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**Grade Three — Grade Five**

**correlated to**  
**Illinois Academic Standards English Language Arts**  
**Late Elementary**

Illinois Goals, Standards, and Benchmarks		<i>Houghton Mifflin English</i> © 2001
<b>STATE GOAL 1: Read with understanding and fluency.</b>		
<i>As a result of their schooling, students will be able to:</i>		
<b>A. Apply word analysis and vocabulary skills to comprehend selections.</b>		
1.A.2a Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.	3	<i>At 3–5, for reading and comprehending unfamiliar words, see:</i> <b>Synonyms, SB:</b> 122, 160, 407, H12; <b>TE:</b> 122, 160, 407; <b>WP:</b> 60, 79, 144; <b>RW:</b> 36, 48, 99 <b>Antonyms, SB:</b> H13 <b>Prefixes, SB:</b> H14 <b>Suffixes, SB:</b> H15
	4	<b>Base Words and Roots, SB:</b> H15, H16 <b>Synonyms, SB:</b> 148, 430, H13, H79–H80, H31; <b>WP:</b> 71, 157; <b>RW:</b> 43, 108 <b>Antonyms, SB:</b> H14, H31, H79–H80; <b>TE:</b> H14, H31, H79–H80 <b>Prefixes, SB:</b> H15 <b>Suffixes, SB:</b> 431, H16
	5	<b>Base Words and Roots, SB:</b> H18 <b>Synonyms, SB:</b> H13; <b>TE:</b> H13 <b>Antonyms, SB:</b> 383; <b>WP:</b> 159; <b>RW:</b> 102 <b>Prefixes, SB:</b> H16 <b>Suffixes, SB:</b> H17
1.A.2b Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.		<i>At 3–5, for clarifying word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses, see:</i> <b>Context Clues, SB:</b> 78, 122, 160, 230; <b>TE:</b> 259, 287, 327, 355, 389, 423 <div style="text-align: right;">(continued)</div>

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1.A.2b Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses. (continued)	3 (ctd.)	<b>Definitions, SB:</b> H19; <b>TE:</b> H19 <b>Words for Writing/Thesaurus for Writing, SB:</b> 122, 160, H23, H60–H61, H62–H66, H67–H76
	4	<b>Context Clues, SB:</b> 248, H11, H12, H13, H14, H15, H16; <b>TE:</b> 9, 148, 220, 248, 275, 298, 339, 369, 413, 447, H11, H12, H13, H14, H15, H16 <b>Definitions, SB:</b> H19; <b>TE:</b> H19 <b>Words for Writing/Thesaurus for Writing, SB:</b> 314, 354, 430, 464, H79–H100; <b>TE:</b> 118, 148
	5	<b>Context Clues, SB:</b> 80, 128, 232, 266; <b>TE:</b> 9, 295, 320, 365, 399, 447, 481 <b>Definitions, SB:</b> H21; <b>TE:</b> 383, 498 <b>Words for Writing/Thesaurus for Writing, SB:</b> 339, 383, 463, 498; <b>TE:</b> 128, 498
<b>B. Apply reading strategies to improve understanding and fluency.</b>		
1.B.2a Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.	3	<i>At 3–5, for establishing purposes for reading; surveying materials; asking questions; making predictions; and connecting, clarifying and extending ideas, see:</i> <b>Purposes for Reading, SB:</b> 269, 297, 334, 364, 432 <b>Building Background, TE:</b> 258, 287, 327, 355, 389, 423 <b>Formulating Questions, SB:</b> 9, 16, 259, 287, 327, 355, 389, 423 <b>Predicting Outcomes, SB:</b> 9, 259, 287, 327, 355, 389, 423 <b>Discussing Literature, SB:</b> 11, 263, 267, 268, 291, 292, 296, 328, 331, 333, 358, 361, 392, 395, 397, 426, 429, 431; <b>TE:</b> 259, 263, 265, 267, –268, 287, 291, 292, 293, 295, 296, 327, 328, 330, 331, 332, 333, 355, 358, 360, 361, 389, 392, 394, 395, 396, 397, 423, 426, 428, 429, 430, 431
	4	<b>Purposes for Reading, SB:</b> 9, 275, 298, 339, 369, 413; <b>TE:</b> 9, 275, 298, 339, 369, 413 <b>Building Background, TE:</b> 275, 298, 339, 369, 413, 447 <b>Formulating Questions SB:</b> 43, 57, 168, 185, 215, 262, 285, 378, 395, 397, H9–H10; <b>WP:</b> 74, 90–91, 128; <b>RW:</b> 45, 55, 79 <b>Predicting Outcomes, SB:</b> 297, 298 <b>Discussing Literature, SB:</b> 3, 4, 23, 271, 272, 284, 286, 287, 308, 309, 311, 333, 347, 349, 350, 353, 377, 380, 384, 385, 409, 422, 423, 424, 425, 427, 444, 457, 459, 461; <b>TE:</b> 1, 5, 7, 8, 12, 13, 14, 16, 20, 22, 23, 26, 269, 277, 278, 282, 289, 300, 301, 305, 313, 321, 331, 342, 343, 347, 353, 364, 371, 372, 377, 407, 424, 425, 429, 450, 451

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	5	<b>Purposes for Reading</b> , TE: 3, 54, 58, 110, 115, 194, 248, 254, 255, 256, 314, 320, 374, 380 <b>Building Background</b> , TE: 9, 295, 320, 365, 399, 447, 481 <b>Formulating Questions</b> , SB: 12, 14, 304, 330, 370, 409, 410, 411, 413, 455, 489 (continued)
1.B.2a Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas. (continued)	5 (ctd.)	<b>Discussing Literature</b> , SB: 11, 297, 301, 303, 324, 327, 329, 367, 371, 373, 402, 405, 408, 449, 452, 454, 483, 486, 488; TE: 9, 11, 295, 297, 299, 301, 303, 320, 326, 327, 328, 329, 365, 367, 369, 371, 372, 373, 399, 402, 404, 405, 408, 447, 449, 451, 453, 454, 481, 483, 485, 487, 488
1.B.2b Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.	3	<i>At 3–5, for identifying structure of nonfiction texts to improve comprehension, see:</i> <b>Nonfiction</b> , SB: H21 <b>Reading Instructions</b> , SB: 327–328; TE: 327, 328 <b>Reading a Photo Essay</b> , SB: 377, 420–421, 422
	4	<b>Magazine Article</b> , SB: 339–341; TE : 339, 341 <b>Reading Expository Writing</b> , SB: 39, 65, 79, 81, 97, 99, 101, 107, 111, 143, 175, 217, 219, 241, 243, 328–337, 339–357, 359–367, 369–393, 394–395, 396–397, 398–399; WP: 141-145, 146-150; RW: 92-96, 97-101 <b>Reading an Informational Article</b> , SB: 381, 394, 395, 400 <b>Reading a Newspaper Article</b> , SB: 379, 396–397; TE: 379, 396, 397
	5	<b>Reading a Description</b> , SB: 9–11 <b>Reading Expository Writing</b> , SB: 39, 77, 105, 117, 119, 125, 127, 157, 197, 217, 259, 357–363, 368, 369–373, 374–385, 386, 387, 388–393, 399–402, 403, 404–408, 409–426, 427, 428–429, 430–431, 432–433 <b>Instructions</b> , SB: 358–359; TE: 358, 359 <b>Reading an Essay</b> , SB: 365–367, 447–449, 481–483
1.B.2c Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i> , clarify terminology, seek additional information).	3	<i>At 3–5, for continuously checking and clarifying for understanding, see:</i> <b>Discussing Literature</b> , SB: 11, 263, 267, 268, 291, 292, 296, 328, 331, 333, 358, 361, 392, 395, 397, 426, 429, 431; TE: 259, 263, 265, 267, –268, 287, 291, 292, 293, 295, 296, 327, 328, 330, 331, 332, 333, 355, 358, 360, 361, 389, 392, 394, 395, 396, 397, 423, 426, 428, 429, 430, 431 <b>Mapping the Selection</b> , TE: 11, 263, 291, 328, 358, 392, 426

