

***Houghton Mifflin Spelling and Vocabulary* © 2004**  
**Houghton Mifflin Company**  
**Level One**

**correlated to**

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

National Reading Panel	<i>Houghton Mifflin Spelling and Vocabulary</i> © 2004
<p><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></p>	
<p><b>Phonemic Awareness</b></p>	<p><b>Phonemic Awareness, SB:</b> 8–10, 11–12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45–46, 47–48, 49–50, 51–52, 53–54;  <b>TE:</b> 13A–13D</p> <p><b>Rhyming Words, SB:</b> 58, 62, 64, 68, 74, 78, 80, 84, 86, 94, 100, 106, 110, 114, 116, 128, 132, 134, 148, 165, 180, 181; <b>TE:</b> 62, 68, 78, 84, 94, 110, 116, 132, 148, 153A, 180</p> <p><b>Add, Delete, Change Target Sounds</b> (<i>cow to how; pan to an</i>)., <b>SB:</b> 58, 62, 64, 68, 70, 74, 78, 82, 84, 85, 94, 96, 106, 110, 112, 116, 122, 128, 132, 148, 180; <b>TE:</b> 62, 68, 78, 84, 91, 94, 96, 110, 112, 116, 126, 148, 180</p> <p><b>Blending Single Syllable Words, SB:</b> 56; <b>TE:</b> 58, 64, 74, 80, 90, 96, 106, 112, 122, 128, 129, 138, 144, 160</p> <p><b>Segmenting Single Syllable Words, SB:</b> 60, 70, 86, 114, 142; <b>TE:</b> 58, 84, 180, 225</p>
<p><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></p>	

<p><b>Phonics</b></p>	<p><b>Consonants, SB:</b> 15–34, 45–50, 58, 64, 74, 80, 90, 94, 96, 106, 110, 112, 121–122, 126, 128, 132, 137–138, 142, 144, 148, 153, 154, 158, 169–170, 174, 176, 180; <b>TE:</b> 15–34, 45, 47, 49, 73, 121–122, 133, 137, 138, 149, 153–154, 158, 165, 169–170, 181</p> <p><b>Consonant Clusters, SB:</b> 110, 121–122, 126, 132, 137–138, 142, 144, 148, 176, 180; <b>TE:</b> 121A, 121–122, 124, 133, 137A, 137–138, 140, 149</p> <p>(continued)</p>
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National Reading Panel	<i>Houghton Mifflin Spelling and Vocabulary</i> © 2004
Phonics (continued)	<p><b>Consonant Digraphs, SB:</b> 94, 132, 153–154, 158, 165, 169–170, 174, 176, 180; <b>TE:</b> 153A, 153–154, 156, 169A, 169–170, 172, 181</p> <p><b>Short Vowels, SB:</b> 35–36, 37–38, 39–40, 41–42, 43–44, 51–54, 57–58, 62, 63–64, 68, 69, 73–74, 78, 79–80, 84, 85, 89–90, 94, 122, 149, 160, 170; <b>TE:</b> 35, 37, 39, 41, 51, 53, 57A, 57–58, 60, 63A, 63–64, 66, 69, 70, 73A, 73–74, 76, 79A, 79–80, 82, 85, 89A, 92</p> <p><b>Long Vowels, SB:</b> 95–96, 100, 102, 105–106, 110, 111–112, 116, 117, 127, 132, 143, 148, 150, 160, 175, 180, 182; <b>TE:</b> 95A, 95–96, 98, 102, 105A, 105–106, 108, 111A, 111–112, 114, 118, 127A, 127–128, 130, 134, 143A, 143–144, 146, 150, 175A, 175–176, 178, 182</p>
<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>	
Fluency	<p><b>Reading Literary Selections, SB:</b> 72, 88, 104, 120, 135, 151, 167, 183; <b>TE:</b> 72, 88, 104, 120, 135, 151, 167, 183</p> <p><b>Integrating Literature, TE:</b> 61, 67, 72, 77, 83, 88, 93, 99, 104, 109, 115, 120, 125, 131, 136, 141, 147, 152, 157, 163, 168, 173, 179</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>	
Vocabulary	<p><b>Vocabulary, SB:</b> 8–10, 11–12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45–46, 47–48, 49–50, 51–52, 53–54; <b>TE:</b> 13A–13D;</p> <p><b>Context Clues (Syntax), SB:</b> 59, 61, 65, 67, 69–70, 75, 77, 81, 83, 85, 91, 93, 97, 99, 102, 107, 109, 113, 115, 116, 118, 123, 125, 129, 131, 134, 139, 141, 145, 147, 149, 155, 157, 161, 163, 165, 171, 172, 173, 177, 179, 180, 181; <b>TE:</b> 61, 67, 77, 83, 93, 99, 109, 115, 125, 131, 141, 147, 157, 163, 173, 179</p> <p><b>High-Frequency Words, SB:</b> 61, 67, 77, 83, 93, 99, 109, 115, 125, 131, 141, 147, 157, 163, 173, 179</p>

