



Correlation to the Oklahoma PASS Standards and Objectives

PASS Standards and Objectives	Glencoe Literature, Course 2
Reading	
Standard 1: Vocabulary	
<p>The student will expand vocabulary through word study, literature, and class discussion. 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>	
<p>1.1. 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.</p>	
	English Language Coach 14, 17, 18, 24, 40 Vocabulary Check 23, 461, 502, 841 Footnotes 21, 549
<p>1.2. Word Origins</p>	
<p>1.2a. Identify the origins and meanings of foreign words frequently used in English and use these words accurately in speaking and writing. Example: Understand and use in speaking and writing foreign words that are often used in English such as <i>lasagne</i> (Italian), <i>sauerkraut</i> (German), and <i>déjà vu</i> (French).</p>	English Language Coach 590, 592, 984, 988, 992, 994
<p>1.2b. Use knowledge of Greek and Latin word parts and roots to determine the meaning of subject-area vocabulary. Example: Analyze the roots, prefixes, and suffixes of subject-area words such as <i>telescope</i>, <i>geography</i>, and <i>quadrant</i>.</p>	English Language Coach 784, 790, 791, 800, 822, 824, 857, 947 Reading Handbook RH1–RH2
<p>1.3. Idioms and Comparisons—Identify and explain idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.</p>	
<p>1.3a. Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as <i>the apple of his eye</i> or <i>beat around the bush</i></p>	English Language Coach 658, 662, 665, 682, 684



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1.3b. Analogies: comparisons of the similar aspects of two different things	English Language Coach 732, 735, 736, 739, 740 Comparing Literature Workshop 858, 859, 860 Literary Terms Handbook R10
1.3c. Metaphors: implies comparisons, such as <i>The street light was my security guard</i>	English Language Coach 732, 735, 736, 739, 740, 744 Key Literary Element 785, 786, 837, 843 Literary Terms Handbook R13
1.3d. Similes: comparisons that use <i>like</i> or <i>as</i> , such as <i>A gentle summer breeze feels like a soft cotton sheet</i>	Key Literary Element 785, 789, 793, 837, 843, 846 Comparing Literature Workshop 858, 859, 860
Standard 2: Fluency	
The student will identify words rapidly so that attention is directed to the meaning of the text.	
2.1. 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.	Reading Workshop 16–21, 26–31, 42–43, 48–51, 58–61, 66–71, 82–91, 96–99, 140–143, 208–213, 302–307, 426–431, 546–549, 606–611, 716–721, 802–805, 922–927
2.2. 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 135 words per minute).	Unit Wrap-Up 112–113, 236–237, 394–395, 504–505, 634–635, 756–757, 862–863, 996–997
2.3. Increase reading speed and comprehension through daily, independent reading.	Reading on Your Own 120–121, 242–243, 400–401, 512–513, 640–641, 868–869 TWE: Reading Fluency 187, 201, 233, 705, 833
2.4. Read silently for increased periods of time.	Opportunities to address: Comparing Literature Workshop 102–111, 222–235, 368–393, 748–755, 852–861 TWE: Reading Fluency 1, 382, 521, 818, 934
2.5. Use punctuation as a cue for pausing and characterization while reading.	Listening, Speaking, and Viewing 345 TWE: Reading Fluency 172, 233, 521, 731, 741, 749, 857



