

Houghton Mifflin *ENGLISH*
Grade 5
correlated to
Indiana English/Language Arts Standards

Indiana Language Arts Standard

Houghton Mifflin *ENGLISH*

Standard 4	
WRITING: Writing Process	
Organization and Focus	
<ul style="list-style-type: none"> Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing. 	<p>TE: 11, 12–17, 31, 63, 95, 151, 179, 215, 245, 294, 304–306, 319, 330–332, 347, 364, 374, 378, 390, 409–416, 446, 453, 455–458, 480, 489–493</p> <p>PE: 12–17, 304–306, 330–332, 347, 374, 378, 390, 409–416, 453, 455–458, 489–493</p>
<ul style="list-style-type: none"> Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending. 	<p>TE: 37, 41, 103, 107, 109, 121, 185, 189, 219, 227, 247, 251, 265, 289–293, 294, 295, 297, 298, 299–303, 304–314, 315–316, 317–318, 320–324, 325, 326–329, 330–341, 342, 343, 344–349</p> <p>PE: 37, 41, 103, 107, 109, 121, 185, 189, 219, 227, 247, 251, 265, 289–293, 295, 297, 298, 299–303, 304–314, 315–316, 317–318, 320–324, 325, 326–329, 330–341, 342, 343, 344–349</p>
<i>Write informational pieces with multiple paragraphs that:</i>	
<ul style="list-style-type: none"> present important ideas or events in sequence or in chronological order. 	<p>TE: 16, 292, 306, 332, 334, 359, 364, 377, 398, 416, 443, 458, 493</p> <p>PE: 16, 292, 306, 332, 334, 359, 377, 416, 443, 458, 493</p>
<ul style="list-style-type: none"> provide details and transitions to link paragraphs. 	<p>TE: 18, 359–360, 361–362, 364, 380, 417–418, 444, 458, 493</p> <p>PE: 18, 359–360, 361–362, 380, 417–418, 444, 458, 493</p>
<ul style="list-style-type: none"> offer a concluding paragraph that summarizes important ideas and details. 	<p>TE: 18–19, 97, 181, 292, 309, 335, 360, 380, 429, 444, 460, 469, 494</p> <p>PE: 18–19, 97, 181, 292, 309, 335, 360, 380, 429, 444, 460, 469, 494, H31–H32</p>
Research and Technology	
<ul style="list-style-type: none"> Use organizational features of printed text, such as citations, endnotes, and bibliographic references, to locate relevant information. 	<p>TE: 414–415</p> <p>PE: 414–415</p>
<ul style="list-style-type: none"> Use note-taking skills. 	<p>TE: 288, 353, 356, 414–416, 440</p> <p>PE: 288, 353, 356, 414–416, 440, H28–H29</p>
<ul style="list-style-type: none"> Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks. 	<p>TE: 13, 15, 19, 26, 49, 65, 105, 163, 189, 313, 340, 349, 384, 391, 425, 426, 429, 439, 464, 474</p> <p>PE: 13, 26, 313, 340, 349, 384, 425, 349, H37–H49</p>
<ul style="list-style-type: none"> Use a thesaurus to identify alternative word choices and meanings. 	<p>TE: 15, 313</p> <p>PE: H81–H102</p>

