

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

**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 Science, SB:</b> 433–435, 479–481, 514–517</p> <p><b>Reading about Social Studies, SB:</b> 10–11, 393–396, 398–403, 510–512, 557–560</p> <p><b>Read to Gather Information, SB:</b> 433–435, 479–481, 510–512</p> <p><b>Forms and Applications, SB:</b> 542–543</p> <p><b>Evaluating Messages in the Media, SB:</b> 429–431, 460–463, 546–547</p> <p><b>How-to Directions, SB:</b> 538</p> <p><b>Reading Business Letters, SB:</b> 456–457, 487–488</p> <p><b>Reading Fiction, SB:</b> 418, 419, 584–586, 607–609, H36; <b>TE:</b> 551A, 551B, 584</p> <p><b>Nonfiction, SB:</b> 393–396, 398–400, 401–403, 433–435, 437–438, 439–440, 479–481, 483–484, 510–512, 514–515, 516–518; <b>TE:</b> 387A, 510, 557</p> <p><b>Play, SB:</b> 347, 607–611; <b>TE:</b> 325, 607, 608, 609</p> <p><b>Reading Lyric Poetry, SB:</b> 420, 421, 424</p> <p><b>Reading Haiku, SB:</b> 424–425</p> <p><b>Reading Classic Literature, SB:</b> 420–421, 584–586</p> <p><b>Regional Cultures, TE:</b> 612–613</p> <p><b>African-American Culture, SB:</b> 557–560</p> <p><b>Asian Culture, SB:</b> 10–11</p> <p><b>British Culture, SB:</b> 584–586</p> <p><b>Hispanic Culture, TE:</b> 551A–551B</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><b>Reading Various Genres: Description, SB:</b> 10–11; <b>Opinion Essay, SB:</b> 393–396; <b>Poetry, SB:</b> 420–421, 424; <b>Persuasive Essay, SB:</b> 433–435; <b>Compare-Contrast Essay, SB:</b> 479–481; <b>Instructions, SB:</b> 500–501, 510–512; <b>News Article, SB:</b> 538; <b>Personal Narrative, SB:</b> 557–560; <b>TE:</b> 557–560; <b>Story, SB:</b> 584–586; <b>TE:</b> 584–586; <b>Play, SB:</b> 607–609; <b>Nonfiction, SB:</b> 393–396, 433–435, 479–481, 500–501, 510–512; <b>TE:</b> 387A, 510,557</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, 393–396, 433–435, 479–481, 510–512, 557–560, 584–586; <b>TE:</b> 10–11, 393–396, 433–435, 479–481, 510–512, 557–560, 584–586</p> <p><b>Perform Task: Interpreting, SB:</b> 501; <b>TE:</b> 501</p> <p><b>Evaluating Published Models, SB:</b> 10–11, 393–395, 433–435, 477–479, 557–560, 584–586</p> <p><b>Prior Knowledge for Reading, TE:</b> 10, 393, 433, 479, 510, 557, 584</p> <p><b>Reading a Play, SB:</b> 607–609; <b>TE:</b> 607–609</p> <p><b>Identifying Text Structures, SB:</b> 387, 391, 393–395, 418, 419, 433–434, 456, 457, 469, 475, 476, 479–480, 500, 501, 510–511, 538, 539, 540, 541, 542, 543, 551, 557–559, 581, 584–586, 607–609; <b>TE:</b> 396, 435, 481, 512, 559,586</p> <p><b>Sentences and Sentence Structure, SB:</b> 40–42, 58, 60, 65, 211, 377; <b>WP:</b> 7–8; <b>RW:</b> 5</p> <p><b>Context Clues, SB:</b> 86, 348, H13, H14, H15, H16, H18, H19; <b>TE:</b> 10, 393, 433, 479, 510, 557, 584</p> <p><b>Introducing Vocabulary, TE:</b> 10, 393, 433, 479, 510, 557, 584</p> <p><b>Evaluating Meaning by Interpreting Visual Images, SB:</b> 506–508, 546–547, 