

ARIZONA READING SURVEY TEST CORRELATIONS  
READING & WRITING SOURCEBOOK  
READER'S HANDBOOK  
DAYBOOK OF CRITICAL READING & WRITING  
VOCABULARY FOR ACHIEVEMENT


correlated to

**Arizona**

**Reading Standard Articulated by Grade Level  
Grades 4-8**

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# ARIZONA READING SURVEY TEST CORRELATIONS

## **Reading & Writing Sourcebooks**

### **Reader's Handbook**

### **Daybook of Critical Reading and Writing**

### **Vocabulary for Achievement**

correlated to

## **Arizona Reading Standard Articulated by Grade Level**

### **Grades 4-8**

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# ARIZONA READING SURVEY TEST CORRELATIONS

**Reading & Writing Sourcebook © 2002**  
**Reader's Handbook © 2002**  
**Daybook of Critical Reading and Writing © 2001**  
**Vocabulary for Achievement © 2001**

correlated to  
**Arizona Reading Standard Articulated by Grade Level**  
**Grade 4**

## 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 4 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement
PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	<b>Student Book:</b> 29, 62, 83, 103, 114, 136, 146, 164	<b>Student Handbook:</b> 504, 505, 561-562, 563-565		<b>Teacher's Edition:</b> 61-64, 65-68, 69-72, 73-76, 77-80, 101-104, 105-108, 109-112, 113-116, 117-119

<b>Grade 4 Performance Objectives</b>	<b>Reading &amp; Writing Sourcebook</b>	<b>Reader's Handbook</b>	<b>Daybook of Critical Reading and Writing</b>	<b>Vocabulary for Achievement</b>
PO 2. Use context to determine the relevant meaning of a word.		<b>Student Handbook:</b> 496, 500-503	<b>Student Book:</b> 150, 152	<b>Teacher's Edition:</b> 17-18, 37-38, 41-44, 57-58, 77-78, 97-98, 117-118
PO 3. Determine the difference between figurative language and literal language.		<b>Student Handbook:</b> 312-314	<b>Student Book:</b> 50, 52, 54, 104, 174	<b>Teacher's Edition:</b> 81-84, 85-88
PO 4. Identify figurative language, including similes, personification, and idioms.		<b>Student Handbook:</b> 312-314, 334, 339, 342	<b>Student Book:</b> 50, 52-53, 54, 57, 58, 104-107, 174	<b>Teacher's Edition:</b> 81-84, 85-88
PO 5. Determine 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.	<b>Student Book:</b> 8, 13, 23, 25, 26, 32, 35, 36, 37, 38, 39, 41, 52, 59, 60, 70, 72, 82, 90, 100, 101, 110, 121, 122, 124, 125, 134, 135, 143, 144, 171, 172, 175, 185, 186, 187	<b>Student Handbook:</b> 117, 496, 508-509	<b>Student Book:</b> 174-175	<b>Teacher's Edition:</b> 21-24, 44, 58, 81-84
PO 6. Identify antonyms, synonyms, and homonyms for given words within text.	<b>Student Book:</b> 42, 73	<b>Student Handbook:</b> 498, 501, 502, 512, 515	<b>Student Book:</b> 102	<b>Teacher's Edition:</b> 1-4, 5-8, 20, 40, 31, 51, 115, 120

## Concept 5: Fluency

Read fluently.

Grade 4 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement
PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	<b>Student Book:</b> 6, 7, 8, 9, 13-15, 23-28, 35-41, 49-52, 59-61, 69-72, 79-82, 89-92, 99-102, 109-113, 121-125, 133-135, 143-145, 153-163, 171-178, 185-187	<b>Student Handbook:</b> 325, 372	<b>Student Book:</b> 8-13, 16-17, 20-21, 24-26, 30-33, 35-36, 39-41, 46-47, 50-51, 54-55, 56-57, 60-62, 64-65, 67-69, 72-74, 77-78, 81-82, 86-87, 90-91, 94-96, 100-102, 104-105, 108, 112-114, 117-120, 123-125, 128, 132-134, 136-137, 140-141, 143-144, 146, 150-151, 153-154, 157-158, 162-164, 166-167, 170-171	<b>Teacher's Edition:</b> 6, 10, 14, 26, 30, 34, 46, 50, 54, 66, 70, 74, 86, 90, 94, 106, 110, 114

## Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

Grade 4 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement
PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	<b>Student Book:</b> 12, 16, 58, 62, 88, 98, 108, 114, 120, 126, 132, 152	<b>Student Handbook:</b> 39, 40, 41	<b>Student Book:</b> 10, 24-28	
PO 2. Confirm predictions about text for accuracy.			<b>Student Book:</b> 27	

Grade 4 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement
PO 3. Generate clarifying questions in order to comprehend text.	<b>Student Book:</b> 7, 13, 89, 133	<b>Student Handbook:</b> 40, 532	<b>Student Book:</b> 11	
PO 4. Use graphic organizers in order to clarify the meaning of text.	<b>Student Book:</b> 24, 26, 50, 51, 68, 78, 90, 91, 92, 144-145, 154, 156, 157, 159, 162, 184	<b>Student Handbook:</b> 217, 238, 524, 540, 541, 544-559	<b>Student Book:</b> 37, 43, 44, 62, 75, 79, 83, 88, 98, 121, 129, 130, 135, 159, 168	
PO 5. Connect information and events in text to experience and to related text and sources.	<b>Student Book:</b> 9, 23, 69, 109, 153, 171	<b>Student Handbook:</b> 31, 40, 237	<b>Student Book:</b> 123-126, 170-172	
PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	<b>Student Book:</b> 6-10, 12-15, 22-28, 34-41, 48-52, 58-61, 69-72, 78-82, 88-92, 98-102, 109-113, 120-125, 132-135, 142-145, 152-163, 170-178, 184-187	<b>Student Handbook:</b> 222-223, 255, 301, 370-371, 422-423, 522-523, 524-535	<b>Student Book:</b> 20-22, 72-76, 77-80, 81-84, 132-135	

## 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 4 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement
PO 1. Identify the main problem or conflict of a plot.	<b>Student Book:</b> 22, 109, 152, 159, 166	<b>Student Handbook:</b> 234-236, 241, 258, 260-266, 278, 290	<b>Student Book:</b> 39-44	
PO 2. Identify the resolution of a problem or conflict in a plot.	<b>Student Book:</b> 159, 166	<b>Student Handbook:</b> 236, 262-263	<b>Student Book:</b> 39-44	
PO 3. Identify the moral of a literary selection (e.g., fables, folktales, fairytales, legends).		<b>Student Handbook:</b> 213, 222	<b>Student Book:</b> 164, 165	
PO 4. Distinguish between major characters and minor characters.		<b>Student Handbook:</b> 242-243		
PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).	<b>Student Book:</b> 94, 157, 165	<b>Student Handbook:</b> 231-232, 244-248, 256-257, 277, 286	<b>Student Book:</b> 117-122, 170-172	
PO 6. Identify the speaker or narrator in a literary selection.		<b>Student Handbook:</b> 291	<b>Student Book:</b> 30-34	
PO 7. Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation).	<b>Student Book:</b> 115, 154, 166	<b>Student Handbook:</b> 233, 249-253, 279, 292	<b>Student Book:</b> 35-38	

