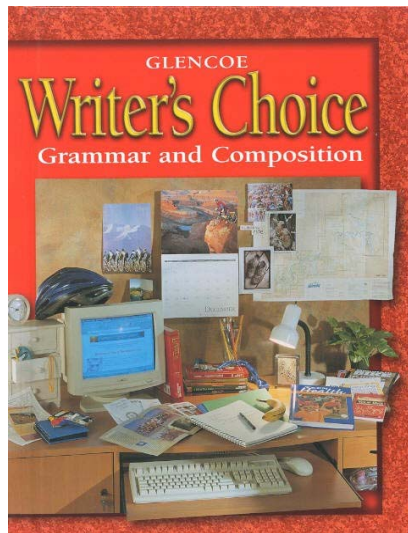


Glencoe/McGraw-Hill

**Writer's Choice:
Grammar and Composition 7 ©2001**

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correlated to

**Tennessee Language Arts Standards,
Learning Expectations
and
Student Performance Indicators
Grade 7**



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Reading, writing, speaking, and listening are complementary processes. *Writer's Choice* encourages total language growth through reading, writing, responding, and reflecting. The program is divided into three parts: "Composition," "Grammar, Usage, and Mechanics," and "Resources and Skills." Part one, "Composition," covers Personal Writing, Descriptive Writing, Narrative Writing, Expository Writing, Persuasive Writing, and Business and Technical Writing.

Each lesson in the Teacher's Wraparound Edition has four parts: **Focus**, **Teach**, **Assess**, and **Close**. **Focus** clearly sets the objectives with writing, thinking, listening, and speaking skills, as well as a **Motivating Activity** for the lesson. **Teach** provides varied strategies for customizing the lesson and addressing the needs of all levels of learners. **Assess** presents **Writing Activities Evaluation Rubrics** to help you critique and assess student writing. **Close** gives tips for reviewing, applying, and extending the lesson. *Writer's Choice* helps students manage the complexity of language and writing tasks by providing complete instruction in the writing process. **Writing Activities** have realistic writing prompts with a real world context. The **Troubleshooter** helps students solve nine of the most common grammar, usage, and mechanics errors. *Writer's Choice* provides a broad array of student-friendly invitations and instruction for frequent writing. Every composition lesson includes a journal activity, and ends with a full page of writing activities. **Writing in the Real World** provides a variety of writing activities based on media connections, literature, and content areas. Glencoe/McGraw-Hill *Writer's Choice* also addresses the importance of cooperative learning. Writing activities often include a choice of a cooperative learning activity, with clear, step-by-step guidance. Teacher's Wraparound Editions include additional cooperative activities, such as **Pairs Check**, **Round Robin**, and **Think-Pair-Share**.

Writer's Choice embodies the interdependence of all the language processes. Literature is integrated into composition through literature selections and models. Grammar is integrated into composition through the **Troubleshooter** and **Grammar Links**. Composition is integrated into grammar through writing applications, and literature is integrated into grammar through selections in **Grammar Reviews**. This program also encourages the exchange of different perceptions and viewpoints by offering **Student Model** writing selections by real student writers, **Readers Respond** sections that share real student responses to literature, and **Peer Editing** components in each writing assignment.

Part two of the *Writer's Choice* program, "Grammar, Usage, and Mechanics," provides extensive practice in grammar and usage. *Writer's Choice* connects grammar and usage to students' own writing by providing **Grammar Links** in the composition units to further the integration of grammar and writing. At the end of each grammar unit, there is a review that integrates grammar, writing, and literature. Clear, manageable, two-page lessons that help students learn to talk and think about the vehicle of language.

Writer's Choice takes every opportunity to develop computer-proficient writers. The composition lessons suggest ways to use a computer to solve particular writing problems. **Technology Tips** in the Teacher's Wraparound Edition provide useful on-the-spot ideas for helping students write with computers. The **Electronic Resources** unit provides instruction and practice for using a variety of technological resources to

develop research, communication, and word processing skills. The **Word Processing** ancillary provides additional instruction that will familiarize students with word processing and allow them to practice using technology to write. The *Writer's Choice* Web site also provides writing prompts and other online support for student writers.

Assessment

Glencoe/McGraw-Hill *Writer's Choice* offers both students and teachers multiple measures and mechanisms for assessment. The **Writing Process in Action** assignments encourage peer response and editing. There are rubrics available for student as well as teacher evaluation, which provide specific suggestions for giving students feedback. There is also an array of tests that accompany this program. Tests include both objective form and holistic forms; and the composition test includes criteria for the students' self-evaluation. **Pretests** and **Mastery Tests** cover Grammar, Usage, Mechanics, and Resources, which are available in both print form and as **Testmaker** software. Another mode of assessment is the students' writing portfolio. *Writer's Choice* helps students establish, maintain, and assess portfolios. In each **Unit Review** there are reflection and portfolio activities that provide an opportunity for students to analyze their pieces of writing and choose an appropriate selection for their portfolio. This creates an opportunity for students to use higher order thinking skills when choosing a piece of writing that matches the characteristics outlined. In the Teacher's Wraparound Edition, **Assess** presents **Writing Activities Evaluation Rubrics** to help critique and assess student writing.

