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**Grade Eight**

**correlated to**

**SAT 9, Forms S / SA**  
**Instructional Objectives**  
**Advanced 1**

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)	<b>Synonyms, SB:</b> H14; <b>TE:</b> H14
<b>Multiple Meanings</b> Demonstrate the ability to use context to determine the meaning of a known word with multiple meanings. (Items 17, 18, 19, 20, 21, 22, 23)	<b>Multiple Meaning Words, SB:</b> H24; <b>TE:</b> H24
<b>Vocabulary in Context</b> Demonstrate the ability to use context clues to assign meaning to an unknown word. (Items 24, 25, 26, 27, 28, 29, 30)	<b>Context Clues, SB:</b> 99, 166, 216, 330, 379, H15, H16; <b>TE:</b> 10, 449, 487, 535, 570, 619, 647, H13
<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, 6, 19, 20, 21, 22, 23, 24, 37, 38, 39, 40, 41, 42)	<b>Reading a Personal Narrative, SB:</b> 613, 614, 615, 616, 619–623, 625–626, 627–629; <b>TE:</b> 619, 623 <b>Poetry, SB:</b> 474–475; <b>TE:</b> 474–475 <b>Reading a Play, SB:</b> 674–676; <b>TE:</b> 674, 676 <b>Reading Blues Stanzas, SB:</b> 479; <b>TE:</b> 479 <b>Reading a Short Story, SB:</b> 10–13, 647–651, 653–655, 656–659; <b>TE:</b> 10, 13, 647, 651 <b>Reading a Cartoon, SB:</b> 1, 3, 4, 8, 25, 514
<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, 31, 32, 33, 34, 35, 36, 4, 50, 51, 52, 53, 54)	<b>Reading about Science, SB:</b> 525, 530, 535–539, 570–572 <b>Reading about Physical Education, SB:</b> 453–454, 540–541, 542–543, 455–457, 527, 560–561 <b>Reading about Social Studies, SB:</b> 443, 444, 446, 449–451, 472, 526, 528, 574–575, 576–578 <b>Reading about Music, SB:</b> 10–13, 445

SB = Student Book

TE = Teacher's Edition

WP = Workbook Plus

RW = Reteaching Workbook

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<p><b>Functional</b>            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)</p>	<p>Reading How-To Directions, SB: 560–561; TE: 560, 561            Reading Magazine Articles, SB: 570–572            Reading a Letter to the Editor, SB: 487–489; TE: 487, 489            Reading a News Story, SB: 599–600; TE: 599, 600            Reading a Political Essay, SB : 491–492, 493–495;            TE: 491, 492, 493, 494, 495            Reading Applications and Forms, SB: 603, 604;            TE: 603, 604</p>
<i>Process</i>	
<p><b>Initial Understanding</b>            Demonstrate the ability to comprehend explicitly stated relationships in a variety of reading selections.</p>	
<p><b>Specific Detail</b> (Items 3, 6, 27, 35, 48)</p>	<p><b>Noting Details, SB:</b> 10, 13, 451, 456, 489, 572, 623, 653; <b>TE:</b> 12, 451, 456, 489, 572, 623, 653</p>
<p><b>Plot / Action / Sequence</b> (Items 7, 16, 18, 32, 40)</p>	<p><b>Plot Events, SB:</b> 647, 651, 654, 659, 662, 663; <b>TE:</b> 647, 651, 654, 659, 662, 663  <b>Sequence of Events, SB:</b> 624, 625, 627, 632, 633, 652;  <b>TE:</b> 624, 625, 627, 632, 652; <b>WP:</b> 203; <b>RW:</b> 133</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 4, 8, 9, 11, 12, 19, 21, 22, 23, 29, 33, 36, 38, 41, 43, 45, 49)</p>	<p><b>Making Inferences, SB:</b> 13, 449, 451, 487, 489, 538;  <b>TE:</b> 13, 449, 451, 487, 489, 538</p>
<p><b>Extending Meaning</b> (Items 1, 2, 5, 20, 37, 46, 50)</p>	<p><b>Reading as a Writer, SB:</b> 13, 451, 489, 538, 572, 623, 651;  <b>TE:</b> 13, 451, 489, 538, 572, 623, 651  <b>Looking Ahead, SB:</b> 13, 451, 489, 538, 572, 623, 651;  <b>TE:</b> 13, 451, 489, 538, 572, 623, 651</p>
<p><b>Critical Analysis</b>            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)</p>	<p><b>Critical Thinking, SB:</b> 451, 489, 538, 572, 623, 651;  <b>TE:</b> 451, 489, 538, 572, 623, 651  <b>Evaluating Information, SB:</b> 582; <b>WP:</b> 196; <b>RW:</b> 126</p>
<p><b>Strategies</b>            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)</p>	<p><b>Mapping the Selection, TE:</b> 13, 451, 489, 538, 572, 623, 651</p>
<b>SPELLING</b>	
<i>Content</i>	
<p><b>Homophones</b>            Demonstrate the ability to identify the correct and incorrect spelling of common homophones in context. (Items 1, 2, 4, 5, 6)</p>	<p><b>Spelling Homophones, SB:</b> 330; <b>TE:</b> 330, H24; <b>WP:</b> 136;  <b>RW:</b> 81</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>	
<p><b>Consonant Sounds</b> (Items 7, 9, 11, 12, 15)</p>	<p><b>Spelling Consonant Sounds, SB:</b> H82, H83</p>

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Vowel Sounds (Items 8, 10, 14, 16, 17)	Spelling Vowel Sounds, SB: 670, H81, H82; TE: 670
<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 23, 24, 27, 29, 30)	Spelling Plurals, SB: 90–93, 101, 109, 556; TE: 81B, 90, 91, 92, 93 Spelling Words with <i>-ed</i> or <i>-ing</i> , SB: 118–119, 168, 175, H81; TE: 111B, 118, 119; WP: 40–41; RW: 25
Affixes (Items 19, 20, 21, 25, 28)	Spelling Words with Suffixes, SB: 508, 596, H16, H17, H82, H83, H84, H85; TE: 508, 596 Spelling Words with Prefixes, SB: 468, H16, H83, H84, H85; TE: 468
<b>No Mistake</b> Demonstrate the ability to recognize that all words are spelled correctly. (Items 3, 13, 18, 22, 26)	<b>Proofreading for Spelling</b> , SB: 27, 96, 101, 468, 508, 556, 596, 640, 670; TE: 27, 96, 101, 468, 508, 556, 596, 640, 670; WP 31–32; RW: 19
<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, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30)	<b>Proofreading</b> , SB: 26–27, 468, 508, 556, 596, 640, 670; TE: 26, 27, 468, 508, 556, 596, 640, 670
<b>LANGUAGE FORM S</b>	
<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 2, 4, 10, 11, 12, 13, 16, 21)	
Direction as Region	<b>Capitalization of Direction as Region</b> , SB: 241; TE: 241; WP: 95; RW: 57
Proper Adjectives	<b>Capitalizing Proper Adjectives</b> , SB: 191–192, 241–243, 279, 287; TE: 189B, 191, 192, 241, 242, 243; WP: 94–95; RW: 44, 57
Proper / Common Nouns	<b>Capitalization of Proper Nouns</b> , SB: 71, 82–83, 102, 107, 241–243, 279, 287, 426; TE: 82, 83, 241, 242, 243; WP: 23, 24, 94, 95; RW: 14, 57
Titles of People	<b>Capitalizing and Punctuating People’s Titles</b> , SB: 242–244, 279, 287; TE: 242, 243, 244; WP: 94–95; RW: 57
<b>Punctuation</b> Distinguish correct punctuation. (Items 5, 6, 9, 15, 18, 20, 22, 24)	

