

GLENCOE CORRELATION
WRITER'S CHOICE: GRAMMAR AND COMPOSITION GRADE 11 © 2001
UTAH
Language Arts - 4110 - Eleventh Grade

Core Standards of the Course

OBJECTIVES	PAGE REFERENCES
TOPIC: Reading	
STANDARD: 4110 - 01	
Students use comprehension strategies before, during, and after reading.	
4110-0101 Use comprehension strategies before reading to be prepared to learn with 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 organization, 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: 806-807 TWE: CT 806 ELL 160 MA 40, 156, 198, 256, 310 T 806 WRW 312

OBJECTIVES	PAGE REFERENCES
<p>4110-0102 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>SE: 806-807, 817-819 TWE: EE 43 LS 818 T 42, 315, 318 WRW 158, 159, 259</p>
<p>STANDARD: 4110 – 02 Students read functional, informational, and literary texts from different periods, cultures, and genres.</p>	
<p>4110-0201 Demonstrate competency in reading and interpreting FUNCTIONAL text.</p> <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. 	<p>SE: 239, 325-326, 806-807, 808-810, 812-813, 816-821 TWE: C 239 CL 819 MA 236 T 809</p>

OBJECTIVES	PAGE REFERENCES
<p>4110-0202 Demonstrate competency in reading and interpreting INFORMATIONAL text.</p> <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 that types of text organization may be mixed in a single piece. 	<p>SE: 239, 325-326, 784-786, 806-807 TWE: C 239 CL 260 ELL 785 T 259, 261 WRW 259</p>
<p>4110-0204 Read increasingly demanding texts with fluency and understanding.</p> <ul style="list-style-type: none"> ○ Read widely and consistently, e.g., at least 2 hours per night from school assignments and recreational interests. ○ Adjust reading rate to purpose and text difficulty. ○ Create mental images spontaneously and purposefully, if needed. 	<p>SE: 40-43, 104-108, 156-163, 198-205, 256-261, 310-319, 805-807 TWE: CL 202 JWT 191 T 191</p>
<p>4110-0205 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: 324-325, 806-807 TWE: CiL 316 CL 316 ELL 779</p>

OBJECTIVES	PAGE REFERENCES
TOPIC: Listening	
STANDARD: 4110 – 03	
Students use comprehension strategies before, during, and after listening.	
<p>4110-0301 Use comprehension strategies before listening.</p> <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. 	<p>SE: 302-304, 849-851, 855-856, 856-857 TWE: C 357 F 849 T 850</p>
<p>4110-0302 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, take notes. ○ Listen critically, e.g., separate facts from opinions, evaluate inferences. 	<p>SE: 302-304, 305, 849-851, 855-856, 856-857 TWE: C 851 CC 851 RWC 850 SN 304 T 851</p>
<p>4110-0303 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, communicate ideas. ○ Evaluate the usefulness, reliability, and accuracy of information. 	<p>SE: 302-305, 849-851, 855-856, 856-857 TWE: C 851 CC 851 PA 851 RWC 850 SN 304 T 851</p>
STANDARD: 4110 – 04	
Students listen in functional, informational, and literary situations.	
<p>4110-0401 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, attending to schedule changes. ○ Listen for relevant information. ○ Confirm ongoing meaning, e.g., ask questions, summarize, predict. 	<p>SE: 19, 221, 235, 277, 849-851</p>

OBJECTIVES	PAGE REFERENCES
<p>4110-0402 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 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 heard. ○ Use information gained to create and share responses to auditory materials. ○ Recognize different combinations of mode and organization in a single piece. 	<p>SE: 15, 23, 31, 71, 75, 147, 185, 849-851, 855-856, 856-857</p>
<p>4110-0403 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., alliteration, onomatopoeia, internal rhyme. ○ Compare and/or contrast the experiences of various cultures that might be reflected in the literature. ○ Connect the literary presentation to another presentation, to a situation in life, and/or to an event or issue in the world, where appropriate. 	<p>SE: 15, 23, 31, 71, 75, 147, 185, 849-851, 855-856, 856-857 TWE: CC 851</p>
<p>TOPIC: Viewing</p>	
<p>STANDARD: 4110 – 05 Students use comprehension strategies before, during, and after viewing</p>	
<p>4110-0501 Use comprehension strategies before viewing.</p> <ul style="list-style-type: none"> ○ Establish a purpose for viewing, e.g., acquiring information and/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: 99, 131, 147, 181, 859-862, 863-865 TWE: CC 861 EL 864 T 860, 861</p>