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Evaluation and Revision	
<ul style="list-style-type: none"> Review, evaluate, and revise writing for meaning and clarity. 	<p>TE: 20–23, 31, 95, 151, 215, 245, 311–312, 338–339, 382–383, 391, 398, 421–424, 462–463, 480, 497–498 PE: 20–23, 311–312, 338–339, 382–383, 391, 421–424, 462–463, 497–498</p>
<ul style="list-style-type: none"> Proofread one’s own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors. 	<p>TE: 24–25, 49, 52, 54, 63, 71, 73, 75, 83, 85–86, 95, 105, 107, 111, 113, 115, 117, 119, 121, 123, 125, 127, 132, 133–135, 157, 159, 161, 169, 181, 183, 185, 189, 193, 195, 197, 199, 201, 203, 206, 215, 221, 227, 229, 231, 235, 245, 251, 253, 255, 263, 259, 313, 318, 340, 364, 384, 393, 398, 425, 464, 480, 499 PE: 24–25, 49, 52, 54, 71, 73, 75, 83, 85–86, 105, 107, 111, 113, 115, 117, 119, 121, 123, 125, 127, 132, 133–135, 157, 159, 161, 169, 181, 183, 185, 189, 193, 195, 197, 199, 201, 203, 206, 221, 227, 229, 231, 235, 251, 253, 255, 263, 259, 313, 318, 340, 384, 393, 425, 464, 499</p>
<ul style="list-style-type: none"> Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences. 	<p>TE: 21, 31, 46–47, 63, 68–69, 78–79, 80, 95, 110–111, 128, 154–155, 164, 186–187, 190–191, 224–225, 248–249, 260–261, 266, 312, 339, 383, 422, 462, 463, 498 PE: 21, 46–47, 68–69, 78–79, 80, 110–111, 128, 154–155, 164, 186–187, 190–191, 224–225, 248–249, 260–261, 266, 312, 339, 383, 422, 462, 463, 498</p>
Standard 5	
WRITING: Writing Applications	
<i>Write narratives (stories) that:</i>	
<ul style="list-style-type: none"> establish a plot, point of view, setting, and conflict. 	<p>TE: 37, 41, 103, 107, 109, 121, 185, 189, 215, 219, 227, 247, 251, 265, 289–293, 294, 295–297, 298, 299–303, 304–314, 315, 316, 317–318, 319, 320–324, 325, 326–329, 330–341, 342, 343, 344–349 PE: 37, 41, 103, 107, 109, 121, 185, 189, 219, 227, 247, 251, 265, 289–293, 295–297, 298, 299–303, 304–314, 315, 316, 317–318, 320–324, 325, 326–329, 330–341, 342, 343, 344–349</p>
<ul style="list-style-type: none"> show, rather than tell, the events of the story. Example: Write a story, modeling the style of the story after a type of writing recently read in class, such as a folktale, myth, mystery, or science fiction story. Include an interesting beginning that establishes the central conflict of the story and an ending that resolves the problem 	<p>TE: 37, 103, 107, 215, 219, 265, 319, 320–324, 325, 326–329, 330–341, 342, 343 PE: 37, 103, 107, 219, 265, 320–324, 325, 326–329, 330–341, 342, 343</p>
<i>Write responses to literature that:</i>	
<ul style="list-style-type: none"> demonstrate an understanding of a literary work. 	<p>TE: 11, 296, 324, 367, 449, 472, 483 PE: 11, 296, 324, 367, 449, 472, 483</p>

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<ul style="list-style-type: none"> support judgments through references to the text and to prior knowledge. 	TE: 11, 296, 324, 367, 449, 472, 483 PE: 11, 296, 324, 367, 449, 472, 483
<ul style="list-style-type: none"> develop interpretations that exhibit careful reading and understanding. Example: Write an essay, telling how two authors are similar or different in terms of their writing styles, choices of topics, and the themes of their books. Support the opinion with specific examples from the authors' books. Write a personal reaction to books in which a character deals with a problem, such as <i>The Best Bad Thing</i> by Yoshiko Uchida or <i>Shiloh</i> by Phyllis Naylor. Use clear organization and careful word choices to show your reaction to the character and the problem. 	TE: 11, 296, 324, 367, 449, 472, 483 PE: 11, 296, 324, 367, 449, 472, 483
<i>Write research reports about important ideas, issues, or events by using the following guidelines:</i>	
<ul style="list-style-type: none"> Frame questions that direct the investigation. 	TE: 398, 399–402, 403, 404–408, 409–426, 427 PE: 399–402, 403, 404–408, 409–426, 427
<ul style="list-style-type: none"> Establish a main idea or topic. 	TE: 398, 399–402, 403, 404–408, 409–426, 427 PE: 399–402, 403, 404–408, 409–426, 427
<ul style="list-style-type: none"> Develop the topic with simple facts, details, examples, and explanations. 	TE: 398, 399–402, 403, 404–408, 409–426, 427 PE: 399–402, 403, 404–408, 409–426, 427
<ul style="list-style-type: none"> Use a variety of information sources, including firsthand interviews, reference materials, and electronic resources, to locate information for the report. Example: After talking to local officials and conducting library research, write about the history of the different people and immigrant groups who settled in Indiana. Prepare a class book on <i>The History of Indiana</i> that includes information about where these groups came from, where they first lived in the state, and what work they did. 	TE: 398, 414–415 PE: 414–415
<i>Write persuasive letters or compositions that:</i>	
<ul style="list-style-type: none"> state a clear position in support of a proposal. 	TE: 43, 49, 65, 112, 113, 115, 161, 183, 199, 229, 231, 253, 255, 263, 480, 481–483, 484, 485–488, 489–500, 501, 502, 503–504 PE: 43, 49, 65, 113, 115, 161, 183, 199, 229, 231, 253, 255, 263, 481–483, 484, 485–488, 489–500, 501, 502, 503–504
<ul style="list-style-type: none"> support a position with relevant evidence and effective emotional appeals. 	TE: 43, 49, 65, 112, 113, 115, 161, 183, 199, 229, 231, 253, 255, 263, 480, 481–500, 501, 502, 503–504, 507–509 PE: 43, 49, 65, 113, 115, 161, 183, 199, 229, 231, 253, 255, 263, 481–500, 501, 502, 503–504, 507–509

