

Houghton Mifflin Spelling and Vocabulary
Grade 5
 correlated to
Tennessee Language Arts Standards of Learning

Tennessee Language Arts Standards of Learning	<i>Houghton Mifflin Spelling and Vocabulary</i>
Reading Accomplishments	
5.1.01 Continue to develop oral language and listening skills.	
a. Listen attentively by facing the speaker, asking questions, and paraphrasing what is said.	TE: 19, 25, 31, 37, 43, 55, 61, 67, 73, 79, 91, 97, 103, 109, 115, 127, 133, 139, 145, 151, 163, 169, 175, 181, 187, 199, 205, 211, 217, 223
b. Use established rules for conversation (e.g., do not interrupt, ask questions, provide appropriate feedback).	TE: 19, 25, 31, 37, 43, 55, 61, 67, 73, 79, 91, 97, 103, 109, 115, 127, 133, 139, 145, 151, 163, 169, 175, 181, 187, 199, 205, 211, 217, 223
c. Understand, follow, and give oral multi-step directions that may include illustrations.	
d. Formulate and respond to questions from teachers and other group members.	TE: 19, 25, 31, 37, 43, 55, 61, 67, 73, 79, 91, 97, 103, 109, 115, 127, 133, 139, 145, 151, 163, 169, 175, 181, 187, 199, 205, 211, 217, 223
e. Participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentations).	TE: 19, 25, 31, 37, 43, 55, 61, 67, 73, 79, 91, 97, 103, 109, 115, 127, 133, 139, 145, 151, 163, 169, 175, 181, 187, 199, 205, 211, 217, 223
f. Summarize orally what has been learned or accomplished after completing an activity or assignment.	
g. Create and deliver an oral presentation that includes an introduction and conclusion.	
h. Create and deliver an oral presentation that uses visual aids or props and incorporates several sources.	
i. Use different voice levels and speech patterns for small groups, informal discussions, and reports.	
j. Interpret and use a variety of non-verbal communication techniques (e.g., gestures, facial expression, posture).	TE: 19, 25, 31, 37, 43, 55, 61, 67, 73, 79, 91, 97, 103, 109, 115, 127, 133, 139, 145, 151, 163, 169, 175, 181, 187, 199, 205, 211, 217, 223
k. Present and/or perform original or published literary work with a group and/or individually.	TE: 19, 25, 31, 37, 43, 55, 61, 67, 73, 79, 91, 97, 103, 109, 115, 127, 133, 139, 145, 151, 163, 169, 175, 181, 187, 199, 205, 211, 217, 223
l. Participate in recitations of assigned/self-selected passages.	

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5.1.02 Demonstrate knowledge of concepts of print.	
a. Use parts of text (e.g., title, title page, table of contents, chapter titles, glossary, appendix, and index).	This skill appears throughout the program.
b. Use common text features to enhance understanding (e.g., headings, keywords, graphics, captions, side bars, footnotes).	This skill appears throughout the program.
c. Recognize different forms of text (e.g., poems, plays, drama, letters, ads, journalism, historical fiction, biographies, autobiographies).	PE: 33, 111, 129, 189, 201 TE: 33, 111, 129, 189, 201
5.1.03 Expand reading skills through phonemic awareness.	
a. Develop awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, music lyrics, sound effects, books on tape, read alouds).	
b. Understand rhyming patterns in printed materials.	PE: 25
c. Respond and analyze the effects of sound in language. (e.g., alliteration, onomatopoeia, rhythm, beat).	
5.1.04 Use decoding strategies to read unfamiliar words.	
a. Continue to use knowledge of letter-sound correspondence knowledge and structural analysis to decode words.	PE: 158
b. Expand understanding and use of root words, prefixes, and suffixes to decode words.	PE: 32, 62, 68, 98, 110, 134, 140, 144–146, 176, 180–182, 186–188, 198, 199, 204, 205, 216–218 TE: 32, 62, 68, 98, 110, 134, 140, 144–146, 176, 180–182, 186–188, 198, 199, 204, 205, 216–218
c. Use syllabication to decode words.	PE: 174, 248 TE: 174, 248
d. Understand, recognize, and use spelling patterns and word families to decode words.	PE: 20, 116, 146 TE: 116, 146

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e. Decode unknown grade level words utilizing learned strategies and verify word meanings within the context.	PE: 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 90, 95, 96, 102, 107, 108, 113, 114, 119, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 162, 167, 168, 173, 174, 179, 180, 185, 186, 191, 198, 203, 204, 209, 210, 215, 216, 221, 222, 227 TE: 18, 23, 24, 29, 35, 36, 41, 42, 47, 54, 59, 60, 65, 71, 77, 78, 83, 90, 95, 96, 102, 107, 108, 113, 114, 119, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 162, 167, 168, 173, 179, 180, 185, 191, 203, 204, 209, 210, 215, 216, 221, 222, 227
5.1.05 Read to develop fluency, expression, accuracy, and confidence.	
a. Increase confidence and poise in reading aloud (e.g., paired reading, shared reading, choral reading, echo reading, and reader's theater).	
b. Read with fluency and confidence from a variety of text (e.g., poetry, drama, newspapers, novels, textbooks).	This skill appears throughout the program.
c. Participate in guided oral reading.	
d. Read orally using appropriate pronunciation, expression, and rate.	This skill appears throughout the program.
e. Adjust speed based on the purpose for reading and reading level.	
f. Read independently daily.	
5.1.06 Expand reading vocabulary.	
a. Build vocabulary by listening to literature, participating in discussions, and reading self-selected texts.	PE: 18, 23, 24, 29, 30, 35, 36, 41, 42, 47, 54, 59, 60, 65, 66, 71, 72, 77, 78, 83, 90, 95, 96, 102, 107, 108, 113, 114, 119, 126, 131, 132, 137, 138, 143, 144, 149, 150, 155, 162, 167, 168, 173, 174, 179, 180, 185, 186, 191, 198, 203, 204, 209, 210, 215, 216, 221, 222, 227
b. Build vocabulary through frequent read alouds.	

