

GLENCOE CORRELATION
WRITER'S CHOICE: GRAMMAR AND COMPOSITION GRADE 6 © 2001
UTAH
Language Arts - 4060 - Sixth Grade

Core Standards of the Course

OBJECTIVES	PAGE REFERENCES
TOPIC: Reading	
STANDARD: 4060 - 01 Students use prior knowledge to make predictions, comprehend new information, and construct meaning.	
4060-0101 Make connections between personal experience and print. <ul style="list-style-type: none"> ○ Assimilate new ideas introduced through pictures and print. ○ Relate new ideas to existing knowledge. ○ Create mental images from pictures and print. ○ Use illustrations and graphic organizers to access prior knowledge. ○ Generate questions and find relevant information from reading. ○ Discuss ideas related to the text before, during, and after reading. ○ Synthesize thoughts through discussions, note taking, writings, drawings, and projects. 	SE: 20-22, 166, 190-192, 573-575, 579-582, 636 <i>Linking Writing and Literature</i> 34, 178 TWE: MA 172 VR 581
4060-0102 Anticipate the flow of events or information. <ul style="list-style-type: none"> ○ Predict events in a reasonable sequence. ○ Use formats, ideas, plots, and elements from previous reading to make predictions. 	SE: 154, 196 TWE: MIN 52 Te 51, 137, 138 CC 138 CL 146
4060-0103 Verify predictions as the reading continues. <ul style="list-style-type: none"> ○ Use multiple sources to verify/confirm predictions. ○ Change predictions to fit additional information from the reading. ○ Make new predictions as information is added. 	SE: 534-535, 635, 651

OBJECTIVES	PAGE REFERENCES
STANDARD: 4060 – 02 Students comprehend and critically evaluate text as they read for different purposes.	
4060-0201 Use a variety of strategies to comprehend text. <ul style="list-style-type: none"> ○ Use context clues to determine the meaning of unfamiliar words. ○ Reread to check comprehension. ○ Use text and illustrations to adjust and confirm meaning. ○ Ask questions to check comprehension and explore ideas. ○ Retell in own words to make sense. ○ Select strategies appropriate to the purpose for reading and type of text (e.g., skimming, analytical reading, recreational reading). ○ Use multiple sources to broaden understanding of concepts. ○ Take notes to paraphrase or summarize information. ○ Use resources (e.g., dictionary, computer) to verify and confirm meaning. 	SE: 536-540, 544-545, 547-550, 573-575, 576-577, 635 <i>Prewriting Tip</i> 165 TWE: Te 90 EL 545 MIN 548
4060-0202 Develop an interpretation of text. <ul style="list-style-type: none"> ○ Recognize the relationship between development of the plot and changes in other story elements (e.g., character, plot, setting, solution/resolution). ○ Identify main and supporting ideas in informational text. ○ Use print and other text features (e.g., graphs, captions, illustrations, headings) to anticipate and confirm the ongoing meaning. ○ Make connections between information in text and historical/current events. ○ Make inferences and draw reasonable conclusions. ○ Identify cause/effect or problems/solution in text. 	SE: 145-146, 203-204, 569-570 <i>Examining Writing in the Real World</i> 41, 185 TWE: CC 138 CT 97 RWC 575 Te 90 WRW 136

OBJECTIVES	PAGE REFERENCES
<p>4060-0203 Critically evaluate text.</p> <ul style="list-style-type: none"> ○ Discriminate between fact, fiction, and opinion. ○ Form opinions about the quality of text (e.g., setting, character development, sequence, language use, format). ○ Compare and contrast within and between texts (e.g. facts, characters, time frame, setting, author's purpose, quality of writing). ○ Select and record relevant information for note taking, outlining, discussion, note taking, or a follow-up task. ○ Judge the accuracy of the text (e.g., author's qualifications, author's sources, date of publication). ○ Use personal experience to interpret and validate text. ○ Understand different points of view. 	<p>SE: 22, 190-192, 231, 619, 651 <i>Writing Activities</i> 193</p> <p>TWE: RLC 643 Te 166, 224 EE 232</p>
<p>4060-0204 Use organizational features of books and related resources.</p> <ul style="list-style-type: none"> ○ Use alphabetical and numerical ordering to locate information (e.g., table of contents, index, dictionary, encyclopedia, telephone book). ○ Use headings, side-headings, and sub-headings to locate specific information or to prepare to read. ○ Use dictionary definitions to aid comprehension. ○ Use the table of contents or index to locate specific information. ○ Select the appropriate resource for the task (e.g., dictionary for word meaning, encyclopedia for concept information). ○ Interpret the significance of print variations (e.g., italics, bold face, underlining). 	<p>SE: 534-535, 536-540, 569-570, 579-582, 656-657 <i>Write a Report</i> 201</p> <p>TWE: MIN 540 LS 535 Te 537 RWC 575</p>

