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**Kindergarten**

**correlated to**

**National Reading Panel**  
**Five Essential Areas of Reading**

National Reading Panel	<i>Houghton Mifflin English © 2004</i>
<b>Phonemic Awareness</b> <b>Phonemic Awareness is the ability to notice, think about and work with the individual sounds in spoken words. Before children learn to read print, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds, or phonemes.</b>	
<b>Phonemic Awareness</b>	<b>Rhyming Words, TE: 51, 52, 55, 56, 61; PB: 2A, 2B</b> <b>Listening to Phonograms, TE: 51, 52, 55, 58, 61, 66;</b> <b>AM: 69</b> <b>Counting Rhymes, TE: 51, 229, 231–232, 233</b> <b>Generate/Identify Rhymes, TE: 61, 68</b>
<b>Phonics</b> <b>Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds in spoken language. It teaches the children to use these relationships to read and write words. Teachers of reading and publishers of programs of beginning reading instruction sometimes use different labels to describe these relationships, including the following: graphophonemic relationships, letter-sound associations, letter-sound correspondences, sound-symbol correspondences, sound-spellings.</b>	
<b>Phonics</b>	<b>Recognizing the Letters of the Alphabet, TE: 26, 28, 29, 32, 33, 38, 39, 40, 44, 45, 179; AM: 56–57, 59, 64; PB: 1B, 1C, 1F, 1G</b> <b>Letter and Sound Match, TE: 29, 30–31; PB: 1A</b> <b>Sound-Symbol Relationships, TE: 33, 57, 81</b> <b>Initial Consonants, TE: 29, 30–31; PB: 1A</b> <b>Final Sounds, TE: 51, 52, 55, 58, 66; AM : 69</b> <b>Inflected Forms, TE: 151, 161; AM: 105; PB: 6C</b>
<b>Fluency</b> <b>Fluency is the ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically. They group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with no expression. Their reading sounds natural, as if they are speaking. Readers who have not yet developed fluency read as if they are speaking. Readers who have not yet developed fluency read slowly, word by word. Their oral reading is choppy and plodding. Fluency is important because it provides a bridge between word recognition and comprehension.</b>	