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Standard 3: Comprehension	
<p>The student will interact with the words and concepts in a text to construct an appropriate meaning. 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 7, 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>	
3.1. Literal Understanding	
<p>3.1a. Apply prereading strategies when reading both fiction and nonfiction that is appropriately designed for grade level.</p> <ul style="list-style-type: none"> • Determine the purpose for reading such as to be informed, entertained, or persuaded. • Preview the material and use prior knowledge to make connections between text and personal experience. 	<p>Skill Lesson 12–13, 38–39 Key Reading Skill 15, 16, 23, 25, 28, 29, 30, 33, 41, 42, 45, 47, 48, 53</p>
<p>3.1b. Recognize transition words to guide understanding of the text (e.g., <i>as a result, first of all, furthermore</i>).</p>	<p>Writing Workshop 76, 200, 294, 344, 950 TWE: Writing 200</p>
<p>3.1c. Show understanding by asking questions and supporting answers with literal information from text.</p>	<p>Skill Lesson 680–681 Key Reading Skill 683, 684, 687, 689, 690, 695, 697, 701, 941</p>
3.2. Inference and Interpretation	
<p>3.2a. Make inferences and draw conclusions with evidence drawn from the text and/or student experiences.</p>	<p>Skill Lesson 176–177, 266–267 Key Reading Skill 179, 185, 269, 270, 273, 275, 277, 286, 291</p>
<p>3.2b. Make inferences supported by a character’s thoughts, words, and actions or the narrator’s description.</p>	<p>Skill Lesson 176–177 Key Reading Skill 179, 180, 181, 182 Critical Thinking 184, 196, 214, 235, 308, 318, 330, 358</p>
3.3. Summary and Generalization	
<p>3.3a. Summarize the main idea and how it is supported with specific details.</p>	<p>Writing Workshop 34, 36, 74 Skill Lesson 346–347 Key Reading Skill 351, 359, 361, 363, 367</p>
<p>3.3b. Recall major points in the text and make and revise predictions.</p>	<p>Skill Lesson 702–703 Key Reading Skill 705, 706, 708, 710, 713, 715, 716, 718, 720, 723</p>



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3.3c. Recognize the importance and relevance of details on the development of the plot.	Key Literary Element 351, 353, 357, 359, 361, 362, 367 Comparing Literature Workshop 368–369 Comparing Literature 371, 372, 387, 388 Use Your Notes 393
3.3d. Support reasonable statements by reference to relevant aspects of text and examples.	Critical Thinking 32, 52, 62, 92, 174, 196, 290, 308, 338 Key Literary Element 359, 461, 543, 613, 701, 713, 723, 739, 807
3.4. Analysis and Evaluation	
3.4a. Compare and contrast points of view, such as first person, third person, limited, and omniscient, and explain their effect on the overall theme of a literary work.	Key Literary Element 159, 162, 164, 169, 175 TWE: Literary Element 159, 169 TWE: Literature Focus Lesson 208
3.4b. Evaluate events that advance the plot of a literary work and how those events relate to past, present, or future actions.	Comparing Literature 372, 375, 376, 377, 378, 379, 381, 382, 384, 388, 389 Use Your Notes 393
3.4c. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story and discuss the importance to the plot or theme.	Key Literary Element 323, 329, 683, 689, 692, 696, 698, 701 Reviewing Skill 699
3.4d. Evaluate the accuracy or appropriateness of the evidence used by the author to support claims and assertions.	Reading Across Texts Workshop 982–983 Reading Across Texts 986, 987, 989, 990 Get It on Paper 995
3.4e. Distinguish between stated fact, reasoned judgment, and opinion in text.	Skill Lesson 438–439 Key Reading Skill 441, 443, 445, 447, 449, 450, 451, 453
3.5. Monitoring and Correction Strategies	
3.5a. Monitor the understanding of text and use correcting strategies, such as rereading a portion, using reference aids, or searching for content when needed.	Skill Lesson 814–815 Key Reading Skill 817, 818, 819, 821, 825, 826, 829
3.5b. Make, confirm, and revise predictions when reading.	Skill Lesson 702–703 Key Reading Skill 705, 706, 708, 710, 713, 715, 716, 718, 720
3.5c. Adjust reading rate and determine appropriate strategies to match the purpose, difficulty, and characteristics of the text.	TWE: Reading Fluency 187, 201, 233, 649, 705, 741, 833, 857, 866, 925, 963, 975, 978, 993



