

Houghton Mifflin *ENGLISH*
Grade 1
correlated to
West Virginia Instructional Goals and Objectives

Instructional Goal and Objective	Houghton Mifflin <i>ENGLISH</i>
Listening/Speaking/Viewing	
1.1 listen to a variety of literary forms, including stories and poems	TE: 19, 87–94, 108–109, 143–150, 151–152, 167, 170–171, 208–209 PE: 19, 87–94, 108–109, 143–150, 151–152, 167, 170–171, 208–209
1.2 clarify and explain words and ideas	TE: 51, 59, 270–271 PE: 270–271
1.3 follow and state simple two–step directions	TE: 57, 58–59, 247–251, 253, 254–261, 268–269 PE: 57, 58–59, 247–251, 253, 254–261, 268–269
1.4 use singular and plural nouns and compound words in oral communication	TE: 67–68, 84, 121–122, 127–128, 129–130, 187, 240 PE: 67–68, 84, 121–122, 127–128, 129–130, 187, 240
1.5 3,4,5,6,7,8 given descriptive words and other specific vocabulary: identify synonyms, antonyms, and homonyms	TE: 77–78, 133–134, 181–182, 212 PE: 77–78, 133–134, 181–182
1.6 express ideas orally in complete sentences	TE: 21, 23, 25, 27, 29, 31, 33, 35, 61, 63, 65, 67, 69, 71, 73, 75, 119, 121, 123, 125, 127, 129, 131, 173, 175, 177, 179, 217, 219, 221, 223, 225, 227, 229, 231, 233 PE: 21, 23, 25, 27, 29, 31, 33, 35, 61, 63, 65, 67, 69, 71, 73, 75, 119, 121, 123, 125, 127, 129, 131, 173, 175, 177, 179, 217, 219, 221, 223, 225, 227, 229, 231, 233
1.7 2,3,4 make inferences based upon story characters and actions	TE: 19, 262, 270–271 PE: 19, 262, 270–271
1.8 2 use story content and personal background to make predictions	TE: 19 PE: 19
1.9 given a narrative, orally summarize story content	TE: 270–271 PE: 270–271
1.10 use graphic organizers and visualization to determine meaning	TE: 47–48, 60, 94, 116, 149, 172, 193, 198, 212–213, 214–215, 257–258, 282, 287–288 PE: 47–48, 198, 212–213, 214–215, 257–258, 282, 287–288
1.11 2,3 identify beginning, middle, and end of a narrative selection	TE: 50, 155–156, 159, 259–260, 289, 290 PE: 50, 155–156, 159, 259–260, 289, 290
1.12 2,3,4 given a narrative, repeat the correct sequence of events	TE: 86, 96 PE: 96
1.13 2,3,4,5,6,7,8 remember specific details, interpret and extend meaning, and evaluate material at an initial level of understanding	TE: 87–96, 106, 143–150, 151–152, 160–161, 167–168, 170–171, 191–193, 195, 200, 201–202, 205, 209, 214, 252, 253, 254, 260, 261–262, 265, 270–271, 283, 290

