

**Houghton Mifflin *ENGLISH***  
**Grade 8**  
**correlated to**  
**Indiana English/Language Arts Standards**

**Indiana Language Arts Standard**

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<b>Standard 4</b>	
<b>WRITING: Writing Process</b>	
Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	TE: 8-29, 81, 111, 114, 165, 240, 271, 297, 311, 345, 398, 404, 447, 472, 486-509, 534-557, 618-641, 646-671 PE: 8-29, 114, 165, 240, 271, 311, 398, 404, 472, 486-509, 534-557, 618-641, 646-671
<b>Organization and Focus</b>	
<ul style="list-style-type: none"> <li>Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.</li> </ul>	TE: 13, 24, 81, 111, 297, 345, 447, 448, 451, 486, 489, 534, 538, 569, 572, 583-584, 618, 623, 646, 651 PE: 24, 583-584, H32-H24
<ul style="list-style-type: none"> <li>Create compositions that have a clear message, a coherent thesis (a statement of position on the topic), and end with a clear and well-supported conclusion.</li> </ul>	TE: 448, 452, 486, 496-501 PE: 452, 496-501
<ul style="list-style-type: none"> <li>Support theses or conclusions with analogies (comparisons), paraphrases, quotations, opinions from experts, and similar devices.</li> </ul>	TE: 161, 256-259, 278, 448, 486, 573, 583 PE: 256-259, 278, 573, 583, H38-H39
<b>Research and Technology</b>	
<ul style="list-style-type: none"> <li>Plan and conduct multiple-step information searches by using computer networks.</li> </ul>	TE: 513, 569, 606, 608, 678 PE: 606, 608, 678, H47-H50
<ul style="list-style-type: none"> <li>Achieve an effective balance between researched information and original ideas.</li> </ul>	TE: 545-557, 558, 559 PE: 545-557, 558, 559
<ul style="list-style-type: none"> <li>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.</li> </ul>	TE: 21, 42, 53, 146, 199, 271, 363, 404, 468, 477, 564, 606, 608, 631, 644, 671, 674, 678 PE: 606, 608, 678, H47-H50
<b>Evaluation and Revision</b>	
<ul style="list-style-type: none"> <li>Review, evaluate, and revise writing for meaning and clarity.</li> </ul>	TE: 22-23, 466-467, 501-507, 554-555, 618, 638-639, 668-669 PE: 22-23, 466-467, 501-507, 554-555, 638-639, 668-669
<ul style="list-style-type: none"> <li>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.</li> </ul>	TE: 26-27, 468, 508, 556, 596, 640, 670 PE: 26-27, 468, 508, 556, 596, 640, 670
<ul style="list-style-type: none"> <li>Revise writing for word choice; appropriate organization; consistent point of view; and transitions among paragraphs, passages, and ideas.</li> </ul>	TE: 22-23, 466-467, 501-507, 554-555, 618, 638-639, 668-669 PE: 22-23, 466-467, 501-507, 554-555, 638-639, 668-669