PASS Standards and Objectives	<i>Glencoe Literature, Course 2</i>
Standard 4: Literature	
<p>The student will read, construct meaning, and respond to a wide variety of literary forms. 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>	
4.1. Literary Genres—Demonstrate a knowledge of and an appreciation for various forms of literature.	
<p>4.1a. Analyze the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.</p>	Key Text Element 47, 48, 58, 63 Key Literary Element 459, 619, 780, 801, 805, 955, 956 Genre Focus 412, 524, 774, 880
<p>4.1b. Analyze characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.</p>	Genre Focus 132, 652 Key Literary Element 311, 319, 323, 325, 349, 359, 659, 665, 667
4.2. Literary Elements—Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.	
<p>4.2a. Analyze and explain elements of fiction, including plot, conflict, resolution, character, setting, theme, and point of view.</p>	Key Literary Element 349, 351, 353, 357, 359, 361, 362, 363, 364 Comparing Literature Workshop 368–369 Comparing Literature 371, 372, 375, 376, 378, 379
<p>4.2b. Identify and explain techniques of direct and indirect characterization in fiction.</p>	Literary Element 653, 683, 685, 687, 689, 692, 698 Literary Terms Handbook R11
<p>4.2c. Describe how the author’s perspective, argument, or point of view affects the text.</p>	Skill Lesson 454–455 Key Reading Skill 457, 461, 463, 464, 465, 467 Reading Across Texts 498, 500 Reading Across Texts Workshop 982–983
<p>4.2d. Analyze inferred and recurring themes in literary works (e.g., bravery, loyalty, historicalness).</p>	Literary Element 25, 33, 65, 66, 73, 81, 88, 93 Comparing Literature Workshop 102–103 Use Your Notes 111
4.3. Figurative Language and Sound Devices—The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work.	
<p>4.3a. Identify and explain the use of figurative language in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.</p>	Key Literary Element 785, 786, 789, 793, 837, 838, 841, 843, 844, 846, 847, 851
<p>4.3b. 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 779, 780, 783, 817, 819, 821, 823, 827, 829



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4.3c. Analyze poetry and evaluate poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).	Key Literary Element 459, 775, 780, 805, 813, 819, 821, 841 Literary Terms Handbook R12, R15
4.4. Literary Works—The student will read and respond to historically and culturally significant works of literature.	
4.4a. Analyze and evaluate works of literature and the historical context in which they were written.	Key Reading Skill 142 Build Background 139, 207 Big Question 139, 143, 213, 887, 889, 941, 945 Genre Focus 880
4.4b. Analyze and evaluate literature from various cultures to broaden cultural awareness.	Key Literary Element 705, 706, 707, 713, 715, 717, 720, 723 Comparing Literature Workshop 748–749 Use Your Notes 755
4.4c. Compare similar characters, settings, and themes from varied literary traditions.	Comparing Literature Workshop 102–103, 222–223, 368–369, 748–749 Comparing Literature 753 Use Your Notes 755
Standard 5: Research and Information	
The student will conduct research and organize information.	
5.1. Accessing Information—Select the best source for a given purpose.	
5.1a. Use card catalogs and computer databases to locate sources for research topics.	Writing Workshop 552–553 Writing Handbook R21, R27 TWE: Reading in the Real World 26, 67, 76, 95, 117, 194, 553, 625 TWE: Teaching Students to Write a Research Report 552A
5.1b. Access a variety of primary and secondary sources to locate information relevant to research questions.	Writing Workshop 553 Write About Your Reading 338, 938 Writing Handbook R21 TWE: Reading in the Real World 26, 67, 76, 117, 451, 625, 659 TWE: Teaching Students to Write a Research Report 552A
5.1c. Gather data for research purposes through interviews (e.g., prepare and organize relevant questions, make notes of responses, and compile the information).	Write About Your Reading 330, 338, 938 Solo Activity 635 TWE: Reading in the Real World 13, 157, 177, 189, 444, 681, 845



