

**South Carolina English Language Arts / Houghton Mifflin English  
Grade Five**

<b>Reading Goal (R) The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.</b>	
<b>READING PROCESS AND COMPREHENSION</b>	
<b>5-R1 The student will integrate various cues and strategies to comprehend what he or she reads.</b>	
<b>5-R1.1</b> Demonstrate the ability to use a variety of strategies to derive meaning and to read fluently.	Literature Selections, SB: 9–11, 295–296, 320–324, 365–367, 399–402, 447–449, 470–472, 481–483; TE: 9, 11, 295, 297, 320, 324, 365, 367, 399, 402, 447, 449, 481, 483
<b>5-R1.2</b> Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.	Suggestions for Reading Independently, TE: 9, 295, 320, 365, 399, 447, 481
<b>5-R1.3</b> Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.	Nonfiction: Prior Knowledge, TE: 295, 365, 399, 447 Connections between Literature and Life, TE: 11, 296, 324, 367, 449, 472, 483
<b>5-R1.4</b> Demonstrate the ability to summarize and paraphrase texts.	Summarizing, SB: 97, 181, 429, 469, H31–H32
<b>5-R1.5</b> Demonstrate the ability to analyze details in texts.	Noting Details in Reading, SB: 11, 297, 324, 367, 402, 449, 483, TE: 11, 297, 324, 367, 402, 449, 483
<b>5-R1.6</b> Demonstrate the ability to ask and answer questions about texts.	Asking and Answering Questions, SB: 297, 301, 303, 324, 327, 329, 367, 371, 373, 402, 405, 408, 449, 452, 454, 483, 486, 488
<b>5-R1.7</b> Demonstrate the ability to make predictions about stories.	Predicting Outcomes, SB: 365, 399; TE: 365, 399
<b>5-R1.8</b> Demonstrate the ability to paraphrase the main ideas of texts.	Main Ideas and Details, SB: 297, 298, 402, 403, 449; TE: 297, 298, 402, 403, 449
<b>5-R1.9</b> Demonstrate the ability to draw conclusions and make inferences.	Draw Conclusions, SB: 447, 451 Making Inferences, SB: 297, 324, 367, 402, 449, 483; TE: 297, 324, 367, 402, 449, 483
<b>5-R1.10</b> Demonstrate the ability to categorize and classify ideas.	Categorize and Classify, SB: H14, H15, H18
<b>5-R1.11</b> Demonstrate the ability to analyze cause and effect.	Cause and Effect, SB: 77, 362
<b>5-R1.12</b> Demonstrate the ability to analyze fact and opinion.	Fact and Opinion, SB: 291, 356, 359, 414, 420; TE: 356, 359, 414, 420
<b>5-R1.13</b> Demonstrate the ability to follow multistep directions in a technical manual.	Following Written Directions, SB: 2, 392, 393, 394–395, 433; TE: 394, 395

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<p><b>5-R1.14</b> Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically. (continued)</p>	<p>Charts, SB: 14–15, 347, 378, 390, 410, 411, 423, 424, 429, 431, 473, 489, H53, H54, H55 Diagrams, SB: 424, H27 K-W-L Chart, SB: 411, H54 Graphs, SB: 423, H26 K-W-S Chart, SB: 411; WP: 160; RW: 103 ISP Chart, SB: H55 Inverted Triangle, SB: H52 Step-By-Step Chart, SB: H55 T-Chart, SB: 347 Webs, SB: H52 Flow Charts, SB: 390, 424</p>
<p><b>5-R1.15</b> Demonstrate the ability to respond to texts through a variety of methods, such as creative dramatics, writing, and graphic art.</p>	<p>Responding to Literature, SB: 11, 296, 324, 367, 449, 472, 483 Dramatic Interpretation, SB: 189, 195, 348, 350–351, H7; TE: 192, 246, 254, 258</p>
<p><b>5-R1.16</b> Continue using skimming and scanning techniques.</p>	<p>Skimming the Newspaper, SB: 437</p>
