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Level Four

correlated to

**Tennessee Learning Expectations
and Draft Performance Indicators**

Tennessee	<i>Houghton Mifflin English</i> © 2004
Writing	
Content Standard: 2.0 The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences. Fourth Grade Benchmarks (Writing)	
Performance Indicators State: As documented through state assessment –	
<i>At Level 1, the student is able to</i>	
4.2.spi.1 choose a topic sentence for a paragraph.	Topic Sentence in Paragraph, SB: 269, 270, 273, 335, 336, 337, 350, 363, 384, 386, 407, 426, 428, 460; WP: 142, 147, 149, 156, 161; RW: 93, 98, 100, 107, 112 Supporting Sentences in Paragraphs, SB: 269, 271, 273, 333, 335, 336, 337, 363, 384, 386, 407–411, 426, 428; WP: 126, 140, 147, 149, 151; RW: 77, 91, 98, 100, 102
4.2.spi.1. rearrange events to form a sequential, coherent paragraph.	Organizing Ideas Into Paragraphs, SB: 269–273, 286, 309, 331–337, 350, 362, 384, 386, 407, 409–411, 426, 459; WP: 147, 149, 160; RW: 98, 100, 111
4.2.spi.3. identify the purpose for writing (i.e., to entertain, to inform, to share experiences).	Purpose and Audience for Writing, SB: 13, 286, 287, 292, 305; TE: 13, 286, 287, 292, 305; WP: 129, 130; RW: 80, 81
4.2.spi.4. rearrange events in a sequential or chronological order in a writing selection.	Ordering Events, SB: 16, 272, 284, 309; WP: 127; RW: 78 Relate Events Sequentially, SB: 75, 113, 177, 209, 273, 275–294; TE: 274, 277, 278, 281, 282, 283, 284, 288
4.2.spi.5. select the best title for a text.	Writing Titles, SB: 175, 186–187, 188, 189–190, 292, 315, 356, 392, 432, 466; WP: 80–81, 92–93; RW: 49, 56

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<i>At Level 2, the student is able to</i>	
4.2.spi.6. complete a graphic organizer (i.e., clustering, listing, mapping, webbing) to group ideas for writing.	Using Graphic Organizers for Prewriting, SB: 17, 282, 284, 294, 307, 322, 348, 358, 378, 397, 423, H50–H54; WP: 127, 134, 152; RW: 78, 85, 103
4.2.spi.7. select appropriate time-order or transitional words to enhance the flow of a writing sample.	Order in Writing, SB: 16, 272, 284, 288–290, 307, 309, 312, 333, 335, 349, 352, 410, 458, 462, H29–H30, H47; WP: 127, 134, 138, 141, 144, 159; RW: 78, 85, 92, 95, 110 Order Words for Writing, SB: 272, 284, 309, 333, 334, 335, 349, 352, 365, 410; WP: 127, 141, 144; RW: 78, 92, 95
4.2.spi.8. identify the most reliable sources of information for preparing a report.	Evaluating Information, SB: 380, 403; TE: 380, 403 Writing a Report, SB: 107, 143, 219, 371–376, 377–380, 381–383, 384–385, 386–390, 391, 392, 393, 435–436; TE: 368, 371–376, 377–380, 381–383, 384–385, 386–390, 391, 392, 393; WP: 16, 32, 37, 77, 99, 105, 146–150; RW: 97–101
4.2.spi.9. select the best way to combine sentences to provide syntactic variety within context.	Varying Length of Sentence, SB: 299 Varying Types of Sentences, SB: 36–39 Combining Sentences, SB: 34–35, 48–49, 52, 55, 68–69, 86, 103, 139, 169, 178–179, 211, 237, 247, 253, 254, 290; TE: 34–35, 48–49, 68–69, 103, 139, 169, 178–179, 211, 237, 247, 290; WP: 17, 18, 23, 24, 43, 62, 75, 84, 85, 101, 114, 124; RW: 10, 11, 14, 15, 25, 37, 46, 51, 52, 61, 69, 75