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5.1d. Use organizational strategies as an aid to comprehend increasingly difficult content material.	Key Literary Element 581, 582, 585, 589, 915, 917 Skill Lesson 78–79, 204–205, 474–475, 602–603, 656–657 Key Reading Skill 477, 478, 485, 489
5.1e. Note instances of persuasion, propaganda, and faulty reasoning in text.	Genre Focus 412–413 Skill Lesson 416–417 Key Reading Skill 419, 421, 423, 425 Reading Across Texts Workshop 494–495 Reading Across Texts 497, 498, 500 Writing 503 Listening, Speaking, and Viewing 473 Big Question 445
5.1f. Use reference features of printed text, such as citations, endnotes, and bibliographies, to locate relevant information about a topic.	Opportunities to address: Writing Workshop 552–553 Reading Handbook RH18 Writing Handbook R21 TWE: Teaching Students to Write a Research Report 552A
5.2. Interpreting Information—The student will analyze and evaluate information from a variety of sources.	
5.2a. Record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, graphic organizers, or note cards).	Writing Workshop 553–554 Skill Lesson 578–579 Listening, Speaking, and Viewing 951 Comparing Literature Workshop 103, 222–223, 369, 495, 622–623, 748–749, 853, 982–983 Reading Handbook RH7 Writing Handbook R22–R23
5.2b. Interpret and use graphic sources of information, such as graphs, maps, timelines, or tables, to address research questions.	Skill Lesson 556–557 Comparing Literature 103, 223, 495, 749, 853, 983 Listening, Speaking, and Viewing 601, 951 Writing Handbook R18 TWE: Differentiated Instruction 16, 159, 288
5.2c. Analyze and paraphrase or summarize information gathered from a variety of sources into a research paper.	Writing Workshop 34, 36, 74–75, 552–553, 596 TWE: Reading in the Real World 13, 34, 659
5.2d. Determine the appropriateness of an information source for a research topic.	Writing Workshop 552–553, 596 Skill Lesson 454–455, 776–777 Writing Handbook R21
5.2e. Identify and credit the sources used to gain information for both quoted and paraphrased information in a bibliography using a consistent format.	Writing Workshop 553, 596, 600 Writing Handbook R23–R24



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Writing	
Standard 1: Writing Process	
The student will use the writing process to write coherently.	
1.1. 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.	Writing Workshop 34, 74–75, 152–153, 198, 200–201, 292–293, 340–342, 434–436, 468, 470–471, 552–554, 596, 598, 676–678, 724–727, 794–795, 830–831, 908–909, 948–949
1.2. Use details, examples, reasons, and evidence to develop an idea.	Writing/Revising Rubric 34, 74, 198, 292, 340, 434, 908 Writing Workshop 154, 200, 436, 597
1.3. Use spatial, chronological, and climactic organizational patterns as appropriate to purpose.	Writing Workshop 200, 294, 435, 554, 596–597, 909, 948
1.4. Use precise word choices, including figurative language, that convey specific meaning and tone.	Writing Workshop 436, 469–470, 795–796, 830
1.5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.	Writing Workshop 679, 724, 910, 949–950 TWE: Writing 679, 910, 949
1.6. Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.	Writing Workshop 75, 342, 471, 598, 727, 831, 949
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 7, write narrative (story), expository (informative), persuasive, reflective, and descriptive texts of at least 500 to 750 words. Introduce biographical and autobiographical narratives and write summaries of grade-level-appropriate reading material. The writing demonstrates 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 (stories) that:	
2.1a. identify a real person, living or not, who has had a special influence on other people.	Talk About Your Reading 52, 144, 174 Write to Learn 81, 425, 449, 457 Solo Activity 505 TWE: Literature Focus Lesson 482 TWE: Differentiated Instruction 486



