



Glencoe Correlations to the Oklahoma Priority Academic Student Skills

READING/LITERATURE

THE STUDENT WILL APPLY A WIDE RANGE OF STRATEGIES TO COMPREHEND, INTERPRET, EVALUATE, APPRECIATE, AND RESPOND TO A WIDE VARIETY OF TEXTS.

OKLAHOMA PASS

GLENCOE WRITER'S CHOICE

Standard 1: Vocabulary

The student will expand vocabulary through word study, literature, and class discussion.

1. Apply a knowledge of Greek (e.g., <i>tele/phone</i> , <i>micro/phone</i>), Latin (e.g., <i>flex/ible</i>), and Anglo-Saxon (e.g., <i>un/friend/ly</i>) roots, prefixes, and suffixes to determine word meanings.	STUDENT EDITION: Unit 25: Vocabulary Word Parts 822–826
2. Research word origins as an aid to understanding meaning, derivations, and spelling as well as influences on the English language.	STUDENT EDITION: Unit 22: History and Development of English 782–797
3. Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.	STUDENT EDITION: Unit 3: Descriptive Writing Using Energetic Verbs 136–139 Unit 19: Usage Glossary 690–711 Unit 24: Using Dictionaries 811–817
4. Discriminate between connotative and denotative meanings and interpret the connotative power of words.	STUDENT EDITION: Unit 6: Persuasive Writing Recognize Connotations 300 Write an Ad 301
5. Use word meanings within the appropriate context and verify these meanings by definition, restatement, example, and analogy.	STUDENT EDITION: Unit 25: Vocabulary Building Vocabulary 819–821

Standard 2: Comprehension

The student will interact with the words and concepts on the page to understand what the writer has said.

1. Literal Understanding a. Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.	STUDENT EDITION: Unit 5: Expository Writing 214–275 Business and Technical Writing Business Letters 413–419 Memos, E-mail, and Applications 420–423 Using the Computer as a Writing Tool 424–430 Technical Writing 431–433
---	--

READING/LITERATURE	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
<p>b. Understand specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genres, portrayal of themes, language).</p>	<p>STUDENT EDITION: Examining Writing in the Real World 7, 45, 125, 169, 219, 281 Linking Writing and Literature 6+1 Trait 162, 212 Connect to Your Writing 38, 107, 162, 212, 274, 318 Writing About Literature Analyzing Point of View 90–93 Unit 4: Narrative Writing Theme and Anecdote 188–191 Unit 6: Persuasive Writing 276–319</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Literary Element: Allusion 35; Figurative Language 317; Hyperbole 105; Oral Tradition 104; Point of View 271; Symbolism 205; Theme 273</p>
<p>c. Use a range of automatic monitoring and self-correcting methods (e.g., rereading, slowing down, subvocalizing, consulting resources, questioning).</p>	<p>STUDENT EDITION: Unit 27: Study Skills Reading and Remembering 838–839 Exercise Two 841</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Active Reading Strategies: Clarify 33, 34, 36, 101, 160, 205, 316; Monitor Comprehension 269, 270, 272, 273; Predict 34; Question 158, 161, 205, 206, 210</p>
<p>d. Recognize signal/transitional words and phrases and their contributions to the meaning of the text (e.g., <i>however, in spite of, for example, consequently</i>).</p>	<p>STUDENT EDITION: Unit 2: The Writing Process Link the Details 74 Writing and Research Handbook Using Transitions 955</p>
<p>2. Inferences and Interpretation a. Use elements of the text to defend responses and interpretations.</p>	<p>STUDENT EDITION: Examining Writing in the Real World 7, 45, 125, 169, 219, 281 Linking Writing and Literature Talk About Reading 38, 107, 162, 212, 274, 318</p>
<p>b. Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.</p>	<p>STUDENT EDITION: Examining Writing in the Real World 7, 45, 125, 169, 219, 281 Linking Writing and Literature Talk About Reading 38, 107, 162, 212, 274, 318</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Active Reading Strategies: Predict 34 Critical Thinking: Analyze 160, 161, 211, 268, 270, 315; Draw Conclusions 99, 100, 207, 208, 209, 210; Evaluate 106, 209, 211, 270; Infer 36, 37, 101, 103, 104; Interpret 37, 103, 105, 106; Synthesize 102</p>

