



UTAH
Secondary Language Arts
Ninth Grade Test Blueprint
Writer's Choice: Grammar and Composition Grade 9 © 2005

OBJECTIVES	PAGE REFERENCES
Standard 1 Students use comprehension strategies before, during, and after reading.	
Objective 1 Use comprehension strategies before reading to be prepared to learn from text.	
* Establish a purpose prior to reading a text selection.	SE: 40, 112, 164, 212, 276, 316, 839-842, 853-854
* Preview the text by skimming and noting key features.	SE: 839-840 TWE: Te 5, 55, 135, 177, 225, 285 RWC 128
* Activate prior knowledge, including knowledge of content, knowledge of text structure, and knowledge of strategies to use with a given text.	TWE: DQ 1, 52, 132, 174, 222, 282, 322, 358, 437, 781 EE 841
* Build interest or understanding by relating the main topic or theme to prior knowledge.	SE: 40 TWE: MA 32 EE 841
Objective 2 Use comprehension strategies during reading to actively construct the meaning of text.	
* Connect the text to another text, to a situation in life, and/or to an event or issue in the world.	TWE: ARS 40, 166, 217, 317 EE 841
* Create mental images spontaneously and purposefully.	SE: 276 TWE: Te 145, 181 ARS 168
* Determine word meaning through studies of root, prefix, suffix, and inflection.	SE: 823-826, 854 TWE: T47 Te 443
* Build vocabulary by adding concepts rather than memorizing definitions.	SE: 819-822, 823-826 TWE: T47 MIN 238, 246, 264, 298 EE 900 EL 916
* Generate literal, interpretive, and applied questions during reading.	SE: 840 TWE: ARS 44, 48, 113, 279, 317, 319 Te 840
* Construct meaning in reading by flexibly and consciously using the cueing systems, e.g., graphophonic, semantic, syntactic.	SE: 257, 785, 820-822, 823-826 TWE: T47 MIN 298, 350 EE 841
* Make inferences by using prior knowledge and by locating and putting together information from two or more places in the text.	SE: 220 (2) TWE: CT 42, 44, 47, 117, 213, 214, 215, 219 Te 81 JWT 269 MIN 854

OBJECTIVES	PAGE REFERENCES
* Identify or construct the main idea and distinguish it from detail in text.	SE: 900-901 <i>Listening and Speaking</i> 291 TWE: Te 81, 127 ARS 319
* 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.	SE: 263 TWE: ARS 42, 44, 46, 213, 216, 318 Te 116, 127, 168, 181
* Form predictions and confirm, revise, or reject them while reading.	TWE: Te 30, 127 ARS 165, 213 CT 167, 171
Objective 3 Use comprehension strategies after reading to reflect and learn with text.	
* Summarize and/or synthesize important information from text.	SE: 839-840 <i>Writing Activities</i> 159 <i>Writing Across the Curriculum</i> 221 <i>Using Computers</i> 231 <i>Journal Writing</i> 269 TWE: ARS 168 CT 169 Te 181, 260 JWT 257
* Connect the text to another text, to a situation in life, and/or to an event or issue in the world.	SE: 50, 119 (1), 172 (1), 220 (1) <i>Write a Reader-Response</i> 31 TWE: CC 49, 118 DQ 132, 174, 222 ARS 217
* Confirm, revise, or reject predictions from information read.	TWE: ARS 165 CT 167
* Share responses to text, e.g., small group and whole class discussions, book clubs, visual presentations, written response, multimedia.	SE: <i>Writing Activities</i> 35, 159 <i>Discussion</i> 124, 125, 127, 129, 130, 131 TWE: DP 6, 56 C 172
Standard 2 Students read functional, informational, and literary texts from different periods, cultures, and genres.	
Objective 2 Demonstrate competency in reading and interpreting INFORMATIONAL text.	
* Use comprehension strategies before, during, and after reading an informational text, e.g., school textbooks, essays, reference materials, magazines, newspapers.	SE: 839-840 TWE: ARS 42, 44, 46, 277, 279, 318 JWT 257 CT 278
* Preview the text by skimming and noting key features, e.g., headings, subheadings, other visual information.	SE: 814-815, 839-840 TWE: Te 55, 123, 177, 225, 809 EL 125 RWC 128 MIN 810 EE 841

