

Houghton Mifflin *ENGLISH*
Grade 8
correlated to
West Virginia Instructional Goals and Objectives

Instructional Goal and Objective	Houghton Mifflin <i>ENGLISH</i>
Listening/Speaking	
8.1 identify and correct usage errors in oral communications	TE: 34–36, 131, 134, 143, 152–160 PE: 34–36, 131, 134, 143, 152–160
8.2 exhibit proper speaking and listening etiquette (e.g., focusing on speaker, speaking in turn, using various communication technologies, demonstrating interpersonal communications)	TE: 34, 39, 43, 48, 117, 134, 143, 199, 238, 240, 259, 262, 274, 466, 481, 506 PE: 34, 39, 43, 48, 117, 134, 143, 199, 238, 240, 259, 262, 274, 466, 481, 506
8.3 use public speaking strategies to prepare formal and informal speaking presentations (e.g., informational demonstrations, persuasive speeches, job interviews)	TE: 36, 39, 42, 45, 53, 143, 240, 466, 506, 520–521, 554, 580–582, 605–607, 680–681 PE: 36, 39, 42, 45, 53, 143, 240, 466, 506, 520–521, 554, 580–582, 605–607, 680–681, H7–H9
8.4 5,6,7 listen to oral communication and retell in oral form relating personal experiences and constructing new meaning	These pages can be adapted to provide listening to oral communication and retelling in oral form relating personal experiences and constructing new meaning: TE: 36, 39, 42, 45, 60, 84, 87, 93, 96, 134, 143, 146, 154, 163, 238, 240, 247, 250, 262, 265, 301, 317, 349, 352, 357, 360, 366, 378, 380, 398, 401, 404, 407, 411, 415, 447, 458, 481, 506, 520–521 PE: 36, 39, 42, 45, 60, 84, 87, 93, 96, 134, 143, 146, 154, 163, 238, 240, 247, 250, 262, 265, 301, 317, 349, 352, 357, 360, 366, 378, 380, 398, 401, 404, 407, 411, 415, 447, 458, 481, 506, 520–521
8.5 1,2,3,5,6,7 understand multi-step oral instructions and complete task	TE: 75 PE: 75, H4
8.6 2,4,5,6,7 listen to specific information and construct meaning beyond the text (e.g., character's feeling)	TE: 25, 442, 466, 506, 554, 591, 638, 668 PE: 25, 442, 466, 506, 554, 591, 638, 668
8.7 2,4,5,6,7 listen to specific information and sequence in proper order	These pages can be adapted to help students listen to specific information and sequence in proper order: TE: 18, 380, 624, 625, 627, 632, 633, 352 PE: 18, 380, 624, 625, 627, 632, 633, 352
8.8 2,4,5,6,7 listen to specific information to make predictions	PE: 317, 524
8.9 2,4,5,6,7 listen to specific information to locate main idea	PE: 443, 458, 524
8.10 2,4,5,6,7 listen to specific information; identify word meaning from context	These pages can be adapted to help students listen to specific information; identify word meaning from context: PE: H14
8.11 2,4,5,6,7 listen to information to identify purpose of writing	PE: 612

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8.12 2,3,4,5,6,7 use critical thinking to distinguish fact from opinion; form personal opinions; make predictions and analyze outcomes	TE: 317, 442, 443, 444, 445, 447, 453–457, 458, 471, 481, 496–509, 520–521, 524 PE: 317, 442, 443, 444, 445, 447, 453–457, 458, 471, 481, 496–509, 520–521, 524
8.13 5,6,7 identify synonym of unknown words by using context clues in sentences read aloud	These pages prepare students to identify synonyms of unknown words by using context clues in sentences read aloud: TE: 467 PE: 467, H14
8.14 1,2,5,6,7 think critically about a selection to lead to exploration, questioning, and imagining about a selection read orally	TE: 39, 45, 87, 88, 146, 238, 250, 276, 305, 317, 322, 366, 378, 417, 442, 443, 444, 445, 447, 453–457, 458, 466, 471, 480–481, 491–495, 496–509, 514–519, 520–521, 524, 554, 591, 612, 638, 668 PE: 39, 45, 87, 88, 146, 238, 250, 276, 305, 317, 322, 366, 378, 417, 442, 443, 444, 445, 447, 453–457, 458, 466, 471, 480–481, 491–495, 496–509, 514–519, 520–521, 524, 554, 591, 612, 638, 668
Reading Comprehension	
8.15 1,2,3,4,5,6,7,9,10,11 read literary works by national and international authors to include but not limited to: short stories, science fiction, contemporary fiction, historical fiction, biographies, narratives, poetry, and West Virginia authors	As a language arts program, Houghton Mifflin ENGLISH prepares students to read literary works by national and international authors.
8.16 K,2,4,5,6,9,10,11 determine the main idea of a passage	PE: 20, 443, 444, 445, 447, 452, 453–457, 458, 539
8.17 2,3,5,9,10,11 determine author's purpose by analyzing information on style of writing	PE: 28, 36, 39, 42, 45, 53, 66, 67, 84, 87, 93, 114, 117, 124, 128, 134, 139, 143, 146, 149, 154, 158, 163, 161, 165, 167, 193, 199, 203, 209, 215, 238, 240, 244, 247, 250, 259, 262, 265, 272, 274, 276, 278, 301, 305, 314, 317, 326, 329, 349, 352, 357, 360, 363, 366, 370, 378, 380, 398, 401, 404, 407, 411, 415, 442, 443, 444, 445, 449–451, 452, 458, 469, 472, 473, 474–479, 490, 491–495, 496–509, 512–513, 539, 545–559, 579, 597, 601–602, 630, 641, 660, 671, 674–679, H58
8.18 3,4,5,6,7,9,10,11 locate specific details in a textbook passage to promote initial understanding	These pages can be adapted to help students locate specific details in a textbook passage to promote initial understanding: TE: 513, 569, 606, 608, 678 PE: 606, 608, 678, H47–H50
8.19 5,9,10 use graphic organizers to construct meaning of a textbook passage showing important ideas and the relationship among those ideas	These pages can be adapted to help students use graphic organizers to construct meaning of a textbook passage showing important ideas and the relationship among those ideas:

