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Instructional Material(s) being correlated: <i>Houghton Mifflin Reading</i> © 2001 — Grade Two

Core Subject Area: Language Arts (Elementary)	Specific Pages or Items that Correlate:	Comprehensive Coverage of Core Concept	Partial Coverage of Core Concept
<p>(Levels K-6) The course of study for language arts will ensure that each student will have mastered the basic skills of listening, speaking, reading, spelling, and penmanship. Through oral and written language, students will develop and expand their concepts of themselves, people, places, and events in the world around them. Skills in drama emphasize the role of the student as a participant, observer/listener, and critic, as well as enriching the language arts.</p>			
<p>TOPIC: Reading Standard: 4020-01 Students use prior knowledge to comprehend new information and construct meaning. PURPOSE: Objectives:</p>			
<p>4020-0101 Assimilate new ideas introduced through pictures and print.</p> <ul style="list-style-type: none"> ◦ Make connections between prior knowledge and new information. ◦ Use new information in writings, drawings, and play. 	<p>Prior Knowledge, 2.1: TE1: 13A, 44E, 48, 80E; TE2: 117A, 156E, 177A, 178E; TE3: 229A, 261, 266E, 296E, 336E; 2.2: TE4: 13A, 58E, 88E; TE5: 121A, 154E, 182E, 222E; TE6: 287A, 328E, 370E</p>	◦	
<p>4020-0102 Make connections between personal experience and print.</p> <ul style="list-style-type: none"> ◦ Relate new ideas to existing knowledge. ◦ Create mental images from pictures and print. 	<p>Theme Connections, 2.1: TE1: 13A, 13B, 36, 41, 44E, 44F, , 74, 80E, 79, 80F, 108, 111; TE2: 115, 117A, 117B, 148, 156E; , TE3: 229A, 229B, 258, 263, 266E, 266F, 290, 295, 296E, 296F, 330, 336E, 336F, 364; 2.2: TE4: 13A, 13B, 52, 55, 58E, 58F, 87, 88F, 110, 115; TE5: 121A, 154E, 182E, 222E; TE6: 287A, 328E, 370E</p> <p>Visualizing, 2.1: TE1: 31, 69, 78; TE2: 150, 151, 155A, 155C, 176, 177; TE3: 333; 2.2: TE4: 115P</p>	◦	
<p>4020-0103 Record thoughts through writings, drawings, and projects.</p>	<p>Guidelines for Recording Answers, 2.2: TE4: 55E Record Information/ Observation, 2.1: TE2: 209M, 209N</p>	◦	

TOPIC: Reading Standard: 4020-02 Students make predictions and confirm meaning. PURPOSE: Objectives:			
4020-0201 Anticipate the flow of events or information. <ul style="list-style-type: none"> ◦ Predict events in a reasonable sequence. ◦ Identify predicted events that fit the text. 	Predicting Outcomes, 2.1: TE1: 59, 73, 74, 81, 105, 111A–111B, R6–R7, R20–R21; TE2: 165; TE3: 330, 361; PB: 45–48; 2.2: TE4: 51, 110; TE5: 211; TE6: 305	›	›
4020-0202 Verify predictions as the reading continues. <ul style="list-style-type: none"> ◦ Determine the accuracy of predictions. ◦ Change predictions to fit additional information from the reading. ◦ Make new predictions as information is added. 	Confirming/Changing Predictions, 2.1: TE1: 19, 24, 25, 26, 33, 35, 47, 58, 59, 60, 73, 83, 96, 106, 107; TE2: 140, 146, 147, 164, 172, 181, 190, 191, 202; TE3: 533A, 533B, 559A, 559B, 582F, 583A, 583B; 235, 242, 243, 244, 256, 269, 276, 278, 288, 289, 299, 312, 313, 314, 339, 348, 362; 2.2: TE4: 19, 36, 37, 38, 50, 68, 69, 82, 83, 91, 98, 99, 108, 109	›	›
4020-0203 Draw reasonable conclusions. <ul style="list-style-type: none"> ◦ Retell events to confirm meaning. ◦ Make reasonable inferences. ◦ Identify the concluding event(s) and/or important idea(s). 	Retelling Story, 2.1: TE1: 41O–41P, 75; TE2: 133, 145, 203; TE3: 263M; 2.2: SB: 395; TE4: 51; TE6: 340 Making Inferences, 2.1: TE1: 35, 41, 59, 79, 100, 102, 108; TE2: 126, 134, 146, 148, 153, 204, 209; TE3: 257, 258, 297, 299, 306, 311, 312, 313, 319, 322, 328, 329, 367A–367B; 2.2: TE4: 37, 83, 84, 109, 110, 115; TE5: 221 Sequence of Events, 2.1: TE1: 39; TE2: 145, 153; TE3: 279, 289, 295, 345; 2.2: TE5: 167, 222E–222F, 223, 245, 261A–261B, R34–R35; 325, 387, 389; TE6: 325, 387, 389; PB: 130–131, 133–134 Main Idea/Details, 2.1: TE3: 267, 276, 281, 292, 295A–295B, R30–R31; PB: 162; 2.2: TE4: 75; TE5: 135	›	›
