



Correlation to the Oklahoma PASS Standards and Objectives

PASS Standards and Objectives	Glencoe Literature, Course 1
Reading	
Standard 1: Vocabulary	
The student will develop and expand knowledge of words and word meanings to increase vocabulary.	
1.1. Words in Context	
<p>1.1a. Use 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 technical and specialized vocabulary and to understand the precise meaning of grade-level-appropriate words in fiction and nonfiction texts.</p>	<p>English Language Coach 128, 148, 166, 178, 378, 404, 410, 422, 428, 442, 450, 454, 522, 538, 1038</p>
<p>1.1b. Use prior experience and context to analyze and explain the figurative use of words, similes (comparisons that use <i>like</i> or <i>as</i>: <i>The Snowplow Reared Up Like a Stallion</i>), metaphors (implied comparisons: <i>Peace is a Sunrise</i>), and multiple meaning words.</p>	<p>English Language Coach 32, 40, 50, 56, 972, 986, 988, 1050 Comparing Literature 458–459 Revising 436 Key Literary Element 443, 451 Using Context Clues RH3 Using Syntax RH2–RH3</p>
1.2. Word Origins	
<p>1.2a. Recognize the origins and meanings of foreign words frequently used in English. Example: Understand foreign words that are often used in English such as <i>spaghetti</i> (Italian) and <i>rodeo</i> (Spanish).</p>	<p>English Language Coach 648, 650, 657, 658, 663, 666, 669, 672, 678, 686, 694, 872, 882, 891 Footnotes 689 TWE: Language Coach 666</p>
<p>1.2b. Apply knowledge of root words to determine the meaning of unknown words within a passage.</p>	<p>English Language Coach 508, 626, 629, 631, 634, 675, 678, 686, 784, 790, 794, 804, 806, 809 Using Word Parts RH1–RH2</p>
<p>1.2c. Use word origins, including knowledge of less common roots (<i>graph</i> = <i>writing</i>, <i>logos</i> = <i>the study of</i>) and word parts (<i>auto</i> = <i>self</i>, <i>bio</i> = <i>life</i>) from Greek and Latin to analyze the meaning of complex words (<i>autograph</i>, <i>autobiography</i>, <i>biology</i>).</p>	<p>English Language Coach 708, 720, 721, 732, 820, 823, 826, 830, 833, 842, 849, 854, 858, 860 TWE: Language Coach 651</p>



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1.3 Using Resource Materials and Aids	
1.3a. Determine the meanings, pronunciation, and derivations of unknown words by using a glossary, dictionary, and/or thesaurus.	English Language Coach 10, 18, 20, 76, 92, 94, 95, 97, 128, 708, 732, 872, 891 Using Reference Materials RH3–RH4 TWE: English Language Coach 888
1.3b. Relate dictionary definitions to context of the reading in order to aid understanding.	English Language Coach 32, 50, 56, 70, 72, 86, 89, 132 TWE: English Language Coach 399, 661
Standard 2: Fluency	
The student will identify words rapidly so that attention is directed at the meaning of the text.	
2.1. Read regularly in independent-level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader) fluently and accurately, and with appropriate timing, change in voice, and expression.	Listening, Speaking, and Viewing 317, 439, 565 TWE: Reading Fluency 8, 81, 115, 222, 264, 349, 489, 615, 779, 867, 951, 1075
2.2. Read regularly in instructional-level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader); a “typical” sixth grader reads approximately 120 words per minute.	Reading Workshop 12–15, 20–23, 34–37, 52–53, 180–181, 302–303, 322–323, 452–455, 510–513, 556–559, 589–591, 593–595, 628–631, 860–863, 1052–1053 Genre Focus 6–7
2.3. Increase silent reading speed through daily independent reading.	Opportunities to address: Reading on Your Own 108–109, 246–247, 364–365, 474–475, 608–609, 766–767, 920–921, 1076–1077
2.4. Read silently for increased periods of time.	Opportunities to address: Reading on Your Own 108–109, 246–247, 364–365, 474–475, 608–609, 766–767, 920–921, 1076–1077