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Apostrophe with Possessive	<b>Apostrophes in Possessives, SB:</b> 94, 95, 110, 272–274, 280, 295; <b>TE:</b> 94, 95, 272, 273, 274; <b>WP:</b> 31, 32, 114, 115; <b>RW:</b> 19, 69
Colon with List	<b>Colons with List, SB:</b> 263–265, 280, 293, 426; <b>TE:</b> 263, 264, 265; <b>WP:</b> 108–109; <b>RW:</b> 65
Comma with Appositive	<b>Commas with Appositives, SB:</b> 248–250, 279, 288–289, 426; <b>TE:</b> 235B, 248, 249, 250; <b>WP:</b> 98–99; <b>RW:</b> 59
Comma with Introductory Element	<b>Commas in Introductory Words, Phrases, Clauses, SB:</b> 248, 279, 288–289, 426; <b>TE:</b> 248, 249, 250; <b>WP:</b> 98, 99; <b>RW:</b> 59
Quotation Marks	<b>Quotation Marks, SB:</b> 256–259, 262, 278, 280, 291, 426; <b>TE:</b> 235B, 256, 257, 258, 259; <b>WP:</b> 104–105, 106–107; <b>RW:</b> 63, 64
Semicolon Between Independent Clauses	<b>Semicolons between Independent Clauses, SB:</b> 51, 263–265, 280, 293, 426; <b>TE:</b> 51, 263, 264, 265; <b>WP:</b> 13, 14, 108, 109, 110, 111; <b>RW:</b> 8, 65, 66, 67
<b>Usage</b> <b>Identify correctly applied grammar.</b> (Items 1, 3, 7, 8, 14, 17, 19, 23)	
Adjective / Adverb Usage	<b>Adjective Usage, SB:</b> 190–193, 194–199, 213–215, 218–220, 234; <b>TE:</b> 189B, 190–199; <b>WP:</b> 75–78, 87–88; <b>RW:</b> 45–47, 53 <b>Adverb Usage, SB:</b> 200–203, 206–209, 210–212, 213–215, 220, 232–234; <b>TE:</b> 189B, 200–215; <b>WP:</b> 79–80, 83–84, 85–86, 87–88; <b>RW:</b> 48, 51, 52, 53
Past Perfect Tense	<b>Past Perfect Verbs, SB:</b> 120–121; <b>TE:</b> 120, 121; <b>WP:</b> 40–41; <b>RW:</b> 25
Pronoun Antecedent	<b>Pronoun Antecedents, SB:</b> 302–305, 332, 333, 338, 427, 670; <b>TE:</b> 302, 303, 304, 305; <b>WP:</b> 120–121; <b>RW:</b> 72
Pronoun Case	<b>Pronoun Case, SB:</b> 308–311, 331, 332, 333; <b>TE:</b> 297B, 308, 309, 310, 311; <b>WP:</b> 124–125; <b>RW:</b> 75
Special Problems in Usage	<b>Double Negatives, SB:</b> 210–212, 220, 233, 539, 556; <b>TE:</b> 189B, 210, 211, 212; <b>WP:</b> 85–86; <b>RW:</b> 52
Subject-Verb Agreement with Compound Subject	<b>Subject-Verb Agreement with Compound Subject, SB:</b> 153–154, 169, 184; <b>TE:</b> 111B, 153, 154; <b>WP:</b> 62–63; <b>RW:</b> 38
Subject-Verb Agreement with Intervening Phrases	<b>Subject-Verb Agreement with Intervening Phrases, SB:</b> 159–161, 169, 186; <b>TE:</b> 111B, 159, 160, 161; <b>WP:</b> 66–67; <b>RW:</b> 40
<b>Sentence Structure</b> <b>Demonstrate an understanding of effectively written sentences and sentences that contain errors in expression or construction.</b> (Items 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36)	

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Awkward Construction	Awkward, Repetitious Sentences, <b>SB:</b> 49, 61, 62, 97, 251, 252, 639; <b>TE:</b> 49, 61, 62, 97, 251, 252, 639 (continued)
Awkward Construction (continued)	Avoiding Wordy Sentences, <b>SB:</b> 98, 507; <b>TE:</b> 98, 507 Avoiding Stringy Sentences, <b>SB:</b> 669; <b>TE:</b> 663
Fragments	Sentence Fragments, <b>SB:</b> 63, 65, 67, 69, 80, 106, 225, 423, 640; <b>TE:</b> 63; <b>WP:</b> 21, 22; <b>RW:</b> 13
Misplaced Modifier	Misplaced Modifiers, <b>SB:</b> 350–352, 353, 387, 427, 468; <b>WP:</b> 139–140, 141–142; <b>RW:</b> 83, 84–85
On-and-On	Avoiding Stringy Sentences, <b>SB:</b> 669; <b>TE:</b> 663
Redundancy	Redundancy Within a Sentence, <b>SB:</b> 210–212, 220, 233, 539; <b>TE:</b> 189B, 210, 211, 212; <b>WP:</b> 85–86; <b>RW:</b> 52
Run-Ons	Run-on Sentences, <b>SB:</b> 64–65, 68, 80, 106, 225, 423; <b>TE:</b> 33B, 64, 65; <b>WP:</b> 21, 22; <b>RW:</b> 13
<b>Content and Organization</b> Determine appropriate editing of short paragraphs. (Items 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48)	
Descriptive Language	Language in Descriptive Writing, <b>SB:</b> 10, 12, 13, 17, 19, 23, 193, 199, 203, 204, 209, 215; <b>TE:</b> 10, 12, 13, 17, 19, 23, 189
Extraneous Sentence	Deleting Extraneous Sentences, <b>SB:</b> 21, 23, 466, 491; <b>TE:</b> 21, 23, 466, 491
Faulty Subordination	Faulty Subordination, <b>SB:</b> 468; <b>TE:</b> 468
Purpose and Audience	Purpose and Audience for Writing, <b>SB:</b> 14, 458, 496, 545, 579, 630, 660, 682, H7–H9; <b>TE:</b> 14, 458, 496, 545, 579, 630, 660, 682, H7–H9
Sentence Combining	Combining Sentences, <b>SB:</b> 97, 194, 204, 353, 371–372, 416–417; <b>TE:</b> 97, 194, 204, 353, 371, 372, 416, 417; <b>WP:</b> 33–34, 75–76, 81–82, 141–142, 153–154, 172–173; <b>RW:</b> 20–21, 45–46, 49–50, 84–85, 91–92, 102–103
Supporting Sentence	Writing Supporting Sentences, <b>SB:</b> 443, 445, 447, 452, 453, 459, 491, 493, 497, 525, 528, 575, 613, 615; <b>TE:</b> 443, 445, 447, 452, 453, 459, 491, 493, 497, 525, 528, 575, 613, 615
Topic Sentence	Writing a Topic Sentence, <b>SB:</b> 20, 525, 526–527, 530, 532, 533, 552, 573, 579, 587, 588; <b>TE:</b> 20, 525, 526–527, 530, 532, 533, 552, 573, 579, 587, 588; <b>WP:</b> 193, 198; <b>RW:</b> 123, 128
Transitions	Transitional Words, <b>SB:</b> 20, 446, 452, 462, 493, 501, 532, 539, 549, 573, 588; <b>TE:</b> 20, 446, 452, 462, 493, 501, 532, 539, 549, 573, 588; <b>WP:</b> 177, 191, 198; <b>RW:</b> 107, 121, 128

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<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, 19, 20, 21, 22, 23, 24)	<b>Revising, SB:</b> 22–23, 466–467, 501–507, 554–555, 638–639, 668–669; <b>TE:</b> 22–23, 466–467, 501–507, 554–555, 638–639, 668–669; <b>WP:</b> 181, 185, 186, 187, 188, 189, 195, 208, 213; <b>RW:</b> 111, 115, 116, 117, 118, 119, 125, 138, 143
<b>Composing</b> (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)	<b>Drafting, SB:</b> 20–21, 463–464, 502–504, 550–552, 587–589, 634–636, 664–666; <b>TE:</b> 20–21, 463–464, 502–504, 550–552, 587–589, 634–636, 664–666; <b>WP:</b> 178–179, 186–187, 192–193, 198–199, 204–206, 210–211; <b>RW:</b> 108–109, 116–117, 122–123, 128–129, 134–136, 140–141
<b>STUDY SKILLS</b>	
<i>Content</i>	
<b>Library / Reference Skills</b> Demonstrate the ability to alphabetize, use guide words, interpret dictionary entries, and identify the correct use of general reference materials.	
<b>Dictionary Skills</b> (Items 1, 2, 6, 7, 8, 9, 10)	
<b>Dictionary Entries</b>	<b>Using Dictionary Entry Words, SB:</b> H22; <b>TE:</b> H22
<b>Guide Words</b>	<b>Using Dictionary Guide Words, SB:</b> H22; <b>TE:</b> H22
<b>General Reference Sources</b> (Items 3, 4, 5)	<b>Using Almanacs, SB:</b> H28; <b>WP:</b> 196 <b>Using Atlases, SB:</b> H28; <b>WP:</b> 196 <b>Using the Encyclopedia, SB:</b> 581, 582, H28; <b>WP:</b> 196; <b>RW:</b> 126 <b>Using the Newspaper, SB:</b> 581; <b>TE:</b> 487 <b>Using Interviews, SB:</b> 581, H12, <b>WP:</b> 196; <b>RW:</b> 126 <b>Using Magazines, SB:</b> 581, 582; <b>TE:</b> 487 <b>Using Reference Books, SB:</b> 331
<b>Card Catalog</b> (Items 11, 12, 13)	<b>Print and Electronic Card Catalogs, SB:</b> 581, H26–H27; <b>TE:</b> 581
<b>Information Skills</b> Demonstrate the ability to use the parts of a book to locate information, and demonstrate the ability to organize information.	
<b>Locating Information</b> (Items 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30)	
<b>Parts of a Book</b>	<b>Using Parts of a Book, TE:</b> iii, I–2
<b>Telephone Directory</b>	Using a phone directory is covered at earlier levels.
<b>Organizing Information</b> (Items 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30)	<b>Story Maps, SB:</b> H60 <b>Word Web, SB:</b> 461, 471, 476, 631, 633, H59 <b>Diagrams, SB:</b> H30 <b>Diagramming, SB:</b> H86–H95 <b>Making Diagrams, SB:</b> 476 <b>Flow Charts, SB:</b> 520, 562 <b>Venn Diagrams, SB:</b> 547, H62

