

Louisiana English Language Arts Content Standards

BENCHMARKS FOR 5–8

BOOK TITLE: Houghton Mifflin Reading © 2001, Level 5 Student Book Grade 5

PUBLISHER: Houghton Mifflin Company

STANDARD 1	ELA-1-M1	ELA-1-M2	ELA-1-M3	ELA-1-M4	ELA-1-M5
Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.	using knowledge of word meaning and developing basic and technical vocabulary using various strategies	analyzing literary devices within a selection	reading, comprehending, and responding to written, spoken, and visual texts in extended passages	interpreting texts with supportive explanations to generate connections to real-life situations and other texts	using purposes for reading to achieve a variety of objectives
	Get Set for Reading <i>Buildup to a Shakeup,</i> SB: 26–27 <i>Claiming the Land,</i> SB: 496–497 <i>Exploring Space,</i> SB: 208–209 <i>Facing Fear!,</i> SB: 182–183 <i>Fighting for Freedom,</i> SB: 310–311 <i>Figure Skating,</i> SB: 136–137 <i>First Travelers of the Plains,</i> SB: 468–469 <i>Galloping Free,</i> SB: 20–21 <i>Honoring Your Heritage,</i> SB: 392–393 (continued)	Think About the Selection, SB: 46, 76, 100, 152, 176, 202, 224, 280, 304, 328, 358, 386, 408, 432, 486, 514, 542, 564, 618, 642, 666	Reading Written Texts, SB: 26–27, 28–44, 48–51, 54–55, 56–75, 78–81, 82–83, 84–99, 102–105, 110–127, 136–137, 138–150, 154–157, 160–161, 162–175, 178–180, 182–183, 184–201, 204–207, 208–209, 210–221, 226–229, 235–251, 260–261, 262–278, 282–285, 290–291, 293–303, 306–309, 310–311, 313–327, 330–333, 342–343, 344–357, 360–363, 366–367, 368–385, 388–391, 392–393, 394–407, 414–415,	Connecting/ Comparing, SB: 46, 76, 100, 152, 176, 202, 224, 280, 304, 328, 358, 386, 408, 432, 486, 514, 542, 564, 618, 642, 666	Strategy Focus, SB: 28, 57, 84, 138, 163, 185, 210, 262, 279, 293, 313, 345, 369, 394, 416, 470, 499, 522, 550, 602, 629, 651

STANDARD 1	ELA-1-M1	ELA-1-M2	ELA-1-M3	ELA-1-M4	ELA-1-M5
<p>Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.</p>	<p>using knowledge of word meaning and developing basic and technical vocabulary using various strategies</p>	<p>analyzing literary devices within a selection</p>	<p>reading, comprehending, and responding to written, spoken, and visual texts in extended passages</p>	<p>interpreting texts with supportive explanations to generate connections to real-life situations and other texts</p>	<p>using purposes for reading to achieve a variety of objectives</p>
			<p>416–430, 434–437, 441–459, 468– (continued)</p>		
	<p>Get Set for Reading (continued) <i>Living On the Land</i>, SB: 648–649 <i>On the Brink of War</i>, SB: 260–261 <i>Photographing Wild Weather</i>, SB: 54–55 <i>Rescue in the Rain Forest</i>, SB: 626–627 <i>A Revolution in Mexico</i>, SB: 548–549 <i>Special Relationship, A</i>, SB: 366–367 <i>Talent Show!</i>, SB: 160–161 <i>The World of Volcanoes</i>, SB: 82–83 <i>Volunteering</i>, SB: 342–343 <i>Who Were the Tories?</i>, SB: 290–291 <i>Wild Alaska</i>, SB: 600–601 <i>World of Writing, A</i>, SB: 414–415</p>	<p>See the preceding page for references related to literary devices.</p>	<p>Reading Written Texts (continued) SB: 469, 470–485, 488–491, 496–497, 498–513, 519, 520–521, 522–541, 544–547, 548–549, 550–563, 566–569, 574–578, 579–581, 582–587, 588–591, 600–601, 602–616, 620–623, 626–627, 629–641, 644–647, 648–649, 651–665, 668–672</p> <p>Responding to Written Texts, SB: 46–47, 76–77, 100–101, 128–129, 152–153, 176–177, 202–203, 224–225, 252–253, 280–281, 304–305, 328–329, 358–359, 386–387, 408–409, 432–433, 460–461, 486–487, 514–515, 542–543, 564–565, 592–593, 618–619, 642–643, 666–667</p>	<p>See the preceding page for references related to generating connections.</p>	<p>See the preceding page for Student Book references related to reading for a variety of objectives.</p>