<p><b>5-R1.17</b> Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.</p>	<p>Comparing Information from Different Selections/Texts, SB: 396–397; TE: 396, 397 Thinking Skills: Comparing and Contrasting, SB: 352–353, 361, 374–387 Using Multiple Sources, SB: 412–413; TE: 412, 413</p>
<p><b>5-R1.18</b> Begin detecting bias and identifying propaganda techniques.</p>	<p>Media Messages, SB: 436–437, 507–509; TE: 436, 437, 507, 509 Symbols and Images in the Media, SB: 436–437, 478–479, 507–509 Propaganda Techniques, SB: 507–509</p>
<p><b>ANALYSIS OF TEXTS</b></p>	
<p><b>5-R2 The student will use a knowledge of the purposes, structures, and elements of writing to analyze and interpret various types of texts.</b></p>	
<p><b>5-R2.1</b> Demonstrate the ability to analyze character traits and motives, setting, and plot in a literary work; continue identifying tone.</p>	<p>Character, SB: 320, 324; TE: 320, 324 Developing Plot, SB: 324, 332, 334, 347, 353; TE: 324 Developing Setting, SB: 288, 332, 346, 347, 352, 353 Tone, SB: 298, 308, 350–351, 484, 495</p>
<p><b>5-R2.2</b> Demonstrate the ability to identify conflict in a literary work; begin comparing and contrasting conflicts in a variety of literary works.</p>	<p>Conflict, SB: 332, 347</p>

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<b>5-R2.3</b> Demonstrate the ability to identify the narrator’s point of view in a work of fiction.	Personal Narrative, SB: 298 Writing With Voice, SB: 308
<b>5-R2.4</b> Begin comparing and contrasting theme in a variety of texts.	Analyzing Literature, SB: 11, 296, 324, 367, 449, 472, 483
<b>5-R2.5</b> Demonstrate the ability to identify elements of style such as word choice and sentence structure (syntax).	Word Choice for Writing, SB: 21, 80, 128, 154–155, 164, 266, 312, 339, 422, 463, 498 Sentences and Sentence Structure, SB: 32–33, 34–35, 51, 55, 56, 87, 180; TE: 32–33, 34–35, 51, 55, 56, 87, 180
<b>5-R2.6</b> Demonstrate the ability to identify devices of figurative language such as similes, metaphors, hyperbole, and personification and sound devices such as alliteration and onomatopoeia.	Figurative Language, SB: 312, H11; TE: 312, H11 Simile, SB: 312, H11; TE: 312, H11 Metaphor, SB: 312, H11 Sound Words (Onomatopoeia), SB: 15, 473
<b>5-R2.7</b> Demonstrate the ability to distinguish between fiction and nonfiction.	Fiction vs. Nonfiction, SB: 469, H23; TE: H23
<b>5-R2.8</b> Demonstrate the ability to identify the characteristics of genres such as fiction, poetry, drama, and informational texts.	Characteristics of Literary Genre: Description, SB: 11; TE: 11; Narrative, SB: 289; TE: 289; Personal Narrative, SB: 297, 298; TE: 297, 298; Story, SB: 324, 325; TE: 324, 325; Play, SB: 346; TE: 346; Compare-Contrast Article, SB: 367, 368; TE: 367, 368; Instructions, SB: 389; TE: 389; Report, SB: 402, 403; TE: 402, 403; News Article, SB: 431; TE: 431; Opinion Essay, SB: 449, 450; TE: 449, 450; Poem, SB: 472, 475; TE: 472, 475; Persuasive Essay, SB: 483, 484; TE: 484, 485
<b>5-R2.9</b> Demonstrate the ability to identify elements of poetry such as rhyme scheme, refrain, and stanza.	Reading Poetry, SB: 109, 165, 470–474; TE: 470, 472
<b>5-R2.10</b> Demonstrate the ability to identify the author’s purpose in a variety of texts.	Listening for Author’s Purpose, SB: 288, 356, 440 Author’s Viewpoint, SB: 449, 452, 454, 483, 486, 488
