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Level Five

correlated to

Tennessee Standards, Learning Expectations and Draft Performance Indicators

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Writing	
Content Standard: 2.0 The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences. Fifth Grade Benchmarks (Writing)	
Performance Indicators State: *These performance indicators will be assessed by the Tennessee Writing Assessment. As documented through state assessment –	
<i>At Level 1, the student is able to</i>	
5.2.spi.1. complete a graphic organizer (i.e., clustering, listing, mapping, webbing) to group ideas for writing	Using Graphic Organizers in Prewriting, SB: 14, 17, 304, 332, 347, 376, 378, 390, 410–411, 456–458, 489, 491; WP: 166, 167, 171; RW: 109, 110, 114 Listing in Prewriting, SB: 13–15, 304, 374, 409, 453
5.2.spi.2. rearrange sentences to form a sequential, coherent paragraph.	Composing a Paragraph, SB: 18–19, 289–293, 357–363, 441–445; WP: 140, 154, 165; RW: 83, 97, 108
5.2.spi.3. identify the purpose for writing (i.e., to entertain, to inform, and to report).	Identifying Writing Purpose, SB: 12–13, 304, 330, 374, 409, 455, 489
5.2.spi.4. identify the audience for which a piece of text is written.	Audience, SB: 12–13, 304, 330, 374, 409, 455, 484, 489; TE: 12, 13, 304, 330, 374, 409, 455, 489
5.2.spi.5. select details that support a topic sentence.	Supporting Details in Topic Sentences, SB: 289, 291–292, 357, 359, 360, 363, 441, 443–444; TE: 289, 291, 292, 357, 359, 360, 363, 417, 441, 443, 444; WP: 140, 154; RW: 83, 97
5.2.spi.6. choose vivid and active words when writing.	Exact Words in Writing, SB: 17, 21, 80, 164, 333; WP: 35, 81; RW: 21, 47 Writing with Sensory Words and Details, SB: 15, 291, 359; WP: 154; RW: 97
*5.2.spi.7. develop and write a paragraph topic sentence with supporting details.	Writing a Topic Sentence, SB: 18, 289, 290, 357–358, 361, 363, 380, 417, 459; TE: 18, 289, 290, 357, 358, 380, 459; WP: 157, 161; RW: 100, 104

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<i>At Level 2, the student is able to</i>	
5.2.spi.8. rearrange paragraphs in a narrative writing selection in sequential or chronological order.	Rearrange Paragraphs in a Narrative Composition, SB: 298, 299–301, 306, 310–311, 325, 326–327, 332, 334–335, 338; TE: 298, 299–301, 306, 310–311, 325, 326–327, 332, 334–335, 338; WP: 140, 145, 150, 152; RW: 83, 88, 93, 95
5.2.spi.9. select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.	Order Words, SB: 292, 306, 334, 389, 391, 394 Transitional Words and Phrases, SB: 18, 359–360, 361–362, 380, 417–418, 444, 458, 493; WP: 154, 157, 161, 173; RW: 97, 100, 114, 116
5.2.spi.10. identify the most reliable sources of information for preparing a report or project.	Evaluating Media News, SB: 436–437; TE: 436–437 Evaluating Information Resources, SB: 413, 436–437, 478–479, 492; WP: 172; RW: 115
5.2.spi.11. select the best way to combine sentences to provide syntactic variety within context.	Combining Sentences, SB: 46–47, 68–69, 78–79, 85, 110–111, 155, 186–187, 190–191, 248–249, 260–261; TE: 46, 47, 68, 69, 78, 79, 85, 110, 111, 155, 186, 187, 190, 191, 248, 249, 260, 261; WP: 15–16, 23–24, 33–34, 50–51, 72, 88–89, 92–93, 121–122, 133–134; RW: 8–9, 13–14, 19–20, 29–30, 42, 51–52, 54–55, 71–72, 78–79
