



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
 Context Clues 668–669
 Homographs and Homophones 679–680
 Wordworks 681

2. Word Origins—Recognize and analyze the influence of historical events on English word meaning and vocabulary expansion.

STUDENT EDITION:
Unit 23: Vocabulary and Spelling
 Words from American English 664–666
 Wordworks 667

3. Idioms and Comparisons—Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.
 a. Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *Rush hour traffic moves at a snail's pace or as plain as day.*

STUDENT EDITION:
Unit 23: Vocabulary and Spelling
 Wordworks 678

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

STUDENT EDITION:
Unit 25: Taking Tests
 Analogies 724

c. Metaphors: implied comparisons, such as *The cup of hot tea was the best medicine for my cold.*

STUDENT EDITION:
Unit 3: Descriptive Writing
 Make the Details Interesting 132

d. Similes: comparisons that use *like* or *as*, such as *The ice was as smooth as glass before the skaters entered the rink.*

STUDENT EDITION:
Unit 3: Descriptive Writing
 Make the Details Interesting 132
Unit 23: Vocabulary and Spelling
 Wordworks 670

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
 Storytelling 776–778

READING/LITERATURE	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
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" eighth grader reads approximately 150 words per minute).	STUDENT EDITION: Literature Model "Living up the Street" by Gary Soto 32–37 "The Game" by Walter Dean Myers 90–94 from <i>Thrashin' Time</i> by David Weitzman 142–147 from <i>Lyddie</i> by Katherine Paterson 188–193 from <i>Always to Remember</i> by Brent Ashabranner 250–257 from <i>Silent Spring</i> by Rachel Carson 302–305
3. Increase reading speed and comprehension through daily, independent reading.	STUDENT EDITION: Literature Models , which occur throughout the textbook (see pages 10 and 32–37 for examples), are appropriate silent-reading passages.
4. Read silently for increased periods of time.	STUDENT EDITION: Literature Models , which occur throughout the textbook (see pages 10 and 32–37 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 Storytelling 776–778
Standard 3: Comprehension	
The student will interact with the words and concepts in a text to construct an appropriate meaning.	
1. Literal Understanding	STUDENT EDITION: Unit 24: Study Skills Using Book Features 695–696 Skimming, Scanning, and Careful Reading 697–698 The SQ3R Method 703–705
a. Apply pre-reading 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, persuaded, understand; preview the text and use prior knowledge to make connections to text.)	TEACHER WRAPAROUND EDITION: Literature Model Bellringer/Motivating Activity 32, 90, 142, 188, 250, 302 Critical Thinking: Predict 303
b. Show understanding by asking questions and supporting answers with literal information from text.	STUDENT EDITION: Unit 24: Study Skills The SQ3R Method 703–705 Linking Writing and Literature Collect Your Thoughts/Talk About Reading 38, 95, 148, 194, 258, 306

READING/LITERATURE	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
<p>2. Inferences and Interpreting</p> <p>a. Make inferences and draw conclusions supported by text evidence and student experiences.</p>	<p>STUDENT EDITION: Examining Writing in the Real World 7, 45, 113, 155, 201, 265 Linking Writing and Literature Critical Thinking: Infer 95 Critical Thinking: Draw Conclusions 306</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Critical Thinking (Analyze) 257; (Draw Conclusions) 37, 190, 252, 305; (Evaluate) 146; (Infer) 34, 143; (Interpret) 36, 93, 191, 253</p>
<p>b. Connect, compare, and contrast ideas, themes, and issues across texts.</p>	<p>STUDENT EDITION: Writing About Literature Comparing Two Poems 242–245</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Compare and Contrast 91</p>
<p>3. Summary and Generalization</p> <p>a. Determine the main (or major) idea and how those ideas are supported with specific details.</p>	<p>STUDENT EDITION: Linking Writing and Literature Collect Your Thoughts/Talk About Reading 38, 95, 148, 194, 258, 306 Writing About Literature Writing a Book Review 294–297</p>
<p>b. Paraphrase and summarize text to recall, inform, or organize ideas.</p>	<p>STUDENT EDITION: Unit 5: Expository Writing Take Notes 228 Choose a Topic and Begin Your Research 229 Unit 24: Study Skills Summarizing 699–700 Gathering and Organizing Information 706–708</p> <p>TEACHER WRAPAROUND EDITION: Active Reading Strategies (Summarize) 35, 93, 144, 192, 252, 304</p>
<p>4. Analysis and Evaluation</p> <p>a. Distinguish between stated fact, reasoned judgment, and opinion in various texts.</p>	<p>STUDENT EDITION: Unit 6: Persuasive Writing Evaluating Evidence 274–277 Unit 27: Viewing and Representing Analyzing Media Messages 786–789</p>
<p>b. Use text's structure or progression of ideas, such as cause and effect or chronology (sequential order).</p>	<p>STUDENT EDITION: Linking Writing and Literature 6+1 Trait: Organization 194 Critical Thinking: Analyze 258 Critical Thinking: Draw Conclusions 306</p>

