

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

correlated to

SAT 9, S/SA, Instructional Objectives
Primary 3

SAT Objective	<i>Houghton Mifflin English</i> © 2001
READING VOCABULARY	
Synonyms 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)	Synonyms, SB: 148, 430, H13, H79–H80, H31; WP: 71, 157; RW: 43, 108
Multiple Meanings 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)	Multiple-Meaning Words, SB: H19; TE: H19
Vocabulary in Context Demonstrate the ability to use context clues to assign meaning to an unknown word. (Items 25, 26, 27, 28, 29, 30)	Context Clues, SB: 248, H11, H12, H13, H14, H15, H16; TE: 9, 148, 220, 248, 275, 298, 339, 369, 413, 447, H11, H12, H13, H14, H15, H16
READING COMPREHENSION	
<i>Content</i>	
Recreational 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)	Fantasy Story, SB: 317 Fiction, SB: 436, H21 Legend, SB: 298–299 Poetry, SB: 437–441 Play, SB: 319–323
Textual 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)	Science, SB: 357 Nonfiction, SB: 268, 369–371, 379, 436, H21; WP: 146; RW: 97 Social Studies, SB: 293, 467

SAT Objective	<i>Houghton Mifflin English © 2001</i>
<p>Functional Demonstrate the ability to construct meaning with material typically encountered in everyday life situations. (Items 6, 7, 8, 9, 10, 11, 26, 27, 28, 29, 30, 31, 43, 44, 45, 46, 47, 48)</p>	<p>Magazine Article, SB: 339–341 ; TE : 339, 341 Play, SB: 249, 319–323; TE: 249, 319, 323 Song, SB: 117</p>

SAT Objective	Houghton Mifflin English © 2001
<i>Process</i>	
Initial Understanding Demonstrate the ability to comprehend explicit details and relationships in a variety of reading selections.	
Specific Detail (Items 1, 10, 15, 26, 32, 43, 44, 47, 54)	Noting Details, SB: 11, 275, 276, 298, 299, 339, 370, 416, 449; TE: 9, 11, 275, 276, 298, 299, 369, 370, 413, 416, 447, 449
Action / Reason / Sequence (Items 6, 9, 31, 50, 52)	Sequence of Events, SB: 16, 272, 284, 288–290, 294, 300, 307, 309, 312; WP: 127, 131, 132, 134, 138; RW: 78, 82, 83, 85, 89
Interpretation Demonstrate the ability to form an interpretation of a variety of reading selections based on explicit and implicit information in the selections.	
Inference (Items 3, 4, 17, 20, 23, 28, 38, 41, 45, 46, 53)	Making Inferences, SB: 11, 276, 299, 341, 370, 416, 449; TE: 11, 276, 299, 341, 370, 416
Extending Meaning (Items 2, 5, 7, 8, 12, 19, 22, 30, 33, 34, 37, 39, 40)	Participate in Literature Responses, SB: 11, 275, 276, 298, 299, 339, 370, 416, 449; TE: 9, 11, 275, 276, 298, 299, 369, 370, 413, 416, 447, 449
Critical Analysis 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)	Critical Thinking, SB: 276, 299, 341, 370, 416, 449 Synthesizing, SB: 11, 276, 299, 341, 370, 416, 449; TE: 11, 276, 299, 341, 370, 416, 449
Strategies 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)	Reading as a Writer, SB: 11, 276, 299, 341, 370, 416, 449; TE: 11, 276, 299, 341, 370, 416, 449 Mapping the Selection, TE: 11, 276, 299, 341, 370, 416, 449
SPELLING	
Sight Words Demonstrate the ability to recognize the correct spelling of sight words. (Items 1, 2, 3, 4, 6)	Frequently Misspelled Words, SB: 218–219, 220, 221, 225, H65; WP: 108–109, 110; RW: 65, 66
Phonetic Principles Demonstrate the ability to apply phonetic principles in order to recognize the correct and incorrect spellings of phonemes within words.	
Consonant Sounds (Items 7, 9, 14, 15, 19, 20)	Consonant Sounds, SB: H20, H66–H69; TE: H20
Vowel Sounds (Items 8, 10, 11, 12, 16, 17)	Spelling Final /e/, SB: 391, H67; TE: 391 Spelling ô, SB: 465, H66; TE: 465 Phonetic Spellings, SB: H66–H69 Vowel Sounds, SB: H20; TE: H20 Spelling Short Vowels, SB: 291, H66; TE: 265 Spelling Long e, SB: 315, H66; TE: 315 Spelling Long o, SB: 355, H66; TE: 315

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Structural Principles 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)	-ed, SB: 100–101, 108–109, 120, 130; TE: 100, 101, 108, 109; WP: 41, 48–49; RW: 29 (continued)
Inflectional Endings (continued) (Items 21, 23, 24, 27, 28)	-er, -est, SB: 142–143, 150, 158, 162; TE: 142, 143; WP: 65–66; RW: 40 -s, -es, SB: 70–71, 82, 87, 90, 156, 255; TE: 70, 71; WP: 25–26; RW: 16
Affixes (22, 26, 29)	Changing Final y to i, SB: 72–73, 82, 87, 91; TE: 72, 73; WP: 27–28; RW: 17 Syllables, SB: H19 ; TE : H19 Root Words, SB: H15, H16; TE: H15, H16
No Mistake Demonstrate the ability to recognize that all words are spelled correctly. (Items 5, 13, 18, 25, 30)	Proofreading Spelling, SB: 25, 107, 109, 113, 117, 121, 219, 291, 315, 355, 391, 397, 431, 440, 465, 470, H37, H40; WP: 46–47, 48–49, 52–53, 56–57, 108–109; RW: 28, 29, 31, 33, 65
LANGUAGE FORM S	
<i>Content</i>	
Mechanics Demonstrate the ability to identify correct punctuation, capitalization, and usage in simple sentences.	
Capitalization Distinguish correct capitalization. (Items 1, 8, 10, 12, 16, 18)	
First Word in Quotation	Capitalizing Quotations, SB: 184–185, 190, 200, 257, H57; TE: 184, 185; WP: 90–91; RW: 54
Letter Parts	Capitalizing Parts of a Letter, SB: 295–296, H57; TE: 295, 296
Proper / Common Nouns	Capitalizing Proper Nouns, SB: 66–67, 83, 84–85, 89, 123, 124, 154, 155, 170–171, 172–173, 175, 188, 190, 191, 192–193, 195, 196, 255, 257, 391; TE: 66–67, 83, 84–85, 170–171, 172–173; WP: 21–22, 76–77, 78–79; RW: 13, 47, 48
Titles of People	Capitalizing Titles Of People, SB: 170–171, 174–175, 189, 195, 197, H57; TE: 170–171, 174–175
Works of Art	Capitalization of Titles, SB: 186–187, 190, 202, H56; TE: 186–187; WP: 92–93; RW: 56
Punctuation Distinguish correct punctuation. (Items 4, 5, 6, 11, 14, 15)	