<p>National Reading Panel</p>	<p><i>Houghton Mifflin Spelling and Vocabulary</i> © 2004</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>Understand and Respond, TE:</b> 13, 57A, 59, 63A, 65, 72, 75, 79A, 81, 88, 89A, 91, 95A, 97, 104, 105A, 107, 111A, 113, 120–121A, 123, 127A, 129, 135, 137A, 139, 143A, 145, 151, 153A, 155, 159A, 161, 167, 169A, 171, 175A, 177, 183, 207, 209, 211, 213, 215, 217, 219, 221, 223</p>

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**Level Two**

**correlated to**

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

National Reading Panel	<i>Houghton Mifflin Spelling and Vocabulary</i> © 2004
<p><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></p>	
<p><b>Phonemic Awareness</b></p>	<p><b>Rhyming Words, SB:</b> 25, 28, 31, 33–34, 40, 43, 45, 49, 51–52, 54, 64, 67, 70, 75, 81–82, 85, 88, 90, 97, 103, 109, 111–112, 121, 123, 127, 133, 136, 139, 145, 151, 154, 159, 162, 178, 181, 184, 199, 205, 207–208, 211, 214, 219, 223, 236, 242, 246, 248, 250, 257; <b>TE:</b> 48A, 66A, 84A, 108A, 132A, 139, 150A, 168A, 180A, 204A, 228A  <b>Phonemic Awareness, SB:</b> 12–14, 16–17, 19, 20–21</p>
<p><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></p>	
<p><b>Phonics</b></p>	<p><b>Consonants, SB:</b> 16–17, 18–19, 20–21, 31, 37, 43, 45, 61, 78–79, 81, 82, 84–85, 88, 91, 92, 211, 245, 246;  <b>TE:</b> 78A, 81, 84A, 87  <b>Consonant Clusters, SB:</b> 72–73, 75, 79, 85, 91, 109, 132–133, 162, 245, 250; <b>TE:</b> 72A, 75, 132A, 135  <b>Consonant Digraphs, SB:</b> 114–115, 117–118, 120–121, 124, 127, 128, 132–133, 248, 249;  <b>TE:</b> 114A, 117, 120A, 123, 132A, 135  <b>Long Vowels, SB:</b> 17, 60–61, 64, 66–67, 90, 96–97, 102–103, 106, 126, 144–145, 163, 168–169, 174–175, 178, 198, 244, 247, 251, 253; <b>TE:</b> 60A, 63, 66A, 63, 69, 96A, 99, 102A, 105, 144A, 147, 168A, 171, 174A, 177  <b>Short Vowels, SB:</b> 16, 20–21, 24–25, 27, 28, 30–31, 34, 36–37, 40, 42–43, 48–49, 52, 54, 55, 56, 241, 242, 243; <b>TE:</b> 24A, 27, 30A, 33, 36A, 39, 42A, 45, 48A, 51</p>

National Reading Panel	<i>Houghton Mifflin Spelling and Vocabulary</i> © 2004
<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>	
Fluency	<p><b>Integrating Literature, TE:</b> 29, 35, 41, 47, 53, 58, 65, 71, 77, 83, 89, 94, 101, 107, 113, 119, 125, 130, 137, 143, 149, 155, 161, 166, 173, 179, 185, 191, 197, 202, 209, 215, 221, 227, 233, 238  <b>Literature, SB:</b> 58–59, 94–95, 130–131, 166–167, 202–203, 238–239; <b>TE:</b> 58–59, 94–95, 130–131, 166–167, 202–203, 238–239</p>

