

**HOUGHTON MIFFLIN ENGLISH © 2004**  
**Houghton Mifflin Company**  
**Kindergarten**

**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
<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>Media, TE: 212; PB: 8C</b>  <b>Reading a Daily Message, TE: 26, 50, 74, 86, 98, 124, 150, 176, 202; PB: 3G</b>  <b>Reads Own Name, TE: 12, 26</b>  <b>Reading Narrative Literature, TE: 102, 154</b>  <b>Reading Nonfiction, TE: 78–79, 128–129, 180–181, 208–209</b>  <b>Literature By and About Africans and African-Americans, TE: 154–155, 248–250</b>  <b>Literature By and About Asians and Asian-Americans, TE: 244–247</b>  <b>Literature By and About Hispanics/Latinos, TE: 102, 242–244</b>  <b>Literature By and About Native Americans, TE: 235</b>  <b>Literature By and About Caucasians, TE: 128, 180–181, 236–237, 251–252</b></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>Literature Selections from Various Eras, TE: 229, 231, 233, 234, 235, 236, 237, 238–239, 240–241, 251</b>  <b>Literature of Various Genres: Alphabet Book, TE: 30–31; Counting Book, TE: 54–55; Question-Answer Book, TE: 78–79; Personal Narrative, TE: 102–103; Descriptions, TE: 128–129; Story, 154–155; Instructions, TE: 180–181; Informative Writing, 206–207</b></p>

