

**READING & WRITING
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Grades 9-12

correlated to

Arizona

Reading Standard Articulated

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Reading & Writing Sourcebook © 2000 correlated to Arizona Reading Standard Articulated by Grade Level Grade 9

Strand 1: Reading Process

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

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

Grade 9 Performance Objectives	Reading & Writing Sourcebook
PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and correct spellings by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.	Student Book: 13, 14, 15, 16, 17, 22, 23, 24, 25, 26, 27, 28, 35, 36, 37, 38, 43, 44, 45, 46, 50, 52, 53, 54, 57, 58, 59, 60, 61, 65, 67, 74, 75, 76, 77, 78, 80, 81, 86, 87, 88, 89, 90, 91, 92, 94, 95, 100, 101, 102, 103, 104, 105, 107, 113, 114, 115, 120, 121, 122, 126, 127, 128, 129, 130, 131, 132, 137, 138, 139, 140, 141, 147, 148, 149, 150, 154, 155, 156, 157, 163, 164, 166, 172, 173, 179, 180, 181, 182, 188, 189, 190, 191, 192, 198, 199, 200, 201, 202, 207, 208, 209, 210, 211, 212, 213, 214, 215, 220, 221, 222, 223, 229, 230, 231, 232, 233, 234

Concept 5: Fluency

Read fluently.

Grade 9 Performance Objectives	Reading & Writing Sourcebook
PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	Student Book: 8, 10, 13-17, 22-29, 35-38, 43-46, 50, 52-54, 57-61, 67, 69, 74-81, 86-95, 100-107, 113-115, 120-122, 127-132, 137-140, 147-150, 154-157, 162-166, 172-173, 179-182, 188-193, 199-202, 207-215, 220-224, 229-235

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

Grade 9 Performance Objectives	Reading & Writing Sourcebook
PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	Student Book: 8, 9, 44, 51, 57, 66, 73, 87-89, 92, 99, 113, 119, 126, 147, 173, 178, 208, 210, 212, 215, 230

Grade 9 Performance Objectives	Reading & Writing Sourcebook
PO 2. Generate clarifying questions in order to comprehend text.	Student Book: 8, 9, 12, 13, 35, 42-43, 52, 173, 179, 199, 229
PO 3. Use graphic organizers in order to clarify the meaning of the text.	Student Book: 18, 39, 42, 52-54, 55, 68, 70, 75, 77, 80-81, 82, 94, 106, 108, 112, 116, 123, 133, 141, 147, 151, 158, 167, 174, 180-182, 183, 187, 189-190, 198, 203, 216, 222-224, 225, 236
PO 4. Connect information and events in text to experience and to related text and sources.	Student Book: 8, 9, 12, 30, 42, 52-54, 67, 120-122, 137, 163, 167, 188, 198, 206, 222-224
PO 5. Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.	Student Book: 39, 82, 116, 117, 123, 133, 141, 151, 158, 167, 180-182, 183, 189, 225, 236

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 & Writing Sourcebook
PO 1. Describe the author's use of literary elements: <ul style="list-style-type: none"> • theme (moral, lesson, meaning, message, view or comment on life), • point of view (e.g., first vs. third, limited vs. omniscient), • characterization (qualities, motives, actions, thoughts, dialogue, development, interactions), • setting (time of day or year, historical period, place, situation), and • plot (exposition, conflict, rising action, climax, falling action, and resolution). 	Student Book: 55-56, 75, 77, 80, 81, 82, 94, 106, 108-109, 116, 123, 124, 133, 134, 141, 142, 167, 175, 180-182, 216, 225, 226, 236
PO 2. Explain different elements of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.	Student Book: 55, 108, 133
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.	Student Book: 112-118, 158

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 & Writing Sourcebook
PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.	Student Book: 65-71, 74-83, 112-116, 120-123, 161-167
PO 3. Recognize ways that forms of literature (including poetry, novel and/or short story) present similar themes differently across genres.	Student Book: 65-84, 125-144

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 & Writing Sourcebook
PO 1. Compare (and contrast) original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text.	Student Book: 42-48, 146-152
PO 2. Distinguish facts from opinions in expository selections such as editorials, newspaper articles, essays, reviews, and critiques, providing supporting evidence from the text.	Student Book: 183-185, 194-195
PO 3. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text.	Student Book: 12, 34, 146, 187
PO 4. Organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information; and by making charts, conceptual maps, learning logs, and/or timelines.	Student Book: 13-18, 34-39, 42-46, 146-151, 154-158, 187-194

