

Houghton Mifflin English © 2001
Houghton Mifflin Company
Grade Five

correlated to

SAT 9, Forms S / SA
Instructional Objectives
Intermediate 1

SAT Objective	<i>Houghton Mifflin English © 2001</i>
READING VOCABULARY	
Synonyms Demonstrate the ability to recognize a synonym for a printed word. (Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16)	Synonyms SB: H13; TE: H13
Multiple Meanings Demonstrate the ability to use context to determine the meaning of a known word with multiple meanings. (Items 17, 18, 19, 20, 21, 22, 23)	Multiple-Meaning Words, SB: H21; TE: H21
Vocabulary in Context Demonstrate the ability to use context clues to assign meaning to an unknown word. (Items 24, 25, 26, 27, 28, 29, 30)	Context Clues, SB: 80, 128, 232, 266; TE: 9, 295, 320, 365, 399, 447, 481
READING COMPREHENSION	
<i>Content</i>	
Recreational Demonstrate the ability to construct meaning with material typically read for enjoyment. (Items 1, 2, 3, 4, 5, 6, 19, 20, 21, 22, 23, 24, 37, 38, 39, 40, 41, 42)	Folk Tales, SB: 320–324; TE: 320, 324 Poetry, SB: 470–472 ; TE: 470, 472 Play, SB: 344–346, 350–351; TE: 344, 346, 350 Personal Narrative, SB: 295–297, 299–301, 302–303; TE: 295, 297, 299, 301, 302, 303 Story, SB: 320–324, 326–327, 328–329; TE: 320, 324, 325, 326, 327, 328, 329
Textual Demonstrate the ability to construct meaning with material typically found in grade-appropriate textbooks and other sources of information. (Items 13, 14, 15, 16, 17, 18, 31, 32, 33, 34, 35, 36, 49, 50, 51, 52, 53, 54)	Science, SB: 9–11, 365–367, 399–402; TE: 9, 11, 365, 367, 399, 402 Social Studies, SB: 404–405, 406–408, 447–449, 451–452, 453–454 Music, SB: 365–371, 372–373; TE: 365, 371, 372, 373

SB = Student Book

TE = Teacher's Edition

WP = Workbook Plus

RW = Reteaching Workbook

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<p>Functional Demonstrate the ability to construct meaning with material typically encountered in everyday life situations. (Items 7, 8, 9, 10, 11, 12, 25, 26, 27, 28, 29, 30, 43, 44, 45, 46, 47, 48)</p>	<p>Instructions, SB: 358–359; TE: 358, 359 Forms, SB: 432–433; TE: 432, 433 Newspaper, SB: 436–437; TE: 436, 437 Letter, SB: 317, 318, 503; TE: 317, 503</p>
<i>Process</i>	
<p>Initial Understanding Demonstrate the ability to comprehend explicit details and relationships in a variety of reading passages.</p>	
<p>Specific Detail (Items 11, 12, 14, 17, 25, 30, 44, 46)</p>	<p>Noting Details in Reading, SB: 11, 297, 324, 367, 402, 449, 483; TE: 11, 297, 324, 367, 402, 449, 483</p>
<p>Plot / Action / Sequence (Items 16, 21, 37, 45)</p>	<p>Plot, SB: 324, 325, 332, 334, 347, 353; TE: 324, 325; WP: 148; RW: 91 Sequence of Events, SB: 292, 306, 332, 334; WP: 141, 148; RW: 84, 91</p>
<p>Interpretation Demonstrate the ability to form an interpretation of a variety of reading selections based on explicit and implicit information in the selections.</p>	
<p>Inference (Items 2, 7, 9, 13, 19, 28, 29, 31, 33, 34, 47, 49)</p>	<p>Making Inferences, SB: 297, 324, 367, 402, 449, 483; TE: 297, 324, 367, 402, 449, 483; TE: 297, 324, 367, 402, 449, 483</p>
<p>Extending Meaning (Items 1, 3, 10, 15, 18, 20, 23, 24, 35, 39, 41, 51)</p>	<p>Extending Meaning, SB: 11, 297, 324, 367, 402, 449, 483; TE: 11, 297, 324, 367, 402, 449, 483</p>
<p>Critical Analysis Demonstrate the ability to synthesize and evaluate explicit and implicit information in a variety of reading selections. (Items 6, 8, 26, 27, 36, 43, 48, 50, 52)</p>	<p>Critical Thinking SB: 11, 297, 324, 367, 402, 449, 483; TE: 11, 297, 324, 367, 402, 449, 483</p>
<p>Strategies Demonstrate the ability to recognize and apply text factors and reading strategies in a variety of reading selections. (Items 4, 5, 22, 32, 38, 40, 42, 53, 54)</p>	<p>Mapping the Selection, TE: 11, 297, 324, 367, 402, 449, 483</p>
SPELLING	
<i>Content</i>	
<p>Homophones Demonstrate the ability to identify the correct and incorrect spelling of common homophones in context. (Items 1, 2, 3, 5, 6)</p>	<p>Spelling Homophones, SB: 232, 233, 266, H62, H69; TE: 232</p>
<p>Phonetic Principles Demonstrate the ability to apply phonetic principles in order to recognize the correct and incorrect spellings of phonemes within words.</p>	
<p>Consonant Sounds (Items 7, 9, 13, 14, 15)</p>	<p>Spelling Consonant Sounds, SB: H71</p>

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Vowel Sounds (Items 8, 11, 12, 17, 18)	Spelling Vowel Sounds, SB: 313, 340, 384, 425, 464, 499, H68, H69,; TE: 313, 340, 384, 425, 464, 499
Structural Principles Demonstrate the ability to identify misspelled words in which the incorrect spelling reflects errors in applying structural principles.	
Inflectional Endings (Items 20, 22, 24, 28, 30)	Changing Final y to i, SB: 106–107, 130, 141, H71; TE: 106, 107; WP: 46–47; TE: 27 Dropping Final e, SB: 106–107, 130, 141, H70; TE: 106, 107; WP: 47–47; RW: 27 Double Final Consonant, SB: 106–107, 130, 141, H70; TE: 106, 107; WP: 46–47; RW: 27 Plurals, SB: 70–71, 72–73, 82, 91, 92; TE: 63B, 70, 71, 72, 73; WP: 25–26, 27–28; RW: 15, 16
Affixes (Items 21, 23, 26, 27, 29)	Spelling Words with Prefixes, SB: H16 Spelling Words with Suffixes, SB: H17
No Mistake Demonstrate the ability to recognize that all words are spelled correctly. (Items 4, 10, 16, 19, 25)	Proofreading Spelling, SB: 24–25, 71, 73, 83, 117, 133–135, 206, 227, 313, 318, 340; TE: 24, 25, 71, 73, 83, 117, 133, 134, 135, 206, 227, 313, 318, 340
<i>Process</i>	
Editing (Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30)	Proofreading a Composition, SB: 24–25, 313, 340, 384, 393, 425, 464, 499; TE: 24, 25, 313, 340, 384, 393, 425, 464, 499
LANGUAGE FORM S	
<i>Content</i>	
Mechanics Demonstrate the ability to identify correct punctuation, capitalization, and usage in simple sentences.	
Capitalization Distinguish correct capitalization. (Items 1, 6, 12, 14, 18, 19, 20)	
First Word in Quotation	Capitalizing Quotations, SB: 194–195, 202, 204, 212, 274; TE: 179B, 194, 195; WP: 96–97; RW: 57
Letter Parts	Capitalizing Parts of a Letter, SB: 317–318, 503–504; TE: 317, 503
Proper / Common Nouns	Capitalizing Proper Nouns, SB: 66–67, 84, 86, 90, 168–169, 182–183, 201, 204–205, 208, 425; TE: 63B, 66, 67, 179B, 182, 183; WP: 21–22, 84–85; RW: 12, 49
Titles of People	Capitalizing Titles of People, SB: 196–197, 203; TE: 196, 197; WP: 98–99; RW: 58
Works of Art	Capitalizing works of art is covered at Levels Six through Eight.