SAT Objective	Houghton Mifflin English © 2001
Apostrophe with Contraction	Apostrophe with Contraction, SB: 116–117, 121, 122, 124, 134, 157, 216–217, 223, 224, 231, 256, 258, 431; TE: 116–117, 216–217; WP: 56–57, 106–107; RW: 33, 64
Comma in a Series	Commas in a Series, SB: 176–177, 178–179, 189, 193, 198, 257, 355; TE: 176–177, 178–179; WP: 82–83; RW: 50
Period with Abbreviation	Abbreviations, SB: 174–175, 188, 189–190, 192, 195, 197, 257, H55; TE: 174–175; WP: 80–81; RW: 49
Period with Declarative Sentence	Declarative Sentences, SB: 36–37, 51, 57, 86, 155, 166–167, 168, 194; TE: 36–37, 166–167; WP: 74; RW: 45
Question Mark with Interrogative Sentence	Question Marks, SB: 36–37, 50, 52, 54, 57, 86, 155, 166–167, 168, 184–185, 189, 194, 201, 215, H57; TE: 36–37, 166–167; WP: 72–73, 74, 90–91; RW: 44, 45, 55
Quotation Marks with Dialogue	Quotation Marks with Dialogue, SB: 182–183, 184–185, 188, 190, 192, 200, 201, 257, H56; TE: 182–183, 184–185; WP: 88–89, 90–91; RW: 54, 55
Usage Identify correctly applied grammar. (Items 2, 3, 7, 9, 13, 17)	
Comparison of Adjectives	Comparative Adjectives, SB: 142–143, 144–145, 146–147, 150, 151, 152–153, 154, 158, 162–164, 192–193; TE: 135B, 142–143, 144–145, 146–147; WP: 65–66, 67–68, 69–70; RW: 40, 41, 42
Present Tense	Present Tense Verbs, SB: 100–101, 102–103, 104, 105, 106–107, 112, 114–115, 119, 120, 122, 127, 129, 156, 157, 256, 291; TE: 100–101, 102–103, 104, 105, 106–107, 112, 114–115, 119; WP: 40–41, 42–43, 46–47, 52–53; RW: 24, 25–26, 28, 31
Pronoun Case	Subject Pronouns, SB: 206–207, 212–213, 222, 223, 227, 228, 257, H61, H62–H63; TE: 203B, 206–207, 212–213; WP: 96–97, 102–103; RW: 58, 62 Object Pronouns, SB: 208–209, 212–213, 222, 223, 228, 257, H62–H63; TE: 203B, 208–209, 212–213; WP: 98–99, 102–103; RW: 59, 62
Special Problems in Usage	<i>good, well Usage, SB:</i> 240–241, 250–251, 252, 258, 261; WP: 117–118; RW: 71 <i>I, me Usage, SB:</i> 204–205, 206–207, 212–213, 221, 222, 223, 224, 227, 228, 229, 257; WP: 94–95, 96–97, 102–103; RW: 57, 58, 62 <i>its, it's Usage, SB:</i> 218–219, 221, 224, 231, 232, H60; WP: 108–109; RW: 65 <i>let, leave Usage, SB:</i> H60 <i>to, too, two Usage, SB:</i> 154, H60 <i>who, whom Usage, SB:</i> H60 <i>your, you're Usage, SB:</i> 218–219, 221, 225, 231, 232, H60; WP: 108–109; RW: 65
Subject-Verb Agreement	Subject-Verb Agreement, SB: 104–105, 106–107, 119, 120, 124, 128, 157, 315, H63; TE: 104–105, 106–107, 119, H63; WP: 44–45, 46–47; RW: 27, 28

SB = Student Book

TE = Teacher's Edition

WP = Workbook Plus

RW = Reteaching Workbook

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Verb Formation	Verbs, SB: 96–97, 98–99, 100–101, 106–107, 108–109, 110–111, 112–113, 114–115; TE: 96–97, 98–99, 100–101, 106–107, 108–109, 110–111, 112–113, 114–115; WP: 36–37, 38–39, 40–41, 46–47, 48–49, 50–51, 52–53, 54–55; RW: 22, 23, 24, 28, 29, 30, 31, 32
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 19, 20, 21, 22, 23, 24, 25, 26, 27, 28)	
Awkward Construction	Awkward Construction, SB: 237; TE: 237
Fragments	Sentence Fragments, SB: 32–33, 123
Run-Ons	Run-On Sentences, SB: 46–47, 48–49, 52, 55, 62, 132, 124, 155, 166–167, 189, 257, 391, 431, H40; TE: 46–47, 48–49; WP: 72–73; RW: 44
Content and Organization Determine appropriate editing of short paragraphs. (Items 29, 30, 31, 32, 33, 34, 35, 36, 37, 38)	
Extraneous Sentence	Deleting Unimportant Details SB: 271, 284, 289, 353, 387, 429, 459; TE: 271, 284, 289, 353, 387, 429, 459; WP: 127, 149, 160; RW: 100, 111
Purpose and Audience	Purpose and Audience SB: 13, 286, 287, 292, 305; TE: 13, 286, 287, 292, 305; WP: 129, 130; RW: 80, 81
Sentence Combining	Combining Sentences, SB: 34–35, 48–49, 52, 55, 68–69, 86, 103, 139, 169, 178–179, 211, 237, 247, 253, 254, 290; TE: 34–35, 48–49, 68–69, 103, 139, 169, 178–179, 211, 237, 247, 290; WP: 17, 18, 23, 24, 43, 62, 75, 84, 85, 101, 114, 124; RW: 10, 11, 14, 15, 25, 37, 46, 51, 52, 61, 69, 75
Supporting Sentence	Supporting Details, SB: 14–19, 269, 271–272, 283, 306–307, 331, 333–334, 350, 384, 407, 409–411, 424, 457; WP: 133, 134, 140, 142, 147, 151, 153, 158; RW: 84, 85, 91, 93, 98, 102, 104, 109
Topic Sentence	Topic Sentence, SB: 332, 334–337, 351, 360, 363, 384, 386, 426, 428, H33; WP: 143, 147, 149, 156; RW: 94, 98, 100, 107
Study Skills Demonstrate the ability to use a dictionary, identify the correct use of general reference materials, and organize information.	
Dictionary Skills (Items 39, 40, 46, 47, 48)	
Guide Words	Guide Words, SB: H18; TE: H18
Dictionary Entries	Entry Words in the Dictionary, SB: H18; TE: H18 Dictionary Definitions, SB: H19; TE: H19

