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**Grade Three**

**correlated to**

**SAT 9, Forms S/SA**  
**Instructional Objectives**  
**Primary 2**

SAT Objective	<i>Houghton Mifflin English</i> © 2001
<b>WORD STUDY SKILLS</b>	
<b>Structural Analysis</b> Demonstrate the ability to recognize within words the structural elements required for decoding.	
<b>Compound Words</b> (Items 1, 2, 3, 4)	Compound words such as <i>beanstalk</i> , <i>rosebushes</i> , and <i>sunflowers</i> , page 78, are found throughout the program.
<b>Inflectional Endings</b> (Items 5, 6, 7, 8)	<b>Inflected Forms, SB:</b> 68–71, 74–77, 95, 100–107, 130–134, 150–151, 152–153, 173, 174, H58–H59; <b>TE:</b> 59B, 68, 69, 70, 71, 74, 75, 76, 77, 97B, 100, 101, 102, 103, 104, 105, 106, 107; <b>WP:</b> 25–26, 27, 28, 29–30, 31–32, 33–34, 36–37, 38–39, 40–41, 42–43, 44–45, 69–70, 71–72; <b>RW:</b> 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 42, 43
<b>Contractions</b> (Items 9, 10, 11, 12)	<b>Contractions, SB:</b> 120–121, 123, 126, 140, 168, 226–227, 233, 240, 246; <b>TE:</b> 97B, 120, 121, 123; <b>WP:</b> 58–59, 112–113; <b>RW:</b> 35, 69
<b>Phonetic Analysis — Consonants</b> Demonstrate the ability to identify the consonant sounds represented by two or more spellings.	
<b>Single Consonants</b> (Items 13, 19, 33, 37, 38, 45, 47)	<b>Hard and Soft c, SB:</b> H59 <b>Soft Sound of g, SB:</b> H58
<b>Consonant Clusters</b> (Items 15, 23, 29, 40, 48)	<b>Consonant Clusters, SB:</b> 342; <b>TE:</b> 342

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<b>Consonant Digraphs</b> (Items 17, 21, 24, 26, 32, 41)	<b>Consonant Digraphs, SB:</b> 342; <b>TE:</b> 342
<b>Phonetic Analysis — Vowels</b> Demonstrate the ability to identify the vowel sounds represented by one or more spellings.	
<b>Short Vowel Sounds</b> (Items 14, 22, 28, 39, 42, 43, 46)	<b>Short Vowels, SB:</b> 278, H57; <b>TE:</b> 278
<b>Long Vowel Sounds</b> (Items 16, 20, 27, 31, 34)	<b>Long Vowels, SB:</b> H57
<b>Other Vowel Sounds</b> (Items 18, 25, 30, 35, 36, 44)	<b>Vowel + r Sounds, SB:</b> 374, H58; <b>TE:</b> 374 <b>Diphthongs, SB:</b> 306, H58; <b>TE:</b> 306 <b>Sounds for y, SB:</b> 442; <b>TE:</b> 442
<b>READING VOCABULARY</b>	
<b>Synonyms</b> Demonstrate the ability to recognize a synonym for a printed word. (Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18)	<b>Synonyms SB:</b> 122, 160, 407, H12; <b>TE:</b> 122, 160, 407; <b>WP:</b> 60, 79, 144; <b>RW:</b> 36, 48, 99
<b>Multiple Meanings</b> Demonstrate the ability to use context to determine the meaning of a known word with multiple meanings. (Items 19, 20, 21, 22, 23, 24)	<b>Multiple Meaning Words, SB:</b> H20
<b>Context</b> Demonstrate the ability to use context clues to assign meaning to an unknown word. (Items 25, 26, 27, 28, 29, 30)	<b>Context Clues, SB:</b> 78, 122, 160, 230; <b>TE:</b> 259, 287, 327, 355, 389, 423
<b>READING COMPREHENSION</b>	
<b>Recreational</b> Demonstrate the ability to construct meaning with material typically read for enjoyment. (Items 9, 10, 11, 12, 13, 24, 25, 26, 27, 33, 34, 35, 36, 37)	<b>Fiction, SB:</b> 287–291, 412–413, 423–425; <b>TE:</b> 287, 291, 423, 425 <b>Narratives, SB:</b> 259–263, 267–268, 423–425; <b>TE:</b> 259, 263, 268, 423, 425 <b>Poetry, SB:</b> 61, 161, 215, 414–419; <b>TE:</b> 414 <b>Play, SB:</b> 310–312 <b>Comic Strip, SB:</b> 1, 23, 231, 409
<b>Textual</b> Demonstrate the ability to construct meaning with material typically found in grade-appropriate textbooks and other sources of information. (Items 6, 7, 8, 19, 20, 21, 22, 23, 28, 29, 30, 31, 32)	<b>Science, SB:</b> 9–11, 355–358; <b>TE:</b> 9, 11, 355, 358 <b>Student Models, SB:</b> 27, 267–268, 295–296, 310–312, 332–333, 346, 362–363, 396–397, 419, 430–431
<b>Functional</b> Demonstrate the ability to construct meaning with material typically encountered in everyday life situations. (Items 1, 2, 3, 4, 5, 14, 15, 16, 17, 18, 32, 39, 40)	<b>Reading a Photo Essay, SB:</b> 377, 420–421, 422 <b>Using the Photograph, TE:</b> 258, 286, 326, 354, 388, 422 <b>Reading Instructions, SB:</b> 327–328; <b>TE:</b> 327, 328

