

GLENCOE CORRELATION
WRITER'S CHOICE: GRAMMAR AND COMPOSITION GRADE 9 © 2001
UTAH
Language Arts - 4090 - Ninth Grade

Core Standards of the Course

OBJECTIVES	PAGE REFERENCES
TOPIC: Reading	
STANDARD: <u>4090 - 01</u> Students use comprehension strategies before, during, and after reading.	
4090-0101 Use comprehension strategies before reading to be prepared to learn from text. <ul style="list-style-type: none"> ○ Establish a purpose prior to reading a text selection. ○ Preview the text by skimming and noting key features. ○ Activate prior knowledge, including knowledge of content, knowledge of text structure, and knowledge of strategies to use with a given text. ○ Build interest or understanding by relating the main topic or theme to prior knowledge. 	SE: 839 TWE: RM 5, 55, 135

OBJECTIVES	PAGE REFERENCES
<p>4090-0102 Use comprehension strategies during reading to actively construct the meaning of text.</p> <ul style="list-style-type: none"> ○ Connect the text to another text, to a situation in life, and/or to an event or issue in the world. ○ Create mental images spontaneously and purposefully. ○ Determine word meaning through studies of root, prefix, suffix, and inflection. ○ Build vocabulary by adding concepts rather than memorizing definitions. ○ Generate literal, interpretive, and applied questions during reading. ○ Construct meaning in reading by flexibly and consciously using the cueing systems, e.g., graphophonic, semantic, syntactic. ○ Make inferences by using prior knowledge and by locating and putting together information from two or more places in the text. ○ Identify or construct the main idea and distinguish it from detail in text. ○ Monitor own comprehension and apply additional strategies when understanding breaks down, e.g., skip the word or phrase and read on; think of an example; think of a visual image; read ahead; connect information; re-read and clarify information; summarize in own words. ○ Form predictions and confirm, revise, or reject them while reading. 	<p>TWE: CT 202 GR 41-49, 113-118, 165-171, 213-219, 277-279, 317-319</p>
<p>4090-0103 Use comprehension strategies after reading to reflect and learn with text.</p> <ul style="list-style-type: none"> ○ Summarize and/or synthesize important information from text. ○ Connect the text to another text, to a situation in life, and/or to an event or issue in the world. ○ Confirm, revise, or reject predictions from information read. ○ Share responses to text, e.g., small group and whole class discussions, book clubs, visual presentations, written response, multimedia. 	<p>SE: 50, 119, 172, 220, 280 <i>Analyzing the Media Connection</i> 7, 57, 137, 179, 227</p>

OBJECTIVES	PAGE REFERENCES
STANDARD: 4090 – 02 Students read functional, informational, and literary texts from different periods, cultures, and genres.	
4090-0201 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: 848-883
4090-0202 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 the organization of a text and use it 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: 839-842 <i>Analyzing a Writer's Process</i> 137 <i>Cross-Curricular Activity</i> 267 <i>Learning from the Editor</i> 124-125 <i>Listening and Speaking</i> 35, 71

OBJECTIVES	PAGE REFERENCES
<p>4090-0203 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 to increase understanding and appreciation of literature, e.g., myth, essay, poetry, young adult literature, classics. ○ Recognize and interpret the elements of literature, e.g., metaphor, symbolism, types of conflict, dialogue. ○ 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: 41-50, 113-119, 165-172, 213-220, 277-280, 317-320 <i>Cross-Curricular Activity</i> 311 <i>Write...</i> 271 <i>Writing Across the Curriculum</i> 221</p>
<p>4090-0204 Read increasingly demanding texts with fluency and understanding.</p> <ul style="list-style-type: none"> ○ Read widely and consistently, e.g., at least 1_ hours per night from school assignments and recreational interests. ○ Adjust reading rate to purpose and text difficulty. ○ Create mental images spontaneously and purposefully. 	<p>SE: 839</p>
<p>4090-0205 Demonstrate competency in reading self-selected texts.</p> <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. 	<p>SE: <i>Cross-Curricular Activity</i> 311 <i>Listening and Speaking</i> 291 <i>Write...</i> 35, 107, 207</p>

