

Grades K-6

Scott Foresman

D'Nealian Handwriting © 2008



C O R R E L A T E D T O

Alabama Course of Study: English Language Arts
Grades K-6

PEARSON

TEACH & LEARN • ASSESS & INFORM • DEVELOP & LEAD

Introduction

This document demonstrates the high degree of success students will achieve in communication when using ***D'Nealian Handwriting*** in meeting the *Alabama Course of Study: English Language Arts*. ***D'Nealian Handwriting*** is a comprehensive writing program teaching letter formation relevant to students' world. Given the nature of this instruction, *D'Nealian Handwriting* is not meant to serve as a complete, stand-alone language arts program and therefore does not meet every objective of the Alabama Course of Study.

D'Nealian Handwriting is the handwriting program that cuts teaching time in half with its easy transition from manuscript to cursive. Students learn just a few connecting strokes that help them make the transition with ease. The program is based on a continuous skill progression with plenty of motivation for students who like the look of grown-up manuscript letters.

Individuality

D'Nealian Handwriting allows kids to be individuals. Handwriting is treated as a form of individual expression. Legibility and consistency over conformity are stressed because no two students have the same handwriting. There is less frustration for both students and teachers because kids don't have to conform to a perfect model.

Activity-Based

D'Nealian Handwriting is the program that allows kids to become actively involved. The Teacher's Edition offers short, simple instruction and a wealth of hands-on activities. Developmentally appropriate activities for all learning modalities help the teacher select the right ones for their students' needs and interests. Instruction and activities are flexible--from whole-class to writing centers-- easily accommodating students' needs as well as the instructor's unique teaching style.

Practice

Plenty of practice is provided in the student text. Only one letter is introduced per lesson at the Kindergarten and Grade 1 levels, allowing even more opportunities for letter practice. Extra practice in the form of practice, review, and evaluation pages are located after each common-stroke letter group. Words, sentences, and paragraphs are presented in real-life context for students to write. Developmentally appropriate practice activities are provided, from filling out simple forms at Grade 1 to timed writing at the upper grades. In addition, regularly occurring features such as Print Awareness and Fun with Handwriting keep students' interest high.

Table of Contents

Kindergarten	1
Grade One	6
Grade Two	12
Grade Three	19
Grade Four	26
Grade Five	34
Grade Six	42

**Scott Foresman D’Nealian Handwriting
to the
Alabama English Language Arts Course of Study
Kindergarten**

MINIMUM REQUIRED CONTENT

Students will:

Reading

1. Exhibit phonemic awareness, including identifying and categorizing phonemes, orally blending phonemes into one-syllable words, segmenting one-syllable words into phonemes, and rhyming.

TE: 39, 44, 60, 61, 62, 131, 134, 149, 156, 159

2. Demonstrate letter-sound association, including matching letters to corresponding spoken sounds and blending letter sounds into one-syllable words, using printed materials. *Examples: initial consonant sounds, final consonant sounds, medial short vowel sounds*

TE: 41, 43, 44, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 70, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91, 93, 95, 97, 99, 103, 105, 107, 109, 111, 115, 117, 119, 121, 123, 125, 127, 131, 133, 135, 137, 139, 141, 143

3. Identify upper- and lower-case letters.

TE: 40-56, 57-70, 71-90, 91-99, 102-114, 115-130, 131-146, 147-162

4. Use words that describe and represent real-life objects and actions.

Example: using words that describe location, size, color, and shape

TE: 41, 43, 45, 47, 49, 51, 53, 57, 59, 61, 63, 65, 67, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91, 93, 95, 97, 103, 105, 107, 109, 111, 115, 117, 121, 123, 125, 127, 131, 133, 135, 137, 139, 141, 143

• Using a variety of emergent reading materials. *Examples: picture books, predictable texts, decodable text, print in the environment*

TE: 5, 9, 14, 21, 39, 66, 98, 101, 135, 137, 154

- **Learning new words through stories and explicit instruction**

TE: 72, 88, 129, 163, 167

- **Recognizing kindergarten high-frequency words in print *Examples: Dolch word lists, basal reader word lists***

TE: 59, 163, 167

5. Demonstrate listening comprehension of passages, including retelling stories and answering questions.

TE: 5, 9, 14, 21, 39, 66, 98, 101, 135, 137, 154

The reading materials suggested on these pages provide students with the opportunity to meet this objective.

- **Recalling information *Examples: characters, settings, details, main ideas, beginning and ending of story***

TE: 5, 9, 14, 21, 39, 66, 98, 101, 135, 137, 154

The reading materials suggested on these pages provide students with the opportunity to meet this objective.

- **Making predictions to determine main idea or anticipate an ending**

TE: 5, 9, 14, 21, 39, 66, 98, 101, 135, 137, 154

The reading materials suggested on these pages provide students with the opportunity to meet this objective.

- **Responding to stories, asking questions, discussing ideas, and relating events to daily life**

TE: 9, 17, 21, 154

- **Identifying correct sequence of events after listening to a story**

TE: 161

Writing and Language

8. Use brainstorming, drawing, and discussion as elements of prewriting in the writing process. *Examples: graphic organizers, storyboards, peer group discussions*

TE: 74, 93, 137

- **Drafting by stringing letters together to express thought**

TE: 59, 90, 112, 138

- **Revising group or modeled story**

TE: 21, 39, 42, 44, 46, 48, 52, 54, 58, 60, 62, 64, 66, 68, 72, 74, 76, 78, 80, 82, 84, 86, 88, 92, 94, 96, 98, 101, 104, 106, 108, 110, 112, 116, 118, 120, 122, 124, 126, 128, 132, 134, 136, 138, 140, 142, 144, 148, 150, 152, 154, 156, 158, 160

The Moving Write Along features on these pages provide students with the opportunity to meet this objective.