OBJECTIVES	PAGE REFERENCES
STANDARD: 4060 – 03 Students use a variety of cueing systems to determine word pronunciation, meaning, and language structure.	
4060-0301 Use cueing systems to monitor and guide comprehension of text. <ul style="list-style-type: none"> ○ Use graphophonic cues to automatically and accurately identify and pronounce words. ○ Use self-correction strategies when the meaning of a word or passage is not clear (e.g., read on, reread, try an alternate pronunciation, try an alternate word, ask questions, use resources). ○ Recognize words that signal transitions to determine sequence and its contribution to the meaning of a text (e.g., as a result, that is, i.e., e.g.). ○ Recognize how text structure contributes to the overall meaning (e.g., capitalization, commas--alone and in a series, apostrophes--plurals and possessives, double and single quotation marks, paragraph indentation, abbreviations). 	SE: 120, 196, 536-540, 544-545, 547-550 <i>Writing Application</i> 515 <i>Wordworks</i> 551 TWE: Te 119, 154 MIN 496
4060-0302 Continue to develop a reading vocabulary (i.e., pronounce and understand new words). <ul style="list-style-type: none"> ○ Determine contextually appropriate meanings of multiple meaning words (e.g., steer, patch), homonyms (e.g., there, their, they're), synonyms (e.g., wide, broad), and antonyms (e.g., together, separate). ○ Determine meaning of new words. ○ Associate words with new concepts across the curriculum (e.g., astronomy, microbe, sound frequency). ○ Interpret imperatives (e.g., lively, livelier, liveliest) and superlatives (e.g., unkind, cruel, vicious). 	SE: 383-386, 399, 544-545, 552-553, 555-556 <i>Grammar Review</i> 387 <i>Wordworks</i> 554 TWE: Te 556 EL 400, 545
STANDARD: 4060 – 04 Students develop independence in reading.	
4060-0401 Read frequently in and out of school. <ul style="list-style-type: none"> ○ Read a variety of genres across different topics. ○ Reread familiar materials. ○ Study an author's craft by reading several books by the same author. ○ Build a personal reading vocabulary by encountering words from the environment and in varied contexts. ○ Read materials at an increasingly higher level. 	SE: 20-22, 28-34, 82-86, 134-139, 164-166, 172-177, 242-245, 574 TWE: AA 134 CC 246