Grade 9 Performance Objectives	Reading & Writing Sourcebook
PO 6. Use knowledge of modes of expository writing (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes, sequence-time order, problem-solution, analogy, definition, narrative) to interpret text.	Student Book: 39, 82, 116, 117, 123, 133, 151, 158, 183, 189, 225
PO 7. Explain how one excerpt relates and contributes to the reading selection (e.g., sentence to paragraph, paragraph to selection).	Student Book: 13-18, 34-39, 42-46, 146-151, 154-158, 187-194
PO 8. Support conclusions drawn from ideas and concepts in expository text.	Student Book: 13-18, 34-39, 42-46, 146-151, 154-158, 187-194

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 9 Performance Objectives	Reading & Writing Sourcebook
PO 1. Identify the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, logic) in persuasive text.	Student Book: 183-185, 194-195



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Arizona Reading Standard Articulated by Grade Level
Grade 10

Strand 1: Reading Process

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

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

Grade 10 Performance Objectives	Reading & Writing Sourcebook
PO 1. Determine the meaning of vocabulary, using linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).	Student Book: 229, 232
PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).	Student Book: 60, 230, 234
PO 3. Determine how the meaning of the text is affected by the writer's word choice (e.g., literal vs. figurative language, idioms, adages).	Student Book: 166-167
PO 5. Determine the meanings, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spellings of words by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.	Student Book: 10, 13, 14, 15, 16, 21, 22, 24, 25, 26, 27, 28, 29, 35, 36, 37, 42, 43, 44, 45, 46, 47, 53, 54, 55, 56, 57, 58, 59, 65, 66, 67, 68, 69, 74, 75, 76, 77, 78, 83, 84, 88, 89, 90, 95, 96, 97, 98, 99, 107, 108, 109, 110, 115, 116, 117, 118, 119, 125, 126, 127, 128, 135, 136, 138, 144, 146, 147, 153, 154, 155, 156, 157, 163, 164, 165, 171, 172, 173, 174, 181, 182, 183, 184, 189, 190, 191, 199, 200, 201, 202, 203, 209, 210, 211, 212, 213, 221, 222, 223, 224, 229, 230, 231, 233, 234

Concept 5: Fluency

Read fluently.

Grade 10 Performance Objectives	Reading & Writing Sourcebook
PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	Student Book: 8, 10, 13-16, 21-29, 35-37, 42-47, 53-59, 65-69, 74-78, 83, 84, 88-90, 95-100, 107-111, 115-120, 125-129, 135-139, 144, 146-148, 153-157, 163-165, 171-174, 181-184, 189-192, 199-203, 209-214, 221-225, 229-234

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

Grade 10 Performance Objectives	Reading & Writing Sourcebook
PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	Student Book: 9, 44, 75, 76, 77, 78, 89, 94, 95, 126, 152, 171, 172, 174, 180, 181, 191, 198, 208, 223
PO 2. Generate clarifying questions in order to comprehend text.	Student Book: 9, 42, 46, 106, 116, 125, 145, 163, 189, 198, 221
PO 3. Use graphic organizers in order to clarify the meaning of the text.	Student Book: 22-24, 26-28, 30, 34, 38, 52, 60, 70, 79, 82, 84, 91, 94, 96, 98, 102, 108, 110, 111, 120, 121, 130, 136-138, 139, 140, 145, 149, 155, 157, 170, 175, 185, 193, 200-203, 204, 205, 209-212, 214, 220, 226, 235
PO 4. Connect information and events in text to experience and to related text and sources.	Student Book: 9, 22-24, 26-27, 28, 34, 82, 84, 106, 112, 145, 170, 188, 198
PO 5. Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.	Student Book: 38, 61, 79, 96, 98, 102, 111, 118, 120, 121, 149, 175, 176, 185, 194, 236

Strand 2: Comprehending Literary Text

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

Concept 1: Elements of Literature

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

Grade 10 Performance Objectives	Reading & Writing Sourcebook
PO 1. Analyze the author’s use of literary elements: <ul style="list-style-type: none"> • theme (moral, lesson, meaning, message, view or comment on life), • point of view (e.g., first vs. third, limited vs. omniscient), • characterization (qualities, motives, actions, thoughts, dialogue, development, interactions), • setting (time of day or year, historical period, place, situation), and • plot (exposition, major and minor conflicts, rising action, climax, falling action, and resolution). 	Student Book: 70, 79, 91, 94, 101, 102, 130, 132, 139, 175, 193, 204-205, 215, 216, 225, 226, 235, 236
PO 2. Analyze the author’s use of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.	Student Book: 166-167
PO 4. Identify how an author's choice of words and imagery sets the tone and advances the work's theme.	Student Book: 166-167

Concept 2: Historical and Cultural Aspects of Literature

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

Grade 10 Performance Objectives	Reading & Writing Sourcebook
PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.	Student Book: 33, 48, 64, 87, 105, 161, 179, 192, 197, 219
PO 3. Recognize ways that forms of literature (including poetry, novel and/or short story) present similar themes differently across genres.	Student Book: 73-86

