

Houghton Mifflin Reading © 2001
Houghton Mifflin Company
Grade Five

correlated to Chicago Public Schools
Reading/Language Arts

Chicago Language Arts	Houghton Mifflin Reading © 2001
STATE GOAL 1: READ WITH UNDERSTANDING AND FLUENCY.	
<i>CAS A. Apply strategic reading behaviors to examine, construct, and extend the meaning of a wide variety of texts to be informed, to perform a task, and for literary experience.</i>	
<u>CFS</u>	
1. Select and use reading strategies according to textual complexities and purpose:	
<ul style="list-style-type: none"> • skimming and scanning. 	Skimming and Scanning, TE1: 48, 49, 73; TE2: 204–207, 207D, 226; TE3: 332; TE4: 363A, 410
<ul style="list-style-type: none"> • reading text chronologically. 	Sequence of Events, TE1: 27B, 27C, 33, 51A–51B, 71, 86, R2–R3; TE2: 145, 205, 213; TE5: F576, F589; PB: 4, 7
<ul style="list-style-type: none"> • finding information to support particular ideas. 	Cites Evidence from Text, TE1: 39, 40, 51, 65, 81; TE2: 152, 175, 176, 181, 202, 207, 207X, 224; TE3: 280, 285, 289V, 303, 304, 328, 333; TE4: 358, 386, 398, 408, 413, 413C, 413D, 421, 429, 432
2. Survey materials, ask questions, make and confirm predictions with textual references.	SQP3R strategy, TE5: 544 Making/Checking Predictions, TE1: 27B, 29, 34, 35, 36, 44, 57, 68, 74, 75, 90, 98; TE2: 143, 150, 159V, 169, 170, 171, 172, 174, 183B, 183C, 185, 194, 195, 200, 214, 223; TE3: 263, 270, 271, 278, 279, 298, 299, 300, 302, 320, 321, 326, 331; TE4: 345, 350, 355, 357, 378, 380, 384, 389, 400, 417, 424, 430, 431, 432; TE5: 471, 476, 477, 484, 557, 563

Chicago Language Arts	<i>Houghton Mifflin Reading</i> © 2001
<p>3. Restate or summarize information in text.</p>	<p>Summarize Strategy, TE1: 46, 81; TE2: 161B, 163, 168, 169, 170, 171, 174, 175, R4, R5; TE3: 291B, 293, 297, 298, 299, 302, R4; TE5: 549B, 554, 555, 557, 560, 563, 564; TE6: 609, 617, 635, 638, 641, 649B, 654, 659, 662, 665</p> <p>Giving an Oral Summary, TE1: 25B, 34, 35, 36, 44, 45, 68, 69, 74, 75, 79, 81X, 90, 98, 99, 102; TE3: 259B, 270, 271, 278, 279, 289V, 298, 299, 302, 303, 309V, 320, 321, 326, 330; TE4: 343C, 350, 351, 352, 356, 357, 378, 379, 384, 385, 391, 400, 406, 407, 424, 431; TE5: 277, 485, 531, 541</p> <p>Writing a Summary, TE4: 376, 391</p>
<p>4. Relate new information to prior knowledge and experience.</p>	<p>Prior Knowledge, TE1: 79, R2, R4, R6; TE2: 134A, 159S, 179, 207U, 227, R2, R4, R6, R8; TE3: 258A, 283, 289Q, 307, 309U, 331; TE4: 340A, 361, 365S, 391U, 411, 413U, 435, F440; TE5: 489, 517, 545, F582, R2, R4, R6; TE6: 669, R4</p>
<p>5. Determine author's purpose.</p>	<p>Author's Purpose, TE1: 58, 60, 65, 98; TE3: 326; TE4: F445; TE5: F587</p>
<p>6. Respond to text using a variety of approaches associated with reading research literature:</p>	
<ul style="list-style-type: none"> • developing interpretation. 	<p>Interpreting Literature, TE1: 46, 76, 81O, 81P, 90, 100, 103; TE2: 157O–157P, 178, 201; TE3: 270, 278, 280, 298, 302, 304, 320, 328; TE4: 350, 356, 358, 378, 384, 386, 400, 406, 408, 424, 430, 431, 432</p>
<ul style="list-style-type: none"> • personal reflections and responses. 	<p>Personal Response, TE1: 47, 77, 101; TE2: 153, 175, 176, 177, 203, 207X, 223, 225; TE3: 281, 305, 329; TE4: 359, 387, 409, 433; TE5: 487, 515, 543, 565; TE6: 619, 643, 667</p>
<ul style="list-style-type: none"> • critique reading material in relation to real-life situations. 	<p>Connections Between Literature and Life/Personal Experience, TE1: 34; 37, 58, 76; TE2: 142, 152, 202, 222, 224; TE3: 280, 304, 328; TE4: 350, 379, 411, 413; TE5: 486, 514, 542, 545, 564; TE6: 647</p>

