

READER'S HANDBOOK  
correlated to  
**Nevada**  
**English Language Arts**  
**Content Standards**  
**Grades 3-12**



**YOUR NEVADA GREAT SOURCE REPRESENTATIVES**

Mark Hansen  
800-289-4490, option 4  
Mark\_Hansen@hmco.com

Terry Johnson  
(Elko County)  
800-289-4490, option 4  
Terry\_Johnson@hmco.com



**READER'S HANDBOOK ©2004**  
**GRADE 3**  
**Correlated To**  
**NEVADA ENGLISH LANGUAGE ARTS CONTENT**  
**STANDARDS**  
**Grade 3**

**C O N T E N T   S T A N D A R D   1 . 0**

*Students know and use word analysis skills and strategies to comprehend new words encountered in text.*

<b>Reading</b>	<b>Reader's Handbook ©2004, Grade 3</b>
1.3.1 Read texts aloud with fluency, accuracy, and appropriate <b>intonation</b> and expression; read high-frequency words to build fluency.	68-70, 71
1.3.2 Use knowledge of phonics and structural elements to read and to determine the meaning of unfamiliar words in context.	74-81, 82-89, 438-439
1.3.3 Use knowledge of prefixes, suffixes, roots, or base words to determine the meaning of words in context.	82-85, 438-439
1.3.4 Identify and use knowledge of <b>diphthongs</b> when reading; determine the meanings and other features of unknown words using dictionaries and glossaries.	75-77, 91, 95-97, 261, 428-432
1.3.5 Identify and use knowledge of synonyms, antonyms, homophones, and homographs to expand vocabulary and understand text.	86-87, 88-89, 94, 98-100

**C O N T E N T   S T A N D A R D   2 . 0**

*Students use reading process skills and strategies to build comprehension.*

<b>Reading</b>	<b>Reader's Handbook ©2004, Grade 3</b>
2.3.1 Identify pre-reading strategies, such as accessing prior knowledge, predicting, previewing, and setting a purpose to improve comprehension.	34-36, 42, 46-47, 48-49, 143-146, 154-158, 166-167, 173, 175-176, 208-214, 222-228, 235-238, 247-248, 270-275, 282-286, 295-297
2.3.2 Use self-correcting strategies, such as self-questioning and rereading to gain meaning from text.	38, 58, 147, 152, 163, 164, 219, 231, 232, 243, 244, 278, 280, 291, 292, 300-302
2.3.3 Recall essential points in text while reading; make and revise predictions about upcoming information.	37, 47, 147-150, 159-163, 168-171, 173, 177-179, 180, 276-278, 287-291, 298-302, 303-304
2.3.4 Restate facts and details in text to share information and organize ideas.	41, 47, 49, 51, 53, 55, 128, 131, 133, 135, 136, 137, 138, 139, 151, 153, 164, 165, 172, 173, 180, 215-217, 220, 221, 229-230, 233, 240-242, 245, 249-251, 252, 279, 281, 292, 283, 303, 305
2.3.5 Adjust <b>reading rate</b> to suit difficulty of text.	69, 143

**CONTENT STANDARD 3.0**

*Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.*

<b>Reading</b>	<b>Reader's Handbook ©2004, Grade 3</b>
3.3.1 Compare plots, settings, and characters in a variety of works and by a variety of authors.	306-312, 313-319, 320-325
3.3.2 Make inferences about setting and characters' traits; make predictions about plot; check text for verification.	46-47, 48-49, 71
3.3.3 Compare plots, settings, characters, and perspectives in a variety of works by a variety of authors from different cultures and times.	53, 71
3.3.4 Identify and compare <b>themes</b> or messages in reading selections.	52-53, 347
3.3.5 Identify <b>simile, metaphor, onomatopoeia, and hyperbole</b> in text.	301, 332, 336, 344
3.3.7 Read and identify stories, plays, poetry, and nonfiction selections.	124-128, 142-153, 154-165, 208-221, 222-233, 234-245, 270-281, 282-293, 294-305

