, 515, 535C, 535D, 535O, 535Q, 561C, 561D, 588, 591C, 591D, 592I, 603C, 603D, 604I, 607, 620, 631C, 631D, 631O, 631Q, 632I, 635, 657C, 657D, 657O, 657Q, 684, 687C, 687D, 688I, 691, 695, 699, 717C, 717D, 717O, 717Q, 729C, 729D, 757C, 757D, 783C, 783D, 4.1: T5, T7, 4.2: T5, 4.4: T7, T9, 4.5: T9, 4.6: T7
2. Affixes, Roots, and Derivatives	
a. Interpret new words by analyzing the meaning of prefixes and suffixes.	pp. 43F, 57, 128, 226, 304I, 307, 314, 329D, 329F, 329O, 329Q, 410Q, 413, 443D, 443O, 443Q, 665, 681D, 687O, 687Q, 718I, 757F, 4.3: T6, 4.4: T5, 4.6: T6
b. Use knowledge of root words (e.g., snow, snowbound, snowdrift) and word parts (therm = heat) derived from Greek and Latin to analyze the meaning of complex words (thermometer).	pp. 73, 107F, 251, 271D, 271O, 271Q, 410Q, 477A, 561F, 721, 725, 729D, 729F, 729O, 729Q, 761, 765, 774, 783D, 783O, 783Q, 4.2: T9, 4.6: T10
3. Synonyms, Antonyms, and Homonyms - Apply knowledge of fourth grade level synonyms, antonyms, homonyms, multiple meaning words, and idioms to determine the meanings of words and phrases.	pp. 16Q, 50, 115, 219F, 223, 229, 230, 232, 237, 242, 247D, 247O, 247Q, 276Q, 279, 286, 291, 303D, 303F, 303O, 303Q, 341F, 374, 377, 382, 405D, 405F, 405O, 405Q, 469F, 535F, 562I, 565, 568, 573, 591D, 591F, 591H, 591O, 591R, 595, 603D, 603O, 603Q, 4.2: T8, 4.3: T5, T9, 4.5: T7
4. Using Resource Materials	
a. Use a thesaurus to determine related words and concepts.	pp. 43F, 50, 279, 286, 291, 303D, 303F, 303O, 303Q, 565, 568, 591D, 591O, 591Q, 661C, 4.3: T5
b. Determine the meanings and pronunciations of unknown words by using a glossary and/or dictionary.	pp. 16R, 19, 25, 26, 28, 34, 43D, 43F, 43O, 43Q, 69F, 77B, 81F, 81P, 81Q, 81T, 82I, 85, 97, 107D, 107O, 107Q, 176I, 179, 184, 198, 207D, 207O, 207Q, 208I, 220I, 223, 230, 237, 238, 247D, 247O, 247Q, 248I, 329F, 345, 352, 373D, 373O, 373Q, 377, 382, 405D, 405O, 405Q, 464-467, 469Q,

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<p>b. Determine the meanings and pronunciations of unknown words by using a glossary and/or dictionary. (continued)</p>	<p>469S, 485, 507D, 543, 549, 554, 561D, 561O, 561Q, 733, 757D, 757O, 4.1: T4, T7, T9, 4.2: T6, T8, 4.3: T8, T9, 4.4: T8, T10</p>
<p>Standard 2: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.</p>	
<p>1. Read aloud regularly in independent-level texts (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate rate, change in voice, and expression.</p>	<p>pp. 16K, 17, 30, 37A, 43M, 44B, 65A, 69O, 77A, 82B, 101A, 108B, 137A, 148K, 169A, 176B, 201A, 208B, 215A, 220B, 243A, 248B, 265A, 276K, 297A, 304B, 323A, 330B, 331, 337A, 342B, 365, 367A, 374B, 375, 401A, 410K, 411, 437A, 444B, 445, 463A, 470B, 471, 477A, 482B, 483, 503A, 508B, 529A, 540K, 541, 557A, 562B, 563, 585A, 592B, 599A, 604B, 627A, 632B, 633, 651A, 662K, 663, 681A, 688B, 689, 711A, 718B, 725A, 730B, 753A, 758B, 759, 777A</p>
<p>2. Read aloud regularly in instructional-level texts that are challenging yet manageable (texts in which no more than 1 in 10 words is difficult for the reader; a "typical" fourth grader reads approximately 95 words per minute).</p>	<p>pp. 16R, 17, 37A, 43K, 43L, 43N, 43Q, 43S, 44I, 45, 65A, 69K, 69L, 69N, 69Q, 70I, 71, 77A, 81K, 81L, 81N, 81Q, 82I, 83, 101A, 107K, 107L, 107N, 107Q, 108I, 109, 137A, 143K, 143L, 143N, 143Q, 148R, 149, 169A, 175K, 175L, 175N, 175Q, 175S, 176I, 177, 201A, 207K, 207L, 207N, 207Q, 208I, 209, 215A, 219K, 219L, 219N, 219Q, 219S, 220I, 221, 243A, 247K, 247L, 247N, 247Q, 248I, 249, 265A, 271K, 271L, 271N, 271Q, 276R, 277, 297A, 303K, 303L, 303N, 303Q, 304I, 305, 323A, 329K, 329L, 329N, 329Q, 330I, 331, 337A, 341K, 341L, 341N, 341Q, 342I, 343, 364, 367A, 373K, 373L, 373N, 373Q, 374I, 375, 401A, 405K, 405L, 405N, 405Q, 410R, 411, 437A, 443K, 443L, 443N, 443Q, 444I, 445, 463A, 469K, 469L, 469N, 469Q, 470I, 471, 477A, 481K, 481L, 481N, 481Q, 483, 503A, 507K, 507L, 507N, 507Q, 508I, 509, 529A, 535K, 535L, 535N, 535Q, 540R, 541, 557A, 561K, 561L, 561N, 561Q, 562I, 563, 571, 585A, 591K, 591L, 591N, 591Q, 592I, 593, 599A, 603K, 603L, 603N, 603Q, 604I, 605, 627A, 631K, 631L, 631N, 631Q, 632I, 633, 651A, 657K, 657L, 657N, 657Q, 662R, 663, 681A, 687K, 687L, 687N, 687Q, 688I, 689, 711A, 717K, 717L, 717N, 717Q, 718I, 719, 725A, 729K, 729L, 729N, 729Q, 730I, 731, 751I, 753A, 757K, 757L, 757N, 757Q, 758I, 759, 777A, 783K, 783L, 783N, 783Q</p>
<p>3. Increase silent reading speed through daily independent reading.</p>	<p>pp. 16R, 21, 43P, 43R, 43T, 44I, 49, 69P, 69R, 69T, 70I, 75, 81P, 81R, 81T, 82I, 87, 107P, 107R, 107T, 108I, 113, 143P, 143R, 143T, 148R, 153, 175P, 175R, 175T, 176I, 181, 207P, 207R, 207T,</p>

