

READER'S HANDBOOK ©2002

GRADES 4-8

correlated to

Illinois

**Learning Standards
for English Language Arts**

GReAT **SO**uR**Ce**®

EDUCATION GROUP



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READER'S HANDBOOK ©2002
GRADES 4-5
 correlated to
Illinois Learning Framework Standards for English Language Arts
Late Elementary

State Goal 1:
Read with understanding and fluency

A. Apply word analysis and vocabulary skills to comprehend selections.

Framework Standard	Reader's Handbook, grades 4-5
1.A.2a Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.	494-499, 500, 501, 502, 503, 504, 505, 506, 507, 510, 511, 512, 513, 514, 515, 516, 517, 519, 519, 560, 561, 562, 563, 564, 565
1.A.2b Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.	117, 310-316, 331, 332, 334, 335, 336, 338, 339, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 508, 509, 511, 512, 513

State Goal 1:
Read with understanding and fluency.

B. Apply reading strategies to improve understanding and fluency

Framework Standard	Reader's Handbook, grades 4-5
1.B.2a Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.	26, 28, 30, 59, 75, 89, 129, 213, 226, 349, 391, 413, 439
1.B.2b Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.	50, 52, 52, 53, 54, 55, 58-73, 74-87, 88-100, 126-127, 128-156, 157-166, 167-174, 175-184, 185-194, 196, 197, 198, 199
1.B.2c Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i> , clarify terminology, seek additional information).	22, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 40, 41, 86, 108-115, 308, 416-417, 522-523, 524-525, 526-527, 528-529, 530-531, 536-537, 538-540, 542-543
1.B.2d Read age-appropriate material aloud with fluency and accuracy.	The opportunity to address this objective is available on the following pages: 22-25, 28-33, 36-55, 58-125, 128-209, 210-295, 298-345, 348-387, 390-409, 412-435, 438-491, 492-519, 521-543, 545-559, 560-565

State Goal 1:
Read with understanding and fluency.
C. Comprehend a broad range of reading materials

Framework Standard	Reader's Handbook, grades 4-5
1.C.2a Use information to form and refine questions and predictions.	39, 40, 41, 48, 108, 109, 110, 111, 112, 113, 114, 115, 123, 135, 173, 184, 530-531
1.C.2b Make and support inferences and form interpretations about main themes and topics.	36, 37, 39, 136, 137, 252, 282, 481-482, 523, 550
1.C.2c Compare and contrast the content and organization of selections.	38, 55, 199
1.C.2d Summarize and make generalizations from content and relate to purpose of material.	33, 148, 235, 281, 308, 360, 416, 417, 418, 423, 526, 529, 536-537, 552, 556
1.C.2e Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphor).	74-87, 119, 121, 158, 169, 170, 171, 285, 291, 336, 390-403, 412-424, 428, 429, 432
1.C.2f Connect information presented in tables, maps and charts to printed or electronic text.	74-87, 119, 121, 390-403, 412-424, 428, 429, 432

State Goal 2:
Read and understand literature representative of various societies, eras, and ideas.
A. Understand how literary elements and techniques are used to convey meaning.

Framework Standard	Reader's Handbook, grades 4-5
2.A.2a Identify literary elements and literary techniques (e.g., characterization, use of narration, use of dialogue) in a variety of literary works.	212-224, 225-241, 242-248, 284, 286, 287, 291, 348-366, 382, 383
2.A.2b Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning.	212-224, 225-241, 242-248, 249-253, 260-266, 267-274, 275-282, 284, 286, 290, 292, 295, 348-366, 376-378, 382, 384, 385, 387, 553, 554, 555
2.A.2c Identify definitive features of literary forms (e.g., realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms).	22-25, 28-33, 36-55, 58-125, 128-209, 210-295, 298-345, 348-387, 390-409, 412-435, 438-491, 492-519, 521-543, 545-559, 560-565

State Goal 2 :
Read and understand literature representative of various societies, eras, and ideas.

B. Read and interpret a variety of literary works.

Framework Standard	Reader's Handbook, grades 4-5
2.B.2a Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts.	22, 23, 24, 25-26, 28, 29, 30, 31, 32-33, 40-42, 58-73, 74-87, 88-100, 128-143, 144-156, 157-166, 167-174, 175-184, 185-194, 212-224, 225-241, 242-248, 249-253, 254-259, 260-266, 267-274, 275-282, 298-309, 310-316, 317-322, 323-328, 348-366, 367-372, 373-379, 390-403, 558
2.B.2b Identify and explain themes that have been explored in literature from different societies and eras.	212-224, 267, 268, 269, 270, 271, 272, 273, 274, 275, 295, 387
2.B.2c Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.	212-224, 225-241, 242-248, 249-253, 260-266, 267-274, 275-282, 284, 286, 290, 292, 295, 348-366, 376-378, 382, 384, 385, 387, 553, 554, 555

State Goal 3 :
Write to communicate for a variety of purposes.