4.2.spi.10. select details that support a topic sentence.	Topic Sentence, SB: 332, 334–337, 351, 360, 363, 384, 386, 426, 428, H33; WP: 143, 147, 149, 156; RW: 94, 98, 100, 107 Supporting Details, SB: 14–19, 269, 271–272, 283, 306–307, 331, 333–334, 350, 384, 407, 409–411, 424, 457; WP: 133, 134, 140, 142, 147, 151, 153, 158; RW: 84, 85, 91, 93, 98, 102, 104, 109
4.2.spi.11. choose the supporting sentence that best develops a topic sentence.	Supporting the Topic Sentence, SB: 333–337, 360, 384, 386, 428; WP: 143, 156; RW: 100, 107
4.2.spi.12. choose the supporting sentence that best fits the context and flow of ideas in a paragraph.	Supporting Sentence in the Flow of a Paragraph, SB: 335–337, 359, 363, 384, 386, 426, 428, H33; WP: 143, 147, 149, 156; RW: 94, 98, 100, 107
4.2.spi.13. identify the audience for which a text is written.	Audience, SB: 13, 282, 286, 292, 305, 309, 311, 312, 315, 322, 347, 350, 351, 354, 356, 362, 363, 377, 391, 397, 400, 422, 425, 436, 455, 456, 458, 460, 462, H5–H6, H50–H54; WP: 129, 137, 142, 143, 145, 154, 159, 161, 163; RW: 80, 88, 93, 94, 96, 105, 110, 112, 114
<i>At Level 3, the student is able to</i>	
4.2.spi.14. supply a missing piece of information in a simple outline.	Outlines, SB: 383, 397, H28, H39
4.2.spi.15. identify sentences irrelevant to a paragraph’s theme or flow.	Deleting Unimportant Details SB: 271, 284, 289, 353, 387, 429, 459; TE: 271, 284, 289, 353, 387, 429, 459; WP: 127, 149, 160; RW: 100, 111

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<p>4.2.spi.16. select an appropriate concluding sentence for a well-developed paragraph.</p>	<p>Writing Good Endings in a Personal Narrative, SB: 287; TE: 274, 287; WP: 130; RW: 81 Writing an Ending, SB: 310, 311, 312, 323, 351, 352; WP: 138, 143, 144; RW: 89, 94, 95 Closings, SB: 295–296, 385, 386, 407, 426, 428, 460, 462, 469, 470; WP: 148, 155, 156, 161, 163; RW: 99, 106, 107, 112, 114 Writing Conclusions, SB: 272, 273, 287, 363, 385, 397, 431; WP: 130, 148; RW: 81, 99</p>
<p>Performance Indicators Teacher: As documented through teacher observation</p>	
<p><i>At Level 1, the student is able to</i></p>	
<p>4.2.tpi.1. generate ideas for writing.</p>	<p>Generate Ideas for Writing, SB: 12–17, 282–284, 294, 305–307, 347–349, 377–383, 397, 422–424, 440, 455–459; WP: 127, 133, 134, 141, 146, 152, 153, 158, 159, 160; RW: 78, 84, 85, 92, 97, 103, 104, 109, 110, 111</p>
<p>4.2.tpi.2. use prewriting strategies to organize ideas and to access prior knowledge.</p>	<p>Drawing in Prewriting, SB: 14, 15, 306, 348, 349; WP: 133, 141; RW: 84, 92 Using Graphic Organizers for Prewriting, SB: 17, 282, 284, 294, 307, 322, 348, 358, 378, 397, 423, H50–H54; WP: 127, 134, 152; RW: 78, 85, 103 Interviewing for Prewriting, SB: 14, 379; WP: 146; RW: 97</p>