5.2.spi.12. select the best title for a written selection.	Writing a Good Title, SB: 314, 341, 385, 426, 465
5.2.spi.13. choose the supporting sentence that best fits the context and flow of ideas in a paragraph.	Topic Sentences and Supporting Details, SB: 289, 291–292, 357, 359, 360, 363, 441, 443–444; TE: 289, 291, 292, 357, 359, 360, 363, 417, 441, 443, 444; WP: 140, 154; RW: 83, 97
5.2.spi.14. supply a missing piece of information in an outline.	Preparing Outlines, SB: 416–417, 431; TE: 416, 417, 431; WP: 161; RW: 104
*5.2.spi.15. select, limit, and refine a writing topic.	Exploring a Topic, SB: 14–15, 375, 410–411 Choosing a Topic, SB: 12–13, 374 Narrowing a Topic, SB: 410–411
*5.2.spi.16. write well-developed, organized, and coherent essays in response to narrative prompts.	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, 428–429, 430–431, 432–433; TE: 357–363, 365, 367, 369, 371, 372, 373, 374–385, 386, 387, 388–393, 399, 402, 403–405, 408, 409–426, 428–429, 430–431, 432–433; WP: 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164
*5.2.spi.17. revise to clarify thought, to refine ideas, and to distinguish between important and unimportant information.	Revising a Composition, SB: 20–23, 311–312, 338–339, 382–383, 391, 421–424, 462–463, 497–498; TE: 20–23, 311–312, 338–339, 382–383, 391, 421–424, 462–463, 497–498; WP: 153, 159, 164, 170, 177; RW: 96, 102, 107, 113, 120 Revising Drafts for Coherence, SB: 339 Revising Drafts by Elaborating, SB: 21, 312, 339, 498; WP: 146, 153, 177; RW: 89, 96, 120
*5.2.spi.18. edit writing for the elements of language.	Proofreading a Composition, SB: 24–25, 313, 340, 384, 393, 425, 464, 499; TE: 24, 25, 313, 340, 384, 393, 425, 464, 499

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*5.2.spi.19. explain and/or illustrate key ideas when writing.	Composing Elaborated Sentences, SB: 20–21, 69, 154, 186–187, 248–249, 260–261, 307, 309, 312, (continued)
*5.2.spi.19. explain and/or illustrate key ideas when writing. (continued)	Composing Elaborated Sentences, SB: (continued) 333, 339, 383, 418, 422, 457, 463, 498; WP: 24, 71–72, 88–89, 121–122, 133–134, 146, 153, 159, 164, 166, 170, 177; RW: 14, 41–42, 51–52, 71–72, 78–79, 89, 96, 102, 107, 109, 113, 120
*5.2.spi.20. demonstrate syntactic variety when writing.	Varying Sentence Type and Structure, SB: 312, 383; TE: 312, 383
<i>At Level 3, the student is able to</i>	
5.2.spi.21. arrange multi-paragraphed work of exposition (e.g., persuasion, compare/contrast) in a logical and coherent order.	Writing a Persuasive Essay, SB: 481–483, 484, 485–488, 489–500, 501, 502; TE: 481, 483, 484, 485, 487, 488, 489–500; WP: 171–177; RW: 114–120 Writing a Comparison and Contrast Work, SB: 16, 45, 121, 159, 229, 251, 263, 352–353, 361, 374–387; WP: 75–76, 123–124, 158; RW: 44, 73, 101
5.2.spi.22. identify the sentence irrelevant to a paragraph’s theme or flow.	Composing and Revising a Paragraph, SB: 18–19, 289–293, 357–363, 441–445; WP: 140, 154, 165
5.2.spi.23. select an appropriate concluding sentence for a well-developed paragraph.	Concluding Sentence in a Paragraph, SB: 18–19, 289–293, 357–363, 441–445; WP: 140, 154, 165; RW: 83, 97, 108
*5.2.spi.24. use appropriate transitional words and devices when writing.	Transitional Words and Phrases, SB: 18, 359–360, 361–362, 380, 417–418, 444, 458, 493; WP: 154, 157, 161, 173; RW: 97, 100, 114, 116
