

**WRITE SOURCE © 2006**

**Correlation to the  
Mississippi Curriculum Frameworks  
Language Arts  
Grade 2**



**YOUR MISSISSIPPI GREAT SOURCE REPRESENTATIVES**

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**Annotated Teacher Edition**  
**CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS**  
**Language Arts**  
**Grade 2**

<b>Competencies and Objectives</b>	<b>Pupil Edition Page References</b>	<b>ATE Page References</b>
<b>1. The student will use word recognition and vocabulary (word meaning) skills to communicate.</b>		
a. The student will apply knowledge of phonological and phonemic awareness. (Phonological and phonemic awareness skills are <u>oral</u> skill. Once the skills are paired with print, the activity becomes a phonics activity). 1) Continue to identify and count the number of syllables in a spoken word.		NA
2) Add, delete, substitute, or begin to transpose a phoneme to change a spoken word in the initial, medial, and final position (e.g., Add /b/ to “at” = bat; or take /k/ from “cat” = at; change /i/ in hit to /a/ = hat. What happens when you change “spot” to “stop”?)		NA
3) Blend and segment spoken words into syllables and syllables into phonemes.		NA

Competencies and Objectives	Pupil Edition Page References	ATE Page References
<p>b. The student will use word recognition skills for multi-syllabic words.</p> <p>1) Use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondence to decode unknown words.</p> <p>Examples: Vowel digraphs: /oa/ in road, /ea/ in read  Diphthongs: /oi/, /oy/, /ou/, /ow/, /ew/  R-controlled: er = r in fern; ir = /r/ in bird; ur = /r/ in turn</p>		NA
<p>2) Read words derived from word families (e.g., -it, -at, -ite, -ate).</p>		NA
<p>3) Use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.)</p>		The opportunity to address this objective is available on the following pages: 409-418
<p>4) Use inflectional endings (e.g., -s, es, -ed, or -ing) to produce or analyze new words.</p>		372
<p>5) Identify and create compound words.</p>		NA
<p>6) Identify and create contractions (e.g., can + not = can't) correctly.</p>		325, 390-391
<p>7) Read 200 to 300 high frequency and/or irregularly spelled words in connected text. <u>(A second grader should read approximately 90 to 100 words correct per minute in connected text by the end of second grade.)</u></p>		The opportunity to address this objective is available on the following pages: 409-418

<b>Competencies and Objectives</b>	<b>Pupil Edition Page References</b>	<b>ATE Page References</b>
c. The student use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to analyze words.		The opportunity to address this objective is available on the following pages: 254-255, 368-371
d. The student will manipulate and analyze roots affixes (e.g., un-, re-, <b>mis-</b> , <b>pre-</b> , -s, -es, -ed, -ing, <b>-y</b> , <b>-ly</b> , <b>-er</b> , <b>-est</b> , <b>-ful</b> , and <b>-less</b> ) to understand unfamiliar words.		373-374
e. The student will develop and apply knowledge of words and word meanings to communicate. 1) Identify and begin to generate words into categories.		NA
2) Determine the relationship between pairs of words (e.g., icicles/Popsicle's, over/heater, friend/enemy, gloves/socks, etc.)		NA
f. The student will identify and use synonyms, antonyms, and homonyms.		255, 419-425, 426-427
g. The student will use context to determine the meanings of unfamiliar or multiple meaning words.		370-371
h. The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., personal dictionary, elementary dictionary, <b>glossary</b> , teacher, or peer as a resource.)		244-257
<b>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, or complexity.</b>		

