



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 develop and expand knowledge of words and word meanings to increase vocabulary.

1. Words in Context

- a. Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of technical and specialized vocabulary and to understand the precise meaning of grade-level-appropriate words in fiction and nonfiction texts.

STUDENT EDITION:

Unit 22: Vocabulary and Spelling
 Clues to Word Meanings 544–545
 Using Word Parts 547–550
 Synonyms and Antonyms 552–553
 Words That Sound Alike 555–556

- b. Use prior experience and context to analyze and explain the figurative use of words, similes (comparisons that use *like* or *as*: *the Snowplow Reared Up like a Stallion*), metaphors (implied comparisons: *Peace Is a Sunrise*), and multiple meaning words.

STUDENT EDITION:

Unit 22: Vocabulary and Spelling
 Wordworks 554

2. Word Origins

- a. Recognize the origins and meanings of foreign words frequently used in English.

STUDENT EDITION:

Unit 22: Vocabulary and Spelling
 Borrowed Words 542–543
 Wordworks 546, 551

- b. Apply knowledge of root words to determine the meaning of unknown words within a passage.

STUDENT EDITION:

Unit 22: Vocabulary and Spelling
 Using Word Parts 547–550

- c. Use word origins, including knowledge of less common roots (*graph = writing, logos = the study of*) and word parts (*auto = self, bio = life*) from Greek and Latin to analyze the meaning of complex words (*autograph, autobiography, biology*).

STUDENT EDITION:

Unit 22: Vocabulary and Spelling
 Borrowed Words 542–543
 Using Word Parts 547–550
 Wordworks 546, 551

3. Using Resource Materials and Aids

- a. Determine the meanings, pronunciation, and derivations of unknown words by using a glossary, dictionary, and/or thesaurus.

STUDENT EDITION:

Unit 21: Library and Reference Resources
 Using a Dictionary 536–537
 The Thesaurus 538
 Understanding a Dictionary Entry 539–540

- b. Relate dictionary definitions to context of the reading in order to aid understanding.

STUDENT EDITION:

Unit 22: Vocabulary and Spelling
 Clues to Word Meanings 544–545

READING/LITERATURE	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
<p>Standard 2: Fluency The student will identify words rapidly so that attention is directed at the meaning of the text.</p>	
1. Read regularly in independent-level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader) fluently and accurately, and with appropriate timing, change in voice, and expression.	<p>STUDENT EDITION: Unit 25: Listening and Speaking Storytelling 625–627</p>
2. Read regularly in instructional-level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader; a “typical” sixth-grader reads approximately 120 words per minute).	<p>STUDENT EDITION: Literature Model The Invisible Thread by Yoshiko Uchida 28–33 Coast to Coast by Betsy Byars 82–86 Morning Girl by Michael Dorris 134–139 The Jacket by Gary Soto 172–177 Bathing Elephants by Peggy Thomson 210–213 Thanking the Birds by Joseph Bruchac 242–245</p>
3. Increase silent-reading speed through daily independent reading.	<p>STUDENT EDITION: Literature Models, which occur throughout the textbook (see pages 8 and 28–33 for examples), are appropriate silent-reading passages.</p>
4. Read silently for increased periods of time.	<p>STUDENT EDITION: Literature Models, which occur throughout the textbook (see pages 8 and 28–33 for examples), are appropriate silent-reading passages.</p>
<p>Standard 3: Comprehension/Critical Literacy The student will interact with the words and concepts in the text to construct an appropriate meaning.</p>	
1. Literal Understanding	<p>STUDENT EDITION: Unit 23: Study Skills Using a Study Method 573–575</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Bellringer/Motivating Activity 28, 82, 134, 172, 210, 242 Active Reading Strategies: Predict 139, 173, 243, 245</p>
a. Use prereading strategies independently (to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, establish purpose for reading).	
b. Read and comprehend both fiction and nonfiction that is appropriately designed for sixth grade.	<p>STUDENT EDITION: Literature Model The Invisible Thread by Yoshiko Uchida 28–33 Coast to Coast by Betsy Byars 82–86 Morning Girl by Michael Dorris 134–139 The Jacket by Gary Soto 172–177 Bathing Elephants by Peggy Thomson 210–213 Thanking the Birds by Joseph Bruchac 242–245</p>
c. Recognize main ideas presented in a particular segment of text; identify and assess evidence that supports those ideas.	<p>STUDENT EDITION: Linking Writing and Literature Collect Your Thoughts/Talk About Reading 34, 87, 140, 178, 214, 246 Unit 23: Study Skills Using a Study Method 573–575</p>

