

Houghton Mifflin *ENGLISH*
Grade 5
correlated to
West Virginia Instructional Goals and Objectives

Instructional Goal and Objective	Houghton Mifflin <i>ENGLISH</i>
Listening/Speaking	
5.1 distinguish difference between listening and hearing	TE: 350–351, 394, 434–435, 476–477 PE: 350–351, 394, 434–435, 476–477, H5–H6
5.2 recognize and exhibit oral communication skills (e.g., pitch, tone, rate)	TE: 350–351, 394, 435, 476–477 PE: 350–351, 394, 435, 476–477, H5–H6
5.3 identify and correct usage errors in oral communication (e.g., word choice, grammar)	These pages can be adapted to identify and correct usage errors in oral communication: TE: 44–45, 48–49, 51–52, 61–62, 87–88, 104–105, 112–115, 118–127, 130–132, 140, 143–144, 146–150, 158–161, 166–167, 170, 172–173, 176–177, 216–223, 228–231, 238–241, 243–244, 250–255, 262–265, 272–275, 277–279, 282–283 PE: 44–45, 48–49, 51–52, 61–62, 87–88, 104–105, 112–115, 118–127, 130–132, 140, 143–144, 146–150, 158–161, 166–167, 170, 172–173, 176–177, 216–223, 228–231, 238–241, 243–244, 250–255, 262–265, 272–275, 277–279, 282–283
5.4 exhibit appropriate speaking etiquette (e.g., speaking in turn, proper use of communication technologies)	TE: 5, 350–351, 435 PE: 5, 350–351, 435, H4, H9
5.5 use public speaking strategies to prepare formal and informal speaking presentations across the curriculum (e.g., oral report, recitation, dramatization)	TE: 350–351, 476–477 PE: 350–351, 476–477
5.6 exhibit appropriate audience etiquette in a variety of listening experiences	TE: 5, 350–351, 356, 395, 435, 477 PE: 5, 350–351, 356, 395, 435, 477, H4, H9
5.7 listen to a story and retell events in sequence	These pages can be adapted to provide listening to a story and retelling events in sequence: TE: 16, 292, 294, 306, 332, 334, 359, 377, 416, 443, 458, 493 PE: 16, 292, 306, 332, 334, 359, 377, 416, 443, 458, 493
5.8 1,2,3,6,7,8 listen to multi-step oral instructions and successfully complete a task(s)	TE: 394–395 PE: 394–395
5.9 supply missing step(s) in a set of oral directions	These pages can be adapted to supply missing step(s) in a set of oral directions: TE: 394–395 PE: 394–395
5.10 6,7,8 listen to sentences to identify the meaning of a synonym, antonym, homonym, etc., by using context clues	TE: 383, 463 PE: 383, 463, H13
5.11 1,2,6,7,8 listen to oral communications and critique, evaluate, question, imagine and summarize about a selection	TE: 288, 311, 338, 356, 382, 421, 434–435, 440, 462, 497 PE: 288, 311, 338, 356, 382, 421, 434–435, 440, 462, 497, H7–H8

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5.12 2,3,4,,7,8 use critical thinking to distinguish fact from opinion, purpose, predict, draw conclusions, and compare or contrast information	TE: 12–13, 16, 45, 121, 159, 229, 251, 263, 288, 304, 330, 352–353, 356, 361, 364, 374–387, 391, 394, 409, 434, 440–445, 447–467, 455, 469, 480, 489, 505–506 PE: 12–13, 16, 45, 121, 159, 229, 251, 263, 288, 304, 330, 352–353, 356, 361, 374–387, 391, 394, 409, 434, 440–445, 447–467, 455, 469, 489, 505–506
5.13 2,3,4,6,7,8 listen to specific information and interpret it to construct meaning in and beyond text	TE: 356, 395, 440 PE: 356, 395, 440, H7–H8
5.14 6,7,8 relate personal experience to construct new meaning from information heard	These pages can be adapted to provide listening to oral communication and retelling in oral form relating personal experiences and constructing new meaning: TE: 5, 356, 395, 477, 505–506 PE: 5, 356, 395, 477, 505–506
Reading Comprehension	
5.15 1,2,3,4,6,7,8,9,10,11,12 read literary works by national and international authors to include but not limited to: article autobiography, biography, fable, fairy tale, folk tale, legend, mystery, myth, novel, play, poetry, tall tale, historical fiction, science fiction, realistic fiction, humorous fiction, and fantasy	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to read literary works by national and international authors.
5.16 6,7,8,9 locate factual information (e.g., details, events, sequences)	TE: 398, 414–415 PE: 414–415
5.17 K,2,4,6,8,9,10 determine the main idea in text to establish meaning and determine main idea inferred in text to establish meaning	TE: 398, 399–402, 403, 404–408, 409–426, 427 PE: 399–402, 403, 404–408, 409–426, 427
5.18 3,4,6,7,8,9,10,11 determine time/sequence using order words	TE: 16, 292, 294, 306, 332, 334, 359, 364, 377, 398, 416, 443, 458, 493 PE: 16, 292, 306, 332, 334, 359, 377, 416, 443, 458, 493
5.19 3,7,8,9,10,11 determine plot, style, mood, characterization to construct initial meaning	TE: 331, 332, 334, 336, 346, 347, 352–353 PE: 331, 332, 334, 336, 346, 347, 352–353
5.20 K,1,2,3,4,8,9,10 analyze text to identify a sequence of events	TE: 16, 292, 294, 306, 332, 334, 359, 364, 377, 398, 416, 443, 458, 493 PE: 16, 292, 306, 332, 334, 359, 377, 416, 443, 458, 493
5.21 3,4,7,9,11 determine a character's feelings, motives, and traits based on text	TE: 331, 333, 344–349, 350–351, 352–353 PE: 331, 333, 344–349, 350–351, 352–353
5.22 3,4,7,9,11 interpret text to infer information about an event	TE: 11, 296, 324, 367, 449, 472, 483 PE: 11, 296, 324, 367, 449, 472, 483

