

GLENCOE CORRELATION
WRITER'S CHOICE: GRAMMAR AND COMPOSITION GRADE 8 © 2001
UTAH
Language Arts - 4080 - Eighth Grade

Core Standards of the Course

OBJECTIVES	PAGE REFERENCES
TOPIC: Reading	
STANDARD: 4080 - 01 Students use comprehension strategies before reading.	
4080-0101 Establish a purpose prior to reading. <ul style="list-style-type: none"> ○ Read to learn. ○ Read for enjoyment. ○ Read to gather information for decision making. ○ Read to perform a task. 	SE: 687-698, 703-705 TWE: B 697 EE 698
4080-0102 Preview the text. <ul style="list-style-type: none"> ○ Identify the author's purpose. ○ Skim the text for general understanding. ○ Scan for specific information. ○ Determine text format by noting key features, e.g., headlines, captions, bold print. ○ Choose strategies to suit identified purpose, e.g., functional, informational, literary. 	SE: 90-94, 188-193, 697-698 TWE: EE 698 T 91-94, 189-193, 697 TS 253
4080-0103 Activate and build upon prior knowledge. <ul style="list-style-type: none"> ○ Access and review prior knowledge of content. ○ Build interest or understanding by relating prior knowledge to the main topic. 	TWE: B 90, 142, 188, 251, 302 MA 32
STANDARD: 4080 – 02 Students use comprehension strategies during reading to actively construct the meaning of text.	
4080-0201 Make text-to-text, text-to-self, and text-to-world connections. Relate text to other relevant texts. <ul style="list-style-type: none"> ○ Relate text to life situations and experiences. ○ Relate text to an event or issue in the world. ○ Use text connections to create mental images spontaneously and purposefully. 	SE: 32-37, 188-193, 243, 302-305 <i>Linking Writing and Literature</i> 306 TWE: A 95, 148, 306 C 301 JWT 243 RWC 306
4080-0202 Simultaneously and strategically use the cueing systems to establish the meaning of unfamiliar words or phrases. <ul style="list-style-type: none"> ○ Use context clues to determine the meaning of unfamiliar words (semantic cueing system). ○ Use sentence structure to determine the meaning of unfamiliar words (syntactic cueing system). ○ Use letter sound correspondence to determine the pronunciation of unfamiliar words (graphophonic cueing system). 	SE: 668-669, 679-680 <i>Wordworks</i> 667, 681 TWE: CL 669 ELL 680

OBJECTIVES	PAGE REFERENCES
<p>4080-0203 Build vocabulary by using a variety of strategies.</p> <ul style="list-style-type: none"> ○ Determine word meaning through studies of root, prefix, suffix, and inflectional endings. ○ Associate terminology with concepts, e.g., the definition of “democracy” vs. the concept of “democracy”; ○ Clarify word meaning using references, e.g., dictionary, thesaurus, glossary. 	<p>SE: 657-662, 671-674 <i>Wordworks</i> 667, 670, 675</p> <p>TWE: CL 674 EE 659 ELL 662, 675, 677 EXL 98 TT 684</p>
<p>4080-0204 Use comprehension strategies to deepen and broaden understanding of text.</p> <ul style="list-style-type: none"> ○ Generate literal, interpretive, and applied questions during reading. ○ Construct meaning in reading by flexibly and consciously using the cueing systems, e.g., graphophonic, semantic, and syntactic. ○ Make inferences by using prior knowledge and by locating and putting together information from two or more places in text. ○ Identify or construct the main idea or theme and distinguish it from detail in text. ○ Summarize in own words. ○ Form predictions and confirm, revise, or reject them while reading. 	<p>SE: 90-94, 142-147, 242-245, 302-305</p> <p>TWE: CL 257 EE 148 T 91-94, 243-245 WRW 34</p>
<p>4080-0205 Monitor own comprehension.</p> <ul style="list-style-type: none"> ○ Think of examples. ○ Create visual images. ○ Connect information. ○ Summarize in own words. ○ Use self-questioning to construct meaning. ○ Identify the impact that the reading environment has on reading. ○ Check periodically for comprehension. 	<p>SE: 699-700, 703-705 <i>Linking Writing and Literature</i> 95, 194, 258</p> <p>TWE: A 95, 194, 258, 306 C 698</p>
<p>4080-0206 Apply additional strategies when understanding breaks down.</p> <ul style="list-style-type: none"> ○ Skip the word or phrase and read on. ○ Read ahead. ○ Re-read to clarify information. ○ Consult outside sources, e.g., people, reference materials, the Internet. 	<p>SE: 696-698, 703-705</p> <p>TWE: EE 698 MA 703 T 704 TT 705</p>

