

**Correlation to Georgia Quality Core Curriculum**

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

**State-Funded Course: 23.00400 Language Arts/Grade 3**

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

**Publisher: Houghton Mifflin Company**

Objective	Component	Where Taught
1.	<b>Strand:</b> Oral Communication <b>Topic:</b> Listening/Speaking <b>Standard:</b> Adapts or changes oral language to fit the situation by following the rules of conversation with peers and adults.	Adapting oral language for conversation with peers and adults is addressed in the comparable levels of Houghton Mifflin Reading: Georgia Edition and Houghton Mifflin English.
2.	<b>Standard:</b> Listens and responds to a variety of literary forms.	<b>PE:</b> 46, 82, 118, 154, 190, 226; <b>TE:</b> 46, 82, 118, 154, 190, 226
3.	<b>Standard:</b> Follows multiple oral directions.	<b>PE:</b> 166–167; <b>TE:</b> 166
4.	<b>Standard:</b> Recalls, interprets, and summarizes information presented orally.	<b>PE:</b> 47, 83, 119, 155, 191, 227; <b>TE:</b> 47, 83, 119, 155, 191, 227
5.	<b>Standard:</b> Uses oral language for different purposes: to inform, to persuade, and to entertain.	<b>PE:</b> 47, 83, 87, 155, 227; <b>TE:</b> 47, 83, 87, 155, 227
6.	<b>Standard:</b> Responds appropriately to various types of questions on orally presented material.	<b>PE:</b> 87, 190; <b>TE:</b> 87, 190
7.	<b>Standard:</b> Increases vocabulary to reflect a growing range of interests and knowledge.	<b>PE:</b> 13, 19, 25, 31, 37, 49, 55, 61, 67, 73, 85, 91, 97, 103, 109, 121, 127, 133, 139, 145, 157, 163, 169, 175, 181, 193, 199, 205, 211, 217; <b>TE:</b> 12A, 18A, 24A, 30A, 36A, 48A, 54A, 60A, 66A, 2A, 90A, 96A, 102A, 108A, 120A, 126A, 132A, 138A, 144A, 156A, 162A, 168A, 174A, 180A, 192A, 198A, 204A, 210A, 216A
8.	<b>Standard:</b> Communicates effectively when using descriptive language, relating experiences, and retelling stories read, heard, or viewed.	<b>PE:</b> 33, 46, 82, 118, 154, 190, 226; <b>TE:</b> 46, 82, 118, 154, 190, 226
9.	<b>Standard:</b> Uses increasingly complex sentence structures in oral communication.	Sentences from the text become longer, more complex, and more sophisticated throughout the school year.

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.

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10.	<b>Standard:</b> Determines the meaning of a word based on how it is used in an orally presented sentence.	<b>PE:</b> 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 42–44, 49, 53, 55, 59, 61, 65, 67, 77, 78–79, 85, 89, 91, 95, 97, 101, 103, 107, 109, 113, 114–116, 121, 125, 127, 131, 133, 137, 139, 143, 145, 149, 150, 151, 152, 157, 161, 167, 169, 175, 179, 181, 185, 186–188, 193, 197, 199, 203, 205, 209, 217, 221, 222–224, 229–233, 235–237, 239–246; <b>TE:</b> 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 42–44, 49, 53, 55, 59, 61, 65, 67, 77, 78–79, 85, 89, 91, 95, 97, 101, 103, 107, 109, 113, 114–116, 121, 125, 127, 131, 133, 137, 139, 143, 145, 149, 150, 151, 152, 157, 161, 167, 169, 175, 179, 181, 185, 186–188, 193, 197, 199, 203, 205, 209, 217, 221, 222–224, 229–233, 235–237, 239–246;
11.	<b>Standard:</b> Uses grade/age appropriate standard American English when communicating orally.	<b>TE:</b> 14, 16, 22, 26, 28, 34, 38, 40, 50, 52, 58, 62, 64, 68, 70, 76, 86, 88, 94, 100, 104, 106, 110, 112, 122, 124, 130, 134, 136, 142, 146, 148, 158, 160, 166, 170, 172, 176, 178, 184, 194, 196, 208, 214, 218, 220
12.	<b>Standard:</b> Blends sounds orally to make words.	Opportunities to blend sounds are found in the feature Apply Spelling Strategies. See <b>TE:</b> 13, 19, 25, 31, 37, 49, 55, 61, 67, 73, 85, 91, 97, 103, 109, 121, 127, 133, 139, 145, 157, 163, 169, 175, 181, 193, 199, 205, 211, 217.
13.	<b>Standard:</b> Divides words into syllables.	<b>PE:</b> 158, 168–169, 174–175, 178, 187, 206, 210–211, 214, 223, 242, 245; <b>TE:</b> 158, 168–169, 174–175, 178, 187, 206, 210–211, 214, 223, 242, 245;
14.	<b>Strand:</b> Written Communication <b>Topic:</b> Reading <b>Standard:</b> Increases vocabulary to reflect a growing range of interests and knowledge.	<b>PE:</b> 13, 19, 25, 31, 37, 49, 55, 61, 67, 73, 85, 91, 97, 103, 109, 121, 127, 133, 139, 145, 157, 163, 169, 175, 181, 193, 199, 205, 211, 217; <b>TE:</b> 12A, 18A, 24A, 30A, 36A, 48A, 54A, 60A, 66A, 2A, 90A, 96A, 102A, 108A, 120A, 126A, 132A, 138A, 144A, 156A, 162A, 168A, 174A, 180A, 192A, 198A, 204A, 210A, 216A
15.	<b>Standard:</b> Classifies and categorizes words into sets and groups with	<b>PE:</b> 10, 44, 49, 68, 79, 80, 103, 110, 114, 116, 121, 151, 170, 193,

