

Houghton Mifflin English © 2001
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Grade Three

correlated to

TerraNova
Level 13

SB: Student Book

TE: Teacher's Edition

WP: Workbook Plus

RW: Reteaching Workbook

Test	TerraNova Objective	Houghton Mifflin English © 2001
01 Oral Comprehension		
Complete Battery Survey Multiple Assessments	<ul style="list-style-type: none"> Demonstrate both literal and interpretive understanding of passages that are read aloud. 	Listening to a Story, TE: 252–253A, 259, 265, 267, 286A, 287, 293, 295 Listening to Poetry, TE: 414–415 Listening for Information, SB: 320, 352; TE: 320–321A, 327, 355, 360, 362
Multiple Assessments	<ul style="list-style-type: none"> Use writing or other means to respond to literal and interpretive questions about passages that are read aloud. 	Responding to Literature, SB: 11, 263, 266, 268, 283, 291, 294, 296, 312, 328, 331, 333, 347, 358, 361, 363, 392, 395, 397, 413, 426, 429, 431

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02 Basic Understanding		

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Complete Battery Survey Multiple Assessments	<ul style="list-style-type: none"> Demonstrate understanding of the literal meaning of a passage through identifying stated information, indicating sequence of events, and defining grade-level vocabulary. (continued) 	Noting Details, SB: 9, 11, 27, 263, 265, 295, 327, 328, 356, 358, 362, 363, 394, 396, 397; TE: 9, 11, 27, 268, 327, 328, 358 Sequence of Events, SB: 256, 264, 271, 275, 292, 301, 303; WP: 118; RW: 73 Vocabulary, TE: 9, 259, 287, 327, 389, 423 Curriculum Vocabulary, TE: 280, 308, 344, 376, 410, 444
Multiple Assessments	<ul style="list-style-type: none"> Write responses to questions requiring literal information from passages and documents. 	Responding to Literature, SB: 11, 263, 266, 268, 283, 291, 294, 296, 312, 328, 331, 333, 347, 358, 361, 363, 392, 395, 397, 413, 426, 429, 431
03 Analyze Text		
Complete Battery Survey Multiple Assessments	<ul style="list-style-type: none"> Demonstrate comprehension by drawing conclusions; inferring relationships such as cause and effect; and identifying theme and story elements, such as plot, climax, character and setting. 	Conclusion, SB: 346, 347, 350 Plot: Events, SB: 287, 289, 290, 291; TE: 287, 291 Character, SB: 298–299, 300–301, 310–315, 317; WP: 124, 125, 126; RW: 79, 80, 81 Developing a Setting, SB: 299, 300–301, 310, 312; TE: 300, 301; WP: 125; RW: 80
Multiple Assessments	<ul style="list-style-type: none"> Write responses that show an understanding of the text that goes beyond surface meaning. 	Responding to Literature, SB: 11, 263, 266, 268, 283, 291, 294, 296, 312, 328, 331, 333, 347, 358, 361, 363, 392, 395, 397, 413, 426, 429, 431 Extended Learning, SB: 11, 263, 291, 328, 358, 392, 426; TE: 11, 263, 291, 328, 358, 392, 426

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04 Evaluate and Extend Meaning		
Complete Battery Survey Multiple Assessments	<ul style="list-style-type: none"> • Demonstrate critical understanding by making predictions; distinguishing between fact and opinion, and reality and fantasy; transferring ideas to other situations; and judging author purpose, point of view, and effectiveness. 	Making Predictions, SB: 9, 259, 287, 327, 355, 389, 423 Listening to Distinguish Between Fact and Opinion, SB: 320, 379, 382, 424 Extended Learning, SB: 11, 263, 291, 328, 358, 392, 426; TE: 11, 263, 291, 328, 358, 392, 426 Author Purpose, SB: 352
Multiple Assessments	<ul style="list-style-type: none"> • <i>Write responses that make connections between texts based on common themes and concepts; evaluate author purpose and effectiveness, and extend meaning to other contexts.</i> 	Student Models, SB: 27, 267–268, 295–296, 310–312, 332–333, 346, 362–363, 396–397, 419, 430–431
05 Identify Reading Strategies		
Complete Battery Survey Multiple Assessments	<ul style="list-style-type: none"> • Demonstrate awareness of techniques that enhance comprehension, such as using existing knowledge, summarizing content, comparing information across texts, using graphic and text structure, and formulating questions that deepen understanding. 	Summarizing, SB: 188, 413, H28 Comparison and Contrast, SB: 16, 150–151, 346–351; WP: 69–70; RW: 42
Multiple Assessments	<ul style="list-style-type: none"> • <i>Write responses that interpret and extend the use of information from documents and forms, and that demonstrate knowledge and use of strategies.</i> 	Responding to Literature, SB: 11, 263, 266, 268, 283, 291, 294, 296, 312, 328, 331, 333, 347, 358, 361, 363, 392, 395, 397, 413, 426, 429, 431

