

Correlation to Georgia Quality Core Curriculum

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

State-Funded Course: 23.00600 Language Arts/Grade 5

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 including prose, poetry, and drama.	Students listen to their peer’s writing.
3.	Standard: Follow multiple oral directions.	See all pupil book pages for following directions.
4.	Standard: Recalls, interprets, and summarizes information presented orally.	Recalling, interpreting, and summarizing information presented orally is taught at comparable levels of Houghton Mifflin English and Houghton Mifflin Reading: Georgia Edition.
5.	Standard: Delivers a planned oral presentation.	PE: 21. See Houghton Mifflin English for opportunities to deliver a planned oral presentation.
6.	Standard: Adjusts manner and style of speaking to suit audience and situation.	Adjusting manner and style of speaking to suit the audience is addressed in the comparable levels of Houghton Mifflin Reading: Georgia Edition and Houghton Mifflin English.
7.	Standard: Paraphrases and discusses information.	PE: 46, 82, 118, 154, 190, 226; TE: 46, 82, 118, 154, 190, 226
8.	Standard: Summarizes and/or records orally presented information.	Students record orally presented spelling words on Days 1 and 5. For more instruction, see Houghton Mifflin Reading: Georgia Edition.
9.	Standard: Uses oral language for different purposes: to inform, to persuade, and to entertain.	PE: 46, 82, 118, 154, 190, 226. See Houghton Mifflin English for opportunities to use oral language.
10.	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

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

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11.	Standard: Increases vocabulary to reflect a growing range of interests 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
12.	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
13.	Standard: Uses increasingly complex sentence structures in oral communication.	PE: 64, 82, 118, 154, 191, 226; TE: 64, 82, 118, 154, 191, 226
14.	Standard: Determines the literal and figurative meanings of words.	Literal and figurative meanings of words is addressed in the comparable levels of Houghton Mifflin Reading: Georgia Edition.
15.	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
16.	Strand: Written Communications 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
17.	Standard: Classifies and categorizes words into sets and groups with common characteristics.	PE: 31, 38, 42, 78, 80, 91, 115, 121, 155, 186, 188, 217, 222, 229, 231, 234–235, 241, 243, 245

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Objective	Component	Where Taught
18.	Standard: Follows written directions.	In the independent spelling practice activities, students are asked to follow directions throughout the unit on virtually every page.
19.	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
20.	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
21.A	Standard: Applies phonetic strategies to read by: -Using initial consonant substitution in rhyming words and word families;	PE: 14, 16, 19, 31, 37, 42, 49, 55, 56, 61, 73, 85, 103, 112, 121, 133, 139, 150, 163, 164, 176, 196, 199, 202, 222, 244; TE: 14, 16, 19, 31, 37, 42, 49, 55, 56, 61, 73, 85, 103, 112, 121, 133, 139, 150, 163, 164, 176, 196, 199, 202, 222, 244
21.B	-Using beginning, medial, and ending consonants to orally decode words;	PE: 13, 31, 73, 91, 103, 163, 181, 199; TE: 55, 73, 97, 211, 217
21.C	-Using short, long, and “r” controlled vowel sounds to orally decode words;	PE: 25, 91, 97, 103, 109, 121, 139, 145, 169, 211; TE: 19, 31, 37, 55, 73, 91, 97, 103, 139, 205, 211, 217,
21.D	-Using consonant blends, digraphs, and diphthongs to orally decode words.	PE: 13, 19, 25, 31, 37, 55, 109; TE: 103

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22.	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, 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
23.	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
24.	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
25.	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
25.	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
26.	Standard: Reads with fluency and expression.	Reading with fluency and expression is taught at the comparable level of Houghton Mifflin Reading: Georgia Edition.
27.	Standard: Recognizes EXPLICIT 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
28.	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
29.	Standard: Identifies story development, author’s purpose, and point of view.	PE: 118; TE: 118
30.	Standard: Identifies characters’ actions, motives, emotions, traits, and feelings.	PE: 118; TE: 118
31.	Standard: Draws conclusions, makes predictions, compares/contrasts, and makes generalizations.	PE: 118, 190; TE: 118, 190
32.	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.
33.	Standard: Distinguishes between fact and opinion.	PE: 190, 226; TE: 190, 226

