



**UTAH**  
**Secondary Language Arts**  
**Tenth Grade Test Blueprint**  
*Writer's Choice: Grammar and Composition Grade 10* © 2005

OBJECTIVES	PAGE REFERENCES
<b>Standard 1 Students use comprehension strategies before, during, and after reading.</b>	
<b>Objective 1 Use comprehension strategies before reading to be prepared to learn from text.</b>	
* Establish a purpose prior to reading a text selection.	TWE: F 32, 98, 156, 204, 266, 314, 349
* Preview the text by skimming and noting key features.	Note the key features found on the following pages: SE: v-xxvi, xxx-xxxii, 1-39, 121-163, 359-385
* Activate prior knowledge, including knowledge of content, knowledge of text structure, and knowledge of strategies to use with a given text.	TWE: F 32, 98, 156, 204, 266, 314, 349
* Build interest or understanding by relating the main topic or theme to prior knowledge.	TWE: F 32, 98, 156, 204, 266, 314, 349
<b>Objective 2 Use comprehension strategies during reading to actively construct the meaning of text.</b>	
* Connect the text to another text, to a situation in life, and/or to an event or issue in the world, where appropriate.	TWE: ARS 157 CC 103, 317 CuC 210 EE 315 RWC 37, 350 WRW 270
* Create mental images spontaneously and purposefully.	TWE: ARS 37, 267 F 98, 315 MA 205 WRW 162, 350
* Determine word meaning through studies of root, prefix, suffix, and inflection.	SE: 822-826 TWE: CAC 823 CL 825 ELL 826 LPR 824
* Build vocabulary by adding concepts rather than memorizing definitions.	SE: 819-821 TWE: CAC 820 F 819 T 820 TT 821
* Generate literal, interpretive, and applied questions during reading.	TWE: ARS 158, 161, 206, 210, 269 F 32, 98, 156, 204, 266, 314, 349
* Construct meaning in reading by flexibly and consciously using the cueing systems, e.g., graphophonic, semantic, syntactic.	TWE: F 32, 98, 156, 204, 266, 314, 349

OBJECTIVES	PAGE REFERENCES
* Make inferences by using prior knowledge and by locating and putting together information from two or more places in the text.	SE: 38 TWE: ARS 34, 267 T 37, 101, 103, 104
* Identify or construct the main idea and distinguish it from detail in text.	SE: 38, 107, 162, 212, 274, 318 TWE: ARS 272 CT 102
* 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: 20-23, 27, 851-852 TWE: ARS 100, 157, 207, 269 ES 22 T 270, 272, 273
* Form predictions and confirm, revise, or reject them while reading.	SE: 20-23, 27, 851-852 TWE: ARS 205 CT 208 T 34, 158, 161, 206
<b>Objective 3 Use comprehension strategies after reading to reflect and learn with text.</b>	
* Summarize and/or synthesize important information from text.	SE: 20-23, 27 TWE: ARS 100, 317 CC 211 T 157
* Connect the text to another text, to a situation in life, and/or to an event or issue in the world.	SE: 38, 107, 162, 212, 318 TWE: T 158, 207, 267, 272, 274
* Confirm, revise, or reject predictions from information read.	SE: 20-23, 27, 851-852 TWE: ARS 205 CT 208 T 34, 158, 161, 206
* Share responses to text, e.g., small group and whole class discussions, book clubs, visual presentations, written response, multimedia.	SE: 20-23, 24-27, 38, 162, 197, 212, 318 TWE: T 26
<b>Standard 2 Students read functional, informational, and literary texts from different periods, cultures, and genres.</b>	
<b>Objective 2 Demonstrate competency in reading and interpreting INFORMATIONAL text.</b>	
* Use comprehension strategies before, during, and after reading an informational text, e.g., school textbooks, essays, reference materials, magazines, newspapers.	SE: 20-23, 27, 851-852 TWE: ARS 100, 157, 207, 269 ES 22 T 270, 272, 273
* Preview the text by skimming and noting key features, e.g., headings, subheadings, other visual information.	Note the key features found on the following pages: SE: 46-93, 282-309, 388-411
* 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.	TWE: CC 34, 103, 161, 211, 273 T 34, 269