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c. Infer word meanings using roots, prefixes, and suffixes.	PE: 10–12, 20, 31, 32, 43, 61, 62, 67, 68, 73, 91, 97, 103, 109, 110, 115, 116, 127, 133, 134, 139, 140, 144–145, 146, 151, 163, 169, 175, 176, 180–181, 182, 186–187, 188, 194, 198–199, 204–205, 210–211, 216–217 TE: 10–12, 20, 31, 32, 43, 61, 62, 67, 68, 73, 91, 97, 103, 109, 110, 115, 116, 127, 133, 134, 139, 140, 144–145, 146, 151, 163, 169, 175, 176, 180–181, 182, 186–187, 188, 194, 198–199, 204–205, 210–211, 216–217
d. Determine the meaning of unfamiliar words using context clues, dictionaries, glossaries, and other resources.	PE: 19, 20, 23, 25, 26, 29, 31, 32, 35, 37, 38, 41, 43, 44, 47, 55, 56, 59, 61, 62, 65, 67, 68, 71, 73, 77, 79, 80, 83, 91, 95, 97, 98, 101, 103, 104, 107, 109, 110, 113, 115, 116, 119, 127, 128, 129, 131, 133, 134, 137, 139, 140, 143, 145, 146, 149, 151, 152, 155, 163, 164, 167, 169, 170, 173, 175, 176, 179, 181, 182, 185, 187, 188, 191, 199, 200, 203, 205, 206, 209, 211, 212, 215, 217, 218, 221, 223, 224, 227 TE: 23, 29, 32, 35, 38, 41, 47, 59, 62, 65, 71, 77, 83, 95, 98, 101, 104, 107, 113, 116, 119, 131, 137, 143, 146, 149, 152, 155, 164, 167, 173, 176, 179, 182, 185, 188, 191, 203, 206, 209, 215, 218, 221, 227
e. Use appropriate synonyms, antonyms, and homonyms.	PE: 26, 66, 68, 73, 74, 92, 97, 98, 170, 206 TE: 26, 66, 68, 92, 98, 170, 206
f. Foster word consciousness (e.g., word play, word walls and word sorts).	TE: 18, 20, 24, 26, 30, 32, 36, 38, 42, 44, 54, 56, 60, 62, 66, 68, 72, 74, 78, 80, 90, 92, 96, 98, 102, 104, 108, 110, 114, 116, 126, 128, 132, 134, 138, 140, 144, 146, 150, 152, 162, 164, 168, 170, 174, 176, 180, 182, 186, 188, 198, 200, 204, 206, 210, 212, 216, 218, 222, 224
g. Use context clues and pronunciation cues when appropriate to determine the correct meaning/usage of multiple meaning words.	PE: 44, 164, 176, 218 TE: 44, 164, 176, 218
h. Select the correct word to complete an analogy.	PE: 26, 31, 43, 56, 67, 92, 109, 128, 145, 164, 175, 199, 200 TE: 26, 56, 92, 128, 164, 200
i. Explore the impact of vocabulary in evaluating ideas, information, and experiences.	
j. Use word origins to determine the meaning of unknown words (e.g., Latin and Greek roots, meanings of commonly used foreign words).	PE: 62, 68, 98, 110, 140, 176, 188, 216, 218 TE: 62, 68, 98, 110, 140, 188, 216
k. Build vocabulary by reading from a wide variety of text and literary genres.	

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5.1.07 Employ pre-reading strategies to facilitate comprehension.	
a. Set a purpose for reading (e.g., to understand, to interpret, to enjoy, to solve problems, to locate specific information/facts, to discover models for writing).	This skill appears throughout the program.
b. Utilize reference sources to build background for reading.	
c. Organize prior knowledge using a variety of strategies (e.g., webbing, mapping, brainstorming, listing, outlining).	PE: 159 TE: 60, 159
d. Explore significant words to be encountered in selected/assigned text.	
e. Preview text using text features (e.g., illustrations/pictures, captions, graphs, diagrams, and headings).	PE: 29, 65, 113, 119, 191, 221
f. Make predictions about text using text features (e.g., title, author, illustrations, and text format).	
g. Relate text to prior personal and historical experiences, current events, as well as previously read print and non-print media.	
5.1.08 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.	
a. Derive meaning while reading by	
1. formulating clarifying questions.	
2. predicting outcomes based upon prior knowledge and adjusting appropriately.	
3. using metacognitive and self-monitoring reading strategies to improve comprehension (e.g., rereading, identifying miscues, reading ahead, asking for help, and drawing on earlier reading).	
4. creating mental images.	
5. expressing reactions and personal opinions to a selection or relating the selection to a personal experience.	
6. making inferences and recognizing unstated	PE: 25, 37, 44, 48, 61, 65, 67, 68, 84, 86, 98, 101, 109,

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assumptions.	110, 116, 120, 133, 157, 163, 181, 192, 205, 206, 212, 217, 228, 230 TE: 25, 37, 44, 48, 61, 65, 67, 68, 84, 86, 98, 101, 109, 110, 116, 120, 133, 157, 163, 181, 192, 205, 206, 212, 217, 228, 230
7. verifying or modifying the pre-reading purpose.	
8. drawing conclusions based on evidence gained.	PE: 25, 37, 44, 48, 61, 65, 67, 68, 84, 86, 98, 101, 109, 110, 116, 120, 133, 157, 163, 181, 192, 205, 206, 212, 217, 228, 230 TE: 25, 37, 44, 48, 61, 65, 67, 68, 84, 86, 98, 101, 109, 110, 116, 120, 133, 157, 163, 181, 192, 205, 206, 212, 217, 228, 230
b. Check for understanding after reading by	
1. indicating sequence of events in fiction and nonfiction text.	PE: 93, 159 TE: 93, 159
2. selecting main idea and supporting details from text.	
3. identifying the author's purpose (e.g., to entertain, to inform, to explain, to persuade).	This skill appears throughout the program.
4. discussing similarities and differences in events and/or characters using evidence cited in three or more texts.	
5. selecting, prioritizing, and organizing information to meet a specific purpose.	
6. stating reasonable generalizations in reference to two or more pieces of text on a similar topic.	
7. locating information to support opinions, predictions, and conclusions.	
8. identifying cause and effect relationships.	
9. distinguishing between fact/opinion and reality/fiction.	PE: 189, 230 TE: 189, 230
10. identifying and interpreting figurative language (e.g., idioms, similes, metaphors, hyperboles, personification, imagery).	
11. recognizing a common theme between two passages.	
12. reflecting upon comprehension strategies utilized to make meaning from text.	