<p>4.2.tpi.3. write for a variety of purposes (e.g., to construct journal responses, answers to essay questions, and friendly and business letters).</p>	<p>Keeping a Journal, TE: 1B, 31B, 63B, 95B, 135B, 165B, 203B, 233B, 274B, 297B, 338B, 368B, 412B, 446B; WP: 2, 8, 14, 30, 60, 97 Answering Essay Questions, SB: H33 Writing a Friendly Letter, SB: 295–296; TE: 131; WP: 79, 109, 120 Writing a Business Letter, SB: 295–296, 469–470; TE: 295–296, 469–470</p>
<p>4.2.tpi.4. write frequently in the descriptive mode.</p>	<p>Writing a Description, SB: 9–10, 12–27, 45, 47, 67, 71, 137, 140, 141, 167, 205, 239; TE: 13, 15, 17, 19, 21, 23, 25, 27</p>
<p><i>At Level 2, the student is able to</i></p>	
<p>4.2.tpi.5. write friendly and business letters.</p>	<p>Writing a Friendly Letter, SB: 295–296; TE: 131; WP: 79, 109, 120 Writing a Business Letter, SB: 295–296, 469–470; TE: 295–296, 469–470</p>
<p>4.2.tpi.6. produce written work in various genres and formats (e.g., poems, stories, instructions).</p>	<p>Writing an Expository Composition, SB: 39, 65, 79, 81, 97, 99, 101, 107, 111, 143, 175, 217, 219, 241, 243, 328–337, 339–357, 359–367, 369–393, 394–395, 396–397, 398–399; TE: 328–337, 343–346, 349, 350, 351, 352–354, 355–356, 359–364, 371–376, 377–383, 384–388, 389–393, 394–395, 396–397; WP: 141–145, 146–150; RW: 92–96, 97–101 Writing an Expressive Composition, SB: 33, 41, 73, 77, 105, 115, 117, 145, 147, 149, 173, 185, 207, 213, 249, 407–411, 413–428, 435–436, 437–441, H37; TE: 407–411, 417–421, 422–425, 426–427, (continued)</p>

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<p>4.2.tpi.6. produce written work in various genres and formats (e.g., poems, stories, instructions). (continued)</p>	<p>Writing an Expressive Composition, TE: (continued) 428–430, 431, 432; WP: 152–157; RW: 103–108 Writing a Narrative Composition, SB: 43, 75, 109, 113, 177, 183, 209, 215, 235, 245, 266–273, 274–294, 295–296, 297–318, 319–323; TE: 43, 75, 109, 113, 177, 183, 209, 215, 235, 245, 266–273, 274–294, 295–296, 297–318, 319–323; WP: 127–132, 133–139; RW: 78–83, 84–90 Writing a Paragraph of Information, SB: 81, 334 Writing an Opinion, SB: 115, 145, 173, 207, 407–433; WP: 152–157; RW: 103–108 Writing a Personal Narrative, SB: 75, 113, 177, 209, 273, 275–294; TE: 274, 277, 278, 281, 282, 283, 284, 288; WP: 127–132; RW: 78–83 Writing a Play, SB: 321; TE: 242, 321 Writing a Report, SB: 107, 143, 219, 371–376, 377–380, 381–383, 384–385, 386–390, 391, 392, 393, 435–436; TE: 368, 371–376, 377–380, 381–383, 384–385, 386–390, 391, 392, 393; WP: 16, 32, 37, 77, 99, 105, 146–150; RW: 97–101 Writing a Persuasive Composition, SB: 37, 171, 181, 447–468; TE: 450–454, 455–459, 460–461, 462–464, 465–467, 469–470; WP: 158–164; RW: 109–115</p>
<p>4.2.tpi.7. write in response to literature.</p>	<p>Responding to Literature, SB: 11, 268, 276, 299, 341, 370, 416, 449; TE: 11, 268, 276, 299, 341, 370, 416, 449</p>
