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Kindergarten
 correlated to
Tennessee Accomplishments

Tennessee Accomplishments	<i>Houghton Mifflin English</i> © 2004
Reading	
Content Standard 1.0: The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.	
K.1.01 Develop oral language.	
a. Show evidence of expanding oral language through vocabulary growth.	Oral Language, TE: 34, 42, 58, 66, 82, 90, 107, 118, 133, 144, 159, 170, 185, 185, 196, 211, 224
b. Speak clearly, properly, and politely.	Speaking Loudly and Clearly, TE: 14, 16, 17, 21, 159, 170, 185, 211, 224; AM: 50–51; PB: GS-C Speaking Grammatically, TE: 187, 213, 214, 225
c. Begin to use rules for conversation (e.g., raise hands, take turns and focus attention on speaker).	Converse and Discuss Interactively, TE: 17, 34, 42, 53, 58, 66; AM: 70 Taking Turns, TE: 17
d. Give simple, two-step oral directions.	Giving Oral Instructions, TE: 34, 185; AM: 60, 111; PB: 7B
e. Participate in group discussion.	Participate in Discussions, TE: 14, 15, 16, 17, 18, 19, 20, 21, 27, 51, 75, 99, 125, 151, 177, 203
f. Participate in creative responses to text (e.g., response, discussion and dramatization).	Discussing Literature, TE: 31, 55, 79, 103, 129, 155, 181, 207 Creative Dramatics, TE: 84, 100, 116, 127, 159, 179, 186, 190, 205; AM: 81, 103, 112, 190; PB: 3F, 7C
g. Ask and respond to questions from teacher and other group members.	Ask Clarifying Questions, TE: 15, 17, 21, 75, 76, 80, 82, 100, 126, 203, 204, 206; PB: GS-B Responding to Questions, TE: 75, 77, 82
h. Begin to retell familiar stories.	Participate in Discussions, TE: 14, 15, 16, 17, 18, 19, 20, 21, 27, 51, 75, 99, 125, 151, 177, 203
i. Dramatize, retell, and dictate what has been learned.	Using Dramatic Activities in Retelling a Story, TE: 116, 153, 159, 179, 205; AM: 103 Retelling a Story, TE: 153, 159, 167, 170, 179, 205 Oral Summaries, TE: 151, 159, 170, 212
j. Use familiar texts for recitations.	Choral Reading, TE: 184, 210 Echo Read, TE: 132
K.1.02 Develop listening skills.	
a. Listen attentively to speaker for specific information.	Listening Attentively, TE: 15, 17, 21, 82, 178 Listening for Information, TE: 203–204, 206–207

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b. Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).	Tips for Listening, TE: 15; PB: GS-B
c. Listen and respond to a variety of media (e.g., books, audio tapes, videos).	Responding to Literature, TE: 31, 55, 79, 103, 129, 155, 181, 207 Listening to Audiotapes, TE: 28, 30, 52, 54, 76, 78, 100, 102, 126, 128, 152, 154, 178, 180, 204, 206 Viewing Videos, TE: 18, 203, 212, 217; PB: 8F
d. Recognize the difference between formal and informal languages.	Polite and Impolite Language, TE: 100, 107, 118, 119
e. Follow simple, two step oral directions.	Following Two-Step Instructions, TE: 34, 42; AM: 60
K.1.03 Demonstrate knowledge of concepts of print.	
a. Identify labels, logos, and signs in the environment (e.g., job instructions, room labels, poison and danger signs/labels).	Viewing Signs, TE: 59, 66; PB: 2C
b. Understand that print has meaning.	Interactive Bulletin Board, TE: 10–11, 12–13, 20, 26, 50, 74, 98, 124, 176, 202
c. “Pretend read” from left to right, top to bottom, and front to back as well as hold a book upright and turn pages.	Directionality: Left/Right; Top/Bottom; Return Sweep, TE: 13, 33, 57, 81
d. Read and explain own writings and drawings.	Reads Own Writing Aloud, TE: 41, 50, 57, 62, 65, 81, 89, 106, 117, 132, 143, 169, 184, 195, 210, 223
e. Identify front cover and back cover of a book.	Parts of a Book, TE: 39, 45, 65; AM: 74–76
f. Distinguish letters from words.	Spacing Between Words, TE: 81
K.1.04 Develop and maintain phonemic awareness.	