OBJECTIVES	PAGE REFERENCES
STANDARD: 4080 – 03 Students use comprehension strategies after reading to reflect on, consolidate, and extend meaning.	
4080-0301 Summarize and/or synthesize important information from text. <ul style="list-style-type: none"> ○ Create a graphic representation, e.g., web, diagram, picture, flowchart. ○ Write a response. ○ Discuss or debate important information. ○ Confirm, revise, or reject predictions. ○ Share responses to text, e.g., small group and whole class discussions, book clubs, visual presentations, written response, multimedia. ○ Connect the text to another text, to a situation in life, and/or to an event or issue in the world. 	SE: 24-26 <i>Linking Writing and Literature</i> 38, 95, 306 <i>Writing Activities</i> 27, 137, 245 TWE: A 38, 194 ELL 26
STANDARD: 4080 – 04 Students demonstrate independence in reading.	
4080-0401 Read increasingly demanding texts with fluency and understanding. <ul style="list-style-type: none"> ○ Read widely and consistently, e.g., at least 1 hour per night from school assignments and recreational interests. ○ Adjust reading rate to purpose and text difficulty. ○ Create mental images spontaneously and purposefully. 	SE: 90-94, 142-147, 242-245, 696-698 TWE: EE 264, 698 T 243-244, 303, 697
4080-0402 Demonstrate competency in reading self-selected texts. <ul style="list-style-type: none"> ○ Determine when and where to use comprehension strategies before, during, and after reading. ○ Read independently for a variety of purposes, e.g., to enjoy, gather information, answer questions, accomplish a task. ○ Select and evaluate texts according to personal criteria. ○ Share responses to text, e.g., small group and whole class discussions, book clubs, visual presentations, written response, multimedia. 	SE: 696-698 <i>Linking Writing and Literature</i> 148, 258 <i>Viewing and Representing</i> 241, 293 TWE: CL 788 EE 698, 792, 793

OBJECTIVES	PAGE REFERENCES
STANDARD: 4080 – 05 Students read functional, informational, and literary texts from different periods, cultures, and genres.	
4080-0501 Demonstrate competency in reading and interpreting FUNCTIONAL text. <ul style="list-style-type: none"> ○ Use comprehension strategies before, during, and after reading a functional text, e.g., directions, instruction manuals, a course syllabus, test instructions. ○ Preview the text by skimming and noting key features. ○ Scan for relevant information. ○ Confirm ongoing meaning by using print and other text features, e.g., graphs, captions, illustrations, models, diagrams, tables. 	SE: 333, 339, 341, 709-711 TWE: EE 710 MA 709 RWC 340 T 334, 345
4080-0502 Demonstrate competency in reading and interpreting INFORMATIONAL text. <ul style="list-style-type: none"> ○ Use comprehension strategies before, during, and after reading informational text, e.g., school textbooks, essays, reference materials, magazines, newspapers. ○ Preview the text by skimming and noting key features, e.g., headings, sub headings, other visual information. ○ 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. ○ Scan for relevant information. ○ Determine the accuracy, validity, and reliability of information. ○ Use information gained to create and share responses to text. ○ Recognize combinations of mode and text organization in a single piece. 	SE: 226-228, 695-696, 706, 800-803 <i>Writing Activities</i> 171, 229, 241 TWE: CL 720 EE 792 LPR 696

