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**Level Three**  
**correlated to**  
**Tennessee Standards and**  
**Draft Performance Indicators**

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<b>Writing</b>	
<b>Content Standard 2.0</b> The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences. <u>Third Grade Benchmarks (Writing)</u>	
<b>Performance Indicators State:</b> As documented through state assessment –	
<i>At Level 1, the student is able to</i>	
<b>3.2.spi.1.</b> complete a simple graphic organizer (e.g., webbing) to group ideas for writing.	<b>Using Graphic Organizers for Prewriting,</b> SB: 345, 349
<b>3.2.spi.2.</b> identify the purpose for writing (i.e., to entertain, to inform, to exhibit knowledge, to respond to a picture, story, or art).	<b>Purpose and Audience for Writing, SB:</b> 12–13, 269, 297, 334, 364, 398, 432; <b>TE:</b> 12, 269, 297, 334, 364, 398, 432
<b>3.2.spi.3.</b> choose the most specific word to complete a simple sentence.	<b>Composing Complete Sentences, SB:</b> 32–33, 34–35, 46–47, 49; <b>TE:</b> 32, 33, 34, 35, 46, 47; <b>WP:</b> 1–2, 3–4, 15–16; <b>RW:</b> 1, 2–3, 9–10 <b>Word Choice for Writing, SB:</b> 34, 46, 66–67, 78, 110, 146–147, 156–157, 180–181, 192, 220–221, 264, 292, 329, 359, 393, 407, 441, H11–H15; <b>WP:</b> 15, 23–24, 35, 48, 65–66, 75–76, 82–83, 94, 106–107, 144, 150; <b>RW:</b> 9, 14–15, 22, 29, 39–40, 45–46, 50–51, 58, 65–66, 99, 105
<b>3.2.spi.4.</b> rearrange events in sequential order.	<b>Ordering Events, SB:</b> 271, 301; <b>WP:</b> 118, 126; <b>RW:</b> 73, 81 <b>Sequence in Instructions, SB:</b> 329, 336, 339; <b>WP:</b> 130, 133; <b>RW:</b> 85, 88 <b>Sequence an Observation, SB:</b> 9, 256, 271, 275; <b>TE:</b> 9, 256, 271, 275 <b>Order, SB:</b> 16, 17, 271, 336, 349, 368, 436; <b>WP:</b> 118, 130, 146; <b>RW:</b> 73, 85, 101
<i>At Level 2, the student is able to</i>	
<b>3.2.spi.5.</b> choose a topic sentence for a paragraph.	<b>Topic Sentence, SB:</b> 253, 321–322, 329, 338, 339, 359, 369, 383, 393, 403, 405, 427, 436, H29; <b>TE:</b> 253, 321, 322, 329, 338, 339, 359, 369, 383, 393, 403, 405, 427, 436; <b>WP:</b> 132, 143, 146

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3.2.spi.6. select the best title for a text.	Writing Titles, SB: 279, 307, 343, 375, 409
3.2.spi.7. rearrange sentences to form a sequential, coherent paragraph.	Organizing Ideas into a Paragraph, SB: 253–257, 276, 302, 321–325, 337, 369, 383–387, 403, 436; TE: 253, 254, 256, 257, 321, 323, 324, 384, 385, 387; WP: 117, 129, 137, 139; RW: 72, 84, 86, 94
3.2.spi.8. identify unnecessary information in a paragraph.	Deleting Extraneous Information, SB: 21, 275, 276, 295, 303, 304, 371, 396, 430; TE: 276, 304, 371, 396, 430; WP: 122, 127, 137, 149; RW: 77, 82, 92, 104 Keeping to the Topic, SB: 271; WP: 118; RW: 73
