

**Houghton Mifflin *ENGLISH***  
**Grade 7**  
**correlated to**  
**West Virginia Instructional Goals and Objectives**

<b>Instructional Goal and Objective</b>	<b>Houghton Mifflin <i>ENGLISH</i></b>
<b>Listening/Speaking</b>	
7.1 identify and correct usage errors in oral communication	These pages can be adapted to help students identify and correct usage errors in oral communication: TE: 99B, 150–152, 153–155, 160, 179B, 201–203, 285, 288, 289, 291, 292, 293, 325B, 361B, H72, H73, H74, H77–H78, H79 PE: 150–152, 153–155, 160, 201–203, 285, 288, 289, 291, 292, 293, H72, H73, H74, H77–H78, H79
7.2 exhibit appropriate speaking etiquette (e.g., speaking in turn, using proper communication in technology, demonstrating interpersonal communication)	TE: 427, 612–613 PE: 427, 612–613, H7
7.3– 1,2,3,5,6,8 understand multi-step oral directions to perform a task	PE: H4
7.4 order events chronologically in a given passage	These pages can be adapted to order events chronologically in a given passage: TE: 16, 501, 502, 503 PE: H4, H7, H12
7.5 use public speaking strategies to prepare formal and informal speaking presentations	TE: 3–4, 427, 464–465, 568, 593, 604, 612 PE: 3–4, 427, 464–465, 568, 593, 604, 612, H4, H7
7.6 identify and correct grammar errors in oral communication	These pages can be adapted to help students identify and correct grammar errors in oral communication: TE: 427, 612–613 PE: 427, 612–613, H7
7.7 listen to oral communication using proper etiquette (e.g., proper theater behavior)	TE: 1–4, 5, 22–23, 386, 412, 415, 427–428, 450, 465, 468, 531, 550, 575, 601, 612–613 PE: 1–4, 5, 22–23, 386, 412, 415, 427–428, 450, 465, 468, 531, 550, 575, 601, 612–613
7.8 listen to oral communication to retell information	PE: H4
7.9 2,4,5,6,8 listen to specific information and construct meaning beyond the text (e.g., character's feeling)	TE: 7, 386, 426–428, 458–463, 544–545, 613 PE: 7, 386, 426–428, 458–463, 544–545, 613, H4, H7, H8, H10–H11, H33
7.10 5,6,8 listen to oral communications and identify a synonym for a dictated word	These pages can be adapted to help students listen to oral communications and identify a synonym for a dictated word: TE: 413, 493 PE: 413, 493, H14
7.11 2,3,4,5,6,8 listen to oral communications and distinguish between fact and opinion	TE: 468 PE: 468
7.12 listen to oral communications to determine	TE: 550

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author's purpose	PE: 550
7.13 listen to oral communications to compare and contrast information	These pages can be adapted to help students listen to oral communications to compare and contrast information: TE: 479–499 PE: 479–499
7.14 listen to oral communications to predict outcomes	These pages can be adapted to help students listen to oral communications to predict outcomes: TE: 550 PE: 550
7.15 draw conclusions and infer information from listening to oral communication	TE: 7, 386, 426–428, 458–463, 544–545, 613 PE: 7, 386, 426–428, 458–463, 544–545, 613, H4, H7, H8, H10–H11, H33
7.16 1,2,5,6,8 think critically about the selection to foster exploration, questioning, and imagining	TE: 6, 11, 396, 438, 458, 463, 512, 560, 586 PE: 6, 11, 396, 438, 458, 463, 512, 560, 586
7.17 1,2,5,6,8 listen to oral communications and critique, evaluate, and summarize content from different perspectives	TE: 1–2, 3–4, 427, 458, 459, 463, 464, 465, 550 PE: 1–2, 3–4, 427, 458, 459, 463, 464, 465, 550, H4, H12
7.18 5,6,8 relate personal experiences to information heard to construct new meaning	TE: 3–4, 427, 458–467 PE: 3–4, 427, 458–467, H4, H12
<b>Reading Comprehension</b>	
7.19 1,2,3,4,5,6,8,9,10,11 read literary works by national and international authors to include but not be limited to biographies, short stories, science fiction, tall tales, legends, folktales, contemporary fiction, poetry, plays, and essays	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to read literary works by national and international authors.
7.20 respond to a wide variety of literary genre	TE: 1B, 26, 31B, 69B, 99B, 179B, 221B, 279B, 325B, 361B, 392B, 415, 432B, 453, 478B, 495, 509B, 556B, 574, 578, 583B, 604 PE: 26, 415, 453, 495, 574, 578, 604
7.21 1,2,3,4,5,6,8,9,10,11 use setting, plot, characterization, and style to determine a text's genre (e.g., science fiction, folktales)	These pages can be adapted to help students use setting, plot, characterization, and style to determine a text's genre: TE: 594, 595–596, 609, 614 PE: 594, 595–596, 609, 614
7.22 locate details in a passage to promote initial understanding of text	TE: 386, 468, 550 PE: 386, 468, 550
7.23 K,2,4,8,9,10,11 determine main idea of a passage	TE: 342, 540, 553 PE: 342, 540, 553, H36–H37, H41
7.24 K,2,3,4,5,6,9,10,11 make a logical prediction based on events in a passage	These pages can be adapted to help students make a logical prediction based on events in a

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	passage: TE: 6, 11, 396, 438, 458, 463, 512, 560, 586 PE: 6, 11, 396, 438, 458, 463, 512, 560, 586
7.25 K,2,3,4,5,6,8,9,10,11 draw a conclusion to describe a character based on character's thoughts and actions	TE: 615 PE: 615
7.26 K,3,4,5,6,9,11 interpret a character's feeling based on content of a story	TE: 615 PE: 615
7.27 8,10,11 determine the meaning of persuasive language and propaganda to determine meaning of information in functional text (e.g., advertisements)	TE: 433–455, 458–463 PE: 433–455, 458–463
7.28 6,8,9,10,11 make inferences from functional text to make analysis of information (e.g., advertisements)	TE: 54, 119, 123, 132, 155, 192, 203, 246, 257, 260, 295, 339, 342, 418, 419, 441–453, 456–457, 500–505, 509–537 PE: 54, 119, 123, 132, 155, 192, 203, 246, 257, 260, 295, 339, 342, 418, 419, 441–453, 456–457, 500–505, 509–537
7.29 8,9,10,11 justify conclusions reached from textbook information	TE: 393–417 PE: 393–417
7.30 identify other sources of information to support conclusion made from textbook information	TE: 508, 544 PE: H14, H22, H23, H28, H31
7.31 6,9,11 identify and apply appropriate strategies to aid comprehension	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to identify and apply appropriate strategies to aid comprehension.
7.32 5,9,10,11 use figurative language and jargon to determine meaning of information in functional text	TE: 307, 420–421, 576 PE: 420–421, H13
7.33 3,5,10 identify other sources of information for a textbook topic	TE: 508, 544 PE: H14, H22, H23, H28, H31
7.34 5,8,9,10 use graphic organizers to construct meaning of textbook passage showing important ideas and relationships among those ideas	TE: 11, 16, 40, 70, 73, 77, 101, 104, 108, 113, 130, 132, 140, 150, 181, 187, 191, 202, 281, 286, 289, 304, 334, 337, 345, 396, 430, 431, 435, 452, 461, 464, 478, 481, 502, 512, 553, 555, 559, 586 PE: H59, H60, H61, H62, H63
7.35 9,10 use setting, plot, characterization and author's style to determine an appropriate extension to the story	These pages can be adapted to help students use setting, plot, characterization and author's style to determine an appropriate extension to the story: TE: 594, 595–596, 609, 614 PE: 594, 595–596, 609, 614
7.36 4,6,8,9,10 distinguish between information based on fact and information based on opinion	TE: 468 PE: 468

