

SAT Objective	<i>Houghton Mifflin English © 2001</i>
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**Houghton Mifflin Company**  
**Grade Two**

**correlated to**

**SAT 9, Forms S/SA, Instructional Objectives**  
**Primary 1**

SAT Objective	<i>Houghton Mifflin English © 2001</i>
<b>WORD READING</b>	
<b>Match Three Printed Words with a Picture</b> Demonstrate the ability to identify three printed words that are associated with a given picture. (Items 1–30)	<b>Picture Clues, SB:</b> 117, 253, H45–H56; <b>TE:</b> 134, 164–165
<b>WORD STUDY SKILLS</b>	
<b>Structural Analysis</b> Demonstrate the ability to recognize within words the structural elements required for decoding.	
<b>Compound Words</b> (Items 1, 2, 3, 4)	Compound words such as <i>birthday</i> , <i>baseball</i> , and <i>lifeguard</i> are used in the unit on nouns.
<b>Inflectional Endings</b> (Items 5, 6, 7, 8)	<b>Inflected Forms, SB:</b> 97–98, 101–102, 113–116, 119–122, 126–129, 132–133, 165–170, 193–199, 243–244, 249–250; <b>TE:</b> 97, 98, 101, 102, 113–116, 165, 166, 167, 168, 169, 170; <b>WP</b> 29–30, 33–34, 45–46, 47–48, 58–59, 60–61, 62–63, 87–88, 93–94; <b>RW:</b> 18, 21, 28, 29, 38, 39, 40, 56, 60
<b>Contractions</b> (Items 9, 10, 11, 12)	<b>Contractions, SB:</b> 183–184, 186, 188, 191, 195, 205, 328, H35; <b>TE:</b> 183, 184; <b>WP:</b> 76–77; <b>RW:</b> 48
<b>Phonetic Analysis — Consonants</b> Demonstrate the ability to relate consonant sounds to their most common spellings.	
<b>Single Consonants</b> (Items 13, 17, 23, 34, 36)	<b>Single Consonant Sounds, SB:</b> H42–H43

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Consonant Clusters (Items 15, 19, 21, 26)	Consonant Clusters, SB: H42–H43
Consonant Digraphs (Items 16, 20, 31)	Consonant Digraphs, SB: H42–H43
<b>Phonetic Analysis — Vowels</b> Demonstrate the ability to relate vowel sounds to their most common spellings.	
Short Vowel Sounds (Items 18, 24, 30, 32)	Short Vowels, SB: 79, H40

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<b>Long Vowel Sounds</b> (Items 22, 25, 27, 29)	<b>Long Vowels, SB:</b> 153, 221, H41–H42
<b>Other Vowel Sounds</b> (Items 14, 28, 33, 35)	<b>r-controlled Vowels, SB:</b> H42 <b>Vowel Digraphs, SB:</b> 153, 221, H42 <b>Vowel Diphthongs, SB:</b> H41
<b>READING COMPREHENSION</b>	
<b>Two-Sentence Stories (Riddles)</b> Demonstrate comprehension of a two-sentence story in riddle format by identifying the picture described by the story. (Items 1, 2, 3, 4, 5)	<b>Reading Riddles, SB:</b> 244, 254; <b>TE:</b> 244, 254
<b>Short Passages (Cloze)</b> Demonstrate comprehension of explicit and implicit information in short reading selections by completing sentences presented in modified cloze format. (Items 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20)	<b>Context Clues, SB:</b> 29–30, 31–32, 53, 54, 55, 96, 101, 107, 108, 119, 120, 122, 126, 127, 163, 165, 167, 170, 177, 179, 181, 183, 187, 190, 234, 241, 243, 253; <b>TE:</b> 63, 135, 207, 253, 267, 341
<b>Short Passages with Questions</b> Demonstrate comprehension of explicit and implicit information in short reading passages by answering questions about the passages.	
<b>Recreational</b> Demonstrate the ability to construct meaning with material typically read for enjoyment. (Items 21, 22, 23, 24, 27, 28, 29, 33, 34, 35)	<b>Fiction, SB:</b> 102, 116, 135–138, 139, 140–143, 144–145, 156, 157, 168, 184, 304, H15; <b>WP:</b> 50; <b>RW:</b> 31 <b>Story, SB:</b> 63–66, 135–137, 160–161, 207–208, 267–270, 341–344 <b>Poetry, SB:</b> 112, 240, 254, 288–289, 290–293
<b>Textual</b> Demonstrate the ability to construct meaning with material typically found in grade-appropriate textbooks and other sources of information. (Items 25, 26, 38, 39, 40)	<b>Expository Text, SB:</b> 267–270, 273, 362; <b>TE:</b> 267, 270 <b>Science Article, SB:</b> 207; <b>TE:</b> 207–208 <b>Writing in Science, SB:</b> 360 <b>Writing in Social Studies, SB:</b> 224, 360
<b>Functional</b> Demonstrate the ability to construct meaning with material typically encountered in everyday life situations. (Items 30, 31, 32, 36, 37)	<b>How-To Article, SB:</b> 207–208, 211 <b>Reading a Letter, SB:</b> 84; <b>TE:</b> 84–85 <b>Reading a Report, SB:</b> 226; <b>TE:</b> 226–227 <b>Reading a Magazine Article, SB:</b> 341–342
<b>Initial Understanding</b> Demonstrate the ability to comprehend explicitly stated relationships in a variety of reading selections. (Items 21, 26, 30, 34, 35, 37, 38, 39, 40)	<b>Noting Details, SB:</b> 66, 138, 208, 270, 344; <b>TE:</b> 63, 66, 135, 138, 207, 208, 267, 270, 341, 344 <b>Story Structure, TE:</b> 138 <b>Sequence in a Story, SB:</b> 17, 139, 143, 147, 149, 150, 155, 157; <b>TE:</b> 138; <b>WP:</b> 52, 54; <b>RW:</b> 33, 35
<b>Interpretation</b> Demonstrate the ability to form an interpretation of a variety of reading selections based on explicit and implicit information in the selections. (Items 22, 23, 24, 25, 27, 28, 29, 31, 32, 33, 36)	<b>Responding to Literature, SB:</b> 66, 138, 208, 270, 344; <b>TE:</b> 66, 138, 208, 270, 344
<b>SPELLING</b>	