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	TE: 3, 13, 18, 44, 67, 86, 92, 100, 116, 119, 123, 126, 130, 142, 144, 148, 153, 242, 313, 316, 359, 362, 409, 418, 451, 461, 471, 476, 484, 489, 514, 520, 534, 538, 547, 562, 572, 593, 595, 600, 602, 623, 631, 633, 651, 677 PE: 67, 100, 418, 461, 471, 476, 520, 547, 562, 593, 595, 600, 602, 631, 633, 677, H29, H30, H59, H60, H61, H62, H63
8.20 K,3,4,5,6,7,9,11 draw a conclusion to describe characters based on their thoughts and actions	PE: 654, 683
8.21 6,9,10,11 justify conclusions or opinions reached from textbook information	These pages can be adapted to help students justify conclusions or opinions reached from textbook information: PE: 443–447
8.22 6,9,11 identify and apply comprehension strategies through the critical thinking of summarizing, interpreting, evaluating, critiquing, and analyzing what is read	PE: 10–13, 36, 39, 67, 476, 449–451, 487–489, 535–538, 570–572, 582, 619–623, 649–651, H36–H37
8.23 10,11 infer meaning of a phrase used in context	These pages can be adapted to help students infer meaning of a phrase used in context: PE: H14
8.24 2,3,4,9,10 determine the sequence of events in a text to determine initial understanding	These pages can be adapted to help students determine the sequence of events in a text to determine initial understanding: TE: 18, 380, 624, 625, 627, 632, 633, 352 PE: 18, 380, 624, 625, 627, 632, 633, 352
8.25 1,2,3,4,5,6,7,9,10 use setting, plot, characterization and style to determine a text's genre (e.g., science fiction, folktale)	These pages can be adapted to help students use setting, plot, characterization and style to determine a text's genre: PE: 134, 652, 653, 654, 661, 662, 663, 674–679, 683
8.26 5,6,9,10,11 locate information in recreational reading to promote initial understanding	These pages can be adapted to help students locate information in recreational reading to promote initial understanding: TE: 513, 569, 606, 608, 678 PE: 606, 608, 678, H47–H50
8.27 4,6,7,10 distinguish factual from opinion statements	PE: 442, 443, 444, 445, 446, 447, 449–451, 452, 453–457, 458–471, 496–501, 583
8.28 7,9,10,11 determine the meaning of persuasive language and propaganda to determine meaning of information in functional text (e.g., advertisement)	PE: 45, 87, 88, 146, 161, 167, 197, 238, 250, 276, 305, 322, 366, 378, 417, 489, 490
8.29 3,4,6,7,9,10,11 make inferences from functional text to make analysis of information (e.g., advertisements)	TE: 1B, 33B, 81B, 111A, 189B, 235B, 297B, 345B, 395B, 448B, 451, 486B, 489, 534B, 569B, 572, 623, 651 PE: 451, 489, 572, 623, 651

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8.30 6,7,9,10,11 draw conclusions from functional materials to make analysis of information (e.g., advertisements)	TE: 1B, 33B, 81B, 111A, 189B, 235B, 297B, 345B, 395B, 448B, 451, 486B, 489, 534B, 569B, 572, 623, 651 PE: 451, 489, 572, 623, 651
8.31 3,5,6,7,9,10,11 locate specific details in ads and other functional material to verify initial understanding	These pages can be adapted to help students locate specific details in ads and other functional material to verify initial understanding: TE: 513, 569, 606, 608, 678 PE: 606, 608, 678, H47–H50
8.32 6,7,9,10,11 predict the action of a reader of persuasive writing	These pages can be adapted to help students predict the action of a reader of persuasive writing: PE: 45, 87, 88, 146, 161, 167, 197, 238, 250, 276, 305, 322, 366, 378, 417, 489, 490
8.33 determine types of conflict in a short story (e.g., man vs. man, man vs. society, man vs. nature, man vs. self)	These pages can be adapted to help students determine types of conflict in a short story: PE: 652, 658, 662
8.34 identify literary techniques used in literature (e.g., irony, understatement, exaggeration, foreshadowing, etc.)	PE: 134, 477, 652, 653, 654, 656, 661, 663, 666, 674–679, 683, H13
8.35 identify the elements of plot in a short story (exposition, setting, complications, suspense, climax, and resolution)	PE: 652, 662, 663, 677, 683
8.36 identify types of poetry found in literature (e.g., narrative poem, ballad, lyric poem)	PE: 128, 474–479
8.37 identify figures of speech used by author's in selected pieces of literature (e.g., simile, metaphor, allusion, and personification)	PE: 477, H13
Reading Vocabulary	
8.38 K,2,3,4,5,6,7,9,10,11 determine the meaning of words from their use in context	PE: H23
8.39 2,3,4,5,7,9,10,11 determine the definition of multiple meaning words used in context	PE: H23
8.40 2,3,4,5,6,7,9,10,11 determine the synonym for words in text to improve quality (e.g., precise verbs, descriptive modifiers)	PE: 467, H14, H28, H96–H117
8.41 make use of classifications to determine possible use of words	These pages can be adapted to help students make use of classifications to determine possible use of words: PE: 467, H14, H28, H96–H117
8.42 use analogy to determine relationship of new and familiar words	PE: H38–H39
8.43 examine connotation of words as used in selection and other possible uses	PE: H15
8.44 identify root words and add prefixes and suffixes to change meaning	PE: H6, H16, H17, H18
8.45 identify synonyms and antonyms of selected	PE: 467, H14

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words	
8.46 identify idioms and their use in passages	PE: 379
8.47 identify homophones and homographs and determine their meaning in a selection	PE: 330, H24
Writing	
8.48 use prewriting and drafting strategies to generate topics and plan approaches to writing tasks	TE: 13, 24, 81, 111, 297, 345, 447, 448, 451, 486, 489, 534, 538, 569, 572, 583–584, 618, 623, 646, 651 PE: 24, 583–584, H32–H24
8.49 use writing strategies to address specific writing purposes, (e.g., narrative, descriptive, informative, and persuasive) in paragraphs or compositions	Most lessons give students the opportunity to use writing strategies to address specific writing purposes. Here are a few of the many examples: TE: 14, 21, 81, 111, 114, 165, 240, 271, 297, 311, 345, 398, 404, 447, 472, 534, 550, 618, 630 PE: 14, 21, 114, 165, 240, 271, 311, 398, 404, 472, 550, 630
8.50 use writing strategies to write for audiences, including peers, teachers, and employers	Most lessons give students the opportunity to use writing strategies to write for audiences, including peers, teachers, and employers. Here are a few of the many examples: PE: 14, 45, 154, 161, 209, 259, 322, 370, 458, 496, 545, 579, 630, 682, H7–H9
8.51 use revision and editing strategies to delete or correct errors in organization, and content	TE: 22–23, 466–467, 501–507, 554–555, 618, 638–639, 668–669 PE: 22–23, 466–467, 501–507, 554–555, 638–639, 668–669
8.52–4,7,10 use a writing prompt to develop a composition that contains a beginning, middle and end	PE: 36, 39, 42, 45, 48, 53, 56, 60, 66, 67, 84, 87, 93, 96, 114, 117, 121, 124, 128, 131, 134, 139, 143, 146, 154, 158, 161, 163, 165, 167, 193, 199, 203, 209, 212, 215, 238, 240, 244, 247, 250, 255, 259, 262, 265, 271, 274, 277, 278, 301, 305, 366, 370, 375, 378, 398, 401, 404, 407, 411, 415, 418, 447, 452, 470, 510, 558, 598, 642, 672
8.53 4,7,10 develop a composition that is focused, coherent, and has a clear and logical progression of ideas	TE: 14, 15, 17, 18, 458, 462, 496, 501, 545, 548–549, 579, 585, 586, 624, 625, 627, 630, 632, 633, 652, 660, 662–663 PE: 14, 15, 17, 18, 458, 462, 496, 501, 545, 548–549, 579, 585, 586, 624, 625, 627, 630, 632, 633, 652, 660, 662–663
8.54 4,7,10 develop a composition that contains smooth transition	TE: 20, 446, 447, 452, 453–457, 462, 532, 539, 548, 573, 588 PE: 20, 446, 447, 452, 453–457, 462, 532, 539, 548, 573, 588
8.55 4,7,10 use a writing prompt to develop a composition that addresses the assigned topic	TE: 36, 39, 42, 45, 48, 53, 56, 60, 66, 67, 84, 87, 93, 96, 114, 117, 121, 124, 128, 131, 134,