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GRADE 7**

OBJECTIVES	PAGE REFERENCES
<p>Content Standard: 1.0 The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.</p>	
<p>Learning Expectations:</p>	
<p>1.01 Continue to develop oral language and listening skills.</p>	<p>SE: 11, 19, 27, 81, 117, 125, 137, 159, 163, 171, 175, 203, 211, 215, 219, 223, 227, 231, 235, 239, 243, 269, 273, 277, 285, 289, 293</p> <p>TWE: 11, 19, 27, 81, 117, 125, 137, 159, 163, 171, 175, 203, 211, 215, 219, 223, 227, 231, 235, 239, 243, 269, 273, 277, 285, 289, 293</p>
<p>1.02 Develop an understanding of the concepts of print.</p>	<p>SE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301</p> <p>TWE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301</p>
<p>1.03 Expand reading skills through phonemic awareness.</p>	<p>SE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301, 647-652</p> <p>TWE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301, 647-652</p>
<p>1.04 Use decoding strategies to read unfamiliar words.</p>	<p>SE: 658–659, 661–664</p> <p>TWE: 658–659, 661–664</p>
<p>1.05 Read to develop fluency, expression, accuracy, and confidence.</p>	<p>SE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301</p> <p>TWE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301</p>

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OBJECTIVES	PAGE REFERENCES
1.06 Expand reading vocabulary.	SE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301, 661–664 TWE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301, 661–664
1.07 Employ pre-reading strategies to facilitate comprehension.	SE: 32, 90, 142, 188, 248, 298 TWE: 32, 90, 142, 188, 248, 298
1.08 Use active comprehension strategies to derive meaning while reading and to check for understanding after reading.	SE: 32–38, 90–95, 142–148, 188–192, 248–254, 298–302 TWE: 32–38, 90–95, 142–148, 188–192, 248–254, 298–302
1.09 Refine study skills and develop methods of research to enhance learning.	SE: 224–227, 687–688, 689–690, 691– 693, 694–695, 696–698, 699–702, 703–704, 782, 783, 791–792 TWE: 224–227, 687–688, 689–690, 691– 693, 694–695, 696–698, 699–702, 703–704, 782, 783, 791–792
1.10 Develop skills to facilitate reading in the content areas.	SE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301, 687–688, 694–695, 699–702 TWE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301, 687–688, 694–695, 699–702
1.11 Read independently for a variety of purposes.	SE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301 TWE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301

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OBJECTIVES	PAGE REFERENCES
1.12 Experience and explore the elements of various literary and media genres.	SE: 4, 32–38, 42–44, 90–95, 110–112, 142–148, 152–155, 188–192, 196–199, 248–254, 298–302 TWE: 4, 32–38, 42–44, 90–95, 110–112, 142–148, 152–155, 188–192, 196–199, 248–254, 298–302
1.13 Develop and sustain a motivation for reading.	SE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301 TWE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301
Seventh Grade Benchmarks (Reading) Performance Indicators State As documented through state assessment –	
At Level 1, the student is able to	
7.1.spi.1. derive information from the following text features: timelines, graphs, headings, and subheadings within context.	SE: 685–686, 699–701 TWE: 685–686, 699–701
7.1.spi.2. determine the meaning of unknown words and/or multiple meaning words through the use of context clues.	SE: 658–659, 669–670 TWE: 658–659
7.1.spi.3. replace unknown words in context with appropriate synonyms or antonyms.	SE: 648–649, 652, 666–667 TWE: 648–649, 652, 666–667
7.1.spi.4. make predictions about the outcome of a given passage.	SE: <i>inTIME</i> TWE: <i>inTIME Teacher's Guide</i>
7.1.spi.5. formulate clarifying questions for use before, during, or after reading.	SE: 32–38, 90–95, 142–148, 188–192, 248–254, 298–302 TWE: 32–38, 90–95, 142–148, 188–192, 248–254, 298–302

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OBJECTIVES	PAGE REFERENCES
7.1.spi.6. identify the main idea in a reading selection.	SE: 32–38, 90–95, 142–148, 188–192, 248–254, 298–302 TWE: 32–38, 90–95, 142–148, 188–192, 248–254, 298–302
7.1.spi.7. distinguish between fact and opinion within context.	SE: 744-747 TWE: 744-747
7.1.spi.8. decode unknown grade level words in context, using previously learned strategies, such as analysis of affixes, as aids in determining meaning.	SE: <i>Grade 7 Vocabulary Strategies and Practice</i> TWE:
7.1.spi.9. recognize first person point of view.	SE: 4, 6, 32–38, 90–95, 142–148, 188–192, 298–302 TWE: 4, 6, 32–38, 90–95, 142–148, 188–192, 298–302

