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**Level Five**  
**correlated to**  
**Milwaukee English Language Arts**  
**Grade Five**

Milwaukee English Language Arts	Houghton Mifflin English © 2001
<b>B. WRITING</b>	
By the end of Grade 5, students will:	
<b>B.5.1. Create or produce writing to communicate with different audiences for a variety of purposes.</b>	
<ul style="list-style-type: none"> <li>Write a coherent and complete expository piece, with sufficient detail to fulfill its purpose, sufficient evidence to support its assertions, language appropriate for its intended audience, and organization achieved through clear coordination and subordination of ideas.</li> </ul>	<b>Writing an Expository Composition, SB:</b> 39, 77, 105, 117, 119, 125, 127, 157, 197, 217, 259, 357–363, 368, 369–373, 374–385, 386, 387, 388–393, 399–402, 403, 404–408, 409–426, 427, 428–429, 430–431, 432–433
<ul style="list-style-type: none"> <li>Write a persuasive piece (such as a letter to a specific person or a script promoting a particular product) that includes a clear position, a discernible tone, and a coherent argument with reliable evidence.</li> </ul>	<b>Writing a Persuasive Composition, SB:</b> 43, 49, 65, 113, 115, 161, 183, 199, 229, 231, 253, 255, 263, 481–483, 484, 485–488, 489–500, 501, 502, 503–504; <b>TE:</b> 481, 483, 484, 485, 487, 488, 489–500; <b>WP:</b> 171, 172, 173, 174, 175, 176, 177; <b>RW:</b> 114, 115, 116, 117, 118, 119, 120
<ul style="list-style-type: none"> <li>Write a narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme.</li> </ul>	<b>Writing a Narrative Composition, SB:</b> 37, 41, 103, 107, 109, 121, 185, 189, 219, 227, 247, 251, 265, 289–293, 295–297, 298, 299–303, 304–314, 315, 316, 317–318, 320–324, 325, 325–329, 330–341, 342, 343, 344–349; <b>TE:</b> 289–293, 295, 297, 298, 299, 303, 304–314, 320, 324–326, 328–329, 330–341, 344, 346, 347–349; <b>WP:</b> 140, 141, 142, 143, 144, 145; <b>RW:</b> 83, 84, 85, 86, 87, 88 <b>Descriptive Language, SB:</b> 9, 11, 14, 15, 17, 154, 165; <b>TE:</b> 9, 11, 14, 15, 17, 154; <b>WP:</b> 71–72; <b>RW:</b> 41–42 <b>Using Details, SB:</b> 16, 17, 21, 291, 293, 305, 331, 347, 359, 375, 376, 390–391; <b>TE:</b> 390–391; <b>WP:</b> 147, 154; <b>RW:</b> 90, 97
<ul style="list-style-type: none"> <li>Write an imaginative (creative) fiction that includes major and minor characters, a coherent plot, effective imagery, descriptive language, and vivid detail.</li> </ul>	<b>Creative Writing, SB:</b> 73, 97, 107, 109, 123, 153, 189, 247 <b>The Writing Process and Stories, SB:</b> 330–341; <b>TE:</b> 330–341; <b>WP:</b> 147–153; <b>RW:</b> 90–96

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<ul style="list-style-type: none"> <li>Write nonfiction and technical pieces (summaries, messages, informational essays, basic directions, instructions, simple reports) that convey essential details and facts and provide accurate representations of events and sequences.</li> </ul>	<p><b>Writing Summaries, SB:</b> 97, 181  <b>Writing Messages, SB:</b> H4; <b>TE:</b> H4; <b>WP:</b> 4, 91  <b>Writing Directions/Instructions, SB:</b> 127, 259, 388–389, 390–393; <b>TE:</b> 388, 389, 390, 391, 392, 393; <b>WP:</b> 12  <b>Writing Reports, SB:</b> 33, 45, 403, 404–405, 406–407, 410–411, 412–413, 416, 417–418, 419, 420, 421, 422, 423–424, 425, 426; <b>WP:</b> 6, 14, 20, 41, 43, 45, 74, 78, 83, 109, 115, 124, 160–164; <b>RW:</b> 103–107</p>
