

Houghton Mifflin *ENGLISH*
Grade 6
 correlated to
Indiana English/Language Arts Standards

Indiana Language Arts Standard

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Standard 4	
WRITING: Writing Process	
Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	TE: 12-27, 95, 149, 281, 332, 357, 406, 452-453, 472-502, 536-546, 551-573 PE: 12-27, 128, 149, 281, 332, 357, 406, 452-453, 472-502, 536-546, 551-573
Organization and Focus	
<ul style="list-style-type: none"> Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing. 	TE: 11, 12-17, 31, 83, 95, 117, 179, 198, 233, 273, 315, 357, 358, 362, 369, 370, 372, 373, 400, 406-410, 439, 440, 443, 472, 477, 450-453, 486-492, 523, 524, 528, 536-598, 562, 565 PE: 12-17, 369, 370, 372, 373, 406-410, 450-453, 486-492, 536-598, 562, 565
<ul style="list-style-type: none"> Choose the form of writing that best suits the intended purpose. 	TE: 27, 37, 98, 149, 187, 190, 211, 240, 243, 324, 359, 384, 433, 437, 450, 468, 486, 507, 536, 550, 562 PE: 27, 98, 149, 187, 211, 240, 359, 384, 437, 450, 468, 486, 507, 536, 562
<i>Write informational pieces of several paragraphs that:</i>	
<ul style="list-style-type: none"> engage the interest of the reader. 	TE: 43, 49, 119, 134, 155, 196, 198, 235, 259, 420-421, 433-439, 441-461, 463-468, 473-502, 504-506, 507-509 PE: 43, 49, 119, 134, 155, 196, 198, 235, 259, 420-421, 433-439, 441-461, 463-468, 473-502, 504-506, 507-509
<ul style="list-style-type: none"> state a clear purpose. 	TE: 43, 49, 117, 119, 134, 155, 196, 198, 235, 259, 420-421, 433-439, 441-461, 463-468, 473-502, 504-506, 507-509, 510-511 PE: 43, 49, 119, 134, 155, 196, 198, 235, 259, 420-421, 433-439, 441-461, 463-468, 473-502, 504-506, 507-509, 510-511
<ul style="list-style-type: none"> develop the topic with supporting details and precise language. 	TE: 14-19, 21, 43, 49, 117, 119, 134, 155, 196, 198, 235, 259, 353-356, 371, 407, 420-421, 433-439, 441-461, 463-468, 473-502, 504-506, 507-509, 519, 520-521 PE: 14-19, 21, 43, 49, 119, 134, 155, 196, 198, 235, 259, 353-356, 371, 407, 420-421, 433-439, 441-461, 463-468, 473-502, 504-506, 507-509, 519, 520-521