**CONTENT STANDARD 4.0**

*Students read to comprehend, interpret, and evaluate informational texts for specific purposes.*

<b>Reading</b>	<b>Reader's Handbook ©2004, Grade 3</b>
4.3.1 Distinguish essential information from titles, tables of contents, chapter headings, glossaries, indexes, diagrams, charts, and maps to locate information in texts for specific purposes.	1143, 147, 184, 189, 190, 192, 196, 198, 199, 209, 217, 223, 225, 261, 262, 264, 265, 267, 271, 272, 283, 284, 295, 296
4.3.2 Distinguish between cause and effect, fact and opinion, and main idea and supporting details in text.	116-123, 136-137, 149, 162, 162, 195, 197, 202-203, 230, 401, 407, 415
4.3.3 Ask questions and support answers by connecting prior knowledge with literal and inferential information in text.	48-49, 257, 357
4.3.4 Draw conclusions about text and support them with textual evidence and experience.	50-51, 71, 149, 186, 367
4.3.6 Read and follow three- and four-step directions to complete a simple task.	351, 353, 363, 378, 381, 382, 391

**CONTENT STANDARD 5.0**

*Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.*

<b>Writing</b>	<b>Reader's Handbook ©2004, Grade 3</b>
5.3.1 Locate, acknowledge, and use at least three sources to write an informative paper.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
5.3.2 Write friendly letters, formal letters, thank you letters, and invitations that address audience concerns, stated purpose, and context and that include the date, proper salutation, body, closing, and signature.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
5.3.3 Write a narrative or story that moves through a logical sequence of events and includes details to develop the plot.	The opportunity to address this objective is available on the following pages: 124-125
5.3.4 Write responses to literature, drawing upon experiences.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
5.3.5 Write compositions that retell events of a story in sequence.	The opportunity to address this objective is available on the following pages: 398-399
5.3.6 Write short <b>expository</b> texts.	The opportunity to address this objective is available on the following pages: 124, 127-128

**CONTENT STANDARD 6.0**

*Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.*

<b>Writing</b>	<b>Reader's Handbook ©2004, Grade 3</b>
6.3.1 Generate possible ideas for future writing through group activities, such as <b>brainstorming</b> and discussions.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
6.3.2 Organize ideas using <b>graphic organizers</b> , such as a <b>web</b> or <b>Venn diagram</b> .	379, 382, 400-401, 407-426
6.3.3 Write simple compositions that address a single <b>topic</b> and include supporting sentences.	380
6.3.4 Revise drafts, using an established <b>rubric</b> , to improve the coherence and logical progression of ideas.	381, 382
6.3.5 Edit for use of standard English.	381, 382
6.3.6 Produce writing with <b>voice</b> for given audiences.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
6.3.7 Share writing with others, listen to responses, and consider making revisions to drafts based upon reader responses.	No specific lesson addresses this objective. (See <i>Write Source</i> .)

**CONTENT STANDARD 7.0**

*Students write using standard English grammar, usage, punctuation, capitalization, and spelling.*

<b>Writing</b>	<b>Reader's Handbook ©2004, Grade 3</b>
7.3.1 Identify and correctly use <b>subject/verb agreement</b> and past, present, and future verb tenses in writing simple sentences.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
7.3.2 Demonstrate understanding of and write complete declarative, interrogative, imperative, and <b>exclamatory sentences</b> .	No specific lesson addresses this objective. (See <i>Write Source</i> .)
7.3.3 Use quotation marks in dialogue; punctuate city and state, dates, and titles of books.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
7.3.4 Use rules of capitalization.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
7.3.5 Use correct spelling of words containing affixes, contractions, compounds, and common homophones (e.g., bear-bare).	82-89, 433-437, 438-439
7.3.6 Create readable and legible compositions, adhering to margins and correct spacing between letters in a word and words in a sentence.	No specific lesson addresses this objective. (See <i>Write Source</i> .)