OBJECTIVES	PAGE REFERENCES
<p>4060-0402 Demonstrate reading fluency.</p> <ul style="list-style-type: none"> ○ Read in meaningful phrases. ○ Preserve phrasing and syntax of the author to convey meaning. ○ Use punctuation as a cue for pausing and characterization. ○ Read with expression, interjecting a sense of feeling, anticipation, or characterization. ○ Read aloud fluently. 	<p>SE: 625-627 <i>Listening and Speaking</i> 155, 159, 163 <i>Writing Application</i> 515</p> <p>TWE: MIN 492, 496 Te 626</p>
<p>STANDARD: 4060 – 05 Students, teachers, and parents read together to create shared meaning from print.</p>	
<p>4060-0501 Value reading as an important part of their lives.</p> <ul style="list-style-type: none"> ○ Share various literary genre (e.g., reference materials, chapter books, magazines, newspapers). ○ Appreciate cultural contributions and artistic expressions. ○ Use appropriate strategies to refine meaning (e.g., summarize main points, make predictions, ask questions, retell events or points of information). ○ Choose to read outside of school. ○ Seek opportunities to share ideas from reading. ○ Refine reading skills and develop positive attitudes. ○ Talk about books and authors in and out of the classroom. ○ Share reading strategies. 	<p>SE: 203-204 <i>Listening and Speaking</i> 45, 205 <i>Cross-Curricular Activity</i> 189 <i>Linking Writing and Literature</i> 246</p> <p>TWE: Te 90 RWC 32 AA 134, 242 CC 246</p>
<p>4060-0502 Participate in a print-rich environment.</p> <ul style="list-style-type: none"> ○ Reread and retell favorite stories with friends and/or family members. ○ Participate in a variety of language activities (e.g., correspondence, family histories, following printed directions, choral reading, readers' theater). ○ Support opinions with information from text. 	<p>SE: 8-10, 16-18, 625-627, 654-655 <i>Listening and Speaking</i> 155, 159, 163 <i>TIME Facing the Blank Page</i> 99 <i>Linking Writing and Literature</i> 34</p> <p>TWE: Te 626, 655</p>

OBJECTIVES	PAGE REFERENCES
TOPIC: Writing	
STANDARD: 4060 – 06	
Students use concepts and conventions of print to create text.	
4060-0601 Write in a variety of formats for different purposes. <ul style="list-style-type: none"> ○ Recognize formats and purposes of print (e.g., stories, correspondence, directions, reports). ○ Make connections between words and the ideas they convey in context. ○ Write narrative using elements and sequence appropriately (e.g., character, setting, beginning, middle, end). ○ Write informational text using logical organization (e.g., main and supporting ideas, sequence, elaboration). ○ Use literature as a foundation for writing. 	SE: 20-22, 74-75, 152-154, 160-162, 164-166, 186-189, 194-196, 202-204, 282-285 TWE: MIN 196
4060-0602 Build a spelling vocabulary for writing. <ul style="list-style-type: none"> ○ Spell high frequency words correctly. ○ Use spelling patterns to spell new words. ○ Approximate the spelling of unknown words. ○ Write legibly in manuscript and cursive. ○ Use spelling resources (e.g., class lists, dictionaries, charts, classmates). ○ Identify and correct misspelled words. 	SE: 241, 539, 557-563, 565-567 <i>Listening and Speaking</i> 61 TWE: Te 558, 562, 566 MIN 562 EL 566
4060-0603 Recognize and construct sentences. <ul style="list-style-type: none"> ○ Construct sentences using basic sentence patterns (e.g., noun/verb, noun/verb/object). ○ Combine sentences using varied sentence patterns. ○ Substitute meaningful words in a given sentence pattern. ○ Apply the conventions of capitalization (e.g., sentence beginning, proper nouns, titles). ○ Choose end punctuation to fit the sentence purpose (e.g., period, question mark). 	SE: 266, 307-316, 472-486, 489-490, 517, 519-520 <i>Writing Application</i> 317, 487 TWE: EL 520 EE 538
4060-0604 Make effective word choices that convey the intended meaning. <ul style="list-style-type: none"> ○ Use context to determine correct homonyms. ○ Identify and correct errors in usage (e.g., verb/noun agreement, proper form of pronouns, comparatives). ○ Use language appropriate to the subject and audience. ○ Demonstrate effective use of resources (e.g., dictionary, peers, adults). 	SE: 228, 254-257, 321, 399-400, 438-452, 555-556 <i>Writing Application</i> 453 <i>TIME Facing the Blank Page</i> 97 <i>Grammar Link</i> 15 TWE: MIN 440

