

***Houghton Mifflin English* © 2001**
Houghton Mifflin Company
Grade One

correlated to

SAT 9, Forms S/SA
Instructional Objectives
SESAT 2

SAT Objective	<i>Houghton Mifflin English</i> © 2001
SOUNDS AND LETTERS	
Auditory Perception Demonstrate the ability to match two words that begin with the same sounds or that end with the same sounds.	
Beginning Sounds (Items 1, 2, 3, 4, 5, 6, 7, 8)	Initial Consonants, SB: 293, 306–315; TE: 306, 307
Ending Sounds (Items 9, 10, 11, 12, 13, 14, 15, 16)	Final Consonants, SB: 211; TE: 211, 213
Symbol Perception Demonstrate the ability to recognize letters and match letters with the sounds those letters represent.	
Letter Recognition (Items 17, 18, 19, 20)	Recognizing the Alphabet, SB: 293–295, 302, 306, 317–318; TE: 293, 294, 295
Decoding (Items 21, 22, 23, 24, 25, 26, 27, 28, 29, 30)	Decoding, TE: 211, 213, 293, 306, 307
Encoding (Items 31, 32, 33, 34, 35, 36, 37, 38, 39, 40)	Spelling, SB: 162, 203, 204, 263, 264, 291, 305; TE: 162, 203, 204, 263, 264, 291, 305
WORD READING	
Match a Printed Word with a Spoken Word Identify the printed name for a picture of an object after the name has been pronounced. (Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)	Vocabulary, SB: 37, 77, 94, 133–134, 181–182, 193, 235–236, 252; TE: 37, 77, 87, 143, 181, 182, 191, 235, 236, 247
Match a Printed Word with a Picture Identify the printed name for a picture of an object. (Items 11, 12, 13, 14, 15, 16, 17, 18, 19, 20)	Picture Vocabulary, SB: 62, 64, 66, 68, 70, 72; TE: 170–171, 179, 181, 306–315

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<p>Match Two Printed Words with a Picture Identify two printed words that are associated with a given picture. (Items 21, 22, 23, 24, 25, 26, 27, 28, 29, 30)</p>	<p>Picture Clues, SB: 94, 149, 193; TE: 170–171, 306–315</p>

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Match a Dictated Word with its Printed Form Identify a printed memorized word that has been pronounced. (Items 31, 32, 33, 34, 35, 36, 37, 38, 39, 40)	High-Frequency Words, SB: 37, 77, 133–134, 181–182, 235–236, 302; TE: 37, 77, 133, 134, 181, 182, 235, 236
SENTENCE READING	
Kernel Sentences Demonstrate the ability to comprehend printed kernel sentences. (Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13)	Identifying Sentences, SB: 21–22, 23–26, 28, 29, 39, 82, 138; TE: 21, 22, 23, 24, 25, 26; WP: 1–2, 34, 56, 78, 39, 63; RW: 1, 2, 3, 4, 22, 39
Sentence Transformations Demonstrate the ability to comprehend varied types of simple printed sentence transformations. (Items 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26)	Sentence Types, SB: 27–28, 29–30, 31–32, 33–34, 35–36, 35, 40, 82, 217–218, 237, 240, 244; WP: 7–8, 9–10, 39, 89–90, 109, 113; RW: 4, 5, 22, 61, 71, 75; Punchouts: <i>The Sentence Game; Sidewalk Sentences</i>
Two-Sentence Stories Demonstrate the ability to comprehend two related printed sentences. (Items 27, 28, 29, 30)	Reading Written Texts, SB: 17–18, 87–93, 143–148, 191–192, 247–251; TE: 87, 143, 191, 247
LISTENING TO WORDS AND STORIES	
Vocabulary Demonstrate recognition of the common meanings of words encountered in various types of activities. (Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)	Action Verbs, SB: 119–120, 140, 141; WP: 47–48, 65–66; RW: 31, 41–42; ; Punchouts: <i>The Verb Game</i> Antonyms, SB: 181–182; WP: 79–80; RW: 51 Color Words, TE: 304 Days of the Week, SB: 225–226, 238, 304; WP: 97–98; RW: 65 Family Words, TE: 303 Position Words, TE: 303 Sensory Words, SB: 173–174, 175–176, 177–178, 179–180, 183–184, 189, 191–195, 197–198, 200; WP: 71–72, 73–74, 75–76, 77–78, 84, 85, 87; RW: 47, 48, 49, 50, 55, 57, 59 Numbers, TE: 304 Seasons of Year, TE: 304
Comprehension Demonstrate the ability to form an initial understanding of and to interpret dictated material.	
Recreational Construct meaning with material typically listened to for enjoyment. (Items 11, 12, 13, 14, 20, 21, 22, 23, 24, 25, 28, 29, 32, 33, 37, 38)	Listening to Poetry, SB: 208–209 Listening to Riddles, TE: 218 Listening to a Story, TE: 143–149 Listening to a Narrative, SB: 87–84, 108–109, 143–150, 151–152, 167, 170–171
Informational Construct meaning with expository material typically listened to for information. (Items 26, 27, 34, 35, 36, 39, 40)	Listening for Information, SB: 272–273, 284–291 Listening to Summarize Spoken Messages, SB: 270–271 Listening for Details, SB: 96, 108, 116–117
Functional Construct meaning with material typically listened to in everyday life situations. (Items 15, 16, 17, 18, 19, 30, 31)	Listening to Clarify Spoken Messages, SB: 270–271 Following Instructions, SB: 57, 58–59, 247–251, 268–269

