



**UTAH**  
**Secondary Language Arts**  
**Eleventh Grade Test Blueprint**  
*Writer's Choice: Grammar and Composition Grade 11* © 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.	SE: 186, 248 TWE: LO 40, 104, 156, 186, 298
* Preview the text by skimming and noting key features.	SE: 806 <i>Linking Writing and Literature</i> 164 The <i>Literature Models</i> on pages 40-43, 104-108, 156-163, 198-205, 256-261, 310-319 can also be used to meet this goal.
* Activate prior knowledge, including knowledge of content, knowledge of text structure, and knowledge of strategies to use with a given text.	SE: The <i>Literature Models</i> on pages 40-43, 104-108, 156-163, 198-205, 256-261, 310-319 can be used to meet this goal. TWE: CT 163
* Build interest or understanding by relating the main topic or theme to prior knowledge.	SE: 186-187 <i>Linking Writing and Literature</i> 44, 109, 164, 206 TWE: MA 40
<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.	SE: 40 <i>Linking Writing and Literature</i> 44, 109, 164, 206 TWE: CT 163 ARS 257
* Create mental images spontaneously and purposefully.	SE: 156-163, 187 <i>Collect Your Thoughts</i> 44, 164 TWE: MA 156
* Determine word meaning through studies of root, prefix, suffix, and inflection.	SE: 792-796 TWE: EE 793
* Build vocabulary by adding concepts rather than memorizing definitions.	SE: 788-791 TWE: CT 791 EL 794
* Generate literal, interpretive, and applied questions during reading.	SE: 806 <i>Journal Writing</i> 29, 187 TWE: ARS 41, 106, 157 CT 806
* Construct meaning in reading by flexibly and consciously using the cueing systems, e.g., graphophonic, semantic, syntactic.	SE: The <i>Literature Models</i> on pages 40-43, 104-108, 156-163, 198-205, 256-261, 310-319 can be used to meet this goal.

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* Make inferences by using prior knowledge and by locating and putting together information from two or more places in the text.	SE: <i>Linking Writing and Literature</i> 44, 109, 164, 206 TWE: CT 42, 106, 163
* Identify or construct the main idea and distinguish it from detail in text.	SE: 186 <i>Literature Models</i> 40-43, 104-108, 156-163, 198-205, 256-261, 310-319 <i>Linking Writing and Literature</i> 44, 109, 164, 206, 262, 320
* 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: 806 <i>Linking Writing and Literature</i> 44, 109, 164, 206 TWE: ARS 41
* Form predictions and confirm, revise, or reject them while reading.	SE: <i>The Literature Models</i> on pages 40-43, 104-108, 156-163, 198-205, 256-261, 310-319 can be used to meet this goal. TWE: ARS 105, 200, 314
<b>Objective 3 Use comprehension strategies after reading to reflect and learn with text.</b>	
* Summarize and/or synthesize important information from text.	SE: 327, 806 <i>Linking Writing and Literature</i> 44, 109, 164, 206 <i>Writing Across the Curriculum</i> 110 TWE: ARS 204
* Connect the text to another text, to a situation in life, and/or to an event or issue in the world.	SE: 40 <i>Linking Writing and Literature</i> 44, 109, 164, 206 <i>Writing Across the Curriculum</i> 207 TWE: ARS 257
* Confirm, revise, or reject predictions from information read.	SE: <i>Linking Writing and Literature</i> 44, 109, 164, 206, 262, 320
* Share responses to text, e.g., small group and whole class discussions, book clubs, visual presentations, written response, multimedia.	SE: 28-30, 32-34 <i>Writing Activities</i> 35 <i>Linking Writing and Literature</i> 44, 109, 164, 206 TWE: JWT 33
<b>Standard 2 Students read functional, informational, and literary texts from different periods, cultures, and genres.</b>	
<b>Objective 1 Demonstrate competency in reading and interpreting FUNCTIONAL text.</b>	
* Use comprehension strategies before, during, and after reading a functional text, e.g., directions, instruction manuals, a course syllabus, test instructions.	SE: 805-807, 814-819
* Preview the text by skimming and noting key features.	SE: 806 <i>Study Tips</i> 806
* Scan for relevant information.	SE: <i>Cross Curricular Activity</i> 235
* Confirm ongoing meaning by using print and other text features, e.g., graphs, captions, illustrations, models, diagrams, tables.	SE: 236-238, 808-810 <i>Viewing and Representing</i> 239 TWE: EE 810

