

**South Carolina English Language Arts / Houghton Mifflin Spelling and Vocabulary
Grade Five**

Reading Goal (R) The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.		
READING PROCESS AND COMPREHENSION		
5-R1	The student will integrate various cues and strategies to comprehend what he or she reads.	
5-R1.1	Demonstrate the ability to use a variety of strategies to derive meaning and to read fluently.	TE: 58, 94, 130, 166, 202, 238
5-R1.2	Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.	TE: 29, 35, 41, 47, 53, 58, 65, 71, 77, 83, 89, 94, 101, 107, 113, 119, 125, 130, 137, 143, 149, 155, 161, 166, 173, 179, 185, 191, 197, 202, 209, 215, 221, 227, 233, 238
5-R1.3	Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.	TE: 58, 94, 130, 166, 202, 238
5-R1.4	Demonstrate the ability to summarize and paraphrase texts.	TE: 33
5-R1.5	Demonstrate the ability to analyze details in texts.	TE: 46
5-R1.6	Demonstrate the ability to ask and answer questions about texts.	TE: 58, 94, 130, 166, 202, 238
5-R1.7	Demonstrate the ability to make predictions about stories.	TE: 118
5-R1.8	Demonstrate the ability to paraphrase the main ideas of texts.	TE: 82–83, 155, 226–227
5-R1.9	Demonstrate the ability to draw conclusions and make inferences.	TE: 190
5-R1.10	Demonstrate the ability to categorize and classify ideas.	TE: 31, 38, 42, 78, 80, 91, 115, 121, 155, 186, 188, 217, 222, 229, 231, 234–235, 241, 243, 245
5-R1.11	Demonstrate the ability to analyze cause and effect.	See Level Seven for cause and effect.
5-R1.12	Demonstrate the ability to analyze fact and opinion.	See later levels.
5-R1.13	Demonstrate the ability to follow multistep directions in a technical manual.	TE: 82–83
5-R1.14	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.	TE: 16, 28, 34, 40, 70, 88, 94, 100, 112, 119, 148, 149, 166, 172, 184, 196, 208, 214, 220
5-R1.15	Demonstrate the ability to respond to texts through a variety of methods, such as creative dramatics, writing, and graphic art.	TE: 58–59, 94–95, 130–131, 166–167, 202–203, 238–239
5-R1.16	Continue using skimming and scanning techniques.	Related: TE: 227
5-R1.17	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.	Students compare the qualities of good writing on pages 58, 130, 166, and 202.

South Carolina English Language Arts / Houghton Mifflin Spelling and Vocabulary Grade Five

5-R1.18	Begin detecting bias and identifying propaganda techniques.	See other levels.
ANALYSIS OF TEXTS		
5-R2	The student will use a knowledge of the purposes, structures, and elements of writing to analyze and interpret various types of texts.	
5-R2.1	Demonstrate the ability to analyze character traits and motives, setting, and plot in a literary work; continue identifying tone.	TE: 118–119
5-R2.2	Demonstrate the ability to identify conflict in a literary work; begin comparing and contrasting conflicts in a variety of literary works.	TE: 58, 94, 130, 166, 202, 238
5-R2.3	Demonstrate the ability to identify the narrator’s point of view in a work of fiction.	TE: 46
5-R2.4	Begin comparing and contrasting theme in a variety of texts.	The moral of a selection could be pointed out during Literature and Writing lessons.
5-R2.5	Demonstrate the ability to identify elements of style such as word choice and sentence structure (syntax).	TE: 58, 94, 130, 166, 202, 238
5-R2.6	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 is covered at other levels.
5-R2.7	Demonstrate the ability to distinguish between fiction and nonfiction.	TE: 58, 94, 130, 166, 202, 238
5-R2.8	Demonstrate the ability to identify the characteristics of genres such as fiction, poetry, drama, and informational texts.	TE: 58, 94, 130, 166, 202, 238
5-R2.9	Demonstrate the ability to identify elements of poetry such as rhyme scheme, refrain, and stanza.	TE: 39, 41
5-R2.10	Demonstrate the ability to identify the author’s purpose in a variety of texts.	TE: 58, 94, 130, 166, 202, 238
5-R2.11	Demonstrate the ability to compare and contrast settings, characters, events, and ideas in a variety of texts.	TE: 118–119
5-R2.12	Continue developing objective criteria for evaluating texts in a variety of genres.	TE: 58, 94, 130, 166, 202, 238

