

Houghton Mifflin *ENGLISH*
Grade 7
correlated to
Indiana English/Language Arts Standards

Indiana Language Arts Standard

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Standard 4	
WRITING: Writing Process	
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, 12–13, 99, 179, 325, 392, 396, 432, 435, 464, 477, 481, 502, 509, 512, 555, 556, 559, 568, 583, 586 PE: 12–13, 464, 502, 568, H59, H60, H61, H62, H63
<ul style="list-style-type: none"> Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas. 	TE: 16, 17, 99, 392, 408, 445, 485, 527–528, 556, 572 PE: 16, 17, 408, 445, 485, 527–528, 572
<ul style="list-style-type: none"> Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and specific examples. 	TE: 10–27, 17, 432, 468, 598 PE: 10–27, 17, 468, 598
<ul style="list-style-type: none"> Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts. 	TE: 223, 386, 427, 502, 525, 526, 547, 593, 594–597 PE: 386, 427, 502, 547, 593, 594–597
Research and Technology	
<ul style="list-style-type: none"> Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research. 	TE: 31, 71, 105, 182, 259, 411, 443, 449, 469, 491, 509, 530, 574, 600 PE: 411, 443, 449, 469, 491, 530, 574, 600
<ul style="list-style-type: none"> Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations. 	TE: 241–243, 245, 266, 273, 513 PE: 241–243, 245, 266, 273, H12, H32, H33, H65, H66–H67
<ul style="list-style-type: none"> Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports. 	TE: 99, 192, 410, 452, 494, 531, 556, 610 PE: 410, 452, 494, 531, 610, H47–H50
Evaluation and Revision	
<ul style="list-style-type: none"> Review, evaluate, and revise writing for meaning and clarity. 	TE: 9, 20–23, 99, 192, 401–403, 411–413, 449–451, 483–484, 491–493, 504, 556, 575–576, 590–592, 600–602 PE: 9, 20–23, 401–403, 411–413, 449–451, 483–484, 491–493, 504, 575–576, 590–592, 600–602, H48
<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. 	TE: 9, 24–25, 59, 89, 16,0 207, 264, 313, 351, 372, 414, 423, 494, 505, 577, 603, H48 PE: 9, 24–25, 59, 89, 16,0 207, 264, 313, 351, 372, 414, 423, 494, 505, 577, 603, H48
<ul style="list-style-type: none"> Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary. 	TE: 99, 156, 192, 397, 436, 482, 513, 556, 561, 587 PE: 156, 397, 436, 482, 513, 561, 587

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Standard 5	
WRITING: Writing Applications	
<i>Write biographical or autobiographical narratives (stories) that:</i>	
<ul style="list-style-type: none"> develop a standard plot line, including a beginning, conflict, rising action, climax, and denouement (resolution) and point of view. 	TE: 279, 324, 332, 519–523, 556, 583, 595–596, 614 PE: 324, 519–523, 595–596, 614
<ul style="list-style-type: none"> develop complex major and minor characters and a definite setting. 	TE: 279, 332, 556, 583, 594, 597, 609, 614 PE: 594, 597, 609, 614
<ul style="list-style-type: none"> use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions. 	TE: 241–243, 279, 332, 584, 587, 597, 609, 610, 611 PE: 241–243, 584, 587, 597, 609, 610, 611
<i>Write responses to literature that:</i>	
<ul style="list-style-type: none"> develop interpretations that show careful reading, understanding, and insight. 	TE: 469–477, 487, 500–505 PE: 469–477, 487, 500–505
<ul style="list-style-type: none"> organize interpretations around several clear ideas, premises, or images from the literary work. 	TE: 16, 17, 408, 445, 487–488, 570 PE: 16, 17, 408, 445, 487–488, 570
<ul style="list-style-type: none"> justify interpretations through sustained use of examples and evidence from the text. 	TE: 396, 435, 481, 512, 560, 586 PE: 396, 435, 481, 512, 560, 586
<i>Write research reports that:</i>	
<ul style="list-style-type: none"> pose relevant and focused questions about the topic. 	TE: 519–536 PE: 519–536
<ul style="list-style-type: none"> communicate clear and accurate perspectives on the subject. 	TE: 519–536 PE: 519–536
<ul style="list-style-type: none"> include evidence and supporting details compiled through the formal research process, including use of a card catalog, <i>Reader’s Guide to Periodical Literature</i>, a computer catalog, magazines, newspapers, dictionaries, and other reference books. 	TE: 544–545, 546–547 PE: 544–545, 546–547, H25–H28, H53–H56
<ul style="list-style-type: none"> document sources with reference notes and a bibliography. 	TE: 386, 427, 502, 547, 593, 594–597 PE: 386, 427, 502, 547, 593, 594–597
<i>Write persuasive compositions that:</i>	
<ul style="list-style-type: none"> state a clear position or perspective in support of a proposition or proposal. 	TE: 83, 432, 433–455 PE: 433–455
<ul style="list-style-type: none"> describe the points in support of the proposition, employing well-articulated evidence and effective emotional appeals. 	TE: 432, 444, 458–463 PE: 444, 458–463