Chicago Language Arts	Houghton Mifflin Reading © 2001
CAS B. Use a wide variety of word analysis strategies to construct meaning from unfamiliar text.	
CFS	
1. Use root/base words to determine connotative and denotative meanings of unknown or unfamiliar words within a passage.	Structural Analysis, TE1: 51E, 81E, 105E; TE2: 157E, 157G–157H, 181E, 207E, 229E; TE3: 285E, 309E, 333E; TE4: 363E, 391E, 413E, 437E; TE5: 491E, 491G–491H, 519E, 519G–519H, 547E, 569E; TE6: 623E, 647E, 671E Connotation, TE4: 437I–437J
2. Use a variety of resources to expand understanding, and application of an increasingly rich and complex vocabulary:	
• glossaries.	Glossary, TE1: G1–G3; TE2: 207A–207B, G1–G3; TE3: G1–G3; TE4: G1–G3; TE5: G1–G5; TE6: G1–G5
• dictionaries.	Dictionary Skills, TE1: 81I–81J, 105I–105J; TE2: 181I, 229I–229J; TE3: 309I–309J; TE4: 363I–363J, 413I–413J; TE5: 472, 476, 519I–519J, 547I–547J, 569I–569J; TE6: 647I–647J, 671I–671J; PB: 122, 168
• thesaurus.	Thesaurus, TE1: 51C, 51D; TE2: 181C, 181D
3. Use cueing systems to determine pronunciation and meanings (e.g., phonics and context clues).	Phonics, TE1: 51F, 81F, 105F; TE2: 157F, 181F, 207F, 229F; TE3: 285F, 309F, 333F; TE4: 363F, 391F, 413F, 437F; TE5: 491F, 519F, 547F, 569F; TE6: 623F, 647F, 671F Context Clues, TE1: 41, 55A, 64, 81E, 81F, 83A, 86; TE2: 137A, 146, 157E, 161A, 164, 182A, 183A, 207E, 207I, 209A, 212, 218; TE3: 261A, 273, 291A, 301, 309E, 309G, 311A, 319, 333E, 333F; TE4: 343A, 355, 363E, 363F, 367A, 374, 391E, 391F, 391J, 393A, 397, 413E, 413F, 415A, 421, 437E, 437F, R3, R5, R7, R9; PB: 202, 252
4. Identify and use multiple meaning words.	Multiple-Meaning Words, TE2: 181I, 181J; TE3: 333G; TE4: 391I–391J, F443
CAS C. Make and support inferences when reading nonfiction text, relating structure, organization, and content to the textual purpose.	
CFS	

