

Houghton Mifflin English © 2001
Houghton Mifflin Company
Grade Five

correlated to

TerraNova
Level 15

SB: Student Book

TE: Teacher's Edition

WP: Workbook Plus

RW: Reteaching Workbook

Test	TerraNova Objective	Houghton Mifflin English © 2001
01 Oral Comprehension		
Complete Battery Survey Multiple Assessments	<ul style="list-style-type: none"> Demonstrate both literal and interpretive understanding of passages that are read aloud. 	Listens to Audiotapes, TE: 9, 288, 295, 299, 302, 320, 326, 328, 365, 369, 372, 399, 404, 406, 447, 451, 453, 481, 485, 487 Listening To Poetry, SB: 470–472; TE: 470, 471, 472 Listening for Information, SB: 2, 356, 395; TE: 356–357A
Multiple Assessments	<ul style="list-style-type: none"> Use writing or other means to respond to literal and interpretive questions about passages that are read aloud. 	Responding to Literature, SB: 11, 296, 324, 367, 449, 472, 483

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02 Basic Understanding		
Complete Battery Survey Multiple Assessments	<ul style="list-style-type: none"> Demonstrate understanding of the literal meaning of a passage through identifying stated information, indicating sequence of events, and defining grade-level vocabulary 	<p>Noting Details in Reading, SB: 11, 297, 324, 367, 402, 449, 483, TE: 11, 297, 324, 367, 402, 449, 483</p> <p>Sequence of Events, SB: 292, 306, 332, 334; WP: 141, 148; RW: 84, 91</p> <p>Listening Vocabulary, SB: 80, 128, 232, 266; TE: 9, 295, 320, 365, 399, 447, 481</p>
Multiple Assessments	<ul style="list-style-type: none"> Write responses to questions requiring literal information from passages and documents. 	<p>Responding to Literature, SB: 11, 296, 324, 367, 449, 472, 483</p>
03 Analyze Text		
Complete Battery Survey Multiple Assessments	<ul style="list-style-type: none"> Demonstrate comprehension by drawing conclusions; inferring relationships such as cause and effect; and identifying theme and story elements, such as plot, climax, character and setting. 	<p>Listening to Draw Conclusions, SB: 356, 440, 506; TE: 356, 440, 506</p> <p>Cause and Effect, SB: 77, 362</p> <p>Plot, SB: 324, 325, 332, 334, 347, 353; TE: 324, 325; WP: 148; RW: 91</p> <p>Character, SB: 331, 344–349, 352–353; WP: 147; RW: 90</p> <p>Setting, SB: 288, 332, 346, 347, 352, 353; WP: 148; RW: 91</p> <p>Parts of Stories, SB: 332; WP: 148; RW: 91</p>
Multiple Assessments	<ul style="list-style-type: none"> Write responses that show an understanding of the text that goes beyond surface meaning. 	<p>Responding to Literature, SB: 11, 296, 324, 367, 449, 472, 483</p> <p>Extending Meaning, SB: 11, 297, 324, 367, 402, 449, 483; TE: 11, 297, 324, 367, 402, 449, 483</p>

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04 Evaluate and Extend Meaning		
<p>Complete Battery Survey Multiple Assessments</p>	<ul style="list-style-type: none"> • Demonstrate critical understanding by making predictions; distinguishing between fact and opinion, and reality and fantasy; transferring ideas to other situations; and judging author purpose, point of view, and effectiveness. 	<p>Listening to Predict Outcomes, SB: 356, 440, 506 Fact and Opinion, SB: 291, 356, 359, 414, 420 Thinking Skills, Comparing and Contrasting, SB: 16, 45, 121, 159, 229, 251, 263, 352–353, 361, 374–387; WP: 13–14, 75–76, 114–115, 123–124, 125–126, 135–136, 155–159; RW: 7, 44, 67, 73, 74, 80, 98–102 Listening for Author’s Purpose, SB: 288, 356, 440 Writing a Book Report, SB: 468–469 Points of View in Media Visuals, SB: 478–479</p>
<p>Multiple Assessments</p>	<ul style="list-style-type: none"> • <i>Write responses that make connections between texts based on common themes and concepts; evaluate author purpose and effectiveness, and extend meaning to other contexts.</i> 	<p>Analyze Student Models, SB: 299–303, 326–329, 369–373, 404–408, 451–454, 485–488 Evaluating Published Models, SB: 9–11, 295–297, 320–324, 365–367, 399–402, 447–449, 481–483 Extending Meaning, SB: 11, 297, 324, 367, 402, 449, 483; TE: 11, 297, 324, 367, 402, 449, 483</p>
05 Identify Reading Strategies		
<p>Complete Battery Survey Multiple Assessments</p>	<ul style="list-style-type: none"> • Demonstrate awareness of techniques that enhance comprehension, such as using existing knowledge, summarizing content, comparing information across texts, using graphic and text structure, and formulating questions that deepen understanding. 	<p>Prior Knowledge for Listening, TE: 288, 356, 440 Summarizing, SB: 97, 181, 429, 469, H31–H32 Thinking Skills, Comparing and Contrasting, SB: 16, 45, 121, 159, 229, 251, 263, 352–353, 361, 374–387; WP: 13–14, 75–76, 114–115, 123–124, 125–126, 135–136, 155–159; RW: 7, 44, 67, 73, 74, 80, 98–102 Organization of Writing, SB: 12, 16–17, 306, 318, 363, 377–378, 390, 423, 458, 493; WP: 141, 151, 167, 173; RW: 84, 98, 110, 116 Asking and Answering Questions, SB: 12, 14, 304, 330, 370, 409, 410, 411, 413, 455, 489</p>

