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**Kindergarten**  
**correlated to**  
**Milwaukee English Language Arts**  
**Kindergarten**

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<b>B. WRITING</b>	
By the end of Kindergarten, students will:	
<b>B.K.1. Create or produce writing to communicate with different audiences for a variety of purposes.</b>	
<ul style="list-style-type: none"> <li>• <b>Begin to understand the relationship between oral and written language.</b></li> </ul>	<b>Being a Good Writer, TE: 19; AM: 53; PB: GS-E</b>
<ul style="list-style-type: none"> <li>• <b>Place information on a graphic organizer appropriately after the teacher has modeled the concept.</b></li> </ul>	<b>KWL Chart, TE: 206</b> <b>Charts and Graphs with Facts, TE: 205, 218, 225;</b> <b>AM: 122–123; PB: 8G</b>
<ul style="list-style-type: none"> <li>• <b>Begin writing words and simple sentences such as declarative, exclamatory, imperative, and interrogative after the teacher has modeled the concepts.</b></li> </ul>	<b>Composing a Sentence, TE: 80, 81, 88, 89; AM: 77–79, 85–87; PB: 3A, 3B, 3H</b> <b>Exclamations, TE: 110; AM: 90; PB: 4D</b> <b>Questions, TE: 79, 80–81, 84, 90, 91, 110; AM: 77–79, 81, 90; PB: 3A, 3B, 3F, 4D</b> <b>Statements, TE: 79, 80–81, 84, 90, 91, 110; AM: 77–79, 81, 90; PB: 3A, 3B, 3F, 4D</b>
<ul style="list-style-type: none"> <li>• <b>Express ideas using developmentally appropriate writing and spelling. Begin to write for a variety of purposes, such as free writing, journal writing, and responding to content.</b></li> </ul>	<b>Composing a Story, TE: 150–169; AM: 102–109; PB: 6A, 6B, 6C, 6D, 6E, 6F, 6G</b> <b>Writing Reports, TE: 208–210, 219–221, 222–223; AM: 119; PB: 8A, 8H</b> <b>Composing a Description, TE: 124–143; AM: 94, 95, 96, 97, 98, 99, 100, 101; PB: 5A, 5B, 5C, 5D, 5E, 5F, 5G</b> <b>Composing Instructions, TE: 176–195; AM: 110–117; PB: 7A, 7B, 7C, 7D, 7E, 7F, 7G</b> <b>Composing a Personal Narrative, TE: 98–117; AM: 88–93; PB: 4A, 4B, 4C, 4D, 4E, 4F, 4G</b>
<b>B.K.2. Plan, revise, edit, and publish clear and effective writing.</b>	
<ul style="list-style-type: none"> <li>• <b>Begin to use the writing process to revise and edit work.</b></li> </ul>	<b>Prewriting, TE: 104–105, 113, 130, 139, 156–157, 165, 181, 183, 191, 208–209, 219; PB: 4A, 4G, 5G, 6A, 6G, 7A, 7G, 8A, 8H</b> <b>Drafting, TE: 105–106, 114, 131, 140, 157–158, 166, 183–184, 192, 210, 220; AM: 88, 102, 110, 119; PB: 4A, 5A, 6A, 7A</b> <b>Revising, TE: 115, 141, 167, 192, 220</b> <b>Publishing, TE: 106, 115, 132, 141, 158, 167, 184, 193, 210, 220; AM: 88, 94, 102, 110, 119</b>

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<ul style="list-style-type: none"> <li>Explain the extent and reasons for revision in conference with a teacher.</li> </ul>	Conferencing, TE: 116, 142, 168, 194, 222
<ul style="list-style-type: none"> <li>Perform peer and self-evaluation strategies.</li> </ul>	Reflecting, TE: 106, 115, 132, 141, 158, 167, 184, 193, 210, 220; AM: 88, 94, 102, 110, 119
<b>B.K.3. Discuss literary and nonliterary texts.</b>	
<ul style="list-style-type: none"> <li>Recognize and discuss basic story elements such as character, plot and setting.</li> </ul>	Story Characters, TE: 76, 77, 151, 155, 166 Plot of a Story, TE: 155 Setting of a Story, TE: 155, 166
<ul style="list-style-type: none"> <li>Discuss the actions of minor characters.</li> </ul>	Minor Characters, TE: 155
