

***Houghton Mifflin English* © 2004**
Houghton Mifflin Company
Second Grade
correlated to
Tennessee Accomplishments

Tennessee Accomplishments	<i>Houghton Mifflin English</i> © 2004
Reading	
Content Standard 1.0: The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.	
2.1.01 Develop oral language.	
a. Show evidence of expanding oral language through vocabulary growth.	Oral Language, SB: 4, 234, 295; TE: 4, 234, 295 Vocabulary, SB: 117, 185, 253, H9–H12; TE: 63, 135, 207, 267, 341
b. Continue to implement rules for conversation.	Group Rules for Speaking, SB: 4, 6; TE: 4, 6
c. Understand, follow, and give oral directions.	Listening to Follow Directions/for Instructions, SB: 218, 235 Following Instructions, SB: 235, 236–237 Giving Oral Directions, TE: 206, 223
d. Participate in group discussion.	Discussing Literature, SB: 63–66, 135–138, 207–208, 267–270, 288–290, 340–343
e. Participate in creative responses to text (e.g., choral reading, discussion, and dramatization).	Choral Reading, SB: 292 Discussing Literature, SB: 63–66, 135–138, 207–208, 267–270, 288–290, 340–343 Dramatic Activities, SB: 81, 155, 292; TE: 31, 81, 155, 363
f. Respond to questions from teachers and other group members.	Asking and Answering Questions, SB: 2, 3, 39, 66, 138, 208, 270, 344; TE: 39, 66, 138, 208, 270, 344, H19
g. Narrate a personal story.	Relating Personal Experiences, SB: 14, 81, 88–89; TE: 63, 66, 88, 89
h. Summarize lesson content.	Summarizing a Spoken Message, SB: 90–91; TE: 90, 91
2.1.02 Develop listening skills.	
a. Listen attentively to speaker for specific information.	Listening Attentively, SB: 3, 235; TE: 3, 6, 90, 91, 235 Listening for Information, SB: 90–91
b. Use appropriate listening skills (e.g., does not interrupt, faces speaker, asks questions).	Listening Tips, SB: 3, 91, 235 Being a Good Listener and Speaker, SB: 1–10, 88–89, 90–91, 155, 160–161, 234–235, 236–237, 294–295, 370–371

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c. Listens and responds to a variety of media (e.g., books, audio tapes, videos).	Listening to a Read Aloud, TE: 63, 135, 207, 267, 341 Listening to Audiotapes, SB: 223; TE: 63, 68, 69, 135, 140, 142, 207, 210, 211, 223, 267, 272, 273, 341, 346, 347 Viewing Videos, SB: 9, 229; TE: 9, 229
d. Recognize the difference between formal and informal languages.	Formal and Informal Language, SB: 4; TE: 1, 4
e. Follow oral directions.	Listening to Follow Instructions, SB: 218, 235; TE: 235
2.1.03 Demonstrate knowledge of concepts of print.	
a. Read and explain own writings.	Reads Own Writing, SB: 24–25, 81, 155, 159, 223, 233, 285, 292, 293, 359, 369
b. Recognize that groups of sentences make a paragraph and paragraphs make a story.	Organizing Ideas into Paragraphs, SB: 209, 210, 211, 214, 216, 217, 218, 223, 224, 225, 234–235; WP: 79, 81; RW: 50, 52
c. Recognize and use parts of a book (e.g., title, author, illustrator, table of contents and glossary).	Parts of a Book, SB: H13–H14; TE: iii, H13 Title Page, SB: H13, H14 Using the Table of Contents, SB: H13–H14; TE: iii, H13
d. Understand punctuation (e.g., period, question mark, exclamation mark).	Punctuating Sentences, SB: 37–38, 39–40, 41–42, 43–44, 45–46, 49, 50, 52, 57, 58, 59, 60, 61, 67, 307–308, 309–310, 319, 321, 326, 335; WP: 11–12, 13–14, 15–16, 17–18, 19–20, 113–114, 115–116; RW: 7, 8, 9, 10, 11, 74, 75–76
2.1.04 Develop and maintain phonemic awareness.	
a. Develop awareness of sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, books on tape, music lyrics, sound effects, and read-alouds).	Poetry, SB: 112, 240, 254, 288–289, 290–293, 302 Listening to Audiotapes, SB: 223; TE: 63, 68, 69, 135, 140, 142, 207, 210, 211, 223, 267, 272, 273, 341, 346, 347 Listening to a Read Aloud, TE: 63, 135, 207, 267, 341
b. Add, delete, and change targeted sounds to modify or change words.	Spelling Words with -ed, -ing, TE: 169–170, 243, 244; WP: 62–63, RW: 40 Spelling Words with -er, -est, TE: 249–250, 283; WP: 93–94; RW: 60
c. Identify and produce rhyming words.	Rhyming Words, SB: 288, 289, 290, 291, 292, 293; TE: 288, 289, 290, 291, 292, 293
