

Houghton Mifflin *ENGLISH*
Grade 6
correlated to
West Virginia Instructional Goals and Objectives

Instructional Goal and Objective

Houghton Mifflin *ENGLISH*

Listening/Speaking	
6.1 identify and correct usage in oral communications	These pages can be adapted to help students identify and correct usage in oral communications: TE: 62–65, 92–95, 117B, 135–141, 144–149, 153–158, 188–193, 203–211, 273B, 274–276, 279–292, 295–299, 330–332 PE: 62–65, 92–95, 135–141, 144–149, 153–158, 188–193, 203–211, 274–276, 279–292, 295–299, 330–332
6.2 exhibit appropriate speaking etiquette (e.g., speaking in turn, using proper communication technologies, demonstrating interpersonal communication)	TE: 392, 583 PE: 392, 583
6.3 use public speaking strategies to prepare formal and informal speaking presentations across the curriculum using appropriate pitch, tone, and rate	TE: 382, 583 PE: 382, 583
6.4 listen to oral communications using proper etiquette	TE: 5, 392, 429 PE: 5, 392, 429, H4
6.5 listen to oral communications and retell in either oral or written form	These pages can be adapted to help students listen to oral communications and retell in either oral or written form: TE: 5, 352, 377, 413, 457, 497, 518, 543, 570 PE: 5, 352, 377, 413, 457, 497, 518, 543, 570
6.6 2,3,5,7,8 listen to oral directions and successfully complete the task	TE: 463–468 PE: 463–468
6.7 listen to oral communications and critique, evaluate, and summarize their contents across the curriculum	TE: 1–8, 352, 518 PE: 1–8, 352, 518
6.8 2,4,5,7,8 listen to specific oral information and interpret it to construct meaning in and beyond the text	TE: 1–8, 22–23, 352, 432, 518 PE: 1–8, 22–23, 352, 432, 518
6.9 5,7,8 listen to oral communications and identify the synonym of an unknown word from context	This page can be adapted to help students listen to oral communications and identify the synonym of an unknown word from context: PE: H14
6.10 listen to oral communication to determine the main idea	TE: 518 PE: 518
6.11 listen to oral communication to list details	TE: 352, 377, 413, 457, 497, 518, 543, 570 PE: 352, 377, 413, 457, 497, 518, 543, 570
6.12 2,3,4,5,7,8 listen to oral communication and distinguish between fact and opinion	TE: 352 PE: 352
6.13 listen to oral communication to predict outcomes	These pages can be adapted to help students listen to oral communication to predict outcomes:

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	TE: 1–8, 352 PE: 1–8, 352
6.14 1,2,5,7,8 think critically about oral selection to foster exploration, questioning and imagining	TE: 1–8, 352 PE: 1–8, 352
6.15 5,7,8 relate personal experiences to the information heard to construct new meaning	TE: 1–8, 352 PE: 1–8, 352
Reading Comprehension	
6.16 1,2,3,4,5,7,8,9,10,11 read literary works by national and international authors to include but not to be limited to: short stories, biographies, contemporary fiction, nonfiction (science and social sciences), narratives, novels, folk–lore, poetry, and drama	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to read literary works by national and international authors.
6.17 1,2,3,4,5,7,8,9,10,11 analyze the organization, author's style, and text components to determine genre	TE: 334, 385, 388–389, 390, 470, 563, 564–565, 566, 568, 576, 579, 579, 580, 581, 582, 583, 585 PE: 334, 385, 388–389, 390, 470, 563, 564–565, 566, 568, 576, 579, 579, 580, 581, 582, 583, 585, H13
6.18 determine and use the appropriate reading style for a particular reading situation (e.g., skim, scan, reading for information, recreational reading)	PE: H35
6.19 read directions to perform a task and apply the directions to a specific situation	TE: 463–468 PE: 463–468
6.20 7,8,9 locate key words and other explicit information to construct initial meaning of a text	These pages can be adapted to help students locate key words and other explicit information to construct initial meaning of a text: TE: 18, 352, 353, 432, 433, 518, 519 PE: 18, 352, 353, 432, 433, 518, 519
6.21 K,2,4,8,9,10,11 extend the meaning from a passage to determine the main idea (e.g., theme)	TE: 18, 352, 353, 432, 433, 518, 519 PE: 18, 352, 353, 432, 433, 518, 519
6.22 3,4,5,7,8,9,10,11 locate specific details in a textbook passage to promote understanding (e.g., cause-effect, classifying, compare and contrast, sequence, etc.)	TE: 437, 441–461, 463–468 PE: 437, 441–461, 463–468
6.23 K,3,4,5,7,8,9,10,11 locate specific details in functional materials (e.g., advertisements) and recreational materials to promote initial understanding	TE: 43, 46, 49, 54, 56, 86, 98, 122, 155, 182, 196, 198, 190, 243, 253, 259, 299, 318, 420–421, 463–468 PE: 43, 46, 49, 54, 56, 86, 98, 122, 155, 182, 196, 198, 190, 243, 253, 259, 299, 318, 420–421, 463–468
6.24 4,7,8,10 determine factual information from opinion or fiction	TE: 352, 355, 392, 407, 423, 429, 490 PE: 352, 355, 392, 407, 423, 429, 490

