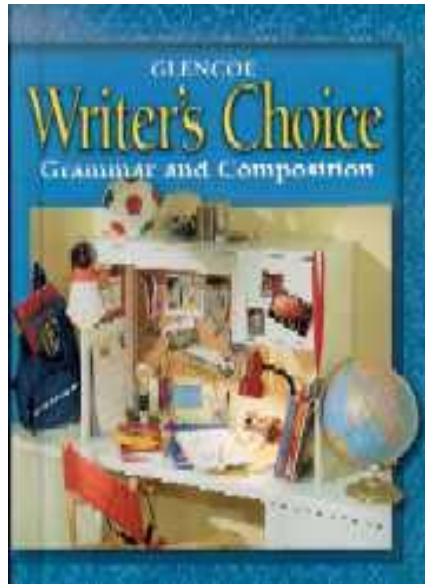


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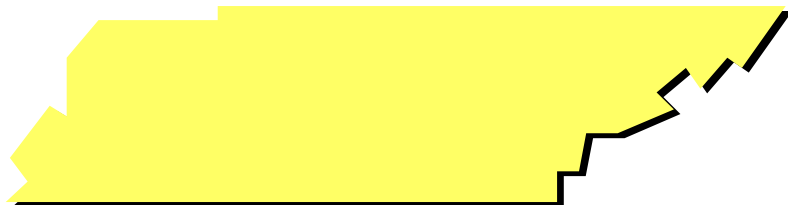
**Writer's Choice 6 ©2001**

**ISBN # 0-07-822652-X**



**correlated to**

**Tennessee Language Arts Standards,  
Learning Expectations  
and  
Student Performance Indicators  
Grade 6**



## Glencoe/McGraw-Hill Writer's Choice 6 ©2001

Reading, writing, speaking, and listening are complementary processes. *Writer's Choice* encourages total language growth through reading, writing, responding, and reflecting. The program is divided into three parts: "Composition," "Grammar, Usage, and Mechanics," and "Resources and Skills." Part one, "Composition," covers Personal Writing, Descriptive Writing, Narrative Writing, Expository Writing, Persuasive Writing, and Business and Technical Writing.

Each lesson in the Teacher's Wraparound Edition has four parts: **Focus**, **Teach**, **Assess**, and **Close**. **Focus** clearly sets the objectives with writing, thinking, listening, and speaking skills, as well as a **Motivating Activity** for the lesson. **Teach** provides varied strategies for customizing the lesson and addressing the needs of all levels of learners. **Assess** presents **Writing Activities Evaluation Rubrics** to help you critique and assess student writing. **Close** gives tips for reviewing, applying, and extending the lesson. *Writer's Choice* helps students manage the complexity of language and writing tasks by providing complete instruction in the writing process. **Writing Activities** have realistic writing prompts with a real world context. The **Troubleshooter** helps students solve nine of the most common grammar, usage, and mechanics errors. *Writer's Choice* provides all manner of student-friendly invitations and instruction for frequent writing. Every composition lesson includes a journal activity, and ends with a full page of writing activities. **Writing in the Real World** provides a variety of writing activities based on media connections, literature, and content areas. Glencoe/McGraw-Hill *Writer's Choice* also addresses the importance of cooperative learning. Writing activities often include a choice of a cooperative learning activity, with clear, step-by-step guidance. Teacher's Wraparound Editions include additional cooperative activities, such as **Pairs Check**, **Round Robin**, and **Think-Pair-Share**.

*Writer's Choice* embodies the interdependence of all the language processes. Literature is integrated into composition through literature selections and models. Grammar is integrated into composition through the **Troubleshooter** and **Grammar Links**. Composition is integrated into grammar through writing applications, and literature is integrated into grammar through selections in **Grammar Reviews**. This program also encourages the exchange of different perceptions and viewpoints by offering **Student Model** writing selections by real student writers, **Readers Respond** sections that share real student responses to literature, and **Peer Editing** components in each writing assignment.