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7.37 2,3,4,5,6,8,9,10,11 infer meaning of a word used in context	These pages can be adapted to help students infer meaning of a word used in context: PE: H15
<b>Reading Vocabulary</b>	
7.38 K,2,3,4,5,8,9,10,11 use context clues to determine the precise word to complete a given statement	These pages can be adapted to help students use context clues to determine the precise word to complete a given statement: PE: H15
7.39 supply a synonym or antonym for a given word	TE: 413, 493 PE: 413, 493, H14
7.40 2,3,4,5,6,8,9,10,11 determine the synonym for words in text to improve quality	TE: 413, 493 PE: 413, 493, H14
7.41 determine whether the word has a literal or figurative meaning	PE: H13
7.42 choose from multiple word meanings to complete a statement	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to choose from multiple word meanings to complete a statement.
7.43 2,3,4,5,6,8,9,10,11 determine the definition of multiple meanings words used in context	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to choose from multiple word meanings to complete a statement.
7.44 using given words, find the meaning and word origin	PE: H20
7.45 identify positional words and time words in a given passage	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to identify positional words and time words in a given passage.
7.46 determine root/base word from a list of affixed words	TE: 392B, 432B, 478B, 509B, 556B, 583B PE: H16–H17
7.47 use a dictionary to locate meaning of words used in a statement	PE: H22–H23
7.48 generate new words given a list of prefixes and suffixes	These pages can be adapted to help students generate new words given a list of prefixes and suffixes: TE: 392B, 432B, 478B, 509B, 556B, 583B PE: H16–H17
7.49 determine meaning of word based on its affix	These pages can be adapted to help students determine meaning of word based on its affix: TE: 392B, 432B, 478B, 509B, 556B, 583B PE: H16–H17
7.50 supply appropriate word to complete a given analogy	PE: H38
<b>Writing</b>	
7.51 4.10 use prewriting and drafting strategies to address specific writing purposes	TE: 11, 12–13, 31, 99, 179, 221, 279, 325, 361, 392, 396, 432, 435, 464, 477, 478, 481, 502, 509, 512, 555, 556, 559, 568, 583, 586

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	PE: 12–13, 464, 502, 568, H59, H60, H61, H62, H63
7.52 4.10 compose a composition that is focused, coherent, and has a clear and logical progression of ideas	TE: 16, 17, 43, 55, 79, 84–85, 99, 142, 184–185, 193–194, 221, 233–234, 250–251, 279, 343–344, 368–369, 392, 404, 408, 413, 432, 441, 451, 455, 487–488, 478, 493, 504, 509, 519, 520, 568–569, 570, 575, 576, 592, 593, 602 PE: 16, 17, 43, 55, 79, 84–85, 142, 184–185, 193–194, 233–234, 250–251, 343–344, 368–369, 404, 408, 413, 441, 451, 455, 487–488, 493, 504, 519, 520, 568–569, 570, 575, 576, 592, 593, 602, H9
7.53 4.10 compose a composition that shows a smooth transition to produce a cohesive piece of writing	TE: 18, 99, 390, 399, 408, 445, 472, 473, 474, 504, 570, 575, 592 PE: 18, 390, 399, 408, 445, 472, 473, 474, 504, 570, 575, 592
7.54 4.10 use a writing prompt to develop a composition on a given topic	TE: 1B, 31B, 69B, 99B, 99, 179, 221B, 221, 279B, 279, 325, 361B, 361, 392B, 392, 432B, 432, 454–455, 478B, 478, 509B, 579, 580, 605, 606 PE: 454–455, 579, 580, 605, 606
7.55 4.10 use writing strategies to write for different audiences	TE: 7, 12, 13, 325, 428, 432, 465, 508, 593, 604, 612, 614 PE: 7, 12, 13, 428, 465, 508, 593, 604, 612, 614, H4
7.56 4.10 compose a composition with a beginning, middle, and end	TE: 18–19, 279, 390, 391, 410, 446–447, 491, 529, 539, 571, 573 PE: 18–19, 390, 391, 410, 446–447, 491, 529, 539, 571, 573
7.57 4.10 compose the piece of writing that includes specific, relevant details	TE: 44, 69, 80, 99, 194, 221, 279, 325, 344, 361, 387–391, 396, 406, 407, 413, 422, 423, 425, 432, 451, 469–477, 478, 495, 503, 509, 532, 539, 551–555, 559, 569, 570, 576, 594, 602 PE: 44, 80, 194, 344, 387–391, 406, 407, 413, 422, 423, 425, 451, 469–477, 495, 503, 532, 539, 551–555, 569, 570, 576, 594, 602
7.58 4.10 compose sentences that are complete, varied, and economical	TE: 35, 40–42, 43–44, 55–57, 58, 60, 65, 69, 211, 231–232, 270, 365–367, 368–369, 371–373, 377, 379, 381 PE: 35, 40–42, 43–44, 55–57, 58, 60, 65, 211, 231–232, 270, 365–367, 368–369, 371–373, 377, 379, 381, H91, H93–H94
7.59 4.10 use writing strategies to compose various types of paragraphs (e.g., informative, narrative, expository, persuasive, chronologically	TE: 1B, 31B, 69B, 69, 75, 99, 106, 123, 149, 179, 183, 192, 221, 237, 257, 279B, 279, 282, 325B, 325, 347, 387–391, 392, 418–425,