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Initial Understanding Form an initial understanding of a variety of messages based on explicit information in the messages. (Items 12, 13, 14, 16, 17, 19, 20, 23, 25, 29, 33, 34, 35, 36, 38)	
Action / Reason / Sequence	Sequence in a Story, SB: 48, 58–59, 95, 96, 155–158, 159; (continued)
Action / Reason / Sequence (continued)	Sequence in a Story, SB: (continued) WP: 68; RW: 44 Organization, SB: 43–44, 48, 95, 103, 108–110, 150, 152, 155–158, 194, 198, 212–213, 252–253, 256, 257–260, 268–269, 278, 281–282, 283, 284; WP: 68, 115–117; RW: 44, 77–79 Summarize, SB: 270–271
Specific Detail	Noting Details, TE: 87, 94, 143, 149, 191, 193, 247 Elaborating With Details, SB: 99, 104, 150, 151, 154, 159; WP: 43, 45, 67; RW: 27, 29, 43
Interpretation Form an interpretation of a variety of messages based on explicit and implicit information in the messages. (Items 11, 15, 18, 21, 22, 24, 26, 27, 28, 30, 31, 32, 37, 39, 40)	Reading Written Texts, SB: 17–18, 87–93, 143–148, 191–192, 247–251; TE: 87, 143, 191, 247 Listening, Speaking, Thinking Strategies, SB: 8–14, 57, 94, 109, 114–115, 116–117, 167, 170–171, 193, 208–209, 214–215, 268–269, 270–271, 272–273

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SAT 9, Forms S/SA, Instructional Objectives
Primary 1

SAT Objective	<i>Houghton Mifflin English</i> © 2001
WORD READING	
Match Three Printed Words with a Picture Demonstrate the ability to identify three printed words that are associated with a given picture. (Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30)	Picture Clues, SB: 94, 149, 193; TE: 170–171, 306–315
WORD STUDY SKILLS	
Structural Analysis Demonstrate the ability to recognize within words the structural elements required for decoding.	
Compound Words (Items 1, 2, 3, 4)	Compound words are covered incidentally in lessons on nouns. See <i>seesaw</i> , 63; <i>grandfather</i> , 66, and <i>fireman</i> , 66.
Inflectional Endings (Items 5, 6, 7, 8)	Inflected Forms, TE: 67–68, 79–80, 119–126; WP: 27–28, 41, 47–48, 49–50, 51–52, 53–54; RW: 16, 24, 31, 32, 33, 34
Contractions (Items 9, 10, 11, 12)	Contractions, SB: 131–132, 137, 140, 189, 242; WP: 59–60, 65, 111; RW: 37, 55
Phonetic Analysis — Consonants Demonstrate the ability to relate consonant sounds to their most common spellings.	
Single Consonants (Items 13, 17, 23, 34, 36)	Initial Consonants, SB: 293, 306, 315; TE: 306, 307
Consonant Clusters (Items 15, 19, 21, 26)	Consonant clusters are not covered
Consonant Digraphs (Items 16, 20, 31)	For consonant digraphs, see Question Words, pages 37–38.
Phonetic Analysis — Vowels Demonstrate the ability to relate vowel sounds to their most common spellings.	