<p>3. Increase silent reading speed through daily independent reading. (continued)</p>	<p>208I, 213, 219P, 219R, 219T, 220I, 225, 247P, 247R, 247T, 248I, 253, 271P, 271R, 271T, 276R, 281, 303P, 303R, 303T, 304I, 309, 329P, 329R, 329T, 330I, 335, 341P, 341R, 341T, 342I, 347, 373P, 373R, 373T, 374I, 379, 405P, 405R, 405T, 410R, 415, 443P, 443R, 443T, 444I, 449, 469P, 469R, 469T, 470I, 475, 481P, 481R, 481T, 482I, 487, 507P, 507R, 507T, 508I, 513, 535P, 535R, 535T, 540R, 545, 561P, 561R, 561T, 562I, 567, 591P, 591R, 591T, 592I, 597, 603P, 603R, 603T, 604I, 609, 631P, 631R, 631T, 632I, 637, 657P, 657R, 657T, 662R, 667, 687P, 687R, 687T, 688I, 693, 717P, 717R, 717T, 718I, 723, 729P, 729R, 729T, 730I, 735, 757P, 757R, 757T, 758I, 763, 783P, 783R, 783T</p>
<p>Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.</p>	
<p>1. Literal Understanding</p>	
<p>a. Use prereading strategies independently to preview, activate prior knowledge, predict content of text, formulate questions that might be answered in the text, establish and adjust purposes for reading (e.g., to find out, to understand, to enjoy, to solve problems).</p>	<p>pp. 16, 21, 43P, 43R, 43T, 43V, 44, 49, 69P, 69R, 69T, 69V, 70, 75, 81P, 81R, 81T, 81V, 82, 87, 107P, 107R, 107T, 107V, 108, 113, 143P, 143R, 143T, 143V, 147I, 148, 153, 175P, 175R, 175T, 175V, 176, 179A-179B, 180-199, 207O, 207P, 207R, 207T, 207V, 208, 213, 219P, 219R, 219T, 219V, 220, 223A-223B, 224-241, 247O, 247P, 247R, 247T, 247V, 248, 251A-251B, 252-263, 271O, 271P, 271R, 271T, 271V, 275I, 276, 281, 303P, 303R, 303T, 303V, 304, 309, 329P, 329R, 329T, 329V, 330, 335, 341P, 341R, 341T, 341V, 342, 347, 373P, 373R, 373T, 373V, 374, 379, 405P, 405R, 405T, 405V, 409I, 410, 413A-413B, 414-435, 443O, 443P, 443R, 443T, 443V, 444, 447A-447B, 448-461, 469O, 469P, 469R, 469T, 469V, 470, 475, 481P, 481R, 481T, 481V, 482, 487, 507P, 507R, 507T, 507V, 508, 513, 535P, 535R, 535T, 535V, 539I, 540, 545, 561P, 561R, 561T, 561V, 562, 567, 591P, 591R, 591T, 591V, 592, 597, 603P, 603R, 603T, 603V, 604, 609, 631P, 631R, 631T, 631V, 632, 637, 657P, 657R, 657T, 657V, 661I, 662, 667, 687P, 687R, 687T, 687V, 688, 693, 717P, 717R, 717T, 717V, 718, 723, 729P, 729R, 729T, 729V, 730, 735, 757P, 757R, 757T, 757V, 758, 763, 783P, 783R, 783T, 783V, 787I, 4.2: T12, T13, T15, T16, 4.4: T12, T14, T17</p>

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<p>b. Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for fourth grade.</p>	<p>pp. 23, 27, 30, 50, 53, 89, 90, 96, 115, 126, 157, 162, 235, 240, 260, 282, 284, 312, 349, 421, 452, 524, 580, 607A-607B, 608-625, 631O, 635A-635B, 636-649, 694, 704, 721A-721B, 722-725, 729O, 733A-733B, 734-751, 757O, 4.5: T13, T14, T15, T16, T17, 4.6: T13, T14, T15, T16, T17</p>
<p>c. Identify and explain the differences in fiction and nonfiction text.</p>	<p>pp. 17, 20, 22, 25, 33, 38, 45, 48, 66, 71, 74, 83, 86, 92, 102, 109, 112, 119, 138, 144, 149, 152, 158, 170, 171, 177, 180, 186, 202, 203, 204, 205, 209, 221, 224, 244, 249, 252, 255, 266, 267, 272, 277, 280, 298, 305, 308, 324, 331, 343, 346, 348, 368, 375, 378, 381, 402, 411, 414, 438, 445, 448, 464, 471, 483, 486, 504, 509, 512, 530, 541, 544, 558, 563, 566, 586, 593, 605, 608, 628, 633, 636, 652, 658, 663, 666, 682, 689, 692, 712, 719, 731, 734, 754, 759, 762, 778, 784</p>
<p>2. Inferences and Interpretation</p>	
<p>a. Use prior knowledge and experience to make inferences and support them with information presented in text.</p>	<p>pp. 16, 44, 70, 82, 94, 108, 116, 121, 122, 124, 140, 147I, 148, 156, 162, 164, 176, 179A-179B, 180-199, 201, 207O, 207P, 207R, 207T, 208, 220, 236, 248, 251A-251B, 252-263, 265, 271O, 271P, 271R, 271T, 275I, 276, 283, 286, 292, 297B, 304, 313, 315, 318, 323B, 330, 342, 350, 354, 374, 409I, 410, 427, 433, 444, 452, 470, 482, 505, 508, 539I, 540, 559, 562, 572, 592, 604, 632, 642, 661I, 662, 669, 688, 718, 730, 758, 787I, 4.2: T2</p>
<p>b. Make interpretations and draw conclusions from fiction and nonfiction text beyond personal experience.</p>	<p>pp. 91, 94, 116, 121, 122, 124, 140, 156, 162, 164, 179A-179B, 180-199, 201, 207O, 207P, 207R, 207T, 231, 236, 251A-251B, 252-263, 265, 271O, 271P, 271R, 271T, 283, 286, 292, 297B, 313, 315, 317, 318, 319, 323B, 350, 354, 363, 384, 385, 390, 395, 413A-413B, 414-435, 437, 443O, 443P, 443R, 443T, 447A-447B, 448-461, 463, 466, 469O, 469P, 469R, 469T, 488, 497, 503B, 505, 516, 529B, 546, 552, 555, 557B, 559, 572, 574, 642, 646, 669, 670, 684, 706, 745, 4.2: T2, 4.4: T1</p>
<p>c. Make inferences and draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, and other characters' responses to a character).</p>	<p>pp. 85A-85B, 86-99, 101, 101B, 107O, 107P, 107R, 107T, 111A-111B, 112-135, 137, 137B, 143O, 143P, 143R, 143T, 191, 201B, 259, 265B, 284, 359, 361, 382, 386, 394, 607A-607B, 608-625, 627, 631O, 631P, 631R, 631T, 677, 681B, 701, 738, 755, 778-779, 4.1: T3, 4.5: T4, T13, T14, T15, T16, T17</p>

