

Houghton Mifflin Spelling and Vocabulary
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 Grade One

correlated to
Indiana Standards 2000 English/Language Arts
Grade One

Indiana Standards 2000	<i>Houghton Mifflin Spelling and Vocabulary</i> © 1998-2000
Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development	
<p>Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.</p>	
<i>Concepts about Print</i>	
Match oral words to printed words.	Matching oral words to printed words is aligned through related program instruction in Read Aloud Activities. See TB: 56A, 62A, 94A.
Identify letters, words, and sentences.	Identify Letters, Words, Sentences, SB: 8–10, 11–12, 187–190; TB: 11, 12, 13A
Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.	Capitalizing First Word of a Sentence, TB: 59, 65, 75, 81, 91, 97, 107, 113, 123, 129, 139, 145, 155, 161, 171, 177 End Marks, TB: 59, 65, 75, 81, 91, 97, 107, 113, 123, 129, 139, 145, 155, 161, 171, 177; TRB: 156–157
<i>Phonemic Awareness</i>	
Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).	Distinguishing Beginning, Middle, and Ending Sounds, SB: 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; TB: 13A–13D

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<p>Recognize different vowel sounds in orally stated single-syllable words.</p>	<p>Short Vowels, SB: 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, 122, 149, 160, 170; TB: 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; TRB: 13, 20–21, 23, 24, 26, 27, 30, 31, 37, 40, 41, 44, 45, 48–49, 53, 56, 61, 64</p> <p>Long Vowels, SB: 95–96, 100, 102, 105–106, 110, 111–112, 116, 117, 127, 132, 143, 148, 150, 160, 175, 180, 182; TB: 95A, 95–96, 98, 102, 105A, 105–106, 108, 111A, 111–112, 114, 118, 127A, 127–128, 130, 134, 143A, 143–144, 146, 150, 175A, 175–176, 178, 182; TRB: 57, 60, 61, 64, 67, 70, 71, 74, 75, 78–79, 89, 92, 93, 96, 105, 108, 109, 137, 140, 141, 144–145</p> <p>Vowel Pairs, SB: 127–130, 133–134, 143–146, 148, 150; TB: 126B, 127, 128, 129, 130, 132, 142B, 143, 144, 145, 146, 148; TRB: 89–92, 97–98, 105–106, 113–114</p>
<p>Create and state a series of rhyming words, including consonant blends (-st, -nd, -rt).</p>	<p>Rhyming Words, SB: 58, 62, 64, 68, 74, 78, 80, 84, 86, 94, 100, 106, 110, 114, 116, 128, 132, 134, 148, 165, 180, 181; TB: 62, 68, 78, 84, 94, 110, 116, 132, 148, 153A, 180; TRB: 24, 38, 68, 81, 90, 106</p>
<p>Add, delete, or change sounds to change words.</p>	<p>Add, Delete, Change Target Sounds, SB: 58, 62, 64, 68, 70, 74, 78, 82, 84, 85, 94, 96, 106, 110, 112, 116, 122, 128, 132, 148, 180; TB: 62, 68, 78, 84, 91, 94, 96, 110, 112, 116, 126, 148, 180</p>
<p>Blend two to four phonemes (sounds) into recognizable words.</p>	<p>Blending Single Syllable Words, SB: 56; TB: 58, 64, 74, 80, 90, 96, 106, 112, 122, 128, 129, 138, 144, 160</p>
<p><i>Decoding and Word Recognition</i></p>	

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<p>Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (<i>a, e, i, o, u</i>), and blend those sounds into recognizable words.</p>	<p>Generating, Producing, and Blending Sounds, TB: 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 37–38, 39–40, 41–42, 43–44 Short Vowels, SB: 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, 122, 149, 160, 170; TB: 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; TRB: 13, 20–21, 23, 24, 26, 27, 30, 31, 37, 40, 41, 44, 45, 48–49, 53, 56, 61, 64 Long Vowels, SB: 95–96, 100, 102, 105–106, 110, 111–112, 116, 117, 127, 132, 143, 148, 150, 160, 175, 180, 182; TB: 95A, 95–96, 98, 102, 105A, 105–106, 108, 111A, 111–112, 114, 118, 127A, 127–128, 130, 134, 143A, 143–144, 146, 150, 175A, 175–176, 178, 182; TRB: 57, 60, 61, 64, 67, 70, 71, 74, 75, 78–79, 89, 92, 93, 96, 105, 108, 109, 137, 140, 141, 144–145 Consonant Blends, SB: 110, 113, 121–124, 126, 133, 137–140, 149; TB: 110, 120B, 121–124, 126, 132B, 136B, 137–140, 148B; TRB: 85–88, 101–104</p>
<p>Read common sight words (words that are often seen and heard).</p>	<p>High-Frequency Words, SB: 61, 67, 77, 83, 93, 99, 109, 115, 125, 131, 141, 147, 157, 163, 173, 179; TB: 61, 67, 77, 83, 93, 99, 109, 115, 125, 131, 141, 147, 157, 163, 173, 179</p>
<p>Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the <i>ea</i> in <i>eat</i>) and knowledge of how vowel sounds change when followed by the letter <i>r</i> (such as the <i>ea</i> in the word <i>ear</i>).</p>	<p>Vowel Digraphs, SB: 127–130, 133–134, 143–146, 148, 150; TB: 126B, 127, 128, 129, 130, 132, 142B, 143, 144, 145, 146, 148; TRB: 89–92, 97–98, 105–106, 113–114 See Level Two for r-controlled vowels.</p>
<p>Read common word families (<i>-ite, -ate</i>).</p>	<p>Word Families, SB: 58, 62, 64, 68, 74, 78, 80, 84, 86, 94, 100, 106, 110, 114, 116, 128, 132, 134, 148, 165, 180, 181; TB: 62, 68, 78, 84, 94, 110, 116, 132, 148, 153A, 180</p>
<p>Read aloud smoothly and easily.</p>	<p>Reading Aloud, TB: 136</p>
<p><i>Vocabulary and Concept Development</i></p>	

