

READER'S HANDBOOK © 2002

Grades 7-9

correlated to

Arizona

**Reading Standard Articulated
by Grade Level**

Great Source®

EDUCATION GROUP



A Houghton Mifflin Company

YOUR ARIZONA GREAT SOURCE REPRESENTATIVE

SUSAN VERMILYEA

800-289-4490, option 4

Susan_Vermilyea@hmco.com

Reader's Handbook © 2002
correlated to
Arizona Reading Standard Articulated by Grade Level
Grade 7

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

Grade 7 Performance Objectives	Reader's Handbook
PO 1. Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).	Student Handbook: 585, 621-625, 685-692
PO 2. Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, or contrast).	Student Handbook: 586, 615-620
PO 3. Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	Student Handbook: 586, 615-620
PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.	Student Handbook: 426-427, 434, 447, 455, 458, 459, 450, 464
PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD_ROM and internet when available.	Student Handbook: 158, 425, 515-526, 626-629, 630, 631-632

Concept 5: Fluency

Read fluently.

Grade 7 Performance Objectives	Reader's Handbook
PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

Grade 7 Performance Objectives	Reader's Handbook
PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	Student Handbook: 44-45, 48-49, 490
PO 2. Confirm predictions about text for accuracy.	Student Handbook: 44-45, 48-49, 490
PO 3. Generate clarifying questions in order to comprehend text.	Student Handbook: 45, 185, 240, 374, 652
PO 4. Use graphic organizers in order to clarify the meaning of text.	Student Handbook: 54, 91, 139-140, 305, 336, 344, 371, 385, 662-663
PO 5. Connect information and events in text to experience and to related text and sources.	Student Handbook: 35, 45, 78, 96, 113, 128, 183, 200, 214, 230, 310, 335, 418, 485
PO 6. Apply knowledge of the organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships) to text to aid comprehension.	Student Handbook: 56-63, 77, 82, 111, 192, 196, 213, 216, 232, 242, 275, 276, 368, 644-645
PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	Student Handbook: 32-37, 41, 177-178, 180, 192, 202, 216, 222, 249, 260, 353, 363, 387, 412, 423, 432, 440, 476, 518-519, 642-643, 644-645, 648-651, 654-655, 656-659

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

Grade 7 Performance Objectives	Reader's Handbook
PO 1. Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.	Student Handbook: 309, 332, 368-375, 398-399, 484, 507-508
PO 2. Recognize multiple themes in works of prose, poetry and drama.	Student Handbook: 347-348, 376-382, 405, 489-494, 511
PO 3. Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.	Student Handbook: 306, 313, 323, 325, 340-350, 483
PO 4. Contrast points of view (e.g., first person, third person, omniscient) in literary text.	Student Handbook: 313, 323, 384-385, 400-401
PO 5. Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution.	Student Handbook: 327-330, 351-359, 402, 509
PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.	Student Handbook: 334, 366, 397, 403, 456
PO 7. Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language) in a given selection.	Student Handbook: 408-445, 447-469
PO 8. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.	Student Handbook: 396

Concept 2: Historical and Cultural Aspects of Literature

Recognize and apply knowledge of the historical and cultural aspects of American, British, and World Literature.

Grade 7 Performance Objectives	Reader's Handbook
PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.	Student Handbook: 472-483, 484-488
PO 2. Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.	Student Handbook: 396

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

Grade 7 Performance Objectives	Reader's Handbook
PO 1. Restate the main idea (explicit or implicit) and supporting details in expository text.	Student Handbook: 50-54, 60-61, 179, 182, 240, 262, 284-285, 582, 674
PO 2. Summarize the main idea and critical details of expository text, maintaining chronological sequential or logical order.	Student Handbook: 179, 186, 203, 217, 232-233, 262, 276, 284-285, 289-290, 659
PO 3. Distinguish fact from opinion in expository text, using supporting evidence from text.	Student Handbook: 224-227, 242-245, 280-281
PO 4. Identify the author's stated or implied purpose(s) for writing expository text.	Student Handbook: 234-241, 242-245, 266, 391
PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text.	Student Handbook: 156-169, 189-192, 205-207, 220-221, 235-239, 267-268, 289-290