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SAT Objective	Houghton Mifflin English © 2001
General Reference Sources (Items 41, 42, 43)	
Encyclopedia	Encyclopedia, SB: 379, H23; WP: 146; RW: 97
Language Arts Book	Appreciating Culture and Art, SB: 326–327, 366–367, 435–436, 444–445; TE: 326, 327, 366, 367, 435, 436
Newspaper	Newspapers/Magazines, SB: 379, H23; TE: 379, 397, H23; WP: 146; RW: 97
Organizing Information (Items 44, 45)	Organizing Ideas Into Paragraphs, SB: 269–273, 286, 309, 331–337, 350, 362, 384, 386, 407, 409–411, 426, 459; WP: 147, 149, 160; RW: 98, 100, 111
Process	
Editing (Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18)	Revising, SB: 20–23, 288–290, 312–314, 352–354, 363–364, 386–390, 397, 428–430, 436, 441, 462–464, 470, H40; TE: 20–23, 288–290, 312–314, 352–354, 363–364, 386–390, 397, 428–430, 436, 441, 462–464, 470, H40; WP: 131, 132, 138, 139, 144, 143, 149–150, 156–157, 161–162, 163; RW: 82, 83, 89, 90, 95, 96, 100, 101, 107–108, 109, 112–113, 114
Composing (Items 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38)	Drafting, SB: 18–19, 285–287, 308–311, 350–351, 384–385, (continued)
Composing (continued) (Items 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38)	Drafting, SB: (continued) 425–427, 460–461, H39; TE: 18–19, 285–287, 308–311, 350–351, 384–385, 425–427, 460–461; WP: 129–130, 135–137, 142–143, 147–148, 154–155, 161–162; RW: 80–81, 86–88, 93–94, 98–99, 105–106, 112–113
Prewriting (Items 39, 40, 41, 42, 43, 44, 45, 46, 47, 48)	Prewriting, SB: 12–17, 282–284, 305–307, 347–349, 377–383, 397, 422–424, 455–459, H39; TE: 12–17, 282–284, 305–307, 347–349, 377–383, 397, 422–424, 455–459; WP: 127–128, 134–135, 141, 146, 152–153, 158–159; RW: 78–79, 84–85, 92, 97, 103–104, 109–110
LISTENING	
Content	
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)	Vocabulary, SB: H11–H17; TE: 9, 11, 275, 298, 339, 369, 413, 447
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, 15, 16, 24, 25, 26, 27)	Listening to Poetry, SB: 437–438, 441; TE: 437, 438, 441 Listening to a Story, SB: 268; TE: 9, 268–269A, 275, 298 Listening for Pleasure/Enjoyment, SB: 268; TE: 9, 268–269A, 275, 298, 437, 438, 441

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Informational Construct meaning with expository material typically listened to for information. (Items 17, 18, 19, 20, 21, 22, 23, 32, 33, 34)	Listening to a Speech, SB: 406; TE: 406–407A, H5 Listening to Follow Directions, SB: 348, 365; TE: 339, 348, 365 Listening for Information, SB: 330, 403, 406; TE: 330–331A, 339
Functional Construct meaning with material typically listened to in everyday life situations. (Items 28, 29, 30, 31, 35, 36, 37, 38, 39, 40)	Guidelines For Taking Telephone Messages, SB: H4; TE: H4 Listening in a Discussion, SB: 1, 2, 3, 4, 5; TE: 1, 2, 3, 4, 5
<i>Process</i>	
Initial Understanding 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)	Prior Knowledge For Listening, TE: 268, 324, 326, 330, 402, 406, 442, 471, H5, H9
Interpretation 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)	Listening to Understand Ideas, SB: 268, 289, 313, 330, 353, 387, 406, 429, 443, 463 Listening for Fact and Opinion, SB: 115, 207, 406, 443; TE: 115, 207, 406, 443 Listening to Interpret, SB: 268, 330, 406, H7–H8, H27; TE: 268, 330, 406, H7, H8
LANGUAGE FORM SA	
Prewriting Demonstrate an understanding of the various types of tasks involved in preparing to write a composition.	
Purpose Determine topic relevance and organize information. (Items 15, 19, 32, 35, 36)	Prewriting, SB: 12–17, 282–284, 305–307, 347–349, 377–383, 397, 422–424, 455–459, H39; TE: 12–17, 282–284, 305–307, 347–349, 377–383, 397, 422–424, 455–459; WP: 127–128, 134–135, 141, 146, 152–153, 158–159; RW: 78–79, 84–85, 92, 97, 103–104, 109–110 Choosing a Topic, SB: 318, 347, 377, 422, 439, 468
General References Identify the correct use of general reference materials. (Items 1, 2, 16, 33, 34)	
Encyclopedia	Encyclopedia, SB: 379, H23; TE: 379, H23; WP: 146; RW: 97
Textbook	See the Writing Prompts for relevant activities.
Title Page of Book	Book Titles, SB: H21, H22; TE: H21, H22
Newspaper	Newspapers, SB: 379, 396–397, H23; TE: 377, 379, 396, 397, H23
Dictionary	Dictionary Skills, SB: H14–H20; TE: H14–H20
Using Reference Sources Interpret dictionary entries given a sample dictionary page and use the parts of a book to locate information. (Items 3, 4, 5, 17, 18)	

SAT Objective	Houghton Mifflin English © 2001
Table of Contents and Index	Table of Contents, SB: iii–xiv; TE: iii Index, SB: H79–H80; TE: H79, H80, I–1
A-B-C Order	Alphabetical Order, SB: 81, H79; TE: 81, H79
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 contain errors in expression or construction (Items 6, 7, 10, 21, 22, 23, 38, 39)	
Well-Constructed Sentences	Sentence Fluency, SB: 34–35, 48–49, 68–69, 102–103, 168–169, 178–179, 210–211, 236–237, 246–247, 314, 354, 388, 430, 464; WP: 23, 24, 42, 43, 74, 75, 84, 85, 100, 101, 113–114, 123–124; RW: 14, 15, 25, 26, 45, 46, 51, 52, 60, 61, 68–69, 74–75
Sentence Combining	Combining Sentences, SB: 34–35, 48–49, 52, 55, 68–69, 86, 103, 139, 169, 178–179, 211, 237, 247, 253, 254, 290; TE: 34–35, 48–49, 68–69, 103, 139, 169, 178–179, 211, 237, 247, 290; WP: 17, 18, 23, 24, 43, 62, 75, 84, 85, 101, 114, 124; RW: 10, 11, 14, 15, 25, 37, 46, 51, 52, 61, 69, 75
Fragments	Sentence Fragments, SB: 32–33, 123
Content and Organization Identify appropriate topic sentences and supporting sentences, and identify extraneous information within a paragraph. (Items 8, 9, 20, 24, 25, 37, 40)	
Topic Sentence	Topic Sentence, SB: 332, 334–337, 351, 360, 363, 384, 386, 426, 428, H33; WP: 143, 147, 149, 156; RW: 94, 98, 100, 107
Supporting Sentence	Supporting Sentences, SB: 331, 333–334, 335, 336, 337, 386, 426, 428; TE: 333, 334, 335, 337; WP: 140; RW: 91
Extraneous Information	Deleting Extraneous Information, SB: 25, 289, 313, 363, 387; TE: 25, 353, 387
Clincher	Closings, SB: 295–296, 385, 386, 407, 426, 428, 460, 462, 469, 470; WP: 148, 155, 156, 161, 163; RW: 99, 106, 107, 112, 114
Editing Demonstrate an understanding of the ways in which the conventions of language contribute to clarity of expression.	
Usage Identify correctly applied grammar. (Items 11, 13, 14, 29, 31, 42)	
Subject-Verb Agreement	Subject-Verb Agreement, SB: 104–105, 106–107, 119, 120, 124, 128, 157, 315, H63; TE: 104–105, 106–107, 119, H63; WP: 44–45; RW: 27

