

**Houghton Mifflin *ENGLISH***  
**Grade 3**  
**correlated to**  
**Indiana English/Language Arts Standards**

**Indiana Language Arts Standard**

**Houghton Mifflin *ENGLISH***

<b>Standard 4</b>	
<b>WRITING: Writing Process</b>	
<b>Organization and Focus</b>	
<ul style="list-style-type: none"> <li>Find ideas for writing stories and descriptions in conversations with others, and in books, magazines, school textbooks, or on the Internet.</li> </ul>	<p>TE: 11, 12, 13–17, 31, 59, 71, 97, 141, 177, 213, 258, 269–271, 286, 297–300, 326, 334–336, 354, 364–368, 388, 398–402, 422, 432–436</p> <p>PE: 12, 13–17, 269–271, 297–300, 334–336, 364–368, 398–402, 432–436</p>
<ul style="list-style-type: none"> <li>Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.</li> </ul>	<p>TE: 11, 12, 13–17, 31, 59, 60, 141, 142, 177, 184, 186, 257, 258, 263, 269–271, 286, 291, 297–300, 309, 325, 326, 328, 334–336, 348, 349, 358, 364–368, 387, 388, 392, 398–402, 416, 422, 426, 432–436</p> <p>PE: 12, 13–17, 269–271, 297–300, 309, 334–336, 348, 349, 364–368, 398–402, 416, 432–436, H46, H47, H48, H49, H50</p>
<ul style="list-style-type: none"> <li>Create single paragraphs with topic sentences and simple supporting facts and details.</li> </ul>	<p>TE: 31, 253–257, 276, 302, 321–325, 337, 348–350, 354, 369, 383–387, 387, 403, 436</p> <p>PE: 253–257, 276, 302, 321–325, 337, 348–350, 369, 383–387, 387, 403, 436</p>
<b>Research and Technology</b>	
<ul style="list-style-type: none"> <li>Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).</li> </ul>	<p>TE: 101, 292, 300, 304, 347, 359, 374, 442</p> <p>PE: H16–H20, H21, H23, H25</p>
<ul style="list-style-type: none"> <li>Use a computer to draft, revise, and publish writing.</li> </ul>	<p>TE: 13, 15, 17, 19, 21, 25, 27, 39, 41, 45, 61, 149, 153, 270, 273, 279, 283, 306, 307, 313, 335, 340, 342, 343, 347, 365, 367, 368, 369, 374, 400, 403, 406, 442</p> <p>PE: 273, 306, 313, 340, 342, 349, 365, 368, 403, 406, 442, H31, H32, H33–H40, H41–H43</p>
<b>Evaluation and Revision</b>	
<ul style="list-style-type: none"> <li>Review, evaluate, and revise writing for meaning and clarity.</li> </ul>	<p>TE: 20, 21–23, 34–35, 46, 47, 66, 67, 78, 110–111, 122, 146, 147, 156, 157, 160, 180, 181, 192–193, 220–221, 230, 276–277, 304–305, 326, 340–341, 372–373, 406–407, 440–441</p> <p>PE: 20, 21–23, 34–35, 46, 47, 66, 67, 78, 110–111, 122, 146, 147, 156, 157, 160, 180, 181, 192–193, 220–221, 230, 276–277, 304–305, 340–341, 372–373, 406–407, 440–441</p>

