

HOUGHTON MIFFLIN ENGLISH © 2004
Houghton Mifflin Company
Level Two

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 |
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| <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>Science Article, SB: 207; TE: 207–208 Reading a Report, SB: 226; TE: 226–227 Reading a Letter, SB: 84; TE: 84–85 Reading a Magazine Article, SB: 341–342 Reading Fiction, SB: 102, 116, 135–138, 139, 140–143, 144–145, 156, 157, 168, 184, 304, H15; WP: 50; RW: 31 Reading Nonfiction, SB: 207–208, 341–344, H15 Poetry, SB: 112, 240, 254, 288–289, 290–293, 302 Evaluating Media, SB: 371; TE: 371 Listen to Information About Various Cultures, TE: 63, 267, 341 Literature By and About Africans and African-Americans, SB: 63–66, 346–347; TE: 63, 346 Literature By and About Asians and Asian-Americans, SB: 135–138; TE: 135</p> |

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| <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>Literature Selections from Various Eras, TE: 87, 135</p> <p>Reading Various Genres: Personal Narrative, SB: 63–66; TE: 63–66; Story, SB: 135–138; TE: 135–138; Instructions, SB: 207–208; TE: 207–208; Report, SB: 226–227; TE: 226–227; Description, SB: 267–270; TE: 267–270; Poetry, SB: 288–289; TE: 288–289; Opinion Essay, SB: 341–344; TE: 341–344; Persuasive Essay, SB: 362–363; TE: 362–363</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>Comprehending Written Text, SB: 63–66, 135–138, 207–208, 267–270, 288–290, 340–343; TE: 63, 66, 135, 138, 207, 208, 267, 270, 288, 290, 340, 343</p> <p>Evaluating Published Models, SB: 63–66, 135–138, 207–208, 267–270, 288–290, 340–344</p> <p>Perform Task: Prior Knowledge and Text, TE: 207</p> <p>Vocabulary, SB: 117, 185, 253, H9–H12; TE: 63, 135, 207, 267, 341</p> <p>Text Features, TE: 67, 139, 209, 271, 345</p> <p>Connect Sounds and Letters, SB: 79, 153, 221, 283, 357, H41–H43</p> <p>Sentence Structure, SB: 29–30, 33, 35–36, 47, 48, 51, 54, 56, 192, 326, H37; WP: 3–4, 7–8, 9–10; RW: 2, 4, 5–6</p> <p>Context Clues, SB: 29–30, 31–32, 53, 54, 55, 96, 101, 107, 108, 119, 120, 122, 126, 127, 163, 165, 167, 170, 177, 179, 181, 183, 187, 190, 234, 241, 243, 253; TE: 63, 135, 207, 253, 267, 341</p> <p>Interpreting Visual Images, SB: 2, 8, 9, 32, 156, 160–161, 208, 270, 286</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>Adapting Language, SB: 4, 5, 6, 7, 15, 17, 20, 21, 24–25, 67, 70, 71, 84–87, 88, 145, 146, 148, 149, 154, 155, 156, 209, 210, 211, 212, 216, 217, 218, 219, 222, 284, 285, 286, 293, 294–295, 345, 355, 358, 359, 362–363, 365, 366, 368, 369</p> <p>Purpose and Audience for Writing, SB: 11, 70, 144, 212, 348; TE: 14, 70, 144, 212, 348</p> <p>Revising Drafts for Audience, SB: 20–21, 293, 367</p> <p>Revising Drafts for Word Choice, SB: 76, 78, 109–110, 117, 151, 152, 185, 220, 253, 280, 281, 282, 292, 356; WP: 24, 41–42, 49, 55, 78, 82, 97–98, 102, 129; RW: 15, 25–26, 30, 36, 49, 53, 63, 68, 85</p> <p>Recognizing Media Audiences, TE: 371</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: 14–25; TE: 14–25; Personal Narrative, SB: 70–81; TE: 70–81; Story, SB: 144–155; TE: 144–155; Instructions, SB: 212–223; TE: 212–223; Description, SB: 274–285; TE: 274–285; Opinion Essay, SB: 348–359; TE: 348–359; Persuasive Essay, SB: 362–369; TE: 362–369</p> <p>Prewriting, SB: 12, 14–17, 70–73, 85, 144–147, 157, 159, 212–214, 228–231, 264–266, 274–277, 278–285, 287, 290–291, 293, 