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34.	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
35.	Standard: Recognizes and reads compound words, contractions, possessives, and words containing the suffixes, “ing,” “ed,” “s,” and “es.”	PE: 57, 60–63, 64, 79, 83, 84–87, 114, 126–127, 132–133, 150, 151, 152, 174–175, 219, 233, 235, 238–239, 242, 250; TE: 60A, 63, 84A, 87, 126A, 129, 132A, 139, 174A, 177
36.	Standard: Uses knowledge of root words, prefixes, and suffixes in word recognition.	PE: 12–17, 18–23, 24–29, 30–35, 36–41, 42–47, 48–53, 54–59, 66–71, 72–77, 78–83, 138–143, 168–173, 180–185, 192–197, 198–203, 204–209; TE: 12–17, 18–23, 24–29, 30–35, 36–41, 42–47, 48–53, 54–59, 66–71, 72–77, 78–83, 138–143, 168–173, 180–185, 192–197, 198–203, 204–209
37.	Standard: Uses knowledge of synonyms, antonyms, and homophones when reading.	PE: 20, 22, 25, 43, 44, 49, 55, 66–69, 73, 78, 79–80, 103, 104, 109, 115–116, 121, 122, 127, 133, 150, 151, 152, 164, 166, 199, 214, 217, 224, 233–234, 235, 236, 242–245, 278; TE: 20, 66, 67, 68, 69
38.	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
39.	Standard: Uses correct spelling 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
40.	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, 72–75, 78–80, 90–93, 114–117, 144–147, 150–152, 156–159, 186–188; TE: 12A–12B, 18A–18B, 24A–24B, 30A–30B, 36A–36B, 48A–48B, 54A–54B, 72A–72B, 90A–90B, 144A–144B, 156A–156B

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41.A 41.B	Standard: Writes legibly: -Correctly forms letters and numbers; -Correctly spaces words and sentences.	PE: 341. See also the write-on lines in the Student Book that aid students in correctly forming and spacing their printing.
42.	Standard: Writes selections of three or more paragraphs about a topic.	Objectives 42–45 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
43.	Standard: Writes about self-selected topics.	PE: 47, 83, 119, 155, 191, 227; TE: 47, 83, 119, 155, 191, 227
44.A	Standard: Writes in a variety of genres to produce paragraphs and compositions: -personal narratives	PE: 47; TE: 47
44.B	-imaginative stories	PE: 119; TE: 119
44.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
44.D	-content area pieces	PE: 115, 171, 227; TE: 115, 171, 227
44.E	-correspondence (including writing letters and addressing envelopes.)	PE: 190–191; TE: 190, 191
44.F	-expository pieces	PE: 75, 83, 129, 141; TE: 183
45.	Standard: Applies correct principles of grammar, parts of speech, and usage and mechanics.	PE: 16, 20, 38, 47, 58, 62, 64, 75, 83, 86, 100, 106, 112, 119, 123, 130, 134, 136, 155, 160, 164, 166, 172, 191, 196, 206, 207, 214, 218, 227; TE: 51, 102, 129, 141, 219