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ordered, explanatory, compare/contrast, and cause/effect)	469–475, 478, 500–505, 550–555 PE: 75, 106, 123, 149, 183, 192, 237, 257, 282, 347, 387–391, 418–425, 469–475, 500–505, 550–555
7.60 4.10 use writing strategies to address specific types of writing (e.g., newspaper article, essay, journal, friendly letter, business letter, research, and poetry)	Most lessons give students the opportunity to use writing strategies to address specific types of writing. Here are a few of the many examples: TE: 1B, 7, 98, 99B, 131, 179B, 187, 211, 221B, 259, 325B, 353, 384, 428, 432B, 465, 508, 556B, 593, 604, 612 PE: 7, 98, 131, 187, 211, 259, 353, 384, 428, 465, 508, 593, 604, 612
7.61 4.10 use revision strategies as necessary (e.g., varying sentence length, changing order, making words more exact, and edit for organizational errors)	TE: 9, 20–23, 99, 192, 401–403, 411–413, 449–451, 483–484, 491–493, 504, 556, 575–576, 590–592, 600–602 PE: 9, 20–23, 401–403, 411–413, 449–451, 483–484, 491–493, 504, 575–576, 590–592, 600–602, H48
7.62 4.10 use editing strategies to correct usage, punctuation, and spelling errors	TE: 1B, 9, 24–25, 31B, 59, 69B, 89, 99B, 179B, 221B, 160, 179B, 207, 264, 279B, 313, 325B, 351, 361B, 372, 392B, 414, 423, 432B, 478B, 494, 505, 509B, 577, 603, H48 PE: 9, 24–25, 59, 89, 160, 207, 264, 313, 351, 372, 414, 423, 494, 505, 577, 603, H48
7.63 4.10 demonstrate continuous progress toward mastery of penmanship	All writing exercises give students the opportunity to demonstrate continuous progress toward mastery of penmanship.
7.64 4.10 demonstrate continuous progress toward control of keyboarding in the writing process	These pages can be adapted to help students demonstrate continuous progress toward control of keyboarding in the writing process: TE: 10, 13, 17, 19, 21, 25, 26, 27, 34, 42, 54, 58, 59, 75, 83, 88, 93, 112, 126, 131, 135, 141, 146, 155, 158, 197, 203, 206, 211, 223, 232, 237, 244, 246, 254, 257, 260, 262, 263, 287, 298, 301, 308, 311, 329, 335, 342, 347, 350, 351, 367, 371, 376, 403, 404, 405, 406, 410, 411, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 440, 441, 442, 447, 449, 452, 453, 454–455, 482, 484, 486, 487, 488, 490, 491, 493, 494, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 518, 519, 520, 522, 530, 535, 537, 538, 540, 542, 544, 545, 567, 568, 569, 570, 574, 575, 577, 578, 579, 581, 582, 583, 590, 592, 593, 594, 596, 600, 603, 605, 606, 607, 608, 609, 610, 611 PE: 10, 13, 17, 26, 59, 88, 93, 158, 206, 211, 244, 262, 263, 351, 371, 376, 403, 405, 406, 410, 411, 414, 418, 419, 420, 421, 422, 423, 424, 425, 440, 447, 449, 452, 454–455, 484,

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	486, 490, 491, 482, 494, 496, 497, 500, 501, 502, 503, 504, 505, 544, 545, 575, 577, 581, 582, 583, 590, 592, 593, 600, 603, 605, 606, 607, 608, 609, 610, 611, H28, H51–H52, H53–H56
7.65 use electronic and traditional editing strategies (e.g., symbols, dictionaries) to correct spelling errors in computer generated work (e.g., proper names, homophones, [in, inn].)	TE: 423, 577, 603 PE: 423, 577, 603
<b>Spelling</b>	
7.66 acquire a written vocabulary from a wide variety of instructional sources and activities that demonstrate accurate spelling and pronunciation in their written communication across the curriculum	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to acquire a written vocabulary from a wide variety of instructional sources and activities.
7.67 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.
7.68 use metacognition as a strategy for self-assessment	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to use metacognition as a strategy for self-assessment.
7.69 use the spelling strategy of focusing on problem parts of words that are commonly misspelled (e.g., all right [alright], does [dose])	As a language arts program, Houghton Mifflin <i>ENGLISH</i> provides writing opportunities for students to apply this objective.
7.70 use meaning as a strategy for spelling words correctly (e.g., bi means two, tri means three, sub means under)	As a language arts program, Houghton Mifflin <i>ENGLISH</i> provides writing opportunities for students to apply this objective.
7.71 use visual and pronunciation cues as strategies for spelling (e.g., dessert, desert)	As a language arts program, Houghton Mifflin <i>ENGLISH</i> provides writing opportunities for students to apply this objective.
7.72 use memorization as a strategy for spelling (e.g., colonel)	As a language arts program, Houghton Mifflin <i>ENGLISH</i> provides writing opportunities for students to apply this objective.
7.73 create mnemonic devices to assist in spelling problem parts of words (e.g., mosquito —A mosquito is hard to avoid. You'd like for the mosquito to "quit" biting you)	As a language arts program, Houghton Mifflin <i>ENGLISH</i> provides writing opportunities for students to apply this objective.
7.74 use visual and auditory cues as a strategy to spell (e.g., ise, ice, ize sh, ti, ci)	As a language arts program, Houghton Mifflin <i>ENGLISH</i> provides writing opportunities for students to apply this objective.
7.75 use correct and exaggerated pronunciation as a strategy to spell words (e.g., identity–iden-ti– ty)	PE: H85
7.76 identify a mismatch between homophones or homophone confusion (e.g., dear–deer,	TE: 309, 577 PE: 309, 577

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hear–here)	
7.77 distinguish between misuse and proper spelling of a contraction and possessive	TE: 255, 256, 257, 263, 277, 361B PE: 255, 256, 257, 263, 277, H69, H70
7.78 identify and spell common homophones/homonyms and homographs	TE: 309, 577 PE: 309, 577, H24
7.79 spell words containing the vowel variant (ou, ie, ey)	As a language arts program, Houghton Mifflin <i>ENGLISH</i> provides writing opportunities for students to apply this objective.
7.80 use generalization to spell words containing "c" sounded as "k" (e.g., candle)	As a language arts program, Houghton Mifflin <i>ENGLISH</i> provides writing opportunities for students to apply this objective.
7.81 spell words with the common suffix "tion" and "ly" (e.g., subtraction, lovely)	As a language arts program, Houghton Mifflin <i>ENGLISH</i> provides writing opportunities for students to apply this objective.
7.82 spell words containing "oi" and "oy" (e.g., boil, toy)	As a language arts program, Houghton Mifflin <i>ENGLISH</i> provides writing opportunities for students to apply this objective.
7.83 spell words with "our" sounded as "or" (e.g., pour, four)	As a language arts program, Houghton Mifflin <i>ENGLISH</i> provides writing opportunities for students to apply this objective.
7.84 form inflectional endings when spelling words ending in "e" (e.g., stately)	As a language arts program, Houghton Mifflin <i>ENGLISH</i> provides writing opportunities for students to apply this objective.
7.85 form comparative forms of words ending in y (e.g., easy, easier, easiest)	PE: H82
7.86 form past tense of words ending in y (e.g., played)	PE: H82
7.87 use electronic as well as traditional editing resources to correct spelling errors (e.g., electronic spell checker, dictionary, thesaurus)	TE: 423, 577, 603 PE: 423, 577, 603
Language	
7.88 1,2,3,4,5,6,8,9,10,11 capitalize every important word in the names of particular people, places, or things (e.g., Melvin J. Harris, District of Columbia, Lincoln Memorial, Bill of Rights)	TE: 224–227, 268, 325B, 377, 432B, 452, 478B, PE: 224–227, 268, 377, 452, H68–H69
7.89 1,2,3,4,5,6,8,9,10,11 capitalize title or their abbreviations when used with a person's name (e.g., Governor John Dodridge, Senator Stone, Dr. John, President Washington)	TE: 221B, 224–227, 252–254, 268, 276, 279B, 325B, 377, 452 PE: 224–227, 252–254, 268, 276, 377, 452, H68–H69
7.90 6,8,10,11 capitalize proper adjectives (e.g., We ate at a German restaurant.)	These pages can be adapted to practice rules of capitalization for proper adjectives: TE: 179B, 221B, 224–227, 268, 377, 452 PE: 224–227, 268, 377, 452, H68–H69