a. Understand that a phoneme is one distinct sound.	Related: Alphabet Book, TE: 30–31; PB: 1A
b. Use sound stretching of one syllable words to identify each phoneme (<i>cat</i> , /c/, /a/, /t/).	Related: Alphabet Book, TE: 30–31; PB: 1A
c. Use sound blending of each separately spoken phoneme to make meaningful word (/m/, /o/, /m/ to <i>mom</i>).	Separating and blending sounds is beyond the scope of this program
d. Segment one-syllable words into individual sounds and blend the sounds into whole words.	Segmenting sounds is beyond the scope of this program
e. Recognize and produce rhyming words.	Rhyming Words, TE: 51, 52, 55, 56, 61; PB: 2A, 2B
f. Recognize words that have same beginning and ending sounds.	Initial Consonants, TE: 29, 30–31; PB: 1A Final Sounds, TE: 51, 52, 55, 58, 66; AM : 69
g. Understand words are made up of one or more syllables (e.g., students clap syllables in words).	Hearing syllables in a word is beyond the scope of this program
K.1.05 Develop and use decoding strategies.	
a. Recognize and name all upper and lowercase letters of the alphabet.	Recognizing the Letters of the Alphabet, TE: 26, 28, 29, 32, 33, 38, 39, 40, 44, 45, 179; AM: 56–57, 59, 64; PB: 1B, 1C, 1F, 1G
b. Begin to understand that the sequence of letters in a written word represents the sequence of sounds in a spoken word.	Match Spoken Word to Print, TE: 29, 30–31; PB: 1A
c. Use letter-sound matches to decode simple words.	Letter and Sound Match, TE: 29, 30–31; PB: 1A

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d. Understand that as letters of words change, so do the sounds (alphabetic principle).	Alphabetic Principle, TE: 29, 30–31; PB: 1A
K.1.06 Read to develop fluency, expression, accuracy and confidence.	
a. Read simple text containing familiar letter-sound correspondences and high frequency words.	Reading a Daily Message, TE: 26, 50, 74, 86, 98, 124, 150, 176, 202; PB: 3G
b. Recognize that intonation and volume of voice assist with meaning.	Intonation, TE: 110, 155; AM: 90; PB: 4D Speaking Loudly and Clearly, TE: 14, 16, 17, 21, 159, 170, 185, 211, 224; AM: 50–51; PB: GS-C
c. Read as “an emergent reader” a favorite story with fluent intonation and phrasing.	Oral Reading, TE: 65, 81, 89, 115, 117, 143, 158, 169, 178, 184, 195, 210, 223
K.1.07 Develop and extend reading vocabulary.	
a. Build vocabulary by listening to literature and participating in discussions.	Vocabulary, TE: 37, 43, 50, 52, 53, 54–55, 60, 61, 67, 75, 78, 87, 100, 109, 111, 126, 131, 133, 144, 154, 163, 171, 177, 180, 188, 189, 197, 206; AM: 63, 66–68, 72, 73, 84, 91, 95, 107, 114, 115; PB: 1D, 1E, 2A–2B, 2D, 2E, 4C, 4E, 5A, 6E, 7F
b. Build vocabulary by experiencing a wide range of text types.	Vocabulary, TE: 37, 43, 50, 52, 53, 54–55, 60, 61, 67, 75, 78, 87, 100, 109, 111, 126, 131, 133, 144, 154, 163, 171, 177, 180, 188, 189, 197, 206; AM: 63, 66–68, 72, 73, 84, 91, 95, 107, 114, 115; PB: 1D, 1E, 2A–2B, 2D, 2E, 4C, 4E, 5A, 6E, 7F
c. Participate in shared reading.	Literature, TE: 30–31, 54–55, 78–79, 102–103, 128–129, 154–155, 180–181, 206–207
d. Begin to use word families and word walls.	Word Families, TE: 151, 161; AM: 105; PB: 6C
e. Read some words by sight (e.g., the, has, an, can, run and color and number words).	Color Words, TE: 55, 60; AM: 72; PB: 2D Number Words, TE: 51, 55, 60; AM: 72; PB: 2D
f. Use a picture dictionary to determine word meaning.	Using Dictionaries to Gather Information, TE: 217, 227; PB: 8F
K.1.08 Develop and use pre-reading strategies.	