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46.A1	Standard: Communicates ideas by using the writing process: PREWRITING -Generates ideas	Objective 46 is also found at the comparable level of Houghton Mifflin English. PE: 47, 83, 119, 155, 191, 227; TE: 47, 83, 119, 155, 191, 227
46.B1	DRAFTING -Focuses on topic	PE: 47, 83, 119, 155, 191, 227; TE: 47, 83, 119, 155, 191, 227
46.B2	-Uses prewriting ideas to complete first draft	PE: 47, 83, 119, 155, 191, 227; TE: 47, 83, 119, 155, 191, 227
46.C1	REVISING -Expands use of descriptive words	PE: 155; TE: 155
46.C2	-Improves sequence	PE: 82–83; TE: 82–83
46.C3	-Adds variety of sentence types	PE: 15; TE: 15
46.C4	-Organizes writing to include a clear beginning, middle, and ending	PE: 82–83; TE: 82–83
46.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
46.D2	-Uses correct spelling	PE: 47, 83, 119, 155, 191, 227; TE: 47, 83, 119, 155, 191, 227
46.D3	-Uses appropriate punctuation	PE: 47, 83, 119, 155, 191, 227; TE: 47, 83, 119, 155, 191, 227
46.D4	-Uses complete sentences	PE: 47; TE: 47
46.E1	PUBLISHING -Shares writing with others	PE: 47, 83, 119, 155, 191, 227; TE: 47, 83, 119, 155, 191, 227

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47.	Standard: Increases writing vocabulary.	PE: 22, 28, 47, 83, 119, 130, 155, 178, 191, 227, 254–255, 256–268
48.	Standard: Uses descriptive words and phrases.	PE: 155; TE: 155
49.	Standard: Uses various organizational strategies, styles, and purposes.	PE: 47, 83, 119, 155, 191, 227; TE: 47, 83, 119, 155, 191, 227
50.	Standard: Uses available technology to assist in writing.	PE: 69, 93, 129, 183, 219
51.	Topic: Literature Standard: Experiences traditional and contemporary literature through a variety of media.	PE: 46, 82, 118, 154, 190, 226; TE: 46, 82, 118, 154, 190, 226
52.	Standard: Responds to literal, inferential, and evaluative questions about literature.	PE: 46, 82, 118, 154, 190, 226; TE: 46, 82, 118, 154, 190, 226
53.	Standard: Responds appropriately to questions about author’s purpose, techniques, character development and plot structure.	PE: 46, 118, 190; TE: 46, 118, 190
54.	Standard: Demonstrates an interest in various types of self-selected literature through daily reading.	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
55.	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
56.	Standard: Distinguishes between fact and opinion.	PE: 190, 226
57.	Standard: Recognizes cultural diversity represented in literature.	TE: 29, 53, 89, 118. See also the comparable level of Houghton Mifflin Reading: Georgia Edition.
58.	Topic: Reference/Study	

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Objective	Component	Where Taught
	Standard: Uses alphabetical order to locate information.	PE: 20, 26, 68, 92, 110, 128, 171, 194
59.	Standard: Uses the media center and available technology as sources of information and pleasure.	Locating information is taught at comparable levels of Houghton Mifflin Reading: Georgia Edition and Houghton Mifflin English.
60.	Standard: Uses dictionaries, thesauri, atlases, almanacs, periodicals, and encyclopedias to locate information.	PE: 22, 26, 28, 34, 40, 41, 47, 53, 59, 65, 68, 71, 76, 77, 83, 89, 92, 94, 98, 101, 107, 113, 119, 122, 125, 130, 131, 137, 142, 143, 149, 153, 155, 160, 161, 167, 170, 173, 178, 179, 184, 185, 189, 191, 197, 202, 203, 209, 215, 221, 225, 227, 254–255, 256–268, 276–340; TE: 40, 52, 58, 64, 70, 76, 94, 136, 172, 220
61.	Standard: Uses guide words to locate information.	PE: 20, 26, 278; TE: 20, 26, 278
62.	Standard: Locates information using the appropriate reference resources.	PE: 227; TE: 227
63.	Standard: Lists sources from which information is gathered, including author, title, publisher/producer, place of publication, and copyright date.	PE: 227; TE: 227
64.A	Standard: Uses research process by: -choosing topic	For objectives 64.A through 64.I, see also Houghton Mifflin English. PE: 227; TE: 227
64.B	-formulating questions	PE: 227; TE: 227
64.C	-identifying key words	PE: 227; TE: 227
64.D	-selecting sources	PE: 227; TE: 227
64.E	-skimming	Skimming is taught at comparable levels of Houghton Mifflin Reading: Georgia Edition and Houghton Mifflin English.
64.F	-paraphrasing	Paraphrasing is taught at comparable levels of Houghton Mifflin

