

WRITE SOURCE GRADES K-12

CORRELATED TO

MONTANA

STANDARDS FOR READING



Great Source®

EDUCATION GROUP



A Houghton Mifflin Company

TO CONTACT YOUR MONTANA GREAT SOURCE REPRESENTATIVE, CALL:

800-289-4490, option 4

www.greatsource.com



***The Writing Spot* © 2003**
correlated to
Montana Standards for Reading
End of Grade 4

READING CONTENT STANDARD 1

Students construct meaning as they comprehend, interpret, and respond to what they read.

Benchmarks: End of Grade 4

Montana Standards for Reading	<i>The Writing Spot (Grade K)</i>
When reading, students will:	
1. make predictions and connections between new material and previous information/experiences.	The opportunity to address this objective is available in the following lessons. Handbook: 7, 12, 25, 26, 27, 28, 31 Program Guide: 61-69, 109-114, 199-206, 207-121, 213-218, 219-224, 239-244, 279-380, 383, 391-397
2. incorporate new print/nonprint information into existing knowledge to draw conclusions and make application.	The opportunity to address this objective is available in the following lessons. Handbook: 7, 12, 25, 26, 27, 28, 31 Program Guide: 61-69, 109-114, 199-206, 207-121, 213-218, 219-224, 239-244, 279-380, 383, 391-397
3. provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material.	The opportunity to address this objective is available in the following lessons. Handbook: 7, 12, 25, 26, 27, 28, 31 Program Guide: 61-69, 109-114, 199-206, 207-121, 213-218, 219-224, 239-244, 279-380, 383, 391-397
4. demonstrate basic understanding of main ideas and some supporting details.	The opportunity to address this objective is available in the following lessons. Handbook: 7, 12, 26, 27, 28 Program Guide: 61-69, 109-114, 207-212, 213-218, 219-224, 379-380, 383, 392-395
5. accurately retell key elements of appropriate reading material.	Handbook: 7, 31 Program Guide: 61-69, 239-244

READING CONTENT STANDARD 2**Students apply a range of skills and strategies to read.****Benchmarks: End of Grade 4**

Montana Standards for Reading	<i>The Writing Spot (Grade K)</i>
When reading, students will:	
1. decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material.	Handbook: 17, 18, 19 Program Guide: 147-152, 153-158, 159-166
2. demonstrate understanding of literary elements (e.g., plot, character, setting, problem, solution).	The opportunity to address this objective is available in the following lesson. Handbook: 31 Program Guide: 239-244
3. identify literary devices (e.g., figurative language and exaggeration).	No specific lesson addresses this objective.
4. use features and organization of fiction and nonfiction material to comprehend complex materials (e.g., paragraphs, chapters, titles, indices, tables of contents, graphs, charts, visuals).	No specific lesson addresses this objective.
5. adjust fluency, rate, and style of reading to the purpose of the material with guidance.	No specific lesson addresses this objective.
6. develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources (e.g., dictionary, thesaurus, glossary).	Handbook: 7, 17, 18, 19 Program Guide: 61-69, 147-152, 153-158, 159-166
7. identify and apply reading strategies, including decoding words, self-correcting, and rereading to comprehend.	No specific lesson addresses this objective.
8. ask question and check predictions prior to, during, and after reading.	The opportunity to address this objective is available in the following lesson. Handbook: 7 Program Guide: 61-69

READING CONTENT STANDARD 3**Students set goals, monitor, and evaluate their progress in reading.****Benchmarks: End of Grade 4**

Montana Standards for Reading	<i>The Writing Spot (Grade K)</i>
When reading, students will:	
1. articulate strategies used to self-monitor reading progress and to overcome reading difficulties with guidance from the teacher.	No specific lesson addresses this objective.
2. describe reading successes and set reading goals.	No specific lesson addresses this objective.
3. select authors, subjects, and print and nonprint material to share with others.	Handbook: 9, 31 Program Guide: 81-89, 239-244

READING CONTENT STANDARD 4**Students select, read, and respond to print and nonprint material for a variety of purposes.****Benchmarks: End of Grade 4**

Montana Standards for Reading	<i>The Writing Spot (Grade K)</i>
When reading, students will:	
1. identify a variety of purposes for reading (e.g., personal satisfaction, lifelong reading habits)	Handbook: 7 Program Guide: 61-69
2. solve a problem or answer a question through reading (e.g., signs, labels, instruction).	The opportunity to address this objective is available in the following lessons. Handbook: 26, 27, 28 Program Guide: 207-212, 213-218, 219-224
3. perform tasks for a variety of purposes by reading (e.g., recipes, directions, schedules, maps, tables, charts).	Handbook: 7 Program Guide: 61-69
4. read and provide oral, written, and/or artistic responses to diverse perspectives, cultures, and issues in traditional and contemporary literature.	The opportunity to address this objective is available in the following lessons. Handbook: 12, 31 Program Guide: 109-114, 239-244

READING CONTENT STANDARD 4 (continued)

Montana Standards for Reading	<i>The Writing Spot (Grade K)</i>
5. read a variety of sources to demonstrate an understanding of current events (e.g., newspapers, magazines)	No specific lesson addresses this objective.
6. read and interpret information from a variety of documents and sources (e.g., memos, directories, maps, tables, schedules, as well as other technological material).	The opportunity to address this objective is available in the following lessons. Handbook: 7, 26, 27, 28 Program Guide: 61-69, 207-212, 213-218, 219-224

READING CONTENT STANDARD 5

**Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.
Benchmarks: End of Grade 4**

Montana Standards for Reading	<i>The Writing Spot (Grade K)</i>
When reading, students will:	
1-4	No specific lessons meet these objectives.



Write One © 2002
correlated to
Montana Standards for Reading
End of Grade 4

READING CONTENT STANDARD 1

Students construct meaning as they comprehend, interpret, and respond to what they read.

