

Houghton Mifflin *ENGLISH*
Grade 1
correlated to
Indiana English/Language Arts Standards

Indiana Language Arts Standard

Houghton Mifflin *ENGLISH*

| WRITING: Writing Process | |
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| Organization and Focus | |
| <ul style="list-style-type: none"> Discuss ideas and select a focus for group stories or other writing. | TE: 42, 43–44, 45–47, 49–50, 97–102, 103, 116–117, 153–157, 159, 196–198, 199, 255–258, 259 PE: 43–44, 45–47, 49–50, 97–102, 103, 116–117, 153–157, 159, 196–198, 199, 255–258, 259 |
| <ul style="list-style-type: none"> Use various organizational strategies to plan writing. | TE: 43, 44, 45, 46, 47–48, 97–98, 99, 100–102, 103, 153–154, 155, 156, 196, 255–256, 257–258, 259, 280, 286 PE: 46, 47–48, 97–98, 100–102, 103, 153–154, 155, 156, 196, 255–256, 257–258, 259, 280, 286 |
| Evaluation and Revision | |
| <ul style="list-style-type: none"> Revise writing for others to read. | TE: 94, 104, 105, 106, 149, 160–161, 201–202, 261–262 PE: 94, 149, 160–161, 201–202, 261–262 |
| Standard 5 | |
| WRITING: Writing Applications | |
| <ul style="list-style-type: none"> Write brief narratives (stories) describing an experience. Example: Write a short story titled <i>My Friend</i> describing an experience that is real or imagined. | TE: 45–45, 87–94, 95, 97–98, 100–102, 103, 104, 105, 106, 110–111, 113, 143–150, 151–152 PE: 45–45, 87–94, 95, 97–98, 100–102, 103, 110–111, 113, 143–150, 151–152 |
| <ul style="list-style-type: none"> Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details. Example: Write a description of a family member, a pet, or a favorite toy. Include enough details that the reader can picture the person, animal, or object. | TE: 57, 58–59, 99, 102, 172, 173, 174, 175, 176, 177, 178, 252, 253, 254–261, 268–269 PE: 57, 58–59, 174, 252, 253, 254–261, 268–269 |
| <ul style="list-style-type: none"> Write simple rhymes. | TE: 210, 211, 213 PE: 211, 213 |
| <ul style="list-style-type: none"> Use descriptive words when writing. Example: Use varied words to describe events, people, and places, such as describing a day as a <i>sunny day</i> or <i>cloudy day</i>. | TE: 178, 182, 183, 184, 185, 191–195, 196–198, 199–200, 201 PE: 191–195, 196–198, 199–200, 201 |
| <ul style="list-style-type: none"> Write for different purposes and to a specific audience or person. Example: Write a thank-you note to the store manager after a field trip to the local supermarket. | TE: 9, 20B, 42B, 60B, 86B, 99, 104, 108, 118B, 142B, 161, 172B, 161, 166, 190B, 196, 202, 210, 216B, 246B, 254, 274–291 PE: 9, 99, 104, 108, 161, 166, 196, 202, 210, 254, 274–291 |