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6.25 determine the meaning of a word by using context clues	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to determine the meaning of a word by using context clues.
6.26 K,3,4,7,8,9,11 draw conclusions to describe character traits, thoughts, feelings, and motives	TE: 563, 579 PE: 563, 579
6.27 K,3,4,5,7,8,9,10,11 draw conclusions to make generalizations, judgments, inferences, and to summarize and analyze information based on reading selection	TE: 98, 146, 384 PE: 98, 146, 384, H36–H37
6.28 K,3,4,5,7,8,9,10,11 draw conclusions from functional material (e.g., advertisements) to make analysis of information	TE: 43, 46, 49, 54, 56, 86, 98, 122, 155, 182, 196, 198, 190, 243, 253, 259, 299, 318, 420–421, 463–468 PE: 43, 46, 49, 54, 56, 86, 98, 122, 155, 182, 196, 198, 190, 243, 253, 259, 299, 318, 420–421, 463–468
6.29 8,9,10,11 justify conclusions based on textbook information	These pages can be adapted to help students justify conclusions based on textbook information: TE: 43, 46, 49, 54, 56, 86, 98, 122, 155, 182, 196, 198, 190, 243, 253, 259, 299, 318, 420–421, 463–468 PE: 43, 46, 49, 54, 56, 86, 98, 122, 155, 182, 196, 198, 190, 243, 253, 259, 299, 318, 420–421, 463–468
6.30 K,2,3,4,5,7,9,10,11 make logical predictions based on events in a passage	These pages can be adapted to help students make logical predictions based on events in a passage: TE: 564 PE: 564
6.31 9,10 use setting, plot, characterization, author's style, and theme to determine understanding and extend the story	TE: 334, 385, 388–389, 390, 470, 563, 564–565, 566, 568, 576, 579, 579, 580, 581, 582, 583, 585 PE: 334, 385, 388–389, 390, 470, 563, 564–565, 566, 568, 576, 579, 579, 580, 581, 582, 583, 585, H13
6.32 5,9,10,11 use figurative language (e.g., simile, metaphor, hyperbole, pun, idioms alliteration, personification, and onomatopoeia,) and jargon to determine meaning of information in functional text (e.g., advertisement)	TE: 544 PE: 544, H13
6.33 3.5.10 identify other sources of information for a textbook topic (e.g., encyclopedia, dictionary, thesaurus, and library resources)	TE: 472–503 PE: 472–503, H66–H67
6.34 K,5,10 identify and apply appropriate strategies to aid in comprehension (e.g., graphic organizers, outlining, etc.)	TE: 11, 14, 15, 16, 17, 35, 38, 44, 47, 118, 120, 129, 144, 147, 180, 185, 204, 274, 319, 327, 362, 370, 387, 400, 408, 428, 438, 439, 440, 443, 451, 465, 477, 487, 500, 512, 523, 528, 537, 555, 562, 565

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	PE: 14, 15, 17, 370, 387, 408, 428, 451, 465, 487, 500, 512, 537, 562, 565, H59, H60–H61, H62, H63
Reading Vocabulary	
6.35 recognize and use key words introduced in the text	As a language arts program, Houghton Mifflin ENGLISH prepares students to recognize and use key words introduced in the text.
6.36 recognize and supply rhyming words	TE: 95, 385–390 PE: 95, 385–390
6.37 identify and generate compound words	TE: 524B, 545 PE: 545
6.38 recognize and select synonym for a word	PE: H14
6.39 2,3,4,5,7,8,9,10,11 determine the synonym for words in text to clarify meaning	These pages can be adapted to help students determine the synonym for words in text to clarify meaning: PE: H14
6.40 recognize words as homophones and be able to chose appropriate homophone according to recognize and select antonyms	TE: 300 PE: 300
6.41 recognize words as homophones and be able to chose appropriate homophone according to the usage	TE: 300 PE: 300
6.42 recognize words as homographs and correctly pronounce according to its usage	PE: H23
6.43 2,3,4,5,7,8,9,10,11 determine the meaning of multiple meaning words according to context	As a language arts program, Houghton Mifflin ENGLISH prepares students to determine the meaning of multiple meaning words according to context.
6.44 K,2,3,4,5,7,8,9,10,11 determine the meaning of words from their use in context	As a language arts program, Houghton Mifflin ENGLISH prepares students to determine the meaning of words from their use in context.
6.45 use prefixes as structural clues for word recognition and meaning	TE: 358B PE: H17
6.46 use base words as structural clues for word recognition and meaning	PE: H18
6.47 use suffixes as structural clues for word recognition and meaning	PE: H17
6.48 recognize and use Greek or Latin roots as structural clues for help in determining word meanings	PE: H20, H21
6.49 recognize and understand clipped or shortened words (e.g., exam–examination)	As a language arts program, Houghton Mifflin ENGLISH prepares students to recognize and understand clipped or shortened words.

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6.50 recognize and select appropriate word to complete analogies	PE: H38–H39
6.51 use connotation/denotation to understand meaning	TE: 415 PE: 415, H16
Writing	
6.52 write sentences that are complete, varied, and economical	TE: 31, 50–51, 52–54, 57–59, 60–61, 458 PE: 50–51, 52–54, 57–59, 60–61, 458
6.53 use prewriting and drafting strategies (e.g., drawing, clustering, brainstorming, discussion, etc.) to generate topics and plan approaches to writing tasks	Most lessons give students the opportunity to use prewriting and drafting strategies (e.g., drawing, clustering, brainstorming, discussion, etc.) to generate topics and plan approaches to writing tasks. Here are a few of the many examples: TE: 12, 23, 31, 83, 95, 128, 149, 179, 205, 281, 315, 318, 332, 357, 406, 453, 472, 536, 551, 598 PE: 12, 23, 128, 149, 205, 281, 332, 357, 406, 453, 536, 598
6.54 use writing strategies to address specific writing purposes, such as research, creative, journalistic, essay, narrative, informative and persuasive	Most lessons give students the opportunity to use writing strategies to address specific writing purposes, such as research, creative, journalistic, essay, narrative, informative and persuasive. Here are a few of the many examples: TE: 27, 37, 98, 149, 187, 190, 211, 240, 243, 324, 359, 384, 433, 437, 468, 507, 550 PE: 27, 98, 149, 187, 211, 240, 359, 384, 437, 468, 507
6.55 4.7,10 use a writing prompt to develop a composition that has smooth transition	TE: 117, 315, 381–382, 418–419, 440, 461–462, 503, 524, 547–548, 574–575 PE: 381–382, 418–419, 461–462, 503, 547–548, 574–575
6.56– 4.7,10 use a writing prompt to develop a composition that addresses the assigned topic	TE: 1B, 31B, 31, 83B, 117B, 117, 179B, 179, 233B, 233, 273B, 273, 315B, 315, 358B, 358, 381–382, 396B, 418–419, 440B, 440, 461–462, 472B, 503, 524B, 524, 547–548, 574–575 PE: 381–382, 418–419, 461–462, 503, 547–548, 574–575
6.57– 4.7,10 use a writing prompt to develop a composition containing specific, relevant details	TE: 1B, 15, 17, 21, 31B, 31, 83, 90–91, 117, 179B, 179, 183, 201–202, 233B, 233, 273, 315, 325–326, 358, 362, 371–372, 373, 374, 378, 396B, 407, 415, 432, 435, 440, 455, 458, 472B, 492–493, 498, 518, 521, 524, 528, 544, 563, 570, 571 PE: 15, 17, 21, 90–91, 183, 201–202, 325–326, 371–372, 373, 374, 378, 407, 415, 432, 435, 455, 458, 492–493, 498, 518, 521, 544, 563, 570, 571