OBJECTIVES	PAGE REFERENCES
<p>4080-0503 Demonstrate competency in reading and interpreting LITERARY text.</p> <ul style="list-style-type: none"> ○ Use comprehension strategies before, during, and after reading a literary text, e.g., myth, essay, poetry, young adult literature, classics. ○ Recognize the features of each literary genre, e.g., poetry line division, condensed language; novel chapter divisions; play dialogue, stage directions. ○ Recognize and interpret elements of literature, e.g., plot, theme, character, setting, rhythm, rhyme. ○ Compare and/or contrast the experiences of various cultures that might be reflected in the literature. ○ Share responses to text, e.g., small group and whole class discussions, book clubs, visual presentations, written response, multimedia. 	<p>SE: 32-37, 90-94, 142-147 <i>Linking Writing and Literature</i> 38, 95, 148 TWE: A 38, 95, 148 WRW 93</p>
<p>TOPIC: Listening</p>	
<p>STANDARD: 4080 – 06 Students use comprehension strategies before, during, and after listening.</p>	
<p>4080-0601 Use comprehension strategies before listening.</p> <ul style="list-style-type: none"> ○ Establish a purpose for listening, e.g., acquiring information/ideas, seeking enjoyment, providing understanding. ○ Activate prior knowledge, including knowledge of speaker and knowledge of subject matter. ○ Focus attention, e.g., eliminate distractions, listen selectively, postpone reactions. 	<p>SE: 755-759 TWE: MA 755 T 756-758</p>
<p>4080-0602 Use comprehension strategies to actively construct meaning from auditory sources.</p> <ul style="list-style-type: none"> ○ Maintain focus, e.g., filter distractions, listen selectively, postpone reactions. ○ Listen actively, e.g., determine organization, ask questions, attend to nonverbal cues. ○ Use strategies to facilitate retention of information, e.g., repeat information, construct mnemonics, use chunking, take notes. ○ Listen critically, e.g., separate facts from opinions. ○ Evaluate inferences. 	<p>SE: 706, 755-759 TWE: CV 757 LS 758 MA 706, 755 T 707, 756-758</p>

OBJECTIVES	PAGE REFERENCES
<p>4080-0603 Evaluate and respond after listening to reflect on, consolidate, and extend meaning.</p> <ul style="list-style-type: none"> ○ Summarize key ideas. ○ Synthesize information to answer questions, solve problems, and communicate ideas. ○ Evaluate the usefulness, reliability, and accuracy of information. 	<p>SE: 756-759 TWE: CL 757 CT 756 LS 758</p>
<p>STANDARD: 4080 – 07 Students listen in functional, informational, and literary situations.</p>	
<p>4080-0701 Demonstrate competency in listening to and interpreting FUNCTIONAL materials.</p> <ul style="list-style-type: none"> ○ 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. ○ Listen for relevant information. ○ Confirm ongoing meaning, e.g., ask questions, summarize, predict. 	<p>SE: 755 TWE: MA 709</p>
<p>4080-0702 Demonstrate competency in listening to and interpreting INFORMATIONAL materials.</p> <ul style="list-style-type: none"> ○ Use comprehension strategies before, during, and after listening to information, e.g., school lectures, community forums, media messages. ○ Identify the organization of information heard and use to recall, construct, and predict, e.g., comparison/contrast, cause/effect, question/answer, problem/solution, description, chronology, process. ○ Determine the accuracy, validity, and reliability of information. ○ Use the information gained to create and share responses to auditory materials. ○ Recognize combinations of mode and organization in a single piece. 	<p>SE: 757-759 TWE: CL 757 LS 758</p>

OBJECTIVES	PAGE REFERENCES
<p>4080-0703 Demonstrate competency in listening to and interpreting LITERARY materials.</p> <ul style="list-style-type: none"> ○ Use comprehension strategies before, during, and after listening to a literary presentation, e.g., poetry reading, play, retold story. ○ Recognize and interpret the auditory elements of literature, e.g., sentence fluency, rhythm, rhyme. ○ Compare and/or contrast the experiences of various cultures that might be reflected in the literature. ○ Connect the literary presentation to another text, to a situation in life, and/or to an event or issue in the world, where appropriate. ○ Share responses to auditory text, e.g., small group and whole class discussions, book clubs, visual presentations, written response, multimedia. 	<p>SE: 778 <i>Listening and Speaking</i> 245, 273 TWE: LS 245</p>
TOPIC: Viewing	
STANDARD: 4080 – 08 Students use comprehension strategies before, during, and after viewing.	
<p>4080-0801 Use comprehension strategies before viewing.</p> <ul style="list-style-type: none"> ○ Establish a purpose for viewing, e.g., acquiring information/ideas, seeking enjoyment, providing understanding. ○ Activate prior knowledge, including knowledge of media and knowledge of subject. ○ Focus both visual and auditory attention. 	<p>SE: 780-781 TWE: B 780 T 784</p>
<p>4080-0802 Use comprehension strategies during viewing to actively construct meaning from visual material.</p> <ul style="list-style-type: none"> ○ Focus attention, e.g., eliminate distractions, listen/watch selectively, postpone reactions. ○ Use visual and auditory skills to determine organization, e.g., comparison/contrast, cause/effect, question/answer, problem/solution, description, chronology, process. ○ Use strategies according to organizational pattern to help increase retention of information, e.g., repeat information, construct mnemonics, take notes, use graphic representations. ○ Listen and view critically, e.g., separate fact from opinion. ○ Evaluate inferences. ○ Distinguish reality from the constructed representation of reality, e.g., television, the Internet, drama, movie. 	<p>SE: 780-789 <i>Viewing and Representing</i> 73, 137, 277 TWE: CT 787 EE 782 ELL 781, 785 LPR 784</p>

