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Grade Six — Grade Eight

correlated to
Illinois Academic Standards English Language Arts
Middle/Junior High

Illinois Goals, Standards, and Benchmarks		<i>Houghton Mifflin English</i> © 2001
STATE GOAL 1: Read with understanding and fluency.		
<i>As a result of their schooling, students will be able to:</i>		
A. Apply word analysis and vocabulary skills to comprehend selections.		
1.A.3a Apply knowledge of word origins and derivations to comprehend words used in specific content areas (e.g., scientific, political, literary, mathematical).	6	<i>At 6–8, for applying knowledge of word origins and derivations to comprehend words used in specific content areas, see:</i> Language History/Etymology, SB: H20, H23 Content Area, SB: 381, 418, 461, 503, 547, 574 Word Roots, SB: H18
	7	Language History/Etymology, SB: H20, H23 Content Area, SB: 454, 579, 605 Word Roots, SB: H18
	8	Language History/Etymology, SB: H19, H20, H23 Content Area, SB: 510, 558, 598, 612, 672 Word Roots, SB: H18
1.A.3b Analyze the meaning of words and phrases in their context.	6	<i>At 6–8, for analyzing the meaning of words and phrases in their context see:</i> Context Clues, SB: H13, H14, H15, H16; TE: 10, 359, 397, 441, 473, 525, 552
	7	Context Clues SB: 86, 348, H13, H14, H15, H16, H18, H19; TE: 10, 393, 433, 479, 510, 557, 584 (continued)

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1.A.3b Analyze the meaning of words and phrases in their context. (continued)	8	Context Clues, SB: 99, 166, 216, 330, 379, H15, H16; TE: 10, 449, 487, 535, 570, 619, 647, H13
B. Apply reading strategies to improve understanding and fluency.		
1.B.3a Preview reading materials, make predictions and relate reading to information from other sources.	6	<i>At 6–8, for previewing reading materials, make predictions and relate reading to information from other sources, see:</i> Building Background , TE: 10, 359, 397, 441, 473, 525, 552 Reading the Selection , TE: 10, 359, 397, 441, 473, 525, 552
	7	Building Background , TE: 10, 393, 433, 479, 510, 557 Reading the Selection , TE: 10, 393, 433, 479, 510, 557
	8	Building Background , TE: 10, 449, 487, 535, 570, 619, 647 Reading the Selection , TE: 10, 449, 487, 535, 570, 619, 647
1.B.3b Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.	6	<i>At 6–8, for identifying text structure and creating a visual representation to use while reading, see:</i> Mapping and Clustering , TE: 11, 362, 400, 443, 477, 528
	7	Mapping and Clustering , TE: 11, 396, 435, 481, 512, 559, 586
	8	Mapping and Clustering , SB: H59; TE: 13, 451, 489, 538, 572, 623, 651
1.B.3c Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i> , draw comparisons to other readings).	6	<i>At 6–8, for continuously checking and clarifying for understanding, see:</i> Critical Thinking , SB: 362, 400, 443, 477, 555; TE: 362, 400, 443, 477, 555
	7	Critical Thinking , SB: 6, 11, 396, 438, 458, 463, 512, 560, 586; TE: 6, 11, 396, 438, 458, 463, 512, 560, 586
	8	Critical Thinking , SB: 451, 489, 538, 572, 623, 651; TE: 451, 489, 538, 572, 623, 651
1.B.3d Read age-appropriate material with fluency and accuracy.	6	<i>At 6–8, for reading age-appropriate material with fluency and accuracy, see:</i> Literature , SB: 10–11, 353A, 397–400, 441–443, 473–477, 525–528, 552–555
	7	Literature , SB: 10–11, 393–396, 433–435, 479–481, 511–512, 557–560, 584–586

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	8	Literature, SB: 10–13, 449–451, 487–489, 535–538, 570–572, 619–623, 647–651
C. Comprehend a broad range of reading materials.		
1.C.3a Use information to form, explain and support questions and predictions.	6	<i>At 6–8, for using information to form, explain and support questions and predictions, see:</i> Formulating Questions, SB: 193, 292 Predicting Outcomes, TE: 352, 396, 432, 518, 552
	7	Predicting Outcomes, TE: 386, 468, 479, 510, 550 Formulating Questions, SB: 32–33; TE: 32, 33
	8	Predicting Outcomes, TE: 442, 487, 524, 612 Formulating Questions, SB: 34–36, 39, 48, 314, H40–H41; TE: 34–36, 39, 48
1.C.3b Interpret and analyze entire narrative text using story elements, point of view and theme.	6	<i>At 6–8, for interpreting and analyzing entire narrative text using story elements, point of view and theme, see:</i> Reading a Personal Narrative, SB: 525–528; TE: 525, 528 Reading a Short Story, SB: 10–11, 557–558, 554–561; TE: 10, 11, 557, 558, 559, 561
	7	Reading a Personal Narrative, SB: 557–560; TE: 557, 560 Reading a Short Story, SB: 10–11, 551A–551B, 584–586; TE: 10, 11, 550, 584
	8	Reading a Personal Narrative, SB: 519–523; TE: 519, 523 Reading a Short Story, SB: 10–13, 647–651, 653–655, 656–659; TE: 10, 13, 647, 651
1.C.3c Compare, contrast and evaluate ideas and information from various sources and genres.	6	<i>At 6–8, for comparing, contrasting and evaluating ideas and information from various sources and genres, see:</i> Comparing and Contrasting, SB: 393, 469–471, 514–515, 584–585 Recognizing Propaganda Techniques, SB: 346, 426 Critical Thinking, SB: 362, 400, 443, 477, 555; TE: 362, 400, 443, 477, 555
	7	Comparing and Contrasting, SB: 16, 47, 138, 292, 339, 473, 506–508, 614–615, 677–697 Recognizing Propaganda Techniques SB: 431, 462, 507 Critical Thinking, SB: 6, 11, 396, 438, 458, 463, 512, 560, 586; TE: 6, 11, 396, 438, 458, 463, 512, 560, 586