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<b>Objective</b>	<b>Component</b>	<b>Where Taught</b>
	common characteristics.	229, 230, 234, 240, 242; <b>TE:</b> 10, 44, 49, 68, 79, 80, 103, 110, 114, 116, 121, 151, 170, 193, 229, 230, 234, 240, 242;
16.	<b>Standard:</b> Follows written directions.	<b>PE:</b> 33, 82–83, 94, 141; <b>TE:</b> 82, 83, 226. In the independent spelling practice activities, students are asked to follow directions throughout the unit on virtually every page.
17.	<b>Standard:</b> Reads a variety of materials for information and pleasure.	<b>PE:</b> 46, 82, 118, 154, 190, 226; <b>TE:</b> 17, 23, 29, 35, 41, 46, 53, 59, 65, 71, 77, 82, 89, 95, 101, 107, 113, 118, 125, 131, 137, 143, 149, 154, 161, 167, 173, 179, 185, 190, 197, 203, 209, 215, 221, 226
18.	<b>Standard:</b> Reads for a variety of purposes in different kinds of texts.	<b>PE:</b> 46, 82, 118, 154, 190, 226; <b>TE:</b> 17, 23, 29, 35, 41, 46, 53, 59, 65, 71, 77, 82, 89, 95, 101, 107, 113, 118, 125, 131, 137, 143, 149, 154, 161, 167, 173, 179, 185, 190, 197, 203, 209, 215, 221, 226
19.A	<b>Standard:</b> Applies phonetic strategies to read by -Using initial consonant substitution in rhyming words and word families;	<b>PE:</b> 28, 54, 97, 122, 196; <b>TE:</b> 28, 40. See also Apply Spelling Strategies features on pages <b>TE:</b> 13, 19, 25, 31, 37, 49, 55, 61, 67, 73, 85, 91, 97, 103, 109, 121, 127, 133, 139, 145, 157, 163, 169, 175, 181, 193, 199, 205, 211, 217.
19.B	-Using beginning, medial, and ending consonants to orally decode words;	<b>PE:</b> 12, 18, 24, 30, 36, 48, 54, 60, 66, 72, 84, 90, 96, 102, 108, 120, 126, 132, 138, 144, 156, 162, 168, 174, 180, 192, 198, 204, 210, 216; <b>TE:</b> 12, 18, 24, 36, 96, 102, 108, 168, 180, 192, 204
19.C	-Using short, long and “r” controlled vowel sounds to orally decode words;	<b>PE:</b> 12–13, 16, 18–19, 22, 24–25, 28, 30–31, 36–37, 40, 42, 43–44, 49, 52, 54–55, 62, 67, 73, 78, 84–85, 88, 90–91, 103, 109, 114, 120–121, 124, 142, 150, 157, 163, 169, 175, 204–205, 211, 223, 229, 230–231, 235, 245; <b>TE:</b> 12A, 15, 18A, 21, 24A, 27, 30A, 33, 36A, 39, 84A, 87, 90A, 93, 120A, 123, 204A, 207