Benchmarks: End of Grade 4

Montana Standards for Reading	Write One (Grade 1)
When reading, students will:	
1. make predictions and connections between new material and previous information/experiences.	Handbook: 30-31, 84-85 Program Guide: 59-62, 153-156
2. incorporate new print/nonprint information into existing knowledge to draw conclusions and make application.	Handbook: 30-31, 44-45, 54-55, 58-61, 62-63 Program Guide: 59-62, 83-86, 103-106, 107-110, 111-114
3. provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material.	Handbook: 30-31, 54-55 Program Guide: 59-62, 103-106
4. demonstrate basic understanding of main ideas and some supporting details.	Handbook: 54-55, 84-85 Program Guide: 103-106, 153-156
5. accurately retell key elements of appropriate reading material.	Handbook: 54-55, 84-85 Program Guide: 103-106, 153-156

READING CONTENT STANDARD 2**Students apply a range of skills and strategies to read.****Benchmarks: End of Grade 4**

Montana Standards for Reading	Write One (Grade 1)
When reading, students will:	
1. decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material.	Handbook: 86-95 Program Guide: 153-156
2. demonstrate understanding of literary elements (e.g., plot, character, setting, problem, solution).	The opportunity to address this objective is available in the following lesson. Handbook: 66-67 Program Guide: 115-120
3. identify literary devices (e.g., figurative language and exaggeration).	Handbook: 68-71, 72-73 Program Guide: 121-124, 125-128
4. use features and organization of fiction and nonfiction material to comprehend complex materials (e.g., paragraphs, chapters, titles, indices, tables of contents, graphs, charts, visuals).	The opportunity to address this objective is available in the following lesson. Handbook: 162-164 Program Guide: none
5. adjust fluency, rate, and style of reading to the purpose of the material with guidance.	No specific lesson addresses this objective.
6. develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources (e.g., dictionary, thesaurus, glossary).	Handbook: 86-95 Program Guide: 157-165
7. identify and apply reading strategies, including decoding words, self-correcting, and rereading to comprehend.	Handbook: 86-95 Program Guide: 157-165
8. ask question and check predictions prior to, during, and after reading.	Handbook: 84-85 Program Guide: 153-156

READING CONTENT STANDARD 3**Students set goals, monitor, and evaluate their progress in reading.****Benchmarks: End of Grade 4**

Montana Standards for Reading		<i>Write One (Grade 1)</i>
When reading, students will:		
1. articulate strategies used to self-monitor reading progress and to overcome reading difficulties with guidance from the teacher.	No specific lesson addresses this objective.	
2. describe reading successes and set reading goals.	No specific lesson addresses this objective.	
3. select authors, subjects, and print and nonprint material to share with others.	Handbook: 78-79 Program Guide: 145-148	

READING CONTENT STANDARD 4**Students select, read, and respond to print and nonprint material for a variety of purposes.****Benchmarks: End of Grade 4**

Montana Standards for Reading		<i>Write One (Grade 1)</i>
When reading, students will:		
1. identify a variety of purposes for reading (e.g., personal satisfaction, lifelong reading habits)	No specific lesson addresses this objective.	
2. solve a problem or answer a question through reading (e.g., signs, labels, instruction).	The opportunity to address this objective is available in the following lessons. Handbook: 48-49, 84-85 Program Guide: 91-94, 153-156	
3. perform tasks for a variety of purposes by reading (e.g., recipes, directions, schedules, maps, tables, charts).	The opportunity to address this objective is available in the following lessons. Handbook: 48-49, 84-85 Program Guide: 91-94, 153-156	
4. read and provide oral, written, and/or artistic responses to diverse perspectives, cultures, and issues in traditional and contemporary literature.	Handbook: 30-31, 54-55 Program Guide: 59-62, 103-106	
5. read a variety of sources to demonstrate an understanding of current events (e.g., newspapers, magazines)	No specific lesson addresses this objective.	

READING CONTENT STANDARD 4 (continued)

Montana Standards for Reading	<i>Write One (Grade 1)</i>
6. read and interpret information from a variety of documents and sources (e.g., memos, directories, maps, tables, schedules, as well as other technological material).	Handbook: 54-55, 58-61, 62-63 Program Guide: 103-106, 107-110, 111-114

READING CONTENT STANDARD 5

Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

Benchmarks: End of Grade 4

Montana Standards for Reading	<i>Write One (Grade 1)</i>
When reading, students will:	
1. identify and summarize similarities and differences using a single element such as character within a text and between sources of information.	The opportunity to address this objective is available in the following lesson. Handbook: 58-61 Program Guide: 107-110
2. make connections, integrate, and organize information from multiple sources.	The opportunity to address this objective is available in the following lesson. Handbook: 58-61 Program Guide: 107-110
3. recognize authors' point of view.	No specific lesson addresses this objective.
4. distinguish fact from opinions in various print and nonprint material.	No specific lesson addresses this objective.



Write Away © 2002

**correlated to
Montana Standards for Reading**

End of Grade 4

READING CONTENT STANDARD 1

Students construct meaning as they comprehend, interpret, and respond to what they read.

Benchmarks: End of Grade 4

Montana Standards for Reading	Write Away (Grade 2)
When reading, students will:	
1. make predictions and connections between new material and previous information/experiences.	Handbook: 65-67, 114-121, 182-187, 233-237 Program Guide: 99-101, 147-151, 211-214, 257-262
2. incorporate new print/nonprint information into existing knowledge to draw conclusions and make application.	Handbook: 65-67, 81-85, 92-95, 114-121 Program Guide: 99-101, 119-121, 127-130, 147-151
3. provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material.	Handbook: 65-67, 81-85, 220-225 Program Guide: 99-101, 119-121, 245-248
4. demonstrate basic understanding of main ideas and some supporting details.	Handbook: 56-63, 81-85, 182-187 Program Guide: 83-87, 119-121, 211-214
5. accurately retell key elements of appropriate reading material.	Handbook: 81-85, 182-187 Program Guide: 119-121, 211-214

READING CONTENT STANDARD 2**Students apply a range of skills and strategies to read.****Benchmarks: End of Grade 4**