SAT Objective	Houghton Mifflin English © 2001
Indefinite Articles	Articles, SB: 141, 150, 151, 158, 151, 256, H29; TE: 141; WP: 64; RW: 39
Past Tense	Past Tense Verbs, SB: 100–101, 102–103, 108–109, 110–111, 112, 113, 114–115, 119, 120–121, 122, 127, 130, 132, 153, 154, 156, 157, 192, 225, 256, 291; TE: 100–101, 102–103, 108–109, 110–111, 112, 113, 114–115, 119; WP: 40–41, 42–43, 48–49, 50–51, 52–53; RW: 24, 25–26, 29, 30, 31
Present Tense	Present Tense Verbs, SB: 100–101, 102–103, 104, 105, 106–107, 112, 114–115, 119, 120, 122, 127, 129, 156, 157, 256, 291; TE: 100–101, 102–103, 104, 105, 106–107, 112, 114–115, 119; WP: 40–41, 42–43, 46–47, 52–53; RW: 24, 25–26, 28, 31
Mechanics Identify correct capitalization and punctuation. (Items 27, 28, 30, 41, 43, 45)	
Punctuation: Period at End of Sentence	Period at End of Sentence, SB: 36, 38–39, 50, 51, 52, 54, 55, 56, 57, 58, 86, 155, 166–167, 168, 189, 191, 194, H58; TE: 31B, 36, 37, 38, 39, 50, 63B, 95B, 135B, 166, 167, 168; WP: 5–6, 7–8; RW: 4, 5
Punctuation: Comma in a Series	Commas in A Series, SB: 176–177, 178–179, 189, 193, 198, 257, 355; TE: 176–177, 178–179; WP: 82–83; RW: 50
Capitalization: Common Nouns	Capitalizing Proper Nouns, SB: 66–67, 83, 84–85, 89, 123, 124, 154, 155, 170–171, 172–173, 175, 188, 190, 191, 192–193, 195, 196, 255, 257, 391; TE: 66–67, 83, 84–85, 170–171, 172–173; WP: 21–22, 76–77, 78–79; RW: 13, 47, 48
Punctuation: Apostrophe with Contractions	Contractions, SB: 116–117, 121, 122, 124, 134, 157, 216–217, 218–219, 223, 224, 231, 242–243, 256, 258, 431; WP: 56–57, 106–107, 108–109, 119–120; RW: 33, 64, 65, 72
Capitalization: First Word in Letter Closing	Capitalization of Greetings and Closings in Letters, SB: 295–296, H57; TE: 295, 296
Correct As Is Identify correctly and effectively written sentences. (Items 12, 26, 44)	Correct Sentences, SB: 36–37, 38–39, 46–47, 48–49, 52, 54–55, 56, 57, 155, 166, 168, 176–177, 178–179, 188, 189, H55–H64; WP: 74, 82–83, 84–85; RW: 45, 50, 51–52
Spelling Demonstrate the ability to identify misspellings of words in the context of sentences. (Items 46, 47, 48, 49, 50, 51, 52, 53, 54)	
Sight Words	Frequently Misspelled Words, SB: 218–219, 220, 221, 225, H65; WP: 108–109, 110; RW: 65, 66

SAT Objective	<i>Houghton Mifflin English</i> © 2001
Phonetic Principles	Spelling Short Vowels, SB: 291, H66; TE: 265 Spelling Long <i>i</i>, SB: 315, H66, TE: 315 Spelling Lone <i>o</i>, SB: 355, H66; TE: 355 Spelling Final / <i>e</i>/ SB: 391, H67, TE: 391 Spelling <i>ôr</i>, SB: 465, H66; TE: 465 Phonetic Spelling, SB: H66–H69
Structural Principles	Spelling Plural Nouns, SB: 70–71, 72–73, 74–75, 76–77, 78–79, 82, 83, 84, 85, 87, 90, 91, 92, 93, 94, 156, 255; WP: 25-26, 27-28, 29-30, 31-32, 33-34; RW: 16, 17, 18, 19, 20 Spelling Verbs, SB: 106–107, 108–109, 120, 124, 128, 129, 130, 157; WP: 46-47, 48-49; RW: 28, 29 Spelling Suffixes, SB: 431, H67; TE: 431

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correlated to

SAT 9, Forms S / SA
Instructional Objectives
Intermediate 1

SAT Objective	<i>Houghton Mifflin English © 2001</i>
READING VOCABULARY	
Synonyms 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)	Synonyms, SB: 148, 430, H13, H79–H80, H31; WP: 71, 157; RW: 43, 108
Multiple Meanings Demonstrate the ability to use context to determine the specified meaning of a known word with multiple meanings. (Items 17, 18, 19, 20, 21, 22, 23)	Multiple-Meaning Words, SB: H19; TE: H19
Vocabulary in Context Demonstrate the ability to use context clues to assign meaning to an unknown word. (Items 24, 25, 26, 27, 28, 29, 30)	Context Clues, SB: 248, H11, H12, H13, H14, H15, H16; TE: 9, 148, 220, 248, 275, 298, 339, 369, 413, 447, H11, H12, H13, H14, H15, H16
READING COMPREHENSION	
<i>Content</i>	
Recreational Demonstrate the ability to construct meaning with material typically read for enjoyment. (Items 1, 2, 3, 4, 5, 6, 19, 20, 21, 22, 23, 24, 37, 38, 39, 40, 41, 42)	Fantasy Story, SB: 317 Fiction, SB: 436, H21 Legend, SB: 298–299 Poetry, SB: 437–441 Play, SB: 319–323
Textual Demonstrate the ability to construct meaning with material typically found in grade-appropriate textbooks and other sources of information. (Items 13, 14, 15, 16, 17, 18, 31, 32, 33, 34, 35, 36, 49, 50, 51, 52, 53, 54)	Science, SB: 357 Nonfiction, SB: 268, 369–371, 379, 436, H21; WP: 146; RW: 97