*5.2.spi.25. incorporate figurative language, vivid descriptions, active voice verbs, sensory details, and personal observations to display facility in the use of language.	Figurative Language, SB: 312, H11; TE: 312, H11 Descriptive Language, SB: 9, 11, 14, 15, 17, 154, 165; TE: 9, 11, 14, 15, 17, 154; WP: 71–72; RW: 41–42 Action Verbs, SB: 96–97, 98–99, 102–103, 130, 136–137, 138–139, 171, 272; WP: 36–37, 38–39, 42–43; RW: 22, 23, 25 Writing with Sensory Words and Details, SB: 15, 291, 359; WP: 154; RW: 97 Writing with Personal Voice, SB: 298, 308, 336, 350–351, 418, 450, 459, 495; WP: 143, 151, 175
*5.2.spi.26. write an effective concluding paragraph for a well-developed essay.	Composing Conclusions, SB: 309, 335, 379, 419, 460, 494; WP: 144, 150, 156, 162, 168, 174; RW: 87, 93, 99, 105, 111, 117
Performance Indicators Teacher: As documented through teacher observation	
<i>At Level 1, the student is able to</i>	
5.2.tpi.1. use writing prompts for descriptive and narrative essays.	Writing Prompts, SB: 315, 316, 342–343, 386–387, 427, 466–467, 501–502
5.2.tpi.2. generate ideas for writing.	Generate Ideas for Writing, SB: 12–14, 304–305, 330, 374, 390, 409, 455, 489; TE: 12, 13, 14, 304, 305, 330, 374, 390, 409, 455, 489
5.2.tpi.3. establish a purpose for writing.	Identifying Writing Purpose, SB: 12–13, 304, 330, 374, 409, 455, 489

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5.2.tpi.4. use a variety of prewriting strategies.	Use a Variety of Prewriting Strategies, SB: 12–17, 304–306, 330–332, 374–378, 390, 409–416, 455–458, 489–493; TE: 12, 13, 14, 15, 16, 17, 304, 305, 306, 330, 331, 332, 374, 375, 376, 378, 390, (continued)
5.2.tpi.4. use a variety of prewriting strategies. (continued)	Use a Variety of Prewriting Strategies, TE: (continued) 409, 410, 411, 412, 413, 414, 415, 416, 455, 456, 457, 458, 489, 490, 491, 492, 493; WP: 141, 147, 148; RW: 84, 90, 91
5.2.tpi.5. share written work with others.	Publishing a Composition, SB: 26–27, 314, 341, 385, 393, 426, 465, 500 Reads Own Writing to Others, SB: 22–23, 33, 35, 39, 41, 43, 49, 65, 67, 71, 73, 77, 97, 99, 103, 107, 109, 115, 117, 119, 121, 123, 125, 127, 153, 161, 181, 183, 185, 193, 219, 221, 223, 227, 231, 245, 247, 251, 253, 255, 259, 263, 265, 311, 338, 350–351, 382, 421, 462, 476–477, 497; TE: 22–23, 31, 42, 63, 95, 120, 122, 151, 156, 162, 179, 194, 311, 338, 382, 421, 462, 497
5.2.tpi.6. write in a variety of forms and genres.	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 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 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; WP: 140, 141, 142, 143, 144, 145; RW: 83, 84, 85, 86, 87, 88 Writing Opinions, SB: 440–445, 447–467, 469; WP: 165, 166–170; RW: 108, 109–113 Writing Reports, SB: 33, 37, 39, 41, 43, 45, 65, 409–426; WP: 6, 14, 20, 41, 43, 45, 74, 78, 87, 109, 115, 124 Writing a Story, SB: 37, 103, 107, 219, 265, 320–324, 325, 326–329, 330–341, 342, 343; TE: 252; WP: 103, 147–153; RW: 90–96 Writing Friendly Letters, SB: 317–318; TE: 317–318 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; WP: 171, 172, 173, 174, 175, 176, 177; RW: 114, 115, 116, 117, 118, 119, 120 Writing Poetry, SB: 109, 193, 247, 470–475

