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 Correlated to
 Washington Essential Academic Learning Requirements
 Grade 1

READING

Washington Essential Academic Learning Requirements – Benchmarks Grade 4	LITERACY PLACE™ ©2000 by Scholastic
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1. The student understands and uses different skills and strategies to read.

1.1 use word recognition and word meaning skills to read and comprehend text	
Apply phonetic principles to read including sounding out, using initial letters, and using common letter patterns to make sense of whole words	This objective is addressed throughout out the text. See, for example: <i>Hello!</i> , p. T20-T21, T48-T49, T76-T77, T107, T189; <i>Problem Patrol</i> , p. T83, T122, T142, T182, T202; <i>Team Spirit</i> , p. T31, T80-T81, T117, T208-T281; <i>Imagine That!</i> , p. T22, T46, T70, T176-T177, T212-T213; <i>Information Finders</i> , p. T22-T23, T80, T144, T250; <i>Hometowns</i> , p. T80-T81, T126-T127, T190-T191, T242-T243
Use language structure to understand reading materials including sentence structure, prefixes, suffixes, contractions, and simple abbreviations	<i>Problem Patrol</i> , p. T27; <i>Team Spirit</i> , p. T191; <i>Imagine That!</i> , p. T33, T46-T47, T137, T240-T241, T249, T255, T262-T263; <i>Information Finders</i> , p. T195, T201, T220-T221, T234, T271; <i>Hometowns</i> , p. T22-T23, T45, T57, T98-T99, T127, T133, T139, T201, T257, T259
Use meaning, context, and pictures to comprehend story	This objective is addressed throughout out the text. See, for example: <i>Hello!</i> , p. T17, T30, T73, T138, T194; <i>Problem Patrol</i> , p. T41, T58, T118, T203, T246; <i>Team Spirit</i> , p. T33, T91, T150, T202, T270; <i>Imagine That!</i> , p. T44, T127, T142, T202, T226; <i>Information Finders</i> , p. T26, T54-T55, T92, T200, T256; <i>Hometowns</i> , p. T28, T46, T130, T198, T254
Identify and discuss reading strategies including working out unknown words, self-correcting, and re-reading when necessary to comprehend	<i>Hello!</i> , p. T219; <i>Team Spirit</i> , p. T28, T258; <i>Imagine That!</i> , p. T28, T130, T136, T174, T178, T246; <i>Information Finders</i> , p. T26, T84, T196; <i>Hometowns</i> , p. T28, T30, T298
1.2 build vocabulary through reading	
Build reading vocabulary by interpreting context clues and using dictionaries, glossaries, and other sources	<i>Hello!</i> , p. T19, T27, T106, T138, T254; <i>Problem Patrol</i> , p. T55, T117, T190, T256, T320, T342; <i>Team Spirit</i> , p. T109, T191, T204; <i>Imagine That!</i> , p. T28, T29, T35, T136, T139, T190; <i>Information Finders</i> , p. T44, T97, T142, T152, T276; <i>Hometowns</i> , p. T26, T38, T62, T152

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1.3 read frequently, adjusting reading for purpose and material	
Read familiar text with ease	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T24-T39; <i>Problem Patrol</i> , p. T86-T97, T108-T117; <i>Team Spirit</i> , p. T188-T215; <i>Imagine That!</i> , p. T248-T263; <i>Hometowns</i> , p. T24-T49, T244-T265
Read word by word or line by line when incorporating new skill or reading new materials	This objective is addressed throughout out the text. See, for example: <i>Hello!</i> , p. T24-T39, T108-T109, T164-T165, T192-T201, T268-T275; <i>Problem Patrol</i> , p. T24-T35, T46-T57, T108-T117, T210-T211, T310-T323; <i>Team Spirit</i> , p. T24-T49, T82-T110, T145-T155, T188-T215, T252-T273; <i>Imagine That!</i> , p. T40-T41, T128-T159, T160-T161, T178-T204, T248-T263; <i>Information Finders</i> , p. T24-T49, T50-T51, T147-T163, T190-T213, T250-T264; <i>Hometowns</i> , p. T24-T49, T92-T93, T144-T159, T160-T161, T192-T207
1.4 understand elements of literature – fiction	
Identify literary devices (figurative language and exaggeration)	<i>Hello!</i> , p. T19, T36, T37, T297; <i>Problem Patrol</i> , p. T118, T119, T126, T321; <i>Team Spirit</i> , p. T19, T26, T28, T29, T193, T241, T257, T259, T270, T274, T301; <i>Imagine That!</i> , p. T246, T257, T271; <i>Information Finders</i> , p. T113, T130, T138, T150; <i>Hometowns</i> , p. T136, T142, T179, T198
Understand sentence structure, paragraphs, and chapters	<i>Hello!</i> , p. R6-R7, R30-R31; <i>Problem Patrol</i> , p. T19, R6-R7; <i>Team Spirit</i> , p. R6-R7, R38-R39; <i>Imagine That!</i> , p. R6-R7

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Understand story elements (plot, characters, setting, point of view, problem, solution)	This objective is addressed throughout out the text. See, for example: <i>Hello!</i> , p. T36, T82, T83, T84, T86, T88, T90, T94-T95, T101, T102, T104, T106, T118, T138, T140, T142, T143, T144, T146, T150-T151, T155, T157, T161, T173, T174, T198, T218, T219, T296; <i>Problem Patrol</i> , p. T95, T116, T117, T152, T153, T154, T156, T158, T160, T166-T167, T173, T174, T176, T178, T179, T180, T181, T182, T192, T244, T248, T249, T293, T312, T319, T322, T345; <i>Team Spirit</i> , p. T25, T26, T28, T30, T34, T40, T41, T42, T44, T46, T48, T54-T55, T86, T91, T98, T100, T106, T174, T178, T180, T182, T199, T207, T208, T248, T249, T293, T312, T319, T322; <i>Imagine That!</i> , p. T124, T125, T128, T130, T138, T146, T150-T151, T190, T194, T200, T201, T202; <i>Information Finders</i> , p. T148, T149, T154, T158, T194, T211, T257; <i>Hometowns</i> , p. T26, T28, T38, T41, T46, T130, T132, T136, T140, T148, T154, T156, T194, T195, T196, T198, T202, T206, T212-T213, T253
1.5 use features of non-fiction text and computer software	
Identify and sort information for a specific topic or purpose	<i>Hello!</i> , p. T88; <i>Problem Patrol</i> , p. T22, T337; <i>Imagine That!</i> , p. T100-T101; <i>Information Finders</i> , p. T116, T162
Locate and use text organizers (title, headings, table of contents, index, captions, alphabetizing, numbering, glossaries, etc.)	The opportunity to address this objective is available on the following pages: <i>Team Spirit</i> , p. T235; <i>Imagine That!</i> , p. T135; <i>Information Finders</i> , p. T47, T64, T65, T103, T124-T125, T222-T223, T256-T264, T284; <i>Hometowns</i> , p. T106-T107
Recognize organizational features of electronic information such as <i>pull-down menus, key word searches, icons, etc</i>	The opportunity to address this objective is available throughout out the text. See, for example: <i>Hello!</i> , p. T11, T61, T97, T209, T235; <i>Problem Patrol</i> , p. T22, T143, T223, T308, T353; <i>Team Spirit</i> , p. T22, T131, T219, T282, T309; <i>Imagine That!</i> , p. T20, T120, T236, T257, T291; <i>Information Finders</i> , p. T31, T190, T270, T275, T277, T299; <i>Hometowns</i> , p. T31, T98, T122, T227, T299

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2. The student understands the meaning of what is read.