A. Use correct grammar, spelling, punctuation, capitalization, and structure.

Framework Standard	Reader's Handbook, grades 4-5
3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.	25, 224, 316, 322, 366, 403, 405, 460, 463

State Goal 3 :
Write to communicate for a variety of purposes.

B. Compose well-organized and coherent writing for specific purposes and audiences.

Framework Standard	Reader's Handbook, grades 4-5
3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).	25, 224, 316, 322, 366, 403, 405, 460, 463, 546, 547, 549, 554
3.B.2b Establish central idea, organization, elaboration and unity in relation to purpose and audience.	25, 224, 316, 322, 366, 403, 405, 460, 463
3.B.2c Expand ideas by using modifiers, subordination and standard paragraph organization.	The opportunity to address this objective is available on the following pages: 25, 224, 316, 322, 366, 403, 405, 460, 463

Framework Standard	Reader's Handbook, grades 4-5
3.B.2d Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.	The opportunity to address this objective is available on the following pages: 25, 224, 316, 322, 366, 403, 405, 460, 463

State Goal 3:
Write to communicate for a variety of purposes.

C. Communicate ideas in writing to accomplish a variety of purposes.

Framework Standard	Reader's Handbook, grades 4-5
3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).	25, 224, 316, 322, 366, 403, 405, 460, 463
3.C.2b Produce and format compositions for specified audiences using available technology.	The opportunity to address this objective is available on the following pages: 25, 224, 316, 322, 366, 403, 405, 460, 463

State Goal 4:
Listen and speak effectively in a variety of situations.

A. Listen effectively in formal and informal situations.

Framework Standard	Reader's Handbook, grades 4-5
4.A.2a Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.	The opportunity to address this objective is available on the following pages: 33, 148, 235, 281, 308, 360, 416, 417, 418, 423, 526, 529, 536-537, 552, 556
4.A.2b Ask and respond to questions related to oral presentations and messages in small and large group settings.	The opportunity to address this objective is available on the following pages: 22, 23, 24, 28, 30, 32, 36, 40, 43, 49, 51, 57, 100, 116, 127, 157, 195, 211, 242, 283, 297, 298, 310, 329, 347, 348, 367, 380, 389, 390, 404, 412, 425, 436, 438, 456, 494, 500, 510, 511
4.A.2c Restate and carry out a variety of oral instructions.	The opportunity to address this objective is available on the following pages: 13, 20, 26, 34, 56, 126, 210, 296, 346, 388, 436, 492, 520

State Goal 4:
Listen and speak effectively in a variety of situations.

B. Speak effectively using language appropriate to the situation and audience.

Framework Standard	Reader's Handbook, grades 4-5
4.B.2a Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.	The opportunity to address this objective is available on the following pages: 390-403, 404-409, 412-424, 425-435
4.B.2b Use speaking skills and procedures to participate in group discussions.	The opportunity to address this objective is available on the following pages: 22-25, 28-33, 36-55, 58-125, 128-209, 210-295, 298-345, 348-387, 390-409, 412-435, 438-491, 492-519, 521-543, 545-559, 560-565
4.B.2c Identify methods to manage or overcome communication anxiety and apprehension (e.g., topic outlines, repetitive practice).	The opportunity to address this objective is available on the following pages: 22-25, 28-33, 36-55, 58-125, 128-209, 210-295, 298-345, 348-387, 390-409, 412-435, 438-491, 492-519, 521-543, 545-559, 560-565
4.B.2d Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.	The opportunity to address this objective is available on the following pages: 22-25, 28-33, 36-55, 58-125, 128-209, 210-295, 298-345, 348-387, 390-409, 412-435, 438-491, 492-519, 521-543, 545-559, 560-565

State Goal 5:
Use the language arts to acquire, assess and communicate information.

A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.

Framework Standard	Reader's Handbook, grades 4-5
5.A.2a Formulate questions and construct a basic research plan.	22-25, 28-29, 30-31, 32-33
5.A.2b Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web- sites, CD-ROMs).	58-73, 74-87, 108-1115, 120, 123, 125, 128-143, 144-156, 390-403, 406, 407, 409, 412-424

State Goal 5:

Use the language arts to acquire, assess and communicate information.