Short Vowel Sounds (Items 18, 24, 30, 32)	Short Vowels, SB: 307, 308, 309, 311, 313
Long Vowel Sounds (Items 22, 25, 27, 29)	Long Vowels, SB: 307, 308, 309, 311, 313

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Other Vowel Sounds (Items 14, 28, 33, 35)	Other vowel sounds are covered within the context of words that sound the same. See pages 235–236 and 305.
READING COMPREHENSION	
Two-Sentence Stories (Riddles) Demonstrate comprehension of a two-sentence story in riddle format by identifying the picture described by the story. (Items 1, 2, 3, 4, 5)	Riddles, SB: 218; TE: 218
Short Passages (Cloze) Demonstrate comprehension of explicit and implicit information in short reading selections by completing sentences presented in modified cloze format. (Items 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20)	Context Clues, SB: 78, 134, 182, 209, 236; TE: T87, T143, 191, 247
Short Passages with Questions Demonstrate comprehension of explicit and implicit information in short reading selections by answering questions about the passages.	
Recreational Demonstrate the ability to construct meaning with material typically read for enjoyment. (Items 21, 22, 23, 24, 27, 28, 29, 33, 34, 35)	Fiction Selections, SB: 143–148; TE: 143 Poetry, SB: 208–213 Story, SB: 142–148; TE: 143 Poetry, SB: 208–213 Riddles, SB: 218
Textual Demonstrate the ability to construct meaning with material typically found in grade-appropriate textbooks and other sources of information. (Items 25, 26, 38, 39, 40)	Nonfiction Selections, SB: 87–93, 191–192, 247–252; TE: 87, 191, 247 Science Article, , TE: 284–285
Functional Demonstrate the ability to construct meaning with material typically encountered in everyday life situations. (Items 30, 31, 32, 36, 37)	Reading and Following Directions, SB: 57, 58–59, 247–251, 268–269; TE: 247 Reading a Letter, SB: 299–301; TE: 299, 300, 301
Initial Understanding Demonstrate the ability to comprehend explicitly stated relationships in a variety of reading selections. (Items 21, 26, 30, 34, 35, 37, 38, 39, 40)	Setting, SB: 155–156 Creating Characters, SB: 150, 151–152, 153–154, 156; WP: 67; RW: 43 Comparing and Contrasting, SB: 272–273; TE: 272, 273 Organization, SB: 43–44, 48, 95, 103, 108–110, 150, 152, 155–158, 194, 198, 212–213, 252–253, 256, 257–260, 268–269, 278, 281–282, 283, 284; WP: 68, 115–117; RW: 44, 77–79 Sequence of Events, SB: 48, 58–59, 100–102; WP: 44; RW: 28 Noting Details, TE: 87, 94, 143, 149, 191, 193, 247
Interpretation Demonstrate the ability to form an interpretation of a variety of reading selections based on explicit and implicit information in the selections. (Items 22, 23, 24, 25, 27, 28, 29, 31, 32, 33, 36)	Drawing Conclusions, TE: 94, 144, 193, 252