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19.D	-Using consonant blends, digraphs, and diphthongs to orally decode words.	<b>PE:</b> 12, 18, 24, 30, 36, 48, 54, 60, 66, 72, 84, 90, 96, 102, 108, 120, 126, 132, 138, 144, 156, 162, 168, 174, 180, 192, 198, 204, 210, 216; <b>TE:</b> 12, 18, 24, 36, 102, 108, 168, 180, 192, 204
20.	<b>Standard:</b> Uses word order and sentence structure to read. (Syntax- “Does it sound right?”)	<b>PE:</b> 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 42–44, 49, 53, 55, 59, 61, 65, 67, 77, 78–79, 85, 89, 91, 95, 97, 101, 103, 107, 109, 113, 114–116, 121, 125, 127, 131, 133, 137, 139, 143, 145, 149, 150, 151, 152, 157, 161, 167, 169, 175, 179, 181, 185, 186–188, 193, 197, 199, 203, 205, 209, 217, 221, 222–224, 229–233, 235–237, 239–246; <b>TE:</b> 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 42–44, 49, 53, 55, 59, 61, 65, 67, 77, 78–79, 85, 89, 91, 95, 97, 101, 103, 107, 109, 113, 114–116, 121, 125, 127, 131, 133, 137, 139, 143, 145, 149, 150, 151, 152, 157, 161, 167, 169, 175, 179, 181, 185, 186–188, 193, 197, 199, 203, 205, 209, 217, 221, 222–224, 229–233, 235–237, 239–246;
21.	<b>Standard:</b> Demonstrates an understanding of semantic relationships by using context clues, word meanings, and prior knowledge in reading. (Semantics- “Does it make sense?”)	<b>PE:</b> 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 42–44, 49, 53, 55, 59, 61, 65, 67, 77, 78–79, 85, 89, 91, 95, 97, 101, 103, 107, 109, 113, 114–116, 121, 125, 127, 131, 133, 137, 139, 143, 145, 149, 150, 151, 152, 157, 161, 167, 169, 175, 179, 181, 185, 186–188, 193, 197, 199, 203, 205, 209, 217, 221, 222–224, 229–233, 235–237, 239–246; <b>TE:</b> 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 42–44, 49, 53, 55, 59, 61, 65, 67, 77, 78–79, 85, 89, 91, 95, 97, 101, 103, 107, 109, 113, 114–116, 121, 125, 127, 131, 133, 137, 139, 143, 145, 149, 150, 151, 152, 157, 161, 167, 169, 175, 179, 181, 185, 186–188, 193, 197, 199, 203, 205, 209, 217, 221, 222–224, 229–233, 235–237, 239–246
22.	<b>Standard:</b> Increases existing sight vocabulary (instant recognition).	<b>TE:</b> 12, 18, 24, 30, 36, 48, 54, 60, 66, 72, 84, 90, 96, 102, 108, 120, 126, 132, 138, 144, 156, 162, 168, 174, 180, 192, 198, 204, 216
23.	<b>Standard:</b> Integrates language structure (syntax), meaning clues (semantics), phonetic strategies, and sight vocabulary when reading orally and silently.	<b>PE:</b> 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 42–44, 49, 53, 55, 59, 61, 65, 67, 77, 78–79, 85, 89, 91, 95, 97, 101, 103, 107, 109, 113,  (continued)

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23.	<b>Standard:</b> Integrates language structure (syntax), meaning clues (semantics), phonetic strategies, and sight vocabulary when reading orally and silently.	<b>PE:</b> (continued) 114–116, 121, 125, 127, 131, 133, 137, 139, 143, 145, 149, 150, 151, 152, 157, 161, 167, 169, 175, 179, 181, 185, 186–188, 193, 197, 199, 203, 205, 209, 217, 221, 222–224, 229–233, 235–237, 239–246; <b>TE:</b> 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 42–44, 49, 53, 55, 59, 61, 65, 67, 77, 78–79, 85, 89, 91, 95, 97, 101, 103, 107, 109, 113, 114–116, 121, 125, 127, 131, 133, 137, 139, 143, 145, 149, 150, 151, 152, 157, 161, 167, 169, 175, 179, 181, 185, 186–188, 193, 197, 199, 203, 205, 209, 217, 221, 222–224, 229–233, 235–237, 239
24.	<b>Standard:</b> Reads with fluency and expression.	Reading with fluency and expression is taught at the comparable level of Houghton Mifflin Reading: Georgia Edition.
25.	<b>Standard:</b> Recognizes EXPLICIT main ideas, details, sequence of events, and cause-effect relationships in fiction and nonfiction.	<b>PE:</b> 82, 226; <b>TE:</b> 82, 226
26.	<b>Standard:</b> Recognizes IMPLICIT main ideas, details, sequence of events, and cause-effect relationships in fiction and nonfiction.	<b>PE:</b> 46, 118, 154. Recognizing implicit main idea, details, sequence, and cause-effect is taught at the comparable level of Houghton Mifflin Reading: Georgia Edition.
27.	<b>Standard:</b> Identifies the main characters.	<b>PE:</b> 46, 118; <b>TE:</b> 46, 118
28.	<b>Standard:</b> Identifies characters’ actions, motives, emotions, traits, and feelings.	<b>PE:</b> 118; <b>TE:</b> 118
29.	<b>Standard:</b> Draws conclusions, makes predictions, compares-contrasts, and makes generalizations.	<b>PE:</b> 118; <b>TE:</b> 118
30.	<b>Standard:</b> 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.