a. Recognize a purpose for listening.	Listening for a Purpose, TE: 14, 15, 28, 29, 30, 34, 42, 52, 54, 58, 66, 76, 79, 82, 90, 100, 126, 128, 152, 154, 178, 180, 185, 196, 204, 206, 207, 212, 224; PB: GS-B
b. Relate background knowledge to make meaning from text.	Prior Knowledge (Building Background), TE: 30, 54, 76, 102, 128, 154, 180, 206
c. Make predictions about text.	Predicting Outcomes, TE: 55, 77, 78, 102, 128, 152, 154, 180–181
d. Use illustrations to preview the text.	Previewing Author, Illustrator, Cover, Title, TE: 30, 39, 45, 54, 78, 102, 128, 152, 154, 180, 206
e. Participate in the creation of graphic organizers (e.g., KWL, charts).	Fact Chart, TE: 205 KWL Chart, TE: 206 Weather Chart, TE: 13, 74, 124, 202 Word Webs, TE: 99
f. Connect to life experience the information and events in texts.	Connect Story to Life Experiences, TE: 155, 156, 169

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K.1.09 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.	
a. Derive meaning while reading by	
1. asking questions about a text.	Making a KWL Chart, TE: 206
2. participating in discussions about text.	Discussing Literature, TE: 31, 55, 79, 103, 129, 155, 181, 207
3. predicting what will happen next as a story is shared.	Predicting an Outcome, TE: 55, 77, 78, 102, 128, 152, 154, 180–181
4. creating mental images of the story (e.g., characters, setting).	Visualizing, TE: 125, 129
b. Check for understanding after reading by	
1. recalling two to three step sequence of events.	Following Two-Step Instructions, TE: 34, 42; AM: 60 Following Three-Step Instructions, TE: 178, 196
2. retelling story in own words.	Retelling a Story, TE: 153, 159, 167, 170, 179, 205
3. drawing conclusions based on evidence in the story.	Drawing Conclusions, TE: 77, 79, 155
4. using pictures to discuss main idea.	Think About the Pictures, TE: 31, 55, 79, 103, 129, 155, 181, 207
K.1.10 Introduce informational skills to facilitate learning.	
a. Recognize the family and community as resources for information.	Home/Community Resources for Information, TE: 217
b. Recognize a variety of print sources (e.g., books, newspapers, magazines, and charts).	Resources for Research, TE: 203, 212, 217, 224, 227 Using Reference Books, TE: 203, 217, 219, 227; PB: 8F Newspapers, TE: 203, 217, 227; PB: 8F Using Magazines in Research, TE: 203, 217, 227; PB: 8H Charts and Graphs with Facts, TE: 205, 218, 225; AM: 122–123; PB: 8G
c. Recognize sources of information (e.g., books, graphs and computers).	Resources for Research, TE: 203, 212, 217, 224, 227 Using Reference Books, TE: 203, 217, 219, 227; PB: 8F Graphs, TE: 87, 93, 205, 218, 225; AM: 83, 84, 122–123; PB: 8G Using the Internet for Research, TE: 203, 217; PB: 8H
K.1.11 Develop skills to facilitate reading to learn in a variety of content areas.	
a. Recognize that printed materials provide information.	Printed Materials as Information, TE: 217, 218, 227
b. Use common illustrations to gain meaning from text.	Picture Clues, TE: 30, 31, 43, 50, 53, 54–55, 60, 63, 67, 87, 100, 109, 111, 134, 135, 136, 137, 138, 160, 161, 163; AM: 66–68, 72, 84, 91, 96, 98, 99, 104; PB: 1B–1C, 1D, 2A–2B, 2D, 2E, 4C, 4E, 5C, 5D, 5F, 6B
K.1.12 Read independently for a variety of purposes. (At this level, the student will experience a variety of text/media for different purposes.)	