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5.2.tpi.7. recognize and use all steps in the writing process.	<p>Prewriting, SB: 12–17, 304–306, 330–332, 374–378, 390, 409–416, 455–458, 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; WP: 141, 147, 148; RW: 84, 90, 91</p> <p>Drafting, 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; WP: 142–144, 150, 151, 156–157, 161–162, 168, 174–175; RW: 85–87, 93–94, 99–100, 104–105, 111</p> <p style="text-align: right;">(continued)</p>
5.2.tpi.7. recognize and use all steps in the writing process. (continued)	<p>Revising, SB: 20–23, 311–312, 338–339, 382–383, 391, 421–424, 462–463, 497–498; TE: 20–23, 311–312, 338–339, 382–383, 391, 421–424, 462–463, 497–498; WP: 153, 159, 164, 170, 177; RW: 96, 102, 107, 113, 120</p> <p>Proofreading, SB: 24–25, 313, 340, 384, 393, 425, 464, 499; TE: 24, 25, 313, 340, 384, 393, 425, 464, 499</p> <p>Publishing, SB: 26–27, 314, 341, 385, 393, 426, 465, 500</p>
<i>At Level 2, the student is able to</i>	
5.2.tpi.8. use a variety of sources to gather information.	<p>Writing a Research Report, SB: 45, 399–402, 403, 404–407, 409–426, 427; WP: 160–164; RW: 103–107</p> <p>Using Multiple Sources, SB: 412–413; TE: 412, 413; WP: 160; RW: 103</p>
5.2.tpi.9. compare and contrast two persons, places, or things.	<p>Writing a Comparison and Contrast Work, SB: 16, 45, 121, 159, 229, 251, 263, 352–353, 361, 374–387; WP: 75–76, 123–124, 158; RW: 44, 73, 101</p>
5.2.tpi.10. write in response to works of literature.	<p>Writing about Literature, SB: 315, 427, 501</p> <p>Personal Response to Literature, SB: 11, 296, 324, 367, 449, 472, 483</p>
5.2.tpi.11. create a well-developed story or passage summary.	<p>Writing a Summary, SB: 429, 469, H31–H32; TE: 429, 469, H31–H32</p>
5.2.tpi.12. write with a sense of audience.	<p>Audience, SB: 12–13, 304, 330, 374, 409, 455, 484, 489; TE: 12, 13, 304, 330, 374, 409, 455, 489</p>
5.2.tpi.13. compose notes that include important concepts.	<p>Taking Notes, SB: 288, 353, 356, 414–416, 440, H28–H29</p>
5.2.tpi.14. construct clear, coherent, well-organized multi-paragraphed works.	<p>Organizing Ideas Into a Paragraphs, SB: 18–19, 289–293, 357–363, 418, 441–445, 459–460, 493</p> <p>Revising Drafts for Coherence, SB: 339</p>

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5.2.tpi.15. write frequently in the narrative and descriptive modes, including frequent opportunities for timed writing.	Writing a Narrative Composition, SB: 37, 41, 103, 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; WP: 140, 141, 142, 143, 144, 145; RW: 83, 84, 85, 86, 87, 88 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; WP: 21–22; RW: 12
5.2.tpi.16. use grade level appropriate vocabulary when writing.	Regional and Cultural Vocabulary, SB: H19 Rhyming Words, SB: 472, 474 Sound Words (Onomatopoeia), SB: 15, 473
5.2.tpi.17. produce and edit more than one draft.	Make a Neat Final Copy, SB: 27, 314, 341, 385, 393, 426, 465, 500
5.2.tpi.18. write in expressive and imaginative modes.	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, 468–469, 470–475 Creative Writing, SB: 73, 97, 107, 109, 123, 153, 189, 247
5.2.tpi.19. write creative, original, and imaginative responses to literature.	Writing about Literature, SB: 315, 427, 501 Personal Response to Literature, SB: 11, 296, 324, 367, 449, 472, 483