<p>Functional Demonstrate the ability to construct meaning with material typically encountered in everyday life situations. (Items 7, 8, 9, 10, 11, 12, 25, 26, 27, 28, 29, 30, 43, 44, 45, 46, 47, 48)</p>	<p>Magazine Article, SB: 339–341 ; TE : 339, 341 Play, SB: 249, 319–323; TE: 249, 319, 323 Song, SB: 117</p>
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SAT Objective	Houghton Mifflin English © 2001
<i>Process</i>	
Initial Understanding Demonstrate the ability to comprehend explicit details by stated relationships in a variety of reading selections.	
Specific Detail (Items 11, 12, 14, 17, 25, 30, 44, 46)	Noting Details, SB: 11, 275, 276, 298, 299, 339, 370, 416, 449; TE: 9, 11, 275, 276, 298, 299, 369, 370, 413, 416, 447, 449
Action / Reason / Sequence (Items 16, 21, 37, 45)	Sequence of Events, SB: 16, 272, 284, 288–290, 294, 300, 307, 309, 312; WP: 127, 131, 132, 134, 138; RW: 78, 82, 83, 85, 89
Interpretation Demonstrate the ability to form an interpretation of a variety of reading selections based on explicit and implicit information in the selections.	
Inference (Items 2, 7, 9, 13, 19, 28, 29, 31, 33, 34, 47, 49)	Making Inferences, SB: 11, 276, 299, 341, 370, 416, 449; TE: 11, 276, 299, 341, 370, 416
Extending Meaning (Items 1, 3, 10, 15, 18, 20, 23, 24, 35, 39, 41, 51)	Participate in Literature Responses, SB: 11, 275, 276, 298, 299, 339, 370, 416, 449; TE: 9, 11, 275, 276, 298, 299, 369, 370, 413, 416, 447, 449
Critical Analysis Demonstrate the ability to synthesize and evaluate explicit and implicit information in a variety of reading selections. (Items 6, 8, 26, 27, 36, 43, 48, 50, 52)	Critical Thinking, SB: 276, 299, 341, 370, 416, 449 Synthesizing, SB: 11, 276, 299, 341, 370, 416, 449; TE: 11, 276, 299, 341, 370, 416, 449
Strategies Demonstrate the ability to recognize and apply text factors and reading strategies in a variety of reading selections. (Items 4, 5, 22, 32, 38, 40, 42, 53, 54)	Reading as a Writer, SB: 11, 276, 299, 341, 370, 416, 449; TE: 11, 276, 299, 341, 370, 416, 449 Mapping the Selection, TE: 11, 276, 299, 341, 370, 416, 449
SPELLING	
<i>Content</i>	
Homophones Demonstrate the ability to identify the correct and incorrect spelling of common homophones in context. (Items 1, 2, 3, 5, 6)	Spelling Homophones, SB: 220, H67; TE: 220
Phonetic Principles Demonstrate the ability to apply phonetic principles in order to recognize the correct and incorrect spellings of phonemes within words.	
Consonant Sounds (Items 7, 9, 13, 14, 15)	Consonant Sounds, SB: H20, H66–H69; TE: H20
Vowel Sounds (Items 8, 11, 12, 17, 18)	Spelling Final /e/, SB: 391, H67; TE: 391 Spelling ô, SB: 465, H66; TE: 465 Phonetic Spellings, SB: H66–H69 Vowel Sounds, SB: H20; TE: H20 Spelling Short Vowels, SB: 291, H66; TE: 265 Spelling Long e, SB: 315, H66; TE: 315 Spelling Long o, SB: 355, H66; TE: 315

SAT Objective	Houghton Mifflin English © 2001
Structural Principles Demonstrate the ability to identify misspelled words in which the incorrect spelling reflects errors in applying structural principles.	
Inflectional Endings (Items 20, 22, 24, 28, 30)	-ed, SB: 100–101, 108–109, 120, 130; TE: 100, 101, 108, 109; WP: 41, 48–49; RW: 29 -er,- est, SB: 142–143, 150, 158, 162; TE: 142, 143; WP: 65–66; RW: 40 -s, -es, SB: 70–71, 82, 87, 90, 156, 255; TE: 70, 71; WP: 25–26; RW: 16
Affixes (Items 21, 23, 26, 27, 29)	Changing Final y to i, SB: 72–73, 82, 87, 91; TE: 72, 73; WP: 27–28; RW: 17 Syllables, SB: H19; TE : H19 Root Words, SB: H15, H16; TE: H15, H16
No Mistake Demonstrate the ability to recognize that all words are spelled correctly. (Items 4, 10, 16, 19, 25)	Proofreading Spelling, SB: 25, 107, 109, 113, 117, 121, 219, 291, 315, 355, 391, 397, 431, 440, 465, 470, H37, H40; WP: 46–47, 48–49, 52–53, 56–57, 108–109; RW: 28, 29, 31, 33, 65
<i>Process</i>	
Editing (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)	Revising, SB: 20–23, 288–290, 312–314, 352–354, 363–364, 386–390, 397, 428–430, 436, 441, 462–464, 470, H40; TE: 20–23, 288–290, 312–314, 352–354, 363–364, 386–390, 397, 428–430, 436, 441, 462–464, 470, H40; WP: 131, 132, 138, 139, 144, 143, 149–150, 156–157, 161–162, 163; RW: 82, 83, 89, 90, 95, 96, 100, 101, 107–108, 109, 112–113, 114
LANGUAGE FORMS	
<i>Content</i>	
Mechanics Demonstrate the ability to identify correct punctuation, capitalization, and usage in simple sentences.	
Capitalization Distinguish correct capitalization. (Items 1, 6, 12, 14, 16, 18, 19, 20)	
First Word in Quotation	Capitalizing Quotations, SB: 184–185, 190, 200, 257, H57; TE: 184, 185; WP: 90–91; RW: 54
Letter Parts	Capitalizing Parts of a Letter, SB: 295–296, H57; TE: 295, 296
Proper / Common Nouns	Capitalizing Proper Nouns, SB: 66–67, 83, 84–85, 89, 123, 124, 154, 155, 170–171, 172–173, 175, 188, 190, 191, 192–193, 195, 196, 255, 257, 391; TE: 66–67, 83, 84–85, 170–171, 172–173; WP: 21–22, 76–77, 78–79; RW: 13, 47, 48
Titles of People	Capitalizing Titles Of People, SB: 170–171, 174–175, 189, 195, 197, H57; TE: 170–171, 174–175
Works of Art	Capitalization of Titles, SB: 186–187, 190, 202, H56.; TE: 186–187; WP: 92–93; RW: 56