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5.23 8,9,10,11 interpret text to draw conclusions about a person or event	TE: 11, 296, 324, 367, 449, 472, 483 PE: 11, 296, 324, 367, 449, 472, 483
5.24 K,2,3,4,6,7,8,9,10,11 predict what will happen next in a story	These pages can be adapted to help students predict what will happen next in a story: TE: 332, 334 PE: 332, 334
5.25 2,3,8,9,10,11 determine author's purpose by using tone, style, and technique	TE: 298, 308, 350–351, 484, 495 PE: 298, 308, 350–351, 484, 495
5.26 2,3,4,7,8,9,10,11 determine the appropriate reading strategy (e.g., rereading) to acquire specific information	These pages can be adapted to determine the appropriate reading strategy (e.g., rereading) to acquire specific information: TE: 288, 356, 440, 505–506 PE: 288, 356, 440, 505–506
5.27 3,6,9,10 identify how and where to locate additional information on a text topic (e.g., map, resource person, book, cartoon, drawing)	TE: 398, 414–415 PE: 414–415
5.28 determine the meaning of a word using context clues	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to determine the meaning of a word by using context clues.
5.29 10 interpret the use of a rhetorical question in text	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to interpret the use of a rhetorical question in text.
5.30 10,11 interpret figurative language in text	TE: 312 PE: 312
5.31 K,3,6,7,8,9,10,11 make hypothesis based on text	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to make hypothesis based on text.
5.32 1,2,3,9,10 read and apply directions for a specific task	TE: 389–391, 394–395, 433 PE: 389–391, 394–395, 433
5.33 8,9,10 draw graphic organizers to reflect main ideas and supporting details	TE: 3, 11, 14–15, 16, 17, 36, 38, 40, 44, 66, 70, 72, 74, 76, 96, 100, 102, 106, 108, 116, 120, 122, 152, 158, 162, 165, 182, 196, 198, 216, 220, 226, 230, 246, 252, 254, 256, 289, 291, 293, 297, 304, 324, 332, 347, 357, 361, 362, 363, 364, 367, 376, 378, 387, 390, 391, 410, 411, 423, 424, 429, 441, 445, 449, 456–458, 473, 480, 483, 489 PE: 14–15, 17, 304, 332, 347, 376, 378, 387, 390, 391, 410, 411, 423, 424, 429, 456–458, 473, 489, H52, H54, H55, H56
5.34 utilize paraphrasing and summarization to establish understanding of text	TE: 97, 181, 429, 469 PE: 97, 181, 429, 469, H31–H32

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5.35 create an alternative ending to a story	These pages can be adapted to help students create an alternative ending to a story: TE: 18–19, 292, 309, 335, 360, 380, 444, 460, 469, 494 PE: 18–19, 292, 309, 335, 360, 380, 444, 460, 469, 494
Reading Vocabulary	
5.36 2,3,4,6 use context clues to determine meaning of an unknown word	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to use context clues to determine meaning of an unknown word.
5.37 7,8,9,10,11 define synonyms	TE: 463 PE: 463, H13
5.38 use context clues to find a synonym for an unknown word	These pages can be adapted to help students use context clues to find a synonym for an unknown word: TE: 463 PE: 463, H13
5.39 2,3,4,6,7,8,9,10,11 identify synonyms to improve quality of text	TE: 463 PE: 463, H13
5.40 define antonyms	TE: 383 PE: 383
5.41 use context clues to find an antonym for an unknown word	TE: 383 PE: 383
5.42 2,3,4,6,7,8,9,10,11 use context clues to determine meaning of a multiple-meaning word	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to use context clues to determine meaning of a multiple-meaning word.
5.43 choose the correct definition of a multiple-meaning word	As a language arts program, Houghton Mifflin <i>ENGLISH</i> prepares students to choose the correct definition of a multiple-meaning word.
5.44 recognize homophones (e.g., dear–deer, knight–night), and choose correct homophone for the context	TE: 233, 266 PE: 233, 266
5.45 recognize homographs (e.g., lead (to guide)–lead (a metal) and chose correct homographs for the context	See Levels 6, 7, and 8
5.46 sort words into categories or classes	These pages can be adapted to help students sort words into categories or classes: PE: H33–H34
5.47 analyze and complete analogies (e.g., synonyms, antonyms, part/whole, object/group)	PE: H33–H34
5.48 use prefixes as structure clues for word recognition and meaning	PE: H16

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5.49 use root words as structure clues for word recognition and meaning	PE: H18
5.50 use suffixes as structure clues for word recognition and meaning	PE: H17
5.51 evaluate a list of synonyms and sort according to their connotations	TE: 463 PE: 463, H13
Writing	
5.52 4.7,10 write complete sentences	TE: 31, 31B, 32–33, 36–37, 51, 55, 57, 63B, 63, 87, 95, 151, 179, 215, 245, 294B, 294, 319, 364, 398, 446, 480 PE: 32–33, 36–37, 51, 55, 57, 87
5.53 4.7,10 use a variety of sentence types (e.g., simple, compound, complete, declarative, and interrogative)	TE: 31B, 31, 46–47, 48–49, 62, 63, 68–69, 78–79, 110–111, 151, 154–155, 179, 186–187, 190–191, 215, 224–225, 245, 248–249, 260–261, 294, 312, 319, 339, 364, 383, 398, 422, 446, 463, 480, 498 PE: 46–47, 48–49, 62, 68–69, 78–79, 110–111, 154–155, 186–187, 190–191, 224–225, 248–249, 260–261, 312, 339, 383, 422, 463, 498
5.54 develop a paragraph with a main idea/topic sentence supported by details	TE: 18, 63, 95, 151, 179, 215, 245, 290, 294, 319, 357–358, 361, 363, 364, 380, 398, 417, 446, 459, 480 PE: 18, 290, 357–358, 361, 363, 380, 417, 459
5.55 use prewriting and drafting strategies to generate topics and plan approaches to writing tasks	TE: 11, 12–17, 31, 63, 95, 151, 179, 215, 245, 294, 304–306, 319, 330–332, 347, 364, 374, 378, 390, 398, 409–416, 446, 453, 455–458, 480, 489–493 PE: 12–17, 304–306, 330–332, 347, 374, 378, 390, 409–416, 453, 455–458, 489–493
5.56 use strategies to write for a specific purpose (e.g., narrative, informative, and persuasive)	Most lessons give students the opportunity to use strategies to write for a specific purpose (e.g., narrative, informative, and persuasive). Here are a few of the many examples: TE: 9, 77, 121, 193, 221, 289, 314, 349, 408, 488, 502 PE: 9, 77, 121, 193, 221, 289, 314, 349, 408, 488, 502
5.57– 4.7,10 use editing strategies to correct errors in organization, content, usage, capitalization, punctuation and spelling	TE: 24–25, 31, 49, 52, 54, 63, 71, 73, 75, 83, 85–86, 95, 105, 107, 111, 113, 115, 117, 119, 121, 123, 125, 127, 132, 133–135, 151, 157, 159, 161, 169, 179, 181, 183, 185, 189, 193, 195, 197, 199, 201, 203, 206, 215, 221, 227, 229, 231, 235, 245, 251, 253, 255, 263, 259, 294, 313, 318, 319, 340, 364, 384, 393, 398, 425, 446, 464, 480, 499 PE: 24–25, 49, 52, 54, 71, 73, 75, 83, 85–86, 105, 107, 111, 113, 115, 117, 119, 121, 123, 125,

