

Houghton Mifflin English © 2001
Houghton Mifflin Company
Grade Seven

correlated to

SAT 9, Forms S / SA
Instructional Objectives
Intermediate 3

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: 413, 495, H14; TE: 413, 495, H14
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: H24
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: 86, 348, H13, H14, H15, H16, H18, H19; TE: 10, 393, 433, 479, 510, 557, 584
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)	Narrative, SB: 557–560, 562–567; TE: 577, 560, 562, 567 Story, SB: 584–586, 588–592; TE: 584, 586, 588, 592 Poetry, SB: 420–424; TE: 420, 421, 424 Play, SB: 607–611; TE: 607, 608, 609
Textual Demonstrate the ability to construct meaning with material typically found in grade-appropriate textbooks and other sources of information. (Items 7, 8, 9, 10, 11, 12, 31, 32, 33, 34, 35, 36, 49, 50, 51, 52, 53, 54)	Science, SB: 433–435, 479–481, 514–517; TE: 433, 435, 479, 481, 514, 517 Social Studies, SB: 10–11, 393–396, 398–403, 510–512, 557–560; TE: 10, 11, 393, 396, 398, 403, 510, 512 Physical Education, SB: 437–441, 483–486; TE: 437, 441, 483, 486

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Functional Demonstrate the ability to construct meaning with material typically encountered in everyday life situations. (Items 13, 14, 15, 16, 17, 18, 25, 26, 27, 28, 29, 30, 44, 45, 46, 47, 48)	How-to Directions, SB: 538; TE: 538 Book Report, SB: 418; TE: 418 Letter, SB: 456, 581; TE: 456, 581 Newspaper, SB: 538; TE: 538
<i>Process</i>	
Initial Understanding Demonstrate the ability to comprehend explicit details and relationships in a variety of reading passages.	
Specific Detail (Items 6, 7, 13, 16, 20, 41, 43, 48)	Noting Details, SB: 11, 396, 403, 435, 481, 512, 560; TE: 11, 396, 403, 435, 481, 512, 560
Plot / Action / Sequence (Items 8, 32, 38, 52)	Plot Events, SB: 586, 595–596, 614; WP: 191; RW: 130 Sequence of Events, SB: 16, 561, 586; TE: 561, 586
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 25, 26, 27, 28, 30, 31, 45, 46, 47)	Making Inferences, SB: 396, 481; TE: 396, 481
Extending Meaning (Items 1, 2, 3, 4, 9, 10, 15, 19, 36, 37, 39, 44, 49, 50)	Reading as a Writer, SB: 11, 396, 435, 481, 512, 560, 586 Think About Writer’s Craft, SB: 11, 396, 435, 481, 512, 560, 586
Critical Analysis Demonstrate the ability to synthesize and evaluate explicit and implicit information in a variety of reading selections. (Items 5, 11, 14, 17, 29, 33, 35, 42, 51)	Critical Thinking, SB: 6, 11, 396, 438, 458, 463, 512, 560, 586; TE: 6, 11, 396, 438, 458, 463, 512, 560, 586
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)	Mapping the Selection, TE: 11, 396, 435, 481, 512, 559, 586
SPELLING	
<i>Content</i>	
Homophones Demonstrate the ability to identify the correct and incorrect spelling of common homophones in context. (Items 1, 2, 3, 4, 6)	Spelling Homophones, SB: 309, 310, H74; TE: 309, 310; WP: 134; RW: 81
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, 8, 10, 14, 16)	Spelling Consonant Sounds, SB: H82, H83
Vowel Sounds (Items 9, 11, 12, 15, 17)	Spelling Vowel Sounds, SB: H81, H82, H83

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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 19, 23, 24, 27, 29)	Spelling Endings and Suffixes, SB: 414, 496, 535, H81–H85; TE: 414, 496, 535 Spelling Words with Prefixes, SB: 577, H16, H83–H85 Spelling Inflectional Endings, SB: 76–78, 89, 97, 107–109, 158, 165; TE: 76, 77, 78, 107, 108, 109; WP: 23–24, 36–37; RW: 15, 24
Affixes (Items 20, 21, 22, 26, 28)	Spelling Words with Affixes, SB: 414, 452, 496, 535, 577, H16, H17, H18, H82–H85; TE: 414, 452, 496, 535, 577
No Mistake Demonstrate the ability to recognize that all words are spelled correctly. (Items 5, 13, 18, 25, 30)	Spelling, SB: 76–78, 89, 94, 97, 107, 212, 377, 423, 452, 577, 603, H80–H85; TE: 76, 77, 78; WP: 23–24, 36–37; RW: 15, 24
<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)	Proofreading, SB: 9, 24–25, 414, 423, 452, 494, 505, 577, 603, H48; TE: 9, 24, 25, 414, 423, 452, 494, 505, 577, 603
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 2, 9, 11, 12, 15, 17, 19, 24)	
First Word of Quotation	Capitalizing Quotations, SB: 241–243, 263, 273, H66; TE: 241; WP: 100–101; RW: 62
Letter Parts	Capitalizing Parts of Letters, SB: 239, 456–457, 582; TE: 239, 263, 272; WP: 98–99; RW: 61
Proper Adjectives	Capitalizing Proper Adjectives, SB: 181–183, 215, 216, 224–227, 262, 268; TE: 179B, 181, 182, 221B, 224, 225; WP: 69–70, 88–89; RW: 43, 55
Proper / Common Nouns	Capitalization of Proper Nouns, SB: 224–227, 268, 377, 452; TE: 221B, 224–227; WP: 88–89; RW: 55
Titles of People	Capitalizing Titles for People, SB: 252, 263, 276, H64; TE: 252; WP: 108–108; RW: 67
Works of Art	Capitalization of works of art is covered at other levels.

