



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. Words in Context—Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.

STUDENT EDITION:
Unit 23: Vocabulary and Spelling
 Using Context Clues 658–659
 Synonyms and Antonyms 666–668
 Homonyms 669–671

2. Word Origins
 a. Identify the origins and meanings of foreign words frequently used in English and use these words accurately in speaking and writing.

STUDENT EDITION:
Unit 23: Vocabulary and Spelling
 Borrowed Words 654–657

b. Use knowledge of Greek and Latin word parts and roots to determine the meaning of subject area vocabulary.

STUDENT EDITION:
Unit 23: Vocabulary and Spelling
 Roots, Prefixes, and Suffixes 661–664

3. Idioms and Comparisons—Identify and explain idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.

STUDENT EDITION:
Unit 23: Vocabulary and Spelling
 Wordworks 668

a. Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *the apple of his eye* or *beat around the bush*.

b. Analogies: comparisons of the similar aspects of two different things.

STUDENT EDITION:
Unit 25: Taking Tests
 Analogies 714–715

c. Metaphors: implies comparisons, such as, *The street light was my security guard*.

TEACHER WRAPAROUND EDITION:
Discussing the Quotation 40
Talk About It 104

d. Similes: comparisons that use *like* or *as*, such as *A gentle summer breeze feels like a soft cotton sheet*.

TEACHER WRAPAROUND EDITION:
Literature Model
 6+1 Trait Writing: Word Choice 143

Standard 2: Fluency

The student will identify words rapidly so that attention is directed to the meaning of the text.

1. Read regularly in independent-level materials (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate time, change in voice, and expression.

STUDENT EDITION:
Unit 26: Listening and Speaking
 Presenting a Dramatic Interpretation 762–763

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2. Read regularly in instructional-level materials that are challenging but manageable (text in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" seventh grader reads approximately 135 words per minute).	STUDENT EDITION: Literature Model The Diary of Latoya Hunter by Latoya Hunter 32–37 The Clay Marble by Minfong Ho 90–94 The Gathering by Virginia Hamilton 142–147 A Huge Black Umbrella by Marjorie Agosin 188–191 Living Treasure by Laurence Pringle 248–253 The Liberry by Bel Kaufman 298–301
3. Increase silent reading speed and comprehension through daily independent reading. 4. Read silently for increased periods of time.	STUDENT EDITION: Short and long Literature Models , which occur throughout the textbook (see pages 20 and 32–38 for examples), are appropriate silent-reading passages.
5. Use punctuation as a cue for pausing and characterization while reading.	STUDENT EDITION: Unit 26: Listening and Speaking Preparing a Poetry Reading 762
Standard 3: Comprehension The student will interact with the words and concepts in a text to construct an appropriate meaning.	
1. Literal Understanding a. Apply prereading strategies when reading both fiction and nonfiction that is appropriately designed for grade level. (Determine the purpose for reading such as to be informed, entertained, or persuaded; preview the material and use prior knowledge to make connections between text and personal experience.)	STUDENT EDITION: Unit 24: Study Skills Reading Strategies 687–688 Using the SQ3R Method 694–695 TEACHER WRAPAROUND EDITION: Literature Model Bellringer/Motivating Activity 32, 90, 142, 188, 248, 298
b. Recognize transition words to guide understanding of the text (e.g., as a <i>result</i> , <i>first of all</i> , <i>furthermore</i>).	STUDENT EDITION: Unit 2: The Writing Process Link Thoughts Sensibly 72 Unit 3: Descriptive Writing Organizing Details in a Description 126–129 Unit 4: Narrative Writing Using Time Order in a Story 164–167 Unit 5: Expository Writing Explaining How Something Works 212–215
c. Show understanding by asking questions and supporting answers with literal information from text.	STUDENT EDITION: Linking Writing and Literature Collect Your Thoughts/Talk About Reading 38, 95, 148, 192, 254, 302