Grade 7 Performance Objectives	Reader's Handbook
PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) needed for a specific purpose.	Student Handbook: 64-168, 218-233, 234-246, 425, 514-526, 529, 533, 626-629
PO 7. Differentiate between primary and secondary source material.	
PO 8. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text.	Student Handbook: 142, 163-165, 536-561
PO 9. Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository texts to aid comprehension.	Student Handbook: 77, 181-182, 192, 196-199, 213, 216, 229, 242, 275, 276, 286
PO 10. Make relevant inferences about expository text, supported by text evidence.	Student Handbook: 40, 52, 284-285, 653, 672
PO 9. Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.	Student Handbook: 42, 62, 278, 383-388
PO 10. Explain how authors use elements (e.g., language choice, organization) of expository text to achieve their purposes.	Student Handbook: 181-182, 196-199, 213, 229, 242, 263-264, 275, 276, 277, 278, 283, 286, 287-288, 289-290

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

Grade 7 Performance Objectives	Reader's Handbook
PO 1. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.	Student Handbook: 143-154, 265-272
PO 2. Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is missing in functional text.	Student Handbook: 140-141

Grade 7 Performance Objectives	Reader's Handbook
PO 3. Interpret details from a variety of functional texts (e.g., warranties, product information, technical manuals, instructional materials, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve a problem, to perform a procedure, to answer questions).	Student Handbook: 116, 143-154, 265-272

Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

Grade 7 Performance Objectives	Reader's Handbook
PO 1. Determine the author's specific purpose for writing the persuasive text.	Student Handbook: 234-245, 247-255, 256-264
PO 2. Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object.	Student Handbook: 242-245, 248-255
PO 3. Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.	Student Handbook: 263, 264, 287-288

Reader's Handbook © 2002
correlated to
Arizona Reading Standard Articulated by Grade Level
Grade 8

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

Grade 8 Performance Objectives	Reader's Handbook
PO 1. Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).	Student Handbook: 585, 621-625, 685-692
PO 2. Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, or contrast).	Student Handbook: 586, 615-620
PO 3. Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	Student Handbook: 586, 615-620
PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.	Student Handbook: 426-427, 434, 447, 455, 450, 458-459, 464
PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD_ROM and internet when available.	Student Handbook: 158, 425, 515-526, 626-629, 630

Concept 5: Fluency

Read fluently.

Grade 8 Performance Objectives	Reader's Handbook
PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

Grade 8 Performance Objectives	Reader's Handbook
PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	Student Handbook: 44, 45, 48-49, 490
PO 2. Confirm predictions about text for accuracy.	Student Handbook: 44-45, 48-49, 490
PO 3. Generate clarifying questions in order to comprehend text.	Student Handbook: 44-45, 185, 240, 374, 652-653
PO 4. Use graphic organizers in order to clarify the meaning of text.	Student Handbook: 54, 91, 139-140, 305, 336, 344, 371, 385, 662-663
PO 5. Connect information and events in text to experience and to related text and sources.	Student Handbook: 35, 45, 78, 96, 113, 128, 183, 200, 214, 230, 310, 335, 418, 485
PO 6. Apply knowledge of the organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships) to text to aid comprehension.	Student Handbook: 56-63, 77, 82, 111, 192, 196, 213, 216, 232, 242, 275, 276, 368, 644-645
PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	Student Handbook: 32-37, 41, 177-178, 180, 192, 202, 216, 222, 249, 260, 353, 363, 387, 412, 423, 432, 440, 476, 518-519, 642-645, 648-651, 654-655, 656-659

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

Grade 8 Performance Objectives	Reader's Handbook
PO 1. Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.	Student Handbook: 309, 332, 368-375, 398-399, 484, 507-508
PO 2. Compare (and contrast) themes across works of prose, poetry, and drama.	Student Handbook: 376-382, 383-388, 405, 489-494, 511
PO 3. Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.	Student Handbook: 306, 313, 323, 325, 340-350, 483, 668
PO 4. Contrast points of view (e.g., first person, third person, omniscient) in literary text.	Student Handbook: 313, 323, 400-401
PO 5. Analyze the relevance of setting (e.g., time, place, situation) to the mood and tone of text.	Student Handbook: 327-330, 351-359, 402, 509
PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.	Student Handbook: 334, 366, 397, 403, 456
PO 7. Analyze the characteristics and structural elements (essential attributes) of a variety of poetic forms (e.g., epic, lyric, sonnet, ballad, elegy, haiku, free verse).	Student Handbook: 408-445, 447-469

Concept 2: Historical and Cultural Aspects of Literature

Recognize and apply knowledge of the historical and cultural aspects of American, British, and World Literature.