OBJECTIVES	PAGE REFERENCES
TOPIC: Listening	
STANDARD: 4090 – 03	
Students use comprehension strategies before, during, and after listening.	
4090-0301 Use comprehension strategies before listening. <ul style="list-style-type: none"> ○ Establish a purpose for listening, e.g., acquiring information or ideas, seeking enjoyment, providing understanding. ○ Activate prior knowledge of speaker and subject matter. ○ Focus attention, e.g., eliminate distractions, listen selectively, postpone reactions. 	SE: 884-887, 891 <i>Cross-Curricular Activity 19</i> <i>Listening and Speaking 35, 71, 75, 87</i> TWE: CL 56 LAS 39, 110
4090-0302 Use comprehension strategies to actively construct meaning. <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, take notes. ○ Listen critically, e.g., separate facts from opinions. ○ Evaluate inferences. 	SE: 884-887, 891 <i>Cross-Curricular Activity 19</i> <i>Listening and Speaking 35, 71, 75, 87</i> TWE: CL 56 LAS 39, 110
4090-0303 Evaluate and respond after listening to reflect on, consolidate, and extend meaning. <ul style="list-style-type: none"> ○ Summarize key ideas. ○ Synthesize information to answer questions, solve problems, communicate ideas. ○ Evaluate the usefulness, reliability, and accuracy of information. 	SE: 884-887, 891 <i>Cross-Curricular Activity 19</i> <i>Listening and Speaking 35, 71, 75, 87</i> TWE: CL 56 LAS 39, 110
STANDARD: 4090 – 04	
Students listen in functional, informational, and literary situations.	
4090-0401 Demonstrate competency in listening to and interpreting FUNCTIONAL materials. <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, attending to schedule changes. ○ Listen for relevant information. ○ Confirm ongoing meaning, e.g., ask questions, summarize, predict. 	SE: <i>Listening and Speaking 239</i> TWE: LAS 123

OBJECTIVES	PAGE REFERENCES
<p>4090-0402 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 informational materials, e.g., school lectures, community forums, media messages. ○ Identify the organization of information heard and use it to recall, construct, and predict important information, e.g., comparison/contrast, cause/effect, question/answer, problem/solution, description, chronology, process. ○ Determine the accuracy, validity, and reliability of information. ○ Use information gained to create and share responses to auditory materials. ○ Recognize combinations mode and organization in a single piece. 	<p>SE: <i>Cross-Curricular Activity</i> 19, 199 <i>Listening and Speaking</i> 35, 71, 75, 183 TWE: CL 56 LAS 39, 110, 127</p>
<p>4090-0403 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, alliteration. ○ Compare and/or contrast the experiences of various cultures that might be reflected in the literature. ○ Connect the presentation to other literary presentations, to a situation in life, and/or to an event or issue in the world, where appropriate. ○ Share responses to text, e.g., small group and whole class discussions, book clubs, visual presentations, written response, multimedia. 	<p>SE: <i>Listening and Speaking</i> 15, 27 TWE: LAS 163, 271</p>

OBJECTIVES	PAGE REFERENCES
TOPIC: Viewing	
STANDARD: 4090 – 05	
Students use comprehension strategies before, during, and after viewing.	
<p>4090-0501 Use comprehension strategies before viewing to be prepared to learn from visual materials.</p> <ul style="list-style-type: none"> ○ Establish a purpose for viewing, e.g., acquiring information or ideas, seeking enjoyment, providing understanding. ○ Activate prior knowledge, e.g., knowledge of media, knowledge of subject. ○ Focus both visual and auditory attention. 	<p>SE: <i>Cross-Curricular Activity 27, 107</i> <i>Viewing and Representing 19, 83, 91, 99, 207</i></p> <p>TWE: CT 124 VR 94, 141</p>
<p>4090-0502 Use comprehension strategies during viewing to actively construct meaning from visual materials.</p> <ul style="list-style-type: none"> ○ Focus attention, e.g., eliminate distractions, listen and 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 the 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: <i>Cross-Curricular Activity 27, 107</i> <i>Viewing and Representing 19, 83, 91, 99, 207</i></p> <p>TWE: CT 124 VR 94, 141</p>
<p>4090-0503 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: <i>Cross-Curricular Activity 27, 107</i> <i>Viewing and Representing 19, 83, 91, 99, 207</i></p> <p>TWE: CT 124 VR 94, 141</p>

