



Glencoe Correlations to the Oklahoma Priority Academic Student Skills

READING/LITERATURE THE STUDENT WILL APPLY A WIDE RANGE OF STRATEGIES TO COMPREHEND, INTERPRET, EVALUATE, APPRECIATE, AND RESPOND TO A WIDE VARIETY OF TEXTS.	
OKLAHOMA PASS	GLENCOE WRITER'S CHOICE
Standard 1: Vocabulary The student will expand vocabulary through word study, literature, and class discussion.	
1. Apply a knowledge of Greek (e.g., <i>tele/phone</i> , <i>micro/phone</i>), Latin (e.g., <i>flex/ible</i>), and Anglo-Saxon (e.g., <i>un/friend/ly</i>) roots, prefixes, and suffixes to determine word meanings.	STUDENT EDITION: Unit 25: Vocabulary and Spelling Recognizing Parts of a Word 823–826
2. Use word meanings within the appropriate context and verify those meanings by definition, restatement, example, and analogy.	STUDENT EDITION: Unit 25: Vocabulary and Spelling Building Vocabulary 819–822
3. Expand vocabulary through wide reading, listening, and discussing.	STUDENT EDITION: Students will expand vocabulary through reading and discussing Literature Models (see pages 40–50 for an example).
4. Use reference materials such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.	STUDENT EDITION: Unit 19: Usage Glossary 686–709 Unit 24: Using Dictionaries 811–817
5. Identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotations and denotations.	STUDENT EDITION: Unit 3: Descriptive Writing Using Descriptive Language 144–147 Unit 6: Persuasive Writing Using Language to Advantage 300–303 Unit 24: Using Dictionaries Homographs 814 Synonyms 814 Thesauruses 816–817 Unit 28: Taking Tests Vocabulary Items 854–855
Standard 2: Comprehension The student will interact with the words to construct an appropriate meaning.	
1. Literal Understanding a. Examine the structures and format of functional workplace documents, including graphics and headers, and explain how authors use the features to achieve their purpose.	STUDENT EDITION: Business and Technical Writing Business Letters 413–420 Memos, E-mail, and Applications 421–424 Using the Computer as a Writing Tool 425–430 Technical Writing 431–433

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<p>b. Draw upon own background to provide connections to text.</p>	<p>STUDENT EDITION: Linking Writing and Literature Talk About Reading 50, 119, 172, 220, 280, 320</p> <p>TEACHER WRAPAROUND EDITION: Writing in the Real World Bellringer/Motivating Activity 4, 54, 134, 176, 224, 284</p> <p>Literature Model Bellringer/Motivating Activity 40, 112, 164, 212, 276, 316 Active Reading Strategies: Connect 41, 166, 217, 317 Compare and Contrast: Personal Comparison 49</p>
<p>c. Monitor reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning.</p>	<p>STUDENT EDITION: Unit 27: Study Skills Studying Outside of Class 838–842</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Active Reading Strategies: Clarify 113, 318; Monitor Comprehension 42, 44, 46, 213, 277; Question 48, 279, 317, 319; Visualize 168</p>
<p>d. Recognize text structures such as compare and contrast, cause and effect, and chronological ordering.</p>	<p>STUDENT EDITION: Unit 2: The Writing Process Drafting: Ordering the Details 84–87 Use Transition Words and Phrases 89</p> <p>Unit 4: Narrative Writing Writing Simple Narratives 180–183</p> <p>Unit 5: Expository Writing Explaining Cause and Effect 240–243 Comparing and Contrasting 248–251</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Compare Organizational Structure 219 6+1 Trait: Organization 214, 216</p>
<p>e. Use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts.</p>	<p>STUDENT EDITION: Unit 7: Research Paper Writing Take Notes 327–329 Your Research Paper 329 Prewriting: Outlining 330–333</p> <p>Unit 27: Study Skills Taking Notes in Class 837–838 Studying Outside of Class 838–842</p>

