

Correlation to Georgia Quality Core Curriculum

Subject Area: 23.00 Language Arts, General, Elementary (Grades K-5)

State-Funded Course: 23.00200 Language Arts/Grade 1

Textbook Title: Houghton Mifflin Spelling and Vocabulary © 1998-2000

Publisher: Houghton Mifflin Company

Objective	Component	Where Taught
1.	Strand: Oral Communication Topic: Listening/Speaking Standard: Adapts or changes oral language to fit the situation by following the rules of conversation with peers and adults.	Opportunities to converse with peers and adults are found in the topics “Think and Discuss” and “Home Activities.” See especially PE: 72, 88, 104, 120, 135, 151, 167, 183.
2.	Standard: Listens to a variety of literary forms, including stories and poems.	PE: 72, 88, 104, 120, 135, 151, 167, 183; TE: 72, 88, 104, 120, 135, 151, 167, 183
3.	Standard: Follows two- and three-part oral directions.	PE: 13–14; TE: 13, 14
4.	Standard: Recalls information presented orally.	TE: 56B, 72B, 94B, 104B, 110B, 116B, 120B, 126B, 136B, 142B, 152B, 158B, 164B, 168B, 174B
5.	Standard: Interprets the meaning of questions in order to give an appropriate response.	TE: 72, 88, 104, 120, 135, 151, 167, 183
6.	Standard: Increases vocabulary to reflect a growing range of interests and knowledge.	PE: 8–10, 11–12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45–46, 47–48, 49–50, 51–52, 53–54; TE: 13A–13D
7.	Standard: Communicates effectively when using descriptive language, relating experiences, and retelling stories read, heard, or viewed.	PE: 59, 65, 72, 81, 88, 107, 113, 120, 123, 161, 171, 177, 180; TE: 59, 72, 88
8.	Standard: Uses a variety of language patterns and sentence structures.	TE: 59, 65, 75, 81, 91, 97, 107, 113, 123, 129, 139, 145, 155, 161, 171, 177
9.	Standard: Demonstrates an understanding of words and ideas when heard in context.	PE: 59, 61, 65, 67, 69–70, 75, 77, 81, 83, 85, 91, 93, 97, 99, 102, 107, 109, 113, 115, 116, 118, 123, 125, 129, 131, 134, 139, 141, 145, 147, 149, 155, 157, 161, 163, 165, 171, 172, 173, 177, 179, 180, 181; TE: 61, 67, 77, 83, 93, 99, 109, 115, 125, 131, 141, 147, 157, 163

This correlation was compiled by searching the Houghton Mifflin Reading Spelling and Vocabulary PEs and TEs page by page for key words and concepts reflected in each Georgia Quality Core Curriculum Standard. Criteria included both major instruction and related topics.

PE=Pupil Edition

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10.	Standard: Blends sounds orally to make words.	Opportunities to blend sounds are found in the feature Apply Spelling Strategies. See PE: 56; TE: 58, 64, 74, 80, 90, 96, 106, 112, 122, 128, 129, 138, 144, 160.
11.	Standard: Divides words into syllables.	Students progress through developmental stages of spelling. Syllables are introduced at Stage Two. See TE: iii.
12.	Strand: Written Communication Topic: Reading Standard: Increases vocabulary to reflect a growing range of interests and knowledge.	PE: 8–10, 11–12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45–46, 47–48, 49–50, 51–52, 53–54; TE: 13A–13D
13.	Standard: Distinguishes between letter/word, word/sentence, left/right, and beginning/ending of words and sentences.	PE: 13–14; TE: 59, 65, 75, 81, 91, 97, 107, 113, 123, 129, 139, 145, 155, 161, 171, 177
14.	Standard: Classifies and categorizes words into sets and groups with common characteristics.	PE: 58, 64, 74, 79, 80, 90, 96, 102, 106, 112, 117, 122, 128, 138, 144, 149–150, 154, 160, 165, 170, 176, 184; TE: 16–17, 19, 22–23, 28–32, 35
15.A	Standard: Applies phonetic strategies to read by: -Using initial consonant substitution in rhyming words and word families;	PE: 58, 62, 68, 74, 78, 80, 84, 86, 94, 106, 110, 114, 116, 132, 148; TE: 62, 68, 84, 94, 110, 116, 132, 180
15.B	-Using beginning, medial, and ending consonants to orally decode one and two syllable words;	PE: 8–9, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 45–50; TE: 13A–13D
15.C	-Using short, long, and “r” controlled vowel sounds to orally decode one and two syllable words;	PE: 10, 11–12, 35–36, 37–38, 39–40, 41–42, 43–44, 51–54, 57–58, 62, 63–64, 68, 69, 73–74, 78, 79–80, 84, 85, 89–90, 94, 95–96, 100, 102, 105–106, 110, 111–112, 116, 117, 122, 149, 160, 170; TE: 13A–13D, 35, 37, 39, 41, 51, 53, 57A, 57–58, 60, 63A, 63–64, 66, 69, 70, 73A, 73–74, 76, 79A, 79–80, 82, 85, 89A, 92

