

Correlation to Georgia Quality Core Curriculum

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

State-Funded Course: 23.00500 Language Arts/Grade 4

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.	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.	Standard: Listens and responds to a variety of literary forms.	Students listen to their peer’s writing.
3.	Standard: Follows multiple oral directions.	Related instruction: PE: 63, 99; TE: 15, 147
4.	Standard: Recalls, interprets, and summarizes information presented orally.	Recalling, interpreting, and summarizing information is addressed in the comparable levels of Houghton Mifflin Reading: Georgia Edition and Houghton Mifflin English.
5.	Standard: Uses oral language for different purposes: to inform, to persuade, and to entertain.	PE: 47, 119, 155; TE: 47, 119, 155
6.	Standard: Responds to literal, inferential, and evaluative questions on orally presented material.	PE: 46, 82, 118, 154, 190, 226; TE: 46, 82, 118, 154, 190, 226
7.	Standard: Increases vocabulary to reflect a growing range of interest and knowledge.	PE: 12, 13, 18, 19, 24, 25, 30, 31, 48, 49, 54, 55, 60, 61, 66, 67, 72, 73, 84, 85, 90, 91, 96, 97, 102, 103, 108, 109, 120, 121, 126, 127, 132, 133, 138, 139, 144, 145, 156, 157, 162, 163, 168, 169, 174, 175, 180, 181, 192, 193, 198, 199, 204, 205, 210, 211, 216, 217; TE: 19, 31, 55, 67, 91, 103, 127, 139, 163, 175, 211
8.	Standard: Communicates effectively when using descriptive language, relating experiences, and retelling stories read, heard, or viewed.	Related Instruction: PE: 22, 28, 34, 58, 70, 106, 112, 124, 130, 148, 160, 166, 208, 214, 220; TE: 16, 22, 28, 34, 40, 52, 58, 64, 70, 88, 94, 100, 106, 112, 124, 130, 136, 142, 148, 160, 166, 172, 178, 184, 196, 202, 208, 214, 220

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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9.	Standard: Uses increasingly complex sentence structures in oral communication.	PE: 64, 82, 118, 154, 191, 226. Also, sentences from the text become longer, more complex, and more sophisticated throughout the school year.
10.	Standard: Determines the literal and figurative meaning of words.	PE: 70, 214; TE: 70, 214
11.	Standard: Determines the meaning of a word based on how it is used in an orally presented sentence.	PE: 12, 13, 18, 19, 24, 25, 30, 31, 48, 49, 54, 55, 60, 61, 66, 67, 72, 73, 84, 85, 90, 91, 96, 97, 102, 103, 108, 109, 120, 121, 126, 127, 132, 133, 138, 139, 144, 145, 156, 157, 162, 163, 168, 169, 174, 175, 180, 181, 192, 193, 198, 199, 204, 205, 210, 211, 216, 217; TE: 19, 31, 55, 67, 91, 103, 127, 139, 163, 175, 211
12.	Standard: Uses grade/age appropriate standard American English when communicating orally.	Related Instruction: PE: 22, 28, 34, 58, 70, 106, 112, 124, 130, 148, 160, 166, 208, 214, 220; TE: 16, 22, 28, 34, 40, 52, 58, 64, 70, 88, 94, 100, 106, 112, 124, 130, 136, 142, 148, 160, 166, 172, 178, 184, 196, 202, 208, 214, 220
13.	Strand: Written Communication Topic: Reading Standard: Increases vocabulary to reflect a growing range of interest and knowledge.	PE: 12, 13, 18, 19, 24, 25, 30, 31, 48, 49, 54, 55, 60, 61, 66, 67, 72, 73, 84, 85, 90, 91, 96, 97, 102, 103, 108, 109, 120, 121, 126, 127, 132, 133, 138, 139, 144, 145, 156, 157, 162, 163, 168, 169, 174, 175, 180, 181, 192, 193, 198, 199, 204, 205, 210, 211, 216, 217; TE: 19, 31, 55, 67, 91, 103, 127, 139, 163, 175, 211
14.	Standard: Classifies and categorizes words into sets and groups with common characteristics.	PE: 25, 67, 78, 80, 115, 127, 152, 169, 186, 193, 203, 223–224, 229–230, 233, 236, 240–241, 244, 246; TE: 25, 67, 78, 80, 115, 127, 152, 169, 186, 193, 203, 223–224, 229–230, 233, 236, 240–241, 244, 246