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<p>2.1b. provide a sequence of factual events and communicate the significance of the events to the person.</p>	<p>Writing Workshop 76, 200, 202 Write to Learn 81 Write About Your Reading 220, 452 Skill Lesson 204–205 TWE: Literature Focus Lesson 482</p>
<p>2.1c. isolate specific scenes and incidents in times and places significant to defining the person’s influence.</p>	<p>Writing Workshop 154, 294 Write to Learn 425, 449, 457 Write About Your Reading 452, 492 TWE: Differentiated Instruction 486</p>
<p>2.1d. use anecdotes or describe with specific details the sights, sounds, and smells of a scene, and the specific actions, moments, gestures, and feelings of the person; use interior monologue (what a person says silently to self) to show the person’s qualities and beliefs.</p>	<p>Writing Workshop 154, 198, 200, 202, 293, 343–344, 908–909 Writing Handbook R20</p>
<p>2.1e. presents action segment to accommodate changes in time and mood. Example: After reading a biography or an autobiography of someone who has had special influence on others, use the structure to compose an autobiography of your own.</p>	<p>Writing Workshop 76, 152–154, 198, 202, 292–293, 343–344, 676–678, 727–728</p>
<p>2.2. Write research reports that:</p>	
<p>2.2a. include relevant and focused questions about the topic.</p>	<p>Writing Workshop 552, 596 Skill Lesson 680–681 Writing Handbook R20–R21</p>
<p>2.2b. communicate clear and accurate perspectives on the subject.</p>	<p>Writing Workshop 554, 596–597, 599–600 Writing Handbook R22 TWE: Reading in the Real World 149 TWE: Differentiated Instruction 443</p>
<p>2.2c. include evidence and supporting details compiled through the formal research process, including use of a card catalog, computer catalog, magazines, newspapers, dictionaries, and other reference books.</p>	<p>Writing Workshop 552–553, 596–597 Writing Handbook R21 TWE: Reading in the Real World 140, 149 TWE: Differentiated Instruction 168</p>
<p>2.2d. document sources with reference notes and a bibliography. Example: Write a research report on the impact that television has had on American society. Take a position on the topic, whether positive or negative, and support this view by citing a variety of reference sources.</p>	<p>Writing Rubric 596 Writing Workshop 553, 600 Writing Handbook R22–R24 TWE: Reading in the Real World 599</p>



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2.3. Write persuasive compositions that:	
<p>2.3a. state a clear position or perspective in support of a proposition or proposal.</p>	<p>Write About Your Reading 196, 422, 446, 466, 480, 576 Writing Workshop 435 Reading Workshop 454–455 Unit Wrap-Up 236, 505 Writing Handbook R21 TWE: Literature Focus Lesson 440 TWE: English Language Coach 450 TWE: Differentiated Instruction 486 TWE: Reading in the Real World 498</p>
<p>2.3b. describe the points in support of the proposition, employing well-articulated evidence and effective emotional appeal.</p>	<p>Skill Lesson 416–417 Writing Workshop 435–436, 468–470 Write About Your Reading 422, 446, 466, 576 Unit Wrap-Up 112, 113 Writing Handbook R21, R25 TWE: Teaching Students to Write an Editorial 434A TWE: English Language Coach 450 TWE: Differentiated Instruction 486 TWE: Reading in the Real World 498</p>
<p>2.3c. identify and address reader concerns and counterarguments. Example: In preparation for an upcoming student election, choose a candidate and write speeches and make posters that will make this candidate especially appealing to the other students (the voters).</p>	<p>Writing Workshop 434–436 Write About Your Reading 466, 576, 664 Writing Handbook R21 TWE: Teaching Students to Write an Editorial 434A TWE: Literature Focus Lesson 412, 442 TWE: Differentiated Instruction 445</p>
2.4. Write reflective papers that accomplish one of these purposes:	
<p>2.4a. describe personal learning growth and changes in perspective.</p>	<p>Writing Workshop 152–154, 202, 293, 343–344 Write to Learn 179, 425 Writing Handbook R21 TWE: Literature Focus Lesson 105 TWE: Write About Your Reading 792</p>
<p>2.4b. express the individual’s insight into conditions or situations.</p>	<p>Write About Your Reading 44, 338, 792 Write to Learn 147, 269 Writing Workshop 154, 202, 343–344</p>
<p>2.4c. compare a scene from a work of fiction with a lesson learned from experience.</p>	<p>Write About Your Reading 150, 166, 792 Writing Handbook R20 Write to Learn 550 Reviewing Skills: Connecting 215</p>