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<ul style="list-style-type: none"> follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last. 	<p>TE: 43, 49, 65, 112, 113, 115, 161, 183, 199, 229, 231, 253, 255, 263, 480, 481–483, 484, 485–488, 489–500, 501, 502, 503–504</p> <p>PE: 43, 49, 65, 113, 115, 161, 183, 199, 229, 231, 253, 255, 263, 481–483, 484, 485–488, 489–500, 501, 502, 503–504</p>
<ul style="list-style-type: none"> address reader concerns. 	<p>TE: 43, 49, 65, 113, 115, 161, 183, 199, 229, 231, 253, 255, 263, 480, 481–483, 484, 485–488, 489–500, 501, 502, 503–504</p> <p>PE: 43, 49, 65, 113, 115, 161, 183, 199, 229, 231, 253, 255, 263, 481–483, 484, 485–488, 489–500, 501, 502, 503–504</p>
<ul style="list-style-type: none"> Use varied word choices to make writing interesting. Example: Write stories, reports, and letters showing a variety of word choices: use <i>inquired</i> or <i>requested</i> instead of <i>asked</i>. 	<p>TE: 17, 21, 80, 128, 164, 312, 333, 463</p> <p>PE: 17, 21, 80, 128, 164, 312, 333, 463</p>
<ul style="list-style-type: none"> Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate. Example: Write a skit or an episode of a puppet show to present at your class talent show. Use funny words and phrases to make the audience laugh. 	<p>TE: 1B, 11, 31B, 63B, 73, 95B, 125, 151B, 179B, 193, 215B, 221, 245B, 265, 294B, 303, 317, 318, 319B, 344, 364B, 388, 398B, 404, 428–432, 446B, 468–470, 480B, 483, 503, 504</p> <p>PE: 11, 73, 125, 193, 221, 265, 303, 317, 318, 344, 388, 404, 428–432, 468–470, 483, 503, 504</p>
<p>Standard 6</p>	
<p>WRITING: Written English Language Conventions</p>	
<p>Sentence Structure</p>	
<ul style="list-style-type: none"> Identify and correctly use prepositional phrases (<i>for school</i> or <i>In the beginning</i>), appositives (<i>We played the Cougars, the team from Newport</i>), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence). 	<p>TE: 69, 79, 245, 258–259, 260–261, 264–265, 267, 268–269, 275, 281–283</p> <p>PE: 69, 79, 258–259, 260–261, 264–265, 267, 268–269, 275, 281–283</p>
<ul style="list-style-type: none"> Use transitions (<i>however, therefore, on the other hand</i>) and conjunctions (<i>and, or, but</i>) to connect ideas. 	<p>TE: 18, 31B, 44–45, 46–47, 51–52, 61, 63B, 68, 85, 87, 110, 151B, 170, 179B, 186–187, 191, 209, 294B, 319, 359–360, 361–362, 364B, 380, 384, 417–418, 444, 458, 493</p> <p>PE: 18, 44–45, 46–47, 51–52, 61, 68, 85, 87, 110, 170, 186–187, 191, 209, 359–360, 361–362, 380, 417–418, 444, 458, 493</p>

