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**Grade Two**  
 correlated to  
**State of Illinois**  
**Reading Assessment Framework**  
**Grade Two**

Illinois State Goals for Reading	Houghton Mifflin Reading © 2005
<b>Reading—State Goal 1</b>	
<b>STANDARD 1A—VOCABULARY DEVELOPMENT</b>	
<b>Words in Isolation</b>	
<b>1.3.01</b> Determine the meaning of an unknown word using knowledge of common prefixes, suffixes, and word roots (see Roots and Affixes List) (e.g., use knowledge of the prefix dis- to determine the meaning of disrespect).	<b>Prefixes, 2.2: TE5:</b> T183, T198, T214, T252, T344, T349, R18–R19; <b>PB2:</b> 138 <b>Suffixes, 2.1: TE3:</b> T185, T209, T357, R20–R21; <b>PB1:</b> 251; <b>2.2: TE5:</b> T324; <b>TE6:</b> T50, T82 <b>Inflected Forms, 2.1: TE1:</b> T69, 73; T201; <b>TE2:</b> T185; <b>TE3:</b> T35, T54, T341, R12–R13; <b>PB1:</b> 33, 210, 291; <b>2.2: TE4:</b> T121, T142, T279, T295, R16–R17; <b>TE5:</b> T197, T253, T256, T265, T289, T296, T297, T307, T352, T357, T359, T367, R20–R21; <b>TE6:</b> T77, T82, T192–T193, T208, T277, T280, T285, R14–R15; <b>PB2:</b> 75, 155, 221, 248
<b>1.3.02</b> Identify the word base of familiar words with affixes from Roots and Affixes list (e.g., misspelled, unfinished).	<b>Base Words, 2.1: TE1:</b> T69; <b>TE2:</b> T185; <b>TE3:</b> T35, T201, T341; <b>PB:</b> 33, 210, 291, 291; <b>2.2: TE4:</b> T121; <b>TE5:</b> T256; <b>TE6:</b> T31, T201; <b>PB:</b> 155
<b>1.3.03</b> Determine the meaning of unknown compound words by applying knowledge of individual known words (e.g., baseball).	<b>Compound Words, 2.1: TE1:</b> T149; <b>TE2:</b> T74, T113, T176, T268, T271, T321, R43; <b>TE3:</b> T63, T117, T349, R16–R17; <b>PB1:</b> 125, 233; <b>T:</b> 2-8; <b>2.2: TE5:</b> T48, T403
<b>Words in Context</b>	
<b>1.3.04</b> Determine the meaning of unknown words using within-sentence clues.	<b>Get Set to Read (Key Vocabulary), 2.1: SB:</b> 16–17, 40–41, 68–69, 130–131, 166–167, 192–193, 260–261, 294–295, 324–325, 364–365; <b>TE1:</b> T44–T45, T120–T121, T188–T189, T242–T243, T252–T253; <b>TE2:</b> T44–T45, T126–T127, T192–T193, T249, T262; <b>TE3:</b> T44–T45, T126–T127, T194–T195, T268–T269, T325, T336; <b>PB1:</b> 23, 45, 62, 77, 80, 116, 139, 156, 171, 174, 212, 235, 253, 271, 287, 290; <b>T:</b> 1-4, 1-14, 1-23, 1-30, 1-31, 2-4, 2-15, 2-25, 2-32, 2-33, 3-4, 3-13, 3-22, 3-32, 3-38, 3-39; <b>2.2: SB:</b> 16–17, 58–59, 88–89, 160–161, <div style="text-align: right;">(continued)</div>

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1.3.04 Determine the meaning of unknown words using within-sentence clues. (continued)	<b>Get Set to Read (Key Vocabulary), 2.2: SB:</b> (continued) 190–191, 218–219, 258–259, 388–389; <b>TE4:</b> T44–T45, T130–T131, T200–T201, T350–T351, T430–T431; <b>TE5:</b> T44–T45, T124–T125, T192–T193; <b>TE6:</b> T44–T45, T128–T129, T202–T203; <b>PB2:</b> 6, 29, 46, 99, 122, 140, 158, 211, 233, 250; <b>T:</b> 4-4, 4-14, 4-23, 5-4, 5-14, 5-26, 5-37, 6-4, 6-15, 6-25