National Reading Panel	<i>Houghton Mifflin Spelling and Vocabulary</i> © 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>Vocabulary, SB:</b> 10–12, 13–19, 24, 25, 26, 28, 30, 31, 32, 34, 36, 37, 40, 42, 43, 44, 48, 49, 52, 57, 60, 61, 64, 66, 67, 70, 72, 73, 78, 79, 82, 84, 85, 88, 93, 96, 97, 102, 103, 106, 108, 109, 112, 114, 115, 118, 120, 121, 124, 129, 132, 133, 136, 138, 139, 142, 144, 145, 150, 151, 154, 156, 157, 160, 165, 168, 169, 174, 175, 178, 180, 181, 184, 186, 187, 190, 192, 193, 196, 201, 204, 205, 208, 210, 211, 214, 216, 217, 220, 222, 223, 226, 228, 229, 232, 237;  <b>TE:</b> 24, 30, 36, 42, 48, 60, 66, 72, 78, 84, 96, 102, 108, 114, 120, 132, 138, 144, 150, 156, 168, 174, 180, 186, 192, 204, 210, 216, 222, 228</p> <p><b>Vocabulary Enrichment, SB:</b> 29, 35, 41, 47, 53, 65, 71, 77, 83, 89, 101, 107, 113, 119, 125, 137, 143, 149, 155, 161, 173, 179, 185, 191, 197, 209, 215, 221, 227, 233; <b>TE:</b> 29, 35, 41, 47, 53, 65, 71, 77, 83, 89, 101, 107, 113, 119, 125, 137, 143, 149, 155, 161, 173, 179, 185, 191, 197, 209, 215, 221, 227, 233</p> <p><b>Context Clues, SB:</b> 54, 55, 56, 57, 71, 86, 90, 91, 92, 93, 119, 126, 127, 128, 129, 134, 158, 162, 163, 164, 165, 182, 188, 198, 199, 200, 201, 212, 234, 235, 236, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258</p> <p><b>High Frequency Words (Review Words), SB:</b> 24, 30, 36, 42, 48, 60, 66, 72, 78, 84, 96, 102, 108, 114, 120, 132, 138, 144, 150, 156, 168, 174, 180, 186, 192, 204, 210, 216, 222, 228</p> <p><b>Multiple-Meaning Words, SB:</b> 146, 170, 182, 206; <b>TE:</b> 24A, 24, 30, 36, 42A, 42, 48, 60A, 60, 66, 72, 78A, 78, 84, 96A, 96, 102A, 102, 108, 114A, 114, 120, 132, 138, 144A, 144, 150, 156, 168, 174, 180, 186, 204A, 204, 210A, 210, 216, 222, 228</p> <p><b>Synonyms, SB:</b> 25, 55, 76, 91, 100, 115, 157, 172, 187, 225; <b>TE:</b> 204A;</p> <p><b>Word of the Week, TE:</b> 24A, 30A, 36A, 42A, 48A, 60A, 66A, 72A, 78A, 84A, 96A, 102A, 108A, 114A, 120A, 132A, 138A, 144A, 150A, 156A, 168A, 174A, 180A, 186A, 192A, 204A, 210A, 216A, 222A, 228A</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>Integrating Literature, TE:</b> 29, 35, 41, 47, 53, 58, 65, 71, 77, 83, 89, 94, 101, 107, 113, 119, 125, 130, 137, 143, 149, 155, 161, 166, 173, 179, 185, 191, 197, 202, 209, 215, 221, 227, 233, 238</p> <p><b>Literature, SB:</b> 58–59, 94–95, 130–131, 166–167, 202–203, 238–239; <b>TE:</b> 58–59, 94–95, 130–131, 166–167, 202–203, 238–239</p>

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**Level Three**

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**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.	
<b>Phonemic Awareness</b>	<b>Rhyme, SB:</b> 14, 19, 27, 33, 37, 42, 49–50, 55, 57, 61, 63, 85, 97, 103, 105, 122, 141, 151, 181, 183, 195, 205, 230, 233–234, 237, 240, 244
<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**

**Consonants, SB:** 13, 19, 25, 31, 37, 48–49, 55, 61, 67, 72, 73, 76, 78, 80, 85, 91, 97, 102–103, 108–109, 115, 116, 123, 145, 157, 174–175, 180–181, 187, 188, 193, 205, 211, 217, 232, 234, 236, 237, 242;  
**TE:** 48A, 51, 102A, 105, 108A, 111, 174A, 177, 180A, 183