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	PE: 87–96, 106, 143–150, 151–152, 160–161, 167–168, 170–171, 191–193, 195, 200, 201–202, 205, 209, 214, 252, 253, 254, 260, 261–262, 265, 270–271, 283, 290
1.14 demonstrate appropriate listening behaviors (e.g., resist distractions, stay alert, and use appropriate listening posture- hands/feet quiet, eyes on the speaker)	TE: 8–14, 57, 94, 109, 114–115, 116–117, 167, 170–171, 193, 208–209, 214–215, 268–269, 270–271, 272–273 PE: 8–14, 57, 94, 109, 114–115, 116–117, 167, 170–171, 193, 208–209, 214–215, 268–269, 270–271, 272–273
1.15 given a word, create rhyming word families	TE: 211, 213 PE: 211, 213
1.16 2 use imagination to respond to an oral selection and/or to go think beyond a story	TE: 19, 262 PE: 19, 262
1.17 participate in choral speaking, reciting poems, rhymes, songs, and stories with repeated patterns and creative dramatics	TE: 11–12, 19, 45–47, 114–115, 116–117, 164, 206, 270–271 PE: 11–12, 19, 45–47, 114–115, 116–117, 164, 206, 270–271
Reading Comprehension	
1.18 2,3,4,5,6,7,8,9,10,11 read literary works by national and international authors to include but not to be limited to: fairy tales, science fiction, tall tales, and poetry	These pages can be adapted to help students read literary works by national and international authors: TE: 166–169 PE: 166–169
1.19 K,2 use picture clues to complete a passage by choosing one of three words to complete a sentence describing a picture	These pages can be adapted to help students use picture clues to complete a passage by choosing one of three words to complete a sentence describing a picture: TE: 13–14, 19, 167–168, 170–171, 214, 270–271, 285 PE: 13–14, 19, 167–168, 170–171, 214, 270–271, 285
1.20 2,5,6,7,8,9 read for meaning in sentences using both illustration and text	These pages can be adapted to help students read for meaning in sentences using both illustration and text: TE: 13–14, 19, 167–168, 170–171, 214, 270–271, 285 PE: 13–14, 19, 167–168, 170–171, 214, 270–271, 285
1.21 2,4,5,6,8,9,11 respond to both literal and interpretive comprehension questions after reading a short story selection	These pages prepare students to give written responses to what they read: TE: 117, 287 PE: 117, 287
1.22 K,2,3,4,5,8,9,10,11 follow written and oral directions sequentially to achieve a desired result	TE: 57, 58–59, 247–251, 268–269 PE: 57, 58–59, 247–251, 268–269

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1.23 dramatize, illustrate, and retell stories that have been read	TE: 270–271 PE: 270–271
1.24 retell major events of a story in sequence	TE: 48, 58–59, 86, 95, 96, 100–102, 103, 155–158, 159 PE: 48, 58–59, 95, 96, 100–102, 103, 155–158, 159
1.25 identify and understand cause and effect in a familiar story	These pages can be adapted to help students identify and understand cause and effect in a familiar story: TE: 150, 152, 155–158, 165 PE: 150, 152, 155–158, 165
1.26 recall main ideas and details from a familiar story	TE: 99, 104, 150, 151, 154, 159, 259 PE: 99, 104, 150, 151, 154, 159, 259
1.27 identify story elements (e.g., plot, character, setting)	TE: 142, 150, 152, 155–158, 165 PE: 150, 152, 155–158, 165
1.28 use the text and illustrations to predict and confirm	These pages can be adapted to help students use the text and illustrations to predict and confirm: TE: 13–14, 19, 167–168, 170–171, 214, 270–271, 285 PE: 13–14, 19, 167–168, 170–171, 214, 270–271, 285
1.29 read and comprehend both fiction and nonfiction that is appropriately designed for grade level	These pages can be adapted to help students read and comprehend both fiction and nonfiction that is appropriately designed for grade level: TE: 45–56, 57, 58–59, 87–94, 95, 97–98, 100–12, 103, 108–111, 113, 143–150, 151–152, 166–169, 174, 190–195, 196–198, 199–200, 201, 208–213, 252, 253, 254–261, 268–269, 275–277, 278–283 PE: 45–56, 57, 58–59, 87–94, 95, 97–98, 100–12, 103, 108–111, 113, 143–150, 151–152, 166–169, 174, 190–195, 196–198, 199–200, 201, 208–213, 252, 253, 254–261, 268–269, 275–277, 278–283
1.30 reread to clarify and confirm story elements	TE: 150, 152, 155–158, 165 PE: 150, 152, 155–158, 165
1.31 describe new information gained from text in own words	TE: 270–271 PE: 270–271
1.32 engage in a variety of literary activities voluntarily (e.g., choosing books and stories to read)	These pages can be adapted to help students engage in a variety of literary activities voluntarily: TE: 104, 161, 202, 213, 262, 283 PE: 104, 161, 202, 213, 262, 283