<b>Grade 4 Performance Objectives</b>	<b>Reading &amp; Writing Sourcebook</b>	<b>Reader's Handbook</b>	<b>Daybook of Critical Reading and Writing</b>	<b>Vocabulary for Achievement</b>
PO 8. Compare (and contrast) the characters, events, and setting in a literary selection.		<b>Student Handbook:</b> 38, 199	<b>Student Book:</b> 30-34, 35-38, 72-76	
PO 9. Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry.		<b>Student Handbook:</b> 298-328, 329-345	<b>Student Book:</b> 139-148	
PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics.		<b>Student Handbook:</b> 175, 212-213, 225, 288, 298, 348	<b>Student Book:</b> 60-63, 111-116, 139-148, 162-165	

### **Concept 2: Historical and Cultural Aspects of Literature**

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

<b>Grade 4 Performance Objectives</b>	<b>Reading &amp; Writing Sourcebook</b>	<b>Reader's Handbook</b>	<b>Daybook of Critical Reading and Writing</b>	<b>Vocabulary for Achievement</b>
PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.			<b>Student Book:</b> 162	

## 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 4 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement
PO 1. Identify the main idea and supporting details in expository text.	<b>Student Book:</b> 44-45, 64-65, 84, 85, 104, 137	<b>Student Handbook:</b> 43-48, 162-163, 206, 208-209	<b>Student Book:</b> 16-19, 128-131	
PO 2. Distinguish fact from opinion in expository text.	<b>Student Book:</b> 147-149	<b>Student Handbook:</b> 203	<b>Student Book:</b> 136-138	
PO 3. Determine the author's main purpose (e.g., to inform, to describe, to explain) for writing expository text.		<b>Student Handbook:</b> 158-161, 285		
PO 4. 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.		<b>Student Handbook:</b> 117-125, 129-134, 145-147, 151-152, 187	<b>Student Book:</b> 86-89	
PO 5. Identify appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) needed for a specific purpose.		<b>Student Handbook:</b> 508-509, 390-403, 407, 408		

<b>Grade 4 Performance Objectives</b>	<b>Reading &amp; Writing Sourcebook</b>	<b>Reader's Handbook</b>	<b>Daybook of Critical Reading and Writing</b>	<b>Vocabulary for Achievement</b>
PO 6. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text.	<b>Student Book:</b> 58, 134-135	<b>Student Handbook:</b> 412-424, 425-434	<b>Student Book:</b> 94-98	
PO 7. Distinguish cause and effect.	<b>Student Book:</b> 90-92	<b>Student Handbook:</b> 54, 180-183, 197, 524-525	<b>Student Book:</b> 77-80	
PO 8. Draw valid conclusions based on information gathered from expository text.	<b>Student Book:</b> 61, 64, 144-145	<b>Student Handbook:</b> 37, 137, 282	<b>Student Book:</b> 132-135	

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

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

<b>Grade 4 Performance Objectives</b>	<b>Reading &amp; Writing Sourcebook</b>	<b>Reader's Handbook</b>	<b>Daybook of Critical Reading and Writing</b>	<b>Vocabulary for Achievement</b>
PO 1. Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).		<b>Student Handbook:</b> 185-194	<b>Student Book:</b> 86-88	
PO 2. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).		<b>Student Handbook:</b> 185-194	<b>Student Book:</b> 86-88	

### 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 4 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement
PO 1. Determine the author's position regarding a particular idea, subject, concept, or object.	<b>Student Book:</b> 142-150	<b>Student Handbook:</b> 157-166, 167-174, 196, 202		
PO 2. Identify persuasive vocabulary (e.g., loaded/emotional words, exaggeration) used to influence readers' opinions.				

# ARIZONA READING SURVEY TEST CORRELATIONS

**Reading & Writing Sourcebook © 2001**

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**Daybook of Critical Reading and Writing © 2001**

**Vocabulary for Achievement © 2001**

**correlated to**

**Arizona Reading Standard Articulated by Grade Level  
Grade 5**

## **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.**

<b>Grade 5 Performance Objectives</b>	<b>Reading &amp; Writing Sourcebook</b>	<b>Reader's Handbook</b>	<b>Daybook of Critical Reading and Writing</b>	<b>Vocabulary for Achievement</b>
PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	<b>Student Book:</b> 67, 90, 103, 113, 126, 138, 189, 202	<b>Student Handbook:</b> 504, 505, 561-562, 563-565		<b>Teacher's Edition:</b> 11, 61-64, 65-68, 69-72, 73-76, 77-80, 101-104, 105-108, 109-112, 113-116, 117-120
PO 2. Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot).		<b>Student Handbook:</b> 496, 500-503	<b>Student Book:</b> 152-154	<b>Teacher's Edition:</b> 17, 23, 33-36, 37, 39, 41-44, 45-48, 53-56, 57, 58, 77, 97, 117

Grade 5 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement
PO 3. Determine the difference between figurative language and literal language.		<b>Student Handbook:</b> 312-314	<b>Student Book:</b> 52-54, 55-58, 177-179	<b>Teacher's Edition:</b> 93-96, 98
PO 4. Determine the meaning of figurative language, including similes, personification, and idioms.		<b>Student Handbook:</b> 312-314, 334, 339, 342	<b>Student Book:</b> 52-54, 55-58, 118-119, 123-126, 177-179	<b>Teacher's Edition:</b> 93-96, 98
PO 5. Determine 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.	<b>Student Book:</b> 6, 8, 9, 10, 15, 16, 25, 26, 27, 28, 29, 30, 40, 43, 51, 52, 54, 63, 64, 65, 66, 73, 74, 85, 86, 87, 88, 89, 97, 99, 101, 109, 110, 111, 112, 121, 123, 124, 133, 134, 135, 136, 145, 146, 147, 148, 149, 157, 159, 160, 169, 171, 172, 183, 185, 186, 187, 188, 197, 198, 199	<b>Student Handbook:</b> 117, 496, 508-509	<b>Student Book:</b> 154	<b>Teacher's Edition:</b> 21 - 24, 81-84
PO 6. Identify antonyms, synonyms, and homonyms for given words within text.	<b>Student Book:</b> 151	<b>Student Handbook:</b> 498, 501, 502, 512, 515		<b>Teacher's Edition:</b> 1-4, 7, 35, 40, 44, 47, 55, 71, 75, 84, 107

## Concept 5: Fluency

Read fluently.

