

***Houghton Mifflin English* © 2001**  
**Houghton Mifflin Company**  
**Kindergarten**

**correlated to**

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

SAT Objective	<i>Houghton Mifflin English</i> © 2001
<b>SOUNDS AND LETTERS</b>	
<b>Auditory Discrimination</b> Demonstrate the ability to distinguish between auditory likenesses and differences.	
Like Sounds (Items 1, 4, 6)	Listening to Compare Sounds, TE: 30–31; PB: 1A Listening for Sound Words, TE: 133; AM: 95; PB: 5B Describing Sounds, TE: 125, 127, 129, 136; AM: 98; PB: 5E
Unlike Sounds (Items 2, 3, 5, 7, 8)	Listening to Discriminate Sounds, TE: 129
<b>Auditory Perception</b> Demonstrate the ability to match two words that begin with the same sounds or that end with the same sounds.	
Beginning Sounds (Items 9, 10, 11, 12, 13, 14, 15, 16)	Letter and Sound Match, TE: 29, 30–31; PB: 1A
Ending Sounds (Items 17, 18, 19, 20, 21, 22, 23, 24)	Final Sounds, TE: 51, 52, 55, 58, 66; AM : 69 Listening for Rhyming Words, TE: 51, 52, 55, 58, 66; AM: 69
<b>Visual Discrimination</b> Demonstrate the ability to determine the distinctive characteristics of given visual elements.	
Letters (Items 25, 26)	Matching Letters, TE: 35, 43; AM: 61 Tracing and Writing the Letters of the Alphabet, TE: 26, 29, 32, 33, 38, 40, 44, 179; AM: 56–57, 59, 64; PB: 1B, 1C, 1G Composing Letters (Alphabet Book), TE: 28, 29, 179
Words (Items 27, 28, 29, 30)	Distinguish Words, TE: 30, 31, 32, 33; PB: GS-A, GS-D, GS-E
<b>Symbol Perception</b> Demonstrate the ability to recognize letters and match letters with the sounds those letters represent.	

**Letter Recognition** (Items 31, 32, 33, 34, 35, 36)

**Letters of the Alphabet on the Computer Keyboard,**

**TE:** 39, 45; **PB:** 1F

**Recognizing the Letters of the Alphabet, TE:** 26, 29, 32,  
33, 38, 40, 44, 179; **AM:** 56–57, 59, 64; **PB:** 1B, 1C, 1G