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Sight Words Demonstrate the ability to recognize the correct spelling of dictated sight words. (A sight word in spelling is a word that must be memorized because the spelling of one of its phonemes is uncommon or because the phonetic principle that applies has not yet been introduced.)(Items 1, 2, 3, 4, 5)	Spelling High-Frequency Words, SB: 302–304
SPELLING	
Phonetic Principles Demonstrate the ability to apply phonetic principles in order to recognize the correct spelling of phonemes within words.	
Consonant Sounds (Items 6, 8, 9, 10, 13, 15, 17, 20)	Initial Consonants, SB: 293, 306–315; TE: 306, 307
Vowel Sounds (Items 7, 11, 12, 14, 16, 18, 19, 21, 22, 23)	Short Vowels, SB: 307, 308, 309, 311, 313 Long Vowels, SB: 307, 308, 309, 311, 313
Structural Principles Demonstrate the ability to identify the correct spelling of words in which inflectional endings have been formed in accordance with structural principles.	
Inflectional Endings (Items 24, 25, 26, 27, 28, 29, 30)	Inflected Forms, SB: 67–68, 79–80, 84, 119–126; TE: 67, 68, 84, 119–126; WP: 27–28, 41, 47–48, 49–50, 51–52, 53–54; RW: 16, 24, 31, 32, 33, 34
LANGUAGE FORMS	
Mechanics Demonstrate the ability to identify correct punctuation, capitalization, and usage in simple sentences.	
Capitalization Distinguish correct capitalization of proper nouns. (Items 1, 5, 6, 9, 10, 16, 20)	
Days of Week	Capitalization of Days of the Week, SB: 225–226, 238, 245; TE: 216B, 226, 227; WP: 97–98, 114; RW: 65, 76
First Word in Sentence	Capitalization of First Word in a Sentence, SB: 30, 34, 40, 53–54, 83, 105, 138, 217–218, 219, 264; TE: 20B, 29, 30, 34, 35, 36, 53, 216B, 217, 218, 219; WP: 9–10, 13–14, 20, 40, 46, 63, 89–90, 118; RW: 5, 7, 12, 23, 30, 39, 61, 80
Months of Year	Capitalizing Months of the Year, SB: 227–228, 238, 304; TE: 216B, 227, 228; WP: 99–100; RW: 66
Names of People	Capitalizing First Letter of a Name, SB: 69–70, 80, 84, 139, 187, 241; TE: 60B, 69, 70; WP: 21–22; RW: 13
Pronoun I	Capitalizing the Pronoun I, TE: 73–74; WP: 33–34; RW: 19

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Proper / Common Nouns	Capitalizing Proper Nouns, SB: 69–70, 71–72, 80–81, 84, 105, 139, 162, 238, 241; WP: 29–30, 31–32, 41, 46, 64, 70, 110; RW: 17, 18, 24, 30, 40, 46, 72 Common Nouns, SB: 61–62, 63–64, 65–66, 67–68, 79, 80, 84, 139, 187; TE: 61–68; WP: 21–26; RW: 13–15
Punctuation Distinguish correct punctuation at the end of sentences. (Items 2, 3, 8, 12, 13, 14, 18)	
Exclamation Point	Exclamation Points, SB: 219–220, 237, 244; TE: 216B, 219, 220; WP: 91–92, 113; RW: 62, 75
Period	Periods, SB: 29–30, 35–36, 83, 105, 217–218, 221–222, 237, 239, 244; TE: 20B, 29, 30, 35, 36, 217, 218, 221, 222; WP: 9–10, 15–16, 40, 46, 89–90, 93–94, 113; RW: 5, 8, 23, 30, 61, 63, 75
Question Mark	Question Marks, SB: 31–32, 33–34, 35, 37–38, 40, 83, 217–218, 237, 239, 244; TE: 20B, 31, 32, 33, 34; WP: 11–12, 13–14, 17–18, 40, 89–90, 113; RW: 6, 7, 9, 23, 61, 75
Usage Identify correctly applied grammar. (Items 4, 7, 11, 15, 17, 19)	
Past Tense	Past Tense Verbs, SB: 125–126, 129–130, 136, 141, 188, 241; TE: 125, 126, 129, 130, 142B; WP: 53–54, 57–58, 66, 83, 110; RW: 34, 36, 42, 54
Present Tense	Present Tense Verb , SB: 127–128, 141, 188, 241; TE: 118B, 127, 128; WP: 55–56, 66, 83, 110; RW: 35, 42, 54
Subject-Verb Agreement	Subject-Verb Agreement, SB: 121–122, 123–124, 127–128, 129–130, 135–136, 137, 141, 188, 242; TE: 118B, 121, 122, 123, 124, 127, 128, 129, 130; WP: 49–50, 51–52, 55–56, 57–58, 66, 83, 111; RW: 32, 33, 35, 36, 42, 54, 73
Verb Formation	Identifying Verbs, SB: 119–120, 135, 140, 241; TE: 119, 120; WP: 47–48, 65, 110; RW: 31, 41
Expression Demonstrate an understanding of effectively written sentences and short paragraphs.	
Sentence Structure Distinguish between clearly written sentences and sentences that contain errors in expression or construction. (Items 21, 22, 23, 24, 25, 26, 27, 28, 29, 30)	
Correctly Formed Sentences	Complete/Incomplete Sentences, SB: 21, 22, 28, 39; TE: 21, 22, 39; WP: 7–8; RW: 4 Simple Sentences, SB: 23–26; TE: 23–26; WP: 3–4, 5–6; RW: 2, 3
Fragments	Identifying a Complete Sentence, SB: 21, 22, 28, 39; TE: 21, 22, 28, 39; WP: 3–4, 5–6; RW: 2, 3