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<ul style="list-style-type: none"> conclude with a detailed summary linked to the purpose of the composition. 	<p>TE: 43, 49, 98, 119, 134, 146, 155, 196, 198, 235, 259, 384, 420–421, 433–439, 441–461, 463–468, 473–502, 504–506, 507–509</p> <p>PE: 43, 49, 98, 119, 134, 146, 155, 196, 198, 235, 259, 384, 420–421, 433–439, 441–461, 463–468, 473–502, 504–506, 507–509, H36–H37</p>
<ul style="list-style-type: none"> Use a variety of effective organizational patterns, including comparison and contrast; organization by categories; and arrangement by order of importance or climactic order. 	<p>TE: 43, 49, 117, 119, 134, 155, 196, 198, 235, 259, 420–421, 433–439, 441–461, 463–468, 473–502, 504–506, 507–509</p> <p>PE: 43, 49, 119, 134, 155, 196, 198, 235, 259, 420–421, 433–439, 441–461, 463–468, 473–502, 504–506, 507–509</p>
Research and Technology	
<ul style="list-style-type: none"> Use note-taking skills. 	<p>TE: 119, 395, 490, 491, 513</p> <p>PE: 395, 490, 513, H32–H33</p>
<ul style="list-style-type: none"> Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information. 	<p>TE: 13, 26, 193, 375, 416, 457, 459, 488, 491, 500, 504, 543, 545, 570, 572, 581</p> <p>PE: 13, 26, 375, 416, 457, 459, 488, 491, 500, 543, 545, 570, 572, 581, H42–H56</p>
<ul style="list-style-type: none"> Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, page orientation. 	<p>TE: 13, 19, 21, 26, 34, 98, 131, 134, 146, 211, 253, 286, 375, 380, 388, 416, 457, 459, 467, 488, 491, 500, 509, 543, 545, 570, 572, 580, 581</p> <p>PE: 13, 26, 375, 416, 457, 459, 488, 491, 500, 543, 545, 570, 572, 580, 581, H42–H56</p>
Evaluation and Revision	
<ul style="list-style-type: none"> Review, evaluate, and revise writing for meaning and clarity. 	<p>TE: 50–51, 60–61, 99–100, 142–143, 183, 212, 244–245, 277–278, 293–294, 378, 412, 415, 458, 498, 524, 544, 571</p> <p>PE: 50–51, 60–61, 99–100, 142–143, 183, 212, 244–245, 277–278, 293–294, 378, 412, 415, 458, 498, 544, 571</p>
<ul style="list-style-type: none"> Edit and proofread one’s own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors. 	<p>TE: 24–25, 69, 89, 95, 107, 108–109, 187, 190, 205, 208, 211, 217, 235, 248, 253, 262, 263, 264, 303–305, 332, 336, 379, 389, 416, 459, 501, 524, 545, 572</p> <p>PE: 24–25, 69, 89, 95, 107, 108–109, 187, 190, 205, 208, 211, 217, 235, 248, 253, 262, 263, 264, 303–305, 332, 336, 379, 389, 416, 459, 501, 545, 572</p>
<ul style="list-style-type: none"> Revise writing to improve the organization and consistency of ideas within and between paragraphs. 	<p>TE: 50–51, 60–61, 99–100, 142–143, 183, 244–245, 277–278, 293–294, 378, 415, 458, 498, 524, 544, 571</p> <p>PE: 50–51, 60–61, 99–100, 142–143, 183, 244–245, 277–278, 293–294, 378, 415, 458, 498, 544, 571</p>

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Standard 5	
WRITING: Writing Applications	
<i>Write narratives that:</i>	
<ul style="list-style-type: none"> establish and develop a plot and setting and present a point of view that is appropriate to the stories. 	TE: 138, 149, 152, 193, 243, 248, 286, 329, 519–523, 524, 525–547, 549–550, 551, 552–574, 576–581 PE: 138, 149, 152, 193, 243, 248, 286, 329, 519–523, 525–547, 549–550, 552–574, 576–581
<ul style="list-style-type: none"> include sensory details and clear language to develop plot and character. 	TE: 15, 138, 149, 152, 193, 243, 248, 286, 329, 387, 435, 519–523, 524, 525–547, 549–550, 551, 552–574, 576–581 PE: 15, 138, 149, 152, 193, 243, 248, 286, 329, 387, 435, 519–523, 525–547, 549–550, 552–574, 576–581
<ul style="list-style-type: none"> use a range of narrative devices, such as dialogue or suspense. 	TE: 138, 149, 152, 193, 243, 248, 286, 329, 519–523, 524, 525–547, 549–550, 552–574, 576–581 PE: 138, 149, 152, 193, 243, 248, 286, 329, 519–523, 525–547, 549–550, 551, 552–574, 576–581
<i>Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that:</i>	
<ul style="list-style-type: none"> state the thesis (position on the topic) or purpose. 	TE: 10–27, 410, 433–439, 455, 493–494 PE: 10–27, 410, 433–439, 455, 493–494
<ul style="list-style-type: none"> explain the situation. 	TE: 10–27, 83, 179, 192, 233, 315, 410, 433–439, 440, 455, 493–494 PE: 10–27, 410, 433–439, 455, 493–494
<ul style="list-style-type: none"> organize the composition clearly. 	TE: 10–27, 83, 179, 192, 315, 410, 433–439, 440, 455, 493–494 PE: 10–27, 410, 433–439, 455, 493–494
<ul style="list-style-type: none"> offer evidence to support arguments and conclusions. <p>Example: Write successive drafts of a one- or two-page newspaper article about <i>Summer Sports Camps</i>, including details to support the main topic and allow the reader to compare and contrast the different camps described.</p>	TE: 10–27, 410, 433–439, 455, 493–494 PE: 10–27, 410, 433–439, 455, 493–494
<i>Write research reports that:</i>	
<ul style="list-style-type: none"> pose relevant questions that can be answered in the report. 	TE: 472–503 PE: 472–503, H66–H67
<ul style="list-style-type: none"> support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources, such as speakers, newspapers and magazines, reference books, and online information searches. 	TE: 472–503 PE: 472–503, H66–H67
<ul style="list-style-type: none"> include a bibliography. 	TE: 258 PE: 495

