

HOUGHTON MIFFLIN ENGLISH © 2004
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Level One

correlated to

Standards for the English Language Arts
International Reading Association
National Council of Teachers of English

Standards for the English Arts	HOUGHTON MIFFLIN ENGLISH © 2004
<p>1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.</p>	<p>Reading a Science Article, TE: 284–285 Interpreting the Media, SB: 170–171 Reading Fiction Selections, SB: 143–148; TE: 143 Reading Nonfiction Selections, SB: 87–93, 191–192, 247–252, 278, 284; TE: 87, 191, 247 Reading a Letter, SB: 299–301; TE: 299, 300, 301 Reading a Personal Narrative, SB: 87–96, 114–115 Reading Poetry, SB: 208–213; TE: 208, 209, 210, 211 Reading a Story, SB: 142–148; TE: 143 Appreciate Cultural and Artistic Expressions, SB: 87–94, 143–149, 191–193, 210–213; TE: 87–94, 143–149, 191–193, 210–213 Literature By and About Africans and African- Americans, SB: 96, 166–167; TE: 96, 166, 167 Literature By and About Hispanics/Latinos, SB: 87–93 Literature By and About Whites, SB: 143–148</p>

<p>2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.</p>	<p>Reading Various Genres: Personal Narrative, SB: 87–93; TE: 87–93; Story, SB: 143–148; TE: 143–148; Description, SB: 191–192; TE: 191–192; Poetry, SB: 208, 210; TE: 208, 210; Instructions, SB: 247–251; TE: 247–251</p>
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<p>3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).</p>	<p>Reading Written Texts, SB: 17–18, 87–93, 143–148, 191–192, 247–251; TE: 87, 143, 191, 247</p> <p>Evaluating Published Models, SB: 87–93, 143–148, 191–192</p> <p>Evaluating Student Models, SB: 96, 106, 151–152, 195, 205, 254; TE: 96, 106, 151–152, 195, 205, 254</p> <p>Prior Knowledge, TE: 87, 143, 191, 247</p> <p>Vocabulary, SB: 37, 77, 94, 133–134, 181–182, 193, 235–236, 252; TE: 37, 77, 87, 143, 181, 182, 191, 235, 236, 247</p> <p>Text Features, SB: 58–59, 247, 248, 251; TE: 247, 252</p> <p>Letter and Sound Match, SB: 307–315</p> <p>Sentence Structure, SB: 23–26; TE: 23–26 WP: 3–4, 5–6; RW: 2, 3</p> <p>Context Clues, SB: 78, 134, 182, 209, 236; TE: T87, T143, 191, 247</p> <p>Evaluating Visual Images, SB: 13–14, 19, 167–168, 170–171, 214, 270–271, 285</p>
<p>4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p>	<p>Choose/Adapt for Audience in Speaking, SB: 11–12</p> <p>Formats and Purposes of Print, SB: 87–94, 95, 96, 143–149, 150, 151–152, 191–193, 194, 195, 210–213, 247–252, 253, 254, 275, 278–283; TE: 87–94, 95, 96, 143–149, 150, 151–152, 191–193, 194, 195, 210–213, 247–252, 253, 254, 275, 278–283</p> <p>Purpose and Audience for Writing, SB: 16, 98, 109, 154, 196, 255; TE: 16, 98, 109, 154, 196, 255</p> <p>Revising Drafts for an Audience, SB: 51–52, 290; WP: 19; RW: 11</p> <p>Revising Drafts for Word Choice, SB: 38, 104, 160, 181–182, 201, 235–236; WP: 17–18, 45, 69, 79–80, 87, 107–108; RW: 9, 29, 45, 51, 59, 70</p> <p>Thinking of Purpose and Audience, SB: 16, 98, 109, 154, 196, 255</p>