<ul style="list-style-type: none"> <li>Begin to identify major literary elements such as: characters, setting, plot.</li> </ul>	Story Characters, TE: 76, 77, 151, 155, 166 Setting of a Story, TE: 155, 166 Plot of a Story, TE: 155
<b>C. ORAL LANGUAGE</b>	
By the end of Kindergarten, students will:	
<ul style="list-style-type: none"> <li>Restate the ideas of others.</li> </ul>	Restating Ideas of Others, TE: 34, 91, 132, 143, 195, 223
<ul style="list-style-type: none"> <li>Read aloud in a proper tone so that others can hear and understand.</li> </ul>	Oral Reading, TE: 65, 81, 89, 115, 117, 143, 158, 169, 178, 184, 195, 210, 223
<ul style="list-style-type: none"> <li>Begin to draw pictures and write words and explain them.</li> </ul>	Drawing/Dictating in Writing a Make-Believe Story, TE: 152, 253; AM: 100; PB: 5F Drawing/Dictating in Writing a Personal Story, TE: 105, 108; PB: 4A, 4B
<ul style="list-style-type: none"> <li>Tell a story about one's self.</li> </ul>	Telling a Personal Narrative, TE: 99, 100, 101, 103, 104, 108, 117, 129, 155
<ul style="list-style-type: none"> <li>Distinguish reality and fantasy.</li> </ul>	Real vs. Make-Believe, TE: 113, 203, 207
<b>C.K.1. Listen to and comprehend oral communications.</b>	
<ul style="list-style-type: none"> <li>Follow basic directions.</li> </ul>	Follows Oral Directions, TE: 34, 42, 177, 178, 180–181, 185, 253
<ul style="list-style-type: none"> <li>Listen for various purposes.</li> </ul>	Listening for a Purpose, TE: 14, 15, 28, 29, 30, 34, 42, 52, 54, 58, 66, 76, 79, 82, 90, 100, 126, 128, 152, 154, 178, 180, 185, 196, 204, 206, 207, 212, 224; PB: GS-B
<ul style="list-style-type: none"> <li>Summarize the main points of a story or discussion.</li> </ul>	Oral Summaries, TE: 212
<ul style="list-style-type: none"> <li>Retell stories and reports of events in proper sequence.</li> </ul>	Using Skills in Recalling Story Sequence, TE: 101, 159, 179; AM: 103 Story Retelling, TE: 153, 159, 167, 170, 179, 205

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<ul style="list-style-type: none"> <li>Follow sequence in plot and character development, predict outcomes, and draw conclusions.</li> </ul>	<b>Listening for Sequence, TE:</b> 99, 103, 154, 155 <b>Listening to Predict Outcome of a Story, TE:</b> 152, 154 <b>Draw Conclusions, TE:</b> 77, 79, 155
<ul style="list-style-type: none"> <li>Distinguish fact from fantasy and fact from opinion.</li> </ul>	<b>Listening for Fact vs. Opinion, TE:</b> 215, 226 <b>Listening for Realism vs. Fantasy, TE:</b> 203, 207
<ul style="list-style-type: none"> <li>Understand increasingly complex sentence structures.</li> </ul>	<b>Sentence Structure, TE:</b> 80, 81, 82, 84, 88, 89, 90, 91; <b>AM:</b> 77–79, 85–87; <b>PB:</b> 3A, 3B, 3H
<ul style="list-style-type: none"> <li>Understand a variety of word structures and forms such as affixes, roots, homonyms, antonyms, synonyms, and word analogies.</li> </ul>	<b>Synonyms, TE:</b> 137, 145; <b>AM:</b> 99 <b>Antonyms, TE:</b> 163, 214; <b>AM:</b> 107; <b>PB:</b> 6E <b>Homophones, TE:</b> 78
<b>C.K.2. Participate effectively in discussion.</b>	
<ul style="list-style-type: none"> <li>Volunteer information, ask who, what, when, where, why and how questions.</li> </ul>	<b>Asking Questions, TE:</b> 15, 75, 77, 82 <b>Contributing Information, TE:</b> 27, 51, 75, 79, 82, 90, 99, 103, 125, 151, 155, 177, 181, 203, 204, 207, 211, 212, 224; <b>PB:</b> 8B
