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Grade Two

correlated to Chicago Public Schools
 Reading/Language Arts

Chicago Language Arts	<i>Houghton Mifflin Reading</i> © 2001
STATE GOAL 1: READ WITH UNDERSTANDING AND FLUENCY.	
<i>CAS A. Use a wide variety of strategic reading behaviors to comprehend the literal and nonliteral meaning of text to be informed, to perform a task, and for literary experience.</i>	
<u>CFS</u>	
1. Retell content of text read independently.	Retelling Stories/Information, 2.1: TE1: 41O–41P, 75; TE2: 133, 145, 203; TE3: 263M; 2.2: SB: 395; TE4: 51; TE6: 340
2. Determine and state the purpose for reading stories/text (e.g., to inform, to entertain, and to persuade).	Purpose Setting for Reading, 2.1: TE1: 19, 26, 39, 47, 60, 77, 83, 95; TE2: 123, 140, 151, 159, 166, 181, 192, 207; TE3: 235, 244, 261, 269, 278, 293, 299, 314, 333, 339, 350; 2.2: TE4: 19, 38, 61, 70, 91, 100, 113; TE5: 127, 134, 157, 168, 185, 200, 219; TE6: 293, 306, 323, 331, 346, 367, 373, 384, 397
3. Clarify meaning by asking and answering questions concerning text read.	Question Strategy, 2.1: TE2: 121, 123, 131, 134, 136, 138, 139, 144, 147; TE3: 267, 269, 270, 275, 276, 277, 280, 284, 288, 289; 2.2: TE4: 59, 61, 65, 66, 68, 69, 72, 78, 82, 83, 108; TE5: 155, 160, 162, 170; TE6: 371, 374, 380, 386, 388 Think About the Selection, 2.1: SB: 36, 74, 108, 148, 174, 204, 258, 290, 330, 364; TE1: 36, 74, 108; TE2: 148, 174, 204; TE3: 258, 290, 330, 364; PB: 7, 29, 46, 72, 95, 112, 140, 163, 181, 199; 2.2: SB: 52, 84, 110, 146, 178, 216, 256; <div style="text-align: right;">(continued)</div>

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<p>3. Clarify meaning by asking and answering questions concerning text read. (continued)</p>	<p>Think About the Selection, 2.2: (continued) TE6: 320, 364, 394; PB: 8, 31, 73, 96, 114, 132, 159, 181, 198</p> <p>Generating Questions, 2.1: TE1: 41F, 75; TE2: 121, 123, 136, 144, 146, 153F, 157, 159, 165, 166, 172, 177A, 184, 190, 203, 207; TE3: 267, 269, 270, 275, 276, 277, 280, 284, 288, 289, 293, 295; 2.2: TE4: 46, 55E, 55F, 55J, 59, 61, 65, 66, 68, 69, 72, 78, 82, 83, 108, 113</p>
<p>4. Organize information logically and sequentially based on the passage read (e.g., what happened first, second, and third).</p>	<p>Sequence of Events, 2.1: TE1: 39; TE2: 145, 153; TE3: 279, 289, 295, 345; 2.2: TE5: 167, 222E–222F, 223, 245, 261A–261B, R34–R35; 325, 387, 389; TE6: 325, 387, 389; PB: 130–131, 133–134</p>
<p>5. Determine and explain author's purpose(s) and explicit main idea(s) in text(s).</p>	<p>Author's Purpose, 2.1: TE3: 277, 367; 2.2: TE5: 145, F271</p> <p>Main Idea/Topic, , 2.1: TE3: 267, 276, 281, 292, 295A–295B, R30–R31; PB: 162; 2.2: TE4: 75; TE5: 135</p>
<p>6. Make and confirm predictions about events and ideas presented in text.</p>	<p>Predict/Infer Strategy, 2.1: TE1: 81, 83, 88, 89, 94, 95, 100, 102, 107; TE3: 297, 299, 306, 311, 312, 313, 319, 322, 328, 329; 2.2: TE5: 183, 190, 193, 207, 208</p> <p>Making/Checking Predictions, 2.1: TE1: 19, 24, 25, 26, 33, 35, 47, 58, 59, 60, 73, 83, 96, 106, 107; TE2: 140, 146, 147, 164, 172, 181, 190, 191, 202; TE3: 533A, 533B, 559A, 559B, 582F, 583A, 583B; 235, 242, 243, 244, 256, 269, 276, 278, 288, 289, 299, 312, 313, 314, 339, 348, 362; 2.2: TE4: 19, 36, 37, 38, 50, 68, 69, 82, 83, 91, 98, 99, 108, 109</p>