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8.56 4,7,10 use a writing prompt to develop a composition that is complete, varied, and economical	TE: 34–36, 39, 43–45, 48, 51–53, 54–56, 57–60, 61–62, 63–65, 66, 67, 68–69, 72, 73, 76, 77–80, 93, 98, 100, 101, 105, 134, 146, 195, 204, 205, 217, 220, 225, 239, 279, 337, 338–344, 354, 371, 416–417, 418, 423, 460–461, 467, 496–501, 505, 507, 539, 555, 592, 639, 669 PE: 34–36, 39, 43–45, 48, 51–53, 54–56, 57–60, 61–62, 63–65, 66, 67, 68–69, 72, 73, 76, 77–80, 93, 98, 100, 101, 105, 134, 146, 195, 204, 205, 217, 220, 225, 239, 279, 337, 338–344, 354, 371, 416–417, 418, 423, 460–461, 467, 496–501, 505, 507, 539, 555, 592, 639, 669
8.57 4,7,10 use a writing prompt to develop a composition whose word choice is vivid, precise, and economical	PE: 49, 50, 99, 452, 563
8.58 4,7,10 use editing strategies to correct errors in usage, capitalization, punctuation, and spelling	TE: 26–27, 53, 56, 61–62, 68–69, 93, 96, 101, 199, 203, 209, 212, 215, 220, 238, 240, 244, 250, 255, 259, 262, 265, 271, 274, 276, 278, 281, 301, 305, 357, 370, 382, 420, 468, 508, 556, 596, 640, 670 PE: 26–27, 53, 56, 61–62, 68–69, 93, 96, 101, 199, 203, 209, 212, 215, 220, 238, 240, 244, 250, 255, 259, 262, 265, 271, 274, 276, 278, 281, 301, 305, 357, 370, 382, 420, 468, 508, 556, 596, 640, 670
8.59 demonstrate mastery of penmanship and keyboard in the writing process	In addition to the pages shown here, all writing exercises give students the opportunity to demonstrate mastery of penmanship and keyboard in the writing process. TE: 21, 23, 27, 29, 39, 42, 45, 53, 56, 66, 84, 93, 96, 101, 105, 114, 117, 131, 146, 161, 163, 168, 199, 203, 212, 215, 218, 225, 238, 250, 255, 262, 265, 271, 277, 279, 301, 311, 317, 322, 332, 352, 363, 378, 381, 398, 404, 415, 419, 449, 457, 458, 459, 461, 465, 468, 469,

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	<p>470, 471, 477, 495, 496, 497, 505, 508, 509, 510, 511, 512, 544, 545, 547, 549, 550, 553, 556, 557, 558, 559, 564, 565, 578, 579, 581, 582, 590, 594, 596, 597, 598, 599, 601, 603, 606, 608, 629, 630, 631, 632, 633, 637, 640, 641, 642, 643, 644, 659, 660, 661, 663, 667, 670, 672, 673, 678</p> <p>PE: 449, 457, 461, 465, 468, 471, 495, 497, 505, 508, 510, 511, 544, 547, 550, 553, 556, 558, 578, 581, 582, 590, 596, 598, 606, 608, 629, 631, 632, 637, 640, 659, 663, 667, 670, 678, H47–H50, H51–H52</p>
8.60 incorporate examples of specific parts of speech, phrases, and clauses in the writing process	<p>TE: 37–39, 40–42, 46–48, 49, 50, 51–52, 54–56, 61–62, 67, 68, 69, 73, 76, 105, 144–146, 153, 169, 182, 190–193, 194, 195, 196–199, 200–203, 205, 206–209, 210–212, 213–215, 218, 219, 220, 225, 227, 228, 229, 230, 231, 232, 234, 241–243, 279, 287, 315, 350–352, 423, 424, 425</p> <p>PE: 37–39, 40–42, 46–48, 49, 50, 51–52, 54–56, 61–62, 67, 68, 69, 73, 76, 105, 144–146, 153, 169, 182, 190–193, 194, 195, 196–199, 200–203, 205, 206–209, 210–212, 213–215, 218, 219, 220, 225, 227, 228, 229, 230, 231, 232, 234, 241–243, 279, 287, 315, 350–352, 423, 424, 425</p>
8.61 use and identify different types of sentences, paragraphs, and essays	<p>TE: 10–13, 15–17, 19, 21, 23, 25, 27, 29, 36, 39, 42, 45, 48, 53, 56, 60, 66, 84, 87, 96, 114, 117, 121, 124, 128, 131, 134, 139, 143, 146, 149, 154, 158, 161, 163, 165, 193, 199, 203, 209, 212, 215, 238, 240, 244, 247, 250, 255, 259, 262, 265, 271, 274, 277, 301, 305, 311, 314, 317, 322, 326, 329, 349, 352, 357, 360, 363, 366, 370, 375, 378, 398, 401, 404, 407, 411, 415, 443–447, 449–471, 472–473, 474–479, 487–511, 512–513, 525–533, 535–559, 560–565, 570–598, 599–600, 601–602, 603–604, 613–617, 619–643, 644–645, 647–673, 674–679</p> <p>PE: 10–13, 15–17, 19, 21, 23, 25, 27, 29, 36, 39, 42, 45, 48, 53, 56, 60, 66, 84, 87, 96, 114, 117, 121, 124, 128, 131, 134, 139, 143, 146, 149, 154, 158, 161, 163, 165, 193, 199, 203, 209, 212, 215, 238, 240, 244, 247, 250, 255, 259, 262, 265, 271, 274, 277, 301, 305, 311, 314, 317, 322, 326, 329, 349, 352, 357, 360, 363, 366, 370, 375, 378, 398, 401, 404, 407, 411, 415, 443–447, 449–471, 472–473, 474–479, 487–511, 512–513, 525–533, 535–559, 560–565, 570–598, 599–600, 601–602, 603–604, 613–617, 619–643, 644–645, 647–673, 674–679</p>