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	4	<b>Discussing Literature, SB:</b> 3, 4, 23, 271, 272, 284, 286, 287, 308, 309, 311, 333, 347, 349, 350, 353, 377, 380, 384, 385, 409, 422, 423, 424, 425, 427, 444, 457, 459, 461; <b>TE:</b> 1, 5, 7, 8, 12, 13, 14, 16, 20, 22, 23, 26, 269, 277, 278, 282, 289, 300, 301, 305, 313, 321, 331, 342, 343, 347, 353, 364, 371, 372, 377, 407, 424, 425, 429, 450, 451 <b>Mapping the Selection, TE:</b> 11, 276, 299, 341, 370, 416, 449
	5	<b>Discussing Literature, SB:</b> 11, 297, 301, 303, 324, 327, 329, 367, 371, 373, 402, 405, 408, 449, 452, 454, 483, 486, 488; (continued)
1.B.2c Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i> , clarify terminology, seek additional information). (continued)	5 (ctd.)	<b>Discussing Literature, (continued) TE:</b> 9, 11, 295, 297, 299, 301, 303, 320, 326, 327, 328, 329, 365, 367, 369, 371, 372, 373, 399, 402, 404, 405, 408, 447, 449, 451, 453, 454, 481, 483, 485, 487, 488 <b>Mapping the Selection, TE:</b> 11, 297, 324, 367, 402, 449, 483
1.B.2d Read age-appropriate material aloud with fluency and accuracy.	3	<i>At 3–5, for reading age-appropriate material aloud with fluency and accuracy, see:</i> <b>Reading a Play, SB:</b> 310–312 <b>Reading a Story Aloud, SB:</b> 285 <b>Read-Aloud Activities, SB:</b> 307
	4	<b>Choral Reading, SB:</b> 324–325; <b>TE:</b> 324, 325 <b>Reading a Play, SB:</b> 249 <b>Reading a Story Aloud, SB:</b> 324–325; <b>TE:</b> 324, 325 <b>Read-Aloud Activities, SB:</b> 43, 73, 111, 117, 147, 215, 249, 268, 292, 316, 323–325, 356, 365, 392, 400–401, 443, 466 <b>TE:</b> 324, 325
	5	<b>Reading a Play, SB:</b> 201, 219 <b>Reading a Story Aloud, SB:</b> 320–324, 326–327, 328–329, 434–435; <b>TE:</b> 320, 324, 325, 326, 327, 328, 329 <b>Read-Aloud Activities, SB:</b> 434–435
<b>C. Comprehend a broad range of reading materials.</b>		
1.C.2a Use information to form and refine questions and predictions.	3	<i>At 3–5, for using information to form and refine questions and predictions, see:</i> <b>Predicting Outcomes, SB:</b> 9, 259, 287, 327, 355, 389, 423 <b>Formulating Questions, SB:</b> 9, 16, 259, 287, 327, 355, 389, 423, 432, H29–H30

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	4	<b>Predicting Outcomes, SB:</b> 297, 298 <b>Formulating Questions, , SB:</b> 43, 57, 168, 185, 215, 262, 285, 378, 395, 397, H9–H10; <b>WP:</b> 74, 90-91, 128; <b>RW:</b> 45, 55, 79
	5	<b>Formulating Questions, SB:</b> 12, 14, 304, 330, 370, 409, 410, 411, 413, 455, 489
1.C.2b Make and support inferences and form interpretations about main themes and topics.	3	<i>At 3–5, for making and supporting inferences and forming interpretations about main themes and topics, see:</i> <b>Making Inferences, SB:</b> 9, 259, 263, 287, 327, 355, 389, 423; <b>TE:</b> 9, 259, 263, 287, 327, 355, 389, 423
	4	<b>Making Inferences, SB:</b> 11, 276, 299, 341, 370, 416, 449; <b>TE:</b> 11, 276, 299, 341, 370, 416
	5	<b>Making Inferences, SB:</b> 297, 324, 367, 402, 449, 483; <b>TE:</b> 297, 324, 367, 402, 449, 483; <b>TE:</b> 297, 324, 367, 402, 449, 483
1.C.2c Compare and contrast the content and organization of selections.	3	<i>At 3–5, for comparing and contrasting the content and organization of selections, see:</i> <b>Comparing and Contrasting, SB:</b> 16, 113, 150–151, 219, 346–351; <b>WP:</b> 51, 69–70; <b>RW:</b> 42
	4	<b>Comparison and Contrast, SB:</b> 16, 75, 107, 143, 146–147, 151, 164, 167, 239, 310, 311, 326–327, 335, 346, 359–364, 366–367, H54; <b>WP:</b> 29-30, 46-47, 65-66, 69-70, 72-73, 115-116, 136, 137; <b>RW:</b> 18, 28, 40, 42, 44, 70, 87, 88
	5	<b>Comparing and Contrasting, , SB:</b> 16, 45, 121, 159, 229, 251, 263, 352–353, 361, 374–387; <b>WP:</b> 13–14, 75–76, 114–115, 123–124, 125–126, 135–136, 155–159; <b>RW:</b> 7, 44, 67, 73, 74, 80, 98–102
1.C.2d Summarize and make generalizations from content and relate to purpose of material.	3	<i>At 3–5, for summarizing and making generalizations from content and relate to purpose of material, see:</i> <b>Summarizing, SB:</b> 188, 413, H28 <b>Making Generalizations, SB:</b> 115, 384
	4	<b>Summarizing, SB:</b> 395, 429, 436, H29–H30, H34
	5	<b>Summarizing, SB:</b> 97, 181, 429, 469, H31–H32

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1.C.2e Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphor).	3	At 3–5, for explaining how authors and illustrators use text and art to express their ideas, see: <b>Using the Photographs, TE:</b> 258, 286, 326, 354, 388, H22 <b>Think About the Pictures, SB:</b> 263, 291, 328, 358, 392, 426; <b>TE:</b> 213, 291, 328, 358, 392, 426 <b>Cartoons, SB:</b> 433, 435 <b>Finding Viewpoint in Pictures, SB:</b> 420–421; <b>TE:</b> 420, 421
	4	<b>Using the Photographs, TE:</b> 274, 297, 338, 412, 446 <b>Think About the Pictures, SB:</b> 11, 276, 299, 341, 370, 416, 449; <b>TE:</b> 11, 276, 299, 341, 370, 416, 449 <b>Comparing Visual Information, SB:</b> 366–367; <b>TE:</b> 366, 367 <b>Adding Graphic and Visuals, SB:</b> 389–390; <b>TE:</b> 389–390
	5	<b>Using the Photographs, TE:</b> 294, 319, 364, 398, 446, 480 <b>Think About the Pictures, SB:</b> 11, 297, 324, 367, 402, 449, 483; <b>TE:</b> 11, 297, 324, 367, 402, 449, 483 <b>Comparing Visual Information, SB:</b> 396–397; <b>TE:</b> 396, 397 <b>Points of View in Visuals, SB:</b> 478–479; <b>TE:</b> 478, 479
1.C.2f Connect information presented in tables, maps and charts to printed or electronic text.	3	At 3–5, for connecting information presented in tables, maps and charts to printed or electronic text, see: <b>Mapping the Selection, TE:</b> 11, 263, 291, 328, 358, 392, 426 <b>Using Diagrams, Tables, and Graphs, SB:</b> H24, H25 <b>Reading Maps, SB:</b> H25
1.C.2f Connect information presented in tables, maps and charts to printed or electronic text (continued)	4	<b>Mapping and Clustering, SB:</b> 14, 282, 283, 424, H50; <b>WP:</b> 153; <b>RW:</b> 104; <b>TE:</b> 11, 276, 299, 341, 370, 416, 449 <b>Reading Maps, SB:</b> 389, 400, H25; <b>TE:</b> 389, 400, H25 <b>Using Diagrams, Tables, and Graphs, SB:</b> 389, H24, H39, H42
	5	<b>Mapping and Clustering, SB:</b> 14, 17, 304, 391, H52 <b>Using Diagrams, Tables, and Graphs, SB:</b> 423, 424, H26 H27 <b>Reading Maps, SB:</b> 267
<b>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</b>		
<i>As a result of their schooling, students will be able to:</i>		
<b>A. Understand how literary elements and techniques are used to convey meaning.</b>		

