

VOCABULARY FOR ACHIEVEMENT

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Grades 9-12

correlated to

Arizona

Reading Standard Articulated
by Grade Level

Great Source®

EDUCATION GROUP



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YOUR ARIZONA GREAT SOURCE REPRESENTATIVE

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**Vocabulary for Achievement, Third Course © 1998
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	Vocabulary for Achievement, Third Course
PO 1. Determine the meaning of vocabulary, using linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).	Teacher's Edition: 6, 7-12, 18, 33-38, 47-48, 73-78, 87-88, 98, 106, 107-108, 113-114, 121-122, 127-132, 133-138, 139-140, 141-142, 153-158, 159-160, 166, 172, 173-178, 179-180, 193-198, 199-200
PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).	Teacher's Edition: 119-120
PO 3. Distinguish between the denotative and connotative meanings of words.	Teacher's Edition: 1-6
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.	Teacher's Edition: 6, 18, 19-20, 39-40, 98, 106, 132, 166, 172

Concept 5: Fluency

Read fluently.

Grade 9 Performance Objectives	Vocabulary for Achievement, Third Course
PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	Teacher's Edition: 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

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	Vocabulary for Achievement, Third Course
PO 2. Explain different elements of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.	Teacher's Edition: 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 9 Performance Objectives	Vocabulary for Achievement, Third Course
PO 8. Support conclusions drawn from ideas and concepts in expository text.	Teacher's Edition: 99-100

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	Vocabulary for Achievement, Third Course
PO 1. Identify the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, logic) in persuasive text.	Teacher's Edition: 187-192
PO 3. Identify unsupported inferences or fallacious reasoning (e.g., circular reasoning, false causality, over-generalization, over-simplification, self-contradiction) in the arguments advanced in persuasive text.	Teacher's Edition: 187-192



**Vocabulary for Achievement, Fourth Course © 1998
correlated to
Arizona Reading Standard Articulated by Grade Level
Grade 10**

Strand 1: Reading Process

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

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

Grade 10 Performance Objectives	Vocabulary for Achievement, Fourth Course
PO 1. Determine the meaning of vocabulary, using linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).	Teacher's Edition: 1-2, 7-8, 13-14, 21-26, 27-28, 33-34, 38, 41-46, 47-48, 52, 53-53, 61-66, 67-68, 73-74, 81-86, 87-88, 93-94, 98, 101-106, 107-108, 113-114, 118, 121-126, 127-128, 132, 133-134, 147-152, 153-158, 159-160, 161-162, 167-168, 173-174, 179-180, 181-182, 187-188, 192, 193-194, 199-200
PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).	Teacher's Edition: x, 59-60, 119-120, 139-140
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).	Teacher's Edition: xii, 112, 141-146, 168
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.	Teacher's Edition: 19-20, 38, 52, 98, 118, 132, 152, 158, 192

Concept 5: Fluency

Read fluently.

Grade 10 Performance Objectives	Vocabulary for Achievement, Fourth Course
PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	Teacher's Edition: 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

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	Vocabulary for Achievement, Fourth Course
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).	Teacher's Edition: 18
PO 2. Analyze the author's use of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.	Teacher's Edition: xii

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	Vocabulary for Achievement, Fourth Course
PO 7. Make relevant inferences by synthesizing concepts and ideas from a single reading selection.	Teacher's Edition: xiii, 99, T11-T12, T25-T26

Concept 2: Functional Text

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

Grade 10 Performance Objectives	Vocabulary for Achievement, Fourth Course
PO 3. Analyze the effectiveness of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents) to achieve its stated purpose(s).	Teacher's Edition: 12



**Vocabulary for Achievement, Fifth Course © 1998
correlated to
Arizona Reading Standard Articulated by Grade Level
Grade 11**

Strand 1: Reading Process

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

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

Grade 11 Performance Objectives	Vocabulary for Achievement, Fifth Course
PO 1. Draw inferences about meaning of new vocabulary, based on knowledge of linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).	Teacher's Edition: 1-2, 7-8, 12, 13-14, 21-26, 27-28, 32, 33-34, 41-46, 47-48, 53-54, 61-66, 67-68, 73-74, 81-86, 87-88, 93-94, 98, 101-106, 107-108, 113-114, 118, 121-126, 127-128, 133-134, 141-142, 147-148, 153-154, 158, 159-160, 161-162, 167-168, 172, 173-174, 179-180, 181-182, 187-188, 193-194, 199-200
PO 2. Identify the meaning of metaphors based on literary allusions and conceits.	Teacher's Edition: 139-140

Concept 5: Fluency

Read fluently.

Grade 11 Performance Objectives	Vocabulary for Achievement, Fifth Course
PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	Teacher's Edition: 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

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	Vocabulary for Achievement, Fifth Course
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.	Teacher's Edition: 139-140

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	Vocabulary for Achievement, Fifth Course
PO 3. Make relevant inferences by synthesizing concepts and ideas from a single reading selection.	Teacher's Edition: 99-100, 108, T11-T12, T25-T26



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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 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

Grade 12 Performance Objectives	Vocabulary for Achievement, Sixth Course
PO 1. Draw inferences about meaning of new vocabulary, based on knowledge of linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).	Teacher's Edition: 1-2, 6, 7-8, 12, 13-14, 21-26, 27-28, 33-34, 38, 41-46, 47-48, 53-54, 58, 61-66, 67-68, 73-74, 81-86, 87-88, 92, 93-94, 101-106, 107-108, 113-114, 118, 119-120, 121-126, 127-128, 133-134, 139-140, 141-142, 147-148, 153-154, 159-160, 161-162, 167-168, 173-174, 178, 179-180, 181-186, 187-188, 192, 193-194, 199-200

Concept 5: Fluency

Read fluently.

Grade 12 Performance Objectives	Vocabulary for Achievement, Sixth Course
PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	Teacher's Edition: 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

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	Vocabulary for Achievement, Sixth Course
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).	Teacher's Edition: 112
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.	Teacher's Edition: xii

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 2: Functional Text

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

Grade 12 Performance Objectives	Vocabulary for Achievement, Sixth Course
PO 2. Evaluate the logic within functional text.	Teacher's Edition: 18

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	Vocabulary for Achievement, Sixth Course
PO 2. Evaluate the effectiveness of an author's use of rhetorical devices in a persuasive argument.	Teacher's Edition: 2