

**South Carolina English Language Arts / Houghton Mifflin English
Grade Two**

Reading Goal (R) The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.	
READING PROCESS AND COMPREHENSION	
2-R1 The student will integrate various cues and strategies to comprehend what he or she reads.	
2-R1.1 Demonstrate the ability to use a variety of strategies to derive meaning from texts; begin reading texts fluently.	Literature, SB: 63–66, 135–138, 207–208, 267–270, 288–290, 340–343; TE: 63–66, 135–138, 207–208, 267–270, 288–290, 340–343
2-R1.2 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.	Suggestions for Reading Independently, TE: 63, 135, 207, 267, 341
2-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.	Prior Knowledge, TE: 63, 135, 207, 267, 341 Connect Story to Life Experiences, TE: 63, 207, 267
2-R1.4 Demonstrate the ability to identify the title, author, and illustrator of a selection.	Author, SB: 158–159; TE: 158, 159 Headings and Titles, SB: H13, H15
2-R1.5 Demonstrate the ability to retell stories.	Retelling a Story, SB: 138, 158, 159, 160; TE: 134, 138, 158, 159, 160
2-R1.6 Demonstrate the ability to recall detail in texts.	Noting Details, SB: 66, 138, 208, 270, 344; TE: 63, 66, 135, 138, 207, 208, 267, 270, 341, 344
2-R1.7 Demonstrate the ability to ask and answer questions about texts.	Asking and Answering Questions, SB: 2, H19
2-R1.8 Demonstrate the ability to make predictions about stories.	Predicting Outcomes, TE: 63, 135, 267
2-R1.9 Demonstrate the ability to summarize the main idea of a particular text.	Summarize, SB: 90–91; TE: 90–91
2-R1.10 Demonstrate the ability to draw conclusions and make inferences.	Drawing Conclusions, SB: 3, 344, 345, 347; TE: 13, 344, 347 Making Inferences, SB: 66, 138, 208, 270, 344; TE: 66, 138, 208, 270, 344
2-R1.11 Demonstrate the ability to categorize and classify ideas.	Categorize and Classify, SB: 229, 239; TE: 66, 138, 208, 238, 241, 243, 270, 344
2-R1.12 Demonstrate the ability to determine cause and effect.	Cause and Effect, SB: 344, 345, 347; TE: 344, 345, 347
2-R1.13 Continue distinguishing between fact and opinion.	Fact and Opinion, SB: 230; TE: 230
2-R1.14 Demonstrate the ability to follow one-step written directions to complete a task.	Following Written Directions, SB: 207–208, 210, 211, 236–237; TE: 207–208, 210, 211, 236–237
2-R1.15 Begin following two-step written directions.	Following Written Directions, SB: 207–208, 210, 211, 236–237; TE: 207–208, 210, 211, 236–237