Grade 5 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement
<p>PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.</p>	<p><b>Student Book:</b> 6-10, 15-18, 25-31, 39-43, 51-55, 63-66, 73-78, 85-89, 97-102, 109-112, 121-125, 133-137, 145-150, 157-160, 169-175, 183-188, 197-201</p>	<p><b>Student Book:</b> 325, 372</p>	<p><b>Student Book:</b> 81-16, 18-21, 23-25, 27-28, 30-31, 34-35, 37-38, 41-43, 48-49, 55-56, 59-61, 64-65, 67-68, 70-71, 74-76, 80, 82-83, 87-88, 90-91, 96-97, 99-100, 103-105, 108-110, 114-116, 118, 120-121, 123-124, 128-130, 132-133, 135-136, 138-139, 142-143, 145-147, 149-150, 152-153, 156-158, 161-163, 165-166, 169-170, 174-175, 177, 180-181, 183-184, 188-189, 192-194, 196-197, 199-201</p>	<p><b>Teacher's Edition:</b> 6, 10, 14, 26, 30, 34, 46, 50, 54, 66, 70, 74, 86, 90, 94, 106, 110, 114</p>

## Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

Grade 5 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement
PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	<b>Student Book:</b> 24, 108, 132, 156, 168, 182	<b>Student Handbook:</b> 39, 40, 41	<b>Student Book:</b> 8, 18-22, 64-66, 128-131	
PO 2. Confirm predictions about text for accuracy.			<b>Student Book:</b> 21	
PO 3. Generate clarifying questions in order to comprehend text.	<b>Student Book:</b> 7, 15, 97, 145, 197	<b>Student Handbook:</b> 40, 532	<b>Student Book:</b> 8, 87-89	
PO 4. Use graphic organizers in order to clarify the meaning of text.	<b>Student Book:</b> 27-30, 50, 62, 84, 98-101, 144, 170-175, 196	<b>Student Handbook:</b> 217, 238, 524, 540, 541, 544-559	<b>Student Book:</b> 28, 29, 39, 43, 50, 53, 57, 72, 77, 81, 84, 86, 89, 93, 98, 101, 106, 111, 116, 117, 124, 125, 134, 151, 153, 159, 171, 176, 178, 190	
PO 5. Connect information and events in text to experience and to related text and sources.	<b>Student Book:</b> 9, 51, 73, 104, 109, 157	<b>Student Handbook:</b> 31, 40, 237	<b>Student Book:</b> 30-32	
PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	<b>Student Book:</b> 14-18, 24-31, 38-43, 50-55, 62-66, 72-78, 84-89, 97-102, 108-112, 120-125, 132-137, 144-150, 156-160, 168-175, 182-188, 196-201	<b>Student Handbook:</b> 222-223, 255, 301, 370-371, 422-423, 522-523, 524-535	<b>Student Book:</b> 8-13, 23-26, 90-94, 96-98, 103-107	

## 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 5 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement
PO 1. Identify the components of a plot (e.g., main events, conflict, rising action, climax, falling action, resolution).	<b>Student Book:</b> 45, 139, 159, 160, 162, 186, 188, 190	<b>Student Handbook:</b> 220, 236, 263, 290, 384	<b>Student Book:</b> 41-44, 70-73, 132-134	
PO 2. Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection.		<b>Student Handbook:</b> 213, 230, 239-240, 267-274, 280, 295, 373-379, 387	<b>Student Book:</b> 45-46	
PO 3. Distinguish between major characters and minor characters.	<b>Student Book:</b> 139, 158, 184	<b>Student Handbook:</b> 242-243	<b>Student Book:</b> 192-195	
PO 4. Analyze how a character's traits influence that character's actions.		<b>Student Handbook:</b> 242-248, 256-257, 271-272, 375-376	<b>Student Book:</b> 37-40, 188-191	
PO 5. Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.		<b>Student Handbook:</b> 291	<b>Student Book:</b> 135-137, 196-198	
PO 6. Determine all of the aspects of the setting (e.g., time of day or year, historical period, place, situation) in a literary selection.	<b>Student Book:</b> 80, 139, 158, 184, 190	<b>Student Handbook:</b> 233, 249-253, 279, 292	<b>Student Book:</b> 34-36,	

<b>Grade 5 Performance Objectives</b>	<b>Reading &amp; Writing Sourcebook</b>	<b>Reader's Handbook</b>	<b>Daybook of Critical Reading and Writing</b>	<b>Vocabulary for Achievement</b>
PO 7. Identify the intended effect of the techniques (e.g., appeal of characters, believability of characters and plot, use of figurative language) that the author uses to influence readers' feelings and attitudes.		<b>Student Handbook:</b> 239, 244, 246-248, 261, 268, 271, 312-314	<b>Student Book:</b> 47-62, 74-78, 113-126, 138-140, 169-171	
PO 8. Identify types of poetry (e.g., free verse, haiku, cinquain, limericks).		<b>Student Handbook:</b> 333		
PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.	<b>Student Book:</b> 120-121	<b>Student Handbook:</b> 288	<b>Student Book:</b> 108-112, 205-207	

## **Concept 2: Historical and Cultural Aspects of Literature**

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

<b>Grade 5 Performance Objectives</b>	<b>Reading &amp; Writing Sourcebook</b>	<b>Reader's Handbook</b>	<b>Daybook of Critical Reading and Writing</b>	<b>Vocabulary for Achievement</b>
PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.				

## 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 5 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement
PO 1. Identify the main idea and supporting details in expository text.	<b>Student Book:</b> 68, 104, 128, 204	<b>Student Handbook:</b> 43-48, 162-163, 206, 208-209	<b>Student Book:</b> 80-81	
PO 2. Distinguish fact from opinion in expository text, using supporting evidence from text.		<b>Student Handbook:</b> 203	<b>Student Book:</b> 156-160, 161-164	
PO 3. Determine the author's main purpose (e.g., to inform, to describe, to explain) for writing expository text.		<b>Student Handbook:</b> 158-161, 285	<b>Student Book:</b> 27-29, 169-172	
PO 4. 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.	<b>Student Book:</b> 96, 156	<b>Student Handbook:</b> 117-125, 129-134, 145-147, 151-152, 187	<b>Student Book:</b> 142-144, 205-207	
PO 5. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) needed for a specific purpose.		<b>Student Handbook:</b> 508-509, 390-403, 407, 408	<b>Student Book:</b> 89, 154	

<b>Grade 5 Performance Objectives</b>	<b>Reading &amp; Writing Sourcebook</b>	<b>Reader's Handbook</b>	<b>Daybook of Critical Reading and Writing</b>	<b>Vocabulary for Achievement</b>
PO 6. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text.	<b>Student Book:</b> 120, 156	<b>Student Handbook:</b> 412-424, 425-434	<b>Student Book:</b> 145-148	
PO 7. Identify cause and effect relationships (stated and implied).		<b>Student Handbook:</b> 54, 180-183, 197, 524-525	<b>Student Book:</b> 103-107	
PO 8. Draw valid conclusions based on information gathered from expository text.	<b>Student Book:</b> 66, 68, 86, 98-100, 152, 203-204	<b>Student Handbook:</b> 37, 137, 282	<b>Student Book:</b> 90-94	

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

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

<b>Grade 5 Performance Objectives</b>	<b>Reading &amp; Writing Sourcebook</b>	<b>Reader's Handbook</b>	<b>Daybook of Critical Reading and Writing</b>	<b>Vocabulary for Achievement</b>
PO 1. Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).		<b>Student Handbook:</b> 185-194		
PO 2. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).		<b>Student Handbook:</b> 185-194		

### 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 5 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement
PO 1. Determine the author's position regarding a particular idea, subject, concept, or object, using supporting evidence from the text.		<b>Student Handbook:</b> 157-166, 167-174, 196, 202	<b>Student Book:</b> 155-172	
PO 2. Identify the intended effect of persuasive vocabulary (e.g., loaded/emotional words, exaggeration) that the author uses to influence readers' opinions.			<b>Student Book:</b> 167	
PO 3. Identify the intended effect of persuasive strategies (e.g., peer pressure, bandwagon, repetition) that the author uses to influence readers' perspectives.			<b>Student Book:</b> 169-172	

