

**Houghton Mifflin *ENGLISH***  
**Grade 2**  
**correlated to**  
**Indiana English/Language Arts Standards**

**Indiana Language Arts Standard**

**Houghton Mifflin *ENGLISH***

<b>WRITING: Writing Process</b>	
<b>Organization and Focus</b>	
<ul style="list-style-type: none"> <li>• Create a list of ideas for writing.</li> </ul>	<p>TE: 12, 14–17, 26, 62, 70–73, 85, 87, 144–147, 157, 159, 206, 208, 212–214, 228–231, 238, 264–266, 274–277, 287, 290–291, 293, 304, 340, 348–350, 361, 364–365</p> <p>PE: 12, 14–17, 70–73, 85, 144–147, 157, 159, 212–214, 228–231, 264–266, 274–277, 287, 290–291, 293, 348–350, 361, 364–365, H26</p>
<ul style="list-style-type: none"> <li>• Organize related ideas together to maintain a consistent focus.</li> </ul>	<p>TE: 12, 15–17, 19, 26, 62, 67, 70, 73, 74, 75, 84–87, 110, 114, 138, 139, 141, 143, 147, 149, 150, 155, 157, 206, 208, 209, 210, 214, 215, 216, 217, 218, 219, 223, 224, 225, 226, 227, 231, 232, 238, 270, 271, 276, 293, 340, 345, 350, 351, 352, 362–363, 367</p> <p>PE: 12, 15–17, 19, 67, 70, 73, 74, 75, 84–87, 139, 141, 143, 147, 149, 150, 155, 157, 209, 210, 214, 215, 216, 217, 218, 219, 223, 224, 225, 226, 227, 231, 232, 271, 276, 293, 345, 350, 351, 352, 362–363, 367</p>
<b>Research and Technology</b>	
<ul style="list-style-type: none"> <li>• Find ideas for writing stories and descriptions in pictures or books.</li> </ul>	<p>TE: 42, 92, 93, 95, 134, 162, 238, 266, 228–231, 296</p> <p>PE: 228–231</p>
<ul style="list-style-type: none"> <li>• Understand the purposes of various reference materials (such as a dictionary, a thesaurus, and an atlas).</li> </ul>	<p>TE: 28, 42, 79, 180, 185, 229, 291, 356, 357</p> <p>PE: 229, H15, H16, H18</p>
<ul style="list-style-type: none"> <li>• Use a computer to draft, revise, and publish writing.</li> </ul>	<p>TE: 73, 74, 79, 81, 86, 96, 98, 104, 106, 149, 153, 159, 166, 168, 217, 221, 232, 248, 283, 291, 312, 357, 366, 367</p> <p>PE: 79, 149, 153, 217, 221, H23–H30</p>
<b>Evaluation and Revision</b>	
<ul style="list-style-type: none"> <li>• Review, evaluate, and revise writing for meaning and clarity.</li> </ul>	<p>TE: 13, 20–21, 68–69, 75–78, 140–143, 149–152, 217–220, 233, 279–282, 292–293, 353, 367–368</p> <p>PE: 13, 20–21, 68–69, 75–78, 140–143, 149–152, 217–220, 233, 279–282, 292–293, 353, 367–368, H28</p>
<ul style="list-style-type: none"> <li>• Proofread one’s own writing, as well as that of others, using an editing checklist or list of rules.</li> </ul>	<p>TE: 13, 22–23, 38, 40, 42, 44, 46, 50, 79, 85, 98, 102, 106, 107–108, 112, 114, 116, 118, 120, 121, 123, 130, 152, 153, 159, 167–168, 173–182, 184, 189, 191, 221, 233, 247–248, 249–250, 251–252, 256–257, 265, 268, 279, 282, 283, 292–293, 298, 300, 302, 304, 306, 308, 310, 312, 314, 316, 318, 322, 326–329, 356, 357, 368</p> <p>PE: 13, 22–23, 38, 40, 42, 44, 46, 50, 79, 85, 98, 102, 106, 107–108, 112, 114, 116, 118, 120, 121, 123, 130, 152, 153, 159, 167–168, 173–182, 184, 189, 191, 221, 233, 247–248, 249–250, 251–252, 256–257, 265, 268, 279, 282, 283, 292–293, 298, 300, 302, 304, 306, 308, 310, 312, 314, 316, 318, 322, 326–329, 356, 357, 368, H29, H35–H39</p>

