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

Milwaukee English Language Arts	Houghton Mifflin English © 2001
<b>B. WRITING</b>	
By the end of Grade 6, students will:	
<b>B.6.1. Create or produce proficient 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>Expository Writing, SB:</b> 43, 49, 119, 134, 155, 196, 198, 235, 259, 420–421, 433–439, 441–461, 463–468, 473–502, 504–506, 507–509; <b>TE:</b> 43, 49, 119, 134, 155, 196, 198, 235, 259, 420–421, 433–439, 441, 443, 444–461, 463–468, 473, 477–479, 481, 482, 484–502; <b>WP:</b> 40–41, 50–51, 64–65, 79–80, 81–82, 94–95, 112–113, 164–168; <b>RW:</b> 25, 30, 38, 47, 48, 56, 67, 105–109, 110–114
<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>Persuasive Writing, SB:</b> 40, 46, 86, 122, 182, 238, 253, 276, 321, 397–418; <b>TE:</b> 40, 46, 86, 122, 182, 238, 253, 276, 321, 397, 400–418; <b>WP:</b> 25–26, 42–43, 69–70, 96–97, 108–109, 114–115, 137–138, 156–162; <b>RW:</b> 15, 26, 41, 57, 65, 68, 82, 97–103
<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>Narrative Writing, SB:</b> 138, 149, 152, 193, 243, 248, 286, 329, 519–523, 525–547, 549–550, 552–574, 576–581; <b>TE:</b> 138, 149, 152, 193, 243, 248, 286, 329, 519–523, 525, 527–530, 532–547, 549–550, 552, 555–559, 561–574, 576–581; <b>WP:</b> 52–53, 60–61, 62–63, 77–78, 100–101, 106–107, 122–123, 143–144; <b>RW:</b> 31, 36, 37, 46, 59, 63–64, 73, 86
<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> 95, 103, 141, 213, 528 <b>Expressive Writing, SB:</b> 54, 59, 65, 89, 95, 128, 131, 146, 190, 200, 240, 256, 281, 289, 296, 324, 332, 353–357, 359–381, 383–384, 385–390; <b>TE:</b> 54, 59, 65, 89, 95, 128, 131, 146, 190, 200, 240, 256, 281, 289, 296, 324, 332, 353–357, 359, 360, 362–381, 383–384, 385–390; <b>WP:</b> 31–32, 46–47, 48–49, 58–59, 75–76, 83–84, 98–99, 110–111, 118–119, 124–125, 130–131, 139–140, 145–146, 149–155; <b>RW:</b> 19, 28, 29, 35, 45, 58, 66, 71, 74, 78, 83, 87, 90–96
<ul style="list-style-type: none"> <li>Distinguish between the four forms of writing: narrative, expository, imaginative and persuasive and construct the appropriate form of writing for various occasions.</li> </ul>	<b>Descriptive Writing, SB:</b> 10–27, 34, 37, 56, 98, 125, 187, 205, 299, 318; <b>TE:</b> 10–27, 34, 37, 56, 98, 125, 187, 205, 299, 318; <b>WP:</b> 33–34, 44–45, 73–74, 87–88, 132–133, 135–136; <b>RW:</b> 20, 27, 44, 52, 79, 81

(continued)

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<ul style="list-style-type: none"> <li>Distinguish between the four forms of writing: narrative, expository, imaginative and persuasive and construct the appropriate form of writing for various occasions (continued) .</li> </ul>	<p><b>Expository Writing, SB:</b> 43, 49, 119, 134, 155, 196, 198, 235, 259, 420–421, 433–439, 441–461, 463–468, 473–502, 504–506, 507–509; <b>TE:</b> 43, 49, 119, 134, 155, 196, 198, 235, 259, 420–421, 433–439, 441–461, 463–468, 473–502, 504–506, 507–509; <b>WP:</b> 40–41, 50–51, 64–65, 79–80, 81–82, 94–95, 112–113, 164–168; <b>RW:</b> 25, 30, 38, 47, 48, 56, 67, 105–109, 110–114</p> <p><b>Expressive Writing, SB:</b> 54, 59, 65, 89, 95, 128, 131, 146, 190, 200, 240, 256, 281, 289, 296, 324, 332, 353–357, 359–381, 383–384, 385–390; <b>TE:</b> 54, 