3.2.spi.9. rearrange a story sequentially, with a logical beginning, middle, and end.	Writing Stories, SB: 43, 99, 153, 223, 252, 285, 287–291, 295–296, 297–307, 308, 309, 310–313, 316–317; WP: 124–128; RW: 79–83 Writing a Beginning, Middle, and End, SB: 2, 29, 293, 295, 300, 301–302, 309; TE: 286, 291, 292, 293, 295, 300, 301–302, 309; WP: 125, 126; RW: 80, 81
3.2.spi.10. choose a supporting sentence that best fits the context and flow of ideas in a paragraph.	Writing Supporting Sentences, SB: 253, 255, 323–324, 383, 385, 387; TE: 253, 255, 323, 324; WP: 117, 129, 139; RW: 72, 84, 94
3.2.spi.11. identify the audience for which a text is written.	Purpose and Audience for Writing, SB: 12–13, 269, 297, 334, 364, 398, 432; TE: 12, 269, 297, 334, 364, 398, 432
3.2.spi.12. complete a graphic organizer (i.e., chart, graph, diagrams) arranging information to be used in a writing sample.	Using Graphic Organizers for Prewriting, SB: 33, 70, 101, 123, 149, 191, 345, 349
<i>At Level 3, the student is able to</i>	
3.2.spi.13. select the best way to combine sentences to provide syntactic variety within context.	Varying Sentence Types, SB: 180–181 Combining Sentences, SB: 47, 67, 110–111, 147, 157, 181, 192, 193, 221; WP: 16, 24, 48–49, 66, 76, 83, 95, 107; RW: 10, 15, 40, 46, 51, 59, 66
3.2.spi.14. identify the most reliable source of information for preparing a report.	Evaluating Resources, SB: 365, 366; TE: 365, 366; WP: 135; RW: 90 Writing a Report, SB: 364–375, 412–413; WP: 135–138; RW: 90–93
<b>Performance Indicators Teacher:</b> As documented through teacher observation	
<i>At Level 1, the student is able to</i>	
3.2.tpi.1. brainstorm with teacher and peers to generate ideas for writing.	Brainstorming for Prewriting, SB: 14, 269, 297, 334, 364–398, 432
3.2.tpi.2. write frequently for a variety of audiences and purposes.	Purpose and Audience for Writing, SB: 12–13, 269, 297, 334, 364, 398, 432; TE: 12, 269, 297, 334, 364, 398, 432
3.2.tpi.3. create readable documents with legible handwriting.	Print From a Model, TE: 27 Handwriting can be emphasized at all times, but especially during Writing Process lessons.

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3.2.tpi.4. share written work with others.	<b>Publishing a Composition, SB:</b> 26–27, 269, 279, 297, 307, 334, 343, 351, 364, 375, 432, 443 <b>Using Computers for Publishing, SB:</b> H37–H38 <b>Publishing a Report, SB:</b> 375; <b>TE:</b> 375 <b>Publishing Descriptions, SB:</b> 27
<i>At Level 2, the student is able to</i>	
3.2.tpi.5. develop a paragraph with topic sentence, supporting details, and conclusion.	<b>Paragraph Composition, SB:</b> 63, 189, 250–251, 253–257, 318–319, 380–381; <b>WP:</b> 117; <b>RW:</b> 72 <b>Topic Sentences of a Paragraph, SB:</b> 18, 321, 383, 384 <b>Supporting Details, SB:</b> 14–19, 254, 255, 256, 257, 305, 322, 324–325, 337, 373, 384, 386–387, 401, 441; <b>WP:</b> 131, 138; <b>RW:</b> 86, 93