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<p>7. Summarize text read, including characters, setting, beginning event, second event, and solution.</p>	<p>Oral Summary, 2.1: TE1: 13B, 17, 19, 23, 24, 25, 26, 29, 32, 33, 35, 39, 41, 44F, 60, 72, 73, 80F, 81, 94, 95, 96, 106, 107, 111A; TE2: 117B, 133, 138, 139, 140, 146, 147, 156F, 164, 165, 166, 172, 173, 177, 178F, 190, 191, 192, 202, 203; TE3: 229B, 233, 235, 240, 241, 242, 243, 244, 252, 254, 256, 257, 266F, 276, 277, 278, 288, 289, 296F, 312, 313, 314, 328, 329, 336F, 349, 350, 363; 2.2: TE4: 13B, 36, 37, 38, 50, 51, 55, 58F, 68, 69, 82, 83, 88E, 96, 97, 98, 99, 102, 106, 108, 109, 113, 115</p> <p>Summarize Strategy, 2.1: TE1: 17, 18, 19, 23, 24, 25, 32, 35, 59, 95, 107; TE2: 151, 153, 174, 191, 207, 209; TE3: 233, 235, 240, 241, 242, 243, 252, 254, 256, 257, 293; 2.2: TE4: 89, 96, 97, 98, 99, 102, 106, 108, 109;</p> <p style="text-align: right;">(continued)</p>
<p>7. Summarize text read, including characters, setting, beginning event, second event, and solution. (continued)</p>	<p>Summarize Strategy, 2.2: (continued) TE6: 329, 337, 340, 356, 358</p> <p>Writing a Summary, 2.1: TE1: 41A, 41B, 73; TE3: 292, 293, 294, 295; TE6: 369M–369N; PB: 192, 193</p>
<p>8. Make connections between prior knowledge, previous experiences, and new reading selections.</p>	<p>Prior Knowledge, 2.1: TE1: 13A, 44E, 48, 80E; TE2: 117A, 156E, 177A, 178E; TE3: 229A, 261, 266E, 296E, 336E; 2.2: TE4: 13A, 58E, 88E; TE5: 121A, 154E, 182E, 222E; TE6: 287A, 328E, 370E</p>
<p>9. Describe the problem, solution, or central idea of text(s).</p>	<p>Plot: Problem/Solution, 2.1: TE1: 25, 28, 29, 33, 41A, 41B; TE3: 314, 319, 320, 329</p>
<p>10. Recognize cause-effect relationships.</p>	<p>Cause and Effect, 2.1: TE1: 27, 35, 36, 101; TE2: 177, 188, 209; TE3: 309, 313; 2.2: TE4: 47, 67, 89, 103, 115, 115A–115B, R24–R25; TE5: 132, 221; 345; PB: 46–47, 49–50</p>
<p>11. Alphabetize to the second letter.</p>	<p>Alphabetical Order, TE2: 209E; TE3: 263I–263J, 367I; 2.2: TE4: 55I; PB2.1: 147</p>

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12. Draw conclusions.	Drawing Conclusions, 2.1: TE1: 20, 22, 41, 63, 74, 84, 98, 104, 107, 108; TE2: 126, 139, 148, 174, 187, 203; TE3: 243, 254, 258, 263, 272, 276, 277, 282, 290, 295, 310, 316, 335, 338, 349, 364; 2.2: TE4: 17, 31, 40, 52, 55A–55B, 106, R20–R21; TE5: 139, 151, 167, 215, 221, 243, 256; 305, 320, 364, 369, 394; PB: 6–7, 8, 9–10
CAS B. Use a wide variety of word analysis strategies to read and comprehend unfamiliar words and material.	
CFS	
1. Identify and orally manipulate small units of sound (e.g., phonemes):	
<ul style="list-style-type: none"> Count the number of syllables in multisyllable words. 	Counting Syllables in Spoken Words, 2.1: TE1: 14A, 44G, 44H, 80G; TE2: 118A, 118B, 156G, 156H, 178G, 178H; TE3: 230A, 263C, 266G, 295C, 307, 335C, 336H; 2.2: TE4: 14A, 14B
<ul style="list-style-type: none"> Add or delete phonemes orally to change syllables or words (e.g., substitute vowels to form a new word). 	Manipulating Phonemes, 2.2: TE4: 88G See Grade One for more opportunities to add or delete phonemes.
2. Refine and apply word recognition and analysis strategies:	
<ul style="list-style-type: none"> apply knowledge of language structure(s) using prefixes and suffixes, contractions and singular possessives, simple abbreviations, and sentence structure. 	<p>Prefixes, 2.1: TE2: 167; 2.2: TE5: 182H, 191, R12–R13; PB: 110</p> <p>Suffixes, 2.1: TE3: 296H, 322, 336H, R14–R15, R18–R19; PB: 177, 195; 2.2: TE4: 55C; TE5: 122A–122B, 154H, 181C, 182G, 261C; PB: 11, 69, 92, 99</p> <p>Contractions, 2.1: TE1: 59; 2.2: TE4: 45; TE5: 154G, 154, 161, 181G–181H, R6–R7; PB: 91</p> <p>Possessive Nouns, 2.2: TE4: 87K–87L, 115K–115L, R27</p> <p>Abbreviations, 2.1: TE2: 142</p> <p>Sentences, 2.1: TE1: 41K–41L, 43E, 79K–79L, 111K–111L, R23, R24; TE2: 153K–153L, 177K–177L, R26–R27R, 28–R29; TE3: 265E; PB: 15–17, 37–39, 54–56, 80–82, 103–105</p>