South Carolina English Language Arts / Houghton Mifflin English Grade Two

<p>2-R1.16 Continue using graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.</p>	<p>Reading and Using Charts, SB: 72, 73, 216 Graphs, SB: H17 Picture Clues, SB: 66, 138, 208, 270, 344; TE: 26, 62, 66, 92, 134, 162, 206, 238, 266, 296, 340, 344 Graphic Organizers, SB: 16, 73, 146, 147, 216, 349, 350, H31–H34</p>
<p>2-R1.17 Demonstrate the ability to respond to texts through a variety of methods, such as creative dramatics, writing, and graphic art.</p>	<p>Responding to Literature through Dramatics, Writing, Graphic Art, TE: 66, 138, 208, 270, 290, 343</p>
<p>2-R1.18 Demonstrate the ability to compare and contrast the information, ideas, and elements within a single text; begin comparing and contrasting his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.</p>	<p>Comparing, SB: 270, 271, 272, 277 Nonfiction: Compare and Contrast, SB: 114, 250, 300 Extract Information, SB: 226–227, 228–231</p>
<p>ANALYSIS OF TEXTS</p>	
<p>2-R2 The student will use a knowledge of the purposes, structures, and elements of writing to analyze and interpret various types of texts.</p>	
<p>2-R2.1 Demonstrate the ability to identify and describe characters, setting, and plot in a literary work.</p>	<p>Characters, SB: 135, 138, 139; TE: 135, 138, 139 Setting, SB: 139; TE: 139 Plot, SB: 138, 139, 142, 147, 149, 151, 156, 157; TE: 138, 139, 142, 147, 149, 151, 156, 157</p>
<p>2-R2.2 Continue identifying problem and solution in a work of fiction or drama.</p>	<p>Problem-Solution in a Story, SB: 139, 143, 145, 147, 149, 151; TE: 134, 139, 143, 145, 147, 149, 151</p>
<p>2-R2.3 Continue identifying the narrator’s point of view in a work of fiction.</p>	<p>Point of View, SB: 341–344, 345, 346–347, 348–359, 360, 361, 362–369</p>
<p>2-R2.4 Begin summarizing the theme of a particular text.</p>	<p>Lesson or Moral of Story, SB: 138, 158; TE: 138, 158</p>
<p>2-R2.5 Begin identifying elements of style such as word choice and sentence structure (syntax).</p>	<p>Style, SB: 20–21, 67, 75, 76, 78, 84–85, 139, 142, 143, 148, 149, 151, 152, 155, 157, 209, 215, 216, 220, 245, 278, 281, 282, 292, 293, 351, 353, 354, 355, 362–363, 367</p>
<p>2-R2.6 Continue identifying devices of figurative language such as similes and metaphors and sound devices such as alliteration.</p>	<p>Figurative Language, SB: 277, 279, 286 Alliteration, SB: 291, 292; TE: 291 Onomatopoeia, SB: 290, 291; TE: 290</p>
<p>2-R2.7 Demonstrate the ability to differentiate between fiction and nonfiction.</p>	<p>Elements of Fiction, SB: 138 139; TE: 138, 139 Elements of Nonfiction, SB: 66, 67, 208, 209, 270, 271, 344, 345; TE: 66, 67, 208, 209, 270, 271, 344, 345</p>

**South Carolina English Language Arts / Houghton Mifflin English
Grade Two**

<p>2-R2.8 Continue identifying the characteristics of genres such as fiction, poetry, drama, and informational texts.</p>	<p>Characteristics of Genre: Personal Narrative, SB: 66, 67; TE: 66, 67; Story, SB: 138, 139; TE: 138, 139; Instructions, SB: 208, 209; TE: 208, 209; Report, SB: 227; TE: 227; Description, SB: 270, 271; TE: 270, 271; Poetry, SB: 290; TE: 290; Opinion Essay, SB: 344, 345; TE: 344, 345; Persuasive Essay, SB: 363; TE: 363</p>
<p>2-R2.9 Begin comparing and contrasting settings, characters, events, or ideas in a variety of texts.</p>	<p>Comparing, SB: 270, 271, 272, 277 Nonfiction: Compare and Contrast, SB: 114, 250, 300</p>
<p>2-R2.10 Begin identifying the author’s purpose in a variety of texts.</p>	<p>Author’s Purpose, SB: 158–159 Author’s Purpose for Writing Nonfiction, SB: 207–208, 341–344, H15</p>
<p>PHONICS AND WORD STUDY</p>	
<p>2-R3 The student will use a knowledge of graphophonics and word analysis to read and determine the meaning of unfamiliar words.</p>	
<p>2-R3.1 Demonstrate the ability to use a dictionary and a thesaurus to determine the meanings of unfamiliar words and to find alternate word choices.</p>	<p>Using a Dictionary for Word Meanings, SB: H9–H10, H11–H12 Using a Thesaurus to Find Synonyms, SB: 185, 220, 356, H45–H56</p>
<p>2-R3.2 Demonstrate the ability to identify beginning, middle, and ending letters/sounds in polysyllabic words.</p>	<p>Beginning, Middle, Ending Sounds in Polysyllabic Words, SB: 153, H41–H44</p>
<p>2-R3.3 Continue applying a knowledge of onsets, rimes, and word families to decode polysyllabic words.</p>	<p>Word Families, SB: 97, 98, 159, 160, 290, 291; TE: 97, 98, 160, 291</p>
<p>2-R3.4 Demonstrate the ability to identify base words and their inflectional endings.</p>	<p>Inflected Forms, SB: 97–98, 101–102, 113–116, 119–122, 126–129, 132–133, 165–170, 193–199, 243–244, 249–250; TE: 97, 98, 101, 102, 113–116, 165, 166, 167, 168, 169, 170</p>
<p>2-R3.5 Demonstrate the ability to alphabetize words by the first and second letters.</p>	<p>ABC Order, SB: H3–H6; TE: H3, H5</p>
<p>2-R3.6 Demonstrate the ability to read and recognize compound words.</p>	<p>Compound Words, SB: H44</p>
<p>2-R3.7 Demonstrate the ability to read and recognize contractions.</p>	<p>Contractions, SB: 183–184, 186, 188, 191, 195, 205, 328, H35; TE: 183, 184</p>
<p>2-R3.8 Demonstrate the ability to identify synonyms, antonyms, and homonyms.</p>	<p>Synonyms, SB: 185, 220, 356, H45–H56; TE: 185, 220, 356, H45 Antonyms, SB: 253; TE: 253 Homophones, SB: H44</p>
<p>2-R3.9 Begin identifying common prefixes such as <i>un-</i>, <i>re-</i>, <i>pre-</i>, <i>bi-</i>, <i>mis-</i>, <i>dis-</i> and suffixes such as <i>-er</i>, <i>-est</i>, <i>-ful</i> to determine the meanings of words.</p>	<p>Comparing Two Adjectives, SB: 249–250, 265, 257, 258, 265, 283, 329; TE: 249–250, 265, 257, 258, 265, 283, 329</p>