OBJECTIVES	PAGE REFERENCES
* 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.	SE: 246, 812-813, 949 <i>Using Computers</i> 231 TWE: Te 127, 229, 249, 354 CC 219
* Scan for relevant information.	SE: 839-840 <i>Journal Writing</i> 259 <i>Listening and Speaking</i> 291 <i>Exercise 1</i> 784 TWE: Te 123
* Determine the accuracy, validity, and reliability of information.	SE: 293-294, 328-329, 841, 950-951 <i>Evaluate an Editorial</i> 295 <i>Exercise 3</i> 842 TWE: CT 41 Te 234
* Use information gained to create and share responses to text.	SE: 320 <i>Discussion</i> 124, 125, 127, 129, 130, 131 <i>Talk About Reading</i> 280 TWE: Te 352
* Recognize combinations of mode and text organization in a single piece.	SE: 178, 179 <i>Using Computers</i> 231 TWE: TW 214, 216 CC 219
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.	SE: 839-840 TWE: ARS 113, 116, 168, 216 LS 163
* Recognize the features of each literary genre to increase understanding and appreciation of literature, e.g., myth, essay, poetry, young adult literature, classics.	SE: 135-136, 192 <i>Journal Writing</i> 269 TWE: WRW 166 Te 181
* Recognize and interpret the elements of literature, e.g., metaphor, symbolism, types of conflict, dialogue.	SE: 25, 50 (3), 112, 137, 185, 842 TWE: LE 115 CT 168 Te 190, 194, 201
* Compare and/or contrast the experiences of various cultures that might be reflected in the literature.	SE: 119, 268-270 <i>Writing Across the Curriculum</i> 120 <i>Write a Comparison-Contrast Essay</i> 271 TWE: CT 115 TW 116, 118 CC 118
* Share responses to text, e.g., small group and whole class discussions, book clubs, visual presentations, written response, multimedia.	SE: 220 <i>Talk About Reading</i> 119, 172 <i>Writing Activities</i> 159, 203, 207 <i>Journal Writing</i> 185 <i>Writing Across the Curriculum</i> 221 <i>Write a Comparison-Contrast Essay</i> 271

OBJECTIVES	PAGE REFERENCES
Standard 6 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: 839-840 TWE: WRW 416 C 424 IC 901
* Preview by skimming and noting key features, e.g., legends, titles, subtitles.	SE: 839-840 <i>Using Computers</i> 295 TWE: Te 123, 285, 809 IC 124 EL 125 EE 129, 841 MIN 810
* Confirm ongoing meaning by using print and other visual features, e.g., graphs, captions, illustrations, labels, models, diagrams, tables.	SE: 249, 253, 426-427, 430, 799-800, 843-846 TWE: VR 122 Te 140, 433 RWC 254 EE 914
* Confirm ongoing meaning by using auditory features, e.g., dialogue, discussion, description, volume.	SE: <i>Journal Writing</i> 189 TWE: Te 198, 896
Standard 7 Students use composing strategies before writing.	
Objective 3 Analyze the intended audience.	
* Identify audience attributes.	SE: 70, 108-109, 233, 258, 313, 906 <i>Listening and Speaking</i> 71 <i>Write a Classification</i> 247
* 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.	SE: 70, 233-234, 262-266, 432-433 <i>Publishing/Presenting</i> 275 TWE: Te 416
* Select ideas according to purpose and topic to meet audience needs.	SE: 70, 109, 162, 233-234, 292-294, 313, 906 <i>Writing Activities</i> 71, 235 <i>Write a Letter to the Editor</i> 291
Objective 5 Identify, select, and prioritize ideas and supporting evidence.	
* Determine purpose and need for information.	SE: 36, 68-69, 108-109, 160, 208, 233-234, 237, 289, 305, 312-313 <i>Viewing and Representing</i> 235 <i>Write a Letter to the Editor</i> 291
* 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.	SE: 72-74, 273, 290, 292-294, 326-329, 801-805, 806-810, 906, 909-911, 950-951 <i>Writing Activities</i> 75 <i>Using Computers</i> 261