Language Arts (Elementary)	<i>Houghton Mifflin Reading</i> © 2001	Comprehensive	Partial

<p>TOPIC: Reading Standard: 4020-03 Students use graphophonic cues (letter/sound correspondence) to decode unfamiliar words while reading. PURPOSE: Objectives:</p>			
<p>4020-0301 Recognize word parts in words.</p> <ul style="list-style-type: none"> ◦ Group compound and multi-syllable words into families based on common word parts. ◦ Read contractions. ◦ Distinguish between singular and plural words. ◦ Recognize possessives in sentences. 	<p>Compound Words, 2.1: TE2: 153I–153J, 187; TE3: 266H, 266, 271, 282, 344, R8, R9; PB: 79; 2.2: TE5: 128; TE6: 294</p> <p>Decoding Multi-Syllabic Words, 2.1: TE1: 14A, 14B, 15B, 16, 44G, 44H, 44, 79C, 80G; TE2: 118A, 118B, 156G, 156H, 156J, 178G, 188, 209C; 2.2: TE4: 14A, 14B, 15B, 57C, 58G, 88G, 88H; TE5: 122A–122B, 123B, 154H, 181C, 221C; PB: 69, 92, 99, 117</p> <p>Contractions, 2.1: TE1: 59; 2.2: TE4: 45; TE5: 154G, 181G–181H; PB: 91</p> <p>One and More than One, 2.1: TE3: 335K–335L, R38; PB: 189–191; Nouns that Change Spelling in the Plural, 2.1: TE3: 367K–367L, R39</p> <p>Singular Possessive Nouns, 2.2: TE4: 87K–87L, R27; Plural Possessive Nouns, 2.2: TE4: 115K–115L</p>		
<p>4020-0302 Combine sound units into words.</p> <ul style="list-style-type: none"> ◦ Use known letter patterns and word families to decode unfamiliar words. ◦ Identify word parts in new words (e.g., <i>-tion, -ment, -ary, -ism, -ture, -ent, -ant, -ough, -ought, -igh, -ight</i>). ◦ Decode consonant digraphs (e.g., <i>ph, wr, ck</i>). ◦ Decode vowel patterns (e.g., <i>ea, oo, ou, au</i>) and vowel/consonant combinations (e.g., <i>er, ir, ur, ow</i>). 	<p>Chunking, 2.1: TE1: 15B, 41D, 44H, 44J, 51, 79D, 80H, 80J, 99; TE2: 119B, 153I, 156J, 170, 178J, 199, 201; TE3: 231B, 266G, 271, 279, 296G, 296H, 296J, 322, 336G, 335H; 2.2: TE4: 15B, 25, 34, 64, 79, 86D</p> <p>Prefixes, 2.1: TE2: 167; 2.2: TE5: 182H, 191, R12–R13; PB: 110;</p> <p>Suffixes, 2.1: TE3: 296H, 322, 336H, R14–R15, R18–R19; PB: 177, 195; 2.2: TE4: 55C; TE5: 122A–122B, 154H, 181C; PB: 11, 69, 92, 99</p> <p>Consonant Digraphs, 2.1: TE1: 27; TE3: 230A, 231B, 232, 295C–295D, 317, R4–R5; PB: 135, 166; 2.2: TE4: 94; TE5: 165, 248</p> <p>Vowel Diphthongs, 2.1: TE1: 85; TE3: 296G, 296J, 296, 367C–367D, R12–R13; PB: 176, 202; 2.2: TE4: 64; Vowel Digraphs, 2.1: TE1: 67; TE2: 201; TE3: 266G, 266, 266J, 335C–335D, 336G–336H, 336, 354, 336I, R8–R9, R16–R17; PB: 158, 184, 194; 2.2: TE4: 74; PB: 44; Variant Vowels, 2.2: TE6: 288A–288B, 290, 369C–369D, R4–R5; PB: 155, 184; r-controlled Vowels, 2.2: TE4: 14A, 14B, 15B, 16, 55C, 86C–86D, R4–R5, R6–R7, R35; PB: 155, 184</p>		

<p>TOPIC: Reading Standard: 4020-04 Students monitor and guide their comprehension of text. PURPOSE: Objectives:</p>			
<p>4020-0401 Continue to develop a reading vocabulary (i.e., pronounce and understand new words).</p> <ul style="list-style-type: none"> ◦ Determine contextually appropriate meanings of multiple meaning words (e.g., beat, star); homonyms (e.g. rode, road); synonyms (e.g., happy, glad); and antonyms (e.g., happy, sad). ◦ Use the context of print to determine the meaning of words. ◦ Associate new words with concepts across the curriculum (e.g., cycle, matter, shadow). ◦ Read nonphonetic words as sight words (e.g., ocean, sugar, laugh). 	<p>Multiple-Meaning Words, 2.1: TE1: 22, 41J, 79G, 111I–111J; PB: 119; Homonyms, 2.2: TE4: 59; Synonyms, 2.1: TE1: 79I–79J; PB2.1: 36; Antonyms, 2.1: PB: 102; TE2: 177I; 2.2: TE4: 55G</p> <p>Context Clues, 2.1: TE1: 15B, 16, 41D, 41I, 41J, 44J, 44, 62, 79D, 80J, 80, 99, 111D, 111I; TE2: 120, 133, 153D, 156J, 156, 163, 170, 177D, 177I, 178J, 178, 188, 209D; TE3: 231B, 240, 253, 263D, 271, 279, 295D, 296J, 296, 311, 335I–335J, 336; PB: 188; 2.2: TE4: 15A, 15B, 16, 25, 34, 57D, 58J, 64, 79, 86D, 88J, 88; TE5: 123B, 151D, 154J, 181D, 182J, 221D, 222J; TE6: 389; PB: 205</p> <p>Animal Words, 2.1: TE2: 209J; 2.2: TE4: 115J; Art Words, TE2: 209O; House Vocabulary, 2.1: TE1: 95; Kinds of Antennae, 2.2: TE4: 67; Specialized/Technical Vocabulary, 2.1: TE2: 120, 153J; Things Found on a Farm, 2.1: TE1: 111J; Words about Gardens, TE3: 336F; Words that Name Community Workers, TE3: 295J</p>	◦	