2.1.05 Develop and use decoding strategies.	
a. Use knowledge of letter-sound correspondence and structural analysis to decode words.	Connect Sounds and Letters, SB: 79, 153, 221, 283, 357, H41–H43 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; WP: 29–30, 33–34, 45–46, 47–48, 58–59, 60–61, 62–63, 87–88, 93–94; RW: 18, 21, 28, 29, 38, 39, 40, 56, 60

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b. Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., compound words, word families, blends, and digraphs).	Compound Words such as <i>birthday</i> , <i>baseball</i> , and <i>lifeguard</i> are used in the unit on nouns. Compound Words, SB: H44 Word Families, SB: 97, 98, 159, 160; TE: 97, 98, 160 Vowel Digraphs SB: 153, 221, H42 Consonant Digraphs, SB: H42, H43
c. Use known words to decode unknown words.	Base Words and Endings, SB: H43
d. Apply knowledge of basic syllabication rules.	Syllabication rules are covered at other levels.
2.1.06 Read to develop fluency, expression, accuracy and confidence.	
a. Read orally to develop fluency, expression, accuracy, and confidence.	Reading Aloud, SB: 21, 81, 150, 155, 223, 233, 285, 292, 354, 369; TE: 25, 69, 75, 81, 149, 217, 279, 353
b. Reflect punctuation within written text while reading orally.	Punctuation Cues for Oral Reading, TE: 41, 45, 307, 309
c. Participate in guided, oral readings.	Guided Reading, SB: 63–66, 135–138, 207–208, 267–270, 341–344; TE: 63, 135, 207, 267, 341 Choral Reading, SB: 292
d. Demonstrate the automatic recognition of high frequency words.	High-Frequency Words, SB: H40
e. Read a variety of texts with fluency, expression, accuracy and confidence.	Reading Aloud, SB: 21, 81, 150, 155, 223, 233, 285, 292, 354, 369; TE: 25, 69, 75, 81, 149, 217, 279, 353
f. Read independently daily.	Suggestions for Reading Independently, TE: 63, 135, 207, 267, 341
2.1.07 Develop and extend reading vocabulary.	
a. Build vocabulary by listening to literature, participating in discussions, and reading self-selected and assigned texts.	Listening to a Read Aloud, TE: 63, 135, 207, 267 Discussing Literature, SB: 63–66, 135–138, 207–208, 267–270, 288–290, 340–343 Suggestions for Reading Independently, TE: 63, 135, 207, 267, 341
b. Recognize common abbreviations and contractions.	Abbreviations, SB: 303–304, 320, 333, H39; TE: 296B, 303, 304; WP: 109–110; RW: 72 Contractions, SB: 183–184, 186, 188, 191, 195, 205, 328, H35; TE: 183, 184; WP: 76–77; RW: 48
c. Participate in shared reading.	Choral Reading, SB: 292
d. Manipulate word families, word walls and word sorts.	Word Families, SB: 97, 98, 159, 160; TE: 97, 98, 160
e. Match oral words to print words.	Matching oral to printed words is covered in Houghton Mifflin Reading.
f. Determine the meaning of unfamiliar words (e.g., picture dictionary, picture clues, context clues and structural analysis).	Using a Dictionary for Word Meanings, SB: H9–H10, H11–H12 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
g. Add endings to base words to make new words (e.g., -ed, -ing, and -es).	Spelling Words with -ed, -ing, TE: 169–170, 243, 244; WP: 62–63, RW: 40

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h. Identify simple multiple-meaning words based on the appropriate meaning for the context.	Multi-meaning Words, SB: H11
i. Build vocabulary through frequent read-alouds.	Listening to a Read Aloud, TE: 63, 135, 207, 267, 341
2.1.08 Develop and use pre-reading strategies.	
a. Identify a purpose for reading.	Purpose Setting for Reading, TE: 63, 135, 207, 267, 341
b. Participate in activities to build background knowledge to make meaning from text.	Building Background, TE: 63, 135, 207, 267, 341
c. Make predictions about text.	Making Predictions, SB: 63, 135, 207, 267, 341; TE: 63, 135, 207, 267, 341
d. Use illustrations to preview text.	Using the Photograph, TE: 26, 62, 92, 134, 162, 206, 238, 266, 296, 340
e. Create graphic organizers (e.g., KWL, webs, lists, story maps, charts).	Character Web, SB: 146; WP: 51; RW: 32 Idea Web, SB: 291 Word Web, SB: 16, 276, 278, H32 Story Map, SB: 66, 138, 208, 270, 344, H34 Five “W’s” Chart, SB: 71, 72, 73, H33; WP: 21; RW: 12 Sequence Charts, SB: 17, 18, 19, 73, H34
f. Connect life experience to information and events in texts.	Connect Story to Life Experiences, TE: 63, 207, 267
2.1.09 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.	
a. Derive meaning while reading by	
1. employing self-correction strategies (e.g., rereading, asking for help).	Rereading and self-correcting are not covered.