READING/LITERATURE	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
c. Compare/contrast to determine similarities and differences in treatment, scope, or organization.	STUDENT EDITION: Writing About Literature Comparing Two Poems 242–245 TEACHER WRAPAROUND EDITION: Literature Model Compare and Contrast 91
d. Problem/solution—offer observations, make connections, react, speculate, interpret, and raise questions in response to text.	STUDENT EDITION: Linking Writing and Literature Collect Your Thoughts/Talk About Reading 38, 95, 148, 194, 258, 306 Writing About Literature Responding in a Journal 24–27 Responding to a Historical Narrative 180–183 Writing a Book Review 294–297
e. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story.	STUDENT EDITION: Unit 4: Narrative Writing Create a Character 173 Linking Writing and Literature Collect Your Thoughts/Talk About Reading 38, 95, 148, 194, 258, 306
f. Analyze the structural elements of the plot, subplot, and climax and explain the way in which conflicts are or are not resolved.	STUDENT EDITION: Linking Writing and Literature 6+1 Trait: Organization 194 TEACHER WRAPAROUND EDITION: Literature Model Literary Element (Plot) 92
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.	TEACHER WRAPAROUND EDITION: Literature Model Active Reading Strategies (Clarify) 94, 147; (Monitor Comprehension) 33, 36, 91, 147, 189, 251; (Question) 254, 255
b. Make, confirm, and revise predictions when reading.	TEACHER WRAPAROUND EDITION: Literature Model Active Reading Strategies (Predict) 147, 303, 305
c. Adjust reading rate and determine appropriate strategies to match the purpose, difficulty, and characteristics of the text.	STUDENT EDITION: Literature Model "Living up the Street" by Gary Soto 32–37 "The Game" by Walter Dean Myers 90–94 from <i>Thrashin' Time</i> by David Weitzman 142–147 from <i>Lyddie</i> by Katherine Paterson 188–193 from <i>Always to Remember</i> by Brent Ashabranner 250–257 from <i>Silent Spring</i> by Rachel Carson 302–305

READING/LITERATURE	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
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 knowledge of and an appreciation for various forms of literature. <ol style="list-style-type: none"> Analyze the characteristics of genres, including short story, novel, drama, lyric poetry, nonfiction, historical fiction, and informational texts. 	STUDENT EDITION: Unit 4: Narrative Writing Writing the Stories of History 156–158 Writing About Literature Responding in a Journal 24–27 Describing the Subject of a Biography 134–137 Responding to a Historical Narrative 180–183 Comparing Two Poems 242–245 Writing a Book Review 294–297 Writing in the Real World 110, 152 Linking Writing and Literature Connect to Your Writing 95, 148 194, 258 Review Reflecting on the Unit 195, 259
<ol style="list-style-type: none"> Identify and distinguish characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, myth, limericks, tall tales, and plays. 	TEACHER WRAPAROUND EDITION: Writing in the Real World 4, 42, 198, 262 Linking Writing and Literature Connect to Your Writing 38, 306 Review Reflecting on the Unit 39, 149, 307
2. Literary Elements—Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work. <ol style="list-style-type: none"> Analyze and explain elements of fiction, including plot, conflict, character, mood, setting, theme, point of view, and author's purpose. 	STUDENT EDITION: Linking Writing and Literature Connect to Your Writing 95, 148, 194 TEACHER WRAPAROUND EDITION: Literature Model Literary Element 92, 144, 189, 190
<ol style="list-style-type: none"> Identify and explain various points of view and how they affect a story's interpretation. 	STUDENT EDITION: Unit 4: Narrative Writing Establishing Point of View 164–167
3. Figurative Language and Sound Devices—Identify figurative language and sound devices and analyze how they affect the development of a literary work. <ol style="list-style-type: none"> Identify and explain the use of figurative language in literary works to convey mood, images, and meaning, including metaphor, personification, and simile. Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme. Identify and interpret literary devices such as flashback, foreshadowing, symbolism, and imagery. 	STUDENT EDITION: Unit 3: Descriptive Writing Make the Details Interesting 132 Unit 23: Vocabulary and Spelling Wordworks 678

