

# Louisiana English Language Arts Content Standards

## BENCHMARKS FOR 5–8

**BOOK TITLE:** Houghton Mifflin Reading © 2001, Level 6 Student Book Grade 6

**PUBLISHER:** Houghton Mifflin Company

STANDARD 1	ELA-1-M1	ELA-1-M2	ELA-1-M3	ELA-1-M4	ELA-1-M5
<b>Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.</b>	using knowledge of word meaning and developing basic and technical vocabulary using various strategies	analyzing literary devices within a selection	reading, comprehending, and responding to written, spoken, and visual texts in extended passages	interpreting texts with supportive explanations to generate connections to real-life situations and other texts	using purposes for reading to achieve a variety of objectives

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	<p><b>Get Set</b>  <i>Adventure on Mars,</i>  <b>SB:</b> 548–549  <i>Album for a Hero,</i>  <b>SB:</b> 50–51  <i>Attention, Please!,</i>  <b>SB:</b> 298–299  <i>“Aztec People, The”</i>  <b>SB:</b> 360–361  <i>Business Sense Makes Good Sense,</i>  <b>SB:</b> 476–477  <i>Equipped to Climb,</i>  <b>SB:</b> 72–73  <i>First in Flight,</i>  <b>SB:</b> 142–143  <i>In the Wild,</i> <b>SB:</b> 26–27              (continued)</p>	<p><b>Think About the Selection, SB:</b> 44, 66, 88, 110, 158, 182, 208, 266, 292, 314, 346, 378, 402, 424, 468, 490, 512, 564, 588, 610, 634</p>	<p><b>Reading Written Texts, SB:</b> 26–27, 29–43, 46–47, 50–51, 52–64, 68–71, 72–73, 74–86, 90–93, 94–95, 97–109, 112–115, 142–143, 145–157, 160–163, 168–169, 171–181, 184–187, 188–189, 190–206, 210–213, 244–245, 246–264, 268–271, 274–275, 277–291, 294–295, 298–299, 301–313, 32021, 322–344, 348–351, 360–361, 362–376, 380–383, 388–389, 391–401, 404–407, 408–409, 411–423, 426–427, 454–455, 457–467,              (continued)</p>	<p><b>Connecting/ Comparing, SB:</b> 44, 66, 88, 110, 158, 182, 208, 266, 292, 314, 346, 378, 402, 424, 468, 490, 512, 564, 588, 610, 634</p>	<p><b>Strategy Focus, SB:</b> 29, 52, 74, 97, 145, 171, 190, 246, 277, 301, 322, 362, 391, 411, 457, 479, 499</p>

STANDARD 1	ELA-1-M1	ELA-1-M2	ELA-1-M3	ELA-1-M4	ELA-1-M5
<p><b>Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.</b></p>	<p>using knowledge of word meaning and developing basic and technical vocabulary using various strategies</p>	<p>analyzing literary devices within a selection</p>	<p>reading, comprehending, and responding to written, spoken, and visual texts in extended passages</p>	<p>interpreting texts with supportive explanations to generate connections to real-life situations and other texts</p>	<p>using purposes for reading to achieve a variety of objectives</p>
	<p><b>Get Set (continued)</b>  <i>Hidden and Unknown World, A</i>, <b>SB:</b> 616–617  <i>How Deep Is Deep?</i>, <b>SB:</b> 594–595  <i>Life in the City</i>, <b>SB:</b> 274–275  <i>Making a Dream Come True</i>, <b>SB:</b> 454–455  <i>Portrait of a People</i>, <b>SB:</b> 168–169  <i>Portraits in Paint</i>, <b>SB:</b> 496–497  <i>Rise of Ghana, The</i>, <b>SB:</b> 408–409  <i>Scientists at Work</i>, <b>SB:</b> 188–189  <i>The Great Depression</i>, <b>SB:</b> 244–244  <i>To Sail a Ship</i>, <b>SB:</b> 94–95  <i>“Two Cultures, One Wall”</i> <b>SB:</b> 388–389  <i>Training of an Astronaut, The</i>, <b>SB:</b> 572–573  <i>Turtle Patrol</i>, <b>SB:</b> 320–321</p>	<p>See preceding page for pages related to literary devices.</p>	<p><b>Reading Written Texts, (continued)</b> 470–473, 476–477, 479–489, 492–495, 496–497, 499–511, 514–517; <b>SB:</b> 548–549, 550–562, 566–569, 572–573, 574–586, 590–593, 594–595, 597–609, 612–615, 616–617, 619–633, 636–639</p> <p><b>Responding to Written Texts, SB:</b> 44–45, 66–67, 88–89, 110–111, 158–159, 182–183, 208–209, 266–267, 292–293, 314–315, 346–347, 378–379, 402–403, 424–425, 468–469, 490–491, 512–513, 564–565, 588–589, 610–611, 634–635</p>	<p>See preceding page for pages related to generating connections.</p>	<p>See preceding page for pages related reading for a variety of objectives.</p>