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	8	Comparing and Contrasting SB: 483–485, 535–559, 566–568, 682–683 Recognizing Propaganda Techniques SB: 518 Critical Thinking, SB: 451, 489, 538, 572, 623, 651; TE: 451, 489, 538, 572, 623, 651 Examining Information for Accuracy/ Identifying Errors/ Verifying Information, SB: 6–7; 483–485, 516–519, 566–568, 582, 605–607, 608–609, 682–683, H26–H28, H42–H43, H44–H45, H51–H52; WP: 196; RW: 126
1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material.	6	<i>At 6–8, for summarizing and making generalizations from content and relate them to the purpose of the material, see:</i> Summarizing, SB: 98, 146, 384, H36–H37 Making Generalizations, SB: 352–357, 369–376; WP: 148, 149; RW: 89, 90
	7	Summarizing, SB: 5, 342, 540, H36–H37, H411 Making Generalizations, SB: 387–391, 404–415, 419, 539; WP: 157–163; RW: 96–102
	8	Summarizing, SB: 36, 39, 67, 473, H36–H37; TE: 36, 39, 67, 473, H36–H37 Making Generalizations, SB: 442, 443, 444, 445, 446, 447, 449–451, 452, 453, 457, 458–471, 473, 496–501, 583; WP: 175–181, 182–185; RW: 105–111, 112–115
1.C.3e Compare how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flashbacks, color, strong verbs, language that inspires).	6	<i>At 6–8, for comparing how authors and illustrators use text and art across materials to express their, see:</i> Mood, SB: 385, 388–389, 568; TE: 385, 388, 389, 568 Sensory Words, SB: 15, 387, 435, 521; TE: 15, 387, 435, 521 Visualizing, SB: 386 Thinking About the Pictures, SB: 11, 362, 400, 443, 477, 528, 555; TE: 11, 362, 400, 443, 477, 528, 555
	7	Mood, SB: 423, 424, 519; TE: 423, 424, 519; WP: 193 Sensory Words, SB: 15, 423, 425, 471; TE: 15, 423, 425, 471; RW: 132 Foreshadowing, SB: 596B Thinking About the Pictures, SB: 11, 396, 435, 481, 512, 560, 586; TE: 11, 396, 435, 481, 512, 560, 586
	8	Mood, SB: 656, 666, 683; WP: 211 Sensory Words, SB: 12, 529 Foreshadowing, SB: 663 Flashback, SB: 624, 632, 633, 634, 656, 663; TE: 18; WP: 203, 204; RW: 133, 134 Thinking About the Pictures, SB: 11, 451, 489, 538, 572, 623, 651; TE: 11, 451, 489, 538, 572, 623, 651

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1.C.3f Interpret tables that display textual information and data in visual formats.	6	<i>At 6–8, for interpreting tables that display textual information and data in visual formats, see:</i> Using Diagrams, Tables, and Graphs, SB: 408, 500, H28, H30
	7	Using Diagrams, Tables, and Graphs, SB: H29, H30, H50, H86–H95
	8	Using Diagrams, Tables, and Graphs, SB: 67, 100, 418, 461, 471, 547, 593–595, 631, 633, 663, H29, H30
STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.		
<i>As a result of their schooling, students will be able to:</i>		
A. Understand how literary elements and techniques are used to convey meaning.		
2.A.3a Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue, description, word choice, dialect) within classical and contemporary works representing a variety of genres.	6	<i>At 6–8, for identifying and analyzing a variety of literary techniques within classical and contemporary works representing a variety of genres, see:</i> Figurative Language (Metaphor, Simile, Personification), SB: 544, H13 Sensory Words, SB: 15, 387, 435, 521 Idioms, SB: 333; WP: 147; RW: 88 Formal and Informal Language, SB: 30, 412, 421, 566; WP: 160; RW: 101 Dialogue, SB: 566, 579, 580, 581; WP: 182, RW: 123
	7	Figurative Language SB: 420–422, H13 Sensory Words, SB: 15, 423, 425, 471 Idioms, SB: 348; WP: 149; RW: 90 Formal and Informal Language, SB: 18, 30, 348, 457; WP: 149; RW: 90 Dialogue, SB: 241–243, 584, 587, 597, 609, 610, 611; WP: 100–101, 192; RW: 62, 131 Figurative Language, SB: H13
	8	Sensory Words, SB: 12, 529 Idioms, SB: 379; WP: 159; RW: 95 Formal and Informal Language, SB: 32, 504, 513; WP: 187; RW: 117 Dialogue, SB: 674–679 Figurative Language, SB: H13
2.A.3b Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature.	6	<i>At 6–8, for describing how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature, see:</i> Character, SB: 34, 563–566, 576, 579, 580; WP: 181; RW: 122 Plot (Conflict, Climax, Resolution), SB: 546–565, 580 TE: 555, 556, 558, 564, 565 Setting, SB: 563, 576, 579, 585