<b>Fluency</b>	<b>Reading Fluency, TE:</b> 28, 52, 76, 100, 126, 152, 178, 204 <b>Reading Aloud, TE:</b> 26, 30, 41, 54, 81, 89, 117, 124, 132, 143, 158, 169, 195, 210, 223 <b>Oral Reading, TE:</b> 65, 81, 89, 115, 117, 143, 158, 169, 178, 184, 195, 210, 223
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National Reading Panel	Houghton Mifflin English © 2004
<p><b>Vocabulary</b>  <b>Vocabulary refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.</b></p>	
<p><b>Vocabulary</b></p>	<p><b>Oral Language, TE:</b> 34, 42, 58, 66, 82, 90, 107, 118, 133, 144, 159, 170, 185, 185, 196, 211, 224  <b>Vocabulary, TE:</b> 37, 43, 50, 52, 53, 54–55, 60, 61, 67, 75, 78, 87, 100, 109, 111, 126, 131, 133, 144, 154, 163, 171, 177, 180, 188, 189, 197, 206; <b>AM:</b> 63, 66–68, 72, 73, 84, 91, 95, 107, 114, 115; <b>PB:</b> 1D, 1E, 2A–2B, 2D, 2E, 4C, 4E, 5A, 6E, 7F  <b>Animal Words, TE:</b> 51, 55, 60, 67; <b>AM:</b> 72; <b>PB:</b> 2D  <b>Antonyms (Opposites), TE:</b> 163, 214; <b>AM:</b> 107; <b>PB:</b> 6E  <b>Color Words, TE:</b> 55, 60; <b>AM:</b> 72; <b>PB:</b> 2D  <b>Word Families, TE:</b> 151, 161; <b>AM:</b> 105; <b>PB:</b> 6C  <b>Words in Describing Emotions, TE:</b> 37, 44; <b>AM:</b> 63  <b>Homophones, TE:</b> 78  <b>Numbers, TE:</b> 51, 55, 56–57, 60; <b>AM:</b> 66–68M, 72; <b>PB:</b> 2A, 2B, 2D  <b>Parts of the Body, TE:</b> 85, 86, 92  <b>Positional Words, TE:</b> 57, 85, 125, 189, 197; <b>AM:</b> 66–68, 82, 115; <b>PB:</b> 7F  <b>Sensory Words, TE:</b> 124, 125–126, 145  <b>Size Words, TE:</b> 51, 61, 68; <b>AM:</b> 73  <b>Synonyms, TE:</b> 137, 145; <b>AM:</b> 99  <b>Time Words, TE:</b> 98, 99, 116  <b>Weather Words, TE:</b> 124, 202</p>
<p><b>Text Comprehension</b>  <b>Comprehension is the reason for reading. If readers can read the words but they do not understand what they are reading, they are not really reading.</b></p>	
<p><b>Text Comprehension</b></p>	<p><b>Previewing Author, Illustrator, Cover, Title, TE:</b> 30, 39, 45, 54, 78, 102, 128, 152, 154, 180, 206  <b>Recognizing Causes and Effects, TE:</b> 75, 83, 91, 103; <b>PB:</b> 3D, 3E  <b>Drawing Conclusions, TE:</b> 77, 79, 155  <b>Noting Details, TE:</b> 54, 78, 100, 102, 126, 154, 180, 206  <b>Main Idea, TE:</b> 18, 108, 118, 142; <b>PB:</b> 4B  <b>Making Inferences, TE:</b> 55, 77, 78, 102, 128, 152, 154, 180–181  <b>Recognizing Likenesses and Differences, TE:</b> 35, 43, 59, 67, 87, 93; <b>AM:</b> 61, 71, 83, 84  <b>Compare and Contrast, TE:</b> 35, 43, 59, 67, 83, 90  <b>Recognizing Fact vs. Opinion, TE:</b> 215, 225  <b>Recognizing Real vs. Make-Believe, TE:</b> 113, 203, 207; <b>PB:</b> 4G  <b>Recognizing Sequence, TE:</b> 55, 105–106, 116, 177–178, 181, 183–184, 190, 197; <b>AM:</b> 88, 110, 116; <b>PB:</b> 4A, 7A  <b>Story Structure, TE:</b> 157, 165; <b>PB:</b> 6A, 6G; <b>AM:</b> 108  <b>Text Organization, TE:</b> 55, 79, 181, 207  <b>Responding to Literature, TE:</b> 31, 55, 79, 103, 129, 155, 181, 207</p>



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**Level One**

**correlated to**

**National Reading Panel**  
**Five Essential Areas of Reading**

National Reading Panel	<i>Houghton Mifflin English</i> © 2004
<p><b>Phonemic Awareness</b>  Phonemic Awareness is the ability to notice, think about and work with the individual sounds in spoken words. Before children learn to read print, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds, or phonemes.</p>	
<p><b>Phonemic Awareness</b></p>	<p><b>Identify/Produce Rhyming Words, SB:</b> 211, 213;  <b>TE:</b> 211, 213  <b>Segmenting Words, TE:</b> 293, 295  <b>Substitute Words in a Sentence Pattern, SB:</b> 30, 34, 168, 184, 186, 217–218, 222, 226, 230, 237, 239, 240, 244, 296, 298  <b>Repeat Patterns in Text, SB:</b> 209; <b>TE:</b> 209  <b>Predict Patterns in Text, SB:</b> 209; <b>TE:</b> 209</p>
<p><b>Phonics</b>  Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds in spoken language. It teaches the children to use these relationships to read and write words. Teachers of reading and publishers of programs of beginning reading instruction sometimes use different labels to describe these relationships, including the following: graphophonemic relationships, letter-sound associations, letter-sound correspondences, sound-symbol correspondences, sound-spellings.</p>	
<p><b>Phonics</b></p>	<p><b>Recognizing the Alphabet, SB:</b> 293–295, 302, 306, 317–318; <b>TE:</b> 293, 294, 295  <b>Initial Consonants, SB:</b> 293, 306, 307–315;  <b>TE:</b> 306, 307  <b>Final Consonants, SB:</b> 211; <b>TE:</b> 211, 213  <b>Short Vowels, SB:</b> 307, 308, 309, 311, 313  <b>Long Vowels, SB:</b> 307, 308, 309, 311, 313  <b>Listening to Phonograms, SB:</b> 211; <b>TE:</b> 211  <b>Inflected Forms, SB:</b> 67–68, 80, 125–126, 136;  <b>TE:</b> 67, 68, 125, 126  <b>Suffixes, SB:</b> 67–68, 125–126; <b>TE:</b> 67, 68, 125, 126  <b>Context Clues, SB:</b> 78, 134, 182, 209, 236; <b>TE:</b> T87, T143, 191, 247</p>