- **Using approximate spelling while editing**

TE: 39, 90, 138

- **Publishing through reading or displaying work**

TE: 21, 35, 63, 82, 90, 92, 98, 101, 103, 112, 116, 126, 138, 150, 159, 160, 163, 167

- **Using basic punctuation *Examples: period, question mark, exclamation point***

TE: 21, 39, 42, 44, 46, 48, 52, 54, 58, 60, 62, 64, 66, 68, 72, 74, 76, 78, 80, 82, 84, 86, 88, 92, 94, 96, 98, 101, 104, 106, 108, 110, 112, 116, 118, 120, 122, 124, 126, 128, 132, 134, 136, 138, 140, 142, 144, 148, 150, 152, 154, 156, 158, 160

The Moving Write Along features on these pages provide students with the opportunity to meet this objective.

9. Print upper- and lower-case letters using proper formation, spacing, and letter-line placement.

TE: 40-56, 57-70, 71-90, 91-99, 102-114, 115-130, 131-146, 147-162

- **Using correct hand position when holding writing instrument**

TE: 6-8

Oral and Visual Communication

11. Follow one- and two-part oral directions.

TE: 6, 8, 12, 13, 14, 16, 30, 35, 38, 60, 61, 109, 122, 124

- **Responding to various types of literature read aloud** *Examples: drawing a picture, composing a song, participating in a discussion*

TE: 9, 17, 21, 154

- **Looking at the speaker without interrupting**

TE: 110, 130, 145, 164

- **Listening for meaning in oral communication**

TE: 6, 8, 9, 12, 13, 14, 16, 30, 33, 35, 38, 60, 61, 98, 99, 109, 118, 122, 124, 129, 130, 131, 145, 158, 163, 164, 166

12. Select appropriate voice level when interacting with others. *Examples: whispering in the library, cheering loudly in the gym*

TE: 33, 110, 112, 116, 122, 130, 140, 145, 164

- **Using appropriate grammar and word choice for a specific audience**

TE: 63, 130, 167

- **Reciting short poems, rhymes, songs, and stories with repeated patterns**

TE: 6, 11, 40, 132, 166

- **Demonstrating the ability to take turns in a conversation**

TE: 9, 98, 99, 111, 112, 118, 122, 124, 129, 158, 163

These pages contain discussion opportunities and thus provide students with the opportunity to meet this objective.

- Making connections to stories read aloud *Examples: text-to-self, text-to-text, text-to-world*

TE: 9, 17, 21, 154

**Scott Foresman D’Nealian Handwriting
to the
Alabama English Language Arts Course of Study**

Grade One

MINIMUM REQUIRED CONTENT

Students will:

Reading

1. Demonstrate phonemic awareness, including isolating, deleting, and adding phonemes; using onsets and rimes; and identifying initial, medial, and final sounds in one-syllable words.

TE: 31, 33-39, 43-48, 51, 53-61, 65-68, 74, 93-97, 102, 104-107, 111-117, 121-127

- **Blending phonemes to produce sounds**

TE: 46, 51, 60, 74, 124

2. Utilize predictable letter-sound relationships to decode printed words, including words with consonant blends that require blending 3-4 phonemes into a whole word.

TE: 31, 33-39, 43-48, 51, 53-61, 65-68, 74, 93-97, 102, 104-107, 111-117, 121-127

- **Blending sounds to form words**

TE: 46, 51, 60, 74, 124

- **Identifying sound-spelling relationships of consonants and vowels**

TE: 46, 51, 60, 73-75, 142

- **Segmenting printed words into phonemes**

TE: 46, 124

3. Demonstrate vocabulary skills, including sorting words into categories and deriving word meaning from context within sentences and paragraphs. *Examples: categories—synonyms, antonyms, homonyms*

TE: 91, 117, 129

- **Using new words from reading when writing and speaking**

TE: 5, 31, 77, 85

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Recognizing words in the environment**

TE: 32, 86, 99, 100, 105

- **Asking questions for clarification**

TE: 65, 85, 140

- **Spelling correctly sight words and single-syllable, phonetically regular words**

TE: 46, 51, 60, 73-75, 142

4. Read with comprehension a variety of first-grade narrative and informational reading materials, including recalling information and retelling a story with beginning, middle, and end.

TE: 110

- **Recognizing cues provided by print**

TE: 5, 31, 77, 85

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Making predictions from text clues**

TE: 5, 31, 77, 85

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Stating main ideas about a topic in informational text**

TE: 100

- **Connecting events in a story to specific life experiences**

TE: 53

- **Monitoring comprehension during reading**

TE: 5, 31, 77, 85

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Drawing simple conclusions**

TE: 5, 31, 77, 85

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

5. Read with fluency simple passages containing simple sentences.

TE: 5, 31, 77, 85

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Reading 40-60 words per minute**

TE: 5, 31, 77, 85

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Recognizing first-grade high-frequency words by sight *Examples: Dolch word lists, basal reader word lists***

TE: 32, 78-81, 83-84, 133-136

- **Attending to end punctuation in phrasing**

TE: 92, 140

On these pages, students study end punctuation and thus have the opportunity to meet this objective.

Writing and Language

8. Use complete sentences to address a topic or tell a story.

TE: 85, 92, 94, 101, 102, 111, 112, 113, 120

- **Using graphic organizers to outline content**

TE: 80, 134

- **Rereading to make revisions**

TE: 31, 72, 85, 112, 115, 132, 137, 140

The writing assignments on these pages provide students with the opportunity to meet this objective.

- **Editing for spelling, punctuation, and capitalization**

TE: 75, 142-143

- **Publishing final draft**

TE: 31, 72, 85, 112, 115, 132, 137, 140

The writing assignments on these pages provide students with the opportunity to meet this objective.

- **Using descriptive, narrative, and expository modes of writing**

TE: 31, 72, 85, 112, 115, 132, 137, 140

- **Writing simple poems addressing a topic**

TE: 31, 49, 70, 136, 140

9. Use periods at the end of sentences and capitalization at the beginning of sentences and with the pronoun *I*.

TE: 85, 92, 140

- **Using question marks at the end of asking sentences**

TE: 65, 85, 92, 140

10. Use a word that names a person, place, thing, or animal as the subject of a sentence.

TE: 85, 92, 94, 101, 102, 111, 112, 113, 120

The sentence writing assignments on these pages provide students with the opportunity to meet this objective.

- **Using verbs to show action**

TE: 7, 11, 12, 19, 81, 83

The oral directions on these pages provide students with the opportunity to meet this objective.