**Houghton Mifflin *ENGLISH***  
**Grade 2**  
**correlated to**  
**Indiana English/Language Arts Standards**

**Indiana Language Arts Standard**

**Houghton Mifflin *ENGLISH***

<ul style="list-style-type: none"> <li>Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.</li> </ul>	<p>TE: 62, 66, 73, 74, 76, 78, 107–110, 117, 134, 151, 152, 185, 206, 220, 253, 266, 280, 281, 282, 292, 296, 356  PE: 76, 78, 107–110, 117, 151, 152, 185, 220, 253, 280, 281, 282, 292, 356</p>
<b>Standard 5</b>	
<b>WRITING: Writing Applications</b>	
<i>Write brief narratives (stories) based on their experiences that:</i>	
<ul style="list-style-type: none"> <li>move through a logical sequence of events.</li> </ul>	<p>TE: 17, 62, 66, 73, 134, 139, 143, 147, 149, 150, 156, 157, 206, 208, 209, 210, 211, 217, 218, 219, 223, 224, 225, 234–235  PE: 17, 139, 143, 147, 149, 150, 156, 157, 208, 209, 210, 211, 217, 218, 219, 223, 224, 225, 234–235</p>
<ul style="list-style-type: none"> <li>describe the setting, characters, objects, and events in detail.</li> </ul> <p><b>Example:</b> Write a story about an experience that took place during a certain season in the year: spring, summer, fall, or winter. Tell the story in the order that it happened and describe it in enough detail so that the reader can picture clearly the place, people, and events</p>	<p>TE: 42, 62, 63, 74, 92, 134, 139, 144, 146, 147, 156, 157, 270, 271, 274–285, 286, 287, 296  PE: 139, 144, 146, 156, 157, 270, 271, 274–285, 286, 287</p>
<i>Write a brief description of a familiar object, person, place, or event that:</i>	
<ul style="list-style-type: none"> <li>develops a main idea.</li> </ul>	<p>TE: 215, 226–227, 232, 233, 238, 266, 278, 296, 340  PE: 215, 226–227, 232, 233, 278</p>
<ul style="list-style-type: none"> <li>uses details to support the main idea.</li> </ul> <p><b>Example:</b> Write a descriptive piece on a topic, such as <i>Houses Come in Different Shapes and Sizes</i>.</p>	<p>TE: 12, 62, 71, 83, 84–85, 92, 117, 139, 143, 146, 147, 149, 150, 151, 156, 216, 218, 219, 226–227, 232, 238, 245–246, 266, 270, 271, 273, 275, 282, 287, 296, 340, 344  PE: 12, 71, 83, 84–85, 117, 139, 143, 146, 149, 150, 151, 156, 216, 218, 219, 226–227, 245–246, 270, 271, 273, 275, 282, 287, H26</p>
<ul style="list-style-type: none"> <li>Write a friendly letter complete with the date, salutation (greeting, such as <i>Dear Mr. Smith</i>), body, closing, and signature.</li> </ul> <p><b>Example:</b> Write a letter to the police department in your town asking if someone can come to your classroom to talk about bicycle safety.</p>	<p>TE: 84–87, 176, 182, 306  PE: 84–87, 176, 182, 306</p>
<ul style="list-style-type: none"> <li>Write rhymes and simple poems.</li> </ul>	<p>TE: 112, 240, 254, 288, 289, 290, 291, 292, 293  PE: 112, 240, 254, 288, 289, 290, 291, 292, 293</p>
<ul style="list-style-type: none"> <li>Use descriptive words when writing.</li> </ul>	<p>TE: 28, 30, 38, 42, 92, 176, 178, 241, 266, 296, 267–270, 271, 272–273, 274–285, 286, 287, 314, 356  PE: 28, 30, 38, 176, 178, 267–270, 271, 272–273, 274–285, 286, 287, 314</p>