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	7	Character, SB: 594, 609, 614 Plot, SB: 595–596, 614; WP: 191; RW: 130 Setting, SB: 594, 609, 614
	8	Character, SB: 652, 654, 661, 674–679, 683 Plot, SB: 652, 662, 663, 677, 683; TE: 652, 662, 663, 677, 683; WP: 209; RW: 13 Setting, SB: 134, 652, 653, 661, 676–677; TE: 134, 652, 653, 661, 676–677
2.A.3c Identify characteristics and authors of various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, science fiction).	6	<i>At 6–8, for identifying characteristics and authors of various literary forms, see:</i> About the Author, SB: 384, 584; TE: 10, 352, 384, 432, 518 Characteristics of Genre: Description, SB: 11; TE: 11; Opinion Essay, SB: 362, 363; TE: 362, 363; Poetry, SB: 385–390; TE: 385, 386, 388, 390; Persuasive Essay, SB: 400, 401; TE: 400, 401; Compare-Contrast Essay, SB: 443, 444; TE: 443, 444; Instructions, SB: 464; TE: 464; Report, SB: 477, 478; TE: 477, 478; Article, SB: 507, 508; TE: 507, 508; Personal Narrative, SB: 528, 529; TE: 528, 529; Story, SB: 555, 556; TE: 555, 556; Play, SB: 576; TE: 576
	7	About the Author, TE: 468, 550 Characteristics of Genre: Description, SB: 11; TE: 11; Opinion Essay, SB: 396, 397; TE: 396, 397; Poetry, SB: 421, 424; TE: 421, 424; Persuasive Essay, SB: 435, 436; TE: 435, 436; Compare-Contrast Essay, SB: 481, 482; TE: 481, 482; Instructions, SB: 501; TE: 501; Report, SB: 512, 513; TE: 512, 513; News Article, SB: 539; TE: 539; Personal Narrative, SB: 560, 561; TE: 560, 561; Story, SB: 586, 587; TE: 586, 587; Play, SB: 609; TE: 609
	8	About the Author, TE: 449, 535, 619 Characteristics of Genre: Description, SB: 13; TE: 13; Opinion Essay, SB: 451, 452; TE: 451, 452; Persuasive Essay, SB: 489, 490; TE: 489, 490; Compare-Contrast Essay, SB: 539, 540; TE: 539, 540; Poetry, SB: 474–479; TE: 474, 475, 477, 479; Instructions, SB: 560; TE: 560; Report, SB: 572, 573; TE: 572, 573; News Article, SB: 599, 600; TE: 599, 600; Personal Narrative, SB: 623, 624; TE: 623, 624; Story, SB: 651, 652; TE: 651, 652; Play, SB: 676; TE: 676

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2.A.3d Identify ways that an author uses language structure, word choice and style to convey the author's viewpoint.	6	<p><i>At 6–8, for identifying ways that an author uses language structure, word choice and style to convey the author's viewpoint, see:</i></p> <p>Characteristics of Good Writing, SB: 363, 401, 444, 478, 529, 556; TE: 363, 401, 444, 478, 529, 556</p> <p>Formal and Informal Language, SB: 30, 412, 421, 566; WP: 160; RW: 101</p>
	7	<p>Characteristics of Good Writing, SB: 397, 436, 482, 513, 561, 587; TE: 397, 436, 482, 573, 561, 587</p> <p>Formal and Informal Language, SB: 18, 30, 348, 457; WP: 149; RW: 90</p> <p>Author's Point of View, SB: 598; WP: 193; RW: 132 (continued)</p>
2.A.3d Identify ways that an author uses language structure, word choice and style to convey the author's viewpoint. (continued)	8	<p>Characteristics of Good Writing, SB: 452, 490, 529, 573, 624, 652; TE: 490, 539, 573, 624, 652</p> <p>Formal and Informal Language, SB: 32, 504, 513; WP: 187; RW: 117</p>
B. Read and interpret a variety of literary works.		
2.B.3a Respond to literary material from personal, creative and critical points of view.	6	<p><i>At 6–8, for responding to literary material from personal, creative and critical points of view, see:</i></p> <p>Discussing Literature, TE: 10, 11, 359, 362, 397, 400, 441, 443, 473, 477, 525, 528, 552, 555</p> <p>Creative Writing, SB: 95, 103, 141, 213, 528</p>
	7	<p>Discussing Literature, TE: 10, 11, 393, 396, 433, 435, 479, 481, 510, 512, 557, 560, 584, 586</p> <p>Creative Writing, SB: 12, 14, 112, 246, 287</p>
	8	<p>Discussing Literature; TE: 10, 13, 449, 451, 487, 489, 535, 538, 570, 572</p> <p>Personal Response Writing, SB: 53, 56, 67, 84, 93, 128, 143, 349, 404, 415; WP: 16, 24, 138</p> <p>Creative Writing, SB: 53, 56, 67, 84, 93, 128, 143, 349, 404, 415; WP: 16, 24, 138</p>
2.B.3b Compare and contrast common literary themes across various societies and eras.	6	<p><i>At 6–8, for comparing and contrasting common literary themes across various societies and eras, see:</i></p> <p>Asian-American, SB: 10–11; TE: 10–11</p> <p>Rural America, SB: 352; TE: 353–353A</p> <p>Differently Abled Americans, SB: 359–362; TE: 359, 362</p> <p>Hispanic/Spanish-American, SB: 402–403, 404–405, 445–446, 447–449, 525–528</p> <p>White Culture, SB: 473–477, 530–532, 533–535</p> <p>Iraqi Culture, SB: 552–555</p>