READING/LITERATURE	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
<p>4. Literary Works—The student will read and respond to historically and culturally significant works of literature.</p> <p>a. Analyze and evaluate works of literature and the historical context in which they were written.</p>	<p>STUDENT EDITION: Unit 4: Narrative Writing Relating a Historical Event 172–175 Responding to a Historical Narrative 180–183 Writing in the Real World from <i>The Lost Garden</i> by Laurence Yep 4–7 “Matthew Ashby of Colonial Williamsburg” by Arthur Johnson 152–155 “Eagle/Walking Turtle,” from <i>Indian America</i> by Gary McLain, 198–201 from <i>Joint Venture</i> by Indira Freitas Johnson 262–265 Literature Model “Living up the Street” by Gary Soto 32–37 “The Game” by Walter Dean Myers 90–94 from <i>Thrashin’ Time</i> by David Weitzman 142–147 from <i>Lyddie</i> by Katherine Paterson 188–193 from <i>Always to Remember</i> by Brent Ashabranner 250–257 from <i>Silent Spring</i> by Rachel Carson 302–305</p>
<p>b. Analyze and determine distinctive and common characteristics of literature from various cultures to broaden cultural awareness.</p>	<p>STUDENT EDITION: Writing in the Real World from <i>The Lost Garden</i> by Laurence Yep 4–7 from <i>How the García Girls Lost Their Accents</i> by Julia Alvarez 110–113 “Eagle/Walking Turtle,” from <i>Indian America</i> by Gary McLain, 198–201 from <i>Joint Venture</i> by Indira Freitas Johnson 262–265</p>
<p>c. Compare similar characters, settings, and themes from varied literary traditions that cross cultures.</p>	<p>TEACHER WRAPAROUND EDITION: Literature Model Compare and Contrast 91</p>
<p>Standard 5: Research and Information The student will conduct research and organize information.</p>	
<p>1. Accessing Information—Select the best source for a given purpose; locate information relevant to research questioning.</p> <p>a. Access information from a variety of primary and secondary sources, including electronic text, experts, and prime resources, to locate information relevant to research questioning.</p>	<p>STUDENT EDITION: Unit 5: Expository Writing Reports: Researching a Topic 226–229 Writing and Research Handbook Exploring a Variety of Sources 841</p>
<p>b. Use text organizers, including headings, graphic features (e.g., boldface, italic type), and tables of contents, to locate and organize information.</p>	<p>STUDENT EDITION: Unit 24: Study Skills Using Book Features 695–696</p>
<p>c. Use organizational strategies to learn and recall important ideas from texts, such as preview, ask questions, reread, and record, as an aid to comprehend increasingly difficult content material.</p>	<p>STUDENT EDITION: Unit 24: Study Skills The SQ3R Method 703–705</p>

READING/LITERATURE	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
d. Note instances of persuasion, propaganda, and faulty reasoning in text.	STUDENT EDITION: Unit 27: Viewing and Representing Analyzing Media Messages 786–789 Unit 28: Electronic Resources Evaluating Internet Sources 803–806 Writing and Research Handbook Evaluating Sources 841–842
2. Interpreting Information—Analyze and evaluate information from a variety of sources. a. Record, organize, and display relevant information from multiple sources in systemic ways (e.g., outlines, graphic organizers, or note cards).	STUDENT EDITION: Unit 5: Expository Writing Reports: Planning and Drafting 234–237 Unit 24: Study Skills Gathering and Organizing Information 706–708
b. Analyze and paraphrase or summarize information from a variety of sources into a research paper.	STUDENT EDITION: Unit 5: Expository Writing Take Notes 228 Choose a Topic and Begin Your Research 229
c. Identify and credit the sources used to gain information (e.g., bibliographies, footnotes, appendix).	STUDENT EDITION: Writing and Research Handbook Giving Credit Where Credit Is Due 842–843 Preparing the Final Draft 843–848
d. Identify and apply test-taking strategies by answering different types and levels of questions, such as open-ended, literal, and interpretive, as well as test-like questions, such as multiple choice, true/false, and short answer.	STUDENT EDITION: Unit 5: Expository Writing Answering an Essay Question 222–225 Unit 25: Taking Tests 715–753
e. Interpret and use graphic sources of information such as graphs, maps, time lines, or tables, to address research questions.	STUDENT EDITION: Unit 24: Study Skills Graphic Information 709–712