<b>5-R2.11</b> Demonstrate the ability to compare and contrast settings, characters, events, and ideas in a variety of texts.	Reading as a Writer, SB: 13, 451, 489, 538, 572, 623, 651; TE: 13, 451, 489, 538, 572, 623, 651
<b>5-R2.12</b> Continue developing objective criteria for evaluating texts in a variety of genres.	Compare/Contrast Reading Selections, SB: 468–469; TE: 468, 469 Analyzing Literature, SB: 11, 296, 324, 367, 449, 472, 483

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<b>WORD STUDY AND ANALYSIS</b>	
<b>5-R3 The student will use a knowledge of graphophonics and word analysis to determine the meaning of unfamiliar words and read texts with understanding.</b>	
<b>5-R3.1</b> Demonstrate the ability to determine word meanings, pronunciations, alternate word choices, and parts of speech by using a dictionary and a thesaurus.	Using a Dictionary, SB: H20–H22; TE: H20, H21, H22 Thesaurus Plus, SB: 80, 128, 312, 339, 383, 463, 498, H81–H102; TE: 80, 128, 312, 339, 383, 463, 498
<b>5-R3.2</b> Demonstrate the ability to identify word origins and derivatives to determine the meaning of words or phrases and to refine word choice.	Word Roots, SB: H18; TE: H18 Decoding Strategy, TE: 9, 295, 320, 365, 399, 447, 481 Revising Drafts for Word Choice, SB: 21, 80, 128, 154–155, 164, 266, 312, 339, 422, 463, 498 Word Choice for Writing, SB: 21, 80, 128, 154–155, 164, 266, 312, 339, 422, 463, 498; WP: 35, 68, 71, 72, 81, 139, 146, 153, 164, 170, 177
<b>5-R3.3</b> Demonstrate the ability to apply and use a knowledge of roots and affixes to analyze the meaning of complex words.	Word Roots, SB: H18; TE: H18 Prefixes, SB: H16; TE: H16 Suffixes, SB: H17; TE: H17
<b>5-R3.4</b> Demonstrate the ability to use sentence structure (syntax) and context to determine the meanings of unfamiliar and multiple-meaning words.	Sentences and Sentence Structure, SB: 32–33, 34–35, 51, 55, 56, 87, 180; TE: 32–33, 34–35, 51, 55, 56, 87, 180 Context Clues, SB: 80, 128, 232, 266; TE: 9, 295, 320, 365, 399, 447, 481 Multiple-Meaning Words, SB: H21; TE: H21
<b>5-R3.5</b> Demonstrate the ability to analyze the figurative use of words in context.	Connotation, SB: 498, H15 Idioms, SB: H12 Similes and Metaphors, SB: H11
<b>5-R3.6</b> Demonstrate the ability to make simple analogies; continue recognizing complex analogies.	Analogies, SB: H33–H34
<b>Writing Goal (W) The student will write for different audiences and purposes.</b>	
<b>THE WRITING PROCESS</b>	
<b>5-W1 The student will apply a process approach to writing.</b>	
<b>5-W1.1</b> Demonstrate the ability to choose a topic, generate ideas, and use oral and written prewriting strategies.	Prewriting a Composition, SB: 12–17, 304–306, 330–332, 374–378, 390, 409–416, 455–458, (continued)

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<p><b>5-W1.1</b> Demonstrate the ability to choose a topic, generate ideas, and use oral and written prewriting strategies. (continued)</p>	<p>Prewriting a Composition, SB: (continued) 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; I: GS-3, 8-2, 8-3, 9-2, 9-3, 10-2, 10-3, 11-2, 11-3, 12-2, 12-3, 13-2, 13-3</p> <p>Choosing a Topic, SB: 12–13, 374</p> <p>Narrowing a Topic, SB: 410–411</p> <p>Exploring a Topic, SB: 14–15, 375, 410–411; I: 8-2, 9-2, 10-2, 11-2, 12-2, 13-2</p> <p>Discussing Prewriting, SB: 13, 304, 330, 374, 409, 455, 489</p>