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Punctuation Distinguish correct punctuation. (Items 4, 7, 8, 9, 15, 17, 23, 24)	
Apostrophe with Contraction	Apostrophes in Contractions, SB: 116–117, 122–123, 131, 145, 172, 226–227, 234, 242, 254, 255; TE: 95B, 116, 117, 122, 123, 215B, 226, 227, 254, 255; WP: 56–57, 62–63, 112–113, 127–128; RW: 33, 36, 66, 75
Apostrophe with Possessive	Apostrophes in Possessives, SB: 74–77, 78–79, 83, 85, 88, 93–94; TE: 63B, 74, 75, 76, 77, 78, 79; WP: 29–30; RW: 17
Comma with Conjunction in Compound Sentence	Commas in Compound Sentence, SB: 46–47, 110, 186–187; TE : 46, 47, 110, 179B, 186, 187; WP: 15–16, 50–51, 88–89; RW: 8–9, 29–30, 51–52
Comma with Items in a Series	Commas in a Series, SB: 184–185, 186–187, 201, 205, 209, 237, 384, 499; TE: 184, 185, 186, 187; WP: 86–87, 88–89; RW: 50, 51–52
Period with Abbreviation	Periods with Abbreviations, SB: 196–197, 200, 203, 213, 274, H57–H58; TE: 179B, 196, 197; WP: 98–99; RW: 58
Question Mark	Question Mark, SB: 34–35, 56, 180–181, 207; TE: 31B, 34, 35, 179B, 180, 181; WP: 3–4, 82–83; RW: 2, 48
Quotation Marks with Dialogue	Punctuation of Quotations, SB: 194–195, 202–203, 212; TE: 179B, 194, 195; WP: 96–97; RW: 57
Quotation Marks with Title of Works	Writing Titles, SB: 198–199, 203, 206, 214, 274, 314, 341, 385, 426, 465; TE: 198, 199; WP: 100–101; RW : 59
Usage Identify correctly applied grammar. (Items 2, 3, 5, 10, 11, 13, 21, 22)	
Comparison of Adjectives	Comparing with Adjectives, SB: 158–159, 160–161, 166–167, 173, 176–177, 274; TE: 151B, 158, 159, 160, 161; WP: 75–76, 77–78; RW: 44–45
Past Tense	Past Tense Verbs, SB: 106–107, 109, 111, 114–115, 118–119, 120–121, 129, 130, 141, 146–147, 172, 273; TE: 95B, 106, 107, 114, 115, 118, 119, 120, 121; WP: 46–47, 48–49, 50–51, 54–55, 58–59, 60–61; RW: 27, 28, 29–30, 32, 34, 35
Pronoun Case	Possessive Pronouns, SB: 222–223, 234, 241; TE: 215B, 222, 223; WP: 108–109; RW: 63 Objective Pronoun Case, SB: 218–219, 220–221, 234, 236, 239, 262–263, 269, 275, 282; TE: 215B, 218, 219, 220, 221; WP: 104–105, 106–107, 135–136; RW: 61, 62, 80 Subject Pronouns, SB: 216–217, 220–221, 224–225, 234, 236, 238–239, 269, 275, 499; TE: 215B, 216, 217, 220, 221; WP: 102–103, 106–107, 110, 111; RW: 60, 62, 64, 65

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Special Problems in Usage	<i>good, bad Usage, SB:</i> 160–161, 167, 173, 177; <i>TE:</i> 151B, 160, 161; <i>WP:</i> 77–78; <i>RW:</i> 45 Double Negatives, SB: 254–255, 268, 269, 275, 279; TE: 245B, 254, 255; WP: 127–128; RW: 75
Subject-Verb Agreement	Subject-Verb Agreement , SB: 112–115; TE: 95B, 112, 113, 114, 115; WP: 52–53, 54–55; RW: 31, 32
Subject-Verb Agreement of Simple Subject	Simple Subjects, SB: 38–39, 51, 58; TE: 38, 39; WP: 7–8; RW: 4
Verb Formation	Verbs, SB: 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 116–117, 118–119, 120–121, 122–123, 124–125, 126–127; TE: 95B, 96–109, 116–127; WP: 36–49, 56–67; RW: 22–28, 33–38
Expression Demonstrate an understanding of effectively written sentences and short paragraphs.	
Sentence Structure Demonstrate an understanding of effectively written sentences and sentences that contain errors in expression or construction. (Items 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36)	
Awkward Construction	Varying Sentence Type and Structure, SB: 312, 383; TE: 312, 383 Avoiding Short, Choppy Sentences, SB: 46, 422, 463; TE: 46, 422, 463; WP: 15; RW: 8 Avoiding Stringy Sentences, SB: 47, 339; TE: 47, 339; WP: 16; RW: 9 Keeping Verbs in the Same Tense, SB: 111; TE: 111; WP: 51; RW: 30
Fragments	Sentence Fragment, SB: 32–33, 55, 87, 170, 272, 498; TE: 32–33; WP: 1–2; RW: 1
Run-Ons	Run-on Sentences, SB: 48–49, 52, 62, 88, 170, 201, 207, 272; TE: 31B, 48, 49; WP: 17–18; RW: 10
Content and Organization Determine appropriate editing of short paragraphs. (Items 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48)	
Extraneous Sentence	Extraneous Sentences, SB: 310, 311, 338, 421, 462; TE: 310, 311, 338, 421, 462
Purpose and Audience	Audience, SB: 12–13, 304, 330, 374, 409, 455, 484, 489; TE: 12, 13, 304, 330, 374, 409, 455, 489 Identifying Writing Purpose, SB: 12–13, 304, 330, 374, 409, 455, 489
Sentence Combining	Combining Sentences, SB: 46–47, 68–69, 78–79, 85, 110–111, 155, 186–187, 190–191, 248–249, 260–261; TE: 46, 47, 68, 69, 78, 79, 85, 110, 111, 155, 186, 187, 190, 191, 248, 249, 260, 261; <p style="text-align: right;">(continued)</p>