**South Carolina English Language Arts / Houghton Mifflin English
Grade Two**

<p>2-R3.10 Demonstrate the ability to use sentence structure (syntax) and context to determine the meaning of unfamiliar words.</p>	<p>Context Clues, SB: 29–30, 31–32, 53, 54, 55, 96, 101, 107, 108, 119, 120, 122, 126, 127, 163, 165, 167, 170, 177, 179, 181, 183, 187, 190, 234, 241, 243, 253; TE: 63, 135, 207, 253, 267, 341</p> <p>Sentence Structure, SB: 29–30, 33, 35–36, 47, 48, 51, 54, 56, 192, 326, H37</p>
<p>2-R3.11 Begin recognizing and using common idioms.</p>	<p>See later levels for idioms.</p>
<p>2-R3.12 Begin recognizing simple analogies.</p>	<p>Comparing Words, SB: 271, 273</p>
<p>Writing Goal (W) The student will write for different audiences and purposes.</p>	
<p>THE WRITING PROCESS</p>	
<p>2-W1 The student will apply a process approach to writing.</p>	
<p>2-W1.1 Demonstrate the ability to choose a topic and generate ideas and use oral and written prewriting strategies.</p>	<p>Prewriting, SB: 12, 14–17, 70–73, 85, 144–147, 157, 159, 212–214, 228–231, 264–266, 274–277, 278–285, 287, 290–291, 293, 348–350, 361, 364–365, H26; TE: 12, 14, 15, 16, 17, 70, 71, 72, 73, 144, 145, 146, 147, 212, 213, 214, 228, 229, 230, 231, 264, 265, 266, 274, 275, 276, 348, 349, 350; I: 2-2, 4-2, 4-3, 6-2, 6-3, 8-2, 8-3, 10-2, 10-3;</p> <p>A: 9, 21, 41, 51</p> <p>Choosing a Topic, SB: 14–15, 70, 212, 228, 271, 290, 293, 295, 348</p>
<p>2-W1.2 Demonstrate the ability to generate drafts that focus on a topic; have a beginning, middle, and end; and include relevant and supportive details.</p>	<p>Drafting, SB: 18–19, 74, 85, 148, 157, 215, 225, 232, 278, 287, 292, 293, 351, 361, 367, H27; TE: 18, 19, 74, 85, 148, 157, 215, 225, 232, 278, 287, 292, 293, 351, 361, 367; I: 2-1, 4-1A, 4-1B, 6-1, 8-1, 10-1; A: 10, 21</p> <p>Writing a Beginning, Middle, and End, SB: 139, 147, 149, 157; TE: 134, 139, 147, 149, 157; I: 2-3, 4-3, 6-3; A: 10, 21, 22, 29, 31</p> <p>Using Details, SB: 19, 21, 67, 74, 75, 233; A: 10, 21, 22, 39, 42</p>
<p>2-W1.3 Demonstrate the ability to revise writing for purpose and audience through collaboration, conferencing, and self-evaluation.</p>	<p>Revising Writing, SB: 13, 20–21, 68–69, 75–78, 140–143, 149–152, 217–220, 233, 279–282, 292–293, 353, 367–368, H28; I: 2-4, 2-5, 4-4, 6-4, 6-5, 8-4, 8-5, 10-4, 10-5</p> <p>Collaborate with Others in Writing, SB: 14–25, 70, 77, 150–151, 155, 281; I: 2-5, 4-5, 6-5, 8-5, 10-5</p> <p>Evaluating Compositions, SB: 75, 149, 217, 279, 353; I: 2-4, 4-4, 6-4, 8-4, 10-4; A: 10, 21, 32, 52</p>