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8.62 demonstrate the use of personal writing for pleasure and enjoyment (e.g., journals, friendly letters)	TE: 1B, 33B, 81B, 93, 96, 111A, 131, 161, 18B, 212, 235B, 244, 274, 297B, 345B, 395B, 401, 448B, 486B, 534B, 569B, 618B, 644–645, 646B PE: 93, 96, 131, 161, 212, 244, 274, 401, 644–645
8.63 make use of functional types of writing (e.g., book reports, friendly letters, essay questions, and outlining)	TE: 1B, 33B, 81B, 111A, 189B, 235B, 297B, 345B, 395B, 448B, 451, 486B, 489, 534B, 569B, 572, 623, 651 PE: 451, 489, 572, 623, 651
8.64 use electronic and traditional editing strategies (e.g., symbols, dictionaries) to correct spelling errors in computer generated work (e.g., proper names, homophone, [in, inn].)	These pages can be adapted to help students use electronic and traditional editing strategies to correct spelling errors in computer generated work: PE: 27, 96, 101, 468, 508, 556, 596, 640, 670
Spelling	
8.65 identify and spell common homophones/homonyms (words that have different spellings an meaning but one pronounced the same (e.g., stake and steak)	PE: 330
8.66 use generalization to spell words containing <i>c</i> sounded as <i>k</i> (e.g., candle)	As a language arts program, Houghton Mifflin ENGLISH provides writing opportunities for students to apply this objective.
8.67 spell words containing <i>oi</i> and <i>oy</i> (e.g., soil, boy)	PE: H81
8.68 use visual cues as a strategy to spell words containing the sound <i>sh</i> (e.g., partial, special, dish)	PE: H82
8.69 form plurals of words ending with <i>sh</i> (e.g., wish, wishes)	As a language arts program, Houghton Mifflin ENGLISH provides writing opportunities for students to apply this objective.
8.70 spell words containing <i>y</i> sounded as <i>i</i> (e.g., my) and comparative forms ending in <i>y</i> (e.g., busy, busier, busiest)	PE: H82
8.71 use meaning as a strategy for spelling prefixes <i>bi</i> , <i>re</i> , and <i>mis</i> (e.g., bilateral, reread, misunderstand)	PE:H16, H84
8.72 spell words with suffix <i>tive</i> (e.g., protective)	PE: H6, H17
8.73 form inflectional endings on words ending in <i>e</i> (e.g., participate, participation)	PE: H81–H85
8.74 form correct spelling of word when adding common endings (e.g., <i>s</i> , <i>es</i>)	PE: H81
8.75 develop spelling competency by recognizing one's own spelling weakness	As a language arts program, Houghton Mifflin ENGLISH provides writing opportunities for students to apply this objective.

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8.76 use syllabication as a strategy for spelling words	As a language arts program, Houghton Mifflin <i>ENGLISH</i> provides writing opportunities for students to apply this objective.
8.77 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.
8.78 distinguish between misuse and proper spelling of a contraction and possessive	PE: 94–96, 97–98, 102, 106, 110, 272–274, 295, 425
8.79 focus on problem words that are commonly misspelled	PE: 330
8.80 use memorization and/or mnemonic strategies to help spell problem parts of words (e.g., Tell these mosquitoes to quit biting me)	As a language arts program, Houghton Mifflin <i>ENGLISH</i> provides writing opportunities for students to apply this objective.
8.81 acquire a written vocabulary from a wide variety of instructional sources and activities in written communication across the curriculum	PE: 36, 39, 60, 87, 99, 166, 216, 271, 278, 330, 379, H13, H14, H15, H16, H17, H18, H19, H20, H21
8.82 use electronic editing tools as well as traditional editing resources to correct spelling errors (e.g., electronic spell checker, dictionary, thesaurus)	These pages can be adapted to help students use electronic editing tools as well as traditional editing resources to correct spelling errors: PE: 27, 96, 101, 468, 508, 556, 596, 640, 670
Language	
8.83 1,2,3,4,5,6,7,9,10,11 capitalize titles of people (e.g., President Jefferson)	TE: 71, 82–83, 102, 107, 241–243, 279, 287, 426 PE: 71, 82–83, 102, 107, 241–243, 279, 287, 426
8.84 6,7,9,10,11 capitalize geographic names and directions that are used to name a region (e.g., The West has many very large states.)	TE: 241 PE: 241
8.85 6,7,10,11 capitalize proper adjectives (e.g., German steel)	These pages can be adapted to practice the rules of capitalization for proper adjectives: TE: 71, 82–83, 102, 107, 241–243, 279, 287, 426 PE: 71, 82–83, 102, 107, 241–243, 279, 287, 426
8.86 capitalize brand names, organizations, business firms, institutions, and government bodies	These pages can be adapted to help students capitalize brand names, organizations, business firms, institutions, and government bodies: TE: 71, 82–83, 102, 107, 241–243, 279, 287, 426 PE: 71, 82–83, 102, 107, 241–243, 279, 287, 426
8.87 capitalize historical events and periods, special events, and calendar events	These pages can be adapted to help students capitalize historical events and periods, special events, and calendar events: PE: 71, 82–83, 102, 107, 241–243, 279, 287, 426
8.88 capitalize nationalities, races, religions, academic courses, and languages	TE: 71, 82–83, 102, 107, 241–243, 279, 287, 426 PE: 71, 82–83, 102, 107, 241–243, 279, 287, 426