1.3.05 Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.	<b>Phonics/Decoding Strategy, 2.1: TE1:</b> BTS7, T37, T48, T49, T52, T64, T70, T74, T113, T125, T130, T149, T181, T218, T253, T318; <b>TE2:</b> T37, T48, T52, T56, T70, T76, T80, T119, T131, T134, T148, T158, T185, T196, T203, T205, T224, T228, T252; <b>TE3:</b> T39, T76, T119, T130, T134, T136, T187, T206, T209, T230, T261, T274, T277, T278, T300, T328; <b>PB1:</b> 3; <b>T:</b> BTS-3; <b>2.2: TE4:</b> T37, T50, T55, T60, T80, T123, T135, T141, T142, T162, T193, T205, T209, T230, T258, T319, T332; <b>TE5:</b> T37, T48, T51, T54, T68, T74, T117, T129, T131, T154, T158, T185, T197, T198, T203, T222, T228, T232, T259, T272, T273, T280, T302, T387, T389, T306, T403, T405, T427, T430; <b>TE6:</b> T37, T50, T55, T78, T121, T133, T136, T141, T164, T195, T207, T208, T213, T232, T265
1.3.06 Use synonyms to define words.	<b>Synonyms, 2.1: TE1:</b> T148, T175, T267, T269; <b>TE2:</b> T63; <b>TE3:</b> T255; <b>PB:</b> 54, 85; <b>T:</b> 1-18
1.3.07 Use antonyms to define words.	<b>Antonyms, 2.1: TE2:</b> T152, T179, T277, T279, T335; <b>PB1:</b> 148, 179
1.3.08 Determine the word that best fits a given context.	<b>Context Clues, 2.1: TE1:</b> T37, T44, T45, T68, T70, T113, T114, T121, T149, T150, T181, T182, T189, T197, T216, T218, T243, T306, T313; <b>TE2:</b> T38, T45, T76, T119, T126, T127, T152, T154, T185, T186, T193, T224, T249, T262, T284, T314, T323; <b>TE3:</b> T37, T38, T45, T76, T119, T127, T187, T222, T228, T230, T261, T269, T325, T336, T358; <b>PB1:</b> 262; <b>T:</b> 3-26; <b>2.2: TE4:</b> T131, T201, T225, T266, T327; <b>TE5:</b> T69, T289; <b>TE6:</b> T37, T50, T55, T78, T121, T164, T195, T207, T208, T213, T232, T265
<b>STANDARDS 1B, 1C—READING STRATEGIES</b>	
1.3.09 Activate prior knowledge to establish purpose for reading a given passage.	<b>Prior Knowledge for Reading, 2.1: TE1:</b> T32, T108, T176, T300, T343; <b>TE2:</b> T32, T87, T89, T114, T144, T180, T192, T310, T325, R4, R6; <b>TE3:</b> T32, T114, T182, T256; <b>2.2: TE4:</b> T32, T118, T188, T314, R4, R6, R8; <b>TE5:</b> T32, T112, T180, T254, T384, R4, R6, R8; <b>TE6:</b> T32, T116, T190, R4, R6, R8 <b>Purpose Setting for Reading, 2.1: TE1:</b> T32, T124, T191, T315; <b>TE2:</b> T47, T129, T195, T325; <b>TE3:</b> T32, T47, T114, T129, T182, T197, T256, T271; <b>2.2: TE5:</b> T32, T47, T112, T127, T180, T195, T245, T269, T384, T399; <b>TE6:</b> T32, T47, T116, T131, T190, T205

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1.3.10 Identify probable outcomes or actions.	<b>Predicting Outcomes, 2.1:</b> TE1: T127, T133, T138, T190, T199, T228, T229, T230, T231, T244, T282, R28; TE2: T64, T132, T133, T351; TE3: T139, T212, T218, T306; PB1: 63, 68–69, 92; T: 1-24; 2.2: TE4: T63, T213, T218, T258; TE5: T55, T136, T202, T211, T234, T278, T331, T404; TE6: T51, T53, T135, T145, T161, T207