<ul style="list-style-type: none"> <li>Use appropriate eye contact and be courteous when others are speaking.</li> </ul>	<b>Tips for Listening, TE:</b> 15 <b>Polite and Impolite Language, TE:</b> 107, 118, 119
<ul style="list-style-type: none"> <li>Participate in discussion.</li> </ul>	<b>Discussion Tips, TE:</b> 16, 21; <b>AM:</b> 50–51
<ul style="list-style-type: none"> <li>Reflect on the ideas and opinions of others.</li> </ul>	<b>Reflect on Others' Ideas, TE:</b> 21, 55, 79, 103, 129, 155, 181, 207
<ul style="list-style-type: none"> <li>Ask questions when ideas are not clear.</li> </ul>	<b>Ask Clarifying Questions, TE:</b> 15, 17, 21, 75, 76, 80, 82, 100, 126, 203, 204, 206; <b>PB:</b> GS-B
<ul style="list-style-type: none"> <li>Restate information that is heard.</li> </ul>	<b>Restate Heard Information, TE:</b> 30, 31, 39, 42, 45, 78, 128, 181, 207
<b>D. LANGUAGE</b>	
By the end of Kindergarten, students will:	
<ul style="list-style-type: none"> <li>Gain familiarity with picture dictionaries while learning the rules of alphabetizing.</li> </ul>	<b>Dictionary, TE:</b> 216–217; <b>AM:</b> 121; <b>PB:</b> 8F <b>Letters of the Alphabet in a Dictionary, TE:</b> 217; <b>PB:</b> 8F <b>Letters of the Alphabet in Order, TE:</b> 28, 30, 32, 216, 225; <b>AM:</b> 121; <b>PB:</b> 1A, 1B
<ul style="list-style-type: none"> <li>Gain familiarity with antonyms, synonyms, and homonyms and increase vocabulary by making selections from these categories of words.</li> </ul>	<b>Synonyms, TE:</b> 137, 145; <b>AM:</b> 99 <b>Antonyms, TE:</b> 163, 214; <b>AM:</b> 107; <b>PB:</b> 6E <b>Homophones, TE:</b> 78
<ul style="list-style-type: none"> <li>Begin to learn the rules of written and spoken standard English.</li> </ul>	<b>Conventions of Grammar/Usage, TE:</b> 36, 43, 60, 67, 84, 91, 109, 110, 111, 118, 119, 135, 136, 144, 145, 161, 162, 170, 171, 187, 188, 196, 197, 213, 214, 225; <b>AM:</b> 62, 63, 72, 81, 89, 90, 91, 97, 98, 105, 106, 113, 114, 120; <b>PB:</b> 1D, 2D, 3F, 4C, 4D, 4E, 5D, 5E, 6C, 6D, 7D, 7E, 8D, 8E

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<ul style="list-style-type: none"> <li>• <b>Begin to identify sentence elements such as subjects, verbs, and objects.</b></li> </ul>	<b>Composing a Sentence, TE:</b> 80, 81, 88, 89; <b>AM:</b> 77–79, 85–87; <b>PB:</b> 3A, 3B, 3H <b>Identifying Verbs, TE:</b> 84, 91, 162; <b>AM:</b> 106; <b>PB:</b> 6D <b>Subject-Verb Agreement, TE:</b> 213, 224; <b>AM:</b> 120; <b>PB:</b> 8D
<b>E. RESEARCH</b>	
<b>By the end of Kindergarten, students will:</b>	
<ul style="list-style-type: none"> <li>• <b>Ask simple questions in order to collect information.</b></li> </ul>	<b>Asking a Research Question, TE:</b> 203, 204, 206, 209, 219, 222; <b>PB:</b> 8H
<ul style="list-style-type: none"> <li>• <b>Convey information in their own words.</b></li> </ul>	<b>Oral Reports, TE:</b> 211; <b>PB:</b> 8B
<ul style="list-style-type: none"> <li>• <b>Use picture dictionaries when appropriate to gather information.</b></li> </ul>	<b>Using Dictionaries to Gather Information, TE:</b> 217, 227; <b>PB:</b> 8F
<ul style="list-style-type: none"> <li>• <b>Discern the differences between fiction, nonfiction, and reference materials.</b></li> </ul>	<b>Comparing Fiction, Nonfiction, Reference Materials, TE:</b> 212, 217, 227; <b>PB:</b> 8F