

**GLENCOE CORRELATION**  
**WRITER'S CHOICE: GRAMMAR AND COMPOSITION GRADE 7 © 2001**  
**UTAH**  
**Language Arts - 4070 - Seventh Grade**

**Core Standards of the Course**

OBJECTIVES	PAGE REFERENCES
<b>TOPIC: Reading</b>	
<b>STANDARD: 4070 – 01</b> <b>Students use comprehension strategies before reading.</b>	
<b>4070-0101</b> Establish a purpose prior to reading a text selection. <ul style="list-style-type: none"> <li>○ Read to learn.</li> <li>○ Read for enjoyment.</li> <li>○ Read to gather information for decision making.</li> <li>○ Read to perform a task.</li> </ul>	SE: 25, 180, 240, 242, 694-695, 697 <i>Cross-Curricular Activity</i> 137 <i>Writing in the Real World</i> 141 TWE: F 32 C 688
<b>4070-0102</b> Preview the text. <ul style="list-style-type: none"> <li>○ Identify the author's purpose.</li> <li>○ Skim the text for general understanding.</li> <li>○ Scan for specific information.</li> <li>○ Determine text format by noting key features, e.g., headlines, captions, bold print.</li> <li>○ Choose strategies to suit identified purpose, e.g., functional, informational, literary.</li> </ul>	SE: 685-686, 687, 694 <i>Writing in the Real World</i> 141 TWE: Te 43, 111, 687 MIN 254
<b>4070-0103</b> Activate and build upon prior knowledge. <ul style="list-style-type: none"> <li>○ Access and review prior knowledge of content.</li> <li>○ Build interest or understanding by relating prior knowledge to the main topic.</li> </ul>	SE: 135-136 TWE: Te 5
<b>STANDARD: 4070 – 02</b> <b>Students use comprehension strategies during reading to actively construct the meaning of text.</b>	
<b>4070-0201</b> Make text-to-text, text-to-self, and text-to-world connections. <ul style="list-style-type: none"> <li>○ Relate text to other relevant texts.</li> <li>○ Relate text to life situations and experiences.</li> <li>○ Relate text to an event or issue in the world.</li> <li>○ Use text connections to create mental images spontaneously and purposefully.</li> </ul>	SE: 134-136, 242 <i>Writing Activities</i> 243 TWE: Te 44, 242 WRW 93

OBJECTIVES	PAGE REFERENCES
<p><b>4070-0202</b> Simultaneously and strategically use cueing systems to establish the meaning of unfamiliar words or phrases.</p> <ul style="list-style-type: none"> <li>○ Use context clues to determine the meaning of unfamiliar words (semantic cueing system).</li> <li>○ Use sentence structure to determine the meaning of unfamiliar words (syntactic cueing system).</li> <li>○ Use letter sound correspondence to determine the pronunciation of unfamiliar words (graphophonic cueing system).</li> </ul>	<p>SE: 658-659, 713 <i>Wordworks</i> 665 TWE: MIN 659 Te 209, 210, 249</p>
<p><b>4070-0203</b> Build vocabulary by using a variety of strategies.</p> <ul style="list-style-type: none"> <li>○ Determine word meaning through studies of root, prefix, suffix, and inflectional endings.</li> <li>○ Associate terminology with concepts, e.g., the definition of “democracy” vs. the concept of “democracy.”</li> <li>○ Clarify word meanings using references, e.g., dictionary, thesaurus, glossary.</li> </ul>	<p>SE: 647-649, 650-652, 661-664 <i>Wordworks</i> 665 TWE: MIN 136, 254 Te 253, 292</p>
<p><b>4070-0204</b> Use comprehension strategies to deepen and broaden understanding of text.</p> <ul style="list-style-type: none"> <li>○ Generate literal, interpretive, and applied questions during reading.</li> <li>○ Construct meaning in reading by flexibly and consciously using the cueing systems, e.g., graphophonic, semantic, syntactic.</li> <li>○ Make inferences by using prior knowledge and by locating and putting together information from two or more places in text.</li> <li>○ Identify or construct the main idea or theme and distinguish it from detail in text.</li> <li>○ Summarize in own words.</li> <li>○ Form predictions and confirm, revise, or reject them while reading.</li> </ul>	<p>SE: 333-336, 661-664, 713 <i>Wordworks</i> 665 TWE: WRW 334 JWT 241 EE 148 Te 209, 210, 249</p>
<p><b>4070-0205</b> Monitor own comprehension.</p> <ul style="list-style-type: none"> <li>○ Think of examples.</li> <li>○ Create visual images.</li> <li>○ Connect information.</li> <li>○ Summarize in own words.</li> <li>○ Use self-questioning to construct meaning.</li> <li>○ Identify the impact that the reading environment has on reading.</li> <li>○ Check periodically for comprehension.</li> </ul>	<p>SE: 689-690, 694-695 TWE: EE 695 VR 98</p>