# ARIZONA READING SURVEY TEST CORRELATIONS

Reading & Writing Sourcebook © 2001

Reader's Handbook © 2002

Daybook of Critical Reading and Writing © 1999

Vocabulary for Achievement Introductory Course © 1998

correlated to

Arizona Reading Standard Articulated by Grade Level

Grade 6

## 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 6 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement Introductory Course
PO 1. Determine the effect of affixes on root words.		<b>Student Handbook:</b> 585, 621-625, 685-692	<b>Student Book:</b> 126-128	<b>Teacher's Edition:</b> xi, xii, 33, 73, 112, 113, 118, 119-120, 139-140, 153, 159-160, 173-178, 179-180, 187-192, 199-200
PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, or contrast).		<b>Student Handbook:</b> 586, 615-620	<b>Student Book:</b> 123-125	<b>Teacher's Edition:</b> xi, 1-6, 59-60, 79-80, 99-100

Grade 6 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement Introductory Course
PO 3. Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	<b>Student Book:</b> 179	<b>Student Handbook:</b> 586, 615-620	<b>Student Book:</b> 123-125	<b>Teacher's Edition:</b> 47-52, 99-100
PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.		<b>Student Handbook:</b> 426-427, 434, 447, 455, 458, 459, 450, 464	<b>Student Book:</b> 73-86, 178-180	<b>Teacher's Edition:</b> xiii, 7-12, 193
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.	<b>Student Book:</b> 8, 10, 13, 14, 15, 16, 17, 18, 24, 25, 33, 34, 35, 41, 42, 43, 44, 45, 51, 52, 53, 59, 60, 61, 63, 64, 69, 70, 71, 76, 77, 78, 79, 85, 86, 87, 93, 94, 95, 96, 97, 103, 104, 105, 106, 107, 108, 112, 113, 114, 115, 116, 117, 123, 124, 125, 126, 132, 133, 134, 135, 136, 137, 143, 146, 147, 148, 153, 154, 155, 156, 157, 164, 171, 172, 173, 174, 175, 184, 185, 186, 191, 192, 194, 195, 196, 203, 204, 206, 207, 208, 214, 215, 216, 218, 225, 226, 227, 228, 232, 233, 234, 235	<b>Student Handbook:</b> 158, 425, 515-526, 626-629, 630	<b>Student Book:</b> 123, 188	<b>Teacher's Edition:</b> 5-6, 19-20, 39-40

## Concept 5: Fluency

Read fluently.

Grade 6 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement Introductory Course
<p>PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</p>	<p><b>Student Book:</b> 8, 10, 13-18, 23-26, 33-35, 41-45, 51-54, 59-64, 69-71, 76-79, 85-88, 93-97, 103-108, 112-117, 123-127, 132-137, 143-148, 153-157, 163-166, 171-176, 183-186, 191-196, 203-208, 214-219, 225-228, 232-235</p>		<p><b>Student Book:</b> 10-12, 14-15, 20-21, 22-23, 26-28, 29-31, 33-34, 36, 40, 42-43, 45-46, 48-51, 56-57, 60-61, 63-64, 66-67, 69-70, 74, 76-77, 79, 81, 84, 88, 93, 96, 100-101, 103-104, 106-107, 109-111, 113-114, 118-119, 121-124, 126-127, 130-132, 134, 136-137, 139, 141, 144-145, 148-149, 151-152, 155-157, 160, 162, 165-167, 171, 174, 176-177, 178-179, 181-182, 184-185, 189, 192-193, 195-196, 200-201, 204-205, 207-208, 210-211, 213-214, 216-217</p>	<p><b>Teacher's Edition:</b> 5, 11, 17, 25, 31, 37, 45, 51, 57, 65, 71, 77, 85, 91, 97, 105, 111, 117, 125, 131, 137, 145, 151, 157, 165, 171, 177, 185, 191, 197</p>

## Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

Grade 6 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement Introductory Course
PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	<b>Student Book:</b> 8, 9, 50, 59-62, 68, 69, 75, 112, 152, 170, 171, 172, 174-175, 213, 215-217, 225, 233-235	<b>Student Handbook:</b> 44, 45	<b>Student Book:</b> 25-28	<b>Teacher's Edition:</b> xiii
PO 2. Confirm predictions about text for accuracy.				<b>Teacher's Edition:</b> xiii
PO 3. Generate clarifying questions in order to comprehend text.	<b>Student Book:</b> 8, 9, 34, 51, 84, 93, 142, 146, 147, 153, 191	<b>Student Handbook:</b> 45, 185, 240, 374, 652	<b>Student Book:</b> 118-120	
PO 4. Use graphic organizers in order to clarify the meaning of text.	<b>Student Book:</b> 18, 27, 32, 40, 42-44, 52-54, 70-71, 77-79, 84, 89, 92, 95-97, 98, 102, 104-106, 108, 113-116, 133, 135, 137, 138, 142, 158, 164-167, 182, 190, 192, 194-196, 202, 219, 224, 226-228, 229	<b>Student Handbook:</b> 54, 91, 139-140, 305, 336, 344, 371, 385, 662-663	<b>Student Book:</b> 18, 21, 23, 34, 58, 65, 67, 71, 75, 78, 82, 90, 91, 94, 97, 102, 108, 116, 117, 118, 124, 125, 133, 137, 146-147, 149, 153, 163, 175, 188, 194, 197, 199, 209, 212, 215, 217	
PO 5. Connect information and events in text to experience and to related text and sources.	<b>Student Book:</b> 8, 9, 23, 30, 57, 76, 120, 132, 140, 183, 189	<b>Student Handbook:</b> 35, 45, 78, 96, 113, 128, 183, 200, 214, 230, 310, 335, 418, 485	<b>Student Book:</b> 22-24, 100-102, 103-105	

Grade 6 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement Introductory Course
PO 6. Apply knowledge of the organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships) to text to aid comprehension.	<b>Student Book:</b> 158	<b>Student Handbook:</b> 56-63, 77, 82, 111, 192, 196, 213, 216, 232, 242, 275, 276, 368, 644-645	<b>Student Book:</b> 148-150, 151-154	
PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	<b>Student Book:</b> 12-18, 22-26, 32-35, 40-45, 50-55, 58-64, 68-71, 75-79, 84-88, 92-97, 102-108, 111-117, 122-127, 131-137, 142-148, 152-167, 162-166, 170-176, 183-186, 190-196, 202-209, 213-219, 224-228, 232-235	<b>Student Handbook:</b> 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, 648-649, 650-651, 654-655, 656-657, 658-659	<b>Student Book:</b> 25-38, 55-72, 115-128	

## 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 6 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement Introductory Course
PO 1. Describe the plot and its components (e.g., main events, conflict, rising action, climax, falling action, resolution).	<b>Student Book:</b> 53, 77-79, 80, 166, 196, 219	<b>Student Handbook:</b> 332, 368-375, 398-399, 484, 507	<b>Student Book:</b> 47-52	

