

Houghton Mifflin *ENGLISH*
Grade 2
correlated to
West Virginia Instructional Goals and Objectives

Instructional Goal and Objective	Houghton Mifflin <i>ENGLISH</i>
Listening/Speaking/Viewing	
2.1 1,3,4,5,6,7,8 given descriptive words and other specific vocabulary, identify synonyms, antonyms, homophones, and homonyms	TE: 185, 220, 291, 353, 356 PE: 185, 220, 353, 356, H45–H56
2.2 1,3,5,6,7,8 use story content and personal background to make predictions	TE: 2, 3, 218, 354 PE: 2, 3, 218, 354
2.3 1,3,4 given a narrative, make inferences based upon story characters and actions	TE: 90–91, 160–161 PE: 90–91, 160–161
2.4 3,4 given a narrative, differentiate between factual information and information based on opinion	TE: 340 PE: 230
2.5 1,5,6,7,8 listen to a story, remember information to interpret or extend meaning, evaluate material, or perform a task	TE: 77, 90–91, 151, 218, 219, 235, 281, 354, 355 PE: 77, 90–91, 151, 218, 219, 235, 281, 354, 355
2.6 1,3,4 listen to a story, place events in correct sequence	TE: 17, 62, 139, 143, 147, 149, 156, 157 PE: 17, 139, 143, 147, 149, 156, 157
2.7 1,3 identify the beginning, middle, and end of a narrative	TE: 62, 139, 148, 149 PE: 139, 148, 149
2.8 1 hearing a narrative, utilize pictures as well as print options to enhance comprehension (e.g., illustrate part of a story and label with a sentence)	TE: 161, 208, 270, 286 PE: 161, 208, 270, 286
2.9 3,4 given a narrative, identify the main idea and supporting details to determine the purpose of a passage	TE: 12, 71, 83, 84–85, 117, 139, 143, 146, 149, 150, 151, 156, 216, 218, 219, 226–227, 245–246, 270, 271, 273, 275, 282, 287 PE: 12, 71, 83, 84–85, 117, 139, 143, 146, 149, 150, 151, 156, 216, 218, 219, 226–227, 245–246, 270, 271, 273, 275, 282, 287, H26
2.10 1,5,6,7,8 listen to a variety of literary forms, respond to, explore, and imagine beyond story	TE: 90–91, 160–161, 354 PE: 90–91, 160–161, 354
2.11 participate in class discussions, following rules for conversation (e.g., utilizing communication technologies)	TE: 2, 3, 6, 7, 218, 354 PE: 2, 3, 6, 7, 218, 354
2.12 create and share stories orally with an audience	TE: 160–161 PE: 160–161
2.13 ask for clarification and/or explanation of words and ideas	TE: 77, 90–91, 151, 219, 281, 354, 355 PE: 77, 90–91, 151, 219, 281, 354, 355
2.14 state and follow directions with three or four steps	TE: 206, 208, 213, 218, 235 PE: 218, 235
2.15 orally identify and manipulate phonemes in syllables and words	As a language arts program, Houghton Mifflin <i>ENGLISH</i> gives students the opportunity to apply this objective.
2.16 discriminate long and short vowel sounds	As a language arts program, Houghton Mifflin