OBJECTIVES	PAGE REFERENCES
<p>4080-0803 Evaluate and respond after viewing to reflect on, consolidate, and extend meaning.</p> <ul style="list-style-type: none"> ○ Summarize key ideas. ○ Synthesize information to clarify thoughts, communicate ideas, and solve problems. ○ Offer feedback. ○ Evaluate the usefulness, reliability, and accuracy of information. 	<p>SE: 781, 785-789 <i>Viewing and Representing</i> 53, 57 TWE: C 785, 789</p>
<p>STANDARD: 4080 – 09 Students view functional, informational, and literary materials from different periods, cultures, and genres.</p>	
<p>4080-0901 Demonstrate competency in viewing and interpreting FUNCTIONAL materials.</p> <ul style="list-style-type: none"> ○ Use comprehension strategies before, during, and after viewing functional materials, e.g., web sites, maps, schedules, directions. ○ Preview by skimming and noting key features, e.g., legends, titles, subtitles. ○ Confirm ongoing meaning by using print and other visual features, e.g., graphs, captions, illustrations, labels, models, diagrams, tables. ○ Confirm ongoing meaning by using auditory features, e.g., dialogue, discussion, description, volume, background. 	<p>SE: 695-696, 709-712 TWE: EE 710 LPR 696 T 697, 711</p>
<p>4080-0902 Demonstrate competency in viewing and interpreting INFORMATIONAL materials.</p> <ul style="list-style-type: none"> ○ Use comprehension strategies before, during, and after viewing informational materials, e.g., documentaries, photo essays, commercials, multimedia presentations. ○ Preview information presented visually by skimming and scanning promotional materials, e.g., advertisements in newspapers, introductory programs, documentary video covers, documentary movie trailers. ○ 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. ○ Scan for relevant information. ○ Determine the accuracy, validity, and reliability of information viewed. ○ Use information gained visually and auditorily to create and share responses. ○ Recognize combinations of mode and organization in a single piece. 	<p>SE: 780-789 <i>Viewing and Representing</i> 277, 293 TWE: C 293 CT 787 LPR 784 T 783</p>

OBJECTIVES	PAGE REFERENCES
<p>4080-0903 Demonstrate competency in viewing and interpreting LITERARY materials.</p> <ul style="list-style-type: none"> ○ Use comprehension strategies before, during, and after viewing a literary presentation, e.g., play, movie, poetry reading, choral reading, readers' theater. ○ Recognize the elements of each literary genre to increase understanding and appreciation of visual literature, e.g., myth, essay, poetry, young adult literature, classics. ○ Recognize and interpret the visual elements of literature, e.g., setting, description. ○ Compare/contrast the experiences of various cultures that might be reflected in visual literature. ○ Share responses to text, e.g., small group and whole class discussions, book clubs, visual presentations, written response, multimedia. 	<p>SE: 242-244, 784 TWE: CT 787 LPR 784</p>
<p>TOPIC: Writing</p>	
<p>STANDARD: 4080 - 10 Students use process strategies before, during, and after composing.</p>	
<p>4080-1001 Use pre-writing strategies to prepare to write.</p> <ul style="list-style-type: none"> ○ Set a purpose for writing. ○ Identify the intended audience. ○ Generate ideas for a topic. ○ Select and focus ideas. ○ Select a format according to the topic and purpose, e.g., poem, letter, essay, journal entry. ○ Gather information from appropriate resources, e.g., interviews, journals, books, magazines, the Internet, E-mail, CD ROMs, films, audio-visual media, dictionaries, appendices, indices, glossaries, tables of contents. ○ Use resources ethically, e.g., observe copyright laws, use correct citations. ○ Elicit feedback on the quality of initial ideas from peers, teachers, family members, and others. 	<p>SE: 46-48, 50-52 <i>Writing Activities</i> 49, 53 <i>Writing Process in Action</i> 86-89, 184-187 TWE: EE 52 T 51, 87-88, 185-186</p>

