

Houghton Mifflin *ENGLISH*
Grade 3
correlated to
West Virginia Instructional Goals and Objectives

Instructional Goal and Objective	Houghton Mifflin <i>ENGLISH</i>
Listening/Speaking	
3.1 1,2,4,5,6,7,8 given descriptive words and other specific vocabulary, identify synonyms, antonyms, homonyms, and word meaning	TE: 122, 141B, 158–159, 160, 163, 176, 228–229, 230, 247, 407, H12 ,H13 PE: 122, 158–159, 160, 163, 176, 228–229, 230, 247, 407, H12 ,H13
3.2 1,2,4 listen to a story, draw conclusions regarding the source of information, characters, events, setting, and purpose	TE: 252, 352 PE: 252, 352
3.3 1,2 use story content and prior knowledge to make predictions	These pages can be adapted to help students use story content and prior knowledge to make predictions: TE: 43, 99, 153, 223, 252, 285, 287–291, 295–296, 297–307, 308, 309, 310–313, 316–317 PE: 43, 99, 153, 223, 252, 285, 287–291, 295–296, 297–307, 308, 309, 310–313, 316–317
3.4 4 determine titles for narratives, paragraphs, stories, and student writing	TE: 279, 307, 343, 375, 409 PE: 279, 307, 343, 375, 409
3.5 1,2,4 given a dictated paragraph or set of directions, identify stated details	TE: 22, 252, 276, 304, 340, 352, 372, 382, 406, 440 PE: 22, 252, 276, 304, 340, 352, 372, 382, 406, 440
3.6 1,2,4 given a dictated paragraph, determine the main idea	TE: 320, 382 PE: 320, 382
3.7 given a dictated story, paraphrase, summarize, ask questions, make inferences, and identify author's opinion	TE: 22–23, 325, 352, 387 PE: 22–23, 325, 352, 387
3.8 1,2,4 recognize the sequence of events in a story or a set of directions	TE: 258, 326, 352 PE: 352
3.9 use graphic organizers and visualization techniques to determine meaning	TE: 300, 309, 348, 349, 416 PE: 300, 309, 348, 349, 416, H46, H47, H48, H49, H50
3.10 listen to a variety of literary forms	TE: 252, 352, 382 PE: 252, 352, 382
3.11 after differentiating between active listening and hearing, demonstrate appropriate listening and speaking behaviors (e.g., utilizing communication technologies)	TE: 252, 382 PE: 252, 382
3.12 given a speaking assignment, determine audience and purpose of presentation (e.g., persuade, entertain, inform)	TE: 352 PE: 352
3.13 given a topic, present information orally using specific vocabulary	TE: 34, 38, 46, 66–67, 78, 110, 146–147, 156–157, 180–181, 192, 220–221, 264, 292, 329, 359, 393, 407, 441

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	PE: 34, 46, 66–67, 78, 110, 146–147, 156–157, 180–181, 192, 220–221, 264, 292, 329, 359, 393, 407, 441
3.14 make an oral presentation using appropriate volume, pitch, and rate of speech	TE: 314–315 PE: 314–315
Reading Comprehension	
3.15 1,2,4,5,6,7,8,9,10,11 read and comprehend literary works by national and international authors to include, but not limited to: legends, folktales, non-fiction, chapter books and WV authors	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to read literary works by national and international authors.
3.16 K,1,2,4,5,6,7,8,9,10,11 identify explicitly stated information including, but not limited to: story elements (e.g., setting, characters, plot), a set of directions, and functional reading (e.g., invitations, bulletins)	These pages can be adapted to help students identify explicitly stated information including, but not limited to: story elements, a set of directions, and functional reading: TE: 22, 252, 276, 304, 320, 326, 320, 340, 352, 372, 382, 406 PE: 22, 252, 276, 304, 320, 340, 352, 372, 382, 406
3.17 K,1,2,4,9,10,11 determine sequence (e.g., events in a story, set of directions, and/or a missing item)	TE: 256, 258, 264, 271, 275, 292, 301, 303, 326, 329, 336, 339 PE: 256, 264, 271, 275, 292, 301, 303, 329, 336, 339
3.18 2,4,5,7,8,9,10,11 use context clues to determine word meaning	These pages can be adapted to help students use context clues to determine word meaning: TE: 122, 160 PE: 122, 160, H12
3.19 K,1,2,4,5,6,7,8,9,10,11 recognize characteristics of a fictional and non-fictional story	TE: 413 PE: 413, H21
3.20 K,2,4,5,6,7,8,9,11 draw conclusions regarding character (e.g., feelings, moods, traits, motives, point of view)	TE: 310–313, 314–315, 317 PE: 310–313, 314–315, 317
3.21 K,1,2,4,5,6,7,8,9,10,11 draw conclusions about a sequence of activities in an announcement or advertisement	These pages can be adapted to help students draw conclusions about a sequence of activities in an announcement or advertisement: TE: 48, 71, 143, 229, 231 PE: 48, 71, 143, 229, 231