<p>d. Participate in creative responses to text (i.e., art, drama, and oral presentation).</p>	<p>pp. 43P, 43R, 43T, 69P, 69R, 69T, 70I, 81P, 81R, 81T, 101B, 107P, 107R, 107T, 143P, 143R, 143T, 148R, 175P, 175R, 175T, 207P, 207R, 207T, 219P, 219R, 219T, 247P, 247R, 247T, 265B, 271P, 271R, 271T, 276R, 303P, 303R, 303T, 329P, 329R, 329T, 341P, 341R, 341T, 373P, 373R, 373T, 405P, 405R, 405T, 410R, 443P, 443R, 443T, 469P, 469R, 469T, 481P, 481R, 481T, 507P, 507R, 507T, 535P, 535R, 535T, 561P, 561R, 561T, 585B, 591N, 591P, 591Q, 591R, 591S, 591T, 603P, 603R, 603T, 631P, 631R, 631T, 632I, 657P, 657R, 657T, 662R, 687P, 687R, 687T, 711B, 717P, 717R, 717T, 729P, 729R, 729T, 757P, 757R, 757T, 783P, 783R, 783T</p>
<p>3. Summary and Generalization</p>	
<p>a. Paraphrase by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction to recall, inform, or organize ideas.</p>	<p>pp. 28, 29, 37, 65, 81O, 94, 101, 125, 129, 137, 159, 162, 169, 191, 195, 201, 215, 235, 243, 256, 265, 276H, 282, 284, 289, 297, 317, 323, 337, 367, 377A-377B, 378-399, 401, 405O, 405P, 405R, 405T, 425, 437, 457, 463, 477, 497, 503, 522, 529, 543A-543B, 544-555, 557, 561O, 561P, 561R, 561T, 576, 580, 585, 599, 618, 627, 627B, 643, 651, 651B, 661K, 672, 681, 700, 711, 711B, 743, 753, 768, 772, 777B, 4.3: T4, 4.5: T1</p>
<p>b. Support ideas, arguments, and generalizations by reference to evidence in the text.</p>	<p>pp. 721A-721B, 722-725, 729O, 729P, 729R, 729T, 4.6: T3</p>
<p>c. Represent text information in different ways such as in outline, timeline, or graphic organizer.</p>	<p>pp. 21, 23, 24, 28, 31, 34, 49, 51, 52, 54, 56, 60, 62, 81B, 113, 114, 120, 126, 134, 153, 155, 157, 163, 166, 181, 189, 195, 214, 219B, 225, 229, 236, 239, 253, 254, 257, 259, 261, 263, 281, 282, 285, 287, 295, 297, 309, 313, 316, 318, 320, 336, 341B, 347, 353, 355, 356, 359, 362, 365, 379, 383, 387, 415, 419, 422, 424, 429, 434, 449, 451, 453, 455, 459, 460, 475, 476, 481B, 487, 490, 500, 511B, 513, 514, 525, 545, 547, 548, 551, 553, 554, 567, 569, 571, 575, 577, 581, 582, 598, 603B, 637, 641, 642, 644, 646, 667, 668, 671, 674, 678, 693, 697, 698, 703, 705, 707, 708, 724, 729B, 735, 737, 740, 747, 750, 766, 771</p>
<p>4. Analysis and Evaluation</p>	
<p>a. Evaluate new information and hypotheses by testing them against known information and ideas.</p>	<p>pp. 279A-279B, 280-295, 303O, 307A-307B, 308-321, 329O, 377A-377B, 378-399, 405O, 473A-473B, 474-477, 481O, 543A-543B, 544-555, 561O, 565A-565B, 566-583, 591O, 595A-595B, 596-599, 603O, 4.3: T12, T14, T16, 4.5: T14, T15, T16, T18</p>

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b. Compare and contrast information on the same topic after reading several passages or articles.	pp. 41, 67, 105, 141, 173, 205, 245, 269, 301, 327, 371, 403, 441, 467, 505, 533, 559, 589, 629, 655, 685, 715, 755, 781
c. Identify fact/opinion and cause/effect in various texts.	pp. 211A-211B, 212-215, 219O, 219P, 219R, 219T, 227, 240, 243B, 358, 383, 595A-595B, 596-599, 603O, 603P, 603R, 603T, 635A-635B, 636-649, 651, 653, 657O, 657P, 657R, 657T, 665A-665B, 666-679, 681, 687O, 687P, 687R, 687T, 714, 725A, 736, 753B, 4.2: T3, T14, T17, 4.5: T3, T5, 4.6: T1, T15, T18
d. Analyze and explain the causes, motivations, sequences, and results of events from a text.	pp. 19A-19B, 20-35, 37, 43O, 65, 85A-85B, 86-99, 101, 107O, 111A-111B, 112-135, 137, 143O, 151A-151B, 152-167, 169, 175O, 211A-211B, 212-215, 219O, 243, 265, 297, 323, 337, 367, 437, 463, 477, 485A-485B, 486-501, 507O, 511A-511B, 512-527, 535O, 585, 627, 665A-665B, 666-679, 681, 687O, 691A-691B, 692-709, 717O, 753, 761A-761B, 762-775, 777, 783O
5. Monitoring and Correction Strategies	
a. Monitor own reading and modify strategies as needed (e.g., recognizes when he or she is confused by a section of text, questions whether the text makes sense, rereading).	pp. 23, 30, 50, 53, 89, 90, 96, 115, 126, 157, 162, 235, 260, 282, 284, 312, 349, 420, 421, 452, 524, 607A-607B, 608-625, 631O, 635A-635B, 636-649, 694, 704, 721A-721B, 722-725, 729O, 733A-733B, 734-751, 757O
b. Predict, monitor, and cross-check using semantic, syntactic, and graphophonic cues.	pp. 26, 126, 190, 234, 292, 387, 428, 493, 574, 614, 707, 748
Standard 4: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.	
1. Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature.	
a. Identify the defining characteristics of a variety of literary genres and forms (e.g. contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, legends, myths, biography, autobiographies, and traditional stories such as fairy tales and fables).	pp. 17, 20, 22, 25, 33, 38, 45, 48, 66, 71, 74, 83, 86, 92, 102, 109, 112, 119, 138, 144, 149, 152, 158, 170, 171, 177, 180, 186, 202, 203, 204, 205, 209, 221, 224, 244, 249, 252, 255, 266, 267, 272, 277, 280, 298, 305, 308, 324, 331, 343, 346, 348, 368, 375, 378, 381, 402, 411, 414, 438, 445, 448, 464, 471, 483, 486, 504, 509, 512, 530, 541, 544, 558, 563, 566, 586, 593, 605, 608, 628, 633, 636, 652, 658, 663, 666, 682, 689, 692, 712, 719, 731, 734, 754, 759, 762, 778, 784