5.2.tpi.20. demonstrate confidence and competence in using the Tennessee Writing Assessment rubric.	Related: Rubrics, SB: 310, 337, 381, 420, 461, 492, 496
5.2.tpi.21. develop methods of sharing written work.	Publishing a Composition, SB: 26–27, 314, 341, 385, 393, 426, 465, 500 Reads Own Writing to Others, SB: 22–23, 33, 35, 39, 41, 43, 49, 65, 67, 71, 73, 77, 97, 99, 103, 107, 109, 115, 117, 119, 121, 123, 125, 127, 153, 161, 181, 183, 185, 193, 219, 221, 223, 227, 231, 245, 247, 251, 253, 255, 259, 263, 265, 311, 338, 350–351, 382, 421, 462, 476–477, 497; TE: 22–23, 31, 42, 63, 95, 120, 122, 151, 156, 162, 179, 194, 311, 338, 382, 421, 462, 497
5.2.tpi.22. produce multiple drafts of writing.	Drafting, 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; WP: 142–144, 150, 151, 156–157, 161–162, 168, 174–175; RW: 85–87, 93–94, 99–100, 104–105, 111, 117, 118
5.2.tpi.23. evaluate own and others' narrative writing using the Tennessee Writing Assessment rubric.	Writing Conference, SB: 22–23, 311, 338, 382, 421, 462, 497; TE: 22–23, 311, 338, 382, 421, 462, 497 Using Criteria In Evaluating, SB: 298, 310, 325, 337, 368, 381, 403, 420, 450, 461, 484, 496; WP: 145, 152, 158, 163, 169, 176; RW: 88, 95, 101, 106
5.2.tpi.24. write friendly and business letters.	Writing Friendly Letters, SB: 317–318; TE: 317–318 Writing Business Letters, SB: 503–504; WP: 130
<i>At Level 3, the student is able to</i>	

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5.2.tpi.25. experience numerous publishing opportunities.	Publishing a Composition, SB: 26–27, 314, 341, 385, 393, 426, 465, 500 Desktop Publishing, SB: 423, 500; TE: 27, 314, 465, 500
5.2.tpi.26. write frequently across content areas.	Writing in the Arts, SB: 342, 386, 466 Writing about Literature, SB: 315, 427, 501 Writing about Math, SB: 315, 427, 501 Writing about Physical Education, SB: 15, 427 Writing about the Sciences, SB: 315, 427 Writing about Social Studies, SB: 427, 501
5.2.tpi.27. conduct self-evaluation by reviewing one’s own writing to assess progress.	Writing Conference, SB: 22–23, 311, 338, 382, 421, 462, 497; TE: 22–23, 311, 338, 382, 421, 462, 497
5.2.tpi.28. write personal reflections to experiences and events.	Writing a Personal Narrative, SB: 251, 295–297, 298, 299–303, 304–314, 315, 316; WP: 141–146; RW: 84–89 Writing To Record Ideas and Reflections, SB: 26, 314, 341, 385, 426, 465, 500, H51
5.2.tpi.29. experience writing in the expository mode (e.g., “how to” paragraphs and explanations).	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
5.2.tpi.30. compose and respond to original questions and/or problems from all content areas.	Asking and Answering Questions, SB: 12, 14, 304, 330, 370, 409, 410, 411, 413, 455, 489
5.2.tpi.31. write using appropriate time-order words or transitional words and phrases.	Order Words, SB: 292, 306, 334, 389, 391, 394 Transitional Words and Phrases, SB: 18, 359–360, 361–362, 380, 417–418, 444, 458, 493; WP: 154, 157, 161, 173; RW: 97, 100, 114, 116
5.2.tpi.32. write a research report using multiple sources and notes taken from these sources.	Writing a Research Report, SB: 45, 399–402, 403, 404–407, 409–426, 427; WP: 160–164; RW: 103–107 Taking Notes, SB: 288, 353, 356, 414–416, 440, H28–H29