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<p>2.4d. complete a self-evaluation on a class performance. Example: Write a reflective paper interpreting how personal circumstances and background shape interactions with text.</p>	<p>Write About Your Reading 308 TWE: Reading in the Real World 847 Opportunities to address: Listening, Speaking, and Viewing 345, 601, 729, 833 TWE: Differentiated Instruction 344</p>
<p>2.5. Use appropriate essay test-taking and time-writing strategies that:</p>	
<p>2.5a. address and analyze the question (prompt).</p>	<p>Assessment 127, 245, 247, 403, 407, 643, 765, 767, 873, 1004</p>
<p>2.5b. use organizational methods required by the prompt.</p>	<p>Writing Workshop 200, 294, 435, 554, 596, 909, 948 Write About Your Reading 274, 492 Reading Handbook RH16–RH17</p>
<p>2.6. Write responses to literature that:</p>	
<p>2.6a. develop interpretations that show careful reading, understanding, and insight.</p>	<p>Write About Your Reading 150, 166, 220, 576, 594, 792 Key Reading Skill 461 Compare the Literature 755 Unit Wrap-Up 757 TWE: Differentiated Instruction 486</p>
<p>2.6b. organize the interpretation around several clear ideas, premises, or images for the literary work.</p>	<p>Write About Your Reading 150, 166, 220, 594, 620, 792 Writing: Compare the Literature 755 Unit Wrap-Up 757 Writing: Reading Across Texts 633 Writing Workshop 831</p>
<p>2.6c. justify interpretation through sustained use of examples and evidence from the text. Example: After reading a novel, write a paper describing the different ways the characters in the novel speak (using slang words or regional dialect) and analyze how this enhances or detracts from the book.</p>	<p>Key Literary Element 461, 841 Writing: Compare the Literature 755 TWE: Literary Element 258, 259 TWE: Literature Focus Lesson 230</p>
<p>2.7. Write summaries of reading material that:</p>	
<p>2.7a. include the main ideas and most significant details.</p>	<p>Writing Workshop 34, 36, 74–75 Write About Your Reading 22, 452 Key Reading Skill 545 Practice It 529</p>
<p>2.7b. use the student’s own words, except quotations.</p>	<p>Writing Workshop 34, 36, 74–75 Write About Your Reading 358, 446, 452, 480, 542 Use It 529</p>



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<p>2.7c. reflect underlying meaning, not just the superficial details. Example: Demonstrate comprehension of the main idea and details of a subject-specific text and write a summary of a text read from another content area. Make the summary clear enough that it would provide another student with the important information from the chapter.</p>	<p>Writing Workshop 34, 36, 74–75 Key Reading Skill 359, 367, 545</p>
<p>2.8. 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>Write About Your Reading 22, 150, 358, 422, 564, 594, 686, 806, 828, 918, 938 Group Activity 236</p>
<p>2.9. Write friendly letters and business letters, and continue to produce other writing forms introduced in earlier grades.</p>	<p>Group Activity 236 Write About Your Reading 22, 358, 594, 686, 792 Writing Handbook R25–R26</p>
<p>2.10. Use handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.</p>	<p>Writing Tip 75, 201, 471, 727 Show It Off 201, 471, 598, 727, 831, 949</p>
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.	
3.1. Standard English Usage—Demonstrate correct use of Standard English in speaking and writing.	
<p>3.1a. Recognize the principal parts of regular and irregular verbs.</p>	<p>Grammar Link 63, 73, 93, 101 Language Handbook R30</p>
<p>3.1b. Use the principal parts of verbs to form verb tenses.</p>	<p>Grammar Link 63, 73, 93, 101 Language Handbook R30</p>
<p>3.1c. Make subjects and verbs agree.</p>	<p>Grammar Link 797, 807, 813, 829, 841 Editing Checklist 201, 342, 831, 949 Language Handbook R29</p>
<p>3.1d. Identify direct objects, indirect objects, objects of prepositions, predicate nominatives, and predicate adjectives.</p>	<p>Grammar Link 221, 359, 551, 665, 675</p>
<p>3.1e. Use nominative, objective, and possessive pronouns correctly.</p>	<p>Grammar Link 151, 215, 221, 911 Language Handbook R30, R32</p>