**Consonant Clusters (*br, cr, dr, gr, fl, nt, scr, sp, spr, st, str, thr*), SB:** 19, 31, 48–49, 55, 61, 67, 78, 85, 97, 193, 232; **TE:** 48B, 50–51

**Consonant Digraphs, SB:** 19, 37, 55, 85, 91, 121, 193

**Double Consonants, SB:** 67, 145, 157, 174–175, 187, 205, 242

**Short Vowels, SB:** 12–13, 16, 18–19, 22, 42, 103, 109, 142, 229; **TE:** 12A, 15, 18A, 21

**Long Vowels, SB:** 24–25, 28, 30–31, 36–37, 40, 43–44, 49, 52, 54–55, 62, 67, 73, 78, 103, 142, 157, 163, 169, 175, 211, 230–231; **TE:** 24A, 27, 30A, 33, 36A, 39

**Vowels +r, SB:** 84–85, 88, 90–91, 114, 120–121, 124, 150, 204–205, 223, 235, 245; **TE:** 84A, 87, 90A, 93, 120A, 123, 204A, 207

**Schwa, SB:** 204–205, 210–211, 212–213, 223, 245; **TE:** 204A, 207, 210A, 213

**Other Vowel Sounds, SB:** 60–62, 66–67, 79, 96–97, 115, 126, 192–193, 196, 198–199, 211, 222, 233, 236, 244; **TE:** 60A, 63, 66A, 69, 96A, 99, 192A, 195, 198A, 201

(continued)

National Reading Panel	<i>Houghton Mifflin Spelling and Vocabulary</i> © 2004
<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>Integrating Literature, TE:</b> 17, 23, 29, 35, 41, 46, 53, 59, 65, 71, 77, 82, 89, 95, 101, 107, 113, 118, 125, 131, 137, 143, 149, 154, 161, 167, 173, 179, 185, 190, 197, 203, 209, 215, 221, 226  <b>Literature and Writing, SB:</b> 46, 82, 118, 154, 190, 226; <b>TE:</b> 46, 82, 118, 154, 190, 226</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> 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 42–44, 49, 53, 55, 59, 61, 65, 67, 77, 78–79, 85, 89, 91, 95, 97, 101, 103, 107, 109, 113, 114–116, 121, 125, 127, 131, 133, 137, 139, 143, 145, 149, 150, 151, 152, 157, 161, 167, 169, 175, 179, 181, 185, 186–188, 193, 197, 199, 203, 205, 209, 217, 221, 222–224, 229–233, 235–237, 239–246;  <b>Vocabulary, SB:</b> 13, 19, 25, 31, 37, 49, 55, 61, 67, 73, 85, 91, 97, 103, 109, 121, 127, 133, 139, 145, 157, 163, 169, 175, 181, 193, 199, 205, 211, 217  <b>Enrichment: Vocabulary, SB:</b> 12, 18, 24, 30, 36, 48, 54, 60, 66, 72, 84, 90, 96, 102, 108, 120, 126, 132, 138, 144, 156, 162, 168, 174, 180, 192, 198, 204, 210, 216  <b>Vocabulary Enrichment (Real-World Connection), SB:</b> 16–17, 22–23, 28–29, 34–35, 40–41, 52–53, 58–59, 64–65, 70–71, 76–77, 88–89, 94–95, 100–101, 106–107, 112–113, 124–125, 130–131, 136–137, 142–143, 148–149, 160–161, 166–167, 172–173, 178–179, 184–185, 196–197, 202–203, 214–215, 220–221  <b>Word of the Week, TE:</b> 12A, 18A, 24A, 30A, 36A, 48A, 54A, 60A, 66A, 2A, 90A, 96A, 102A, 108A, 120A, 126A, 132A, 138A, 144A, 156A, 162A, 168A, 174A, 180A, 192A, 198A, 204A, 210A, 216A</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>Integrating Literature, TE:</b> 17, 23, 29, 35, 41, 46, 53, 59, 65, 71, 77, 82, 89, 95, 101, 107, 113, 118, 125, 131, 137, 143, 149, 154, 161, 167, 173, 179, 185, 190, 197, 203, 209, 215, 221, 226  <b>Literature and Writing, SB:</b> 46, 82, 118, 154, 190, 226; <b>TE:</b> 46, 82, 118, 154, 190, 226</p>