**CONTENT STANDARD 8.0**

*Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.*

<b>Listening and Speaking</b>	<b>Reader's Handbook ©2004, Grade 3</b>
8.3.1 Retell and explain what has been said by a speaker.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
8.3.2 Listen to connect prior experiences, insights, and ideas to the message of a speaker.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
8.3.3 Recognize that language and sayings reflect regions and cultures.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
8.3.4 Follow three- and four-step oral directions to complete a simple task.	No specific lesson addresses this objective. (See <i>Write Source</i> .)

**CONTENT STANDARD 9.0***Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.*

<b>Listening and Speaking</b>	<b>Reader's Handbook ©2004, Grade 3</b>
9.3.1 Use specific vocabulary and apply standard English to communicate ideas.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
9.3.2 Use appropriate public speaking techniques such as volume control and eye contact.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
9.3.3 Present ideas and supporting details in a logical sequence with a beginning, middle, and ending.	202, 309, 310, 311
9.3.4 Read aloud and recite prose and poetry with fluency, rhythm, pace, appropriate intonation, and vocal patterns.	68-70, 71, 305
9.3.5 Give clear three- and four-step directions to complete a simple task.	No specific lesson addresses this objective. (See <i>Write Source</i> .)

**CONTENT STANDARD 10.0***Students participate in discussions to offer information, clarify ideas, and support a position.*

<b>Listening and Speaking</b>	<b>Reader's Handbook ©2004, Grade 3</b>
10.3.1 Speak and listen attentively in conversations and group discussions.	The opportunity to address this objective is available on the following pages: 187, 281, 293, 304, 305, 312, 319
10.3.2 Ask pertinent questions; respond to questions with relevant details.	187, 319
10.3.3 Share ideas and information to complete a task.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
10.3.4 Distinguish between a speaker's opinion and verifiable facts.	The opportunity to address this objective is available on the following page: 195

**CONTENT STANDARD 11.0***Formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.*

<b>Research</b>	<b>Reader's Handbook ©2004, Grade 3</b>
11.3.1 Formulate questions to investigate topics.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
11.3.2 Use a variety of library resources, media, and technology to find information on a topic.	142-153, 166-173, 174-180, 181-187, 204, 205
11.3.3 Give credit for others' ideas, images, and information.	172, 173, 179
11.3.4 Organize and record information from print and non-print resources.	169, 171, 173, 178, 179, 180
11.3.5 Present research findings for different purposes and audiences.	The opportunity to address this objective is available on the following pages: 153, 165, 187, 233

**READER'S HANDBOOK ©2002  
GRADES 4-5  
Correlated To  
NEVADA ENGLISH LANGUAGE ARTS CONTENT  
STANDARDS  
Grade 4**

**C O N T E N T   S T A N D A R D   1 . 0**

*Students know and use word analysis skills and strategies to comprehend new words encountered in text.*

<b>Reading</b>	<b>Reader's Handbook ©2002 , Grade 4</b>
1.4.2 Use knowledge of phonics, structural elements, and <b>syntax</b> to read and to determine the meaning of unfamiliar words in context.	496, 500-503, 504-505, 506-507, 560-565
1.4.3 Identify and use knowledge of common Greek- and Latin- derived roots and <b>affixes</b> to determine the meaning of words in context.	504-505, 506-507, 560-565
1.4.4 Determine the meanings and other features of unknown words and derivations of words, using dictionaries and glossaries.	117, 496, 508-509
1.4.5 Use knowledge of vocabulary and context clues to determine meanings of unknown words.	494-519

