



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, Latin, and Anglo-Saxon roots and word parts to draw inferences about the meaning of scientific and mathematical terminology.	STUDENT EDITION: Unit 25: Vocabulary Analyzing Word Parts 792–796
2. Use reference material, such as glossary, dictionary, thesaurus, and available technology, to determine precise meaning and usage.	STUDENT EDITION: Unit 19: Usage Glossary 672–691 Unit 23: Library Resources 774–782 Unit 24: Using Dictionaries 783–787
3. Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.	STUDENT EDITION: Unit 28: Taking Tests Analogy Test Items 816–817, 819
4. Rely on context to determine meanings of words and phrases, such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.	STUDENT EDITION: Unit 5: Expository Writing Comparing and Contrasting Two Poems 248–251 Unit 25: Vocabulary Expanding Your Vocabulary 789–791 Unit 28: Taking Tests Analogy Test Items 816–817, 819 TEACHER WRAPAROUND EDITION: Literature Model Active Reading Strategies: Clarify 105, 107, 157, 199, 202, 257; Monitor Comprehension 202, 257 Literary Element: Metaphor and Allusion 107 6+1 Trait: Word Choice 312
5. Use word meanings within the appropriate context and verify these meanings by definition, restatement, example, and analogy.	STUDENT EDITION: Unit 25: Vocabulary 788–796 Linking Writing and Literature Focus on Word Choice 320 TEACHER WRAPAROUND EDITION: Literature Model Active Reading Strategies: Clarify 105, 107, 157, 199, 202, 257; Monitor Comprehension 202, 257 Literary Element: Metaphor and Allusion 107 6+1 Trait: Word Choice 312

READING/LITERATURE	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
Standard 2: Comprehension	
The student will interact with the words and concepts on the page to understand what the writer has said.	
<p>1. Literal Understanding</p> <p>a. Identify the structures and formats of various informational documents and explain how authors use the features to achieve their purpose.</p>	<p>STUDENT EDITION:</p> <p>Unit 1: Personal Writing Writing a Letter 20–21 Writing a College Application Essay 24–26</p> <p>Unit 5: Expository Writing Explaining a Process 218–220 Analyzing Problems, Presenting Solutions 232–235 Using Time Lines and Process Diagrams 236–239</p> <p>Unit 6: Persuasive Writing Writing and Presenting a Speech 294–296 Writing a Letter to an Editor 298–300 Evaluating a Speech 302–305</p> <p>Business and Technical Writing 408–431</p> <p>Unit 27: Study Skills Understanding Graphics 808–810</p>
<p>b. Select and explain specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genres, portrayal of themes, language).</p>	<p>STUDENT EDITION:</p> <p>Writing About Literature Writing About Mood in a Play 148–151 Identifying Theme in a Narrative 186–189 Comparing and Contrasting Two Authors 244–247 Comparing and Contrasting Two Poems 248–251 Evaluating a Speech 302–305</p> <p>Linking Writing and Literature Connect to Writing 44, 109, 164, 206, 262, 320</p>
<p>c. Use study strategies, such as note taking, outlining, and using study guide questions, to better understand texts.</p>	<p>STUDENT EDITION:</p> <p>Unit 7: Research Paper Writing Take Notes from Sources 327–329 Prewriting: Developing and Outline 330–333</p> <p>Unit 27: Study Skills Boost Your Study Skills 805–807</p>
<p>d. Construct images, such as graphic organizers, based on text descriptions and text structures.</p>	<p>STUDENT EDITION:</p> <p>Writing About Literature Prewrite About the Character 97 Determine Theme 186–187 Describe the Mood 148–149 Establish Categories of Comparison 246 Analyze Devices 250 What Is the Speaker's Purpose 302–303</p> <p>Unit 5: Expository Writing Writing an Essay to Compare and Contrast 226–231 Using Time Lines and Process Diagrams 236–238</p> <p>Unit 7: Research Paper Writing Prewriting: Developing and Outline 330–333</p>