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5.1.09 Develop appropriate informational skills and study skills to facilitate learning.	
a. Use and discern appropriate reference sources in various formats (e.g., interviews with family, community leaders and government leaders; encyclopedias, card/electronic catalogs, almanacs, newspapers, and periodicals).	
b. Use media (e.g., photographs, videos, films, the arts, on-line catalogs, non-fiction books, encyclopedias, CD-ROM references, internet) to view, read, and represent information.	This skill appears throughout the program.
c. Use current technology as a research and communication tool for personal interest, research, and clarification.	PE: 215 TE: 146, 215
d. Understand a variety of informational texts which include primary sources (e.g., autobiographical sketches, letters, and diaries, directions, and internet sites).	
e. Utilize the dictionary, glossary, thesaurus, and other word-referenced materials.	PE: 26, 32, 38, 44, 56, 62, 68, 80, 92, 98, 104, 110, 116, 128, 134, 140, 146, 152, 164, 170, 176, 182, 188, 200, 206, 212, 218, 224, 258, 259, 283 TE: 26, 32, 38, 44, 62, 80, 92, 98, 104, 110, 134, 146, 152, 170, 212, 224, 258, 259, 283
f. Skim materials to develop a general overview of content or to locate specific information.	
g. Retrieve, organize, and represent information (e.g., charts, maps, graphs, forms, timelines, and outlines).	PE: 29 TE: 29
h. Develop notes that include important concepts, paraphrase, summaries, and identification of reference sources.	PE: 195 TE: 195
i. Develop an awareness of the effects of media (e.g., television, print materials, radio, internet, newspapers, periodicals) on daily life.	
j. Identify the techniques of propaganda (i.e., bandwagon, loaded words, testimonials).	
k. Gather and record information on a research topic using three or more sources.	PE: 195 TE: 195
5.1.10 Develop skills to facilitate reading to learn in a variety of content areas.	

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a. Develop and maintain vocabulary specific to content and to current events.	This skill appears throughout the program.
b. Locate information using available text features (e.g., maps, charts, graphics, indexes, glossaries, and tables of contents).	
c. Apply comprehension skills and strategies to informational text (e.g., pre-reading and active comprehension).	
d. Use self correction strategies while reading (e.g., pausing, rereading, consulting other sources, asking for help).	
e. Determine and evaluate the reliability of sources on a given topic (e.g., editorials, newspapers, magazines, biographies, news reports and films).	
5.1.11 Read independently for a variety of purposes.	
a. Read for literary experience.	PE: 27, 63, 68, 93, 117 TE: 27, 63, 68, 93, 117
b. Read to gain information.	This skill appears throughout the program.
c. Read to perform a task.	PE: 21, 27, 33, 39, 45, 57, 63, 69, 75, 81, 93, 99, 105, 111, 117, 129, 135, 141, 153, 165, 171, 177, 183, 189, 201, 207, 213, 219, 225 TE: 21, 27, 33, 39, 45, 57, 63, 69, 75, 81, 93, 99, 105, 111, 117, 129, 135, 141, 153, 165, 171, 177, 183, 189, 201, 207, 213, 219, 225
d. Read for enjoyment.	
e. Read to expand vocabulary.	
f. Read to build fluency.	
5.1.12 Experience various literary and media genres.	
a. Read and recognize various literary (e.g., poetry, novels, historical fiction, nonfiction) and media (e.g. photographs, the arts, film, video) genres.	
b. Predict and determine the sequence of events in a story including possible problems and solutions.	PE: 93, 159 TE: 93, 159
c. Identify the conflict of the plot.	
d. Interpret a character's feelings and identify his	

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motives.	
e. Trace changes in the main character and describe how this affects the plot.	
f. Make inferences about print and non-print text.	
g. Identify how culture, ethnic, and historical eras are represented in print and non-print texts.	PE: 47, 95, 107, 143, 151, 195, 203 TE: 47, 95, 107, 143, 151, 195, 203
h. Compare and contrast events and characters using evidence cited from print and non-print text(s).	
i. Compare and contrast different versions of the same stories/events that reflect different cultures and/or different perspectives.	
j. Summarize selected passages.	
k. Retell a story from a different point of view.	
l. Understand the way in which figurative language is used to derive meaning from text (e.g., personification, simile, metaphor, imagery, hyperbole).	
5.1.13 Develop and sustain a motivation for reading.	
a. Visit libraries/media centers and book fairs to explore books.	
b. Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, text, genres, recommendation of others).	
c. Read daily from self-selected materials.	
d. Relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, artistic expressions).	
e. Maintain a personal reading list or reading log/journal to reflect reading progress and accomplishments.	
f. Experience and develop an awareness of literature that reflects a diverse society.	
g. Choose to read as a leisure activity.	
Performance Indicators State	
At Level 1, the student is able to	

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5.1.spi.1. recognize root words, prefixes, suffixes, and syllabication as aids in determining meaning within context.	PE: 32, 56, 62, 68, 98, 110, 132, 133, 134, 140, 144, 156, 157, 176, 180, 181, 182, 188, 193, 194, 198, 199, 204, 216, 218, 228, 229, 235–252 TE: 32, 56, 62, 68, 98, 110, 132, 133, 134, 140, 144, 156, 157, 176, 180, 181, 182, 188, 193, 194, 198, 199, 204, 216, 218, 228, 229, 235–252
5.1.spi.2. select appropriate synonyms, antonyms, and homonyms within context.	PE: 26, 66, 68, 73, 74, 92, 97, 98, 121, 157, 158, 170, 194, 206, 283 TE: 26, 66, 68, 73, 74, 92, 97, 98, 121, 157, 158, 170, 194, 206, 283
5.1.spi.3. identify compound words, contractions, and common abbreviations within text.	PE: 72, 73, 256 TE: 72, 73, 256
5.1.spi.4. select and use common text features to make meaning from text (e.g., headings, key words, graphics, captions, side bars).	This skill appears throughout the program.
5.1.spi.5. identify setting, characters, and plot in a passage.	PE: 27, 68, 81, 123 TE: 27, 68, 81, 123

