

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

**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> 525, 530, 535–539, 570–572</p> <p><b>Reading about Social Studies, SB:</b> 443, 444, 446, 449–451, 472, 526, 528, 574–575, 576–578</p> <p><b>Reading about Music, SB:</b> 10–13, 445</p> <p><b>Read to Gather Information, SB:</b> 487–489, 535–538, 570–572; <b>TE:</b> 487, 489, 535, 538, 570, 572</p> <p><b>Forms and Applications, SB:</b> 603, 604; <b>TE:</b> 603, 604</p> <p><b>Messages of the Media, SB:</b> 484–485, 517, 518, H51–H52</p> <p><b>Reading How-To Directions, SB:</b> 560–561; <b>TE:</b> 560, 561</p> <p><b>Reading Business Letters, SB:</b> 512–513; <b>TE:</b> 512, 513</p> <p><b>Reading Fiction, SB:</b> 647–651, 674–676; <b>TE:</b> 647, 681</p> <p><b>Reading Nonfiction, SB:</b> 449–451, 487–489, 535–537, 570–571, 576–577; <b>TE:</b> 570, 619</p> <p><b>Reading a Play, SB:</b> 674–676</p> <p><b>Reading Poetry, SB:</b> 474–475</p> <p><b>Reading Classic Literature, SB:</b> 619–622, 647–650; <b>TE:</b> 647, 681</p> <p><b>African-American Culture, SB:</b> 449–450; <b>TE:</b> 449–451, 524–525A</p> <p><b>Hispanic/Latino Culture, SB:</b> 10–13; <b>TE:</b> 10–13</p> <p><b>Armenian Culture, SB:</b> 619–623; <b>TE:</b> 619–623</p> <p><b>Regional Cultures, TE:</b> 680–681</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> 10–12; <b>Opinion Essay, SB:</b> 449–451; <b>Persuasive Essay, SB:</b> 487–489; <b>Compare-Contrast Essay, SB:</b> 535–538; <b>Poetry, SB:</b> 474–475; <b>Instructions, SB:</b> 560–561; <b>News Article, SB:</b> 599; <b>Personal Narrative, SB: 10-12,</b> 619–623; <b>TE:</b> 619–623; <b>Story, SB:</b> 647–651; <b>TE:</b> 647–651; <b>Play, SB:</b> 674–676; <b>Biography, SB:</b> 535–537; <b>Nonfiction, SB:</b> 10–12, 449–451, 487–489, 535–538, 560–561, 570–572, 549</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> 9–11, 449–452, 487–489, 535–538, 570–572, 619–623, 647–651; <b>TE:</b> 9–11, 449–452, 487–489, 535–538, 570–572, 619–623, 647–651</p> <p><b>Perform Task: Interpreting, SB:</b> 561; <b>TE:</b> 561</p> <p><b>Evaluating Published Models, SB:</b> 10–13, 449–451, 487–489, 535–538, 570–572, 619–623, 649–651</p> <p><b>Prior Knowledge, TE:</b> 10, 449, 487, 535, 570, 619, 647</p> <p><b>Reading a Play, SB:</b> 674–676; <b>TE:</b> 674, 676</p> <p><b>Identifying Text Structures, SB:</b> 443, 449–450, 472, 473, 487–488, 512, 513, 525, 531, 532, 535–537, 560–561, 570–571, 599, 600, 601, 602, 603, 604, 613, 619–622, 644, 647–651, 674–676</p> <p><b>Sentences and Sentence Structure, SB:</b> 34–36, 67, 72, 78, 105, 239; <b>TE:</b> 34–36, 67, 78, 72, 105, 239; <b>WP:</b> 1, 2, 92, 93; <b>RW:</b> 1, 56</p> <p><b>Context Clues, SB:</b> 99, 166, 216, 330, 379, H15, H16; <b>TE:</b> 10, 449, 487, 535, 570, 619, 647, H13</p> <p><b>Introducing Vocabulary, TE:</b> 10, 449, 487, 535, 570, 619, 647</p> <p><b>Evaluating Meaning by Interpreting Visual Images, SB:</b> 100, 407, 451, 496–497, 547</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> 482, 557, H7; <b>TE:</b> H7</p> <p><b>Choose and Adapt Speaking for Purpose, SB:</b> H7</p> <p><b>Adapting Writing to Audience and Situation, SB:</b> 14, 458, 496, 498, 545, 555, 565, 579, 630, 660, H60; <b>TE:</b> 458, 496, 498, 545, 555, 565, 579, 630, 660</p> <p><b>Adapting Language for Audience and Content, SB:</b> 