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<p>2. Inference and Interpretation</p> <p>a. Make inferences and draw conclusions with evidence drawn from the text and/or student experiences.</p>	<p>STUDENT EDITION: Linking Writing and Literature Collect Your Thoughts/Talk About Reading 38, 95, 148, 192, 254, 302 Examining Writing in the Real World 7, 45, 113, 155, 199, 261</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Critical Thinking: Draw Conclusions 35, 91, 92, 147; Infer 33, 146, 189, 299; Interpret 190</p>
<p>b. Make inferences supported by a character's thoughts, words, and actions or the narrator's description.</p>	<p>STUDENT EDITION: Linking Writing and Literature Collect Your Thoughts/Talk About Reading 38, 95, 148, 192 Writing About Literature Responding to a Character 24–27 Comparing Two People 240–243</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Compare and Contrast: Comparing Characters' Perceptions 144 Critical Thinking: Draw Conclusions 35, 91, 92; Infer 33, 146 Literary Elements: Character 33, 37, 146, 189</p>
<p>3. Summary and Generalization</p> <p>a. Summarize the main idea and how it is supported with specific details.</p>	<p>STUDENT EDITION: Linking Writing and Literature Collect Your Thoughts/Talk About Reading 38, 95, 148, 192, 254, 302 Writing About Literature Writing a Movie Review 290–293</p>
<p>b. Recall major points in the text and make and revise predictions.</p>	<p>TEACHER WRAPAROUND EDITION: Literature Model Active Reading Strategies: Predict 92, 93</p>
<p>c. Recognize the importance and relevance of details on the development of the plot.</p>	<p>STUDENT EDITION: Linking Writing and Literature 6+1 Trait 148</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Active Reading Strategies: Predict 92</p>
<p>d. Support reasonable statements by reference to relevant aspects of text and examples.</p>	<p>STUDENT EDITION: Linking Writing and Literature Collect Your Thoughts/Talk About Reading 38, 95, 148, 192, 254, 302</p>
<p>4. Analysis and Evaluation</p> <p>a. Compare and contrast points of view, such as first person, third person, limited and omniscient, and explain their effect on the overall theme of a literary work.</p>	<p>TEACHER WRAPAROUND EDITION: Literature Model Literary Elements: Point of View 144, 249</p>

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b. Evaluate events that advance the plot of a literary work and how those events relate to past, present, or future actions.	TEACHER WRAPAROUND EDITION: Literature Model Critical Thinking: Evaluate 37
c. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story and discuss the importance to the plot or theme.	STUDENT EDITION: Linking Writing and Literature Collect Your Thoughts/Talk About Reading 38, 95, 148, 192 Writing About Literature Responding to a Character 24–27 Comparing Two People 240–243 TEACHER WRAPAROUND EDITION: Literature Model Compare and Contrast: Comparing Characters' Perceptions 144 Critical Thinking: Draw Conclusions 35, 91, 92 Critical Thinking: Infer 33, 146 Literary Elements: Character 33, 37, 146, 189
d. Evaluate the accuracy or appropriateness of the evidence used by the author to support claims and assertions.	STUDENT EDITION: Unit 6: Persuasive Writing Using Persuasive Writing 262–265 Linking Writing and Literature Collect Your Thoughts/Talk About Reading 302 Unit 27: Viewing and Representing Analyzing Media Messages 771–776 Unit 28: Electronic Resources Selecting and Evaluating Internet Sources 791–793 TEACHER WRAPAROUND EDITION: Literature Model Critical Thinking: Analyze 300, 301
e. Distinguish between stated fact, reasoned judgment, and opinion in text.	STUDENT EDITION: Unit 6: Persuasive Writing Gathering Evidence 270–273 TEACHER WRAPAROUND EDITION: Literature Model Critical Thinking: Evaluate 251, 252
5. Monitoring and Correction Strategies a. Monitor the understanding of text and use correcting strategies, such as rereading a portion, using reference aids, or searching for content when needed.	STUDENT EDITION: Unit 24: Study Skills Reading Strategies 687–688 Using the SQ3R Method 694–695 TEACHER WRAPAROUND EDITION: Literature Model Active Reading Strategies: Clarify 299, 301; Monitor Comprehension 36, 143, 145, 250