SB = Student Book

TE = Teacher's Edition

WP = Workbook Plus

RW = Reteaching Workbook

SAT Objective	<i>Houghton Mifflin English</i> © 2001
Punctuation Distinguish correct punctuation. (Items 4, 7, 8, 9, 15, 17, 23, 24)	
Apostrophe with Contraction	Apostrophe with Contraction, SB: 116–117, 121, 122, 124, 134, 157, 216–217, 223, 224, 231, 256, 258, 431; TE: 116–117, 216–217; WP: 56–57, 106–107; RW: 33, 64
Apostrophe with Possessive	Apostrophes in Possessives, SB: 76–77, 78–79, 83, 84–85, 87, 93, 94, 123, 153, 154, 156, 255, 465; TE: 76–77, 78–79; WP: 31–32, 33–43; RW: 19, 20
Comma with Conjunction in Compound Sentence	Comma in a Compound Sentence, SB: 169, 253, 254; TE: 169; WP: 75; RW: 46
Comma with Items in a Series	Commas in a Series, SB: 176–177, 178–179, 189, 193, 198, 257, 355; TE: 176–177, 178–179; WP: 82–83; RW: 50
Period with Abbreviation	Using Period with Abbreviations, SB: 174–175, 189, 190, 192, 197, 257, H55; TE: 174–175; WP: 80–81; RW: 49
Question Mark	Questions, SB: 182–183, 184–185, 188, 190, 192, 200, 201, 225, 257, 397, H9, H30; TE: 36–37, 166–167; WP: 88–89, 90–91; RW: 54, 55
Quotation Marks with Dialogue	Quotation Marks with Dialogue, SB: 182–183, 184–185, 188, 190, 192, 200, 201, 257, H56; TE: 182–183, 184–185; WP: 88–89, 90–91; RW: 54, 55
Quotation Marks with Title of Works	Capitalization of Book Titles, SB: 186–187, 190–191, 193, 202, H56; TE: 186–187, 190–191, 193, 202, H56; WP: 92–93; RW: 56 Capitalization of Magazine Titles, SB: 186–187, 190, 202; WP: 92–93; RW: 56 Capitalization of Newspaper Titles, SB: 186–187, 190, 202; WP: 92–93; RW: 56
Usage Identify correctly applied grammar. (Items 2, 3, 5, 10, 11, 13, 21, 22)	
Comparison of Adjectives	Comparative Adjectives, SB: 142–143, 144–145, 146–147, 150, 151, 152–153, 154, 158, 162–164, 192–193; TE: 135B, 142–143, 144–145, 146–147; WP: 65–66, 67–68, 69–70; RW: 40, 41, 42
Past Tense	Present Tense Verbs, SB: 100–101, 102–103, 104, 105, 106–107, 112, 114–115, 119, 120, 122, 127, 129, 156, 157, 256, 291; TE: 100–101, 102–103, 104, 105, 106–107, 112, 114–115, 119; WP: 40–41, 42–43, 46–47, 52–53; RW: 24, 25–26, 28, 31
Pronoun Case	Subject Pronouns, SB: 206–207, 212–213, 222, 223, 227, 228, 257, H61, H62–H63; TE: 206, 207; WP: 96–97, 102–103; RW: 58, 62 Object Pronouns, SB: 208–209, 212–213, 222, 223, 228, 257, H62–H63; TE: 208, 209; WP: 98–99, 102–103; RW: 59, 62

SAT Objective	<i>Houghton Mifflin English</i> © 2001
Special Problems in Usage	<i>good, well Usage, SB:</i> 240–241, 250–251, 252, 258, 261; <i>WP:</i> 117–118; <i>RW:</i> 71 <i>I, me Usage, SB:</i> 204–205, 206–207, 212–213, 221, 222, 223, 224, 227, 228, 229, 257; <i>WP:</i> 94–95, 96–97, 102–103; <i>RW:</i> 57, 58, 62 <p style="text-align: right;">(continued)</p>
Special Problems in Usage (continued)	<i>its, it’s Usage, SB:</i> 218–219, 221, 224, 231, 232, H60; <i>WP:</i> 108–109; <i>RW:</i> 65 <i>let, leave Usage, SB:</i> H60 <i>to, too, two Usage, SB:</i> 154, H60 <i>who, whom Usage, SB:</i> H60 <i>your, you’re Usage, SB:</i> 218–219, 221, 225, 231, 232, H60; <i>WP:</i> 108–109; <i>RW:</i> 65
Subject-Verb Agreement	Subject-Verb Agreement, SB: 104–105, 106–107, 119, 120, 124, 128, 157, 315, H63; TE: 104–105, 106–107, 119, H63; WP: 46–47; RW: 27, 28
Subject-Verb Agreement of Simple Subject	Simple Subjects, SB: 42–43, 51, 53, 60, 86, 155, 206, 255, H70; TE: 42–43; WP: 96–97; RW: 58
Verb Formation	Verbs, SB: 96–97, 98–99, 100–101, 106–107, 108–109, 110–111, 112–113, 114–115; TE: 96–97, 98–99, 100–101, 106–107, 108–109, 110–111, 112–113, 114–115; WP: 36–37, 38–39, 40–41, 46–47, 48–49, 50, 51, 52–53, 54–55; RW: 22, 23, 24, 28, 29, 30, 31, 32
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 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36)	
Awkward Construction	Awkward Construction, SB: 237; TE: 237
Fragments	Sentence Fragments, SB: 32–33, 123
Run-Ons	Run-On Sentences, SB: 46–47, 48–49, 52, 55, 62, 132, 124, 155, 166–167, 189, 257, 391, 431, H40; TE: 46–47, 48–49; WP: 72–73; RW: 44
Content and Organization Determine appropriate editing of short paragraphs. (Items 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48)	
Extraneous Sentence	Deleting Unimportant Details SB: 271, 284, 289, 353, 387, 429, 459; TE: 271, 284, 289, 353, 387, 429, 459; WP: 127, 149, 160; RW: 100, 111
Purpose and Audience	Purpose and Audience SB: 13, 286, 287, 292, 305; TE: 13, 286, 287, 292, 305; WP: 129, 130; RW: 80, 81

SAT Objective	<i>Houghton Mifflin English</i> © 2001
Sentence Combining	Combining Sentences, SB: 34–35, 48–49, 52, 55, 68–69, 86, 103, 139, 169, 178–179, 211, 237, 247, 253, 254, 290; TE: 34–35, 48–49, 68–69, 103, 139, 169, 178–179, 211, 237, 247, 290; WP: 17, 18, 23, 24, 43, 62, 75, 84, 85, 101, 114, 124; RW: 10, 11, 14, 15, 25, 37, 46, 51, 52, 61, 69, 75
Supporting Sentence	Supporting Details, SB: 14–19, 269, 271–272, 283, 306–307, 331, 333–334, 350, 384, 407, 409–411, 424, 457; WP: 133, 134, 140, 142, 147, 151, 153, 158; RW: 84, 85, 91, 93, 98, 102, 104, 109
Topic Sentence	Topic Sentence, SB: 332, 334–337, 351, 360, 363, 384, 386, 426, 428, H33; WP: 143, 147, 149, 156; RW: 94, 98, 100, 107
<i>Process</i>	
Editing (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)	Revising, SB: 20–23, 288–290, 312–314, 352–354, 363–364, 386–390, 397, 428–430, 436, 441, 462–464, 470, H40; TE: 20–23, 288–290, 312–314, 352–354, 363–364, 386–390, 397, 428–430, 436, 441, 462–464, 470, H40; WP: 131, 132, 138, 139, 144, 143, 149–150, 156–157, 161–162, 163; RW: 82, 83, 89, 90, 95, 96, 100, 101, 107–108, 109, 112–113, 114
Composing (Items 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48)	Drafting, SB: 18–19, 285–287, 308–311, 350–351, 384–385, 425–427, 460–461, H39; TE: 18–19, 285–287, 308–311, 350–351, 384–385, 425–427, 460–461, H39 (continued)
Composing (Items 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48)	Drafting (continued) TE: 18–19, 285–287, 308–311, 350–351, 384–385, 425–427, 460–461; WP: 129–130, 135–137, 142–143, 147–148, 154–155, 161–162; RW: 80–81, 86–88, 93–94, 98–99, 105–106, 112–113
STUDY SKILLS	
<i>Content</i>	
Library / Reference Skills Demonstrate the ability to alphabetize, use guide words, interpret dictionary entries, and identify the correct use of general reference materials.	
Dictionary Skills (Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14)	
Alphabetization	Alphabetical Order, SB: 81, H79; TE: 81, H79
Dictionary Entries	Syllables, SB: H20; TE: H20
Guide Words	Guide Words, SB: H18; TE: H18
General Reference Sources (Items 15, 16, 17, 18)	Encyclopedia, SB: 379, H23; TE: 379, H23; WP: 146; RW: 97 Atlas, SB: 379, H23; TE: 379, H23 Almanac, SB: 379, H23; TE: 379, H23; WP: 146; RW: 97 Maps, SB: 389, 400, H25; TE: 389, 400, H25