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6.58 4.7,10 write sentences where diction is expressed in complete, varied, and economical ways	TE: 31, 50–51, 52–54, 57–59, 60–61, 83, 458 PE: 50–51, 52–54, 57–59, 60–61, 458
6.59 use revision strategies (e.g., adding dialogue, varying sentence length and structure, adding details, etc.)	TE: 21, 50–51, 60–61, 99–100, 183, 184, 201–202, 212, 244–245, 277–278, 293–294, 326, 378, 415, 458, 498, 544, 571 PE: 21, 50–51, 60–61, 99–100, 183, 184, 201–202, 212, 244–245, 277–278, 293–294, 326, 378, 415, 458, 498, 544, 571
6.60 edit own writing as well as the writing of others (e.g., peer editing) to delete or correct errors in organization, content, usage, mechanics, and spelling	TE: 24–25, 32–34, 52–54, 57–59, 62–65, 87–89, 92–95, 96–98, 101–103, 114, 117B, 132–141, 144–149, 150–152, 153–158, 188–193, 194–196, 203–211, 218, 233, 234–243, 246–248, 251–259, 273, 274–276, 279–292, 295–299, 330–332, 379, 389, 416, 459, 501, 545, 572 PE: 24–25, 32–34, 52–54, 57–59, 62–65, 87–89, 92–95, 96–98, 101–103, 114, 132–141, 144–149, 150–152, 153–158, 188–193, 194–196, 203–211, 218, 234–243, 246–248, 251–259, 274–276, 279–292, 295–299, 330–332, 379, 389, 416, 459, 501, 545, 572, H80, H81–H85
6.61 4.7,10 write with ever increasing command of the conventions of composition	Most lessons in <i>HM ENGLISH</i> give students the opportunity to write with ever increasing command of the conventions of composition. Here are a few of the many examples: TE: 15, 46, 79, 83, 114, 179, 194, 234, 246, 327, 379, 396, 416, 472, 501 PE: 46, 79, 114, 194, 234, 246, 327, 379, 416, 501
6.62 4.7,10 use a writing prompt to develop a composition that has a beginning, middle, and end	TE: 18, 524, 539, 541, 555 PE: 18, 539, 541
6.63 4.7,10 use a writing prompt to develop a composition that is focused, coherent, and has a clear and logical progression of ideas	TE: 12–17, 21, 117, 159, 179, 233, 315, 358, 369–370, 406–407, 440, 450–451, 470, 486–487, 524, 536–537, 562–563, 571, 580 PE: 12–17, 21, 159, 369–370, 406–407, 450–451, 486–487, 536–537, 562–563, 571, 580
6.64 use writing strategies to write for audiences, including peers, teachers, and employers	TE: 12, 13, 117, 179, 233, 273, 315, 358, 369, 388–389, 406, 409–410, 440, 450, 470, 524, 584 PE: 12, 13, 369, 388–389, 406, 409–410, 450, 584
6.65 demonstrate continuous progress toward mastery of penmanship and keyboarding in the writing process	These pages can be adapted to help students demonstrate continuous progress toward mastery of penmanship and keyboarding in the writing process: TE: 13, 17, 21, 25, 26, 27, 49, 67, 69, 98, 106–107, 110, 119, 131, 134, 138, 146, 149,

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	158, 161, 182, 187, 193, 200, 211, 214, 219, 235, 240, 248, 253, 256, 259, 261, 281, 286, 299, 302, 318, 324, 335, 336, 339, 368, 369, 370, 375, 376, 379, 380, 382, 383, 390, 405, 406, 408, 413, 416, 417, 418, 419, 420, 432, 449, 450, 451, 453, 456, 457, 459, 460, 467, 461, 462, 468, 485, 486, 487, 488, 489, 491, 492, 496, 500, 501, 502, 503, 509, 510, 512, 518, 525, 535, 536, 537, 538, 542, 543, 545, 546, 547, 548, 561, 562, 563, 569, 570, 572, 573, 574, 575, 581 PE: 13, 17, 26, 27, 69, 106–107, 110, 161, 214, 219, 261, 336, 339, 370, 375, 376, 379, 382, 383, 405, 408, 413, 416, 418, 419, 432, 449, 456, 457, 459, 485, 487, 488, 489, 491, 500, 501, 512, 525, 535, 537, 538, 542, 543, 545, 547, 548, 569, 570, 572, 575, 581, H42–H56
6.66 use electronic and traditional editing strategies to correct spelling errors (e.g., symbols, dictionaries) (e.g., proper names, homophones, [in, inn].)	TE: 218, 416, 501 PE: 218, 416, 501
Spelling	
6.67 demonstrate accurate spelling and pronunciation in their written and oral communication across the curriculum	As a language arts program, Houghton Mifflin <i>ENGLISH</i> provides writing opportunities for students to apply this objective.
6.68 develop spelling competency by recognizing one's own spelling weakness	As a language arts program, Houghton Mifflin <i>ENGLISH</i> provides writing opportunities for students to apply this objective.
6.69 focus on problem parts of words that are commonly misspelled (e.g., busy, minute, etc)	TE: 396B PE: H80
6.70 use memorization or mnemonic devices as a strategy for spelling words (e.g., colonel)	PE: H83
6.71 spell correctly words containing short vowel sounds (e.g., snack, spend)	PE: H81
6.72 spell correctly words containing long vowel sounds (e.g., a cane, paint, pay)	PE: H82
6.73 spell correctly words containing the schwa sound (e.g., elephant, telephone)	PE: H81–H82
6.74 spell correctly words containing a vowel variant (e.g., ou, ie, ey)	PE: H81–H83
6.75 spell correctly words with multi-spellings for the same sound (e.g., c sounded as k, c sounded as s)	TE: 396B PE: H82–H83
6.76 form and spell correctly the plurals of words ending in o and y (e.g., domino, potato, baby)	TE: 233B PE:
6.77 spell correctly words that form plurals requiring the addition of s and es (e.g., girls – dresses)	TE: 83B, 92–95, 101–103, 106, 111, 114–115, 116, 179B, 219, 339, 396B, 472B PE: 92–95, 101–103, 106, 111, 114–115, 116,