a. Read to gain information (e.g., pictures, videos, picture books).	Finding Information, TE: 203, 217, 225; PB: 8F

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b. Read for enjoyment (e.g., books on tape, posters, pictures, videos, picture books).	Read for Enjoyment, TE: 28, 52, 76, 100, 126, 152, 178, 204
c. Read to expand vocabulary (e.g., books on tape, photographs, posters).	Introducing Vocabulary, TE: 30, 54, 78, 102, 128, 154, 180, 206
K.1.13 Begin to experience various literary and media genres.	
a. Explore picture books.	Picture books may be placed in the Reading and Listening Center for use by children.
b. Explore alphabet and number books.	Listening to an Alphabet Book, TE: 30–31 Listening to a Counting Book, TE: 54–55
c. Explore Mother Goose Rhymes and other rhyming books.	Mother Goose, TE: 229
d. Explore storybooks.	Reading Storybooks, TE: 100, 152
e. Explore fairy tales.	Fairy Tale, TE: 240–241
f. Explore poetry.	Poetry and Rhymes, TE: 51, 54–55, 58, 61, 66, 75, 125, 229, 233, 234, 236, 237
g. Explore lyrics to songs.	Rhymes/Chants/Songs, TE: 51, 229, 230, 231, 232, 233, 235
h. View various media genres (e.g., posters, pictures, photographs, films, videos).	Interpreting Pictures, TE: 19, 27, 30, 31, 36, 55, 77, 102, 103, 108, 129, 160; AM: 62, 104; PB: 1D, 4B, 6B Viewing Videos, TE: 18, 203, 212, 217; PB: 8F
i. Sequence events in a story (e.g., using books, videos, films).	Recognizing Sequence, TE: 55, 105–106, 116, 177–178, 181, 183–184, 190, 197; AM: 88, 110, 116; PB: 4A, 7A
K.1.14 Develop and maintain a motivation to read.	
a. Visit libraries and regularly check out materials.	Using the Library, TE: 217
b. Share storybooks, poems and environmental print.	Poems, TE: 51, 75, 125 Viewing Signs, TE: 59, 66, 179; PB: 2C
c. Identify favorite stories.	Favorite Story, TE: 151
Writing	
Content Standard 2.0: 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.	
K.2.01 Use a variety of pre-writing strategies.	
a. Brainstorm ideas with teacher and peers.	Brainstorming in Prewriting, TE: 104–105, 113, 130, 139, 156–157, 165, 182–183, 191, 208–209, 219; PB: 4A, 4G, 5G, 6A, 6G, 7A, 7G, 8A, 8H
b. Draw pictures to generate ideas.	Drawing in Prewriting, TE: 113, 139, 165, 191, 219; PB: 4G, 5G, 6G, 7G, 8H
c. Construct graphic organizers (e.g., webs, charts, diagrams) in a small or large group to organize information.	Fact Chart, TE: 205 KWL Chart, TE: 206 Weather Chart, TE: 13, 74, 124, 202 Word Webs, TE: 99
d. Use a variety of sources to gather information.	Resources for Research, TE: 203, 212, 217, 224, 227
K.2.02 Write for a variety of purposes.	

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a. Write to acquire and exhibit knowledge (e.g., own name- first and last, letters, numbers).	Print Own Name, TE: 32–33, 38, 40–41, 45; AM: 59, 64. Also, many Activity Masters provide a line for student names. Tracing and Writing the Letters of the Alphabet, TE: 26, 29, 32, 33, 38, 40, 44, 179; AM: 56–57, 59, 64; PB: 1B, 1C, 1G Forming Numerals, TE: 52
b. Write to entertain (e.g., pictures, shared writing).	Shared Writing, TE: 113–116, 139–141, 165–167, 191–193, 219–221; PB: 4G, 5G, 6G, 6G, 8H
c. Write to inform (e.g., experience stories).	Informative Composition, TE: 176–195, 202–223; AM: 110–117; PB: 7A, 7B, 7C, 7D, 7E, 7F, 7G
K.2.03 Show evidence of drafting and revision with written work.	