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2.A.2a Identify literary elements and literary techniques (e.g., characterization, use of narration, use of dialogue) in a variety of literary works.	3	<p><i>At 3–5, for identifying literary elements and literary techniques in a variety of literary works, see:</i>  <b>Characterization, SB:</b> 298–299, 300–301, 310–315, 317;  <b>WP:</b> 124, 125, 126; <b>RW:</b> 79, 80, 81  <b>Dialogue, SB:</b> 292, 293, 302, 303, 306, 310–312; <b>WP:</b> 127; <b>RW:</b> 82  <b>Point of View, SB:</b> 422–423; <b>TE:</b> 422, 423</p>
	4	<p><b>Characterization, SB:</b> 299, 300, 306, 308, 309, 311, 312, 318, 321, 322, 323, 324, 325, 327; <b>WP:</b> 133, 135, 137, 138; <b>RW:</b> 84, 86, 88, 89  <b>Dialogue, SB:</b> 277, 285, 300, 308, 312, 315, 321, 323, H49; <b>WP:</b> 138; <b>RW:</b> 89  <b>Figurative Language (Metaphor, Simile, Personification), SB:</b> 290, H11  <b>Point of View, SB:</b> 443; <b>TE:</b> 443</p>
	5	<p><b>Characterization, SB:</b> 331, 344–349, 352–353; <b>WP:</b> 147; <b>RW:</b> 90  <b>Dialogue, SB:</b> 346, 347, 348  <b>Figurative Language (Metaphor, Simile, Personification), SB:</b> 312, H11  <b>Point of View, SB:</b> 478–479; <b>TE:</b> 478, 479</p>
2.A.2b Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning.	3	<p><i>At 3–5, for describing how literary elements are used in literature to create meaning, see:</i>  <b>Character, SB:</b> 298–299, 300–301, 310–315, 317;  <b>WP:</b> 124, 125, 126; <b>RW:</b> 79, 80, 81  <b>Setting, SB:</b> 299, 300–301, 310, 312; <b>TE:</b> 300, 301;  <b>WP:</b> 125; <b>RW:</b> 80  <b>Plot, SB:</b> 287, 289, 290, 291, 300–302, 303, 317; <b>WP:</b> 125, 126, 127; <b>RW:</b> 80, 81, 82; <b>TE:</b> 287, 291</p>
2.A.2b Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning. (continued)	4	<p><b>Character, SB:</b> 299, 300, 306, 308, 309, 311, 312, 318, 321, 322, 323, 324, 325, 327; <b>WP:</b> 133, 135, 137, 138;  <b>RW:</b> 84, 86, 88, 89  <b>Setting, SB:</b> 268, 299, 300, 307, 309, 319, 321, 322, 327  <b>Plot (Conflict, Climax, Resolution), SB:</b> 300, 307, 309, 318, 322, 327; <b>TE:</b> 299, 300, 307, 309, 318, 322, 327;  <b>WP:</b> 134; <b>RW:</b> 307</p>
	5	<p><b>Character, SB:</b> 331, 344–349, 352–353; <b>WP:</b> 147; <b>RW:</b> 90  <b>Setting, SB:</b> 288, 332, 346, 347, 352, 353; <b>WP:</b> 148; <b>RW:</b> 91  <b>Plot, SB:</b> 324, 325, 332, 334, 347, 353; <b>TE:</b> 324, 325; <b>WP:</b> 148; <b>RW:</b> 91  <b>Mood and Tone, SB:</b> 298, 308, 350–351, 336, 352–353, 484, 495; <b>WP:</b> 143, 151, 175; <b>RW:</b> 86, 94, 118</p>

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2.A.2c Identify definitive features of literary forms (e.g., realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms).	3	At 3–5, for identifying definitive features of literary forms, see: <b>Characteristics of Literary Genre: Description, SB: 11; TE: 11; Narrative, SB: 252; TE: 252–253A; Personal Narrative, SB: 263, 264; TE: 263, 264; Story, SB: 291, 292; TE: 291, 292; Play, SB: 312; TE: 312; Instructions, SB: 328, 329; TE: 328, 329; Compare-Contrast Article, SB: 347; TE: 347; Report, SB: 358, 359; TE: 358, 359; Opinion Essay, SB: 392, 393; TE: 392, 393; Poetry, SB: 413, 415; TE: 413, 415; Persuasive Essay, SB: 426, 427; TE: 426, 427</b>
	4	<b>Characteristics of Literary Genre: Description, SB: 11; TE: 11; Narrative, SB: 268; TE: 268–269A; Personal Narrative, SB: 276, 277; TE: 276, 277; Story, SB: 299, 300; TE: 299, 300; Play, SB: 321; TE: 321; Instructions, SB: 341, 342; TE: 341, 342; Compare-Contrast Article, SB: 360; TE: 360; Informational Article, SB: 330; TE: 330–331A; Report, SB: 370, 371; TE: 370, 371; News Article, SB: 397; TE: 397; Opinion Essay, SB: 416, 417; TE: 416, 417; Poem, SB: 438, 441; TE: 438, 441; Persuasive Essay, SB: 449, 450; TE: 449, 550</b>
	5	<b>Characteristics of Literary Genre: Description, SB: 11; TE: 11; Narrative, SB: 289; TE: 289; Personal Narrative, SB: 297, 298; TE: 297, 298; Story, SB: 324, 325; TE: 324, 325; Play, SB: 346; TE: 346; Compare-Contrast Article, SB: 367, 368; TE: 367, 368; Instructions, SB: 389; TE: 389; Report, SB: 402, 403; TE: 402, 403; News Article, SB: 431; TE: 431; Opinion Essay, SB: 449, 450; TE: 449, 450; Poem, SB: 472, 475; TE: 472, 475; Persuasive Essay, SB: 483, 484; TE: 484, 485</b>
<b>B. Read and interpret a variety of literary works.</b>		
2.B.2a Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts.	3	At 3–5, for responding to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts, see: <b>Responding to Literature, SB: 11, 263, 291, 328, 358, 392, 426</b>
	4	<b>Responding to Literature, SB: 11, 268, 276, 299, 341, 370, 416, 449</b>
	5	<b>Responding to Literature, SB: 11, 297, 324, 367, 449, 472, 483</b>

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2.B.2b Identify and explain themes that have been explored in literature from different societies and eras.	3	<p><i>At 3–5, for identifying and explaining themes that have been explored in literature from different societies and eras, see:</i></p> <p><b>African Heritage, SB:</b> 252, 389–392; <b>TE:</b> 252–253A, 389, 392</p> <p><b>Hispanic/Spanish Culture, SB:</b> 265–266, 267–268, 287–291; <b>TE:</b> 265, 266, 267, 268, 287, 291</p> <p><b>Whites, SB:</b> 9–11, 259–263, 293–294, 295–296, 423–426; <b>TE:</b> 9, 11, 259, 263, 423, 426</p>
	4	<p><b>African-American Culture, SB:</b> 275–276; <b>TE:</b> 275–276</p> <p><b>Seminole Culture, SB:</b> 298–299; <b>TE:</b> 298, 299;</p> <p><b>Games of Many Cultures, SB:</b> 339–341; <b>TE:</b> 339, 340, 341</p> <p><b>Mexican-American Culture, SB:</b> 413–416; <b>TE:</b> 413, 416</p> <p><b>Appreciating Culture and Art, SB:</b> 326–327, 366–367, 435–436, 444–445; <b>TE:</b> 326, 327, 366, 367, 435, 436</p>
	5	<p><b>Monteverdian Environment, SB:</b> 9–11; <b>TE:</b> 9, 11</p> <p><b>Asian Culture, SB:</b> 288, 485, 486, 487–488; <b>TE:</b> 288–289A, 485, 486, 487, 488</p> <p><b>Mexican Culture, SB:</b> 320–324; <b>TE:</b> 320, 324</p> <p><b>Kiowa-Comanche Heritage, SB:</b> 342; <b>TE:</b> 342</p> <p><b>Aesop’s Fable, SB:</b> 344–346; <b>TE:</b> 344, 346</p> <p><b>African-American Heritage, SB:</b> 369–371, 372–373, 399–402, 447–449; <b>TE:</b> 369, 371, 372, 373, 399, 402, 447, 449</p> <p><b>Hispanic/Spanish Culture, SB:</b> 481–483; <b>TE:</b> 481, 483</p>
2.B.2c Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.	3	<p><i>At 3–5, for relating literary works and their characters, settings and plots to current and historical events, people and perspectives, see:</i></p> <p><b>Literature of Historical Eras, TE:</b> 259, 287</p>
	4	<p><b>Literature of Historical Eras, TE:</b> 9, 275, 298, 339</p>
	5	<p><b>Literature of Historical Eras, TE:</b> 320, 344, 441A, 447</p>
<b>STATE GOAL 3: Write to communicate for a variety of purposes.</b>		
<i>As a result of their schooling, students will be able to:</i>		
<b>A. Use correct grammar, spelling, punctuation, capitalization and structure.</b>		

