

HOUGHTON MIFFLIN ENGLISH © 2004
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Level Four

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>Reading about Social Studies, SB: 9–11, 280–281, 298–299, 339–341, 344–346, 374–376, 467</p> <p>Informational Article, SB: 330</p> <p>Completing Forms, SB: 398–399</p> <p>Media Messages, SB: 402–403, 443, 444–445, 471–472, 473–475</p> <p>Reading Directions, SB: 339–340, 341, 348, 358</p> <p>Reading Business Letters, SB: 469</p> <p>Reading a Legend, SB: 298–299</p> <p>Reading Nonfiction, SB: 9–11, 339–364, 359, 369–371, 394, 396, 413–416, 447–449; TE: 269A, 331A, 339, 369</p> <p>Reading a Magazine Article, SB: 339–341</p> <p>Reading a Play, SB: 319–323</p> <p>Reading Poetry, SB: 41, 437, 438, 441</p> <p>Reading Stories, SB: 298–299, 301–304; TE: 298, 325</p> <p>Appreciating Culture and Art, SB: 326–327, 366–367, 435–436, 444–445; TE: 324, 325, 326, 327, 366, 367, 435, 436</p> <p>African-American Culture, SB: 275–276</p> <p>Seminole Culture, SB: 298–299</p> <p>Games of Many Cultures, SB: 339–341</p> <p>Hispanic/Latino Culture, SB: 413–416; TE: 413, 416</p> <p>Regional Cultures, TE: 324 325</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>Reading about Historical/Current Events, SB: 396, 402, 403; TE: 396, 402, 403</p> <p>Literature of Historical Eras, TE: 9, 275, 298, 339</p> <p>Reading Various Genres: Description, SB: 9–11; TE: 9–11; Personal Narrative, SB: 275–276; TE: 275–276; Story, SB: 298–299; TE: 298–299; Play, SB: 319–321; TE: 319–321; Instructions, SB: 339–341; TE: 339–341; Compare-Contrast, SB: 359; TE: 359; Research Report, SB: 369–370; TE: 369–370; Opinion Essay, SB: 413–416; TE: 413–416; Poetry, SB: 437–438, 441; TE: 437–438, 441; Persuasive Essay, SB: 447–449; TE: 447–449</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, 275–276, 298–299, 339–341, 369–370, 413–416, 437–438, 447–449; TE: 11, 276, 299, 341, 370, 416, 449</p> <p>Evaluating Published Models, SB: 9–11, 275–276, 298–299, 319–321, 339–341, 369–370, 413–416, 447–449</p> <p>Relate New and Existing Knowledge, SB: 11, 299; TE: 9, 275, 299, 339, 413, 447</p> <p>Vocabulary, SB: 80, 118, 148, 220, 248, H11–H17; TE: 9, 11, 275, 298, 339, 369, 413, 447</p> <p>Identifying Text Structure, SB: 295, 319–321, 342, 396, 439, 469; TE: 341, 342, 396, 439, 469</p> <p>Connect Sounds and Letters, SB: H20, H66–H69; TE: H20</p> <p>Sentences and Sentence Structure, SB: 48–49, 50, 52, 169, 254; TE: 48–49, 50, 52, 169, 254; WP: 75; RW: 46</p> <p>Context Clues, SB: 248, H11, H12, H13, H14, H15, H16; TE: 9, 148, 220, 248, 275, 298, 339, 369, 413, 447, H11, H12, H13, H14, H15, H16</p> <p>Interpreting Visual Messages, SB: 366–367, 444–445, 475</p> <p>Evaluating Visual Images, SB: 6, 276, 299, 341, 366–376, 416, 444–445, H46</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>Having a Discussion, SB: 3–4</p> <p>Choose and Adapt Speech for Audience, SB: 292, 325, 400, 401, 466, H5–H6</p> <p>Purpose for Speaking, SB: 401, H5–H6</p> <p>Purpose and Audience for Writing, SB: 13, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500; RW: 80, 81</p> <p>Revising Drafts for Audience, SB: 312–314, 363, 388; WP: 138–139, 150; RW: 89–90, 101 (continued)</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. (continued)</p>	<p>Revising Drafts by Rearranging, SB: 288–290, 312–313, 470, H40; WP: 131, 138; RW: 82, 89</p> <p>Revising Drafts for Word Choice, SB: 80, 118, 148, 220, 248, 290, 314, 354, 388, 430, 441, 464; WP: 35, 58, 71, 110, 125, 132, 139, 145; RW: 21, 34, 43, 66, 76, 83, 90, 96, 101, 108, 115, 150, 157, 164</p> <p>Recognizing Media Audiences, SB: 6, 403, 471, 475; TE: 6, 403, 471, 475</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.