3.2.tpi.6. use prewriting strategies (e.g., brainstorming, graphic organizers).	<b>Brainstorming for Prewriting, SB:</b> 14, 269, 297, 334, 364–398, 432 <b>Drawing in Prewriting, SB:</b> 14, 270, 298–299 <b>Gathering Facts for Prewriting, SB:</b> 14, 366–367, 368; <b>WP:</b> 135; <b>RW:</b> 90 <b>Listing in Prewriting, SB:</b> 13, 269, 297, 334, 364, 398, 432 <b>Organizing for Prewriting, SB:</b> 16, 17, 271, 336, 368, 436; <b>WP:</b> 118, 130, 146; <b>RW:</b> 73, 85, 101 <b>Taking Notes for Prewriting, SB:</b> 367, 368 <b>Using Graphic Organizers for Prewriting, SB:</b> 345, 349
3.2.tpi.7. draft and revise written work.	<b>Drafting, SB:</b> 18, 19, 272–274, 301–302, 337–338, 369–370, 403–404, 437–438; <b>TE:</b> 18, 19, 272, 273, 274, 301, 302, 337, 338, 369, 370, 403, 404, 437, 438; <b>WP:</b> 119, 120, 121, 126, 131, 132, 136, 142, 147, 148; <b>RW:</b> 74, 75, 76, 81, 86, 87, 91, 97, 102, 103 <b>Revising, SB:</b> 20, 21–23, 276–277, 304–305, 340–341, 372–373, 406–407, 440–441; <b>WP:</b> 123, 128, 134, 138, 144, 150; <b>RW:</b> 28, 83, 89, 93, 99, 105
3.2.tpi.8. produce a variety of written work in various formats (e.g., stories, poems, book reports, directions).	<b>Writing Stories, SB:</b> 43, 99, 153, 223, 252, 285, 287–291, 295–296, 297–307, 308, 309, 310–313, 316–317; <b>WP:</b> 124–128; <b>RW:</b> 79–83 <b>Writing a Poem, SB:</b> 61, 161, 215, 414–419; <b>TE:</b> 414, 415, 416, 417, 418, 419 <b>Writing a Book Report, SB:</b> 413 <b>Writing Instructions, SB:</b> 45, 189, 328, 329, 334–342; <b>WP:</b> 130–134; <b>RW:</b> 85–89
3.2.tpi.9. write in response to literature.	<b>Responding to Literature, SB:</b> 11, 263, 266, 268, 283, 291, 294, 296, 312, 328, 331, 333, 347, 358, 361, 363, 392, 395, 397, 413, 426, 429, 431
3.2.tpi.10. write summaries that contain the main ideas of reading selections.	<b>Writing to Summarize, SB:</b> 188 <b>Writing a Book Report, SB:</b> 413
3.2.tpi.11. write for a variety of purposes (e.g., constructing journal responses, answers to questions, and friendly letters).	<b>Writing a Journal Entry, SB:</b> 77, 107; <b>TE:</b> 1B, 31B, 59B, 97B, 141B, 177B, 213B, 258B, 286B, 326B, 354B, 388B, 422B <b>Writing Answers to Essay Questions, SB:</b> H29–H30; <b>TE:</b> H29, H30 <b>Writing Friendly Letters, SB:</b> 41, 75, 159, 179, 282–284; <b>TE:</b> 282, 283, 284

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3.2.tpi.12. show evidence of written work in all classroom disciplines.	<b>Writing in Art, SB:</b> 280, 344, 410 <b>Writing in Literature, SB:</b> 308, 444 <b>Writing in Music, SB:</b> 376 <b>Writing in Physical Education, SB:</b> 308, 376, 444 <b>Writing in Science, SB:</b> 308, 376, 444
<i>At Level 3, the student is able to</i>	