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3.1f. Make pronouns agree with their antecedents.	Editing Checklist 201, 949 Grammar Link 167, 197, 841 Language Handbook R30
3.1g. Use correct pronoun reference.	Grammar Link 167, 175, 185, 197, 215, 221 Language Handbook R30
3.1h. Correctly form and use the comparative and superlative forms of adjectives.	Grammar Link 331, 339 Language Handbook R31
3.1i. Use prepositional phrases to elaborate written ideas.	Grammar Link 359, 551 Opportunities to address: Writing Workshop 74, 198, 340, 468, 596, 724, 948
3.1j. Identify appositives and appositive phrases.	Language Handbook R31, R38 Opportunities to address: 589, 621, 679, 723
3.1k. Correctly use conjunctions.	Grammar Link 687, 701, 713, 739, 747
3.1l. Distinguish commonly confused words (e.g., there, their, they're; two, to, too; accept, except; affect, effect).	Writing Tip 75, 727 Language Handbook R33–R35, R43–R44
3.2. Mechanics and Spelling—Demonstrate appropriate language mechanics in writing.	
3.2a. Apply the capitalization rules appropriately in writing.	Grammar Link 145 Language Handbook R32, R36–R37
3.2b. Punctuate correctly in writing, including: <ul style="list-style-type: none"> • end punctuation. • commas to separate words in a series, city and state, quotation and sentence, and to set off nonrestrictive phrases. • quotation marks. • apostrophes in contractions and possessives. • conventions of letter writing. 	Grammar Link 433, 589, 595, 613, 621, 713, 723, 891, 907, 911, 919, 929, 947, 981 Writing Tip 471 Writing Handbook R25–R26 Language Handbook R38–R42
3.2c. Distinguish correct spelling of commonly misspelled words and homonyms.	Editing Checklist 75, 201, 342, 727, 949 Language Handbook R33–R35, R43–R44 Writing Workshop 35
3.3. Sentence Structure—Demonstrate appropriate sentence structure in writing.	
3.3a. Correct sentence run-ons and fragments.	Grammar Link 447, 453, 739, 747, 939 Editing Checklist 471, 598, 727, 949 Language Handbook R28



PASS Standards and Objectives	<i>Glencoe Literature, Course 2</i>
3.3b. Correct dangling and misplaced modifiers.	Opportunities to address: Grammar Link 275, 297 Writing Workshop 74, 198, 340, 468, 596, 724, 948
3.3c. Differentiate between dependent and independent clauses.	Grammar Link 543, 555, 577, 679, 723
3.3d. Write simple, compound, and complex sentences.	Writing Workshop 153–154, 435, 910, 950 Grammar Link 437, 555, 679, 701, 713
Oral Language/Listening and Speaking	
Standard 1: Listening	
The student will listen for information and for pleasure.	
1.1. Identify the major ideas and supporting evidence in informative and persuasive messages.	Listening, Speaking, and Viewing 473 Listening, Speaking, and Viewing Handbook R47 TWE: Differentiated Instruction 591 TWE: Literature Focus Lesson 440
1.2. Listen in order to identify and discuss topic, purpose, and perspective.	Listening, Speaking, and Viewing 345, 473, 833 TWE: Literature Focus Lesson 590, 892 TWE: Differentiated Instruction 107, 591 TWE: Reading Fluency 437
1.3. Recognize and understand barriers to effective listening (i.e., internal and external distractions, personal biases, and conflicting demands).	Opportunities to address: Listening, Speaking, and Viewing 77, 203 Listening, Speaking, and Viewing Handbook R45 TWE: Differentiated Instruction 203, 273
1.4. Evaluate the spoken message in terms of content, credibility, and delivery.	Listening, Speaking, and Viewing 473 Reading Across Texts 494 Writing Workshop 553 Partner Talk 499 Listening, Speaking, and Viewing Handbook R45 TWE: Differentiated Instruction 591



