

***Houghton Mifflin Reading* © 2005**
Kindergarten
 correlated to
State of Illinois
Reading Assessment Framework
Kindergarten

Illinois State Goals for Reading	<i>Houghton Mifflin Reading</i> © 2005
Reading—State Goal 1	
STANDARD 1A—VOCABULARY DEVELOPMENT	
Words in Isolation	
1.3.01 Determine the meaning of an unknown word using knowledge of common prefixes, suffixes, and word roots (see Roots and Affixes List) (e.g., use knowledge of the prefix dis- to determine the meaning of disrespect).	Singular and Plural Nouns, TE2: T147, T157; TE8: T147, T157
1.3.02 Identify the word base of familiar words with affixes from Roots and Affixes list (e.g., misspelled, unfinished).	Base Words, TE2: T147, T157; TE8: T147, T157
1.3.03 Determine the meaning of unknown compound words by applying knowledge of individual known words (e.g., baseball).	See later levels for compound words.
Words in Context	
1.3.04 Determine the meaning of unknown words using within-sentence clues.	Concept Development, TE1: T26, T32, T72, T80, T120; TE2: T26, T34, T51, T58, T109, T116, T160, T163, T170, T171, T179; TE3: T26, T34, T53, T60, T84, T94, T113, T120, T144, T167, T154, T174, T175, T183; TE4: T26, T34, T58, T82, T92, T116, T140, T170, T179; TE5: T26, T34, T82, T92, T140, T150, T160, T171, T179; TE6: T34, T92, T140, T150, T160, T171, T179; TE7: T34, T58, T82, T92, T118, T142, T152, T162, T173, T180; TE8: T26, T34, T58, T82, T92, T116, T140, T150, T179; TE9: T34, T60, T84, T94, T118, T142, T152, T162, T173, T180; TE10: T26, T34, T58, T82, T92, T118, T142, T152, T162, T172, T180
1.3.05 Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.	Phonics/Decoding Strategy, TE4: T51, T109, T163; TE5: T35, T89, T139; TE6: T35, T51, T109, T163; TE7: T51, T111, T165; TE8: T51, T89, T109, T163; TE9: T53, T111, T165; TE10: T51, T111, T165
1.3.06 Use synonyms to define words.	Synonyms, TE1: T52

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1.3.07 Use antonyms to define words.	Antonyms, TE7: T31, T41, T55, T56, T71, T149
1.3.08 Determine the word that best fits a given context.	Oral Language: Vocabulary, TE1: T29, T77, T125; TE2: T31, T89, T147; TE3: T31, T91, T151; TE4: T31, T89, T147; TE5: T31, T89, T147; TE6: T31, T89, T147; TE7: T31, T89, T149; TE8: T31, T89, T147; TE9: T31, T91, T149; TE10: T31, T89, T149 Vocabulary Expansion, TE1: T35, T83, T131; TE2: T41, T99, T157; TE3: T41, T101, T161; TE4: T41, T99, T157; TE5: T41, T99, T157; TE6: T41, T99, T157; TE7: T41, T99, T159; TE8: T41, T99, T157; TE9: T41, T101, T159; TE10: T41, T99, T159
STANDARDS 1B, 1C—READING STRATEGIES	
1.3.09 Activate prior knowledge to establish purpose for reading a given passage.	Prior Knowledge, TE1: T26, T32, T45, T52, T72, T80, T93, T100, T120, T128, T134, T137, T144, T145; TE2: T72, T82, T92, T116, T140, T150, T170; TE3: T26, T34, T84, T94; TE4: T34, T92, T140, T150, T160, T170; TE5: T34, T58, T92; TE6: T92, T150, T160, T179; TE7: T34, T58, T82, T92, T118, T142, T152, T162, T172; TE8: T26, T34, T58, T82, T92, T116, T160, T170, T171, T179; TE9: T26, T34, T60, T118, T152, T162, T172; TE10: T58, T82, T92, T118, T142, T152, T162, T172
1.3.10 Identify probable outcomes or actions.	Predicting Outcomes, TE2: T26, T34, T45, T46, T58, T59, T92, T109, T124, T178; TE3: T46, T84, T94; TE4: T51, T59, T109, T163; TE5: T35, T89, T104, T139; PB1: 96; TE6: T35, T51, T82, T104, T109, T163; TE7: T51, T111, T142, T152, T162, T163, T165, T172, T173, T180; TE8: T51, T89, T109, T163; TE9: T48, T53, T111, T165; PB2: 51, 57; TE10: T51, T111, T165
1.3.11 Use information in illustrations to help understand a reading passage.	Picture Clues, TE3: T161, T164; TE4: T161, T164; TE5: T93, T170; TE6: T26, T58, T116, T140
1.3.12 Determine which illustrations support the meaning of a passage.	Previewing Illustrations, TE1: T32, T113, T137; TE2: T51, T92, T109; TE3: T53, T94, T113, T144, T167; TE5: T109; TE9: T34, T68, T84, T111 Picture Details, TE1: T45–T46, T55; TE3: T14, T161; TE4: T34, T39, T66, T82, T92, T109, T111
1.3.13 Determine which charts and graphs support the meaning of a passage.	Interpret Charts, TE2: T41, T54, T55, T60, T61, T62, T63, T71, T120, T147, T156, T167; TE6: T31, T33, T34, T93, T112; TE7: T31, T41, T89, T99, T123, T149, T159, T169, T177 Interpret Graphs, TE2: T30; TE4: T66
1.3.14 Identify explicit and implicit main ideas.	Main Idea, Supporting Details, TE8: T117; TE9: T60; TE10: T58
1.3.15 Locate information using simple graphic organizers such as Venn diagrams.	Predictable Chart, TE4: T98
1.3.16 Make comparisons across reading passages (e.g., topics, story elements).	Connections Between Plot, Setting, and Characters, TE2: T124, T178; TE3: T68, T128, T182; TE4: T66, T124, T178; TE5: T66, T124, T178; TE6: T66, T124, T178; TE7: T66, T126, T180; TE8: T66, T124, T178; TE9: T68, T126, T180

