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Kindergarten

correlated to

National Reading Panel
Five Essential Areas of Reading

National Reading Panel	<i>Houghton Mifflin Reading</i> © 2003
Phonemic Awareness 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

Phonemic Awareness, TE1: T9, T15, T21, T33, T39, T51, T59, T65, T77, T83, T95, T103, T109, T117, T123; **TE2:** T9, T12–T13, T17, T27, T34, T39, T42, T47, T61, T66–T67, T71, T74, T81, T88, T96, T101, T115, T120–T121, T125, T128, T135, T138, T143, T146, T151; **TE3:** T9, T12–T13, T17, T20, T27, T41, T44, T49, T63, T68–T69, T73, T76, T83, T97, T100, T105, T119, T124–T125, T129, T132, T139, T142, T147, T150, T155; **TE4:** T9, T12–T13, T17, T20, T27, T39, T47, T61, T66–T67, T71, T74, T81, T91, T101, T115, T120, T121, T125, T129, T135, T143, T151; **TE5:** T9, T12–T13, T20, T27, T39, T47, T61, T66–T67, T71, T75, T81, T93, T101, T115, T120–T121, T125, T128, T135, T143, T151; **TE6:** T9, T12–T13, T17, T20, T27, T39, T47, T61, T66–T67, T71, T74, T81, T93, T101, T115, T120–T121, T125, T128, T135, T143, T151; **TE7:** T9, T12–T13, T17, T20, T27, T39, T47, T61, T66–T67, T71, T74, T81, T95, T103, T117, T122–T123, T127, T130, T137, T145, T153; **TE8:** T17, T27, T39, T47, T61, T66–T67, T71, T74, T81, T93, T101, T115, T120–T121, T125, T135, T143, T151; **TE9:** T9, T12–T13, T17, T27, T41, T49, T63, T68–T69, T73, T76, T83, T95, T103, T117, T122–T123, T127, T130, T137, T145, T153; **TE10:** T9, T12–T13, T17, T20, T27, T39, T47, T66–T67, T74, T81, T95, T103, T117, T122–T123, T127, T137, T145, T153; **PB:** 47–48, 57–58, 67–58, 75–76, 85–86, 95–96, 105–106, 115–116, 125–126, 135–136, 145–146, 155–156, 165–166, 175–176, 185–186, 195–196, 205–206, 215–216, 225–226, 235–236, 245–246, 255–256, 265–266, 275–276, 285–286, 295–296, 305–306

National Reading Panel	Houghton Mifflin Reading © 2003
<p>Phonics 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>Phonics</p>	<p>Phonics, TE2: T20–T21, T34–T35, T42–T43, T50, T66–T67, T74–T75, T88–T89, T96–T97, T104, T128–T129, T138–T139, T146–T147, T154; TE3: T20–T21, T36–T37, T44–T45, T52, T76–T77, T92–T93, T100–T101, T108, T132–T133, T142–T143, T150–T151, T158; TE4: T20–T21, T34–T35, T42–T43, T50, T74–T75, T88, T96–T97, T104, T128–T129, T138, T146–T147, T154; TE5: T20–T21, T34–T35, T42–T43, T50, T74–T75, T88–T89, T96–T97, T104, T128–T129, T138–T139, T146–T147, T154; TE6: T20–T21, T34–T35, T42–T43, T50, T74–T75, T88–T89, T96–T97, T104, T128–T129, T138–T139, T146–T147, T154; TE7: T20–T21, T34–T35, T42–T43, T50, T74–T75, T98–T99, T106, T130–T131, T140–T141, T148–T149, T156; TE8: T20–T21, T34–T35, T42–T43, T50, T74–T75, T88–T89, T96–T97, T104, T128–T129, T138–T139, T146–T147, T154; TE9: T20–T21, T36–T37, T44–T45, T52, T76–T77, T90–T91, T98–T99, T106, T130–T131, T140–T141, T148–T149, T156; TE10: T20–T21, T34–T35, T42–T43, T50, T74–T75, T90–T91, T96–T97, T106, T130–T131, T140–T141, T148–T149, T156; PB: 49, 52, 59, 62, 69, 71, 77, 80, 87, 90, 98, 100, 101, 107, 110, 117, 128, 137, 147, 158, 167, 177, 187, 197, 207, 217, 227, 237, 247, 257, 267, 277, 287, 297, 305–307</p>
<p>Fluency 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>	

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Fluency	<p>Building Fluency: On My Way Practice Reader, TE1: T125; TE2: T153; TE3: T157; TE4: T153; TE5: T153; TE6: T153; TE7: T155; TE8: T153; TE9: T155; TE10: T155</p> <p>Reading Fluency, TE1: T41, T85; TE2: T49, T103; TE3: T51, T107; TE4: T49, T103; TE5: T49, T103; TE6: T49, T103, T153; TE7: T49, T105; TE8: T49, T103; TE9: T51, T105, T155; TE10: T49, T105</p> <p>Revisiting the Literature, TE1: T40, T84, T124; TE2: T48, T102, T152; TE3: T50, T106, T156; TE4: T48, T102, T152; TE5: T48, T102, T152; TE6: T48, T102, T152; TE7: T48, T104, T154; TE8: T48, T102, T152; TE9: T50, T104, T154; TE10: T48, T104, T154</p>

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<p>Vocabulary 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>Vocabulary</p>	<p>Oral Language, TE1: T13, T57, T101; TE2: T15, T69, T123; TE3: T15, T71, T127; TE4: T15, T69, T123; TE5: T15, T69, T123; TE6: T15, T69, T123; TE7: T15, T69, T125; TE8: T15, T69, T123; TE9: T15, T71, T125; TE10: T15, T69, T125</p> <p>Exploring Words, TE2: T14, T24, T36, T44, T52, T90, T98, T106, T140, T148, T156; TE3: T38, T46, T54, T94, T102, T110, T144, T152, T160</p> <p>Vocabulary Expansion, TE1: T19, T63, T107; TE2: T25, T79, T133; TE3: T25, T81, T137; TE4: T25, T79, T133; TE5: T25, T79, T133; TE6: T25, T79, T133; TE7: T25, T79, T135; TE8: T25, T79, T133; TE9: T25, T81, T135; TE10: T25, T79, T135</p> <p>Concept Development, TE1: T60, T96, T110, T118, T119, T125; TE2: T10, T40, T62, T94, T116, T136, T144, T145; TE3: T10, T18, T42, T64, T74, T98, T120, T130, T140, T148, T149; TE4: T10, T18, T72, T94, T116, T136, T144, T145, T153; TE5: T62, T116; TE6: T10, T18, T40, T62, T72, T94, T116, T126, T136, T144, T145; TE7: T18, T40, T62, T72, T118, T128, T138, T146, T147; TE8: T10, T18, T40, T62, T72, T94, T116, T126, T144, T145; TE9: T10, T18, T64, T74, T118; TE10: T10, T18, T40, T62, T146, T147</p> <p>High-Frequency Words, TE2: T22, T23, T26, T38, T51, T53, T60, T68, T70, T76, T78, T80, T105, T109, T122, T130, T131, T132, T155; TE3: T14, T22–T23, T26, T48, T53, T70, T78–T79, T109, T134–T135, T159; TE4: T14, T22, T23, T24, T51, T68, T78, T105, T122, T130, T131, T132, T155; TE5: T22–T23, T76–T77, T105, T130–T131, T155; TE6: T22–T23, T51, T76–T77, T105, T130–T131, T155; TE7: T22–T23, T24, T51, T68, T76–T77, T107, T124, T132, T134, T157; TE8: T14, T51, T68, T105, T122, T155; TE9: T53, T107, T157; TE10: T14, T24, T51, T76–T77, T78, T107; PB: 50, 53, 60, 63, 72, 78, 81, 88, 91, 99, 102, 108, 112, 118, 122, 129, 132, 138, 142, 148, 152, 159, 162, 168, 172, 178, 182, 188, 192, 198, 202, 208, 212, 218, 222, 228, 232, 238, 242, 248, 252, 258, 262, 268, 272, 278, 282, 288, 292, 298, 302, 308, 312</p>