OBJECTIVES	PAGE REFERENCES
STANDARD: 4090 – 06 Students view functional, informational, and literary materials from different periods, cultures, and genres.	
4090-0601 Demonstrate competency in viewing and interpreting FUNCTIONAL materials. <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. 	SE: 909-911 <i>Using Computers</i> 231, 261 <i>Viewing and Representing</i> 11, 61, 103, 235, 255
4090-0602 Demonstrate competency in viewing and interpreting INFORMATIONAL materials. <ul style="list-style-type: none"> ○ Use comprehension strategies before, during, and after viewing informational materials, e.g., documentaries, photo essays, multimedia materials. ○ 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 important information, e.g., comparison/contrast, cause/effect, question/answer, problem/solution, description, chronology, process. ○ Scan for relevant information, e.g., in computer presentations, on web sites. ○ Determine the accuracy, validity, and reliability of information viewed. ○ Use information gained visually to create and share responses to visual presentations. ○ Recognize combinations of mode and organization in a single piece. 	SE: 899-901 <i>Viewing and Representing</i> 207, 295, 299

OBJECTIVES	PAGE REFERENCES
<p>4090-0603 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, 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 and/or 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: <i>Cross-Curricular Activity</i> 311 <i>Listening and Speaking</i> 271 TWE: RWC 286</p>
<p>TOPIC: Writing</p>	
<p>STANDARD: 4090 – 07 Students use composing strategies before writing.</p>	
<p>4090-0701 Establish a purpose for writing.</p> <ul style="list-style-type: none"> ○ Write to learn. ○ Write to express an opinion. ○ Write to convey information. ○ Write to express creativity. ○ Write to persuade. ○ Write to record experiences. ○ Write to give instructions and directions. 	<p>SE: 8-11, 24-27, 36, 71, 104-107, 138-143, 180-183, 228-231, 288-291, 304-307</p>
<p>4090-0702 Select a topic.</p> <ul style="list-style-type: none"> ○ Establish a main idea or identify a central theme for writing. ○ Generate ideas for a topic. ○ Narrow topic according to purpose and audience. 	<p>SE: 11, 12-14, 17, 21-23, 62-67, 108, 161, 180-183, 209 <i>Write... 107</i></p>
<p>4090-0703 Analyze the intended audience.</p> <ul style="list-style-type: none"> ○ Identify audience attributes. ○ Identify format to address topic and purpose according to audience needs, e.g., poem, letter, essay, journal entry, play, short story, memo, lab report, directions, memoir, piece of information, reply to a test question, instructions. ○ Select ideas according to purpose and topic to meet audience needs. 	<p>SE: 68-71, 108-109, 273 <i>Cross-Curricular Activity</i> 199, 235 <i>Listening and Speaking</i> 71 <i>Present... 103</i> <i>Write... 261, 307</i> TWE: LAS 70</p>

OBJECTIVES	PAGE REFERENCES
<p>4090-0704 Activate prior knowledge.</p> <ul style="list-style-type: none"> ○ Review prior knowledge of topic. ○ Use prior knowledge of and experience with the topic to organize ideas. ○ Build own interest or understanding by relating prior knowledge to the topic. 	SE: 21, 65 <i>Cross-Curricular Activity 19</i> <i>Listening and Speaking 35</i> <i>Write... 23, 27</i>
<p>4090-0705 Identify, select, and prioritize ideas and supporting evidence.</p> <ul style="list-style-type: none"> ○ Determine purpose and need for information. ○ Identify, select, and prioritize potential information sources, e.g., dictionaries, interviews, journals, books, magazines, the Internet, E-mail, CD ROMs, films, audio-visual media, appendices, indices, glossaries, tables of contents, newspapers, atlases, encyclopedias. ○ Use information problem-solving skills, i.e., The Big Six: task definition, information-seeking strategies, location and access, use of information, synthesis, evaluation. ○ Use technology to manage information efficiently and effectively. ○ Use resources ethically, e.g., observe copyright laws, use correct citation. 	SE: 76, 84-87, 264, 324-349, 801-810, 909-911
<p>STANDARD: 4090 – 08 Students use composing strategies to construct a written draft.</p>	
<p>4090-0801 Establish a main idea or identify a central theme for writing.</p> <ul style="list-style-type: none"> ○ Create a relational organization of ideas, e.g., web, map, outline, database. ○ Generate the main idea or central theme. ○ Generate sub-ideas or sub-themes, e.g., sub headings, chapter titles, paragraph breaks, story elements. ○ Determine an organizational pattern that fits the purpose, main idea, or central theme, e.g., comparison/contrast, cause/effect, question/answer, problem/solution, description, chronology, process. 	SE: 38, 110, 140 <i>Describe a Scene 151</i> <i>Freewrite About Yourself 11</i> <i>Write... 15, 23, 79, 87, 143</i>
<p>4090-0802 Elaborate main ideas and supporting ideas through the use of detail.</p> <ul style="list-style-type: none"> ○ Generate examples. ○ Use statistics, graphs, and tables. ○ Supplement ideas with graphics, e.g., illustrations and photos, hypertext. 	SE: 81-82, 106, 150, 197, 233-234, 252-255, 260 <i>Write... 19, 261</i>