<p>4.2.tpi.8. write creatively and imaginatively.</p>	<p>Creative Writing, SB: 33, 41, 73, 77, 105, 115, 117, 145, 147, 149, 173, 185, 207, 213, 249, 407–411, 413–428, 435–436, 437–441, H37; TE: 407–411, 417–421, 422–424, 425–427, 428–430, 431–433, 435–436, 437–441; WP: 152–157; RW: 103–108</p>
<p>4.2.tpi.9. show evidence of written work in all disciplines.</p>	<p>Writing in Art, SB: 317, 357, 393, 433 Writing in Career Education, SB: 393 Writing in Health, SB: 293, 393, 467 Writing in Math, SB: 357, 393, 467 Writing in Physical Education, SB: 293, 357, 393 Writing in Science, SB: 357 Writing in Social Studies, SB: 293, 467</p>

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4.2.tpi.10. recognize and use all steps in the writing process.	<p>Prewriting Activities, SB: 12–17, 282–284, 294, 305–307, 347–349, 377–383, 397, 422–424, 440, 455–459; WP: 127, 133, 134, 141, 146, 152, 153, 158, 159, 160; RW: 78, 84, 85, 92, 97, 103, 104, 109, 110, 111</p> <p>Drafting, SB: 18–19, 285–287, 308–311, 350–351, 384–385, 425–427, 460–461, H39; TE: 18–19, 285–287, 308–311, 350–351, 384–385, 425–427, 460–461; WP: 129–130, 135–137, 142–143, 147–148, 154–155, 161–162; RW: 80–81, 86–88, 93–94, 98–99, 105–106, 112–113</p> <p>Revising, SB: 20–23, 288–290, 312–314, 352–354, 363–364, 386–390, 397, 428–430, 436, 441, 462–464, 470, H40; TE: 20–23, 288–290, 312–314, 352–354, 363–364, 386–390, 397, 428–430, 436, 441, 462–464, 470, H40; WP: 131, 132, 138, 139, 144, 143, 149–150, 156–157, 161–162, 163; RW: 82, 83, 89, 90, 95, 96, 100, 101, 107–108, 109, 112–113, 114</p> <p style="text-align: right;">(continued)</p>
4.2.tpi.10. recognize and use all steps in the writing process. (continued)	<p>Proofreading, SB: 24–25, 291, 296, 315, 355, 364, 391, 397, 399, 431, 436, 440, 465, 470, H37, H38</p> <p>Publishing, SB: 26–27, 292, 316, 356, 364, 392, 397, 432, 436, 440, 466, H41–H42</p>
4.2.tpi.11. understand and use prompts and rubrics.	<p>Rubrics, SB: 288, 312, 352, 386, 428, 458, 462</p> <p>Writing Prompts, SB: 293, 294, 317, 318, 357, 358, 393, 433, 434, 467, 468</p>
4.2.tpi.12. use resources to aid in the writing process.	<p>Student Handbook: Writer’s Tools, SB: H48–H54</p> <p>Poster: What Is the Writing Process?, TE: 8</p>
4.2.tpi.13. write frequently in the narrative mode.	<p>Narrative Composition, SB: 43, 75, 109, 113, 177, 183, 209, 215, 235, 245, 266–273, 274–294, 295–296, 297–318, 319–323; TE: 43, 75, 109, 113, 177, 183, 209, 215, 235, 245, 266–273, 274–294, 295–296, 297–318, 319–323; WP: 127–132, 133–139; RW: 78–83, 84–90</p>
4.2.tpi.14. use grade level appropriate vocabulary when writing.	<p>Descriptive Vocabulary, SB: 13, 15, 17, 19, 21, 23, 25, 27, 140; TE: 13, 15, 17, 19, 21, 23, 25, 27, 140</p>