National Reading Panel	Houghton Mifflin English © 2004
<p><b>Fluency</b>                      Fluency is the ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically. They group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with no expression. Their reading sounds natural, as if they are speaking. Readers who have not yet developed fluency read as if they are speaking. Readers who have not yet developed fluency read slowly, word by word. Their oral reading is choppy and plodding. Fluency is important because it provides a bridge between word recognition and comprehension.</p>	
<p><b>Fluency</b></p>	<p><b>Read Aloud for a Group, SB:</b> 106, 206, 291;  <b>TE:</b> 106, 206, 291  <b>Oral Reading, SB:</b> 106, 161, 164, 206, 262, 266, 283, 291; <b>TE:</b> 55, 106, 161, 164, 169, 206, 262, 266, 283  <b>Suggestions for Independent and Recreational Reading, TE:</b> 87, 143, 191, 247</p>
<p><b>Vocabulary</b>                      Vocabulary refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.</p>	
<p><b>Vocabulary</b></p>	<p><b>High-Frequency Words, SB:</b> 37, 77, 133–134, 181–182, 235–236, 302; <b>TE:</b> 37, 77, 133, 134, 181, 182, 235, 236  <b>Word Families, SB:</b> 211, 213; <b>TE:</b> 211, 213  <b>Vocabulary, SB:</b> 37, 77, 94, 133–134, 181–182, 193, 235–236, 252; <b>TE:</b> 37, 77, 87, 143, 181, 182, 191, 235, 236, 247  <b>Picture Vocabulary, SB:</b> 62, 64, 66, 68, 70, 72; <b>TE:</b> 170–171, 179, 181, 306–315  <b>Seasons of Year, TE:</b> 304  <b>Numbers, TE:</b> 304  <b>Position Words, TE:</b> 303  <b>Family Words, TE:</b> 303  <b>Color Words, TE:</b> 304  <b>Using Dictionary for Vocabulary, SB:</b> 295</p>
<p><b>Text Comprehension</b>                      Comprehension is the reason for reading. If readers can read the words but they do not understand what they are reading, they are not really reading.</p>	
<p><b>Text Comprehension</b></p>	<p><b>Cause and Effect, TE:</b> 252  <b>Drawing Conclusions, TE:</b> 149, 193, 278  <b>Recognizing Fantasy/Realism, SB:</b> 150; <b>TE:</b> 150  <b>Distinguishing Between Real and Make-Believe, SB:</b> 150; <b>TE:</b> 150  <b>Recognizing Fact and Opinion, SB:</b> 287  <b>Reading and Following Directions, SB:</b> 57, 58–59, 247–251, 268–269; <b>TE:</b> 247  <b>Recognizing Main Idea of a Story, SB:</b> 167; <b>TE:</b> 167  <b>Noting Details, TE:</b> 87, 94, 143, 149, 191, 193, 247  <b>Predicting Outcomes, TE:</b> 87, 191  <b>Use Illustration to Access Prior Knowledge, TE:</b> 87, 143, 191, 247</p>