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Sentence Combining (continued)	Combining Sentences , (continued) WP: 15–16, 23–24, 33–34, 50–51, 72, 88–89, 92–93, 121–122, 133–134; RW: 8–9, 13–14, 19–20, 29–30, 42, 51–52, 54–55, 71–72, 78–79
Supporting Sentence	Supporting Details/Sentences , SB: 289, 291–292, 357, 359, 360, 363, 441, 443–444; TE: 289, 291, 292, 357, 359, 360, 363, 417, 441, 443, 444; WP: 140, 154; RW: 83, 97
Topic Sentence	Writing a Topic Sentence , SB: 18, 289, 290, 357–358, 361, 363, 380, 417, 459; TE: 18, 289, 290, 357, 358, 380, 459; WP: 157, 161; RW: 100, 104
<i>Process</i>	
Editing (Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24)	Proofreading , SB: 24–25, 313, 340, 384, 393, 425, 464, 499; TE: 24, 25, 313, 340, 384, 393, 425, 464, 499
Composing (Items 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48)	Drafting , SB: 18–19, 307–309, 334–336, 379–380, 391, 417–419, 459–460, 494–496; TE: 18, 19, 307, 308, 309, 334, 335, 336, 379, 380, 391, 417, 418, 419, 459, 460, 494, 495, 496; WP: 142–144, 150, 151, 156–157, 161–162, 168, 174–175; RW: 85–87, 93–94, 99–100, 104–105, 111, 117, 118
STUDY SKILLS	
<i>Content</i>	
Library / Reference Skills Demonstrate the ability to alphabetize, use guide words, interpret dictionary entries, and identify the correct use of general reference materials.	
Dictionary Skills (Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14)	
Alphabetization	Alphabetical Order , SB: H20; TE: H20
Dictionary Entries	Entry Words , SB: H20; TE: H20
Guide Words	Guide Words , SB: H20; TE: H20
General Reference Sources (Items 15, 16, 17, 18)	Encyclopedia , SB: 412–413, H25; TE: 412–413, H25; WP: 160; RW: 103 Atlas , SB: 412, H25; TE: 412, H25 Newspaper , SB: 412, 436–437; TE: 412, 436, 437
Information Skills Demonstrate the ability to use the parts of a book to locate information, and demonstrate the ability to organize information.	
Locating Information (Items 23, 24, 25, 26, 27, 28, 29, 30)	
Parts of a Book	Using Parts of a Book , TE: iii, I–1

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Organizing Information (Items 19, 20, 21, 22)	Outlines, SB: 416–417, 431; TE: 416, 417, 431; WP: 161; RW: 104 K-W-L Charts, SB: H54 Flow Chart, SB: 390, 424 Story Map/Story Frames SB: 332, 347, H56; WP: 148; RW: 91 Venn Diagrams SB : 376, 387, H56
<i>Process</i>	
Prewriting (Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30)	Prewriting SB: 12–17, 304–306, 330–332, 374–378, 390, 409–416, 455–458, 489–493; TE: 12, 13, 14, 15, 16, 17, 304, 305, 306, 330, 331, 332, 374, 375, 376, 378, 390, 409, 410, 411, 412, 413, 414, 415, 416, 455, 456, 457, 458, 489, 490, 491, 492, 493; WP: 141, 147, 148; RW: 84, 90, 91
LISTENING	
<i>Content</i>	
Vocabulary 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)	Listening Vocabulary, SB: 80, 128, 232, 266; TE: 9, 295, 320, 365, 399, 447, 481
Comprehension Demonstrate the ability to form an initial understanding of and to interpret dictated material.	
Recreational Construct meaning with material typically listened to for enjoyment. (Items 11, 12, 13, 14, 15, 16, 28, 29, 30, 31)	Listens to Audiotapes, TE: 9, 288, 295, 299, 302, 320, 326, 328, 365, 369, 372, 399, 404, 406, 447, 451, 453, 481, 485, 487 Listening To Poetry, SB: 470–472; TE: 470, 471, 472 Listening For Pleasure/Enjoyment, SB: 2, 288, 311, 350–351; TE: 288–289A, 350, 351
Informational Construct meaning with expository material typically listened to for information. (Items 17, 18, 19, 20, 21, 32, 33, 34, 35, 36)	Listening for Information, SB: 2, 356, 395; TE: 356–357A Listening for Details, SB: 288, 311, 338, 356, 382, 421, 440, 462, 497
Functional Construct meaning with material typically listened to in everyday life situations. (Items 22, 23, 24, 25, 26, 27, 37, 38, 39, 40)	Listening in a Discussion, SB: 3, 4, 5; TE: 3 Listening to an Opinion, SB: 440; TE: 440–441A Listening to Directions, SB: 2, 94–395; TE: 394, 395
<i>Process</i>	
Initial Understanding Form an initial understanding of a variety of messages based on explicit information in the messages. (Items 12, 18, 21, 22, 24, 27, 28, 30, 31, 33, 38, 40)	Prior Knowledge For Listening, TE: 288, 356, 440 Listening for Details, SB: 288, 311, 338, 356, 382, 421, 440, 462, 497

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Interpretation Form an interpretation of a variety of messages based on explicit and implicit information in the messages. (Items 11, 13, 14, 17, 19, 20, 26, 29, 32, 34, 35, 36, 37, 39)	Listening Guidelines, SB: 5, 356, 395, 477 Listening to Understand Ideas, SB: 288, 311, 338, 356, 382, 421, 440, 462, 497
Critical Analysis Synthesize and evaluate explicit and implicit information in a variety of messages. (Items 15, 16, 23, 25)	Listening Guidelines, SB: 5, 356, 395, 477 Listening for Persuasive Tactics, SB: 505–506; TE: 505, 506
LANGUAGE FORM SA	
Prewriting Demonstrate an understanding of the various types of tasks involved in preparing to write a composition.	
Purpose Determine topic relevance and organize information. (Items 1, 2, 3, 17, 33)	Identifying Writing Purpose, SB: 12–13, 304, 330, 374, 409, 455, 489
General References Identify the correct use of general reference materials. (Items 4, 18, 19, 20, 34)	
Telephone Directory	Using a telephone directory is covered at other levels.
Encyclopedia	Encyclopedia, SB: 412–413, H25; TE: 412–413, H25; WP: 160; RW: 103
Newspaper	Newspaper, SB: 412, 436–437; TE: 412, 436, 437
Using Reference Sources Interpret dictionary entries given a sample dictionary page and use the parts of a book to locate information. (Items 5, 6, 21, 22, 35)	
Diacritical Marks	Pronunciation In A Dictionary, SB: H22
Guide Words	Entry And Guide Words, SB: H20
A-B-C Order	Alphabetical Order, SB: H20; TE: H20
Table of Contents and Index	Using Parts of a Book, TE: iii, I–1
Composing Demonstrate an understanding of the ways in which organized content is achieved in a structurally sound and stylistically effective manner.	
Revision Distinguish between clearly written sentences and sentences that contain errors in expression or construction (Items 7, 10, 11, 23, 25, 26, 36, 40)	