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**Level Four**

**correlated to**

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

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<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, SB:</b> 13, 25, 28, 42, 50, 55, 61, 73, 79, 86, 97, 103, 115–116, 121, 145, 150, 170, 181, 188, 193, 211, 217, 218, 219, 224, 229, 231–232, 234–236, 238, 240, 244, 246
<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>Consonants, SB:</b> 31, 91, 97, 103, 109, 139, 169; <b>TE:</b> 49, 61, 127, 211 <b>Short Vowels, SB:</b> 12–13, 18–19, 24–25, 30–31, 42, 43, 48–49, 78, 103, 216–217, 224, 229, 230, 232, 246; <b>TE:</b> 12A, 15, 18A, 21, 24A, 27, 30A, 33, 48A, 51, 216A, 219 <b>Long Vowels, SB:</b> 12–13, 18–19, 24–25, 30–31, 42, 43, 48–49, 67, 97, 108–109, 116, 139, 163, 199, 216–217, 224, 229, 230, 232, 237, 246; <b>TE:</b> 12A, 15, 18A, 21, 24A, 27, 30A, 33, 48A, 51, 108A, 111, 216A, 219 <b>Consonant Blends, Consonant Digraphs, SB:</b> 13, 19, 25, 73, 91, 127, 193; <b>TE:</b> 31, 55, 67, 91, 103, 109 <b>Schwa, SB:</b> 96–97, 115, 181, 199, 205, 211, 217, 236; <b>TE:</b> 96A, 99 <b>Roots and Affixes, SB:</b> 58, 94, 100, 124, 132–133, 136, 137, 151, 174–176, 187, 200, 239, 242; <b>TE:</b> 132A, 135M 174A–177

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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>Integrating Literature, TE:</b> 17, 23, 29, 35, 41, 46, 53, 59, 65, 71, 77, 82, 89, 95, 101, 107, 113, 118, 125, 131, 137, 143, 149, 154, 161, 167, 173, 179, 185, 190, 197, 203, 209, 215, 221, 226  <b>Literature and Writing, SB:</b> 46, 82, 118, 154, 190, 226; <b>TE:</b> 46, 82, 118, 154, 190, 226</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 Enrichment, SB:</b> 16–17, 22–23, 28–29, 34–35, 40–41, 52–53, 58–59, 82–83, 94–95, 100–101, 106–107, 112–113, 124–125, 130–131, 136–137, 142–143, 148–149, 160–161, 166–167, 172–173, 178–179, 184–185, 196–197, 202–203, 208–209, 214–215, 220–221  <b>Sight (Elephant) Words, SB:</b> 12, 13, 18, 19, 24, 25, 42, 43, 49, 54, 60, 66, 72, 78, 80, 84, 108, 114, 116, 120, 150, 174, 187; <b>TE:</b> Daily Proofreading of Elephant Words, 14, 19, 56, 63, 67, 111, 122  <b>Context Clues, SB:</b> 17, 23, 29, 35, 37, 41, 43, 50, 53, 56, 59, 61, 65, 67, 71, 77, 79–80, 85, 89, 94, 95, 100, 101, 107, 113, 116, 122, 125, 131, 133, 136, 137, 139, 143, 149, 150–151, 157, 158, 160–161, 167, 170, 172, 173, 179, 185, 188, 196, 197, 202, 203, 209, 215, 217, 218, 221, 222, 224, 229–231, 233–235, 237–240, 242–245  <b>Vocabulary, SB:</b> 12, 13, 18, 19, 24, 25, 30, 31, 48, 49, 54, 55, 60, 61, 66, 67, 72, 73, 84, 85, 90, 91, 96, 97, 102, 103, 108, 109, 120, 121, 126, 127, 132, 133, 138, 139, 144, 145, 156, 157, 162, 163, 168, 169, 174, 175, 180, 181, 192, 193, 198, 199, 204, 205, 210, 211, 216, 217; <b>TE:</b> 19, 31, 55, 67, 91, 103, 127, 139, 163, 175, 211  <b>Multiple Meaning Words, SB:</b> 106, 130; <b>TE:</b> 12, 18, 24, 30, 36, 48, 54, 60, 66, 72, 84, 99, 96, 102, 108, 120, 126, 132, 138, 144, 156, 162, 168, 174, 180, 192, 198, 204, 210, 216</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>Integrating Literature, TE:</b> 17, 23, 29, 35, 41, 46, 53, 59, 65, 71, 77, 82, 89, 95, 101, 107, 113, 118, 125, 131, 137, 143, 149, 154, 161, 167, 173, 179, 185, 190, 197, 203, 209, 215, 221, 226  <b>Literature and Writing, SB:</b> 46, 82, 118, 154, 190, 226; <b>TE:</b> 46, 82, 118, 154, 190, 226</p>