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<b>Initial Understanding</b> Demonstrate the ability to comprehend explicitly stated relationships in a variety of reading selections.	
<b>Specific Detail</b> (Items 2, 9, 15, 17, 24, 28, 33)	<b>Noting Details, SB:</b> 9, 11, 27, 263, 265, 295, 327, 328, 356, 358, 362, 363, 394, 396, 397; <b>TE:</b> 9, 11, 27, 268, 327, 328, 358
<b>Action / Reason / Sequence</b> (Items 7, 10, 14, 16, 29, 31, 38)	<b>Sequence, SB:</b> 261, 266, 296, 327, 330; <b>TE:</b> 263, 296, 330 <b>Plot: Events, SB:</b> 287, 289, 290, 291; <b>TE:</b> 287, 291 <b>Reason, SB:</b> 389, 392, 396, 397, 399; <b>TE:</b> 399
<b>Interpretation</b> Demonstrate the ability to form an interpretation of a variety of reading selections based on explicit and implicit information in the selections.	
<b>Inference</b> (Items 5, 19, 20, 23, 25, 26, 32, 40)	<b>Making Inferences, SB:</b> 9, 259, 263, 287, 327, 355, 389, 423; <b>TE:</b> 9, 259, 263, 287, 327, 355, 389, 423
<b>Extending Meaning</b> (Items 1, 3, 4, 11, 13, 18, 21, 27, 34, 35, 36, 39)	<b>Extended Learning, SB:</b> 11, 263, 291, 328, 358, 392, 426; <b>TE:</b> 11, 263, 291, 328, 358, 392, 426
<b>Critical Analysis</b> Demonstrate the ability to synthesize and evaluate explicit and implicit information in a variety of reading selections. (Items 6, 22, 30)	<b>Critical Thinking, SB:</b> 263, 291, 328, 358, 392, 426; <b>TE:</b> 11, 263, 291, 328, 358, 392, 426
<b>Strategies</b> Demonstrate the ability to recognize and apply text factors and reading strategies in a variety of reading selections. (Items 8, 12, 37)	<b>Mapping the Selection, TE:</b> 11, 263, 291, 328, 358, 392, 426
<b>SPELLING</b>	
<b>Sight Words</b> Demonstrate the ability to recognize the correct spelling of dictated 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 1, 2, 3, 4, 5)	<b>Proofreading Spelling, SB:</b> 25, 278, 306, 342, 374, 408, 442; <b>TE:</b> 25, 278, 306, 342, 374, 408, 442 <b>Words Often Misspelled, SB:</b> H56
<b>Phonetic Principles</b> Demonstrate the ability to apply phonetic principles in order to recognize the correct spelling of phonemes within words.	
<b>Consonant Sounds</b> (Items 6, 7, 10, 12, 13, 15, 17, 18)	<b>Spelling Consonant Sounds, TE:</b> 342, H57; <b>TE:</b> 342
<b>Structural Principles</b> Demonstrate the ability to identify misspelled words in which inflectional endings have not been formed in accordance with structural principals.	
<b>Vowel Sounds</b> (Items 8, 9, 11, 14, 16, 20, 21, 22)	<b>Spelling Short Vowels, SB:</b> 278, H57; <b>TE:</b> 278, (continued)
<b>Vowel Sounds (continued)</b> (Items 8, 9, 11, 14, 16, 20, 21, 22)	<b>Spelling Vowel + r Sounds, SB:</b> 374, H58; <b>TE:</b> 374 <b>Spelling Vowel Diphthongs, SB:</b> 306, H57; <b>TE:</b> 306

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<b>Inflectional Endings</b> (Items 23, 24, 25, 26, 27, 28, 29, 30)	<b>Changing Final y to i, SB:</b> 102–103, 106–107, 442, H59; <b>TE:</b> 102, 103, 106, 107; <b>WP:</b> 40–41, 44–45; <b>RW:</b> 25, 27 <b>Doubling the Final Consonant, SB:</b> 106–107, 124, 134; <b>TE:</b> 106, 107; <b>WP:</b> 44–45; <b>RW:</b> 27 <b>Dropping the Final e, SB:</b> 106–107, 124, 134, H58; <b>TE:</b> 106, 107
<b>LANGUAGE FORM S</b>	
<b>Mechanics</b> Demonstrate the ability to identify correct punctuation, capitalization, and usage in simple sentences.	
<b>Capitalization</b> Distinguish correct capitalization (Items 1, 4, 7, 10, 14, 16, 20)	
<b>Days of Week</b>	<b>Capitalizing Days of the Week, SB:</b> 182–183; H52; <b>TE:</b> 177B, 182, 183; <b>WP:</b> 84–85; <b>RW:</b> 52
<b>Family Names as Titles</b>	<b>Capitalizing Family Names as Titles, SB:</b> 182–183, 199, 205; <b>TE:</b> 182, 183; <b>WP:</b> 84–85; <b>RW:</b> 52
<b>Letter Parts</b>	<b>Capitalizing Parts of Letters, SB:</b> 282–283; <b>TE:</b> 282, 283
<b>Months of Year</b>	<b>Capitalizing Months of the Year, SB:</b> 182–183, 198, 199, 205, H52; <b>TE:</b> 182, 183; <b>WP:</b> 19, 84–85; <b>RW:</b> 52
<b>Proper / Common Nouns</b>	<b>Capitalizing Proper Nouns, SB:</b> 62–63, 182–183, 184–185, 199, 205–206, 239; <b>TE:</b> 59B, 62, 63, 177B, 182, 183, 184, 185; <b>WP:</b> 19–20, 84–85, 86–87; <b>RW:</b> 12, 52, 53
<b>Titles of Written Works</b>	<b>Capitalizing Titles of Written Works, SB:</b> 188, 200, 208; <b>TE:</b> 177B, 188; <b>WP:</b> 90; <b>RW:</b> 55
<b>Punctuation</b> Distinguish correct punctuation. (Items 3, 5, 6, 8, 11, 12, 13)	
<b>Apostrophe with Contraction</b>	<b>Apostrophes in Contractions, SB:</b> 120–121, 126, 140, 168, 226–227, 233, 240, 246; <b>TE:</b> 97B, 120, 121, 213B, 226, 227; <b>WP:</b> 58–59, 112–113; <b>RW:</b> 35, 69
<b>Comma Between City and State</b>	<b>Comma Between City and State, TE:</b> H53
<b>Exclamation Point</b>	<b>Exclamation Point, SB:</b> 38–39, 55, 178–179, 180, 204; <b>TE:</b> 31B, 38, 39, 177B, 178, 179; <b>WP:</b> 7–10, 80–81, 82; <b>RW:</b> 5, 49, 50
<b>Period</b>	<b>Periods, SB:</b> 36–37, 38–39, 54–55, 178–179, 186–187, 204, (continued)
<b>Period (continued)</b>	<b>Periods, SB:</b> (continued) 207; <b>TE:</b> 31B, 36, 37, 38, 39, 54, 55, 177B, 178, 179, 186, 187; <b>WP:</b> 5–6, 7–8, 80–81, 88–89; <b>RW:</b> 4, 5, 49, 54