Montana Standards for Reading	Write Away (Grade 2)
When reading, students will:	
1. decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material.	Handbook: 178-181, 189-199, 200-203 Program Guide: 207-210, 215-218, 219-222
2. demonstrate understanding of literary elements (e.g., plot, character, setting, problem, solution).	The opportunity to address this objective is available in the following lessons. Handbook: 126-129, 130-135, 136-141 Program Guide: 157-160, 161-164, 165-168
3. identify literary devices (e.g., figurative language and exaggeration).	Handbook: 156-159 Program Guide: 181-184
4. use features and organization of fiction and nonfiction material to comprehend complex materials (e.g., paragraphs, chapters, titles, indices, tables of contents, graphs, charts, visuals).	Handbook: 161-167, 173-177 Program Guide: 193-196, 201-206
5. adjust fluency, rate, and style of reading to the purpose of the material with guidance.	No specific lesson addresses this objective.
6. develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources (e.g., dictionary, thesaurus, glossary).	Handbook: 178-181, 200-203 Program Guide: 207-210, 219-222
7. identify and apply reading strategies, including decoding words, self-correcting, and rereading to comprehend.	Handbook: 178-181, 182-187 Program Guide: 207-210, 211-214
8. ask question and check predictions prior to, during, and after reading.	Handbook: 182-187 Program Guide: 211-214

READING CONTENT STANDARD 3**Students set goals, monitor, and evaluate their progress in reading.****Benchmarks: End of Grade 4**

Montana Standards for Reading		<i>Write Away (Grade 2)</i>
When reading, students will:		
1. articulate strategies used to self-monitor reading progress and to overcome reading difficulties with guidance from the teacher.	No specific lesson addresses this objective.	
2. describe reading successes and set reading goals.	No specific lesson addresses this objective.	
3. select authors, subjects, and print and nonprint material to share with others.	Handbook: 220-225, 226-229, 230-231 Program Guide: 245-248, 249-251, 253-256	

READING CONTENT STANDARD 4**Students select, read, and respond to print and nonprint material for a variety of purposes.****Benchmarks: End of Grade 4**

Montana Standards for Reading		<i>Write Away (Grade 2)</i>
When reading, students will:		
1. identify a variety of purposes for reading (e.g., personal satisfaction, lifelong reading habits)	No specific lesson addresses this objective.	
2. solve a problem or answer a question through reading (e.g., signs, labels, instruction).	The opportunity to address this objective is available in the following lessons. Handbook: 102-105, 173-177 Program Guide: 135-138, 201-206	
3. perform tasks for a variety of purposes by reading (e.g., recipes, directions, schedules, maps, tables, charts).	The opportunity to address this objective is available in the following lessons. Handbook: 102-105, 173-177 Program Guide: 135-138, 201-206	
4. read and provide oral, written, and/or artistic responses to diverse perspectives, cultures, and issues in traditional and contemporary literature.	Handbook: 65-67, 81-85 Program Guide: 99-101, 119-121	
5. read a variety of sources to demonstrate an understanding of current events (e.g., newspapers, magazines)	No specific lesson addresses this objective.	

READING CONTENT STANDARD 4 (continued)

Montana Standards for Reading	Write Away (Grade 2)
When reading, students will:	
6. read and interpret information from a variety of documents and sources (e.g., memos, directories, maps, tables, schedules, as well as other technological material).	Handbook: 81-85, 114-121, 161-167, 173-177 Program Guide: 119-121, 147-151, 193-196, 201-206

READING CONTENT STANDARD 5

Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.
Benchmarks: End of Grade 4

Montana Standards for Reading	Write Away (Grade 2)
When reading, students will:	
1. identify and summarize similarities and differences using a single element such as character within a text and between sources of information.	Handbook: 233-237 Program Guide: 257-263
2. make connections, integrate, and organize information from multiple sources.	Handbook: 32-33, 34-35, 114-121, 233-237 Program Guide: 49-52, 53-56, 147-151, 257-262
3. recognize authors' point of view.	No specific lesson addresses this objective.
4. distinguish fact from opinions in various print and nonprint material.	No specific lesson addresses this objective.



Write on Track © 2002
correlated to
Montana Standards for Reading
End of Grade 4

READING CONTENT STANDARD 1

Students construct meaning as they comprehend, interpret, and respond to what they read.

Benchmarks: End of Grade 4

Montana Standards for Reading	Write on Track (Grade 3)
When reading, students will:	
1. make predictions and connections between new material and previous information/experiences.	Handbook: 77-79, 135-141, 202-207, 263-267, 274-275 Program Guide: 107-110, 159-163, 231-234, 279-282, 289-292
2. incorporate new print/nonprint information into existing knowledge to draw conclusions and make application.	Handbook: 66-69, 77-79, 108-113, 135-141, 202-207, 274-275 Program Guide: 85-87, 107-110, 139-142, 159-163, 231-234, 289-292
3. provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material.	Handbook: 77-79, 114-119, 160-165, 238-243, 274-275 Program Guide: 107-110, 143-147, 181-185, 259-263, 289-292
4. demonstrate basic understanding of main ideas and some supporting details.	Handbook: 66-69, 114-119, 202-207 Program Guide: 85-87, 143-147, 231-234
5. accurately retell key elements of appropriate reading material.	Handbook: 66-69, 114-119, 202-207 Program Guide: 85-87, 143-147, 231-234

READING CONTENT STANDARD 2**Students apply a range of skills and strategies to read.****Benchmarks: End of Grade 4**

Montana Standards for Reading	Write on Track (Grade 3)
When reading, students will:	
1. decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material.	Handbook: 200-201, 209-215, 216-225 Program Guide: 225-230, 235-239, 241-244
2. demonstrate understanding of literary elements (e.g., plot, character, setting, problem, solution).	Handbook: 119, 207 Program Guide: 147
3. identify literary devices (e.g., figurative language and exaggeration).	Handbook: 167-173 Program Guide: 187-191
4. use features and organization of fiction and nonfiction material to comprehend complex materials (e.g., paragraphs, chapters, titles, indices, tables of contents, graphs, charts, visuals).	Handbook: 187, 195-199 Program Guide: 219-223
5. adjust fluency, rate, and style of reading to the purpose of the material with guidance.	Handbook: 202-207 Program Guide: 231-234
6. develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources (e.g., dictionary, thesaurus, glossary).	Handbook: 209-215, 216-225 Program Guide: 235-239, 241-244
7. identify and apply reading strategies, including decoding words, self-correcting, and rereading to comprehend.	Handbook: 202-207 Program Guide: 231-234
8. ask question and check predictions prior to, during, and after reading.	Handbook: 202-207, 263-267 Program Guide: 231-234, 279-282