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Read and understand simple compound words (<i>birthday, anything</i>) and contractions (<i>isn't, aren't, can't, won't</i>).	Compound words are addressed through related program instruction. See SB: 163; TB: 100A, 158A, 164A, 180A.
Read and understand root words (<i>look</i>) and their inflectional forms (<i>looks, looked, looking</i>).	Root Words and Inflectional Endings, SB: 159–162, 164, 166; TB: 158A, 159, 160, 161, 162, 164, 166
Classify categories of words.	Classifying/Categorizing, SB: 58, 64, 74, 79, 80, 90, 96, 102, 106, 112, 117, 122, 128, 138, 144, 149–150, 154, 160, 165, 170, 176, 184; TB: 16–17, 19, 22–23, 28–32, 35; TRB: 13, 23, 27, 31, 41, 45, 57–58, 61, 64, 93, 109, 137, 141, 144–145
Standard 2	
READING: Reading Comprehension	
Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources, to understand what they read. The selections in the <i>Indiana Reading List</i> illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, at Grade 1, students begin to read a variety of grade-level-appropriate narrative (story) and expository (informational) texts (such as grade-level-appropriate classic and contemporary literature, nursery rhymes, alphabet books, children’s magazines, dictionaries, and online information).	
<i>Structural Features of Informational and Technical Materials</i>	
Identify text that uses sequence or other logical order.	Sequence of Events, SB: 168, 184; TB: 168, 184 Sequence/Order, TB: 167, 183
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>	
Respond to <i>who, what, when, where,</i> and <i>how</i> questions and discuss the main idea of what is read.	Responds to Questions, TB: 72, 88, 104, 120, 135, 151, 167, 183
Follow one-step written instructions.	Follows Directions, SB: 13–14; TB: 13, 14

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Use context (the meaning of the surrounding text) to understand word and sentence meanings.	Context Clues (Syntax), SB: 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; TB: 61, 67, 77, 83, 93, 99, 109, 115, 125, 131, 141, 147, 157, 163, 173, 179; TRB: 28, 38–39, 43, 58, 72, 81, 90, 107, 135
Confirm predictions about what will happen next in a text by identifying key words.	Predicting Outcomes, TB: 167, 183; TRB: 87
Relate prior knowledge to what is read.	Prior Knowledge, TB: 88, 104, 120, 135, 151, 183
Standard 3 READING: Literary Response and Analysis	
Students read and respond to a wide variety of children's literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read. The selections in the <i>Indiana Reading List</i> illustrate the quality and complexity of the materials to be read by students.	
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>	
Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.	Plot, Character, Setting, TB: 167–168, 183–184; TRB: 132, 148 Retell Stories, TB: 72, 88, 104, 120, 135, 151, 167, 168A, 183
Describe the roles of authors and illustrators.	Role of Author/Illustrator, SB: 221
Standard 4 WRITING: Writing Process	
Students discuss ideas for group stories and other writing. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.	
<i>Organization and Focus</i>	
Discuss ideas for group stories or other writing.	Discuss Ideas for Writing, TB: 120, 135, 151, 167, 183
<i>Evaluation and Revision</i>	

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Revise writing for others to read.	Revising, SB: 72, 88, 104, 120, 135–136, 151–152, 168, 184; TB: 72, 88, 104, 120, 135–136, 151–152, 168, 184
Standard 5 WRITING: Writing Applications (Different Types of Writing and Their Characteristics)	
<p>At Grade One, students begin to write compositions that describe and explain familiar objects, events, and experiences. Students use their understanding of the sounds of words to write simple rhymes. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 – Writing Strategies. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	
<i>Using the writing strategies of Grade One outlined in Standard 4 – Writing Strategies, students:</i>	
Write brief narratives (stories) describing an experience.	Writing a Personal Narrative, SB: 135–136; TB: 207, 223
Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details.	Writing Descriptions, SB: 88; TB: 88
Write simple rhymes.	Writing Rhymes, TB: 78, 94
Use descriptive words when writing.	Using Descriptive Language in Writing, TRB: 25, 29, 123
Write for different purposes and to a specific audience or person.	Audience and Purpose for Writing, TB: 72, 88, 104, 120, 135, 151, 168, 184
Standard 6 WRITING: Written English Language Conventions	
<p>Students write using Standard English conventions appropriate to this grade level.</p>	
<i>Handwriting</i>	
Print legibly and space letters, words, and sentences appropriately.	Print Legibly, SB: 15–43, 187–190; TB: 15–43. See also all pages containing write-on lines.
<i>Sentence Structure</i>	