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	219, 339
6.78 spell correctly words containing y sounded as <i>i</i> (e.g., my, fly)	As a language arts program, Houghton Mifflin ENGLISH provides writing opportunities for students to apply this objective.
6.79 spell correctly words containing silent letters or have doubling of final consonant (e.g., doll, class, comb, gnaw, etc)	PE: H82
6.80 spell correctly words containing "oi" and "oy" and "ei" and "ie" (e.g., boil, toy, receive, believe)	PE: H82
6.81 identify, use, and spell common homophones/homonyms (words that have different meanings and spellings but are pronounced the same (e.g., hear – here, sun – son)	TE: 300 PE: 300
6.82 identify and form words with inflectional endings including when the word ending changes to add <i>ed</i> or <i>ing</i>	PE: H82
6.83 identify and form comparative and superlative adjectives (e.g., hard, harder, hardest)	TE: 179B, 188–190, 191–193, 214, 222, 225–226, 340, 440B, 459, 472B PE: 188–190, 191–193, 214, 222, 225–226, 340, 459, H75
6.84 identify and form words with prefixes (e.g., <i>in</i> , <i>im</i> , <i>pre</i> , <i>tri</i> , <i>re</i> , <i>un</i> , <i>dis</i> , etc)	TE: 358 PE: H82–H85
6.85 identify and form words with the common suffix, <i>tion</i> , <i>ly</i> , <i>ious</i> , <i>ture</i> , <i>ible</i> , and <i>able</i> (e.g., subtraction, lovely, mixture, precious, enjoyable, and flexible)	TE: 472B PE: H84–H85
6.86 acquire a spelling vocabulary from a wide variety of instructional sources	As a language arts program, Houghton Mifflin ENGLISH prepares students to acquire a spelling vocabulary from a wide variety of instructional sources.
6.87 use electronic editing as well as traditional editing resources to correct spelling errors (e.g., electronic spell checker, dictionary, thesaurus)	TE: 218, 416, 501 PE: 218, 416, 501
6.88 use capital letters at beginning of sentences	TE: 32, 83, 233B, 233, 358B PE: 32, H68–H69
Language	
6.89 capitalize the pronoun "I"	These pages can be adapted to provide the rules of capitalization of pronoun "I": TE: 87–89, 113, 217, 236–238, 266, 340 PE: 87–89, 113, 217, 236–238, 266, 340, H68–H79
6.90 1,2,3,4,5,7,8,9,10,11 use capital letters for proper nouns (e.g., names, family relationships, days of the week, cities, states, countries,	TE: 83B, 87–89, 113, 179B, 217, 233B, 236–238, 266, 279B, 340, 358B, 472B PE: 87–89, 113, 217, 236–238, 266, 340,

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holidays, months, geographic features, nationalities, languages, and historic events)	H68–H79
6.91 K,1,2,3,4,5 use capital letters for titles of works (e.g., books, stories, T.V. shows, and works of art)	TE: 83B, 233B, 257–259, 262, 272, 341, 380 PE: 257–259, 262, 272, 341, 380, H65, H68–H69
6.92 1,2,3,4,5,7,8,9,10,11 use capital letters for titles of people (e.g., President Lincoln)	TE: 87–89, 113, 217, 236–238, 266, 340 PE: 87–89, 113, 217, 236–238, 266, 340, H68–H79
6.93 2,3,4,5 capitalize appropriate part of a letter (e.g., heading, greeting, closing, etc)	PE: H68–H69
6.94 use capital letters when writing initials and abbreviated titles	TE: 233B, 251–253, 270, 315B, 341 PE: 251–253, 270, 341, H64–H65, H68–H69
6.95 3,4,5,10,11 use a capital letter for the first word of a direct quotation	TE: 256 PE: 256
6.96 use capital letters for parts of an outline	These pages can be adapted to help students use capital letters for parts of an outline: TE: 492–493, 538 PE: 492–493, 538, H34
6.97 7,8,10,11 use a capital letter for proper adjectives	TE: 179B, 194–196, 217, 233B, 236–238, 266, 340, 472B PE: 194–196, 217, 236–238, 266, 340, H68–H69
6.98 use periods at the end of a declarative or imperative sentence, after abbreviations, and in outlines	TE: 31B, 32–33, 67, 83B, 117B, 233B, 234, 235, 251, 265, 270, 315B, 358B, 472B, 524B PE: 32–33, 67, 234, 235, 251, 265, 270, H69
6.99 use a question mark at the end of an interrogative sentence	TE: 31B, 32–33, 67, 117B, 179B, 234–235, 265, 524B PE: 32–33, 67, 234–235, 265, H69
6.100 use an exclamation mark at the end of an exclamatory sentence and following an interjection	TE: 31B, 179B, 32–33, 67, 233B, 234–235, 239–240, 265, 267, 273B, 358B, 440B PE: 32–33, 67, 234–235, 239–240, 265, 267, H69
6.101 3,4,5,7,8,9,10,11 supply commas for words in a series, and for compound sentences	TE: 52–54, 71–72, 79, 233B, 241–243, 261, 268, 269, 273, 315B, 472B, 501 PE: 52–54, 71–72, 79, 241–243, 261, 268, 269, 501, H70–H71
6.102 supply commas between cities and states, in dates, addresses, letter parts, direct quotations, direct addresses, appositives, adjective, adverbial clauses, and to introduce phrases and clauses	TE: 52–54, 71–72, 79, 233B, 239–240, 267, 269, 273, 340, 420–421, 549–550 PE: 52–54, 71–72, 79, 239–240, 267, 269, 340, 420–421, 549–550, H70–H71
6.103 2,3,4,5,7,8,9,10,11 supply apostrophes for contractions and possessive nouns	TE: 83B, 96–98, 101–103, 106, 115–116, 150–152, 162, 176, 179B, 221, 396B, 440B, 472B PE: 96–98, 101–103, 106, 115–116, 150–152, 162, 176, 221, H36–H70