59, 65, 89, 95, 128, 131, 146, 190, 200, 240, 256, 281, 289, 296, 324, 332, 353–357, 359, 361, 362–381, 383–384, 385–390; <b>WP:</b> 31–32, 46–47, 48–49, 58–59, 75–76, 83–84, 98–99, 110–111, 118–119, 124–125, 130–131, 139–140, 145–146, 149–155; <b>RW:</b> 19, 28, 29, 35, 45, 58, 66, 71, 74, 78, 83, 87, 90–96</p> <p><b>Narrative Writing, SB:</b> 138, 149, 152, 193, 243, 248, 286, 329, 519–523, 525–547, 549–550, 552–574, 576–581; <b>TE:</b> 138, 149, 152, 193, 243, 248, 286, 329, 519–523, 525, 527–530, 532–547, 549–550, 552, 555–559, 561–574, 576–581; <b>WP:</b> 52–53, 60–61, 62–63, 77–78, 100–101, 106–107, 122–123, 143–144; <b>RW:</b> 31, 36, 37, 46, 59, 63–64, 73, 86</p> <p><b>Persuasive Writing, SB:</b> 40, 46, 86, 122, 182, 238, 253, 276, 321, 397–418; <b>TE:</b> 40, 46, 86, 122, 182, 238, 253, 276, 321, 397–418; <b>WP:</b> 25–26, 42–43, 69–70, 96–97, 108–109, 114–115, 137–138, 156–162; <b>RW:</b> 15, 26, 41, 57, 65, 68, 82, 97–103</p>
<ul style="list-style-type: none"> <li>Create multi-paragraphed essays in the four forms of writing (narrative, imaginative, expository, and persuasive) which have an introduction, body, and conclusion.</li> </ul>	<p><b>Composing an Essay, SB:</b> 149, 281</p> <p><b>Composing an Opinion Essay, SB:</b> 359–381; <b>TE:</b> 359, 361–381; <b>WP:</b> 148–151; <b>RW:</b> 89–96</p> <p><b>Composing Persuasive Essays, SB:</b> 397–418; <b>TE:</b> 397, 400–418; <b>WP:</b> 156–162; <b>RW:</b> 97–103</p> <p><b>Composing a Compare-Contrast Essay, SB:</b> 441–461; <b>TE:</b> 441, 443–461; <b>WP:</b> 164–168; <b>RW:</b> 105–109</p>
<ul style="list-style-type: none"> <li>Use every step of the writing process independently to create writing.</li> </ul>	<p><b>Writing Prompts, SB:</b> 381–382, 418–419, 461–462, 503, 547–548, 574–575</p>
<ul style="list-style-type: none"> <li>Perform peer and self-evaluation strategies in order to improve writing.</li> </ul>	<p><b>Evaluating Student Models, SB:</b> 364–368, 402–405, 445–449, 479–485, 530–535, 557–561</p> <p><b>Evaluating Compositions, SB:</b> 363, 376, 413, 456, 496, 542, 569; <b>WP:</b> 154, 161, 167, 172, 179, 184; <b>RW:</b> 95, 102, 108, 113, 120, 125</p> <p><b>Rubrics, SB:</b> 363, 376, 413, 456, 496, 542, 569</p>

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<ul style="list-style-type: none"> <li>Apply the rules of spelling, capitalization, grammar usage, and punctuation to writing.</li> </ul>	<p><b>Guide to Capitalization and Punctuation and Usage, SB:</b> H64–H79</p> <p><b>Grammar Conventions, SB:</b> 32–49, 52–59, 84–89, 92–98, 101–103, 118–134, 150–152, 180–182, 185–200, 203–205, 274–276, 279–292, 295, 296, 316–324, 327–329; <b>WP:</b> 25–28, 31–32, 33–34, 37–38, 40–51, 62–63, 69–70, 73–84, 87–88, 114–115, 118–127, 130–131, 135–140, 143–144; <b>RW:</b> 15–16, 19, 20, 23, 25–30, 37, 41, 44–49, 52, 68, 71–75, 78, 81–83, 86</p> <p><b>Mechanics Conventions, SB:</b> 32–34, 52–54, 57–59, 62–65, 87–89, 96–98, 101–103, 150–152, 194–196, 234–243, 246–248, 251–259; <b>WP:</b> 27–28, 33–34, 37–38, 62–63, 79–80, 94–101, 104–105, 108–113; <b>RW:</b> 16, 20, 23, 37, 47, 56–59, 62, 65–67</p> <p><b>Spelling Conventions, SB:</b> 92–95, 114, 132–141, 218, 379, 416, 501, H80, H81–H85; <b>WP:</b> 31–32, 48–55; <b>RW:</b> 19, 29–32</p> <p><b>Usage Conventions, SB:</b> 62–65, 92–95, 135–141, 144–149, 153–158, 188–193, 203–211, 274–276, 279, 292,</p> <p style="text-align: right;">(continued)</p>