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<ul style="list-style-type: none"> • apply word-analysis skills using knowledge of consonant-vowel patterns and homophones. 	<p>Vowel Pattern CVC, 2.1: TE1: 14A, 15B, 44G, 44H, 44, 62, 79A, 111C; TE2: 170, 178J</p> <p>Vowel Pattern CVCe, 2.1: TE1: 80G, 80H, 80; TE2: 118A, 153C–153D, 168, 177C–177D, 199; TE3: 231B, 253; PB: 76–78; 2.2: TE4: 15B; TE6: 370, 370G–370H</p> <p>Phonograms, 2.1: TE1: 51, 99</p>
<ul style="list-style-type: none"> • identify and use word families (e.g., common phonic elements, common root/base). 	<p>Word Families, 2.2: TE5: 151I–151J; TE6: 325I–325J</p>
<ul style="list-style-type: none"> • identify base words and affixes. 	<p>Base Words and Affixes, 2.1: TE1: 41C–41D; TE2: 167; TE3: 230B, 248, 296H, 296J, 311, 322, R6–R7; PB: 136; 2.2: TE4: 25, 58H, R10–R11; TE5: 189; TE6: 378; PB: 27</p>
<ul style="list-style-type: none"> • identify vowel digraphs, diphthongs, and <i>r</i>-controlled vowels. 	<p>Vowel Digraphs, 2.1: TE1: 21, 67; TE2: 201; TE3: 266G, 266, 266J, 335C–335D, 336G–336H, 336I, 336, 354, 336I, R8–R9, R16–R17; PB: 158, 184, 194; 2.2: TE4: 74, 88G–88H, 88, R10, R11; TE5: 151C–151D; TE6: 288A–288B, 290, 369C–369D; PB: 44</p> <p>Vowel Diphthongs, 2.1: TE1: 85; TE3: 296G, 296J, 296, 367C–367D, R12–R13; PB: 176, 202; 2.2: TE4: 64</p> <p><i>r</i>- and <i>l</i>- Controlled Vowels, 2.2: TE4: 14A, 14B, 15B, 16, 55C, 86C–86D, R4–R5, R6–R7, R35; PB: 155, 184</p>
<ul style="list-style-type: none"> • apply knowledge of homonyms, antonyms, synonyms, homophones, and homographs. 	<p>Homonyms, 2.2: TE4: 59</p> <p>Antonyms, 2.1: PB: 102; TE2: 177I; 2.2: TE4: 55G</p> <p>Synonyms, 2.1: TE1: 79I–79J; PB2.1: 36</p> <p>Homophones, 2.2: TE5: 221I</p>
<ul style="list-style-type: none"> • identify variant and silent consonants (e.g., /gn/g/). 	<p>Unexpected Patterns such as <i>gh</i>, <i>kn</i>, <i>mb</i>, TE5: 222, 222H, 239</p>
<p>CAS C. <i>Read familiar materials aloud with rhythm, flow, accuracy, and phrasing to convey meaning.</i></p>	
<p>CFS</p>	

