

**HOUGHTON MIFFLIN ENGLISH © 2004**  
**Houghton Mifflin Company**  
**Level Six**

**correlated to**

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

<b>Standards for the English Arts</b>	<b>HOUGHTON MIFFLIN ENGLISH © 2004</b>
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<p>1. <b>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.</b></p>	<p><b>Reading About the Media, SB:</b> 393–395, 424–427, 512–513, H53–H56  <b>Reading About Music, SB:</b> 402–403, 404–405  <b>Reading in Science, SB:</b> 27, 397–400, 441–443, 479–481, 482–485  <b>Reading in Social Studies, SB:</b> 10–11, 359–361, 473–477  <b>Reading a Research Report, SB:</b> 479–481, 482–485  <b>Forms and Applications, SB:</b> 510–511;  <b>TE:</b> 510, 511  <b>Evaluating Media Messages, SB:</b> 395, 424;  <b>TE:</b> 395, 424  <b>Reading Magazine Articles, SB:</b> 395, 473–476  <b>Reading Friendly Letters, SB:</b> 549  <b>Reading Business Letters, SB:</b> 420–421  <b>Reading a Folktale, SB:</b> 552–554, 582  <b>Reading Nonfiction, SB:</b> 359–362, 397–400, 441–443, 473–477, 482–485; <b>TE:</b> 359, 362, 397, 400, 441, 443, 473, 477, 482, 485  <b>Reading a Play, SB:</b> 576–579; <b>TE:</b> 576, 577, 578, 579  <b>Reading Poetry, SB:</b> 385–386, 390; <b>TE:</b> 385, 386, 390  <b>Reading Classic Literature, SB:</b> 552–555;  <b>TE:</b> 525–555  <b>African, SB:</b> 582  <b>Asian-American, SB:</b> 10–11; <b>TE:</b> 10–11  <b>Rural America, SB:</b> 352; <b>TE:</b> 353–353A  (continued)</p>
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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><b>Hispanic/Spanish-American, SB:</b> 445–446, 447–449, 525–527; <b>TE:</b> 526–527, 583  <b>Native American Oral Tradition, SB:</b> 393, 582;  <b>WP:</b> 18  <b>Regional Cultures, TE:</b> 582–583</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><b>Reading Various Genres: Description, SB:</b> 10–11; <b>Opinion Essay, SB:</b> 359–362; <b>Poetry, SB:</b> 385–386; <b>Persuasive Essay, SB:</b> 397–400; <b>Compare-Contrast Essay, SB:</b> 441–443; <b>Instructions, SB:</b> 463–464; <b>Article, SB:</b> 507; <b>Personal Narrative, SB:</b> 525–528; <b>TE:</b> 525–528; <b>Story, SB:</b> 552–555; <b>TE:</b> 552–555; <b>Play, SB:</b> 576–579; <b>TE:</b> 576–579; <b>Nonfiction, SB:</b> 359–362, 397–400, 441–443, 463–464, 473–477, 507</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><b>Comprehending Written Texts, SB:</b> 10–11, 359–361, 397–400, 441–443, 473–477, 525–528, 552–555; <b>TE:</b> 10, 11, 359, 361, 397, 400, 441, 443, 473, 477, 525, 528, 552, 555  <b>Evaluating Published Models, SB:</b> 10–11, 359–362, 397–400, 441–443, 473–477, 525–528, 552–555  <b>Nonfiction: Prior Knowledge, TE:</b> 10, 359, 397, 441, 473, 525  <b>Identifying Text Structures, SB:</b> 353, 357, 359–361, 383, 384, 390, 397–399, 420, 421, 433, 437, 438, 441–442, 463–464, 473–476, 504–505, 507, 508, 510, 511, 519, 525–527, 549, 552–554, 576–579; <b>TE:</b> 362, 400, 443, 477, 528, 555  <b>Sentences and Sentence Structure, SB:</b> 32–33, 34, 67, 73, 110, 219, 339; <b>TE:</b> 32, 33  <b>Context Clues, SB:</b> H13, H14, H15, H16; <b>TE:</b> 10, 359, 397, 441, 473, 525, 552  <b>Vocabulary, SB:</b> H13, H14, H15, H16; <b>TE:</b> 10, 359, 397, 441, 473, 525, 552  <b>Interpreting Visual Images, SB:</b> 6–7, 469–471</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><b>Choose and Adapt Speaking for Audience, SB:</b> 5, 512–513; <b>TE:</b> 5, 512–513</p> <p><b>Contributing Information, SB:</b> 391–392, 428–429, 582–583, H5–H6; <b>TE:</b> 391, 392, 428, 429, 582, 583</p> <p><b>Giving Opinions, SB:</b> 380, 384, 391–392; <b>TE:</b> 380, 384, 391, 392;</p> <p style="text-align: right;">(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><b>Orally Expressing an Opinion, SB:</b> 2, 4, 5, 359, 363–365, 366–368, 369–373, 391, 392, 407, 409, 410, 428–429, 512–513, 514, H5, H6, H7, H8, H9;</p> <p><b>TE:</b> 2, 4, 5, 359, 363–365, 366–368, 369–373, 391–392, 407, 409, 410, 428–429, 512–513, 514, H5, H6, H7, H8, H9</p> <p><b>Orally Persuading, SB:</b> 428–429</p> <p><b>Language in Public and Private Contexts, SB:</b> 1, 3, 4, 5, 22, 429, H5; <b>TE:</b> 1, 3, 4, 5, 22, 570, H5</p> <p><b>Purpose and Audience for Writing, SB:</b> 13, 369, 406, 450, 486; <b>TE:</b> 13, 369, 406, 450, 486</p> <p><b>Writing to Entertain, SB:</b> 12, 95, 562</p> <p><b>Writing to Influence, SB:</b> 12, 406, 420–421</p> <p><b>Writing to Narrate, SB:</b> 519, 536, 549</p> <p><b>Writing to Record Ideas and Reflections, SB:</b> 12, 380, 417, 433, 450, 460, 486, 502, 504, 546, 573, H57, H58</p> <p><b>Writing to Solve a Problem, SB:</b> 504–506</p> <p><b>Revising Drafts for Audience, SB:</b> 498; <b>WP:</b> 173; <b>RW:</b> 114</p> <p><b>Revising Drafts for Word Choice, SB:</b> 183, 212, 378, 415, 458, 498, 544, 571; <b>WP:</b> 71, 72, 85, 86, 155, 162, 168, 173, 180; <b>RW:</b> 42, 43, 50, 51, 96, 103, 109, 114, 121</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><b>Writing Process, SB:</b> 9–27, 363–380, 401–417, 444–460, 465–468, 478–503, 536–546, 556–573; <b>TE:</b> 12–27, 363–380, 401–417, 444–460, 465–468, 478–503, 529–546, 556–573;  <b>WP:</b> 149–155, 156–162, 164–168, 169–173, 175–180, 181–185; <b>RW:</b> 90–96, 97–103, 105–109, 110–114, 116–121, 122–126</p> <p><b>Writing Process: Description, SB:</b> 12–27;  <b>TE:</b> 12–27</p> <p><b>Writing Process: Opinion Essay, SB:</b> 369–380;  <b>TE:</b> 369–380</p> <p><b>Writing Process: Persuasive Essay, SB:</b>  406–417; <b>TE:</b> 406–417</p> <p><b>Writing Process: Compare-Contrast Essay, SB:</b> 450–460; <b>TE:</b> 450–460</p> <p><b>Writing Process: Instructions, SB:</b> 465–468; <b>TE:</b> 465–468</p> <p><b>Writing Process: Research Report, SB:</b> 486–502; <b>TE:</b> 486–502</p> <p><b>Writing Process: Personal Narrative, SB:</b> 536–546; <b>TE:</b> 536–546</p> <p><b>Writing Process: Story, SB:</b> 562–573;  <b>TE:</b> 562–573</p> <p style="text-align: right;">(continued)</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. (continued)</p>	<p><b>Prewriting, SB:</b> 12–17, 369–373, 406–410, 450–453, 465, 486–492, 536–538, 562, 565; <b>TE:</b> 12, 13, 14, 15, 16, 17, 369, 370, 371, 372, 373, 406, 407, 408, 409, 410, 450–453, 465, 486–492, 536, 537, 538; <b>WP:</b> 149–151, 156–158, 164, 169, 175, 181; <b>RW:</b> 90–92, 97–99, 105, 110, 116, 122</p> <p><b>Drafting, SB:</b> 18–19, 374–375, 411–412, 454–455, 466–467, 493–495, 539–541, 566–568; <b>TE:</b> 18, 19, 374, 375, 411, 412, 454, 455, 466–467, 493, 494, 495, 539, 540, 541, 566, 567, 568; <b>WP:</b> 152, 153, 159, 160, 165–166, 170–171, 176–178, 182–183; <b>RW:</b> 93, 94, 100, 101, 106–107, 111–112, 117–119, 123–124</p> <p><b>Revising, SB:</b> 20–23, 377–378, 414–415, 457–458, 468–469, 497–500, 543–544, 570–571; <b>TE:</b> 20, 21, 22, 23, 377, 378, 414, 415, 457, 458, 468–469, 497, 500, 543, 544, 570, 571; <b>WP:</b> 155, 162, 168, 173, 180, 185; <b>RW:</b> 96, 103, 109, 114, 121, 126</p> <p><b>Proofreading, SB:</b> 24–25, 379, 389, 416, 459, 469, 501, 545, 572; <b>TE:</b> 24, 25, 379, 389, 416, 459, 469, 501, 545, 572</p> <p><b>Publishing, SB:</b> 9, 26–27, 380, 389, 417, 460, 469, 502, 546, 573; <b>TE:</b> 9, 26–27, 380, 389, 417, 460, 469, 502, 546, 573</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><b>Usage Conventions, SB:</b> 62–65, 92–95, 135–141, 144–149, 153–158, 188–193, 203–211, 274–276, 279, 292, 295–299, 330–332; <b>WP:</b> 31–32, 50–55, 58–61, 64–67, 75–78, 87–92, 114–115, 118–127, 130–133, 145–146; <b>RW:</b> 19, 30–32, 35–36, 38–39, 45–46, 52–54, 68, 71–75, 78–79, 87</p> <p><b>Spelling Conventions, SB:</b> 92–95, 114, 132–141, 218, 379, 416, 501, H80, H81–H85; <b>WP:</b> 31–32, 48–55; <b>RW:</b> 19, 29–32</p> <p><b>Mechanics Conventions, SB:</b> 32–34, 52–54, 57–59, 62–65, 87–89, 96–98, 101–103, 150–152, 194–196, 234–243, 246–248, 251–259; <b>WP:</b> 27–28, 33–34, 37–38, 62–63, 79–80, 94–101, 104–105, 108–113; <b>RW:</b> 16, 20, 23, 37, 47, 56–59, 62, 65–67</p> <p><b>Viewing Media, SB:</b> 393–395, 424–427, 469–471; <b>TE:</b> 393–395, 424–427, 469–471</p> <p><b>Evaluating Media Messages, SB:</b> 395, 424; <b>TE:</b> 395, 424</p> <p><b>Comparing and Contrasting in Media, SB:</b> 393, 469–471, 514–515, 584–585</p> <p><b>Interpreting Media, SB:</b> 393–395, 424–427; <b>TE:</b> 393, 394, 395, 424, 427</p> <p><b>Identifying Points of View in Media, SB:</b> 393–394</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><b>Laws Governing Media, SB:</b> 515</p> <p><b>Evaluating News Media, SB:</b> 514–515,</p> <p><b>Persuasive Tactics in Media, SB:</b> 424–427</p> <p><b>Figurative Language, SB:</b> 544. H13; <b>TE:</b> 544, H13</p> <p><b>Creating a Multimedia Presentation, SB:</b> 512–513, H29–H31, H53–H56; <b>TE:</b> 499–500, H29, H53</p> <p><b>Discussing Literature, TE:</b> 10, 11, 359, 362, 397, 400, 441, 443, 473, 477, 525, 528, 552, 555</p>