2.1 comprehend important ideas and details	
Demonstrate basic comprehension of the content of literary, informational, and task oriented texts <i>such as plays, newspaper articles, and instructions</i>	<i>Hello!</i> , p. T34, T38, T106, T218; <i>Problem Patrol</i> , p. T32, T54, T96, T228; <i>Team Spirit</i> , p. T36, T50, T155, T200, T204; <i>Imagine That!</i> , p. T30, T32, T80, T134, T188, T248, T256; <i>Information Finders</i> , p. T34, T42, T47, T50, T94, T152, T158, T204, T214, T256, T262; <i>Hometowns</i> , p. T32, T50, T92, T144, T200, T252
Demonstrate comprehension of the main idea and supporting details; summarize ideas in own words	<i>Hello!</i> , p. T34, T38, T106, T218; <i>Problem Patrol</i> , p. T17, T26, T27, T28, T40-T41, T46, T47, T48, T56, T68, T210, T225; <i>Team Spirit</i> , p. T102, T135, T138, T147, T150, T154, T156, T160-T161, T172, T300; <i>Information Finders</i> , p. T26, T27, T28, T30, T34, T42, T44, T48, T50, T101, T110, T252; <i>Hometowns</i> , p. T84, T85, T86, T88, T90, T92, T96-T97, T137
Connect previous experiences and knowledge when reading to understand characters, events, and information	<i>Hello!</i> , p. T24, T50, T80, T100, T136, T156, T192, T212, T248, T268; <i>Problem Patrol</i> , p. T24, T46, T86, T108, T150, T172, T210, T212, T238, T273, T280, T310; <i>Team Spirit</i> , p. T19, T77, T141, T183, T247; <i>Imagine That!</i> , p. T19, T67, T117, T173, T237; <i>Information Finders</i> , p. T19, T77, T141, T185, T245; <i>Hometowns</i> , p. T19, T77, T123, T187, T239
Make inferences and predictions based on the reading text	This objective is addressed throughout out the text. See, for example: <i>Hello!</i> , p. T17, T30, T50, T194, T216, T254, T270; <i>Problem Patrol</i> , p. T48, T56, T86, T112, T286, T314, T318; <i>Team Spirit</i> , p. T30, T40, T132, T188, T206, T272, T274; <i>Imagine That!</i> , p. T31, T38, T133, T140, T180, T202, T252; <i>Information Finders</i> , p. T36, T89, T156, T255, T264; <i>Hometowns</i> , p. T26, T32, T92, T143, T192, T250

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2.2 expand comprehension by analyzing, interpreting, and synthesizing information and ideas	
Find similarities and differences in stories; understand relationship between parts of a text or between two simple texts	<i>Hello!</i> , p. T140, T160, T216, T250, T262; <i>Problem Patrol</i> , p. T28, T34, T88, T96, T154, T182, T216, T222, T294, T316, T320; <i>Team Spirit</i> , p. T32, T44, T83-T84, T888, T90, T92, T94, T100, T108, T110, T114-T115, T126, T194, T214, T216, T269, T274; <i>Imagine That!</i> , p. T34, T38, T74, T76, T82, T86, T254; <i>Information Finders</i> , p. T30, T38, T40, T96, T148, T156, T206, T212, T252, T253, T256, T260, T262, T268-T269, T291; <i>Hometowns</i> , p. T33, T34, T40, T50, T77, T130, T148, T154, T155, T158, T160, T200, T254, T256
Use logical sequences to accurately retell stories; order and/or sequence parts of text	<i>Hello!</i> , p. T28, T34, T40, T131, T160, T202, T222, T276, T286; <i>Problem Patrol</i> , p. T60, T94, T98, T120, T180, T248, T290; <i>Team Spirit</i> , p. T34, T54, T150, T180, T189, T190, T192, T194, T196, T198, T200, T202, T204, T208, T216, T220-T221, T232, T264, T265, T301; <i>Imagine That!</i> , p. T32, T40, T80, T181, T186, T198, T200, T204, T206, T210-T211, T250, T252, T253; <i>Information Finders</i> , p. T85, T86, T90, T92, T98, T100, T108, T110, T114-T115, T152, T154, T197, T202, T208; <i>Hometowns</i> , p. T36, T42, T46, T47, T86, T88, T134, T138, T146, T180, T250, T260
2.3 think critically and analyze authors’ use of language, style, purpose, and perspective	
Separate fact from opinion	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T138, T158, T164; <i>Problem Patrol</i> , p. T52, T248; <i>Team Spirit</i> , p. T260, T266, T268; <i>Imagine That!</i> , p. T28; <i>Information Finders</i> , p. T150, T193, T194, T196, T198, T200, T206, T210, T218-T219
Recognize different purpose and styles for writing	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T81, T109, T193, T198, T221; <i>Problem Patrol</i> , p. T87, T210, T211, T239, T281; <i>Team Spirit</i> , p. T46, T47, T51, T103, T183, T261; <i>Imagine That!</i> , p. T19, T37, T117, T144, T145, T203; <i>Information Finders</i> , p. T43, T159, T263; <i>Hometowns</i> , p. T93, T151, T161, T204, T205, T209, T263

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Apply information gained from reading to give a response and express insight	<i>Hello!</i> , p. T272, T274, T276; <i>Team Spirit</i> , p. T40; <i>Imagine That!</i> , p. T26, T142, T186, T189, T196, T198, T204, T210, T244, T245, T248, T250, T252, T260-T261, T283; <i>Information Finders</i> , p. T32, T44, T45, T46, T94, T100, T104, T156, T214, T216, T258, T262; <i>Hometowns</i> , p. T44, T196, T204

3. The student reads different materials for a variety of purposes.

3.1 read to learn new information	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T82-T89, T108-T109; <i>Problem Patrol</i> , p. T212-T227; <i>Imagine That!</i> , p. T40-T41; <i>Information Finders</i> , p. T82-T110; <i>Hometowns</i> , p. T67-T85, T86-T91
Observe and use signs, labels, and instructions	<i>Problem Patrol</i> , p. T131; <i>Team Spirit</i> , p. T64-T65, T70, R25; <i>Imagine That!</i> , p. T40, T41; <i>Information Finders</i> , p. T172-T173; <i>Hometowns</i> , p. T86, T88, T250, T260, T284, R17
Select resources to answer a question or solve a problem	<i>Information Finders</i> , p. T222-T223, T284
3.2 read to perform a task	
Read information and perform tasks for a variety of real-life purposes (schedules, recipes, instructions, etc.)	<i>Problem Patrol</i> , p. T131; <i>Team Spirit</i> , p. T64-T65, T70, R25; <i>Imagine That!</i> , p. T40, T41; <i>Information Finders</i> , p. T172-T173; <i>Hometowns</i> , p. T86, T88, T250, T260, T284, R17
3.3 read for literary experience	
Read, respond to, and evaluate a variety of traditional and contemporary literature (novels, folk tales, stories, myths, rhymes, poems, plays, etc.)	This objective is addressed throughout out the text. See, for example: <i>Hello!</i> , p. T24-T39, T137-T145, T164-T165, T192-T201, T212-T219; <i>Problem Patrol</i> , p. T86-T87, T108-T117, T280-T299; <i>Team Spirit</i> , p. T24-T49, T82-T110, T188-T215, T252-T273; <i>Imagine That!</i> , p. T128-T159, T178-T204, T248-T263; <i>Information Finders</i> , p. T147-T163, T190-T213, T250-T264; <i>Hometowns</i> , p. T24-T49, T144-T159, T192-T207, T244-T265

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Read a variety of literature representing different cultures, perspectives, and issues	The opportunity to address this objective is available throughout out the text. See, for example: <i>Hello!</i> , p. T24-T39, T137-T145, T164-T165, T192-T201, T212-T219; <i>Problem Patrol</i> , p. T86-T87, T108-T117, T280-T299; <i>Team Spirit</i> , p. T24-T49, T82-T110, T188-T215, T252-T273; <i>Imagine That!</i> , p. T128-T159, T178-T204, T248-T263; <i>Information Finders</i> , p. T147-T163, T190-T213, T250-T264; <i>Hometowns</i> , p. T24-T49, T144-T159, T192-T207, T244-T265
Understand different views of family, friendship, culture, and tradition found in literature	The opportunity to address this objective is available throughout out the text. See, for example: <i>Hello!</i> , p. T24-T39, T137-T145, T164-T165, T192-T201, T212-T219; <i>Problem Patrol</i> , p. T86-T87, T108-T117, T280-T299; <i>Team Spirit</i> , p. T24-T49, T82-T110, T188-T215, T252-T273; <i>Imagine That!</i> , p. T128-T159, T178-T204, T248-T263; <i>Information Finders</i> , p. T147-T163, T190-T213, T250-T264; <i>Hometowns</i> , p. T24-T49, T144-T159, T192-T207, T244-T265
3.4 read for career applications	
Identify the kinds of documents one might be required to read in a career setting	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T120; <i>Problem Patrol</i> , p. T337; <i>Team Spirit</i> , p. T70, T175, T235, T294; <i>Imagine That!</i> , p. T105; <i>Information Finders</i> , p. T69; <i>Hometowns</i> , p. T69, 180, T227, T228
Read and interpret non-technical documents from career settings <i>such as memos, directories, and schedules</i>	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T120; <i>Problem Patrol</i> , p. T337; <i>Team Spirit</i> , p. T70, T175, T235, T294; <i>Imagine That!</i> , p. T105; <i>Information Finders</i> , p. T69; <i>Hometowns</i> , p. T69, 180, T227, T228