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**Level Two**

**correlated to**

**National Reading Panel**  
**Five Essential Areas of Reading**

National Reading Panel	<i>Houghton Mifflin English</i> © 2004
<b>Phonemic Awareness</b> <b>Phonemic Awareness is the ability to notice, think about and work with the individual sounds in spoken words. Before children learn to read print, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds, or phonemes.</b>	
<b>Phonemic Awareness</b>	<b>Alliteration, SB:</b> 292 <b>Rhyming Words, SB:</b> 288, 289, 290, 291, 292, 293; <b>TE:</b> 288, 289, 290, 291, 292, 293
<b>Phonics</b> <b>Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds in spoken language. It teaches the children to use these relationships to read and write words. Teachers of reading and publishers of programs of beginning reading instruction sometimes use different labels to describe these relationships, including the following: graphophonemic relationships, letter-sound associations, letter-sound correspondences, sound-symbol correspondences, sound-spellings.</b>	
<b>Phonics</b>	<b>Initial Consonants, SB:</b> H42, H43 <b>Final Single Consonant Sounds, SB:</b> H42 <b>Consonant Digraphs, SB:</b> H42, H43 <b>Vowel Pairs, SB:</b> H41, H42 <b>Base Words and Endings, SB:</b> H43 <b>Compound Words, SB:</b> H44 <b>Vowel Diphthongs, SB:</b> 283, H41 <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>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>Using a Dictionary for Word Meanings, SB:</b> H9–H10, H11–H12

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<p><b>Fluency</b>  <b>Fluency is the ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically. They group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with no expression. Their reading sounds natural, as if they are speaking. Readers who have not yet developed fluency read as if they are speaking. Readers who have not yet developed fluency read slowly, word by word. Their oral reading is choppy and plodding. Fluency is important because it provides a bridge between word recognition and comprehension.</b></p>	
<p><b>Fluency</b></p>	<p><b>Suggestions for Reading Independently, TE:</b> 63, 135, 207, 267, 341  <b>Punctuation Cues for Oral Reading, TE:</b> 41, 45, 307, 309  <b>Choral Reading, SB:</b> 292  <b>Reading Aloud, SB:</b> 21, 81, 150, 155, 223, 233, 285, 292, 354, 369; <b>TE:</b> 25, 69, 75, 81, 149, 217, 279, 353  <b>Listening to a Read Aloud, TE:</b> 63, 135, 207, 267, 341</p>
<p><b>Vocabulary</b>  <b>Vocabulary refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.</b></p>	
<p><b>Vocabulary</b></p>	<p><b>Vocabulary, SB:</b> 117, 185, 253, H9–H12; <b>TE:</b> 63, 135, 207, 267, 341  <b>High-Frequency Words, SB:</b> H40  <b>Sound Words, SB:</b> 288, 289, 290, 291, 292, 293  <b>Synonyms, SB:</b> 185, 220, 356, H45–H56; <b>TE:</b> 185, 220, 356, H45  <b>Antonyms, SB:</b> 253  <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>Word Families, SB:</b> 97, 98, 159, 160; <b>TE:</b> 97, 98, 160</p>

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<p><b>Text Comprehension</b>  <b>Comprehension is the reason for reading. If readers can read the words but they do not understand what they are reading, they are not really reading.</b></p>	
<p><b>Text Comprehension</b></p>	<p><b>Comprehending Written Text, SB:</b> 63–66, 135–138, 207–208, 267–270, 288–290, 340–343; <b>TE:</b> 63, 66, 135, 138, 207, 208, 267, 270, 288, 290, 340, 343  <b>Cause and Effect, SB:</b> 344, 345, 347; <b>TE:</b> 344, 345, 347  <b>Comparing, SB:</b> 270, 271, 272, 277  <b>Following Written Directions, SB:</b> 207–208, 210, 211, 236–237; <b>TE:</b> 207–208, 210, 211, 236–237  <b>Reading for Main Idea, SB:</b> 158, 159, 207–208, 215, 341–344, H15; <b>TE:</b> 158, 159  <b>Noting Details, SB:</b> 66, 138, 208, 270, 344; <b>TE:</b> 63, 66, 135, 138, 207, 208, 267, 270, 341, 344  <b>Sequence of Events, SB:</b> 138, 139, 143, 147, 149, 150, 155, 157; <b>TE:</b> 138  <b>Story Structure, TE:</b> 138  <b>Text Features, TE:</b> 67, 139, 209, 271, 345  <b>Purpose Setting for Reading, TE:</b> 63, 135, 207, 267, 341</p>