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Well-Constructed Sentences	Sentence Fluency, SB: 46–47, 68–69, 78–79, 110–111, 154–155, 186–187, 190–191, 224–225, 248–249, 260–261, 312, 339, 383, 422, 463, 498; TE: 46, 47, 68, 69, 78, 79, 110, 111, 154, 155, 186, 187, 190, 191, 224, 225, 248, (continued)
Well-Constructed Sentences (continued)	Sentence Fluency, TE: (continued) 249, 260, 261, 312, 339, 383, 422, 463, 498; WP: 15, 16, 23–24, 33–34, 50–51, 71–72, 88–89, 92–93, 110–111, 121–122, 133–134, 146, 159, 164, 170, 177; RW: 8, 9, 13–14, 19–20, 29–30, 41–42, 51–52, 54–55, 64–65, 71–72, 78–79, 89, 102, 107, 113, 120
Sentence Combining	Combining Sentences, SB: 46–47, 68–69, 78–79, 85, 110–111, 155, 186–187, 190–191, 248–249, 260–261; TE: 46, 47, 68, 69, 78, 79, 85, 110, 111, 155, 186, 187, 190, 191, 248, 249, 260, 261; WP: 15–16, 23–24, 33–34, 50–51, 72, 88–89, 92–93, 121–122, 133–134; RW: 8–9, 13–14, 19–20, 29–30, 42, 51–52, 54–55, 71–72, 78–79
Fragments	Sentence Fragment, SB: 32–33, 55, 87, 170, 272, 498; TE: 32–33; WP: 1–2; RW: 1
Descriptive Language	Descriptive Language, SB: 9, 11, 14, 15, 17, 154, 165; TE: 9, 11, 14, 15, 17, 154; WP: 71–72; RW: 41–42
Run-Ons	Run-on Sentences, SB: 48–49, 52, 62, 88, 170, 201, 207, 272; TE: 31B, 48, 49; WP: 17–18; RW: 10
Redundancy	Deleting Redundant Details, SB: 310, 311, 338, 421, 462; TE: 310, 311, 338, 421, 462
Content and Organization Identify appropriate topic sentences and supporting sentences, and identify extraneous information within a paragraph. (Items 8, 9, 24, 27, 37, 38, 39)	
Extraneous Information	Extraneous Sentences, SB: 310, 311, 338, 421, 462; TE: 310, 311, 338, 421, 462
Topic Sentence	Writing a Topic Sentence, SB: 18, 289, 290, 357–358, 361, 363, 380, 417, 459; TE: 18, 289, 290, 357, 358, 380, 459; WP: 157, 161; RW: 100, 104
Clincher	Composing Written Endings, SB: 18–19, 309, 335, 380; WP: 144, 150; RW: 87, 93
Supporting Sentence	Supporting Details/Sentences, SB: 289, 291–292, 357, 359, 360, 363, 441, 443–444; TE: 289, 291, 292, 357, 359, 360, 363, 417, 441, 443, 444; WP: 140, 154; RW: 83, 97
Editing Demonstrate an understanding of the ways in which the conventions of language contribute to clarity of expression.	

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Usage Identify correctly applied grammar. (Items 15, 30, 32, 42, 43, 44)	
Adjective Form	Adjective Forms, SB: 156–157, 158–159, 160–161, (continued)
Adjective Form (continued)	Adjective Forms, SB: (continued) 162–163, 165, 166, 175, 176, 177, 178; TE: 151B, 156, 157, 158, 159, 160, 161, 162, 163; WP: 73–74, 75–76, 77–78, 79–80; RW: 43, 44, 45, 46
Past Tense	Past Tense Verbs, SB: 106–107, 109, 111, 114–115, 118–119, 120–121, 129, 130, 141, 146–147, 172, 273; TE: 95B, 106, 107, 114, 115, 118, 119, 120, 121; WP: 46–47, 48–49, 50–51, 54–55, 58–59, 60–61; RW: 27, 28, 29–30, 32, 34, 35
Subject-Verb Agreement	Subject-Verb Agreement , SB: 112–115; TE: 95B, 112, 113, 114, 115; WP: 52–53, 54–55; RW: 31, 32
Present Progressive Tense	Progressive tenses are not covered at Level Five.
Indefinite Article	Articles, SB: 156–157, 166, 173, 175, 274; TE: 151B, 156, 157; WP: 73–74; RW: 43
Possessive Form of Pronoun	Possessive Pronouns, SB: 222–223, 234, 236, 241, 275, 464; TE: 215B, 222, 223; WP: 108–109; RW: 63
Mechanics Identify correct capitalization and punctuation. (Items 12, 14, 16, 28, 29, 45)	
Punctuation: Comma in a Series	Commas in a Series, SB: 184–185, 186–187, 201, 205, 209, 237, 384, 499; WP: 86–87, 88–89; RW: 50, 51–52
Capitalization: Common Nouns	Capitalizing Proper Nouns, SB: 66–67, 84, 86, 90, 168–169, 182–183, 201, 204–205, 208, 425; TE: 63B, 66, 67, 179B, 182, 183; WP: 21–22, 84–85; RW: 12, 49
Capitalization: Last Names	Capitalizing Last Names, SB: 66–67, 90, 182–183, 201, 208; WP: 21–22, 84–85; RW: : 12, 49
Punctuation: Comma After Letter Closing	Comma in Letter Closing, SB: 317–318, 503–504; TE: 317, 318, 503–504
Punctuation: Period at End of Declarative Sentence	Declarative Sentences, SB: 34–35, 51, 56, 60, 87, 170, 207; TE: 31B, 34, 35; WP: 3–4; RW: 2
Punctuation: Apostrophe in Contraction	Apostrophes in Contractions, SB: 116–117, 122–123, 131, 145, 172, 226–227, 234, 242, 254, 255; TE: 95B, 116, 117, 122, 123, 215B, 226, 227, 254, 255; WP: 56–57, 62–63, 112–113, 127–128; RW: 33, 36, 66, 75

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<p>Correct As Is Identify correctly and effectively written sentences. (Items 13, 31, 41)</p>	<p>Sentence Fluency, SB: 46–47, 68–69, 78–79, 110–111, 154–155, 186–187, 190–191, 224–225, 248–249, 260–261, 312, 339, 383, 422, 463, 498; TE: 46, 47, 68, 69, 78, 79, 110, 111, 154, 155, 186, 187, 190, 191, 224, 225, 248, 249, 260, 261, 312, 339, 383, 422, 463, 498; WP: 15, 16, 23–24, 33–34, 50–51, 71–72, 88–89, 92–93, 110–111, 121–122, 133–134, 146, 159, 164, 170, 177; RW: 8, 9, 13–14, 19–20, 29–30, 41–42, 51–52, 54–55, 64–65, 71–72, 78–79, 89, 102, 107, 113, 120</p>
<p>Spelling Demonstrate the ability to identify misspellings of words in the context of sentences. (Items 46, 47, 48, 49, 50, 51, 52, 53, 54)</p>	
<p>Homophones</p>	<p>Spelling Homophones, SB: 232, H62, H69; TE: 232</p>
<p>Phonetic Principles</p>	<p>Spelling Consonant Sounds, SB: H71 Spelling Vowel Sounds, SB: 313, 340, 384, 425, 464, 499, H68, H69; TE: 313, 340, 384, 425, 464, 499</p>
<p>Structural Principles</p>	<p>Spelling Words with Prefixes, SB: H16, H71 Spelling Words with Suffixes, SB: H17, H70, H72</p>