3.2.tpi.13. recognize and use all the steps in the writing process.	<b>Prewriting, SB:</b> 12, 13–17, 269–271, 297–300, 334–336, 364–368, 398–402, 432–436; <b>TE:</b> 12, 13–17, 269–271, 297–300, 334–336, 364–368, 398–402, 432–436; <b>WP:</b> 118, 124, 125, 130, 135, 140, 141, 145, 146; <b>RW:</b> 73, 79, 80, 85, 90, 95, 96, 100, 101 <b>Drafting, SB:</b> 18, 19, 272–274, 301–302, 337–338, 369–370, 403–404, 437–438; <b>TE:</b> 18, 19, 272, 273, 274, 301, 302, 337, 338, 369, 370, 403, 404, 437, 438; <b>WP:</b> 119, 120, 121, 126, 131, 132, 136, 142, 147, 148; <b>RW:</b> 74, 75, 76, 81, 86, 87, 91, 97, 102, 103 <b>Revising, SB:</b> 20, 21–23, 276–277, 304–305, 340–341, 372–373, 406–407, 440–441; <b>WP:</b> 123, 128, 134, 138, 144, 150; <b>RW:</b> 28, 83, 89, 93, 99, 105 <b>Proofreading, SB:</b> 24, 25, 278, 306, 342, 374, 408, 442; <b>TE:</b> 24, 25, 278, 306, 342, 374, 408, 442 <b>Publishing, SB:</b> 26–27, 269, 279, 297, 307, 334, 343, 351, 364, 375, 432, 443
3.2.tpi.14. understand and use prompts and rubrics.	<b>Writing Prompts, SB:</b> 250, 251, 308, 309, 344, 345, 376, 410, 411, 444, 445 <b>Rubrics, SB:</b> 275, 303, 339, 371, 405, 439; <b>WP:</b> 122, 127, 133, 137, 143, 149; <b>RW:</b> 77, 82, 88, 92, 98, 104
3.2.tpi.15. use resources such as dictionaries and computers as aids in the writing process.	<b>Using a Dictionary, SB:</b> H16–H20 <b>Using a Computer in Writing, SB:</b> 313, 349, H33–H40 <b>Using Technology, SB:</b> 273, 306, 340, 342, 365, 368, 403, 406, 442, H31, H32, H33, H34, H39–H40, H41–H43 <b>Using the Internet, SB:</b> 9, 17, 27, 49, 80–81, 86, 124–125, 162, 166, 201, 232, 237, 252, 259, 262, 268, 271, 275, 296, 300, 303, 306, 333, 336, 339, 363, 365, 371, 374, 397, 400, 402, 408, 423, 431, 442, H39–H40
3.2.tpi.16. evaluate own and others' writing through group discussions, shared work, and elementary rubrics.	<b>Discussions About Writing, SB:</b> 276, 304, 340, 372, 406, 440 <b>Holding a Writing Conference, SB:</b> 22–23, 276, 304, 340, 351, 372, 406, 440

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3.2.tpi.17. write in a variety of forms and genres.	<p><b>Expository Composition, SB:</b> 33, 39, 45, 70, 73, 103, 109, 117, 121, 123, 145, 149, 151, 155, 183, 187, 189, 191, 197, 325, 327, 330–333, 334–335, 336–339, 340–343, 344, 345, 346–347, 348–351, 364–365, 413; <b>WP:</b> 2, 8, 41, 47, 59, 74, 89, 93, 130–134; <b>RW:</b> 85–89</p> <p><b>Expressive Composition, SB:</b> 39, 46, 61, 63, 69, 75, 77, 105, 107, 115, 179, 185, 215, 231, 282–283, 383–387, 398–409, 412–413; <b>WP:</b> 32, 140–144; <b>RW:</b> 95–99</p> <p><b>Writing a Narrative Composition, SB:</b> 37, 43, 61, 63, 99, 153, 159, 189, 191, 215, 217, 223, 253–257, 259–263, 264, 265–268, 269–279, 282–284, 297–308, 310–312, 313; <b>WP:</b> 6, 12, 18, 20, 93, 103, 117, 118–123, 124–128; <b>RW:</b> 72, 73–78, 79–83</p> <p><b>Writing an Opinion Essay, SB:</b> 398–409; <b>WP:</b> 140–144; <b>RW:</b> 95–99</p> <p><b>Writing a Play, SB:</b> 310–312, 313</p> <p style="text-align: right;">(continued)</p>