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**Level Three**

**correlated to**

**National Reading Panel**  
**Five Essential Areas of Reading**

National Reading Panel	<i>Houghton Mifflin English</i> © 2004
<b>Phonemic Awareness</b> Phonemic Awareness is the ability to notice, think about and work with the individual sounds in spoken words. Before children learn to read print, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds, or phonemes.	
Phonemic Awareness	Listening for Rhymes, SB: 227, 414–415
<b>Phonics</b> Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds in spoken language. It teaches the children to use these relationships to read and write words. Teachers of reading and publishers of programs of beginning reading instruction sometimes use different labels to describe these relationships, including the following: graphophonemic relationships, letter-sound associations, letter-sound correspondences, sound-symbol correspondences, sound-spellings.	
Phonics	<b>Consonant Clusters, SB: 342; TE: 342</b> <b>Consonant Digraphs, SB: 342; TE: 342</b> <b>Hard and Soft c, SB: H59</b> <b>Soft Sound of g, SB: H58</b> <b>Diphthongs, SB: 306, H58; TE: 306</b> <b>Long Vowels, SB: H57</b> <b>Vowel + r Sounds, SB: 374, H58; TE: 374</b> <b>Short Vowels, SB: 278, H57; TE: 278</b> <b>Sounds for y, SB: 442; TE: 442</b> <b>Contractions, SB: 120–121, 123, 126, 140, 168, 226–227, 233, 240, 246; TE: 97B, 120, 121, 123</b> <b>Inflected Forms, SB: 68–71, 74–77, 95, 100–107, 130–134, 150–151, 152–153, 173, 174, H58–H59; TE: 59B, 68, 69, 70, 71, 74, 75, 76, 77, 91, 93, 95, 97B, 100, 101, 102, 103, 104, 105, 106, 107, 130–134, 150–151, 152–153, 173, 174, H58–H59</b> <b>Prefixes, SB: H14</b> <b>Context Clues, SB: 78, 122, 160, 230; TE: 259, 287, 327, 355, 389, 423</b> <b>Using a Dictionary for Word Meanings, SB: H19; TE: H19</b>

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<p><b>Fluency</b>                      Fluency is the ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically. They group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with no expression. Their reading sounds natural, as if they are speaking. Readers who have not yet developed fluency read as if they are speaking. Readers who have not yet developed fluency read slowly, word by word. Their oral reading is choppy and plodding. Fluency is important because it provides a bridge between word recognition and comprehension.</p>	
<p><b>Fluency</b></p>	<p><b>Suggestions for Reading Independently, TE:</b> 259, 287, 327, 355, 389, 423  <b>Listening to a Read Aloud, SB:</b> 252, 320, 382;  <b>TE:</b> 252–253B, 320–321B, 382–383B  <b>Tips for Reading Aloud, SB:</b> 307  <b>Choral Reading, TE:</b> 414, 419  <b>Oral Reading, SB:</b> 22, 61, 215, 276, 279, 304, 307, 340, 372, 375, 406, 409, 440  <b>Reading a Play, SB:</b> 310–312</p>
<p><b>Vocabulary</b>                      Vocabulary refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.</p>	
<p><b>Vocabulary</b></p>	<p><b>Vocabulary, SB:</b> 78, 122, 160, 220, 230; <b>TE:</b> 9, 259, 287, 327, 389, 423  <b>Curriculum Vocabulary, TE:</b> 280, 308, 344, 376, 410, 444  <b>Synonyms, SB:</b> 122, 160, H12  <b>Antonyms, SB:</b> H13, H60  <b>Homophones, SB:</b> 158–159, 163, 176, 228–229, 230, 247; <b>TE:</b> 158, 159  <b>Subject-Related Vocabulary, TE:</b> 259, 355  <b>Prefixes, SB:</b> H14  <b>Suffixes, SB:</b> H15</p>
<p><b>Text Comprehension</b>                      Comprehension is the reason for reading. If readers can read the words but they do not understand what they are reading, they are not really reading.</p>	
<p><b>Text Comprehension</b></p>	<p><b>Literature Selections, SB:</b> 9–11, 259–263, 287–291, 327–328, 355–358, 389–392, 423–426; <b>TE:</b> 9, 11, 259, 263, 287, 291, 327, 328, 355, 358, 389, 392, 423, 426  <b>Cause and Effect, SB:</b> 426; <b>TE:</b> 426, 427  <b>Making Predictions, SB:</b> 9, 259, 287, 327, 355, 389, 423  <b>Reading Written Directions, SB:</b> 327–328, 330–331, 332–333, 353; <b>TE:</b> 327, 330, 332, 353  <b>Noting Details, SB:</b> 9, 11, 27, 263, 265, 295, 327, 328, 356, 358, 362, 363, 394, 396, 397; <b>TE:</b> 9, 11, 27, 268, 327, 328, 358  <b>Sequence of Events, SB:</b> 256, 264, 271, 275, 292, 301, 303; <b>TE:</b> 264, 271, 275, 292  <b>Sequence, SB:</b> 261, 266, 296, 327, 330; <b>TE:</b> 263, 296, 330  <b>Text Features, SB:</b> 11, 263, 291, 328, 358, 392, 426  <b>Main Topic, SB:</b> H27</p>