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 41–107 Writing Process in Action 28–31, 86–89, 138–141, 184–187, 246–249, 298–301 Unit 5: Expository Writing Reports: Researching a Topic 226–229 Reports: Planning and Drafting 234–237 Reports: Revising, Editing, and Presenting 238–241

WRITING/GRAMMAR/USAGE AND MECHANICS	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
2. Use details, examples, reasons, and evidence to develop an idea.	STUDENT EDITION: Unit 3: Descriptive Writing 108–149 Unit 4: Narrative Writing 150–195 Unit 5: Expository Writing 196–259 Unit 6: Persuasive Writing 260–307
3. Use spatial, chronological, and climactic organizational patterns as appropriate to purpose.	STUDENT EDITION: Unit 2: The Writing Process Prewriting: Organizing Ideas 58–60 Unit 3: Descriptive Writing Using Spatial Order 126–129 Unit 4: Narrative Writing Using Chronological Order 160–163 Unit 5: Expository Writing Structuring an Explanation 206–209 Writing About a Process 214–217 Linking Writing and Literature Write About Reading 194
4. Use precise word choices, including figurative language, that convey specific meaning and tone.	STUDENT EDITION: Unit 3: Descriptive Writing Collecting Sensory Details 118–120 Using Precise Language 122–125 Linking Writing and Literature Write About Reading 38
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 Fluency 74–76 Linking Writing and Literature Write About Reading 95 Writing and Research Handbook Writing Good Sentences 833–834
6. Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.	STUDENT EDITION: Unit 2: The Writing Process Editing/Proofreading: Fine-tuning Your Work 78–81 Writing Process in Action Editing/Proofreading 31, 89, 141, 187, 249, 301 Unit 5: Expository Writing Reports: Revising, Editing, and Presenting 238–241

WRITING/GRAMMAR/USAGE AND MECHANICS	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
<p>Standard 2: Modes and Forms of Writing</p> <p>The student will write for a variety of purposes and audiences, using narrative, descriptive, expository, persuasive, and reflective modes.</p>	
<p>1. Write biographical or autobiographical narratives or short stories that:</p> <p>a. tell about an incident, event, or situation by using well-chosen details.</p>	<p>STUDENT EDITION:</p> <p>Unit 1: Personal Writing Writing One's Own Story 20–23 Writing Process in Action 28–31</p> <p>Unit 2: The Writing Process Writing Process in Action 86–89</p> <p>Unit 3: Descriptive Writing Writing Descriptions 114–117 Collecting Sensory Details 118–121 Describing a Thing 130–133 Writing Process in Action 138–141</p>
<p>b. reveal the significance of, or the writer's attitude about, the subject.</p>	<p>STUDENT EDITION:</p> <p>Unit 1: Personal Writing Writing One's Own Story 20–23</p> <p>Unit 3: Descriptive Writing Describing a Thing 130–133 Writing Process in Action 138–141</p> <p>Linking Writing and Literature Write About Reading 306</p>
<p>c. include narrative and descriptive strategies, such as relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.</p>	<p>STUDENT EDITION:</p> <p>Unit 3: Descriptive Writing Writing Descriptions 114–117</p> <p>Unit 4: Narrative Writing Establishing Point of View 164–167 Writing Realistic Dialogue 168–171</p> <p>Unit 5: Expository Writing Writing to Compare and Contrast 210–213</p>
<p>2. Write research reports that:</p> <p>a. define a thesis (a statement of position on the topic).</p>	<p>STUDENT EDITION:</p> <p>Unit 5: Expository Writing Reports: Researching a Topic 226–229 Reports: Planning and Drafting 234–237 Writing Process in Action 246–249</p> <p>Writing and Research Handbook Writing Good Research Papers 841–848</p>
<p>b. include important ideas, concepts, and direct quotations from significant information sources, including print reference material and the Internet, and paraphrase and summarize all perspectives on the topic, as appropriate.</p>	<p>STUDENT EDITION:</p> <p>Unit 5: Expository Writing Reports: Researching a Topic 226–229</p> <p>Writing and Research Handbook Exploring a Variety of Sources 841 Evaluating Sources 841–842</p>