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<ul style="list-style-type: none"> <li>• Proofread one’s own writing, as well as that of others, using an editing checklist or list of rules.</li> </ul>	<p>TE: 24, 25, 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, 189, 191, 195, 197, 201, 217, 223, 227, 229, 233, 278, 306, 342, 374, 408, 442</p> <p>PE: 24, 25, 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, 189, 191, 195, 197, 201, 217, 223, 227, 229, 233, 278, 306, 342, 374, 408, 442</p>
<ul style="list-style-type: none"> <li>• Revise writing for others to read, improving the focus and progression of ideas.</li> </ul>	<p>TE: 20, 21–23, 34–35, 46, 47, 66, 67, 78, 110–111, 122, 146, 147, 156, 157, 160, 180, 181, 192–193, 220–221, 230, 258, 276–277, 304–305, 326, 340–341, 372–373, 406–407, 440–441</p> <p>PE: 20, 21–23, 34–35, 46, 47, 66, 67, 78, 110–111, 122, 146, 147, 156, 157, 160, 180, 181, 192–193, 220–221, 230, 276–277, 304–305, 340–341, 372–373, 406–407, 440–441</p>
<p><b>Standard 5</b></p>	
<p><b>WRITING: Writing Applications</b></p>	
<p><i>Write narratives (stories) that:</i></p>	
<ul style="list-style-type: none"> <li>• provide a context within which an action takes place.</li> </ul>	<p>TE: 37, 43, 61, 63, 99, 153, 159, 189, 191, 215, 217, 223, 253–257, 258, 259–263, 264, 265–268, 269–279, 282–284, 286, 297–308, 310–312, 313</p> <p>PE: 37, 43, 61, 63, 99, 153, 159, 189, 191, 215, 217, 223, 253–257, 259–263, 264, 265–268, 269–279, 282–284, 297–308, 310–312, 313</p>
<ul style="list-style-type: none"> <li>• include details to develop the plot.</li> </ul> <p><b>Example:</b> Write a story based on an article in a magazine, such as <i>Cricket or Stone Soup</i>, about what life was like 100 years ago.</p>	<p>TE: 255, 258, 264, 270–271, 275, 277, 286, 292, 298–299, 303, 305, 329, 337, 339, 341, 351, 369, 371, 373, 393, 401–402, 403, 405, 407, 441</p> <p>PE: 255, 264, 270–271, 275, 277, 292, 298–299, 303, 305, 329, 337, 339, 341, 351, 369, 371, 373, 393, 401–402, 403, 405, 407, 441</p>
<p><i>Write descriptive pieces about people, places, things, or experiences that:</i></p>	
<ul style="list-style-type: none"> <li>• develop a unified main idea.</li> </ul>	<p>TE: 31, 213, 255</p> <p>PE: 255</p>
<ul style="list-style-type: none"> <li>• use details to support the main idea.</li> </ul> <p><b>Example:</b> Write a description for how to make a model boat. Include clear enough directions so that a classmate can make the model. Write a description of a favorite place using clear details so that the reader can picture the place and understand why it is a favorite place.</p>	<p>TE: 31, 213, 255, 264, 270–271, 275, 277, 292, 298–299, 303, 305, 329, 337, 339, 341, 351, 369, 371, 373, 393, 401–402, 403, 405, 407, 441</p> <p>PE: 255, 264, 270–271, 275, 277, 292, 298–299, 303, 305, 329, 337, 339, 341, 351, 369, 371, 373, 393, 401–402, 403, 405, 407, 441</p>

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<i>Write personal, persuasive, and formal letters, thank-you notes, and invitations that:</i>	
<ul style="list-style-type: none"> <li>show awareness of the knowledge and interests of the audience and establish a purpose and context.</li> </ul>	TE: 41, 69, 75, 159, 177, 179, 282–284 PE: 41, 69, 75, 159, 179, 282–284
<ul style="list-style-type: none"> <li>include the date, proper salutation, body, closing, and signature.  <b>Example:</b> Write a letter to a pen pal in another country describing your family, school, and town and asking the pen pal questions about himself or herself. Write an invitation asking an adult to come to speak in the classroom. Write a persuasive letter to your family asking for your favorite foods on your birthday.</li> </ul>	TE: 177, 282–283 PE: 282–283
<ul style="list-style-type: none"> <li>Use varied word choices to make writing interesting.  <b>Example:</b> Write stories using varied words, such as <i>cried</i>, <i>yelled</i>, or <i>whispered</i> instead of <i>said</i>.</li> </ul>	TE: 31, 34, 46, 66–67, 78, 110, 146–147, 156–157, 177, 180–181, 192, 220–221, 264, 292, 329, 359, 393, 407, 441 PE: 34, 46, 66–67, 78, 110, 146–147, 156–157, 180–181, 192, 220–221, 264, 292, 329, 359, 393, 407, 441, H11–H15
<ul style="list-style-type: none"> <li>Write for different purposes and to a specific audience or person.  <b>Example:</b> Write an article about the library at your school. Include a list of ways that students use the library.</li> </ul>	TE: 9, 31B, 48, 59B, 97B, 141B, 143, 177B, 185, 213B, 219, 258B, 259–282, 286B, 310, 326B, 333, 346, 354B, 387, 388B, 412, 414, 422B, 445 PE: 9, 48, 143, 185, 219, 259, 282, 310, 333, 346, 387, 412, 414, 445
<b>Standard 6</b>	
<b>WRITING: Written English Language Conventions</b>	
<b>Handwriting</b>	
<ul style="list-style-type: none"> <li>Write legibly in cursive, leaving space between letters in a word, words in a sentence, and between words and the edges of the paper.</li> </ul>	All writing exercises give students the opportunity to write legibly in cursive, leaving space between letters, words, and the edge of the paper. TE: 279, 307, 343, 375, 409, 443 PE: 279, 307, 343, 375, 409, 443
<b>Sentence Structure</b>	
<ul style="list-style-type: none"> <li>Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation.</li> </ul>	TE: 31B, 32–33, 34–35, 36–37, 38–39, 44–45, 46–47, 49, 50, 54, 55, 58, 59B, 178–179, 180–181, 204, 239, 286B, 326B, 441 PE: 32–33, 34–35, 36–37, 38–39, 44–45, 46–47, 49, 50, 54, 55, 58, 178–179, 180–181, 204, 239, 441
<b>Grammar</b>	
<ul style="list-style-type: none"> <li>Identify and use subjects and verbs that are in agreement (<i>we are</i> instead of <i>we is</i>).</li> </ul>	TE: 31B, 31, 59B, 100–101, 102–103, 216–217, 232, 240, 242, 354B, 388B, 422B PE: 100–101, 102–103, 216–217, 232, 240, 242