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<b>Standard 5</b>	
<b>WRITING: Writing Applications</b>	
<b><i>Write biographies, autobiographies, and short stories that:</i></b>	
<ul style="list-style-type: none"> <li>tell about an incident, event, or situation by using well-chosen details.</li> </ul>	TE: 297, 380, 345, 446, 447, 452, 453–457, 458–471, 490, 496–501, 505, 529, 546–547, 592, 618, 624, 625, 630–643, 646, 654, 656 PE: 380, 446, 447, 452, 453–457, 458–471, 490, 496–501, 505, 529, 546–547, 592, 624, 625, 630–643, 654, 656
<ul style="list-style-type: none"> <li>reveal the significance of, or the writer’s attitude about, the subject.</li> </ul>	TE: 297, 345, 618, 646, 656, 666, 683 PE: 656, 666, 683
<ul style="list-style-type: none"> <li>use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.</li> </ul>	TE: 19, 25, 36, 39, 42, 56, 60, 96, 124, 131, 134, 163, 237, 247, 258, 271, 273, 276, 297, 311, 345, 352, 380, 398, 404, 406, 449–451, 452, 453–454, 473, 490, 491–495, 496–501, 505, 618, 639 PE: 19, 36, 39, 42, 56, 60, 96, 124, 131, 134, 163, 247, 271, 311, 352, 380, 398, 404, 449–451, 452, 453–454, 473, 490, 491–495, 496–501, 505, 639
<b><i>Write responses to literature that:</i></b>	
<ul style="list-style-type: none"> <li>demonstrate careful reading and insight into interpretations.</li> </ul>	TE: 451, 489, 538, 572, 623, 651 PE: 451, 489, 538, 572, 623, 651
<ul style="list-style-type: none"> <li>connect response to the writer’s techniques and to specific textual references.</li> </ul>	TE: 451, 489, 538, 572, 623, 651 PE: 451, 489, 538, 572, 623, 651
<ul style="list-style-type: none"> <li>make supported inferences about the effects of a literary work on its audience.</li> </ul>	TE: 451, 489, 538, 572, 623, 651 PE: 451, 489, 538, 572, 623, 651
<ul style="list-style-type: none"> <li>support judgments through references to the text, other works, other authors, or to personal knowledge.</li> </ul>	TE: 451, 489, 538, 572, 623, 651 PE: 451, 489, 538, 572, 623, 651
<b><i>Write research reports that:</i></b>	
<ul style="list-style-type: none"> <li>define a thesis (a statement of position on the topic).</li> </ul>	TE: 443, 444, 447, 452, 453–457, 458, 491–495, 496–501, 569 PE: 443, 444, 447, 452, 453–457, 458, 491–495, 496–501
<ul style="list-style-type: none"> <li>include important ideas, concepts, and direct quotations from significant information sources, including print reference materials and the Internet, and paraphrase and summarize all perspectives on the topic, as appropriate.</li> </ul>	TE: 449, 457, 461, 465, 468, 471, 495, 497, 505, 510, 511, 544, 547, 550, 553, 556, 558, 581, 582, 590, 596, 598, 608, 629, 631, 632, 637, 640, 659, 663, 667, 670 PE: 449, 457, 461, 465, 468, 471, 495, 497, 505, 510, 511, 544, 547, 550, 553, 556, 558, 581, 582, 590, 596, 598, 608, 629, 631, 632, 637, 640, 659, 663, 667, 670, H51–H52

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**Indiana Language Arts Standard**

**Houghton Mifflin *ENGLISH***

<ul style="list-style-type: none"> <li>use a variety of primary and secondary sources and distinguish the nature and value of each.</li> </ul>	TE: 16–21, 442, 443, 444–447, 452, 459–461, 490, 497–498, 525, 529–553, 555, 569, 583, 631, 633, 661 PE: 16–21, 442, 443, 444–447, 452, 459–461, 490, 497–498, 525, 529–553, 555, 583, 631, 633, 661
<ul style="list-style-type: none"> <li>organize and display information on charts, tables, maps, and graphs.</li> </ul>	TE: 497, 510, 580, 593, 595, 600, 602, 630, 633, 660, 663, 677 PE: 497, 510, 580, 593, 595, 600, 602, 630, 633, 660, 663, 677
<ul style="list-style-type: none"> <li>document sources with reference notes and a bibliography.</li> </ul>	TE: 578, 581–582 PE: 578, 581–582, H66–H67
<i>Write persuasive compositions that:</i>	
<ul style="list-style-type: none"> <li>include a well-defined thesis that makes a clear and knowledgeable appeal.</li> </ul>	TE: 45, 87, 146, 199, 238, 250, 277, 305, 322, 366, 378, 486, 487–511, 512–513 PE: 45, 87, 146, 199, 238, 250, 277, 305, 322, 366, 378, 487–511, 512–513
<ul style="list-style-type: none"> <li>present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals.</li> </ul>	TE: 45, 87, 146, 199, 238, 250, 277, 305, 322, 366, 378, 486, 487–511, 512–513 PE: 45, 87, 146, 199, 238, 250, 277, 305, 322, 366, 378, 487–511, 512–513
<ul style="list-style-type: none"> <li>provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments.</li> </ul>	TE: 45, 87, 146, 199, 238, 250, 277, 305, 322, 366, 378, 486, 487–511, 512–513 PE: 45, 87, 146, 199, 238, 250, 277, 305, 322, 366, 378, 487–511, 512–513
<i>Write technical documents that:</i>	
<ul style="list-style-type: none"> <li>identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization’s constitution or guidelines.</li> </ul>	TE: 18, 380, 624, 625, 627, 632, 633, 352 PE: 18, 380, 624, 625, 627, 632, 633, 352
<ul style="list-style-type: none"> <li>include all the factors and variables that need to be considered.</li> </ul>	TE: 139, 209, 326, 360, 560–565, 601–602 PE: 139, 209, 326, 360, 560–565, 601–602
<ul style="list-style-type: none"> <li>use formatting techniques, including headings and changing the fonts (typeface) to aid comprehension.</li> </ul>	TE: 199, 212, 477, 512, 564, 644 PE: 512, 644
<ul style="list-style-type: none"> <li>Write using precise word choices to make writing interesting and exact.</li> </ul> <p><b>Example:</b> Write stories, reports, articles, and letters using a variety of word choices. (Use <i>adequately</i> instead of <i>enough</i>. Use encyclopedia or mystery novel instead of book.)</p>	TE: 49, 50, 99, 216, 452, 563 PE: 49, 50, 99, 216, 452, 563