**C O N T E N T   S T A N D A R D   2 . 0**

*Students use reading process skills and strategies to build comprehension.*

<b>Reading</b>	<b>Reader's Handbook ©2002, Grade 4</b>
2.4.1 Identify pre-reading strategies, such as accessing prior knowledge, predicting, previewing, and setting a purpose to improve comprehension.	28-29, 59-63, 75-79, 89-92, 102-103, 109-110, 129-135, 145-148, 158-161, 167-169, 175-176, 186-190, 212-217, 226-230, 242-243, 249-250, 255, 261, 268-270, 276, 299-300, 310-311, 317-318, 324, 349-358, 368-369, 374-375, 391-396
2.4.2 Select and use self-correcting strategies to gain meaning from text.	30-31, 64-70, 80-84, 93-97, 103-106, 110-114, 135-140, 149-153, 162-164, 170-172, 177-183, 191-193, 218-221, 231-237, 244-247, 251-252, 256-258, 262-264, 271-272, 277-280, 302-306, 312-314, 319-321, 325-327, 359-363, 370, 375-378, 397-400
2.4.3 Apply skills and strategies of summarizing, paraphrasing, and drawing conclusions to aid comprehension.	37, 86, 137, 148, 170, 235, 281, 282, 308, 360, 416-417, 418, 423, 481-482, 526, 528-529, 536-537, 552, 556
2.4.4 Use note taking, outlining, and summarizing to organize and understand information from text.	81, 99, 148, 235, 281, 360, 529, 536-537, 550, 556, 553
2.4.5 Adjust reading rate to suit difficulty and type of text.	32, 129, 145, 191

**CONTENT STANDARD 3.0**

*Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.*

<b>Reading</b>	<b>Reader's Handbook ©2002, Grade 4</b>
3.4.1 Use knowledge of character, setting, plot, conflict, and resolution to comprehend a variety of works.	213, 217, 218, 220, 230, 231-235, 236, 242-248, 249-253, 250, 251-252, 254-259, 260-266, 271, 272, 277, 278, 279, 281, 286, 287, 290, 349, 362, 375-378, 382, 384, 385, 540, 546, 553, 554, 555
3.4.2 Make inferences about and compare characters' traits; make predictions about conflicts and resolutions; check text for verification.	214-216, 244-245, 246-247, 257, 261, 264, 352-357, 376
3.4.3 Identify cultural influences in literature.	The opportunity to address this objective is available on the following page: 212
3.4.4 Identify themes in a variety of reading selections.	213, 226, 230, 239-240, 248, 267-274, 276, 280, 295, 365, 375-376, 379, 387, 556
3.4.5 Locate <b>figurative language</b> , including simile, metaphor, and <b>personification</b> in text.	312-314, 330, 336, 338, 339, 342
3.4.7 Identify structures of stories, plays, poetry, and non-fiction selections.	51-55, 69, 83, 96, 139-140, 151-152, 164, 220, 236, 304-305, 362, 399

**CONTENT STANDARD 4.0**

*Students read to comprehend, interpret, and evaluate informational texts for specific purposes.*

<b>Reading</b>	<b>Reader's Handbook ©2002, Grade 4</b>
4.4.1 Use information from titles, tables of contents, chapter headings, glossaries, indexes, diagrams, charts, and maps to comprehend text.	59-62, 75-79, 89-92, 117, 118, 119, 120, 121, 124, 129-134, 145-148, 151, 185-194, 412-424, 425-435, 481-482, 489-490
4.4.2 Compare main ideas and important concepts of various texts.	The opportunity to address this objective is available on the following pages: 45-48, 50, 151, 162-163, 206, 282, 551
4.4.3 Develop hypotheses based upon prior knowledge and information from text.	36, 39, 40, 41, 136-137, 252, 447-448, 523, 550
4.4.4 Draw conclusions about text and support them with evidence from a variety of sources.	37, 137, 282, 481-482
4.4.5 Identify authors' purposes for writing.	158, 285
4.4.6 Read and follow multi-step directions to complete a task.	439, 440, 442, 443, 449, 457, 458, 459, 464, 474, 477, 483, 486, 487