READING/LITERATURE	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
d. Use the text's structure or progression of ideas, such as cause and effect or chronology to locate or recall information.	STUDENT EDITION: Unit 23: Study Skills Exploring a Book 569–570
2. Inferences and Interpretation a. Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.	STUDENT EDITION: Linking Writing and Literature Collect Your Thoughts/Talk About Reading 34, 87, 140, 178, 214, 246 Examining Writing in the Real World 7, 41, 105, 147, 185, 221 TEACHER WRAPAROUND EDITION: Literature Model Critical Thinking: Draw Conclusions 31 Critical Thinking: Interpret 135, 136, 173, 245 Critical Thinking: Infer 211
b. Make inferences or draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, other characters' responses to a character).	STUDENT EDITION: Linking Writing and Literature Collect Your Thoughts/Talk About Reading 34, 87, 140, 178, 246 TEACHER WRAPAROUND EDITION: Literature Model Critical Thinking: Infer 31, 33 Critical Thinking: Draw Conclusions 83, 86
c. Interpret and respond creatively to literature (e.g., art, drama, oral presentations, and Reader's Theater).	STUDENT EDITION: Writing About Literature Responding to a Poem 20–23 Getting to Know a New Place 126–129 Responding to a Biography 164–167 Writing a Book Report 202–205 Writing a TV Review 234–237 Linking Writing and Literature Write About Reading 34, 87, 140, 178, 214, 246
3. Summary and Generalization a. Summarize and paraphrase information including the main idea and significant supporting details of a reading selection.	STUDENT EDITION: Writing About Literature Writing a Book Report 202–205 Writing a TV Review 234–237 Linking Writing and Literature Collect Your Thoughts/Talk About Reading 34, 87, 140, 178, 214, 246 TEACHER WRAPAROUND EDITION: Literature Model Active Reading Strategies: Summarize 33, 136, 138, 244
b. Make generalizations based on information gleaned from text.	STUDENT EDITION: Linking Writing and Literature Collect Your Thoughts/Talk About Reading 34, 87, 140, 178, 214, 246

READING/LITERATURE	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
c. Support reasonable statements and conclusions by reference to relevant aspects of text and examples.	STUDENT EDITION: Linking Writing and Literature Collect Your Thoughts/Talk About Reading 34, 87, 140, 178, 214, 246
d. Clarify understanding of text information in different ways (e.g., timelines, outlines, graphic organizers) to support and explain ideas.	STUDENT EDITION: Unit 23: Study Skills Using a Study Method 573–575 Notes and Outlines 576–578
4. Analysis and Evaluation a. Evaluate the believability of a character and the impact he or she has on the plot.	STUDENT EDITION: Linking Writing and Literature Collect Your Thoughts/Talk About Reading 34, 87, 140, 178, 246 TEACHER WRAPAROUND EDITION: Literature Model Critical Thinking: Infer 31, 33 Critical Thinking: Draw Conclusions 83, 86
b. Analyze the main problem or conflict of the plot; the effect of the qualities of the characters and explain how the conflict is resolved	STUDENT EDITION: Linking Writing and Literature Collect Your Thoughts 178, 246
c. Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.	STUDENT EDITION: Linking Writing and Literature Collect Your Thoughts 87 Critical Thinking 87
d. Make observations, connections, and react, speculate, interpret, and raise questions in analysis of texts.	STUDENT EDITION: Linking Writing and Literature 34, 87, 140, 178, 214, 246 Writing About Literature Responding to a Poem 20–23 Responding to a Biography 164–167 Writing a Book Report 202–205 Writing a TV Review 234–237 Unit 26: Viewing and Representing Analyzing Media Messages 635–639 TEACHER WRAPAROUND EDITION: Literature Model Active Reading Strategies: Connect 175, 243
e. Recognize and evaluate structural patterns found in a literary work (e.g., cause/effect, problem/solution, sequential order).	STUDENT EDITION: Linking Writing and Literature Connect to Your Writing 87 6+1 Trait 214 TEACHER WRAPAROUND EDITION: Literature Model Active Reading Strategies: Sequencing 86