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**Level Four**

**correlated to**

**National Reading Panel**  
**Five Essential Areas of Reading**

National Reading Panel	<i>Houghton Mifflin English</i> © 2004
<b>Phonemic Awareness</b> Phonemic Awareness is the ability to notice, think about and work with the individual sounds in spoken words. Before children learn to read print, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds, or phonemes.	
Phonemic Awareness	<b>Listening for Rhyme, SB:</b> 437–438, 439, 440, 441
<b>Phonics</b> Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds in spoken language. It teaches the children to use these relationships to read and write words. Teachers of reading and publishers of programs of beginning reading instruction sometimes use different labels to describe these relationships, including the following: graphophonemic relationships, letter-sound associations, letter-sound correspondences, sound-symbol correspondences, sound-spellings.	
Phonics	<b>Consonant Sounds, SB:</b> H20, H66–H69; <b>TE:</b> H20 <b>Long Vowels, SB:</b> 315, H66; <b>TE:</b> 315 <b>Short Vowels, SB:</b> 291, H66; <b>TE:</b> 265 <b>Base Words, SB:</b> H15, H16 <b>Nouns Ending with y, SB:</b> 72–73, 82, 87, 91 <b>Compound Words, SB:</b> H67 <b>Inflected Forms, SB:</b> 70–71, 82, 87, 90, 100–101, 108–109, 120, 130, 142–143, 150, 156, 158, 162, 255; <b>TE:</b> 70, 71, 100, 101, 108, 109, 142, 143 <b>Prefixes, SB:</b> H15 <b>Suffix, SB:</b> 431, H16; <b>TE:</b> 431 <b>Syllables, SB:</b> H20; <b>TE:</b> H20 <b>Root Words, SB:</b> H15, H16; <b>TE:</b> H15, H16 <b>Context Clues, SB:</b> 248, H11, H12, H13, H14, H15, H16; <b>TE:</b> 9, 148, 220, 248, 275, 298, 339, 369, 413, 447, H11, H12, H13, H14, H15, H16