STANDARD 2	ELA-2-M1	ELA-2-M2	ELA-2-M3	ELA-2-M4	ELA-2-M5	ELA-2-M6
Students write competently for a variety of purposes and audiences.	writing a composition that clearly implies a central idea with supporting details in a logical, sequential order	using language, concepts and ideas that show an awareness of the intended audiences and/or purpose in developing complex composition	applying the steps of the writing process	using narration, description, exposition, and persuasion to develop various modes of writing	recognizing and applying literary devices	writing as a response to texts and life experiences
	Writing, SB: 46–47, 76–77, 100–101, 128–129, 152–153, 176–177, 202–203, 224–225, 252–253, 280–281, 304–305, 328–329, 358–359, 386–387, 408–409, 432–433, 460–461, 486–487, 514–515, 542–543, 564–565, 592–593, 618–619, 642–643, 666–667	Using Colorful, Specific, Descriptive Words, SB: 152, 176 Chronological Order, SB: 152 Details, SB: 280 Topic Sentence and Supporting Details, SB: 618 Varying Sentence Type and Structure, SB: 618	Writing Process, SB: 52–53, 158–159, 286–289, 364–365, 492–495, 624–625	Narrative Writing, SB: 46, 128, 176, 202, 304, 328 Descriptive Writing, SB: 152, 203 Expository Writing, SB: 100, 203, 666 Persuasive Writing, SB: 100, 328	Character, Setting, and Plot, SB: 46 Using Exaggeration, SB: 128 Problem-Solution, SB: 176, 460 Dialogue, SB: 328 Humor, SB: 386	Responding to Literature in Writing, SB: 46, 76, 100, 152, 176, 202, 224, 280, 304, 328, 358, 386, 408, 432, 486, 514, 542, 564, 618, 642, 666 E-mail to a Friend, SB: 177

STANDARD 3	ELA-3-M1	ELA-3-M2	ELA-3-M3	ELA-3-M4	ELA-3-M5
Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.	writing legibly	demonstrating use of punctuation, capitalization, and abbreviations	demonstrating standard English structure and usage	demonstrating understanding of the parts of speech to make choices for writing	spelling accurately using strategies and resources when necessary
	Legible handwriting is expected for all writing assignments.	Punctuation, SB: 224, 252, 328, 358, 432 Capitalization, SB: 328, 358, 432	Topic Sentence and Supporting Details, SB: 618 Varying Sentence Type and Structure, SB: 618	Checking Verb Tense, SB: 202	Student Writing Model, SB: 52–53, 158–159, 286–289, 364–365, 492–495, 624–625

STANDARD 4	ELA-4-M1	ELA-4-M2	ELA-4-M3	ELA-4-M4	ELA-4-M5	ELA-4-M6
Students demonstrate competence in speaking and listening as tools for learning and communicating.	speaking intelligibly, using standard English pronunciation and diction	giving and following directions/procedures	using the features of speaking when giving rehearsed and unrehearsed presentations	speaking and listening for a variety of audiences and purposes	listening and responding to a wide variety of media	participating in a variety of roles in group discussions
	Speaking Intelligibly, SB: 47, 153, 225, 305, 409, 433	How to Listen to Directions, SB: 330–333	Giving an Oral Presentation, SB: 47, 153, 225 Deliver a Newscast, SB: 47 Act It Out, SB: 409 Radio Show, SB: 433 Give a Talk, SB: 643	Speaking and Listening for Classmates, SB: 47, 153, 225, 305, 409 Speaking and Listening at School, SB: 47, 153, 225, 305, 409	Internet, SB: 101, 281, 619 Responding, SB: 47, 225, 433, 565, 643	Tips for Holding a Debate, SB: 305