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06 Introduction to Print		
Complete Battery Survey Multiple Assessments	<ul style="list-style-type: none"> • Demonstrate knowledge of sound/symbol and structural relationships in letters, words, and signs. 	Objective #06 (Introduction to Print) is not included in the TerraNova series at this grade level.
Multiple Assessments	<ul style="list-style-type: none"> • <i>Write responses that show knowledge of letters and words.</i> 	Objective #06 (Introduction to Print) is not included in the TerraNova series at this grade level.
07 Sentence Structure		
Complete Battery Survey Multiple Assessments	<ul style="list-style-type: none"> • Demonstrate an understanding of conventions for writing complete and effective sentences, including treatment of subject and verb, punctuation, and capitalization. • Demonstrate understanding of conciseness and clarity of meaning in combining two sentences 	<p>Subject-Verb Agreement, SB: 100–101, 102–103, 216–217, 232, 240, 242; TE: 100, 101, 102, 103, 216, 217; WP: 38–39, 40–41, 102–103; RW: 24, 25, 63</p> <p>Sentence Fluency, SB: 34–35, 46–47, 66–67, 110–111, 146–147, 156–157, 180–181, 192–193, 220–221, 277, 305, 341, 373, 407, 441; WP: 3–4, 15–16, 23–24, 48–49, 65–66, 75–76, 82–83, 94–95, 106–107, 123, 128; RW: 2–3, 9–10, 14–15, 29–30, 39–40, 45–46, 50–51, 58–59, 65–66, 78, 83</p> <p>Naming Parts of Sentences, SB: 32–33, 40–41, 53, 60–61; WP: 1–2, 9–10, 17–18; RW: 1, 6, 11</p> <p>Action Parts of a Sentence, SB: 32–33, 42–43, 53; WP: 1–2, 11–12; RW: 1, 7</p> <p>Capitalizing Sentences, SB: 36–37, 44–45, 54, 178–179, 204; TE: 36, 37, 44, 45, 178, 179; WP: 5–6, 13–14, 80–81; RW: 4, 8, 49</p> <p>Punctuation of Sentences, SB: 36–37, 38–39, 44–45, 46–47, 54–55, 204; WP: 5–6, 7–8, 13–14, 15–16; RW: 4, 5, 8, 9–10</p>

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<p>Complete Battery Survey Multiple Assessments</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of conventions for writing complete and effective sentences, including treatment of subject and verb, punctuation, and capitalization. (continued) • Demonstrate understanding of conciseness and clarity of meaning in combining two sentences 	<p>Combining Sentences, SB: 47, 67, 110–111, 147, 157, 181, 192, 193, 221; WP: 16, 24, 48–49, 66, 76, 83, 95, 107; RW: 10, 15, 40, 46, 51, 59, 66</p>
08 Writing Strategies		
<p>Complete Battery Survey Multiple Assessments</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of information sources, outlines, and other prewriting techniques. • Demonstrate an understanding of the use of topic sentences, concluding sentences, connective and transitional words and phrases, supporting statements, sequencing ideas, and relevant information in writing expository prose 	<p>Expository Composition, SB: 33, 39, 45, 70, 73, 103, 109, 117, 121, 123, 145, 149, 151, 155, 183, 187, 189, 191, 197, 325, 327, 330–333, 334–335, 336–339, 340–343, 344, 345, 346–347, 348–351, 364–365, 413; WP: 2, 8, 41, 47, 59, 74, 89, 93, 130–134; RW: 85–89</p> <p>Prewriting, SB: 12, 13–17, 269–271, 297–300, 334–336, 364–368, 398–402, 432–436; TE: 12, 13–17, 269–271, 297–300, 334–336, 364–368, 398–402, 432–436; WP: 118, 124, 125, 130, 135, 140, 141, 145, 146; RW: 73, 79, 80, 85, 90, 95, 96, 100, 101</p> <p>Using Graphic Organizers for Prewriting, SB: 345, 349</p> <p>Brainstorming for Prewriting, SB: 14, 269, 297, 334, 364–398, 432</p> <p>Listing in Prewriting, SB: 13, 269, 297, 334, 364, 398, 432</p> <p>Topic Sentence, SB: 253, 321–322, 329, 338, 339, 359, 369, 383, 393, 403, 405, 427, 436, H29; TE: 253, 321, 322, 329, 338, 339, 359, 369, 383, 393, 403, 405, 427, 436; WP: 132, 143, 146; RW: 87, 98, 101</p> <p style="text-align: right;">(continued)</p>

