

HOUGHTON MIFFLIN ENGLISH © 2004
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Level Five

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 Music, SB: 365–371, 372–373 Reading about Science, SB: 9–11, 365–367, 399–402 Reading about Social Studies, SB: 404–405, 406–408, 447–449, 451–452, 453–454 Completing a Form, SB: 432–433; TE: 432, 433 Viewing Media, SB: 436–437, 478–479; TE: 436–437, 478–479 Reading Folk Tales, SB: 320–324; TE: 320, 324 Reading a Story, SB: 320–324, 326–327, 328–329; TE: 320, 351 Reading a Play, SB: 344–346, 350–351 Reading Poetry, SB: 109, 165, 470–474 Reading Instructions, SB: 358–359 Reading Nonfiction, SB: 9–11, 295–297, 365–367, 399–401, 447–448; TE: 289A, 357A, 399 Asian Culture, SB: 288, 485, 486, 487–488 Mexican Culture, SB: 320–324 Kiowa-Comanche Heritage, SB: 342 African-American Heritage, SB: 369–371, 372–373, 399–402, 447–449 Hispanic/Spanish Culture, SB: 481–483 Reading Classic Literature, SB: 320–323; TE: 320–323 Regional Cultures, TE: 350-351</p>
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Standards for the English Arts	HOUGHTON MIFFLIN ENGLISH © 2004
<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: 320, 344, 441A, 447 Reading Various Genres: Description, SB: 9–11; TE: 9–11; Personal Narrative, SB: 295–297; TE: 295–297; Story, SB: 320–324; TE: 320–324; Play, SB: 344–346; TE: 344–346; Compare-Contrast Essay, SB: 365–367; TE: 365–367; Research Report, SB: 399–402; TE: 399–402; Opinion Essay, SB: 447–449; TE: 447–449; Poetry, SB: 470–472; TE: 470–472; Persuasive Essay, SB: 481–483; TE: 481–483; Business Letter, SB: 503; TE: 503</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>Evaluating Published Models, SB: 9–11, 295–297, 320–324, 365–367, 399–402, 447–449, 481–483</p> <p>Nonfiction: Prior Knowledge, TE: 295, 365, 399, 447</p> <p>Comparing Information from Different Selections/Texts, SB: 396–397; TE: 396, 397</p> <p>Identifying Text Structures, SB: 317, 324, 325, 344–346, 367, 368, 388–389, 430, 470–472, 503–504; TE: 325, 344, 368, 430, 470, 503</p> <p>Sentences and Sentence Structure, SB: 32–33, 34–35, 51, 55, 56, 87, 180; TE: 32–33, 34–35, 51, 55, 56, 87, 180</p> <p>Context Clues, SB: 80, 128, 232, 266; TE: 9, 295, 320, 365, 399, 447, 481</p> <p>Introducing Vocabulary, TE: 9, 295, 320, 365, 399, 447, 481</p> <p>Evaluating Meaning by Interpreting Visual Images, SB: 396–397, 478–479</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 and Adapt Language for Speaking to an Audience, SB: 350–351, 476–477</p> <p>Speaker’s Purpose, SB: 394, 477</p> <p>Identifying Writing Purpose, SB: 12–13, 304, 330, 374, 409, 455, 489</p> <p>Audience, SB: 12–13, 304, 330, 374, 409, 455, 484, 489; TE: 12, 13, 304, 330, 374, 409, 455, 489</p> <p>Language in Public and Private Contexts, SB: 435, H5, H6, H9; TE: 1, 3, 4, 435, H5, H6, H9</p> <p>Revising Drafts for Word Choice, SB: 21, 80, 128, 154–155, 164, 266, 312, 339, 422, 463, 498; WP: 35, 68, 71, 72, 81, 139, 146, 153, 164, 170, 177; RW: 21, 39, 41, 42, 47, 82, 89, 96, 107, 113, 120</p> <p>Revising Media Productions, SB: H47–H49; TE: H47</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.