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8.89 capitalize particular places, things, events, and awards	TE: 71, 82–83, 102, 107, 241–243, 279, 287, 426 PE: 71, 82–83, 102, 107, 241–243, 279, 287, 426
8.90 7,9,10,11 use a comma with an introductory phrase	TE: 248, 279, 288–289, 426 PE: 248, 279, 288–289, 426
8.91 4,6,7 use commas with a conjunction between independent clauses (e.g., We had lunch on the bus, and it was fun.)	TE: 63–66, 69, 423 PE: 63–66, 69, 423
8.92 5,7,9,10,11 use commas with appositives	TE: 248, 279, 286, 288–289, 426 PE: 248, 279, 286, 288–289, 426
8.93 4,9 use commas with conjunctions in compound sentences	TE: 63–66, 69, 423 PE: 63–66, 69, 423
8.94 use commas to separate items in a series	TE: 245–246, 289–290, 426 PE: 245–246, 289–290, 426
8.95 use comma to separate two or more adjectives preceding a noun	TE: 245–246, 288–289 PE: 245–246, 288–289
8.96 use comma to set off nonessential clauses and nonessential participial phrases	TE: 248, 279, 286, 288–289, 426 PE: 248, 279, 286, 288–289, 426
8.97 use commas to set off sentence interrupters (e.g., appositives, nonessential phrases and clauses)	TE: 248, 279, 286, 288–289, 426 PE: 248, 279, 286, 288–289, 426
8.98 use commas in certain situations (e.g., dates and addresses, parts of letters, abbreviations after names)	TE: 42, 253–255, 280, 290, 426 PE: 42, 253–255, 280, 290, 426
8.99 7,9,10,11 use a semicolon between independent clauses	TE: 51, 263–265, 280, 293, 426 PE: 51, 263–265, 280, 293, 426
8.100 use a semicolon between items in a series if the items contain commas	PE: 51, 263–265, 280, 293, 426
8.101 5,6,10,11 use a colon to introduce a list of items	TE: 263–265, 280, 293, 426 PE: 263–265, 280, 293, 426
8.102 use a colon after the salutation of a business letter	TE: 263–265, 280, 293, 426 PE: 263–265, 280, 293, 426
8.103 use a colon between numerals that represent hours and minutes and between chapter and verse in a biblical reference	TE: 263–265, 280, 293, 426 PE: 263–265, 280, 293, 426
8.104 use correctly hyphens, dashes, and parentheses in written expression	TE: 275, 281, 296 PE: 275, 281, 296
8.105 use quotation mark correctly when punctuating titles and dialogue	PE: 256–259, 262, 278, 280, 291, 426
8.106 identify parts of a sentence (e.g., subject, verb, and complement)	TE: 37–39, 40–42, 46–48, 49, 50, 51–52, 54–56, 61–62, 67, 68, 69, 73, 76, 105, 153, 225, 423 PE: 37–39, 40–42, 46–48, 49, 50, 51–52, 54–56, 61–62, 67, 68, 69, 73, 76, 105, 153, 225, 423

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8.107 7,9,10,11 use correct pronoun antecedent in sentences	TE: 302–305, 332, 333, 338, 427 PE: 302–305, 332, 333, 338, 427
8.108 use correct pronoun case in written expression (e.g., nominative, objective, possessive)	PE: 272–273, 298–301, 308–311, 331, 332, 333, 337, 427
8.109 use the different types of pronouns correctly in written expression (e.g., personal, demonstrative, interrogative, compound personal, indefinite, and relative)	PE: 298–301, 312–314, 315–317, 318–322, 331, 332, 333, 340, 342, 399–401, 412–415, 416–417, 419–420, 427
8.110 7,9 use the correct subject verb agreement with a compound subject	TE: 152–158, 169, 184–185, 227, 508 PE: 152–158, 169, 184–185, 227, 508
8.111 6 differentiate the use of adjectives and adverbs	TE: 144–146, 169, 182, 190–193, 194, 195, 196–199, 200–203, 205, 206–209, 210–212, 213–215, 218, 219, 220, 227, 228, 229, 230, 231, 232, 234, 241–243, 279, 287, 315, 350–352, 424, 425 PE: 144–146, 169, 182, 190–193, 194, 195, 196–199, 200–203, 205, 206–209, 210–212, 213–215, 218, 219, 220, 227, 228, 229, 230, 231, 232, 234, 241–243, 279, 287, 315, 350–352, 424, 425, H89, H90
8.112 6 use adverbs correctly in written expression	PE: 200–203, 206–209, 210–212, 213–215, 220, 22–234
8.113 1,2,4,6,10,11 write and edit text using correct present tense	PE: 118–121
8.114 write and edit text using correct past tense	PE: 118–121, 167
8.115 write and edit text using correct future tense	PE: 118–127
8.116 7,9,10,11 identify appropriate use of descriptive language in written expression	TE: 39, 451, 452, 453–457, 490, 491–495, 496–501, 505 PE: 39, 451, 452, 453–457, 490, 491–495, 496–501, 505
8.117 7,10,11 identify and correct misplaced modifiers	TE: 64–65, 68, 80, 106, 225, 423 PE: 64–65, 68, 80, 106, 225, 423
8.118 1,2,3,4,5,6,7,9,10,11 identify and correct awkward sentence construction	TE: 64–65, 68, 80, 106, 225, 423 PE: 64–65, 68, 80, 106, 225, 423
8.119 3,4,5,7,9,10,11 identify and correct run-on sentences	TE: 63, 64–65, 67, 68, 69, 80, 106, 225, 423 PE: 63, 64–65, 67, 68, 69, 80, 106, 225, 423
8.120 5,6,7,9,10,11 identify and correct redundancy	These pages can be adapted to identify and correct redundancy: TE: 24, 25, 48, 49, 50, 56, 61–62, 66, 88–89, 97–98, 99, 135, 136, 150–151, 194–195, 204–205, 216, 278, 306–307, 330, 353–354,

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	371–372, 379, 416–417, 506, 554, 591, 592, 638, 668 PE: 24, 25, 48, 49, 50, 56, 61–62, 66, 88–89, 97–98, 99, 135, 136, 150–151, 194–195, 204–205, 216, 278, 306–307, 330, 353–354, 371–372, 379, 416–417, 506, 554, 591, 592, 638, 668
8.121 5,10,11 identify and correct faulty parallel sentence structure	PE: 46–48, 49, 50, 51–52, 54–56, 61–62, 67, 68–69, 76, 105
8.122 6,7,9 identify and correct faulty subordination (e.g., <i>i</i> like hamburgers since <i>i</i> want candy.)	These pages can be adapted to identify and correct faulty subordination: TE: 24, 25, 48, 49, 50, 56, 61–62, 66, 88–89, 97–98, 99, 135, 136, 150–151, 194–195, 204–205, 216, 278, 306–307, 330, 353–354, 371–372, 379, 416–417, 506, 554, 591, 592, 638, 668 PE: 24, 25, 48, 49, 50, 56, 61–62, 66, 88–89, 97–98, 99, 135, 136, 150–151, 194–195, 204–205, 216, 278, 306–307, 330, 353–354, 371–372, 379, 416–417, 506, 554, 591, 592, 638, 668
8.123 identify and punctuate complex sentences	PE: 34–36, 37–38, 53, 57, 63–66, 67, 68, 69, 71, 73, 225, 239, 240, 245–247, 265, 276, 285–286, 426
8.124 7,9,10,11 identify and use appropriate transitions in writings	TE: 20, 446, 447, 452, 453–457, 462, 532, 539, 548, 573, 588 PE: 20, 446, 447, 452, 453–457, 462, 532, 539, 548, 573, 588
8.125 1,2,4,5,6,7,9,10,11 make decisions about relevant and appropriate content to eliminate extraneous sentences in writing	TE: 452, 496–501 PE: 452, 496–501
8.126 3,4,6 organize information by combining sentences	TE: 97, 194, 204, 353, 371–372, 416–417 PE: 97, 194, 204, 353, 371–372, 416–417
8.127 1,2,3,4,5,6,7,9,10,11 identify the purpose and audience in written expression	PE: 14, 28, 36, 39, 42, 45, 53, 66, 67, 84, 87, 93, 114, 117, 124, 128, 134, 139, 143, 146, 149, 154, 158, 163, 161, 165, 167, 193, 199, 203, 209, 215, 238, 240, 244, 247, 250, 259, 262, 265, 272, 274, 276, 278, 301, 305, 314, 317, 326, 329, 349, 352, 357, 360, 363, 366, 370, 378, 380, 398, 401, 404, 407, 411, 415, 442, 443, 444, 445, 449–451, 452, 458, 469, 472, 473, 474–479, 490, 491–495, 496–509, 512–513, 539, 545–559, 579, 597, 601–602, 630, 641, 660, 671, 674–679, 382, H7–H9, H58
8.128 identify thesis statements in written expression	PE: 443, 444, 447, 452, 453–457, 458, 491–495, 496–501

