

READER'S HANDBOOK © 2003

Grades 9-12

correlated to

Colorado

**Model Content Standards for
Reading and Writing**

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YOUR COLORADO GREAT SOURCE REPRESENTATIVE

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**READER'S HANDBOOK
GRADES 9-12
correlated to
Colorado Model Content Standards for Reading and Writing
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STANDARD 1: Students read and understand a variety of materials.

Standard	Reader's Handbook, Grades 9-12
<p>In order to meet this standard, students will</p> <ul style="list-style-type: none"> • use comprehension skills such as previewing, predicting, inferring, comparing and contrasting, re-reading and self-monitoring, summarizing, identifying the author's purpose, determining the main idea, and applying knowledge of foreshadowing, metaphor, simile, symbolism, and other figures of speech; 	<p>Set and Read with a Purpose: 38, 40, 74, 82, 89, 95, 101, 107, 156, 160, 169, 173, 181-182, 186-187, 194, 200, 211, 216-221, 268, 278-280, 289, 294, 390, 393, 448, 514-515, 521-522, 542, 546, 572, 576-577, 589 Preview: 39, 74-79, 89-93, 101-104, 112-115, 119-122, 189-122, 156-158, 169-171, 182-184, 195-198, 211-213, 226-229, 237-239, 269-275, 288-293, 345, 351-355, 390-391, 448-452, 486-488, 517-519, 541-545, 572-574, 582-585, 599-604, 643-644, 650-651 Pause and Reflect: 41, 85, 97, 109, 164, 178, 190, 207, 223, 283, 398, 466, 525, 550, 578 Re-Read: 42, 85, 97, 164, 178, 190, 207, 223, 283, 393-396, 398, 466, 525, 550, 579, 586 Making Inferences: 46, 202, 221 Drawing Conclusions: 47 Comparing and Contrasting: 48, 65, 359-365 Evaluating: 48, 174 Finding the Subject: 53-54, 215 Finding the Main Idea: 55-58, 160-162 Analyze: 174 Synthesizing: 179, 214, 277, 310-312, 553 Summarizing: 190-191 Author's Purpose: 251 Summary Notes: 302-303, 456-458 Understanding Flashbacks: 317-318, 373 Identify Central Topics: 346-350 Elements of Fiction: 366-385 Symbol: 383 Elements of Poetry: 423-443 Metaphor: 433 Personification: 436 Simile: 440 Find the Major Ideas, Topic, or Symbols: 478-484 Reading Tools: 738-757</p>
<ul style="list-style-type: none"> • make connections between their reading and what they already know, and identify what they need to know about a topic before reading about it; 	<p>Connect: 41, 84, 97, 108, 164, 176-177, 189, 206, 231, 281-282, 308, 397, 421, 464, 524, 549, 577, 594</p>

Standard	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> adjust reading strategies for different purposes such as reading carefully, idea by idea; skimming and scanning; fitting materials into an organizational pattern, such as reading a novel chronologically; finding information to support particular ideas; and finding the sequence of steps in a technical publication; 	<p>Ways of Organizing Paragraphs: 60-69 Reading for Cause and Effect: 60, 66, 96, 191, 199-200, 202, 279, 496, 716-717, 734, 739 Synthesizing: 179, 214, 277, 310-312, 553 Reading Critically: 174, 185-187, 520, 551, 726-727, 734-735 Close Reading: 325, 355, 392-397, 410, 416-420, 585, 714-715 Skimming: 535-526, 575-577, 593-594, 605-611, 728-729 Strategy Handbook: 713-736</p>
<ul style="list-style-type: none"> use word recognition skills and resources such as phonics, context clues, picture clues, word origins, and word order clues; reference guides; roots, prefixes, and suffixes for comprehension, and; 	<p>Learning New Words: 659-665 Ways to Make Vocabulary-building Fun: 665-666 Skills for Learning New Words: 666-673 Understanding Roots, Prefixes, and Suffixes: 673-767 Diving into Dictionaries and Thesauruses: 677-684 Analogies: 685-689 Understanding Specialized Terms and Vocabulary Tests: 631-639 Word Parts: Prefixes, Suffixes, and Roots: 758-765</p>
<ul style="list-style-type: none"> use information from their reading to increase vocabulary and enhance language usage. 	<p>Improving Vocabulary: 659-665</p>
<p>As students in grades 9-12 extend their knowledge, what they know and are able to do includes</p> <ul style="list-style-type: none"> using a full range of strategies to comprehend essays, speeches, autobiographies, and first-person historical documents in addition to the types of literature mentioned above. 	<p>Reading Paragraphs: 53-69 Reading Textbooks: 72-151 Reading Nonfiction: 154-263 Focus on Persuasive Writing: 225-234 Focus on Speeches: 235-246 Reading Fiction: 266-385 Reading Poetry: 388-443 Reading Drama: 446-509 Reading on the Internet: 512-535 Reading Graphics: 540-567 Reading for the Everyday World: 570-588 Reading for Tests: 596-657</p>
<p>For students in grades 9-12 extending their English/Language Arts education beyond the standards, what they know and are able to do may include</p> <ul style="list-style-type: none"> using a full range of strategies to comprehend literary criticism and literary analysis, professional and technical journals, and professional-level reading materials that match their career or academic interests. 	<p>Reading Paragraphs: 53-69 Reading Textbooks: 72-151 Reading Nonfiction: 154-263 Focus on Persuasive Writing: 225-234 Focus on Speeches: 235-246 Reading Fiction: 266-385 Reading Poetry: 388-443 Reading Drama: 446-509 Reading on the Internet: 512-535 Reading Graphics: 540-567 Reading for the Everyday World: 570-588</p>

Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Standard	Reader's Handbook, Grades 9-12
<p>In order to meet this standard, students will</p> <ul style="list-style-type: none"> make predictions, analyze, draw conclusions, and discriminate between fact and opinion in writing, reading, speaking, listening, and viewing; 	<p>Drawing Conclusions: 47 Reading for Cause and Effect: 60, 66, 96, 191, 199-200, 202, 279, 496, 716-717, 734, 739 Synthesizing: 179, 214, 277, 310-312, 553 Understanding Propaganda Techniques: 232-233 Focus on Speeches: 235-245</p>
<ul style="list-style-type: none"> use reading, writing, speaking, listening, and viewing to define and solve problems; 	<p>Classification Order: 60, 67 Problem-Solution Order: 96, 751 Questioning the Author: 165-166, 172, 724-725</p>
<ul style="list-style-type: none"> recognize, express, and defend points of view orally and in writing; 	<p>Reading an Editorial: 168-180 Focus on Persuasive Writing: 225-234 Argument Chart: 230 Focus on Speeches: 235-245 Point of View: 259, 379-380</p>
<ul style="list-style-type: none"> identify the purpose, perspective, and historical and cultural influences of a speaker, author, and director; and 	<p>Set and Read with a Purpose: 38, 40, 74, 82, 89, 95, 101, 107, 156, 160, 169, 173, 181-182, 186-187, 194, 200, 211, 216-221, 268, 278-280, 289, 294, 390, 393, 448, 514-515, 521-522, 542, 546, 572, 576-577, 589 Author's Purpose: 251</p>
<ul style="list-style-type: none"> evaluate the reliability, accuracy, and relevancy of information. 	<p>Evaluating: 48, 174 Questioning the Author: 165-166, 172, 724-725 Common Propaganda Techniques: 232-233</p>
<p>As students in grade 9-12 extend their knowledge, what they know and are able to do includes</p> <ul style="list-style-type: none"> recognizing an author's point of view and purpose, and historical and cultural context: 	<p>Reading Critically: 174, 185-187, 520, 551, 726-727, 734-735 Viewpoint: 241, 250 Author's Purpose: 251 Connotation and Denotation: 253, 403, 411, 683-684 Fiction Organizers: 293, 316-319, 334, 347-348, 361-353 Point of View: 295, 379-380</p>
<ul style="list-style-type: none"> using reading, writing, listening, and articulate speaking, and viewing to solve problems; 	<p>Problem-Solution Order: 96, 751 Questioning the Author: 165-166, 172, 724-725 Focus on Speeches: 235-245</p>

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<ul style="list-style-type: none"> knowing what constitutes literary quality based on elements such as the author's point of view, the author's selection of significant details, theme development, and the author's reflection of events and ideas of his or her lifetime; and 	Point of View in a Novel: 295, 379-380 Characters in a Novel: 296-298 Setting in a Novel: 298-301 Plot in a Novel: 302-305 Theme in a Novel: 305-306 Style in a Novel: 307 Focus on Plot: 313-322, 370-371, 378 Focus on Setting: 323-331, 381 Focus on Characters: 332-344, 367-369 Focus on Theme: 345-350, 384 Focus on Dialogue: 351-358, 372 Tone and Mood: 385
<ul style="list-style-type: none"> critiquing the content of written work and oral presentations. 	Although no specific lesson addresses this objective, teachers may encourage students to critique their reading selections and oral presentations.
For students on grades 9-12 extending their English/Language Arts education beyond the standard, what they know and are able to do may include <ul style="list-style-type: none"> applying principles of formal logic to written and oral texts. 	Deductive Reasoning: 254 Inductive Reasoning: 255

S t a n d a r d 5 : S t u d e n t s r e a d t o l o c a t e , s e l e c t , a n d m a k e u s e o f r e l e v a n t i n f o r m a t i o n f r o m a v a r i e t y o f m e d i a , r e f e r e n c e , a n d t e c h n o l o g i c a l s o u r c e s .