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<ul style="list-style-type: none"> <li>Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.  <b>Example:</b> Write a letter to the editor in response to an opinion column in your school or community newspaper.</li> </ul>	<p>Most lessons give students the opportunity to use mental arithmetic, pencil and paper, calculator, or computer as appropriate to the task involving rational numbers. Here are a few of the many examples:  TE: 14, 33B, 49, 81B, 111B, 128, 155, 235B, 238, 276, 324, 345B, 384, 448B, 496, 545, 569B, 579, 618B, 630, 682  PE: 14, 49, 128, 155, 238, 276, 324, 384, 458, 496, 545, 579, 630, 682, H7–H9</p>
<b>Standard 6</b>	
<b>WRITING: Written English Language Conventions</b>	
<b>Sentence Structure</b>	
<ul style="list-style-type: none"> <li>Use correct and varied sentence types (simple, compound, complex, and compound-complex) and sentence openings to present a lively and effective personal style.</li> </ul>	<p>TE: 33B, 51–53, 54, 57–60, 61–62, 63–66, 67, 67, 76, 79, 81B, 105, 220, 235B, 345B, 395B, 395, 416–417, 418, 423, 448B, 646B  PE: 51–53, 54, 57–60, 61–62, 63–66, 67, 67, 76, 79, 105, 220, 416–417, 418, 423</p>
<ul style="list-style-type: none"> <li>Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed for emphasis.</li> </ul>	<p>TE: 251-252  PE: 251-252</p>
<ul style="list-style-type: none"> <li>Use subordination, coordination, noun phrases that function as adjectives (<i>These gestures — acts of friendship — were noticed but not appreciated.</i>) and other devices to indicate clearly the relationship between ideas.</li> </ul>	<p>TE: 51-60, 61-62, 88-89, 416-417  PE: 51-60, 61-62, 88-89, 416-417</p>
<b>Grammar</b>	
<ul style="list-style-type: none"> <li>Edit written manuscripts to ensure that correct grammar is used.</li> </ul>	<p>TE: 27, 56, 61–62, 68–69, 93, 101, 199, 203, 209, 212, 215, 220, 240, 244, 259, 262, 278, 281, 301, 305, 357, 370, 382, 420, 468, 508, 556, 596, 640, 670  PE: 27, 56, 61–62, 68–69, 93, 101, 199, 203, 209, 212, 215, 220, 240, 244, 259, 262, 278, 281, 301, 305, 357, 370, 382, 420, 468, 508, 556, 596, 640, 670</p>
<b>Punctuation</b>	
<ul style="list-style-type: none"> <li>Use correct punctuation.</li> </ul>	<p>TE: 33B, 33, 34–36, 53, 57, 63–66, 67, 68–69, 71, 81B, 111B, 235B, 239–240, 245–247, 265, 276, 285–286, 297B, 345B, 395B, 426, 448B, 534B, 569B, 618B, 646B  PE: 34–36, 53, 57, 63–66, 67, 68–69, 71, 239–240, 245–247, 265, 276, 285–286, 426</p>
<b>Capitalization</b>	

**Houghton Mifflin *ENGLISH***  
**Grade 8**  
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**Indiana Language Arts Standard**