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<i>Process</i>	
<p><b>Prewriting</b> (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)</p>	<p><b>Prewriting, SB:</b> 15–19, 458–462, 496–501, 545–549, 579–585, 630–633, 660–663; <b>TE:</b> 15–19, 458–462, 496–501, 545–549, 579–585, 630–633, 660–663; <b>WP:</b> 175, 176, 177, 182, 183, 184, 185, 191, 196, 203, 209; <b>RW:</b> 105, 106, 107, 112, 113, 114, 115, 121, 126, 127, 133, 139</p>
<b>LISTENING</b>	
<i>Content</i>	
<p><b>Vocabulary</b>  <b>Demonstrate recognition of the common meanings of spoken words encountered in the context of a variety of subject areas and sources of information.</b> (Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)</p>	<p><b>Listening Vocabulary, SB:</b> 99, 166, 216, 442, 524, 612; <b>TE:</b> 99, 449, 487, 535, 570, 619, 647</p>
<p><b>Comprehension</b>  <b>Demonstrate the ability to form an initial understanding of and to interpret dictated material.</b></p>	
<p><b>Recreational</b>  <b>Construct meaning with material typically listened to for enjoyment.</b> (Items 11, 12, 13, 14, 30, 31, 32, 33, 34)</p>	<p><b>Listening to Audiotapes, TE:</b> 10, 21, 442, 449, 453, 455, 487, 491, 493, 524, 535, 540, 542, 570, 574, 576, 619, 625, 627, 647, 653, 656  <b>Listening to Poetry, SB:</b> 474–479; <b>TE:</b> 474–479  <b>Listening to a Story, SB:</b> 10–12, 612, 619–622, 647–651; <b>TE:</b> 10, 612–613A, 619, 647, 653, 656  <b>Listening for Pleasure/Enjoyment, SB:</b> 2, 612, 619–622; <b>TE:</b> 2, 612–613A, 619</p>
<p><b>Informational</b>  <b>Construct meaning with expository material typically listened to for information.</b> (Items 15, 16, 17, 18, 19, 24, 25, 26, 27, 28)</p>	<p><b>Listening for Information, SB:</b> 2, 487–488, 524, 535–537; <b>TE:</b> 2, 487, 488, 524–525A, 553, 540, 542, 570–571, 574, 576  <b>Listening for Details, SB:</b> 442, 466, 506, 554, 591, 638, 668; <b>TE:</b> 442, 466, 506, 554, 591, 638, 668  <b>Listening in a Writing Conference, SB:</b> 24–25, 466, 506, 554, 591, 638, 698; <b>TE:</b> 24, 25, 466, 506, 554, 591, 638, 698</p>
<p><b>Functional</b>  <b>Construct meaning with material typically listened to in everyday life situations.</b> (Items 20, 21, 22, 23, 36, 37, 38, 39, 40)</p>	<p><b>Listening to a Discussion, SB:</b> 1, 2, 3, 4, 480–482  <b>Listening to an Opinion, SB:</b> 442, 449–451; <b>TE:</b> 442–443A, 453, 455  <b>Listening to Directions, SB:</b> 560–561; <b>TE:</b> 560, 561  <b>Listening for Persuasive Tactics, SB:</b> 514–515; <b>TE:</b> 514, 515</p>
<i>Process</i>	
<p><b>Initial Understanding</b>  <b>Form an initial understanding of a variety of messages based on explicit information in the messages.</b> (Items 22, 24, 25, 28, 29, 33, 34, 35, 37, 39)</p>	<p><b>Prior Knowledge for Listening, TE:</b> 442, 524, 612, H4, H10</p>

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<b>Interpretation</b> 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)	<b>Interpreting Spoken Messages, SB:</b> 2, 487–488, 524, 535–537; <b>TE:</b> 2, 487, 488, 524–525A, 553, 540, 542, 570–571, 574, 576
<b>Critical Analysis / Strategies</b> 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)	<b>Listening for Information, SB:</b> 2, 487–488, 524, 535–537; <b>TE:</b> 2, 487, 488, 524–525A, 553, 540, 542, 570–571, 574, 576 <b>Listening Strategies, SB:</b> 5, 442, 524, 612, H4, H5–H6; <b>TE:</b> 5, 442–443A, 524–524A, 612–613A
<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 1, 15, 16, 31, 32)	<b>Purpose for Writing, SB:</b> 14, 458, 496, 545, 579, 630, 660, 682, H7–H9; <b>TE:</b> 14, 458, 496, 545, 579, 630, 660, 682, H7–H9 <b>Organizing Writing, SB:</b> 462, 501, 548, 585; <b>TE:</b> 462, 501, 548, 585; <b>WP:</b> 177, 185, 191, 197; <b>RW:</b> 107, 115, 121, 127
<b>General References</b> Identify the correct use of general reference materials. (Items 2, 3, 27, 28, 33)	
<b>Encyclopedia</b>	<b>Using the Encyclopedia, SB:</b> 581, 582, H28; <b>WP:</b> 196; <b>RW:</b> 126
<b>Bibliography of Book</b>	<b>Bibliography, SB:</b> 478; <b>TE:</b> 478
<b>Card Catalog</b>	<b>Print and Electronic Card Catalogs, SB:</b> 581, H26–H27; <b>TE:</b> 581
<i>Readers' Guide to Periodical Literature</i>	<i>Readers' Guide to Periodical Literature, SB:</i> 581; <b>TE:</b> 581
<b>Atlas</b>	<b>Using Atlases, SB:</b> H28; <b>WP:</b> 196
<b>Using Reference Sources</b> Interpret dictionary entries given a sample dictionary page and use the parts of a book to locate information. (Items 4, 5, 19, 20, 34)	
<b>Table of Contents and Index</b>	<b>Table of Contents, TE:</b> iii <b>Index, SB:</b> 581; <b>TE:</b> 581, I–2
<b>Diacritical Marks</b>	<b>Diacritical Marks, SB:</b> H22; <b>TE:</b> H22
<b>Syllabication</b>	<b>Using Dictionary Syllabication, SB:</b> H22; <b>TE:</b> H22
<b>Index of Book</b>	<b>Index, SB:</b> 581; <b>TE:</b> 581, I–2
<b>Composing</b> Demonstrate an understanding of the ways in which organized content is achieved in a structurally sound and stylistically effective manner.	