<ul style="list-style-type: none"> <li>Write well-organized multiple paragraphed essays with identifiable introductions and conclusions.</li> </ul>	<p><b>Writing an Opinion Essay, SB:</b> 447–449, 450, 451–454, 455–465, 466, 467  <b>Writing a Compare/Contrast Essay, SB:</b> 375–376, 377–378, 379, 380, 381, 382, 383, 384, 385; <b>TE:</b> 375–376, 377–378, 379, 380, 381, 382, 383, 384, 385; <b>WP:</b> 155–159; <b>RW:</b> 98–102  <b>Writing a Persuasive Essay, SB:</b> 484, 485–486, 487–488, 490–491, 492, 493, 494, 495, 496, 497, 498, 499, 500; <b>TE:</b> 484, 485–486, 487–488, 490–491, 492, 493, 494, 495, 496, 497, 498, 499, 500; <b>WP:</b> 171–177; <b>RW:</b> 114–120</p>
<ul style="list-style-type: none"> <li>Write expressive pieces in response to reading, viewing, and life experiences (narratives, reflections, and letters) employ descriptive detail and a personal voice.</li> </ul>	<p><b>Expressive Writing, SB:</b> 35, 73, 97, 99, 153, 193, 195, 221, 344–349, 397, 441–445, 447–449, 450, 451–454, 455–456, 466, 467, 468–469, 470–475  <b>Narrative Writing, SB:</b> 251, 289–293, 295–297, 298, 299–303, 304–314, 315, 316; <b>WP:</b> 140, 141–146; <b>RW:</b> 83, 84–89  <b>Composing Friendly Letters, SB:</b> 317–318  <b>Writing Business Letters, SB:</b> 503–504</p>
<ul style="list-style-type: none"> <li>Write creative pieces (poetry, fiction, and plays) employing basic aesthetic principles appropriate to each genre.</li> </ul>	<p><b>Creative Writing, SB:</b> 73, 97, 107, 109, 123, 153, 189, 247  <b>Writing Poetry, SB:</b> 109, 193, 247, 470–475  <b>Writing a Play, SB:</b> 75, 123, 344–349</p>
<ul style="list-style-type: none"> <li>Write in a variety of situations (timed and untimed, at school and at home) and adapt strategies such as revision and the use of reference materials to the situation.</li> </ul>	<p><b>Test Taking, SB:</b> 53–54, 84–85, 133–135, 168–169, 204–206, 236–237, 270–271, 316, 343, 387, 467, 502  <b>Revising a Composition, SB:</b> 20–23, 311–312, 338–339, 382–383, 391, 421–424, 462–463, 497–498; <b>WP:</b> 153, 159, 164, 170, 177; <b>RW:</b> 96, 102, 107, 113, 120</p>
<ul style="list-style-type: none"> <li>Use a variety of writing technologies including pen and paper as well as computers.</li> </ul>	<p><b>Using Technology, SB:</b> 13, 26, 313, 340, 349, 384, 425, H37–H49  <b>Using a Computer in Writing, SB:</b> 349, H41–H44</p>
<ul style="list-style-type: none"> <li>Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation.</li> </ul>	<p><b>Writing for an Audience, SB:</b> 12–13, 304, 330, 374, 409, 455, 484, 489; <b>TE:</b> 12, 13, 304, 330, 374, 409, 455, 489</p>

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<ul style="list-style-type: none"> <li>Construct multi-paragraphed essays by writing from prompts utilizing a variety of prewriting strategies.</li> </ul>	<p><b>Writing an Opinion Essay, SB:</b> 447–449, 450, 451–454, 455–465, 466, 467</p> <p><b>Writing a Compare/Contrast Essay, SB:</b> 375–376, 377–378, 379, 380, 381, 382, 383, 384, 385;</p> <p><b>TE:</b> 375–376, 377–378, 379, 380, 381, 382, 383, 384, 385; <b>WP:</b> 155–159; <b>RW:</b> 98–102</p> <p><b>Writing a Persuasive Essay, SB:</b> 484, 485–486, 487–488, 490–491, 492, 493, 494, 495, 496, 497, 498, 499, 500;</p> <p><b>TE:</b> 484, 485–486, 487–488, 490–491, 492, 493, 494, 495, 496, 497, 498, 499, 500; <b>WP:</b> 171–177;</p> <p><b>RW:</b> 114–120</p>
<ul style="list-style-type: none"> <li>Use every step of the writing process independently to construct writing.</li> </ul>	<p><b>Writing a Summary, SB:</b> 429, 469, H31–H32; <b>TE:</b> 429, 469, H31–H32</p> <p style="text-align: right;">(continued)</p>