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STANDARD 1C—READING COMPREHENSION	
Literal or Simple Inference	
<p>1.3.17 Determine the answer to a literal or simple inference question regarding the meaning of a passage.</p>	<p>Predict/Infer Strategy, TE2: T26, T34, T45, T46, T58, T140, T150, T170; TE3: T84, T94, T105, T106, T120, T175; TE4: T82, T92, T103, T116; TE6: T26, T29, T34, T40, T45, T58, T170–T171; TE9: T84, T94, T118; TE10: T82, T92, T103, T106, T118</p> <p>Making Inferences, TE7: T106; TE8: T45, T103, T140, T150, T151, T152, T160, T161, T170, T171, T178; TE9: T84, T94, T118; TE10: T82, T92, T103, T106, T118</p>
Summarizing and Main Idea	
<p>1.3.18 Distinguish the main ideas and supporting details in informational text.</p>	<p>Main Idea, Supporting Details, TE8: T117; TE9: T60; TE10: T58</p>
<p>1.3.19 Identify the main idea of a selection when it is not explicitly stated (e.g., by choosing the best alternative title from among several suggested for a given passage).</p>	<p>Main Idea, Supporting Details, TE8: T117; TE9: T60; TE10: T58</p>
Sequencing and Ordering	
<p>1.3.20 Identify or summarize the order of events in a story.</p>	<p>Sequence of Events, TE2: T26, T34, T45, T47, T58, T66, T140, T150, T151, T170; TE4: T47; TE5: T117; PB1: 71, 77, 91, 92; TE7: T48; TE8: T59; TE9: T26, T34, T45, T46, T60, T68; PB2: 91, 97</p> <p>Story Structure: Plot, TE6: T82, T92, T103–T104, T124, T160–T161, T178; TE10: T142, T152, T162, T163, T180; PB2: 11, 27, 141, 147</p>
Drawing Conclusions Based on Evidence	
<p>1.3.21 Draw inferences, conclusions, or generalizations about text, and support them with textual evidence and prior knowledge.</p>	<p>Making Inferences, TE7: T106; TE8: T45, T103, T140, T150, T151, T152, T160, T161, T170, T171, T178; TE9: T84, T94, T118; TE10: T82, T92, T103, T106, T118</p> <p>Drawing Conclusions, TE1: T134, T135, T144; TE2: T117; TE3: T84, T94, T106, T107, T108, T120, T128, T144, T164, T174, T175, T182; TE4: T103, T104; TE5: T45, T47, T59; PB1: 109, 115, 119; TE6: T29, T30, T31, T40, T45–T47, T58, T103, T116, T151, T171; TE7: T45, T46, T47, T103, T104, T119, T173; TE8: T46, T140, T150, T151, T160, T161, T170, T171; TE9: T105, T106; TE10: T46, T103, T105, T106, T118; PB2: 81, 87</p>
<p>1.3.22 Differentiate between fact and opinion.</p>	<p>See Levels One through Six for fact and opinion.</p>
<p>1.3.23 Draw conclusions from information in maps, charts, and graphs.</p>	<p>Interpret Charts, TE2: T41, T54, T55, T60, T61, T62, T63, T71, T120, T147, T156, T167; TE6: T31, T33, T34, T93, T112; TE7: T31, T41, T89, T99, T123, T149, T159, T169, T177</p> <p>Interpret Graphs, TE2: T30; TE4: T66</p>
Interpreting Instructions	