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<p>2. Inferences and Interpretation</p> <p>a. Analyze characteristics of text, including its structure, word choice, and intended audience.</p>	<p>STUDENT EDITION: Examining Writing in the Real World 7, 57, 137, 179, 227, 287 Linking Writing and Literature 50, 119, 172, 220, 280, 320</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Compare Organizational Structure 219 Literary Element: Plot 218 6+1 Trait: Organization 214, 216; Word Choice 43, 46</p>
<p>b. Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.</p>	<p>STUDENT EDITION: Examining Writing in the Real World 7, 57, 137, 179, 227, 287 Linking Writing and Literature 50, 119, 172, 220, 280, 320</p> <p>Writing About Literature Identifying Theme 104–107 Analyzing Character Descriptions 156–159 Analyzing Point of View in a Narrative 204–207</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Active Reading Strategies: Predict 165, 213; Summarize 116, 168, 216, 278, 279 Critical Thinking: Analyze 115, 116, 218, 219, 277; Draw Conclusions 113, 115, 169, 214, 215, 279; Infer 42, 44, 47, 114, 117, 213, 214, 215; Interpret 42, 45, 48, 118, 169, 170; Predict 167, 171</p>
<p>c. Recognize influences on a reader's response to a text (e.g., personal experience and values; perspective shaped by age, gender, class, or nationality).</p>	<p>STUDENT EDITION: Linking Writing and Literature Connect to Your Life 50, 119, 172, 220, 280, 320 Critical Thinking: Evaluate 320</p> <p>Writing About Literature Keeping a Reader-Response Journal 28–31 Writing About Biography 32–35</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Bellringer/Motivating Activity 40, 112, 164, 212, 276, 316 Personal Comparison 49</p>
<p>3. Summary and Generalization</p> <p>a. Identify the main idea and supporting details by producing summaries of text.</p>	<p>STUDENT EDITION: Unit 7: Research Paper Writing Take Notes 327–328 Your Research Paper 329</p> <p>Linking Writing and Literature 6+1 Trait: Ideas 119</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Active Reading Strategies: Summarize 116, 168, 216, 278, 279</p>

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<p>b. Use text features and elements to support inferences and generalizations about information.</p>	<p>STUDENT EDITION: Examining Writing in the Real World 7, 57, 137, 179, 227, 287 Linking Writing and Literature 50, 119, 172, 220, 280, 320 Writing About Literature Writing About Biography 32–35 Identifying Theme 104–107 Analyzing Character Descriptions 156–159 Writing About Suspense 200–203 Analyzing Point of View in a Narrative 204–207 Comparing and Contrasting Two Myths 268–271</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Active Reading Strategies: Predict 165, 213; Summarize 116, 168, 216, 278, 279 Critical Thinking: Analyze 115, 116, 218, 219, 277; Draw Conclusions 113, 115, 169, 214, 215, 279; Infer 42, 44, 47, 114, 117, 213, 214, 215; Interpret 42, 45, 48, 118, 169, 170; Predict 167, 171</p>
<p>c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.</p>	<p>STUDENT EDITION: Unit 7: Research Paper Writing Take Notes 327–329 Develop a Thesis Statement 332–333</p>
<p>4. Analysis and Evaluation a. Discriminate between fact and opinion and fiction and nonfiction.</p>	<p>STUDENT EDITION: Unit 6: Persuasive Writing Using Evidence Effectively 292–295 Unit 27: Study Skills Identifying Facts and Opinions 841</p>
<p>b. Recognize deceptive and/or faulty arguments in persuasive texts.</p>	<p>STUDENT EDITION: Unit 6: Persuasive Writing Checking Reasoning 296–299</p>
<p>c. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.</p>	<p>STUDENT EDITION: Examining Writing in the Real World 7, 57, 137, 179, 227, 287 Linking Writing and Literature Connect to Your Writing 50, 119, 172, 220, 280, 320 Writing About Literature Writing About Biography 32–35 Identifying Theme 104–107 Writing About Suspense 200–203 Analyzing Point of View in a Narrative 204–207 Comparing and Contrasting Two Myths 268–271</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Compare Organizational Structure 219</p>