OBJECTIVES	PAGE REFERENCES
STANDARD: 4060 – 07 Students use process strategies to create text.	
4060-0701 Use informal writing to facilitate learning across the curriculum. <ul style="list-style-type: none"> ○ Record reactions and observations before, during, and after learning activities (e.g., science experiments, field trips, literature study). ○ Write questions in a subject area to guide further inquiry. ○ Explain concepts and/or procedures for different audiences. ○ Record self-evaluations in specific subject areas. ○ Take notes. ○ Create graphic organizers (e.g., webs, outlines, story maps). 	SE: 8-10, 48, 110-112, 164-166, 186-188, 194-196, 574-575, 576-578 TWE: Te 52
4060-0702 Prepare to write. <ul style="list-style-type: none"> ○ Select a topic. ○ Rehearse ideas alone, with peers, and/or with an adult. ○ Create webs, story maps, or other graphic organizers. ○ Write to get ideas on paper. ○ Write in a variety of forms (e.g., persuasive essay, letter, personal narrative, story, picture book, poem, research report). ○ Use background knowledge and/or print/technological resources. 	SE: 43, 46-48, 50-52, 191 <i>TIME Facing the Blank Page 92-93</i> <i>Writing Process in Action 25, 131, 169</i> TWE: Te 25, 43
4060-0703 Create a working draft. <ul style="list-style-type: none"> ○ Create and organize ideas on paper. ○ Follow patterns from literature and apply techniques demonstrated by authors. ○ Use technology when available and appropriate. 	SE: 43, 54-56, 112, 124 <i>TIME Facing the Blank Page 94-95</i> <i>Writing Process in Action 79-80</i> <i>Write a Draft 57</i> <i>Using Computers 19, 61</i> TWE: Te 93
4060-0704 Revise working drafts. <ul style="list-style-type: none"> ○ Revise text with assistance. ○ Add words, sentences, and details to complete a piece of writing. ○ Reread draft to check for meaning. ○ Determine when a piece is complete. ○ Use technology when available and appropriate. 	SE: 59 <i>Writing Process in Action 80, 132, 170, 208</i> <i>Using Computers 73, 229</i> <i>Revising Tip 153</i> <i>Listening and Speaking 163</i> TWE: Te 240

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<p>4060-0705 Publish selected pieces.</p> <ul style="list-style-type: none"> ○ Proofread and correct errors. ○ Demonstrate awareness of page format features (e.g., margins, indentation, title page, table of contents). ○ Select the format for the finished product. ○ Use legible handwriting or technology to produce final copy. ○ Incorporate relevant illustrations, photos, charts, and graphs when appropriate. ○ Share the finished product with the intended audience. 	<p>SE: 74-76, 241, 277, 290-293, 579-582 <i>Writing Process in Action</i> 27, 81 <i>Using Computers</i> 163 <i>Present Your Work</i> 77 <i>Listening and Speaking</i> 61</p>
<p>STANDARD: 4060 – 08 Students use technology to facilitate writing.</p>	
<p>4060-0801 Locate information using a variety of sources.</p> <ul style="list-style-type: none"> ○ Identify, select, and prioritize potential information sources. ○ Communicate with others via computer. ○ Interpret and organize information. 	<p>SE: 199, 532, 651, 654-655, 656-657 <i>Using Computers</i> 61, 229 TWE: Te 44, 98 JWT 199</p>
<p>4060-0802 Arrange and format text with the word processor.</p> <ul style="list-style-type: none"> ○ Edit the text to eliminate irrelevant information. ○ Combine visual text to create multi-media presentations. 	<p>SE: 277, 290-293 <i>Using Computers</i> 61, 163 <i>Technology Tip</i> 276, 285, 292 TWE: Te 44, 93 TT 96</p>
<p>STANDARD: 4060 – 09 Students, teachers, and parents write and respond together.</p>	
<p>4060-0901 Write collaboratively on a selected topic.</p> <ul style="list-style-type: none"> ○ Generate a topic together. ○ Make new and productive connections between their own ideas and those of others. ○ Evaluate the quality of ideas. ○ Review, revise, and edit together. ○ Balance personal and group needs. ○ Reach consensus on a final document. ○ Publish the finished product. 	<p>SE: <i>Viewing and Representing</i> 69 <i>Listening and Speaking</i> 49, 151, 193, 205 <i>Cross-Curricular Activity</i> 233 TWE: Te 26, 59 CL 90 MIN 270</p>
<p>4060-0902 Respond to the writing of others.</p> <ul style="list-style-type: none"> ○ Listen to the writing of others. ○ Make comments and ask questions. ○ Respond to the writer's questions. ○ Evaluate the appropriateness for the intended audience. ○ Respect personal and group comments. ○ Share writing strategies. 	<p>SE: <i>Listening and Speaking</i> 73, 121, 151, 163 TWE: Te 59, 80, 200 MIN 60 LS 96 CT 97</p>