OBJECTIVES	PAGE REFERENCES
<p>4080-1002 Use composing strategies to construct a written draft.</p> <ul style="list-style-type: none"> ○ Establish a main idea or identify a central theme for writing. ○ Use an organizational pattern to structure information, e.g., comparison/contrast, cause/effect, question/answer, problem/solution, description, chronology, process. ○ Elaborate ideas through the use of detail, e.g., statistics, examples, illustrations, photos, charts, graphs, tables. ○ Use information problem-solving skills, i.e., The Big Six: task definition, information-seeking strategies, location and access, use of information, synthesis, evaluation. ○ Generate additional ideas as needed. ○ Elicit feedback from peers, teachers, family members, and others according to an analytical assessment system, e.g., revise for ideas, organization, voice, word choice, sentence fluency, conventions. 	<p>SE: 60-64, 202-204, 234-236 <i>Writing Activities</i> 65, 205, 237</p> <p>TWE: A 237 ELL 236 LPR 64 T 235</p>
<p>4080-1003 Use revision strategies to improve a written draft.</p> <ul style="list-style-type: none"> ○ Re-examine audience and purpose and adjust draft. ○ 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. ○ Use reference books for revision, e.g., thesaurus, different kinds of dictionaries, student handbook, atlas, almanac, Readers' Guide, newspaper, encyclopedia. ○ 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. 	<p>SE: 66-68, 70-72, 74-76 <i>Writing Activities</i> 69, 73, 77</p> <p>TWE: CL 68 ELL 76 T 67</p>

OBJECTIVES	PAGE REFERENCES
<p>4080-1004 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"> ○ Identify and correct errors in usage, e.g., misplaced modifiers, unnecessary fragments, incorrectly combined sentences, run-on sentences, incorrect use of superlative adverbs, incorrect use of object pronoun after preposition, incorrect pronoun agreement, incorrect subject-verb agreement with relative clause, incorrect subject-verb agreement with indefinite pronoun, incorrect use of past, present, and present perfect tenses. ○ Identify and correct errors in capitalization, e.g., proper nouns, titles with names. ○ Identify and correct errors in punctuation, e.g., apostrophe to form possessive, commas in parenthetical expressions, quotation marks with titles, unnecessary commas, commas with an introductory element, semicolon with independent clauses, commas before coordinating conjunction. ○ Identify and correct misspellings of words in the context of sentences. ○ Evaluate own and others' writing according to standard language usage. ○ Elicit feedback on standard language usage from peers, teachers, family members, and others. 	<p>SE: 78-80, 187, 249, 477, 555 <i>Writing Activities</i> 81</p> <p>TWE: A 187 ELL 80 T 79</p>
<p>4080-1005 Participate in post-writing strategies to make writing public.</p> <ul style="list-style-type: none"> ○ 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. ○ Share with peers, teachers, family members, and others. 	<p>SE: 82-84, 99, 107, 124, 141 <i>Writing Activities</i> 85</p> <p>TWE: C 85 ELL 84 JWT 83</p>