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	127, 132, 133–135, 157, 159, 161, 169, 181, 183, 185, 189, 193, 195, 197, 199, 201, 203, 206, 221, 227, 229, 231, 235, 251, 253, 255, 263, 259, 313, 318, 340, 384, 393, 425, 464, 499
5.58 4.7,10 compose narrative text that contains a beginning, middle and end	TE: 18–19, 215, 294, 319, 307, 309, 324, 334, 335, 379, 380, 419, 460, 494 PE: 18–19, 307, 309, 334, 335, 379, 380, 419, 460, 494
5.59 4.7,10 use a writing prompt to develop a composition with a smooth transition	TE: 294, 315–316, 342–343, 364, 386–387, 427, 466–467, 501–502 PE: 315–316, 342–343, 386–387, 427, 466–467, 501–502
5.60 develop a composition that is focused, coherent, and has a clear and logical progression of ideas	TE: 17, 20–21, 63, 69, 95, 151, 154, 179, 186–187, 215, 245, 248–249, 260–261, 294, 307, 309, 312, 319, 333, 339, 364, 383, 391, 398, 418, 422, 446, 457, 463–468, 480 PE: 17, 20–21, 69, 154, 186–187, 248–249, 260–261, 307, 309, 312, 333, 339, 383, 391, 418, 422, 457, 463–498
5.61 4.7,10 develop a composition that contains specific, relevant details	TE: 14, 16, 17, 20–21, 63, 69, 95, 151, 154, 179, 186–187, 215, 245, 248–249, 260–261, 291, 293, 294, 297, 305, 307, 309, 312, 319, 331, 333, 339, 347, 359, 364, 375, 376, 383, 390, 391, 418, 422, 457, 463, 480, 498 PE: 14, 16, 17, 20–21, 69, 154, 186–187, 248–249, 260–261, 291, 293, 305, 307, 309, 312, 331, 333, 339, 347, 359, 375, 376, 383, 390, 391, 418, 422, 457, 463, 498
5.62 use writing strategies to address specific types of writing (e.g., journal, friendly letters, and business letters)	Most lessons give students the opportunity to use writing strategies to address specific types of writing. Here are a few of the many examples: TE: 9, 77, 121, 193, 221, 289, 314, 349, 408, 488, 502 PE: 9, 77, 121, 193, 221, 289, 314, 349, 408, 488, 502
5.63 demonstrate progress toward mastery of penmanship and keyboarding	These pages can be adapted to help students demonstrate progress toward mastery of penmanship and keyboarding: TE: 9, 13, 17, 26, 27, 33, 37, 39, 45, 47, 51–52, 67, 77, 79, 82, 83, 86, 99, 107, 115, 120–121, 137, 145, 147, 150, 155, 167, 173, 175, 177, 181, 183, 187, 189, 190, 205, 213, 222, 223, 235, 241, 243, 245, 250, 251, 255, 281, 284, 287, 288, 291, 293, 304, 305, 306, 307, 312, 313, 315, 317, 318, 346, 349, 352, 355, 357, 358, 359, 360, 361, 376, 378, 379, 380, 386, 391, 393, 406, 421, 423, 424, 426, 428, 429,

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5.64 use electronic and traditional editing strategies (e.g., symbols, dictionaries) to correct spelling errors (e.g., proper names, homographs, [in, inn].)	TE: 24–25, 71, 73, 83, 117, 133–135, 206, 318, 425, 464 PE: 24–25, 71, 73, 83, 117, 133–135, 206, 318, 425, 464
Spelling	
5.65 identify and spell common homophones/homonyms (words that have different meanings and spellings but are pronounced the same (e.g., here – hear, sun – son))	TE: 233, 266 PE: 233, 266
5.66 spell words correctly containing long <i>a</i> and its variants (e.g., <i>ai, ay, a_e, eigh</i>)	PE: H68–H69
5.67 spell words correctly containing long <i>e</i> and its variants (e.g., <i>ea, e_e, _e, ee</i>)	PE: H68–H69
5.68 spell words correctly containing long <i>i</i> , and its variants (e.g., <i>i_e, ie, igh, _y, _ye</i>)	PE: H68–H69
5.69 spell words correctly containing long <i>o</i> and its variants (e.g., <i>oa, oe, ow, ough, o_e, _o</i>)	PE: H68–H69
5.70 spell words correctly containing long <i>u</i> and its variants (e.g., <i>u_e, ue, oo, ew</i>)	PE: H68–H69
5.71 spell words correctly containing the <i>r</i> controlled vowels (e.g., <i>ir, ur, er, ar, or</i>)	PE: H68–H69
5.72 spell words correctly containing the letter <i>g</i> pronounced <i>j</i> (e.g., <i>gi, ge, dge</i>)	PE: H71
5.73 spell words correctly containing the letter <i>c</i> pronounced <i>s</i> (e.g., <i>ci, ce, cy</i>)	As a language arts program, Houghton Mifflin ENGLISH provides writing opportunities for students to apply this objective.
5.74 spell words correctly containing the phonetic elements <i>ch</i> and <i>sh</i> (e.g., <i>churn, shirt</i>)	As a language arts program, Houghton Mifflin ENGLISH provides writing opportunities for students to apply this objective.
5.75 spell correctly words ending in <i>s, ss, x, ch, sh</i> , with an <i>s</i> added (e.g., <i>gases, boxes, churches, pushes</i>)	As a language arts program, Houghton Mifflin ENGLISH provides writing opportunities for students to apply this objective.
5.76 spell correctly words beginning with the <i>n</i> sound, but have silent consonants (e.g., <i>gnat, knot</i>)	PE: H71
5.77 spell correctly words having <i>f</i> sound spelled with diphthong <i>ph</i> (e.g., <i>phon</i>)	As a language arts program, Houghton Mifflin ENGLISH provides writing opportunities for students to apply this objective.