1, 32, 504, 513, 521, H7; <b>TE:</b> 1, 32, 504, 513, 521, H7</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>Revising Drafts for Word Choice, SB:</b> 22, 23, 56, 99, 166, 216, 330, 467, 507, 555, 639, 669; <b>WP:</b> 15–16, 35, 72, 89, 136, 181, 189, 195, 208, 213; <b>RW:</b> 9, 22, 43, 54, 81, 111, 119, 125, 138, 143</p> <p><b>Revising Drafts by Rearranging, SB:</b> 50, 61–62; <b>WP:</b> 11–12, 19–20; <b>RW:</b> 6–7, 11–12</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>The Writing Process, SB:</b> 14–29, 458–469, 496–509, 545–557, 562–565, 579–597, 630–641, 660–671; <b>TE:</b> 14–29, 458–469, 496–509, 545–557, 562–565, 579–597, 630–641, 660–671</p> <p><b>The Writing Process and the Personal Narrative, SB:</b> 624–629, 630–643; <b>WP:</b> 203–208; <b>RW:</b> 133–138</p> <p><b>Stories and the Writing Process, SB:</b> 630–643, 652, 653–659; <b>TE:</b> : 630–643, 652, 653–659; <b>WP:</b> 203–208; <b>RW:</b> 133–138</p> <p><b>Description and the Writing Process, SB:</b> 14–29; <b>TE:</b> 14–29</p> <p><b>Writing a Research Report, SB:</b> 579–597, 598; <b>TE:</b> 579–597; <b>WP:</b> 196, 197, 198, 199, 200, 201; <b>RW:</b> 126, 127, 128, 129, 130, 131</p> <p><b>Writing a Compare-Contrast Essay, SB:</b> 535–559; <b>TE:</b> 535–559; <b>WP:</b> 191–195; <b>RW:</b> 121–125</p> <p><b>Writing Instructions, SB:</b> 562–545; <b>TE:</b> 562–565</p> <p><b>Writing an Opinion Essay, SB:</b> 449–471; <b>TE:</b> 449–471; <b>WP:</b> 175–181; <b>RW:</b> 105–111</p> <p><b>Prewriting, SB:</b> 15–19, 458–462, 496–501, 545–549, 579–585, 630–633, 660–663; <b>TE:</b> 15–19, 458–462, 496–501, 545–549, 579–585, 630–633, 660–663; <b>WP:</b> 175, 176, 177, 182, 183, 184, 185, 191, 196, 203, 209; <b>RW:</b> 105, 106, 107, 112, 113, 114, 115, 121, 126, 127, 133, 139</p> <p><b>Drafting, SB:</b> 20–21, 463–464, 502–504, 550–552, 587–589, 634–636, 664–666; <b>TE:</b> 20–21, 463–464, 502–504, 550–552, 587–589, 634–636, 664–666; <b>WP:</b> 178–179, 186–187, 192–193, 198–199, 204–206, 210–211; <b>RW:</b> 108–109, 116–117, 122–123, 128–129, 134–136, 140–141</p> <p><b>Revising, SB:</b> 22–23, 466–467, 501–507, 554–555, 638–639, 668–669; <b>TE:</b> 22–23, 466–467, 501–507, 554–555, 638–639, 668–669; <b>WP:</b> 181, 185, 186, 187, 188, 189, 195, 208, 213; <b>RW:</b> 111, 115, 116, 117, 118, 119, 125, 138, 143</p> <p><b>Proofreading, SB:</b> 26–27, 468, 508, 556, 596, 640, 670; <b>TE:</b> 26, 27, 468, 508, 556, 596,</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>Proofreading, TE:</b> (continued) 640, 670  <b>Publishing, SB:</b> 14, 28–29, 469, 478, 509, 557, 565, 641, 660, 671; <b>TE:</b> 14, 28–29, 469, 478, 509, 557, 565, 641, 660, 671</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> 54–56, 63–66, 69, 78, 80, 122–131, 152–165, 168–170, 176–178, 184, 188, 196–234, 298–344, 355–357, 361–363, 367–370, 381–382, 388, 390, 392, 402, 409, 412–415, H64–H79; <b>WP:</b> 15–16, 21–22, 42–47, 62–71, 77–89, 118–136, 143–144, 147–148, 151–152, 164–165, 170–171;  <b>RW:</b> 9, 13, 26–28, 38–42, 47–54, 71–81, 86, 88, 90, 98, 101</p> <p><b>Spelling Conventions, SB:</b> 90–93, 96, 101, 109, 125–131, 168, 177, 178, 330, 468, 508, H80–H85; <b>WP:</b> 29–30, 44–45, 46–47; <b>RW:</b> 18, 27, 28</p> <p><b>Mechanics Conventions, SB:</b> 34–36, 51–53, 82–84, 94–96, 236–296, 405–407, H64–H59; <b>WP:</b> 