OBJECTIVES	PAGE REFERENCES
TOPIC: Speaking and Listening	
STANDARD: 4060 – 10	
Students develop oral language to communicate effectively for various purposes and audiences.	
<p>4060-1001 Learn as they talk to explore ideas.</p> <ul style="list-style-type: none"> ○ Participate in discussions in a variety of settings (e.g., content area discussion groups, peer conferences, whole group interactions). ○ Relate new experiences to prior experiences. ○ Ask for clarification and explanation of words and ideas. ○ Clarify ideas, express opinions, and ask relevant questions. ○ Follow implicit rules for conversation (i.e., taking turns and staying on topic). ○ Tell and retell stories and events in logical order. ○ Paraphrase information from oral or written communication. ○ Use supporting evidence. ○ Use a primary language when it provides greater facility to explore ideas that may later be expressed in standard English. 	<p>SE: 622-623 <i>Listening and Speaking</i> 73, 155, 159, 225, 233 <i>Viewing and Representing</i> 237 <i>Speaking and Listening</i> 167</p> <p>TWE: Te 622</p>
<p>4060-1002 Use oral language to present information.</p> <ul style="list-style-type: none"> ○ Use oral language for different purposes (e.g., to inform, persuade, entertain). ○ Use effective volume, eye contact, pacing, phrasing, pitch, and enunciation. ○ Use information, examples, and vocabulary appropriate to the topic and audience. ○ Begin to recognize what information an audience needs. ○ Organize ideas sequentially or around major points of information. ○ Develop accuracy and precision in language use. ○ Use correct grammatical structure (e.g., verb tense, pronoun reference, word order) in oral communication. ○ Recognize and correct double negatives. ○ Present a self-generated report demonstrating organization, sequence, clarity, and accuracy. ○ Incorporate visual aids/technology/demonstration to support oral presentation. ○ Use writing to prepare a speech or oral report. ○ Use supporting evidence to validate a position. 	<p>SE: 75, 290-293, 621-623, 624-627 <i>Listening and Speaking</i> 11, 19, 201</p> <p>TWE: Te 44, 76 MIN 618</p>

OBJECTIVES	PAGE REFERENCES
<p>4060-1003 Use speech for language enrichment.</p> <ul style="list-style-type: none"> ○ Participate in literature response, book shares, story retellings, and choral readings. ○ Create and participate in oral dramatic activities. ○ Dramatize stories in a variety of formats. ○ Recite short poems, rhymes, songs, and stories. ○ Improvise in response to pictures, music, and stories. ○ Share stories or information orally with an audience. 	<p>SE: 625-627 <i>Cross-Curricular Activity</i> 155, 225 <i>Listening and Speaking</i> 129, 151, 155, 159 <i>Viewing and Representing</i> 117</p> <p>TWE: Te 626</p>
<p>4060-1004 Build a speaking vocabulary.</p> <ul style="list-style-type: none"> ○ Use precise language in descriptions and explanations. ○ Determine the meaning of words not understood. ○ Use words that reflect a growing range of interest and knowledge. ○ Clarify and explain words and ideas. ○ Identify and use synonyms and antonyms. ○ Use figurative language to clarify and enhance oral communication. ○ Determine connotative and idiomatic meanings. 	<p>SE: 552-553, 617-618</p> <p>TWE: B 552 Te 552 PA 553 C 553 TT 553</p>
<p>4060-1005 Analyze oral participation in small group discussion.</p> <ul style="list-style-type: none"> ○ Communicate as a leader and contributor. ○ Summarize and evaluate group activities. ○ Evaluate the effectiveness of participant interactions. 	<p>SE: 622-623 <i>Listening and Speaking</i> 121, 225</p> <p>TWE: Te 622 C 293</p>
<p>STANDARD: 4060 – 11 Students develop language and acquire information through listening.</p>	
<p>4060-1101 Listen actively.</p> <ul style="list-style-type: none"> ○ Listen and respond in conversation. ○ Listen, draw conclusions, and share responses in subject- related group discussions. ○ Recognize and respond to varied uses of language (e.g., imagery, alliteration, metaphors). ○ Recognize and respond to various language genre (e.g., humor, persuasion, information). ○ Listen for a specific purpose (e.g., retell a story, follow directions, share information). ○ Differentiate fact, opinion, and inference. 	<p>SE: 617-618 <i>Listening and Speaking</i> 109, 121, 197, 225, 233</p> <p>TWE: Te 232, 617, 618 RLC 643</p>