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Period with Abbreviation	<b>Periods in Abbreviations, SB:</b> 186–187, 199, 207; <b>TE:</b> 177B, 186, 187; <b>WP:</b> 88–89; <b>RW:</b> 54
Question Mark	<b>Question Marks, SB:</b> 36–37, 54, 178–179, 204; <b>TE:</b> 31B, 36, 37, 177B, 178, 179; <b>WP:</b> 5–6, 80–81; <b>RW:</b> 4, 49
<b>Usage</b> Identify correctly applied grammar. (Items 2, 9, 15, 17, 18, 19)	
Past Tense	<b>Past Tense Verbs, SB:</b> 104–105, 106–107, 124, 133–134, 168, 238, 306, 342; <b>TE:</b> 97B, 104, 105, 106, 107, 133, 134; <b>WP:</b> 42–43, 44–45; <b>RW:</b> 26, 27
Present Tense	<b>Present Tense Verbs, SB:</b> 100–101, 102–103, 124, 131–132, 167, 216–217, 238, 240, 242, 306, 342; <b>TE:</b> 97B, 100, 101, 102, 103, 131, 132, 216, 217; <b>WP:</b> 38–39, 40–41, 102–103; <b>RW:</b> 24, 63
Subject-Verb Agreement	<b>Subject-Verb Agreement, SB:</b> 100–101, 102–103, 216–217, 232, 240, 242; <b>TE:</b> 100, 101, 102, 103, 216, 217; <b>WP:</b> 38–39, 40–41, 102–103; <b>RW:</b> 24, 25, 63
Verb Formation	<b>Verbs, SB:</b> 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 112–113, 114–115, 116–117, 118–119, 124–126, 130–140; <b>TE:</b> 97B, 98–109, 112–119; <b>WP:</b> 36–47, 50–57; <b>RW:</b> 23–28, 31–34
<b>Expression</b> Demonstrate an understanding of effectively written sentences and short paragraphs.	
<b>Sentence Structure</b> 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 Sentence	<b>Complete Sentences, SB:</b> 32–33, 34–35, 36–37, 38–39, 46–47, 49; <b>TE:</b> 31B, 32, 33, 34, 35, 36, 37, 38, 39; <b>WP:</b> 1–2, 3–4, 15–16; <b>RW:</b> 1, 2–3, 9–10
Fragments	<b>Sentence Fragments, SB:</b> 32–33, 49, 441; <b>TE:</b> 31B, 32, 33; <b>WP:</b> 1–2; <b>RW:</b> 1
<b>Capitalization</b> Distinguish correct capitalization	<b>Capitalization, SB:</b> 36–37, 39, 44–45, 49, 54, 55, 62–63, 80, 87, 89, 178–179, 182–183, 184–185, 186–187, 188, 199, 200, 205, 206, 207, 208, 222, 239, H52–H55; <b>TE:</b> 36, 37, 44, 45, 54, 55, 59B, 59, 62, 63, 89, 177B, 177, 178, 179, 182, 183, 184, 185, 186, 187, 188; <b>WP:</b> 5–6, 13–14, 19–20, 80–81, 84–85, 86–87, 88–89, 90; <b>RW:</b> 4, 8, 12, 49, 52, 53, 54, 55
<b>Content and Organization</b> Determine appropriate editing of short paragraphs. (Items 31, 32, 33, 34, 35, 36, 37, 38, 39, 40)	
Extraneous Sentence	<b>Deleting Extraneous Sentence, SB:</b> 21, 275, 276, 295, 303, 371, 396, 430; <b>TE:</b> 276, 304, 371, 396, 430; <b>WP:</b> 122, 127, 137, 149; <b>RW:</b> 77, 82, 92, 104

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<b>Purpose and Audience</b>	<b>Audience and Purpose for Writing, SB:</b> 13, 269, 273, 297, 301, 334, 340, 364, 398, 432; <b>TE:</b> 13, 269, 297, 334, 364, 398, 432
<b>Supporting Sentence</b>	<b>Writing Supporting Sentences, SB:</b> 253, 255, 323–324, 383, 385, 387; <b>TE:</b> 253, 255, 323, 324; <b>WP:</b> 117, 129, 139; <b>RW:</b> 72, 84, 94
<b>ABC Order</b> Demonstrate the ability to alphabetize words. (Items 41, 42, 43, 44)	<b>Alphabetical Order, SB:</b> 79, H16, H17, H18
<b>LISTENING</b>	
<b>Vocabulary</b> 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)	<b>Listening Vocabulary, SB:</b> 1, 352; <b>TE:</b> 9, 259, 287, 327, 389, 423
<b>Comprehension</b> Demonstrate the ability to form an initial understanding of and to interpret dictated material.	
<b>Recreational</b> Construct meaning with material typically listened to for enjoyment. (Items 13, 14, 15, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40)	<b>Listens to Audiotapes, TE:</b> 1, 9, 252, 259, 265, 286A, 287, 293, 295, 320, 326A, 327, 330, 332, 352, 354A, 355, 360, 362, 382, 388A, 389, 394, 396, 422A, 423, 428, 430 <b>Listening to Poetry, TE:</b> 414–415 <b>Listening to a Story, TE:</b> 252–253A, 259, 265, 267, 286A, 287, 293, 295
<b>Informational</b> Construct meaning with material typically listened to for information. (Items 11, 12, 19, 20, 21, 22, 23, 24)	<b>Listening for Information, SB:</b> 320, 352; <b>TE:</b> 320–321A, 327, 355, 360, 362 <b>Listening for Details, SB:</b> 22, 252, 276, 304, 340, 372, 382, 406, 440 <b>Listening for Main Ideas, SB:</b> 320, 382
<b>Functional</b> Construct meaning with material typically listened to in everyday life situations. (Items 16, 17, 18, 25, 26, 27, 28, 29)	<b>Listening to Follow Directions, SB:</b> 352; <b>TE:</b> 326A, 327, 330, 332, 352 <b>Listening to an Opinion, SB:</b> 382; <b>TE:</b> 382–383A, 389, 394, 396
<b>Initial Understanding</b> Form an initial understanding of a variety of messages based on explicit information in the messages. (Items 11, 12, 15, 19, 20, 23, 24, 27, 28, 29, 31, 33, 34, 39)	<b>Initial Understanding, SB:</b> 2, 3, 4, 5, 252, 320, 352, 382; <b>TE:</b> 2, 3, 4, 5, 352
<b>Interpretation</b> Form an interpretation of a variety of messages based on explicit and implicit information in the messages. (Items 13, 14, 16, 17, 18, 21, 22, 25, 26, 30, 32, 35, 36, 37, 38, 40)	<b>Interpreting Listening Experiences, SB:</b> 2, 3, 4, 5, 352; <b>TE:</b> 2, 3, 4, 5, 352
<b>LANGUAGE FORM SA</b>	

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<b>Listening Comprehension</b> Demonstrate comprehension of dictated materials presented in a recreational or learning context.	
<b>Literal</b> Recall stated details, sequences, and explicit directions. (Items 1, 3, 6, 7)	<b>Listening for Information, SB:</b> 320; <b>TE:</b> 320–321A, 327, 355, 360, 362 <b>Listening for Details, SB:</b> 22, 252, 276, 304, 340, 372, 382, 406, 440 <b>Listening to Follow Directions, SB:</b> 352; <b>TE:</b> 326A, 327, 330, 332, 352
<b>Inferences</b> Draw conclusions, make inferences, recognize literary elements, and distinguish between reality and fantasy. (Items 2, 4, 5, 8)	<b>Listening to Distinguish Between Fact and Opinion, SB:</b> 320, 379, 382, 424 <b>Listening for an Opinion, SB:</b> 382; <b>TE:</b> 382–383A, 389, 394, 396 <b>Listening to a Narrative, SB:</b> 252; <b>TE:</b> 252–253A
<b>Prewriting</b> Demonstrate an understanding of the various types of tasks involved in preparing to write a composition.	
<b>Purpose</b> Determine topic relevance and organize information. (Items 9, 10, 15, 22, 23)	<b>Choosing a Topic, SB:</b> 12–13, 334, 364, 398; <b>TE:</b> 12, 13, 334, 364, 398 <b>Exploring a Topic, SB:</b> 14, 335, 365; <b>TE:</b> 14, 335, 365 <b>Questions for Choosing Topic or Goal, SB:</b> 432 <b>Organizing Ideas into a Paragraph, SB:</b> 253–257, 276, 302, 321–325, 337, 369, 383–387, 403, 436; <b>TE:</b> 253, 254, 256, 257, 321, 323, 324, 384, 385, 387; <b>WP:</b> 117, 129, 137, 139; <b>RW:</b> 72, 84, 86, 94
<b>Referencing</b> Alphabetize words and use parts of a book to locate information. (Items 16, 17, 28, 29, 34)	
<b>A-B-C Order</b>	<b>Alphabetical Order, SB:</b> 79, H16, H17, H18; <b>TE:</b> 79
<b>Table of Contents</b>	<b>Table Of Contents, TE:</b> iii
<b>Composing</b> Demonstrate an understanding of the ways in which organized content is achieved in a structurally sound and stylistically effective manner.	
<b>Revision</b> Distinguish between clearly written sentences and sentences that contains errors in expression or construction. (Items 12, 29, 25, 31, 35, 36)	
<b>Well-Constructed Sentences</b>	<b>Composing Complete Sentences, SB:</b> 32–33, 34–35, 46–47, 49; <b>TE:</b> 32, 33, 34, 35, 46, 47; <b>WP:</b> 1–2, 3–4, 15–16; <b>RW:</b> 1, 2–3, 9–10
<b>Descriptive Language</b>	<b>Using Descriptive Language, SB:</b> 13, 15; <b>TE:</b> 13, 15, 17; <b>WP:</b> 57, 62, 111, 115
<b>Fragment</b>	<b>Sentence Fragments, SB:</b> 32–33, 49, 441; <b>TE:</b> 315B, 32, 33; <b>WP:</b> 1–2; <b>RW:</b> 1
<b>Sentence Combining</b>	<b>Combining Sentences: Subjects and Predicates, SB:</b> 47, 67, 110–111, 147, 157, 181, 192, 193, 221; <b>WP:</b> 16, 24, 48–49, 66, 76, 83, 95, 107; <b>RW:</b> 10, 15, 40, 46, 51, 59, 66

