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**Houghton Mifflin Company**  
**Kindergarten**  
correlated to  
**Milwaukee English Language Arts Kindergarten**

### B. WRITING

By the end of Kindergarten, students will:

#### B.K.1. Create or produce writing to communicate with different audiences for a variety of purposes.

- Begin to understand the relationship between oral and written language.  
  - Being a Good Writer, TE: 19; AM: 53; PB: GS-E

- Place information on a graphic organizer appropriately after the teacher has modeled the concept.  
  - KWL Chart, TE: 206  
  - Charts and Graphs with Facts, TE: 205, 218, 225; AM: 122–123; PB: 8G

- Begin writing words and simple sentences such as declarative, exclamatory, imperative, and interrogative after the teacher has modeled the concepts.  
  - Composing a Sentence, TE: 80, 81, 88, 89; AM: 77–79, 85–87; PB: 3A, 3B, 3H  
  - Exclamations, TE: 110; AM: 90; PB: 4D  
  - Questions, TE: 79, 80–81, 84, 90, 91, 110; AM: 77–79, 81, 90; PB: 3A, 3B, 3F, 4D  
  - Statements, TE: 79, 80–81, 84, 90, 91, 110; AM: 77–79, 81, 90; PB: 3A, 3B, 3F, 4D

- 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.  
  - Composing a Story, TE: 150–169; AM: 102–109; PB: 6A, 6B, 6C, 6D, 6E, 6F, 6G  
  - Writing Reports, TE: 208–210, 219–221, 222–223; AM: 119; PB: 8A, 8H  
  - Composing a Description, TE: 124–143; AM: 94, 95, 96, 97, 98, 99, 100, 101; PB: 5A, 5B, 5C, 5D, 5E, 5F, 5G  
  - Composing Instructions, TE: 176–195; AM: 110–117; PB: 7A, 7B, 7C, 7D, 7E, 7F, 7G  
  - Composing a Personal Narrative, TE: 98–117; AM: 88–93; PB: 4A, 4B, 4C, 4D, 4E, 4F, 4G

#### B.K.2. Plan, revise, edit, and publish clear and effective writing.

- Begin to use the writing process to revise and edit work.  
  - Revising, TE: 115, 141, 167, 192, 220  

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TE = Teacher’s Edition  
AM = Activity Master  
PB = Poster Book
### Milwaukee English Language Arts

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<td>Explain the extent and reasons for revision in conference with a teacher.</td>
<td>Conferencing, TE: 116, 142, 168, 194, 222</td>
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**B.K.3. Discuss literary and nonliterary texts.**

- Recognize and discuss basic story elements such as character, plot and setting.
  - Story Characters, TE: 76, 77, 151, 155, 166
  - Plot of a Story, TE: 155
  - Setting of a Story, TE: 155, 166

- Discuss the actions of minor characters.
  - Minor Characters, TE: 155

- Begin to identify major literary elements such as: characters, setting, plot.
  - Story Characters, TE: 76, 77, 151, 155, 166
  - Setting of a Story, TE: 155, 166
  - Plot of a Story, TE: 155

**C. Oral Language**

By the end of Kindergarten, students will:

- Restate the ideas of others.
  - Restating Ideas of Others, TE: 34, 91, 132, 143, 195, 223

- Read aloud in a proper tone so that others can hear and understand.
  - Oral Reading, TE: 65, 81, 89, 115, 117, 143, 158, 169, 178, 184, 195, 210, 223

- Begin to draw pictures and write words and explain them.
  - 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

- Tell a story about one’s self.

- Distinguish reality and fantasy.
  - Real vs. Make-Believe, TE: 113, 203, 207

**C.K.1. Listen to and comprehend oral communications.**

- Follow basic directions.
  - Follows Oral Directions, TE: 34, 42, 177, 178, 180–181, 185, 253

- Listen for various purposes.
  - 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

- Summarize the main points of a story or discussion.
  - Oral Summaries, TE: 212

- Retell stories and reports of events in proper sequence.
  - 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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By the end of Kindergarten, students will:

**D. LANGUAGE**

- Gain familiarity with picture dictionaries while learning the rules of alphabetizing.
  
  Dictionary, TE: 216–217; AM: 121; PB: 8F
  Letters of the Alphabet in a Dictionary, TE: 217; PB: 8F
  Letters of the Alphabet in Order, TE: 28, 30, 32, 216, 225;
  AM: 121; PB: 1A, 1B

- Gain familiarity with antonyms, synonyms, and homonyms and increase vocabulary by making selections from these categories of words.
  
  Synonyms, TE: 137, 145; AM: 99
  Antonyms, TE: 163, 214; AM: 107; PB: 6E
  Homophones, TE: 78

- Begin to learn the rules of written and spoken standard English.
  
  PB: 1D, 2D, 3F, 4C, 4D, 4E, 5D, 5E, 6C, 6D, 7D, 7E, 8D, 8E
### E. RESEARCH

By the end of Kindergarten, students will:

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| • Begin to identify sentence elements such as subjects, verbs, and objects. | Composing a Sentence, TE: 80, 81, 88, 89; AM: 77–79, 85–87; PB: 3A, 3B, 3H  
Identifying Verbs, TE: 84, 91, 162; AM: 106; PB: 6D  
Subject-Verb Agreement, TE: 213, 224; AM: 120; PB: 8D |

**E. RESEARCH**

By the end of Kindergarten, students will:

- Ask simple questions in order to collect information.
- Convey information in their own words.
- Use picture dictionaries when appropriate to gather information.
- Discern the differences between fiction, nonfiction, and reference materials.

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<td>Asking a Research Question, TE: 203, 204, 206, 209, 219, 222; PB: 8H</td>
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<td>• Convey information in their own words.</td>
<td>Oral Reports, TE: 211; PB: 8B</td>
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<td>• Use picture dictionaries when appropriate to gather information.</td>
<td>Using Dictionaries to Gather Information, TE: 217, 227; PB: 8F</td>
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<tr>
<td>• Discern the differences between fiction, nonfiction, and reference materials.</td>
<td>Comparing Fiction, Nonfiction, Reference Materials, TE: 212, 217, 227; PB: 8F</td>
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