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15.	Standard: Follows written directions.	In the independent spelling practice activities, students are asked to follow directions throughout the unit on virtually every page.
16.	Standard: Reads a variety of materials for information and pleasure.	PE: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227; TE: 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
17.	Standard: Reads for a variety of purposes in different kinds of texts.	PE: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227; TE: 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.A	Standard: Applies phonetic strategies to read by: -Using initial consonant substitution in rhyming words and word families;	PE: 13, 19, 22, 25, 28, 31, 37, 42, 50, 55, 61, 67, 73, 79, 85, 86, 91, 97, 103, 109, 115–116, 121, 127, 133, 142, 145, 150, 157, 170, 175, 181, 188, 193, 211, 217, 218, 219, 224, 229, 231–232, 234–236, 238, 240, 244, 246; TE: 13, 19, 22, 25, 28, 31, 37, 42, 50, 55, 61, 67, 73, 79, 85, 86, 91, 97, 103, 109, 115–116, 121, 127, 133, 142, 145, 150, 157, 170, 175, 181, 188, 193, 211, 217, 218, 219, 224, 229, 231–232, 234–236, 238, 240, 244, 246
18.B	-Using beginning, medial, and ending consonants to orally decode words;	PE: 31, 91, 97, 103, 109, 139, 169; TE: 49, 61, 127, 211
18.C	-Using short, long, and “r” controlled vowel sounds to orally decode words;	PE: 97, 103, 109, 127, 133, 139, 163, 199, 205, 217; TE: 19, 31, 61, 139, 145, 163, 199, 217
18.D	-Using consonant blends, digraphs, and diphthongs to orally decode words.	PE: 13, 19, 25, 73, 91, 127, 193; TE: 31, 55, 67, 91, 103, 109
19.	Standard: Uses word order and sentence structure to read. (Syntax- “Does it sound right?”)	PE: 17, 23, 29, 35, 37, 41, 43, 50, 53, 56, 59, 61, 65, 67, 71, 77, 79–80, 85, 89, 94, 95, 100, 101, 107, 113, 116, 122, 125, 131, 133,

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Objective	Component	Where Taught
		136, 137, 139, 143, 149, 150–151, 157, 158, 160–161, 167, 170, 172, 173, 179, 185, 188, 196, 197, 202, 203, 209, 215, 217, 218, 221, 222, 224, 229–231, 233–235, 237–240, 242–245; TE: 17, 23, 29, 35, 37, 41, 43, 50, 53, 56, 59, 61, 65, 67, 71, 77, 79–80, 85, 89, 94, 95, 100, 101, 107, 113, 116, 122, 125, 131, 133, 136, 137, 139, 143, 149, 150–151, 157, 158, 160–161, 167, 170, 172, 173, 179, 185, 188, 196, 197, 202, 203, 209, 215, 217, 218, 221, 222, 224, 229–231, 233–235, 237–240, 242
20.	Standard: Demonstrates an understanding of semantic relationships by using context clues, word meanings, and prior knowledge in reading. (Semantics- “Does it make sense?”)	PE: 17, 23, 29, 35, 37, 41, 43, 50, 53, 56, 59, 61, 65, 67, 71, 77, 79–80, 85, 89, 94, 95, 100, 101, 107, 113, 116, 122, 125, 131, 133, 136, 137, 139, 143, 149, 150–151, 157, 158, 160–161, 167, 170, 172, 173, 179, 185, 188, 196, 197, 202, 203, 209, 215, 217, 218, 221, 222, 224, 229–231, 233–235, 237–240, 242–245; TE: 17, 23, 29, 35, 37, 41, 43, 50, 53, 56, 59, 61, 65, 67, 71, 77, 79–80, 85, 89, 94, 95, 100, 101, 107, 113, 116, 122, 125, 131, 133, 136, 137, 139, 143, 149, 150–151, 157, 158, 160–161, 167, 170, 172, 173, 179, 185, 188, 196, 197, 202, 203, 209, 215, 217, 218, 221, 222, 224, 229–231, 233–235, 237–240, 242
21.	Standard: Increases existing sight vocabulary (instant recognition).	Related: Sight (Elephant) Words: PE: 12, 13, 18, 19, 24, 25, 42, 43, 49, 54, 60, 66, 72, 78, 80, 84, 108, 114, 116, 120, 150, 174, 187; TE: 12, 13, 18, 19, 24, 25, 42, 43, 49, 54, 60, 66, 72, 78, 80, 84, 108, 114, 116, 120, 150, 174, 187
22.	Standard: Integrates language structure (syntax), meaning clues (semantics), phonetic strategies, and sight vocabulary when reading orally and silently.	PE: 17, 23, 29, 35, 37, 41, 43, 50, 53, 56, 59, 61, 65, 67, 71, 77, 79–80, 85, 89, 94, 95, 100, 101, 107, 113, 116, 122, 125, 131, 133, 136, 137, 139, 143, 149, 150–151, 157, 158, 160–161, 167, 170, 172, 173, 179, 185, 188, 196, 197, 202, 203, 209, 215, 217, 218, 221, 222, 224, 229–231, 233–235, 237–240, 242–245; TE: 17, 23, 29, 35, 37, 41, 43, <p align="right">(continued)</p>