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3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.	3	<p><i>At 3–5, for writing paragraphs that include sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation, see:</i></p> <p><b>Definition of a Paragraph, SB:</b> 63, 189, 250–251, 253–257, 318–319, 380–381; <b>WP:</b> 117; <b>RW:</b> 72</p> <p><b>Combining/Varying Sentence Structure, SB:</b> 35, 47, 67, 110–111, 147, 157, 181, 192–193, 221; <b>WP:</b> 4, 16, 24, 48–49, 66, 76, 83, 94–95, 107; <b>RW:</b> 3, 10, 15, 29–30, 40, 46, 51, 58–59, 66</p> <p><b>Nouns, SB:</b> 60–61, 62–63, 64–65, 80, 87, 88–89; <b>WP:</b> 17–18, 19–20, 21–22; <b>RW:</b> 11, 12, 13</p> <p><b>Verbs, SB:</b> 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 112–113, 114–115, 116–117, 118–119, 124–126, 130–140; <b>TE:</b> 97B, 98–109, 112–119; <b>WP:</b> 36–47, 50–57; <b>RW:</b> 23–28, 31–34</p> <p><b>Pronouns, SB:</b> 214–221, 224–225, 231, 232, 240, 241–243, 245, H55; <b>WP:</b> 100–101, 102–103, 104–105, 106–107, 110–111; <b>RW:</b> 62, 63, 64, 65–66, 68</p> <p><b>Adjectives, SB:</b> 142–143, 144–145, 150–151, 169, 170–171, 173, 238 <b>WP:</b> 61–62, 63–64, 69–70; <b>RW:</b> 37, 38, 42</p> <p><b>Adverbs, SB:</b> 152–153, 154–155, 156–157, 162–163, 169, 174, 238; <b>RW:</b> 71–72, 73–74, 75–76; <b>RW:</b> 43, 44, 45–46</p> <p><b>Proofreading Spelling, SB:</b> 25, 278, 306, 342, 374, 408, 442; <b>TE:</b> 25, 278, 306, 342, 374, 408, 442</p> <p><b>Proofreading Capitalization, SB:</b> 25, 50, 63, 82, 179, 183, 185, 187, 188, 197, 201, 278, 342; <b>WP:</b> 84–85, 86–87, 88–89, 90, 98–99; <b>RW:</b> 49, 52, 53, 54, 55, 61</p> <p><b>Proofreading Punctuation, SB:</b> 50, 126, 179, 187, 188, 189, 191, 195, 197, 201, 227, 233, 278, 342, 442; <b>WP:</b> 80–81, 88–89, 90, 91, 92–93, 96–97, 98–99, 112–113; <b>RW:</b> 49, 54, 55, 56, 57, 60, 61, 69</p> <p><b>Grammar and Usage, SB:</b> 37, 39, 45, 50, 63, 69, 70, 71, 75, 77, 82, 101, 103, 107, 113, 117, 119, 126, 149, 151, 159, 163, 179, 183, 185, 187, 188, 191, 195, 197, 201, 217, 223, 227, 229, 233, 278, 306, 342, 442; <b>WP:</b> 5–6, 7–8, 13–14, 19–20, 25–26, 27, 28, 31–32, 33–34, 38–39, 40–41, 44–45, 50–51, 54–55, 56–57, 67–68, 69–70, 77–78, 80–81, 84–85, 86–87, 88–89, 90, 92–93, 96–97, 98–99, 102–103, 108–109, 112–113, 114–115; <b>RW:</b> 4, 5, 8, 12, 16, 17, 18, 20, 21, 24, 25, 27, 31, 33, 34, 41, 42, 47, 49, 52, 53, 54, 55, 57, 60, 61, 63, 67, 69, 70</p> <p style="text-align: right;">(continued)</p>

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3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation. (continued)	4	<p><b>Definition of a Paragraph, SB:</b> 269–273, 331–337, 362, 384, 386, 407–411; <b>WP:</b> 147, 149; <b>RW:</b> 98, 100</p> <p><b>Varying Sentence Structure, SB:</b> 36–39</p> <p><b>Identifying Nouns, SB:</b> 64–65, 66–67, 82, 86–87, 88, 159, 204–205, 210, 244–245; <b>WP:</b> 19–20, 21–22, 94–95, 100–101; <b>RW:</b> 12, 13, 57, 60–61</p> <p><b>Verbs, SB:</b> 96–97, 98–99, 100–101, 106–107, 108–109, 110–111, 112–113, 114–115; <b>TE:</b> 96–97, 98–99, 100–101, 106–107, 108–109, 110–111, 112–113, 114–115; <b>WP:</b> 36–37, 38–39, 40–41, 46–47, 48–49, 50–51, 52–53, 54–55; <b>RW:</b> 22, 23, 24, 28, 29, 30, 31, 32</p> <p><b>Pronouns, SB:</b> 204–205, 206–207, 208–209, 210–211, 218–219, 222, 226, 244–245; <b>WP:</b> 94–95, 96–97, 98–99, 100–101, 108–109; <b>RW:</b> 57, 58, 59, 60–61, 65</p> <p><b>Adjectives, SB:</b> 136–137, 138–139, 140, 141, 149, 150, 151, 157, 158, 159, 160, 161, 256; <b>TE:</b> 136, 137, 138, 139; <b>WP:</b> 59–60, 61–62, 63, 64; <b>RW:</b> 35, 36–37, 38, 39</p> <p><b>Identifying Adverbs, SB:</b> 234–235, 239, 250, 258, 259; <b>WP:</b> 111–112, 115–116; <b>RW:</b> 67, 70</p> <p><b>Prepositional Phrases (Readiness), SB:</b> 244–245, 246–247, 249, 251, 258, 263, 314, H77; <b>WP:</b> 121–122, 123–124, 139; <b>RW:</b> 73, 74–75, 90</p> <p><b>Conjunctions (Readiness), SB:</b> 211, H71, H72; <b>WP:</b> 101; <b>RW:</b> 61</p> <p><b>Proofreading Mechanics Conventions, SB:</b> 36–37, 38–39, 40–41, 42–43, 44–45, 46–47, 66–67, 70–71, 76–77, 78–79, 89, 116–117, 166–167, 170–171, 172–173, 174–175, 176–177, 180–181, 182–183, 184–185, 186–187, 189–190, 191–193, 194–202, 256, 257; <b>WP:</b> 21–22, 25–26, 31–32, 33–34, 56–57, 72–73, 76–77, 78–79, 80–81, 82–83, 86–87, 88–89, 90–91, 92–93; <b>RW:</b> 13, 16, 19, 20, 33, 44, 47, 48, 49, 50, 53, 54, 55, 56</p> <p><b>Proofreading Grammar, SB:</b> 25, 47, 71, 73, 75, 77, 79, 83, 105, 107, 109, 111, 113, 115, 117, 121, 143, 145, 147, 213, 217, 219, 239 241, 243, 251, 291, 315, 355, 391, 431, 465, H55–H64; <b>WP:</b> 25–26, 27–28, 29–30, 31–32, 33–34, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 65–66, 67–68, 69–70, 102–103, 106–107, 108–109, 115–116, 117–118, 119–120; <b>RW:</b> 16, 17, 18, 19, 20, 27, 28, 29, 30, 31, 32, 33, 40, 41, 42, 62, 64, 65, 70, 71, 72</p> <p><b>Proofreading for Spelling, SB:</b> 25, 107, 109, 113, 117, 121, 219, 291, 315, 355, 391, 397, 431, 440, 465, 470, H37, H40; <b>WP:</b> 46–47, 48–49, 52–53, 56–57, 108–109; <b>RW:</b> 28, 29, 31, 33, 65</p>