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<b>Content and Organization</b> Determine correct sentence order and identify extraneous information within a paragraph. (Items 11, 18, 24, 30)	
<b>Sequence</b>	<b>Numbering Steps in Instructions, , SB:</b> 329, 336, 339; <b>WP:</b> 130, 133; <b>RW:</b> 85, 88 <b>Ordering Events, SB:</b> 271, 301; <b>WP:</b> 118, 126; <b>RW:</b> 73, 81 <b>Sequence of Events, SB:</b> 256, 264, 271, 275, 292, 301, 303; <b>WP:</b> 118; <b>RW:</b> 73
<b>Extraneous Information</b>	<b>Deleting Facts That Do Not Relate to Topic Sentence, TE:</b> 67, 11, 181, 192–193, 221, 359, 363, 371, 372; <b>WP:</b> 94, 95, 107, 137; <b>RW:</b> 58, 59, 66, 92
<b>Editing</b> Demonstrate an understanding of the ways in which the conventions of language contribute to clarity of expression.	
<b>Usage</b> Identify correctly applied grammar. (Items 14, 32, 38)	
<b>Subject-Verb Agreement</b>	<b>Subject-Verb Agreement, SB:</b> 100–101, 102–103, 216–217, 232, 240, 242; <b>TE:</b> 100, 101, 102, 103, 216, 217; <b>WP:</b> 38–39, 40–41, 102–103; <b>RW:</b> 24, 25, 63
<b>Verb Formation</b>	<b>Verbs, SB:</b> 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 112–113, 114–115, 116–117, 118–119, 124–126, 130–140; <b>TE:</b> 97B, 98–109, 112–119; <b>WP:</b> 36–47, 50–57; <b>RW:</b> 23–28, 31–34
<b>Present Tense</b>	<b>Present Tense Verbs, SB:</b> 100–101, 102–103, 124, 131–132, 167, 216–217, 238, 240, 242, 306, 342; <b>TE:</b> 100, 101, 102, 103, 131, 132, 216, 217; <b>WP:</b> 38–39, 40–41, 102–103; <b>RW:</b> 24, 63
<b>Mechanics</b> Identify correct capitalization and punctuation. (Items 20, 26, 27, 37)	
<b>Capitalization: First Word in Sentence</b>	<b>Capitalizing Sentences, SB:</b> 36–37, 44–45, 54, 178–179, 204; <b>TE:</b> 36, 37, 44, 45, 178, 179; <b>WP:</b> 5–6, 13–14, 80–81; <b>RW:</b> 4, 8, 49
<b>Capitalization: Pronouns</b>	<b>Capitalizing Pronoun I, SB:</b> 222–223; <b>TE:</b> 222, 223; <b>WP:</b> 108–109; <b>RW:</b> 67
<b>Punctuation: Exclamation Mark</b>	<b>Exclamation Point, SB:</b> 38–39, 55, 178–179, 180, 204; <b>TE:</b> 38, 39, 178, 179; <b>WP:</b> 7–10, 80–81, 82; <b>RW:</b> 5, 49, 50
<b>Punctuation: Period</b>	<b>Periods, SB:</b> 36–37, 38–39, 54–55, 178–179, 186–187, 204, 207; <b>TE:</b> 36, 37, 38, 39, 54, 55, 178, 179, 186, 187; <b>WP:</b> 5–6, 7–8, 80–81, 88–89; <b>RW:</b> 4, 5, 49, 54
<b>Correct As Is</b> Demonstrate the ability to identify correctly and effectively written sentences. (Items 13, 21, 33)	<b>Revising for Complete Sentences, SB:</b> 34–35, 44–45, 46–47, 50, 58, 441; <b>TE:</b> 34, 35, 44, 45, 46, 47; <b>WP:</b> 3–4, 13–14, 15–16, 150; <b>RW:</b> 2–3, 8, 9–10, 105

SB = Student Book

TE = Teacher's Edition

WP = Workbook Plus

RW = Reteaching Workbook

SAT Objective	<i>Houghton Mifflin English</i> © 2001
<b>Spelling</b> Demonstrate the ability to identify misspellings of words in the context of dictated sentences.	
<b>Structural Principles</b> Recognize the misspellings of words in which inflectional endings have not been formed in accordance with structural principles. (Items 40, 42, 44, 46)	<b>Changing Final y to i, SB:</b> 102–103, 106–107, 442, H59; <b>TE:</b> 102, 103, 106, 107; <b>WP:</b> 40–41, 44–45; <b>RW:</b> 25, 27 <b>Doubling the Final Consonant, SB:</b> 106–107, 124, 134; <b>TE:</b> 106, 107; <b>WP:</b> 44–45; <b>RW:</b> 27 <b>Dropping the Final e, SB:</b> 106–107, 124, 134, H58; <b>TE:</b> 106, 107
<b>Sight Words</b> 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 39, 41, 43, 45)	<b>Frequently Misspelled Words, TE:</b> H56

