

# READING ADVANTAGE LEVEL D © 2005

correlated to

## Arizona

# Reading Standard Articulated by Grade Level Grade 9

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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 context.

Grade 9 Performance Objectives	Reading Advantage Level D
PO 1. Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).	<b>Teacher's Edition:</b> 18, 28, 36, 68, 76, 84, 90, 100, 102, 110, 118, 123, 124, 126, 132, 139, 150, 158, 164, 166, 172, 180, 187, 192, 196, 204, 214, 220, 228, 233-234, 236, 282, 290, 296, 326, 348
PO 2. Infer word meaning from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).	<b>Teacher's Edition:</b> 9, 10, 14, 24, 33, 41, 43, 46, 55, 60, 62, 71, 79, 83, 86, 88-89, 96, 104, 108, 112, 120, 135, 138, 142, 152, 160, 166, 169, 171, 174, 192, 194, 199, 207, 216, 222, 230, 239, 245, 248, 262, , 265-266, 269, 279, 281, 285, 300, 311, 315, 319, 323, 330, 344, 350, 358,
PO 3. Distinguish between the denotative and connotative meanings of words.	<b>Teacher's Edition:</b> 58, 146, 191, 214, 254, 353, 354,
PO 4. Identify the meaning of metaphors based on common literary allusions.	<b>Teacher's Edition:</b> No specific lesson addresses this objective.
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 Internet when available.	<b>Teacher's Edition:</b> 12, 163, 251, 305, 333

## Concept 5: Fluency

Read fluently.

Grade 9 Performance Objectives	Reading Advantage Level D
PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	<b>Teacher's Edition:</b> 6-10, 11, 14-20, 21, 24-29, 32-37, 40-43, 46-50, 51, 54-59, 62-67, 70-75, 78-83, 86-89, 98-101, 104-107, 108-109, 112-117, 120-123, 126-131, 134-138, 141, 142-149, 152-157, 160-164, 165, 168-171, 174-177, 178-179, 186-191, 194-195, 198-203, 206-212, 213-216, 219, 222-226, 227, 230-235, 238-243, 244, 247, 248-251, 254-259, 262-266, 269, 270-271, 278-281, 284, 285-289, 292-295, 296, 299-304, 307-312, 315-320, 323-327, 330-333, 336-341, 344-347, 350-353, 354-355, 358-361, 362-363

## Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

Grade 9 Performance Objectives	Reading Advantage Level D
PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	<b>Teacher's Edition:</b> 6-7, 14-15, 24-25, 32-33, 40-41, 46-47, 54-55, 62-63, 70-71, 78-79, 86-87, 96-97, 104-105, 112-113, 120-121, 126-127, 134-135, 141-142, 152-153, 160-161, 168-169, 174-175, 186-187, 194-195, 198-199, 206-207, 216-217, 222-223, 230-231, 238-239, 247-248, 254-255, 262-263, 269, 278-279, 284-285, 292-293, 299-300, 307-308, 315-316, 323-324, 330, 336-337, 344-345, 350-351, 358-359
PO 2. Generate clarifying questions in order to comprehend text.	<b>Teacher's Edition:</b> 8, 15, 16, 26, 34, 35, 42, 47, 48, 56, 57, 64, 72, 73, 80, 81, 87, 98, 106, 107, 114, 121, 122, 128, 129, 136, 143, 144, 154, 155, 162, 170, 176, 188, 189, 195, 200, 201, 208, 209, 217, 223, 224, 231-232, 240, 241, 249, 250, 256, 264, 270, 280, 281, 286, 287, 294, 301, 302, 309, 310, 317, 324, 325, 331, 338-339, 345, 351-352, 360
PO 3. Use graphic organizers in order to clarify the meaning of the text.	<b>Teacher's Edition:</b> 6, 24, 32, 62, 70, 78, 86, 96, 104, 112, 120, 126, 134, 141, 152, 160, 168, 174, 186, 198, 206, 216, 222, 230, 238, 247, 262, 269, 278, 284, 292, 307, 315, 323, 330, 336, 344
PO 4. Connect information and events in text to experience and to related text and sources.	<b>Teacher's Edition:</b> 15, 22, 26, 34, 47, 56, 64, 68, 81, 98, 106, 114, 121, 129, 132, 136, 143, 155, 158, 170, 189, 193, 195, 196, 217, 220, 224, 228, 231-232, 256, 270, 272, 280, 282, 287, 302, 305, 310, 313, 317, 325, 328, 360