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OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
<p>2. Inferences and Interpretation</p> <p>a. Interpret the possible inferences of the historical context on literary works.</p>	<p>STUDENT EDITION: Literature Model from <i>The Case of Harry Houdini</i> by Daniel Mark Epstein 198–205</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Active Reading Strategies: Clarify 108; Monitor Comprehension 199</p>
<p>b. Describe the development of plot; identify conflict and recognize the way it is addressed and resolved.</p>	<p>STUDENT EDITION: Unit 4: Narrative Writing Structuring the Long Narrative 182–185 Identifying Theme in a Narrative 186–187</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Active Reading Strategies: Question 158</p>
<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: Linking Writing and Literature Connect to Your Life 44, 109, 164, 206, 262, 320</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Active Reading Strategies: Connect 257 Critical Thinking: Interpret 163</p>
<p>d. Make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.</p>	<p>STUDENT EDITION: Linking Writing and Literature Critical Thinking 109, 206, 262, 320</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Critical Thinking: Interpret 43</p>
<p>3. Summary and Generalization</p> <p>a. Determine the main idea, and locate and interpret minor subtly stated details in complex passages.</p>	<p>STUDENT EDITION: Unit 4: Narrative Writing Identifying Theme in a Narrative 186–189 Evaluating a Speech 302–305</p>
<p>b. Use text features and elements to support inferences and generalizations about information.</p>	<p>STUDENT EDITION: Writing About Literature Analyzing a Character in a Play 96–99 Writing About Mood in a Play 148–151 Identifying Theme in a Narrative 186–189</p> <p>Linking Writing and Literature Collect Your Thoughts/Talk About Reading 44, 109, 164, 206, 262, 320</p>
<p>c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships between concepts and details in those structures.</p>	<p>STUDENT EDITION: Unit 7: Research Paper Writing Take Notes from Sources 327–328 Prewriting: Developing an Outline 330–333</p>

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OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
<p>4. Analysis and Evaluation</p> <p>a. Compare and contrast aspects of texts, such as themes, conflicts, and allusions, both within and across texts.</p>	<p>STUDENT EDITION: Writing About Literature Comparing and Contrasting Two Authors 244–247 Comparing and Contrasting Two Poems 248–251</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Compare and Contrast 44, 108, 163, 205, 261, 319</p>
<p>b. 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: Linking Writing and Literature 6+1 Trait 206 Connect to Writing 44, 109, 164, 206, 262, 320</p>
<p>c. Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.</p>	<p>STUDENT EDITION: Linking Writing and Literature 6+1 Trait 206, 320</p>
<p>d. Analyze the way in which authors have used archetypes (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.</p>	<p>STUDENT EDITION: Literature Model from <i>An American Childhood</i> by Annie Dillard 104–108 from <i>The Soul of a New Machine</i> by Tracy Kidder 256–261</p>
<p>Standard 3: Literature</p> <p>The student will read, construct meaning, and respond to a wide variety of literary forms.</p>	
<p>1. Literary Genres—Demonstrate knowledge of and an appreciation for various forms of literature.</p> <p>a. Analyze the characteristics of genres including short story, novel, drama, poetry, and essay.</p>	<p>STUDENT EDITION: Writing About Literature Analyzing a Character in a Play 96–99 Writing About Mood in a Play 148–151 Characters in Biographical Narratives 172–176 Identifying Theme in a Narrative 186–189 Comparing and Contrasting Two Poems 248–251</p> <p>Linking Writing and Literature Connect to Writing 44, 109, 164, 206</p>
<p>b. Analyze the characteristics of subgenres including allegory and ballad.</p>	<p>STUDENT EDITION: Writing About Literature Responding to Narrative Poetry 190–193</p>
<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. Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.</p>	<p>STUDENT EDITION: Writing About Literature Identifying Theme in a Narrative 186–189 Comparing and Contrasting Two Poems 248–251</p>

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<p>b. Analyze the way in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both.</p>	<p>STUDENT EDITION: Writing About Literature Writing About Mood in a Play 148–151 Responding to Narrative Poetry 190–193</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Literary Element: Mood 157; Style 162 Critical Thinking: Analyze 160; Interpret 159</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 Characters in Biographical Narratives 172–176</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Literary Element: Characterization 203, 205; Dialogue 41</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 Identifying Theme in a Narrative 186–187 Comparing and Contrasting Two Poems 248–251</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Literary Element: Mood 157; Style 162 Critical Thinking: Analyze 160, 161</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: Unit 4: Narrative Writing Structuring the Long Narrative 182–185</p>
<p>3. Figurative Language and Sound Devices—Identify figurative language and sound devices and analyze how they affect the development of a literary work.</p> <p>a. Identify and explain figurative language including analogy, hyperbole, metaphor, personification, and simile.</p>	<p>STUDENT EDITION: Writing About Literature Identifying Theme in a Narrative 186–189 Comparing and Contrasting Two Poems 248–251</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Literary Element: Metaphor and Allusion 107</p>
<p>b. Identify and explain sound devices including alliteration and rhyme.</p>	<p>STUDENT EDITION: Unit 4: Narrative Writing Listen to the Poem 191</p>
<p>c. Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.</p>	<p>STUDENT EDITION: Unit 4: Narrative Writing Responding to Narrative Poetry 190–192</p>