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<ul style="list-style-type: none"> anticipate and address reader concerns and counter-arguments. 	TE: 458–463 PE: 458–463
<i>Write summaries of reading materials that:</i>	
<ul style="list-style-type: none"> include the main ideas and most significant details. 	TE: 342, 540, 553 PE: 342, 540, 553, H36–H37, H41
<ul style="list-style-type: none"> use the student’s own words, except for quotations. 	TE: 86, 465, 503, 599 PE: 86, 465, 503, 599
<ul style="list-style-type: none"> reflect underlying meaning, not just the superficial details. 	TE: 26, 415, 453, 495, 574, 578, 604 PE: 26, 415, 453, 495, 574, 578, 604
<ul style="list-style-type: none"> Use varied word choices to make writing interesting and more precise. Example: Write stories, reports, and letters using a variety of word choices. (Use <i>conversed</i> or <i>conferred</i> instead of <i>talked</i>.) 	TE: 156, 325, 397, 436, 482, 513, 561, 587 PE: 156, 397, 436, 482, 513, 561, 587
<ul style="list-style-type: none"> Write for different purposes and to a specific audience or person, adjusting style and tone as necessary. Example: Write a letter inviting a local artist to visit the classroom to talk and demonstrate certain skills. Use words and phrases that demonstrate a serious interest in what the speaker would have to say. 	TE: 1B, 7, 98, 99B, 131, 179B, 187, 211, 221B, 259, 325B, 353, 384, 418, 420, 428, 432B, 456, 465, 500, 508, 538-542, 556B, 581, 593, 604, 607, 612 PE: 7, 98, 131, 187, 211, 259, 353, 384, 418, 420, 428, 456, 465, 500, 508, 538-542, 581, 593, 604, 607, 612
Standard 6	
WRITING: Written English Language Conventions	
Sentence Structure	
<ul style="list-style-type: none"> Properly place modifiers (words or phrases that describe, limit, or qualify another word) and use the active voice (sentences in which the subject is doing the action) when wishing to convey a livelier effect. 	TE: 136–138, 159, 173, 181–183, 184, 186–189, 192, 193, 194, 195–197, 198–200, 201–203, 204, 206, 207, 213–214, 215, 216, 217, 220, 224–227, 262, 268, 299, 333–335, 336–339, 478B, 494, 496 PE: 136–138, 159, 173, 181–183, 184, 186–189, 192, 193, 194, 195–197, 198–200, 201–203, 204, 206, 207, 213–214, 215, 216, 217, 220, 224–227, 262, 268, 299, 333–335, 336–339, 494, H17
Grammar	
<ul style="list-style-type: none"> Identify and use infinitives (the word to followed by the base form of a verb, such as <i>to understand</i> or <i>to learn</i>) and participles (made by adding <i>-ing</i>, <i>-d</i>, <i>-ed</i>, <i>-n</i>, <i>-en</i>, or <i>-t</i> to the base form of the verb, such as <i>dreaming</i>, <i>chosen</i>, <i>built</i>, and <i>grown</i>). 	PE: H79, H92
<ul style="list-style-type: none"> Make clear references between pronouns and antecedents by placing the pronoun where it shows to what word it refers. 	TE: 280–282, 283, 311, 316, 323 PE: 280–282, 283, 311, 316, 323