Grade 6 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement Introductory Course
PO 2. Identify the theme in works of prose, poetry and drama.	<b>Student Book:</b> 21, 26, 79, 118, 130	<b>Student Handbook:</b> 347-348, 376-382, 405, 489-494, 511	<b>Student Book:</b> 53-54, 171-172	<b>Teacher's Edition:</b> 194
PO 3. Describe the motivations or major and minor characters.	<b>Student Book:</b> 55, 56, 113, 124, 127, 174, 176, 196, 206, 207, 209, 216, 218, 229, 233, 234, 236	<b>Student Handbook:</b> 306, 326, 340-350	<b>Student Book:</b> 42-44, 55-72, 207-209, 210-212	
PO 4. Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.		<b>Student Handbook:</b> 313, 323, 400-401	<b>Student Book:</b> 45, 222	<b>Teacher's Edition:</b> 194
PO 5. Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution.		<b>Student Handbook:</b> 327-330, 351-359, 402, 509	<b>Student Book:</b> 39-41	
PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.		<b>Student Handbook:</b> 334, 366, 397, 403, 456	<b>Student Book:</b> 18-19, 73-86, 165-168, 202-206	
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).		<b>Student Handbook:</b> 408-445, 447-469	<b>Student Book:</b> 171-172, 173-186	<b>Teacher's Edition:</b> 94, 194
PO 8. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.		<b>Student Handbook:</b> 396	<b>Student Book:</b> 109-112, 221-222	<b>Teacher's Edition:</b> 193-194

## 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 6 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement Introductory Course
PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.				
PO 2. Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.				<b>Teacher's Edition:</b> 197

## 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 6 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement Introductory Course
PO 1. Restate the main idea (explicit or implicit) and supporting details in expository text.	<b>Student Book:</b> 46, 89, 91	<b>Student Handbook:</b> 50-54, 60-61, 179, 182, 240, 262, 284-285, 582, 674	<b>Student Book:</b> 33-35, 88-89, 90-92, 144-145, 146-147	
PO 2. Summarize the main idea and critical details of expository text, maintaining chronological or logical order.	<b>Student Book:</b> 35, 36-37, 47, 148, 158-159	<b>Student Handbook:</b> 179, 186, 203, 217, 232-233, 262, 276, 284-285, 289-290, 659	<b>Student Book:</b> 139-140, 150, 154	
PO 3. Distinguish fact from opinion in expository text, using supporting evidence from text.	<b>Student Book:</b> 187	<b>Student Handbook:</b> 224-227, 281	<b>Student Book:</b> 198-199	
PO 4. Identify the author's stated or implied purpose(s) for writing expository text.		<b>Student Handbook:</b> 266, 391	<b>Student Book:</b> 36-37	
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.	<b>Student Book:</b> 40, 84, 143	<b>Student Handbook:</b> 156-169, 189-192, 205-207, 220-221, 235-239, 267-268, 289-290	<b>Student Book:</b> 130-133	

Grade 6 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement Introductory Course
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.	<b>Student Book:</b> 149	<b>Student Handbook:</b> 64-168, 218-233, 234-246, 425, 514-526, 529, 533, 626-629	<b>Student Book:</b> 133, 188	
PO 7. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text.	<b>Student Book:</b> 142	<b>Student Handbook:</b> 536-561	<b>Student Book:</b> 141-142	
PO 8. Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository texts.	<b>Student Book:</b> 98, 158	<b>Student Handbook:</b> 181-182, 192, 196-199, 213, 216, 229, 242, 275, 276, 286	<b>Student Book:</b> 148-150, 151-154	
PO 9. Draw valid conclusions about expository text, supported by text evidence.		<b>Student Handbook:</b> 41, 653	<b>Student Book:</b> 155-158	

## Concept 2: Functional Text

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

Grade 6 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement Introductory Course
PO 1. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.		<b>Student Handbook:</b> 265-272		
PO 2. Identify the text features (e.g., directions, legend, illustrations, diagram, sequence, bold face print, headings) of functional text.		<b>Student Handbook:</b> 265-272	<b>Student Book:</b> 141-142	
PO 3. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve a problem, to perform a procedure, to answer questions).		<b>Student Handbook:</b> 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 6 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement Introductory Course
PO 1. Determine the author's specific purpose for writing the persuasive text.		<b>Student Handbook:</b> 247-255, 256-264	<b>Student Book:</b> 36-37, 192-194	

Grade 6 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement Introductory Course
PO 2. Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object.		<b>Student Handbook:</b> 247-255, 256-264	<b>Student Book:</b> 146-147, 187-202	
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.		<b>Student Handbook:</b> 263, 264, 287-288	<b>Student Book:</b> 187-202	

# ARIZONA READING SURVEY TEST CORRELATIONS

**Reading & Writing Sourcebook © 2001**

**Reader's Handbook © 2002**

**Daybook of Critical Reading and Writing © 1999**

**Vocabulary for Achievement First Course © 1998**

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	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement First Course
PO 1. Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).		<b>Student Handbook:</b> 585, 621-625, 685-692		<b>Teacher's Edition:</b> 13-18, 41-46, 47-52, 67-72, 107-112, 119-120, 139-140, 153-158, 159-160, 179-180, 193-198, 199-200

Grade 7 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement First Course
PO 2. Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, or contrast).		<b>Student Handbook:</b> 586, 615-620		<b>Teacher's Edition:</b> x-xi, 99-100
PO 3. Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).		<b>Student Handbook:</b> 586, 615-620		<b>Teacher's Edition:</b> 99-100
PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.		<b>Student Handbook:</b> 426-427, 434, 447, 455, 458, 459, 450, 464	<b>Student Book:</b> 75-76, 77-81, 82, 185-188, 221-223	<b>Teacher's Edition:</b> xii

Grade 7 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement First Course
<p>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.</p>	<p><b>Student Book:</b> 13, 14, 15, 16, 17, 22, 23, 24, 25, 26, 27, 28, 33, 34, 35, 36, 41, 42, 43, 44, 45, 46, 51, 52, 53, 55, 60, 61, 62, 63, 64, 65, 66, 71, 72, 76, 77, 78, 85, 86, 87, 89, 94, 95, 96, 97, 98, 99, 105, 106, 111, 112, 113, 114, 115, 116, 117, 118, 123, 124, 125, 127, 128, 133, 134, 135, 136, 137, 138, 143, 144, 146, 147, 152, 153, 154, 155, 163, 164, 165, 166, 167, 171, 172, 173, 174, 175, 181, 182, 183, 184, 185, 186, 188, 194, 195, 198, 205, 206, 207, 212, 213, 214, 215, 221, 222, 223, 224, 225, 226, 231, 232, 233, 234, 235</p>	<p><b>Student Handbook:</b> 158, 425, 515-526, 626-629, 630</p>	<p><b>Student Book:</b> 221-223</p>	<p><b>Teacher's Edition:</b> 1-6, 19-20, 39-40, 59-60</p>

## Concept 5: Fluency

Read fluently.