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**Level Five**

**correlated to**

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

National Reading Panel	<i>Houghton Mifflin Spelling and Vocabulary</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.	
<b>Phonemic Awareness</b>	<b>Rhyming Words, SB:</b> 14, 16, 19, 37, 42, 56, 73, 150, 164, 176, 199, 222, 244
<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.	
<b>Phonics</b>	<b>Phonics, SB:</b> 13, 19, 25, 31, 37, 42, 43, 44, 45, 49, 55, 67, 73, 78, 80, 81, 91, 97, 103, 109, 114, 117, 121, 139, 145, 152, 153, 157, 175, 181, 186, 199, 211, 229, 230, 231, 234, 235, 240, 241, 276–277 <b>Compound Words, SB:</b> 60–63, 64, 79, 84–87, 114, 233, 235; <b>TE:</b> 60A, 63, 84A, 87 <b>Syllable Patterns, SB:</b> 96–97, 98, 102–103, 104, 108–109, 115, 120–121, 150, 162–163, 186, 210–211, 216–217, 223–224, 236, 237, 238, 241, 245–246; <b>TE:</b> 96A, 99, 102A, 105, 108A, 111, 120A, 123, 162A, 165, 210A, 213, 216A, 219 <b>Inflected Forms, SB:</b> 126–127, 132–133, 150, 151, 152, 174–175, 238–239, 242; <b>TE:</b> 126A, 129, 132A, 139, 174A, 177
<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><b>Fluency</b></p>	<p><b>Integrating Literature, TE:</b> 17, 23, 29, 35, 41, 46, 53, 59, 65, 71, 77, 82, 89, 95, 101, 107, 113, 118, 125, 131, 137, 143, 149, 154, 161, 167, 173, 179, 185, 190, 197, 203, 209, 215, 221, 226</p> <p><b>Literature and Writing, SB:</b> 46, 82, 118, 154, 190, 226; <b>TE:</b> 46, 82, 118, 154, 190, 226</p>
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<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> 19, 25, 31, 37, 49, 55, 61, 67, 73, 85, 91, 97, 103, 109, 121, 127, 133, 139, 145, 157, 163, 169, 175, 181, 193, 199, 205, 211, 217;  <b>TE:</b> 12A, 12, 18A, 18, 24A, 24, 30A, 30, 36A, 36, 48A, 48, 54A, 54, 60A, 60, 66A, 66, 72A, 72, 90A, 90, 96A, 96, 102A, 102, 108A, 108, 120A, 120, 126A, 126, 132A, 132, 138A, 138, 144A, 144, 156A, 156, 162A, 162, 168A, 168, 174A, 174, 180A, 180, 192A, 192, 198A, 198, 204A, 204, 210A, 210, 216A, 216  <b>Using Context/Clues, SB:</b> 14, 17, 19, 23, 29, 31–32, 34–35, 37–38, 41–44, 53, 55–56, 58–59, 65, 67–68, 70–71, 74, 77–80, 88, 91, 93, 95, 101, 104, 107, 112–116, 121, 125, 127, 131, 134, 136–137, 143, 145, 148, 149–152, 157, 161, 163, 167, 169–170, 173, 176, 179, 181, 184–188, 194, 196–197, 202–203, 208–209, 211, 215, 217–218, 220–224, 229–243, 245–246  <b>Greek and Latin Roots, SB:</b> 70, 92, 98, 100, 127, 148, 169, 182, 189, 193, 198, 202, 208, 225, 242, 274–275; <b>TE:</b> 70, 100, 148, 202, 208  <b>Word Origins, SB:</b> 122, 124, 170; <b>TE:</b> 12A, 18A, 24A, 30A, 36A, 48A, 54A, 60A, 66A, 72A, 90A, 96A, 102A, 108A, 120A, 126A, 132A, 138A, 144A, 156A, 162A, 168A, 174A, 180A, 192A, 198A, 204A, 210A, 216A  <b>Greek and Latin Roots, SB:</b> 70, 92, 98, 100, 127, 148, 169, 182, 189, 193, 198, 202, 208, 225, 242, 274–275; <b>TE:</b> 70, 100, 148, 202, 208</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>	
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