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Level Seven
correlated to
Milwaukee English Language Arts
Grade Seven

Milwaukee English Language Arts	<i>Houghton Mifflin English © 2001</i>
B. WRITING	
By the end of Grade 7, students will:	
B.7.1. Create or produce writing to communicate with different audiences for a variety of purposes.	
<ul style="list-style-type: none"> 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. 	Expository Writing, SB: 42, 50, 72, 116, 119, 131, 146, 149, 227, 229, 246, 254, 305, 329, 342, 456, 467, 487–497, 510, 512–516, 517–536, 538–543; TE: 42, 50, 72, 116, 119, 131, 146, 149, 227, 229, 246, 254, 305, 329, 342, 456, 487–497, 510, 512–515, 516–518, 519–536, 538–539, 540–541, 542–543; WP: 43, 178–183; RW: 117–122
<ul style="list-style-type: none"> 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. 	Persuasive Writing, SB: 155, 232, 260, 295, 367, 433–455, 456–457; TE: 433, 435–455, 456; WP: 164–171; RW: 103–110
<ul style="list-style-type: none"> Write a narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme. 	Writing a Personal Narrative, SB: 568–578; TE: 568–578; WP: 185–190; RW: 124–129 Using Descriptive Language, SB: 11, 15, 19, 184–185; TE: 11, 13, 15, 19; WP: 71–72; RW: 44–45 Sequence of Events, SB: 16, 561, 586; TE: 561, 586
<ul style="list-style-type: none"> Write an imaginative (creative) fiction that includes major and minor characters, a coherent plot, effective imagery, descriptive language, and vivid detail. 	Writing a Story, SB: 78, 135, 332, 593–604, 605; TE: 78, 135, 332, 593–604; WP: 191–195; RW: 130–134 Writing a Play, SB: 607, 609, 610–611; TE: 607, 608, 609, 610–611 Writing a Movie Script, SB: 243 Writing a Riddle, SB: 152 Writing a Screenplay, SB: 347 Writing a Script, SB: 301
<ul style="list-style-type: none"> Use a variety of writing technologies including pen and paper as well as computers. 	Using a Computer in Writing, SB: 410, 452, 494, 531, 610, H47–H50; TE: 452, 453, 499, 504, H47

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<ul style="list-style-type: none"> Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation. 	Purpose and Audience, SB: 12, 13, 404, 446–447, 448, 451, 568, 571; TE: 12, 13, 404, 446–447, 448, 451, 568, 571
<ul style="list-style-type: none"> Use figurative language to enhance writing. 	Using Figurative Language in Writing, SB: 420–422, 423, 424, 425, H13; TE: 420–422, 423, 424, H13
B.7.2. Plan, revise, edit, and publish clear and effective writing.	
<ul style="list-style-type: none"> 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. 	Prewriting, SB: 9, 12–17, 404–408, 441–445, 485–488, 489–490, 568–570, 593–596, H47; TE: 9, 12–17, 404–408, 441–445, 485–488, 489–490, 568–570, 593–596, H47; WP: 157–159, 164–167, 173, 185, 191; RW: 96–98, 103–106, 112, 124, 130 Drafting, SB: 18–19, 409, 410, 489–490, 571–573, 598–599, H47; TE: 18–19, 409, 410, 489–490, 571–573, 598–599, H47; WP: 160, 161, 174, 175, 186–190, 192, 193; RW: 99, 100, 113, 114, 125–129, 131, 132 Revising, SB: 9, 20–23, 401–403, 411–413, 449–451, 483–484, 493–495, 504, 575–576, 590–592, 600–602, H48; TE: 9, 20–23, 401–403, 411–413, 449–451, 483–484, 493–495, 504, 575–576, 590–592, 600–602; WP: 162–163, 170–171, 176–177, 189–190, 194–195; RW: 101–102, 109–110, 115–116, 128–129, 133–134 Proofreading, SB: 9, 24–25, 414, 423, 452, 494, 505, 577, 603, H48; TE: 9, 24, 25, 414, 423, 452, 494, 505, 577, 603 Publishing, SB: SB: 9, 26–27, 415, 453, 495, 505, 568, 578, 593, 604, H49–H50; TE: 9, 26–27, 415, 453, 495, 505, 568, 578, 593, 604, H49–H50
B.7.3. Write critiques of literary and non literary texts.	
<ul style="list-style-type: none"> Contrast and compare characters within a story. 	Analyzing Characters, SB: 615 Book Report, SB: 418–419 Review of Film/Video, SB: 119, 202, 342
<ul style="list-style-type: none"> Discuss alternative endings. 	Discuss Alternative Endings, SB: 573, 589, 592, 609
<ul style="list-style-type: none"> Identify theme, plot, setting, major and minor characters. 	Writing a Book Report, SB: 418–419 Writing Reviews, SB: 119, 202, 342
<ul style="list-style-type: none"> Critique character’s motives, 	Analyzing Characters, SB: 557–560, 584–586, 589, 594, 596, 597, 609, 612–613; TE: 557, 559, 560, 584, 586, 589, 594, 596, 597, 609, 612, 613
<ul style="list-style-type: none"> Discuss and analyze the actions of minor characters. 	Minor Characters, SB: 560, 584–586, 589, 592, 594, 609, 614; TE: 560, 589, 592, 594, 609, 613
<ul style="list-style-type: none"> Identify major literary elements such as character, setting, plot, major and minor characters, narration, style. 	Identify Character, SB: 586, 587; TE: 586 Identify Plot, SB: 584, 586, 587; TE: 586 Identify Setting, SB: 586, 587; TE: 586