OBJECTIVES	PAGE REFERENCES
<p>4110-0502 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 a graphic representation. ○ 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: 35, 63, 85, 99, 859-862, 863-865 TWE: CC 861 EL 864 T 860, 862</p>
<p>4110-0503 Evaluate and respond after viewing to reflect and learn from visual materials.</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: 27, 35, 63, 99, 139, 143, 181, 225, 859-862, 863-865</p>
<p>STANDARD: 4110 – 06 Students view functional, informational, and literary materials from different periods, cultures, and genres.</p>	
<p>4110-0601 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. 	<p>SE: 239, 859-862, 863-865 TWE: A 423 LPR 238 T 424, 425, 429 VR 424</p>

OBJECTIVES	PAGE REFERENCES
<p>4110-0602 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, multimedia materials. ○ Preview information presented visually by skimming and scanning promotional materials, e.g., advertisements in newspapers, introductory programs, documentary movie trailers, documentary video covers. ○ 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 modes and organizations in a single piece. 	<p>SE: 27, 63, 239, 281, 859-862, 863-865 TWE: C 51 EL 864 RWC 50 VR 211</p>
<p>4110-0603 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. ○ Connect the visual text to another text, to a situation in life, and/or to an event or issue in the world, where appropriate. 	<p>SE: 99, 139, 247, 859-862, 863-865 TWE: VR 78</p>

OBJECTIVES	PAGE REFERENCES
TOPIC: Writing	
STANDARD: 4110 – 07	
Students use process strategies before, during, and after composing.	
<p>4110-0701 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, dictionaries, books, magazines, the Internet, E-mail, CD ROMs, films, audio-visual media, appendices, indices, glossaries, and tables of contents. ○ Use resources ethically, e.g., observe copyright laws, use correct citations. ○ Elicit feedback on quality of initial ideas from peers, teachers, family members, and others. 	<p>SE: 37, 56-59, 60-63, 64-67, 68-71, 101, 153, 195, 253, 324-329</p>
<p>4110-0702 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. ○ Select organizational pattern(s) 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: 72-75, 76-81, 82-85, 86-89, 218-221, 222-225, 226-231, 232-235, 236-239, 344-347</p>

OBJECTIVES	PAGE REFERENCES
<p>4110-0703 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, and appropriate conventions. 	<p>SE: 86-89, 102, 154, 344-347, 784-786 <i>Using Computers</i> 85, 89, 99, 251</p> <p>TWE: C 787</p>
<p>4110-0704 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., run-on sentences, unnecessary fragments, incorrect use of adverbs, incorrect pronoun-antecedent agreement, incorrect subject-verb agreement, incorrect subject-verb agreement with collective noun, misplaced modifiers, incorrect use of present and past tenses. ○ Identify and correct errors in capitalization, e.g., lower case with common nouns, capitalization of proper adjectives. ○ Identify and correct errors in punctuation, e.g., unnecessary commas, comma with introductory element, beginning and ending in direct quotation, commas with parenthetical expression. ○ 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: 90-95, 155, 255, 348 <i>Proofreading Tip</i> 197 <i>Using Computers</i> 95, 247, 287, 297</p> <p>TWE: T 91, 348</p>

OBJECTIVES	PAGE REFERENCES
<p>4110-0705 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 or commercial publications. ○ Share with peers, teachers, family members, and others. 	<p>SE: 39, 90-95 TWE: C 7, 99, 103, 155, 197, 255, 301 WRW 121</p>
<p>STANDARD: 4110 – 08 Students write functional, informational, and literary texts for various purposes, audiences, and situations.</p>	
<p>4110-0801 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: 218-221, 222-225, 226-231, 232-235, 240-243, 244-247, 248-251 <i>Using Computers 225</i> TWE: ELL 242 LPR 220</p>
<p>4110-0802 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: 20-23, 24-27, 28-31, 32-35, 270-273, 274-277, 278-281, 282-287, 288-293, 294-297</p>

OBJECTIVES	PAGE REFERENCES
<p>4110-0803 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, short story. ○ Use the features of each literary genre, e.g., character, plot, setting, meter. ○ Use the elements of literature, e.g., theme, metaphor, symbolism, types of conflict, dialogue. 	<p>SE: 8-11, 28-31, 32-35, 172-177, 186-189, 190-193, 194-197 TWE: ELL 174, 175</p>
<p>4110-0804 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: 24-27, 32-35, 45, 148-151, 165, 190-193, 244-247, 298-301, 324-349</p>
<p>4110-0805 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. 	<p>SE: 20-23, 218-221, 226-231, 232-235, 240-243, 270-273, 278-281, 282-287, 294-297, 298-301</p>
<p>4110-0806 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 and summarizing, research reports, lab reports, reader response journals, dialogue journals, character journals, social justice notebooks. 	<p>SE: 52-55, 56-59, 60-63, 64-67, 68-71, 72-75, 76-81, 82-85, 86-89, 90-95</p>