READING/LITERATURE	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
<p>4. Literary Works—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 from <i>The Case of Harry Houdini</i> by Daniel Mark Epstein 198–205</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Active Reading Strategies: Clarify 108; Monitor Comprehension 199</p>
<p>b. Analyze and evaluate literature from various cultures to broaden cultural awareness.</p>	<p>STUDENT EDITION: Writing in the Real World "Culebra Island, July, 1997"—Web site by Cléo Boudreau 4 Brandon's Comic Strips—cartoons by Barbara Brandon 48 "The Excavation"—scientific journal article by Donald Chrisman, Richard S. McNeish, Jamshed Mavalwala, and Howard Savage 124 from <i>Viva Baseball! Latin Major Leaguers and Their Special Hunger—Sports Writing</i> by Samuel Regalado 168 from R.M.S. <i>Titanic</i>—booklet by Shelley Lauzon 210 "Native American Burials: Legal and Legislative Aspects"—speech by Walter R. Echo-Hawk 266</p> <p>Literature Model from <i>Black Ice</i> by Lorene Cary 40–44 from <i>An American Childhood</i> by Annie Dillard 104–108 "The Signature" by Elizabeth Enright 156–163 from <i>The Case of Harry Houdini</i> by Daniel Mark Epstein 198–205 from <i>The Soul of a New Machine</i> by Tracy Kidder 256–261 from "Of Accidental Judgments and Casual Slaughter" by Kai Erikson 310–319</p>
<p>c. Compare works that express the recurrence of archetypal (universal) 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 Two Authors 244–247 Comparing and Contrasting Two Poems 248–251</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Compare and Contrast 205, 319</p>

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d. Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.	<p>STUDENT EDITION: Literature Model from <i>The Case of Harry Houdini</i> by Daniel Mark Epstein 200, 202 from <i>The Soul of a New Machine</i> by Tracy Kidder 258–259, 260</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Active Reading Strategies: Clarify 108; Monitor Comprehension 199, 202 6+1 Trait: Organization 200</p>
<p>Standard 4: Research and Information The student will conduct research and organize information.</p>	
1. Accessing Information—Select the best source for a given purpose. a. Access information from a variety of primary and secondary sources.	<p>STUDENT EDITION: Unit 7: Research Paper Writing Find Information 325–327 Evaluate Your Treatment of Sources 342–343 Unit 23: Library Resources 774–782 Unit 24: Using Dictionaries 783–787 Unit 31: Electronic Resources Finding Information 877–881 Writing and Research Handbook Exploring a Variety of Sources 924</p>
b. Skim text for an overall impression and scan text for particular information.	<p>STUDENT EDITION: Unit 7: Research Paper Writing Take Notes from Sources 327–329</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>STUDENT EDITION: Unit 7: Research Paper Writing Prewriting: Developing an Outline 330–333 Business and Technical Writing Graphic Organizers 422–426</p>
2. Interpreting Information—Analyze and evaluate information from a variety of sources. a. Summarize, paraphrase, and/or quote relevant information.	<p>STUDENT EDITION: Unit 7: Research Paper Writing Take Notes from Sources 327–329</p>
b. Determine the author's viewpoint to evaluate source credibility and reliability.	<p>STUDENT EDITION: Unit 7: Research Paper Writing Evaluate Sources 326 Writing and Research Handbook Evaluating Sources 924–925</p>
c. Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.	<p>STUDENT EDITION: Unit 7: Research Paper Writing Create and Revise a Thesis Statement 332–333 Drafting 334–337</p>

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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 Evaluate Sources 326 Writing and Research Handbook Evaluating Sources 924–925
e. Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.	STUDENT EDITION: Unit 7: Research Paper Writing 322–357