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Punctuation Distinguish correct punctuation. (Items 1, 4, 8, 10, 14, 18, 21, 23)	
Apostrophe with Contractions	Apostrophes in Contractions, SB: 256, 257, 263, 277, H70; TE: 221B, 256; WP: 110–111; RW: 68
Apostrophe with Possessives	Apostrophes in Possessives, SB: 255, 256, 257, 263, 277, H69; TE: 221B, 255; WP: 110–111; RW: 68
Colon with List	Colons with a List, SB: 248, 275, H70; TE: 248, 275; WP: 104–105; RW: 64
Comma with Conjunction Between Clauses	Comma with Conjunction Between Clauses, SB: 48–50, 59, 67; TE: 48, 49, 50; WP: 13–14; RW: 9
Comma with Items in a Series	Commas in a Series, SB: 230, 232, 233–234, 251, 262, 270, 397, 414, H70; TE: 230, 232, 233–234; WP: 92–93, 94–95; RW: 57, 58–59
Quotation Marks with Dialogue	Punctuation of Quotations, SB: 241–243, 261, 273, H66; TE: 221B, 241, 242, 243; WP: 100–101; RW: 62
Quotation Marks with Title of Published Work	Quotation Marks in Titles, SB: 244, 245, 263, 274, H65; TE: 221B, 244, 245; WP: 102–103; RW: 63
Usage Identify correctly applied grammar. (Items 3, 5, 6, 7, 13, 16, 20, 22)	
Comparison of Adjectives	Comparing With Adjectives SB: 186–189; TE: 179B, 186, 187, 188, 189; WP: 73–74; RW: 46
Future Tense	Future Tense, SB: 107–109, 114, 115, 116, 158, 165, 377, H79; TE: 107–109, H79; WP: 36–37, 40–41; RW: 24, 26
Past Tense	Past Tense Verbs, SB: 107–109, 114, 115, 116, 158, 165, 377, H79; TE: 107, 108, 109; WP: 36–37, 40–41; RW: 24, 26
Pronoun Case	Pronoun Case, SB: 288–290, 291–292, 293–295; TE: 279B, 288, 289, 290, 291, 292, 293, 294, 295; WP: 120–121, 122–123, 124–125; RW: 74, 75, 76
Special Problems in Usage	Avoiding Double Negatives, SB: 198–200; TE: 179B, 198, 199, 200; WP: 81–82; RW: 51
Subject-Verb Agreement	Subject-Verb Agreement, SB: 144–146, 159, 175, 213, 376, 414, 577, H78; TE: 99B, 144, 145, 146; WP: 60–61; RW: 38
Subject-Verb Agreement with Intervening Pronoun	Subject-Verb Agreement with Intervening Pronoun, SB: 144–145, 376, H78; TE: 144, 145; WP: 60–61; RW: 38

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Expression Demonstrate an understanding of effectively written sentences and short paragraphs.	
Sentence Structure Demonstrate an understanding of effectively 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	Avoiding Short, Choppy Sentences, SB: 43, 44, 184, 193; TE: 43, 55, 184, 193 Avoiding Wordy Sentences, SB: 85, 451; TE: 85, 451 Stringy Sentences, SB: 602; TE: 602
Fragments	Sentence Fragments, SB: 51, 53–54, 59, 68, 93, 211, 372; TE: 31B, 51, 53, 54; WP: 15–16; RW: 10
On-and-On	Stringy Sentences, SB: 602; TE: 602
Redundancy	Revising Drafts by Deleting, SB: 20, 440, 445, 451, 504, 567; TE: 20, 440, 445, 451, 504, 567
Run-Ons	Run-on Sentences, SB: 52–54, 59, 68, 93, 211; TE: 31B, 51, 53, 54; WP: 15–16; RW: 10
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 Extraneous Sentences, SB: 21, 411, 412, 440, 449, 450, 494, 530; TE: 21, 411, 412, 440, 449, 450, 494, 530
Purpose and Audience	Purpose and Audience, SB: 12, 13, 404, 446–447, 448, 451, 568, 571; TE: 12, 13, 404, 446–447, 448, 451, 568, 571
Sentence Combining	Combining Sentences, SB: 5, 43, 79, 84, 184, 193, 233–234, 250–251, 343, 368–369; TE: 5, 43, 79, 84, 184, 193, 233–234, 250–251, 343, 368–369; WP: 9–10, 25–26, 29–30, 71–72, 77–78, 94–95, 106–107, 145–146, 154–155; RW: 6–7, 16–17, 19–20, 44–45, 48–49, 58–59, 65–66, 87–88, 93–94
Supporting Sentence	Supporting Sentence, SB: 387, 389–390, 469–470, 472, 473, 475, 551, 553, 555; TE: 387, 389, 390, 469, 470, 472, 473, 551, 553; WP: 156–157, 164, 172; RW: 95–96, 103, 111
Topic Sentence	Topic Sentence, SB: 18–19, 388, 469, 470, 472, 473, 474, 475, 476, 490; TE: 18, 19, 388, 469, 470, 472, 473, 474, 475, 476, 490
Process	
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: 9, 20–23, 401–403, 411–413, 449–451, 483–484, 493–495, 504, 575–576, 590–592, 600–602, H48; TE: 9, 20–23, 401–403, 411–413, 449–451, 483–484, 493–495, 504, 575–576, 590–592, 600–602; WP: 162–163, 170–171, 176–177, 189–190, 194–195; (continued)

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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) (continued)	Revising (continued) RW: 101–102, 109–110, 115–116, 128–129, 133–134
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, 409–410, 446–448, 491–492, 526–529, 571–573, 597–599, H47; TE: 18–19, 409–410, 446–448, 491–492, 526–529, 571–573, 597–599, H47; WP: 160, 161, 168, 169, 174, 175, 180–181, 186, 187, 188, 192, 193; RW: 99, 100, 107, 108, 113, 114, 119, 120, 125, 126, 127, 131, 132
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, 11, 12, 13, 14, 15, 16, 17)	
Dictionary Entries	Using Dictionary Entry Words, SB: H22; TE: H22
Guide Words	Using Dictionary Guide Words, SB: H22; TE: H22
General Reference Sources (Items 4, 5, 6, 7)	Using Almanacs, SB: H28; TE: H28 Using an Atlas, SB: H28; TE: H28 Using Encyclopedias, SB: 508, 521, 522, H28, H32; TE: 508, 512, 522, H28, H32 Newspaper, SB: 521, 522; TE: 521, 522 Interviews, SB: 298, 521, H12; TE: 298, H12 Magazines, SB: 521; TE: 521 Primary Source Material, SB: 521; TE: 521
Card Catalog (Items 8, 9, 10)	Card Catalogue, SB: 521, H26–H27; TE: 521
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 22, 23, 24, 25, 26, 27, 28, 29, 30)	
Parts of a Book	Using Parts of a Book, TE: iii, I–1
Newspaper	Newspaper, SB: 521, 522; TE: 521, 522
Organizing Information (Items 18, 19, 20, 21)	Story Map SB: H60; TE: 11, 396, 435, 481, 512, 559, 586 Word Web, SB: 14, 417, 425 Flow Chart, SB: 464, 502 Venn Diagrams, SB : 486; TE: 488 Text Organization Chart, SB: 16–17, 520, 523, 525, 526, 527, 534, 541, 559, 570