<ul style="list-style-type: none"> <li>Apply the rules of spelling, capitalization, grammar usage, and punctuation to writing (continued).</li> </ul>	<p><b>Usage Conventions, SB (continued)</b> 295–299, 330–332; <b>WP:</b> 31–32, 50–55, 58–61, 64–67, 75–78, 87–92, 114–115, 118–127, 130–133, 145–146; <b>RW:</b> 19, 30–32, 35–36, 38–39, 45–46, 52–54, 68, 71–75, 78–79, 87</p>
<ul style="list-style-type: none"> <li>Use figurative language to enhance writing.</li> </ul>	<p><b>Use Figurative Language in Writing, SB:</b> 544, H13; <b>TE:</b> 544, H13</p>
<ul style="list-style-type: none"> <li>Create technical writing outlining processes or procedures.</li> </ul>	<p><b>Outlines, SB:</b> 492–493, 538, H34; <b>WP:</b> 170; <b>RW:</b> 111</p>
<b>B.6.2. 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>Drafting, SB:</b> 18–19, 374–375, 411–412, 454–455, 493–495, 539–541, 566–568; <b>WP:</b> 152, 159, 160, 165, 166, 170, 171, 176–178, 182–183; <b>RW:</b> 93, 100, 101, 106, 107, 111, 112, 117–119, 123–124</p> <p><b>Prewriting, SB:</b> 12–17, 369–373, 406–410, 450–453, 486–492, 536–538, 562, 565; <b>TE:</b> 12, 13, 14, 15, 16, 17, 369, 370, 371, 372, 373, 406, 407, 408, 409, 410, 450–453, 486–492, 536, 537, 538; <b>WP:</b> 149–151, 156–158, 164, 169, 175, 181; <b>RW:</b> 90–92, 97–99, 105, 110, 116, 122</p> <p><b>Proofreading, SB:</b> 24–25, 379, 389, 416, 459, 501, 545, 572; <b>TE:</b> 24, 25, 379, 389, 416, 459, 501, 545, 572</p> <p><b>Publishing, SB:</b> 26–27, 380, 417, 460, 502, 546, 573</p> <p><b>Reflecting on Writing, SB:</b> 26, 380, 417, 460, 502, 546, 573</p> <p><b>Revising, SB:</b> 20–23, 377–378, 414–415, 457–458, 497–500, 543–544, 570–571; <b>TE:</b> 20, 21, 22, 23, 377, 378, 414, 415, 457, 458, 497, 500, 543, 544, 570, 571; <b>WP:</b> 155, 162, 168, 173, 180, 185; <b>RW:</b> 96, 103, 109, 114, 121, 126</p> <p><b>Purpose and Audience for Writing, SB:</b> 13, 369, 406, 450, 486; <b>TE:</b> 13, 369, 406, 450, 486</p>
<b>B.6.3. 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>	<p><b>Writing a Book Report, SB:</b> 383–384; <b>TE:</b> 383–384</p> <p><b>Writing a Review, SB:</b> 89, 146, 321</p>

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<ul style="list-style-type: none"> <li>Discuss and analyze characters' motives.</li> </ul>	<b>Writing about Motives, SB:</b> 34, 563–566, 576, 579, 580; <b>WP:</b> 181; <b>RW:</b> 122
<ul style="list-style-type: none"> <li>Discuss and analyze the actions of minor characters.</li> </ul>	<b>Write about Characters, SB:</b> 34, 563–566, 576, 579, 580; <b>WP:</b> 181; <b>RW:</b> 122
<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> 551, 552–555, 556–557, 558–559, 560, 561, 562–563, 564–565, 566, 567, 568–569, 570, 573, 580–581, 583; <b>TE:</b> 551, 552, 555, 556–558, 559, 561, 562–563, 564–565, 566–567, 568, 569, 570, 573, 580–581, 583
<b>C. ORAL LANGUAGE</b>	
By the end of Grade 6, students will:	
<b>C.6.1. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.</b>	
