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Grade Six

correlated to

Indiana Standards 2000 English/Language Arts

Grade Six

Indiana Standards 2000	<i>Houghton Mifflin Spelling and Vocabulary</i> © 1998-2000
Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development	
Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-appropriate words.	
<i>Word Recognition</i>	
Read aloud grade-appropriate poems, narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.	Read Own Writing Aloud, SB: 119, 227
<i>Vocabulary and Concept Development</i>	
Identify and interpret figurative language (including similes, comparisons that use <i>like</i> or <i>as</i> , and metaphors, implied comparisons) and words with multiple meanings.	Figurative Language, SB: 154–155, 158 Symbolism, Imagery, and Metaphor, SB: 154–155 Multiple Meanings, SB: 70, 124; TB: 12, 18, 24, 30, 36, 48, 54, 60, 66, 72, 84, 90, 96, 102, 108, 120, 126, 132, 138, 144, 156, 162, 168, 174, 180, 192, 198, 204, 210, 216; TRB: 93
Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.	Word Origins, SB: 58, 64, 103, 109, 117, 121, 139, 142, 145, 153, 158, 160, 166, 169, 172, 178, 179, 196, 216, 220, 224, 246, 276–278 (continued)
Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.	Word Origins (continued), TB: 12A, 18A, 24A, 30A, 36A, 48A, 54A, 58, 60A, 64, 66A, 72A, 84A, 90A, 96A, 102A, 108A, 120A, 126A, 132A, 138A, 142, 144A, 156A, 160, 162A, 168A, 169, 172, 172A, 178, 180A, 192A, 198A, 204A, 210A, 216A, 219, 220

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Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.	<p>Nonfiction Selections, SB: 83–84, 190–191, 226–227; TB: 83, 190, 226</p> <p>Using Context Clues, SB: 13, 16, 20, 22, 26, 28, 32, 34, 40, 42–43, 52, 55–56, 58, 61–62, 64, 68, 70, 73–74, 76, 78, 88, 92, 94, 100, 103, 106, 110, 112, 114, 116, 121–122, 124, 128, 130, 134, 136, 139–140, 142, 148, 150–151, 158, 160, 166, 169, 172, 176, 178, 181–182, 184, 187, 194, 196, 199–200, 202, 206, 208, 214, 217, 220, 223–224, 229–232, 235–239, 242, 245; TRB: 6, 39, 42, 51, 71, 73, 93, 128, 131, 152, 163</p>
Understand and explain slight differences in meaning in related words.	<p>Shades of Meaning, SB: 16, 25, 37, 42, 44, 79, 85, 104, 114, 116, 121, 152, 157, 181, 187, 211, 223, 229, 231, 233–237, 240, 245–246</p>
<p>Standard 2 READING: Reading Comprehension</p>	
<p>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>the Indiana Reading List</i> illustrate the quality and complexity of the materials to be read by students. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p>	
<p><i>Structural Features of Informational and Technical Materials</i></p>	
Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information.	<p>Popular Media, SB: 143; TB: 143</p> <p>Obtaining Information, SB: 82–83, 154–155, 190–191, 226–227</p>
Analyze text that uses a compare-and-contrast organizational pattern.	<p>Compare/Contrast Structure, SB: 82–83</p>
<p><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p>	
Connect and clarify main ideas by identifying their relationships to other sources and related topics.	<p>Topic, Main Idea, and Details, SB: 82–83, 155, 191, 226–227; TRB: 146</p>

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Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.	Outlining, SB: 227; TB: 227 Note Taking, SB: 227; TB: 227 Summarizing, TB: 147 Writing a Report, SB: 227; TRB: 174
Follow multiple-step instructions for preparing applications.	This objective can be incorporated into the units devoted to business and careers. See SB: 77, 89, 113, 131, 143, and 221.
<i>Expository (Informational) Critique</i>	
Determine the adequacy and appropriateness of the evidence for an author's conclusions and evaluate whether the author adequately supports inferences.	Evaluating Information, TB: 47, 83, 119, 155, 191, 227 Evaluating Information for Accuracy, SB: 226–227; TB: 226; TRB: 174
Make reasonable statements and conclusions about a text, supporting them with accurate examples.	Writing a Report, SB: 227; TRB: 174
Note instances of persuasion, propaganda, and faulty reasoning in text.	This objective can be incorporated into the literature and writing unit devoted to persuasive letters. See SB: 190–191.
Standard 3 READING: Literary Response and Analysis	
Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They clarify the ideas and connect them to other literary works. The selections in the <i>Indiana Reading List</i> illustrate the quality and complexity of the materials to be read by students.	
<i>Structural Features of Literature</i>	
Identify different types (genres) of fiction and describe the major characteristics of each form.	Fiction Selections, SB: 118–119, 154–155; TB: 118, 154 Play, SB: 147 Poetry, TB: 33, 57, 111
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>	
Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.	Plot, Character, Setting, SB: 118–119; TB: 118, 119; TRB: 23
Analyze the influence of the setting on the problem and its resolution.	Plot, Character, Setting, SB: 118–119; TB: 118, 119; TRB: 23 Problem Solving, TRB: 39, 43, 63, 75, 125, 133