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<p>d. Identify techniques (e.g., language, organization, tone, context) used to convey point of view or impressions.</p>	<p>STUDENT EDITION: Writing About Literature Analyzing Point of View in a Narrative 204–207 Examining Writing in the Real World 7, 137, 179, 227 Linking Writing and Literature 6+1 Trait 50, 119, 172, 220, 280, 320</p> <p>TEACHER WRAPAROUND EDITION: Literature Model 6+1 Trait: Organization 214, 216; Voice 317, 319; Word Choice 43, 46</p>
<p>Standard 3: Literature The student will read, construct meaning, and respond to a wide variety of literary forms.</p>	
<p>1. Literary Genres—Demonstrate a knowledge of and an appreciation for various forms of literature.</p> <p>a. Analyze the characteristics of genres, including short story, novel, drama, poetry, and essay.</p>	<p>STUDENT EDITION: Unit 1: Personal Writing Writing a Poem 24–27 Unit 4: Narrative Writing 174–221 Linking Writing and Literature Connect to Your Writing 119, 220</p>
<p>b. Analyze the characteristics of subgenres, including tragedy, sonnet, epic, lyric, and narrative poetry.</p>	<p>STUDENT EDITION: Unit 1: Personal Writing Writing a Personal Essay 16–19 Writing Autobiography 20–23 Unit 5: Expository Writing Writing a Feature Article 256–259 Unit 6: Persuasive Writing Writing an Editorial 304–307 Writing About Literature Writing About Biography 32–35 Writing About Suspense 200–203 Comparing and Contrasting Two Myths 268–271 Writing a Movie Review 308–311 Writing in the Real World Personal Letter 4–7 Magazine Article 54–57 Screenplay 134–137 Sportswriting 176–179 Magazine Article 224–227 Movie Review 284–287 Linking Writing and Literature Connect to Your Writing 50</p>

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2. Literary Elements—Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.	STUDENT EDITION: Writing About Literature Explaining Theme 104–107
a. Recognize the theme (general observation about life or human nature) within a text.	
b. Explain how author's voice and/or choice of a narrator affect the characterization and the point of view, tone, plot, mood and credibility of a text.	STUDENT EDITION: Writing About Literature Analyzing Point of View in a Narrative 204–207 Linking Writing and Literature 6+1 Trait 320
c. Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.	STUDENT EDITION: Unit 1: Personal Writing Writing a Poem 24–27 Unit 3: Descriptive Writing Writing a Descriptive Paragraph 138–143 Writing in the Real World 7, 137, 227 TEACHER WRAPAROUND EDITION: Literature Model Literary Element: Mood 166; Personification 278
d. Analyze interactions between characters in a literary text and explain the way those interactions affect the plot in narrative text.	STUDENT EDITION: Linking Writing and Literature 119, 220 Writing About Literature Analyzing Character Descriptions 156–159
e. Analyze characters and identify author's point of view.	STUDENT EDITION: Writing About Literature Analyzing Character Descriptions 156–159 Analyzing Point of View in a Narrative 204–207
f. Identify literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.	STUDENT EDITION: Unit 1: Personal Writing Writing Autobiography 20–23 Writing a Poem 24–27 Unit 4: Narrative Writing Writing Simple Narratives 180–183 Writing About Literature Writing About Biography 32–35 Writing About Suspense 200–203 Comparing and Contrasting Two Myths 268–271 Writing a Movie Review 308–311 TEACHER WRAPAROUND EDITION: Literature Model Literary Element: Autobiography 49; Character 114; Dialogue 115; Mood 166; Narrator 165; Personification 278; Plot 218