<ul style="list-style-type: none"> <li>Observe criteria for effective oral presentations such as eye contact, projection, tone, volume, rate or articulation, and inflection.</li> </ul>	<b>Guidelines in Speaking, SB:</b> 5, 392, 429; <b>TE:</b> 5, 392, 429 <b>Using Correct Rate/Volume/Pitch/Tone in Speaking, SB:</b> 5, 392, 583, H7, H8, H9, H10; <b>TE:</b> 5, 392, 583, H7, H8, H9, H10
<ul style="list-style-type: none"> <li>Present remarks about topics of interest to oneself and others.</li> </ul>	<b>Oral Report, SB:</b> 512–513; <b>TE:</b> 512–513
<ul style="list-style-type: none"> <li>Take notes or formulate an outline as preparation for speaking.</li> </ul>	<b>Taking Notes, SB:</b> 490–492, 513, H32–H33; <b>TE:</b> 395, 490, 513, H32, H33 <b>Outlining, SB:</b> 492–493, 538, H34; <b>TE:</b> 492, 493, 538, H34
<ul style="list-style-type: none"> <li>Prepare and conduct interviews.</li> </ul>	<b>Interviews, SB:</b> 488–489, 509, H12; <b>TE:</b> 488–489, H12; <b>WP:</b> 123, 127, 169; <b>RW:</b> 110 <b>Composing an Interview, SB:</b> 208, 248
<ul style="list-style-type: none"> <li>Perform expressive readings.</li> </ul>	<b>Dramatic Interpretations, SB:</b> 576–579, 581, 582–583; <b>TE:</b> 576–579, 581, 582–583
<ul style="list-style-type: none"> <li>State differing viewpoints on an issue.</li> </ul>	<b>Orally Expressing an Opinion, SB:</b> 2, 4, 5, 359, 363–365, 366–368, 369–373, 391, 392, 407, 409, 410, 428–429, 512–513, 514, H5, H6, H7, H8, H9; <b>TE:</b> 2, 4, 5, 359, 363–365, 366–368, 369–373, 391–392, 407, 409, 410, 428–429, 512–513, 514, H5, H6, H7, H8, H9
<ul style="list-style-type: none"> <li>Distinguish between fact and opinion and provide evidence to support opinions.</li> </ul>	<b>Fact and Opinion, SB:</b> 352, 355, 357, 392, 407, 423, 429, 490; <b>TE:</b> 352, 354, 355, 357, 392
<ul style="list-style-type: none"> <li>Observe the appropriate etiquette when expressing thanks and receiving praise.</li> </ul>	<b>Polite Language, SB:</b> 1, 3, 4, 5, 22, H5; <b>TE:</b> 1, 3, 4, 5, 22, 570, H5

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<ul style="list-style-type: none"> <li>Demonstrate an awareness for various cultures, diverse dialects, languages and respond appropriately.</li> </ul>	<b>Regional and Cultural Vocabulary, SB:</b> H21 <b>Cuban, SB:</b> 524–527 <b>Iraq, SB:</b> 552–554 <b>African, SB:</b> 582–583 <b>Native American Oral Tradition, SB:</b> 582, 393; <b>WP:</b> 18 <b>Students Acquiring English, TE:</b> 465, 469, 512, 564 <b>Borrow Words, TE:</b> H19
<b>C.6.2. Listen to and comprehend oral communications.</b>	
<ul style="list-style-type: none"> <li>Restate and explain the information conveyed in an oral communication.</li> </ul>	<b>Listening for Information, SB:</b> 132, 432, H4; <b>TE:</b> 132, 432, H4, H33 <b>Listening to Interpret Perspectives, SB:</b> 1–8, 352, 397–399, 402, 404, 518; <b>TE:</b> 1–8, 352, 397–399, 402, 404, 518
<ul style="list-style-type: none"> <li>Take notes from oral presentations and recognize the purpose for presentations.</li> </ul>	<b>Listening and Taking Notes, SB:</b> 352, 432, 518, H33; <b>TE:</b> 352, 432, 518, H33 <b>Choose and Adapt Speaking for Audience, SB:</b> 5, 512–513 <b>Listening to an Opinion, SB:</b> 352, 359–361; <b>TE:</b> 352–353A, 364, 366