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**Grade Three**

**correlated to**

**SAT 9, S/SA, Instructional Objectives**  
**Primary 3**

SAT Objective	<i>Houghton Mifflin English © 2001</i>
<b>READING VOCABULARY</b>	
<b>Synonyms</b> Demonstrate the ability to recognize a synonym for a printed word. (Items 1,2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18)	<b>Synonyms SB:</b> 122, 160, 407, H12; <b>TE:</b> 122, 160, 407; <b>WP:</b> 60, 79, 144; <b>RW:</b> 36, 48, 99
<b>Multiple Meanings</b> Demonstrate the ability to use context to determine the specified meaning of a known word with multiple meanings. (Items 19, 20, 21, 22, 23, 24)	<b>Multiple Meaning Words, SB:</b> H20
<b>Vocabulary in Context</b> Demonstrate the ability to use context clues to assign meaning to an unknown word. (Items 25, 26, 27, 28, 29, 30)	<b>Context Clues, SB:</b> 78, 122, 160, 230; <b>TE:</b> 259, 287, 327, 355, 389, 423
<b>READING COMPREHENSION</b>	
<i>Content</i>	
<b>Recreational</b> Demonstrate the ability to construct meaning with material typically read for enjoyment. (Items 1, 2, 3, 4, 5, 19, 20, 21, 22, 23, 24, 25, 37, 38, 39, 40, 41, 42)	<b>Fiction, SB:</b> 287–291, 412–413, 423–425; <b>TE:</b> 287, 291, 423, 425 <b>Narratives, SB:</b> 259–263, 267–268, 423–425; <b>TE:</b> 259, 263, 268, 423, 425 <b>Poetry, SB:</b> 61, 161, 215, 414–419; <b>TE:</b> 414 <b>Play, SB:</b> 310–312 <b>Comic Strip, SB:</b> 23, 231, 409

SAT Objective	<i>Houghton Mifflin English</i> © 2001
<p><b>Textual</b>            Demonstrate the ability to construct meaning with material typically found in grade-appropriate textbooks and other sources of information. (Items 12, 13, 14, 15, 16, 17, 18, 32, 33, 34, 35, 36, 49, 50, 51, 53, 54)</p>	<p><b>Science, SB:</b> 9–11, 355–358; <b>TE:</b> 9, 11, 355, 358  <b>Student Models, SB:</b> 27, 267–268, 295–296, 310–312, 332–333, 346, 362–363, 396–397, 419, 430–431</p>
<p><b>Functional</b>            Demonstrate the ability to construct meaning with material typically encountered in everyday life situations. (6, 7, 8, 9, 10, 11, 26, 27, 28, 29, 30, 31, 43, 44, 45, 46, 47, 48)</p>	<p><b>Reading a Photo Essay, SB:</b> 377, 420–421, 422  <b>Using the Photograph, TE:</b> 258, 286, 326, 354, 388, 422  <b>Reading Instructions, SB:</b> 327–328; <b>TE:</b> 327, 328</p>
<i>Process</i>	
<p><b>Initial Understanding</b>            Demonstrate the ability to comprehend explicit details and relationships in a variety of reading passages.</p>	
<p><b>Stated Detail</b> (Items 1, 10, 15, 26, 32, 43, 44, 47, 54)</p>	<p><b>Noting Details, SB:</b> 9, 11, 27, 263, 265, 295, 327, 328, 356, 358, 362, 363, 394, 396, 397; <b>TE:</b> 9, 11, 27, 268, 327, 328, 358</p>
<p><b>Plot / Action / Sequence</b> (Items 6, 9, 31, 50, 52)</p>	<p><b>Sequence, SB:</b> 261, 266, 296, 327, 330; <b>TE:</b> 263, 296, 330  <b>Plot: Events, SB:</b> 287, 289, 290, 291; <b>TE:</b> 287, 291  <b>Reason, SB:</b> 389, 392, 396, 397, 399; <b>TE:</b> 399</p>
<p><b>Interpretation</b>            Demonstrate the ability to form an interpretation of a variety of reading selections based on explicit and implicit information in the selections.</p>	
<p><b>Inference</b> (Items 3, 4, 17, 20, 23, 28, 38, 41, 45, 46, 53)</p>	<p><b>Making Inferences, SB:</b> 9, 259, 287, 327, 355, 389, 423; <b>TE:</b> 9, 259, 263, 287, 327, 355, 389, 423</p>
<p><b>Extending Meaning</b> (Items 2, 5, 7, 8, 12, 19, 22, 30, 33, 34, 37, 39, 40)</p>	<p><b>Extended Learning, SB:</b> 11, 263, 291, 328, 358, 392, 426; <b>TE:</b> 11, 263, 291, 328, 358, 392, 426</p>
<p><b>Critical Analysis</b>            Demonstrate the ability to synthesize and evaluate explicit and implicit information in a variety of reading selections. (Items 13, 14, 16, 24, 25, 29, 35, 42)</p>	<p><b>Critical Thinking, SB:</b> 263, 291, 328, 358, 392, 426; <b>TE:</b> 11, 263, 291, 328, 358, 392, 426</p>
<p><b>Strategies</b>            Demonstrate the ability to recognize and apply text factors and reading strategies in a variety of reading selections. (Items 11, 18, 21, 27, 36, 48, 49, 51)</p>	<p><b>Mapping the Selection, TE:</b> 11, 263, 291, 328, 358, 392, 426</p>
<b>SPELLING</b>	
<p><b>Sight Words</b>            Demonstrate the ability to recognize the correct spelling of sight words. (A sight word in spelling is a word that must be memorized because the phonetic principle that applies has not yet been introduced.) (Items 1, 2, 3, 4, 6)</p>	<p><b>Proofreading Spelling, SB:</b> 25, 278, 306, 342, 374, 408, 442; <b>TE:</b> 25, 278, 306, 342, 374, 408, 442  <b>Words Often Misspelled, SB:</b> H56</p>
<p><b>Phonetic Principles</b>            Demonstrate the ability to apply phonetic principles in order to recognize the correct and incorrect spellings of phonemes within words.</p>	

SAT Objective	Houghton Mifflin English © 2001
Consonant Sounds (Items 7, 9, 14, 15, 19, 20)	Spelling Consonant Sounds, TE: 342, H57; TE: 342
Vowel Sounds (Items 8, 10, 11, 12, 16, 17)	Spelling Short Vowels, SB: 278, H57; TE: 278 Spelling Vowel + r Sounds, SB: 374, H58; TE: 374 Spelling Vowel Diphthongs, SB: 306, H57; TE: 306
<b>Structural Principles</b> Demonstrate the ability to identify misspelled words in which the incorrect spelling reflects errors in applying structural principles.	
Inflectional Endings (Items 21, 23, 24, 27, 28)	Changing Final y to i, SB: 102–103, 106–107, 442, H59; TE: 102, 103, 106, 107; WP: 40–41, 44–45; RW: 25, 27 Doubling the Final Consonant, SB: 106–107, 124, 134; TE: 106, 107; WP: 44–45; RW: 27 Dropping the Final e, SB: 106–107, 124, 134, H58; TE: 106, 107
Affixes (22, 26, 29)	Spelling Prefixes and Suffixes re-, un-, -ful, -ly, -er, TE: H14–H15, H59
No Mistake Demonstrate the ability to recognize that all words are spelled correctly. (Items 5, 13, 18, 25, 30)	Proofreading Spelling, SB: 24, 278, 306, 342, 374, 408, 442; TE: 24, 278, 306, 342, 374, 408, 442
LANGUAGE FORM S	
<i>Content</i>	
<b>Mechanics</b> Demonstrate the ability to identify correct punctuation, capitalization, and usage in simple sentences.	
<b>Capitalization</b> Distinguish correct capitalization. (Items 1, 8, 10, 12, 16, 18)	
Letter Parts	Capitalizing Parts of Letters, SB: 282–283
Proper / Common Nouns	Capitalizing Proper Nouns, SB: 62–63, 182–183, 184–185, 199, 205–206, 239; WP: 19–20, 84–85, 86–87; RW: 12, 52, 53
Titles of People	Punctuating and Capitalizing People’s Titles, SB: 186–187; TE: 186, 187; WP: 88–89; RW: 54
Works of Art	Capitalizing works of art is covered at later levels.
<b>Punctuation</b> Distinguish correct punctuation. (Items 4, 5, 6, 11, 14, 15)	
Apostrophe with Contraction	Apostrophes in Contractions, SB: 120–121, 126, 140, 168, 226–227, 233, 240, 246; TE: 97B, 120, 121, 213B, 226, 227; WP: 58–59, 112–113; RW: 35, 69
Comma in a Series	Commas in a Series, SB: 190–191, 192–193, 200, 210; TE: 190, 191, 192, 193; WP: 92–93, 94–95; RW: 57, 58–59