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Text Comprehension 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.	
Text Comprehension	Comprehension Strategies, TE1: T16, T60, T67, T69, T110; TE2: T10, T18, T29, T31, T32, T40, T48, T62, T102, T116, T126, T127, T136, T144, T145, T152; TE3: T10, T18, T29, T31, T50, T64, T74, T86, T87, T130, T140, T141, T148, T149, T156; TE4: T10, T18, T29, T30, T32, T40, T48, T62, T116, T126, T127, T136, T137, T144, T145, T152; TE5: T10, T85, T102, T116, T126, T127, T137, (continued)
Text Comprehension (continued)	Comprehension Strategies, TE5: (continued) T144, T145, T152; TE6: T10, T18, T30, T31, T32, T83, T84, T102, T116, T126, T136, T137, T152; TE7: T10, T18, T29, T30, T31, T40, T48, T62, T72, T83, T138, T139, T146, T147, T154; TE8: T10, T18, T29, T31, T40, T48, T62, T72, T83, T136, T152; TE9: T10, T18, T29, T30, T42, T104, T118, T128, T138, T139, T146, T147, T154; TE10: T10, T18, T29, T30, T31, T128, T129, T138, T139, T154; PB: 29, 33, 37, 40, 45, 51, 55, 61, 65, 70, 73, 79, 83, 89, 93, 97, 103, 109, 113, 119, 123, 127, 133, 139, 143, 149, 153, 157, 163, 169, 173, 179, 183, 189, 193, 199, 203, 209, 213, 219, 223, 239, 243, 249, 253, 259, 263, 269, 273, 279, 283, 289, 293, 299, 303, 309

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Houghton Mifflin Company
Level One

correlated to

National Reading Panel
Five Essential Areas of Reading

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<p>Phonemic Awareness 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>Phonemic Awareness</p>	<p>Phonemic Awareness, <i>I.1</i>: TE1: BTS10, BTS11, BTS14, BTS15, BTS17, BTS18, BTS19, BTS22, BTS23, BTS25, BTS26, BTS27, BTS29, BTS30, BTS31, BTS33, BTS34, BTS35, BTSD37, BTS38, BTS39, BTS42, BTS43, BTS46, BTS47, T21, T26, T37, T45, T57, T69, T81, T86, T97, T105, T117, T129, T141, T146, T157, T165, T179, T191; TE2: T21, T26, T37, T45, T57, T69, T81, T86, T97, T105, T119, T133, T145, T150, T161, T169, T183, T195; <i>I.2</i>: TE3: T21, T26, T37, T45, T59, T65, T77, T82, T93, T101, T115, T121, T133, T138, T149, T157, T171, T177; TE4: T21, T26, T37, T45, T59, T65, T77, T82, T93, T101, T115, T121, T133, T138, T149, T157, T170, T177; <i>I.3</i>: TE5: T21, T24, T35, T43, T59, T67, T87, T90, T101, T109, T125, T133, T145, T148, T159, T167, T181, T189; TE6: T21, T24, T35, T43, T57, T65, T85, T88, T99, T107, T121, T129, T141, T144, T153, T161, T177, T185; <i>I.4</i>: TE7: T21, T24, T33, T41, T55, T63, T83, T86, T97, T105, T121, T129, T141, T144, T155, T163, T179, T187; TE8: T21, T24, T35, T43, T57, T65, T85, T88, T99, T107, T121, T129, T141, T144, T155, T163, T179, T187; <i>I.5</i>: TE9: T21, T24, T33, T43, T57, T65, T85, T88, T99, T107, T121, T129, T141, T144, T155, T163, T181, T189; TE10: T21, T24, T35, T43, T59, T67, T87, T90, T99, T107, T123, T131, T143, T146, T157, T165, T177, T185</p>

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Phonics

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.

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Phonics	<p>Phonics Lessons, I.1: TE1: T26–T29, T69A, T86–T89, T146–T149, T133A, T195A, R4–R5, R6–R7, R8–R9, R10–R11, R12–R13, R14–R15; TE2: T26–T28, T52–T53, T86–T88, T114–T115, T150–T152, T178–T179, T199A, R4–R5, R6–R7, R8–R9, R10–R11, R12–R13, R14–R15; PB: 1–4, 5–7, 12, 18–21, 22–24, 29, 35–38, 39–42, 47, 53–56, 57–60, 64, 71–72, 73–76, 80, 86, 87–89, 90, 95, 96; I.2: TE3: T26–28, T54–T55, T69A, T82–T84, T110–T111, T125A, T138–T139, T166–T167, T181A, R4–R5, R6–R7; TE4: T26–T28, T54–T55, T69A, T82–T84, T110–T111, T125A, T138–T140, T166–T167, T181A, R4–R5, R6–R7, R8–R9, R10–R11, R12–R13, R14–R15, R16–R17; PB: 101–104, 105, 117–119, 120, 131–132, 133, 147–148, 149–150, 161–164, 165, 176–177, 178; I.3: TE5: T24–T27, T62–T63, T71A, T90–T92, T128–T129, T137A, T148–T151, T184–T185, T193A, R4–R5, R6–R7, R8–R9, R10–R11, R12–R13, R14–R15, R16–R17; TE6: T24–T26, T60–T61, T69A, T88–T90, T124–T125, T133A, T144, T180–T181, T189A, R4–R5, R6–R7, R8–R9, R10–R11; PB: 1–4, 19–21, 33–34, 35, 53–56, 57, 72–74, 75, 86–87, 121, 134; I.4: TE7: T24–T25, T58–T59, T67A, T86–T87, T124–T125, T133A, T144–T146, T182–T183, T191A, R4–R5, R6–R7, R10–R11, R12–R13; TE8: T60–T61, T69A, T88, T133A, T182–T183, T191A, R6–R7; PB: 103–104, 119–120, 132–133, 151, 166–167, 168, 180; I.5: TE9: T24–T25, T69A, T124–T125, T133A, T144–T145, T146, T147, T184–T185, T193A, R4–R5, R10–R11; TE10: T24–T26, T62–T63, T71A, T90, T126–T127, T135A, T189A, R4–R5, R6–R7, R8–R9; PB: 195–196, 209–210, 221–222, 223, 238–241, 255–256, 269</p> <p>Phonics/Decoding Strategy, I.1: TE1: T29, T41, T49, T61, T89, T101, T108, T110, T121, T131, T149, T161, T169, T170, T183, T184, T193; TE2: T29, T41, T49, T61, T71, T89, T101, T109, T123, T135, T153, T165, T173, T187, T197; I.2: TE3: T29, T41, T49, T67, T85, T97, T105, T123, T141, T153, T161, T179; TE4: T29, T41, T67, T85, T97, T105, T123, T141, T153, T163, T179; I.3: TE5: T27, T39, T47, T52, T69, T93, T105, T114, T115, T117, T135, T151, T163, T171, T172, T191, F4; TE6: T27, T39, T47, T67, T91, T103, T111, T112, T113, T114, T131, T145, T157, T165, T166, T167, T168, T187; I.4: TE7: T25, T37, T45, T46, T47, T48, T65, T89, T101, T109, T113, T131, T147, T159, T167, T168, T169, T170, T171, T189, F4; TE8: T27, T39, T47, T49, T50, T67, T91, T103, T111, T113, T131, T147, T159, T167, T168, T169, T171, T189; I.5: TE9: T25, T45, T47, T67, T91, T103, T111, T113, T114, T131, T147, T159, T167, T171, T172, T191, F2, F4; TE10: T27, T39, T69, T91, T103, T111, T112, T113, T114, T133, T149, T161, T168, T169, T187</p> <p>(continued)</p>