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Content and Organization Determine appropriate editing of short paragraphs. (Items 31, 32, 33, 34, 35, 36, 37, 38, 39, 40)	
Extraneous Sentence	See Level Two for deleting extraneous sentences while editing.
Purpose and Audience	Purpose and Audience for Writing, SB: 16, 98, 109, 154, 196, 255; TE: 16, 98, 109, 154, 196, 255
Supporting Sentence	Writing a supporting sentence may be incorporated into writing a topic sentence.
ABC Order Demonstrate the ability to alphabetize words. (Items 41, 42, 43, 44)	
Beginning with Different Letter	ABC Order, SB: 293–295, 302, 306, 317–318; TE: 293, 294, 295, 306
Beginning with Same Letter	ABC Order, SB: 293–295, 302, 306, 317–318; TE: 293, 294, 295, 306
LISTENING	
Vocabulary Demonstrate recognition of the common meanings of spoken words encountered in the context of a variety of subject areas and sources of information. (Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)	Antonyms, SB: 181–182; TE: 181, 182; WP: 79–80; RW: 51 Color Words, SB: 304 Days of the Week, SB: 225–226, 238, 304; TE: 225, 226; WP: 97–98; RW: 65 Family Words, TE: 303 Sensory Words, SB: 173–174, 175–176, 177–178, 179–180, 183–184, 189, 191–195, 197–198, 200; WP: 71–72, 73–74, 75–76, 77–78, 84, 85, 87; RW: 47, 48, 49, 50, 55, 57, 59 Numbers, TE: 302 Seasons Of Year, TE: 304 Position Words, TE: 303
Comprehension Demonstrate the ability to form an initial understanding of and to interpret dictated material.	
Recreational Construct meaning with material typically listened to for enjoyment. (Items 11, 12, 13, 18, 19, 25, 26, 27, 28, 29, 30, 31, 32, 33)	Listening to Poetry, SB: 208–209 Listening to Riddles, TE: 218 Listening to a Story, TE: 143–149 Listening to a Narrative, SB: 87–94, 108–109, 143–150, 151–152, 161, 170–177
Informational Construct meaning with material typically listened to for information. (Items 16, 17, 22, 23, 24, 38, 39, 40)	Listening to Summarize Spoken Messages, SB: 270–271 Listening for Information, SB: 272–273, 284–291 Listening For Details, SB: 96, 108, 116–117
Functional Construct meaning with material typically listened to in everyday life situations. (Items 14, 15, 20, 21, 34, 35, 36, 37)	Listening to Clarify Spoken Messages, SB: 270–271 Following Instructions, SB: 57, 58–59, 247–251, 268–269

