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Level Two
correlated to
Milwaukee English Language Arts
Grade Two

Milwaukee English Language Arts	<i>Houghton Mifflin English © 2001</i>
B. WRITING	
By the end of Grade 2, students will:	
B.2.1. Create or produce writing to communicate with different audiences for a variety of purposes.	
<ul style="list-style-type: none"> Use the writing process to revise and edit work. 	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; TE: 13, 20, 21, 76, 78, 152, 218, 220, 233, 280, 282, 354, 368; WP: 23, 24, 54, 55, 81, 82, 101, 102, 128; RW: 14, 15, 35, 36, 52, 53, 67, 68, 84
<ul style="list-style-type: none"> Use a variety of graphic organizers to develop writing. 	Five “W’s” Chart, SB: 71, 72, 73, H33; TE: 71, 73; WP: 21; RW: 12 Sequence Charts, SB: 17, 18, 19, 73, H34; TE: 17, 19, 73
<ul style="list-style-type: none"> Write and exemplify basic sentence types such as declarative, imperative, interrogative, and exclamatory. 	Activities for Writing Sentences, SB: 28, 30, 32, 34, 38, 40, 42, 44, 46, 47, 94, 106, 118, 180, 248, 250, 308; TE: 26, 28, 30, 32, 34, 38, 40, 42, 44, 46, 47, 92, 94, 106, 118, 162, 180, 238, 248, 250, 308; WP: 1–2, 3–4, 5–6, 7–8, 11–12, 13–14, 15–16, 17–18, 19–20, 72–73, 91–92, 93–94, 113–114; RW: 1, 2, 3, 4, 7, 8, 9, 10, 11, 46, 59, 60, 74
<ul style="list-style-type: none"> Write one or more well-organized paragraphs 	Organizing Ideas into Paragraphs, SB: 209, 210, 211, 214, 216, 217, 218, 223, 224, 225, 234–235; TE: 216, 224, 225; WP: 79, 81; RW: 50, 52
<ul style="list-style-type: none"> Use every step of the writing process in producing writing. 	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; WP: 22, 51, 52, 100, 125; RW: 13, 32, 33, 66, 81 Writing a First Draft, SB: 12, 18–19, 68, 74, 85, 140–141, 159, 215–217, 232, 278–282, 287, 292–293, 351–353, 361, 367, H27; WP: 80, 100, 126, 127; RW: 51, 66, 82, 83

(continued)

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<ul style="list-style-type: none"> Use every step of the writing process in producing writing. (continued) 	<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; WP: 23, 24, 54, 55, 81, 82, 101, 102, 128; RW: 14, 15, 35, 36, 52, 53, 67, 68, 84</p> <p>Proofreading Writing, SB: 13, 22–23, 79, 85, 153, 159, 221, 233, 283, 292–293, 357, 368, H30</p> <p>Publishing, SB: 13, 24–25, 80, 86–87, 154, 159, 222, 233, 284, 285, 292–293, 353, 367–368, H28</p>
<ul style="list-style-type: none"> Use sentence variety in constructing writing. 	<p>Sentence Fluency, SB: 35–36, 78, 99–100, 109–110, 152, 171–172, 220, 245, 251–252, 282, 309–310, 356; WP: 9–10, 24, 31–32, 41–42, 55, 64–65, 82, 89–90, 95–96, 102, 115–116, 129; RW: 5–6, 15, 19–20, 25–26, 36, 41–42, 53, 57–58, 61–62, 68, 75–76, 85</p>
<ul style="list-style-type: none"> Begin to exemplify topic sentences resulting in unified paragraphs. 	<p>Topic Sentence of a Paragraph, SB: 18, 19, 215, 216, 217, 218, 232, 273, 278, 279, 280, 281; TE: 18, 19, 215, 232, 273, 278; WP: 80, 81, 100, 101; RW: 51, 52, 66, 67</p>
<ul style="list-style-type: none"> Write simple stories. 	<p>Writing Process and Stories, SB: 145–155; TE: 148; WP: 50, 51, 52, 53, 54, 55; RW: 31, 32, 33, 34, 35, 36</p> <p>Activities for Writing Stories, SB: 102, 116, 144–155, 156, 157; WP: 26, 30, 36, 38, 67, 94, 108</p>
<ul style="list-style-type: none"> Develop an awareness of how figurative language enhances writing. 	<p>Simile, SB: 277, 279, 286; TE: 277; WP: 99, 101; RW: 65, 67</p>
B.2.2. Plan, revise, edit, and publish clear and effective writing.	
<ul style="list-style-type: none"> Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, and content of successive drafts in order to fulfill a specific purpose for communicating with a specific audience. 	<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; WP: 22, 51, 52, 100, 125; RW: 13, 32, 33, 66, 81</p> <p>Writing a First Draft, SB: 12, 18–19, 68, 74, 85, 140–141, 159, 215–217, 232, 278–282, 287, 292–293, 351–353, 361, 367, H27; WP: 80, 100, 126, 127; RW: 51, 66, 82, 83</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; WP: 23, 24, 54, 55, 81, 82, 101, 102, 128; RW: 14, 15, 35, 36, 52, 53, 67, 68, 84</p> <p>Proofreading Writing, SB: 13, 22–23, 79, 85, 153, 159, 221, 233, 283, 292–293, 357, 368, H30</p> <p>Publishing, SB: 13, 24–25, 80, 86–87, 154, 159, 222, 233, 284, 285, 292–293, 353, 367–368, H28</p>
<ul style="list-style-type: none"> Explain the extent and reasons for revision in conference with a teacher. 	<p>Writing Conferences, SB: 76–77, 150–151, 218–219, 232–233, 280–281, 292, 354, 355, 367–368; TE: 77, 151, 219, 233, 281, 355, 368</p>