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1.33 can answer simple written comprehension questions based on material read	These pages prepare students to give written responses to what they read: TE: 117, 287 PE: 117, 287
1.34 monitor own reading and self-correct when an incorrectly identified word does not fit context surrounding it	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to monitor own reading and self-correct.
1.35 discuss prior knowledge of topics in expository texts	TE: 57, 58–59, 174, 252, 253, 254–261, 268–269 PE: 57, 58–59, 174, 252, 253, 254–261, 268–269
1.36 discuss how, why, and what-if questions in sharing nonfiction texts	These pages can be adapted to help students discuss how, why, and what-if questions in sharing nonfiction texts: TE: 104, 161, 202, 213, 262, 283 PE: 104, 161, 202, 213, 262, 283
1.37 make a transition from emergent to "actual" reading for meaning	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to make a transition from emergent to "actual" reading for meaning.
1.38 read with accuracy and comprehension instructional level texts designed for the first grade	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to read with accuracy and comprehension instructional level texts designed for the first grade.
Reading Vocabulary	
1.39 create and use rhyming words	TE: 211, 213 PE: 211, 213
1.40 read sight words fluently from an appropriate word list (e.g., Dolch)	TE: 303–304 PE: 303–304
1.41 2,3,4,5,6,7,8,9,10,11 use context clues to gain meaning of unfamiliar words	These pages can be adapted to help students use context clues to gain meaning of unfamiliar words: TE: 37–38, 77–78, 133–134, 181–182, 208–209, 211, 213, 235–236, 295, 305 PE: 37–38, 77–78, 133–134, 181–182, 208–209, 211, 213, 235–236, 295, 305
1.42 K,2,3,4,5,6,7,8,9,10,11 identify and use multiple meaning words	TE: 295 PE: 295
1.43 identify and manipulate phonemes within words and syllables	As a language arts program, Houghton Mifflin <i>ENGLISH</i> gives students the opportunity to apply the phonic skills they learn in Reading.
1.44 2 given words with one to three syllables; hear, say, and manipulate phonemes of spoken language (e.g., divide words into phonemes and blend phonemes into words)	As a language arts program, Houghton Mifflin <i>ENGLISH</i> gives students the opportunity to apply the phonic skills they learn in Reading.

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Reading Comprehension	
1.45 2 identify single consonants/sounds in initial, medial, and final word positions	As a language arts program, Houghton Mifflin ENGLISH gives students the opportunity to apply the phonic skills they learn in Reading.
Reading Vocabulary	
1.46 2 identify short and long vowels and their sounds	As a language arts program, Houghton Mifflin ENGLISH gives students the opportunity to apply the phonic skills they learn in Reading.
1.47 2 identify consonant blends in initial positions (e.g., <i>bl, fl, pl, sl, br, gr, fr</i>)	As a language arts program, Houghton Mifflin ENGLISH gives students the opportunity to apply the phonic skills they learn in Reading.
1.48 2 identify consonant digraphs in initial and final word positions (e.g., <i>ch, sh, th, wh</i>)	As a language arts program, Houghton Mifflin ENGLISH gives students the opportunity to apply the phonic skills they learn in Reading.
1.49 2 identify irregular short vowel sounds (e.g., <i>oy, oo, ea, ou</i>)	As a language arts program, Houghton Mifflin ENGLISH gives students the opportunity to apply the phonic skills they learn in Reading.
1.50 2 identify "r-controlled" vowel sounds (e.g., <i>ur, ir, er, ar, or</i>)	As a language arts program, Houghton Mifflin ENGLISH gives students the opportunity to apply the phonic skills they learn in Reading.
1.51 use letter-sound correspondence knowledge to sound out unknown words when reading texts	As a language arts program, Houghton Mifflin ENGLISH gives students the opportunity to apply the phonic skills they learn in Reading.
1.52 read fluently from an appropriate grade level vocabulary list	TE: 303–304 PE: 303–304
1.53 use descriptive words to name objects, places, and things	TE: 172, PE: 151, 191–195, 196–198, 199–200, 201
1.54 2 identify and use compound words	As a language arts program, Houghton Mifflin ENGLISH gives students the opportunity to apply this objective.
1.55 2 identify and use contractions and be able to match them to the two words being replaced (e.g., <i>I'm – i am</i>)	TE: 118B, 131–132, 137, 140, 189, 190B, 242 PE: 131–132, 137, 140, 189, 242
1.56 2 identify words with inflectional endings (e.g., <i>-s, -es, -ed, -ing, -er, -est</i>)	As a language arts program, Houghton Mifflin ENGLISH gives students the opportunity to apply this objective.
1.57 identify and use prefixes (e.g., <i>reread, untie</i>)	As a language arts program, Houghton Mifflin ENGLISH gives students the opportunity to apply this objective.
1.58 use context clues to determine word meaning	These pages can be adapted to help students use context clues to determine word meaning:

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1.59 understand and comprehend multiple meaning words	TE: 295 PE: 295
1.60 recognize and use opposites (antonyms) and words that mean the same (synonyms)	TE: 77–78, 181–182, 212 PE: 77–78, 181–182
Handwriting	
1.61 use directionality (e.g., left/right, top/bottom, up/down)	TE: 317–318 PE: 317–318
1.62 use dominant hand with correct paper position	These pages can be adapted to provide use of the dominant hand with correct paper position: TE: 317–318 PE: 317–318
1.63 hold pencil correctly	These pages can be adapted to provide instruction on holding the pencil correctly: TE: 317–318 PE: 317–318
1.64 assume and maintain appropriate position	These pages can be adapted to teach students to assume and maintain appropriate position: TE: 317–318 PE: 317–318
1.65 use appropriate stroke formation	TE: 317–318 PE: 317–318
1.66 write upper/lower case letters correctly	TE: 317–318 PE: 317–318
1.67 use lined paper correctly with headline, midline, baseline	TE: 317–318 PE: 317–318
1.68 demonstrate uniformity when writing letters	These pages can be adapted to demonstrate uniformity when writing letters. TE: 317–318 PE: 317–318
1.69 use uniform spacing between letters, words, and sentences	These pages can be adapted to provide practice spacing letters, words, and sentences: TE: 317–318 PE: 317–318
1.70 write numerals 0–9 correctly	These pages can be adapted to write numerals 0–9 correctly. TE: 317–318 PE: 317–318

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1.71 write comma, question mark, exclamation mark correctly	These pages can be adapted to write comma, question mark, exclamation mark correctly. TE: 317–318 PE: 317–318
1.72 self-evaluate handwriting	TE: 317–318 PE: 317–318
Composition	
1.73 compose fairly readable first drafts using appropriate parts of the writing process (initial attention to planning, drafting, rereading for meaning, and some self-correction)	TE: 38, 51–52, 99, 104, 142, 160, 181–182, 190, 201, 235–236, 261, 290 PE: 38, 51–52, 99, 104, 160, 181–182, 201, 235–236, 261, 290
1.74 with appropriate teacher modeling, write original and complete sentences and paragraphs that describe and explain	TE: 20, 60, 86, 118, 142, 190, 191–195, 196–198, 199–200, 201, 216, 246 PE: 191–195, 196–198, 199–200, 201
1.75 complete riddles and rhymes	TE: 211, 213 PE: 211, 213
1.76 summarize stories read or dictated by drawing a picture and/or writing a sentence	TE: 270–271 PE: 270–271
1.77 create own written text for others to read	Most lessons give students the opportunity to create own written text for others to read. Here are a few of the many examples: TE: 20, 43, 60, 86, 97, 103, 118, 142, 159, 190, 199, 216, 230, 246, 263, 291 PE: 43, 97, 103, 159, 199, 230, 263, 291
1.78 produce a variety of types of compositions (e.g., stories, descriptions, journal entries) showing relationships between printed text, illustrations, and other graphics	TE: 13–14, 19, 20B, 26, 28, 42B, 46–47, 60B, 60, 86B, 86, 94, 100–102, 103, 118B, 142B, 142, 153–154, 155, 156, 167–168, 170–171, 172B, 190B, 190, 196, 214, 215, 216B, 216, 246B, 246, 247–251, 255–256, 270–271, 272–273, 280, 285, 286 PE: 13–14, 19, 46–47, 97–98, 100–102, 103, 110, 153–154, 155, 156, 167–168, 170–171, 196, 214, 215, 247–251, 255–256, 270–271, 272–273, 280, 285, 286
1.79 edit for understanding and meaning	TE: 38, 51–52, 99, 104, 142, 160, 181–182, 190, 201, 235–236, 261 PE: 38, 51–52, 99, 104, 160, 181–182, 201, 235–236, 261
1.80 compose narrative text using correct sentence structure, adding to key ideas and supplying details	TE: 45–56, 86, 87–94, 95, 97–98, 100–102, 103, 110–111, 113, 142, 143–150, 151–152, 172, 190 PE: 45–56, 87–94, 95, 97–98, 100–102, 103, 110–111, 113, 143–150, 151–152
1.81 communicate ideas in well-organized and	Most lessons give students the opportunity to

