

**South Carolina English Language Arts / Houghton Mifflin Spelling and Vocabulary
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.	TE: 58, 94, 130, 166, 202, 238
2-R1.2	Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.	TE: 29, 35, 41, 47, 53, 58, 65, 71, 77, 83, 89, 94, 101, 107, 113, 119, 125, 130, 137, 143, 149, 155, 161, 166, 173, 179, 185, 191, 197, 202, 209, 215, 221, 227, 233, 238
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.	TE: 58, 94, 130, 166, 202, 238
2-R1.4	Demonstrate the ability to identify the title, author, and illustrator of a selection.	TE: 58, 94, 130, 166, 202, 238
2-R1.5	Demonstrate the ability to retell stories.	TE: 59
2-R1.6	Demonstrate the ability to recall detail in texts.	TE: 58, 94, 130, 166, 202, 238
2-R1.7	Demonstrate the ability to ask and answer questions about texts.	TE: 58, 94, 130, 166, 202, 238
2-R1.8	Demonstrate the ability to make predictions about stories.	TE: 130
2-R1.9	Demonstrate the ability to summarize the main idea of a particular text.	TE: 94, 166
2-R1.10	Demonstrate the ability to draw conclusions and make inferences.	TE: 58, 94, 130, 202, 238
2-R1.11	Demonstrate the ability to categorize and classify ideas.	TE: 25, 31, 37, 43, 49, 57, 60–61, 66–67, 72–73, 77–79, 84–85, 93, 96–97, 102–103, 108–109, 114–115, 120–121, 129, 132–133, 138–139, 144–145, 150–151, 156–157, 165, 168–169, 175, 180–181, 187, 193, 201, 205, 211, 217, 222–223, 228–229, 237
2-R1.12	Demonstrate the ability to determine cause and effect.	See Level Seven for cause and effect.
2-R1.13	Continue distinguishing between fact and opinion.	See later levels.
2-R1.14	Demonstrate the ability to follow one-step written directions to complete a task.	TE: 166–167
2-R1.15	Begin following two-step written directions.	TE: 166–167
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.	TE: 142, 232

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2-R1.17	Demonstrate the ability to respond to texts through a variety of methods, such as creative dramatics, writing, and graphic art.	TE: 58–59, 94–95, 130–131, 166–167, 202–203, 238–239
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.	Students compare the qualities of good writing on pages 58, 130, 166, and 202.
ANALYSIS OF TEXTS		
2-R2	The student will use a knowledge of the purposes, structures, and elements of writing to analyze and interpret various types of texts.	
2-R2.1	Demonstrate the ability to identify and describe characters, setting, and plot in a literary work.	TE: 59, 95, 131, 166, 202
2-R2.2	Continue identifying problem and solution in a work of fiction or drama.	TE: 131
2-R2.3	Continue identifying the narrator’s point of view in a work of fiction.	TE: 58
2-R2.4	Begin summarizing the theme of a particular text.	See later levels for theme.
2-R2.5	Begin identifying elements of style such as word choice and sentence structure (syntax).	TE: 58–59, 94–95, 130–131, 166–167, 202–203, 238–239
2-R2.6	Continue identifying devices of figurative language such as similes and metaphors and sound devices such as alliteration.	See later levels for figurative language and sound devices.
2-R2.7	Demonstrate the ability to differentiate between fiction and nonfiction.	TE: 58–59, 94–95, 130–131, 166–167, 202–203, 238–239
2-R2.8	Continue identifying the characteristics of genres such as fiction, poetry, drama, and informational texts.	TE: 58–59, 94–95, 130–131, 166–167, 202–203, 238–239
2-R2.9	Begin comparing and contrasting settings, characters, events, or ideas in a variety of texts.	TE: 131
2-R2.10	Begin identifying the author’s purpose in a variety of texts.	See later levels for identifying author's purpose.
PHONICS AND WORD STUDY		
2-R3	The student will use a knowledge of graphophonics and word analysis to read and determine the meaning of unfamiliar words.	
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.	TE: 26, 38, 50, 68, 80, 86, 104, 110, 122, 146, 156–160, 164, 170, 182, 196, 206, 224, 230, 252, 276
2-R3.2	Demonstrate the ability to identify beginning, middle, and ending letters/sounds in polysyllabic words.	TE: 16–17, 18–19, 20–21, 31, 37, 43, 45, 61, 78A, 78–79, 81, 82, 84A, 84–85, 87, 88, 91, 92, 211, 245, 246

