

# Houghton Mifflin Spelling and Vocabulary

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Grade Five

correlated to

Indiana Standards 2000 English/Language Arts

Grade Five

Indiana Standards 2000	<i>Houghton Mifflin Spelling and Vocabulary</i> © 1998-2000
<b>Standard 1</b> <b>READING: Word Recognition, Fluency, and Vocabulary Development</b>	
<p>Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-appropriate words.</p>	
<p><i>Word Recognition</i></p>	
<p>Read aloud grade-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.</p>	<p><b>Read Aloud Own Writing, SB:</b> 47, 83, 119, 155, 191, 227; <b>TB:</b> 47, 83, 119, 155, 191, 227</p>
<p><i>Vocabulary and Concept Development</i></p>	
<p>Use word origins to determine the meaning of unknown words.</p>	<p><b>Word of the Week, TB:</b> 12A, 18A, 24A, 30A, 36A, 48A, 54A, 60A, 66A, 72A, 90A, 96A, 102A, 108A, 120A, 126A, 132A, 138A, 144A, 156A, 162A, 168A, 174A, 180A, 192A, 198A, 204A, 210A, 216A</p>
<p>Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meaning), and homographs (words that are spelled the same but have different meanings).</p>	<p><b>Synonyms, SB:</b> 22, 25, 78, 97, 103, 109, 116, 124, 127, 133, 150, 152, 164, 199, 214, 224, 233–234, 236, 242–245; <b>TRB:</b> 6, 9, 18, 49, 91, 163  <b>Antonyms, SB:</b> 20, 43–44, 55, 73, 80, 104, 109, 115–116, 127, 139, 145, 151–152, 166, 217, 235; <b>TRB:</b> 96, 163</p>
<p><i>Vocabulary and Concept Development</i></p>	

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<b>Know less common roots</b> ( <i>graph = writing, logos = the study of</i> ) and word parts ( <i>auto = self, bio = life</i> ) from Greek and Latin and use this knowledge to analyze the meaning of complex words ( <i>autograph, autobiography, biography, biology</i> ).	<b>Greek and Latin Roots, SB:</b> 70, 92, 98, 100, 127, 148, 169, 182, 189, 193, 198, 202, 208, 225, 242, 274–275; <b>TB:</b> 70, 100, 148, 202, 208
<b>Understand and explain the figurative use of words in similes</b> (comparisons that use <i>like</i> or <i>as</i> , <i>The stars were like a million diamonds in the sky</i> ) and metaphors (implied comparisons, <i>The stars were brilliant diamonds in the night sky</i> ).	<b>Figurative Language, SB:</b> 41; <b>TB:</b> 39 <b>Language Arts Vocabulary, SB:</b> 53, 113, 143; <b>TRB:</b> 35, 79, 105 <b>Imagery, Metaphor, Symbolism, SB:</b> 52, 113; <b>TB:</b> 52, 113
Standard 2 <b>READING: Reading Comprehension</b>	
<b>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in the <i>Indiana Reading List</i> illustrate the quality and complexity of the materials to be read by students. At Grade 5, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</b>	
<i>Structural Features of Informational and Technical Materials</i>	
<b>Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.</b>	<b>Diagram, SB:</b> 166 <b>Charts, SB:</b> 23, 41, 95, 221 <b>Comparing Different Forms of Information, SB:</b> 46, 82, 118, 154, 190, 226; <b>TB:</b> 46, 82, 118, 154, 190, 226  <b>(continued)</b>
<b>Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.</b>	(continued) <b>Reading for Information, SB:</b> 46–47, 82–83, 118–119, 226–227; <b>TB:</b> 17, 23, 29, 35, 41, 46, 59, 65, 71, 77, 82, 89, 95, 101, 107, 125, 131, 149, 154, 161, 167, 173, 179, 185, 190, 197, 203, 209, 215, 221, 226
<b>Analyze text that is organized in sequential or chronological order.</b>	<b>Sequence of Events, SB:</b> 82–83; <b>TRB:</b> 60 <b>Time Lines, SB:</b> 149
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>	