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C. ORAL LANGUAGE	
By the end of Grade 7, students will:	
C.7.1. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.	
<ul style="list-style-type: none"> Share brief impromptu remarks about topics of interest to oneself and others. 	Participating in Discussions, SB: 22–23, 426–428; TE: 22, 23, 426
<ul style="list-style-type: none"> Design notes or an outline as prompts for speaking. 	Speaking From Notes, SB: 427, H7; TE: 386, H7
<ul style="list-style-type: none"> Perform expressive oral readings of prose, poetry, and drama. 	Dramatic Interpretation, SB: 604, 611, 612–613; TE: 604, 612, 613
<ul style="list-style-type: none"> Prepare and conduct interviews. 	Interviews, SB: 298, 521, H12; TE: 298, H12
<ul style="list-style-type: none"> State differing viewpoints on an issue. 	Listening to an Opinion, SB: 386; TE: 386–387A, 398, 401 Fact and Opinion, SB: 468
<ul style="list-style-type: none"> Observe the appropriate etiquette when expressing thanks and receiving praise. 	Speaking Politely, SB: 4, 22, 23, 427, 465; TE: 4, 22, 427, 465
<ul style="list-style-type: none"> Demonstrate an awareness for various cultures, diverse dialects, languages and respond appropriately. 	Regional and Cultural Vocabulary, SB: H21; TE: H21 Asian Culture, SB: 10–11 Aging Population, SB: 393–396 Cowboy Culture, SB: 510–512 African–American Culture, SB: 557–560 British Culture, SB: 584–586; TE: 10–11, 393–396, 510–512, 557–560, 584–586 Jamaica, SB: 605
C.7.2. Listen to and comprehend oral communications.	
<ul style="list-style-type: none"> Restate and explain the information conveyed in an oral communication, accounting for the key ideas, structure and relationship of parts to the whole. 	Listening for Information, SB: 1–2, 426, 427, 465, 468, 550; TE: 468–468A Listening to Understand Ideas, SB: 386, 412, 427, 450, 458–467, 494, 531, 575, 601 Listening for Details, SB: 386, 468, 550, H33; TE: 514, 516 Purpose for Listening, SB: 1–2, 3–4, 5, 386, 412, 427, 450, 458–467, 494, 495, 531, 550, 575, 601, H4, H12, H33; TE: 1–2, 3–4, 5, 386, 412, 427, 450, 458, 459, 463, 465, 468, 468, 495, 531, 550, 575, 601, H4, H12, H33 Listening to Interpret Perspectives, SB: 3–4, 464, 465, 546, 547, H12; TE: 3, 4, 464, 465, 546, 547, H12
<ul style="list-style-type: none"> Take notes from oral presentations and recognize the purpose for presentations. 	Listening and Taking Notes, SB: 386, 468, 550, H33; TE: H33 Purpose for Listening, SB: 1–2, 3–4, 5, 386, 412, 427, 450, 458–467, 494, 495, 531, 550, 575, 601, H4, H12, H33; TE: 1–2, 3–4, 5, 386, 412, 427, 450, 458, 459, 463, 465, 468, 468, 495, 531, 550, 575, 601, H4, H12, H33