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Objective	Component	Where Taught
22.	Standard: Integrates language structure (syntax), meaning clues (semantics), phonetic strategies, and sight vocabulary when reading orally and silently. (continued)	TE: (continued) 50, 53, 56, 59, 61, 65, 67, 71, 77, 79–80, 85, 89, 94, 95, 100, 101, 107, 113, 116, 122, 125, 131, 133, 136, 137, 139, 143, 149, 150–151, 157, 158, 160–161, 167, 170, 172, 173, 179, 185, 188, 196, 197, 202, 203, 209, 215, 217, 218, 221, 222, 224, 229–231, 233–235, 237–240, 242
23.	Standard: Reads with fluency and expression.	Reading with fluency and expression is taught at the comparable level of Houghton Mifflin Reading: Georgia Edition.
24.	Standard: Recognizes EXPLICIT main ideas, details, sequence of events, cause-effect relationships in fiction and nonfiction.	PE: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227; TE: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227
25.	Standard: Recognizes IMPLICIT main ideas, details, sequence of events, and cause-effect relationships in fiction and nonfiction.	PE: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227; TE: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227
26.	Standard: Identifies the main characters.	PE: 118; TE: 118
27.	Standard: Identifies characters’ actions, motives, emotions, traits, and feelings.	PE: 118; TE: 118
28.	Standard: Draws conclusions, makes predictions, compares/contrasts, and makes generalizations.	TE: 47, 83, 155, 191, 227
29.	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.
30.	Standard: Distinguishes between fact and opinion.	PE: 226; TE: 226
31.	Standard: Demonstrates comprehension when reading a variety of literary forms (e.g., fiction, nonfiction, poetry, and drama).	PE: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227; TE: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227
32.	Standard: Recognizes and reads compound words, contractions,	PE: 40, 57, 69, 83, 84–87, 102–105, 114, 115, 156–157, 159, 186,