SAT Objective	Houghton Mifflin English © 2001
Period with Abbreviation	<b>Periods in Abbreviations, SB:</b> 186–187; <b>TE:</b> 177B, 186, 187; <b>WP:</b> 88–89; <b>RW:</b> 54
Period with Declarative Sentence	<b>Period in Declarative Sentence, SB:</b> 36–37, 38–39, 44–45, 46–47, 54–55, 204; <b>TE:</b> 36, 37, 38; <b>WP:</b> 5–6, 7–8, 13–14, 15–16; <b>RW:</b> 4, 5, 8, 9–10
Question Mark with Interrogative Sentence	<b>Question Marks, SB:</b> 36–37, 54, 178–179, 204; <b>TE:</b> 31B, 36, 37, 177B, 178, 179; <b>WP:</b> 5–6, 80–81; <b>RW:</b> 4, 49
Quotation Marks with Dialogue	<b>Quotation Marks, SB:</b> 194–195, 196–197, 198, 200–201, 211, 212, 239, 306, H51; <b>TE:</b> 177B, 194, 195, 196, 197; <b>WP:</b> 96–97, 98–99; <b>RW:</b> 60, 61
<b>Usage</b> <b>Identify correctly applied grammar. (Items 2, 3, 7, 9, 13, 17)</b>	
Comparison of Adjectives	<b>Comparing with Adjectives, SB:</b> 150–151, 162–163, 169, 173, H54; <b>TE:</b> 141B, 150, 151; <b>WP:</b> 69–70; <b>RW:</b> 42,
Present Tense	<b>Present Tense Verbs, SB:</b> 100–101, 102–103, 124, 131–132, 167, 216–217, 238, 240, 242, 306, 342; <b>TE:</b> 97B, 100, 101, 102, 103, 131, 132, 216, 217; <b>WP:</b> 38–39, 40–41, 102–103; <b>RW:</b> 24, 63
Pronoun Case	<b>Pronoun Case, SB:</b> 214–215, 218–219, 222–223, 224, 225, 231, 241, 243, 244, 245; <b>TE:</b> 212B, 214, 215, 218, 219, 222, 223, 224, 225; <b>WP:</b> 100–101, 104–105, 108–109, 110–111
Special Problems in Usage	<b>Using <i>to</i>, <i>two</i>, and <i>too</i>, SB:</b> 158–159; <b>TE:</b> 141B, 158, 159; <b>WP:</b> 77–78; <b>RW:</b> 47 <b>Using <i>there</i>, <i>their</i>, and <i>they're</i>, SB:</b> 228–229, 233, 247; <b>TE:</b> 213B, 228, 229; <b>WP:</b> 114–115; <b>RW:</b> 70
Subject-Verb Agreement	<b>Subject-Verb Agreement, SB:</b> 100–101, 102–103, 216–217, 232, 240, 242; <b>TE:</b> 100, 101, 102, 103, 216, 217; <b>WP:</b> 38–39, 40–41, 102–103; <b>RW:</b> 24, 25, 63
Verb Formation	<b>Verbs, SB:</b> 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 112–113, 114–115, 116–117, 118–119, (continued)
Verb Formation (continued)	<b>Verbs, SB:</b> (continued) 124–126, 130–140; <b>TE:</b> 97B, 98–109, 112–119; <b>WP:</b> 36–47, 50–57; <b>RW:</b> 23–28, 31–34
<b>Expression</b> <b>Demonstrate an understanding of effectively written sentences and sentences that contain errors in expression or construction.</b>	
<b>Sentence Structure</b> <b>Demonstrate an understanding of effectively written sentences and sentences that contain errors in expression or construction. (Items 19, 20, 21, 22, 23, 24, 25, 26, 27, 28)</b>	

SAT Objective	<i>Houghton Mifflin English</i> © 2001
<b>Awkward Construction</b>	<b>Avoiding Choppy, Repetitious Sentences, SB:</b> 407; <b>TE:</b> 407 <b>Stringy Sentences, SB:</b> 305
<b>Fragments</b>	<b>Sentence Fragments, SB:</b> 32–33, 49, 441; <b>TE:</b> 315B, 32, 33; <b>WP:</b> 1–2; <b>RW:</b> 1
<b>Run-Ons</b>	<b>Run-On Sentences, SB:</b> 44–45, 50, 58; <b>TE:</b> 31B, 44, 45; <b>WP:</b> 13–14; <b>RW:</b> 8
<b>Content and Organization</b> Determine appropriate editing of short paragraphs. (Items 29, 30, 31, 32, 33, 34, 35, 36, 37, 38)	
<b>Extraneous Sentence</b>	<b>Deleting Extraneous Sentence, SB:</b> 21, 275, 276, 295, 303, 304, 371, 396, 430; <b>TE:</b> 276, 304, 371, 396, 430; <b>WP:</b> 122, 127, 137, 149; <b>RW:</b> 77, 82, 92, 104
<b>Purpose and Audience</b>	<b>Audience and Purpose for Writing, SB:</b> 13, 269, 273, 297, 301, 334, 340, 364, 398, 432; <b>TE:</b> 13, 269, 297, 334, 364, 398, 432
<b>Sentence Combining</b>	<b>Combining Sentences: Subjects and Predicates, SB:</b> 47, 67, 110–111, 147, 157, 181, 192, 193, 221; <b>WP:</b> 16, 24, 48–49, 66, 76, 83, 95, 107; <b>RW:</b> 10, 15, 40, 46, 51, 59, 66
<b>Supporting Sentence</b>	<b>Supporting Sentences, SB:</b> 255, 323–324, 383, 385, 387; <b>TE:</b> 255, 323, 324, 383, 385, 387; <b>WP:</b> 117, 129, 139; <b>RW:</b> 72, 84, 94
<b>Topic Sentence</b>	<b>Topic Sentence, SB:</b> 253, 321–322, 329, 338, 339, 359, 369, 383, 393, 403, 405, 427, 436, H29; <b>TE:</b> 253, 321, 322, 329, 338, 339, 359, 369, 383, 393, 403, 405, 427, 436; <b>WP:</b> 132, 143, 146; <b>RW:</b> 87, 98, 101
<b>Study Skills</b> Demonstrate the ability to use a dictionary, identify the correct use of general reference materials, and organize information.	
<b>Dictionary Skills</b> (Items 39, 40, 46, 47, 48)	
<b>Guide Words</b>	<b>Entry and Guide Words, SB:</b> H17–H18; <b>TE:</b> H17, H18
<b>Dictionary Entries</b>	<b>Dictionary Definitions, SB:</b> H19; <b>TE:</b> H19
<b>General Reference Sources</b> (Items 41, 42, 43)	
<b>Encyclopedia</b>	<b>Using an Encyclopedia, SB:</b> H23; <b>TE:</b> H23
<b>Language Arts Book</b>	Houghton Mifflin English is a language arts book and provides ample practice in this skill.
<b>Newspaper</b>	Using newspapers to find information is covered at later levels.
<b>Organizing Information</b> (Items 44, 45)	<b>Organizing Information, SB:</b> 271, 300–302, 336, 436; <b>WP:</b> 118, 125; <b>RW:</b> 73, 80, 81, 85, 101