Strand 3: Comprehending Informational Text

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

Concept 1: Expository Text

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

Grade 10 Performance Objectives	Reading & Writing Sourcebook
PO 3. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text.	Student Book: 144, 152, 188
PO 4. Organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information; and by making charts, conceptual maps, learning logs and/or timelines for a research document or other assigned tasks.	Student Book: 13-16, 21-29, 125-129, 140, 146-148, 153-157, 189-192, 229-234
PO 5. Interpret graphic sources of information (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) to support ideas.	Student Book: 143, 152
PO 6. Use knowledge of modes of expository writing (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes, sequence-time order, problem-solution, analogy, definition, narrative) to interpret text.	Student Book: 61, 79, 118, 120, 121, 149, 185, 194
PO 7. Make relevant inferences by synthesizing concepts and ideas from a single reading selection.	Student Book: 133
PO 8. Support conclusions drawn from ideas and concepts in expository text.	Student Book: 149-150, 193

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 10 Performance Objectives	Reading & Writing Sourcebook
PO 1. Describe the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, logic) in persuasive text.	Student Book: 185-186



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Grade 11

Strand 1: Reading Process

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

Concept 5: Fluency

Read fluently.

Grade 11 Performance Objectives	Reading & Writing Sourcebook
PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	Student Book: 8, 10, 13-16, 22-25, 31-36, 42-45, 53-56, 63-65, 73-78, 83-88, 93-96, 101-108, 114-119, 124-127, 133-137, 142-145, 150, 152-155, 160-163, 169, 170, 171, 172, 176, 177, 178, 187-192, 205-210, 215-219, 225-227, 231-234

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

Grade 11 Performance Objectives	Reading & Writing Sourcebook
PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	Student Book: 8, 9, 22, 42, 44, 56, 72, 100, 102, 160-161, 189, 215, 225
PO 2. Generate clarifying questions in order to comprehend text.	Student Book: 8, 9, 12, 22, 24, 65, 83, 100, 106, 123, 137, 151, 160, 179, 204, 210, 225
PO 3. Use graphic organizers in order to clarify the meaning of the text.	Student Book: 12, 26, 37, 47, 57, 74-75, 77-78, 79, 82, 96, 97, 108, 117, 119, 120, 125-127, 141, 143, 151, 156, 169-172, 180, 182, 193, 199, 204, 207, 211, 220, 224, 231
PO 4. Connect information and events in text to experience and to related text and sources.	Student Book: 9, 12, 57, 74-75, 77-78, 79, 92, 100, 125-127, 151, 168, 169-172, 197, 199, 200, 204

Grade 11 Performance Objectives	Reading & Writing Sourcebook
PO 5. Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, classification schemes, problem-solution) of text to aid comprehension.	Student Book: 18, 38, 67, 68, 96, 108, 117, 119, 156, 181, 182, 194

Strand 2: Comprehending Literary Text

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

Concept 1: Elements of Literature

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

Grade 11 Performance Objectives	Reading & Writing Sourcebook
PO 1. Evaluate the author's use of literary elements: <ul style="list-style-type: none"> • theme (moral, lesson, meaning, message, view or comment on life), • point of view (e.g., first vs. third, limited vs. omniscient), • characterization (qualities, motives, actions, thoughts, dialogue, development, interactions), • setting (time of day or year, historical period, place, situation), and • plot (exposition, major and minor conflicts, rising action, climax, falling action, and resolution). 	Student Book: 115, 117, 119, 120, 121, 128, 168, 177, 179, 180-183, 193, 196, 200
PO 2. Interpret figurative language, including, personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory with emphasis upon how the writer uses language to evoke readers' emotions.	Student Book: 58-59, 197, 230
PO 3. Analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme.	Student Book: 128, 168, 177, 179, 180-183, 196, 200
PO 6. Explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position).	Student Book: 176, 200

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 11 Performance Objectives	Reading & Writing Sourcebook
PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.	Student Book: 200, 223
PO 2. Relate literary works to the traditions, themes, and issues of their eras.	Student Book: 71-90, 113-130, 187-202
PO 3. Analyze culturally or historically significant literary works of American literature that reflect our major literary periods and traditions.	Student Book: 8, 71-90, 113-130, 167-184, 223-238

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 11 Performance Objectives	Reading & Writing Sourcebook
PO 1. Critique the consistency and clarity of the text's purposes.	Student Book: 166, 235
PO 2. Distinguish among different kinds of evidence used to support conclusions (e.g., logical, empirical, anecdotal).	Student Book: 235
PO 3. Make relevant inferences by synthesizing concepts and ideas from a single reading selection.	Student Book: 54, 95, 134, 156, 211

Concept 3: Persuasive Text

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

Grade 11 Performance Objectives	Reading & Writing Sourcebook
PO 1. Analyze the power, validity, and truthfulness of the arguments advanced in persuasive text.	Student Book: 37-39, 97-98, 138-140, 146-147, 235-236

Grade 11 Performance Objectives	Reading & Writing Sourcebook
PO 2. Evaluate the arguments an author uses in a document to refute opposing arguments and address reader concerns.	Student Book: 37-39, 97-98, 138-140, 146-147, 235-236



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Grade 12

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 5: Fluency

Read fluently.

