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**Grade One**

**correlated to**

**IOWA TESTS OF BASIC SKILLS**

**Forms M**

**Level 7**

**Word Analysis Skills**

<b>ITBS Content Skills</b>	<b><i>Houghton Mifflin English</i> © 2001</b>
<b>Initial Sounds</b>	
<b>Presented as words: consonants</b>	See My Picture Dictionary, pages 307–315 to recognize short and long vowel sounds; initial and final consonant sounds.
<b>Presented as words: vowels</b>	See My Picture Dictionary, pages 307–315 to recognize short and long vowel sounds; initial and final consonant sounds.
<b>Rhyming Sounds</b>	
<b>Presented as words</b>	<b>Rhyming Words, SB: 211, 213; TE: 211, 213</b>
<b>Letter Substitutions</b>	<b>Rhyming Words, SB: 211, 213; TE: 211, 213</b>
<b>Word Building</b>	
<b>Consonants</b>	<b>Initial Consonants, SB: 293, 306, 307–315; TE 306, 307</b> <b>Final Consonants, SB: 211; TE: 211, 213</b>
<b>Vowels</b>	<b>Short Vowels, SB: 307, 308, 309, 311, 313</b> <b>Long Vowels, SB: 307, 308, 309, 311, 313</b>

ITBS Content Skills	<i>Houghton Mifflin English</i> © 2001
<b>Vowel Sounds</b>	
<b>Presented as pictures</b>	See My Picture Dictionary, pages 307–315 to recognize short and long vowel sounds; initial and final consonant sounds.
<b>Presented as words</b>	Other vowel sounds are covered with the context of words that sound the same. See pages 235–236 and 305.

## Reading Comprehension

ITBS Content/Process Skills	<i>Houghton Mifflin English</i> © 2001
<b>Using Cues to Aid in Word Recognition</b>	
<b>Context, initial letter, or picture</b>	<b>Context Clues, SB:</b> 78, 134, 182, 209, 236; <b>TE:</b> T87, T143, 191, 247 <b>Picture Dictionary, SB:</b> 306–315 <b>Picture Clues, SB:</b> 94, 149, 193; <b>TE:</b> 170–171, 306–315
<b>Constructing Factual Meaning</b>	
<b>Understand factual information</b>	<b>Noting Details, SB:</b> 94, 147, 193, 252; <b>TE:</b> 94, 147, 193, 252 <b>Facts, SB:</b> 284, 286–287, 289, 290
<b>Constructing Inferential/Interpretive Meaning</b>	
<b>Draw conclusions, make inferences, or deduce meanings that are not explicitly stated in the text.</b>	<b>Drawing Conclusions, TE:</b> 149, 193, 278 <b>Making Inferences, TE:</b> 149, 279 <b>Predict Patterns in Text, SB:</b> 209; <b>TE:</b> 209 <b>Make New Predictions, TE:</b> 94, 149, 193, 252
<b>Infer the traits, feelings, or motivations of characters</b>	<b>Character, SB:</b> 143, 144, 150, 152, 153–154, 168; <b>TE:</b> 143, 144, 150, 152, 153–154, 168
<b>Apply information from the text to a new situation; or represent information in a new form; or predict a likely outcome</b>	<b>Personal Response to Literature, TE:</b> 94, 149, 193, 252 <b>Creative Writing, SB:</b> 108–111, 113, 166–169, 208–213, 275–277, 278–283 <b>Predicting Outcomes, TE:</b> 87, 191
<b>Constructing Evaluative Meaning</b>	
<b>Determine the main idea of a story</b>	<b>Main Idea of a Story, SB:</b> 167; <b>TE:</b> 167

ITBS Content/Process Skills	<i>Houghton Mifflin English</i> © 2001
Interpret nonliteral language	<b>Rhyme, SB:</b> 211, 213 <b>Rhythm, SB:</b> 209 <span style="float: right;">(continued)</span>
Interpret nonliteral language (continued)	<b>Sound Words, SB:</b> 208–209, 213 <b>Listening for Repetition, SB:</b> 209

