



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 new words that have been created in the fields of science and mathematics (gene splicing, genetic engineering).

STUDENT EDITION:

Unit 25: Vocabulary

Analyzing Word Parts 788–792

TEACHER WRAPAROUND EDITION:

Literature Model

Critical Thinking: Analyze 261

Real World Connection

Understanding Scientific Terms 792

2. Research unfamiliar words based on characters, themes, or historical events.

STUDENT EDITION:

Unit 23: Library Resources

Reference Sources 776–777

Unit 24: Using Dictionaries

Varieties of Dictionaries 780–782

TEACHER WRAPAROUND EDITION:

Literature Model

Active Reading Strategies: Clarify 156

3. Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

STUDENT EDITION:

Unit 3: Descriptive Writing

Using Analogies 140–143

Unit 5: Expository Writing

Explaining by Using an Analogy 226–229

Unit 28: Essay Tests and Standardized Tests

Analogy Test Items 812

TEACHER WRAPAROUND EDITION:

Literature Model

Literary Element: Analogy 264

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<p>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.</p>	<p>STUDENT EDITION: Writing About Literature Analyzing Tone 94–97 Analyzing Imagery in Descriptive Writing 144–147 Unit 28: Essay Tests and Standardized Tests Analogy Test Items 812 Unit 25: Vocabulary Analyzing Words in Context 785–787</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Literary Element: Analogy 264</p>
<p>Standard 2: Comprehension The student will interact with the words and concepts on the page to understand what the writer has said.</p>	
<p>1. Literal Understanding</p> <p>a. Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.</p>	<p>STUDENT EDITION: Unit 5: Expository Writing Writing Instructions 216–219 Using Visuals That Speak 230–233 Explaining Problems, Proposing Solutions 234–237 Writing a Business Letter 244–247 Unit 7: Research Paper Writing 318–353 Business and Technical Writing 404–427 Unit 27: Study Skills Evaluating Graphs and Diagrams 804–806</p>
<p>b. Explain specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genres, portrayal of themes, language).</p>	<p>STUDENT EDITION: Unit 2: The Writing Process Analyzing Tone 94–97 Unit 3: Descriptive Writing Using Figurative Language 136–139 Using Analogies 140–143 Analyzing Imagery in Descriptive Writing 144–147 Unit 4: Narrative Writing Using Point of View 180–183 Unit 5: Expository Writing Explaining by Using an Analogy 226–229 Unit 6: Persuasive Writing Analyzing and Using Evidence 280–283 Using Inductive and Deductive Reasoning 288–293 Writing a Satirical Essay 294–297 Creating a Satirical Cartoon 298–301</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Literary Element: Analogy 264; Anecdote 103; Author's Purpose 153; Characterization 44; Sensory Imagery 199; Tone 312 6+1 Trait: Word Choice 41, 313</p>

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c. Use study strategies such as note taking, outlining, and using study-guide questions to better understand texts.	<p>STUDENT EDITION: Unit 7: Research Paper Writing Take Notes 324–325 Prewriting: Developing an Outline 326–329 Unit 27: Study Skills Reading to Remember 802 Evaluating What You Read 803</p>
d. Construct images such as graphic organizers based on text descriptions and text structures.	<p>STUDENT EDITION: Writing About Literature Respond to Reading 28–29 Analyze Descriptive Writing 145 Compare and Contrast Biographies 254 Unit 5: Expository Writing Evaluate Opinions 250 Business and Technical Writing Using Graphic Organizers 419–423</p>
e. Read silently with comprehension for a sustained period of time.	<p>STUDENT EDITION: Literature Model My Face by Gail Godwin 40–47 Georgia O’Keeffe by Joan Didion 102–106 The Road from Coorain by Jill Ker Conway 152–157 My Left Foot by Christy Brown 196–203 What’s That Pig Outdoors? by Henry Kisor 260–265 Mother Tongue by Amy Tan 310–315</p>
<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 Georgia O’Keeffe by Joan Didion 102–106</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Critical Thinking: Analyze 42; Draw Conclusions 197</p>
b. Describe the development of plot and identify conflict and how they are addressed and resolved.	<p>STUDENT EDITION: Unit 4: Narrative Writing Establish Conflict 169 Create a Plot 173 Writing a Short-Short Story 184–187 Analyzing a Narrative for Film Adaptation 188–191</p>
c. Identify influences on a reader’s response to a text (e.g., personal experience and values; perspectives shaped by age, gender, class, or nationality).	<p>STUDENT EDITION: Linking Writing and Literature Connect to Your Life 48, 107, 158, 204, 266, 316</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Active Reading Strategies: Connect 43, 45 Bellringer/Motivating Activity 40, 102, 152, 196, 260, 310</p>

