

Houghton Mifflin Spelling and Vocabulary

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Grade Two

correlated to

Indiana Standards 2000 English/Language Arts

Grade Two

Indiana Standards 2000	<i>Houghton Mifflin Spelling and Vocabulary</i> © 1998-2000
Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development	
Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds) syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	
<i>Phonemic Awareness</i>	
Demonstrate an awareness of the sounds that are made by different letters by distinguishing beginning, middle, and ending sounds in words; rhyming words; and clearly pronouncing blends and vowel sounds.	Beginning, Middle and Ending Sounds, TB: 16–17, 18–19 Rhyming Words, SB: 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; TB: 48A, 66A, 84A, 108A, 132A, 139, 150A, 168A, 180A, 204A, 228A; TRB: 10, 13, 45, 61, 99, 105, 124, 128 (continued):

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<p>Demonstrate an awareness of the sounds that are made by different letters by distinguishing beginning, middle, and ending sounds in words; rhyming words; and clearly pronouncing blends and vowel sounds.</p>	<p>(continued): Short Vowels, SB: 16, 20–21, 24–25, 27, 28, 30–31, 34, 36–37, 40, 42–43, 48–49, 52, 54, 55, 56, 241, 242, 243; TB: 24A, 27, 30A, 33, 36A, 39, 42A, 45, 48A, 51; TRB: 5, 8, 9, 12, 13, 16, 17, 20, 21, 24, 25, 28 Long Vowels, SB: 17, 60–61, 64, 66–67, 90, 96–97, 102–103, 106, 126, 144–145, 163, 168–169, 174–175, 178, 198, 244, 247, 251, 253; TB: 60A, 63, 66A, 63, 69, 96A, 99, 102A, 105, 144A, 147, 168A, 171, 174A, 177; TRB: 33, 36, 37, 40, 61, 64, 61, 64, 68, 81, 99, 102, 119, 122, 123, 126 Vowels +r, SB: 204–205, 208, 210–211, 214, 216–217, 234, 235, 256, 257; TB: 204A, 207, 210A, 213, 216A, 219; TRB: 147, 150, 151, 154, 155, 158 Other Vowel Sounds, SB: 108–109, 112, 127, 150–151, 154, 163, 180–181, 184, 199, 248, 251, 254; TB: 108A, 111, 150A, 153, 180A, 183; TRB: 69, 72, 81, 103, 106, 127, 130</p>
<i>Decoding and Word Recognition</i>	
<p>Recognize and use knowledge of spelling patterns (such as <i>cut/cutting, slide/sliding</i>) when reading.</p>	<p>Dropping Final e, SB: 229–229, 230, 231, 236, 258; TB: 228A, 228, 229, 230, 231 Doubling Final Consonants, SB: 222–223, 224, 225, 235, 257; TB: 222A, 222, 223, 224, 225</p>
<p>Decode (sound out) regular words with more than one syllable (<i>dinosaur, vacation</i>).</p>	<p>Syllables, SB: 174–176, 198, 216–218, 235, 253, 257; TB: 174, 175, 176, 216, 217, 218</p>
<p>Recognize common abbreviations (<i>Jan., Fri.</i>).</p>	<p>Abbreviations, SB: 177, 259</p>
<p>Identify and correctly use regular plural words (<i>mountain/mountains</i>) and irregular plural words (<i>child/children, mouse/mice</i>).</p>	<p>Singular and Plural Nouns, SB: 138–139, 162, 250; TB: 138A, 141; TRB: 95, 98 Irregular Noun Plurals, <i>children</i>, SB: 138–139; TRB: 95–96, 98; <i>feet</i>, SB: 102; TRB: 68; <i>men</i>, SB: 132,134</p>