<p>4020-0402 Use punctuation to guide reading with correct phrasing and emphasis.</p> <ul style="list-style-type: none"> ◦ Recognize sentence boundaries in text (e.g., initial capital, period, question mark, exclamation point). ◦ Observe punctuation when reading aloud. ◦ Recognize how punctuation contributes to meaning. 	<p>Quotation Marks and Capitalization, TE5: 261N Exclamation Mark in Emphasis, 2.1: TE3: 273, 361 Capitalization for Emphasis, 2.1: TE3: 273</p>	◦	
<p>4020-0403 Use a variety of strategies to comprehend print.</p> <ul style="list-style-type: none"> ◦ Recognize incongruities between an incorrectly decoded word and the text. <p style="text-align: right;">(continued)</p>	<p>Monitor/Clarify Strategy, 2.1: TE1: 45, 47, 50, 54, 58, 59, 68, 71, 72, 73, 77; TE2: 151, 179, 181, 184, 189, 190, 191, 193, 196, 203; (continued)</p>	◦	

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<p>4020-0403 Use a variety of strategies to comprehend print.</p> <ul style="list-style-type: none"> ◦ Use text and illustrations to adjust and confirm meaning. ◦ Ask questions to clarify meaning. ◦ Retell in own words to make sense what was read. ◦ Reread to check comprehension. 	<p>Monitor/Clarify Strategy, 2.1: (continued) TE3: 261; PB: D; 2.2: TE4: 17, 19, 24, 27, 36, 37, 42, 46, 51; TE5: 223, 230, 239, 245, 246 Cites Evidence from Text, 2.1: TE1: 23, 36, 108; TE2: 153, 153A, 171, 174, 209B; TE3: 258, 263, 263A, 263K, 290, 295, 330, 364 Question Strategy, 2.1: TE2: 121, 123, 131, 134, 136, 138, 139, 144, 147; TE3: 267, 269, 270, 275, 276, 277, 280, 284, 288, 289; 2.2: TE4: 59, 61, 65, 66, 68, 69, 72, 78, 82, 83, 108; TE5: 155, 160, 162, 170; TE6: 371, 374, 380, 386, 388 Summarize Strategy, 2.1: TE1: 17, 18, 19, 23, 24, 25, 32, 35, 59, 95, 107; TE2: 151, 153, 174, 191, 207, 209; TE3: 233, 235, 240, 241, 242, 243, 252, 254, 256, 257, 293; 2.2: TE4: 89, 96, 97, 98, 99, 102, 106, 108, 109; TE6: 329, 337, 340, 356, 358 Rereading for Comprehension, 2.1: TE1: 41B; TE2: 147, 151, 179, 181, 184, 189, 190, 191, 193, 196, 206; TE3: 245, 279, 285, 335B, 366; 2.2: TE4: 34, 55A, 67, 73; TE5: 165, 171</p>	<p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p>	
<p>4020-0404 Develop an interpretation of text.</p> <ul style="list-style-type: none"> ◦ Identify story elements (e.g., character, plot, setting). ◦ Identify main and supportive ideas in informational text. ◦ Make inferences. ◦ Draw reasonable conclusions. 	<p>Story Structure, 2.1: TE1: 17, 33, 41A–41B, R2–R3, R16–R17; TE2: 133; TE3: 253, 317, 363; PB: 5–6, 8–9 Main Idea/Details, 2.1: TE3: 267, 276, 281, 292, 295A–295B, R30–R31; PB: 162; 2.2: TE4: 75; TE5: 135 Making Inferences, 2.1: TE1: 35, 41, 59, 79, 100, 102, 108; TE2: 126, 134, 146, 148, 153, 204, 209; TE3: 257, 258, 297, 299, 306, 311, 312, 313, 319, 322, 328, 329, 367A–367B; 2.2: TE4: 37, 83, 84, 109, 110, 115; TE5: 221 Drawing Conclusions, 2.1: TE1: 20, 22, 41, 63, 74, 84, 98, 104, 107, 108; TE2: 126, 139, 148, 174, 187, 203; TE3: 243, 254, 258, 263, 272, 276, 277, 282, 290, 295, 310, 316, 335, 338, 349, 364; 2.2: TE4: 17, 31, 40, 52, 55A–55B, 106, R20–R21; TE5: 139, 151, 167, 215, 221, 243, 256; 305, 320, 364, 369, 394; PB: 6–7, 8, 9–10</p>	<p>◦</p> <p>◦</p> <p>◦</p> <p>◦</p>	