614–615</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>Purpose and Audience, SB:</b> 12, 13, 404, 446–447, 448, 451, 568, 571; <b>TE:</b> 12, 13, 404, 446–447, 448, 451, 568, 571</p> <p><b>Speaking Purpose, SB:</b> 2, H4, H7</p> <p><b>Speaking to Entertain, SB:</b> 1–2, 612–613; <b>TE:</b> 1–2, 612–613;</p> <p><b>Formal vs. Informal language, SB:</b> 30; <b>TE:</b> 30</p> <p><b>Giving Speaking Instructions, SB:</b> H4</p> <p><b>Speaking to Inform, SB:</b> 1–2, 544–545, H4; <b>TE:</b> 1–2, 544–545, H4</p> <p><b>Speaking to Persuade, SB:</b> 1–2, 427, 464–465</p> <p><b>Revising Drafts for Audience, SB:</b> 411–412, 449–450, 493–494, 530–531, 574–575, 600–601</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.</p>	<p><b>Choice of Language in Varying Situations, SB:</b> 1, 30, 419, 593; <b>TE:</b> 1, 30, 419, 593</p> <p><b>Revising Drafts for Word Choice, SB:</b> 156, 201–202, 204, 348, 413, 451, 457, 493, 575, 576, 592, 602; <b>WP:</b> 68, 83–84, 190; <b>RW:</b> 42, 52, 129</p> <p><b>Revising Drafts by Rearranging, SB:</b> 185, 504, 575; <b>WP:</b> 71–72; <b>RW:</b> 44–45</p> <p><b>Purpose for a Presentation, SB:</b> 2, 415, 497, 536, 544–545, 578, H4, H7, H53–H56</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, 397–415, 436–453, 482–497, 513–536, 561–578, 587–604;  <b>TE:</b> 9–27, 397–415, 436–453, 482–497, 513–536, 561–578, 587–604; <b>WP:</b> 157–163, 164–171, 173–177, 178–183, 185–190, 191–195; <b>RW:</b> 96–102, 103–110, 112–116, 117–122, 124–129, 130–134</p> <p><b>Personal Narrative and the Writing Process, SB:</b> 557–580, 561; <b>TE:</b> 557–580, 561;  <b>WP:</b> 185–190; <b>RW:</b> 124–128</p> <p><b>Stories and the Writing Process, SB:</b> 568–580;  <b>TE:</b> 568–580; <b>WP:</b> 185–190; <b>RW:</b> 124–129</p> <p><b>Description and the Writing Process, SB:</b> 10–27; <b>TE:</b> 10–27</p> <p><b>Writing a Research Report, SB:</b> 509–537, H22–H37, H66–H67; <b>TE:</b> 509–510, 512–514, 516–517, 518–537, H32; <b>WP:</b> 178–183;  <b>RW:</b> 117–122</p> <p><b>Writing a Compare-Contrast Essay, SB:</b> 478–499; <b>TE:</b> 478–499; <b>WP:</b> 173–177;  <b>RW:</b> 112–116</p> <p><b>Writing Instructions, SB:</b> 500–505;  <b>TE:</b> 500–505</p> <p><b>Writing an Opinion Essay, SB:</b> 404–415;  <b>WP:</b> 157–163; <b>RW:</b> 96–102</p> <p><b>Writing a Persuasive Essay, SB:</b> 441–453;  <b>TE:</b> 441–453; <b>WP:</b> 164–171; <b>RW:</b> 103–110</p> <p><b>Prewriting, SB:</b> 9, 12–15, 404–408, 441–445, 485–488, 489–490, 568–570, 593–596, H47;  <b>TE:</b> 9, 12–15, 404–408, 441–445, 485–488, 489–490, 568–570, 593–596, H47; <b>WP:</b> 157–159, 164–167, 173, 185, 191;  <b>RW:</b> 96–98, 103–106, 112, 124, 130</p> <p><b>Drafting, SB:</b> 18–19, 409, 410, 489–490, 571–573, 598–599, H47; <b>TE:</b> 18–19, 409, 410, 489–490, 571–573, 598–599, H47; <b>WP:</b> 160, 161, 174, 175, 186–190, 192, 193; <b>RW:</b> 99, 100, 113, 114, 125–129, 131, 132</p> <p><b>Revising, SB:</b> 9, 20–23, 401–403, 411–413, 449–451, 483–484, 493–495, 504, 