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5.78 spell correctly words ending in a vowel with an inflectional ending or suffix added (e.g., mating, messiness)	PE: H71
5.79 spell correctly words ending in a consonant with an inflectional ending or suffix added (e.g., hopping, hoping)	PE: H70–H71
5.80 spell correctly words with the prefix <i>mis</i> (e.g., misspell)	As a language arts program, Houghton Mifflin ENGLISH provides writing opportunities for students to apply this objective.
5.81 spell correctly words with the suffix <i>ion</i> , <i>sion</i> , <i>tion</i>	PE: H71
5.82 demonstrate accurate spelling across the curriculum	As a language arts program, Houghton Mifflin ENGLISH provides writing opportunities for students to apply this objective.
5.83 develop spelling competency by recognizing one's own spelling weakness	As a language arts program, Houghton Mifflin ENGLISH provides writing opportunities for students to apply this objective.
5.84 differentiate words that are commonly misspelled (e.g., except, accept)	PE: H67
5.85 distinguish between spelling of contractions and similar possessives (e.g., its, it's)	TE: 63B, 95B, 116–117, 122–123, 131, 145, 148, 151B, 172, 179B, 215B, 226–227, 242, 245B, 254, 255, 273, 319B, 364B, 446, 480 PE: 116–117, 122–123, 131, 145, 148, 172, 226–227, 242, 254, 255, 273
5.86 use correct and exaggerated pronunciation as a spelling strategy (e.g., identify I–den–ti–fy)	As a language arts program, Houghton Mifflin ENGLISH provides writing opportunities for students to apply this objective.
5.87 use syllabication as a spelling strategy	As a language arts program, Houghton Mifflin ENGLISH provides writing opportunities for students to apply this objective.
5.88 use memorization and /or mnemonic devices as a spelling strategy	As a language arts program, Houghton Mifflin ENGLISH provides writing opportunities for students to apply this objective.
5.89 use meaning as a spelling strategy (e.g., "bi" means "two", "tri" means "three", "sub" means "under", "super" means "over")	As a language arts program, Houghton Mifflin ENGLISH provides writing opportunities for students to apply this objective.
5.90 use visualization as a spelling strategy (e.g., word configuration)	As a language arts program, Houghton Mifflin ENGLISH provides writing opportunities for students to apply this objective.
5.91 use visual and auditory cues as a spelling strategy (e.g., dessert, desert)	As a language arts program, Houghton Mifflin ENGLISH provides writing opportunities for students to apply this objective.

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5.92 use visual and auditory cues as a spelling strategy (e.g., <i>-ise, -ice, -ize</i>)	As a language arts program, Houghton Mifflin <i>ENGLISH</i> provides writing opportunities for students to apply this objective.
5.93 use visual and auditory cues as a spelling strategy (e.g., compound words)	As a language arts program, Houghton Mifflin <i>ENGLISH</i> provides writing opportunities for students to apply this objective.
5.94 use electronic as well as traditional editing resources to correct spelling errors (e.g., electronic spell checker, dictionary, thesaurus)	TE: 24–25, 71, 73, 83, 117, 133–135, 206, 318, 425, 464 PE: 24–25, 71, 73, 83, 117, 133–135, 206, 318, 425, 464
Language	
5.95 capitalize first word in sentence	TE: 31, 95, 151, 179, 215, 245 PE: 32, 52, 57, 180–181, 207, 274
5.96 capitalize pronoun "I"	These pages can be adapted to help students capitalize pronoun "I": TE: 215, 220–221, 234, 240 PE: 220–221, 234, 240
5.97 1,2,4,7,8,9,10,11 capitalize proper nouns, abbreviations, and proper adjectives	TE: 31, 54, 63B, 66–67, 84, 86, 90, 95B, 95, 151B, 151, 162–163, 168–169, 178, 179B, 179, 182–183, 201, 204–205, 208, 215B, 215, 245B, 245, 274, 294B, 294, 319B, 364B, 398B, 398, 425, 446B PE: 54, 66–67, 84, 86, 90, 162–163, 168–169, 178, 182–183, 201, 204–205, 208, 274, 425
5.98 capitalize titles of persons and initials	TE: 31, 54, 66–67, 84, 86, 90, 168–169, 182–183, 201, 204–205, 208, 425 PE: 54, 66–67, 84, 86, 90, 168–169, 182–183, 201, 204–205, 208, 425
5.99 capitalize titles of written works	TE: 198–199, 206, 214, 274 PE: 198–199, 206, 214, 274
5.100 2,3,4,6 capitalize parts of a letter	These pages can be adapted to practice rules of capitalization for appropriate parts of a letter: TE: 32, 52, 57, 180–181, 207, 274 PE: 32, 52, 57, 180–181, 207, 274
5.101 3,4,6,9,10,11 capitalize first word of direct quotation	TE: 179, 194–195, 202, 204, 212, 274, 480 PE: 194–195, 202, 204, 212, 274
5.102 capitalize parts of an outline	These pages can be adapted to help students capitalize parts of an outline: TE: 416–417, 431 PE: 416–417, 431
5.103 use period at end of declarative and imperative sentence, after abbreviation, and in	TE: 31B, 34–35, 56, 63B, 95B, 179B, 180–181, 196–197, 207, 213, 294B, 319B, 398B

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outline form	PE: 34–35, 56, 180–181, 196–197, 207, 213
5.104 use question mark at end of interrogative sentence	TE: 95B, 179B, 194–195, 198–199, 200, 202, 212, 214, 215B, 274, 294B, 319B PE: 194–195, 198–199, 200, 202, 212, 214, 274
5.105 use exclamation mark at end of exclamatory sentence and after interjections	TE: 34–35, 56, 63B, 151B, 179B, 180–181, 192–193, 207, 211, 215B, 245B, 294B, 446B PE: 34–35, 56, 180–181, 192–193, 207, 211
5.106 2,3,4,6 use commas between city and state	These pages can be adapted to practice rules of punctuation for use of comma between city and state: TE: 46–47, 48–49, 54, 62, 68–69, 86, 205 PE: 46–47, 48–49, 54, 62, 68–69, 86, 205
5.107 use comma to separate day of week from day of month from year	See Levels 2, 3, and 4
5.108 2,3,4,6 use comma after greeting and after closing in a friendly letter	These pages can be adapted to practice rules of punctuation for use of comma after greeting and closing of a letter: TE: 188–189, 190–191, 202, 210 PE: 188–189, 190–191, 202, 210
5.109 3,4,6,9 use comma to separate items in a series	TE: 179B, 184–185, 186–187, 201, 205, 209, 237, 364B, 384, 480B, 480, 499 PE: 184–185, 186–187, 201, 205, 209, 237, 384, 499
5.110 3,4,6,7,8,9,10,11 use comma in a compound sentence (e.g., ..., and ; ..., but....)	TE: 46–47, 48–49, 54, 62, 68–69, 86, 205 PE: 46–47, 48–49, 54, 62, 68–69, 86, 205
5.111 7,8,10,11 use comma to separate a noun from its appositive	TE: 46–47, 48–49, 54, 62, 68–69, 86, 205 PE: 46–47, 48–49, 54, 62, 68–69, 86, 205
5.112 use commas after introductory words phrases and clauses	TE: 188–189, 190–191, 202, 210 PE: 188–189, 190–191, 202, 210
5.113 underline titles of books	TE: 198–199, 203, 206, 214, 274 PE: 198–199, 203, 206, 214, 274
5.114 2,3,4,6,9 use apostrophe with contractions	TE: 95B, 116–117, 122–123, 131, 145, 151B, 172, 215B, 226–227, 234, 242, 245B, 254–255, 364B, 480 PE: 116–117, 122–123, 131, 145, 172, 226–227, 234, 242, 254–255
5.115 4,6,7,8,9,10,11 use apostrophe with possessive nouns	TE: 63B, 74–77, 78–79, 83, 85, 88, 93–94, 95B, 151B, 179B, 215B, 319B, 364B, 446 PE: 74–77, 78–79, 83, 85, 88, 93–94
5.116 3,4,6,9,10,11 use quotation marks in direct quotations	TE: 179, 194–195, 198–199, 200, 202, 212, 214, 215B, 245B, 274, 319B, 319, 446B