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<i>Write responses to literature that:</i>	
<ul style="list-style-type: none"> develop an interpretation that shows careful reading, understanding, and insight. 	TE: 133, 146, 383–384 PE: 146, 383–384
<ul style="list-style-type: none"> organize the interpretation around several clear ideas. 	TE: 133, 146, 383–384 PE: 146, 383–384
<ul style="list-style-type: none"> develop and justify the interpretation through the use of examples and evidence from the text. 	TE: 133, 146, 383–384 PE: 146, 383–384
<i>Write persuasive compositions that:</i>	
<ul style="list-style-type: none"> state a clear position on a proposition or proposal. 	TE: 40, 46, 86, 122, 182, 238, 253, 276, 321, 358, 396, 397–418 PE: 40, 46, 86, 122, 182, 238, 253, 276, 321, 397–418
<ul style="list-style-type: none"> support the position with organized and relevant evidence and effective emotional appeals. 	TE: 40, 46, 86, 122, 182, 238, 253, 276, 321, 358, 396, 397–418 PE: 40, 46, 86, 122, 182, 238, 253, 276, 321, 397–418
<ul style="list-style-type: none"> anticipate and address reader concerns and counter-arguments. 	TE: 40, 46, 86, 122, 182, 238, 253, 276, 321, 396, 397–418 PE: 40, 46, 86, 122, 182, 238, 253, 276, 321, 397–418
<ul style="list-style-type: none"> Use varied word choices to make writing interesting. 	TE: 50–51, 60–61, 90–91, 99–100, 183–184, 201–202, 244–245, 249–251, 277–278, 325–326, 363, 401, 444, 478, 529, 549, 556 PE: 50–51, 60–61, 90–91, 99–100, 183–184, 201–202, 244–245, 249–251, 277–278, 325–326, 363, 401, 444, 478, 529, 556
<ul style="list-style-type: none"> Write for different purposes and to a specific audience or person, adjusting tone and style as necessary. Example: Write a review of a favorite book or film for a classroom <i>Writers' Workshop</i>. Use clear organization and careful word choices to help the readers of the review decide if they might be interested in reading the book or viewing the film. 	TE: 1B, 34B, 49, 65, 83B, 117B, 146, 198, 211, 233B, 289, 332, 358B, 381, 383–385, 420, 440B, 463, 468, 504–510, 524B, 549–550, 576 PE: 49, 65, 146, 198, 211, 289, 332, 381, 383–385, 420, 463, 468, 504–510, 549–550, 576
Standard 6	
WRITING: Written English Language Conventions	
Sentence Structure	
<ul style="list-style-type: none"> Use simple sentences, compound sentences, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts. 	TE: 35–40, 52–54, 57–59, 60–61, 68, 78, 81, 110–111, 315B, 472B, 551B PE: 35–40, 52–54, 57–59, 60–61, 68, 78, 81, 110–111