**South Carolina English Language Arts / Houghton Mifflin Spelling and Vocabulary
Grade Five**

WORD STUDY AND ANALYSIS		
5-R3	The student will use a knowledge of graphophonics and word analysis to determine the meaning of unfamiliar words and to read texts with understanding.	
5-R3.1	Demonstrate the ability to determine word meanings, pronunciations, alternate word choices, and parts of speech by using a dictionary and a thesaurus.	TE: 22, 26, 28, 34, 40, 41, 47, 52, 53, 58, 59, 64, 65, 68, 70, 71, 76, 77, 83, 89, 92, 94, 98, 101, 107, 119, 113, 122, 125, 130, 131, 136, 137, 142, 143, 149, 153, 155, 160, 161, 167, 170, 172, 173, 178, 179, 184, 185, 189, 191, 197, 202, 203, 209, 215, 220, 221, 225, 227, 254–255, 256–268, 276–340
5-R3.2	Demonstrate the ability to identify word origins and derivatives to determine the meaning of words or phrases and to refine word choice.	TE: 12A, 18A, 24A, 30A, 36A, 48A, 54A, 60A, 66A, 72A, 90A, 96A, 102A, 108A, 120A, 122, 124, 126A, 132A, 138A, 144A, 156A, 162A, 168A, 170, 174A, 180A, 192A, 198A, 204A, 210A, 216A
5-R3.3	Demonstrate the ability to apply and use a knowledge of roots and affixes to analyze the meaning of complex words.	TE: 112, 138–139, 138A, 141, 151, 168–169, 168A, 171, 172, 180–181, 180A, 183, 187, 188, 192–193, 192A, 195, 196, 198–199, 198A, 201, 202, 204–205, 204A, 207, 211, 220, 222–223, 239, 242, 243–245
5-R3.4	Demonstrate the ability to use sentence structure (syntax) and context to determine the meanings of unfamiliar and multiple-meaning words.	TE: 14, 17, 19, 23, 29, 31–32, 34–35, 37–38, 41–44, 53, 55–56, 58–59, 65, 67–68, 70–71, 74, 77–80, 88, 91, 93, 95, 101, 104, 107, 112–116, 121, 125, 127, 131, 134, 136–137, 143, 145, 148, 149–152, 157, 161, 163, 167, 169–170, 173, 176, 179, 181, 184–188, 194, 196–197, 202–203, 208–209, 211, 215, 217–218, 220–224, 229–243, 245–246
5-R3.5	Demonstrate the ability to analyze the figurative use of words in context.	Figurative language is covered at other levels.
5-R3.6	Demonstrate the ability to make simple analogies; continue recognizing complex analogies.	TE: 37, 44, 55, 80, 116, 145, 151, 163, 187, 211, 224, 237, 239–240, 246

South Carolina English Language Arts / Houghton Mifflin Spelling and Vocabulary Grade Five