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<i>Process</i>	
Prewriting (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)	Prewriting, SB: 9, 12–15, 404–408, 441–445, 485–488, 489–490, 568–570, 593–596, H47; TE: 9, 12–15, 404–408, 441–445, 485–488, 489–490, 568–570, 593–596, H47; WP: 157–159, 164–167, 173, 185, 191; RW: 96–98, 103–106, 112, 124, 130
LISTENING	
<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: 86, 348, H13, H14, H15, H16, H18, H19; TE: 10, 393, 433, 479, 510, 557, 584, H13, H14, H15, H16, H17, H18, H19
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, 35, 36, 37, 38, 39, 40)	Listening to Audiotapes, TE: 10, 386, 393, 398, 433, 437, 439, 479, 483, 485, 510, 514, 516 Listening to Poetry, SB: 420–421; TE: 420, 421, 424 Listening for Pleasure/Enjoyment, SB: 1–2, 468, 550, 557; TE: 550–551A, 557, 584
Informational Construct meaning with expository material typically listened to for information. (Items 15, 16, 17, 18, 23, 24, 25, 26, 27, 28)	Listening for Information, SB: 1–2, 426, 427, 465, 468, 550; TE: 468–468A, 479, 514, 516 Listening for Details, SB: 386, 468, 550, H33; TE: 514, 516
Functional Construct meaning with material typically listened to in everyday life situations. (Items 19, 20, 21, 22, 29, 30, 31, 32, 33, 34)	Listening to Conversation, SB: 1 Listening to a Discussion, SB: 2, 3, 4 Listening for Persuasion, SB: 458–459; TE: 458–459 Listening to an Opinion, SB: 386; TE: 386–387A, 398, 401
<i>Process</i>	
Initial Understanding Form an initial understanding of a variety of messages based on explicit information in the messages. (Items 18, 20, 22, 30, 31, 33, 34, 38, 39, 40)	Prior Knowledge for Listening, TE: 2, 3, 386, 458, 464, 468, 550
Interpretation Form an interpretation of a variety of messages based on explicit and implicit information in the messages. (Items 11, 12, 13, 15, 17, 19, 23, 24, 26, 27, 28, 35, 36, 37)	Listening Guidelines, SB: 2, 3, 386, 458, 464, 468, 550 Listening to Understand Ideas, SB: 1, 2–3
Critical Analysis / Strategies Synthesize and evaluate explicit and implicit information, and recognize and apply text factors and listening strategies in a variety of messages. (Items 16, 21, 25, 29, 32)	Listening for Information, SB: 1–2, 426, 427, 465, 468, 550; TE: 468–468A Evaluating Information, SB: 546–547, 460–463, 458, 459

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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 3, 4, 5, 18, 32)	Choosing a Topic, SB: 12–13, 404, 465, 475, 502, 568; TE: 12, 13, 404, 465, 475, 502, 568 Organization, SB: 16, 17, 408, 445, 487–488, 570; TE: 16, 17, 408, 445, 487, 488; WP: 159, 167, 185; RW: 98, 106, 124
General References Identify the correct use of general reference materials. (Items 1, 2, 19, 33, 34)	
Atlas	Using an Atlas, SB: H28; TE: H28
Telephone Directory	Telephone directories are not covered.
Card Catalog	Card Catalogue, SB: H26–H27; TE: H26, H27
Title Page of Book	The title page of a book is not covered.
Using Reference Sources Interpret dictionary entries given a sample dictionary page and use the parts of a book to locate information. (Items 6, 7, 35, 36, 37)	
Diacritical Marks	Using Dictionary Pronunciation Key, SB: H22; TE: H22
Table of Contents	Table of Contents, SB: 521; TE: iii
Syllabication	Using Dictionary Syllabication, SB: H22; TE: H22
Guide Words	Using Dictionary Guide Words, SB: H22; TE: H22
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 8, 9, 20, 21, 23, 25, 38, 40)	
Sentence Combining	Combining Sentences, SB: 5, 43, 79, 84, 184, 193, 233–234, 250–251, 343, 368–369; TE: 5, 43, 79, 84, 184, 193, 233–234, 250, 251, 343, 368, 369; WP: 9–10, 25–26, 29–30, 71–72, 77–78, 94–95, 106–107, 145–146, 154–155; RW: 6–7, 16–17, 19–20, 44–45, 48–49, 58–59, 65–66, 87–88, 93–94
Fragments	Sentence Fragments, SB: 51, 53–54, 59, 68, 93, 211, 372; TE: 31B, 51, 53, 54; WP: 15–16; RW: 10
Well-Constructed Sentences	Sentence Fluency, SB: 43, 55, 79, 84–85, 142, 184–185, (continued)

