

**READER'S HANDBOOK © 2002**

**Grades 9-12**

correlated to

**Arizona**

**Reading Standard Articulated  
by Grade Level**

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EDUCATION GROUP

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**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).	<b>Student Handbook:</b> 673-676, 758-761, 762-765
PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).	<b>Student Handbook:</b> 666-673
PO 3. Distinguish between the denotative and connotative meanings of words.	<b>Student Handbook:</b> 403, 411, 683-684
PO 4. Identify the meaning of metaphors based on common literary allusions.	<b>Student Handbook:</b> 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.	<b>Student Handbook:</b> 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).	<b>Student Handbook:</b> 50, 54, 55, 56, 61, 62, 63, 64, 65, 66, 67, 68, 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, 352-353, 354, 356, 357, 391, 395, 397, 401, 403, 404, 405, 409, 416, 419, 420, 421, 449-451, 454-455, 461-463, 465, 470-471, 472, 473, 474, 475, 480, 487-488, 489, 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).	<b>Student Handbook:</b> 34, 51, 126
PO 2. Generate clarifying questions in order to comprehend text.	<b>Student Handbook:</b> 51, 165-166, 172, 724-725
PO 3. Use graphic organizers in order to clarify the meaning of the text.	<b>Student Handbook:</b> 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.	<b>Student Handbook:</b> 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.	<b>Student Handbook:</b> 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"> <li>• theme (moral, lesson, meaning, message, view or comment on life),</li> <li>• point of view (e.g., first vs. third, limited vs. omniscient),</li> <li>• characterization (qualities, motives, actions, thoughts, dialogue, development, interactions),</li> <li>• setting (time of day or year, historical period, place, situation), and</li> <li>• plot (exposition, conflict, rising action, climax, falling action, and resolution).</li> </ul>	<p><b>Student Handbook:</b> 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><b>Student Handbook:</b> 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><b>Student Handbook:</b> 48, 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><b>Student Handbook:</b> 285-286, 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><b>Student Handbook:</b> 359-365</p>
<p>PO 3. Recognize ways that forms of literature (including poetry, novel and/or short story) present similar themes differently across genres.</p>	<p><b>Student Handbook:</b> 345-350, 384, 481-482, 495-496, 509</p>

## 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.	<b>Student Handbook:</b> 48, 65, 190-191
PO 2. Distinguish facts from opinions in expository selections such as editorials, newspaper articles, essays, reviews, and critiques, providing supporting evidence from the text.	<b>Student Handbook:</b> 183-185
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.	<b>Student Handbook:</b> 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.	<b>Student Handbook:</b> 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.	<b>Student Handbook:</b> 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.	<b>Student Handbook:</b> 60-69, 83, 96, 108, 163, 175, 188, 204-205, 222
PO 7. Explain how one excerpt relates and contributes to the reading selection (e.g., sentence to paragraph, paragraph to selection).	<b>Student Handbook:</b> 161-162, 262
PO 8. Support conclusions drawn from ideas and concepts in expository text.	<b>Student Handbook:</b> 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.	<b>Student Handbook:</b> 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.	<b>Student Handbook:</b> 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).	<b>Student Handbook:</b> 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.	<b>Student Handbook:</b> 225-234, 250
PO 2. Evaluate the appropriateness of an author's word choice for an intended audience.	<b>Student Handbook:</b> 233
PO 3. Identify unsupported inferences or fallacious reasoning (e.g., circular reasoning, false causality, over-generalization, over-simplification, self-contradiction) in the arguments advanced in persuasive text.	<b>Student Handbook:</b> 232-233, 252



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**correlated to**  
**Arizona Reading Standard Articulated by Grade Level**  
**Grade 10**

**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 10 Performance Objectives	Reader's Handbook
PO 1. Determine the meaning of vocabulary, using linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).	<b>Student Handbook:</b> 673-676, 758-761, 762-765
PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).	<b>Student Handbook:</b> 666-673
PO 3. Determine how the meaning of the text is affected by the writer's word choice (e.g., literal vs. figurative language, idioms, adages).	<b>Student Handbook:</b> 244, 307, 404, 427, 429, 433, 436, 440
PO 4. Identify the meaning of metaphors based on common literary allusions.	<b>Student Handbook:</b> 244, 247, 404, 425, 433
PO 5. Determine the meanings, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spellings of words by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.	<b>Student Handbook:</b> 139, 402, 511-537, 677-681, 682

## Concept 5: Fluency

Read fluently.

