



Journeys

Grade 2

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correlated to the

**Indiana Academic Standards
English/Language Arts
Grade 2**



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Standard	Descriptor	Teacher Edition Citations
1. READING: Word Recognition, Fluency, and Vocabulary Development		
	<i>Phonemic Awareness</i>	
2.1.1	Demonstrate an awareness of the sounds that are made by different letters by:	
•	distinguishing beginning, middle, and ending sounds in words.	Unit 1: T291, T303, T389, T401, T425, T433 Unit 3: T105, T110, T117, T118, T134, T293, T298, T305, T306, T327, T328, T335, T336, T345 Unit 4: T109, T121, T145, T153 Unit 5: T335, T336, T345, T346, T355 Unit 6: T13, T18, T25, T49, T57, T67
•	rhyming words.	Unit 5: T109, T114, T121, T122
•	clearly pronouncing blends and vowel sounds.	Unit 1: T199, T204, T211, T212 Unit 2: T54-T55 Unit 4: T50, T114, T122, T154, T155, T163, T239, T240, T249, T250, T251, T346, T442 Unit 5: T58 Unit 6: T26, T58, T155, 205, T210, T217, T218, T239, T247, T248, T257
	<i>Decoding and Word Recognition</i>	
2.1.2	Recognize and use knowledge of spelling patterns (such as <i>cut/cutting, slide/sliding</i>) when reading.	Unit 2: T236-T237, T246-T247, T274, T302-T305, T310-T311, T345, T366-T367 Unit 3: T18-T21, T26-T27, T56, T78-T79, T92, T140, T176, T234, T270 Unit 4: T18-T21, T26-T27, T58, T80-T81, T94 Unit 5: T144-T145, T154, T182, T190

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2.1.3	Decode (sound out) regular words with more than one syllable (<i>dinosaur, vacation</i>).	Unit 1: T44-T45, T54, T82, T90, T138-T139, T148, T176, T184, T426, T435 Unit 2: T334-T335, T344, T372, T380 Unit 3: T48
2.1.4	Recognize common abbreviations (<i>Jan., Fri.</i>).	Unit 1: T154 Unit 3: T396, T420, T430, T446-T447, T474
2.1.5	Identify and correctly use regular plural words (<i>mountain/mountains</i>) and irregular plural words (<i>child/children, mouse/mice</i>).	Unit 1: T398, T422, T430, T446-T447, T474 Unit 2: T22, T42, T50, T66-T67, T90, T444 Unit 3: T62
2.1.6	Read aloud fluently and accurately with appropriate changes in voice and expression.	Unit 1: T21, T46-T47, T83, T299, T330-T331, T367, T368-T374 Unit 2: T21, T47, T83, T84-T87 Unit 3: T21, T49, T85, T86-T89, T115, T141, T177, T178-T181 Unit 4: T213, T242-T243, T279, T280-T283, T405, T435, T475, T476-T479 Unit 5: T309, T338-T339, T375, T376-T379 Unit 6: T117, T146-T147, T183, T184-T187, T307, T336-T337, T373, T374-T377
2.1.11	Know and use common word families (such as <i>-ale, -est, -ine, -ock, -ump</i>) when reading unfamiliar words	Unit 5: T240-T241, T250, T278, T286 Unit 6: T430-T431, T440, T472, T480
<i>Vocabulary and Concept Development</i>		
2.1.7	Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).	Unit 2: T348-T349, T378-T378, T381 Unit 4: T158-T159, T188-T189, T191, T350-T351, T380-T381, T383 Unit 5: T350-T351, T380-T381, T383 Unit 6: T158-T159, T188-T189, T191, T348-T349, T378-T379, T381
2.1.8	Use knowledge of individual words to predict the meaning of unknown compound words (<i>lunchtime, lunchroom, daydream, raindrop</i>).	Unit 2: T250-T251, T280-T281, T283
2.1.9	Know the meaning of simple prefixes (word parts added at the beginning of words such as <i>un-</i>) and suffixes (word parts added at the end of words such as <i>-ful</i>).	Unit 2: T348-T349, T378-T379, T381 Unit 3: T60-T61, T90-T91, T93 Unit 4: T350-T351, T380-T381, T383446-T447, T480-T481, T483 Unit 6: T158-T159, T188-T189, T191