Part two of the *Writer's Choice* program, "Grammar, Usage, and Mechanics," provides extensive practice in grammar and usage. *Writer's Choice* connects grammar and usage to students' own writing by providing **Grammar Links** in the composition units to further the integration of grammar and writing. At the end of each grammar unit, there is a review that integrates grammar, writing, and literature. Clear, manageable, two-page lessons that help students learn to talk and think about the vehicle of language.

*Writer's Choice* takes every opportunity to develop computer-proficient writers. The composition lessons suggest ways to use a computer to solve particular writing problems. **Technology Tips** in the Teacher's Wraparound Edition provide useful on-the-spot ideas for helping students write with computers. The **Electronic Resources** unit provides instruction and practice for using a variety of technological resources to develop research, communication, and word processing skills. The **Word Processing** ancillary provides additional instruction that will familiarize students with word processing and allow them to practice using technology to write.

The *Writer's Choice* Web site also provides writing prompts and other online support for student writers.

## **Assessment**

Glencoe/McGraw-Hill *Writer's Choice* offers both students and teachers multiple measures and mechanisms for assessment. The **Writing Process in Action** assignments encourage peer response and editing. There are rubrics available for student as well as teacher evaluation, which provide specific suggestions for giving students feedback. There is also an array of tests that accompany this program. Tests include both objective form and holistic forms; and the composition test includes criteria for the students' self-evaluation. **Pretests** and **Mastery Tests** cover Grammar, Usage, Mechanics, and Resources, which are available in both print form and as **Testmaker** software. Another mode of assessment is the students' writing portfolio. *Writer's Choice* helps students establish, maintain, and assess portfolios. In each **Unit Review** there are reflection and portfolio activities that provide an opportunity for students to analyze their pieces of writing and choose an appropriate selection for their portfolio. This creates an opportunity for students to use higher order thinking skills when choosing a piece of writing that matches the characteristics outlined. In the Teacher's Wraparound Edition, **Assess** presents **Writing Activities Evaluation Rubrics** to help critique and assess student writing.

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**CORRELATED TO**

**TENNESSEE LANGUAGE ARTS,  
CURRICULUM STANDARDS  
GRADE 6**

OBJECTIVES	PAGE REFERENCES
<b>Reading</b> <b>Content Standard: 1.0</b> <b>The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.</b>	
Learning Expectations:	
The student will	
1.01 Continue to develop oral language and listening skills.	SE: 11, 19, 45, 49, 61, 73, 109, 113, 121, 129, 151, 155, 159, 163, 167, 193, 197, 201, 205, 225, 233, 617–620  TWE: 11, 19, 45, 49, 61, 73, 109, 113, 121, 129, 151, 155, 159, 163, 167, 193, 197, 201, 205, 225, 233, 617–620
1.02 Develop an understanding of the concepts of print.	SE: 28–33, 82–86, 134–139, 172–177, 210–213, 242–245  TWE: 28–33, 82–86, 134–139, 172–177, 210–213, 242–245
1.03 Expand reading skills through phonemic awareness.	SE: 28–33, 82–86, 134–139, 172–177, 210–213, 242–245, 539, 540  TWE: 28–33, 82–86, 134–139, 172–177, 210–213, 242–245, 539, 540
1.04 Use decoding strategies to read unfamiliar words.	SE: 28–33, 82–86, 134–139, 172–177, 210–213, 242–245, 542–543, 544–545, 546–550  TWE: 28–33, 82–86, 134–139, 172–177, 210–213, 242–245, 542–543, 544–545, 546–550

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CURRICULUM STANDARDS  
GRADE 6**