STANDARD 2	ELA-2-M1	ELA-2-M2	ELA-2-M3	ELA-2-M4	ELA-2-M5	ELA-2-M6
<b>Students write competently for a variety of purposes and audiences.</b>	writing a composition that clearly implies a central idea with supporting details in a logical, sequential order	using language, concepts and ideas that show an awareness of the intended audiences and/or purpose in developing complex composition	applying the steps of the writing process	using narration, description, exposition, and persuasion to develop various modes of writing	recognizing and applying literary devices	writing as a response to texts and life experiences
	<b>Writing, SB:</b> 44, 66, 88, 110, 158, 182, 208, 266, 292, 314, 346, 378, 402, 424, 468, 490, 512, 564, 588, 610, 634	<b>Answering Five W’s, SB:</b> 346 <b>Writing a High-Impact Beginning, SB:</b> 48, 272 <b>Using Clear, Direct, Businesslike Language, SB:</b> 88 <b>Stating a Clear Goal and Purpose, SB:</b> 570, 571 <b>Sequencing, SB:</b> 48, 110, 158 <b>Details, SB:</b> 49, 110, 164, 378, 402, 512 <b>Conclusions, SB:</b> 49 <b>Introduction, SB:</b> 384	<b>Writing Process, SB:</b> 48, 164–167, 272–273, 384, 474–475, 570–571	<b>Writing Narratives, SB:</b> 48–49, 66, 76, 158, 164–165, 236, 292, 402, 446, 610 <b>Writing Descriptions, SB:</b> 110, 272–273, 314, 378, 490, 564 <b>Writing Expository Pieces, SB:</b> 44, 182, 266, 346 <b>Persuasive Writing, SB:</b> 208, 424, 570–571	<b>Describing Characters and Setting, SB:</b> 158, 164, 165, 236, 402 <b>Including Dialogue, SB:</b> 48 <b>Writing Natural Dialogue, SB:</b> 164 <b>Using Inspirational Language, SB:</b> 346 <b>Using Sensory Language, SB:</b> 272 <b>Point of View, SB:</b> 66 <b>Poetic Language, SB:</b> 134	<b>Responding to Literature in Writing, SB:</b> 44, 45, 66, 67, 88, 89, 110, 111, 158, 182, 208, 266, 292, 314, 346, 378, 402, 424 <b>Writing an e-Mail, SB:</b> 67, 183, 267, 315, 513 <b>Writing an Exercise Schedule, TB5:</b> 459 <b>Writing a Friendly Letter, SB:</b> 376 <b>Writing a Letter of Recommendation, SB:</b> 483 <b>Message, SB:</b> 88, 182, 588