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Grade Five

correlated to

SAT 9, Forms S / SA
Instructional Objectives
Intermediate 2

SAT Objective	<i>Houghton Mifflin English © 2001</i>
READING VOCABULARY	
Synonyms Demonstrate the ability to recognize a synonym for a printed word. (Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16)	Synonyms SB: H13; TE: H13
Multiple Meanings Demonstrate the ability to use context to determine the meaning of a known word with multiple meanings. (Items 17, 18, 19, 20, 21, 22, 23)	Multiple-Meaning Words, SB: H21; TE: H21
Vocabulary in Context Demonstrate the ability to use context clues to assign meaning to an unknown word. (Items 24, 25, 26, 27, 28, 29, 30)	Context Clues, SB: 80, 128, 232, 266; TE: 9, 295, 320, 365, 399, 447, 481
READING COMPREHENSION	
<i>Content</i>	
Recreational Demonstrate the ability to construct meaning with material typically read for enjoyment. (Items 1, 2, 3, 4, 5, 6, 19, 20, 21, 22, 23, 24, 37, 38, 39, 40, 41, 42)	Folk Tales, SB: 320–324; TE: 320, 324 Poetry, SB: 470–472 ; TE: 470, 472 Play, SB: 344–346, 350–351; TE: 344, 346, 350 Personal Narrative, SB: 295–297, 299–301, 302–303; TE: 295, 297, 299, 301, 302, 303 Story, SB: 320–324, 326–327, 328–329; TE: 320, 324, 325, 326, 327, 328, 329
Textual Demonstrate the ability to construct meaning with material typically found in grade-appropriate textbooks and other sources of information. (Items 7, 8, 9, 10, 11, 12, 31, 32, 33, 34, 35, 36, 49, 50, 51, 52, 53, 54)	Science, SB: 9–11, 365–367, 399–402; TE: 9, 11, 365, 367, 399, 402 Social Studies, SB: 404–405, 406–408, 447–449, 451–452, 453–454 Music, SB: 365–371, 372–373; TE: 365, 371, 372, 373

SB = Student Book

TE = Teacher's Edition

WP = Workbook Plus

RW = Reteaching Workbook

SAT Objective	<i>Houghton Mifflin English</i> © 2001
<p>Functional Demonstrate the ability to construct meaning with material typically encountered in everyday life situations. (Items 13, 14, 15, 16, 17, 18, 25, 26, 27, 28, 29, 30, 43, 44, 45, 46, 47, 48)</p>	<p>Instructions, SB: 358–359; TE: 358, 359 Forms, SB: 432–433; TE: 432, 433 Newspaper, SB: 436–437; TE: 436, 437 Letter, SB: 317, 318, 503; TE: 317, 503</p>
<i>Process</i>	
<p>Initial Understanding Demonstrate the ability to comprehend explicitly stated relationships in a variety of reading selections.</p>	
<p>Specific Detail (Items 9, 15, 18, 31, 46, 48, 52)</p>	<p>Noting Details in Reading, SB: 11, 297, 324, 367, 402, 449, 483; TE: 11, 297, 324, 367, 402, 449, 483</p>
<p>Action / Reason / Sequence (Items 6, 7, 8, 44)</p>	<p>Plot, SB: 332, 334, 347, 353; WP: 148; RW: 91 Sequence of Events, SB: 292, 306, 332, 334; WP: 141, 148; RW: 84, 91</p>
<p>Interpretation Demonstrate the ability to form an interpretation of a variety of reading selections based on explicit and implicit information in the selections.</p>	
<p>Inference (Items 1, 2, 17, 29, 32, 36, 40, 45, 53)</p>	<p>Making Inferences, SB: 297, 324, 367, 402, 449, 483; TE: 297, 324, 367, 402, 449, 483; TE: 297, 324, 367, 402, 449, 483</p>
<p>Extending Meaning (Items 3, 5, 10, 12, 13, 16, 19, 25, 27, 30, 34, 39, 41, 50, 51)</p>	<p>Extending Meaning, SB: 11, 297, 324, 367, 402, 449, 483; TE: 11, 297, 324, 367, 402, 449, 483</p>
<p>Critical Analysis Demonstrate the ability to synthesize and evaluate explicit and implicit information in a variety of reading selections. (Items 14, 20, 23, 28, 33, 37, 38, 42, 47)</p>	<p>Critical Thinking SB: 11, 297, 324, 367, 402, 449, 483; TE: 11, 297, 324, 367, 402, 449, 483</p>
<p>Strategies Demonstrate the ability to recognize and apply text factors and reading strategies in a variety of reading selections. (Items 4, 11, 21, 22, 24, 26, 35, 49, 54)</p>	<p>Mapping the Selection, TE: 11, 297, 324, 367, 402, 449, 483</p>
SPELLING	
<i>Content</i>	
<p>Homophones Demonstrate the ability to identify the correct and incorrect spelling of common homophones in context. (Items 1, 2, 3, 5, 6)</p>	<p>Spelling Homophones, SB: 232, 233, 266, H62, H69; TE: 232</p>
<p>Phonetic Principles Demonstrate the ability to apply phonetic principles in order to recognize the correct and incorrect spellings of phonemes within words.</p>	
<p>Consonant Sounds (Items 8, 11, 14, 17, 18)</p>	<p>Spelling Consonant Sounds, SB: H71</p>
<p>Vowel Sounds (Items 7, 9, 12, 13, 15)</p>	<p>Spelling Vowel Sounds, SB: 313, 340, 384, 425, 464, 499, H68, H69,; TE: 313, 340, 384, 425, 464, 499</p>

SB = Student Book

TE = Teacher's Edition

WP = Workbook Plus

RW = Reteaching Workbook

SAT Objective	Houghton Mifflin English © 2001
Structural Principles Demonstrate the ability to identify misspelled words in which the incorrect spelling reflects errors in applying structural principles.	
Inflectional Endings (Items 19, 20, 23, 25, 27)	Changing Final y to i, SB: 106–107, 130, 141, H71; TE: 106, 107; WP: 46–47; TE: 27 Dropping Final e, SB: 106–107, 130, 141, H70; TE: 106, 107; WP: 47–47; RW: 27 Double Final Consonant, SB: 106–107, 130, 141, H70; TE: 106, 107; WP: 46–47; RW: 27 Plurals, SB: 70–71, 72–73, 82, 91, 92; TE: 63B, 70, 71, 72, 73; WP: 25–26, 27–28; RW: 15, 16
Affixes (Items 21, 22, 26, 29, 30)	Spelling Words with Prefixes, SB: H16 Spelling Words with Suffixes, SB: H17
No Mistake Demonstrate the ability to recognize that all words are spelled correctly. (Items 4, 10, 16, 24, 28)	Proofreading Spelling, SB: 24–25, 71, 73, 83, 117, 133–135, 206, 227, 313, 318, 340; TE: 24, 25, 71, 73, 83, 117, 133, 134, 135, 206, 227, 313, 318, 340
<i>Process</i>	
Editing (Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30)	Proofreading a Composition, SB: 24–25, 313, 340, 384, 393, 425, 464, 499; TE: 24, 25, 313, 340, 384, 393, 425, 464, 499
LANGUAGE FORM S	
<i>Content</i>	
Mechanics Demonstrate the ability to identify correct punctuation, capitalization, and usage in simple sentences.	
Capitalization Distinguish correct capitalization. (Items 3, 7, 8, 11, 12, 17, 21, 24)	
First Word in Quotation	Capitalizing Quotations, SB: 194–195, 202, 204, 212, 274; TE: 179B, 194, 195; WP: 96–97; RW: 57
Letter Parts	Capitalizing Parts of a Letter, SB: 317–318, 503–504; TE: 317, 503
Proper / Common Nouns	Capitalizing Proper Nouns, SB: 66–67, 84, 86, 90, 168–169, 182–183, 201, 204–205, 208, 425; TE: 63B, 66, 67, 179B, 182, 183; WP: 21–22, 84–85; RW: 12, 49
Titles of People	Capitalizing Titles of People, SB: 196–197, 203; TE: 196, 197; WP: 98–99; RW: 58
Works of Art	Capitalizing works of art is covered at Levels Six through Eight.