READING/LITERATURE	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
<p>c. Investigate influences on a reader's response to a text (e.g., personal experience and values; perspective shaped by age, gender, class, nationality).</p>	<p>STUDENT EDITION: Unit 1: Personal Writing Using a Reader-Response Journal 20–23 Responding to a Short Story 24–27 Linking Writing and Literature Connect to Your Life 38, 107, 162, 212, 274, 318</p>
<p>3. Summary and Generalization</p> <p>a. Determine the main idea, locate and interpret minor or subtly stated details in complex passages.</p>	<p>STUDENT EDITION: Writing About Literature Reviewing a Nonfiction Book 306–309 Linking Writing and Literature Collect Your Thoughts 318</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Active Reading Strategies: Summarize 100, 102, 157, 316, 317 Critical Thinking: Analyze 160, 161, 211, 268, 270, 315 6+1 Trait: Ideas 315, 316</p>
<p>b. Use text features and elements to support inferences and generalizations about information.</p>	<p>STUDENT EDITION: Examining Writing in the Real World 7, 45, 125, 169, 219, 281 Linking Writing and Literature Talk About Reading 38, 107, 162, 212, 274, 318</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Active Reading Strategies: Predict 34 Critical Thinking: Analyze 160, 161, 211, 268, 270, 315; Draw Conclusions 99, 100, 207, 208, 209, 210; Evaluate 106, 209, 211, 270; Infer 36, 37, 101, 103, 104; Interpret 37, 103, 105, 106; Synthesize 102</p>
<p>c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.</p>	<p>STUDENT EDITION: Unit 7: Research Paper Writing Take Notes 326–327 Prewriting: Outlining 328–331</p>
<p>4. Analysis and Evaluation</p> <p>a. Discriminate between fact and opinion and fiction and nonfiction.</p>	<p>STUDENT EDITION: Unit 6: Persuasive Writing Use Facts and Opinions 287 Presenting an Opinion 290–293 Unit 27: Study Skills Identifying Facts and Opinions 840–841</p>
<p>b. Recognize deceptive and/or faulty arguments in persuasive texts.</p>	<p>STUDENT EDITION: Unit 22: History and Development of English Wordworks: Weasel Words 794 Unit 30: Viewing and Representing Analyzing Media Messages 903–904</p>

READING/LITERATURE	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
<p>c. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.</p>	<p>STUDENT EDITION: Examining Writing in the Real World 7, 45, 125, 219 Linking Writing and Literature Connect to Your Writing 38, 107, 162, 212, 274, 318</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Compare and Contrast: Understanding Contrast 34; Comparing Writing Styles 106; Comparing Elements of an Essay 161; Comparing Selections 211 6+1 Trait: Organization: 266, 268, 269</p>
<p>d. Analyze techniques (e.g., language, organization, tone, context) used to convey point of view or impressions.</p>	<p>STUDENT EDITION: Unit 2: The Writing Process Analyzing Point of View 90–93 Examining Writing in the Real World Analyzing the Media Connection 169, 281 Linking Writing and Literature Talk About Reading 38, 162, 274</p> <p>TEACHER WRAPAROUND EDITION: Literature Model 6+1 Trait: Organization 267, 268, 269; Word Choice 158, 159; Voice 35, 36 Literary Element: Point of View 271</p>
<p>Standard 3: Literature The student will read, construct meaning, and respond to a wide variety of literary forms.</p>	
<p>1. Literary Genres—Demonstrate a knowledge of and an appreciation for various forms of literature.</p> <p>a. Analyze the characteristics of genres including short story, novel, drama, narrative and lyric poetry, and essay.</p>	<p>STUDENT EDITION: Unit 4: Narrative Writing Developing a Fictional Narrative 174–179 Writing About Literature Responding to a Short Story 24–27 Analyzing Point of View 90–93 Responding to Imagery in Poetry 144–147 Analyzing Setting in a Short Story 148–151 The Plot Summary 192–195 Analyzing Conflict 196–199 Comparing and Contrasting Literature 258–261</p>
<p>b. Analyze the characteristics of subgenres including satire, sonnet, epic, myths and legends, mystery, and editorials.</p>	<p>STUDENT EDITION: Writing in the Real World Journal Writing 4–7 Newspaper 42–45 Travel Writing 122–125 Storytelling 166–169 Magazine Article 216–219 Linking Writing and Literature Connect to Your Writing 38, 107, 162, 212, 274, 318</p>