1.3.11 Use information in illustrations to help understand a reading passage.	<b>Picture Clues, 2.1:</b> TE1: T37, T62, T142, T88, T92, T214–T215, T224; TE2: T46, T119, T136, T143, T194, T214, T216, T230; TE3: T309; 2.2: TE4: T59, T72, T154; TE5: T80, T279; TE6: T70, T75, T87, T156, T228–T229 <b>Illustrator’s Craft, 2.1:</b> TE1: T62, T142; TE2: T68, T73, T146; TE3: T68, T148, T292, T309; 2.2: TE4: T72; TE5: T220
1.3.12 Determine which illustrations support the meaning of a passage.	<b>Picture Walk, 2.1:</b> TE1: T113, T122, T181, T218, T315; TE2: T37, T86; 2.2: TE4: T37, T80, T123, T162, T193, T230, T319 <b>Picture Details, 2.1:</b> TE1: T139; TE2: T46, T114, T119, T136, T143, T194, T214, T216, T230
1.3.13 Determine which charts and graphs support the meaning of a passage.	<b>Reading a Chart, 2.1:</b> TE1: T77, 48; TE2: T110, T176; T: 1-9 <b>Reading Graphs, 2.1:</b> TE2: T161, T220; T: 2-20
1.3.14 Identify explicit and implicit main ideas.	<b>Topic/Main Idea/Supporting Details, 2.1:</b> TE3: T55, T114–T115, T128, T137, T146–T147, T153, T166, T167, T168, T169, T337, T342, R36–R37; PB1: 236, 241–242; T: 3-14; 2.2: TE4: T136; TE5: T53, T80
1.3.15 Locate information using simple graphic organizers such as Venn diagrams.	<b>Main Idea/Details Chart/Organizer, 2.1:</b> TE3: T128, T137, T146; PB1: 236, 242; T: 3-14; 2.2: TE5: T80 <b>Making Sequence Charts, 2.2:</b> TE5: T268, T292, R39 <b>Making a Categories Chart, 2.1:</b> TE2: T194, T200, T207, T214, T245, R33; PB1: 157; T: 2-26 <b>Making a Cause and Effect Chart, 2.1:</b> TE1: T76, 27, T224; TE3: T236; T86, T168, 2.2: TE4: T202, T220, R30 <b>Making a Drawing Conclusions Chart, 2.2:</b> TE4: T46, T70 <b>Using Venn Diagrams, 2.1:</b> TE1: T187, T239; TE2: T46, T66, T258, R28, R29; TE3: T29; PB1: 117; T: 2-5; 2.2: TE4: T151, T236; TE5: T109; TE6: T235
1.3.16 Make comparisons across reading passages (e.g., topics, story elements).	<b>Selection Connections, 2.1:</b> TE1: T19, T59, T139, T207, T321; TE2: T19, T65, T143, T213, T272; TE3: T19, T115, T144, T183, T257, T325; PB1: 19–20, 111–112, 207–208, 288; 2.2: TE4: T19, T150, T227, T257, T259, T261, T276, T284; TE5: T19, T63, T143, T217, T291, T413; TE6: T19, T67, T153, T221 <b>Connecting/Comparing Across Texts, 2.1:</b> TE1: T33, T58, T109, T138, T176, T206, T247, T300, T320; TE2: T33, T64, T73, T115, T142, T151, T181, T251, T253, T255, T257, T263, T311; TE3: T33, T64, T115, T144, T183, T218, T256; PB1: 79; 2.2: TE4: T33, T68, T119, T150, T189, T218, (continued)

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1.3.16 Make comparisons across reading passages (e.g., topics, story elements). (continued)	<b>Connecting/Comparing Across Texts, 2.2: TE4:</b> (continued) T254, T257, T259, T261, T267; <b>TE5:</b> T33, T62, T113, T142, T181, T216, T255, T290, T384, T412; <b>TE6:</b> T33, T66, T117, T152, T191, T220 <b>Paired Selections, 2.1: TE1:</b> T253–T255, T262–T263; <b>TE2:</b> T263–T265, T272–T273; <b>TE3:</b> T324–T331, T337–T339; <b>2.2: TE4:</b> T256–T261, T267–T269; <b>TE5:</b> T328–T331, T337–T339; <b>TE6:</b> T258–T259, T264–T267