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Grammar	
<ul style="list-style-type: none"> Identify and correctly use appropriate tense (<i>present, past, present participle, past participle</i>) for verbs that are often misused (<i>lie/lay, sit/set, rise/raise</i>). 	<p>TE: 95B, 104–105, 106–107, 108–109, 111, 112–113, 114–115, 118–119, 120–121, 129, 130, 131, 140, 141, 142, 143, 146–147, 151B, 172, 179B, 245B, 273, 364B, 398B, 446B, 480B</p> <p>PE: 104–105, 106–107, 108–109, 111, 112–113, 114–115, 118–119, 120–121, 129, 130, 131, 140, 141, 142, 143, 146–147, 172, 273</p>
<ul style="list-style-type: none"> Identify and correctly use modifiers (words or phrases that describe, limit, or qualify another word) and pronouns (<i>he/his, she/her, they/their, it/its</i>). 	<p>TE: 151, 152–153, 156–157, 158–159, 160–161, 164, 166–167, 173, 174, 176–177, 215B, 215, 216–217, 218–219, 220–221, 224–225, 234, 236, 238–239, 245B, 246–247, 250–251, 252–253, 262–263, 264–265, 267, 268, 269, 270, 273, 274, 275, 276, 277, 278, 282, 333, 398B, 446B, 480B, 499</p> <p>PE: 152–153, 156–157, 158–159, 160–161, 164, 166–167, 173, 174, 176–177, 216–217, 218–219, 220–221, 224–225, 234, 236, 238–239, 246–247, 250–251, 252–253, 262–263, 264–265, 267, 268, 269, 270, 273, 274, 275, 276, 277, 278, 282, 499</p>
Punctuation	
<ul style="list-style-type: none"> Use a colon to separate hours and minutes (<i>12:20 a.m., 3:40 p.m.</i>) and to introduce a list (<i>Do the project in this order: cut, paste, fold.</i>); use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semi-colons and commas for transitions (<i>Time is short; however, we will still get the job done.</i>) 	<p>TE: 179B, 179, 194–195, 198–199, 200, 202, 212, 214, 215B, 245B, 274, 319B, 319, 446B, 480B</p> <p>PE: 194–195, 198–199, 200, 202, 212, 214, 274</p>
Capitalization	
<ul style="list-style-type: none"> Use correct capitalization. 	<p>TE: 25, 32, 52, 54, 57, 63, 66–67, 84, 86, 90, 95B, 95, 151B, 151, 162–163, 168–169, 178, 179B, 179, 180–181, 182–183, 194–195, 196–197, 198–199, 200, 201, 202, 203, 204–205, 206, 207, 208, 212, 213, 214, 215, 245B, 245, 274, 294, 319B, 364B, 398B, 398, 403, 408, 425, 446B</p> <p>PE: 32, 52, 54, 57, 66–67, 84, 86, 90, 162–163, 168–169, 178, 180–181, 182–183, 194–195, 196–197, 198–199, 200, 201, 202, 203, 204–205, 206, 207, 208, 212, 213, 214, 274, 425, H57–H56</p>
Spelling	
<ul style="list-style-type: none"> Spell roots or bases of words, prefixes (<i>understood/misunderstood, excused/unexcused</i>), suffixes (<i>final/finally, mean/meanness</i>), contractions (<i>will not/won't, it is/it's, they would/they'd</i>), and syllable constructions (<i>in•for•ma•tion, mol•e•cule</i>) correctly. 	<p>TE: 116–117, 122–123, 131, 145, 148, 151B, 157, 172, 215B, 226–227, 242, 245B, 253, 254–255, 273, 364A, 476</p> <p>PE: 116–117, 122–123, 131, 145, 148, 172, 226–227, 242, 254–255, 273, H17, H18</p>