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Well-Constructed Sentences (continued)	Sentence Fluency, SB: (continued) 193–194, 233–234, 250–251, 343–344, 368–369, 413, 493, 451, 576, 602; TE: 43, 55, 79, 84, 85, 142, 184, 185, 193, 194, 233, 234, 250, 251, 343, 344, 368, 369, 413, 493, 451, 576, 602; WP: 9–10, 17–18, 25–26, 29–30, 58–59, 71–72, 77–78, 94–95, 106–107, 145–146, 154–155; RW: 6–7, 11–12, 16–17, 36–37, 44–45, 48–49, 58–59, 65–66, 87–88, 93–94, 102
Descriptive Language	Descriptive Language, SB: 11, 15, 19, 184–185; TE: 11, 13, 15, 19; WP: 71–72; RW: 44–45
Run-Ons	Run-on Sentences, SB: 52–54, 59, 68, 93, 211; TE: 31B, 51, 53, 54; WP: 15–16; RW: 10
Redundancy	Eliminating Unnecessary Words, SB: 21, 411, 412, 440, 449, 450, 494, 530; TE: 21, 411, 412, 440, 449, 450, 494, 530
Content and Organization Identify appropriate topic sentences and supporting sentences, and identify extraneous information within a paragraph. (Items 10, 11, 12, 22, 24, 39, 41)	
Supporting Sentence	Supporting Sentence, SB: 387, 389–390, 469–470, 472, 473, 475, 551, 553, 555; TE: 387, 389, 390, 469, 470, 472, 473, 551, 553; WP: 156–157, 164, 172; RW: 95–96, 103, 111
Extraneous Information	Deleting Extraneous Sentences, SB: 21, 411, 412, 440, 449, 450, 494, 530; TE: 21, 411, 412, 440, 449, 450, 494, 530
Topic Sentence	Topic Sentence, SB: 18–19, 388, 469, 470, 472, 473, 474, 475, 476, 490; TE: 18, 19, 388, 469, 470, 472, 473, 474, 475, 476, 490
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, 15, 16, 31, 42)	
Subject-Verb Agreement	Subject-Verb Agreement, SB: 144–146, 159, 175, 213, 376, 414, 577, H78; TE: 99B, 144, 145, 146; WP: 60–61; RW: 38
Possessive Case	Possessives Pronouns, SB: 293–295, 312, 320, 378; TE: 279B, 293, 294, 295; WP: 124–125; RW: 76 Possessive Nouns, SB: 81–85, 89, 94, 98, 212, 255, 257, 377, 577; TE: 69B, 81, 82, 83, 84, 85; WP: 27–28, 29–30, 110–111; RW: 18, 19–20, 68
Present Perfect Tense	Present Perfect Tense, SB: 113–116, 158, 167, H79; TE: 113, 114, 115, 116; WP: 40–41; RW: 46
Present Progressive Tense	Present Progressive Tense, SB: 124–126, 159, 170; TE: 121, 125, 126; WP: 46–47; RW: 29

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Past Tense	Past Tense Verbs, SB: 107–109, 114, 115, 116, 158, 165, 377, H79; WP: 36–37, 40–41; RW: 24, 26
Mechanics Identify correct capitalization and punctuation. (Items 26, 27, 29, 30, 43, 45)	
Capitalization: Titles with Names	Capitalizing Titles for People, SB: 252, 263, 276, H64; TE: 252; WP: 108–109; RW: 67
Capitalization: First Word of Quote	Capitalizing Quotations, SB: 241–243, 263, 273, H66; TE: 241; WP: 100–101; RW: 62
Punctuation: Comma with Appositive	Commas to Set Off Appositives, SB: 79, 235–236, H71; TE: 79, 235, 236; WP: 25–26, 96–97; RW: 16–17, 60
Punctuation: Comma to Set Off Quote	Punctuation of Quotations, SB: 241–243, H66; TE: 221B, 241, 242, 243; WP: 100–101; RW: 62
Punctuation: Apostrophe with Contractions	Apostrophes in Contractions, SB: 256, 257, 263, 277, H70; TE: 221B, 256; WP: 110–111; RW: 68
Punctuation: Comma After Letter Closing	Comma in a Letter, SB: 239, 456–457, 582; TE: 239, 457, 582; WP: 98–99; RW: 61
Correct As Is Identify correctly and effectively written sentences. (Items 17, 28, 44)	Sentence Fluency, SB: 43, 55, 79, 84–85, 142, 184–185, 193–194, 233–234, 250–251, 343–344, 368–369, 413, 493, 451, 576, 602; TE: 43, 55, 79, 84, 85, 142, 184, 185, 193, 194, 233, 234, 250, 251, 343, 344, 368, 369, 413, 493, 451, 576, 602; WP: 9–10, 17–18, 25–26, 29–30, 58–59, 71–72, 77–78, 94–95, 106–107, 145–146, 154–155; RW: 6–7, 11–12, 16–17, 36–37, 44–45, 48–49, 58–59, 65–66, 87–88, 93–94, 102
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: 309, 310, H74; TE: 309, 310; WP: 134; RW: 81
Phonetic Principles	Spelling Consonant Sounds, SB: H82, H83 Spelling Vowel Sounds, SB: H81, H82, H83
Structural Principles	Spelling Endings and Suffixes, SB: 414, 496, 535, H81–H85; TE: 414, 496, 535 Spelling Words with Prefixes, SB: 577, H16, H83–H85 Spelling Inflectional Endings, SB: 76–78, 89, 97, 107–109, 158, 165; TE: 76, 77, 78, 107, 108, 109; WP: 23–24, 36–37; RW: 15, 24 Spelling Words with Affixes, SB: 414, 452, 496, 535, 577, H16, H17, H18, H82–H85; TE: 414, 452, 496, 535, 577

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SAT 9, Forms S / SA
Instructional Objectives
Advanced 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: 413, 495, H14; TE: 413, 495, H14
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: H24
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: 86, 348, H13, H14, H15, H16, H18, H19; TE: 10, 393, 433, 479, 510, 557, 584
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)	Narrative, SB: 557–560, 562–567; TE: 577, 560, 562, 567 Story, SB: 584–586, 588–592; TE: 584, 586, 588, 592 Poetry, SB: 420–424; TE: 420, 421, 424 Play, SB: 607–611; TE: 607, 608, 609
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, 31, 32, 33, 34, 35, 36, 4, 50, 51, 52, 53, 54)	Science, SB: 433–435, 479–481, 514–517; TE: 433, 435, 479, 481, 514, 517 Social Studies, SB: 10–11, 393–396, 398–403, 510–512, 557–560; TE: 10, 11, 393, 396, 398, 403, 510, 512 Physical Education, SB: 437–441, 483–486; TE: 437, 441, 483, 486