**CONTENT STANDARD 5.0**

*Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.*

<b>Writing</b>	<b>Reader's Handbook ©2002, Grade 4</b>
5.4.1 Write informative papers with a clear focus using a variety of sources.	The opportunity to address this objective is available on the following page: 143
5.4.2 Write organized friendly letters, formal letters, thank you letters, and invitations in an appropriate format for a specific audience and purpose.	The opportunity to address this objective is available on the following pages: 156, 403
5.4.3 Write a narrative or story that moves through a logical sequence of events and includes details to develop the plot, characters, and setting.	The opportunity to address this objective is available on the following page: 460
5.4.4 Write responses to literary selections, using supporting details from the selection.	The opportunity to address this objective is available on the following page: 166
5.4.5 Write compositions with a main idea and supporting details.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
5.4.6 Write short expository texts with supporting details.	The opportunity to address this objective is available on the following pages: 461-462, 463

**CONTENT STANDARD 6.0**

*Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.*

<b>Writing</b>	<b>Reader's Handbook ©2002, Grade 4</b>
6.4.1 Generate ideas for writing through discussions and individual activities, such as brainstorming and clustering.	The opportunity to address this objective is available on the following page: 25
6.4.2 Organize ideas through activities that draw upon sequencing and classifying skills.	The opportunity to address this objective is available on the following page: 25
6.4.3 Write compositions of at least one paragraph with a main idea and supporting details.	The opportunity to address this objective is available on the following pages: 460, 461-462, 463
6.4.4 Revise drafts to improve meaning and focus of writing by adding and deleting words, sentences, and ideas.	The opportunity to address this objective is available on the following page: 25
6.4.5 Edit for use of standard English.	The opportunity to address this objective is available on the following pages: 25, 458, 464
6.4.6 Produce writing with a voice that shows awareness of an intended audience and purpose.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
6.4.7 Share drafts with others and consider making revisions based upon written responses.	No specific lesson addresses this objective. (See <i>Write Source</i> .)

**CONTENT STANDARD 7.0**

*Students write using standard English grammar, usage, punctuation, capitalization, and spelling.*

<b>Writing</b>	<b>Reader's Handbook ©2002, Grade 4</b>
7.4.1 Identify and correctly use pronoun/ <b>antecedent</b> agreement, subject/verb agreement, and verb tenses in writing simple, compound, and complex sentences.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
7.4.2 Write compound and complex sentences.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
7.4.3 Use correct punctuation in compound sentences; use irregular and plural possessives.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
7.4.4 Use rules of capitalization.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
7.4.5 Use correct spelling of frequently used words, applying various spelling strategies and high-frequency spelling rules.	No specific lesson addresses this objective. (See <i>Write Source</i> .)

**CONTENT STANDARD 8.0**

*Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.*

<b>Listening and Speaking</b>	<b>Reader's Handbook ©2002, Grade 4</b>
8.4.1 Interpret speaker's verbal and non-verbal messages and distinguish fact from opinion.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
8.4.2 Listen to identify how speaking techniques are used to convey a message.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
8.4.3 Recognize that language and dialect usage vary in different contexts, regions, and cultures.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
8.4.4 Follow oral directions to complete a complex task.	No specific lesson addresses this objective. (See <i>Write Source</i> .)

**CONTENT STANDARD 9.0**

*Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.*

<b>Listening and Speaking</b>	<b>Reader's Handbook ©2002, Grade 4</b>
9.4.1 Select and use varied vocabulary and apply standard English to communicate ideas.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
9.4.2 Select and use appropriate public speaking techniques such as rate, pace, and enunciation.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
9.4.3 Give organized presentations that demonstrate a clear viewpoint.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
9.4.4 Read aloud and recite literary, dramatic, and original works.	325, 372
9.4.5 Give clear and concise directions to complete a task.	No specific lesson addresses this objective. (See <i>Write Source</i> .)