<b>STANDARD 1C—READING COMPREHENSION</b>	
<b>Literal or Simple Inference</b>	
1.3.17 Determine the answer to a literal or simple inference question regarding the meaning of a passage.	<b>Predict/Infer Strategy, 2.1: TE1:</b> BTS6, T190, T188, T193, T196, T197, T198, T200, T242, T244, T246, T254, T255, T305, R9; <b>TE2:</b> T324, T327, T328; <b>TE3:</b> T48, T50, T196, T200, T201, T202, T204, T207, T213, T283, R5, R7, R9; <b>PB1:</b> 2; <b>T:</b> BTS-4; <b>2.2: TE5:</b> T194, T199, T201, T202, T206, T207, T211 <b>Making Inferences, 2.1: TE1:</b> T50, T53, T195, T198, T201, T320; <b>TE2:</b> T49, T50, T54, T56, T133, T203, T205, T221, T250; <b>TE3:</b> T51, T56, T58, T72, T132, T153, T200, T210, T218, T272, T273, T277, T288, T326, T330, R40–R41; <b>PB1:</b> 272, 277–279, 302; <b>T:</b> 3-33; <b>2.2: TE4:</b> T57, T59, T62, T68, T208, T213, T218, T330, T338; <b>TE5:</b> T49, T50, T62, T151, T196, T201, T202, T207, T273, T290, T328, T330, T338, T408; <b>TE6:</b> T50, T51, T61, T138, T211, T259
<b>Summarizing and Main Idea</b>	
1.3.18 Distinguish the main ideas and supporting details in informational text.	<b>Nonfiction: Topic/Main Idea, 2.1: TE3:</b> T114–T115, T128, T137, T146–T147, T153, T166, T167, T169, T337, T342, R36–R37; <b>PB:</b> 236, 241–242; <b>T:</b> 3-14; <b>2.2: TE5:</b> T53, T80
1.3.19 Identify the main idea of a selection when it is not explicitly stated (e.g., by choosing the best alternative title from among several suggested for a given passage).	<b>Topic/Main Idea/Supporting Details, 2.1: TE3:</b> T55, T114–T115, T128, T137, T146–T147, T153, T166, T167, T168, T169, T337, T342, R36–R37; <b>PB1:</b> 236, 241–242; <b>T:</b> 3-14; <b>2.2: TE4:</b> T136; <b>TE5:</b> T53, T80
<b>Sequencing and Ordering</b>	
1.3.20 Identify or summarize the order of events in a story.	<b>Sequence of Events, 2.1: TE1:</b> T66, T193; <b>TE2:</b> T73, T82, T198; <b>TE3:</b> T57, T132, T138, T153, T162, T207, T306; <b>2.2: TE4:</b> T58; <b>TE5:</b> T133, T204, T254–T255, T275, T279, T281, T292–T293, T312, T313, T314, T315, T366, T400, T401, R38–R39; <b>TE6:</b> T52, T135, T139, T211, T224, T238; <b>PB2:</b> 159, 164–165, 188; <b>T:</b> 5-38 <b>Recognize Plot Events, 2.1: TE1:</b> T32, T49, T50, T60–T61, T156, T247, T248, R24–R25; <b>TE3:</b> T82, T236; <b>PB1:</b> 24, 29–30; <b>T:</b> 1-5; <b>2.2: TE4:</b> T63
<b>Drawing Conclusions Based on Evidence</b>	
1.3.21 Draw inferences, conclusions, or generalizations about text, and support them with textual evidence and prior knowledge.	<b>Making Inferences, 2.1: TE1:</b> T50, T53, T195, T198, T201, T320; <b>TE2:</b> T49, T50, T54, (continued)