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	5	<p><b>Composing a Paragraph, SB:</b> 18–19, 289–293, 357–363, 441–445; <b>WP:</b> 140, 154, 165; <b>RW:</b> 83, 97, 108</p> <p><b>Varying Sentence Type and Structure, SB:</b> 312, 383; <b>TE:</b> 312, 383</p> <p><b>Identifying Nouns, SB:</b> 64–65, 81, 82, 89; <b>WP:</b> 19–20; <b>RW:</b> 11</p> <p style="text-align: right;">(continued)</p>
<p><b>3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation. (continued)</b></p>	5 (ctd)	<p><b>Verbs, SB:</b> 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 116–117, 118–119, 120–121, 122–123, 124–125, 126–127; <b>TE:</b> 95B, 96–109, 116–127; <b>WP:</b> 36–49, 56–67; <b>RW:</b> 22–28, 33–38</p> <p><b>Pronouns, SB:</b> 216–217, 218–219, 220–221, 222–223, 224–225, 226–227, 228–229, 230–231; <b>TE:</b> 216–217, 218–219, 220–221, 222–223, 224–225, 226–227, 228–229, 230–231; <b>WP:</b> 102–117; <b>RW:</b> 60–68</p> <p><b>Identifying Adjectives, SB:</b> 152–153, 166, 173, 174, 252–253, 268, 273, 275, 278; <b>WP:</b> 69–70, 125–126; <b>RW:</b> 40, 74</p> <p><b>Identifying Adverbs, SB:</b> 246–247, 252–253, 264–265, 267, 268–269, 275, 276, 278; <b>WP:</b> 119–120, 125–126, 137–138; <b>RW:</b> 70, 74, 81</p> <p><b>Prepositions, SB:</b> 256–257, 258–259, 260–261, 264–265, 267, 268–269, 275, 280–281, 283; <b>WP:</b> 129–130, 131–132, 133–134, 137–138; <b>RW:</b> 76, 77, 78–79, 81</p> <p><b>Conjunctions SB:</b> 44–45, 46–47, 51–52, 61, 68, 85, 87, 110, 170, 186–187; <b>WP:</b> 13–14, 15–16, 50, 88; <b>RW:</b> 7, 8–9, 29, 51</p> <p><b>Proofreading a Composition, SB:</b> 24–25, 313, 340, 384, 393, 425, 464, 499; <b>TE:</b> 24, 25, 313, 340, 384, 393, 425, 464, 499</p>
<b>B. Compose well-organized and coherent writing for specific purposes and audiences.</b>		
<p><b>3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).</b></p>	3	<p><i>At 3–5, for generating and organizing ideas using a variety of planning strategies, see:</i></p> <p><b>Prewriting, SB:</b> 13–17, 269–271, 297–300, 334–336, 364–368, 398–402, 432–436; <b>WP:</b> 118, 124–125, 130, 135, 140–141, 145–146; <b>RW:</b> 73, 79–80, 85, 90, 95–96, 100–101</p> <p><b>Developing Plot (Beginning, Middle, and End), SB:</b> 287, 289, 290, 291, 300–302, 303; <b>TE:</b> 287, 291, 300, 301, 302; <b>WP:</b> 125, 126; <b>RW:</b> 80, 81</p> <p><b>Mapping and Clustering, TE:</b> 11, 263, 291, 328, 358, 392, 426</p>

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	4	<p><b>Prewriting Activities, SB:</b> 12–17, 282–284, 294, 305–307, 347–349, 377–383, 397, 422–424, 440, 455–459; <b>WP:</b> 127, 133, 134, 141, 146, 152, 153, 158, 159, 160; <b>RW:</b> 78, 84, 85, 92, 97, 103, 104, 109, 110, 111</p> <p><b>Organizing Ideas Into Paragraphs, SB:</b> 269–273, 286, 309, 331–337, 350, 362, 384, 386, 407, 409–411, 426, 459; <b>WP:</b> 147, 149, 160; <b>RW:</b> 98, 100, 111</p> <p><b>Plot, SB:</b> 300, 307, 309, 318, 322, 327; <b>TE:</b> 299, 300, 307, 309, 318, 322, 327; <b>WP:</b> 134; <b>RW:</b> 307</p> <p><b>Mapping the Selection, TE:</b> 11, 276, 299, 341, 370, 416, 449</p> <p><b>Clustering, SB:</b> 14, 282, 283, 424, H50; <b>WP:</b> 153; <b>RW:</b> 104</p>
3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).	5	<p><b>Prewriting Activities, SB:</b> 12–17, 304–306, 330–332, 374–378, 390, 409–416, 455–458, 489–493; <b>TE:</b> 12, 13, 14, 15, 16, 17, 304, 305, 306, 330, 331, 332, 374, 375, 376, 378, 390, 409, 410, 411, 412, 413, 414, 415, 416, 455, 456, 457, 458, 489, 490, 491, 492, 493; <b>WP:</b> 141, 147, 148; <b>RW:</b> 84, 90, 91</p> <p><b>Organizing Ideas Into a Paragraph, SB:</b> 18–19, 289–293, 357–363, 418, 441–445, 459–460, 493</p> <p><b>Developing Plot (Beginning, Middle, and End), SB:</b> 324, 325, 332, 334, 347, 353; <b>TE:</b> 324, 325; <b>WP:</b> 148; <b>RW:</b> 91</p> <p><b>Mapping the Selection, TE:</b> 11, 297, 324, 367, 402, 449, 483</p> <p><b>Clustering, SB:</b> 14, 17, 304, 391, H52</p>

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3.B.2b Establish central idea, organization, elaboration and unity in relation to purpose and audience.	3	<p><i>At 3–5, for establishing central idea, organization, elaboration and unity in relation to purpose and audience, see:</i></p> <p><u>Central Idea</u>  <b>Developing a Topic Sentence, SB:</b> 18, 253, 321–322, 329, 338, 339, 359, 369, 383, 384, 393, 403, 405, 427, 436, H29; <b>TE:</b> 253, 321, 322, 329, 338, 339, 359, 369, 383, 393, 403, 405, 427, 436; <b>WP:</b> 132, 143, 146; <b>RW:</b> 87, 98, 101  <b>Main Idea in a Paragraph, SB:</b> 255, 322, 383, 384; <b>WP:</b> 117; <b>RW:</b> 72  <b>Finding and Narrowing a Topic, SB:</b> 14–15, 335, 365; <b>TE:</b> 14, 335, 365</p> <p><u>Organization</u>  <b>Order in Paragraphs, SB:</b> 16, 17, 271, 336, 349, 368, 436; <b>WP:</b> 118, 130, 146; <b>RW:</b> 73, 85, 101  <b>Organizing a Description,</b></p> <p><u>Elaboration</u>  <b>Using Supporting Details, , SB:</b> 14–19, 254, 255, 256, 257, 305, 322–325, 337, 373, 383–387, 401, 441; <b>WP:</b> 117, 129, 131, 138, 139; <b>RW:</b> 72, 84, 86, 93, 94  <b>Elaborating, SB:</b> 17, 34–35, 47, 66, 146, 156, 277, 304–305, 341, 373, 407, 441; <b>WP:</b> 16, 23</p> <p><u>Unity</u>  <b>Using Transitional Expressions, SB:</b> 346–347, 350, 436, 440; <b>WP:</b> 146; <b>RW:</b> 101  <b>Revising/Editing, SB:</b> 20, 21–23, 276–277, 304–305, 340–341, 372–373, 406–407, 440–441; <b>WP:</b> 123, 128, 134, 138, 144, 150; <b>RW:</b> 28, 83, 89, 93, 99, 105</p> <p><u>Purpose and Audience</u>  <b>Purpose and Audience for Writing, SB:</b> 13, 269, 273, 297, 301, 334, 340, 364, 398, 432; <b>TE:</b> 13, 269, 297, 334, 364, 398, 432</p>
	4	<p><u>Central Idea</u>  <b>Topic Sentence, SB:</b> 332, 334–337, 351, 360, 363, 384, 386, 426, 428, H33; <b>WP:</b> 143, 147, 149, 156; <b>RW:</b> 94, 98, 100, 107</p> <p style="text-align: right;">(continued)</p>