**Houghton Mifflin *ENGLISH***  
**Grade 2**  
**correlated to**  
**Indiana English/Language Arts Standards**

**Indiana Language Arts Standard**

**Houghton Mifflin *ENGLISH***

<ul style="list-style-type: none"> <li>Write for different purposes and to a specific audience or person.  <b>Example:</b> Write a description of your favorite book to recommend the book to a friend.</li> </ul>	<p>TE: 28, 40, 62B, 69, 84, 92B, 104, 134B, 158, 162B, 170, 206B, 223, 226, 238B, 266B, 288, 296B, 302, 340B, 345, 362  PE: 28, 40, 69, 84, 104, 158, 170, 223, 226, 288, 302, 345, 362</p>
<p><b>Standard 6</b></p>	
<p><b>WRITING: Written English Language Conventions</b></p>	
<p><b>Handwriting</b></p>	
<ul style="list-style-type: none"> <li>Form letters correctly and space words and sentences properly so that writing can be read easily by another person.</li> </ul>	<p>In addition to the pages shown here, all writing exercises give students the opportunity to form letters correctly and space words and sentences so that they can be read by others.  TE: 80, 105, 154, 222, 284, 358  PE: 80, 154, 222, 284, 358</p>
<p><b>Sentence Structure</b></p>	
<ul style="list-style-type: none"> <li>Distinguish between complete (<i>When Tom hit the ball, he was proud.</i>) and incomplete sentences (<i>When Tom hit the ball.</i>)</li> </ul>	<p>TE: 26B, 33–34, 45–46, 48, 56, 67, 92B, 134B, 192, 221, 266B  PE: 33–34, 45–46, 48, 56, 67, 192, 221</p>
<ul style="list-style-type: none"> <li>Use the correct word order in written sentences.</li> </ul>	<p>TE: 35–36, 78, 99–100, 109–110, 152, 171–172, 220, 245, 251–252, 282, 309–310, 356  PE: 35–36, 78, 99–100, 109–110, 152, 171–172, 220, 245, 251–252, 282, 309–310, 356</p>
<p><b>Grammar</b></p>	
<ul style="list-style-type: none"> <li>Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement).  <b>Example:</b> Identify the noun and verb in a sentence, such as <i>Maria</i> (noun) and <i>a friend</i> (noun) <i>played</i> (verb) <i>for a long time</i>.</li> </ul>	<p>TE: 31, 33, 92, 93–94, 95–96, 115–116, 119, 120, 124, 125, 132, 133, 134B, 162B, 162, 163–164, 187, 193, 194, 196, 206B, 238B, 266B, 266, 296B, 326  PE: 93–94, 95–96, 115–116, 119, 120, 124, 125, 132, 133, 163–164, 187, 193, 194, 196, 326, H37</p>
<p><b>Punctuation</b></p>	
<ul style="list-style-type: none"> <li>Use commas in the greeting (<i>Dear Sam,</i>) and closure of a letter (<i>Love, or Your Friend,</i>) and with dates (<i>March 22, 2000</i>) and items in a series (<i>Tony, Steve, and Bill</i>).</li> </ul>	<p>TE: 84–85, 296B, 311–312, 319, 321, 322, 324, 329, 336, 340B, 356  PE: 84–85, 311–312, 319, 321, 322, 324, 329, 336, 356, H36</p>
<ul style="list-style-type: none"> <li>Use quotation marks correctly to show that someone is speaking.</li> </ul>	<p>TE: 296B, 315–316, 317–318, 321, 322, 324, 329, 340B  PE: 315–316, 317–318, 321, 322, 324, 329</p>