<b>STANDARD 3</b>	<b>ELA-3-M1</b>	<b>ELA-3-M2</b>	<b>ELA-3-M3</b>	<b>ELA-3-M4</b>	<b>ELA-3-M5</b>	
<b>Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.</b>	writing legibly	demonstrating use of punctuation, capitalization, and abbreviations	demonstrating standard English structure and usage	demonstrating understanding of the parts of speech to make choices for writing	spelling accurately using strategies and resources when necessary	
	Legible handwriting is expected for all writing assignments.	<b>Punctuation, SB:</b> 378 <b>Capitalization, SB:</b> 378	<b>Topic/Supporting Sentences, SB:</b> 26, 384, 385	<b>Using Exact Words, SB:</b> 110 <b>Using Adjectives, SB:</b> 490	<b>Student Writing Model, SB:</b> 48, 164–167, 272–273, 384, 474–475, 570–571	
<b>STANDARD 4</b>	<b>ELA-4-M1</b>	<b>ELA-4-M2</b>	<b>ELA-4-M3</b>	<b>ELA-4-M4</b>	<b>ELA-4-M5</b>	<b>ELA-4-M6</b>
<b>Students demonstrate competence in speaking and listening as tools for learning and communicating.</b>	speaking intelligibly, using standard English pronunciation and diction	giving and following directions/procedures	using the features of speaking when giving rehearsed and unrehearsed presentations	speaking and listening for a variety of audiences and purposes	listening and responding to a wide variety of media	participating in a variety of roles in group discussions
	<b>Speaking Intelligibly, SB:</b> 89, 111, 159, 183, 315, 379, 425, 469	<b>How to Follow Directions, SB:</b> 560–563	<b>Dramatic Reading, SB:</b> 89 <b>Dialogue, SB:</b> 159 <b>Retelling, SB:</b> 183 <b>Play, SB:</b> 217–225, 226–235 <b>Role-Play, SB:</b> 379, 425 <b>Speech, SB:</b> 469	<b>Speaking and Listening for Classmates, SB:</b> 89, 159, 183, 379, 425, 469	<b>Internet, SB:</b> 403, 589 <b>Responding, SB:</b> 89, 159, 611, 635	<b>Guidelines for Discussion, SB:</b> 111, 315

STANDARD 5	ELA-5-M1	ELA-5-M2	ELA-5-M3	ELA-5-M4	ELA-5-M5	ELA-5-M6
<p><b>Students locate, select, and synthesize information from a variety of texts, media, reference, and technological sources to acquire and communicate knowledge.</b></p>	<p>recognizing and using organizational features of printed text, other media, and electronic information</p>	<p>locating and evaluating information sources</p>	<p>locating, gathering, and selecting information using graphic organizers, outlining, note taking, and summarizing, interviewing, and surveying to produce documented texts and graphics</p>	<p>using available technology to produce, revise, and publish a variety of works</p>	<p>citing references using various formats</p>	<p>interpreting graphic organizers</p>
	<p><b>How to Read a Magazine Article, SB: 470–473</b></p> <p><b>How to Read a News Article, SB: 46–47</b></p> <p><b>How to Read a Poem, SB: 184–187</b></p> <p><b>How to Read Primary Sources, SB: 68–71</b></p>	<p><b>How to Look at Fine Art, SB: 514–517</b></p> <p><b>How to Read a Magazine Article, SB: 470–473</b></p> <p><b>How to Read a News Article, SB: 46–47</b></p> <p><b>How to Read a Poem, SB: 184–187</b></p> <p><b>How to Read Primary Sources, SB: 68–71</b></p>	<p><b>How to Adjust Your Rate of Reading, SB: 380–383</b></p> <p><b>How to Categorize Information, SB: 210–213</b></p> <p><b>How to Take Notes, SB: 112–115</b></p> <p><b>How to Outline an Article, SB: 160–163</b></p> <p><b>How to Adjust Rate of Reading, SB: 612–615</b></p> <p><b>Reading a Persuasive Article, SB: 316–319</b></p> <p><b>Reading a Science Article, SB: 348–351</b></p> <p><b>Reading an Interview, SB: 294–297</b></p> <p><b>How to Skim and Scan, SB: 492–495</b></p> <p><b>Skimming and Scanning, SB: 268–271, 294</b></p>	<p><b>Using the Internet to Communicate, SB: 45, 67, 141, 159, 183, 267, 293, 315, 379, 425, 453, 469, 491, 513, 547, 565, 635</b></p>	<p><b>List of Sources, SB: 387</b></p>	<p><b>How to Read a Social Studies Article, SB: 90–93</b></p> <p><b>How to Use the SQP3R Strategy, SB: 636–639</b></p> <p><b>How to Read a Technology Article, SB: 566–569</b></p> <p><b>How to Read a Time Line, SB: 404–407</b></p> <p><b>How to Read a Diagram, SB: 426–427</b></p>