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d. Make reasonable assertions about author's arguments by using elements of the text to defend and clarify interpretations.	<p>STUDENT EDITION: Examining Writing in the Real World Analyzing the Media Connection 55, 165 Linking Writing and Literature Critical Thinking 48, 107</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Critical Thinking: Infer 41, 46; Interpret 43, 104, 105, 106</p>
<p>3. Summary and Generalization</p> <p>a. Determine the main idea and supporting details by producing summaries of text.</p>	<p>STUDENT EDITION: Unit 3: Descriptive Writing Create Unity 133 Unit 7: Research Paper Writing Take Notes 324–325</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Active Reading Strategies: 263, 265 Critical Thinking: Analyze 312; Evaluate 203; Summarize 103</p>
b. Use text features and elements to support inferences and generalizations about information.	<p>STUDENT EDITION: Examining Writing in the Real World 7, 55, 125, 165, 211, 273 Linking Writing and Literature Talk About Reading 48, 107, 158, 204, 266, 316</p>
c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.	<p>STUDENT EDITION: Unit 7: Research Paper Writing Take Notes 324–325 Prewriting: Developing an Outline 326–329</p>
d. Compare and contrast elements of text such as themes, conflicts, and allusions both within and across text.	<p>TEACHER WRAPAROUND EDITION: Literature Model Compare and Contrast 44, 47, 106, 157, 203, 265, 315</p>
<p>4. Analysis and Evaluation</p> <p>a. Investigate both the features and the rhetorical (communication) devices of different types of public documents, such as policy statements, speeches, or debates, and the ways in which authors use those features and devices.</p>	<p>STUDENT EDITION: Unit 5: Expository Writing Explaining Problems, Proposing Solutions 234–237 Writing a Business Letter 244–247 Unit 29: Listening and Speaking Presenting Formal Speeches 848–850 Business and Technical Writing Business Letters 405–413 Memos, E-mail, and Forms 414–418</p>

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<p>b. Examine the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.</p>	<p>STUDENT EDITION: Unit 1: Personal Writing Writing a College Application Essay 20–23 Writing a Résumé 24–27 Unit 4: Narrative Writing Writing a Short-Short Story 184–187 Analyzing a Narrative for Film Adaptation 188–191 Unit 5: Expository Writing Writing an Expository Essay 212–215 Writing Instructions 216–219 Writing a Business Letter 244–247 Comparing and Contrasting Biographies 252–255 Unit 6: Persuasive Writing Writing a Persuasive Essay 274–277 Analyzing a Critical Review 302–305 Business and Technical Writing Business Letters 405–413 Memos, E-mail, and Forms 414–418 Technical Writing 425–429 Linking Writing and Literature Connect to Your Writing 204</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Compare and Contrast 44, 47, 106, 157, 203, 265, 315 6+1 Trait: Organization 262, 263</p>
<p>c. Analyze 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 266, 316</p> <p>TEACHER WRAPAROUND EDITION: Literature Model 6+1 Trait: Organization 262, 263; Word Choice 311, 313</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 Mother Tongue by Amy Tan 310–316</p>
<p>e. Evaluate the credibility of information sources, including how the writer's motivation may affect that credibility.</p>	<p>STUDENT EDITION: Unit 6: Persuasive Writing Evaluate Evidence 282 Unit 7: Research Paper Writing Evaluating Sources 323 Writing and Research Handbook Evaluating Sources 917–918</p>