<ul style="list-style-type: none"> <li>Use every step of the writing process independently to construct writing.</li> </ul>	<p><b>Writing Messages, SB:</b> 35, H4; <b>TE:</b> H4; <b>WP:</b> 4</p> <p><b>Writing Informational Essays, SB:</b> 77, 117, 119, 125, 157, 197, 217, 251, 259, 357–363, 368, 369–373, 365–367, 374–385, 386–387, 388–393, 399–402, 403, 404–408, 409–426, 427, 428–429, 430–431, 432–433; <b>TE:</b> 357–363, 365, 367, 369, 371, 372, 373, 374–385, 386, 387, 388–393, 399, 402, 403–405, 408, 409–426, 428–429, 430–431, 432–433; <b>WP:</b> 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164; <b>RW:</b> 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107</p> <p><b>Writing Directions, SB:</b> 43, 127, 259, 388–389, 390–393, 394, 395; <b>TE:</b> 388–389, 390–393, 394, 395; <b>WP:</b> 12, 37, 67, 97</p> <p><b>Writing Reports, SB:</b> 33, 37, 39, 41, 43, 45, 65, 409–426; <b>WP:</b> 6, 14, 20, 41, 43, 45, 74, 78, 87, 109, 115, 124</p> <p><b>Writing Prompts, SB:</b> 315, 342, 386, 427, 466, 501</p>
<ul style="list-style-type: none"> <li>Use common figurative language to enhance writing.</li> </ul>	<p><b>Figurative Language, SB:</b> 312, H11; <b>TE:</b> 312, H11</p>
<b>B.5.2. Plan, revise, edit, and publish clear and effective writing.</b>	
<ul style="list-style-type: none"> <li>Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, and content of successive drafts in order to fulfill a specific purpose for communicating with a specific audience.</li> </ul>	<p><b>Prewriting a Composition, SB:</b> 12–17, 304–306, 330–332, 374–378, 390, 409–416, 455–458, 489–493; <b>TE:</b> 12, 13, 14, 15, 16, 17, 304, 305, 306, 330, 331, 332, 374, 375, 376, 378, 390, 409, 410, 411, 412, 413, 414, 415, 416, 455, 456, 457, 458, 489, 490, 491, 492, 493; <b>WP:</b> 141, 147, 148; <b>RW:</b> 84, 90, 91</p> <p><b>Drafting a Composition, SB:</b> 18–19, 307–309, 334–336, 379–380, 391, 417–419, 459–460, 494–496; <b>TE:</b> 18, 19, 307, 308, 309, 334, 335, 336, 379, 380, 391, 417, 418, 419, 459, 460, 494, 495, 496; <b>WP:</b> 142–144, 150, 151, 156–157, 161–162, 168, 174–175; <b>RW:</b> 85–87, 93–94, 99–100, 104–105, 111, 117, 118</p> <p><b>Revising a Composition, SB:</b> 20–23, 311–312, 338–339, 382–383, 391, 421–424, 462–463, 497–498; <b>WP:</b> 153, 159, 164, 170, 177; <b>RW:</b> 96, 102, 107, 113, 120</p> <p><b>Proofreading a Composition, SB:</b> 24–25, 313, 340, 384, 393, 425, 464, 499; <b>TE:</b> 24, 25, 313, 340, 384, 393, 425, 464, 499</p> <p><b>Publishing a Composition, SB:</b> 26–27, 314, 341, 385, 393, 426, 465, 500; <b>TE:</b> 26–27, 314, 341, 385, 393</p>

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<ul style="list-style-type: none"> <li>Explain the extent and reasons for revision in conference with a teacher.</li> </ul>	<b>Writing Conference, SB:</b> 22–23, 311, 338, 382, 421, 462, 497; <b>TE:</b> 22–23, 311, 338, 382, 421, 462, 497
<ul style="list-style-type: none"> <li>Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English and an appropriate voice.</li> </ul>	<b>Taking Writing Tests, SB:</b> 316, 343, 387, 467, 502
<ul style="list-style-type: none"> <li>Perform peer and self-evaluation strategies.</li> </ul>	<b>Analyze Student Models, SB:</b> 299–303, 326–329, 369–373, 404–408, 451–454, 485–488 <b>Using Criteria In Evaluating Writing, SB:</b> 298, 310, 325, 337, 368, 381, 403, 420, 450, 461, 484, 496; <b>WP:</b> 145, 152, 158, 163, 169, 176; <b>RW:</b> 88, 95, 101, 106, 112, 119 <b>Rubrics, SB:</b> 310, 337, 381, 420, 461, 492, 496
<b>B.3.5. Write critiques of literary and nonliterary texts.</b>	