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6.104 3,4,5,9,10,11 supply quotation marks for direct quotations, dialogue, and titles of written works (e.g., stories, poems, etc.)	TE: 254–256, 262, 271, 273B, 315B PE: 254–256, 262, 271, H65–H66
6.105 5,8,10,11 use colon with a list	See Levels 7 and 8.
6.106 use hyphen to divide syllables at end of writing line and in certain compound words (e.g., sister–in-law)	See Levels 7 and 8.
6.107 recognize and compose declarative, interrogative, exclamatory, and imperative sentences	TE: 32–33, 34, 41–43, 67, 73, 76, 110, 219, 339 PE: 32–33, 34, 41–43, 67, 73, 76, 110, 219, 339
6.108 identify and compose simple, compound, and complex sentences	TE: 52–54, 57–59, 60–61, 68, 78, 81, 110–111 PE: 52–54, 57–59, 60–61, 68, 78, 81, 110–111
6.109 1,2,3,4,5,7,8,9,10,11 recognize and correct sentence fragments and run-on sentences	TE: 31B, 62–65, 69, 82, 83B, 111, 117B, 142–143, 219, 315B, 358B, 396B, 440B, 524B PE: 62–65, 69, 82, 111, 142–143, 219
6.110 1,2,3,4,5,7,8,9,10,11 identify and correct awkward sentence structure (e.g., misplaced modifiers)	TE: 32–49, 52–59, 84–89, 92–98, 101–103, 118–134, 150–152, 180–182, 185–200, 203–205, 274–276, 279–292, 295, 296, 316–324, 327–329 PE: 32–49, 52–59, 84–89, 92–98, 101–103, 118–134, 150–152, 180–182, 185–200, 203–205, 274–276, 279–292, 295, 296, 316–324, 327–329
6.111 identify and compose complete, simple, and compounds subjects and predicates	TE: 35–37, 38–40, 41–43, 44–46, 47–49, 50, 51, 52–54, 57–59, 60–61, 67, 68, 70, 74, 75, 77, 78, 81, 110–111, 219, 339 PE: 35–37, 38–40, 41–43, 44–46, 47–49, 50, 51, 52–54, 57–59, 60–61, 67, 68, 70, 74, 75, 77, 78, 81, 110–111, 219, 339
6.112 4,5,8 organize information by combining sentences	TE: 50–51, 60–61, 71–72, 90–91, 99–100, 184, 244–245, 249–250, 293–294, 326, 338 PE: 50–51, 60–61, 71–72, 90–91, 99–100, 184, 244–245, 249–250, 293–294, 326, 338
6.113 recognize direct objects, indirect objects, predicate nominatives, and predicate adjectives	TE: 123–125, 126, 128, 161, 168, 220 PE: 123–125, 126, 128, 161, 168, 220
6.114 recognize singular, plural, and possessive nouns	TE: 83B, 92–95, 96–98, 99–100, 101–103, 106, 111, 114–115, 116, 117B, 219, 339, 440B PE: 92–95, 96–98, 99–100, 101–103, 106, 111, 114–115, 116, 219, 339
6.115 1,2,4,5,7,9,10,11 recognize proper and common nouns	TE: 83B, 87–89, 106, 111, 113, 179B, 233B, 236–238, 261, 266, 279B, 396B PE: 87–89, 106, 111, 113, 236–238, 261, 266

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6.116 4,5,7,8,9 recognize and use the cases (e.g., nominative, objective, possessive) of pronouns(personal, compound personal, demonstrative, interrogative, relative, and indefinite) correctly by labeling the pronoun and its antecedent	TE: 273B, 279–281, 282–284, 290–292, 295–296, 301–302, 308, 309, 311, 315B, 341, 345, 396B, 524B PE: 279–281, 282–284, 290–292, 295–296, 301–302, 308, 309, 311, 341, 345
6.117 recognize and understand antecedent of a pronoun	TE: 274–276, 302, 307, 545 PE: 274–276, 302, 307, 545
6.118 recognize and supply action, linking, and helping verbs	TE: 118–119, 120–122, 129–131, 160–161, 166, 167, 170, 220, 285–286, 302, 310, 339, 34, 358B PE: 118–119, 120–122, 129–131, 160–161, 166, 167, 170, 220, 285–286, 302, 310, 339, 341
6.119 1,2,3,4,5,7,8,9,10,11 write and edit text using past, present, and future tense correctly	TE: 132–134, 160, 162, 171, 220, 339 PE: 132–134, 160, 162, 171, 220, 339
6.120 1,2,3,5,7,8,9,10,11 write and edit text using correct subject-verb agreement	TE: 117B, 144–149, 162, 174–175, 179B, 221, 233B, 396B, 440B, 472B PE: 144–149, 162, 174–175, 221
6.121 recognize and use adjectives and adverbs	TE: 179B, 180–182, 197–198, 199–200, 209–211, 214–216, 221, 222, 223, 228–229, 232, 233B, 327–329, 335, 340, 346 PE: 180–182, 197–198, 199–200, 209–211, 214–216, 221, 222, 223, 228–229, 232, 327–329, 335, 340, 346
6.122 8 differentiate the use of adjectives and adverbs (e.g., real and really)	TE: 209–210, 212, 216, 222, 232, 233B PE: 209–210, 212, 216, 222, 232
6.123 recognize and use comparative and superlative adjectives correctly	TE: 179B, 203–205, 215, 222, 230, 340, 440B, 472B PE: 203–205, 215, 222, 230, 340
6.124 identify prepositions and their prepositional phrases	TE: 315B, 316–318, 322–324, 325–326, 327–329, 330–332, 335–336, 342–343, 346–347 PE: 316–318, 322–324, 325–326, 327–329, 330–332, 335–336, 342–343, 346–347
6.125 identify and use coordinating and correlative conjunctions	TE: 57–59, 60–61, 68, 77–79, 80, 110, 268 PE: 57–59, 60–61, 68, 77–79, 80, 110, 268
6.126 1,2,3,4,5,7,8,9,10,11 identify the purpose and audience in written expression	TE: 12, 13, 95, 369, 380, 385–390, 406, 409–410, 417, 420–421, 433, 437, 438, 450, 460, 463, 486, 502, 504–506, 507–509, 510–511, 519, 536, 546, 549, 562, 573, 576–581, 584 PE: 12, 13, 95, 369, 380, 385–390, 406, 409–410, 417, 420–421, 433, 437, 438, 450, 460, 463, 486, 502, 504–506, 507–509, 510–511, 519, 536, 546, 549, 562, 573, 576–581, 584, H57, H58