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	7	Culture, SB: 10–11 Aging Population, 393–396 Cowboy Culture, 510–512 African–American Culture, 557–560 British Culture, SB: 584–586; TE: 10–11, 393–396, 510–512, 557–560, 584–586
	8	Hispanic/Latino Culture, SB: 10–13; TE: 10–13; African–American Culture, SB: 449–450; TE: 449–451, 524–525A; Environmental Activist Culture, SB: 487–489; TE: 487–489; White Culture, SB: 535–538, 647–651; TE: 535–538, 647–651; Armenian Culture, SB: 619–623; TE: 619–623
2.B.3c Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.	6	<i>At 6–8, for analyzing how characters in literature deal with conflict, solve problems and relate to real-life situations, see:</i> Character, SB: 34, 563–566, 576, 579, 580; WP: 181; RW: 122 Plot, SB: 555, 556, 558, 564, 564; TE: 555, 556, 558, 564, 565
	7	Character, SB: 594, 609, 614, 615 Plot, SB: 595–596, 614; WP: 191; RW: 130,
	8	Character, SB: 652, 654, 661, 674–679, 683 Plot, SB: 652, 662, 663, 677, 683; TE: 652, 662, 663, 677, 683; WP: 209; RW: 139,
STATE GOAL 3: Write to communicate for a variety of purposes.		
<i>As a result of their schooling, students will be able to:</i>		
A. Use correct grammar, spelling, punctuation, capitalization and structure.		
3.A.3 Write compositions that contain complete sentences and effective paragraphs using English conventions.	6	<i>At 6–8, for writing compositions that contain complete sentences and effective paragraphs, see:</i> Developing a Topic Sentence, SB: 18, 19, 410, 433–434, 437, 455, 493–494; TE: 18, 19, 433, 434, 455, 493, 494; WP: 166, 170; RW: 107, 110 Using Supporting Details, SB: 14–19, 21, 353–356, 371, 407, 433, 435–436, 452, 493, 519, 521–522; WP: 149, 150, 156, 164; RW: 90, 91, 97, 105 Main Idea in a Paragraph, SB: 18, 353, 433, 493–494, 519 Proofreading, SB: 24–25, 379, 389, 416, 459, 501, 545, 572; TE: 24, 25, 379, 389, 416, 459, 501, 545, 572

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	7	<p>Developing a Topic Sentence, SB: 18–19, 388, 469, 470, 472, 473, 474, 475, 476, 490; TE: 18, 19, 388, 469, 470, 472, 473, 474, 475, 476, 490</p> <p>Using Supporting Details, SB: 14–19, 388, 390–391, 406–407, 470, 472–473, 539, 552, 554–555; WP: 158; RW: 97</p> <p>Main Idea of a Paragraph, SB: 387, 469, 492, 527–529, 551</p> <p>Proofreading, SB: 9, 24–25, 414, 423, 452, 494, 505, 577, 603, H48; TE: 9, 24, 25, 414, 423, 452, 494, 505, 577, 603</p>
	8	<p>Developing a Topic Sentence, SB: 20, 525, 526–527, 530, 532, 533, 552, 573, 579, 587, 588; TE: 20, 525, 526–527, 530, 532, 533, 552, 573, 579, 587, 588; WP: 193, 198; RW: 123, 128</p> <p>Using Supporting Details, SB: 16–21, 442, 443, 444–447, 452, 459–461, 490, 497–498, 525, 529–553, 555, 583, 631, 633, 661; WP: 175–176, 182–183, 196, 203; RW: 105–106, 112–113, 126, 133</p> <p style="text-align: right;">(continued)</p>
3.A.3 Write compositions that contain complete sentences and effective paragraphs using English conventions.	8 (ctd.)	<p>Main Idea in a Paragraph, SB: 20, 443, 444, 445, 447, 452, 453–457, 539</p> <p>Proofreading, SB: 26–27, 468, 508, 556, 596, 640, 670; TE: 26, 27, 468, 508, 556, 596, 640, 670</p>
B. Compose well-organized and coherent writing for specific purposes and audiences.		
3.B.3a Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.	6	<p><i>At 6–8, for producing documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence, see:</i></p> <p>Developing a Topic Sentence, SB: 18, 19, 410, 433–434, 437, 455, 493–494; TE: 18, 19, 433, 434, 455, 493, 494; WP: 166, 170; RW: 107, 110</p> <p>Main Idea in a Paragraph, SB: 18, 353, 433, 493–494, 519</p> <p>Stating and Supporting an Opinion, SB: 352–357, 359–381; WP: 148, 149–151; RW: 89, 90–96</p> <p>Finding and Narrowing a Topic, SB: 12–13, 369–370, 387, 391, 392, 406–409, 450–451, 487–489, 536–537, 562–565</p> <p>Using Supporting Details SB: 14–19, 21, 353–356, 371, 407, 433, 435–436, 452, 493, 519, 521–522; WP: 149, 150, 156, 164; RW: 90, 91, 97, 105</p> <p>Revising, SB: 20–23, 377–378, 414–415, 457–458, 497–500, 543–544, 570–571; TE: 20, 21, 22, 23, 377, 378, 414, 415, 457, 458, 497, 500, 543, 544, 570, 571; WP: 155, 162, 168, 173, 180, 185; RW: 96, 103, 109, 114, 121, 126</p> <p>Purpose and Audience, SB: 12, 13, 369, 388–389, 406, 409–410, 450, 486, 584; TE: 13, 369, 406, 450, 486</p>