4.2.tpi.15. construct clear, coherent, organized multi-paragraphed works.	<p>Writing a Personal Narrative, SB: 75, 113, 177, 209, 273, 275–294; TE: 274, 277, 278, 281, 282, 283, 284, 288; WP: 127–132; RW: 78–83</p> <p>Writing a Story, SB: 75, 113, 177, 209, 305–316, 317; WP: 51, 70, 89, 133–139; RW: 84–90</p> <p>Writing Instructions, SB: 97, 217, 243, 342–346, 347–349, 350–351, 352–354, 355–356; TE: 342–346, 347–349, 350–351, 352–354, 355–356; WP: 20, 47, 57, 112, 122, 141–145; RW: 92–96</p> <p>Writing a Research Report, SB: 369–393; WP: 146–150; RW: 97–101</p> <p>Writing to Express an Opinion, SB: 115, 145, 173, 207, 407–433; WP: 152–157; RW: 103–108</p> <p>Writing a Persuasive Composition, SB: 37, 171, 181, 447–468; TE: 450–454, 455–459, 460–461, 462–464, 465–467, 469–470; WP: 158–164; RW: 109–115</p>

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<i>At Level 3, the student is able to</i>	
4.2.tpi.16. develop methods of sharing written work.	Publishing, SB: 26–27, 292, 316, 356, 364, 392, 397, 432, 436, 440, 466, H41–H42
4.2.tpi.17. use a variety of sources to gather information.	Recognize, Record, and Organize Information, SB: 379–380, 381–382, 383, 384; TE: 379–380, 381–382, 383, 384; WP: 146, 147; RW: 97, 98
4.2.tpi.18. write with a sense of audience.	Audience, SB: 13, 282, 286, 292, 305, 309, 311, 312, 315, 322, 347, 350, 351, 354, 356, 362, 363, 377, 391, 397, 400, 422, 425, 436, 455, 456, 458, 460, 462, H5–H6, H50–H54; WP: 129, 137, 142, 143, 145, 154, 159, 161, 163; RW: 80, 88, 93, 94, 96, 105, 110, 112, 114
4.2.tpi.19. begin to write in the expository mode.	Writing an Expository Composition, SB: 39, 65, 79, 81, 97, 99, 101, 107, 111, 143, 175, 217, 219, 241, 243, 328–337, 339–357, 359–367, 369–393, 394–395, 396–397, 398–399; TE: 328–337, 343–346, 349, 350, 351, 352–354, 355–356, 359–364, 371–376, 377–383, 384–388, 389–393, 394–395, 396–397; WP: 141–145, 146–150; RW: 92–96, 97–101
4.2.tpi.20 produce multiple drafts.	Drafting, SB: 18–19, 285–287, 308–311, 350–351, 384–385, 425–427, 460–461, H39; TE: 18–19, 285–287, 308–311, 350–351, 384–385, 425–427, 460–461; WP: 129–130, 135–137, 142–143, 147–148, 154–155, 161–162; RW: 80–81, 86–88, 93–94, 98–99, 105–106, 112–113
4.2.tpi.21. write, using knowledge from the content areas.	Writing in Art, SB: 317, 357, 393, 433 Writing in Career Education, SB: 393 Writing in Health, SB: 293, 393, 467 Writing in Math, SB: 357, 393, 467 Writing in Physical Education, SB: 293, 357, 393 Writing in Science, SB: 357 Writing in Social Studies, SB: 293, 467
4.2.tpi.22. compare and contrast two persons, places, or things.	Compare and Contrast Writing, SB: 16, 75, 107, 143, 146–147, 151, 164, 167, 239, 310, 311, 326–327, 335, 346, 359–364, 366–367, H54; WP: 29–30, 46–47, 65–66, 69–70, 72–73, 115–116, 136, 137; RW: 18, 28, 40, 42, 44, 70, 87, 88
4.2.tpi.23. evaluate own and others’ writing using the Tennessee Writing Assessment rubric.	Evaluating Student’s Own Writing, SB: 288, 312, 352, 386, 428, 463; WP: 131, 138, 144, 149, 156; RW: 82, 89, 95, 100, 107 Respond to Others’ Writing, SB: 279, 281, 289, 353, 363–364, 387, 429, 462; WP: 163; RW: 114
Elements of Language	
Content Standard: 3.0 The student will use standard English conventions and proper spelling as appropriate to speaking and writing. Fourth Grade Benchmarks (Elements of Language)	
Performance Indicators State: As documented through state assessment –	