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6.127 4,5,7,9,10,11 identify topic sentences in written expression	TE: 353, 433, 519 PE: 353, 433, 519
6.128 1,2,3,7,8,10,11 identify supporting sentences in written expression	TE: 14–19, 21, 353–356, 371, 407, 433, 435–436, 452, 493, 519, 521–522 PE: 14–19, 21, 353–356, 371, 407, 433, 435–436, 452, 493, 519, 521–522
6.129 1,2,4,5,7,8 make decisions about relevant and appropriate content to eliminate extraneous sentences in writing	TE: 21, 415 PE: 21, 415
6.130 5,7,8,9,10,11 identify and correct redundancy	These pages can be adapted to identify and correct redundancy: TE: 62–65, 92–95, 135–141, 144–149, 153–158, 188–193, 203–211, 274–276, 279–292, 295–299, 330–332 PE: 62–65, 92–95, 135–141, 144–149, 153–158, 188–193, 203–211, 274–276, 279–292, 295–299, 330–332
6.131 1,2,3,4,5,7,8,9,10,11 recognize and use editing skills in writing compositions	TE: 24–25, 379, 389, 416, 459, 501, 545, 572 PE: 24–25, 379, 389, 416, 459, 501, 545, 572
Study Skills	
6.132 5,7,8,9,10 identify and use the parts of a book including title page, copyright page, table of contents, glossary, index	These pages can be adapted to identify and use the parts of a book: TE: 472–503 PE: 472–503, H66–H67
6.133 8,9,10 use the table of contents to determine the purpose of a book, the main idea of a book, locate general and specific information in a book, and determine the intent of a chapter	These pages can be adapted to use the table of contents to determine the purpose of a book, the main idea of a book, locate general and specific information in a book, and determine the intent of a chapter: TE: 472–503 PE: 472–503, H66–H67
6.134 identify the index of a book and parts of an index entry (e.g., topic, subtopics, and cross references)	These pages can be adapted to identify the index of a book and parts of an index entry: TE: 472–503 PE: 472–503, H66–H67
6.135 5,7,8,9,10 use an index to locate specific information	TE: 472–503 PE: 472–503, H66–H67
6.136 3,4,5,7,9,11 demonstrate the appropriate use of the general reference sources of a dictionary, thesaurus, atlas, almanac, and encyclopedia	TE: 21, 159 PE: 21, 159, H22–H24, H96–H117
6.137 5,7 identify a word that will come first in alphabetical order according to the second, third, fourth, and fifth letter	These pages can be adapted to identify a word that will come first in alphabetical order according to the second, third, fourth, and fifth letter: PE: H22–H24

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6.138 3,5,7,9,10,11 use a set of guide words from a dictionary page to select a word to be found on that page	PE: H22–H23
6.139 3,5,7,8 use the dictionary pronunciation guide to determine how a word is divided into syllables, determine the sounds of dictionary entry words, and sounds of letters as they appear in words	PE: H24
6.140 3,5,7,8,9,19,11 read the various meanings of a dictionary entry to determine the meaning of a word in a sentence	PE: H22
6.141 develop an awareness of word origin as contained in a dictionary	PE: H22
6.142 identify and use a thesaurus as a source for locating synonyms and antonyms	TE: 21, 159, 21, 159 PE: 21, 159, 21, 159, H96–H117
6.143 5,7 identify and use sources for specific types of information (e.g., encyclopedia, atlas/maps, almanac, periodicals/magazines, newspapers, Readers Guide to Periodical Literature, and computer on-line services)	PE: H25–H27
6.144 recognize and use the library as a source of reference	PE: H25–H27
6.145 identify and use various resources in the library including fiction and non-fiction categories of books	PE: H25–H27
6.146 5,7,8 access and identify title, author, subject, call number, publisher, and copyright of resources using the card catalog system or electronic systems	PE: H25–H27
6.147 9,10,11 know the purpose and use of graphic organizers (e.g., diagrams, webbing, T-chart, and flow chart)	TE: 11, 14, 15, 16, 17, 35, 38, 44, 47, 118, 120, 129, 144, 147, 180, 185, 204, 274, 319, 327, 362, 370, 387, 400, 408, 428, 438, 439, 440, 443, 451, 465, 477, 487, 500, 512, 523, 528, 537, 555, 562, 565 PE: 14, 15, 17, 370, 387, 408, 428, 451, 465, 487, 500, 512, 537, 562, 565, H59, H60–H61, H62, H63
6.148 know the purpose and interpret graphic aids (e.g., graphs, tables, charts, diagrams, maps, and illustrations)	TE: 11, 14, 15, 16, 17, 35, 38, 44, 47, 118, 120, 129, 144, 147, 180, 185, 204, 274, 319, 327, 362, 370, 387, 400, 408, 428, 438, 439, 440, 443, 451, 465, 477, 487, 500, 512, 523, 528, 537, 555, 562, 565 PE: 14, 15, 17, 370, 387, 408, 428, 451, 465, 487, 500, 512, 537, 562, 565, H59, H60–H61, H62, H63
6.149 3,8 organize information into an outline by being able to categorize information into topics, subtopics, and details	TE: 12, 16–17, 373, 410, 439, 452–453, 465, 477, 492–493, 512–513, 523, 538 PE: 12, 16–17, 373, 410, 452–453, 465, 492–493,