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OBJECTIVES	PAGE REFERENCES
At Level 2, the student is able to	
7.1.spi.10. recognize and use grade appropriate and/or content specific vocabulary within context .	SE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301 TWE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301
7.1.spi.11. identify plot elements in the proper place on a graphic organizer.	SE: 156-158, 160–162, 172–174 TWE: 156-158, 160–162, 172–174
7.1.spi.12. locate information using keywords and headings	SE: 631–633, 636–638 TWE: 631–633, 636–638
7.1.spi.13. distinguish between poetry and prose and between biography and autobiography.	SE: 134–136, 137, 762–763 TWE: 134–136, 137, 762–763
7.1.spi.14. select the correct word or phrase to complete an analogy using synonyms, antonyms, categories, subcategories, whole/part, functions, verb forms, and rhymes.	SE: 714–716 TWE: 714–716
7.1.spi.15. identify commonly used foreign phrases (e.g., bon voyage, mi casa es su casa, bon jour, hasta la vista).	SE: +657 TWE: 657
7.1.spi.16. draw inferences from selected passages.	SE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301 TWE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301

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OBJECTIVES	PAGE REFERENCES
7.1.spi.17. identify the author's purpose for writing and/or the reader's purpose for reading.	SE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301 TWE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301
7.1.spi.18. analyze the cause and effect relationship in a given passage.	SE: 216–219 TWE: 216–219
7.1.spi.19. identify examples of propaganda techniques (i.e., bandwagon, loaded words, testimonials).	SE: 744–747 TWE: 744–747
7.1.spi.20. determine the common characteristics of short stories, novels, poetry, drama, and non-fiction.	SE: 32–39, 90–96, 134–136, 142–149, 188–193, 248–255, 298–303 TWE: 32–39, 90–96, 134–136, 142–149, 188–193, 248–255, 298–303
7.1.spi.21. recognize implied themes.	SE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301 TWE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301
7.1.spi.22. identify similes, metaphors, personification, and hyperbole within context.	SE: 37, 91, 93, 143, 145, 189, 190 TWE: 37, 91, 93, 143, 145, 189, 190
7.1.spi.23. analyze the effect within context of the sound devices of onomatopoeia, alliteration, accent, rhyme, and repetition.	SE: 4–7, 142–147 TWE: 4–7, 142–147
At Level 3, the student is able to	
7.1.spi.24. recognize and identify words within context that reveal particular time periods and cultures.	SE: 92, 93 TWE: 92, 93

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OBJECTIVES	PAGE REFERENCES
7.1.spi.25. identify at least two ways by which an author reveals character traits in a given passage.	SE: 32–37, 90–94, 142–147, 189–191, 298–301 TWE: 32–37, 90–94, 142–147, 189–191, 298–301
7.1.spi.26. identify symbolism, flashback, and foreshadowing within context.	SE: 190 TWE: 190
7.1.spi.27. rank a given set of resources according to reliability.	SE: 224–226, 639–642, 643–646 TWE: 224–226, 639–642, 643–646
7.1.spi.28. identify examples of sound devices (e.g., rhyme, alliteration, slant rhyme, repetition, and internal rhyme) in context.	SE: 4, 110–113, 134–136, 137 TWE: 4, 110–113, 134–136, 137

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OBJECTIVES	PAGE REFERENCES
Performance Indicators Teacher	
As documented through state assessment –	
At Level 1, the student is able to	
7.1.tpi.1. use learned strategies to decode unfamiliar words and to determine meaning from context.	SE: 658–659, 661–664 TWE: 658–659, 661–664
7.1.tpi.2. read fluently from a variety of genres (e.g., prose, poetry, fantasy, science fiction, biography, autobiography, essay, and drama).	SE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301 TWE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301
7.1.tpi.3. make creative responses to texts.	SE: 38, 95, 148, 192, 254, 302 TWE: 38, 95, 148, 192, 254, 302
7.1.tpi.4. preview texts and organize prior knowledge (e.g., webbing, mapping, and listing).	SE: 32, 90, 142, 188, 248, 298, 302 TWE: 32, 90, 142, 188, 248, 298, 302
7.1.tpi.5. interact with texts (e.g., highlighting, T-notes, journaling, and post-it notes).	SE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301 TWE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301
7.1.tpi.6. summarize and paraphrase selected passages.	SE: 334–336, 689–690 TWE: 334–336, 689–690
7.1.tpi.7. read using appropriate pronunciation, expression, and rate.	SE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301 TWE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301
At Level 2, the student is able to	

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OBJECTIVES	PAGE REFERENCES
7.1.tpi.8. use content specific vocabulary.	SE: 33, 91, 92, 93, 143, 144, 147, 189, 190, 191, 250, 251, 253, 299 TWE: 33, 91, 92, 93, 143, 144, 147, 189, 190, 191, 250, 251, 253, 299
7.1.tpi.9. use metacognition and self monitoring strategies while reading (e.g., pausing, rereading, identifying miscues, consulting other sources, and reading ahead).	SE: 687-688 TWE: 687-688
7.1.tpi.10. express reactions and personal opinions to a selection or relate the selection to a personal experience.	SE: 38, 95, 148, 192, 254, 302 TWE: 38, 95, 148, 192, 254, 302
7.1.tpi.11. design and deliver an oral presentation incorporating a variety of sources and/or visual aids and props.	SE: 349-353, 777-780 TWE: 349-353, 777-780
7.1.tpi.12. make connections among three or more literary texts.	SE: 32-37, 90-94, 142-147, 188-191, 248-253, 298-301 TWE: 32-37, 90-94, 142-147, 188-191, 248-253, 298-301
7.1.tpi.13. apply comprehension strategies to texts in the content areas.	SE: 32-37, 90-94, 142-147, 188-191, 248-253, 298-301 TWE: 32-37, 90-94, 142-147, 188-191, 248-253, 298-301
7.1.tpi.14. relate text to personal experience, general knowledge, and other media.	SE: 38, 95, 148, 192, 254, 302 TWE: 38, 95, 148, 192, 254, 302