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<b>Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.</b>	<b>Topic, Main Idea, and Details, SB:</b> 82–83, 155, 226–227; <b>TB:</b> 82–83, 155, 226–227; <b>TRB:</b> 60, 146, 174
<b>Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</b>	<b>Inferences, Conclusions, Generalizations, SB:</b> 46, 118, 154, 190
<i>Expository (Informational) Critique</i>	
<b>Distinguish among facts, supported inferences, and opinions in text.</b>	<b>Fact and Opinion, SB:</b> 190, 226
Standard 3 <b>READING: Literary Response and Analysis</b>	
Students read and respond to grade-level appropriate historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in the <i>Indiana Reading List</i> illustrate the quality and complexity of the materials to be read by students.	
<i>Structural Features of Literature</i>	
<b>Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.</b>	<b>Biography/Autobiography, SB:</b> 47 <b>Nonfiction Selections, SB:</b> 83–84, 190–191, 226–227; <b>TB:</b> 83, 190, 226 <b>Play, SB:</b> 119; <b>TRB:</b> 42 <b>Poetry, SB:</b> 41; <b>TB:</b> 39
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>	
<b>Identify the main problem or conflict of the plot and explain how it is resolved.</b>	<b>Problem Solving, TRB:</b> 11, 19, 23, 43, 63, 97, 165
<b>Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.</b>	<b>Plot, Character, Setting, SB:</b> 118–119; <b>TB:</b> 118, 119; <b>TRB:</b> 88, 105
<b>Understand that theme refers to the meaning or moral of a selection and recognize themes, whether they are implied or stated directly, in sample works.</b>	<b>Theme, SB:</b> 52, 118; <b>TB:</b> 52, 118
<b>Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.</b>	<b>Imagery, Metaphor, Symbolism, SB:</b> 52, 113; <b>TB:</b> 52, 113

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<i>Literary Criticism</i>	
Evaluate the meaning of patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.	Traditional Literature, TB: 53, 89
Evaluate the author's use of various techniques to influence readers' perspectives.	Author's Viewpoint, SB: 46–47
Standard 4 <b>WRITING: Writing Process</b>	
Students discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	
<i>Organization and Focus</i>	
Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	Having a Discussion, SB: 46, 82, 118, 154, 190, 226 Writing a Journal Entry, SB: 15 Organizing and Planning Writing, SB: 47, 83, 119, 155, 191, 227; TRB: 32, 60, 88, 118, 146, 174 Prewriting, SB: 47, 83, 119, 155, 191, 227; TRB: 32, 60, 88, 118, 146, 174
Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.	Writing a Story, SB: 51, 57, 93, 110, 119; TB: 51, 57, 88, 93 Effective Story Beginnings, SB: 47; TRB: 32 Narrative Writing, SB: 46–47, 118–119
Write informational pieces with multiple paragraphs that: <ul style="list-style-type: none"> <li>• present important ideas or events in sequence or in chronological order,</li> <li>• provide details and transitions to link paragraphs, and</li> <li>• offer a concluding paragraph that summarizes important ideas and details.</li> </ul>	Writing an Informational Paragraph, SB: 82–83, 154–155, 190–191, 226–227; TB: 82–83, 154–155, 190–191, 226–227 Adding Details in Writing, SB: 46–47, 119, 155 Sequence Words, SB: 82–83; TRB: 60
<i>Research and Technology</i>	

