



UTAH
Secondary Language Arts
Seventh Grade Test Blueprint
Writer's Choice: Grammar and Composition Grade 7 © 2005

OBJECTIVES	PAGE REFERENCES
Standard 1 Students use comprehension strategies before reading	
Objective 2 Preview the text	
* Identify the author's purpose.	SE: 685 <i>Skimming</i> 687-688 TWE: ARS 249 CT 189, 299, 300 LE 143 MA 90 T 685, 687
* Skim the text for general understanding.	SE: 685, 694, 699-702 <i>Skimming</i> 687-688 TWE: ARS 249 C 796 CAC 92, 144 6+ 250 WRW 141
* Scan for specific information.	SE: 685-686, 687-688, 699-702 <i>Talk About Reading</i> 38 #3 TWE: CAC 92 EE 686 MIN 226 T 252, 646, 701
* Determine text format by noting key features, e.g., headlines, captions, bold print.	SE: 639-642, 685-686, 694 TWE: C 686 EE 641, 686 6+ 301 T 685 TT 642, 644
* Choose strategies to suit identified purpose, e.g., functional, informational, literary.	SE: 647-649, 687-688, 706 TWE: C 688 EE 641 MIN 640, 646 T 644 TT 642, 644

OBJECTIVES	PAGE REFERENCES
Standard 2 Students use comprehension strategies during reading to actively construct the meaning of text.	
Objective 1 Make text-to-text, text-to-self, and text-to-world connections.	
* Relate text to other relevant texts.	SE: 639-642, 643-644, 645-646, 647-649 TWE: C 792 CAC 92, 190 EE 342, 641 MA 639
* Relate text to life situations and experiences.	SE: <i>Talk About Reading</i> 38 #1, 95 #1, 192 #1, 251 #1, 302 #1 <i>Write About Reading</i> 38, 192, 254 TWE: ARS 34, 299
* Relate text to an event or issue in the world.	SE: <i>Writing Across the Curriculum</i> 39, 96, 193, 303 TWE: C 254 CC 302 CT 251, 301 EE 95 LE 91, 300
* Use text connections to create mental images spontaneously and purposefully.	SE: <i>Collect Your Thoughts</i> 192 <i>Literature Model</i> 122 <i>Revising</i> 104 <i>Talk About Reading</i> 95 #3 <i>Write About Reading</i> 95 <i>Writing Across the Curriculum</i> 255 TWE: LE 91 MIN 124 6+ 93, 189
Objective 2 Simultaneously and strategically use cueing systems to establish the meaning of unfamiliar words or phrases.	
* Use context clues to determine the meaning of unfamiliar words (semantic cueing system).	SE: 658-659 TWE: ARS 143, 250, 299 C 659 EE 713 MIN 659 6+ 91, 93, 143
* Use sentence structure to determine the meaning of unfamiliar words (syntactic cueing system).	SE: 658-659, 669-670, 671 TWE: EE 713 6 + 91, 93, 143
* Use letter sound correspondence to determine the pronunciation of unfamiliar words (graphophonic cueing system).	SE: 650, 661-664, 713 <i>Footnotes</i> 143, 189 TWE: C 664 EE 664 MIN 663 T 662, 663

OBJECTIVES	PAGE REFERENCES
Objective 3 Build vocabulary by using a variety of strategies.	
* Determine word meaning through studies of root, prefix, suffix, and inflectional endings.	SE: 407-408, 409-410, 661-664 TWE: C 664 EE 664 MIN 663 T 662, 663
* Associate terminology with concepts, e.g., the definition of "democracy" vs. the concept of "democracy".	SE: <i>Talk About Reading</i> 254 #1 <i>Word Works</i> 668 TWE: ARS 143 C 656 EE 148 LE 300 RWC 778 6+ 91, 93 VR 668
* Clarify word meanings using references, e.g., dictionary, thesaurus, glossary.	SE: 647-649, 650-652, 797-816 TWE: C 649, 652 CC 649 MA 647 MIN 651 T 651 TT 648
Objective 4 Use comprehension strategies to deepen and broaden understanding of text.	
* Generate literal, interpretive, and applied questions during reading.	SE: 687-688, 694-695 TWE: ARS 34, 36, 92, 249, 250 C 688 T 687, 694
* Construct meaning in reading by flexibly and consciously using the cueing systems, e.g., graphophonic, semantic, syntactic.	SE: <i>Talk About Reading</i> 38 #3, 95 #3 <i>Write About Literature</i> 95 TWE: ARS 250 6+ 33, 34, 91, 93, 189, 190
* Make inferences by using prior knowledge and by locating and putting together information from two or more places in text.	SE: <i>Talk About Reading</i> 302 #2 TWE: ARS 34, 250 CT 33, 189, 190, 252, 299, 301 MA 90
* Identify or construct the main idea or theme and distinguish it from detail in text.	SE: <i>Talk About Reading</i> 302 #2 TWE: ARS 250, 253 CAC 92, 190 CT 37, 253 LE 35, 300 MA 90
* Summarize in own words.	SE: 333-336, 689-690 <i>Talk About Reading</i> 254 #2 TWE: ARS 250, 253 C 302 CT 253 LE 37 T 689 WRW 334