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
1.05 Read to develop fluency, expression, accuracy, and confidence.	SE: 129, 151, 159, 163, 28–33, 82–86, 134–139, 172–177, 210–213, 242–245  TWE: 129, 151, 159, 163, 28–33, 82–86, 134–139, 172–177, 210–213, 242–245
1.06 Expand reading vocabulary.	SE: 28–33, 82–86, 134–139, 172–177, 210–213, 242–245, 542–543, 544–545, 546–550  TWE: 28–33, 82–86, 134–139, 172–177, 210–213, 242–245, 542–543, 544–545, 546–550
1.07 Employ pre-reading strategies to facilitate comprehension.	SE: 28, 82, 134, 172, 210, 242  TWE: 28, 82, 134, 172, 210, 242
1.08 Use active comprehension strategies to derive meaning while reading and to check for understanding after reading.	SE: 28–33, 34, 82–86, 87, 134–139, 140, 172–177, 178, 210–213, 214, 242–245, 246  TWE: 28–33, 34, 82–86, 87, 134–139, 140, 172–177, 178, 210–213, 214, 242–245, 246
1.09 Refine study skills and develop methods of research to enhance learning.	SE: 198–200, 201, 569–570, 571, 572, 573–575, 576–577, 577–578, 579–582, 647–650, 651–653  TWE: 198–200, 201, 569–570, 571, 572, 573–575, 576–577, 577–578, 579–582, 647–650, 651–653

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
1.10 Develop skills to facilitate reading in the content areas.	SE: 28–33, 82–86, 134–139, 172–177, 210–213, 242–245, 569–570, 573–575, 579–582  TWE: 28–33, 82–86, 134–139, 172–177, 210–213, 242–245, 569–570, 573–575, 579–582
1.11 Read independently for a variety of purposes.	SE: 28–33, 82–86, 134–139, 172–177, 210–213, 242–245  TWE: 28–33, 82–86, 134–139, 172–177, 210–213, 242–245  <i>inTIME magazine</i>
1.12 Experience and explore the elements of various literary and media genres.	SE: 28–33, 82–86, 134–139, 172–177, 210–213, 242–245, 629–634, 635–639, 4–7, 38–41, 102–105, 144–147, 182–185, 218–221  TWE: 28–33, 82–86, 134–139, 172–177, 210–213, 242–245, 629–634, 635–639, 4–7, 38–41, 102–105, 144–147, 182–185, 218–221
1.13 Develop and sustain a motivation for reading.	SE: 28–33, 82–86, 134–139, 172–177, 210–213, 242–245  TWE: 28–33, 82–86, 134–139, 172–177, 210–213, 242–245

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CURRICULUM STANDARDS  
GRADE 6**

OBJECTIVES	PAGE REFERENCES
<b>Sixth Grade Benchmarks (Reading)</b>	
Performance Indicators State	
As documented through state assessment –	
At Level 1, the student is able to	
6.1.spi.1. use knowledge of root words, affixes, syllabication and/or spelling patterns as aids in determining meaning within context.	SE: 542–543, 546–550, 564–567 TWE: 542–543, 546–550, 564–567 <i>Vocabulary and Spelling Strategies and Practice</i>
6.1.spi.2. determine whether a given statement within a passage is fact or fiction.	SE: 97, 230–232, 635–639 TWE: 97, 230–232, 635–639
6.1.spi.3. indicate sequence of events in print and non-print texts.	SE: 50, 51, 93, 154, 155, 170, 28–34, 82–87, 134–140, 172–178, 210–214, 242–246, 581–582, 645–650, 651–653 TWE: 50, 51, 93, 154, 155, 170, 171, 28–34, 82–87, 134–140, 172–178, 210–214, 242–246, 581–582, 645–650, 651–653 <i>inTIME</i> Teacher Guide p. 9
6.1.spi.4. predict future events of a passage.	SE: 28–34, 82–87, 134–140, 172–178, 210–214, 242–246 TWE: 28–34, 82–87, 134–140, 172–178, 210–214, 242–246 <i>inTIME</i> Teacher Guide 1, 4, 11
6.1.spi.5. select appropriate synonyms, antonyms, and homonyms within context.	SE: 538, 540, 552, 552, 553, 555–556, 590 TWE: 538, 540, 552, 552, 553, 555–556, 590 <i>Vocabulary and Spelling Strategies and Practice</i>