<p><b>5-W1.2</b> Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific audience and purpose.</p>	<p>Drafting a Composition, SB: 18–19, 307–309, 334–336, 379–380, 391, 417–419, 459–460, 494–496; TE: 18, 19, 307, 308, 309, 334, 335, 336, 379, 380, 391, 417, 418, 419, 459, 460, 494, 495, 496; I: GS-5, 8-1A, 8-1B, 9-1A, 9-1B, 10-1A, 10-1B, 11-1A, 11-1B, 12-1A, 12-1B, 13-1A, 13-1B</p> <p>Identifying Writing Purpose, SB: 12–13, 304, 330, 374, 409, 455, 489</p> <p>Audience, SB: 12–13, 304, 330, 374, 409, 455, 484, 489; TE: 12, 13, 304, 330, 374, 409, 455, 489</p> <p>Sequence, SB: 16, 292, 306, 332, 334, 359, 377, 416, 443, 458, 493; I: 8-3, 9-3, 10-3, 11-3, 12-3, 13-3</p>
<p><b>5-W1.3</b> Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details.</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; I: 8-4, 9-4, 10-4, 11-4, 12-4, 13-4</p> <p>Writing Prompts, SB: 315, 316, 342–343, 386–387, 427, 466–467, 501–502</p>
<p><b>5-W1.4</b> Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation.</p>	<p>Revising Drafts for 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</p> <p>Revising Drafts for Word Choice, SB: 21, 80, 128, 154–155, 164, 266, 312, 339, 422, 463, 498</p> <p>Writing Conference, SB: 22–23, 311, 338, 382, 421, 462, 497; TE: 22–23, 311, 338, 382, 421,</p> <p style="text-align: right;">(continued)</p>

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<p><b>5-W1.4</b> Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation. (continued)</p>	<p>Writing Conference, TE: (continued) 462, 497; I: GS-4, 8-5, 9-5, 10-5, 11-5, 12-5, 13-5 Collaborate with Others, SB: 13, 22–23, 304, 311 Using Criteria In Evaluating, SB: 298, 310, 325, 337, 368, 381, 403, 420, 450, 461, 484, 496</p>
<p><b>5-W1.5</b> Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax), and word usage.</p>	<p>Editing for Conventions, SB: 313, 318, 340, 349, 384, 393, 425, 431, 433, 464, 469, 474, 499, 504 Grammar Conventions, SB: 32–45, 51–52, 53, 55–61, 64–67, 70–77, 82–83, 84–85, 87–88, 89–94, 96–109, 116–121, 130–131, 136–142, 145–147, 152–153, 156–157, 162–163, 166–167, 170–173, 174–175, 178, 216–223, 226–231, 238–244, 246–247, 256–259, 272–275, 276, 280–281 Usage, SB: 44–45, 48–49, 51–52, 61–62, 87–88, 104–105, 112–115, 118–127, 130–132, 140, 143–144, 146–150, 158–161, 166–167, 170, 172–173, 176–177, 216–223, 228–231, 238–241, 243–244, 250–255, 262–265, 272–275, 277–279, 282–283 Mechanics Conventions, SB: 34–35, 48–49, 52, 62, 66–67, 74–77, 82–83, 84–85, 87–88, 90, 93–94, 116–117, 122–123, 131–132, 145, 148, 170–173, 180–185, 188–189, 192–199, 201–203, 207–214, 226–227, 242, 272–275 Spelling Conventions, SB: 70–71, 72–73, 106–107, 118–119, 120–121, H67–H71; WP: 25–26, 27–28, 46–47, 58–59, 60–61 Subject-Verb Agreement, SB: 112–115; TE: 95B, 112, 113, 114, 115; Pronoun Agreement, SB: 224–225; TE: 224–225; Word Usage, SB: 126–127, 173, 273, H61–H65</p>
<p><b>5-W1.6</b> Demonstrate the ability to write using a variety of formats.</p>	
<p><b>5-W1.6.1</b> Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces.</p>	<p>Writing an 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; I: 10-1A, 10-1B, 10-2, 10-3, 10-4, 10-5 Writing an Expressive Composition, SB: 35, 73, 97, 99, 153, 193, 195, 221, 344–349, 397, 441–445, 447–449, 450, 451–454, 455–456, 466, 467,  (continued)</p>