3.2.tpi.17. write in a variety of forms and genres. (continued)	<p><b>Writing Stories, SB:</b> 43, 99, 153, 223, 252, 285, 287–291, 295–296, 297–307, 308, 309, 310–313, 316–317; <b>WP:</b> 124–128; <b>RW:</b> 79–83</p> <p><b>Writing a Description, SB:</b> 9–11, 13, 15, 17, 19, 21, 23, 25, 27, 33, 41, 65, 70, 101, 109, 119, 123, 143, 149, 151, 188, 191, 219, 225, 229; <b>WP:</b> 1–2, 9–10, 21–22, 27, 39, 47, 57, 61–62, 67–68, 69–70, 92–93, 105, 110, 111, 115; <b>RW:</b> 1, 6, 13, 17, 37, 41, 42, 57</p> <p><b>Writing a Book Report, SB:</b> 412–413; <b>TE:</b> 412, 413</p> <p><b>Writing and Researching a Report, SB:</b> 364–375; <b>WP:</b> 135–138; <b>RW:</b> 90–93</p>
3.2.tpi.18. identify and develop methods of sharing written work with others.	<p><b>Publishing a Composition, SB:</b> 26–27, 269, 279, 297, 307, 334, 343, 351, 364, 375, 432, 443</p>
3.2.tpi.19. use a variety of sources to gather information.	<p><b>Using a Dictionary, SB:</b> H16–H20</p> <p><b>Using Reference Resources, SB:</b> 365, 366; <b>TE:</b> 365, 366; <b>WP:</b> 135; <b>RW:</b> 90</p> <p><b>Using the Library, SB:</b> H21–H23</p> <p><b>Using an Encyclopedia, SB:</b> H23; <b>TE:</b> H23</p> <p><b>Using an Atlas, SB:</b> H23</p> <p><b>Reading Magazines, SB:</b> 365; <b>TE:</b> 354; <b>WP:</b> 45</p>
<b>Elements of Language</b>	
<p><b>Content Standard: 3.0</b>  <b>The student will use standard English conventions and proper spelling as appropriate to speaking and writing. <u>Third Grade Benchmarks Elements of Language</u></b></p>	
<p><b>Performance Indicators State:</b>  <b>As documented through state assessment –</b></p>	
<p><i>At Level 1, the student is able to</i></p>	

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3.3.spi.1. identify correctly used capital letters in names, dates and addresses.	<b>Capitalizing Family Names as Titles, SB:</b> 182–183, 199, 205; <b>TE:</b> 182, 183; <b>WP:</b> 84–85; <b>RW:</b> 52 <b>Capitalization: Place Names, SB:</b> 184, 199, 206, H52; <b>TE:</b> 184, 199, 206, H52; <b>TE:</b> 86–87; <b>RW:</b> 53 <b>Punctuating and Capitalizing People’s Titles, SB:</b> 186–187; <b>TE:</b> 186, 187; <b>WP:</b> 88–89; <b>RW:</b> 54 <b>Capitalizing Months of the Year, SB:</b> 182–183, 198, 199, 205, H52; <b>TE:</b> 182, 183; <b>WP:</b> 19, 84–85; <b>RW:</b> 52 <b>Write Address From a Model, SB:</b> 282–283; <b>TE:</b> 282, 283
3.3.spi.2. select the simple subject and predicate of a sentence.	<b>Identifying Sentence Subjects, SB:</b> 40–41, 49, 54, 64–65, 86, 90, 166, 237; <b>WP:</b> 9–10, 21–22; <b>RW:</b> 6, 13 <b>Identifying Sentence Predicates, SB:</b> 42–43, 50, 57, 86, 98, 130, 237; <b>WP:</b> 11–12, 36–37; <b>RW:</b> 7, 23
