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## Houghton Mifflin Company

### Level Seven

correlated to

# Tennessee Learning Expectations, Accomplishments, and Performance Indicators

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<b>Writing</b>	
<b>Content Standard: 2.0</b> 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.	
<b>Learning Expectations:</b>	
<b>2.01 Engage in prewriting using a variety of strategies.</b>	<b>Prewriting, SB:</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
<b>2.02 Write for a variety of audiences and purposes.</b>	<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
<b>2.03 Compose drafts of written works.</b>	<b>Drafting, SB:</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
<b>2.04 Show evidence of and determine appropriate revisions within the draft.</b>	<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, 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
<b>2.05 Include editing before the completion of finished work.</b>	<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
<b>2.06 Evaluate own and others' writing.</b>	<b>Evaluate Work During Revision, SB:</b> 22–23, 412, 450, 494, 531, 575, 601 <b>Self-Evaluation, SB:</b> 574, 600; <b>WP:</b> 194; <b>RW:</b> 133 <b>Evaluating Compositions, SB:</b> 411, 443, 449, 491, 530, 574, 600; <b>WP:</b> 162, 165, 170, 182, 189, 194; <b>RW:</b> 101, 104, 109, 121, 128, 133

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2.07 Experience numerous publishing opportunities.	<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 <b>Desktop Publishing, TE:</b> 27, 415, 418, 453, 504, 536 <b>Publishing a Research Paper, SB:</b> 536; <b>TE:</b> 536
2.08 Write in the expository mode.	<b>Expository Writing, SB:</b> 42, 50, 72, 116, 119, 131, 146, 149, 227, 229, 246, 254, 305, 329, 342, 456, 467, 469–475, 487–497, 517–536, 538–543; <b>TE:</b> 42, 50, 72, 116, 119, 131, 146, 149, 227, 229, 246, 254, 305, 329, 342, 456, 487–497, 510, 512–515, 516–518, 519–536, 538–539, 540–541, 542–543; <b>WP:</b> 43, 178–183; <b>RW:</b> 117–122
2.09 Write frequently across all content areas.	<b>Writing About Art, SB:</b> 416, 537, 605; <b>TE:</b> 416, 537, 605 <b>Writing about Health, SB:</b> 454, 579 <b>Writing about Literature/Reading, SB:</b> 498, 579 <b>Writing about Math, SB:</b> 579 <b>Writing about Physical Education, SB:</b> 437–441, 454, 483–486, 498, 537; <b>TE:</b> 437, 441, 483, 486 <b>Writing about Science, SB:</b> 433–435, 479–481, 514–517, 537, 579 <b>Writing about Social Studies, SB:</b> 10–11, 393–396, 398–403, 454, 510–512, 537, 557–560, 579
2.10 Write expressively in order to develop an effective writing style.	<b>Expressive Writing, SB:</b> 34, 39, 54, 75, 78, 109, 112, 116, 141, 152, 155, 197, 200, 229, 237, 240, 243, 260, 290, 292, 295, 301, 308, 332, 339, 347, 364, 404–415, 418–425, 568–578, 581, 583, 593–604, 607–611; <b>WP:</b> 6, 16, 80, 138, 142, 157–163, 185–190, 191–195; <b>RW:</b> 96–102, 124–129, 130–134
2.11 Write in response to literature.	<b>Responding to Literature in Writing, SB:</b> 11, 396, 435, 481, 512, 560, 586
2.12 Write in a variety of modes and genres.	<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 Solve a Problem, SB:</b> 540–541; <b>TE:</b> 540–541 <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 Poetry, SB:</b> 112, 205, 287, 349, 420–425; <b>TE:</b> 347 <b>Writing a Fable, SB:</b> 310 <b>Writing a Tall Tale, TE:</b> 164 <b>Writing a Story, SB:</b> 78, 332, 593–604; <b>TE:</b> 38, 115, 331; <b>WP:</b> 191–195; <b>RW:</b> 130–134 <b>Writing Science Fiction, TE:</b> 334 <b>Writing a Scientific Report, TE:</b> 188, 229; <b>WP:</b> 33, 153 <b>Writing a Play, SB:</b> 243, 347, 607, 609, 610–611
2.13 Locate and analyze information to prepare written works and presentations.	<b>Finding Information, SB:</b> 521, 522, H25, H51; <b>TE:</b> 521, 522, H25, H51 <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

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<b>Writing Accomplishments</b>	
<b>7.2.01 Engage in prewriting using a variety of strategies.</b>	
<p><b>a. Generate, focus, and organize ideas through personal resources, brainstorming, literary models, and classroom discussions.</b></p>	<p><b>Brainstorming, SB:</b> 405, 407  <b>Prewriting, SB:</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>b. Use print and non-print materials, along with prior knowledge and content area knowledge, to provide background for writing.</b></p>	<p><b>Published Models, SB:</b> 10–11, 393–395, 433–435, 477–479, 557–560, 584–586  <b>Student Models, SB:</b> 398–400, 437–440, 481–484, 562–567, 588–592</p>
<p><b>c. Continue to develop writing by using appropriate organizational strategies, including outlining and other graphic organizers, to produce a prewriting plan that leads to writing.</b></p>	<p><b>Creating Outlines, SB:</b> 525–526, 527–528, H34;  <b>TE:</b> 525–526, 527–528, H34  <b>Word Web, SB:</b> 14, 417, 425</p>
<p><b>d. Select, limit, and refine a topic.</b></p>	<p><b>Choosing a Topic, SB:</b> 12–13, 404, 465, 475, 502, 568;  <b>TE:</b> 12, 13, 404, 465, 475, 502, 568  <b>Keeping to the Main Idea, SB:</b> 553</p>
<p><b>e. Determine appropriate audience (i.e. formal audience).</b></p>	<p><b>Purpose and Audience, SB:</b> 12, 13, 404, 446–447, 448, 451, 568, 571</p>
<p><b>f. Evaluate purposes for writing (e.g., to inform, to describe, to explain, to persuade).</b></p>	<p><b>Writing to Solve a Problem, SB:</b> 540–541;  <b>TE:</b> 540–541  <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>Description and the Writing Process, SB:</b> 10–27  <b>Writing a Persuasive Essay, SB:</b> 441–453; <b>WP:</b> 164–171; <b>RW:</b> 103–110;</p>
<b>7.2.02 Write for a variety of audiences and purposes.</b>	
<p><b>a. Determine the intended audience (i.e. formal audience).</b></p>	<p><b>Purpose and Audience for Writing, SB:</b> 12, 13, 404, 446–447, 448, 451, 568, 571</p>
<p><b>b. Identify the mode, usage level, and conventions for appropriate sharing of information with the selected personal audience.</b></p>	<p><b>Read Own Writing Aloud, SB:</b> 27, 34, 39, 42, 47, 50, 54, 72, 75, 78, 83, 103, 106, 109, 112, 116, 119, 123, 126, 131, 135, 138, 146, 149, 152, 155, 183, 189, 197, 200, 203, 223, 229, 232, 237, 240, 243, 249, 254, 257, 260, 282, 287, 290, 292, 295, 298, 301, 305, 308, 329, 332, 335, 339, 342</p>
<p><b>c. Continue to write competently in the narrative and descriptive modes.</b></p>	<p><b>Writing a Personal Narrative, SB:</b> 34, 78, 135, 200, 243, 290, 301, 308, 332, 568–580; <b>WP:</b> 138, 185–190; <b>RW:</b> 124–128  <b>Writing to Describe, SB:</b> 13–27, 75, 106, 123, 149, 183, 192, 237, 257, 282, 347; <b>WP:</b> 63, 70, 115</p>
<p><b>d. Develop and refine writing in the expository mode.</b></p>	<p><b>Writing to Explain, SB:</b> 469–477, 487, 500–505</p>
<p><b>e. Continue to write in response to expository prompts.</b></p>	<p><b>Expository Writing, SB:</b> 42, 50, 72, 116, 119, 131, 146, 149, 227, 229, 246, 254, 305, 329, 342, 456, 467, 487–497, 517–536; <b>WP:</b> 43, 178–183; <b>RW:</b> 117–122</p>
<p><b>f. Explore techniques of persuasive writing.</b></p>	<p><b>Identify Persuasive Techniques, SB:</b> 458–463</p>