**Houghton Mifflin *ENGLISH***

<ul style="list-style-type: none"> <li>Use correct capitalization.</li> </ul>	<p>TE: 34–36, 63, 64, 71, 81B, 82–83, 102, 107, 111B, 189B, 235B, 297B, 239–240, 241–243, 256–259, 260, 268–271, 279, 280, 287, 291–292, 294, 345B, 426, 486B  PE: 34–36, 63, 64, 71, 82–83, 102, 107, 239–240, 241–243, 256–259, 260, 268–271, 279, 280, 287, 291–292, 294, 426</p>
<b>Spelling</b>	
<ul style="list-style-type: none"> <li>Use correct spelling conventions.</li> </ul>	<p>TE: 90–93, 96, 125–131, 330, 448B, 468, 486B, 508, 569B, 646B  PE: 90–93, 96, 125–131, 330, 468, 508, H81–H85</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>Paraphrase (restate) a speaker’s purpose and point of view and ask questions concerning the speaker’s content, delivery, and attitude toward the subject.</li> </ul>	<p>TE: 39, 442, 447, 458, 466, 480–481, 506, 524, 554, 591, 612, 638, 668  PE: 39, 442, 447, 458, 466, 480–481, 506, 524, 554, 591, 612, 638, 668</p>
<b>Organization and Delivery of Oral Communication</b>	
<ul style="list-style-type: none"> <li>Match the message, vocabulary, voice modulation (changes in tone), expression, and tone to the audience and purpose.</li> </ul>	<p>PE: H7–H9</p>
<ul style="list-style-type: none"> <li>Outline the organization of a speech, including an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.</li> </ul>	<p>TE: 18, 462, 496–501, 505, 539, 548–549, 585–586  PE: 18, 462, 496–501, 505, 539, 548–549, 585–586</p>
<ul style="list-style-type: none"> <li>Use precise language, action verbs, sensory details, appropriate and colorful modifiers (describing words, such as adverbs and adjectives), and the active (<i>I recommend that you write drafts.</i>) rather than the passive voice (<i>The writing of drafts is recommended.</i>) in ways that enliven oral presentations.</li> </ul>	<p>TE: 12, 49, 50, 99, 452, 529, 563  PE: 12, 49, 50, 99, 452, 529, 563</p>
<ul style="list-style-type: none"> <li>Use appropriate grammar, word choice, enunciation (clear speech), and pace (timing) during formal presentations.</li> </ul>	<p>TE: 34–36, 131, 134, 143, 152–160  PE: 34–36, 131, 134, 143, 152–160, H7–H9</p>
<ul style="list-style-type: none"> <li>Use audience feedback, including both verbal and nonverbal cues, to reconsider and modify the organizational structure and/or to rearrange words and sentences for clarification of meaning.</li> </ul>	<p>PE: H7</p>
<b>Analysis and Evaluation of Oral and Media Communications</b>	
<ul style="list-style-type: none"> <li>Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.</li> </ul>	<p>TE: 524  PE: 524, H10–H11</p>
<ul style="list-style-type: none"> <li>Evaluate the credibility of a speaker, including whether the speaker has hidden agendas, or presents slanted or biased material.</li> </ul>	<p>TE: 483–485, 516–519, 608–609  PE: 483–485, 516–519, 608–609</p>

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<ul style="list-style-type: none"> <li>Interpret and evaluate the various ways in which visual image makers (such as graphic artists, illustrators, and news photographers) communicate information and affect impressions and opinions.</li> </ul>	<p>TE: 6–7, 407, 480–482, 483–485, 516–519, 566–568, 608–609  PE: 6–7, 407, 480–482, 483–485, 516–519, 566–568, 608–609</p>
<b>Speaking Applications</b>	
<i>Deliver narrative (story) presentations, such as biographical or autobiographical information that:</i>	
<ul style="list-style-type: none"> <li>relate a clear incident, event, or situation by using well-chosen details.</li> </ul>	<p>TE: 53, 143, 297, 380, 345, 446, 447, 452, 453–457, 458–471, 490, 496–501, 505, 529, 546–547, 592, 618, 624, 625, 630–643, 646, 654, 656, 680–681  PE: 53, 143, 380, 446, 447, 452, 453–457, 458–471, 490, 496–501, 505, 529, 546–547, 592, 624, 625, 630–643, 654, 656, 680–681</p>
<ul style="list-style-type: none"> <li>reveal the significance of the incident, event, or situation.</li> </ul>	<p>TE: 53, 143, 297, 345, 618, 646, 656, 666, 680–681, 683  PE: 53, 143, 656, 666, 680–681, 683</p>
<ul style="list-style-type: none"> <li>use narrative and descriptive strategies to support the presentation, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.</li> </ul>	<p>TE: 19, 25, 36, 39, 42, 53, 56, 60, 96, 124, 131, 134, 143, 163, 237, 247, 258, 271, 273, 276, 297, 311, 345, 352, 380, 398, 404, 406, 449–451, 452, 453–454, 473, 490, 491–495, 496–501, 505, 618, 639, 680–681  PE: 19, 36, 39, 42, 53, 56, 60, 96, 124, 131, 134, 143, 680–163, 247, 271, 311, 352, 380, 398, 404, 449–451, 452, 453–454, 473, 490, 491–495, 496–501, 505, 639, 681</p>
<i>Deliver oral responses to literature that:</i>	
<ul style="list-style-type: none"> <li>interpret a reading and provide insight.</li> </ul>	<p>TE: 653–659  PE: 653–659</p>
<ul style="list-style-type: none"> <li>connect personal responses to the writer’s techniques and to specific textual references.</li> </ul>	<p>TE: 653–659  PE: 653–659</p>
<ul style="list-style-type: none"> <li>make supported inferences about the effects of a literary work on its audience.</li> </ul>	<p>TE: 653–659  PE: 653–659</p>
<ul style="list-style-type: none"> <li>support judgments through references to the text, other works, other authors, or personal knowledge.</li> </ul>	<p>TE: 653–659  PE: 653–659</p>
<i>Deliver research presentations that:</i>	
<ul style="list-style-type: none"> <li>define a thesis (a position on the topic).</li> </ul>	<p>TE: 443, 444, 447, 452, 453–457, 458, 491–495, 496–501, 569, 570–572, 573, 574–578, 579–597, 598  PE: 443, 444, 447, 452, 453–457, 458, 491–495, 496–501, 570–572, 573, 574–578, 579–597, 598</p>