1–2, 13–14, 23–24, 31–32, 90–117, 166–167; <b>RW:</b> 1, 8, 14, 19, 55–70, 99</p> <p><b>Media Advertising, SB:</b> 517–519</p> <p><b>Interpreting the Media, SB:</b> 483–485, 516–519, 566–568</p> <p><b>Law Governing the Media, SB:</b> 609</p> <p><b>News Media, SB:</b> 608–609</p> <p><b>Persuasive Media Tactics, SB:</b> 517–519</p> <p><b>Recognizing Persuasive Tactics in Media, SB:</b> 516–519</p> <p><b>Evaluating Media Information, SB:</b> 608–609; <b>TE:</b> 608–609</p> <p><b>Analyzing Media, SB:</b> 483–485, 516–519, 608–609; <b>TE:</b> 483–485, 516–519, 608–609</p> <p><b>Form and Content in the Media, SB:</b> 483–484, 566–568</p> <p><b>Commercial Implications of the Media, SB:</b> 4, 84, 485, 516</p> <p><b>Messages of the Media, SB:</b> 484–485, 517, 518, H51–H52</p> <p><b>Figurative Language, SB:</b> 474–475, H13; <b>TE:</b> 474–475, H13</p> <p><b>Creating a Multimedia Composition, SB:</b> 593–595, 605–607, H29–H31, H53–H56; <b>TE:</b> 593–595, 605–607, H29, H53</p> <p><b>Discussing Literature; TE:</b> 10, 13, 449, 451, 487, 489, 535, 538, 570, 572</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><b>Formulate Research Questions for Investigating, SB:</b> 48, 579, 580; <b>TE:</b> 579, 580; <b>WP:</b> 4</p> <p><b>Planning and Researching a Report, SB:</b> 570–609; <b>WP:</b> 196–201; <b>RW:</b> 126–131</p> <p><b>Multiple Sources, SB:</b> 573, 578, 581–582, 583–584; <b>TE:</b> 569, 573, 581, 582, 583, 584</p> <p><b>Finding Information, SB:</b> 581–582, 583, 584, H28</p> <p><b>Interviews, SB:</b> 39, 48, 158, H12; <b>TE:</b> 39, 48, 158, H12</p> <p><b>Read to Gather Information, SB:</b> 487–489, 535–538, 570–572; <b>TE:</b> 487, 489, 535, 538, 570, 572</p> <p><b>Evaluate Information, SB:</b> 6–7, 483–485, 516–519, 566–568, 605–607, 608–609, 682–683, H26–H28, H42–H43, H44–H45, H51–H52</p> <p><b>Synthesize Information, SB:</b> 6–7; 483–485, 516–519, 566–568, 605–607, 608–609, 682–683, H26–H28, H42–H43, H44–H45, H51–H52</p> <p><b>Writing a Research Report, SB:</b> 579–597, 598; <b>TE:</b> 579–597; <b>WP:</b> 196, 197, 198, 199, 200, 201; <b>RW:</b> 126, 127, 128, 129, 130, 131</p> <p><b>Present Research Finding, SB:</b> 597; <b>TE:</b> 597</p> <p><b>Oral Presentations, SB:</b> 605–607, H53–H55; <b>TE:</b> 605, 606, 607, H53, H55</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> 449, 457, 461, 465, 468, 471, 495, 497, 505, 508, 510, 511, 544, 547, 550, 553, 556, 558, 578, 581, 582, 590, 596, 598, 608, 629, 631, 632, 637, 640, 659, 663, 667, 670, H51–H52</p> <p><b>Using Technology, SB:</b> 15, 28, 464, 508, 549, 552, 554, 556, 581, 583, 591, 595, 668, 678, 683, H2–H3</p> <p><b>Technology in Media Projects, SB:</b> H53–H54, H55–H56</p> <p><b>Library, SB:</b> 581, H25–H28; <b>WP:</b> 196; <b>RW:</b> 126</p> <p><b>Electronic and Card Catalog, SB:</b> 581, H26–H27; <b>TE:</b> 581</p> <p><b>Using the Encyclopedia, SB:</b> 331, 581, H28; <b>WP:</b> 196; <b>RW:</b> 126</p> <p><b>Using Almanacs, SB:</b> H28; <b>WP:</b> 196</p> <p><b>Using Atlases, SB:</b> H28; <b>WP:</b> 196</p> <p><b>Creating a Multimedia Composition, SB:</b> 593–595, 605–607, H29–H31, H53–H56; <b>TE:</b> 593–595, 605–607, H29, H53</p> <p><b>Present Research Finding, SB:</b> 597; <b>TE:</b> 597</p> <p><b>Oral Presentations, SB:</b> 605–607, H53–H55; <b>TE:</b> 605, 606, 