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1.3.21 Draw inferences, conclusions, or generalizations about text, and support them with textual evidence and prior knowledge. (continued)	<p><b>Making Inferences, 2.1: TE2:</b> (continued) T56, T133, T203, T205, T221, T250; <b>TE3:</b> T51, T56, T58, T72, T132, T153, T200, T210, T218, T272, T273, T277, T288, T326, T330, R40–R41; <b>PB1:</b> 272, 277–279, 302; <b>T:</b> 3–33; <b>2.2: TE4:</b> T57, T59, T62, T68, T208, T213, T218, T330, T338; <b>TE5:</b> T49, T50, T62, T151, T196, T201, T202, T207, T273, T290, T328, T330, T338, T408; <b>TE6:</b> T50, T51, T61, T138, T211, T259</p> <p><b>Drawing Conclusions, 2.1: TE1:</b> T67, T124, T132, T138, T156, T195, T197, T200, T201, T244, T316; <b>TE2:</b> T50, T53, T133, T142, T197, T199; <b>TE3:</b> T48, T49, T51, T54, T57, T64, T73 T131, T133, T135, T138, T153, T198, T200, T206, T208, T211, T227, T272, T276, T280, T288, T327, T338; <b>2.2: TE4:</b> T32–T33, T46, T52, T56, T58, T62, T68, T70–T71, T90, T91, T92, T93, T208, T227, T256, T257, T258, T262, T331, T334, T335, R26–R27; <b>TE5:</b> T49, T71, T80, T128, T196, T204, T205, T209, T225, T273, T275, T277, T280, T290, T400, T402, T406, T407, T409, T410, T412; <b>TE6:</b> T48, T51, T53, T55, T66, T75, T134, T143, T147, T152, T161; <b>PB2:</b> 7, 12–13; <b>T:</b> 4–5</p> <p><b>Making Generalizations, 2.1: TE1:</b> T58, T126, T147, T247, T341; <b>TE2:</b> T132, T137, T160, T206, T330; <b>TE3:</b> T139, T144, T162, T227, T288, T331, T338; <b>2.2: TE4:</b> T138, T159, T337; <b>TE5:</b> T32–T33, T46, T52, T54, T62, T64–T65, T71, T84, T85, T86, T87, T142, T332, R32–R33; <b>TE6:</b> T145, T170, T210, T220; <b>PB2:</b> 100, 105–106; <b>T:</b> 5–5</p>
1.3.22 Differentiate between fact and opinion.	<p><b>Fact and Opinion, 2.1: TE2:</b> T114–T115, T128, T135, T137, T144–T145, T164, T165, T166, T167, T263, T264, T276, T289, R30–R31; <b>PB1:</b> 140, 145–146, 178; <b>TE3:</b> T144; <b>T:</b> 2–16; <b>2.2: TE4:</b> T137, T144, T168</p>
1.3.23 Draw conclusions from information in maps, charts, and graphs.	<p><b>Reading Maps, 2.1: TE1:</b> T139; <b>TE2:</b> T83, T115; <b>TE3:</b> T12, T29, T362; <b>T:</b> 2–10; <b>2.2: TE4:</b> T76–T77, R29; <b>TE5:</b> T323; <b>TE6:</b> T253</p> <p><b>Reading a Chart, 2.1: TE1:</b> T77, 48; <b>TE2:</b> T110, T176; <b>T:</b> 1–9</p> <p><b>Reading Graphs, 2.1: TE2:</b> T161, T220; <b>T:</b> 2–20</p>
<b>Interpreting Instructions</b>	
1.3.24 Determine whether a set of simple instructions or procedures is complete and, therefore, clear (e.g., if incomplete, identify what is missing).	<p><b>Following Written Directions, 2.1: TE2:</b> T72–T73; <b>TE3:</b> T134, T296–T297; <b>2.2: TE4:</b> T237; <b>TE5:</b> T112–T113, T126, T130, T134, T144–T145, T164, T165, T166, T167, T272, T308, T342, R34; <b>TE6:</b> T146, T238; <b>PB2:</b> 123, 128–129; <b>T:</b> 4–28, 5–15</p>
<b>Author’s Purpose and Design</b>	