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OBJECTIVES	PAGE REFERENCES
7.1.tpi.15. read daily from self-selected materials.	SE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301, <i>inTIME</i> TWE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301
7.1.tpi.16. be alert to the techniques and uses of propaganda (e.g., bandwagon, loaded words, and testimonials).	SE: 744–747, 771–776 TWE: 744–747, 771–776
7.1.tpi.17. draw inferences and "read between the lines."	SE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301 TWE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301
7.1.tpi.18. continue to build vocabulary through wide reading.	SE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301 TWE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301
7.1.tpi.19. use technology as a research and communication tool.	SE: 349–353, 645–646, 782–795 TWE: 349–353, 645–646, 782–795
7.1.tpi.20. read fluently basic grade appropriate selections.	SE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301 TWE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301
7.1.tpi.21. develop and enhance vocabulary by reading from a wide variety of texts and literary genres.	SE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301 TWE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301
At Level 3, the student is able to	

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OBJECTIVES	PAGE REFERENCES
7.1.tpi.22. recognize recurring themes in literature.	SE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301 TWE: 32–37, 90–94, 142–147, 188–191, 248–253, 298–301
7.1.tpi.23. explore and distinguish between primary and secondary sources.	SE: 224–226, 227 TWE: 224–226, 227
7.1.tpi.24. demonstrate how time periods and cultures affect plots and characters in literature.	SE: 32–37, 90–94, 142–147, 188–191 TWE: 32–37, 90–94, 142–147, 188–191
7.1.tpi.25. identify instances of flashback and foreshadowing.	SE: 90–94, 188–191 TWE: 90–94, 188–191
7.1.tpi.26. summarize, paraphrase and evaluate selected passages.	SE: 334–336, 689–690 TWE: 334–336, 689–690
7.1.tpi.27. make connections among the various literary genres, themes, and print and non-print texts with personal, historical, and cultural experiences.	SE: 4-7, 32–37,42-45, 90–94, 110-113, 142–147,152-155, 188–191, 196-199, 248–253, 258-261, 298–301 TWE: 4-7, 32–37,42-45, 90–94, 110-113, 142–147,152-155, 188–191, 196-199, 248–253, 258-261, 298–301
Writing Content Standard: 2.0 The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.	
Learning Expectations:	

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OBJECTIVES	PAGE REFERENCES
2.01 Engage in prewriting using a variety of strategies.	SE: 29, 47, 50–52, 54–56, 58–60, 87, 100–101, 138–139, 184–185, 245, 295 TWE: 29, 47, 50–52, 54–56, 58–60, 87, 100–101, 138–139, 184–185, 245, 295
2.02 Write for a variety of audiences and purposes.	SE: 11, 15, 19, 23, 27, 49, 53, 61, 65, 69, 73, 77, 81, 85, 117, 121, 125, 129, 133, 137, 159, 163, 167, 171, 175, 179, 183, 203, 207, 211, 215, 219, 223, 227, 231, 235, 239, 273, 277, 281, 285, 289, 293, 303 TWE: 11, 15, 19, 23, 27, 49, 53, 61, 65, 69, 73, 77, 81, 85, 117, 121, 125, 129, 133, 137, 159, 163, 167, 171, 175, 179, 183, 203, 207, 211, 215, 219, 223, 227, 231, 235, 239, 273, 277, 281, 285, 289, 293, 303
2.03 Compose drafts of written works.	SE: 29–30, 47, 62–64, 87–88, 102–103, 139, 185–186, 232–234, 245, 295 TWE: 29–30, 47, 62–64, 87–88, 102–103, 139, 185–186, 232–234, 245, 295
2.04 Show evidence of and determine appropriate revisions within the written draft.	SE: 30–31, 48, 66–68, 70–72, 74–76, 88, 104–105, 140, 186, 236–237, 246, 296 TWE: 30–31, 48, 66–68, 70–72, 74–76, 88, 104–105, 140, 186, 236–237, 246, 296
2.05 Include editing before the completion of finished work.	SE: 31, 48, 78–80, 89, 106, 141, 187, 247, 297 TWE: 31, 48, 78–80, 89, 106, 141, 187, 247, 297
2.06 Evaluate own and others' writing.	SE: 7, 49, 66–69, 113, 155, 199, 261, 744 TWE: 7, 49, 66–69, 113, 155, 199, 261, 744