**Houghton Mifflin *ENGLISH***  
**Grade 2**  
**correlated to**  
**Indiana English/Language Arts Standards**

**Indiana Language Arts Standard**

**Houghton Mifflin *ENGLISH***

<b>Capitalization</b>	
<ul style="list-style-type: none"> <li>Capitalize all proper nouns (names of specific people or things, such as <i>Mike, Indiana, Jeep</i>), words at the beginning of sentences and greetings, months and days of the week, and titles (<i>Dr., Mr., Mrs., Miss</i>) and initials of people.</li> </ul>	<p>TE: 25, 26B, 26, 37–38, 39–40, 41, 43–44, 45–46, 49, 50, 57, 58, 59, 60, 61, 62B, 67, 92B, 92, 105–106, 121, 122, 129, 134B, 154, 159, 162B, 206B, 221, 238B, 238, 266B, 296B, 296, 297–298, 299–300, 301–302, 303–304, 305–306, 309, 317–318, 319, 320, 321, 322, 323, 324, 326, 329, 330, 331, 332, 333, 334, 338, 339, 340, 358</p> <p>PE: 25, 37–38, 39–40, 43–44, 45–46, 49, 50, 57, 58, 59, 60, 61, 67, 105–106, 121, 129, 154, 159, 221, 297–298, 299–300, 301–302, 303–304, 305–306, 309, 317–318, 319, 320, 321, 322, 323, 324, 326, 329, 330, 331, 332, 333, 334, 338, 339, 358, H36, H39</p>
<b>Spelling</b>	
<ul style="list-style-type: none"> <li>Spell correctly words like <i>was, were, says, said, who, what, why</i>, which are used frequently but do not fit common spelling patterns.</li> </ul>	<p>TE: 47 PE: H40</p>
<ul style="list-style-type: none"> <li>Spell correctly words with short and long vowel sounds (<i>a, e, i, o, u</i>), <i>r</i>-controlled vowels (<i>ar, er, ir, or, ur</i>), and consonant-blend patterns (<i>bl, dr, st</i>).</li> </ul>	<p>TE: 47, 62B, 134B, 206B, 266B PE: H41–H42</p>
<b>Standard 7</b>	
<b>LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications</b>	
<b>Comprehension</b>	
<ul style="list-style-type: none"> <li>Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy).</li> </ul>	<p>TE: 2, 3, 90–91, 206, 218, 235, 354 PE: 2, 3, 90–91, 218, 235, 354</p>
<ul style="list-style-type: none"> <li>Ask for clarification and explanation of stories and ideas.</li> </ul>	<p>TE: 77, 90–91, 151, 219, 281, 354, 355 PE: 77, 90–91, 151, 219, 281, 354, 355</p>
<ul style="list-style-type: none"> <li>Paraphrase (restate in own words) information that has been shared orally by others.</li> </ul>	<p>TE: 90–91, 219, 270 PE: 90–91</p>
<ul style="list-style-type: none"> <li>Give and follow three- and four-step oral directions.</li> </ul>	<p>TE: 206, 208, 213, 218, 235 PE: 218, 235</p>
<b>Organization and Delivery of Oral Communication</b>	
<ul style="list-style-type: none"> <li>Organize presentations to maintain a clear focus.</li> </ul>	<p>TE: 2, 3, 4, 5, 6–7, 77, 151, 219, 270, 281, 355 PE: 2, 3, 4, 5, 6–7, 77, 151, 219, 281, 355</p>
<ul style="list-style-type: none"> <li>Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).</li> </ul>	<p>TE: 4, 41, 45, 75, 76, 77, 81, 155, 161, 223, 285, 294–295 PE: 4, 81, 155, 161, 223, 285, 294–295</p>
<ul style="list-style-type: none"> <li>Tell experiences in a logical order.</li> </ul>	<p>TE: 72, 139, 143, 147, 149, 150, 155, 157, 206, 208, 213 PE: 139, 143, 147, 149, 150, 155, 157</p>
<ul style="list-style-type: none"> <li>Retell stories, including characters, setting, and plot.</li> </ul>	<p>TE: 72, 75, 90–91, 219 PE: 90–91</p>

**Houghton Mifflin *ENGLISH***  
**Grade 2**  
**correlated to**  
**Indiana English/Language Arts Standards**

**Indiana Language Arts Standard**

**Houghton Mifflin *ENGLISH***

<ul style="list-style-type: none"> <li>Report on a topic with supportive facts and details.</li> </ul>	TE: 2, 3, 4, 5, 6–7, 77, 151, 219, 274, 281, 355 PE: 2, 3, 4, 5, 6–7, 77, 151, 219, 281, 355
<b>Speaking Applications</b>	
<i>Recount experiences or present stories that:</i>	
<ul style="list-style-type: none"> <li>move through a logical sequence of events.</li> </ul>	TE: 72, 90–91, 206, 208, 209, 210, 211, 213, 214, 216, 217, 218, 219, 223, 224, 225, 234–235 PE: 90–91, 209, 210, 211, 214, 216, 217, 218, 219, 223, 224, 225, 234–235
<ul style="list-style-type: none"> <li>describe story elements including characters, plot, and setting.</li> </ul>	TE: 139, 140, 141, 142, 144, 145, 146, 147, 149, 150, 151, 156, 157, 158, 160–161, 274 PE: 139, 140, 141, 142, 144, 145, 146, 147, 149, 150, 151, 156, 157, 158, 160–161
<ul style="list-style-type: none"> <li>Report on a topic with facts and details, drawing from several sources of information.</li> </ul>	TE: 226–233, 274 PE: 226–233