READING/LITERATURE	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
<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, poetry, and essay.</p>	<p>STUDENT EDITION: Unit 4: Narrative Writing Writing a Short-Short Story 184–187 Unit 5: Expository Writing Writing an Expository Essay 212–215 Linking Writing and Literature Connect to Your Writing 204</p>
<p>b. Analyze the characteristics of subgenres including allegory, ballad, elegy, ode, parody, pastoral, satire and tragedy.</p>	<p>STUDENT EDITION: Writing About Literature Creative Responses to Literature 32–35 Analyzing a Narrative for Film Adaptation 188–191 Comparing and Contrasting Biographies 252–255 Analyzing a Critical Review 302–305 Unit 6: Persuasive Writing Writing a Satirical Essay 294–297 Creating a Satirical Cartoon 298–301</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. Evaluate 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: Linking Writing and Literature Talk About Reading 48, 107, 158, 204, 266, 316 TEACHER WRAPAROUND EDITION: Literature Model Compare and Contrast: Comparing Selections 265 Critical Thinking: Evaluate 203</p>
<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 Creative Responses to Literature 32–35 Analyzing Tone 94–97 Unit 6: Persuasive Writing Writing a Satirical Essay 294–297 Creating a Satirical Cartoon 298–301 TEACHER WRAPAROUND EDITION: Literature Model Compare and Contrast: Comparing Writing Styles 203 Literary Element: Tone 312</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>TEACHER WRAPAROUND EDITION: Literature Model Literary Element: Characterization 44</p>
<p>d. Evaluate the significance of various literary devices and techniques, including imagery, 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 Analyzing Imagery in Descriptive Writing 144–147</p>

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<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 Ordering Time in a Narrative 172–175 Building Narrative Suspense 176–179</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Literary Element: Author's Purpose 153</p>
<p>3. Figurative Language and Sound Devices—Identify figurative language and sound devices in writing 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>b. Identify and explain sound devices including alliteration and rhyme.</p> <p>c. Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.</p>	<p>STUDENT EDITION: Unit 3: Descriptive Writing Using Figurative Language 136–139 Using Analogies 140–143 Analyzing Imagery in Descriptive Writing 144–147</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Literary Element: Figurative Language 155 Literary Element: Sensory Imagery 199</p>
<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 My Face by Gail Godwin 40–47 Georgia O'Keeffe by Joan Didion 102–106 The Road from Coorain by Jill Ker Conway 152–157 My Left Foot by Christy Brown 196–203 What's That Pig Outdoors? by Henry Kisor 260–265 Mother Tongue by Amy Tan 310–315</p>
<p>b. Analyze and evaluate literature from various cultures to broaden cultural awareness.</p>	<p>STUDENT EDITION: Literature Model The Road from Coorain by Jill Ker Conway 152–157 Mother Tongue by Amy Tan 310–315</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>TEACHER WRAPAROUND EDITION: Literature Model Compare and Contrast: Comparing Selections 265</p>
<p>d. Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.</p>	<p>STUDENT EDITION: Literature Model Georgia O'Keeffe by Joan Didion 102–106 Unit 29: Listening and Speaking Exercise 2 847 Unit 30: Viewing and Representing Exercise 4 861</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 320–325 Unit 23: Library Resources 770–778 Writing and Research Handbook Exploring a Variety of Sources 917</p>

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b. Skim text for an overall impression and scan text for particular information.	STUDENT EDITION: Unit 27: Study Skills Reading to Remember 802
c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).	STUDENT EDITION: Unit 7: Research Paper Writing Take Notes 324–325 Prewriting: Developing an Outline 326–329
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 324–325 Develop a Thesis Statement 328–329 Citing Sources 334–339 Writing and Research Handbook Giving Credit Where Credit Is Due 918–922
b. Determine the author's viewpoint to evaluate source credibility and reliability.	STUDENT EDITION: Unit 6: Persuasive Writing Evaluate Evidence 282 Unit 7: Research Paper Writing Evaluating Sources 323 Writing and Research Handbook Evaluating Sources 917–918
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 328–329 Draft Introductions and Conclusions 332–333
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 6: Persuasive Writing Evaluate Evidence 282 Unit 7: Research Paper Writing Evaluating Sources 323 Writing and Research Handbook Evaluating Sources 917–918
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 Prewriting: Planning and Researching 320–325
f. Compile written ideas and information into reports, summaries, or other formats and draw conclusions.	STUDENT EDITION: Unit 7: Research Paper Writing Drafting 330–333 Revising 340–343 Editing and Presenting: A Model Paper 344–352

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: Finding a Topic 60–63

Prewriting: Establishing Purpose and Audience 64–67

Unit 5: Expository Writing

Plan and Draft an Expository Essay 214

Plan a Cause-and-Effect Essay 223

Unit 6: Persuasive Writing

Plan a Satirical Essay 296

Unit 7: Research Paper Writing

Prewriting: Planning and Researching 320–325

Prewriting: Developing an Outline 326–329

Writing Process in Action

Prewriting 37, 99, 148–149, 193, 257, 307

- b. 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: Ordering Your Thoughts 68–73

Drafting: Writing with Unity and Coherence 74–77

Unit 4: Narrative Writing

Draft a Short-Short Story 186

Unit 5: Expository Writing

Plan and Draft an Expository Essay 214

Draft Instructions 218

Put Your Perspective in Writing 242

Unit 7: Research Paper Writing

Drafting 330–333

Writing Process in Action

Drafting 37–38, 99–100, 149–150, 194, 257–258, 307–308

- c. organize and reorganize drafts and refine style to suit occasion, audience, and purpose.