OBJECTIVES	PAGE REFERENCES
<p><b>4070-0206</b> Apply additional strategies when understanding breaks down.</p> <ul style="list-style-type: none"> <li>○ Skip the word or phrase and read on.</li> <li>○ Read ahead.</li> <li>○ Re-read to clarify information.</li> <li>○ Consult outside sources, e.g., people, reference materials, the Internet.</li> </ul>	<p>SE: 647-649, 650-652, 688 TWE: MIN 254, 659 Te 253</p>
<p><b>STANDARD: 4070 – 03</b> <b>Students use comprehension strategies after reading to reflect on, consolidate, and extend meaning.</b></p>	
<p><b>4070-0301</b> Summarize and/or synthesize important information from text.</p> <ul style="list-style-type: none"> <li>○ Create a graphic representation, e.g., web, diagram, picture, flowchart.</li> <li>○ Write a response.</li> <li>○ Discuss or debate important information.</li> <li>○ Confirm, revise, or reject predictions.</li> <li>○ Share responses to text, e.g., small group and whole class discussions, book clubs, visual presentations, written response, multimedia.</li> <li>○ Connect the text to another text, to a situation in life, and/or to an event or issue in the world.</li> </ul>	<p>SE: 25, 136, 181-182, 333-336, 689-690 <i>Linking Writing and Literature</i> 95 <i>Writing Activities</i> 183 TWE: EE 38 WRW 334 Te 205</p>
<p><b>STANDARD: 4070 – 04</b> <b>Students demonstrate independence in reading.</b></p>	
<p><b>4070-0401</b> Read increasingly demanding texts with fluency and understanding.</p> <ul style="list-style-type: none"> <li>○ Read widely and consistently, e.g. at least 1 hour per night from school assignments and recreational interests.</li> <li>○ Adjust reading rate to purpose and text difficulty.</li> <li>○ Create mental images spontaneously and purposefully.</li> </ul>	<p>SE: 687-688, 694-695 <i>Linking Writing and Literature</i> 148 TWE: MIN 226</p>
<p><b>4070-0402</b> Demonstrate competency in reading self-selected texts.</p> <ul style="list-style-type: none"> <li>○ Determine when and where to use comprehension strategies before, during, and after reading.</li> <li>○ Read independently for a variety of purposes, e.g., to enjoy, gather information, answer questions, accomplish a task.</li> <li>○ Select and evaluate texts according to personal criteria.</li> <li>○ Share responses to text, e.g., small group and whole class discussions, book clubs, visual presentations, written response, multimedia.</li> </ul>	<p>SE: 687-688, 689-690 <i>Listening and Speaking</i> 137 <i>Cross-Curricular Activity</i> 61 TWE: C 155 EE 182 Te 44, 94, 182 WRW 141</p>

OBJECTIVES	PAGE REFERENCES
<b>STANDARD: 4070 – 05</b> <b>Students read functional, informational, and literary texts from different periods, cultures, and genres.</b>	
<b>4070-0501</b> Demonstrate competency in reading and interpreting FUNCTIONAL text. <ul style="list-style-type: none"> <li>○ Use comprehension strategies before, during, and after reading a functional text, e.g., directions, instruction manuals, a course syllabus, test instructions.</li> <li>○ Preview the text by skimming and noting key features.</li> <li>○ Scan for relevant information.</li> <li>○ Confirm ongoing meaning by using print and other text features, e.g., graphs, captions, illustrations, models, diagrams, tables.</li> </ul>	SE: 687-688 TWE: Te 214
<b>4070-0502</b> Demonstrate competency in reading and interpreting INFORMATIONAL text. <ul style="list-style-type: none"> <li>○ Use comprehension strategies before, during, and after reading informational text, e.g., school textbooks, essays, reference materials, magazines, newspapers.</li> <li>○ Preview the text by skimming and noting key features, e.g., headings, sub headings, other visual information.</li> <li>○ Identify and use the organization of a text to locate, recall, construct, and predict important information, e.g., comparison/contrast, cause/effect, question/answer, problem/solution, description, chronology, process.</li> <li>○ Scan for relevant information.</li> <li>○ Determine the accuracy, validity, and reliability of information.</li> <li>○ Use information gained to create and share responses to text.</li> <li>○ Recognize combinations of mode and text organization in a single piece.</li> </ul>	SE: 208, 225, 687-688 <i>Examining Writing in the Real World 45</i> TWE: WRW 251, 301 Te 213, 640, 644 EE 641