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	PE: 194–195, 198–199, 200, 202, 212, 214, 274
5.117 4,6 use quotation marks in titles of written work or work of art	TE: 198–199, 203, 206, 214, 274 PE: 198–199, 203, 206, 214, 274
5.118 6,8,10,11 use colon to indicate a list follows	See Levels 7 and 8.
5.119 use a hyphen to divide words between syllables at the end of a writing line	See Levels 7 and 8.
5.120 use a hyphen in appropriate compound words	See Levels 7 and 8.
5.121 4,6,8,9,10,11 evaluate and correct the use of apostrophes, colons, quotation marks, and commas when editing a writing sample	TE: 24–25, 49, 52, 54, 83, 85–86, 169, 181, 185, 189, 193, 195, 197, 199, 201, 203 PE: 24–25, 49, 52, 54, 83, 85–86, 169, 181, 185, 189, 193, 195, 197, 199, 201, 203
5.122 1,2,4,7,9,10,11 identify proper and common nouns	TE: 63B, 66–67, 82–83, 84, 86, 88, 90, 95B, 151B, 170, 175B, 201, 208, 215B, 245B, 272, 294B, 319B, 364B, 398B, 398, 480 PE: 66–67, 82–83, 84, 86, 88, 90, 170, 201, 208, 272
5.123 use correct forms for regular and irregular plurals of nouns	TE: 70–71, 72–73, 82–83, 85–86, 88, 91–92, 95B, 151B, 171, 179B, 245B, 272, 319B, 364B, 398B PE: 70–71, 72–73, 82–83, 85–86, 88, 91–92, 171, 272
5.124 use correct possessive forms of nouns	TE: 63B, 74–77, 78–79, 83, 85, 88, 93–94, 95B, 171, 179B, 215B, 272, 319B, 446 PE: 74–77, 78–79, 83, 85, 88, 93–94, 171, 272
5.125 identify concrete nouns (e.g., people, places)	These pages can be adapted to help students identify concrete nouns: TE: 66–67, 82–83, 84, 86, 88, 90, 170, 201, 208, 272 PE: 66–67, 82–83, 84, 86, 88, 90, 170, 201, 208, 272
5.126 identify abstract nouns (e.g., feelings)	These pages can be adapted to help students identify abstract nouns: TE: 66–67, 82, 88, 90, 170, 272 PE: 66–67, 82, 88, 90, 170, 272
5.127 identify verbs	TE: 100–101, 122–123, 132, 138, 146, 148, 172 PE: 100–101, 122–123, 132, 138, 146, 148, 172
5.128 1,2,3,4,6,7,8,9,10,11 use correct verb tense in oral and written work	TE: 95B, 104–105, 106–107, 108–109, 111, 112–113, 114–115, 118–119, 120–121, 129, 130, 131, 140, 141, 142, 143, 146–147, 151B, 172, 215B, 273, 364B, 398B, 446B, 480 PE: 104–105, 106–107, 108–109, 111, 112–113, 114–115, 118–119, 120–121, 129, 130, 131,

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	140, 141, 142, 143, 146–147, 172, 273
5.129 recognize action, helping, and linking verbs	TE: 100–101, 122–123, 132, 138, 146, 148, 172 PE: 100–101, 122–123, 132, 138, 146, 148, 172
5.130 1,2,3,4,6,7,8,9,10,11 use subject-verb agreement in oral and written work	TE: 95B, 112–113, 114–115, 131, 143–144, 151B, 172, 215B, 245B, 273, 364B, 364, 398B, 446B, 480 PE: 112–113, 114–115, 131, 143–144, 172, 273
5.131 use correct forms of irregular verbs	TE: 95B, 100–101, 122–123, 132, 138, 146, 148, 172, 179B, 245B, 398B, 446B PE: 100–101, 122–123, 132, 138, 146, 148, 172
5.132 identify adjectives	TE: 152–153, 166, 173, 174, 252–253, 268, 273, 275, 278 PE: 152–153, 166, 173, 174, 252–253, 268, 273, 275, 278
5.133 3,4,6,7 use <i>-er</i> at end of comparative adjectives	TE: 158–159, 160–161, 166–167, 173, 176–177, 274, 446B PE: 158–159, 160–161, 166–167, 173, 176–177, 274
5.134 3,4,6,7 use <i>-est</i> at end of superlative adjectives	TE: 151B, 158–159, 160–161, 166–167, 173, 176–177, 215B, 274 PE: 158–159, 160–161, 166–167, 173, 176–177, 274
5.135 identify adverbs	TE: 246–247, 252–253, 264–265, 267, 268–269, 275, 276, 278 PE: 246–247, 252–253, 264–265, 267, 268–269, 275, 276, 278
5.136 use <i>-er</i> at end of comparative adverbs	TE: 245B, 250–251, 268, 270, 277 PE: 250–251, 268, 270, 277
5.137 use <i>-est</i> at end of superlative adverbs	TE: 250–251, 268, 270, 277 PE: 250–251, 268, 270, 277
5.138 identify adjectives that use "more" and "most" instead of <i>-er</i> and <i>est</i> for comparative and superlative forms	TE: 158–159, 160–161, 166–167, 173, 176–177, 274, 398B PE: 158–159, 160–161, 166–167, 173, 176–177, 274
5.139 identify adverbs that use "more" and "most" instead of <i>-er</i> and <i>-est</i> for comparative and superlative forms	TE: 250–251, 268, 270, 277, 480B PE: 250–251, 268, 270, 277
5.140 1,2,3,4,6,7,8,9,10,11 identify and correct double negatives in oral and written work	TE: 254–255, 268, 269, 275, 279 PE: 254–255, 268, 269, 275, 279
5.141 4,6,7,8,9,10,11 use the correct pronoun case (e.g., nominative, objective, possessive)	TE: 215B, 218–219, 220–221, 234, 236, 239, 245B, 262–263, 269, 275, 282, 446B, 446,

