



# Correlation to the Oklahoma PASS Standards and Objectives

PASS Standards and Objectives	Glencoe Literature, Course 3
<b>Reading</b>	
<b>Standard 1: Vocabulary</b>	
<p><b>The student will expand vocabulary through word study, literature, and class discussion.</b>            Use a knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.</p>	
<b>1.1. Words in Context</b>	
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.	English Language Coach 16, 30, 44, 54, 64, 76, 98, 106, 118, 123, 418
<b>1.2. Word Origins</b>	
Recognize and analyze the influence of historical events on English word meaning and vocabulary expansion. Example: Identify how the early influences of Spanish explorers in North America impacted American English vocabulary by adding words such as <i>lasso</i> , <i>tortilla</i> , and <i>patio</i> and investigate why these particular words were adopted from the Spanish.	English Language Coach 764, 796, 824, 848, 874, 880, 892, 905, 1066, 1074, 1088, 1096, 1104, 1112
<b>1.3. Idioms and Comparisons—Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.</b>	
<b>1.3a.</b> Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as <i>Rush hour traffic moves at a snail's pace</i> or <i>as plain as day</i> .	Literary Terms Handbook R12 TWE: English Language Coach 151, 610, 857, 937, 949, 988, 1090 TWE: Differentiated Instruction 212, 636
<b>1.3b.</b> Analogies: comparisons of the similar aspects of two different things.	Key Literary Element 22, 25 Literary Terms Handbook R10 TWE: Literature Focus Lesson 412 TWE: English Language Coach 696



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<b>1.3c.</b> Metaphors: implies comparisons, such as, <i>The cup of hot tea was the best medicine for my cold.</i>	Key Literary Element 471, 472, 475, 1135, 1139 Comparing Literature 894, 895, 899, 906 Writing: Compare the Literature 909
<b>1.3d.</b> Similes: comparisons that use <i>like</i> or <i>as</i> , such as, <i>The ice was smooth as glass before the skaters entered the rink.</i>	Key Literary Element 471, 473, 475 Literary Element 849 Comparing Literature 898, 901, 906 Writing: Compare the Literature 909 Literary Terms Handbook R15 TWE: Literature Focus Lesson 362
<b>Standard 2: Fluency</b>	
<b>The student will identify words rapidly so that attention is directed to the meaning of the text.</b>	
<b>2.1.</b> 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.	Listening, Speaking, and Viewing 499 Reading Handbook RH5 TWE: Reading Fluency 261, 433, 630, 639, 648, 665, 692, 947
<b>2.2.</b> 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 150 words per minute).	Opportunities to address: 56, 172, 300, 326, 862, 980, 988, 1021, 1057, 1098
<b>2.3.</b> Increase reading speed and comprehension through daily, independent reading.	Opportunities to address: 138–139, 280–281, 434–435, 534–535, 700–701, 914–915, 1044–1045, 1174–1175
<b>2.4.</b> Read silently for increased periods of time.	Opportunities to address: 134, 278, 422, 532, 688, 912, 1036, 1170



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<b>2.5.</b> Use punctuation as a cue for pausing and characterization while reading.	TWE: Reading Fluency 15, 19, 43, 189, 271, 443, 493, 718, 820
<b>Standard 3: Comprehension</b>	
<p><b>The student will interact with the words and concepts in the text to construct an appropriate meaning.</b> Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 8, in addition to regular classroom reading, read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p>	
<b>3.1. Literal Understanding</b>	
<p><b>3.1a.</b> Apply prereading strategies when reading both fiction and nonfiction that is appropriately designed for grade level.</p> <ul style="list-style-type: none"> <li>Determine the purpose for reading such as to be informed, entertained, persuaded, understand.</li> <li>Preview the text and use prior knowledge and experience to make connections to text.</li> </ul>	Key Reading Skill 45, 61, 65, 75, 77, 91, 299, 309, 311, 315
<p><b>3.1b.</b> Show understanding by asking questions and supporting answers with literal information from text.</p>	Key Reading Skill 587, 593, 595, 603, 959, 965, 967, 975 Skill Lesson 584–585, 956–957
<b>3.2. Inferences and Interpretation</b>	
<p><b>3.2a.</b> Make inferences and draw conclusions supported by text evidence and student experiences.</p>	Key Reading Skill 185, 193, 195, 203, 735, 763, 765, 789 Skill Lesson 182–183, 732–733
<p><b>3.2b.</b> Connect, compare, and contrast ideas, themes, and issues across texts.</p>	Key Reading Skill 17, 29, 31, 37, 241, 247, 249, 255, 451, 455, 457, 463 Skill Lesson 14–15, 238–239, 448–449
<b>3.3. Summary and Generalization</b>	
<p><b>3.3a.</b> Determine the main (or major) idea and how those ideas are supported with specific details.</p>	Key Reading Skill 389, 397, 399, 403, 1105, 1111, 1113, 1127 Skill Lesson 386–387, 1102–1103
<p><b>3.3b.</b> Paraphrase and summarize text to recall, inform, or organize ideas.</p>	After You Read 52, 216, 328, 494, 788, 1004 Key Reading Skill 849, 859, 861, 867 Skill Lesson 846–847