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OBJECTIVES	PAGE REFERENCES
2.07 Experience numerous publishing opportunities.	SE: 31, 48, 82–84, 85, 89, 107, 141, 187, 238, 247, 297 TWE: 31, 48, 82–84, 85, 89, 107, 141, 187, 238, 247, 297
2.08 Write in the expository mode.	SE: 200–202, 203, 204–206, 207, 208–210, 211, 212–214, 215, 216–218, 219, 220–222, 223, 224–226, 227, 228–230, 231, 232–234, 235, 236–238, 239, 240–242, 243, 244–247 TWE: 200–202, 203, 204–206, 207, 208–210, 211, 212–214, 215, 216–218, 219, 220–222, 223, 224–226, 227, 228–230, 231, 232–234, 235, 236–238, 239, 240–242, 243, 244–247
2.09 Write frequently across all content areas.	SE: 11, 23, 39, 61, 65, 69, 77, 81, 96, 117, 129, 137, 149, 167, 193, 203, 219, 243, 255, 265, 269, 297, 285, 303 TWE: 11, 23, 39, 61, 65, 69, 77, 81, 96, 117, 129, 137, 149, 167, 193, 203, 219, 243, 255, 265, 269, 297, 285, 303
2.10 Write expressively in order to develop an effective writing style.	SE: 114–117, 118–129, 130–133, 134–137, 138–141 TWE: 114–117, 118–129, 130–133, 134–137, 138–141
2.11 Write in response to literature.	SE: 24–26, 134–137, 180–183, 240–243, 290–293 TWE: 24–26, 134–137, 180–183, 240–243, 290–293
2.12 Write in a variety of modes and genres.	SE: 28–31, 86–89, 138–141, 184–187, 244–247, 294–297 TWE: 28–31, 86–89, 138–141, 184–187, 244–247, 294–297

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GRADE 7**

OBJECTIVES	PAGE REFERENCES
2.13 Locate and analyze information to prepare written works and presentations.	SE: 224–226, 227, 228–230, 791-793 TWE: 224–226, 227, 228–230, 791-793
Seventh Grade Benchmarks (Writing) Performance Indicators State As documented through state assessment –	
At Level 1, the student is able to	
7.2.spi.1. complete a graphic organizer (i.e., clustering, listing, mapping, and webbing) with information from notes for a writing selection.	SE: 22, 52, 60, 137, 161, 175, 213 TWE: 22, 52, 60, 137, 161, 175, 213
7.2.spi.2. select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.	SE: 60, 72, 73, 128, 129, 164–166, 167, 193, 214, 215 TWE: 60, 72, 73, 128, 129, 164–166, 167, 193, 214, 215
7.2.spi.3. identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade)	SE: 28, 54–56, 57, 86, 117, 121, 125, 129, 133, 137, 138, 159, 163, 167, 171, 175, 179, 183, 184, 203, 207, 211, 215, 219, 223, 227, 231, 235, 239, 243, 244, 265, 269, 273, 277, 281, 285, 293, 294 TWE: 28, 54–56, 57, 86, 117, 121, 125, 129, 133, 137, 138, 159, 163, 167, 171, 175, 179, 183, 184, 203, 207, 211, 215, 219, 223, 227, 231, 235, 239, 243, 244, 265, 269, 273, 277, 281, 285, 293, 294

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OBJECTIVES	PAGE REFERENCES
7.2.spi.4. identify the audience (formal/informal) for which text is written.	SE: 28, 54–56, 57, 86, 117, 121, 125, 129, 133, 137, 138, 159, 163, 167, 171, 175, 179, 183, 184, 203, 207, 211, 215, 219, 223, 227, 231, 235, 239, 243, 244, 265, 269, 273, 277, 281, 285, 293, 294 TWE: 28, 54–56, 57, 86, 117, 121, 125, 129, 133, 137, 138, 159, 163, 167, 171, 175, 179, 183, 184, 203, 207, 211, 215, 219, 223, 227, 231, 235, 239, 243, 244, 265, 269, 273, 277, 281, 285, 293, 294
7.2.spi.5. select an appropriate concluding sentence for a well-developed paragraph.	SE: 234, 276, 277 TWE: 234, 276, 277
7.2.spi.6. supply a missing piece of information in an outline.	SE: 233, 698 TWE: 233, 698

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OBJECTIVES	PAGE REFERENCES
At Level 2, the student is able to	
7.2.spi.7. rearrange multi-paragraphed work in a logical and coherent order.	SE: 48, 296 TWE: 48, 296
7.2.spi.8. identify individual written selections as technical, narrative, persuasive and /or descriptive in mode.	SE: 117, 121, 125, 133, 159, 163, 167, 175, 203, 207, 211, 215, 243, 265, 269, 273, 277, 281, 332, 336, 340, 348 TWE: 117, 121, 125, 133, 159, 163, 167, 175, 203, 207, 211, 215, 243, 265, 269, 273, 277, 281, 332, 336, 340, 348
7.2.spi.9. select an appropriate thesis statement for a writing sample.	SE: 215, 273, 277 TWE: 215, 273, 277
7.2.spi.10. select the best way to combine sentences to provide syntactic variety within context.	SE: 76, 77, 88, 619-627 TWE: 76, 77, 88, 619-627
7.2.spi.11. identify the sentence(s) irrelevant to a paragraph's theme or flow.	SE: 178, 179 TWE: 73, 179
7.2.spi.12. choose the supporting sentence that best fits the context and flow of ideas in a paragraph.	SE: 215, 243 TWE: 215, 243
7.2.spi.13. select the most appropriate title for a passage.	SE: 159, 175 TWE: 159, 175
At Level 3, the student is able to	
7.2.spi.14. identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid account, and Internet source).	SE: 224–226, 639–642, 643–646 TWE: 224–226, 639–642, 643–646
7.2.spi.15. select illustrations, explanations, anecdotes, descriptions, and/or facts to support key ideas.	SE: 270–272, 273, 276–277, 278–281 TWE: 270–272, 273, 276–277, 278–281