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31.	<b>Standard:</b> Demonstrates comprehension when reading a variety of literary forms (e.g., fiction, nonfiction, poetry, and drama).	<b>PE:</b> 46, 118, 154, 190, 226; <b>TE:</b> 46, 118, 154, 190, 226
32.	<b>Standard:</b> Recognizes and reads compound words, contractions, possessives, and words containing the suffixes “ing,” “ed,” “s,” and “es.”	<b>PE:</b> 132–134, 136, 138–139, 142, 144–145, 151, 152, 239, 240; <b>TE:</b> 132A, 132, 133, 134, 136, 138, 138A, 141, 144A, 147
33.	<b>Standard:</b> Uses knowledge of root words, prefixes, and suffixes in word recognition.	<b>PE:</b> 138, 156–157, 160, 162–163, 166, 186, 241; <b>TE:</b> 156A, 159, 162A, 165
34.	<b>Standard:</b> Uses knowledge of synonyms, antonyms, and homophones when reading.	<b>PE:</b> 31, 42, 43, 58, 64, 78, 100, 115, 121, 126–130, 150, 186, 188, 193, 199, 220, 232, 233, 235, 238, 241, 243, 244; <b>TE:</b> 58, 64, 100, 126, 127, 128, 129, 130, 220
35.	<b>Topic:</b> Writing <b>Standard:</b> Uses examples from literature to create individual and group stories.	<b>PE:</b> 47, 83, 119, 155, 191, 227; <b>TE:</b> 47, 83, 119, 155, 191, 227;
36.	<b>Standard:</b> Use correct spelling for frequently used sight vocabulary.	<b>TE:</b> 12, 18, 24, 30, 36, 48, 54, 60, 66, 72, 84, 90, 96, 102, 108, 120, 126, 132, 138, 144, 156, 162, 168, 174, 180, 192, 198, 204, 210, 216
37.	<b>Standard:</b> Uses learned phonetic strategies to spell correctly.	<b>PE:</b> 12–13, 16, 18–19, 22, 24–25, 28, 30–31, 36–37, 40, 42, 43–44, 48–49, 52, 54–55, 60, 61, 62, 66–67, 72, 73, 74, 76, 77, 78, 79, 80, 84–85, 88, 90–91, 96–97, 102–103, 108–109, 114, 115, 116, 120–121, 123, 124, 142, 145, 150, 157, 163, 169, 174–175, 180–181, 187, 188, 192–193, 196, 198–199, 204–205, 210–211, 212–213, 217, 222, 223, 229, 230–231, 232, 234, 235, 236, 237, 242, 244, 245  (continued)