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<b>3.4. Analysis and Evaluation</b>	
<b>3.4a.</b> Distinguish between stated fact, reasoned judgment, and opinion in various texts.	Key Reading Skill 933, 939, 941, 943, 947, 951 Skill Lesson 930–931 Reading Handbook: Distinguishing Fact from Opinion RH14 TWE: Differentiated Instruction 805, 930
<b>3.4b.</b> Use text’s structure or progression of ideas, such as cause and effect or chronology (sequential order).	Key Reading Skill 339, 341, 352, 353, 355, 357, 364, 375, 379 Skill Lesson 336–337
<b>3.4c.</b> Compare/contrast to determine similarities and differences in treatment, scope, or organization.	Comparing Literature Workshop 116–131, 256–275, 662–685, 890–909 Reading Across Texts Workshop 404–419, 516–529, 1018–1033, 1152–1167 TWE: Differentiated Instruction 186, 423
<b>3.4d.</b> Problem/solution—offer observations, make connections, react, speculate, interpret, and raise questions in response to text.	Key Reading Skill 485, 489, 491, 495, 797, 823, 825, 845 Skill Lesson 482–483, 794–795
<b>3.4e.</b> Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story.	Key Literary Element 45, 53, 55, 61, 561, 571 Reading Across Texts Workshop 516–517, 529 Reviewing Skills 827 Literary Element 967, 975
<b>3.4f.</b> Analyze the structural elements of the plot, subplot, and climax and explain the way in which conflicts are or are not resolved.	Key Literary Element 195, 203, 595, 598, 601, 603 Literary Element 1007, 1017 Reviewing Elements 1071 TWE: Literature Focus Lesson 518
<b>3.5. Monitoring and Correction Strategies</b>	
<b>3.5a.</b> Monitor the understanding of text and use correcting strategies, such as rereading a portion, using reference aids, or searching for content when needed.	Key Reading Skill 503, 504, 507, 509, 511, 515 Skill Lesson 500–501 Reading Skill Review 567 Reviewing Skills 774 TWE: Reading Fluency 371
<b>3.5b.</b> Make, confirm, and revise predictions when reading.	Key Reading Skill 207, 217, 219, 233, 607, 619, 621, 627 Skill Lesson 204–205, 604–605
<b>3.5c.</b> Adjust reading rate and determine appropriate strategies to match the purpose, difficulty, and characteristics of the text.	Key Reading Skill 55, 61, 325, 329, 331, 335 Skill Lesson: 43, 322–323 Reading Handbook: Adjusting How Fast You Read RH6–RH7 TWE: Differentiated Instruction 856



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<b>Standard 4: Literature</b>	
<p><b>The student will read, construct meaning, and respond to a wide variety of literary forms.</b>            Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify the ideas and connect them to other literary works.</p>	
<p><b>4.1. Literary Genres—The student will demonstrate a knowledge of and an appreciation for various forms of literature.</b></p>	
<p><b>4.1a.</b> Analyze the characteristics of genres, including short story, novel, drama, lyric poetry, nonfiction, historical fiction, and informational texts.</p>	Genre Focus 292, 446, 546, 712, 1056 Literary Terms Handbook R11, R14, R15 TWE: Literature Focus Lesson 248, 259
<p><b>4.1b.</b> Identify and distinguish characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, myth, limericks, tall tales, and plays.</p>	Genre Focus 4, 150 Literary Element 185, 193 Key Literary Element 451, 453, 455 Building Background 503 Literary Terms Handbook R11, R12, R13
<p><b>4.2. Literary Elements—Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.</b></p>	
<p><b>4.2a.</b> Analyze and explain elements of fiction including plot, conflict, character, mood, setting, theme, point of view, and author’s purpose.</p>	Key Literary Element 195, 203, 207, 217, 607, 619 Key Reading Skill 1135, 1139, 1141, 1151 Skill Lesson 96–97, 1132–1133
<p><b>4.2b.</b> Identify and explain various points of view and how they affect a story’s interpretation.</p>	Key Literary Element 45, 46, 47, 49, 53 Literary Terms Handbook R14 TWE: Differentiated Instruction 158 TWE: Literature Focus Lesson 370, 414, 1124
<p><b>4.3. Figurative Language and Sound Devices—Identify figurative language and sound devices and analyze how they affect the development of a literary work.</b></p>	
<p><b>4.3a.</b> Identify and explain the use of figurative language in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.</p>	Literary Element 587, 593 Reviewing Elements 640 Key Literary Element 825, 845, 1135, 1139 TWE: Literature Focus Lesson 520 TWE: English Language Coach 549 TWE: Differentiated Instruction 876
<p><b>4.3b.</b> Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme.</p>	Key Literary Element 491, 495, 503, 507 Literary Element 399, 403, 875, 876, 877, 879
<p><b>4.3c.</b> Identify and interpret literary devices such as flashback, foreshadowing, symbolism, and imagery.</p>	Literary Element 357, 362, 363, 369, 379, 1067, 1070, 1073 TWE: Literature Focus Lesson 616, 801