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<p><b>Sight Words</b> Demonstrate the ability to recognize the correct spelling of dictated sight words. (A sight word in spelling is a word that must be memorized because the spelling of one of its phonemes is uncommon or because the phonetic principle that applies has not yet been introduced.) (Items 1, 2, 3, 4, 5)</p>	<p>Words Often Misspelled, SB: H40</p>
<p><b>Phonetic Principles</b> Demonstrate the ability to apply phonetic principles in order to recognize the correct spelling of phonemes within words.</p>	
<p>Consonant Sounds (Items 6, 8, 9, 10, 13, 15, 17, 20)</p>	<p>Spelling Double Consonants, TE: 357, H40, H42–H43 Spelling Consonant Clusters, TE: H42–H43 Spelling Consonant Digraphs, SB: H42–H43</p>
<p>Vowel Sounds (Items 7, 11, 12, 14, 16, 18, 19, 21, 22, 23)</p>	<p>Spelling Long Vowels, SB: 153, 221, H41–H42 Spelling Short Vowels, SB: 79, H40 Spelling r Controlled Vowels, SB: H42 Vowel Digraphs, SB: 153, 221, H42 Vowel Diphthongs, SB: H41</p>
<p><b>Structural Principles</b> Demonstrate the ability to identify the correct spelling of words in which inflectional endings have been formed in accordance with structural principles.</p>	
<p>Inflectional Endings (Items 24, 25, 26, 27, 28, 29, 30)</p>	<p>Spelling Words with <i>-ed, -ing,</i> TE: 169–170, 243, 244; WP: 62–63, RW: 40 Spelling Words with <i>-er, -est,</i> TE: 249–250, 283; WP: 93–94; RW: 60</p>
<p>LANGUAGE FORM S</p>	
<p><b>Mechanics</b> Demonstrate the ability to identify correct punctuation, capitalization, and grammar in simple sentences.</p>	
<p><b>Capitalization</b> Distinguish correct capitalization of proper nouns. (Items 1, 5, 6, 9, 10, 16, 20)</p>	
<p>Days of Week</p>	<p>Capitalizing Days of Week, SB: 297–298, 320, 330; TE: 296B, 297, 298; WP: 103–104; RW: 69</p>
<p>First Word in Sentence</p>	<p>Capitalization of First Word in a Sentence, SB: 37–38, 39–40, 43–44, 45–46, 49, 50, 57, 58, 59, 60, 61, 67, 221, 309, 326, 338, 339, H36; TE: 26B, 37, 38, 39, 40, 43, 44, 45, 46; WP: 11–12, 13–14, 19–20, 115–116; RW: 7, 8, 11, 75–76</p>
<p>Months of Year</p>	<p>Capitalizing Months of the Year, SB: 301–302, 320, 332; TE: 301, 302; WP: 107–108; RW: 71</p>
<p>Names of People</p>	<p>Capitalizing People’s Names, SB: 105–106, 121, 129, H39; TE: 92B, 105, 106; WP: 37–38, RW: 23</p>
<p>Pronoun I</p>	<p>Using <i>I</i> and <i>Me</i>, SB: 111–112, 120, 121, 122, 131, 194; TE: 92B, 111, 112; WP: 43–44; RW: 27</p>

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<b>Proper / Common Nouns</b>	<b>Special/Proper Nouns, SB:</b> 105–106, 120, 129, 193, 297–298, 299–300, 301–302, 320, 322, 323, 324, 329, 330, 331, 332, H36; <b>TE:</b> 92B, 105, 106, 297, 298, 299, 300; <b>WP:</b> 37–38, 103–104, 105–106, 107–108; <b>RW:</b> 23, 69, 70, 71 <b>Common Nouns, SB:</b> 93–94, 95–96, 119, 124, 125, 126, 198, 326; <b>TE:</b> 92B, 93, 94, 95, 96; <b>WP:</b> 25–26, 27–28; <b>RW:</b> 16, 17
<b>Punctuation</b> Distinguish correct punctuation at end of sentences. (Items 2, 3, 8, 12, 13, 14, 18)	
<b>Exclamation Point</b>	<b>Exclamation Points, SB:</b> 45–46, 49, 50, 52, 61, 192, (continued)
<b>Exclamation Point (continued)</b>	<b>Exclamation Points, SB:</b> (continued) 307–308, 321, 326, 335, H37; <b>TE:</b> 26B, 45, 46, 307, 308; <b>WP:</b> 19–20, 113–114; <b>RW:</b> 11, 74
<b>Period</b>	<b>Period at End of Sentence, SB:</b> 37–38, 41–42, 43–44, 49, 50, 52, 57, 59, 60, 307–308, 309–310, 319, 320, 321, 326, 333, 335; <b>TE:</b> 26B, 37, 38, 41, 42, 43, 44, 307, 308; <b>WP:</b> 11–12, 15–16, 17–18, 113–114, 115–116; <b>RW:</b> 7, 9, 10, 74, 75–76
<b>Question Mark</b>	<b>Question Mark, SB:</b> 39–40, 41–42, 49, 50, 52, 58, 59, 307, 319, 321, 326, 335; <b>TE:</b> 26B, 39, 40, 41, 42; <b>WP:</b> 13–14, 15–16, 113–114; <b>RW:</b> 8, 74
<b>Usage</b> Identify correctly applied grammar. (Items 4, 7, 11, 15, 17, 19)	
<b>Past Tense</b>	<b>Past Tense Verbs, SB:</b> 169–170, 173–174, 175–176, 177–178, 181–182, 187, 188, 189, 190–191, 194, 195, 199, 200, 201, 202, 204, 327, H39; <b>TE:</b> 162B, 169, 170, 173, 174, 175, 176, 177, 178, 181, 182; <b>WP:</b> 62–63, 66–67, 68–69, 70–71, 74–75; <b>RW:</b> 40, 43, 44, 45, 47
<b>Present Tense</b>	<b>Present Tense Verb, SB:</b> 165–166, 179–180, 187, 188, 190, 191, 194, 195, 197, 203, 327, H39; <b>TE:</b> 162B, 165, 166, 179, 180; <b>WP:</b> 58–59, 72–73; <b>RW:</b> 38, 46
<b>Subject-verb Agreement</b>	<b>Subject-Verb Agreement, SB:</b> 165–166, 167–168, 179–180, 181–182, 187, 188, 189, 190, 194, 195, 197, 198, 203, 204, 327, 345; <b>TE:</b> 162B, 165, 166, 167, 168, 179, 180, 181, 182; <b>WP:</b> 58–59, 60–61, 72–73, 74–75; <b>RW:</b> 38, 39, 46, 47
<b>Verb Formation</b>	<b>Verbs, SB:</b> 163–164, 165–166, 169–170, 173–174, 175–176, 177–178, 179–180, 181, 182, 187–188, 196–205; <b>TE:</b> 163, 164, 165, 166, 170, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182; <b>WP:</b> 56–59, 62–63, 66–77; <b>RW:</b> 37–38, 40, 43–48
<b>Expression</b> Demonstrate an understanding of effectively written sentences and short paragraphs.	

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<p><b>Sentence Structure</b> Distinguish between clearly written sentences and sentences that contain errors in expression or construction. (Items 21, 22, 23, 24, 25, 26, 27, 28, 29, 30)</p>	
<p><b>Correctly Formed Sentences</b></p>	<p><b>Activities for Writing Sentences, SB:</b> 28, 30, 32, 34, 38, 40, 42, 44, 46, 47, 94, 106, 118, 180, 248, 250, 308; <b>TE:</b> 26, 28, 30, 32, 34, 38, 40, 42, 44, 46, 47, 92, 94, 106, 118, 162, 180, 238, 248, 250, 308; <b>WP:</b> 1–2, 3–4, 5–6, 7–8, 11–12, 13–14, 15–16, 17–18, 19–20, 72–73, 91–92, 93–94, 113–114; <b>RW:</b> 1, 2, 3, 4, 7, 8, 9, 10, 11, 46, 59, 60, 74</p>
<p><b>Fragments</b></p>	<p><b>Sentence Fragments, SB:</b> 33–34, 35–36, 48, 56, 67, 192, 221; <b>TE:</b> 26B, 33, 34; <b>WP:</b> 7–8, 9–10; <b>RW:</b> 4, 5–6</p>
<p><b>Content and Organization</b> Determine appropriate editing of short paragraphs. (Items 31, 32, 33, 34, 35, 36, 37, 38, 39, 40)</p>	
<p><b>Extraneous Sentence</b></p>	<p><b>Revising Drafts by Deleting, SB:</b> 76</p>
<p><b>Purpose and Audience</b></p>	<p><b>Purpose and Audience for Writing, SB:</b> 11, 70, 144, 212, 348; <b>TE:</b> 14, 70, 144, 212, 348</p>
<p><b>Supporting Sentence</b></p>	<p><b>Using Supporting Details, SB:</b> 12, 71, 83, 84–85, 117, 139, 143, 148, 149, 150, 151, 156, 216, 218, 219, 245–246, 266–277, 282, 287, H26; <b>WP:</b> 49, 53, 54, 89, 90, 98, 99, 102; <b>RW:</b> 30, 34, 35, 57, 58, 64, 65, 68</p>
<p><b>ABC Order</b> Demonstrate the ability to alphabetize words. (Items 41, 42, 43, 44)</p>	
<p><b>Beginning with Different Letter</b></p>	<p><b>ABC Order, SB:</b> H3–H6</p>
<p><b>Beginning with Same Letter</b></p>	<p><b>ABC Order, SB:</b> H3–H6</p>
<p><b>LISTENING</b></p>	
<p><b>Vocabulary</b> Demonstrate recognition of the common meanings of spoken words encountered in the context of a variety of subject areas and sources of information. (Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)</p>	<p><b>Vocabulary, SB:</b> 117, 185, 253; <b>TE:</b> 63, 135, 207, 267, 341</p>
<p><b>Comprehension</b> Demonstrate the ability to form an initial understanding of and to interpret dictated material.</p>	
<p><b>Recreational</b> Construct meaning with material typically listened to for enjoyment. (Items 11, 12, 13, 18, 19, 25, 26, 27, 28, 29, 30, 31, 32, 33)</p>	<p><b>Listening for Pleasure/Enjoyment, TE:</b> 63–66, 135, 137, 207–208, 267–270, 341–344 <b>Listening for Rhymes, SB:</b> 288, 289, 290, 292, 292, 293</p>
<p><b>Informational</b> Construct meaning with material typically listened to for information. (Items 16, 17, 22, 23, 24, 38, 39, 40)</p>	<p><b>Listening for Information, SB:</b> 90–91 <b>Listening to Recall Information and Details, TE:</b> 77, 90–91, 151 <b>Listening to Understand Ideas, SB:</b> 77, 151, 219, 281, 354, 355 <b>Listening to Summarize Spoken Messages, SB:</b> 90–91</p>