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<p>Define how tone and meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds, such as <i>wild and woolly</i> or <i>threatening throngs</i>), and rhyme.</p>	<p>Repetition, Rhyme, Rhythm, SB: 20, 31, 32, 42, 44, 85; TRB: 45, 75, 93, 95 Imagery, SB: 154–155 Word Choice in Poetry, TB: 33, 111</p>
<p>Identify the speaker and recognize the difference between first-person (the narrator tells the story from the “I” perspective) and third-person (the narrator tells the story from an outside perspective) narration, as in an autobiography compared with a biography.</p>	<p>Point of View, SB: 46–47; TB: 46, 47</p>
<p>Identify and analyze features of themes conveyed through characters, actions, and images.</p>	<p>This objective could be incorporated into lessons which contain character, actions, and images. SB: 46–47, 118–119</p>
<p>Explain the effects of common literary devices, such as symbolism, imagery, metaphor, in a variety of fictional and nonfictional texts.</p> <ul style="list-style-type: none"> • Symbolism: The use of an object to represent something else, for example a dove might symbolize peace • Imagery: The use of language to create vivid pictures in the reader’s mind • Metaphor: An implied comparison in which a word or phrase is used in place of another, such as <i>He was drowning in money</i>. 	<p>Symbolism, Imagery, Metaphor, SB: 154–155; TB: 154, 155</p>
<i>Literary Criticism</i>	
<p>Critique the believability of characters and the degree to which a plot is believable or realistic.</p>	<p>Fantasy and Realism, SB: 118–119; TB: 118, 119</p>
<p>Standard 4 WRITING: Writing Process</p>	
<p>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.</p>	
<i>Organization and Focus</i>	

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Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	Prewriting, SB: 47, 83, 119, 155, 191, 227; TRB: 32, 60, 88, 118, 146, 174
Choose the form of writing that best suits the intended purpose.	Audience and Purpose for Writing, SB: 47, 83, 119, 155, 191, 227; TRB: 32, 88, 146
Write informational pieces of several paragraphs that: <ul style="list-style-type: none"> engage the interest of the reader, state a clear purpose, develop the topic with supporting details and precise language, and conclude with a detailed summary linked to the purpose of the composition. 	Writing an Informational Paragraph, SB: 46–47, 82–83, 154–155, 226–227 Developing an Informative Topic, SB: 82–83, 226–227 Using Supporting Details, SB: 82–83, 154–155
Use a variety of effective organizational patterns, including comparison and contrast; organization by categories; and arrangement by order of importance or climactic order.	Compare/Contrast Writing, SB: 82–83; TB: 82, 83; TRB: 60 Using Order in Writing, SB: 191; TRB: 146
<i>Research and Technology</i>	
Use note-taking skills.	Note Taking, SB: 227; TB: 227
Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information.	The literature and writing units would be appropriate lessons in which to emphasize this objective. SB: 190, 226
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.	The literature and writing units would be appropriate lessons in which to emphasize this objective. SB: 46, 82, 118
<i>Evaluation and Revision</i>	
Review , evaluate and revise writing for meaning and clarity.	Proofreading, SB: 47, 83, 119, 155, 191, 227; TRB: 32, 60, 88, 118, 146, 174
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.	Revising, SB: 47, 83, 119, 155, 191, 227; TRB: 32, 60, 88, 118, 146, 174 Proofreading, SB: 47, 83, 119, 155, 191, 227; TRB: 32, 60, 88, 118, 146, 174