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Standard 3: Comprehension/Critical Literacy	
<p>The student will interact with the words and concepts in the 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 the knowledge of text structure, organization, and purpose. At Grade 6, in addition to regular classroom reading, students 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. Use prereading strategies independently (to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, establish purpose for reading).</p>	Key Reading Skill 11, 167, 191, 627, 999 Reading Handbook RH9, RH10, RH11, RH18 Skill Lesson 8–9, 30–31, 126–127, 164–165, 188–189, 624–625, 706–707, 996–997, 1036–1037
<p>3.1b. Read and comprehend both fiction and nonfiction that is appropriately designed for sixth grade.</p>	Genre Focus 4–7, 118–125, 256–259, 374–375, 484–493, 618–623, 776–781, 930–937 Reading Workshop 440–457 Your Turn 102–107, 238–245, 358–363, 470–473, 600–607, 760–765, 912–919, 1074–1075
<p>3.1c. Recognize main ideas presented in a particular segment of text; identify and assess evidence that supports those ideas.</p>	Key Reading Skill 6, 71, 72, 77, 78, 821, 823, 825, 827, 831, 833 Skill Lesson 68–69, 818–819, 840–841 TWE: Reading Skill 834
<p>3.1d. Use the text’s structure or progression of ideas, such as cause and effect or chronology to organize or recall information.</p>	Key Text Element 51, 53, 57 Key Literary Element 169, 172, 181, 873, 883 Write About Your Reading 182, 296 Skill Lesson 318–319, 520–521, 544–545 Understanding Text Structure RH16–17



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3.2. Inferences and Interpretation	
3.2.a. Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.	Skill Lesson 126–127, 298–299, 494–495, 624–625, 782–783 Key Reading Skill 301, 307, 497, 507, 515, 785, 795, 800 TWE: Reading Skill 499, 505, 794
3.2.b. Make inferences or draw conclusions about characters’ qualities and actions (i.e., based on knowledge of plot, setting, characters’ motives, characters’ appearances, other characters’ responses to a character).	Key Literary Element 197, 205, 569, 571, 578, 585, 973, 977, 985, 987, 991, 992, 995 Comparing Literature Workshop 208–235, 744–757 Skill Lesson 420–421
3.2.c. Interpret and respond creatively to literature (e.g., art, drama, oral presentation, and Reader’s Theater).	Reading Workshop 402–403 Wrap-Up 100–101, 236–237, 356–357, 468–469, 598–599, 758–759, 910–911, 1072–1073
3.3. Summary and Generalization	
3.3.a. Summarize and paraphrase information including the main idea and significant supporting details of a reading selection.	Writing Workshop 26–28, 64–66 Skill Lesson 68–69, 566–567, 818–819 Key Reading Skill 569, 571, 575, 578, 581, 583, 585, 973, 987
3.3.b. Make generalizations based on information gleaned from text.	Key Literary Element 205, 985 Reviewing Skills 412, 419, 795, 800 Skill Lesson 494–495 Key Reading Skill 497, 502, 515, 813 TWE: Reading Skill 499, 505, 794
3.3.c. Support reasonable statements and conclusions by reference to relevant aspects of text and examples.	Critical Thinking 182 Comparing Literature Workshop 208–209, 744–757 Comparing Literature 211, 212, 213, 215, 222, 223 Key Reading Skill 409, 507, 515 Key Literary Element 985, 995
3.3.d. Clarify understanding of text information in different ways (e.g., timelines, outlines, graphic organizer) to support and explain ideas.	Get Ready to Compare 85, 209, 745 Use Your Notes 235 Skill Lesson 282–283, 646–647, 870–871, 970–971 Write About Your Reading 296 Talk About Your Reading 304 Key Reading Skill 321, 652 Use Your Comparison 337, 587 Key Literary Element 873