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g. Write personal reflections of experiences and events for self and others.	Writing to Record Ideas and Reflections, SB: 415, 453, 497, 536, 578, 604, H57, H58
h. Continue to produce original works of creative and imaginative writings.	Creative Writing, SB: 12, 14, 112, 246, 287
i. Continue to write to acquire knowledge (e.g., express, organize, and clarify thinking, take notes, synthesize information, enhance communication).	Taking Notes, SB: 386, 427, 502, 547, 593, 594–597
<b>7.2.03 Compose drafts of written works.</b>	
a. Continue to use prewriting plan to guide the first draft.	Drafting, SB: 18–19, 409, 410, 489–490, 571–573, 598–599, H47; WP: 160, 161, 174, 175, 186–190, 192, 193; RW: 99, 100, 113, 114, 125–129, 131, 132
b. Continue to write and think freely while drafting.	Freewriting, SB: 14, 569
c. Select mode based on purpose (i.e. descriptive, narrative, expository, and persuasive).	Purpose and Audience for Writing, SB: 12, 13, 404, 446–447, 448, 451, 568, 571
d. Develop a thesis statement appropriate to topic.	Choosing a Research Topic, SB: 519, 520, 523; TE: 519, 520, 523
e. Support and focus on topic, using details.	Supporting Details, SB: 14–19, 388, 390–391, 406–407, 470, 472–473, 539, 552, 554–555; WP: 158; RW: 97
f. Present and support sufficient knowledge of topic to reflect background and understanding.	Supporting a Written Essay, SB: 405, 442; TE: 405, 442; WP: 157, 103; RW: 96, 103
g. Compose the draft with an introduction to engage the audience interest, body paragraphs, and a conclusion.	Writing Beginnings and Introductions, SB: 18–19, 410, 446–447, 491, 529, 571; WP: 161, 168, 174, 181, 186; RW: 100, 107, 113, 120, 127 Organizing Ideas into a Paragraph, SB: 387–391, 401, 551–555, 562, 565; WP: 180; RW: 119 Blending Paragraphs within Larger Units of Text, SB: 391, 408, 445, 485, 527–528, 572 Writing Endings and Conclusions, SB: 18–19, 390, 391, 410, 446–447, 491, 529, 539, 573; WP: 161, 168, 174, 181, 188; RW: 100, 107, 113, 120, 127
h. Use precise language including active verbs, vivid words, colorful modifiers, figurative language, and imagery.	Using Exact Words in Writing, SB: 19, 86, 465, 503, 599, 602; WP: 31; RW: 21 Active Voice Verbs, SB: H78 Figurative Language, SB: 157, 420–422, 423, 424, 425, H13; TE: 420–422, 423, 424, H13
i. Continue to develop sentences that are clear, varied, and appropriate to the audience.	Sentence Fluency, SB: 43, 55, 79, 84–85, 142, 184–185, 193–194, 233–234, 250–251, 343–344, 368–369, 413, 493, 451, 576, 602; WP: 9–10, 17–18, 25–26, 29–30, 58–59, 71–72, 77–78, 94–95, 106–107, 145–146, 154–155; RW: 6–7, 11–12, 16–17, 36–37, 44–45, 48–49, 58–59, 65–66, 87–88, 93–94, 102
<b>7.2.04 Show evidence of and determine appropriate revisions within the written draft.</b>	
a. Revise writing to focus on purpose and audience.	Revising Drafts for Audience, SB: 593, 604

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b. Evaluate and determine if word choices are appropriate for the target audience.	<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
c. Evaluate and revise writing to focus on fluency of thought and coherence (e.g., sentences and paragraphs flow smoothly together, evidence of syntactic variety/varied sentence structures).	<b>Revising Drafts for Sentence Fluency, SB:</b> 43, 55, 79, 84–85, 142, 184–185, 193–194, 233–234, 250–251, 343–344, 368–369, 413, 451, 493, 576, 602; <b>WP:</b> 9–10, 17–18, 25–26, 29–30, 58–59, 71–72, 77–78, 94–95, 106–107, 145–146, 154–155, 163, 195; <b>RW:</b> 6–7, 11–12, 16–17, 19–20, 36–37, 44–45, 48–49, 58–59, 65–66, 87–88, 93–94, 102, 134 <b>Revising Drafts for Coherence, SB:</b> 504, 575, 592
d. Evaluate and determine the effectiveness of the organization of the written draft (e.g., chronological order or sequence maintained, creative introduction, appropriate thesis, supportive statements, and effective transitions).	<b>Organizing Ideas into a Paragraph, SB:</b> 387–391, 401, 551–555, 562, 565; <b>WP:</b> 180; <b>RW:</b> 119
e. Evaluate and revise writing to insure consistent development of ideas (e.g., appropriate and logical reasoning, key ideas covered, evidence of support for ideas, examples used, supportive statistics).	<b>Evaluate Work During Revision, SB:</b> 22–23, 412, 450, 494, 531, 575, 601 <b>Revising Written Composition, SB:</b> 9, 20–23, 401–403, 411–413, 449–451, 483–484, 493–495, 504, 575–576, 590–592, 600–602, H48; <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
f. Explore the use of words and phrases that create mood to establish a tone.	<b>Mood, SB:</b> 423, 424, 599, 614; <b>TE:</b> 423, 424, 599, 614; <b>WP:</b> 193; <b>RW:</b> 132 <b>Writing Tone, SB:</b> 457
g. Analyze writing for clarity of thought.	<b>Writing Clearly in a Business Letter, SB:</b> 456–457
<b>7.2.05 Include editing before the completion of finished work.</b>	
a. Continue to edit for elements of language.	<b>Proofreading Grammar and Usage, SB:</b> 25, 59, 89, 119, 123, 126, 146, 149, 155, 160, 189, 197, 207, 282, 290, 292, 295, 298, 301, 305, 308, 313, 332, 342, 347, 351, 372; <b>WP:</b> 13, 15, 27, 38, 42, 44, 46, 62, 64, 65, 79, 81, 120, 122, 130, 137, 147
b. Proofread using prior knowledge and experience, reference materials, and technology.	<b>Proofreading with a Dictionary, SB:</b> 24, 423, 457, 582
c. Continue to create readable documents.	<b>Make a Neat Final Copy, SB:</b> 27, 415, 453, 497, 536, 578, 604
d. Explore appropriate proofreading symbols.	<b>Proofreading Symbols, SB:</b> 24, 25, 414, 452, 496, 535, 577, 603
<b>7.2.06 Evaluate own and others' writing.</b>	
a. Continue to develop and use a rubric for evaluation.	<b>Rubrics, SB:</b> 411, 443, 449, 493, 530, 546, 574, 600; <b>WP:</b> 162, 165, 170, 176, 182, 189, 194; <b>RW:</b> 101, 104, 109, 115, 121, 128, 133
b. Continue to make appropriate suggestions for improvement, using the state assessment rubric.	Use of the state assessment rubric is at the teacher's direction and discretion.
c. Recognize the strengths, errors, and challenges in peers' writing and make appropriate comments of praise and suggestions for improvement.	<b>Holding a Writing Conference, SB:</b> 22–23, 412, 450, 494, 531, 575, 601; <b>TE:</b> 22–23, 412, 450, 494, 531, 575, 601

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d. Continue to evaluate improvements made in own and others' work.	<b>Holding a Writing Conference, SB:</b> 22–23, 412, 450, 494, 531, 575, 601
<b>7.2.07 Experience numerous publishing opportunities.</b>	
a. Produce a final draft of a selected work suitable for publication and/or sharing.	<b>Make a Neat Final Copy, SB:</b> 27, 415, 453, 497, 536, 578, 604
b. Use multiple technological sources to prepare and present work and to add graphs, tables, and/or illustrations.	<b>Using a Computer in Writing, SB:</b> 410, 452, 494, 531, 610, H47–H50 <b>Using Technology for a Research Project, SB:</b> 520, 521, 522, H51, H52; <b>TE:</b> 521, 522 <b>Desktop Publishing, TE:</b> 27, 415, 418, 453, 504, 536 <b>Graphs and Charts in a Research Project, SB:</b> 533–534; <b>TE:</b> 533–534
c. Identify opportunities for publication (e.g., school bulletin boards and publications, local and national contests, Internet websites, newspaper/periodicals).	<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
<b>7.2.08 Write in the expository mode.</b>	
a. Write in response to expository prompts, including frequent opportunities for timed writing.	<b>Expository Writing, SB:</b> 42, 50, 72, 116, 119, 131, 146, 149, 227, 229, 246, 254, 305, 329, 342, 456, 467, 487–497, 517–536; <b>WP:</b> 43, 178–183
b. Write frequently in the expository mode.	<b>Writing Expository Paragraphs, SB:</b> 469–477
c. State a well-developed, appropriate thesis.	<b>Topic for Expository Writing, SB:</b> 487–497, 517–536
d. Support and focus topic with relevant elaboration using supporting details and/or supporting examples.	<b>Elaborating with Details, SB:</b> 44, 80, 194, 344, 387–391, 406, 407, 413, 451, 469–477, 495, 503, 532, 539, 551–555, 569, 570, 576, 594, 602; <b>WP:</b> 9–10, 25–26, 77–78, 145–146, 158, 177, 183; <b>RW:</b> 6–7, 16–17, 48–49, 87–88, 97, 116, 122
e. Select the most appropriate organizational format for an expository essay.	<b>Organizational Format for Expository Writing, SB:</b> 487–497, 517–536
f. Use models of expository writing to enhance the writing process.	<b>Expository Models, SB:</b> 500–501
g. Create and select an appropriate title that creatively and accurately reflects the topic.	<b>Writing Titles, SB:</b> 453, 578, 604
h. Determine the qualities of strong and clinching concluding paragraphs to enrich writing assignments.	<b>Writing a Good Ending/Conclusion, SB:</b> 18–19, 390, 391, 410, 446–447, 491, 529, 539, 573
i. Continue to explain/illustrate key ideas clearly.	<b>Explain Key Ideas in Expository Writing, SB:</b> 487–497, 517–536
j. Incorporate varied expository structures (i.e. problem and solution, and present potential arguments).	<b>Writing to Solve a Problem, SB:</b> 540–541; <b>TE:</b> 540–541
k. Continue to apply the Tennessee State assessment rubric to an expository essay.	Use of the state assessment rubric is at the teacher's direction and discretion.
l. Continue to demonstrate facility in the use of language.	<b>Sentence Fluency, SB:</b> 43, 55, 79, 84–85, 142, 184–185, 193–194, 233–234, 250–251, 343–344, 368–369, 413, 493, 451, 576, 602; <b>TE:</b> 43, 55, 79, 84, 85, 142, 184, 185, 193, 194, 233, 234, 250, 251, 343, 344, 368, 369, 413, 493, 451, 576, 602; (continued)