**CONTENT STANDARD 10.0**

*Students participate in discussions to offer information, clarify ideas, and support a position.*

<b>Listening and Speaking</b>	<b>Reader's Handbook ©2002, Grade 4</b>
10.4.1 Contribute to and listen attentively in conversations and group discussions.	The opportunity to address this objective is available on the following page: 156
10.4.2 Ask and answer questions with relevant details to clarify ideas.	The opportunity to address this objective is available on the following pages: 40, 365, 530-531, 532
10.4.3 Share ideas, opinions, and information clearly and effectively.	The opportunity to address this objective is available on the following page: 156
10.4.4 Identify and express opinions and state facts.	The opportunity to address this objective is available on the following pages: 156, 203, 463

**CONTENT STANDARD 11.0**

*Formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.*

<b>Research</b>	<b>Reader's Handbook ©2002, Grade 4</b>
11.4.1 Formulate research questions and establish a focus and purpose for inquiry.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
11.4.2 Use a variety of library resources, media, and technology to find information on a topic.	128-143, 144-156, 185-194, 390-403, 412-424
11.4.3 Give credit for others' ideas, images, and information by listing sources used in research.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
11.4.4 Organize and record information using note-taking from print and non-print resources.	139-140, 149-151, 194, 397-398, 417-418
11.4.5 Present research findings for different purposes and audiences using various media.	143, 156, 403

**READER'S HANDBOOK ©2002**  
**GRADES 4-5**  
**Correlated To**  
**NEVADA ENGLISH LANGUAGE ARTS CONTENT**  
**STANDARDS**  
**Grade 5**

**C O N T E N T   S T A N D A R D   1 . 0**

*Students know and use word analysis skills and strategies to comprehend new words encountered in text.*

<b>Reading</b>	<b>Reader's Handbook ©2002 , Grade 5</b>
1.5.2 Use knowledge of phonics, structural elements, grammar, and syntax to read and to determine the meaning of unfamiliar words in context.	496, 500-503, 504-505, 506-507, 560-565
1.5.3 Identify and use the meanings of high-frequency Greek- and Latin-derived roots and <b>affixes</b> to determine the meanings of words.	504-505, 506-507, 560-565
1.5.4 Find word origins and determine meanings of unknown words using dictionaries and glossaries.	117, 496, 508-509
1.5.5 Use context clues such as restatement, definitions, and examples to determine the meaning of unknown words.	494-519

**C O N T E N T   S T A N D A R D   2 . 0**

*Students use reading process skills and strategies to build comprehension.*

<b>Reading</b>	<b>Reader's Handbook ©2002, Grade 5</b>
2.5.1 Select and apply pre-reading strategies that enhance comprehension, such as making a plan for reading, accessing prior knowledge, choosing a <b>graphic organizer</b> , and selecting <b>reading rate</b> .	28-29, 32, 59-63, 75-79, 89-92, 102-103, 109-110, 129-135, 145-148, 158-161, 167-169, 175-176, 186-190, 191, 212-217, 226-230, 242-243, 249-250, 255, 261, 268-270, 276, 299-300, 310-311, 317-318, 324, 349-358, 368-369, 374-375, 391-396
2.5.2 Apply self-correcting strategies to gain meaning from text.	30-31, 64-70, 80-84, 93-97, 103-106, 110-114, 135-140, 149-153, 162-164, 170-172, 177-183, 191-193, 218-221, 231-237, 244-247, 251-252, 256-258, 262-264, 271-272, 277-280, 302-306, 312-314, 319-321, 325-327, 359-363, 370, 375-378, 397-400
2.5.3 Select and use a variety of skills and strategies during reading such as identifying main ideas, identifying fact and opinion or cause and effect, verifying predictions, summarizing, paraphrasing, and drawing conclusions to aid comprehension.	37, 39, 40, 43, 45-48, 50, 54, 72, 82, 86, 137, 148, 151, 162-163, 170, 180-183, 197, 203, 206, 235, 281, 282, 308, 360, 416-417, 418, 423, 481-482, 524-525, 526, 528-529, 536-537, 551, 552, 556
2.5.4 Clarify understanding of text by note taking, outlining, completing a graphic organizer, summarizing, and writing a report.	64-68, 80-82, 99, 136, 137, 138, 140, 148, 149, 150, 151, 162, 163, 170, 171, 172, 178, 180, 183, 218, 219, 220, 232, 234, 235, 236, 245, 252, 257, 262, 263, 271, 272, 277, 278, 279, 280, 281, 302, 303, 359, 360, 361, 362, 529, 536-537, 540-541, 545-559
2.5.5 Adjust reading rate to suit reading purpose and difficulty of text.	32, 129, 145, 191