READING/LITERATURE	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
f. Distinguish between stated facts, inferences supported by evidence, and opinions in text.	STUDENT EDITION: Unit 6: Persuasive Writing Using Facts and Opinions 230–233 Unit 26: Viewing and Representing Analyzing Media Messages 635–639
5. Monitoring and Correction Strategies a. Monitor own reading and modify strategies as needed when understanding breaks down (e.g., rereading a portion aloud, using reference aids, trying an alternate pronunciation, searching for clues, and asking questions).	STUDENT EDITION: Unit 23: Study Skills Using a Study Method 573–575 Notes and Outlines 576–578 TEACHER WRAPAROUND EDITION: Literature Model Active Reading Strategies: Monitor Comprehension 29, 32, 83, 135, 137, 174, 212
b. Clarify meaning by questioning and rereading; confirm and revise predictions as needed when reading.	STUDENT EDITION: Unit 23: Study Skills Using a Study Method 573–575 TEACHER WRAPAROUND EDITION: Literature Model Active Reading Strategies: Clarify 175 Active Reading Strategies: Question 211
c. Adjust reading rate and determine appropriate strategies according to the purpose for reading, the difficulty of the text, and characteristics of the text.	STUDENT EDITION: Unit 23: Study Skills Using a Study Method 573–575
Standard 4: Literature	
The student will read, construct meaning, and respond to a wide variety of literary forms.	
1. Literary Genres—The student will demonstrate a knowledge of and an appreciation for various forms of literature. a. Analyze the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.	STUDENT EDITION: Writing About Literature Responding to a Poem 20–23 Unit 4: Narrative Writing Writing Dialogue 156–159 Linking Writing and Literature Connect to Your Writing 34, 87, 140, 178, 214, 246
b. Analyze characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.	STUDENT EDITION: Writing in the Real World W. E. B. Du Bois: A Biography 144–147 Writing About Literature Responding to a Biography 164–167 Linking Writing and Literature Connect to Your Writing 178
2. Literary Elements—The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work. a. Identify and explain elements of fiction, including plot, conflict, character, setting, and theme.	STUDENT EDITION: Linking Writing and Literature Connect to Your Writing 87, 140, 246 Unit 4: Narrative Writing Writing Dialogue 126–159

READING/LITERATURE	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
b. Identify and explain internal and external conflict in the development of a story.	STUDENT EDITION: Writing Process in Action Narrative Writing 168–171
c. Determine the author's purpose (persuade, inform, entertain) and point of view, whether explicitly or implicitly stated and how it affects the text.	STUDENT EDITION: Unit 26: Viewing and Representing Analyzing Media Messages 635–639
d. Connect, compare, and contrast ideas, themes, and issues across texts.	TEACHER WRAPAROUND EDITION: Compare and Contrast 138, 176
3. Figurative Language and Sound Devices—The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work. a. Identify and explain figurative language, including symbolism, imagery, metaphor, personification, simile, and idioms.	STUDENT EDITION: Unit 3: Descriptive Writing Painting a Picture with Words 106–109 Examining Writing in the Real World 105 Linking Writing and Literature Write About Reading 178 TEACHER WRAPAROUND EDITION: Literature Model Literary Element 177 6+1 Trait Writing: Word Choice 29, 176, 177
b. Identify and explain sound devices, including alliteration, onomatopoeia, and rhyme.	STUDENT EDITION: Examining Writing in the Real World 147
c. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).	STUDENT EDITION: Unit 1: Personal Writing Responding to a Poem 20–23
d. Identify and describe the function and effect of common literary devices, such as imagery and symbolism. (Imagery: the use of language to create vivid pictures in the reader's mind. Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.)	STUDENT EDITION: Unit 3: Descriptive Writing Painting a Picture with Words 106–109 Linking Writing and Literature Write About Reading 178 TEACHER WRAPAROUND EDITION: Literature Model Literary Element 177
4. Literary Works—The student will read and respond to historically and culturally significant works of literature.	STUDENT EDITION: Literature Model The Invisible Thread by Yoshiko Uchida 28–33 Coast to Coast by Betsy Byars 82–86 Morning Girl by Michael Dorris 134–139 The Jacket by Gary Soto 172–177 Bathing Elephants by Peggy Thomson 210–213 Thanking the Birds by Joseph Bruchac 242–245