Chicago Language Arts	Houghton Mifflin Reading © 2001
1. Describe major concepts in significant nonfiction texts, identifying and evaluating evidence that supports ideas.	Nonfiction, SB: 84–98, 204–207, 498–519; TE1: 84–98; TE2: 204–207; TE5: 498–519
2. Identify and describe the function of key elements in representative works of nonfiction (e.g., public documents, editorials, essays):	
<ul style="list-style-type: none"> thesis/central idea. 	Main Idea/Details: Nonfiction, TE1: 48, 89; TE2: 209B, 209C, 221, 224, 226, 229A–229B, R8–R9, R16–R17; TE3: 273, 283, 303, 315; TE6: 611, 627B, 627C, 631, 647A–647B, R4
<ul style="list-style-type: none"> organization. 	Sequence/Order: Nonfiction, TE1: 24A–25B; TE2: 154–157, 178–181, 208A
<ul style="list-style-type: none"> use of evidence. 	Evaluating Sources and Information, TE2: 137B, 157C–157D; TE4: 413C–413D
3. Analyze the impact of author’s decisions regarding word choice and content.	Writer’s Craft: Nonfiction, TE1: 61; TE5: 511, 537; TE6: 605, 613
STATE GOAL 2: UNDERSTAND EXPLICIT AND IMPLICIT MEANING IN LITERATURE REPRESENTING INDIVIDUAL, COMMUNITY, NATIONAL, WORLD, AND HISTORICAL PERSPECTIVES.	
CAS A. Distinguish among author’s use of literary elements, forms, and devices in significant works of literature representative of various societies, cultures, eras, and ideas.	
<u>CFS</u>	
1. Identify setting and describe its impact upon characters’ actions, relationships, and reactions.	Setting, TE1: 26A, 37, 43; TE2: 159T, 159V, 173, 181A–181B, 207O; TE3: 295, 314; TE4: 355, F443, F445, F446, F447; TE5: F583
2. Use sequential statements to interpret and discuss ways in which an author establishes and develops plot elements.	Plot, TE1: 40, 43, 61, 88; TE2: 159T, 181A–181B; TE3: 295; TE4: 353, 355, 396, 402, F450, F455; PB: 84, 87
3. Describe the functions and impact of points of view in significant works of literature.	Point of View, TE2: 157O, 202; TE3: 274, 296, 308; TE4: 385

Chicago Language Arts	<i>Houghton Mifflin Reading</i> © 2001
<p>4. Describe the mood/ atmosphere of narrative literature and identify ways in which an author establishes it (propaganda, persuasion).</p>	<p>Mood, TE1: 39; TE2: 197; TE3: 296; TE4: 428</p> <p>Propaganda, TE3: 309; TE5: 501, 519A–519B, 561, R4, R12–R13; PB: 296–297</p> <p>Persuasive Writing, SB: 100, 328; TE1: 53F, 81M–81N, 100; TE2: 229M–229N; TE3: 328; TE6: 624–625G; PB: 362–363; Persuasive Speeches, TE3: 285O–285P</p>
<p>5. Describe the function of key literary devices in representative works of dramatic literature, prose fiction, and poetry (e.g., metaphor, simile, imagery).</p>	<p>Exaggeration, SB: 128; TE1: 128</p> <p>Figurative Language, TE1: 76; TE2: 199; TE3: 294, 304; TE5: 524, 561</p> <p>Flashback, TE1: 28, 34, 38, 40, 42, 45, 51A, 51B; TE2: 168, 213</p> <p>Poetry, SB: 233, 437–434, 620–623; TE3: 258A–259B; TE4: 434–437; TE6: 620–623</p> <p>Metaphor, TE1: 30; TE3: 294; TE5: F585</p> <p>Personification, TE4: F444, F448, F452</p> <p>Simile, TE1: 40, 70; TE2: 175, 199; TE3: 294, 309I, 309J; TE4: 391G, 435</p>
<p>6. Distinguish among and describe the function of key structural elements in representative works of dramatic literature:</p>	
<ul style="list-style-type: none"> • use of dialogue. 	<p>Dialogue, SB: 328; TE1: 53D, 74; TE4: 402, F442, F443, F446, F453</p>
<p>7. Illustrate and/or demonstrate the function of key structural elements of works of poetry:</p>	
<ul style="list-style-type: none"> • stanza patterns. 	<p>Stanza patterns are not discussed at this level.</p>
<ul style="list-style-type: none"> • rhyme scheme. 	<p>Rhyme/Rhythm, TE2: 146; TE3: 259A; TE4: 434, 436</p>
<ul style="list-style-type: none"> • free verse. 	<p>Free verse is not discussed at this level.</p>
<p>8. Distinguish among characteristics of various forms of literature and describe content and word choices in selected works:</p>	
<ul style="list-style-type: none"> • fairy tales. 	<p>Fairy tales are not discussed at this level.</p>
<ul style="list-style-type: none"> • tall tales and folk tales. 	<p>Tall Tales, SB: 109; TE1: F111</p> <p>Folk Tale, TE1: 102, 103</p>