SAT Objective	Houghton Mifflin English © 2001
Punctuation Distinguish correct punctuation. (Items 2, 4, 9, 13, 18, 20, 22, 23)	
Apostrophe with Contraction	Apostrophes in Contractions, SB: 116–117, 122–123, 131, 145, 172, 226–227, 234, 242, 254, 255; TE: 95B, 116, 117, 122, 123, 215B, 226, 227, 254, 255; WP: 56–57, 62–63, 112–113, 127–128; RW: 33, 36, 66, 75
Apostrophe with Possessive	Apostrophes in Possessives, SB: 74–77, 78–79, 83, 85, 88, 93–94; TE: 63B, 74, 75, 76, 77, 78, 79; WP: 29–30; RW: 17
Colon with List	Students are introduced to colon in a business letter, but not with a list.
Comma with Appositive	See levels Six through Eight for appositives.
Comma with Coordinating Conjunction	Commas in Compound Sentences, SB : 46–47, 110, 186–187; TE: 46, 47, 110, 179B, 186, 187; WP: 15–16, 50–51, 88–89; RW: 8–9, 29–30, 51–52
Comma with Items in a Series	Commas in a Series, SB: 184–185, 186–187, 201, 205, 209, 237, 384, 499; TE: 184, 185, 186, 187; WP: 86–87, 88–89; RW: 50, 51–52
Quotation Marks with Dialogue	Punctuation of Quotations, SB: 194–195, 202–203, 212; TE: 179B, 194, 195; WP: 96–97; RW: 57
Quotation Marks with Title of Published Work	Writing Titles, SB: 198–199, 203, 206, 214, 274, 314, 341, 385, 426, 465; TE: 198, 199; WP: 100–101; RW: 59
Usage Identify correctly applied grammar. (Items 1, 5, 6, 10, 14, 15, 16, 19)	
Comparison of Adjectives	Comparing with Adjectives, SB: 158–159, 160–161, 166–167, 173, 176–177, 274; TE: 151B, 158, 159, 160, 161; WP: 75–76, 77–78; RW: 44–45
Past Tense	Past Tense Verbs, SB: 106–107, 109, 111, 114–115, 118–119, 120–121, 129, 130, 141, 146–147, 172, 273; TE: 95B, 106, 107, 114, 115, 118, 119, 120, 121; WP: 46–47, 48–49, 50–51, 54–55, 58–59, 60–61; RW: 27, 28, 29–30, 32, 34, 35
Present Tense	Present Tense Verbs, SB: 104–105, 109, 11, 112–113, 114–115, 130, 140, 143, 172, 273; TE: 95B, 104, 105, 112, 113, 114, 115; WP: 44–45, 48–49, 50–51, 52–53, 54–55; RW: 27, 28, 29–30, 32, 34, 35
Pronoun Case	Possessive Pronouns, SB: 222–223, 234, 241; TE: 215B, 222, 223; WP: 108–109; RW: 63 Objective Pronoun Case, SB: 218–219, 220–221, 234, 236, 239, 262–263, 269, 275, 282; TE: 215B, 218, 219, 220, 221; WP: 104–105, 106–107, 135–136; RW: 61, 62, 80 (continued)

SAT Objective	<i>Houghton Mifflin English</i> © 2001
Pronoun Case (continued)	Subject Pronouns, SB: 216–217, 220–221, 224–225, 234, 236, 238–239, 269, 275, 499; TE: 215B, 216, 217, 220, 221; WP: 102–103, 106–107, 110, 111; RW: 60, 62, 64, 65
Special Problems in Usage	<i>good, bad Usage, SB:</i> 160–161, 167, 173, 177; TE: 151B, 160, 161; WP: 77–78; RW: 45 Double Negatives, SB: 254–255, 268, 269, 275, 279; TE: 245B, 254, 255; WP: 127–128; RW: 75
Subject-Verb Agreement	Subject-Verb Agreement , SB: 112–115; TE: 95B, 112, 113, 114, 115; WP: 52–53, 54–55; RW: 31, 32
Expression Demonstrate an understanding of effectively written sentences and short paragraphs.	
Sentence Structure Demonstrate an understanding of effectively written sentences and sentences that contain errors in expression or construction. (Items 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36)	
Awkward Construction	Varying Sentence Type and Structure, SB: 312, 383; TE: 312, 383 Avoiding Short, Choppy Sentences, SB: 46, 422, 463; TE: 46, 422, 463; WP: 15; RW: 8 Avoiding Stringy Sentences, SB: 47, 339; TE: 47, 339; WP: 16; RW: 9 Keeping Verbs in the Same Tense, SB: 111; TE: 111; WP: 51; RW: 30
Fragments	Sentence Fragment, SB: 32–33, 55, 87, 170, 272, 498; TE: 32–33; WP: 1–2; RW: 1
On-and-On	Avoiding Stringy Sentences, SB: 47, 339; TE: 47, 339; WP: 16; RW: 9
Redundancy	Deleting Redundant Details, SB: 310, 311, 338, 421, 462; TE: 310, 311, 338, 421, 462
Run-Ons	Run-on Sentences, SB: 48–49, 52, 62, 88, 170, 201, 207, 272; TE: 31B, 48, 49; WP: 17–18; RW: 10
Content and Organization Determine appropriate editing of short paragraphs. (Items 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48)	
Extraneous Sentence	Extraneous Sentences, SB: 310, 311, 338, 421, 462; TE: 310, 311, 338, 421, 462
Purpose and Audience	Audience, SB: 12–13, 304, 330, 374, 409, 455, 484, 489; TE: 12, 13, 304, 330, 374, 409, 455, 489 Identifying Writing Purpose, SB: 12–13, 304, 330, 374, 409, 455, 489
Sentence Combining	Combining Sentences, SB: 46–47, 68–69, 78–79, 85, (continued)