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<p><b>Fluency</b>                      Fluency is the ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically. They group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with no expression. Their reading sounds natural, as if they are speaking. Readers who have not yet developed fluency read as if they are speaking. Readers who have not yet developed fluency read slowly, word by word. Their oral reading is choppy and plodding. Fluency is important because it provides a bridge between word recognition and comprehension.</p>	
<p><b>Fluency</b></p>	<p><b>Oral Reading, SB:</b> 22, 33, 37, 39, 41, 45, 47, 65, 67, 71, 77, 79, 97, 99, 101, 105, 107, 109, 111, 113, 115, 137, 143, 145, 147, 173, 177, 183, 185, 207, 209, 213, 217, 219, 235, 239, 241, 243, 245, 289, 316, 324, 325, 353, 387, 429, 463; <b>TE:</b> 63, 95, 135, 165, 171, 203, 233, 292, 313, 316, 325  <b>Listening to a Read Aloud, SB:</b> 268, 330, 406; <b>TE:</b> 268–269A, 330–331A, 406–407A  <b>Read Aloud, SB:</b> 324–325; <b>TE:</b> 324, 325  <b>Suggestions for Reading Independently, TE:</b> 275, 298, 339, 369, 413, 447</p>
<p><b>Vocabulary</b>                      Vocabulary refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.</p>	
<p><b>Vocabulary</b></p>	<p><b>Vocabulary, SB:</b> 80, 118, 148, 220, 248, H11–H17; <b>TE:</b> 9, 11, 275, 298, 339, 369, 413, 447  <b>Context Clues, SB:</b> 248, H11, H12, H13, H14, H15, H16; <b>TE:</b> 9, 148, 220, 248, 275, 298, 339, 369, 413, 447, H11, H12, H13, H14, H15, H16  <b>Rhyming Words, SB:</b> 440  <b>Sound Words, SB:</b> 15, 441  <b>Synonyms, SB:</b> 148, 430, H13, H79–H80, H31  <b>Antonyms, SB:</b> H14, H31, H79–H80; <b>TE:</b> H14, H31, H79–H80  <b>Multiple-Meaning Words, SB:</b> H19; <b>TE:</b> H19  <b>Sensory Words, SB:</b> 15, 333  <b>Compound Words, SB:</b> H67  <b>Homographs, SB:</b> H19  <b>Homophones, SB:</b> 218–219, 220, 221, 223, 232, 257; <b>TE:</b> 218–219, 220, 221;  <b>Subject-Related Vocabulary, SB:</b> 369, 447; <b>TE:</b> 369, 447  <b>Root Words, SB:</b> H15, H16; <b>TE:</b> H15, H16  <b>Base Words, SB:</b> H15, H16  <b>Prefixes, SB:</b> H15; <b>TE:</b> H15  <b>Suffixes, SB:</b> 431, H67; <b>TE:</b> 431  <b>Idioms, SB:</b> H12  <b>Regional and Cultural Vocabulary, SB:</b> H17; <b>TE:</b> H17</p>

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<p><b>Text Comprehension</b>  <b>Comprehension is the reason for reading. If readers can read the words but they do not understand what they are reading, they are not really reading.</b></p>	
<p><b>Text Comprehension</b></p>	<p><b>Access Prior Knowledge, TE:</b> 9, 275, 339, 369, 413, 447  <b>Author’s Viewpoint, SB:</b> 276, 299, 341, 370, 416  <b>Draw Conclusions, SB:</b> 298, 301, 303; <b>TE:</b> 298, 301, 303  <b>Fact and Opinion, SB:</b> 411, 457, 462, 472; <b>TE:</b> 411, 457, 472  <b>Following Written Directions, SB:</b> 339–340, 341, 348, 358; <b>TE:</b> 341, 346, 350, 356, 358                      (continued)</p>
<p><b>Text Comprehension (continued)</b></p>	<p><b>Main Idea and Details, SB:</b> 11, 276, 277, 278, 279, 299, 370, 371; <b>TE:</b> 276, 370, 371, 417  <b>Noting Details, SB:</b> 11, 275, 276, 298, 299, 339, 370, 416, 449; <b>TE:</b> 9, 11, 275, 276, 298, 299, 369, 370, 413, 416, 447, 449  <b>Propaganda, SB:</b> 473–474; <b>TE:</b> 473, 474, 475  <b>Sequence in a Story, SB:</b> 272, 284, 300, 307, 309, 312  <b>Identifying Main Idea, SB:</b> 269, 330, 332, 408, H52; <b>TE:</b> 269, 330, 332, 408  <b>Purpose Setting for Reading, SB:</b> 9, 275, 298, 339, 369, 413; <b>TE:</b> 9, 275, 298, 339, 369, 413</p>