Grade 12 Performance Objectives	Reading & Writing Sourcebook
PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	Student Book: 8, 10, 12-17, 22-27, 33-35, 41-43, 51-55, 60-64, 71-76, 81-83, 89-93, 99-106, 113-115, 120-122, 129-134, 140-142, 149-153, 158-161, 169-173, 178-182, 189-192, 196-199, 205-206, 212-217, 223-226, 231-233

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

Grade 12 Performance Objectives	Reading & Writing Sourcebook
PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	Student Book: 8, 9, 12, 14, 32, 50, 59, 80, 112, 119, 121, 129, 130, 131, 132, 148, 157, 171, 177, 189, 197, 211, 215, 230, 232
PO 2. Generate clarifying questions in order to comprehend text.	Student Book: 8, 9, 16, 81, 98, 99, 120, 122, 149, 169, 172, 204, 206, 214
PO 3. Use graphic organizers in order to clarify the meaning of the text.	Student Book: 23-26, 27, 28, 32, 36, 44, 56, 65, 72-76, 77, 94, 98, 99, 101, 105, 116, 123, 134, 141-142, 154, 159-161, 162, 174, 178-180, 182, 183, 188, 204, 218, 222, 224, 226, 235
PO 4. Connect information and events in text to experience and to related text and sources.	Student Book: 9, 41, 71, 72-76, 98, 139, 140-142, 143, 192, 197, 204

Grade 12 Performance Objectives	Reading & Writing Sourcebook
PO 5. Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, classification schemes, problem-solution) of text to aid comprehension.	Student Book: 27, 28, 37, 65, 66, 77, 78, 94, 107, 108, 123, 134-135, 162, 182, 208, 224, 226, 227, 236

Strand 2: Comprehending Literary Text

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

Concept 1: Elements of Literature

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

Grade 12 Performance Objectives	Reading & Writing Sourcebook
PO 1. Evaluate the author's use of literary elements: <ul style="list-style-type: none"> • theme (moral, lesson, meaning, message, view or comment on life), • point of view (e.g., first vs. third, limited vs. omniscient), • characterization (qualities, motives, actions, thoughts, dialogue, development, interactions), • setting (time of day or year, historical period, place, situation), and • plot (exposition, major and minor conflicts, rising action, climax, falling action, and resolution). 	Student Book: 27, 39, 43, 56, 64, 65, 114, 120, 122, 134, 154, 159-161, 173, 174-175, 191, 199, 202, 224, 226, 227-228, 233, 234-236
PO 2. Interpret figurative language, including, personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory with emphasis upon how the writer uses language to evoke readers' emotions.	Student Book: 44-45, 116-118, 154
PO 3. Analyze a writer's word choice and imagery as a means to appeal to the reader's senses and to set the tone, providing evidence from the text to support the analysis.	Student Book: 44-45, 116-118, 154

Concept 2: Historical and Cultural Aspects of Literature

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

Grade 12 Performance Objectives	Reading & Writing Sourcebook
PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.	Student Book: 40, 49, 111, 167, 170, 221

Grade 12 Performance Objectives	Reading & Writing Sourcebook
PO 2. Relate literary works and their authors to the seminal ideas of their eras.	Student Book: 40, 49, 111, 167, 170, 221
PO 3. Analyze culturally or historically significant literary works of British and world literature that reflect the major literary periods and traditions.	Student Book: 11-30, 31-48, 49-68, 127-146, 167-186, 187-202, 221-237

Strand 3: Comprehending Informational Text

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

Concept 1: Expository Text

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

Grade 12 Performance Objectives	Reading & Writing Sourcebook
PO 1. Critique the effectiveness of the organizational pattern (e.g., logic, focus, consistency, coherence, visual appeal) of expository text.	Student Book: 94, 107
PO 5. Identify an author's implicit and stated assumptions about a subject, based upon evidence in the selection.	Student Book: 92, 100, 104, 106, 217, 218

Concept 3: Persuasive Text

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

Grade 12 Performance Objectives	Reading & Writing Sourcebook
PO 1. Evaluate the merit of an argument, action, or policy by citing evidence offered in the material itself and by comparing the evidence with information available in other sources.	Student Book: 183-185, 210, 218-219