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<p>Initial Understanding Form an initial understanding of a variety of messages based on explicit information in the messages. (Items 11, 15, 16, 17, 18, 19, 23, 26, 27, 32, 35, 36, 38, 39)</p>	
<p>Action / Reason / Detail</p>	<p>Sequence in a Story, SB: 48, 58–59, 95, 96, 155–158, 159; WP: 68; RW: 44 Organization, SB: 43–44, 48, 95, 103, 108–110, 150, 152, 155–158, 194, 198, 212–213, 252–253, 256, 257–260, 268–269, 278, 281–282, 283, 284; WP: 68, 115–117; RW: 44, 77–79 Summarize, SB: 270–271</p>
<p>Specific Detail</p>	<p>Noting Details, TE: 87, 94, 143, 149, 191, 193, 247 Elaborating With Details, SB: 99, 104, 150, 151, 154, 159; WP: 43, 45, 67; RW: 27, 29, 43</p>
<p>Interpretation Form an interpretation of a variety of messages based on explicit and implicit information in the messages. (Items 12, 13, 14, 20, 21, 22, 24, 25, 28, 29, 30, 31, 33, 34, 37, 40)</p>	
<p>Extending Meaning</p>	<p>Reading Written Texts, SB: 1718, 8793, 143148, 191192, 247251; TE: 87, 143, 191, 247 Listening, Speaking, Thinking Strategies, SB: 8–14, 57, 94, 109, 114–115, 116–117, 167, 170–171, 193, 208–209, 214–215, 268–269, 270–271, 272–273</p>
<p>LANGUAGE FORM SA</p>	
<p>Listening Comprehension Demonstrate comprehension of dictated materials presented in a recreational or learning context.</p>	
<p>Literal Recall stated details, sequences, and explicit directions. (Items 1, 2, 4, 8)</p>	<p>Listening to Summarize Spoken Messages, SB: 270–271 Listening for Information, SB: 272–273, 284–291 Listening for Details, SB: 96, 108, 116–117</p>
<p>Inference Draw conclusions, make inferences, recognize literary elements, and distinguish between reality and fantasy. (Items 3, 5, 6, 7)</p>	<p>Listening for Rhymes, SB: 211, 213 Listening to Distinguish Realism and Fantasy, TE: 142 Listening to Recognize Literary Elements, SB: 143, 149, 208, 211, 213; TE: 143, 149, 208, 211, 213</p>
<p>Advance Organizers Understand dictated material when the purpose for listening is given in advance. (Items 2, 3, 4, 6)</p>	<p>Listening Comprehension, SB: 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; TE: 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</p>
<p>Prewriting Demonstrate an understanding of the various types of tasks involved in preparing to write a composition.</p>	
<p>Purpose Determine topic relevance and organize information. (Items 9, 21, 22, 27, 33)</p>	<p>Prewriting, SB: 45–48, 97–102, 108–109, 153–156, 196–197, 255–257; TE: 45–48, 97–102, 108–109, 153–156, 196, 197, 255–257; WP: 43–44, 67–68; RW: 27–28, 43–44</p>