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Phonics (continued)	Structural Analysis, I.4: TE7: T24, T58–T59, T86–T88, T124–T125, T144–T146, T182–T183; I.5: TE9: T24, T60–T61, T88–T90, T124–T125, T144–T146, T184
<p>Fluency 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>	
Fluency	<p>Daily Reading Fluency, I.1: TE1: T41, T53, T65, T71, T92, T101, T113, T125, T131, T161, T175, T187, T193; TE2: T41, T53, T65, T71, T101, T115, T129, T135, T156, T165, T179, T191, T197; I.2: TE3: T32, T41, T55, T61, T67, T88, T97, T111, T117, T123, T144, T153, T167, T173, T179; TE4: T32, T41, T55, T61, T67, T88, T97, T111, T117, T123, T144, T153, T167, T173, T179; I.3: TE5: T30, T39, T55, T63, T69, T96, T105, T121, T129, T135, T154, T163, T177, T185, T191; TE6: T30, T39, T53, T61, T67, T94, T103, T117, T125, T131, T148, T157, T173, T181, T187; I.4: TE7: T28, T37, T51, T59, T65, T92, T101, T117, T125, T131, T150, T159, T175, T183, T189; TE8: T30, T39, T53, T61, T67, T94, T103, T117, T125, T131, T150, T159, T175, T183, T189; I.5: TE9: T28, T37, T53, T61, T67, T94, T103, T117, T125, T131, T150, T159, T177, T185, T191; TE10: T30, T39, T55, T63, T69, T94, T103, T119, T127, T133, T152, T161, T173, T181, T187 Revisiting the Text, I.1: TE1: T49, T50, T63, T109, T110, T121, T123, T169, T172, T183, T185; TE2: T49, T50, T63, T109, T112, T123, T124, T127, T172, T176, T187, T188, T189; I.2: TE3: T48, T52, T104, T108, T160, T164; TE4: T49, T52, T105, T108, T162, T164; I.3: TE5: T48, T51, T52, T113, T116, T117,, T118, T170, T173, T174; TE6: T47, T49, T50, T111, T113, T114, T168, T169, T170; I.4: TE7: T45, T47, T48, T109, T111, T113, T167, T169, T171, T172, F3, F4; TE8: T47, T50, T111, T113, T114, T167, T169, T171, T172; I.5: TE9: T45, T47, T50, T111, T113, T113, T114, T167, T170, T173, T174, F3, F6; TE10: T49, T50, T52, T114, T115, T116, T169, T170 Revisiting the Literature, I.1: TE1: T70; T130, T192; TE2: T70, T134, T196; I.2: TE3: T66, T122, T178; TE4: T66, T122, T178; I.3: TE5: T68, T134, T190; TE6: T66, T130, T186; I.4: TE7: T64, T130, T188; TE8: T66, T130, T188; I.5: TE9: T66, T130, T190; TE10: T68, T132, T186</p>

National Reading Panel

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Vocabulary

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.

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<p>Vocabulary</p>	<p>Using Get Set to Read, I.1: SB: 14–15, 28–29, 48–49, 66–67, 86–87, 106–107, 130–131, 148–149, 168–169, 188–189, 214–215, 234–235; TE1: T46, T58, T106, T118, T166, T180; TE2: T46, T58, T106, T120, T170, T184; I.2: SB: 14–15, 38–39, 60–61, 86–87, 108–109, 132–133; TE3: T46, T102, T158; TE4: T46, T102, T158; I.3: SB: 14–15, 52–53, 86–87, 130–131, 162–163, 190–191; TE5: T44, T110, T168; TE6: T44, T108, T162; I.4: SB: 14–15, 44–45, 76–77, 132–133, 158–159, 182–183; TE7: T42, T106, T164; TE8: T44, T108, T164; I.5: SB: 14–15, 50–51, 76–77, 140–141, 174–175, 206–207; TE9: T42, T108, T164; TE10: T44, T108, T166</p> <p>Vocabulary Expansion and Skills, I.1: TE1: T54, T66, T114, T126, T176, T188; TE2: T66, T116, T130, T180, T192; I.2: TE3: T56, T62, T112, T118, T168; TE4: T56, T62, T112, T118, T168, T174; I.3: TE5: T56, T64, T122, T130, T186; TE6: T54, T62, T118, T126, T174, T182; PB: 13, 29, 44, 65, 82, 94; I.4: TE7: T52, T60, T118, T126, T176, T184; TE8: T54, T62, T118, T126, T176, T184; PB: 113, 128, 142, 159, 176, 187; I.5: TE9: T62, T118, T126, T178; TE10: T56, T64, T120, T128, T174, T182; PB: 203, 217, 230, 249, 265, 276</p> <p>Story Vocabulary, I.1: TE1: T58, T118, T180; TE2: T46, T58, T106, T120, T170, T184; PB: 15, 31, 49, 66, 82, 97; I.2: TE3: T46, T102, T158; TE4: T46, T102, T158; PB: 109, 125, 137, 155, 170, 183; TE5: T44, T110, T168; TE6: T27, T44, T92, T108, T162; PB: 7, 24, 38, 60, 78, 90; I.4: TE7: T42, T106, T164; TE8: T44, T108, T164; PB: 108, 124, 138, 154, 172, 181, 183; I.5: TE9: T42, T108, T164; TE10: T44, T108, T166; PB: 199, 213, 226, 245, 259, 272</p> <p>High-Frequency Words, I.1: TE1: T30, T40–T41, T42, T72, T90, T100–T101, T102, T132, T150, T160–T161, T194, T195B, R16–R21; TE2: T30, T40–T41, T42, T72, T90, T100–T101, T102, T136, T158, T164–T165, T166, T198, T199B, R16–R21; PB: 11, 26, 27, 44, 45, 62–63, 78–79, 92–93; I.2: TE3: T30, T40–T41, T42, T68, T69B, T86, T96–T97, T98, T124, T125B, T142, T152–T153, T154, T180, T181B, R20–R25; TE4: T30, T40–T41, T42, T68, T69B, T86, T96–T97, T98, T124, T125B, T142, T152–T153, T154, T180, T181B, R18–R23; PB: 107–108, 123–124, 135–136, 152–153, 167–169, 181–182; I.3: TE5: T24, T25, T28, T38–39, T40, T70, T71B, T91, T94, T104–T105, T106, T113, T137B, T148, T152, T162–T163, T164, T192, T193B, R16–R21; TE6: T28, T38–T39, T40, T68, T69B, T92, T102–T103, T104, T132, T133B, T146, T156–T157, T158, T188, T189B, R12–R17; PB: 5–6, 22–23, 36–37, 58–59, 76–77, 88–89; I.4: TE7: T26, T36–T37, T38, T66, T67B, T90, T100–T101, T102, T132, T133B, T148, T158–T159, T160, T190,</p>
SB: Student Book	TE: Teacher’s Edition
	PB: Practice Book (continued)

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<p>Vocabulary (continued)</p>	<p>High-Frequency Words, I.4: TE7: (continued) T191B, R14–R19; TE8: T28, T38–T39, T40, T68, T69B, T92, T102–T103, T104, T132, T133B, T148, T158–T159, T160, T190, T191B, R12–R17; PB: 105–107, 122–123, 135–137, 152–153, 169–171, 181–182; I.5: TE9: T26, T36–T37, T38, T68, T69B, T92, T102–T103, T104, T132, T133B, T148, T158–T159, T160, T189B, T192, T193B, R14–R19; TE10: T28, T38–T39, T40, T70, T71B, T92, T102–T103, T104, T134, T135B, T150, T160–T161, T162, T188, R12–R17; PB: 197–198, 211–212, 224–225, 242–243, 257–258, 270–271</p>
<p>Text Comprehension 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>Text Comprehension</p>	<p>Comprehension Skill Instruction, I.1: TE1: T38–T39, T98–T99, T158–T159; TE2: T38, T98–T99, T162–T163; PB: 9, 25, 43, 61, 77, 91; I.2: TE3: T38–T39, T94–T95, T122, T150–T151, T178; TE4: T39, T94–T95, T150–T151; PB: 106, 121, 134, 166, 179; I.3: TE5: T54–T55, T120–T121, T176–T177; TE6: T49, T52–T53, T113, T116–T117, T169, T172–T173; PB: 11, 27, 41, 62, 80, 92; I.4: TE7: T50–T51, T111, T116–T117, T174–T175, T188; TE8: T52–T53, T66, T116–T117, T130, T169, T174–T175; PB: 111, 126, 140, 156, 174, 185; I.5: TE9: T47, T52–T53, T113, T116–T117, T173, T176–T177; TE10: T50, T54–T55, T114, T118–T119, T172–T173; PB: 201, 215, 228, 247, 263, 274</p> <p>Reading Strategy Focus, I.1: TE1: T49, T50, T61, T62, T109, T110, T121, T170, T172, T184, T185; TE2: T49, T50, T61, T63, T109, T111, T112, T126, T127, T173, T175, T176, T187, T189; I.2: TE3: T50, T52, T105, T107, T161, T163; TE4: T49, T51, T105, T106, T107, T108, T161, T163; I.3: SB: 16, 55, 88, 133, 164, 192; TE5: T49, T52, T114, T118, T171; TE6: T48, T50, T112, T114, T166, T170; I.4: SB: 17, 47, 79, 135, 161, 184; TE7: T46, T48, T110, T114, T168, T170, T172; TE8: T48, T50, T112, T114, T168, T170, T172; I.5: SB: 53, 78, 143, 176, 209; TE9: T46, T50, T112, T114, T168, T172, T174; TE10: T48, T52, T112, T115, T169, T170</p>