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8.129 1,2,3,5,6,7,10,11 identify supporting sentences in written expression	TE: 16–21, 442, 443, 444–447, 452, 459–461, 490, 497–498, 525, 529–553, 555, 583, 631, 633, 661 PE: 16–21, 442, 443, 444–447, 452, 459–461, 490, 497–498, 525, 529–553, 555, 583, 631, 633, 661
Study Skills	
8.130 4,9 demonstrate appropriate use of parts of a book such as title page, introduction, table of contents, appendix and references	TE: 331, 578, 581–582, 593, 594, 663 PE: 331, 578, 581–582, 593, 594, 663, H28, H31, H66–H67
8.131 9,10,11 use the card catalog or on-line catalog systems to determine a book's call number, author, publisher, publisher and artist, (an artist is an illustrator)	PE: H26–H27
8.132 3,4,5,6,7 use a pronunciation guide to determine numbers of syllables in a word, and sounds of letters as they appear in individual words	PE: H22
8.133 5,6,7,9,10,11 use dictionary entries to select the best meaning for a multi-meaning word when used in context	PE: H22, H23
8.134 4,9,10 demonstrate appropriate use of a contents page to locate which chapter specific information can be found	These pages can be adapted to use the table of contents to demonstrate appropriate use of a contents page to locate which chapter specific information can be found: TE: 331, 578, 581–582, 593, 594, 663 PE: 331, 578, 581–582, 593, 594, 663, H28, H31, H66–H67
8.135 4,9,10 use table of contents and index to locate information	These pages can be adapted to use table of contents and index to locate information: TE: 331, 578, 581–582, 593, 594, 663 PE: 331, 578, 581–582, 593, 594, 663, H28, H31, H66–H67
8.136 given chapter names in an informational book, predict the type of book	These pages can be adapted to predict the type of book given chapter names in an informational book: TE: 331, 578, 581–582, 593, 594, 663 PE: 331, 578, 581–582, 593, 594, 663, H28, H31, H66–H67
8.137 4,10,11 construct and read a graphic organizer for a written report for a content area	These pages can be adapted to provide read a graphic organizer for a written report for a content area: TE: 3, 13, 18, 44, 67, 86, 92, 100, 116, 119, 123, 126, 130, 142, 144, 148, 153, 242, 313, 316, 359, 362, 409, 418, 451, 461, 471, 476, 484, 489, 514, 520, 534, 538, 547, 562, 572, 593, 595, 600, 602, 623, 631, 633, 651, 677 PE: 67, 100, 418, 461, 471, 476, 520, 547, 562,

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	593, 595, 600, 602, 631, 633, 677, H29, H30, H59, H60, H61, H62, H63
8.138 3,4 identify a main heading from a list of topics in order to organize a report (e.g., food, needs, clothing, and shelter)	TE: 572, 585–587 PE: 585–587
8.139 use study skills of scanning, skimming, and reading for mastery to prepare for a test	PE: H35
8.140 develop strategies for effective reading prior to a test (e.g., scanning, skimming, finding main idea, and paraphrasing)	PE: H35
8.141 organize information to classify, compare and contrast, and make analogies to answer questions on a test	These pages can be adapted to help students organize information to classify, compare and contrast, and make analogies to answer questions on a test: PE: 18, 462, 496–501, 505, 539, 548–549, 585–586
8.142 evaluate resources by gathering and evaluating evidence to make appropriate conclusions about information	PE: 582
8.143 develop skills in outlining main points, summarizing, and noting important examples to evaluate information	PE: 24, 36, 39, 67, 476, 549, 583–584, 585–587, H32–H34, H36–H37
8.144 use available technologies to gather information (e.g., thesaurus, and other software programs)	These pages can be adapted to help students use available technologies to gather information: TE: 21, 23, 27, 29, 39, 42, 45, 53, 56, 66, 84, 93, 96, 101, 105, 114, 117, 131, 146, 161, 163, 168, 199, 203, 212, 215, 218, 225, 238, 250, 255, 262, 265, 271, 277, 279, 301, 311, 317, 322, 332, 352, 363, 378, 381, 398, 404, 415, 419, 449, 457, 458, 459, 461, 465, 468, 469, 470, 471, 477, 495, 496, 497, 505, 508, 509, 510, 511, 512, 544, 545, 547, 549, 550, 553, 556, 557, 558, 559, 564, 565, 578, 579, 581, 582, 590, 594, 596, 597, 598, 599, 601, 603, 606, 608, 629, 630, 631, 632, 633, 637, 640, 641, 642, 643, 644, 659, 660, 661, 663, 667, 670, 672, 673, 678 PE: 449, 457, 461, 465, 468, 471, 495, 497, 505, 508, 510, 511, 544, 547, 550, 553, 556, 558, 578, 581, 582, 590, 596, 598, 606, 608, 629, 631, 632, 637, 640, 659, 663, 667, 670, 678, H47–H50, H51–H52
Computer/Technology	
8.145 use appropriate software to practice and master eighth grade English language arts instructional objectives	TE: 21, 23, 27, 29, 39, 42, 45, 53, 56, 66, 84, 93, 96, 101, 105, 114, 117, 131, 146, 161, 163, 168, 199, 203, 212, 215, 218, 225, 238, 250, 255, 262, 265, 271, 277, 279, 301, 311, 317, 322, 332, 352, 363, 378, 381, 398, 404, 415, 419, 449, 457, 458, 459, 461, 465, 468, 469, 470, 471, 477, 495, 496, 497, 505, 508, 509, 510, 511, 512, 544, 545, 547, 549, 550, 553,