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<p>5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p>	<p>Process Writing: Class Story, SB: 45–56; TE: 45–56; Personal Narrative, SB: 97–106; TE: 97–106; Story, SB: 153–164; TE: 153–164; Description, SB: 196–206; TE: 196–206; Instructions, SB: 255–266; TE: 255–266; Opinion Essay, SB: 278–283; TE: 278–283; Research Report, SB: 284–291; TE: 284–291</p> <p style="text-align: right;">(continued)</p>
<p>5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. (continued)</p>	<p>Prewriting, SB: 43, 45–48, 97–102, 153–157, 196–198, 255–258, 280–282, 286–288; TE: 43, 45–48, 97–102, 153–157, 196–198, 255–258, 280–282, 286–288; WP: 43, 44, 67–68, 85, 115; RW: 27, 28, 43–44, 57, 77</p> <p>Drafting, SB: 43, 49–50, 103, 159, 199, 259, 282, 288; TE: 43, 49–50, 103, 159, 199, 259, 282, 288; WP: 86, 116; RW: 58, 78</p> <p>Revising, SB: 44, 51–52, 104, 160, 201, 261, 283, 290; TE: 44, 51–52, 104, 160, 201, 261, 283, 290; WP: 19, 45, 69, 87, 117; RW: 11, 29, 45, 59, 79</p> <p>Proofreading, SB: 44, 53–54, 105, 162, 203–205, 218, 220, 222, 224, 226, 228, 230, 232, 234, 239, 263–264, 291; TE: 44, 53–54, 105, 162, 203–205, 263–264; WP: 20, 46, 70, 88, 89–90, 118; RW: 12, 30, 46, 60, 61, 80</p> <p>Publishing, SB: 44, 54–55, 106, 163–164, 205, 265–266, 283, 291; TE: 44, 54–55, 106, 163–164, 205, 265–266, 283, 291</p>

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<p>6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.</p>	<p>Usage Conventions, SB: 73–76, 121–124, 127–130, 179–180; WP: 33–36, 49–52, 55–58, 77–78; RW: 19–20, 32–33, 35–36, 50</p> <p>Spelling Conventions, SB: 67–68, 162, 203, 204, 263–264, 291, 302, 305; TE: 162, 203, 204, 263, 264, 291, 305; WP: 27–28, 70, 88, 118; RW: 16, 46, 60, 80</p> <p>Mechanics Conventions, SB: 29–30, 33–36, 69–74, 131–132, 217–234; WP: 9–10, 13–16, 29–34, 59–60, 89–106; RW: 5, 7–8, 17–19, 37, 61–69</p> <p>Interpreting in the Media, SB: 170–171</p> <p>Comparing and Contrasting in the Media, SB: 272–273; TE: 272, 273</p> <p>Visual Media, SB: 170–171, 272–273, 275–277; TE: 170, 171, 272, 273, 275, 276, 277</p> <p>Figurative Language, SB: 208, 209</p> <p>Discussing Literature, SB: 87–94, 143–149, 191–193, 210–213, 247–252, 278–283</p>
<p>7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.</p>	<p>Ask Questions for a Research Report, SB: 286–288; TE: 286, 287, 288</p> <p>Research and Study Skills, SB: 293–296</p> <p>Finding Information, SB: 287, 288, 296; TE: 287, 288, 296</p> <p>Reference Books, SB: 287; TE: 287</p> <p>Organizing Research Information, SB: 287, 288; TE: 287, 288</p> <p style="text-align: right;">(continued)</p>
<p>7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. (continued)</p>	<p>Composing Research Reports, SB: 284, 285, 286–291; TE: 284, 285, 286, 287, 288, 289, 290, 291</p> <p>Presenting a Research Report, SB: 291; TE: 291</p> <p>Giving Oral Reports, SB: 214–215, 290, 291; TE: 214, 215, 290, 291</p>

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<p>8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.</p>	<p>Using the Internet, SB: 87, 96, 107, 143, 151, 156, 165, 195, 198, 207, 254, 267, 275–277 Using Technology, SB: 106, 163, 164, 205, 275–277, 287, 297–298 Sections of the Library, SB: 296; TE: 296 Reference Books, SB: 287; TE: 287 Using Computers in Writing, SB: 106, 163, 164, 205, 206, 275–277, 297–298 Writing to Communicate, SB: 18, 108–111, 164, 275–277 Prepare and Deliver Oral Communication, SB: 11–12, 114–115, 116–117, 214–215, 268–269, 270–271, 290, 291; TE: 11, 12, 31, 73, 114, 115, 116, 117, 214, 215, 268, 269, 270, 271, 290, 291</p>
<p>9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.</p>	<p>Formal and Informal Language, TE: 11 Appreciate Cultural and Artistic Expressions, SB: 87–94, 143–149, 191–193, 210–213; TE: 87–94, 143–149, 191–193, 210–213 Literature By and About Africans and African-Americans, SB: 96, 166–167; TE: 96, 166, 167 Literature By and About Hispanics/Latinos, SB: 87–93 Literature By and About Whites, SB: 143–148</p>
<p>10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.</p>	<p>The Teacher's Edition includes numerous blue-boxed instructional strategies to support students acquiring English. In addition, Blackline Masters correspond to teaching instruction and strategies presented in the Teacher's Edition. The activity masters in Section One are designed for use with students at beginning/pre-production and early production/speech emergent stages. Section Two masters are designed for students at intermediate/advanced stages of English proficiency. Each lesson also contains additional background for English language learners.</p>