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b. Read and construct meaning from a variety of genres.	pp. 20-35, 38-41, 48-63, 74-77, 83, 86-99, 102-105, 109, 112-135, 138-141, 152-167, 170-173, 180-199, 194, 202-205, 212-215, 221, 224-241, 252-263, 266-269, 272-273, 277, 280-295, 305, 308-321, 322, 324-327, 334-337, 346-365, 368-371, 378-399, 411, 414-435, 438-441, 448-461, 445, 464-467, 474-477, 486-501, 512-527, 541, 544-555, 566-583, 586-589, 593, 596-599, 605, 608-625, 628-629, 636-649, 658, 666-679, 682-685, 692-709, 712-715, 719, 722-725, 731, 734-751, 762-775, 784
2. Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.	
a. Identify the main events of the plot, including their causes and effects of each event on future actions, and the major theme from the story.	pp. 98, 111A-111B, 112-135, 137B, 143O, 143P, 143R, 143T, 165, 192, 256, 265B, 428, 460, 583, 737, 4.1: T3
b. Identify the purposes of different types of texts (e.g., to inform, to explain, to entertain).	pp. 33, 36, 57, 64, 100, 136, 151A-151B, 152-167, 168, 169, 175O, 175P, 175R, 200, 234, 242, 264, 279A-279B, 280-295, 296, 297, 303O, 303P, 303R, 307A-307B, 308-321, 322, 323, 329O, 329P, 329R, 353, 364, 366, 367B, 388, 392, 400, 401B, 417, 430, 436, 437B, 462, 494, 502, 521, 528, 556, 584, 626, 650, 680, 710, 752, 776, 4.2: T1, 4.3: T12, T14, T16
c. Identify themes that occur across literary works.	pp. 43P, 43R, 107P, 107R, 143P, 143R, 207P, 207R, 303P, 303R, 373P, 373R, 561P, 561R, 591P, 591R, 631P, 631R, 687P, 687R, 717P, 717R
d. Use knowledge of the situation, setting, a character's traits, motivations, and feelings to determine the causes for that character's actions.	pp. 85A-85B, 86-99, 101, 101B, 107O, 107P, 107R, 107T, 111A-111B, 112-135, 137, 137B, 143O, 143P, 143R, 143T, 156, 165, 169B, 185, 191, 192, 196, 201B, 256, 259, 265B, 284, 359, 361, 382, 386, 394, 428, 454, 460, 583, 607A-607B, 608-625, 627, 631O, 631P, 631R, 631T, 677, 681B, 701, 737, 738, 755, 778-779, 4.1: T3, 4.5: T4, T13, T14, T15, T16, T17
3. Figurative Language and Sound Devices - The student will identify figurative language and sound devices in writing and how they affect the development of a literary work.	
a. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).	pp. 66-67, 68-69B, 69Q, 69S, 71, 149, 244-245, 247Q, 247S, 402-403, 405Q, 405S, 471, 504-505, 507Q, 507S, 509, 558, 559, 563, 754-755

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b. Define figurative language, such as similes, metaphors, hyperboles, or personification, and identify its use in literary works.	
• Simile: a comparison that uses like or as	pp. 53, 313, 319, 356, 380, 558-559, 561Q, 561S, 639, 752, 755
• Metaphor: an implied comparison	pp. 53, 66-67, 69Q, 69S, 244, 380, 388, 403, 405Q, 405S, 639, 752, 755
• Hyperbole: an exaggeration for effect	pp. 530-531, 535Q, 535S, 652-655, 657Q, 657S
• Personification: a description that represents a thing as a person	pp. 53, 491, 496, 639, 754-755, 757Q, 757S
4. Literary Works - The student will read and respond to historically and culturally significant works of literature, compare and contrast story elements from tales of different cultures (e.g., compare/contrast adventures of character types, setting, theme).	pp. 45, 152-167, 177, 200, 209, 252-263, 280-290, 291, 293-295, 298-300, 301, 322, 329P, 346-365, 414-435, 483, 530-533, 541, 652-654, 655, 663, 689, 692-709, 759, 778-781
Standard 5: Research and Information - The student will conduct research and organize information.	
1. Accessing Information - Select the best source for a given purpose.	
a. Understand the organization of and access information from a variety of sources including dictionaries, encyclopedias, atlases, almanacs, tables of contents, glossaries, and indexes.	pp. 16H, 16I, 16S, 41, 44J, 52, 67, 70J, 81A, 82J, 105, 108J, 141, 148H, 148I, 148S, 173, 176J, 205, 208J, 219A, 220J, 245, 248J, 269, 276H, 276I, 276S, 287, 301, 304J, 327, 330J, 341A, 342J, 371, 374J, 403, 410H, 410I, 410S, 441, 444J, 467, 470J, 481A, 482J, 505, 508J, 533, 540H, 540I, 540S, 559, 562J, 589, 603A, 629, 655, 662H, 662I, 662S, 685, 688J, 715, 718J, 729A, 730J, 755, 758, 781
b. Identify key words to be used in searching for resources and information.	pp. 16H, 81A, 148H, 219A, 276H, 341A, 410H, 481A, 540H, 603A, 662H, 729A
c. Cite information sources appropriately.	pp. 16H, 77B, 147K, 219B, 341R, 409K, 603B, 662H, 787C
d. Use text formats and organization as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics).	pp. 38-41, 102-105, 138-141, 170-173, 202-205, 266-269, 324-327, 368-371, 438-441, 464-467, 586-589, 628-629, 682-684, 712-715
e. Locate information in reference texts by using organizational features, such as prefaces and appendixes.	pp. 148H, 202, 266, 368