READING/LITERATURE	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
<p>2. Literary Elements—Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.</p> <p>a. Describe and analyze elements of fiction including plot, conflict, character, setting, theme, mood, point of view and how they are addressed and resolved.</p>	<p>STUDENT EDITION: Unit 4: Narrative Writing Developing a Fictional Narrative 174–179 Writing About Literature Responding to a Short Story 24–27 Analyzing Setting in a Short Story 148–151 Analyzing Conflict 196–199 Comparing and Contrasting Literature 258–261</p>
<p>b. Explain how an author's viewpoint, or choice of a narrator affects the characterization and the tone, plot, mood and credibility of a text.</p>	<p>STUDENT EDITION: Unit 4: Narrative Writing Developing a Fictional Narrative 174–179 Writing About Literature Analyzing Point of View 90–93</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Literary Element: Point of View 271</p>
<p>c. Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).</p>	<p>STUDENT EDITION: Unit 4: Narrative Writing Developing a Fictional Narrative 174–179 Writing Dialogue 184–187 Literature Model Blue Highways: A Journey into America by William Least Heat-Moon 32–38 Linking Writing and Literature Critical Thinking 38, 212</p>
<p>d. Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.</p>	<p>STUDENT EDITION: Writing About Literature Responding to Imagery in Poetry 144–147 Comparing and Contrasting Literature 258–261</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Literary Element: Allusion 35; Hyperbole 105; Language 317; Symbolism 205; Theme 273</p>
<p>e. Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).</p>	<p>STUDENT EDITION: Writing About Literature The Plot Summary 192–195</p>
<p>3. Figurative Language and Sound Devices—Identify figurative language and sound devices in writing and recognize how they affect the development of a literary work.</p> <p>a. Identify and use figurative language such as analogy, hyperbole, metaphor, personification, and simile.</p> <p>b. Identify and use sound devices such as rhyme, alliteration, and onomatopoeia.</p> <p>c. Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.</p>	<p>STUDENT EDITION: Writing About Literature Responding to Imagery in Poetry 144–147 Examining Writing in the Real World 125, 169</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Literary Element: Figurative Language 317</p>

READING/LITERATURE	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
<p>4. Literary Works—The student will read and respond to historically and culturally significant works of literature.</p> <p>a. Analyze and evaluate works of literature and the historical context in which they were written.</p>	<p>STUDENT EDITION: Literature Model Blue Highways: A Journey into America by William Least Heat-Moon 32–38 My Furthest-Back Person—The African by Alex Haley 98–106 The Solace of Open Spaces by Gretel Ehrlich 156–162 Tortuga by Rudolfo Anaya 204–212 A Book of Bees...and How to Keep Them by Sue Hubbell 266–274 A Plague on Tennis by Mark Mathabane 314–318</p>
<p>b. Analyze and evaluate literature from various cultures to broaden cultural awareness.</p>	<p>STUDENT EDITION: Literature Model Blue Highways: A Journey into America by William Least Heat-Moon 32–38 My Furthest-Back Person—The African by Alex Haley 98–106 Tortuga by Rudolfo Anaya 204–212 A Plague on Tennis by Mark Mathabane 314–318</p>
<p>c. Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.</p>	<p>STUDENT EDITION: Writing About Literature Comparing and Contrasting Literature 258–261</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Compare and Contrast 103, 211</p>
<p>Standard 4: Research and Information The student will conduct research and organize information.</p>	
<p>1. Accessing Information—Select the best source for a given purpose.</p> <p>a. Access information from a variety of primary and secondary sources.</p>	<p>STUDENT EDITION: Unit 7: Research Paper Writing Prewriting: Planning and Researching 322–327 Unit 23: Library Resources 798–210 Unit 31: Electronic Resources Research and Resources 913–916 Writing and Research Handbook Exploring a Variety of Sources 960</p>
<p>b. Skim text for an overall impression and scan text for particular information.</p>	<p>STUDENT EDITION: Unit 27: Study Skills Reading and Remembering 838–839</p>
<p>c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).</p>	<p>STUDENT EDITION: Unit 7: Research Paper Writing Take Notes 326 Prewriting: Outlining 328–331</p>