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	480B PE: 218–219, 220–221, 234, 236, 239, 262–263, 269, 275, 282
5.142 use pronoun/antecedent agreement	TE: 224–225 PE: 224–225
5.143 use correct demonstrative pronoun (e.g., this, that, these, those)	TE: 151B PE:
5.144 use correct compound personal pronouns (himself instead of hisself, themselves instead of theirself)	These pages can be adapted to help students use correct compound personal pronouns: TE: 215B, 218–219, 220–221, 234, 236, 239, 245B, 262–263, 269, 275, 282, 446B, 446, 480B PE: 218–219, 220–221, 234, 236, 239, 262–263, 269, 275, 282
5.145 identify subject of a sentence	TE: 36–37, 51, 53, 57, 87, 170 PE: 36–37, 51, 53, 57, 87, 170
5.146 identify predicate of a sentence	TE: 36–37, 51, 57, 87, 170 PE: 36–37, 51, 57, 87, 170
5.147 3,4,6,8 combine two sentences by combining subjects, predicates, modifiers, phrases, and/or clauses	TE: 46–47, 68–69, 78–79, 85, 110–111, 155, 186–187, 190–191, 248–249, 260–261 PE: 46–47, 68–69, 78–79, 85, 110–111, 155, 186–187, 190–191, 248–249, 260–261
5.148 1,2,3,4,6,7,8,9,10,11 identify and correct run-on sentences	TE: 31B, 48–49, 52, 62, 63B, 63, 88, 95B, 95, 151B, 151, 170, 179B, 179, 201, 207, 215B, 215, 245B, 245, 272, 294B, 319B, 364B, 446B PE: 48–49, 52, 62, 88, 170, 201, 207, 272
5.149 1,2,3,4,6,7,8,9,10,11 identify and correct sentence fragments	TE: 32–33, 55, 63, 87, 95, 151, 170, 179, 215, 245, 272, 294B, 294 PE: 32–33, 55, 87, 170, 272
5.150 1,2,3,4,6,7,8,9,10,11 identify and correct redundant words/sentences	These pages can be adapted to identify and correct redundancy: TE: 44–45, 48–49, 51–52, 61–62, 87–88, 104–105, 112–115, 118–127, 130–132, 140, 143–144, 146–150, 158–161, 166–167, 170, 172–173, 176–177, 216–223, 228–231, 238–241, 243–244, 250–255, 262–265, 272–275, 277–279, 282–283 PE: 44–45, 48–49, 51–52, 61–62, 87–88, 104–105, 112–115, 118–127, 130–132, 140, 143–144, 146–150, 158–161, 166–167, 170, 172–173, 176–177, 216–223, 228–231, 238–241, 243–244, 250–255, 262–265, 272–275, 277–279, 282–283

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5.151 6,7,8,9,10,11 recognize an appropriate ending to a story (e.g., purpose, content, organization, and tone)	These pages can be adapted to help students recognize an appropriate ending to a story: TE: 18–19, 292, 309, 335, 360, 380, 444, 460, 469, 494 PE: 18–19, 292, 309, 335, 360, 380, 444, 460, 469, 494
5.152 3,4,6,7,9,10,11 recognize a topic sentence in a paragraph	TE: 289, 356, 391, 440 PE: 289, 356, 391, 440
5.153 2,3,6 recognize a summary or supporting sentence in a paragraph	TE: 14–19, 97, 181, 289, 291–292, 357, 359, 360, 362, 417, 429, 441, 443–444, 469, 484, 490–491 PE: 14–19, 97, 181, 289, 291–292, 357, 359, 360, 362, 417, 429, 441, 443–444, 469, 484, 490–491, H31–H32
5.154 2,3,4,6,7,8,9,10,11 identify audience for which a selection was written	TE: 12–13, 26, 304, 308, 330, 347, 374, 385, 409, 426, 431, 455, 476, 484, 489 PE: 12–13, 26, 304, 308, 330, 347, 374, 385, 409, 426, 431, 455, 476, 484, 489
5.155 6,7,8,9,10,11 edit to produce concise, effective writing (e.g., exact/precise words, vivid words, trite/overused words, clichés)	TE: 20–23, 63, 311–312, 319, 338–339, 382–383, 391, 421–424, 462–463, 497–498 PE: 20–23, 311–312, 338–339, 382–383, 391, 421–424, 462–463, 497–498
5.156 1,2,4,6,7,8,10,11 edit to remove unnecessary sentences	TE: 20–23, 63, 311–312, 319, 338–339, 382–383, 391, 421–424, 462–463, 497–498 PE: 20–23, 311–312, 338–339, 382–383, 391, 421–424, 462–463, 497–498
Study Skills	
5.157 8,9,10 identify and evaluate the general usefulness of a book's content after reading the table of contents, title page, copyright page, and index	These pages can be adapted to help students identify and evaluate the general usefulness of a book's content after reading the table of contents, title page, copyright page, and index: TE: 267, 412–413, 414–415 PE: 267, 412–413, 414–415
5.158 8,9 know the purpose of the table of contents of a book	These pages can be adapted to help students know the purpose of the table of contents of a book: TE: 414–415, 468–469 PE: 414–415, 468–469
5.159 8,9,10 locate information in identified chapters using the table of contents	These pages can be adapted to help students locate information in identified chapters using the table of contents: TE: 414–415, 468–469 PE: 414–415, 468–469
5.160 8,9,10 locate specific information using the table of contents and index	These pages can be adapted to help students locate specific information using the table of

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	contents and index: TE: 414–415, 468–469 PE: 414–415, 468–469
5.161 infer the content of a chapter after reading the table of contents	These pages can be adapted to help students infer the content of a chapter after reading the table of contents: TE: 414–415, 468–469 PE: 414–415, 468–469
5.162 6,7 identify sources for certain types of information (e.g., newspaper, dictionary, encyclopedia)	TE: 267, 412–413, 414–415 PE: 267, 412–413, 414–415, H20, H21, H22
5.163 6,7,8,9,10 identify parts of a text and the information contained therein (e.g., glossary, telephone, directory, and index)	TE: 267, 412–413, 414–415 PE: 267, 412–413, 414–415
5.164 3,4,6,7,9,11 demonstrate the appropriate use of the general reference sources of a dictionary, thesaurus, atlas, almanac, and encyclopedia	TE: 267, 412–413, 414–415 PE: 267, 412–413, 414–415, H20, H21, H22
5.165 6,7 identify a word that will come first in alphabetical order according to its second and, then, third letter	These pages can be adapted to identify a word that will come first in alphabetical order according to its second and, then, third letter: PE: H20, H21, H22
5.166 3,6,7,9,10,11 use guide words from a dictionary page to select the word that would be on the page	PE: H20
5.167 3,6,7,8,9,10,11 read the various meanings of a dictionary entry to determine the meaning of a word in a sentence	PE: H21
5.168 3,6,7,8 use the dictionary pronunciation guide to determine sounds, syllables, and accent(s) of a word	PE: H22
5.169 6,7,8,9,10,11 determine which number in a dictionary definition best fits the meaning of a word in a sentence	PE: H21
5.170 know the purpose of the card catalog, both electronic and traditional	TE: 412 PE: 412, H24
5.171 6,7,8 locate a call number from electronic or traditional catalog	TE: 412 PE: 412, H24
5.172 use active reading skills to gain information (e.g., survey, note-taking, adjust reading rate, underlining, outlining or webbing, and summarizing)	TE: 97, 181, 288, 353, 356, 414–417, 429, 431, 440, 469 PE: 97, 181, 288, 353, 356, 414–417, 429, 431, 440, 469, H28–H29, H31–H32, H52
5.173 9,10,11 organize title, topics, and details into a semantic web	TE: 293, 363, 445 PE: H52
5.174 6,7,8 recognize topic, main headings, and sub-headings in a graphic organizer	TE: 293, 416–417, 424, 431 PE: 416–417, 424, 431, H52