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<ul style="list-style-type: none"> Perform peer and self-evaluation strategies. 	Responding to Others' Writing and Evaluating, SB: 76–77, 150–151, 218–219, 232–233, 280–282, 292, 354, 367–368 Evaluating Student Models, SB: 68–69, 84–87, 140–143, 158–159, 210–211, 226–267, 272–278, 346–347, 362–363 Evaluating Own Writing, SB: 75, 149, 217, 279, 353; TE: 75, 149, 217, 279, 353
B.2.3. Discuss literary and nonliterary texts.	
<ul style="list-style-type: none"> Recognize and discuss basic story elements such as plot and setting. 	Plot, SB: 145, 147, 156, 157; TE: 145, 147, 156; WP: 52; RW: 33 Parts of a Story, SB: 139, 147, 157; TE: 139, 147; WP: 52; RW: 33 Setting, SB: 139, 141, 144, 147, 149, 151; TE: 141, 144
<ul style="list-style-type: none"> Discuss and analyze the actions of minor characters. 	Minor Characters, SB: 141, 146; TE: 141, 146
<ul style="list-style-type: none"> Begin to identify major literary elements such as characters, setting, plot. 	Character, SB: 139, 140, 141, 142, 144, 145, 146, 147, 149, 150, 151, 156, 157, 158, 160–161; WP: 50, 51, 52, 54; RW: 31, 32, 33, 35 Setting, SB: 139, 141, 144, 147, 149, 151; TE: 141, 144 Plot, SB: 145, 147, 156, 157; WP: 52; RW: 33
C. ORAL LANGUAGE	
By the end of Grade 2, students will:	
C.2.1. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.	
<ul style="list-style-type: none"> Convey ideas clearly in discussions and conversations. 	Discussing Prewriting, SB: 14–15, 70, 71, 144, 145, 212, 213, 214, 228, 229, 274, 277, 364, H26 Speaking to Have Conversations, SB: 6
<ul style="list-style-type: none"> Read aloud effectively from previously read material. 	Choral Reading, SB: 292 Oral Reading, SB: 81, 155, 223, 285, 359; TE: 25, 81, 155, 223, 285, 359
<ul style="list-style-type: none"> Begin to design notes and outlines for the purpose of speaking. 	Taking Notes, SB: 231
<ul style="list-style-type: none"> Summarize the main points of an oral presentation. 	Listening to Summarize Spoken Messages, SB: 90–91; TE: 90–91
<ul style="list-style-type: none"> Present autobiographical information. 	Tell a Personal Narrative, SB: 70, 71, 81; TE: 66, 72, 75, 77, 81
<ul style="list-style-type: none"> Read aloud before a group. 	Oral Reading for a Group, SB: 81, 155, 223, 285, 359; TE: 81, 155, 223, 285, 359
<ul style="list-style-type: none"> Distinguish between fact and opinion and provide evidence to support opinions. 	Fact and Opinion, SB: 230; TE: 230