a. Represent spoken language with illustrations and temporary and/or conventional spelling.	Temporary Spelling, TE: 116, 168, 194, 222
b. Write consonant-vowel-consonant words with teacher assistance.	Phonetic Spelling, TE: 116, 168, 194, 222
c. Participate in teacher-led experience stories.	Shared Writing, TE: 113–116, 139–141, 165–167, 191–193, 219–221; PB: 4G, 5G, 6G, 6G, 8H
d. Add descriptive words and details.	Descriptive Language, TE: 53, 60, 112, 125, 135, 207; AM: 72, 92, 97, 98; PB: 5D
K.2.04 Include editing before the completion of finished work.	
a. Pause voluntarily in the midst of writing to interpret what has been written (tracking).	Read the First Draft, TE: 114, 140
b. Self correct works in progress (e.g., pictures, shared writing).	Revising, TE: 115, 141, 167, 192, 220
K.2.05 Evaluate own and others' writing.	
a. Use a simple rubric to evaluate own writing/pictures and group work (e.g., happy face, stickers).	Questions for Revising, TE: 115, 141, 167, 192, 220
b. Discuss and react to writing.	Reflecting on Writing Process, TE: 106, 115, 132, 141, 158, 167, 184, 193, 210, 220; AM: 88, 94, 102, 110, 119
c. Review personal collection to determine progress.	Writing Portfolio, TE: 116, 142, 168, 194, 222
K.2.06 Experience numerous publishing opportunities.	
a. Compose a variety of written works (e.g., published books, classroom books, experience stories).	Making Books, TE: 29, 32–33, 56–57, 64–65, 80–81, 88–89; AM: 59, 66–68, 74–76, 77–79, 85–87; PB: 1B, 1C, 2A, 2B, 2F, 3A, 3B, 3H Writing a Story, TE: 156–158, 165–167, 168–169; AM: 102, 109; PB: 6A, 6G
b. Incorporate illustrations and/or photographs.	Add Illustrations to Text, TE: 40, 65, 89, 117, 143, 169, 195, 223
c. Make use of technology to publish writing.	Using a Computer for Writing, TE: 39, 45
d. Share orally completed work.	Reads Own Writing Aloud, TE: 41, 50, 57, 62, 65, 81, 89, 106, 117, 132, 143, 169, 184, 195, 210, 223
K.2.07 Write narrative accounts.	
a. Participate in the creation of experience stories.	Writing a Personal Narrative, TE: 104–106, 113–115, 116–117; AM: 88, 93; PB: 4A, 4G

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b. Express thoughts, feelings and experiences through illustrations, dictation or writing.	Relating Personal Experiences, TE: 27, 98, 99, 100, 102, 105, 108; PB: 4A, 4B
K.2.08 Write frequently across content areas.	
a. Participate in shared writing about social studies.	Social Studies Center, TE: 29, 101
b. Participate in shared writing about science.	Science Center, TE: 53, 77, 127, 153
c. Participate in shared writing about math.	Math Center, TE: 53, 153, 205
d. Participate in shared writing about the arts and personal activities.	Shared Writing, TE: 113–116, 139–141, 165–167, 191–193, 219–221; PB: 4G, 5G, 6G, 6G, 8H Creative Arts Center, TE: 28, 53, 77, 100, 127, 153, 179, 205
K.2.09 Write expressively using original ideas, reflections, and observations.	
a. Write, when given time, place and materials.	Keeping a Journal, TE: 25, 49, 73, 97, 123, 149, 175, 201
b. Maintain, with teacher assistance, examples of writing and drawings that express opinions and judgements (e.g., portfolio, journals, student-made books).	Writing Portfolio, TE: 116, 142, 168, 194, 222 Keeping a Journal, TE: 25, 49, 73, 97, 123, 149, 175, 201 Making Books, TE: 29, 32–33, 56–57, 64–65, 80–81, 88–89; AM: 59, 66–68, 74–76, 77–79, 85–87; PB: 1B, 1C, 2A, 2B, 2F, 3A, 3B, 3H
c. Dictate stories (e.g., to tape recorder, to adult, to older student).	Dictate Text, TE: 40, 65, 89, 105, 116, 131, 142, 157, 168, 183, 194, 210, 222
K.2.10 Write in response to literature.	