3.22 2,11 draw conclusions regarding the identity of certain objects when specific details are given	These pages can be adapted to help students draw conclusions regarding the identity of certain objects when specific details are given: TE: 255, 264, 270–271, 275, 277, 292, 298–299, 303, 305, 329, 337, 339, 341, 351, 369, 371, 373, 393, 401–402, 403, 405, 407, 441 PE: 255, 264, 270–271, 275, 277, 292, 298–299, 303, 305, 329, 337, 339, 341, 351, 369, 371, 373, 393, 401–402, 403, 405, 407, 441

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3.23 6,7,8,9,10,11 compare and contrast in order to draw conclusions regarding a story	TE: 16, 150–151, 346–351 PE: 16, 150–151, 346–351
3.24 K,2,4,9 make predictions based on prior knowledge and story information	These pages can be adapted to help students make predictions based on prior knowledge and story information: TE: 252 PE: 252
3.25 2,4 determine an appropriate title for a reading selection or a story	TE: 279, 307, 343, 375, 409 PE: 279, 307, 343, 375, 409
3.26 2,4,5,8,9,10 identify theme, main idea, and author's purpose in a selection when it is not explicitly stated	TE: 255, 320, 322, 383, 384 PE: 255, 320, 322, 383, 384
3.27 paraphrase, summarize, compose questions, and make inferences about material read	TE: 16, 188, 413 PE: 16, 188, 413, H28
3.28 2,5,6,9 recognize other resources where additional information on a specific topic can be located (e.g., dictionary, encyclopedia)	PE: H26–H28
3.29 2,5,6,9 identify possible sources of functional information (e.g., where would such information probably appear)	PE: H26–H28
3.30 identify cause and effect related to a given event (e.g., what happened and why)	See Level 4, 5, 6, 7, and 8.
3.31 make generalizations regarding story elements	These pages can be adapted to help students make generalizations regarding story elements: TE: 188, 300–302, 413 PE: 188, 300–302, 413, H28
3.32 recognize figurative language (e.g., similes, metaphors, and idioms)	TE: 277 PE: 277, H11
3.33 choose and respond to a variety of reading material for pleasure and information	TE: 413 PE: 413
3.34 experience content through imagery (visualizing)	TE: 433 PE: 433
3.35 reread to clarify word meaning and to confirm story elements	These pages can be adapted to help students reread to clarify word meaning and to confirm story elements: TE: 300–302 PE: 300–302
3.36 read aloud with accuracy and comprehension any text that is grade level appropriate	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to read aloud with accuracy and comprehension any text that is grade level appropriate.
3.37 interpret information from diagrams, charts, and graphs	TE: 300, 309, 348, 349, 416 PE: 300, 309, 348, 349, 416, H24, H46, H47,

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	H48, H49, H50
Reading Vocabulary	
3.38 2,4,5,6,7,8,9,10,11 recognize synonyms, antonyms, homonyms, and homophones for identified vocabulary words presented in isolation or within a group of words	TE: 122, 141B, 158–159, 160, 163, 176, 177B, 213B, 228–229, 230, 247, 388B, 407 PE: 122, 158–159, 160, 163, 176, 228–229, 230, 247, 407, H12 ,H13
3.39 2,5,6,7,8,9,10,11 recognize the correct meaning of a word with multiple meanings when presented in text	These pages can be adapted to help students recognize the correct meaning of a word with multiple meanings when presented in text: TE: 122, 160, 407 PE: 122, 160, 407, H12
3.40 K,2,4,5,6,7,8,9,10,11 apply structural analysis and context clues to decode and encode words	These pages can be adapted to help students apply structural analysis and context clues to decode and encode words: PE: H19–H20
3.41 identify and use content area vocabulary	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to identify and use content area vocabulary.
3.42 given a variety of reading material, increase the number of recognized words presented in text	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to increase the number of recognized words presented in text.
3.43 use roots, prefixes, and suffixes to understand word meaning	PE: H14
3.44 read fluently instructional level texts and sight words from an appropriate grade level text	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to read fluently instructional level texts and sight words from an appropriate grade level text.
Handwriting	
3.45 demonstrate proper manuscript and cursive writing techniques (e.g., posture, paper placement, pencil grip, letter formation, slant, letter size, spacing, rhythm, and alignment)	All writing exercises give students the opportunity to demonstrate proper manuscript and cursive writing techniques.