- **Using adjectives to describe**

TE: 36, 42, 76

- **Identifying singular and plural nouns**

TE: 41-42

11. Exhibit proper letter formation, spacing, and letter-line placement in words and sentences.

TE: 33-42, 43-52, 53-64, 65-72, 90, 93-100, 101-110, 111-120, 121-130

Oral and Visual Communication

13. Listen for meaning in conversations and discussions, including looking at the speaker without interrupting.

TE: 26, 29, 48, 59, 67, 73, 79, 95, 98, 100, 115, 121, 135, 137

The discussion activities on these pages provide students with the opportunity to meet this objective.

- **Following two- and three-part oral directions**

TE: 7, 11, 12, 19, 81, 83

- **Making connections to literature read aloud *Examples: text-to-text, text-to-self, text-to-world***

TE: 5, 31, 77, 85

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

14. Use appropriate intonation when speaking and interacting with others.**TE:** 27, 104, 137

The dramatic activities on these pages provide students with the opportunity to meet this objective.

- **Using grammar and word choice appropriate for a specific audience**

TE: 26, 27, 29, 48, 59, 67, 73, 79, 95, 98, 100, 104, 115, 121, 135, 137

The oral language activities on these pages provide students with the opportunity to meet this objective.

- **Reciting poems, rhymes, songs, and stories**

TE: 12, 35, 44, 54, 84, 86, 104, 119, 125, 138

- **Demonstrating the ability to take turns in a conversation**

TE: 26, 29, 48, 59, 67, 73, 79, 95, 98, 100, 115, 121, 135, 137

The discussion activities on these pages provide students with the opportunity to meet this objective.

- **Expanding vocabulary reflective of a growing range of interests and knowledge**

TE: 33-39, 43-48, 53-61, 65-68

- **Using pictures, objects, music, and computer resources to present information**

TE: 64, 67

- **Using the writing process to prepare oral presentations**

TE: 50

**Scott Foresman D’Nealian Handwriting
to the
Alabama English Language Arts Course of Study**

Grade Two

MINIMUM REQUIRED CONTENT

Students will:

Reading

1. Demonstrate phonological skills, including manipulating sounds and words of the English language and identifying syllables in two- and three-syllable words.

TE: 70, 71

2. Apply phonetic strategies to decode unfamiliar and multisyllable words using graphophonemic clues and letter-sound correspondences, including diphthongs and digraphs.

TE: 54, 65, 86, 94, 100, 101, 113, 116, 122

- **Correcting word-recognition errors *Examples: substituting, deleting, omitting***

TE: 5, 11, 59, 93

- **Reading phonetically regular and irregular two-syllable words *Examples: regular—table, mitten; irregular—baby, city***

TE: 36, 83, 90, 108

3. Exhibit vocabulary skills, including explaining simple common antonyms and synonyms and using descriptive words. *Examples: simple common antonyms—up – down, in – out, above – below*

TE: 59, 86

- **Responding to questions**

TE: 73, 106, 125

- **Using semantic cues to achieve meaning**

TE: 5, 11, 59, 93

- **Recognizing words in the environment**

TE: 50, 97, 114, 115

- **Using new words from independent reading of stories and texts**

TE: 5, 11, 59, 93

- **Recognizing possessive forms**

TE: 100

- **Using correct spelling, including spelling of sight words, spelling of unfamiliar words using phonetic strategies, and checking spelling with a dictionary**

TE: 39, 51-53, 75, 79, 89, 124

- **Identifying multiple-meaning words**

TE: 5, 11, 59, 93

The vocabulary activities on these pages provide students with the opportunity to meet this objective.

4. Demonstrate comprehension of second-grade reading materials across the curriculum, including drawing simple conclusions, classifying ideas and things, identifying sequence, and retelling directions and information from informational and functional reading materials. *Examples: functional materials—maps, simple tables, atlases, encyclopedias*

TE: 18, 25, 30, 32, 42, 68, 81, 89, 94, 101, 105, 123

- **Relating events and ideas to specific life experiences**

TE: 101

- **Answering *what if*, *why*, and *how* questions**

TE: 103

- **Identifying characters**

TE: 36, 107

5. Read with fluency passages containing complex sentences. *Example: sentences with phrases and clauses*

TE: 5, 11, 59, 93

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Reading 90-100 words per minute**

TE: 5, 11, 59, 93

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Recognizing second-grade high-frequency words *Examples: Dolch word lists, basal reader word lists***

TE: 5, 11, 59, 93

The vocabulary activities on these pages provide students with the opportunity to meet this objective.

- **Using punctuation to help phrase**

TE: 12, 13, 17, 23, 25, 45, 105

These pages explore punctuation and thus provide students with the opportunity to meet this objective.

- **Making self-corrections**

TE: 5, 11, 59, 93

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Reading with expression**

TE: 83

The activity on this page has students read aloud and thus provides the opportunity to meet this objective.

7. Explain how authors use text features to identify key and supporting ideas in informational texts. *Examples: boldface, maps, charts, diagrams*

TE: 25, 49, 84, 94, 102, 123

The maps and charts on these pages provide students with the opportunity to meet this objective.

Writing and Language

8. Organize sentences into a paragraph to address a topic or tell a story.

TE: 27, 40, 43, 98, 116

The Activity Bank writing assignments on these pages provide students the opportunity to meet this objective.

- **Sorting information using graphic organizers**

TE: 18, 32, 42, 68, 81, 89, 123

- **Generating a topic sentence and a concluding sentence in a paragraph**

TE: 27, 40, 98, 116

- **Drafting a written piece, including an introductory paragraph and a concluding paragraph**

TE: 90

The Activity Bank writing assignment on this page provides students the opportunity to meet this objective.

- **Editing for spelling, punctuation, capitalization, and sentence variety**

TE: 53, 127

- **Publishing final draft**

TE: 35, 40, 43, 46, 47, 50, 86, 99, 116, 120

- **Using descriptive, narrative, and expository modes of writing**

TE: 27, 31, 35, 40, 43, 46, 47, 50, 86, 99, 116, 120

- **Writing free verse poetry to express ideas**

TE: 71, 112

9. Demonstrate correct use of question marks and capitalization of names, months, days of the week, and holidays in written expression.