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<b>I. Continue to demonstrate facility in the use of language. (continued)</b>	<b>Sentence Fluency, (continued) WP:</b> 9–10, 17–18, 25–26, 29–30, 58–59, 71–72, 77–78, 94–95, 106–107, 145–146, 154–155; <b>RW:</b> 6–7, 11–12, 16–17, 36–37, 44–45, 48–49, 58–59, 65–66, 87–88, 93–94, 102
<b>7.2.09 Write frequently across all content areas.</b>	
<b>a. Continue to produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, magazines, poems, letters to the editor, dialogues between famous people, WebPages).</b>	<b>Creative Writing, SB:</b> 12, 14, 112, 246, 287 <b>Writing for Journals, SB:</b> 34, 141, 197, 292 <b>Writing a Magazine Article, WP:</b> 51, 53 <b>Writing Poetry, SB:</b> 112, 205, 287, 349, 420–425; <b>TE:</b> 347 <b>Composing Editorials, SB:</b> 260, 295 <b>Writing Web Site Text, SB:</b> 257
<b>b. Continue to produce a variety of technical works utilizing knowledge from the content areas (e.g., explanations of projects and problems, science experiment projects, demonstrations, editorials, documents).</b>	<b>Writing a Scientific Report, TE:</b> 188, 229; <b>WP:</b> 33, 153 <b>Composing Editorials, SB:</b> 260, 295 <b>Writing Instructions, SB:</b> 131, 305, 500–505; <b>TE:</b> 46, 130, 154, 301, 322, 328, 338, 381; <b>WP:</b> 12
<b>c. Continue to research topics and organize gathered information from the content areas into presentable documents.</b>	<b>Organizing a Report, SB:</b> 519–536; <b>WP:</b> 178–183; <b>RW:</b> 117–122 <b>Writing a Research Report, SB:</b> 509–537, H22–H37, H66–H67; <b>WP:</b> 178–183; <b>RW:</b> 117–122
<b>d. Continue to compose and respond to original questions and/or problems from all content areas.</b>	<b>Connect Reading to Related Content Areas, SB:</b> 416, 454, 498, 537, 579, 605; <b>TE:</b> 416, 454, 498, 537, 579, 605 <b>Science, SB:</b> 433–435, 479–481, 514–517 <b>Social Studies, SB:</b> 10–11, 393–396, 398–403, 510–512, 557–560; <b>TE:</b> 10, 11, 393, 396, 398
<b>e. Continue to respond expressively and creatively to the arts incorporating the arts into all content areas.</b>	<b>Writing About Art, SB:</b> 416, 537, 605; <b>TE:</b> 416, 537, 605 <b>Writing in Music, SB:</b> 454
<b>f. Continue to react and respond to content area information in creative ways (e.g., create graphic, non-print essays; write and design a children’s book and create a tape to accompany book).</b>	<b>Connect Reading to Related Content Areas, SB:</b> 416, 454, 498, 537, 579, 605; <b>TE:</b> 416, 454, 498, 537, 579, 605 <b>Science, SB:</b> 433–435, 479–481, 514–517; <b>TE:</b> 433, 435, 479, 481, 514, 517 <b>Social Studies, SB:</b> 10–11, 393–396, 398–403, 510–512, 557–560; <b>TE:</b> 10, 11, 393, 396, 398
<b>g. Incorporate knowledge from across the content areas to enhance writing and display knowledge.</b>	<b>Writing About Art, SB:</b> 416, 537, 605; <b>TE:</b> 416, 537, 605 <b>Writing about Health, SB:</b> 454, 579 <b>Writing about Math, SB:</b> 579 <b>Writing about Physical Education, SB:</b> 437–441, 454, 483–486, 498, 537; <b>TE:</b> 437, 441, 483, 486 <b>Writing about Science, SB:</b> 433–435, 479–481, 514–517, 537, 579; <b>TE:</b> 433, 435, 479, 481, 514, 517, 537, 579 <b>Writing about Social Studies, SB:</b> 10–11, 393–396, 398–403, 454, 510–512, 537, 557–560, 579; <b>TE:</b> 10, 11, 393, 396, 398, 454, 537, 579
<b>7.2.10 Write expressively in order to develop an effective writing style.</b>	
<b>a. Continue to view, read, and/or listen to examples of various writing styles.</b>	<b>Reading Classic Literature, SB:</b> 420–421 (continued)

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a. Continue to view, read, and/or listen to examples of various writing styles. (continued)	<b>Reading a Report, SB:</b> 512, 513 <b>Reading Magazine Articles, SB:</b> 521; <b>TE:</b> 521 <b>Reading Fiction, SB:</b> 418, 419, 584–586, 607–609, H36; <b>TE:</b> 418, 419, 584–586, 607, H36 <b>Reading a Friendly Letter, SB:</b> 581; <b>TE:</b> 581 <b>Reading Business Letters, SB:</b> 456–457; <b>TE:</b> 457 <b>Reading Poetry, SB:</b> 420–424; <b>TE:</b> 420, 421, 424 <b>Listening to a Story, SB:</b> 550, 578; <b>TE:</b> 550, 551A–551B, 557, 584 <b>Listening to Follow Instructions, SB:</b> H4 <b>Listening to Poetry, SB:</b> 420–421; <b>TE:</b> 420, 421, 424
b. Demonstrate the use of vivid words (e.g., action verbs, figurative language, and imagery).	<b>Action Verbs, SB:</b> 100–103, 158, 212; <b>WP:</b> 32–33; <b>RW:</b> 22 <b>Figurative Language, SB:</b> 157, 420–422, 423, 424, 425, H13; <b>TE:</b> 420–422, 423, 424, H13
c. Support ideas through use of sensory details, concrete examples, and anecdotes.	<b>Supporting Subjects, SB:</b> 387, 389–390, 469, 472–473, 551, 553–554 <b>Giving Examples, SB:</b> 442; <b>WP:</b> 164; <b>RW:</b> 103 <b>Writing an Anecdote, SB:</b> 200
d. Continue to use a variety of sentence structures.	<b>Sentences and Sentence Structure, SB:</b> 40–42, 58, 60, 65, 211, 377; <b>WP:</b> 7–8; <b>RW:</b> 5
e. Continue to select appropriate transitional devices to enhance organization and unity of work.	<b>Using Transitions in Writing, SB:</b> 16, 18, 390, 408, 445, 473, 489–490, 501, 503, 528, 554, 570
f. Develop a unique and consistent voice in original works.	<b>Using Voice, SB:</b> 561, 572; <b>WP:</b> 187; <b>RW:</b> 126
<b>7.2.11 Write in response to literature.</b>	
a. Continue to express ideas or opinions through creative responses to a variety of literary forms and genres.	<b>Creative Writing, SB:</b> 12, 14, 112, 246, 287 <b>Personal Response to Literature, SB:</b> 11, 396, 435, 481, 512, 560, 586; <b>TE:</b> 11, 396, 435, 481, 512, 560, 586
b. Write extended character analyses.	<b>Analyzing Characters, SB:</b> 615; <b>TE:</b> 615
c. Demonstrate through writing an understanding of the elements of literature (e.g., plot, conflicts, setting, and characters).	<b>Developing a Plot, SB:</b> 595–596, 614; <b>WP:</b> 191; <b>RW:</b> 130 <b>Conflict, SB:</b> 595, 610, 611; <b>WP:</b> 191; <b>RW:</b> 130 <b>Developing a Setting, SB:</b> 594, 609, 614 <b>Creating Characters, SB:</b> 594, 597
d. Compare and contrast plots, conflicts, themes, and characters, from a variety of literary selections and genres.	<b>Comparing Print and Nonprint, SB:</b> 506–508, 614–615; <b>TE:</b> 506, 507, 508, 614, 615
e. Write creative, imaginative, and original responses to literature to enhance the literary experience (e.g., poems, songs, stories, dances, art, advertising campaigns).	<b>Creative Writing, SB:</b> 12, 14, 112, 246, 287 <b>Personal Response to Literature, SB:</b> 11, 396, 435, 481, 512, 560, 586; <b>TE:</b> 11, 396, 435, 481, 512, 560, 586
<b>7.2.12 Write in a variety of forms and genres.</b>	
a. Write works of fiction in the descriptive or narrative modes (e.g., short story, television scripts, fables, tall tales).	<b>Writing a Story, SB:</b> 78, 332, 593–604; <b>WP:</b> 191–195; <b>RW:</b> 130–134 <b>Writing a Movie Script, SB:</b> 243 <b>Writing a Screenplay, SB:</b> 347 <b>Writing a Fable, SB:</b> 310 <b>Writing a Tall Tale, TE:</b> 164

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b. Write poetry (e.g., haiku, bio-poem, limericks).	Writing Poetry, SB: 112, 205, 287, 349, 420–425; TE: 347 Writing a Haiku, SB: 425 Writing Limericks, SB: 349
c. Write biographical/autobiographical sketches, using relevant dialogue and anecdotes.	Writing an Autobiographical Sketch, SB: 308; TE: 71
d. Continue to write friendly and business letters.	Writing a Friendly Letter, SB: 581–582; TE: 581–582 Writing a Business Letter, SB: 54, 249, 456–457; TE: 457; WP: 14, 22, 93, 105
e. Write reflective pieces to clarify thinking and determine understanding.	Writing to Record Ideas and Reflections, SB: 415, 453, 497, 536, 578, 604, H57, H58
f. Write and select appropriate mode for documentary scripts, commercials, journalistic articles, and letters to the editor.	Writing a Movie Script, SB: 243 Writing a Screenplay, SB: 347 Writing a Travel Article, SB: 123 Writing a Newspaper Article, SB: 87, 261, 138, 339, 538–539; WP: 6, 61 Composing Editorials, SB: 260, 295
g. Write personal essays and collect other works for portfolio.	Writing a Personal Essay, SB: 290, 405, 406–407, 408, 409, 410, 411–413, 414–415; TE: 405, 406, 407, 408
h. Compose technical writing (e.g., to set a VCR or computer, to assemble a bike or other product).	Writing Instructions, SB: 131, 305, 500–505; TE: 46, 130, 154, 301, 322, 328, 338, 381; WP: 12
i. Assemble collected information into a research document or presentation.	Writing a Research Report, SB: 509–537, H22–H37, H66–H67; WP: 178–183; RW: 117–122 Present Research Finding, SB: 533–534, 536, 544–545; TE: 533–534, 536, 544–545
j. Write a persuasive argument, stating a clear position supported by relevant evidence to convince an audience.	Writing a Persuasive Essay, SB: 441–453; WP: 164–171; RW: 103–110; Supporting a Written Essay, SB: 405, 442; TE: 405, 442; WP: 157, 103; RW: 96, 103
<b>7.2.13 Locate and analyze information to prepare written presentations or reports.</b>	
a. Continue to use dictionaries, thesauruses and other word referenced materials.	Using a Dictionary, SB: 508, H22, H23, H28 Using a Thesaurus, SB: 413, 451, 495, 532, 576, 602, H14, H28, H98–H117
b. Continue to utilize resources available in the media center.	Using the Library, SB: H25–H28
c. Demonstrate ability to use interviews in writing and presenting.	Interviews, SB: 298, 521, H12; TE: 298, H12
d. Examine surveys and polls as support for research.	Collecting Data, SB: 463, 508, 521–522, 547, 615; TE: 463, 508, 521, 522, 547, 615
e. Continue to use computer technology to find information, to create reports and presentations, and to support research.	Electronic and Card Catalog, SB: H26–H27 Using a Computer in Writing, SB: 410, 452, 494, 531, 610, H47–H50 Using Technology for a Research Project, SB: 520, 521, 522, H51, H52; TE: 521, 522
f. Continue to use examples and details collected from available resources.	Giving Examples, SB: 442; WP: 164; RW: 103