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1.3.24 Determine whether a set of simple instructions or procedures is complete and, therefore, clear (e.g., if incomplete, identify what is missing).	Viewing to Follow Directions/Rules, TE3: T161, T179; TE4: T41; TE10: T169, T177
Author's Purpose and Design	
1.3.25 Identify the author's purpose for writing a fiction or nonfiction text (e.g., to entertain or to inform).	Previewing Author, Illustrator, Cover, TE1: T80, T137; TE2: T80, T160; TE3: T26, T60, T120; TE4: T34, T58, T82, T92, T140; TE5: T26, T34, T51, T58, T116; TE6: T26, T34, T92, T116, T179; TE7: T82, T142; TE8: T32, T92, T150; TE9: T34, T84, T142; TE10: T51, T111, T165
ENABLING OBJECTIVES	
1.3.26 Identify words that begin with the same sound (including consonant digraphs, different letters having the same sound, and silent letters—e.g., knight and new).	Phonics: Consonants, TE2: T36–T37, T50, T60–T61, T68, T94–T95, T108, T118–T119, T126, T152–T153, T162, T172–T173, T180; TE3: T36–T37, T52, T62–T63, T70, T96–T97, T112, T122–T123, T130, T156–T157, T166, T176–T177, T184; TE4: T36–T37, T50, T68, T94–T95, T108, T126, T152–T153, T162, T180; TE5: T36–T37, T50, T68, T94–T95, T108, T126, T152–T153, T162, T180; TE6: T36–T37, T50, T60–T61, T68, T94–T95, T108, T118–T119, T126, T152–T153, T162, T172–T173, T180; TE7: T36–T37, T50, T68, T94–T95, T110, T128, T154–T155, T164, T182; TE8: T36–T37, T50, T68, T94–T95, T126, T152–T153, T162, T180; TE9: T36–T37, T52, T70, T96–T97, T110, T128, T154–T155, T164, T182; TE10: T36–T37, T50, T68, T94–T95, T110, T128, T154–T155, T164, T182
1.3.27 Identify words having the same vowel sound (e.g., date and slave).	Phonics: Short Vowels, TB4: T50, T60–T61, T68, T108, T118–T119, T126, T162, T172–T173, T180; TE5: T50, T60–T61, T68, T108, T118–T119, T126, T162, T172–T173, T180; PB1: 136–137, 147, 157, 166–167, 176, 186–187; TE6: T50, T60–T61, T68, T108, T118–T119, T126, T162, T172–T173, T180; TE7: T50, T60–T61, T68, T110, T120–T121, T128, T164, T174–T175, T182; TE8: T50, T60–T61, T68, T108, T118–T119, T126, T162, T172–T173, T180; TE9: T50, T62–T63, T70, T110, T120–T121, T128, T164, T174–T175, T182; TE10: T50, T60–T61, T68, T110, T120–T121, T128, T164, T174–T175, T182; PB2: 8, 18, 28, 38, 49, 59, 68, 89, 98, 109, 118, 128
1.3.27 Identify words having the same vowel sound (e.g., date and slave). (continued)	Vowel Diphthongs, 1.5: TE9: (continued) T203, T213, R18–R19; TE10: T76; PB2: 166–167, 221–222 r-controlled Vowels, 1.5: TE10: T11, T26, T32–T34, T42–T43, T80, T112, T118–T120, T134, T148, T156, T160, T161, T164, R12–R13, R14–R15, R16–R17; PB2: 238–239, 240–241, 255–256
1.3.28 Identify rhyming words with different spelling patterns (e.g., feet and neat, light and kite).	Phonemic Awareness: Rhyming Words, TE1: W8, T25, T31, T37, T51, T57; TE8: T41, T110; TE9: T54, T56, T91, T101, T112, T166