Grade 7 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement First Course
<p>PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</p>	<p><b>Student Book:</b> 10, 13-17, 22-28, 33-36, 41-46, 51-55, 60-66, 71-72, 76-79, 85-89, 94-100, 105-107, 111-118, 123-128, 132-138, 143-147, 152-156, 163-168, 171-176, 181-188, 194-199, 205-207, 212-216, 221-226, 231-235</p>		<p><b>Student Book:</b> 10, 11-14, 16-18, 20-21, 24-25, 28-29, 32-33, 36, 40-41, 43-44, 45-46, 48-49, 54-56, 58-59, 62-63, 65, 70, 73, 75, 77-80, 84-85, 89-90, 92-93, 98-100, 102-103, 105, 108, 111, 114-116, 118-120, 122-123, 125, 130-131, 133-134, 136-138, 142-143, 146-148, 150-151, 153, 155-156, 158-159, 162-163, 166, 168-171, 172, 176, 178, 180-181, 183, 185-186, 190-191, 195-196, 198-201, 204-205, 206-207, 208-210, 212-214, 216-217</p>	<p><b>Teacher's Edition:</b> 5, 11, 17, 25, 31, 37, 45, 51, 7, 65, 71, 77, 85, 91, 97, 105, 111, 117, 125, 131, 137, 145, 51, 157, 165, 171, 177, 185, 191, 197</p>

## Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

Grade 7 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement First Course
PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	<b>Student Book:</b> 8, 9, 42-43, 45, 50, 51, 52, 70, 75, 77, 93, 122, 125, 126, 127, 128, 131, 142, 171, 172, 211, 215, 220, 230, 231, 233	<b>Student Handbook:</b> 44, 45	<b>Student Book:</b> 27-30	
PO 2. Confirm predictions about text for accuracy.			<b>Student Book:</b> 29	
PO 3. Generate clarifying questions in order to comprehend text.	<b>Student Book:</b> 8, 9, 41, 53, 79, 111, 152, 176, 212, 213	<b>Student Handbook:</b> 45, 185, 240, 374, 652	<b>Student Book:</b> 118-121	
PO 4. Use graphic organizers in order to clarify the meaning of text.	<b>Student Book:</b> 21, 24, 27, 28, 32, 37, 40, 50, 56, 59, 62-63, 66, 70, 73, 86, 88-89, 90, 101, 107, 108, 112-113, 115-117, 122, 129, 131, 142, 144-147, 156, 182-184, 187, 189, 193, 197, 199, 204, 208, 211, 217, 222-223, 225, 226, 236	<b>Student Handbook:</b> 54, 91, 139-140, 305, 336, 344, 371, 385, 662-663	<b>Student Book:</b> 18, 22, 26, 42, 50, 51, 57, 61, 67, 71, 74, 76, 86, 88, 91, 93, 94, 95, 104, 107, 109, 112, 124, 127, 132, 139, 144, 149, 152, 164, 171, 177, 187, 193, 197, 205	
PO 5. Connect information and events in text to experience and to related text and sources.	<b>Student Book:</b> 8, 9, 29, 60, 70, 72, 76, 177, 194	<b>Student Handbook:</b> 35, 45, 78, 96, 113, 128, 183, 200, 214, 230, 310, 335, 418, 485	<b>Student Book:</b> 13-15, 24-26, 127-128	

Grade 7 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement First Course
<p>PO 6. Apply knowledge of the organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships) to text to aid comprehension.</p>	<p><b>Student Book:</b> 17, 90</p>	<p><b>Student Handbook:</b> 56-63, 77, 82, 111, 192, 196, 213, 216, 232, 242, 275, 276, 368, 644-645</p>	<p><b>Student Book:</b> 136-139, 168-174</p>	
<p>PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</p>	<p><b>Student Book:</b> 8-9, 12-17, 21-28, 32-36, 40-46, 50-55, 59-66, 70-72, 75-79, 84-89, 93-100, 104-107, 110-118, 122-128, 131-138, 142-147, 151-156, 162-167, 170-176, 180-188, 193-199, 204-207, 211-216, 220-226, 230-235</p>	<p><b>Student Handbook:</b> 32-37, 41, 177-178, 180, 192, 202, 216, 222, 249, 260, 353, 363, 387, 412, 423, 432, 440, 476518-519, 642-643, 644-645, 648-649, 650-651, 654-655, 656-657, 658-659</p>	<p><b>Student Book:</b> 27-38, 140-141</p>	

## 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	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement First Course
PO 1. Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.	<b>Student Book:</b> 24-28, 66, 88-89, 115-117, 184, 190	<b>Student Handbook:</b> 332, 368-375, 398-399, 484, 507	<b>Student Book:</b> 48-50, 145-160, 208-211	
PO 2. Recognize multiple themes in works of prose, poetry and drama.	<b>Student Book:</b> 20, 119, 139, 202, 236	<b>Student Handbook:</b> 347-348, 376-382, 405, 489-494, 511	<b>Student Book:</b> 51-52, 108-110, 212-215	
PO 3. Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.	<b>Student Book:</b> 56, 57, 129, 130, 133, 136, 164, 195, 197, 199	<b>Student Handbook:</b> 306, 313, 323, 325, 340-350, 483	<b>Student Book:</b> 43-44, 145-160, 204-205	
PO 4. Contrast points of view (e.g., first person, third person, omniscient) in literary text.		<b>Student Handbook:</b> 313, 323, 400-401	<b>Student Book:</b> 45-47, 223	
PO 5. Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution.		<b>Student Handbook:</b> 327-330, 351-359, 402, 509	<b>Student Book:</b> 40-42, 206-207	
PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.		<b>Student Handbook:</b> 334, 366, 397, 403, 456	<b>Student Book:</b> 105-107, 162-165	

<b>Grade 7 Performance Objectives</b>	<b>Reading &amp; Writing Sourcebook</b>	<b>Reader's Handbook</b>	<b>Daybook of Critical Reading and Writing</b>	<b>Vocabulary for Achievement First Course</b>
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.		<b>Student Handbook:</b> 408-445, 447-469	<b>Student Book:</b> 70-72, 73-74, 75-76, 172-173, 175-188, 221-223	
PO 8. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.		<b>Student Handbook:</b> 396	<b>Student Book:</b> 53-68, 168-171, 221	

## **Concept 2: Historical and Cultural Aspects of Literature**

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

<b>Grade 7 Performance Objectives</b>	<b>Reading &amp; Writing Sourcebook</b>	<b>Reader's Handbook</b>	<b>Daybook of Critical Reading and Writing</b>	<b>Vocabulary for Achievement First Course</b>
PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.			<b>Student Book:</b> 97-112	
PO 2. Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.				