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5.175 6,7,8 know author's sources of information are in a bibliography or reference section	These pages can be adapted to teach that author's sources of information are in a bibliography or reference section: TE: 468–469 PE: 468–469
5.176 identify and interpret graphic aids (e.g., maps, charts, graphs, tables, and timelines)	TE: 14–15, 17, 304, 332, 347, 376, 378, 387, 390, 391, 410, 411, 423, 424, 429, 456–458, 473, 489 PE: 14–15, 17, 304, 332, 347, 376, 378, 387, 390, 391, 410, 411, 423, 424, 429, 456–458, 473, 489, H52, H54, H55, H56
5.177 identify and use note-taking and test-taking skills	TE: 53–54, 84–85, 122–124, 152–155, 191–192, 224–225, 288, 294, 312, 318, 352, 353, 356, 358, 386, 414–416, 428, 433, 440, 458, 462 PE: 53–54, 84–85, 122–124, 152–155, 191–192, 224–225, 288, 294, 312, 318, 352, 353, 356, 358, 386, 414–416, 428, 433, 440, 458, 462, H28–H29, H31–H34
5.178 adjust reading rate according to purpose and nature of material	These pages can be adapted to adjust reading rate according to purpose and nature of material: TE: 288, 356, 440, 505–506 PE: 288, 356, 440, 505–506
Computer/Technology	
5.179 use appropriate software to practice and master fifth grade English language arts instructional objectives	TE: 9, 13, 17, 26, 27, 33, 37, 39, 45, 47, 51–52, 67, 77, 79, 82, 83, 86, 99, 107, 115, 120–121, 137, 145, 147, 150, 155, 167, 173, 175, 177, 181, 183, 187, 189, 190, 205, 213, 222, 223, 235, 241, 243, 245, 250, 251, 255, 281, 284, 287, 288, 291, 293, 304, 305, 306, 307, 312, 313, 315, 317, 318, 346, 349, 352, 355, 357, 358, 359, 360, 361, 376, 378, 379, 380, 386, 391, 393, 406, 421, 423, 424, 426, 428, 429, 431, 433, 434, 454, 456, 457, 459, 462, 465, 466, 467, 468, 469, 470 PE: 9, 13, 17, 26, 27, 51–52, 83, 86, 120–121, 155, 190, 223, 251, 255, 281, 287, 288, 291, 293, 304, 305, 306, 312, 313, 315, 317, 318, 346, 349, 352, 355, 357, 359, 360, 361, 376, 379, 380, 386, 391, 406, 421, 423, 424, 426, 428, 429, 431, 454, 457, 459, 462, 465, 466, 467, 468, 470, H23, H35–H37, H43–H44
5.180 using a word processor, demonstrate correct keying, editing, and formatting techniques	These pages can be adapted to help students using a word processor, demonstrate correct keying, editing, and formatting techniques: TE: 9, 13, 17, 26, 27, 33, 37, 39, 45, 47, 51–52, 67, 77, 79, 82, 83, 86, 99, 107, 115, 120–121, 137, 145, 147, 150, 155, 167, 173, 175, 177,

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	<p>181, 183, 187, 189, 190, 205, 213, 222, 223, 235, 241, 243, 245, 250, 251, 255, 281, 284, 287, 288, 291, 293, 304, 305, 306, 307, 312, 313, 315, 317, 318, 346, 349, 352, 355, 357, 358, 359, 360, 361, 376, 378, 379, 380, 386, 391, 393, 406, 421, 423, 424, 426, 428, 429, 431, 433, 434, 454, 456, 457, 459, 462, 465, 466, 467, 468, 469, 470</p> <p>PE: 9, 13, 17, 26, 27, 51–52, 83, 86, 120–121, 155, 190, 223, 251, 255, 281, 287, 288, 291, 293, 304, 305, 306, 312, 313, 315, 317, 318, 346, 349, 352, 355, 357, 359, 360, 361, 376, 379, 380, 386, 391, 406, 421, 423, 424, 426, 428, 429, 431, 454, 457, 459, 462, 465, 466, 467, 468, 470, H23, H35–H37, H43–H44</p>
5.181 use a word processing program to copy and move text (5.57)	<p>These pages can be adapted to help students use a word processing program to copy and move text:</p> <p>TE: 9, 13, 17, 26, 27, 33, 37, 39, 45, 47, 51–52, 67, 77, 79, 82, 83, 86, 99, 107, 115, 120–121, 137, 145, 147, 150, 155, 167, 173, 175, 177, 181, 183, 187, 189, 190, 205, 213, 222, 223, 235, 241, 243, 245, 250, 251, 255, 281, 284, 287, 288, 291, 293, 304, 305, 306, 307, 312, 313, 315, 317, 318, 346, 349, 352, 355, 357, 358, 359, 360, 361, 376, 378, 379, 380, 386, 391, 393, 406, 421, 423, 424, 426, 428, 429, 431, 433, 434, 454, 456, 457, 459, 462, 465, 466, 467, 468, 469, 470</p> <p>PE: 9, 13, 17, 26, 27, 51–52, 83, 86, 120–121, 155, 190, 223, 251, 255, 281, 287, 288, 291, 293, 304, 305, 306, 312, 313, 315, 317, 318, 346, 349, 352, 355, 357, 359, 360, 361, 376, 379, 380, 386, 391, 406, 421, 423, 424, 426, 428, 429, 431, 454, 457, 459, 462, 465, 466, 467, 468, 470, H23, H35–H37, H43–H44</p>
5.182 use a word processing program to produce a report that contains centering, tabs, and more than one paragraph (5.57)	<p>These pages can be adapted to help students use a word processing program to produce a report that contains centering, tabs, and more than one paragraph:</p> <p>TE: 9, 13, 17, 26, 27, 33, 37, 39, 45, 47, 51–52, 67, 77, 79, 82, 83, 86, 99, 107, 115, 120–121, 137, 145, 147, 150, 155, 167, 173, 175, 177, 181, 183, 187, 189, 190, 205, 213, 222, 223, 235, 241, 243, 245, 250, 251, 255, 281, 284, 287, 288, 291, 293, 304, 305, 306, 307, 312, 313, 315, 317, 318, 346, 349, 352, 355, 357, 358, 359, 360, 361, 376, 378, 379, 380, 386, 391, 393, 406, 421, 423, 424, 426, 428, 429, 431, 433, 434, 454, 456, 457, 459, 462, 465, 466, 467, 468, 469, 470</p> <p>PE: 9, 13, 17, 26, 27, 51–52, 83, 86, 120–121,</p>