OBJECTIVES	PAGE REFERENCES
<p><b>4070-0503</b> Demonstrate competency in reading and interpreting LITERARY text.</p> <ul style="list-style-type: none"> <li>○ Use comprehension strategies before, during, and after reading a literary text, e.g., myth, essay, poetry, young adult literature, classics.</li> <li>○ Recognize the features of each literary genre, e.g., poetry line division, condensed language; novel chapter divisions; play dialogue, stage directions.</li> <li>○ Recognize and interpret elements of literature, e.g., plot, theme, character, setting, rhythm, rhyme.</li> <li>○ Compare and/or contrast the experiences of various cultures that might be reflected in the literature.</li> <li>○ Share responses to text, e.g., small group and whole class discussions, book clubs, visual presentations, written response, multimedia.</li> </ul>	<p>SE: 24-26, 687-688 <i>Writing in the Real World</i> 6, 110-113 <i>Linking Writing and Literature</i> 38, 95</p> <p>TWE: CC 153 WRW 93 Te 135 GS 147</p>
<p><b>TOPIC: Listening</b></p>	
<p><b>STANDARD: 4070 – 06</b> <b>Students use comprehension strategies before, during, and after listening.</b></p>	
<p><b>4070-0601</b> Use comprehension strategies before listening.</p> <ul style="list-style-type: none"> <li>○ Establish a purpose for listening, e.g., acquiring information/ideas, seeking enjoyment, providing understanding.</li> <li>○ Activate prior knowledge, including knowledge of speaker and knowledge of subject matter.</li> <li>○ Focus attention, e.g., eliminate distractions, listen selectively, postpone reactions.</li> </ul>	<p>SE: 230, 743, 750-751 <i>Listening and Speaking</i> 137</p> <p>TWE: CC 5 Te 107 MIN 76</p>
<p><b>4070-0602</b> Use comprehension strategies to actively construct meaning from auditory sources.</p> <ul style="list-style-type: none"> <li>○ Maintain focus, e.g., filter distractions, listen selectively, postpone reactions.</li> <li>○ Listen actively, e.g., determine organization, ask questions, attend to nonverbal cues.</li> <li>○ Use strategies to facilitate retention of information, e.g., repeat information, construct mnemonics, use chunking, take notes.</li> <li>○ Listen critically, e.g., separate facts from opinions.</li> <li>○ Evaluate inferences.</li> </ul>	<p>SE: 696, 743, 744-745 <i>Listening and Speaking</i> 117</p> <p>TWE: CC 5 Te 217, 744 MIN 105, 744</p>

OBJECTIVES	PAGE REFERENCES
<p><b>4070-0603</b> Evaluate and respond after listening to reflect on, consolidate, and extend meaning.</p> <ul style="list-style-type: none"> <li>○ Summarize key ideas.</li> <li>○ Synthesize information to answer questions, solve problems, and communicate ideas.</li> <li>○ Evaluate the usefulness, reliability, and accuracy of information.</li> </ul>	<p>SE: 696, 743, 746-747 TWE: MA 696 MIN 68, 105</p>
<p><b>STANDARD: 4070 – 07</b> <b>Students listen in functional, informational, and literary situations.</b></p>	
<p><b>4070-0701</b> Demonstrate competency in listening to and interpreting FUNCTIONAL materials.</p> <ul style="list-style-type: none"> <li>○ Use comprehension strategies before, during, and after listening to functional information, e.g., following directions and test instructions, understanding PA announcements, being aware of schedule changes.</li> <li>○ Listen for relevant information.</li> <li>○ Confirm ongoing meaning, e.g., ask questions, summarize, predict.</li> </ul>	<p>SE: 750-751 <i>Listening and Speaking</i> 19, 203</p>
<p><b>4070-0702</b> Demonstrate competency in listening to and interpreting INFORMATIONAL materials.</p> <ul style="list-style-type: none"> <li>○ Use comprehension strategies before, during, and after listening to information, e.g., school lectures, community forums, media messages.</li> <li>○ Identify the organization of information heard and use it to recall, construct, and predict, e.g., comparison/contrast, cause/effect, question/answer, problem/solution, description, chronology, process.</li> <li>○ Determine the accuracy, validity, and reliability of information.</li> <li>○ Use information gained to create and share responses to auditory materials.</li> <li>○ Recognize combinations of mode and organization in a single piece.</li> </ul>	<p>SE: <i>Listening and Speaking</i> 125, 219, 235</p>