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Use organizational features of printed text, such as citations, end notes, and bibliographic references, to locate relevant information.	<b>Choosing Reference Sources, SB:</b> 46, 82, 118, 154, 190, 226; <b>TB:</b> 46, 82, 118, 154, 190, 226 <b>Locating Information, SB:</b> 226–227 <b>Print and Electronic Card Catalogs, TB:</b> 227
Use note-taking skills.	<b>Note Taking, SB:</b> 227; <b>TB:</b> 227
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.	<b>Using a Word Processor, SB:</b> 93, 129, 183, 219
Use a thesaurus to identify alternative word choices and meanings.	<b>Using a Thesaurus, SB:</b> 22, 28, 47, 83, 119, 130, 155, 178, 191, 227, 254–255, 256–268
<i>Evaluation and Revision</i>	
Review, evaluate and revise writing for meaning and clarity.	<b>Proofreading, SB:</b> 47, 83, 119, 155, 191, 227; <b>TRB:</b> 32, 60, 88, 118, 146, 174
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.	<b>Proofreading, SB:</b> 47, 83, 119, 155, 191, 227; <b>TRB:</b> 32, 60, 88, 118, 146, 174
Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.	<b>Revising, SB:</b> 47, 83, 119, 155, 191, 227 <b>Adding Details in Writing, SB:</b> 46–47, 119, 155 <b>Deleting Unimportant Details, SB:</b> 47, 83, 119, 155, 191, 227
<b>Standard 5</b> <b>WRITING: Writing Applications</b> <b>(Different Types of Writing and Their Characteristics)</b>	
<b>At Grade Five, students write narrative (story), expository (informational), persuasive, and descriptive texts of at least 500 words. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 – Writing Strategies. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</b>	
<i>In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade Five students use the writing strategies outlined in Standard 4 – Writing Strategies to:</i>	

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<p><b>Write narratives (stories):</b></p> <ul style="list-style-type: none"> <li>• Establish a plot, point of view, setting, and conflict.</li> <li>• Show, rather than tell, the events of the story.</li> </ul>	<p><b>Writing a Personal Narrative, SB:</b> 47;  <b>TB:</b> 47; <b>TRB:</b> 32  <b>Establishing Plot, Setting and Conflict, SB:</b> 46–47, 118–119</p>
<p><b>Write responses to literature:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of a literary work.</li> <li>• Support judgments through references to the text and to prior knowledge.</li> <li>• Develop interpretations that exhibit careful reading and understanding.</li> </ul>	<p><b>Responding to Literature through Writing, SB:</b> 46–47, 82–83, 118–119, 154–155, 190–191, 226–227  <b>Responding to Writing Prompt, SB:</b> 47, 83, 119, 155, 191, 227  <b>Writing a Book Report, SB:</b> 75, 129, 141;  <b>TB:</b> 183</p>
<p><b>Write research reports about important ideas, issues, or events by using the following guidelines:</b></p> <ul style="list-style-type: none"> <li>• Frame questions that direct the investigation.</li> <li>• Establish a main idea or topic.</li> <li>• Develop the topic with simple facts, details, examples, and explanations.</li> <li>• Use a variety of information sources, including firsthand interviews, reference materials, and electronic resources, to locate information for the report.</li> </ul>	<p><b>Writing a Research Report, SB:</b> 227;  <b>TRB:</b> 174  <b>Evaluating Information, TB:</b> 47, 83, 119, 155, 191, 227  <b>Writing a Topic Sentence, SB:</b> 82–83, 155, 226–227; <b>TRB:</b> 60, 146  <b>Adding Details in Writing, SB:</b> 46–47, 119, 155  <b>Locating Information, SB:</b> 226–227</p>
<p><b>Write persuasive letters or compositions:</b></p> <ul style="list-style-type: none"> <li>• State a clear position in support of a proposal.</li> <li>• Support a position with relevant evidence and effective emotional appeals.</li> <li>• Follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last.</li> <li>• Address reader concerns.</li> </ul>	<p><b>Persuasive Writing, SB:</b> 82–83, 154–155, 190–191, 226–227  <b>Giving Examples, SB:</b> 82–83  <b>Adding Details in Writing, SB:</b> 46–47, 119, 155  <b>Organizing and Planning Writing, SB:</b> 47, 83, 119, 155, 191, 227; <b>TRB:</b> 32, 60, 88, 118, 146, 174  <b>Using Order in Writing, SB:</b> 190–191;  <b>TRB:</b> 146</p>
<p><b>Use varied word choices to make writing interesting.</b></p>	<p><b>Using Exact Nouns, SB:</b> 22, 28, 47, 83, 119, 191, 227  <b>Using Exact Words in Writing, SB:</b> 47, 83, 119, 154–155, 191, 227; <b>TRB:</b> 118  <b>Using Descriptive Language in Writing, SB:</b> 155; <b>TRB:</b> 118</p>