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
6.1.spi.6. use context clues, dictionaries, thesauruses, electronic sources, and glossaries as aids in determining the meanings of unfamiliar words.	SE: 536, 537, 538, 539–540, 544–545, 569, 570, 645–657, 660  TWE: 536, 537, 538, 539–540, 544–545, 569, 570, 645–657, 660  <i>Vocabulary and Spelling Strategies and Practice</i>
6.1.spi.7. select questions to clarify thinking.	SE: 28–34, 82–87, 134–140, 172–178, 210–214, 242–246  TWE: 28–34, 82–87, 134–140, 172–178, 210–214, 242–246
6.1.spi.8. use common text features to make meaning from text (i.e., newspapers and textbooks).	SE: 4–7, 38–41, 102–105, 144–147, 182–185, 218–221, 28–34, 82–87, 134–140, 172–178, 210–214, 242–246, 534–540  TWE: 4–7, 38–41, 102–105, 144–147, 182–185, 218–221, 28–34, 82–87, 134–140, 172–178, 210–214, 242–246, 534–540  <i>inTIME</i> Teacher Guide 1, 4, 6, 7, 11, 13, 15
6.1.spi.9. evaluate text for fact and opinion.	SE: 230–233, 619–620, 635–636  TWE: 230–233, 619–620, 635–636
At Level 2, the student is able to	
6.1.spi.10. recognize and use grade appropriate and/or content specific vocabulary within context.	SE: 24–27, 122–125, 130–133, 206–209, 4–7, 38–41, 102–105, 144–147, 182–185, 218–221, 28–34, 82–87, 134–140, 172–178, 210–214, 242–246  TWE: 24–27, 122–125, 130–133, 206–209, 4–7, 38–41, 102–105, 144–147, 182–185, 218–221, 28–34, 82–87, 134–140, 172–178, 210–214, 242–246

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
6.1.spi.11. locate information using available text features.	SE: 269, 274, 282, 284, 286, 534–535, 536–538, 569–570, 573–575, 647–650  TWE: 269, 274, 282, 284, 286, 534–535, 536–538, 569–570, 573–575, 647–650  <i>inTIME</i> Teacher Guide
6.1.spi.12. recognize that purpose determines text format.	SE: 24–27, 78–81, 130–132, 168–171, 206–209, 238–241, 269, 274, 282, 284, 4, 38, 102–103, 144, 182, 218–219  TWE: 24–27, 78–81, 130–132, 168–171, 206–209, 238–241, 269, 274, 282, 284, 4, 38, 102–103, 144, 182, 218–219
6.1.spi.13. analyze the effects of sound in context (i.e., onomatopoeia, alliteration, accent, rhyme, and repetition).	SE: 20–23, 158, 159  TWE: 20–23, 68, 158, 159  <i>Listening and Speaking Activities</i> 19–23, 25, 28
6.1.spi.14. choose the correct meaning of multiple meaning words in context.	SE 544–545  TWE: 538, 544–545  <i>Vocabulary and Spelling Strategies and Practice</i>
6.1.spi.15. locate and verify information to support opinions, predictions, and conclusions.	SE: 34, 87, 140, 172, 214, 246, 226–228, 229, 230–232, 233, 238–241  TWE: 34, 87, 140, 172, 214, 246, 226–228, 229, 230–232, 233, 238–241