SB = Student Book

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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)	How-to Directions, SB: 538; TE: 538 Book Report, SB: 418; TE: 418 Letter, SB: 456, 581; TE: 456, 581 Newspaper, SB: 538; TE: 538
<i>Process</i>	
Initial Understanding Demonstrate the ability to comprehend explicit details and relationships in a variety of reading passages.	
Specific Detail (Items 3, 6, 27, 35, 48)	Noting Details, SB: 11, 396, 403, 435, 481, 512, 560; TE: 11, 396, 403, 435, 481, 512, 560
Plot / Action / Sequence (Items 7, 16, 18, 32, 40)	Plot Events, SB: 586, 595–596, 614; WP: 191; RW: 130 Sequence of Events, SB: 16, 561, 586; TE: 561, 586
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 4, 8, 9, 11, 12, 19, 21, 22, 23, 29, 33, 36, 38, 41, 43, 45, 49)	Making Inferences, SB: 396, 481; TE: 396, 481
Extending Meaning (Items 1, 2, 5, 20, 37, 46, 50)	Reading as a Writer, SB: 11, 396, 435, 481, 512, 560, 586 Think About Writer’s Craft, SB: 11, 396, 435, 481, 512, 560, 586
Critical Analysis Demonstrate the ability to synthesize and evaluate explicit and implicit information in a variety of reading selections. (Items 17, 25, 26, 28, 30, 31, 42, 44, 51, 52)	Critical Thinking, SB: 6, 11, 396, 438, 458, 463, 512, 560, 586; TE: 6, 11, 396, 438, 458, 463, 512, 560, 586
Strategies Demonstrate the ability to recognize and apply text factors and reading strategies in a variety of reading selections. (Items 10, 13, 14, 15, 24, 34, 39, 47, 53, 54)	Mapping the Selection, TE: 11, 396, 435, 481, 512, 559, 586
SPELLING	
<i>Content</i>	
Homophones Demonstrate the ability to identify the correct and incorrect spelling of common homophones in context. (Items 1, 2, 4, 5, 6)	Spelling Homophones, SB: 309, 310, H74; TE: 309, 310; WP: 134; RW: 81
Phonetic Principles Demonstrate the ability to apply phonetic principles in order to recognize the correct and incorrect spellings of phonemes within words.	
Vowel Sounds (Items 8, 10, 14, 16, 17)	Spelling Vowel Sounds, SB: H81, H82, H83
Consonant Sounds (Items 7, 9, 11, 12, 15)	Spelling Consonant Sounds, SB: H82, H83

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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 23, 24, 27, 29, 30)	Spelling Endings and Suffixes, SB: 414, 496, 535, H81–H85; TE: 414, 496, 535 Spelling Words with Prefixes, SB: 577, H16, H83–H85 Spelling Inflectional Endings, SB: 76–78, 89, 97, 107–109, 158, 165; TE: 76, 77, 78, 107, 108, 109; WP: 23–24, 36–37; RW: 15, 24
Affixes (Items 19, 20, 21, 25, 28)	Spelling Words with Affixes, SB: 414, 452, 496, 535, 577, H16, H17, H18, H82–H85; TE: 414, 452, 496, 535, 577
No Mistake Demonstrate the ability to recognize that all words are spelled correctly. (Items 3, 13, 18, 22, 26)	Spelling, SB: 76–78, 89, 94, 97, 107, 212, 377, 423, 452, 577, 603, H80–H85; TE: 76, 77, 78; WP: 23–24, 36–37; RW: 15, 24
<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)	Proofreading, SB: 9, 24–25, 414, 423, 452, 494, 505, 577, 603, H48; TE: 9, 24, 25, 414, 423, 452, 494, 505, 577, 603
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 2, 4, 10, 11, 12, 13, 16, 21)	
Direction as Region	Capitalizing Regional Directions, SB: 224, 262, 268; TE: 224; WP: 88; RW: 55
Proper Adjectives	Capitalizing Proper Adjectives, SB: 181–183, 215, 216, 224–227, 262, 268; TE: 179B, 181, 182, 221B, 224, 225; WP: 69–70, 88–89; RW: 43, 55
Proper / Common Nouns	Capitalization of Proper Nouns, SB: 224–227, 268, 377, 452; TE: 221B, 224–227; WP: 88–89; RW: 55
Titles of People	Capitalizing Titles for People, SB: 252, 263, 276, H64; TE: 252; WP: 108–109; RW: 67
Punctuation Distinguish correct punctuation. (Items 5, 6, 9, 15, 18, 20, 22, 24)	
Apostrophe with Possessive	Apostrophes in Possessives, SB: 255, 256, 257, 263, 277, H69; TE: 221B, 255; WP: 110–111; RW: 68
Colon with List	Colons with a List, SB: 248, 275, H70; TE: 248, 275; WP: 104–105; RW: 64