B. Analyze and evaluate information acquired from various sources.

Framework Standard	Reader's Handbook, grades 4-5
5.B.2a Determine the accuracy, currency and reliability of materials from various sources.	The opportunity to address this objective is available on the following pages: 58-73, 74-87, 108-1115, 120, 123, 125, 128-143, 144-156, 390-403, 406, 407, 409, 412-424
5.B.2b Cite sources used.	The opportunity to address this objective is available on the following pages: 58-73, 74-87, 108-1115, 120, 123, 125, 128-143, 144-156, 390-403, 406, 407, 409, 412-424

State Goal 5:

Use the language arts to acquire, assess and communicate information.

C. Apply acquired information, concepts and ideas to communicate in a variety of formats.

Framework Standard	Reader's Handbook, grades 4-5
5.C.2a Create a variety of print and nonprint documents to communicate acquired information for specific audiences and purposes.	25, 224, 316, 322, 366, 403, 405, 460, 463, 544-559
5.C.2b Prepare and deliver oral presentations based on inquiry or research.	The opportunity to address this objective is available on the following pages: 58-73, 74-87, 108-1115, 120, 123, 125, 128-143, 144-156, 390-403, 406, 407, 409, 412-424

READER'S HANDBOOK ©2002
GRADES 6-8
 correlated to
Illinois Learning Framework Standards for English Language Arts
Middle/Junior High School

State Goal 1:
Read with understanding and fluency

D. Apply word analysis and vocabulary skills to comprehend selections.

Framework Standard	Reader's Handbook, grades 6-8
1.A.3a Apply knowledge of word origins and derivations to comprehend words used in specific content areas (e.g., scientific, political, literary, mathematical).	585, 621-622, 623, 624, 625, 626, 627, 628, 629, 631, 632, 633, 685-686, 687-688, 689-692
1.A.3b Analyze the meaning of words and phrases in their context.	586, 587, 615, 616, 617, 618, 619, 620, 621, 622, 623

State Goal 1:
Read with understanding and fluency.

E. Apply reading strategies to improve understanding and fluency

Framework Standard	Reader's Handbook, grades 6-8
1.B.3a Preview reading materials, make predictions and relate reading to information from other sources.	33, 68, 86, 101, 119, 166-167, 173, 189, 205, 220, 235, 295, 317, 409, 473, 516-517, 519, 539, 566, 594
1.B.3b Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.	73, 75, 76, 80-81, 82, 83, 91, 92, 93, 98, 106-107, 108-110, 116, 129, 142, 149, 177, 179-180, 198, 199, 202, 203, 212, 213, 220, 223, 245, 253, 262, 274-291, 305, 306-307, 308, 325, 326, 329, 331, 332, 333, 334, 337, 341, 344, 347, 350, 355, 356, 358, 367, 369, 371, 373, 381, 385, 386, 387, 401, 420, 481, 482, 483, 519, 548-561, 666-684
1.B.3c Continuously check and clarify for understanding (e.g. <i>in addition to previous skills</i> , draw comparisons to other readings).	32, 33, 34, 35, 36, 37, 45, 80, 97, 114, 129, 184, 185, 186, 201, 215, 231, 240, 244, 271, 304-305, 311, 336, 360-366, 374, 419, 445, 486, 524, 545, 546, 577, 579, 642-643, 644-645, 652-653, 654-655, 660-661, 662-663, 664-665, 660-661, 662-663, 664-665
1.B.3d Read age-appropriate material with fluency and accuracy.	25, 43-45, 66-83, 84-99, 117-131, 132-142, 143-154, 172-187, 188-203, 204-217, 218-233, 234-246, 265-272, 564-579, 580-583, 584-587, 588-592, 593-597, 598-605

State Goal 1 :
Read with understanding and fluency .
F. Comprehend a broad range of reading materials