Process Writing: Description, SB: 13–27; **TE:** 13–27; **Personal Narrative, SB:** 282–292; **TE:** 282–292; **Story, SB:** 305–316; **TE:** 305–316; **Instructions, SB:** 347–356; **TE:** 347–356; **Comparison and Contrast Essay, SB:** 359–365; **TE:** 359–365; **Research Report, SB:** 377–392; **TE:** 377–392; **Opinion Essay, SB:** 422–432; **TE:** 422–432; **Persuasive Essay, SB:** 455–466; **TE:** 455–466

Prewriting, SB: 12–17, 282–284, 294, 305–307, 347–349, 361–362, 377–383, 397, 422–424, 440, 455–459; **TE:** 12–17, 282–284, 294, 305–307, 347–349, 361–362, 377–383, 397, 422–424, 440, 455–459; **WP:** 127, 133, 134, 141, 146, 152, 153, 158, 159, 160; **RW:** 78, 84, 85, 92, 97, 103, 104, 109, 110, 111

Drafting, SB: 18–19, 285–287, 308–311, 350–351, 362–363, 384–385, 425–427, 460–461, H39; **TE:** 18–19, 285–287, 308–311, 350–351, 362–363, 384–385, 425–427, 460–461; **WP:** 129–130, 135–137, 142–143, 147–148, 154–155, 161–162; **RW:** 80–81, 86–88, 93–94, 98–99, 105–106, 112–113

Revising, SB: 20–23, 288–290, 312–314, 352–354, 363–364, 386–390, 397, 428–430, 436, 441, 462–464, 470, H40; **TE:** 20–23, 288–290, 312–314, 352–354, 363–364, 386–390, 397, 428–430, 436, 441, 462–464, 470, H40; **WP:** 131, 132, 138, 139, 144, 143, 149–150, 156–157, 161–162, 163; **RW:** 82, 83, 89, 90, 95, 96, 100, 101, 107–108, 109, 112–113, 114

Proofreading, SB: 24–25, 291, 296, 315, 355, 364, 391, 397, 399, 431, 436, 440, 465, 470, H37, H38; **TE:** 24–25, 291, 296, 315, 355, 364, 391, 397, 399, 431, 436, 440, 465, 470, H37, H38

Publishing, SB: 26–27, 292, 316, 356, 364, 392, 397, 432, 436, 440, 466, H41–H42; **te:** 26–27, 292, 316, 356, 364, 392, 397, 432, 436, 440, 466, H41–H42

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.

Usage Conventions, SB: 46–47, 104–105, 106–107, 110–111, 112–113, 114–115, 141, 142–143, 144–145, 146–147, 150, 151, 204–205, 212–213, 218–219, 220, 221, 222–223, 224–225, 226–232, 238–239, 240–241, 242–243, 250–251, 252–253, 256, 257, 258, 259, 260; **WP:** 44–45, 46–47, 50–51, 52–53, 54–55, 64, 65–66, 67–68, 69–70, 94–95, 102–103, 108–109, 110, 115–116, 117–118, 119–120; **RW:** 27, 28, 30, 31, 32, 39, 40, 41, 42, 57, 62, 65, 66, 70, 71, 72