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Level Two

correlated to

National Reading Panel
Five Essential Areas of Reading

National Reading Panel	<i>Houghton Mifflin Reading</i> © 2003
Phonemic Awareness 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	Phonemic Awareness, 2.1: TE1: BTS10, BTS12, BTS14, BTS16, BTS18, BTS20, 14A, 44I, 80I, R4, R6, R10; TE2: 118A, 118B, 156I, 156J, 178I, R4, R6, R8; TE3: 230A, 266I, 296I, 336I, R4, R8, R12, R16; 2.2: TE4: 14A, 14B, 58I, 88I, R4, R6, R8, R12; TE5: 122A, 154J, 182I, 222J; TE6: 288A, 328I
Phonics 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

Phonics Lessons, 2.1: **TE1:** 14A–14B, 41C–41D, 41Q, 44C–44D, 79C–79D, 79Q, 80I–80J, 111C–111D, 111Q, R4–R5, R6–R7, R8–R9, R10–R11;
TE2: 118A–118B, 153C–153D, 153Q, 156I–156J, 177C–177D, 177Q, 178I–178J, 209C–209D, 209Q, R4–R5, R6–R7, R8–R9, R10–R11, R12–R13;
TE3: 230B–230C, 263C–263D, 263Q, 266I–266J, 295C–295D, 295Q, 296I–296J, 335C–335D, 335Q, 336I–336J, 367C–367D, 367Q, R4–R5, R8–R9, R12–R13, R16–R17; **PB:** 3, 10, 25, 32, 42, 49, 67, 68, 75, 90, 91, 98, 108, 115, 135, 136, 143, 158, 159, 166, 176, 177, 184, 194, 195, 202;
2.2: **TE4:** 14A, 14B, 55C–55D, 55Q, 58I, 58J, 86C–86D, 87C–87D, 87Q, 88I–88J, 115C–115D, 115Q, R4–R5, R6–R7, R8–R9, R10–R11, R12–R13; **TE5:** 122A–122B, 151C–151D, 151Q, 154I–154J, 181Q, 182I, 221C, 221Q, 261C, 261Q, R10–R11, R16–R17; **TE6:** 288A–288B, 328I–328J, 369C, 369D, 369Q, 397C–397D, 397Q, R4–R5, R6–R7; **PB:** 3, 4, 26, 27, 34, 44, 51, 69, 76, 91, 92, 99, 109, 110, 117, 127, 128, 135, 155, 162, 177, 184, 194, 201

(continued)

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<p>Phonics (continued)</p>	<p>Structural Analysis, 2.1: TE1: 41C, 79D; TE2: 153I–153J, 177Q, 209R; TE3: 230B, 263C–263D, 263Q, 266J, 295Q, 296J, 336J, R6–R7, R10–R11, R14–R15, R18–R19; PB: 10, 79, 136, 143, 159, 177, 195; 2.2: TE4: 55C, 58J, R10–R11; TE5: 122A, 154I, 154J, 181C, 182J, 222I, R4–R5, R6–R7, R8–R9, R12–R13, R14–R15; TE6: 325C, 369C, 370I–370J, R8–R9; PB: 11, 27, 69, 99, 110, 127, 162, 184, 194</p> <p>Phonics/Decoding Strategy, 2.1: TE1: BTS4, 15B, 41D, 44L, 79D, 80L, 111D; TE2: 119B, 133, 142, 153D, 156L, 168, 170, 177D, 178K, 178, 188, 199, 209D; TE3: 231B, 248, 263D, 266L, 295D, 296L, 317, 335D, 336L, 344, 367D; PB: C;</p> <p>2.2: TE4: 15B, 34, 45, 57D, 58L, 64, 74, 79, 86D, 88L, 94, 103, 115D; TE5: 123B, 128, 135, 141, 151D, 154L, 161, 165, 169, 182L, 189, 191, 201, 211, 222L, 231, 239, 261D; TE6: 289B, 294, 298, 308, 325D, 334, 341, 350, 369D, 370L, 376, 378, 397D</p>
<p>Fluency 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>Fluency</p>	<p>Reading Fluency, 2.1: TE1: 31, 44K, 67, 99; TE2: 135, 171, 197; TE3: 251, 285, 323, 357; 2.2: TE4: 49, 58K, 81, 105; TE5: 143, 173, 209, 251; TE6: 313, 353, 391</p> <p>Reading with Feeling And Expression, 2.1: TE1: 31, 67, 99; TE2: 128, 135, 171, 197; TE3: 251, 285, 323, 357; 2.2: TE4: 49, 81, 105; TE5: 143, 173, 209, 251; TE6: 313, 353, 391</p> <p>Revisiting the Text, 2.1: TE1: 23, 27, 29, 31, 33, 40, 51, 57, 63, 65, 69, 78, 91, 97, 101, 103, 105; TE2: 129, 133, 141, 143, 145, 152, 161, 163, 167, 169, 171, 177, 183, 187, 193, 195, 199, 208; TE3: 239, 241, 245, 249, 253, 262, 273, 279, 281, 283, 287, 294, 309, 311, 315, 317, 319, 325, 334, 345, 347, 353, 355, 361; 2.2: TE4: 23, 27, 31, 39, 47, 67, 71, 73, 75, 93, 95, 101, 103, 107, 114; TE5: 131, 135, 137, 139, 141, 161, 163, 165, 169, 171, 187, 193, 195, 203, 205, 211, 229, 231, 235, 245, 253; TE6: 295, 301, 309, 315, 317, 335, 343, 355, 359, 377, 379, 385, 389</p>

<p>National Reading Panel</p>	<p>Houghton Mifflin Reading © 2003</p>
<p>Vocabulary 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>Vocabulary</p>	<p>Get Set for Reading, 2.1: SB: 16–17, 44–45, 80–81, 120–121, 156–157, 178–179, 232–233, 266–267, 296–297, 336–337; TE1: 16, 44, 80; TE2: 120, 156, 178; TE3: 232, 266, 296, 336; 2.2: SB: 16–17, 58–59, 88–89, 124–125, 154–155, 182–183, 222–223, 290–291, 328–329, 370–371; TE4: 16, 58, 88; TE5: 124, 154, 182, 222; TE6: 290, 328, 370</p> <p style="text-align: right;">(continued)</p>