Composition	
3.46 use the writing process (e.g, prewriting, drafting, revising, editing, publishing) across the curriculum	TE: 31, 59, 97, 141, 177, 213, 258, 280, 286, 308, 326, 344, 354, 376, 388, 410, 422, 444 PE: 280, 308, 344, 376, 410, 444
3.47 develop various types of writing including but not limited to narrative, informative, and persuasive (e.g., paragraphs, short stories, reports, and letters)	Most lessons give students the opportunity to develop various types of writing. Here are a few of the many examples: TE: 1B, 15, 70, 97B, 109, 188, 213B, 229, 277, 305, 326B, 373, 407, 441 PE: 15, 70, 109, 188, 229, 277, 305, 373, 407, 441
3.48 produce original writing samples related to creative arts including but not limited to poetry	TE: 1B, 43, 59B, 61, 77, 97B, 99, 107, 141B, 141, 153, 177B, 213B, 213, 215, 223,

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and journal entries	253–257, 258B, 258, 269–279, 286B, 286, 297–308, 326B, 354B, 388B, 414–419, 422B PE: 43, 61, 77, 99, 107, 153, 215, 223, 253–257, 258B, 258, 269–279, 297–308, 414–419
3.49 7,10 using complete sentences, write a composition with a clearly identified beginning, middle, and end	TE: 253, 256, 258, 264, 272, 274, 275, 286, 291, 292, 301, 302, 303, 329, 338, 339, 388 PE: 253, 256, 264, 272, 274, 275, 292, 301, 302, 303, 329, 338, 339
3.50 7,10 using complete sentences, write a composition with a main idea and specific relevant details with a variety of sentences and vivid word choices	TE: 25, 31, 37, 39, 45, 50, 59, 63, 69, 70, 71, 75, 77, 82, 97, 101, 103, 107, 113, 117, 119, 126, 141, 149, 151, 159, 163, 177, 179, 183, 185, 187, 188, 189, 191, 195, 197, 201, 217, 223, 227, 229, 233, 258, 278, 286, 306, 326, 342, 354, 388, 422, 442 PE: 25, 37, 39, 45, 50, 63, 69, 70, 71, 75, 77, 82, 101, 103, 107, 113, 117, 119, 126, 149, 151, 159, 163, 179, 183, 185, 187, 188, 189, 191, 195, 197, 201, 217, 223, 227, 229, 233, 278, 306, 342, 442
3.51 use appropriate mechanics of print (e.g., capitalization, punctuation, sentence structure)	TE: 25, 31, 36–37, 44–45, 50, 54, 59B, 59, 62–63, 82, 97B, 97, 141B, 141, 177B, 177, 178–179, 182–183, 184–185, 186–187, 188, 196–197, 199, 201, 204, 205–206, 207, 208, 212, 213B, 222–223, 239, 258B, 278, 326B, 342, 354B, 388B, 388, 422B, 422 PE: 25, 36–37, 44–45, 50, 54, 62–63, 82, 178–179, 182–183, 184–185, 186–187, 188, 196–197, 199, 201, 204, 205–206, 207, 208, 212, 222–223, 239, 278, 342
3.52 use transitional words in paragraph development	TE: 18, 253–257, 276, 302, 321–325, 337, 369, 383–387, 403, 436 PE: 18, 253–257, 276, 302, 321–325, 337, 369, 383–387, 403, 436
3.53 use conferencing to independently revise, edit, and clarify own meaning	These pages can be adapted to provide conferencing to independently revise, edit, and clarify own writing: TE: 20, 21–23, 24, 25, 31, 59, 97, 141, 177, 258, 276–277, 278, 304–305, 306, 326, 340–341, 342, 354, 372–373, 374, 388, 406–407, 408, 440–441, 422, 442 PE: 20, 21–23, 24, 25, 276–277, 278, 304–305, 306, 340–341, 342, 372–373, 374, 406–407, 408, 440–441, 442
3.54 use information from multiple sources in writing reports	TE: 354, 355–357, 359, 362–363, 364–375 PE: 355–357, 359, 362–363, 364–375, H26–H28
3.55 write a composition that is focused, coherent, and has a logical progression of ideas	TE: 14–19, 31, 59, 97, 141, 177, 254, 255, 256, 257, 258, 286, 305, 322, 323, 324–325, 326,

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	337, 354, 373, 383, 384, 385, 386–387, 388, 401, 422, 441 PE: 14–19, 254, 255, 256, 257, 305, 322, 323, 324–325, 337, 373, 383, 384, 385, 386–387, 401, 441
Spelling	
3.56 correctly spell basic sight words and/or frequently used words	TE: 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, 142–146, 132, 134, 138–139, 278, 306, 342, 374 PE: 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, 142–146, 132, 134, 138–139, 278, 306, 342, 374, H20, H34, H56, H57–H59
3.57 correctly spell words with consonant sounds including, but not limited to: consonant digraphs (e.g., <i>ph, sh, ch, wh</i>), consonant blends (e.g., <i>cr, cl, bl, gr, st</i>), silent consonants (e.g., <i>kn, ght, mb, wr, gn</i>), and double consonants (e.g., <i>tt, ll, dd</i>)	PE: H57–H59
3.58 correctly spell various vowel sounds including but not limited to vowel digraphs (e.g., <i>ee, ea, ai, oa, ie</i>), vowel diphthongs (e.g., <i>oi, oy, oo, ou, aw</i>), variants, and short/long vowels	TE: 286B PE: H57–H59
3.59 apply spelling rules to spell words with prefixes and suffixes	PE: H59
3.60 correctly spell irregular verbs and irregular plural nouns (e.g., knew, known, teeth, mice, wives, wolves)	TE: 59B, 68–69, 70, 71, 72–73, 81–82, 87, 91–94, 97B, 100–101, 102–103, 104–105, 106–107, 116–117, 118–119, 124–126, 132, 134, 138–139, 141B, 177B, 213B, 286B, 326B, 388B PE: 68–69, 70, 71, 72–73, 81–82, 87, 91–94, 100–101, 102–103, 104–105, 106–107, 116–117, 118–119, 124–126, 132, 134, 138–139, 177B
3.61 correctly spell compound words	See Levels 1, 2, 4, 6, 7, and 8.