SAT Objective	<i>Houghton Mifflin English</i> © 2001
<b>Revision</b> <b>Distinguish between clearly written sentences and sentences that contain errors in expression or construction</b> (Items 6, 7, 10, 22, 23, 35, 36, 38)	
Well-Constructed Sentences	<b>Sentence Fluency, SB:</b> 49–50, 61–62, 89, 97–98, 99, 135–136, 194–195, 204–205, 306–307, 353–354, 371, 372, (continued)
Well-Constructed Sentences (continued)	<b>Sentence Fluency, SB:</b> (continued) 416–417, 467, 507, 555, 592, 639, 669; <b>TE:</b> 49, 50, 61, 62, 89, 97, 98, 99, 135, 136, 194, 195, 204, 205, 306, 307, 353, 354, 371, 372, 416, 417, 467, 507, 555, 592, 639, 669; <b>WP:</b> 11–12, 19–20, 27–28, 33–34, 35, 50–51, 75–76, 81–82, 122–123, 141–142, 153–154, 172–173, 181, 189, 195, 201, 208, 213; <b>RW:</b> 6–7, 11–12, 16–17, 20–21, 22, 30–31, 45–46, 49–50, 73–74, 84–85, 91–92, 102–103, 111, 119, 125, 131, 138, 143
Fragments	<b>Sentence Fragments, SB:</b> 63, 65, 67, 69, 80, 106, 225, 423; <b>TE:</b> 63; <b>WP:</b> 21, 22; <b>RW:</b> 13
Redundancy	<b>Redundancy Within a Sentence, SB:</b> 210–212, 220, 233, 539; <b>TE:</b> 189B, 210, 211, 212; <b>WP:</b> 85–86; <b>RW:</b> 52
Sentence Combining	<b>Combining Sentences, SB:</b> 97, 194, 204, 353, 371–372, 416–417; <b>TE:</b> 97, 194, 204, 353, 371, 372, 416, 417; <b>WP:</b> 33–34, 75–76, 81–82, 141–142, 153–154, 172–173; <b>RW:</b> 20–21, 45–46, 49–50, 84–85, 91–92, 102–103
Transitions	<b>Transitional Words, SB:</b> 20, 446, 452, 462, 493, 501, 532, 539, 549, 573, 588; <b>TE:</b> 20, 446, 452, 462, 493, 501, 532, 539, 549, 573, 588; <b>WP:</b> 177, 191, 198; <b>RW:</b> 107, 121, 128
Run-Ons	<b>Run-on Sentences, SB:</b> 64–65, 68, 80, 106, 225, 423; <b>TE:</b> 33B, 64, 65; <b>WP:</b> 21, 22; <b>RW:</b> 13
Misplaced Modifiers	<b>Misplaced Modifiers, SB:</b> 350–352, 353, 387, 427, 468; <b>WP:</b> 139–140, 141–142; <b>RW:</b> 83, 84–85
<b>Content and Organization</b> <b>Identify appropriate topic sentences and supporting sentences, and identify extraneous information within a paragraph.</b> (Items 8, 9, 21, 24, 25, 37, 39)	
Clincher	<b>Writing an Ending/Conclusion, SB:</b> 20, 444, 446, 447, 452–457, 464, 490, 491–495, 502–505, 525, 530, 533, 539, 549, 551, 589, 600, 624, 626, 629, 636, 655, 659; <b>WP:</b> 206; <b>RW:</b> 136
Extraneous Information	<b>Deleting Extraneous Sentences, SB:</b> 21, 23, 466, 491; <b>TE:</b> 21, 23, 466, 491
Supporting Sentence	<b>Supporting Sentences, SB:</b> 443, 445, 447, 452, 453, 459, 491, 493, 497, 525, 528, 575, 613, 615; <b>TE:</b> 443, 445, 447, 452, 453, 459, 491, 493, 497, 525, 528, 575, 613, 615

SAT Objective	<i>Houghton Mifflin English</i> © 2001
Topic Sentence	<b>Writing a Topic Sentence, SB:</b> 20, 525, 526–527, 530, 532, 533, 552, 573, 579, 587, 588; <b>TE:</b> 20, 525, 526–527, 530, 532, 533, 552, 573, 579, 587, 588; <b>WP:</b> 193, 198; <b>RW:</b> 123, 128
<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 11, 14, 30, 42, 43, 44)	
Pronoun Antecedent	<b>Pronoun Antecedents, SB:</b> 302–305, 332, 333, 338, 427, 670; <b>TE:</b> 302, 303, 304, 305; <b>WP:</b> 120–121; <b>RW:</b> 72
Subject-Verb Agreement	<b>Subject-Verb Agreement, SB:</b> 152–154, 155–158, 159–161, 169, 184, 185, 186; <b>TE:</b> 11B, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161; <b>WP:</b> 62–63, 64–65, 66, 67; <b>RW:</b> 38, 39, 40
Adverb	<b>Adverb, SB:</b> 200–203, 206–209, 210–212, 213–215, 220, 232–234; <b>TE:</b> 189B, 200–215; <b>WP:</b> 79–80, 83–84, 85–86, 87–88; <b>RW:</b> 48, 51, 52, 53
Present Tense	<b>Present Tense Verbs, SB:</b> 118–121; <b>TE:</b> 118, 119, 120, 121; <b>WP:</b> 40, 41; <b>RW:</b> 25
Possessive Case	<b>Possessive Pronouns, SB:</b> 298–301, 331, 332, 333, 337; <b>TE:</b> 297B, 298, 299, 300, 301; <b>WP:</b> 114–115, 118–119; <b>RW:</b> 69, 71 <b>Possessive Nouns, SB:</b> 94–96, 97–98, 102, 106, 110, 272–274, 295, 425; <b>TE:</b> 81B, 94, 95, 96, 97, 98; <b>WP:</b> 31–32, 33–34, 114–115; <b>RW:</b> 19, 20–21, 69
Future Tense	<b>Future Tense Verbs, SB:</b> 118–121; <b>TE:</b> 118, 119, 120, 121; <b>WP:</b> 40–41; <b>RW:</b> 25
<b>Mechanics</b> Identify correct capitalization and punctuation. (Items 12, 26, 30, 40, 42, 45)	
<b>Punctuation: Comma with Introductory Element</b>	<b>Commas in Introductory Words, Phrases, Clauses, SB:</b> 248, 279, 288–289, 426; <b>TE:</b> 248, 249, 250; <b>WP:</b> 98, 99; <b>RW:</b> 59
<b>Capitalization: Proper Adjectives and Common Nouns</b>	<b>Capitalizing Proper Adjectives, SB:</b> 191–192, 241–243, 279, 287; <b>TE:</b> 189B, 191, 192, 241, 242, 243; <b>WP:</b> 94–95; <b>RW:</b> 44, 57 <b>Capitalization of Proper Nouns, SB:</b> 71, 82–83, 102, 107, 241–243, 279, 287, 426; <b>TE:</b> 82, 83, 241, 242, 243; <b>WP:</b> 23, 24, 94, 95; <b>RW:</b> 14, 57
<b>Punctuation: Unnecessary Commas</b>	<b>Unnecessary Commas, SB:</b> 245; <b>TE:</b> 245; <b>WP:</b> 96, 97; <b>RW:</b> 58
<b>Capitalization: Historical Periods</b>	<b>Capitalizing Historical Periods, SB:</b> 242–245, 279, 287; <b>TE:</b> 242, 243, 245; <b>WP:</b> 94–95; <b>RW:</b> 57
<b>Punctuation: Commas in a Series</b>	<b>Commas in a Series, SB:</b> 245–246, 289–290, 426; <b>TE:</b> 235B, 245, 246; <b>WP:</b> 96–97; <b>RW:</b> 58

SAT Objective	<i>Houghton Mifflin English</i> © 2001
<b>Punctuation: Quotation Marks with Title of a Chapter</b>	<b>Quotation Marks in Published Works, SB:</b> 257–259, 280, 291; <b>TE:</b> 235B, 257, 258, 259; <b>WP:</b> 104–105; <b>RW:</b> 63
<b>Correct As Is</b> <b>Identify correctly and effectively written sentences.</b> (Items 13, 27, 41)	<b>Sentence Fluency, SB:</b> 49–50, 61–62, 89, 97–98, 99, 135–136, 194–195, 204–205, 306–307, 353–354, 371, 372, 416–417, 467, 507, 555, 592, 639, 669; <b>TE:</b> 49, 50, 61, 62, 89, 97, 98, 99, 135, 136, 194, 195, 204, 205, 306, 307, 353, 354, 371, 372, 416, 417, 467, 507, 555, 592, 639, 669; <b>WP:</b> 11–12, 19–20, 27–28, 33–34, 35, 50–51, 75–76, 81–82, 122–123, 141–142, 153–154, 172–173, 181, 189, 195, 201, 208, 213; <b>RW:</b> 6–7, 11–12, 16–17, 20–21, 22, 30–31, 45–46, 49–50, 73–74, 84–85, 91–92, 102–103, 111, 119, 125, 131, 138, 143
<b>Spelling</b> <b>Demonstrate the ability to identify misspellings of words in the context of sentences.</b> (Items 46, 47, 48, 49, 50, 51, 52, 53, 54)	
<b>Homophones</b>	<b>Spelling Homophones, SB:</b> 330; <b>TE:</b> 330, H24; <b>WP:</b> 136; <b>RW:</b> 81
<b>Phonetic Principles</b>	<b>Spelling Consonant Sounds, SB:</b> H82, H83 <b>Spelling Vowel Sounds, SB:</b> 670, H81, H82; <b>TE:</b> 670
<b>Structural Principles</b>	<b>Spelling Plurals, SB:</b> 90–93, 101, 109, 556; <b>TE:</b> 81B, 90, 91, 92, 93 <b>Spelling Words with -ed or -ing, SB:</b> 118–119, 168, 175, H81; <b>TE:</b> 111B, 118, 119; <b>WP:</b> 40–41; <b>RW:</b> 25