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: <ol style="list-style-type: none"> use prewriting strategies to generate ideas, such as brainstorming, using graphic organizers, keeping notes and logs. 	STUDENT EDITION: Unit 2: The Writing Process Prewriting: Finding Ideas 56–58 Prewriting: Questioning to Explore a Topic 60–63 Prewriting: Audience and Purpose 64 Prewriting: Observing 68–71 Writing Process in Action Prewriting 37, 101, 153, 194, 253, 307 Unit 7: Research Paper Writing Prewriting 324–333
<ol style="list-style-type: none"> develop multiple drafts both alone and collaboratively to categorize ideas, organizing them into paragraphs and blending paragraphs into larger text. 	STUDENT EDITION: Unit 2: The Writing Process Drafting: Achieving Unity 72–75 Drafting: Organizing an Essay 76–81 Drafting: Writing with Coherence 82–85 Writing Process in Action Drafting 37–38, 101–102, 154, 196, 254, 307–308 Unit 7: Research Paper Writing Drafting 334–337
<ol style="list-style-type: none"> organize and reorganize drafts and refine style to suit occasion, audience, and purpose. 	STUDENT EDITION: Unit 2: The Writing Process Revising: Using Peer Responses 86–89 Writing Process in Action Revising 38, 102, 154, 196, 254, 308 Unit 7: Research Paper Writing Revising 344–347

WRITING/GRAMMAR/USAGE AND MECHANICS	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
d. proofread writing for appropriateness of organization, content, and style.	STUDENT EDITION: Unit 2: The Writing Process Editing and Presenting: Completing Your Essay 90–95 Writing Process in Action Editing/Proofreading 39, 103, 155, 197, 255, 309 Unit 7: Research Paper Writing Editing and Presenting 348–349
e. edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.	STUDENT EDITION: Unit 2: The Writing Process Editing and Presenting: Completing Your Essay 90–95 Writing Process in Action Editing/Proofreading 39, 103, 155, 197, 255, 309 Unit 7: Research Paper Writing Editing and Presenting 348–349
f. refine selected pieces frequently to publish for general and specific audiences.	STUDENT EDITION: Unit 2: The Writing Process Editing and Presenting: Completing Your Essay 90–95 Writing Process in Action Publishing/Presenting 39, 103, 155, 197, 255, 309 Unit 7: Research Paper Writing Editing and Presenting 348–349
2. Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.	Unit 1: Personal Writing Consider Your Audience and Purpose 21 Unit 2: The Writing Process Prewriting: Audience and Purpose 64–67 Unit 3: Descriptive Writing 122–165 Unit 4: Narrative Writing 166–207 Unit 5: Expository Writing 208–263 Unit 6: Persuasive Writing 270–321
3. Use language in creative and vivid ways to establish a specific tone.	STUDENT EDITION: Unit 6: Persuasive Writing Consider Your Tone 300 Write a Letter to an Editor 301
4. Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.	STUDENT EDITION: Unit 3: Descriptive Writing Choose a Vantage Point 144–145 Unit 4: Narrative Writing Characters in Biographical Narratives 172–177 Writing Process in Action 194–197

WRITING/GRAMMAR/USAGE AND MECHANICS	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
5. Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.	STUDENT EDITION: Unit 6: Persuasive Writing Stating Your Case 270–273 Sifting Fact from Opinion 274–277 Evaluating Evidence 278–281 Inductive and Deductive Reasoning 282–287 Recognizing Logical Fallacies 288–293 Writing and Presenting a Speech 294–297 Writing a Letter to an Editor 298–301 Writing Process in Action 306–309
6. Evaluate own writing and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.	STUDENT EDITION: Unit 2: The Writing Process Revising 86–88 Writing Process in Action Revising 38, 102, 154, 196, 254, 308 Unit 7: Research Paper Writing Revising 344–347
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.	
1. Write fictional, biographical, or autobiographical narratives that: a. narrate a sequence of events and communicate their significance to the audience.	STUDENT EDITION: Unit 1: Personal Writing Writing to Discover 8–11 Writing Process in Action 36–39 Unit 3: Descriptive Writing Describing an Event 144–147 Unit 4: Narrative Writing Structuring the Long Narrative 182–185
b. identify scenes and incidents in specific places.	STUDENT EDITION: Unit 3: Descriptive Writing Describing an Event 144–147
c. describe with specific details the sight, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the character; use interior monologue (what character says silently to self) to show the character's feelings.	STUDENT EDITION: Unit 1: Personal Writing Writing Process in Action 36–39 Unit 3: Descriptive Writing Creating Vivid Description 128–131 Using Sensory Details 132–135 Creating a Mood 136–139 Writing a Character Sketch 140–143 Describing an Event 144–147 Writing Process in Action 152–155 Unit 4: Narrative Writing Characters in Biographical Narratives 172–177 Writing Process in Action 194–197