WRITING/GRAMMAR/USAGE AND MECHANICS	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
c. identify a variety of primary and secondary sources and distinguish the nature and value of each.	STUDENT EDITION: Unit 5: Expository Writing Reports: Researching a Topic 226–229 Unit 28: Electronic Resources Evaluating Internet Sources 803–806 Writing and Research Handbook Exploring a Variety of Sources 841 Evaluating Sources 841–842
d. organize and display information on charts, tables, maps, and graphs.	STUDENT EDITION: Unit 24: Study Skills Graphic Information 709–712
e. document sources with reference notes and a bibliography.	STUDENT EDITION: Unit 5: Expository Writing Reports: Researching a Topic 226–229 Writing and Research Handbook Giving Credit Where Credit Is Due 842–843 Preparing the Final Draft 843–846
3. Write persuasive compositions that: a. include a well-defined thesis that makes a clear and knowledgeable appeal.	STUDENT EDITION: Unit 6: Persuasive Writing Writing Persuasively 266–269 Determining a Position 270–273 Writing a Letter to the Editor 290–293 Writing Process in Action 298–301
b. present detailed evidence, examples, and reasoning to support effective arguments and emotional appeal.	STUDENT EDITION: Unit 6: Persuasive Writing Writing Persuasively 266–269 Determining a Position 270–273 Evaluating Evidence 274–277 Strengthening Your Argument 282–285 Writing a Letter to the Editor 290–293
c. provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.	STUDENT EDITION: Unit 6: Persuasive Writing Consider Your Audience 272 Write a Position Paper 273
4. Write technical documents that: a. identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws or rules of an organization's constitution or guidelines.	STUDENT EDITION: Unit 5: Expository Writing Structuring an Explanation 206–209 Writing About a Process 214–217 Business and Technical Writing Work Plans 341–343 Public Service Announcements 344–347

WRITING/GRAMMAR/USAGE AND MECHANICS	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
b. include all the factors and variables that need to be considered.	STUDENT EDITION: Unit 5: Expository Writing Structuring an Explanation 206–209 Writing About a Process 214–217 Business and Technical Writing Work Plans 341–343 Public Service Announcements 344–347
c. include formatting techniques, such as heading and changing the fonts (typeface) to aid comprehension.	STUDENT EDITION: Business and Technical Writing Work Plans 341–343 Public Service Announcements 344–347
5. Write reflective papers that may address one of the following purposes: a. express the individual's insight into conditions or situations.	STUDENT EDITION: Unit 1: Personal Writing 3–39 Unit 4: Narrative Writing Establishing Point of View 164–167 Linking Writing and Literature Write About Reading 258
b. compare a scene from a work of fiction with a lesson learned from experience.	STUDENT EDITION: Linking Writing and Literature Write About Reading 95, 306
d. complete a self-evaluation on a class performance.	STUDENT EDITION: Writing Process in Action Journal Writing 31, 89, 141, 187, 249, 301 Unit Review Reflect/Set Goals 39, 96, 149, 195, 259, 307
6. Use appropriate essay test-taking and time-writing strategies that: a. address and analyze the question (prompt).	STUDENT EDITION: Unit 5: Expository Writing Answering an Essay Question 222–225
b. use organizational methods required by the prompt.	STUDENT EDITION: Unit 5: Expository Writing Answering an Essay Question 222–225
7. Write responses to literature that: a. demonstrate careful reading and insight into interpretations.	STUDENT EDITION: Writing About Literature Responding in a Journal 24–27 Describing the Subject of a Biography 134–137 Responding to Historical Narrative 180–183 Comparing Two Poems 242–245 Writing a Book Review 294–297
b. connect responses to the writer's techniques and to specific textual references.	STUDENT EDITION: Linking Writing and Literature Connect to Your Writing/Write About Reading 38, 95, 148, 194, 258, 306