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OBJECTIVES	PAGE REFERENCES
Performance Indicators Teacher As documented through state assessment –	
At Level 1, the student is able	
7.2.tpi.1. write frequently using descriptive and narrative prompts.	SE: 117, 121, 125, 129, 133, 137, 159, 163, 167, 171, 175, 179, 183 TWE: 117, 121, 125, 129, 133, 137, 159, 163, 167, 171, 175, 179, 183
7.2.tpi.2. use a variety of prewriting strategies.	SE: 29, 47, 50–52, 54–56, 58–60, 87, 100–101, 138–139, 184–185, 245, 295 TWE: 29, 47, 50–52, 54–56, 58–60, 87, 100–101, 138–139, 184–185, 245, 295
7.2.tpi.3. write well-developed stories and summaries.	SE: 156–159, 160–167, 168–171, 172–175, 176–179, 180–183, 184–187 TWE: 156–159, 160–167, 168–171, 172–175, 176–179, 180–183, 184–187
7.2.tpi.4. share written work with others.	SE: 11, 19, 31, 67, 69, 73, 81, 85, 89, 125, 133, 137, 141, 159, 163, 171, 187, 203, 207, 215, 235, 239, 243, 277, 281, 289, 297 TWE: 11, 19, 31, 67, 69, 73, 81, 85, 89, 125, 133, 137, 141, 159, 163, 171, 187, 203, 207, 215, 235, 239, 243, 277, 281, 289, 297
7.2.tpi.5. use grade level appropriate vocabulary when writing.	SE: 28–31, 86–89, 138–141, 184–187, 244–247, 294–297 TWE: 28–31, 86–89, 138–141, 184–187, 244–247, 294–297

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OBJECTIVES	PAGE REFERENCES
7.2.tpi.6. write with a sense of audience.	SE: 23, 28, 69, 86, 117, 121, 125, 133, 137, 141, 159, 167, 175, 184, 203, 207, 215, 235, 239, 243, 244, 277, 281, 294 TWE: 23, 28, 69, 86, 117, 121, 125, 133, 137, 141, 159, 167, 175, 184, 203, 207, 215, 235, 239, 243, 244, 277, 281, 294
7.2.tpi.7. produce more than one draft.	SE: 29–31, 87–89, 139–141, 185–187, 245–247, 295–297 TWE: 29–31, 87–89, 139–141, 185–187, 245–247, 295–297
7.2.tpi.8. use correct page format.	SE: 329, 331, 333, 335 TWE: 329, 331, 333, 335
7.2.tpi.9. use all steps in the writing process.	SE: 28–31, 50–85, 86–89, 138–141, 184–187, 244–247, 294–297 TWE: 28–31, 50–85, 86–89, 138–141, 184–187, 244–247, 294–297
At Level 2, the student is able to	
7.2.tpi.10. develop a thesis statement.	SE: 71, 215, 273, 277 TWE: 71, 215, 273, 277
7.2.tpi.11. write in a variety of forms and genres.	SE: 28–31, 86–89, 138–141, 184–187, 244–247, 294–297 TWE: 28–31, 86–89, 138–141, 184–187, 244–247, 294–297
7.2.tpi.12. write creative, original, and imaginative responses to literature.	SE: 38, 95, 148, 192, 254, 302 TWE: 38, 95, 148, 192, 254, 302

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OBJECTIVES	PAGE REFERENCES
7.2.tpi.13. compose notes that include important concepts.	SE: 39, 62–63, 226, 230, 696–697 TWE: 39, 62–63, 226, 230, 696–697
7.2.tpi.14. evaluate own and others' writing using the Tennessee Writing Assessment rubric.	SE: 7, 15, 49, 66-68, 79, 113, 155, 199, 261 TWE: 7, 15, 49, 113, 155, 199, 261
7.2.tpi.15. respond to questions from all content areas.	SE: 11, 23, 39, 61, 65, 81, 96, 129, 137, 149, 193, 255 TWE: 11, 23, 39, 61, 65, 81, 96, 129, 137, 149, 193, 255
7.2.tpi.16. write personal reflections to experiences and events.	SE: 8-11, 20, 25, 31, 47, 51, 55, 59, 63, 86-89, 119, 123, 131, 157, 161, 165, 169, 177, 181, 201, 205, 209, 213, 221, 241 TWE: 8-11, 20, 25, 31, 47, 51, 55, 59, 63, 86-89, 119, 123, 131, 157, 161, 165, 169, 177, 181, 201, 205, 209, 213, 221, 241
7.2.tpi.17 apply the Tennessee Writing Assessment rubric to expository essays.	The opportunity to address this objective is available. See the following: SE: 203, 207, 211, 215, 219, 223, 227, 231, 235, 243 TWE: 203, 207, 211, 215, 219, 223, 227, 231, 235, 243
7.2.tpi.18. write frequently to expository prompts, including frequent opportunities for timed writing.	SE: 203, 207, 211, 215, 219, 223, 227, 231, 235, 243 TWE: 203, 207, 211, 215, 219, 223, 227, 231, 235, 243