2. participating in discussion about text and relating selection to personal experience.	Discussing Literature, SB: 63–66, 135–138, 207–208, 267–270, 288–290, 340–343 Connect Story to Life Experiences, TE: 63, 207, 267
3. predicting and adjusting outcomes during reading.	Making Predictions, SB: 63, 135, 207, 267, 341; TE: 63, 135, 207, 267, 341
b. Check for understanding after reading by	
1. recalling the sequence of events in a story.	Sequence of Events, SB: 138, 139, 143, 147, 149, 150, 155, 157; TE: 138; WP: 52, 54; RW: 33, 35
2. drawing conclusions based on evidence gained while reading.	Drawing Conclusions, SB: 3, 344, 345, 347; TE: 13, 344, 347
3. restating story events in order to clarify and organize ideas.	Retelling a Story, SB: 138, 158, 159, 160; TE: 134, 138, 158, 159, 160
4. recognizing cause and effect.	Cause and Effect, SB: 344, 345, 347; TE: 344, 345, 347
5. recognizing the main idea in picture books and texts.	Reading for Main Idea, SB: 158, 159, 207–208, 215, 341–344, H15; TE: 158, 159
2.1.10 Introduce informational skills to facilitate learning.	
a. Recognize outside resources (e.g., family and community).	Home-School Connections, TE: 233

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b. Recognize a variety of print sources (e.g., books, magazines, maps, charts, and graphs).	Reference/Nonfiction Books, SB: 229, H16; TE: 229, H16 Reading a Magazine Article, SB: 341–342 Using a Map, SB: H18 Reading and Using Charts, SB: 72, 73, 216 Graphs, SB: H17
c. Understand the purpose of various reference materials (e.g., dictionary, encyclopedia).	Using a Dictionary, SB: 23, 79, 85, 153, 221, 233, 283, 357, 368, H15; TE: 23, 79, 85, 153, 221, 233, 283, 357, 368, H15 Using an Encyclopedia, SB: 229, H15, H16
d. Use graphic organizers to aid in understanding material from informational texts.	Reading and Using Charts, SB: 72, 73, 216 Graphs, SB: H17
e. Visit libraries and check out appropriate materials.	Library, SB: H15–H16
2.1.11 Develop skills to facilitate reading to learn in a variety of content areas.	
a. Develop content specific vocabulary.	Subject-Related Vocabulary, SB: 226–227; TE: 226 Introducing Vocabulary, TE: 63, 135, 207, 267, 341
b. Use text features to locate information (e.g., charts, maps and illustrations).	Text Features, TE: 67, 139, 209, 271, 345 Reading and Using Charts, SB: 72, 73, 216 Using a Map, SB: H18 Picture Clues, SB: 66, 138, 208, 270, 344; TE: 26, 62, 66, 92, 134, 162, 206, 238, 266, 296, 340, 344
2.1.12 Read independently for a variety of purposes.	
a. Read for literary experience.	Reading/Interpreting Fiction, SB: 102, 116, 135–138, 139, 140–143, 144–145, 156, 157, 168, 184, 304, H15; WP: 50; RW: 31 Reading/Interpreting a Poem/Rhyme, SB: 288, 289, 290, 291, 293; TE: 288, 289, 290, 291, 293
b. Read to gain information.	Reading a Research Report, SB: 226–227
c. Read to perform a task.	Reading and Following Written Instructions, SB: 207–208, 210, 211; TE: 207, 208, 210, 211
d. Read for enjoyment.	Reading for Enjoyment, TE: 63–66, 135–138, 267–270, 341–344
e. Read to expand vocabulary.	Introducing Vocabulary, TE: 63, 135, 207, 267, 341
f. Read to build fluency.	Reading Aloud, SB: 21, 81, 150, 155, 223, 233, 285, 292, 354, 369; TE: 25, 69, 75, 81, 149, 217, 279, 353 Choral Reading, SB: 292