575–576, 590–592, 600–602, H48; <b>TE:</b> 9, 20–23, 401–403,</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>Revising, TE:</b> (continued) 411–413, 449–451, 483–484, 493–495, 504, 575–576, 590–592, 600–602; <b>WP:</b> 162–163, 170–171, 176–177, 189–190, 194–195; <b>RW:</b> 101–102, 109–110, 115–116, 128–129, 133–134</p> <p><b>Proofreading, SB:</b> 9, 24–25, 414, 423, 452, 494, 505, 577, 603, H48; <b>TE:</b> 9, 24, 25, 414, 423, 452, 494, 505, 577, 603</p> <p><b>Publishing, SB:</b> 9, 26–27, 415, 453, 495, 505, 568, 578, 593, 604, H49–H50; <b>TE:</b> 9, 26–27, 415, 453, 495, 505, 568, 578, 593, 604, H49–H50</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> 48–61, 67, 68, 93, 95, 110–126, 128–163, 166–178, 186–189, 193–220, 280–282, 283, 284, 288–332, 340–344, 346–348, 350–360; <b>WP:</b> 13–18, 38–68, 73–74, 77–85, 114–117, 120–134, 137–138, 143–149; <b>RW:</b> 9–12, 25–42, 46, 48–53, 70–72, 74–81, 83, 86–89, 90</p> <p><b>Spelling Conventions, SB:</b> 76–78, 89, 94, 97, 107, 212, 377, 423, 452, 577, 603, H80–H85; <b>WP:</b> 23–24, 36–37; <b>RW:</b> 15, 24</p> <p><b>Mechanics Conventions, SB:</b> 32–34, 35, 36, 51–56, 57, 58–59, 60–61, 68, 81–83, 87, 89, 90, 93, 95, 96, 98, 100–103, 104–106, 107–109, 164, 165, 222–223, 224–227, 228–229, 230–232, 234, 235–237, 238–240, 241–243, 244–249, 250–251, 252–254, 255–257, 259–260, 261, 262, 263, 264, 265–266, 267, 268, 269, 270, 271, 272, 273–278; <b>WP:</b> 1–2, 3–4, 15–16, 17–18, 27–28, 32–33, 34–35, 36–37, 86–87, 88–89, 90–91, 92–93, 94–95, 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 110–111, 112–113; <b>RW:</b> 1, 2, 3, 10, 11–12, 18, 22, 23, 24, 54, 55, 56, 57, 58–59, 60, 61, 62, 63, 64, 65–66, 67, 68, 69</p> <p><b>Messages in the Media, SB:</b> 431, 460–463, 546–547; <b>TE:</b> 431, 460, 546–547</p> <p><b>Viewing Media, SB:</b> 429–431, 460–463, 546–547; <b>TE:</b> 429–431, 460, 546–547</p> <p><b>Structural Features of Advertising, SB:</b> 460–463; <b>TE:</b> 460, 461, 462, 463</p> <p><b>Comparing in the Media, SB:</b> 506–508, 614–615</p> <p><b>Evaluating Messages in the Media, SB:</b> 429–431, 460–463, 546–547; <b>TE:</b> 429–431, 460, 546–547</p> <p><b>Interpreting Meaning in the Media, SB:</b> 429–431, 506–507</p> <p><b>Law Governing the Media, SB:</b> 547</p> <p><b>News in the Media, SB:</b> 546–547</p> <p><b>Points of View in Media, SB:</b> 429–431, H6</p> <p><b>Slander in Media, SB:</b> 547</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><b>Use of Persuasive Tactics in the Media, SB:</b> 460–463; <b>TE:</b> 460, 461, 462, 463</p> <p><b>Figurative Language, SB:</b> 157, 420–422, 423, 424, 425, H13; <b>TE:</b> 420–422, 423, 424, H13</p> <p><b>Creating a Multimedia Presentation, SB:</b> 533–535, H29–H31, H53–H56; <b>TE:</b> 533–534, H29, H53</p> <p><b>Discussing Literature, TE:</b> 10, 11, 393, 396, 433, 435, 479, 481, 510, 512, 557, 560, 584, 586</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><b>Generate Questions, SB:</b> 