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Referencing Alphabetize words and use parts of a book to locate information. (Items 10, 15, 16, 28, 34)	
A-B-C Order	ABC Order, SB: 293–295, 302, 306, 317–318; TE: 293, 294, 295, 306
Table of Contents	Table of Contents, SB: 3–7; TE: 3
Composing Demonstrate an understanding of the ways in which organized content is achieved in a structurally sound and stylistically effective manner.	
Revision Distinguish between clearly written sentences and sentences that contains errors in expression or construction. (Items 11, 12, 18, 30, 35, 36)	
Well-Constructed Sentences	Complete/Incomplete Sentences, SB: 21, 22, 28, 39; TE: 21, 22, 39; WP: 7–8; RW: 4 Simple Sentences, SB: 23–26; TE: 23–26; WP: 3–4, 5–6; RW: 2, 3
Descriptive Language	Descriptive Language, SB: 191–195, 196–198, 200, 201; TE: 190, 191, 193, 194, 195, 197, 198, 200; WP: 85, 86, 87; RW: 57, 58, 59
Fragments	Identifying a Complete Sentence, SB: 21, 22, 28, 39; TE: 21, 22, 28, 39; WP: 3–4, 5–6; RW: 2, 3
Sentence Combining	Sentence combining is introduced at Level Two.
Content and Organization Determine correct sentence order and identify extraneous information within a paragraph. (Items 17, 23, 24, 29)	
Sequence	Order in Writing, SB: 48, 95, 96, 100–102, 103, 198, 252, 253, 254, 257–258, 259–260, 261; WP: 44, 115, 116, 117; RW: 28, 77, 78, 79
Extraneous Information	See Level Two for extraneous information in writing.
Editing Demonstrate an understanding of the ways in which the conventions of language contribute to clarity of expression.	
Usage Identify correctly applied grammar (Items 13, 14, 20)	
Past Tense	Past Tense Verbs, SB: 125–126, 129–130, 136, 141, 188, 241; TE: 125, 126, 129, 130; WP: 53–54, 57–58, 66, 83, 110; RW: 34, 36, 42, 54
Verb Formation	Identifying Verbs, SB: 119–120, 135, 140, 241; TE: 119, 120; WP: 47–48, 65, 110; RW: 31, 41

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Subject-Verb Agreement	Subject-Verb Agreement, SB: 121–122, 123–124, 127–128, 129–130, 135–136, 137, 141, 188, 242; TE: 118B, 121, 122, 123, 124, 127, 128, 129, 130; WP: 49–50, 51–52, 55–56, 57–58, 66, 83, 111; RW: 32, 33, 35, 36, 42, 54, 73
Mechanics Identify correct capitalization and punctuation. (Items 25, 26, 31, 37)	
Punctuation: Question Mark	Question Marks, SB: 31–32, 33–34, 35, 37–38, 40, 83, 217–218, 237, 239, 244; WP: 11–12, 13–14, 17–18, 40, 89–90, 113; RW: 6, 7, 9, 23, 61, 75
Capitalization: First Word in Sentence	Capitalization of First Word in a Sentence, SB: 30, 34, 40, 53–54, 83, 105, 138, 217–218, 219, 264; TE: 20B, 29, 30, 34, 35, 36, 53, 216B, 217, 218, 219; WP: 9–10, 13–14, 20, 40, 46, 63, 89–90, 118; RW: 5, 7, 12, 23, 30, 39, 61, 80
Punctuation: Apostrophe with Contraction	Contractions, SB: 131–132, 137, 140, 189, 242; WP: 59–60, 65, 111; RW: 37, 55
Capitalization: Proper Nouns	Capitalization of Proper Nouns, SB: 69–70, 71–72, 80–81, 84, 105, 139, 162, 238, 241; WP: 29–30, 31–32, 41, 46, 64, 70, 110; RW: 17, 18, 24, 30, 40, 46, 72
Correct As Is Demonstrate the ability to identify correctly and effectively written sentences. (Items 19, 32, 38)	Writing Sentences, SB: 30, 34, 168, 184, 186, 217–218, 222, 226, 230, 237, 239, 240, 244, 296, 298; WP: 9–10, 13–14, 81, 89–90, 97–98, 102, 109, 113; RW: 5, 7, 52, 61, 71, 75
Spelling Demonstrate the ability to identify misspellings of words in the context of dictated sentences.	
Structural Principles Recognize the misspellings of words in which inflectional endings have not been formed in accordance with structural principles. (Items 39, 41, 45, 46)	Inflected Forms, SB: 67–68, 79–80, 84, 119–126; TE: 67, 68, 84, 119–126; WP: 27–28, 41, 47–48, 49–50, 51–52, 53–54; RW: 16, 24, 31, 32, 33, 34
Sight Words Recognize the misspellings of sight words. (A sight word is one that must be memorized because the spelling of one of its phonemes is uncommon or because the phonetic principle that applies has not yet been introduced. (Items 40, 42, 43, 44)	Spelling High-Frequency Words, SB: 302–304