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	<p>556, 557, 558, 559, 564, 565, 578, 579, 581, 582, 590, 594, 596, 597, 598, 599, 601, 603, 606, 608, 629, 630, 631, 632, 633, 637, 640, 641, 642, 643, 644, 659, 660, 661, 663, 667, 670, 672, 673, 678</p> <p>PE: 449, 457, 461, 465, 468, 471, 495, 497, 505, 508, 510, 511, 544, 547, 550, 553, 556, 558, 578, 581, 582, 590, 596, 598, 606, 608, 629, 631, 632, 637, 640, 659, 663, 667, 670, 678, H47–H50, H51–H52</p>
8.146 convert a word processing document into a simple desktop publishing document	<p>These pages can be adapted to help students convert a word processing document into a simple desktop publishing document:</p> <p>TE: 21, 23, 27, 29, 39, 42, 45, 53, 56, 66, 84, 93, 96, 101, 105, 114, 117, 131, 146, 161, 163, 168, 199, 203, 212, 215, 218, 225, 238, 250, 255, 262, 265, 271, 277, 279, 301, 311, 317, 322, 332, 352, 363, 378, 381, 398, 404, 415, 419, 449, 457, 458, 459, 461, 465, 468, 469, 470, 471, 477, 495, 496, 497, 505, 508, 509, 510, 511, 512, 544, 545, 547, 549, 550, 553, 556, 557, 558, 559, 564, 565, 578, 579, 581, 582, 590, 594, 596, 597, 598, 599, 601, 603, 606, 608, 629, 630, 631, 632, 633, 637, 640, 641, 642, 643, 644, 659, 660, 661, 663, 667, 670, 672, 673, 678</p> <p>PE: 449, 457, 461, 465, 468, 471, 495, 497, 505, 508, 510, 511, 544, 547, 550, 553, 556, 558, 578, 581, 582, 590, 596, 598, 606, 608, 629, 631, 632, 637, 640, 659, 663, 667, 670, 678, H47–H50, H51–H52</p>
8.147 using a word processor, demonstrate correct keying, editing, and formatting techniques (8.51)	<p>These pages can be adapted to help students demonstrate correct keying, editing, and formatting techniques using a word processor:</p> <p>TE: 21, 23, 27, 29, 39, 42, 45, 53, 56, 66, 84, 93, 96, 101, 105, 114, 117, 131, 146, 161, 163, 168, 199, 203, 212, 215, 218, 225, 238, 250, 255, 262, 265, 271, 277, 279, 301, 311, 317, 322, 332, 352, 363, 378, 381, 398, 404, 415, 419, 449, 457, 458, 459, 461, 465, 468, 469, 470, 471, 477, 495, 496, 497, 505, 508, 509, 510, 511, 512, 544, 545, 547, 549, 550, 553, 556, 557, 558, 559, 564, 565, 578, 579, 581, 582, 590, 594, 596, 597, 598, 599, 601, 603, 606, 608, 629, 630, 631, 632, 633, 637, 640, 641, 642, 643, 644, 659, 660, 661, 663, 667, 670, 672, 673, 678</p> <p>PE: 449, 457, 461, 465, 468, 471, 495, 497, 505, 508, 510, 511, 544, 547, 550, 553, 556, 558, 578, 581, 582, 590, 596, 598, 606, 608, 629, 631, 632, 637, 640, 659, 663, 667, 670, 678, H47–H50, H51–H52</p>

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8.148 distinguish between private and public data/information	<p>These pages can be adapted to help students distinguish between private and public data/information:</p> <p>TE: 21, 23, 27, 29, 39, 42, 45, 53, 56, 66, 84, 93, 96, 101, 105, 114, 117, 131, 146, 161, 163, 168, 199, 203, 212, 215, 218, 225, 238, 250, 255, 262, 265, 271, 277, 279, 301, 311, 317, 322, 332, 352, 363, 378, 381, 398, 404, 415, 419, 449, 457, 458, 459, 461, 465, 468, 469, 470, 471, 477, 495, 496, 497, 505, 508, 509, 510, 511, 512, 544, 545, 547, 549, 550, 553, 556, 557, 558, 559, 564, 565, 578, 579, 581, 582, 590, 594, 596, 597, 598, 599, 601, 603, 606, 608, 629, 630, 631, 632, 633, 637, 640, 641, 642, 643, 644, 659, 660, 661, 663, 667, 670, 672, 673, 678</p> <p>PE: 449, 457, 461, 465, 468, 471, 495, 497, 505, 508, 510, 511, 544, 547, 550, 553, 556, 558, 578, 581, 582, 590, 596, 598, 606, 608, 629, 631, 632, 637, 640, 659, 663, 667, 670, 678, H47–H50, H51–H52</p>
8.149 identify technological skills required for various communication careers	<p>These pages can be adapted to help students identify technological skills required for various communication careers:</p> <p>TE: 21, 23, 27, 29, 39, 42, 45, 53, 56, 66, 84, 93, 96, 101, 105, 114, 117, 131, 146, 161, 163, 168, 199, 203, 212, 215, 218, 225, 238, 250, 255, 262, 265, 271, 277, 279, 301, 311, 317, 322, 332, 352, 363, 378, 381, 398, 404, 415, 419, 449, 457, 458, 459, 461, 465, 468, 469, 470, 471, 477, 495, 496, 497, 505, 508, 509, 510, 511, 512, 544, 545, 547, 549, 550, 553, 556, 557, 558, 559, 564, 565, 578, 579, 581, 582, 590, 594, 596, 597, 598, 599, 601, 603, 606, 608, 629, 630, 631, 632, 633, 637, 640, 641, 642, 643, 644, 659, 660, 661, 663, 667, 670, 672, 673, 678</p> <p>PE: 449, 457, 461, 465, 468, 471, 495, 497, 505, 508, 510, 511, 544, 547, 550, 553, 556, 558, 578, 581, 582, 590, 596, 598, 606, 608, 629, 631, 632, 637, 640, 659, 663, 667, 670, 678, H47–H50, H51–H52</p>
8.150 use a word processing program to copy and move text (8.51)	<p>These pages can be adapted to help students use a word processing program to copy and move text:</p> <p>TE: 21, 23, 27, 29, 39, 42, 45, 53, 56, 66, 84, 93, 96, 101, 105, 114, 117, 131, 146, 161, 163, 168, 199, 203, 212, 215, 218, 225, 238, 250, 255, 262, 265, 271, 277, 279, 301, 311, 317, 322, 332, 352, 363, 378, 381, 398, 404, 415, 419, 449, 457, 458, 459, 461, 465, 468, 469,</p>