SAT Objective	Houghton Mifflin English © 2001
<b>Decoding</b> (Items 37, 38, 39, 40, 41, 42)	<b>Decoding, TE:</b> 51, 52, 55, 58, 66; <b>AM:</b> 69
<b>Encoding</b> (Items 43, 44, 45, 46, 47, 48)	<b>Encoding, TE:</b> 116, 142, 168, 194, 222
<b>WORD READING</b>	
<b>Match a Printed Word with a Spoken Word</b> Identify the printed name for a picture of an object after the name has been pronounced. (Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15)	<b>Picture Clues, TE:</b> 30, 31, 43, 50, 53, 54–55, 60, 63, 67, 87, 100, 109, 111, 134, 135, 136, 137, 138, 160, 161, 163; <b>AM:</b> 66–68, 72, 84, 91, 96, 98, 99, 104; <b>PB:</b> 1B–1C, 1D, 2A–2B, 2D, 2E, 4C, 4E, 5C, 5D, 5F, 6B
<b>Match a Printed Word with a Picture</b> Identify the printed name for a picture of an object. (Items 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30)	<b>Vocabulary, TE:</b> 37, 43, 50, 52, 53, 54–55, 60, 61, 67, 75, 78, 87, 100, 109, 111, 126, 131, 133; <b>AM:</b> 63, 66–68, 72, 73, 84, 91, 95; <b>PB:</b> 1D, 1E, 2A–2B, 2D, 2E, 4C, 4E, 5A
<b>LISTENING TO WORDS AND STORIES</b>	
<b>Vocabulary</b> Demonstrate recognition of the common meanings of spoken words encountered in various types of activities. (Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)	<b>Exact Verbs, TE:</b> 155, 188, 192, 197; <b>AM:</b> 114; <b>PB:</b> 7E <b>Identifying Verbs, TE:</b> 84, 91, 162; <b>AM:</b> 106; <b>PB:</b> 6D <b>Animal Words, TE:</b> 51, 55, 60, 67; <b>AM:</b> 72; <b>PB:</b> 2D <b>Animal Nouns, TE:</b> 60, 67, 109, 118; <b>AM:</b> 89; <b>PB:</b> 2D, 4C <b>Numbers, TE:</b> 51, 55, 56–57, 60; <b>AM:</b> 66–68, 72; <b>PB:</b> 2A, 2B, 2D <b>Color Words, TE:</b> 55, 60; <b>AM:</b> 72; <b>PB:</b> 2D <b>Days of the Week, TE:</b> 74, 98, 124, 202 <b>Flowers, TE:</b> 6B, 180–186; <b>AM:</b> 110, 111; <b>PB:</b> 6B, 7A, 7B, 7C <b>Months of the Year, TE:</b> 74, 98, 99 <b>Names for Parts of the Body, TE:</b> 85, 86, 92 <b>Positional Words, TE:</b> 37, 44, 57, 81, 85, 92, 125, 189, 197; <b>AM:</b> 82, 115; <b>PB:</b> 1E, 7F
<b>Comprehension</b> Demonstrate the ability to form an initial understanding of and to interpret dictated material.	
<b>Recreational</b> Construct meaning with material typically listened to for enjoyment. (Items 11, 12, 15, 16, 17, 18, 19, 26, 27, 28, 29, 30, 31, 36, 37, 38)	<b>Listening to a Story, TE:</b> 150, 152, 154–155, 238–239, 240–241, 242–244, 245–247, 248–250, 251 <b>Listening to a Personal Narrative, TE:</b> 102–103 <b>Listening to Riddles, TE:</b> 74, 76, 77, 78–79, 80, 90, 126
<b>Informational</b> Construct meaning with expository material typically listened to for information. (Items 13, 14, 23, 24, 25, 39, 40)	<b>Listening for Information, TE:</b> 28, 30–31, 203–204, 206–207 <b>Listening to a Number Book, TE:</b> 52, 53–54 <b>Listening to a Description, TE:</b> 126–127, 128–129
<b>Functional</b> Construct meaning with expository material typically listened to in everyday life situations. (Items 20, 21, 22, 32, 33, 34, 35)	<b>Follows Oral Directions, TE:</b> 34, 42, 177, 178, 180–181, 185, 253 <b>Listening to Safety Procedures, TE:</b> 15; <b>PB:</b> GS-B
<b>Initial Understanding</b> Form an initial understanding of a variety of messages based on explicit information in the messages. (Items 12, 13, 14, 17, 18, 20, 21, 23, 24, 25, 28, 30, 32, 34, 37, 39)	

SAT Objective	<i>Houghton Mifflin English</i> © 2001
<b>Action / Reason / Sequence</b>	<b>Beginning, Middle, End of Story, TE:</b> 99, 101,–103, 105 113-114, 157–159, 164-169, 171; <b>AM:</b> 88, 102, 103, 108, 109; <b>PB:</b> 4A, 4G, 6A, 6B, 6F <b>Order Words, TE:</b> 116, 177, 178, 181, 185, 190, 253 <b>Sequence in Instructions, TE:</b> 177–178, 183–184, 190, 197, 253; <b>AM:</b> 110, 116; <b>PB:</b> 7A
<b>Specific Detail</b>	<b>Noting Details, TE:</b> 54, 78, 100, 102, 126, 154, 180, 206 <b>Elaborating with Details, TE:</b> 100, 112, 114, 118, 119, 132, 138, 145, 155, 167; <b>AM:</b> 92, 94, 100; <b>PB:</b> 4F, 5F (continued)
<b>Specific Detail (continued)</b>	<b>Adding Details to a Picture, TE:</b> 112, 118, 138; <b>AM:</b> 92, 100; <b>PB:</b> 4F, 5F
<b>Interpretation Form an interpretation of a variety of messages based on explicit and implicit information in the messages.</b> (Items 11, 15, 16, 19, 22, 26, 27, 29, 31, 33, 35, 36, 38, 40)	
<b>Extending Meaning</b>	<b>Responding to Literature, TE:</b> 31, 55, 79, 103, 129, 155, 181, 207
<b>Inference</b>	<b>Making Inferences, TE:</b> 55, 77, 78, 102, 128, 152, 154, 180–181