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7.91 capitalize the names of organizations, businesses, institutions, and agencies (e.g., National Football Association, The Status Company)	TE: 224–227, 268, 377, 452 PE: 224–227, 268, 377, 452, H68–H69
7.92 capitalize the first and last words and all important words in the titles of books, newspapers, magazines, stories, songs, poems, reports, and outlines (e.g., articles, short conjunctions, and short prepositions are not capitalized unless they are the first and last word)	TE: 221B, 244, 245, 246, 274, 377 PE: 244, 245, 246, 274, 377, H68–H69
7.93 capitalize the first word of each main topic and subtopic in an outline	These pages can be adapted to help students capitalize the first word of each main topic and subtopic in an outline: PE: H34
7.94 capitalize nationalities, languages, religions, and religious terms	TE: 224–227, 268, 377, 452 PE: 224–227, 268, 377, 452, H68–H69
7.95 capitalize words showing family relationships only when they are used before a name, or when they take the place of a name (e.g., My mom is nice. When <i>i</i> came home from school Mom wasn't home.)	These pages can be adapted to help students capitalize words showing family relationships only when they are used before a name, or when they take the place of a name: TE: 244, 245, 246, 274, 377 PE: 244, 245, 246, 274, 377, H68–H69
7.96 8,9,10,11 capitalize regions of the United States (e.g., the Southwest)	These pages can be adapted to help students capitalize regions of the United States: TE: 244, 245, 246, 274, 377 PE: 244, 245, 246, 274, 377, H68–H69
7.97 capitalize names of documents (e.g., Declaration of Independence)	These pages can be adapted to help students capitalize names of documents: TE: 244, 245, 246, 274, 377 PE: 244, 245, 246, 274, 377, H68–H69
7.98 8,9 use comma with an introductory phrase	TE: 235.361B PE: 235
7.99 4,6,8,9,10,11 use commas with conjunction between clauses (e.g., We had lunch in the park, and we arrived at the parade in time for the bands.)	TE: 55, 69B, 179B, 221B, 361B, 369, 392B, 397, 414, 509B PE: 55, 369, 397, 414, H70
7.100 5,8,9,10,11 use commas to set off an appositive from the rest of the sentence when the appositive is not necessary to the meaning of the sentence (e.g., West Virginia, the Mountain State, is very scenic.)	TE: 221B, 235, 361B PE: 235, H70
7.101 use a comma following an introductory prepositional phrase (e.g., Inside the right-hand dresser drawer, you will find the scarf.)	TE: 235 PE: 235
7.102 8,9,10,11 use semicolon between independent clauses	TE: 247–249, 250, 263, 275 PE: 247–249, 250, 263, 275, H72

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7.103 4,5,6,9,10,11 form the possessive of a singular noun by adding an apostrophe and s (e.g., baby's rattle)	TE: 69B, 99B, 179B, 255, 256, 257, 263, 277 PE: 255, 256, 257, 263, 277, H69
7.104 4,5,6,9,10,11 form the plural possessive of a noun that ends in s by adding apostrophe only (e.g., teachers' lounge)	TE: 255, 256, 257, 263, 277 PE: 255, 256, 257, 263, 277, H69
7.105 4,5,6,9,10,11 form the possessive of a plural noun that does not end in s by adding an apostrophe and s (e.g., women's )	TE: 255, 256, 257, 263, 277 PE: 255, 256, 257, 263, 277, H69
7.106 use a hyphen to join the parts of compound numbers, to join two or more words that work together as one adjective before a noun, or to divide a word at the end of a line (e.g., fifty-five, well-developed paragraph)	TE: 258–260, 264, 278 PE: 258–260, 264, 278
7.107 use dashes to show a break of thought in a sentence (e.g., The posters — curiously enough — are done in watercolor.)	TE: 221B, 258–260, 264, 278 PE: 258–260, 264, 278, H72
7.108 use parentheses to enclose an explanation that is not of major importance to a sentence (e.g., Read chapter 10 (page 26) to find the answer.)	TE: 258–260, 264, 278 PE: 258–260, 264, 278, H72
7.109 1,2,4,5,6,9,10,11 recognize proper and common nouns	TE: 69B, 99B, 179B, 224–227, 268, 377, 452 PE: 224–227, 268, 377, 452, H68–H69
7.110 use correct subject-verb agreement with an intervening phrase	TE: 99B, 144–146, 159, 175, 179B, 213, 221B, 325B, 376, 397B, 414, 577 PE: 144–146, 159, 175, 213, 376, 414, 577, H78
7.111 8 use the correct subject-verb agreement with a compound subject	TE: 144–146, 159, 175, 213, 376, 414, 577 PE: 144–146, 159, 175, 213, 376, 414, 577, H78
7.112 use a compound subject with "or" or "nor" with a verb that agrees with the nearer subject (e.g., He or his brothers are ready to work.)	TE: 55 PE: 55
7.113 8,9,10,11 use a pronoun that agrees with the noun to which it refers	TE: 279, 283–284, 285–287, 288–290, 293–295, 296–298, 299–301, 302–305, 306–308, 311, 312, 317, 318, 320, 321, 322, 323, 324, 330, 331, 356, 378, 436, 452 PE: 283–284, 285–287, 288–290, 293–295, 296–298, 299–301, 302–305, 306–308, 311, 312, 317, 318, 320, 321, 322, 323, 324, 330, 331, 356, 378, 436, 452, H76, H77
7.114 5,6,8,9,10,11 use correct pronoun case (e.g., nominative, objective, possessive)	TE: 279B, 288–289, 293–295, 311, 312, 318, 320, 330, 331, 356, 378, 452 PE: 288–289, 293–295, 311, 312, 318, 320, 330, 331, 356, 378, 452, H76–H77
7.115 use the different types of pronouns correctly in written expression (e.g., personal, compound personal, demonstrative, indefinite, interrogative, and relative)	TE: 279, 285–287, 296–298, 299–301, 302–305, 311, 312, 317, 321, 322, 323, 378, 432B PE: 285–287, 296–298, 299–301, 302–305, 311, 312, 317, 321, 322, 323, 378, H76, H77