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2.1.10	Identify simple multiple-meaning words (<i>change, duck</i>).	Unit 1: T244-T245, T274-T275, T277 Unit 5: T254-T255, T284-T285, T287 Unit 6: T62-T63, T92-T93, 95
2. READING: Comprehension and Analysis of Nonfiction and Informational Text		
<i>Structural Features of Informational and Technical Materials</i>		
2.2.1	Use titles, tables of contents, and chapter headings to locate information in text.	Unit 1: T56 Unit 2: T277, T278, T414 Unit 4: T60, T156, T444 Unit 5: T156 Unit 6: T60, T156, T224, T226, T229, T230, T278-T281, T414, T442, T474-T477
2.2.11	Identify text that uses sequence or other logical order (alphabetical order or time).	Unit 1: T130 Unit 2: T155, T225, T422 Unit 4: T157 Unit 5: T156-T157, T252-T253
<i>Analysis of Grade-Level-Appropriate Nonfiction and Informational Text</i>		
2.2.2	State the purpose for reading. Example: Read an informational text about pets to decide what kind of animal would make the best pet	Unit 1: T56, T125, T436 Unit 2: T223, T415, T440 Unit 3: T219 Unit 6: T225
2.2.3	Use knowledge of the author’s purpose(s) to comprehend informational text. Example: Read an informational text that compares different people, animals, or plants, such as <i>What Do You Do with a Tail Like This?</i> by Robin Page and Steve Jenkins.	Unit 1: T129 Unit 2: T229, T417, T421, T422, T423 Unit 3: T218, T221, T222, T224, T272-T275 Unit 4: T157
2.2.4	Ask and respond to questions (<i>when, who, where, why, what if, how</i>) to aid comprehension about important elements of informational texts. Example: After reading a short account about the first man on the moon, ask and answer <i>why, what if, and how</i> questions to understand the lunar landing.	Unit 1: T125-T133, T178-T181, T242-T243 Unit 2: T276-T279, T414-T424, T472-T475 Unit 3: T218-T229, T272-T275, T338-T339 Unit 4: T60-T61, T156-T157 Unit 5: T252-T253, T280-T283, T444-T445 Unit 6: T60-T61, T156-T157, T224-T235

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2.2.5	Restate facts and details or summarize the main idea in the text to clarify and organize ideas. Example: Summarize information learned from a text, such as detail about ant colonies stated in <i>Ant Cities</i> by Arthur Dorros or reported about spider webs in <i>Spider Magic</i> by Dorothy Hinshaw Patent.	Unit 1: T133, T181 Unit 2: T222, T224, T226, T228, T231, T276-T279, T416, T425 Unit 3: T218, T225, T229 Unit 5: T280-T283 Unit 6: T224, T226, T232
2.2.6	Recognize cause-and-effect relationships in a text. Example: Read an informational book that explains some common scientific causes and effects, such as the growth of a plant from a seed or the effects of different weather patterns, such as too much snow or rain at one time causing flooding.	Unit 2: T417 Unit 3: T226 Unit 6: T232, T235
2.2.7	Interpret information from diagrams, charts, and graphs. Example: Use a five-day weather chart or a weather chart on the Internet to determine the weather for the coming weekend.	Unit 1: T128, T436 Unit 2: T32, T84-T87, T154-T155, T440 Unit 4: T444-T445 Unit 5: T444-T445 Unit 6: T60-T61, T156-T157
2.2.8	Follow two-step written instructions.	Unit 3: R5 Unit 5: T156-T157
2.2.9	Use context (the meaning of the surrounding text) to understand word and sentence meanings.	Unit 1: T56, T127, T13 1, T242, T436 Unit 2: T154, T226, T416, T419, T420, T440 Unit 3: T221, T222, T222, T338 Unit 4: T60, T156, T444 Unit 5: T156, T252, T444 Unit 6: T60, T156, T226, T228, T233
2.2.10	Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as <i>before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when</i> or cause and effect, such as <i>because, since, therefore, so</i>).	Unit 1: T126, T131 Unit 2: T418 Unit 3: T225 Unit 5: T280-T283 Unit 6: T227, T230, T233