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4. The student sets goals and evaluates progress to improve reading

4.1 assess strengths and need for improvement	
Use strategies to monitor reading progress and to overcome reading difficulties with guidance from the teacher	<i>Hello!</i> , p. T62-T63, T118-T119, T174-T175, T219, T230-T231, T286-T287; <i>Problem Patrol</i> , p. T68-T69, T128-T129, T192-T193, T258-T259, T334-T335; <i>Team Spirit</i> , p. T28, T66-T67, T126-T127, T172-T173, T232-T233, T258, T290-T291; <i>Imagine That!</i> , p. T28, T56-T57, T102-T103, T130, T136, T162-T163, T174, T178, T222-T223, T246, T272-T273; <i>Information Finders</i> , p. T26, T66-T67, T84, T126-T127, T174-T175, T196, T230-T231, T280-T281; <i>Hometowns</i> , p. T28, T30, T66-T67, T108-T109, T176-T177, T224-T225, T280-T281, T298
Set reading goals; ask questions and make predictions prior to and during reading	<i>Hello!</i> , p. T24, T50, T73, T80, T100, T129, T136, T156, T185, T192, T212, T241, T248, T268; <i>Problem Patrol</i> , p. T17, T24, T46, T79, T86, T108, T143, T150, T172, T203, T210, T212, T238, T273, T280, T310; <i>Team Spirit</i> , p. T24, T82, T188, T252; <i>Imagine That!</i> , p. T24, T72, T79, T122, T178, T242; <i>Information Finders</i> , p. T24, T82, T146, T190, T250; <i>Hometowns</i> , p. T24, T82, T128 T192, T244
4.2 seek and offer feedback to improve reading	
Use agreed upon standards to improve reading skills <i>such as fluency, vocabulary, and comprehension</i> for self and others	<i>Hello!</i> , p. T62-T63, T118-T119, T174-T175, T219, T230-T231, T286-T287; <i>Problem Patrol</i> , p. T68-T69, T128-T129, T192-T193, T258-T259, T334-T335; <i>Team Spirit</i> , p. T28, T66-T67, T126-T127, T172-T173, T232-T233, T258, T290-T291; <i>Imagine That!</i> , p. T28, T56-T57, T102-T103, T130, T136, T162-T163, T174, T178, T222-T223, T246, T272-T273; <i>Information Finders</i> , p. T26, T66-T67, T84, T126-T127, T174-T175, T196, T230-T231, T280-T281; <i>Hometowns</i> , p. T28, T30, T66-T67, T108-T109, T176-T177, T224-T225, T280-T281, T298

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4.3 develop interest and share reading experience	
Select favorite authors, subjects, and books and share with others	<i>Hello!</i> , p. T232, R3, R11, R19, R27, R35; <i>Problem Patrol</i> , p. R3, R11, R19, R27, R35; <i>Team Spirit</i> , p. R3, R11, R19, R27, R35; <i>Imagine That!</i> , p. R3, R11, R19, R27, R35; <i>Information Finders</i> , p. R3, R11, R19, R27, R35; <i>Hometowns</i> , p. R3, R11, R19, R27, R35

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WRITING

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1. The student writes clearly and effectively.

1.1 develop concept and design	
Represent one main idea or topic in text	<i>Hello!</i> , p. T61, T208-T209; <i>Problem Patrol</i> , p. T104-T105, T168-T169, T306-T307, T340-T345; <i>Team Spirit</i> , p. T183, T214, T226-T227, T296-T299; <i>Imagine That!</i> , p. T117, T147, T156-T157, T173, T205, T216-T217; <i>Information Finders</i> , p. T77, T111, T185, T213, T224-T225, T245, T265, T274-T275; <i>Hometowns</i> , p. T19, T49, T60-T61, T187, T207, T218-T219, T239, T265, T274-T275
Choose own topic; write in more than one genre	<i>Hello!</i> , p. T61, T208-T209; <i>Problem Patrol</i> , p. T104-T105, T168-T169, T306-T307, T340-T345; <i>Team Spirit</i> , p. T183, T214, T226-T227, T296-T299; <i>Imagine That!</i> , p. T117, T147, T156-T157, T173, T205, T216-T217; <i>Information Finders</i> , p. T77, T111, T185, T213, T224-T225, T245, T265, T274-T275; <i>Hometowns</i> , p. T19, T49, T60-T61, T187, T207, T218-T219, T239, T265, T274-T275
Elaborate on details to enhance or support main ideas	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T61, T208-T209; <i>Problem Patrol</i> , p. T104-T105, T168-T169, T306-T307, T340-T345; <i>Team Spirit</i> , p. T183, T214, T226-T227, T296-T299; <i>Imagine That!</i> , p. T117, T147, T156-T157, T173, T205, T216-T217; <i>Information Finders</i> , p. T77, T111, T185, T213, T224-T225, T245, T265, T274-T275; <i>Hometowns</i> , p. T19, T49, T60-T61, T187, T207, T218-T219, T239, T265, T274-T275

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Organize text with a clear beginning, middle and end (spatial, sequential); use transitions to construct logical order	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T61, T208-T209; <i>Problem Patrol</i> , p. T104-T105, T168-T169, T306-T307, T340-T345; <i>Team Spirit</i> , p. T183, T214, T226-T227, T296-T299; <i>Imagine That!</i> , p. T117, T147, T156-T157, T173, T205, T216-T217; <i>Information Finders</i> , p. T77, T111, T185, T213, T224-T225, T245, T265, T274-T275; <i>Hometowns</i> , p. T19, T49, T60-T61, T187, T207, T218-T219, T239, T265, T274-T275
Use paragraphs to organize text	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T61, T208-T209; <i>Problem Patrol</i> , p. T104-T105, T168-T169, T306-T307, T340-T345; <i>Team Spirit</i> , p. T183, T214, T226-T227, T296-T299; <i>Imagine That!</i> , p. T117, T147, T156-T157, T173, T205, T216-T217; <i>Information Finders</i> , p. T77, T111, T185, T213, T224-T225, T245, T265, T274-T275; <i>Hometowns</i> , p. T19, T49, T60-T61, T187, T207, T218-T219, T239, T265, T274-T275
1.2 use style appropriate to the audience and purpose	
Communicate own perspective on ideas	The opportunity to address this objective is available on the following pages: <i>Problem Patrol</i> , p. T104-T105, T168-T169; ; <i>Imagine That!</i> , p. T117, T147, T156-T157; <i>Information Finders</i> , p. T185, T213, T224-T225, T245, T265, T274-T275; <i>Hometowns</i> , p. T239, T265, T274-T275
Demonstrate awareness of the audience	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T61, T208-T209; <i>Problem Patrol</i> , p. T104-T105, T168-T169, T306-T307, T340-T345; <i>Team Spirit</i> , p. T183, T214, T226-T227, T296-T299; <i>Imagine That!</i> , p. T117, T147, T156-T157, T173, T205, T216-T217; <i>Information Finders</i> , p. T77, T111, T185, T213, T224-T225, T245, T265, T274-T275; <i>Hometowns</i> , p. T19, T49, T60-T61, T187, T207, T218-T219, T239, T265, T274-T275