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<b>g. Recognize that two equally reliable sources may present material from different perspectives.</b>	<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
<b>Seventh Grade Benchmarks/Indicators Writing</b>	
<b>Performance Indicators State:</b> As documented through state assessment –	
<i>At Level 1, the student is able to</i>	
<b>7.2.spi.1. complete a graphic organizer (i.e., clustering, listing, mapping, and webbing) with information from notes for a writing selection.</b>	<b>Graphic Organizers in Prewriting, SB:</b> 14, 407, 441, 442, 488, 520, 570, H60–H63; <b>TE:</b> 14, 407, 441, 442, 488, 520, 570 <b>Clusters, SB:</b> H59
<b>7.2.spi.2. select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.</b>	<b>Using Transitions in Writing, SB:</b> 16, 18, 390, 408, 445, 473, 489–490, 501, 503, 528, 554, 570; <b>TE:</b> 16, 18, 390, 408, 445, 473, 489, 490, 501, 503, 528, 554, 570
<b>7.2.spi.3. identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade).</b>	<b>Writing to Inform, SB:</b> 469–477, 487, 500, 519, 538 <b>Writing to Describe, SB:</b> 10, 11, 13, 14–17, 19, 21, 23, 25 <b>Writing to Explain, SB:</b> 469–477, 487, 500–505 <b>Writing to Persuade, SB:</b> 441–453, 456–465
<b>7.2.spi.4. identify the audience (formal/informal) for which text is written.</b>	<b>Audience for Writing, SB:</b> 12, 13, 404, 446–447, 448, 451, 568, 571; <b>TE:</b> 12, 13, 404, 446–447, 448, 451, 568, 571
<b>7.2.spi.5. select an appropriate concluding sentence for a well-developed paragraph.</b>	<b>Writing a Good Ending/Conclusion, SB:</b> 18–19, 390, 391, 410, 446–447, 491, 529, 539, 573; <b>TE:</b> 18, 19, 390, 391, 410, 446, 447, 491, 529, 539, 573
<b>7.2.spi.6. supply a missing piece of information in an outline.</b>	<b>Creating Outlines, SB:</b> 525–526, 527–528, H34; <b>TE:</b> 525–526, 527–528, H34
<i>At Level 2, the student is able to</i>	
<b>7.2.spi.7. rearrange multi-paragraphed work in a logical and coherent order.</b>	<b>Revising Drafts by Rearranging, SB:</b> 185, 504, 575; <b>WP:</b> 71–72; <b>RW:</b> 44–45 <b>Revising Drafts for Coherence, SB:</b> 504, 575, 592
<b>7.2.spi.8. identify individual written selections as technical, narrative, persuasive and/or descriptive in mode.</b>	<b>Comprehending Technical Text, SB:</b> 500–502; <b>TE:</b> 500–502 <b>Narrative Writing, SB:</b> 34, 78, 109, 116, 123, 135, 138, 141, 183, 189, 197, 200, 237, 243, 287, 290, 292, 301, 308, 332, 364, 551–555, 568–578, 581–582, 587, 593–604, 607–611, 612–615 <b>Descriptive Writing, SB:</b> 10, 11, 13, 14–17, 19, 21, 23, 25 <b>Writing to Persuade, SB:</b> 441–453, 456–465
<b>7.2.spi.9. select an appropriate thesis statement for a writing sample.</b>	<b>Main Idea of a Paragraph, SB:</b> 387, 469, 492, 527–529, 551
<b>7.2.spi.10. select the best way to combine sentences to provide syntactic variety within context.</b>	<b>Combining Sentences, SB:</b> 5, 43, 79, 84, 184, 193, 233–234, 250–251, 343, 368–369; <b>TE:</b> 5, 43, 79, 84, 184, 193, 233–234, 250–251, 343, 368–369; <b>WP:</b> 9–10, 25–26, 29–30, 71–72, 77–78, 94–95, 106–107, 145–146, 154–155; <b>RW:</b> 6–7, 16–17, 19–20, 44–45, 48–49, 58–59, 65–66, 87–88, 93–94

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7.2.spi.11. identify the sentence(s) irrelevant to a paragraph's theme or flow.	Deleting Extraneous Sentences, SB: 21, 411, 412, 440, 449, 450, 494, 530
7.2.spi.12. choose the supporting sentence that best fits the context and flow of ideas in a paragraph.	Supporting Sentences, SB: 14–19, 388, 390–391, 406–407, 470, 472–473, 539, 552, 554–555; WP: 158; RW: 97
7.2.spi.13. select the most appropriate title for a passage.	Writing Titles, SB: 453, 578, 604
<i>At Level 3, the student is able to</i>	
7.2.spi.14. identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid account, and Internet source).	Evaluating Information, SB: 458, 459, 460–463, 521–522, 523, 524, 546–547; TE: 458, 459, 460–463, 521–522, 546–547; WP: 178; RW: 117
7.2.spi.15. select illustrations, explanations, anecdotes, descriptions, and/or facts to support key ideas.	Giving Examples, SB: 442; WP: 164; RW: 103 Supporting a Written Essay, SB: 405, 442; TE: 405, 442; WP: 157, 103; RW: 96, 103 Support Persuasive Writing, SB: 353, 355–356, 357, 407–408; TE: 353, 355–356, 357, 407–408; WP: 156; RW: 97
<b>Performance Indicators Teacher:</b> As documented through teacher observation –	
<i>At Level 1, the student is able to</i>	
7.2.tpi.1. write frequently using descriptive and narrative prompts.	Narrative Writing, SB: 34, 78, 109, 116, 123, 135, 138, 141, 183, 189, 197, 200, 237, 243, 287, 290, 292, 301, 308, 332, 364, 551–555, 568–578, 581–582, 587, 593–604, 607–611, 612–615; WP: 55, 57, 70, 80, 123, 138, 185–190, 191–195; RW: 124–129, 130–134 Descriptive Writing, SB: 10, 11, 13, 14–17, 19, 21, 23, 25, 27, 34, 42, 50, 75, 106, 109, 123, 126, 141, 146, 149, 183, 192, 197, 223, 227, 237, 257, 282, 292, 329, 335, 347, 364; WP: 8, 28, 33, 41, 76, 89, 93, 103, 109, 121, 136, 142
7.2.tpi.2. use a variety of prewriting strategies.	Prewriting, SB: 9, 12–15, 404–408, 441–445, 485–488, 489–490, 568–570, 593–596, H47; WP: 157–159, 164–167, 173, 185, 191; RW: 96–98, 103–106, 112, 124, 130
7.2.tpi.3. write well-developed stories and summaries.	Writing a Story, SB: 78, 332, 593–604; WP: 191–195; RW: 130–134 Writing a Summary, SB: 342, 540, H36–H37, H41; TE: 342, 540, H36–H37, H41
7.2.tpi.4. share written work with others.	Read Own Writing Aloud, SB: 27, 34, 39, 42, 47, 50, 54, 72, 75, 78, 83, 103, 106, 109, 112, 116, 119, 123, 126, 131, 135, 138, 146, 149, 152, 155, 183, 189, 197, 200, 203, 223, 229, 232, 237, 240, 243, 249, 254, 257, 260, 282, 287, 290, 292, 295, 298, 301, 305, 308, 329, 332, 335, 339, 342, 347 Publishing, SB: 9, 26–27, 415, 453, 495, 505, 568, 578, 593, 604, H49–H50
7.2.tpi.5. use grade level appropriate vocabulary when writing.	Word Choice for Writing, SB: 156, 397, 436, 482, 513, 561, 587; WP: 68; RW: 42