STUDENT EDITION:

Unit 2: The Writing Process

Revising: Checking Content and Structure 78–81

Revising: Replacing Clichés, Jargon, and Sexist Language 82–85

Unit 7: Research Paper Writing

Revising 340–343

Writing Process in Action

Revising 38, 100, 150, 194, 258, 308

- d. proofread writing for appropriateness of organization, content and style.

STUDENT EDITION:

Unit 2: The Writing Process

Editing/Proofreading: Finalizing 86–89

Unit 7: Research Paper Writing

Editing and Presenting: A Model Paper 344–352

Writing Process in Action

Editing/Proofreading 39, 101, 151, 195, 259, 309

WRITING/GRAMMAR/USAGE AND MECHANICS	
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<p>e. edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.</p>	<p>STUDENT EDITION: Unit 2: The Writing Process Editing/Proofreading: Finalizing 86–89 Unit 7: Research Paper Writing Editing and Presenting: A Model Paper 344–352 Writing Process in Action Editing/Proofreading 39, 101, 151, 195, 259, 309 Grammar Review Proofreading 481, 507, 529, 557, 595–596, 617, 643–644, 667, 687, 705, 749–750</p>
<p>f. refine selected pieces frequently to publish for general and specific audiences.</p>	<p>STUDENT EDITION: Unit 2: The Writing Process Publishing/Presenting: Sharing Your Writing 90–93 Unit 7: Research Paper Writing Editing and Presenting: A Model Paper 344–352 Writing Process in Action Publishing/Presenting 39, 101, 151, 195, 259, 309</p>
<p>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.</p>	<p>STUDENT EDITION: Unit 2: The Writing Process Prewriting: Establishing Purpose and Audience 64–67 Unit 3: Descriptive Writing 120–159 Unit 4: Narrative Writing 160–205 Unit 5: Expository Writing 206–267 Unit 6: Persuasive Writing 268–317</p>
<p>3. Enhance meaning by using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.</p>	<p>STUDENT EDITION: Unit 3: Descriptive Writing Build Coherence 76 Achieve Coherence 134 Using Analogies 140–143 Unit 5: Expository Writing Explain by Using an Analogy 226–229 Unit 6: Persuasive Writing Writing a Persuasive Essay 274–279 Unit 8: Sentence Combining Explore Your Own Style 359 Writing and Research Handbook Using Parallelism 908–909</p>
<p>4. Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.</p>	<p>STUDENT EDITION: Unit 1: Personal Writing Creative Responses to Literature 32–35 Unit 4: Narrative Writing Building Narrative Suspense 176–179 Using Point of View 180–183 Writing a Short-Short Story 184–187 Narrative Writing Project 192–195 Unit 6: Persuasive Writing Writing a Satirical Essay 294–297 Creating a Satirical Cartoon 298–301</p>

WRITING/GRAMMAR/USAGE AND MECHANICS	
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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 268–317
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: Writing Process in Action Revising 38, 100, 150, 194, 258, 308 Journal Writing 39, 101, 151, 195, 259, 309 Unit Review Reflect/Set Goals 49, 108, 159, 205, 267, 317
7. Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.	STUDENT EDITION: Unit 1: Personal Writing Using a Journal 12–15 Unit 8: Sentence Combining 354–377
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: <ol style="list-style-type: none"> narrate a sequence or events and communicate their significance to the audience. identify scenes and incidents in specific places. 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. present action segments to accommodate changes in time and mood. 	STUDENT EDITION: Unit 4: Narrative Writing Writing a Short-Short Story 184–187 Writing Activities Write a Personal Narrative 175 Write a Suspenseful Story 179 Rewrite a Fairy Tale or Fable 183 Write a Scene 191 Writing Process in Action Narrative Writing 192–195 Linking Writing and Literature Write About Reading: Personal Narrative 204 Unit Review Writing Across the Curriculum 205
2. Write historical investigations that: <ol style="list-style-type: none"> use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument. analyze several historical records of a single event, examining critical relationships between elements of the topic. 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. include information from all relevant perspectives and take into consideration the validity and reliability of sources. include a formal bibliography. 	STUDENT EDITION: Unit 5: Expository Writing Expository Writing Project 256–259 Unit 7: Research Paper Writing 318–353