5.2.tpi.33. use correct page format (e.g., paragraphs, margins, indentations, and title).	Indenting Paragraphs, SB: 24–25, 289, 357, 441 Organizing Ideas Into a Paragraphs, SB: 18–19, 289–293, 357–363, 418, 441–445, 459–460, 493
5.2.tpi.34. begin to develop a writing “voice.”	Indenting Paragraphs, SB: 24–25, 289, 357, 441 Organizing Ideas Into a Paragraphs, SB: 18–19, 289–293, 357–363, 418, 441–445, 459–460, 493
Elements of Language	
Content Standard: 3.0 The student will use standard English conventions and proper spelling as appropriate to speaking and writing. Fifth Grade Benchmarks (Elements of Language)	
Performance Indicators State: As documented through state assessment –	
<i>At Level 1, the student is able to</i>	

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<p>5.3.spi.1. recognize usage errors occurring within context (e.g., double negatives, troublesome words: to, too, two; their, there, they're; lie, lay; sit, set).</p>	<p>Double Negatives, SB: 254–255, 268, 269, 275, 279, H63; TE: 245B, 254, 255; WP: 127–128; RW: 75 <i>their, there, they're Usage, SB:</i> 222, 223, 226, 227; WP: 108, 109, 112–113; RW: 63, 64, 66 <i>its, it's Usage, SB:</i> 233 <i>sit, set Usage, SB:</i> 126–127, 173, 273; WP: 66–67; RW: 38 <i>can, may Usage, SB:</i> 126–127, 173, 273; WP: 66–67; RW: 37 <i>let, leave Usage, SB:</i> 124–125, 173, 273; WP: 64–65; RW: 36</p>
<p>5.3.spi.2. select the best way to correct incomplete sentences within context.</p>	<p>Sentence Fragment, SB: 32–33, 55, 87, 170, 272, 498; TE: 32–33; WP: 1–2; RW: 1</p>
<p><i>At Level 2, the student is able to</i></p>	
<p>5.3.spi.3. identify the correct use of nouns (i.e., singular/plural, possessives, predicate nouns, nouns as objects), pronouns (i.e., agreement, subject, object), verbs (i.e., action/linking, regular/irregular, agreement, tenses), adjectives (i.e., common/proper, comparative forms, predicate adjectives), and adverbs (i.e., comparative forms, negatives) within context.</p>	<p>Singular Nouns, SB: 70–71, 82, 91; WP: 25–26; RW: 15 Plural Nouns, SB: 70–71, 72–73, 82–83, 85–86, 88, 91–92, 171, 272; TE: 63B, 70, 71, 72, 73; WP: 25–26, 27–28; RW: 15, 16 Direct Objects, SB: 98–99, 130, 137, 171, 272; WP: 38–39; RW: 23 Pronoun Agreement, SB: 224–225; WP: 110, 111; RW: 64, 65 Subject Pronouns, SB: 216–217, 220–221, 224–225, 234, 236, 238–239, 269, 275, 499; TE: 215B, 216, 217, 220, 221; WP: 102–103, 106–107, 110, 111 (continued)</p>

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<p>5.3.spi.3. identify the correct use of nouns (i.e., singular/plural, possessives, predicate nouns, nouns as objects), pronouns (i.e., agreement, subject, objects), verbs (i.e., action/linking, regular/irregular, agreement, tenses), adjectives (i.e., common/proper, comparative forms, predicate adjectives), and adverbs (i.e., comparative forms, negatives) within context.</p>	<p>Object Pronouns, SB: 218–219, 220–221, 234, 236, 239, 262–263, 269, 275, 282; TE: 215B, 218, 219, 220, 221; WP: 104–105, 106–107, 135–136; RW: 61, 62, 80</p> <p>Possessive Pronouns, SB: 222–223, 234, 236, 241, 275, 464; TE: 215B, 222, 223; WP: 108–109; RW: 63</p> <p>Action Verbs, SB: 96–97, 98–99, 102–103, 130, 136–137, 138–139, 171, 272; WP: 36–37, 38–39, 42–43; RW: 22, 23, 25</p> <p>Linking Verbs, SB: 102–103, 130, 139, 216, 217; WP: 42–43; RW: 25</p> <p>Irregular Verbs, SB: 118–119, 120–121, 131, 146–147, 172, 273; WP: 58–59, 