OBJECTIVES	PAGE REFERENCES
STANDARD: 4080 – 11 Students write functional, informational, and literary texts for various purposes, audiences, and situations.	
4080-1101 Demonstrate competency in writing FUNCTIONAL text. <ul style="list-style-type: none"> ○ Use writing process strategies to construct functional text, e.g., to give directions, instructions, report findings. ○ Use features to indicate organization, e.g., headings, sub headings, other visual information. ○ Confirm ongoing meaning by using visual text features, e.g., graphs, captions, illustrations, models, diagrams, tables. 	SE: 214-216, 712 <i>Writing Activities 217</i> TWE: ELL 216 T 215 TS 712 TT 711
4080-1102 Demonstrate competency in writing INFORMATIONAL text. <ul style="list-style-type: none"> ○ Use writing process strategies to construct informational text, e.g., school reports, essays, magazine and newspaper articles. ○ Use text features to indicate organization, e.g., headings, sub headings, other visual information. ○ Select organizational pattern(s) to indicate important information, e.g., comparison/contrast, cause/effect, question/answer, problem/solution, description, chronology, process. ○ Use accurate, valid, and reliable information. ○ Use a mix of types of text organization as necessary. 	SE: 177-178, 230-232, 238-240 <i>Writing Activities 179, 229, 233, 237, 241</i> TWE: ELL 232 JWT 227 LPR 178
4080-1103 Demonstrate competence in writing LITERARY text. <ul style="list-style-type: none"> ○ Use writing process strategies to construct a literary text, e.g., myth, essay, poetry, narrative. ○ Use the features of each literary genre, e.g., character, plot, meter, setting, chronology. ○ Use the elements of literature, e.g., theme, metaphor, symbolism, types of conflict, dialogue. 	SE: 160-162, 172-174 <i>Writing Activities 163, 167, 175</i> <i>Writing Process in Action 184-187</i> TWE: EE 186 ELL 166, 174 T 161-162

OBJECTIVES	PAGE REFERENCES
<p>4080-1104 Write increasingly demanding texts.</p> <ul style="list-style-type: none"> ○ Write widely and consistently, e.g., self-selected pieces, assigned papers, letters, notes, E-mail. ○ Document writing improvement, e.g., portfolios, analytic assessment records, writing journals. 	<p>SE: 231, 290-292, 807-808 <i>Writing Activities</i> 293</p> <p>TWE: C 293 ELL 292 MA 807 T 247-248, 808</p>
<p>4080-1105 Write for a variety of purposes, in various rhetorical modes and genres.</p> <ul style="list-style-type: none"> ○ Use narration to recount experiences. ○ Use description to create sensory imagery. ○ Write genres for expressive aims, e.g., anecdotes, diary entries, friendly letters, monologues, journal entries, memoirs. ○ Write genres for literary aims, e.g., character sketch, description of setting, poetry, fable, folktale, legend. ○ Mix modes in a single piece. 	<p>SE: 8-10, 126-128, 130-132 <i>Writing Activities</i> 11, 129, 133 <i>Writing Process in Action</i> 246-249</p> <p>TWE: C 11 JWT 131 T 132</p>
<p>4080-1106 Use writing to learn.</p> <ul style="list-style-type: none"> ○ Describe and use the steps in the writing process. ○ Describe the relationship between reading and writing activities in content-area classrooms. ○ Use writing as a learning tool in the content areas, e.g., content journals, learning logs, free writing, paraphrasing, summarizing, research reports, lab reports, reader response journals, dialogue journals, character journals, social justice notebooks. 	<p>SE: 12-14, 46-48, 699-700 <i>Writing Activities</i> 15, 49</p> <p>TWE: C 700 ELL 14 JWT 47 T 13, 48, 699</p>

OBJECTIVES	PAGE REFERENCES
TOPIC: Speaking	
STANDARD: 4080 – 12	
Students use process strategies before, during, and after speaking.	
<p>4080-1201 Use strategies to prepare for a speech.</p> <ul style="list-style-type: none"> ○ Set a purpose that reflects the speaker's intentions, e.g., special occasion, information, persuasion. ○ Identify attributes of the intended audience. ○ Activate audience's prior knowledge and provide additional background knowledge where necessary. ○ Anticipate possible barriers to communication with audience, e.g., lack of prior knowledge, firmly-held prior opinions. ○ Generate or gather ideas in consideration of a topic, e.g., brainstorm, use note-taking skills, graphic organizers. ○ Select and focus ideas. ○ Generate speech text. ○ Prepare and practice all aspects of delivery. 	<p>SE: 764, 766-767, 769, 772 TWE: B 772 C 763 MA 764</p>
<p>4080-1202 Use strategies to deliver an effective speech.</p> <ul style="list-style-type: none"> ○ Activate prior knowledge and provide additional background knowledge if necessary. ○ Convey the central ideas and supporting details of the speech clearly. ○ Use voice and body language to support meaning. ○ Vary tone, pitch, and pace of speech to aid communication. ○ Adjust speech to accommodate audience response. ○ Demonstrate ethical and appropriate use of resources to enhance speech, e.g., the Internet, library resources, others' ideas. ○ Use conventions of spoken language that are appropriate to the audience and that reflect standard usage. 	<p>SE: 764-774 TWE: ELL 773 LS 771, 775 T 770, 774, 777 TT 767</p>
<p>4080-1203 Analyze and evaluate the effectiveness of a speech.</p> <ul style="list-style-type: none"> ○ Elicit feedback on speech from peers, teachers, family members, and others. ○ Use self-monitoring techniques. 	<p>SE: 775 TWE: C 771, 775, 778 EE 766, 774 T 767, 770</p>