OBJECTIVES	PAGE REFERENCES
<p><b>4070-0703</b>            Demonstrate competency in listening to and interpreting LITERARY materials.</p> <ul style="list-style-type: none"> <li>○ Use comprehension strategies before, during, and after listening to a literary presentation, e.g., poetry reading, play, retold story.</li> <li>○ Recognize and interpret the auditory elements of literature, e.g., sentence fluency, rhythm, rhyme.</li> <li>○ Compare and/or contrast the experiences of various cultures that might be reflected in the literature.</li> <li>○ Connect the literary presentation to another text, to a situation in life, and/or to an event in the world, where appropriate.</li> <li>○ Share responses to auditory text, e.g., small group and whole class discussions, book clubs, visual presentations, written response, multimedia.</li> </ul>	SE: <i>Listening and Speaking</i> 137, 159, 163 TWE: MIN 105 MA 696 Te 107
<b>TOPIC: Viewing</b>	
<b>STANDARD: 4070 – 08</b> <b>Students use comprehension strategies before, during, and after viewing.</b>	
<p><b>4070-0801</b>            Use comprehension strategies before viewing.</p> <ul style="list-style-type: none"> <li>○ Establish a purpose for viewing, e.g., acquiring information/ideas, seeking enjoyment, providing understanding.</li> <li>○ Activate prior knowledge, including knowledge of media, knowledge of subject.</li> <li>○ Focus both visual and auditory attention.</li> </ul>	SE: 771-772, 773 TWE: VL 765

OBJECTIVES	PAGE REFERENCES
<p><b>4070-0802</b> Use comprehension strategies during viewing to actively construct meaning from visual materials.</p> <ul style="list-style-type: none"> <li>○ Focus attention, e.g., eliminate distractions, listen/watch selectively, postpone reactions.</li> <li>○ Use visual and auditory skills to determine organization, e.g., comparison/contrast, cause/effect, question/answer, problem/solution, description, chronology, process.</li> <li>○ Use strategies according to the organizational pattern to help increase retention of information, e.g., repeat information, construct mnemonics, take notes, use a graphic representation.</li> <li>○ Listen and view critically, e.g., separate fact from opinion.</li> <li>○ Evaluate inferences.</li> <li>○ Distinguish reality from the constructed representation of reality, e.g., television, the Internet, drama, movie.</li> </ul>	<p>SE: 771-772, 773 <i>Listening and Speaking</i> 102 <i>Cross-Curricular Activity</i> 183 TWE: MIN 772</p>
<p><b>4070-0803</b> Evaluate and respond after viewing to reflect on, consolidate, and extend meaning.</p> <ul style="list-style-type: none"> <li>○ Summarize key ideas.</li> <li>○ Synthesize information to clarify thoughts, communicate ideas, and solve problems.</li> <li>○ Offer feedback.</li> <li>○ Evaluate the usefulness, reliability, and accuracy of information.</li> </ul>	<p>SE: 290-292, 766-770, 771-772, 773, 774-776, 792-793 <i>Writing Activities</i> 293 TWE: Te 792</p>

OBJECTIVES	PAGE REFERENCES
<b>STANDARD: 4070 – 09</b> <b>Students view functional, informational, and literary materials from different periods, cultures, and genres.</b>	
<b>4070-0901</b> Demonstrate competency in viewing and interpreting FUNCTIONAL materials. <ul style="list-style-type: none"> <li>○ Use comprehension strategies before, during, and after viewing functional materials, e.g., web sites, maps, schedules, directions.</li> <li>○ Preview by skimming and noting key features, e.g., legends, titles, subtitles.</li> <li>○ Confirm ongoing meaning by using print and other visual features, e.g., graphs, captions, illustrations, labels, models, diagrams, tables.</li> <li>○ Confirm ongoing meaning by using auditory features, e.g., dialogue, discussion, description, volume.</li> </ul>	SE: 791-793 <i>Examining Writing in the Real World</i> 199 TWE: EE 767 Te 230, 341, 769
<b>4070-0902</b> Demonstrate competency in viewing and interpreting INFORMATIONAL materials. <ul style="list-style-type: none"> <li>○ Use comprehension strategies before, during, and after viewing informational materials, e.g., documentaries, photo essays, commercials, multimedia presentations.</li> <li>○ Preview information presented visually by skimming and scanning promotional materials, e.g., advertisements in newspapers, introductory programs, documentary video covers, documentary movie trailers.</li> <li>○ Identify the organization of information presented visually, and use it to recall, construct, and predict, e.g., compare/contrast, cause/effect, question/answer, problem/solution, description, chronology, process.</li> <li>○ Scan for relevant information.</li> <li>○ Determine the accuracy, validity, and reliability of information viewed.</li> <li>○ Use the information gained visually and auditorily to create and share responses.</li> <li>○ Recognize combinations of mode and text organization in a single piece.</li> </ul>	SE: 768, 772 <i>Viewing and Representing</i> 15 <i>Listening and Speaking</i> 102 <i>Cross-Curricular Activity</i> 183 TWE: Te 99, 349, 769, 774 MIN 772