3.3.spi.3. recognize correct capitalization and end punctuation within context.	<b>Capitalization, SB:</b> 36–37, 39, 44–45, 49, 54, 55, 62–63, 80, 87, 89, 178–179, 182–183, 184–185, 186–187, 188, 199, 200, 205, 206, 207, 208, 222, 239, H52–H55; <b>TE:</b> 36, 37, 44, 45, 54, 55, 59B, 59, 62, 63, 89, 177B, 177, 178, 179, 182, 183, 184, 185, 186, 187, 188; <b>WP:</b> 5–6, 13–14, 19–20, 80–81, 84–85, 86–87, 88–89, 90; <b>RW:</b> 4, 8, 12, 49, 52, 53, 54, 55 <b>Punctuation, SB:</b> 36–37, 38–39, 47, 54–55, 178–179, 186–187, 190–191, 192–193, 194–195, 196–197, 198, 200–201, 204, 207, 210, 211, 212, 239, 306, (continued)
3.3.spi.3. recognize correct capitalization and end punctuation within context. (continued)	<b>Punctuation, SB:</b> (continued) H51; <b>TE:</b> 31B, 36, 37, 38, 39, 54, 55, 177B, 178, 179, 186, 187, 190, 191, 192, 193, 194, 195, 196, 197; <b>WP:</b> 5–6, 7–8, 16, 80–81, 88–89, 92–93, 94–95, 96–97, 98–99; <b>RW:</b> 4, 5, 10, 49, 54, 57, 58, 60, 61
<i>At Level 2, the student is able to</i>	
3.3.spi.4. identify the correct use of nouns (i.e., as subjects, singular and plural), verbs (i.e., present, past, and future, agreement), and adjectives (i.e., comparative and superlative) within context.	<b>Nouns in the Subject, SB:</b> 64–65, 80, 87, 90, 167; <b>WP:</b> 21–22; <b>RW:</b> 13 <b>Singular Nouns, SB:</b> 68–69, 80, 87, 91, 167, 237; <b>WP:</b> 25–26; <b>RW:</b> 16 <b>Plural Nouns, SB:</b> 68–69, 70, 71, 72–73, 80–81, 87, 91–94, 167, 237; <b>TE:</b> 68, 69; <b>WP:</b> 25–26, 27, 28; <b>RW:</b> 16, 17, 18 <b>Present Tense Verbs, SB:</b> 97B, 100–101, 102–103, 124, 131–132, 167, 216–217, 238, 240, 242, 306, 342; <b>TE:</b> 100, 101, 102, 103, 131, 132, 216, 217; <b>WP:</b> 38–39, 40–41, 102–103; <b>RW:</b> 24, 63 <b>Past Tense Verbs, SB:</b> 104–105, 106–107, 124, 133–134, 168, 238, 306, 342; <b>TE:</b> 97B, 104, 105, 106, 107, 133, 134; <b>WP:</b> 42–43, 44–45; <b>RW:</b> 26, 27 <b>Future Tense Verbs, SB:</b> 108–109, 124–125, 135, 168, 306; <b>TE:</b> 108, 109, 124, 125; <b>WP:</b> 46–47; <b>RW:</b> 28 <b>Comparatives and Superlatives, SB:</b> 150–151, 162–163, 169, 173, H54; <b>TE:</b> 150, 151; <b>WP:</b> 69–70; <b>RW:</b> 42

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3.3.spi.5. identify the correct use of commas with dates, addresses, items in a series, and the greeting and closing of a friendly letter.	<b>Comma: To Separate Day from Year, SB:</b> H53 <b>Comma Between City and State, TE:</b> H53 <b>Commas in a Series, SB:</b> 190–191, 192–193, 200, 210; <b>TE:</b> 190, 191, 192, 193; <b>WP:</b> 92–93, 94–95; <b>RW:</b> 57, 58 <b>Commas in Letters, SB:</b> 283, H53; <b>TE:</b> 283
3.3.spi.6. identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks.	<b>Period in Declarative Sentence, SB:</b> 36–37, 38–39, 44–45, 46–47, 54–55, 204; <b>TE:</b> 36, 37, 38; <b>WP:</b> 5–6, 7–8, 13–14, 15–16; <b>RW:</b> 4, 5, 8, 9–10 <b>Question Marks, SB:</b> 36–37, 54, 178–179, 204; <b>TE:</b> 31B, 36, 37, 177B, 178, 179; <b>WP:</b> 5–6, 80–81; <b>RW:</b> 4, 49 <b>Exclamation Point, SB:</b> 38–39, 55, 178–179, 180, 204; <b>TE:</b> 31B, 38, 39, 177B, 178, 179; <b>WP:</b> 7–10, 80–81, 82; <b>RW:</b> 5, 49, 50