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3. READING: Comprehension and Analysis of Literary Text		
<i>Analysis of Grade-Level-Appropriate Literary Text</i>		
2.3.1	Compare plots, settings, and characters presented by different authors. Example: Read and compare <i>Strega Nona</i> , an old Italian folktale retold by Tomie DePaola, with <i>Ox-Cart Man</i> by Donald Hall.	Unit 1: T57, T64, T243, T341, T348, T444 Unit 2: T162, T256, T347 Unit 3: T59, T66, T158, T346 Unit 4: T253, T260, T356, T476-T479 Unit 5: T157, T349, T356 Unit 6: T68, T251, T347, T354, T374-T377
2.3.2	Create different endings to stories and identify the problem and the impact of the different ending. Example: Read a story, such as <i>Fin M’Coul – The Giant of Knockmany Hill</i> , Tomie DePaola’s retelling of an Irish folktale. Then, discuss different possible endings to the story, such as how the story would change if Fin’s wife had not helped him or if Fin were not a giant.	Unit 5: T331
2.3.3	Compare and contrast versions of same stories from different cultures. Example: Compare fairy tales and folktales that have been retold by different cultures, such as <i>The Three Little Pigs</i> and the southwestern/Latino version <i>The Three Little Javelinas</i> by Susan Lowell, or <i>Cinderella</i> and the African version, <i>Mufaro’s Beautiful Daughters</i> by John Steptoe.	Unit 1: T122-T124 Unit 4: T414-T416 Unit 6: T347, T374-T377
2.3.4	Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry or fiction. Example: Listen to or read the rhymes for each letter of the alphabet in <i>A My Name Is Alice</i> by Jane Bayer. Tell what effects the writer uses to make the poems fun to hear.	Unit 1: T150 Unit 2: T248 Unit 3: T134, T244 Unit 4: T252 Unit 5: T60 Unit 6: T250
2.3.5	Confirm predictions about what will happen next in a story	Unit 1: T36 Unit 3: T39, T126 Unit 4: T32, T36, T416 Unit 5: T128 Unit 6: T32, T84, T318

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2.3.6	Recognize the difference between fantasy and reality.	Unit 4: R4
2.3.7	Identify the meaning or lesson of a story.	Unit 1: T340-T341 Unit 2: T327, T346-T347 Unit 5: T348-T349
4. WRITING: Processes and Features		
<i>Organization and Focus</i>		
2.4.1	Create a list of ideas for writing.	Unit 1: T352-T353 Unit 2: T331, T341, T351, T358-T359 Unit 3: T145, T333 Unit 4: T247, T343 Unit 5: T343 Unit 6: T341, T351
2.4.2	Organize related ideas together to maintain a consistent focus.	Unit 1: T68-T69, T325, T345, T352-T353 Unit 2: T139, T166, T358-T359 Unit 3: T53, T145, T239, T343, T350-351, T421 Unit 4: T55, T151, T335, T353, T360-T361, T431 Unit 5: T55, T141, T151, T247 Unit 6: T55, T151
<i>Research Process and Technology</i>		
2.4.3	Find ideas for writing stories and descriptions in pictures or books.	Unit 1: T325, T335 Unit 4: T47 Unit 5: T55, T141, T247, T333, T343, T353 Unit 6: T237, T331, T341, T351
2.4.4	Understand the purposes of various reference materials (such as a dictionary, thesaurus, or atlas).	Unit 2: T65, T257 Unit 3: R3, T253

