

HOUGHTON MIFFLIN ENGLISH © 2004

Houghton Mifflin Company

Level Three

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 about Science, SB: 9–11, 355–358; TE: 9, 11, 355, 358</p> <p>Interpreting the Media, SB: 317, 379, 420–421, 446–447</p> <p>Reading Written Directions, SB: 327–328, 330–331, 332–333, 353; TE: 327, 330, 332, 353</p> <p>Reading Fiction, SB: 287–291, 412–413, 423–425; TE: 287, 291, 423, 425</p> <p>Reading Nonfiction, SB: 327–328, 330–331, 332–333, 355–358, 360–361, 362–363, 389–392, 394–395, 396–397, H21</p> <p>Reading Magazines, SB: 365; TE: 354; WP: 45</p> <p>Reading a Play, SB: 310–313; WP: 68</p> <p>Reading Poetry, SB: 61, 161, 215, 414–419; TE: 414</p> <p>Hispanic/Spanish Culture, SB: 265–266, 267–268, 287–291; TE: 265, 266, 267, 268, 287, 291</p> <p>Whites, SB: 9–11, 259–263, 293–294, 295–296, 423–426; TE: 9, 11, 259, 263, 423, 426</p> <p>Literature By and About Africans and African-Americans, SB: 252, 388–392; TE: 252–253A, 388–392</p> <p>Literature By and About Asians and Asian-Americans, SB: 330–333; TE: 330–333</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 of Historical Eras, TE: 259, 287 Reading Various Genres: Description, SB: 9–11; TE: 9–11; Personal Narrative, SB: 259–263; TE: 259–263; Story, SB: 287–291; TE: 287–291; Play, SB: 310–312; TE: 310–312; Instructions, SB: 327–328; TE: 327–328; Compare-Contrast Article, SB: 346–347; TE: 346–347; Report, SB: 355–358; TE: 355–358; Opinion Essay, SB: 389–392; TE: 389–392; Poetry, SB: 414, 415; TE: 414, 415; Persuasive Essay, SB: 423–426; TE: 423–426</p>
<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: 9–11, 259–263, 287–291, 310–312, 327–328, 346–347, 355–358, 389–392, 414, 415, 423–426 Evaluating Written Text, SB: 275, 303, 339, 371, 405, 439; TE: 275, 303, 339, 371, 405, 439 Prior Knowledge, TE: 9, 259, 287, 327, 355, 389, 429 Vocabulary, SB: 78, 122, 160, 220, 230; TE: 9, 259, 287, 327, 389, 423 Text Features, SB: 11, 263, 291, 328, 358, 392, 426 Connect Sound and Letters, SB: 278, 306, 342, 378, 442, H57–H59 Sentence Structure, SB: 32–33, 36–37, 38–39, 40–41, 42–43, 49, 53, 54, 60–61, 178–179, 180–181, 204, 239; WP: 1–2, 5–6, 7–8, 9–10, 11–12, 17–18, 80–81, 82–83; RW: 1, 4, 5, 6, 7, 11, 49, 50–51 Context Clues, SB: 78, 122, 160, 230; TE: 259, 287, 327, 355, 389, 423 Interpreting Visual Images, SB: 317, 353, 420–421, 446–447</p>