READING/LITERATURE	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
a. Analyze and evaluate works of literature and the historical context in which they were written.	STUDENT EDITION: Writing in the Real World Connections Across the Curriculum 39 Literature Model Cultural Connections: History 34, 140 Making Connections 192
b. Analyze and evaluate literature from various cultures to broaden cultural awareness.	STUDENT EDITION: Literature Model The Invisible Thread by Yoshiko Uchida 28–33 Morning Girl by Michael Dorris 134–139 The Jacket by Gary Soto 172–177
c. Compare similar characters, settings, and themes from varied literary traditions.	STUDENT EDITION: Literature Model Compare and Contrast 138, 176
Standard 5: Research and Information	
The student will conduct research and organize information.	
1. Accessing Information—The student will select the best source for a given purpose. a. Use card catalogs and computer databases to locate sources for research topics.	STUDENT EDITION: Unit 5: Expository Writing Writing a Report 198–201 Unit 21: Library and Reference Resources 526–540 Unit 27: Electronic Resources 644–657
b. Access information from a variety of primary and secondary sources to gather information for research topics.	STUDENT EDITION: Unit 5: Expository Writing Writing a Report 198–201 Unit 21: Library and Reference Resources 526–540 Unit 27: Electronic Resources 644–657
c. Use organizational strategies as an aid to comprehend increasingly difficult content material.	STUDENT EDITION: Unit 5: Expository Writing Writing a Report 198–201 Unit 23: Study Skills Using a Study Method 573–575 Notes and Outlines 576–578
d. Note instances of persuasion, propaganda, faulty reasoning, or misleading information in text.	STUDENT EDITION: Unit 26: Viewing and Representing Analyzing Media Messages 635–639 Unit 27: Electronic Resources Evaluating Internet Sources 651–653 Writing and Research Handbook Evaluating Sources 685–686
e. Use reference features of printed text, such as citations, endnotes, and bibliographies, to locate relevant information about a topic.	STUDENT EDITION: Writing and Research Handbook Exploring a Variety of Sources 685

READING/LITERATURE	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
<p>2. Interpreting Information—The student will analyze and evaluate information from a variety of sources.</p> <p>a. Record, organize, and display relevant information from multiple sources in systemic ways (e.g., outlines, graphic organizers, or note cards).</p>	<p>STUDENT EDITION: Unit 5: Expository Writing Writing a Report 198–201 Unit 23: Study Skills Notes and Outlines 576–578</p>
<p>b. Identify and credit the reference sources used to gain information.</p>	<p>STUDENT EDITION: Unit 5: Expository Writing Gather Information 198–199 Writing and Research Handbook Giving Credit Where Credit Is Due 686–687 Preparing the Final Draft 687–688</p>
<p>c. Determine the appropriateness of an information source for a research topic.</p>	<p>STUDENT EDITION: Unit 27: Electronic Resources Evaluating Internet Sources 651–653 Writing and Research Handbook Exploring a Variety of Sources 685</p>
<p>d. Summarize information from multiple sources into a research paper.</p>	<p>STUDENT EDITION: Unit 5: Expository Writing Writing a Report 198–201</p>