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3.4. Analysis and Evaluation	
3.4a. Evaluate the believability of a character and the impact they have on the plot.	Key Literary Element 569, 578, 992, 993, 995 Skill Lesson 840–841
3.4b. Analyze the main problem or conflict of the plot; the effect of the qualities of the characters and explain how the conflict is resolved.	Comparing Literature Workshop 336–337 Comparing Literature 340, 341 Key Literary Element 523, 528, 535, 537, 539, 541, 543, 547, 551, 805, 807, 811, 813
3.4c. Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.	Comparing Literature Workshop 208–209, 744–745 Use Your Notes 235, 757 Skill Lesson 670–671 Key Reading Skill 673, 677, 680, 681, 682 TWE: Comparing and Contrasting 693
3.4d. Make observations, connections, and react, speculate, interpret, and raise questions in analysis of texts.	Connect to the Reading 87, 191, 291, 411, 627, 805, 941 Skill Lesson 146–147, 188–189, 402–403, 420–421 Key Reading Skill 197, 203, 405, 411, 429 Connect, Respond RH8
3.4e. Recognize and evaluate structural patterns found in a literary work (e.g., cause/effect, problem/solution, sequential order).	Key Literary Element 167, 873, 883 Skill Lesson 318–319, 520–521, 544–545 Key Reading Skill 321, 523, 539, 547, 555 Reading Across Texts Workshop 586–587 Understanding Text Structure RH16–RH17
3.4f. Distinguish among stated facts, inferences supported by evidence, and opinions in text.	Key Reading Skill 256, 263, 265, 267, 269 Skill Lesson 260–261 Distinguishing Fact from Opinion RH14
3.5. Monitoring and Correction Strategies	
3.5a. Monitor own reading and modify strategies as needed when understanding breaks down (e.g., rereading a portion aloud, using reference aids, trying an alternate pronunciation, searching for clues, and asking questions).	Skill Lesson 188–189, 440–441 Key Reading Skill 191, 197, 204, 443, 445, 451, 452, 453, 457 TWE: Teaching Students Questioning 188A TWE: Teaching Students to Monitor Comprehension 440A
3.5b. Clarify meaning by questioning and rereading; confirm and revise predictions as needed when reading.	Skill Lesson 164–165, 188–189, 282–283, 646–647, 706–707, 970–971, 1036–1037 TWE: Teaching Students Questioning 188A TWE: How to Help Students Clarify 282A TWE: Teaching Students How to Predict 706A



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<p>3.5c. Adjust reading rate and determine appropriate strategies according to the purpose for reading, the difficulty of the text, and characteristics of the text.</p>	<p>Skill Lesson 8–9, 30–31, 48–49 Key Text Element 11, 19 Key Reading Skill 33, 41, 47 Reading Handbook RH6–RH7 TWE: Teaching Students to Skim and Scan 30A TWE: Helping Students Understand Graphics 48A</p>
<p>Standard 4: Literature</p>	
<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 ideas and connect them to other literary works.</p>	
<p>4.1. Literary Genres—The student will demonstrate a knowledge of and an appreciation for various forms of literature.</p>	
<p>4.1a. Analyze the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.</p>	<p>Genre Focus 4–5, 374–375, 484, 930 Key Literary Element 379, 547 Writing Workshop 398–399, 436–438, 516–518, 562–564</p>
<p>4.1b. Analyze characteristics of subgenres, including autobiography, biography, fable, folktale, mystery, and myth.</p>	<p>Genre Focus 118, 618, 776–777 Writing Workshop 142–143, 642–643 Comparing Literature Workshop 744–745 TWE: About the Reading 115 TWE: Reading Skill 118</p>
<p>4.2. Literary Elements—The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.</p>	
<p>4.2a. Identify and explain elements of fiction, including plot, conflict, character, setting, and theme.</p>	<p>Key Literary Element 523, 539, 547, 569, 582, 673, 687, 709, 733, 805</p>
<p>4.2b. Identify and explain internal and external conflict in the development of a story.</p>	<p>Comparing Literature Workshop 336–337 Key Literary Element 523, 528, 534, 537, 539, 541, 543 TWE: Teaching Students to Compare Conflict 336a</p>
<p>4.2c. Determine the author’s purpose (persuade, inform, entertain) and point of view, whether explicitly or implicitly stated and how it affects the text.</p>	<p>Key Literary Element 71, 75, 77, 83, 88, 90, 93, 94, 96, 97, 509, 513 Comparing Literature Workshop 84–85 Use Your Notes 99</p>
<p>4.2d. Connect, compare, and contrast ideas, themes, and issues across texts.</p>	<p>Comparing Literature Workshop 84–85, 208–209, 336–337, 744–745 Reading Across Texts Workshop 586–587, 894–895, 1056–1057 Skill Lesson 670–671</p>