Standard	Reader's Handbook, Grades 9-12
In order to meet this standard, students will <ul style="list-style-type: none"> select relevant material for reading, writing, speaking, and listening; 	Why Your Read: 27-28 What Your Read: 29
<ul style="list-style-type: none"> understand the structure, organization, and use of various media, reference, and technological sources as they select information for their reading and writing; 	How History Textbooks Are Organized: 63 How Science Textbooks Are Organized: 96 How Math Textbooks Are Organized: 108-109 Elements of Textbooks: 135-151 How Websites Are Organized: 523 Elements of the Internet: 529-537 How Graphics Are Organized: 547-548 Elements of Graphics: 555-567 Reading a Driver's Handbook: 571-580 Focus on Reading Instructions: 581-587 Focus on Reading for Work: 588-595 Doing Research: 691-712

Standard	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> paraphrase, summarize, organize, and synthesize information; 	Comparing and Contrasting: 48, 69, 65, 126, 285-286, 359-365 Ways of Organizing Paragraphs: 60-69 Geographic Order: 60, 62, 83 Time Order: 60, 61, 83, 317 Classification Order: 60, 67 Cause-Effect: 66, 96, 191, 199-200, 202, 279, 486, 716-717 Problem and Solution: 96, 751 Synthesizing: 126, 179, 214, 310-312, 732-733 Summarizing: 126, 190-191, 730-731 Summary Notes: 191, 302, 348, 452, 453, 456, 491-492, 553, 710, 754 Paraphrasing: 398-399, 545-546, 702, 709, 722-723 Paraphrase Chart: 476, 497, 545, 546, 549, 723, 749
<ul style="list-style-type: none"> give credit for others' ideas, images, or information; and 	Documentation: 710-711
<ul style="list-style-type: none"> use information to produce a quality product. 	Finding Sources: 694-705 Evaluating Sources: 706
As students in grades 9-12 extend their knowledge, what they know and are able to do includes <ul style="list-style-type: none"> using organizational features of printed text such as citations, end notes, and bibliographic references to locate relevant information; 	Elements of Textbooks: 134-150 Finding Sources: 694-705
<ul style="list-style-type: none"> evaluating information in light of what they know and their specific needs; 	Evaluating Sources: 706
<ul style="list-style-type: none"> using organizational features of electronic text such as bulletin boards, database keyword searches, and e-mail addresses to locate information when technology is available; 	Reading on the Internet: 510-527 Elements of the Internet: 528-535 The Internet and the Library: 697-705
<ul style="list-style-type: none"> using strategies to gain information from journals, research studies, and technical documents; and 	Although no specific lesson addresses this objective, teachers may encourage their students to use the reading strategies they have learned to gain information from these types of sources.
<ul style="list-style-type: none"> using available technology to access information, conduct research, and produce a carefully documented product. 	Reading on the Internet: 510-527 Elements of the Internet: 528-535 The Internet and the Library: 697-705
For students in grades 9-12 extending their English/Language Arts education beyond the standard, what they know and are able to do may include <ul style="list-style-type: none"> understanding and applying knowledge of the structure, organization, and use of various media, reference, and technological information sources in their reading and writing as they meet academic, personal, and professional challenges; 	Elements of Textbooks: 134-150 Doing Research: 691-712 Reading on the Internet: 510-527 Elements of the Internet: 528-535 Reading Graphics: 538-567 Reading for the Everyday World: 568-597 The Internet and the Library: 697-705

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<ul style="list-style-type: none"> locating information appropriate for their reading and writing purposes such as career and academic interest, leisure time, and self-improvement. 	Why You Read: 27-28 Reading on the Internet: 510-527 Elements of the Internet: 528-535 Finding Sources: 684-705
<ul style="list-style-type: none"> using information from various sources, both primary and secondary, as a vehicle for expressing their own thoughts, impressions, and ideas; 	Primary Sources: 695 Secondary Sources: 695 The Internet and the Library: 697-705
<ul style="list-style-type: none"> give precise, formal credit for others; ideas, images, or information; and 	Informal Documentation: 710 Formal Documentation: 711-712
<ul style="list-style-type: none"> planning and presentation multimedia presentations. 	Although no specific lesson addresses this objective, teachers may encourage their students to make multimedia presentations.