<ul style="list-style-type: none"> <li>Recall significant details and sequence accurately.</li> </ul>	<b>Listening for Details, SB:</b> 3, 10–11, 352, 377, 413, 432, 457, 497, 518, 543, 570; <b>TE:</b> 10, 11, 352–353A, 432–433A, H4, H33 <b>Sequence of Instructions, SB:</b> 464–466, H4, H33; <b>TE:</b> 463–464, 465–468, H4 <b>Sequence of Events, SB:</b> 16, 435, 522; <b>TE:</b> 16, 435, 522, H33
<ul style="list-style-type: none"> <li>Follow a speaker’s argument.</li> </ul>	<b>Listening for Persuasive Tactics, SB:</b> 397–399, 422–423; <b>TE:</b> 397, 402, 404, 422–423 <b>Listening to an Opinion, SB:</b> 352, 359–361; <b>TE:</b> 352–353A, 364, 366
<ul style="list-style-type: none"> <li>Be prepared to ask relevant questions.</li> </ul>	<b>Asking and Answering Questions, SB:</b> 14, 369, 406, 450, 486, 536, 562, H40–H41; <b>TE:</b> 14, 369, 406, 450, 486, 536, 562, H40–H41
<b>C.6.3. Participate effectively in discussion.</b>	
<ul style="list-style-type: none"> <li>Volunteer relevant information, ask relevant questions, and answer questions directly for the purpose of analyzing or evaluating a presentation.</li> </ul>	<b>How to Conduct Discussions, SB:</b> 3–5, 391–392; <b>TE:</b> 3, 4, 5, 391–392 <b>Listening to a Discussion, SB:</b> 2, 3, 4, 5; <b>TE:</b> 2, 3, 4, 5 <b>Asking and Answering Questions, SB:</b> 369, 406, 423, 450, 486, 536, 562, H40–H41
<ul style="list-style-type: none"> <li>Advance opinions by citing evidence and referring to sources.</li> </ul>	<b>Evidence and Sources in Discussion, SB:</b> 392, H7
<ul style="list-style-type: none"> <li>Recall the stated ideas and opinions of others, seeking clarification through questions.</li> </ul>	<b>Listening for Fact and Opinion, SB:</b> 352, 363, 370, 391–392, 423–424, H7; <b>TE:</b> 352, 363, 370, 391–392, 423–424, H7 <b>Listening to Interpret Perspectives, SB:</b> 1–8, 352; <b>TE:</b> 1–8, 352 <b>Listening to Clarify Spoken Messages, SB:</b> 5, H12; <b>TE:</b> 5, H12

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<ul style="list-style-type: none"> <li>Respect the opinions of others in a discussion, responding clearly and tactfully to questions and comments.</li> </ul>	<b>Discussion Group, SB:</b> 3–5, 391–392, H5; <b>TE:</b> 3–5, 391–392, H5 <b>Listening to a Discussion, SB:</b> 2, 3, 4, 5, H5, H6; <b>TE:</b> 2, 3, 4, 5, H5, H6
<ul style="list-style-type: none"> <li>Accept and use helpful criticism.</li> </ul>	<b>Give/Receive Feedback in a Discussion, SB:</b> H5, H6, H7, H8, H9; <b>TE:</b> H5–H9
<ul style="list-style-type: none"> <li>Summarize the main points of a discussion, orally and in writing.</li> </ul>	<b>Summarizing, SB:</b> 98, 146, 352, 384, H32, H33, H36–H37, H40–H41; <b>TE:</b> 98, 146, 384, H32–H33, H36–H37, H40–H41
<ul style="list-style-type: none"> <li>Maintain the proper body language and eye contact when others are speaking.</li> </ul>	<b>Nonverbal Cues, SB:</b> 7, 380, 382–383, 392, 512, 582, H10–H11; <b>TE:</b> 7, 380, 382–383, 392, 512, 582
<ul style="list-style-type: none"> <li>Participate in discussion without dominating.</li> </ul>	<b>Taking Turns, SB:</b> 3, 5, 391, 392; <b>TE:</b> 3, 5, 391, 392
<ul style="list-style-type: none"> <li>Realize that important points and counterpoints need to be supported with evidence.</li> </ul>	<b>Supporting Details in a Discussion, SB:</b> 370, 371, 372, 391–392, H7; <b>TE:</b> 370–372, 391–392, H7