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<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 and Adapt Speaking for Purpose, SB: 1–2, 285, 352</p> <p>Audience and Purpose for Writing, SB: 12–13, 269, 297, 334, 364, 398, 432; TE: 12, 13, 269, 297, 334, 364, 398, 432</p> <p>Formats and Purposes of Print, SB: 9–11, 259–263, 287–291, 327–328, 355–358, 389–392, 423–426; TE: 9, 11, 259, 263, 287, 291, 327, 328, 355, 358, 389, 392, 423, 426</p> <p>Revising by Rearranging, SB: 46, 180; WP: 82, RW: 50</p> <p>Revising for Word Choice, SB: 78, 122, 160, 230, 277, 305, 341, 373, 441; WP: 35, 60, 79, 116, 134; RW: 22, 36, 48, 71, 89</p> <p>Recognizing Media Audiences, SB: 446–447; TE: 316, 377, 446, 447</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: Description, SB: 13–27; TE: 13–27; Personal Narrative, SB: 269–279; TE: 269–279; Story, SB: 297–307; TE: 297–307; Instructions, SB: 334–343; TE: 334–343; Comparison and Contrast Essay, SB: 346–361; TE: 346–351; Report, SB: 364–375; TE: 364–375; Opinion Essay, SB: 398–409; TE: 398–409; Persuasive Essay, SB: 432–443; TE: 432–443</p> <p>Prewriting, SB: 12, 13–17, 269–271, 297–300, 334–336, 348–349, 364–368, 398–402, 432–436; TE: 12, 13–17, 269–271, 297–300, 334–336, 364–368, 398–402, 432–436; WP: 118, 124, 125, 130, 135, 140, 141, 145, 146; RW: 73, 79, 80, 85, 90, 95, 96, 100, 101</p> <p>Drafting, SB: 18, 19, 272–274, 301–302, 337–338, 349–350, 369–370, 403–404, 437–438; TE: 18, 19, 272, 273, 274, 301, 302, 337, 338, 369, 370, 403, 404, 437, 438; WP: 119, 120, 121, 126, 131, 132, 136, 142, 147, 148; RW: 74, 75, 76, 81, 86, 87, 91, 97, 102, 103</p> <p>Revising, SB: 20, 21–23, 276–277, 304–305, 340–341, 350–351, 372–373, 406–407, 440–441; TE: 20, 21–23, 276–277, 304–305, 340–341, 350–351, 372–373, 406–407, 440–441; WP: 123, 128, 134, 138, 144, 150; RW: 28, 83, 89, 93, 99, 105</p> <p>Proofreading, SB: 24, 25, 278, 306, 342, 351, 374, 408, 442; TE: 24, 25, 278, 306, 342, 374, 408, 442</p> <p>Publishing, SB: 26–27, 269, 279, 297, 307, 334, 343, 351, 364, 375, 432, 443; TE: 26–27, 269, 279, 297, 307, 334, 343, 351, 364, 375, 432, 443</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: 44–47, 49–50, 53–58, 86–96, 100–103, 112–119, 126, 130–140, 148–149, 150–151, 158–160, 198, 214–221, 222–223, 224–225, 228–230, 231, 232–233, 237–240, 241–247; WP: 13–14, 15–16, 38–39, 40–41, 50–51, 52–53, 54–55, 56–57, 67–68, 69–70, 77–78, 79, 100–101, 102–103, 104–105, 106–107, 108–109, 110–111, 114–115, 116; RW: 8, 9–10, 24, 25, 31, 32, 33, 34, 41, 42, 47, 48, 62, 63, 64, 65–66, 67, 68, 70, 71</p> <p>Spelling Conventions, SB: 68–69, 70, 71, 72–73, 74–75, 76–77, 81–82, 87, 91–94, 95–96, 100–101, 102–103, 104–105, 106–107, 116–117, 118–119, 124–126, 132, 134, 138–139, 278, 306, 342, 374, H20, H34, H56–H59; WP: 25–26, 27, 28, 29–30, 31–32, 33–34, 36–37, 38–39, 40–41, 42–43, 44–45, 54–55, 56–57; RW: 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 33, 34</p> <p style="text-align: right;">(continued)</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. (continued)</p>	<p>Mechanics Conventions, SB: 36–39, 44–47, 49–50, 53–58, 62–63, 74–78, 80–82, 86–96, 120–122, 130–140, 161, 178, 181, 182–185, 186–187, 188–189, 190–191, 192–193, 194–197, 198, 199–201, 204–205, 206–212, 226–227, 233, 237–240, 246; WP: 5–6, 7–8, 13–14, 15–16, 19–20, 31–32, 33–34, 35, 58–59, 60, 80–81, 82–83, 84–85, 86–87, 88–89, 90, 91, 92–93, 94–95, 96–97, 98–99, 112–113; RW: 4, 5, 8, 9–10, 12, 20, 21, 22, 35, 36, 49, 50–51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 69</p> <p>Advertisements in Media, SB: 379, 446–447</p> <p>Books in the Media, SB: 316–317</p> <p>Comparing and Contrasting the Media, SB: 316–317, 377, 446–447</p> <p>Evaluating the Media, SB: 317, 379, 420–421, 446–447; TE: 446, 447</p> <p>Fact or Opinion in the Media, SB: 379</p> <p>Media and the Internet, SB: H39–H40</p> <p>Evaluating Messages in the Media, SB: 420–421, 446–447</p> <p>Media Movies, SB: 316–317</p> <p>Multimedia Project, SB: H41–H43</p> <p>Media Photographs, SB: 377, 420–421</p> <p>Media Pictures, SB: 420–422</p> <p>Media and Radio, SB: 379</p> <p>Television and Media, SB: 379, 446–447</p> <p>Figurative Language, SB: 277, H11; TE: H11</p> <p>Making an Electronic Multimedia Project, SB: 375, H41–H43; TE: H41, H42, H43</p> <p>Discussing Literature, SB: 11, 263, 267, 268, 291, 292, 296, 328, 331, 333, 358, 361, 392, 395, 397, 426, 429, 431; TE: 259, 263, 265, 267, –268, 287, 291, 292, 293, 295, 296, 327, 328, 330, 331, 332, 333, 355, 358, 360, 361, 389, 392, 394, 395, 396, 397, 423, 426, 428, 429, 430, 431</p>