OBJECTIVES	PAGE REFERENCES
* Form predictions and confirm, revise, or reject them while reading.	TWE: ARS 34, 92, 93, 249 CT 189 LE 33, 146 T 147
Standard 3 Students use comprehension strategies after reading to reflect on, consolidate, and extend meaning.	
Objective 1 Summarize and/or synthesize important information from text.	
* Create a graphic representation, e.g., web, diagram, picture, flowchart.	SE: 22, 698 <i>Talk About Reading 254 #2</i> TWE: C 302 CAC 144 EE 695, 702 T 700, 701 VR 688
* Write a response.	TWE: ARS 143, 253 C 95, 192 CAC 92, 144, 190 CT 37 6+ 145, 301
* Discuss or debate important information, confirm, revise, or reject predictions.	TWE: ARS 34, 92, 93 CT 35, 37, 191, 252, 300 LE 94, 146
* Share responses to text, e.g., small group and whole class discussions, book clubs, visual presentations, written response, multimedia.	SE: 349-353 <i>Journal Writing 181</i> <i>Talk About Reading 95</i> <i>Write a Response 183</i> TWE: ARS 143, 253 C 192 CT 33, 146 LE 189
* Connect the text to another text, to a situation in life, and/or to an event or issue in the world.	SE: <i>Talk About Reading 148 #1, 192 #1, 254 #1</i> <i>Writing Across the Curriculum 96, 252, 303</i> TWE: ARS 34 CAC 92, 190
Standard 5 Students read functional, informational, and literary texts from different periods, cultures, and genres.	
Objective 1 Demonstrate competency in viewing and interpreting FUNCTIONAL text.	
* Use comprehension strategies before, during, and after reading functional materials, e.g., directions, instruction manuals, a course syllabus, test instructions.	SE: 328-353, 706-711, 712-716, 717, 743-747, 777-780, 783-787, 787-790, 793-796 TWE: IC 785
* Preview by skimming and noting key features.	SE: 687-688, 690 Exercise 3, 694 TWE: ARS 249 CAC 144 LE 249 T 685, 687 WRW 141, 190

OBJECTIVES	PAGE REFERENCES
* Scan for relevant information.	SE: 687-688 TWE: CAC 92 IC 785 MIN 226 6+ 143, 144 T 252, 646, 701 TT 796
* Confirm ongoing meaning by using print and other visual features, e.g., graphs, captions, illustrations, models, diagrams, tables.	SE: 226, 331 <i>Drafting Tips</i> 174 <i>Literature Model</i> 491 <i>Student Model</i> 288 <i>Types of Evidence</i> 271 <i>Types of Forms</i> 388 <i>Writing a Fantasy</i> 153 TWE: MIN 700 VA 144 VR 701
Objective 2 Demonstrate competency in viewing and interpreting INFORMATIONAL text.	
* Use comprehension strategies before, during, and after viewing informational text, e.g., school textbooks, essays, reference materials, magazines, newspapers.	SE: <i>Writing Across the Curriculum</i> 39, 193 TWE: ARS 143, 253 C 285 CAC 92, 190 CT 251 EL 99 VR 284
* Preview the text by skimming and noting key features, e.g., headings, subheadings, other visual information.	SE: 685-686, 687-688, 699-702 TWE: C 686 MA 699 T 685, 687, 701 VR 688, 701
* 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.	SE: 208-210 <i>Cross-Curricular Activity</i> 243 <i>Talk About Reading</i> 254 #4 <i>Write About Reading</i> 254 TWE: C 203 CAC 252 T 201, 209, 213, 217
* Scan for relevant information.	SE: 687-688 TWE: C 302 CT 251 LE 249 MIN 226 T 210, 252, 685, 701 TT 796
* Determine the accuracy, validity, and reliability of information.	SE: 225, 285-286, 792-793 TWE: C 747, 792 CT 746 MA 224 MIN 744 T 746, 792