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SAT Objective	<i>Houghton Mifflin English</i> © 2001
Comma with Appositive	Commas to Set Off Appositives, SB: 79, 235–236, H71; TE: 79, 235, 236; WP: 25–26, 96–97; RW: 16–17, 60
Comma with Introductory Element	Comma with Introductory Element, SB: 235–237, 262, 271; TE: 235, 236, 237; WP: 96–97; RW: 60
Quotation Marks	Punctuation of Quotations, SB: 241–243, 261, 273, H66; TE: 221B, 241, 242, 243; WP: 100–101; RW: 62 Quotation Marks in Titles, SB: 244, 245, 263, 274, H65; TE: 221B, 244, 245; WP: 102–103; RW: 63
Semicolon Between Independent Clauses	Semicolon Between Clauses, SB: 247–249, 263, 275, 369, 372; TE: 247, 248, 249; WP: 104–105; RW: 64
Usage Identify correctly applied grammar. (Items 1, 3, 7, 8, 14, 17, 19, 23)	
Adjective / Adverb Usage	Adjective Usage, SB: 186–189, 201–203; TE: 179B, 186, 187, 188, 189, 201, 202, 203; WP: 73–74, 83–84; RW: 44, 52 Adverb Usage, SB: 195–197, 198–200, 201–202, 203; TE: 179B, 195, 196, 197, 198, 199, 200, 201, 202, 203; WP: 79–80, 81–82, 83–84; RW: 50, 51, 52
Past Perfect Tense	Past Perfect Tense, SB: 113–116, 158, 167; TE: 99B, 113, 114, 115, 116; WP: 40–41; RW: 26
Pronoun Antecedent	Pronoun Antecedents, SB: 280–282, 311, 316; TE: 280, 281, 282; WP: 114–115; RW: 70
Pronoun Case	Pronoun Case, SB: 288–290, 291–292, 293–295; TE: 279B, 288, 289, 290, 291, 292, 293, 294, 295; WP: 120–121, 122–123, 124–125; RW: 74, 75, 76
Special Problems in Usage	Avoiding Double Negatives, SB: 198–200; TE: 179B, 198, 199, 200; WP: 81–82; RW: 51
Subject-Verb Agreement with Compound Subject	Subject-Verb Agreement in Compound Sentence, SB: 144–146, 159, 175, 213, 376, 414, 577, H78; TE: 99B, 144, 145, 146; WP: 60–61; RW: 38
Subject-Verb Agreement with Intervening Phrases	Subject-Verb Agreement with Intervening Phrases SB: 144–145, 376, H78; TE: 144, 145; WP: 60–61; RW: 38
Expression Demonstrate an understanding of effectively written sentences and short paragraphs.	
Sentence Structure Demonstrate an understanding of effectively 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	Avoiding Short, Choppy Sentences, SB: 43, 44, 184, 193; TE: 43, 55, 184, 193 <p style="text-align: right;">(continued)</p>

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SAT Objective	<i>Houghton Mifflin English</i> © 2001
Awkward Construction (continued)	Avoiding Wordy Sentences, SB: 85, 451; TE: 85, 451 Stringy Sentences, SB: 602; TE: 602
Fragments	Sentence Fragments, SB: 51, 53–54, 59, 68, 93, 211, 372; TE: 31B, 51, 53, 54; WP: 15–16; RW: 10
Misplaced Modifier	Misplaced Modifiers, SB: 185; TE: 185; WP: 71–72; RW: 44–45
On-and-On	Stringy Sentences, SB: 602; TE: 602
Redundancy	Revising Drafts by Deleting, SB: 20, 440, 445, 451, 504, 567; TE: 20, 440, 445, 451, 504, 567
Run-Ons	Run-on Sentences, SB: 52–54, 59, 68, 93, 211; TE: 31B, 51, 53, 54; WP: 15–16; RW: 10
Content and Organization Determine appropriate editing of short paragraphs. (Items 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48)	
Descriptive Language	Descriptive Language, SB: 11, 15, 19, 184–185; TE: 11, 13, 15, 19; WP: 71–72; RW: 44–45
Extraneous Sentence	Deleting Extraneous Sentences, SB: 21, 411, 412, 440, 449, 450, 494, 530; TE: 21, 411, 412, 440, 449, 450, 494, 530
Faulty Subordination	Faulty Subordination, SB: 369; TE: 369; WP: 155; RW: 94
Purpose and Audience	Purpose and Audience, SB: 12, 13, 404, 446–447, 448, 451, 568, 571; TE: 12, 13, 404, 446–447, 448, 451, 568, 571
Sentence Combining	Combining Sentences, SB: 5, 43, 79, 84, 184, 193, 233–234, 250–251, 343, 368–369; TE: 5, 43, 79, 84, 184, 193, 233–234, 250–251, 343, 368–369; WP: 9–10, 25–26, 29–30, 71–72, 77–78, 94–95, 106–107, 145–146, 154–155; RW: 6–7, 16–17, 19–20, 44–45, 48–49, 58–59, 65–66, 87–88, 93–94
Supporting Sentence	Supporting Sentence, SB: 387, 389–390, 469–470, 472, 473, 475, 551, 553, 555; TE: 387, 389, 390, 469, 470, 472, 473, 551, 553; WP: 156–157, 164, 172; RW: 95–96, 103, 111
Topic Sentence	Topic Sentence, SB: 18–19, 388, 469, 470, 472, 473, 474, 475, 476, 490; TE: 18, 19, 388, 469, 470, 472, 473, 474, 475, 476, 490
Transitions	Using Transitions in Writing, SB: 16, 18, 390, 408, 445, 473, 489–490, 501, 503, 528, 554, 570; TE: 16, 18, 390, 408, 445, 473, 489, 490, 501, 503, 528, 554, 570
<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: 9, 20–23, 401–403, 411–413, 449–451, 483–484, 493–495, 504, 575–576, 590–592, 600–602, H48; TE: 9, 20–23, 401–403, 411–413, 449–451, 483–484, (continued)

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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) (continued)	Revising, TE: (continued) 493–495, 504, 575–576, 590–592, 600–602; WP: 162–163, 170–171, 176–177, 189–190, 194–195; RW: 101–102, 109–110, 115–116, 128–129, 133–134
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, 409–410, 446–448, 491–492, 526–529, 571–573, 597–599, H47; TE: 18–19, 409–410, 446–448, 491–492, 526–529, 571–573, 597–599, H47; WP: 160, 161, 168, 169, 174, 175, 180–181, 186, 187, 188, 192, 193; RW: 99, 100, 107, 108, 113, 114, 119, 120, 125, 126, 127, 131, 132
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, 6, 7, 8, 9, 10)	
Dictionary Entries	Using Dictionary Entry Words, SB: H22; TE: H22
Guide Words	Using Dictionary Guide Words, SB: H22; TE: H22
General Reference Sources (Items 3, 4, 5)	Using Almanacs, SB: H28; TE: H28 Using an Atlas, SB: H28; TE: H28 Using Encyclopedias, SB: 508, 521, 522, H28, H32; TE: 508, 512, 522, H28, H32 Newspaper, SB: 521, 522; TE: 521, 522 Interviews, SB: 298, 521, H12; TE: 298, H12 Magazines, SB: 521; TE: 521 Primary Source Material, SB: 521; TE: 521
Card Catalog (Items 11, 12, 13)	Card Catalogue, SB: 521, H26–H27; TE: 521
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 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30)	
Parts of a Book	Using Parts of a Book, TE: iii, I–1
Newspaper	Newspaper, SB: 521, 522; TE: 521, 522
Telephone Directory	Telephone directories are not covered.
Organizing Information (Items 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30)	Story Map SB: H60; TE: 11, 396, 435, 481, 512, 559, 586 Word Web, SB: 14, 417, 425 Flow Chart, SB: 464, 502 Venn Diagrams, SB: 486; TE: 488 Text Organization Chart, SB: 16–17, 520, 523, 525, 526, 527, 534, 541, 559, 570