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	ENGLISH gives students the opportunity to apply this objective.
2.17 given a word, create rhyming word families	TE: 288, 289, 290, 291, 292, 293 PE: 288, 289, 290, 291, 292, 293
2.18 demonstrate appropriate listening and speaking behaviors after differentiating between active listening and hearing	TE: 2, 3 PE: 2, 3
Reading Comprehension	
2.19 1,3,4,5,,6,7,8,9,10,11 read literary works by national and international authors to include, but not limited to: humor, irony, make-believe, fiction, nonfiction, fairy tales, tall tales, and poetry	As a language arts program, Houghton Mifflin ENGLISH prepares students to read literary works by national and international authors.
2.20 1,3,4,5,,6,7,8,9 interpret recreational, textual, and functional material (chapter books, trade books, recipes, newspapers)	As a language arts program, Houghton Mifflin ENGLISH prepares students to interpret recreational, textual, and functional material.
2.21 K,1,3,4,5,6,7,8,9,10,11 use informational text (trade books, textbooks, magazines, and reference sources)	As a language arts program, Houghton Mifflin ENGLISH prepares students to use informational text.
2.22 K,1,3,4,5,6,7,8,9,10,11 determine differences between fiction and nonfiction selections	TE: 102, 116, 135–138, 139, 140–143, 144–155, 156, 157, 168, 184, 207–208, 304, 341–344 PE: 102, 116, 135–138, 139, 140–143, 144–155, 156, 157, 168, 184, 207–208, 304, 341–344, H15
2.23 5,6,7,8,9,11 analyze the organizational structure, author's style, and text characteristics to determine genre	TE: 20–21, 67, 75, 76, 78, 84–85, 139, 142, 143, 148, 149, 151, 152, 155, 157, 209, 215, 216, 219, 245, 278, 281, 292, 293, 351, 353, 354, 355, 362–363, 367 PE: 20–21, 67, 75, 76, 78, 84–85, 139, 142, 143, 148, 149, 151, 152, 155, 157, 209, 215, 216, 219, 245, 278, 281, 292, 293, 351, 353, 354, 355, 362–363, 367
2.24 K,1,5,9 use illustrations and text as an aid to read for meaning in sentences and paragraphs	TE: 161, 208, 270, 286 PE: 161, 208, 270, 286
2.25 3,4,5,6,7,9,10,11 use context clues to determine a reasonable meaning of an unknown word	These pages can be adapted to help students use context clues to determine a reasonable meaning of an unknown word: TE: 288, 289, 290, 291, 292, 293 PE: 288, 289, 290, 291, 292, 293
2.26 K,1,3,4,5,6,7,8,9,10,11 determine sequence of events from stories and written text	TE: 17, 139, 143, 147, 149, 156, 157, 207 PE: 17, 139, 143, 147, 149, 156, 157
2.27 K,1,3,11 comprehend and follow steps in a process and determine reasons and/or cause-effect relationships related to these steps	TE: 235, 236–237 PE: 235, 236–237

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2.28 5,6,9,10,11 read and comprehend to perform a task	TE: 235, 236–237 PE: 235, 236–237
2.29 3,4,5,6 locate sources of additional information on a specific topic	See Levels 3, 4, 5, 6, 7, and 8
2.30 recall details of a passage and identify the main idea of a selected reading	TE: 90–91 PE: 90–91
2.31 understand first-person narrative	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to understand first-person narrative.
2.32 use figurative language (e.g., similes, metaphors)	TE: 277, 279, 286 PE: 277, 279, 286
2.33 determine relationships of events, characters, and objects in a story with regard to position, function, time, and quantity	These pages can be adapted to help students determine relationships of events, characters, and objects in a story with regard to position, function, time, and quantity: TE: 139, 148, 149 PE: 139, 148, 149
2.34 5,8,10 use graphic organizers such as story maps and Venn diagrams to compare, contrast, and construct meaning	TE: 16, 17, 18, 19, 27, 29, 66, 71, 72, 73, 95, 103, 138, 146, 147, 165, 167, 169, 175, 179, 183, 208, 241, 243, 270, 276, 278, 291, 301, 305, 307, 313, 317, 344, 349 PE: 16, 17, 18, 19, 71, 72, 73, 146, 147, 276, 278, 291, H17, H31, H32, H33, H34
2.35 1,3,4,5,6,7,8,9,10,11 respond to both literal and interpretive comprehension questions after reading a short story selection	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to respond to both literal and interpretive comprehension questions after reading a short story selection.
2.36 K,3,4,5,6,9,11 predict outcomes based upon an understanding of the events and/or characters as described in a story	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to predict outcomes based upon an understanding of the events and/or characters as described in a story.
2.37 3,4 incorporate all key concepts or the larger meaning of the text to select the best title for a selection	TE: 22, 80, 154, 233, 284, 358, 369 PE: 22, 80, 154, 233, 284, 358, 369
2.38 3,4,5,6,7,8,9,11 empathize, relate to, and determine the motivations of characters within a story	TE: 139, 144, 146, 156, 157 PE: 139, 144, 146, 156, 157
2.39 use understanding and prior knowledge to make generalizations in a new situation	These pages can be adapted to help students use understanding and prior knowledge to make generalizations in a new situation: TE: 90–91 PE: 90–91
2.40 3,5,8,10,11 identify author's purpose for writing and the organization used to accomplish	TE: 10, 25, 28, 30, 32, 34, 38, 40, 42, 44, 80, 84–87, 94, 106, 108, 114, 135–137, 139,

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Grade 2
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West Virginia Instructional Goals and Objectives