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| Standard 6 | |
| WRITING: Written English Language Conventions | |
| Handwriting | |
| <ul style="list-style-type: none"> Print legibly and space letters, words, and sentences appropriately. | <p>In addition to the pages shown here, all writing exercises give students the opportunity to print legibly with appropriate spacing. TE: 106, 163, 265, 317–318 PE: 106, 163, 265, 317–318</p> |
| Sentence Structure | |
| <ul style="list-style-type: none"> Write in complete sentences. | <p>TE: 23–24, 28, 39 PE: 23–24, 28, 39</p> |
| Grammar | |
| <ul style="list-style-type: none"> Identify and correctly use singular and plural nouns (<i>dog/dogs</i>). | <p>TE: 60B, 61–62, 63–64, 65–66, 67–68, 79–80, 84, 121–122, 127–128, 139, 187, 240, 246B, 274B PE: 61–62, 63–64, 65–66, 67–68, 79–80, 84, 121–122, 127–128, 139, 187, 240</p> |
| <ul style="list-style-type: none"> Identify and correctly write contractions (<i>isn't, aren't, can't</i>). | <p>TE: 118B, 131–132, 137, 140, 142B, 189, 190B, 242 PE: 131–132, 137, 140, 189, 242</p> |
| <ul style="list-style-type: none"> Identify and correctly write possessive nouns (<i>cat's meow, girls' dresses</i>) and possessive pronouns (<i>my/mine, his/hers</i>). | <p>See Grades 2, 3, 4, 5, 6, 7, and 8.</p> |
| Punctuation | |
| <ul style="list-style-type: none"> Correctly use periods (<i>I am five.</i>), exclamation points (<i>Help!</i>), and question marks (<i>How old are you?</i>) at the end of sentences. | <p>TE: 29–30, 31–32, 33–34, 35–36, 37–38, 40, 42B, 60B, 83, 105, 118B, 142B, 172B, 216B, 217–218, 219–220, 221–222, 237, 239, 244, 274B PE: 29–30, 31–32, 33–34, 35–36, 37–38, 40, 83, 105, 217–218, 219–220, 221–222, 237, 239, 244</p> |
| Capitalization | |
| <ul style="list-style-type: none"> Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i>. | <p>TE: 20B, 30, 34, 40, 42B, 53–54, 83, 86B, 105, 118B, 138, 142B, 172B, 190B, 216B, 217–218, 219, 221–222, 237, 245, 246B, 264, 274B PE: 30, 34, 40, 53–54, 83, 105, 138, 217–218, 219, 221–222, 237, 245, 264</p> |
| Spelling | |
| <ul style="list-style-type: none"> Spell correctly three- and four-letter words (<i>can, will</i>) and grade-level-appropriate sight words (<i>red, fish</i>). | <p>TE: 67–68, 118B, 162, 203, 204, 263–264, 291, 302, 305 PE: 67–68, 162, 203, 204, 263–264, 291, 302, 305</p> |

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| Standard 7 | |
| LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications | |
| Comprehension | |
| <ul style="list-style-type: none"> Listen attentively. | TE: 57, 96, 108, 116–117, 247–251, 262, 268–269, 272–273, 284–291 PE: 57, 96, 108, 116–117, 247–251, 262, 268–269, 272–273, 284–291 |
| <ul style="list-style-type: none"> Ask questions for clarification and understanding. | TE: 62, 117, 128, 287 PE: 117, 287 |
| <ul style="list-style-type: none"> Give, restate, and follow simple two-step directions. | TE: 57, 5–59, 247–251, 268–269 PE: 57, 5–59, 247–251, 268–269 |
| Organization and Delivery of Oral Communication | |
| <ul style="list-style-type: none"> Stay on the topic when speaking. | TE: 45–47, 114, 115, 116–117, 215, 270–271 PE: 45–47, 116–117, 215, 270–271 |
| <ul style="list-style-type: none"> Use descriptive words when speaking about people, places, things, and events. | TE: 114, 115, 151, 191–195, 196–198, 199–200, 201 PE: 151, 191–195, 196–198, 199–200, 201 |
| Speaking Applications | |
| <ul style="list-style-type: none"> Recite poems, rhymes, songs, and stories. | TE: 214, 208–209, 210–211, 213 PE: 208–209, 210–211, 213 |
| <ul style="list-style-type: none"> Retell stories using basic story grammar and relating the sequence of story events by answering <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, <i>why</i>, and <i>how</i> questions. | TE: 62, 102, 107, 270–271 PE: 270–271 |
| <ul style="list-style-type: none"> Relate an important life event or personal experience in a simple sequence. | TE: 100–102, 103, 104, 105, 106 PE: 100–102, 103 |
| <ul style="list-style-type: none"> Provide descriptions with careful attention to sensory detail. | TE: 173–174, 175–176, 177–178, 179–180, 183–184, 189, 191–195, 197–198, 200 PE: 173–174, 175–176, 177–178, 179–180, 183–184, 189, 191–195, 197–198, 200 |
| <ul style="list-style-type: none"> Use visual aids such as pictures and objects to present oral information. | TE: 19, 46–47, 97–98, 100–102, 103, 153–154, 155, 156, 196, 255–256, 280, 286, 214–215 PE: 19, 46–47, 97–98, 100–102, 103, 153–154, 155, 156, 196, 255–256, 280, 286, 214–215 |