607, H53, H55</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> 32, 481, 482, 680, H5, H7, H12; <b>TE:</b> 1, 32, 481, 680, H5, H7, H12</p> <p><b>Informal Language, SB:</b> 32, 504, 521; <b>WP:</b> 187; <b>RW:</b> 117</p> <p><b>Formal Language, SB:</b> 1, 32, 504, 513, 521; <b>WP:</b> 187</p> <p><b>Regional and Cultural Vocabulary, SB:</b> H21; <b>TE:</b> 680–681</p> <p><b>Cultural Connections, TE:</b> 450, 558, 680–681</p> <p><b>African-American Culture, SB:</b> 449–450; <b>TE:</b> 449–451, 524–525A</p> <p><b>Hispanic/Latino Culture, SB:</b> 10–13; <b>TE:</b> 10–13</p> <p><b>Armenian Culture, SB:</b> 619–623; <b>TE:</b> 619–623</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> 13, 451, 489, 538, 572, 623, 651; <b>TE:</b> 13, 451, 489, 538, 572, 623, 651</p> <p><b>Personal Response to Literature, SB:</b> 13, 451, 489, 538, 572, 623, 651; <b>TE:</b> 13, 451, 489, 538, 572, 623, 651</p> <p><b>Reflecting, SB:</b> 28, 469, 509, 557, 597, 641, 671</p> <p><b>Creative Writing, SB:</b> 53, 56, 67, 84, 93, 128, 143, 349, 404, 415; <b>WP:</b> 16, 24, 138</p> <p><b>Critical Thinking, SB:</b> 451, 489, 538, 572, 623, 651; <b>TE:</b> 451, 489, 538, 572, 623, 651</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><b>Speaking to Suit Your Purpose and Audience, SB:</b> 2, 480, 481, 482, 514, 520, 521, H7; <b>TE:</b> 2, 480, 481, 482, 514, 520, 521, H7</p> <p><b>Having a Discussion, SB:</b> 3–4, 480–481</p> <p><b>Discussing Writing Topics and Ideas, SB:</b> 15, 458, 496, 545, 579, 630, 660</p> <p><b>Conferencing About Writing, SB:</b> 25, 466, 506, 554, 564, 591, 638, 668; <b>TE:</b> 25, 466, 506, 554, 564, 591, 638, 668</p> <p style="text-align: right;">(continued)</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). (continued)</p>	<p><b>Speaking to Persuade, SB:</b> 509, 520–521; <b>TE:</b> 509, 520–521</p> <p><b>Read to Learn, SB:</b> 448–451, 535–538, 570–572; <b>TE:</b> 449, 451, 535, 538, 570, 572</p> <p><b>Read for Enjoyment, SB:</b> 10–13, 619–623, 647–651; <b>TE:</b> 10, 12, 13, 619, 623, 647–651</p> <p><b>Read to Gather Information, SB:</b> 487–489, 535–538, 570–572; <b>TE:</b> 487, 489, 535, 538, 570, 572</p> <p><b>Purpose for Writing to Entertain, SB:</b> 149, 674–679</p> <p><b>Purpose for Writing to Explain, SB:</b> 209, 215, 278, 326, 360, 545–559; <b>WP:</b> 191–195; <b>RW:</b> 121–125</p> <p><b>Purpose for Expressive Writing, SB:</b> 36, 39, 42, 53, 67, 93, 117, 128, 158, 244, 274, 301, 305, 349, 401, 415, 452, 458, 472, 473, 474–479, 660; <b>WP:</b> 121, 138</p> <p><b>Purpose for Writing to Influence, SB:</b> 45, 442, 443, 444, 445, 449–451, 496, 512–513</p> <p><b>Purpose for Writing to Inform, SB:</b> 36, 39, 114, 139, 165, 240, 262, 265, 278, 314, 363, 370, 380, 407, 579; <b>WP:</b> 167</p> <p><b>Purpose for Writing to Narrate, SB:</b> 36, 66, 84, 143, 193, 317, 630, 660</p> <p><b>Purpose for Persuasive Writing, SB:</b> 45, 87, 146, 161, 167, 199, 238, 250, 276, 305, 366, 378, 452, 490, 491–495, 496–509; <b>WP:</b> 182–189; <b>RW:</b> 112–119</p> <p><b>Purpose for Recording Ideas and Reflections, SB:</b> 28, 469, 509, 557, 597, 641, 671, H58</p> <p><b>Purpose for Writing to Solve a Problem, SB:</b> 601–602</p> <p><b>Interpreting Visual Images, SB:</b> 407, 480–482, 483–485, 516–519</p> <p><b>Producing Visual Images, SB:</b> 380, 407, 593–595, 566–568, 605–607</p>