SAT Objective	Houghton Mifflin English © 2001
Information Skills Demonstrate the ability to use the parts of a book to locate information, and demonstrate the ability to organize information.	
Locating Information (Items 23, 24, 25, 26, 27, 28, 29, 30)	
Parts of a Book	Parts of a Book, TE: iii, I-1
Organizing Information (Items 19, 20, 21, 22)	Organization, SB: 16-17, 272, 284, 288-290, 294, 296, 307, 309, 312, 333, 335, 349, 352, 362, 395, 397, 410, 424, 458, 462, 470, H42, H50-H54; WP: 127, 131, 134, 138, 141, 144, 160; RW: 78, 82, 85, 89, 92, 95, 111
<i>Process</i>	
Prewriting (Items 1, 2, 3, 4, 5, 6, 7, 9, 10, 12, 14)	Prewriting, SB: 12-17, 282-284, 305-307, 347-349, 377-383, 397, 422-424, 455-459, H39; TE: 12-17, 282-284, 305-307, 347-349, 377-383, 397, 422-424, 455-459; WP: 127-128, 134-135, 141, 146, 152-153, 158-159; RW: 78-79, 84-85, 92, 97, 103-104, 109-110
<p style="text-align: center;">LISTENING</p>	
<i>Content</i>	
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)	Vocabulary, SB: H11-H17; TE: 9, 11, 275, 298, 339, 369, 413, 447
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, 15, 16, 28, 29, 30, 31)	Listening to Poetry, SB: 437-438, 441; TE: 437, 438, 441 Listening to a Story, SB: 268; TE: 9, 268-269A, 275, 298 Listening for Pleasure/Enjoyment, SB: 268; TE: 9, 268-269A, 275, 298, 437, 438, 441
Informational Construct meaning with expository material typically listened to for information. (Items 17, 18, 19, 20, 21, 32, 33, 34, 35, 36)	Listening to a Speech, SB: 406; TE: 406-407A, H5 Listening to Follow Directions, SB: 348, 365; TE: 339, 348, 365 Listening for Information, SB: 330, 403, 406; TE: 330-331A, 339
Functional Construct meaning with material typically listened to in everyday life situations. (Items 22, 23, 24, 25, 26, 27, 37, 38, 39, 40)	Guidelines For Taking Telephone Messages, SB: H4; TE: H4 Listening in a Discussion, SB: 1, 2, 3, 4, 5; TE: 1, 2, 3, 4, 5
<i>Process</i>	
Initial Understanding Form an initial understanding of a variety of messages based on explicit information in the messages. (Items 12, 18, 21, 22, 24, 27, 28, 30, 31, 33, 38, 40)	Prior Knowledge For Listening, TE: 268, 324, 326, 330, 402, 406, 442, 471, H5, H9

SAT Objective	<i>Houghton Mifflin English</i> © 2001
<p>Interpretation Form an interpretation of a variety of messages based on explicit and implicit information in the messages. (Items 11, 13, 14, 17, 19, 20, 26, 29, 32, 34, 35, 36, 37, 39)</p>	<p>Listening to Understand Ideas, SB: 268, 289, 313, 330, 353, 387, 406, 429, 443, 463 Listening for Fact and Opinion, SB: 115, 207, 406, 443; TE: 115, 207, 406, 443 Listening to Interpret, SB: 268, 330, 406, H7–H8, H27; TE: 268, 330, 406, H7, H8</p>
<p>Critical Analysis Synthesize and evaluate explicit and implicit information in a variety of messages. (Items 15, 16, 23, 25)</p>	<p>Listening Comprehension, SB: 1, 2, 3, 4, 5, 365, 422–423, 471–472, H4, H7–H8, H9–H10; TE: 1–5, 46, 70, 78, 100, 106, 110, 112, 114, 140, 142, 146, 166, 176, 180, 182, 204, 216, 238, 242, 365, 422, 423, 471, 472, H7–H10</p>
LANGUAGE FORM SA	
<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 1, 2, 3, 17, 33)</p>	<p>Prewriting, SB: 12–17, 282–284, 305–307, 347–349, 377–383, 397, 422–424, 455–459, H39; TE: 12–17, 282–284, 305–307, 347–349, 377–383, 397, 422–424, 455–459; WP: 127–128, 134–135, 141, 146, 152–153, 158–159; RW: 78–79, 84–85, 92, 97, 103–104, 109–110</p>
<p>General References Identify the correct use of general reference materials. (Items 4, 18, 19, 20, 34)</p>	
<p>Telephone Directory</p>	<p>Guidelines for Being on the Telephone, SB: H4; TE: H4</p>
<p>Encyclopedia</p>	<p>Encyclopedia, SB: 379, H23; WP: 146; RW: 97</p>
<p>Newspaper</p>	<p>Reading a Newspaper Article, SB: 379, 396–397; TE: 379, 396, 397</p>
<p>Using Reference Sources Interpret dictionary entries given a sample dictionary page and use the parts of a book to locate information. (Items 5, 6, 21, 22, 35)</p>	
<p>Diacritical Marks</p>	<p>Pronunciation Key in the Dictionary, SB: H20; TE: H20</p>
<p>Guide Words</p>	<p>Entry and Guide Words, SB: H18; TE: H18</p>
<p>A-B-C Order</p>	<p>Alphabetical Order, SB: 81, H79; TE: 81, H79</p>
<p>Table of Contents and Index</p>	<p>Table of Contents, TE: iii Index, SB: H79–H80; TE: H79, H80, I-1</p>
<p>Composing Demonstrate an understanding of the ways in which organized content is achieved in a structurally sound and stylistically effective manner.</p>	
<p>Revision Distinguish between clearly written sentences and sentences that contain errors in expression or construction (Items 7, 10, 11, 23, 25, 26, 36, 40)</p>	