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that purpose	140–143, 144–145, 154, 156, 157, 158–159, 164, 176, 178, 182, 207–208, 209, 210–211, 212–225, 248, 250, 267–270, 271, 272–273, 274–285, 286, 287, 288–293, 298, 300, 306, 312, 314, 341–344, 345, 346–347, 348–359, 360, 361, 362–369 PE: 10, 25, 28, 30, 32, 34, 38, 40, 42, 44, 80, 84–87, 94, 106, 108, 114, 135–137, 139, 140–143, 144–145, 154, 156, 157, 158–159, 164, 176, 178, 182, 207–208, 209, 210–211, 212–225, 248, 250, 267–270, 271, 272–273, 274–285, 286, 287, 288–293, 298, 300, 306, 312, 314, 341–344, 345, 346–347, 348–359, 360, 361, 362–369
2.41 K,1,3 use visualization techniques to determine and compare similar characteristics of objects described in a passage	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to use visualization techniques to determine and compare similar characteristics of objects described in a passage.
2.42 explain personal reaction to a selection	TE: 25, 80, 154, 222, 284, 358 PE: 25, 80, 154, 222, 284, 358
2.43 discriminate between reality and fantasy and between fact and opinion	TE: 230, 340 PE: 230
2.44 recognize descriptive language in literary works, including but not limited to, poetry	TE: 112, 240, 254, 266, 270, 271, 274–285, 288–289, 290–293 PE: 112, 240, 254, 270, 271, 274–285, 288–289, 290–293
2.45 infer unstated information in a selection by asking "why" questions	TE: 90–91 PE: 90–91
2.46 given a selection, draw conclusions and generate a brief summary	TE: 90–91 PE: 90–91
2.47 given a selection, identify characters, plot, and setting	TE: 139, 140, 141, 142, 144, 145, 146, 147, 149, 150, 151, 156, 157, 158, 160–161 PE: 139, 140, 141, 142, 144, 145, 146, 147, 149, 150, 151, 156, 157, 158, 160–161
2.48 select and read books for independent, recreational reading	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to select and read books for independent, recreational reading.
2.49 participate in creative responses in texts	These pages can be adapted to help students participate in creative responses in texts: TE: 63–66, 135–138, 207–208, 267–270, 288–290, 340–343 PE: 63–66, 135–138, 207–208, 267–270, 288–290, 340–343
2.50 reread to clarify or to comprehend	As a language arts program, Houghton Mifflin

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	ENGLISH prepares students to reread to clarify or to comprehend.
2.51 read aloud with accuracy and comprehension any text that is appropriately designed for second grade	As a language arts program, Houghton Mifflin ENGLISH prepares students to read aloud with accuracy and comprehension any text that is appropriately designed for second grade.
Reading Vocabulary	
2.52 3,4,5,6,7,8,9,10,11 recognize synonyms, antonyms, homonyms, and homophones for identified vocabulary words	TE: 185, 220, 291, 353, 356 PE: 185, 220, 353, 356, H45–H56
2.53 3,4,5,6,7,8,9,10,11 recognize the correct meaning of a multiple-meaning word as presented in text	TE: 69 PE: H9–H10, H11–H12
2.54 3,4,5,6,7,8,9,10,11 apply context clues to determine the meaning of an unknown word	These pages can be adapted to help students apply context clues to determine the meaning of an unknown word: TE: 288, 289, 290, 291, 292, 293 PE: 288, 289, 290, 291, 292, 293
2.55 given a variety of reading material, increase the number of recognized words in presented text	These pages can be adapted to help students increase the number of recognized words in presented text: TE: 288, 289, 290, 291, 292, 293 PE: 288, 289, 290, 291, 292, 293
2.56 identify and use single consonant sounds in initial, medial and final positions in words	As a language arts program, Houghton Mifflin ENGLISH gives students the opportunity to apply this objective.
2.57 identify and use short and long vowels and their sounds	As a language arts program, Houghton Mifflin ENGLISH gives students the opportunity to apply this objective.
2.58 identify and use two and three letter consonant blends and digraphs in initial, medial, and final word positions	As a language arts program, Houghton Mifflin ENGLISH gives students the opportunity to apply this objective.
2.59 identify and use "other vowel" sounds (e.g., diphthongs, digraphs, <i>r</i> -controlled vowels, vowel variants, and schwa sound)	As a language arts program, Houghton Mifflin ENGLISH gives students the opportunity to apply this objective.
2.60 identify consonant and vowel patterns (e.g., CVC, VCV)	As a language arts program, Houghton Mifflin ENGLISH gives students the opportunity to apply this objective.
2.61 differentiate between rhyming and non-rhyming words and word families	TE: 288, 289, 290, 291, 292, 293 PE: 288, 289, 290, 291, 292, 293
2.62 3,4 recognize word parts to decode and assign meaning to words	As a language arts program, Houghton Mifflin ENGLISH prepares students to apply the phonic skills they learn in Reading.