SB = Student Book

TE = Teacher's Edition

WP = Workbook Plus

RW = Reteaching Workbook

SAT Objective	Houghton Mifflin English © 2001
<i>Process</i>	
<b>Editing</b> (Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18)	<b>Proofreading SB:</b> 24, 25, 278, 306, 342, 374, 408, 442; <b>TE:</b> 24, 25, 278, 306, 342, 374, 408, 442
<b>Composing</b> (Items 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38)	<b>Drafting, SB:</b> 18, 19, 272–274, 301–302, 337–338, 369–370, 403–404, 437–438; <b>TE:</b> 18, 19, 272, 273, 274, 301, 302, 337, 338, 369, 370, 403, 404, 437, 438; <b>WP:</b> 119, 120, 121, 126, 131, 132, 136, 142, 147, 148; <b>RW:</b> 74, 75, 76, 81, 86, 87, 91, 97, 102, 103
<b>Prewriting</b> (Items 39, 40, 41, 42, 43, 44, 45, 46, 47, 48)	<b>Prewriting, SB:</b> 12, 13–17, 269–271, 297–300, 334–336, 364–368, 398–402, 432–436; <b>TE:</b> 12, 13–17, 269–271, 297–300, 334–336, 364–368, 398–402, 432–436; <b>WP:</b> 118, 124, 125, 130, 135, 140, 141, 145, 146; <b>RW:</b> 73, 79, 80, 85, 90, 95, 96, 100, 101
<b>LISTENING</b>	
<i>Content</i>	
<b>Vocabulary</b> 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)	<b>Listening Vocabulary, SB:</b> 1, 352; <b>TE:</b> 9, 259, 287, 327, 389, 423
<b>Comprehension</b> Demonstrate the ability to form an initial understanding of and to interpret dictated material.	
<b>Recreational</b> Construct meaning with material typically listened to for enjoyment. (Items 11, 12, 13, 14, 15, 16, 24, 25, 26, 27)	<b>Listens to Audiotapes, TE:</b> 1, 9, 252, 259, 265, 286A, 287, 293, 295, 320, 326A, 327, 330, 332, 352, 354A, 355, 360, 362, 382, 388A, 389, 394, 396, 422A, 423, 428, 430 <b>Listening to Poetry, TE:</b> 414–415 <b>Listening to a Story, TE:</b> 252–253A, 259, 265, 267, 286A, 287, 293, 295
<b>Informational</b> Construct meaning with expository material typically listened to for information. (Items 17, 18, 19, 20, 21, 22, 23, 32, 33, 34)	<b>Listening for Information, SB:</b> 320, 352; <b>TE:</b> 320–321A, 327, 355, 360, 362 <b>Listening for Details, SB:</b> 22, 252, 276, 304, 340, 372, 382, 406, 440 <b>Listening for Main Ideas, SB:</b> 320, 382
<b>Functional</b> Construct meaning with material typically listened to in everyday life situations. (Items 28, 29, 30, 31, 35, 36, 37, 38, 39, 40)	<b>Listening to Follow Directions, SB:</b> 352; <b>TE:</b> 326A, 327, 330, 332, 352 <b>Listening to an Opinion, SB:</b> 382; <b>TE:</b> 382–383A, 389, 394, 396
<i>Process</i>	
<b>Initial Understanding</b> Form an initial understanding of a variety of messages based on explicit information in the messages. (Items 14, 20, 26, 27, 29, 30, 32, 34, 35, 36, 37, 40)	<b>Initial Understanding, SB:</b> 2, 3, 4, 5, 252, 320, 352, 382; <b>TE:</b> 2, 3, 4, 5, 352

SAT Objective	<i>Houghton Mifflin English © 2001</i>
<b>Interpretation</b> Form an interpretation of a variety of messages based on explicit and implicit information in the messages. (Items 11, 12, 13, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 28, 31, 33, 38, 39)	<b>Interpreting Listening Experiences, SB:</b> 2, 3, 4, 5, 352; <b>TE:</b> 2, 3, 4, 5, 352
<b>LANGUAGE FORM SA</b>	
<b>Prewriting</b> Demonstrate an understanding of the various types of tasks involved in preparing to write a composition.	
<b>Purpose</b> Determine topic relevance and organize information. (Items 15, 19, 32, 35, 36)	<b>Choosing a Topic, SB:</b> 12–13, 334, 364, 398; <b>TE:</b> 12, 13, 334, 364, 398 <b>Exploring a Topic, SB:</b> 14, 335, 365; <b>TE:</b> 14, 335, 365 <b>Questions for Choosing Topic or Goal, SB:</b> 432 <b>Organizing Ideas into a Paragraph, SB:</b> 253–257, 276, 302, 321–325, 337, 369, 383–387, 403, 436; <b>TE:</b> 253, 254, 256, 257, 321, 323, 324, 384, 385, 387; <b>WP:</b> 117, 129, 137, 139; <b>RW:</b> 72, 84, 86, 94
<b>General References</b> Identify the correct use of general reference materials. (Items 1, 2, 16, 33, 34)	
<b>Encyclopedia</b>	<b>Using an Encyclopedia, SB:</b> H23; <b>TE:</b> H23
<b>Textbook</b>	<b>Using a Textbook, TE:</b> iii, I–1
<b>Title Page of Book</b>	<b>Parts of a Book,, TE:</b> iii, I–1
<b>Newspaper</b>	Using newspapers to find information is covered at later levels.
<b>Dictionary</b>	<b>Using a Dictionary, SB:</b> H16–H20; <b>TE:</b> H16, H17, H18
<b>Using Reference Sources</b> Interpret dictionary entries given a sample dictionary page and use the parts of a book to locate information. (Items 3, 4, 5, 17, 18)	
<b>Table of Contents and Index</b>	<b>Parts of a Book, TE:</b> III, I–1
<b>A-B-C Order</b>	<b>Alphabetical Order, SB:</b> H16, H17, H18
<b>Composing</b> Demonstrate an understanding of the ways in which organized content is achieved in a structurally sound and stylistically effective manner.	
<b>Revision</b> Distinguish between clearly written sentences and sentences that contain errors in expression or construction (Items 6, 7, 10, 21, 22, 23, 38, 39)	
<b>Well-Constructed Sentences</b>	<b>Correctly Formed Sentences, SB:</b> 32–33, 34–35, 36–37, 38–39, 46–47, 49; <b>TE:</b> 31B, 32, 33, 34, 35, 36, 37, 38, 39; <b>WP:</b> 1–2, 3–4, 15–16; <b>RW:</b> 1, 2–3, 9–10