OBJECTIVES	PAGE REFERENCES
* Scan for relevant information.	Scanning is defined on page 838. SE: 109-119, 412-435 TWE: CL 116 CT 429 VR 110, 425 WRW 113
* Determine the accuracy, validity, and reliability of information.	SE: 20-23, 27, 851-852 TWE: ARS 205 CT 208 T 34, 158, 161, 206
* Use information gained to create and share responses to text.	SE: 20-23, 24-27, 38, 162, 197, 212, 318 TWE: T 26
* Recognize combinations of mode and text organization in a single piece.	SE: 24-27 TWE: 6+ 1 35 T 33, 100, 269
<b>Objective 3 Demonstrate competency in reading and interpreting LITERARY text.</b>	
* Use comprehension strategies before, during, and after reading a literary text, e.g., myth, essay, poetry, young adult literature, classics.	SE: 20-23, 27, 851-852 TWE: ARS 100, 157, 207, 269 ES 22 T 270, 272, 273
* Recognize the features of each literary genre to increase understanding and appreciation of literature, e.g., myth, essay, poetry, young adult literature, classics.	SE: 32-37, 98-100, 156-161, 204-211, 266-273, 314-317, 349-355
* Recognize and interpret the elements of literature, e.g., metaphor, symbolism, types of conflict, dialogue.	SE: 184-186, 196-198 TWE: ELL 186 LPR 198 MA 184, 196 T 185, 197
* Compare and/or contrast the experiences of various cultures that might be reflected in the literature.	SE: 38, 107, 161, 212, 274, 318
* Share responses to text, e.g., small group and whole class discussions, book clubs, visual presentations, written response, multimedia.	SE: 20-23, 24-27, 38, 162, 197, 212, 318 TWE: T 26
<b>Standard 6 Students view functional, informational, and literary materials from different periods, cultures, and genres.</b>	
<b>Objective 1 Demonstrate competency in viewing and interpreting FUNCTIONAL materials.</b>	
* Use comprehension strategies before, during, and after viewing functional materials, e.g., web sites, maps, schedules, directions.	SE: 895-901, 902-904 TWE: CuC 898 EE 899, 901 GT 896 T 896, 897, 903 VR 897, 903
* Preview by skimming and noting key features, e.g., legends, titles, subtitles.	SE: 838 Unit 30: Viewing and Representing can be used to model this objective. SE: 895-907

OBJECTIVES	PAGE REFERENCES
* Confirm ongoing meaning by using print and other visual features, e.g., graphs, captions, illustrations, labels, models, diagrams, tables.	Unit 30: Viewing and Representing can be used to model this objective. SE: 895-907
* Confirm ongoing meaning by using auditory features, e.g., dialogue, discussion, description, volume.	TWE: EE 899, 901 T 895, 899
<b>Standard 7 Students use composing strategies before writing.</b>	
<b>Objective 3 Analyze the intended audience.</b>	
* Identify audience attributes.	SE: 28, 57, 152, 200, 262, 310, 322
* 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: 28, 57, 152, 200, 262, 310, 322
* Select ideas according to purpose and topic to meet audience needs.	SE: 28, 57, 152, 200, 224-227, 262, 310, 322
<b>Objective 5 Identify, select, and prioritize ideas and supporting evidence.</b>	
* Determine purpose and need for information.	SE: 28, 56-59, 152, 200, 262, 310, 322
* 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: 39-63, 322-327, 801-810, 811-817, 960-961 TWE: CT 327 ELL 62, 324, 325 T 325 WRW 326
* Use information problem-solving skills, i.e., the Big Six: task definition, information-seeking strategies, location and access, use of information, synthesis, evaluation.	SE: 39-63, 322-327, 960-961 TWE: CT 327 ELL 62, 324, 325 T 325 WRW 326
* Use technology to manage information efficiently and effectively.	SE: 39-63, 322-327, 960-961 TWE: CT 327 ELL 62, 324, 325 T 325 WRW 326
* Use resources ethically, e.g., observe copyright laws, use correct citation.	SE: 325-327, 336-340, 962, 963, 964, 965 TWE: ELL 339
<b>Standard 8 Students use composing strategies to construct a written draft.</b>	
<b>Objective 1 Establish a main idea or identify a central theme for writing.</b>	
* Create a relational organization of ideas, e.g., web, map, outline, database.	SE: 60-63, 95, 153, 200, 236-239, 240-241, 262, 310, 328-331 <i>Prewriting Options</i> 95, 153, 200, 262, 310 TWE: ELL 62, 330
* Generate the main idea or central theme.	SE: 60-63, 95, 153, 200, 236-239, 240-241, 262, 310, 328-331 <i>Prewriting Options</i> 95, 153, 200, 262, 310
* Generate sub-ideas or sub-themes, e.g., subheadings, chapter titles, paragraph breaks, story elements.	SE: 60-63, 95, 153, 200, 236-239, 240-241, 262, 310, 328-331 <i>Prewriting Options</i> 95, 153, 200, 262, 310