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
<p>Standard 1: Writing Process The student will use the writing process to write coherently.</p>	
<p>1. Use a writing process to develop composition skills. Students are expected to use prewriting strategies, write and revise multiple drafts, edit, and share their compositions.</p>	<p>STUDENT EDITION: Unit 2: The Writing Process 36–88 TIME Facing the Blank Page 89–99 Writing Process in Action 24–27, 78–81, 130–133, 168–171, 206–209, 238–241</p>
<p>2. Use details, examples, reasons, and evidence to develop an idea.</p>	<p>STUDENT EDITION: Unit 3: Descriptive Writing 100–141 Unit 4: Narrative Writing 142–179 Unit 5: Expository Writing Writing a Report 198–201 Writing a Book Report 202–205 Unit 6: Persuasive Writing 216–247</p>

WRITING/GRAMMAR/USAGE AND MECHANICS	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
3. Use spatial, chronological, and climactic organizational patterns as appropriate to purpose.	STUDENT EDITION: Unit 2: The Writing Process Prewriting: Ordering Ideas 50–53 Unit 3: Descriptive Writing Ordering Descriptive Details 118–121 Describing a Place 122–125 Unit 4: Narrative Writing Keeping a Story Organized 152–155
4. Use precise word choices, including figurative language, that convey specific meaning and tone.	STUDENT EDITION: Unit 3: Descriptive Writing 100–141 Linking Writing and Literature Write About Reading 178
5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.	STUDENT EDITION: Unit 2: The Writing Process Revising: Achieving Sentence Fluency 66–69 Linking Writing and Literature Write About Reading 87 Unit 8: Subjects, Predicates, and Sentences Kinds of Sentences 297–298 Writing and Research Handbook Writing Good Sentences 677–678
6. Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.	STUDENT EDITION: Unit 2: The Writing Process Editing/Proofreading: Checking Details 70–73 Writing Process in Action: Editing/Proofreading 27, 81, 33, 171, 209, 241 Grammar Review 309–316, 325–330, 351–358, 371–376, 387–392, 405–412, 429–436, 445–452, 459–462, 481–486, 507–514 Unit 7: Troubleshooter 248–267
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 narratives that:	STUDENT EDITION: Unit 4: Narrative Writing 142–171
a. establish and develop a plot and setting, and present a point of view that is appropriate to the stories.	
b. include sensory details and clear language to develop plot and character.	STUDENT EDITION: Unit 4: Narrative Writing 142–171
c. use a range of narrative devices, such as dialogue or suspense.	STUDENT EDITION: Unit 4: Narrative Writing Writing Dialogue 156–159

WRITING/GRAMMAR/USAGE AND MECHANICS	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
<p>2. Write descriptions, explanations, comparison-and-contrast papers, and problem-and-solution papers that:</p> <p>a. state the thesis (position on the topic) or purpose.</p>	<p>STUDENT EDITION: Unit 5: Expository Writing Comparing and Contrasting Two Things 190–193 Writing a Report 198–201 Writing a Book Report 202–205 Writing Process in Action 206–209</p>
<p>b. explain the situation.</p>	<p>STUDENT EDITION: Unit 5: Expository Writing Writing to Help Others Understand 186–189 Explaining How to Do Something 194–197 Writing Process in Action 206–209 Business and Technical Writing Incident Reports 286–289</p>
<p>c. organize the composition clearly and appropriately for the purpose of the writing.</p>	<p>STUDENT EDITION: Unit 3: Descriptive Writing Ordering Descriptive Details 118–121 Writing Process in Action 130–133 Unit 5: Expository Writing Comparing and Contrasting Two Things 190–193 Explaining How to Do Something 194–197 Writing Process in Action 206–209 Linking Writing and Literature: Write About Reading 214 Writing Across the Curriculum (history) 215</p>
<p>d. provide evidence to support arguments and conclusions.</p>	<p>STUDENT EDITION: Unit 5: Expository Writing Writing a Report 198–201 Writing a Book Report 202–205</p>
<p>3. Write persuasive compositions that:</p> <p>a. state a clear position on a proposition or proposal.</p>	<p>STUDENT EDITION: Unit 6: Persuasive Writing Taking a Stand 222–225 Stating a Position 226–229 Writing a TV Review 234–237 Writing Process in Action 238–241</p>
<p>b. support the position with organized and relevant evidence and effective emotional appeals.</p>	<p>STUDENT EDITION: Unit 6: Persuasive Writing Taking a Stand 222–225 Stating a Position 226–229 Using Facts and Opinions 230–233 Writing a TV Review 234–237 Writing Process in Action 238–241 Writing Across the Curriculum (geography) 247</p>