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clearly written text	communicate ideas in well-organized and clearly written text. Here are a few of the many examples: TE: 38, 78, 104, 118, 142, 160, 182, 190, 209, 246, 252, 261 PE: 38, 78, 104, 160, 182, 209, 252, 261
Spelling	
1.82 recognize and differentiate among initial, medial, and final sounds	As a language arts program, Houghton Mifflin <i>ENGLISH</i> gives students the opportunity to apply this objective.
1.83 match sounds to letters	As a language arts program, Houghton Mifflin <i>ENGLISH</i> gives students the opportunity to apply this objective.
1.84 spell phonetically regular words	These pages can be adapted to help students spell phonetically regular words: TE: 67–68, 162, 203, 204, 263–264, 291, 320, 305 PE: 67–68, 162, 203, 204, 263–264, 291, 320, 305
1.85 spell some sight words	These pages can be adapted to help students spell some sight words: TE: 67–68, 162, 203, 204, 263–264, 291, 320, 305 PE: 67–68, 162, 203, 204, 263–264, 291, 320, 305
1.86 spell contractions	TE: 118B, 131–132, 137, 140, 189, 190B, 242 PE: 131–132, 137, 140, 189, 242
1.87 spell compound words	These pages can be adapted to help students spell compound words: TE: 67–68, 162, 203, 204, 263–264, 291, 320, 305 PE: 67–68, 162, 203, 204, 263–264, 291, 320, 305
1.88 spell irregular plural nouns (e.g., teeth, mice, wives, wolves)	TE: 37–38, 84, 121–122, 127–128, 129–130, 187, 240 PE: 37–38, 84, 121–122, 127–128, 129–130, 187, 240
1.89 use spelling patterns (e.g., consonant-vowel-consonant)	These pages can be adapted to help students use spelling patterns: TE: 67–68, 162, 203, 204, 263–264, 291, 320, 305 PE: 67–68, 162, 203, 204, 263–264, 291, 320, 305
1.90 add inflectional endings to one syllable words with and without structural changes (e.g., going, makes, hopping, baked)	These pages can be adapted to help students add inflectional endings to one syllable words with and without structural changes: TE: 67–68, 118B, 142B, 162, 172B, 203, 204, 263–264, 291, 320, 305 PE: 67–68, 162, 203, 204, 263–264, 291, 320, 305
1.91 listen for a word in a dictated sentence and select the correct spelling of that word from given choices	These pages can be adapted to help students listen for a word in a dictated sentence and select the correct spelling of that word from given