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<p>7. <b>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.</b></p>	<p><b>Organizing a Report, SB:</b> 472–503, H66–H67; <b>WP:</b> 169–173; <b>RW:</b> 110–114</p> <p><b>Choosing a Research Topic, SB:</b> 486–487, 492, 494; <b>TE:</b> 486–487, 492, 494</p> <p><b>Planning and Researching a Report, SB:</b> 472–503, H66–H67; <b>WP:</b> 169–173; <b>RW:</b> 110–114</p> <p><b>Researching a Topic for Speaking, SB:</b> 490–491, 502, 512–513; <b>TE:</b> 512, 513</p> <p><b>Researching Community Resources, SB:</b> 488, 503; <b>TE:</b> 472, 488</p> <p><b>Using Multiple Sources, SB:</b> 485, 488–489, 490–491; <b>TE:</b> 472, 488, 489, 490, 491</p> <p><b>Locating Information, SB:</b> 488–489; <b>TE:</b> 488–489</p> <p><b>Interviews, SB:</b> 488–489, 504, 509, H11–H12; <b>TE:</b> 472, 488, 489, H21, H12; <b>WP:</b> 169; <b>RW:</b> 110</p> <p><b>Evaluating Information, SB:</b> 364, 424–427, 488–489, 490–491; <b>TE:</b> 490, 491</p> <p><b>Writing a Research Report, SB:</b> 479–481, 482–485, 487–492, 493–495, 496–500, 501–503, H22–H37; <b>WP:</b> 169–173; <b>RW:</b> 110–114</p> <p><b>Media Aids for Oral Report, SB:</b> 512–513; <b>Using Illustrations in an Oral Report, SB:</b> 512, 513</p> <p><b>Giving an Oral Report, SB:</b> 512–513; <b>TE:</b> 512–513</p> <p><b>Oral Presentation, SB:</b> 499–500, 512–513, H29–H31, H53–H56; <b>TE:</b> 499–500, 512, 513, H29, H53</p>
<p>8. <b>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.</b></p>	<p><b>Using the Internet, SB:</b> 17, 27, 69, 106–107, 110, 161, 214, 219, 261, 336, 339, 370, 376, 379, 382, 383, 405, 408, 413, 418–419, 432, 449, 456, 459, 485, 487, 488, 489, 501, 513, 525, 535, 537, 538, 542, 545, 547, 548, 569, 572, 575, H51–H52</p> <p><b>Using the Library, SB:</b> H25–H27</p> <p><b>Print and Electronic Card Catalogs, SB:</b> H26–H27; <b>TE:</b> H26, H27</p> <p style="text-align: right;">(continued)</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. (continued)</p>	<p><b>Encyclopedia, SB:</b> 488–489, H28; <b>TE:</b> 472, 488, 489  <b>Almanac, SB:</b> H28; <b>TE:</b> H28  <b>Atlas, SB:</b> H28; <b>TE:</b> H28  <b>Creating a Multimedia Presentation, SB:</b> 512–513, H29–H31, H53–H56; <b>TE:</b> 499–500, H29, H53  <b>Media Aids for Oral Report, SB:</b> 512–513;  <b>Using Illustrations in an Oral Report, SB:</b> 512, 513  <b>Giving an Oral Report, SB:</b> 512–513;  <b>TE:</b> 512–513  <b>Oral Presentation, SB:</b> 499–500, 512–513, H29–H31, H53–H56; <b>TE:</b> 499–500, 512, 513, H29, H53</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><b>Language in Public and Private Contexts, SB:</b> 1, 3, 4, 5, 22, 429, H5; <b>TE:</b> 1, 3, 4, 5, 22, 570, H5  <b>Slang, TE:</b> 429  <b>Regional and Cultural Vocabulary, SB:</b> H21; <b>TE:</b> 582–583, H21  <b>Formal and Informal Language, SB:</b> 30, 412, 421, 429, 566; <b>TE:</b> 30, 412, 429, 566; <b>WP:</b> 160; <b>RW:</b> 101  <b>Cultural Connections, TE:</b> 503, 526–527, 582–583  <b>African, SB:</b> 582–583  <b>Asian-American, SB:</b> 10–11; <b>TE:</b> 10–11  <b>Hispanic/Spanish-American, SB:</b> 402–403, 404–405, 445–446, 447–449, 525–528; <b>Cuban, SB:</b> 524–527  <b>Native American Oral Tradition, SB:</b> 582, 393; <b>WP:</b> 18  <b>Rural America, SB:</b> 352; <b>TE:</b> 353–353A</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><b>Responding to Literature, SB:</b> 11, 362, 400, 443, 477, 528, 555; <b>TE:</b> 11, 362, 400, 443, 477, 528, 555</p> <p><b>Discussing Literature, TE:</b> 10, 11, 359, 362, 397, 400, 441, 443, 473, 477, 525, 528, 552, 555</p> <p><b>Personal Response Writing, SB:</b> 362, 400, 443, 477, 528, 555; <b>TE:</b> 362, 400, 443, 477, 528, 555</p> <p><b>Reflecting, SB:</b> 26, 380, 417, 460, 502, 546, 573</p> <p><b>Creative Writing, SB:</b> 95, 103, 141, 213, 528</p> <p><b>Critical Thinking, SB:</b> 362, 400, 443, 477, 555; <b>TE:</b> 362, 400, 443, 477, 555</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><b>Contributing Information, SB:</b> 391–392, 428–429, 582–583, H5–H6; <b>TE:</b> 391, 392, 428, 429, 582, 583</p> <p><b>Having a Discussion, SB:</b> 3–4, 391–392, <b>TE:</b> 3–4, 391–392</p> <p><b>Discussing Writing Topics and Ideas, SB:</b> 13, 369, 406, 409, 450, 486, 536, 562</p> <p><b>Conferencing about Writing, SB:</b> 23, 377, 414, 457, 467–468, 497, 543, 570; <b>TE:</b> 23, 377, 414, 457, 467–468, 497, 543, 570</p> <p><b>Giving Opinions, SB:</b> 380, 384, 391–392; <b>TE:</b> 380, 384, 391, 392; <b>Orally Expressing an Opinion, SB:</b> 2, 4, 5, 359, 363–365, 366–368, 369–373, 391, 392, 407, 409, 410, 428–429, 512–513, 514, H5, H6, H7, H8, H9; <b>TE:</b> 2, 4, 5, 359, 363–365, 366–368, 369–373, 391–392, 407, 409, 410, 428–429, 512–513, 514, H5, H6, H7, H8, H9</p> <p><b>Orally Persuading, SB:</b> 428–429</p> <p><b>Dramatic Interpretations, SB:</b> 576–579, 581, 582–583; <b>TE:</b> 576–579, 581, 582–583</p> <p><b>Reading Short Stories, SB:</b> 10–11, 557–558, 554–561; <b>TE:</b> 10, 11, 557, 558, 559, 561</p> <p><b>Reading a Play, SB:</b> 576–579; <b>TE:</b> 576, 577, 578, 579</p> <p><b>Reading Poetry, SB:</b> 385–386, 390; <b>TE:</b> 385, 386, 390</p> <p><b>Reading a Research Report, SB:</b> 479–481, 482–485</p> <p><b>Uses for Reading Nonfiction, SB:</b> 472–503, H66–H67; <b>WP:</b> 169–173; <b>RW:</b> 110–114</p> <p><b>Purpose and Audience for Writing, SB:</b> 13, 369, 406, 450, 486; <b>TE:</b> 13, 369, 406, 450, 486</p> <p><b>Writing to Entertain, SB:</b> 12, 95, 562</p> <p><b>Writing to Influence, SB:</b> 12, 406, 420–421</p> <p><b>Writing to Narrate, SB:</b> 519, 536, 549</p> <p><b>Writing to Solve a Problem, SB:</b> 504–506</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><b>Writing to Record Ideas and Reflections, SB:</b> 12, 380, 417, 433, 450, 460, 486, 502, 504, 546, 573, H57, H58</p> <p><b>Viewing Stories on Film, SB:</b> 584–585</p> <p><b>Interpreting Visual Images SB:</b> 6–7, 393–395, 424, 469–471</p> <p><b>Creating Visual Images, SB:</b> 389, 417, 460, 499–500, 513, 546, 573</p>

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