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Grade 2
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2.63 identify and use base/root words in extended words	See Levels 3, 4, 5, 6, 7, and 8.
2.64 identify and use words with suffixes (e.g., <i>-ful, -less</i>) and prefixes (e.g., <i>un-, re-</i>)	See Levels 3, 4, 5, 6, 7, and 8.
2.65 3,4 identify and use words with inflectional endings (e.g., <i>-ed, -ing, -s, -es, -er, -est</i>)	PE: H43
2.66 identify contractions by matching them with the two words being replaced	TE: 162B, 206B, 238B, 266B, 296B PE: H44
2.67 identify compound words	PE: H44
2.68 decode multi syllable words and count syllables	As a language arts program, Houghton Mifflin <i>ENGLISH</i> gives students the opportunity to apply this objective.
2.69 read fluently instructional level texts and sight words from an appropriate grade level list	As a language arts program, Houghton Mifflin <i>ENGLISH</i> gives students the opportunity to apply this objective.
Handwriting	
2.70 maintain appropriate handwriting posture	See Levels K and 1.
2.71 maintain appropriate position of hand/pencil and paper/desk	See Levels K and 1.
2.72 write legible manuscript letters and numerals (0–20) using appropriate strokes	See Levels K and 1.
2.73 evaluate manuscript writing in terms of letter formation, alignment, proportion, spacing, and line quality	See Levels K and 1.
2.74 write legible cursive letters using appropriate strokes and joinings as developmentally appropriate	All writing exercises give students the opportunity to write legibly in cursive, leaving space between letters, words, and the edge of the paper.
2.75 self-evaluate cursive writing in terms of letter formation, alignment, proportion, spacing, and line quality	All writing exercises give students the opportunity to write legibly in cursive, leaving space between letters, words, and the edge of the paper.
Composition	
2.76 use the five-step writing process (e.g., prewrite, draft, revise, edit, publish) across the curriculum	TE: 62, 82, 92, 134, 156, 162, 206, 224, 239, 267, 286, 296, 340, 360 PE: 82, 156, 224, 286, 360
2.77 compose a simple sentence using a subject and predicate	TE: 26, 28, 30, 32, 34, 38, 40, 42, 44, 46, 47, 62, 92, 94, 99–100, 106, 109–110, 111–112, 118, 120, 121, 122, 131, 162, 180, 194, 248, 250, 308 PE: 28, 30, 32, 34, 38, 40, 42, 44, 46, 47, 94, 99–100, 106, 109–110, 111–112, 118, 120, 121, 122, 131, 180, 194, 248, 250, 308

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Grade 2
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West Virginia Instructional Goals and Objectives

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2.78 compose a short paragraph with a clearly identified beginning, middle, and end containing a main idea and supporting details	TE: 12, 18, 19, 62, 71, 83, 84–85, 117, 134, 138, 139, 143, 146, 149, 150, 151, 156, 206, 209, 210, 211, 214, 215, 216, 217, 218, 219, 223, 224, 225, 226–227, 232, 233, 234–235, 239, 245–246, 267, 270, 271, 273, 275, 278, 279, 280, 281, 282, 287, 296, 340 PE: 12, 18, 19, 71, 83, 84–85, 117, 139, 143, 146, 149, 150, 151, 156, 209, 210, 211, 214, 215, 216, 217, 218, 219, 223, 224, 225, 226–227, 232, 233, 234–235, 245–246, 270, 271, 273, 275, 278, 279, 280, 281, 282, 287, H26
2.79 develop various types of writing including, but not limited to: personal narratives, stories, descriptions, friendly letters, book reports, poetry, and journal entries	Most lessons give students the opportunity to develop various types of writing. Here are a few of the many examples: TE: 1B, 32, 62B, 84, 98, 106, 159, 162B, 176, 207, 254, 266B, 293, 306, 312, 359 PE: 32, 84, 98, 106, 159, 176, 207, 254, 293, 306, 312, 359
2.80 use electronic and/or traditional editing strategies to spell words correctly (e.g., proper nouns)	TE: 23, 38, 79, 85, 102, 134B, 153, 206B, 221, 266B, 283, 357, 368 PE: 23, 38, 79, 85, 102, 153, 221, 283, 357, 368
2.81 use appropriate mechanics of print (e.g., capitalization, punctuation)	TE: 26, 37–46, 49, 50, 57–61, 62B, 67, 92B, 92, 134B, 162B, 206B, 239, 239B, 266B, 296B, 296, 297–339, 340B PE: 37–46, 49, 50, 57–61, 67, 297–339, H35–H39
2.82 use conferencing to revise, edit, and clarify writing	TE: 62, 77, 134, 151, 206, 219, 233, 239, 267, 281, 296, 340, 355 PE: 77, 151, 219, 233, 281, 355
Spelling	
2.83 correctly spell basic sight words	PE: H40–H44
2.84 correctly spell consonant sounds in initial, medial, and final positions including blends and digraphs	TE: 340B PE: H40–H44
2.85 correctly spell vowel sounds including long and short vowels, vowel digraphs(e.g., <i>ea</i> as in <i>bread</i> , <i>oa</i> as in <i>boat</i>), and vowel diphthongs (e.g., <i>oi</i> , <i>oy</i> , <i>oo</i> , <i>ou</i> , <i>aw</i> , <i>ow</i> , <i>ew</i>)	TE: 47, 62B, 134B, 206B, 266B PE: H41–H42
2.86 correctly spell nouns, verbs, and root words with inflectional endings (e.g., <i>-d</i> , <i>-ed</i> , <i>-s</i> , <i>-es</i> , <i>-ing</i> , <i>-er</i> , <i>-est</i>)	TE: 97–98, 101–102, 103–104, 119, 121, 126, 127, 128 PE: 97–98, 101–102, 103–104, 119, 121, 126, 127, 128, H40–H44
2.87 make structural changes as needed when adding <i>-ing</i> , <i>-ed</i> , <i>-er</i> , or <i>-est</i> to base/root words ending in silent e	PE: H43
2.88 double a final consonant letter when necessary before adding an ending	PE: H43