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<p>3. Figurative Language and Sound Devices—Identify figurative language and sound devices and analyze how they affect the development of a literary work.</p> <ol style="list-style-type: none"> Identify and explain figurative language including metaphor, personification, and simile. Identify and explain sound devices including alliteration, onomatopoeia, and rhyme. Identify the melodies of literary language, including its use of evocative words, rhythms and rhymes. Recognize and interpret poetic elements such as metaphor, simile, personification, and the effect of sound on meaning. 	<p>STUDENT EDITION: Unit 1: Personal Writing Writing a Poem 24–27 Examining Writing in the Real World 137</p> <p>TEACHER WRAPAROUND EDITION: Literature Model Literary Element: Personification 278</p>
<p>4. Literary Works—The student will read and respond to historically and culturally significant works of literature.</p> <ol style="list-style-type: none"> Analyze and evaluate works of literature and the historical context in which they were written. Analyze and evaluate literature from various cultures to broaden cultural awareness. 	<p>STUDENT EDITION: Literature Model I Know Why the Caged Bird Sings by Maya Angelou 40–49 The Kitchen God's Wife by Amy Tan 112–118 The Crystal Cave by Mary Stewart 164–171 How the García Girls Lost Their Accents by Julia Alvarez 212–219 Of Wolves and Men by Holstun Lopez 276–279 Skeletons in the Attic by Clara Spotted Elk 316–319 Linking Writing and Literature 50, 119, 172, 220, 280, 320</p>
<p>5. Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.</p>	<p>STUDENT EDITION: Writing About Literature Comparing and Contrasting Two Myths 268–271</p>
<p>Standard 4: Research and Information The student will conduct research and organize information.</p>	
<p>1. Accessing Information—Select the best source for a given purpose.</p> <ol style="list-style-type: none"> Access information from a variety of primary and secondary sources. 	<p>STUDENT EDITION: Unit 7: Research Paper Writing Prewriting: Planning and Researching 324–329 Unit 23: Library Resources 798–810 Unit 31: Electronic Resources Learning with Technology 909–911</p>
<ol style="list-style-type: none"> Skim text for an overall impression and scan text for particular information. 	<p>STUDENT EDITION: Unit 27: Study Skills Reading Efficiently 839–840</p>
<ol style="list-style-type: none"> Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order). 	<p>STUDENT EDITION: Unit 5: Expository Writing Explaining Cause and Effect 240–243 Classifying a Subject 244–247 Comparing and Contrasting 248–251 Comparing and Contrasting Two Myths 268–271 Unit 7: Research Paper Writing Prewriting: Outlining 330–333</p>

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<p>2. Interpreting Information—The student will analyze and evaluate information from a variety of sources.</p> <p>a. Summarize, paraphrase, and/or quote relevant information.</p>	<p>STUDENT EDITION: Unit 7: Research Paper Writing Take Notes 327–329 Drafting 334–337 Citing Sources 338–341</p>
<p>b. Determine the author's viewpoint to evaluate source credibility and reliability.</p>	<p>STUDENT EDITION: Unit 7: Research Paper Writing Prewriting: Planning and Researching 324–327</p>
<p>c. Organize and convert information into different forms such as charts, graphs and drawings to create multiple formats to interpret information for multiple audiences and purposes, and cite sources completely.</p>	<p>STUDENT EDITION: Unit 7: Research Paper Writing Citing Sources 338–343 Editing and Presenting: A Model Paper 348–356 Business and Technical Writing Using the Computer as a Writing Tool 425–430 Unit 31: Electronic Resources Communicating Visually 912–914</p>
<p>d. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.</p>	<p>STUDENT EDITION: Unit 7: Research Paper Writing Read Sources Critically 328–329</p>
<p>e. Draw conclusions from information gathered.</p>	<p>STUDENT EDITION: Unit 7: Research Paper Writing Drafting 334–337</p>

WRITING/GRAMMAR/USAGE AND MECHANICS	
THE STUDENT WILL EXPRESS IDEAS EFFECTIVELY IN WRITTEN MODES FOR A VARIETY OF PURPOSES AND AUDIENCES.	
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<p>Standard 1: Writing Process</p> <p>The student will use the writing process to write coherently.</p>	
<p>1. Use a writing process to develop and refine composition skills. Students are expected to:</p> <p>a. use prewriting strategies to generate ideas such as brainstorming, using graphic organizers, keeping notes and logs.</p>	<p>STUDENT EDITION: Unit 2: The Writing Process Prewriting 62–75 Writing Process in Action Prewriting 37, 108–109, 161, 209, 273, 313 Unit 7: Research Paper Writing Prewriting 324–333</p>
<p>b. develop multiple drafts both alone and collaboratively to categorize ideas, organizing them into paragraphs, and blending paragraphs into larger text.</p>	<p>STUDENT EDITION: Unit 2: The Writing Process Drafting 76–91 Writing Process in Action Drafting 38, 110, 161–162, 209–210, 273–274, 313–314 Unit 7: Research Paper Writing Drafting 334–337</p>