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7.2.tpi.6. write with a sense of audience.	<b>Audience, SB:</b> 12, 13, 404, 446–447, 448, 451, 568, 571; <b>TE:</b> 12, 13, 404, 446–447, 448, 451, 568, 571
7.2.tpi.7. produce more than one draft.	<b>Evaluating Student Models (Two Drafts), SB:</b> 398–400, 437–440, 481–484, 562–567, 588–592
7.2.tpi.8. use correct page format.	<b>Page Format, SB:</b> H49
7.2.tpi.9. use all steps in the writing process.	<b>Prewriting, SB:</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 <b>Drafting, SB:</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 <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>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 <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 <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
<i>At Level 2, the student is able to</i>	
7.2.tpi.10. develop a thesis statement.	<b>Main Idea of Expository Writing, SB:</b> 469, 470, 477, 492; <b>TE:</b> SB: 469, 470, 477, 492
7.2.tpi.11. write in a variety of forms and genres.	<b>Writing Poetry, SB:</b> 112, 205, 287, 349, 420–425; <b>TE:</b> 347 <b>Writing a Newspaper Article, SB:</b> 87, 261, 138, 339, 538–539; <b>WP:</b> 6, 61 <b>Writing a Friendly Letter, SB:</b> 581–582; <b>TE:</b> 581–582 <b>Writing a Story, SB:</b> 78, 332, 593–604; <b>WP:</b> 191–195; <b>RW:</b> 130–134
7.2.tpi.12. write creative, original, and imaginative responses to literature.	<b>Responding to Literature, SB:</b> 11, 396, 435, 481, 512, 560, 586; <b>TE:</b> 11, 396, 435, 481, 512, 560, 586
7.2.tpi.13. compose notes that include important concepts.	<b>Taking Notes, SB:</b> 386, 427, 502, 547, 593, 594–597
7.2.tpi.14. evaluate own and others' writing using the Tennessee Writing Assessment rubric.	<b>Related: Rubrics, SB:</b> 411, 443, 449, 493, 530, 546, 574, 600; <b>WP:</b> 162, 165, 170, 176, 182, 189, 194; <b>RW:</b> 101, 104, 109, 115, 121, 128, 133
7.2.tpi.15. respond to questions from all content areas.	<b>Content Area Writing, SB:</b> 416, 454, 537, 579, 605; <b>TE:</b> 416, 454, 579, 537, 605
7.2.tpi.16. write personal reflections to experiences and events.	<b>Personal Response to Literature, SB:</b> 11, 396, 435, 481, 512, 560, 586
7.2.tpi.17. apply the Tennessee Writing Assessment rubric to expository essays.	<b>Related: Rubrics, SB:</b> 411, 443, 449, 493, 530, 546, 574, 600; <b>WP:</b> 162, 165, 170, 176, 182, 189, 194; <b>RW:</b> 101, 104, 109, 115, 121, 128, 133

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7.2.tpi.18. write frequently to expository prompts, including frequent opportunities for timed writing.	<b>Expository Writing, SB:</b> 42, 50, 72, 116, 119, 131, 146, 149, 227, 229, 246, 254, 305, 329, 342, 456, 467, 469–475, 487–497, 517–536, 538–543; <b>TE:</b> 42, 50, 72, 116, 119, 131, 146, 149, 227, 229, 246, 254, 305, 329, 342, 456, 487–497, 510, 512–515, 516–518, 519–536, 538–539, 540–541, 542–543; <b>WP:</b> 43, 178–183; <b>RW:</b> 117–122
7.2.tpi.19. produce a final, revised draft suitable for sharing.	<b>Final Draft, 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
7.2.tpi.20. write frequently across content areas.	<b>Writing About Art, SB:</b> 416, 537, 605; <b>TE:</b> 416, 537, 605 <b>Writing about Health, SB:</b> 454, 579 <b>Writing about Math, SB:</b> 579 <b>Writing about Physical Education, SB:</b> 437–441, 454, 483–486, 498, 537; <b>TE:</b> 437, 441, 483, 486 <b>Writing about Science, SB:</b> 433–435, 479–481, 514–517, 537, 579; <b>TE:</b> 433, 435, 479, 481, 514, 517, 537, 579 <b>Writing about Social Studies, SB:</b> 10–11, 393–396, 398–403, 454, 510–512, 537, 557–560, 579; <b>TE:</b> 10, 11, 393, 396, 398, 454, 537, 579
7.2.tpi.21. continue to develop a writing style and voice.	<b>Using Voice in Writing, SB:</b> 561, 572; <b>WP:</b> 187; <b>RW:</b> 126
7.2.tpi.22. write to acquire knowledge.	<b>KWL Chart, SB:</b> H63 <b>Writing a Learning Log, SB:</b> H57 <b>Taking Notes, SB:</b> 386, 427, 502, 547, 593, 594–597
7.2.tpi.23. demonstrate through writing an understanding of the elements of language.	<b>Proofreading for Elements of Language, 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
7.2.tpi.24. experience numerous publishing opportunities.	<b>Publishing, SB:</b> 9, 26–27, 415, 453, 495, 505, 568, 578, 593, 604, H49–H50
<i>At Level 3, the student is able to</i>	
7.2.tpi.25. conduct self-evaluation through review of one's own writing.	<b>Evaluating Compositions, SB:</b> 411, 443, 449, 491, 530, 574, 600; <b>WP:</b> 162, 165, 170, 182, 189, 194; <b>RW:</b> 101, 104, 109, 121, 128, 133
7.2.tpi.26. write a research report using multiple sources.	<b>Multiple Sources for a Research Report, SB:</b> 515, 517, 518, 524; <b>TE:</b> 515, 517, 518, 524
7.2.tpi.27. explore the concept of writing to persuade.	<b>Persuasive Strategies, SB:</b> 444; <b>WP:</b> 166, <b>RW:</b> 105 <b>Identify Persuasive Techniques, SB:</b> 458–463 <b>Writing a Persuasive Essay, SB:</b> 441–453; <b>WP:</b> 164–171; <b>RW:</b> 103–110;
7.2.tpi.28. incorporate varied expository structures (e.g., compare and contrast, process analysis, and problem solving).	<b>Writing a Compare-Contrast Essay, SB:</b> 478–499; <b>TE:</b> 49; <b>WP:</b> 173–177; <b>RW:</b> 112–116 <b>Writing a Cause and Effect Paragraphs, SB:</b> 474; <b>TE:</b> 474 <b>Writing to Solve a Problem, SB:</b> 540–541; <b>TE:</b> 540–541
7.2.tpi.29. explore appropriate proofreading symbols.	<b>Proofreading Symbols, SB:</b> 25, 414, 452, 496, 535, 577

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<b>Elements of Language</b>	
<b>Content Standard: 3.0</b> The student will use standard English conventions and proper spelling as appropriate to speaking and writing.	
<b>Learning Expectations:</b>	
<b>3.01 Demonstrate knowledge of standard English usage.</b>	<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
<b>3.02 Demonstrate knowledge of standard English mechanics.</b>	<b>Mechanics Conventions, SB:</b> 32–34, 51–56, 57, 58–59, 60–61, 68, 81–83, 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, 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
<b>3.03 Demonstrate knowledge of standard English spelling.</b>	<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
<b>3.04 Demonstrate knowledge of correct sentence structure.</b>	<b>Sentences and Sentence Structure, SB:</b> 40–42, 58, 60, 65, 211, 377; <b>WP:</b> 7–8; <b>RW:</b> 5
<b>Elements of Language Accomplishments</b>	
<b>7.3.01 Demonstrate knowledge of standard English usage.</b>	
<b>a. Use nouns correctly (e.g., collective nouns, compound nouns, noun functions as direct and indirect objects, and as predicate nouns).</b>	<b>Collective Nouns, SB:</b> 73, 74, 75, 88, 94, 95, 211; <b>WP:</b> 21–22; <b>RW:</b> 14 <b>Compound Nouns, SB:</b> 73–75, 88, 94, 96, 211; <b>WP:</b> 21–22; <b>RW:</b> 14 <b>Direct Objects, SB:</b> 129–130, 132–135, 159, 171, 172, 212, 288–289, 436, 452, H88; <b>WP:</b> 52–53, 120–121; <b>RW:</b> 33, 74 <b>Indirect Objects, SB:</b> H88 <b>Predicate Nouns, SB:</b> 136–138, 159, 173, 212, 452; <b>WP:</b> 54–55; <b>RW:</b> 34
<b>b. Use verbs appropriately (e.g., agreement with subject in person and number, verbs that take objects, linking verbs with predicate adjectives and predicate nouns, verb phrases, consistency in verb tenses, regular and irregular verb forms, correct use of the three simple and three perfect tenses).</b>	<b>Subject-Verb Agreement, SB:</b> 144–146, 159, 175, 213, 376, 414, 577, H78; <b>TE:</b> 99B, 144, 145, 146; <b>WP:</b> 60–61; <b>RW:</b> 38 <b>Linking Verbs, SB:</b> 101–102, 158, 163, 212, 288, 436; <b>WP:</b> 32–33; <b>RW:</b> 22 <b>Verb Phrases, SB:</b> 104–106, 158, 164, 212; <b>WP:</b> 34–35; <b>RW:</b> 23 <b>Keeping Verb Tense Consistent, SB:</b> 127–128; <b>WP:</b> 48–49; <b>RW:</b> 30–31 <b>Irregular Verbs, SB:</b> 110–111, 117–123, 158, 168–169, 212, H79; <b>WP:</b> 38–39, 42–43, 44–45; ; <b>RW:</b> 25, 27, 28
(continued)	