<b>D. LANGUAGE</b>	
By the end of Grade 6, students will:	
<b>D.6.1. 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>Increase vocabulary by using dictionaries, thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations.</li> </ul>	<b>Using a Dictionary, SB:</b> H22–H24; <b>TE:</b> H22–H24 <b>Thesaurus, SB:</b> 21, 159, H96–H117; <b>TE:</b> 21, 159, H96
<ul style="list-style-type: none"> <li>Use figurative language such as similes, metaphors, personification, hyperbolas, allusions, etc. to achieve specific effects in speaking and writing.</li> </ul>	<b>Figurative Language, SB:</b> 544; <b>TE:</b> 544 <b>Similes and Metaphors, SB:</b> H13; <b>TE:</b> H13
<ul style="list-style-type: none"> <li>Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade.</li> </ul>	<b>Using Exact Words in Compositions, SB:</b> 19, 21, 159, 571; <b>TE:</b> 19, 21, 159, 571; <b>WP:</b> 68, 185; <b>RW:</b> 40, 126 <b>Revising Drafts for Word Choice, SB:</b> 183, 212, 378, 415, 458, 498, 544, 571

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<ul style="list-style-type: none"> <li>Apply the rules of written and spoken standard English.</li> </ul>	<p><b>Grammar Conventions, SB:</b> 32–49, 52–59, 84–89, 92–98, 101–103, 118–134, 150–152, 180–182, 185–200, 203–205, 274–276, 279–292, 295, 296, 316–324, 327–329;  <b>WP:</b> 25–28, 31–32, 33–34, 37–38, 40–51, 62–63, 69–70, 73–84, 87–88, 114–115, 118–127, 130–131, 135–140, 143–144; <b>RW:</b> 15–16, 19, 20, 23, 25–30, 37, 41, 44–49, 52, 68, 71–75, 78, 81–83, 86  <b>Usage Conventions, SB:</b> 62–65, 92–95, 135–141, 144–149, 153–158, 188–193, 203–211, 274–276, 279, 292, 295–299, 330–332; <b>WP:</b> 31–32, 50–55, 58–61, 64–67, 75–78, 87–92, 114–115, 118–127, 130–133, 145–146;  <b>RW:</b> 19, 30–32, 35–36, 38–39, 45–46, 52–54, 68, 71–75, 78–79, 87</p>
<p><b>D.6.2. 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></p>	
<ul style="list-style-type: none"> <li>Develop the ability to use American English as used in various public and private contexts such as school, home, and work.</li> </ul>	<p><b>Vocabulary, SB:</b> H13, H14, H15, H16; <b>TE:</b> 10, 359, 397, 441, 473, 525, 552</p>
<ul style="list-style-type: none"> <li>Make appropriate choices when speaking and writing such as formal or informal language, considering the purpose and context of the communication.</li> </ul>	<p><b>Informal Language, SB:</b> 30, 412, 566; <b>TE:</b> 562; <b>WP:</b> 160; <b>RW:</b> 101  <b>Formal Language, SB:</b> 30, 412, 421, 566; <b>TE:</b> 30, 412, 566; <b>WP:</b> 160; <b>RW:</b> 101  <b>Choose and Adapt Speaking for Audience, SB:</b> 5, 512–513; <b>TE:</b> 5, 512–513  <b>Purpose and Audience for Writing, SB:</b> 13, 369, 406, 450, 486; <b>TE:</b> 13, 369, 406, 450, 486</p>
<ul style="list-style-type: none"> <li>Begin to differentiate how audience and context affect the selection and use of words and phrases, including technical terms, slang, and jargon.</li> </ul>	<p><b>Idioms, SB:</b> 333; <b>TE:</b> 333  <b>Choose and Adapt Speaking for Audience, SB:</b> 5, 512–513; <b>TE:</b> 5, 512–513  <b>Purpose and Audience for Writing, SB:</b> 13, 369, 406, 450, 486; <b>TE:</b> 13, 369, 406, 450, 486</p>
<p><b>E. RESEARCH</b></p>	