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2.4.5	Use a computer to draft, revise, and publish writing.	Unit 1: T68-T69, T162-T163, T254-T255, T448-T449 Unit 2: T68-T69, T166-T167, T260-T261, T452-T453 Unit 3: T70-T71, T162-T163, T256-T257, T448-T449 Unit 4: T72-T73, T168-T169, T264-T265, T456-T457 Unit 5: T72-T73, T168-T169, T264-T265, T456-T457 Unit 6: T72-T73, T168-T169, T262-T263, T454-T455
<i>Evaluation and Revision</i>		
2.4.6	Review, evaluate, and revise writing for meaning and clarity.	Unit 1: T68-T69, T162-T163, T254-T255, T345, T448-449 Unit 2: T68-T69, T166-T167, T260-261, T452-453 Unit 3: T70-T71, T162-163, T256-257, T448-T449 Unit 4: T72-T73, T168-T169, T264-T265, T456-T457 Unit 5: T72-T73, T168-T169, T264-T265, T456-T457 Unit 6: T72-T73, T168-T169, T262-T263, T454-T455
2.4.7	Proofread one’s own writing, as well as that of others, using an editing checklist or list of rules.	Unit 1: R13, T68-T69, T162-T163, T254-T255, T448-449 Unit 2: R13, T68-T69, T166-T167, T260-261, T452-453 Unit 3: R13, T70-T71, T162-163, T256-257, T448-T449 Unit 4: R13, T72-T73, T168-T169, T264-T265, T456-T457 Unit 5: R13, T72-T73, T168-T169, T264-T265, T456-T457 Unit 6: R13, T72-T73, T168-T169, T262-T263, T454-T455
2.4.8	Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.	Unit 1: T68-T69, T162-T163, T254-T255, T448-449 Unit 2: T68-T69, T166-T167, T260-261, T452-453 Unit 3: T70-T71, T162-163, T256-257, T448-T449 Unit 4: T72-T73, T168-T169, T264-T265, T456-T457 Unit 5: T72-T73, T168-T169, T264-T265, T456-T457 Unit 6: T65, T72-T73, T168-T169, T262-T263, T454-T455

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5. WRITING: Applications (Different Types of Writing and Their Characteristics)		
2.5.1	<p>Write brief narratives based on experiences that:</p> <ul style="list-style-type: none"> • move through a logical sequence of events (chronological order, order of importance). • describe the setting, characters, objects, and events in detail. <p>Example: Write a story about an experience that took place during a certain season in the year: spring, summer, fall, or winter. Tell the story in the order that it happened and describe it in enough detail so that the reader can picture clearly the place, people, and events.</p>	Unit 1: T23, T41, T51, T61, T68-T69, T115, T135, T145, T155, T162-T163, T209, T227, T237, T247, T254-T255, T301, T325, T335, T345, T352-T353, T399, T423, T431, T441, T448, T449
2.5.2	<p>Write a brief description of a familiar object, person, place, or event that:</p> <ul style="list-style-type: none"> • develops a main idea. • uses details to support the main idea. <p>Example: Write a descriptive piece on a topic, such as <i>Houses Come in Different Shapes and Sizes</i>.</p>	Unit 1: T209, T227, T237, T247, T254, T255
2.5.3	<p>Write a friendly letter complete with the date, salutation (greeting, such as <i>Dear Mr. Smith</i>), body, closing, and signature.</p> <p>Example: Write a letter to the police department in your town asking if someone can come to your classroom to talk about bicycle safety.</p>	Unit 1: T115, T135, T145, T155, T162, T163
2.5.4	Write rhymes and simple poems.	Unit 6: T55
2.5.5	Use descriptive words when writing.	Unit 1: T209, T227, T237, T247, T254, T255 Unit 4: T215, T237, T247, T257, T264, T265
2.5.6	<p>Write for different purposes and to a specific audience or person.</p> <p>Example: Write a description of your favorite book to recommend the book to a friend.</p>	Unit 3: T117, T137, T145, T155, T162, T163 Unit 6: T119, T141, T151, T161, T168-T169