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<b>4.4 Literary Works—The student will read and respond to historically and culturally significant works of literature.</b>	
<b>4.4a.</b> Analyze and evaluate works of literature and the historical context in which they were written.	After You Read 192 Build Background 185, 311, 471, 503, 735, 825, 849, 1007, 1135
<b>4.4b.</b> Analyze and determine distinctive and common characteristics of literature from various cultures to broaden cultural awareness.	Key Reading Skill 163, 166, 169, 195, 203 TWE: Literature Focus Lesson 112, 163, 180, 240 TWE: Differentiated Instruction 613
<b>4.4c.</b> Compare similar characters, settings, and themes from varied literary traditions that cross cultures.	Comparing Literature Workshop 256–275 Literary Element 881 TWE: Literature Focus Lesson 112, 157, 194, 215, 240, 606 TWE: Reading in the Real World 153 TWE: English Language Coach 162
<b>Standard 5: Research and Information</b>	
<b>The student will conduct research and organize information.</b>	
<b>5.1. Accessing Information—Select the best source for a given purpose, locate information relevant to research questioning.</b>	
<b>5.1a.</b> Access information from a variety of primary and secondary sources, including electronic text, experts, and prime resources, to locate information relevant to research questioning.	Talk About Your Reading 36 Unit Wrap-Up 277 Writing Workshop 317, 952 Connect to the Reading 861 Key Reading Skill 1007 Listening, Speaking, and Viewing 1084 Key Literary Element 1105 TWE: Differentiated Instruction 310 TWE: Literature Focus Lesson 317
<b>5.1b.</b> Use text organizers, including headings, graphic features (e.g., boldface, italic type), and tables of contents, to locate and organize information.	Text Element 31, 34, 37, 77, 79, 86, 91 Reading Handbook: Reading Text Features RH18 TWE: Literature Focus Lesson 77, 510, 860
<b>5.1c.</b> Use organizational strategies to learn and recall important ideas from texts, such as preview, questions, reread, and record, as an aid to comprehend increasingly difficult content material.	Key Reading Skill 299, 300, 309, 503, 507, 509, 515 Skill Lesson 296–297, 500–501 Reading Handbook: Adjusting How Fast You Read RH7 Writing Handbook R22
<b>5.1d.</b> Note instances of persuasion, propaganda, and faulty reasoning in text.	Key Text Element 933, 941, 943, 951, 959, 965, 979, 987, 991, 1001, 1005