TE=Teacher's Book

AM=Activity Masters

PB=Poster Book

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<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>Evaluating Modeled Writing, TE:</b> 32–33, 56–57, 80–81, 104–106, 130–132, 156–158, 182–184, 208–210; <b>AM:</b> 59, 66–68, 77–79, 88, 94, 102, 110, 119; <b>PB:</b> 1B, 1C, 2A, 2B, 3A, 3B, 4A, 5A, 6A, 7A, 8A</p> <p><b>Prior Knowledge (Building Background), TE:</b> 30, 54, 76, 102, 128, 154, 180, 206</p> <p><b>Vocabulary, TE:</b> 37, 43, 50, 52, 53, 54–55, 60, 61, 67, 75, 78, 87, 100, 109, 111, 126, 131, 133, 144, 154, 163, 171, 177, 180, 188, 189, 197, 206; <b>AM:</b> 63, 66–68, 72, 73, 84, 91, 95, 107, 114, 115; <b>PB:</b> 1D, 1E, 2A–2B, 2D, 2E, 4C, 4E, 5A, 6E, 7F</p> <p><b>Text Features TE:</b> 180, 181</p> <p><b>Letter and Sound Match, TE:</b> 29, 30–31; <b>PB:</b> 1A</p> <p><b>Sentence Structure, TE:</b> 80, 81, 82, 84, 88, 89, 90, 91; <b>AM:</b> 77–79, 85–87; <b>PB:</b> 3A, 3B, 3H</p> <p><b>Context Clues for Initial Consonants, TE:</b> 29, 30–31, 57; <b>PB:</b> 1A</p> <p><b>Visual Information, TE:</b> 87, 129, 160, 212; <b>AM:</b> 83, 84, 104; <b>PB:</b> 6B, 8C</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>Polite and Impolite Language, TE:</b> 100, 107, 118, 119</p> <p><b>Using Polite Language in a Dramatic Activity, TE:</b> 100, 107</p> <p><b>Word Choice for Speaking, TE:</b> 31, 60, 61, 67, 68, 111, 119, 137, 145, 155, 188, 192, 197, 207, 214; <b>AM:</b> 72, 73, 91, 99, 114; <b>PB:</b> 2D, 4E, 7E, 8E</p> <p><b>Audience for Writing, TE:</b> 32, 41, 56, 64, 80, 88, 104, 113, 115, 130, 139, 141, 142, 156, 158, 165, 167, 168, 182, 193, 208, 221; <b>AM:</b> 65, 102; <b>PB:</b> 1B, 2A, 2B, 2F, 3A, 3B, 3H, 4G, 5G, 6G</p> <p><b>Word Choice for Writing, TE:</b> 31, 60, 61, 67, 68, 111, 119, 137, 145, 155, 188, 192, 197, 207, 214; <b>AM:</b> 72, 73, 91, 99, 114; <b>PB:</b> 2D, 4E, 7E, 8E</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>Modeled Writing, TE:</b> 32–33, 56–57, 80–81, 104–106, 130–132, 156–158, 182–184, 208–210; <b>AM:</b> 59, 66–68, 77–79, 88, 94, 102, 110, 119; <b>PB:</b> 1B, 1C, 2A, 2B, 3A, 3B, 4A, 5A, 6A, 7A, 8A</p> <p><b>Shared Writing, TE:</b> 113–116, 139–141, 165–167, 191–193, 219–221; <b>PB:</b> 4G, 5G, 6G, 6G, 8H</p> <p><b>Prewriting, TE:</b> 104–105, 113, 130, 139, 156–157, 165, 181, 183, 191, 208–209, 219; <b>PB:</b> 4A, 4G, 5G, 6A, 6G, 7A, 7G, 8A, 8H (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>Drafting, TE:</b> 105–106, 114, 131, 140, 157–158, 166, 183–184, 192, 210, 220; <b>AM:</b> 88, 102, 110, 119; <b>PB:</b> 4A, 5A, 6A, 7A</p> <p><b>Revising, TE:</b> 115, 141, 167, 192, 220</p> <p><b>Publishing, TE:</b> 106, 115, 132, 141, 158, 167, 184, 193, 210, 220; <b>AM:</b> 88, 94, 102, 110, 119</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><b>Conventions of Grammar/Usage, TE:</b> 36, 43, 60, 67, 84, 91, 109, 110, 111, 118, 119, 135, 136, 144, 145, 161, 162, 170, 171, 187, 188, 196, 197, 213, 214, 225; <b>AM:</b> 62, 63, 72, 81, 89, 90, 91, 97, 98, 105, 106, 113, 114, 120; <b>PB:</b> 1D, 2D, 3F, 4C, 4D, 4E, 5D, 5E, 6C, 6D, 7D, 7E, 8D, 8E</p> <p><b>Temporary Spelling, TE:</b> 116, 168, 194, 222</p> <p><b>Punctuation of Sentences, TE:</b> 79, 81, 110, 119, 220; <b>AM:</b> 77–79, 90; <b>PB:</b> 4D</p> <p><b>Evaluating Media, TE:</b> 212; <b>PB:</b> 8C</p> <p><b>Viewing Facts From Different Media, TE:</b> 212, 224; <b>PB:</b> 8C</p> <p><b>Figurative Language, TE:</b> 181</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>Asking a Research Question, TE:</b> 203, 204, 206, 209, 219, 222; <b>PB:</b> 8H</p> <p><b>Finding Information, TE:</b> 203, 217, 225; <b>PB:</b> 8F</p> <p><b>Resources for Research, TE:</b> 203, 212, 217, 224, 227</p> <p><b>Using the Internet for Research, TE:</b> 203, 217; <b>PB:</b> 8H</p> <p><b>Using Reference Books, TE:</b> 203, 217, 219, 227; <b>PB:</b> 8F</p> <p><b>Using Magazines in Research, TE:</b> 203, 217, 227; <b>PB:</b> 8H</p> <p><b>Organize Research Information, TE:</b> 202, 204, 205, 206, 207, 218, 219, 222, 227</p> <p><b>Recording Information, TE:</b> 86, 92; <b>PB:</b> 3G</p> <p><b>Writing Reports, TE:</b> 208–210, 219–221, 222–223; <b>AM:</b> 119; <b>PB:</b> 8A, 8H</p> <p><b>Making Oral Reports, TE:</b> 211, 221, 223; <b>PB:</b> 8B</p> <p><b>Preparing and Giving an Oral Presentation, TE:</b> 42, 77, 84, 100, 113, 118, 127, 179, 205, 211, 221, 223; <b>AM:</b> 81; <b>PB:</b> 3F, 8B</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 for Research, TE:</b> 203, 217; <b>PB:</b> 8H</p> <p><b>Using Internet Connections, TE:</b> 117, 128, 154, 195, 206, 219, 223</p> <p><b>Encyclopedias, TE:</b> 217, 227; <b>PB:</b> 8F</p> <p><b>Using Reference Books, TE:</b> 203, 217, 219, 227; <b>PB:</b> 8F</p> <p style="text-align: right;">(continued)</p>