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	512–513, 538, H34
6.150 identify and use the correct procedure for note taking, test taking, completing functional forms	TE: 70–72, 108–109, 164–165, 217–218, 304–306, 337–338, 395, 462, 490, 513, 548, 575 PE: 70–72, 108–109, 164–165, 217–218, 304–306, 337–338, 395, 462, 490, 513, 548, 575, H32–H33, H38–H41
6.151 access and use information from various audiovisuals resources (e.g., compact disks, tape, and films)	TE: 13, 26, 375, 416, 457, 459, 488, 491, 500, 543, 545, 570, 572, 581 PE: 13, 26, 375, 416, 457, 459, 488, 491, 500, 543, 545, 570, 572, 581, H42–H56
6.152 adjust reading rate according to purpose and nature of material	These pages can be adapted to adjust reading rate according to purpose and nature of material: TE: 12, 95, 380, 406, 417, 420–421, 433, 437, 438, 450, 460, 462, 486, 502, 504–506, 507–509, 510–511, 519, 536, 546, 549, 562, 573 PE: 12, 95, 380, 406, 417, 420–421, 433, 437, 438, 450, 460, 462, 486, 502, 504–506, 507–509, 510–511, 519, 536, 546, 549, 562, 573, H57, H58
Computer/Technology	
6.153 use appropriate software to practice and master sixth grade English language arts instructional objectives	TE: 13, 17, 21, 25, 26, 27, 49, 67, 69, 98, 106–107, 110, 119, 131, 134, 138, 146, 149, 158, 161, 182, 187, 193, 200, 211, 214, 219, 235, 240, 248, 253, 256, 259, 261, 281, 286, 299, 302, 318, 324, 335, 336, 339, 368, 369, 370, 375, 376, 379, 380, 382, 383, 390, 405, 406, 408, 413, 416, 417, 418, 419, 420, 432, 449, 450, 451, 453, 456, 457, 459, 460, 467, 461, 462, 468, 485, 486, 487, 488, 489, 491, 492, 496, 500, 501, 502, 503, 509, 510, 512, 518, 525, 535, 536, 537, 538, 542, 543, 545, 546, 547, 548, 561, 562, 563, 569, 570, 572, 573, 574, 575, 581 PE: 13, 17, 26, 27, 69, 106–107, 110, 161, 214, 219, 261, 336, 339, 370, 375, 376, 379, 382, 383, 405, 408, 413, 416, 418, 419, 432, 449, 456, 457, 459, 485, 487, 488, 489, 491, 500, 501, 512, 525, 535, 537, 538, 542, 543, 545, 547, 548, 569, 570, 572, 575, 581, H42–H56
6.154 use the editing functions of a word processor (spell check, grammar checker, thesaurus, outliner) (6.60, 6.66, 6.87 and 6.131)	These pages can be adapted to help students use the editing functions of a word processor: TE: 13, 17, 21, 25, 26, 27, 49, 67, 69, 98, 106–107, 110, 119, 131, 134, 138, 146, 149, 158, 161, 182, 187, 193, 200, 211, 214, 219, 235, 240, 248, 253, 256, 259, 261, 281, 286, 299, 302, 318, 324, 335, 336, 339, 368, 369, 370, 375, 376, 379, 380, 382, 383, 390, 405, 406, 408, 413, 416, 417, 418, 419, 420, 432,

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6.155 using a word processor, demonstrate correct keying, editing, and formatting techniques (6.65)	<p>These pages can be adapted to help students using a word processor, demonstrate correct keying, editing, and formatting techniques:</p> <p>TE: 13, 17, 21, 25, 26, 27, 49, 67, 69, 98, 106–107, 110, 119, 131, 134, 138, 146, 149, 158, 161, 182, 187, 193, 200, 211, 214, 219, 235, 240, 248, 253, 256, 259, 261, 281, 286, 299, 302, 318, 324, 335, 336, 339, 368, 369, 370, 375, 376, 379, 380, 382, 383, 390, 405, 406, 408, 413, 416, 417, 418, 419, 420, 432, 449, 450, 451, 453, 456, 457, 459, 460, 467, 461, 462, 468, 485, 486, 487, 488, 489, 491, 492, 496, 500, 501, 502, 503, 509, 510, 512, 518, 525, 535, 536, 537, 538, 542, 543, 545, 546, 547, 548, 561, 562, 563, 569, 570, 572, 573, 574, 575, 581</p> <p>PE: 13, 17, 26, 27, 69, 106–107, 110, 161, 214, 219, 261, 336, 339, 370, 375, 376, 379, 382, 383, 405, 408, 413, 416, 418, 419, 432, 449, 456, 457, 459, 485, 487, 488, 489, 491, 500, 501, 512, 525, 535, 537, 538, 542, 543, 545, 547, 548, 569, 570, 572, 575, 581, H42–H56</p>
6.156 use a word processing program to copy and move text	<p>These pages can be adapted to help students use a word processing program to copy and move text:</p> <p>TE: 13, 17, 21, 25, 26, 27, 49, 67, 69, 98, 106–107, 110, 119, 131, 134, 138, 146, 149, 158, 161, 182, 187, 193, 200, 211, 214, 219, 235, 240, 248, 253, 256, 259, 261, 281, 286, 299, 302, 318, 324, 335, 336, 339, 368, 369, 370, 375, 376, 379, 380, 382, 383, 390, 405, 406, 408, 413, 416, 417, 418, 419, 420, 432, 449, 450, 451, 453, 456, 457, 459, 460, 467, 461, 462, 468, 485, 486, 487, 488, 489, 491, 492, 496, 500, 501, 502, 503, 509, 510, 512, 518, 525, 535, 536, 537, 538, 542, 543, 545, 546, 547, 548, 561, 562, 563, 569, 570, 572, 573, 574, 575, 581</p> <p>PE: 13, 17, 26, 27, 69, 106–107, 110, 161, 214, 219, 261, 336, 339, 370, 375, 376, 379, 382,</p>