Writing Goal (W) The student will write for different audiences and purposes.		
THE WRITING PROCESS		
5-W1	The student will apply a process approach to writing.	
5-W1.1	Demonstrate the ability to choose a topic, generate ideas, and use oral and written prewriting strategies.	TE: 47, 83, 119, 155, 191, 227
5-W1.2	Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific audience and purpose.	TE: 47, 83, 119, 155, 191, 227
5-W1.3	Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details.	TE: 47, 83, 119, 155, 191, 227
5-W1.4	Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation.	TE: 47, 83, 119, 155, 191, 227
5-W1.5	Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax), and word usage.	TE: 12–17, 18–23, 24–29, 30–35, 36–41, 42–47, 48–53, 54–59, 60–65, 66–71, 72–77, 78–83, 84–89, 90–95, 96–101, 102–107, 108–113, 114–119, 120–125, 126–131, 132–137, 138–143, 144–149, 150–155, 156–161, 162–167, 168–173, 174–179, 180–185, 186–191, 192–197, 198–203, 204–209, 210–215, 216–221, 222–227
5-W1.6	Demonstrate the ability to write and publish in a variety of formats.	TE: 47, 83, 119, 155, 191, 227
5-W1.6.1	Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces.	TE: 15, 21, 27, 33, 39, 47, 51, 57, 63, 69, 75, 83, 87, 93, 99, 105, 111, 119, 123, 129, 135, 141, 147, 155, 159, 165, 171, 177, 183, 191, 195, 201, 207, 213, 219, 227
5-W1.6.2	Begin writing business letters.	TE: 191
5-W1.6.3	Begin writing essays, reports, articles, and proposals.	TE: 33, 227
5-W1.6.4	Demonstrate the ability to use the Internet with teacher support and guidance to communicate with others.	TE: 69, 93, 129, 183, 219
WRITING PURPOSES		
5-W2	The student will write for a variety of purposes.	
5-W2.1	Demonstrate the ability to use writing to explain and inform.	TE: 82–83, 154–155, 190–191, 226–227
5-W2.2	Demonstrate the ability to use writing to learn, entertain, and describe.	TE: 15, 51, 57, 93, 110, 119; TE: 51, 57, 88, 93
RESPONDING TO TEXTS		
5-W3	The student will respond to texts written by others.	

South Carolina English Language Arts / Houghton Mifflin Spelling and Vocabulary Grade Five

5-W3.1	Demonstrate the ability to respond to texts both orally and in writing.	TE: 58–59, 94–95, 130–131, 166–167, 202–203, 238–239
5-W3.2	Demonstrate the ability to use literary models to refine his or her own writing style.	TE: 58–59, 94–95, 130–131, 166–167, 202–203, 238–239
5-W3.3	Continue using texts to make connections and to support ideas in his or her own writing.	TE: 58–59, 94–95, 130–131, 166–167, 202–203, 238–239
LEGIBILITY		
5-W4	The student will create legible texts.	
5-W4.1	Demonstrate the ability to write legibly using print or cursive handwriting.	TE: 341. <i>See also</i> all Day 1 Basic Word lists which provide handwriting models of the spelling words being taught.
Communication Goal (R) The student will recognize, demonstrate, and analyze the qualities of effective communication.		
COMMUNICATION: SPEAKING		
5-C1	The student will use speaking skills to participate in large and small groups in both formal and informal situations.	
5-C1.1	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.	This skill is aligned through related program instruction in conferencing. See TE: 47, 83, 119, 155, 191, and 227.
5-C1.2	Demonstrate the ability to initiate conversation.	TE: 33, 135
5-C1.3	Continue using language and vocabulary appropriate for the purpose and audience.	TE: 21, 33, 51, 83, 111, 119, 121, 129, 155, 171
5-C1.4	Demonstrate the ability to participate in and contribute to conversations and discussions by responding appropriately.	See all A-pages for an opportunity to discuss words and word meanings.
5-C1.5	Demonstrate the ability to give brief presentations, demonstrations, and oral reports.	TE: 21, 51, 83, 111, 129, 171
5-C1.6	Demonstrate the ability to participate in creative dramatics.	TE: 33, 119
5-C1.7	Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.	See all A-pages for an opportunity to discuss words and word meanings.
5-C1.8	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.	TE: 83, 119, 155
5-C1.9	Demonstrate the ability to give accurate directions.	TE: 82–83
5-C1.10	Demonstrate the ability to use Standard American English (SAE) in formal speaking situations and in the classroom.	TE: 21, 33, 51, 83, 111, 119, 121, 129, 155, 171
5-C1.11	Demonstrate the ability to summarize conversations and discussions.	Related: TE: 33
5-C1.12	Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.	TE: 59, 95, 131, 167, 203, 239
5-C1.13	Demonstrate the ability to express and explain ideas orally with fluency and confidence.	TE: 21