TE: 13, 17, 25, 34, 95, 96, 101, 102, 104, 107, 108

- **Using abbreviations, apostrophes in contractions, and apostrophes in possessives in writing**

TE: 23, 37, 45, 119

- **Using commas in writing** *Examples: dates, friendly letter greetings, physical address, items in a series*

TE: 25

- **Using exclamation points at the end of sentences to show emotion in writing**

TE: 23

10. Use concrete nouns and action verbs in written communication.

Examples: concrete nouns—teacher, beach, desk, dog; action verbs—run, eat

TE: 59, 68, 73, 82, 85, 96, 113

- **Describing nouns using adjectives in writing**

TE: 41, 59, 73, 86, 91, 120

- **Substituting nouns with pronouns in writing**

TE: 31, 116

- **Using singular and plural nouns in writing**

TE: 84

11. Write words and sentences legibly with proper spacing in manuscript.

TE: 12-20, 21-28, 29-40, 42-50

- **Forming upper- and lower-case letters in cursive**

TE: 41, 54-58, 60-68, 69-76, 77, 82, 83-90, 91-92, 94-98, 99-106, 107-114, 115-124

Oral and Visual Communication

14. Respond to various types of literature read aloud.

TE: 5, 11, 59, 93

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Focusing attention on a speaker without interrupting**

TE: 21, 26, 62, 80, 83, 92, 95

The Activity Bank oral language assignments on these pages provide students with the opportunity to meet this objective.

- **Following multistep oral directions**

TE: 21, 83, 90, 92, 95

The Activity Bank oral language assignments on these pages provide students with the opportunity to meet this objective.

- **Interpreting presented information**

TE: 21, 80, 90, 92, 95

15. Select appropriate voice tone, gestures, and facial expression to enhance meaning.

TE: 68, 88

- **Using active listening skills *Example: “Stop, Look, and Listen” technique***

TE: 21, 26, 62, 80, 83, 92, 95

The Activity Bank oral language assignments on these pages provide students with the opportunity to meet this objective.

- **Retelling stories and events in logical order**

TE: 40, 92

- **Remaining on topic when speaking**

TE: 21, 90, 92

The Activity Bank oral language assignments on these pages provide students with the opportunity to meet this objective.

- Using visual aids, props, and technology in oral presentations *Examples: poster, puppet, slideshow*

TE: 21

- Using appropriate grammar and word choice in oral presentations and in conversations

TE: 21, 80

The Activity Bank oral language assignments on these pages provide students with the opportunity to meet this objective.

**Scott Foresman D’Nealian Handwriting
to the
Alabama English Language Arts Course of Study**

Grade Three

MINIMUM REQUIRED CONTENT

Students will:

Reading

1. Apply advanced phonetic analysis to multiple-syllable words, including consonants, short vowels, blends, long vowel markers, and *r*-controlled vowels.

TE: 13, 15, 16, 17, 24, 32, 35, 37, 40, 43, 45, 48, 50, 52, 53, 55, 60, 61, 62, 64, 65, 69, 70, 80, 82, 84, 85, 86, 89, 94, 102, 104, 106, 114, 116, 119, 127

2. Demonstrate reading vocabulary knowledge of compound words.

TE: 46, 50, 52

- **Using structural analysis to develop meaning *Examples: prefixes, suffixes, root words***

TE: 46, 50, 52, 86

- **Drawing semantic maps**

TE: 122-123

On these pages, students use graphic organizers to organize information.

- **Recognizing new synonyms and antonyms**

TE: 85

- **Spelling correctly compound words, phonetically regular words, contractions, and possessives, including using a dictionary to check spelling**

TE: 49, 75, 123

3. Use a wide range of strategies, including using context clues and predicting outcomes, to comprehend third-grade recreational reading materials in a variety of genres. *Examples: stories, trade books, poems*

TE: 40, 49, 107, 111

- **Reading fluently 110-120 words per minute**

TE: 5, 11, 29, 77

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Identifying literary elements and devices *Examples: characters, similes***

TE: 12, 59

- **Determining sequence of events**

TE: 19, 71

- **Distinguishing fiction from nonfiction**

TE: 5, 11, 29, 77

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Using sentence structure to assist in comprehension**

TE: 40, 49, 107, 111

- **Drawing conclusions to determine authors' intent**

TE: 5, 11, 29, 77

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Using self-monitoring for text understanding, including rereading and adjusting rate and speed of reading**

TE: 5, 11, 29, 77

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Using vocabulary knowledge to construct meaning**

TE: 63, 64, 66, 67, 70, 72

- **Relating main ideas to prior knowledge and specific life experiences**

TE: 11, 12

The activities on these pages provide students with the opportunity to meet this objective.

- **Previewing and predicting to anticipate content**

TE: 5, 11, 29, 77

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Utilizing text features to gain meaning**

TE: 10

- **Using prior knowledge and experience**

TE: 5, 11, 29, 77

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

4. Use a wide range of strategies and skills, including retelling information, using context clues, and making inferences to identify main idea, to comprehend third-grade informational and functional reading materials.

TE: 40, 49, 107, 111

- **Using sentence structure to assist in comprehension**

TE: 40, 49, 107, 111

- **Distinguishing main idea from details**

TE: 5, 11, 29, 77

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Summarizing passages to demonstrate understanding**

TE: 5, 11, 29, 77

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Utilizing text features to gain meaning *Examples: titles, headings, glossary, boldface, index, table of contents, maps, charts, tables***

TE: 10, 23, 123

- **Using vocabulary knowledge to enhance comprehension**

TE: 63, 64, 66, 67, 70, 72

- **Using self-monitoring for text understanding**

TE: 5, 11, 29, 77

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Following simple written directions**

TE: 110

- **Ordering by importance or chronology**

TE: 19, 71

Writing and Language

9. Compose narrative texts using an introductory paragraph, specific time frames, clear sequencing of events, and a conclusion.

TE: 19, 73-75, 82, 91, 106

The narrative writing assignments on these pages provide students with the opportunity to meet this objective.