OBJECTIVES	PAGE REFERENCES
* Use information gained to create and share responses to text.	SE: 787 Exercise 3, 793 Exercise 7 <i>Cross-Curricular Activity</i> 203 <i>Listening and Speaking</i> 227 <i>Talk About Reading</i> 95, 254 <i>Write About Reading</i> 254 TWE: C 302 CT 746 6+ 250
* Recognize combinations of mode and text organization in a single piece.	SE: 208-210 <i>Cross-Curricular Activity</i> 243 <i>Talk About Reading</i> 254 #4 <i>Write About Reading</i> 254 TWE: C 203 CAC 252 T 201, 209, 213, 217
Objective 3 Demonstrate competency in reading and interpreting LITERARY text.	
* Use comprehension strategies before, during, and after reading a literary text, e.g., myth, essay, poetry, young adult literature, classics.	TWE: ARS 34, 93, 143, 253 CAC 92 CT 33, 147, 191, 251, 301
* Recognize the features of each literary genre, e.g., poetry line division, condensed language; novel chapter divisions; play dialogue stage directions.	SE: 134-136 <i>Talk About Reading</i> 192, 302 TWE: C 38 CL 92 GS 147 LE 94, 143, 300 MA 32
* Compare and/or contrast the experiences of various cultures that might be reflected in the literature.	SE: <i>Talk About Reading</i> 95 #1, 302 #1 <i>Writing Across the Curriculum</i> 96 TWE: ARS 299, 301 CAC 92, 191 CT 190, 191 LE 91
* Share responses to text, e.g., small group and whole class discussions, book clubs, visual presentations, written response, multimedia.	SE: 349-353 <i>Talk About Reading</i> 38 TWE: ARS 145, 299 C 302 CT 92, 189 LE 35, 143 6+ 91
Standard 9 Students view functional, informational, and literary materials from different periods, cultures, and genres.	
Objective 1 Demonstrate competency in viewing and interpreting FUNCTIONAL materials.	
* Use comprehension strategies before, during, and after viewing functional materials, e.g., web sites, maps, schedules, directions.	SE: 766-770, 771-776, 783-787, 791-793 TWE: C 771, 776 MIN 792 T 700, 701, 773

OBJECTIVES	PAGE REFERENCES
* Preview by skimming and noting key features, e.g., legends, titles, subtitles.	SE: 685-686, 687-688, 699-702 TWE: ARS 249 C 686 MIN 772 T 687, 792 TT 796 VR 688
* Confirm ongoing meaning by using print and other visual features, e.g., graphs, captions, illustrations, labels, models, diagrams, tables.	SE: 111, 694, 699-702 <i>Student Model</i> 115 TWE: C 704 EE 686 T 98-99, 687, 701 VR 701
* Confirm ongoing meaning by using auditory features, e.g., dialogue, discussion, description, volume.	SE: 743-747, 748-751 <i>Listening and Speaking</i> 27 <i>Talk About It</i> 101 <i>Talk About Reading</i> 38 <i>Viewing and Representing</i> 15
Standard 10 Students use process strategies before, during, and after composing.	
Objective 2 Use composing strategies to prepare to write.	
* Establish a main idea or identify a central theme for writing.	SE: <i>Prewriting</i> 29, 58-61, 87, 139, 185, 245, 295 TWE: CL 60 T 87, 139
* Select organizational pattern(s) to structure information, e.g., comparison/contrast, cause/effect, question/answer, problem/solution, description, chronology, process.	SE: 126-129, 139, 164-167, 204-207, 208-211, 212-215, 216-219, 240-243, 276, 295
* Elaborate ideas through the use of detail, e.g., statistics, examples, illustrations, photos, charts, graphs, tables.	SE: 114-117, 122-125, 168-171, 349-353 <i>Cross-Curricular Activity</i> 61, 285 <i>Presentation</i> 823 <i>Using Computers</i> 215 <i>Viewing and Representing</i> 175, 207
* Generate additional ideas as needed. Use information problem-solving skills, i.e., The Big Six: task definition, information-seeking strategies, location and access, use of information, synthesis, and evaluation.	SE: 12-15, 20-23, 50-53, 54-57, 58-61, 62-65, 66-81, 138-141, 244-247, 294-297
* 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.	SE: 246, 296, 822-824, 825-832 <i>Listening and Speaking</i> 81, 171 TWE: CL 128 MIN 106 6+ 189 T 30, 128