OBJECTIVES	PAGE REFERENCES
<p><b>4070-0903</b>            Demonstrate competency in viewing and interpreting LITERARY materials.</p> <ul style="list-style-type: none"> <li>○ Use comprehension strategies before, during, and after viewing a literary presentation, e.g., play, movie, poetry reading, choral reading, readers' theater.</li> <li>○ Recognize the elements of each literary genre to increase understanding and appreciation of visual literature, e.g., myth, essay, poetry, young adult literature, classics.</li> <li>○ Recognize and interpret the visual elements of literature, e.g., setting, description.</li> <li>○ Compare/contrast the experiences of various cultures that might be reflected in visual literature.</li> <li>○ Share responses to text, e.g., small group and whole class discussions, book clubs, visual presentations, written response, multimedia.</li> </ul>	<p>SE: 290-292, 770, 773  <i>Writing Activities</i> 293            TWE: Te 767, 769, 773            MIN 26</p>
<p>TOPIC: <b>Writing</b></p>	
<p><b>STANDARD: 4070 – 10</b>  <b>Students use process strategies before, during, and after composing.</b></p>	
<p><b>4070-1001</b>            Use pre-writing strategies to prepare to write.</p> <ul style="list-style-type: none"> <li>○ Set a purpose for writing.</li> <li>○ Identify the intended audience.</li> <li>○ Generate ideas for a topic.</li> <li>○ Select and focus ideas.</li> <li>○ Select a format according to the topic and purpose, e.g., poem, letter, essay, journal entry.</li> <li>○ Gather information from appropriate resources, e.g., interviews, journals, dictionaries, books, magazines, the Internet, E-mail, CD ROMs, films, audio-visual media, appendices, indices, glossaries, tables of contents.</li> <li>○ Use resources ethically, e.g., observe copyright laws, use correct citations.</li> <li>○ Elicit feedback on quality of initial ideas from peers, teachers, family members, and others.</li> </ul>	<p>SE: 12, 50-52, 54-56, 58-60, 224-226  <i>Writing Activities</i> 53, 57, 61  <i>Writing Process in Action</i> 87  <i>TIME Facing the Blank Page</i> 100-101</p>

OBJECTIVES	PAGE REFERENCES
<p><b>4070-1002</b> Use composing strategies to construct a written draft.</p> <ul style="list-style-type: none"> <li>○ Establish a main idea or identify a central theme for writing.</li> <li>○ Select organizational pattern(s) to structure information, e.g., comparison/contrast, cause/effect, question/answer, problem/solution, description, chronology, process.</li> <li>○ Elaborate ideas through the use of detail, e.g., statistics, examples, illustrations, photos, charts, graphs, tables.</li> <li>○ Generate additional ideas as needed.</li> <li>○ Use information problem-solving skills, i.e., The Big Six: task definition, information-seeking strategies, location and access, use of information, synthesis, evaluation.</li> <li>○ Elicit feedback from peers, teachers, family members, and others according to an analytical assessment system, i.e., attend to ideas, organization, voice, word choice, sentence fluency, conventions.</li> </ul>	<p>SE: 62-64, 67-68, 172-174, 232-234 <i>Outline and Draft</i> 235 <i>Write a Draft</i> 65 <i>TIME Facing the Blank Page</i> 102-103 <i>Writing Process in Action</i> 139, 245, 295</p>
<p><b>4070-1003</b> Use revision strategies to improve a written draft.</p> <ul style="list-style-type: none"> <li>○ Re-examine audience and purpose and adjust draft.</li> <li>○ Evaluate own and others' writing according to an analytic assessment, e.g., the writer's ability to select, elaborate, and organize ideas, achieve sentence fluency, use appropriate and effective word choice, authentic voice, appropriate conventions.</li> <li>○ Use reference books for revision, e.g., thesaurus, different kinds of dictionaries, student handbook, atlas, almanac, Readers' Guide, newspaper, encyclopedia.</li> <li>○ Elicit feedback on writing according to an analytic assessment, e.g., the writer's ability to select, elaborate, and organize ideas, achieve sentence fluency, use appropriate and effective word choice, authentic voice, appropriate conventions.</li> </ul>	<p>SE: 66-68, 70-72, 74-76, 236-237 <i>Writing Activities</i> 69, 73, 239 <i>Writing Process in Action</i> 140, 186 <i>TIME Facing the Blank Page</i> 104-105</p>