1.3.25 Identify the author’s purpose for writing a fiction or nonfiction text (e.g., to entertain or to inform).	<p><b>Author’s Purpose, 2.2: TE5:</b> T274, T284</p> <p><b>Meet the Author/Illustrator, 2.1: SB:</b> 31, 42, 70, 132, 168, 190, 285, 296, 357, 366; <b>TE1:</b> BTS6, T44, T122, T190, T243, 252; <b>TE2:</b> T46, T128, T194; <b>TE3:</b> T58, T128, T196, T226, T227, T268; <b>2.2: SB:</b> 18, 60, 90, 181, 192, 220, 260, 379, 390, 453; <b>TE4:</b> T48, T133, T203; <b>TE5:</b> T46, T126, T194, T268, T326, T336; <b>TE6:</b> T60, T130, T213</p>

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<b>ENABLING OBJECTIVES</b>	
<p><b>1.3.26</b> Identify words that begin with the same sound (including consonant digraphs, different letters having the same sound, and silent letters—e.g., knight and new).</p>	<p><b>Consonant Clusters (Blends), 2.1: TE1:</b> BTS16–BTS17, T49; <b>TE2:</b> T116, T119, T223, T267, R14–R15; <b>TE3:</b> T48; <b>PB1:</b> 11–12, 136, 166, 175;  <b>2.2: TE5:</b> T133, T272  <b>Consonant Digraphs, 2.1: TE1:</b> BTS18–BTS19; <b>TE3:</b> T34, T155, T206, T328, T332, R10–R11; <b>PB1:</b> 13–14, 209, 245  <b>Silent Consonants <i>gh, k(n), b</i>, 2.1: TE2:</b> T52; <b>2.2: TE5:</b> T257, T274, T288, T296, T360, T365, R22–R23; <b>TE6:</b> T30; <b>PB2:</b> 156, 187  <b>Two Sounds for <i>c</i>, 2.1: TE2:</b> T117, T119, T131, T140, T178, T270, T275, R16–R17; <b>PB1:</b> 137; <b>TE3:</b> T50  <b>Two Sounds for <i>g</i>, 2.1: TE2:</b> T35, T37, T112, T218, T260, T267, T275, R12–R13; <b>PB1:</b> 114, 175</p>
<p><b>1.3.27</b> Identify words having the same vowel sound (e.g., date and slave).</p>	<p><b>Long Vowels, 2.1: TE1:</b> BTS22–BTS23, T34–T35, T37, T42, T54, T56, T72, T75, T78, T106, T125, T149, T248, T249, T253, T273, T281, T302, T308, T310, T311, T323, T325, T329, T331, T335, T336, T339, T342, R10–R11, R12–R13, R16–R17; <b>TE2:</b> T30, T34, T42, T75, T153, T252, T258, R10–R11; <b>PB:</b> 17–18, 60, 113, 126, 149  <b>Vowel Pairs <i>ai, ay</i>, 2.1: TE2:</b> T52, T205; <b>TE3:</b> T116, T229, T341, T343, R14–R15; <b>PB1:</b> 232, 243, 263, 291  <b>Vowel Pairs <i>ee, ea</i>, 2.1: TE1:</b> T130; <b>TE3:</b> T258, T278, T357, T359; <b>PB1:</b> 268; <b>2.2: TE4:</b> T141, T353; <b>TE6:</b> T55  <b>Long <i>i</i> (<i>igh, ie</i>) 2.1: TE1:</b> BTS22–BTS23, T197, T281, T308, T311, T323, T325, T329, T331, T336, T339; <b>2.2: TE5:</b> T203; <b>TE6:</b> T118–T119, T126, T150, T188, T231, T262, T269, T280, R12–R13  <b>Vowel Pairs <i>oo, ew, ue, ou</i>, 2.2: TE6:</b> T34–T35, T42, T64, T114, T163, T254, T260, T280, T285, R10, R10–R11  <b>Short Vowels, 2.1: TE1:</b> BTS20–BTS21, T34–T35, T37, T42, T56, T75, T106, T110, T113, T118, T125, T128, T137, T149, T217, T218, T248, T253, T257, T281, T302, T310, T311, T335, R10–R11, R12–R13; <b>TE3:</b> T134; <b>PB:</b> 15–16, 55, 72, 81, 93, 100, 103, 108; <b>2.2: TE5:</b> T51, T405; <b>PB1:</b> 21  <b>Vowel Diphthongs <i>ow, ou</i>, 2.1: TE1:</b> T192; <b>TE3:</b> T184, T190, T232, T238, T299, T349, T351, R18–R19; <b>PB1:</b> 250, 281; <b>2.2: TE4:</b> T135, T295, T353  <b>r-controlled Vowels, 2.1: TE2:</b> T326; <b>2.2: TE4:</b> T34, T35, T42, T161, T204, T262, T271, T295, T316, T332, R10–R11, R12–R13; <b>PB2:</b> 3, 4, 39, 65, 75, 77</p>
