

Correlation to Georgia Quality Core Curriculum

Subject Area: 23.00 Language Arts, General, Elementary (Grades K-5)

State-Funded Course: 23.00300 Language Arts/Grade 2

Textbook Title: Houghton Mifflin Spelling and Vocabulary © 1998-2000

Publisher: Houghton Mifflin Company

| Objective | Component | Where Taught |
|-----------|--|---|
| 1. | Strand: Oral Communication Topic: Listening/Speaking Standard: Adapts or changes oral language to fit the situation by following the rules of conversation with peers and adults. | Adapting oral language for conversation with peers and adults is addressed in the comparable levels of Houghton Mifflin Reading: Georgia Edition and Houghton Mifflin English. |
| 2. | Standard: Listens to a variety of literary forms, including stories and poems. | PE: 58–59, 94–95, 130–131, 166–167, 202–203, 238–239; TE: 24A, 30A, 36A, 60A, 66A, 72A, 78A, 84A, 96A, 102A, 108A, 114A, 120A, 132A, 138A, 144A, 150A, 156A, 168A, 174A, 186A, 192A, 204A, 210A, 216A, 222A, 228A |
| 3. | Standard: Follows three-part oral directions. | PE: 166–167; TE: 166–167 |
| 4. | Standard: Recalls and interprets information presented orally. | TE: 24A, 30A, 36A, 60A, 66A, 72A, 78A, 84A, 96A, 102A, 108A, 114A, 120A, 132A, 138A, 144A, 150A, 156A, 168A, 174A, 186A, 192A, 204A, 210A, 216A, 222A, 228A |
| 5. | Standard: Uses oral language for different purposes: to inform, to persuade, and to entertain. | TE: 59, 95, 167, 203 |
| 6. | Standard: Responds to questions on orally presented material. | TE: 24A, 30A, 36A, 60A, 66A, 72A, 78A, 84A, 96A, 102A, 108A, 114A, 120A, 132A, 138A, 144A, 150A, 156A, 168A, 174A, 186A, 192A, 204A, 210A, 216A, 222A, 228A |
| 7. | Standard: Increases vocabulary to reflect a growing range of interests and knowledge. | PE: 29, 35, 41, 47, 53, 65, 71, 77, 83, 89, 101, 107, 113, 119, 125, 137, 143, 149, 155, 161, 173, 179, 185, 191, 197, 209, 215, 221, 227, 233; TE: 24, 30, 36, 42, 48, 60, 66, 72, 78, 84, 96, 102, 108, 114, 120, 132, 138, 144, 150, 156, 168, 174, 180, 186, 192, 204, 210, 216, 222, 228; LW: 2–4, 19–24, 25–42, 43–104 |

This correlation was compiled by searching the Houghton Mifflin Reading Spelling and Vocabulary PEs and TEs page by page for key words and concepts reflected in each Georgia Quality Core Curriculum Standard. Criteria included both major instruction and related topics.

PE=Pupil Edition

TE=Teacher's Edition

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| 8. | Standard: Communicates effectively when using descriptive language, relating experiences, and retelling stories read, heard, or viewed. | PE: 33, 34, 117, 159, 203; TE: 130 |
| 9. | Standard: Uses a variety of language patterns and sentence structures. | Every Unit Day 1 Word List is in complete sentences, Day 2 practice activities emphasize sentences for meaning and proofreading exercises in every unit provides a variety of formats. See also PE: 15; TE: 15. |
| 10. | Standard: Uses increasingly complex sentence structures in oral communication. | Sentences from the text become longer, more complex, and more sophisticated throughout the school year. |
| 11. | Standard: Determines the meaning of a word based on how it is used in an orally presented sentence. | TE: 42A, 48A, 72A, 96A, 102A, 120A, 132A, 138A, 150A, 156A, 168A, 180A, 216A |
| 12. | Standard: Uses grade/age appropriate standard American English when communicating orally. | TE: 192A |
| 13. | Standard: Blends sounds orally to make words. | Opportunities to blend sounds are found in the feature Apply Spelling Strategies. See TE: 25,31, 37, 43, 49, 61, 67, 73, 79, 85, 97, 103, 109, 115, 121, 133, 139, 145, 151, 157, 169, 175, 181, 187, 193, 205, 211, 217, 223, 229. |
| 14. | Standard: Divides words into syllables. | PE: 174–176, 198, 216–218, 235, 253, 257; TE: 174, 175, 216, 217, 218 |
| 15. | Strand: Written Communication Topic: Reading Standard: Increases vocabulary to reflect a growing range of interests and knowledge. | PE: 10–12, 13–19, 24, 25, 26, 28, 30, 31, 32, 34, 36, 37, 40, 42, 43, 44, 48, 49, 52, 57, 60, 61, 64, 66, 67, 70, 72, 73, 78, 79, 82, 84, 85, 88, (continued) |
| 15. | Standard: Increases vocabulary to reflect a growing range of interests | PE: (continued) 93, 96, 97, 102, 103, 106, 108, 109, 112, 114, 115, |