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3.B.2b Establish central idea, organization, elaboration and unity in relation to purpose and audience. (continued)	4 (ctd.)	<p><b>Main Idea of Paragraphs, SB:</b> 269, 270, 271, 273, 332, 363, 384–385, 386, 407, 426, 428; <b>WP:</b> 147, 148, 149, 156; <b>RW:</b> 98, 99, 100, 107</p> <p><b>Narrowing a Topic, SB:</b> 377–378, 422</p> <p><b>Choosing a Topic, SB:</b> 318, 347, 377, 422, 439, 468</p> <p><u>Organization</u></p> <p><b>Organizing Ideas Into Paragraphs, SB:</b> 269–273, 286, 309, 331–337, 350, 362, 384, 386, 407, 409–411, 426, 459; <b>WP:</b> 147, 149, 160; <b>RW:</b> 98, 100, 111</p> <p><u>Elaboration</u></p> <p><b>Using Supporting Details, SB:</b> 14–19, 269, 271–272, 283, 306–307, 331, 333–334, 350, 384, 407, 409–411, 424, 457; <b>WP:</b> 133, 134, 140, 142, 147, 151, 153, 158; <b>RW:</b> 84, 85, 91, 93, 98, 102, 104, 109</p> <p><b>Elaborating, SB:</b> 14, 138–139, 236–237, 246–247, 288–290, 296, 314, 354, 388, 424, 430, 457; <b>WP:</b> 61–62, 113–114, 123–124, 131, 132, 139, 150, 153, 157, 158; <b>RW:</b> 36–37, 68–69, 74–75, 82, 83, 90, 101, 104, 108, 109</p> <p><u>Unity</u></p> <p><b>Revising:</b> 20–23, 288–290, 312–314, 352–354, 363–364, 386–390, 397, 428–430, 436, 441, 462–464, 470, H40; <b>TE:</b> 20–23, 288–290, 312–314, 352–354, 363–364, 386–390, 397, 428–430, 436, 441, 462–464, 470, H40; <b>WP:</b> 131, 132, 138, 139, 144, 143, 149–150, 156–157, 161–162, 163; <b>RW:</b> 82, 83, 89, 90, 95, 96, 100, 101, 107–108, 109, 112–113, 114</p> <p><u>Purpose and Audience</u></p> <p><b>Purpose and Audience, SB:</b> 13, 286, 287, 292, 305; <b>TE:</b> 13, 286, 287, 292, 305; <b>WP:</b> 129, 130; <b>RW:</b> 80, 81</p>

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	5	<p><u>Central Idea</u>  <b>Developing a Topic Sentence, SB:</b> 18, 289, 290, 357–358, 361, 363, 380, 417, 459; <b>TE:</b> 18, 289, 290, 357, 358, 380, 459; <b>WP:</b> 157, 161; <b>RW:</b> 100, 104  <b>Main Idea in a Paragraph; SB:</b> 18–19, 289, 290, 357, 419, 441–442; <b>WP:</b> 162; <b>RW:</b> 105  <b>Writing Opinions, SB:</b> 440–445, 447–467, 469; <b>WP:</b> 165, 166–170; <b>RW:</b> 108, 109–113  <b>Choosing a Topic, SB:</b> 12–13, 374  <b>Narrowing a Topic, SB:</b> 410–411</p> <p><u>Organization</u>  <b>Organizing Ideas Into a Paragraph, SB:</b> 18–19, 289–293, 357–363, 418, 441–445, 459–460, 493  <b>Organization of Writing, SB:</b> 12, 16–17, 306, 318, 363, 377–378, 390, 423, 458, 493; <b>WP:</b> 141, 151, 167, 173; <b>RW:</b> 84, 98, 110, 116</p> <p><u>Elaboration</u>  <b>Supporting Details/Sentences, SB:</b> 289, 291–292, 357, 359, 360, 363, 441, 443–444; <b>TE:</b> 289, 291, 292, 357, 359, 360, 363, 417, 441, 443, 444; <b>WP:</b> 140, 154; <b>RW:</b> 83, 97</p> <p style="text-align: right;">(continued)</p>
3.B.2b Establish central idea, organization, elaboration and unity in relation to purpose and audience. (continued)	5 (ctd.)	<p><b>Composing Elaborated Sentences, SB:</b> 20–21, 69, 154, 186–187, 248–249, 260–261, 307, 309, 312, 333, 339, 383, 418, 422, 457, 463, 498; <b>WP:</b> 24, 71–72, 88–89, 121–122, 133–134, 146, 153, 159, 164, 166, 170, 177; <b>RW:</b> 14, 41–42, 51–52, 71–72, 78–79, 89, 96, 102, 107, 109, 113, 120</p> <p><u>Unity</u>  <b>Revising a Composition, SB:</b> 20–23, 311–312, 338–339, 382–383, 391, 421–424, 462–463, 497–498; <b>TE:</b> 20–23, 311–312, 338–339, 382–383, 391, 421–424, 462–463, 497–498; <b>WP:</b> 153, 159, 164, 170, 177; <b>RW:</b> 96, 102, 107, 113, 120</p> <p><u>Purpose and Audience</u>  <b>Purpose and Audience, SB:</b> 12–13, 304, 330, 374, 409, 455, 484, 489; <b>TE:</b> 12, 13, 304, 330, 374, 409, 455, 489</p>
3.B.2c Expand ideas by using modifiers, subordination and standard paragraph organization.	3	<p><i>At 3–5, for expanding ideas by using modifiers, subordination and standard paragraph organization, see:</i></p> <p><b>Composing Elaborated Sentences, SB:</b> 17, 34–35, 47, 66, 146, 156, 277, 304–305, 341, 373, 407, 441; <b>WP:</b> 3–4, 15–16, 23–24, 65, 75, 123, 128, 138, 150; <b>RW:</b> 2–3, 9–10, 14–15, 39, 45, 78, 83, 93, 105</p> <p><b>Organizing Ideas into a Paragraph, SB:</b> 253–257, 276, 302, 321–325, 337, 369, 383–387, 403, 436; <b>TE:</b> 253, 254, 256, 257, 321, 323, 324, 384, 385, 387; <b>WP:</b> 117, 129, 137, 139; <b>RW:</b> 72, 84, 86, 94</p>