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8.151 use the editing functions of a word processor (spell check, grammar checker, thesaurus, outliner) (8.58, 8.64 and 8.82)	<p>These pages can be adapted to help students use the editing functions of a word processor:</p> <p>TE: 21, 23, 27, 29, 39, 42, 45, 53, 56, 66, 84, 93, 96, 101, 105, 114, 117, 131, 146, 161, 163, 168, 199, 203, 212, 215, 218, 225, 238, 250, 255, 262, 265, 271, 277, 279, 301, 311, 317, 322, 332, 352, 363, 378, 381, 398, 404, 415, 419, 449, 457, 458, 459, 461, 465, 468, 469, 470, 471, 477, 495, 496, 497, 505, 508, 509, 510, 511, 512, 544, 545, 547, 549, 550, 553, 556, 557, 558, 559, 564, 565, 578, 579, 581, 582, 590, 594, 596, 597, 598, 599, 601, 603, 606, 608, 629, 630, 631, 632, 633, 637, 640, 641, 642, 643, 644, 659, 660, 661, 663, 667, 670, 672, 673, 678</p> <p>PE: 449, 457, 461, 465, 468, 471, 495, 497, 505, 508, 510, 511, 544, 547, 550, 553, 556, 558, 578, 581, 582, 590, 596, 598, 606, 608, 629, 631, 632, 637, 640, 659, 663, 667, 670, 678, H47–H50, H51–H52</p>
8.152 use a word processing program to produce a report that contains centering, tabs, and more than one paragraph (8.51)	<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: 21, 23, 27, 29, 39, 42, 45, 53, 56, 66, 84, 93, 96, 101, 105, 114, 117, 131, 146, 161, 163, 168, 199, 203, 212, 215, 218, 225, 238, 250, 255, 262, 265, 271, 277, 279, 301, 311, 317, 322, 332, 352, 363, 378, 381, 398, 404, 415, 419, 449, 457, 458, 459, 461, 465, 468, 469, 470, 471, 477, 495, 496, 497, 505, 508, 509, 510, 511, 512, 544, 545, 547, 549, 550, 553, 556, 557, 558, 559, 564, 565, 578, 579, 581, 582, 590, 594, 596, 597, 598, 599, 601, 603, 606, 608, 629, 630, 631, 632, 633, 637, 640, 641, 642, 643, 644, 659, 660, 661, 663, 667, 670, 672, 673, 678</p> <p>PE: 449, 457, 461, 465, 468, 471, 495, 497, 505, 508, 510, 511, 544, 547, 550, 553, 556, 558, 578, 581, 582, 590, 596, 598, 606, 608, 629,</p>

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Instructional Goal and Objective	Houghton Mifflin <i>ENGLISH</i>
	631, 632, 637, 640, 659, 663, 667, 670, 678, H47–H50, H51–H52
8.153 develop keyboarding skills: posture, finger placement, keying letters, numbers, symbols, and special keys (8.59)	<p>These pages can be adapted to help students develop keyboarding skills: posture, finger placement, keying letters, numbers, symbols, and special keys:</p> <p>TE: 21, 23, 27, 29, 39, 42, 45, 53, 56, 66, 84, 93, 96, 101, 105, 114, 117, 131, 146, 161, 163, 168, 199, 203, 212, 215, 218, 225, 238, 250, 255, 262, 265, 271, 277, 279, 301, 311, 317, 322, 332, 352, 363, 378, 381, 398, 404, 415, 419, 449, 457, 458, 459, 461, 465, 468, 469, 470, 471, 477, 495, 496, 497, 505, 508, 509, 510, 511, 512, 544, 545, 547, 549, 550, 553, 556, 557, 558, 559, 564, 565, 578, 579, 581, 582, 590, 594, 596, 597, 598, 599, 601, 603, 606, 608, 629, 630, 631, 632, 633, 637, 640, 641, 642, 643, 644, 659, 660, 661, 663, 667, 670, 672, 673, 678</p> <p>PE: 449, 457, 461, 465, 468, 471, 495, 497, 505, 508, 510, 511, 544, 547, 550, 553, 556, 558, 578, 581, 582, 590, 596, 598, 606, 608, 629, 631, 632, 637, 640, 659, 663, 667, 670, 678, H47–H50, H51–H52</p>
8.154 use graphic software to create, read, interpret and organize information in the form of tables, graphs, diagrams and charts	<p>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:</p> <p>TE: 21, 23, 27, 29, 39, 42, 45, 53, 56, 66, 84, 93, 96, 101, 105, 114, 117, 131, 146, 161, 163, 168, 199, 203, 212, 215, 218, 225, 238, 250, 255, 262, 265, 271, 277, 279, 301, 311, 317, 322, 332, 352, 363, 378, 381, 398, 404, 415, 419, 449, 457, 458, 459, 461, 465, 468, 469, 470, 471, 477, 495, 496, 497, 505, 508, 509, 510, 511, 512, 544, 545, 547, 549, 550, 553, 556, 557, 558, 559, 564, 565, 578, 579, 581, 582, 590, 594, 596, 597, 598, 599, 601, 603, 606, 608, 629, 630, 631, 632, 633, 637, 640, 641, 642, 643, 644, 659, 660, 661, 663, 667, 670, 672, 673, 678</p> <p>PE: 449, 457, 461, 465, 468, 471, 495, 497, 505, 508, 510, 511, 544, 547, 550, 553, 556, 558, 578, 581, 582, 590, 596, 598, 606, 608, 629, 631, 632, 637, 640, 659, 663, 667, 670, 678, H47–H50, H51–H52</p>
8.155 select and use appropriate software and/or other technologies to locate and use reference sources (8.144)	<p>These pages can be adapted to help students select and use appropriate software and/or other technologies to locate and use reference sources:</p> <p>TE: 21, 23, 27, 29, 39, 42, 45, 53, 56, 66, 84, 93, 96, 101, 105, 114, 117, 131, 146, 161, 163,</p>

Houghton Mifflin *ENGLISH*
Grade 8
correlated to
West Virginia Instructional Goals and Objectives

Instructional Goal and Objective	Houghton Mifflin <i>ENGLISH</i>
	168, 199, 203, 212, 215, 218, 225, 238, 250, 255, 262, 265, 271, 277, 279, 301, 311, 317, 322, 332, 352, 363, 378, 381, 398, 404, 415, 419, 449, 457, 458, 459, 461, 465, 468, 469, 470, 471, 477, 495, 496, 497, 505, 508, 509, 510, 511, 512, 544, 545, 547, 549, 550, 553, 556, 557, 558, 559, 564, 565, 578, 579, 581, 582, 590, 594, 596, 597, 598, 599, 601, 603, 606, 608, 629, 630, 631, 632, 633, 637, 640, 641, 642, 643, 644, 659, 660, 661, 663, 667, 670, 672, 673, 678 PE: 449, 457, 461, 465, 468, 471, 495, 497, 505, 508, 510, 511, 544, 547, 550, 553, 556, 558, 578, 581, 582, 590, 596, 598, 606, 608, 629, 631, 632, 637, 640, 659, 663, 667, 670, 678, H47–H50, H51–H52