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Grammar	
<ul style="list-style-type: none"> Identify and properly use indefinite pronouns (<i>all, another, both, each, either, few, many, none, one, other, several, some</i>), present perfect (<i>have been, has been</i>), past perfect (<i>had been</i>), and future perfect verb tenses (<i>shall have been</i>); ensure that verbs agree with compound subjects. 	TE: 117B, 132–134, 135–138, 162, 171, 172, 160, 162, 171, 220, 221, 297–299, 301, 303, 314, 339, 341, 415 PE: 132–134, 135–138, 162, 171, 172, 160, 162, 171, 220, 221, 297–299, 301, 303, 314, 339, 341, 415
Punctuation	
<ul style="list-style-type: none"> Use colons after the salutation (greeting) in business letters (<i>Dear Sir:</i>), semicolons to connect main clauses (<i>The girl went to school; her brother stayed home.</i>), and commas before the conjunction in compound sentences (<i>We worked all day, but we didn't complete the project.</i>) 	TE: 52–54, 71–72, 79, 233B, 269 PE: 52–54, 71–72, 79, 269, H70–H71
Capitalization	
<ul style="list-style-type: none"> Use correct capitalization. 	TE: 32, 83B, 87–89, 113, 179B, 194–196, 217, 233B, 233, 236–238, 251–253, 256, 257–259, 262, 266, 270, 272, 273B, 340, 341, 358B PE: 32, 87–89, 113, 194–196, 217, 236–238, 251–253, 256, 257–259, 262, 266, 270, 272, 340, 341, H64–H65, H68–H69
Spelling	
<ul style="list-style-type: none"> Spell correctly frequently misspelled words (<i>their/they're/there, loose/lose/loss, choose/chose, through/threw</i>). 	TE: 24–25, 95, 107, 187, 190, 217, 253, 304–305, 379, 358B, 396B, 416, 459, 501, 545, 572 PE: 24–25, 95, 107, 187, 190, 217, 253, 304–305, 379, 416, 459, 501, 545, 572, H80
Standard 7	
LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications	
Comprehension	
<ul style="list-style-type: none"> Relate the speaker's verbal communication (such as word choice, pitch, feeling, and tone) to the nonverbal message (such as posture and gesture). 	TE: 392, 583 PE: 392, 583
<ul style="list-style-type: none"> Identify the tone, mood, and emotion conveyed in the oral communication. 	TE: 385, 388–389, 392, 568, 583 PE: 385, 388–389, 392, 568, 583
<ul style="list-style-type: none"> Restate and carry out multiple-step oral instructions and directions. 	TE: 463–468 PE: 463–468
Organization and Delivery of Oral Communication	
<ul style="list-style-type: none"> Select a focus, an organizational structure, and a point of view, matching the purpose, message, and vocal modulation (changes in tone) to the audience. 	TE: 5, 512–513 PE: 5, 512–513
<ul style="list-style-type: none"> Emphasize important points to assist the listener in following the main ideas and concepts. 	TE: 1, 3–5, 22–23, 377, 414, 457, 497, 543, 570 PE: 1, 3–5, 22–23, 377, 414, 457, 497, 543, 570
<ul style="list-style-type: none"> Support opinions with researched, documented evidence and with visual or media displays that use appropriate technology. 	TE: 393–395, 499, 512–513 PE: 393–395, 499, 512–513, H53–H56