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c. organize and reorganize drafts and refine style to suit occasion, audience, and purpose.	<p>STUDENT EDITION: Unit 2: The Writing Process Revising 92–95 Writing Process in Action Revising 38, 110, 162, 210, 274, 314 Unit 7: Research Paper Writing Revising 344–347</p>
d. proofread writing for appropriateness of organization, content and style.	<p>STUDENT EDITION: Unit 2: The Writing Process Editing/Proofreading 96–99 Writing Process in Action Editing/Proofreading 39, 111, 163, 211, 275, 315 Unit 7: Research Paper Writing Editing and Presenting: A Model Paper 348–356</p>
e. edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.	<p>STUDENT EDITION: Unit 2: The Writing Process Editing/Proofreading 96–99 Writing Process in Action Editing/Proofreading 39, 111, 163, 211, 275, 315 Unit 7: Research Paper Writing Editing and Presenting: A Model Paper 348–356</p>
f. refine selected pieces frequently to publish for general and specific audiences.	<p>STUDENT EDITION: Unit 2: The Writing Process Publishing/Presenting 100–103 Writing Process in Action Publishing/Presenting 39, 111, 163, 211, 275, 315 Unit 7: Research Paper Writing Editing and Presenting: A Model Paper 348–356</p>
2. Use extension and elaboration to develop an idea.	<p>STUDENT EDITION: Unit 2: The Writing Process Drafting: Writing Unified Paragraphs 80–83 Unit 3: Descriptive Writing Writing a Descriptive Paragraph 138–143 Unit 4: Narrative Writing Using Anecdotes 192–195 Unit 5: Expository Writing Going into Detail 232–235 Unit 6: Persuasive Writing Using Evidence Effectively 292–295</p>
3. Demonstrate organization, unity, and coherence by using transitions and sequencing.	<p>STUDENT EDITION: Unit 2: The Writing Process Use Transition Words and Phrases 89 Unit 3: Descriptive Writing Transitions 142 Unit 5: Expository Writing Explaining How To 236–239 Unit 7: Research Paper Writing Revising 344–347</p>

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4. Use precise word choices, including figurative language, that convey specific meaning and tone.	STUDENT EDITION: Unit 1: Personal Writing Writing a Poem 24–27 Unit 3: Descriptive Writing Using Descriptive Language 144–147 Linking Writing and Literature Write About Reading 50
5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.	STUDENT EDITION: Unit 8: Sentence Combining 358–385 Unit 13: Clauses and Sentence Structure 538–569 Linking Writing and Literature Write About Reading 280
6. Evaluate own writing and others' writing (e.g., determine the best features of a piece of writing, determine how own writing achieves its purpose, ask for feedback, respond to classmates' writing).	STUDENT EDITION: Writing Process in Action Revising 38, 110, 162, 210, 274, 314 Journal Writing 39, 111, 163, 211, 275, 315 Unit 7: Research Paper Writing Revising 344–347 Unit Review Reflect/Set Goals 51, 120, 173, 221, 281, 321
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 or short stories that: <ol style="list-style-type: none"> a. identify a real person, living or not, who has had a special influence on other people. b. provide a sequence of factual events and communicate the significance of the events to the person. c. isolate specific scenes and incidents in time and places significant to defining the person's influence. d. use anecdotes or describe with specific details the sight, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the person; use interior monologue (what characters say silently to self) to show the person's qualities and beliefs. e. present action segments to accommodate changes in time and mood. 	STUDENT EDITION: Unit 1: Personal Writing Writing Autobiography 20–23 Writing About Biography 32–35 Writing Process in Action 36–39 Unit 2: The Writing Process Writing Process in Action 108–111 Unit 4: Narrative Writing Using Anecdotes 192–195 Linking Writing and Literature Write About Reading 50
2. Write expository compositions, including analytical essays and research reports that: <ol style="list-style-type: none"> a. include evidence in support of a thesis (position on the topic) including information on all relevant perspectives. b. communicate information and ideas from primary and secondary sources accurately and coherently. c. show distinctions between the relative value and significance of specific dates, facts, and ideas. 	STUDENT EDITION: Unit 5: Expository Writing 222–281 Unit 7: Research Paper Writing 322–357
d. include a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic.	STUDENT EDITION: Unit 5: Expository Writing Writing Process in Action: Prewriting 273 Unit 7: Research Paper Writing Prewriting: Planning and Researching 324–329