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f. Continue to use test-taking strategies by answering different levels of questions, such as open-ended, literal, and interpretive, as well as multiple choice, true/false, and short answer,	pp. 78-81, 144-147, 216-219, 272-275, 338-341, 406-409, 478-481, 600-603, 658-659, 726-729, 784-787
2. Interpreting Information - Analyze and evaluate information from a variety of sources.	
a. Identify a research question and appropriate sources to answer that question.	pp. 16H, 81A, 105, 148H, 219A, 276H, 341A, 410H, 481A, 540H, 603A, 662H, 729A
b. Take notes to paraphrase or summarize information.	pp. 16H, 81A, 81B, 219A, 219B, 341A, 341B, 481A, 481B, 540H, 603A, 729A, 729B
c. Locate, organize, and synthesize information from a variety of print, nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).	pp. 16H, 16I, 16S, 41, 44J, 52, 70J, 81A, 82J, 105, 108J, 141, 148H, 148I, 148S, 173, 176J, 205, 208J, 219A, 220J, 245, 248J, 269, 276H, 276I, 276S, 287, 301, 304J, 327, 330J, 341A, 342J, 371, 374J, 403, 410H, 410I, 410S, 441, 444J, 467, 470J, 481A, 482J, 505, 508J, 533, 540H, 540I, 540S, 559, 562J, 589, 603A, 629, 655, 662H, 662I, 662S, 685, 688J, 715, 718J, 729A, 730J, 755, 758J, 781
d. Report on the findings of research in a variety of formats including written, oral, and/or visual presentations.	pp. 147K, 173, 275K, 409K, 539K, 661K, 787K
Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.	
Standard 1: Writing Process - The student will use the writing process to write coherently.	
1. Use a variety of prewriting activities such as brainstorming, clustering, illustrating, webbing, and graphic organizers.	pp. 43, 69, 81, 107, 143, 175B, 207, 219, 247, 271, 303, 329B, 341, 373, 405, 443, 469, 481B, 507, 535, 561, 591, 603, 631B, 657, 687, 717, 729, 757, 783B
2. Select a focus and an organizational structure based upon purpose, audience, length, and required format and write one or more drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs into longer text.	pp. 43, 69, 81, 107, 143, 147C, 175, 207, 219, 247, 271, 275C, 303, 329, 341, 373, 405, 409C, 443, 469, 481, 507, 535, 539C, 561, 591, 603, 631, 657, 661C, 687, 717, 729, 757, 783, 787C
3. Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.	pp. 43, 69, 81, 107, 143, 147D, 175, 207, 219, 247, 271, 275D, 303, 329, 341, 373, 405, 409D, 443, 469, 481, 507, 535, 539D, 561, 591, 603, 631, 657, 661D, 687, 717, 729, 757, 783, 787D

4. Edit drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.	pp. 43, 69, 81, 107, 143, 147E, 175, 207, 219, 247, 271, 275E, 303, 329, 341, 373, 405, 409E, 443, 469, 481, 507, 535, 539E, 561, 591, 603, 631, 657, 661E, 687, 717, 729, 757, 783, 787E
5. Share writing with peers and adults.	pp. 43, 69, 81, 107, 143, 147E, 175, 207, 219, 247, 271, 275E, 303, 329, 341, 373, 405, 409E, 443, 469, 481, 507, 535, 539E, 561, 591, 603, 631, 657, 661E, 687, 717, 729, 757, 783, 787E
6. Use common organizational structures for providing information in writing, such as chronological order (beginning, middle, and end), cause/effect, or similarity and difference, and posing and answering questions.	pp. 43B, 147B, 147D, 247B, 275B, 275D, 409D, 443B, 539B, 539D, 561B, 661B, 661D, 717B, 787B, 787D
Standard 2: Modes and Forms of Writing - The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.	
1. Write narrative, descriptive, expository, and persuasive paragraphs and longer compositions that:	
a. have topic sentences.	pp. 43, 69, 74, 81, 106, 107, 107A, 143, 147C, 147D, 147E, 175, 175B, 207, 219, 247, 271, 275C, 275D, 275E, 303, 329, 329B, 341, 373, 405, 409C, 409D, 409E, 443, 469, 481, 481B, 507, 535, 539C, 539D, 539E, 561, 591, 603, 631, 631B, 657, 661C, 661D, 661E, 687, 717, 729, 757, 783, 783B, 787C, 787D, 787E
b. use concrete sensory supporting details.	pp. 43, 69, 81, 107, 143, 147C, 147D, 147E, 175, 175B, 207, 219, 247, 271, 275C, 275D, 275E, 303, 329, 329B, 341, 373, 405, 409C, 409D, 409E, 443, 469, 481, 481B, 507, 535, 539C, 539D, 539E, 561, 591, 603, 631, 631B, 657, 661C, 661D, 661E, 687, 717, 729, 757, 783, 783B, 787C, 787D, 787E
c. provide a context to allow the reader to imagine the event.	pp. 43, 69, 81, 107, 143, 147C, 147D, 147E, 175, 175B, 207, 219, 247, 271, 275C, 275D, 275E, 303, 329, 329B, 341, 373, 405, 409C, 409D, 409E, 443, 469, 481, 481B, 507, 535, 539C, 539D, 539E, 561, 591, 603, 631, 631B, 657, 661C, 661D, 661E, 687, 717, 729, 757, 783, 783B, 787C, 787D, 787E
d. support a logical conclusion.	pp. 43, 69, 81, 107, 143, 147C, 147D, 147E, 175, 175B, 207, 219, 247, 271, 275C, 275D, 275E, 303, 329, 329B, 341, 373, 405, 409C, 409D, 409E, 443, 469, 481, 481B, 507, 535, 539C, 539D, 539E, 561, 591, 603, 631, 631B, 657, 661C, 661D, 661E, 687, 717, 729, 757, 783, 783B, 787C, 787D, 787E