WRITING/GRAMMAR/USAGE AND MECHANICS	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
c. anticipate and address reader concerns and counterarguments.	STUDENT EDITION: Unit 6: Persuasive Writing Consider Your Audience 228 Write a Proposal 229 Write a Persuasive Letter 233 Writing Process in Action (Drafting and Revising) 239–240
4. 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 2–35 Unit 6: Persuasive Writing Taking a Stand 222–225 Stating a Position 226–229 Writing Process in Action 238–241
b. compare a scene from a work of fiction with a lesson learned from experience.	STUDENT EDITION: Linking Writing and Literature 34, 87, 140, 178, 214, 246
c. complete a self-evaluation on a class performance.	STUDENT EDITION: Unit 2: The Writing Process Write About Your Writing Process 45 Writing Process in Action Journal Writing 27, 81, 133, 171, 209, 241 Unit Review Adding to Your Portfolio 35, 88, 141, 179, 215, 247
5. 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: Writing Activities (respond to prompt, analyze purpose and audience, address writing rubrics) 11, 15, 19, 23, 45, 49, 53, 57, 61, 65, 69, 73, 77, 109, 113, 117, 121, 125, 129, 133, 151, 155, 159, 163, 167, 171, 189, 193, 197, 201, 205, 209, 225, 229, 233, 237, 241
6. Write responses to literature that: a. include an interpretation that shows careful reading, understanding, and insight.	STUDENT EDITION: Writing About Literature Writing a Book Report 202–205
b. organize the interpretation around several clear ideas.	STUDENT EDITION: Writing About Literature Writing a Book Report 202–205
c. develop and justify the interpretation through the use of examples and evidence from the text.	STUDENT EDITION: Writing About Literature Writing a Book Report 202–205
7. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting.	STUDENT EDITION: Unit 1: Personal Writing 2–35 Unit 3: Descriptive Writing 100–141 Unit 4: Narrative Writing 142–179 Unit 5: Expository Writing 180–215 Unit 6: Persuasive Writing 216–247 Business and Technical Writing 268–293

WRITING/GRAMMAR/USAGE AND MECHANICS	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
8. Write friendly letters and business letters, and continue to produce other writing forms introduced in earlier grades.	STUDENT EDITION: Unit 1: Personal Writing Making Personal Connections 16–19 Business and Technical Writing Business Letters 269–274
9. Use handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.	STUDENT EDITION: Writing Process in Action Publishing/Presenting 81, 241
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. Identify the principal parts of verbs to form verb tenses.	STUDENT EDITION: Unit 10: Verbs Present, Past, and Future Tenses 339–340 Main Verbs and Helping Verbs 341–342 Present and Past Progressive Forms 343–344 Perfect Tenses 345–346 Irregular Verbs 347–348 More Irregular Verbs 348–350 Grammar Review 351–358
b. Make subjects and verbs agree.	STUDENT EDITION: Unit 15: Subject-Verb Agreement 438–453
c. Identify nominative, objective, and possessive pronouns correctly.	STUDENT EDITION: Unit 11: Pronouns Personal Pronouns 361–362 Using Pronouns Correctly 363–364 Possessive Pronouns 367–368 Indefinite Pronouns 369–371 Grammar Review 371–376 Writing Application 377
d. Make pronouns agree with their antecedents.	STUDENT EDITION: Unit 11: Pronouns Pronouns and Antecedents 365–366 Grammar Review 371–376 Writing Application 377
e. Correctly form and use the comparative and superlative forms of adjectives.	STUDENT EDITION: Unit 12: Adjectives Adjectives That Compare 383–384 Special Adjectives That Compare 385–386 Grammar Review 387–392 Writing Application 393