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7.116 use in a sentence and identify a personal pronoun whose antecedent is an indefinite pronoun	TE: 302–305, 312, 323, 378 PE: 302–305, 312, 323, 378, H76
7.117 3,4,6,10,11 identify and use adjectives correctly	TE: 136–139, 159, 173, 179B, 180–181, 182, 183, 184–185, 186–189, 201–203, 204, 206–207, 213, 214, 215, 216, 220, 224–227, 262, 268, 299, 333–335, 480, 494 PE: 136–139, 159, 173, 180–181, 182, 183, 184–185, 186–189, 201–203, 204, 206–207, 213, 214, 215, 216, 220, 224–227, 262, 268, 299, 333–335, 480, 494
7.118 differentiate the use of adjectives and adverbs	TE: 201–203, 478B PE: 201–203
7.119 identify and correct sentence fragments	TE: 31, 51, 53–54, 59, 68, 93, 211, 372 PE: 51, 53–54, 59, 68, 93, 211, 372
7.120 1,2,3,4,5,6,8,9,10,11 identify and correct awkward sentence construction (e.g., The bird flew near the girl with red feathers.)	TE: 32–34, 35, 37–39, 40–42, 43–44, 45–47, 48–50, 58–59, 60–63, 64, 65, 66, 67, 70–72, 73–75, 76–78, 79–80, 81–83, 84, 85, 86, 87, 88, 89, 90, 93, 94, 95, 96, 97, 98, 100–103, 104–106, 107–109, 110–112, 113–116, 117–119, 120–123, 124–126, 127–128, 129–131, 132–135, 136–138, 139–141, 144–146, 147–149, 150–152, 153–155, 156–157, 158–160, 161–162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 180–193, 184–185, 190–192, 193–194, 195–197, 198–200, 201–203, 204–205, 206–207, 208–209, 210, 211, 212, 213, 214, 215, 217–218, 219, 220, 224–227, 228–229, 233, 234, 261, 262, 268, 280–282, 283, 284, 311, 312, 314–315, 320–321, 322–323, 324, 326–329, 330–332, 333–339, 340–342, 343–344, 346–347, 348, 350–351, 352–354, 355–360, 362–364, 365–370, 371–381 PE: 32–34, 35, 37–39, 40–42, 43–44, 45–47, 48–50, 58–59, 60–63, 64, 65, 66, 67, 70–72, 73–75, 76–78, 79–80, 81–83, 84, 85, 86, 87, 88, 89, 90, 93, 94, 95, 96, 97, 98, 100–103, 104–106, 107–109, 110–112, 113–116, 117–119, 120–123, 124–126, 127–128, 129–131, 132–135, 136–138, 139–141, 144–146, 147–149, 150–152, 153–155, 156–157, 158–160, 161–162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 180–193, 184–185, 190–192, 193–194, 195–197, 198–200, 201–203, 204–205, 206–207, 208–209, 210, 211, 212, 213, 214, 215, 217–218, 219, 220, 224–227, 228–229, 233, 234, 261, 262, 268, 280–282, 283, 284, 311, 312, 314–315,

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	320–321, 322–323, 324, 326–329, 330–332, 333–339, 340–342, 343–344, 346–347, 348, 350–351, 352–354, 355–360, 362–364, 365–370, 371–381
7.121 1,2,3,6,8,10,11 identify and correct run-on sentences	TE: 52–54, 59, 68, 69B, 93, 179B, 211, 221B, 279B, 361B, 392B, 432B, 509B PE: 52–54, 59, 68, 93, 211
7.122 1,2,3,6,8,10,11 identify supporting sentences in written expression	TE: 14–19, 388, 390–391, 406–407, 470, 472–473, 539, 552, 554–555 PE: 14–19, 388, 390–391, 406–407, 470, 472–473, 539, 552, 554–555
7.123 3,4,5,6,9,10,11 identify topic sentence in written expression	TE: 18–19, 388, 469, 470, 472, 473, 474, 475, 490 PE: 18–19, 388, 469, 470, 472, 473, 474, 475, 490
7.124 8,10,11 identify and correct redundancy	These pages can be adapted to identify and correct redundancy: TE: 35–36, 43–44, 55–56, 79–80, 127–128, 142–143, 184–185, 193–194, 233–234, 250–251, 283–284, 343–345, 413, 450–451, 494–495, 533–534, 575–576, 601–602 PE: 35–36, 43–44, 55–56, 79–80, 127–128, 142–143, 184–185, 193–194, 233–234, 250–251, 283–284, 343–345, 413, 450–451, 494–495, 533–534, 575–576, 601–602, H48
7.125 1,2,4,5,6,8,9,10,11 make decisions about relevant and appropriate content to eliminate extraneous sentences in writing	TE: 504, 575, 592 PE: 504, 575, 592
7.126 8,10,11 identify and use appropriate transitions in writings (e.g., however, thus, and therefore)	TE: 18, 390, 399, 408, 445, 472, 473, 474, 570 PE: 18, 390, 399, 408, 445, 472, 473, 474, 570
7.127 8,10,11 identify and correct faulty subordination (e.g., <i>i</i> like baseball since <i>i</i> want a car.)	These pages can be adapted to identify and correct faulty subordination: TE: 35–36, 43–44, 55–56, 79–80, 127–128, 142–143, 184–185, 193–194, 233–234, 250–251, 283–284, 343–345, 413, 450–451, 494–495, 533–534, 575–576, 601–602 PE: 35–36, 43–44, 55–56, 79–80, 127–128, 142–143, 184–185, 193–194, 233–234, 250–251, 283–284, 343–345, 413, 450–451, 494–495, 533–534, 575–576, 601–602, H48
7.128 8,10,11 identify appropriate use of descriptive language in written expression	TE: 10–27, 34, 42, 50, 75, 106, 109, 123, 124, 141, 146, 149, 183, 192, 197, 223, 227, 237, 257, 282, 292, 329, 335, 347, 364 PE: 10–27, 34, 42, 50, 75, 106, 109, 123, 124, 141, 146, 149, 183, 192, 197, 223, 227, 237, 257, 282, 292, 329, 335, 347, 364