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1. Demonstrate an ability to read aloud with appropriate vocal patterns.	Fluency, 2.1: TE1: 31, 44I, 67, 99; TE2: 135, 171, 197; TE3: 251, 285, 323, 357; 2.2: TE4: 49, 58I, 81, 105; TE5: 143, 173, 209, 251; TE6: 313, 353, 391
2. Read various texts aloud using word analysis skills and knowledge of:	
<ul style="list-style-type: none"> consonants and common vowel sounds and patterns. 	Read Aloud: Consonants and Vowels, 2.1: TE1: 14A, 14B, 41G, 44G, 44H, 80G, 80H, 111G; TE2: 118A, 118B, 153G, 177C
<ul style="list-style-type: none"> consonant blends in words. 	Read Aloud: Consonant Blends, 2.1: TE1: 20; TE2: 156G, 156J, 177G, 178J, 209C, 209D; TE3: 236, 296J; 2.2: TE4: 58G, 58J, 115C, 115D
<ul style="list-style-type: none"> language structure(s) (e.g., prefixes and suffixes, contractions, and singular possessives). 	Read Aloud: Prefixes, Suffixes, Contractions, Possessives, 2.1: TE1: 59; TE3: 296H, 322, 336H, R14, R15, R18, R19; 2.2: TE4: 45, 55C, 87K, 115L; TE5: 122A, 122B, 154G, 154H, 181C, 181H, 182H, 191, R6, R7, R12, R13
<ul style="list-style-type: none"> punctuation (e.g., commas, periods, question marks, and exclamation points). 	Read Aloud: Punctuation, 2.1: TE2: 209K, 209L; 2.2: TE5: 261N
CAS D. Exhibit engagement in reading by responding to text orally, in writing, or through the arts.	
CFS	
1. Deliver oral presentations (e.g., book reports, role-playing, choral reading, and peer conferencing).	Fluency, 2.1: TE1: 41O–41P, 79O–79P; TE2: 153O–153P, 177O–177P; TE3: 265O, 265P, 295O, 295P, 335O, 335P, 367O, 367P; 2.2: TE4: 55O, 55P, 87O, 87P, 115O, 115P (continued)
1. Deliver oral presentations (e.g., book reports, role-playing, choral reading, and peer conferencing). (continued)	Role-Playing, TE2: 175; TE3: 265D, 291, 330, 365; 2.2: TE4: 55E; TE5: F283 Choral Speaking, 2.1: TE1: 41O–41P Peer Evaluation, 2.1: TE1: 41J, 43D, 97; TE2: 119A, 153J; 2.2: TE4: 57E, 115F

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2. Create logs, journals, and book reports.	<p>Writing Diaries, Logs, and Notebooks, TE6: R25</p> <p>Journal Writing, 2.1: TE1: 19, 26, 37, 47, 60, 75, 83, 96, 109; TE2: 123, 140, 148, 149, 155A, 159, 166, 181, 192, 205; TE3: 235, 244, 259, 269, 278, 291, 299, 314, 331, 339, 350; 2.2: TE4: 19, 38, 53, 61, 70, 85, 91, 100, 110; TE5: 127, 134, 157, 168, 185, 200, 225, 244, F264, F266, F271, F272, F276, F277, F281; TE6: 293, 306, 331, 346, 373, 384</p> <p>Writing a Book Report/Review, 2.1: SB: 365; TE3: R40; 2.2: SB: 53, 56, 84; TE4: 56–57G, 84; PB: 21-22</p>
3. Construct big books, dioramas, murals, illustrations, songs, and plays.	<p>Teachers can incorporate making a mural into the lesson after the story, <i>The School Mural</i>. See pages TE6: 394–395.</p> <p>Illustrating Original Writing, 2.1: TE1: 43G, 111; TE2: 189; 2.2: TE4: 55N</p> <p>Writing Poetry, 2.1: TE1: 108; TE3: 335; 2.2: TE4: 87M–87N, R29; TE5: 256; TE6: 320</p>
4. Respond to text by generating alternative endings to plots and by substituting new elements (e.g., character traits, reactions, events, and settings).	<p>Rewrite Scene from Another Point of View, TE2: 148</p> <p>Rewrite Text as Character Thoughts, TE3: 306</p>
STATE GOAL 2: UNDERSTAND EXPLICIT AND IMPLICIT MEANING IN LITERATURE REPRESENTING INDIVIDUAL, COMMUNITY, NATIONAL, WORLD, AND HISTORICAL PERSPECTIVES.	
CAS A. Distinguish among literary terms, techniques, and forms in significant types of literature.	
<u>CFS</u>	
1. Distinguish nonfiction from fiction.	Distinguishing Fiction/Nonfiction, 2.1: TE1: 38; TE2: 171, 206
2. Describe the effects of humor within a work of literature.	Humor, 2.1: TE1: 18, 23, 24, 35, 46, 69; 2.2: TE4: 27; TE5: 165
3. Identify topic(s) presented in works of literature.	Main Idea/Topic, 2.1: TE3: 267, 276, 281, 292, 295A–295B, R30–R31; PB: 162; 2.2: TE4: 75; TE5: 135