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Use patterns and vocabulary from literature and non-fiction	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T61, T208-T209; <i>Problem Patrol</i> , p. T104-T105, T168-T169, T306-T307, T340-T345; <i>Team Spirit</i> , p. T183, T214, T226-T227, T296-T299; <i>Imagine That!</i> , p. T117, T147, T156-T157, T173, T205, T216-T217; <i>Information Finders</i> , p. T77, T111, T185, T213, T224-T225, T245, T265, T274-T275; <i>Hometowns</i> , p. T19, T49, T60-T61, T187, T207, T218-T219, T239, T265, T274-T275
Use figurative language and imagery	The opportunity to address this objective is available on the following pages: <i>Team Spirit</i> , p. T247, T261, T284-T285, T293; <i>Imagine That!</i> , p. T173, T205, T216-T217, T246; <i>Information Finders</i> , p. T77, T111, T120-T121; <i>Hometowns</i> , p. T136, T142
Use words in more than one context	The opportunity to address this objective is available throughout out the text. See, for example: <i>Hello!</i> , p. T61, T208-T209; <i>Problem Patrol</i> , p. T104-T105, T168-T169, T306-T307, T340-T345; <i>Team Spirit</i> , p. T183, T214, T226-T227, T296-T299; <i>Imagine That!</i> , p. T117, T147, T156-T157, T173, T205, T216-T217; <i>Information Finders</i> , p. T77, T111, T185, T213, T224-T225, T245, T265, T274-T275; <i>Hometowns</i> , p. T19, T49, T60-T61, T187, T207, T218-T219, T239, T265, T274-T275
Use a variety of sentence lengths and types	The opportunity to address this objective is available throughout out the text. See, for example: <i>Hello!</i> , p. T61, T208-T209; <i>Problem Patrol</i> , p. T104-T105, T168-T169, T306-T307, T340-T345; <i>Team Spirit</i> , p. T183, T214, T226-T227, T296-T299; <i>Imagine That!</i> , p. T117, T147, T156-T157, T173, T205, T216-T217; <i>Information Finders</i> , p. T77, T111, T185, T213, T224-T225, T245, T265, T274-T275; <i>Hometowns</i> , p. T19, T49, T60-T61, T187, T207, T218-T219, T239, T265, T274-T275

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1.3 applying writing conventions	
Write complete sentences	<i>Hello!</i> , p. T61, T208-T209, R6-R7, R30-R31; <i>Problem Patrol</i> , p. T104-T105, T168-T169, T306-T307, T340-T345, R6-R7; <i>Team Spirit</i> , p. T183, T214, T226-T227, T296-T299, R6-R7, R38-R39; <i>Imagine That!</i> , p. T117, T147, T156-T157, T173, T205, T216-T217, R6-R7; <i>Information Finders</i> , p. T77, T111, T185, T213, T224-T225, T245, T265, T274-T275; <i>Hometowns</i> , p. T19, T49, T60-T61, T187, T207, T218-T219, T239, T265, T274-T275
Use correct subject-verb agreement	<i>Hometowns</i> , p. R14-R15, R30-R31
Use capitalization and punctuation accurately in the final draft	<i>Hello!</i> , p. T16, T294, R6-R7; <i>Problem Patrol</i> , p. T342, R22-R23; <i>Team Spirit</i> , p. T298; <i>Imagine That!</i> , p. T280, R38-R39; <i>Information Finders</i> , p. T288, R14-R15, R22-R23; <i>Hometowns</i> , p. T288
Spell age-level words correctly in final draft	<i>Hello!</i> , p. T294, R4-R5, R12-R13, R20-R21, R28-R29, R36-R37; <i>Problem Patrol</i> , p. T342, R4-R5, R12-R13, R20-R21, R28-R29, R36-R37; <i>Team Spirit</i> , p. T298, R4-R5, R12-R13, R20-R21, R28-R29, R36-R37; <i>Imagine That!</i> , p. T280, R4-R5, R12-R13, R20-R21, R28-R29, R36-R37; <i>Information Finders</i> , p. T342, R4-R5, R12-R13, R20-R21, R28-R29; <i>Hometowns</i> , p. T342, R4-R5, R12-R13, R20-R21, R28-R29, R36-R37
Indicate paragraphs consistently	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T61, T208-T209; <i>Problem Patrol</i> , p. T104-T105, T168-T169, T306-T307, T340-T345; <i>Team Spirit</i> , p. T183, T214, T226-T227, T296-T299; <i>Imagine That!</i> , p. T117, T147, T156-T157, T173, T205, T216-T217; <i>Information Finders</i> , p. T77, T111, T185, T213, T224-T225, T245, T265, T274-T275; <i>Hometowns</i> , p. T19, T49, T60-T61, T187, T207, T218-T219, T239, T265, T274-T275

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use correct cursive letter formation and legible handwriting	<i>Hello!</i> , p. R4-R5, R12-R13, R20-R21, R28-R29, R36-R37; <i>Problem Patrol</i> , p. R4-R5, R12-R13, R20-R21, R28-R29, R36-R37; <i>Team Spirit</i> , p. R4-R5, R12-R13, R20-R21, R28-R29, R36-R37; <i>Imagine That!</i> , p. R4-R5, R12-R13, R20-R21, R28-R29, R36-R37; <i>Information Finders</i> , p. R4-R5, R12-R13, R20-R21, R28-R29, R36-R37; <i>Hometowns</i> , p. R4-R5, R12-R13, R20-R21, R28-R29, R36-R37

2. The student writes in a variety of forms for different audiences and purposes.

2.1 write for different audiences	
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Write for self, teacher, or other personally known audience	This objective is addressed throughout out the text. See, for example: <i>Hello!</i> , p. T61, T208-T209; <i>Problem Patrol</i> , p. T104-T105, T168-T169, T306-T307, T340-T345; <i>Team Spirit</i> , p. T183, T214, T226-T227, T296-T299; <i>Imagine That!</i> , p. T117, T147, T156-T157, T173, T205, T216-T217; <i>Information Finders</i> , p. T77, T111, T185, T213, T224-T225, T245, T265, T274-T275; <i>Hometowns</i> , p. T19, T49, T60-T61, T187, T207, T218-T219, T239, T265, T274-T275
Show some awareness of audience needs	The opportunity to address this objective is available throughout out the text. See, for example: <i>Hello!</i> , p. T61, T208-T209; <i>Problem Patrol</i> , p. T104-T105, T168-T169, T306-T307, T340-T345; <i>Team Spirit</i> , p. T183, T214, T226-T227, T296-T299; <i>Imagine That!</i> , p. T117, T147, T156-T157, T173, T205, T216-T217; <i>Information Finders</i> , p. T77, T111, T185, T213, T224-T225, T245, T265, T274-T275; <i>Hometowns</i> , p. T19, T49, T60-T61, T187, T207, T218-T219, T239, T265, T274-T275

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2.2 write for difference purpose	
Write for difference purpose including: <ul style="list-style-type: none"> ➤ To respond to teacher’s prompt ➤ To tell about something ➤ To name something ➤ To describe something ➤ To direct ➤ To imagine ➤ To learn 	This objective is addressed throughout out the text. See, for example: <i>Hello!</i> , p. T61, T208-T209; <i>Problem Patrol</i> , p. T104-T105, T168-T169, T306-T307, T340-T345; <i>Team Spirit</i> , p. T183, T214, T226-T227, T296-T299; <i>Imagine That!</i> , p. T117, T147, T156-T157, T173, T205, T216-T217; <i>Information Finders</i> , p. T77, T111, T185, T213, T224-T225, T245, T265, T274-T275; <i>Hometowns</i> , p. T19, T49, T60-T61, T187, T207, T218-T219, T239, T265, T274-T275
2.3 write in a variety of forms	
Write in a variety of forms and genres (narratives, journals, poems, essays, reports, stories, etc.)	This objective is addressed throughout out the text. See, for example: <i>Hello!</i> , p. T61, T208-T209; <i>Problem Patrol</i> , p. T104-T105, T168-T169, T306-T307, T340-T345; <i>Team Spirit</i> , p. T183, T214, T226-T227, T296-T299; <i>Imagine That!</i> , p. T117, T147, T156-T157, T173, T205, T216-T217; <i>Information Finders</i> , p. T77, T111, T185, T213, T224-T225, T245, T265, T274-T275; <i>Hometowns</i> , p. T19, T49, T60-T61, T187, T207, T218-T219, T239, T265, T274-T275
2.4 write for career applications	
Identify the kinds of documents one might be required to write in a career setting	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T120; <i>Problem Patrol</i> , p. T337; <i>Team Spirit</i> , p. T70, T175, T235, T294; <i>Imagine That!</i> , p. T105; <i>Information Finders</i> , p. T69; <i>Hometowns</i> , p. T69, 180, T227, T228
Write non-technical documents that could be used in a career setting <i>such as memos, letters, and directions</i>	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T120; <i>Problem Patrol</i> , p. T337; <i>Team Spirit</i> , p. T70, T175, T235, T294; <i>Imagine That!</i> , p. T105; <i>Information Finders</i> , p. T69; <i>Hometowns</i> , p. T69, 180, T227, T228