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<b>Functional</b> Construct meaning with material typically listened to in everyday life situations. (Items 14, 15, 20, 21, 34, 35, 36, 37)	<b>Listening to Conversation, SB:</b> 1, 2, 3, 5; <b>TE:</b> 1, 2, 3, 5 <b>Retelling Spoken Message, SB:</b> 90–91; <b>TE:</b> 90, 91 <b>Listening to Follow Instructions, SB:</b> 218, 235; <b>TE:</b> 218, 235
<b>Initial Understanding</b> Form an initial understanding of a variety of messages based on explicit information in the messages. (Items 11, 15, 16, 17, 18, 19, 23, 26, 27, 32, 35, 36, 38, 39)	
<b>Action / Reason / Detail</b>	<b>Listening for Sequence of Events, SB:</b> 139, 147; <b>TE:</b> 135 <b>Listens for Topic, Main Idea and Supporting Details, SB:</b> 219, 232; <b>TE:</b> 207
<b>Specific Detail</b>	<b>Noting Details in Listening, SB:</b> 3, 7, 90–91; <b>TE:</b> 3, 7, 90, 91 <b>Listens for Topic, Main Idea and Supporting Details, SB:</b> 219, 232; <b>TE:</b> 207
<b>Interpretation</b> Form an interpretation of a variety of messages based on explicit and implicit information in the messages. (Items 12, 13, 14, 20, 21, 22, 24, 25, 28, 29, 30, 31, 3, 34, 37, 40)	
<b>Extending Meaning</b>	<b>Listening to Extend Meaning, SB:</b> 3, 5, 6, 7, 90–91, 160–161, 370; <b>TE:</b> 3, 5, 6, 7, 90, 91, 160, 161, 370
<b>Inference</b>	<b>Listening to Make Inferences, SB:</b> 1, 160–161, 370; <b>TE:</b> 1, 160–161, 370
<b>LANGUAGE FORM SA</b>	
<b>Listening Comprehension</b> Demonstrate comprehension of dictated materials presented in a recreational or learning context.	
<b>Literal</b> Recall stated details, sequences, and explicit directions. (Items 1, 2, 4, 8)	<b>Listening for Details, SB:</b> 3, 7, 90–91; <b>TE:</b> 3, 7, 9, 90, 91 <b>Listening for Sequence, TE:</b> 17, 135, 150 <b>Listening to Follow Instructions, SB:</b> 218, 235; <b>TE:</b> 218, 235
<b>Inferences</b> Draw conclusions, make inferences, recognize literary elements, and distinguish between reality and fantasy. (Items 3, 5, 6, 7)	<b>Listening to Draw Conclusions, SB:</b> 3; <b>TE:</b> 13 <b>Listening to Make Inferences, SB:</b> 1, 160–161; 370; <b>TE:</b> 1, 160, 161, 370 <b>Listening for Story Structure, TE:</b> 17, 135, 150 <b>Fact and Opinion, SB:</b> 230; <b>TE:</b> 230
<b>Advance Organizers</b> Understand dictated material when the purpose for listening is given in advance. (Items 2, 3, 4, 6)	<b>Prior Knowledge for Listening, SB:</b> 3; <b>TE:</b> 3
<b>Prewriting</b> Demonstrate an understanding of the various types of tasks involved in preparing to write a composition.	

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<b>Purpose</b> <b>Determine topic relevance and organize information.</b> (Items 9, 21, 22, 27, 33)	<b>Prewriting, SB:</b> 12, 14–17, 70–73, 85, 144–147, 157, 159, 212–214, 228–231, 264–266, 274–277, 287, 290–291, 293, 348–350, 361, 364–365, H26; <b>TE:</b> 12, 14, 15, 16, 17, 70, 71, 72, 73, 144, 145, 146, 147, 212, 213, 214, 228, 229, 230, 231, 264, 265, 266, 274, 275, 276, 348, 349, 350; <b>WP:</b> 22, 51, 52, 100, 125; <b>RW:</b> 13, 32, 33, 66, 81
<b>Referencing</b> <b>Alphabetize words and use parts of a book to locate information.</b> (Items 10, 15, 16, 28, 34)	
<b>A-B-C Order</b>	<b>ABC Order, SB:</b> H3–H6; <b>TE:</b> H3, H5
<b>Table of Contents</b>	<b>Using the Table of Contents, SB:</b> H13–H14; <b>TE:</b> iii, H13
<b>Composing</b> <b>Demonstrate an understanding of the ways in which organized content is achieved in a structurally sound and stylistically effective manner.</b>	
<b>Revision</b> <b>Distinguish between clearly written sentences and sentences that contains errors in expression or construction.</b> (Items 11, 12, 18, 30, 35, 36)	
<b>Well-Constructed Sentences</b>	<b>Activities for Writing Sentences, SB:</b> 28, 30, 32, 34, 38, 40, 42, 44, 46, 47, 94, 106, 118, 180, 248, 250, 308; <b>TE:</b> 26, 28, 30, 32, 34, 38, 40, 42, 44, 46, 47, 92, 94, 106, 118, 162, 180, 238, 248, 250, 308; <b>WP:</b> 1–2, 3–4, 5–6, 7–8, 11–12, 13–14, 15–16, 17–18, 19–20, 72–73, 91–92, 93–94, 113–114; <b>RW:</b> 1, 2, 3, 4, 7, 8, 9, 10, 11, 46, 59, 60, 74
<b>Descriptive Language</b>	<b>Writing to Describe, SB:</b> 28, 30, 38, 176, 178, 267–270, 271, 272–273, 274–285, 286, 287, 314; <b>TE:</b> 238, 266, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281; <b>WP:</b> 1–2, 3–4, 11–12, 68–69, 70–71, 98, 99, 100, 101, 102, 119–120; <b>RW:</b> 1, 2, 7, 44, 45, 64, 65, 66, 67, 78 <b>Using Adjectives, SB:</b> 239–240, 241–242, 243–244, 247–248, 249–250, 251–252, 255, 256, 257, 258, 261, 262, (continued)
<b>Descriptive Language (continued)</b>	<b>Using Adjectives, SB:</b> (continued) 263, 264, 265, 279, 282, 283, 329, 356, H35, H38; <b>TE:</b> 239, 240, 241, 242, 243, 244, 247, 248, 249, 250, 251, 252, 253, 254; <b>WP:</b> 83–84, 85–86, 87–88, 91–92, 93–94, 95–96, 102, 129; <b>RW:</b> 54, 55, 56, 59, 60, 61–62, 68, 85 <b>Sense Words, SB:</b> 239–240, 241–242, 243–244, 254, 255, 256, 261, 262, 263, 264, 270, 271, 272, 273, 275, 276, 279, 281, 282, 286, 287, 328; <b>TE:</b> 239, 240, 241, 242, 243, 244; <b>WP:</b> 83–84, 85–86, 87–88, 98, 101, 102; <b>RW:</b> 54, 55, 56, 64, 67, 68
<b>Fragments</b>	<b>Sentence Fragments, SB:</b> 33–34, 35–36, 48, 56, 67, 192, 221; <b>TE:</b> 33, 34, 35, 36; <b>WP:</b> 7–8, 9–10; <b>RW:</b> 4, 5–6
<b>Sentence Combining</b>	<b>Combining Sentences, SB:</b> 99–100, 171–172, 220, 251–252, 282, 356; <b>TE:</b> 99, 100, 171, 172, 220, 251, 252, 282, 356; <b>WP:</b> 31–32, 64–65, 82, 95–96, 102, 129; <b>RW:</b> 19–20, 41–42, 53, 61–62, 68, 85