3.3.spi.7. choose the correct formation of contractions and plurals within context.	<b>Contractions, SB:</b> 120–121, 123, 126, 140, 168, 226–227, 233, 240, 246; <b>TE:</b> 97B, 120, 121, 123; <b>WP:</b> 58–59, 112–113; <b>RW:</b> 35, 69 <b>Plural Nouns, SB:</b> 68–69, 70, 71, 72–73, 80–81, 87, 91–94, 167, 237; <b>TE:</b> 68, 69; <b>WP:</b> 25–26, 27, 28; <b>RW:</b> 16, 17, 18
3.3.spi.8. identify correctly (or incorrectly) spelled words in context.	<b>Proofreading Spelling, SB:</b> 25, 278, 306, 342, 374, 408, 442; <b>TE:</b> 25, 278, 306, 342, 374, 408, 442 <b>Spelling Conventions, SB:</b> 68–69, 70, 71, 72–73, 74–75, 76–77, 81–82, 87, 91–94, 95–96, 100–101, 102–103, 104–105, 106–107, 116–117, 118–119, 124–126, 132, 134, 138–139, 278, 306, 342, 374, H20, H34, H56–H59; <b>WP:</b> 25–26, 27, 28, 29–30, 31–32, 33–34, 36–37, 38–39, 40–41, 42–43, 44–45, 54–55, 56–57; <b>RW:</b> 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 33, 34
3.3.spi.9. rearrange and identify words in alphabetical order (e.g., lists, telephone directory).	<b>Alphabetical Order, SB:</b> H16, H17, H18; <b>TE:</b> H16, H17, H18
<i>At Level 3, the student is able to</i>	
3.3.spi.10. recognize usage errors occurring within context (i.e., double negatives, troublesome words: to, too, two; their, there, they're).	<b>Usage Conventions, SB:</b> 44–47, 49–50, 53–58, 86–96, 100–103, 112–119, 126, 130–140, 148–149, 150–151, 158–160, 198, 214–221, 222–223, 224–225, 228–230, 231, 232–233, 237–240, 241–247; <b>WP:</b> 13–14, 15–16, 38–39, 40–41, 50–51, 52–53, 54–55, 56–57, 67–68, 69–70, 77–78, 79, 100–101, 102–103, 104–105, 106–107, 108–109, 110–111, 114–115, 116; <b>RW:</b> 8, 9–10, 24, 25, 31, 32, 33, 34, 41, 42, 47, 48, 62, 63, 64, 65–66, 67, 68, 70, 71 <b>Using to, two, and too, SB:</b> 158–159; <b>TE:</b> 141B, 158, 159; <b>WP:</b> 77–78; <b>RW:</b> 47 <b>Using there, their, and they're, SB:</b> 228–229, 233, 247; <b>TE:</b> 213B, 228, 229; <b>WP:</b> 114–115; <b>RW:</b> 70
3.3.spi.11. select the compound sentence that correctly combines two simple sentences.	<b>Combining Sentences, SB:</b> 47, 67, 110–111, 147, 157, 181, 192, 193, 221; <b>WP:</b> 16, 24, 48–49, 66, 76, 83, 95, 107; <b>RW:</b> 10, 15, 40, 46, 51, 59, 66
<b>Performance Indicators Teacher:</b> As documented through teacher observation	
<i>At Level 1, the student is able to</i>	

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3.3.tpi.1. spell grade level words correctly.	<b>Spelling Conventions, SB:</b> 68–69, 70, 71, 72–73, 74–75, 76–77, 81–82, 87, 91–94, 95–96, 100–101, 102–103, 104–105, 106–107, 116–117, 118–119, 124–126, 132, 134, 138–139, 278, 306, 342, 374, H20, H34, H56–H59; <b>WP:</b> 25–26, 27, 28, 29–30, 31–32, 33–34, 36–37, 38–39, 40–41, 42–43, 44–45, 54–55, 56–57; <b>RW:</b> 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 33, 34 <b>Words Often Misspelled, SB:</b> H56