3.62 given a contraction, correctly identify the two words that form that contraction; given two words, combine them into a correctly spelled contraction	TE: 97B, 120–121, 123, 126, 140, 141B, 149, 177B, 213B, 226–227, 233, 240, 246388B, 422B PE: 120–121, 123, 126, 140, 149, 226–227, 233, 240, 246
3.63 correctly spell abbreviations	TE: 177B, 186–187, 199, 207, 239, 388B PE: 186–187, 199, 207, 239, H51
3.64 make structural changes to spell words correctly (e.g., add inflectional endings, drop silent e, double final consonants, change y to <i>i</i> before adding <i>-ing</i>)	PE: H58–H59

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3.65 identify and correctly spell homophones	TE: 141B, 177B, 213B, 388B PE: H58
Language	
3.66 1,2,4,5,6,7,8,9,10,11 correctly use capitalization skills (e.g., beginning of sentence, titles, proper nouns, salutations of letters, pronoun "I")	TE: 25, 31, 36–37, 44–45, 50, 54, 59B, 59, 62–63, 82, 97B, 97, 141B, 141, 177B, 177, 178–179, 182–183, 184–185, 186–187, 188, 196–197, 199, 201, 204, 205–206, 207, 208, 212, 213B, 222–223, 239, 278, 286B, 326B, 342, 354B, 388B, 388, 42B, 422 PE: 25, 36–37, 44–45, 50, 54, 62–63, 82, 178–179, 182–183, 184–185, 186–187, 188, 196–197, 199, 201, 204, 205–206, 207, 208, 212, 222–223, 239, 278, 342
3.67 1,2,4,5,6,7,8,9,10,11 correctly use punctuation skills (e.g., end of a sentence, abbreviations, salutation of a letter, quotations, contractions, possessives, commas in a series)	TE: 31, 36–37, 38–39, 46–47, 50, 54, 55, 59B, 59, 74–75, 76–77, 87, 95–96, 97B, 97, 120–121, 126, 140, 141B, 141, 167, 168, 177B, 177, 178–179, 180, 186–187, 188, 189, 190–191, 192–193, 194–195, 196–197, 198, 200–201, 204, 207, 209, 210, 211–212, 213B, 226–227, 233, 237, 239, 240, 246, 258B, 278, 286B, 306, 326B, 342, 354B, 388B, 388, 422B, 422, 442 PE: 36–37, 38–39, 46–47, 50, 54, 55, 74–75, 76–77, 87, 95–96, 120–121, 126, 140, 167, 168, 178–179, 180, 186–187, 188, 189, 190–191, 192–193, 194–195, 196–197, 198, 200–201, 204, 207, 209, 210, 211–212, 226–227, 233, 237, 239, 240, 246, 278, 306, 342, 442, H51, H53
3.68 4,5,6,7,8,9,10,11 correctly use various forms of common and proper nouns and pronouns (e.g., subjective, objective, possessive, number, gender)	TE: 59B, 60–61, 62–63, 64–65, 68–69, 70, 71, 72–73, 74–75, 76–77, 78, 79, 80–81, 82, 87, 88–89, 90, 91–94, 95–96, 97B, 141B, 166, 167, 177B, 213B, 213, 214–215, 216–217, 218–219, 220–221, 222–223, 224–225, 226–227, 232, 237, 240, 241, 243–244, 245, 286B, 326B, 354B, 388B, 422B PE: 60–61, 62–63, 64–65, 68–69, 70, 71, 72–73, 74–75, 76–77, 78, 79, 80–81, 82, 87, 88–89, 90, 91–94, 95–96, 166, 167, 214–215, 216–217, 218–219, 220–221, 222–223, 224–225, 226–227, 232, 237, 240, 241, 243–244, 245, H55
3.69 1,2,4,5,6,7,8,9,10,11 use proper forms of regular and irregular verbs (e.g., tense, helping verbs, forms of <i>be</i>)	TE: 97B, 100–101, 102–103, 104–105, 106–107, 108–109, 112–113, 124–125, 131–132, 133–134, 135, 136, 141B, 167, 168, 177B, 216–217, 232, 238, 240, 242, 306, 326B, 342, 354B, 388B PE: 100–101, 102–103, 104–105, 106–107, 108–109, 112–113, 124–125, 131–132, 133–134, 135, 136, 167, 168, 216–217, 232,

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3.70 1,2,4,5,6,7,8,9,10,11 use correct subject-verb agreement	TE: 100–101, 102–103, 216–217, 232, 240, 242, 354B, 388B, 422B PE: 100–101, 102–103, 216–217, 232, 240, 242
3.71 recognize and correctly use adjectives (including articles) and adverbs	TE: 141B, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 154–155, 156–157, 160, 162–163, 169, 170, 172, 173, 174, 175, 238 PE: 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 154–155, 156–157, 160, 162–163, 169, 170, 172, 173, 174, 175, 238, H54
3.72 1,2,4,5,6,7,8,9 distinguish between correct and incorrect usage (e.g., this here)	TE: 148–149, 158–160, 172, 176, 222–223, 226, 228–229, 230, 232, 233, 240, 244, 247 PE: 148–149, 158–160, 172, 176, 222–223, 226, 228–229, 230, 232, 233, 240, 244, 247