## Listening

ITBS Content Skills	<i>Houghton Mifflin English</i> © 2001
Literal Meaning	<b>Listening Attentively, SB:</b> 117, 209, 271; <b>TE:</b> 10, 57, 117, 209, 271 <b>Listening for Details, SB:</b> 96, 108, 116–117 <b>Listening for Information, SB:</b> 272–273, 284–291; <b>TE:</b> 272, 273, 284–291 <b>Listening Comprehension, SB:</b> 9–10, 52, 57, 59, 87–93, 94, 96, 109, 114–115, 116–117, 143–148, 149, 151–152, 167, 171, 191–192, 208–209, 215, 247–251, 254, 268–269; <b>TE:</b> 9, 10, 52, 57, 59, 87, 94, 96, 109, 114, 115, 116, 117, 143–149, 151, 152, 191, 208–209, 215, 247, 254, 268, 269, 270, 271, 272–273, 275, 278, 284, 289 <b>Listen Attentively to Stories, SB:</b> 87–94, 108–109, 143–150, 151–152, 167, 170–171; <b>TE:</b> 87–94, 108–109, 143–150, 151–152, 167, 170–171 <b>Listening for Order, SB:</b> 96 <b>Listening for Directions, SB:</b> 9, 57, 247–251, 268–269; <b>TE:</b> 57
Inferential Meaning	<b>Making Inferences, TE:</b> 149, 279
Concept Development	<b>Listening for Details, SB:</b> 96, 108, 116–117 <b>Listening for Information, SB:</b> 272–273, 284–291; <b>TE:</b> 272, 273, 284–291
Predicting Outcomes	<b>Listening to Predict Outcomes, TE:</b> 87, 191
Following Directions	<b>Listening for Directions, SB:</b> 9, 57, 247–251, 268–269; <b>TE:</b> 57

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<b>Sequential Relationships</b>	<b>Listening for Order, SB:</b> 96 <b>Listening for Directions, SB:</b> 9, 57, 247–251, 268–269; <b>TE:</b> 57 <b>Sequence of Instructions, SB:</b> 57, 58–59, 247–251, 252, 254, 256–258, 268–269; <b>WP:</b> 115; <b>RW:</b> 77 <b>Sequencing Stories, SB:</b> 48, 58–59, 100–102; <b>WP:</b> 44; <b>RW:</b> 28
<b>Visual Relationships</b>	<b>Comparing and Contrasting Visual Images, SB:</b> 272–273 <b>Interpreting Visual Images, SB:</b> 13–14, 19, 167–168, 170–171, 214, 270–271, 285

## Language

ITBS Content Skills	<i>Houghton Mifflin English</i> © 2001
<b>Developmental Oral Language</b>	<b>Oral Language (Think, Speak, Do), SB:</b> 21, 23, 25, 27, 29, 31, 33, 35, 38 <b>Oral Language (Think, Speak Write), SB:</b> 61, 119, 125, 127, 129, 131, 173, 175, 177, 179, 212, 219, 221, 223, 225, 227, 229, 231, 233 <b>Oral Language (Look, Listen, Talk), SB:</b> 37, 63, 65, 67, 69, 71, 73, 75, 77, 121, 123, 135, 181, 235
<b>Shared Linguistic Classification.</b>	<b>Identifying Nouns, SB:</b> 61–62, 63–64, 65–66, 79–80, 84, 139, 187, 240; <b>WP:</b> 21–22, 23–24, 25–26, 41, 41, 64, 82, 109; <b>RW:</b> 13, 14, 15, 24, 40, 53, 71 <b>Identifying Verbs, SB:</b> 119–120, 135, 140, 241; <b>TE:</b> 119, 120; <b>WP:</b> 47–48, 65, 110; <b>RW:</b> 31, 41 <b>Identifying Adjectives, SB:</b> 173–174, 175–176, 177–178, 183–184, 189; <b>WP:</b> 71–72, 73–74, 75–76, 84; <b>RW:</b> 47, 48, 49, 55; <b>Punchouts:</b> <u>The Adjective Game</u>
<b>Spelling in Context</b>	<b>Spelling Plural Nouns, SB:</b> 67–68; <b>WP:</b> 27–28; <b>RW:</b> 16 <b>Proofreading for Spelling, SB:</b> 162, 203, 204, 263–264, 291, 302, 304; <b>TE:</b> 67–68, 162, 203, 204, 263–264, 291 <b>Spelling High-frequency Words, SB:</b> 302–304