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**Grade Eight**

**correlated to**

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

SAT Objective	<i>Houghton Mifflin English</i> © 2001
<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)	Synonyms, SB: H14; TE: H14
<b>Multiple Meanings</b> 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; TE: H24
<b>Vocabulary in Context</b> 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: 99, 166, 216, 330, 379, H15, H16; TE: 10, 449, 487, 535, 570, 619, 647, H13
<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, 6, 19, 20, 21, 22, 23, 24, 37, 38, 39, 40, 41, 42)	<b>Reading a Personal Narrative, SB:</b> 613, 614, 615, 616, 619–623, 625–626, 627–629; <b>TE:</b> 619, 623 <b>Poetry, SB:</b> 474–475; <b>TE:</b> 474–475 <b>Reading a Play, SB:</b> 674, 676 <b>Reading Blues Stanzas, SB:</b> 479; <b>TE:</b> 479 <b>Reading a Short Story, SB:</b> 10–13, 647–651, 653–655, 656–659; <b>TE:</b> 10, 13, 647, 651 <b>Reading a Cartoon, SB:</b> 1, 3, 4, 8, 25, 514
<b>Textual</b> 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, 25, 26, 28, 29, 30, 43, 44, 45, 46, 47, 48)	<b>Reading about Science, SB:</b> 525, 530, 535–539, 570–572 <b>Reading about Physical Education, SB:</b> 453–454, 540–541, 542–543, 455–457, 527, 560–561 <b>Reading about Social Studies, SB:</b> 443, 444, 446, 449–451, 472, 526, 528, 574–575, 576–578 <b>Reading about Music, SB:</b> 10–13, 445

SAT Objective	<i>Houghton Mifflin English</i> © 2001
<p><b>Functional</b>            Demonstrate the ability to construct meaning with material typically encountered in everyday life situations. (Items 13, 14, 15, 16, 17, 18, 31, 32, 33, 34, 35, 36, 49, 50, 51, 52, 53, 54)</p>	<p>Reading How-To Directions, SB: 560–561; TE: 560, 561            Reading Magazine Articles, SB: 570–572            Reading a Letter to the Editor, SB: 487–489; TE: 487, 489            Reading a News Story, SB: 599–600; TE: 599, 600            Reading a Political Essay, SB : 491–492, 493–495;            TE: 491, 492, 493, 494, 495            Reading Applications and Forms, SB: 603, 604;            TE: 603, 604</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>Specific Detail</b> (Items 8, 12, 19, 42, 45, 48, 53)</p>	<p><b>Noting Details, SB:</b> 10, 13, 451, 456, 489, 572, 623, 653; <b>TE:</b> 12, 451, 456, 489, 572, 623, 653</p>
<p><b>Action / Reason / Sequence</b> (Items 9, 13, 27)</p>	<p><b>Plot Events, SB:</b> 647, 651, 654, 659, 662, 663; <b>TE:</b> 647, 651, 654, 659, 662, 663  <b>Sequence of Events, SB:</b> 624, 625, 627, 632, 633, 652;  <b>TE:</b> 624, 625, 627, 632, 652; <b>WP:</b> 203; <b>RW:</b> 133</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 5, 30, 31, 33, 36, 37, 41, 52, 54)</p>	<p><b>Making Inferences, SB:</b> 13, 449, 451, 487, 489, 538;  <b>TE:</b> 13, 449, 451, 487, 489, 538</p>
<p><b>Extending Meaning</b> (Items 1, 3, 4, 6, 14, 15, 16, 21, 22, 25, 28, 34, 35, 39, 43)</p>	<p><b>Reading as a Writer, SB:</b> 13, 451, 489, 538, 572, 623, 651;  <b>TE:</b> 13, 451, 489, 538, 572, 623, 651  <b>Looking Ahead, SB:</b> 13, 451, 489, 538, 572, 623, 651;  <b>TE:</b> 13, 451, 489, 538, 572, 623, 651</p>
<p><b>Critical Analysis</b>            Demonstrate the ability to synthesize and evaluate explicit and implicit information in a variety of reading selections. (Items 7, 11, 17, 18, 24, 44, 47, 49, 50, 51)</p>	<p><b>Critical Thinking, SB:</b> 451, 489, 538, 572, 623, 651;  <b>TE:</b> 451, 489, 538, 572, 623, 651  <b>Evaluating Information, SB:</b> 582; <b>WP:</b> 196; <b>RW:</b> 126</p>
<p><b>Strategies</b>            Demonstrate the ability to recognize and apply text factors and reading strategies in a variety of reading selections. (Items 2, 10, 20, 23, 26, 29, 32, 38, 40, 46)</p>	<p><b>Mapping the Selection, TE:</b> 13, 451, 489, 538, 572, 623, 651</p>
<b>SPELLING</b>	
<i>Content</i>	
<p><b>Homophones</b>            Demonstrate the ability to identify the correct and incorrect spelling of common homophones in context. (Items 1, 2, 3, 4, 5)</p>	<p><b>Spelling Homophones, SB:</b> 330; <b>TE:</b> 330, H24; <b>WP:</b> 136;  <b>RW:</b> 81</p>

SAT Objective	<i>Houghton Mifflin English</i> © 2001
<b>Phonetic Principles</b> Demonstrate the ability to apply phonetic principles in order to recognize the correct and incorrect spellings of phonemes within words.	
Consonant Sounds (Items 6, 9, 11, 15, 17)	Spelling Consonant Sounds, SB: H82, H83
Vowel Sounds (Items 8, 10, 12, 13, 14)	Spelling Vowel Sounds, SB: 670, H81, H82; TE: 670
<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 20, 25, 26, 28, 29)	Spelling Plurals, SB: 90–93, 101, 109, 556; TE: 81B, 90, 91, 92, 93 Spelling Words with <i>-ed</i> or <i>-ing</i> , SB: 118–119, 168, 175, H81; TE: 111B, 118, 119; WP: 40–41; RW: 25
Affixes (Items 18, 19, 21, 22, 23)	Words with Suffixes, SB: 508, 596, H16, H17, H82, H83, H84, H85; TE: 508, 596 Spelling Words with Prefixes, SB: 468, H16, H83, H84, H85; TE: 468
<b>No Mistake</b> Demonstrate the ability to recognize that all words are spelled correctly. (Items 7, 16, 24, 27, 30)	Proofreading for Spelling, SB: 27, 96, 101, 468, 508, 556, 596, 640, 670; TE: 27, 96, 101, 468, 508, 556, 596, 640, 670; WP 31–32; RW: 19
<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: 26–27, 468, 508, 556, 596, 640, 670; TE: 26, 27, 468, 508, 556, 596, 640, 670
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 3, 5, 7, 9, 11, 22, 23)	
Direction as Region	Capitalization of Direction as Region, SB: 241; TE: 241; WP: 95; RW: 57
Proper Adjectives	Capitalizing Proper Adjectives, SB: 191–192, 241–243, 279, 287; TE: 189B, 191, 192, 241, 242, 243; WP: 94–95; RW: 44, 57
Proper / Common Nouns	Capitalization of Proper Nouns, SB: 71, 82–83, 102, 107, 241–243, 279, 287, 426; TE: 82, 83, 241, 242, 243; WP: 23, 24, 94, 95; RW: 14, 57
Titles of People	Capitalizing and Punctuating People’s Titles, SB: 242–244, 279, 287; TE: 242, 243, 244; WP: 94–95; RW: 57