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2.89 change final "y" to "i" when necessary before adding an ending	PE: H43
2.90 correctly spell phonetically irregular words (e.g., could, they, one)	PE: H40–H44
2.91 correctly spell irregular verbs and irregular plural nouns (e.g., knew, known, teeth, mice, wives, wolves)	TE: 92B, 134B, 162B, 238B, 266B, 296B PE: H40–H44
2.92 correctly spell contractions	TE: 162B, 206B, 238B, 266B, 296B PE: H44
2.93 correctly spell compound words	PE: H44
2.94 correctly spell words with silent consonants (e.g., <i>kn-</i> , <i>wr-</i> , <i>-mb</i>)	As a language arts program, Houghton Mifflin <i>ENGLISH</i> provides writing opportunities for students to apply this objective.
2.95 use spelling patterns (e.g., taught- caught; light- right)	PE: H42–H43
Language	
2.96 1 alphabetize words to the first, second, and third letters	PE: H3–H6
2.97 differentiate between common and proper nouns	TE: 93–94, 95–96, 105–106, 119, 120, 124, 125, 126, 129, 134B, 193, 198, 266B, 296B, 297–298, 299–300, 301–302, 320, 322, 323, 324, 326, 329, 330, 331, 332 PE: 93–94, 95–96, 105–106, 119, 120, 124, 125, 126, 129, 193, 198, 297–298, 299–300, 301–302, 320, 322, 323, 324, 326, 329, 330, 331, 332, H36
2.98 identify nouns showing possession	TE: 92B, 113–114, 115–116, 120, 132, 133, 134B, 194, 238B, 296B, 327, 340B PE: 113–114, 115–116, 120, 132, 133, 194, 327
2.99 1,3,4,5,6,7,8,9,10,11 capitalize first word in a sentence, pronoun "I," titles and initials, titles of written works, greeting and closing of a letter, and proper nouns (e.g., family names, months of the year, days of the week)	TE: 25, 26B, 26, 37–38, 39–40, 43–44, 45–46, 49, 50, 57, 58, 59, 60, 61, 62B, 67, 84–85, 92B, 105–106, 121, 129, 134B, 159, 162B, 206B, 221, 238B, 238, 266B, 296B, 296, 297–298, 299–300, 301–302, 303–304, 305–306, 309, 319, 320, 322, 323, 324, 326, 329, 330, 331, 332, 333, 334, 338, 339, 340B PE: 25, 37–38, 39–40, 43–44, 45–46, 49, 50, 57, 58, 59, 60, 61, 67, 84–85, 105–106, 121, 129, 159, 221, 297–298, 299–300, 301–302, 303–304, 305–306, 309, 319, 320, 322, 323, 324, 326, 329, 330, 331, 332, 333, 334, 338, 339, H36, H39
2.100 1,3,4,5,6,7,8,9,10,11 identify and use correct punctuation: period (e.g., end of sentence, abbreviations, initials); question mark; exclamation point; comma (e.g., in dates, after greeting and closing of letter, to separate city and	TE: 23, 26B, 26, 37–38, 39–40, 41–42, 43–44, 45–46, 49, 50, 52, 57, 58, 59, 60, 61, 62B, 79, 92B, 113–114, 115–116, 120, 121, 122, 132, 133, 134B, 153, 162B, 183–184, 186, 188, 189, 191, 192, 194, 195, 205, 206B,