Grade 9 Performance Objectives	Reading Advantage Level D
PO 5. Apply knowledge of the organizational structures (e.g., chronological order, compare and contrast, cause and effect relationships, logical order) of text to aid comprehension.	<b>Teacher's Edition:</b> 14, 32, 40, 48, 52, 64, 70, 73, 76, 80, 84, 96, 112, 122, 124, 144, 150, 152, 160, 168, 198, 216, 222, 232, 236, 238, 241, 245, 264, 267, 294, 297, 307, 317, 321, 330, 352

## 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	Reading Advantage Level D
PO 1. Describe 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, conflict, rising action, climax, falling action, and resolution).</li> </ul>	<b>Teacher's Edition:</b> 48, 52, 78, 80, 84, 142, 144, 150, 208, 254, 264, 267, 317, 321, 352
PO 2. Explain different elements of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.	<b>Teacher's Edition:</b> 258
PO 3. Compare (and contrast) works within a literary genre that deal with similar themes (e.g., compare-short stories, novels, poems).	<b>Teacher's Edition:</b> No specific lesson addresses this objective.
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.	<b>Teacher's Edition:</b> 48, 84

## 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	Reading Advantage Level D
PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.	<b>Teacher's Edition:</b> 78, 206, 264,
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).	<b>Teacher's Edition:</b> No specific lesson addresses this objective.
PO 3. Recognize ways that forms of literature (including poetry, novel and/or short story) present similar themes differently across genres.	<b>Teacher's Edition:</b> 264, 351

## 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	Reading Advantage Level D
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>Teacher's Edition:</b> 8, 12-13, 26, 201, 360, 364
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>Teacher's Edition:</b> 42, 122, 162, 224, 239, 336
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) of expository text.	<b>Teacher's Edition:</b> 6, 14, 18, 24, 112, 200, 269, 294, 358

<b>Grade 9 Performance Objectives</b>	<b>Reading Advantage Level D</b>
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>Teacher's Edition:</b> 8, 9, 24, 26, 30, 32, 86, 112, 168, 198, 201, 204, 216, 222, 238, 269, 291, 295, 323, 330, 360, 364
PO 5. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) to support ideas.	<b>Teacher's Edition:</b> 32, 86, 174, 193, 222, 270, 358
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>Teacher's Edition:</b> 40, 112, 122, 124, 160, 198, 216, 222, 238, 241, 245, 285, 294, 297, 323, 330
PO 7. Explain how one excerpt relates and contributes to the reading selection (e.g., sentence to paragraph, paragraph to selection).	<b>Teacher's Edition:</b> 124, 168, 241, 292, 342
PO 8. Support conclusions drawn from ideas and concepts in expository text.	<b>Teacher's Edition:</b> 42, 115, 122, 171, 190, 202, 218, 242, 294, 325, 339, 361

## **Concept 2: Functional Text**

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

<b>Grade 9 Performance Objectives</b>	<b>Reading Advantage Level D</b>
PO 1. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to solve a problem.	<b>Teacher's Edition:</b> No specific lesson addresses this objective.
PO 2. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.	<b>Teacher's Edition:</b> No specific lesson addresses this objective.
PO 3. Identify the objective(s) of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents).	<b>Teacher's Edition:</b> No specific lesson addresses this objective.

### 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	Reading Advantage Level D
PO 1. Identify the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, logic) in persuasive text.	<b>Teacher's Edition:</b> No specific lesson addresses this objective.
PO 2. Evaluate the appropriateness of an author's word choice for an intended audience.	<b>Teacher's Edition:</b> No specific lesson addresses this objective.
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>Teacher's Edition:</b> No specific lesson addresses this objective.



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