READING CONTENT STANDARD 3**Students set goals, monitor, and evaluate their progress in reading.****Benchmarks: End of Grade 4**

Montana Standards for Reading	<i>Write on Track (Grade 3)</i>
When reading, students will:	
1. articulate strategies used to self-monitor reading progress and to overcome reading difficulties with guidance from the teacher.	The opportunity to address this objective is available in the following lesson. Handbook: 202-207 Program Guide: 231-234
2. describe reading successes and set reading goals.	No specific lesson addresses this objective.
3. select authors, subjects, and print and nonprint material to share with others.	Handbook: 238-243, 244-251, 256-261 Program Guide: 259-263, 265-268, 275-277

READING CONTENT STANDARD 4**Students select, read, and respond to print and nonprint material for a variety of purposes.****Benchmarks: End of Grade 4**

Montana Standards for Reading	<i>Write on Track (Grade 3)</i>
When reading, students will:	
1. identify a variety of purposes for reading (e.g., personal satisfaction, lifelong reading habits)	No specific lesson addresses this objective.
2. solve a problem or answer a question through reading (e.g., signs, labels, instruction).	The opportunity to address this objective is available in the following lessons. Handbook: 120-125, 195-199 Program Guide: 149-153, 219-223
3. perform tasks for a variety of purposes by reading (e.g., recipes, directions, schedules, maps, tables, charts).	The opportunity to address this objective is available in the following lessons. Handbook: 120-125, 195-199 Program Guide: 149-153, 219-223
4. read and provide oral, written, and/or artistic responses to diverse perspectives, cultures, and issues in traditional and contemporary literature.	Handbook: 77-79, 108-113, 114-119 Program Guide: 107-110, 139-142, 143-147

READING CONTENT STANDARD 4 (continued)

Montana Standards for Reading	Write on Track (Grade 3)
5. read a variety of sources to demonstrate an understanding of current events (e.g., newspapers, magazines)	No specific lesson addresses this objective.
6. read and interpret information from a variety of documents and sources (e.g., memos, directories, maps, tables, schedules, as well as other technological material).	Handbook: 114-119, 135-141, 181-187, 188-193, 195-199 Program Guide: 143-147, 159-163, 211-214, 219-223

READING CONTENT STANDARD 5

Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

Benchmarks: End of Grade 4

Montana Standards for Reading	Write on Track (Grade 3)
When reading, students will:	
1. identify and summarize similarities and differences using a single element such as character within a text and between sources of information.	Handbook: 66-69, 263-267 Program Guide: 85-87, 279-282
2. make connections, integrate, and organize information from multiple sources.	Handbook: 36-37, 38-39, 135-141, 236-267 Program Guide: 57-60, 61-63, 159-163, 279-282
3. recognize authors' point of view.	The opportunity to address this objective is available in the following lesson. Handbook: 268-273 Program Guide: 283-287
4. distinguish fact from opinions in various print and nonprint material.	Handbook: 268-273 Program Guide: 283-287



Writers Express © 2000
correlated to
Montana Standards for Reading
End of Grade 4

READING CONTENT STANDARD 1

Students construct meaning as they comprehend, interpret, and respond to what they read.

Benchmarks: End of Grade 4

Montana Standards for Reading	Writers Express (Grade 4)
When reading, students will:	
1. make predictions and connections between new material and previous information/experiences.	Handbook: 133-137, 192-203, 271-279, 333-337, 338-345, 353-355 Program Guide: 141-144, 183-187, 245-248, 277-280, 281-283, 289-291
2. incorporate new print/nonprint information into existing knowledge to draw conclusions and make application.	Handbook: 133-137, 151-155, 156-165, 166-171, 185-187, 188-191, 192, 203, 338-345, 346-351 Program Guide: 141-144, 153-156, 157-160, 161-165, 175-178, 179-182, 281-283, 285-288
3. provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material.	Handbook: 133-137, 166-171, 232-237, 311-317, 318-323 Program Guide: 141-144, 161-165, 261-264, 265-268
4. demonstrate basic understanding of main ideas and some supporting details.	Handbook: 271-279 Program Guide: 245-248
5. accurately retell key elements of appropriate reading material.	Handbook: 271-279 Program Guide: 245-248

READING CONTENT STANDARD 2**Students apply a range of skills and strategies to read.****Benchmarks: End of Grade 4**

Montana Standards for Reading	<i>Writers Express (Grade 4)</i>
When reading, students will:	
1. decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material.	Handbook: 288-305, 306-309 Program Guide: 253-256, 257-260
2. demonstrate understanding of literary elements (e.g., plot, character, setting, problem, solution).	Handbook: 277-278 Program Guide:
3. identify literary devices (e.g., figurative language and exaggeration).	Handbook: 277-278 Program Guide:
4. use features and organization of fiction and nonfiction material to comprehend complex materials (e.g., paragraphs, chapters, titles, indices, tables of contents, graphs, charts, visuals).	Handbook: 281-287, 333-337 Program Guide: 277-280
5. adjust fluency, rate, and style of reading to the purpose of the material with guidance.	Handbook: 271-279 Program Guide: 245-248
6. develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources (e.g., dictionary, thesaurus, glossary).	Handbook: 260-261, 288-305, Program Guide: 253-256
7. identify and apply reading strategies, including decoding words, self-correcting, and rereading to comprehend.	Handbook: 271-279 Program Guide: 245-248
8. ask question and check predictions prior to, during, and after reading.	Handbook: 133-137, 333-337 Program Guide: 141-144, 277-280

READING CONTENT STANDARD 3

Students set goals, monitor, and evaluate their progress in reading.

Benchmarks: End of Grade 4

Montana Standards for Reading		<i>Writers Express (Grade 4)</i>
When reading, students will:		
1. articulate strategies used to self-monitor reading progress and to overcome reading difficulties with guidance from the teacher.	Handbook: 271-279 Program Guide: 245-248	
2. describe reading successes and set reading goals.	Handbook: 350-351, 353-355 Program Guide: 289-291	
3. select authors, subjects, and print and nonprint material to share with others.	Handbook: 255-263 Program Guide: 237-240	

READING CONTENT STANDARD 4

Students select, read, and respond to print and nonprint material for a variety of purposes.