2.1.13 Experience various literary and media genres.	
a. Read and view various literary (e.g., picture books, storybooks, fairy tales, nonfiction texts, poetry, lyrics to songs) and media (e.g., illustrations, the arts, films, videos) genres.	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 Comparing Media, SB: 370–371; TE: 370–371

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b. Understand the main idea in a visual message (e.g., pictures, cartoons, posters).	Interpreting Visual Images, SB: 2, 8, 9, 32, 156, 160–161, 208, 270, 286 Main Idea of Posters, SB: 10
c. Explore folktales and fables.	Aesop’s Fable, TE: 135
d. Identify characters, plot, and setting in print and non-print text.	Identifying Character, SB: 135, 138, 139, 140, 141, 142; TE: 135, 138, 139, 140, 141, 142 Plot, SB: 138, 139, 142, 147, 149, 151, 156, 157; TE: 138, 139, 142, 147, 149, 151, 156, 157 Setting, SB: 139; TE: 139
e. Recognize how the main character and other characters interact with each other.	Discussing Characters, SB: 139, 140, 141, 142, 144, 145, 146, 147, 149, 150, 151, 156, 157, 158, 160–161
f. Identify types of stories (e.g., folktales, fables, fairy tales).	Aesop’s Fable, TE: 135
g. Determine whether the events in the reading selection are real or fantasy.	Distinguishing Between Real and Make-Believe, TE: 134
h. Compare and contrast different stories.	Different Forms of Stories, SB: 160–161; TE: 160, 161
i. Determine the problem in a story and discover its solution.	Solving Problems, SB: 82, 135, 138, 139, 143, 145, 149, 151, 156, 157; WP: 50, 54; RW: 31, 35
2.1.14 Develop and maintain a motivation to read.	
a. Visit libraries/media centers and regularly check out materials.	Library, SB: H15–H16
b. Share storybooks, poems, environmental print, and own writing.	Poetry, SB: 112, 240, 254, 288–289, 290–293, 302 Environmental Print, SB: 34; TE: 34 Shares Own Writing, SB: 24–25, 81, 155, 159, 223, 233, 285, 292, 293, 359, 369
c. Explore a wide variety of literature through read alouds, tapes, and independent reading.	Listening to a Read Aloud, TE: 63, 135, 207, 267, 341 Listening to Audiotapes, SB: 223; TE: 63, 68, 69, 135, 140, 142, 207, 210, 211, 223, 267, 272, 273, 341, 346, 347 Suggestions for Reading Independently, TE: 63, 135, 207, 267, 341
d. Identify favorite stories, informational text, authors and illustrators.	Writing a Book Report, SB: 158–159, 166; TE: 158–159, 166
e. Engage in a variety of literacy activities voluntarily (e.g., self-select books and stories).	Suggestions for Reading Independently, TE: 63, 135, 207, 267, 341
f. Relate literary experiences to others (e.g., book reports, sharing favorite stories).	Writing a Book Report, SB: 158–159, 166 Responding to Literature, TE: 66, 138, 208, 270, 344
g. Experience daily opportunities to read.	Reading the Selection, SB: 63–66, 135–137, 207, 267–269, 341–343
f. Choose to read as a leisure activity.	Suggestions for Reading Independently, TE: 63, 135, 207, 267, 341
Writing	
Content Standard 2.0: The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.	
2.2.01 Use a variety of pre-writing strategies.	

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a. Brainstorm ideas with teachers and peers.	Brainstorming for Prewriting, SB: 14–15, 212, 275, 348; WP: 98; RW: 64
b. Write key thoughts and questions, record reactions and observations.	Listing for Prewriting, SB: 15, 70, 71, 85, 144, 146, 212, 228, 274, 348, 364, H26 Idea Web, SB: 291
c. Construct graphic organizers to establish understanding.	Using Graphic Organizers for Prewriting, SB: 16, 17, 71, 72, 73, 146, 147, 276, 287, 291, 365, 366, H27; WP: 21, 51, 52; RW: 32, 33
d. Select a focus for writing.	Choosing a Topic, SB: 14–15, 70, 212, 228, 271, 290, 293, 295, 348
e. Use a variety of sources to gather information.	Multiple Sources, SB: 231
2.2.02 Write for a variety of purposes.	
a. Write to acquire and exhibit knowledge (e.g., sentences, answers to questions).	Responding to Literature through Writing, TE: 66, 138, 208, 270, 344
b. Write to entertain (e.g., stories, poems, riddles).	Writing to Entertain, SB: 135–137, 139, 140–143, 144–145, 156, 157 Activities for Writing Stories, SB: 102, 116, 144–155, 156, 157 Writing Process and Stories, SB: 145–155; WP: 50, 51, 52, 53, 54, 55; RW: 31, 32, 33, 34, 35, 36 Writing Poems, SB: 112, 240, 254, 288–293, 302 Writing Riddles, SB: 244, 254
c. Write to inform (e.g., friendly letters, two or three step directions, journals).	Writing to Inform, SB: 226–233 Writing Friendly Letters, SB: 84–87, 176, 306; TE: 84–87 Writing Instructions, SB: 207–225; WP: 79, 80, 81, 82; RW: 50, 51, 52, 53