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Multiple Assessments	<ul style="list-style-type: none"> • <i>Write responses that interpret and extend the use of information from documents and forms, and that demonstrate knowledge and use of strategies.</i> 	Responding to Literature, SB: 11, 296, 324, 367, 449, 472, 483
06 Introduction to Print		
Complete Battery Survey Multiple Assessments	<ul style="list-style-type: none"> • Demonstrate knowledge of sound/symbol and structural relationships in letters, words, and signs. 	Objective #06 (Introduction to Print) is not included in the TerraNova series at this grade level.
Multiple Assessments	<ul style="list-style-type: none"> • <i>Write responses that show knowledge of letters and words.</i> 	Objective #06 (Introduction to Print) is not included in the TerraNova series at this grade level
07 Sentence Structure		
Complete Battery Survey Multiple Assessments	<ul style="list-style-type: none"> • Demonstrate an understanding of conventions for writing complete and effective sentences, including treatment of subject and verb, punctuation, and capitalization. • Demonstrate understanding of conciseness and clarity of meaning in combining two sentences. 	<p>Complete/Incomplete Sentences, SB: 32–33, 36–37, 51, 55, 57, 87; WP: 1–2, 5–6; RW: 1, 3</p> <p>Subject of Sentence SB: 36–37, 51, 53, 57, 87, 170; WP: 5–6; RW: 3</p> <p>Predicate of Sentence, SB: 36–37, 51, 57, 87, 170; WP: 5–6; RW: 3</p> <p>Activities for Writing Sentences, SB: 35, 46–47, 50, 119, 181; WP: 3–4, 15–16, 82–83; RW: 2, 8–9, 48</p> <p>Sentence Fluency, SB: 46–47, 68–69, 78–79, 110–111, 154–155, 186–187, 190–191, 224–225, 248–249, 260–261, 312, 339, 383, 422, 463, 498; TE: 46, 47, 68, 69, 78, 79, 110, 111, 154, 155, 186, 187, 190, 191, 224, 225, 248, 249, 260,</p> <p style="text-align: right;">(continued)</p>

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<p>Complete Battery Survey Multiple Assessments</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of conventions for writing complete and effective sentences, including treatment of subject and verb, punctuation, and capitalization. (continued) • Demonstrate understanding of conciseness and clarity of meaning in combining two sentences. 	<p>Sentence Fluency, TE: (continued) 261, 312, 339, 383, 422, 463, 498; WP: 15, 16, 23–24, 33–34, 50–51, 71–72, 88–89, 92–93, 110–111, 121–122, 133–134, 146, 159, 164, 170, 177; RW: 8, 9, 13–14, 19–20, 29–30, 41–42, 51–52, 54–55, 64–65, 71–72, 78–79, 89, 102, 107, 113, 120</p> <p>Punctuation of Sentences, SB: 32–33, 46–49, 51–52, 54, 62, 201, 274; WP: 1–2, 15, 16, 17–18; RW: 1, 8, 9, 10</p> <p>Capitalization of Sentences, SB: 24–25, 183, 195, 197, 199, 201, 203, 425; WP: 84–85, 96–97, 98–99, 100–101; RW: 49, 57, 58, 59</p> <p>Combining Sentences, SB: 46–47, 68–69, 78–79, 85, 110–111, 155, 186–187, 190–191, 248–249, 260–261; TE: 46, 47, 68, 69, 78, 79, 85, 110, 111, 155, 186, 187, 190, 191, 248, 249, 260, 261; WP: 15–16, 23–24, 33–34, 50–51, 72, 88–89, 92–93, 121–122, 133–134; RW: 8–9, 13–14, 19–20, 29–30, 42, 51–52, 54–55, 71–72, 78–79</p>
08 Writing Strategies		
<p>Complete Battery Survey Multiple Assessments</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of information sources, outlines, and other prewriting techniques. • Demonstrate an understanding of the use of topic sentences, concluding sentences, connective and transitional words and phrases, supporting statements, sequencing ideas, and relevant information in writing expository prose. 	<p>Expository Composition, SB: 39, 77, 105, 117, 119, 125, 127, 157, 197, 217, 259, 357–363, 368, 369–373, 374–385, 386, 387, 388–393, 399–402, 403, 404–408, 409–426, 427, 428–429, 430–431, 432–433</p> <p>Prewriting a Composition, SB: 12–17, 304–306, 330–332, 374–378, 390, 409–416, 455–458, 489–493; TE: 12, 13, 14, 15, 16, 17, 304, 305, 306, 330, 331, 332, 374, 375, 376, 378, 390, 409, 410, 411, 412, 413, 414, 415, 416, 455, 456, 457, 458, 489, 490, 491, 492, 493; WP: 141, 147, 148; RW: 84, 90, 91</p> <p>Using Graphic Organizers in Prewriting, SB: 14, 17, 304, 332, 347, 376, 378, 390, 410–411, 456–458, 489, 491; WP: 166, 167, 171; RW: 109, 110, 114</p> <p>Preparing Outlines, SB: 416–417, 431; TE: 416, 417, 431; WP: 161; RW: 104</p> <p style="text-align: right;">(continued)</p>