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2-R3.3	Continue applying a knowledge of onsets, rimes, and word families to decode polysyllabic words.	TE: 25, 28, 31, 33–34, 40, 43, 45, 48A, 49, 51–52, 54, 64, 66A, 67, 70, 75, 81–82, 84A, 85, 88, 90, 97, 103, 108A, 109, 111–112, 121, 123, 127, 132A, 133, 136, 139, 145, 150A, 151, 154, 159, 162, 168A, 178, 180A, 181, 184, 199, 204A, 205, 207–208, 211, 214, 219, 223, , 228A 236, 242, 246, 248, 250, 257, 272–275
2-R3.4	Demonstrate the ability to identify base words and their inflectional endings.	TE: 138A, 138–139, 141, 162, 222A, 222–223, 225, 228A, 228–229, 231, 235, 236, 250, 257, 258
2-R3.5	Demonstrate the ability to alphabetize words by the first and second letters.	TE: 27, 38, 50, 68, 80, 86, 104, 122, 276
2-R3.6	Demonstrate the ability to read and recognize compound words.	TE: 186A–186B, 186–189, 191, 199, 254
2-R3.7	Demonstrate the ability to read and recognize contractions.	TE: 192–193, 196, 196, 200, 255
2-R3.8	Demonstrate the ability to identify synonyms, antonyms, and homonyms.	TE: 25, 55, 73, 76, 85, 91, 100, 115, 133, 145, 157, 163, 169, 172, 187, 198, 200, 204A, 217, 220, 229, 244, 256
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.	TE: 142, 222A–222B, 222–224, 232, 235, 257
2-R3.10	Demonstrate the ability to use sentence structure (syntax) and context to determine the meaning of unfamiliar words.	TE: 54, 55, 56, 57, 71, 86, 90, 91, 92, 93, 119, 126, 127, 128, 129, 134, 158, 162, 163, 164, 165, 182, 188, 198, 199, 200, 201, 212, 234, 235, 236, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258
2-R3.11	Begin recognizing and using common idioms.	See later levels for idioms.
2-R3.12	Begin recognizing simple analogies.	See later levels for analogies.
Writing Goal (W) The student will write for different audiences and purposes.		
THE WRITING PROCESS		
2-W1	The student will apply a process approach to writing.	
2-W1.1	Demonstrate the ability to choose a topic and generate ideas and use oral and written prewriting strategies.	TE: 59, 95, 131, 167, 203, 239
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.	TE: 59, 95, 131, 167, 203, 239
2-W1.3	Demonstrate the ability to revise writing for purpose and audience through collaboration, conferencing, and self-evaluation.	TE: 59, 95, 131, 167, 203, 239

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2-W1.4	Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, and word usage.	TE: 24–29, 30–35, 36–41, 42–47, 48–53, 54–59, 60–65, 66–71, 72–77, 78–83, 84–89, 90–95, 96–101, 102–107, 108–113, 114–119, 120–125, 126–131, 132–137, 138–143, 144–149, 150–155, 156–161, 162–167, 168–173, 174–179, 180–185, 186–191, 192–197, 198–203, 204–209, 210–215, 216–221, 222–227, 228–233, 234–239
2-W1.5	Demonstrate the ability to write and publish in a variety of formats.	TE: 59, 95, 131, 167, 203, 239
2-W1.5.1	Demonstrate the ability to write simple compositions, friendly letters, and expressive and informational pieces.	TE: 27, 33, 34, 39, 40, 44, 45, 51, 53, 59, 63, 69, 70, 71, 75, 76, 80, 81, 87, 88, 95, 98, 99, 100, 101, 105, 111, 117, 122, 123, 131, 135, 141, 146, 147, 148, 153, 154, 159, 161, 167, 170, 171, 172, 177, 183, 189, 190, 195, 197, 203, 207, 208, 212, 213, 214, 219, 225, 226, 230, 231, 233, 239
2-W1.5.2	Demonstrate the ability to use the Internet with teacher support and guidance to communicate with family and friends.	TE: T23. See also all B-pages.
WRITING PURPOSES		
2-W2	The student will write for a variety of purposes.	
2-W2.1	Demonstrate the ability to use writing to explain and inform.	TE: 33, 39, 40, 45, 69, 75, 76, 81, 101, 105, 123, 141, 147, 153, 159, 161, 171, 189, 207, 213, 214, 225, 226
2-W2.2	Begin to use writing in order to learn, entertain, and describe.	TE: 27, 33, 34, 39, 59, 69, 95, 99, 111, 117, 123, 131, 159, 177, 183, 203, 219, 231
RESPONDING TO TEXTS		
2-W3	The student will respond to texts written by others.	
2-W3.1	Demonstrate the ability to respond to texts both orally and in writing.	TE: 58–59, 94–95, 130–131, 166–167, 202–203, 238–239
2-W3.2	Demonstrate the ability to use literary models to develop and refine writing.	TE: 58, 94, 130, 166, 202, 238
LEGIBILITY		
2-W4	The student will create legible texts.	
2-W4.1	Demonstrate the ability to print legibly.	TE: 316