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	155, 190, 223, 251, 255, 281, 287, 288, 291, 293, 304, 305, 306, 312, 313, 315, 317, 318, 346, 349, 352, 355, 357, 359, 360, 361, 376, 379, 380, 386, 391, 406, 421, 423, 424, 426, 428, 429, 431, 454, 457, 459, 462, 465, 466, 467, 468, 470, H23, H35–H37, H43–H44
5.183 use the editing functions of a word processor (spell check, grammar checker, thesaurus, outliner) (5.57, 5.64 and 5.94)	These pages can be adapted to help students use the editing functions of a word processor: TE: 9, 13, 17, 26, 27, 33, 37, 39, 45, 47, 51–52, 67, 77, 79, 82, 83, 86, 99, 107, 115, 120–121, 137, 145, 147, 150, 155, 167, 173, 175, 177, 181, 183, 187, 189, 190, 205, 213, 222, 223, 235, 241, 243, 245, 250, 251, 255, 281, 284, 287, 288, 291, 293, 304, 305, 306, 307, 312, 313, 315, 317, 318, 346, 349, 352, 355, 357, 358, 359, 360, 361, 376, 378, 379, 380, 386, 391, 393, 406, 421, 423, 424, 426, 428, 429, 431, 433, 434, 454, 456, 457, 459, 462, 465, 466, 467, 468, 469, 470 PE: 9, 13, 17, 26, 27, 51–52, 83, 86, 120–121, 155, 190, 223, 251, 255, 281, 287, 288, 291, 293, 304, 305, 306, 312, 313, 315, 317, 318, 346, 349, 352, 355, 357, 359, 360, 361, 376, 379, 380, 386, 391, 406, 421, 423, 424, 426, 428, 429, 431, 454, 457, 459, 462, 465, 466, 467, 468, 470, H23, H35–H37, H43–H44
5.184 identify examples of written, spoken, and viewed work that is protected by copyright laws	These pages can be adapted to help students identify examples of written, spoken, and viewed work that is protected by copyright laws: PE: 414–415
5.185 describe the influence of technology on communication (reading, writing, spelling, handwriting/keyboarding, speaking, listening, and viewing)	These pages can be adapted to help students describe the influence of technology on communication: TE: 9, 13, 17, 26, 27, 33, 37, 39, 45, 47, 51–52, 67, 77, 79, 82, 83, 86, 99, 107, 115, 120–121, 137, 145, 147, 150, 155, 167, 173, 175, 177, 181, 183, 187, 189, 190, 205, 213, 222, 223, 235, 241, 243, 245, 250, 251, 255, 281, 284, 287, 288, 291, 293, 304, 305, 306, 307, 312, 313, 315, 317, 318, 346, 349, 352, 355, 357, 358, 359, 360, 361, 376, 378, 379, 380, 386, 391, 393, 406, 421, 423, 424, 426, 428, 429, 431, 433, 434, 454, 456, 457, 459, 462, 465, 466, 467, 468, 469, 470 PE: 9, 13, 17, 26, 27, 51–52, 83, 86, 120–121, 155, 190, 223, 251, 255, 281, 287, 288, 291, 293, 304, 305, 306, 312, 313, 315, 317, 318, 346, 349, 352, 355, 357, 359, 360, 361, 376, 379, 380, 386, 391, 406, 421, 423, 424, 426, 428, 429, 431, 454, 457, 459, 462, 465, 466, 467, 468, 470, H23, H35–H37, H43–H44

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5.186 select and use appropriate software and/or other technologies to locate and use reference sources (5.27 and 5.162)	These pages can be adapted to help students select and use appropriate software and/or other technologies to locate and use reference sources: TE: 414–415 PE: 414–415
5.187 develop keyboarding skills: proper posture, finger placement, keying letters, numbers, symbols, and special keys (5.63)	These pages can be adapted to help students develop keyboarding skills: proper posture, finger placement, keying letters, numbers, symbols, and special keys: TE: 9, 13, 17, 26, 27, 33, 37, 39, 45, 47, 51–52, 67, 77, 79, 82, 83, 86, 99, 107, 115, 120–121, 137, 145, 147, 150, 155, 167, 173, 175, 177, 181, 183, 187, 189, 190, 205, 213, 222, 223, 235, 241, 243, 245, 250, 251, 255, 281, 284, 287, 288, 291, 293, 304, 305, 306, 307, 312, 313, 315, 317, 318, 346, 349, 352, 355, 357, 358, 359, 360, 361, 376, 378, 379, 380, 386, 391, 393, 406, 421, 423, 424, 426, 428, 429, 431, 433, 434, 454, 456, 457, 459, 462, 465, 466, 467, 468, 469, 470 PE: 9, 13, 17, 26, 27, 51–52, 83, 86, 120–121, 155, 190, 223, 251, 255, 281, 287, 288, 291, 293, 304, 305, 306, 312, 313, 315, 317, 318, 346, 349, 352, 355, 357, 359, 360, 361, 376, 379, 380, 386, 391, 406, 421, 423, 424, 426, 428, 429, 431, 454, 457, 459, 462, 465, 466, 467, 468, 470, H23, H35–H37, H43–H44
5.188 use graphic software to create, read, interpret and organize information in the form of tables, graphs, diagrams and charts (5.176)	These pages can be adapted to help students use graphic software to create, read, interpret and organize information in the form of tables, graphs, diagrams and charts: TE: 9, 13, 17, 26, 27, 33, 37, 39, 45, 47, 51–52, 67, 77, 79, 82, 83, 86, 99, 107, 115, 120–121, 137, 145, 147, 150, 155, 167, 173, 175, 177, 181, 183, 187, 189, 190, 205, 213, 222, 223, 235, 241, 243, 245, 250, 251, 255, 281, 284, 287, 288, 291, 293, 304, 305, 306, 307, 312, 313, 315, 317, 318, 346, 349, 352, 355, 357, 358, 359, 360, 361, 376, 378, 379, 380, 386, 391, 393, 406, 421, 423, 424, 426, 428, 429, 431, 433, 434, 454, 456, 457, 459, 462, 465, 466, 467, 468, 469, 470 PE: 9, 13, 17, 26, 27, 51–52, 83, 86, 120–121, 155, 190, 223, 251, 255, 281, 287, 288, 291, 293, 304, 305, 306, 312, 313, 315, 317, 318, 346, 349, 352, 355, 357, 359, 360, 361, 376, 379, 380, 386, 391, 406, 421, 423, 424, 426, 428, 429, 431, 454, 457, 459, 462, 465, 466, 467, 468, 470, H23, H35–H37, H43–H44