ITBS Content Skills	<i>Houghton Mifflin English</i> © 2001
<b>Capitalization in Context</b>	<p><b>First Word of Sentence, SB:</b> 29–30, 33–34, 40, 53–54, 83, 105, 138, 217–218, 219, 264;  <b>TE:</b> 20B, 29, 30, 34, 35, 36, 53, 216B, 217, 218, 219; <b>WP:</b> 9–10, 13–14, 20, 40, 46, 63, 89–90, 118;  <b>RW:</b> 5, 7, 12, 23, 30, 39, 61, 80</p> <p><b>The Pronoun I, SB:</b> 73, 74; <b>TE:</b> 73, 74; <b>WP:</b> 33;  <b>RW:</b> 19</p>
<b>Capitalization in Context</b>	<p><b>Capitalization of Special Nouns, SB:</b> 69–70, 71–72, 80–81, 84, 105, 139, 162, 238, 241;  <b>TE:</b> 69–70, 71–72, 80–81, 84, 105, 139, 162, 238, 241; <b>WP:</b> 29, 30, 31–32, 41, 46, 64, 70, 110; <b>RW:</b> 17, 18, 24, 30, 40, 46, 72</p> <p><b>Capitalizing First Letter of a Name, SB:</b> 69–70, 80, 84, 139, 187, 241; <b>TE:</b> 60B, 69, 70;  <b>WP:</b> 21–22; <b>RW:</b> 13</p> <p><b>Capitalization of Days of the Week, SB:</b> 225–226, 238, 245; <b>TE:</b> 216B, 226, 227; <b>WP:</b> 97–98, 114; <b>RW:</b> 65, 76</p> <p><b>Capitalization of Holidays, SB:</b> 229–230, 238, 245;  <b>WP:</b> 101–102, 114; <b>RW:</b> 67, 76</p> <p><b>Capitalization of Months of the Year, SB:</b> 227–228, 238; <b>WP:</b> 99–100; <b>RW:</b> 65</p> <p style="text-align: right;">(continued)</p>
<b>Capitalization in Context (continued)</b>	<p><b>Capitalization of Place Names, SB:</b> 233–234, 238;  <b>WP:</b> 105–106; <b>RW:</b> 69</p> <p><b>Capitalization of Book Titles, SB:</b> 166–167, 223–224, 238, 244, 245; <b>WP:</b> 95–96, 113, 114; <b>RW:</b> 64, 75, 76</p> <p><b>Capitalization of Greetings and Closings in Letters, SB:</b> 108, 120, 180</p> <p><b>Proofreading for Spelling, SB:</b> 162, 203, 204, 263–264, 291; <b>WP:</b> 70, 88, 118; <b>RW:</b> 46, 60, 80</p>
<b>Punctuation in Context</b>	<p><b>Periods, SB:</b> 29–30, 35–36, 83, 105, 217–218, 221–222, 237, 239, 244; <b>TE:</b> 20B, 29, 30, 35, 36, 217, 218, 221, 222; <b>WP:</b> 9–10, 15–16, 40, 46, 89–90, 93–94, 113; <b>RW:</b> 5, 8, 23, 30, 61, 63, 75</p> <p><b>Question Marks, SB:</b> 31–32, 33–34, 35, 37–38, 40, 83, 217–218, 237, 239, 244; <b>TE:</b> 20B, 31, 32, 33, 34; <b>WP:</b> 11–12, 13–14, 17–18, 40, 89–90, 113; <b>RW:</b> 6, 7, 9, 23, 61, 75</p> <p><b>Apostrophe: In Contractions, SB:</b> 131–132, 137, 140, 189, 242; <b>WP:</b> 59–60, 65, 111;  <b>RW:</b> 37, 55</p> <p><b>Commas in Letters, SB:</b> 108, 111, 113, 120, 180, 299–300, 301</p>

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Usage and Expression	<p><b>Complete/Incomplete Sentences, SB:</b> 28, 39;  <b>TE:</b> 21, 22, 39; <b>WP:</b> 7–8; <b>RW:</b> 4</p> <p><b>Present Tense Verbs, SB:</b> 127–128, 141, 188,  241; <b>TE:</b> 118B, 127, 128; <b>WP:</b> 55–56, 66, 83, 110;  <b>RW:</b> 35, 42, 54</p> <p><b>Subject-Verb Agreement, SB:</b> 121–122, 123–124,  127–128, 129–130, 135–136, 137, 141, 188, 242;  <b>TE:</b> 118B, 121, 122, 123, 124, 127, 128, 129, 130;  <b>WP:</b> 49–50, 51–52, 55–56, 57–58, 66, 83, 111; <b>RW:</b>  32, 33, 35, 36, 42, 54, 73</p> <p><b>Verbs of Being, SB:</b> 127–128, 129–130, 136, 141, 188;  <b>WP:</b> 55–56, 57–58, 66; <b>RW:</b> 35, 36, 42;</p> <p><b>Punchouts: The Verb Game</b></p> <p><b>Contractions, SB:</b> 131–132, 137, 140; <b>TE:</b> 118B, 131,  132, 142B, 190B; <b>WP:</b> 59–60; <b>RW:</b> 37</p> <p><b>Comparing Two Adjectives, SB:</b> 179–180, 185, 189,  194, 204, 243; <b>WP:</b> 77–78, 84, 88, 112; <b>RW:</b> 50,  55, 60, 74</p>

## Sources of Information

ITBS Content/Process Skills	<i>Houghton Mifflin English</i> © 2001
Map Reading	Reading maps is introduced at later levels.
Alphabetizing	<p><b>Alphabetical Order, SB:</b> 293–295, 302, 306, 317–318;  <b>TE:</b> 293, 294, 295</p> <p><b>Picture Dictionary, SB:</b> 306–315</p>
Using a Table of Contents	<b>Table of Contents, SB:</b> 3–7; <b>TE:</b> 3
Using a Dictionary	
Spelling	<b>Using a Dictionary, SB:</b> 295
Meaning	<b>Dictionary Entry Words, SB:</b> 294–295