<ul style="list-style-type: none"> <li>Identify theme, plot, setting, major and minor characters.</li> </ul>	<b>Writing a Book Report, SB:</b> 468–469; <b>TE:</b> 468–469 <b>Writing a Review, SB:</b> 43, 161, 183, 253; <b>WP:</b> 32, 76, 78
<ul style="list-style-type: none"> <li>Discuss and analyze characters’ motives.</li> </ul>	<b>Write About Motives, SB:</b> 297, 324–325, 327, 329, 353; <b>TE:</b> 297, 324–325, 327, 329, 353
<ul style="list-style-type: none"> <li>Discuss and analyze the actions of minor characters.</li> </ul>	<b>Write About Characters, SB:</b> 297, 324, 325, 327, 329, 351, 353; <b>TE:</b> 297, 324, 325, 327, 329, 351, 353
<ul style="list-style-type: none"> <li>Identify major literary elements such as: characters, setting, plot.</li> </ul>	<b>Write About Literary Elements, SB:</b> 297, 327, 346, 353; <b>TE:</b> 297
<b>C. ORAL LANGUAGE</b>	
By the end of Grade 5, students will:	
<b>C.5.1. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.</b>	
<ul style="list-style-type: none"> <li>Apply criteria for effective oral presentations, including such factors as eye contact, projection, tone, volume, rate, and articulation.</li> </ul>	<b>Using Correct Rate/Volume/Pitch/Tone when Speaking, SB:</b> 350–351, 394, 435, 476–477, H6–H7; <b>TE:</b> 350–351, 394, 435, 476–477, H6–H7
<ul style="list-style-type: none"> <li>Read aloud effectively with appropriate gestures, and articulation from previously read material.</li> </ul>	<b>Dramatizing Speaking, SB:</b> 349, 350–351, 394, 477; <b>TE:</b> 349, 350–351, 394, 477
<ul style="list-style-type: none"> <li>Speaking from notes or a brief outline, communicate precise information and accurate instructions in clearly organized and sequenced detail.</li> </ul>	<b>Giving Instructions, SB:</b> 394–395 <b>Speaking from Notes and Outlines, SB:</b> H5–H6
<ul style="list-style-type: none"> <li>Present biographical or fictional stories that recount events effectively to large and small audiences.</li> </ul>	<b>Present Stories, SB:</b> 288, 289A–289B, 294, 302–303, 320–324, 325, 326–327, 328–329, 365–367, 399–401; <b>TE:</b> 288, 289, 302, 303, 320, 324, 325, 326, 328, 329, 365, 367, 399

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<ul style="list-style-type: none"> <li>Present a coherent, comprehensive demonstration report on how to accomplish a task, organizing the presentation in a manner appropriate to the audience.</li> </ul>	Giving Instructions, SB: 394–395
<ul style="list-style-type: none"> <li>Perform dramatic readings and presentations applying the criteria for effective oral presentations.</li> </ul>	Dramatizing Speaking, SB: 349, 350–351, 394, 477 Performing, SB: 436–437, H47–H48 Oral Presentations, SB: 434–435, H47–H49
<ul style="list-style-type: none"> <li>Distinguish between fact and opinion and provide evidence to support opinions.</li> </ul>	Listening for Fact and Opinion, SB: 440; TE: 440–441A Fact and Opinion, SB: 291, 356, 359, 414, 420
<b>C.5.2. Listen to and comprehend oral communications.</b>	
<ul style="list-style-type: none"> <li>Follow basic and multiple directions.</li> </ul>	Listening to Directions, SB: 2, 392, 393, 394–395, 433; TE: 394, 395
<ul style="list-style-type: none"> <li>Evaluate key points of a story or discussion.</li> </ul>	Summarizing Orally, SB: 5, 288, 289, 295, 297, 298–303, 356, 429, 469, H31–H32; TE: 5, 288, 289, 298–299, 302, 303, 356, 429, 469, H31–H32
<ul style="list-style-type: none"> <li>Retell stories and reports of events in proper sequence.</li> </ul>	Retell Stories and Reports, TE: 16, 359, 389, 392, 394, 395; TE: 16, 359, 389, 392, 394, 395