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

SAT Objective	<i>Houghton Mifflin English</i> © 2001
<b>SOUNDS AND LETTERS</b>	
<b>Auditory Perception</b> Demonstrate the ability to match two words that begin with the same sounds or that end with the same sounds.	
<b>Beginning Sounds</b> (Items 1, 2, 3, 4, 5, 6, 7, 8)	<b>Letter and Sound Match, TE:</b> 29, 30–31; <b>PB:</b> 1A
<b>Ending Sounds</b> (Items 9, 10, 11, 12, 13, 14, 15, 16)	<b>Final Sounds, TE:</b> 51, 52, 55, 58, 66; <b>AM :</b> 69 <b>Listening for Rhyming Words, TE:</b> 51, 52, 55, 58, 66; <b>AM:</b> 69
<b>Symbol Perception</b> Demonstrate the ability to recognize letters and match letters with the sounds those letters represent.	
<b>Letter Recognition</b> (Items 17, 18, 19, 20)	<b>Recognizing Letters of the Alphabet, TE:</b> 26, 29, 32, 33, 38, 40, 44, 179; <b>AM:</b> 56–57, 59, 64; <b>PB:</b> 1B, 1C, 1G <b>Composing Letters (Alphabet Book), TE:</b> 28, 29, 179
<b>Decoding</b> (Items 21, 22, 23, 24, 25, 26, 27, 28, 29, 30)	<b>Decoding, TE:</b> 51, 52, 55, 58, 66; <b>AM:</b> 69
<b>Encoding</b> (Items 31, 32, 33, 34, 35, 36, 37, 38, 39, 40)	<b>Encoding, TE:</b> 116, 142, 168, 194, 222
<b>WORD READING</b>	
<b>Match a Printed Word with a Spoken Word</b> Identify the printed name for a picture of an object after the name has been pronounced. (Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)	<b>Picture Clues, TE:</b> 30, 31, 43, 50, 53, 54–55, 60, 63, 67, 87, 100, 109, 111, 134, 135, 136, 137, 138, 160, 161, 163; <b>AM:</b> 66–68, 72, 84, 91, 96, 98, 99, 104; <b>PB:</b> 1B–1C, 1D, 2A–2B, 2D, 2E, 4C, 4E, 5C, 5D, 5F, 6B
<b>Match a Printed Word with a Picture</b> Identify the printed name for a picture of an object. (Items 11, 12, 13, 14, 15, 16, 17, 18, 19, 20)	<b>Vocabulary, TE:</b> 37, 43, 50, 52, 53, 54–55, 60, 61, 67, 75, 78, 87, 100, 109, 111, 126, 131, 133; <b>AM:</b> 63, 66–68, 72, 73, 84, 91, 95; <b>PB:</b> 1D, 1E, 2A–2B, 2D, 2E, 4C, 4E, 5A

**Match Two Printed Words with a Picture**

**Identify two printed words that are associated with a given picture.** (Items 21, 22, 23, 24, 25, 26, 27, 28, 29, 30)

**Vocabulary, TE:** 37, 43, 50, 52, 53, 54–55, 60, 61, 67, 75, 78, 87, 100, 109, 111, 126, 131, 133; **AM:** 63, 66–68, 72, 73, 84, 91, 95; **PB:** 1D, 1E, 2A–2B, 2D, 2E, 4C, 4E, 5A