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15.D	-Using consonant blends and digraphs to orally decode one- and two-syllable words.	PE: 94, 110, 121–122, 126, 132, 137–138, 142, 144, 148, 153–154, 158, 165, 169–170, 174, 176, 180; TE: 121A, 121–122, 124, 133, 137A, 137–138, 140, 149, 153A, 153–154, 156, 169A, 169–170, 172, 181
16.	Standard: Uses word order and sentence structure to read. (Syntax- “Does it sound right?”)	PE: 59, 61, 65, 67, 69–70, 75, 77, 81, 83, 85, 91, 93, 97, 99, 102, 107, 109, 113, 115, 116, 118, 123, 125, 129, 131, 134, 139, 141, 145, 147, 149, 155, 157, 161, 163, 165, 171, 172, 173, 177, 179, 180, 181; TE: 61, 67, 77, 83, 93, 99, 109, 115, 125, 131, 141, 147, 157, 163
17.	Standard: Demonstrates an understanding of semantic relationships by using pictures, context clues, word meanings, and prior knowledge in reading. (Semantics; “Does it make sense?”)	PE: 59, 61, 65, 67, 69–70, 75, 77, 81, 83, 85, 91, 93, 97, 99, 102, 107, 109, 113, 115, 116, 118, 123, 125, 129, 131, 134, 139, 141, 145, 147, 149, 155, 157, 161, 163, 165, 171, 172, 173, 177, 179, 180, 181; TE: 61, 67, 77, 83, 93, 99, 109, 115, 125, 131, 141, 147, 157, 163
18.	Standard: Increases existing sight vocabulary (instant recognition).	PE: 61, 67, 77, 83, 93, 99, 109, 115, 125, 131, 141, 147, 157, 163, 173, 179
19.	Standard: Integrates language structure (syntax), meaning clues (semantics), phonetic strategies, and sight vocabulary when reading orally and silently.	PE: 59, 61, 65, 67, 69–70, 75, 77, 81, 83, 85, 91, 93, 97, 99, 102, 107, 109, 113, 115, 116, 118, 123, 125, 129, 131, 134, 139, 141, 145, 147, 149, 155, 157, 161, 163, 165, 171, 172, 173, 177, 179, 180, 181; TE: 61, 67, 77, 83, 93, 99, 109, 115, 125, 131, 141, 147, 157, 163
20.	Standard: Reads with fluency and expression.	May be developed from: PE: 72, 88, 104, 120, 135, 151, 167, 183
21.	Standard: Recognizes EXPLICIT main ideas, details, sequence of events, and cause-effect relationships in fiction and nonfiction.	PE: 151, 167, 183; TE: 55, 72A, 73A, 78A, 88A, 94A, 110A, 120, 120A, 126A, 135, 136A, 142A, 151, 152A, 158A, 168A, 174A, 183, 229–233
22.	Standard: Recognizes IMPLICIT main ideas, details, sequence of events, and cause-effect relationships in fiction and nonfiction.	PE: 151, 167, 183; TE: 151, 229–233

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23.	Standard: Identifies the main characters.	PE: 167, 183; TE: 167, 183
24.	Standard: Identifies characters' actions, motives, emotions, traits, and feelings.	PE: 151, 167, 183; TE: 151, 167, 183
25.	Standard: Draws conclusions and makes predictions and comparisons.	TE: 151
26.	Standard: Reads for understanding and rereads as needed for clarification, self-correction, and further comprehension.	These reading strategies are taught at the comparable level of Houghton Mifflin Reading: Georgia Edition.
27.	Standard: Demonstrates comprehension when reading a variety of literary forms (e.g., fiction, nonfiction, poetry, and drama).	PE: 151, 167, 183; TE: 152, 167, 183
28.	Standard: Recognizes and reads compound words, contractions, possessives, and words containing the suffixes "ing," "ed," "s," and "es."	PE: 158–162, 164, 166; TE: 158A, 159, 160, 161, 162, 164, 166. Compound words are addressed through related program instruction in challenge words and special words for writing. See PE: 163; TE: 100A, 158A, 164A, 180A. See Level 2 for contractions.
29.	Standard: Uses knowledge of root words, prefixes, and suffixes in word recognition.	Students progress through developmental stages of spelling. Root words, prefixes, and suffixes are introduced at Stage Two, the Within-Word Pattern stage. See TE: iii.
30.	Standard: Recognizes simple word opposites.	PE: 70, 86, 98, 140, 144; TE: 144A
31.	Topic: Writing Standard: Uses examples from literature to create individual and group stories.	PE: 167, 183; TE: 167, 183
32.	Standard: Uses correct spelling for frequently used sight vocabulary.	PE: 61, 67, 77, 83, 93, 99, 109, 115, 125, 131, 141, 147, 157, 163, 173, 179; TE: 61, 67, 77, 83, 93, 99, 109, 115, 125, 131, 141, 147, 157, 163, 173, 179