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<ul style="list-style-type: none"> Recall significant details and sequence accurately. 	Listening for Details, SB: 386, 468, 550, H33; TE: 514, 516 Sequence of a Speech, SB: H7
<ul style="list-style-type: none"> Follow a speaker’s argument and represent it in notes. 	Listening for Persuasive Tactics, SB: 458–459; TE: 458–459 Listening to an Opinion, SB: 386, 464, 465; TE: 386, 464, 465
C.7.3. Participate effectively in discussion.	
<ul style="list-style-type: none"> Participate in discussion by listening attentively, demonstrating respect for the opinions of others, and responding responsibly and courteously to the remarks of others. 	Having a Discussion, SB: 1, 2, 3–4, 387, 389, 397, 398, 404, 406, 408, 409, 426–428, 442, 444, 445, 446, 464–465, 487, 490, 491, 492, 528, 529, 572, 573, 599; TE: 1, 5, 8, 9, 12, 13, 14, 16, 18, 20, 22, 23, 24, 26, 397, 398, 404, 412, 436, 437, 441, 450, 482, 483, 487, 513, 514, 519, 522, 561, 568, 575, 588, 593, 601
<ul style="list-style-type: none"> Advance opinions by citing evidence and referring to sources. 	Giving Opinions, SB: 419, 539 Bibliography, SB: 518, 521–522, H66–H67
<ul style="list-style-type: none"> Recall the stated ideas and opinions of others, seeking clarification through questions. 	Listening to Understand Ideas, SB: 386, 412, 427, 450, 458–467, 494, 531, 575, 601 Listening to Clarify Spoken Messages, SB: H4, H12 Clarify Speaking Messages, SB: 1–7, 22–23, 386, 412, 450, 468, 531, 550, 575, 601, H4
<ul style="list-style-type: none"> Respect the opinions of others in the discussion, responding clearly and tactfully to questions and comments. 	Language Use in Discussions, SB: H5 Speaking Respectfully, SB: 422, 423, 424, 601, H5, H6
<ul style="list-style-type: none"> Accept and use helpful criticism. 	Give/Receive Feedback, SB: 22, 494, 601, H5, H7; TE: 22, 23, 494, 601, H5, H6, H7
<ul style="list-style-type: none"> Summarize the main points of a discussion, orally and in writing. 	Summarizing, SB: 342, 426, 540, H36–H37, H41 Listening to Summarize Spoken Messages, SB: H4
<ul style="list-style-type: none"> Maintain the proper body language and eye contact when others are speaking. 	Body Language, SB: 465, H8, H9, H10, H11 Eye Contact, SB: 5
<ul style="list-style-type: none"> Attend to the content of discussion rather than the speaker. 	Listens Attentively, SB: 22, 426–427, H4
<ul style="list-style-type: none"> Participate in discussion without dominating. 	Panel Discussions, SB: 426–428 Taking Turns, SB: 3, 5, H6
<ul style="list-style-type: none"> Distinguish between supported and unsupported statements. 	Listening for Fact And Opinion, SB: 426, 427, 428, 459, 465, 468; TE: 426, 427, 428, 459, 465, 468
D. LANGUAGE	
By the end of Grade 7, students will:	