WRITING/GRAMMAR/USAGE AND MECHANICS	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
f. Use correct pronoun references.	<p>STUDENT EDITION: Unit 11: Pronouns Using Pronouns Correctly 363–364 Grammar Review 371–376 Writing Application 377</p>
g. Identify direct objects, indirect objects, objects of prepositions, predicate nominatives and predicate adjectives.	<p>STUDENT EDITION: Unit 10: Verbs Action Verbs and Direct Objects 333–334 Indirect Objects 335–336 Linking Verbs and Predicate Words 337–338 Grammar Review 351–358 Writing Application 359</p> <p>Unit 14: Prepositions, Conjunctions, and Interjections Prepositional Phrases 417–418 Pronouns After Prepositions 419–420 Grammar Review 429–436 Writing Application 437</p> <p>Unit 17: Diagraming Sentences Diagraming Direct and Indirect Objects 467 Diagraming Predicate Nouns and Predicate Adjectives 469 Diagraming Prepositional Phrases 470</p>
h. Use prepositional phrases to elaborate on written ideas.	<p>STUDENT EDITION: Unit 14: Prepositions, Conjunctions, and Interjections Prepositional Phrases 417–418 Prepositional Phrases as Adjectives and Adverbs 421–422 Grammar Review 429–436 Writing Application 437</p>
i. Correctly use conjunctions.	<p>STUDENT EDITION: Unit 14: Prepositions, Conjunctions, and Interjections Conjunctions 425–426 Grammar Review 429–436 Writing Application 437</p> <p>Unit 20: Sentence Combining Compound Sentences 517–519 Compound Elements 519–520 Mixed Review 523</p>
j. Distinguish commonly confused words (e.g., <i>there, their, they're; two, to, too; accept, except; affect, effect</i>).	<p>STUDENT EDITION: Unit 14: Prepositions, Conjunctions, and Interjections Telling Prepositions and Adverbs Apart 423–434</p> <p>Unit 16: Glossary of Special Usage Problems 454–463</p> <p>Unit 22: Vocabulary and Spelling Easily Confused Words 566–567</p>