348–350,</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: (continued) 361, 364–366, H26; TE: 12, 14, 15, 16, 17, 70, 71, 72, 73, 144, 145, 146, 147, 212, 213, 214, 228, 229, 230, 231, 264, 265, 266, 274, 275, 276, 348, 349, 350, 364, 365; WP: 22, 51, 52, 100, 125; RW: 13, 32, 33, 66, 81</p> <p>Drafting, SB: 12, 18–19, 68, 74, 85, 140–141, 159, 215–217, 232, 278–282, 287, 292–293, 351–353, 361, 367, H27; TE: 12, 18–19, 68, 74, 85, 140–141, 159, 215–217, 232, 278–282, 287, 292–293, 351–353, 361, 367, H27; WP: 80, 100, 126, 127; RW: 51, 66, 82, 83</p> <p>Revising, SB: 13, 20–21, 68–69, 75–78, 140–143, 149–152, 217–220, 233, 279–282, 292–293, 353, 367–368, H28; TE: 13, 20–21, 68–69, 75–78, 140–143, 149–152, 217–220, 233, 279–282, 292–293, 353, 367–368, H28; WP: 23, 24, 54, 55, 81, 82, 101, 102, 128; RW: 14, 15, 35, 36, 52, 53, 67, 68, 84</p> <p>Proofreading, SB: 13, 22–23, 79, 85, 153, 159, 221, 233, 283, 292–293, 357, 368, H30; TE: 13, 22–23, 79, 85, 153, 159, 221, 233, 283, 292–293, 357, 368, H30</p> <p>Publishing, SB: 13, 24–25, 80, 86–87, 154, 159, 222, 233, 284, 285, 292–293, 353, 367–368, H28; TE: 13, 24–25, 80, 86–87, 154, 159, 222, 233, 284, 285, 292–293, 353, 367–368, H28</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: 107–108, 118, 120, 121, 123, 130, 152, 167–168, 173–182, 191, 247–248, 249–250, 251–252, 256–257, 265, 268, 279, 282, 283, 326–329, 356, H35–H39; WP: 39–40, 55, 60–61, 91–92, 93–94, 95–96, 101, 102, 129; RW: 24, 36, 39, 59, 60, 61–62, 67, 68, 85</p> <p>Spelling Conventions, SB: 23, 38, 79, 101–102, 103–104, 119, 121, 126, 127, 128, 153, 221, 283, 357, 368, H40–H44; WP: 33–34, 35–36; RW: 21, 22</p> <p>Mechanics Conventions, SB: 37–46, 49, 50, 57–61, 67, 105–106, 297–339, H35–H39; WP: 9–10, 11–12, 13–14, 15–16, 17–18, 19–20, 37–38, 103–104, 105–106, 107–108, 109–110, 111–112, 113–114, 115–116, 117–118, 119–120, 121–122, 123–124; RW: 5–6, 7, 8, 9, 10, 11, 23, 69, 70, 71, 72, 73, 74, 75–76, 77, 78, 79, 80</p> <p>Evaluating the Media, SB: 371</p> <p>Comparing and Contrasting the Media, SB: 160–161, 370–371</p> <p>Interpreting the Media, SB: 371</p> <p>Types of Media, SB: 370–371</p> <p style="text-align: right;">(continued)</p> |
| <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. (continued)</p> | <p>Using the Media, SB: 370–371</p> <p>Figurative Language, SB: 277, 279, 286; WP: 99, 101; RW: 65, 67</p> <p>Discussing Literature, SB: 63–66, 135–138, 207–208, 267–270, 288–290, 340–343</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>Asking a Research Question, SB: 228–229; TE: 228, 229</p> <p>Research and Study Strategies, SB: H3–H18</p> <p>Organize Research Information, SB: 229, 230, 231; TE: 229, 230, 231</p> <p>Citing Sources, SB: 227; TE: 227</p> <p>Reference/Nonfiction Books, SB: 229, H16; TE: 229, H16</p> <p>Conducting an Interview, SB: 157, 189, 412, H9–H10; TE: 157, 189, 412, H9–H10</p> <p>Evaluating Information, SB: 230; TE: 230</p> <p>Writing Research Reports, SB: 226–227, 228–231; TE: 226, 227, 228, 229, 230, 231</p> <p>Publishing Research Reports, SB: 233; TE: 233</p> <p>Giving Oral Reports, SB: 233; TE: 233</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: 50, 63, 69, 71, 73, 75, 79, 82, 83, 121, 135, 143, 145, 147, 149, 153, 156, 157, 158, 181, 211, 214, 217, 221, 224, 225, 230, 257, 273, 275, 276, 279, 283, 286, 287, 322, 341, 347, 349, 350, 353, 357, 360, 361, H24, H31</p> <p>Using Technology, SB: 80, 81, 150, 154, 