National Reading Panel	Houghton Mifflin Reading © 2003
<p>Vocabulary (continued)</p>	<p>Vocabulary Expansion and Skills, 2.1: SB: 16–17, 44–45, 80–81, 120–121, 156–157, 178–179, 232–233, 266–267, 296–297, 336–337; TE1: 41I–41J, 79I–79J, 111I–111J; TE2: 153I–153J, 177I–177J, 209I–209J; TE3: 263I–263J, 295I–295J, 333I–333J, 367I–367J; PB: 14, 36, 53, 79, 102, 119, 147, 170, 188, 206; 2.2: SB: 16–17, 58–59, 88–89, 124–125, 154–155, 182–183, 222–223, 29091, 328–329, 370–371; TE4: 55I–55J, 87I–87J, 115I–115J; TE5: 151I–151J, 181I–181J, 221I–221J, 261I–261J; TE6: 325I–325J, 369I–369J, 397I–397J; PB: 15, 38, 55, 80, 103, 121, 139, 166, 188, 205</p> <p>Selection Vocabulary, 2.1: TE1: 16, 20, 22, 24, 32, 38, 40, 44, 50, 54, 56, 62, 76, 78, 80, 84, 86, 88, 90, 94, 96, 98, 100, 110; TE2: 120, 124, 126, 128, 130, 132, 136, 138, 144, 150, 156, 160, 162, 166, 176, 178, 186, 188, 190, 192, 196, 198, 206; TE3: 232, 235, 238, 240, 244, 246, 248, 250, 252, 260, 266, 270, 272, 276, 282, 292, 294, 296, 302, 304, 306, 308, 310, 312, 314, 318, 320, 322, 324, 326, 328, 332, 334, 336, 340, 348, 350, 352, 354, 356, 366; 2.2: TE4: 16, 20, 22, 24, 26, 28, 30, 32, 38, 40, 46, 54, 58, 62, 64, 66, 70, 72, 74, 76, 80, 86, 88, 92, 94, 102, 112; TE5: 124, 128, 130, 134, 138, 140, 144, 148, 154, 158, 160, 162, 166, 168, 176, 180, 182, 186, 190, 194, 200, 202, 218, 219, 222, 226, 230, 232, 234, 236, 238, 240, 244, 248, 250, 252, 258, 260, 270, F266, F268, F273; TE6: 290, 294, 296, 300, 302, 304, 306, 308, 310, 322, 324, 328, 332, 334, 340, 352, 362, 366, 370, 374, 376, 382, 384, 386, 388, 392, 396</p> <p>High-Frequency Words, 2.1: TE1: 15A–15B, 41J, 44K–44L, 79J, 80K–80L, 111J, R10–R11, R12–R13, R14–R15; TE2: 119A–119B, 153J, 156K–156L, 177J, 178K–178L, 209J, R14–R15, R16–R17, R18–R19; TE3: 231A–231B, 263J, 266K–266L, 295J, 296K–296L, 335J, 336K–336L, 367J, R20–R21, R22–R23, R24–R25, R26–R27; PB: 4, 26, 43, 69, 92, 109, 137, 160, 178, 196; 2.2: TE4: 15A–15B, 55J, 58K–58L, 87J, 88K–88L, 115J, R14–R15, R16–R17, R18–R19; TE5: 123A–123B, 151J, 154K–154L, 181J, 182K–182L, 221J, 222K–222L, 261J, R18–R19, R20–R21, R22–R23, R24–R25; TE6: 289A–289B, 325J, 328K–328L, 369J, 370K–370L, 397J, R10–R11, R12–R13, R14–R15; PB: 5, 28, 45, 70, 93, 111, 129, 156, 178, 195</p>

National Reading Panel	Houghton Mifflin Reading © 2003
<p>Text Comprehension 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>Text Comprehension</p>	<p>Comprehension Lessons, 2.1: TE1: 41A–41B, 79A–79B, 111A–111B; TE2: 153A–153B, 177A–177B, 209A–209B, R20–R21, R22–R23, R24–R25; TE3: 263A–263B, 295A–295B, 335A–335B, 367A–367B; PB: 4, 6, 8–9, 28, 30–31, 45, 47–48, 71, 73–74, 94, 96–97, 111, 113–114, 139, 141–142, 162, 164–165, 180, 182–183, 198, 200–201; 2.2: TE4: 55A–55B, 87A–87B, 115A–115B; TE5: 151A–151B, 181A–181B, 221A–221B, (continued)</p>
<p>Text Comprehension (continued)</p>	<p>Comprehension Lessons, 2.2: TE5: (continued) 261A–261B; TE6: 325A–325B, 369A–369B, 397A–397B; PB: 7, 9–10, 30, 32–33, 47, 49–50, 72, 73–74, 95, 97–98, 113, 115–116, 131, 133–134, 158, 160–161, 180, 182–183, 197, 199–200 Strategy Focus, 2.1: SB: 18, 47, 83, 123, 159, 181, 234, 269, 298, 339; TE1: 17, 18, 19, 32, 45, 47, 50, 68, 81, 83, 88, 100, 102; TE2: 121, 123, 136, 144, 157, 159, 164, 170, 179, 181, 184, 196; TE3: 233, 235, 240, 252, 267, 269, 270, 280, 297, 299, 306, 322, 337, 339, 346, 358; 2.2: SB: 19, 61, 91, 126, 157, 185, 225, 292, 331, 372; TE4: 17, 19, 24, 46, 59, 61, 66, 72, 89, 91, 96, 102; TE5: 125, 127, 155, 157, 183, 185, 223, 225; TE6: 291, 293, 329, 331, 371, 373</p>

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Level Three

correlated to

National Reading Panel
Five Essential Areas of Reading

National Reading Panel	<i>Houghton Mifflin Reading</i> © 2003
Phonemic Awareness 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	Rhyme, 3.1: TE1: 48, 50; 3.2: TE4: 69M, 69N, 96, 97; TE6: R19 Alliteration, 3.1: TE1: 50; TE3: 279, 285; 3.2: TE4: 96
Phonics 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

Phonics Lessons, 3.1: TE1: 51F, 51R, 91F, 121F;
TE2: 157F, 157Q, 157R, 185F, 205F, 206A,
231F, 231Q, 231R, TE3: 287F, 315F, 315R, 316B,
347F, 347R, 373F; PB: 43, 86, 116, 142, 162, 194;
3.2: TE4: 39F, 39Q, 69F, 99F, 99R; TE5: 137F,
167F, 205F; TE6: 243A, 277F, 281A, 307F, 309A,
339F; PB: 43, 68, 101, 161

Structural Analysis, 3.1: TE1: 51E, 51F, 91D, 91E,
121E–121F, R14, R16, R18; TE2: 157E–157F,
157J, 161A, 175I, 185E–185F, 201A, 205E, 205K,
205L, 231E–231F, 231K, 231L, R18, R20, R22,
R24; TE3: 287E, 315E, 347E, 347R, R18, R20,
R22, R24; PB: 43, 86, 116, 142, 162, 177, 192;
3.2: TE4: 39E, 39F, 45A, 69E, 99E, 99R, R14,
R16, R18; TE5: 137E, 137R, 167E, 205E, 205R,
R14, R16, R18; TE6: 277E, 277R, 307E, 307R,
339E, R14, R16; PB: 28, 43, 66, 86, 161

Phonics/Decoding Strategy, 3.1: TE1: 17A, 29, 51E,
51F, 55A, 73, 91E, 91F, 93B, 94, 95, 98, 100, 102,
103, 106, 107, 108, 115, 121E, 121F, R2, R3, R4,
R5, R6, R7; TE2: 131A, 146, 157E, 157F, 161A,
165, 185E, 185F, 187A, 205E, 205F, 206K, 207A,
213, 231F, R2, R3, R4, R5, R6, R7, R8, R9;
TE3: 263A, 272, 287E, 287F, 291A, 298, 313,
(continued)

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<p>Phonics (continued)</p>	<p>Phonics/Decoding Strategy, 3.1: TE3: (continued) 315E, 315F, 317A, 317B, 319, 322, 324, 325, 328, 329, 334, 338, 341, 347E, 347F, 349A, 356, 373F, R2, R3, R4, R5, R6, R7, R8; 3.2: TE4: 17A, 30, 39F, 45A, 57, 69F, 69F, 71A, 81, 99F, R2, R3, R4, R5, R6, R7; TE5: 141B, 152, 156, 157, R2, R3, R4, R5, R6; TE6: 281B, 286, 288, 296, 297, R2, R3, R4, R5, R6, R7</p>
<p>Fluency 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>Fluency</p>	<p>Reading Fluency, 3.1: TE1: 37, 83, 105; TE2: 139, 177, 197, 221; TE3: 269, 297, 333, 355; 3.2: TE4: 21, 51, 89; TE5: 123, 147, 195; TE6: 267, 291, 319</p> <p>Rereading with Expression and Intonation, 3.1: TE1: 37, 39, 83, 105; TE2: 139, 177, 197, 221; TE3: 269, 297, 333, 355; 3.2: TE4: 21, 51, 89, 99N; TE5: 123, 147, 195; TE6: 267, 291, 319</p> <p>Revisiting the Text, 3.1: TE1: 21, 25, 29, 33, 39, 50, 59, 65, 67, 83, 99, 101, 111, 113, 120; TE2: 135, 137, 143, 147, 156, 167, 169, 173, 175, 191, 193, 196, 199, 213, 215, 223, 225, 230, F237, F239, F243, F245; TE3: 273, 277, 279, 281, 287, 299, 303, 305, 307, 314, 323, 325, 327, 331, 346, 353, 357, 361, 363, 372; 3.2: TE4: 23, 27, 29, 38, 49, 53, 57, 61, 68, 75, 77, 85, 87, 98; TE5: 113, 115, 117, 125, 129, 151, 155, 157, 159, 175, 177, 187, 193, 197, F211, F217, F219, F223, F229; TE6: 249, 251, 259, 265, 269, 289, 295, 297, 299, 323, 325, 327, 331</p>