SAT Objective	<i>Houghton Mifflin English</i> © 2001
Sentence Combining (continued)	Combining Sentences, SB: (continued) 110–111, 155, 186–187, 190–191, 248–249, 260–261; TE: 46, 47, 68, 69, 78, 79, 85, 110, 111, 155, 186, 187, 190, 191, 248, 249, 260, 261; WP: 15–16, 23–24, 33–34, 50–51, 72, 88–89, 92–93, 121–122, 133–134; RW: 8–9, 13–14, 19–20, 29–30, 42, 51–52, 54–55, 71–72, 78–79
Supporting Sentence	Supporting Details/Sentences, SB: 289, 291–292, 357, 359, 360, 363, 441, 443–444; TE: 289, 291, 292, 357, 359, 360, 363, 417, 441, 443, 444; WP: 140, 154; RW: 83, 97
Topic Sentence	Writing a Topic Sentence, SB: 18, 289, 290, 357–358, 361, 363, 380, 417, 459; TE: 18, 289, 290, 357, 358, 380, 459; WP: 157, 161; RW: 100, 104
<i>Process</i>	
Editing (Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24)	Proofreading, SB: 24–25, 313, 340, 384, 393, 425, 464, 499; TE: 24, 25, 313, 340, 384, 393, 425, 464, 499
Composing (Items 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48)	Drafting, SB: 18–19, 307–309, 334–336, 379–380, 391, 417–419, 459–460, 494–496; TE: 18, 19, 307, 308, 309, 334, 335, 336, 379, 380, 391, 417, 418, 419, 459, 460, 494, 495, 496; WP: 142–144, 150, 151, 156–157, 161–162, 168, 174–175; RW: 85–87, 93–94, 99–100, 104–105, 111, 117, 118
STUDY SKILLS	
<i>Content</i>	
Library / Reference Skills Demonstrate the ability to alphabetize, use guide words, interpret dictionary entries, and identify the correct use of general reference materials.	
Dictionary Skills (Items 1, 2, 3, 4, 12, 13, 14, 15, 16, 17, 18)	
Alphabetization	Alphabetical Order, SB: H20; TE: H20
Dictionary Entries	Entry Words, SB: H20; TE: H20
Guide Words	Guide Words, SB: H20; TE: H20
General Reference Sources (Items 5, 6, 7, 8)	Encyclopedia, SB: 412–413, H25; TE: 412–413, H25; WP: 160; RW: 103 Atlas, SB: 412, H25; TE: 412, H25 Newspaper, SB: 412, 436–437; TE: 412, 436, 437
Card Catalog (Items 9, 10, 11)	Card Catalog, SB: 412, H24

SAT Objective	Houghton Mifflin English © 2001
Information Skills Demonstrate the ability to use the parts of a book to locate information, and demonstrate the ability to organize information.	
Locating Information (Items 23, 24, 25, 26, 27, 28, 29, 30)	
Parts of a Book	Using Parts of a Book, TE: iii, I–1
Organizing Information (Items 19, 20, 21, 22)	Outlines, SB: 416–417, 431; TE: 416, 417, 431; WP: 161; RW: 104 K-W-L Charts, SB: H54 Flow Chart, SB: 390, 424 Story Map/Story Frames SB: 332, 347, H56; WP: 148; RW: 91 Venn Diagrams SB: 376, 387, H56
Process	
Prewriting (Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30)	Prewriting SB: 12–17, 304–306, 330–332, 374–378, 390, 409–416, 455–458, 489–493; TE: 12, 13, 14, 15, 16, 17, 304, 305, 306, 330, 331, 332, 374, 375, 376, 378, 390, 409, 410, 411, 412, 413, 414, 415, 416, 455, 456, 457, 458, 489, 490, 491, 492, 493; WP: 141, 147, 148; RW: 84, 90, 91
LISTENING	
Content	
Vocabulary 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)	Listening Vocabulary, SB: 80, 128, 232, 266; TE: 9, 295, 320, 365, 399, 447, 481
Comprehension Demonstrate the ability to form an initial understanding of and to interpret dictated material.	
Recreational Construct meaning with material typically listened to for enjoyment. (Items 11, 12, 13, 14, 25, 26, 35, 36, 37, 38)	Listens to Audiotapes, TE: 9, 288, 295, 299, 302, 320, 326, 328, 365, 369, 372, 399, 404, 406, 447, 451, 453, 481, 485, 487 Listening To Poetry, SB: 470–472; TE: 470, 471, 472 Listening For Pleasure/Enjoyment, SB: 2, 288, 311, 350–351; TE: 288–289A, 350, 351
Informational Construct meaning with expository material typically listened to for information. (Items 15, 16, 17, 18, 27, 28, 29, 30, 39, 40)	Listening for Information, SB: 2, 356, 395; TE: 356–357A Listening for Details, SB: 288, 311, 338, 356, 382, 421, 440, 462, 497
Functional Construct meaning with material typically listened to in everyday life situations. (Items 19, 20, 21, 22, 23, 24, 31, 32, 33, 34)	Listening in a Discussion, SB: 3, 4, 5; TE: 3 Listening to an Opinion, SB: 440; TE: 440–441A Listening to Directions, SB: 2, 394–395; TE: 394, 395

SAT Objective	Houghton Mifflin English © 2001
<i>Process</i>	
<p>Initial Understanding Form an initial understanding of a variety of messages based on explicit information in the messages. (Items 11, 13, 19, 20, 21, 24, 29, 31, 32, 33, 36, 37)</p>	<p>Prior Knowledge For Listening, TE: 288, 356, 440 Listening for Details, SB: 288, 311, 338, 356, 382, 421, 440, 462, 497</p>
<p>Interpretation Form an interpretation of a variety of messages based on explicit and implicit information in the messages. (Items 12, 14, 15, 16, 17, 18, 23, 25, 26, 28, 30, 34, 38, 39)</p>	<p>Listening Guidelines, SB: 5, 356, 395, 477 Listening to Understand Ideas, SB: 288, 311, 338, 356, 382, 421, 440, 462, 497</p>
<p>Critical Analysis Synthesize and evaluate explicit and implicit information in a variety of messages. (Items 22, 27, 35, 40)</p>	<p>Listening Guidelines, SB: 5, 356, 395, 477 Listening for Persuasive Tactics, SB: 505–506; TE: 505</p>
LANGUAGE FORM SA	
<p>Prewriting Demonstrate an understanding of the various types of tasks involved in preparing to write a composition.</p>	
<p>Purpose Determine topic relevance and organize information. (Items 1, 2, 3, 31, 32)</p>	<p>Identifying Writing Purpose, SB: 12–13, 304, 330, 374, 409, 455, 489</p>
<p>General References Identify the correct use of general reference materials. (Items 4, 15, 16, 34, 35)</p>	
<p>Telephone Directory</p>	<p>Using a telephone directory is covered at other levels.</p>
<p>Dictionary</p>	<p>Using A Dictionary, SB: H20–H22; TE: H20, H21, H22</p>
<p>Newspaper</p>	<p>Newspaper, SB: 412, 436–437; TE: 412, 436, 437</p>
<p>Index of Book</p>	<p>Using an Index, TE: I–1</p>
<p>Title Page of Book</p>	<p>Title page is not covered.</p>
<p>Using Reference Sources Interpret dictionary entries given a sample dictionary page and use the parts of a book to locate information. (Items 5, 17, 18, 19, 33)</p>	
<p>Table of Contents and Index</p>	<p>Table of Contents and Index, TE: iii, I–1</p>
<p>Guide Words</p>	<p>Guide Words, SB: H20</p>