WRITING/GRAMMAR/USAGE AND MECHANICS	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
c. make supported inferences about the effects of a literary work on its audience.	STUDENT EDITION: Writing About Literature Writing a Book Review 294–297
d. support judgments through references to the text, other works, other authors, or to personal knowledge.	STUDENT EDITION: Writing About Literature Writing a Book Review 294–297
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 109–149 Unit 4: Narrative Writing 151–195 Unit 5: Expository Writing 197–259 Unit 6: Persuasive Writing 261–307 Business and Technical Writing 333–357
9. Write friendly letters and business letters, and continue to produce other writing forms introduced in earlier grades.	STUDENT EDITION: Unit 1: Personal Writing Write a Letter 11 Unit 5: Expository Writing Writing a Business Letter 230–233 Unit 6: Persuasive Writing Writing a Letter to the Editor 290–293 Business and Technical Writing Business Letters 333–337
10. Use handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.	STUDENT EDITION: Writing Activities 85, 159, 241 Writing Process in Action Publishing/Presenting 89
Standard 3: Grammar/Usage and Mechanics	
The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing.	
1. Standard English Usage—Demonstrate correct use of Standard English in speaking and writing.	STUDENT EDITION: Unit 10: Verbs 409–418, 421–433
a. Use the principal parts of verbs and progressive verb forms.	
b. Make subjects and verbs agree.	STUDENT EDITION: Unit 16: Subject-Verb Agreement 541–557
c. Use nominative, objective, and possessive pronouns correctly.	STUDENT EDITION: Unit 11: Pronouns 435–442, 449–455
d. Make pronouns agree with their antecedents.	STUDENT EDITION: Unit 11: Pronouns Pronouns and Antecedents 437–438 Grammar Review 450

WRITING/GRAMMAR/USAGE AND MECHANICS	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
e. Use correct pronoun references.	STUDENT EDITION: Unit 11: Pronouns 435–455
f. Correctly form and use the comparative and superlative forms of adjectives.	STUDENT EDITION: Unit 12: Adjectives and Adverbs Comparative and Superlative Adjectives 461–462
g. Identify and use appositives and appositive phrases.	STUDENT EDITION: Unit 9: Nouns Appositives 391–392 Grammar Review 396 Unit 20: Punctuation Using Commas I 601 Unit 21: Sentence Combining Appositives 631
h. Use infinitives, gerunds, and participles to vary sentence structure in writing.	STUDENT EDITION: Unit 15: Verbals 527–539 Unit 18: Diagramming Sentences Diagramming Verbals 580–581
i. Correctly use conjunctions for coordination and subordination.	STUDENT EDITION: Unit 8: Subjects, Predicates, and Sentences Simple and Compound Sentences 369–370 Unit 13: Prepositions, Conjunctions, and Interjections Conjunctions 487–488 Grammar Review 499 Writing Application 503
j. Distinguish between commonly confused words (e.g., <i>there, their, they're; two, to, too; accept, except; affect, effect</i>).	STUDENT EDITION: Unit 17: Glossary of Special Usage Problems 559–569 Unit 23: Vocabulary and Spelling Homographs and Homophones 679–680 Spelling and Misspelling 692–693
2. Mechanics and Spelling—Demonstrate appropriate language mechanics in writing.	STUDENT EDITION: Unit 19: Capitalization 583–597
a. Apply the capitalization rules appropriately in writing.	
b. Punctuate correctly in writing, including commas, quotation marks, apostrophes, colons, and conventions of letter writing.	STUDENT EDITION: Unit 20: Punctuation 599–627 Business and Technical Writing Business Letters 333–337
c. Distinguish correct spelling of commonly misspelled words and homonyms.	STUDENT EDITION: Unit 23: Vocabulary and Spelling Homographs and Homophones 679–680 Becoming a Better Speller 691–693

WRITING/GRAMMAR/USAGE AND MECHANICS

OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
<p>3. Sentence Structure—Demonstrate appropriate sentence structure in writing.</p> <ol style="list-style-type: none"> Correct sentence run-ons and fragments. Correct dangling and misplaced modifiers. Differentiate between dependent and independent clauses. Write simple, compound, complex, and compound-complex sentences. 	<p>STUDENT EDITION:</p> <p>Unit 8: Subjects, Predicates, and Sentences Sentences and Sentence Fragments 361–362 Simple and Compound Sentences 369–371 Grammar Review 371–378 Writing Application 379</p> <p>Unit 14: Clauses and Complex Sentences Sentences and Clauses 505–506 Complex Sentences 507–508 Grammar Review 517–524 Writing Application 525</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:</p> <p>Unit 24: Study Skills Taking Notes 706–707</p> <p>Unit 26: Listening and Speaking Effective Listening 755–759 Interviewing Skills 760–763</p> <p>Unit 27: Viewing and Representing Interpreting Visual Messages 780–785 Analyzing Media Messages 786–789</p>
<p>2. Listen in order to identify and discuss topic, purpose, and perspective.</p>	<p>STUDENT EDITION:</p> <p>Unit 24: Study Skills Taking Notes 706–707</p> <p>Unit 26: Listening and Speaking Effective Listening 755–759 Interviewing Skills 760–763</p> <p>Unit 27: Viewing and Representing Interpreting Visual Messages 780–785 Analyzing Media Messages 786–789</p>
<p>3. Recognize and understand barriers to effective listening (e.g., internal and external distractions, personal biases, and conflicting demands).</p>	<p>STUDENT EDITION:</p> <p>Unit 26: Listening and Speaking Effective Listening 755–759 Exercise 5 775</p>