SB = Student Book

TE = Teacher's Edition

WP = Workbook Plus

RW = Reteaching Workbook

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<p><b>Content and Organization</b>  <b>Determine correct sentence order and identify extraneous information within a paragraph.</b>            (Items 17, 23, 24, 29)</p>	
<p><b>Sequence</b></p>	<p><b>Ordering Events, SB:</b> 209, 210, 211, 214, 216, 217, 218, 219, 223, 224, 225, 234–235; <b>TE:</b> 209, 210, 211, 214, 219, 223, 225, 234, 235; <b>WP:</b> 79, 81; <b>RW:</b> 50, 52</p>
<p><b>Extraneous Information</b></p>	<p><b>Deleting Extraneous Information, SB:</b> 21, 68, 75, 77, 140, 210, 281; <b>TE:</b> 21, 68, 75, 77; <b>WP:</b> 23, 54; <b>RW:</b> 14, 35</p>
<p><b>Editing</b>  <b>Demonstrate an understanding of the ways in which the conventions of language contribute to clarity of expression.</b></p>	
<p><b>Usage</b>  <b>Identify correctly applied grammar</b> (Items 13, 14, 20)</p>	
<p><b>Past Tense</b></p>	<p><b>Past Tense Verbs, SB:</b> 169–170, 173–174, 175–176, 177–178, 181–182, 187, 188, 189, 190–191, 194, 195, 199, 200, 201, 202, 204, 327, H39; <b>TE:</b> 162B, 169, 170, 173, 174, 175, 176, 177, 178, 181, 182; <b>WP:</b> 62–63, 66–67, 68–69, 70–71, 74–75; <b>RW:</b> 40, 43, 44, 45, 47</p>
<p><b>Verb Formation</b></p>	<p><b>Verbs, SB:</b> 163–164, 165–166, 169–170, 173–174, 175–176, 177–178, 179–180, 181, 182, 187–188, 196–205; <b>TE:</b> 163, 164, 165, 166, 170, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182; <b>WP:</b> 56–59, 62–63, 66–77; <b>RW:</b> 37–38, 40, 43–48</p>
<p><b>Subject-Verb Agreement</b></p>	<p><b>Subject-Verb Agreement, SB:</b> 165–166, 167–168, 179–180, 181–182, 187, 188, 189, 190, 194, 195, 197, 198, 203, 204, 327, 345; <b>TE:</b> 162B, 165, 166, 167, 168, 179, 180, 181, 182; <b>WP:</b> 58–59, 60–61, 72–73, 74–75; <b>RW:</b> 38, 39, 46, 47</p>
<p><b>Mechanics</b>  <b>Identify correct capitalization and punctuation.</b> (Items 25, 26, 31, 37)</p>	
<p><b>Punctuation: Question Mark</b></p>	<p><b>Question Mark, SB:</b> 39–40, 41–42, 49, 50, 52, 58, 59, 307, 319, 321, 326, 335; <b>TE:</b> 26B, 39, 40, 41, 42; <b>WP:</b> 13–14, 15–16, 113–114; <b>RW:</b> 8, 74</p>
<p><b>Capitalization: First Word in Sentence</b></p>	<p><b>Capitalization of First Word in a Sentence, SB:</b> 37–38, 39–40, 43–44, 45–46, 49, 50, 57, 58, 59, 60, 61, 67, 221, 309, 326, 338, 339, H36; <b>TE:</b> 26B, 37, 38, 39, 40, 43, 44, 45, 46; <b>WP:</b> 11–12, 13–14, 19–20, 115–116; <b>RW:</b> 7, 8, 11, 75–76</p>
<p><b>Punctuation: Apostrophe with Contraction</b></p>	<p><b>Apostrophe in a Contraction, SB:</b> 183–184, 186, 188, 189, 191, 194, 195, 205, 328, H35; <b>TE:</b> 183, 184; <b>WP:</b> 76–77; <b>RW:</b> 48</p>
<p><b>Capitalization: Proper Nouns</b></p>	<p><b>Special/Proper Nouns, SB:</b> 105–106, 120, 129, 193, 297–298, 299–300, 301–302, 320, 322, 323, 324, 329, 330, 331, 332, H36; <b>TE:</b> 92B, 105, 106, 297, 298, 299, 300; <b>WP:</b> 37–38, 103–104, 105–106, 107–108; <b>RW:</b> 23, 69, 70, 71</p>

SAT Objective	<i>Houghton Mifflin English</i> © 2001
<p><b>Correct As Is</b>            Demonstrate the ability to identify correctly and effectively written sentences. (Items 19, 32, 38)</p>	<p><b>Activities for Writing Sentences, SB:</b> 28, 30, 32, 34, 38, 40, 42, 44, 46, 47, 94, 106, 118, 180, 248, 250, 308;  <b>TE:</b> 26, 28, 30, 32, 34, 38, 40, 42, 44, 46, 47, 92, 94, 106, 118, 162, 180, 238, 248, 250, 308; <b>WP:</b> 1–2, 3–4, 5–6, 7–8, 11–12, 13–14, 15–16, 17–18, 19–20, 72–73, 91–92, 93–94, 113–114; <b>RW:</b> 1, 2, 3, 4, 7, 8, 9, 10, 11, 46, 59, 60, 74</p>
<p><b>Spelling</b>            Demonstrate the ability to identify misspellings of words in the context of dictated sentences.</p>	
<p><b>Structural Principles</b>            Recognize the misspellings of words in which inflectional endings have not been formed in accordance with structural principles. (Items 39, 41, 45, 46)</p>	<p><b>Spelling Words with -ed, -ing, SB:</b> 169–170; <b>TE:</b> 162B, 169, 170; <b>WP:</b> 62–63; <b>RW:</b> 40,  <b>Spelling Words with -er, -est, SB:</b> 249–250, 256, 265, 283; <b>TE:</b> 238B, 249, 250; <b>WP:</b> 93–94; <b>RW:</b> 60</p>
<p><b>Sight Words</b>            Recognize the misspellings of sight words. (A sight word is one that must be memorized because the spelling of one of its phonemes is uncommon or because the phonetic principle that applies has not yet been introduced. (Items 40, 42, 43, 44)</p>	<p><b>Words Often Misspelled, SB:</b> H40</p>