**South Carolina English Language Arts / Houghton Mifflin Spelling and Vocabulary
Grade Five**

5-C1.14	Demonstrate the ability to use effective organizational strategies to prepare oral presentations.	TE: 21, 51, 83, 111, 129, 171
5-C1.14	Demonstrate the ability to make appropriate statements to communicate agreement or disagreement with others' ideas.	TE: 59, 95, 131, 167, 203, 239
COMMUNICATION: LISTENING		
5-C2	The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.	
5-C2.1	Demonstrate the ability to listen for meaning in conversations and discussions.	Student implicitly listen for meaning in all discussions.
5-C2.2	Demonstrate the ability to summarize conversations and discussions.	See later levels.
5-C2.3	Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.	TE: 59, 95, 131, 167, 203, 239
5-C2.4	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.	TE: 59, 95, 131, 167, 203, 239
5-C2.5	Continue listening to record information as a member of a group.	See other levels for note taking in a group.
COMMUNICATION: VIEWING		
5-C3	The student will comprehend and analyze information he or she receives from nonprint sources.	
5-C3.1	Demonstrate the ability to make predictions about the content of what he or she views.	Related: TE: 16
5-C3.2	Demonstrate the ability to analyze details, character, setting, and cause and effect in material from nonprint sources.	TE: 16, 76, 94
5-C3.3	Demonstrate the ability to summarize information that he or she receives from nonprint sources.	TE: 22, 58, 106, 136, 178
5-C3.4	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.	TE: 16, 106, 130
5-C3.5	Continue comparing and contrasting different viewpoints that he or she encounters in nonprint sources.	TE: 148, 160, 208
5-C3.6	Demonstrate the ability to compare and contrast the treatment of a given situation or event in various print and nonprint sources.	TE: 148, 160, 208
5-C3.7	Continue evaluating the ways that different nonprint sources influence and inform.	TE: 148, 160, 208
5-C3.8	Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.	TE: 148, 160, 208
Research Goal (R) The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.		

**South Carolina English Language Arts / Houghton Mifflin Spelling and Vocabulary
Grade Five**

SELECTING A RESEARCH TOPIC		
5-RS1	The student will select a topic for exploration.	
5-RS1.1	Demonstrate the ability to ask questions to guide his or her research inquiry.	TE: 226–227
5-RS1.2	Demonstrate the ability to construct questions about a topic.	TE: 226–227
GATHERING INFORMATION AND REFINING A TOPIC		
5-RS2	The student will gather information from a variety of sources.	
5-RS2.1	Demonstrate the ability to use a variety of resources, including technology, to access information.	TE: 226–227
5-RS2.2	Demonstrate the ability to gather and organize information from a variety of sources, including those accessed through the use of technology.	TE: 69, 226–227
5-RS2.3	Demonstrate the ability to document sources by listing titles and authors.	TE: 227
5-RS2.4	Continue conducting independent research using available resources, including technology.	TE: 124, 227
5-RS2.5	Continue summarizing the information that he or she has gathered.	TE: 227
PREPARING AND PRESENTING INFORMATION		
5-RS3	The student will use a variety of strategies to prepare and present selected information.	
5-RS3.1	Demonstrate the ability to classify and organize information by categorizing and sequencing.	TE: 227
5-RS3.2	Demonstrate the ability to present his or her research findings in a variety of formats.	TE: 227