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37.	<b>Standard:</b> Uses learned phonetic strategies to spell correctly. (continued)	<b>TE:</b> 12–13, 16, 18–19, 22, 24–25, 28, 30–31, 36–37, 40, 42, 43–44, 48–49, 52, 54–55, 60, 61, 62, 66–67, 72, 73, 74, 76, 77, 78, 79, 80, 84–85, 88, 90–91, 96–97, 102–103, 108–109, 114, 115, 116, 120–121, 123, 124, 142, 145, 150, 157, 163, 169, 174–175, 180–181, 187, 188, 192–193, 196, 198–199, 204–205, 210–211, 212–213, 217, 222, 223, 229, 230–231, 232, 234, 235, 236, 237, 242, 244, 245
38.A 38.B	<b>Standard:</b> Prints legibly -Correctly forms letters and numbers; -Correctly spaces words and sentences.	<b>PE:</b> 330; <b>TE:</b> 330
39.	<b>Standard:</b> Writes a short paragraph about a topic.	<b>Objectives 39–43 are also found at the comparable level of Houghton Mifflin English.</b> <b>PE:</b> 15, 39, 47, 83, 119, 155, 227; <b>TE:</b> 47, 83, 119, 155, 227
40.	<b>Standard:</b> Writes about self-selected topics.	<b>PE:</b> 227; <b>TE:</b> 227
41.A	<b>Standard:</b> Writes in a variety of genres to include: -Personal narratives	<b>PE:</b> 47; <b>TE:</b> 47
41.B	-Imaginative stories	<b>PE:</b> 119; <b>TE:</b> 119
41.C	-Responses to literature	<b>PE:</b> 46–47, 82–83, 118–119, 154–155, 190–191, 226–227; <b>TE:</b> 46–47, 82–83, 118–119, 154–155, 190–191, 226–227
41.D	-Content area pieces	<b>PE:</b> 227; <b>TE:</b> 227
41.E	-Correspondence (including writing letters and addressing envelopes).	<b>PE:</b> 191; <b>TE:</b> 191

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<b>Objective</b>	<b>Component</b>	<b>Where Taught</b>
42.A	<b>Standard:</b> Applies correct principles of grammar, parts of speech, and usage and mechanics: -Writes complete sentences;	<b>PE:</b> 155, 227; <b>TE:</b> 155, 227
42.B	-Uses correct capitalization and punctuation;	<b>PE:</b> 21, 27, 33, 63, 69, 105, 123, 135, 147, 165, 183, 195, 213, 247–248, 249; <b>TE:</b> 27
42.C	-Uses correct word structure;	<b>PE:</b> 132–133, 136, 138–139, 142, 144, 151, 156–157, 160, 168–169, 174–175, 178, 186, 187, 196, 216–219, 224, 239, 241, 242, 246; <b>TE:</b> 132A, 135, 138A, 138–139, 141, 142, 144–145, 144A, 147, 151, 152, 156A, 159, 162A, 165, 168A, 171, 210A, 213, 216A, 219
42.D	-Identifies types of sentences according to purpose: declarative, interrogative, imperative, exclamatory;	<b>PE:</b> 33, 248; <b>TE:</b> 33, 248. Students also have opportunities to read all four types of sentences throughout the program.
42.E	-Identifies the parts of a sentence in various sentence patterns (simple subject and predicate);	<b>PE:</b> 219; <b>TE:</b> 219. Also, throughout the program, students are exposed to parts of a sentence in various sentence patterns.
42.F	-Forms singular, plural, and possessive nouns;	<b>PE:</b> 69. (irregular noun plurals covered at earlier levels)
42.G	-Applies standard conventions of American English in subject-verb agreement;	<b>PE:</b> 219; <b>TE:</b> 219
42.H	-Demonstrates knowledge of nouns, pronouns, verbs, and adjectives in writing simple sentences.	<b>PE:</b> 63, 69, 93, 119, 219; <b>TE:</b> 63, 69, 93, 119, 219
43.A1	<b>Standard:</b> Communicates ideas by using the writing process: <b>PREWRITING</b> -Generates ideas	<b>PE:</b> 47, 83, 119, 155, 191, 227; <b>TE:</b> 47, 83, 119, 155, 191, 227

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<b>Objective</b>	<b>Component</b>	<b>Where Taught</b>
43.B1	DRAFTING -Focuses on topic	<b>PE:</b> 83, 191, 227; <b>TE:</b> 83, 191, 227
43.B2	-Uses prewriting ideas to complete first draft	<b>PE:</b> 47, 83, 119, 155, 191, 227; <b>TE:</b> 47, 83, 119, 155, 191, 227
43.C1	REVISING -Expands use of descriptive words	<b>PE:</b> 47, 119, 155, 191; <b>TE:</b> 47, 119, 155, 191
43.C2	-Improves sequence	<b>PE:</b> 83, 227; <b>TE:</b> 83, 227
43.C3	-Adds variety of sentence types	<b>PE:</b> 119, 227; <b>TE:</b> 119, 227
43.C4	-Organizes writing to include a clear beginning, middle and ending	<b>PE:</b> 47; <b>TE:</b> 47
43.D1	EDITING -Begins each sentence and proper noun with a capital letter	<b>PE:</b> 119; <b>TE:</b> 119
43.D2	-Uses correct spelling	<b>PE:</b> 47, 83, 119, 155, 191, 227; <b>TE:</b> 47, 83, 119, 155, 191, 227
43.D3	-Uses appropriate punctuation	<b>PE:</b> 47, 83, 119, 155, 191, 227; <b>TE:</b> 47, 83, 119, 155, 191, 227
43.D4	-Uses complete sentences	<b>PE:</b> 47, 227; <b>TE:</b> 47, 227
43.E1	PUBLISHING -Shares writing with others	<b>PE:</b> 47, 83, 119, 155, 191, 227; <b>TE:</b> 47, 83, 119, 155, 191, 227
44.	<b>Standard:</b> Uses available technology to assist in writing.	<b>PE:</b> 75, 129. See also the Language Arts Writer Resources at <a href="http://www.eduplace.com">www.eduplace.com</a> .