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e. include visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.	STUDENT EDITION: Unit 5: Expository Writing Writing with Graphics 252–255 Unit 31: Electronic Resources Communicating Visually 912–914
f. identify and address reader's potential misunderstanding, biases, and expectations.	STUDENT EDITION: Unit 2: The Writing Process Prewriting: Identifying Purpose and Audience 68–71 Writing Process in Action Expository Writing 272–275 Persuasive Writing 312–315
g. use technical terms and notations accurately.	STUDENT EDITION: Unit 5: Expository Writing Write a Background Information Article 235 Explaining How To 236–239 Classifying a Subject 244–247 Writing Process in Action 272–275 Business and Technical Writing Technical Writing 431–433 Linking Writing and Literature Write About Reading 280
3. Write persuasive compositions that:	STUDENT EDITION: Unit 6: Persuasive Writing 282–321
a. organize ideas and appeal in a sustained and effective fashion with the strongest emotion first and the least powerful last.	STUDENT EDITION: Unit 6: Persuasive Writing Using Evidence Effectively 292–295 Using Language to Advantage 300–303 Writing an Editorial 304–307 Writing a Movie Review 308–311 Writing Process in Action 312–315
b. use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical beliefs; or relating to a personal anecdote, case study, or analogy.	STUDENT EDITION: Unit 6: Persuasive Writing Writing Persuasively 288–291 Using Evidence Effectively 292–295 Checking Reasoning 296–299 Writing an Editorial 304–307 Writing a Movie Review 308–311 Writing Process in Action 312–315
c. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.	STUDENT EDITION: Unit 6: Persuasive Writing Writing Persuasively 288–291 Using Evidence Effectively 292–295 Checking Reasoning 296–299 Writing an Editorial 304–307 Writing a Movie Review 308–311 Writing Process in Action 312–315
d. address reader's concerns, counterclaims, biases, and expectations.	STUDENT EDITION: Unit 6: Persuasive Writing Analyze Your Opponent's Logic 298 Appeal to Your Audience 306 Write an Editorial for a TV Program 307 Writing Process in Action 312–315

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4. Write documents related to career development, including simple business letters and job applications that:	STUDENT EDITION: Business and Technical Writing 412–435
a. present information purposefully and in brief to meet the need of the intended audience.	
b. follow a conventional business letter or memorandum format.	STUDENT EDITION: Business and Technical Writing Business Letters 413–420 Memos, E-mail, and Applications 421–424
5. Write reflective papers that may address one of the following purposes:	STUDENT EDITION: Unit 1: Personal Writing 2–51
a. express the individual's insight into conditions or situations.	
b. compare a scene from a work of fiction with a lesson learned from experience.	STUDENT EDITION: Unit 1: Personal Writing Writing About Biography 32–35 Linking Writing and Literature Write About Reading 50
c. complete a self-evaluation on a class performance.	STUDENT EDITION: Writing Process in Action Journal Writing 39, 111, 163, 211, 275, 315 Unit Review Reflect/Set Goals 51, 120, 173, 221, 281, 321 Unit 29: Listening and Speaking Exercise Four 887
6. Use appropriate essay test-taking and time-writing strategies that:	STUDENT EDITION: Unit 5: Expository Writing Answering an Essay Question 262–267
a. address and analyze the question (prompt).	
b. use organizational methods required by the prompt.	
7. Write responses to literature that:	STUDENT EDITION: Writing About Literature Explaining Theme 104–107 Writing About Suspense 200–203 Analyzing Point of View in a Narrative 204–207 Comparing and Contrasting Two Myths 268–271 Linking Writing and Literature Write About Reading 50, 119
a. demonstrate a comprehensive grasp of the significant ideas of literary works.	
b. support important ideas and viewpoints through accurate and detailed reference to the text or to other works.	
c. demonstrate awareness of author's style and an appreciation of the effects created.	
d. identify and assess the impact of ambiguities, nuances, and complexities within the text.	
8. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting.	STUDENT EDITION: Writing Process in Action Personal Writing 36–39 Writing Process 108–111 Descriptive Writing 160–163 Narrative Writing 208–211 Expository Writing 272–275 Persuasive Writing 312–315 Unit 7: Research Paper Writing 322–357