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b. Make, confirm, and revise predictions when reading.	TEACHER WRAPAROUND EDITION: Literature Model Active Reading Strategies: Predict 92, 93 Critical Thinking: Infer 189
c. Adjust reading rate and determine appropriate strategies to match the purpose, difficulty, and characteristics of the text.	STUDENT EDITION: Unit 24: Study Skills Reading Strategies 687–688 Using the SQ3R Method 694–695 TEACHER WRAPAROUND EDITION: Literature Model Active Reading Strategies: Connect 34, 299, 301; Skim/Preview 249; Summarize 250, 253
Standard 4: Literature The student will read, construct meaning, and respond to a wide variety of literary forms.	
1. Literary Genres—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: Linking Writing and Literature Connect to Your Writing 95, 192, 254, 302 Writing in the Real World "User Friendly" 152–155
b. Analyze characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.	STUDENT EDITION: Linking Writing and Literature Connect to Your Writing 38, 148 Writing in the Real World Song of the Gargoyle 110–113 TEACHER WRAPAROUND EDITION: Literature Model Literary Elements: Genre 143 Genre and Style 147
2. Literary Elements—Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work. a. Analyze and explain elements of fiction, including plot, conflict, resolution, character, setting, theme, and point of view.	STUDENT EDITION: Unit 4: Narrative Writing Telling a Good Story 156–159 Writing Dialogue to Develop Characters 168–171 Linking Writing and Literature Connect to Your Writing 148, 192 TEACHER WRAPAROUND EDITION: Literature Model Compare and Contrast: Comparing Stories 190 Genre and Style: Fantastic Themes 147 Literary Elements: Character 146, 189; Point of View 144

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b. Identify and explain techniques of direct and indirect characterization in fiction.	STUDENT EDITION: Unit 3: Descriptive Writing Describing a Person 130–133 Writing Dialogue to Develop Characters 168–171 Linking Writing and Literature Collect Your Thoughts 192 Critical Thinking 148, 192
c. Describe how the author's perspective, argument, or point of view affects the text.	STUDENT EDITION: Unit 6: Persuasive Writing Polishing an Argument 278–281 Linking Writing and Literature Connect to Your Writing 302 Unit 27: Viewing and Representing Analyzing Advertisements and Commercials 774–776 TEACHER WRAPAROUND EDITION: Literature Model Critical Thinking: Analyze 300, 301; Evaluate 251, 252 Literary Elements: Point of View 249
d. Analyze inferred and recurring themes in literary works (e.g., bravery, loyalty, historical).	TEACHER WRAPAROUND EDITION: Literature Model Literary Elements: Theme 35
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 the use of figurative language in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.	STUDENT EDITION: Linking Writing and Literature Collect Your Thoughts/Talk About Reading 95 Examining Writing in the Real World 113, 155 Unit 3: Descriptive Writing Writing to Show, Not Tell 114–117 Combining Observation and Imagination 118–121 Choosing Details to Create a Mood 122–125 TEACHER WRAPAROUND EDITION: Literature Model 6+1 Trait Writing: Word Choice 91, 93, 143, 144, 189
b. Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme.	STUDENT EDITION: Examining Writing in the Real World 7
c. Analyze poetry and evaluate poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).	STUDENT EDITION: Examining Writing in the Real World 7
4. Literary Works—The student will read and respond to historically and culturally significant works of literature. a. Analyze and evaluate works of literature and the historical context in which they were written. b. Analyze and evaluate literature from various cultures to broaden cultural awareness.	STUDENT EDITION: Literature Model The Diary of Latoya Hunter by Latoya Hunter 32–37 The Clay Marble by Minfong Ho 90–94 The Gathering by Virginia Hamilton 142–147 A Huge Black Umbrella by Marjorie Agosin 188–191 Living Treasure by Laurence Pringle 248–253 The Liberry by Bel Kaufman 298–301

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c. Compare similar characters, settings, and themes from varied literary traditions.	TEACHER WRAPAROUND EDITION: Literature Model Compare and Contrast 92, 190
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. <ul style="list-style-type: none"> a. Use card catalogs and computer databases to locate sources for research topics. b. Access a variety of primary and secondary sources to locate information relevant to research questions. 	STUDENT EDITION: Unit 5: Expository Writing Reports: Turning to Helpful Sources 224–227 Unit 22: Library and Reference Resources 630–652 Unit 28: Electronic Resources 781–796
c. Gather data for research purposes through interviews (e.g., prepare and organize relevant questions, make notes of responses, and compile the information).	STUDENT EDITION: Unit 5: Expository Writing Reports: Conducting an Interview 228–231 Business and Technical Writing Interviews 341–344 Unit 26: Listening and Speaking Interviewing 748–751
d. Use organizational strategies as an aid to comprehend increasingly difficult content material.	STUDENT EDITION: Unit 5: Expository Writing Reports: Organizing and Drafting 232–235 Unit 24: Study Skills Reading Strategies 687–688 Using the SQ3R Method 694–695
e. Note instances of persuasion, propaganda, and faulty reasoning in text.	STUDENT EDITION: Unit 28: Electronic Resources Selecting and Evaluating Internet Sources 791–793 Writing and Research Handbook Evaluating Sources 825–826
2. Interpreting Information—The student will analyze and evaluate information from a variety of sources. <ul style="list-style-type: none"> a. Record, organize, and display relevant information from multiple sources in systemic ways (e.g., outlines, graphic organizers, or note cards). 	STUDENT EDITION: Unit 2: The Writing Process Prewriting: Ordering Ideas 58–61 Unit 5: Expository Writing Make Note Cards 226 Begin Your Research 227 Reports: Organizing and Drafting 232–235 Unit 24: Study Skills Taking Notes and Outlining 696–698
b. Interpret and use graphic sources of information such as graphs, maps, timelines, or tables, to address research questions.	STUDENT EDITION: Unit 24: Study Skills Understanding Graphic Information 699–702