</p>	<p>Writing Process: Description, SB: 13–27; TE: 13–27; Personal Narrative, SB: 304–314; TE: 304–314; Story, SB: 330–341; TE: 330–341; Compare-Contrast Essay, SB: 374–385; TE: 374–385; Instructions, SB: 388–393; TE: 388–393; Research Report, SB: 409–426; TE: 409–426; Opinion Essay, SB: 455–465; TE: 455–465; Persuasive Essay, SB: 489–500; TE: 489–500</p> <p>Prewriting a Composition, SB: 12–17, 304–306, 330–332, 374–378, 390, 409–416, 455–458, 489–493; TE: 12, 13, 14, 15, 16, 17, 304, 305, 306, 330, 331, 332, 374, 375, 376, 378, 390, 409, 410, 411, 412, 413, 414, 415, 416, 455, 456, 457, 458, 489, 490, 491, 492, 493; WP: 141, 147, 148; RW: 84, 90, 91</p> <p>Drafting a Composition, SB: 18–19, 307–309, 334–336, 379–380, 391, 417–419, 459–460, 494–496; TE: 18, 19, 307, 308, 309, 334, 335, 336, 379, 380, 391, 417, 418, 419, 459, 460, 494, 495, 496; WP: 142–144, 150, 151, 156–157, 161–162, 168, 174–175; RW: 85–87, 93–94, 99–100, 104–105, 111, 117, 118</p> <p>Revising a Composition, SB: 20–23, 311–312, 338–339, 382–383, 391, 421–424, 462–463, 497–498; TE: 20–23, 311–312, 338–339, 382–383, 391, 421–424, 462–463, 497–498; WP: 153, 159, 164, 170, 177; RW: 96, 102, 107, 113, 120</p> <p>Proofreading a Composition, SB: 24–25, 313, 340, 384, 393, 425, 464, 499; TE: 24, 25, 313, 340, 384, 393, 425, 464, 499</p> <p>Publishing a Composition, SB: 26–27, 314, 341, 385, 393, 426, 465, 500</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.</p>	<p>Usage Conventions, SB: 44–45, 48–49, 51–52, 61–62, 87–88, 104–105, 112–115, 118–127, 130–132, 140, 143–144, 146–150, 158–161, 166–167, 170, 172–173, 176–177, 216–223, 228–231, 238–241, 243–244, 250–255, 262–265, 272–275, 277–279, 282–283; WP: 13–14, 17–18, 44–45, 52–55, 58–67, 75–78, 102–109, 114–117, 123–128, 135–138; RW: 7, 10, 26, 31–32, 34–38, 44–45, 60–63, 67–68, 73–75, 80–81</p> <p>Spelling Conventions, SB: 70–71, 72–73, 106–107, 118–119, 120–121, H67–H71; WP: 25–26, 27–28, 46–47, 58–59, 60–61; RW: 15, 16, 27, 34, 35</p> <p>Mechanics Conventions, SB: 34–35, 48–49, 52, 62, 66–67, 74–77, 82–83, 84–85, 87–88, 90, 93–94, 116–117, 122–123, 131–132, 145, 148, (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>Mechanics Conventions, SB: (continued) 170–173, 180–185, 188–189, 192–199, 201–203, 207–214, 226–227, 242, 272–275; WP: 3–4, 17–18, 21–22, 29–32, 56–57, 62–63, 82–87, 90–91, 94–101, 112–113; RW: 2, 10, 12, 17–18, 33, 36, 48–50, 53, 56–59, 66</p> <p>Media Messages, SB: 436–437, 507–509; TE: 436, 437, 507, 509</p> <p>Persuasive Media Techniques, SB: 507–509</p> <p>Evaluating Media News, SB: 436–437</p> <p>Comparing Visual Media Information, SB: 396–397</p> <p>Comparing Media Print and Film, SB: 352–353</p> <p>Interpreting the Media, SB: 436–437, 507–509</p> <p>Points of View in Media Visuals, SB: 