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<p><b>5-W1.6.1</b> Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces. (continued)</p>	<p>Writing an Expressive Composition, SB: (continued) 468–469, 470–475; I: 12-1A, 12-1B, 12-2, 12-3, 12-4, 12-5</p> <p>Writing a Narrative Composition, SB: 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, 325–329, 330–341, 342, 343, 344–349; TE: 289–293, 295, 297, 298, 299, 303, 304–314, 320, 324–326, 328–329, 330–341, 344, 346, 347–349; I: 8-1A, 8-1B, 8-2, 8-3, 8-4, 8-5</p> <p>Writing Compare-Contrast Compositions, SB: 361, 363, 365–367, 368, 369–373, 374–385, 386, 387, 396–397; I: 1-1A, 10-1B, 10-2, 10-3, 10-4, 10-5</p> <p>Persuasive Composition, SB: 43, 49, 65, 113, 115, 161, 183, 199, 229, 231, 253, 255, 263, 481–483, 484, 485–488, 489–500, 501, 502, 503–504; I: 13-1A, 13-1B, 13-2, 13-3, 13-4, 13-5</p> <p>Writing Friendly Letters, SB: 317–318; TE: 317–318</p>
<p><b>5-W1.6.2</b> Begin writing business letters.</p>	<p>Writing Business Letters, SB: 503–504; TE: 503, 504</p>
<p><b>5-W1.6.3</b> Begin writing essays, reports, articles, and proposals.</p>	<p>Writing an Essay, SB: 77, 117, 119, 125, 157, 197, 217, 251, 259, 357–363, 368, 369–373, 365–367, 374–385, 386–387, 388–393, 399–402, 403, 404–408, 409–426, 427; TE: 357–363, 365, 367, 369, 371, 372, 373, 374–385, 386, 387, 388–393, 399, 402, 403–405, 408, 409–426; I: 10-2, 10-3, 11-2, 11-3, 11-5, 12-1A, 12-1B, 12-2, 12-3, 12-5, 13-2, 13-3, 13-4, 13-5</p> <p>Writing a News Article, SB: 430–431; TE: 430–431</p> <p>Writing Reports, SB: 33, 37, 39, 41, 43, 45, 65, 409–426; I: 11-1A, 11-1B, 11-2, 11-3, 11-4, 11-5</p> <p>Writing a Magazine Article, SB: 229</p>
<p><b>5-W1.6.4</b> Demonstrate the ability to use the Internet with teacher support and guidance to communicate with others.</p>	<p>Using the Internet, SB: 17, 27, 51, 82–83, 87, 130–131, 166, 170, 201, 203, 234–235, 268, 272, 288, 303, 310, 315–316, 329, 332, 337, 342, 373, 376, 381, 384, 408, 410, 413, 420, 425, 427, 447, 454, 456–457, 461, 466, 468, 481, 488, 491, 496, 502, H45–H46</p>

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<b>WRITING PURPOSES</b>	
<b>5-W2 The student will write for a variety of purposes.</b>	
<b>5-W2.1</b> Demonstrate the ability to use writing to explain and inform.	Writing an 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; I: 10-1A, 10-1B, 10-2, 10-3, 10-4, 10-5 Writing To Explain, SB: 357, 361, 362, 374, 388–393; TE: 388, 389, 390, 391, 392, 393
<b>5-W2.2</b> Demonstrate the ability to use writing to learn, entertain, and describe. (continued)	Writing to Learn, SB: 428–429, H50 Writing To Record Ideas and Reflections, SB: 26, 314, 341, 385, 426, 465, 500, H51 Writing a Story, SB: 37, 103, 107, 219, 265, 320–324, 325, 326–329, 330–341, 342, 343; I: 9-1A, 9-1B, 9-2, 9-3, 9-4, 9-5 Writing a Play, SB: 75, 123, 344–349 Writing Jokes, SB: 73, 153 Writing Descriptions, SB: 9–11, 13, 15, 17, 19, 21, 23, 25, 27, 33, 45, 67, 71, 75, 101, 123, 159, 181, 223, 251, 257, 361; I: GS-3, GS-4, GS-5
<b>RESPONDING TO TEXTS</b>	
<b>5-W3 The student will respond to texts written by others.</b>	
<b>5-W3.1</b> Demonstrate the ability to respond to texts both orally and in writing.	Responding to Literature, SB: 11, 296, 324, 367, 449, 472, 483