32–33; <b>TE:</b> 32, 33</p> <p><b>Organizing a Report, SB:</b> 519–536; <b>WP:</b> 178–183; <b>RW:</b> 117–122</p> <p><b>Choosing a Research Topic, SB:</b> 519, 520, 523; <b>TE:</b> 519, 520, 523</p> <p><b>Using Technology for a Research Project, SB:</b> 520, 521, 522, H51, H52; <b>TE:</b> 521, 522</p> <p><b>Multiple Sources, SB:</b> 521–522, 523, 524, 546–547; <b>TE:</b> 521, 522, 523, 524, 546, 547</p> <p><b>Finding Information, SB:</b> 521, 522, H25, H51; <b>TE:</b> 521, 522, H25, H51</p> <p><b>Interviews, SB:</b> 298, 521, H12; <b>TE:</b> 298, H12</p> <p><b>Read to Gather Information, SB:</b> 433–435, 479–481, 510–512; <b>TE:</b> 433, 434, 435, 479, 480, 481, 510, 511, 512</p> <p><b>Evaluating Information, SB:</b> 458, 459, 460–463, 521–522, 523, 524, 546–547; <b>TE:</b> 458, 459, 460–463, 521–522, 546–547; <b>WP:</b> 178; <b>RW:</b> 117</p> <p><b>Writing a Research Report, SB:</b> 509–537, H22–H37, H66–H67; <b>TE:</b> 509–510, 512–514, 516–517, 518–537, H32; <b>WP:</b> 178–183; <b>RW:</b> 117–122</p> <p><b>Present Research Finding, SB:</b> 533–534, 536, 544–545; <b>TE:</b> 533–534, 536, 544–545</p> <p><b>Graphs and Charts in a Research Project, SB:</b> 533–534; <b>TE:</b> 533–534</p> <p><b>Giving an Oral Presentation, SB:</b> 415, 497, 536, 544–545, 578, H53–H56; <b>TE:</b> 415, 497, 536, 544–545, 578, H53–H56</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><b>Using the Internet, SB:</b> 10, 17, 59, 88, 93, 158, 206, 211, 262, 263, 351, 371, 376, 403, 405, 406, 411, 414, 418, 419, 420, 421, 422, 423, 424, 425, 440, 447, 449, 452, 454–455, 484, 486, 491, 494, 496, 497, 500, 501, 502, 503, 504, 505, 581, 582, 583, 590, 592, 593, 600, 603, 605, 606, 607, 608, 609, 610, 611, H51–H52</p> <p style="text-align: right;">(continued)</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><b>Using Technology, SB:</b> 13, 26, 244, 410, 490, 492, 544, 545, 575, 577, 603, 611, H28, H53–H56</p> <p><b>Using Technology for a Research Project, SB:</b> 520, 521, 522, H51, H52; <b>TE:</b> 521, 522</p> <p><b>Using the Library, SB:</b> H25–H28</p> <p><b>Electronic and Card Catalog, SB:</b> H26–H27; <b>TE:</b> H26, H27</p> <p><b>Using Encyclopedias, SB:</b> 508, 521, 522, H28, H32; <b>TE:</b> 275, 508, 512, 522, H28, H32</p> <p><b>Using Almanacs, SB:</b> H28; <b>TE:</b> 272, 275, H28</p> <p><b>Using an Atlas, SB:</b> H28; <b>TE:</b> H28</p> <p><b>Creating a Multimedia Presentation, SB:</b> 533–535, H29–H31, H53–H56; <b>TE:</b> 533–534, H29, H53</p> <p><b>Present Research Finding, SB:</b> 533–534, 536, 544–545; <b>TE:</b> 533–534, 536, 544–545</p> <p><b>Giving an Oral Presentation, SB:</b> 415, 497, 536, 544–545, 578, H53–H56; <b>TE:</b> 415, 497, 536, 544–545, 578, H53–H56</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> 30, 428, 613, H7, H12; <b>TE:</b> 1, 30, 428, 613, H7, H12</p> <p><b>Informal Language, SB:</b> 1, 30, 348, 419; <b>TE:</b> 1, 30, 348, 419; <b>WP:</b> 149; <b>RW:</b> 90</p> <p><b>Formal