Benchmarks: End of Grade 4

Montana Standards for Reading		<i>Writers Express (Grade 4)</i>
When reading, students will:		
1. identify a variety of purposes for reading (e.g., personal satisfaction, lifelong reading habits)	Handbook: Program Guide:	
2. solve a problem or answer a question through reading (e.g., signs, labels, instruction).	Handbook: 188-191, 192-203, 280-287 Program Guide: 179-182, 183-187, 249-252	
3. perform tasks for a variety of purposes by reading (e.g., recipes, directions, schedules, maps, tables, charts).	Handbook: 192-203, 204-207, 280-287 Program Guide: 183-187, 189-192, 249-252	

READING CONTENT STANDARD 4 (continued)

Montana Standards for Reading	<i>Writers Express (Grade 4)</i>
4. read and provide oral, written, and/or artistic responses to diverse perspectives, cultures, and issues in traditional and contemporary literature.	Handbook: 156-165, 176-183, 185-187, 353-355 Program Guide: 157-160, 171-174, 175-178, 289-291
5. read a variety of sources to demonstrate an understanding of current events (e.g., newspapers, magazines)	Handbook: 156-165, 166-171, 176-183 Program Guide: 157-160, 161-165, 171-174
6. read and interpret information from a variety of documents and sources (e.g., memos, directories, maps, tables, schedules, as well as other technological material).	Handbook: 185-187, 188-191, 192-203, 204-207, 255-263, 264-269, 280-287, 324-329 Program Guide: 175-178, 179-182, 183-187, 189-192, 237-240, 241-243, 249-252, 269-272

READING CONTENT STANDARD 5

Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

Benchmarks: End of Grade 4

Montana Standards for Reading	<i>Writers Express (Grade 4)</i>
When reading, students will:	
1. identify and summarize similarities and differences using a single element such as character within a text and between sources of information.	Handbook: 185-187, 333-337 Program Guide: 175-178, 277-280
2. make connections, integrate, and organize information from multiple sources.	Handbook: 185-187, 188-191, 192-203 Program Guide: 175-178, 179-182, 183-187
3. recognize authors' point of view.	Handbook: 346-351 Program Guide: 285-288
4. distinguish fact from opinions in various print and nonprint material.	Handbook: 346-351 Program Guide: 285-288



Writers Express © 2000
correlated to
Montana Standards for Reading

End of Grade 8

READING CONTENT STANDARD 1

Students construct meaning as they comprehend, interpret, and respond to what they read.

Benchmarks: End of Grade 8

Montana Standards for Reading	Writers Express (Grade 5)
When reading, students will:	
1. make predictions and clearly describe, with details, meaningful connections between new material and previous information/experiences.	Handbook: 133-137, 192-203, 271-279, 333-337, 338-345, 353-355 Program Guide: 145-148, 191-198, 257-260, 293-296, 297-299, 305-307
2. compare and contrast important print/nonprint information with existing knowledge to draw conclusions and make application.	Handbook: 133-137, 151-155, 156-165, 166-171, 185-187, 188-191, 192, 203, 338-345, 346-351 Program Guide: 145-148, 159-162, 163-167, 169-172, 183-186, 187-190, 297-299, 301-304, 281-284, 301-304
3. interpret and provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material and compare responses with peers.	Handbook: 133-137, 166-171, 232-237, 311-317, 318-323, 360-365 Program Guide: 145-148, 169-172, 225-230, 275-279, 281-284, 313-316
4. demonstrate understanding of main ideas and select important supporting facts and details.	Handbook: 271-279 Program Guide: 257-260
5. provide accurate, detailed summaries using key elements of appropriate reading material.	Handbook: 185-187, 271-279 Program Guide: 183-186, 257-260

READING CONTENT STANDARD 2**Students apply a range of skills and strategies to read.****Benchmarks: End of Grade 8**

Montana Standards for Reading	<i>Writers Express (Grade 5)</i>
When reading, students will:	
1. decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material.	Handbook: 288-305, 306-309 Program Guide: 265-268, 269-273
2. demonstrate understanding of and analyze literary elements (e.g., plot, character, setting, point of view, conflict).	Handbook: 277-278 Program Guide:
3. identify and compare literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue).	Handbook: 277-278 Program Guide:
4. use features and organization of fiction and nonfiction material to comprehend complex materials (e.g., paragraphs, chapters, titles, indices, tables of contents, graphs, charts, visuals).	Handbook: 262, 276-278, 280-287, 333-337 Program Guide: 261-264, 293-296
5. adjust fluency, rate, and style of reading to the content and purpose of the material.	Handbook: 271-279 Program Guide: 257-260
6. develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology.	Handbook: 260-261, 288-305 Program Guide: 265-268
7. use a variety of reading strategies to comprehend meaning, including self-correcting, rereading, using context, and adjusting rate.	Handbook: 271-279 Program Guide: 257-260
8. ask question, check predictions, and summarize information prior to, during, and after reading.	Handbook: 133-137, 333-337 Program Guide: 145-148, 293-296

READING CONTENT STANDARD 3**Students set goals, monitor, and evaluate their progress in reading.****Benchmarks: End of Grade 8**

Montana Standards for Reading		<i>Writers Express (Grade 5)</i>
When reading, students will:		
1. articulate and evaluate strategies to self-monitor reading progress, overcome reading difficulties, and seek guidance as needed.	Handbook: 271-279 Program Guide: 257-260	
2. monitor reading successes and set reading goals.	Handbook: 350-351, 353-355 Program Guide: 305-307	
3. select authors, subjects, and print and nonprint material, expressing reasons for recommendations.	Handbook: 255-263 Program Guide: 249-252	

READING CONTENT STANDARD 4**Students select, read, and respond to print and nonprint material for a variety of purposes.****Benchmarks: End of Grade 8**