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	possessives, and words containing the suffixes “ing,” “ed,” “s,” and “es.”	219, 235, 236, 241, 250; TE: 24, 59, 69, 83, 84A, 84B, 86, 87, 102B, 104, 105, 156B, 158, 159, 219
33.	Standard: Uses knowledge of root words, prefixes, and suffixes in word recognition.	PE: 13, 19, 22, 31, 37, 55, 58, 67, 73, 85, 91, 94, 100, 109, 124, 127, 132, 133, 136, 137, 142, 151, 157, 174, 175, 176, 181, 187, 200, 239, 242; TE: 13, 19, 22, 31, 37, 55, 67, 73, 85, 91, 109, 127, 132A, 133, 135, 142, 157, 174A, 175, 177, 181
34.	Standard: Uses knowledge of synonyms, antonyms, and homophones when reading.	PE: 16, 36–39, 42, 49, 61, 73, 76, 78, 103, 109, 121, 133, 152, 157, 166, 175, 181, 187, 199, 205, 229, 230, 231, 232, 233–234, 236, 237, 240, 242, 244, 246; TE: 36A, 39
35.	Topic: Writing Standard: Uses examples from literature to create individual and group stories.	PE: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227; TE: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227
36.	Standard: Uses correct spellings for frequently used sight vocabulary.	PE: 12, 13, 18, 19, 24, 25, 42, 43, 49, 54, 60, 66, 72, 78, 80, 84, 108, 114, 116, 120, 150, 174, 187; TE: 14, 19, 56, 63, 67, 111, 122
37.	Standard: Uses learned phonetic strategies to spell correctly.	PE: 12–15, 18–21, 24–27, 30–33, 36–39, 42–43, 48–51, 54–57, 60–63, 66–69, 72–75, 78–80, 84–87, 90–93, 96–99, 102–105, 108–111, 114–117, 120–123, 126–129, 132–135, 138–141, 144–147, 150–152, 156–159, 162–165, 168–171, 174–177, 180–183, 186–188, 192–195, 198–201, 204–207, 210–213, 216–219, 222–224; TE: 12A–12B, 18A–18B, 24A–24B, 30A–30B, 36A–36B, 48A–48B, 54A–54B, 60A–60B, 66A–66B, 72A–72B, 84A–84B, 90A–90B, 96A–96B, 102A–102B, 108A–108B, 120A–120B, 126A–126B, 132A–132B, 138A–138B, 144A–144B, 156A–156B, 162A–162B, 168A–168B, 174A–174B, 180A–180B, 192A–192B, 198A–198B, 204A–204B, 216A–216B, 222A–222B
38.A 38.B	Standard: Writes legibly: -Correctly forms letters and numbers; -Correctly spaces words and sentences.	PE: 337. See also the write-on lines in the Student Book that aid students in correctly forming and spacing their printing.

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39.	Standard: Writes selections (compositions) of three or more paragraphs about a topic.	Objectives 39–43 are also found at the comparable level of Houghton Mifflin English. PE: 47, 83, 119, 155, 191, 227; TE: 47, 83, 119, 155, 191, 227
40.	Standard: Writes about self-selected topics.	PE: 47, 83, 119, 155, 191, 227; TE: 47, 83, 119, 155, 191, 227
41.A	Standard: Writes in a variety of genres to produce paragraphs and compositions: -Personal narratives	PE: 47; TE: 47
41.B	-Imaginative stories	PE: 119; TE: 119
41.C	-Responses to literature	PE: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227; TE: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227
41.D	-Content area pieces	PE: 227; TE: 147
41.E	-Correspondence (including writing letters and addressing envelopes).	PE: 141, 183, 191; TE: 141, 183, 191
42.	Standard: Applies correct principles of grammar, parts of speech, usage, and mechanics.	PE: 15, 33, 55, 57, 69, 93, 111, 141, 159, 171, 183, 195, 213, 219, 250, 250, 251; TE: 15, 33, 55, 57, 69, 93, 111, 141, 159, 171, 183, 195, 213, 219, 250, 250, 251
43.A1	Standard: Communicates ideas by using the writing process: PREWRITING -Generating ideas	PE: 47, 83, 119, 155, 191, 227; TE: 47, 83, 119, 155, 191, 227
43.B1	DRAFTING -Focuses on topic	PE: 47, 83, 119, 155, 191, 227; TE: 47, 83, 119, 155, 191, 227
43.B2	-Uses prewriting ideas to complete first draft	PE: 47, 83, 119, 155, 191, 227; TE: 47, 83, 119, 155, 191, 227