<p>4020-0405 Evaluate text.</p> <ul style="list-style-type: none"> ◦ Discriminate between fact and opinion. ◦ Identify favorite books and stories. 	<p>Fact and Opinion, 2.1: TE2: 156E–156F, 157, 162, 167, 173, 177A–177B, R22–R23; TE3: 290; PB: 94–97; 2.2: TE4: 69, 73; TE5: 145, 243 Evaluate Strategy, TE2: 157, 159, 162, 164, 165, 169, 170, 172, 173; TE3: 337, 339, 344, 346, 348, 349, 354, 358, 360, 363; TE5: 125, 128, 130, 136, 139; TE6: 291, 296, 302, 310, 314</p>	<p>◦</p> <p>◦</p>	

<p>TOPIC: Reading Standard: 4020-05 Students develop independence in reading. PURPOSE: Objectives:</p>			
<p>4020-0501 Read frequently in and out of school.</p> <ul style="list-style-type: none"> ◦ Read a variety of genres (e.g., stories, poetry, informational books). ◦ Reread familiar materials. ◦ Study an author’s craft by reading several books by the same author. ◦ Build a personal reading vocabulary by encountering words from the environment and in varied contexts. ◦ Read materials at an increasingly higher level. 	<p>Reading Written Texts, 2.1: SB: 16–17, 18–34, 38–41, 44–45, 47–73, 76–79, 80–81, 83–107, 110–111, 120–121, 123–147, 150–153, 156–157, 159–173, 176–177, 178–179, 181–203, 206–209, 232–233, 234–256, 260–263, 266–267, 269–289, 292–295, 296–297, 298–328, 332–335, 336–337, 339–363, 366–367; TE1: 16–17, 18–34, 38–41, 44–45, 47–73, 76–79, 80–81, 83–107, 110–111; TE2: 120–121, 123–147, 150–153, 156–157, 159–173, 176–177, 178–179, 181–203, 206–209; TE3: 232–233, 234–256, 260–263, 266–267, 269–289, 292–295, 296–297, 298–328, 332–335, 336–337, 339–363, 366–367; 2.2: TE3: 16–17, 19–51, 54–55, 58–59, 61–83, 86–87, 88–89, 91–109, 112–115; 2.2: SB: 16–17, 19–51, 54–55, 58–59, 61–83, 86–87, 88–89, 91–109, 112–115, 124–125, 126–144, 148–151, 154–155, 157–177, 180–181, 182–183, 185–215, 218–221, 222–223, 225–255, 258–261, 290–291, 292–318, 322–325, 328–329, 331–363, 366–369, 370–371, 372–392, 396–397; TE5: 124–125, 126–144, 148–151, 154–155, 157–177, 180–181, 182–183, 185–215, 218–221, 222–223, 225–255, 258–261; TE6: 290–291, 292–318, 322–325, 328–329, 331–363, 366–369, 370–371, 372–392, 396–397</p> <p>Environmental Print, 2.1: TE1: 41, 41F, 93; TE2: 131, 174; TE3: 353</p> <p>Word Wall, 2.1: TE1: 15A, 16, 41J, 44I, 79J, 80I, 111J; TE2: 119A, 153J, 156I, 177J, 178I, 209J; 2.2: TE4: 15A, 16, 55J, 58I, 87J, 88I, 115J</p> <p>Leveled Books, 2.1: TE1: 41I–41N, 79I–79N, 111I–111N; TE2: 155I–155J, 155K–155L, 155M–155N; TE3: 265H, 265I–265J, 265K–265L, 265M–265N; 2.2: TE4: 55I–55J, 55K–55L, 55M–55N; TE5: 153H–153N; TE6: 327H–327N</p>		
Language Arts (Elementary)	Houghton Mifflin Reading © 2001	Comprehensive	Partial

<p>4020-0502 Demonstrate reading fluency.</p> <ul style="list-style-type: none"> ◦ Read phrases rather than word-by-word. ◦ Preserve phrasing and syntax of the author to convey meaning. 	<p>Reading Fluency, 2.1: TE1: 31, 44I, 67, 99; TE2: 135, 171, 197; TE3: 251, 285, 323, 357; 2.2: TE4: 49, 58I, 81, 105; TE5: 143, 173, 209, 251; TE6: 313, 353, 391</p> <p>Rereading with Feeling And Expression, 2.1: TE1: 31, 67, 99; TE2: 128, 135, 171, 197; TE3: 251, 285, 323, 357; 2.2: TE4: 49, 81, 105</p>		
<p>TOPIC: Reading Standard: 4020-06 Students, teachers, and parents read together to create shared meaning from print. PURPOSE: Objectives:</p>			
<p>4020-0601 Value reading as an important part of their lives.</p> <ul style="list-style-type: none"> ◦ Share various literary genre (e.g., picture books, poetry, folk and fairy tales, songs, plays, experience charts, informational books). ◦ Appreciate cultural contributions and artistic expressions. ◦ Use appropriate strategies to refine meaning (i.e., make predictions, ask questions, retell story). ◦ Choose to read outside of school. 	