OBJECTIVES	PAGE REFERENCES
<p><b>4070-1004</b>  Edit text to conform to the conventions of standard English that include capitalization, punctuation, usage, and correct spelling.</p> <ul style="list-style-type: none"> <li>○ Identify and correct errors in usage, e.g., misplaced modifiers, unnecessary fragments, run-on sentences, incorrectly combined sentences, incorrect subject-verb agreement, incorrect adverb usage, incorrect use of the possessive case, incorrectly applied present and future tenses.</li> <li>○ Identify and correct errors in capitalization, e.g., sentence beginning, proper adjectives and nouns, titles, proper noun phrases.</li> <li>○ Identify and correct errors in punctuation, e.g., appropriate end punctuation, introductory comas, commas in a series, quotation marks with titles of chapters, use of unnecessary commas, capitals with historic periods.</li> <li>○ Identify and correct misspellings of words in the context of sentences.</li> <li>○ Evaluate own and others' writing according to standard language usage.</li> <li>○ Elicit feedback on standard language usage from peers, teachers, family members, and others.</li> </ul>	<p>SE: 78-80, 395, 475  <i>Writing Activities</i> 81  <i>Writing Process in Action</i> 31, 141, 187, 297  <i>TIME Facing the Blank Page</i> 106  <i>Editing/Proofreading Checklist</i> 89</p>
<p><b>4070-1005</b>  Participate in post-writing strategies to make writing public.</p> <ul style="list-style-type: none"> <li>○ Prepare finished products for publication, e.g., for school assignments in language arts and other content courses, on electronic bulletin boards, for public display, in school and commercial publications.</li> <li>○ Share with peers, teachers, family members, and others.</li> </ul>	<p>SE: 82-84, 238  <i>Writing Activities</i> 85  <i>Writing Process in Action</i> 89, 141, 247  <i>TIME Facing the Blank Page</i> 107  <i>Presenting Tip</i> 181  <i>Listening and Speaking</i> 203, 277</p>
<p><b>STANDARD: 4070 – 11</b>  <b>Students write functional, informational, and literary texts for various purposes, audiences, and situations.</b></p>	
<p><b>4070-1101</b>  Demonstrate competency in writing FUNCTIONAL text.</p> <ul style="list-style-type: none"> <li>○ Use writing process strategies to construct functional text, e.g., to give directions, instructions, report findings.</li> <li>○ Use text features to indicate organization, e.g., headings, sub headings, other visual information.</li> <li>○ Confirm ongoing meaning by using visual text features, e.g., graphs, captions, illustrations, models, diagrams, tables.</li> </ul>	<p>SE: 212-214, 284, 286-288, 329-340, 345-348, 754-755  <i>Write an Invitation</i> 19  <i>Writing Activities</i> 215, 289  TWE: TT 753</p>