478–479</p> <p>Figurative Language, SB: 312, H11; TE: 312, H11</p> <p>Creating a Multimedia Presentation, SB: H47–H48, H49; TE: H47</p> <p>Discussing Literature, SB: 11, 297, 301, 303, 324, 327, 329, 367, 371, 373, 402, 405, 408, 449, 452, 454, 483, 486, 488; TE: 9, 11, 295, 297, 299, 301, 303, 320, 326, 327, 328, 329, 365, 367, 369, 371, 372, 373, 399, 402, 404, 405, 408, 447, 449, 451, 453, 454, 481, 483, 485, 487, 488</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: 403, 409–410; TE: 409, 410</p> <p>Research and Study Strategies, SB: H28–H30</p> <p>Locating Information Sources, SB: 412–413, 428–429, H23–H25; WP: 160; RW: 103</p> <p>Interviews, SB: 157, 189, 412, H9–H10; TE: 138</p> <p>Recognize, Record, and Organize Information, SB: 353, 356, 403, 410, 411, 412–413, 414–415, 416, 417–418; TE: 367, 377–378, 412, 413, 417, 418</p> <p>Evaluating Information, SB: 413, 436–437, 478–479, 492; WP: 172; RW: 115</p> <p>Organizing Oral Presentations, SB: 434–435, H47–H49; TE: 434–435, H47–H49</p> <p>Writing a Research Report, SB: 45, 399–402, 403, 404–407, 409–426, 427; WP: 160–164; RW: 103–107</p> <p>Communicating Research, SB: 423–424, 426; TE: 426</p> <p>Giving an Oral Report, SB: 294, 434–435; TE: 294, 434, 435</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: 17, 27, 51, 82–83, 87, 130–131, 166, 170, 201, 203, 234–235, 268, 272, 288, 303, 310, 315–316, 329, 332, 337, 342, 373, 376, 381, 384, 408, 410, 413, 420, 425, 427, 447, 454, 456–457, 461, 466, 468, 481, 488, 491, 496, 502, H45–H46</p> <p>Using Technology, SB: 13, 26, 313, 340, 349, 384, 425, H37–H49</p> <p>Using a Computer in Writing, SB: 349, H41–H44</p> <p>Using the Library, SB: 93, 412, H24</p> <p>Card Catalog, SB: 412, H24</p> <p>Using an Encyclopedia, SB: 412–413, H25; TE: 412–413, H25; WP: 160; RW: 103</p> <p>Using an Almanac, SB: 412</p> <p>Using an Atlas, SB: 412, H25; TE: 412, H25</p> <p>Organizing Oral Presentations, SB: 434–435, H47–H49; TE: 434–435, H47–H49</p> <p>Creating a Multimedia Presentation, SB: H47–H48, H49; TE: H47</p> <p>Giving an Oral Report, SB: 294, 434–435; TE: 294, 434, 435</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>Language in Public and Private Contexts, SB: 435, H5, H6, H9; TE: 1, 3, 4, 435, H5, H6, H9</p> <p>Slang, TE: 1</p> <p>Informal Language, SB: 30, 317–318, H5; TE: 1, 30, 317, 318, H5</p> <p>Formal Language, SB: 30, 504, H5; TE: 1, 30, 504, H5</p> <p>Regional and Cultural Vocabulary, SB: H19; TE: 350–351</p> <p>Monteverdian Environment, SB: 9–11; TE: 9, 11</p> <p>Asian Culture, SB: 288, 485, 486, 487–488; TE: 288–289A, 485, 486, 487, 488</p> <p>Mexican Culture, SB: 320–324; TE: 320, 324</p> <p>Kiowa-Comanche Heritage, SB: 342; TE: 342</p> <p>African-American Heritage, SB: 369–371, 372–373, 399–402, 447–449; TE: 369, 371, 372, 373, 399, 402, 447, 449</p> <p>Hispanic/Spanish Culture, SB: 481–483; TE: 481, 483</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, 296, 324, 367, 449, 472, 