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c. Analyze and paraphrase or summarize information gathered from a variety of sources into a research paper.	STUDENT EDITION: Unit 5: Expository Writing Organizing Informative Writing 204–207 Reports: Turning to Helpful Sources 224–227 Reports: Organizing and Drafting 232–235 Review: Writing Across the Curriculum 255
d. Determine the appropriateness of an information source for a research topic.	STUDENT EDITION: Unit 28: Electronic Resources Selecting and Evaluating Internet Sources 791–793 Writing and Research Handbook Evaluating Sources 825–826
e. Identify and credit the sources used to gain information for both quoted and paraphrased information in a bibliography using a consistent format.	STUDENT EDITION: Unit 5: Expository Writing Reports: Revising and Presenting 236–239 Writing and Research Handbook Giving Credit Where Credit Is Due 826–827 Preparing the Final Draft 827–830

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 composition skills. Students are expected to use prewriting strategies, write and revise multiple drafts, edit, and share their compositions.	STUDENT EDITION: Unit 2: The Writing Process 40–96 Writing Process in Action 28–31, 86–99, 138–141, 184–187, 244–247, 294–297
2. Use details, examples, reasons, and evidence to develop an idea.	STUDENT EDITION: Unit 2: The Writing Process Prewriting: Ordering Ideas 58–61 Drafting: Getting It in Writing 62–65 Writing Process in Action 86–89 Unit 3: Descriptive Writing 108–149 Unit 4: Narrative Writing 150–193 Unit 5: Expository Writing 194–255 Unit 6: Persuasive Writing 256–303
3. Use spatial, chronological, and climactic organizational patterns as appropriate to purpose.	STUDENT EDITION: Unit 2: The Writing Process Prewriting: Ordering Ideas 58–61 Revising: Making Paragraphs Effective 70–73 Unit 3: Descriptive Writing Organizing Details in a Description 126–129 Unit 4: Narrative Writing Using Time Order in a Story 164–167

WRITING/GRAMMAR/USAGE AND MECHANICS	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
4. Use precise word choices, including figurative language, that convey specific meaning and tone.	STUDENT EDITION: Unit 3: Descriptive Writing Writing to Show, Not Tell 114–117 Choosing Details to Create a Mood 122–125 Writing Process in Action 138–141 Linking Writing and Literature Write About Reading 95
5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.	STUDENT EDITION: Unit 2: The Writing Process Revising: Creating Sentence Variety 74–77 Linking Writing and Literature Write About Reading 192 Unit 8: Subjects, Predicates, and Sentences Kinds of Sentences 357–358 Writing Application 377 Unit 21: Grammar Through Sentence Combining 619–627
6. Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.	STUDENT EDITION: Unit 2: The Writing Process Editing/Proofreading: Making Final Adjustments 78–81 Writing Process in Action: Editing/Proofreading 31, 89, 141, 187, 247, 297 Unit 7: Troubleshooter 304–327
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 biographical or autobiographical narratives (stories) that: <ol style="list-style-type: none"> identify a real person, living or not, who has had a special influence on other people. provide a sequence of factual events and communicate the significance of the events to the person. isolate specific scenes and incidents in times and places significant to defining the person's influence. use anecdotes or describe with specific details the sights, sounds, and smells of a scene, and the specific actions, moments, gestures, and feelings of the person; use interior monologue (what a person says silently to self) to show the person's qualities and beliefs. presents action segment to accommodate changes in time and mood. 	STUDENT EDITION: Writing Process in Action 86–89, 184–187
2. Write research reports that: <ol style="list-style-type: none"> include relevant and focused questions about the topic. 	STUDENT EDITION: Unit 5: Expository Writing Reports: Narrowing a Topic 220–223
<ol style="list-style-type: none"> explain the situation. 	STUDENT EDITION: Unit 5: Expository Writing Reports: Organizing and Drafting 232–235