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**Grade 8**  
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**Indiana Language Arts Standard**

**Houghton Mifflin *ENGLISH***

<ul style="list-style-type: none"> <li>research important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize important perspectives on the topic.</li> </ul>	<p>TE: 449, 457, 461, 465, 468, 471, 495, 497, 505, 510, 511, 544, 547, 550, 553, 556, 558, 570–572, 573, 574–578, 579–597, 598, 608, 629, 631, 632, 637, 640, 659, 663, 667, 670</p> <p>PE: 449, 457, 461, 465, 468, 471, 495, 497, 505, 510, 511, 544, 547, 550, 553, 556, 558, 570–572, 573, 574–578, 579–597, 598, 608, 629, 631, 632, 637, 640, 659, 663, 667, 670, H51–H52</p>
<ul style="list-style-type: none"> <li>use a variety of research sources and distinguish the nature and value of each.</li> </ul>	<p>TE: 16–21, 442, 443, 444–447, 452, 459–461, 490, 497–498, 525, 529–553, 555, 569, 570–572, 573, 574–578, 579–597, 598, 631, 633, 661</p> <p>PE: 16–21, 442, 443, 444–447, 452, 459–461, 490, 497–498, 525, 529–553, 555, 570–572, 573, 574–578, 579–597, 598, 631, 633, 661</p>
<ul style="list-style-type: none"> <li>present information on charts, maps, and graphs.</li> </ul>	<p>TE: 497, 510, 580, 593–596, 600, 602, 630, 633, 660, 663, 677</p> <p>PE: 497, 510, 580, 593–596, 600, 602, 630, 633, 660, 663, 677</p>
<p><i>Deliver persuasive presentations that:</i></p>	
<ul style="list-style-type: none"> <li>include a well-defined thesis (position on the topic).</li> </ul>	<p>TE: 45, 87, 146, 199, 238, 250, 277, 305, 322, 366, 378, 486, 487–511, 512–513, 580–582</p> <p>PE: 45, 87, 146, 199, 238, 250, 277, 305, 322, 366, 378, 487–511, 512–513, 580–582</p>
<ul style="list-style-type: none"> <li>differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language.</li> </ul>	<p>TE: 45, 87, 146, 199, 238, 250, 277, 305, 322, 366, 378, 486, 487–511, 512–513, 580–582</p> <p>PE: 45, 87, 146, 199, 238, 250, 277, 305, 322, 366, 378, 487–511, 512–513, 580–582</p>
<ul style="list-style-type: none"> <li>anticipate and effectively answer listener concerns and counter-arguments through the inclusion and arrangement of details, reasons, examples, and other elements.</li> </ul>	<p>TE: 45, 87, 146, 199, 238, 250, 277, 305, 322, 366, 378, 486, 487–511, 512–513</p> <p>PE: 45, 87, 146, 199, 238, 250, 277, 305, 322, 366, 378, 487–511, 512–513</p>
<ul style="list-style-type: none"> <li>maintain a reasonable tone.</li> </ul>	<p>TE: 580–582</p> <p>PE: 580–582</p>
<ul style="list-style-type: none"> <li>Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies (sections of plays in which characters speak out loud to themselves) using voice modulation, tone, and gestures expressively to enhance the meaning.</li> </ul>	<p>TE: 53, 143, 680–681</p> <p>PE: 53, 143, 680–681</p>