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**Grade Two**

**correlated to**

**SAT 9, Forms S/SA, Instructional Objectives**  
**Primary 2**

SAT Objective	<i>Houghton Mifflin English</i> © 2001
<b>WORD STUDY SKILLS</b>	
<b>Structural Analysis</b> Demonstrate the ability to recognize within words the structural elements required for decoding.	
<b>Compound Words</b> (Items 1, 2, 3, 4)	Compounded words such as <i>birthday</i> , <i>baseball</i> , and <i>lifeguard</i> are used in the unit on nouns.
<b>Inflectional Endings</b> (Items 5, 6, 7, 8)	<b>Inflected Forms</b> , TE: 97–98, 101–102, 113–116, 119–122, 126–129, 132–133, 165–170, 193–199, 243–244, 249–250; TE: 97, 98, 101, 102, 113–116, 165, 166, 167, 168, 169, 170; WP 29–30, 33–34, 45–46, 47–48, 58–59, 60–61, 62–63, 87–88, 93–94; RW: 18, 21, 28, 29, 38, 39, 40, 56, 60
<b>Contractions</b> (Items 9, 10, 11, 12)	<b>Contractions</b> , SB: 183–184, 186, 188, 191, 195, 205, 328, H35; TE: 183, 184; WP: 76–77; RW: 48
<b>Phonetic Analysis — Consonants</b> Demonstrate the ability to identify the consonant sounds represented by one or more spellings.	
<b>Single Consonants</b> (Items 13, 19, 33, 37, 38, 45, 47)	<b>Initial Single Consonants</b> , SB: H42 <b>Final Single Consonant Sounds</b> , SB: H42–H43
<b>Consonant Clusters</b> (Items 15, 23, 29, 40, 48)	<b>Consonant Clusters</b> , SB: H42–H43
<b>Consonant Digraphs</b> (Items 17, 21, 24, 26, 32, 41)	<b>Consonant Digraphs</b> , SB: H42–H43
<b>Phonetic Analysis — Vowels</b> Demonstrate the ability to identify the vowel sounds represented by one or more spellings.	
<b>Short Vowel Sounds</b> (Items 14, 22, 28, 39, 42, 43, 46)	<b>Short Vowels</b> , SB: 79, H40

SAT Objective	<i>Invitations to Literacy</i> © 1996
<b>Long Vowel Sounds</b> (Items 16, 20, 27, 31, 34)	<b>Long Vowels, SB:</b> 153, 221, H41–H42
<b>Other Vowel Sounds</b> (Items 18, 25, 30, 35, 36, 44)	<b>r-controlled Vowels, SB:</b> H42 <b>Vowel Digraphs, SB:</b> 153, 221, H42 <b>Vowel Diphthongs, SB:</b> H41

SAT Objective	Houghton Mifflin English © 2001
<b>READING VOCABULARY</b>	
<b>Synonyms</b> Demonstrate the ability to recognize a synonym for a printed word. (Items 1–18)	<b>Synonyms, SB:</b> 185, 220, 356, H45–H56; <b>TE:</b> 185, 220, 356, H45; <b>WP:</b> 78, 82, 129; <b>RW:</b> 49, 53, 85,
<b>Multiple Meanings</b> Demonstrate the ability to use context to determine the meaning of a known word with multiple meanings. (Items 19, 20, 21, 22, 23, 24)	Multiple-meaning words are introduced at Level Three.
<b>Context</b> Demonstrate the ability to use context clues to assign meaning to an unknown word. (Items 25, 26, 27, 28, 29, 30)	<b>Context Clues, SB:</b> 29–30, 31–32, 53, 54, 55, 96, 101, 107, 108, 119, 120, 122, 126, 127, 163, 165, 167, 170, 177, 179, 181, 183, 187, 190, 234, 241, 243, 253; <b>TE:</b> 63, 135, 207, 253, 267, 341
<b>READING COMPREHENSION</b>	
<b>Recreational</b> Demonstrate the ability to construct meaning with material typically read for enjoyment. (Items 9, 10, 11, 12, 13, 24, 25, 26, 27, 33, 34, 35, 36, 37)	<b>Fiction, SB:</b> 102, 116, 135–138, 139, 140–143, 144–145, 156, 157, 168, 184, 304, H15; <b>WP:</b> 50; <b>RW:</b> 31 <b>Story, SB:</b> 63–66, 135–137, 160–161, 207–208, 267–270, 341–344 <b>Poetry, SB:</b> 112, 240, 254, 288–289, 290–293
<b>Textual</b> Demonstrate the ability to construct meaning with material typically found in grade-appropriate textbooks and other sources of information. (Items 6, 7, 8, 19, 20, 21, 22, 23, 28, 29, 30, 31, 32)	<b>Expository Text, SB:</b> 267–270, 273, 362; <b>TE:</b> 267, 270 <b>Science Article, SB:</b> 207; <b>TE:</b> 207–208 <b>Writing in Science, SB:</b> 360 <b>Writing in Social Studies, SB:</b> 224, 360
<b>Functional</b> Demonstrate the ability to construct meaning with material typically encountered in everyday life situations. (Items 1, 2, 3, 4, 5, 14, 15, 16, 17, 18, 32, (continued) 39, 40)	<b>How-To Article, SB:</b> 207–208, 211 <b>Reading a Letter, SB:</b> 84; <b>TE:</b> 84–85 <b>Reading a Report, SB:</b> 226; <b>TE:</b> 226–227 <b>Reading a Magazine Article, SB:</b> 341–342
<b>Initial Understanding</b> Demonstrate the ability to comprehend explicitly stated relationships in a variety of reading selections.	
<b>Specific Detail</b> (Items 2, 9, 15, 17, 24, 28, 33)	<b>Noting Details, SB:</b> 66, 138, 208, 270, 344; <b>TE:</b> 63, 66, 135, 138, 207, 208, 267, 270, 341, 344
<b>Action / Reason / Sequence</b> (Items 7, 10, 14, 16, 29, 31, 38)	<b>Sequence of Events, SB:</b> 138, 139, 143, 147, 149, 150, 155, 157; <b>TE:</b> 138; <b>WP:</b> 52, 54; <b>RW:</b> 33, 35
<b>Interpretation</b> Demonstrate the ability to form an interpretation of a variety of reading selections based on explicit and implicit information in the selections.	
<b>Inference</b> (Items 5, 19, 20, 23, 25, 26, 32, 40)	<b>Making Inferences, SB:</b> 66, 138, 208, 270, 344; <b>TE:</b> 66, 138, 208, 270, 344
<b>Extending Meaning</b> (Items 1, 3, 4, 11, 13, 18, 21, 27, 34, 35, 36, 39)	<b>Extending Meaning, SB:</b> 66, 138, 208, 270, 344; <b>TE:</b> 66, 138, 208, 270, 344