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<p>b. Use verbs appropriately (e.g., agreement with subject in person and number, verbs that take objects, linking verbs with predicate adjectives and predicate nouns, verb phrases, consistency in verb tenses, regular and irregular verb forms, correct use of the three simple and three perfect tenses). (continued)</p>	<p><b>Present Tense Verbs, SB:</b> 107–109, 158, 165, 377, H79; <b>WP:</b> 36–37; <b>RW:</b> 24  <b>Past Tense Verbs, SB:</b> 107–109, 114, 115, 116, 158, 165, 377, H79; <b>TE:</b> 107, 108, 109; <b>WP:</b> 36–37, 40–41; <b>RW:</b> 24, 26  <b>Future Tense Verbs, SB:</b> 107–109, 158, 165; <b>TE:</b> 107, 108, 109; <b>WP:</b> 36–37; <b>RW:</b> 24  <b>Perfect Tense, SB:</b> 113–116, 158, 167, H79; <b>TE:</b> 113, 114, 115, 116; <b>WP:</b> 40–41; <b>RW:</b> 26  <b>Past Perfect Tense, SB:</b> 113–116, 158, 167; <b>TE:</b> 99B, 113, 114, 115, 116; <b>WP:</b> 40–41; <b>RW:</b> 26</p>
<p>c. Use pronouns appropriately (e.g., proper case: nominative, objective, possessive; reflexive pronouns, interrogative, demonstrative; agreement of pronouns with their antecedents).</p>	<p><b>Pronoun Case, SB:</b> 288–290, 291–292, 293–295; <b>TE:</b> 279B, 288, 289, 290, 291, 292, 293, 294, 295; <b>WP:</b> 120–121, 122–123, 124–125; <b>RW:</b> 74, 75, 76  <b>Subject Pronouns, SB:</b> 288–290, 311, 318, 378, 436, 452, H76–H77; <b>WP:</b> 120–121; <b>RW:</b> 74  <b>Object Pronouns, SB:</b> 288–289, 311, 318, 330, 331, 356, 378, 452, H76–H77; <b>WP:</b> 120–121, 137–138; <b>RW:</b> 74, 83  <b>Possessive Pronouns, SB:</b> 293–295, 312, 320, 378; <b>TE:</b> 279B, 293, 294, 295; <b>WP:</b> 124–125; <b>RW:</b> 76  <b>Reflexive Pronouns, SB:</b> 306–308, 312, 324, H77; <b>WP:</b> 132–133; <b>RW:</b> 80  <b>Interrogative Pronouns, SB:</b> 296–298, 312, 321; <b>WP:</b> 126–127; <b>RW:</b> 77  <b>Demonstrative Pronouns, SB:</b> 299–301, 312, 322, H77; <b>WP:</b> 128–129; <b>RW:</b> 78  <b>Pronoun Antecedents, SB:</b> 280–282, 311, 316; <b>TE:</b> 280, 281, 282; <b>WP:</b> 114–115; <b>RW:</b> 70</p>
<p>d. Use adjectives appropriately (e.g., comparative and superlative forms, compound predicate adjectives, adjective clauses).</p>	<p><b>Comparing With Adjectives, SB:</b> 186–189; <b>TE:</b> 179B, 186, 187, 188, 189; <b>WP:</b> 73–74; <b>RW:</b> 46  <b>Predicate Adjectives, SB:</b> 136–138, 159, 173, 181, 182, 213, 215, 216; <b>WP:</b> 54–55, 69–70; <b>RW:</b> 34, 43</p>
<p>e. Use adverbs appropriately (e.g., comparative and superlative forms, punctuation with introductory adverb phrases and clauses, correct placement within the sentence).</p>	<p><b>Comparing with Adverbs, SB:</b> 195–197, 206, 213–214; <b>WP:</b> 79–80; <b>RW:</b> 50  <b>Adverb Phrases, SB:</b> 336–339; <b>WP:</b> 141–142; <b>RW:</b> 85  <b>Writing With Adverbs, SB:</b> 193–194; <b>WP:</b> 77–78; <b>RW:</b> 48–49</p>
<p>f. Use conjunctions appropriately (e.g., coordinating, correlative, and subordinating conjunctions to combine words, phrases, clauses, and sentences).</p>	<p><b>Conjunctions, SB:</b> 52, 55; <b>WP:</b> 13–14; <b>RW:</b> 9  <b>Coordinating Conjunctions, SB:</b> 43, 48–50, 59, 67, 93, 211; <b>WP:</b> 13–14; <b>RW:</b> 9  <b>Correlative Conjunctions, SB:</b> 48, 50, 59, 67, 93, 211; <b>WP:</b> 13–14; <b>RW:</b> 9  <b>Subordinating Conjunctions, SB:</b> 56, 362, 363; <b>RW:</b> 11  <b>Comma with Conjunction Between Clauses, SB:</b> 48–50, 59, 67; <b>TE:</b> 48, 49, 50; <b>WP:</b> 13–14; <b>RW:</b> 9</p>
<p>g. Identify and use appropriately prepositional phrases. (Recognize them as adjective/adverb modifiers and note their functions in the sentence.)</p>	<p><b>Prepositional Phrases, SB:</b> 327–329, 333–335, 336–337, 338–339, 340–342, 350–354, 355, 364, 378–379; <b>WP:</b> 135–136, 139–140, 141–142, 143–144; <b>RW:</b> 82, 84, 85, 86</p>
<p>h. Use interjections appropriately.</p>	<p><b>Interjections, SB:</b> 228–229, 262, 269; <b>WP:</b> 90–91; <b>RW:</b> 56</p>

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<p><b>i. Recognize and correct usage errors (e.g., subject/verb agreement, pronoun case {with emphasis on who/whom}, double negatives, comparative and superlative forms, troublesome word pairs {rise/raise, stationary/stationery, complement/compliment, beside/besides}).</b></p>	<p><b>Proofreading Grammar and Usage, SB:</b> 25, 59, 89, 119, 123, 126, 146, 149, 155, 160, 189, 197, 207, 282, 290, 292, 295, 298, 301, 305, 308, 313, 332, 342, 347, 351, 372; <b>WP:</b> 13, 15, 27, 38, 42, 44, 46, 62, 64, 65, 79, 81, 120, 122, 130, 137, 147</p>
<p><b>7.3.02 Demonstrate knowledge of standard English mechanics.</b></p>	
<p><b>a. Continue the correct use of capitalization (e.g., titles, friendly and business letters, quotations, proper adjectives).</b></p>	<p><b>Capitalizing Titles for People, SB:</b> 224, 225, 226–227, 252, 263, 276, H64; <b>TE:</b> 252; <b>WP:</b> 108–108  <b>Capitalizing Parts of Letters, SB:</b> 239, 456–457, 582; <b>TE:</b> 239, 263, 272; <b>WP:</b> 98–99; <b>RW:</b> 61  <b>First Word of Direct Quotation, SB:</b> 241–243, 273, 377; <b>WP:</b> 100–101; <b>RW:</b> 62  <b>Capitalizing Proper Adjectives, SB:</b> 181–183, 215, 216, 224–227, 262, 268; <b>TE:</b> 179B, 181, 182, 221B, 224, 225; <b>WP:</b> 69–70, 88–89; <b>RW:</b> 43, 55</p>
<p><b>b. Demonstrate the correct use of commas (e.g., after introductory words, phrases, or clauses; setting off appositives and interrupters; before a coordinating conjunction joining independent clauses to form compound sentences); colons (e.g., in business letters or before a list of items in a series); semicolons (e.g., combining sentences, between items in a series when the items already contain commas); underlining and italicizing (e.g., titles, words, letters, and figures); quotation marks (e.g., with direct quotations, to set off dialogue, in titles, use of end punctuation with quotation marks).</b></p>	<p><b>Comma with Introductory Element, SB:</b> 235–237, 262, 271; <b>TE:</b> 235, 236, 237; <b>WP:</b> 96–97; <b>RW:</b> 60  <b>Commas to Set Off Appositives, SB:</b> 79, 235–236, H71; <b>TE:</b> 79, 235, 236; <b>WP:</b> 25–26, 96–97; <b>RW:</b> 16–17, 60  <b>Commas with Interrupters, SB:</b> 235, H70; <b>WP:</b> 96–97; <b>RW:</b> 60  <b>Comma with Conjunction Between Clauses, SB:</b> 48–50, 59, 67; <b>TE:</b> 48, 49, 50; <b>WP:</b> 13–14; <b>RW:</b> 9  <b>Colon in a Business Letter Greeting, SB:</b> 239, 248–249, 263, 275, H38, H70; <b>TE:</b> 248, 249; <b>WP:</b> 104–105; <b>RW:</b> 64  <b>Colons with a List, SB:</b> 248, 275, H70; <b>TE:</b> 248, 275; <b>WP:</b> 104–105; <b>RW:</b> 64  <b>Semicolons, SB:</b> 247–249, 250, 263, 275, H72; <b>WP:</b> 104–105, 106–107; <b>RW:</b> 64, 65–66  <b>Italicizing/Underlining/Quotation Marks in Titles, SB:</b> 244, 245, 263, 274, H65; <b>TE:</b> 221B, 244, 245; <b>WP:</b> 102–103; <b>RW:</b> 63  <b>Quotation Marks, SB:</b> 241–243, 245, 266, 273, H12, H32, H33, H65, H66; <b>WP:</b> 100–101, 102–103; <b>RW:</b> 62, 63</p>
<p><b>c. Continue to form both singular and plural possessives using apostrophes.</b></p>	<p><b>Apostrophes in Possessives, SB:</b> 255, 256, 257, 263, 277, H69; <b>TE:</b> 221B, 255; <b>WP:</b> 110–111; <b>RW:</b> 68</p>
<p><b>d. Continue to write legibly.</b></p>	<p><b>Make a Neat Final Copy, SB:</b> 27, 415, 453, 497, 536, 578, 604</p>
<p><b>7.3.03 Demonstrate knowledge of standard English spelling.</b></p>	
<p><b>a. Spell high frequency words correctly.</b></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>b. Spell correctly commonly misspelled words appropriate to grade level.</b></p>	<p><b>Proofreading for Words Often Misspelled, SB:</b> H80</p>
<p><b>c. Spell correctly words commonly used in content specific vocabulary.</b></p>	<p>Spelling principles taught in the text may be applied to content specific vocabulary.</p>
<p><b>d. Recognize incorrectly spelled words within the context of sentences or phrases.</b></p>	<p><b>Proofreading for Words Often Misspelled, SB:</b> H80</p>