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<b>5.2. Interpreting Information—Analyze and evaluate information from a variety of sources.</b>	
<b>5.2a.</b> Record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, timelines, graphic organizers, or note cards).	Literary Element 975 Get Ready to Compare 257, 405, 517, 663 Writing Workshop 318, 464 TWE: Differentiated Instruction 42, 391, 797
<b>5.2b.</b> Analyze and paraphrase or summarize information from a variety of sources into a research paper.	Writing Workshop 316–320, 380–382 Reading Handbook: Organizing Information RH19 TWE: Differentiated Instruction 33, 272 TWE: Literature Focus Lesson 383, 572 TWE: Reading in the Real World 865, 972, 1009
<b>5.2c.</b> Identify and credit the sources used to gain information (e.g., bibliographies, footnotes, appendix).	Writing Workshop 318, 320, 380, 385 Writing Handbook R23–R24 TWE: Differentiated Instruction 310 TWE: Reading in the Real World 385
<b>5.2d.</b> 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.	Test-Taking Skills R51–R53 Skills and Strategies Assessment 140–145, 282–287, 436–441, 536–541, 702–707, 916–921, 1046–1051, 1176–1181
<b>5.2e.</b> Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.	Reading Handbook RH18 TWE: Differentiated Instruction 17, 67, 107, 171, 381, 595, 721 TWE: Reading in the Real World 526, 777
<b>Writing</b>	
<b>Standard 1: Writing Process</b>	
<b>The student will use the writing process to write coherently.</b>	
<b>1.1.</b> 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.	Writing Workshop 38–41, 92–95, 178–181, 234–237, 316–321, 380–385, 464–467, 496–498, 580–583, 628–633, 790–792, 868–871, 952–955, 992–997, 1082–1085, 1128–1131 Wrap-Up 132, 277, 420, 421, 531, 687, 910, 911, 1035, 1168–1169 Write About Your Reading 480 Writing Handbook R17–R19, R20–R24, R25–R26, R27



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<p><b>1.2.</b> Use details, examples, reasons, and evidence to develop an idea.</p>	<p>Writing Workshop 38–40, 178–180, 317–319, 464–465, 582, 790–792, 953–954, 1082–1083                      Wrap-Up 277, 420, 421, 530, 531, 686, 687, 910, 911, 1035, 1168–1169                      Write About Your Reading 28, 52, 176, 192, 246, 328, 354, 462, 480, 578, 602, 974, 1080, 1100                      Writing Handbook R17, R20, R22</p>
<p><b>1.3.</b> Use spatial, chronological, and climactic organizational patterns as appropriate to purpose.</p>	<p>Writing Workshop 39–40, 93, 178–180, 234–235, 319, 465, 581–582, 629, 791–792, 952–954, 1083                      Wrap-Up 277, 420, 686, 910, 911, 1035, 1168–1169                      Write About Your Reading 74, 104, 168, 176, 192, 246, 354, 396, 480, 514, 578, 602, 650, 858, 940, 974, 990, 1004, 1080, 1100, 1126, 1150                      Writing Handbook R18, R20–R21</p>
<p><b>1.4.</b> Use precise word choices, including figurative language, that convey specific meaning and tone.</p>	<p>Writing Workshop 40, 92–93, 180, 466, 496, 497, 581–582, 791–793, 869, 993, 1128–1129                      Wrap-Up 530, 531, 687, 910, 911, 1035, 1168–1169                      Write About Your Reading 168, 192, 822, 1004, 1100, 1150</p>
<p><b>1.5.</b> Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.</p>	<p>Writing Workshop 40, 93, 321, 466, 496–497, 583, 992–994, 1128–1129                      Writing Application 355, 619</p>
<p><b>1.6.</b> Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.</p>	<p>Writing Workshop 41, 93, 235, 381, 467, 496–498, 583, 630, 793, 868, 955, 992–993, 1085, 1128–1131                      Writing Application 29, 53, 75, 105, 193, 217, 247, 329, 355, 463, 481, 515, 651, 789, 823, 845, 859, 941, 1005, 1073, 1081, 1101, 1111, 1127                      Language Handbook R28–R32, R33–R35, R36–R42, R43–R44</p>

**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.**  
 At Grade 8, write narrative (story), expository (informational), persuasive, reflective, and descriptive papers of at least 500 to 750 words and introduce technical documents. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

**2.1. Write biographical or autobiographical narratives or short stories that:**

<p><b>2.1a.</b> Tell about an incident, event, or situation by using well-chosen details.</p>	<p>Writing Workshop 38–41, 92–95, 178–181, 234–237, 580–582, 628–633, 790–793, 868–871                      Wrap-Up 420                      Writing Handbook R21</p>
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## CORRELATION TO THE OKLAHOMA PASS STANDARDS AND OBJECTIVES