3.73 1,2,4,5,6,7,8,9,10,11 identify and use correct sentence structure (e.g., refrain from use of fragments, awkward, and run-on sentences)	TE: 31B, 31, 32–33, 34–35, 44–45, 46–47, 49, 50, 58, 59B, 97B, 141B, 177B, 213B, 258B, 286B, 326B, 354B, 441 PE: 32–33, 34–35, 44–45, 46–47, 49, 50, 58, 441
3.74 identify types of sentences (e.g., statement, question, command, exclamation)	TE: 31B, 36–37, 38–39, 49, 54, 55, 59B, 59, 97B, 141B, 141, 177B, 178–179, 180–181, 204, 239, 258B, 286B, 326B, 388B, 422B PE: 36–37, 38–39, 49, 54, 55, 178–179, 180–181, 204, 239
3.75 identify the subject and predicate in a sentence	TE: 31B, 40–41, 42–43, 49, 50, 56, 57, 59B, 64–65, 67, 86, 90, 98, 102, 110–111, 130, 131–132, 166, 237, 258B, 422B PE: 40–41, 42–43, 49, 50, 56, 57, 64–65, 67, 86, 90, 98, 102, 110–111, 130, 131–132, 166, 237
3.76 4,5,6,7,9,10,11 identify and use correct paragraph structure (e.g., indent, topic sentence, supporting sentences, recognize sentences that do not belong)	TE: 18, 253–257, 276, 302, 321–325, 337, 369, 383–387, 403, 436 PE: 18, 253–257, 276, 302, 321–325, 337, 369, 383–387, 403, 436
3.77 4,5,6,9 recognize and use the correct combining of sentences	TE: 47, 67, 110–111, 147, 157, 181, 192, 193, 221, 346, 347, 350 PE: 47, 67, 110–111, 147, 157, 181, 192, 193, 221, 346, 347, 350
3.78 1,2,4,5,6,7,8,9,10,11 recognize the intended audience and purpose of a brief reading selection/paragraph	TE: 13, 33, 37, 39, 41, 43, 61, 63, 65, 69, 70, 71, 75, 99, 101, 103, 105, 109, 113, 115, 117, 119, 121, 143, 145, 149, 151, 153, 155, 159, 179, 183, 185, 187, 189, 191, 195, 197, 215, 217, 219, 223, 225, 227, 229, 252, 269, 273, 277, 279, 285, 297, 298, 299, 301, 304, 305, 307, 310–313, 315, 321, 334, 336, 337, 338, 340, 341, 343, 346–351, 364, 372, 373, 375,

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	383, 398, 399, 409, 412–413, 414–419, 432, 433, 437, 438, 440, 441, 443 PE: 13, 33, 37, 39, 41, 43, 61, 63, 65, 69, 70, 71, 75, 99, 101, 103, 105, 109, 113, 115, 117, 119, 121, 143, 145, 149, 151, 153, 155, 159, 179, 183, 185, 187, 189, 191, 195, 197, 215, 217, 219, 223, 225, 227, 229, 252, 269, 273, 277, 279, 285, 297, 298, 299, 301, 304, 305, 307, 310–313, 315, 321, 334, 336, 337, 338, 340, 341, 343, 346–351, 364, 372, 373, 375, 383, 398, 399, 409, 412–413, 414–419, 432, 433, 437, 438, 440, 441, 443, H44
3.79 identify and use appropriate dictionary skills (e.g., word meaning, guide words, syllabication, pronunciation guide)	PE: H16–H20
3.80 identify appropriate reference sources for specific information (e.g., dictionary, encyclopedia, atlas)	PE: H16–H20, H23, H25
3.81 identify a heading for a category of words	These pages can be adapted to help students identify a heading for a category of words: PE: H27
3.82 1,2,4,5,6 correctly write and punctuate a friendly letter	TE: 41, 75, 159, 177, 179, 282–284 PE: 41, 75, 159, 179, 282–284
Study Skills	
3.83 4,5,6,7 identify and use sources for different types of information (e.g., dictionary, encyclopedia, newspapers, card catalog)	PE: H16–H20, H21–H23, H25
3.84 4,5,6,7,8,9,10,11 recognize and use dictionary skills (e.g., word meaning, guide words, the pronunciation guide, syllabication, alphabetical order)	PE: H16–H20
3.85 8 organize and classify information (e.g., headings, categories, sorting)	TE: 257, 271, 300–302, 336, 436 PE: 257, 271, 300–302, 336, 436, H27
3.86 use graphic sources to interpret and organize information (e.g., tables, graphs, diagrams, maps, timelines)	TE: 59, 141, 286, 300, 309, 326, 348, 349, 416 PE: 300, 309, 348, 349, 416, H46, H47, H48, H49, H50
3.87 acquire organizational skills to manage school materials, time on task, and information to be studied	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to acquire organizational skills to manage school materials, time on task, and information to be studied.