South Carolina English Language Arts / Houghton Mifflin English Grade Two

<p>2-W1.4 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, and word usage.</p>	<p>Grammar Conventions, SB: 27–61, 79, 93–133, 139, 153, 163–205, 209, 221, 239, 265, 209, 221, 239–265, 283, 297–339, 345, 357, H35–H39; A: 1–6, 19, 30, 40, 50</p> <p>Mechanics Conventions, SB: 37–46, 49, 50, 57–61, 67, 105–106, 297–339, H35–H39; A: 8, 19, 30, 40, 50</p> <p>Spelling Conventions, SB: 23, 38, 79, 101–102, 103–104, 119, 121, 126, 127, 128, 153, 221, 283, 357, 368, H40–H44; A: 8, 19, 30, 40, 50</p>
<p>2-W1.5 Demonstrate the ability to write using a variety of formats.</p>	
<p>2-W1.5.1 Demonstrate the ability to write simple compositions, friendly letters, and expressive and informational pieces.</p>	<p>Expository Compositions, SB: 10, 32, 34, 40, 42, 44, 94, 98, 106, 108, 114, 164, 176, 207–208, 209, 210–211, 212–223, 224, 225, 226–233, 248, 250, 298, 300, 312; I: 6-1, 6-2, 6-3, 6-4, 6-5; A: 29–32</p> <p>Expressive Compositions, SB: 84–87, 96, 112, 158–159, 166, 170, 182, 240, 242, 254, 288–293, 302, 306, 318, 319, 341–344, 345, 346–347, 348–359, 360, 361; I: 10-1, 10-2, 10-3, 10-4, 10-5</p> <p>Narrative Compositions, SB: 14–26, 46, 63–66, 67, 68–69, 70–81, 82, 83, 102, 116, 135–138, 139, 140–143, 144–145, 156, 157, 168, 180, 184, 244, 304, 308, 316; I: 2-1, 2-2, 2-3, 2-4, 2-5, 4-1A, 4-1B, 4-2, 4-3, 4-4, 4-5; A: 7–10, 19–22</p> <p>Writing Friendly Letters, SB: 84–87, 176, 306; TE: 84–87</p>
<p>2-W1.5.2 Demonstrate the ability to use the Internet with teacher support and guidance to communicate with family and friends.</p>	<p>Using the Internet, SB: 50, 63, 69, 71, 73, 75, 79, 82, 83, 121, 135, 143, 145, 147, 149, 153, 156, 157, 158, 181, 211, 214, 217, 221, 224, 225, 257, 273, 275, 276, 279, 283, 286, 287, 322, 341, 347, 349, 350, 353, 357, 360, 361, H24, H31</p>
<p>WRITING PURPOSES</p>	
<p>2-W2 The student will write for a variety of purposes.</p>	
<p>2-W2.1 Demonstrate the ability to use writing to explain and inform.</p>	<p>Expository Compositions, SB: 10, 32, 34, 40, 42, 44, 94, 98, 106, 108, 114, 164, 176, 207–208, 209, 210–211, 212–223, 224, 225, 226–233, 248, 250, 298, 300, 312; I: 6-1, 6-2, 6-3, 6-4, 6-5; A: 29–32</p> <p>Writing to Explain, SB: 207–208, 209, 210–211, 212, 225</p>

South Carolina English Language Arts / Houghton Mifflin English Grade Two

<p>2-W2.2 Begin to use writing in order to learn, entertain, and describe.</p>	<p>Writing a Story, SB: 102, 116, 135–138, 139, 140–143, 144–155, 156, 157, 168, 184, 304; I: 4-1A, 4-1B, 4-2, 4-3, 4-4, 4-5; A: 19–22 Taking Notes, SB: 231 Record Ideas from Readings, TE: 66, 138, 208, 270, 344 Writing Descriptive Compositions, SB: 28, 30, 38, 176, 178, 180, 267–270, 271, 272–273, 274–285, 286, 287, 314; i: 8-1, 8-2, 8-3, 8-4, 8-5; A: 39–42</p>
---	--

RESPONDING TO TEXTS

2-W3 The student will respond to texts written by others.