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Cite sources when writing reports or technical documents	The opportunity to address this objective is available on the following pages: <i>Problem Patrol</i> , p. T340-T345; <i>Information Finders</i> , P. T19, T49, T60-T61, T284

3. The student understands and uses the steps of the writing process

3.1 prewrite	
Generate own ideas (brainstorm); organize and plan writing (outlines, webbing, story mapping, listing, Jotting, Free writing, etc.)	<i>Hello!</i> , p. T293; <i>Problem Patrol</i> , p. T341; <i>Team Spirit</i> , p. T49, T111, T157, T215, T261, T297; <i>Imagine That!</i> , p. T35, T85, T147, T205, T257, T278-T279; <i>Information Finders</i> , p. T49, T111, T157, T265, T274, T287; <i>Hometowns</i> , p. T49, T91, T159, T207, T265, T287
Use available tools and technology <i>such as a simple word processor</i> consistently through the writing process	This objective is addressed throughout out the text. See, for example: <i>Hello!</i> , p. T11, T116, T178, T210, T302; <i>Problem Patrol</i> , p. T17, T123, T206, T308, T353; <i>Team Spirit</i> , p. T18, T123, T186, T280, T309; <i>Imagine That!</i> , p. T89, T152, T257, T276, T291; <i>Information Finders</i> , p. T31, T173, T211, T270, T299; <i>Hometowns</i> , p. T45, T163, T186, T279, T299
Use resources in schools, libraries, and community	<i>Information Finders</i> , p. T222-T223, T284
3.2 draft	
Write using own vocabulary, spelling, and drawings	<i>Hello!</i> , p. T61, T208-T209; <i>Problem Patrol</i> , p. T104-T105, T168-T169, T306-T307, T340-T345; <i>Team Spirit</i> , p. T183, T214, T226-T227, T296-T299; <i>Imagine That!</i> , p. T117, T147, T156-T157, T173, T205, T216-T217; <i>Information Finders</i> , p. T77, T111, T185, T213, T224-T225, T245, T265, T274-T275; <i>Hometowns</i> , p. T19, T49, T60-T61, T187, T207, T218-T219, T239, T265, T274-T275

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Form complete phrases, sentences, and thoughts	<i>Hello!</i> , p. T61, T208-T209; <i>Problem Patrol</i> , p. T104-T105, T168-T169, T306-T307, T340-T345; <i>Team Spirit</i> , p. T183, T214, T226-T227, T296-T299; <i>Imagine That!</i> , p. T117, T147, T156-T157, T173, T205, T216-T217; <i>Information Finders</i> , p. T77, T111, T185, T213, T224-T225, T245, T265, T274-T275; <i>Hometowns</i> , p. T19, T49, T60-T61, T187, T207, T218-T219, T239, T265, T274-T275
3.3 revise	
Collect input from others	<i>Hello!</i> , p. T294; <i>Problem Patrol</i> , p. T342; <i>Team Spirit</i> , p. T298; <i>Imagine That!</i> , p. T280; <i>Information Finders</i> , p. T288; <i>Hometowns</i> , p. T288
Add appropriate language and/or graphics to enhance text and style	<i>Hello!</i> , p. T61, T117, T173, T229, T285, T294; <i>Problem Patrol</i> , p. T67, T127, T191, T257, T333, T342; <i>Team Spirit</i> , p. T298; <i>Information Finders</i> , p. T65, T65; <i>Imagine That!</i> , p. T280; <i>Information Finders</i> , p. T288; <i>Hometowns</i> , p. T288
3.4 edit	
Use a dictionary as a reference	<i>Hello!</i> , p. T19; <i>Problem Patrol</i> , p. T342; <i>Information Finders</i> , p. T276
Correct errors with assistance	<i>Hello!</i> , p. T294; <i>Problem Patrol</i> , p. T342; <i>Team Spirit</i> , p. T298; <i>Imagine That!</i> , p. T280; <i>Information Finders</i> , p. T288; <i>Hometowns</i> , p. T288
Add missing or necessary words	<i>Hello!</i> , p. T294; <i>Problem Patrol</i> , p. T342; <i>Team Spirit</i> , p. T298; <i>Imagine That!</i> , p. T280; <i>Information Finders</i> , p. T288; <i>Hometowns</i> , p. T288
Correct common errors in spelling, punctuation, and capitalization	<i>Hello!</i> , p. T294; <i>Problem Patrol</i> , p. T342; <i>Team Spirit</i> , p. T298; <i>Imagine That!</i> , p. T280; <i>Information Finders</i> , p. T288; <i>Hometowns</i> , p. T288
3.5 publish	
Select a display form and publishing options <i>such as a book or poster</i>	<i>Hello!</i> , p. T61, T117, T173, T229, T285, T294; <i>Problem Patrol</i> , p. T67, T127, T191, T257, T333, T342; <i>Team Spirit</i> , p. T298; <i>Imagine That!</i> , p. T209, T280; <i>Information Finders</i> , p. T288; <i>Hometowns</i> , p. T288

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Produce a legible final project	The opportunity to address this objective is available on the following pages: Hello! , p. T61, T208-T209; Problem Patrol , p. T104-T105, T168-T169, T306-T307, T340-T345; Team Spirit , p. T183, T214, T226-T227, T296-T299; Imagine That! , p. T117, T147, T156-T157, T173, T205, T216-T217; Information Finders , p. T77, T111, T185, T213, T224-T225, T245, T265, T274-T275; Hometowns , p. T19, T49, T60-T61, T187, T207, T218-T219, T239, T265, T274-T275
Use technology as needed	This objective is addressed throughout out the text. See, for example: Hello! , p. T11, T116, T178, T210, T302; Problem Patrol , p. T17, T123, T206, T308, T353; Team Spirit , p. T18, T123, T186, T280, T309; Imagine That! , p. T89, T152, T257, T276, T291; Information Finders , p. T31, T173, T211, T270, T299; Hometowns , p. T45, T163, T186, T279, T299

4. The student analyzes and evaluate the effectiveness of written work.

4.1 assess own strengths and needs for improvement	
Use established criteria to reflect on and improve writing	Hello! , p. T47, T97, T119, T153, T209, T265, T295; Problem Patrol , p. T43, T105, T169, T235, T307, T355; Team Spirit , p. T61, T67, T127, T173, T231, T285; Imagine That! , p. T57, T101, T157, T163, T221, T273; Information Finders , p. T61, T121, T127, T175, T231, T279; Hometowns , p. T61, T103, T109, T177, T223, T275, T281
4.2 seek and offer feedback	
Accept and employ feedback on own writing when appropriate	Hello! , p. T47, T97, T119, T153, T209, T265, T295; Problem Patrol , p. T43, T105, T169, T235, T307, T355; Team Spirit , p. T61, T67, T127, T173, T231, T285; Imagine That! , p. T57, T101, T157, T163, T221, T273; Information Finders , p. T61, T121, T127, T175, T231, T279; Hometowns , p. T61, T103, T109, T177, T223, T275, T281

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Offer positive feedback on others' writing	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T120, T288; <i>Problem Patrol</i> , p. T194, T337; <i>Team Spirit</i> , p. T69, T129, T130, T170, T235; <i>Imagine That!</i> , p. T105, T166, T226; <i>Information Finders</i> , p. T177, T234; <i>Hometowns</i> , p. T112, T180, T227

COMMUNICATION

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1. The student uses listening and observation skills to gain understanding.