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Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.	Using the Right Tone, SB: 130, 178; TB: 130, 178 Using Voice in Writing, SB: 47
Standard 6 <b>WRITING: Written English Language Conventions</b>	
Students write using Standard English conventions appropriate to this grade level.	
<i>Sentence Structure</i>	
<p>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> <ul style="list-style-type: none"> <li>• <i>We began our canoe trip on the White River</i> (prepositional phrase) <i>when it stopped raining</i> (subordinate clause).</li> <li>• <i>Although the weather, chilly and damp, (appositive) threatened our trip, we were never discouraged</i> (main clause).</li> </ul>	<p>Prepositions: <i>past, since</i>, TB: 12; <i>until</i>, TB: 48; <i>before</i>, TB: 138; <i>among, beyond</i>, TB: 162; <i>through</i>, TB: 168 Related Instruction: Complete Sentences, SB: 33, 251.</p>
Use transitions ( <i>however, therefore, on the other hand</i> ) and conjunctions ( <i>and, or, but</i> ) to connect ideas.	Conjunctions, <i>since</i> , TB: 12; <i>until</i> , TB: 48; <i>whenever</i> , TB: 84; <i>although</i> , SB: 102; <i>before</i> , TB: 138; <i>because</i> , TB: 204
<i>Grammar</i>	
Identify and correctly use appropriate tense (present, past, present participle, past participle) for verbs that are often misused ( <i>lie/lay, sit/set, rise/raise</i> ).	Verb Tenses, SB: 16, 49, 126–129, 132–135, 150, 151, 174–177; TB: 126, 127, 128, 132, 133, 134, 174, 175, 176; TRB: 95–98, 97–98, 99–100, 101–102, 115–117, 131–134

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<p><b>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>).</b></p> <ul style="list-style-type: none"> <li>• <b>Correct:</b> <i>On the walls there are many pictures of people who have visited the restaurant.</i></li> <li>• <b>Incorrect:</b> <i>There are many pictures of people who have visited the restaurant on the walls.</i></li> <li>• <b>Correct:</b> <i>Jenny and Kate finished their game.</i></li> <li>• <b>Incorrect:</b> <i>Jenny and Kate finished her game.</i></li> </ul>	<p><b>Identifying Adverbs, SB: 75</b>  <b>Identifying Adjectives, SB: 130, 155</b>  <b>Pronouns, SB: 207</b></p>
<i>Punctuation</i>	
<p><b>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.</b></p>	<p><b>Colons, SB: 253</b>  <b>Quotation Marks, SB: 147, 155, 165, 248</b></p>
<i>Capitalization</i>	
<p><b>Use correct capitalization.</b></p>	<p><b>Capitalization, SB: 15, 69, 87, 135, 146, 159, 164, 195, 247, 248–249, 250</b></p>
<i>Spelling</i>	