483</p> <p>Discussing Literature, SB: 11, 297, 301, 303, 324, 327, 329, 367, 371, 373, 402, 405, 408, 449, 452, 454, 483, 486, 488; TE: 9, 11, 295, 297, 299, 301, 303, 320, 326, 327, 328, 329, 365, 367, 369, 371, 372, 373, 399, 402, 404, 405, 408, 447, 449, 451, 453, 454, 481, 483, 485, 487, 488</p> <p>Personal Response to Literature, SB: 11, 296, 324, 367, 449, 472, 483</p> <p>Analyzing Literature, SB: 11, 296, 324, 367, 449, 472, 483</p> <p>Reflecting, SB: 26, 314, 341, 385, 426, 465, 500</p> <p>Creative Writing, SB: 73, 97, 107, 109, 123, 153, 189, 247</p> <p>Critical Thinking, SB: 11, 297, 324, 402, 449, 483</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>Having a Discussion, SB: 3–4, 476–477; TE: 3–4, 476–477</p> <p>Choose and Adapt Language for Speaking to an Audience, SB: 350–351, 476–477</p> <p>Speaker’s Purpose, SB: 394, 477</p> <p>Persuasive Speeches, SB: 505–506, 507–509; TE: 505–506, 507–509</p> <p>Conferencing about Writing, SB: 23, 311, 338, 382, 392, 462, 496; TE: 23, 311, 338, 382, 392, 462, 496</p> <p>Discussing Writing Topics are Ideas, SB: 13, 304, 330, 374, 409, 453, 489</p> <p>Suggestions for Reading Independently, TE: 9, 295, 320, 365, 399, 447, 481</p> <p>Identifying Writing Purpose, SB: 12–13, 304, 330, 374, 409, 455, 489</p> <p>Record Knowledge in Learning Log, SB: H50</p> <p>Reading a Play, SB: 344–346, 350–351; TE: 344, 346, 350</p> <p>Reading Poetry, SB: 109, 165, 470–474; TE: 470, 472</p> <p>Reading Instructions, SB: 358–359; TE: 358, 359</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>Reading a Research Report, SB: 399–402; TE: 399–402</p> <p>Reading Narrative Stories, SB: 320–324; TE: 320–324</p> <p>Writing To Explain, SB: 357, 361, 362, 374, 388–393; TE: : 357, 361, 362, 374, 388–393</p> <p>Writing an Expressive Composition, SB: 35, 73, 97, 99, 153, 193, 195, 221, 344–349, 397, 441–445, 447– 449, 450, 451–454, 455–456, 466, 467, 468–469, 470–475; TE: 35, 73, 97, 99, 153, 193, 195, 221, 344–349, 397, 441–445, 447– 449, 450, 451–454, 455–456, 466, 467, 468–469, 470–475</p> <p>Writing To Inform, SB: 357, 361, 362, 409, 428–429, 430–431, 432–433; TE: 357, 361, 362, 409, 428–429, 430–431, 432–433</p> <p>Writing a Persuasive Essay, SB: 481–483, 484, 485–488, 489–500, 501, 502; TE: 481, 483, 484, 485, 487, 488, 489–500; WP: 171–177; RW: 114–120</p> <p>Writing a Personal Narrative, SB: 251, 295–297, 298, 299–303, 304–314, 315, 316; TE: 251, 295–297, 298, 299–303, 304–314, 315, 316; WP: 141–146; RW: 84–89</p> <p>Writing To Record Ideas and Reflections, SB: 26, 314, 341, 385, 426, 465, 500, H51; TE: 26, 314, 341, 385, 426, 465, 500, H51</p> <p>Writing To Solve a Problem, SB: 428–429; TE: 428–429</p> <p>Visual Communication, SB: 352–353, 396–397, 478–479, 507–509</p> <p>Interpreting Visual Images, SB: 352–353, 396–397, 478–479, 507–509</p> <p>Using Props and Visual Aids, SB: 314, 341, 351, 454, H5; TE: 314, 341, 351, 435, H5</p>
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