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9. Write friendly letters and business letters, and continue to produce other writing forms introduced in earlier grades.	STUDENT EDITION: Business and Technical Writing Business Letters 413–420 Memos, E-mail, and Applications 421–424 Linking Writing and Literature Write About Reading 50, 220
10. Write documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles.	STUDENT EDITION: Unit 7: Research Paper Writing 322–357
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 19: Usage Glossary 686–709 Unit 26: Spelling Easily Confused Words 834
a. Distinguish commonly confused words (e.g., <i>there, their, they're; two, too, to; accept, except; affect, effect</i>).	
b. Use correct verb forms and tenses.	STUDENT EDITION: Unit 10: Parts of Speech Verbs 452–460 Unit 15: Verb Tenses and Voice 581–595, 598–607
c. Use correct subject-verb agreement.	STUDENT EDITION: Unit 16: Subject-Verb Agreement 608–631
d. Use active and passive voice.	STUDENT EDITION: Unit 15: Verb Tenses and Voice Voice of Verbs 596–597 Grammar Review 598–606
e. Correct pronoun/antecedent agreement and clear pronoun reference.	STUDENT EDITION: Unit 10: Parts of Speech Pronouns 446–451 Unit 17: Using Pronouns Correctly 632–657
f. Use correct forms of comparative and superlative adjectives.	STUDENT EDITION: Unit 10: Parts of Speech Adjectives 461–466 Unit 18: Using Modifiers Correctly The Three Degrees of Comparison 659–660 Irregular Comparisons 661–662 Double Comparisons 663–664 Incomplete Comparisons 665 <i>Good or Well; Bad or Badly</i> 666–667 Grammar Review 676–684 Writing Application 685

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2. Mechanics and Spelling—Demonstrate appropriate language mechanics in writing. a. Demonstrate correct use of capitals.	STUDENT EDITION: Unit 20: Capitalization 710–729 Unit 10: Parts of Speech Proper and Common Nouns 443–444 Proper Adjectives 465–466 Unit 21: Punctuation, Abbreviations, and Numbers Abbreviations 765–766
b. Use correct formation of plurals.	STUDENT EDITION: Unit 10: Parts of Speech Singular and Plural Nouns 440 Possessive Nouns 441 Collective Nouns 444 Unit 21: Punctuation, Abbreviations, and Numbers The Apostrophe 759–761 Unit 26: Spelling Basic Spelling Rules 828–832
c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.	STUDENT EDITION: Unit 21: Punctuation, Abbreviations, and Numbers 730–779
d. Distinguish correct spelling of commonly misspelled words and homonyms.	STUDENT EDITION: Unit 26: Spelling 827–835
3. Sentence Structure—Demonstrate appropriate sentence structure in writing. a. Use parallel structure.	STUDENT EDITION: Unit 2: The Writing Process Use Repetition and Synonyms 90 Check Your Paragraphs for Coherence 91 Revising: Improving Paragraphs 92–94 Unit 5: Expository Writing Use a Comparison Frame 270 Unit 8: Sentence Combining Explore Your Own Style 363–364
b. Correct dangling and misplaced modifiers.	STUDENT EDITION: Unit 18: Using Modifiers Correctly Misplaced and Dangling Modifiers 670–675
c. Correct run-on sentences.	STUDENT EDITION: Unit 13: Clauses and Sentence Structure Run-on Sentences 555–557
d. Correct fragments.	STUDENT EDITION: Unit 13: Clauses and Sentence Structure Sentence Fragments 553–554