<ul style="list-style-type: none"> <li>Follow sequence in plot and character development, predict outcomes, and draw conclusions.</li> </ul>	Listening for Sequence, SB: 288, 289A–289B, 298, 359, 395; TE: 288, 359, 395 Listening to Predict Outcomes, SB: 356, 440, 506 Listening to Draw Conclusions, SB: 356, 440, 506; TE: 356, 440, 506
<ul style="list-style-type: none"> <li>Recall the content of stories after hearing them, relate the content to prior knowledge, and answer various types of factual and interpretive questions about the stories.</li> </ul>	Listening to Recall, Relate, and Answer Story Information, SB: 295–297, 298, 299–301, 302, 303, 320–324, 365–367, 369–371, 372–373, 399–401, 402; TE: 295, 297, 298, 299, 301, 302, 303, 320, 324, 365, 367, 369, 371, 372, 373, 399, 402
<ul style="list-style-type: none"> <li>Distinguish fact from fantasy and fact from opinion.</li> </ul>	Listening for Fact and Opinion, SB: 356, 440, 441A, 462, 477, 497, 506; TE: 356, 440, 441A, 462, 477, 497, 506 Listening to an Opinion, SB: 440; TE: 440–441A
<ul style="list-style-type: none"> <li>Understand increasingly complex sentence structures.</li> </ul>	Listening to Compound/Complex Sentences, TE: 46, 48
<ul style="list-style-type: none"> <li>Formulate a variety of word structures and forms such as affixes, roots, homonyms, antonyms, synonyms, and word analogies.</li> </ul>	Word Roots, SB: H18 Prefixes, SB: H16 Suffixes, SB: H17 Antonyms, SB: 383; WP: 159; RW: 102 Synonyms SB: H13; TE: H13 Word Analogies, SB: H33–H34
<b>C.5.3. Participate effectively in discussion.</b>	
<ul style="list-style-type: none"> <li>Volunteer relevant information, ask relevant questions, and answer questions directly.</li> </ul>	Group Discussions, SB: 3–5, 476–477; TE: 3, 4, 5, 476, 477

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<ul style="list-style-type: none"> <li>Use appropriate eye contact and other nonverbal cues.</li> </ul>	Nonverbal Cues, SB: 6, 350–351, 385, 394, 435, H7–H8
<ul style="list-style-type: none"> <li>Use appropriate strategies to keep a discussion going.</li> </ul>	Strategies for Discussion, SB: 4, 476, 477; TE: 4, 476, 477
<ul style="list-style-type: none"> <li>Reflect on the ideas and opinions of others and respond thoughtfully.</li> </ul>	Reflect on Ideas and Opinions of Others, SB: 2, 3–4, 505–506; TE: 2, 3–4, 505–506
<ul style="list-style-type: none"> <li>Ask for clarification and explanation of unfamiliar words and ideas.</li> </ul>	Clarify Speaking Messages, SB: 3–6, 22–23, 311, 338, 382, 421, 435, 462, 497, H4, H9; TE: 3–6, 22–23, 311, 338, 382, 421, 435, 462, 497
<ul style="list-style-type: none"> <li>Evaluate information conveyed through discussion.</li> </ul>	Evaluating a Discussion, SB: 2, 3, 4, 5, 356; TE: 2, 3, 4, 5, 356
<b>D. LANGUAGE</b>	
By the end of Grade 5, students will:	
<b>D.5.1. Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.</b>	
<ul style="list-style-type: none"> <li>Use appropriate grade level dictionaries, thesauruses and other resources to find and compare definitions, choose among synonyms, and spell words correctly.</li> </ul>	Using a Dictionary, SB: H20–H22; TE: H20, H21, H22 Thesaurus Plus, SB: 80, 128, 312, 339, 383, 463, 498, H81–H102; TE: 80, 128, 312, 339, 383, 463, 498
<ul style="list-style-type: none"> <li>Develop a knowledge of roots, prefixes, and suffixes to interpret and convey the meaning of words.</li> </ul>	Word Roots, SB: H18; TE: H18 Prefixes, SB: H16; TE: H18 Suffixes, SB: H17; TE: H17
<ul style="list-style-type: none"> <li>Gain familiarity with common figures of speech and use them appropriately.</li> </ul>	Metaphor, SB: 312, H11; TE: 312, H11 Simile, SB: 312, H11; TE: 312, H11