Montana Standards for Reading		<i>Writers Express (Grade 5)</i>
When reading, students will:		
2. read to organize and understand information, and to use material to investigate a topic (e.g., reference material, manuals, public documents, newspapers, magazines, and electronic information).	Handbook: 188-191, 192-203, 280-287 Program Guide: 187-190, 191-198, 261-264	
3. read, interpret, and apply information to perform specific tasks (e.g., maps, travel books, first aid manuals, catalogs).	Handbook: 192-203, 204-207, 280-287 Program Guide: 191-198, 199-202, 261-264	
4. read, analyze, and provide oral, written, and/or artistic responses to traditional and contemporary literature.	Handbook: 156-165, 176-183, 185-187, 353-355 Program Guide: 163-167, 177-182, 183-186, 305-307	

READING CONTENT STANDARD 4 (continued)

Montana Standards for Reading	<i>Writers Express (Grade 5)</i>
7. identify, locate, read, and interpret information from a variety of documents and sources (e.g., graphs, tables, policy statements, television, Internet).	Handbook: 255-263, 264-269, 280-287, 324-329 Program Guide: 249-252, 253-256, 261-264, 285-288

READING CONTENT STANDARD 5

Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

Benchmarks: End of Grade 8

Montana Standards for Reading	<i>Writers Express (Grade 5)</i>
When reading, students will:	
1. compare and contrast information and textual elements in print and nonprint material	Handbook: 333-337 Program Guide: 293-296
2. make connections, explain relationships among a variety of sources, and integrate similar information.	Handbook: 185-187, 188-191, 192-203 Program Guide: 183-186, 187-190, 191-198
3. recognize authors' point of view and purposes.	Handbook: 346-351 Program Guide: 301-304
4. recognize authors' use of language and literary devices to influence readers.	Handbook: 277-278, 346-351 Program Guide: 301-304
5. recognize, express, and defend a point of view.	Handbook: 94-99, 346-351 Program Guide: 103-107, 301-304



Write Source 2000 © 1999
correlated to
Montana Standards for Reading
End of Grade 8

READING CONTENT STANDARD 1

Students construct meaning as they comprehend, interpret, and respond to what they read.

Benchmarks: End of Grade 8

Montana Standards for Reading	Write Source 2000 (Grades 6-8)
When reading, students will:	
1. make predictions and clearly describe, with details, meaningful connections between new material and previous information/experiences.	Handbook: 194 Program Guide (6): 243-245 Program Guide (7): 235-236 Program Guide (8): 219-220
2. compare and contrast important print/nonprint information with existing knowledge to draw conclusions and make application.	Handbook: 56, 60, 287, 290, 312-313, 320-321, 345 Program Guide (6): 87-88, 94-95, 343-348, 369-377, 387-388 Program Guide (7): 79-80, 333-335, 361-366, 377-380 Program Guide (8): 73-74, 78, 299-305, 325-326, 330, 343-347
3. interpret and provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material and compare responses with peers.	Handbook: 175-181, 193-197, 201, 288, 345 Program Guide (6): 225-231, 243-252, 343-344, 387-388 Program Guide (7): 215-221, 235-241, 333-334, 377-380 Program Guide (8): 205-207, 219-224, 299-305, 343-344, 347
4. demonstrate understanding of main ideas and select important supporting facts and details.	Handbook: 56, 110-111, 284-286, 290, 310-311 Program Guide (6): 87-88, 91, 94, 145-148, 343-348, 369-371 Program Guide (7): 79-80, 133-134, 333-334, 338, 361-363 Program Guide (8): 73-74, 127-128, 299-305, 325-326

READING CONTENT STANDARD 1 (continued)

Montana Standards for Reading	<i>Write Source 2000 (Grades 6-8)</i>
5. provide accurate, detailed summaries using key elements of appropriate reading material.	Handbook: 213-216, 320 Program Guide (6): 261-266, 369-370 Program Guide (7): 251-257, 361-362 Program Guide (8): 229-231, 325-327

READING CONTENT STANDARD 2

Students apply a range of skills and strategies to read.

Benchmarks: End of Grade 8

Montana Standards for Reading	<i>Write Source 2000 (Grades 6-8)</i>
When reading, students will:	
1. decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material.	Handbook: 323-340 Program Guide (6): 379-385 Program Guide (7): 367-375 Program Guide (8): 331-342
2. demonstrate understanding of and analyze literary elements (e.g., plot, character, setting, point of view, conflict).	Handbook: 175-178, 345 Program Guide (6): 225-231, 387-388 Program Guide (7): 215-221, 377-380 Program Guide (8): 205-207, 343-344
3. identify and compare literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue).	Handbook: 175-178, 202-203, 345 Program Guide (6): 225-231, 243-252, 387-388 Program Guide (7): 215-221, 235-241, 377-380 Program Guide (8): 205-207, 219-224, 343-344
4. use features and organization of fiction and nonfiction material to comprehend complex materials (e.g., paragraphs, chapters, titles, indices, tables of contents, graphs, charts, visuals).	Handbook: 301-321, 341-345 Program Guide (6): 361-367, 369-377, 387-391 Program Guide (7): 353-359, 361-366, 377-380 Program Guide (8): 319-323, 325-330
5. adjust fluency, rate, and style of reading to the content and purpose of the material.	Handbook: 322 Program Guide (6): 369-370 Program Guide (7): 361-362 Program Guide (8): 325-326

READING CONTENT STANDARD 2 (continued)

Montana Standards for Reading	Write Source 2000 (Grades 6-8)
6. develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology.	Handbook: 323-340 Program Guide (6): 379-385 Program Guide (7): 367-375 Program Guide (8): 331-342
7. use a variety of reading strategies to comprehend meaning, including self-correcting, rereading, using context, and adjusting rate.	Handbook: 320-321, 324 Program Guide (6): 369-370, 379-380 Program Guide (7): 361-366, 367-368 Program Guide (8): 325-330, 331-332
8. ask question, check predictions, and summarize information prior to, during, and after reading.	Handbook: 320-321 Program Guide (6): 369-370, 377 Program Guide (7): 361-362, 365-366 Program Guide (8): 325-326

READING CONTENT STANDARD 3

Students set goals, monitor, and evaluate their progress in reading.