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<p>11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.</p>	<p>Reading Written Texts, SB: 17–18, 87–93, 143–148, 191–192, 247–251; TE: 87, 143, 191, 247</p> <p>Responding to Spoken Texts, TE: 94, 149, 193, 252</p> <p>Responding to Literature, SB: 94, 149, 193, 252; TE: 94, 149, 193, 252</p> <p>Personal Response to Literature, TE: 94, 149, 193, 252</p> <p>Reflecting, SB: 56, 106, 163, 205, 265</p> <p>Creative Writing, SB: 108–111, 113, 166–169, 208–213, 275–277, 278–283</p> <p>Critical Thinking, SB: 10, 14, 16, 94, 97, 115, 149, 160, 171, 193, 197, 198, 201, 214, 252, 256, 261, 269, 273, 280, 290; WP: 87, 117; RW: 59, 79</p>

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<p>12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p>	<p>Choose/Adapt for Audience in Speaking, SB: 11–12</p> <p>Speaking to Describe, SB: 214–215; TE: 190, 214, 215</p> <p>Making Oral Reports, SB: 291; TE: 291</p> <p>Telling a Story, SB: 114–115; TE: 114–115</p> <p>Giving a Talk, SB: 214–215; TE: 214–215</p> <p>Giving Instructions, SB: 268–269; TE: 268–269</p> <p>Giving a Message, SB: 270–271, TE: 270–271</p> <p>Having a Discussion, SB: 116–117; TE: 116–117</p> <p>Discussing Writing Topics and Ideas, SB: 98, 99, 153, 155, 196, 255, 256, 286</p> <p>Conferencing about Writing, SB: 160–161, 201–202, 261–262; TE: 160–161, 201–202, 261–262</p> <p>Dramatizing, SB: 58–59, 164; TE: 25, 73, 164</p> <p>Purpose Setting for Reading, TE: 87, 143, 191, 247</p> <p>Formats and Purposes of Print, SB: 87–94, 95, 96, 143–149, 150, 151–152, 191–193, 194, 195, 210–213, 247–252, 253, 254, 275, 278–283; TE: 87–94, 95, 96, 143–149, 150, 151–152, 191–193, 194, 195, 210–213, 247–252, 253, 254, 275, 278–283</p> <p>Purpose and Audience for Writing, SB: 16, 98, 109, 154, 196, 255; TE: 16, 98, 109, 154, 196, 255</p> <p>Writing to Communicate, SB: 18, 108–111, 164, 275–277</p> <p>Writing to Describe, SB: 191–195, 196–198, 199–200, 201; WP: 85, 86, 87; RW: 57, 58, 59</p> <p style="text-align: right;">(continued)</p>

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12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). (continued)	<p>Writing to Discover/Develop/Refine Ideas, SB: 57, 58–59, 174, 252, 253, 254–261, 268–269; WP: 71–72, 115–117; RW: 47, 77–79</p> <p>Writing to Entertain, SB: 143–148, 150, 151–152, 159, 161</p> <p>Writing to Explain, SB: 253, 255–256, 258, 260, 262, 265–266; WP: 115; RW: 77</p> <p>Writing to Express, SB: 108–111, 113, 166–169, 208–213, 275–277, 278–283</p> <p>Writing to Inform, SB: 46, 284–291</p> <p>Writing to Narrate, SB: 94, 95, 96, 97–107; WP: 43–46; RW: 27–30</p> <p>Writing to Record Ideas and Reflections, SB: 56, 106, 163, 205, 265</p> <p>Interpreting Visual Images, SB: 167–168, 170–171, 214, 270–271</p>

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