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<ul style="list-style-type: none"> Identify all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structure of sentences. 	<p>TE: 52, 55–57, 69B, 69, 71–72, 88, 94, 95, 99B, 101–103, 179B, 190–191, 192, 201–203, 204, 206, 207, 211, 213, 214, 217, 220, 221B, 228–229, 231–232, 262, 269, 270, 288–290, 311, 318, 325B, 326, 327, 328, 345, 355, 360, 361B, 365–367, 368–369, 371–373, 378, 379, 381, 392B, 432B, 436, 452, 478B, 494, 509B, 556B, 583B PE: 52, 55–57, 71–72, 88, 94, 95, 101–103, 190–191, 192, 201–203, 204, 206, 207, 211, 213, 214, 217, 220, 228–229, 231–232, 262, 269, 270, 288–290, 311, 318, 326, 327, 328, 345, 355, 360, 365–367, 368–369, 371–373, 378, 379, 381, 436, 452, 494, H91, H93–H94</p>
<ul style="list-style-type: none"> Demonstrate appropriate English usage (such as pronoun reference). 	<p>TE: 58–59, 99B, 150–152, 153–155, 160, 179B, 186–189, 200–204, 280–309, 325B, 340–348, 361B PE: 58–59, 150–152, 153–155, 160, 186–189, 200–204, 280–309, 340–348, H24, H72, H73, H75–H76, H77–H79</p>
Punctuation	
<ul style="list-style-type: none"> Identify and correctly use hyphens (–), dashes (—), brackets ([]), and semicolons (;). 	<p>TE: 221B, 247–249, 250, 258–260, 263, 264, 275, 278 PE: 247–249, 250, 258–260, 263, 264, 275, 278, H72</p>
<ul style="list-style-type: none"> Demonstrate the correct use of quotation marks and the use of commas with subordinate clauses. 	<p>TE: 221B, 241–243, 245, 266, 273, 279B, 361B, 369 PE: 241–243, 245, 266, 273, 369, H12, H32, H33, H65, H66</p>
Capitalization	
<ul style="list-style-type: none"> Use correct capitalization. 	<p>TE: 69B, 179B, 221B, 221, 222, 223, 224–227, 239, 240, 241–243, 244, 245, 246, 252–254, 262, 263, 266, 268, 274, 276, 279B, 361B, 377, 432B452, 452, 478B, 556B, 583B PE: 222, 223, 224–227, 239, 240, 241–243, 244, 245, 246, 252–254, 262, 263, 266, 268, 274, 276, 377, 452, H64–H79</p>
Spelling	
<ul style="list-style-type: none"> Spell correctly derivatives (words that come from a common base or root word) by applying the spellings of bases and affixes (prefixes and suffixes). 	<p>TE: 392B, 432B, 478B, 509B, 556B, 583B PE: H16–H17</p>
Standard 7	
LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications	
Comprehension	
<ul style="list-style-type: none"> Ask questions to elicit information, including evidence to support the speaker’s claims and conclusions. 	<p>TE: 427, 458–467 PE: 427, 458–467, H4, H12</p>
<ul style="list-style-type: none"> Determine the speaker’s attitude toward the subject. 	<p>TE: 3–4, 464, 465, 546, 547, 550 PE: 3–4, 464, 465, 546, 547, 550, H12</p>