Chicago Language Arts	<i>Houghton Mifflin Reading</i> © 2001
<ul style="list-style-type: none"> fables and myths. 	Fables and myths are not discussed at this level.
<ul style="list-style-type: none"> autobiographies/ biographies. 	<p>Autobiography, SB: 138–151, 573, 574–581, 582–587, 588–591; TE2: 138–151; TE5: F574–F581, F582–F587, F588–F591</p> <p>Biography, SB: 210–222, 312, 470–491, 498–511, 522–547; TE2: 207U–207X, 210–222; TE3: 312, 333B, R6–R7; TE5: 470–491, 522–547</p>
<ul style="list-style-type: none"> informational selections. 	<p>Informational Selections, TE1: 48–51, 56–77, 78–81, 84–101; TE2: 138–153, 154–157, 210–225, 226–229; TE3: 368–387, 388–391; TE6: 602–619, 628–643, 644–647, 668–671</p>
<ul style="list-style-type: none"> poetry. 	<p>Poetry, SB: 233, 437–434, 620–623; TE3: 258A–259B; TE4: 434–437; TE6: 620–623</p>
<p>CAS B. <i>Compare and contrast themes, patterns, and relationships present in a variety of fiction and nonfiction reflective of different cultures, historical periods, and perspectives.</i></p>	
<p>CFS</p>	
<p>1. Compare and contrast characters, settings, and events in works from different eras dealing with themes, issues, and problems.</p>	<p>Selection Connections, TE1: 21A; TE2: 131A; TE3: 255A; TE4: 337A; TE5: 463A; TE6: 595A; PB: 1–2, 61–62, 137–138, 195–196, 271–272, 345–346</p> <p>Compare and Contrast, TE1: 46, 51, 76, 81, 92, 100, 105; TE2: 152, 174, 181, 202, 207, 215, 224, 229; TE3: 278, 285, 299, 309, 318, 328; TE4: 354, 386, 391, 393B, 393C, 403, 408, 413, 413A–413B, 437, R6–R7, R14–R15, F459; TE5: 479, 486, 519, 531, 547, 569, F581, F587, F591; TE6: 617, 618, 623, 633, 642, 647, 666, 671</p>
<p>2. State and defend conclusions concerning how works from different cultures reflect an author’s view of significant recurrent themes and issues:</p>	
<ul style="list-style-type: none"> responsibilities of the individual within a society. 	<p>Social Responsibilities, TE3: 289S–289X, 293–304, 306–309, 309U–309V, 313–328, R2–R3; TE4: 342A, 360–363</p>

Chicago Language Arts	<i>Houghton Mifflin Reading</i> © 2001
<ul style="list-style-type: none"> family life. 	Family Life, TE1: 53K–53L; TE2: R4–R5, F237; TE3: R4–R5; TE4: 345–358, 365M–365N, 365S–365V, 369–386, 410–413, R2–R3, R8–R9; TE5: 547U–547X, 551–564
<ul style="list-style-type: none"> courage, heroism. 	Courage, Heroism, TE1: 28–46, 53I–53J, 57–76, R2–R3, R4–R5; TE2: 159M–159N, 182A, 185–202, R6–R7; TE3: 263–278, 289K–289L, 289M–289N, 289S–289X; TE4: R6–R7; TE5: R2–R3
<ul style="list-style-type: none"> commitment and human relationships. 	Commitment, Human Relationships, TE2: 134A–135B, 139–152, 159K–159L, 159S–159V, 163–176, 207U–207X, 210–224, R4–R5; TE4: 391X–391V, 394–408, 417–432, R8–R9; TE5: R8–R9
<ul style="list-style-type: none"> ethical behavior. 	Ethical Behavior, TE1: 24A–25B; TE4: 365I–365J
<ul style="list-style-type: none"> denial. 	Denial, TE2: 159I–159J; TE4: 413U–413X
<p>3. Draw inferences about how the historical period during which a work of literature was written is reflected in the work itself.</p>	Literature of Historical Eras, TE1: 90; TE2: 178–181; TE3: 258A–259B, 260A, 262–278, 289Q–289V, 306–309, 310A, 313–327, 330–333 Historical Fiction, SB: 262–278, 293–303, 550–569; TE3: 262–278, 293–303, R2–R3, R4–R5; TE5: 550–569
<p>4. Discuss and support conclusions about the impact of the work, and ways in which the work elicits personal reactions.</p>	Personal Reactions to Literature, TE3: 313, 321 Career Article, TE5: 544–547; TE6: 668–671
STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES.	
CAS A. Produce documents and other written works that adhere to Standard English conventions.	
CFS	
1. Edit written manuscripts to demonstrate knowledge of control of grammar.	
<ul style="list-style-type: none"> regular and irregular verb tense. 	Verb Tenses: Past, Present and Future, SB: 202; TE2: 229K–229L; TE3: 285K–285L, R20–R21; PB: 123–125, 149–151
<ul style="list-style-type: none"> personal pronouns. 	Personal Pronouns, TE5: 491K–491L