2.2.03 Show evidence of drafting and revision with written work.	
a. Compose first drafts using appropriate parts of the writing process.	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; WP: 53, 80, 100, 126, 127; RW: 34, 51, 66, 82, 83
b. Write in complete coherent sentences.	Writing Complete Sentences, SB: 33–34, 35–36, 48, 56, 67, 192, 221; WP: 7–8, 9–10; RW: 4, 5–6
c. Uses temporary spelling to spell independently as necessary.	Spelling Conventions, SB: 23, 38, 79, 101–102, 103–104, 119, 121, 126, 127, 128, 153, 221, 283, 357, 368, H40–H44; WP: 33–34, 35–36; RW: 21, 22
d. Arrange events in logical and sequential order.	Ordering Events, SB: 209, 210, 211, 214, 216, 217, 218, 219, 223, 224, 225, 234–235; TE: 209, 210, 211, 214, 219, 223, 225, 234, 235; WP: 79, 81; RW: 50, 52
e. Reread draft.	Read Draft, SB: 75, 149, 217, 279, 353
f. Sharpen the selected focus for writing.	Keeping to the Topic, SB: 72, 272, 279, 281; WP: 22, 101; RW: 67

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g. Revise to clarify and refine writing (e.g., rearrange words, sentences, paragraphs) and provide more descriptive detail.	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; WP: 23, 24, 54, 55, 81, 82, 101, 102, 128; RW: 14, 15, 35, 36, 52, 53, 67, 68, 84
h. Incorporate suggestions from peers and teachers.	Writing Conferences, SB: 76–77, 150–151, 218–219, 232–233, 280–281, 292, 354, 355, 367–368
2.2.04 Include editing before the completion of finished work.	
a. Apply elements of language (e.g., end marks, capitalization, and commas in a series).	Proofreading Punctuation, SB: 23, 38, 40, 42, 44, 46, 50, 79, 121, 153, 184, 189, 283, 304, 308, 310, 312, 314, 316, 318, 322, 357; WP: 13, 17, 19, 76, 109, 113, 119, 123 Proofreading Capitalization, SB: 23, 40, 42, 44, 46, 50, 79, 106, 121, 153, 221, 283, 298, 300, 318, 322, 357; WP: 13–14, 15, 17, 19, 37, 103–104, 105, 123; RW: 8, 10, 23, 69, 70, 80
b. Edit for complete sentences.	Complete/Incomplete Sentences, SB: 33–34, 35–36, 48, 56, 67, 192, 221; WP: 3–4, 7–8; RW: 2, 4
c. Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.	Connect Sounds and Letters, SB: 79, 153, 221, 283, 357, H41–H43 Proofreading Spelling, SB: 23, 38, 79, 85, 102, 153, 221, 283, 357, 368; WP: 33
d. Use classroom resources (e.g., word walls, picture dictionaries, teacher, peers, appropriate technology, student generated word books) to aid in proofreading.	Using Spelling Resources, SB: 23, 79, 85, 153, 159, 221, 233, 283, 357, 368; TE: 23, 79, 85, 153, 159, 221, 233, 283, 357, 368
e. Identify words or phrases that could be added to clarify meaning of written stories.	Revising Drafts by Elaborating, SB: 16, 21, 67, 71, 75, 82–83, 84–85, 117, 139, 143, 146, 149, 150, 151, 156, 159, 215, 216, 217, 218, 219, 224, 226–227, 245–246, 254–270, 271, 273, 275, 278, 281, 282, 286, 287, 349, 351–352, 355, 362–363, 365, 366, 367, 368, H26; WP: 21, 23, 49, 51, 54, 80, 81, 89–90, 98, 102, 126, 127; RW: 12, 24, 30, 32, 35, 51, 52, 57–58, 64, 68, 82, 83
2.2.05 Evaluate own and others' writing.	
a. Use a simple rubric to evaluate own writing and group work.	Rubrics, SB: 75, 149, 217, 279, 353; WP: 23, 54, 81, 101, 128; RW: 14, 35, 52, 67, 84
b. Evaluate own and others' writing through small group discussion and shared work.	Writing Conferences, SB: 76–77, 150–151, 218–219, 232–233, 280–281, 292, 354, 355, 367–368
c. Review personal collection to determine progress.	Portfolio, SB: 80, 154, 222, 284, 358; TE: 25, 80, 86, 154, 159, 222, 233, 284, 292, 358, 369
2.2.06 Experience numerous publishing opportunities.	
a. Prepare a variety of written work (e.g., published books, stories and book reports).	Publishing Written Work, SB: 13, 24–25, 80, 86–87, 154, 159, 222, 233, 284, 285, 292–293, 358, 367–368, H28
b. Incorporate photographs or illustrations in written works.	Add Pictures to Work, SB: 24, 81, 155, 223, 233, 285, 293, 359
c. Use technology to publish writing.	Using a Computer in Publishing, SB: 80, 81, 154, 222, 223, 284, 285, 358, 369

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d. Share completed work.	Sharing Work, SB: 24–25, 81, 155, 159, 223, 233, 285, 292, 293, 359, 369
e. Create individual and classroom books.	Publishing: Accordion Book, SB: 81, TE: 81 Publishing: Class Book, SB: 155, 223 Publishing: Shape Book, SB: 285