National Reading Panel	Houghton Mifflin Reading © 2003
<p>Vocabulary 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>Vocabulary</p>	<p>Get Set, 3.1: SB: 16–17, 54–55, 92–93, 130–131, 160–161, 206–207, 262–263, 290–291, 316–317, 348–349; TE1: 16A, 54A, 92K; TE2: 130A, 160A, 186K, 206K; TE3: 262A, 290A, 316K, 348K; 3.2: SB: 16–17, 44–45, 70–71, 108–109, 140–141, 168–169, 242–243, 280–281, 308–309; TE4: 16A, 44A, 70K; TE5: 108A, 140A, 168K; TE6: 242A, 280A, 308I</p> <p>Vocabulary Expansion and Skills, 3.1: SB: 16–17, 54–55, 92–93, 130–131, 160–161, 206–207, 262–263, 290–291, 316–317, 348–349; TE1: 51I–51J, 91I–91J, 121I–121J; TE2: 157I–157J, 185I–185J, 205I–205J, 231I–231J; TE3: 287I–287J, 315I–315J, 347I–347J, 373I–373J; PB: 12, 32, 47, 70, 90, 120, 146, 166, 181, 196; 3.2: SB: 16–17, 44–45, 70–71, 108–109, 140–141, 168–169, 242–243, 280–281, 308–309; TE4: 39I–39J, 69I–69J, 99I–99J; TE5: 137I–137J, 167I–167J, 205I–205J; TE6: 177I–277J, 307I–307J, 339I–339J; PB: 12, 32, 47, 70, 90, 105, 130, 150, 165</p> <p style="text-align: right;">(continued)</p>

National Reading Panel	Houghton Mifflin Reading © 2003
Vocabulary (continued)	<p>Key Words, 3.1: TE1: 15A, 15B, 16A, 17A, 20, 22, 26, 28, 30, 36, 38, 40, 44, 48, 50, 53K, 54A, 55A, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 82, 88, 92H, 92I, 92K, 93A, 94, 96, 98, 100, 104, 106, 110, 112, 114, 118, 120, R2, R4, R6; TE2: 129A, 129B, 131A, 134, 136, 138, 140, 142, 148, 156, 159V, 159W, 160A, 161A, 164, 166, 168, 172, 174, 176, 182, 184, 186I, 187A, 190, 192, 194, 197, 198, 206I, 206K, 207A, 210, 212, 216, 218, 220, 222, 226, 230, R2, R4, R6, R8, F236, F238, F242, F248; TE3: 261B, 262A, 263A, 268, 270, 272, 274, 278, 280, 286, 289W, 290A, 291A, 294, 296, 300, 302, 304, 306, 308, 312, 314, 316K, 317A, 320, 322, 324, 330, 332, 334, 338, 344, 346, 348K, 349A, 352, 354, 356, 358, 360, 362, 364, 370, 372, R2, R4, R6, R8; PB: 3, 23, 38, 61, 81, 96, 111, 137, 157, 172, 187; 3.2: TE4: 15A, 15B, 16A, 17A, 20, 22, 26, 28, 30, 32, 36, 38, 43V, 44A, 45A, 48, 50, 52, 54, 56, 58, 60, 62, 66, 68, 70I, 70K, 71A, 74, 76, 78, 80, 82, 84, 86, 90, 92, 96, 98, R2, R4, R6; TE5: 107A, 109A, 112, 114, 116, 118, 120, 122, 124, 126, 130, 133, 134, 136, 139V, 139W, 140A, 141A, 144, 146, 148, 150, 152, 154, 158, 163, 168H, 168I, 168K, 169A, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 204, F12, F214, F216, F218, F220, F222, F224, F226, F228, F230, F231, R2, R4, R6; TE6: 241A, 241C, 242A, 243A, 246, 248, 250, 254, 256, 258, 268, 270, 274, 276, 280A, 281A, 284, 286, 288, 290, 292, 294, 296, 298, 300, 304–307, 306, 308H, 308I, 309A, 312, 314, 316, 318, 320, 322, 324, 326, 328, 330, 332, 336, 339; PB: 3, 23, 38, 61, 81, 96, 121, 141, 156</p>

<p>National Reading Panel</p>	<p>Houghton Mifflin Reading © 2003</p>
<p>Text Comprehension 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>Text Comprehension</p>	<p>Comprehension Strategies, 3.1: TE1: 51A–51B, 91A–91B, 121A–121B; TE2: 157A–157B, 185A–185B, 205A–205B, 231A–231B; TE3: 287A–287B, 315A–315B, 347A–347B, 373A–373B, PB: 4, 5, 6–7, 24, 25, 26–27, 39, 40, 41–42, 62, 63, 64–65, 82, 83, 84–85, 97, 98, 99–100, 112, 113, 114–115, 138, 139, 140–141, 158, 159, 160–161, 173, 174, 175–176, 188, 189, 190, 191; 3.2: TE4: 39A–39B, 69A–69B, 99A–99B; TE5: 137A–137B, 167A–167B, 205A–205B; TE6: 277A–277B, 307A–307B, 339A–339B; PB: 4, 5, 6–7, 24, 25, 26–27, 39, 40, 41–42, 61, 62, 63–64, 82, 83, 84–85, 97, 98, 99–100, 122, 123, 124–125, 142, 143, 144–145, 157, 158, 159–160 Strategy Focus, 3.1: SB: 19, 57, 94, 133, 162, 189, 209, 264, 293, 319, 351; TE1: 17B, 24, 34, 55B, 64, 76, 93B, 98, 108; TE2: 131B, 138, 146, 161B, 164, 176, 187B, 194, 200, 207B, 212, 222; TE3: 263B, 270, 282, 291B, 298, 304, 317B, 322, 334, 349B, 358, 364; 3.2: SB: 19, 47, 72, 111, 143, 171, 245, 283, 311; TE4: 17B, 22, 28, 45B, 50, 60, 71B, 76, 90; TE5: 109B, 116, 124, 141B, 152, 156, 169B, 176, 186; TE6: 243B, 250, 258, 281B, 286, 296, 309B, 316, 328</p>

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Level Four

correlated to

National Reading Panel
Five Essential Areas of Reading

National Reading Panel	<i>Houghton Mifflin Reading</i> © 2003
Phonemic Awareness 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	Rhyme, TE2: 244; TE3: 320, 322; TE4: F514, F516, F517, F520, F521 Alliteration, TE3: 322; TE4: F520, F521 Note: See Levels Kindergarten, One, and Two for phonemic awareness.
Phonics 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>Phonics</p>	<p>Phonics, TE1: 57F, 79F, 107F, 133F; TE2: 181F, 215F, 245F, 275F; TE3: 323F, 357F, 381F; TE4: 411F, 449F, 485F, 511F, TE5: 555F, 581F, 607F; TE6: 653F, 685F, 707F</p> <p>Phonics/Decoding Strategy, TE1: BTS4, 27B, 37, 57E, 57F, 61B, 73, 79E, 79F, 81B, 84, 107E, 107F, 109B, 119, 133F, R2, R3, R4, R5, R6, R7, R8; TE2: 157B, 167, 181E, 181F, 185B, 199, 215E, 215F, 217B, 221, 245E, 245F, 247B, 257, 275F, R2, R3, R4, R5, R6, R7, R8; TE3: 299B, 314, 323E, 323E, 323F, 327B, 345, 357E, 357F, 359B, 375, 381E, 381F, R2, R3, R4, R5, R6, R7; TE4: 391B, 395, 411E, 411F, 415B, 429, 449E, 449F, 451B, 455, 485F, 487B, 497, 511E, 511F, R2, R3, R4, R5, R6, R7, R8, R9; TE5: 533B, 536, 555F, 559B, 573, 581F, 583B, 586, 597, R2, R3, R4, R5, R6, R7; TE6: 633B, 644, 653F, 659B, 667, 685F, 687B, 690, 691, 707F, R2, R3, R4, R5, R6, R7; PB: C; TR: BTS-A3, BTS-C1, BTS-C2</p> <p>Structural Analysis, TE1: 57E, 57R, 79E, 79R, 107E, 133E, R18–R25; TE2: 245E, 275E; TE3: 323E, 323F, 323R, 357E, 357F, 381E, 381I–381J; TE4: 411E, 411G, 411H, 449E, 449I, 485E, 511E, 511F, 511K, 511L, 511Q; TE5: 555E, 581E, 581R, 607E, 607Q; TE6: 653E, 653Q, 685E, 685Q, 707E</p>
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<p>Fluency 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>Fluency</p>	<p>Reading Fluency, TE1: 43, 73, 93, 125; TE2: 171, 207, 233, 263; TE3: 311, 341, 373; TE4: 403, 433, 471, 505; TE5: 547, 571, 599; TE6: 645, 679, 697 Rereading with Expression and Intonation, TE1: 43, 73, 93, 125, 128; TE2: 171, 207, 233, 263; TE3: 311, 341, 373; TE4: 403, 433, 471, 505; TE5: 547, 571, 599; TE6: 645, 679, 697 Revisiting The Text, TE1: 31, 37, 39, 45, 49, 56, 65, 67, 71, 73, 85, 89, 95, 99, 106, 113, 115, 119, 121, 123, 132; TE2: 165, 167, 173, 180, 189, 191, 193, 199, 201, 223, 227, 229, 235, 237, 244, 251, 253, 257, 261, 264, 274; TE3: 303, 305, 307, 313, 315, 322, 331, 333, 335, 347, 349, 363, 365, 369, 371, 375; TE4: 395, 397, 399, 403, 405, 419, 423, 429, 435, 437, 448, 457, 461, 463, 467, 469, 491, 495, 497, 501, 503, F517, F519, F521, F524; TE5: 537, 539, 543, 545, 547, 563, 567, 569, 573, 575, 589, 593, 595, 597, F613, F617, F621; TE6: 637, 639, 643, 645, 663, 665, 669, 673, 675, 691, 693, 699, 701</p>