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2. Write creative stories and poems using figurative language (alliteration, personification, simile, and metaphor) and varied word choice.	pp. 53, 66-67, 69, 69F, 69Q, 69S, 77O, 107B, 147D, 207B, 244-245, 247Q, 247S, 275D, 313, 319, 356, 373B, 380, 388, 403, 405Q, 405S, 409C, 409D, 409F, 491, 496, 535B, 539D, 558-559, 561Q, 561S, 639, 645, 650, 657B, 661D, 752, 754-755, 757Q, 757S, 787D
3. Write personal, persuasive, formal, business letters, thank-you notes, and invitations including, the date, greeting, body, closing, and signature.	pp. 44J, 82J, 106-107B, 174-175B, 176J, 248J, 270-271B, 341F, 330J, 631F, 4.2: T17
4. Write informational pieces with multiple paragraphs that:	
a. provide an introductory paragraph that asks a central question about an idea or issue.	pp. 81A-81B, 174, 206, 219A-219B, 246, 410R, 442-443B, 468-469B, 481A-481B, 482J, 506-507B, 508J, 534-535B, 539A-539H, 603A-603B, 686-687B, 716-717B, 729A-729B, 787A-787H
b. establish and support a central theme or idea with a topic sentence.	pp. 42-43, 81A-81B, 174, 219A-219B, 410R, 442-443B, 468-469B, 481A-481B, 482J, 506-507B, 508J, 534-535B, 539A-539H, 603A-603B, 686-687B, 716-717B, 729A-729B, 783B, 787A-787H
c. include supporting paragraphs with simple facts, details, and explanations for focus.	pp. 81A-81B, 124, 142, 143A, 219A-219B, 410R, 442-443B, 468-469B, 481A-481B, 482J, 506-507B, 508J, 534-535B, 539A-539H, 603A-603B, 686-687B, 716-717B, 729A-729B, 756, 757A, 787A-787H
d. present important ideas and events in sequence, chronological order, or order of importance.	pp. 81A-81B, 219A-219B, 345A-345B, 410R, 442-443B, 468-469B, 481A-481B, 482J, 506-507B, 508J, 534-535B, 539A-539H, 603A-603B, 686-687B, 716-717B, 729A-729B, 787A-787H
e. provide details and transitions to link paragraphs.	pp. 81A-81B, 206, 207A, 219A-219B, 302, 303A, 410R, 442-443B, 468-469B, 481A-481B, 482J, 506-507B, 508J, 534-535B, 539A-539H, 603A-603B, 686-687B, 716-717B, 729A-729B, 787A-787H
f. conclude with a paragraph that summarizes the points.	pp. 81A-81B, 219A-219B, 246, 275C, 275D, 340, 409C, 410R, 442-443B, 468-469B, 481A-481B, 482J, 506-507B, 508J, 534-535B, 539A-539H, 603A-603B, 630, 657A, 686-687B, 716-717B, 729A-729B, 787A-787H
g. use correct indentation at the beginning of paragraphs.	pp. 16S, 43F, 44J, 69F, 82J, 143F, 148S, 247F, 248J, 271F, 303F, 304J, 341F, 410S, 443F, 444J, 470J, 482J, 508J, 688J, 787E

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h. use more than one source of information, including speakers, newspapers, media sources, and online information.	pp. 16H, 16I, 16S, 41, 44J, 52, 70J, 81A, 82J, 105, 108J, 141, 148H, 148I, 148S, 173, 176J, 205, 208J, 219A, 220J, 245, 248J, 269, 276H, 276I, 276S, 287, 301, 304J, 327, 330J, 341A, 342J, 371, 374J, 403, 410H, 410I, 410S, 441, 444J, 467, 470J, 481A, 482J, 505, 508J, 533, 540H, 540I, 540S, 559, 562J, 589, 603A, 629, 655, 662H, 662I, 662S, 685, 688J, 715, 718J, 729A, 730J, 755, 758J, 781
5. Write responses to literature that:	
a. demonstrate an understanding of a literary work.	pp. 42-43, 68-69, 106-107, 142-143, 174-175, 206-207, 246-247, 270-271, 302-303, 328-329, 372-373, 404-405, 442-443, 468-469, 506-507, 534-535, 560-561, 590-591, 630-631, 656-657, 686-687, 716-717, 756-757, 782-783
b. support judgments through references to both the text and prior knowledge.	pp. 42-43, 68-69, 106-107, 142-143, 174-175, 206-207, 246-247, 270-271, 302-303, 328-329, 372-373, 404-405, 442-443, 468-469, 506-507, 534-535, 560-561, 590-591, 630-631, 656-657, 686-687, 716-717, 756-757, 782-783
6. Write summaries based upon the main idea of a reading selection and its most significant details.	pp. 42-43, 68-69, 106-107, 142-143, 174-175, 206-207, 246-247, 270-271, 302-303, 328-329, 372-373, 404-405, 442-443, 468-469, 506-507, 534-535, 560-561, 590-591, 630-631, 656-657, 686-687, 716-717, 756-757, 782-783, 783A-783B
Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.	
1. Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions correctly in their writing.	
a. Singular and plural forms of nouns	pp. 207I-207J, 271I-271J
b. Singular and plural possessive nouns	pp. 247I-247J, 271I-271J
c. Subject, object, reflexive, and possessive pronouns	pp. 469I-469J, 507I-507J, 535I-535J
d. Subject, direct object, and object of prepositions	pp. 247J, 757I-757J, 783I-783J
e. Present, past, future, and present perfect verbs tense	pp. 329B, 329I-329J, 341I-341J, 373I-373J, 405B, 405I-405J, 481-481J
f. Regular, irregular, and helping verbs	pp. 329I, 341I-341J, 405B, 405I-405J, 729I
g. Subject-verb agreement	pp. 329J, 373I-373J, 528