**CONTENT STANDARD 3.0**

*Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.*

<b>Reading</b>	<b>Reader's Handbook ©2002, Grade 5</b>
3.5.1 Distinguish main incidents of a plot that lead to the climax, and explain how the problem or conflict is resolved.	220, 234-235, 236, 258, 260-266, 290, 376-378, 384
3.5.2 Make <b>inferences</b> supported by the text about characters' traits and motivations and make predictions about conflicts and resolutions.	214-216, 244-245, 246-247, 257, 261, 264, 352-357, 376
3.5.3 Identify historical events as portrayed in literature.	175-184
3.5.4 Compare stated and implied themes in a variety of works.	The opportunity to address this objective is available on the following pages: 213, 226, 230, 239-240, 248, 267-274, 276, 280, 295, 365, 375-376, 379, 387, 556
3.5.5 Locate and interpret figurative language, including <b>simile</b> , metaphor, and <b>personification</b> in text.	312-314, 330, 336, 338, 339, 342
3.5.6 Describe how authors' writing styles influence reader response.	The opportunity to address this objective is available on the following pages: 237, 293
3.5.7 Describe differences in purpose and structure among stories, plays, poetry, and nonfiction selections.	The opportunity to address this objective is available on the following pages: 51-55, 69, 83, 96, 139-140, 151-152, 164, 220, 236, 304-305, 362, 399

**CONTENT STANDARD 4.0**

*Students read to comprehend, interpret, and evaluate informational texts for specific purposes.*

<b>Reading</b>	<b>Reader's Handbook ©2002, Grade 5</b>
4.5.1 Use knowledge of format, graphics, sequence, diagrams, illustrations, charts, and maps to comprehend text.	59-62, 75-79, 89-92, 117, 118, 119, 120, 121, 124, 129-134, 145-148, 151, 185-194, 412-424, 425-435, 481-482, 489-490
4.5.2 Clarify and connect main ideas and concepts and identify their relationship to other sources and related topics.	The opportunity to address this objective is available on the following pages: 45-48, 50, 151, 162-163, 206, 282, 551
4.5.3 Read to evaluate new information and hypotheses by comparing them to known information and ideas.	36, 39, 40, 41, 136-137, 252, 447-448, 523, 550
4.5.4 Draw conclusions and make inferences about text supported by textual evidence and experience.	36, 37, 136-137, 252, 282, 481-482, 523, 550
4.5.5 Identify authors' ideas and purposes in texts, including advertisements and public documents.	50, 158, 169, 170-172, 285
4.5.6 Read and follow multi-step directions in order to perform procedures and complete tasks.	439, 440, 442, 443, 449, 457, 458, 459, 464, 474, 477, 483, 486, 487

**CONTENT STANDARD 5.0**

*Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.*

<b>Writing</b>	<b>Reader's Handbook ©2002, Grade 5</b>
5.5.1 Write informative papers that develop a clear topic with appropriate facts, details, and examples from a variety of sources.	The opportunity to address this objective is available on the following page: 143
5.5.2 Write well-organized communications such as friendly or business letters in an appropriate format for a specific audience and purpose.	The opportunity to address this objective is available on the following pages: 156, 403
5.5.3 Write a narrative or story that develops a plot or sequence and uses "showing" rather than "telling" details to describe the setting, characters, and events of the story.	The opportunity to address this objective is available on the following page: 460
5.5.4 Write responses to literary selections by supporting ideas with selected examples.	The opportunity to address this objective is available on the following page: 166

<b>Writing</b>	<b>Reader's Handbook ©2002, Grade 5</b>
5.5.5 Write summaries of oral and written stories.	The opportunity to address this objective is available on the following pages: 148, 235, 281, 360, 418, 526, 536-537, 556
5.5.6 Write short expository texts that speculate on causes and effects and offer simple persuasive evidence.	The opportunity to address this objective is available on the following pages: 461-462, 463