READING/LITERATURE	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
2. Interpreting Information—Analyze and evaluate information from a variety of sources. a. Summarize, paraphrase, and/or quote relevant information.	STUDENT EDITION: Unit 7: Research Paper Writing Take Notes 326 Develop a Thesis Statement 330 Drafting 332–335 Writing and Research Handbook Giving Credit Where Credit Is Due 961–962
b. Determine the author's viewpoint to evaluate source credibility and reliability.	STUDENT EDITION: Unit 7: Research Paper Writing Examine Sources Critically 327 Writing and Research Handbook Evaluating Sources 960–961
c. Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.	STUDENT EDITION: Unit 7: Research Paper Writing Develop a Thesis Statement 330 Write an Introduction and a Conclusion 334
d. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.	STUDENT EDITION: Unit 7: Research Paper Writing Examine Sources Critically 327 Writing and Research Handbook Evaluating Sources 960–961
e. Draw conclusions from information gathered.	STUDENT EDITION: Unit 7: Research Paper Writing Develop a Thesis Statement 330 Write an Introduction and a Conclusion 334

WRITING/GRAMMAR/USAGE AND MECHANICS

THE STUDENT WILL EXPRESS IDEAS EFFECTIVELY IN WRITTEN MODES FOR A VARIETY OF PURPOSES AND AUDIENCES.

OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
Standard 1: Writing Process	
The student will use the writing process to write coherently.	
1. Use a writing process to develop and refine composition skills. Students are expected to: a. use prewriting strategies to generate ideas such as brainstorming, using graphic organizers, keeping notes and logs.	STUDENT EDITION: Unit 2: The Writing Process Prewriting 50–63 Writing Process in Action Prewriting 29, 95, 153, 201, 263, 311 Unit 7: Research Paper Writing Select a Topic 323 Unit 31: Electronic Resources Generating Ideas 909–910

WRITING/GRAMMAR/USAGE AND MECHANICS

OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
<p>b. develop multiple drafts both alone and collaboratively to categorize ideas organizing them into paragraphs, and blending paragraphs into larger text.</p>	<p>STUDENT EDITION: Unit 2: The Writing Process Drafting 68–75 Writing Process in Action Drafting 29–30, 95–96, 154, 201–202, 263–264 Unit 7: Research Paper Writing Drafting 332–335 Unit 31: Electronic Resources Writing the Paper 911–912</p>
<p>c. organize and reorganize drafts and refine style to suit occasion, audience, and purpose.</p>	<p>STUDENT EDITION: Unit 2: The Writing Process Revising 76–81 Unit 3: Descriptive Writing Using Energetic Verbs 136–139 Unit 5: Expository Writing Revise Your Explanation 230 Unit 7: Research Paper Writing Revising 342–345 Unit 31: Electronic Resources Writing the Paper 911–912 Writing Process in Action Revising 30, 96, 154, 202, 264, 312</p>
<p>d. proofread writing for appropriateness of organization, content and style.</p>	<p>STUDENT EDITION: Unit 2: The Writing Process Editing/Proofreading 82–85 Writing Process in Action Editing/Proofreading 31, 97, 155, 203, 265, 313 Unit 7: Research Paper Writing Editing and Presenting 346–356 Unit 31: Electronic Resources Writing the Paper 911–912</p>
<p>e. edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.</p>	<p>STUDENT EDITION: Unit 2: The Writing Process Editing/Proofreading 82–85 Writing Process in Action Editing/Proofreading 31, 97, 155, 203, 265, 313 Unit 7: Research Paper Writing Editing and Presenting 346–356 Unit 31: Electronic Resources Writing the Paper 911–912</p>