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<ul style="list-style-type: none"> Use effective timing, volume, tone, and alignment of hand and body gestures to sustain audience interest and attention. 	TE: 392, 583 PE: 392, 583
Analysis and Evaluation of Oral and Media Communications	
<ul style="list-style-type: none"> Analyze the use of rhetorical devices including rhythm and timing of speech, repetitive patterns, and the use of onomatopoeia (naming something by using a sound associated with it, such as <i>hiss</i> or <i>buzz</i>) for intent and effect. 	TE: 334, 390 PE: 334, 390
<ul style="list-style-type: none"> Identify persuasive and propaganda techniques used in electronic media (<i>television, radio, online sources</i>) and identify false and misleading information. 	TE: 346, 426, 422–423, 424–429 PE: 346, 426, 422–423, 424–429
Speaking Applications	
<i>Deliver narrative (story) presentations that:</i>	
<ul style="list-style-type: none"> establish a context, plot, and point of view. 	TE: 564–565, 567, 580 PE: 564–565, 567, 580
<ul style="list-style-type: none"> include sensory details and specific language to develop the plot and character. 	TE: 15, 34, 50–51, 60–61, 90–91, 99–100, 183–184, 201–202, 244–245, 249–251, 277–278, 325–326, 363, 387, 401, 435, 444, 478, 521, 529, 556, 563–566, 576, 579, 580 PE: 15, 34, 50–51, 60–61, 90–91, 99–100, 183–184, 201–202, 244–245, 249–251, 277–278, 325–326, 363, 387, 401, 435, 444, 478, 521, 529, 556, 563–566, 576, 579, 580
<ul style="list-style-type: none"> use a range of narrative (story) devices, including dialogue, tension, or suspense. 	TE: 519–523, 566, 579, 580, 581 PE: 519–523, 566, 579, 580, 581
<i>Deliver informative presentations that:</i>	
<ul style="list-style-type: none"> pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. 	TE: 14, 369, 406, 450, 486, 536, 562 PE: 14, 369, 406, 450, 486, 536, 562, H40–H41
<ul style="list-style-type: none"> develop the topic with facts, details, examples, and explanations from multiple authoritative sources, including speakers, periodicals, and online information. 	TE: 12, 370, 407–408, 409, 451, 487–489, 537, 563–536 PE: 12, 370, 407–408, 409, 451, 487–489, 537, 563–536
<i>Deliver oral responses to literature that:</i>	
<ul style="list-style-type: none"> develop an interpretation that shows careful reading, understanding, and insight. 	TE: 26, 380, 417, 460, 502, 546, 573, 581, 582–583 PE: 26, 380, 417, 460, 502, 546, 573, 581, 582–583
<ul style="list-style-type: none"> organize the presentation around several clear ideas, premises, or images. 	TE: 1, 3–5, 22–23, 377, 414, 457, 497, 543, 570 PE: 1, 3–5, 22–23, 377, 414, 457, 497, 543, 570
<ul style="list-style-type: none"> develop and justify the interpretation through the use of examples from the text. 	TE: 472–503 PE: 472–503

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<i>Deliver persuasive presentations that:</i>	
<ul style="list-style-type: none"> provide a clear statement of the position. 	TE: 1, 3–5, 22–23, 58, 377, 409, 414, 457, 497, 543, 570 PE: 1, 3–5, 22–23, 377, 414, 457, 497, 543, 570
<ul style="list-style-type: none"> include relevant evidence. 	TE: 14–19, 21, 58, 353–356, 371, 407, 409, 433, 435–436, 452, 493, 519, 521–522 PE: 14–19, 21, 353–356, 371, 407, 433, 435–436, 452, 493, 519, 521–522
<ul style="list-style-type: none"> offer a logical sequence of information. 	TE: 16, 392, 429, 435, 522 PE: 16, 392, 429, 435, 522
<ul style="list-style-type: none"> engage the listener and try to gain acceptance of the proposition or proposal. 	TE: 409, 422–423 PE: 422–423
<i>Deliver presentations on problems and solutions that:</i>	
<ul style="list-style-type: none"> theorize on the causes and effects of each problem. 	TE: 504–506, H5–H6 PE: 504–506, H5–H6
<ul style="list-style-type: none"> establish connections between the defined problem and at least one solution. 	TE: 565, H5–H6 PE: 565, H5–H6
<ul style="list-style-type: none"> offer persuasive evidence to support the definition of the problem and the proposed solutions. 	TE: 422–423, H5–H6 PE: 422–423, H5–H6