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<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: 779-782, 806-807
* Preview the text by skimming and noting key features, e.g., headings, subheadings, other visual information.	SE: 806 <i>Study Tips</i> 806
* 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: <i>Collect Your Thoughts</i> 262 <i>Writing Activities</i> on pages 221, 225, 231, 235, 239 can also be used to help meet this goal. TWE: TW 199, 200
* Scan for relevant information.	SE: <i>Cross Curricular Activity</i> 235
* Determine the accuracy, validity, and reliability of information.	SE: 278-279, 326, 807, 864 TWE: MIN 807 INC 853
* Use information gained to create and share responses to text.	SE: <i>Writing Across the Curriculum</i> 45
* Recognize combinations of mode and text organization in a single piece.	SE: 806 TWE: C 251
<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: <i>Linking Writing and Literature</i> 44, 109, 164, 206, 262, 320 TWE: ARS 41
* Recognize the features of each literary genre to increase understanding and appreciation of literature, e.g., myth, essay, poetry, young adult literature, classics.	SE: 244-246, 248-250 <i>Literature Models</i> 40-43, 104-108, 156-163, 198-205, 256-261, 310-319
* Recognize and interpret the elements of literature, e.g., metaphor, symbolism, rising and falling action.	SE: <i>Literature Model</i> 104-108 TWE: LE 107
* Compare and/or contrast the experiences of various cultures that might be reflected in the literature.	SE: <i>Literature Model</i> 40-43, 104-108 <i>Linking Writing and Literature</i> 44, 109 TWE: CT 42 CC 44
* Share responses to text, e.g., small group and whole class discussions, book clubs, visual presentations, written response, multimedia.	SE: <i>Linking Writing and Literature</i> 44, 109, 164, 206, 262, 320 <i>Listening and Speaking</i> 135 <i>Cross-Curricular Activity</i> 177 TWE: C 109
<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: 877-881 TWE: T 879
* Preview by skimming and noting key features, e.g., legends, titles, subtitles.	SE: 806 <i>Linking Writing and Literature</i> 44

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* Confirm ongoing meaning by using print and other visual features, e.g., graphs, captions, illustrations, labels, models, diagrams, tables.	SE: 236-238, 808-810 <i>Viewing and Representing</i> 239 TWE: MIN 238 EE 810
* Confirm ongoing meaning by using auditory features, e.g., dialogue, discussion, description, volume.	SE: <i>Linking Writing and Literature</i> 44, 109, 164, 206, 262, 320 TWE: C 109
<b>Standard 7 Students process strategies before, during, and after composing.</b>	
<b>Objective 1 Use pre-writing strategies to prepare to write.</b>	
* Set a purpose for writing.	SE: 56-58 <i>Writing Activities</i> 59 <i>Listening and Speaking</i> 59, 89 <i>Writing Process in Action</i> 100, 152, 194, 306 TWE: JWT 57
* Identify the intended audience.	SE: 64-65, 220 <i>Writing Activities</i> 67 <i>Writing Process in Action</i> 100, 152, 194, 252, 306 TWE: MIN 66 C 67
* Generate ideas for a topic.	SE: 56-58, 60-62 <i>Writing Activities</i> 59 <i>Listening and Speaking</i> 59 <i>Writing Process in Action</i> 100, 152, 194, 252, 306 TWE: JWT 57
* Select and focus ideas.	SE: 56-58, 60-62, 68-70, 72-74 <i>Writing Process in Action</i> 36-37, 100-101, 194-195 <i>Writing in the Real World</i> 50 <i>Writing Activities</i> 75 TWE: MIN 74
* Select a format according to the topic and purpose, e.g., poem, letter, essay, journal entry.	SE: 64-66 <i>Writing Process in Action</i> 36, 100, 152, 194, 252, 306 <i>Writing Activities</i> 67 TWE: C 67
* 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.	SE: 325-326, 779-782, 784-787, 856-857, 859-862, 863-865, 877-881 <i>Cross Curricular Activity</i> 235 TWE: INC 853
* Use resources ethically, e.g., observe copyright laws, use correct citations.	SE: 328-329, 338-343 <i>Writing Activity</i> 343 TWE: MIN 340
* Elicit feedback on quality of initial ideas from peers, teachers, family members, and others.	SE: <i>Listening and Speaking</i> 11 <i>Writing in the Real World</i> 50 TWE: C 55