Spelling Conventions, SB: 291, 315, 355, 391, 431, 465, H65–H69

Mechanics Conventions, SB: 36–37, 38–39, 40–41, 42–43, 44–45, 46–47, 66–67, 70–71, 76–77, 78–79, 89, 116–117, 166–167, 170–171, 172–173, 174–175, 176–177, 180–181, 182–183, 184–185, 186–187, 189–190, 191–193, 194–202, 256, 257; **WP:** 21–22, 25–26, 31–32, 33–34, 56–57, 72–73, 76–77, 78–79, 80–81, 82–83, 86–87, 88–89, 90–91, 92–93; **RW:** 13, 16, 19, 20, 33, 44, 47, 48, 49, 50, 53, 54, 55, 56

Advertising in the Media, SB: 473–475

Evaluating Media Messages, SB: 402–403, 443, 444–445, 471–472, 473–475

Persuasive Tactics in Media Messages, SB: 473–475; **TE:** 473, 474, 475

Viewing to Compare and Contrast Media, SB: 366, 367; **TE:** 366, 367

Using and Producing Media, SB: 392, 400–401, H45–H49

Identifies Media Purpose, SB: 402–403, 443, 444–445, 471–472, 473–475

Fact and Opinion in Media, SB: 402–403; **TE:** 402, 403

Figurative Language, SB: 290, H11; **TE:** 290, H11

Creating a Multimedia Presentation, SB: H45–H47; **TE:** H45, H46, H47

Discuss the Text, SB: 11, 275, 276, 298, 299, 339, 370, 416, 449; **TE:** 9, 11, 275, 276, 298, 299, 369, 370, 413, 416, 447, 449