60–61; RW: 34, 35</p> <p>Subject-Verb Agreement, SB: 112–115; TE: 95B, 112, 113, 114, 115; WP: 52–53, 54–55; RW: 31, 32</p> <p>Verb Tenses, SB: 106–107, 109, 111, 114–115, 118–119, 120–121, 129, 130, 141, 146–147, 172, 273; TE: 95B, 106, 107, 114, 115, 118, 119, 120, 121; WP: 46–47, 48–49, 50–51, 54–55, 58–59, 60–61; RW: 27, 28, 29–30, 32, 34, 35</p> <p>Common Nouns, SB: 66–67, 82, 88, 90, 170, 272; WP: 21–22; RW: 12</p> <p>Proper Nouns, SB: 66–67, 82–83, 84, 86, 88, 90, 170, 201, 208, 272; WP: 21–22; RW: 12</p> <p>Comparing with Adjectives, SB: 158–159, 160–161, 166–167, 173, 176–177, 274; TE: 151B, 158, 159, 160, 161; WP: 75–76, 77–78; RW: 44–45</p> <p>Comparing with Adverbs, SB: 250–251, 268, 270, 277; WP: 123–124; RW: 73</p> <p>Negatives, SB: 254–255, 268–269, 275, 279; WP: 127–128; RW: 75</p>
<p>5.3.spi.4. identify sentences with correct subject-verb agreement (person/number).</p>	<p>Subject-Verb Agreement, SB: 112–115; TE: 95B, 112, 113, 114, 115; WP: 52–53, 54–55; RW: 31, 32</p>
<p>5.3.spi.5. identify the correct use of commas (i.e., series, dates, addresses, friendly letters, compound sentences, coordinating conjunctions, and introductory words) within context.</p>	<p>Commas in a Series, SB: 184–185, 186–187, 201, 205, 209, 237, 384, 499, H60; TE: 184, 185, 186, 187; WP: 86–87, 88–89; RW: 50, 51–52</p> <p>Commas in Dates and Places, SB: 317, 318, 503, 504, H61</p> <p>Comma in Letter Closing, SB: 317–318, 503–504; TE: 317, 318, 503–504</p> <p>Commas in a Compound Sentence, SB: 46–47, 110, 186–187; TE: 46, 47, 110, 179B, 186, 187; WP: 15–16, 50–51, 88–89; RW: 8–9, 29–30, 51–52</p> <p>Commas with Introductory Words, SB: 188–189, 190–191, 202, 210; WP: 90–91, 92–93; RW: 53, 54–55</p>
<p>5.3.spi.6. choose the correct use of quotation marks and commas in direct quotations.</p>	<p>Quotation Marks in Dialogue, SB: 194–195, 202, 212, 274; WP: 96–97; RW: 57</p>
<p>5.3.spi.7. identify correctly or incorrectly spelled words in context.</p>	<p>Words Often Misspelled, SB: H67; TE: H67</p> <p>Proofreading for Spelling, SB: 24–25, 71, 73, 83, 117, 133–135, 206, 227, 313, 318, 340; TE: 24, 25, 71, 73, 83, 117, 133, 134, 135, 206, 227, 313, 318, 340</p>

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5.3.spi.8. identify the correct spelling of plurals and possessives.	Plural Nouns, SB: 70–71, 72–73, 82–83, 85–86, 88, 91–92, 171, 272; TE: 63B, 70, 71, 72, 73; WP: 25–26, 27–28; RW: 15, 16 Possessive Nouns, SB: 74–77, 78–79, 83, 85, 88, 93–94, 171, 272; WP: 29–32, 33–34; RW: 17–18, 19–20
<i>At Level 3, the student is able to</i>	
5.3.spi.9. identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases and/or clauses).	Combining Sentences with Adjectives, SB: 155; WP: 72; RW: 42 Combining Sentences with Commas, SB: 186–187, 190–191; WP: 88–89, 92–93; RW: 51–52, 54–55 Combining Sentences, SB: 46–47, 68–69, 78–79, 85, 110–111, 155, 186–187, 190–191, 248–249, 260–261; TE: 46, 47, 68, 69, 78, 79, 85, 110, 111, 155, 186, 187, 190, 191, 248, 249, 260, 261; WP: 15–16, 23–24, 33–34, 50–51, 72, 88–89, 92–93, 121–122, 133–134; RW: 8–9, 13–14, 19–20, 29–30, 42, 51–52, 54–55, 71–72, 78–79
5.3.spi.10. choose the most appropriate interjection to complete a sentence.	Interjections, SB: 192–193, 200, 202, 211, 464; WP: 94–95; RW: 56