Chicago Language Arts	Houghton Mifflin Reading © 2001
<ul style="list-style-type: none"> possessive case pronouns. 	Possessive Form of Pronoun, TE5: 519K-519L; PB: 303
<ul style="list-style-type: none"> adverb and adjective usage. 	Adjectives, TE3: 333K–333L, R24–R25; TE4: 363K–363L, R26–R27; PB: 184–186, 207–209 Adverbs, TE5: 569K-569L; PB: 333–335
<ul style="list-style-type: none"> prepositions. 	Prepositions and Prepositional Phrases, TE6: 647K–647L, 671K–671L; PB: 378, 379
<ul style="list-style-type: none"> sentence fragments. 	Sentence Fragments, TE1: 105N; PB: 52
<ul style="list-style-type: none"> run-on sentences. 	Correcting Run-on Sentences, TE1: 81L; PB: 35
<ul style="list-style-type: none"> double negatives. 	Double Negatives, TE6: 623N; PB: 361
2. Use correct and varied sentence structure:	
<ul style="list-style-type: none"> compound sentences. 	Combining Sentences: Compound Sentences, TE1: 51L
<ul style="list-style-type: none"> complex sentences. 	Complex sentences are not covered.
<ul style="list-style-type: none"> transition words. 	Using Order Words, TE4: 413N Order Words, TE2: 157N, 205, 213
<ul style="list-style-type: none"> conjunctions. 	Conjunctions, TE1: 81K–81L; PB: 33, 35
3. Use correct punctuation forms:	
<ul style="list-style-type: none"> comma in a series. 	Commas with Items in a Series, TE4: 391K–391L, R28–R29; PB: 227, 229
<ul style="list-style-type: none"> apostrophe in possessives and contractions. 	Apostrophe with Possessive, TE2: 157K–157L, 159E; TE3: 285E, R14; PB: 74–75, 144, 305 Apostrophe with Contraction, TE3: 285E, R14; TE5: 519L; TE6: 623K, 623L; PB: 144, 304–305
<ul style="list-style-type: none"> quotation marks. 	Quotation Marks in Dialogue, TE3: 289D; TE4: 413K–413L, R30–R31; TE5: 491N; PB: 243, 244, 287
<ul style="list-style-type: none"> hyphenated words. 	Hyphenated Words, TE2: 157G–157H; PB: 69, 70, 71