OBJECTIVES	PAGE REFERENCES
* Use information problem-solving skills, i.e., the Big Six: task definition, information-seeking strategies, location and access, use of information, synthesis, evaluation.	SE: 233-234, 258-260, 273, 292-294, 296-298, 326-329, 330-333, 950-951 <i>Write a Letter to the Editor</i> 291 TWE: MIN 290 Te 335
* Use technology to manage information efficiently and effectively.	SE: 327, 425-428, 429-430, 906-907 <i>Using Computers</i> 75, 247 TWE: MIN 328
* Use resources ethically, e.g., observe copyright laws, use correct citation.	SE: 327-329, 338-342, 356, 951-952, 953-955 <i>Writing Activities</i> 343, 349 <i>Writing Across the Curriculum</i> 357 TWE: Te 907
Standard 8 Students use composing strategies to construct a written draft.	
Objective 1 Establish a main idea or identify a central theme for writing.	
* Create a relational organization of ideas, e.g., web, map, outline, database.	SE: 66, 82, 140, 209, 244-245, 249-250, 270, 330-331 <i>Generate Story Ideas</i> 67 <i>Writing Activities</i> 251
* Generate the main idea or central theme.	SE: 110, 258, 289, 332-333, 947 <i>Identify Purpose and Audience</i> 71 <i>Write a Feature Story</i> 261 <i>Write an Essay Answer</i> 267 <i>Write a Letter to the Editor</i> 291 TWE: Te 37
* Generate sub-ideas or sub-themes, e.g., subheadings, chapter titles, paragraph breaks, story elements.	SE: 76-78, 80-82, 197, 250, 330-331, 946 <i>Writing Activities</i> 79, 83
* 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, 84-86, 141-142, 150, 162, 182, 242, 250, 947 <i>Writing Activities</i> 87 <i>Describe a Scene</i> 151
Objective 2 Elaborate main ideas and supporting ideas through the use of detail.	
* Generate samples.	SE: 82, 192-194, 197, 198, 233-234, 260, 273 <i>Writing Activities</i> 195, 235 <i>Write a Sports Narrative</i> 199
* Use statistics, graphs, and tables.	SE: 82, 233, 252-254, 273, 425-428, 846 <i>Write a Background Information Article</i> 235 <i>Writing Activities</i> 255 <i>Using Computers</i> 261 TWE: Te 844
* Supplement ideas with graphics, e.g., illustrations and photos, hypertext.	SE: 252-254, 349, 425-428, 429-430, 433, 903-904, 913-914 <i>Cross-Curricular Activity</i> 239 <i>Writing Activities</i> 255 <i>Presenting Tip</i> 353

OBJECTIVES	PAGE REFERENCES
Standard 9 Students revise and edit to improve a written draft.	
Objective 1 Use revision strategies to improve a written draft.	
* Re-examine audience and purpose and adjust draft.	SE: 38, 92-93, 110, 162, 210, 274-275, 314-315, 344
* 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: 94, 162-163 <i>Self-Evaluation</i> 39, 111 <i>Writing Activities</i> 95 <i>Viewing and Representing</i> 99 <i>Writing Rubrics</i> 107 <i>Your Research Paper</i> 347 TWE: Te 38, 110, 210
* Use reference books for revision, e.g., thesaurus, different kinds of dictionaries, student handbook, atlas, encyclopedia, almanac.	SE: 808-810, 812-817, 832, 907 <i>Vocabulary Tip</i> 146 <i>Using Computers</i> 299, 303 <i>Revising Tip</i> 301 TWE: TT 830
* 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: 38, 94, 110, 162, 210, 274, 314 <i>Writing Activities</i> 95 TWE: CL 346
Objective 2 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., incorrectly combined sentences, misplaced modifiers, run-on sentences, unnecessary fragments, incorrect use of adverbs, incorrect pronoun antecedent, incorrect use of present and past tenses.	SE: 96-97, 111, 348, 390-391, 392-395, 396-397, 398-399, 402-403, 404-405 <i>Editing Checklist</i> 39, 163, 211 <i>Writing Activities</i> 99
* Identify and correct errors in capitalization, e.g., lower case with common nouns, capitalization of title name.	SE: 111, 348, 710-712, 713-719, 720-723, 724-728, 729, 948 <i>Grammar Link</i> 179 <i>Editing Checklist</i> 211
* Identify and correct errors in punctuation, e.g., comma before coordinating conjunction, unnecessary commas, commas with nonrestrictive elements, semicolon with independent clauses.	SE: 111, 348, 390-391, 408-409, 410-411, 735-737, 738-748, 772-778, 779, 948
* Identify and correct misspellings of words in the context of sentences.	SE: 111, 211, 348, 907, 948 <i>Spelling</i> 35 <i>Using Computers</i> 99, 207 <i>Listening and Speaking</i> 155 <i>Cross-Curricular Activity</i> 239
* Evaluate own and others' writing according to standard language usage.	SE: 98, 111, 211, 275, 315
* Elicit feedback on standard language usage from peers, teachers, family members, and others.	SE: <i>Listening and Speaking</i> 155 <i>Cross-Curricular Activity</i> 243 TWE: Te 38, 110, 162, 211, 275, 315

Codes Used for TWE Pages

ARS	Active Reading Strategies
C	Close
CC	Cultural Connections
CL	Cooperative Learning
CT	Critical Thinking
DP	Discussion Prompts
DQ	Discussing the Quotation
EE	Enrichment and Extension
EL	Exploring Language
IC	Internet Connection
JWT	Journal Writing Tip
LE	Literary Element
LS	Listening and Speaking
MA	Motivating Activity
MIN	Meeting Individual Needs
RWC	Real World Connection
Te	Teach
TT	Technology Tip
TW	6+1 Trait Writing
VR	Viewing and Representing
WRW	Writing in the Real World