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Read aloud fluently and accurately with appropriate changes in voice and expression.	For oral reading, see related program instruction in writing conferences and Extension Options, SB: 95, 131, 167, 203, 239; TB: 28.
<i>Vocabulary and Concept Development</i>	
Understand and explain common antonyms (words with opposite meanings) and synonyms (words with the same meanings).	Antonyms, SB: 55, 73, 85, 91, 133, 145, 163, 169, 198, 200, 217, 220, 244, 256; TB: 174A; TRB: 34, 120 Synonyms, SB: 25, 55, 76, 91, 100, 115, 157, 172, 187, 225; TB: 204A; TRB: 111
Use knowledge of individual words to predict the meaning of unknown compound words (<i>lunchtime, lunchroom, daydream, raindrop</i>).	Compound Words, SB: 186–189, 191, 199, 254; TB: 186A–186B, 186, 187, 188, 190; TRB: 134
Know the meaning of simple prefixes (word parts added at the beginning of words such as <i>un-</i>) and suffixes (word parts added at the end of words such as <i>-ful</i>).	Prefixes, SB: 142, 222–224, 232, 235, 257; TB: 222A–222B, 222, 223, 224 Suffixes, SB: 142, 222–224, 232, 235, 257; TB: 222A–222B, 222, 223, 224; TRB: 159–162
Identify simple multiple-meaning words (<i>change, duck</i>).	Multiple-Meaning Words, SB: 146, 170, 182, 206; TB: 24A, 24, 30, 36, 42A, 42, 48, 60A, 60, 66, 72, 78A, 78, 84, 96A, 96, 102A, 102, 108, 114A, 114, 120, 132, 138, 144A, 144, 150, 156, 168, 174, 180, 186, 204A, 204, 210A, 210, 216, 222, 228
Standard 2 READING: Reading Comprehension	
Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what they read. The selections in the <i>Indiana Reading List</i> illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, at Grade 2, students read a variety of grade-level-appropriate narrative (story) and expository (informational) texts (such as grade-level-appropriate classic and contemporary literature, poetry, children’s magazines and newspapers, dictionaries and other reference materials, and online information).	
<i>Structural Features of Informational and Technical Materials</i>	

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Use titles, tables of contents, and chapter headings to locate information in informational text.	This standard may be incorporated into the activities connected to expository writing. SB: 166-167
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>	
State the purpose for reading.	Purpose for Reading, TB: 58, 166, 202, 238
Use knowledge of the author's purpose(s) to comprehend informational text.	Author's Purpose, TB: 166, 202, 238
Ask and respond to questions to aid comprehension about important elements of informational texts.	Activities related to expository writing would be an ideal connection for this skill. See SB: pages 166 and 202.
Restate facts and details in the text to clarify and organize ideas.	Restate Facts and Details, TB: 166, 202
Recognize cause-and-effect relationships in a text.	This skill may be incorporated into the activities connected to expository writing.
Interpret information from diagrams, charts, and graphs.	Diagram, SB: 169 Charts, SB: 22-23; TRB: 239 Graphs, TB: 183, 213
Follow two-step written instructions.	Following Written Directions, SB: 166-167; TB: 166-167; TRB: 88
Standard 3 READING: Literary Response and Analysis	
Students read and respond to a wide variety of significant works of children's literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read. The selections in the <i>Indiana Reading List</i> illustrate the quality and complexity of the materials to be read by students.	
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>	
Compare plots, settings, and characters presented by different authors.	This skill may be incorporated into the activities connected to narrative writing. SB: 94-95
Create different endings to stories and identify the reason and the impact of the different ending.	This standard is aligned through related program instruction in using literature models for student writing. See SB: 58, 94, 130, 202

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Compare versions of same stories from different cultures.	This standard is aligned through the Integrating Literature suggestions. See TB: 41 and 130.
Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry.	For rhythm, rhyme, and alliteration, see SB: 70 and TB: 99 and 147.
Standard 4 WRITING: Writing Process	
Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.	
<i>Organization and Focus</i>	
Create a list of ideas for writing.	Listing Ideas for Writing, SB: 95, 167, 203, 239; TRB: 31, 59, 88, 146, 174
Organize related ideas together to maintain a consistent focus.	Organizing and Planning Writing, SB: 59, 95, 131, 167, 203, 239; TRB: 31, 59, 88, 146, 174
<i>Research and Technology</i>	
Find ideas for writing stories and descriptions in pictures or books.	Looking Through Literature, TB: 59, 95, 167, 203, 239; TRB: 31, 59, 88, 118, 146, 174
Understand the purposes of various reference materials (such as a dictionary, thesaurus, and an atlas).	Using a Dictionary, SB: 26, 38, 50, 68, 80, 86, 104, 110, 122, 146, 156–160, 164, 170, 182, 196, 206, 224, 230, 252, 276; TRB: 9, 11, 49, 128 Using a Thesaurus, SB: 46, 76, 95, 100, 131, 148, 167, 172, 202, 203, 239
Use a computer, if available, to draft and revise writing.	Using Computer Tools, TB: 87, 159, 225
<i>Evaluation and Revision</i>	
Revise original drafts to improve sequence (the order of events) and to provide more descriptive detail.	Adding Details in Writing, SB: 58, 59, 94, 95, 130, 131, 202, 203, 238, 239