Chicago Language Arts	<i>Houghton Mifflin Reading</i> © 2001
<p>4. Edit written work for correct capitalization and spelling.</p>	<p>Proofreading Capitalization, TE1: 51H, 53F, 81H, 105H; TE2: 157H, 159F, 181H, 207H, 229H; TE3: 285H, 289F, 309H, 333H; TE4: 363H, 365F, 391H, 413H, 437H</p> <p>Proofreading Spelling, TE1: 51H, 53F, 81H, 105H; TE2: 157H, 159F, 181H, 207H, 229H; TE3: 285H, 289F, 309H, 333H; TE4: 363H, 365F, 391H, 413H, 437H; ; TE5: 491H, 519H, 547H, 569H; TE6: 623H, 647H, 671H; PB: 407, 409, 411, 413, 415, 417, 419, 421, 423, 425, 427</p>
<p>CAS B. Write in a manner that reflects focus, organization, and coherence, using a variety of supporting evidence and elaborative detail.</p>	
<p>CFS</p>	
<p>1. Present effective introductions, body support, and conclusions that guide and inform the reader’s understanding of key ideas and support in writing.</p>	<p>Introductions, TE2: 137B, 139, 183B, 226, 227; TE3: R2; TE4: 343B, 393B, R8; TE5: 567, R6, R8; TE6: 644, R6</p> <p>Writing a Satisfying Conclusion, TE1: 52, 53</p> <p>Writing a Good Beginning, SB: 280; TE3: 280, 309M; TE4: 365C</p>
<p>2. Create an organizing structure that is balanced and unifies all aspects of the piece, including:</p>	
<ul style="list-style-type: none"> • narrative sequence. 	<p>Developing a Plot, TE3: 286, 287, 289B, 289C</p>
<ul style="list-style-type: none"> • sequential patterns. 	<p>Planning and Organizing Writing, TE1: 51N; TE2: 157N, 181N, 207N; TE3: 285N</p>
<ul style="list-style-type: none"> • cause and effect patterns. 	<p>Writing Cause and Effect, TE1: 45, 51, 75, 92, 100; TE2: 167, 179, 181, 207; TE3: 285, 291B, 291C, 297, 309A–309B, 328, 333, R4–R5, R10–R11; TE4: 399, 413, 432; TE5: 491, 519, 557, 569, F581; PB: 160, 163</p>
<ul style="list-style-type: none"> • similarity and difference. 	<p>Comparison/Contrast, TE1: 46, 51, 76, 81, 92, 100, 105; TE2: 152, 174, 181, 202, 207, 215, 224, 229; TE3: 278, 285, 299, 309, 318, 328; TE4: 354, 386, 391, 393B, 393C, 403, 408, 413, 413A–413B, 437, R6–R7, R14–R15, F459; TE5: 479, 486, 519, 531, 547, 569, F581, F587, F591; TE6: 617, 618, 623, 633, 642, 647, 666, 671</p>

Chicago Language Arts	<i>Houghton Mifflin Reading</i> © 2001
<ul style="list-style-type: none"> posing and answering a question. 	<p>Writing an Answer to an Essay Question, TE6: 617M–671M; PB: 395</p> <p>Writing a Question, TE1: 55B, 57, 64, 69, 85, 91; TE2: 144, 207H, 224, 229H</p>
<p>3. Use evidence to support all statements and claims, including:</p>	
<ul style="list-style-type: none"> using facts and statistics. 	<p>Using Examples, TE2: 158; TE5: 547M; TE6: 623M</p>
<ul style="list-style-type: none"> presenting a description. 	<p>Descriptive Language, TE1: 62, 66, TE2: 152, 187; TE3: 314</p>
<ul style="list-style-type: none"> presenting specific supporting examples. 	<p>Reasons and Objections, TE6: 625C</p> <p>Using Examples, TE2: 158; TE5: 547M; TE6: 623M</p>
<ul style="list-style-type: none"> using direct quotes. 	<p>Writing Dialogue, TE3: 286, 289D; TE4: 364, 365C</p>
<p>4. Use effective transitions between ideas and paragraphs.</p>	<p>Using Order and Time Words in Writing, TE4: 310, 365B, 391M, 413N</p>
<p>5. Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text for coherence, progression, and logical support of ideas.</p>	<p>Revising, TE1: 53E; TE2: 159E; TE3: 289E; TE4: 365E; TE5: 495E TE6: 625E; PB: 18, 78, 154, 212, 288, 362</p>
<p>CAS C. Use stages of the writing process to produce well-developed expository, narrative, persuasive and technical texts that address audience, purpose, and context.</p>	
<p>CFS</p>	
<p>1. Develop narrative writings, centered around a controlling theme or purpose, that establish and give support for a sequence of events.</p>	<p>Narrative Writing, SB: 46, 176, 202, 304, 328; TE1: 46, 53D, 81M–81N; TE2: 157K, 176, 202; TE3: 285M–285N, 286–289G, 304, 308, 309H, 328, 333N; TE4: 375, 402, 413O, F451, F455, F460; SB: 46, 128, 176, 202, 304, 328; PB: 152–153, 154–155</p>