PASS Standards and Objectives	<i>Glencoe Literature, Course 3</i>
<p><b>2.1b.</b> Reveal the significance of, or the writer’s attitude about the subject.</p>	<p>Writing Workshop 38–41, 92–95, 178–181, 234–237, 580–582, 628–633, 790–793, 868–871            Wrap-Up 420            Writing Handbook R20–R21</p>
<p><b>2.1c.</b> Use narrative and descriptive strategies, such as, relevant dialogue, specific action, physical description, background description, and comparison or contrast characters.            Example: Write an autobiographical account of one of your most memorable first days of school. Describe the day and its importance clearly enough so the reader can see and feel the day from your perspective.</p>	<p>Writing Workshop 38–41, 92–95, 178–181, 234–237, 580–583, 628–633, 790–793, 868–871            Wrap-Up 420            Writing Handbook R20–R21</p>
<p><b>2.2. Write research reports that:</b></p>	
<p><b>2.2a.</b> Define a thesis (a statement of position on the topic).</p>	<p>Writing Workshop 316–321, 380–385            Writing Handbook R20, R21–R24            TWE: Literature Focus Lesson 319            TWE: Differentiated Instruction 584</p>
<p><b>2.2b.</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>Writing Workshop 316, 317, 319, 380–385            Writing Handbook R20, R21–R24            TWE: Differentiated Instruction 33, 316, 318, 584            TWE: Reading in the Real World 469, 478</p>
<p><b>2.2c.</b> Identify a variety of primary and secondary sources and distinguish the nature and value of each.</p>	<p>Writing Workshop 317, 318, 320, 380–385            Writing Handbook R21–R24            TWE: Literature Focus Lesson 317            Opportunities to address:            TWE: Differentiated Instruction 186, 310</p>
<p><b>2.2d.</b> Organize and display information on charts, tables, maps, and graphs.</p>	<p>Writing Workshop 316–321, 382            Opportunities to address:            TWE: Differentiated Instruction 3, 67, 82, 301, 391, 595, 607, 797            TWE: English Language Coach 21            TWE: Reading in the Real World 34, 196, 526, 777</p>



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<p><b>2.2e.</b> Document sources with reference notes and a bibliography.            Example: Research the topic of the benefits and drawbacks of public transportation in Oklahoma. Conduct research to learn why some experts argue that we should use more public transportation. Survey parents and friends to find out how often they use public transportation for school, business, or pleasure travel. Summarize the findings and write a report on the pros and cons of public transportation in Oklahoma, including charts and graphs to support your findings.</p>	Writing Workshop 316–321, 380–385 Writing Handbook R23–R24 TWE: Differentiated Instruction 318 TWE: Writing 320, 385
<b>2.3. Write persuasive compositions that:</b>	
<p><b>2.3a.</b> Include a well-defined thesis that makes a clear and knowledgeable appeal.</p>	Writing Workshop 952–955, 992–997 Wrap-Up 1035 Writing Handbook R22 TWE: Writing 953–954
<p><b>2.3b.</b> Present detailed evidence, examples, and reasoning to support effective arguments and emotional appeal.</p>	Writing Workshop 952–955, 992–997 Wrap-Up 1035 Writing Handbook R21, R22
<p><b>2.3c.</b> Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.            Example: Using the research completed on public transportation, write a persuasive letter to the mayor on why the community should or should not invest more resources into public transportation.</p>	Writing Workshop 952–955, 992–997 Wrap-Up 1035 Writing Handbook R21
<b>2.4. Write technical documents that:</b>	
<p><b>2.4a.</b> 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.</p>	Write About Your Reading 514 Writing Handbook R20 TWE: Differentiated Instruction 508, 624 TWE: Reading in the Real World 509, 551
<p><b>2.4b.</b> Include all the factors and variables that need to be considered.</p>	Reading Workshop 514, 940 TWE: Differentiated Instruction 508, 624 TWE: Reading in the Real World 509, 551