Framework Standard	Reader's Handbook, grades 6-8
1.C.3a Use information to form, explain and support questions and predictions.	25, 26-27, 28-29, 32-37, 43-45, 66-83, 84-99, 100-116, 117-131, 172-187, 188-203, 204-217, 218-233, 234-246, 247-255, 256-264, 265-272, 294-314, 315-339, 340-350, 351-359, 360-367, 368-375, 376-382, 383-388, 408-421, 422-429, 430-438, 439-445, 472-488, 489-494, 495-501, 514-526, 683
1.C.3b Interpret and analyze entire narrative text using story elements, point of view and theme.	294-314, 315-339, 340-350, 351-359, 360-367, 368-375, 376-382, 389, 390, 391, 392-393, 394-395, 396, 397, 398-399, 400-401, 402, 403, 404, 405
1.C.3c Compare, contrast and evaluate ideas and information from various sources and genres.	42, 62, 278, 310, 312, 313, 383-388, 683
1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material.	76, 186, 203, 217, 232, 233, 331, 358, 378, 420, 432, 437, 438, 476, 482, 526, 540, 547, 646, 650, 651, 658-659, 676, 680
1.C.3e Compare how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flashbacks, color, strong verbs, language that inspires).	372, 397, 400-401, 403, 404, 467, 468-469
1.C.3f Interpret tables that display textual information and data in visual formats.	165, 538-547, 548, 549, 550-551, 552-553, 554, 555-556, 557, 558, 559-560, 561

State Goal 2 :
Read and understand literature representative of various societies, eras, and ideas .
C. Understand how literary elements and techniques are used to convey meaning.

Framework Standard	Reader's Handbook, grades 6-8
2.A.3a Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue, description, word choice, dialect) within classical and contemporary works representing a variety of genres.	294-314, 315-339, 360-367, 394, 396, 397, 403, 404, 408-421, 422-429, 430-438, 439-445, 446-469, 472-488, 495-501, 505
2.A.3b Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature.	294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315-339, 340-350, 351-359, 368-375, 376-382, 390, 392-393, 400-401, 402, 405, 489-494, 504, 507-508, 509, 511, 668

Framework Standard	Reader's Handbook, grades 6-8
2.A.3c Identify characteristics and authors of various literary forms (e.g., short stories, novels, drama, tables, biographies, documentaries, poetry, science fiction).	170-171, 172-246, 273-291, 292-293, 294-314, 315-339, 408-409, 422-445, 472-473, 489-501, 502-511
2.A.3d Identify ways that an author uses language structure, word choice and style to convey the author's viewpoint.	56-63, 76, 77, 94-95, 111, 112, 126-127, 181, 192, 196-199, 213, 213, 229, 242-243, 273, 274, 275, 276, 280, 281, 289-290, 291, 332, 391, 397, 398-399, 403, 404, 468-469, 653

State Goal 2 :
Read and understand literature representative of various societies, eras, and ideas.

D. Read and interpret a variety of literary works.

Framework Standard	Reader's Handbook, grades 6-8
2.B.3a Respond to literary material from personal, creative and critical points of view.	294-314, 315-339, 340-350, 351-359, 360-367, 368-375, 376-382, 389, 390, 391, 392-393, 394-395, 396, 397, 398-399, 400-401, 402, 403, 404, 405, 408-421, 422-429, 430-438, 439-445, 446-469, 472-488, 489-494, 495-501, 502-511
2.B.3b Compare and contrast common literary themes across various societies and eras.	42, 62, 278, 310, 312, 313, 383-388, 683
2.B.3c Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.	295, 297, 302, 303, 304, 306, 308, 311, 313, 340-350, 390, 392-393, 504, 668

State Goal 3 :
Write to communicate for a variety of purposes.

D. Use correct grammar, spelling, punctuation, capitalization, and structure.

Framework Standard	Reader's Handbook, grades 6-8
3.A.3 Write compositions that contain complete sentences and effective paragraphs using English conventions.	28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420

State Goal 3 :
Write to communicate for a variety of purposes .

E. Compose well-organized and coherent writing for specific purposes and audiences.

Framework Standard	Reader's Handbook, grades 6-8
3.B.3a Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.	28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420
3.B.3b Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.	The opportunity to address this objective is available on the following pages: 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420

State Goal 3 :
Write to communicate for a variety of purposes .

F. Communicate ideas in writing to accomplish a variety of purposes.

Framework Standard	Reader's Handbook, grades 6-8
3.C.3a compose narrative, informative, and persuasive writings (e.g., <i>in addition to previous writings</i> , literature reviews, instructions, news articles, correspondence) for a specified audience.	28-29, 73, 75, 76, 80-81, 98, 99, 106-110, 115, 116, 129, 130, 140, 141, 142, 177, 186, 202, 203, 217, 232, 233, 246, 314, 338, 339, 358, 367, 375, 378, 379, 420, 481-483, 491, 530-531
3.C.3b Using available technology, produce compositions and multimedia works for specified audiences.	28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420, 534-535, 684

State Goal 4 :
Listen and speak effectively in a variety of situations .