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OBJECTIVES	PAGE REFERENCES
7.2.tpi.19. produce a final, revised draft suitable for sharing.	SE: 48, 82–84, 85, 89, 141, 187, 247, 297 TWE: 48, 82–84, 85, 89, 141, 187, 247, 297
7.2.tpi.20. write frequently across content areas.	SE: 11, 23, 39, 61, 65, 69, 77, 81, 96, 117, 129, 137, 149, 167, 193, 203, 243, 255, 265 TWE: 11, 23, 39, 61, 65, 69, 77, 81, 96, 117, 129, 137, 149, 167, 193, 203, 243, 255, 265
7.2.tpi.21. continue to develop a writing style and voice.	SE: 28–31, 86–89, 138–141, 184–187, 244–247, 294–297 TWE: 28–31, 86–89, 138–141, 184–187, 244–247, 294–297
7.2.tpi.22. write to acquire knowledge.	SE: 216–218, 219, 220–223, 224–227, 228–231, 232–235, 236–239 TWE: 216–218, 219, 220–223, 224–227, 228–231, 232–235, 236–239
7.2.tpi.23. demonstrate through writing an understanding of the elements of language.	SE: 28–31, 86–89, 138–141, 184–187, 244–247, 294–297 TWE: 28–31, 86–89, 138–141, 184–187, 244–247, 294–297
7.2.tpi.24. experience numerous publishing opportunities.	SE: 48, 82–84, 85, 89, 107, 141, 187, 247, 297 TWE: 48, 82–84, 85, 89, 107, 141, 187, 247, 297
At Level 3, the student is able to	
7.2.tpi.25. conduct self-evaluation through review of one's own writing.	SE: 39, 96, 149, 193, 255, 303 TWE: 39, 96, 149, 193, 255, 303

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OBJECTIVES	PAGE REFERENCES
7.2.tpi.26. write a research report using multiple sources.	SE: 220–223, 224–227, 228–239, 639–646 TWE: 220–223, 224–227, 228–239, 639–646
7.2.tpi.27. explore the concept of writing to persuade.	SE: 262–265, 266–269, 270–273, 274–281, 282–285, 286–289, 290–293, 294–297 TWE: 262–265, 266–269, 270–273, 274–281, 282–285, 286–289, 290–293, 294–297
7.2.tpi.28. incorporate varied expository structures (e.g., compare and contrast, process analysis, and problem solving).	SE: 200–203, 204–207, 208–211, 212–215, 216–219 TWE: 200–203, 204–207, 208–211, 212–215, 216–219
7.2.tpi.29. explore appropriate proofreading symbols.	SE: 80, 327 TWE: 80, 327
Elements of Language Content Standard: 3.0 The student will use standard English conventions and proper spelling as appropriate to speaking and writing.	
Learning Expectations:	
3.01 Demonstrate knowledge of standard English usage.	SE: 306–326, 379–390, 391–396, 397, 399–418, 419–425, 427, 429–442, 443–448, 449, 451–470, 471–476, 477, 479–498, 499, 553–556, 557–561 TWE: 306–326, 379–390, 391–396, 397, 399–418, 419–425, 427, 429–442, 443–448, 449, 451–470, 471–476, 477, 479–498, 499, 553–556, 557–561
3.02 Demonstrate knowledge of standard English mechanics.	SE: 573–580, 581–586, 587, 589–608, 609–616, 617 TWE: 573–580, 581–586, 587, 589–608, 609–616, 617

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OBJECTIVES	PAGE REFERENCES
3.03 Demonstrate knowledge of standard English spelling.	SE: 669-670, 672-675, 677-680, 681-683 TWE: 669-670, 672-675, 677-680, 681-683
3.04 Demonstrate knowledge of correct sentence structure.	SE: 501-510, 511-518, 519, 563-571 TWE: 501-510, 511-518, 519, 563-571
Seventh Grade Benchmarks (Elements of Language) Performance Indicators State As documented through state assessment –	
At Level 1, the student is able to	
7.3.spi.1. identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, and interrupters) within context.	SE: 591-592, 593-594, 595-596, 609, 610, 611- 617 TWE: 591-592, 593-594, 595-596, 609, 610, 611- 617
7.3.spi.2. recognize usage errors occurring within context (e.g., double negatives, troublesome words: to, too, two; their, there, they're; lie, lay; sit, set).	SE: 469-470, 553-556 TWE: 469-470, 553-556
7.3.spi.3. identify the correct use of colons (i.e., in business letters, preceding a list of items) within context.	SE: 597-598 TWE: 597-598
7.3.spi.4. choose the correct use of quotation marks and commas (i.e., in direct quotations, with explanatory material within the quote, proper use with end marks).	SE: 599-600, 613, 614, 615, 616 TWE: 599-600, 613, 614, 615, 616