3.88 follow written directions with multiple steps	TE: 326, 352, 353 PE: 352, 353
3.89 practice and use test-taking strategies (e.g., read directions carefully, read for key words, budget your time, read all choices)	TE: 51–52, 83–85, 127–129, 164–165, 202–203, 234–236, 281, 309, 345, 411, 445 PE: 51–52, 83–85, 127–129, 164–165, 202–203, 234–236, 281, 309, 345, 411, 445, H29–H30

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Instructional Goal and Objective	Houghton Mifflin <i>ENGLISH</i>
3.90 identify and use parts of a book (e.g., glossary, index, title page, table of contents)	These pages can be adapted to identify and use parts of a book: TE: 412–413 PE: 412–413
3.91 use a library and its reference sources (e.g., card catalog, computer listing, electronic retrieval systems)	PE: H16–H20, H21–H23, H25
Computer/Technology	
3.92 use appropriate software to practice and reteach third grade Reading/English language arts instructional objectives	TE: 9, 17, 15, 27, 37, 39, 41, 45, 49, 61, 63, 73, 80–81, 86, 101, 103, 107, 109, 115, 117, 121, 124–125, 149, 151, 153, 159, 162, 166, 185, 187, 191, 195, 199, 201, 217, 223, 225, 227, 232, 237, 252, 259, 262, 268, 270, 271, 273, 275, 280, 281, 286, 296, 297, 299, 300, 303, 306, 308, 309, 333, 335, 336, 339, 340, 342, 344, 345, 363, 365, 366, 368, 371, 374, 376, 397, 400, 402, 403, 405, 406, 408, 410, 411, 412, 423, 431, 435, 436, 439, 442, 444, 445 PE: 9, 17, 27, 49, 80–81, 86, 124–125, 162, 166, 201, 232, 237, 252, 259, 262, 268, 271, 273, 275, 296, 300, 303, 306, 333, 336, 339, 340, 342, 363, 365, 368, 371, 374, 397, 400, 402, 403, 406, 408, 423, 431, 442, H31, H32, H33, H34, H39–H40, H41–H43
3.93 demonstrate proper finger placement for all letters on the keyboard	These pages can be adapted to help students demonstrate proper finger placement for all letters on the keyboard: TE: 9, 17, 15, 27, 37, 39, 41, 45, 49, 61, 63, 73, 80–81, 86, 101, 103, 107, 109, 115, 117, 121, 124–125, 149, 151, 153, 159, 162, 166, 185, 187, 191, 195, 199, 201, 217, 223, 225, 227, 232, 237, 252, 259, 262, 268, 270, 271, 273, 275, 280, 281, 286, 296, 297, 299, 300, 303, 306, 308, 309, 333, 335, 336, 339, 340, 342, 344, 345, 363, 365, 366, 368, 371, 374, 376, 397, 400, 402, 403, 405, 406, 408, 410, 411, 412, 423, 431, 435, 436, 439, 442, 444, 445 PE: 9, 17, 27, 49, 80–81, 86, 124–125, 162, 166, 201, 232, 237, 252, 259, 262, 268, 271, 273, 275, 296, 300, 303, 306, 333, 336, 339, 340, 342, 363, 365, 368, 371, 374, 397, 400, 402, 403, 406, 408, 423, 431, 442, H31, H32, H33, H34, H39–H40, H41–H43
3.94 using a word processor, input information such as stories, reports, and narratives	These pages can be adapted to help students input information such as stories, reports, and narratives using a word processor: TE: 9, 17, 15, 27, 37, 39, 41, 45, 49, 61, 63, 73, 80–81, 86, 101, 103, 107, 109, 115, 117, 121, 124–125, 149, 151, 153, 159, 162, 166, 185, 187, 191, 195, 199, 201, 217, 223, 225, 227,

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Instructional Goal and Objective	Houghton Mifflin <i>ENGLISH</i>