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	4	<p><b>Composing Elaborated Sentences, SB:</b> 14, 138–139, 236–237, 246–247, 288–290, 296, 314, 354, 388, 424, 430, 457; <b>WP:</b> 61–62, 113–114, 123–124, 131–132, 139, 145, 150, 153, 157; <b>RW:</b> 36–37, 68–69, 74–75, 82–83, 90, 96, 101, 104, 108</p> <p><b>Organizing Ideas Into Paragraphs, SB:</b> 269–273, 286, 309, 331–337, 350, 362, 384, 386, 407, 409–411, 426, 459; <b>WP:</b> 147, 149, 160; <b>RW:</b> 98, 100, 111</p>
	5	<p><b>Composing Elaborated Sentences, SB:</b> 20–21, 69, 154, 186–187, 248–249, 260–261, 307, 309, 312, 333, 339, 383, 418, 422, 457, 463, 498; <b>WP:</b> 24, 71–72, 88–89, 121–122, 133–134, 146, 153, 159, 164, 166, 170, 177; <b>RW:</b> 14, 41–42, 51–52, 71–72, 78–79, 89, 96, 102, 107, 109, 113, 120</p> <p><b>Organizing Ideas Into a Paragraph, SB:</b> 18–19, 289–293, 357–363, 418, 441–445, 459–460, 493</p>
<p><b>3.B.2d Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.</b></p>	3	<p><i>At 3–5, for editing documents, see:</i></p> <p><b>Revising/Editing, SB:</b> 20, 21–23, 276–277, 304–305, 340–341, 372–373, 406–407, 440–441; <b>WP:</b> 123, 128, 134, 138, 144, 150; <b>RW:</b> 28, 83, 89, 93, 99, 105</p> <p><b>Proofreading, SB:</b> 24, 25, 278, 306, 342, 374, 408, 442; <b>TE:</b> 24, 25, 278, 306, 342, 374, 408, 442</p> <p><b>Publishing, SB:</b> 26, 27, 279, 307, 343, 375, 409, 443</p>
<p><b>3.B.2d Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication. (continued)</b></p>	4	<p><b>Revising, SB:</b> 20–23, 288–290, 312–314, 352–354, 363–364, 386–390, 397, 428–430, 436, 441, 462–464, 470, H40; <b>TE:</b> 20–23, 288–290, 312–314, 352–354, 363–364, 386–390, 397, 428–430, 436, 441, 462–464, 470, H40; <b>WP:</b> 131, 132, 138, 139, 144, 143, 149–150, 156–157, 161–162, 163; <b>RW:</b> 82, 83, 89, 90, 95, 96, 100, 101, 107–108, 109, 112–113, 114</p> <p><b>Proofreading, SB:</b> 24–25, 291, 296, 315, 355, 364, 391, 397, 399, 431, 436, 440, 465, 470, H37, H38</p> <p><b>Publishing, SB:</b> 26–27, 292, 316, 356, 364, 392, 397, 432, 436, 440, 466, H41–H42</p>
	5	<p><b>Revising, SB:</b> 20–23, 311–312, 338–339, 382–383, 391, 421–424, 462–463, 497–498;</p> <p><b>WP:</b> 153, 159, 164, 170, 177; <b>RW:</b> 96, 102, 107, 113, 120</p> <p><b>Proofreading, SB:</b> 24–25, 313, 340, 384, 393, 425, 464, 499; <b>TE:</b> 24, 25, 313, 340, 384, 393, 425, 464, 499</p> <p><b>Publishing, SB:</b> 26–27, 314, 341, 385, 393, 426, 465, 500</p>
<p><b>C. Communicate ideas in writing to accomplish a variety of purposes.</b></p>		

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3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).	3	<p><i>At 3–5, for writing for a variety of purposes and for specified audiences in a variety of forms including narrative and persuasive writings, see:</i></p> <p><b>Writing Stories, SB:</b> 43, 99, 153, 223, 297–307, 308, 309, 310–313; <b>TE:</b> 297, 298, 299, 300; <b>WP:</b> 124–128; <b>RW:</b> 79–83</p> <p><b>Writing Personal Narratives, SB:</b> 43, 153, 223, 253–257, 264, 269–278; <b>WP:</b> 117, 118–123; <b>RW:</b> 72, 73–78</p> <p><b>Expository Writing: Instructions, SB:</b> 33, 39, 45, 70, 73, 103, 109, 117, 121, 123, 145, 149, 151, 155, 183, 187, 189, 191, 197, 325, 327, 330–333, 334–335, 336–339, 340–343, 344, 345, 346–347, 348–351, 364–365, 413; <b>WP:</b> 2, 8, 41, 47, 59, 74, 89, 93, 130–134; <b>RW:</b> 85–89</p> <p><b>Persuasive Writing, SB:</b> 48, 63, 71, 75, 143, 179, 229, 231, 398, 423–426, 427, 428–431, 432–433, 444–445; <b>WP:</b> 145–150; <b>RW:</b> 100–105</p> <p><b>Writing Reports: Research, SB:</b> 359, 364–375; <b>WP:</b> 135–138; <b>RW:</b> 90–93</p> <p><b>Writing Newspaper, TV, Advertising, SB:</b> 48, 71, 117, 143, 198, 229, 231, 446–447</p>
	4	<p><b>Writing a Story, SB:</b> 75, 113, 177, 209, 305–316, 317; <b>WP:</b> 133–139; <b>RW:</b> 84–90</p> <p><b>Writing a Personal Narrative, SB:</b> 75, 113, 177, 209, 273, 275–294; <b>TE:</b> 274, 277, 278, 281, 282, 283, 284, 288; <b>WP:</b> 127–132; <b>RW:</b> 78–83</p> <p><b>Expository Composition, SB:</b> 39, 65, 79, 81, 97, 99, 101, 107, 111, 143, 175, 217, 219, 241, 243, 328–337, 339–357, 359–367, 369–393, 394–395, 396–397, 398–399; <b>WP:</b> 141–145, 146–150; <b>RW:</b> 92–96, 97–101</p> <p style="text-align: right;">(continued)</p>
3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements). (continued)	4 (ctd.)	<p><b>Persuasive Composition, SB:</b> 37, 171, 181, 447–468; <b>WP:</b> 158–164; <b>RW:</b> 109–115</p> <p><b>Writing a News Article, SB:</b> 396–397; <b>TE:</b> 396,</p> <p><b>Writing an Advertisement, SB:</b> 37, 137, 171, 475</p> <p><b>Research Report, SB:</b> 369–393; <b>WP:</b> 146–150; <b>RW:</b> 97–101</p>

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	5	<p><b>Writing a Story, SB:</b> 37, 103, 107, 219, 265, 320–324, 325, 326–329, 330–341, 342, 343; <b>WP:</b> 147–153; <b>RW:</b> 90–96</p> <p><b>Writing a Personal Narrative, SB:</b> 251, 295–297, 298, 299–303, 304–314, 315, 316; <b>WP:</b> 141–146; <b>RW:</b> 84–89</p> <p><b>Expository Writing: Instructions, SB:</b> 127, 259, 388–393</p> <p><b>Persuasive Composition, SB:</b> 43, 49, 65, 113, 115, 161, 183, 199, 229, 231, 253, 255, 263, 481–483, 484, 485–488, 489–500, 501, 502, 503–504; <b>WP:</b> 171, 172, 173, 174, 175, 176, 177; <b>RW:</b> 114, 115, 116, 117, 118, 119, 120</p> <p><b>Writing a Research Report, SB:</b> 45, 399–402, 403, 404–407, 409–426, 427; <b>WP:</b> 160–164; <b>RW:</b> 103–107</p> <p><b>Writing a News Report, SB:</b> 33, 223, 430–431</p> <p><b>Writing Advertisements, SB:</b> 49, 255</p>
3.C.2b Produce and format compositions for specified audiences using available technology.	3	<p><i>At 3–5, for producing and formatting compositions for specified audiences using available technology, see:</i></p> <p><b>Publishing, SB:</b> 26–27, 269, 279, 297, 307, 334, 343, 351, 364, 375, 409, 432, 443; Using Computers for Publishing, <b>SB:</b> H37–H38</p>
	4	<p><b>Publishing, SB:</b> 26–27, 292, 316, 356, 364, 392, 397, 432, 436, 440, 466, H41–H42</p>
	5	<p><b>Publishing, SB:</b> 26–27, 314, 341, 385, 393, 426, 465, 500</p>
<b>STATE GOAL 4: Listen and speak effectively in a variety of situations.</b>		
<i>As a result of their schooling, students will be able to:</i>		
<b>A. Listen effectively in formal and informal situations.</b>		
4.A.2a Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.	3	<p><i>At 3–5, for demonstrating understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations, see:</i></p> <p><b>How to Listen (Listening Guidelines), SB:</b> 252, 382</p> <p><b>Listening Attentively, SB:</b> 5, 22, 252, 320, 352, 382; <b>TE:</b> 5, 22, 252, 320, 352, 382</p> <p><b>Listening to Take Notes, SB:</b> 252, 382</p> <p><b>Using the Telephone/Taking a Message, SB:</b> H4</p>
4.A.2a Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations. (continued)	4	<p><b>How to Listen (Listening Guidelines), SB:</b> 5, 22, 268, 330, 366, 403, 406, 443, H9–H10</p> <p><b>Listening Attentively, SB:</b> 5, 22, 268, 330, 366, 403, 406, 443, H9–H10; <b>TE:</b> 5, 22, 268, 330, 366, 403, 406, 443, H9–H10</p> <p><b>Taking Notes While Listening, SB:</b> 22–23, 67, 381, 397, H26–H27</p> <p><b>Using the Telephone/Taking a Message, SB:</b> H4; <b>TE:</b> H4</p>