Chicago Language Arts	<i>Houghton Mifflin Reading</i> © 2001
2. Develop expository writing that presents a controlling idea/topic sentence, including paragraphs and multi-paragraph compositions designed to explain the topic or situation.	Expository Writing, SB: 100, 203, 666; TE1: 51M–51N, 76, 101, 105, 105M–105N; TE2: 149, 152, 177, 181, 203, 224, 225; TE3: 280, 285D, 308; TE4: 413P, 427, 429
3. Compose persuasive writing designed to convince the reader to accept a point of view.	Persuasive Writing, SB: 100, 328; TE1: 53F, 81M–81N, 100; TE2: 229M–229N; TE3: 328; TE6: 624–625G; PB: 362–363
4. Develop descriptive writing using sensory language that evokes visualization.	Descriptive Writing, TE1: 81M–81N; TE2: 152, 157D, 187, 203; TE4: F445; PB: 152, 203
STATE GOAL 4: LISTEN AND SPEAK EFFECTIVELY IN A VARIETY OF SITUATIONS.	
CAS A. <i>Listen and respond critically to gain knowledge from spoken messages and formal presentations.</i>	
<u>CFS</u>	
1. Ask and respond to relevant questions.	Asking and Responding to Questions while Listening and Speaking, TE1: 81P, 105O, 105P; TE4: 413O, 437O, 437P
2. Summarize and paraphrase main points and major details presented in spoken messages.	Summarizes/Records Orally Presented Information TE5: 491O–491P Paraphrasing Orally, TE1: 25B, 34, 35, 36, 44, 45, 68, 69, 74, 75, 79, 81X, 90, 98, 99, 102; TE3: 259B, 270, 271, 278, 279, 289V, 298, 299, 302, 303, 309V, 320, 321, 326, 330; TE4: 343C, 350, 351, 352, 356, 357, 378, 379, 384, 385, 391, 400, 406, 407, 424, 431; TE5: 277, 485, 531, 541
3. Articulate and describe the key structural elements of spoken messages.	Structures of Speaking: Storytelling, TE2: 207O; Presenting Information, TE1: 51, 51D, 81, 101; TE2: 157O–157P, 181P, 207P; Retelling, TE1: 33, 45; TE2: 207O, 207P; TE3: 291B, 293, 297, 298, 299, 302, 303; TE5: F577; Demonstrating, TE1: 26A, 47; Discussion, SB: 280; TE2: 159A; TE3: 280, 289A; TE4: 365A; Conversation, TE1: 105O–105P

Chicago Language Arts	<i>Houghton Mifflin Reading</i> © 2001
4. Restate and give a series of oral instructions or directions.	Listens to Follow Directions, TE3: 309U–309V; TE6: 637O–647P Giving Directions, TE6: 647O–647P
5. Distinguish between facts and opinions.	Listening for Fact and Opinion, TE2: 134A–135B
6. Compare and contrast articulated perspectives and points of view.	Compare/Contrast Spoken Messages, TE1: 25B, 53V, 81X; TE2: 135B, 159V, 181X, 207X; TE3: 259B, 289X, 309V; TE4: 341B, 365V, 391V, 391X, 413X; TE5: 467B, 495V, 519V, 547X; TE6: 599A, 525T, 647X
7. Describe the relationship between a speaker's verbal communication skills (e.g., word choice, pitch, feeling, tone, and voice) and non-verbal messages (e.g., eye contact, posture, and gestures).	Speaking Expressively with Stress, Volume, Speed, , TE2: 157O, 157P, 181P, 207O, 207P, 225; TE3: 285P Word Choices for Speaking, SB: 153; TE1: R9; TE2: 157O, 181O, R11; TE3: 285O, 285P; TE4: 363O, 391O, 413O, R13; TE5: 519O, 519P, 547O, R13; TE6: 647O Eye Contact, TE1: 105P; TE2: 207P; TE3: 285O, 309P; TE4: 363O, 363P, 391O, 391P
CAS B. Use Standard English to communicate orally in a well-organized and coherent manner appropriate to purpose and audience.	
CFS	
1. Use Standard English grammar and well articulated sentences during presentations.	The grammar and writing lessons which accompany each major selection contain speaking applications.
2. Use language consistent with identified purpose, audience, and setting in informal presentations.	Formal Language, TE2: 229M Informal Language, TE2: 140; TE4: 423
CAS C. Give oral presentations that are organized in logical sequence for clarity and emphasis.	
CFS	
1. Present oral reports that:	
<ul style="list-style-type: none"> organize ideas sequentially or around major points of information. 	Organize Oral Reports, TE6: 623C–623D