1.1 focus attention	
Pay attention while others are talking	<i>Hello!</i> , p. T131, T176, T232, T289; <i>Problem Patrol</i> , p. T70; <i>Team Spirit</i> , p. T25, T176, T294; <i>Imagine That!</i> , p. T243; <i>Imagine That!</i> , p. T226, T271; <i>Information Finders</i> , p. T130; <i>Hometowns</i> , p. T69, T65, T83, T139, T175, T193
Pay attention to oral stories, instructions, reports, assemblies, and daily announcements	<i>Team Spirit</i> , p. T25, T176; <i>Problem Patrol</i> , p. T130; <i>Imagine That!</i> , p. T243; <i>Imagine That!</i> , p. T271; <i>Information Finders</i> , p. T296-T297; <i>Hometowns</i> , p. T65, T69, T83, T129, T175, T193
1.2 listen and observe to gain and interpret information	
Recognize non-verbal communication	The opportunity to address this objective is available on the following pages: <i>Problem Patrol</i> , p. T131, T350-T351; <i>Team Spirit</i> , p. T306-T307; <i>Imagine That!</i> , p. T225, T275, T288-T289; <i>Hometowns</i> , p. T284
Identify visual information <i>such as from science experiment</i>	<i>Hello!</i> , p. R8; <i>Problem Patrol</i> , p. R8, R16, R24, R32; <i>Team Spirit</i> , p. R8, R16, R24, R32; <i>Imagine That!</i> , p. R16, R24, R32; <i>Information Finders</i> , p. R16, R24, R40; <i>Hometowns</i> , p. R16
Interpret visual texts <i>such as illustrations, comics, and videos</i>	<i>Hello!</i> , p. T17, 26, T31, T81, T108, T129, T139; <i>Problem Patrol</i> , p. T55, T93, T131, T179, T183, T203, T210, T217, T226, T289, T293, T295, T313, T323, T337; <i>Team Spirit</i> , p. T27, T35, T69, T91, T101, T106, T148, T158, T199, T205, T237, T255, T261; <i>Imagine That!</i> , p. T35, T129, T135, T189, T191, T195, T197, T226, T247; <i>Information Finders</i> , p. T35, T37, T41, T51, T84, T92, T100, T102, T109, T161, T197, T203, T213, T215, T261; <i>Hometowns</i> , p. T27, T37, T40, T54, T86, T130, T134, T149, T195

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Listen for, identify , and explain: <ul style="list-style-type: none"> • Main ideas • Details • Fact vs. opinion • Meaning 	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T131, T176, T232, T289; <i>Problem Patrol</i> , p. T70; <i>Team Spirit</i> , p. T25, T176, T294; <i>Imagine That!</i> , p. T243; <i>Imagine That!</i> , p. T226, T271; <i>Information Finders</i> , p. T130; <i>Hometowns</i> , p. T69, T65, T83, T139, T175, T193
Demonstrate listening strategies for following instructions	<i>Team Spirit</i> , p. T176
1.3 check for understanding by asking questions and paraphrasing	
Ask questions to clarify content and meaning including who, what, why, when, where, and how	The opportunity to address this objective is available throughout out the text. See, for example: <i>Hello!</i> , p. T17, T81, T102, T214, T241; <i>Problem Patrol</i> , p. T70, T92, T282, T284, T311, T334; <i>Team Spirit</i> , p. T26, T102, T170, T203, T274; <i>Imagine That!</i> , p. T74, T82, T90, T91, T135, T290; <i>Information Finders</i> , p. T19, T84, T110, T254, T262; <i>Hometowns</i> , p. T23, T131, T150, T158, T251
Paraphrase information	<i>Hello!</i> , p. T73, T252, T276; <i>Problem Patrol</i> , p. T306, T312; <i>Imagine That!</i> , p. T82, T88, T186, T198; <i>Information Finders</i> , p. T102, T198; <i>Hometowns</i> , p. T162
Select information and give opinions	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T144, T250, T272, T274, T276; <i>Team Spirit</i> , p. T110, T274; <i>Imagine That!</i> , p. T26, T142, T182, T189, T196, T198, T204, T244, T245, T248, T250, T252, T260-T261, T283; <i>Information Finders</i> , p. T32, T44, T45, T45, T94, T100, T104, T156, T258, T262, T283; <i>Hometowns</i> , p. T44, T196, T204
2. The student communicates ideas clearly and effectively.	
2.1 communicate clearly to a range of audiences for different purposes	
Communicate to teacher, small groups, and class, <i>for example, by tutoring or giving reports</i>	<i>Hello!</i> , p. T176, T232, T233, T288, T289; <i>Problem Patrol</i> , p. T71, T131, T130; <i>Team Spirit</i> , p. T176, T294; <i>Imagine That!</i> , p. T59, T69, T226, T275; <i>Information Finders</i> , p. T130, T283

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Show beginning awareness of the needs of an audience	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T176, T232, T233, T288, T289; <i>Problem Patrol</i> , p. T71, T131, T130; <i>Team Spirit</i> , p. T176, T294; <i>Imagine That!</i> , p. T59, T69, T226, T275; <i>Information Finders</i> , p. T130, T283
Use narrative and descriptive forms of speech	<i>Hello!</i> , p. T28, T40, T131, T160, T176, T202, T222, T232, T233, T276, T286, T288, T289; <i>Problem Patrol</i> , p. T60, T71, T94, T98, T120, T131, T130, T180, T248, T298; <i>Team Spirit</i> , p. T30, T38, T39, T156, T176, T183, T201, T205, T264, T294; <i>Imagine That!</i> , p. T19, T59, T69, T173, T194, T226, T275; <i>Information Finders</i> , p. T34, T96, T110, T130, T161, T283; <i>Hometowns</i> , p. T34, T52, T220, T246, T252, T256
2.2 develop content and ideas	
Choose content which relates to topic	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T293; <i>Problem Patrol</i> , p. T341; <i>Team Spirit</i> , p. T49, T111, T157, T215, T261, T297; <i>Imagine That!</i> , p. T35, T85, T100-T101, T147, T205, T257, T278-T279; <i>Information Finders</i> , p. T49, T111, T157, T222-T223, T265, T274, T284, T287; <i>Hometowns</i> , p. T49, T91, T159, T207, T265, T287
Select material from readily available sources	<i>Imagine That!</i> , p. T160-T161; <i>Information Finders</i> , p. T222-T223, T283, T283
Organize information in a sequential pattern (beginning, middle, and end) using simple transitions	<i>Hello!</i> , p. T61, T208-T209; <i>Problem Patrol</i> , p. T104-T105, T168-T169, T306-T307, T340-T345; <i>Team Spirit</i> , p. T183, T214, T226-T227, T296-T299; <i>Imagine That!</i> , p. T117, T147, T156-T157, T173, T205, T216-T217; <i>Information Finders</i> , p. T77, T111, T185, T213, T224-T225, T245, T265, T274-T275; <i>Hometowns</i> , p. T19, T49, T60-T61, T187, T207, T218-T219, T239, T265, T274-T275
Describe ideas in concrete terms	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T233, T288; <i>Problem Patrol</i> , p. T71, T350-T351; <i>Team Spirit</i> , p. T176, T306-T307; <i>Imagine That!</i> , p. T59, T288-T289; <i>Information Finders</i> , p. T233, T283