WRITING/GRAMMAR/USAGE AND MECHANICS	
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<p>3. Write reflective compositions that may address one of the following purposes:</p> <ul style="list-style-type: none"> a. explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion. b. draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life. c. maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas. 	<p>STUDENT EDITION: Writing Activities Write a News Feature 11 Write an Essay 23 Write a Personal Narrative 175 Writing Process in Action Personal Writing 36–39 Descriptive Writing 148–151 Narrative Writing 192–195 Linking Writing and Literature Write About Reading: Personal Narrative 204</p>
<p>4. Write responses to literature that:</p> <ul style="list-style-type: none"> a. demonstrate a comprehensive grasp 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. 	<p>STUDENT EDITION: Writing About Literature Expressing Opinions About Literature 28–31 Creative Responses to Literature 32–35 Analyzing Tone 94–97 Analyzing Imagery in Descriptive Writing 144–147 Analyzing a Narrative for Film Adaptation 188–191</p>
<p>5. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Continue to produce other forms of writing introduced in earlier grades.</p>	<p>STUDENT EDITION: Writing Process in Action Personal Writing 36–39 The Writing Process 98–101 Descriptive Writing 148–151 Narrative Writing 192–195 Expository Writing 256–259 Persuasive Writing 306–309</p>
<p>6. Write documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles.</p>	<p>STUDENT EDITION: Unit 7: Research Paper Writing 318–353 Writing and Research Handbook 917–922</p>
<p>Standard 3: Grammar/Usage and Mechanics</p> <p>The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.</p>	
<p>1. Standard English Usage—Demonstrate correct use of Standard English in speaking and writing.</p> <ul style="list-style-type: none"> a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect). 	<p>STUDENT EDITION: Unit 19: Usage Glossary 670–689 Unit 26: Spelling Spelling Challenges 797–799</p>
<ul style="list-style-type: none"> b. Use correct verb forms and tenses. 	<p>STUDENT EDITION: Unit 9: Troubleshooter Shift in Verb Tense 393 Incorrect Verb Tense or Form 394–395 Unit 10: Parts of Speech Verbs 444–451 Unit 15: Verb Tenses, Voice, and Mood 570–597</p>

WRITING/GRAMMAR/USAGE AND MECHANICS	
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c. Use correct subject-verb agreement.	STUDENT EDITION: Unit 9: Troubleshooter Lack of Subject-Verb Agreement 384–387 Unit 16: Subject-Verb Agreement 598–619
d. Distinguish active and passive voice.	STUDENT EDITION: Unit 15: Verb Tenses, Voice, and Mood Voice of Verbs 587–589 Grammar Review 592–596
e. Use pronouns effectively, correct pronoun/antecedent agreement, and clear pronoun reference.	STUDENT EDITION: Unit 9: Troubleshooter Lack of Pronoun-Antecedent Agreement 388–389 Lack of Clear Pronoun Reference 390–391 Shift in Pronoun 392 Unit 17: Using Pronouns Correctly 620–645
f. Use correct forms of comparative and superlative adjectives.	STUDENT EDITION: Unit 10: Parts of Speech Adjectives 452–457 Unit 18: Using Modifiers Correctly The Three Degrees of Comparison 647–648 Irregular Comparisons 649–651 Double Comparisons 652 Incomplete Comparisons 653–654 <i>Good or Well; Bad or Badly</i> 655
2. Mechanics and Spelling—Demonstrate appropriate language mechanics in writing. a. Demonstrate correct use of capitals.	STUDENT EDITION: Unit 10: Parts of Speech Proper and Common Nouns 434 Proper Adjectives 455 Unit 20: Capitalization 690–707 Unit 21: Punctuation, Abbreviations, and Numbers Capitalization of Abbreviations 742
b. Use correct formation of plurals.	STUDENT EDITION: Unit 10: Parts of Speech Nouns 431–436 Unit 26: Spelling Spelling Rules 794–797
c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.	STUDENT EDITION: Unit 9: Troubleshooter Missing or Misplaced Possessive Apostrophe 398–399 Missing Commas with Nonessential Element 400–401 Missing Commas in a Series 402–403 Unit 21: Punctuation, Abbreviations, and Numbers 708–751