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OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
c. include evidence and supporting details compiled through the formal research process, including use of a card catalog, computer catalog, magazines, newspapers, dictionaries, and other reference books.	STUDENT EDITION: Unit 5: Expository Writing Reports: Turning to Helpful Sources 224–227 Reports: Conducting an Interview 228–231 Reports: Organizing and Drafting 232–235 Unit 22: Library and Reference Resources 630–652 Unit 28: Electronic Resources 781–794
d. document sources with reference notes and a bibliography.	STUDENT EDITION: Unit 5: Expository Writing Reports: Revising and Presenting 236–239 Writing and Research Handbook Giving Credit Where Credit Is Due 826–827 Preparing the Final Draft 827–830
3. Write persuasive compositions that: a. state a clear position or perspective in support of a proposition or proposal. b. describe the points in support of the proposition, employing well-articulated evidence, and effective emotional appeal.	STUDENT EDITION: Unit 6: Persuasive Writing 256–303 Linking Writing and Literature Write About Reading 302
c. identify and address reader concerns and counterarguments.	STUDENT EDITION: Unit 6: Persuasive Writing Consider Your Audience 272 Write a Proposal 273
4. Write reflective papers that may address one of the following purposes: a. describe personal learning growth and changes in perspective.	STUDENT EDITION: Unit 1: Personal Writing Writing About Yourself 20–23 Writing Process in Action 28–31 Linking Writing and Literature Write About Reading 38
b. express the individual's insight into conditions or situations.	STUDENT EDITION: Unit 1: Personal Writing 2–39 Unit 6: Persuasive Writing Forming an Opinion 266–269 Developing an Argument 274–277 Writing a Movie Review 290–293 Writing Process in Action 294–297 Linking Writing and Literature Write About Reading 302
c. compare a scene from a work of fiction with a lesson learned from experience.	STUDENT EDITION: Linking Writing and Literature Write About Reading 38 Writing About Literature Responding to a Character 24–27 Relating a Poem to Your Experience 134–137 Responding to a Story 180–183

WRITING/GRAMMAR/USAGE AND MECHANICS	
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d. complete a self-evaluation on a class performance.	STUDENT EDITION: Writing Process in Action Journal Writing 31, 89, 141, 187, 247, 297 Unit Review Adding to Your Portfolio 39, 96, 149, 193, 255, 303
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: The writing activities at the end of each writing unit (pp. 11, 15, 19, etc.) offer students practice in responding to writing prompts with rubrics. Unit 25: Taking Tests Short-Answer Items 710 Exercise Two 711
6. Write responses to literature that: a. develop interpretations that show careful reading, understanding, and insight. b. organize the interpretation around several clear ideas, premises, or images for the literary work. c. justify interpretation through sustained use of examples and evidence from the text.	STUDENT EDITION: Writing About Literature Responding to a Character 24–27 Relating a Poem to Your Experience 134–137 Responding to a Story 180–183 Linking Writing and Literature Write About Reading 38, 95, 148, 192, 254, 302
7. Write summaries of reading material that: a. include the main ideas and most significant details. b. use the student's own words, except quotations. c. reflect underlying meaning, not just the superficial details.	STUDENT EDITION: Business and Technical Writing Summaries 333–336 Unit 24: Study Skills Writing Summaries 689–690
8. 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 2–39 Unit 3: Descriptive Writing 108–149 Unit 4: Narrative Writing 150–193 Unit 5: Expository Writing 194–255 Unit 6: Persuasive Writing 256–303 Business and Technical Writing 328–353
9. Write friendly letters and business letters, and continue to produce other writing forms introduced in earlier grades.	STUDENT EDITION: Unit 1: Personal Writing Writing to Celebrate 16–19 Writing Activities 10, 27, 211, 219, 289 Linking Writing and Literature Write About Reading 38, 302 Business and Technical Writing Business Letters 329–332
10. Use handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.	STUDENT EDITION: Unit 2: The Writing Process Present Your Writing 85 Writing Process in Action Publishing/Presenting 31, 89, 141, 187