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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 figurative language, including symbolism, imagery, metaphor, personification, simile, and idioms.</p>	<p>Key Literary Element 443, 445, 446, 451, 455, 785, 787, 790 Writing Workshop 436–437 Comparing Literature Workshop 458–459 Comparing Literature 463 English Language Coach 972, 976, 986</p>
<p>4.3b. Identify and explain sound devices, including alliteration, onomatopoeia, and rhyme.</p>	<p>Key Literary Element 374, 375, 405, 407, 409, 423, 424, 427 Sound Patterns 437</p>
<p>4.3c. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).</p>	<p>Genre Focus 374 Key Literary Element(s) 375, 379, 405, 407, 409 Skill Lesson 420–421 Key Reading Skill 423, 425, 426, 427 TWE: Literature Focus Lesson 138 TWE: Reading Skill 424</p>
<p>4.3d. Identify and describe the function and effect of common literary devices, such as imagery and symbolism.</p> <ul style="list-style-type: none"> • Imagery: the use of language to create vivid pictures in the reader’s mind. • Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace. 	<p>Sensory Details 437 Key Literary Element 785, 787, 788, 789, 790, 803, 843, 930, 1039 Key Reading Skill 387, 391</p>
4.4 Literary Works—The student will read and respond to historically and culturally significant works of literature.	
<p>4.4a. Analyze and evaluate works of literature and the historical context in which they were written.</p>	<p>Genre Focus 776 Reading Across Texts 905–907 Key Reading Skill 851 Meet the Author 904 Reading Handbook RH14, RH15 TWE: Reading in the Real World 257</p>
<p>4.4b. Analyze and evaluate literature from various cultures to broaden cultural awareness.</p>	<p>Your Turn 238–245, 912–919 Reading Workshop 346–355, 384–395, 636–641, 648–657, 820–828 Genre Focus 618 Key Literary Element 649, 651, 652, 657, 664, 669 Comparing Literature Workshop 746–757</p>



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<p>4.4c. Compare similar characters, settings, and themes from varied literary traditions.</p>	<p>Comparing Literature Workshop 208–235, 744–757 Skill Lesson 670–671 TWE: Comparing Characters 208A TWE: Comparing and Contrasting 670A TWE: Teaching Students to Compare Heroes 744A</p>
<p>Standard 5: Research and Information</p>	
<p>The student will conduct research and organize information.</p>	
<p>5.1. Accessing Information—The student will select the best source for a given purpose.</p>	
<p>5.1a. Use card catalogs and computer databases to locate sources for research topics.</p>	<p>Writing Handbook R21 TWE: Reading in the Real World 21, 535, 587, 728, 1004 TWE: Literature Focus Lesson 174</p>
<p>5.1b. Access information from a variety of primary and secondary sources to gather information for research topics.</p>	<p>Reading Across Texts Workshop 1056–1071 Writing Handbook R21 TWE: Reading in the Real World 167, 886 TWE: Literature Focus Lesson 904 TWE: Primary and Secondary Sources 1056A</p>
<p>5.1c. Use organizational strategies as an aid to comprehend increasingly difficult content material.</p>	<p>Get Ready to Compare 85, 209, 337, 745, 1057 Use Your Notes 235 Write About Your Reading 296 English Language Coach 306 Use Your Comparison 587, 895 Foldables R8–R9 Reading Handbook RH 7</p>
<p>5.1d. Note instances of persuasion, propaganda, faulty reasoning, or misleading information in text.</p>	<p>Genre Focus 256 Key Literary Element 257, 285, 286, 287, 289, 301, 303 Skill Lesson 260–261 English Language Coach 284</p>
<p>5.1e. Use reference features of printed text, such as citations, endnotes, and bibliographies, to locate relevant information about a topic.</p>	<p>Writing Handbook R23, R24 Opportunities to address this skill can be found in the “Literature Online” features in the “Before You Read” section of most Reading Workshops.</p>



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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 systemic ways (e.g., outlines, graphic organizers, or note cards).	Use Your Comparison 587, 895 Get Ready to Compare 1057 Writing Handbook R22, R23, R27 TWE: Focus 1056
5.2b. Identify and credit the reference sources used to gain information.	Writing Handbook R22, R23, R24 TWE: Reading in the Real World 898
5.2c. Determine the appropriateness of an information source for a research topic.	Skill Lesson 260–261, 840–841 Reading Across Texts Workshop 894–895, 1056–1057 Reading Handbook: Evaluating RH15 Writing Handbook R21 TWE: Assess/Close 869 TWE: Reading in the Real World 898
5.2d. Summarize information from multiple sources into a research paper.	Writing Workshop 26–28 Writing Handbook R21–R24 TWE: Summary 26A TWE: Differentiated Instruction 899
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 26, 64–65, 142–143, 184–185, 278–279, 314–315, 398–399, 436–437, 516–518, 562–563, 642–643, 702–703, 814–815, 866–867, 966–967, 1032–1033 Writing Handbook R17–R19
1.2. Use details, examples, reasons, and evidence to develop an idea.	Sort Through the Details 143 Check the Details 184 Writer’s Model 186 Write About Your Reading 296, 334, 700, 964, 994 Sensory Details 437 Dialogue 562 Solo Activity 599, 759