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<b>Instructional Goal and Objective</b>	<b>Houghton Mifflin <i>ENGLISH</i></b>
7.129 use indefinite articles correctly in writing and editing (e.g., "a" and "an")	As a language arts program, Houghton Mifflin ENGLISH provides writing opportunities for students to apply this objective.
7.130 3,4,6,8,10,11 write and edit text using correct past perfect tense	These pages can be adapted to help students write and edit text using correct past perfect tense: TE: 99B, 113–116, 158, 167, 478B PE: 113–116, 158, 167, H79
7.131 use "have" and "of" correctly when editing text	As a language arts program, Houghton Mifflin ENGLISH provides writing opportunities for students to apply this objective.
7.132 1,2,3,4,6,8,10,11 identify purpose and audience in written expression	TE: 7, 12, 13, 404, 418–419, 420–425, 428, 441, 456–457, 465, 469–477, 487, 493, 500–505, 508, 519, 538, 540–541, 593, 604, 607–611, 612, 61 PE: 7, 12, 13, 404, 418–419, 420–425, 428, 441, 456–457, 465, 469–477, 487, 493, 500–505, 508, 519, 538, 540–541, 593, 604, 607–611, 612, 614, H4, H57, H58
<b>Study Skills</b>	
7.133 4,9 demonstrate appropriate use of parts of a book such as title page, introduction, table of contents, appendix, and references	These pages can be adapted to demonstrate appropriate use of parts of a book: TE: 418–419 PE: 418–419
7.134 4,9,10 use title page, copyright page, table of contents, appendix, bibliography, glossary, and index to locate specified information	These pages can be adapted to use title page, copyright page, table of contents, appendix, bibliography, glossary, and index to locate specified information: TE: 519–536 PE: 519–536
7.135 predict the name of an informational book given chapter names	These pages can be adapted to predict the name of an informational book given chapter names: TE: 519–536 PE: 519–536
7.136 4,9,10 demonstrate appropriate use of the table of contents to locate where chapter specific information can be found	These pages can be adapted to demonstrate appropriate use of the table of contents to locate where chapter specific information can be found: TE: 519–536 PE: 519–536
7.137 3,4,5,6,9,11 demonstrate appropriate use of the general reference sources (e.g., dictionary, thesaurus, atlas, almanac, and encyclopedia, Reader's Guide, Books in Print)	TE: 31, 508, 544 PE: H14, H22, H23, H28, H31
7.138 5,6 identify a word that will come first in alphabetical order according to its third, fourth, and fifth letter	PE: H66

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7.139 identify parts of a dictionary entry	PE: H22–H23
7.140 3,5,6,9,10,11 use a set of guide words from a dictionary page to select the word that would be found on that page, preceding page, and subsequent page	PE: H22
7.141 3,5,8,9,10,11 use the various meanings of a dictionary entry to determine the meaning of a word in a sentence	PE: H23
7.142 5,6,9,10,11 use dictionary entries to select the best meaning for a multi–meaning word when used in context	PE: H23
7.143 5,6,8,9,10,11 determine which entry in a dictionary definition best fits meaning of a word in a sentence	PE: H23
7.144 3,4,5,6 use pronunciation guide to determine sounds of letters as they appear in individual words	PE: H22
7.145 3,4,5,6 use pronunciation guide to determine number of syllables in a word	PE: H22
7.146 know how to access reading material and resources in traditional or electronic catalog systems	PE: H25–H28
7.147 9,10,11 use the card catalog and electronic catalog systems to determine a book's call number, title, subject, copyright, publisher, and illustrator	PE: H25–H28
7.148 adjust reading rate according to purpose, prior knowledge, and nature of material	These pages can be adapted to adjust reading rate according to purpose, prior knowledge, and nature of material: TE: 612, 613 PE: 612, 613, H8
7.149 use skimming to obtain an overview or general idea of a selection	PE: H35
7.150 use scanning to locate specific information	PE: H35
7.151 differentiate when to use skimming and when to use scanning to obtain information	PE: H35
7.152 write a paragraph using prepared notes	PE: H34
7.153 write a paragraph using an outline	PE: H34
7.154 develop an outline that includes topics, subtopics, and details	TE: 16, 17, 408, 445, 487–488, 512, 570 PE: 16, 17, 408, 445, 487–488, 570, H34
7.155 3,4 identify a main heading from a list of topics in order to organize a report	These pages can be adapted to help students identify a main heading from a list of topics in order to organize a report: TE: 16, 17, 408, 445, 487–488, 512, 570 PE: 16, 17, 408, 445, 487–488, 570, H34
7.156 know the purpose and use of graphic	TE: 11, 16, 40, 70, 73, 77, 101, 104, 108, 113,

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organizers (e.g., web, Venn diagram, semantic feature, analysis, T-chart)	130, 132, 140, 150, 181, 187, 191, 202, 281, 286, 289, 304, 334, 337, 345, 396, 430, 431, 435, 452, 461, 464, 478, 481, 502, 512, 553, 555, 559, 586 PE: H59, H60, H61, H62, H63
7.157 4,11 construct and read a graphic organizer for a written report for a content area	TE: 11, 16, 40, 70, 73, 77, 101, 104, 108, 113, 130, 132, 140, 150, 181, 187, 191, 202, 281, 286, 289, 304, 334, 337, 345, 396, 430, 431, 435, 452, 461, 464, 478, 481, 502, 512, 553, 555, 559, 586 PE: H59, H60, H61, H62, H63
7.158 know the purpose and be able to interpret graphic aids (e.g., graphs, charts, tables, diagrams, maps, illustrations, schedules, and timelines)	TE: 11, 16, 40, 70, 73, 77, 101, 104, 108, 113, 130, 132, 140, 150, 181, 187, 191, 202, 281, 286, 289, 304, 334, 337, 345, 396, 430, 431, 435, 452, 461, 464, 478, 481, 502, 512, 553, 555, 559, 586 PE: H59, H60, H61, H62, H63
7.159 become familiar with words used on standardized tests (e.g., paraphrase, enumerate, categorize, analyze, rank)	These pages can be adapted to help students become familiar with words used on standardized tests: TE: 60–62, 90–92, 161–162, 208–210, 265–266, 273–275, 314–315, 352–354, 373–375, 411, 417–455, 493, 499, 530, 546, 574, 580, 600, 606 PE: 60–62, 90–92, 161–162, 208–210, 265–266, 273–275, 314–315, 352–354, 373–375, 411, 417–455, 493, 499, 530, 546, 574, 580, 600, 606, H38–H39
7.160 become familiar with modifiers used in testing material (e.g., all, none, invariably, and seldom)	These pages can be adapted to help students become familiar with modifiers used in testing material: TE: 60–62, 90–92, 161–162, 208–210, 265–266, 273–275, 314–315, 352–354, 373–375, 411, 417–455, 493, 499, 530, 546, 574, 580, 600, 606 PE: 60–62, 90–92, 161–162, 208–210, 265–266, 273–275, 314–315, 352–354, 373–375, 411, 417–455, 493, 499, 530, 546, 574, 580, 600, 606, H38–H39
7.161 become familiar with various test formats (e.g., objective, essay, quantitative, and standardized)	These pages can be adapted to help students become familiar with various test formats: TE: 60–62, 90–92, 161–162, 208–210, 265–266, 273–275, 314–315, 352–354, 373–375, 411, 417–455, 493, 499, 530, 546, 574, 580, 600, 606 PE: 60–62, 90–92, 161–162, 208–210, 265–266, 273–275, 314–315, 352–354, 373–375, 411, 417–455, 493, 499, 530, 546, 574, 580, 600, 606, H38–H39
7.162 use appropriate test taking strategies based on format	These pages can be adapted to help students use appropriate test taking strategies based on format:

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	<p>TE: 60–62, 90–92, 161–162, 208–210, 265–266, 273–275, 314–315, 352–354, 373–375, 411, 417–455, 493, 499, 530, 546, 574, 580, 600, 606</p> <p>PE: 60–62, 90–92, 161–162, 208–210, 265–266, 273–275, 314–315, 352–354, 373–375, 411, 417–455, 493, 499, 530, 546, 574, 580, 600, 606, H38–H39</p>
<b>Computer/Technology</b>	
7.163 use appropriate software to practice and master seventh grade English language arts instructional objectives	<p>TE: 10, 13, 17, 19, 21, 25, 26, 27, 34, 42, 54, 58, 59, 75, 83, 88, 93, 112, 126, 131, 135, 141, 146, 155, 158, 197, 203, 206, 211, 223, 232, 237, 244, 246, 254, 257, 260, 262, 263, 287, 298, 301, 308, 311, 329, 335, 342, 347, 350, 351, 367, 371, 376, 403, 404, 405, 406, 410, 411, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 440, 441, 442, 447, 449, 452, 453, 454–455, 482, 484, 486, 487, 488, 490, 491, 493, 494, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 518, 519, 520, 522, 530, 535, 537, 538, 540, 542, 544, 545, 567, 568, 569, 570, 574, 575, 577, 578, 579, 581, 582, 583, 590, 592, 593, 594, 596, 600, 603, 605, 606, 607, 608, 609, 610, 611</p> <p>PE: 10, 13, 17, 26, 59, 88, 93, 158, 206, 211, 244, 262, 263, 351, 371, 376, 403, 405, 406, 410, 411, 414, 418, 419, 420, 421, 422, 423, 424, 425, 440, 447, 449, 452, 454–455, 484, 486, 490, 491, 482, 494, 496, 497, 500, 501, 502, 503, 504, 505, 544, 545, 575, 577, 581, 582, 583, 590, 592, 593, 600, 603, 605, 606, 607, 608, 609, 610, 611, H28, H51–H52, H53–H56</p>
7.164 use a word processor to edit a document (adjust margins, select justification, change fonts, and paginate) (7.60)	<p>These pages can be adapted to help students use a word processor to edit a document:</p> <p>TE: 10, 13, 17, 19, 21, 25, 26, 27, 34, 42, 54, 58, 59, 75, 83, 88, 93, 112, 126, 131, 135, 141, 146, 155, 158, 197, 203, 206, 211, 223, 232, 237, 244, 246, 254, 257, 260, 262, 263, 287, 298, 301, 308, 311, 329, 335, 342, 347, 350, 351, 367, 371, 376, 403, 404, 405, 406, 410, 411, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 440, 441, 442, 447, 449, 452, 453, 454–455, 482, 484, 486, 487, 488, 490, 491, 493, 494, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 518, 519, 520, 522, 530, 535, 537, 538, 540, 542, 544, 545, 567, 568, 569, 570, 574, 575, 577, 578, 579, 581, 582, 583, 590, 592, 593, 594, 596, 600, 603, 605, 606, 607, 608, 609, 610, 611</p> <p>PE: 10, 13, 17, 26, 59, 88, 93, 158, 206, 211, 244, 262, 263, 351, 371, 376, 403, 405, 406, 410, 411, 414, 418, 419, 420, 421, 422, 423,</p>

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7.165 using a word processor, demonstrate correct keying, editing, and formatting techniques (7.60)	These pages can be adapted to help students using a word processor, demonstrate correct keying, editing, and formatting techniques: TE: 10, 13, 17, 19, 21, 25, 26, 27, 34, 42, 54, 58, 59, 75, 83, 88, 93, 112, 126, 131, 135, 141, 146, 155, 158, 197, 203, 206, 211, 223, 232, 237, 244, 246, 254, 257, 260, 262, 263, 287, 298, 301, 308, 311, 329, 335, 342, 347, 350, 351, 367, 371, 376, 403, 404, 405, 406, 410, 411, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 440, 441, 442, 447, 449, 452, 453, 454–455, 482, 484, 486, 487, 488, 490, 491, 493, 494, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 518, 519, 520, 522, 530, 535, 537, 538, 540, 542, 544, 545, 567, 568, 569, 570, 574, 575, 577, 578, 579, 581, 582, 583, 590, 592, 593, 594, 596, 600, 603, 605, 606, 607, 608, 609, 610, 611 PE: 10, 13, 17, 26, 59, 88, 93, 158, 206, 211, 244, 262, 263, 351, 371, 376, 403, 405, 406, 410, 411, 414, 418, 419, 420, 421, 422, 423, 424, 425, 440, 447, 449, 452, 454–455, 484, 486, 490, 491, 482, 494, 496, 497, 500, 501, 502, 503, 504, 505, 544, 545, 575, 577, 581, 582, 583, 590, 592, 593, 600, 603, 605, 606, 607, 608, 609, 610, 611, H28, H51–H52, H53–H56
7.166 identify work produced by using technology as intellectual property and thus protected copyright laws	TE: 31, 547 PE: 547
7.167 discriminate between ethical and unethical access to information	TE: 547 PE: 547
7.168 identify technological skills required for various careers	These pages can be adapted to help students identify technological skills required for various careers: TE: 10, 13, 17, 19, 21, 25, 26, 27, 34, 42, 54, 58, 59, 75, 83, 88, 93, 112, 126, 131, 135, 141, 146, 155, 158, 197, 203, 206, 211, 223, 232, 237, 244, 246, 254, 257, 260, 262, 263, 287, 298, 301, 308, 311, 329, 335, 342, 347, 350, 351, 367, 371, 376, 403, 404, 405, 406, 410, 411, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 440, 441, 442, 447, 449, 452, 453, 454–455, 482, 484, 486, 487, 488, 490, 491, 493, 494, 496, 497, 498, 499, 500,