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**Level Five**

**correlated to**

**National Reading Panel**  
**Five Essential Areas of Reading**

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<b>Phonemic Awareness</b> Phonemic Awareness is the ability to notice, think about and work with the individual sounds in spoken words. Before children learn to read print, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds, or phonemes.	
Phonemic Awareness	Rhyming Words, SB: 472, 474
<b>Phonics</b> Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds in spoken language. It teaches the children to use these relationships to read and write words. Teachers of reading and publishers of programs of beginning reading instruction sometimes use different labels to describe these relationships, including the following: graphophonemic relationships, letter-sound associations, letter-sound correspondences, sound-symbol correspondences, sound-spellings.	
Phonics	Consonant Sounds, SB: H71 Silent Consonants, SB: H57, H71 Long Vowels, SB: 313, 464, H68 Vowel Pairs, SB: 340, 424, H68 Vowel Diphthongs, SB: 384, H68 Base Words and Endings, SB: H17, H18, H70, H71 Compound Words, SB: H69 Suffixes, SB: H17 Prefixes, SB: H16 Changing Final <i>y</i> to <i>i</i> , SB: 106–107, 130, 141, H71; TE: 106, 107 Doubling Final Consonant, SB: 106–107, 130, 141, H70; TE: 106, 107; Dropping Final <i>e</i> , SB: 106–107, 130, 141, H70; TE: 106, 107;

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<p><b>Fluency</b></p>	<p><b>Suggestions for Reading Independently, TE:</b> 9, 295, 320, 365, 399, 447, 481  <b>Oral Reading, SB:</b> 22–23, 33, 35, 39, 41, 43, 49, 65, 67, 71, 73, 77, 97, 99, 103, 107, 109, 115, 117, 119, 121, 123, 125, 127, 153, 161, 181, 183, 185, 193, 219, 221, 223, 227, 231, 245, 247, 251, 253, 255, 259, 263, 265, 311, 338, 350–351, 382, 421, 462, 476–477, 497; <b>TE:</b> 22–23, 31, 42, 63, 95, 120, 122, 151, 156, 162, 179, 194, 311, 338, 382, 421, 462, 497</p>
<p><b>Vocabulary</b>  <b>Vocabulary refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.</b></p>	
<p><b>Vocabulary</b></p>	<p><b>Context Clues, SB:</b> 80, 128, 232, 266; <b>TE:</b> 9, 295, 320, 365, 399, 447, 481  <b>Synonyms, SB:</b> H13; <b>TE:</b> H13  <b>Antonyms, SB:</b> 383  <b>Multiple-Meaning Words, SB:</b> H21; <b>TE:</b> H21  <b>Homophones, SB:</b> 232, 233, 236, H62, H69; <b>TE:</b> 232  <b>Word Roots, SB:</b> H18; <b>TE:</b> H18  <b>Connotation, SB:</b> 498, H15  <b>Idioms, SB:</b> H12  <b>Regional and Cultural Vocabulary, SB:</b> H19  <b>Loaded Words, SB:</b> 507–509; <b>TE:</b> 507–509</p>

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<p><b>Text Comprehension</b>  <b>Comprehension is the reason for reading. If readers can read the words but they do not understand what they are reading, they are not really reading.</b></p>	
<p><b>Text Comprehension</b></p>	<p><b>Author’s Viewpoint, SB:</b> 449, 452, 454, 483, 486, 488  <b>Cause and Effect, SB:</b> 77, 362  <b>Fact and Opinion, SB:</b> 291, 356, 359, 414, 420;  <b>TE:</b> 356, 359, 414, 420  <b>Main Ideas and Details, SB:</b> 297, 298, 402, 403, 449;  <b>TE:</b> 297, 298, 402, 403, 449  <b>Noting Details in Reading, SB:</b> 11, 297, 324, 367, 402, 449, 483, <b>TE:</b> 11, 297, 324, 367, 402, 449, 483  <b>Identifying Text Structures, SB:</b> 317, 324, 325, 344–346, 367, 368, 388–389, 430, 470–472, 503–504; <b>TE:</b> 325, 344, 368, 430, 470, 503  <b>Categorize and Classify, SB:</b> H14, H15, H18  <b>Draw Conclusions, SB:</b> 447, 451  <b>Persuasion, SB:</b> 481–483, 484, 505–506, 507–509  <b>Discussing Literature, SB:</b> 11, 297, 301, 303, 324, 327, 329, 367, 371, 373, 402, 405, 408, 449, 452, 454, 483, 486, 488; <b>TE:</b> 9, 11, 295, 297, 299, 301, 303, 320, 326, 327, 328, 329, 365, 367, 369, 371, 372, 373, 399, 402, 404, 405, 408, 447, 449, 451, 453, 454, 481, 483, 485, 487, 488</p>