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D.7.1. Develop their vocabulary and ability to use words, phrases, and idioms, and various grammatical structures as a means of improving communication.	
<ul style="list-style-type: none"> Consult dictionaries, thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations. 	Using a Dictionary, SB: 508, H22, H23, H28 Using a Thesaurus, SB: H14, H28, H98–H117
<ul style="list-style-type: none"> Use figurative language such as similes, metaphors, personification, hyperbole, and allusion to achieve specific effects in speaking and writing. 	Figurative Language, SB: 420–422, 423, 424, 425, H13; TE: 420–422, 423, 424, H13
<ul style="list-style-type: none"> Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade. 	Word Choice, SB: 156, 397, 436, 482, 513, 561, 587; TE: 156, 397, 436, 482, 513, 561, 587; WP: 68; RW: 42 Exact Words, SB: 19, 86, 465, 503, 599, 602; TE: 19, 86, 465, 503, 599, 602; WP: 31; RW: 21
<ul style="list-style-type: none"> Apply the rules of standard English to written and spoken language. 	Grammar Conventions, SB: 32–34, 35, 37–39, 40–42, 43–44, 45–47, 48–50, 58–59, 60–63, 64, 65, 66, 67, 70–72, 73–75, 76–78, 79–80, 81–83, 84, 85, 86, 87, 88, 89, 90, 93, 94, 95, 96, 97, 98, 100–103, 104–106, 107–109, 110–112, 113–116, 117–119, 120–123, 124–126, 127–128, 129–131, 132–135, 136–138, 139–141, 144–146, 147–149, 150–152, 153–155, 156–157, 158–160, 161–162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 180–183, 184–185, 190–192, 193–194, 195–197, 198–200, 201–203, 204–205, 206–207, 208–209, 210, 211, 212, 213, 214, 215, 217, 218, 219, 220, 224–227, 228–229, 233, 234, 261, 262, 268, 280–282, 283, 284, 311, 312, 314–315, 320–321, 322–323, 324, 326–329, 330–332, 333–339, 340–342, 343–344, 346–347, 348, 350–351, 352–354, 355–60, 362–364, 365–370, 371–381; WP: 1–2, 3–4, 5–6, 7–8, 9–10, 11–12, 13–14, 19–20, 21–22, 23–24, 25–26, 27–28, 29–30, 31, 32–33, 34–35, 36–37, 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 60–61, 62–63, 64–65, 66–67, 68, 69–70, 71–72, 75–76, 77–78, 79–80, 81–82, 83–84, 85, 88–89, 90–91, 94–95, 114–115, 116–117, 135–136, 137–138, 139–140, 141–142, 143–144, 145–146, 147–148, 149, 150–151, 152–153, 154–155; RW: 1, 2, 3, 4–5, 6–7, 8, 9, 13, 14, 15, 16–17, 18, 19–20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30–31, 32, 33, 34, 35, 38, 39, 40, 41, 42, 43, 44–45, 47, 48–49, 50, 51, 52, 53, 55, 56, 58–59, 70, 71–72, 82, 83, 84, 85, 86, 87–88, 89, 91, 92, 93–94 Mechanics Conventions, SB: 32–34, 35, 36, 51–56, 57, 58–59, 60–61, 68, 81–83, 87, 89, 90, 93, 95, 96, 98, 100–103, 104–106, 107–109, 164, 165, 222–223, 224–227, 228–229, 230–232, 234, 235–237, 238–240, 241–243, 244–249, 250–251, 252–254, 255–257, 259–260, 261, 262, 263, 264, 265–266, 267, 268, 269, 270, 271, 272, 273–278; WP: 1–2, 3–4, 15–16, 17–18, 27–28, 32–33, 34–35, 36–37, 86–87, 88–89, 90–91, 92–93, 94–95, 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 110–111, 112–113; RW: 1, 2, 3, 10, 11–12, 18, 22, 23, 24, 54, 55, 56, 57, 58–59, 60, 61, 62, 63, 64, 65–66, 67, 68, 69

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D.7.2. 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.	
<ul style="list-style-type: none"> Develop the ability to use American English as used in various public and private contexts such as school, home, and work. 	Usage Conventions, SB: 48–50, 51–56, 57, 58–59, 60, 61, 67, 68, 93, 95, 110–112, 113–116, 117–119, 120–123, 124–126, 128, 129–131, 132–135, 136–138, 139–141, 142–143, 144–146, 147–149, 150–152, 153–155, 156–157, 158–160, 161–162, 163, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 186–189, 193–194, 195–197, 198–200, 201–203, 204–205, 206–207, 208–209, 210, 212, 213, 214, 215, 216, 218, 219, 220, 280–282, 283, 284, 288–290, 291–292, 293–295, 296–298, 299–301, 302–305, 306–308, 309, 310, 311, 312, 314–315, 316–317, 318–319, 320–321, 322–323, 324, 330–332, 340–342, 343–344, 346–347, 348, 350–351, (continued)
<ul style="list-style-type: none"> Develop the ability to use American English as used in various public and private contexts such as school, home, and work (continued). 	Usage Conventions, SB: (continued) 352–354, 355–360; WP: 13–14, 15–16, 17–18, 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 66–67, 68, 73–74, 77–78, 79–80, 81–82, 83–84, 85, 114–115, 116–117, 120–121, 122–123, 124–125, 126–127, 128–129, 130–131, 132–133, 134, 137–138, 143–144, 145–146, 147–148, 149; RW: 9, 10, 11–12, 25, 26, 27, 28–29, 30–31, 32, 33, 34, 35, 36–37, 38, 39, 40, 41, 42, 46, 48–49, 50, 51, 52, 53, 70, 71–72, 74, 75, 76, 77, 78, 79, 80, 81, 83, 86, 87–88, 89, 90
<ul style="list-style-type: none"> Make appropriate choices when speaking and writing such as formal or informal language, considering the purpose and context of the communication. 	Formal Language, SB: 30, 457, 465; TE: 30, 457, 465 Informal Language, SB: 1, 30, 348, 419; TE: 1, 30, 348, 419; WP: 149; RW: 90 Speaking Purpose, SB: 2, 465, H4, H7
<ul style="list-style-type: none"> Describe how audience and context affect the selection and use of words and phrases, including technical terms, slang, and jargon. 	Choice of Language in Varying Situations, SB: 1, 419, 593; TE: 1, 419, 593
E. RESEARCH	
By the end of Grade 7, students will:	
E.7.1. Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.	
<ul style="list-style-type: none"> Use the writing process to construct a four to six page research paper. 	Prewriting a Research Paper, SB: 519–526; TE: 519–526; WP: 178–179; RW: 117, 118 Drafting a Research Paper, SB: 527–528; TE: 527–528; WP: 180–181; RW: 119, 120 Revising a Research Paper, SB: 530–532; TE: 530–532; WP: 182–183; RW: 121, 122 Proofreading a Research Paper, SB: 535; TE: 535 Publishing a Research Paper, SB: 536; TE: 536
<ul style="list-style-type: none"> Write a six to eight page proficient research paper. Proficiency is determined by receiving a “3” on the MPS Research Paper Rubric. 	Writing a Research Report, SB: 509–537, H22–H37, H66–H67; TE: 509–510, 512–514, 516–517, 518–537, H32; WP: 178–183; RW: 117–122 Rubrics, SB: 411, 443, 449, 493, 530, 546, 574, 600; WP: 162, 165, 170, 176, 182, 189, 194; RW: 101, 104, 109, 115, 121, 128, 133