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<ul style="list-style-type: none"> <li>Identify and use past (<i>he danced</i>), present (<i>he dances</i>), and future (<i>he will dance</i>) verb tenses properly in writing.</li> </ul>	<p>TE: 97B, 100–101, 102–103, 104–105, 106–107, 108–109, 124–125, 131–132, 133–134, 135, 141B, 167, 168, 177B, 216–217, 238, 240, 242, 306, 342, 354B  PE: 100–101, 102–103, 104–105, 106–107, 108–109, 124–125, 131–132, 133–134, 135, 167, 168, 216–217, 238, 240, 242, 306, 342</p>
<ul style="list-style-type: none"> <li>Identify and correctly use pronouns (<i>it, him, her</i>), adjectives (<i>brown eyes, two younger sisters</i>), compound nouns (<i>summertime, snowflakes</i>), and articles (<i>a, an, the</i>) in writing.</li> </ul>	<p>TE: 142–143, 144–145, 146–147, 148–149, 150–151, 160, 162–163, 169, 170, 172, 173, 214–215, 216–217, 218–219, 220–221, 222–223, 2224–225, 232, 240, 241, 243–244, 245  PE: 142–143, 144–145, 146–147, 148–149, 150–151, 160, 162–163, 169, 170, 172, 173, 214–215, 216–217, 218–219, 220–221, 222–223, 2224–225, 232, 240, 241, 243–244, 245, H54, H55</p>
<b>Punctuation</b>	
<ul style="list-style-type: none"> <li>Use commas in dates (<i>August 15, 2001</i>), locations (<i>Fort Wayne, Indiana</i>), and addresses (<i>431 Coral Way, Miami, FL</i>), and for items in a series (<i>football, basketball, soccer, and tennis</i>).</li> </ul>	<p>TE: 177B, 190–191, 192–193, 200, 210, 326B, 354B, 388B, 388  PE: 190–191, 192–193, 200, 210</p>
<b>Capitalization</b>	
<ul style="list-style-type: none"> <li>Capitalize correctly geographical names, holidays, historical periods, and special events (<i>We always celebrate the Fourth of July by gathering at Mounds State Park in Anderson, Indiana.</i>)</li> </ul>	<p>TE: 62–63, 177B, 177, 182–183, 184–185, 199, 205–206, 213B, 239, 286B, 354B, 388, 422B  PE: 62–63, 182–183, 184–185, 199, 205–206, 239</p>
<b>Spelling</b>	
<ul style="list-style-type: none"> <li>Spell correctly one-syllable words that have blends (<i>walk, play, or blend</i>), contractions (<i>isn't, can't</i>), compounds, common spelling patterns (<i>qu-</i>, changing <i>win</i> to <i>winning</i>, and changing the ending of a word from <i>-y</i> to <i>-ies</i> to make a plural, such as <i>cherry/cherries</i>), and common homophones (words that sound the same but have different spellings, such as <i>hair-hare</i>).</li> </ul>	<p>TE: 68–69, 70, 71, 72–73, 75, 77, 80–81, 82, 87, 91–94, 103, 107, 120–121, 123, 126, 140, 158–159, 163, 167, 168, 176, 177B, 213B, 226–227, 228–229, 230, 233, 237, 240, 246, 247, 278, 306, 342, 374, 388B, 388, 422B  PE: 68–69, 70, 71, 72–73, 75, 77, 80–81, 82, 87, 91–94, 103, 107, 120–121, 123, 126, 140, 158–159, 163, 167, 168, 176, 226–227, 228–229, 230, 233, 237, 240, 246, 247, 278, 306, 342, 374</p>
<ul style="list-style-type: none"> <li>Arrange words in alphabetical order.  <b>Example:</b> Given a list of words, such as <i>apple, grapefruit, cherry, banana, pineapple, and peach</i>, put them into correct alphabetical order: <i>apple, banana, cherry, grapefruit, peach, pineapple</i>.</li> </ul>	<p>PE: H16, H17, H18</p>
<b>Standard 7</b>	
<b>LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications</b>	
<b>Comprehension</b>	
<ul style="list-style-type: none"> <li>Retell, paraphrase, and explain what a speaker has said.</li> </ul>	<p>TE: 188, 334, 358, 413  PE: 188, 413, H28</p>