WRITING/GRAMMAR/USAGE AND MECHANICS	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
<p>k. Form regular and irregular plurals correctly.</p>	<p>STUDENT EDITION: Unit 9: Nouns Singular and Plural Nouns 321–322 Grammar Review 325–330 Unit 22: Vocabulary and Spelling Spelling Rules II 561–562</p>
<p>2. Mechanics and Spelling—Demonstrate appropriate language mechanics in writing.</p> <p>a. Apply the capitalization rules appropriately in writing.</p>	<p>STUDENT EDITION: Unit 9: Nouns Common and Proper Nouns 319–320 Unit 18: Capitalization 472–487</p>
<p>b. Punctuate correctly in writing:</p> <ul style="list-style-type: none"> • end punctuation • commas to separate words in a series, city and state, quotation and sentence, and to set off nonrestrictive phrases • quotation marks • apostrophes in contractions and possessives • conventions of letter writing 	<p>STUDENT EDITION: Unit 19: Punctuation 488–515</p>
<p>c. Distinguish correct spelling of commonly misspelled words and homonyms.</p>	<p>STUDENT EDITION: Unit 22: Vocabulary and Spelling Words That Sound Alike 555–556 Spelling Rules I 557–560 Spelling Rules II 561–564 Problem Words 565–567</p>
<p>3. Sentence Structure—Demonstrate appropriate sentence structure in writing.</p> <p>a. Correct sentence run-ons and fragments.</p> <p>b. Correct dangling and misplaced modifiers.</p> <p>c. Differentiate between dependent and independent clauses.</p> <p>d. Write simple and compound sentences.</p>	<p>STUDENT EDITION: Unit 8: Subjects, Predicates, and Sentences Sentences and Sentence Fragments 299–300 Simple, Compound, and Complex Sentences 307–308 Grammar Review 309–316 Unit 7: Troubleshooter Sentence Fragment 250–251 Run-on Sentence 252–253</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. Identify the major ideas and supporting evidence in informative and persuasive messages.</p>	<p>STUDENT EDITION: Unit 25: Listening and Speaking Taking Notes 618 Listening to Persuasive Speech 618 Listening to Commercials 619–620 Exercise Two 620</p>
<p>2. Determine the purpose for listening (i.e., gaining information, solving problems; or for enjoying, appreciating, recalling, interpreting, applying, analyzing, evaluating, receiving directions, or learning concepts).</p>	<p>STUDENT EDITION: Unit 25: Listening and Speaking Following Instructions 617 Taking Notes 618</p>
<p>3. Recognize and understand barriers to effective listening (i.e., internal and external distractions, personal biases, and conflicting demands).</p>	<p>STUDENT EDITION: Unit 25: Listening and Speaking Following Instructions 617</p>
<p>4. Evaluate the spoken message in terms of content, credibility, and delivery.</p>	<p>STUDENT EDITION: Unit 25: Listening and Speaking Taking Notes 618 Listening to Persuasive Speech 618 Listening to Commercials 619–620 Exercises 620, 627</p>
<p>Standard 2: Speaking The student will express ideas and opinions in group or individual situations.</p>	
<p>1. Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.</p>	<p>STUDENT EDITION: Unit 25: Listening and Speaking Informal Speaking 621–623 How to Give an Oral Report 624–627</p>
<p>2. Compose a presentation with a well-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions.</p>	<p>STUDENT EDITION: Business and Technical Writing Multimedia Presentations 290–293 Unit 25: Listening and Speaking How to Give an Oral Report 624–627</p>
<p>3. Communicate using appropriate delivery (volume, rate, enunciation, and movement).</p>	<p>STUDENT EDITION: Unit 25: Listening and Speaking Informal Speaking 621–623 Storytelling 625–627</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. Interpret a variety of messages conveyed by visual images (e.g., main concept, details, themes, lessons, or viewpoints).	STUDENT EDITION: Unit 26: Viewing and Representing Interpreting Visual Messages 629–634
2. Identify film and television features that characterize different style of dress and genres (e.g., setting in a western or a drama).	STUDENT EDITION: Unit 26: Viewing and Representing Understanding Film Techniques 633–634
Standard 2: Evaluate Media The student will evaluate visual and electronic media, such as film, as compared with print messages.	
1. Identify the different ways in which people are stereotyped in visual media and consider alternative representations (e.g., clever people wear glasses, superheroes wear capes, scientists wear white coats).	STUDENT EDITION: Unit 26: Viewing and Representing Analyzing Advertisements and Commercials 638–639
2. Identify basic elements of advertising in visual media (e.g., sales approaches and techniques aimed at children).	STUDENT EDITION: Unit 26: Viewing and Representing Analyzing Advertisements and Commercials 638–639
3. Evaluate how different media forms influence and inform viewers.	STUDENT EDITION: Unit 26: Viewing and Representing Analyzing Media Messages 635–639 Unit 27: Electronic Resources Evaluating Internet Sources 651–653
4. Assess how language, medium, and presentation contribute to the message.	STUDENT EDITION: Business and Technical Writing Multimedia Presentations 290–293 Unit 26: Viewing and Representing Interpreting Visual Messages 629–632
Standard 3: Compose Visual Messages The student will create a visual message that effectively communicates an idea and produces communication using technology or appropriate media, such as developing a class newspaper, multimedia reports, or video reports	
1. Create a visual message that effectively communicates an idea and produces communication using technology or appropriate media, such as developing a class newspaper, multimedia reports, or video reports.	STUDENT EDITION: Business and Technical Writing Multimedia Presentations 290–293 Unit 26: Viewing and Representing Producing Media Messages 640–643