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	choices: TE: 67–68, 162, 203, 204, 263–264, 291, 320, 305 PE: 67–68, 162, 203, 204, 263–264, 291, 320, 305
1.92 spell correctly three-and–four letter short vowel words	These pages can be adapted to help students spell correctly three-and–four letter short vowel words: TE: 67–68, 162, 203, 204, 263–264, 291, 320, 305 PE: 67–68, 162, 203, 204, 263–264, 291, 320, 305
1.93 use invented spelling/phonics–based knowledge to spell independently	TE: 67–68, 162, 203, 204, 263–264, 291, 320, 305 PE: 67–68, 162, 203, 204, 263–264, 291, 320, 305
1.94 show spelling consciousness or sensitivity to conventional spelling	TE: 67–68, 162, 203, 204, 263–264, 291, 320, 305 PE: 67–68, 162, 203, 204, 263–264, 291, 320, 305
Language	
1.95 differentiate between common and proper nouns	TE: 60B, 60, 61–62, 63–64, 65–66, 69–70, 71–72, 79–81, 84, 86B, 105, 139, 162, 172B, 187, 190B, 216B, 221–222, 238, 241, 245, 246B PE: 61–62, 63–64, 65–66, 69–70, 71–72, 79–81, 84, 105, 139, 162, 187, 221–222, 238, 241, 245
1.96 2,3,4,5,6,7,8,9,10,11 capitalize first word in a sentence, the pronoun "I," months of the year, and proper nouns (e.g., days of the week, names of people)	TE: 20B, 30, 34, 40, 42B, 53–54, 60B, 60, 83, 86B, 105, 118B, 118, 138, 142B, 172B, 190B, 216B, 216, 217–218, 219, 221–222, 225–226, 227–228, 237, 238, 245, 264, 246B, 246 PE: 30, 34, 40, 53–54, 83, 105, 138, 217–218, 219, 221–222, 225–226, 227–228, 237, 238, 245, 264
1.97 2,3,4 use correct punctuation: period, question mark, and exclamation point	TE: 20B, 29–30, 31–32, 33–34, 35–36, 37–38, 40, 42B, 60B, 83, 86B, 105, 118B, 118, 142B, 172B, 190B, 216B, 216, 217–218, 219–220, 221–222, 237, 239, 244, 246B, 246 PE: 29–30, 31–32, 33–34, 35–36, 37–38, 40, 83, 105, 217–218, 219–220, 221–222, 237, 239, 244
1.98 2,3,4,5,6,7,8,9,10,11 use correct subject-verb agreement with corresponding proper verb formation	TE: 121–122, 123–124, 127–128, 129–130, 135–136, 137–141, 188, 242 PE: 121–122, 123–124, 127–128, 129–130, 135–136, 137–141, 188, 242
1.99 edit sentences for complete meaning	TE: 38, 51–52, 99, 104, 160, 181–182, 201, 235–236, 261, 290 PE: 38, 51–52, 99, 104, 160, 181–182, 201, 235–236, 261, 290
1.100 2,3,4,5,6,7,8,9,10,11 understand and correctly use present and past tense	TE: 118B, 125–126, 127–128, 129–130, 136, 141, 142B, 172B, 188, 241 PE: 125–126, 127–128, 129–130, 136, 141, 188,

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1.101 2,3,4,7 identify and correct errors in sentence construction and language expression	TE: 53–54, 105, 118B, 162, 180, 203, 204, 218, 220, 222, 224, 226, 228, 230, 232, 234, 239, 263–264, 291 PE: 53–54, 105, 162, 180, 203, 204, 218, 220, 222, 224, 226, 228, 230, 232, 234, 239, 263–264, 291
1.102 2,3,4,5,6,7,8,9 identify sentence fragments	TE: 27, 28, 39, 172 PE: 28, 39
1.103 2,3,5,6,7,8,9,10,11 identify supporting sentences that would or would not support key ideas in a text	TE: 99, 104, 150, 151, 154, 159 PE: 99, 104, 150, 151, 154, 159
1.104 2 identify words in alphabetical order beginning with different letters and beginning with the same letter	TE: 293–295, 302, 306, 317–318 PE: 293–295, 302, 306, 317–318
1.105 identify and use nouns, verbs, pronouns, and adjectives	TE: 61–62, 63–64, 65–66, 73–74, 75–76, 79–80, 81, 84, 85, 119–120, 135,139, 140, 172B, 172, 173–174, 175–176, 177–178, 183–184, 187, 188, 189, 190B, 240, 241 PE: 61–62, 63–64, 65–66, 73–74, 75–76, 79–80, 81, 84, 85, 119–120, 135,139, 140, 173–174, 175–176, 177–178, 183–184, 187, 188, 189, 240, 241
1.106 use regular verbs correctly	TE: 118B, 119–120, 127–128, 129–130, 135, 136, 140, 141, 172B, 188, 241 PE: 119–120, 127–128, 129–130, 135, 136, 140, 141, 188, 241
1.107 distinguish whether simple sentences are incomplete or fail to make sense	TE: 28, 39 PE: 28, 39
Study Skills	
1.108 acquire organizational skills to manage school materials and time on task	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to apply organizational and time management skills.
1.109 3,4,5,7,9,11 locate and become familiar with reference sources (e.g., dictionary, glossary, encyclopedia)	TE: 203, 294–295, 306–315 PE: 294–295, 306–315
1.110 interpret information on graphic sources (e.g., charts/tables, graphs, lists, schedules, diagrams, scale drawings, maps/atlasses, statistical illustrations, timelines)	TE: 47–48, 60, 94, 116, 149, 193, 198, 212–213, 252, 257–258, 259, 273, 282 PE: 47–48, 198, 212–213, 257–258, 259, 282
1.111 5,6,7,8,9,10 given a book, identify the author, illustrator, and title; and be familiar with the location of the table of contents, glossary, and index	TE: 166–169 PE: 166–169
1.112 practice and use test-taking strategies (e.g., listen closely, make careful choices, do	TE: 57, 96, 108, 116–117, 247–251, 262, 268–269, 272–273, 284–291