## 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	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement First Course
PO 1. Restate the main idea (explicit or implicit) and supporting details in expository text.	<b>Student Book:</b> 37	<b>Student Handbook:</b> 50-54, 60-61, 179, 182, 240, 262, 284-285, 582, 674	<b>Student Book:</b> 32-34, 84-86, 87-88, 89-91, 122-124, 130-132	
PO 2. Summarize the main idea and critical details of expository text, maintaining chronological sequential or logical order.	<b>Student Book:</b> 47-48, 217	<b>Student Handbook:</b> 179, 186, 203, 217, 232-233, 262, 276, 284-285, 289-290, 659	<b>Student Book:</b> 116, 133-135	
PO 3. Distinguish fact from opinion in expository text, using supporting evidence from text.	<b>Student Book:</b> 200-201	<b>Student Handbook:</b> 224-227, 281	<b>Student Book:</b> 89-91, 193-194	
PO 4. Identify the author's stated or implied purpose(s) for writing expository text.	<b>Student Book:</b> 93, 100	<b>Student Handbook:</b> 266, 391	<b>Student Book:</b> 111-112, 190-192	
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.	<b>Student Book:</b> 32, 211	<b>Student Handbook:</b> 156-169, 189-192, 205-207, 220-221, 235-239, 267-268, 289-290		

Grade 7 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement First Course
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.	<b>Student Book:</b> 157-158	<b>Student Handbook:</b> 64-168, 218-233, 234-246, 425, 514-526, 529, 533, 626-629	<b>Student Book:</b> 91	
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.	<b>Student Book:</b> 211	<b>Student Handbook:</b> 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.	<b>Student Book:</b> 151	<b>Student Handbook:</b> 181-182, 192, 196-199, 213, 216, 229, 242, 275, 276, 286	<b>Student Book:</b> 136-139, 142-144	
PO 10. Make relevant inferences about expository text, supported by text evidence.	<b>Student Book:</b> 36, 218	<b>Student Handbook:</b> 40, 52, 653	<b>Student Book:</b> 31, 118-121, 140-141	
PO 9. Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.	<b>Student Book:</b> 217	<b>Student Handbook:</b> 278, 383-388	<b>Student Book:</b> 142-144	
PO 10. Explain how authors use elements (e.g., language choice, organization) of expository text to achieve their purposes.		<b>Student Handbook:</b> 181-182, 196-199, 213, 229, 242, 263-264, 275, 276, 277, 278, 283, 286, 287-288, 289-290	<b>Student Book:</b> 129-144	

## Concept 2: Functional Text

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

Grade 7 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement First Course
PO 1. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.		<b>Student Handbook:</b> 265-272		
PO 2. Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is missing in functional text.				
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).		<b>Student Handbook:</b> 265-272	<b>Student Book:</b>	

### 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	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement First Course
PO 1. Determine the author's specific purpose for writing the persuasive text.	<b>Student Book:</b> 93, 100	<b>Student Handbook:</b> 247-255, 256-264	<b>Student Book:</b> 83-96, 111-112, 190-192	
PO 2. Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object.	<b>Student Book:</b> 101	<b>Student Handbook:</b> 247-255, 256-264	<b>Student Book:</b> 83-96, 189-202	
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.		<b>Student Handbook:</b> 263, 264, 287-288	<b>Student Book:</b> 83-96, 189-202	

# ARIZONA READING SURVEY TEST CORRELATIONS

**Reading & Writing Sourcebook © 2001**

**Reader's Handbook © 2002**

**Daybook of Critical Reading and Writing © 1999**

**Vocabulary for Achievement Second Course © 1998**

**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.**

<b>Grade 8 Performance Objectives</b>	<b>Reading &amp; Writing Sourcebook</b>	<b>Reader's Handbook</b>	<b>Daybook of Critical Reading and Writing</b>	<b>Vocabulary for Achievement Second Course</b>
PO 1. Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).		<b>Student Handbook:</b> 585, 621-625, 685-692		<b>Teacher's Edition:</b> 2, 8, 27-32, 38, 52, 61-62, 73-78, 86, 92, 93-98, 101-102, 132, 159-160, 167-172, 179-180, 181-186, 199-200

Grade 8 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement Second Course
PO 2. Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, or contrast).		<b>Student Handbook:</b> 586, 615-620		<b>Teacher's Edition:</b> x-xi, 99-100, 139-140
PO 3. Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).		<b>Student Handbook:</b> 586, 615-620		<b>Teacher's Edition:</b> xii, 19-20
PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.		<b>Student Handbook:</b> 426-427, 434, 447, 455, 458, 459, 450, 464	<b>Student Book:</b> 15-16, 70-72, 73-74, 83-86, 207-209, 221-223	<b>Teacher's Edition:</b> xii

Grade 8 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement Second Course
<p>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.</p>	<p><b>Student Book:</b> 8, 10, 13, 14, 15, 16, 22, 23, 24, 25, 26, 27, 28, 35, 36, 37, 38, 44, 45, 46, 53, 54, 55, 56, 57, 62, 63, 64, 65, 71, 72, 77, 78, 79, 85, 86, 87, 88, 89, 90, 95, 96, 97, 98, 99, 100, 105, 106, 107, 108, 109, 110, 111, 112, 113, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 133, 138, 141, 147, 148, 149, 150, 151, 152, 157, 158, 159, 160, 165, 166, 167, 168, 174, 175, 176, 177, 178, 179, 185, 186, 187, 188, 189, 190, 191, 192, 197, 198, 203, 212, 213, 214, 215, 216, 221, 222, 223, 225, 230, 231, 234</p>	<p><b>Student Handbook:</b> 158, 425, 515-526, 626-629, 630</p>		<p><b>Teacher's Edition:</b> 19-20, 39-40, 52, 59-60, 86, 92, 132</p>

## Concept 5: Fluency

Read fluently.

Grade 8 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement Second Course
<p>PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</p>	<p><b>Student Book:</b> 8, 10, 13-16, 22-28, 35-39, 44-47, 53-57, 62-65, 71-73, 77-79, 84-90, 95-99, 105-113, 119-128, 132-134, 138-142, 147-152, 157-160, 165-168, 174-177, 185-192, 197-198, 203-206, 212-216, 221-225, 230-235</p>		<p><b>Student Book:</b> 10, 11, 13, 15-16, 17-19, 20-21, 24-30, 32-33, 37, 40-41, 43-45, 49-50, 56, 58, 60-61, 63-65, 70, 73, 75, 78-81, 83-85, 88-89, 93-94, 96-98, 104-105, 109, 112-115, 118-119, 121, 124, 126-131, 134, 136, 138-139, 141-142, 145, 148-149, 151-153, 156-158, 162-163, 167-168, 170, 171, 176, 178, 181, 183, 185, 188, 191-194, 198-199, 204-205, 207-209, 210-212, 213-214, 216, 217</p>	<p><b>Teacher's Edition:</b> 5, 11, 17, 25, 31, 37, 45, 51, 57, 65, 71, 77, 85, 91, 97, 105, 111, 117, 125, 131, 137, 145, 151, 157, 165, 171, 177, 185, 191, 197</p>

## Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

Grade 8 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement Second Course
PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	<b>Student Book:</b> 9, 12, 21, 78, 85, 87, 88, 89, 106, 108, 110, 112, 113, 119, 132, 146, 166, 167, 168, 174, 177, 202, 204, 206, 220, 229, 231	<b>Student Handbook:</b> 44, 45	<b>Student Book:</b> 24-28	
PO 2. Confirm predictions about text for accuracy.	<b>Student Book:</b> 90, 220			
PO 3. Generate clarifying questions in order to comprehend text.	<b>Student Book:</b> 9, 47, 53, 79, 85, 147, 179, 185, 211, 212, 232	<b>Student Handbook:</b> 45, 185, 240, 374, 652	<b>Student Book:</b> 47, 118-119, 121, 123	
PO 4. Use graphic organizers in order to clarify the meaning of text.	<b>Student Book:</b> 24, 26, 29, 43, 52, 54-57, 58, 84, 91, 97, 100, 101, 104, 115, 120-121, 123, 125, 128, 137, 139-140, 142, 153, 169, 173, 193, 196, 199, 211, 214-216, 217, 222-224, 226, 235, 236	<b>Student Handbook:</b> 54, 91, 139-140, 305, 336, 344, 371, 385, 662-663	<b>Student Book:</b> 16, 31, 35, 42, 45, 59, 68, 76, 85, 91, 98, 100, 105, 108, 122, 140, 144, 146, 155, 159, 164, 165, 169, 174, 179	
PO 5. Connect information and events in text to experience and to related text and sources.	<b>Student Book:</b> 9, 44, 54-57, 72-73, 138, 139-140, 142, 143, 186, 197, 222-225	<b>Student Handbook:</b> 35, 45, 78, 96, 113, 128, 183, 200, 214, 230, 310, 335, 418, 485	<b>Student Book:</b> 13-14, 129-132	