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43.C1	REVISING -Expands use of descriptive words	PE: 154, 155; TE: 154, 155
43.C2	-Improves sequence	PE: 154, 155; TE: 154, 155
43.C3	-Adds variety of sentence types	PE: 15; TE: 15
43.C4	-Organizes writing to include a clear beginning, middle, and ending	PE: 47, 119, 155, 227; TE: 47, 119, 155, 227
43.D1	EDITING -Begins each sentence and proper noun with a capital letter	PE: 47, 83, 119, 155, 191, 227; TE: 47, 83, 119, 155, 191, 227
43.D2	-Uses correct spelling	PE: 47, 83, 119, 155, 191, 227; TE: 47, 83, 119, 155, 191, 227
43.D3	-Uses appropriate punctuation	PE: 47, 83, 119, 155, 191, 227; TE: 47, 83, 119, 155, 191, 227
43.D4	-Uses complete sentences.	PE: 15; TE: 15
43.E1	PUBLISHING -Shares writing with others	PE: 47, 83, 119, 155, 191, 227; TE: 47, 83, 119, 155, 191, 227
44.	Standard: Uses available technology to assist in writing.	PE: 39, 75, 105, 165, 191, 207
45.	Topic: Literature Standard: Experiences traditional and contemporary literature through a variety of media.	PE: 46–47, 82–83, 118–119, 154–155, 190–191, 226–227; TE: 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
46.	Standard: Responds to literal, inferential, and evaluative questions about literature.	PE: 46, 82, 118, 154, 190, 226; TE: 46, 82, 118, 154, 190, 226

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Objective	Component	Where Taught
47.	Standard: Responds appropriately to questions about author’s purpose, techniques, character development, and plot structure.	PE: 118, 190; TE: 118, 190
48.	Standard: Demonstrates an interest in various types of self-selected literature through daily reading.	TE: 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
49.	Standard: Identifies literary forms (e.g., fiction, nonfiction, poetry, and drama).	PE: 46, 82, 118, 154, 190, 226; TE: 46, 82, 118, 154, 190, 226
50.	Standard: Distinguishes between fact and opinion.	PE: 226; TE: 226
51.	Standard: Recognizes cultural diversity represented in literature.	The Integrating Literature suggestions contain tales from many cultures. See TE: 113.
52.	Topic: Reference/Study Standard: Uses alphabetical order to locate information	PE: 20, 146, 164
53.	Standard: Uses abridged dictionaries to identify appropriate word meanings and correct spellings.	PE: 20, 26, 38, 50, 62, 74, 86, 98, 104, 122, 134, 146, 148, 164, 176, 200, 206, 277–278, 279
54.	Standard: Uses guide words to locate information	PE: 26, 279
55.	Standard: Determines appropriate resource to answer specific questions.	PE: 227
56.	Standard: Uses call numbers to locate information in the media center.	Use of a card catalog could be incorporated into the Research Report lesson. See page 227 in the Teacher’s Edition. Also, locating information is taught at comparable levels of Houghton Mifflin Reading: Georgia Edition and Houghton Mifflin English.
57.	Standard: Uses book parts, including title page, table of contents,	Parts of a book could be incorporated into the Research Report lesson.

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	index, and glossary as information sources.	See page 227 in the Teacher's Edition. See also comparable levels of Houghton Mifflin Reading: Georgia Edition and Houghton Mifflin English.
58.A	Standard: Uses research process by: -Choosing topic	PE: 227; TE: 227
58.B	-Formulating questions	PE: 227; TE: 227
58.C	-Identifying key words	For identifying key words, see comparable levels of Houghton Mifflin Reading: Georgia Edition and Houghton Mifflin English.
58.D	-Selecting sources	PE: 227; TE: 227
58.E	-Skimming	Skimming and scanning is taught at comparable levels of Houghton Mifflin Reading: Georgia Edition and Houghton Mifflin English.
58.F	-Paraphrasing	Paraphrasing could be added to the Research Report lesson. See page 227 in the Teacher's Edition.
58.G	-Taking notes	PE: 227; TE: 227
58.H	-Organizing	PE: 227; TE: 227
58.I	-Presenting	PE: 227; TE: 227
59.	Standard: Uses various sources (e.g., periodicals, audiovisuals, software, encyclopedias) for information.	PE: 227; TE: 227
60.A 60.B	Standard: Uses a study technique: PQRST- (preview, question, read, study, test) SQ3R- (survey, question, read, review, report)	See How to Study a Word, PE: 9 and TE: 9. See also Houghton Mifflin Reading: Georgia Edition for additional study techniques.