2.2.07 Write narrative accounts.	
a. Write a narrative having a beginning, middle and ending.	Order in a Personal Narrative, SB: 73
b. Write accounts of personal experiences.	Writing Personal Narratives, SB: 70–81, 82, 83; WP: 21, 22, 23, 24; RW: 12, 13, 14, 15
c. Write group stories with a beginning, middle, and end.	Writing a Class Story, SB: 14–26
d. Create readable documents with legible handwriting.	Make a Neat Final Copy, SB: 25, 80, 154, 222, 284, 358 For handwriting instruction and practice, use the handwriting masters on the Teacher’s Resource Disk.
2.2.08 Write frequently across content areas.	
a. Summarize concepts presented in science (e.g., illustrations, sentences, paragraphs).	Writing in Science, SB: 360 Responding to Science, SB: 208; TE: 208
b. Write stories about concepts presented in social studies.	Writing in Social Studies, SB: 224, 360
c. Write in math journals, create math stories, and write explanations for problem solving.	Writing in Math, SB: 224
d. Participate in shared writings about the arts and personal activities.	Writing in Art, SB: 82, 156, 224, 286 Writing in Music, SB: 224 Writing Personal Narratives, SB: 70–81, 82, 83; WP: 21, 22, 23, 24; RW: 12, 13, 14, 15
2.2.09 Write expressively using original ideas, reflections, and observations.	
a. Write stories and poems.	Activities for Writing Stories, SB: 102, 116, 144–155, 156, 157 Writing Process and Stories, SB: 145–155; WP: 50, 51, 52, 53, 54, 55; RW: 31, 32, 33, 34, 35, 36 Writing Poems, SB: 112, 240, 254, 288–293, 302
b. Write, when given time, place, and materials.	Independent Writing, TE: 62, 134, 206, 266, 340
c. Write to express opinions and judgments.	Writing to Express, SB: 84–87, 158–159, 288–293, 341–344, 345, 346–347, 348–359, 360, 361; WP: 125, 127; RW: 81, 83
d. Continue to maintain, with teacher assistance, samples of writing and drawings that express opinions and judgements (e.g., portfolio, journals, student-made books).	Portfolio, SB: 80, 154, 222, 284, 358; TE: 25, 80, 86, 154, 159, 222, 233, 284, 292, 358, 369 Writing a Class Story, SB: 14–26
e. Dictate or write stories (e.g., to tape recorder, to adult, to older student).	Activities for Writing Stories, SB: 102, 116, 144–155, 156, 157 Writing Process and Stories, SB: 145–155; WP: 50, 51, 52, 53, 54, 55; RW: 31, 32, 33, 34, 35, 36
2.2.10 Write in response to literature.	
a. Describe setting, characters, and events in detail.	Responding to Literature through Writing, TE: 66, 138, 208, 270, 344

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b. Write a different ending to a story.	Related: Writing a Story Ending, SB: 147
c. Write about a favorite character or favorite part of a story.	Writing a Book Report, SB: 158–159, 166 Identifying Character, SB: 135, 138, 139, 140, 141, 142; TE: 135, 138, 139, 140, 141, 142
d. Compose a note or questions for a favorite author.	Related: www.eduplace.com/kids/ , SB: 135
e. Summarize a story.	Summarizing Stories, SB: 66, 138, 158–159; TE: 134, 138, 158, 159
2.2.11 Write in a variety of modes and genres.	
a. Write friendly notes, invitations, and messages.	Writing Invitations, SB: 86–87 Writing Messages, SB: 108
b. Write stories with a logical sequence.	Sequence in a Story, SB: 17, 139, 143, 147, 149, 150, 155, 157; TE: 138; WP: 52, 54; RW: 33, 35
c. Write poems.	Writing Poems, SB: 112, 240, 254, 288–293, 302
d. Write descriptive sentences.	Writing Descriptive Compositions, SB: 28, 30, 38, 176, 178, 180, 267–270, 271, 272–273, 274–285, 286, 287, 314; WP: 1–2, 3–4, 11–12, 68–69, 70–71, 98, 99, 100, 101, 102, 119–120; RW: 1, 2, 7, 44, 45, 64, 65, 66, 67, 68, 78
e. Write a report.	Writing a Book Report, SB: 158–159, 166 Writing Research Reports, SB: 226–227, 228–231; TE: 226, 227, 228, 229, 230, 231
f. Write in journals.	Writing Journal Entries, SB: 96, 170, 242, 319
Elements of Language	
Content Standard 3.0: The student will use standard English conventions and proper spelling as appropriate to speaking and writing.	