Houghton Mifflin *ENGLISH*
Grade 2
correlated to
West Virginia Instructional Goals and Objectives

Instructional Goal and Objective	Houghton Mifflin <i>ENGLISH</i>
state or country, with items in a series); quotation marks; and apostrophe (e.g., contractions, possessives)	238B, 238, 266B, 283, 296B, 296, 303–304, 307–308, 309–310, 312, 313–314, 315–316, 317–318, 319–320, 321, 322, 323, 324, 326, 328, 329, 333, 335, 337, 338, 339, 340B, 357 PE: 23, 37–38, 39–40, 41–42, 43–44, 45–46, 49, 50, 52, 57, 58, 59, 60, 61, 79, 113–114, 115–116, 120, 121, 122, 132, 133, 153, 183–184, 186, 188, 189, 191, 192, 194, 195, 205, 283, 303–304, 307–308, 309–310, 312, 313–314, 315–316, 317–318, 319–320, 321, 322, 323, 324, 326, 328, 329, 333, 335, 337, 338, 339, 357, H35, H37
2.101 1,3,4,5,6,7,8,9,10,11 use correct subject-verb agreement with proper regular and irregular verb formations	TE: 165–166, 167–168, 179–180, 181–182, 187, 188, 189, 190, 194, 195, 197, 198, 203, 204, 327, 340B, 345 PE: 165–166, 167–168, 179–180, 181–182, 187, 188, 189, 190, 194, 195, 197, 198, 203, 204, 327, 345
2.102 1,3,4,5,6,7,8,9,10,11 use past and present tense correctly	TE: 162B, 165–166, 169–170, 173–174, 175–176, 177–178, 179–180, 181–182, 187, 188, 189, 190–191, 194, 195, 197, 199, 200, 201, 202, 203, 204, 206B, 238B, 266B, 296B, 327 PE: 165–166, 169–170, 173–174, 175–176, 177–178, 179–180, 181–182, 187, 188, 189, 190–191, 194, 195, 197, 199, 200, 201, 202, 203, 204, 327, H39
2.103 1,3,4,5,6,7,8,9,10,11 recognize and write correctly formed sentences (e.g., telling, asking, exclamation, command)	TE: 26B, 26, 33–34, 35–36, 37–38, 39–40, 41–42, 43–44, 45–46, 47, 48, 49, 50, 56, 57, 58, 59, 60, 61, 62B, 67, 92B, 134B, 192, 206B, 221, 238B, 266B, 296B, 296, 307, 319, 320, 326, 335 PE: 33–34, 35–36, 37–38, 39–40, 41–42, 43–44, 45–46, 47, 48, 49, 50, 56, 57, 58, 59, 60, 61, 67, 192, 221, 307, 319, 320, 326, 335, H39
2.104 1,3,4,5,6,7,8,9 recognize and correct sentence fragments	TE: 26, 33–34, 35–36, 48, 56, 67, 92B, 192, 221, 266B PE: 33–34, 35–36, 48, 56, 67, 192, 221
2.105 1,3,4,5,6,7,8,9,10,11 identify and correct errors in language expression and sentence construction	TE: 26, 33–34, 35–36, 48, 50, 56, 67, 79, 98, 102, 108, 112, 114, 116, 121, 153, 192, 221, 238B, 248, 250, 257, 309–310 PE: 33–34, 35–36, 48, 50, 56, 67, 79, 98, 102, 108, 112, 114, 116, 121, 153, 192, 221, 248, 250, 257, 309–310, H38
2.106 1,3,4,5,6,7,8,9,10,11 identify sentences that would or would not support ideas in a text	TE: 12, 71, 83, 84–85, 117, 139, 143, 146, 149, 150, 151, 156, 216, 218, 219, 226–227, 245–246, 270, 271, 273, 275, 282, 287 PE: 12, 71, 83, 84–85, 117, 139, 143, 146, 149, 150, 151, 156, 216, 218, 219, 226–227,

Houghton Mifflin *ENGLISH*
Grade 2
correlated to
West Virginia Instructional Goals and Objectives