<b>5-W3.2</b> Demonstrate the ability to use literary models to refine his or her own writing style.	Evaluating Published Models, SB: 9–11, 295–297, 320–324, 365–367, 399–402, 447–449, 481–483; I: GS-5, 8-1A, 8-1B, 9-1A, 9-1B, 10-1A, 10-1B, 11-1A, 11-1B, 12-1A, 12-1B, 13-1A, 13-1B
<b>5-W3.3</b> Continue using texts to make connections and to support ideas in his or her own writing.	Personal Response to Literature, SB: 11, 296, 324, 367, 449, 472, 483 Extending Meaning, SB: 11, 297, 324, 367, 402, 449, 483; TE: 11, 297, 324, 367, 402, 449, 483
<b>LEGIBILITY</b>	
<b>5-W4 The student will create legible texts.</b>	
<b>5-W4.1</b> Demonstrate the ability to write legibly using print or cursive handwriting.	Handwriting can be emphasized at all times, but especially during the Publishing step of the writing process. See for example, SB: 27.
<b>Communication Goal (R) The student will recognize, demonstrate, and analyze the qualities of effective communication.</b>	
<b>COMMUNICATION: SPEAKING</b>	
<b>5-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.</b>	

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<p><b>5-C1.1</b> Demonstrate the ability to face an audience, make eye contact, and use the appropriate voice level; begin using appropriate gestures, facial expressions, and posture when making oral presentations.</p>	<p>Presentation Skills, SB: 434–435, H6, H47–H49; TE: 434–435, H6, H47–H49 Posture and Body Language, SB: 3, 4, 385, H7–H8; TE: 3, 4, H7–H8 Eye Contact and Facial Expressions, SB: 5, 385, H6, H7–H8; TE: 5, H6, H7–H8 Using Correct Rate/Volume/Pitch/Tone when Speaking, SB: 350–351, 394, 435, 476–477, H6; TE: 350–351, 394, 435, 476–477, H6</p>
<p><b>5-C1.2</b> Demonstrate the ability to initiate conversation.</p>	<p>Holding a Conversation, SB: 1, 3–4; TE: 1, 3, 4</p>
<p><b>5-C1.3</b> Continue using language and vocabulary appropriate for the purpose and audience.</p>	<p>Choose and Adapt Language for Speaking to an Audience, SB: 350–351, 476–477, H6</p>
<p><b>5-C1.4</b> Demonstrate the ability to participate in and contribute to conversations and discussions by responding appropriately.</p>	<p>Holding a Conversation, SB: 1, 3–4; TE: 1, 3, 4 Group Discussions, SB: 3–5, 476–477; TE: 3, 4, 5, 476, 477, H6</p>
<p><b>5-C1.5</b> Demonstrate the ability to give brief presentations, demonstrations, and oral reports.</p>	<p>Presentation Skills, SB: 434–435, H47–H49; TE: 434–435, H47–H49 Giving a Talk, SB: H6–H6; TE: H5–H6 Group Discussions, SB: 3–5, 476–477; TE: 3, 4, 5, 476, 477 Organizing Oral Presentations, SB: 434–435, H47–H49; TE: 434–435, H47–H49 Creating a Multimedia Presentation, SB: H47–H48, H49; TE: H47</p>
<p><b>5-C1.6</b> Demonstrate the ability to participate in creative dramatics.</p>	<p>Dramatic Interpretation, SB: 189, 195, 348, 350–351, H7; TE: 192</p>
<p><b>5-C1.7</b> Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.</p>	<p>Making Announcements, SB: 181 Clarify Speaking Messages, SB: 3–6, 22–23, 311, 338, 382, 421, 435, 462, 497, H4, H9; TE: 3–6, 22–23, 311, 338, 382, 421, 435, 462, 497 Giving a Talk, SB: H6–H6; TE: H5–H6 Descriptive Language in Speaking, SB: 26; TE: 13, 15, 26 Evaluating/Clarifying Ideas in a Discussion, SB: 3–4, 5, 476–477; TE: 3, 4, 5, 476, 477</p>