WRITING/GRAMMAR/USAGE AND MECHANICS	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
f. refine selected pieces frequently to publish for general and specific audiences.	<p>STUDENT EDITION:</p> <p>Unit 2: The Writing Process Publishing/Presenting 86–89</p> <p>Writing Process in Action Publishing/Presenting 31, 97, 155, 203, 265, 313</p> <p>Unit 7: Research Paper Writing Editing and Presenting 346–356</p> <p>Unit 31: Electronic Resources Writing the Paper 911–912</p>
2. Use extension and elaboration to develop an idea.	<p>STUDENT EDITION:</p> <p>Unit 2: The Writing Process Elaborate with Supporting Details 70 Drafting: Organizing a Paragraph 72–75</p> <p>Unit 3: Descriptive Writing Writing to Describe 126–131</p> <p>Unit 4: Narrative Writing Writing Dialogue 184–187 Theme and Anecdote 188–191</p> <p>Unit 5: Expository Writing Make Your Point 260</p> <p>Unit 6: Persuasive Writing Evidence in Persuasive Writing 286–289</p>
3. Demonstrate organization, unity, and coherence by using transitions and sequencing.	<p>STUDENT EDITION:</p> <p>Unit 2: The Writing Process Drafting: Organizing a Paragraph 72–75 Revising: Checking Unity and Coherence 76–81</p> <p>Unit 3: Descriptive Writing Writing to Describe 126–131</p> <p>Unit 4: Narrative Writing Organizing a Fictional Narrative 180–183</p>
4. Use precise word choices, including figurative language, that convey specific meaning.	<p>STUDENT EDITION:</p> <p>Unit 3: Descriptive Writing Using Energetic Verbs 136–139 Descriptive Writing Project 152–155</p> <p>Linking Writing and Literature Write About Reading 162</p>
5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.	<p>STUDENT EDITION:</p> <p>Linking Writing and Literature Write About Reading 107</p> <p>Unit 8: Sentence Combining 358–381</p> <p>Unit 13: Clauses and Sentence Structure Simple and Compound Sentences 545–546 Complex and Compound Sentences 547–548</p> <p>Writing and Research Handbook Writing Effective Sentences 950–953</p>

WRITING/GRAMMAR/USAGE AND MECHANICS	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
<p>6. Evaluate own writing and others' writing (e.g., determine the best features of a piece of writing, determine how own writing achieves its purpose, ask for feedback, respond to classmates' writing).</p>	<p>STUDENT EDITION: Unit 2: The Writing Process Revising 76–81 Unit 5: Expository Writing Revise Your Explanation 230 Unit 7: Research Paper Writing Revising 342–345 Writing Process in Action Revising 30, 96, 154, 202, 264, 312 Self-Evaluation 31, 97, 155, 203, 265, 313 Journal Writing 31, 97, 155, 203, 265, 313 Unit Review Reflecting/Set Your Goals 39, 108, 163, 213, 275, 319</p>
<p>Standard 2: Modes and Forms of Writing The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.</p>	
<p>1. Write biographical or autobiographical narratives or short stories that:</p> <ul style="list-style-type: none"> a. identify a real person, living or not, who has had a special influence on other people. b. provide a sequence of factual events and communicate the significance of the events to the person. c. isolate specific scenes and incidents in time and places significant to defining the person's influence. 	<p>STUDENT EDITION: Writing Process in Action 28–31, 94–97</p>
<ul style="list-style-type: none"> d. use anecdotes or describe with specific details the sight, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the person; use interior monologue (what person says silently to self) to show the person's qualities and beliefs. 	<p>STUDENT EDITION: Writing Process in Action 28–31, 94–97 Unit 4: Narrative Writing Theme and Anecdote 188–191</p>
<ul style="list-style-type: none"> e. present action segments to accommodate changes in time and mood. 	<p>STUDENT EDITION: Writing Process in Action 28–31, 94–97</p>
<p>2. Write expository compositions, including analytical essays and research reports that:</p> <ul style="list-style-type: none"> a. include evidence in support of a thesis (position on the topic) including information on all relevant perspectives. 	<p>STUDENT EDITION: Unit 5: Expository Writing Using Graphs in Exposition 244–247 Writing a News Article 248–251 Taking an Essay Test 252–257 Comparing and Contrasting Literature 258–261 Unit 7: Research Paper Writing 320–357</p>
<ul style="list-style-type: none"> b. communicate information and ideas from primary and secondary sources accurately and coherently. 	<p>STUDENT EDITION: Unit 7: Research Paper Writing 320–357</p>
<ul style="list-style-type: none"> c. show distinctions between the relative value and significance of specific dates, facts, and ideas. 	<p>STUDENT EDITION: Unit 5: Expository Writing 228–251 258–265 Unit 7: Research Paper Writing 320–357</p>