<p><b>1.3.28</b> Identify rhyming words with different spelling patterns (e.g., feet and neat, light and kite).</p>	<p><b>Identify and Produce Rhyming Words, 2.1: TE1:</b> BTS10, BTS16, BTS18, R5, R7, R11; <b>TE2:</b> T177H</p>

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1.3.29 Determine the answer to a literal or simple inference question regarding the meaning of a passage.	<b>Making Inferences, 2.1:</b> TE1: T50, T53, T195, T198, T201, T320; <b>TE2:</b> T49, T50, T54, T56, T133, T203, T205, T221, T250; <b>TE3:</b> T51, T56, T58, T72, T132, T153, T200, T210, T218, T272, T273, T277, T288, T326, T330, R40–R41; <b>PB1:</b> 272, 277–279, 302; <b>T:</b> 3-33; <b>2.2:</b> <b>TE4:</b> T57, T59, T62, (continued)
1.3.29 Determine the answer to a literal or simple inference question regarding the meaning of a passage. (continued)	<b>Making Inferences, 2.2:</b> <b>TE4:</b> (continued) T68, T208, T213, T218, T330, T338; <b>TE5:</b> T49, T50, T62, T151, T196, T201, T202, T207, T273, T290, T328, T330, T338, T408; <b>TE6:</b> T50, T51, T61, T138, T211, T259
<b>Reading—State Goal 2</b>	
<b>STANDARD 2A—LITERARY ELEMENTS AND TECHNIQUES</b>	
<b>Story and Literary Structure</b>	
2.3.01 Differentiate among the literary elements of plot, character, and setting.	<b>Story Structure, 2.1:</b> TE1: T32, T33, T51, T60–T61, T80, T81, T82, T83, T247, T248, R24; <b>TE2:</b> T82; <b>TE3:</b> T82, T236, T283, T283; <b>PB1:</b> 24, 29–30; <b>T:</b> 1-5; <b>2.2:</b> <b>TE4:</b> T256; <b>TE5:</b> T282; <b>TE6:</b> T54
2.3.02 Identify main and supporting characters.	<b>Recognize Main Character, 2.1:</b> TE1: T33, T49, T60, T51, T55, T139, T156, T247, T248; <b>TE2:</b> T50, T54, T55; <b>TE3:</b> T82, T236; <b>2.2:</b> <b>TE4:</b> 96
2.3.03 Identify events important to the development of the plot.	<b>Recognize Plot Events, 2.1:</b> TE1: T32, T49, T50, T60–T61, T156, T247, T248, R24–R25; <b>TE3:</b> T82, T236; <b>PB1:</b> 24, 29–30; <b>T:</b> 1-5; <b>2.2:</b> <b>TE4:</b> T63
2.3.04 Identify setting (i.e., place and time period).	<b>Recognize Setting, 2.1:</b> TE1: T32, T60, T156, T247, T248; <b>TE2:</b> T82, T251, T280–T281; <b>TE3:</b> T82, T236, T292
2.3.05 Identify author’s message.	<b>Lesson or Moral of Selection (Theme), 2.1:</b> TE1: T201; <b>TE2:</b> T310, T311, T316, T322, T326, T331, T337; <b>2.2:</b> <b>TE4:</b> T219, T222
2.3.06 Explain outcomes using the following literary elements: problem/conflict, resolution.	<b>Recognize Problem-Solution, 2.1:</b> TE1: T51, T53, T60; <b>TE3:</b> T220–T221
<b>Characterization</b>	
2.3.07 Determine what characters are like by what they say or do by how the author or illustrator portrays them.	<b>Characterization, 2.1:</b> TE1: T195
2.3.08 Determine character motivation.	<b>Character’s Motives, 2.1:</b> TE2: T54