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<p><b>2.4c.</b> Include formatting techniques, such as heading and changing the fonts (typeface) to aid comprehension.            Example: Write a report of a science experiment that was conducted in class describing both the process and the scientific conclusion. Describe the steps clearly, using precise scientific vocabulary, so that another reader could follow exactly what the experiment involved and could understand the reasoning behind the conclusion. Add graphics and text design to make the content clearer and easier to follow.</p>	<p>Write About Your Reading 940            TWE: Differentiated Instruction 508, 624            TWE: Reading in the Real World 509, 551</p>
<p><b>2.5. Write reflective papers that:</b></p>	
<p><b>2.5a.</b> Express the individual's insight into conditions or situations.</p>	<p>Warm-Up Activity 2, 148, 290, 710            Write to Learn 17, 31, 45, 163, 185, 195, 207, 219, 241, 249, 299, 331, 339, 457, 477, 503, 561, 595, 607, 621, 637, 765, 849, 881, 943, 967, 1135, 1141            Wrap-Up 421</p>
<p><b>2.5b.</b> Compare a scene from a work of fiction with a lesson learned from experience.</p>	<p>Genre Focus 13, 159            Write to Learn 31, 45</p>
<p><b>2.5c.</b> Complete a self-evaluation on a class performance.            Example: Write a reflective paper that discusses reasons for selections used in a portfolio of works that demonstrate skills in different subjects.</p>	<p>Write to Learn 219</p>
<p><b>2.6. Use appropriate essay test-taking and time-writing strategies that:</b></p>	
<p><b>2.6a.</b> Address and analyze the question (prompt).</p>	<p>Study and Test-Taking Skills Handbook R52            Skills and Strategies Assessment 140–145, 282–287, 436–441, 536–541, 702–707, 916–921, 1046–1051, 1176–1181</p>
<p><b>2.6b.</b> Use organizational methods required by the prompt.</p>	<p>Study and Test-Taking Skills Handbook R52            Skills and Strategies Assessment 140–145, 282–287, 436–441, 536–541, 702–707, 916–921, 1046–1051, 1176–1181</p>
<p><b>2.7. Write responses to literature that:</b></p>	
<p><b>2.7a.</b> Demonstrate careful reading and insight into interpretations.</p>	<p>Genre Focus 13, 159, 295, 447, 557, 731, 1063            Write About Your Reading 28, 52, 104, 168, 176, 192, 216, 246, 314, 328, 354, 396, 462, 480, 514, 578, 602, 618, 650, 788, 822, 844, 858, 940, 974, 990, 1004, 1080, 1100, 1126, 1150            Skills and Strategies Assessment 141, 143, 287, 427, 539, 918, 919, 1047, 1179            Group Activity 420, 530, 1168–1169            Solo Activity 1035</p>



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<p><b>2.7b.</b> Connect responses to the writer’s techniques and to specific textual references.</p>	<p>Genre Focus 13, 159, 447, 1063                      Write About Your Reading 28, 52, 104, 168, 176, 192, 216, 246, 314, 328, 354, 396, 462, 480, 514, 578, 602, 618, 650, 788, 822, 844, 858, 940, 974, 990, 1072, 1080, 1100, 1126, 1150                      Skills and Strategies Assessment 141, 143, 283, 285, 427, 539, 917, 919, 1047, 1179                      Group Activity 420, 530, 1168–1169                      Solo Activity 1035</p>
<p><b>2.7c.</b> Make supported inferences about the effects of a literary work on its audience.</p>	<p>Genre Focus 13, 295, 557, 1063                      Write About Your Reading 858, 940, 974, 990, 1100                      Skills and Strategies Assessment 141, 143, 283, 427, 539, 917, 919, 1047, 1179                      Group Activity 420, 530, 1168–1169                      Solo Activity 1035</p>
<p><b>2.7d.</b> Support judgments through references to the text, other works, other authors, or to personal knowledge. Example: After reading a novel, write a final chapter to the book, describing what happens to the main character after the point where the book ends. Then, plan a class presentation explaining the new ending, and how it is supported by the rest of the book.</p>	<p>Genre Focus 13, 159, 295, 447, 557, 731, 1063                      Write About Your Reading 28, 52, 104, 168, 176, 192, 216, 246, 314, 328, 354, 396, 462, 480, 514, 578, 602, 618, 650, 844, 858, 990, 1004, 1100, 1126, 1150                      Skills and Strategies Assessment 141, 143, 283, 427, 539, 917, 919, 1047, 1179                      Group Activity 420, 530, 1168–1169                      Solo Activity 1035</p>
<p><b>2.8.</b> Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Example: Write stories and reports, showing a variety of word choices, or review a favorite book or film.</p>	<p>Applying Good Writing Traits 40, 466, 869                      Writing Workshop 92–93, 465, 792                      Write About Your Reading 52, 74, 176, 192, 216, 246, 314, 328, 354, 396, 462, 602, 618, 650, 822, 844, 940, 990, 1080, 1100, 1126, 1150                      Writing Handbook R20–R21</p>
<p><b>2.9.</b> Write friendly letters and business letters and continue to produce other writing forms introduced in earlier grades.</p>	<p>Writing Workshop 1082–1085, 1128–1131                      Writing Handbook R25–R26                      Write About Your Reading 650, 822, 990                      TWE: Reading in the Real World 10, 175, 449, 563, 623, 1156                      TWE: Differentiated Instruction 557, 900                      TWE: Literature Focus Lesson 1146</p>
<p><b>2.10.</b> Use handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.</p>	<p>Writing Workshop 93, 382, 497, 630, 1129</p>