<p>Responding to Written Texts, 2.1: SB: 36–37, 74–75, 108–109, 148–149, 174–175, 204–205, 258–259, 290–291, 330–331, 364–365; TE: 36–37, 74–75, 108–109, 148–149, 174–175, 204–205, 258–259, 290–291, 330–331, 364–365; 2.2: SB: 52–53, 84–85, 110–111, 146–147, 178–179, 216–217, 256–257, 320–321, 364–365, 394–395; TE: 52–53, 84–85, 110–111, 146–147, 178–179, 216–217, 256–257, 320–321, 364–365, 394–395</p> <p>Literature By and About Africans and African-Americans, 2.1: SB: 47–73, 159–173, 334, 338–363; TE1: 47–73; TE2: 159–173; TE3: 334, 338–363; 2.2: SB: 184, 277–281; TE5: 184, 185–215, 265M–265N, F277–F281; TE6: 327K–327L, R2–R3</p> <p>Literature By and About Asians and Asian-Americans, 2.1: SB: 83–107, 232–233, 234–257, 258; TE1: 83–107; TE3: 232–233, 234–257, 258; 2.2: TE6: 370A–397P</p> <p>Literature By and About Hispanic/Latinos, 2.1: SB: 298–329, 300, 311; TE3: 298–329, 300, 311; 2.2: SB: 266–271, 322–325; TE5: 153K–153L, 154A–181P, R2–R3, F266–F271; TE6: 322–325, 370A–397P</p> <p>Literature By and About Native Americans, 2.2: SB: 90–111; TE4: 89, 90–111</p> <p>Literature By and About Whites, TB1: 83–107; TB2: 123–147, 181–203; TB4: 18–50; TB5: 222A–261P; TB6: 285A–325P, 328A–369P</p> <p style="text-align: right;">(continued)</p>		

<p>4020-0601 (continued) Value reading as an important part of their lives.</p>	<p>Suggestions for Independent and Recreational Reading, 2.1: TE1: 10C–10D, 43H, 43I–43J, 43K–43L, 43M–43N; , TE2: 139, 153D, 165, 177D, 178J, 191, 209D; TE3: 226D–226E, 265H, 265I–265J, 265K–265L, 265M–265N; 2.2: TE4: 15B, 57D, 57H, 57I–57J, 57K–57L, 57M–57N, 58J, 86D, 88J, 115D</p>		
<p>4020-0602 Participate in a print-rich environment.</p> <ul style="list-style-type: none"> ◦ Read together (e.g., student to student, child to parent, parent to child, student to teacher, parent to class, teacher to class). ◦ Reread and retell favorite stories with friends and/or family members. ◦ Participate in a variety of language activities. 	<p>Paired Reading, 2.1: TE1: 15B, 41D, 67, 80J, 99, 111; TE2: 135, 153D, 171, 177D, 178J, 197, 209D; TE3: 251, 285, 295D, 296J, 323, 335D, 336J, 367D; 2.2: TE4: 15B, 49, 81, 90</p> <p>Teacher Read Aloud, 2.1: TE1: 13A–13B, 44E–44F, 80E–80F; TE2: 117A–117B, 156E–156F, 178E–178F; TE3: 229A–229B, 266E–266F, 296E–296F, 336E–336F; 2.2: TE4: 13A–13B, 58E–58F, 88E–88F; TE5: 121A–121B, 154E–154F, 182E–182F, 222E–222F; TE6: 287A–287B, 328E–328F, 370E–370F</p> <p>Retelling Story, 2.1: TE1: 41O–41P, 75; TE2: 133, 145, 203; TE3: 263M; 2.2: SB: 395; TE4: 51; TE6: 340</p> <p>Dramatizing, 2.1 TE2: 137; TE3: 365, R33; 2.2: TE4: 96; Acting Out Scenes, Stories, and Words, 2.1: TE1: 37; TE2: 175, 201; TE3: 259, 272, 283, 291, 296I; 2.2: TE4: 87J</p>		
<p>TOPIC: Reading Standard: 4020-07 Students use concepts and conventions of print to create texts. PURPOSE: Objectives:</p>			
<p>4020-0701 Write in a variety of formats for different purposes.</p> <ul style="list-style-type: none"> ◦ Recognize varying formats and purposes of print (e.g., poetry, riddles, stories, letters). ◦ Write to entertain and inform. ◦ Use writing to facilitate learning. ◦ Use literature as a foundation for writing. <p style="text-align: right;">(continued)</p>	<p>Writing Poetry, 2.2: TE5: 256; TE6: 320; Writing Riddles, 2.1: TE1: 111, R26; TE6: 328I, 369H; Writing a Story, 2.1: TE1: 42–43G; TE2: 79H, R19; TE3: 359, 361, 364, R35; PB: 20–24; 2.2: TE6: 295; Thank-You Letter, 2.2: TE4: 52</p> <p>Writing Informational Pieces, 2.1: TE1: 36; TE2: 153M–153N, 174; TE3: 274, 367N, R41, R42, R40; 2.2: TE4: 19, 84, 115M–115N</p> <p>Writing Learning Logs, 2.1: TE2: 209M–209N</p> <p style="text-align: right;">(continued)</p>		
<p>Language Arts (Elementary)</p>	<p style="text-align: center;"><i>Houghton Mifflin Reading</i> © 2001</p>	<p style="text-align: center;">Comprehensive</p>	<p style="text-align: center;">Partial</p>

<p>4020-0701 (continued) Write in a variety of formats for different purposes.</p>	<p>Introducing the Student Model, 2.1: SB: 42–43, 152, 264–265; TE1: 42–43; TE2: 154–155; TE3: 264–265; 2.2: SB: 56–57, 152–153, 326–327; TE4: 56–57; TE5: 152–153; TE6: 326–327</p>		