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<p>1.3. Use spatial, chronological, and climactic organizational patterns as appropriate to purpose.</p>	<p>Make It Better 64 Put the Story in Order 143 Make a Plan 279, 518, 815 Applying Good Writing Traits 517 Create Your Setting and Plot 642–643 Start Writing 967</p>
<p>1.4. Use precise word choices, including figurative language, that convey specific meaning and tone.</p>	<p>Grammar Link 29, 145, 281 Say It Like You Mean It 314 Writing Tip 399 Applying Good Writing Traits 400, 644, 816 Make It Better 436–437 TWE: Teaching Students to Write a Poem 398A–398B</p>
<p>1.5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.</p>	<p>Applying Good Writing Traits 280 Grammar Link 401, 519, 645</p>
<p>1.6. Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.</p>	<p>Finish It Up 65, 185, 315, 437, 563, 703, 867, 1033 Applying Good Writing Traits 144 Writing Handbook R18</p>
<p>Standard 2: Modes and Forms of Writing</p>	
<p>The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.</p>	
<p>2.1. Write narratives that:</p>	
<p>2.1a. establish and develop a plot and setting, and present a point of view that is appropriate to the stories.</p>	<p>Writing Workshop 142–143, 184, 516–517, 562, 642–643, 702–703, 814–815, 866–867 Talk About Your Reading 668</p>
<p>2.1b. include sensory details and clear language to develop plot and character.</p>	<p>Applying Good Writing Traits 400, 816 Writing Workshop 562–563, 702–703, 867 Write About Your Reading 640</p>
<p>2.1c. use a range of narrative devices, such as dialogue and suspense. Example: Write a short play that could be presented to the class. Rewrite a short story that was read in class, telling the story from another point of view.</p>	<p>Write About Your Reading 206, 312, 334, 396, 640, 1030 Writing Workshop 562–563 Solo Activity 599, 759, 1073</p>



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2.2 Write descriptions, explanations, comparison and contrast papers, and problem and solution papers that:	
<p>2.2a. state the thesis (position on the topic) or purpose.</p>	<p>Writing Workshop 279, 967 Group Activity 598 Writing Handbook R22 TWE: Differentiated Instruction 490</p>
<p>2.2b. explain the situation.</p>	<p>Write About Your Reading 62, 206, 584, 700 Writing: Compare the Literature 235, 355</p>
<p>2.2c. organize the composition clearly and appropriately for the purpose of the writing.</p>	<p>Writing: Compare the Literature 99, 235, 355, 467, 757 Self-Portrait Collage 469 Group Activity 1072 Writing Handbook R22–R23</p>
<p>2.2d. provide evidence to support arguments and conclusions. Example: Write successive drafts of a one- or two-page newspaper article about school carnival activities, including details to support the main topic and allow the reader to compare and contrast the different carnival activities described.</p>	<p>Writing: Compare the Literature 99, 235 Writing: Reading Across Texts 597, 909, 1071</p>
2.3. Write persuasive compositions that:	
<p>2.3a. state a clear position on a proposition or proposal.</p>	<p>Writing Workshop 278–279, 314, 316 Group Activity 598 Solo Activity 1073 TWE: Teaching Students to Write a Persuasive Essay 278A</p>
<p>2.3b. support the position with organized and relevant evidence and effective emotional appeals.</p>	<p>Writing Workshop 279, 314–316 TWE: Differentiated Instruction 279 TWE: Teaching Students to Write a Persuasive Essay 278A</p>
<p>2.3c. anticipate and address reader concerns and counterarguments. Example: Write a persuasive paper on how the class should celebrate the end of the school year, including adequate reasons for why the class should participate in the activity described. Create an advertisement for a product to try to convince readers to buy the product.</p>	<p>Writing Workshop 279, 314, 316 Write About Your Reading 288 TWE: Teaching Students to Write a Persuasive Essay 278A</p>