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<p>Complete Battery Survey Multiple Assessments</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of information sources, outlines, and other prewriting techniques. (continued) • Demonstrate an understanding of the use of topic sentences, concluding sentences, connective and transitional words and phrases, supporting statements, sequencing ideas, and relevant information in writing expository prose. 	<p>Topic Sentence of Paragraph, SB: 18, 289, 356, 357–358, 361, 363, 380, 391, 417, 440, 459; WP: 157, 161; RW: 100, 104</p> <p>Composing Conclusions, SB: 309, 335, 379, 419, 460, 494; WP: 144, 150, 156, 162, 168, 174; RW: 87, 93, 99, 105, 111, 117</p> <p>Transitional Words and Phrases, SB: 18, 359–360, 361–362, 380, 417–418, 444, 458, 493; WP: 154, 157, 161, 173; RW: 97, 100, 114, 116</p> <p>Supporting Details/Sentences, SB: 289, 291–292, 357, 359, 360, 363, 441, 443–444; TE: 289, 291, 292, 357, 359, 360, 363, 417, 441, 443, 444; WP: 140, 154; RW: 83, 97</p> <p>Sequence of Events, SB: 292, 306, 332, 334; WP: 141, 148; RW: 84, 91</p>
<p>09 Editing Skills</p>		

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<p>Complete Battery Survey Multiple Assessments</p>	<ul style="list-style-type: none"> Identify the appropriate use of capitalization, punctuation, nouns, pronouns, verbs, adjectives, and adverbs in existing text. 	<p>Proofreading Capitalization, SB: 24–25, 183, 195, 197, 199, 201, 203, 425; WP: 84–85, 96–97, 98–99, 100–101; RW: 49, 57, 58, 59</p> <p>Proofreading Punctuation, SB: 24–25, 49, 52, 54, 83, 85–86, 169, 181, 185, 189, 193, 195, 197, 199, 201, 203; WP: 17–18, 82–83, 86–87, 90–91, 94–95, 96–97, 98–99, 100–101; RW: 10, 48, 50, 53, 56, 57, 58, 59</p> <p>Guide to Capitalization and Punctuation and Usage, SB: H57–H66</p> <p>Identifying Nouns, SB: 64–65, 81, 82, 89; WP: 19–20; RW: 11</p> <p>Pronoun Usage, SB: 216</p> <p>Verbs, SB: 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 116–117, 118–119, 120–121, 122–123, 124–125, 126–127; TE: 95B, 96–109, 116–127; WP: 36–49, 56–67; RW: 22–28, 33–38</p> <p>Identifying Adjectives, SB: 152–153, 166, 173, 174, 252–253, 268, 273, 275, 278; WP: 69–70, 125–126; RW: 40, 74</p> <p>Identifying Adverbs, SB: 246–247, 252–253, 264–265, 267, 268–269, 275, 276, 278; WP: 119–120, 125–126, 137–138; RW: 70, 74, 81</p>
<p>Multiple Assessments</p>	<ul style="list-style-type: none"> <i>Demonstrate knowledge of writing conventions and sentence structure through identifying and correcting errors in existing text and in text written by the student.</i> 	<p>Proofreading Grammar and Usage, SB: 24–25, 49, 52, 54, 71, 73, 75, 83, 105, 107, 111, 113, 115, 119, 121, 123, 125, 127, 132, 157, 159, 161, 201, 221, 227, 229, 231, 235, 251, 253, 255, 263, 269, 313, 340, 384, 425, 464, 499; WP: 17–18, 25–26, 27–28, 29–30, 44–45, 46–47, 51, 52–53, 54–55, 58–59, 60–61, 62–63, 64–65, 66–67, 73–74, 75–76, 77–78, 106–107, 112–113, 114–115, 116–117, 123–124, 125–126, 127–128, 135–136, 174; RW: 10, 15, 16, 17, 26, 27, 29, 30, 31, 33, 34, 35, 36, 37, 43, 44, 45, 62, 66, 67, 68, 73, 74, 75, 80, 117</p>