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<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: 359, 364–365; TE: 364, 365</p> <p>Research Skills, SB: H26–H28</p> <p>Locating Information, SB: 365, 366, 367, 377–378; TE: 354, 365, 366, 367, 376; WP: 135; RW: 90</p> <p>Using Reference Resources, SB: 365, 366; TE: 365, 366; WP: 135; RW: 90</p> <p>Evaluating Resources, SB: 365, 366; TE: 365, 366; WP: 135; RW: 90</p> <p>Organize Research Information, SB: 359, 364, 365, 366–367, 368, H26–H28; TE: 364, 365, 366, 367, 368, H26, H27, H28</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>Interviews, SB: 37, H9–H10</p> <p>Writing and Researching a Report, SB: 364–375; WP: 135–138; RW: 90–93</p> <p>Communicating Research, SB: 375; TE: 375</p> <p>Choosing Media for an Oral Report, SB: 377, H41</p> <p>Giving Oral Reports, SB: 377–378; TE: 377, 378</p> <p>Publishing a Report, SB: 375; TE: 375</p>
<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: 9, 17, 27, 49, 80–81, 86, 124–125, 162, 166, 201, 232, 237, 252, 259, 262, 268, 271, 275, 296, 300, 303, 306, 333, 336, 339, 363, 365, 371, 374, 397, 400, 402, 408, 423, 431, 442, H39–H40</p> <p>Using Technology, SB: 273, 306, 340, 342, 365, 368, 403, 406, 442, H31, H32, H33, H34, H39–H40, H41–H43</p> <p>Using the Library, SB: H21–H23</p> <p>Card Catalog, SB: H22</p> <p>Using an Encyclopedia, SB: H23; TE: H23</p> <p>Using an Atlas, SB: H23</p> <p>Reading Magazines, SB: 365; TE: 354; WP: 45</p> <p>Media and the Internet, SB: H39–H40</p> <p>Using the Media, SB: 353, 378, 420–421</p> <p>Using Technology for Communication, SB: 377–378, H33, H39–H40</p> <p>Using a Computer in Writing, SB: 313, 349, H33–H40</p> <p>Making an Electronic Multimedia Project, SB: 375, H41, H43; TE: H41, H42, H43</p>