Benchmarks: End of Grade 8

Montana Standards for Reading	Write Source 2000 (Grades 6-8)
When reading, students will:	
1. articulate and evaluate strategies to self-monitor reading progress, overcome reading difficulties, and seek guidance as needed.	Handbook: 320-322 Program Guide (6): 369-370 Program Guide (7): 361-362 Program Guide (8): 325-326
2. monitor reading successes and set reading goals.	Handbook: 320-321 Program Guide (6): 369-370 Program Guide (7): 361-362 Program Guide (8): 325-326
3. select authors, subjects, and print and nonprint material, expressing reasons for recommendations.	Handbook: 268-272, 320-321, 345 Program Guide (6): 333-337, 369-370, 387-388 Program Guide (7): 317-323, 361-362, 377-380 Program Guide (8): 287-291, 325-326, 343-344

READING CONTENT STANDARD 4

Students select, read, and respond to print and nonprint material for a variety of purposes.

Benchmarks: End of Grade 8

Montana Standards for Reading	<i>Write Source 2000 (Grades 6-8)</i>
When reading, students will:	
1. establish and adjust the purposes for reading (e.g., personal satisfaction, lifelong reading habits, sharing and reflecting upon their reading).	Handbook: 320-322, 345 Program Guide (6): 369-370, 377, 387-388 Program Guide (7): 361-362, 377-387 Program Guide (8): 325-326, 343-344
2. read to organize and understand information, and to use material to investigate a topic (e.g., reference material, manuals, public documents, newspapers, magazines, and electronic information).	Handbook: 220-222, 225, 261-281, 283-290, 307-322 Program Guide (6): 267-275, 277-284, 325-342, 343-348, 369-377 Program Guide (7): 259-260, 265-266, 270-272, 309-331, 333-339, 361-366 Program Guide (8): 233-237, 239-247, 281-298, 299-305, 325-330
3. read, interpret, and apply information to perform specific tasks (e.g., maps, travel books, first aid manuals, catalogs).	Handbook: 261-281, 301-306 Program Guide (6): 325-342, 361-366 Program Guide (7): 309-331, 353-359 Program Guide (8): 281-298, 319-323
4. read, analyze, and provide oral, written, and/or artistic responses to traditional and contemporary literature.	Handbook: 175-181, 193-201, 345 Program Guide (6): 225-231, 243-252, 387-388 Program Guide (7): 215-221, 235-341, 377-380 Program Guide (8): 205-207, 219-224, 343-347
5. identify recurring themes, perspectives, cultures, and issues by reading (e.g., identity, conflict, change).	Handbook: 175-181, 345 Program Guide (6): 225-231, 387-388 Program Guide (7): 215-221, 377-380 Program Guide (8): 205-207, 343-344
6. read and identify civic and social responsibilities by interpreting and analyzing social rules (e.g., handbooks, newspapers, other information).	Handbook: 261-281, 301-306 Program Guide (6): 325-342, 361-367 Program Guide (7): 309-331, 353-359 Program Guide (8): 281-298, 319-323
7. identify, locate, read, and interpret information from a variety of documents and sources (e.g., graphs, tables, policy statements, television, Internet).	Handbook: 261-281, 301-306 Program Guide (6): 325-342, 361-367 Program Guide (7): 309-331, 353-359 Program Guide (8): 281-298, 319-323

READING CONTENT STANDARD 5

Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

Benchmarks: End of Grade 8

Montana Standards for Reading	<i>Write Source 2000 (Grades 6-8)</i>
When reading, students will:	
1. compare and contrast information and textual elements in print and nonprint material.	Handbook: 261-281, 287, 290, 301-321 Program Guide (6): 325-342, 343-348, 361-367, 369-377 Program Guide (7): 309-331, 333-339, 353-359, 361-366 Program Guide (8): 281-298, 299-305, 319-323, 325-330
2. make connections, explain relationships among a variety of sources, and integrate similar information.	Handbook: 217-235, 261-281, 283-290, 307-321 Program Guide (6): 267-291, 325-342, 323-348, 369-377 Program Guide (7): 259-263, 265-278, 309-331, 333-339, 361-366 Program Guide (8): 233-237, 239-252, 281-298, 299-305, 325-330
3. recognize authors' point of view and purposes.	Handbook: 272, 345 Program Guide (6): 333-334, 387-388 Program Guide (7): 317-318, 377-378 Program Guide (8): 281-282, 343-344
4. recognize authors' use of language and literary devices to influence readers.	Handbook: 175-176, 272, 292, 345 Program Guide (6): 225-226, 333-334, 349-350, 387-388 Program Guide (7): 215-216, 317-318, 377-378 Program Guide (8): 205-206, 281-282, 307-310, 343-344
5. recognize, express, and defend a point of view.	Handbook: 115-122, 291-296 Program Guide (6): 151-153, 349-354 Program Guide (7): 139-144, 341-346 Program Guide (8): 133-138, 307-311



Writers INC. © 2000

**correlated to
Montana Standards for Reading**

Upon Graduation – End of Grade 12

READING CONTENT STANDARD 1

Students construct meaning as they comprehend, interpret, and respond to what they read.

Benchmarks: Upon Graduation - End of Grade 12

Montana Standards for Reading	Writers INC. (Grades 9-12)
When reading, students will:	
1. make predictions and describe inferences and connections within material and between new material and previous information/experiences.	Handbook: 202-204, 227-232, 397-404 Program Guide (9): 205, 221 Program Guide (10): 181, 189-192, 193 Program Guide (11): 195, 207-213 Program Guide (12): 231, 251-259
2. integrate new important print/nonprint information with their existing knowledge to draw conclusions and make application.	Handbook: 397-404, 438-444, 445-446, 447-453 Program Guides (9-12): no specific match
3. provide oral, written, and /or artistic responses to ideas and feelings generated by the reading material, providing examples of the way these influence one's life and role in society.	Handbook: 152-154, 215-220, 227-232, 421-432, 433-436 Program Guide (9): 121, 223-228, 323-328 Program Guide (10): 115-134, 193, 273-278 Program Guide (11): 121, 207-213, 297-302 Program Guide (12): 137, 139-147, 249, 251-259, 339-344
4. demonstrate understanding of main ideas and formulate arguments using supporting evidence.	Handbook: 192-194, 195-198, 227-232, 397-404 Program Guide (9): 189, 221 Program Guide (10): 167, 193 Program Guide (11): 181-187, 207-213 Program Guide (12): 209, 251-259
5. accurately paraphrase reading material, reflecting tone and point of view.	Handbook: 402 Program Guides (9-12): no specific match