	<p>232, 237, 252, 259, 262, 268, 270, 271, 273, 275, 280, 281, 286, 296, 297, 299, 300, 303, 306, 308, 309, 333, 335, 336, 339, 340, 342, 344, 345, 363, 365, 366, 368, 371, 374, 376, 397, 400, 402, 403, 405, 406, 408, 410, 411, 412, 423, 431, 435, 436, 439, 442, 444, 445</p> <p>PE: 9, 17, 27, 49, 80–81, 86, 124–125, 162, 166, 201, 232, 237, 252, 259, 262, 268, 271, 273, 275, 296, 300, 303, 306, 333, 336, 339, 340, 342, 363, 365, 368, 371, 374, 397, 400, 402, 403, 406, 408, 423, 431, 442, H31, H32, H33, H34, H39–H40, H41–H43</p>
3.95 use a mouse to draw simple graphics	<p>These pages can be adapted to help students use a mouse to draw simple graphics:</p> <p>TE: 9, 17, 15, 27, 37, 39, 41, 45, 49, 61, 63, 73, 80–81, 86, 101, 103, 107, 109, 115, 117, 121, 124–125, 149, 151, 153, 159, 162, 166, 185, 187, 191, 195, 199, 201, 217, 223, 225, 227, 232, 237, 252, 259, 262, 268, 270, 271, 273, 275, 280, 281, 286, 296, 297, 299, 300, 303, 306, 308, 309, 333, 335, 336, 339, 340, 342, 344, 345, 363, 365, 366, 368, 371, 374, 376, 397, 400, 402, 403, 405, 406, 408, 410, 411, 412, 423, 431, 435, 436, 439, 442, 444, 445</p> <p>PE: 9, 17, 27, 49, 80–81, 86, 124–125, 162, 166, 201, 232, 237, 252, 259, 262, 268, 271, 273, 275, 296, 300, 303, 306, 333, 336, 339, 340, 342, 363, 365, 368, 371, 374, 397, 400, 402, 403, 406, 408, 423, 431, 442, H31, H32, H33, H34, H39–H40, H41–H43</p>
3.96 identify the ways technology changes the lives of people in the community	<p>These pages can be adapted to help students identify the ways technology changes the lives of people in the community:</p> <p>TE: 9, 17, 15, 27, 37, 39, 41, 45, 49, 61, 63, 73, 80–81, 86, 101, 103, 107, 109, 115, 117, 121, 124–125, 149, 151, 153, 159, 162, 166, 185, 187, 191, 195, 199, 201, 217, 223, 225, 227, 232, 237, 252, 259, 262, 268, 270, 271, 273, 275, 280, 281, 286, 296, 297, 299, 300, 303, 306, 308, 309, 333, 335, 336, 339, 340, 342, 344, 345, 363, 365, 366, 368, 371, 374, 376, 397, 400, 402, 403, 405, 406, 408, 410, 411, 412, 423, 431, 435, 436, 439, 442, 444, 445</p> <p>PE: 9, 17, 27, 49, 80–81, 86, 124–125, 162, 166, 201, 232, 237, 252, 259, 262, 268, 271, 273, 275, 296, 300, 303, 306, 333, 336, 339, 340, 342, 363, 365, 368, 371, 374, 397, 400, 402, 403, 406, 408, 423, 431, 442, H31, H32, H33, H34, H39–H40, H41–H43</p>
3.97 demonstrate the understanding of the concept that copyright law protects a person's (or	<p>These pages can be adapted to help students demonstrate the understanding of the concept that</p>

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company's) work	copyright law protects a person's (or company's) work: TE: 9, 17, 15, 27, 37, 39, 41, 45, 49, 61, 63, 73, 80–81, 86, 101, 103, 107, 109, 115, 117, 121, 124–125, 149, 151, 153, 159, 162, 166, 185, 187, 191, 195, 199, 201, 217, 223, 225, 227, 232, 237, 252, 259, 262, 268, 270, 271, 273, 275, 280, 281, 286, 296, 297, 299, 300, 303, 306, 308, 309, 333, 335, 336, 339, 340, 342, 344, 345, 363, 365, 366, 368, 371, 374, 376, 397, 400, 402, 403, 405, 406, 408, 410, 411, 412, 423, 431, 435, 436, 439, 442, 444, 445 PE: 9, 17, 27, 49, 80–81, 86, 124–125, 162, 166, 201, 232, 237, 252, 259, 262, 268, 271, 273, 275, 296, 300, 303, 306, 333, 336, 339, 340, 342, 363, 365, 368, 371, 374, 397, 400, 402, 403, 406, 408, 423, 431, 442, H31, H32, H33, H34, H39–H40, H41–H43