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1.3.29 Determine the answer to a literal or simple inference question regarding the meaning of a passage.	Making Inferences, TE7: T106; TE8: T45, T103, T140, T150, T151, T152, T160, T161, T170, T171, T178; TE9: T84, T94, T118; TE10: T82, T92, T103, T106, T118
Reading—State Goal 2	
STANDARD 2A—LITERARY ELEMENTS AND TECHNIQUES	
Story and Literary Structure	
2.3.01 Differentiate among the literary elements of plot, character, and setting.	Story Structure: Plot, TE6: T82, T92, T103–T104, T124, T160–T161, T178; TE10: T142, T152, T162, T163, T180; PB2: 11, 27, 141, 147 Story Structure: Characters, TE3: T26, T34, T45, T47, T68, T108, T154, T182; PB1: 99, 105, 123; TE9: T84, T94, T107, T126; PB2: 101, 107 Story Structure: Setting, TE3: T26, T34, T45, T47, T68, T108, T154, T182; PB1: 99, 105, 123; TE9: T84, T94, T107, T126; PB2: 101, 107
2.3.02 Identify main and supporting characters.	Recognize Character, TE3: T26, T34, T45, T47, T68, T108, T154, T182; PB1: 99, 105, 123; TE9: T84, T94, T107, T126; PB2: 101, 107
2.3.03 Identify events important to the development of the plot.	Recognize Plot Events, TE6: T82, T92, T103–T104, T124, T160–T161, T178; TE10: T142, T152, T162, T163, T180; PB2: 11, 27, 141, 147
2.3.04 Identify setting (i.e., place and time period).	Recognize Setting, TE3: T26, T34, T45, T47, T68, T108, T154, T182; PB1: 99, 105, 123; TE9: T84, T94, T107, T126; PB2: 101, 107
2.3.05 Identify author’s message.	Lesson or Moral of Selection (Theme), TE3: T144; TE4: T83; TE9: T85, T143; TE10: T83
2.3.06 Explain outcomes using the following literary elements: problem/conflict, resolution.	Problem-Solution, TE6: T82, T92, T103, T104, T124, T160, T161, T178
Characterization	
2.3.07 Determine what characters are like by what they say or do by how the author or illustrator portrays them.	See Levels One through Six for characterization.
2.3.08 Determine character motivation.	See Levels One through Six for character motivation.
2.3.09 Identify and compare characters’ attributes in a story.	See Levels One through Six for character traits.
STANDARD 2B—VARIETY OF LITERARY WORKS	
2.3.10 Identify the following forms and genres: story, poem, fairy tale, tall tale, fable, nonfiction, and essay.	Characteristics of Genre, TE1: T72; TE3: T26, T60, T84; TE4: T26; T83; TE5: T83; TE6: T83; TE8: T26; TE9: T85; TE10: T83
Reading—Roots and Affixes	
This list indicates what may be covered on the vocabulary items of the state assessment.	
-ed (e.g., talked, helped)	See later levels for -ed.
-ing (e.g., walking, barking)	See later levels for -ing.
-s, -es (e.g., dogs, lunches)	-s, -es (e.g., dogs, lunches), TE2: T147, T157; TE8: T147, T157

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-er (e.g., bigger, brighter) [means “more,” not “one who”]	-er (e.g., bigger, brighter) [means “more”, not “one who”], TE8: T42, T99
-est (e.g., biggest, brightest)	-est (e.g., biggest, brightest), TE8: T42, T99
-less (e.g., careless, helpless)	See later levels for -less.
-ar, -er, -or (e.g., liar, fighter, inspector) [means “one who”]	See later levels for -ar, -er, -or.
dis- (e.g., disobey, disappear)	See later levels for dis-.
-en (e.g., tighten, eaten)	See later levels for -en.
-ful (e.g., thankful, beautiful)	See later levels for -ful.
-ly (e.g., happily, slowly)	See later levels for -ly.
re- (e.g., redo, rebuild, rewrite)	See later levels for re-.
un- (e.g., unable, unfinished)	See later levels for un-.
-y (e.g., sleepy, dirty, faulty)	See later levels for -y.