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Objective	Component	Where Taught
33.	Standard: Uses learned phonetic strategies to spell correctly.	PE: 57–62, 63–68, 69–72, 73–78, 79–84, 85–88, 89–94, 95–100, 101–104, 105–110, 111–116, 117–120, 121–126, 127–132, 133–136, 137–142, 143–148, 149–152, 153–158, 165–168, 169–174, 175–180, 181–184; TE: 57A, 63A, 69A, 73A, 79A, 85A, 89A, 95A, 101A, 105A, 111A, 117A, 121A, 127A, 133A, 137A, 143A, 149A, 153A, 165A, 169A, 175A, 181A
34.	Standard: Writes a minimum of three sentences about a topic.	PE: 136; TE: 131, 173
35.	Standard: Writes about self-selected topics (e.g., personal experiences, book rewrites) using pictures, letter/sound associations, and known words.	PE: 88, 135, 136, 151; TE: 88, 131, 135, 136, 151, 173
36.A1	Standard: Communicates ideas by using the writing process: PREWRITING -Generates ideas	PE: 72, 88, 104, 120, 135–136, 151–152, 168, 184; TE: 72, 88, 104, 120, 135–136, 151–152, 168, 184
36.B1	DRAFTING -Focuses on topic	PE: 72, 88, 104, 120, 135–136, 151–152, 168, 184; TE: 72, 88, 104, 120, 135–136, 151–152, 168, 184
36.B2	-Uses prewriting ideas to complete first draft	PE: 72, 88, 104, 120, 135–136, 151–152, 168, 184; TE: 72, 88, 104, 120, 135–136, 151–152, 168, 184
36.C1	REVISING -Expands use of descriptive words	PE: 72, 120; TE: 72, 120
36.D1	EDITING -Begins each sentence and proper noun with a capital letter	PE: 77; TE: 59, 65, 75, 77, 81, 91, 97, 107, 113, 123, 129, 139, 145, 152, 155, 161, 171, 177
36.D2	-Uses correct spelling	PE: 135–136, 151–152, 168, 184; TE: 135–136, 151–152, 168, 184
36.D3	-Uses appropriate punctuation	PE: 152; TE: 59, 65, 75, 81, 91, 97, 107, 113, 123, 129, 139, 145,

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		155, 161, 171, 177
36.D4	-Uses complete sentences	TE: 59, 65, 75, 77, 81, 91, 97, 107, 113, 123, 129, 139, 145, 152, 155, 161, 171, 177
36.E1	PUBLISHING -Shares writing with others.	PE: 72, 88, 104, 120, 135–136, 151–152, 168, 184; TE: 72, 88, 104, 120, 135–136, 151–152, 168, 184
37.	Standard: Uses available technology to assist in writing.	See the Language Arts Writer Resources at www.eduplace.com .
38.A 38.B	Standard: Prints legibly -Correctly forms letters and numbers -Correctly spaces words and sentences	PE: 15–43, 187–190; TE: 15–43. See also all pages containing write-on lines.
39.	Topic: Literature Standard: Experiences traditional and contemporary literature through a variety of media.	PE: 72, 88, 104, 120, 135, 151, 167, 183; TE: 72, 88, 104, 120, 135, 151, 167, 183
40.	Standard: Responds to literal, inferential, and evaluative questions about literature.	PE: 151, 167, 183; TE: 78, 151, 167, 183
41.	Standard: Demonstrates an interest in various types of self-selected literature through daily reading.	TE: 61, 67, 72, 77, 83, 88, 93, 99, 104, 109, 115, 120, 125, 131, 136, 141, 147, 152, 157, 163, 168, 173, 179, 207, 209, 211, 213, 215, 217, 219, 221, 223
42.	Standard: Identifies literary forms (e.g., fiction, nonfiction, poetry, and drama).	PE: 151, 167, 183; TE: 78, 151, 167, 183
43.	Standard: Discriminates between realism and fantasy.	TE: 167
44.	Standard: Recognizes cultural diversity represented in literature.	See the folktales from diverse cultures: PE: 183; TE: 184.
45.	Topic: Reference/Study Standard: Alphabetizes words to the first letter.	PE: 103, 119; TE: 103, 119, 191

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46.	Standard: Uses picture dictionaries as information sources.	See the Writer’s Dictionary: PE: 191–206; TE: 191.
47.	Standard: Recognizes the organization of fiction and nonfiction books in the media center.	The organization of the media center is taught at comparable levels of Houghton Mifflin Reading: Georgia Edition and Houghton Mifflin English.
48.	Standard: Recognizes the author, illustrator, and title as identifying items of information about a book.	See Writing a Book Report, TE: 221.
49.	Standard: Recognizes the purpose of the title page and the table of contents.	See Writing a Book Report, TE: 221.
50.	Standard: Uses easy fiction books, nonfiction books, various audiovisual resources, and software as information sources.	The Integrating Literature list may be used for this purpose. See: TE: 61, 67, 72, 77, 83, 88, 93, 99, 104, 109, 115, 120, 125, 131, 136, 141, 147, 152, 157, 163, 168, 173, 179.
51.	Standard: Uses the media center and available technology as sources of information and pleasure.	See the Language Arts Writer Resources at www.eduplace.com .

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