Instructional Goal and Objective	Houghton Mifflin <i>ENGLISH</i>
	245–246, 270, 271, 273, 275, 282, 287, H26
2.107 write a paragraph using correct form containing a main idea and supporting details	TE: 12, 19, 71, 83, 84–85, 117, 139, 143, 146, 149, 150, 151, 156, 162, 206, 215, 216, 218, 219, 226–227, 233, 245–246, 267, 270, 271, 273, 275, 278, 282, 287, 296 PE: 12, 19, 71, 83, 84–85, 117, 139, 143, 146, 149, 150, 151, 156, 215, 216, 218, 219, 226–227, 233, 245–246, 270, 271, 273, 275, 278, 282, 287, H26
2.108 recognize and appropriately use parts of speech in their own writing (e.g., nouns, pronouns, verbs, adjectives, and adverbs)	Most lessons give students the opportunity to recognize and appropriately use parts of speech in their own writing. Here are a few of the many examples: TE: 92B, 99, 134B, 152, 162B, 182, 239, 251, 283, 300, 329, 356 PE: 99, 152, 182, 239, 251, 283, 300, 329, 356
2.109 1,3,4,5,6,7,8,9,10,11 determine the purpose, audience, and intent of written composition	TE: 4, 5, 6, 7, 10, 15, 17, 20, 21, 24–25, 28, 30, 32, 34, 38, 40, 42, 44, 67, 70, 71, 80, 84–87, 88, 94, 98, 106, 108, 114, 135–137, 139, 140–143, 144–145, 146, 148, 149, 154, 155, 156, 157, 158–159, 164, 176, 178, 182, 207–208, 209, 210–211, 212–225, 248, 250, 267–270, 271, 272–273, 274–285, 286, 287, 288–293, 294–295, 298, 300, 306, 312, 314, 341–344, 345, 346–347, 348–359, 360, 361, 362–369 PE: 4, 5, 6, 7, 10, 15, 17, 20, 21, 24–25, 28, 30, 32, 34, 38, 40, 42, 44, 67, 70, 71, 80, 84–87, 88, 94, 98, 106, 108, 114, 135–137, 139, 140–143, 144–145, 146, 148, 149, 154, 155, 156, 157, 158–159, 164, 176, 178, 182, 207–208, 209, 210–211, 212–225, 248, 250, 267–270, 271, 272–273, 274–285, 286, 287, 288–293, 294–295, 298, 300, 306, 312, 314, 341–344, 345, 346–347, 348–359, 360, 361, 362–369
2.110 6,7,8,9,10,11 organize information and make decisions about what information is necessary and important to include	TE: 12, 15–17, 19, 67, 70, 73, 74, 75, 84–87, 139, 141, 143, 147, 149, 150, 155, 157, 162, 206, 209, 210, 214, 215, 216, 217, 218, 219, 223, 224, 225, 226–227, 231, 232, 238, 266, 271, 276, 293, 345, 350, 351, 352, 362–363, 367 PE: 12, 15–17, 19, 67, 70, 73, 74, 75, 84–87, 139, 141, 143, 147, 149, 150, 155, 157, 209, 210, 214, 215, 216, 217, 218, 219, 223, 224, 225, 226–227, 231, 232, 271, 276, 293, 345, 350, 351, 352, 362–363, 367
Study Skills	
2.111 3,4,5,6,7,9,10,11 determine if a given word is on a dictionary page when guide words are	PE: H7–H8, H9–H10, H11–H12, H15

Houghton Mifflin *ENGLISH*
Grade 2
correlated to
West Virginia Instructional Goals and Objectives