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At Level 2, the student is able to	
5.1.spi.6. recognize and use grade appropriate vocabulary within context.	PE: 19, 20, 23, 25, 26, 29, 31, 35, 38, 41, 43, 47, 48, 49, 50, 55, 59, 62, 65, 68, 71, 73, 77, 79, 80, 83, 84, 85, 86, 95, 97, 98, 101, 107, 113, 115, 116, 119, 120, 121, 127, 131, 134, 137, 139, 143, 146, 149, 151, 155, 156, 157, 163, 164, 167, 169, 173, 179, 181, 185, 187, 191, 192, 193, 194, 199, 203, 205, 209, 211, 215, 217, 218, 221, 223, 227, 228, 229, 230 TE: 19, 20, 23, 25, 26, 29, 31, 35, 38, 41, 43, 47, 48, 49, 50, 55, 59, 62, 65, 68, 71, 73, 77, 79, 80, 83, 84, 85, 86, 95, 97, 98, 101, 107, 113, 115, 116, 119, 120, 121, 127, 131, 134, 137, 139, 143, 146, 149, 151, 155, 156, 157, 163, 164, 167, 169, 173, 179, 181, 185, 187, 191, 192, 193, 194, 199, 203, 205, 209, 211, 215, 217, 218, 221, 223, 227, 228, 229, 230
5.1.spi.7. select questions used to focus and clarify thinking before, during and after reading the text.	
5.1.spi.8. determine correct meaning/usage of multiple-meaning words within context.	PE: 164, 176, 218 TE: 164, 176, 218
5.1.spi.9. determine word meanings within context.	PE: 25, 37, 73 TE: 25, 37, 73
5.1.spi.10. identify the sequence of events in fiction and non-fiction selections.	PE: 93, 159 TE: 93, 159
5.1.spi.11. select stated or implied main idea and supporting details from text.	
5.1.spi.12. identify stated or implied cause and effect relationships.	
5.1.spi.13. distinguish between elements of fact/opinion and reality/fantasy.	PE: 27, 111, 189, 230 TE: 27, 111, 189, 230
5.1.spi.14. determine inferences from selected passages.	PE: 25, 37, 44, 48, 61, 65, 67, 68, 84, 86, 98, 101, 109, 110, 116, 120, 133, 157, 163, 181, 192, 205, 206, 212, 217, 228, 230 TE: 25, 37, 44, 48, 61, 65, 67, 68, 84, 86, 98, 101, 109, 110, 116, 120, 133, 157, 163, 181, 192, 205, 206, 212, 217, 228, 230
5.1.spi.15. select the appropriate summary statement for a given passage.	

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5.1.spi.16. locate information using available text features (e.g. maps, charts, graphics, indexes, glossaries, and tables of content).	This skill appears throughout the program.
5.1.spi.17. recognize reasonable predictions of future events within a given context.	
At Level 3, the student is able to	
5.1.spi.18. distinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies).	This skill appears throughout the program.
5.1.spi.19. identify and interpret the main incidents of a plot, their causes, how they influence future actions, and how they are resolved.	
5.1.spi.20. recognize that a story is told from the first person point of view.	
5.1.spi.21. identify the author's purpose(s) (i.e. to inform or to entertain).	
5.1.spi.22. determine whether the theme is stated or implied within a passage.	
5.1.spi.23. identify similes, metaphors, personification, and hyperbole in context.	
5.1.spi.24. identify the effect of sound within context (e.g., onomatopoeia, alliteration, rhyme, and repetition).	PE: 25, 37, 55, 223 TE: 25, 37, 55, 223
5.1.spi.25. identify information to support opinions, predictions, and conclusions	
5.1.spi.26. select a logical word to complete an analogy using synonyms, antonyms, categories and subcategories.	PE: 26, 31, 43, 48, 50, 56, 67, 84, 86, 92, 109, 120, 122, 128, 145, 156, 158, 164, 175, 193, 199, 200, 228, 230 TE: 26, 31, 43, 48, 50, 56, 67, 84, 86, 92, 109, 120, 122, 128, 145, 156, 158, 164, 175, 193, 199, 200, 228, 230
5.1.spi.27. identify, using a graphic organizer, placement of events.	PE: 19, 65, 113, 119 TE: 29, 65, 113, 119

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Performance Indicators Teacher	
5.1.tpi.1. demonstrate active listening and observe conversational conventions in both formal and informal settings.	PE: 19, 25, 31, 37, 43, 55, 61, 67, 73, 79, 91, 97, 103, 109, 115, 127, 133, 139, 145, 151, 163, 169, 175, 181, 187, 199, 205, 211, 217, 223
5.1.tpi.2. decode unknown words utilizing learned strategies and verify word meanings within the context.	PE: 18, 23, 24, 29, 30, 35, 36, 41, 42, 47 TE: 18, 23, 24, 29, 30, 35, 36, 41, 42, 47
5.1.tpi.3. read orally with fluency using appropriate pronunciation, expression, and rate.	This skill appears throughout the program.
5.1.tpi.4. recognize various literary genres (e.g., poetry, short stories, plays, novels, folk tales, myths, and science fiction).	This skill appears throughout the program.
5.1.tpi.5. relate and discuss literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, artistic expressions).	
5.1.tpi.6. understand, follow, and give oral multi-step directions, which may include pictures or graphics.	
5.1.tpi.7. predict outcomes and adjust as additional information is acquired.	
5.1.tpi.8. connect life experiences to text.	
At Level 2, the student is able to	
5.1.tpi.9. preview the text to establish a purpose for reading, to activate prior knowledge, and to facilitate the reading process.	
5.1.tpi.10. organize prior knowledge using a variety of strategies (e.g., webbing, mapping, and brainstorming).	PE: 51, 87, 159, 231 TE: 51, 87, 159, 231
5.1.tpi.11. build vocabulary by reading from a wide variety of texts and literary genres.	
5.1.tpi.12. use content specific vocabulary.	PE: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155, 167, 173, 179, 185, 191, 203, 209, 215, 221, 227 TE: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155, 167, 173, 179, 185, 191, 203, 209, 215, 221, 227
5.1.tpi.13. use metacognitive and self-monitoring reading strategies to improve	