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4. Compare and contrast character traits, settings, and mood of different stories.	Comparing Literature, 2.1: SB: 36, 37, 74, 75, 148, 174, 204, 205, 258, 290, 330, 364; TE1: 11; TE2: 115, F213; TE3: 229A, 227, 229B, 258, 263, 266E, 266F, 290, 295, 296E, 296F, 330, 336E, 336F, 364; PB: 2, 66, 131, 134; 2.2: SB: 52, 53, 84, 110, 146, 178, 216, 256, 320, 364, 394; TE4: 11; TE5: 119, F265; TE6: 285; PB: 2, 68, 152, 154
5. Distinguish between works of poetry and prose.	May be developed from: Poetry, TE2: 176, 177; TE3: 332–335; 2.2: TE4: 86–87; TE5: 148–151
6. Define the major characteristics of significant forms of literature and describe their operation in selected works:	
<ul style="list-style-type: none"> • fairy tales. 	Students do not discuss fairytales at this level. See Level 3.
<ul style="list-style-type: none"> • poetry. 	Poetry, TE2: 176, 177; TE3: 332–335; 2.2: TE4: 86–87; TE5: 148–151
<ul style="list-style-type: none"> • fables. 	Fable, 2.1: SB: 213; TE2: F212–F225
<ul style="list-style-type: none"> • tall tales and folk tales. 	Folktale, 2.1: SB: 213
<ul style="list-style-type: none"> • informational selections. 	Informational Selections, 2.1: TE2: 150–153, 158–175; TE3: 234–259, 268–291, 292–295; 2.2: TE4: 60–85, 112–115; TE6: 330–365, 366–369
CAS B. Read, comprehend, and interpret works of literature representative of various cultures, time periods, traditions, experiences, and points of view.	
CFS	
1. Compare and contrast the treatment of significant recurring patterns and themes by authors of different cultures.	
<ul style="list-style-type: none"> • friendship. 	Friendship, 2.1: TE2: 122–149; 2.2: TE4: 18–53
<ul style="list-style-type: none"> • family and personal heritage. 	Family/Personal Heritage, 2.1: TE5: 124–147, 154–179, 182–217
2. Identify and describe ways in which works of literature reflect the culture, heritage, and traditions.	Literature from Worldwide Cultures, 2.1: TE1: 13A, 13B, 36, 41, 44E, 44F, 74, 80E, 79, 80F, 108, 111; 2.2: TE4: 115 Literature from a Variety of Eras, 2.2: TE4: 54–55, 90–109

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STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES.	
CAS A. <i>Produce documents and other written works that adhere to Standard English conventions.</i>	
<u>CFS</u>	
1. Write and edit manuscripts to demonstrate correct use of grammar:	
<ul style="list-style-type: none"> nouns, verbs, subject/verb agreement, adjectives, and pronouns. 	<p>Nouns, 2.1: TE3: 263K–263L, 302, R36; PB: 148–150</p> <p>Verbs, 2.1: TE1: 41J, 73, 98; 2.2: TE5: 151K–151L, R36; PB: 81–83</p> <p>Subject-Verb Agreement, 2.1: TE3: 263L, R34; TE5: 181L</p> <p>Adjectives, 2.1: TE1: 28, 31, 63; 2.2: TE6: 369K–369L, 397K–397L, R23, R24; PB: 189–191, 206–208</p>
2. Use standard punctuation conventions:	
<ul style="list-style-type: none"> periods, question marks, exclamation marks, commas, and apostrophes. 	<p>Period, 2.1: TE2: 153K, 153L, 209K, 209L; PB: 17, 80, 82–83; 2.2: TE4: 55N</p> <p>Question Mark, 2.1: TE2: 153K, 153L; TE3: 330; PB: 80, 82, 83</p> <p>Exclamation Point, 2.1: TE2: 209K, 209L; PB: 120–122</p> <p>Comma in Dates, 2.1: TE1: 79N; 2.2: PB: 40, 41</p> <p>Apostrophe in Contractions, 2.2: TE4: 45</p> <p>Apostrophe in Possessives, 2.1: TE3: 302; 2.2: TE4: 87L, 115K, 115L; PB: 41, 58</p>
3. Use correct capitalization:	
<ul style="list-style-type: none"> first word of the sentence. 	<p>Capitalizing First Word in Sentence, 2.1: TE3: 302; 2.2: TE4: 87L, 115K, 115L; PB: 41, 58</p>
<ul style="list-style-type: none"> the pronoun “I”. 	<p>Capitalizing the pronoun I is introduced at Kindergarten.</p>
<ul style="list-style-type: none"> names and proper nouns. 	<p>Capitalizing Names, 2.1: TE3: 295L; PB: 171, 172, 173</p> <p>Capitalizing Proper Nouns, 2.1: TE3: 295K–295L; PB: 171–173</p>