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OBJECTIVES	PAGE REFERENCES
At Level 2, the student is able to	
7.3.spi.5. identify the correct use of nouns (i.e., common/proper, singular/plural, possessives, direct/indirect objects, predicate) , pronouns (i.e., agreement, reflexive, interrogative, and demonstrative), verbs (i.e., action/linking, regular/irregular, agreement, perfect tenses, verb phrases), adjectives (i.e., common/proper, comparative and superlative forms, adjective clauses), adverbs (i.e., comparative and superlative forms), interjection and conjunctions (i.e., coordinating, correlative, and subordinating) within context.	SE: 379–390, 391–396, 397, 399–418, 419–425, 427, 429–442, 443–448, 449, 451–470, 471–476, 477, 485–488 TWE: 379–390, 391–396, 397, 399–418, 419–425, 427, 429–442, 443–448, 449, 451–470, 471–476, 477, 485–488
7.3.spi.6. identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases and/or clauses).	SE: 619–627 TWE: 619–627
7.3.spi.7. identify the correct use of prepositions and prepositional phrases within context.	SE: 479–480, 491, 492, 493 TWE: 479–480, 491, 492, 493
7.3.spi.8. select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, and periods to join or separate elements) within context.	SE: 308–309 TWE: 308–309
7.3.spi.9. identify correctly or incorrectly spelled words in context.	SE: 31, 48, 78–80, 89, 106, 141, 187, 247, 297, 672–683 TWE: 31, 48, 78–80, 89, 106, 141, 187, 247, 297, 672–683

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OBJECTIVES	PAGE REFERENCES
At Level 3, the student is able to	
7.3.spi.10. identify the correct use of appositives and appositive phrases and infinitives and infinitive phrases within context.	SE: 389–390, 394, 396, 525–526, 530, 621–622 TWE: 389–390, 394, 396, 525–526, 530, 621–622
7.3.spi.11. select the appropriate use of underlining/italicizing with titles, specific words, numbers, and letters.	SE: 599–600 TWE: 599–600
Performance Indicators Teacher As documented through state assessment –	
At Level 1, the student is able to	
7.3.tpi.1. continue to write legibly and to spell grade level words correctly.	SE: 31, 48, 78–80, 89, 106, 141, 187, 247, 297 TWE: 31, 48, 78–80, 89, 106, 141, 187, 247, 297
7.3.tpi.2. use conventional language structures in both oral and written language.	SE: 28–31, 86–89, 138–141, 184–187, 244–247, 294–297 TWE: 28–31, 86–89, 138–141, 184–187, 244–247, 294–297
7.3.tpi.3. use both simple and compound sentences routinely when writing.	SE: 361–362, 365–366, 367–368, 369, 373–374, 376, 377, 501–502 TWE: 361–362, 365–366, 367–368, 369, 373–374, 376, 377, 501–502
7.3.tpi.4. use singular and plural possessives correctly.	SE: 383–384, 385–386, 391, 393 TWE: 383–384, 385–386, 391, 393

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OBJECTIVES	PAGE REFERENCES
At Level 2, the student is able to	
7.3.tpi.5. write complex sentences routinely.	SE: 503–504, 511, 513, 516 TWE: 503–504, 511, 513, 516
7.3.tpi.6. proofread and correct own writing.	SE: 31, 48, 89, 106, 141, 187, 247, 297 TWE: 31, 48, 89, 106, 141, 187, 247, 297
7.3.tpi.7. write with clarity across content areas.	SE: 11, 23, 39, 61, 65, 69, 77, 81, 96, 117, 129, 137, 149, 167, 193, 203, 243, 255, 265 TWE: 11, 23, 39, 61, 65, 69, 77, 81, 96, 117, 129, 137, 149, 167, 193, 203, 243, 255, 265
7.3.tpi.8. be aware of correct sentence structure, including the placement of words, phrases, and clauses used as modifiers.	SE: 357–368, 369–376, 377 TWE: 357–368, 369–376, 377
7.3.tpi.9. recognize action verb and linking verb patterns.	SE: 399–400, 405–406, 420, 421 TWE: 399–400, 405–406, 420, 421
7.3.tpi.10. demonstrate the correct use of punctuation.	SE: 31, 48, 78–80, 89, 106, 141, 187, 247, 297 TWE: 31, 48, 78–80, 89, 106, 141, 187, 247, 297
7.3.tpi.11. use and punctuate correctly constructed dialog when writing.	SE: 168-170, 599–600, 613, 614, 615, 617 TWE: 168-170, 599–600, 613, 614, 615, 617
7.3.tpi.12. place prepositional phrases correctly within the sentence according to their functions as modifiers.	SE: 479–484, 491, 492–497 TWE: 479–484, 491, 492–497

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OBJECTIVES	PAGE REFERENCES
At Level 3, the student is able to	
7.3.tpi.13. be aware of regional variations in usage, vocabulary, and accent.	SE: 647–652 TWE: 647-652
7.3.tpi.14. maintain consistency in verb tenses.	SE: 407–418, 419–425, 427 TWE: 407–418, 419–425, 427
7.3.tpi.15. indicate clear relationships in writing through subordination, apposition, coordination, prepositional phrases, and other devices.	SE: 389-390, 479–480, 483–484, 485–486, 500-519 TWE: 389-390, 479–480, 483–484, 485–486, 500-519

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