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|-----------|--|--|
| | and knowledge. (continued) | 118, 120, 121, 124, 129, 132, 133, 136, 138, 139, 142, 144, 145, 150, 151, 154, 156, 157, 160, 165, 168, 169, 174, 175, 178, 180, 181, 184, 186, 187, 190, 192, 193, 196, 201, 204, 205, 208, 210, 211, 214, 216, 217, 220, 222, 223, 226, 228, 229, 232, 237; TE: 24, 30, 36, 42, 48, 60, 66, 72, 78, 84, 96, 102, 108, 114, 120, 132, 138, 144, 150, 156, 168, 174, 180, 186, 192, 204, 210, 216, 222, 228 |
| 16. | Standard: Classifies and categorizes words into sets and groups with common characteristics. | PE: 25, 31, 37, 43, 49, 57, 60–61, 66–67, 72–73, 77–79, 84–85, 93, 96–97, 102–103, 108–109, 114–115, 120–121, 129, 132–133, 138–139, 144–145, 150–151, 156–157, 165, 168–169, 175, 180–181, 187, 193, 201, 205, 211, 217, 222–223, 228–229, 237; TE: 25, 31, 37, 43, 49, 57, 60, 66, 72, 77, 84, 93, 96, 102, 108, 114, 120, 129, 132, 138, 144, 150, 156, 165, 175, 180–181, 187, 193, 201, 205, 211, 217, 222 |
| 17. | Standard: Follows written directions. | PE: 166–167; TE: 166–167. In the independent spelling practice activities, students are asked to follow directions throughout the unit, on virtually every page. |
| 18. | Standard: Reads a variety of materials for information and pleasure. | PE: 58, 94, 130, 166, 202, 238; TE: 58, 94, 130, 166, 202, 238 |
| 19A. | Standard: Applies phonetic strategies to read by -Using initial consonant substitution in rhyming words and word families; | PE: 25, 28, 31, 33–34, 40, 43, 45, 49, 51–52, 54, 64, 67, 70, 75, 81–82, 85, 88, 90, 97, 103, 109, 111–112, 121, 123, 127, 133, 136, 139, 145, 151, 154, 159, 162, 178, 181, 184, 199, 205, 207–208, 211, 214, 219, 223, 236, 242, 246, 248, 250, 257, 272, 275; TE: 25, 28, 31, 33–34, 40, 43, 45, 49, 51–52, 54, 64, 67, 70, 75, 81–82, 85, 88, 90, 97, 103, 109, 111–112, 121, 123, 127, 133, 136, 139, 145, 151, 154, 159, 162, 178, 181, 184, 199, 205, 207–208, 211, 214, 219, 223, 236, 242, 246, 248, 250, 257, 272, 275 |
| 19B. | -Using beginning, medial, and ending consonants to orally decode words; | PE: 16–17, 18–19, 20–21, 31, 37, 43, 45, 61, 78–79, 81, 82, 84–85, 88, 91, 92, 211, 245, 246; TE: 78A, 81, 84A, 87 |