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
6.1.spi.16. identify stated or implied cause and effect relationships.	SE: 28–34, 82–87, 134–140, 172–178, 210–214, 242–246  TWE: 28–34, 82–87, 134–140, 172–178, 210–214, 242–246
6.1.spi.17. draw inferences from selected texts.	SE: 28–34, 82–87, 134–140, 172–178, 210–214, 242–246  TWE: 28–34, 82–87, 134–140, 172–178, 210–214, 242–246
6.1.spi.18. analyze the use of similes, metaphors, personification, and hyperbole within context.	SE: 138, 28–34, 82–87, 134–140, 172–178, 210–214, 242–246, 662, 665  TWE: 138, 28–34, 82–87, 134–140, 172–178, 210–214, 242–246, 662, 665
6.1.spi.19. select sources from which to gather information on a given topic and determine their reliability.	SE: 198–200, 201, 198–200, 201, 569–570, 571, 572, 573–575, 576–577, 577–578, 579–582, 647–650, 651–653  TWE: 198–200, 201, 198–200, 201, 569–570, 571, 572, 573–575, 576–577, 577–578, 579–582, 647–650, 651–653
6.1.spi.20. distinguish among various literary genres (e.g., poetry, drama, fiction, and non-fiction).	SE: 20–23, 28–34, 82–87, 134–140, 172–178, 210–214, 242–246  TWE: 20–23, 28–34, 82–87, 134–140, 172–178, 210–214, 242–246
6.1.spi.21. determine the main ideas of a plot, their causes, how they influence future actions, and how they are resolved.	SE: 28–34, 82–87, 134–140, 172–178, 210–214, 242–246  TWE: 28–34, 82–87, 134–140, 172–178, 210–214, 242–246

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
6.1.spi.22. recognize the first person point of view in literature.	SE: 4, 16–19, 20–23, 25, 26, 82–87, 102–103, 154, 172–178  TWE: 4, 16–19, 20–23, 25, 26, 82–87, 102–103, 154, 172–178
6.1.spi.23. select an appropriate summary statement and determine whether the theme is stated or implied.	The opportunity to address this objective is available. See the following:  SE: 202–205, 28–34, 82–87, 134–140, 172–178, 210–214, 242–246  TWE: 202–205, 28–34, 82–87, 134–140, 172–178, 210–214, 242–246
At Level 3, the student is able to	
6.1.spi.24. specify a logical word choice to complete an analogy using synonyms, antonyms, categories, subcategories, whole/part, and functions.	SE: 538, 540, 552, 553, 555–556, 588–590  TWE: 538, 540, 552, 553, 555–556, 588–590
6.1.spi.25. identify patterns of rhyme and rhythm.	The opportunity to address this objective is available. See the following:  SE: 20–23  TWE: 20–23  <i>Listening and Speaking Activities 25</i>
6.1.spi.26. determine the author's purpose for writing a selection (i.e., to inform, to persuade, to entertain, to share emotions).	SE: 4–7, 38–41, 102–105, 144–147, 182–185, 218–221, 28–34, 82–87, 134–140, 172–178, 210–214, 242–246  TWE: 4–7, 38–41, 102–105, 144–147, 182–185, 218–221, 28–34, 82–87, 134–140, 172–178, 210–214, 242–246

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
6.1.spi.27. recognize common propaganda techniques (i.e. bandwagon, loaded words, and testimonials).	SE: 619–620, 638–639 TWE: 619–620, 638–639