OBJECTIVES	PAGE REFERENCES
STANDARD: 4080 - 13 Students speak in functional, informational, and literary situations for various purposes and audiences.	
4080-1301 Demonstrate speaking competency in FUNCTIONAL situations. <ul style="list-style-type: none"> ○ Use speaking process strategies to speak in a functional situation, e.g., giving directions, instructions, answers to questions. ○ Use oral features to indicate organization, e.g., labels and headings, transitional indicators. ○ Confirm ongoing meaning by observing audience reaction. ○ Apply additional strategies when understanding breaks down, e.g., repeat information, use a different illustration. 	SE: 764-768 TWE: C 768 ELL 765 T 766 TT 767
4080-1302 Demonstrate speaking competency in INFORMATIONAL situations. <ul style="list-style-type: none"> ○ Use speaking process strategies to address informational situations, e.g., oral school reports, essays, peer-teaching experiences. ○ Use oral features to indicate organization, e.g., labels and headings, transitional indicators. ○ Select organizational patterns to indicate important information, e.g., question/answer, description, chronology, process. ○ Use accurate, valid, and reliable information. ○ Confirm ongoing meaning by observing audience reaction. ○ Apply additional strategies when understanding breaks down, e.g., repeat information, use a different illustration. ○ Use a mix of types of organization. 	SE: 769-775 TWE: EE 770 ELL 773 LS 771, 775 MA 769 T 774
4080-1303 Demonstrate speaking competency in LITERARY performances. <ul style="list-style-type: none"> ○ Use speaking process strategies to present a literary performance, e.g., retold short story, poetry reading. ○ Use voice variation to maintain audience interest. ○ Use the textual indicators of written prose and poetry to aid in interpretation. ○ Use gestures and/or props to elaborate text. 	SE: 776-778 <i>Listening and Speaking</i> 245, 273 TWE: ELL 777 MA 776

OBJECTIVES	PAGE REFERENCES
<p>4080-1304 Use effective communication strategies in small and large group discussions.</p> <ul style="list-style-type: none"> ○ Use agreed-upon rules for effective discussions. ○ Initiate discussion by providing appropriate information or asking for information. ○ Express reactions and opinions and challenge the opinions of others in a constructive and considerate manner. ○ Maintain focus, e.g., filter distractions, listen selectively, postpone reactions. ○ Extend the discussion through clarification, synthesis, and summary of information. ○ Pose questions for other group members. ○ Listen attentively to others' ideas and opinions. ○ Encourage others to participate in the discussion. ○ Monitor and evaluate the discussion. ○ Apply additional communication strategies when communication breaks down. ○ Synthesize and share main ideas outside the discussion group. 	<p>SE: 766 <i>Listening and Speaking</i> 61, 117, 183, 217 <i>Viewing and Representing</i> 57</p> <p>TWE: T 766</p>

Codes Used for TWE Pages

A	Assess
B	Bellringer
C	Close
CL	Cooperative Learning
CT	Critical Thinking
CV	Civic Literacy
EE	Enrichment and Extension
ELL	English Language Learner
EXL	Exploring Language
JWT	Journal Writing Tip
LPR	Less-Proficient Readers
LS	Listening and Speaking
MA	Motivating Activity
RWC	Real-World Connection
T	Teach
TS	Thinking Skills
TT	Technology Tip
WRW	Writing in the Real World