Chicago Language Arts	<i>Houghton Mifflin Reading</i> © 2001
<ul style="list-style-type: none"> develop the topic with facts, examples, and explanations. 	Develop Oral Reports, TE3: 285O
<ul style="list-style-type: none"> contain sensory details to enable the listener to imagine the world, the event, or experience. 	Sensory Language, TE1: 52, 53, 53B, 53C
2. Take one side of an issue and provide support in an informal debate, adjusting voice modulation to emphasize salient ideas and concepts for the audience.	Debating, SB: 305; TE3: 305 Persuasion, TE3: 285P
3. Coordinate nonverbal elements to accommodate audience and its background and expectations:	
<ul style="list-style-type: none"> dress. 	Dress is not discussed.
<ul style="list-style-type: none"> posture. 	Posture is not discussed.
<ul style="list-style-type: none"> eye contact. 	Eye Contact, TE1: 105P; TE2: 207P; TE3: 285O, 309P; TE4: 363O, 363P, 391O, 391P
<ul style="list-style-type: none"> movement. 	Movement, TE1: 51P
<ul style="list-style-type: none"> gestures and related forms of contact. 	Gestures, TE2: 157P, 207O, 207P; TE4: 363O, 363P, 391O, 391P
STATE GOAL 5: USE THE LANGUAGE ARTS FOR INQUIRY AND RESEARCH TO ACQUIRE, ORGANIZE, ANALYZE, EVALUATE, AND COMMUNICATE INFORMATION.	
CAS A. Gather, organize, and integrate information from a variety of print and non-print sources (e.g., library, electronic sources, human resources) to answer questions and solve problems related to investigation and research.	
CFS	
1. Construct questions to guide research.	Purpose for Research, TE2: 157P, 207O, 207P; TE4: 363O, 363P, 391O, 391P
2. Collect and record information to answer a controlling research question:	
<ul style="list-style-type: none"> ideas/concepts. 	Essential/Nonessential Information, TE2: 157M, 157N, 181M
<ul style="list-style-type: none"> direct quotes. 	List Sources Used, TE3: 309H; TE5: 495, 495B

Chicago Language Arts	Houghton Mifflin Reading © 2001
<ul style="list-style-type: none"> paraphrase. 	Paraphrasing, TE2: 181N; TE4: 391C–391D
<ul style="list-style-type: none"> summarize. 	Summarizing Information Graphically, TE4: 376
<ul style="list-style-type: none"> footnote. 	Using footnotes can be added to the Reading Writing Workshop concerning the research report. See TE5: 492–495G.
3. Write a general overview of content to locate relevant information.	Locating Information, TE2: 207, 207C–207D
4. Organize and record information using appropriate visual organizers (e.g., Venn diagrams, webbing).	<p>K-W-L Strategy, TE1: 49; TE2: 205, 207; TE3: 311B, 311C, 313, 320, 321, 326, 327; TE5: 497C, 507, 513</p> <p>Venn Diagram, TE2: 229C–229D</p> <p>Word Web, TE1: 51J, 51P; TE2: 181J, 207J, 229O; TE3: 285J, 333J; TE4: 437J, R2; TE5: 547J</p>
5. Distinguish between primary and secondary reference sources and cite properly.	Comparing Information in Different Forms: Primary and Secondary, TE3: 309C–309D
6. Write and present reports about key ideas, issues, or situations with evidence generated from the formal research.	Writing a Report, TE5: 492–495G; TE6: 623C–623D; PB: 288–292
7. Analyze media presentations (e.g., newspaper, magazine, radio, television) to evaluate their impact upon daily life.	Media Literacy, TE2: 176, 229O–229P; TE3: 333O–333P