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C.2.2. Listen to and comprehend oral communications	
<ul style="list-style-type: none"> Follow basic directions. 	Listening to Follow Instructions, SB: 218, 235; TE: 235
<ul style="list-style-type: none"> Listen for various purposes. 	Being a Good Listener and Speaker, SB: 1–10, 88–89, 90–91, 155, 160–161, 234–235, 236–237, 294–295, 370–371; TE: 1, 3, 5, 6, 235
<ul style="list-style-type: none"> Summarize the main points of a story or discussion. 	Giving an Oral Summary, SB: 90–91; TE: 90, 91
<ul style="list-style-type: none"> Retell stories and reports of events in proper sequence. 	Retelling Spoken Message, SB: 90–91; TE: 90, 91 Sequence in a Story, SB: 17, 139, 143, 147, 149, 150, 155, 157; TE: 138; WP: 52, 54; RW: 33, 35
<ul style="list-style-type: none"> Follow sequence in plot and character development, predict outcomes, and draw conclusions. 	Plot, SB: 145, 147, 156, 157; WP: 52; RW: 33 Sequence of Events, SB: 138, 139, 143, 147, 149, 150, 155, 157; TE: 138; WP: 52, 54; RW: 33, 35 Draw Conclusions, SB: 66, 138, 208, 270, 344; TE: 66, 138, 208, 270, 344
<ul style="list-style-type: none"> Distinguish fact from fantasy and fact from opinion. 	Fact and Opinion, SB: 230; TE: 230
<ul style="list-style-type: none"> Understand increasingly complex sentence structures. 	Elaborated Sentences in Compositions, 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, 345, 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
<ul style="list-style-type: none"> Understand a variety of word structures and forms such as affixes, roots, homonyms, antonyms, synonyms, and word analogies. 	Synonyms, SB: 185, 220, 356, H45–H56; TE: 185, 220, 356, H45; WP: 78, 82, 129; RW: 49, 53, 85 Antonyms, SB: 253; WP: 97; RW: 63 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 Past Verb Tense, 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; WP: 62–63, 66–67, 68–69, 70–71, 74–75; RW: 40, 43, 44, 45, 47
C.2.3. Participate effectively in discussion.	
<ul style="list-style-type: none"> Volunteer information, ask who, what, when, where, why and how questions. 	Holding a Discussion, SB: 6, 7; TE: 6, 7 Recalling Details, SB: 90–91
<ul style="list-style-type: none"> Use appropriate eye contact and other nonverbal cues. 	Nonverbal Cues, SB: 155, 223, 234–235, 285, 294 Verbal/Nonverbal Communication, SB: 4, 5, 6, 7, 90–91, 155