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	7	<p>Developing a Topic Sentence, SB: 483, 492, 517, 527–528; WP: 175, 180; RW: 114, 119, SB: 18–19, 388, 469, 470, 472–476, 490; TE: 18, 19, 388, 469, 470, 472, 473, 474, 475, 476, 490</p> <p>Main Idea in a Paragraph, SB: 387, 469, 492, 527–529, 551</p> <p>Stating and Supporting an Opinion, SB: 387–391, 419, 539</p> <p>Organizing a Description, SB: 10, 11, 13, 14–17, 19, 21, 23, 25, 27, 34, 42, 50, 75, 106, 109, 123, 126, 141, 146, 149, 183, 192, 197, 223, 227, 237, 257, 282, 292, 329, 335, 347, 364; WP: 8, 28, 33, 41, 76, 89, 93, 103, 109, 121, 136, 142</p> <p>Using Supporting Details, SB: 387, 389–390, 469–470, 472, 473, 475, 551, 553, 555; TE: 387, 389, 390, 469, 470, 472, 473, 551, 553; WP: 156–157, 164, 172; RW: 95–96, 103, 111</p> <p>Revising, SB: 9, 20–23, 401–403, 411–413, 449–451, 483–484, 493–495, 504, 575–576, 590–592, 600–602, H48; TE: 9, 20–23, 401–403, 411–413, 449–451, 483–484, 493–495, 504, 575–576, 590–592, 600–602; WP: 162–163, 170–171, 176–177, 189–190, 194–195; RW: 101–102, 109–110, 115–116, 128–129, 133–134</p> <p style="text-align: right;">(continued)</p>
3.B.3a Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence. (continued)	7 (ctd.)	<p>Purpose and Audience, SB: 12, 13, 404, 446–447, 448, 451, 568, 571; TE: 12, 13, 404, 446–447, 448, 451, 568, 571</p>

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	8	<p>Developing a Topic Sentence, SB: 20, 525, 526, 530, 532, 533, 541, 542, 552, 573, 579, 587, 588; WP: 193, 198; RW: 123, 128</p> <p>Main Idea in a Paragraph, SB: 20, 443, 444, 445, 447, 452, 453–457, 539</p> <p>Finding and Narrowing a Topic,, SB: 458, 579, 586, 631; WP: 197; RW: 127 SB: 443, 444, 447, 452, 453–457, 458, 491–495, 496–501; TE: 443, 444, 447, 452, 453–457, 458, 491–495, 496–501; WP: 182–185; RW: 112–115</p> <p>Using Supporting Details; SB: 16–21, 442, 443, 444–447, 452, 459–461, 490, 497–498, 525, 529–553, 555, 583, 631, 633, 661; WP: 175–176, 182–183, 196, 203; RW: 105–106, 112–113, 126, 13</p> <p>Using Details, SB: 380, 446, 447, 452, 453–457, 458–471, 490, 496–501, 505, 529, 546–547, 592, 624, 625, 654, 656; WP: 175–181, 182–185, 188, 201; RW: 105–111, 112–115, 118, 131</p> <p>Using Transitional Expressions, SB: 20, 446, 447, 452, 453–457, 462, 493, 501, 532, 539, 548, 549, 573, 588; TE: 20, 446, 452, 462, 493, 501, 532, 539, 549, 573, 588; WP: 177, 191, 198; RW: 107, 121, 128</p> <p>Revising, SB: 22–23, 466–467, 501–507, 554–555, 638–639, 668–669; TE: 22–23, 466–467, 501–507, 554–555, 638–639, 668–669; WP: 181, 185, 186, 187, 188, 189, 195, 208, 213; RW: 111, 115, 116, 117, 118, 119, 125, 138, 143</p> <p>Purpose and Audience, SB: 14, 458, 496, 545, 579, 630, 660, 682, H7–H8; TE: 14, 458, 496, 545, 579, 630, 660, 682, H7–H8</p>
3.B.3b Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.	6	<p><i>At 6–8, for editing and revising for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication, see:</i></p> <p>Revising/Editing, SB: 20–23, 377–378, 414–415, 457–458, 497–500, 543–544, 570–571; TE: 20, 21, 22, 23, 377, 378, 414, 415, 457, 458, 497, 500, 543, 544, 570, 571; WP: 155, 162, 168, 173, 180, 185; RW: 96, 103, 109, 114, 121, 126</p>
	7	<p>Revising/Editing, SB: 9, 20–23, 401–403, 411–413, 449–451, 483–484, 493–495, 504, 575–576, 590–592, 600–602, H48; TE: 9, 20–23, 401–403, 411–413, 449–451, 483–484, 493–495, 504, 575–576, 590–592, 600–602; WP: 162–163, 170–171, 176–177, 189–190, 194–195; RW: 101–102, 109–110, 115–116, 128–129, 133–134</p>
3.B.3b Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication. (continued)	8	<p>Revising/Editing, SB: 22–23, 466–467, 501–507, 554–555, 638–639, 668–669; TE: 22–23, 466–467, 501–507, 554–555, 638–639, 668–669; WP: 181, 185, 186, 187, 188, 189, 195, 208, 213; RW: 111, 115, 116, 117, 118, 119, 125, 138, 143</p>