<p>4020-0702 Build a spelling vocabulary for writing.</p> <ul style="list-style-type: none"> ◦ Represent sounds in words in the correct order. ◦ Spell an increasing number of high frequency words correctly. ◦ Use spelling patterns to spell new words. ◦ Approximate the spelling of unknown words. ◦ Print legibly. ◦ Use spelling resources (e.g., word lists, dictionaries, charts, classmates). ◦ Identify and correct misspelled words. 	<p>Spelling, 2.1: TE1: 41G–41H, 79G–79H, 111G–111H; TE2: 153G–153H, 177G–177H, 209G–209H; TE3: 263G–263H, 295G–295H, 333G–333H, 367G–367H; 2.2: TE4: 55G–55H, 87G–87H, 115G–115H; TE5: 151G–151H, 181G–181H, 221G–221H, 261G–261H; TE6: 325G–325H, 369G–369H, 397G–397H; PB: 12–14, 35–37, 52–54, 77–79, 100–102, 118–120, 136–138, 163–165, 185–187, 202–204, 229</p> <p>Ice Pattern for Spelling, 2.1: TE2: 153G–153H; PB: 76–78</p> <p>Using a Dictionary for Spelling, 2.1: TE2: 153G</p> <p>Frequently Misspelled Words, 2.1: TE1: 43F; TE2: 155F; TE3: 265F; PB: 230; 2.2: TE4: 57F; TE5: 153F; TE6: 327F; PB: 212</p>		
<p>4020-0703 Construct correct sentences when writing.</p> <ul style="list-style-type: none"> ◦ Use basic sentence patterns (e.g., noun/verb, noun/verb/object). ◦ Apply the conventions of capitalization (e.g., sentence beginning, proper nouns, pronoun “I”). ◦ Choose end punctuation to fit the sentence purpose (e.g., period, question mark, exclamation mark). 	<p>Sentence Types and Sentence Structure, 2.1: TE1: 41K–41L, 43E, 79K–79L, 111K–111L, R23, R24; TE2: 153K–153L, 177K–177L, R26–R27R, 28–R29; TE3: 265E; PB: 15–17, 37–39, 54–56, 80–82, 103–105</p> <p>Using Capitalization in Writing, 2.1: TE1: 41K, 41L, 43F, R22; TE2: 155F, 209L; TE3: 265E, 265F, 295L; PB: 17, 247; 2.2: TE4: 57F; 2.2: TE5: 153F; TE6: 327F; PB: 226</p> <p>Using Punctuation in Writing, 2.1: TE1: 41K, 41L, 43F, R22; TE2: 155F, 209L; TE3: 265E, 265F; PB: 17, 247; 2.2: TE4: 57F, 115L; TE5: 153F; TE6: 327F; PB: 225</p>		
<p>4020-0704 Make effective word choices that convey the intent and meaning.</p> <ul style="list-style-type: none"> ◦ Use language appropriate to the subject. <p style="text-align: right;">(continued)</p>	<p>Language and Writing, 2.1: TE1: 41M–41N, 79M–79N, 111M–111N; TE2: 153M–153N, 177M–177N, 209M–209N, R30–R31; (continued)</p>		

<p>4020-0704 Make effective word choices that convey the intent and meaning.</p> <ul style="list-style-type: none"> ◦ Use language appropriate to the subject. ◦ Demonstrate effective use of resources (e.g., dictionary, word wall, peers, adults). 	<p>Language and Writing, 2.1: (continued) TE3: 263M–263N, 295M–295N, 333M–333N, 367M–367N; PB2.1: 18–19, 40–41, 57–58, 83–84, 106–107, 123–124, 151–152, 174–175, 192–193, 210–211; 2.2: 19–20, 42–43, 59–60, 84–85, 107–108, 125–126, 143–144, 170–171, 192–193, 209–210</p> <p>Word Wall, 2.1: TE1: 15A, 16, 41J, 44I, 79J, 80I, 111J; TE2: 119A, 153J, 156I, 177J, 178I, 209J; 2.2: TE4: 15A, 16, 55J, 58I, 87J, 88I, 115J</p>		
<p>TOPIC: Writing Standard: 4020-08 Students use process strategies to create text. PURPOSE: Objectives:</p>			
<p>4020-0801 Use informal writing to facilitate learning across the curriculum.</p> <ul style="list-style-type: none"> ◦ Record reactions and observations before, during, and after learning activities (e.g., science experiments, field trips, literature study). 	<p>Guidelines for Recording Answers, 2.2: TE4: 55E Record Information/ Observation, 2.1: TE2: 209M, 209N</p>		