OBJECTIVES	PAGE REFERENCES
Objective 3 Use revision strategies to improve a written draft.	
* Re-examine audience and purpose and adjust draft.	SE: 54-57, 222, 822 <i>Listening and Speaking</i> 159, 163 <i>Revising</i> 88 TWE: C 223 R 30 T 68 WRW 56
* 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.	SE: 30-31, 88-89, 140-141, 186-187, 246-247, 296-297, 822 <i>Focus On Voice</i> 38 <i>Listening and Speaking</i> 239 TWE: T 132
* Use reference books for revision, e.g., thesaurus, different kinds of dictionaries, student handbook, atlas, almanac, Readers' Guide, newspaper, encyclopedia.	SE: 88-89, 186-187, 246-247, 296-297, 639-642, 643-644, 645-646, 647-649, 650-652, 817-832
* 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.	SE: 246 <i>Listening and Speaking</i> 19, 117, 179, 277 TWE: C 297 MIN 89, 214 T 30, 186
Objective 4 Edit text to conform to the conventions of standard English that include capitalization, punctuation, usage, and correct spelling.	
* 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.	SE: <i>Editing and Proofreading List</i> 31, 89, 141, 187, 247, 297 <i>Grammar Link</i> 57, 125, 167, 239
* Identify and correct errors in capitalization, e.g., sentence beginning, proper adjectives and nouns, titles, proper noun phrases.	SE: 325-327 <i>Editing and Proofreading List</i> 31, 89, 247, 297 <i>Grammar Link</i> 19, 69, 231, 281, 289 <i>Unit 19</i> 573-587
* Identify and correct errors in punctuation, e.g., appropriate end punctuation, introductory commas, commas in a series, quotation marks with titles of chapters, use of unnecessary commas, capitals with historic periods.	SE: <i>Editing and Proofreading List</i> 141, 187 <i>Grammar Link</i> 45, 183, 199, 227, 235, 261, 289 <i>Unit 20</i> 588-619
* Identify and correct misspellings of words in the context of sentences.	SE: <i>Check Your Sentences</i> 79 <i>Editing and Proofreading List</i> 31, 89, 141, 187, 247, 297 <i>Spelling Hints</i> 19 <i>Unit 23</i> 653-683 TWE: MIN 678

OBJECTIVES	PAGE REFERENCES
* Evaluate own and others' writing according to standard language usage.	SE: 30-31, 88-89, 140-141, 186-187, 246-247, 296-297 TWE: C 297 MIN 89, 105, 116
* Elicit feedback on standard language usage from peers, teachers, family members, and others.	SE: 30-31, 88-89, 140-141, 186-187, 246-247, 296-297 <i>Listening and Speaking</i> 116, 159, 203 TWE: C 203

Codes Used for TWE Pages

ARS	Active Reading Strategies
C	Close
CAC	Compare and Contrast
CC	Cultural Connection
CL	Cooperative Learning
CT	Critical Thinking
EE	Enrichment and Extension
EL	Exploring Language
GS	Genre and Style
IC	Internet Connection
LE	Literary Elements
MA	Motivating Activity
MIN	Meeting Individual Needs
R	Revising
RWC	Real World Connection
6+	6+1 Trait Writing
T	Teach
TT	Technology Tip
VA	Viewing the Art
VR	Viewing and Representing
WRW	Writing in the Real World