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e. Spell affixes correctly (e.g., il+legible=illegible; dine+ing=dining).	<b>Spelling Words with Affixes, SB:</b> 414, 452, 496, 535, 577, H16, H17, H18, H82–H85; <b>TE:</b> 414, 452, 496, 535, 577
f. Proofread and edit for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.	<b>Proofreading for Spelling, SB:</b> 423, 577, 603; <b>TE:</b> 423, 577, 603
g. Determine correct spelling of words utilizing electronic and print tools (e.g., spell check, dictionaries, word walls, and charts).	<b>Proofreading with a Dictionary, SB:</b> 24, 423, 457, 582
h. Maintain a consciousness toward correct spelling across the content areas.	<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
<b>7.3.04 Demonstrate knowledge of correct sentence structure.</b>	
a. Correct run-on sentences by using conjunctions, semicolons, and periods to join or to separate run-on elements.	<b>Run-on Sentences, SB:</b> 52–54, 59, 68, 93, 211; <b>TE:</b> 31B, 51, 53, 54; <b>WP:</b> 15–16; <b>RW:</b> 10 <b>Comma with Conjunction Between Clauses, SB:</b> 48–50, 59, 67; <b>TE:</b> 48, 49, 50; <b>WP:</b> 13–14; <b>RW:</b> 9 <b>Semicolon Between Clauses, SB:</b> 247–249, 263, 275, 369, 372; <b>WP:</b> 104–105; <b>RW:</b> 64
b. Correct sentence fragments by supplying the missing elements.	<b>Sentence Fragments, SB:</b> 51, 53–54, 59, 68, 93, 211, 372; <b>TE:</b> 31B, 51, 53, 54; <b>WP:</b> 15–16; <b>RW:</b> 10
c. Recognize and differentiate among simple, compound, and complex sentences.	<b>Simple Sentences, SB:</b> 40–42, 58, 60, 65, 211, 377; <b>WP:</b> 7–8; <b>RW:</b> 5 <b>Compound Sentences, SB:</b> 43–44; <b>WP:</b> 9–10; <b>RW:</b> 6–7 <b>Compound/Complex Sentences, SB:</b> 55–57, 231–232, 270, 365–367, 368–369, 371–373, 379, 381, H91, H93–H94; <b>WP:</b> 17–18, 92–93, 152–153, 154–155; <b>RW:</b> 11–12, 57, 92, 93–94
d. Combine sentences using a variety of strategies.	<b>Combining Sentences, SB:</b> 5, 43, 79, 84, 184, 193, 233–234, 250–251, 343, 368–369; <b>WP:</b> 9–10, 25–26, 29–30, 71–72, 77–78, 94–95, 106–107, 145–146, 154–155; <b>RW:</b> 6–7, 16–17, 19–20, 44–45, 48–49, 58–59, 65–66, 87–88, 93–94
e. Recognize and use appositives and appositive phrases.	<b>Appositives, SB:</b> 79–80, 235, H71; <b>WP:</b> 25–26, 96, 97; <b>RW:</b> 16–17
f. Recognize and use infinitives and infinitive phrases.	<b>Infinitives and Infinitive Phrases, SB:</b> H92
g. Identify and place correctly within a sentence adjective, adverb, and noun clauses.	<b>Using Clauses, SB:</b> 362–364, 365, 366–367, 369, 371, 380, 381; <b>WP:</b> 150–151, 152–153; <b>RW:</b> 91, 92
h. Use subordination, apposition, coordination, prepositional phrases, transitional words and phrases and other devices to indicate clear relationships.	<b>Subordinating Conjunctions, SB:</b> 56, 362, 363; <b>RW:</b> 11 <b>Appositives, SB:</b> 79–80, 235, H71; <b>WP:</b> 25–26, 96, 97; <b>RW:</b> 16–17 <b>Coordinating Conjunctions, SB:</b> 43, 48–50, 59, 67, 93, 211; <b>WP:</b> 13–14; <b>RW:</b> 9 <b>Prepositional Phrases, SB:</b> 327–329, 333–335, 336–337, 338–339, 340–342, 350–354, 355, 364, 378–379; <b>WP:</b> 135–136, 139–140, 141–142, 143–144; <b>RW:</b> 82, 84, 85, 86

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<p><b>i. Identify the complete subject and complete predicate of interrogative and other inverted sentence patterns.</b></p>	<p><b>Interrogative Sentences, SB:</b> 32–34, 47, 58, 63, 66, 93, 222; <b>WP:</b> 1–2, 11–12, 86–87; <b>RW:</b> 1, 8, 54  <b>Inverted Order, SB:</b> 45–47, 66, 147–149, 159, 176; <b>WP:</b> 62–63; <b>RW:</b> 39</p>
<b>Elements of Language Benchmarks</b>	
<p><b>Performance Indicators State:</b>  As documented through state assessment –</p>	
<p><i>At Level 1, the student is able to</i></p>	
<p><b>7.3.spi.1. identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, and interrupters) within context.</b></p>	<p><b>Comma with Introductory Element, SB:</b> 235–237, 262, 271; <b>TE:</b> 235, 236, 237; <b>WP:</b> 96–97; <b>RW:</b> 60  <b>Commas to Set Off Appositives, SB:</b> 79, 235–236, H71; <b>TE:</b> 79, 235, 236; <b>WP:</b> 25–26, 96–97; <b>RW:</b> 16–17, 60  <b>Commas with Interrupters, SB:</b> 235, H70; <b>WP:</b> 96–97; <b>RW:</b> 60  <b>Comma with Conjunction Between Clauses, SB:</b> 48–50, 59, 67; <b>TE:</b> 48, 49, 50; <b>WP:</b> 13–14; <b>RW:</b> 9  <b>Colon in a Business Letter Greeting, SB:</b> 239, 248–249, 263, 275, H38, H70; <b>TE:</b> 248, 249; <b>WP:</b> 104–105; <b>RW:</b> 64  <b>Colons with a List, SB:</b> 248, 275, H70; <b>TE:</b> 248, 275; <b>WP:</b> 104–105; <b>RW:</b> 64</p>
<p><b>7.3.spi.2. recognize usage errors occurring within context (e.g., double negatives, troublesome words: to, too, two; their, there, they're; lie, lay; sit, set).</b></p>	<p><b>Avoiding Double Negatives, SB:</b> 198–200; <b>TE:</b> 179B, 198, 199, 200; <b>WP:</b> 81–82; <b>RW:</b> 51  <b>to, too, two Usage, SB:</b> H74  <b>their, there, they're Usage, SB:</b> 293, H74; <b>WP:</b> 124–125; <b>RW:</b> 76  <b>lie, lay Usage, SB:</b> 150–152, 160, H73; <b>WP:</b> 64–65; <b>RW:</b> 40  <b>sit, set Usage, SB:</b> 150–152, 160; <b>WP:</b> 64–65; <b>RW:</b> 40</p>
<p><b>7.3.spi.3. identify the correct use of colons (i.e., in business letters, preceding a list of items) within context.</b></p>	<p><b>Colon in Greeting in Letters, SB:</b> 239, 456, 457, 581, 582  <b>Colons with a List, SB:</b> 248, 275, H70; <b>TE:</b> 248, 275; <b>WP:</b> 104–105; <b>RW:</b> 64</p>
<p><b>7.3.spi.4. choose the correct use of quotation marks and commas (i.e., in direct quotations, with explanatory material within the quote, proper use with end marks).</b></p>	<p><b>Quotation Marks, SB:</b> 241–243, 245, 266, 273, H12, H32, H33, H65, H66; <b>WP:</b> 100–101, 102–103; <b>RW:</b> 62, 63</p>
<p><i>At Level 2, the student is able to</i></p>	
<p><b>7.3.spi.5. identify the correct use of nouns (i.e., common/proper, singular/plural, possessives, direct/indirect objects, predicate), verbs (i.e., action/linking, regular/irregular, agreement, perfect tenses, verb phrases), adjectives (i.e., common/proper, comparative and superlative forms, adjective clauses), adverbs (i.e., comparative and superlative forms), interjection and conjunctions (i.e., coordinating, correlative, and subordinating) within context.</b></p>	<p><b>Common Nouns, SB:</b> 71–72, 88, 94, 95, 211; <b>WP:</b> 19–20; <b>RW:</b> 13  <b>Proper Nouns, SB:</b> 71–72, 88, 94, 95, 211, 224–227, 238, 239, 240, 262, 452; <b>WP:</b> 19–20, 88–89, 98–99; <b>RW:</b> 13, 55, 61  <b>Singular Nouns, SB:</b> 76–77, 89, 94, 97, 212; <b>WP:</b> 23–24; <b>RW:</b> 15  <b>Plural Nouns, SB:</b> 76–78, 89, 94, 97, 212, 377, 577; <b>WP:</b> 23–24; <b>RW:</b> 14  <b>Possessive Nouns, SB:</b> 81–85, 89, 212, 255, 257, 377, 577; <b>WP:</b> 27–28, 110–111; <b>RW:</b> 18–20, 68  <b>Direct Objects, SB:</b> 129–130, 132–135, 159, 171, 172, 212, 288–289, 436, 452, H88; <b>WP:</b> 52–53, 120–121; <b>RW:</b> 33, 74; <b>Indirect Objects, SB:</b> H88  (continued)</p>