Instructional Goal and Objective	Houghton Mifflin <i>ENGLISH</i>
supplied	
2.112 use the dictionary for spelling and meaning	PE: H9–H10, H11–H12, H15
2.113 acquire organizational skills to manage school materials, personal time management, and information to be studied (e.g., sequence, timeline, mapping)	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to acquire organizational skills to manage school materials, personal time management, and information to be studied.
2.114 5,6,7,8,9,10 given a book, identify the author, illustrator, and title and be able to use the table of contents, glossary, and index	These pages can be adapted to identify the author, illustrator, and title and be able to use the table of contents, glossary, and index: TE: 158–159 PE: 158–159
2.115 follow written directions with multiple steps	TE: 235, 236–237 PE: 235, 236–237
2.116 use a study plan to spell new words (e.g., look–say–spell–write–check)	As a language arts program, Houghton Mifflin <i>ENGLISH</i> provides writing opportunities for students to apply this objective.
2.117 choose/narrow a topic for story paragraph writing	TE: 14–15, 70, 212, 228, 271, 290, 293, 295, 348 PE: 14–15, 70, 212, 228, 271, 290, 293, 295, 348
2.118 adjust reading rate to purpose	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to adjust reading rate to purpose.
2.119 interpret graphic sources (e.g., charts, tables, graphs, lists, schedules, diagrams, maps, and timelines)	TE: 16, 17, 18, 19, 71, 72, 73, 146, 147, 276, 278, 291 PE: 16, 17, 18, 19, 71, 72, 73, 146, 147, 276, 278, 291, H17, H31, H32, H33, H34
2.120 practice and use test-taking strategies (e.g., read directions carefully, read for key words, budget time, read all choices)	TE: 51–52, 83, 122–123, 157, 190–191, 225, 258–260, 287, 323–325, 361 PE: 51–52, 83, 122–123, 157, 190–191, 225, 258–260, 287, 323–325, 361, H19–H20
Computer/Technology	
2.121 use appropriate software to practice and reteach second grade Reading/English language arts instructional objectives	TE: 28, 30, 34, 38, 42, 48, 50, 63, 69, 71, 73, 75, 80, 81, 82, 83, 96, 98, 104, 106, 108, 114, 119, 143, 145, 146, 147, 149, 150, 154, 155, 156, 157, 158, 160–161, 166, 168, 174, 176, 182, 187, 213, 214, 217, 218, 222, 223, 224, 229, 230, 242, 248, 250, 255, 275, 276, 279, 284, 285, 287, 298, 302, 306, 312, 316, 349, 350, 353, 358, 359, 360, 370–371 PE: 50, 63, 69, 71, 73, 75, 79, 80, 81, 82, 83, 121, 135, 143, 145, 147, 149, 150, 153, 154, 156, 157, 158, 181, 211, 214, 217, 218, 221, 222, 223, 224, 225, 229, 230, 257, 273, 275, 276, 279, 283, 284, 285, 286, 287, 322, 341, 347, 349, 350, 353, 357, 358, 359, 360, 361,

Houghton Mifflin *ENGLISH*
Grade 2
correlated to
West Virginia Instructional Goals and Objectives

Instructional Goal and Objective	Houghton Mifflin <i>ENGLISH</i>
	H21–H30, H31
2.122 demonstrate correct keyboarding posture and finger placement for the home row keys	These pages can be adapted to help students demonstrate correct keyboarding posture and finger placement for the home row keys: TE: 79, 149, 153, 219, 221 PE: 79, 149, 153, 219, 221, H23–H30
2.123 on a keyboard, locate and use symbol keys (e.g., period, question mark, Caps Lock, arrow keys, shift, and ESC)	These pages can be adapted to help students locate and use symbol keys on a keyboard: TE: 79, 149, 153, 219, 221 PE: 79, 149, 153, 219, 221, H23–H30
2.124 using a word processing program, input information such as spelling words, vocabulary words and definitions, journal writing, etc.	These pages can be adapted to help students input information using a word processing program: TE: 79, 149, 153, 219, 221 PE: 79, 149, 153, 219, 221, H23–H30
2.125 use a mouse to "click and drag"	These pages can be adapted to help students use a mouse to "click and drag": TE: 79, 149, 153, 219, 221 PE: 79, 149, 153, 219, 221, H23–H30
2.126 execute a program from disk and/or CD-ROM	These pages can be adapted to help students execute a program from disk and/or CD-ROM: TE: 79, 149, 153, 219, 221 PE: 79, 149, 153, 219, 221, H23–H30
2.127 identify the uses of technology in the community	These pages can be adapted to help students identify the uses of technology in the community: TE: 79, 149, 153, 219, 221 PE: 79, 149, 153, 219, 221, H23–H30
2.128 describe the right of an individual to ownership of his/her (computer) work	These pages can be adapted to help students describe the right of an individual to ownership of his/her (computer) work: TE: 79, 149, 153, 219, 221 PE: 79, 149, 153, 219, 221, H23–H30
2.129 identify the function of the various components of a computer system (e.g., monitor, keyboard, CPU, disk drive, CD-ROM, printer, etc)	These pages can be adapted to help students identify the function of the various components of a computer system: TE: 79, 149, 153, 219, 221 PE: 79, 149, 153, 219, 221, H23–H30
2.130 use graphic software to read and interpret information from charts and bar graphs (2.119)	These pages can be adapted to help students use graphic software to read and interpret information from charts and bar graphs: TE: 79, 149, 153, 219, 221 PE: 79, 149, 153, 219, 221, H23–H30