PASS Standards and Objectives	<i>Glencoe Literature, Course 3</i>
<b>Standard 3: Grammar/Usage and Mechanics</b>	
<b>The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing.</b>	
<b>3.1. Standard English Usage—Demonstrate correct use of Standard English in speaking and writing.</b>	
<b>3.1a.</b> Use the principal parts of verbs and progressive verb forms.	Writing Workshop 41, 1085 Language Handbook R30 TWE: Writing 41 TWE: English Language Coach 111, 121, 356
<b>3.1b.</b> Make subject and verbs agree.	Grammar Link 455, 463, 467, 475, 481, 489, 495, 507, 515 Language Handbook R29
<b>3.1c.</b> Use nominative, objective, and possessive pronouns correctly.	Grammar Link 37, 105, 115 Language Handbook R30
<b>3.1d.</b> Make pronouns agree with their antecedents.	Grammar Link 37, 105, 115, 489 Language Handbook R29–R30
<b>3.1e.</b> Use correct pronoun reference.	Grammar Link 37, 75, 91, 115 Language Handbook R30
<b>3.1f.</b> Correctly form and use the comparative and superlative forms of adjectives.	Grammar Link 169, 181, 193, 203 Language Handbook R31
<b>3.1g.</b> Identify and use appositives and appositive phrases.	Grammar Link 845 Language Handbook R31, R38
<b>3.1h.</b> Use infinitives, gerunds, and participles to vary sentence structure in writing.	Grammar Link 1139 Opportunities to address: Writing Workshop 180, 234, 380, 582
<b>3.1i.</b> Correctly use conjunctions for coordination and subordination.	Grammar Link 593 Language Handbook R29 TWE: Grammar Link 181 Opportunities to address: Writing Workshop 180, 234, 380, 582



PASS Standards and Objectives	<i>Glencoe Literature, Course 3</i>
<b>3.1j.</b> Distinguish commonly confused words (e.g., there, their, they're; two, to, too; accept, except; affect, effect).	Grammar Link 1073, 1081, 1151 Language Handbook R33–R35 TWE: Multiple-Meaning Words 351 TWE: Writing 630 TWE: English Language Coach 783, 826
<b>3.2. Mechanics and Spelling—Demonstrate appropriate language mechanics in writing.</b>	
<b>3.2a.</b> Apply the capitalization rules appropriately in writing.	Grammar Link 53, 255, 1095, 1101, 1111, 1127 Language Handbook R32, R36–R37
<b>3.2b.</b> Punctuate correctly in writing, including: i. Commas ii. Quotation marks iii. Apostrophes iv. Colons v. Conventions of letter writing	Grammar Link 593, 603, 763, 793, 889, 951, 955, 965, 975 Language Handbook R31, R32, R38–R42
<b>3.2c.</b> Distinguish correct spelling of commonly misspelled words and homonyms.	Writing Workshop 93, 235, 381, 630, 1129 Grammar Link 1081, 1151 Language Handbook R33–R35, R43–R44 TWE: Multiple-Meaning Words 351 TWE: Writing 630 TWE: English Language Coach 826
<b>3.3. Sentence Structure—Demonstrate appropriate sentence structure in writing.</b>	
<b>3.3a.</b> Correct sentence run-ons and fragments.	Grammar Link 329, 335, 355, 651, 661 Language Handbook R28–R29
<b>3.3b.</b> Correct dangling and misplaced modifiers.	Reading Workshop 233
<b>3.3c.</b> Differentiate between dependent and independent clauses.	Writing Workshop 181 Grammar Link 335, 571, 579 TWE: Differentiated Instruction 181
<b>3.3d.</b> Write simple, compound, complex, and compound-complex sentences.	Writing Workshop 40, 180, 319, 321, 582, 583 Grammar Link 181, 603, 619, 627 TWE: Differentiated Instruction 181 TWE: Writing 321, 583