5.3.spi.11. identify the correct use of colons (i.e., in business letters and preceding a list of items.)	Use of Colons, TE: 504
5.3.spi.12. select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, and periods to join or separate elements) within context.	Run-on Sentences, SB: 48–49, 52, 62, 88, 170, 201, 207, 272; TE: 31B, 48, 49; WP: 17–18; RW: 10
Performance Indicators Teacher: As documented through teacher observation	
<i>At Level 1, the student is able to</i>	
5.3.tpi.1. write legibly.	Related: Publishing a Composition, SB: 26–27, 314, 341, 385, 393, 426, 465, 500
5.3.tpi.2. spell high frequency words and frequently misspelled words correctly.	Words Often Misspelled, SB: H67; TE: H67
5.3.tpi.3. use appropriate language structure in oral and written communication (e.g., subject-verb agreement, correct word order, and placement of modifiers).	Subject-Verb Agreement, SB: 112–115; TE: 95B, 112, 113, 114, 115; WP: 52–53, 54–55; RW: 31, 32 Correct Placement of Modifiers, SB: 260–261; WP: 133, 134; RW: 78–79
<i>At Level 2, the student is able to</i>	
5.3.tpi.4. use correctly formed contractions, abbreviations, and possessives when writing.	Contractions, SB: 116–117, 122–123, 131, 145, 148, 172, 226–227, 242, 254–255, 273; WP: 56–57, 62–63, 112–113, 127–128; RW: 33, 36, 66, 75 Abbreviations, SB: 196–197, 200, 203, 213, 274, H57–H58; TE: 179B, 196, 197; WP: 98–99; RW: 58 Possessives, SB: 74–77, 78–79, 83, 85, 88, 93–94; TE: 63B, 74, 75, 76, 77, 78, 79; WP: 29–30; RW: 17
5.3.tpi.5. use correctly punctuated dialog in writing.	Writing Dialogue, SB: 298, 301, 303, 310, 325, 327, 329, 333

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5.3.tpi.6. edit one’s own writing for spelling, capitalization and punctuation.	Proofreading One’s Own Composition, SB: 24–25, 313, 340, 384, 393, 425, 464, 499; TE: 24, 25, 313, 340, 384, 393, 425, 464, 499
5.3.tpi.7. demonstrate the correct use of punctuation.	Punctuation, SB: 32–33, 46–49, 51–52, 54, 62, 180–181, 184–185, 186–187, 188–189, 190–191, 192–193, 194–195, 196–197, 198–199, 201, 202, 203, 207, 29, 210, 211, 212, 213, 214, 274; TE: 32–33, 46–49, 51–52, 54, 62, 180–181, 184–185, 186–187, 188–189, 190–191, 192–193, 194–195, 196–197, 198–199; WP: 1–2, 15, 16, 17–18, 82–83, 86–87, 88–89, 90–91, 92–93, 94–95, 96–97, 98–99, 100–101; RW: 1, 8, 9, 10, 48, 50, 51–52, 53, 54–55, 56, 57, 58, 59
<i>At Level 3, the student is able to</i>	
5.3.tpi.8. routinely incorporate compound sentences in writing.	Compound Sentence, SB: 46–47, 110, 186–187; TE: 46, 47, 110, 179B, 186, 187; WP: 15–16, 50–51, 88–89; RW: 8–9, 29–30, 51–52
5.3.tpi.9. begin to use complex sentences in writing.	Compound/Complex Sentences, SB: 46–47, 48–49, 62; WP: 15–16, 17–18; RW: 8–9, 10
5.3.tpi.10. develop a consciousness toward correct spelling across all subject areas.	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; RW: 15, 16, 27, 34, 35
5.3.tpi.11. use commas, colons, and semi-colons correctly when writing.	Combining Sentences with Commas, SB: 186–187, 190–191; WP: 88–89, 92–93; RW: 51–52, 54–55 Using a Colon in a Business Letter, TE: 504, H60
5.3.tpi.12. use singular and plural possessives correctly.	Possessive Nouns, SB: 74–77, 78–79, 83, 85, 88, 93–94, 171, 272; WP: 29–32, 33–34; RW: 17–18, 19–20 Possessive Pronouns, SB: 222–223, 234, 236, 241, 275, 464; TE: 215B, 222, 223; WP: 108–109; RW: 63