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<p>Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p>	<p>Revising, SB: 47, 83, 119, 155, 191, 227; TRB: 32, 60, 88, 118, 146, 174 Deleting Unimportant Details, SB: 47, 83, 119, 155, 191, 227 Using Order in Writing, SB: 191; TRB: 146</p>
<p>Standard 5 WRITING: Writing Applications (Different Types of Writing and Their Characteristics)</p>	
<p>At Grade Six, students write narrative (story), expository (informational), persuasive, and descriptive texts of at least 500 to 700 words. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 – Writing Strategies. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	
<p>In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade Six students use the writing strategies outlined in Standard 4 – Writing Strategies to:</p>	
<p>Write narratives:</p> <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. • Include sensory details and clear language to develop plot and character. • Use a range of narrative devices, such as dialogue or suspense. 	<p>Writing a Personal Narrative, SB: 47; TB: 47; TRB: 32 Writing about Plot, Character, and Setting, SB: 47, 119 Using Descriptive Language in Writing, SB: 35, 87, 141; TB: 15 Using the Right Tone, SB: 191; TRB: 146</p>
<p>Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that:</p> <ul style="list-style-type: none"> • State the thesis (position on the topic) or purpose. • Explain the situation. • Organize the composition clearly. • Offer evidence to support arguments and conclusions. 	<p>Expository Writing, SB: 23, 35, 75, 77, 105, 113, 129, 143, 159, 183, 185, 209, 213, 215 Choosing a Topic, SB: 47, 83, 119, 155, 191, 227; TRB: 32, 60, 88, 118, 146, 174 Giving Examples, SB: 82–83</p>

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<p>Write research reports:</p> <ul style="list-style-type: none"> • Pose relevant questions that can be answered in the report. • 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. • Include a bibliography. 	<p>Writing a Research Report, SB: 227; TRB: 174 Attributing Sources, SB: 226–227; TB: 226; TRB: 174 Locating Information, SB: 226–227; TB: 226; TRB: 174 Organizing Information, SB: 227; TRB: 174</p>
<p>Write responses to literature:</p> <ul style="list-style-type: none"> • Develop an interpretation that shows careful reading, understanding, and insight. • Organize the interpretation around several clear ideas. • Develop and justify the interpretation through the use of examples and evidence from the text. 	<p>Responding to Literature through Writing, SB: 46, 82, 118, 154, 190, 226 Responding to Writing Prompt, SB: 47, 83, 119, 155, 191, 227</p>
<p>Write persuasive compositions:</p> <ul style="list-style-type: none"> • State a clear position on a proposition or proposal. • Support the position with organized and relevant evidence and effective emotional appeals. • Anticipate and address reader concerns and counterarguments. 	<p>Persuasive Writing, SB: 190–191 Anticipate Objections, SB: 190, 191; TB: 190, 191 Using Supporting Reasons, SB: 190, 191; TB: 190, 191</p>
<p>Use varied word choices to make writing interesting.</p>	<p>Using Exact Nouns, SB: 47, 83, 119, 191, 227 Using Exact Words in Writing, SB: 47, 83, 119, 154–155, 191, 227; TRB: 118 Adding Details in Writing, SB: 46–47, 118–119; TRB: 32, 118 Elaborating, SB: 47, 83, 119, 155, 191, 227; TB: 47, 83, 119, 155, 191, 227</p>
<p>Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.</p>	<p>Audience and Purpose for Writing, SB: 47, 83, 119, 155, 191, 227; TRB: 32, 88, 146 Using the Right Tone, SB: 191; TRB: 146</p>
<p>Standard 6 WRITING: Written English Language Conventions</p>	
<p>Students write using Standard English conventions appropriate to this grade level.</p>	

Sentence Structure

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.

- **Simple sentence:** Sentences with one subject and verb, such as *The pine tree is native to many parts of America.*
- **Compound sentence:** Sentences with two equal clauses, such as *The giraffe has a long neck and long legs, but it is a very graceful animal.*
- **Complex sentence:** Sentences that include one main clause and at least one subordinate clause, *I just sat at my desk, not knowing what to do next, although others around me were writing furiously.*

Compound and Complex Sentences,
SB: 33, 251
Varying Sentence Types, SB: 47
Use Sentence Structure, SB: 33, 83, 250

Grammar

Identify and properly use indefinite pronouns (*all, another, both, each, either, few, many, none, one, other, several, some*) and present perfect (*have been, has been*), past perfect (*had been*), and future perfect verb tenses (*shall have been*); ensure that verbs agree with compound subjects.

- **Indefinite pronouns:** *Each* should do his or her work.
- **Indefinite pronouns:** *Many* were absent today.
- **Correct verb agreement:** *Todd and Amanda* were chosen to star in the play.
- **Incorrect verb agreement:** *Todd and Amanda* was chosen to star in the play.