<p><b>5-C1.8</b> Demonstrate the ability to use visual aids, props, and technology to support and extend his or her meaning and enhance his or her oral presentations.</p>	<p>Using Props and Visual Aids, SB: 314, 341, 351, 454, H6; TE: 314, 341, 351, 435, H6 Creating a Multimedia Presentation, SB: H47–H48, H49; TE: H47</p>
<p><b>5-C1.9</b> Demonstrate the ability to give accurate directions.</p>	<p>Giving Instructions, SB: 394–395</p>

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<b>5-C1.10</b> Demonstrate the ability to use Standard American English (SAE) in formal speaking situations and in the classroom.	Informal Language, SB: 30, 317–318, H5; TE: 1, 30, 317, 318, H5 Formal Language, SB: 30, 504, H5; TE: 1, 30, 504, H5
<b>5-C1.11</b> Demonstrate the ability to summarize conversations and discussions.	Summarizing a Discussion, SB: 3–4, 5, 505–506; TE: 3, 4, 5, 505, 506
<b>5-C1.12</b> Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.	Interviews, SB: 157, 189, 412, H9–H10; TE: 138 Writing Conference, SB: 22–23, 311, 338, 382, 421, 462, 497; TE: 22–23, 311, 338, 382, 421, 462, 497
<b>5-C1.13</b> Demonstrate the ability to express and explain ideas orally with fluency and confidence.	Panel Discussions, SB: 476–477; TE: 476, 477 Persuasive Speeches, SB: 505–506, 507–509; TE: 505–506, 507–509
<b>5-C1.14</b> Demonstrate the ability to use effective organizational strategies to prepare oral presentations.	Organizing Oral Presentations, SB: 434–435, H5–H6; TE: 434–435, H5–H6
<b>5-C1.15</b> Demonstrate the ability to make appropriate statements to communicate agreement or disagreement with others' ideas.	Group Discussions, SB: 3–5, 476–477; TE: 3, 4, 5, 476, 477 Panel Discussions, SB: 476–477; TE: 476, 477
<b>COMMUNICATION: LISTENING</b>	
<b>5-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.</b>	
<b>5-C2.1</b> Demonstrate the ability to listen for meaning in conversations and discussions.	Listening to Understand Ideas, SB: 288, 311, 338, 356, 382, 421, 440, 462, 497 Listening in a Discussion, SB: 3, 4, 5; TE: 3
<b>5-C2.2</b> Demonstrate the ability to summarize conversations and discussions.	Summarizing a Discussion, SB: 3–4, 5, 505–506; TE: 3, 4, 5, 505, 506
<b>5-C2.3</b> Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.	Listening for Inferences, SB: 352, 518; TE: 352, 518
<b>5-C2.4</b> Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.	Fact and Opinion, SB: 440; TE: 440, 441A Information, SB: 356; TE: 356, 357A Make Inferences, SB: 476, 505 Writing Conference, SB: 22–23, 311, 338, 382, 421, 462, 497; TE: 22–23, 311, 338, 382, 421, 462, 497
<b>COMMUNICATION: VIEWING</b>	
<b>5-C3 The student will comprehend and analyze information he or she receives from nonprint sources.</b>	
<b>5-C3.1</b> Demonstrate the ability to make predictions about the content of what he or she views.	Predicting Content of Viewed Material, SB: 6, 437
<b>5-C3.2</b> Demonstrate the ability to analyze details, character, setting, and cause and effect in material from nonprint sources.	Viewing Stories on Film, SB: 352–353 Evaluating Meaning by Interpreting Visual Images, SB: 396–397, 478–479

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<b>5-C3.3</b> Demonstrate the ability to summarize information that he or she receives from nonprint sources.	Comparing Visual Media Information, SB: 396–397
<b>5-C3.4</b> Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed.	Viewing to Compare and Contrast Media, SB: 396–397; TE: 396, 397 Interpreting Visual Images, SB: 352–353, 396–397, 478–479, 507–509