Grade 10 Performance Objectives	Reader's Handbook
PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	<b>Student Handbook:</b> 50, 54, 55, 56, 61, 62, 63, 64, 65, 66, 67, 68, 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, 352-353, 354, 356, 357, 391, 395, 397, 401, 403, 404, 405, 409, 416, 419, 420, 421, 449-451, 454-455, 461-463, 465, 470-471, 472, 473, 474, 475, 480, 487-488, 489, 490, 492, 497, 574, 578, 584, 590, 591

## Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

Grade 10 Performance Objectives	Reader's Handbook
PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	<b>Student Handbook:</b> 34, 51, 126
PO 2. Generate clarifying questions in order to comprehend text.	<b>Student Handbook:</b> 51, 165-166, 172, 724-725
PO 3. Use graphic organizers in order to clarify the meaning of the text.	<b>Student Handbook:</b> 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.	<b>Student Handbook:</b> 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.	<b>Student Handbook:</b> 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 10 Performance Objectives	Reader's Handbook
<p>PO 1. Analyze the author's use of literary elements:</p> <ul style="list-style-type: none"> <li>• theme (moral, lesson, meaning, message, view or comment on life),</li> <li>• point of view (e.g., first vs. third, limited vs. omniscient),</li> <li>• characterization (qualities, motives, actions, thoughts, dialogue, development, interactions),</li> <li>• setting (time of day or year, historical period, place, situation), and</li> <li>• plot (exposition, major and minor conflicts, rising action, climax, falling action, and resolution).</li> </ul>	<p><b>Student Handbook:</b> 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. Analyze the author's use of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.</p>	<p><b>Student Handbook:</b> 244, 247, 307, 383, 403, 404, 405, 425, 429, 430, 433, 436, 440, 442, 479</p>
<p>PO 3. Compare (and contrast) the illustration of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem, short story).</p>	<p><b>Student Handbook:</b> 359-365</p>
<p>PO 4. Identify how an author's choice of words and imagery sets the tone and advances the work's theme.</p>	<p><b>Student Handbook:</b> 307, 385, 396, 405, 430, 433</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 10 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><b>Student Handbook:</b> 359-365</p>

Grade 10 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.	<b>Student Handbook:</b> 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 10 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.	<b>Student Handbook:</b> 48, 65, 190-191
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.	<b>Student Handbook:</b> 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 for a research document or other assigned tasks.	<b>Student Handbook:</b> 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.	<b>Student Handbook:</b> 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.	<b>Student Handbook:</b> 60-69, 83, 96, 108, 163, 175, 188, 204-205, 222
PO 7. Make relevant inferences by synthesizing concepts and ideas from a single reading selection.	<b>Student Handbook:</b> 46, 126, 177, 179, 732-733, 746

<b>Grade 10 Performance Objectives</b>	<b>Reader's Handbook</b>
PO 8. Support conclusions drawn from ideas and concepts in expository text.	<b>Student Handbook:</b> 47, 177, 221

### **Concept 2: Functional Text**

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

<b>Grade 10 Performance Objectives</b>	<b>Reader's Handbook</b>
PO 1. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to solve a problem.	<b>Student Handbook:</b> 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.	<b>Student Handbook:</b> 126, 179, 580-595, 732-733
PO 3. Analyze the effectiveness of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents) to achieve its stated purpose(s).	<b>Student Handbook:</b> 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.**

<b>Grade 10 Performance Objectives</b>	<b>Reader's Handbook</b>
PO 1. Describe the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, logic) in persuasive text.	<b>Student Handbook:</b> 225-234, 250
PO 2. Describe how persuasive techniques (e.g., repetition, sentence variety, understatement, overstatement) contribute to the power of persuasive text.	<b>Student Handbook:</b> 232-233, 244, 263
PO 3. Identify unsupported inferences or fallacious reasoning (e.g., circular reasoning, false causality, over-generalization, over-simplification, self-contradiction) in the arguments advanced in persuasive text.	<b>Student Handbook:</b> 232-233, 252



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**Grade 11**

**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 11 Performance Objectives	Reader's Handbook
PO 1. Draw inferences about meaning of new vocabulary, based on knowledge of linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).	<b>Student Handbook:</b> 673-676, 758-761, 762-765
PO 2. Identify the meaning of metaphors based on literary allusions and conceits.	<b>Student Handbook:</b> 244, 247, 404, 425, 433