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2.5.7	<p>Write responses to literature that:</p> <ul style="list-style-type: none"> demonstrate an understanding of what is read. support statements with evidence from the text. <p>Example: Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite.</p>	Unit 6: T23, T47, T55, T65, T72, T73, T309, T331, T341, T351, T358, T359, T405, T427, T437, T447, T454, T455
<i>Research Application</i>		
2.5.8	Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:	
•	uses a variety of resources (books, technology, pictures, charts, tables of contents, diagrams) and documents sources (titles and authors).	Unit 5: T343, T353, T431, T449
•	organizes information by categorizing it into single categories (such as size or color) or includes information gained through observation. Example: After making observations and completing research at the library, write a report about animals that live in water or about different modes of transportation.	Unit 5: T311, T333, T343, T353, T360, T361, T407, T431, T439, T449, T456, T457
6. WRITING: English Language Conventions		
<i>Handwriting</i>		
2.6.1	Form letters correctly and space words and sentences properly so that writing can be read easily by another person.	<p>Unit 1: R14-R19, T40, T60, T134, T154, T226, T246, T324, T344, T422, T440</p> <p>Unit 2: R16-R21, T42, T60, T138, T158, T 232, T 252, T330, T350, T426, T444</p> <p>Unit 3: R16-R21, T44, T62, TT136, T154, T230, T248, T324, T342, T420, T440</p> <p>Unit 4: R16-R21, T46, T64, T142, T160, T236, T256, T334, T352, T430, T448</p> <p>Unit 5: R14-R19, T44, T64, T140, T160, T236, T256, T332, T352, T430, T448</p> <p>Unit 6: R14-R19, T46, T64, T140, T160, T236, T254, T330, T350, T426, T446</p>

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	<i>Sentence Structure</i>	
2.6.2	Distinguish between complete (<i>When Tom hit the ball, he was proud.</i>) and incomplete sentences (<i>When Tom hit the ball</i>).	Unit 1: T114, T134, T144, T160, T161, T184, T423 Unit 2: T158
2.6.3	Use the correct word order in written sentences.	Unit 1: T423 Unit 2: T60 Unit 3: T22, T44, T52, T68, T69, T92, T116, T136, T144, T160, T161, T184 Unit 4: T64, T160
	<i>Grammar</i>	
2.6.4	Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement). Example: Identify the noun and verb in a sentence, such as <i>Maria</i> (noun) and <i>a friend</i> (noun) <i>played</i> (verb) <i>for a long time</i> .	Unit 1: T300, T324, T334, T350, T351, T374, T398, T422, T430, T446, T447, 474 Unit 2: T22, T42, T50, T66, T67, T90, T212, T232, T242, T 258, T259, T282, T350, T444 Unit 3: T62, T248 Unit 4: T214, T236, T246, T262, T263, T286 Unit 5: T214, T236, T246, T262, T263, T286, T310, T332, T342, T358, T359, T382, T406, T430, T438, T454, T455, T482, T526 Unit 6: T254, T350, T446
	<i>Punctuation</i>	
2.6.5	Use commas in the greeting (<i>Dear Sam,</i>) and closure of a letter (<i>Love, or Your friend,</i>) and with dates (<i>March 22, 2000</i>) and items in a series (<i>Tony, Steve, and Bill</i>).	Unit 4: T310, T334, T342, T358, T359, T382, T406, T430, T438, T454, T455, T482
2.6.6	Use quotation marks correctly to show that someone is speaking. <ul style="list-style-type: none"> • Correct: “You may go home now,” she said. • Incorrect: “You may go home now she said.” 	Unit 3: T208, T230, T238, T254, T255, T278 Unit 4: T256
	<i>Capitalization</i>	
2.6.7	Capitalize all proper nouns (names of specific people or things, such as <i>Mike, Indiana, Jeep</i>), words at the beginning of sentences and greetings, months and days of the week, and titles (<i>Dr., Mr., Mrs., Miss</i>) and initials in names.	Unit 2: T114, T138, T148, T164, T165, T188 Unit 3: T154, T302, T324, T332, T348, T349, T372 Unit 4: T352