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<p>Vocabulary 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>Vocabulary</p>	<p>Get Set for Reading, SB: 26–27, 60–61, 80–81, 156–157, 184–185, 216–217, 246–247, 298–299, 326–327, 358–359, 390–391, 414–415, 450–451, 486–487, 532–533, 558–559, 582–583, 632–633, 658–659, 686–687; TE1: 26–27, 60–61, 80–81; TE2: 156–157, 184–185, 216–217, 246–247; TE3: 298–299, 326–327, 358–359; TE4: 390–391, 414–415, 450–451; TE5: 486–487, 532–533, 558–559, 582–583; TE6: 632–633, 658–659, 686–687</p> <p>Vocabulary Expansion and Skills, SB: 26–27, 60–61, 80–81, 156–157, 184–185, 216–217, 246–247, 298–299, 326–327, 358–359, 390–391, 414–415, 450–451, 486–487, 532–533, 558–559, 582–583, 632–633, 658–659, 686–687; TE1: 57I–57J, 79I–79J, 107I–107J, 107R, 133I–133J, R19, R21, R23, R25; TE2: 181J, 181R, 215J, 215R, 245J, 245Q, 275J, 275R; TE3: 323I–323J, 357I–357J, 357R, 381I–381J, 381R; TE4: 411I–411J, 411R, 449I–449J, 485I–485J, 485Q, 485R, 511I–511J; TE5: 555I–555J, 581I–581J, 581R, 607I–607J, 607R; TE6: 653I–653J, 685I–685J, 653R, 685R, 707I–707J; PB: 12, 32, 47, 62, 88, 108, 123, 138, 164, 184, 199, 222, 242, 257, 272, 298, 318, 333, 358, 378, 393</p> <p>Developing Key Vocabulary, TE1: 27B, 61B, 81B, 109B; TE2: 157B, 185B, 217B, 247B; TE3: 299B, 327B, 359B; TE4: 391B, 415B, 451B, 487B; TE5: 533B, 559B, 583B; TE6: 633B, 659B, 687B; PB: 3, 23, 38, 53, 79, 99, 114, 129, 155, 175, 190, (continued)</p>

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Vocabulary (continued)	<p>Developing Key Vocabulary, PB: (continued) 213, 233, 248, 263, 289, 309, 324, 349, 369, 384</p> <p>Selection Vocabulary, TE1: 26B, 27A, 27B, 30, 32, 34, 36, 38, 40, 44, 46, 50, 54, 56, 61A, 61B, 64, 74, 79, 80I, 81A, 81B, 84, 86, 90, 92, 94, 96, 98, 100, 104, 106, 108H, 109A, 109B, 112, 118, 120, 122, 124, 126, 130, 131; TE2: 157A, 157B, 162, 164, 168, 170, 172, 178, 180, 185A, 185B, 188, 190, 192, 194, 196, 198, 200, 204, 206, 208, 214, 217A, 217B, 220, 222, 224, 226, 228, 230, 232, 236, 238, 242, 244, 247A, 247B, 250, 252, 254, 256, 258, 260, 262, 264, 272, 275; TE3: 298C, 299B, 302, 306, 308, 314, 316, 320, 322, 325I, 325K, 325M, 327B, 330, 332, 334, 336, 338, 340, 342, 348, 350, 356, 359B, 362, 364, 366, 368, 370, 372, 374, 376, 380, R2, R4, R6; TE4: 390B, 391A, 391B, 394, 396, 398, 400, 404, 410, 413H, 413K, 413M, 414H, 415A, 415B, 418, 420, 422, 424, 426, 428, 430, 432, 436, 438, 446, 448, 451A, 451B, 455, 456, 458, 460, 464, 466, 468, 472, 474, 476, 482, 486H, 487B, 487A, 490, 492, 494, 496, 498, 502, 504, 510, R2, R4, R6, R8, F516, F518, F520, F522, TE5: 533A, 533B, 536, 538, 540, 542, 544, 546, 552, 554, 559A, 559B, 562, 564, 566, 568, 570, 572, 574, 582H, 583A, 583B, 586, 588, 590, 592, 594, 596, 598, 600, 606, F612, F616, F618, F620; TE6: 633A, 633B, 636, 638, 640, 642, 644, 650, 652, 658H, 658I, 659A, 659B, 662, 664, 666, 668, 670, 672, 674, 676, 680, 684, 686H, 686I, 687A, 687B, 690, 692, 694, 700, 702, 706</p>

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<p>Text Comprehension 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>Text Comprehension</p>	<p>Comprehension Strategies, TE1: 57A–57B, 79B–79B, 107A–107B, 133A–133B; TE2: 181A–181B, 215A–215B, 245A–245B, 275A–275B; TE3: 323A–323B, 357A–357B, 381A–381B; TE4: 411A–411B, 449A–449B, 485A–485B, 511A–511B, TE5: 555A–555B, 581A–581B, 607A–607B; TE6: 653A–653B, 685A–685B, 707A–707B; PB: 4, 5, 6–7, 24, 25, 26–27, 39, 40, 41, 42, 54, 55, 56–57, 80, 81, 82–83, 100, 101, 102–103, 115, 116, 117–118, 130, 131, 132–133, 156, 157, 158–159, 176–177, 178–179, 190, 191, 192–193, 214, 215, 216–217, 234, 235, 236–237, 249, 250, 251–252, 264, 265, 266–267, 290, 291, 292–293, 310, 311, 312–313, 325, 326, 327–328, 350, 351, 352–353, 370, 371, 372–373, 385, 386, 387–388 Strategy Focus, SB: 29, 62, 82, 110, 159, 219, 249, 301, 329, 360, 393, 416, 453, 489, 535, 560, 584, 635, 661, 689; TE1: 27C, 29, 34, 48, 61C, 62, 66, 74, 81C, 82, 88, 96, 109C, 110, 114, 122; TE2: 157C, 159, 162, 172, 185C, 187, 190, 202, 217C, 219, 224, 238, 247C, 248, 254, 262; TE3: 299C, 300, 304, 314, 327C, 328, 332, 344, 359C, 360, 364, 372; TE4: 391C, 396, 404, 415C, 420, 434, 451C, 458, 470, 487C, 489, 489, 492, 504; TE5: 533C, 534, 538, 548, 559C, 560, 564, 568, 583C, 584, 590, 594; TE6: 633C, 634, 640, 644, 659C, 660, 666, 674, 687C, 689, 692, 698</p>

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Level Five

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National Reading Panel
Five Essential Areas of Reading

National Reading Panel	<i>Houghton Mifflin Reading</i> © 2003
Phonemic Awareness 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	Rhyme, TE2: F232, F240; TE3: 259A Note: See Levels Kindergarten, One, and Two for phonemic awareness.
Phonics 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