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<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/Informal Language, SB: 30; TE: 30 Hispanic/Spanish Culture, SB: 265–266, 267–268, 287–291; TE: 265, 266, 267, 268, 287, 291 Caucasians, SB: 9–11, 259–263, 293–294, 295–296, 423–426; TE: 9, 11, 259, 263, 423, 426 Literature By and About Africans and African-Americans, SB: 252, 388–392; TE: 252–253A, 388–392 Literature By and About Asians and Asian-Americans, SB: 330–333; TE: 330–333</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.</p> <p style="text-align: right;">(continued)</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. (continued)</p>	<p>(continued) 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>
<p>11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.</p>	<p>Responding to Literature, SB: 11, 263, 266, 268, 283, 291, 294, 296, 312, 328, 331, 333, 347, 358, 361, 363, 392, 395, 397, 413, 426, 429, 431 Personal Response to Literature, SB: 263, 291, 328, 358, 392, 426 Reflecting, SB: 26, 279, 307, 343, 375, 409, 443 Creative Writing, SB: 33, 37, 39, 41, 43, 45, 48, 61, 63, 65, 69, 70, 71, 73, 75, 77, 79, 99, 101, 103, 105, 107, 109, 113, 115, 117, 119, 121, 123, 143, 145, 149, 151, 153, 155, 159, 161, 179, 183, 185, 187, 188, 189, 191, 195, 197, 198, 215, 217, 219, 223, 225, 227, 229, 231; WP: 12, 14, 18, 20, 22, 26, 30, 32, 34, 37, 39, 41, 43, 45, 47, 51, 53, 55, 57, 59, 62, 64, 68, 70, 72, 74, 78, 81, 85, 87, 89, 93, 97, 99, 101, 103, 105, 109, 111, 113, 115 Critical Thinking, SB: 263, 291, 328, 358, 392, 426; TE: 11, 263, 291, 328, 358, 392, 426</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 and Adapt Speaking for Purpose, SB: 1–2, 285, 352</p> <p>Having a Discussion, SB: 3–4; TE: 3–4</p> <p>Giving an Oral Explanation, SB: 45, 346, 350</p> <p>Giving a Talk, SB: 377–378, H5–H6</p> <p>Giving Oral Reports, SB: 377–378; TE: 377, 378</p> <p>Giving Instructions, SB: 352</p> <p>Formats and Purposes of Print, SB: 9–11, 259–263, 287–291, 327–328, 355–358, 389–392, 423–426; TE: 9–11, 259–263, 287–291, 327–328, 355–358, 389–392, 423–426</p> <p>Reading for Enjoyment, SB: 287–291</p> <p>Deciding on Topics for Writing, SB: 269, 297, 334, 364, 432</p> <p>Conferencing About Writing, SB: 276, 304, 340, 351, 372, 406, 440</p> <p>Writing to Describe, SB: 13, 41, 65, 119, 143, 225, 229; WP: 57, 62, 111, 115</p> <p>Writing to Entertain, SB: 310–313</p> <p>Writing to Explain, SB: 103, 145, 183, 189, 334, 346; WP: 41</p> <p>Writing to Express, SB: 37, 115, 217</p> <p style="text-align: right;">(continued)</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). (continued)</p>	<p>Writing to Influence, SB: 432</p> <p>Writing to Inform, SB: 33, 39, 70, 101, 109, 117, 121, 149, 155, 191, 197, 321, 364</p> <p>Writing to Narrate, SB: 43, 99, 153, 195, 223, 253, 269, 297</p> <p>Writing to Persuade, SB: 63, 71, 75, 179, 398, 432</p> <p>Writing to Record Ideas and Reflections, SB: 77, 107, 279, 307, 343, 375, 409, 443, H44</p> <p>Nonverbal Communication, SB: 314–315, H7–H8; TE: 314–315</p> <p>Visual Communication, SB: 353, 420–421, H41–H43</p> <p>Interpreting Visual Images, SB: 317, 353, 420–421, 446–447</p>