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d. Use correct spelling of commonly misspelled words and homonyms.	STUDENT EDITION: Unit 26: Spelling 793–799 Listening and Speaking 23, 143
3. Sentence Structure—The student will demonstrate appropriate sentence structure in writing. a. Use parallel structure.	STUDENT EDITION: Unit 8: Sentence Combining Explore Your Own Style 359 Writing and Research Handbook Using Parallelism 908–909
b. Correct dangling and misplaced modifiers.	STUDENT EDITION: Unit 9: Troubleshooter Misplaced or Dangling Modifier 396–397 Unit 18: Using Modifiers Correctly Misplaced and Dangling Modifiers 657–663
c. Correct run-on sentences.	STUDENT EDITION: Unit 9: Troubleshooter Run-on Sentence 382–383 Unit 13: Clauses and Sentence Structure Run-on Sentences 548–551
d. Correct fragments.	STUDENT EDITION: Unit 9: Troubleshooter Sentence Fragment 380–381 Unit 13: Clauses and Sentence Structure Sentence Fragments 547
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.	STUDENT EDITION: Unit 7: Research Paper Writing Citing Sources 334–339 Editing and Presenting: A Model Paper 344–352 Writing and Research Handbook Writing Effective Research Papers 917–922

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. Demonstrate proficiency in critical, empathetic, appreciative, and reflective listening to interpret, respond to and evaluate speaker's messages.	STUDENT EDITION: Unit 29: Listening and Speaking Improving Your Listening Skills 845–847 Participating in Groups 851–852 Taking Part in Interviews 853

ORAL LANGUAGE/LISTENING AND SPEAKING

OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
2. Use effective strategies for listening that prepare for listening, identify the types of listening, and adopt appropriate strategies.	STUDENT EDITION: Unit 29: Listening and Speaking Improving Your Listening Skills 845–847 Participating in Groups 851–852 Taking Part in Interviews 853
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.	STUDENT EDITION: Unit 29: Listening and Speaking Critical Listening 846–847 Exercise 4 850 Exercise 5 852 Exercise 7 853
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.	STUDENT EDITION: Unit 29: Listening and Speaking Strategies for Active Listening 845 Exercise 1 847 Guidelines for a Study Group 851 Exercise 5 852
5. Use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.	STUDENT EDITION: Unit 29: Listening and Speaking Critical Listening 846–847 Exercise 4 850 Exercise 5 852 Exercise 7 853
<p>Standard 2: Speaking The student will express ideas and opinions in group or individual situations.</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.	STUDENT EDITION: Unit 29: Listening and Speaking How to Deliver a Speech 850 Exercise 4 850
2. Use language and rhetorical strategies skillfully in informative and persuasive messages.	STUDENT EDITION: Unit 29: Listening and Speaking Presenting Formal Speeches 848–850
3. Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.	STUDENT EDITION: Unit 29: Listening and Speaking Presenting Formal Speeches 848–850
4. Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.	STUDENT EDITION: Unit 29: Listening and Speaking Presenting Formal Speeches 848–850
5. Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create a presentation.	STUDENT EDITION: Unit 31: Electronic Resources Creating Multimedia Projects 877–881

ORAL LANGUAGE/LISTENING AND SPEAKING

OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
6. Ask clear questions for a variety of purposes and respond appropriately to the questions of others.	STUDENT EDITION: Unit 29: Listening and Speaking Participating in Groups 851–852 Taking Part in Interviews 853

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 855–859
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 Analyzing Visual Messages 860–861
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 23: Library Resources The Internet 778 Unit 30: Viewing and Representing Analyzing Visual Messages 860–861
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: Writing About Literature Analyzing a Narrative for Film Adaptation 188–191
Standard 3: Compose Visual Messages	
The student will create a visual message that effectively communicates an idea.	
1. Use the effects of media on constructing his/her own perception of reality.	STUDENT EDITION: Unit 30: Viewing and Representing Creating Media Messages 862–864 Unit 31: Electronic Resources Creating Multimedia Projects 877–881
2. Use a variety of forms and technologies such as videos, photographs, and Web pages to communicate specific messages.	STUDENT EDITION: Unit 30: Viewing and Representing Creating Media Messages 862–864 Unit 31: Electronic Resources Creating Multimedia Projects 877–881