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2.3 use effective delivery	
Speak at a volume and rate that enables others to follow	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T28, T40, T131, T160, T176, T202, T222, T232, T276, T286; <i>Problem Patrol</i> , p. T60, T70, T94, T98, T120, T130, T180, T248, T298, T131, T350-T351; <i>Team Spirit</i> , p. T30, T38, T39, T156, T183, T201, T205, T264, T294, T306-T307; <i>Imagine That!</i> , p. T19, T173, T194, T226, T275, T288- T289; <i>Information Finders</i> , p. T34, T96, T110, T130, T161, T296-T297; <i>Hometowns</i> , p. T34, T52, T69, T220, T246, T252, T256, T284
Project voice well	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T28, T40, T131, T160, T176, T202, T222, T232, T276, T286; <i>Problem Patrol</i> , p. T60, T70, T94, T98, T120, T130, T180, T248, T298, T131, T350-T351; <i>Team Spirit</i> , p. T30, T38, T39, T156, T183, T201, T205, T264, T294, T306-T307; <i>Imagine That!</i> , p. T19, T173, T194, T226, T275, T288- T289; <i>Information Finders</i> , p. T34, T96, T110, T130, T161, T296-T297; <i>Hometowns</i> , p. T34, T52, T69, T220, T246, T252, T256, T284
Speak fluently and expressively to the class	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T28, T40, T131, T160, T176, T202, T222, T232, T276, T286; <i>Problem Patrol</i> , p. T60, T70, T94, T98, T120, T130, T180, T248, T298, T131, T350-T351; <i>Team Spirit</i> , p. T30, T38, T39, T156, T183, T201, T205, T264, T294, T306-T307; <i>Imagine That!</i> , p. T19, T173, T194, T226, T275, T288- T289; <i>Information Finders</i> , p. T34, T96, T110, T130, T161, T296-T297; <i>Hometowns</i> , p. T34, T52, T69, T220, T246, T252, T256, T284
Use good posture and eye contact	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T28, T40, T131, T160, T176, T202, T222, T232, T276, T286; <i>Problem Patrol</i> , p. T60, T70, T94, T98, T120, T130, T180, T248, T298, T131, T350-T351; <i>Team Spirit</i> , p. T30, T38, T39, T156, T183, T201, T205, T264, T294, T306-T307; <i>Imagine That!</i> , p. T19, T173, T194, T226, T275, T288- T289; <i>Information Finders</i> , p. T34, T96, T110, T130, T161, T296-T297; <i>Hometowns</i> , p. T34, T52, T69, T220, T246, T252, T256, T284

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Begin to use facial expression and body language to convey a message or enhance an oral presentation	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T28, T40, T131, T160, T176, T202, T222, T232, T276, T286; <i>Problem Patrol</i> , p. T60, T70, T94, T98, T120, T130, T180, T248, T298, T131, T350-T351; <i>Team Spirit</i> , p. T30, T38, T39, T156, T183, T201, T205, T264, T294, T306-T307; <i>Imagine That!</i> , p. T19, T173, T194, T226, T275, T288-T289; <i>Information Finders</i> , p. T34, T96, T110, T130, T161, T296-T297; <i>Hometowns</i> , p. T34, T52, T69, T220, T246, T252, T256, T284
2.4 use effective language and style	
Speak using standard grammar	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T28, T40, T131, T160, T176, T202, T222, T232, T276, T286; <i>Problem Patrol</i> , p. T60, T70, T94, T98, T120, T130, T180, T248, T298, T131, T350-T351; <i>Team Spirit</i> , p. T30, T38, T39, T156, T183, T201, T205, T264, T294, T306-T307; <i>Imagine That!</i> , p. T19, T173, T194, T226, T275, T288-T289; <i>Information Finders</i> , p. T34, T96, T110, T130, T161, T296-T297; <i>Hometowns</i> , p. T34, T52, T69, T220, T246, T252, T256, T284
Use complete sentences	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T28, T40, T131, T160, T176, T202, T222, T232, T276, T286; <i>Problem Patrol</i> , p. T60, T70, T94, T98, T120, T130, T180, T248, T298, T131, T350-T351; <i>Team Spirit</i> , p. T30, T38, T39, T156, T183, T201, T205, T264, T294, T306-T307; <i>Imagine That!</i> , p. T19, T173, T194, T226, T275, T288-T289; <i>Information Finders</i> , p. T34, T96, T110, T130, T161, T296-T297; <i>Hometowns</i> , p. T34, T52, T69, T220, T246, T252, T256, T284
Use age-appropriate vocabulary	<i>Hello!</i> , p. T28, T40, T131, T160, T176, T202, T222, T232, T276, T286; <i>Problem Patrol</i> , p. T60, T70, T94, T98, T120, T130, T180, T248, T298, T131, T350-T351; <i>Team Spirit</i> , p. T30, T38, T39, T156, T183, T201, T205, T264, T294, T306-T307; <i>Imagine That!</i> , p. T19, T173, T194, T226, T275, T288-T289; <i>Information Finders</i> , p. T34, T96, T110, T130, T161, T296-T297; <i>Hometowns</i> , p. T34, T52, T69, T220, T246, T252, T256, T284

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Use words and illustrations <i>such as pictures or charts</i> to create an effective presentation	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T39, T185, T298; <i>Problem Patrol</i> , p. T32, T70, T93, T143, T204, T226, T295; <i>Team Spirit</i> , p. T235; <i>Imagine That!</i> , p. T135, T149, T172, T209, T259, T288; <i>Information Finders</i> , p. T47, T64, T65, T103, T256-T264; <i>Hometowns</i> , p. T76, T163, T186, T201, T283, T296
2.5 effectively use action, sound, and/or image to support presentations	
Experiment with a variety of media and resources to convey a message or enhance an oral presentation	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T39, T185, T298; <i>Problem Patrol</i> , p. T70, T143, T204, T295, T350, T352; <i>Team Spirit</i> , p. T76, T109, T157, T235, T237, T265, T298, T306; <i>Imagine That!</i> , p. T149, T172, T209, T259, T288; <i>Information Finders</i> , p. T76, T125, T140, T161, T267, T284; <i>Hometowns</i> , p. T76, T163, T186, T201, T283, T296

3. The student uses communication strategies and skills to work effectively with others

3.1 use language to interact effectively and responsibly with others	
Demonstrate conversation skills, <i>for example, entering in, taking turns, responding to others' remarks, and closing a conversation</i>	<i>Hello!</i> , p. T177, T232, T284, T288, T289; <i>Problem Patrol</i> , p. T70, T131, T261; <i>Imagine That!</i> , p. T59, T226; <i>Information Finders</i> , p. T130; <i>Hometowns</i> , p. T175
Distinguish between types of speech <i>such as a chat, a warning, or a joke</i>	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T28, T40, T131, T160, T176, T202, T222, T232, T276, T286; <i>Problem Patrol</i> , p. T60, T70, T94, T98, T120, T130, T180, T248, T298, T131, T350-T351; <i>Team Spirit</i> , p. T30, T38, T39, T156, T183, T201, T205, T264, T294, T306-T307; <i>Imagine That!</i> , p. T19, T173, T194, T226, T275, T288-T289; <i>Information Finders</i> , p. T34, T96, T110, T130, T161, T296-T297; <i>Hometowns</i> , p. T34, T52, T69, T220, T246, T252, T256, T284