Grade 8 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement Second Course
PO 6. Apply knowledge of the organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships) to text to aid comprehension.	<b>Student Book:</b> 24, 26, 91, 120-121, 123, 214-216, 217, 235	<b>Student Handbook:</b> 56-63, 77, 82, 111, 192, 196, 213, 216, 232, 242, 275, 276, 368, 644-645	<b>Student Book:</b> 144-146, 167-169	<b>Teacher's Edition:</b> 69-71
PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	<b>Student Book:</b> 12-16, 21-28, 34-39, 43-47, 52-57, 61-65, 70-73, 76-79, 84-90, 94-99, 104-113, 118-128, 132-134, 138-142, 146-152, 156-160, 164-168, 174-179, 184-192, 196-198, 202-206, 211-216, 220-225, 229-235	<b>Student Handbook:</b> 32-37, 41, 177-178, 180, 192, 202, 216, 222, 249, 260, 353, 363, 387, 412, 423, 432, 440, 476518-519, 642-643, 644-645, 648-649, 650-651, 654-655, 656-657, 658-659	<b>Student Book:</b> 23-38, 133-146, 147-160, 187-202	

## 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	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement Second Course
PO 1. Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.	<b>Student Book:</b> 29, 30, 91, 120-122, 123, 128, 236	<b>Student Handbook:</b> 332, 368-375, 398-399, 484, 507	<b>Student Book:</b> 49-52	
PO 2. Compare (and contrast) themes across works of prose, poetry, and drama.	<b>Student Book:</b> 60,	<b>Student Handbook:</b> 376-382, 383-388, 405, 489-494, 511	<b>Student Book:</b> 53-54, 55-68, 109-111	
PO 3. Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.	<b>Student Book:</b> 29, 58-59, 66, 97, 100-101, 102, 114-115, 116, 169, 193, 207, 236	<b>Student Handbook:</b> 306, 313, 323, 325, 340-350, 483	<b>Student Book:</b> 43-46, 104-106, 213-215	
PO 4. Contrast points of view (e.g., first person, third person, omniscient) in literary text.		<b>Student Handbook:</b> 313, 323, 400-401	<b>Student Book:</b> 47-48, 222	
PO 5. Analyze the relevance of setting (e.g., time, place, situation) to the mood and tone of text.	<b>Student Book:</b> 74-75, 226-227,	<b>Student Handbook:</b> 327-330, 351-359, 402, 509	<b>Student Book:</b> 40-42, 78-82	
PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.	<b>Student Book:</b> 68, 156, 199, 220	<b>Student Handbook:</b> 334, 366, 397, 403, 456	<b>Student Book:</b> 78-82, 107-108	

Grade 8 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement Second Course
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).		<b>Student Handbook:</b> 408-445, 447-469	<b>Student Book:</b> 175-186	

### 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	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement Second Course
PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.	<b>Student Book:</b> 146, 156, 163, 183		<b>Student Book:</b> 56-57, 60-62,	
PO 2. Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.	<b>Student Book:</b> 94			<b>Teacher's Edition:</b> xiii

## 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	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement Second Course
PO 1. Restate the main idea (explicit or implicit) and supporting details in expository text.	<b>Student Book:</b> 48, 153	<b>Student Handbook:</b> 50-54, 60-61, 179, 182, 240, 262, 284-285, 582, 674	<b>Student Book:</b> 151-154, 155	
PO 2. Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological sequential or logical order.	<b>Student Book:</b> 48-49, 153-154	<b>Student Handbook:</b> 179, 186, 203, 217, 232-233, 262, 276, 284-285, 289-290, 659	<b>Student Book:</b> 137, 138-140, 154-155	
PO 3. Distinguish fact from opinion in expository text, using supporting evidence from text.		<b>Student Handbook:</b> 224-227, 281	<b>Student Book:</b> 96-99, 148-150	
PO 4. Identify the author's stated or implied purpose(s) for writing expository text.		<b>Student Handbook:</b> 266, 391	<b>Student Book:</b> 160	
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.	<b>Student Book:</b> 34, 146	<b>Student Handbook:</b> 156-169, 189-192, 205-207, 220-221, 235-239, 267-268, 289-290	<b>Student Book:</b> 134-136	

Grade 8 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement Second Course
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.		<b>Student Handbook:</b> 64-168, 218-233, 234-246, 425, 514-526, 529, 533, 626-629	<b>Student Book:</b> 98	<b>Teacher's Edition:</b> 6, 12, 52, 172
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.	<b>Student Book:</b> 146	<b>Student Handbook:</b> 536-561	<b>Student Book:</b> 141-143	
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.	<b>Student Book:</b> 214-216, 218	<b>Student Handbook:</b> 181-182, 192, 196-199, 213, 216, 229, 242, 275, 276, 286	<b>Student Book:</b> 144-146	
PO 10. Make relevant inferences about expository text, supported by text evidence.		<b>Student Handbook:</b> 40, 52, 653	<b>Student Book:</b> 29-31, 151, 156-160	
PO 11. Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.		<b>Student Handbook:</b> 278, 383-388	<b>Student Book:</b> 136	
PO 12. Explain how authors use elements (e.g., language choice, organization) of expository text to achieve their purposes.		<b>Student Handbook:</b> 181-182, 196-199, 213, 229, 242, 263-264, 275, 276, 277, 278, 283, 286, 287-288, 289-290	<b>Student Book:</b> 144-146, 148, 155, 196-197	

## Concept 2: Functional Text

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

Grade 8 Performance Objectives	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement Second Course
PO 1. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.		<b>Student Handbook:</b> 265-272		
PO 2. Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is extraneous in functional text.		<b>Student Handbook:</b> 269, 270	<b>Student Book:</b> 134-135	
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).		<b>Student Handbook:</b> 265-272		
PO 4. Evaluate the adequacy of details and facts from functional text to achieve a specific purpose.		<b>Student Handbook:</b> 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	Reading & Writing Sourcebook	Reader's Handbook	Daybook of Critical Reading and Writing	Vocabulary for Achievement Second Course
PO 1. Determine the author's specific purpose for writing the persuasive text.		<b>Student Handbook:</b> 247-255, 256-264	<b>Student Book:</b> 88, 160, 188-190,	
PO 2. Evaluate the effectiveness of the facts used to support an author's argument regarding a particular idea, subject, concept, or object.		<b>Student Handbook:</b> 249-255	<b>Student Book:</b> 91, 96-99, 100-102, 190, 200	
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.		<b>Student Handbook:</b> 263, 264, 287-288	<b>Student Book:</b> 100-102, 187-202	
PO 4. Identify specific instances of bias in persuasive text.				



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