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	5	<b>How to Listen (Listening Guidelines), SB:</b> 5, 356, 395, 477 <b>Listening Attentively, SB:</b> 5, 22, 288, 356, 395, 440, 477, 505–506; <b>TE:</b> 5, 22, 288, 356, 395, 440, 477, 505–506 <b>Listening Critically, SB:</b> 505–506 <b>Using the Telephone/Taking a Message, SB:</b> H4; <b>TE:</b> H4 <b>Summarizing, SB:</b> 97, 181, 429, 469, H31–H32
4.A.2b Ask and respond to questions related to oral presentations and messages in small and large group settings.	3	<i>At 3–5, for asking and responding to questions related to oral presentations and messages in group settings, see:</i> <b>How to Listen (Listening Guidelines), SB:</b> 252, 382 <b>Interviewing, SB:</b> 37, H9–H10
	4	<b>How to Listen (Listening Guidelines), SB:</b> 5, 22, 268, 330, 366, 403, 406, 443, H9–H10 <b>Interviews, SB:</b> 379, 397, H9–H10; <b>WP:</b> 146; <b>RW:</b> 97
	5	<b>How to Listen (Listening Guidelines), SB:</b> 5, 356, 395, 477 <b>Interviews, SB:</b> 157, 189, 412, H9–H10
4.A.2c Restate and carry out a variety of oral instructions.	3	<i>At 3–5, for restating and carrying out a variety of oral instructions, see:</i> <b>Listening to Follow Directions/for Instructions SB:</b> 352; <b>TE:</b> 326A, 327, 330, 332, 352 <b>Giving Instructions, SB:</b> 352
	4	<b>Listening to Follow Directions/for Instructions, SB:</b> 348, 365; <b>TE:</b> 339, 348, 365 <b>Giving Instructions, SB:</b> 365
	5	<b>Listening to Follow Directions/for Instructions, SB:</b> 2, 394–395, 433; <b>TE:</b> 394, 395 <b>Giving Instructions, SB:</b> 394
<b>B. Speak effectively using language appropriate to the situation and audience.</b>		
4.B.2a Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.	3	<i>At 3–5, for presenting oral reports to an audience, see:</i> <b>Giving a Report, SB:</b> 377–378 <b>Giving a Talk/Speech, SB:</b> 377–378, H5–H6
	4	<b>Giving a Report, SB:</b> 400–401 <b>Giving a Talk/Speech, SB:</b> 365, H5–H6 <b>Oral Presentation, SB:</b> 400–401, H45–H49 <b>Panel Discussions, SB:</b> 442–443
4.B.2a Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format. (continued)	5	<b>Giving a Report, SB:</b> 294, 434–435 <b>Giving a Talk/Speech, SB:</b> H5–H6 <b>Oral Presentations, SB:</b> 434–435, H47–H49 <b>Panel Discussions, SB:</b> 476–477

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4.B.2b Use speaking skills and procedures to participate in group discussions.	3	<i>At 3–5, for using speaking skills and procedures to participate in group discussions, see: Participating in Discussions, SB: 3–5</i>
	4	<b>Group Discussions, SB: 3–5, 476–477</b>
	5	<b>Group Discussions, SB: 3–5, 476–477</b>
4.B.2c Identify methods to manage or overcome communication anxiety and apprehension (e.g., topic outlines, repetitive practice).	3	<i>At 3–5, for identifying methods to manage or overcome communication anxiety and apprehension (e.g., topic outlines, repetitive practice), see: Speaking Guidelines, SB: 3, 4, 5, 285, 315, 352, 378, H5–H6</i>
	4	<b>Speaking Guidelines, SB: 5, 292, 325, 365, 401</b>
	5	<b>Speaking Guidelines, SB: 3, 4, 5, 351, 435, H5–H6</b>
4.B.2d Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.	3	<i>At 3–5, for identifying main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict, see: Nonverbal Communication, SB: 314–315 Nonverbal Cues, SB: 285, 314–315, 316–317, 352, 377–378, 420–421, H7–H8</i>
	4	<b>Nonverbal Communication, SB: H7–H8 Body Language/Nonverbal Communication, SB: 6, 292, 325, 356, H6, H7–H8; TE: 292, 325, 356, H6, H7–H8</b>
	5	<b>Nonverbal Communication, SB: 351, H7 Nonverbal Cues, SB: 6, 350–351, 385, 394, 435, H7–H8</b>
<b>STATE GOAL 5: Use the language arts to acquire, assess and communicate information.</b>		
<i>As a result of their schooling, students will be able to:</i>		
<b>A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.</b>		
5.A.2a Formulate questions and construct a basic research plan.	3	<i>At 3–5, for formulating questions and constructing a basic research plan, see: Asking a Research Question, SB: 359, 364–365; TE: 364, 365</i>
	4	<b>Asking a Research Question, SB: 371, 377–378; TE: 377, 378</b>
	5	<b>Asking a Research Question, SB: 403, 409–410; TE: 409, 410</b>

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5.A.2b Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web-sites, CD/ROMs).	3	At 3–5, for organizing and integrating information from a variety of sources, see: <b>Finding Information, SB:</b> 320, 352, H26–H28; <b>TE:</b> 320–321A, 327, 355, 360, 362 <b>Taking Notes, SB:</b> 304, 367, 378, H26 <b>Planning and Researching a Report, SB:</b> H26–H28
	4	<b>Finding Information, SB:</b> 379–382; <b>WP:</b> 146; <b>RW:</b> 97 <b>Taking Notes, SB:</b> 22–23, 67, 381, 397, 401, 443, H9, H26–H27, H51 <b>Making an Outline for Prewriting, SB:</b> 383, 397, H39 <b>Planning and Researching a Report, Research Report, SB:</b> 369–393; <b>WP:</b> 146-150; <b>RW:</b> 97-101
	5	<b>Finding Information, SB:</b> 412–413, 428–429, H23–H25; <b>WP:</b> 160; <b>RW:</b> 103 <b>Taking Notes, SB:</b> 288, 353, 356, 414–416, 440, H28–H29 <b>Outlining, SB:</b> 416–417, 418, 441; <b>WP:</b> 161; <b>RW:</b> 104 <b>Writing a Research Report, SB:</b> 45, 399–402, 403, 404–407, 409–426, 427; <b>WP:</b> 160–164; <b>RW:</b> 103–107
<b>B. Analyze and evaluate information acquired from various sources.</b>		
5.B.2a Determine the accuracy, currency and reliability of materials from various sources.	3	At 4–5, for determining the accuracy, currency and reliability of materials from various sources, see: <b>Evaluating Resources, SB:</b> 365, 366; <b>TE:</b> 365, 366; <b>WP:</b> 135; <b>RW:</b> 90
	4	<b>Evaluating Resources, SB:</b> 380, 403
	5	<b>Evaluating Resources, SB:</b> 413, 436–437, 492; <b>WP:</b> 172; <b>RW:</b> 115
5.B.2b Cite sources used.	3	At 4–5, for citing sources used, see: <b>Documenting Sources for Research Report, SB:</b> 367; <b>TE:</b> 367
	4	<b>Documenting Sources for Research Report, SB:</b> 381
	5	<b>Documenting Sources of Research Reports, SB:</b> 414–415
<b>C. Apply acquired information, concepts and ideas to communicate in a variety of formats.</b>		
5.C.2a Create a variety of print and nonprint documents to communicate acquired information for specific audiences and purposes.	3	At 3–5, for creating a variety of print and nonprint documents, see: <b>Communicating Research, SB:</b> 375; <b>TE:</b> 375

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	4	Communicating Research, SB: 389–390, 392; TE: 392
	5	Communicating Research, SB: 423–424, 426; TE: 426
5.C.2b Prepare and deliver oral presentations based on inquiry or research.	3	<i>At 3–5, for preparing and delivering oral presentations based on inquiry or research, see:</i> Giving a Report, SB: 377–378 Giving a Talk/Speech, SB: 377–378, H5–H6
	4	Oral Presentation, SB: 400–401, H45–H49 Panel Discussions, SB: 442–443
	5	Oral Presentations, SB: 434–435, H47–H49 Panel Discussions, SB: 476–477