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<ul style="list-style-type: none"> <li>Connect and relate experiences and ideas to those of a speaker.</li> </ul>	TE: 1–4, 5, 285, 314–315, 352, 377–378 PE: 1–4, 5, 285, 314–315, 352, 377–378
<ul style="list-style-type: none"> <li>Answer questions completely and appropriately.</li> </ul>	TE: 16 PE: 16
<ul style="list-style-type: none"> <li>Identify the musical elements of literary language, such as rhymes, repeated sounds, and instances of onomatopoeia (naming something by using a sound associated with it, such as <i>hiss</i> or <i>buzz</i>).</li> </ul>	TE: 117, 227 PE: 227
<b>Organization and Delivery of Oral Communication</b>	
<ul style="list-style-type: none"> <li>Organize ideas chronologically (in the order that they happened) or around major points of information.</li> </ul>	TE: 16, 17, 256, 264, 271, 275, 292, 301, 303, 329, 336, 339, 349, 368, 436 PE: 16, 17, 256, 264, 271, 275, 292, 301, 303, 329, 336, 339, 349, 368, 436
<ul style="list-style-type: none"> <li>Provide a beginning, a middle, and an end to oral presentations, including details that develop a central idea.</li> </ul>	TE: 3–5, 252, 276, 304, 320, 340, 372, 382, 406, 440 PE: 3–5, 252, 276, 304, 320, 340, 372, 382, 406, 440
<ul style="list-style-type: none"> <li>Use clear and specific vocabulary to communicate ideas and establish the tone.</li> </ul>	TE: 34, 38, 46, 66–67, 78, 110, 146–147, 156–157, 180–181, 192, 220–221, 264, 292, 329, 359, 393, 407, 441 PE: 34, 46, 66–67, 78, 110, 146–147, 156–157, 180–181, 192, 220–221, 264, 292, 329, 359, 393, 407, 441
<ul style="list-style-type: none"> <li>Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.</li> </ul>	PE: H6, H24–H25, H41
<ul style="list-style-type: none"> <li>Read prose and poetry aloud with fluency, rhythm, and timing, using appropriate changes in the tone of voice to emphasize important passages of the text being read.</li> </ul>	TE: 314–315 PE: 314–315
<b>Analysis and Evaluation of Oral and Media Communications</b>	
<ul style="list-style-type: none"> <li>Compare ideas and points of view expressed in broadcast, print media, or the Internet.</li> </ul>	TE: 316–317, 377, 446–447 PE: 316–317, 377, 446–447
<ul style="list-style-type: none"> <li>Distinguish between the speaker’s opinions and verifiable facts.</li> </ul>	TE: 379 PE: 379
<b>Speaking Applications</b>	
<i>Make brief narrative (story) presentations that:</i>	
<ul style="list-style-type: none"> <li>provide a context for an event that is the subject of the presentation.</li> </ul>	TE: 38, 285, 310–312, 314–315 PE: 285, 310–312, 314–315
<ul style="list-style-type: none"> <li>provide insight into why the selected event should be of interest to the audience.</li> </ul>	TE: 38, 285, 310–312, 314–315 PE: 285, 310–312, 314–315
<ul style="list-style-type: none"> <li>include well-chosen details to develop characters, setting, and plot.</li> </ul>	TE: 38, 285, 310–312, 314–315 PE: 285, 310–312, 314–315

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• Plan and present dramatic interpretations of experiences, stories, poems, or plays.	TE: 310–312, 314–315 PE: 310–312, 314–315
• Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	TE: 285, 310–312, 314–315 PE: 285, 310–312, 314–315