<p>By the end of Grade 6, students will:</p>	
<p><b>E.6.1. Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.</b></p>	
<ul style="list-style-type: none"> <li>Produce a proficient two to four page research paper. Proficiency is determined by receiving a “3” on the MPS Research Paper Rubric.</li> </ul>	<p><b>Research Reports, SB:</b> 472–503, H66–H67; <b>WP:</b> 169–173; <b>RW:</b> 110–114  <b>Rubrics, SB:</b> 363, 376, 413, 456, 496, 542, 569</p>
<ul style="list-style-type: none"> <li>Utilize the writing process in constructing a two to four-page proficient research paper. Proficiency is determined by receiving an evaluation of “3” using the MPS Research Paper Rubric.</li> </ul>	<p><b>Writing Process: Research Report, SB:</b> 472–503, H66–H67; <b>WP:</b> 169–173; <b>RW:</b> 110–114</p>
<ul style="list-style-type: none"> <li>Word-process a research paper using a correct formatting style.</li> </ul>	<p><b>Using Computers in Writing, SB:</b> 580, H46–H56</p>

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<ul style="list-style-type: none"> <li>Demonstrate the ability to outline material.</li> </ul>	<b>Outlines, SB:</b> 492–493, 538, H34; <b>TE:</b> 492–493, 538, H34, WP: 170; <b>RW:</b> 111
<ul style="list-style-type: none"> <li>Demonstrate the ability to take notes from a lecture or printed material.</li> </ul>	<b>Taking Notes, SB:</b> 490–492, 513, H32–H33; <b>TE:</b> 395, 490, 513, H32, H33
<ul style="list-style-type: none"> <li>Demonstrate the ability to paraphrase material (both oral and written).</li> </ul>	<b>Paraphrasing, SB:</b> 98, 146, 384, H32–H33, H36–H37, H41; <b>TE:</b> 98, 146, 384, H36–H37, H40–H41
<ul style="list-style-type: none"> <li>Demonstrate the ability to summarize material (both oral and written).</li> </ul>	<b>Summarizing, SB:</b> 98, 146, 384, H32–H33, H36–H37, H41; <b>TE:</b> 98, 146, 384, H36–H37, H40–H41
<ul style="list-style-type: none"> <li>Write a rough draft of a research paper, revise and edit the draft using both peer and self-editing strategies.</li> </ul>	<b>Composing a Research Report, SB:</b> 473–503, H22–H37; <b>WP:</b> 169–173; <b>RW:</b> 110–114
<ul style="list-style-type: none"> <li>Demonstrate the ability to cite sources using an established format.</li> </ul>	<b>Citing Sources, SB:</b> 485, 488, 489, 490, H27, H28, H51, H52; <b>TE:</b> 485, 488, 489, 490, H27, H28, H51
<b>E.6.2. Formulate a research hypothesis.</b>	
<ul style="list-style-type: none"> <li>Formulate a research question that will guide research.</li> </ul>	<b>Formulate Research Questions, SB:</b> 486–487, 492, 494 <b>Narrowing a Topic, SB:</b> 369, 487, 536, 562 <b>Researching a Topic, SB:</b> 490–491
<ul style="list-style-type: none"> <li>Write a one-page summary of the research project.</li> </ul>	<b>Summarizing a Research Report, SB:</b> 369, 487, 536, 562
<b>E.6.3. Support research with original graphs and charts or illustrations.</b>	
<ul style="list-style-type: none"> <li>Insert graphs and charts into texts using proper notations.</li> </ul>	<b>Charts, SB:</b> 500, 512, H60–H61 <b>Graphs, SB:</b> 500, H50
<ul style="list-style-type: none"> <li>Explain graphs and charts within the text.</li> </ul>	<b>Charts, SB:</b> 500, 512, H61 <b>Graphs, SB:</b> 500