SAT Objective	<i>Houghton Mifflin English</i> © 2001
<b>Critical Analysis</b> Demonstrate the ability to synthesize and evaluate explicit and implicit information in a variety of reading selections. (Items 6, 22, 30)	<b>Responding to Literature, SB:</b> 66, 138, 208, 270, 344; <b>TE:</b> 66, 138, 208, 270, 344
<b>Strategies</b> Demonstrate the ability to recognize and apply text factors and reading strategies in a variety of reading selections. (Items 8, 12, 37)	<b>Call Outs Showing Genre Characteristics, SB:</b> 63, 64, 65, 135, 136, 137, 207, 267, 268, 269, 341, 342, <b>TE:</b> 63, 135, 207, 267, 341 <b>Think About Writer’s Craft, SB:</b> 66, 138, 208, 270, 344; <b>TE:</b> 66, 138, 208, 270, 344
<b>SPELLING</b>	
<b>Sight Words</b> Demonstrate the ability to recognize the correct spelling of dictated sight words. (A sight word is one that must be memorized because the spelling of one of its phonemes is uncommon or because the phonetic principle that applies has not yet been introduced.) (Items 1, 2, 3, 4, 5)	<b>Words Often Misspelled, SB:</b> H40
<b>Phonetic Principles</b> Demonstrate the ability to apply phonetic principles in order to recognize the correct spelling of phonemes within words.	
<b>Consonant Sounds</b> (Items 6, 7, 10, 12, 13, 15, 17, 18)	<b>Spelling Double Consonants, TE:</b> 357, H40, H42–H43 <b>Spelling Consonant Clusters, TE:</b> H42–H43 <b>Spelling Consonant Digraphs, SB:</b> H42–H43
<b>Vowel Sounds</b> (Items 8, 9, 11, 14, 16, 20, 21, 22)	<b>Spelling Long Vowels, SB:</b> 153, 221, H41–H42 <b>Spelling Short Vowels, SB:</b> 79, H40 <b>Spelling r Controlled Vowels, SB:</b> H42 <b>Vowel Digraphs, SB:</b> 153, 221, H42 <b>Vowel Diphthongs, SB:</b> H41
<b>Structural Principles</b> Demonstrate the ability to identify misspelled words in which inflectional endings have not been formed in accordance with structural principals.	
<b>Inflectional Endings</b> (Items 23, 24, 25, 26, 27, 28, 29, 30)	<b>Spelling Words with -ed, -ing, SB:</b> 169–170, 244; <b>TE:</b> 162B, 169, 170; <b>WP:</b> 62–63; <b>RW:</b> 40, <b>Spelling Words with -er, -est, SB:</b> 249–250, 256, 265, 283; <b>TE:</b> 238B, 249, 250; <b>WP:</b> 93–94; <b>RW:</b> 60
<b>LANGUAGE FORM S</b>	
<b>Mechanics</b> Demonstrate the ability to identify correct punctuation, capitalization, and usage in simple sentences.	
<b>Capitalization</b> Distinguish correct capitalization (Items 1, 4, 7, 10, 14, 16, 20)	
<b>Days of Week</b>	<b>Capitalizing Days of Week, SB:</b> 297–298, 320, 330; <b>TE:</b> 296B, 297, 298; <b>WP:</b> 103–104; <b>RW:</b> 69
<b>Family Names as Titles</b>	<b>Capitalizing Family Names, TE:</b> 105

SAT Objective	<i>Houghton Mifflin English</i> © 2001
<b>Letter Parts</b>	<b>Parts of Letters, SB:</b> 84–87; <b>TE:</b> 84, 86
<b>Months of Year</b>	<b>Capitalizing Months of the Year, TE:</b> 301–302, 320, 332; <b>TE:</b> 301, 302; <b>WP:</b> 107–108; <b>RW:</b> 71
<b>Proper / Common Nouns</b>	<b>Special/Proper Nouns, SB:</b> 105–106, 120, 129, 193, 297–298, 299–300, 301–302, 320, 322, 323, 324, 329, 330, 331, 332, H36; <b>TE:</b> 92B, 105, 106, 297, 298, 299, 300;  (continued)
<b>Proper / Common Nouns (continued)</b>	<b>Special/Proper Nouns, (continued) WP:</b> 37–38, 103–104, 105–106, 107–108; <b>RW:</b> 23, 69, 70, 71 <b>Common Nouns, SB:</b> 93–94, 95–96, 119, 124, 125, 126, 198, 326; <b>TE:</b> 92B, 93, 94, 95, 96; <b>WP:</b> 25–26, 27–28; <b>RW:</b> 16, 17
<b>Titles of Written Works</b>	<b>Capitalizing Titles of Written Works, SB:</b> 154, 358; <b>TE:</b> 154, 358
<b>Punctuation</b> Distinguish correct punctuation. (Items 3, 5, 6, 8, 11, 12, 13)	
<b>Apostrophe with Contraction</b>	<b>Apostrophe in a Contraction, SB:</b> 183–184, 186, 188, 189, 191, 194, 195, 205, 328, H35; <b>TE:</b> 183, 184; <b>WP:</b> 76–77; <b>RW:</b> 48
<b>Comma Between City and State</b>	<b>Comma Between City and State, SB:</b> 313–314, 321, 322, 324, 329, 337; <b>TE:</b> 296B, 313, 314; <b>WP:</b> 119–120; <b>RW:</b> 78
<b>Exclamation Point</b>	<b>Exclamation Points, SB:</b> 45–46, 49, 50, 52, 61, 192, 307–308, 321, 326, 335, H37; <b>TE:</b> 26B, 45, 46, 307, 308; <b>WP:</b> 19–20, 113–114; <b>RW:</b> 11, 74
<b>Period</b>	<b>Period at End of Sentence, SB:</b> 37–38, 41–42, 43–44, 49, 50, 52, 57, 59, 60, 307–308, 309–310, 319, 320, 321, 326, 333, 335; <b>TE:</b> 26B, 37, 38, 41, 42, 43, 44, 307, 308; <b>WP:</b> 11–12, 15–16, 17–18, 113–114, 115–116; <b>RW:</b> 7, 9, 10, 74, 75–76
<b>Period with Abbreviation</b>	<b>Punctuation of Abbreviations, SB:</b> 303–304, 320, 333, H39; <b>TE:</b> 296B, 303, 304; <b>WP:</b> 109–110; <b>RW:</b> 72
<b>Question Mark</b>	<b>Question Mark, SB:</b> 39–40, 41–42, 49, 50, 52, 58, 59, 307, 319, 321, 326, 335; <b>TE:</b> 26B, 39, 40, 41, 42; <b>WP:</b> 13–14, 15–16, 113–114; <b>RW:</b> 8, 74
<b>Usage</b> Identify correctly applied grammar. (Items 2, 9, 15, 17, 18, 19)	
<b>Past Tense</b>	<b>Past Tense Verbs, SB:</b> 169–170, 173–174, 175–176, 177–178, 181–182, 187, 188, 189, 190–191, 194, 195, 199, 200, 201, 202, 204, 327, H39; <b>TE:</b> 162B, 169, 170, 173, 174, 175, 176, 177, 178, 181, 182; <b>WP:</b> 62–63, 66–67, 68–69, 70–71, 74–75; <b>RW:</b> 40, 43, 44, 45, 47

SAT Objective	<i>Houghton Mifflin English</i> © 2001
<b>Present Tense</b>	<b>Present Tense Verb, SB:</b> 165–166, 179–180, 187, 188, 190, 191, 194, 195, 197, 203, 327, H39; <b>TE:</b> 162B, 165, 166, 179, 180; <b>WP:</b> 58–59, 72–73; <b>RW:</b> 38, 46
<b>Subject-Verb Agreement</b>	<b>Subject-Verb Agreement, SB:</b> 165–166, 167–168, 179–180, 181–182, 187, 188, 189, 190, 194, 195, 197, 198, 203, 204, 327, 345; <b>TE:</b> 162B, 165, 166, 167, 168, 179, 180, 181, 182; <b>WP:</b> 58–59, 60–61, 72–73, 74–75; <b>RW:</b> 38, 39, 46, 47
<b>Verb Formation</b>	<b>Verbs, SB:</b> 163–164, 165–166, 169–170, 173–174, 175–176, 177–178, 179–180, 181, 182, 187–188, 196–205; <b>TE:</b> 163, 164, 165, 166, 170, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182; <b>WP:</b> 56–59, 62–63, 66–77; <b>RW:</b> 37–38, 40, 43–48
<b>Expression</b> Demonstrate an understanding of effectively written sentences and short paragraphs.	
<b>Sentence Structure</b> Distinguish between clearly written sentences and sentences that contain errors in expression or construction. (Items 21, 22, 23, 24, 25, 26, 27, 28, 29, 30)	
<b>Correctly Formed Sentence</b>	<b>Activities for Writing Sentences, SB:</b> 28, 30, 32, 34, 38, 40, 42, 44, 46, 47, 94, 106, 118, 180, 248, 250, 308; <b>TE:</b> 26, 28, 30, 32, 34, 38, 40, 42, 44, 46, 47, 92, 94, 106, 118, 162, 180, 238, 248, 250, 308; <b>WP:</b> 1–2, 3–4, 5–6, 7–8, 11–12, 13–14, 15–16, 17–18, 19–20, 72–73, 91–92, 93–94, 113–114; <b>RW:</b> 1, 2, 3, 4, 7, 8, 9, 10, 11, 46, 59, 60, 74
<b>Fragments</b>	<b>Sentence Fragments, SB:</b> 33–34, 35–36, 48, 56, 67, 192, 221; <b>TE:</b> 26B, 33, 34; <b>WP:</b> 7–8, 9–10; <b>RW:</b> 4, 5–6
<b>Content and Organization</b> Determine appropriate editing of short paragraphs. (Items 31, 32, 33, 34, 35, 36, 37, 38, 39, 40)	
<b>Extraneous Sentence</b>	<b>Deleting Extraneous Information, SB:</b> 21, 68, 75, 77, 140, 210, 281; <b>TE:</b> 21, 68, 75, 77; <b>WP:</b> 23, 54; <b>RW:</b> 14, 35
<b>Purpose and Audience</b>	<b>Purpose and Audience for Writing, SB:</b> 11, 70, 144, 212, 348; <b>TE:</b> 14, 70, 144, 212, 348
<b>Supporting Sentence</b>	<b>Using Supporting Details, SB:</b> 12, 71, 83, 84–85, 117, 139, 143, 148, 149, 150, 151, 156, 216, 218, 219, 245–246, 266–277, 282, 287, H26; <b>WP:</b> 49, 53, 54, 89, 90, 98, 99, 102; <b>RW:</b> 30, 34, 35, 57, 58, 64, 65, 68
<b>ABC Order</b> Demonstrate the ability to alphabetize words. (Items 41, 42, 43, 44)	<b>ABC Order, SB:</b> H3–H6; <b>TE:</b> H3, H5
<b>LISTENING</b>	