Competencies and Objectives	Pupil Edition Page References	ATE Page References
a. The student will use text features, parts of a book, and text structures to analyze text. <ol style="list-style-type: none"> <li>1) Text features – titles, headings, captions, illustrations, graphs, <b>captions, charts</b>, etc.</li> </ol>		377-379
<ol style="list-style-type: none"> <li>2) Parts of a book – title page, title, author, illustrator, table of contents, <b>glossary</b>, etc.</li> </ol>		251
<ol style="list-style-type: none"> <li>3) Text structures- fiction, nonfiction, description, sequential order, simple <b>cause and effect</b>, etc.</li> </ol>		48, 164-205
b. The student will analyze texts in order to identify, understand, infer, or synthesize information. <ol style="list-style-type: none"> <li>1) <u>Answer literal and simple inferential who, what, when, where, why, how, and what if questions.</u></li> </ol>		The opportunity to address this objective is available on the following pages: 164-205
<ol style="list-style-type: none"> <li>2) <u>Answer literal and simple inferential questions about main characters, settings and events.</u></li> </ol>		The opportunity to address this objective is available on the following pages: 164-181, 192-197
<ol style="list-style-type: none"> <li>3) Answer literal and simple inferential questions about characters' actions, motives, traits, and emotions.</li> </ol>		The opportunity to address this objective is available on the following pages: 164-181, 192-197

<b>Competencies and Objectives</b>	<b>Pupil Edition Page References</b>	<b>ATE Page References</b>
4) Identify stated main idea and some details in narrative text or the topic and some details in informational text.		The opportunity to address this objective is available on the following pages: 164-181, 192-197
5) Determine simple causes and effects.		NA
6) Identify simple facts and opinions.		NA
7) Draw conclusions based on information from narrative and/or informational text.		The opportunity to address this objective is available on the following pages: 164-197
8) Identify and discuss the theme of a text.		The opportunity to address this objective is available on the following pages: 164-181, 192-197
c. The student will recognize or generate an appropriate summary or paraphrasing of the events or ideas in text, citing text-based evidence. 1) Retell a story orally and in writing including characters, setting, problem, important events, and resolution.		170-181, 208-217, 286-291

<b>Competencies and Objectives</b>	<b>Pupil Edition Page References</b>	<b>ATE Page References</b>
2) Arrange in sequential order a listing of events found in narrative and/or informational text.		The opportunity to address this objective is available on the following pages: 170-181, 182-191, 192-197
<p>d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence.</p> <p>1) Interpret text through moving, drawing, speaking, acting, or singing.</p>		The opportunity to address this objective is available on the following pages: 208-241, 286-291
2) Make connections between self and characters and events in text.		The opportunity to address this objective is available on the following pages: 164-169, 170-181, 192-197
3) Compose visual images.		The opportunity to address this objective is available on the following pages: 164-205

Competencies and Objectives	Pupil Edition Page References	ATE Page References
4) Identify favorite passages and explain why the passage is a favorite, citing text-based evidence.		The opportunity to address this objective is available on the following pages: 164-197
<b>3. The student will express, communicate, or evaluate ideas effectively.</b>		
<p>a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing and publishing/sharing) to compose or edit.</p> <p>1) <u>Planning</u></p> <ul style="list-style-type: none"> <li>▪ Use a variety of graphic organizers (e.g., Venn diagram, bubble maps, story maps etc.) to generate and organize ideas.</li> </ul>		6, 9, 15, 25-26, 27, 54-55, 59, 61, 66-67, 74-75, 91, 93, 100-101, 108-109, 125, 127, 134-135, 142-143, 159, 166, 172, 173, 184-185, 194-195, 200-201, 211-212, 220-221, 222, 230-232, 237, 262-267, 281, 288-289, 352-357, 504, 514, 524, 529, 533, 544, 550