<ul style="list-style-type: none"> <li>Apply the rules of written and spoken standard English.</li> </ul>	Grammar Conventions, SB: 32–45, 51–52, 53, 55–61, 64–67, 70–77, 82–83, 84–85, 87–88, 89–94, 96–109, 116–121, 130–131, 136–142, 145–147, 152–153, 156–157, 162–163, 166–167, 170–173, 174–175, 178, 216–223, 226–231, 238–244, 246–247, 256–259, 272–275, 276, 280–281; WP: 1–14, 19–22, 25–32, 36–49, 56–61, 69–70, 73–74, 79–80, 102–109, 112–117, 119–120, 129–132; RW: 1–7, 11–12, 15–18, 22–28, 33–35, 40, 43, 46, 60–63, 66–68, 70, 76–77 Mechanics Conventions, SB: 34–35, 48–49, 52, 62, 66–67, 74–77, 82–83, 84–85, 87–88, 90, 93–94, 116–117, 122–123, 131–132, 145, 148, 170–173, 180–185, 188–189, 192–199, 201–203, 207–214, 226–227, 242, 272–275; WP: 3–4, 17–18, 21–22, 29–32, 56–57, 62–63, 82–87, 90–91, 94–101, 112–113; RW: 2, 10, 12, 17–18, 33, 36, 48–50, 53, 56–59, 66
<b>D.5.2. Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.</b>	

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<ul style="list-style-type: none"> <li>Identify various styles and purposes of oral and written language and learn to communicate effectively in commonly occurring situations.</li> </ul>	<b>Formal and Informal Language, SB</b> 1, 30; <b>TE:</b> 1, 30 <b>Narrating, SB:</b> 288–289B <b>Persuasive Language, SB:</b> 481–496, 507–509
<ul style="list-style-type: none"> <li>Describe and give examples of variations in American English that appear in different social, cultural, regional, and professional environments.</li> </ul>	<b>African Americans, SB:</b> 447–449 <b>Zapotec Indians, SB:</b> 320–324; <b>TE:</b> 320, 324 <b>Regional and Cultural Vocabulary, SB:</b> H19; <b>TE:</b> H19
<b>E. RESEARCH</b>	
By the end of Grade 5, students will:	
<b>E.5.1. Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.</b>	
<ul style="list-style-type: none"> <li>Propose research by formulating initial questions, narrowing the focus of a topic, identifying prior knowledge, and developing a basic plan for gathering information.</li> </ul>	<b>Writing a Research Report, SB:</b> 45, 399–402, 403, 404–407, 409–426, 427; <b>WP:</b> 160–164; <b>RW:</b> 103–107
<ul style="list-style-type: none"> <li>Conduct research by identifying, locating, exploring, and effectively using multiple sources of information appropriate to the inquiry, including print, non print, and electronic sources.</li> </ul>	<b>Electronic Card Catalog, SB:</b> 412, H23, H24 <b>Locating Information Sources, SB:</b> 412–413, 428–429, H23–H25; <b>WP:</b> 160; <b>RW:</b> 103 <b>Using an Encyclopedia, SB:</b> 412–413, H25; <b>TE:</b> 412–413, H25; <b>WP:</b> 160; <b>RW:</b> 103 <b>Using Technology, SB:</b> 13, 26, 313, 340, 349, 384, 425, H37–H49
<ul style="list-style-type: none"> <li>Evaluate, record, organize, and acknowledge information pertinent to a project, accurately blending discoveries into answers.</li> </ul>	<b>Evaluate, Record, Organize Information, SB:</b> 412–413, 414–415, 416–417, 478–479 <b>Acknowledge Information, SB:</b> 412–413, 415; <b>TE:</b> 412, 413, 415
<ul style="list-style-type: none"> <li>Analyze the results of inquiry, reporting and commenting on the substance and process of learning, orally and in writing, using appropriate visual aids.</li> </ul>	<b>Analyzing Information, SB:</b> 478–479 <b>Adding Visual Aids, SB:</b> 423, 424, 396–397
<b>E.5.2. Formulate a research hypothesis.</b>	
<ul style="list-style-type: none"> <li>Select and narrow a topic.</li> </ul>	<b>Choosing a Topic, SB:</b> 12–13, 374 <b>Narrowing a Topic, SB:</b> 410–411