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comprehension (e.g., rereading, identifying miscues, reading ahead, and drawing on earlier reading).	
5.1.tpi.14. summarize orally what has been learned or accomplished after completing an activity or assignment.	
5.1.tpi.15. express reactions and personal opinions to a selection or relate the selection to personal experience.	PE: 59 TE: 59
5.1.tpi.16. participate in creative responses to texts.	
5.1.tpi.17. set a purpose for reading (e.g., to understand, to enjoy, and to locate information).	This skill appears throughout the program.
5.1.tpi.18. use library media sources to access information.	
5.1.tpi.19. use learned strategies to determine the meaning of unfamiliar words.	
5.1.tpi.20. read fluently basic grade appropriate selections.	
5.1.tpi.21. read daily and independently.	
At Level 3, the student is able to	
5.1.tpi.22. design and deliver an oral presentation incorporating several sources, using visual aids or props.	
5.1.tpi.23. recognize, create, and discuss the techniques of propaganda (i.e., band wagon, loaded words, testimonials).	
5.1.tpi.24. discuss similarities and differences in events and/or characters, using evidence cited in two or more texts.	
5.1.tpi.25. identify how culture, ethnicity, and historical eras are represented in literary text.	
5.1.tpi.26. relate text to prior personal and historical experiences as well as previously read print and non-print media.	
5.1.tpi.27. make inferences and recognize unstated	PE: 25, 37, 44, 48, 61, 65, 67, 68, 84, 86, 98, 101, 109,

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assumptions.	110, 116, 120, 133, 157, 163, 181, 192, 205, 206, 212, 217, 228, 230 TE: 25, 37, 44, 48, 61, 65, 67, 68, 84, 86, 98, 101, 109, 110, 116, 120, 133, 157, 163, 181, 192, 205, 206, 212, 217, 228, 230
5.1.tpi.28. make connections among various texts showing similarities and differences.	
5.1.tpi.29. use media and current technology as a research and communication tool to view, read, and represent information.	PE: 215 TE: 146, 215
5.1.tpi.30. extend ideas presented in texts.	
5.1.tpi.31. interact with the text(s) (e.g., ask questions, make comments, use post-it notes).	
Writing Accomplishments	
5.2.01 Engage in prewriting using a variety of strategies.	
a. Generate and focus ideas through brainstorming and peer discussions.	PE: 51, 159, 231
b. Use print and non-print materials along with prior knowledge to provide background for writing.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 115, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 115, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
c. Arrange ideas by using graphic organizers (e.g., listing, clustering, story maps, and webs).	PE: 51 TE: 51
d. Develop notes that include important concepts.	PE: 195 TE: 195
e. Construct an outline with main ideas and supporting details.	PE: 51, 87, 159
f. Select and refine a topic.	PE: 51, 87, 195, 231
g. Determine appropriate audience.	PE: 231 TE: 231
h. Establish a purpose for writing.	This skill appears throughout the program.
5.2.02 Write for a variety of audiences and purposes.	

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a. Compose narratives (e.g., to entertain, to inform, to report)	PE: 159 TE: 159
b. Write frequently in the narrative mode.	PE: 159 TE: 159
c. Write in response to a standard prompt and/or select a prompt from a varied group.	PE: 201
d. Write to inform a particular audience about a specific issue.	PE: 33, 75, 105, 111, 129, 135, 171, 183, 189, 207, 219 TE: 33, 75, 105, 111, 129, 135, 171, 183, 189, 207, 219
e. Write a descriptive paragraph to create a visual image.	PE: 51 TE: 51
f. Explore and experience frequent opportunities for writing in the expository mode.	PE: 33, 39, 51, 57, 75, 99, 105, 129, 141, 147, 165, 171, 177, 183, 195, 207, 219 TE: 33, 39, 51, 57, 75, 99, 105, 129, 141, 147, 165, 171, 177, 183, 195, 207, 219
g. Write to acquire knowledge (e.g., clarify thinking, take notes, synthesize information, enhance communication).	PE: 195 TE: 195
5.2.03 Show evidence of drafting and revision with written work.	
a. Select format based on purpose.	PE: 51, 87, 123, 159, 195, 231 TE: 51, 87, 123, 159, 195, 231
b. Write with a sense of audience.	
c. Develop a paragraph with a topic sentence, supporting details, and a concluding sentence.	PE: 87
d. Maintain focus of topic with specific relevant supporting details.	PE: 51, 195
e. Explain and/or illustrate key ideas.	PE: 51, 87, 123, 159 TE: 51, 87, 123, 159
f. Demonstrate syntactic variety.	PE: 57, 63, 69, 87, 93, 99, 111, 117, 123, 165, 171, 177, 195 TE: 57, 63, 69, 87, 93, 99, 111, 117, 123, 165, 171, 177, 195
g. Arrange multi-paragraph work in a logical and coherent order.	PE: 159
h. Write using appropriate time order words or	PE: 93, 129

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transitional words/phrases.	
i. Use correct page format (e.g., paragraphs, margins, indentations, and titles).	PE: 213, 219, 225
j. Revise to clarify thought, to refine ideas and to distinguish between important and unimportant information.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
k. Use precise language including vivid words and figurative language.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
l. Produce multiple drafts.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
5.2.04 Include editing before the completion of finished work.	
a. Edit for elements of language	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
b. Proofread using reference materials and technology.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
c. Create readable documents.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231

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5.2.05 Evaluate own and others' writing.	
a. Develop and use classroom rubrics for written work.	TE: 53-T2, 89-T2, 125-T2, 161-T2, 197-T2, 233-T2
b. Use the state assessment rubric to make appropriate suggestions for improvement.	
c. Participate in peer review and editing.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
d. Review personal collection to determine progress.	PE: 53-T1, 89-T1, 125-T1, 161-T1, 197-T1, 233-T1
e. Acknowledge and discuss diversity of individual writing styles.	