OBJECTIVES	PAGE REFERENCES
<p>4090-0803 Generate additional ideas as needed.</p> <ul style="list-style-type: none"> ○ Connect prior knowledge and new information to expand understanding of topic. ○ Review organization of information. ○ Seek additional information sources. 	<p>SE: 182, 234, 250, 264, 266, 274 <i>Write...</i> 183 <i>Your Research Paper</i> 347</p>
<p>4090-0804 Elicit feedback during composing.</p> <ul style="list-style-type: none"> ○ Use an analytical process to monitor composing, e.g., ability to select, elaborate, and organize ideas, achieve sentence fluency, use appropriate and effective word choice, authentic voice, appropriate conventions. ○ Seek feedback from peers, teachers, and family members. ○ Use an analytical process to provide feedback to peers, e.g., others' ability to select, elaborate, and organize ideas, achieve sentence fluency, use appropriate and effective word choice, authentic voice, appropriate conventions. 	<p>SE: 98 <i>Listening and Speaking</i> 87, 95 <i>Revising</i> 38, 110, 162, 210, 274, 314 TWE: LAS 39</p>
<p>STANDARD: <u>4090 - 09</u> Students revise and edit to improve a written draft.</p>	
<p>4090-0901 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, encyclopedia, almanac. ○ 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: 38, 92-95, 110, 162, 210, 266, 274, 314, 344-347 TWE: CoL 346</p>

OBJECTIVES	PAGE REFERENCES
<p>4090-0902 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., incorrectly combined sentences, misplaced modifiers, run-on sentences, unnecessary fragments, incorrect use of adverbs, incorrect pronoun antecedent, incorrect use of present and past tenses. ○ Identify and correct errors in capitalization, e.g., lower case with common nouns, capitalization of title name. ○ Identify and correct errors in punctuation, e.g., comma before coordinating conjunction, unnecessary commas, commas with nonrestrictive elements, semicolon with independent clauses. ○ 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: 39, 96-99, 111, 163, 211, 275, 348-349 <i>Spelling</i> 35</p> <p>TWE: CoL 126 LAS 155</p>
<p>4090-0903 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: 39, 100-103, 111, 163, 211, 275, 315, 348-349 <i>Cross-Curricular Activity</i> 199 <i>Write...</i> 183</p>
<p>STANDARD: <u>4090 – 10</u> Students write functional, informational, and literary texts for various purposes, audiences, and situations.</p>	
<p>4090-1001 Demonstrate competency in writing FUNCTIONAL text.</p> <ul style="list-style-type: none"> ○ Use writing process strategies to construct functional text, e.g., to give process directions, construction instructions, report findings. ○ Use features to indicate organization, e.g., headings, sub headings, other visual information. ○ Confirm ongoing meaning by using multiple text features, e.g., graphs, captions, illustrations, models, diagrams, tables. 	<p>SE: 239 <i>Viewing and Representing</i> 255 <i>Write...</i> 231</p> <p>TWE: RWC 254</p>