OBJECTIVES	PAGE REFERENCES
* 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: 60-63, 95, 153, 200, 236-239, 240-241, 262, 310, 328-331 <i>Prewriting Options</i> 95, 153, 200, 262, 310
<b>Objective 2 Elaborate main ideas and supporting ideas through the use of detail.</b>	
* Generate samples.	SE: 72-75, 95-96, 126-131, 154, 202, 263, 311-312, 332-334
* Use statistics, graphs, and tables.	SE: 244-247 TWE: C 247 ELL 246 T 245, 246
* Supplement ideas with graphics, e.g., illustrations and photos, hypertext.	SE: 244-247 TWE: C 247 ELL 246 T 245, 246
<b>Standard 9 Students revise and edit to improve a written draft.</b>	
<b>Objective 1 Use revision strategies to improve a written draft.</b>	
* Re-examine audience and purpose and adjust draft.	SE: 30, 76-81, 96, 154, 202, 264, 312, 342-344 <i>Revising Checklist</i> 154
* 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, 76-81, 96, 154, 202, 264, 312, 342-344 <i>Revising Checklist</i> 154
* Use reference books for revision, e.g., thesaurus, different kinds of dictionaries, student handbook, atlas, encyclopedia, almanac.	SE: 39-63, 322-327, 811-817, 960-961 TWE: CT 327 ELL 62, 324, 325 T 325 WRW 326
* 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: 31, 82-85, 97, 155, 203, 265, 313, 346-348 <i>Revising Tip</i> 958 TWE: CL 345
<b>Objective 2 Edit text to conform to the conventions of standard English that include capitalization, punctuation, usage, and correct spelling.</b>	
* Identify and correct errors in usage, e.g., run-on sentences, unnecessary fragments, incorrect adverb usage, incorrect pronoun antecedent, incorrect subject-verb agreement, incorrect subject-verb agreement with collective noun, misplaced modifiers, incorrect use of present and past tenses.	SE: 31, 82-85, 97, 155, 203, 265, 313, 346-348, 958 <i>Editing/Proofreading Checklist</i> 97
* Identify and correct errors in capitalization, e.g., lower case with common nouns, capitalization of proper adjectives.	SE: 31, 82-85, 97, 155, 203, 265, 313, 346-348, 712-731

OBJECTIVES	PAGE REFERENCES
* Identify and correct errors in punctuation, e.g., unnecessary commas, comma with introductory elements, beginning and ending in direct quotation, commas with parenthetical expressions.	SE: 31, 82-85, 97, 155, 203, 265, 313, 346-348, 732-779
* Identify and correct misspellings of words in the context of sentences.	SE: 828-834, 958 <i>Editing/Proofreading Checklist</i> 97, 155, 203, 265, 313
* Evaluate own and others' writing according to standard language usage.	SE: 31, 82-85, 97, 155, 203, 265, 313, 346-348, 958 <i>Editing/Proofreading Checklist</i> 97
* Elicit feedback on standard language usage from peers, teachers, family members, and others.	SE: 31, 82-85, 97, 155, 203, 265, 313, 346-348, 958 <i>Editing/Proofreading Checklist</i> 97

### Codes Used for TWE Pages

6+1	6+1 Trait Writing
ARS	Active Reading Strategies
C	Close
CAC	Connections Across the Curriculum
CC	Compare and Contrast
CL	Cooperative Learning
CT	Critical Thinking
CuC	Cultural Connections
EE	Enrichment and Extension
ELL	English Language Learners
ES	Enabling Strategies
F	Focus
GT	Gifted and Talented
LPR	Less Proficient Readers
MA	Motivating Activity
RWC	Real World Connection
T	Teach
TT	Technology Tip
VR	Viewing and Representing
WRW	Writing in the Real World