SAT Objective	<i>Houghton Mifflin English © 2001</i>
<b>Match a Dictated Word with its Printed Form</b> Identify a printed memorized word that has been pronounced. (Items 31, 32, 33, 34, 35, 36, 37, 38, 39, 40)	<b>Reading Printed Words, TE:</b> 50, 97, 99, 100, 109, 111, 151, 161, 202, 204, 205; <b>AM:</b> 66–68, 74–76, 83, 89, 90, 91, 105, 119, 121; <b>PB:</b> 1D, 2A, 2B, 2C, 2F, 3A, 3B, 3C, 4E, 4F, 5A, 5B, 6E, 8B, 8D, 8E, 8F
<b>SENTENCE READING</b>	
<b>Kernel Sentences</b> Demonstrate the ability to comprehend printed kernel sentences. (Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13)	<b>Composing a Sentence, TE:</b> 80, 81, 88, 89; <b>AM:</b> 77–79, 85–87; <b>PB:</b> 3A, 3B, 3H <b>Sentence Fluency, TE:</b> 207, 220
<b>Sentence Transformations</b> Demonstrate the ability to comprehend varied types of simple printed sentence transformations. (Items 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26)	<b>Statements, TE:</b> 79, 80–81, 84, 90, 91, 110; <b>AM:</b> 77–79, 81, 90; <b>PB:</b> 3A, 3B, 3F, 4D <b>Questions, TE:</b> 79, 80–81, 84, 90, 91, 110; <b>AM:</b> 77–79, 81, 90; <b>PB:</b> 3A, 3B, 3F, 4D
<b>Two-Sentence Stories</b> Demonstrate the ability to comprehend two related printed sentences. (Items 27, 28, 29, 30)	<b>Reading Two Related Sentences, TE:</b> 78–79, 80–81
<b>LISTENING TO WORDS AND STORIES</b>	
<b>Vocabulary</b> Demonstrate recognition of the common meanings of spoken words encountered in various types of activities. (Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)	<b>Exact Verbs, TE:</b> 155, 188, 192, 197; <b>AM:</b> 114; <b>PB:</b> 7E <b>Identifying Verbs, TE:</b> 84, 91, 162; <b>AM:</b> 106; <b>PB:</b> 6D <b>Animal Words, TE:</b> 51, 55, 60, 67; <b>AM:</b> 72; <b>PB:</b> 2D <b>Animal Nouns, TE:</b> 60, 67, 109, 118; <b>AM:</b> 89; <b>PB:</b> 2D, 4C <b>Numbers, TE:</b> 51, 55, 56–57, 60; <b>AM:</b> 66–68, 72; <b>PB:</b> 2A, 2B, 2D <b>Color Words, TE:</b> 55, 60; <b>AM:</b> 72; <b>PB:</b> 2D <b>Days of the Week, TE:</b> 74, 98, 124, 202 <b>Flowers, TE:</b> 6B, 180–186; <b>AM:</b> 110, 111; <b>PB:</b> 6B, 7A, 7B, 7C <b>Months of the Year, TE:</b> 74, 98, 99 <b>Names for Parts of the Body, TE:</b> 85, 86, 92 <b>Positional Words, TE:</b> 37, 44, 57, 81, 85, 92, 125, 189, 197; <b>AM:</b> 82, 115; <b>PB:</b> 1E, 7F
<b>Comprehension</b> Demonstrate the ability to form an initial understanding of and to interpret dictated material.	
<b>Recreational Construct</b> meaning with material typically listened to for enjoyment. (Items 11, 12, 13, 14, 20, 21, 22, 23, 24, 25, 28, 29, 32, 33, 37, 38)	<b>Listening to a Story, TE:</b> 150, 152, 154–155, 238–239, 240–241, 242–244, 245–247, 248–250, 251 <b>Listening to a Personal Narrative, TE:</b> 102–103 <b>Listening to Riddles, TE:</b> 74, 76, 77, 78–79, 80, 90, 126
<b>Informational Construct</b> meaning with expository material typically listened to for information. (Items 26, 27, 34, 35, 36, 39, 40)	<b>Listening for Information, TE:</b> 28, 30–31, 203–204, 206–207 <b>Listening to a Number Book, TE:</b> 52, 53–54 <b>Listening to a Description, TE:</b> 126–127, 128–129
<b>Functional Construct</b> meaning with expository material typically listened to in everyday life situations. (Items 15, 16, 17, 18, 19, 30, 31)	<b>Follows Oral Directions, TE:</b> 34, 42, 177, 178, 180–181, 185, 253 <b>Listening to Safety Procedures, TE:</b> 15; <b>PB:</b> GS-B
<b>Initial Understanding Form</b> an initial understanding of a variety of messages based on explicit information in the messages. (Items 12, 13, 14, 16, 17, 19, 20, 23, 25, 29, 33, 34, 35, 36, 38)	

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<b>Action / Reason / Sequence (continued)</b>	<b>Order Words, TE:</b> 116, 177, 178, 181, 185, 190, 253 <b>Sequence in Instructions, TE:</b> 177–178, 183–184, 190, 197, 253; <b>AM:</b> 110, 116; <b>PB:</b> 7A
<b>Specific Detail</b>	<b>Noting Details, TE:</b> 54, 78, 100, 102, 126, 154, 180, 206 <b>Elaborating with Details, TE:</b> 100, 112, 114, 118, 119, 132, 138, 145, 155, 167; <b>AM:</b> 92, 94, 100; <b>PB:</b> 4F, 5F <b>Adding Details to a Picture, TE:</b> 112, 118, 138; <b>AM:</b> 92, 100; <b>PB:</b> 4F, 5F
<b>Interpretation Form an interpretation of a variety of messages based on explicit and implicit information in the messages.</b> (Items 11, 15, 18, 21, 22, 24, 26, 27, 28, 30, 31, 32, 37, 39, 40)	
<b>Extending Meaning</b>	<b>Responding to Literature, TE:</b> 31, 55, 79, 103, 129, 155, 181, 207
<b>Inference</b>	<b>Making Inferences, TE:</b> 55, 77, 78, 102, 128, 152, 154, 180–181