a. Dictate a new ending to a story.	Ending a Story, TE: 158, 164; AM: 102, 108; PB: 6F
b. Use repetitive text to re-enact or retell stories.	Retelling a Story, TE: 153, 159, 167, 170, 179, 205
c. Create a drawing, picture, sign or other graphic symbols to respond to literature.	Responding to Literature through Drawing, TE: 79, 103, 129, 155, 181, 207
d. Retell stories using illustrations.	Drawing in Story Retelling, TE: 101, 113, 179
K.2.11 Write in a variety of modes and genres.	
a. Illustrate and/or write in journals (e.g., temporary/conventional spelling, series of pictures, and recognizable print).	Keeping a Journal, TE: 25, 49, 73, 97, 123, 149, 175, 201
b. Write a friendly note using temporary/conventional spelling or with teacher assistance.	Writing a Note, TE: 86; AM: 3G
Elements of Language	
Content Standard 3.0: The student will use standard English conventions and proper spelling as appropriate to speaking and writing.	
K.3.01 Demonstrate knowledge of standard English usage.	
a. Use correct grammatical constructions in own speech (e.g., “I will” rather than “Me will”).	Conventions of Grammar/Usage, TE: 36, 43, 60, 67, 84, 91, 109, 110, 111, 118, 119, 135, 136, 144, 145, 161, 162, 170, 171, 187, 188, 196, 197, 213, 214, 225; AM: 62, 63, 72, 81, 89, 90, 91, 97, 98, 105, 106, 113, 114, 120; PB: 1D, 2D, 3F, 4C, 4D, 4E, 5D, 5E, 6C, 6D, 7D, 7E, 8D, 8E

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b. Use correct verb and verb tense in sentences when speaking (present and past).	Verbs in Sentences, TE: 84, 162; AM: 106; PB: 6D
K.3.02 Demonstrate knowledge of standard English mechanics.	
a. Form legible upper and lower case letters.	Tracing and Writing the Letters of the Alphabet, TE: 26, 29, 32, 33, 38, 40, 44, 179; AM: 56–57, 59, 64; PB: 1B, 1C, 1G
b. Write from left to right and top to bottom.	Writing from Left to Right, Top to Bottom, TE: 44, 45
c. Use appropriate capitalization when writing names.	Capitalizing Names, TE: 33, 38, 40–41, 45; AM: 59, 64; PB: 1C, 1G
d. Recognize ending punctuation marks for statements and questions.	Punctuation of Sentences, TE: 79, 81, 110, 119, 220; AM: 77–79, 90; PB: 4D
e. Recognize capitalization at the beginning of sentences.	Capitalizing First Word of Sentence, TE: 79, 81, 110, 220; AM: 77–79
f. Trace and reproduce letters and words correctly.	Tracing and Writing the Letters of the Alphabet, TE: 26, 29, 32, 33, 38, 40, 44, 179; AM: 56–57, 59, 64; PB: 1B, 1C, 1G
K.3.03 Demonstrate knowledge of standard English spelling.	
a. Attempt to spell simple words using pre- to early-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.	Temporary Spelling, TE: 116, 168, 194, 222
b. Spell own first and last name.	Prints Own Name, TE: 32–33, 38, 40–41, 45; AM: 59, 64. Also, many Activity Master pages provide a line for student names.
K.3.04 Demonstrate knowledge of correct sentence structure.	
a. Use complete and coherent simple sentences when speaking.	Speaking in Complete Sentences, TE: 74, 75, 77, 82; AM: 80; PB: 3C
b. Use logical words and appropriate word order to complete sentences or to respond to questions.	Sentence Structure, TE: 80, 81, 82, 84, 88, 89, 90, 91; AM: 77–79, 85–87; PB: 3A, 3B, 3H