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3.B.2c Expand ideas by using modifiers, subordination and standard paragraph organization.	6	<p><i>At 6–8, for expanding ideas by using modifiers, subordination and standard paragraph organization, see:</i></p> <p>Elaborating, SB: 21, 90–91, 183, 201–202, 325–326, 371–372, 373, 378, 407, 415, 458, 544, 571; WP: 29, 71, 85, 141, 150, 168, 180; RW: 17, 42, 50, 84, 91, 109, 121</p> <p>Organizing Ideas into a Paragraph, SB: 18, 353–357, 410, 433–439, 493–494, 519–523; WP: 158, 170; RW: 99, 111</p>
	7	<p>Elaborating, SB: 44, 80, 194, 344, 387–391, 406, 407, 413, 451, 469–477, 495, 532, 551–555, 569, 570, 576, 594, 602; WP: 9–10, 25–26, 77–78, 145–146, 158, 177, 183, 190; RW: 6–7, 16–17, 48–49, 87–88, 97, 116, 122, 129</p> <p>Organizing Paragraphs, SB: 387–391, 401, 408, 440, 445, 469–477, 489–490, 514, 525–528, 551–555, 562, 565; WP: 180; RW: 119</p> <p>Writing Paragraphs, SB: 387–391, 469–477, 527–528, 551–555; WP: 180; RW: 119</p>
	8	<p>Elaborating, SB: 195, 205, 354, 371, 460–461, 467, 496–501, 505, 507, 539, 555, 592, 639, 669; WP: 76, 82, 142, 176, 181, 182–185, 188, 189, 195, 201, 208, 213; RW: 46, 50, 85, 106, 111, 112–115, 118, 119, 125, 131, 138, 143</p> <p>Organizing Paragraphs, SB: 18, 462, 496–501, 505, 539, 548–549, 585–586; WP: 177, 182–185, 188, 191, 197; RW: 107, 112–115, 118, 121, 127</p> <p>Paragraph Writing, SB: 443–447, 525–533, 613–617</p>
C. Communicate ideas in writing to accomplish a variety of purposes.		
3.C.3a Compose narrative, informative, and persuasive writings (e.g., in addition to previous writings, literature reviews, instructions, news articles, correspondence) for a specified audience.	6	<p><i>At 6–8, for composing narrative, informative, and persuasive writings for a specified audience, see:</i></p> <p>Writing a Personal Narrative, SB: 525–547</p> <p>Writing Stories, SB: 562–573; WP: 181–185; RW: 122–126</p> <p>Expository Writing: Instructions, SB: 43, 49, 119, 134, 155, 196, 198, 235, 259, 420–421, 433–439, 441–461, 463–468, 473–502, 504–506, 507–509; WP: 40–41, 50–51, 64–65, 79–80, 81–82, 94–95, 112–113, 164–168; RW: 25, 30, 38, 47, 48, 56, 67, 105–109, 110–114</p> <p>Persuasive Writing, SB: 397–418; WP: 156–162; RW: 97–103</p> <p>Writing Newspaper/TV/Advertisements, SB: 235</p> <p>Writing Reports: Book, SB: 146, 383–384</p>

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3.C.3a Compose narrative, informative, and persuasive writings (e.g., in addition to previous writings, literature reviews, instructions, news articles, correspondence) for a specified audience. (continued)	7	<p>Writing Personal Narratives, SB: 34, 78, 135, 200, 243, 290, 301, 308, 332, 568–580; WP: 138, 185–190; RW: 124–128</p> <p>Writing Stories, SB: 78, 332, 568–580, 593–604; WP: 185–195; RW: 124–134</p> <p>Writing Instructions, SB: 305, 500–505</p> <p>Persuasive Writing, SB: 39, 42, 47, 116, 146, 223, 227, 282, 335, 441–453, 456–465; WP: 91, 164–171; RW: 103–110, SB: 183</p> <p>Writing Reports: Book, SB: 418, 419; TE: 418</p> <p>Writing Newspaper/TV, SB: 138, 538–539;</p> <p>Writing Advertisements, SB: 42, 146, 223, 282, 335, 461</p>
	8	<p>Writing a Personal Narrative, SB: 630–641, 642, 643; WP: 203–208; RW: 133–138</p> <p>Writing Stories, SB: 630–643, 652, 653–659; WP: 203–208; RW: 133–138</p> <p>Expository: Instructions, SB: 36, 121, 139, 165, 240, 255, 262, 265, 314, 326, 360, 363, 370, 407, 535–559, 560–565, 570–598, 599, 600, 601–602, 603–604; WP: 2, 103, 152, 191–195, 196–201; RW: 121–125, 126–131</p> <p>Persuasive Writing, SB: 45, 87, 146, 199, 238, 250, 277, 305, 322, 366, 378, 442–445, 449–451, 487–511, 512–513; WP: 182–189; RW: 112–119</p> <p>Writing Book Reports, SB: 472–473</p> <p>Writing Newspaper and TV Articles and Advertisements, SB: 45, 134, 146, 238, 271, 277, 311, 322, 363, 378, 599–600, 608–609</p>
3.C.3b Using available technology, produce compositions and multimedia works for specified audiences.	6	<p><i>At 6–8, for using available technology, producing compositions and multimedia works for specified audiences, see:</i></p> <p>Publishing, SB: 26–27, 380, 389, 417, 460, 468, 502, 546, 573</p> <p>Media Aids for Oral Report, SB: 512–513</p> <p>Creating a Multimedia Presentation, SB: H53–H56</p>
	7	<p>Publishing, SB: 9, 26–27, 415, 453, 495, 505, 568, 578, 593, 604, H49–H50; TE: 9, 26–27, 415, 453, 495, 505, 568, 578, 593, 604, H49–H50</p> <p>Creating a Multimedia Presentation, SB: H53–H56</p>
	8	<p>Publishing, SB: 14, 28–29, 469, 478, 509, 557, 565, 641, 660, 671; TE: 14, 28–29, 469, 478, 509, 557, 565, 641, 660, 671</p> <p>Creating a Multimedia Presentation, SB: H53–H56</p>
STATE GOAL 4: Listen and speak effectively in a variety of situations.		
<i>As a result of their schooling, students will be able to:</i>		
A. Listen effectively in formal and informal situations.		