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5.2.06 Experience numerous publishing opportunities.	
a. Produce a variety of written works (e.g., literature response, essays, "published" books, literary collections).	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
b. Incorporate photos, illustrations, charts, tables, or graphs.	
c. Use technology for publishing individual and group work.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
d. Identify and explore opportunities for publication (e.g., local and national contests, internet web sites, newspapers/periodicals).	
5.2.07 Write narrative accounts.	
a. Write in response to narrative prompts, including frequent opportunities for timed writing.	PE: 45, 201 TE: 45, 201
b. Write with developed characters, setting, and plot.	PE: 105, 165, 219 TE: 105, 165, 219
c. Write with well-developed organizational structure, sequence of events, and details.	PE: 93, 129
d. Maintain focus of topic with specific relevant supporting details.	PE: 21, 39, 51, 57, 93, 183, 225 TE: 21, 39, 51, 57, 93, 183, 225
e. Elaborate through the use of sensory details, vivid words, and figurative language to establish a context that enables readers to visualize an event or experience.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
f. Explain and/or illustrate key ideas.	PE: 213
g. Demonstrate syntactic variety (i.e., vary sentence structure).	PE: 57, 63, 69, 87, 93, 99, 111, 117, 123, 165, 171, 177, 195 TE: 57, 63, 69, 87, 93, 99, 111, 117, 123, 165, 171,

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	177, 195
h. Demonstrate facility in use of language (i.e., unique word choice).	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
i. Develop an identifiable voice.	
j. Use classroom/state rubric as a guide for writing narrative accounts.	
5.2.08 Write frequently across all content areas.	
a. Produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, letters to the editor, historical fiction).	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
b. Compose and respond to original questions and/or problems from all content areas.	PE: 45, 201 TE: 45, 201
c. Explain procedures used to solve problems encountered in content areas (e.g., science experiments, math problems, map and globe activities).	PE: 23, 29, 41, 65, 101, 119, 137, 149, 173, 185, 191 TE: 23, 29, 41, 65, 101, 119, 137, 149, 173, 185, 191
d. Investigate content specific topics to gather information and write.	PE: 57, 77, 195, 225 TE: 57, 77, 195, 225
e. Use experiences from the arts to write creatively and expressively.	PE: 21, 23, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 149, 153, 159, 165, 171, 177, 179, 183, 189, 195, 201, 207, 209, 213, 221, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
5.2.09 Write expressively using original ideas, reflections, and observations.	
a. Express thoughts and feelings using colorful, fully elaborated descriptions.	PE: 33, 63, 93, 111, 117, 135, 141, 195, 213 TE: 33, 63, 93, 111, 117, 135, 141, 195, 213

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b. Incorporate vivid words and figurative language.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
c. Write poems and stories based upon personal reflections, observations, and experiences.	PE: 87, 93, 117, 123 TE: 87, 93, 117, 123
d. View, read, or listen to examples of various writing styles.	
5.2.10 Write in response to literature.	
a. Write a letter to/as a character in a written work.	PE: 111, 129, 189, 201 TE: 111, 129, 189, 201
b. Create an optional ending for a story.	PE: 87, 93, 117, 123 TE: 87, 93, 117, 123
c. Retell a story from a different point of view.	
d. Compare and contrast literary works.	
e. Write a reader's response to a literary work.	
f. Write creative, imaginative, and original responses to literature (e.g., poems, raps, songs, stories).	PE: 59 TE: 59

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5.2.11 Write in a variety of modes and genres.	
a. Write narratives with vivid, sensory details.	PE: 159 TE: 159
b. Write descriptive papers which include vivid words and figurative language.	PE: 87, 123, 159, 195 TE: 87, 123, 159, 195
c. Write expository paragraphs that include multiple steps or examples to support explanation.	PE: 33, 39, 51, 57, 75, 99, 105, 129, 141, 147, 165, 171, 177, 179, 183, 195, 207, 209, 219 TE: 33, 39, 51, 57, 75, 99, 105, 129, 141, 147, 165, 171, 177, 179, 183, 195, 207, 209, 219
d. Write an essay to compare/contrast two or more people, places, things or ideas.	
e. Create a variety of poems.	
f. Write a research report using multiple sources and notes taken from those sources citing titles and authors.	PE: 195 TE: 195
g. Write friendly and business letters.	PE: 111, 129, 189, 201 TE: 111, 129, 189, 201
h. Write journalistic articles.	PE: 21, 201 TE: 21, 201
i. Use journal entries to demonstrate level of understanding.	PE: 21, 201 TE: 21, 201
j. Write an autobiographical account.	
Performance Indicators State	
At Level 1, the student is able to	
5.2.spi.1. complete a graphic organizer (i.e., clustering, listing, mapping, webbing) to group ideas for writing.	PE: 29, 65, 113, 119 TE: 29, 60, 65, 113, 119
5.2.spi.2. rearrange sentences to form a sequential, coherent paragraph.	
5.2.spi.3. identify the purpose for writing (i.e., to entertain, to inform, and to report).	This skill appears throughout the program.
5.2.spi.4. identify the audience for which a piece of text is written.	
5.2.spi.5. select details that support a topic sentence.	PE: 21, 39, 57, 183, 225 TE: 21, 39, 57, 183, 225

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5.2.spi.6. choose vivid and active words when writing.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
*5.2.spi.7. develop and write a paragraph topic sentence with supporting details.	PE: 21, 39, 57, 183, 225 TE: 21, 39, 57, 183, 225
At Level 2, the student is able to	
5.2.spi.8. rearrange paragraphs in a narrative writing selection in sequential or chronological order.	
5.2.spi.9. select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.	PE: 93, 129
5.2.spi.10. identify the most reliable sources of information for preparing a report or project.	
5.2.spi.11. select the best way to combine sentences to provide syntactic variety within context.	PE: 57, 63, 69, 87, 93, 99, 111, 117, 123, 165, 171, 177, 195 TE: 57, 63, 69, 87, 93, 99, 111, 117, 123, 165, 171, 177, 195
5.2.spi.12. select the best title for a written selection.	PE: 213 TE: 213
5.2.spi.13. choose the supporting sentence that best fits the context and flow of ideas in a paragraph.	
5.2.spi.14. supply a missing piece of information in an outline.	
*5.2.spi.15. select, limit, and refine a writing topic.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
*5.2.spi.16. write well-developed, organized, and coherent essays in response to narrative	TE: 161–T2

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prompts.	
*5.2.spi.17. revise to clarify thought, to refine ideas, and to distinguish between important and unimportant information.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
*5.2.spi.18. edit writing for the elements of language.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
*5.2.spi.19. explain and/or illustrate key ideas when writing.	PE: 213
*5.2.spi.20. demonstrate syntactic variety when writing.	PE: 57, 63, 69, 87, 93, 99, 105, 111, 117, 123, 165, 171, 177, 195 TE: 57, 63, 69, 87, 93, 99, 105, 111, 117, 123, 165, 171, 177, 195
At Level 3, the student is able to	
5.2.spi.21. arrange multi-paragraphed work of exposition (e.g., persuasion, compare/contrast) in a logical and coherent order.	PE: 33, 111, 177, 189, 231 TE: 33, 111, 177, 189, 231
5.2.spi.22. identify the sentence irrelevant to a paragraph's theme or flow.	
5.2.spi.23. select an appropriate concluding sentence for a well-developed paragraph.	
*5.2.spi.24. use appropriate transitional words and devices when writing.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231