<b>5-C3.5</b> Continue comparing and contrasting different viewpoints that he or she encounters in nonprint sources.	Viewing to Compare and Contrast Media, SB: 396–397; TE: 396, 397
<b>5-C3.6</b> Demonstrate the ability to compare and contrast the treatment of a given situation or event in various print and nonprint sources.	Comparing Media Print and Film, SB: 352–353
<b>5-C3.7</b> Continue evaluating the ways that different nonprint sources influence and inform.	Evaluating Media News, SB: 436–437 Points of View in Media Visuals, SB: 478–479
<b>5-C3.8</b> Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.	Interpreting the Media, SB: 436–437, 507–509 Advertising Aimed at Teenagers, SB: 507–509; TE: 507, 508, 509 Symbols and Images in the Media, SB: 436–437, 478–479, 507–509
<b>Research Goal (R) The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.</b>	
<b>SELECTING A RESEARCH TOPIC</b>	
<b>5-RS1 The student will select a topic for exploration.</b>	
<b>5-RS1.1</b> Demonstrate the ability to ask questions to guide his or her research inquiry.	Asking a Research Question, SB: 409–410; TE: 409, 410
<b>5-RS1.2</b> Demonstrate the ability to construct questions about a topic.	Constructing Research, SB: 409–410; TE: 409–410
<b>GATHERING INFORMATION AND REFINING A TOPIC</b>	
<b>5-RS2 The student will gather information from a variety of sources.</b>	
<b>5-RS2.1</b> Demonstrate the ability to use a variety of resources, including technology, to access information.	Locating Information Sources, SB: 412–413, 428–429, H23–H25, H45–H46 Using Multiple Sources, SB: 412–413; TE: 412, 413, H23–H25
<b>5-RS2.2</b> Demonstrate the ability to gather and organize information from a variety of sources, including those accessed through the use of technology.	Recognize, Record, and Organize Information, SB: 353, 356, 403, 410, 411, 412–413, 414–415, 416, 417–418, H23–H25, H45–H46; TE: 367, 377–378, 412, 413, 417, 418 Writing a Research Report, SB: 45, 399–402, 403, 404–407, 409–426, 427; I: 11-1A, 11-1B, 11-2, 11-3, 11-4, 11-5
<b>5-RS2.3</b> Demonstrate the ability to document sources by listing titles and authors.	Documenting Sources of Research Reports, SB: 408, 414–415

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<b>5-RS2.4</b> Continue conducting independent research using available resources, including technology.	Recognize, Record, and Organize Information, SB: 353, 356, 403, 410, 411, 412–413, 414–415, 416, 417–418, H45–H46; TE: 367, 377–378, 412, 413, 417, 418
<b>5-RS2.5</b> Continue summarizing the information that he or she has gathered.	Summarizing, SB: 417–419, 429, 469, H31, H45–H46
<b>PREPARING AND PRESENTING INFORMATION</b>	
<b>5-RS3 The student will use a variety of strategies to prepare and present selected information.</b>	
<b>5-RS3.1</b> Demonstrate the ability to classify and organize information by categorizing and sequencing.	Categorizing, SB: 330, 376, 377–378, 411, 428–429, 456–457, 473, 489, 491, H52–H56 Sequence, SB: 16, 292, 306, 332, 334, 359, 377, 416, 443–443, 458, 493, H52–H56
<b>5-RS3.2</b> Demonstrate the ability to present his or her research findings in a variety of formats.	Communicating Research, SB: 423–424, 426; TE: 426

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