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	501, 502, 503, 504, 505, 518, 519, 520, 522, 530, 535, 537, 538, 540, 542, 544, 545, 567, 568, 569, 570, 574, 575, 577, 578, 579, 581, 582, 583, 590, 592, 593, 594, 596, 600, 603, 605, 606, 607, 608, 609, 610, 611 PE: 10, 13, 17, 26, 59, 88, 93, 158, 206, 211, 244, 262, 263, 351, 371, 376, 403, 405, 406, 410, 411, 414, 418, 419, 420, 421, 422, 423, 424, 425, 440, 447, 449, 452, 454–455, 484, 486, 490, 491, 482, 494, 496, 497, 500, 501, 502, 503, 504, 505, 544, 545, 575, 577, 581, 582, 583, 590, 592, 593, 600, 603, 605, 606, 607, 608, 609, 610, 611, H28, H51–H52, H53–H56
7.169 select and use appropriate software and/or other technologies to locate and use reference sources (7.137)	These pages can be adapted to help students select and use appropriate software and/or other technologies to locate and use reference sources: TE: 519–536 PE: 519–536
7.170 develop keyboarding skills: proper posture, finger placement, keying letters, numbers, symbols, and special keys (7.64)	These pages can be adapted to help students develop keyboarding skills: proper posture, finger placement, keying letters, numbers, symbols, and special keys: TE: 10, 13, 17, 19, 21, 25, 26, 27, 34, 42, 54, 58, 59, 75, 83, 88, 93, 112, 126, 131, 135, 141, 146, 155, 158, 197, 203, 206, 211, 223, 232, 237, 244, 246, 254, 257, 260, 262, 263, 287, 298, 301, 308, 311, 329, 335, 342, 347, 350, 351, 367, 371, 376, 403, 404, 405, 406, 410, 411, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 440, 441, 442, 447, 449, 452, 453, 454–455, 482, 484, 486, 487, 488, 490, 491, 493, 494, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 518, 519, 520, 522, 530, 535, 537, 538, 540, 542, 544, 545, 567, 568, 569, 570, 574, 575, 577, 578, 579, 581, 582, 583, 590, 592, 593, 594, 596, 600, 603, 605, 606, 607, 608, 609, 610, 611 PE: 10, 13, 17, 26, 59, 88, 93, 158, 206, 211, 244, 262, 263, 351, 371, 376, 403, 405, 406, 410, 411, 414, 418, 419, 420, 421, 422, 423, 424, 425, 440, 447, 449, 452, 454–455, 484, 486, 490, 491, 482, 494, 496, 497, 500, 501, 502, 503, 504, 505, 544, 545, 575, 577, 581, 582, 583, 590, 592, 593, 600, 603, 605, 606, 607, 608, 609, 610, 611, H28, H51–H52, H53–H56
7.171 use graphic software to create, read, interpret and organize information in the form of tables, graphs, diagrams and charts	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:

**Houghton Mifflin *ENGLISH***  
**Grade 7**  
**correlated to**  
**West Virginia Instructional Goals and Objectives**

Instructional Goal and Objective	Houghton Mifflin <i>ENGLISH</i>
	<p>TE: 10, 13, 17, 19, 21, 25, 26, 27, 34, 42, 54, 58, 59, 75, 83, 88, 93, 112, 126, 131, 135, 141, 146, 155, 158, 197, 203, 206, 211, 223, 232, 237, 244, 246, 254, 257, 260, 262, 263, 287, 298, 301, 308, 311, 329, 335, 342, 347, 350, 351, 367, 371, 376, 403, 404, 405, 406, 410, 411, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 440, 441, 442, 447, 449, 452, 453, 454–455, 482, 484, 486, 487, 488, 490, 491, 493, 494, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 518, 519, 520, 522, 530, 535, 537, 538, 540, 542, 544, 545, 567, 568, 569, 570, 574, 575, 577, 578, 579, 581, 582, 583, 590, 592, 593, 594, 596, 600, 603, 605, 606, 607, 608, 609, 610, 611</p> <p>PE: 10, 13, 17, 26, 59, 88, 93, 158, 206, 211, 244, 262, 263, 351, 371, 376, 403, 405, 406, 410, 411, 414, 418, 419, 420, 421, 422, 423, 424, 425, 440, 447, 449, 452, 454–455, 484, 486, 490, 491, 482, 494, 496, 497, 500, 501, 502, 503, 504, 505, 544, 545, 575, 577, 581, 582, 583, 590, 592, 593, 600, 603, 605, 606, 607, 608, 609, 610, 611, H28, H51–H52, H53–H56</p>
7.172 use a word processing program to copy and move text (7.61)	<p>These pages can be adapted to help students use a word processing program to copy and move text:</p> <p>TE: 10, 13, 17, 19, 21, 25, 26, 27, 34, 42, 54, 58, 59, 75, 83, 88, 93, 112, 126, 131, 135, 141, 146, 155, 158, 197, 203, 206, 211, 223, 232, 237, 244, 246, 254, 257, 260, 262, 263, 287, 298, 301, 308, 311, 329, 335, 342, 347, 350, 351, 367, 371, 376, 403, 404, 405, 406, 410, 411, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 440, 441, 442, 447, 449, 452, 453, 454–455, 482, 484, 486, 487, 488, 490, 491, 493, 494, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 518, 519, 520, 522, 530, 535, 537, 538, 540, 542, 544, 545, 567, 568, 569, 570, 574, 575, 577, 578, 579, 581, 582, 583, 590, 592, 593, 594, 596, 600, 603, 605, 606, 607, 608, 609, 610, 611</p> <p>PE: 10, 13, 17, 26, 59, 88, 93, 158, 206, 211, 244, 262, 263, 351, 371, 376, 403, 405, 406, 410, 411, 414, 418, 419, 420, 421, 422, 423, 424, 425, 440, 447, 449, 452, 454–455, 484, 486, 490, 491, 482, 494, 496, 497, 500, 501, 502, 503, 504, 505, 544, 545, 575, 577, 581, 582, 583, 590, 592, 593, 600, 603, 605, 606, 607, 608, 609, 610, 611, H28, H51–H52, H53–H56</p>
7.173 use the editing functions of a word	These pages can be adapted to help students use

**Houghton Mifflin *ENGLISH***  
**Grade 7**  
**correlated to**  
**West Virginia Instructional Goals and Objectives**

**Instructional Goal and Objective**

**Houghton Mifflin *ENGLISH***

<p>processor (spell check, grammar checker, thesaurus, outliner) (7.62, 7.65 and 7.87)</p>	<p>the editing functions of a word processor:  TE: 10, 13, 17, 19, 21, 25, 26, 27, 34, 42, 54, 58, 59, 75, 83, 88, 93, 112, 126, 131, 135, 141, 146, 155, 158, 197, 203, 206, 211, 223, 232, 237, 244, 246, 254, 257, 260, 262, 263, 287, 298, 301, 308, 311, 329, 335, 342, 347, 350, 351, 367, 371, 376, 403, 404, 405, 406, 410, 411, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 440, 441, 442, 447, 449, 452, 453, 454–455, 482, 484, 486, 487, 488, 490, 491, 493, 494, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 518, 519, 520, 522, 530, 535, 537, 538, 540, 542, 544, 545, 567, 568, 569, 570, 574, 575, 577, 578, 579, 581, 582, 583, 590, 592, 593, 594, 596, 600, 603, 605, 606, 607, 608, 609, 610, 611  PE: 10, 13, 17, 26, 59, 88, 93, 158, 206, 211, 244, 262, 263, 351, 371, 376, 403, 405, 406, 410, 411, 414, 418, 419, 420, 421, 422, 423, 424, 425, 440, 447, 449, 452, 454–455, 484, 486, 490, 491, 482, 494, 496, 497, 500, 501, 502, 503, 504, 505, 544, 545, 575, 577, 581, 582, 583, 590, 592, 593, 600, 603, 605, 606, 607, 608, 609, 610, 611, H28, H51–H52, H53–H56</p>
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