<i>At Level 1, the student is able to</i>	

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<p>4.3.spi.1. identify the correct use of nouns (i.e., common and proper, plurals, possessives), verbs (i.e., agreement, tenses, action and linking), and adjectives (i.e., comparison forms and articles) within context.</p>	<p>Common Nouns, SB: 66–67, 82, 84–85, 86, 89, 155, 204–205, 255; WP: 21–22, 94–95; RW: 13, 57 Proper Nouns, SB: 66–67, 81, 82, 84–85, 86, 89, 123, 124, 155, 170, 172–173, 188, 190, 191, 195, 196, 204–205, 255, 257, 391; WP: 21–22, 76–77, 78–79, 94–95; RW: 13, 47, 48, 57 Plural Nouns, SB: 70–71, 72–73, 74–75, 78–79, 81, 82, 84–85, 87, 90, 91, 92, 94, 123, 124, 128, 141, 154, 156, 255; WP: 25–26, 27–28, 29–30, 33–34, 64; RW: 16, 17, 18, 20, 39 Possessive Nouns, SB: 76–77, 78–79, 81, 82, 84–85, 87, 123, 153, 154, 156, 255, 465; WP: 31–32, 33–34; RW: 19, 20 Subject-Verb Agreement, SB: 104–105, 106–107, 119, 120, 124, 128, 157, 315, H63; TE: 104–105, 106–107, 119, H63; WP: 44–45, 46–47; RW: 27, 28</p> <p style="text-align: right;">(continued)</p>
<p>4.3.spi.1. identify the correct use of nouns (i.e., common and proper, plurals, possessives), verbs (i.e., agreement, tenses, action and linking), and adjectives (i.e., comparison forms and articles) within context. (continued)</p>	<p>Verb Tenses, SB: 100–101, 106–107, 108–109, 110–111; TE: 100–101, 106–107, 108–109, 110–111; WP: 40–41, 46–47, 48–49, 50–51; RW: 24, 28, 29, 30 Action Verbs, SB: 96–97, 119, 120, 125, 156, 212–213, 250, 255, 258; WP: 36–37, 102–103; RW: 22, 62 Linking Verbs, SB: H74 Comparatives and Superlatives, SB: 142–143, 144–145, 146–147, 150, 151, 152–153, 154, 158, 162–164, 192–193, 238–239, 250, 252–253, 254, 258, 260, 465, H61; TE: 142–143, 144–145, 146–147, 150, 151, 152–153, 154, 238–239; WP: 65–70, 115–116; RW: 40–41, 70 Articles, SB: 141, 150, 151, 158, 161, 256, H29; TE: 141</p>
<p>4.3.spi.2. identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks.</p>	<p>Using Appropriate End Punctuation, SB: 36–37, 38–39, 46, 52, 54–55, 155, 166–167, 168, 189; WP: 72–73, 74; RW: 44, 45</p>
<p>4.3.spi.3. select the best way to correct incomplete sentences within context.</p>	<p>Sentence Fragments, SB: 32–33, 123; TE: 32; WP: 1; RW: 1</p>
<i>At Level 2, the student is able to</i>	
<p>4.3.spi.4. identify the correct use of pronouns (i.e., subject, object, and agreement), and adverbs (i.e., comparison forms and negatives) within context.</p>	<p>Subject Pronouns, SB: 206–207, 212–213, 222, 223, 227, 228, 257, H61, H62–H63; TE: 203B, 206–207, 212–213; TE: 206, 207; WP: 96–97, 102–103; RW: 58, 62 Object Pronouns, SB: 208–209, 212–213, 222, 223, 228, 257, H62–H63; TE: 203B, 208–209, 212–213; TE: 208, 209; WP: 98–99, 102–103; RW: 59, 62 Pronoun Agreement, SB: 210–211, H61–H63; WP: 100–101; RW: 60–61 Comparative Adverbs, SB: 238–239, 250, 252–253, 254, 258, 260, 465, H61; TE: 238–239; WP: 115–116; RW: 70 Negatives, SB: 242–243, 250–251, 252, 262, 355, H61; WP: 119–120; RW: 72</p>