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Review and evaluate writing for others to read using a revision checklist (an editing checklist with specific examples of corrections for frequent errors) or a list of rules	Proofreading, SB: 59, 95, 131, 167, 203, 239; TRB: 184
Standard 5 WRITING: Writing Applications (Different Types of Writing and Their Characteristics)	
At Grade Two, students are introduced to letter writing. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Students continue to write simple rhymes and poems. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 – Writing Strategies. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.	
<i>In addition to producing the different writing forms introduced in earlier grades, Grade Two students use the writing strategies outlined in Standard 4 – Writing Strategies to:</i>	
Write brief narratives (stories) based on their experiences: <ul style="list-style-type: none"> • Move through a logical sequence of events. • Describe the setting, characters, objects, and events in detail. 	Writing a Personal Narrative, SB: 59, 95, 99, 183, 231 For Writing a Logical Sequence of Events, See: SB: 39, 59, 69, 71, 95, 99, 131, 183, 195, 231, 233
Write a brief description of a familiar object, person, place, or event that: <ul style="list-style-type: none"> • Develops a main idea. • Uses details to support the main idea. 	Writing an Informational Paragraph, SB: 33, 34, 117, 159, 203 Topic, Main Idea, and Details, SB: 59, 94, 95, 166,167; TB: 59, 94, 95, 166, 167
Write a friendly letter complete with the date, salutation (greeting, such as <i>Dear Mr. Smith</i>), body, closing, and signature.	Writing a Friendly Letter, SB: 53, 177, 219, 239; TB: 81 Commas with Dates, after Greetings and Closings in Letters, SB: 218, 260–261
Write rhymes and simple poems.	Writing a Poem or Rhyme, SB: 70; TB: 99, 147
Use descriptive words when writing.	Using Descriptive Language in Writing, SB: 33, 34, 117, 159, 203; TB: 27, 63, 111, 177, 183; TRB: 146

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Write for different purposes and to a specific audience or person.	Writing Descriptions, SB: 33, 34, 117, 159, 203; TB: 27, 63, 111, 177, 183; TRB: 146 Writing an Informational Paragraph, SB: 33, 34, 117, 159, 203 Audience and Purpose for Writing, SB: 59, 95, 131, 167, 239; TB: 59, 95, 131, 167, 239
Standard 6 WRITING: Written English Language Conventions	
Students write using Standard English conventions appropriate to this grade level.	
<i>Handwriting</i>	
Form letters correctly and space words and sentences properly so that writing can be read easily by another person.	Handwriting Model, SB: 316
<i>Sentence Structure</i>	
Distinguish between complete (<i>When Tom hit the ball, he was proud</i>) and incomplete sentences (<i>When Tom hit the ball</i>).	Identifying a Complete Sentence, SB: 33, 45
Use the correct word order in written sentences.	Word Order in a Sentence, SB: 33, 45, 59
<i>Grammar</i>	
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).	Nouns, SB: 63, 77, 135, 141, 153, 259 Verbs, SB: 222–227, 228–233, 235–236; TB: 222A, 228A; TRB: 159–161, 163–165
<i>Punctuation</i>	
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>).	Using Commas in a Letter, SB: 218, 260–261 Comma in a Date, SB: 195, 219, 260, 261; TB: 195, 219

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<p>Use quotation marks correctly to show that someone is speaking.</p> <ul style="list-style-type: none"> • Correct: “You may go home now,” she said. • Incorrect: “You may go home now she said.” 	<p>Quotation marks could be included as students write dialogue for a writing process lesson on writing a story.</p> <p>Model on SB: 94,130</p>
<i>Capitalization</i>	
<p>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.</p>	<p>Capitalizing Proper Nouns, SB: 63, 95, 259; TB: 63, 95</p> <p>Capitalizing First Word of a Sentence, SB: 33, 45, 59, 259; TB: 33, 45, 59</p> <p>Capitalizing Months of Year, SB: 153, 167, 259</p> <p>Capitalizing Days of Week, SB: 135, 259</p> <p>Capitalizing Titles of People, SB: 177, 238, 259</p>
<i>Spelling</i>	
<p>Spell correctly words like <i>was, were, says, said, who, what, why</i>, which are used frequently but do not fit common spelling patterns.</p>	<p>Irregularly Spelled Words, SB: 24, 25, 30, 31, 36, 37, 42, 43, 48, 49, 56, 60, 61, 66, 67, 92, 102, 114, 115, 128, 138, 139, 144, 145, 150, 151, 164, 168, 169, 174, 175, 180, 181, 192, 193, 200, 204, 205, 210, 211, 222, 223, 236; TB: 24, 25, 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</p>