Phonics, TE1: 51F, 81F, 105F; **TE2:** 157F, 181F, 207F, 229F; **TE3:** 285F, 309F, 333F; **TE4:** 363F, 391F, 413F, 437F; **TE5:** 491F, 519F, 547F, 569F; **TE6:** 623F, 647F, 671F

Phonics/Decoding Strategy, TE1: BTS4, 27A, 41, 51E, 51F, 55A, 64, 81F, 83A, 86, 105E, 105F, R3, R5, R7, R9; **TE2:** 137A, 146, 157F, 161A, 164, 179, 181E, 181F, 183A, 196, 207F, 209A, 218, 229F, R2, R3, R4, R5, R6, R7, R8; **TE3:** 261A, 273, 285E, 285F, 291A, 301, 309E, 309F, 311A, 319, 333E, 333F, R2, R3, R4, R5, R6, R7; **TE4:** 343A, 363F, 367A, 374, 391F, 393A, 397, 413F, 415A, 421, 437F, R2, R3, R4, R5, R6, R7, R8, R9; **TE5:** 469A, 482, 497A, 518, 519F, 521A, 536, 549A, 569F, R3, R5, R7, R9; **TE6:** 601A, 607, 623F, 626A, 637, 647F, 649A, 663, 671F, R3, R5, R7; **PB:** C; **TR:** BTS-A2, BTS-C1, BTS-C2

Structural Analysis, TE1: 51E, 51R, 81E, 105E; **TE2:** 157E, 157G–157H, 181E, 181Q, 181R, 207E, 229E; **TE3:** 285E, 309E, 333E; **TE4:** 363E, 391E, 413E, 437E; **TE5:** 491E, 491G–491H, 519E, 519G–519H, 519R, 547E, 569E; **TE6:** 623E, 647E, 671E

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<p>Fluency</p>	<p>Reading Fluency, TE1: 41, 67, 93; TE2: 145, 165, 189, 219; TE3: 269, 303, 317; TE4: 347, 373, 405, 421; TE5: 473, 505, 529, 553; TE6: 607, 637, 655 Reading with Expression and Intonation, TE1: 41, 67, 93; TE2: 145, 165, 189, 219; TE3: 269, 303, 317; TE4: 347, 373, 405, 421; TE5: 473, 505, 529, 553; TE6: 607, 637, 655 Revisiting The Text, TE1: 31, 33, 37, 39, 43, 50, 61, 63, 65, 71, 73, 80, 89, 95, 97; TE2: 141, 145, 147, 149, 167, 169, 173, 187, 191, 193, 197, 199, 213, 217, 221, 228; TE3: 265, 267, 273, 277, 284, 295, 297, 301, 308, 315, 325, 332; TE4: 349, 353, 355, 377, 381, 383, 390, 397, 399, 403, 412, 419, 423, 429, 436, F443, F447, F449, F453, F455, F457, F458; TE5: 479, 481, 483, 501, 503, 509, 511, 527, 533, 537, 539, 553, 559, 561; TE6: 605, 611, 613, 615, 631, 633, 639, 657, 661, 663</p>

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<p>Vocabulary 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>Vocabulary</p>	<p>Get Set for Reading, SB: 26–27, 54–55, 82–83, 136–137, 160–161, 182–183, 208–209, 260–261, 290–291, 310–311, 342–343, 366–367, 392–393, 414–415, 468–469, 520–521, 548–549, 600–601, 626–627, 648–649; TE1: 26A, 54A, 82K; TE2: 136A, 160A, 182K, 208K; TE3: 260A, 290A, 310A; TE4: 342A, 366A, 392K, 414K; TE5: 468A, 496A, 520A, 548K; TE6: 600A, 626A, 648K</p> <p>Developing Key Vocabulary, TE1: 27A, 55A, 83A; TE2: 137A, 161A, 183A, 209A; TE3: 261A, 291A, 311A; TE4: 343A, 367A, 393A, 415A; TE5: 469A, 497A, 521A, 549A; TE6: 601A, 627A, 649A; PB: 3, 23, 38, 63, 83, 98, 113, 139, 159, 174, 197, 217, 212, 273, 293, 308, 323, 347, 367, 382; TR: 1-1, 1-9, 1-18, 2-1, 2-8, 2-16, 2-25, 3-1, 3-8, 3-17, 4-1, 4-9, 4-16, 4-23, 5-1, 5-9, 5-17, 5-25, 6-1, 6-9, 6-16</p> <p>Selection Vocabulary, TE1: 27A, 30, 32, 34, 36, 38, 40, 48, 50, 55A, 58, 62, 64, 69, 70, 72, 74, 78, 80, 83A, 86, 88, 91, 92, 94, 96, 102, 104, R2, R4, R6; TE2: 136A, 137A, 140, 142, 144, 146, 148, 150, 160A, 161A, 164, 166, 168, 170, 172, , 178, 180, 182K, 183A, 183A, 186, 189, 190, 192, 195, 196, 199, 200, 204, 206, 208K, 209A, 211, 212, 214, 216, 218, 220, R2, R4, R6, R8; TE3: 260A, 261A, 264, 266, 267, 268, 271, 272, 274, 276, 282, 284, 291A, 294, 296, 300, 302, 306, 308, 311A, 314, 316, 318, 321, 322, 324, 326, 333, R2, R4, R6; TE4: 342A, 343A, 346, 348, 350, 352, 354, 356, 360, 362, 366A, 367A, 370, 374, 376, 378, 380, 382, 388, 390, 392K, 393A, 395, 396, 398, 401, 402, 404, 406, 410, 413, 415A, 417, 418, 420, 422, 425, 428, 430, 434, 436, R2, R4, R6, R8, F442, (continued)</p>
<p>Vocabulary (continued)</p>	<p>Selection Vocabulary, TE4: (continued) F444, F446, F447, F450, F452, F458; TE5: 469A, 472, 474, 476, 478, 480, 482, 488, 497A, 500, 503, 504, 506, 508, 510, 516, 518, 521A, 524, 526, 528, 534, 538, 544, 549A, 552, 554, 556, 558, 560, 562, 566, 568, F576, F578, F580, F584, F586, F588, F590; TE6: 600A, 600B, 606, 608, 610, 612, 614, 616, 620, 622, 626A, 626B, 630, 632, 634, 636, 638, 644, 646, 648K, 649A, 652, 654, 656, 658, 660, 662, 664, 669, 670</p>

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<p>Text Comprehension 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>Text Comprehension</p>	<p>Comprehension Lessons, TE1: 51A–51B, 81A–81B, 105A–105B; TE2: 157A–157B, 181A–181B, 207A–207B, 229A–229B; TE3: 285A–285B, 309A–309B, 333A–333B; TE4: 363A–363B, 391A–391B, 413A–413B, 437A–437B; TE5: 491A–491B, 519A–519B, 547A–547B, 569A–569B; TE6: 623A–623B, 647A–647B, 671A–671B; PB: 4, 5, 6–7, 24, 25, 26–27, 39, 40–41, 42, 64, 65, 66–67, 84, 85, 86–87, 99, 100–101, 114, 115, 116–117, 140, 141, 142–143, 160, 161, 162–163, 175, 176, 177–178, 198–199, 200–201, 218, 219, 220–221, 233, 234, 235–236, 248, 249, 250–251, 274, 275, 276–277, 294, 295, 296–297, 309, 310, 311–312, 324, 325, 326–327, 348, 349, 350–351, 368, 369, 370–371, 383, 384, 385–386</p> <p>Strategy Focus, SB: 28, 57, 84, 138, 163, 185, 210, 262, 279, 293, 313, 345, 369, 394, 416, 470, 499, 522, 550, 602, 629, 651; TE1: 27B, 28, 29, 32, 42, 55B, 57, 64, 72, 83B, 85, 88, 96; TE2: 137B, 161B, 168, 174, 185, 188, 198, 209B, 210, 211, 222; TE3: 261B, 262, 263, 266, 274, 291B, 293, 298, 302, 303, 311B, 313, 318, 322; TE4: 343B, 348M, 356, 367B, 372, 382, 393B, 398, 404, 415B, 422, 426; TE5: 469B, 476, 482, 497B, 504, 512, 521B, 528, 536, 549B, 554, 560, R2, R4, R6, R8; TE6: 601B, 604, 612, 627B, 632, 638, 649B, 654, 662, R2, R4, R6</p>