OBJECTIVES	PAGE REFERENCES
<p><b>4070-1102</b> Demonstrate competency in writing INFORMATIONAL text.</p> <ul style="list-style-type: none"> <li>○ Use writing process strategies to construct informational text, e.g., school reports, essays, magazine and newspaper articles.</li> <li>○ Use text features to indicate organization, e.g., headings, sub headings, other visual information.</li> <li>○ Select organizational pattern(s) to indicate important information, e.g., comparison/contrast, cause/effect, question/answer, problem/solution, description, chronology, process.</li> <li>○ Use accurate, valid, and reliable information.</li> <li>○ Use a mix of types of text organization as necessary.</li> </ul>	<p>SE: 200-202, 204-206, 208-210, 216-218, 240-242  <i>Writing Activities</i> 203, 207, 239  <i>Writing Process in Action</i> 86-89, 138-141</p>
<p><b>4070-1103</b> Demonstrate competency in writing LITERARY text.</p> <ul style="list-style-type: none"> <li>○ Use writing process strategies to construct a literary text, e.g., myth, narrative, essay, poem.</li> <li>○ Use features of each literary genre, e.g., character, plot, meter, setting, chronology.</li> <li>○ Use elements of literature, e.g., theme, metaphor, symbolism, types of conflict, dialogue.</li> </ul>	<p>SE: 160-162, 164-166, 172-174  <i>Writing Activities</i> 125, 159, 179  <i>Writing Process in Action</i> 184-187  <i>Write a Poem</i> 137  <i>Write a Tall Tale</i> 175  TWE: CL 154</p>
<p><b>4070-1104</b> Demonstrate increased competency in writing.</p> <ul style="list-style-type: none"> <li>○ Write widely and consistently, e.g., self-selected pieces, assigned papers, letters, notes, E-mail.</li> <li>○ Document writing improvement, e.g., portfolios, analytic assessment records, writing journals.</li> </ul>	<p>SE: 8-10, 787-789  <i>Adding to Your Portfolio</i> 39, 96  <i>Using Computers</i> 27  <i>Journal Writing</i> 79, 83  TWE: T16-T19  A 81, 137</p>
<p><b>4070-1105</b> Write for a variety of purposes, in various rhetorical modes and genres.</p> <ul style="list-style-type: none"> <li>○ Use narration to recount experiences.</li> <li>○ Use description to create sensory imagery.</li> <li>○ Write genres for expressive aims, e.g., anecdotes, diary entries, friendly letters, monologues, journal entries, memoirs.</li> <li>○ Write genres for literary aims, e.g., character sketch, description of setting, poetry, fable, folktale, legend.</li> <li>○ Mix modes in a single piece.</li> </ul>	<p>SE: 8-10, 114-116, 122-124, 156-158  <i>Writing Activities</i> 125, 159, 175  <i>Writing Process in Action</i> 138-141, 184-187  <i>Write a Poem</i> 137</p>

OBJECTIVES	PAGE REFERENCES
<p><b>4070-1106</b> Use writing to learn.</p> <ul style="list-style-type: none"> <li>○ Describe and use the steps in the writing process.</li> <li>○ Describe the relationship between reading and writing activities in content-area classrooms.</li> <li>○ Use writing as a learning tool in the content areas, e.g., content journals, learning logs, free writing, paraphrasing and summarizing, research reports, lab reports, reader response journals, dialogue journals, character journals, social justice notebooks.</li> </ul>	<p>SE: 46-48, 50-85, 689-690  <i>Writing Process in Action</i> 86-89  <i>Writing Across the Curriculum</i> 149  <i>Writing in the Real World</i> 42-44  <i>Cross-Curricular Activity</i> 203</p> <p>TWE: VR 98  MIN 226  WRW 334</p>
<p>TOPIC: <b>Speaking</b></p>	
<p><b>STANDARD: 4070 – 12</b>  <b>Students use process strategies before, during, and after speaking.</b></p>	
<p><b>4070-1201</b> Use strategies to prepare for a speech.</p> <ul style="list-style-type: none"> <li>○ Set a purpose that reflects the speaker's intentions, e.g., special occasion, information, persuasion.</li> <li>○ Identify attributes of the intended audience.</li> <li>○ Activate audience's prior knowledge and provide additional background knowledge where necessary.</li> <li>○ Anticipate possible barriers to communication with audience, e.g., lack of prior knowledge, firmly-held prior opinions.</li> <li>○ Generate or gather ideas in consideration of a topic, e.g., brainstorm, use note-taking skills, graphic organizers.</li> <li>○ Select and focus ideas.</li> <li>○ Generate speech text.</li> <li>○ Prepare and practice all aspects of delivery.</li> </ul>	<p>SE: 350-353, 756-759, 762  TWE: EE 344  Te 83, 352, 757</p>