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h. Descriptive, comparative, superlative, and demonstrative adjectives	pp. 603I-603J, 631I-631J, 657I-657J
i. Time, place, and manner adverbs	pp. 687I-687J
j. Comparative forms of adverbs	pp. 687I-687J, 717I-717J
2. Mechanics: Students are expected to demonstrate appropriate language mechanics in writing.	
a. Capitalize correctly geographical names, holidays, dates, proper nouns, book titles, titles of respect, sentences, and quotations.	pp. 43I, 43J, 175I-175J, 247B, 247J, 275E, 561I-561J, 783J, 787E
b. Capitalize correctly familial relations, proper adjectives, and conventions of letter writing.	pp. 175I-175J, 561I-561J, 783J, 787E
c. Indent correctly at the beginning of each paragraph.	pp. 16S, 43F, 44J, 69F, 82J, 143F, 148S, 247F, 248J, 271F, 303F, 304J, 341F, 410S, 443F, 444J, 470J, 482J, 508J, 688J, 787E
d. Observe left hand and right hand margins.	pp. 16S, 43F, 44J, 69F, 82J, 143F, 148S, 247F, 248J, 271F, 303F, 304J, 341F, 410S, 443F, 444J, 470J, 482J, 508J, 688J, 787E
3. Punctuation: Students are expected to demonstrate appropriate punctuation in writing.	
a. Parentheses	pp. 584, 631F
b. Quotation marks	pp. 247J, 282, 302-303B, 303J
c. Terminal punctuation	pp. 43B, 43I, 43J, 271J, 303J, 783J
d. Apostrophes in contractions and possessives	pp. 247I-247J, 271I-271J, 341J, 481J, 535I-535J
e. Commas	pp. 69J, 81I-81J, 107I-107J, 143I-143J, 207J, 271J, 303J, 561J, 783J
f. Colons and semicolons	pp. 81J, 270-271B
4. Sentence Structure: The student will demonstrate appropriate sentence structure in writing.	
a. Use simple, compound, and complex sentences appropriately in writing.	pp. 81I-81J, 107B, 107I-107J, 143I-143J, 405B
b. Create interesting sentences using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions.	pp. 43B, 69B, 81B, 107B, 143B, 147E, 175B, 207B, 219B, 247B, 271B, 275E, 303B, 329B, 341B, 373B, 405B, 409E, 443B, 469B, 481B, 507B, 535B, 539E, 561B, 591B, 603B, 631B, 657B, 661E, 687B, 717B, 729B, 757B, 783B, 787E

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c. Correct sentence fragments and run-ons.	pp. 36, 43I, 143B, 143I-143J, 147E
5. Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing.	
a. Spell correctly roots, inflections (e.g., -s/es, -ing, -ly, -er), suffixes (e.g., -ment, -ness, -able, -sion, -tion), and prefixes (e.g., dis-, in-, un-, re-, mis-, pre-).	pp. 43, 69, 81, 107, 143, 147E, 175, 207, 219, 247, 271, 275E, 303, 329, 341, 373, 405, 409E, 443, 469, 481, 507, 535, 539E, 561, 591, 603, 631, 657, 661E, 687, 717, 729, 757, 783, 787E
b. Spell homophones correctly according to usage (e.g., to, too, two; there, their, they're).	pp. 342I, 345, 352, 373D, 373F, 373O, 373R, 507F, 688I, 717E, 717G-717H, 4.3: T8
c. Use more complex patterns in producing conventional spellings (e.g., ought = brought, fought; urse = nurse, purse).	pp. 43E, 43G-43H, 43M, 69E, 69G-69H, 69M, 81E, 81G-81H, 81M, 107E, 107G-107H, 107M, 143E, 143G-143H, 143M, 175E, 175G-175H, 175M, 207E, 207G-207H, 207M, 219E, 219G-219H, 219M, 247E, 247G-247H, 247M, 271E, 271G-271H, 271M, 303E, 303G-303H, 303M, 329E, 329G-329H, 329M, 341E, 341G-341H, 341M, 373E, 373G-373H, 373M, 405E, 405G-405H, 405M, 443E, 443G-443H, 443M, 469E, 469G-469H, 469M, 481E, 481G-481H, 481M, 507E, 507G-507H, 507M, 535E, 535G-535H, 535M, 561E, 561G-561H, 561M, 591E, 591G-591H, 591M, 603E, 603G-603H, 603M, 631E, 631G-631H, 631M, 657E, 657G-657H, 657M, 687E, 687G-687H, 687M, 717E, 717G-717H, 717M, 729E, 729G-729H, 729M, 757E, 757G-757H, 757M, 783E, 783G-783H, 783M
d. Use word reference materials including glossary, dictionary, and technology to check correct spelling.	pp. 43, 69, 81, 107, 143, 147E, 175, 207, 219, 247, 271, 275E, 303, 329, 341, 373, 405, 409E, 443, 469, 481, 507, 535, 539E, 561, 591, 603, 631, 657, 661E, 687, 717, 729, 757, 783, 787E
6. Handwriting: Students are expected to demonstrate appropriate handwriting in the writing process.	pp. 43B, 69B, 81B, 107B, 143B, 175B, 207B, 219B, 247B, 271B, 303B, 329B, 341B, 373B, 405B, 443B, 469B, 481B, 507B, 535B, 561B, 591B, 603B, 631B, 657B, 687B, 717B, 729B, 757B, 783B
Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.	
Standard 1: Listening: The student will listen for information and for pleasure.	
1. Listen to directions and questions and respond appropriately.	pp. 16H, 16I, 43A, 69A, 81A, 107A, 143A, 147E, 147K-147L, 148H, 148I, 175A, 207A, 219A, 247A, 271A, 275E, 275K-275L, 276H, 276I, 303A, 329A, 341A, 373A, 405A, 409E, 409K-409L,