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Write in complete sentences.	Writing Sentences, TB: 59, 65, 75, 81, 91, 97, 107, 113, 123, 129, 139, 145, 155, 161, 171, 177
<i>Grammar</i>	
Identify and correctly use singular and plural nouns (<i>dog/dogs</i>).	Singular and Plural Nouns, SB: 158–162, 164, 166; TB: 158A, 159, 160, 161, 162, 164, 166
Identify and correctly write contractions (<i>isn't, aren't, can't, won't</i>) and singular possessive pronouns (<i>my/mine, his/her, hers, its, your/yours</i>).	my, SB: 175–178, 180; TB: 176; TRB: 137, 138, 140; his, SB: 99; TB: 99; her/hers, SB: 125; TB: 125 Contractions are introduced at Level Two.
<i>Punctuation</i>	
Correctly use periods (<i>I am five.</i>), exclamation points (<i>Help!</i>), and question marks (<i>How old are you?</i>) at the end of sentences.	Period at End of Sentence, TB: 59, 75, 81, 91, 97, 107, 113, 123, 129, 139, 145, 155, 161, 171, 177; TRB: 29, 55, 59, 69, 73, 87, 91, 123, 139 Question Mark at End of Sentence, TB: 59, 75, 81, 91, 97, 107, 113, 123, 129, 139, 145, 155, 161, 171, 177; TRB: 29, 55, 59, 69, 73, 87, 91, 123, 139 See Level Two for exclamation marks at the end of an exclamation.
<i>Capitalization</i>	
Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i>.	Capitalizing First Word of a Sentence, TB: 59, 65, 75, 81, 91, 97, 107, 113, 123, 129, 139, 145, 155, 161, 171, 177 Capitalizing Names of People, SB: 100, 151, 209, 211, 215 Capitalizing the Pronoun <i>I</i>, SB: 77; TB: 77
<i>Spelling</i>	

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<p>Spell three- and four-letter words and grade-level-appropriate sight words correctly.</p>	<p>Correct Spelling, SB: 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, 159–164, 165–168, 169–174, 175–180, 181–184; TB: 57A, 63A, 69A, 73A, 79A, 85A, 89A, 95A, 101A, 105A, 111A, 117A, 121A, 127A, 133A, 137A, 143A, 149A, 153A, 159A, 165A, 169A, 175A, 181A; TRB: 23–26, 27–30, 31–36, 37–40, 41–47, 48–49, 50–52, 53–56, 57–63, 64–70, 71–79, 80–87, 88–96, 97–103, 104–107, 108–116, 117–120, 121–123, 124–128, 129–136, 137–140, 141–148</p>
<p>Standard 7 LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications</p>	
<p>Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.</p>	
<p><i>Comprehension</i></p>	
<p>Listen attentively.</p>	<p>For listening attentively, see related program instruction in listening to directions. See TB: 13.</p>
<p>Ask questions for clarification and understanding.</p>	<p>Asks for Clarification, Understanding, TRB: 20</p>
<p>Give, restate, and follow simple two-step directions.</p>	<p>Follows Directions, SB: 13–14; TB: 13, 14</p>
<p><i>Organization and Delivery of Oral Communication</i></p>	
<p>Stay on the topic when speaking.</p>	<p>For staying on topic when speaking, see related program instruction in discussing to revise written compositions, TB: 72, 88, 104, 120, 136, 152, 168, and 184.</p>
<p>Use descriptive words when speaking about people, places, things, and events</p>	<p>For using descriptive words when speaking, see related program instruction in color words and other simple descriptive words, TB: 88, 88A, 148, 207.</p>

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<i>Speaking Applications</i>	
Recite poems, rhymes, songs, and stories.	For reciting poems, rhymes, songs, and stories, see related program instruction in rhyming words and literature, TB: 78.
Retell stories using basic story grammar and relating the sequence of story events by answering <i>who, what, when, where, why,</i> and <i>how</i> questions.	Retell Stories, TB: 72, 88, 104, 120, 135, 151, 167, 168A, 183
Relate an important life event or personal experience in a simple sequence.	For relating experiences, see related program instruction in prewriting discussion, TB: 75, 107, 123, 129, 139, 145, 207, 211.
Provide descriptions with careful attention to sensory detail.	For providing descriptions, see related program instruction in prewriting, TB: 75, 145, 171.