WRITING/GRAMMAR/USAGE AND MECHANICS	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
d. include a variety of reference sources such as pictorial, audio, and Internet sources, to locate information in support of topic.	STUDENT EDITION: Unit 7: Research Paper Writing Locate Information 324 Your Research Paper 327 Writing and Research Handbook Exploring a Variety of Sources 960
e. include visual aids using technology to organize and record information on charts, data tables, maps, and graphs.	STUDENT EDITION: Unit 5: Expository Writing Using Graphs in Exposition 244–247 Business and Technical Writing Making Tables and Graphs 424–430
f. identify and address reader's potential misunderstanding, biases, and expectations.	STUDENT EDITION: Unit 5: Expository Writing Knowing Your Audience 224–227 Writing Process in Action 262–265
g. use technical terms and notations accurately.	STUDENT EDITION: Unit 5: Expository Writing Writing About a Process 228–231 Using Graphs in Exposition 244–247 Writing Process in Action 262–265 Linking Writing and Literature Write About Reading: Expository Writing 274 Writing Across the Curriculum Make a Science Connection 39 Business and Technical Writing Technical Writing 431–433
3. Write persuasive compositions that: a. present ideas and appeals in a sustained and effective fashion with the strongest emotion first and the least powerful last. b. use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical beliefs; or relating to a personal anecdote, case study, or analogy. c. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. d. address reader's concerns, counterclaims, biases, and expectations.	STUDENT EDITION: Unit 6: Persuasive Writing 276–319 Linking Writing and Literature Write About Reading: Persuasive Writing 318
4. Write business letters that: a. provide clear and purposeful information and address the intended audience appropriately. b. use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the intended audience. c. emphasize main ideas or images. d. follow conventional style with page formats, fonts (typeface), and spacing that contribute to the document's readability and impact.	STUDENT EDITION: Business and Technical Writing Business Letters 413–419 Memos, E-mail, and Applications 420–423 Unit 6: Persuasive Writing Write a Letter 293 Writing a Letter of Complaint 302–305

WRITING/GRAMMAR/USAGE AND MECHANICS	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
5. Write reflective papers that may address one of the following purposes: a. express the individual's insight into conditions or situations.	STUDENT EDITION: Unit 1: Personal Writing Writing to Discover Your World 8–11 Linking Writing and Literature Write About Reading 38, 162 Writing Across the Curriculum Make a Geography Connection 163
b. compare a scene from a work of fiction with a lesson learned from experience.	STUDENT EDITION: Writing About Literature Responding to a Short Story 24–27 Responding to Imagery in Poetry 144–147
c. complete a self-evaluation on a class performance.	STUDENT EDITION: Unit Review: Adding to Your Portfolio 39, 108, 163, 213, 275, 319 Journal Writing 31, 97, 155, 203, 265, 313
6. Use appropriate essay test-taking and time-writing strategies that: a. address and analyze the question (prompt). b. use organizational methods required by the prompt.	STUDENT EDITION: Unit 5: Expository Writing Taking an Essay Test 252–257
7. Write responses to literature that: a. demonstrate a comprehensive grasp of the significant ideas of literary works.	STUDENT EDITION: Writing About Literature Responding to a Short Story 24–27 Comparing and Contrasting Literature 258–261
b. support important ideas and viewpoints through accurate and detailed reference to the text or to other works	STUDENT EDITION: Writing About Literature Responding to a Short Story 24–27 Responding to Imagery in Poetry 144–147 Analyzing Setting in a Short Story 148–151 Analyzing Conflict 196–199 Comparing and Contrasting Literature 258–261
c. demonstrate awareness of author's style and an appreciation of the effects created.	STUDENT EDITION: Writing About Literature Analyzing Point of View 90–93 Responding to Imagery in Poetry 144–147 Analyzing Setting in a Short Story 148–151 Analyzing Conflict 196–199 Comparing and Contrasting Literature 258–261
d. identify and assess the impact of ambiguities, nuances, and complexities within the text.	STUDENT EDITION: Writing About Literature Comparing and Contrasting Literature 258–261
e. extend writing by changing mood, plot, characterization, or voice.	STUDENT EDITION: Linking Writing and Literature Write About Reading 212