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<p>Complete Battery Survey Multiple Assessments</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of information sources, outlines, and other prewriting techniques. (continued) • Demonstrate an understanding of the use of topic sentences, concluding sentences, connective and transitional words and phrases, supporting statements, sequencing ideas, and relevant information in writing expository prose. 	<p>Conclusion, SB: 346, 347, 350 Transitional Words and Phrases, SB: 346–347, 350, 436, 440; RW: 101 Writing Supporting Sentences, SB: 253, 255, 323–324, 383, 385, 387; TE: 253, 255, 323, 324; WP: 117, 129, 139; RW: 72, 84, 94 Order, SB: 16, 17, 271, 336, 349, 368, 436; WP: 118, 130, 146; RW: 73, 85, 101 Expository Composition, SB: 33, 39, 45, 70, 73, 103, 109, 117, 121, 123, 145, 149, 151, 155, 183, 187, 189, 191, 197, 325, 327, 330–333, 334–335, 336–339, 340–343, 344, 345, 346–347, 348–351, 364–365, 413; WP: 2, 8, 41, 47, 59, 74, 89, 93, 130–134; RW: 85–89</p>
09 Editing Skills		
<p>Complete Battery Survey Multiple Assessments</p>	<ul style="list-style-type: none"> • Identify the appropriate use of capitalization, punctuation, nouns, pronouns, verbs, adjectives, and adverbs in existing text 	<p>Proofreading Capitalization, SB: 25, 50, 63, 82, 179, 183, 185, 187, 188, 197, 201, 278, 342; WP: 84–85, 86–87, 88–89, 90, 98–99; RW: 49, 52, 53, 54, 55, 61 Proofreading Punctuation, SB: 50, 126, 179, 187, 188, 189, 191, 195, 197, 201, 227, 233, 278, 342, 442; WP: 80–81, 88–89, 90, 91, 92–93, 96–97, 98–99, 112–113; RW: 49, 54, 55, 56, 57, 60, 61, 69 Noun Usage, 60, 62, 166–167, 237, 239, 246; WP: 17–18, 19–20; RW: 11, 12 Pronoun Usage, SB: 214–221, 224–225, 231, 232, 240, 241–243, 245, H55; WP: 100–101, 102–103, 104–105, 106–107, 110–111; RW: 62, 63, 64, 65–66, 68 Verb Usage, SB: 100–103, 119, 124–126, 130–140, 167–168, 232, 238, 242, H55; WP: 38–39, 40–41, 56–57; RW: 24, 25, 34</p> <p style="text-align: right;">(continued)</p>

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Complete Battery Survey Multiple Assessments	<ul style="list-style-type: none"> Identify the appropriate use of capitalization, punctuation, nouns, pronouns, verbs, adjectives, and adverbs in existing text. (continued) 	Adjective Usage, SB: 150–151, 169, 170–171, 173, 238; WP: 69–70; RW: 42 Adverbs Usage, SB: 152–154, 162–163, 169, 174, 175, 238; WP: 71–72, 73–74; RW: 43, 44
Multiple Assessments	<ul style="list-style-type: none"> <i>Demonstrate knowledge of writing conventions and sentence structure through identifying and correcting errors in existing text and in text written by the student</i> 	Proofreading Grammar and Usage, SB: 37, 39, 45, 50, 63, 69, 70, 71, 75, 77, 82, 101, 103, 107, 113, 117, 119, 126, 149, 151, 159, 163, 179, 183, 185, 187, 188, 191, 195, 197, 201, 217, 223, 227, 229, 233, 278, 306, 342, 442; WP: 5–6, 7–8, 13–14, 19–20, 25–26, 27, 28, 31–32, 33–34, 38–39, 40–41, 44–45, 50–51, 54–55, 56–57, 67–68, 69–70, 77–78, 80–81, 84–85, 86–87, 88–89, 90, 92–93, 96–97, 98–99, 102–103, 108–109, 112–113, 114–115; RW: 4, 5, 8, 12, 16, 17, 18, 20, 21, 24, 25, 27, 31, 33, 34, 41, 42, 47, 49, 52, 53, 54, 55, 57, 60, 61, 63, 67, 69, 70