SB = Student Book

TE = Teacher’s Edition

WP = Workbook Plus

RW = Reteaching Workbook

SAT Objective	<i>Houghton Mifflin English</i> © 2001
<b>Punctuation</b> Distinguish correct punctuation. (Items 2, 6, 12, 13, 16, 18, 21, 24)	
Apostrophe with Possessives	<b>Apostrophes in Possessives, SB:</b> 94, 95, 110, 272–274, 280, 295; <b>TE:</b> 94, 95, 272, 273, 274; <b>WP:</b> 31, 32, 114, 115; <b>RW:</b> 19, 69
Colon with List	<b>Colons with List, SB:</b> 263–265, 280, 293, 426; <b>TE:</b> 263, 264, 265; <b>WP:</b> 108–109; <b>RW:</b> 65
Comma with Appositive	<b>Commas with Appositives, SB:</b> 248–250, 279, 288–289, 426; <b>TE:</b> 235B, 248, 249, 250; <b>WP:</b> 98–99; <b>RW:</b> 59
Comma with Conjunction in Compound Sentence	<b>Commas with Conjunction in Compound Sentence, SB:</b> 51–53, 68, 77, 245–247, 279, 288; <b>TE:</b> 33B, 51, 52, 53, 235B, 245, 246, 247; <b>WP:</b> 13–15, 96–97; <b>RW:</b> 8, 58
Comma with Introductory Elements	<b>Commas in Introductory Words, Phrases, Clauses, SB:</b> 248, 279, 288–289, 426; <b>TE:</b> 248, 249, 250; <b>WP:</b> 98, 99; <b>RW:</b> 59
Quotation Marks with Dialogue	<b>Quotation Marks with Dialogue, SB:</b> 256–259, 262, 278, 280, 291, 426; <b>TE:</b> 235B, 256, 257; <b>WP:</b> 104–105; <b>RW:</b> 63
Semicolon Between Independent Clauses	<b>Semicolons between Independent Clauses, SB:</b> 51, 263–265, 280, 293, 426; <b>TE:</b> 51, 263, 264, 265; <b>WP:</b> 13, 14, 108, 109, 110, 111; <b>RW:</b> 8, 65, 66, 67
<b>Usage</b> Identify correctly applied grammar. (Items 1, 4, 8, 10, 14, 15, 19, 20)	
Adverb Usage	<b>Adverb Usage, SB:</b> 200–203, 206–209, 210–212, 213–215, 220, 232–234; <b>TE:</b> 189B, 200–215; <b>WP:</b> 79–80, 83–84, 85–86, 87–88; <b>RW:</b> 48, 51, 52, 53
Present Tense	<b>Present Tense Verbs, SB:</b> 118–121; <b>TE:</b> 118, 119, 120, 121; <b>WP:</b> 40, 41; <b>RW:</b> 25
Pronoun Antecedent	<b>Pronoun Antecedents, SB:</b> 302–305, 332, 333, 338, 427, 670; <b>TE:</b> 302, 303, 304, 305; <b>WP:</b> 120–121; <b>RW:</b> 72
Pronoun Case	<b>Pronoun Case, SB:</b> 308–311, 331, 332, 333; <b>TE:</b> 297B, 308, 309, 310, 311; <b>WP:</b> 124–125; <b>RW:</b> 75
Special Problems in Usage	<b>Double Negatives, SB:</b> 210–212, 220, 233, 539, 556; <b>TE:</b> 189B, 210, 211, 212; <b>WP:</b> 85–86; <b>RW:</b> 52
Subject-Verb Agreement	<b>Subject-Verb Agreement, SB:</b> 152–154, 155–158, 159–161, 169, 184, 185, 186, 508; <b>TE:</b> 111B, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161; <b>WP:</b> 62–63, 64–65, 66, 67; <b>RW:</b> 38, 39, 40
Subject-Verb Agreement with Compound Sentence	<b>Subject-Verb Agreement with Compound Sentence, SB:</b> 153–154, 169, 184; <b>TE:</b> 111B, 153, 154; <b>WP:</b> 62–63; <b>RW:</b> 38

SAT Objective	<i>Houghton Mifflin English</i> © 2001
<b>Expression</b> Demonstrate an understanding of effectively written sentences and short paragraphs.	
<b>Sentence Structure</b> 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	<b>Awkward, Repetitious Sentences, SB:</b> 49, 61, 62, 97, 251, 252, 639; <b>TE:</b> 49, 61, 62, 97, 251, 252, 639 <b>Avoiding Wordy Sentences, SB:</b> 98, 507; <b>TE:</b> 98, 507 <b>Avoiding Stringy Sentences, SB:</b> 669; <b>TE:</b> 663
Fragments	<b>Sentence Fragments, SB:</b> 63, 65, 67, 69, 80, 106, 225, 423, 640; <b>TE:</b> 63; <b>WP:</b> 21, 22; <b>RW:</b> 13
Misplaced Modifier	<b>Misplaced Modifiers, SB:</b> 350–352, 353, 387, 427, 468; <b>WP:</b> 139–140, 141–142; <b>RW:</b> 83, 84–85
On-and-On	<b>Avoiding Stringy Sentences, SB:</b> 669; <b>TE:</b> 663
Parallel Structure	<b>Parallel Structure, SB:</b> 252, 592; <b>TE:</b> 252, 592; <b>WP:</b> 100–101; <b>RW:</b> 60–61
Redundancy	<b>Redundancy Within a Sentence, SB:</b> 210–212, 220, 233, 539; <b>TE:</b> 189B, 210, 211, 212; <b>WP:</b> 85–86; <b>RW:</b> 52
Run-Ons	<b>Run-on Sentences, SB:</b> 64–65, 68, 80, 106, 225, 423; <b>TE:</b> 33B, 64, 65; <b>WP:</b> 21, 22; <b>RW:</b> 13
<b>Content and Organization</b> Determine appropriate editing of short paragraphs. (Items 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48)	
Descriptive Language	<b>Language in Descriptive Writing, SB:</b> 10, 12, 13, 17, 19, 23, 193, 199, 203, 204, 209, 215; <b>TE:</b> 10, 12, 13, 17, 19, 23, 189
Extraneous Sentence	<b>Deleting Extraneous Sentences, SB:</b> 21, 23, 466, 491; <b>TE:</b> 21, 23, 466, 491
Faulty Subordination	<b>Faulty Subordination, SB:</b> 468; <b>TE:</b> 468
Purpose and Audience	<b>Purpose and Audience for Writing, SB:</b> 14, 458, 496, 545, 579, 630, 660, 682, H7–H9; <b>TE:</b> 14, 458, 496, 545, 579, 630, 660, 682, H7–H9
Sentence Combining	<b>Combining Sentences, SB:</b> 97, 194, 204, 353, 371–372, 416–417; <b>TE:</b> 97, 194, 204, 353, 371, 372, 416, 417; <b>WP:</b> 33–34, 75–76, 81–82, 141–142, 153–154, 172–173; <b>RW:</b> 20–21, 45–46, 49–50, 84–85, 91–92, 102–103
Supporting Sentence	<b>Supporting Sentences, SB:</b> 443, 445, 447, 452, 453, 459, 491, 493, 497, 525, 528, 575, 613, 615; <b>TE:</b> 443, 445, 447, 452, 453, 459, 491, 493, 497, 525, 528, 575, 613, 615
Topic Sentence	<b>Writing a Topic Sentence, SB:</b> 20, 525, 526–527, 530, 532, 533, 552, 573, 579, 587, 588; <b>TE:</b> 20, 525, 526–527, 530, 532, 533, 552, 573, 579, 587, 588; <b>WP:</b> 193, 198; <b>RW:</b> 123, 128

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<b>Transitions</b>	<b>Transitional Words, SB:</b> 20, 446, 452, 462, 493, 501, 532, 539, 549, 573, 588; <b>TE:</b> 20, 446, 452, 462, 493, 501, 532, 539, 549, 573, 588; <b>WP:</b> 177, 191, 198; <b>RW:</b> 107, 121, 128
<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, 19, 20, 21, 22, 23, 24)	<b>Revising, SB:</b> 22–23, 466–467, 501–507, 554–555, 638–639, 668–669; <b>TE:</b> 22–23, 466–467, 501–507, 554–555, 638–639, 668–669; <b>WP:</b> 181, 185, 186, 187, 188, 189, 195, 208, 213; <b>RW:</b> 111, 115, 116, 117, 118, 119, 125, 138, 143
<b>Composing</b> (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)	<b>Drafting, SB:</b> 20–21, 463–464, 502–504, 550–552, 587–589, 634–636, 664–666; <b>TE:</b> 20–21, 463–464, 502–504, 550–552, 587–589, 634–636, 664–666; <b>WP:</b> 178–179, 186–187, 192–193, 198–199, 204–206, 210–211; <b>RW:</b> 108–109, 116–117, 122–123, 128–129, 134–136, 140–141
<b>STUDY SKILLS</b>	
<i>Content</i>	
<b>Library / Reference Skills</b> Demonstrate the ability to alphabetize, use guide words, interpret dictionary entries, and identify the correct use of general reference materials.	
<b>Dictionary Skills</b> (Items 1, 2, 6, 7, 8, 9, 10)	
<b>Dictionary Entries</b>	<b>Using Dictionary Entry Words, SB:</b> H22; <b>TE:</b> H22
<b>Guide Words</b>	<b>Using Dictionary Guide Words, SB:</b> H22; <b>TE:</b> H22
<b>General Reference Sources</b> (Items 3, 4, 5)	<b>Using Almanacs, SB:</b> H28; <b>WP:</b> 196 <b>Using Atlases, SB:</b> H28; <b>WP:</b> 196 <b>Using the Encyclopedia, SB:</b> 581, 582, H28; <b>WP:</b> 196; <b>RW:</b> 126 <b>Using the Newspaper, SB:</b> 581 <b>Using Interviews, SB:</b> 581, H12, <b>WP:</b> 196; <b>RW:</b> 126 <b>Using Magazines, SB:</b> 581, 582; <b>TE:</b> 487 <b>Using Reference Books, SB:</b> 331
<b>Card Catalog</b> (Items 16, 17)	<b>Print and Electronic Card Catalogs, SB:</b> 581, H26–H27; <b>TE:</b> 581
<b>Information Skills</b> Demonstrate the ability to use the parts of a book to locate information, and demonstrate the ability to organize information.	
<b>Locating Information</b> (Items 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30)	
<b>Parts of a Book</b>	<b>Using Parts of a Book, TE:</b> iii, I–2
<b>Newspaper</b>	<b>Using the Newspaper, SB:</b> 581