SAT Objective	<i>Houghton Mifflin English</i> © 2001
<b>Vocabulary</b> Demonstrate recognition of the common meanings of spoken words encountered in the context of a variety of subject areas and sources of information. (Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)	<b>Vocabulary, SB:</b> 117, 185, 253; <b>TE:</b> 63, 135, 207, 267, 341
<b>Comprehension</b> Demonstrate the ability to form an initial understanding of and to interpret dictated material.	
<b>Recreational</b> Construct meaning with material typically listened to for enjoyment. (Items 13, 14, 15, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40)	<b>Listening for Pleasure/Enjoyment, TE:</b> 63–66, 135, 137, 207–208, 267–270, 341–344 <b>Listening for Rhymes, SB:</b> 288, 289, 290, 292, 292, 293
<b>Informational</b> Construct meaning with material typically listened to for information. (Items 11, 12, 19, 20, 21, 22, 23, 24)	<b>Listening for Information, SB:</b> 90–91 <b>Listening to Recall Information and Details, TE:</b> 77, 90–91, 151 <b>Listening to Understand Ideas, SB:</b> 77, 151, 219, 281, 354, 355 <b>Listening to Summarize Spoken Messages, SB:</b> 90–91
<b>Functional</b> Construct meaning with material typically listened to in everyday life situations. (Items 16, 17, 18, 25, 26, 27, 28, 29)	<b>Listening to Conversation, SB:</b> 1, 2, 3, 5; <b>TE:</b> 1, 2, 3, 5 <b>Retelling Spoken Message, SB:</b> 90–91; <b>TE:</b> 90, 91 <b>Listening to Follow Instructions, SB:</b> 218, 235; <b>TE:</b> 218, 235
<b>Initial Understanding</b> Form an initial understanding of a variety of messages based on explicit information in the messages. (Items 11, 12, 15, 19, 20, 23, 24, 27, 28, 29, 31, 33, 34, 39)	<b>Listening for Sequence of Events, SB:</b> 139, 147; <b>TE:</b> 135 <b>Listens for Topic, Main Idea and Supporting Details, SB:</b> 219, 232; <b>TE:</b> 207 <b>Noting Details in Listening, SB:</b> 3, 7, 90–91; <b>TE:</b> 3, 7, 90, 91
<b>Interpretation</b> Form an interpretation of a variety of messages based on explicit and implicit information in the messages. (Items 13, 14, 16, 17, 18, 21, 22, 25, 26, 30, 32, 35, 36, 37, 38, 40)	<b>Listening to Analyze and Evaluate, SB:</b> 3, 5, 6, 7, 90–91, 160–161, 370; <b>TE:</b> 3, 5, 6, 7, 90, 91, 160, 161, 370 <b>Listening to Make Inferences, SB:</b> 1, 160–161, 370; <b>TE:</b> 1, 160, 167, 370
<b>LANGUAGE FORM SA</b>	
<b>Listening Comprehension</b> Demonstrate comprehension of dictated materials presented in a recreational or learning context.	
<b>Literal</b> Recall stated details, sequences, and explicit directions. (Items 1, 3, 6, 7)	<b>Listening for Details, SB:</b> 3, 7, 90–91; <b>TE:</b> 3, 7, 9, 90, 91 <b>Listening for Sequence, TE:</b> 17, 135, 150 <b>Listening to Follow Instructions, SB:</b> 218, 235; <b>TE:</b> 218, 235
<b>Inferences</b> Draw conclusions, make inferences, recognize literary elements, and distinguish between reality and fantasy. (Items 2, 4, 5, 8)	<b>Listening to Draw Conclusions, SB:</b> 3; <b>TE:</b> 13 <b>Listening to Make Inferences, SB:</b> 1, 160–161; 370; <b>TE:</b> 1, 160, 161, 370 <b>Listening for Story Structure, TE:</b> 17, 135, 150 <b>Fact and Opinion, SB:</b> 230; <b>TE:</b> 230
<b>Prewriting</b> Demonstrate an understanding of the various types of tasks involved in preparing to write a composition.	

SAT Objective	<i>Houghton Mifflin English</i> © 2001
<b>Purpose</b> <b>Determine topic relevance and organize information.</b> (Items 9, 10, 15, 22, 23)	<b>Prewriting, SB:</b> 12, 14–17, 70–73, 85, 144–147, 157, 159, 212–214, 228–231, 264–266, 274–277, 287, 290–291, 293, 348–350, 361, 364–365, H26; <b>TE:</b> 12, 14, 15, 16, 17, 70, 71, 72, 73, 144, 145, 146, 147, 212, 213, 214, 228, 229, 230, 231, 264, 265, 266, 274, 275, 276, 348, 349, 350; <b>WP:</b> 22, 51, 52, 100, 125; <b>RW:</b> 13, 32, 33, 66, 81
<b>Referencing</b> <b>Alphabetize words and use parts of a book to locate information.</b> (Items 16, 17, 28, 29, 34)	
<b>A-B-C Order</b>	<b>ABC Order, SB:</b> H3–H6; <b>TE:</b> H3, H5
<b>Table of Contents</b>	<b>Using the Table of Contents, SB:</b> H13–H14 ; <b>TE:</b> iii, H3
<b>Composing</b> <b>Demonstrate an understanding of the ways in which organized content is achieved in a structurally sound and stylistically effective manner.</b>	
<b>Revision</b> <b>Distinguish between clearly written sentences and sentences that contains errors in expression or construction.</b> (Items 12, 29, 25, 31, 35, 36)	
<b>Well-Constructed Sentences</b>	<b>Activities for Writing Sentences, SB:</b> 28, 30, 32, 34, 38, 40, 42, 44, 46, 47, 94, 106, 118, 180, 248, 250, 308; (continued)
<b>Well-Constructed Sentences (continued)</b>	<b>Activities for Writing Sentences, (continued) TE:</b> 26, 28, 30, 32, 34, 38, 40, 42, 44, 46, 47, 92, 94, 106, 118, 162, 180, 238, 248, 250, 308; <b>WP:</b> 1–2, 3–4, 5–6, 7–8, 11–12, 13–14, 15–16, 17–18, 19–20, 72–73, 91–92, 93–94, 113–114; <b>RW:</b> 1, 2, 3, 4, 7, 8, 9, 10, 11, 46, 59, 60, 74
<b>Descriptive Language</b>	<b>Writing to Describe, SB:</b> 28, 30, 38, 176, 178, 267–270, 271, 272–273, 274–285, 286, 287, 314; <b>TE:</b> 238, 266, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281; <b>WP:</b> 1–2, 3–4, 11–12, 68–69, 70–71, 98, 99, 100, 101, 102, 119–120; <b>RW:</b> 1, 2, 7, 44, 45, 64, 65, 66, 67, 78 <b>Using Adjectives, SB:</b> 239–240, 241–242, 243–244, 247–248, 249–250, 251–252, 255, 256, 257, 258, 261, 262, 263, 264, 265, 279, 282, 283, 329, 356, H35, H38; <b>TE:</b> 239, 240, 241, 242, 243, 244, 247, 248, 249, 250, 251, 252, 253, 254; <b>WP:</b> 83–84, 85–86, 87–88, 91–92, 93–94, 95–96, 102, 129; <b>RW:</b> 54, 55, 56, 59, 60, 61–62, 68, 85 <b>Sense Words, SB:</b> 239–240, 241–242, 243–244, 254, 255, 256, 261, 262, 263, 264, 270, 271, 272, 273, 275, 276, 279, 281, 282, 286, 287, 328; <b>TE:</b> 239, 240, 241, 242, 243, 244; <b>WP:</b> 83–84, 85–86, 87–88, 98, 101, 102; <b>RW:</b> 54, 55, 56, 64, 67, 68
<b>Fragments</b>	<b>Sentence Fragments, SB:</b> 33–34, 35–36, 48, 56, 67, 192, 221; <b>TE:</b> 33, 34, 35, 36; <b>WP:</b> 7–8, 9–10; <b>RW:</b> 4, 5–6