<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: 371, 377–378; TE: 377, 378</p> <p>Questions to Direct Research, SB: 378, 397</p> <p>Research and Study Strategies, SB: H28–H34</p> <p>Information Sources, SB: 381, 394, 395, 400</p> <p>Multiple Sources, SB: 379–380, 382; TE: 377, 378, 379, 380, 382</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>Evaluating Research, SB: 369–371, 372–376, 380, 386</p> <p>Taking Notes from Media Sources, SB: 381</p> <p>Taking Notes for Oral Reports, SB: 401</p> <p>Interviews, SB: 379, 397, H9–H10; WP: 6, 22, 87, 146; RW: 97</p> <p>Writing a Report, SB: 107, 143, 219, 371–376, 377–380, 381–383, 384–385, 386–390, 391, 392, 393, 435–436; TE: 368, 371–376, 377–380, 381–383, 384–385, 386–390, 391, 392, 393; WP: 16, 32, 37, 77, 99, 105, 146–150; RW: 97–101</p> <p>Communicating Research, SB: 389–390, 392; TE: 392</p> <p>Giving an Oral Report, SB: 392, 400–401, H5–H6, H45–H47</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, 51–52, 83, 86, 120–121, 155, 190, 223, 251, 255, 281, 288, 291, 293, 304, 305, 306, 312, 315, 317, 318, 346, 349, 352, 355, 357, 359, 361, 376, 379, 380, 386, 391, 406, 421, 423, 424, 428, 431, 454, 457, 459, 462, 465, 466, 467, 468, 470, H23, H43–H44</p> <p>Using Technology, SB: 13, 26, 287, 291, 313, 355, 360, 361, 379, 391, 426, 429, 465, H35–H47; TE: 282, 283, 292, 305, 316, 322, 348, 362, 392, 397, 422, 432, 436, 441, 456, 465, 466, 470</p> <p>Using the Library, SB: H21–H23</p> <p>Card Catalog, SB: H21–H22</p> <p>Using an Encyclopedia, SB: 379, H23; TE: 379, H23; WP: 146; RW: 97</p> <p>Using an Almanac, SB: 379, H23; TE: 379, H23; WP: 146; RW: 97</p> <p>Using an Atlas, SB: 379, H23; TE: 379, H23</p> <p>Taking Notes from Media Sources, SB: 381</p> <p>Using Technology For Communication, SB: 400, H45–H49</p> <p>Using Writing Technologies, SB: 13, 26, 287, 291, 313, 355, 360, 361, 379, 391, 426, 429, 465, H35–H47; TE: 282, 283, 292, 305, 316, 322, 3348, 362, 392, 397, 422, 432, 436, 441, 456, 465, 466, 470</p> <p>Using and Producing Media, SB: 392, 400–401, H45–H49</p> <p>Creating a Multimedia Presentation, SB: H45–H47</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: 1, 30, 470; TE: 1, 30, 470</p> <p>Adapting Language, SB: H5–H6</p> <p>Words from Other Languages, SB: H17; TE: H17</p> <p>Regional and Cultural Vocabulary, SB: H17; TE: 324–325, H17</p> <p>African-American Culture, SB: 275–276; TE: 275–276</p> <p>Seminole Culture, SB: 298–299; TE: 298, 299</p> <p>Games of Many Cultures, SB: 339–341; TE: 339, 340, 341</p> <p>Mexican-American Culture, SB: 413–416; TE: 413, 416</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>In 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>
<p>11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.</p>	<p>Responding to Literature, SB: 11, 268, 276, 299, 341, 370, 416, 449; TE: 11, 268, 276, 299, 341, 370, 416, 449</p> <p>Personal Response to Literature, SB: 276, 299, 341, 370, 416</p> <p>Reflecting, SB: 26–27, 292, 316, 356, 392, 432, 466</p> <p>Creative Writing, SB: 33, 41, 73, 77, 105, 115, 117, 145, 147, 149, 173, 185, 207, 213, 249, 407–411, 413–428, 435–436, 437–441, H37; TE: 407–411, 417–421, 422–424, 425–427, 428–430, 431–433, 435–436, 437–441; WP: 152–157; RW: 103–108</p> <p>Critical Thinking, SB: 276, 299, 341, 370, 416, 449</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>Purpose for Speaking, SB: 401, H5–H6</p> <p>Having a Discussion, SB: 3-4, 442-443; TE: 3-4, 442-443</p> <p>Speaking to Give a Reason, SB: 443, 466</p> <p>Speaking to Clarify Messages, SB: 3–5, 22–23, 268, 269, 313, 330, 353, 387, 406, 429, 463</p> <p>Speaking to Give Instructions, SB: 356, 365; TE: 356, 365</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>Making a Persuasive Speech, SB: 466; TE: 466 Conferencing about Writing, SB: 289, 313, 353, 364, 387, 429, 463 Reading for Enjoyment, SB: 298–299, 319–321, 437–438, 441; TE: 298–299, 319–321, 437–438, 441 Informational Article, SB: 330; TE: 330–331A Purpose and Audience for Writing, SB: 13, 286, 289, 129, 130; RW: 80, 81 Writing to Communicate, SB: 282, 422, 470 Writing to Discover/Develop/Refine Ideas, SB: 13, H51 Writing to Entertain, SB: 282, 305, 322 Writing to Explain, SB: 347 Writing to Express, SB: 282, 422, 436, 439 Writing to Influence, SB: 455, 470 Writing to Inform, SB: 331–337, 347, 377; WP: 140; RW: 91 Writing to Narrate, SB: 282, 305 Writing to Persuade, SB: 455 Writing to Record Ideas and Reflections, SB: 26–27, 292, 316, 356, 392, 432, 468, H48 Writing to Solve a Problem, SB: 394–395 Body Language/Nonverbal Communication, SB: 6, 292, 325, 356, H6, H7–H8; SB: 292, 325, 356, H6, H7–H8 Interpreting Visual Messages, SB: 366–367, 444–445, 475</p>
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