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4. Use appropriate headings on papers.	This objective is appropriate for all independent work.
5. Write a variety of complete sentence types and structures:	
• declarative.	Declarative Sentence, 2.1: TE2: 153K–153L, R26–R27; TE3: 265E; PB: 80–82
• interrogative.	Interrogative Sentence, 2.1: TE2: 153K–153L, R26–R27; TE3: 265E; PB: 80–82
• exclamatory.	Exclamatory Sentence, 2.1: TE2: 209K–209L, R30–R31; TE3: 265E; PB: 120–122
• imperative.	Imperative Sentence, 2.1: TE2: 177K–177L, R28–R29; PB: 103–105
CAS B. Write with focus, coherence, and clarity.	
<u>CFS</u>	
1. Generate ideas for writing by brainstorming.	Prewriting, 2.1: TE1: 43A–43B; TE2: 155A–155B; TE3: 265A–265B; 2.2: TE4: 57A–57B; TE5: 153A–153B; TE6: 327A–327B Brainstorming, 2.1: TE3: 265B; 2.2: TE4: 57C
2. Provide a clear introduction, body, support, and sense of closure to writing.	Writing Good Beginnings, 2.1: SB: 42–43, 154; TE1: 42, 43C; 2.2: TE4: 57 Telling Enough, TE3: 265, 265D
3. Maintain journals to express thoughts and feelings.	Journal Writing, 2.1: TE1: 19, 26, 37, 47, 60, 75, 83, 96, 109; TE2: 123, 140, 148, 149, 155A, 159, 166, 181, 192, 205; TE3: 235, 244, 259, 269, 278, 291, 299, 314, 331, 339, 350; 2.2: TE4: 19, 38, 53, 61, 70, 85, 91, 100, 110; TE5: 127, 134, 157, 168, 185, 200, 225, 244, F264, F266, F271, F272, F276, F277, F281; TE6: 293, 306, 331, 346, 373, 384
4. Compose a well-organized, coherent report on a student-selected topic.	Writing a Report, 2.1: SB: 365; TE3: R40; 2.2: SB: 53, 56, 84; TE4: 56–57G, 84; PB: 21–22
5. Apply techniques and strategies associated with the writing process to critique, revise, and edit manuscripts.	Revising, 2.1: TE1: 43E; TE2: 155E; TE3: 265E; PB: 21, 86, 154; 2.2: TE4: 57E; TE5: 153E; TE6: 327E; PB: 19, 77, 153 Proofreading, 2.1: TE1: 43F; TE2: 155F; TE3: 265F; 2.2: TE4: 57F; TE5: 153F; TE6: 327F

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6. Participate in shared writing activities.	Shared Writing, 2.1: TE1: R21; TE3: R40; 2.2: TE4: R29; TE5: R40
CAS C. Use stages of the writing process to develop short narrative, descriptive, expository, and persuasive texts that communicate in terms of audience, purpose, and context.	
CFS	
1. Work independently.	Independent Writing, 2.1: TE1: 41N, 79N, 111N, R26–R27; TE2: 117B, 149, 178F, 205; TE3: 263N, 295N, 335N, 367N; 2.2: TE4: 52, 55N, 84, 87N, 110, 115N
2. Write and illustrate stories to convey meaning.	Writing a Story, 2.1: TE1: 42–43G; TE2: 79H, R19; TE3: 359, 361, 364, R35; PB: 20–24; 2.2: TE6: 295
3. Write for public and personal purposes.	Publishing, 2.1: TE1: 43G; TE2: 155G; TE3: 265G; 2.2: TE4: 57G; TE5: 153G; TE6: 327G Class Book, 2.1: TE1: 43G; TE3: 367N, R41; 2.2: TE4: 57G Class Newspaper, TE3: 367N Anthology of Class Stories, 2.1: TE1: 43G Writing a Personal Narrative, 2.1: TE3: 234–257
STATE GOAL 4: LISTEN AND SPEAK EFFECTIVELY IN A VARIETY OF SITUATIONS.	
CAS A. Listen and respond appropriately to oral messages.	
CFS	
1. Identify standards for listening.	Listening Guidelines, 2.1: TE1: 79O, 111O; TE3: 295O; 2.2: TE4: 87O
2. Listen for sustained periods of time.	Many of the Speaking, Listening, and Viewing activities are suitable for helping students listen for sustained periods of time.
3. Listen for specific information to answer questions.	Recall Information from Listening/Viewing, TE2: 117B, 156F, 178F