OBJECTIVES	PAGE REFERENCES
<p>4090-1002 Demonstrate competency in writing INFORMATIONAL text.</p> <ul style="list-style-type: none"> ○ Use writing process strategies to construct informational text, e.g., school reports, essays, magazine and newspaper articles. ○ Use 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. 	<p>SE: 36-39, 160-163, 208-211 <i>Listening and Speaking</i> 35 <i>Present...</i> 103 <i>Write...</i> 19, 107, 183, 187, 199</p>
<p>4090-1003 Demonstrate competency in writing LITERARY text.</p> <ul style="list-style-type: none"> ○ Use writing process strategies to construct a literary text, e.g., myth, essay, poetry. ○ 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. 	<p>SE: 208-211 <i>Cross-Curricular Activity</i> 191 <i>Write...</i> 27</p>
<p>4090-1004 Write increasingly demanding texts.</p> <ul style="list-style-type: none"> ○ Write widely and consistently for school assignments and personal interests. ○ Demonstrate competency in writing self-selected pieces. 	<p>SE: 324-349</p>
<p>4090-1005 Write for a variety of purposes, in various rhetorical modes and genres.</p> <ul style="list-style-type: none"> ○ Use exposition to inform, explain, or clarify, e.g., business letters, directions, lab reports and observations, manual instructions, research reports, news articles, summaries. ○ Use persuasion to convince, e.g., advertisements, debate scripts, letters of complaint, editorials, speeches. ○ Mix modes in a single piece. 	<p>SE: 304-307, 312-315, 324-349, 413-424, 431-435, 902-904, 915-917 <i>Write...</i> 291, 299, 311</p>

OBJECTIVES	PAGE REFERENCES
<p>4090-1006 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: 28-31, 58-111, 324-329 <i>Cross-Curricular Activity</i> 235, 239, 267 <i>Journal Writing</i> 211, 263</p> <p>TWE: ELL 30</p>
<p>TOPIC: Speaking</p>	
<p>STANDARD: 4090 – 11 Students use process strategies before, during, and after speaking.</p>	
<p>4090-1101 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, speeches. ○ 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: 888-891 <i>Listening and Speaking</i> 35, 183, 251</p> <p>TWE: LAS 39, 110, 127</p>

OBJECTIVES	PAGE REFERENCES
<p>4090-1102 Use strategies to deliver an effective speech.</p> <ul style="list-style-type: none"> ○ Activate audience's prior knowledge or schemata and provide additional background knowledge if necessary. ○ Convey the central ideas and supporting details of the speech clearly. ○ Use voice, body language, and props 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: 888-891 <i>Listening and Speaking</i> 35, 183, 251 TWE: LAS 39, 110, 127</p>
<p>4090-1103 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: 888-891 <i>Listening and Speaking</i> 35, 183, 251 TWE: LAS 39, 110, 127</p>
<p>STANDARD: 4090 – 12 Students speak in functional, informational, and literary situations for various purposes and audiences.</p>	
<p>4090-1201 Demonstrate speaking competency in FUNCTIONAL situations.</p> <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. 	<p>This objective can be met during teacher/class discussion.</p>

OBJECTIVES	PAGE REFERENCES
<p>4090-1202 Demonstrate speaking competency in INFORMATIONAL situations.</p> <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. ○ Use an organizational pattern to indicate important information, e.g., comparison/contrast, cause/effect, question/answer, problem/solution, 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. 	<p>SE: <i>Listening and Speaking</i> 35, 307 TWE: LAS 39, 110, 337</p>
<p>4090-1203 Demonstrate speaking competency in LITERARY situations.</p> <ul style="list-style-type: none"> ○ Use speaking process strategies to address a literary performance, e.g., retold short story, poetry reading, readers' theater, prose recitation. ○ Use voice variation to maintain audience interest. ○ Use gestures and/or props to elaborate text. ○ Use the textual indicators of written prose and poetry to aid in interpretation. 	<p>SE: <i>Listening and Speaking</i> 15, 27 TWE: LAS 163</p>

OBJECTIVES	PAGE REFERENCES
<p>4090-1204 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: 891-892 <i>Cross-Curricular Activity</i> 15, 191 <i>Listening and Speaking</i> 67, 71, 75, 79, 199 <i>Viewing and Representing</i> 19, 147</p>

Codes Used for TWE Pages

CL	Civic Literacy
CoL	Cooperative Learning
CT	Critical Thinking
ELL	English Language Learners
GR	Guided Reading
LAS	Listening and Speaking
RM	Reading Media
RWC	Real World Connection
VR	Viewing and Representing