3.98 relate the input, output, and processing devices of a computer to their functions	These pages can be adapted to help students relate the input, output, and processing devices of a computer to their functions: TE: 9, 17, 15, 27, 37, 39, 41, 45, 49, 61, 63, 73, 80–81, 86, 101, 103, 107, 109, 115, 117, 121, 124–125, 149, 151, 153, 159, 162, 166, 185, 187, 191, 195, 199, 201, 217, 223, 225, 227, 232, 237, 252, 259, 262, 268, 270, 271, 273, 275, 280, 281, 286, 296, 297, 299, 300, 303, 306, 308, 309, 333, 335, 336, 339, 340, 342, 344, 345, 363, 365, 366, 368, 371, 374, 376, 397, 400, 402, 403, 405, 406, 408, 410, 411, 412, 423, 431, 435, 436, 439, 442, 444, 445 PE: 9, 17, 27, 49, 80–81, 86, 124–125, 162, 166, 201, 232, 237, 252, 259, 262, 268, 271, 273, 275, 296, 300, 303, 306, 333, 336, 339, 340, 342, 363, 365, 368, 371, 374, 397, 400, 402, 403, 406, 408, 423, 431, 442, H31, H32, H33, H34, H39–H40, H41–H43
3.99 select and use appropriate software and/or other technologies to locate and use reference sources (3.28, 3.29, 3.83, 3.91)	TE: 9, 17, 27, 49, 80–81, 86, 124–125, 162, 166, 201, 232, 237, 252, 259, 262, 268, 271, 273, 275, 296, 300, 303, 306, 333, 336, 339, 340, 342, 363, 365, 368, 371, 374, 397, 400, 402, 403, 406, 408, 423, 431, 442 PE: 9, 17, 27, 49, 80–81, 86, 124–125, 162, 166, 201, 232, 237, 252, 259, 262, 268, 271, 273, 275, 296, 300, 303, 306, 333, 336, 339, 340, 342, 363, 365, 368, 371, 374, 397, 400, 402, 403, 406, 408, 423, 431, 442, H31, H32, H33, H34, H39–H40, H41–H43
3.100 use the spell check function in a word processor	These pages can be adapted to help students use the spell check function in a word processor: TE: 9, 17, 15, 27, 37, 39, 41, 45, 49, 61, 63, 73,

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	<p>80–81, 86, 101, 103, 107, 109, 115, 117, 121, 124–125, 149, 151, 153, 159, 162, 166, 185, 187, 191, 195, 199, 201, 217, 223, 225, 227, 232, 237, 252, 259, 262, 268, 270, 271, 273, 275, 280, 281, 286, 296, 297, 299, 300, 303, 306, 308, 309, 333, 335, 336, 339, 340, 342, 344, 345, 363, 365, 366, 368, 371, 374, 376, 397, 400, 402, 403, 405, 406, 408, 410, 411, 412, 423, 431, 435, 436, 439, 442, 444, 445</p> <p>PE: 9, 17, 27, 49, 80–81, 86, 124–125, 162, 166, 201, 232, 237, 252, 259, 262, 268, 271, 273, 275, 296, 300, 303, 306, 333, 336, 339, 340, 342, 363, 365, 368, 371, 374, 397, 400, 402, 403, 406, 408, 423, 431, 442, H31, H32, H33, H34, H39–H40, H41–H43</p>
<p>3.101 use graphic software to, read, interpret and organize information in the form of tables, graphs, diagrams and charts (3.86)</p>	<p>These pages can be adapted to help students use graphic software to, read, interpret and organize information in the form of tables, graphs, diagrams and charts:</p> <p>TE: 9, 17, 15, 27, 37, 39, 41, 45, 49, 61, 63, 73, 80–81, 86, 101, 103, 107, 109, 115, 117, 121, 124–125, 149, 151, 153, 159, 162, 166, 185, 187, 191, 195, 199, 201, 217, 223, 225, 227, 232, 237, 252, 259, 262, 268, 270, 271, 273, 275, 280, 281, 286, 296, 297, 299, 300, 303, 306, 308, 309, 333, 335, 336, 339, 340, 342, 344, 345, 363, 365, 366, 368, 371, 374, 376, 397, 400, 402, 403, 405, 406, 408, 410, 411, 412, 423, 431, 435, 436, 439, 442, 444, 445</p> <p>PE: 9, 17, 27, 49, 80–81, 86, 124–125, 162, 166, 201, 232, 237, 252, 259, 262, 268, 271, 273, 275, 296, 300, 303, 306, 333, 336, 339, 340, 342, 363, 365, 368, 371, 374, 397, 400, 402, 403, 406, 408, 423, 431, 442, H31, H32, H33, H34, H39–H40, H41–H43</p>