OBJECTIVES	PAGE REFERENCES
<p><b>4070-1202</b> Use strategies to deliver an effective speech.</p> <ul style="list-style-type: none"> <li>○ Activate prior knowledge and provide additional background knowledge if necessary.</li> <li>○ Convey the central ideas and supporting details of the speech clearly.</li> <li>○ Use voice and body language to support meaning.</li> <li>○ Vary tone, pitch, and pace of speech to aid communication.</li> <li>○ Adjust speech to accommodate audience response.</li> <li>○ Demonstrate ethical and appropriate use of resources to enhance speech, e.g., the Internet, library resources, others' ideas.</li> <li>○ Use conventions of spoken language that are appropriate to the audience and that reflect standard usage.</li> </ul>	<p>SE: 352-353, 759-761, 763 TWE: CL 760 LS 758, 759</p>
<p><b>4070-1203</b> Analyze and evaluate the effectiveness of a speech.</p> <ul style="list-style-type: none"> <li>○ Elicit feedback on speech from peers, teachers, family members, and others.</li> <li>○ Use self-monitoring techniques.</li> </ul>	<p>SE: 763 <i>Listening and Speaking</i> 203, 235</p>
<p><b>STANDARD: 4070 – 13</b> <b>Students speak in functional, informational, and literary situations for various purposes and audiences.</b></p>	
<p><b>4070-1301</b> Demonstrate speaking competency in FUNCTIONAL situations.</p> <ul style="list-style-type: none"> <li>○ Use speaking process strategies to speak to a functional situation, e.g., giving directions, instructions, answers to questions.</li> <li>○ Use oral features to indicate organization, e.g., labels and headings, transitional indicators.</li> <li>○ Confirm ongoing meaning by observing audience reaction.</li> <li>○ Apply additional strategies when understanding breaks down, e.g., repeat information, use a different illustration.</li> </ul>	<p>SE: 228-230, 341-344, 753-755 <i>Listening and Speaking</i> 117, 203, 215, 231, 285 TWE: MIN 68 Te 335</p>

OBJECTIVES	PAGE REFERENCES
<p><b>4070-1302</b>            Demonstrate speaking competency in INFORMATIONAL situations.</p> <ul style="list-style-type: none"> <li>○ Use speaking process strategies to address informational situations, e.g., oral school reports, essays, peer teaching experiences.</li> <li>○ Use oral features to indicate organization, e.g., labels and headings, transitional indicators.</li> <li>○ Select organizational pattern(s) to indicate important information, e.g., description, chronology, process.</li> <li>○ Use accurate, valid, and reliable information.</li> <li>○ Confirm ongoing meaning by observing audience reaction.</li> <li>○ Apply additional strategies when understanding breaks down, e.g., repeat information, use a different illustration.</li> <li>○ Use a mix of types of organization.</li> </ul>	<p>SE: 756-761  <i>Listening and Speaking</i> 219</p> <p>TWE: EE 344            Te 83</p>
<p><b>4070-1303</b>            Demonstrate speaking competency in LITERARY situations.</p> <ul style="list-style-type: none"> <li>○ Use speaking process strategies to present a literary performance, e.g., retold short story, poetry reading.</li> <li>○ Use voice variation to maintain audience interest.</li> <li>○ Use the textual indicators of written prose and poetry to aid in interpretation.</li> <li>○ Use gestures and/or props to elaborate text.</li> </ul>	<p>SE: 762-763  <i>Listening and Speaking</i> 137, 159, 163, 171, 175, 179</p> <p>TWE: CC 107            MIN 105</p>

OBJECTIVES	PAGE REFERENCES
<p><b>4070-1304</b>            Use effective communication strategies in small and large group discussions.</p> <ul style="list-style-type: none"> <li>○ Use agreed-upon rules for effective discussions.</li> <li>○ Initiate discussion by providing appropriate information or asking for information.</li> <li>○ Express reactions and opinions and challenge the opinions of others in a constructive and considerate manner.</li> <li>○ Maintain focus, e.g., filter distractions, listen selectively, postpone reactions.</li> <li>○ Extend the discussion through clarification, synthesis, and summary of information.</li> <li>○ Pose questions for other group members.</li> <li>○ Listen attentively to others' ideas and opinions.</li> <li>○ Encourage others to participate in the discussion.</li> <li>○ Monitor and evaluate the discussion.</li> <li>○ Apply additional communication strategies when communication breaks down.</li> <li>○ Synthesize and share main ideas outside the discussion group.</li> </ul>	<p>SE: 752-753  <i>Listening and Speaking</i> 27, 53, 211, 269, 273</p> <p>TWE: DQ 150            Te 63, 132, 753</p>

### Codes Used for TWE Pages

A	Assess
C	Close
CC	Cultural Connections
CL	Cooperative Learning
DQ	Discussing the Quotation
EE	Enrichment and Extension
F	Focus
GS	Genre and Style
JWT	Journal Writing Tip
LS	Listening and Speaking
MA	Motivating Activity
MIN	Meeting Individual Needs
Te	Teach
TT	Technology Tip
VL	Visual Literacy
VR	Viewing and Representing
WRW	Writing in the Real World