READING CONTENT STANDARD 2**Students apply a range of skills and strategies to read.****Benchmarks: Upon Graduation - End of Grade 12**

Montana Standards for Reading	Writers INC. (Grades 9-12)
When reading, students will:	
1. decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, word connotation, and denotation and context to understand reading material.	Handbook: 367-381 Program Guide (9): 299-306 Program Guide (10): 257-263 Program Guide (11): 277-284 Program Guide (12): 321-329
2. identify, analyze, and evaluate literary elements (e.g., plot, character, theme, setting, point of view, conflict).	Handbook: 227-232, 233-243 Program Guide (9): 221 Program Guide (10): 193 Program Guide (11): 207-213 Program Guide (12): 251-259
3. identify, analyze, and evaluate the use of literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue, satire, symbolism).	Handbook: 125-132, 136-138, 227-232, 233-243 Program Guide (9): 103-107, 109-111, 221 Program Guide (10): 99-101, 103-105, 193 Program Guide (11): 105-108, 109-112, 207-213 Program Guide (12): 115-119, 121-124, 251-259
4. use features and organization of fiction and nonfiction material to comprehend increasingly complex materials (e.g., paragraphs, chapters, titles, indices, tables of contents, graphs, charts, visuals, and methods of organization).	Handbook: 323-330, 331-336, 346-347, 348, 349, 351-356 Program Guide (9): 285-298 Program Guide (10): 241-255 Program Guide (11): 257-276 Program Guide (12): 307-320
5. adjust fluency, rate, and style of reading to the content and purpose of the material.	Handbook: 357-366 Program Guides (9-12): no specific match

READING CONTENT STANDARD 2 (continued)

Montana Standards for Reading	Writers INC. (Grades 9-12)
6. develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and expand and refine vocabulary related to specific academic areas, culture, and technology.	Handbook: 346-347, 348, 367-381 Program Guide (9): 285-298, 299-306 Program Guide (10): 241-255, 257-263 Program Guide (11): 257-276, 277-284 Program Guide (12): 307-320, 321-329
7. use a variety of reading strategies to comprehend complex material, including self-correcting, rereading, using context, and adjusting rate.	Handbook: 357-366 Program Guides (9-12): no specific match
8. ask questions, check predictions, summarize and reflect on information to monitor progress while taking responsibility for directing one's own reading.	Handbook: 357-366 Program Guides (9-12): no specific match

READING CONTENT STANDARD 3

Students set goals, monitor, and evaluate their progress in reading.

Benchmarks: Upon Graduation - End of Grade 12

Montana Standards for Reading	Writers INC. (Grades 9-12)
When reading, students will:	
1. articulate and evaluate strategies to solve reading problems, self-monitor progress, and direct one's own reading.	Handbook: 357-366 Program Guides (9-12): no specific match
3. select authors, subjects, and print and nonprint material, expressing reasons for recommendations, and information and insights gained.	Handbook: 323-330 Program Guide (9): 285-298 Program Guide (10): 241-255 Program Guide (11): 257-276 Program Guide (12): 307-320

READING CONTENT STANDARD 4**Students select, read, and respond to print and nonprint material for a variety of purposes.****Benchmarks: Upon Graduation - End of Grade 12**

Montana Standards for Reading	Writers INC. (Grades 9-12)
When reading, students will:	
2. read to evaluate appropriate resource material for a specific task.	Handbook: 323-330 Program Guide (9): 285-298 Program Guide (10): 241-255 Program Guide (11): 257-276 Program Guide (12): 307-320
3. locate, read, analyze, and interpret material to investigate a question, topic, or issue (e.g., reference materials, pamphlets, book excerpts, articles, letters, and electronic information).	Handbook: 323-330, 331-336, 337-349, 357-366, 447-453 Program Guide (9): 285-298 Program Guide (10): 241-255 Program Guide (11): 257-276 Program Guide (12): 307-320
4. read, analyze, and synthesize information to perform complex tasks for a variety of purposes (e.g., schedules, maps, instructions, consumer reports, and technical manuals).	Handbook: 323-330, 331-336, 337-349, 357-366, 447-453 Program Guide (9): 285-298 Program Guide (10): 241-255 Program Guide (11): 257-276 Program Guide (12): 307-320
5. read and analyze works of various authors (e.g., diverse cultures, perspectives and issues, recurring themes).	Handbook: 227-232 Program Guide (9): 221 Program Guide (10): 193 Program Guide (11): 207-213 Program Guide (12): 251-259
6. read, evaluate, and create material and documents related to social and civic responsibilities (e.g., letters to the editor, posters).	Handbook: 188-189 Program Guide (9): 189 Program Guide (10): 167, 175-180 Program Guide (11): 181 Program Guide (12): 209
7. locate, read, analyze and evaluate information from a variety of sources (e.g., manuals, instructions, flowcharts, television, Internet).	Handbook: 323-330, 331-336, 337-349, 351-356, 357-366, 447-453 Program Guide (9): 285-298 Program Guide (10): 241-255 Program Guide (11): 257-276 Program Guide (12): 307-320

READING CONTENT STANDARD 5**Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.****Benchmarks: Upon Graduation - End of Grade 12**

Montana Standards for Reading	Writers INC. (Grades 9-12)
When reading, students will:	
1. compare and contrast information and broad themes within and among a variety of information sources.	Handbook: 323-330, 361 Program Guide (9): 285-298 Program Guide (10): 241-255 Program Guide (11): 257-276 Program Guide (12): 307-320
2. logically synthesize information from a complex range of print and nonprint sources.	Handbook: 245-254, 255-258, 437-444, 445-446 Program Guide (9): 239-255 Program Guide (10): 209-220 Program Guide (11): 223-232 Program Guide (12): 271-281
3. apply basic principle of formal logic to print and nonprint material.	Handbook: 445-446 Program Guides (9-12): no specific match
4. analyze use of evidence, logic, language devices, and bias as strategies to influence readers.	Handbook: 445-446, 447-453 Program Guides (9-12): no specific match



TOLL FREE: **800-289-4490**

VISIT OUR WEB SITE: **WWW.GREATSOURCE.COM**