218, 222, 223, 229, 230, 284, 285, 358, 359, H21–H30</p> <p>Library, SB: 230, H15–H16</p> <p>Card/Electronic Catalog, SB: H16</p> <p>Using an Encyclopedia, SB: 229, H15, H16</p> <p>Using an Almanac, TE: 230</p> <p>Using an Atlas, SB: H15</p> <p>Using a Computer in Writing, SB: 79, 149, 153, 217, 221, H23–H30</p> <p>Prepare and Deliver Oral Presentations, SB: 4, 88–89, 234–235, 294–295; TE: 4, 88, 89, 234, 235, 294, 295</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, SB: 4; TE: 1</p> <p>Choosing Language, SB: 4, 78, 109–110, 117, 151, 152, 185, 209, 220, 222, 253, 270, 271, 272, 280, 281, 282, 290, 291, 292, 293, 345,</p> <p>Listen to Information About Various Cultures, TE: 63, 267, 341</p> <p style="text-align: right;">(continued)</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. (continued)</p> | <p>Literature By and About Africans and African-Americans, SB: 63–66, 346–347; TE: 63, 346</p> <p>Literature By and About Asians and Asian-Americans, SB: 135–138; TE: 135</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>Comprehending Written Text, SB: 63–66, 135–138, 207–208, 267–270, 288–290, 340–343; TE: 63, 66, 135, 138, 207, 208, 267, 270, 288, 290, 340, 343</p> <p>Responding to Spoken Texts, TE: 63, 135, 207, 267, 341</p> <p>Personal Response to Literature, TE: 66, 138, 208, 270, 290, 343</p> <p>Responding to Literature through Writing, TE: 66, 138, 208, 270, 290, 343</p> <p>Creative Writing, SB: 84–87, 96, 112, 158–159, 166, 170, 182, 240, 242, 254, 288–293, 302, 306, 318, 319, 341–344, 345, 346–347, 348–359, 360, 361; WP: 125, 127; RW: 81, 83</p> <p>Critical Thinking, SB: 3, 4, 5, 6, 8, 9, 66, 68, 69, 138, 141, 160–161, 208, 210, 227, 270, 290, 294, 344, 346, 347, 363, 370–371, H19–H20</p> |
| <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>Adapting Language, SB: 4, 5, 6, 7, 15, 17, 20, 21, 24–25, 67, 70, 71, 84–87, 88, 145, 146, 148, 149, 154, 155, 156, 209, 210, 211, 212, 216, 217, 218, 219, 222, 284, 285, 286, 293, 294–295, 345, 355, 358, 359, 362–363, 365, 366, 368, 369</p> <p>Having a Conversation or a Discussion, SB: 5, 6–7</p> <p>Giving Oral Reports, SB: 233; TE: 233</p> <p>Giving a Talk/Speech, SB: 294–295; TE: 294, 295, 369</p> <p>Giving a Play, SB: 155; TE: 317</p> <p>Conferencing About Writing, SB: 76–77, 150–151, 218–219, 280–281, 354–355, 367–368</p> <p>Purpose Setting for Reading, TE: 63, 135, 207, 267, 341</p> <p style="text-align: right;">(continued)</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). (continued)</p> | <p>Purpose and Audience for Writing, SB: 11, 70, 144, 212, 348; TE: 14, 70, 144, 212, 348</p> <p>Writing to Communicate, SB: 84–87, 176, 182, 306</p> <p>Writing to Discover/Develop/Refine Ideas, SB: 10, 32, 34, 40, 42, 44, 94, 98, 106, 108, 114, 164, 176, 207–208, 209, 210–211, 212–223, 224, 225, 226–233, 248, 250, 298, 300, 312</p> <p>Writing to Entertain, SB: 135–137, 139, 140–143, 144–145, 156, 157</p> <p>Writing to Explain, SB: 207–208, 209, 210–211, 212, 225; WP: 79, 80, 81, 82; RW: 50, 51, 52, 53</p> <p>Writing to Express, SB: 84–87, 158–159, 288–293, 341–344, 345, 346–347, 348–359, 360, 361; WP: 125, 127; RW: 81, 83</p> <p>Writing to Influence, SB: 363–369</p> <p>Writing to Inform, SB: 226–233</p> <p>Writing to Narrate, SB: 66, 67, 68–69, 70–81, 82, 83</p> <p>Verbal/Nonverbal Communication, SB: 4, 5, 6, 7, 90–91, 155</p> <p>Interpreting Visual Images, SB: 2, 8, 9, 32, 156, 160–161, 208, 270, 286</p> |