SAT Objective	<i>Houghton Mifflin English</i> © 2001
Sentence Combining	<b>Combining Sentences, SB:</b> 99–100, 171–172, 220, 251–252, 282, 356; <b>TE:</b> 99, 100, 171, 172, 220, 251, 252, 282, 356; <b>WP:</b> 31–32, 64–65, 82, 95–96, 102, 129; <b>RW:</b> 19–20, 41–42, 53, 61–62, 68, 85
<b>Content and Organization</b> <b>Determine correct sentence order and identify extraneous information within a paragraph.</b> (Items 11, 18, 24, 30)	
Sequence	<b>Ordering Events, SB:</b> 209, 210, 211, 214, 216, 217, 218, 219, 223, 224, 225, 234–235; <b>TE:</b> 209, 210, 211, 214, 219, 223, 225, 234, 235; <b>WP:</b> 79, 81; <b>RW:</b> 50, 52
Extraneous Information	<b>Deleting Extraneous Information, SB:</b> 21, 68, 75, 77, 140, 210, 281; <b>TE:</b> 21, 68, 75, 77; <b>WP:</b> 23, 54; <b>RW:</b> 14, 35
<b>Editing</b> <b>Demonstrate an understanding of the ways in which the conventions of language contribute to clarity of expression.</b>	
<b>Usage</b> <b>Identify correctly applied grammar.</b> (Items 14, 32, 38)	
Subject-Verb Agreement	<b>Subject-Verb Agreement, SB:</b> 165–166, 167–168, 179–180, 181–182, 187, 188, 189, 190, 194, 195, 197, 198, 203, 204, 327, 345; <b>TE:</b> 162B, 165, 166, 167, 168, 179, 180, 181, 182; <b>WP:</b> 58–59, 60–61, 72–73, 74–75; <b>RW:</b> 38, 39, 46, 47
Verb Formation	<b>Verbs, SB:</b> 163–164, 165–166, 169–170, 173–174, 175–176, 177–178, 179–180, 181, 182, 187–188, 196–205; <b>TE:</b> 163, 164, 165, 166, 170, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182; <b>WP:</b> 56–59, 62–63, 66–77; <b>RW:</b> 37–38, 40, 43–48
Present Tense	<b>Present Tense Verb, SB:</b> 165–166, 179–180, 187, 188, 190, 191, 194, 195, 197, 203, 327, H39; <b>TE:</b> 162B, 165, 166, 179, 180; <b>WP:</b> 58–59, 72–73; <b>RW:</b> 38, 46
<b>Mechanics</b> <b>Identify correct capitalization and punctuation.</b> (Items 20, 26, 27, 37)	
<b>Capitalization: First Word in Sentence</b>	<b>Capitalization of First Word in a Sentence, SB:</b> 37–38, 39–40, 43–44, 45–46, 49, 50, 57, 58, 59, 60, 61, 67, 221, 309, 326, 338, 339, H36; <b>TE:</b> 26B, 37, 38, 39, 40, 43, 44, 45, 46; <b>WP:</b> 11–12, 13–14, 19–20, 115–116; <b>RW:</b> 7, 8, 11, 75–76
<b>Capitalization: Pronouns</b>	<b>Using <i>I</i> and <i>Me</i>, SB:</b> 111–112, 120, 121, 122, 131, 194; <b>TE:</b> 92B, 111, 112; <b>WP:</b> 43–44; <b>RW:</b> 27
<b>Punctuation: Exclamation Mark</b>	<b>Exclamation Points, SB:</b> 45–46, 49, 50, 52, 61, 192, 307–308, 321, 326, 335, H37; <b>TE:</b> 26B, 45, 46, 307, 308; <b>WP:</b> 19–20, 113–114; <b>RW:</b> 11, 74

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<b>Punctuation: Period</b>	<b>Period at End of Sentence, SB:</b> 37–38, 41–42, 43–44, 49, 50, 52, 57, 59, 60, 307–308, 309–310, 319, 320, 321, 326, 333, 335; <b>TE:</b> 26B, 37, 38, 41, 42, 43, 44, 307, 308; <b>WP:</b> 11–12, 15–16, 17–18, 113–114, 115–116; <b>RW:</b> 7, 9, 10, 74, 75–76
<b>Correct As Is</b> <b>Demonstrate the ability to identify correctly and effectively written sentences.</b> (Items 13, 21, 33)	<b>Activities for Writing Sentences, SB:</b> 28, 30, 32, 34, 38, 40, 42, 44, 46, 47, 94, 106, 118, 180, 248, 250, 308; <b>TE:</b> 26, 28, 30, 32, 34, 38, 40, 42, 44, 46, 47, 92, 94, 106, 118, 162, 180, 238, 248, 250, 308; <b>WP:</b> 1–2, 3–4, 5–6, 7–8, 11–12, 13–14, 15–16, 17–18, 19–20, 72–73, 91–92, 93–94, 113–114; <b>RW:</b> 1, 2, 3, 4, 7, 8, 9, 10, 11, 46, 59, 60, 74
<b>Spelling</b> <b>Demonstrate the ability to identify misspellings of words in the context of dictated sentences.</b>	
<b>Structural Principles</b> <b>Recognize the misspellings of words in which inflectional endings have not been formed in accordance with structural principles.</b> (Items 40, 42, 44, 46)	<b>Spelling Words with -ed, -ing, SB:</b> 169–170; <b>TE:</b> 162B, 169, 170; <b>WP:</b> 62–63; <b>RW:</b> 40, <b>Spelling Words with -er, -est, SB:</b> 249–250, 256, 265, 283; <b>TE:</b> 238B, 249, 250; <b>WP:</b> 93–94; <b>RW:</b> 60
<b>Sight Words</b> <b>Recognize the misspellings of sight words. (A sight word is one that must be memorized because the spelling of one of its phonemes is uncommon or because the phonetic principle that applies has not yet been introduced.</b> (Items 39, 41, 43, 45)	<b>Words Often Misspelled, SB:</b> H40