STANDARD 6	ELA-6-M1	ELA-6-M2	ELA-6-M3
<p><b>Students read, analyze, and respond to literature as a record of life experiences.</b></p>	<p>identifying, recognizing, and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups</p>	<p>identifying, comparing, and responding to a variety of classic and contemporary literature from many genres</p>	<p>classifying various genres according to their unique characteristics</p>
	<p><b>Literature By and About Africans and African-Americans, SB:</b> 160–163, 277–291, 294–297, 456–467</p> <p><b>Literature By and About Asians and Asian-Americans, SB:</b> 52–64, 93, 112–115</p> <p><b>Literature By and About Hispanics/Latinos, SB:</b> 301–313, 348–351, 362–377, 441–445, 470–473, 478–489, 492–495, 566–569, 574–587</p> <p><b>Literature By and About Native Americans, SB:</b> 171–181</p>	<p><b>Articles, SB:</b> 112–115, 636–639</p> <p><b>Autobiography, SB:</b> 478–489, 456–467</p> <p><b>Short Stories, SB:</b> 74–86</p> <p><b>Biography, SB:</b> 498–511</p> <p><b>Expository Nonfiction, SB:</b> 550–563, 596</p> <p><b>Fiction, SB:</b> 277–291</p> <p><b>Historical Fiction, SB:</b> 246–264, 362</p> <p><b>Interview, SB:</b> 294–297</p> <p><b>Myth, SB:</b> 170, 432–436, 437–440, 441–445</p> <p><b>Narrative Nonfiction, SB:</b> 268–271, 574–587</p> <p><b>Realistic Fiction, SB:</b> 301–313, 322–344</p> <p><b>Science Fiction, SB:</b> 618–633</p> <p><b>Story, SB:</b> 74–86</p>	<p><b>Myth, SB:</b> 431</p> <p><b>Play, SB:</b> 219</p> <p><b>Poetry, SB:</b> 119, 121</p> <p><b>Speech, SB:</b> 521</p>

STANDARD 7	ELA-7-M1	ELA-7-M2	ELA-7-M3	ELA-7-M4
<p><b>Students apply reasoning and problem solving skills to their reading, writing, speaking, listening, viewing, and visually representing.</b></p>	<p>using comprehension strategies in contexts</p>	<p>problem solving by using reasoning skills, life experiences, accumulated knowledge, and related available information</p>	<p>analyzing the effects of an author's purpose and point of view</p>	<p>distinguishing fact from opinion and probability, skimming and scanning for facts, determining cause and effect, inductive and deductive reasoning, generating inquiry, and making connections to real-life situations across texts.</p>
	<p><b>Strategy Focus, SB:</b> 29, 52, 74, 97, 145, 171, 190, 246, 277, 301, 322, 362, 391, 411, 457, 479, 499</p>	<p><b>Problem Solving/ Decision Making, SB:</b> 44, 88, 182, 266, 316–319</p>	<p><b>Meet the Author, SB:</b> 28, 65, 87, 96, 144, 170, 207, 265, 276, 300, 345, 377, 390, 410, 456, 478, 498, 563, 587, 596, 618</p>	<p><b>Responding to Written Texts, SB:</b> 44–45, 66–67, 88–89, 110–111, 158–159, 182–183, 208–209, 266–267, 292–293, 314–315, 346–347, 378–379, 402–403, 424–425, 468–469, 490–491, 512–513, 564–565, 588–589, 610–611, 634–635</p>