Pronouns, SB: 219; **TB:** 219
Possessive Pronouns, SB: 338
Subject-Verb Agreement, SB: 84–87.
Verb Tense, SB: 12–15, 30–33, 54–57,
84–87; **TRB:** 5–8, 17–20, 37–40, 61–64

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<i>Punctuation</i>	
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>).	Colon in a Business Letter, SB: 177, 250, 254 Clauses, SB: 33, 83, 177, 250 Conjunctions, <i>because</i> , TB: 162; <i>before</i> , TB: 48; <i>whereas</i> , SB: 48–51, 78; TB: 48, 49, 50; TRB: 33–36 Comma with Clauses, SB: 33, 75, 251; TB: 33, 75 Comma in Compound Sentences, SB: 33, 251
<i>Capitalization</i>	
Use correct capitalization.	Capitalization, SB: 33, 93, 119, 165, 177, 195, 207, 247–248, 249
<i>Spelling</i>	
Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).	Frequently Misspelled Words, SB: 54–57, 58, 78, 92, 130, 184, 193, 202, 232; TB: 54A, 57 Words Often Misspelled, TB: 12, 18, 24, 30, 36, 48, 54, 60, 66, 72, 84, 90, 96, 102, 108, 120, 126, 132, 138, 144, 156, 162, 168, 174, 180, 192, 198, 204, 210, 216, 347
Standard 7 LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications	
Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.	
<i>Comprehension</i>	
Relate the speaker's verbal communication (such as word choice, pitch, feeling, and tone) to the nonverbal message (such as posture and gesture).	This objective can be developed during the reading and writing of the narrative literature. See SB: 46 and 118.
Identify the tone, mood, and emotion conveyed in the oral communication.	This objective can be developed during the reading and writing of the narrative literature. See SB: 46 and 118.

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Restate and carry out multiple-step oral instructions and directions.	This objective can be developed during the reading and writing of the narrative literature. See SB: 46 and 118.
<i>Organization and Delivery of Oral Communication</i>	
Select a focus, an organizational structure, and a point of view, matching the purpose, message, and vocal modulation (changes in tone) to the audience.	Voice and Speech Techniques, SB: 47, 83, 119, 155, 191, 227
Emphasize important points to assist the listener in following the main ideas and concepts.	This skill can be developed through related program instruction in writing persuasive letters. See SB: 190–191.
Support opinions with detailed evidence and with visual or media displays that use appropriate technology.	This skill can be developed during any of the Literature and Writing lessons.
Use effective timing, volume, and tone and align hand and body gestures to sustain audience interest and attention.	Voice and Speech Techniques, SB: 47, 83, 119, 155, 191, 227
<i>Analysis and Evaluation of Oral and Media Communications</i>	
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.	Drama, TB: 95, 167, 179 See Also: SB: 46–47 and 118–119.
Identify persuasive and propaganda techniques used in television and identify false and misleading information.	Viewing to Evaluate Media, SB: 143, 149
<i>Speaking Applications</i>	
Deliver narrative (story) presentations: <ul style="list-style-type: none"> • Establish a context, plot, and point of view. • Include sensory details and specific language to develop the plot and character. • Use a range of narrative (story) devices, including dialogue, tension, or suspense. 	Retelling, SB: 119 Storytelling, SB: 119

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<p>Deliver informative presentations:</p> <ul style="list-style-type: none"> • Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources, including speakers, periodicals, and online information. 	<p>Giving an Oral Presentation, SB: 149 Giving Oral Reports, SB: 149</p>
<p>Deliver oral responses to literature:</p> <ul style="list-style-type: none"> • Develop an interpretation that shows careful reading, understanding, and insight. • Organize the presentation around several clear ideas, premises, or images. • Develop and justify the interpretation through the use of examples from the text. 	<p>Drama, TB: 95, 167, 179 Listening to Appreciate Literature, SB: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227 Guidelines for Holding a Discussion, SB: 46, 82, 118, 154, 190, 226</p>
<p>Deliver persuasive presentations:</p> <ul style="list-style-type: none"> • Provide a clear statement of the position. • Include relevant evidence. • Offer a logical sequence of information. • Engage the listener and try to gain acceptance of the proposition or proposal. 	<p>Persuasive Talk/Opinions, SB: 191, 226–227; TRB: 146, 174 Sequence of Events, SB: 154 Voice and Speech Techniques, SB: 47, 83, 119, 155, 191, 227</p>
<p>Deliver presentations on problems and solutions:</p> <ul style="list-style-type: none"> • Theorize on the causes and effects of each problem. • Establish connections between the defined problem and at least one solution. • Offer persuasive evidence to support the definition of the problem and the proposed solutions. 	<p>This objective can be developed during the reading and writing of the narrative literature. See SB: 46 and 118.</p>