C. Listen effectively in formal and informal situations.

Framework Standard	Reader's Handbook, grades 6-8
4.A.3a Demonstrate ways (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension.	The opportunity to address this objective is available on the following pages: 82, 646-647, 648-649, 667, 669, 670, 672, 673, 675, 676, 677, 679, 680, 681, 683, 684
4.A.3b Compare a speaker's verbal and nonverbal messages.	The opportunity to address this objective is available on the following pages: 25, 43-45, 66-83, 84-99, 117-131, 132-142, 143-154, 172-187, 188-203, 204-217, 218-233, 234-246, 265-272, 564-579, 580-583, 584-587, 588-592, 593-597, 598-605

Framework Standard	Reader's Handbook, grades 6-8
4.A.3c Restate and carry out multistep oral instructions.	The opportunity to address this objective is available on the following pages: 25, 43-45, 66-83, 84-99, 117-131, 132-142, 143-154, 172-187, 188-203, 204-217, 218-233, 234-246, 265-272, 564-579, 580-583, 584-587, 588-592, 593-597, 598-605
4.A.3d Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distractions).	The opportunity to address this objective is available on the following pages: 25, 43-45, 66-83, 84-99, 117-131, 132-142, 143-154, 172-187, 188-203, 204-217, 218-233, 234-246, 265-272, 564-579, 580-583, 584-587, 588-592, 593-597, 598-605

State Goal 4:
Listen and speak effectively in a variety of situations.

D. Speak effectively using language appropriate to the situation and audience.

Framework Standard	Reader's Handbook, grades 6-8
4.B.3a Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.	Support for this objective is available on the following pages: 256-264, 265-272, 514-526, 527-535, 538-547, 548-561
4.B.3b Design and produce reports and multimedia compositions that represent group projects.	Support for this objective is available on the following pages: 256-264, 265-272, 514-526, 527-535, 538-547, 548-561
4.B.3c Develop strategies to manage or overcome communication anxiety and apprehension (e.g., sentence outlining, note cards).	Support for this objective is available on the following pages: 256-264, 265-272, 514-526, 527-535, 538-547, 548-561
4.B.3d Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict.	Support for this objective is available on the following pages: 256-264, 265-272, 514-526, 527-535, 538-547, 548-561

State Goal 5 :

Use the language arts to acquire, assess and communicate information .

A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.

Framework Standard	Reader's Handbook, grades 6-8
5.A.3a Identify appropriate resources to solve problems or answer questions through research.	66-83, 84-99, 100-116, 117-131, 132-142, 143-154, 172-187, 218-233, 247-255, 274, 280, 281, 282, 286, 287, 514-526, 527-535, 538-547, 548-561
5.A.3b Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources.	Support for this objective is available on the following pages: 66-83, 84-99, 100-116, 117-131, 132-142, 143-154, 172-187, 218-233, 247-255, 274, 280, 281, 282, 286, 287, 514-526, 527-535, 538-547, 548-561

State Goal 5 :

Use the language arts to acquire, assess and communicate information .

B. Analyze and evaluate information acquired from various sources.

Framework Standard	Reader's Handbook, grades 6-8
5.B.3a Choose and analyze information sources for individual, academic and functional purposes.	514-526, 527, 528, 529, 530-531, 532, 533, 534-535, 538-547, 548, 549, 552-553, 554, 555-556, 557, 558, 559-560, 561, 564-579, 580-583, 584-587, 588-592, 593-597, 598-605, 631-633, 634-635, 636-639
5.B.3b Identify, evaluate and cite primary sources.	514-526, 527, 528, 529, 530-531, 532, 533, 534-535

State Goal 5 :

Use the language arts to acquire, assess and communicate information .

E. Apply acquired information, concepts and ideas to communicate in a variety of formats.

Framework Standard	Reader's Handbook, grades 6-8
5.C.3a Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.	Support for this objective is available on the following pages: 66-83, 84-99, 100-116, 117-131, 132-142, 143-154, 172-187, 218-233, 247-255, 274, 280, 281, 282, 286, 287, 514-526, 527-535, 538-547, 548-561
5.C.3b Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research.	Support for this objective is available on the following pages: 32-37, 247-255, 256-264, 265-272, 294-314, 408-421, 422-429, 430-438, 439-445, 472-488, 495-502, 505, 506
5.C.3c Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.	234-246, 282, 514-526, 669, 680, 684



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