2.3.01 Demonstrate knowledge of standard English usage.	
a. Use nouns appropriately (e.g., singular and plural, common and proper, possessives).	Singular Nouns, SB: 97–98, 113–114, 119, 120, 126, 132, 165–166, 179–180, 181–182, 193, 194, 197, 327; WP: 29–30, 45–46 Plural Nouns, SB: 97–98, 101–102, 103–104, 115–116, 119, 120, 121–122, 126–127, 128, 133, 179–180, 181–182, 193, 194, 327; WP: 29–30, 33–34, 35–36, 47–48; RW: 18, 21, 22, 29 Common Nouns, SB: 93–94, 95–96, 119, 124, 125, 126, 198, 326; TE: 92B, 93, 94, 95, 96; ; WP: 25–26, 27–28; RW: 16, 17 Special/Proper Nouns, SB: 105–106, 120, 129, 193, 297–298, 299–300, 301–302, 320, 322, 323, 324, 329, 330, 331, 332, H36; TE: 92B, 105, 106, 297, 298, 299, 300; WP: 37–38, 103–104, 105–106, 107–108; RW: 23, 69, 70, 71 Possessive Nouns, SB: 113–114, 115–116, 120, 132, 133, 194, 327; WP: 45–46, 47–48; RW: 28, 29

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<p>b. Use verbs appropriately (e.g., past and present tense, agreement, action and linking, irregular).</p>	<p>Past Tense Verbs, SB: 169–170, 173–174, 175–176, 177–178, 181–182, 187, 188, 189, 190–191, 194, 195, 199, 200, 201, 202, 204, 327, H39; TE: 162B, 169, 170, 173, 174, 175, 176, 177, 178, 181, 182</p> <p>Present Tense Verbs, SB: 165–166, 179–180, 187, 188, 190, 191, 194, 195, 197, 203, 327, H39; TE: 162B, 165, 166, 179, 180; WP: 58–59, 72–73</p> <p>Subject-Verb Agreement, SB: 165–166, 167–168, 179–180, 181–182, 187, 188, 189, 190, 194, 195, 197, 198, 203, 204, 327, 345; TE: 162B, 165, 166, 167, 168, 179, 180, 181, 182; WP: 58–59, 60–61, 72–73, 74–75; RW: 38, 39, 46, 47</p> <p>Action Parts of a Sentence, SB: 31–32, 33, 35–36, 47, 48, 51, 55, 56, 99–100, 171–172, 221, 326, H35; WP: 5–6, 7–8, 9–10, 31, 64; RW: 3, 4, 5–6, 19, 41</p> <p>Irregular Verbs, SB: 173–174, 175–176, 177–178, 179–180, 181–182, 186, 188, 189, 190–191, 195, 200, 201, 202, 203, 204, 328; WP: 66–67, 68–69, 70–71, 72–73, 74–75; RW: 43, 44, 45, 46, 47</p>
<p>c. Use pronouns appropriately (e.g., pronoun case, subject and object agreement).</p>	<p>Using Pronouns, SB: 107–116, 118, 120, 121, 123, 130, 167–168, 191, 327; WP: 39–40, 41–42, 43–44, 45–46, 47–48, 60–61; RW: 24, 25–26, 27, 28, 29, 39</p>
<p>d. Use adjectives appropriately (e.g., descriptive, comparative, superlative).</p>	<p>Using Adjectives, SB: 239–240, 241–242, 243–244, 247–248, 249–250, 251–252, 255, 256, 257, 258, 261, 262, 263, 264, 265, 279, 282, 283, 329, 356, H35, H38; TE: 239, 240, 241, 242, 243, 244, 247, 248, 249, 250, 251, 252, 253, 254; WP: 83–84, 85–86, 87–88, 91–92, 93–94, 95–96, 102, 129; RW: 54, 55, 56, 59, 60, 61–62, 68, 85</p>
<p>2.3.02 Demonstrate knowledge of standard English mechanics.</p>	
<p>a. Capitalize the first word of a sentence, names, pronoun “I,” and proper nouns.</p>	<p>Capitalization of First Word in a Sentence, SB: 37–38, 39–40, 43–44, 45–46, 49, 50, 57, 58, 59, 60, 61, 67, 221, 309, 326, 338, 339, H36; TE: 26B, 37, 38, 39, 40, 43, 44, 45, 46; WP: 11–12, 13–14, 19–20, 115–116; RW: 7, 8, 11, 75–76</p> <p>Capitalizing People’s Names, SB: 105–106, 121, 129, H39; TE: 92B, 105, 106; WP: 37–38, RW: 23</p> <p>Capitalization of Special Nouns, SB: 105–106, 121, 129, 297–298, 299–300, 301–302, 319, 320, 322, 323, 324, 329, 330, 331, 332, H36, H39; WP: 37–38, 103–104, 105–106, 107–108; RW: 23, 69, 70, 71</p>
<p>b. Use correct punctuation at the end of declarative sentences, exclamatory sentences and questions.</p>	<p>Using Appropriate End Punctuation, SB: 37–38, 39–40, 41–42, 43–44, 45–46, 49, 50, 52, 57, 58, 59, 60, 61, 307–308, 309–310, 319, 321, 326; WP: 11–12, 13–14, 15–16, 17–18, 19–20, 113–114, 115–116; RW: 7, 8, 9, 10, 11, 74, 75–76</p>
<p>c. Use commas correctly in a series of one-word items (e.g., apples, oranges, and pears).</p>	<p>Commas in a Series, SB: 356, H36</p>
<p>d. Form contractions using apostrophes.</p>	<p>Apostrophes in Contractions, SB: 183–184, 186, 188, 189, 191, 194, 195, 205, 328, H35; WP: 76–77; RW: 48</p>

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e. Write legibly in manuscript.	Make a Neat Final Copy, SB: 25, 80, 154, 222, 284, 358; TE: 25, 80, 154, 222, 284, 358 For handwriting instruction and practice, see the Teacher’s Resource Disk for printable blackline masters.