PASS Standards and Objectives	<i>Glencoe Literature, Course 3</i>
<b>Oral Language/Listening and Speaking</b>	
<b>Standard 1: Listening</b>	
<b>The student will listen for information and for pleasure.</b>	
<p><b>1.1.</b> Identify the major ideas and supporting evidence in informative and persuasive messages.</p>	<p>Group Activity 276 Talk About Your Reading 488 Generate Supporting Reasons 953 Listening, Speaking, and Viewing Handbook R45, R48</p>
<p><b>1.2.</b> Listen in order to identify and discuss topic, purpose, and perspective.</p>	<p>Group Activity 276 Talk About Your Reading 308, 454, 494 Listening, Speaking, and Viewing 499, 633 Partner Talk 1113</p>
<p><b>1.3.</b> Recognize and understand barriers to effective listening (i.e., internal and external distractions, personal biases, and conflicting demands).</p>	<p>Opportunities to address: Listening, Speaking, and Viewing 1084 TWE 94 Partner Talk 959 Listening, Speaking, and Viewing Handbook R45</p>
<p><b>1.4.</b> Evaluate the spoken message in terms of content, credibility, and delivery.</p>	<p>Small Group Discussion 185 Listening, Speaking, and Viewing 237, 499 Group Activity 276 Talk About Your Reading 308, 474 Applying Good Writing Traits 869 Listening, Speaking, and Viewing Handbook R45</p>
<b>Standard 2: Speaking</b>	
<b>The student will express ideas and opinions in group or individual situations.</b>	
<p><b>2.1.</b> Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.</p>	<p>Listening, Speaking, and Viewing 237, 382, 499 Talk About Your Reading 232, 254, 402, 488, 950 Group Activity 276 Partner Work 299 Solo Activity 1035 Listening, Speaking, and Viewing Handbook R46</p>
<p><b>2.2.</b> Compose a presentation with a well-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions.</p>	<p>Talk About Your Reading 36, 308, 950 Listening, Speaking, and Viewing 382 Solo Activity 1035 Listening, Speaking, and Viewing Handbook R46</p>



PASS Standards and Objectives	<i>Glencoe Literature, Course 3</i>
<b>2.3.</b> Communicate oral presentations to the class using appropriate delivery (volume, rate, enunciation, and movement).	Listening, Speaking, and Viewing 237, 382, 499 Talk About Your Reading 488 Listening, Speaking, and Viewing Handbook R46
<b>2.4.</b> Use level-appropriate vocabulary in speech (e.g., metaphorical language, sensory details, or specialized vocabulary).	Listening, Speaking, and Viewing 382, 499 Talk About Your Reading 402, 488, 660, 950 Listening, Speaking, and Viewing Handbook R46
<b>2.5.</b> Adjust message wording and delivery according to particular audience and purpose.	Talk About Your Reading 232, 402, 488 Listening, Speaking, and Viewing 237, 382, 499 Partner Work 299 Listening, Speaking, and Viewing Handbook R46
<b>Visual Literacy</b>	
<b>Standard 1: Interpret Meaning</b>	
<b>The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.</b>	
<b>1.1.</b> Interpret how language choice is used to enhance visual media (e.g., language or particular television or film genre, the use of emotional or logical arguments in commercials).	Listening, Speaking, and Viewing Handbook R47 TWE: Literature Focus Lesson 170, 1020 TWE: Differentiated Instruction 381, 448, 1003
<b>1.2.</b> 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).	Opportunities to address: TWE: Reading in the Real World 461 TWE: Differentiated Instruction 521, 843 TWE: Literature Focus Lesson 757, 1042
<b>Standard 2: Evaluate Media</b>	
<b>The student will evaluate visual and electronic media, such as film, as compared with print messages.</b>	
<b>2.1.</b> 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, news programs, and recognizes a range of viewpoints and arguments).	Opportunities to address: TWE: Literature Focus Lesson 174, 1020 TWE: Differentiated Instruction 316, 558, 983
<b>2.2.</b> Establish criteria for selecting or avoiding specific programs.	Opportunities to address: TWE: Differentiated Instruction 316, 558, 983, 1031 TWE: Reading in the Real World 461





<b>PASS Standards and Objectives</b>	<b><i>Glencoe Literature, Course 3</i></b>
<b>2.3.</b> Assess how language medium and presentation contribute to the message.	TWE: Literature Focus Lesson 77, 678, 1020 TWE: English Language Coach 101 TWE: Differentiated Instruction 365, 1003
<b>Standard 3: Compose Visual Images</b>	
<b>The student will create a visual message that effectively communicates an idea.</b>	
<b>3.1.</b> Select, organize, or produce visuals such as maps, charts, graphics, video segments, or technology presentations to complement and extend meaning for a selected topic.	Listening, Speaking, and Viewing 77, 473, 601, 951 Solo Activity 113, 237, 395, 863 Group Activity 504, 996 Talk About Your Reading 290 Listening, Speaking, and Viewing Handbook R46
<b>3.2.</b> Use media forms to create a visual message that will compare and contrast ideas and points of view.	TWE: Differentiated Instruction 94, 156, 474, 523, 572, 607, 668 TWE: Reading in the Real World 495