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<p>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>) correctly.</p> <ul style="list-style-type: none"> • short vowels: <u>a</u>ctor, <u>e</u>ffort, <u>i</u>nk, <u>o</u>chop, <u>u</u>nless • long vowels: <u>a</u>ce, <u>e</u>qual, <u>i</u>nd, <u>o</u>ce, <u>u</u>se • r-controlled: <u>p</u>ark, <u>s</u>upper, <u>b</u>ird, <u>c</u>orn, <u>f</u>urther • consonant blends: <u>b</u>lue, <u>c</u>rash, <u>d</u>esk, <u>s</u>peak, <u>c</u>oast 	<p>Short Vowels, SB: 16, 20–21, 24–25, 27, 28, 30–31, 34, 36–37, 40, 42–43, 48–49, 52, 54, 55, 56, 241, 242, 243; TB: 24A, 27, 30A, 33, 36A, 39, 42A, 45, 48A, 51; TRB: 5, 8, 9, 12, 13, 16, 17, 20, 21, 24, 25, 28</p> <p>Long Vowels, SB: 17, 60–61, 64, 66–67, 90, 96–97, 102–103, 106, 126, 144–145, 163, 168–169, 174–175, 178, 198, 244, 247, 251, 253; TB: 60A, 63, 66A, 63, 69, 96A, 99, 102A, 105, 144A, 147, 168A, 171, 174A, 177; TRB: 33, 36, 37, 40, 61, 64, 61, 64, 68, 81, 99, 102, 119, 122, 123, 126</p> <p>Vowels +r, SB: 204–205, 208, 210–211, 214, 216–217, 234, 235, 256, 257; TB: 204A, 207, 210A, 213, 216A, 219; TRB: 147, 150, 151, 154, 155, 158</p> <p>Consonant Clusters, SB: 72–73, 75, 79, 85, 91, 109, 132–133, 162, 245, 250; TB: 72A, 75, 132A, 135; TRB: 41, 44, 53, 91, 94</p>
<p>Standard 7 LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications</p>	
<p>Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.</p>	
<p><i>Comprehension</i></p>	
<p>Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy).</p>	<p>This standard is aligned through related program instruction in writing. See for example Warm-Ups for Writing Models, SB: 58, 94, 130, 166, 202, and 238.</p>
<p>Ask for clarification and explanation of stories and ideas.</p>	<p>Activities related to expository writing would be an ideal connection for this skill. See SB: pages 166 and 202.</p>

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Paraphrase (restate in own words) information that has been shared orally by others.	This standard is aligned through related program instruction in holding a Writing Conference. See SB: 59, 95, 131, 167, 203, 239.
Give and follow three- and four-step oral directions.	Giving and Following Oral Directions, SB: 166–167
<i>Organization and Delivery of Oral Communication</i>	
Organize presentations to maintain a clear focus.	Literature selections may be used for this purpose. See SB: 58, 94, 130, 166, 202, and 238.
Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).	Writing and literature activities may be used for this purpose. See SB: 58, 94, 130, 166, 202, and 238.
Tell experiences in a logical order.	Logical Order in Speaking, SB: 58, 94, 130, 166
Retell stories, including characters, setting, and plot	Retelling Stories, SB: 59
Report on a topic with supportive facts and details.	Using Facts and Details, SB: 105, 225
<i>Speaking Applications</i>	
Recount experiences or present stories: <ul style="list-style-type: none"> • Move through a logical sequence of events. • Describe story elements including characters, plot, and setting. 	Telling a Story, SB: 59 Dramatizing, SB: 95; TB: 233
Report on a topic with facts and details, drawing from several sources of information.	Share Report, SB: 105, 225; TB: 107, 215