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|-----------|--|--|
| 19C. | -Using short, long and “r” controlled vowel sounds to orally decode words; | PE: 16, 17, 20–21, 24–25, 27, 28, 30–31, 34, 36–37, 40, 42–43, 48–49, 52, 54, 55, 56, 60–61, 64, 66–67, 90, 96–97, 102–103, 106, 126, 144–145, 163, 168–169, 174–175, 178, 198, 204–205, 208, 210–211, 214, 216–217, 234, 235, 241, 242, 243, 244, 247, 251, 253, 256, 257; TE: 24A, 27, 30A, 33, 36A, 39, 42A, 45, 48A, 51, 60A, 63, 66A, 69, 96A, 99, 102A, 105, 144A, 147, 168A, 171, 174A, 177, 204A, 207, 210A, 213, 216A, 219 |
| 19D. | -Using consonant blends, digraphs, and diphthongs to orally decode words. | PE: 72–73, 75, 79, 85, 91, 109, 114–115, 117–118, 120–121, 124, 127, 128, 132–133, 162, 180–184, 199, 245, 248, 249, 250; TE: 72, 73, 78, 79, 114, 115, 120, 121 |
| 20. | Standard: Uses word order and sentence structure to read (syntax- “Does it sound right?”) | PE: 54, 55, 56, 57, 71, 86, 90, 91, 92, 93, 119, 126, 127, 128, 129, 134, 158, 162, 163, 164, 165, 182, 188, 198, 199, 200, 201, 212, 234, 235, 236, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258; TE: 54, 55, 56, 57, 71, 86, 90, 91, 92, 93, 119, 126, 127, 128, 129, 134, 158, 162, 163, 164, 165, 182, 188, 198, 199, 200, 201, 212, 234, 235, 236, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258 |
| 21. | Standard: Demonstrates an understanding of semantic relationships by using context clues, word meanings, and prior knowledge in reading. (Semantics- “Does it make sense?”) | PE: 54, 55, 56, 57, 71, 86, 90, 91, 92, 93, 119, 126, 127, 128, 129, 134, 158, 162, 163, 164, 165, 182, 188, 198, 199, 200, 201, 212, 234, 235, 236, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258; TE: 54, 55, 56, 57, 71, 86, 90, 91, 92, 93, 119, 126, 127, 128, 129, 134, 158, 162, 163, 164, 165, 182, 188, 198, 199, 200, 201, 212, 234, 235, 236, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258 |
| 22. | Standard: Increases existing sight vocabulary (instant recognition). | PE: 24, 30, 36, 42, 48, 60, 66, 72, 78, 84, 96, 102, 108, 114, 120, 132, 138, 144, 150, 156, 168, 174, 180, 186, 192, 204, 210, 216, 222, 228; TE: 24, 30, 36, 42, 48, 60, 66, 72, 78, 84, 96, 102, 108, 114, 120, 132, 138, 144, 150, 156, 168, 174, 180, 186, 192, 204, 210, 216, 222, 228 |
| 23. | Standard: Integrates language structure (syntax), meaning context | PE: 54, 55, 56, 57, 71, 86, 90, 91, 92, 93, 119, 126, 127, 128, 129, |

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|------------------|--|--|
| | clues (semantics), phonetic strategies, and sight vocabulary when reading orally and silently. | 134, 158, 162, 163, 164, 165, 182, 188, 198, 199, 200, 201, 212, 234, 235, 236, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258; TE: 54, 55, 56, 57, 71, 86, 90, 91, 92, 93, 119, 126, 127, 128, 129, 134, 158, 162, 163, 164, 165, 182, 188, 198, 199, 200, 201, 212, 234, 235, 236, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258 |
| 24. | Standard: Reads with fluency and expression. | Reading with fluency and expression is taught at the comparable level of Houghton Mifflin Reading: Georgia Edition. |
| 25. | Standard: Recognizes EXPLICIT main ideas, details, sequence of events, and cause-effect relationships in fiction and nonfiction. | PE: 58, 59, 94, 95, 130, 131, 166, 167, 202, 203, 238, 239; TE: 58–59, 94, 95, 130–131, 166, 167, 202–203, 238–239 |
| 26. | Standard: Recognizes IMPLICIT main ideas, details, sequence of events, and cause-effect relationships in fiction and nonfiction. | PE: 94; Recognizing implicit main idea, details, sequence, and cause-effect is taught at the comparable level of Houghton Mifflin Reading: Georgia Edition. |
| 27. | Standard: Identifies the main characters. | PE: 94, 130; TE: 94, 130 |
| 28. | Standard: Identifies characters’ actions, motives, emotions, traits, and feelings. | PE: 94, 130, 202, 238; TE: 94, 130, 202, 238 |
| 29. | Standard: Draws conclusions, makes predictions, and comparisons. | PE: 58, 130, 202; TE: 58, 130, 202 |
| 30. | Standard: Reads for understanding and rereads as needed for clarification, self-correction, and further comprehension. | These reading strategies are taught at the comparable level of Houghton Mifflin Reading: Georgia Edition. |
| 31. | Standard: Demonstrates comprehension when reading a variety of literary forms (e.g., fiction, nonfiction, poetry, and drama). | PE: 58, 94, 130, 166, 202, 238; TE: 58, 94, 130, 166, 202, 238 |
| 32. | Standard: Recognizes and reads compound words, contractions, possessives, and words containing the suffixes “ing,” “ed,” “s,” and “es.” | PE: 138–139, 186–189, 191, 192–193, 196, 199, 200, 222–224, 228–229, 235, 236, 250, 254, 255, 257, 258; TE: 186A–186B, 186, 187, 188, 190, 222A–222B, 222, 223, 224, 228A |