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<b>Telephone Directory</b>	Using a phone directory is covered at earlier levels.
<b>Organizing Information</b> (Items 11, 12, 13, 14, 15)	<b>Story Maps, SB:</b> H60 <b>Word Web, SB:</b> 461, 471, 476, 631, 633, H59 <b>Diagrams, SB:</b> H30 <b>Diagramming, SB:</b> H86–H95 <b>Making Diagrams, SB:</b> 476 <b>Flow Charts, SB:</b> 520, 562 <b>Venn Diagrams, SB:</b> 547, H62
<i>Process</i>	
<b>Prewriting</b> (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)	<b>Prewriting, SB:</b> 15–19, 458–462, 496–501, 545–549, 579–585, 630–633, 660–663; <b>TE:</b> 15–19, 458–462, 496–501, 545–549, 579–585, 630–633, 660–663; <b>WP:</b> 175, 176, 177, 182, 183, 184, 185, 191, 196, 203, 209; <b>RW:</b> 105, 106, 107, 112, 113, 114, 115, 121, 126, 127, 133, 139
<b>LISTENING</b>	
<i>Content</i>	
<b>Vocabulary</b> <b>Demonstrate recognition of the common meanings of spoken words encountered in the context of a variety of subject areas and sources of information.</b> (Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)	<b>Listening Vocabulary, SB:</b> 99, 166, 216, 442, 524, 612; <b>TE:</b> 99, 449, 487, 535, 570, 619, 647
<b>Comprehension</b> <b>Demonstrate the ability to form an initial understanding of and to interpret dictated material.</b>	
<b>Recreational</b> <b>Construct meaning with material typically listened to for enjoyment.</b> (Items 11, 12, 13, 14, 32, 33, 34, 35, 36, 37)	<b>Listening to Audiotapes, TE:</b> 10, 21, 442, 449, 453, 455, 487, 491, 493, 524, 535, 540, 542, 570, 574, 576, 619, 625, 627, 647, 653, 656 <b>Listening to Poetry, SB:</b> 474–479; <b>TE:</b> 474–479 <b>Listening to a Story, SB:</b> 10–12, 612, 619–622, 647–651; <b>TE:</b> 10, 612–613A, 619, 647, 653, 656 <b>Listening for Pleasure/Enjoyment, SB:</b> 2, 612, 619–622; <b>TE:</b> 2, 612–613A, 619
<b>Informational</b> <b>Construct meaning with expository material typically listened to for information.</b> (Items 15, 16, 17, 18, 24, 25, 26, 27, 28)	<b>Listening for Information, SB:</b> 2, 487–488, 524, 535–537; <b>TE:</b> 2, 487, 488, 524–525A, 553, 540, 542, 570–571, 574, 576 <b>Listening for Details, SB:</b> 442, 466, 506, 554, 591, 638, 668; <b>TE:</b> 442, 466, 506, 554, 591, 638, 668 <b>Listening in a Writing Conference, SB:</b> 24–25, 466, 506, 554, 591, 638, 698; <b>TE:</b> 24, 25, 466, 506, 554, 591, 638, 698
<b>Functional</b> <b>Construct meaning with material typically listened to in everyday life situations.</b> (Items 20, 21, 22, 23, 29, 30, 31, 38, 39, 40)	<b>Listening to a Discussion, SB:</b> 1, 2, 3, 4, 480–482 <b>Listening to an Opinion, SB:</b> 442, 449–451; <b>TE:</b> 442–443A, 453, 455 <b>Listening to Directions, SB:</b> 560–561; <b>TE:</b> 560, 561 <b>Listening for Persuasive Tactics, SB:</b> 514–515; <b>TE:</b> 514, 515

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<i>Process</i>	
<p><b>Initial Understanding</b> Form an initial understanding of a variety of messages based on explicit information in the messages. (Items 17, 18, 19, 21, 23, 24, 25, 27, 33, 34)</p>	Prior Knowledge for Listening, TE: 442, 524, 612, H4, H10
<p><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, 22, 28, 29, 31, 32, 35, 36, 37)</p>	Interpreting Spoken Messages, SB: 2, 487–488, 524, 535–537; TE: 2, 487, 488, 524–525A, 553, 540, 542, 570–571, 574, 576
<p><b>Critical Analysis / Strategies</b> Synthesize and evaluate explicit and implicit information, and recognize and apply text factors and listening strategies in a variety of messages. (Items 20, 26, 30, 38, 39, 40)</p>	Listening for Information, SB: 2, 487–488, 524, 535–537; TE: 2, 487, 488, 524–525A, 553, 540, 542, 570–571, 574, 576 Listening Strategies, SB: 5, 442, 524, 612, H4, H5–H6; TE: 5, 442–443A, 524–524A, 612–613A
LANGUAGE FORM SA	
<p><b>Prewriting</b> Demonstrate an understanding of the various types of tasks involved in preparing to write a composition.</p>	
<p><b>Purpose</b> Determine topic relevance and organize information. (Items 1, 2, 17, 34, 35)</p>	Purpose for Writing, SB: 14, 458, 496, 545, 579, 630, 660, 682, H7–H9; TE: 14, 458, 496, 545, 579, 630, 660, 682, H7–H9 Organizing Writing, SB: 462, 501, 548, 585; TE: 462, 501, 548, 585; WP: 177, 185, 191, 197; RW: 107, 115, 121, 127
<p><b>General References</b> Identify the correct use of general reference materials. (Items 3, 18, 19, 20, 36)</p>	
Index	Index, SB: 581; TE: 581, I–2
Encyclopedia	Using the Encyclopedia, SB: 581, 582, H28; WP: 196; RW: 126
Thesaurus	Thesaurus, SB: H28; WP: 196
<i>Readers' Guide to Periodical Literature</i>	<i>Readers' Guide to Periodical Literature</i> , SB: 581; TE: 581
Atlas	Using Atlases, SB: H28; WP: 196
<p><b>Using Reference Sources</b> Interpret dictionary entries given a sample dictionary page and use the parts of a book to locate information. (Items 4, 5, 21, 22, 37)</p>	
Table of Contents and Index	Table of Contents, TE: iii Index, SB: 581; TE: 581, I–2
Guide Words	Guide Words, SB: H22; TE: H22
Derivation of Word	Derivation of a Word, SB: H23; TE: H23

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Syllabication	Using Dictionary Syllabication, <b>SB:</b> H22; <b>TE:</b> H22,
Index of Book	Index, <b>SB:</b> 581; <b>TE:</b> 581, I–2
<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, 8, 9, 10, 23, 26, 38, 39)	
Well-Constructed Sentences	<b>Sentence Fluency, SB:</b> 49–50, 61–62, 89, 97–98, 99, 135–136, 194–195, 204–205, 306–307, 353–354, 371, 372, 416–417, 467, 507, 555, 592, 639, 669; <b>TE:</b> 49, 50, 61, 62, 89, 97, 98, 99, 135, 136, 194, 195, 204, 205, 306, 307, 353, 354, 371, 372, 416, 417, 467, 507, 555, 592, 639, 669; <b>WP:</b> 11–12, 19–20, 27–28, 33–34, 35, 50–51, 75–76, 81–82, 122–123, 141–142, 153–154, 172–173, 181, 189, 195, 201, 208, 213; <b>RW:</b> 6–7, 11–12, 16–17, 20–21, 22, 30–31, 45–46, 49–50, 73–74, 84–85, 91–92, 102–103, 111, 119, 125, 131, 138, 143
Transitions	<b>Transitional Words, SB:</b> 20, 446, 452, 462, 493, 501, 532, 539, 549, 573, 588; <b>TE:</b> 20, 446, 452, 462, 493, 501, 532, 539, 549, 573, 588; <b>WP:</b> 177, 191, 198; <b>RW:</b> 107, 121, 128
Misplaced Modifiers	<b>Misplaced Modifiers, SB:</b> 350–352, 353, 387, 427, 468; <b>WP:</b> 139–140, 141–142, <b>RW:</b> 83, 84–85
Fragments	<b>Sentence Fragments, SB:</b> 63, 65, 67, 69, 80, 106, 225, 423; <b>TE:</b> 63; <b>WP:</b> 21, 22; <b>RW:</b> 13
Redundancy	<b>Redundancy Within a Sentence, SB:</b> 210–212, 220, 233, 539; <b>TE:</b> 189B, 210, 211, 212; <b>WP:</b> 85–86; <b>RW:</b> 52
Sentence Combining	<b>Combining Sentences, SB:</b> 97, 194, 204, 353, 371–372, 416–417; <b>TE:</b> 97, 194, 204, 353, 371, 372, 416, 417; <b>WP:</b> 33–34, 75–76, 81–82, 141–142, 153–154, 172–173; <b>RW:</b> 20–21, 45–46, 49–50, 84–85, 91–92, 102–103
Run-Ons	<b>Run-on Sentences, SB:</b> 64–65, 68, 80, 106, 225, 423; <b>TE:</b> 33B, 64, 65; <b>WP:</b> 21, 22; <b>RW:</b> 13
<b>Content and Organization</b> Identify appropriate topic sentences and supporting sentences, and identify extraneous information within a paragraph. (Items 7, 11, 24, 25, 27, 40, 41)	
Supporting Sentence	<b>Supporting Sentences, SB:</b> 443, 445, 447, 452, 453, 459, 491, 493, 497, 525, 528, 575, 613, 615; <b>TE:</b> 443, 445, 447, 452, 453, 459, 491, 493, 497, 525, 528, 575, 613, 615
Sequence	<b>Writing with Sequence, SB:</b> 18, 380, 624, 625, 627, 632, 633, 652; <b>TE:</b> 18, 380, 624, 625, 627, 632, 633, 652
Extraneous Information	<b>Deleting Extraneous Sentences, SB:</b> 21, 23, 466, 491; <b>TE:</b> 21, 23, 466, 491