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4.A.3a Demonstrate ways (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension.	6	<i>At 6–8, for demonstrating ways that listening attentively can improve comprehension, see:</i> Listening Attentively, SB: 1–5, 352, 422–423, 429, 432, 518, H4; TE: 1–5, 352, 422, 423, 429, 432, 518, H4
	7	How to Listen (Listening Guidelines), SB: 5, 386, 427, 459, 465, H4–H11 SB: 2, 3, 386, 458, 464, 468, 550
	8	Listening Attentively, SB: 1–5, 386, 426–428, 458–459, 464–465, 468, 544–545, 550, H4; TE: 1–5, 386, 426–428, 458–459, 464–465, 468, 544–545, 550, H4
4.A.3b Compare a speaker’s verbal and nonverbal messages.	6	<i>Comparing a speaker’s verbal and nonverbal messages can be developed from:</i> Nonverbal Communication, SB: 7, 380, 382–383, 380, 392, 512, 582, H10–H11
	7	Nonverbal Communication, SB: 7, 396, 415, 426–428, 453, 497, 536, 544–545, 560, 578, 613, H7, H8, H10–H11, H33
	8	Nonverbal Communication, SB: 681, H10–H11
4.A.3c Restate and carry out multistep oral instructions.	6	<i>At 6–8, for restating and carrying out multistep oral instructions, see:</i> Listening to Follow Directions/for Instructions, SB: 2, 468 Giving Instructions, SB: 121, 477; TR: 33
	7	Listening to Follow Directions/for Instructions, SB: 538, 543, H4; TE: 538 Giving Instructions, SB: H4
	8	Listening to Follow Directions/for Instructions; SB: 560–561; TE: 560, 561 Giving Instructions, SB: 165, 209, 380, H4
4.A.3d Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distractions).	6	<i>At 6–8, for demonstrating the ability to identify and manage barriers to listening, see:</i> How to Listen (Listening Guidelines), SB: 352, 550, H4
	7	How to Listen (Listening Guidelines), SB: 5, 386, 427, 459, 465, H4–H11
4.A.3d Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distractions). (continued)	8	Listening Attentively, SB: 1–5, 386, 426–428, 458–459, 464–465, 468, 544–545, 550, H4; TE: 1–5, 386, 426–428, 458–459, 464–465, 468, 544–545, 550, H4
B. Speak effectively using language appropriate to the situation and audience.		

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4.B.3a Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.	6	<p><i>At 6–8, for delivering planned oral presentations,, see:</i> Speaking to Suit Your Purpose and Audience, SB: 13, 369, 406, 450, 486; TE: 13, 369, 406, 450, 486 Adapting Language, SB: 5, 512–513 Giving a Description, SB: 10–27 Giving a Report, SB: 512–513 Giving a Talk/Speech, SB: 5, 428–429, 512–513, H7–H9; TE: 5, 428–429, 512–513, H7–H9 Using Visuals, SB: H29–H31; TE: H29</p>
	7	<p>Speaking to Suit Your Purpose and Audience, SB: 2, 465, 568, 593, 604, 612, H4, H7 Giving a Description, SB: 10–27 Giving a Report, SB: 544–545 Giving a Talk/Speech, SB: 5, 426–427, 514, 515, 544–545, H7–H9; TE: 5, 426, 427, 514, 515, 544, 545, H7–H9 Using Visuals, SB: H29–H31; TE: H29</p>
	8	<p>Speaking to Suit Your Purpose and Audience, SB: 2, 480, 481, 482, 514, 520, 521, H7; TE: 2, 480, 481, 482, 514, 520, 521, H7 Adapting Language, SB: 50 Giving a Description, SB: 39 Giving a Report, SB: 605–607; TE: 605–607 Giving a Talk/Speech, SB: 48, 199, 605–607 Using Visuals, SB: 605–607, H7–H9; TE: 605–607, H7–H9</p>
4.B.3b Design and produce reports and multimedia compositions that represent group projects.	6	<p><i>At 6–8, for designing and producing reports and multimedia compositions that represent group projects, see:</i> Multimedia Compositions, SB: 499–500, H29–H31, H53–H56; TE: 499–500, H29, H53 Creating Graphics and Visuals by Groups, TE: 500 Panel Discussion, SB: 391–392; TE: 391–392 Dramatizing, SB: 582–583; TE: 582–583</p>
	7	<p>Multimedia Compositions, SB: 533–535, H29–H31, H53–H56; TE: 533–534, H29, H53 Group Discussion Creating Graphic and Visuals, TE: 533 Panel Discussion, SB: 426–428; TE: 426–428 Dramatizing, SB: 611, 612–613; TE: 611, 612–613</p>
	8	<p>Multimedia Compositions, SB: 593–595, 605–607, H29–H31, H53–H56; TE: 593–595, 605–607, H29, H53</p> <p style="text-align: right;">(continued)</p>
4.B.3b Design and produce reports and multimedia compositions that represent group projects. (continued)	8 (ctd.)	<p>Creating Graphics and Visuals in Groups, TE: 593, 594 Panel Discussion, SB: 480–482; TE: 480–482 Dramatizing, SB: 680–681; TE: 680–681</p>