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		Reading: Georgia Edition and Houghton Mifflin English.
64.G	-note taking	Note taking is related to KWL, page PE: 227. See also comparable levels of Houghton Mifflin Reading: Georgia Edition and Houghton Mifflin English.
64.H	-organizing	PE: 227; TE: 227
64.I	-presenting	PE: 227; TE: 227
65.A 65.B 65.C 65.D	Standard: Uses a study technique: -PQRST- (preview, question, read, study, test) -SQ3R- (survey, question, read, review, report) -PQ4R- (preview, question, research, read, review, report) -4R- (research, 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.
66.	Standard: Develops a simple outline from a short selection.	PE: 227; TE: 227. See also comparable levels of Houghton Mifflin English.
67.	Standard: Uses cross references in multiple types of sources.	Related: PE: 227; TE: 227. See also comparable levels of Houghton Mifflin English.
68.	Topic: Grammar and Usage Standard: Identifies the types of sentences according to purpose: declarative, interrogative, imperative, and exclamatory.	PE: 15; TE: 15. See also comparable levels of Houghton Mifflin English.
69.	Standard: Identifies at least five parts of speech, including nouns, verbs, pronouns, adjectives, and adverbs.	PE: 57, 75, 87, 111, 135, 159, 165, 207, 219; TE: 57, 75, 87, 111, 135, 159, 165, 207, 219. See also Houghton Mifflin English.
70.A 70.B 70.C	Standard: Identifies the parts of a sentence in various sentence patterns: -subjects (simple and compound) -predicates (simple and compound) -modifiers (words and prepositional phrases).	Subjects, predicates, and modifiers are taught in Houghton Mifflin English.

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: 23.00600 Language Arts/Grade 5

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

Publisher: Houghton Mifflin Company

Objective	Component	Where Taught
71.	Standard: Forms singular, plural, and possessive nouns.	PE: 57; TE: 57
72.	Standard: Identifies principal parts and tenses of regular and irregular verbs.	PE: 219 (verb contractions); TE: 219
73.	Standard: Identifies types of pronouns: subject, object, and possessive.	PE: 207; TE: 207
74.	Standard: Writes simple and compound sentences and avoids fragments and run-on sentences.	See other levels for avoiding fragments and run-on sentences.
75.A	Standard: Applies standard conventions of American English in: -subject-verb agreement	PE: 57, 75, 87, 111, 135, 159, 165, 207, 219; TE: 57, 75, 87, 111, 135, 159, 165, 207, 219
75.B	-cases of personal pronouns	PE: 207; TE: 207
75.C	-principal parts of verbs	PE: 219 (verb contractions); TE: 219
75.D	-comparisons of adjectives and adverbs.	PE: 75; TE: 75
76.	Standard: Applies standard rules of capitalization.	PE: 15, 69, 87, 135, 146, 159, 165, 195, 248–249, 250
77.	Standard: Applies standard rules of punctuation.	PE: 15, 33, 57, 105, 111, 135, 147, 159, 165, 177, 190, 195, 219, 248, 250–251, 252–253; TE: 15, 33, 57, 105, 111, 135, 147, 159, 165, 177, 190, 195, 219, 248, 250–251, 252–253
78.	Standard: Spells frequently used words correctly and applies common spelling rules.	TE: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 132, 138, 144, 150, 156, 162, 168, 174, 180, 186, 192, 198, 204, 210, 216, 222

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