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*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.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
*5.2.spi.26. write an effective concluding paragraph for a well-developed essay.	PE: 87 TE: 87
Performance Indicators Teacher	
At Level 1, the student is able to	
5.2.tpi.1. use writing prompts for descriptive and narrative essays.	TE: 53–T2, 89–T2, 161–T2
5.2.tpi.2. generate ideas for writing.	PE: 213
5.2.tpi.3. establish a purpose for writing.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
5.2.tpi.4. use a variety of prewriting strategies.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
5.2.tpi.5. share written work with others.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231

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5.2.tpi.6. write in a variety of forms and genres.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
5.2.tpi.7. recognize and use all steps in the writing process.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
At Level 2, the student is able to	
5.2.tpi.8. use a variety of sources to gather information.	
5.2.tpi.9. compare and contrast two persons, places or things.	
5.2.tpi.10. write in response to works of literature.	
5.2.tpi.11. create a well-developed story or passage summary.	PE: 27, 63, 93, 117, 123 TE: 27, 63, 93, 117, 123
5.2.tpi.12. write with a sense of audience.	
5.2.tpi.13. compose notes that include important concepts.	
5.2.tpi.14. construct clear, coherent, well-organized multi-paragraphed works.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
5.2.tpi.15. write frequently in the narrative and descriptive modes, including frequent opportunities for timed writing.	PE: 51, 159 TE: 51, 159
5.2.tpi.16. use grade level appropriate vocabulary when writing.	PE: 23, 29, 35, 41, 47, 59, 65, 69, 75, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155, 167, 173, 179, 185, 191, 203, 209, 215, 221, 227

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	TE: 23, 29, 35, 41, 47, 59, 65, 69, 75, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155, 167, 173, 179, 185, 191, 203, 209, 215, 221, 227
5.2.tpi.17. produce and edit more than one draft.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
5.2.tpi.18. write in expressive and imaginative modes.	PE: 27, 63, 69, 75, 117, 165 TE: 27, 63, 69, 75, 117, 165
5.2.tpi.19. write creative, original, and imaginative responses to literature.	PE: 123 TE: 123
5.2.tpi.20. demonstrate confidence and competence in using the Tennessee Writing Assessment rubric.	
5.2.tpi.21. develop methods of sharing written work.	
5.2.tpi.22. produce multiple drafts of writings.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
5.2.tpi.23. evaluate own and others' narrative writing using the Tennessee Writing Assessment rubric.	
5.2.tpi.24. write friendly and business letters.	PE: 111, 129, 189, 201 TE: 111, 129, 189, 201
At Level 3, the student is able to	
5.2.tpi.25. experience numerous publishing opportunities.	

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5.2.tpi.26. write frequently across content areas.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
5.2.tpi.27. conduct self-evaluation by reviewing one's own writing to assess progress.	This skill appears throughout the program.
5.2.tpi.28. write personal reflections to experiences and events.	PE: 21, 87, 147 TE: 21, 87, 147
5.2.tpi.29. experience writing in the expository mode (e.g., "how to" paragraphs and explanations).	PE: 33, 39, 51, 57, 75, 99, 105, 129, 141, 147, 165, 171, 177, 179, 183, 195, 207, 209, 219 TE: 33, 39, 51, 57, 75, 99, 105, 129, 141, 147, 165, 171, 177, 179, 183, 195, 207, 209, 219
5.2.tpi.30. compose and respond to original questions and/or problems from all content areas.	PE: 45, 201 TE: 45, 201
5.2.tpi.31. write using appropriate time-order words or transitional words and phrases.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
5.2.tpi.32. write a research report using multiple sources and notes taken from these sources.	PE: 195 TE: 195
5.2.tpi.33. use correct page format (e.g., paragraphs, margins, indentations, and title).	PE: 213, 219, 225 TE: 213, 219, 225
5.2.tpi.34. begin to develop a writing "voice."	
Elements of Language Accomplishments	
5.3.01 Demonstrate knowledge of standard English usage.	
a. Use nouns appropriately (e.g., common/proper, singular/plural; possessives; predicate nouns).	PE: 33, 39, 45, 51, 105, 123, 257 TE: 33, 39, 45, 51, 105, 123, 257
b. Use verbs appropriately (e.g., action/linking, regular/irregular; "be"/"have," verb phrases, agreement with subject in person and number).	PE: 57, 63, 69, 87 TE: 57, 63, 69, 87
c. Use pronouns appropriately (e.g., agreement with	PE: 165, 171, 177, 195, 255

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antecedent, reflexive, possessive, correct pronoun case).	TE: 165, 171, 177, 195, 255
d. Use adjectives appropriately (e.g., common/proper, predicate adjectives, demonstrative adjectives, proper comparative forms).	PE: 33, 105, 111, 123, 255, 257 TE: 33, 105, 111, 123, 255, 257
e. Use prepositions appropriately (e.g., place prepositional phrases in correct location within the sentence).	
f. Use adverbs appropriately (e.g., proper comparative forms, adverbs of degree {too, very}).	
g. Use conjunctions appropriately (e.g., coordinating).	PE: 257 TE: 257
h. Use interjections appropriately.	PE: 141 TE: 141
i. Recognize usage errors (e.g., double negatives, troublesome words {affect/effect, sit/set, lie/lay, may/can, leave/let, teach/learn}).	PE: 117 TE: 117
j. Recognize and appreciate cultural and regional differences signaled by word usage and vocabulary.	PE: 224 TE: 224