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<i>Spelling</i>		
2.6.8	Spell correctly words like <i>was, were, says, said, who, what,</i> and <i>why</i> , which are used frequently but do not fit common spelling patterns.	Unit 2: T306, T330, T340, T350, T356, T357 Unit 3: T22, T44, T52, T62, T68 Unit 4: T22, T46, T54, T64, T70, T71
2.6.9	Spell correctly words with short and long vowel sounds (<i>a, e, i, o, u</i>), r-controlled vowels (<i>ar, er, ir, or, ur</i>), and consonant-blend patterns (<i>bl, dr, st</i>). <ul style="list-style-type: none"> • short vowels: <u>a</u>ctor, <u>e</u>ffort, <u>i</u>nk, <u>o</u>p, <u>u</u>nless • long vowels: <u>a</u>ce, <u>e</u>qual, <u>i</u>nd, <u>o</u>e, <u>u</u>se • r-controlled: <u>pa</u>rk, <u>su</u>pper, <u>bi</u>rd, <u>co</u>rn, <u>fu</u>rther • consonant blends: <u>bl</u>ue, <u>cr</u>ash, <u>de</u>sk, <u>sp</u>ea<u>k</u>, <u>co</u>ast 	Unit 1: T22, T40, T50, T60, T66, T67, T114, T134, T144, T154, T160, T161, T208, T226, T236, T246, T252-T253, T300, T324, T334, T350, T398, T422, T430, T446 Unit 3: T302, T324, T332, T342, T348 Unit 4: T118, T142, T150, T160, T166, T214, T236, T246, T256, T262, T310, T334, T342, T352, T358, T406, T430, T438, T448, T454 Unit 5: T22, T44, T54, T64, T70, T71
7. LISTENING AND SPEAKING: Skills, Strategies, and Applications		
<i>Comprehension</i>		
2.7.1	Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy humor).	Unit 1: T65, T159, T251, T349, T445 Unit 2: T65, T163, T257, T355, T449 Unit 3: T67, T159, T253, T347, T445 Unit 4: T69, T165, T261, T357, T453 Unit 5: T65, T165, T261, T357, T453 Unit 6: T69, T165, T259, T355, T451
2.7.2	Ask for clarification and explanation of stories and ideas.	Unit 2: T163
2.7.3	Paraphrase (restate in own words) information that has been shared orally by others.	Unit 1: T349 Unit 6: T355
2.7.4	Give and follow three- and four-step oral directions.	Unit 1: T445
<i>Organization and Delivery of Oral Communication</i>		
2.7.5	Organize presentations to maintain a clear focus.	Unit 5: T69, T453
2.7.6	Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).	Unit 5: T453
2.7.7	Tell experiences in a logical order (chronological order, order of importance, spatial order).	Unit 1: T349 Unit 6: T355

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2.7.8	Retell stories, including characters, setting, and plot.	Unit 1: T349 Unit 6: T355
2.7.9	Report on a topic with supportive facts and details.	Unit 5: T453
2.7.12	Use descriptive words when speaking about people, places, things, and events.	Unit 4: T215, T237, T247, T257, T264, T265
<i>Speaking Applications</i>		
2.7.10	Recount experiences or present stories that: <ul style="list-style-type: none"> • move through a logical sequence of events (chronological order, order of importance, spatial order). • describe story elements, including characters, plot, and setting. 	Unit 1: T349 Unit 6: T355
2.7.11	Report on a topic with facts and details, drawing from several sources of information.	Unit 5: T453
2.7.13	Recite poems, rhymes, songs, and stories.	Unit 1: T349 Unit 6: T355
2.7.14	Provide descriptions with careful attention to sensory detail.	Unit 4: T215, T237, T247, T257, T264, T265