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

**State-Funded Course: 23.00400 Language Arts/Grade 3**

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

**Publisher: Houghton Mifflin Company**

Objective	Component	Where Taught
45.	<b>Topic:</b> Literature <b>Standard:</b> Experiences traditional and contemporary literature through a variety of media.	<b>PE:</b> 46, 82, 118, 154, 190, 226; <b>TE:</b> 46, 82, 118, 154, 190, 226
46.	<b>Standard:</b> Responds to literal, inferential, and evaluative questions about literature.	<b>PE:</b> 46, 82, 118, 154, 190, 226; <b>TE:</b> 46, 82, 118, 154, 190, 226
47.	<b>Standard:</b> Demonstrates an interest in various types of self-selected literature through daily reading.	<b>PE:</b> 46, 82, 118, 154, 190, 226; <b>TE:</b> 17, 23, 29, 35, 41, 46, 53, 59, 65, 71, 77, 82, 89, 95, 101, 107, 113, 118, 125, 131, 137, 143, 149, 154, 161, 167, 173, 179, 185, 190, 197, 203, 209, 215, 221, 226
48.	<b>Standard:</b> Identifies literary forms (e.g., fiction, nonfiction, poetry, and drama).	<b>PE:</b> 46, 82, 118, 154, 190, 226; <b>TE:</b> 46, 82, 118, 154, 190, 226
49.	<b>Standard:</b> Discriminates between realism and fantasy.	<b>PE:</b> 118–119; <b>TE:</b> 118
50.	<b>Standard:</b> Recognizes cultural diversity represented in literature.	See suggested literature books: <b>TE:</b> 190.
51.	<b>Topic:</b> Reference/Study <b>Standard:</b> Alphabetizes words to the third letter.	<b>PE:</b> 14, 22, 26, 38, 86, 98, 134, 142, 146, 176; <b>TE:</b> 14, 22, 26, 38, 86, 98, 134, 142, 146, 176
52.	<b>Standard:</b> Uses abridged dictionaries to identify appropriate word meanings or correct spellings.	<b>PE:</b> 14, 26, 38, 50, 56, 74, 86, 98, 110, 128, 140, 158, 170, 200, 208, 279–325; <b>TE:</b> 39, 75, 111, 219
53.	<b>Standard:</b> Uses guide words in dictionaries, encyclopedias, etc., as aids for finding information.	<b>PE:</b> 38, 86; <b>TE:</b> 38, 86
54.	<b>Standard:</b> 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.
55.	<b>Standard:</b> Uses book parts, including title page, table of contents, index, and glossary as information sources.	May be introduced with writing a book report, <b>PE:</b> 165.

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

TE=Teacher's Edition

**Correlation to Georgia Quality Core Curriculum**

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Objective	Component	Where Taught
	index, and glossary as information sources.	
56.	<b>Standard:</b> Uses various sources (e.g., periodicals, audiovisuals, software, encyclopedias) for information.	<b>PE:</b> 227; <b>TE:</b> 227
57.	<b>Standard:</b> Begins the research process by selecting topic, formulating questions, and identifying key words about a chosen topic.	<b>PE:</b> 227; <b>TE:</b> 227
58.	<b>Standard:</b> Skims material to locate specific information.	Skimming material is taught at comparable levels of Houghton Mifflin Reading: Georgia Edition and Houghton Mifflin English.
59.	<b>Standard:</b> Uses the media center and available technology as sources of information and pleasure.	See comparable levels of Houghton Mifflin Reading: Georgia Edition and Houghton Mifflin English. See also the Language Arts Writer Resources at <a href="http://www.eduplace.com">www.eduplace.com</a> .

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.

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