<p>2-W3.1 Demonstrate the ability to respond to texts both orally and in writing.</p>	<p>Oral and Written Response to Literature, SB: 63–66, 135–138, 207–208, 267–270, 288–290, 340–343</p>
<p>2-W3.2 Demonstrate the ability to use literary models to develop and refine writing.</p>	<p>Evaluating Published Models, SB: 63–66, 135–138, 207–208, 267–270, 288–290, 340–344; I: 2-1, 4-1A, 4-1B, 6-1, 8-1, 10-1</p>

LEGIBILITY

2-W4 The student will create legible texts.

<p>2-W4.1 Demonstrate the ability to print legibly.</p>	<p>Handwriting Instructions, TE: 27</p>
--	---

Communication Goal (R) The student will recognize, demonstrate, and analyze the qualities of effective communication.

COMMUNICATION: SPEAKING

2-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

<p>2-C1.1 Demonstrate the ability to use appropriate voice level, phrasing, sentence structure (syntax), and intonation when speaking.</p>	<p>Using Correct Volume, Phrasing, Sentence Structure, Intonation, SB: 4, 81, 155, 161, 223, 232, 285, 294–295</p>
<p>2-C1.2 Demonstrate the ability to initiate conversation.</p>	<p>Speaking to Have Conversations, SB: 5, 6, 88–89; TE: 5, 6, 88, 89</p>
<p>2-C1.3 Demonstrate the ability to respond in complete sentences.</p>	<p>Using Complete Sentences When Speaking, SB: 4, 35, 99, 109, 171; TE: 4, 35, 99, 109, 171</p>
<p>2-C1.4 Demonstrate the ability to participate in conversations and discussions by responding appropriately.</p>	<p>Conversations, SB: 6 Discussions, SB: 6, 7; TE: 6, 7</p>
<p>2-C1.5 Demonstrate the ability to participate in the choral speaking of short poems and rhymes, songs, and stories with repeated patterns.</p>	<p>Choral Reading, SB: 292</p>
<p>2-C1.6 Demonstrate the ability to participate in creative dramatics.</p>	<p>Dramatic Activities, SB: 81, 155, 292; TE: 31, 81, 155, 363</p>
<p>2-C1.7 Demonstrate the ability to use oral language for a variety of purposes.</p>	<p>Oral Language, SB: 4, 234, 295; TE: 4, 234, 295</p>

South Carolina English Language Arts / Houghton Mifflin English Grade Two

2-C1.8 Demonstrate the ability to give one- and two-step oral directions.	Giving Oral Directions, SB: TE: 206, 223
2-C1.9 Demonstrate the ability to retell stories and events in logical order.	Retelling a Story, SB: 138, 158, 159, 160; TE: 134, 138, 158, 159, 160
2-C1.10 Demonstrate the ability to use visual aids, props, and technology to support and extend his or her meaning and enhance his or her oral presentations.	Using Visual Aids in Speaking, SB: 81, 223, 225, 233, 293–294, H17–H18
2-C1.11 Demonstrate the ability to use Standard American English (SAE) in formal speaking situations and in the classroom.	Using Correct Oral Grammar (Try It Out: Listening and Speaking), TE: 31, 33, 41, 43, 45, 97, 111, 113, 115, 163, 167, 173, 177, 181, 239, 247, 249, 297, 299, 303, 311, 315 Using Correct Oral Grammar (Try It Out: Speak Up), TE: 35, 99, 109, 171, 245, 251, 309
2-C1.12 Demonstrate the ability to summarize conversations and discussions.	Summarizing a Spoken Message, SB: 90–91; TE: 90, 91
2-C1.13 Continue participating in interviews and reading and writing conferences.	Conducting an Interview, SB: 157, 189, 412, H9–H10; TE: 157, 189, 412, H9–H10 Writing Conferences, SB: 76–77, 150–151, 218–219, 232–233, 280–281, 292, 354, 355, 367–368
COMMUNICATION: LISTENING	
2-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.	
2-C2.1 Demonstrate the ability to follow multistep oral directions.	Listening to Follow Instructions, SB: 218, 235; TE: 235
2-C2.2 Demonstrate the ability to listen and respond to various types of literature read aloud.	Listening to Literature, SB: 63–66, 135–138, 207–208, 267–270, 288–290, 340–343
2-C2.3 Demonstrate the ability to listen for meaning in conversations and discussions.	Conversations, SB: 6 Discussions, SB: 6, 7; TE: 6, 7
2-C2.4 Demonstrate the ability to focus attention on the person who is speaking and listen politely without interrupting.	Listening Attentively, SB: 3, 235; TE: 3, 6, 90, 91, 235
2-C2.5 Demonstrate the ability to summarize conversations and discussions.	Summarizing a Spoken Message, SB: 90–91; TE: 90, 91 Conversations, SB: 6 Discussions, SB: 6, 7; TE: 6, 7
2-C2.6 Demonstrate the ability to listen for main ideas.	Listens for Topic, Main Idea and Supporting Details, SB: 219, 232; TE: 207
2-C2.7 Continue participating in interviews and reading and writing conferences.	Conducting an Interview, SB: 157, 189, 412, H9–H10; TE: 157, 189, 412, H9–H10 Writing Conferences, SB: 76–77, 150–151, 218–219, 232–233, 280–281, 292, 354, 355, 367–368