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| 33. | Standard: Uses knowledge of root words, prefixes, and suffixes in word recognition. | PE: 142, 222–224, 232, 235, 257; TE: 222A–222B, 222, 223, 224 |
| 34. | Standard: Recognizes simple word opposites. | PE: 55, 73, 85, 91, 133, 145, 163, 169, 198, 200, 217, 220, 244, 256; TE: 174A |
| 35. | Topic: Writing Standard: Uses examples from literature to create individual and group stories. | PE: 59, 95, 131, 167, 203, 239; TE: 59 |
| 36. | Standard: Use correct spelling for frequently used sight vocabulary. | PE: 24, 30, 36, 42, 48, 60, 66, 72, 78, 84, 96, 102, 108, 114, 120, 132, 138, 144, 150, 156, 168, 174, 180, 186, 192, 204, 210, 216, 222, 228 |
| 37. | Standard: Uses learned phonetic strategies to spell correctly. | PE: 24–29, 30–35, 36–41, 42–47, 48–53, 54–59, 60–65, 66–71, 72–77, 78–83, 84–89, 90–95, 96–101, 102–107, 108–113, 114–119, 120–125, 126–131, 132–137, 138–143, 144–149, 150–155, 168–173, 174–179, 180–185, 198–203, 204–209, 210–215, 234–239; TE: 24, 25, 26, 30, 31, 32, 36, 37, 38, 42, 43, 44, 48, 49, 50, 60, 61, 62, 66, 67, 68, 72, 73, 74, 78, 79, 80, 84, 85, 86, 96, 97, 98, 102, 103, 104, 108, 109, 110, 114, 115, 116, 120, 121, 123, 132, 133, 134, 138, 139, 140, 144, 145, 146, 150, 151, 152, 156, 157, 158, 168, 169, 170, 174, 175, 176, 180, 181, 182, 186, 187, 188, 192, 193, 194, 204, 205, 206, 210, 211, 212, 216, 217, 218, 222, 223, 224, 228, 229, 230 |
| 38.A 38.B | Standard: Prints legibly -Correctly forms letters and numbers; -Correctly spaces words and sentences. | PE: 316. See also the write-on lines in the Student Book that aid students in correctly forming and spacing their printing. |
| 39. | Standard: Begins to recognize cursive letters. | PE: 316 |
| 40. | Standard: Writes a minimum of three sentences about a topic. | Objectives 40–44 are also found at the comparable level of Houghton Mifflin English. PE: 33, 95, 131, 203, 239; TE: 33, 95, 131, 203, 239 |

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| 41. | Standard: Writes about self-selected topics (e.g., personal experiences, book rewrites) using pictures, letter/sound associations, and known words. | PE: 58–59, 94–95, 130–131, 166–167, 202–203, 238–239; TE: 51, 225 |
| 42. | Standard: Writes in a variety of genres to include correspondence (including writing letters and addressing envelopes). | PE: 59, 95, 131, 167, 203, 239; TE: 59, 95, 131, 167, 203, 239 |
| 43.A | Standard: Applies correct principles of grammar: -Writes complete sentences | PE: 33, 34, 45; TE: 34 |
| 43.B | -Uses correct capital letters | PE: 33, 45, 59, 63, 77, 95, 135, 141, 153, 177, 189, 238, 259, 260, 261; TE: 33, 45, 59, 63, 95 |
| 43.C | -Uses correct punctuation | PE: 33, 45, 59, 167, 177, 189, 195, 213; TE: 33, 45, 59 |
| 43.D | -Applies correct rules of usage and expression | PE: 33, 45, 59, 95, 99, 117, 131, 167, 203, 239; TE: 33, 45, 59, 95, 99, 117, 131, 167, 203, 239 |
| 44.A1 | Standard: Communicates ideas by using the writing process: PREWRITING -Generates ideas | PE: 59, 95, 131, 167, 203, 239; TE: 59, 95, 131, 167, 203, 239 |
| 44.B1 | DRAFTING -Focuses on topic | PE: 59, 95, 167, 203; TE: 59, 95, 167, 203 |
| 44.B2 | -Uses prewriting ideas to complete first draft | PE: 59, 95, 131, 167, 203, 239; TE: 59, 95, 131, 167, 203, 239 |
| 44.C1 | REVISING -Expands use of descriptive words | PE: 131, 167, 203, 239; TE: 131, 167, 203, 239 |
| 44.C2 | -Improves sequence | PE: 59, 167, 203; TE: 59, 167, 203 |