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2.4. Write reflective papers that may address one of the following purposes:	
2.4a. express the individual’s insight into conditions or situations.	Write About Your Reading 82, 312, 396, 418, 536, 994 Analyzing the Art 331
2.4b. compare a scene from a work of fiction with a lesson learned from experience.	Write About Your Reading 140, 162, 206, 396, 434
2.4c. 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.	Opportunities to address: Unit Wrap-Up 100–101, 236–237, 356–357, 468–469, 598–599, 758–759, 910–911, 1072–1073
2.5. Use appropriate essay test-taking and time-writing strategies that:	
2.5a. address and analyze the question (prompt).	Writing Workshop 278–279 Study and Test-Taking Skills Handbook R52
2.5b. use organizational methods required by the prompt.	Writing Workshop 278–279, 314 Applying Good Writing Traits 517 Study and Test-Taking Skills Handbook R52
2.6. Write responses to literature that:	
2.6a. include an interpretation that shows careful reading, understanding, and insight.	Write About Your Reading 140, 162, 408, 426, 536, 892 Writing Workshop 398–399 Skill Lesson 420–421
2.6b. organize the interpretation around several clear ideas.	Write About Your Reading 82, 162, 206, 408, 418, 426 Writing Workshop 398–399
2.6c. develop and justify the interpretation through the use of examples and evidence from the text. Example: After reading folktales from other countries and the United States, write a response to the stories. Identify the beliefs and values that are highlighted in each of these folktales and develop a theory to explain why similar tales appear in many different cultures.	Writing: Compare the Literature 99, 235, 757 Write About Your Reading 700, 1030, 1048
2.7. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Example: Write stories, reports, and letters showing a variety of word choices, or review a favorite book or film.	Applying Good Writing Traits 644, 816 Consider the Audience 184 Write About Your Reading 396, 560, 838, 864, 994 Writing Workshop 642–644
2.8. Write friendly letters and business letters, and continue to produce other writing forms introduced in earlier grades.	Write About Your Reading 82, 158, 560, 994 Writing Handbook R25–R26



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2.9 Use handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.	Show It Off 703, 1033 Writing Tip 65, 185, 563
Standard 3: Grammar/Usage and Mechanics	
The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.	
3.1. Standard English Usage—Demonstrate correct use of Standard English in speaking and writing.	
3.1a. Identify the principal parts of verbs to form verb tenses.	Grammar Link 29, 39, 47, 55, 63, 75, 83, 409, 817 Language Handbook R30
3.1b. Make subjects and verbs agree.	Grammar Link 163, 427, 817, 829, 839, 857, 865, 881, 893 Language Handbook R29 Proofreading Checklist 867
3.1c. Identify nominative, objective, and possessive pronouns correctly.	Grammar Link 141, 195, 207 Language Handbook R30
3.1d. Make pronouns agree with their antecedents.	Grammar Link 159, 177, 183 Editing Checklist 1033 Writing Handbook R19 Language Handbook R30
3.1e. Correctly form and use the comparative and superlative forms of adjectives.	Grammar Link 289 Language Handbook R19, R31
3.1f. Use correct pronoun references.	Grammar Link 159, 177, 183 Editing Checklist 1033 Writing Handbook R19 Language Handbook R30
3.1g. Identify direct objects, indirect objects, objects of prepositions, predicate nominatives, and predicate adjectives.	Grammar Link 29, 141, 281, 325, 449, 457
3.1h. Use prepositional phrases to elaborate written ideas.	Check the Details 184 Grammar Link 325, 515
3.1i. Correctly use conjunctions.	Grammar Link 645, 657, 743 Writing Handbook R28 Language Handbook R38