- **Determining purpose and audience prior to writing *Examples: purpose—writer addresses topic in correct mode audience—writer uses appropriate tone***

TE: 18, 73, 97, 98, 125-127

- **Demonstrating clarity and organization in a composition**

TE: 57, 103

- **Composing descriptive texts using sensory details and vivid language**

TE: 73, 88, 121

- **Composing expository texts using appropriate sequencing of ideas or steps in a process**

TE: 57, 103, 117

- **Using complete sentences, varied sentence structure, and appropriate transition words in a composition**

TE: 17, 47, 79, 95, 106, 108, 112, 113, 115, 125-127

The sentence writing assignments on these pages provide students with the opportunity to meet this objective.

- **Demonstrating the process of prewriting, drafting, revising, editing, and publishing**

TE: 62, 73, 75, 125

- **Using graphic organizers during prewriting**

TE: 99-101

- **Using figurative language to enhance written text *Examples: simile, onomatopoeia, metaphor, alliteration***

TE: 105, 124

The poetry transcription activities on these pages provide students with the opportunity to meet this objective.

- **Utilizing precise vocabulary in written presentations *Examples: gorgeous instead of pretty, prosperous instead of rich***

TE: 22, 73, 83

- **Demonstrating correct spelling in final written text**

TE: 49, 75, 123

- **Responding in writing to open-ended questions**

TE: 18, 74-75

- **Utilizing bullets to organize major details and ideas to support a topic**

TE: 12, 121

On these pages, students write numbered lists.

- **Demonstrating the ability to write legibly in cursive**

TE: 10, 30-40, 42-51, 52-56, 57-70, 71-76, 78-86, 87-96, 97-108, 109-120, 121-127

10. Apply mechanics in writing, including capitalization of proper nouns and titles of people and appropriate end marks, abbreviations, and commas with dates.

TE: 12, 13, 14, 16, 21, 80, 84, 85, 90, 91, 92, 93, 94, 98, 108, 109, 110, 111, 113, 120, 121, 125, 127

- **Identifying friendly letter parts and related punctuation marks**

TE: 18, 97, 98, 125-127

- **Using apostrophes with contractions and possessives**

TE: 109

- **Underlining or italicizing book titles**

TE: 59

- **Using commas to separate items in a series, in a physical address, and before the conjunction in a compound sentence**

TE: 80, 88

11. Recognize nouns, verbs, pronouns, conjunctions, and adjectives in written texts.

TE: 16, 18, 51, 78, 83, 118

- **Demonstrating use of nouns, verbs, pronouns, conjunctions, adjectives, and verb tenses in writing**

TE: 16, 18, 51, 78, 83, 118

- **Demonstrating use of subject-verb agreement in writing**

TE: 18

- **Demonstrating use of forms of adjectives in writing**

TE: 51, 78, 83, 118

Oral and Visual Communication

13. Demonstrate the ability to follow multistep oral directions.

TE: 45

14. Demonstrate eye contact, articulation, and appropriate voice intonation with oral narrative presentations.

TE: 18, 59, 71, 101, 104, 109, 118

The oral activities on these pages provide students with the opportunity to meet this objective.

- **Using dramatizations with oral descriptive presentations**

TE: 18, 59, 71, 104, 118

The oral activities on these pages provide students with the opportunity to meet this objective.

- **Using figurative language to enhance oral communication *Examples: simile, onomatopoeia, metaphor, alliteration***

TE: 105, 124

The poetry transcription activities on these pages provide students with the opportunity to meet this objective.

- **Utilizing precise vocabulary in oral presentations *Examples: exceptional instead of good, brilliant instead of smart***

TE: 22, 73, 83

**Scott Foresman D’Nealian Handwriting
to the
Alabama Course of Study: English Language Arts
Grade Four**

MINIMUM REQUIRED CONTENT

Students will:

Reading

1. Demonstrate word recognition skills, including structural analysis. *Example: structural analysis—prefixes, suffixes, root words*

TE: 38

- **Producing common word parts**

TE: 15, 38

- **Reading multisyllable words**

TE: 15, 38, 52

- **Reading compound words, contractions, possessives, and inflectional endings**

TE: 15

2. Demonstrate reading vocabulary knowledge, including recognition of a variety of synonyms and antonyms.

TE: 17, 56

- **Using context clues**

TE: 5, 11, 61

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Reading multiple-meaning words**

TE: 5, 11, 61

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Increasing number of sight words**

TE: 56, 75

3. Use a wide range of strategies, including distinguishing fiction from nonfiction and making inferences, to comprehend fourth-grade recreational reading materials in a variety of genres. *Examples: novels, short stories, poetry, trade books*

TE: 5, 11, 61

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Skimming passages to understand significance of passage**

TE: 75

- **Summarizing passages to restate information**

TE: 49, 70, 87

- **Comparing and contrasting to extend meaning**

TE: 17, 73, 76

- **Using knowledge of sentence structure and context to enhance comprehension**

TE: 5, 11, 61

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Using self-monitoring for text understanding, including rereading and adjusting rate and speed of reading**

TE: 5, 11, 61

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Using vocabulary knowledge to enhance comprehension**

TE: 56

- **Reading fluently with expression and attention to punctuation**

TE: 22, 33, 77, 84, 92

On these pages, students read aloud and thus have the opportunity to meet this objective.

- **Drawing conclusions to determine content not directly stated**

TE: 94

- **Asking and answering questions**

TE: 41, 57, 76, 84, 94

- **Relating events, ideas, and characters to prior knowledge and specific life experiences**

TE: 25, 66, 67

4. Identify literary elements and devices, including characters, important details, and similes, in fourth-grade recreational reading materials and details in fourth-grade informational reading materials.

TE: 11, 61, 75, 87, 89

- **Identifying main idea**

TE: 9, 57-59

- **Identifying author's purpose**

TE: TE: 5, 11, 61

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

5. Use a wide range of strategies and skills, including using sentence structure, locating information, and distinguishing fact from fiction, to comprehend fourth-grade informational and functional reading materials.

TE: 5, 11, 28, 53, 61

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Determining sequence of events in informational and functional texts**

TE: 24

- **Distinguishing fact from opinion in informational text**

TE: 49, 60, 61, 70, 76, 90

On these pages, persuasive writing and speaking assignments provide students the opportunity to meet this objective.