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<p><b>7.3.spi.5.</b> identify the correct use of nouns (i.e., common/proper, singular/plural, possessives, direct/indirect objects, predicate), verbs (i.e., action/linking, regular/irregular, agreement, perfect tenses, verb phrases), adjectives (i.e., common/proper, comparative and superlative forms, adjective clauses), adverbs (i.e., comparative and superlative forms), interjection and conjunctions (i.e., coordinating, correlative, and subordinating) within context. (continued)</p>	<p><b>Action Verbs, SB:</b> 100–103, 158, 212; <b>WP:</b> 32–33; <b>RW:</b> 22  <b>Linking Verbs, SB:</b> 101–102, 158, 163, 212, 288, 436; <b>WP:</b> 32–33; <b>RW:</b> 22  <b>Irregular Verbs, SB:</b> 110–111, 117–123, 158, 168–169, 212, H79; <b>WP:</b> 38–39, 42–43, 44–45; <b>RW:</b> 25, 27, 28  <b>Subject-Verb Agreement, SB:</b> 144–146, 159, 175, 213, 376, 414, 577, H78; <b>WP:</b> 60–61; <b>RW:</b> 38  <b>Perfect Tenses, SB:</b> 113–116, 158, 167, H79; <b>TE:</b> 113, 114, 115, 116; <b>WP:</b> 40–41; <b>RW:</b> 26  <b>Verb Phrases, SB:</b> 104–106, 158, 164, 212; <b>WP:</b> 34–35; <b>RW:</b> 23  <b>Proper Adjectives, SB:</b> 181–183, 215, 216, 224–227, 262, 268; <b>WP:</b> 69–70, 88–89; <b>RW:</b> 43, 55  <b>Comparing With Adjectives SB:</b> 186–189; <b>TE:</b> 179B, 186, 187, 188, 189; <b>WP:</b> 73–74; <b>RW:</b> 46  <b>Comparing with Adverbs, SB:</b> 195–197, 206, 213–214; <b>WP:</b> 79–80; <b>RW:</b> 50  <b>Coordinating Conjunctions, SB:</b> 43, 48–50, 59, 67, 93, 211; <b>WP:</b> 13–14; <b>RW:</b> 9  <b>Correlative Conjunctions, SB:</b> 48, 50, 59, 67, 93, 211; <b>WP:</b> 13–14; <b>RW:</b> 9  <b>Subordinating Conjunctions, SB:</b> 56, 362, 363; <b>RW:</b> 11</p>
<p><b>7.3.spi.6.</b> identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases and/or clauses).</p>	<p><b>Combining Sentences, SB:</b> 5, 43, 79, 84, 184, 193, 233–234, 250–251, 343, 368–369; <b>WP:</b> 9–10, 25–26, 29–30, 71–72, 77–78, 94–95, 106–107, 145–146, 154–155; <b>RW:</b> 6–7, 16–17, 19–20, 44–45, 48–49, 58–59, 65–66, 87–88, 93–94</p>
<p><b>7.3.spi.7.</b> identify the correct use of prepositions and prepositional phrases within context.</p>	<p><b>Prepositions and Prepositional Phrases, SB:</b> 327–329, 333–335, 336–337, 338–339, 340–342, 350–354, 355, 364, 378–379; <b>WP:</b> 135–136, 139–140, 141–142, 143–144; <b>RW:</b> 82, 84, 85, 86</p>
<p><b>7.3.spi.8.</b> select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, and periods to join or separate elements) within context.</p>	<p><b>Run-on Sentences, SB:</b> 52–54, 59, 68, 93, 211; <b>TE:</b> 31B, 51, 53, 54; <b>WP:</b> 15–16; <b>RW:</b> 10</p>
<p><b>7.3.spi.9.</b> identify correctly or incorrectly spelled words in context.</p>	<p><b>Proofreading for Spelling, 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><i>At Level 3, the student is able to</i></p>	
<p><b>7.3.spi.10.</b> identify the correct use of appositives and appositive phrases and infinitives and infinitive phrases within context.</p>	<p><b>Appositives, SB:</b> 79–80, 235, H71; <b>WP:</b> 25–26, 96, 97; <b>RW:</b> 16–17  <b>Infinitives and Infinitive Phrases, SB:</b> H92</p>
<p><b>7.3.spi.11.</b> select the appropriate use of underlining/italicizing with titles, specific words, numbers, and letters.</p>	<p><b>Italicizing/Underlining/Quotation Marks in Titles, SB:</b> 244, 245, 263, 274, H65; <b>TE:</b> 221B, 244, 245; <b>WP:</b> 102–103; <b>RW:</b> 63</p>
<p><b>Performance Indicators Teacher:</b> As documented through teacher observation</p>	
<p><i>At Level 1, the student is able to</i></p>	
<p><b>7.3.tpi.1.</b> continue to write legibly and to spell grade level words correctly.</p>	<p><b>Make a Final Copy, SB:</b> 9, 26–27, 415, 453, 495, 505, 568, 578, 593, 604, H49–H50</p>

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7.3.tpi.2. use conventional language structures in both oral and written language.	<b>Complete Sentences, SB:</b> 37–39, 58, 64, 93, 211; <b>WP:</b> 5–6; <b>RW:</b> 4
7.3.tpi.3. use both simple and compound sentences routinely when writing.	<b>Simple Sentences, SB:</b> 40–42, 58, 60, 65, 211, 377; <b>WP:</b> 7–8; <b>RW:</b> 5 <b>Compound Sentences, SB:</b> 43–44; <b>WP:</b> 9–10; <b>RW:</b> 6–7
7.3.tpi.4. use singular and plural possessives correctly.	<b>Possessives, SB:</b> 81–85, 89, 94, 98, 212, 255, 257, 293–295, 312, 320, 377, 378, 577; <b>WP:</b> 27–28, 29–30, 110–111, 124–125; <b>RW:</b> 18, 19–20, 68, 76
<i>At Level 2, the student is able to</i>	
7.3.tpi.5. write complex sentences routinely.	<b>Writing Compound/Complex Sentences, SB:</b> 55–57, 231–232, 270, 365–367, 368–369, 371–373, 379, 381, H91, H93–H94; <b>WP:</b> 17–18, 92–93, 152–153, 154–155; <b>RW:</b> 11–12, 57, 92, 93–94
7.3.tpi.6. proofread and correct own writing.	<b>Proofreading Own Writing, 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
7.3.tpi.7. write with clarity across content areas.	<b>Writing About Art, SB:</b> 416, 537, 605; <b>TE:</b> 416, 537, 605 <b>Writing about Health, SB:</b> 454, 579 <b>Writing about Math, SB:</b> 579 <b>Writing about Physical Education, SB:</b> 437–441, 454, 483–486, 498, 537; <b>TE:</b> 437, 441, 483, 486 <b>Writing about Science, SB:</b> 433–435, 479–481, 514–517, 537, 579 <b>Writing about Social Studies, SB:</b> 10–11, 393–396, 398–403, 454, 510–512, 537, 557–560, 579
7.3.tpi.8. be aware of correct sentence structure, including the placement of words, phrases, and clauses used as modifiers.	<b>Sentences and Sentence Structure, SB:</b> 40–42, 58, 60, 65, 211, 377; <b>WP:</b> 7–8; <b>RW:</b> 5 <b>Misplaced Modifiers, SB:</b> 185; <b>TE:</b> 185; <b>WP:</b> 71–72; <b>RW:</b> 44–45
7.3.tpi.9. recognize action verb and linking verb patterns.	<b>Action Verbs, SB:</b> 100–103, 158, 212; <b>WP:</b> 32–33; <b>RW:</b> 22 <b>Linking Verbs, SB:</b> 101–102, 158, 163, 212, 288, 436; <b>WP:</b> 32–33; <b>RW:</b> 22
7.3.tpi.10. demonstrate the correct use of punctuation.	<b>Punctuation, SB:</b> 32, 33, 58, 63, 79, 222, 228, 230–231, 232, 233–234, 235–237, 238–239, 241–242, 247–249, 250–251, 255, 256, 257, 262, 263, 271, 272, 275, 277, H64, H65, H66, H67, H69–H72; <b>WP:</b> 1–2, 86–87, 90–91, 92–93, 94–95, 96–97, 98–99, 100–101, 104–105, 106–107, 110–111, 150–151; <b>RW:</b> 54, 56, 57, 58–59, 60, 61, 62, 64, 65–66, 68, 91
7.3.tpi.11. use and punctuate correctly constructed dialog when writing.	<b>Writing and Punctuating Dialogue, SB:</b> 241–243, 584, 587, 597, 609, 610, 611; <b>WP:</b> 100–101, 192; <b>RW:</b> 62, 131
7.3.tpi.12. place prepositional phrases correctly within the sentence according to their functions as modifiers.	<b>Prepositions and Prepositional Phrases, SB:</b> 327–329, 333–335, 336–337, 338–339, 340–342, 350–354, 355, 364, 378–379; <b>WP:</b> 135–136, 139–140, 141–142, 143–144; <b>RW:</b> 82, 84, 85, 86

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<i>At Level 3, the student is able to</i>	
7.3.tpi.13. be aware of regional variations in usage, vocabulary, and accent.	<b>Formal and Informal Language, SB:</b> 1, 30, 348, 419; <b>TE:</b> 1, 30, 348, 419; <b>WP:</b> 149; <b>RW:</b> 90 <b>Regional and Cultural Vocabulary, SB:</b> H21; <b>TE:</b> H21
7.3.tpi.14. maintain consistency in verb tenses.	<b>Keeping Verb Tense Consistent, SB:</b> 127–128; <b>WP:</b> 48–49; <b>RW:</b> 30–31
7.3.tpi.15. indicate clear relationships in writing through subordination, apposition, coordination, prepositional phrases, and other devices.	<b>Punctuation of Dependent Clauses, SB:</b> 362–364; <b>WP:</b> 150–151; <b>RW:</b> 91 <b>Appositives, SB:</b> 79–80, 235, H71; <b>WP:</b> 25–26, 96, 97; <b>RW:</b> 16–17 <b>Coordinating Conjunctions, SB:</b> 43, 48–50, 59, 67, 93, 211; <b>WP:</b> 13–14; <b>RW:</b> 9 <b>Using Prepositional Phrases, SB:</b> 340–348; <b>WP:</b> 143–144, 145–146, 147–148, 149; <b>RW:</b> 86, 87–88, 89, 90