**South Carolina English Language Arts / Houghton Mifflin English
Grade Two**

COMMUNICATION: VIEWING	
2-C3 The student will comprehend and analyze information he or she receives from nonprint sources.	
2-C3.1 Demonstrate the ability to make predictions about the content of what he or she views.	Make Predictions About Viewed Content, SB: 161; TE: 161
2-C3.2 Begin recognizing details, setting, characters, and cause and effect in material from nonprint sources.	Details, Setting, Characters in Nonprint Sources, SB: 9–10, 160–161, 370–371; TE: 9, 10, 160, 161, 370, 371
2-C3.3 Begin summarizing information that he or she receives from nonprint sources.	Summarizing Information from Nonprint Sources, SB: 9–10, 236–237, 294, 370–371; TE: 9, 10, 236, 237, 294, 370, 371
2-C3.4 Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.	Nonprint Sources: Connections, SB: 9–10, 160–161, 236–237, 294, 370–371; TE: 9, 10, 160, 161, 236, 237, 294, 370, 371
Research Goal (R) The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.	
SELECTING A RESEARCH TOPIC	
2-RS1 The student will select a topic for exploration.	
2-RS1.1 Demonstrate the ability to ask questions to guide his or her topic selection.	Ask a Research Question, SB: 228–229; TE: 228, 229
2-RS1.2 Demonstrate the ability to ask <i>how</i> and <i>why</i> questions about a topic of interest.	Asking <i>How</i> and <i>Why</i> Questions, SB: 228–229; TE: 228, 229
GATHERING INFORMATION AND REFINING A TOPIC	
2-RS2 The student will gather information from a variety of sources.	
2-RS2.1 Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information.	Reading and Using Charts, SB: 72, 73, 216 Reading Captions, TE: 26, 62, 92, 134, 162, 206, 238, 266, 296 Using the Table of Contents, SB: H13–H14; TE: iii, H13 Graphic Organizers, SB: H31–H34; TE: H31
2-RS2.2 Demonstrate the ability to gather information using a variety of resources, including technology, and begin organizing such information.	Gather Research Information, SB: 229, 230, 231; TE: 229, 230, 231
2-RS2.3 Continue documenting sources by listing titles and authors.	Citing Sources, SB: 227; TE: 227
PREPARING AND PRESENTING INFORMATION	
2-RS3 The student will use a variety of strategies to prepare and present selected information.	
2-RS3.1 Demonstrate the ability to organize and classify information by constructing categories.	Categorize and Classify, SB: 239; TE: 238, 241, 243

**South Carolina English Language Arts / Houghton Mifflin English
Grade Two**

2-RS3.2 Demonstrate the ability to organize information on the basis of observation.	Observing, SB: 8, 9, 10, 160–161, 208, 270, 286
2-RS3.3 Demonstrate the ability to present his or her research findings in a variety of formats.	Publishing Research Reports, SB: 233; TE: 233

Copyright © Houghton Mifflin Company. All rights reserved.
Education Place: www.eduplace.com