WRITING/GRAMMAR/USAGE AND MECHANICS	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
d. Present action segments to accommodate changes in time and mood.	STUDENT EDITION: Unit 4: Narrative Writing Structuring the Long Narrative 182–185
2. Write job applications and résumés that: a. provide clear and purposeful information and address the intended audience appropriately.	STUDENT EDITION: Business and Technical Writing Memos, E-mail, and Application Forms 418–421 Unit 1: Personal Writing Writing a College Application Essay 24–27
b. indicate varied levels, patterns, and types of language to achieve intended effects and aid comprehension.	STUDENT EDITION: Business and Technical Writing Memos, E-mail, and Application Forms 418–421 Unit 1: Personal Writing Writing a College Application Essay 24–27
c. modify the tone to fit the purpose and audience.	STUDENT EDITION: Business and Technical Writing Memos, E-mail, and Application Forms 418–421 Unit 1: Personal Writing Writing a College Application Essay 24–27
d. follow the conventional style for that type of document (résumé, cover letter of application) and use page format, fonts (typeface), and spacing that contribute to the readability and impact of the document.	STUDENT EDITION: Business and Technical Writing Memos, E-mail, and Application Forms 418–421 Unit 1: Personal Writing Writing a College Application Essay 24–27
3. Write historical investigations that: a. use expository, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument. b. analyze several historical records of a single event, examining critical relationships between elements of the topic. c. explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation. d. include information from all relevant perspectives and take into consideration the validity and reliability of sources. e. include a formal bibliography.	STUDENT EDITION: Writing Across the Curriculum Make a History Connection 45, 207 Unit 7: Research Paper Writing 324–357
4. Write reflective compositions that may address one of the following purposes: a. explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.	STUDENT EDITION: Unit 1: Personal Writing 3–39
b. draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.	STUDENT EDITION: Writing About Literature Writing About Nonfiction 28–31 Identifying Theme in a Narrative 186–189

WRITING/GRAMMAR/USAGE AND MECHANICS	
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c. maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.	STUDENT EDITION: Writing About Literature Writing About Nonfiction 28–31 Identifying Theme in a Narrative 186–189
5. Write responses to literature that: a. demonstrate a comprehensive understanding of the significant ideas in works or passages. b. analyze the use of imagery, language, universal themes, and unique aspects of the text. c. support important ideas and viewpoints through accurate and detailed reference to the text or to other works. d. demonstrate an understanding of author's style and an appreciation of the effects created. e. identify and assess the impact of ambiguities, nuances, and complexities within the text.	STUDENT EDITION: Writing About Literature Writing About Nonfiction 28–31 Writing About Poetry 32–35 Analyzing a Character in a Play 96–99 Writing About Mood in a Play 148–151 Identifying Theme in a Narrative 186–189 Responding to Narrative Poetry 190–193 Comparing and Contrasting Two Authors 244–247 Comparing and Contrasting Two Poems 248–251 Evaluating a Speech 302–306 Linking Writing and Literature Write About Reading 44, 109, 164, 206
6. Write for different purposes and to a audience or person, adjusting tone and style as necessary to make writing interesting. Continue to produce other writing forms introduced in earlier grades.	STUDENT EDITION: Unit 3: Descriptive Writing 122–165 Unit 4: Narrative Writing 166–207 Unit 5: Expository Writing 208–263 Unit 6: Persuasive Writing 270–321 Unit 7: Research Paper Writing 322–357
7. Write documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles.	STUDENT EDITION: Unit 7: Research Paper Writing Citing Sources 338–343 Writing and Research Handbook MLA Style 927 CMS Style 928 APA Style 929
Standard 3: Grammar/Usage and Mechanics	
The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.	
1. Standard English Usage—Demonstrate correct use of Standard English in speaking and writing. a. Distinguish between commonly confused words (e.g., <i>there, their, they're; two, too, to; accept, except; affect, effect</i>).	STUDENT EDITION: Unit 19: Usage Glossary 672–691 Unit 26: Spelling Spelling Challenges 802–803
b. Use correct verb forms and tenses.	STUDENT EDITION: Unit 9: Troubleshooter Shift in Verb Tense 397 Incorrect Verb Tense or Form 398–399 Unit 10: Parts of Speech Verbs 449–455 Unit 15: Verb Tenses, Voice, and Tenses 575– 599