Competencies and Objectives	Pupil Edition Page References	ATE Page References
<p>2) <u>Drafting</u></p> <ul style="list-style-type: none"> <li>▪ Begin to transfer thoughts from graphic organizers into sentences and simple paragraphs.</li> </ul>		<p>6, 10, 15, 28, 46-47, 48-49, 56, 59, 61, 68, 76-81, 91, 93, 102, 110-115, 125, 127, 136, 144-145, 159, 167, 174, 177, 186-187, 196-197, 202-203, 213-215, 223-225, 233, 238-241, 268-273, 282, 290, 358</p>
<p>3) <u>Revising</u></p> <ul style="list-style-type: none"> <li>▪ Begin to revise sentences and/or paragraphs for organization, to add details, and to clarify ideas.</li> </ul>		<p>6, 11, 15, 29, 57, 59, 69, 82-83, 91, 93, 103, 116-117, 125, 127, 137, 146-147, 168, 178, 188, 216-217, 226-227, 234-235, 274-275, 282, 522, 523, 526, 528, 531, 534, 536, 539, 541, 545, 547, 549, 551, 553, 556</p>

Competencies and Objectives	Pupil Edition Page References	ATE Page References
4) <u>Editing</u> <ul style="list-style-type: none"> <li>▪ Edit for capitalization, punctuation, and spelling.</li> </ul>		7, 12, 15, 30-31, 57, 59, 61, 69, 84-85, 91, 93, 103, 118-119, 125, 127, 137, 148-149, 159, 169, 179, 189, 216-217, 226-227, 234-235, 276-277, 282, 381-418, 518-519, 520, 527, 528, 532, 534, 537, 540, 542, 546, 547, 551-553, 559
5) <u>Publishing/Sharing</u> <ul style="list-style-type: none"> <li>▪ Publish writing by displaying, retelling, and/or reading written ideas.</li> </ul>		7, 13, 15, 36-41, 59, 86, 91, 93, 120, 125, 127, 150, 151, 159, 190, 278-279, 282, 291
b. The student will compose descriptive text containing specific details.		52-61
c. The student will compose narrative text with a beginning, middle, and end.		64-95
d. The student will compose informational text with a main idea and supporting details.		104-121, 124-125, 258-279
e. The student will generate questions and use one source to locate the answers.		244-257, 258-279

Competencies and Objectives	Pupil Edition Page References	ATE Page References
<b>4. The student will use Standard English to communicate.</b>		
a. The student will use Standard English grammar. 1) Nouns (e.g., singular, plural, <b>common, proper, possessive</b> )		313-319, 402-405, 438, 440
2) Verbs, <b>helping verbs</b> and <b>irregular verbs</b>		327, 448-449
3) Verb tense (e.g., past, present, and future)		329, 446-447
4) Subject/verb agreement		330-331, 344
5) Articles and conjunctions		334, 450, 456-457
6) Adjectives (e.g., possessive, comparative, superlative)		332-335, 450-453
7) Prepositions		456-457
8) Pronouns (e.g., subject pronouns, singular pronouns, plural pronouns)		320-325, 442-443
9) Adverbs		336-337, 454-455
b. The student will use Standard English mechanics to compose or edit. 1) End punctuation (e.g., period, question mark, exclamation mark)		381-385
2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)		406-408
3) Commas (e.g., dates, <b>series, addresses</b> , greetings and closings in a friendly letter)		386-389
4) Quotation marks (e.g., quotations)		78, 394-395

Competencies and Objectives	Pupil Edition Page References	ATE Page References
5) Apostrophes (e.g., contractions, <b>possessives</b> )		318, 390-393, 440
6) Colons (e.g., in notation of time)		NA
7) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, <b>holidays, titles, initials</b> , the pronoun “I”)		398-401
8) Spell words commonly found in second grade level text.		The opportunity to address this objective is available on the following pages: 409-417
9) Write words and sentences legibly.		The opportunity to address this objective is available throughout the text.
c. The student will use varied sentence structures. 1) Analyze sentences to determine purpose (e.g., declarative/telling, interrogative/question, exclamatory/strong feeling, <b>imperative/command or request</b> ).		338-349, 429-436
2) Compose declarative/telling, interrogative/question, exclamatory/strong feeling, <b>imperative/command or request</b> sentences.		338-349, 429-436
3) Compose simple or compound sentences.		338-349, 429-436



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