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. Focus attention on the speaker's message.</p>	<p>STUDENT EDITION: Unit 29: Listening and Speaking Listening Effectively 885–887 Participating in Groups 891–892 Linking Writing and Literature Talk About Reading 50, 119, 172, 220, 280, 320</p>
<p>2. Use knowledge of language and develop vocabulary to accurately interpret the speaker's message.</p>	<p>STUDENT EDITION: Unit 29: Listening and Speaking Listening Effectively 885–887</p>
<p>3. Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.</p>	<p>STUDENT EDITION: Unit 29: Listening and Speaking Listening Effectively 885–887</p>
<p>4. Monitor speaker's message and clarity and understanding to formulate and provide effective verbal and nonverbal feedback.</p>	<p>STUDENT EDITION: Unit 29: Listening and Speaking Listening Effectively 885–887 Participating in Groups 891–892 Linking Writing and Literature Talk About Reading 50, 119, 172, 220, 280, 320</p>
<p>5. Use feedback to evaluate own effectiveness and set goals for future presentations.</p>	<p>STUDENT EDITION: Unit 29: Listening and Speaking Speaking Effectively 888–891</p>
<p>Standard 2: Speaking The student will express ideas and opinions in group or individual situations.</p>	
<p>1. Use formal, informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.</p>	<p>STUDENT EDITION: Unit 29: Listening and Speaking Speaking Effectively 888–891 Participating in Groups 891–892 Conducting Interviews 892 Linking Writing and Literature Talk About Reading 50, 119, 172, 220, 280, 320</p>
<p>2. Prepare, organize, and present a variety of informative messages effectively.</p>	<p>STUDENT EDITION: Unit 29: Listening and Speaking Speaking Effectively 888–891 Participating in Groups 891–892 Conducting Interviews 892</p>
<p>3. Analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.</p>	<p>STUDENT EDITION: Unit 29: Listening and Speaking Speaking Effectively 888–891 Participating in Groups 891–892 Conducting Interviews 892</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. Document the use of stereotypes and biases in visual media (e.g., distorted representations of society; imagery and stereotyping in advertising; elements of stereotypes such as physical characteristics, manner of speech, beliefs and attitudes).	STUDENT EDITION: Unit 30: Viewing and Representing Examining Media Messages 900–901
2. Indicate how symbols, images, sounds, and other conventions are used in visual media (e.g., time lapse in films; set elements that identify a particular time period or culture).	STUDENT EDITION: Unit 30: Viewing and Representing Examining Visual Messages 894–898
Standard 2: Evaluate Media The student will evaluate visual and electronic media, such as film, as compared with print messages.	
1. Select people with special interests and expectations who are the target audience for particular messages or products in visual media.	STUDENT EDITION: Unit 30: Viewing and Representing Examining Media Messages 900–901
2. Define and design language and content that reflect the target audience for particular messages and products (e.g., in advertising and sales techniques aimed specifically towards teenagers; in products aimed toward different classes, races, ages, genders; in the appeal of popular television shows and films for particular audience).	STUDENT EDITION: Unit 30: Viewing and Representing Examining Media Messages 900–901 Producing Media Messages 902–904
Standard 3: Compose Visual Messages The student will create a visual message that effectively communicates an idea.	
1. Create media products to include a billboard, cereal box, short editorials, and a three-minute documentary or print ad to engage specific audiences.	STUDENT EDITION: Unit 30: Viewing and Representing Producing Media Messages 902–904 Unit 31: Electronic Resources Producing in Multimedia 915–917
2. Create, present, test, and revise a project and analyze a response, using data-gathering techniques such as questionnaires, group discussions, and feedback forms.	STUDENT EDITION: Business and Technical Writing Using the Computer as a Writing Tool 425–430 Unit 30: Viewing and Representing Producing Media Messages 902–904