WRITING/GRAMMAR/USAGE AND MECHANICS	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
<p>Standard 3: Grammar/Usage and Mechanics</p> <p>The student will demonstrate appropriate practices in writing by applying grammatical knowledge 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> <p>a. Recognize the principal parts of regular and irregular verbs.</p>	<p>STUDENT EDITION: Unit 10: Verbs 398–427</p>
<p>b. Use the principal parts of verbs to form verb tenses.</p>	<p>STUDENT EDITION: Unit 10: Verbs Present, Past, and Future Tenses 407–408 Progressive Forms 411–412 Perfect Tenses 413–414 Irregular Verbs 415–416 More Irregular Verbs 417–418 Grammar Review 419–426</p>
<p>c. Make subjects and verbs agree.</p>	<p>STUDENT EDITION: Unit 16: Subject-Verb Agreement 534–551</p>
<p>d. Identify direct objects, indirect objects, objects of prepositions, predicate nominatives, and predicate adjectives.</p>	<p>STUDENT EDITION: Unit 10: Verbs Transitive and Intransitive Verbs 401–402 Verbs with Indirect Objects 403–404 Linking Verbs and Predicate Words 405–406 Grammar Review 419–426 Unit 12: Adjectives and Adverbs Adjectives 451–452 Using Adverbs and Adjectives 467–468 Unit 11: Pronouns Personal Pronouns 429–430 Using Pronouns Correctly 433–434 Unit 13: Prepositions, Conjunctions, and Interjections Pronouns as Object of Prepositions 481–482 Unit 18: Diagramming Sentences Diagramming Direct and Indirect Objects 565 Diagramming Predicate Nouns and Predicate Adjectives 567 Diagramming Prepositional Phrases 568</p>
<p>e. Use nominative, objective, and possessive pronouns correctly.</p>	<p>STUDENT EDITION: Unit 11: Pronouns 428–449</p>
<p>f. Make pronouns agree with their antecedents.</p>	<p>STUDENT EDITION: Unit 11: Pronouns Pronouns and Antecedents 431–432 Grammar Review 443–448 Writing Application 449</p>

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g. Use correct pronoun references.	STUDENT EDITION: Unit 11: Pronouns Pronouns and Antecedents 431–432 Grammar Review 443–448 Writing Application 449
h. Correctly form and use the comparative and superlative forms of adjectives.	STUDENT EDITION: Unit 12: Adjectives and Adverbs Comparative and Superlative Adjectives 455–458 Grammar Review 471–476
i. Use prepositional phrases to elaborate written ideas.	Unit 13: Prepositions, Conjunctions, and Interjections Prepositions and Prepositional Phrases 479–480 Prepositional Phrases as Adjectives and Adverbs 483–484 Grammar Review 491–498 Writing Application 499 Unit 21: Grammar Through Sentence Combining Prepositional Phrases 619–620
j. Identify appositives and appositive phrases.	STUDENT EDITION: Unit 9: Nouns Appositives 389–390 Grammar Review 391–396 Unit 21: Grammar Through Sentence Combining Appositives 621–622
k. Correctly use conjunctions.	STUDENT EDITION: Unit 8: Subjects, Predicates, and Sentences Compound Subjects and Predicates 365–366 Simple and Compound Sentences 367–368 Unit 13: Prepositions, Conjunctions, and Interjections Conjunctions 485–486 Grammar Review 491–498 Unit 14: Clauses and Complex Sentences Adverb Clauses 507–508 Unit 18: Diagramming Sentences Diagramming Compound Sentences 569, 570
l. Distinguish commonly confused words (e.g., there, their, they're; two, to, too; accept, except; affect, effect).	STUDENT EDITION: Unit 17: Glossary of Usage Problems 552–561 Unit 23: Vocabulary and Spelling Homonyms 669–671 Special Problem Words 681–683
2. Mechanics and Spelling—Demonstrate appropriate language mechanics in writing. a. Apply the capitalization rules appropriately in writing.	STUDENT EDITION: Unit 9: Nouns Kinds of Nouns 379–380 Unit 12: Adjectives and Adverbs Articles and Proper Adjectives 453–454 Unit 19: Capitalization 572–587