<ul style="list-style-type: none"> <li>Formulate a research question that will guide research.</li> </ul>	<b>Formulating a Research Question, SB:</b> 410; <b>TE:</b> 410
<b>E.5.3. Use a variety of methods to obtain materials to support research.</b>	
<ul style="list-style-type: none"> <li>Utilize a variety of electronic sources to conduct research and collect data such as online library searches, various Internet search engines (Yahoo, Kids Net, Netscape, etc.).</li> </ul>	<b>Using the Internet SB:</b> 17, 27, 51, 82–83, 87, 130–131, 166, 170, 201, 203, 234–235, 268, 272, 288, 303, 310, 315–316, 329, 332, 337, 342, 373, 376, 381, 384, 408, 410, 413, 420, 425, 427, 447, 454, 456–457, 461, 466, 468, 481, 488, 491, 496, 502, H45–H46 <b>Electronic Resources, SB:</b> 412, H23, H45–H46; <b>TE:</b> 412, H23, H45–H46

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<ul style="list-style-type: none"> <li>Use library catalog systems to locate materials.</li> </ul>	Using a Card Catalog, <b>SB:</b> 412, H24
<ul style="list-style-type: none"> <li>Identify and use various printed research tools such as encyclopedias, atlases, periodicals, and other reference material indexes to support research.</li> </ul>	<b>Locating Information Sources, SB:</b> 412–413, 428–429, H23–H25; <b>WP:</b> 160; <b>RW:</b> 103 <b>Using an Encyclopedia, SB:</b> 412–413, H25; <b>TE:</b> 412–413, H25; <b>WP:</b> 160; <b>RW:</b> 103 <b>Using an Almanac, SB:</b> 412 <b>Using an Atlas, SB:</b> 412, H25; <b>TE:</b> 412, H25
<b>E.5.4. Organize materials prior to writing a research paper.</b>	
<ul style="list-style-type: none"> <li>Demonstrate the ability to summarize material.</li> </ul>	<b>Summarizing, SB:</b> 97, 181, 429, 468, 469, H28, H31–H32; <b>TE:</b> 97, 181, 429, 468, 469, H28, H31, H32
<ul style="list-style-type: none"> <li>Demonstrate the ability to paraphrase material.</li> </ul>	<b>Paraphrase, SB:</b> 414, 415, H28, H29, H31; <b>TE:</b> 414, 415, H28, H29, H31
<ul style="list-style-type: none"> <li>Demonstrate a variety of techniques to organize materials prior to research such as taking notes on cards, formal outlining, and using graphic organizers.</li> </ul>	<b>Taking Notes, SB:</b> 288, 353, 356, 414–416, 440, H28–H29 <b>Preparing Outlines, SB:</b> 416–417, 431; <b>TE:</b> 416, 417, 431; <b>WP:</b> 161; <b>RW:</b> 104 <b>Using Graphic Organizers, SB:</b> 14–15, 347, 378, 390, 410, 411, 423, 424, 429, H52–H56; <b>TE:</b> 13, 14, 15, 347, 378, 390, 410, 411, 423, 424, 429, H52
<b>E.5.5. Evaluate research material for bias.</b>	
<ul style="list-style-type: none"> <li>Use a variety of criteria for evaluating bias and propaganda in research material including age of materials, political perspectives, expert opinion, etc.</li> </ul>	<b>Evaluating Information, SB:</b> 413, 436–437, 492; <b>WP:</b> 172; <b>RW:</b> 115 <b>Persuasive Media Techniques, SB:</b> 507–509 <b>Evaluating Media News, SB:</b> 436–437 <b>Evaluating Photographs, SB:</b> 397, 498–499
<ul style="list-style-type: none"> <li>Distinguish between primary and secondary sources.</li> </ul>	<b>Evaluating Secondary Sources, SB:</b> 412–415; <b>TE:</b> 412, 413, 414, 415
<b>E.5.6. Cite sources in an established format such as MLA, APA, Chicago.</b>	
<ul style="list-style-type: none"> <li>Formulate citations for a variety of sources such as novels, periodicals, technical materials, encyclopedias, sources from the Internet.</li> </ul>	<b>Documenting Sources of Research Reports, SB:</b> 414–415
<ul style="list-style-type: none"> <li>Formulate bibliographies using an established format.</li> </ul>	<b>Documenting Sources of Research Reports, SB:</b> 414–415