SB = Student Book

TE = Teacher’s Edition

WP = Workbook Plus

RW = Reteaching Workbook

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<ul style="list-style-type: none"> Conduct interviews, field studies, and experiments and use specialized resources (such as almanacs, fact books, pamphlets, and technical manuals) when appropriate to an investigation. 	Interviews, SB: 298, 521, 522, H12; TE: 298, H12 Writing a Research Report, SB: 509–537, H22–H37, H66–H67; TE: 509–510, 512–514, 516–517, 518–537, H32; WP: 178–183; RW: 117–122 Using Almanacs, SB: H28; TE: H28 Using the Library, SB: H25–H28
<ul style="list-style-type: none"> Compile, organize, and evaluate information, taking notes that record and summarize what has been learned and extending the investigation to other sources. 	Evaluating Information, SB: 458, 459, 460–463, 521–522, 523, 524, 546–547; TE: 458, 459, 460–463, 521–522, 546–547; WP: 178; RW: 117 Taking Notes, SB: 523–524, 525–526, 527, H32–H34; TE: 523–524, 525–526, 527, H32, H33, H34 Creating Outlines, SB: 525–526, 527–528, H34; TE: 525–526, 527–528, H34 Summarizing, SB: 522, H36–H37, H41; TE: 522
<ul style="list-style-type: none"> Review and evaluate the usefulness of information gathered in an investigation. 	Evaluating Information, SB: 458, 459, 460–463, 521–522, 523, 524, 546–547; TE: 458, 459, 460–463, 521–522, 546–547; WP: 178; RW: 117 (continued)
<ul style="list-style-type: none"> Review and evaluate the usefulness of information gathered in an investigation (continued). 	Evaluating Messages in the Media, SB: 429–431, 460, 546–547; TE: 429–431, 460, 546–547 Evaluating Visual Images, SB: 6–7, 429–431, 506–508, 614–615; TE: : 6, 7, 429–431, 506–508, 614–615
<ul style="list-style-type: none"> Analyze and judge material using specific evaluation criteria provided by the teacher. 	Rubrics for a Research Project, SB: 530; TE: 530
<ul style="list-style-type: none"> Use electronic sources to gather data (i.e., the Internet and online electronic library sources). 	Using Technology for a Research Project, SB: 520, 521, 522, H51, H52; TE: 521, 522
E.7.2. Formulate a research hypothesis.	
<ul style="list-style-type: none"> Formulate a research question that will guide research. 	Choosing a Research Topic, SB: 519, 520, 523; TE: 519, 520, 523
<ul style="list-style-type: none"> Write a one-page summary of the research project. 	Summarizing a Research Project, SB: 522, 523, H36–H37, H41; TE: 522, 523, H36–H37
E.7.3. Support research with original graphs and charts or other illustrations.	
<ul style="list-style-type: none"> Insert graphs and charts into texts using proper notations. 	Adding Graphics and Visuals to a Research Project, SB: 533–534; TE: 533–534 Bibliography, SB: 521–522, H66–H67
<ul style="list-style-type: none"> Explain graphs and charts within the text. 	Graphs and Charts in a Research Project, SB: 533–534; TE: 533–534