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60.C 60.D	PQ4R- (preview, question, research, read, review, report) 4R- (research, read, review, report)	
61.	Standard: Develops a simple outline from a short selection.	PE: 227; TE: 227
62.	Standard: Uses the media center and available technology as sources of information and pleasure.	Using the media center is taught at comparable levels of Houghton Mifflin Reading: Georgia Edition and Houghton Mifflin English. See also www.eduplace.com.
63.	Topic: Grammar and Usage Standard: Applies standard rules of capitalization.	PE: 32, 51, 110, 159, 170, 182, 194, 247–248, 249; TE: 33, 51, 57, 69, 83, 111, 159, 171, 183, 191, 195, 207, 213, 219
64.	Standard: Applies standard rules of punctuation.	PE: 14, 56, 68, 92, 110, 128, 140, 158, 159, 170, 182, 194, 212, 218, 247–248, 250, 251; TE: 14, 56, 68, 92, 110, 128, 140, 158, 159, 170, 182, 194, 212, 218, 247–248, 250, 251
65.	Standard: Spells frequently used words correctly and applies common spelling rules.	PE: 12–15, 18–21, 24–27, 30–33, 36–39, 42–43, 48–51, 54–57, 60–63, 66–69, 72–75, 78–80, 84–87, 90–93, 96–99, 102–105, 108–111, 114–117, 120–123, 126–129, 132–135, 138–141, 144–147, 150–152, (continued)
65.	Standard: Spells frequently used words correctly and applies common spelling rules. (continued)	PE: (continued) 156–159, 162–165, 168–171, 174–177, 180–183, 186–188, 192–195, 198–201, 204–207, 210–213, 216–219, 222–224; TE: 12A–12B, 18A–18B, 24A–24B, 30A–30B, 36A–36B, 48A–48B, 54A–54B, 60A–60B, 66A–66B, 72A–72B, 84A–84B, 90A–90B, 96A–96B, 102A–102B, 108A–108B, 120A–120B, 126A–126B, 132A–132B, 138A–138B, 144A–144B, 156A–156B, 162A–162B, 168A–168B, 174A–174B, 180A–180B, 192A–192B, 198A–198B, 204A–204B, 216A–216B, 222A–222B
66.	Standard: Identifies the types of sentences according to purpose:	PE: 15; TE: 15. See also comparable levels of Houghton

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

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

State-Funded Course: 23.00500 Language Arts/Grade 4

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

Publisher: Houghton Mifflin Company

Objective	Component	Where Taught
	declarative, interrogative, imperative, and exclamatory.	Mifflin English.
67.A	Standard: Identifies at least five parts of speech, including: -nouns	For objective 67, see also comparable levels of Houghton Mifflin English. PE: 57, 69, 83; TE: 57, 69, 83
67.B	-adjectives	PE: 93; TE: 93
67.C	-verbs	PE: 102–104, 156–159; TE: 30, 102, 103, 104, 156, 157, 158
67.D	-adverbs	PE: 93; TE: 93
67.E	-pronouns	PE: 213; TE: 213
68.A 68.B	Standard: Identifies the parts of a sentence in various sentence patterns: -subjects (simple and compound) -predicates (simple and compound)	Subjects and predicates are taught in Houghton Mifflin English.
68.C	-modifiers	PE: 92; TE: 92
69.	Standard: Forms singular, plural, and possessive nouns.	PE: 57, 69, 83, 250; TE: 59, 69, 83
70.	Standard: Identifies principal parts and tenses of regular and irregular verbs.	PE: 102–104, 156–159; TE: 30, 102, 103, 104, 156, 157, 158
71.	Standard: Identifies types of pronouns: subject, object, and possessive.	PE: 213; TE: 213
72.	Standard: Writes simple and compound sentences, and avoids fragments and run-on sentences.	PE: 15; TE: 15
73.A	Standard: Applies standard conventions of American	

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Objective	Component	Where Taught
	English in: -subject-verb agreement	Subject-verb agreement can be included with verb forms, pages 102–104 and 156–159.
73.B	-cases of personal pronouns	PE: 213; TE: 213
73.C	-principal parts of verbs	PE: 102–104, 156–159; TE: 30, 102, 103, 104, 156, 157, 158
73.D	-comparison of adjectives and adverbs	PE: 92; TE: 92

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