SAT Objective	<i>Houghton Mifflin English</i> © 2001
Well-Constructed Sentences	Sentence Fluency, SB: 34–35, 48–49, 68–69, 102–103, 168–169, 178–179, 210–211, 236–237, 246–247, 314, 354, 388, 430, 464; WP: 23, 24, 42, 43, 74, 75, 84, 85, 100, 101, 113–114, 123–124; RW: 14, 15, 25, 26, 45, 46, 51, 52, 60, 61, 68–69, 74–75
Sentence Combining	Combining Sentences, SB: 34–35, 48–49, 52, 55, 68–69, 86, 103, 139, 169, 178–179, 211, 237, 247, 253, 254, 290; TE: 34–35, 48–49, 68–69, 103, 139, 169, 178–179, 211, 237, 247, 290; WP: 17, 18, 23, 24, 43, 62, 75, 84, 85, 101, 114, 124; RW: 10, 11, 14, 15, 25, 37, 46, 51, 52, 61, 69, 75
Fragments	Sentence Fragments, SB: 32–33, 123
Descriptive Language	Descriptive Language, SB: 13, 15, 17, 19, 21, 23, 25, 27, 140; TE: 13, 15, 17, 19, 21, 23, 25, 27, 140
Run-Ons	Run-On Sentences, SB: 46–47, 48–49, 52, 55, 62, 132, 124, 155, 166–167, 189, 257, 391, 431, H40; TE: 46–47, 48–49; WP: 72–73; RW: 44
Redundancy	Keeping To The Focus/Point/Topic, SB: 459; TE: 459; WP: 160; RW: 111
Content and Organization Identify appropriate topic sentences and supporting sentences, and identify extraneous information within a paragraph. (Items 8, 9, 24, 27, 37, 38, 39)	
Extraneous Information	Deleting Extraneous Information, SB: 25, 289, 313, 363, 387; TE: 25, 353, 387
Topic Sentence	Topic Sentence, SB: 332, 334–337, 351, 360, 363, 384, 386, 426, 428, H33; WP: 143, 147, 149, 156; RW: 94, 98, 100, 107
Clincher	Closings, SB: 295–296, 385, 386, 407, 426, 428, 460, 462, 469, 470; WP: 148, 155, 156, 161, 163; RW: 99, 106, 107, 112, 114
Supporting Sentence	Supporting Details, SB: 14–19, 269, 271–272, 283, 306–307, 331, 333–334, 350, 384, 407, 409–411, 424, 457; WP: 133, 134, 140, 142, 147, 151, 153, 158; RW: 84, 85, 91, 93, 98, 102, 104, 109
Editing Demonstrate an understanding of the ways in which the conventions of language contribute to clarity of expression.	
Usage Identify correctly applied grammar. (Items 15, 30, 32, 42, 43, 44)	
Adjective Form	Adjectives, SB: 136–137, 138–139, 140, 141, 149, 150, 151, 157, 158, 159, 160, 161, 256; TE: 136, 137, 138, 139; WP: 59–60, 61–62, 63, 64; RW: 35, 36–37, 38, 39

SAT Objective	<i>Houghton Mifflin English</i> © 2001
Past Tense	Past Tense Verbs, SB: 100–101, 102–103, 108–109, 110–111, 112, 113, 114–115, 119, 120–121, 122, 127, 130, 132, 153, 154, 156, 157, 192, 225, 256, 291; TE: 100–101, 102–103, 108–109, 110–111, 112, 113, 114–115, 119; WP: 40–41, 42–43, 48–49, 50–51, 52–53; RW: 24, 25–26, 29, 30, 31
Subject-Verb Agreement	Subject-Verb Agreement, SB: 104–105, 106–107, 119, 120, 124, 128, 157, 315, H63; TE: 104–105, 106–107, 119, H63; WP: 44–45; RW: 27
Present Progressive Tense	Present Progressive Tense, SB: 98–99, 120, 126; TE: 98–99; WP: 38–39; RW: 23
Indefinite Article	Articles, SB: 141, 150, 151, 158, 151, 256, H29; TE: 141; WP: 64; RW: 39
Possessive Form of Pronoun	Singular and Plural Possessive Pronouns, SB: 214–215, 222, 224, 230, 258, H62; TE: 214–215; WP: 104–105; RW: 63
Mechanics Identify correct capitalization and punctuation. (Items 12, 14, 16, 28, 29, 45)	
Punctuation: Comma in a Series	Commas in a Series, SB: 176–177, 178–179, 189, 193, 198, 257, 355; TE: 176–177, 178–179; WP: 82–83; RW: 50
Capitalization: Common Nouns	Capitalizing Proper Nouns, SB: 66–67, 83, 84–85, 89, 123, 124, 154, 155, 170–171, 172–173, 175, 188, 190, 191, 192–193, 195, 196, 255, 257, 391; TE: 66–67, 83, 84–85, 170–171, 172–173; WP: 21–22, 76–77, 78–79; RW: 13, 47, 48
Capitalization: Last Names	Capitalizing Last Names, SB: 66–67, 82, 89; WP: 21–22
Punctuation: Comma After Letter Closing	Comma after Letter Closing, SB: 295–296
Punctuation: Period at End of Declarative Sentence	Period at End of Sentence, SB: 36, 38–39, 50, 51, 52, 54, 55, 56, 57, 58, 86, 155, 166–167, 168, 189, 191, 194, H58; TE: 31B, 36, 37, 38, 39, 50, 63B, 95B, 135B, 166, 167, 168; WP: 5–6, 7–8; RW: 4, 5
Punctuation: Apostrophe in Contraction	Apostrophe with Contraction, SB: 116–117, 121, 122, 124, 134, 157, 216–217, 223, 224, 231, 256, 258, 431; TE: 116–117, 216–217; WP: 56–57, 106–107; RW: 33, 64
Correct As Is Identify correctly and effectively written sentences. (Items 13, 31, 41)	Correct Sentences, SB: 36–37, 38–39, 46–47, 48–49, 52, 54–55, 56, 57, 155, 166, 168, 176–177, 178–179, 188, 189, H55–H64; WP: 74, 82–83, 84–85; RW: 45, 50, 51–52
Spelling Demonstrate the ability to identify misspellings of words in the context of sentences. (Items 46, 47, 48, 49, 50, 51, 52, 53, 54)	
Homophones	Spelling Homophones, SB: 220, H67; TE: 220

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Phonetic Principles	Spelling Final /er/, SB: 391, H67; TE: 391 Spelling Ô, SB: 465, H66; TE: 465 Phonetic Spellings, SB: H66–H69 Vowel Sounds, SB: H20; TE: H20 Spelling Short Vowels, SB: 291, H66; TE: 265 Spelling Long e, SB: 315, H66; TE: 315 Spelling Long o, SB: 355, H66; TE: 315
Structural Principles	-ed, SB: 100–101, 108–109, 120, 130; TE: 100, 101, 108, 109; WP: 41, 48–49; RW: 29 -er, -est, SB: 142–143, 150, 158, 162; TE: 142, 143; WP: 65–66; RW: 40 -s, -es, SB: 70–71, 82, 87, 90, 156, 255; TE: 70, 71; WP: 25–26; RW: 16 Changing Final y to i, SB: 72–73, 82, 87, 91; TE: 72, 73; WP: 27–28; RW: 17 Syllables, SB: H19; TE : H19 Root Words, SB: H25, H16; TE: H15, H16