<p>1. Listen to directions and questions and respond appropriately. (continued)</p>	<p>410H, 410I, 443A, 469A, 481A, 507A, 535A, 539E, 539K-539L, 540H, 540I, 561A, 591A, 603A, 631A, 657A, 661E, 661K-661L, 662H, 662I, 687A, 717A, 729A, 757A, 783A, 787E, 787K-787L</p>
<p>2. Listen critically and respond appropriately to oral communication.</p>	<p>pp. 16H, 16I, 43M, 43N, 43Q, 43S, 44, 69M, 69N, 69Q, 69S, 70, 81M, 81N, 81Q, 81S, 82, 107M, 107N, 107Q, 107S, 108, 143M, 143N, 143Q, 143S, 148H, 148I, 175M, 175N, 175Q, 175S, 176, 207M, 207N, 207Q, 207S, 208, 219M, 219N, 219Q, 219S, 220, 247M, 247N, 247Q, 247S, 248, 271M, 271N, 271Q, 271S, 276H, 276, 303M, 303N, 303Q, 303S, 304, 329M, 329N, 329Q, 329S, 330, 341M, 341N, 341Q, 341S, 342, 373M, 373N, 373Q, 373S, 374, 405M, 405N, 405Q, 405S, 410H, 410, 443M, 443N, 443Q, 443S, 444, 469M, 469N, 469Q, 469S, 470, 481M, 481N, 481Q, 481S, 482, 507M, 507N, 507Q, 507S, 508, 535M, 535N, 535Q, 535S, 540H, 540, 561M, 561N, 561Q, 561S, 562, 591M, 591N, 591Q, 591S, 592, 603M, 603N, 603Q, 603S, 604, 631M, 631N, 631Q, 631S, 632, 657M, 657N, 657Q, 657S, 662H, 662, 687M, 687N, 687Q, 687S, 688, 717M, 717N, 717Q, 717S, 718, 729M, 729N, 729Q, 729S, 730, 757M, 757N, 757Q, 757S, 758, 783M, 783N, 783Q, 783S</p>
<p>3. Listen and respond to teacher-read stories.</p>	<p>pp. 17, 45, 71, 83, 109, 149, 177, 209, 221, 249, 277, 305, 331, 343, 375, 411, 445, 471, 483, 509, 541, 563, 593, 605, 633, 663, 689, 719, 731, 759</p>
<p>Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.</p>	
<p>1. Speak articulately and audibly before a group using appropriate delivery (enunciation, volume, and movement) and language skills (pronunciation, word choice, and usage).</p>	<p>pp. 43A, 69A, 81A, 107A, 143A, 147E, 147K-147L, 175A, 207A, 219A, 247A, 271A, 275E, 275K-275L, 303A, 329A, 341A, 373A, 405A, 409E, 409K-409L, 443A, 469A, 481A, 507A, 535A, 539E, 561A, 591A, 603A, 631A, 657A, 661E, 661K-661L, 687A, 717A, 729A, 757A, 783A, 787E, 787K-787L</p>
<p>2. Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details.</p>	<p>pp. 81A, 247A, 275E, 687A, 717A, 787E</p>
<p>3. Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.</p>	<p>pp. 81A, 219A, 314A, 481A, 603A, 729A, 787E, 787K</p>

<p>4. Emphasize points in ways that help the listener or viewer to follow important ideas and concepts (e.g., pausing, hand gestures, inflection volume, body language).</p>	<p>pp. 43A, 69A, 81A, 107A, 143A, 147E, 147K-147L, 175A, 207A, 219A, 247A, 271A, 275E, 275K-275L, 303A, 329A, 341A, 373A, 405A, 409E, 409K-409L, 443A, 469A, 481A, 507A, 535A, 539E, 539K-539L, 561A, 591A, 603A, 631A, 657A, 661E, 661K-661L, 687A, 717A, 729A, 757A, 783A, 787E, 787K-787L</p>
<p>5. Engage the audience with appropriate words, facial expressions, gestures, and eye contact.</p>	<p>pp. 43A, 69A, 81A, 107A, 143A, 147E, 147K-147L, 175A, 207A, 219A, 247A, 271A, 275E, 275K-275L, 303A, 329A, 341A, 373A, 405A, 409E, 409K-409L, 443A, 469A, 481A, 507A, 535A, 539E, 539K-539L, 561A, 591A, 603A, 631A, 657A, 661E, 661K-661L, 687A, 717A, 729A, 757A, 783A, 787E, 787K-787L</p>
<p>Standard 3: Group Interaction - The student will use effective communication strategies in pairs and small group context.</p>	
<p>1. Show respect and consideration for others in verbal and physical communication.</p>	<p>pp. 16I, 148I, 276I, 410I, 540I, 662I</p>
<p>2. Demonstrate thinking skills in listening, speaking, reading, and writing.</p>	<p>pp. 16H-16I, 43M-43V, 69M-69V, 81M-81V, 107M-107V, 143M-143V, 147K-147L, 148H-148I, 175M-175V, 207M-207V, 219M-219V, 247M-247V, 271M-271V, 275K-275L, 276H-276I, 303M-303V, 329M-329V, 341M-341V, 373M-373V, 405M-405V, 409K-409L, 410H-410I, 443M-443V, 469M-469V, 481M-481V, 507M-507V, 535M-535V, 539K-539L, 540H-540I, 561M-561V, 591M-591V, 603M-603V, 631M-631V, 657M-657V, 661K-661L, 662H-662I, 687M-687V, 717M-717V, 729M-729V, 757M-757V, 783M-783V, 787K-787L</p>
<p>3. Participate in story telling, give oral book reports, and present poems, stories, plays, and pantomime.</p>	<p>pp. 101B, 184, 265B, 469B, 583, 585B, 589, 696, 709, 711B, 4.3: T13</p>
<p>Visual Literacy: The student will interpret, evaluate, and compose visual messages.</p>	
<p>Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning and distinguish fact, opinion, and fiction in print and nonprint media.</p>	<p>pp. 62, 148I, 154, 398, 433, 492, 540I, 647, 662I</p>

Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.	
1. Interpret and describe important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.	pp. 154, 321, 398, 433, 540I, 550, 582, 647, 699
2. Compare and contrast print, visual, and electronic media, such as film, with a written story.	pp. 16I, 148I, 154, 167, 276I, 321, 398, 492, 539K, 550, 662I, 744
3. Listen to, view, or read literature which tells of characters in American and other cultures.	pp. 85A-85B, 86-99, 101, 101B, 107O, 107P, 107R, 107T, 111A-111B, 112-135, 137, 137B, 143O, 143P, 143R, 143T, 191, 201B, 259, 265B, 284, 359, 361, 382, 386, 394, 607A-607B, 608-625, 627, 631O, 631P, 631R, 631T, 677, 681B, 701, 738, 755, 778-779, 4.1: T3, 4.5: T4, T13, T14, T15, T16, T17
4. Make connections between illustrations and print.	pp. 50, 53, 115, 160, 187, 194, 283, 311, 351, 432, 616, 640, 764
Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea, selects, organizes, or produces visuals to complement and extend ideas (e.g., book posters, multimedia projects, books, or advertisements).	pp. 16I, 41, 52, 141, 147K-147L, 173, 269, 275K-275L, 276I, 289, 327, 371, 409K-409L, 410H, 410I, 441, 539K-539L, 562J, 590-591B, 661K-661L, 715, 781, 787K-787L