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5.3.02 Demonstrate knowledge of standard English mechanics.	
a. Capitalize correctly sentence beginnings, proper nouns and adjectives, titles, abbreviations, quotations, parts of friendly letters and business letters.	PE: 21, 27, 33, 105, 123, 189, 201, 213, 219, 225, 231, 254, 255, 256 TE: 21, 27, 33, 105, 123, 189, 201, 213, 219, 225, 231, 254, 255, 256
b. Use correct end of sentence punctuation (e.g., period, question mark).	PE: 141, 254 TE: 141, 254
c. Demonstrate knowledge of comma rules, colons (between the hour and minute and after the greeting of a business letter), semicolons (in combining sentences), and quotation marks in titles.	PE: 207, 231, 254, 257 TE: 207, 231, 254, 257
d. Demonstrate the correct use of quotation marks in conversation, including their use with capitalization, end marks, and explanatory material.	PE: 147, 159, 219, 231, 254 TE: 147, 159, 219, 231, 254
e. Form contractions and possessives using apostrophes.	PE: 75, 81, 87, 183, 256 TE: 75, 81, 87, 183, 256
f. Abbreviate words correctly.	PE: 189, 201, 253, 254 TE: 189, 201, 253, 254
g. Continue to write legibly.	PE: 349 TE: 349
5.3.03 Demonstrate knowledge of standard English spelling.	
a. Spell high-frequency words correctly.	This skill was presented at previous levels.
b. Spell correctly commonly misspelled words as appropriate to grade level.	PE: 350 TE: 350
c. Spell correctly words commonly used in content specific vocabulary.	PE: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155, 167, 173, 179, 185, 191, 203, 209, 215, 221, 227 TE: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155, 167, 173, 179, 185, 191, 203, 209, 215, 221, 227

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d. Recognize misspelled words in the context of sentences.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
e. Spell plurals and possessives correctly.	PE: 45, 177, 195 TE: 45, 177, 195
f. Use knowledge of root words, prefixes, suffixes, and structural analysis to spell words correctly.	PE: 32, 62, 68, 98, 110, 134, 140, 144, 145, 146, 176, 180, 181, 182, 186, 187, 188, 198, 199, 204, 205, 216, 217, 218 TE: 32, 62, 68, 98, 110, 134, 140, 144, 145, 146, 176, 180, 181, 182, 186, 187, 188, 198, 199, 204, 205, 216, 217, 218
g. Determine correct spelling of words utilizing electronic and print tools (e.g., spell checkers, dictionaries, lists, word walls, charts).	PE: 20, 32, 38, 44, 56, 62, 68, 80, 98, 116, 128, 140, 146, 152, 164, 176, 182, 188, 200, 212, 218, 283 TE: 20, 32, 38, 44, 56, 62, 68, 80, 98, 116, 128, 140, 146, 152, 164, 176, 182, 188, 200, 212, 218, 283
h. Identify correctly spelled homonyms within the context of sentences or phrases.	PE: 164, 176, 218 TE: 164, 176, 218
i. Proofread and edit for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
j. Develop a consciousness toward correct spelling across all subject areas.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231

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5.3.04 Demonstrate knowledge of correct sentence structure.	
a. Use appropriate language structure in oral and written communication (e.g., subject-verb agreement in simple and compound sentences, correct word order, correct placement of modifiers).	PE: 63 TE: 63
b. Recognize and edit incomplete sentences and run-on sentences.	PE: 153 TE: 153
c. Combine simple sentences into compound sentences.	PE: 129, 153 TE: 129, 153
d. Combine sentences using compound subjects and/or predicates.	
Performance Indicators State	
At Level 1, the student is able to	
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).	PE: 117 TE: 117
5.3.spi.2. select the best way to correct incomplete sentences within context.	
At Level 2, the student is able to	
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.	PE: 33, 39, 45, 51, 57, 63, 69, 87, 105, 111, 123, 165, 171, 177, 195, 255, 257 TE: 33, 39, 45, 51, 57, 63, 69, 87, 105, 111, 123, 165, 171, 177, 195, 255, 257
5.3.spi.4. identify sentences with correct subject-verb agreement (person/number).	PE: 63 TE: 63
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.	PE: 129, 135, 159, 207, 231, 254, 257 TE: 129, 135, 159, 207, 231, 254, 257
5.3.spi.6. choose the correct use of quotation marks and commas in direct quotations.	PE: 147, 159, 219, 231, 254 TE: 147, 159, 219, 231, 254

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5.3.spi.7. identify correctly or incorrectly spelled words in context.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
5.3.spi.8. identify the correct spelling of plurals and possessives.	PE: 45, 177, 195 TE: 45, 177, 195
At Level 3, the student is able to	
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).	PE: 257 TE: 257
5.3.spi.10. choose the most appropriate interjection to complete a sentence.	PE: 141 TE: 141
5.3.spi.11. identify the correct use of colons (i.e., in business letters and preceding a list of items).	PE: 257 TE: 257
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.	PE: 21, 27, 51, 153, 256 TE: 21, 27, 51, 153, 256
Performance Indicators Teacher	
At Level 1, the student is able to	
5.3.tpi.1. write legibly.	PE: 349 TE: 349
5.3.tpi.2. spell high-frequency words and frequently misspelled words correctly.	PE: 350 TE: 350
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).	PE: 63 TE: 63

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At Level 2, the student is able to	
5.3.tpi.4. use correctly formed contractions, abbreviations, and possessives when writing.	PE: 39, 45, 51, 75, 81, 87, 177, 183, 189, 195, 201, 253, 254, 256 TE: 39, 45, 51, 75, 81, 87, 177, 183, 189, 195, 201, 253, 254, 256
5.3.tpi.5. use correctly punctuated dialog in writing.	PE: 147 TE: 147
5.3.tpi.6. edit one's own writing for spelling, capitalization and punctuation.	PE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231 TE: 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 171, 177, 183, 189, 195, 201, 207, 213, 219, 225, 231
5.3.tpi.7. demonstrate the correct use of punctuation.	PE: 141, 254 TE: 141, 254
At Level 3, the student is able to	
5.3.tpi.8. routinely incorporate compound sentences in writing.	PE: 129, 257 TE: 129, 257
5.3.tpi.9. begin to use complex sentences in writing.	
5.3.tpi.10. develop a consciousness toward correct spelling across all subject areas.	PE: 141, 254 TE: 141, 254
5.3.tpi.11. use commas, colons, and semi-colons correctly when writing.	PE: 129, 135, 159, 207, 231, 254, 257 TE: 129, 135, 159, 207, 231, 254, 257
5.3.tpi.12. use singular and plural possessives correctly.	PE: 39, 45, 51 TE: 39, 45, 51