	<p><b>Using Magazines in Research, TE:</b> 203, 217, 227; <b>PB:</b> 8H</p> <p><b>Organize Research Information, TE:</b> 202, 204, 205, 206, 207, 218, 219, 222, 227</p> <p><b>Using a Computer Keyboard, TE:</b> 39, 45, 63, 69; <b>PB:</b> 1F</p> <p><b>Preparing and Giving an Oral Presentation, TE:</b> 42, 77, 84, 100, 113, 118, 127, 179, 205, 211, 221, 223; <b>AM:</b> 81; <b>PB:</b> 3F, 8B</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>Polite and Impolite Language, TE:</b> 100, 107, 118, 119</p> <p><b>Language Pattern for Asking/Telling Sentences, TE:</b> 79, 80–81; <b>AM:</b> 77–79; <b>PB:</b> 3A, 3B</p> <p><b>Language Pattern in Modeling, TE:</b> 57, 80; <b>PB:</b> 3A, 3B</p> <p><b>Language Pattern Shared Writing Project, TE:</b> 64–65; <b>AM:</b> 74–76; <b>PB:</b> 2F</p> <p><b>Thinking About Language Pattern, TE:</b> 31, 54, 55, 68</p> <p><b>Literature By and About Africans and African-Americans, TE:</b> 154–155, 248–250</p> <p><b>Literature By and About Asians and Asian-Americans, TE:</b> 244–247</p> <p><b>Literature By and About Hispanics/Latinos, TE:</b> 102, 242–244</p> <p><b>Literature By and About Native Americans, TE:</b> 235</p> <p><b>Literature By and About Caucasians, TE:</b> 128, 180–181, 236–237, 251–252</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><b>English Language Learners, TE:</b> 31, 33, 34, 35, 36, 37, 38, 39, 40, 42, 43, 44, 45, 54, 57, 58, 59, 60, 61, 62, 63, 64, 66, 67, 68, 69, 78, 79, 80, 82, 83, 84, 85, 86, 87, 88, 90, 91, 92, 93, 102, 103, 104, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 128, 129, 132, 133, 135, 136, 137, 141, 142, 143, 144, 145, 154, 155, 159, 160, 161, 162, 163, 164, 167, 168, 169, 170, 171, 180, 181, 184, 185, 186, 187, 188, 189, 190, 192, 194, 195, 196, 197, 206, 207, 210, 211, 212, 213, 214, 215, 216, 217, 218, 221, 222, 223, 224, 225, 226, 227</p>
<p>11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.</p>	<p><b>Responding to Literature, TE:</b> 31, 55, 79, 103, 129, 155, 181, 207</p> <p><b>Personal Response to Literature, TE:</b> 31, 55, 79, 103, 129, 155, 181, 207</p> <p><b>Listening to Reflect on Others' Ideas, TE:</b> 21, 55, 79, 103, 129, 155, 181, 207</p> <p><b>Critical Thinking, TE:</b> 31, 55, 79, 103, 129, 155, 181, 207</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>Word Choice for Speaking, TE:</b> 31, 60, 61, 67, 68, 111, 119, 137, 145, 155, 188, 192, 197, 207, 214; <b>AM:</b> 72, 73, 91, 99, 114; <b>PB:</b> 2D, 4E, 7E, 8E</p> <p><b>Creative Dramatics, TE:</b> 84, 100, 116, 127, 159, 179, 186, 190, 205; <b>AM:</b> 81, 103, 112, 190; <b>PB:</b> 3F, 7C</p> <p><b>Participate in Discussions, TE:</b> 14, 15, 16, 17, 18, 19, 20, 21, 27, 51, 75, 99, 125, 151, 177, 203</p> <p><b>Making Introductions, TE:</b> 34</p> <p><b>Using the Telephone, TE:</b> 58</p> <p><b>Telling a story, TE:</b> 159</p> <p><b>Giving Oral Instructions, TE:</b> 34, 185; <b>AM:</b> 60, 111; <b>PB:</b> 7B</p> <p><b>Making Oral Reports, TE:</b> 211, 221, 223; <b>PB:</b> 8B</p> <p><b>Word Choice for Writing, TE:</b> 31, 60, 61, 67, 68, 111, 119, 137, 145, 155, 188, 192, 197, 207, 214; <b>AM:</b> 72, 73, 91, 99, 114; <b>PB:</b> 2D, 4E, 7E, 8E</p> <p><b>Purpose Setting for Reading, TE:</b> 30, 54, 78, 102, 128, 154, 180</p> <p><b>Writing a Personal Narrative, TE:</b> 104–106, 113–115, 116–117; <b>AM:</b> 88, 93; <b>PB:</b> 4A, 4G</p> <p><b>Writing a Description, TE:</b> 130–132, 139–141, 142–143; <b>AM:</b> 94, 101; <b>PB:</b> 5A, 5G</p> <p><b>Writing Instructions, TE:</b> 182–184, 191–193, 194–195; <b>AM:</b> 110, 117; <b>PB:</b> 7A, 7G</p> <p><b>Writing a Story, TE:</b> 156–158, 165–167, 168–169; <b>AM:</b> 102, 109; <b>PB:</b> 6A, 6G</p> <p><b>Writing a Report, TE:</b> 208–210, 219–221, 222–223</p> <p><b>Writing Poems, TE:</b> 62, 68</p> <p><b>Visual Information, TE:</b> 87, 129, 160, 212; <b>AM:</b> 83, 84, 104; <b>PB:</b> 6B, 8C</p>