2.3.09 Identify and compare characters’ attributes in a story.	<b>Character’s Traits Revealed Through Action, 2.1:</b> TE1: T156; <b>TE3:</b> T354; <b>2.2:</b> <b>TE6:</b> T56, T274–T275 <b>Character’s Traits Revealed Through Dialogue, 2.1:</b> <b>TE3:</b> T354; <b>2.2:</b> <b>TE5:</b> T420, T424; <b>TE6:</b> T56, T274–T275
<b>STANDARD 2B—VARIETY OF LITERARY WORKS</b>	

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2.3.10 Identify the following forms and genres: story, poem, fairy tale, tall tale, fable, nonfiction, and essay.	<b>Characteristics of Literary Genres: Biography, 2.2: TE4:</b> T328, T340, T344–T345; <b>Explanations in Fables, TE4:</b> T222; <b>Expository Nonfiction, 2.1: TE3:</b> T73, T114–T115; <b>Fantasy, TE1:</b> T210; <b>2.2: TE4:</b> T72, T86, T276; <b>Nonfiction, 2.1: TE2:</b> T146; <b>Play, TE5:</b> T298–T299; <b>Poetry, 2.1: TE1:</b> T300–T347; <b>TE2:</b> T151; <b>TE3:</b> T226–T227; <b>2.2: TE5:</b> T70–T71; <b>Realistic Fiction, 2.1: TE2:</b> T68, T216; <b>2.2: TE5:</b> T220
<b>Reading—Roots and Affixes</b>	
<b>This list indicates what may be covered on the vocabulary items of the state assessment.</b>	
-ed (e.g., talked, helped)	-ed (e.g., talked, helped), <b>2.1: TE1:</b> T69; <b>TE2:</b> T185; <b>TE3:</b> T201; <b>PB1:</b> 33; <b>2.2: TE5:</b> T256, T357; <b>TE6:</b> T77, T192–T193, T208, T277, R14–R15; <b>PB2:</b> 155, 221, 248
-ing (e.g., walking, barking)	-ing (e.g., walking, barking), <b>2.1: TE1:</b> T69; <b>TE2:</b> T185; <b>TE3:</b> T201; <b>PB1:</b> 33; <b>2.2: TE5:</b> T256, T357; <b>TE6:</b> T77, T192–T193, T208, T277, R14–R15; <b>PB2:</b> 155, 221, 248
-s, -es (e.g., dogs, lunches)	-s, -es (e.g., dogs, lunches), <b>2.1:</b> T69; <b>PB1:</b> 33; <b>2.2: TE4:</b> T121, T142, T279, T295, R16–R17; <b>PB2:</b> 75
-er (e.g., bigger, brighter) [means “more,” not “one who”]	-er (e.g., bigger, brighter) [means “more”, not “one who”], <b>2.1: TE3:</b> T35, T54, T341, R12–R13; <b>PB1:</b> 2100, 291
-est (e.g., biggest, brightest)	-est (e.g., biggest, brightest), <b>2.1: TE3:</b> T35, T54, T341, R12–R13; <b>PB1:</b> 2100, 291
-less (e.g., careless, helpless)	See later levels for -less.
-ar, -er, -or (e.g., liar, fighter, inspector) [means “one who”]	-ar, -er, -or (e.g., liar, fighter, inspector) [means “one who”], <b>2.2: TE5:</b> T34–T35, T153, T332, R10–R11; <b>PB2:</b> 97, 132
dis- (e.g., disobey, disappear)	See later levels for dis-.
-en (e.g., tighten, eaten)	See later levels for -en.
-ful (e.g., thankful, beautiful)	-ful (e.g., thankful, beautiful), <b>2.1: TE3:</b> T185, T209, T357, R20–R21; <b>PB1:</b> 251
-ly (e.g., happily, slowly)	-ly (e.g., happily, slowly), <b>2.1: TE3:</b> T185, T209, T357, R20–R21; <b>PB1:</b> 251
re- (e.g., redo, rebuild, rewrite)	See later levels for re-.
un- (e.g., unable, unfinished)	un- (e.g., unable, unfinished), <b>2.1: TE2:</b> T152, T279; <b>PB1:</b> 148; <b>2.2: TE5:</b> T183, T198, T349, R18–R19; <b>PB2:</b> 138
-y (e.g., sleepy, dirty, faulty)	-y (e.g., sleepy, dirty, faulty), <b>2.2: TE5:</b> T182, T301, T349, R16–R17; <b>PB2:</b> 137