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<ul style="list-style-type: none"> Participate in discussion. 	Holding a Discussion, SB: 6, 7; TE: 6, 7 Think and Discuss, SB: 2, 3, 4, 5, 6, 8, 9, 88, 160, 294, 370; TE: 2, 3, 4, 5, 6, 8, 9, 88, 160, 294, 370
<ul style="list-style-type: none"> Reflect on the ideas and opinions of others and respond thoughtfully. 	Listening to Analyze and Evaluate, SB: 5, 160–161, 370; TE: 5, 90, 91, 160, 161, 370
<ul style="list-style-type: none"> Ask questions when ideas are not clear. 	Ask Clarifying Questions, SB: 90–91; TE: 91 Listening to Clarify Spoken Messages, SB: 90–91; TE: 91
<ul style="list-style-type: none"> Summarize information that is heard. 	Listening to Summarize Spoken Messages, SB: 90–91; TE: 90–91
D. LANGUAGE	
By the end of Grade 2, students will:	
D.2.1. Develop their vocabulary of words, phrases, and idioms as a means of improving communication.	
<ul style="list-style-type: none"> Use appropriate grade level dictionaries, thesauruses and other resources to find and compare definitions, choose among synonyms, and spell words correctly. 	Dictionary Definitions, SB: H9–H10, H11–H12; TE: H10, H12 Using a Thesaurus to Find Synonyms, SB: 185, 220, 356, H45–H56; TE: 185, 220, 356, H45
<ul style="list-style-type: none"> Gain understanding of roots, prefixes, and suffixes to interpret and convey the meaning of words. 	Finding Meanings of Words, SB: H9–H10, H11–H12
<ul style="list-style-type: none"> Gain familiarity with common figures of speech. 	Simile, SB: 277, 279, 286; TE: 277; WP: 99, 101; RW: 65, 67
<ul style="list-style-type: none"> Learn the rules of written and spoken standard English. 	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; WP: 1–2, 3–4, 5–6, 7–8, 9–10, 11–12, 13–14, 15–16, 17–18, 19–20, 25–26, 27–28, 29–30, 31–32, 33–34, 35–36, 37–38, 39–40, 41–42, 43–44, 45–46, 47–48, 49; RW: 1, 2, 3, 4, 5–6, 7, 8, 9, 10, 11, 16, 17, 18, 19–20, 21, 22, 23, 24, 25–26, 27, 28, 29, 30
D.2.2. Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.	

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<ul style="list-style-type: none"> Be exposed to various styles and purposes of oral and written language and learn to communicate effectively in commonly occurring situations. 	<p>Classificatory Composition, SB: 348–361; WP: 125, 126, 127, 128, 129; RW: 81, 82, 83, 84, 85</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; WP: 5–6, 7–8, 11–12, 13–14, 15–16, 17–18, 25–26, 29–30, 37–38, 39–40, 45–46, 56–57, 68–69, 79, 80, 81, 82, 91–92, 93–94, 103–104, 105–106, 117–118; RW: 3, 4, 7, 8, 9, 10, 16, 18, 23, 24, 28, 37, 44, 50, 51, 52, 53, 59, 60, 69, 70, 77</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; WP: 27–28, 43–44, 58–59, 62–63, 74–75, 83–84, 85–86, 107–108, 111–112, 123–124, 125, 126, 127, 128, 129; RW: 17, 27, 38, 40, 47, 54, 55, 71, 73, 80, 81, 82, 83, 84, 85</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; WP: 21, 22, 23, 24, 34, 48, 61, 73, 77, 110, 114, 122; RW: 12, 14, 15</p>
<ul style="list-style-type: none"> Be exposed to variations in American English that appear in different social, cultural, regional, and professional environments. 	<p>Formal/Informal Language, SB: 4; TE: 4, 70, 144, 212, 348</p>
E. RESEARCH	
By the end of Grade 2, students will:	
E.2.1. Gain familiarity with the library organization.	
<ul style="list-style-type: none"> Demonstrate the ability to find various materials in the library. 	<p>Library, SB: H15–H16; TE: H15–H16</p>
E.2.2. Identify a researchable topic.	
<ul style="list-style-type: none"> Formulate questions on a self-selected topic. 	<p>Exploring a Research Topic, SB: 16, 229, 349; TE: 16, 229; WP: 98; RW: 64</p>
E.2.3. Identify at least two sources to prepare a short report.	
<ul style="list-style-type: none"> Use quotation marks appropriately, recognizing the appropriate instances for using the words of others. 	<p>Quotation Marks, SB: 315–316, 317–318, 321, 322, 323, 324, 329, 338, 339; TE: 315–316, 317–318, 338, 339; WP: 121–122, 123–124; RW: 79, 80</p>
<ul style="list-style-type: none"> Write a correct biographical reference source. 	<p>Cite Bibliographical Sources, SB: 227; TE: 230</p>
<ul style="list-style-type: none"> Present the short report to the class. 	<p>Present an Oral Report, SB: 233; TE: 233</p>
<ul style="list-style-type: none"> Answer questions about the report. 	<p>Answer Questions About the Report, TE: 233</p>