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SAT Objective	<i>Houghton Mifflin English</i> © 2001
<i>Process</i>	
Prewriting (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)	Prewriting, SB: 9, 12–15, 404–408, 441–445, 485–488, 489–490, 568–570, 593–596, H47; TE: 9, 12–15, 404–408, 441–445, 485–488, 489–490, 568–570, 593–596, H47; WP: 157–159, 164–167, 173, 185, 191; RW: 96–98, 103–106, 112, 124, 130
LISTENING	
<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: 86, 348, H13, H14, H15, H16, H18, H19; TE: 10, 393, 433, 479, 510, 557, 584, H13, H14, H15, H16, H17, H18, H19
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, 30, 31, 32, 33, 34)	Listening to Audiotapes, TE: 10, 386, 393, 398, 433, 437, 439, 479, 483, 485, 510, 514, 516 Listening to Poetry, SB: 420–421; TE: 420, 421, 424 Listening for Pleasure/Enjoyment, SB: 1–2, 468, 550, 557; TE: 550–551A, 557, 584
Informational Construct meaning with expository material typically listened to for information. (Items 15, 16, 17, 18, 19, 24, 25, 26, 27, 28)	Listening for Information, SB: 1–2, 426, 427, 465, 468, 550; TE: 468–468A, 479, 514, 516 Listening for Details, SB: 386, 468, 550, H33; TE: 514, 516
Functional Construct meaning with material typically listened to in everyday life situations. (Items 20, 21, 22, 23, 36, 37, 38, 39, 40)	Listening to Conversation, SB: 1 Listening to a Discussion, SB: 2, 3, 4 Listening for Persuasion, SB: 458–459; TE: 458–459 Listening to an Opinion, SB: 386; TE: 386–387A, 398, 401
<i>Process</i>	
Initial Understanding Form an initial understanding of a variety of messages based on explicit information in the messages. (Items 22, 24, 25, 28, 29, 33, 34, 35, 37, 39)	Prior Knowledge for Listening, TE: 2, 3, 386, 458, 464, 468, 550
Interpretation Form an interpretation of a variety of messages based on explicit and implicit information in the messages. (Items 13, 15, 16, 19, 20, 23, 26, 27, 30, 31, 32, 36, 38, 40)	Listening Guidelines, SB: 2, 3, 386, 458, 464, 468, 550 Listening to Understand Ideas, SB: 1, 2–3
Critical Analysis / Strategies Synthesize and evaluate explicit and implicit information, and recognize and apply text factors and listening strategies in a variety of messages. (Items 11, 12, 14, 17, 18, 21)	Listening for Information, SB: 1–2, 426, 427, 465, 468, 550; TE: 468–468A Evaluating Information, SB: 546–547, 460–463, 458, 459

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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 1, 15, 16, 31, 32)	Choosing a Topic, SB: 12–13, 404, 465, 475, 502, 568; TE: 12, 13, 404, 465, 475, 502, 568 Organization, SB: 16, 17, 408, 445, 487–488, 570; TE: 16, 17, 408, 445, 487, 488; WP: 159, 167, 185; RW: 98, 106, 124
General References Identify the correct use of general reference materials. (Items 2, 3, 27, 28, 33)	
Encyclopedia	Using an Encyclopedia, SB: 521, H28; TE: 521, 522
Parts of a Book	Using Parts of a Book, TE: iii, I–1
Card Catalog	Card Catalogue, SB: 521, H26–H27; TE: 521
<i>Readers' Guide to Periodical Literature</i>	<i>The Readers' Guide to Periodical Literature</i> , SB: 521; TE: 521
Atlas	Using an Atlas, SB: H28; TE: H28
Using Reference Sources Interpret dictionary entries given a sample dictionary page and use the parts of a book to locate information. (Items 4, 5, 19, 20, 34)	
Table of Contents and Index	Table of Contents and Index, iii–xiv, I–1, 521
Diacritical Marks	Using Dictionary Pronunciation Key, SB: H22
Syllabication	Using Dictionary Syllabication, SB: H22; TE: H22
Index of Book	Index, TE: I–1
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, 22, 23, 35, 36, 38)	
Well-Constructed Sentences	Sentence Fluency, SB: 43, 55, 79, 84–85, 142, 184–185, 193–194, 233–234, 250–251, 343–344, 368–369, 413, 493, 451, 576, 602; TE: 43, 55, 79, 84, 85, 142, 184, 185, 193, 194, 233, 234, 250, 251, 343, 344, 368, 369, 413, 493, 451, 576, 602; WP: 9–10, 17–18, 25–26, 29–30, 58–59, 71–72, 77–78, 94–95, 106–107, 145–146, 154–155; RW: 6–7, 11–12, 16–17, 36–37, 44–45, 48–49, 58–59, 65–66, 87–88, 93–94, 102
Fragments	Sentence Fragments, SB: 51, 53–54, 59, 68, 93, 211, 372; TE: 31B, 51, 53, 54; WP: 15–16; RW: 10