ORAL LANGUAGE/LISTENING AND SPEAKING

OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
<p>4. Evaluate the spoken message in terms of content, credibility, and delivery.</p>	<p>STUDENT EDITION: Unit 24: Study Skills Taking Notes 706–707 Unit 26: Listening and Speaking Effective Listening 755–759 Exercise 3 768, Exercise 4 771, Exercise 6 775, Exercise 7 778 Unit 27: Viewing and Representing Analyzing Media Messages 786–789</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 26: Listening and Speaking Informal Speech 764–768 Oral Reports 769–771 Formal Speeches 772–775 Storytelling 776–778</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 352–355 Unit 26: Listening and Speaking Informal Speech 764–768 Oral Reports 769–772 Formal Speeches 772–776 Storytelling 776–778 Unit 27: Viewing and Representing Creating a Scene from Television Drama 792–794</p>
<p>3. Communicate oral presentations to the class, using appropriate delivery (volume, rate, enunciation, and movement).</p>	<p>STUDENT EDITION: Unit 26: Listening and Speaking Informal Speech 764–768 Oral Reports 769–772 Formal Speeches 772–776 Storytelling 776–778</p>
<p>4. Use level-appropriate vocabulary in speech (e.g., metaphorical language, sensory details, or specialized vocabulary).</p>	<p>STUDENT EDITION: Unit 26: Listening and Speaking Informal Speech 764–768 Oral Reports 769–772 Formal Speeches 772–776 Storytelling 776–778</p>
<p>5. Adjust message wording and delivery according to particular audience and purpose.</p>	<p>STUDENT EDITION: Unit 26: Listening and Speaking Informal Speech 764–768 Oral Reports 769–772 Formal Speeches 772–776 Storytelling 776–778</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 how language choice is used to enhance visual media (e.g., language of particular television or film genre, the use of emotional or logical arguments in commercials).	STUDENT EDITION: Unit 26: Listening and Speaking Listening to Radio and Television News 757–759 Unit 27: Viewing and Representing Analyzing Media Messages 786–789
2. Identify and explain reasons for varied interpretations of visual media (e.g., different purposes or circumstances while viewing, influence of personal knowledge and experiences, focusing on different stylistic features).	STUDENT EDITION: Unit 27: Viewing and Representing Analyzing Media Messages 786–789
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 to evaluate and form viewpoints of visual media (e.g., evaluates the effectiveness of informational media, such as Web sites, documentaries, and news programs, and recognizes a range of viewpoints and arguments).	STUDENT EDITION: Unit 26: Listening and Speaking Listening to Radio and Television News 757–759 Unit 27: Viewing and Representing Analyzing Media Messages 786–789 Unit 28: Electronic Resources Evaluating Internet Sources 803–806
2. Establish criteria for selecting or avoiding specific programs.	STUDENT EDITION: Unit 26: Listening and Speaking Listening to Radio and Television News 757–759 Unit 27: Viewing and Representing Analyzing Media Messages 786–789
3. Assess how language medium and presentation contribute to the message.	STUDENT EDITION: Business and Technical Writing Public Service Announcements 344–347 Multimedia Presentations 352–357 Unit 27: Viewing and Representing Interpreting Visual Messages 780–785 Analyzing Media Messages 786–789
Standard 3: Compose Visual Messages The student will create a visual message that effectively communicates an idea.	
1. Produce visual images, messages, and meanings that communicate with others.	STUDENT EDITION: Business and Technical Writing Public Service Announcements 344–347 Multimedia Presentations 352–357 Unit 27: Viewing and Representing Producing Media Messages 790–794
2. Use media forms to create a visual message that will compare and contrast ideas and points of view.	STUDENT EDITION: Viewing and Representing 293