<p>4020-0802 Create and organize ideas on paper.</p> <ul style="list-style-type: none"> ◦ Select a topic based on personal knowledge and/or interest. ◦ Rehearse ideas alone, with peers, and/or with teacher. ◦ Write in a variety of forms (e.g., picture book, personal narrative, story, poem, informational piece). ◦ Follow patterns from literature. ◦ Reread writing to check for meaning. ◦ Add words, sentences, and details to complete a piece of writing. ◦ Determine when a piece is complete. 	<p>Choosing a Topic, 2.1: TE1: 43A, 108, 111M; TE2: 155A; TE3: 265A; 2.2: TE4: 56, 57A, 57B, 87M</p> <p>Prewriting, 2.1: TE1: 43A–43B; TE2: 155A–155B; TE3: 265A–265B; 2.2: TE4: 57A–57B; TE5: 153A–153B; TE6: 327A–327B</p> <p>Personal Writing, 2.1: TE3: 350, R29; 2.2: TE4: 19</p> <p>Writing a Story, 2.1: TE1: 42–43G; TE2: 79H, R19; TE3: 359, 361, 364, R35; PB: 20–24; 2.2: TE6: 295</p> <p>Writing Poetry, 2.2: TE5: 256; TE6: 320</p> <p>Writing Informational Pieces, 2.1: TE1: 36; TE2: 153M–153N, 174; TE3: 274, 367N, R41, R42, R40; 2.2: TE4: 19, 84, 115M–115N</p>		
<p>Language Arts (Elementary)</p>	<p><i>Houghton Mifflin Reading</i> © 2001</p>	<p>Comprehensive</p>	<p>Partial</p>

<p>4020-0803 Publish selected pieces.</p> <ul style="list-style-type: none"> ◦ Use legible handwriting or technology to produce final copy. ◦ Incorporate illustrations or photos when appropriate. ◦ Share the finished product. 	<p>Publishing, 2.1: TE1: 43G; TE2: 155G; TE3: 265G; 2.2: TE4: 57G; TE5: 153G; TE6: 327G Reading Own Writing, 2.1: TE1: 43G, 111N; TE2: 155G; TE3: 265G</p>	<p>› › ›</p>	
<p>TOPIC: Writing Standard: 4020-09 Students, teachers, and parents write and respond together. PURPOSE: Objectives:</p>			
<p>4020-0901 Write collaboratively on a selected topic.</p> <ul style="list-style-type: none"> ◦ Generate a topic together. ◦ Make new and productive connections between their own ideas and those of others. ◦ Discuss and revise work in progress. ◦ Publish the finished product. 	<p>Shared Writing, TE3: R40; 2.2: TE4: R29; TE5: R40 Language and Writing, 2.1: TE1: 41M–41N, 79M–79N, 111M–111N; TE2: 153M–153N, 177M–177N, 209M–209N, R30–R31; TE3: 263M–263N, 295M–295N, 333M–333N, 367M–367N; PB2.1: 18–19, 40–41, 57–58, 83–84, 106–107, 123–124, 151–152, 174–175, 192–193, 210–211; 2.2: 19–20, 42–43, 59–60, 84–85, 107–108, 125–126, 143–144, 170–171, 192–193, 209–210</p>	<p>› › › ›</p>	
<p>4020-0902 Respond to the writing of others.</p> <ul style="list-style-type: none"> ◦ Listen to the writing of others. ◦ Make comments and ask questions. ◦ Respond to the writer’s questions. ◦ Respect personal and group comments. 	<p>Conferencing, 2.1: TE1: 43E; TE2: 155B, 155E; TE3: 265C, 265D, 265E, 265E; 2.2: TE4: 57E</p>	<p>› › › ›</p>	
<p>TOPIC: Speaking and Listening Standard: 4020-10 Students develop oral language through speaking. PURPOSE: Objectives:</p>			

<p>4020-1003 Build a speaking vocabulary.</p> <ul style="list-style-type: none"> ◦ Use words to describe or name people, places, and things. ◦ Increase oral descriptive vocabulary. ◦ Ask about words not understood. ◦ Use singular and plural nouns. ◦ Give oral directions. 	<p>Using New Vocabulary or Language in Speaking, 2.1: TE1: 41C, 44, 79H, 111G; TE2: 153G, 153J, 156, 177G, 177H, 178, 209G; TE3: 232, 266, 295G, 296I, 335H, 367G; 2.2: TE4: 15A, 55H, 58I, 87G, 88</p> <p>Describing, 2.1: TE1: 13A, 15B, 44E, 44F, 46, 58, 76, 80E, 109, 111F, R21; TE2: 117A, 141, 153O, 155B, 156E, 156, 177O–177P, 207, 209O; TE3: 259, 261, 263, 263O, 266E, 296I, 315, 331, 336E, 336F, 336, 353, 367, 267O; 2.2: TE4: 13B, 16, 23, 55, 55O, 85, 88</p> <p>One and More than One, 2.1: TE3: 335K–335L, R38; PB: 189–191</p> <p>Giving Clear Directions, 2.1: TE3: 272; 2.2: TE4: 115E, 115F, 115O–115P</p>	<p>›</p> <p>›</p> <p>›</p> <p>›</p> <p>›</p>	
<p>TOPIC: Speaking and Listening Standard: 4020-11 Students develop language and acquire information through listening. PURPOSE: Objectives:</p>			