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SAT Objective	<i>Houghton Mifflin English</i> © 2001
Redundancy	Revising Drafts by Deleting, SB: 20, 440, 445, 451, 504, 567; TE: 20, 440, 445, 451, 504, 567
Sentence Combining	Combining Sentences, SB: 5, 43, 79, 84, 184, 193, 233–234, 250–251, 343, 368–369; TE: 5, 43, 79, 84, 184, 193, 233–234, 250–251, 343, 368–369; WP: 9–10, 25–26, 29–30, 71–72, 77–78, 94–95, 106–107, 145–146, 154–155; RW: 6–7, 16–17, 19–20, 44–45, 48–49, 58–59, 65–66, 87–88, 93–94
Transitions	Using Transitions in Writing, SB: 16, 18, 390, 408, 445, 473, 489–490, 501, 503, 528, 554, 570; TE: 16, 18, 390, 408, 445, 473, 489, 490, 501, 503, 528, 554, 570
Run-Ons	Run-on Sentences, SB: 52–54, 59, 68, 93, 211; TE: 31B, 51, 53, 54; WP: 15–16; RW: 10
Misplaced Modifiers	Misplaced Modifiers, SB: 185; TE: 185; WP: 71–72; RW: 44–45
Content and Organization Identify appropriate topic sentences and supporting sentences, and identify extraneous information within a paragraph. (Items 8, 9, 21, 24, 25, 37, 39)	
Clincher	Writing a Good Ending/Conclusion, SB: 18–19, 390, 391, 410, 446–447, 491, 529, 539, 573; TE: 18, 19, 390, 391, 410, 446, 447, 491, 529, 539, 573
Extraneous Information	Deleting Extraneous Sentences, SB: 21, 411, 412, 440, 449, 450, 494, 530; TE: 21, 411, 412, 440, 449, 450, 494, 530
Supporting Sentence	Supporting Sentence, SB: 387, 389–390, 469–470, 472, 473, 475, 551, 553, 555; TE: 387, 389, 390, 469, 470, 472, 473, 551, 553; WP: 156–157, 164, 172; RW: 95–96, 103, 111
Topic Sentence	Topic Sentence, SB: 18–19, 388, 469, 470, 472, 473, 474, 475, 476, 490; TE: 18, 19, 388, 469, 470, 472, 473, 474, 475, 476, 490
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, 14, 30, 42, 43, 44)	
Pronoun Antecedent	Pronoun Antecedents, SB: 280–282, 311, 316; TE: 280, 281, 282; WP: 114–115; RW: 70
Subject-Verb Agreement	Subject-Verb Agreement, SB: 144–146, 159, 175, 213, 376, 414, 577, H78; TE: 99B, 144, 145, 146; WP: 60–61; RW: 38
Adverb	Adverbs, SB: 190–192, 195–197, 198–200, 201–203, 206, 207, 217, 218, 219–220; TE: 179B, 190, 191, 192, 195, 196, 197, 198, 199, 200, 201, 202, 203; WP: 75–76, 79–80, 81–82, 83–84; RW: 47, 50, 51, 52

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Present Tense	Present Tense Verbs, SB: 107–109, 158, 165, 377, H79; TE: 99B, 107, 108, 109; WP: 36–37; RW: 24
Possessive Case	Possessives Pronouns, SB: 293–295, 312, 320, 378; TE: 279B, 293, 294, 295; WP: 124–125; RW: 76 Possessive Nouns, SB: 81–85, 89, 94, 98, 212, 255, 257, 377, 577; TE: 69B, 81, 82, 83, 84, 85; WP: 27–28, 29–30, 110–111; RW: 18, 19–20, 68
Future Tense	Future Tense Verbs, SB: 107–109, 158, 165; TE: 107, 108, 109; WP: 36–37; RW: 24
Mechanics Identify correct capitalization and punctuation. (Items 12, 26, 30, 40, 42, 45)	
Punctuation: Comma with Introductory Element	Comma with Introductory Element, SB: 235–237, 262, 271; TE: 235, 236, 237; WP: 96–97; RW: 60
Capitalization: Proper Adjectives and Common Nouns	Capitalizing Proper Adjectives, SB: 181–183, 215, 216, 224–227, 262, 268; TE: 179B, 181, 182, 221B, 224, 225; WP: 69–70, 88–89; RW: 43, 55 Capitalization of Proper Nouns, SB: 224–227, 268, 377, 452; TE: 221B, 224–227; WP: 88–89; RW: 55
Punctuation: Unnecessary Commas	Deleting Unnecessary Commas, SB: H70, H71
Capitalization: Historical Periods	Capitalizing Historical Periods, SB: 225–227, 262, 268; TE: 225, 226, 227; WP: 88–89; RW: 55
Punctuation: Commas in a Series	Commas in a Series, SB: 230, 232, 233–234, 251, 262, 270, 397, 414, H70; TE: 230, 232, 233–234; WP: 92–93, 94–95; RW: 57, 58–59
Punctuation: Quotation Marks with Title of a Chapter	Quotation Marks with Title of a Chapter, SB: 244–246, 274; TE: 221B, 244, 245, 246; WP: 102–103; RW: 63
Correct As Is Identify correctly and effectively written sentences. (Items 13, 27, 41)	Sentence Fluency, SB: 43, 55, 79, 84–85, 142, 184–185, 193–194, 233–234, 250–251, 343–344, 368–369, 413, 493, 451, 576, 602; TE: 43, 55, 79, 84, 85, 142, 184, 185, 193, 194, 233, 234, 250, 251, 343, 344, 368, 369, 413, 493, 451, 576, 602; WP: 9–10, 17–18, 25–26, 29–30, 58–59, 71–72, 77–78, 94–95, 106–107, 145–146, 154–155; RW: 6–7, 11–12, 16–17, 36–37, 44–45, 48–49, 58–59, 65–66, 87–88, 93–94, 102
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: 309, 310, H74; TE: 309, 310; WP: 134; RW: 81
Phonetic Principles	Spelling Consonant Sounds, SB: H82, H83 Spelling Vowel Sounds, SB: H81, H82, H83

SAT Objective	<i>Houghton Mifflin English</i> © 2001
Structural Principles	<p>Spelling Endings and Suffixes, SB: 414, 496, 535, H81–H85; TE: 414, 496, 535</p> <p>Spelling Words with Prefixes, SB: 577, H16, H83–H85</p> <p>Spelling Inflectional Endings, SB: 76–78, 89, 97, 107–109, 158, 165; TE: 76, 77, 78, 107, 108, 109; WP: 23–24, 36–37; RW: 15, 24</p> <p>Spelling Words with Affixes, SB: 414, 452, 496, 535, 577, H16, H17, H18, H82–H85; TE: 414, 452, 496, 535, 577</p>