SAT Objective	<i>Houghton Mifflin English</i> © 2001
<b>Sentence Combining</b>	<b>Combining Sentences: Subjects and Predicates, SB:</b> 47, 67, 110–111, 147, 157, 181, 192, 193, 221; <b>WP:</b> 16, 24, 48–49, 66, 76, 83, 95, 107; <b>RW:</b> 10, 15, 40, 46, 51, 59, 66
<b>Fragments</b>	<b>Sentence Fragments, SB:</b> 32–33, 49, 441; <b>TE:</b> 315B, 32, 33; <b>WP:</b> 1–2; <b>RW:</b> 1
<b>Content and Organization</b> <b>Identify appropriate topic sentences and supporting sentences, and identify extraneous information within a paragraph.</b> (Items 8, 9, 20, 24, 25, 37, 40)	
<b>Topic Sentence</b>	<b>Topic Sentence, SB:</b> 253, 321–322, 329, 338, 339, 359, 369, 383, 393, 403, 405, 427, 436, H29; <b>TE:</b> 253, 321, 322, 329, 338, 339, 359, 369, 383, 393, 403, 405, 427, 436; <b>WP:</b> 132, 143, 146; <b>RW:</b> 87, 98, 101
<b>Supporting Sentence</b>	<b>Supporting Sentences, SB:</b> 255, 323–324, 383, 385, 387; <b>TE:</b> 255, 323, 324, 383, 385, 387; <b>WP:</b> 117, 129, 139; <b>RW:</b> 72, 84, 94
<b>Extraneous Information</b>	<b>Deleting Facts That Do Not Relate to Topic Sentence, TE:</b> 67, 11, 181, 192–193, 221, 359, 363, 371, 372; <b>WP:</b> 94, 95, 107, 137; <b>RW:</b> 58, 59, 66, 92
<b>Clincher</b>	<b>Writing a Good Ending, SB:</b> 253, 256, 264, 274, 275, 292, 302, 303, 329, 338, 339; <b>WP:</b> 121, 127, 132, 133; <b>RW:</b> 76, 82, 87, 88
<b>Editing</b> <b>Demonstrate an understanding of the ways in which the conventions of language contribute to clarity of expression.</b>	
<b>Usage</b> <b>Identify correctly applied grammar.</b> (Items 11, 13, 14, 29, 31, 42)	
<b>Subject-Verb Agreement</b>	<b>Subject-Verb Agreement, SB:</b> 100–101, 102–103, 216–217, 232, 240, 242; <b>TE:</b> 100, 101, 102, 103, 216, 217; <b>WP:</b> 38–39, 40–41, 102–103; <b>RW:</b> 24, 25, 63
<b>Indefinite Articles</b>	<b>Articles, SB:</b> 148–149, 162, 169, 172; <b>TE:</b> 141B, 148, 149; <b>WP:</b> 67–68; <b>RW:</b> 41
<b>Past Tense</b>	<b>Past Tense Verbs, SB:</b> 104–105, 106–107, 124, 133–134, 168, 238, 306, 342; <b>TE:</b> 104, 105, 106, 107, 133, 134; <b>WP:</b> 42–43, 44–45; <b>RW:</b> 26, 27
<b>Present Tense</b>	<b>Present Tense Verbs, SB:</b> 100–101, 102–103, 124, 131–132, 167, 216–217, 238, 240, 242, 306, 342; <b>TE:</b> 100, 101, 102, 103, 131, 132, 216, 217; <b>WP:</b> 38–39, 40–41, 102–103; <b>RW:</b> 24, 63
<b>Mechanics</b> <b>Identify correct capitalization and punctuation.</b> (Items 27, 28, 30, 41, 43, 45)	
<b>Punctuation: Period at End of Sentence</b>	<b>Periods, SB:</b> 36–37, 38–39, 54–55, 178–179, 186–187, 204, 207; <b>TE:</b> 36, 37, 38, 39, 54, 55, 178, 179, 186, 187; <b>WP:</b> 5–6, 7–8, 80–81, 88–89; <b>RW:</b> 4, 5, 49, 54

SB = Student Book

TE = Teacher's Edition

WP = Workbook Plus

RW = Reteaching Workbook

SAT Objective	<i>Houghton Mifflin English</i> © 2001
<b>Punctuation: Comma in a Series</b>	<b>Commas in a Series, SB:</b> 190–191, 192–193, 200, 210; <b>TE:</b> 190, 191, 192, 193; <b>WP:</b> 92–93, 94–95; <b>RW:</b> 57, 58–59
<b>Capitalization: Common Nouns</b>	<b>Common Nouns, SB:</b> 62–63, 80, 87, 89, 166, 237; <b>TE:</b> 62, 63; <b>WP:</b> 19–20; <b>RW:</b> 12
<b>Punctuation: Apostrophe with Contractions</b>	<b>Apostrophes in Contractions, SB:</b> 120–121, 126, 140, 168, 226–227, 233, 240, 246 <b>TE:</b> 97B, 120, 121, 213B, 226, 227; <b>WP:</b> 58–59, 112–113; <b>RW:</b> 35, 69
<b>Capitalization: First Word in Letter Closing</b>	<b>Parts of Letters, SB:</b> 282–283; <b>TE:</b> 282, 283
<b>Correct As Is</b> Identify correctly and effectively written sentences. (Items 12, 26, 44)	<b>Revising for Complete Sentences, SB:</b> 34–35, 44–45, 46–47, 50, 58, 441; <b>TE:</b> 34, 35, 44, 45, 46, 47; <b>WP:</b> 3–4, 13–14, 15–16, 150; <b>RW:</b> 2–3, 8, 9–10, 105
<b>Spelling</b> Demonstrate the ability to identify misspellings of words in the context of sentences. (Items 46, 47, 48, 49, 50, 51, 52, 53, 54)	
<b>Sight Words</b>	<b>Frequently Misspelled Words, TE:</b> H56
<b>Phonetic Principles</b>	<b>Spelling Consonant Sounds, TE:</b> 342, H57; <b>TE:</b> 342 <b>Spelling Short Vowels, SB:</b> 278, H57; <b>TE:</b> 278 <b>Spelling Vowel + r Sounds, SB:</b> 374, H58; <b>TE:</b> 374 <b>Spelling Vowel Diphthongs, SB:</b> 306, H57; <b>TE:</b> 306
<b>Structural Principles</b>	<b>Changing Final y to i, SB:</b> 102–103, 106–107, 442, H59; <b>TE:</b> 102, 103, 106, 107; <b>WP:</b> 40–41, 44–45; <b>RW:</b> 25, 27 <b>Doubling the Final Consonant, SB:</b> 106–107, 124, 134; <b>TE:</b> 106, 107; <b>WP:</b> 44–45; <b>RW:</b> 27 <b>Dropping the Final e, SB:</b> 106–107, 124, 134, H58; <b>TE:</b> 106, 107