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4.3.spi.5. identify the correct use of commas (i.e., series, dates, addresses, friendly letters, introductory words, compound sentences) within context.	Commas Separating Items in a Series, SB: 176–177, 178–179, 189, 193, 198, 257, 355; TE: 176–177, 178–179; WP: 82–83; RW: 50 Punctuating Dates, SB: 188 Commas Separating City and State, SB: 188 Commas in Letters, SB: 295–296, 470; TE: 295–296, 470 Commas in Compound Sentences, SB: 169, 253, 254; TE: 169; WP: 75; RW: 46
4.3.spi.5. recognize usage errors occurring within context (i.e., double negatives, troublesome words: to, too, two; there, their, they're; its, it's).	Avoiding Double Negatives, SB: 242–243, 251, 262; WP: 119–120; RW: 72 to, too, two Usage, SB: 154, H60 their, there, they're Usage, SB: 212–213, 221, 225, 231, 232, H60; WP: 102–103; RW: 62 its, it's Usage, SB: 218–219, 221, 224, 231, 232, H60; WP: 108–109; RW: 65
4.3.spi.7. identify correctly spelled words in context.	Proofreading for Spelling, SB: 25, 107, 109, 113, 117, 121, 219, 291, 315, 355, 391, 397, 431, 440, 465, 470, H37, H40; WP: 46–47, 48–49, 52–53, 56–57, 108–109; RW: 28, 29, 31, 33, 65
4.3.spi.8. choose the correct formation of plurals, contractions and possessives within context.	Writing with Plurals, SB: 71, 73, 75; TE: 71; WP: 26, 28, 30 Writing with Possessives, SB: 77, 79; WP: 32, 34
<i>At Level 3, the student is able to</i>	
4.3.spi.9. choose the correct use of quotation marks and commas in direct quotations.	Quotation Marks and Other Punctuation, SB: 182–183, 184–185, 188, 190, 192, 200, 201, 257, H56; TE: 182–183, 184–185; WP: 88–89, 90–91; RW: 54, 55
4.3.spi.10. identify sentences with correct subject-verb agreement (person and number).	Subject-Verb Agreement, SB: 104–105, 106–107, 119, 120, 124, 128, 157, 315, H63; TE: 104–105, 106–107, 119, H63; WP: 44–45, 46–47; RW: 27, 28
Performance Indicators Teacher: As documented through teacher observation	
<i>At Level 1, the student is able to</i>	
4.3.tpi.1. write legibly.	Related: Publishing a Composition, SB: 26–27, 314, 341, 385, 393, 426, 465, 500
4.3.tpi.2. spell grade level words correctly.	Words Often Misspelled, SB: 218–219, 220, 221, 225, H65; WP: 108–109, 110; RW: 65, 66
4.3.tpi.3. observe appropriate language structures, including correct use of verb tenses, in writing and in speaking.	Sentences and Sentence Structure, SB: 48–49, 50, 52, 169, 254; TE: 48–49, 50, 52, 169, 254; WP: 75; RW: 46 Verb Tenses, SB: 100–101, 106–107, 108–109, 110–111; TE: 100–101, 106–107, 108–109, 110–111; WP: 40–41, 46–47, 48–49, 50–51; RW: 24, 28, 29, 30
4.3.tpi.4. use voice intonation to indicate appropriate punctuation.	Related: Oral Reading, SB: 22, 33, 37, 39, 41, 45, 47
<i>At Level 2, the student is able to</i>	

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4.3.tpi.5. recognize and revise incomplete and run-on sentences.	Sentence Fragments, SB: 32–33, 123; TE: 32; WP: 1; RW: 1 Run-On Sentences, SB: 46–47, 48–49, 52, 55, 62, 132, 134, 155, 166–167, 189, 257, 391, 431, H40; TE: 46–47, 48–49; WP: 72–73; RW: 44