- **Summarizing passages to demonstrate understanding**

TE: 49, 70

- **Comparing and contrasting to extend meaning**

TE: 17, 76

- **Using self-monitoring for text understanding, including rereading and adjusting rate and speed of reading**

TE: 5, 11, 61

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Using text features to gain meaning *Examples: titles, headings, glossary, boldface, index, table of contents, tables, charts, graphs***

TE: 9, 36, 73, 93-95

- **Previewing to anticipate content**

TE: 5, 11, 61

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Using note-taking skills, including highlighting and outlining**

TE: 22, 44, 53, 56, 67, 75, 78, 83, 84, 92

- **Detecting obvious bias in informational text**

TE: 49, 60, 61, 70, 76, 90

On these pages, persuasive writing or speaking assignments provide students the opportunity to meet this objective.

- **Recognizing persuasive techniques in informational text** *Examples: bandwagon, snob appeal*

TE: 49, 60, 61, 70, 76, 90

On these pages, persuasive writing and speaking assignments provide students the opportunity to meet this objective.

Writing and Language

- 8. Compose descriptive texts using an introductory paragraph, sensory details, vivid language, and a conclusion.**

TE: 8, 10, 11, 12, 17, 27, 77, 89

- **Determining purpose and audience prior to writing** *Examples: purpose—writer addresses topic in correct mode; audience—writer uses appropriate tone and language*

TE: 10, 62, 64, 65, 71, 81, 82, 83, 87, 91

- **Demonstrating clarity and organization in a composition**

TE: 8, 11, 41, 61, 73, 75, 78, 87

- **Composing expository texts using a main idea with three supporting details**

TE: 10, 18, 25, 26, 34, 41, 45, 47, 83

- **Composing narrative texts using a definite time frame, selected tone, and a clear sequence of events** *Examples: selected tone—sarcastic, angry, humorous, respectful*

TE: 25, 51, 53, 78, 79

- **Writing complex sentences to vary sentence structure**

TE: 20-21, 66

On these pages, students proofread their compositions.

- **Correcting sentence fragments and run-on sentences in writing**

TE: 20-21, 66

On these pages, students proofread their compositions.

- **Demonstrating the process of prewriting, drafting, revising, editing, and publishing**

TE: 20-21, 24, 66, 75

- **Demonstrating usage of graphic organizers during prewriting**

TE: 11, 23, 27, 61

- **Spelling correctly in final written texts**

TE: 20-21, 24, 75

- **Bulleting major ideas during prewriting**

TE: 11, 23, 27, 61

On these pages, students brainstorm lists as a prewriting activity.

- **Utilizing figurative language to enhance written communication *Examples: simile, metaphor, onomatopoeia, personification***

TE: 89

9. Respond in writing to open-ended questions.

TE: 41, 57, 94

- **Utilizing bullets to organize major details and ideas to support a topic**

TE: 47

On these pages, students write lists and thus have the opportunity to meet this objective.

10. Apply mechanics in writing, including capitalization of business and friendly letter parts and envelope addresses and use of punctuation, including apostrophe with contractions, underlining or italicizing of book titles, and commas to separate items in a series and in a physical address.

TE: 16, 20-21, 24, 30, 50, 69, 82, 86

- **Capitalizing proper adjectives and the first word in direct quotations**

TE: 77

The activities on this page provide students the opportunity to meet this objective.

- **Applying correct punctuation in a direct quotation, including quotation marks, commas, and end marks**

TE: 77

- **Using commas correctly in a compound sentence**

TE: 77

This page discusses writing commas.

- **Using apostrophes with possessives**

TE: 77

This page discusses writing apostrophes.

- **Writing sentences without the use of double negatives**

TE: 20-21, 66

On these pages, students proofread their compositions.

11. Demonstrate knowledge of subject-verb agreement with simple subjects and correct usage of regular and irregular verb forms. Examples: subject-verb agreement—she walks, they walk; regular verb form—like, liked, liked; irregular verb form—draw, drew, drawn

TE: 20-21, 66

On these pages, students proofread their compositions.

- **Differentiating among helping, linking, and action verbs**

TE: 20-21, 66

On these pages, students proofread their compositions.

- **Demonstrating correct use of nouns, pronouns, conjunctions, adjectives, and adverbs**

TE: 6, 11, 14, 40, 52, 54

Oral and Visual Communication

13. Demonstrate eye contact, articulation, and appropriate voice intonation with descriptive presentations.

TE: 25, 44, 66, 76, 85

- **Using demonstrations with oral expository presentations**

TE: 53, 57

- **Using figurative language to enhance oral communication *Examples: simile, metaphor, onomatopoeia, personification***

TE: 89

This page explores figurative language in the context of writing.

- **Utilizing precise vocabulary in oral presentations *Examples: leap instead of jump, miniature instead of little***

TE: 57, 76

14. Identify strategies of a skillful listener, including attending to the listening task and assigning meaning to the message.

TE: 59, 81, 84, 92

**Scott Foresman D’Nealian Handwriting
to the
Alabama English Language Arts Course of Study
Grade Five**

MINIMUM REQUIRED CONTENT

Students will:

Reading

1. Demonstrate reading vocabulary knowledge, including recognition of multiple-meaning words.

TE: 6, 7, 13, 20, 28, 37, 39, 48, 53, 93

- **Identifying word “chunks” or parts *Example: mark, remark, or able in remarkable***

TE: 38, 95

- **Recognizing inflected endings *Examples: ed, ing***

TE: 38

- **Identifying possessives and contractions**

TE: 77

2. Use a range of strategies, including drawing conclusions such as opinions about characters based on their actions and summarizing passages, to comprehend fifth-grade recreational reading materials in a variety of genres.

TE: 79

- **Determining sequence of events in recreational reading materials**

TE: 62, 69

- **Comparing and contrasting to extend meaning**

TE: 34, 38, 41, 59, 75, 79, 92

On these pages, students compare and contrast and thus have the opportunity to meet this objective.