3.3.tpi.2. use appropriate language structure in written and oral communication (e.g., subject-verb agreement, correct word order, and correct placement of words and phrases).	<b>Subject-Verb Agreement, SB:</b> 100–101, 102–103, 216–217, 232, 240, 242; <b>TE:</b> 100, 101, 102, 103, 216, 217; <b>WP:</b> 38–39, 40–41, 102–103; <b>RW:</b> 24, 25, 63 <b>Revising for Sentence Fluency, SB:</b> 34–35, 46–47, 66–67, 110–111, 146–147, 156–157, 180–181, 192–193, 220–221, 277, 305, 341, 373, 441; <b>WP:</b> 3–4, 15–16, 23–24, 48–49, 65–66, 75–76, 82–83, 94–95, 106–107, 123, 128; <b>RW:</b> 2–3, 9–10, 14–15, 29–30, 39–40, 45–46, 50–51, 58–59, 65–66, 78, 83
3.3.tpi.3. use voice intonation to indicate appropriate end punctuation.	<b>Oral Reading, SB:</b> 22, 61, 215, 276, 279, 304, 307, 340, 372, 375, 406, 409, 440
<i>At Level 2, the student is able to</i>	
3.3.tpi.4. recognize statements, questions, and exclamations by noting end punctuation when writing and intonation when speaking.	<b>Statements (Declarative Sentences), SB:</b> 36–37, 49, 54, 178–179, 180–181, 204, 239; <b>WP:</b> 5–6, 80–81, 82–83; <b>RW:</b> 4, 49, 50–51 <b>Questions, SB:</b> 36–37, 49, 54, 178–179, 180–181, 204, 239; <b>WP:</b> 5–6, 80–81, 82–83; <b>RW:</b> 4, 49, 50–51 <b>Exclamations, SB:</b> 38–39, 49, 55, 178–179, 180–181, 204, 239; <b>WP:</b> 7–8, 80–81, 82–83; <b>RW:</b> 5, 49, 50–51
3.3.tpi.5. spell high-frequency words and commonly misspelled words correctly as appropriate to grade level.	<b>Words Often Misspelled, SB:</b> H56
3.3.tpi.6. form and spell contractions and plurals correctly.	<b>Spelling Plural Nouns, SB:</b> 68–69, 70, 71, 72–73, 81–82, 87, 91–94; <b>WP:</b> 25–26, 27, 28, 29–30; <b>RW:</b> 16, 17, 18, 19
3.3.tpi.7. write legibly in manuscript and cursive.	Handwriting can be emphasized at all times, but especially during Writing Process lessons.
<i>At Level 3, the student is able to</i>	
3.3.tpi.8. recognize and revise incomplete sentences and run-on sentences.	<b>Sentence Fragments, SB:</b> 32–33, 49, 441; <b>TE:</b> 31B, 32, 33; <b>WP:</b> 1–2; <b>RW:</b> 1 <b>Run-On Sentences, SB:</b> 44–45, 50, 58; <b>TE:</b> 31B, 44, 45; <b>WP:</b> 13–14; <b>RW:</b> 8
3.3.tpi.9. demonstrate the correct use of punctuation.	<b>Punctuation, SB:</b> 36–37, 38–39, 47, 54–55, 178–179, 186–187, 190–191, 192–193, 194–195, 196–197, 198, 200–201, 204, 207, 210, 211, 212, 239, 306, H51; <b>TE:</b> 31B, 36, 37, 38, 39, 54, 55, 177B, 178, 179, 186, 187, 190, 191, 192, 193, 194, 195, 196, 197; <b>WP:</b> 5–6, 7–8, 16, 80–81, 88–89, 92–93, 94–95, 96–97, 98–99; <b>RW:</b> 4, 5, 10, 49, 54, 57, 58, 60, 61