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<p><b>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>inûforûmaûtion, molûeûcule</i>) correctly.</b></p>	<p><b>Base Words, SB:</b> 126–128, 132–133, 138–140, 157, 168–169, 172, 180, 187–188, 192, 198–199, 212, 222, 239, 242</p> <p><b>Roots, SB:</b> 70, 92, 98, 100, 127, 148, 169, 182, 189, 193, 198, 202, 208, 225, 242, 274–275; <b>TB:</b> 70, 100, 148, 202, 208</p> <p><b>Prefixes, SB:</b> 168–169, 172, 181, 187, 198–199, 202, 217, 222, 242, 244; <b>TB:</b> 168A, 171, 198A, 201; <b>TRB:</b> 127, 130, 151, 154</p> <p><b>Suffixes, SB:</b> 112, 138–139, 151, 172, 180–181, 188, 192–193, 196, 204–205, 211, 220, 222–223, 239, 243–245; <b>TB:</b> 138A, 141, 180A, 183, 192A, 195, 204A, 207; <b>TRB:</b> 103–104, 106, 111, 138, 147, 150, 155, 158</p> <p><b>Contractions, SB:</b> 219</p> <p><b>Syllable Patterns, SB:</b> 96–97, 98, 102–103, 104, 108–109, 115, 120–121, 150, 162–163, 186, 210–211, 216–217, 223–224, 236, 237, 238, 241, 245–246; <b>TB:</b> 96A, 99, 102A, 105, 108A, 111, 120A, 123, 162A, 165, 210A, 213, 216A, 219; <b>TRB:</b> 69, 72, 73, 76, 77, 80, 91–92, 94, 123, 126, 142, 159–160, 162, 163, 166</p>
<p>Standard 7  <b>LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications</b></p>	
<p><b>Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.</b></p>	
<p><i>Comprehension</i></p>	
<p><b>Ask questions that seek information not already discussed.</b></p>	<p>This objective can be developed as students participate in writing a research report.  <b>SB:</b> 226-227</p>
<p><b>Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives</b></p>	<p><b>SB:</b> 88, 139, 166, 183,211</p>
<p><b>Make inferences or draw conclusions based on an oral report.</b></p>	<p><b>Listening to Take Notes and Summarize, SB:</b> 227;<b>TB:</b> 33, 227</p>

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<b><i>Organization and Delivery of Oral Communication</i></b>	
Select a focus, organizational structure, and point of view for an oral presentation.	<b>Giving Oral Reports, SB:</b> 21, 227 <b>Giving a Speech, SB:</b> 21, 227 <b>Giving an Oral Presentation, SB:</b> 21, 227
Clarify and support spoken ideas with evidence and examples.	Aligned through the conferencing step of the writing process. See <b>SB:</b> 47, 83, 119, 155, 191, and 227
Use volume, phrasing, timing, and gestures appropriately to enhance meaning.	This objective can be developed as students read their original writing to others. See <b>SB:</b> 47, 83, 119, 155, 191, and 227.
<b><i>Analysis and Evaluation of Oral and Media Communications</i></b>	
Identify, analyze, and critique persuasive techniques, including promises, dares, flattery, and generalities; identify faulty reasoning used in oral presentations and media messages.	Aligned through related program instruction in writing a persuasive letter. See <b>SB:</b> 190–191, and <b>TB:</b> 190–191.
Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	This objective might be discussed during the theme-related unit “Performing Arts: Television,” <b>SB:</b> 180–185.
<b><i>Speaking Applications</i></b>	
<b>Deliver narrative (story) presentations:</b> <ul style="list-style-type: none"> <li>• Establish a situation, plot, point of view, and setting with descriptive words and phrases.</li> <li>• Show, rather than tell, the listener what happens.</li> </ul>	<b>Retelling, SB:</b> 119 <b>Storytelling, SB:</b> 119 <b>Dramatizing, SB:</b> 119; <b>TRB:</b> 42
<b>Deliver informative presentations about an important idea, issue, or event by the following means:</b> <ul style="list-style-type: none"> <li>• Frame questions to direct the investigation.</li> <li>• Establish a controlling idea or topic.</li> <li>• Develop the topic with simple facts, details, examples, and explanations.</li> </ul>	<b>Giving Oral Reports, SB:</b> 21, 227 <b>Giving Directions, SB:</b> 83

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<p><b>Deliver oral responses to literature:</b></p> <ul style="list-style-type: none"> <li>• <b>Summarize important events and details.</b></li> <li>• <b>Demonstrate an understanding of several ideas or images communicated by the literary work.</b></li> <li>• <b>Use examples from the work to support conclusions.</b></li> </ul>	<p><b>Listening to Appreciate Literature, SB:</b>  46–47, 82–83, 118–119, 154–155,  190–191, 226–227</p>