Language, SB:</b> 30, 457, 465; <b>TE:</b> 30, 457, 465</p> <p><b>Regional and Cultural Vocabulary, SB:</b> 612–613, H21; <b>TE:</b> 612–613, H21</p> <p><b>Cultural Connections, TE:</b> 498, 558, 612–613</p> <p><b>African-American Culture, SB:</b> 557–560; <b>TE:</b> 557–570</p> <p><b>Asian Culture, SB:</b> 10–11; <b>TE:</b> 10–11</p> <p><b>British Culture, SB:</b> 584–586; <b>TE:</b> 10–11, 393–396, 510–512, 557–560, 584–586</p> <p><b>Hispanic Culture, TE:</b> 551A–551B</p>

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<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>
<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, 396, 435, 481, 512, 560, 586; <b>TE:</b> 11, 396, 435, 481, 512, 560, 586</p> <p><b>Personal Response to Literature, SB:</b> 11, 396, 435, 481, 512, 560, 586; <b>TE:</b> 11, 396, 435, 481, 512, 560, 586</p> <p><b>Reflecting, SB:</b> 26, 415, 453, 495, 574, 578, 604</p> <p><b>Creative Writing, SB:</b> 12, 14, 112, 246, 287</p> <p><b>Critical Thinking, SB:</b> 6, 11, 396, 438, 458, 463, 512, 560, 586; <b>TE:</b> 6, 11, 396, 438, 458, 463, 512, 560, 586</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>Purpose for Speaking, SB:</b> 2, H4  <b>Having a Discussion, SB:</b> 3–4, 426–427; <b>TE:</b> 3–4, 426–427  <b>Discussing Writing Topics and Ideas, SB:</b> 13, 404, 441, 487, 568, 593  <b>Conferencing about Writing, SB:</b> 23, 412, 450, 504, 531, 575, 601; <b>TE:</b> 23, 412, 450, 504, 531, 575, 601  <b>Speaking to Entertain, SB:</b> 1–2, 612–613; <b>TE:</b> 1–2, 612–613;  <b>Speaking to Inform, SB:</b> 1–2, 544–545, H4; <b>TE:</b> 1–2, H4  <b>Speaking to Persuade, SB:</b> 1–2, 427, 464–465  <b>Read to Learn, SB:</b> 10–11, 393–395, 433–435, 479–481, 557–559; <b>TE:</b> 10, 11, 393, 394, 395, 433, 434, 435, 479, 480, 481, 557, 558, 559  <b>Read for Enjoyment, SB:</b> 420–421, 584–586; <b>TE:</b> 420, 421, 584, 585, 586  <b>Read to Gather Information, SB:</b> 433–435, 479–481, 510–512; <b>TE:</b> 433, 434, 435, 479, 480, 481, 510, 511, 512  <b>Writing to Entertain, SB:</b> 493, 607–611  <b>Writing to Influence, SB:</b> 441, 456–457  <b>Writing to Record Ideas and Reflections, SB:</b> 415, 453, 497, 536, 578, 604, H57, H58  <b>Writing to Explain, SB:</b> 469–477, 487, 500–505  <b>Writing to Express, SB:</b> 404, 418–419, 420–425  <b>Writing to Inform, SB:</b> 469–477, 487, 500, 519, 538  <b>Writing a Narrative Paragraph, SB:</b> 551–555  <b>Writing a Personal Narrative, SB:</b> 568–578; <b>WP:</b> 185–190; <b>RW:</b> 124–129  <b>Writing a Persuasive Essay, SB:</b> 441–453; <b>WP:</b> 164–171; <b>RW:</b> 103–110;  <b>Writing to Solve a Problem, SB:</b> 540–541; <b>TE:</b> 540–541</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><b>Evaluating Visual Images, SB:</b> 6–7, 429–431, 506–508, 614–615; <b>TE:</b> : 6, 7, 429–431, 506–508, 614–615  <b>Producing Visual Images, SB:</b> 453, 497, 533–534, 478, 604</p>

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