<p>4020-1101 Listen actively.</p> <ul style="list-style-type: none"> ◦ Follow multi-step directions. ◦ Listen and respond in conversation. ◦ Listen to gain information. ◦ Recognize and respond to varied uses of language (e.g., humor, parody). ◦ Listen for a specific purpose (e.g., retell a story, follow directions, share information). 	<p>Following Oral Directions, 2.1: TE1: 38–41; 2.2: TE5: 154E–154F, 231, R30–R31</p> <p>Holding Conversations, 2.1: TE1: 111O–111P</p> <p>Listening for Information, 2.1: TE2: 117A, 117B, 156E, 156F, 178E, 178F; 2.2: TE4: 58E–58F</p> <p>Listening for Pleasure/Enjoyment, TE2: 117A–117B, 156E–156F, 176, 177, 177K; TE3: 229A, 229B, 266E, 266F, 296E, 296F, 336E, 336F; 2.2: TE4: 13A–13B, 88E–88F</p>	<p>›</p> <p>›</p> <p>›</p> <p>›</p> <p>›</p>	
<p>4020-1102 Construct meaning from what they hear.</p> <ul style="list-style-type: none"> ◦ Relate what they hear to what they know. ◦ Make and verify predictions as they continue to listen. ◦ Restate information to confirm meaning. ◦ Ask questions to expand understanding. 	<p>Prior Knowledge for Listening, 2.1: TE1: 13A, 44E, 80E; TE2: 117A, 156E, 178E; TE3: 229A, 261, 266E, 296E, 336E; 2.2: TE4: 13A, 58E, 88E</p> <p>Listening and Predicting Outcomes, 2.1: TE1: 80E–80F</p> <p>Paraphrasing, 2.2: TE6: 368</p> <p>Guidelines for Asking Clarifying Questions, 2.2: TE4: 87P</p>	<p>›</p> <p>›</p> <p>›</p> <p>›</p>	

<p>4020-1103 Respond as they listen to stories.</p> <ul style="list-style-type: none"> ◦ Attend to what is being read. ◦ Reflect on what is read and relate it to personal experience. ◦ Anticipate the flow of events. ◦ Recognize story elements (e.g., setting and character). ◦ Identify concluding events. ◦ Distinguish between reality and fantasy. 	<p>Guidelines for Listening Attentively, 2.1: TE1: 79O, 111O, 111P; TE3: 295O; 2.2: TE4: 87O</p> <p>Personal Response to Listening, 2.1: TE1: 13B, 44F, 80F; TE2: 117B, 156F, 187F; TE3: 229B, 266F, 296F; 2.2: TE4: 13B, 58F, 88F; TE5: 121B, 154F, 182F, 222F; TE6: 287B, 328F, 307F</p> <p>Listening for Sequence of Events, 2.2: TE5: 222E–222F</p> <p>Listening for Story Structure, 2.1: TE1: 13A–13B</p> <p>Listens to Distinguish Fantasy and Realism, 2.1: TE1: 44E–44F</p>	<p>›</p> <p>›</p> <p>›</p> <p>›</p> <p>›</p> <p>›</p>	
<p>TOPIC: Speaking and Listening Standard: 4020-12 Students, teachers, and parents use speaking and listening to explore, clarify, and understand ideas in different settings. PURPOSE: Objectives:</p>			
<p>4020-1201 Build upon the language skills developed in the family, school, and community.</p> <ul style="list-style-type: none"> ◦ Share ideas. ◦ Ask and answer questions. ◦ Listen and respond to peers and adults. ◦ Respect cultural and ethnic differences. 	<p>Speaking and Listening for Classmates, 2.1: SB: 37, 175, 365; TE1: 41O–41P, 79O–79P, 111O–111P; TE2: 153O–153P, 177O–177P; TE3: 335O–335P; 2.2: SB: 321, 395; TE4: 55O–55P, 87O–87P; TE5: 151O–151P, 181O–181P, 221O–221P; TE6: 397O–397P; Speaking and Listening at School, 2.2: TE5: 261O–261P</p> <p>Guidelines for Speaking Respectfully and Politely, 2.1: TE1: 79O; TE2: 177L; 2.2: TE4: 55E</p>	<p>›</p> <p>›</p> <p>›</p> <p>›</p>	
<p>4020-1202 Participate in a language-rich environment created by students, teachers, and parents.</p> <ul style="list-style-type: none"> ◦ Talk to develop concepts, understand processes, and share family stories. ◦ Talk with people of different ages and cultures. ◦ Listen interactively to a variety of language experiences (e.g., poetry, songs, stories, informational books). 	<p>Using New Vocabulary or Language in Speaking, 2.1: TE1: 41C, 44, 79H, 111G; TE2: 153G, 153J, 156, 177G, 177H, 178, 209G; TE3: 232, 266, 295G, 296I, 335H, 367G; 2.2: TE4: 15A, 55H, 58I, 87G, 88</p> <p>Multigenerational Activities, 2.2: TE4: 89</p> <p>Teacher Read Aloud, 2.1: TE1: 13A–13B, 44E–44F, 80E–80F; TE2: 117A–117B, 156E–156F, 178E–178F; TE3: 229A–229B, 266E–266F, 296E–296F, 336E–336F; 2.2: TE4: 13A–13B, 58E–58F, 88E–88F; TE5: 121A–121B, 154E–154F, 182E–182F, 222E–222F; TE6: 287A–287B, 328E–328F, 370E–370F</p>	<p>›</p> <p>›</p> <p>›</p>	