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Organization and Delivery of Oral Communication	
<ul style="list-style-type: none"> Organize information to achieve particular purposes and to appeal to the background and interests of the audience. 	TE: 465, 568, 593, 604, 612 PE: 465, 568, 593, 604, 612, H4, H7
<ul style="list-style-type: none"> Arrange supporting details, reasons, descriptions, and examples effectively. 	TE: 1–7, 14–19, 22–23, 386, 388, 390–391, 46–407, 412, 450, 468, 470, 472–473, 531, 539, 550, 552, 554–555, 575, 601 PE: 1–7, 14–19, 22–23, 386, 388, 390–391, 46–407, 412, 450, 468, 470, 472–473, 531, 539, 550, 552, 554–555, 575, 601, H4
<ul style="list-style-type: none"> Use speaking techniques, including adjustments of tone, volume, and timing of speech, enunciation (clear speech), and eye contact, for effective presentations. 	TE: 427, 612–613 PE: 427, 612–613, H7
Analysis and Evaluation of Oral and Media Communications	
<ul style="list-style-type: none"> Provide helpful feedback to speakers concerning the coherence and logic of a speech’s content and delivery and its overall impact upon the listener. 	TE: 427, 458–467 PE: 427, 458–467, H4, H12
<ul style="list-style-type: none"> Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects. 	TE: 39, 429–431, 460, 506–507, 546–547 PE: 429–431, 460, 506–507, 546–547
Speaking Applications	
<i>Deliver narrative (story) presentations that:</i>	
<ul style="list-style-type: none"> establish a context, standard plot line (with a beginning, conflict, rising action, climax, and resolution of the conflict), and point of view. 	TE: 595–596, 614 PE: 595–596, 614
<ul style="list-style-type: none"> describe major and minor characters and a definite setting. 	TE: 594, 609, 614 PE: 594, 609, 614
<ul style="list-style-type: none"> use a range of appropriate strategies to make the story engaging to the audience, including using dialogue and suspense and showing narrative action with movement, gestures, and expressions. 	TE: 465, 568, 593, 604, 612 PE: 465, 568, 593, 604, 612, H4
<i>Deliver oral summaries of articles and books that:</i>	
<ul style="list-style-type: none"> include the main ideas and the most significant details. 	TE: 342, 540, 553 PE: 342, 540, 553, H36–H37, H41
<ul style="list-style-type: none"> state ideas in own words, except for when quoted directly from sources. 	TE: 86, 465, 503, 599 PE: 86, 465, 503, 599
<ul style="list-style-type: none"> demonstrate a complete understanding of sources, not just superficial details. 	TE: 26, 415, 453, 495, 574, 578, 604 PE: 26, 415, 453, 495, 574, 578, 604
<i>Deliver research presentations that:</i>	
<ul style="list-style-type: none"> pose relevant and concise questions about the topic. 	TE: 519–536 PE: 519–536

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<ul style="list-style-type: none"> provide accurate information on the topic. 	TE: 519–536 PE: 519–536
<ul style="list-style-type: none"> include evidence generated through the formal research process including the use of a card catalog, <i>Reader’s Guide to Periodical Literature</i>, computer databases, magazines, newspapers, and dictionaries. 	TE: 544–545, 546–547 PE: 544–545, 546–547, H25–H28, H53–H56
<ul style="list-style-type: none"> cite reference sources appropriately. 	TE: 386, 427, 502, 547, 593, 594–597 PE: 386, 427, 502, 547, 593, 594–597
<i>Deliver persuasive presentations that:</i>	
<ul style="list-style-type: none"> state a clear position in support of an argument or proposal. 	TE: 1–2, 83, 427, 432, 464–465 PE: 1–2, 427, 464–465
<ul style="list-style-type: none"> describe the points in support of the proposal and include supporting evidence. 	TE: 1–2, 427, 432, 444, 464–465 PE: 1–2, 427, 444, 464–465