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6.157 use a word processing program to produce a report that contains centering, tabs, and more than one paragraph (6.60)	<p>These pages can be adapted to help students use a word processing program to produce a report that contains centering, tabs, and more than one paragraph:</p> <p>TE: 13, 17, 21, 25, 26, 27, 49, 67, 69, 98, 106–107, 110, 119, 131, 134, 138, 146, 149, 158, 161, 182, 187, 193, 200, 211, 214, 219, 235, 240, 248, 253, 256, 259, 261, 281, 286, 299, 302, 318, 324, 335, 336, 339, 368, 369, 370, 375, 376, 379, 380, 382, 383, 390, 405, 406, 408, 413, 416, 417, 418, 419, 420, 432, 449, 450, 451, 453, 456, 457, 459, 460, 467, 461, 462, 468, 485, 486, 487, 488, 489, 491, 492, 496, 500, 501, 502, 503, 509, 510, 512, 518, 525, 535, 536, 537, 538, 542, 543, 545, 546, 547, 548, 561, 562, 563, 569, 570, 572, 573, 574, 575, 581</p> <p>PE: 13, 17, 26, 27, 69, 106–107, 110, 161, 214, 219, 261, 336, 339, 370, 375, 376, 379, 382, 383, 405, 408, 413, 416, 418, 419, 432, 449, 456, 457, 459, 485, 487, 488, 489, 491, 500, 501, 512, 525, 535, 537, 538, 542, 543, 545, 547, 548, 569, 570, 572, 575, 581, H42–H56</p>
6.158 identify examples of copyright law violations and possible penalties	<p>These pages can be adapted to help students identify examples of copyright law violations and possible penalties:</p> <p>TE: 472–503</p> <p>PE: 472–503, H66–H67</p>
6.159 identify the role of technology in various communication careers	<p>These pages can be adapted to help students identify the role of technology in various communication careers:</p> <p>TE: 13, 17, 21, 25, 26, 27, 49, 67, 69, 98, 106–107, 110, 119, 131, 134, 138, 146, 149, 158, 161, 182, 187, 193, 200, 211, 214, 219, 235, 240, 248, 253, 256, 259, 261, 281, 286, 299, 302, 318, 324, 335, 336, 339, 368, 369, 370, 375, 376, 379, 380, 382, 383, 390, 405, 406, 408, 413, 416, 417, 418, 419, 420, 432, 449, 450, 451, 453, 456, 457, 459, 460, 467, 461, 462, 468, 485, 486, 487, 488, 489, 491, 492, 496, 500, 501, 502, 503, 509, 510, 512, 518, 525, 535, 536, 537, 538, 542, 543, 545, 546, 547, 548, 561, 562, 563, 569, 570, 572, 573, 574, 575, 581</p> <p>PE: 13, 17, 26, 27, 69, 106–107, 110, 161, 214, 219, 261, 336, 339, 370, 375, 376, 379, 382, 383, 405, 408, 413, 416, 418, 419, 432, 449,</p>

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6.160 select and use appropriate software and/or other technologies to locate and use reference sources (6.33 and 6.151)	These pages can be adapted to help students select and use appropriate software and/or other technologies to locate and use reference sources: TE: 472–503 PE: 472–503, H66–H67
6.161 develop keyboarding skills: proper posture, finger placement, keying letters, numbers, symbols, and special keys (6.65)	These pages can be adapted to help students develop keyboarding skills: proper posture, finger placement, keying letters, numbers, symbols, and special keys: TE: 13, 17, 21, 25, 26, 27, 49, 67, 69, 98, 106–107, 110, 119, 131, 134, 138, 146, 149, 158, 161, 182, 187, 193, 200, 211, 214, 219, 235, 240, 248, 253, 256, 259, 261, 281, 286, 299, 302, 318, 324, 335, 336, 339, 368, 369, 370, 375, 376, 379, 380, 382, 383, 390, 405, 406, 408, 413, 416, 417, 418, 419, 420, 432, 449, 450, 451, 453, 456, 457, 459, 460, 467, 461, 462, 468, 485, 486, 487, 488, 489, 491, 492, 496, 500, 501, 502, 503, 509, 510, 512, 518, 525, 535, 536, 537, 538, 542, 543, 545, 546, 547, 548, 561, 562, 563, 569, 570, 572, 573, 574, 575, 581 PE: 13, 17, 26, 27, 69, 106–107, 110, 161, 214, 219, 261, 336, 339, 370, 375, 376, 379, 382, 383, 405, 408, 413, 416, 418, 419, 432, 449, 456, 457, 459, 485, 487, 488, 489, 491, 500, 501, 512, 525, 535, 537, 538, 542, 543, 545, 547, 548, 569, 570, 572, 575, 581, H42–H56
6.162 use graphic software to create, read, interpret and organize information in the form of tables, graphs, diagrams and charts (6.148)	These pages can be adapted to help students use graphic software to create, read, interpret and organize information in the form of tables, graphs, diagrams and charts: TE: 13, 17, 21, 25, 26, 27, 49, 67, 69, 98, 106–107, 110, 119, 131, 134, 138, 146, 149, 158, 161, 182, 187, 193, 200, 211, 214, 219, 235, 240, 248, 253, 256, 259, 261, 281, 286, 299, 302, 318, 324, 335, 336, 339, 368, 369, 370, 375, 376, 379, 380, 382, 383, 390, 405, 406, 408, 413, 416, 417, 418, 419, 420, 432, 449, 450, 451, 453, 456, 457, 459, 460, 467, 461, 462, 468, 485, 486, 487, 488, 489, 491, 492, 496, 500, 501, 502, 503, 509, 510, 512, 518, 525, 535, 536, 537, 538, 542, 543, 545, 546, 547, 548, 561, 562, 563, 569, 570, 572, 573, 574, 575, 581 PE: 13, 17, 26, 27, 69, 106–107, 110, 161, 214, 219, 261, 336, 339, 370, 375, 376, 379, 382, 383, 405, 408, 413, 416, 418, 419, 432, 449,

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