OBJECTIVES	PAGE REFERENCES
<b>Objective 2 Use composing strategies to construct a written draft.</b>	
* Establish a main idea or identify a central theme for writing.	SE: 72-74 <i>Writing Activities</i> 75, 301 <i>Writing Process in Action</i> 100-102, 152-154, 306-308 TWE: C 75
* Select organizational pattern(s) to structure information, e.g., comparison/contrast, cause/effect, question/answer, problem/solution, description, chronology, process.	SE: 76-80, 226-230 <i>Writing Process in Action</i> 37 <i>Writing Activities</i> 81, 225, 231 <i>Using Computers</i> 81 TWE: JWT 79
* Elaborate ideas through the use of detail, e.g., statistics, examples, illustrations, photos, charts, graphs, tables.	SE: 236-238, 296 <i>Writing Activities</i> 239 TWE: MIN 238
* Use information problem-solving skills, i.e., the Big Six: task definition, information-seeking strategies, location and access, use of information, synthesis, evaluation.	SE: 232-234 <i>Cross Curricular Activity</i> 235 <i>Writing Activities</i> 235 TWE: MIN 234
* Generate additional ideas as needed.	SE: <i>Writing Process in Action</i> 36-39, 100-103, 152-155, 194-197, 252-255, 306-309 <i>Cross Curricular Activity</i> 185, 235 TWE: JWT 173
* Elicit feedback on quality of initial ideas from peers, teachers, family members, and others.	SE: <i>Listening and Speaking</i> 11 <i>Writing in the Real World</i> 50 TWE: C 81
<b>Objective 3 Use revision strategies to improve a written draft.</b>	
* Re-examine audience and purpose and adjust draft.	SE: 64-65 <i>Listening and Speaking</i> 23, 217 <i>Writing Process in Action</i> 38, 102, 196, 254, 308 <i>Writing Activities</i> 221 TWE: MIN 66
* 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: 86-88 <i>Writing Process in Action</i> 38, 308 <i>Using Computers</i> 89 <i>Writing Activities</i> 89 <i>Listening and Speaking</i> 89, 217, 221 TWE: C 81, 89
* Use reference books for revision, e.g., thesaurus, different kinds of dictionaries, student handbook, atlas, almanac, Readers' Guide, newspaper, encyclopedia.	SE: 784-787 TWE: EE 787 MIN 800
* 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: <i>Listening and Speaking</i> 11, 217 TWE: C 81, 89

OBJECTIVES	PAGE REFERENCES
<b>Objective 4 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 agreement, incorrect subject-verb agreement, incorrect subject-verb agreement with collective noun, misplaced modifiers, incorrect use of present and past tenses.	SE: 90-94, 384-407, 587-590, 601-621, 649-671 <i>Writing Process in Action</i> 39, 103, 155 TWE: C 391
* Identify and correct errors in capitalization, e.g., lower case with common nouns, capitalization of proper adjectives.	SE: 90-94, 693-711 <i>Writing Process in Action</i> 39 TWE: MIN 694
* 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: 90-94, 713-746 <i>Writing Process in Action</i> 39, 197, 255 TWE: MIN 727
* Identify and correct misspellings of words in the context of sentences.	SE: 90, 798-801, 802-803 <i>Writing in the Real World</i> 50 <i>Listening and Speaking</i> 67, 95 <i>Journal Writing</i> 91 <i>Using Computers</i> 95 TWE: MIN 800
* Evaluate own and others' writing according to standard language usage.	SE: 86-88 <i>Listening and Speaking</i> 11, 95 <i>Writing Activities</i> 89 TWE: C 81, 89
* Elicit feedback on standard language usage from peers, teachers, family members, and others.	SE: <i>Writing in the Real World</i> 50 <i>Listening and Speaking</i> 95 TWE: C 81, 89

### Codes Used for TWE Pages

ARS	Active Reading Strategies
C	Close
CC	Compare and Contrast
CT	Critical Thinking
EE	Enrichment and Extension
EL	Exploring Language
INC	Internet Connection
JWT	Journal Writing Tip
LE	Literary Element
LO	Lesson Overview
MA	Motivating Activity
MIN	Meeting Individual Needs
T	Teach
TW	Trait Writing