**Concept 5: Fluency**

**Read fluently.**

Grade 11 Performance Objectives	Reader's Handbook
PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	<b>Student Handbook:</b> 50, 54, 55, 56, 61, 62, 63, 64, 65, 66, 67, 68, 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, 352-353, 354, 356, 357, 391, 395, 397, 401, 403, 404, 405, 409, 416, 419, 420, 421, 449-451, 454-455, 461-463, 465, 470-471, 472, 473, 474, 475, 480, 487-488, 489, 490, 492, 497, 574, 578, 584, 590, 591

## Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

Grade 11 Performance Objectives	Reader's Handbook
PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	<b>Student Handbook:</b> 34, 51, 126
PO 2. Generate clarifying questions in order to comprehend text.	<b>Student Handbook:</b> 51, 165-166, 172, 724-725
PO 3. Use graphic organizers in order to clarify the meaning of the text.	<b>Student Handbook:</b> 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.	<b>Student Handbook:</b> 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, classification schemes, problem-solution) of text to aid comprehension.	<b>Student Handbook:</b> 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 11 Performance Objectives	Reader's Handbook
PO 1. Evaluate the author's use of literary elements: <ul style="list-style-type: none"> <li>• theme (moral, lesson, meaning, message, view or comment on life),</li> <li>• point of view (e.g., first vs. third, limited vs. omniscient),</li> <li>• characterization (qualities, motives, actions, thoughts, dialogue, development, interactions),</li> <li>• setting (time of day or year, historical period, place, situation), and</li> <li>• plot (exposition, major and minor conflicts, rising action, climax, falling action, and resolution).</li> </ul>	<b>Student Handbook:</b> 295-303, 305-306, 313-322, 332-344, 345-350, 367, 368-369, 378, 379-380, 381, 384, 464, 494, 475, 480-481, 509

<b>Grade 11 Performance Objectives</b>	<b>Reader's Handbook</b>
PO 2. Interpret figurative language, including, personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory with emphasis upon how the writer uses language to evoke readers' emotions.	<b>Student Handbook:</b> 244, 247, 307, 383, 403, 404, 405, 425, 429, 430, 433, 436, 440, 442, 479
PO 3. Analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme.	<b>Student Handbook:</b> 305-306, 340-342, 45-350, 384, 509,
PO 4. Explain the writer's use of irony, contradictions, paradoxes, incongruities, and ambiguities in a literary selection.	<b>Student Handbook:</b> 376
PO 5. Analyze an author's development of time and sequence through the use of complex literary devices such as foreshadowing and flashbacks.	<b>Student Handbook:</b> 317-318, 372, 373, 509
PO 6. Explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position).	<b>Student Handbook:</b> 388-422, 423-443

### **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.**

<b>Grade 11 Performance Objectives</b>	<b>Reader's Handbook</b>
PO 1. Critique the consistency and clarity of the text's purposes.	<b>Student Handbook:</b> 180, 185-187, 190, 224, 229, 231-232, 239, 244-245
PO 2. Distinguish among different kinds of evidence used to support conclusions (e.g., logical, empirical, anecdotal).	<b>Student Handbook:</b> 241-242, 249, 262
PO 3. Make relevant inferences by synthesizing concepts and ideas from a single reading selection.	<b>Student Handbook:</b> 46, 126, 179, 214, 732-733

## Concept 2: Functional Text

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

Grade 11 Performance Objectives	Reader's Handbook
PO 1. Analyze the structures of functional text (e.g., their format, graphics and headers) to determine how authors use these features to achieve their purposes.	<b>Student Handbook:</b> 571-595

## 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 11 Performance Objectives	Reader's Handbook
PO 1. Analyze the power, validity, and truthfulness of the arguments advanced in persuasive text.	<b>Student Handbook:</b> 168-180, 225-234
PO 2. Evaluate the arguments an author uses in a document to refute opposing arguments and address reader concerns.	<b>Student Handbook:</b> 184, 228, 230
PO 3. Identify unsupported inferences or fallacious reasoning in arguments advanced in persuasive text.	<b>Student Handbook:</b> 232-233, 252



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**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 12 Performance Objectives	Reader's Handbook
PO 1. Draw inferences about meaning of new vocabulary, based on knowledge of linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).	<b>Student Handbook:</b> 673-676, 758-761, 762-765
PO 2. Identify the meaning of metaphors based on literary allusions and conceits.	<b>Student Handbook:</b> 244, 247, 404, 425, 433

**Concept 5: Fluency**

**Read fluently.**

Grade 12 Performance Objectives	Reader's Handbook
PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	<b>Student Handbook:</b> 50, 54, 55, 56, 61, 62, 63, 64, 65, 66, 67, 68, 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, 352-353, 354, 356, 357, 391, 395, 397, 401, 403, 404, 405, 409, 416, 419, 420, 421, 449-451, 454-455, 461-463, 465, 470-471, 472, 473, 474, 475, 480, 487-488, 489, 490, 492, 497, 574, 578, 584, 590, 591

## Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

Grade 12 Performance Objectives	Reader's Handbook
PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	<b>Student Handbook:</b> 34, 51, 126
PO 2. Generate clarifying questions in order to comprehend text.	<b>Student Handbook:</b> 51, 165-166, 172, 724-725
PO 3. Use graphic organizers in order to clarify the meaning of the text.	<b>Student Handbook:</b> 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.	<b>Student Handbook:</b> 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, classification schemes, problem-solution) of text to aid comprehension.	<b>Student Handbook:</b> 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 12 Performance Objectives	Reader's Handbook
PO 1. Evaluate the author's use of literary elements: <ul style="list-style-type: none"> <li>• theme (moral, lesson, meaning, message, view or comment on life),</li> <li>• point of view (e.g., first vs. third, limited vs. omniscient),</li> <li>• characterization (qualities, motives, actions, thoughts, dialogue, development, interactions),</li> <li>• setting (time of day or year, historical period, place, situation), and</li> <li>• plot (exposition, major and minor conflicts, rising action, climax, falling action, and resolution).</li> </ul>	<b>Student Handbook:</b> 295-303, 305-306, 313-322, 332-344, 345-350, 367, 368-369, 378, 379-380, 381, 384, 464, 494, 475, 480-481, 509

Grade 12 Performance Objectives	Reader's Handbook
PO 2. Interpret figurative language, including, personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory with emphasis upon how the writer uses language to evoke readers' emotions.	<b>Student Handbook:</b> 244, 247, 307, 383, 403, 404, 405, 425, 429, 430, 433, 436, 440, 442, 479
PO 3. Analyze a writer's word choice and imagery as a means to appeal to the reader's senses and to set the tone, providing evidence from the text to support the analysis.	<b>Student Handbook:</b> 307, 385, 396, 405, 430, 443
PO 4. Compare (and contrast) literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme.	<b>Student Handbook:</b> 359-365
PO 5. Analyze characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial.	<b>Student Handbook:</b> 261
PO 6. Describe the function of dialogue, scene design, soliloquies, asides, and/or character foils in dramatic literature.	<b>Student Handbook:</b> 469-476, 503, 504-505
PO 7. Explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), graphic elements (e.g., line length, punctuation, word position).	<b>Student Handbook:</b> 388-422, 423-443

## 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 12 Performance Objectives	Reader's Handbook
PO 3. Analyze culturally or historically significant literary works of British and world literature that reflect the major literary periods and traditions.	<b>Student Handbook:</b> 361-365, 485-498

## 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 12 Performance Objectives	Reader's Handbook
PO 1. Critique the effectiveness of the organizational pattern (e.g., logic, focus, consistency, coherence, visual appeal) of expository text.	<b>Student Handbook:</b> 163, 175, 188, 199, 204-205, 209, 222, 230, 239, 240-242
PO 2. Determine the accuracy and truthfulness of one source of information by examining evidence offered in the material itself and by referencing and comparing the evidence with information available from multiple sources.	<b>Student Handbook:</b> 185, 186-187, 230-234
PO 5. Identify an author's implicit and stated assumptions about a subject, based upon evidence in the selection.	<b>Student Handbook:</b> 56-58, 226, 250

### Concept 2: Functional Text

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

Grade 12 Performance Objectives	Reader's Handbook
PO 1. Analyze how the patterns of organization, hierarchic structures, repetition of key ideas, syntax, and word choice influence the clarity and understandability of functional text.	<b>Student Handbook:</b> 571-595

### 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 12 Performance Objectives	Reader's Handbook
PO 1. Evaluate the merit of an argument, action, or policy by citing evidence offered in the material itself and by comparing the evidence with information available in other sources.	<b>Student Handbook:</b> 231-234
PO 2. Evaluate the effectiveness of an author's use of rhetorical devices in a persuasive argument.	<b>Student Handbook:</b> 231-234, 244, 247, 248, 260, 263

<b>Grade 12 Performance Objectives</b>	<b>Reader's Handbook</b>
PO 3. Identify unsupported inferences or fallacious reasoning in arguments advanced in persuasive text.	<b>Student Handbook:</b> 232-233, 252
PO 4. Evaluate persuasive sources for adherence to ethics.	<b>Student Handbook:</b> 231-234