2.3.03 Demonstrate knowledge of standard English spelling.	
a. Spell high-frequency words correctly.	High-Frequency Words, SB: H40
b. Spell words correctly as appropriate to grade level.	Spelling Conventions, SB: 23, 38, 79, 101–102, 103–104, 119, 121, 126, 127, 128, 153, 221, 283, 357, 368, H40–H44; WP: 33–34, 35–36; RW: 21, 22
c. Spell basic short-vowel, long-vowel words and consonant blend patterns.	Spelling Short Vowels, SB: 79, H40 Long Vowels, SB: 153, 221, H41–H42 Spelling Consonant Clusters, TE: H42–H43
d. Spell regular and irregular plurals correctly (e.g., boy/boys, child/children).	Spelling Plural Nouns, SB: 97–98, 101–102, 103–104, 119, 121, 126, 127, 128; WP: 29–30, 33–34; RW: 18, 21
e. Use a dictionary to spell words correctly and to verify spelling.	Using a Dictionary for Spelling, SB: 23, 79, 85, 153, 221, 233, 283, 357, 368; TE: 23, 79, 85, 153, 221, 233, 283, 357, 368
f. Arrange words in alphabetical order to the second letter.	ABC Order, SB: H3–H6; TE: H3, H5
2.3.04 Demonstrate knowledge of correct sentence structure.	
a. Use appropriate language structure in oral and written communication (e.g., subject-verb agreement, correct pronoun choice, and logical/appropriate correct word order).	Subject-Verb Agreement, SB: 165–166, 167–168, 179–180, 181–182, 187, 188, 189, 190, 194, 195, 197, 198, 203, 204, 327, 345; TE: 162B, 165, 166, 167, 168, 179, 180, 181, 182; WP: 58–59, 60–61, 72–73, 74–75; RW: 38, 39, 46, 47 Pronoun Agreement, SB: 106–107, 111–112, 120, 122–123, 131; TE: 92B, 134B, 162B, 238B, 266B; WP: 39–40, 43–44; RW: 24, 27 Sentence Structure, SB: 29–30, 33, 35–36, 47, 48, 51, 54, 56, 192, 326, H37; WP: 3–4, 7–8, 9–10; RW: 2, 4, 5–6
b. Distinguish between complete and incomplete sentences.	Complete/Incomplete Sentences, SB: 33–34, 35–36, 48, 56, 67, 192, 221; WP: 3–4, 7–8; RW: 2, 4
c. Identify and use statements, questions, and exclamatory sentences in writing and speaking.	Telling Sentences, SB: 37–38, 41–42, 47, 49, 50, 57, 59, 192, 307, 319, 326, 335, H39; WP: 11–12, 15–16, 113–114; RW: 7 Questions, SB: 39–40, 41–42, 47, 49, 50, 58, 59, 192, 307, 326, 335; WP: 13–14, 15–16, 113–114; RW: 8, 9, 74 Exclamations, SB: 45–46, 49, 50, 52, 61, 192, 307–308, 321, 326, 335, H37; WP: 19–20, 113–114; RW: 11, 74
d. Combine simple sentences into compound sentences.	Combining Sentences, SB: 99–100, 171–172, 192, 220, 251–252, 282, 356; TE: 99, 100, 171, 172, 220, 251, 252, 282, 356; WP: 31–32, 64–65, 82, 95–96, 102, 129; RW: 19–20, 41–42, 53, 61–62, 68, 85