OBJECTIVES	PAGE REFERENCES
TOPIC: Presenting	
STANDARD: 4110 – 09	
Students use process strategies before, during, and after presenting.	
<p>4110-0901 Use strategies to prepare for a presentation.</p> <ul style="list-style-type: none"> ○ Set a purpose that reflects the presenter's intentions, e.g., information, persuasion, special occasion. ○ 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 presentation text. ○ Prepare and practice all aspects of delivery. 	<p>SE: 15, 177, 247, 277, 294-296, 297, 852-854, 856-857 TWE: C 857 T 853</p>
<p>4110-0902 Use strategies to deliver an effective presentation.</p> <ul style="list-style-type: none"> ○ Activate audience's prior knowledge and provide additional background knowledge if necessary. ○ Convey the central ideas and supporting details of the presentation clearly. ○ Use voice, body language, and technology to support meaning. ○ Vary tone, pitch, pace, and use of technology in presentation to aid communication. ○ Adjust presentation to accommodate audience response. ○ Demonstrate ethical and appropriate use of resources to enhance presentation, 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: 15, 23, 31, 235, 273, 297, 852-854 TWE: ELL 854 T 852, 853</p>
<p>4110-0903 Analyze and evaluate the effectiveness of a presentation.</p> <ul style="list-style-type: none"> ○ Elicit feedback on presentation from peers, teachers, family members, and others. ○ Use self-monitoring techniques. 	<p>SE: 15, 31, 193, 235, 273, 297, 852-854 TWE: LS 117, 197 T 854</p>

OBJECTIVES	PAGE REFERENCES
STANDARD: 4110 – 10 Students present in functional, informational, and literary situations for various purposes and audiences.	
4110-1001 Demonstrate competency in presenting in FUNCTIONAL situations. <ul style="list-style-type: none"> ○ Use presentation process strategies to present in a functional situation, e.g., giving directions, instructions, answers to questions. ○ Use oral and visual features to indicate organization, e.g., overhead transparencies, LCD materials, computer graphics. ○ Confirm ongoing meaning by observing audience reaction. ○ Apply additional strategies when understanding breaks down, e.g., repeat information, use a different illustration. 	SE: 19, 852-854, 855-856 TWE: T 852
4110-1002 Demonstrate competency in presenting in INFORMATIONAL situations. <ul style="list-style-type: none"> ○ Use presentation process strategies to address an informational situation, e.g., oral school reports, essays, peer-teaching experiences. ○ Use oral and visual features to indicate organization, e.g., labels and headings, transitional indicators. ○ Use an oral or visual 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. 	SE: 147, 185, 217, 235, 273, 277, 852-854 TWE: C 255 LS 117, 197
4110-1003 Demonstrate competency in presenting in LITERARY situations. <ul style="list-style-type: none"> ○ Use presentation process strategies to address a literary performance, e.g., recitation of poetry, prose, drama. ○ Use voice and visual variation to maintain audience interest. ○ Use graphic illustrations to elaborate text. ○ Use the textual indicators of written prose and poetry to aid in interpretation. 	SE: 31, 177, 852-854

OBJECTIVES	PAGE REFERENCES
<p>4110-1004 Use effective presentation strategies in small and large group presentations.</p> <ul style="list-style-type: none"> ○ Use agreed-upon rules for effective presentations. ○ 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 presentation 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 presentation. ○ Apply additional communication strategies when communication breaks down. ○ Synthesize and share main ideas outside the presentation group. 	<p>SE: 11, 63, 147, 177, 193, 855-856 TWE: C 44, 55, 139, 151</p>

Codes Used for TWE Pages

A	Assess
C	Close
CC	Cultural Connections
CiL	Civic Literacy
CL	Cooperative Learning
CT	Critical Thinking
EE	Enrichment and Extension
EL	Exploring Language
ELL	English Language Learners
F	Focus
JWT	Journal Writing Tip
LPR	Less Proficient Readers
LS	Listening and Speaking
MA	Motivating Activity
PA	Practice and Assess
RWC	Real World Connection
SN	Special Needs
T	Teach
VR	Viewing and Representing
WRW	Writing in the Real World