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4.B3c Develop strategies to manage or overcome communication anxiety and apprehension (e.g., sentence outlining, note cards).	6	<i>At 6–8, for developing strategies to manage or overcome communication anxiety and apprehension, see: Speaking Guidelines, SB: 392, 429, H7–H9</i>
	7	Speaking Guidelines, SB: 5, 427, 544–545, H7–H9
	8	Speaking Guidelines, SB: 521, H7–H9
4.B.3d Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict.	6	<i>At 6–8, for using verbal and nonverbal communication strategies to maintain communications and to resolve conflict, see: Having Conversations, SB: 1–5, 391–392 Solving Problems, SB: 565, H5–H6</i>
	7	Having Conversations, SB: 1 Solving Problems, SB: 3, 4, H5–H6
	8	Having Conversations, SB: 36, 39, 42, 45, 466, 506, 520–521, 554, 580–582 Solving Problems, SB: 601–602
STATE GOAL 5: Use the language arts to acquire, assess and communicate information.		
<i>As a result of their schooling, students will be able to:</i>		
A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.		
5.A.3a Identify appropriate resources to solve problems or answer questions through research.	6	<i>At 6–8, for identifying appropriate resources to solve problems or answer questions through research, see: Planning and Researching a Report, SB: 472–503, H66–H67; WP: 169–173; RW: 110–114</i>
	7	Planning and Researching a Report, SB: 509–537; WP: 178–183; RW: 117–122
	8	Planning and Researching a Report, SB: 570–609; WP: 196–201; RW: 126–131
5.A.3b Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources.	6	<i>At 6–8, for designing a project related to contemporary issues using multiple sources, see: Writing Prompts, SB: 381, 418, 461, 547, 574 Group Projects, SB: 391–392, 582–583; TE: 391, 392, 395, 582, 583</i>
	7	Writing Prompts, SB: 454, 579, 605 Group Projects, SB: 5, 22–23

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5.A.3b Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources (continued)	8	Writing Prompts, SB: 470, 510, 558, 598, 642, 672 Group Projects, SB: 39, 48, 53, 56, 66, 149, 209, 220, 301
B. Analyze and evaluate information acquired from various sources.		
5.B.3a Choose and analyze information sources for individual, academic and functional purposes.	6	<i>At 6–8, for choosing and analyzing information sources for individual, academic and functional purposes, see:</i> Encyclopedia, SB: 98, 488–489; TE: 472, 488, 489 Other Reference Aids, Almanac, SB: H28; TE: H28; Atlas, SB: H28; TE: H28; Telephone Directory, TE: 489 Finding Information, SB: 488; WP: 169; RW: 110 Evaluating Resources, SB: 582, 583, 584; TE: 582, 583, 584
	7	Encyclopedia, SB: 508, 521, 522, H28, H32; TE: 508, 512, 522, H28, H32 Other Reference Aids, SB: H28; TE: H28; Finding Information, SB: 433–435, 479–481, 510–512; TE: 433, 434, 435, 479, 480, 481, 510, 511, 512 Evaluating Resources, SB: 546–547, 460–463, 458, 459
	8	Encyclopedia, SB: 331, 581, 582, H28; WP: 196; RW: 126 Other Reference Aids, SB: 331; SB: H28; WP: 196 Finding Information, SB: 427–429, 432–436, 448–449, 537–552; TE: 427, 434, 539, 540, 542, 543, 545, 549, 550; RT: 90; WP: 148–149 Evaluating Resources, SB: 465, 498, 553, 590, 608, 637, 667; WP: 180, 183, 194, 200, 207, 212; RW: 110, 113, 124, 130, 137, 142
5.B.3b Identify, evaluate and cite primary sources.	6	<i>At 6–8, for identifying, evaluating and citing primary sources, see:</i> Creating a Bibliography, SB: 478, 485, 491, 496; TE: 478, 485, 491, 496
	7	Creating a Bibliography, SB: 518, 521–522, H66–H67
	8	Creating a Bibliography, SB: 578, 581–582, H66–H67; TE: 578, 581–582, H66–H67
C. Apply acquired information, concepts and ideas to communicate in a variety of formats.		
5.C.3a Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.	6	<i>At 6–8, for planning, composing, editing and revising documents that synthesize new meaning gleaned from multiple sources, see:</i> Writing Reports: Book, SB: 146, 383–384 Writing Reports: Research, SB: 472–503, H66–H67; WP: 169–173; RW: 110–114

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	7	Reports: Book, SB: 418, 419 TE: 418 Reports: Research, SB: 509–537; WP: 178–183; RW: 117–122
5.C.3a Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources (continued)	8	Writing Book Reports, SB: 472–473 Writing Research Reports, SB: 579–597, 598; TE: 579–597; WP: 196, 197, 198, 199, 200, 201; RW: 126, 127, 128, 129, 130, 131
5.C3b Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research.	6	<i>At 6–8, for preparing and orally presenting original work supported by research, see:</i> Giving a Report, SB: 512–513 Giving a Talk/Speech, SB: 428–429, H7–H9
	7	Giving a Report, SB: 544–545; TE: 544–545 Giving a Talk/Speech, SB: 464–465, H7–H9
	8	Giving a Report, SB: 605–607; TE: 605–607 Giving a Talk/Speech, SB: 48, 199, 520–521, H7–H9
5.C.3c Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.	6	<i>At 6–8, for taking notes, conducting interviews, organizing and reporting information in oral, visual and electronic formats, see:</i> Related: Interviewing, SB: 248, 488–489, 509, H11–H12; WP: 169; RW: 110 Taking Notes, SB: 352, 395, 432, 490–492, 513, 518, H32–H33; TE: 395, 490, 513, H32, H33 Planning and Researching a Report, SB: 490–491
	7	Television and Radio Broadcast, SB: 139, 227 Related: Interviewing, SB: 298, 521, H12; TE: 298, H12 Taking Notes, SB: 386, 427, 502, 547, 593, 594–597 Planning and Researching a Report, SB: 509–537; WP: 178–183; RW: 117–122
	8	Television and Radio Broadcast, Related: Interviewing, SB: 39, 48, 158, H12, 581 WP: 196; RW: 126 Taking Notes, SB: 24, 583–584, H32–H24 Planning and Researching a Report, SB: 570–572, 573, 574–578, 579–597, 598; WP: 196–201; RW: 126–131; TE: 579–597