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Clincher	<b>Wrting an Ending/Conclusion, SB:</b> 20, 444, 446, 447, 452–457, 464, 490, 491–495, 502–505, 525, 530, 533, 539, 549, 551, 589, 600, 624, 626, 629, 636, 655, 659; <b>WP:</b> 206; <b>RW:</b> 136
<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 12, 13, 29, 31, 32, 43)	
Subject-Verb Agreement with Relative Clause	<b>Subject-Verb Agreement with Relative Clause, SB:</b> 402–404, 419, 432; <b>TE:</b> 395B, 402, 403, 404; <b>WP:</b> 164–165; <b>RW:</b> 98
Subject-Verb Agreement with Indefinite Pronoun	<b>Subject-Verb Agreement with Indefinite Pronoun, SB:</b> 318–322, 333, 342; <b>TE:</b> 297B, 318, 319, 321, 322; <b>WP:</b> 130–131; <b>RW:</b> 78
Present Perfect Tense	<b>Perfect Tenses, SB:</b> 120–121, 168, 175; <b>TE:</b> 111B, 120, 121; <b>WP:</b> 40–41; <b>RW:</b> 25
Double Negative	<b>Double Negatives, SB:</b> 210–212, 220, 233, 539, 556; <b>TE:</b> 189B, 210, 211, 212; <b>WP:</b> 85–86; <b>RW:</b> 52
Object Pronoun after Preposition	<b>Object Pronoun after Preposition, SB:</b> 347–349, 381, 386; <b>TE:</b> 345B, 347, 348, 349; <b>WP:</b> 137–138; <b>RW:</b> 82
Pronoun Agreement	<b>Pronoun Agreement, SB:</b> 302–305, 306–307, 318–322, 323–326, 652; <b>TE:</b> 302, 303, 304, 305, 318, 319, 320, 321, 322; <b>WP:</b> 120, 121, 122, 123, 130, 131, 132, 133; <b>RW:</b> 72, 73, 74, 78, 79
Past Tense	<b>Past Tense Verbs, SB:</b> 118–121, 167, 168, 175; <b>TE:</b> 118, 119, 120, 121; <b>WP:</b> 40–41; <b>RW:</b> 25
Present Tense	<b>Present Tense Verbs, SB:</b> 118–121; <b>TE:</b> 118, 119, 120, 121; <b>WP:</b> 40, 41; <b>RW:</b> 25
Adverbs	<b>Adverb, SB:</b> 200–203, 206–209, 210–212, 213–215, 220, 232–234; <b>TE:</b> 189B, 200–215; <b>WP:</b> 79–80, 83–84, 85–86, 87–88; <b>RW:</b> 48, 51, 52, 53
Superlative Adverbs	<b>Superlative Adverbs, SB:</b> 206–209, 219, 232; <b>TE:</b> 206, 207, 208, 209; <b>WP:</b> 83–84; <b>RW:</b> 51
<b>Mechanics</b> Identify correct capitalization and punctuation. (Items 14, 16, 28, 30, 33, 44)	
Punctuation: Apostrophe to form Possessive	<b>Apostrophe to form Possessive, SB:</b> 94–96, 102, 110, 272–274, 280, 295; <b>TE:</b> 81B, 94, 95, 96, 235B, 272, 273, 274; <b>WP:</b> 31–32, 114–115; <b>RW:</b> 19, 69
Commas: Parenthetical Expression	<b>Commas in Parenthetical Expression, SB:</b> 248–250, 279, 289; <b>TE:</b> 248, 249, 250; <b>WP:</b> 98–99; <b>RW:</b> 59

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<b>Capitalization: Proper Nouns</b>	<b>Capitalization of Proper Nouns, SB:</b> 71, 82–83, 102, 107, 241–243, 279, 287, 426; <b>TE:</b> 82, 83, 241, 242, 243; <b>WP:</b> 23, 24, 94, 95; <b>RW:</b> 14, 57
<b>Punctuation: Quotation Marks with Titles</b>	<b>Quotation Marks in Published Works, SB:</b> 257–259, 280, 291; <b>TE:</b> 235B, 257, 258, 259; <b>WP:</b> 104–105; <b>RW:</b> 63
<b>Unnecessary Commas</b>	<b>Unnecessary Commas, SB:</b> 245; <b>TE:</b> 245; <b>WP:</b> 96, 97; <b>RW:</b> 58
<b>Punctuation: Comma with Introductory Element</b>	<b>Commas in Introductory Words, Phrases, Clauses, SB:</b> 248, 279, 288–289, 426; <b>TE:</b> 248, 249, 250; <b>WP:</b> 98, 99; <b>RW:</b> 59
<b>Capitalization: Titles with Names</b>	<b>Capitalizing and Punctuating People’s Titles, SB:</b> 242–244, 279, 287; <b>TE:</b> 242, 243, 244; <b>WP:</b> 94–95; <b>RW:</b> 57
<b>Punctuation: Semicolon with Independent Clauses</b>	<b>Semicolons between Independent Clauses, SB:</b> 51, 263–265, 280, 293, 426; <b>TE:</b> 51, 263, 264, 265; <b>WP:</b> 13, 14, 108, 109, 110, 111; <b>RW:</b> 8, 65, 66, 67
<b>Punctuation: Comma before Coordinating Conjunction</b>	<b>Commas with Conjunction in Compound Sentence, SB:</b> 51–53, 68, 77, 245–247, 279, 288; <b>TE:</b> 33B, 51, 52, 53, 235B, 245, 246, 247; <b>WP:</b> 13–15, 96–97; <b>TW::</b> 8, 58
<b>Correct As Is</b> Identify correctly and effectively written sentences. (Items 15, 42, 45)	<b>Sentence Fluency, SB:</b> 49–50, 61–62, 89, 97–98, 99, 135–136, 194–195, 204–205, 306–307, 353–354, 371, 372, 416–417, 467, 507, 555, 592, 639, 669; <b>TE:</b> 49, 50, 61, 62, 89, 97, 98, 99, 135, 136, 194, 195, 204, 205, 306, 307, 353, 354, 371, 372, 416, 417, 467, 507, 555, 592, 639, 669; <b>WP:</b> 11–12, 19–20, 27–28, 33–34, 35, 50–51, 75–76, 81–82, 122–123, 141–142, 153–154, 172–173, 181, 189, 195, 201, 208, 213; <b>RW:</b> 6–7, 11–12, 16–17, 20–21, 22, 30–31, 45–46, 49–50, 73–74, 84–85, 91–92, 102–103, 111, 119, 125, 131, 138, 143
<b>Spelling</b> Demonstrate the ability to identify misspellings of words in the context of sentences. (Items 45, 46, 47, 48, 49, 50, 51, 52, 53, 54)	
<b>Homophones</b>	<b>Spelling Homophones, SB:</b> 330; <b>TE:</b> 330, H24; <b>WP:</b> 136; <b>RW:</b> 81
<b>Phonetic Principles</b>	<b>Spelling Consonant Sounds, SB:</b> H82, H83 <b>Spelling Vowel Sounds, SB:</b> 670, H81, H82; <b>TE:</b> 670
<b>Structural Principles</b>	<b>Spelling Plurals, SB:</b> 90–93, 101, 109, 556; <b>TE:</b> 81B, 90, 91, 92, 93 <b>Spelling Words with -ed or -ing, SB:</b> 118–119, 168, 175, H81; <b>TE:</b> 111B, 118, 119; <b>WP:</b> 40–41; <b>RW:</b> 25