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OBJECTIVES	PAGE REFERENCES
<b>Writing</b> <b>Content Standard: 2.0</b> <b>The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.</b>	
Learning Expectations:	
The student will	
2.01 Engage in prewriting using a variety of strategies.	SE: 25, 39, 42–43, 45, 46–48, 49, 50–52, 53, 79, 90, 92–93, 131, 169, 207, 239  TWE: 25, 39, 42–43, 45, 46–48, 49, 50–52, 53, 79, 90, 92–93, 131, 169, 207, 239
2.02 Write for a variety of audiences and purposes.	SE: 8–10, 11, 15, 19, 23, 24–27, 45, 49, 53, 57, 61, 78–81, 109, 113, 117, 121, 125, 130–133, 151, 155, 159, 163, 168–171, 193, 197, 201, 205, 206–209, 229, 233, 237, 238–241  TWE: 8–10, 11, 15, 19, 23, 24–27, 45, 49, 53, 57, 61, 78–81, 109, 113, 117, 121, 125, 130–133, 151, 155, 159, 163, 168–171, 193, 197, 201, 205, 206–209, 229, 233, 237, 238–241
2.03 Compose drafts of written works.	SE: 25–26, 54–56, 79–80, 131, 169–170, 192, 207–208, 239–240  TWE: 25–26, 54–56, 79–80, 131, 169–170, 192, 207–208, 239–240
2.04 Show evidence of and determine appropriate revisions within the written draft.	SE: 26, 58–60, 61, 62–64, 66–68, 80–81, 132, 170, 208, 240  TWE: 26, 58–60, 61, 62–64, 66–68, 80–81, 132, 170, 208, 240
2.05 Include editing before the completion of finished work.	SE: 27, 70–72, 73, 81, 133, 171, 209, 241  TWE: 27, 70–72, 73, 81, 133, 171, 209, 241

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
2.06 Evaluate own and others' writing.	SE: 4-7, 35, 38-41, 58-61, 61-64, 66-68, 88, 102-105, 141, 144-147, 179, 182-185, 215, 218-221, 247  TWE: 4-7, 35, 38-41, 58-61, 61-64, 66-68, 88, 94, 102-105, 141, 144-147, 179, 182-185, 215, 218-221, 247
2.07 Experience numerous publishing opportunities.	SE: 27, 35, 40, 44, 74-76, 77, 81, 99, 133, 141, 171, 179, 209, 215, 241, 247  TWE: 27, 35, 40, 44, 74-76, 77, 81, 99, 133, 141, 171, 179, 209, 215, 241, 247
2.08 Write in the expository mode.	SE: 186-188, 189, 190-192, 193, 194-196, 197, 198-200, 201, 206-209  TWE: 186-188, 189, 190-192, 193, 194-196, 197, 198-200, 201, 206-209
2.09 Write frequently across all content areas.	SE: 23, 35, 88, 141, 179, 215, 247  TWE: 23, 35, 88, 141, 179, 215, 247
2.10 Write expressively in order to develop an effective writing style.	SE: 23, 24-27, 78-81, 109, 130-133, 168-171, 206-209, 238-241  TWE: 23, 24-27, 78-81, 109, 130-133, 161, 168-171, 206-209, 238-241
2.11 Write in response to literature.	SE: 20-22, 34, 87, 140, 178, 202-205, 214, 246  TWE: 20-22, 34, 87, 140, 178, 202-205, 214, 246

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
2.12 Write in a variety of modes and genres.	<p>SE: 11, 23, 24–27, 78–81, 109, 117, 121, 125, 129, 130–133, 151, 159, 163, 167, 168–171, 189, 193, 197, 201, 205, 206–209, 210, 229, 233, 238–241, 273, 277, 285</p> <p>TWE: 11, 23, 24–27, 78–81, 109, 117, 121, 125, 129, 130–133, 151, 159, 163, 167, 168–171, 189, 193, 197, 201, 205, 206–209, 210, 229, 233, 238–241, 273, 277, 285</p>
2.13 Locate and analyze information to prepare written works and presentations.	<p>SE: 53, 159, 164–166, 167, 189, 201, 202–205, 229, 238–241</p> <p>TWE: 53, 159, 164–166, 167, 189, 201, 202–205, 229, 238–241</p>

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CURRICULUM STANDARDS  
GRADE 6**