Grade 8 Performance Objectives	Reader's Handbook
PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.	Student Handbook: 472-483, 484-488

Grade 8 Performance Objectives	Reader's Handbook
PO 2. Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.	Student Handbook: 396

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

Grade 8 Performance Objectives	Reader's Handbook
PO 1. Restate the main idea (explicit or implicit) and supporting details in expository text.	Student Handbook: 50-54, 60-61, 179, 182, 240, 262, 284-285, 582, 674
PO 2. Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological sequential or logical order.	Student Handbook: 57, 179, 186, 203, 217, 232-233, 262, 276, 284-285, 289-290, 659
PO 3. Distinguish fact from opinion in expository text, using supporting evidence from text.	Student Handbook: 224-227, 242-245, 280-281
PO 4. Identify the author's stated or implied purpose(s) for writing expository text.	Student Handbook: 234-241, 242-245, 266, 391
PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text.	Student Handbook: 156-169, 189-192, 205-207, 220-221, 235-239, 267-268, 289-290
PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) needed for a specific purpose.	Student Handbook: 64-168, 218-233, 234-246, 425, 514-526, 529, 533, 626-629
PO 7. Differentiate between primary and secondary source material.	

Grade 8 Performance Objectives	Reader's Handbook
PO 8. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text.	Student Handbook: 102-105, 142, 163-165, 536-561
PO 9. Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository texts to aid comprehension.	Student Handbook: 77, 111-112, 181-182, 192, 196-199, 213, 216, 229, 242, 275, 276, 286
PO 10. Make relevant inferences about expository text, supported by text evidence.	Student Handbook: 40, 52, 284-285, 653, 672
PO 11. Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.	Student Handbook: 42, 62, 278, 383-388
PO 12. Explain how authors use elements (e.g., language choice, organization) of expository text to achieve their purposes.	Student Handbook: 181-182, 196-199, 213, 229, 242, 263-264, 275, 276, 277, 278, 283, 286, 287-288, 289-290

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

Grade 8 Performance Objectives	Reader's Handbook
PO 1. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.	Student Handbook: 116, 143-154, 265-272
PO 2. Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is extraneous in functional text.	Student Handbook: 140-141
PO 3. Interpret details from a variety of functional texts (e.g., warranties, product information, technical manuals, instructional materials, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve a problem, to perform a procedure, to answer questions).	Student Handbook: 265-272

Grade 8 Performance Objectives	Reader's Handbook
PO 4. Evaluate the adequacy of details and facts from functional text to achieve a specific purpose.	Student Handbook: 265-272

Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

Grade 8 Performance Objectives	Reader's Handbook
PO 1. Determine the author's specific purpose for writing the persuasive text.	Student Handbook: 234-245, 247-255, 256-264
PO 2. Evaluate the effectiveness of the facts used to support an author's argument regarding a particular idea, subject, concept, or object.	Student Handbook: 242-245, 248-255
PO 3. Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.	Student Handbook: 263, 264, 287-288
PO 4. Identify specific instances of bias in persuasive text.	Student Handbook: 248-255

Reader's Handbook © 2002
correlated to
Arizona Reading Standard Articulated by Grade Level
Grade 9

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

Grade 9 Performance Objectives	Reader's Handbook
PO 1. Determine the meaning of vocabulary, using linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).	Student Handbook: 673-676, 758-761, 762-765
PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).	Student Handbook: 46, 257, 666-673
PO 3. Distinguish between the denotative and connotative meanings of words.	Student Handbook: 253, 403, 411, 683-684
PO 4. Identify the meaning of metaphors based on common literary allusions.	Student Handbook: 244, 247, 404, 425, 433
PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and correct spellings by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.	Student Handbook: 139, 402, 511-537, 677-681, 682

Concept 5: Fluency

Read fluently.

Grade 9 Performance Objectives	Reader's Handbook
PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	Student Handbook: 50, 54-56, 61-69, 75-79, 83-84, 90-93, 102-104, 113-114, 120-122, 157-158, 161, 170-171, 183-184, 189, 196-198, 200-201, 213-214, 216-218, 227-228, 238-239, 243, 270-275, 292, 295-296, 299-300, 315-316, 318, 326, 327, 329, 335, 336-337, 339-340, 341-342, 352-354, 356-357, 391, 395, 397, 401, 403-405, 409, 416, 419-421, 449-451, 454-455, 461-463, 465, 470-474, 475, 480, 487-490, 492, 497, 574, 578, 584, 590-591

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

Grade 9 Performance Objectives	Reader's Handbook
PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	Student Handbook: 34, 50-51, 53-54, 126
PO 2. Generate clarifying questions in order to comprehend text.	Student Handbook: 51, 165-166, 172, 724-725
PO 3. Use graphic organizers in order to clarify the meaning of the text.	Student Handbook: 293, 316-319, 334, 347-348, 361-363, 734-735, 738-757
PO 4. Connect information and events in text to experience and to related text and sources.	Student Handbook: 31, 41, 51, 84, 97, 108, 164, 176, 189, 206, 222, 281, 308, 397, 464, 577
PO 5. Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.	Student Handbook: 60-69, 83, 96, 108, 163, 175, 188, 204-205, 222, 280, 304, 395, 463, 523