Standard 6: Students read and recognize literature as a record of human experience.

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In order to meet this standard, students will <ul style="list-style-type: none"> know and use literary terminology; 	Elements of Fiction: 366-385 Elements of Poetry: 423-443 Elements of Drama: 499-509
<ul style="list-style-type: none"> read literature to investigate common issues and interests; 	Reading a Short Story: 267-287 Reading a Novel: 288-312 Focus on Plot: 313-322 Focus On Theme: 345-350 Reading a Poem: 389-422 Focus on Meaning: 408-414 Reading a Play: 447-498 Focus on Theme: 477-484
<ul style="list-style-type: none"> read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar; 	Reading a Short Story: 267-287 Reading a Novel: 288-312 Focus on Plot: 313-322 Focus on Setting: 323-331 Focus on Characters: 332-344 Focus On Theme: 345-350 Focus on Dialogue: 351-358 Reading a Poem: 389-399 Focus on Language: 400-407 Focus on Meaning: 408-414 Reading a Play: 447-468 Focus on Language: 469-476 Focus on Theme: 477-484 Focus on Shakespeare: 485-498

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<ul style="list-style-type: none"> read literature that reflects the uniqueness and integrity of the American Experience; 	Reading a Personal Essay: 155-167 Reading a Biography: 193-209 Reading a Short Story: 267-287 Reading a Novel: 288-312 Reading a Poem: 389-422 Reading a Play: 447-468
<ul style="list-style-type: none"> read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world; and 	Reading a Personal Essay: 155-167 Reading a Biography: 193-209 Reading a Short Story: 267-287 Reading a Novel: 288-312 Reading a Poem: 389-422 Reading a Play: 447-468 Focus on Shakespeare: 485-498
<ul style="list-style-type: none"> read classic and contemporary literature of the United States about the experiences and traditions of diverse ethnic groups. 	Reading a Personal Essay: 155-167 Reading a Biography: 193-209 Reading a Short Story: 267-287 Reading a Novel: 288-312 Reading a Poem: 389-422 Reading a Play: 447-468
As students in grades 9-12 extend their knowledge, what they know and are able to do includes <ul style="list-style-type: none"> reading, responding to, and discussing novels, poetry, short stories, nonfiction, content-area and technical material, plays, essays, and speeches; 	Reading Textbooks: 72-150 Reading Nonfiction: 154-263 Reading Fiction: 264-385 Reading Poetry: 386-443 Reading Drama: 446-509 Reading for the Everyday World: 568-588
<ul style="list-style-type: none"> using literary terminology accurately, such as theme, mood, diction, idiom, perspective, style, and point of view; 	Setting and Mood: 326-327 Focus on Theme: 345-350 Elements of Fiction: 366-385 Elements of Poetry: 423-443 Focus on Theme: 477-484 Elements of Drama: 499-509
<ul style="list-style-type: none"> identifying recurrent themes in United States literature: and 	Focus on Theme in Fiction: 345-350 Theme: 384, 509 Focus on Theme in Drama: 477-484
<ul style="list-style-type: none"> developing and supporting a thesis about the craft and significance of particular works of literature, both classic and contemporary, from a variety of ethnic writers. 	No specific lesson addresses this objective.
For students in grades 9-12 extending their English/Language Arts education beyond the standard, what they know and are able to do may include <ul style="list-style-type: none"> comparing and contrasting stories, novels, poems, and other forms of literature from different countries, time periods, or cultures; 	Focus on Comparing and Contrasting in Fiction: 359-365

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<ul style="list-style-type: none"> using novels, poetry, short stories, non-fiction, autobiographies, plays, essays, speeches, literary criticisms and analyses, and any other literature to explore academic, personal, or career issues; and 	Reading Nonfiction: 154-263 Focus on Persuasive Writing: 225-234 Focus on Speeches: 235-245 Reading Fiction: 264-385 Reading Poetry: 386-443 Reading Drama: 446-509 Reading for the Everyday World: 568-588
<ul style="list-style-type: none"> understanding the common themes in literature of the United States and in world literature. 	Focus on Theme in Fiction: 345-350 Theme: 384, 509 Focus on Theme in Drama: 477-484



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