OBJECTIVES	PAGE REFERENCES
<b>Sixth Grade Benchmarks (Writing)</b>	
Performance Indicators State	
As documented through state assessment –	
At Level 1, the student is able to	
6.2.spi.1. complete a graphic organizer (i.e., clustering, listing, mapping, and webbing) with information from notes for a writing selection.	SE: 46–49, 50–53, 54–57, 61, 131, 169, 190–193, 207 TWE: 46–49, 50–53, 54–57, 61, 131, 169, 190–193, 207
6.2.spi.2. select an appropriate title that reflects the topic of a written selection.	The opportunity to address this objective is available. See the following:  SE: 151, 203, 205  TWE: 151, 203, 205
6.2.spi.3. identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade).	SE: 11, 15, 19, 23, 45, 49, 53, 57, 61, 65, 69, 73, 77, 109, 113, 117, 121, 125, 129, 151, 155, 159, 163, 167, 189, 193, 197, 201, 205, 225, 229, 233, 237  TWE: 11, 15, 19, 23, 45, 49, 53, 57, 61, 65, 69, 73, 77, 109, 113, 117, 121, 125, 129, 151, 155, 159, 163, 167, 189, 193, 197, 201, 205, 225, 229, 233, 237
6.2.spi.4. identify the audience for which a text is written.	SE: 59, 97, 228, 4–7, 38–41, 80, 102–105, 144–147, 182–185, 218–221  TWE: 59, 97, 228, 4–7, 38–41, 80, 102–105, 144–147, 182–185, 218–221
6.2.spi.5. identify the most reliable sources of information for preparing a report or project.	SE: 198–200, 201, 202–204, 205, 238–241, 651  TWE: 198–200, 201, 202–204, 205, 238–241, 651

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
At Level 2, the student is able to	
6.2.spi.6. rearrange multi-paragraphed work in a logical and coherent order.	SE: 58–61, 76 TWE: 58–61, 76
6.2.spi.7. select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.	SE: 59, 64, 65, 68, 69, 120, 121, 125, 132, 141, 154, 170, 196, 197, 208, 215 TWE: 59, 64, 65, 68, 69, 120, 121, 125, 132, 141, 154, 170, 196, 197, 208, 215
6.2.spi.8. select an appropriate concluding sentence for a well-developed paragraph.	SE: 160–163, 179, 215 TWE: 160–163, 179, 215
6.2.spi.9. select the best way to combine sentences to provide syntactic variety within context.	SE: 64, 66–69, 80, 88 TWE: 64, 66–69, 80, 88
6.2.spi.10. identify sentences irrelevant to a paragraph's theme or flow.	SE: 62–64, 65, 66–69, 170 TWE: 62–64, 65, 66–69, 170
6.2.spi.11. choose the supporting sentence that best fits the context and flow of ideas in a paragraph.	SE: 62–64, 66–69, 88, 170 TWE: 62–64, 66–69, 88, 170
6.2.spi.12. supply a missing piece of information in an outline.	SE: 93, 577–578 TWE: 93, 577–578
At Level 3, the student is able to	
6.2.spi.13. select an appropriate thesis statement for a writing sample.	SE: 229, 233, 247 TWE: 229, 233, 247 <i>Research Paper and Report Writing 14, 15</i>
6.2.spi.14. rank possible research resources according to reliability.	SE: 198–200, 201, 651 TWE: 198–200, 201, 651

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
6.2.spi.15. select illustrations, descriptions, and/or facts to support key ideas.	SE: 97, 126–129, 230–233 TWE: 97, 126–129, 230–233
<b>Elements of Language Content Standard: 3.0 The student will use standard English conventions and proper spelling as appropriate to speaking and writing.</b>	
Learning Expectations:	
3.01 Demonstrate knowledge of standard English usage.	SE: 300, 301–306, 319–320, 321–324, 333–342, 343–350, 361–370, 379–386, 395–404, 415–428, 455–458, 465–471 TWE: 300, 301–306, 319–320, 321–324, 333–342, 343–350, 361–370, 379–386, 395–404, 415–428, 455–458, 465–471
3.02 Demonstrate knowledge of standard English mechanics.	SE: 297–300, 307–308, 439–444, 489–506, 517–523 TWE: 297–300, 307–308, 439–444, 489–506, 517–523
3.03 Demonstrate knowledge of standard English spelling.	SE: 559, 560, 557–562 TWE: 559, 560, 557–562
3.04 Demonstrate knowledge of correct sentence structure.	SE: 296–308, 465–471, 517–523 TWE: 296–308, 465–471, 517–523