OBJECTIVES	PAGE REFERENCES
<p>4060-1102 Construct meaning from what they hear.</p> <ul style="list-style-type: none"> ○ Relate what they hear to what they know. ○ Make and verify predictions as they continue to listen. ○ Restate information to confirm meaning. ○ Recognize different perspectives. ○ Give appropriate feedback and questions for the speaker. ○ Develop independent interpretive skills in noninteractive situations (e.g., assemblies, visual media, formal presentations). ○ Take notes on information given orally. ○ Evaluate and apply information gained through listening. 	<p>SE: 617-618 <i>Listening and Speaking</i> 45, 109, 121, 129, 163</p> <p>TWE: Te 618 PA 620</p>
<p>4060-1103 Respond as they listen to stories and informational books.</p> <ul style="list-style-type: none"> ○ Attend to what is being read. ○ Reflect on what is read and relate it to personal experience. ○ Anticipate the flow of events. ○ Recognize story elements (e.g., setting, character, plot). ○ Recognize textual organization (e.g., main ideas and detail, cause and effect, comparison and contrast, sequence of events). ○ Distinguish between fiction and nonfiction. 	<p>SE: 627 <i>Listening and Speaking</i> 109, 159</p>
<p>STANDARD: 4060 – 12 Students, teachers, and parents use speaking and listening to explore, clarify, and understand ideas in different settings.</p>	
<p>4060-1201 Build upon the language skills developed in the family, school, and community.</p> <ul style="list-style-type: none"> ○ Respect cultural and ethnic differences. ○ Be responsible in communicating with others. ○ Put information together in unique ways. ○ Ask and answer questions. ○ Listen and respond to peers and adults. ○ Apply knowledge and information to new situations. ○ Participate in groups to generate ideas and solve problems. 	<p>SE: 617, 622-623 <i>Listening and Speaking</i> 45, 49, 73, 109, 205</p> <p>TWE: C 620 Te 622 MIN 618</p>

OBJECTIVES	PAGE REFERENCES
<p>4060-1202 Participate in a language-rich environment created by students, teachers, and parents.</p> <ul style="list-style-type: none"> ○ Talk to develop concepts, understand processes, and share family stories. ○ Acquire connotative and idiomatic meanings and new vocabulary. ○ Converse with people of different ages and cultures. ○ Listen interactively to a variety of language experiences (e.g., poetry, informational writing, chapter books, editorials). ○ Listen to stories about diverse groups and cultures. 	<p>SE: 622-623 <i>Listening and Speaking</i> 45, 73, 233 <i>Cross-Curricular Activity</i> 155 <i>Viewing and Representing</i> 77</p> <p>TWE: CL 146 CC 133 MIN 162, 618</p>

Codes Used for TWE Pages

AA	About the Author
B	Bellringer
C	Close
CC	Cultural Connections
CL	Cooperative Learning
CT	Critical Thinking
EE	Enrichment and Extension
EL	Exploring Language
JWT	Journal Writing Tip
LS	Listening and Speaking
MA	Motivating Activity
MIN	Meeting Individual Needs
PA	Practice and Assess
RLC	Real Life Connection
RWC	Real World Connection
Te	Teach
TT	Technology Tip
VR	Viewing and Representing
WRW	Writing in the Real World