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Use language that is respectful of others feelings and rights	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T28, T40, T131, T160, T176, T202, T222, T232, T276, T286; <i>Problem Patrol</i> , p. T60, T70, T94, T98, T120, T130, T180, T248, T298, T131, T350-T351; <i>Team Spirit</i> , p. T30, T38, T39, T156, T183, T201, T205, T264, T294, T306-T307; <i>Imagine That!</i> , p. T19, T173, T194, T226, T275, T288-T289; <i>Information Finders</i> , p. T34, T96, T110, T130, T161, T296-T297; <i>Hometowns</i> , p. T34, T52, T69, T220, T246, T252, T256, T284
Show awareness of possible difficulties when communicating cross-culturally	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T28, T40, T131, T160, T176, T202, T222, T232, T276, T286; <i>Problem Patrol</i> , p. T60, T70, T94, T98, T120, T130, T180, T248, T298, T131, T350-T351; <i>Team Spirit</i> , p. T30, T38, T39, T156, T183, T201, T205, T264, T294, T306-T307; <i>Imagine That!</i> , p. T19, T173, T194, T226, T275, T288-T289; <i>Information Finders</i> , p. T34, T96, T110, T130, T161, T296-T297; <i>Hometowns</i> , p. T34, T52, T69, T220, T246, T252, T256, T284
3.2 work cooperatively as a member of a group	
Assume a variety of assigned roles within a group to perform a task	<i>Hello!</i> , p. T45, T78, T94, T95, T120, T121, T151, T164, T176, T207, T210, T233, T263, T265, T288, T289; <i>Problem Patrol</i> , p. T32, T56, T70, T82, T103, T118, T135, T167, T194, T195, T233, T280, T305, T307, T336, T337; <i>Team Spirit</i> , p. T32, T40, T69, T130, T132, T175, T176, T235, T236, T238, T284, T289, T293; <i>Imagine That!</i> , p. T42, T46, T59, T60, T1005, T106, T116, T225, T226, T271, T276; <i>Information Finders</i> , p. T52, T69, T82, T160, T177, T220, T224, T234, T258, T266, T270, T283; <i>Hometowns</i> , p. T65, T70, T80, T111, T175, T179, T227, T283
Contribute to group with ideas and effort	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T131, T232, T284; <i>Problem Patrol</i> , p. T131, T261; <i>Hometowns</i> , p. T175

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Respect others' feelings and right to participate in a group	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T45, T78, T94, T95, T120, T121, T151, T164, T176, T207, T210, T233, T263, T265, T288, T289; <i>Problem Patrol</i> , p. T32, T56, T70, T82, T103, T118, T135, T167, T194, T195, T233, T280, T305, T307, T336, T337; <i>Team Spirit</i> , p. T32, T40, T69, T130, T132, T175, T176, T235, T236, T238, T284, T289, T293; <i>Imagine That!</i> , p. T42, T46, T59, T60, T1005, T106, T116, T225, T226, T271, T276; <i>Information Finders</i> , p. T52, T69, T82, T160, T177, T220, T224, T234, T258, T266, T270, T283; <i>Hometowns</i> , p. T65, T70, T80, T111, T175, T179, T227, T283
3.3 seek agreement and solutions through discussion	
Identify and share ideas and points of view	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T45, T78, T94, T95, T120, T121, T151, T164, T176, T207, T210, T233, T263, T265, T288, T289; <i>Problem Patrol</i> , p. T32, T56, T70, T82, T103, T118, T135, T167, T194, T195, T233, T280, T305, T307, T336, T337; <i>Team Spirit</i> , p. T32, T40, T69, T130, T132, T175, T176, T235, T236, T238, T284, T289, T293; <i>Imagine That!</i> , p. T42, T46, T59, T60, T1005, T106, T116, T225, T226, T271, T276; <i>Information Finders</i> , p. T52, T69, T82, T160, T177, T220, T224, T234, T258, T266, T270, T283; <i>Hometowns</i> , p. T65, T70, T80, T111, T175, T179, T227, T283
Accept responsibility for personal actions	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T45, T78, T94, T95, T120, T121, T151, T164, T176, T207, T210, T233, T263, T265, T288, T289; <i>Problem Patrol</i> , p. T32, T56, T70, T82, T103, T118, T135, T167, T194, T195, T233, T280, T305, T307, T336, T337; <i>Team Spirit</i> , p. T32, T40, T69, T130, T132, T175, T176, T235, T236, T238, T284, T289, T293; <i>Imagine That!</i> , p. T42, T46, T59, T60, T1005, T106, T116, T225, T226, T271, T276; <i>Information Finders</i> , p. T52, T69, T82, T160, T177, T220, T224, T234, T258, T266, T270, T283; <i>Hometowns</i> , p. T65, T70, T80, T111, T175, T179, T227, T283

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Formulate ideas and identify possible alternatives	<i>Hello!</i> , p. T45, T78, T94, T95, T120, T121, T151, T164, T176, T207, T210, T233, T263, T265, T288, T289; <i>Problem Patrol</i> , p. T32, T56, T70, T82, T103, T118, T135, T167, T194, T195, T233, T280, T305, T307, T336, T337; <i>Team Spirit</i> , p. T32, T40, T69, T130, T132, T175, T176, T235, T236, T238, T284, T289, T293; <i>Imagine That!</i> , p. T42, T46, T59, T60, T105, T106, T116, T225, T226, T271, T276; <i>Information Finders</i> , p. T52, T69, T82, T160, T177, T220, T224, T234, T258, T266, T270, T283; <i>Hometowns</i> , p. T65, T70, T80, T111, T175, T179, T227, T283
Suggest solutions and initiate action	<i>Hello!</i> , p. T45, T78, T94, T95, T120, T121, T151, T164, T176, T207, T210, T233, T263, T265, T288, T289; <i>Problem Patrol</i> , p. T32, T56, T70, T82, T103, T118, T135, T167, T194, T195, T233, T280, T305, T307, T336, T337; <i>Team Spirit</i> , p. T32, T40, T69, T130, T132, T175, T176, T235, T236, T238, T284, T289, T293; <i>Imagine That!</i> , p. T42, T46, T59, T60, T105, T106, T116, T225, T226, T271, T276; <i>Information Finders</i> , p. T52, T69, T82, T160, T177, T220, T224, T234, T258, T266, T270, T283; <i>Hometowns</i> , p. T65, T70, T80, T111, T175, T179, T227, T283

4. The student analyzes and evaluates the effectiveness of formal and informal communication.

4.1 assess strengths and need for improvement	
Use established criteria to evaluate and improve one's own and others' presentations	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T47, T97, T119, T153, T209, T265, T295; <i>Problem Patrol</i> , p. T43, T105, T169, T235, T307, T355; <i>Team Spirit</i> , p. T61, T67, T127, T173, T231, T285; <i>Imagine That!</i> , p. T57, T101, T157, T163, T221, T273; <i>Information Finders</i> , p. T61, T121, T127, T175, T231, T279; <i>Hometowns</i> , p. T61, T103, T109, T177, T223, T275, T281

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4.2 seek and offer feedback	
Offer feedback on others' presentations	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T177, T232, T288, T289; <i>Team Spirit</i> , p. T129, T236, T294; <i>Imagine That!</i> , p. T59, T275; <i>Information Finders</i> , p. T69, T178; <i>Hometowns</i> , p. T227, T233, T284
Accept and apply feedback on own presentation when appropriate	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T177, T232, T288, T289; <i>Team Spirit</i> , p. T129, T236, T294; <i>Imagine That!</i> , p. T59, T275; <i>Information Finders</i> , p. T69, T178; <i>Hometowns</i> , p. T227, T233, T284
4.3 analyze mass communication	
Identify various for of mass communication <i>such as magazines, television, newspapers, and the internet</i> ; identify messages in simple advertisements	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T81, T302-T303; <i>Problem Patrol</i> , p. T151; <i>Team Spirit</i> , p. T51, T183; <i>Imagine That!</i> , p. T19, T37, T225, T243, T271; <i>Information Finders</i> , p. T43; <i>Hometowns</i> , p. T93, T161, T263
Identify fact, opinion, and assumptions in mass communication	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T138, T158, T164; <i>Problem Patrol</i> , p. T52, T248; <i>Team Spirit</i> , p. T260, T266, T268; <i>Imagine That!</i> , p. T28; <i>Information Finders</i> , p. T150, T193, T194, T196, T198, T200, T206, T210, T218-T219
Understand that all media is produced from a point of view and with a set of assumptions	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T288; <i>Imagine That!</i> , p. T59, T276; <i>Information Finders</i> , p. T234
4.4 analyze how communication is used in career settings	
Identify different ways people communicate in the workplace, <i>for example, telephone, e-mail, or formal presentations</i>	The opportunity to address this objective is available on the following pages: <i>Hello!</i> , p. T284; <i>Problem Patrol</i> , p. T260, T340-T345; <i>Team Spirit</i> , p. T176, T175, T294, T296-T299; <i>Information Finders</i> , p. T283; <i>Hometowns</i> , p. T53, T69, T112, T180, T227, T228