SAT Objective	Houghton Mifflin English © 2001
Composing Demonstrate an understanding of the ways in which organized content is achieved in a structurally sound and stylistically effective manner.	
Revision Distinguish between clearly written sentences and sentences that contain errors in expression or construction (Items 7, 8, 9, 21, 23, 36, 38, 40)	
Sentence Combining	Combining Sentences, SB: 46–47, 68–69, 78–79, 85, 110–111, 155, 186–187, 190–191, 248–249, 260–261; TE: 46, 47, 68, 69, 78, 79, 85, 110, 111, 155, 186, 187, 190, 191, 248, 249, 260, 261; WP: 15–16, 23–24, 33–34, 50–51, 72, 88–89, 92–93, 121–122, 133–134; RW: 8–9, 13–14, 19–20, 29–30, 42, 51–52, 54–55, 71–72, 78–79
Run-Ons	Run-on Sentences, SB: 48–49, 52, 62, 88, 170, 201, 207, 272; TE: 31B, 48, 49; WP: 17–18; RW: 10
Descriptive Language	Descriptive Language, SB: 9, 11, 14, 15, 17, 154, 165; TE: 9, 11, 14, 15, 17, 154; WP: 71–72; RW: 41–42
Redundancy	Deleting Redundant Details, SB: 310, 311, 338, 421, 462; TE: 310, 311, 338, 421, 462
Fragments	Sentence Fragment, SB: 32–33, 55, 87, 170, 272, 498; TE: 32–33; WP: 1–2; RW: 1
Well-Constructed Sentences	Sentence Fluency, SB: 46–47, 68–69, 78–79, 110–111, 154–155, 186–187, 190–191, 224–225, 248–249, 260–261, 312, 339, 383, 422, 463, 498; TE: 46, 47, 68, 69, 78, 79, 110, 111, 154, 155, 186, 187, 190, 191, 224, 225, 248, 249, 260, 261, 312, 339, 383, 422, 463, 498; WP: 15, 16, 23–24, 33–34, 50–51, 71–72, 88–89, 92–93, 110–111, 121–122, 133–134, 146, 159, 164, 170, 177; RW: 8, 9, 13–14, 19–20, 29–30, 41–42, 51–52, 54–55, 64–65, 71–72, 78–79, 89, 102, 107, 113, 120
Content and Organization Identify appropriate topic sentences and supporting sentences, and identify extraneous information within a paragraph. (Items 6, 10, 20, 22, 24, 37, 39)	
Supporting Sentence	Supporting Details/Sentences, SB: 289, 291–292, 357, 359, 360, 363, 441, 443–444; TE: 289, 291, 292, 357, 359, 360, 363, 417, 441, 443, 444; WP: 140, 154; RW: 83, 97, 104, 108, 114
Topic Sentence	Writing a Topic Sentence, SB: 18, 289, 290, 357–358, 361, 363, 380, 417, 459; TE: 18, 289, 290, 357, 358, 380, 459; WP: 157, 161; RW: 100, 104
Clincher	Composing Written Endings, SB: 18–19, 309, 335, 380; WP: 144, 150; RW: 87, 93
Extraneous Information	Extraneous Sentences, SB: 310, 311, 338, 421, 462; TE: 310, 311, 338, 421, 462

SAT Objective	Houghton Mifflin English © 2001
Editing Demonstrate an understanding of the ways in which the conventions of language contribute to clarity of expression.	
Usage Identify correctly applied grammar. (Items 11, 14, 30, 42, 43, 44)	
Subject-Verb Agreement	Subject-Verb Agreement , SB: 112–115; TE: 95B, 112, 113, 114, 115; WP: 52–53, 54–55; RW: 31, 32
Adjective Form	Adjective Forms , SB: 156–157, 158–159, 160–161, 162–163, 165, 166, 175, 176, 177, 178; TE: 151B, 156, 157, 158, 159, 160, 161, 162, 163; WP: 73–74, 75–76, 77–78, 79–80; RW: 43, 44, 45, 46
Future Tense	Future Tense , SB: 108–109; TE: 95B, 108, 109; WP: 48–49; RW: 28
Present Tense	Present Tense Verbs , SB: 104–105, 109, 11, 112–113, 114–115, 130, 140, 143, 172, 273; TE: 95B, 104, 105, 112, 113, 114, 115; WP: 44–45, 48–49, 50–51, 52–53, 54–55; RW: 27, 28, 29–30, 32, 34, 35
Pronoun Case	Possessive Pronouns , SB: 222–223, 234, 241; TE: 215B, 222, 223; WP: 108–109; RW: 63 Objective Pronoun Case , SB: 218–219, 220–221, 234, 236, 239, 262–263, 269, 275, 282; TE: 215B, 218, 219, 220, 221; WP: 104–105, 106–107, 135–136; RW: 61, 62, 80 Subject Pronouns , SB: 216–217, 220–221, 224–225, 234, 236, 238–239, 269, 275, 499; TE: 215B, 216, 217, 220, 221; WP: 102–103, 106–107, 110, 111; RW: 60, 62, 64, 65
Mechanics Identify correct capitalization and punctuation. (Items 13, 25, 26, 27, 29, 41)	
Punctuation: Comma in a Series	Commas in a Series , SB: 184–185, 186–187, 201, 205, 209, 237, 384, 499; TE: 184, 185, 186, 187; WP: 86–87, 88–89; RW: 50, 51–52
Punctuation: Apostrophe with Possessive	Apostrophes in Possessives , SB: 74–77, 78–79, 83, 85, 88, 93–94; TE: 63B, 74, 75, 76, 77, 78, 79; WP: 29–30; RW: 17
Punctuation: Comma with Appositive	Appositives are taught at Level 6.
Punctuation: Comma with Introductory Element	Commas With Introductory Words , SB: 188–189, 202, 210; TE: 179B, 188, 189; WP: 90–91; RW: 53
Capitalization: Common/ Proper Noun	Capitalizing Proper Nouns , SB: 66–67, 84, 86, 90, 168–169, 182–183, 201, 204–205, 208, 425; TE: 63B, 66, 67, 179B, 182, 183; WP: 21–22, 84–85; RW: 12, 49
Capitalization: First Word of Quote	Capitalizing Quotations , SB: 194–195, 202, 204, 212, 274; TE: 179B, 194, 195; WP: 96–97; RW: 57

SAT Objective	<i>Houghton Mifflin English</i> © 2001
<p>Correct As Is Identify correctly and effectively written sentences. (Items 12, 28, 45)</p>	<p>Sentence Fluency, SB: 46–47, 68–69, 78–79, 110–111, 154–155, 186–187, 190–191, 224–225, 248–249, 260–261, 312, 339, 383, 422, 463, 498; TE: 46, 47, 68, 69, 78, 79, 110, 111, 154, 155, 186, 187, 190, 191, 224, 225, 248, 249, 260, 261, 312, 339, 383, 422, 463, 498; WP: 15, 16, 23–24, 33–34, 50–51, 71–72, 88–89, 92–93, 110–111, 121–122, 133–134, 146, 159, 164, 170, 177; RW: 8, 9, 13–14, 19–20, 29–30, 41–42, 51–52, 54–55, 64–65, 71–72, 78–79, 89, 102, 107, 113, 120</p>
<p>Spelling Demonstrate the ability to identify misspellings of words in the context of sentences. (Items 46, 47, 48, 49, 50, 51, 52, 53, 54)</p>	
<p>Homophones</p>	<p>Spelling Homophones, SB: 232, H62, H69; TE: 232</p>
<p>Phonetic Principles</p>	<p>Spelling Consonant Sounds, SB: H71 Spelling Vowel Sounds, SB: 313, 340, 384, 425, 464, 499, H68, H69; TE: 313, 340, 384, 425, 464, 499</p>
<p>Structural Principles</p>	<p>Spelling Words with Prefixes, SB: H16, H71 Spelling Words with Suffixes, SB: H17, H70, H72</p>