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

Grade 9 Performance Objectives	Reader's Handbook
<p>PO 1. Describe the author's use of literary elements:</p> <ul style="list-style-type: none"> • theme (moral, lesson, meaning, message, view or comment on life), • point of view (e.g., first vs. third, limited vs. omniscient), • characterization (qualities, motives, actions, thoughts, dialogue, development, interactions), • setting (time of day or year, historical period, place, situation), and • plot (exposition, conflict, rising action, climax, falling action, and resolution). 	<p>Student Handbook: 279-281, 285-286, 295-303, 305-306, 313-322, 332-344, 345-350, 367, 368-369, 378, 379-380, 381, 384, 464, 494, 475, 480-481, 509</p>
<p>PO 2. Explain different elements of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.</p>	<p>Student Handbook: 244, 247, 307, 383, 403, 404, 405, 425, 429, 430, 433, 436, 440, 442, 479</p>
<p>PO 3. Compare (and contrast) works within a literary genre that deal with similar themes (e.g., compare-short stories, novels, short stories, poems).</p>	<p>Student Handbook: 48, 282, 359-365</p>
<p>PO 4. Compare interactions among major characters and minor characters in literary text with emphasis upon how the plot is revealed through action of the dialog.</p>	<p>Student Handbook: 285-286, 333-344, 355-356, 359-365</p>

Concept 2: Historical and Cultural Aspects of Literature

Recognize and apply knowledge of the historical and cultural aspects of American, British, and World Literature.

Grade 9 Performance Objectives	Reader's Handbook
<p>PO 2. Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, meaning of friendship, freedom, responsibility).</p>	<p>Student Handbook: 359-365</p>

Grade 9 Performance Objectives	Reader's Handbook
PO 3. Recognize ways that forms of literature (including poetry, novel and/or short story) present similar themes differently across genres.	Student Handbook: 345-350, 384, 481-482, 495-496, 509

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

Grade 9 Performance Objectives	Reader's Handbook
PO 1. Compare (and contrast) original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text.	Student Handbook: 48, 65, 190-191, 730-731
PO 2. Distinguish facts from opinions in expository selections such as editorials, newspaper articles, essays, reviews, and critiques, providing supporting evidence from the text.	Student Handbook: 174-175, 183-185, 186-187, 229-230
PO 3. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text.	Student Handbook: 89-93, 101-104, 112-114, 119-122, 156-158, 169-171, 182-184, 135-151
PO 4. Organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information; and by making charts, conceptual maps, learning logs, and/or timelines.	Student Handbook: 80-82, 130, 203, 215, 695-696, 707-711, 718-719, 722-723
PO 5. Interpret graphic sources of information (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) to support ideas.	Student Handbook: 136-137, 141-144, 148, 540-567
PO 6. Use knowledge of modes of expository writing (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes, sequence-time order, problem-solution, analogy, definition, narrative) to interpret text.	Student Handbook: 60-69, 83, 96, 108, 163, 175, 188, 204-205, 222

Grade 9 Performance Objectives	Reader's Handbook
PO 7. Explain how one excerpt relates and contributes to the reading selection (e.g., sentence to paragraph, paragraph to selection).	Student Handbook: 161-162, 262
PO 8. Support conclusions drawn from ideas and concepts in expository text.	Student Handbook: 47, 177, 221

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

Grade 9 Performance Objectives	Reader's Handbook
PO 1. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to solve a problem.	Student Handbook: 126, 179, 580-595, 732-733
PO 2. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.	Student Handbook: 126, 179, 580-595, 732-733
PO 3. Identify the objective(s) of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents).	Student Handbook: 27-28, 580-595

Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

Grade 9 Performance Objectives	Reader's Handbook
PO 1. Identify the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, logic) in persuasive text.	Student Handbook: 225-234, 250
PO 2. Evaluate the appropriateness of an author's word choice for an intended audience.	Student Handbook: 233
PO 3. Identify unsupported inferences or fallacious reasoning (e.g., circular reasoning, false causality, over-generalization, oversimplification, self-contradiction) in the arguments advanced in persuasive text.	Student Handbook: 232-233, 252



TOLL FREE: 800-289-4490

VISIT OUR WEB SITE: WWW.GREATSOURCE.COM
