

**READING & WRITING  
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**Grades 7-8**

correlated to

**Arizona**

**Reading Standard Articulated**

**Great Source®**

EDUCATION GROUP



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**Reading & Writing Sourcebook © 2001  
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
PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.	<b>Student Book:</b> 33, 61, 64, 66, 71, 72, 94, 106, 123, 128, 136, 195
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> 13-17, 22-28, 33-36, 41-46, 51-53, 55, 60-66, 71, 72, 76-78, 85-87, 89, 94-99, 105, 106, 111-118, 123-125, 127, 128, 133-138, 143, 144, 146, 147, 152-155, 163-167, 171-175, 181-186, 188, 194, 195, 198, 205-207, 212-215, 221-226, 231-235

**Concept 5: Fluency**

**Read fluently.**

Grade 7 Performance Objectives	Reading & Writing Sourcebook
PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	<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

## Concept 6: Comprehension Strategies

### Employ strategies to comprehend text.

Grade 7 Performance Objectives	Reading & Writing Sourcebook
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
PO 2. Confirm predictions about text for accuracy.	<b>Student Book:</b> 45-46, 50-55, 75-82, 122-130, 170-176, 211-218, 230-236
PO 3. Generate clarifying questions in order to comprehend text.	<b>Student Book:</b> 8, 9, 41, 53, 79, 111, 152, 176, 212, 213
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
PO 5. Connect information and events in text to experience and to related text and sources.	<b>Student Book:</b> 8, 9, 29, 40, 60, 70, 72, 76, 79, 177, 194, 204
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> 17, 47-48, 90, 230
PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	<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

## 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
PO 1. Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.	<b>Student Book:</b> 24-28, 62-63, 66, 88-89, 115-117, 184, 189-192
PO 2. Recognize multiple themes in works of prose, poetry and drama.	<b>Student Book:</b> 20, 119, 139, 202, 236
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
PO 4. Contrast points of view (e.g., first person, third person, omniscient) in literary text.	<b>Student Book:</b> 35, 178, 187, 212-215
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 Book:</b> 27-29, 59, 66, 86-89, 113-117, 135-138, 182-184
PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.	<b>Student Book:</b> 193, 217, 218
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 Book:</b> 8, 74
PO 8. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.	<b>Student Book:</b> 219, 220

## **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>
PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.	<b>Student Book:</b> 94-100, 105-109, 111-119, 162-167, 203-210

## **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 7 Performance Objectives</b>	<b>Reading &amp; Writing Sourcebook</b>
PO 1. Restate the main idea (explicit or implicit) and supporting details in expository text.	<b>Student Book:</b> 37, 47-48, 217
PO 2. Summarize the main idea and critical details of expository text, maintaining chronological sequential or logical order.	<b>Student Book:</b> 37, 47-48, 217
PO 3. Distinguish fact from opinion in expository text, using supporting evidence from text.	<b>Student Book:</b> 100, 200-201
PO 4. Identify the author's stated or implied purpose(s) for writing expository text.	<b>Student Book:</b> 93-94, 100, 217
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
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>Grade 7 Performance Objectives</b>	<b>Reading &amp; Writing Sourcebook</b>
PO 7. Differentiate between primary and secondary source material.	<b>Student Book:</b> 37, 204, 212
PO 8. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text.	<b>Student Book:</b> 211
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> 108-109, 151, 156
PO 10. Make relevant inferences about expository text, supported by text evidence.	<b>Student Book:</b> 36, 148, 218
PO 9. Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.	<b>Student Book:</b> 217
PO 10. Explain how authors use elements (e.g., language choice, organization) of expository text to achieve their purposes.	<b>Student Book:</b> 151, 157-160

### **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 7 Performance Objectives</b>	<b>Reading &amp; Writing Sourcebook</b>
PO 1. Determine the author's specific purpose for writing the persuasive text.	<b>Student Book:</b> 93, 100
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
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 Book:</b> 100



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Grade 8**

**Strand 1: Reading Process**

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**Concept 4: Vocabulary**

Acquire and use new vocabulary in relevant contexts.

Grade 8 Performance Objectives	Reading & Writing Sourcebook
PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.	<b>Student Book:</b> 73, 91
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, 13-16, 22-28, 35-38, 44-46, 53-57, 62-65, 71-72, 77-79, 85-90, 95-100, 105-113, 119-128, 133, 138, 141, 147-152, 157-160, 165-168, 174-179, 185-192, 197-198, 203, 212-216, 221-223, 225, 230-231, 234

**Concept 5: Fluency**

Read fluently.

Grade 8 Performance Objectives	Reading & Writing Sourcebook
PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	<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

## Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

Grade 8 Performance Objectives	Reading & Writing Sourcebook
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
PO 2. Confirm predictions about text for accuracy.	<b>Student Book:</b> 85-90, 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
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
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
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
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

## 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
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
PO 2. Compare (and contrast) themes across works of prose, poetry, and drama.	<b>Student Book:</b> 60, 61
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
PO 4. Contrast points of view (e.g., first person, third person, omniscient) in literary text.	<b>Student Book:</b> 31, 144
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
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, 132, 156, 199, 220, 226-227
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 Book:</b> 135

### 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
PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.	<b>Student Book:</b> 146, 156, 163, 183

Grade 8 Performance Objectives	Reading & Writing Sourcebook
PO 2. Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.	<b>Student Book:</b> 83, 94

### 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
PO 1. Restate the main idea (explicit or implicit) and supporting details in expository text.	<b>Student Book:</b> 48-49, 153
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
PO 3. Distinguish fact from opinion in expository text, using supporting evidence from text.	<b>Student Book:</b> 48-49, 153
PO 4. Identify the author’s stated or implied purpose(s) for writing expository text.	<b>Student Book:</b> 136, 153
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
PO 8. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text.	<b>Student Book:</b> 146, 183
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> 153, 193

<b>Grade 8 Performance Objectives</b>	<b>Reading &amp; Writing Sourcebook</b>
PO 10. Make relevant inferences about expository text, supported by text evidence.	<b>Student Book:</b> 34, 45, 147-152, 185-191
PO 11. Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.	<b>Student Book:</b> 193
PO 12. Explain how authors use elements (e.g., language choice, organization) of expository text to achieve their purposes.	<b>Student Book:</b> 48-49, 153, 195

### **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 8 Performance Objectives</b>	<b>Reading &amp; Writing Sourcebook</b>
PO 1. Determine the author's specific purpose for writing the persuasive text.	<b>Student Book:</b> 129, 130, 193, 194
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 Book:</b> 129, 130, 193, 194



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