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Standard 7	
LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications	
Comprehension	
<ul style="list-style-type: none"> Ask questions that seek information not already discussed. 	TE: 12, 14, 304, 330, 370, 409, 410, 411, 13, 455, 476–477, 489 PE: 12, 14, 304, 330, 370, 409, 410, 411, 13, 455, 476–477, 489
<ul style="list-style-type: none"> Interpret a speaker’s verbal and nonverbal messages, purposes, and perspectives. 	TE: 288, 356, 440 PE: 288, 356, 440, H7–H8
<ul style="list-style-type: none"> Make inferences or draw conclusions based on an oral report. 	TE: 440 PE: 440
Organization and Delivery of Oral Communication	
<ul style="list-style-type: none"> Select a focus, organizational structure, and point of view for an oral presentation. 	TE: 12, 16–17, 230, 306, 318, 363, 377–378, 390, 423, 458, 478–479, 493 PE: 12, 16–17, 306, 318, 363, 377–378, 390, 423, 458, 478–479, 493
<ul style="list-style-type: none"> Clarify and support spoken ideas with evidence and examples. 	TE: 3–6, 22–23, 230, 311, 338, 382, 421, 435, 462, 497 PE: 3–6, 22–23, 311, 338, 382, 421, 435, 462, 497, H4, H9
<ul style="list-style-type: none"> Use volume, phrasing, timing, and gestures appropriately to enhance meaning. 	TE: 350–351, 394, 435, 476–477 PE: 350–351, 394, 435, 476–477, H5–H6
Analysis and Evaluation of Oral and Media Communications	
<ul style="list-style-type: none"> Identify, analyze, and critique persuasive techniques, including promises, dares, flattery, and generalities; identify faulty reasoning used in oral presentations and media messages. 	TE: 481–496, 507–509 PE: 481–496, 507–509
<ul style="list-style-type: none"> Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture. 	TE: 352–353, 396–397, 436–437, 478–479, 507–509 PE: 352–353, 396–397, 436–437, 478–479, 507–509
Speaking Applications	
<i>Deliver narrative (story) presentations that:</i>	
<ul style="list-style-type: none"> establish a situation, plot, point of view, and setting with descriptive words and phrases. 	TE: 37, 41, 103, 107, 109, 121, 185, 189, 219, 227, 247, 251, 265, 289–293, 295–297, 298, 299–303, 304–314, 315, 316, 317–318, 320–324, 325, 326–329, 330–341, 342, 343, 344–349 PE: 37, 41, 103, 107, 109, 121, 185, 189, 219, 227, 247, 251, 265, 289–293, 295–297, 298, 299–303, 304–314, 315, 316, 317–318, 320–324, 325, 326–329, 330–341, 342, 343, 344–349

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<ul style="list-style-type: none"> show, rather than tell, the listener what happens. 	<p>TE: 37, 41, 103, 107, 109, 121, 185, 189, 219, 227, 247, 251, 265, 289–293, 295–297, 298, 299–303, 304–314, 315, 316, 317–318, 320–324, 325, 326–329, 330–341, 342, 343, 344–349</p> <p>PE: 37, 41, 103, 107, 109, 121, 185, 189, 219, 227, 247, 251, 265, 289–293, 295–297, 298, 299–303, 304–314, 315, 316, 317–318, 320–324, 325, 326–329, 330–341, 342, 343, 344–349</p>
<p><i>Deliver informative presentations about an important idea, issue, or event by the following means:</i></p>	
<ul style="list-style-type: none"> frame questions to direct the investigation. 	<p>TE: 12, 14, 304, 330, 370, 409, 410, 411, 455, 489</p> <p>PE: 12, 14, 304, 330, 370, 409, 410, 411, 455, 489</p>
<ul style="list-style-type: none"> establish a controlling idea or topic. 	<p>TE: 230, 306, 375, 410–411, 416–417, 418, 441, 493</p> <p>PE: 306, 375, 410–411, 416–417, 418, 441, 493</p>
<ul style="list-style-type: none"> develop the topic with simple facts, details, examples, and explanations. 	<p>TE: 14–19, 230, 289, 291–292, 357, 359, 360, 362, 416–417, 418, 441, 443–444, 484, 490–491</p> <p>PE: 14–19, 289, 291–292, 357, 359, 360, 362, 416–417, 418, 441, 443–444, 484, 490–491</p>
<p><i>Deliver oral responses to literature that:</i></p>	
<ul style="list-style-type: none"> summarize important events and details. 	<p>TE: 11, 97, 181, 296, 324, 367, 429, 449, 469, 472, 483</p> <p>PE: 11, 97, 181, 296, 324, 367, 429, 449, 469, 472, 483, H31–H32</p>
<ul style="list-style-type: none"> demonstrate an understanding of several ideas or images communicated by the literary work. 	<p>TE: 11, 296, 324, 367, 449, 472, 483</p> <p>PE: 11, 296, 324, 367, 449, 472, 483</p>
<ul style="list-style-type: none"> use examples from the work to support conclusions. 	<p>TE: 11, 296, 324, 367, 449, 472, 483</p> <p>PE: 11, 296, 324, 367, 449, 472, 483</p>