4.3.tpi.6. regularly use punctuation when writing.	Punctuation, SB: 36–37, 38–39, 46–47, 52, 54–55, 56, 57, 58, 62, 76–77, 78–79, 83, 84–85, 86, 87, 93, 94, 155, 166–167, 168–169, 174–175, 176–177, 178–179, 180–181, 182–183, 184–185, 188, 189, 190, 191–193, 194, 198, 199, 200, 225, 253, 257, 262, 291, 315, 355, 391, 431, 465; WP: 31–32, 33–34, 72–73, 74, 75, 82–83, 85, 86–87, 88–89, 90–91; RW: 19, 20, 44, 45, 46, 50, 51, 52, 53, 54, 55
4.3.tpi.7. recognize and correct usage errors (e.g., troublesome pairs) in speech and in writing. (continued)	Usage Conventions, SB: 46–47, 104–105, 106–107, 110–111, 112–113, 114–115, 141, 142–143, 144–145, 146–147, 150, 151, 204–205, 212–213, 218–219, 220, 221, 222–223, 224–225, 226–232, 238–239, 240–241, 242–243, 250–251, 252–253, 256, 257, 258, 259, 260; WP: 44–45, 46–47, 50–51, 52–53, 54–55, 64, 65–66, 67–68, 69–70, 94–95, 102–103, 108–109, 110, 115–116, 117–118, 119–120; RW: 27, 28, 30, 31, 32, 39, 40, 41, 42, 57, 62, 65, 66, 70, 71, 72 Avoiding Double Negatives, SB: 242–243, 251, 262; WP: 119–120; RW: 72 <i>to, too, two</i> Usage, SB: 154, H60 <i>their, there, they're</i> Usage, SB: 212–213, 221, 225, 231, 232, H60; WP: 102–103; RW: 62 <i>its, it's</i> Usage, SB: 218–219, 221, 224, 231, 232, H60; WP: 108–109; RW: 65
4.3.tpi.8. spell high-frequency words and commonly misspelled words correctly as appropriate to grade level.	Words Often Misspelled, SB: 218–219, 220, 221, 225, H65; WP: 108–109, 110; RW: 65, 66
4.3.tpi.9. correct own writing for spelling, capitalization, and punctuation.	Proofreading Own Writing, SB: 24–25, 291, 296, 315, 355, 364, 391, 397, 399, 431, 436, 440, 465, 470, H37, H38
<i>At Level 3, the student is able to</i>	
4.3.tpi.10. use correctly punctuated dialog in writing.	Writing Correctly Punctuated Dialogue, SB: 277, 285, 300, 308, 312, 315, 321, 323, H49; WP: 138; RW: 89
4.3.tpi.11. form possessives, plurals, and contractions correctly.	Possessive Nouns, SB: 76–77, 78–79, 81, 82, 84–85, 87, 123, 153, 154, 156, 255, 465; WP: 31–32, 33–34; RW: 19, 20 Possessive Pronouns, SB: 214–215, 222, 224, 230, 258, H62; TE: 214–215; WP: 104–105; RW: 63 Plural Nouns, SB: 70–71, 72–73, 74–75, 78–79, 81, 82, 84–85, 87, 90, 91, 92, 94, 123, 124, 128, 141, 154, 156, 255; WP: 25–26, 27–28, 29–30, 33–34, 64; RW: 16, 17, 18, 20, 39 Contractions, SB: 116–117, 121, 122, 124, 134, 157, 216–217, 218–219, 223, 224, 231, 242–243, 256, 258, 431; WP: 56–57, 106–107, 108–109, 119–120; RW: 33, 64, 65, 72

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4.3.tpi.12. use commas correctly.	<p>Commas in Letters, SB: 295–296, 470; TE: 295–296, 470</p> <p>Commas Separating Items in a Series, SB: 176–177, 178–179, 189, 193, 198, 257, 355; TE: 176–177, 178–179; WP: 82–83; RW: 50</p> <p>Commas in Compound Sentences, SB: 169, 253, 254; TE: 169; WP: 75; RW: 46</p> <p>Commas in Direct Address, SB: 180–181, 189–190, 199, 257; WP: 86–87; RW: 53</p>