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<p>4. Demonstrate attentive listening by retelling, paraphrasing, and explaining what has been said by the speaker.</p>	<p>Retelling After Listening/Viewing, 2.1: TE1: 13B, 44F, 80F; TE2: 117B, 156F, 187F; TE3: 229B, 266F, 296F; 2.2: TE4: 13B, 58F, 88F; TE5: 121B, 154F, 182F, 222F; TE6: 287B, 328F, 307F</p> <p>Summaries After Listening/Viewing, 2.1: TE1: 13B, 44F, 80F; TE2: 117B, 156F, 187F; TE3: 229B, 266F, 296F; 2.2: TE4: 13B, 58F, 88F; TE5: 121B, 154F, 182F, 222F; TE6: 287B, 328F, 307F</p> <p>Recall Information from Listening/Viewing, TE2: 117B, 156F, 178F</p>
<p>CAS B. Use Standard English to communicate orally in a well-organized and coherent manner appropriate to purpose and audience.</p>	
<p>CFS</p>	
<p>1. Demonstrate a command of essential oral communication and listening skills:</p>	
<ul style="list-style-type: none"> • use singular and plural nouns correctly. 	<p>Noun Plurals, 2.1: TE3: 335K–335L, R38; PB: 189–191</p>
<ul style="list-style-type: none"> • express ideas in complete sentences. 	<p>Sentences, 2.1: TE1: 41K–41L, R22–R23; TE2: 155E; PB: 15–17, 85, 86; 2.2: SB: 86</p>
<ul style="list-style-type: none"> • critique oral presentations of self and others. 	<p>Peer Review of Oral Presentations, 2.1: TE1: 41J, 43D, 97. TE2: 119A, 153J; 2.2: TE4: 57E, 115F</p>
<p>2. Demonstrate ability to understand and apply oral language structure(s) to describe, inform, persuade, and entertain:</p>	
<ul style="list-style-type: none"> • use correct verb tenses and noun-verb agreement in oral communication. 	<p>Past Tense, 2.1: TE1: 73</p> <p>Noun-Verb Agreement, 2.1: TE3: 263L, R34; TE5: 181L</p>
<ul style="list-style-type: none"> • use correct sentence structure, word use, and forms (e.g., simple, compound, and complex). 	<p>Sentence Types and Sentence Structure, 2.1: TE1: 41K–41L, 43E, 79K–79L, 111K–111L, R23, R24; TE2: 153K–153L, 177K–177L, R26–R27R, 28–R29; TE3: 265E; PB: 15–17, 37–39, 54–56, 80–82, 103–105</p> <p>Sentence Combining: Compound Subjects, TE3: 263L</p>

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<ul style="list-style-type: none"> pronounce words clearly. 	Guidelines for Speaking Clearly and Loudly, 2.1: SB: 175; TE1: 41O, 79O; TE2: 153O, 175, 177O; TE3: 295O, 295P, 335O; 2.2: TE4: 55O, 87O
<ul style="list-style-type: none"> use appropriate volume and pitch when speaking aloud. 	Guidelines for Speaking Expressively with Stress, Volume, Speed, Pacing, Intonation, 2.1: TE1: 41O, 41P; TE2: 153O, 175
<ul style="list-style-type: none"> use appropriate audience/listener responses. 	Responding to Listening/Viewing, 2.1: TE1: 111P; TE2: 177P, 209P; TE3: 263P; 2.2: TE4: 55P, 87P, 115P; TE5: 181P, 221P, 261P; TE6: 325P, 369P, 397P
CAS C. Speak clearly and coherently in formal and informal settings.	
CFS	
1. Retell settings, plot, events, characters, and theme.	Retelling Stories, 2.1: TE1: 41O–41P, 75; TE2: 133, 145, 203; TE3: 263M; 2.2: SB: 395; TE4: 51; TE6: 340
2. Recall the content of an oral message.	Recall Information from Listening/Viewing, TE2: 117B, 156F, 178F
3. Give oral presentations by speaking clearly at an understandable rate and using audience feedback.	Guidelines for Speaking Clearly and Loudly, 2.1: SB: 175; TE1: 41O, 79O; TE2: 153O, 175, 177O; TE3: 295O, 295P, 335O; 2.2: TE4: 55O, 87O
4. Give oral directions.	Giving Directions, 2.1: TE3: 272; 2.2: TE4: 115E, 115F, 115O–115P
5. Create and present oral stories and reports with or without notes.	Storytelling, 2.1: TE1: 75, 80I, 88, R17; TE2: 153O–153P; TE3: 296I, 335O–335P, 357; 2.2: TE4: 53; TE5: 151P, F278 Making an Oral Report, 2.2: TE4: 55N
6. Demonstrate poise and self-confidence when speaking.	Poise and self-confidence may be emphasized during many of the communication activities.
7. Create and participate in oral dramatic presentations, using voice and physical expression to create situations.	Acting Out Scenes, Stories, and Words, 2.1: TE1: 37; TE2: 175, 201; TE3: 259, 272, 283, 291, 296I; 2.2: TE4: 87J Putting on a Play (Drama), TE5: 258–261, 261O–261P Pantomime, 2.1: TE1: 37, 41J, 92, 109, 111K; TE2: 149, 167, 171; TE3: 245, 272, 283, 331; 2.2: TE4: 53, 71, 81, 85; TE5: 147, 204, 251