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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.	
2-C1.1	Demonstrate the ability to use appropriate voice level, phrasing, sentence structure (syntax), and intonation when speaking.	TE: 33, 39, 45, 74, 75, 87, 105, 116, 146, 153, 159, 183, 197, 206, 225, 231
2-C1.2	Demonstrate the ability to initiate conversation.	See Interviewing a Friend, TE: 231.
2-C1.3	Demonstrate the ability to respond in complete sentences.	TE: 33, 45
2-C1.4	Demonstrate the ability to participate in conversations and discussions by responding appropriately.	See all A-pages for an opportunity to discuss words and word meanings.
2-C1.5	Demonstrate the ability to participate in the choral speaking of short poems and rhymes, songs, and stories with repeated patterns.	TE: 59
2-C1.6	Demonstrate the ability to participate in creative dramatics.	TE: 95, 233
2-C1.7	Demonstrate the ability to use oral language for a variety of purposes.	See all A-pages for an opportunity to use oral language.
2-C1.8	Demonstrate the ability to give one- and two-step oral directions.	TE: 166–167
2-C1.9	Demonstrate the ability to retell stories and events in logical order.	TE: 59
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.	TE: 39, 159, 231
2-C1.11	Demonstrate the ability to use Standard American English (SAE) in formal speaking situations and in the classroom.	TE: 33, 75, 87, 105, 183
2-C1.12	Demonstrate the ability to summarize conversations and discussions.	See later levels.
2-C1.13	Continue participating in interviews and reading and writing conferences.	TE: 59, 95, 131, 167, 203, 239
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.	TE: 166–167
2-C2.2	Demonstrate the ability to listen and respond to various types of literature read aloud.	TE: 28, 95, 131, 167, 203, 239
2-C2.3	Demonstrate the ability to listen for meaning in conversations and discussions.	Student implicitly listen for meaning in all discussions.
2-C2.4	Demonstrate the ability to focus attention on the person who is speaking and listen politely without interrupting.	Attending politely to a speaker is an expected behavior.

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2-C2.5	Demonstrate the ability to summarize conversations and discussions.	See later levels.
2-C2.6	Demonstrate the ability to listen for main ideas.	TE: 94, 166
2-C2.7	Continue participating in interviews and reading and writing conferences.	TE: 59, 95, 131, 167, 203, 239
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.	TE: 130
2-C3.2	Begin recognizing details, setting, characters, and cause and effect in material from nonprint sources.	TE: 59, 95, 131, 166, 202
2-C3.3	Begin summarizing information that he or she receives from nonprint sources.	TE: 23. See also all B-pages.
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.	TE: 23. See also all B-pages.
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.	TE: 195
2-RS1.2	Demonstrate the ability to ask <i>how</i> and <i>why</i> questions about a topic of interest.	TE: 195
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.	TE: 105, 107, 215, 225
2-RS2.2	Demonstrate the ability to gather information using a variety of resources, including technology, and begin organizing such information.	Gathering information from printed materials, technology, visual materials and human resources may be incorporated into many of the Day 4 writing activities.
2-RS2.3	Continue documenting sources by listing titles and authors.	See the Teacher's Resource Book, page 121.

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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.	TE: 25, 31, 37, 43, 49, 57, 60–61, 66–67, 72–73, 77–79, 84–85, 93, 96–97, 102–103, 108–109, 114–115, 120–121, 129, 132–133, 138–139, 144–145, 150–151, 156–157, 165, 168–169, 175, 180–181, 187, 193, 201, 205, 211, 217, 222–223, 228–229, 237
2-RS3.2	Demonstrate the ability to organize information on the basis of observation.	TE: 142, 232
2-RS3.3	Demonstrate the ability to present his or her research findings in a variety of formats.	TE: 33, 39, 40, 45, 69, 75, 76, 81, 101, 105, 123, 141, 147, 153, 159, 161, 171, 189, 207, 213, 214, 225, 226