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OBJECTIVES	PAGE REFERENCES
<b>Sixth Grade Benchmarks (Elements of Language)</b>	
Performance Indicators State	
As documented through state assessment –	
At Level 1, the student is able to	
6.3.spi.1. recognize usage errors occurring within context (e.g., double negatives, troublesome words: to, too, two; their, there, they're; lie, lay; sit, set).	SE: 403–404, 410, 455–458, 459–462, 463, 555–556 TWE: 403–404, 410, 455–458, 459–462, 463, 555–556
6.3.spi.2. identify the correct spelling of plurals and possessives.	SE: 321–322, 323–324, 325–330 TWE: 321–322, 323–324, 325–330
6.3.spi.3. identify sentences with correct subject-verb agreement (person/number) within context.	SE: 439–440, 441–442, 443–444, 445–452, 453 TWE: 439–440, 441–442, 443–444, 445–452, 453
At Level 2, the student is able to	
6.3.spi.4. identify the correct use of nouns (i.e., common/proper, singular/plural, possessives), pronouns (i.e., agreement, subject, object), verbs (i.e., action/linking, regular/irregular, agreement), adjectives (i.e., common/proper, comparative forms), and adverbs (i.e., comparative forms) within context.	SE: 319–324, 325–330, 331, 333–350, 351–358, 359, 361–370, 371–376, 377, 379–386, 387–392, 393, 395–404, 405–412, 413, 415–428 TWE: 319–324, 325–330, 331, 333–350, 351–358, 359, 361–370, 371–376, 377, 379–386, 387–392, 393, 395–404, 405–412, 413, 415–428
6.3.spi.5. identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, and interrupters) within context.	SE: 491–492, 493–494, 495–496, 507, 508, 511, 515 TWE: 491–492, 493–494, 495–496, 507, 508, 511, 515

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
6.3.spi.6. choose the correct use of quotation marks and commas (i.e., in direct quotations, with explanatory material within the quote, proper use with end marks).	SE: 499–500, 507, 509, 512, 515 TWE: 499–500, 507, 509, 512, 515
6.3.spi.7. identify correctly and incorrectly spelled words in context.	SE: 554, 555–556, 557–560, 561–563, 564, 565–567 TWE: 554, 555–556, 557–560, 561–563, 564, 565–567
6.3.spi.8. identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases and/or clauses).	SE: 497–498, 517–518, 519–520, 521–523 TWE: 497–498, 517–518, 519–520, 521–523
6.3.spi.9. choose the most appropriate interjection to complete a sentence.	SE: 427–428, 434, 436 TWE: 427–428, 434, 436
6.3.spi.10. identify the correct use of colons (i.e., in business letters, preceding a list of items) within context.	SE: 497–498, 509, 511 TWE: 497–498, 509, 511
At Level 3, the student is able to	
6.3.spi.11. identify the correct use of prepositions and prepositional phrases within context.	SE: 415–416, 417–418, 419–420, 421–422, 423–424, 429, 430–436, 437 TWE: 415–416, 417–418, 419–420, 421–422, 423–424, 429, 430–436, 437
6.3.spi.12. identify the correct use of conjunctions (i.e., coordinating and subordinating) within context.	SE: 425–426, 429, 433–436, 437 TWE: 425–426, 429, 433–436, 437

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
6.3.spi.13. select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, and periods to join or separate elements) within context.	SE: 252–253, 307 TWE: 252–253, 307

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