WRITING/GRAMMAR/USAGE AND MECHANICS	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
8. Write for different purposes and audiences, adjusting tone, style, and voice as appropriate and continue to produce other writing forms introduced in earlier grades.	STUDENT EDITION: Unit 1: Personal Writing 2–39 Unit 3: Descriptive Writing 120–163 Unit 4: Narrative Writing 164–213 Unit 5: Expository Writing 214–275 Unit 6: Persuasive Writing 276–319 Unit 7: Research Paper Writing 320–357
9. Write documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles.	STUDENT EDITION: Unit 7: Research Paper Writing 320–357 Writing and Research Handbook Writing Effective Research Papers 960–965
Standard 3: Grammar/Usage and Mechanics The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing.	
1. Standard English Usage—The student will demonstrate correct use of Standard English in speaking and writing.	STUDENT EDITION: Unit 19: Usage Glossary 690–711
a. Distinguish commonly confused words (e.g., <i>there, their, they're; two, too, to; accept, except; affect, effect</i>).	
b. Use correct verb forms and tenses.	STUDENT EDITION: Unit 10: Parts of Speech Verbs 453–459 Unit 15: Verb Tenses and Voice 584–611
c. Use correct subject-verb agreement.	STUDENT EDITION: Unit 16: Subject-Verb Agreement 612–635
d. Distinguish active and passive voice.	STUDENT EDITION: Unit 15: Verb Tenses and Voice Voice of Verbs 600–601 Grammar Review 602–610
e. Use correct pronoun/antecedent agreement and clear pronoun reference.	STUDENT EDITION: Unit 17: Using Pronouns Correctly Pronoun-Antecedent Agreement 644–648 Clear Pronoun Reference 649–651 Grammar Review 652–660 Writing Application 661
f. Use correct forms of comparative and superlative adjectives.	STUDENT EDITION: Unit 10: Parts of Speech Adjectives 460–465 Unit 18: Using Modifiers Correctly The Three Degrees of Comparison 663–665 Irregular Comparisons 666–667 Double Comparisons 668–669 Incomplete Comparisons 670 <i>Good or Well; Bad or Badly</i> 671–672 Grammar Review 680–688

WRITING/GRAMMAR/USAGE AND MECHANICS	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
<p>2. Mechanics and Spelling—The student will demonstrate appropriate language mechanics in writing.</p> <p>a. Demonstrate correct use of capitals.</p>	<p>STUDENT EDITION: Unit 20: Capitalization 712–731 Unit 10: Parts of Speech Proper and Common Nouns 442 Proper Adjectives 462 Unit 21: Punctuation, Abbreviations, and Numbers Capitalization of Abbreviations 766</p>
<p>b. Use correct formation of plurals.</p>	<p>STUDENT EDITION: Unit 10: Parts of Speech Nouns 439–444 Unit 26: Spelling Basic Spelling Rules 828–830</p>
<p>c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.</p>	<p>STUDENT EDITION: Unit 21: Punctuation, Abbreviations, and Numbers 732–779</p>
<p>d. Distinguish correct spelling of commonly misspelled words and homonyms.</p>	<p>STUDENT EDITION: Unit 26: Spelling 827–834</p>
<p>3. Sentence Structure—The student will demonstrate appropriate sentence structure in writing.</p> <p>a. Use parallel structure.</p>	<p>STUDENT EDITION: Writing and Research Handbook Using Parallelism 951–952 Unit 8: Sentence Combining Explore Your Own Style 363–364</p>
<p>b. Correct dangling and misplaced modifiers.</p>	<p>STUDENT EDITION: Unit 18: Using Modifiers Correctly Misplaced and Dangling Modifiers 674–679</p>
<p>c. Correct run-on sentences.</p>	<p>STUDENT EDITION: Unit 13: Clauses and Sentence Structure Run-on Sentences 559–561</p>
<p>d. Correct fragments.</p>	<p>STUDENT EDITION: Unit 13: Clauses and Sentence Structure Sentence Fragments 557–557</p>

ORAL LANGUAGE/LISTENING AND SPEAKING

THE STUDENT WILL DEMONSTRATE THINKING SKILLS IN LISTENING AND SPEAKING.

OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
Standard 1: Listening The student will listen for information and for pleasure.	
1. Engage in critical, empathetic, appreciative, and reflective listening to interpret, respond to, and evaluate speaker's messages.	STUDENT EDITION: Unit 29: Listening and Speaking Listening Effectively 883–886 Working in Groups 891 Conducting an Interview 892–893
2. Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.	STUDENT EDITION: Unit 29: Listening and Speaking Listening Effectively 883–886
3. Evaluate informative and persuasive presentations of peers, public figures, and media presentations.	STUDENT EDITION: Unit 29: Listening and Speaking Analyzing and Evaluating What You Hear 884–886 Unit 30: Viewing and Representing Analyzing Media Messages 903–904
4. Use feedback to evaluate own effectiveness and set goals for future presentations.	STUDENT EDITION: Unit 29: Listening and Speaking Speaking Effectively 887–890 Working in Groups 891
Standard 2: Speaking The student will express ideas and opinions in group or individual situations.	
1. Use formal, informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.	STUDENT EDITION: Unit 29: Listening and Speaking Speaking Effectively 887–890 Working in Groups 891 Conducting an Interview 892–893
2. Prepare, organize, and present a variety of informative and persuasive messages effectively.	STUDENT EDITION: Unit 29: Listening and Speaking Speaking Effectively 887–890
3. Use a variety of verbal and nonverbal techniques in presenting oral messages and demonstrate poise and control while presenting.	STUDENT EDITION: Unit 29: Listening and Speaking Speaking Effectively 887–890

VISUAL LITERACY THE STUDENT WILL INTERPRET, EVALUATE, AND COMPOSE VISUAL MESSAGES.	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
Standard 1: Interpret Meaning The student will interpret and evaluate the various ways visual image-makers such as graphic artists, illustrators, and news photographers represent meaning.	
1. Identify the use of stereotypes and biases in visual media (e.g., distorted representations of society; imagery and stereotyping in advertising; elements of stereotypes such as physical characteristics, manner of speech, beliefs, attitudes).	STUDENT EDITION: Unit 30: Viewing and Representing Examining Media Messages 902–904
2. Investigate how symbols, images, sound, and other conventions are used in visual media (e.g., time lapse in films; set elements that identify a particular time period or culture).	STUDENT EDITION: Unit 30: Viewing and Representing Understanding Visual Messages 895–901
Standard 2: Evaluate Media The student will evaluate visual and electronic media, such as film, as compared with print messages.	
1. Recall that people with special interests and expectations are the target audience for particular messages or products in visual media.	STUDENT EDITION: Unit 30: Viewing and Representing Examining Media Messages 902–904 Unit 6: Persuasive Writing Writing in the Real World: Advertisements 278–281 Creating an Ad 298–301
2. Select and design language and content that reflect this appeal (e.g., in advertising and sales techniques aimed specifically towards teenagers; in products aimed toward different classes, races, ages, genders; in the appeal of popular television shows and films for particular audience).	STUDENT EDITION: Unit 30: Viewing and Representing Exercise 4 904 Unit 6: Persuasive Writing Creating an Ad 298–301
Standard 3: Compose Visual Messages The student will create a visual message that effectively communicates an idea.	
1. Investigate and present the sources of a media presentation or production such as who made it and why it was made.	STUDENT EDITION: Unit 31: Electronic Resources Exercise 6 923
2. Analyze a media presentation to get the main idea of the message's content and compose one using a similar format.	STUDENT EDITION: Unit 30: Viewing and Representing Making Your Own Media Message 905–907 Unit 31: Electronic Resources Communicating Visually 917–920