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3.1j. Distinguish commonly confused words (e.g., there, their, they're; two, to, too; accept, except; affect, effect).	Applying Good Writing Traits 144 Writing Handbook R19 Language Handbook R33–R35
3.1k. Form regular and irregular plurals correctly.	Writing Handbook R19 Language Handbook R44 TWE: English Language Coach 4 TWE: Vocabulary 1014
3.2. Mechanics and Spelling—Demonstrate appropriate language mechanics in writing.	
3.2a. Apply the capitalization rules appropriately in writing.	Applying Good Writing Traits 144 Editing Checklist 185, 315, 563, 867 Grammar Link 137, 145, 633, 1049 Writing Handbook R19 Language Handbook R32, R36–R37
3.2b. Punctuate correctly in writing <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 	Applying Good Writing Traits 144 Writer's Model 186 Editing Checklist 315, 563 Finish It Up 437, 703, 867 Try It! 563 Writing Handbook R19 Language Handbook R31, R32, R38–R41
3.2c. Distinguish correct spelling of commonly misspelled words and homonyms.	Applying Good Writing Traits 144 Editing Checklist 315 Finish It Up 437, 703 Writing Handbook R19 Language Handbook R27, R33–R35, R43–R44
3.3. Sentence Structure—Demonstrate appropriate sentence structure in writing.	
3.3a. Correct sentence run-ons and fragments.	Grammar Link 401, 409, 419, 669, 731, 743 Finish It Up 703 Writing Handbook R19 Language Handbook R28–R29
3.3b. Correct dangling and misplaced modifiers.	Opportunities to address: Grammar Link 507, 515, 519, 669 Editing Checklist 563
3.3c. Differentiate between dependent and independent clauses.	Grammar Link 507, 519, 543, 645, 669, 701



PASS Standards and Objectives	Glencoe Literature, Course 1
3.3d. Write simple and compound sentences.	Grammar Link 645, 657, 685, 985 Language Handbook R38
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 187 Analyzing RH14 Listening, Speaking, and Viewing Handbook R45
1.2. Determine the purpose for listening (i.e., gaining information, solving problems; or for enjoying, appreciating, recalling, interpreting, applying, analyzing, evaluating, receiving directions, or learning concepts).	Opportunities to address: Listening, Speaking, and Viewing 187, 439, 565, 705 Listening, Speaking, and Viewing Handbook R45
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 187, 439, 565, 705, 867 Listening, Speaking, and Viewing Handbook R45
1.4. Evaluate the spoken message in terms of content, credibility, and delivery.	Skill Lesson 260–261, 840–841 Reading Across Texts Workshop 894–895 Listening, Speaking, and Viewing Handbook R45
Standard 2: Speaking	
The student will express ideas and opinions in group or individual situations.	
2.1. Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.	Reading Workshop 312, 584 Writing Handbook R17–R18, R20–R21
2.2. Compose a presentation with a well-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions.	Writing Workshop 278–279, 966–967 Listening, Speaking, and Viewing Handbook R46
2.3. Communicate using appropriate delivery (volume, rate, enunciation, and movement).	Writing Workshop 317, 968, 1035 Listening, Speaking, and Viewing Handbook R46



PASS Standards and Objectives	Glencoe Literature, Course 1
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.	
1.1. Interpret a variety of messages conveyed by visual images (e.g., main concept, details, themes, lessons, or viewpoints).	Analyzing the Graphic 14, 37 Listening, Speaking, and Viewing 67 Analyzing the Art 131, 331, 343, 620, 960 Analyzing the Photo 222, 359, 572, 827 Listening, Speaking, and Viewing Handbook R47
1.2. Identify film and television features that characterize different styles of dress and genres (e.g., setting in a western or a drama).	Build Background 659 TWE: Build Background 844
Standard 2: Evaluate Media	
The student will evaluate visual and electronic media, such as film, as compared with print messages.	
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).	Listening, Speaking, and Viewing 67 Build Background 285 Key Literary Element 301 Key Reading Skill 503 TWE: Differentiated Instruction 67
2.2. Identify basic elements of advertising in visual media (e.g., sales approaches and techniques aimed at children).	Build Background 285 Listening, Speaking, and Viewing Handbook R45 TWE: Differentiated Instruction 67
2.3. Evaluate how different media forms influence and inform viewers.	Genre Focus 4–5 Key Reading Skill 510 TWE: Critical Thinking 4 TWE: Differentiated Instruction 67
2.4. Assess how language, medium, and presentation contribute to the message.	Key Text Element 12, 14 Key Reading Skill 55, 63 TWE: Text Element 12, 20, 52 TWE: Reading Skill 52, 58, 59, 60 TWE: Assess/Close 1073
Standard 3: Compose Visual Messages	
The student will create a visual message that effectively communicates an idea and produces communication using technology or appropriate media, such as developing a class newspaper, multimedia reports, or video reports.	Group Activity 100, 598, 758 Solo Activity 911, 1073 TWE: Differentiated Instruction 286, 919