- **Distinguishing fiction and nonfiction**

TE: 5, 11, 61

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Using sentence structure and context to determine meaning**

TE: 5, 11, 61

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Using prior knowledge and experience to interpret meaning**

TE: 5, 11, 61

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Skimming passages to obtain primary message**

TE: 5, 11, 61

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Inferring motive of characters**

TE: 79

3. Recognize the use and effect of literary elements and devices, including setting, character traits, stated purpose, metaphors, and simple symbolism to gain information from various text formats, including tables and charts.

TE: 45-47, 57, 58, 79, 93-95

- **Recognizing persuasive techniques**

TE: 11, 12, 36, 75, 90

On these pages, persuasive writing assignments provide students with the opportunity to meet this objective.

- **Identifying main idea and supporting details**

TE: 5, 11, 61

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Recognizing use of personification**

TE: 5, 11, 61

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Identifying implied purpose**

TE: 5, 11, 61

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

4. Use a wide range of strategies and skills, including using text features to gain meaning, summarizing passages, and drawing conclusions, to comprehend fifth-grade informational and functional reading materials.

TE: 45-47, 86, 87, 93-95

- **Determining sequence of events**

TE: 62, 69

- **Determining cause and effect**

TE: 5, 11, 61

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Distinguishing fact from opinion**

TE: 11, 12, 36, 75, 90

On these pages, persuasive writing assignments provide students with the opportunity to meet this objective.

- **Using previewing and predicting skills to determine content**

TE: 5, 11, 61

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Using sentence structure and context to determine word meaning**

TE: 5, 11, 61

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Using prior knowledge and experience to interpret meaning**

TE: 59

- **Using self-monitoring for text understanding *Examples: rereading, accessing prior knowledge and experiences***

TE: 5, 11, 61

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Using expanded vocabulary to determine word meaning**

TE: 6, 7, 13, 20, 28, 37, 39, 48, 53, 93

- **Recognizing persuasive techniques**

TE: 11, 12, 36, 75, 90

On these pages, persuasive writing assignments provide students with the opportunity to meet this objective.

- **Skimming passages to understand significance of passage**

TE: 5, 11, 61

The bibliographies on these pages suggest reading materials and thus provide students with the opportunity to meet this objective.

- **Using reference materials**

TE: 8, 11, 12, 13, 15, 16, 20, 21, 27, 28, 34, 38, 46, 49, 50, 53, 58, 60, 62, 71, 78, 80, 93, 94

Writing and Language

7. Compose expository texts using an introductory paragraph that includes a main idea; supporting paragraphs with a minimum of three reasons, explanations, or steps in a process; and a conclusion.

TE: 11, 19, 20, 36, 38, 44, 62, 83, 92

- **Determining purpose and audience prior to writing** *Examples: purpose—writer addresses topic in correct mode; audience—writer uses appropriate tone*

TE: 10, 11, 42, 72, 76, 83, 91

- **Demonstrating clarity and organization in a composition**

TE: 73

- **Using appropriate transition words in a composition**

TE: 11, 12, 15, 17, 19, 20, 23, 36, 38, 44, 57, 59, 62, 67, 75, 79, 82, 83, 84, 86, 90, 92

The writing assignments on these pages provide students with the opportunity to meet this objective.

- **Using appropriate prewriting strategies** *Examples: brainstorming, using graphic organizers*

TE: 11, 57, 61, 73

- **Composing persuasive texts, including a minimum of three reasons that support a stance or position**

TE: 11, 12, 36, 75, 90

- **Composing narrative texts using a definite time frame, a clear sequence of events, and a selected tone** *Examples: selected tone—sarcastic, humorous, respectful*

TE: 17, 29, 79, 86

- **Composing descriptive texts using an introductory paragraph, sensory details, vivid language, and a conclusion**

TE: 15, 23, 38, 57, 59, 67, 82, 84

8. Express meaning through writing varied sentence structure, detailed paragraphs, and multiparagraph compositions in an organized manner.

TE: 14

- **Editing writing for clarity of thought**

TE: 92

- **Correcting awkward sentence construction, redundancy, fragments, and run-ons in written presentations**

TE: 20, 24, 25

- **Utilizing precise vocabulary in oral and written presentations** *Examples: sauntered instead of walked, scurried instead of ran*

TE: 57

- **Bulleting major details and ideas to support a topic or subject**

TE: 59, 80

The writing assignments on these pages provide students with the opportunity to meet this objective.

- **Responding in writing to open-ended questions**

TE: 76, 79

9. Apply mechanics in writing, including capitalization of first word in a direct quotation and use of punctuation, including quotation marks and comma with direct quotations, colon to introduce a list, and commas after introductory words, with a noun of direct address, and in a compound sentence.

TE: 18, 21, 23, 25, 26, 27, 30, 40, 49, 52, 55, 64, 70, 81, 83

- **Using quotation marks with titles of short stories and poems**

TE: 23, 86

- **Capitalizing proper adjectives, titles of books, and works of art**

TE: 86

- **Using apostrophes with possessives**

TE: 23, 77

10. Demonstrate knowledge of grammar and usage concepts, including subject-verb agreement with a compound subject; present, past, and future verb tenses; forms of adjectives; forms of nouns; and subject, object, and possessive pronouns.

TE: 6, 12, 14, 33, 37

- **Writing sentences without the use of double negatives**

TE: 20, 24, 25

The proofreading assignments on these pages provide students the opportunity to meet this objective.

- **Identifying homonyms, homophones, and homographs** *Examples: homonym—as in a bat and a ball, a bat in a cave; homophone—as in a bear in a forest, a bare spot in the lawn; homograph—as in a bass in a lake, a bass singing voice*

TE: 11, 12, 15, 17, 19, 20, 23, 36, 38, 44, 57, 59, 62, 67, 75, 79, 82, 83, 84, 86, 90, 92

The writing assignments on these pages provide students with the opportunity to meet this objective.

- **Using irregular verbs in writing**

TE: 20, 24, 25

The proofreading assignments on these pages provide students the opportunity to meet this objective.

- **Using adjectives, adverbs, conjunctions, nouns, and verbs in writing**

TE: 6, 12, 14, 33, 17

- **Demonstrating correct use of prepositions and interjections**

TE: 20, 24, 25

The proofreading assignments on these pages provide students the opportunity to meet this objective.