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8. Present brief oral reports that express ideas in an organized manner.	Making an Oral Report, 2.2: TE4: 55N
9. Take one side of an issue and provide reasons to support it in an informal debate.	Giving Opinions, 2.1: TE1: 68, 79P; TE2: 167; TE3: 266F; TE5: R33
10. Speak courteously and respectfully to all persons.	Guidelines for Speaking Respectfully and Politely, 2.1: TE1: 79O; TE2: 177L; 2.2: TE4: 55E
STATE GOAL 5: USE THE LANGUAGE ARTS FOR INQUIRY AND RESEARCH TO ACQUIRE, ORGANIZE, ANALYZE, EVALUATE, AND COMMUNICATE INFORMATION.	
CAS A. Conduct basic research using a variety of technological tools and research.	
<u>CFS</u>	
1. Ask how and why questions:	
• interviews.	Interviewing, 2.2: TE4: 55E–55F, 114
• conferences.	Conferencing, 2.2: TE4: 57E
• surveys.	Students can conduct surveys as part of their research report. They also participate in online surveys and polls.
2. Locate information in reference materials:	
• examine pictures and charts.	Diagrams, 2.1: SB: 260–263; TE1: 79E–79F; TE3: 260–263; 2.2: TE4: 67; TE6: 397P Photographs, 2.1: TE1: 44; TE2: 150, 152, 178, 206 Charts, 2.1: TE1: 41E–41F, 48
• use a table of contents.	Table of Contents, 2.2: TE5: 181E–181F
• use indexes.	Students do not discuss an index at this level. See Level 3.
3. Use a picture dictionary to find correct meanings of unfamiliar words.	Dictionary Skills, 2.1: TE2: 209E–209F; TE3: 263I–263J, 295I–295J, 333I–333J, 367I–367J; PB: 147, 170, 206; 2.2: TE4: 55I–55J, 115I–115J; TE5: 181I–181J, 261I–261J; PB: 15, 55, 103, 139

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<p>4. Use glossaries, dictionaries, encyclopedias, other reference books, and available technology to answer questions.</p>	<p>Glossary, 2.2: TE4: 87E–87F</p> <p>Dictionary Skills, 2.1: TE2: 209E–209F; TE3: 263I–263J, 295I–295J, 333I–333J, 367I–367J; PB: 147, 170, 206; 2.2: TE4: 55I–55J, 115I–115J; TE5: 181I–181J, 261I–261J; PB: 15, 55, 103, 139</p> <p>Reference Book, 2.1: TE1: 79, 79F, 111E, 111F; TE2: 177F, 189, 200; TE3: 263, 367; 2.2: TE4: 57C, 77, 84, 87P</p> <p>Electronic Media, 2.1: TE2: 153; 2.2: TE5: 221E–221F</p>
<p>5. Gather and use information to gain knowledge, solve problems, and support positions.</p>	<p>Research Activities, 2.1: TE1: 79, 111F; TE2: 153, 189, 200, 205; TE3: 367, 367F, 367N; 2.2: TE4: 56–57G, 77, 84, 115, R24, R32; TE6: 360, 381</p>
<p>6. Orally examine the extent to which media provides a source of entertainment, as well as a source of information.</p>	<p>Media Literacy, TE6: 396–397</p> <p>Viewing and Responding to a TV Commercial, 2.1: SB: 37; TE1: 37; Viewing Television, TE2: 209J; Mock Television Interview, 2.2: TE4: 57G</p>
<p>7. Evaluate the validity of products advertised through various media.</p>	<p>Viewing Advertisements, TE3: 367N</p> <p>Viewing and Responding to a TV Commercial, 2.1: SB: 37; TE1: 37;</p>
<p>8. Working in cooperative groups, present research findings in appropriate written and oral formats.</p>	<p>Presenting Information, TE2: 177P, 209P</p> <p>Guidelines for a Descriptive Presentation, TE2: 177O–177P</p> <p>Guidelines for Practicing a Presentation, 2.2: TE4: 55O, 55P</p> <p>Guidelines for an Oral Presentation, 2.1: TE1: 41O, 111P; TE2: 177O, 177P; 2.2: TE4: 55F, 55O, 55P; TE5: 151O–151P</p>