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| 44.C3 | -Adds variety of sentence types | PE: 34; TE: 34 |
| 44.C4 | -Organizes writing to include a clear beginning, middle and ending | PE: 59, 95, 167; TE: 59, 95, 167 |
| 44.D1 | EDITING -Begins each sentence and proper noun with a capital letter | PE: 59, 95, 131, 167, 203, 239; TE: 59, 95, 131, 167, 203, 239 |
| 44.D2 | -Uses correct spelling | PE: 59, 95, 131, 167, 203, 239; TE: 59, 95, 131, 167, 203, 239 |
| 44.D3 | -Uses appropriate punctuation | PE: 59, 95, 131, 167, 203, 239; TE: 59, 95, 131, 167, 203, 239 |
| 44.D4 | -Uses complete sentences | PE: 59; TE: 59 |
| 44.E1 | PUBLISHING -Shares writing with others | PE: 59, 95, 131, 167, 203, 239; TE: 59, 95, 131, 167, 203, 239 |
| 45. | Standard: Uses available technology to assist in writing. | PE: 87, 159, 167, 225. See also the Language Arts Writer Resources at www.eduplace.com . |
| 46. | Topic: Literature Standard: Experiences traditional and contemporary literature through a variety of media. | PE: 58, 94, 130, 166, 202, 238; TE: 58, 94, 130, 166, 202, 238 |
| 47. | Standard: Responds to literal, inferential, and evaluative questions about literature. | PE: 58, 94, 130, 166, 202, 238; TE: 58, 94, 130, 166, 202, 238 |
| 48. | Standard: Demonstrates an interest in various types of self-selected literature through daily reading. | TE: 29, 35, 41, 47, 53, 58, 65, 71, 77, 83, 89, 94, 101, 107, 113, 119, 125, 130, 137, 143, 149, 155, 161, 166, 173, 179, 185, 191, 197, 202, 209, 215, 221, 227, 233, 238 |
| 49. | Standard: Identifies literary forms (e.g., fiction, nonfiction, poetry, and drama). | PE: 27, 39, 59, 69, 70, 95, 99, 131, 183, 231; TE: 123, 219 |

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| 50. | Standard: Discriminates between realism and fantasy. | PE: 202–203; TE: 202, 203 |
| 51. | Standard: Recognizes cultural diversity represented in literature. | PE: 130, 238; TE: 130, 238 |
| 52. | Topic: Reference/Study Standard: Alphabetizes words to the first letter. | PE: 27, 38, 50, 68, 276; TE: 27, 38, 50, 68, 276 |
| 53. | Standard: Uses beginning dictionaries as information sources. | PE: 26, 38, 50, 68, 80, 86, 104, 110, 122, 146, 156–160, 164, 170, 182, 196, 206, 224, 230, 252, 276; TE: 26, 38, 50, 68, 80, 86, 104, 110, 122, 146, 156–160, 164, 170, 182, 196, 206, 224, 230, 252, 276 |
| 54. | Standard: Uses guide words to locate words in dictionaries and topics in encyclopedias. | PE: 86, 104, 276 |
| 55. | Standard: Recognizes the organization of fiction and nonfiction books in the media center. | The organization of the media center is taught at comparable levels of Houghton Mifflin Reading: Georgia Edition and Houghton Mifflin English. |
| 56. | Standard: Uses book parts, including title page, table of contents, and glossary as information sources. | PE: 189, 240; TE: 166 |
| 57. | Standard: Uses easy fiction books, nonfiction books, audiovisual resources, software, and periodicals as information sources. | PE: 166–167; TE: 29, 35, 41, 47, 53, 58, 65, 71, 77, 83, 89, 94, 101, 107, 113, 119, 125, 130, 137, 143, 149, 155, 161, 166, 173, 179, 185, 191, 197, 202, 209, 215, 221, 227, 233, 238 |
| 58. | Standard: Uses the media center and available technology as sources of information and pleasure. | See the Language Arts Writer Resources at www.eduplace.com . |

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