PASS Standards and Objectives	<i>Glencoe Literature, Course 2</i>
Standard 2: Speaking	
The student will express ideas and opinions in group or individual situations.	
<p>2.1. Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.</p>	<p>Listening, Speaking, and Viewing 601, 833 Group Activity 112 Listening, Speaking, and Viewing Handbook R46 TWE: Differentiated Instruction 240, 865 TWE: Big Question 745 TWE: Reading in the Real World 989</p>
<p>2.2. Compose a presentation with a well-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions.</p>	<p>Listening, Speaking, and Viewing 601 Listening, Speaking, and Viewing Handbook R46 Write About Your Reading 674 TWE: Reading in the Real World 195, 217, 659, 737 TWE: Differentiated Instruction 735</p>
<p>2.3. Communicate oral presentations to the class using appropriate delivery (volume, rate, enunciation, and movement).</p>	<p>Listening, Speaking, and Viewing 77, 345, 601, 729, 833 Small Group Workshop 341 Listening, Speaking, and Viewing Handbook R46 TWE: Differentiated Instruction 241, 661, 729 TWE: Reading Fluency 201</p>
<p>2.4. Use level-appropriate vocabulary in speech (e.g., metaphorical language, sensory details, or specialized vocabulary).</p>	<p>Opportunities to address: Listening, Speaking, and Viewing 203, 601, 729 Listening, Speaking, and Viewing Handbook R46 TWE: Reading in the Real World 663 TWE: Differentiated Instruction 848</p>
Visual Literacy	
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.	
<p>1.1. Interpret a variety of messages conveyed by visual images.</p>	<p>Listening, Speaking, and Viewing 473 Listening, Speaking, and Viewing Handbook R47 Reviewing Elements 60 Analyzing the Photo 141 Key Text Element 95 Analyzing Cartoons 346 Writing: Read Across the Texts 503 TWE: Viewing the Art 160</p>



PASS Standards and Objectives	<i>Glencoe Literature, Course 2</i>
<p>1.2. Identify film and television features that characterize different styles of dress and genres (e.g., setting in a western or a drama).</p>	<p>Key Literary Element: 955, 959, 962, 972, 977</p>
<p>Standard 2: Evaluate Media</p>	
<p>The student will evaluate visual and electronic media, such as film, as compared with print messages.</p>	
<p>2.1. Identify the different ways in which people are stereotyped in visual media and consider alternative representations (e.g., clever people wear glasses, super heroes wear capes, scientists wear white coats).</p>	<p>Literary Terms Handbook R16 TWE: Differentiated Instruction 288, 541 TWE: Literature Focus Lesson 662, 707 TWE: Literary Element: Cultural Allusions 711 TWE: English Language Coach 533</p>
<p>2.2. Identify basic elements of advertising in visual media (e.g., sales approaches and techniques aimed at children).</p>	<p>Listening, Speaking, and Viewing 473 Partner Talk 499 Reading Across Texts 500 Listening, Speaking, and Viewing Handbook R47 TWE: Differentiated Instruction 288 TWE: Literature Focus Lesson 499</p>
<p>2.3. Analyze the effect on the viewer of text, sound, images, and organization in electronic media and discuss the techniques used to create the effects.</p>	<p>Partner Talk 499 Listening, Speaking, and Viewing Handbook R47 TWE: Literature Focus Lesson 499, 590 TWE: Differentiated Instruction 591</p>
<p>Standard 3: Compose Visual Images</p>	
<p>The student will create a visual message that effectively communicates an idea.</p>	
<p>3.1. Select, organize, or produce visuals such as maps, charts, graphics, video segments, or technology presentations to complement and extend meaning for a selected topic.</p>	<p>Listening, Speaking, and Viewing 77, 473, 601, 951 Solo Activity 113, 237, 395, 863 Group Activity 504, 996 Talk About Your Reading 290</p>
<p>3.2. Use media forms to create a visual message that will compare and contrast ideas and points of view.</p>	<p>TWE: Differentiated Instruction 94, 156, 474, 523, 572, 607, 668 TWE: Reading in the Real World 495</p>