STANDARD 5	ELA-5-M1	ELA-5-M2	ELA-5-M3	ELA-5-M4	ELA-5-M5	ELA-5-M6
<p>Students locate, select, and synthesize information from a variety of texts, media, reference, and technological sources to acquire and communicate knowledge.</p>	<p>recognizing and using organizational features of printed text, other media, and electronic information</p>	<p>locating and evaluating information sources</p>	<p>locating, gathering, and selecting information using graphic organizers, outlining, note taking, and summarizing, interviewing, and surveying to produce documented texts and graphics</p>	<p>using available technology to produce, revise, and publish a variety of works</p>	<p>citing references using various formats</p>	<p>interpreting graphic organizers</p>
	<p>How to Use Text Organization, SB: 226–229</p> <p>Categorizing Information, SB: 668–671</p> <p>How to Read a Science Article, SB: 48–51</p> <p>How to Read Song Lyrics, SB: 282–285</p> <p>Reading a Technology Article, SB: 644–647</p>	<p>How to Read Primary Sources, SB: 306–309</p> <p>How to Read a News Article, SB: 360–363</p> <p>Reading Instructions, SB: 516</p> <p>How to Read a Magazine Article, SB: 410–413</p>	<p>How to Follow Directions, SB: 330–333</p> <p>How to Outline, SB: 388–391</p> <p>How to Skim and Scan, SB: 204–207</p>	<p>Using the Internet to Communicate, SB: 47, 77, 177, 203, 305, 359, 387, 409, 433, 515, 543, 643</p>	<p>Listing Sources, SB: 495</p>	<p>Reading a Sequence Chart, SB: 78–81</p> <p>How to Read a Timeline, SB: 178–181</p> <p>How to Read a Map, SB: 154–157</p>

STANDARD 6	ELA-6-M1	ELA-6-M2	ELA-6-M3
Students read, analyze, and respond to literature as a record of life experiences.	identifying, recognizing, and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups	identifying, comparing, and responding to a variety of classic and contemporary literature from many genres	classifying various genres according to their unique characteristics
	<p>Literature By and About Africans and African-Americans, SB: 210–222, 237, 251, 310–311, 312–327, 344–357, 516–519, 522–541, 574–578</p> <p>Literature By and About Asians and Asian-Americans, SB: 49, 136–137, 138–151, 246, 394–407</p> <p>Literature By and About Hispanics/Latinos, SB: 102–105, 162–175, 235, 250, 548–549, 550–563, 588–591</p> <p>Literature By and About Native Americans, SB: 468–469, 470–485, 488–491, 620–623</p> <p>Literature By and About Multicultural Groups, SB: 49, 154–157, 160–161, 178–181, 208–209</p>	<p>Article, SB: 48–51, 226–229, 282–285, 330–333, 410–413, 434–437, 488–491, 516–519, 544–547, 566–569, 644–647, 668–671</p> <p>Autobiography, SB: 138–151, 574–581, 582–587, 588–91</p> <p>Biography, SB: 210–222, 312, 333B, 470–491, 522–547</p> <p>Fiction, SB: 163–175, 185–201</p> <p>Folktale, SB: 102–105</p> <p>Historical Fiction, SB: 262–278, 293–303, 550–569</p> <p>Narrative Nonfiction, SB: 313–320</p> <p>Nonfiction, SB: 84–98, 204–207, 498–519</p> <p>Personal Narrative, SB: 345–357</p> <p>Play, SB: 442–459</p> <p>Poetry, SB: 437–434, 620–623</p> <p>Realistic Fiction, SB1: 28–44, 368–385, 394–411</p>	<p>Tall Tales, SB: 109</p> <p>Poetry, SB: 233</p> <p>Autobiography, SB: 573</p> <p>Play, SB: 442</p>

STANDARD 7	ELA-7-M1	ELA-7-M2	ELA-7-M3	ELA-7-M4
<p>Students apply reasoning and problem solving skills to their reading, writing, speaking, listening, viewing, and visually representing.</p>	<p>using comprehension strategies in contexts</p>	<p>problem solving by using reasoning skills, life experiences, accumulated knowledge, and related available information</p>	<p>analyzing the effects of an author's purpose and point of view</p>	<p>distinguishing fact from opinion and probability, skimming and scanning for facts, determining cause and effect, inductive and deductive reasoning, generating inquiry, and making connections to real-life situations across texts.</p>
	<p>Strategy Focus, SB: 28, 57, 84, 138, 163, 185, 210, 262, 279, 293, 313, 345, 369, 394, 416, 470, 499, 522, 550, 602, 629, 651</p>	<p>Problem Solving, SB: 358–359, 360–363</p>	<p>Meet the Author, SB: 45, 56, 99, 151, 162, 184, 223, 279, 292, 312, 344, 368, 407, 416, 617, 628, 650</p>	<p>Responding to the Selection, SB: 46–47, 76–77, 100–101, 128–129, 152–153, 176–177, 202–203, 224–225, 252–253, 280–281, 304–305, 328–329, 358–359, 386–387, 408–409, 432–433, 460–461, 486–487, 514–515, 542–543, 564–565, 592–593, 618–619, 642–643, 66–667</p>