WRITING/GRAMMAR/USAGE AND MECHANICS	
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<p>b. Punctuate correctly in writing, including: 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; and conventions of letter writing.</p>	<p>STUDENT EDITION: Business and Technical Writing Business Letters 329–332 Unit 8: Subjects, Predicates, and Sentences Kinds of Sentences 357–358 Unit 20: Punctuation 588–617</p>
<p>c. Distinguish correct spelling of commonly misspelled words and homonyms.</p>	<p>STUDENT EDITION: Unit 23: Vocabulary and Spelling Homonyms 669–670 Spelling Rules 672–680 Special Problem Words 681–683</p>
<p>3. Sentence Structure—Demonstrate appropriate sentence structure in writing.</p> <p>a. Correct sentence run-ons and fragments. b. Correct dangling and misplaced modifiers. c. Differentiate between dependent and independent clauses. d. Write simple, compound, and complex sentences.</p>	<p>STUDENT EDITION: Unit 8: Subjects, Predicates, and Sentences Sentences and Sentence Fragments 359–360 Simple and Compound Sentences 367–368 Grammar Review 369–376 Unit 14: Clauses and Complex Sentences 500–519 Unit 21: Grammar Through Sentence Combining 618–627</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 26: Listening and Speaking How to Listen 743–747 Unit 27: Viewing and Representing Analyzing Media Messages 771–776</p>
<p>2. Listen in order to identify and discuss topic, purpose, and perspective.</p>	<p>STUDENT EDITION: Unit 26: Listening and Speaking How to Listen 743–747 Interviewing 748–751</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 26: Listening and Speaking How to Listen 743–747 Interviewing 748–751</p>
<p>4. Evaluate the spoken message in terms of content, credibility, and delivery.</p>	<p>STUDENT EDITION: Unit 26: Listening and Speaking Evaluating What You Hear 747 Unit 27: Viewing and Representing Analyzing Media Messages 771–776</p>

ORAL LANGUAGE/LISTENING AND SPEAKING	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
Standard 2: Speaking The student will express ideas and opinions in group or individual situations.	
1. Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.	STUDENT EDITION: Business and Technical Writing Multimedia Presentations 349–353 Unit 26: Listening and Speaking Speaking Informally 752–755 Speaking Formally 756–761 Presenting a Dramatic Interpretation 762–763 Unit 27: Viewing and Representing Producing Media Messages 777–780
2. Compose a presentation with a well-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions.	STUDENT EDITION: Business and Technical Writing Multimedia Presentations 349–353 Unit 26: Listening and Speaking Speaking Formally 756–761 Presenting a Dramatic Interpretation 762–763 Unit 27: Viewing and Representing Producing Media Messages 777–780
3. Communicate oral presentations to the class using appropriate delivery (volume, rate, enunciation, and movement).	STUDENT EDITION: Business and Technical Writing Multimedia Presentations 349–353 Unit 26: Listening and Speaking Speaking Informally 752–755 Speaking Formally 756–761 Presenting a Dramatic Interpretation 762–763 Unit 27: Viewing and Representing Producing Media Messages 777–780
4. Use level-appropriate vocabulary in speech (e.g., metaphorical language, sensory details, or specialized vocabulary).	STUDENT EDITION: Unit 26: Listening and Speaking Speaking Informally 752–755 Speaking Formally 756–761 Presenting a Dramatic Interpretation 762–763

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.	STUDENT EDITION: Unit 27: Viewing and Representing Interpreting Visual Messages 766–770
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 27: Viewing and Representing Understanding Film Techniques 768–770
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, super heroes wear capes, scientists wear white coats).	STUDENT EDITION: Unit 27: Viewing and Representing Analyzing Media Messages 771–776
2. Identify basic elements of advertising in visual media (e.g., sales approaches and techniques aimed at children).	STUDENT EDITION: Unit 27: Viewing and Representing Analyzing Advertising and Commercials 774–775
3. Analyze the effect on the viewer of text, sound, images, and organization in electronic media and discuss the techniques used to create the effects.	STUDENT EDITION: Unit 27: Viewing and Representing Analyzing Media Messages 771–776
Standard 3: Compose Visual Messages The student will create a visual message that effectively communicates an idea.	
1. Select, organize, or produce visuals such as maps, charts, graphics, video segments, or technology presentations to complement and extend meaning for a selected topic.	STUDENT EDITION: Business and Technical Writing Multimedia Presentations 349–353 Unit 27: Viewing and Representing Producing Media Messages 777–780
2. Use media forms to create a visual message that will compare and contrast ideas and points of view.	STUDENT EDITION: Listening and Speaking 243