Oral and Visual Communication

11. Demonstrate eye contact, articulation, and appropriate voice intonation with expository presentations.

TE: 38, 48, 58, 60, 61, 62, 63, 71, 78, 86, 94

The oral presentation assignments on these pages provide students with the opportunity to meet this objective.

- **Using dramatizations with oral persuasive presentations** *Examples: role play, Reader's Theater*

TE: 58, 61, 94

The dramatic presentation assignments on these pages provide students with the opportunity to meet this objective.

- **Using figurative language found in literature to enhance oral communication** *Examples: personification, idiom, metaphor, simile, hyperbole, onomatopoeia, alliteration, symbolism*

TE: 57

This page discusses imagery in the context of poetry.

13. Apply strategies of a skillful listener, including maintaining eye contact, attending to the listening task, and assigning meaning to the message.

TE: 10, 92

**Scott Foresman D’Nealian Handwriting
to the
Alabama English Language Arts Course of Study
Grade Six**

MINIMUM REQUIRED CONTENT

Students will:

Reading

1. Apply strategies, including making complex predictions, interpreting characters’ behaviors, and comparing and contrasting, to comprehend sixth-grade recreational reading materials. *Examples: complex predictions—order of events, potential conflicts*

TE: 76

- **Identifying supporting details**

TE: 57, 58

- **Using context clues to determine meaning**

TE: 5, 11, 61

The bibliographies on these pages suggest reading material and thus provide students with the opportunity to meet this objective.

- **Identifying sequence of events**

TE: 61, 69

- **Making generalizations from text information**

TE: 41

2. Interpret literary elements and devices, including implied main idea, conflict, and personification.

TE: 61

- **Identifying the climax**

TE: 5, 11, 61

The bibliographies on these pages suggest reading material and thus provide students with the opportunity to meet this objective.

3. Apply strategies that include making complex predictions, identifying the likely source of a text, and comparing to comprehend sixth-grade informational and functional reading materials. *Examples: complex predictions—results of actions, expected learning from a chapter or unit*

TE: 8

- **Drawing conclusions to extend meaning**

TE: 43, 78, 86

- **Making generalizations**

TE: 41

- **Using context clues to determine meaning**

TE: 5, 11, 61

The bibliographies on these pages suggest reading material and thus provide students with the opportunity to meet this objective.

- **Identifying sequence of events**

TE: 69, 81

- **Previewing text features before reading *Example: headings***

TE: 5, 11, 61

The bibliographies on these pages suggest reading material and thus provide students with the opportunity to meet this objective.

4. Recognize the use of text elements, including implied main idea, explicit cause-effect relationships, and persuasive techniques, in sixth-grade informational and functional reading materials.

TE: 57, 58, 93-95

- **Identifying details related to main idea**

TE: 57, 58

Writing and Language

8. Compose in persuasive mode for a specific purpose and audience, including clearly stated opinions with supporting details and reasons or examples to influence thought or action.

TE: 38, 64, 90

The persuasive writing assignments on these pages provide students the opportunity to meet this objective.

- **Using the steps of the writing process, including prewriting, drafting, revising, editing, and publishing in all forms of written composition**

TE: 11, 20, 23-25, 46-47, 58-59, 94-95

- **Demonstrating use of graphic organizers for prewriting and drafting**
Examples: outlines, Venn diagrams, semantic webs, storyboards

TE: 11, 61

- **Organizing content of paragraphs and other written compositions, including topic sentences, supporting sentences, and concluding sentences with varied sentence structure**

TE: 8, 39, 51, 80, 91

The paragraph writing assignments on these pages provide students with the opportunity to meet this objective.

- **Using transitional words or phrases to help create coherence in compositions**

TE: 61

- **Using tone appropriate to the topic, purpose, and audience**

TE: 10, 33, 61, 65, 68

9. Utilize vocabulary and spelling skills, including using homonyms, synonyms, and antonyms, in writing.

TE: 12, 23-25, 39, 74

10. Use punctuation correctly in writing, including apostrophes to show possession and semicolons joining two independent clauses. *Example: The Yankees won all of their games; the Cardinals lost only two games.*

TE: 8, 23-25, 62, 77

- **Punctuating titles with quotation marks, underlining, and italics in writing**

TE: 86, 87

- **Using semicolons, conjunctive adverbs, and commas to join two independent clauses or to correct run-on sentences in writing *Example: We left late; however, we still arrived on time.***

TE: 11, 20, 23-25, 46-47, 58-59, 94-95

The proofreading assignments on these pages provide students with the opportunity to meet this objective.

- **Using commas to set off nonessential appositives in writing**

TE: 8, 77

These pages explore writing commas neatly.

- **Identifying comma splice errors in writing**

TE: 11, 20, 23-25, 46-47, 58-59, 94-95

The proofreading assignments on these pages provide students with the opportunity to meet this objective.

11. Apply rules governing capitalization of proper adjectives, map directions and regions of the country, seasons, titles, words showing family relationships, subjects and courses, and divided quotations.

TE: 12, 13, 14, 23-25, 27, 30, 40, 41, 48, 52, 69, 82

12. Apply grammar conventions in writing with consistent verb tense; nominative, objective, and possessive pronouns; and subject-verb agreement when interrupted by a prepositional phrase.

TE: 23, 25, 61

Oral and Visual Communication

15. Recognize speech forms, including dialects and idioms. Examples: dialects—Appalachian, Gullah; idioms—“raining cats and dogs,” “in hot water”

TE: 36

16. Demonstrate eye contact, articulation, and appropriate voice intonation with persuasive presentations.

TE: 23, 38, 49, 53, 57, 58, 61, 74, 76, 91

17. Use listening skills for remembering significant details, directions, and sequences.

TE: 44, 57, 58, 76, 84, 92

- **Summarizing messages for content and purpose**

TE: 44, 57, 58, 84, 92

- **Practicing note-taking skills to gather and summarize information**

TE: 44, 57, 84, 92

- **Paraphrasing spoken messages to summarize or clarify**

TE: 44, 57, 58, 59, 84, 92

- **Recognizing propaganda as an art of persuasion in evaluating content and purpose**

TE: 38, 64, 90

The persuasive writing assignments on these pages provide students with the opportunity to meet this objective.