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your best)	PE: 57, 96, 108, 116–117, 247–251, 262, 268–269, 272–273, 284–291
Computer/Technology	
1.113 use appropriate software to practice and master first grade Reading/English language arts instructional objectives	TE: 19, 30, 34, 46–47, 70, 74, 78, 97–98, 100–102, 103, 106, 107, 122, 128, 152, 153–154, 155, 156, 163, 164, 165, 166, 174, 176, 195, 196, 198, 205, 206, 207, 214–215, 222, 228, 236, 254, 255–256, 266, 267, 275–277, 280, 286, 287, 297–298 PE: 19, 46–47, 97–98, 100–102, 103, 106, 153–154, 155, 156, 163, 164, 196, 205, 214–215, 255–256, 275–277, 280, 286, 287, 297–298
1.114 turn on/off a student workstation	These pages can be adapted to help students turn on/off a student workstation: TE: 106, 163, 164, 205, 206, 275–277, 287, 297–298 PE: 106, 163, 164, 205, 206, 275–277, 287, 297–298
1.115 on a keyboard, use letters, numbers, and other special function keys (e.g., shift, delete/backspace, and arrow keys) to input information	These pages can be adapted to help students on a keyboard, use letters, numbers, and other special function keys to input information: TE: 106, 163, 164, 205, 206, 275–277, 287, 297–298 PE: 106, 163, 164, 205, 206, 275–277, 287, 297–298
1.116 save and/or retrieve a file with teacher assistance	These pages can be adapted to help students save and/or retrieve a file with teacher assistance: TE: 106, 163, 164, 205, 206, 275–277, 287, 297–298 PE: 106, 163, 164, 205, 206, 275–277, 287, 297–298
1.117 print a document with teacher assistance	These pages can be adapted to help students print a document with teacher assistance: TE: 106, 163, 164, 205, 206, 275–277, 287, 297–298 PE: 106, 163, 164, 205, 206, 275–277, 287, 297–298
1.118 identify the uses of technology at home and school	These pages can be adapted to help students identify the uses of technology at home and school: TE: 106, 163, 164, 205, 206, 275–277, 287, 297–298 PE: 106, 163, 164, 205, 206, 275–277, 287, 297–298
1.119 identify fundamental computer terms (e.g., disk, software, hardware, boot/start, cursor, etc.)	These pages can be adapted to help students identify fundamental computer terms: TE: 106, 163, 164, 205, 206, 275–277, 287,

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	297–298 PE: 106, 163, 164, 205, 206, 275–277, 287, 297–298
1.120 use graphic software to read and interpret information from charts and bar graphs (1.110)	These pages can be adapted to help students use graphic software to read and interpret information from charts and bar graphs: TE: 106, 163, 164, 205, 206, 275–277, 287, 297–298 PE: 106, 163, 164, 205, 206, 275–277, 287, 297–298