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OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
c. Use correct subject-verb agreement.	STUDENT EDITION: Unit 9: Troubleshooter Lack of Subject-Verb Agreement 388–391 Unit 16: Subject-Verb Agreement 601–621
d. Use active and passive voice.	STUDENT EDITION: Unit 15: Verb Tenses, Voice, and Tenses 589–590
e. Use correct pronoun/antecedent agreement and clear pronoun reference.	STUDENT EDITION: Unit 9: Troubleshooter Lack of Pronoun-Antecedent Agreement 392–393 Lack of Clear Pronoun Reference 394–395 Shift in Pronoun 396 Unit 17: Using Pronouns Correctly Pronoun-Antecedent Agreement 632–636 Clear Pronoun Reference 637–641
f. Use correct forms of comparative and superlative adjectives.	STUDENT EDITION: Unit 10: Parts of Speech Adjectives That Compare 458 Unit 18: Using Modifiers Correctly The Three Degrees of Comparison 649–650 Irregular Comparisons 651–653 Double Comparisons 654–655 Incomplete Comparisons 656–657 <i>Good or Well; Bad or Badly</i> 657 Double Negatives 658
2. Mechanics and Spelling—Demonstrate appropriate language mechanics in writing.	STUDENT EDITION: Unit 20: Capitalization 693–709
a. Demonstrate correct use of capitals.	
b. Use correct formation of plurals.	STUDENT EDITION: Unit 21: Punctuation, Abbreviations, and Numbers The Apostrophe 741–743 Unit 26: Spelling Forming Plurals 798
c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.	STUDENT EDITION: Unit 9: Troubleshooter Missing or Misplaced Possessive Apostrophe 402–403 Missing Commas with Nonessential Element 404–405 Missing Commas in a Series 406–407 Unit 21: Punctuation, Abbreviations, and Numbers 712–748
d. Use correct spelling of commonly misspelled words and homonyms.	STUDENT EDITION: Unit 19: Usage Glossary 672–691 Unit 26: Spelling Spelling Challenges 802–803

WRITING/GRAMMAR/USAGE AND MECHANICS	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
<p>3. Sentence Structure—Demonstrate appropriate sentence structure in writing.</p> <p>a. Use parallel structure.</p>	<p>STUDENT EDITION: Unit 2: The Writing Process Make Connections 82 Unit 8: Sentence Combining Explore Your Own Style 363 Writing and Research Handbook Using Parallelism 915–916</p>
<p>b. Correct dangling and misplaced modifiers.</p>	<p>STUDENT EDITION: Unit 9: Troubleshooter Misplaced or Dangling Modifier 400–401 Unit 18: Using Modifiers Correctly Misplaced and Dangling Modifiers 660–665 Grammar Review 666–670</p>
<p>c. Correct run-on sentences.</p>	<p>STUDENT EDITION: Unit 9: Troubleshooter Run-on Sentence 386–387 Unit 13: Clauses and Sentence Structure Run-on Sentence 553–555</p>
<p>d. Correct fragments.</p>	<p>STUDENT EDITION: Unit 9: Troubleshooter Sentence Fragment 384–385 Unit 13: Clauses and Sentence Structure Sentence Fragments 551–552</p>
<p>4. Apply appropriate manuscript conventions in writing, including title page presentation, pagination, spacing and margins, and integration of sources and support material, by citing sources within the text, using direct quotations, and paraphrasing.</p>	<p>STUDENT EDITION: Unit 7: Research Paper Writing Citing Sources 338–343 Present Your Paper 349–356 Writing and Research Handbook Writing Effective Research Papers 924–929</p>

ORAL LANGUAGE/LISTENING AND SPEAKING

THE STUDENT WILL DEMONSTRATE THINKING SKILLS IN LISTENING AND SPEAKING.

OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
<p>Standard 1: Listening The student will listen for information and for pleasure.</p>	
<p>1. Demonstrate proficiency in critical, empathetic, appreciative, and reflective listening to interpret, respond to, and evaluate speakers' messages.</p>	<p>STUDENT EDITION: Unit 29: Listening and Speaking Listening Effectively and Critically 849–851 Group Participation 855–857</p>
<p>2. Use effective strategies for listening that prepare for listening, identify the types of listening, and adopt appropriate strategies.</p>	<p>STUDENT EDITION: Unit 29: Listening and Speaking Listening Actively 849–850</p>
<p>3. 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.</p>	<p>STUDENT EDITION: Unit 6: Persuasive Writing Evaluating a Speech 302–305 Unit 29: Listening and Speaking Evaluating What You Hear 850–851 Exercise 4 854 Exercise 5 856</p>
<p>4. Use effective strategies to evaluate own listening, such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention.</p>	<p>STUDENT EDITION: Unit 29: Listening and Speaking Listening Actively 849–850</p>
<p>5. Use effective listening to provide appropriate feedback in a variety of situations, such as conversations and discussions and informative, persuasive, or artistic presentations.</p>	<p>STUDENT EDITION: Unit 29: Listening and Speaking Exercise 3 851 Exercise 5 856 Exercise 7 857</p>
<p>Standard 2: Speaking The student will express ideas and opinions in group or individual situations.</p>	
<p>1. Use a variety of verbal and nonverbal techniques in presenting oral messages, such as pitch and tone of voice, posture, and eye contact, and demonstrate poise and control while presenting.</p>	<p>STUDENT EDITION: Unit 29: Listening and Speaking Speaking Effectively 852–854</p>
<p>2. Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.</p>	<p>STUDENT EDITION: Unit 6: Persuasive Writing Writing and Presenting a Speech 294–297</p>
<p>3. Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective presentations.</p>	<p>STUDENT EDITION: Unit 30: Viewing and Representing Producing Media Messages 865–868 Unit 31: Electronic Resources Producing in Multimedia 887–889</p>
<p>4. Ask clear questions for a variety of purposes and respond appropriately to the questions of others.</p>	<p>STUDENT EDITION: Unit 29: Listening and Speaking Making Formal Speeches 852–854 Taking Part in an Interview 856–857</p>

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, including graphic artists, illustrators, and news photographers, represent meaning.	
1. Use a range of strategies to interpret visual media (e.g., draw conclusions, make generalizations, synthesize material viewed, refer to images or information in visual media to support point of view).	STUDENT EDITION: Unit 30: Viewing and Representing Interpreting Visual Messages 859–862
2. Describe how editing shapes meaning in visual media (e.g., omission of alternative perspectives; filtered or implied viewpoints; emphasis of specific ideas, images, or information in order to serve particular interests).	STUDENT EDITION: Unit 30: Viewing and Representing Deconstructing Media Messages 864–865 Viewing and Representing 99, 139, 181, 281
Standard 2: Evaluate Media The student will evaluate visual and electronic media, such as film, as compared with print messages.	
1. Use a variety of criteria (e.g., clarity, accuracy, effectiveness, bias, relevance of facts) to evaluate informational media (e.g., Web sites, documentaries, news programs).	STUDENT EDITION: Unit 30: Viewing and Representing Analyzing Media Messages 863–865
2. Identify the rules and expectations about genre that can be manipulated for particular effects or purposes (e.g., combining or altering conventions of different genres, such as presenting news as entertainment; blurring of genres, such as drama-documentaries).	STUDENT EDITION: Unit 30: Viewing and Representing Analyzing Media Messages 863–865 Viewing and Representing 63
Standard 3: Compose Visual Messages The student will create a visual message that effectively communicates an idea.	
1. Design and develop genres, such as nightly news, news magazines, and documentaries, and identify the unique properties of each.	STUDENT EDITION: Unit 30: Viewing and Representing Producing Media Messages 865–868
2. Compare, contrast, and critique various media coverage of the same events, such as in newspapers, television, and on the Internet, and compose a study of the results.	STUDENT EDITION: Time Facing the Blank Page 111–121