### **C O N T E N T   S T A N D A R D   6 . 0**

*Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.*

<b>Writing</b>	<b>Reader's Handbook ©2002, Grade 5</b>
6.5.1 Generate ideas for future writing through activities such as clustering, <b>brainstorming</b> , and listening to and following story models.	The opportunity to address this objective is available on the following page: 25
6.5.2 Organize ideas through activities such as outlining, listing, <b>webbing</b> , and mapping.	The opportunity to address this objective is available on the following page: 25
6.5.3 Write paragraphs and compositions with main ideas that are supported by details and state a conclusion.	The opportunity to address this objective is available on the following pages: 460, 461-462, 463
6.5.4 Revise compositions to improve the meaning and focus of writing by adding, deleting, clarifying, and rearranging words and sentences.	The opportunity to address this objective is available on the following page: 25
6.5.5 Edit for use of standard English.	The opportunity to address this objective is available on the following pages: 25, 458, 464
6.5.6 Produce writing with a <b>voice</b> that shows awareness of an intended audience and purpose.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
6.5.7 Share final drafts with a designated audience.	No specific lesson addresses this objective. (See <i>Write Source</i> .)

### **C O N T E N T   S T A N D A R D   7 . 0**

*Students write using standard English grammar, usage, punctuation, capitalization, and spelling.*

<b>Writing</b>	<b>Reader's Handbook ©2002, Grade 5</b>
7.5.1 Identify and correctly use pronoun case, <b>comparative</b> and <b>superlative modifiers</b> , and often misused verbs such as lie/lay, sit/set, and rise/raise in writing.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
7.5.2 Identify and write prepositional phrases and <b>appositives</b> ; use transitions and conjunctions to elaborate ideas.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
7.5.3 Use colons to introduce a list; use quotation marks around exact words of speakers and names of poems, songs, and short stories.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
7.5.4 Use rules of capitalization.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
7.5.5 Use correct spelling of frequently used words, with special attention to roots, suffixes, and prefixes.	No specific lesson addresses this objective. (See <i>Write Source</i> .)

### **C O N T E N T   S T A N D A R D   8 . 0**

*Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.*

<b>Listening and Speaking</b>	<b>Reader's Handbook ©2002, Grade 5</b>
8.5.1 Interpret a speaker's verbal and non-verbal messages, purposes, and viewpoint; distinguish fact from opinion.	No specific lesson addresses this objective. (See <i>Write Source</i> .)

<b>Listening and Speaking</b>	<b>Reader's Handbook ©2002, Grade 5</b>
8.5.2 Identify the intent of persuasive speaking techniques, evaluate a speaker's delivery using given criteria, and provide constructive feedback.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
8.5.3 Recognize and describe language and dialect usage that vary in different contexts, regions, and cultures.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
8.5.4 Follow multi-step oral directions to complete a task.	No specific lesson addresses this objective. (See <i>Write Source</i> .)

### **C O N T E N T   S T A N D A R D   9 . 0**

*Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.*

<b>Listening and Speaking</b>	<b>Reader's Handbook ©2002, Grade 5</b>
9.5.1 Use specific and varied vocabulary and apply standard English to communicate ideas.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
9.5.2 Select and use appropriate public speaking techniques such as gestures, facial expressions, posture, speaking rate/pace, and enunciation.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
9.5.3 Give organized reports that demonstrate a clear point of view and incorporate media aids as needed for enhancement.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
9.5.4 Read aloud and recite literary, dramatic, and original works.	325, 372
9.5.5 Give multi-step directions to complete a task.	No specific lesson addresses this objective. (See <i>Write Source</i> .)

### **C O N T E N T   S T A N D A R D   1 0 . 0**

*Students participate in discussions to offer information, clarify ideas, and support a position.*

<b>Listening and Speaking</b>	<b>Reader's Handbook ©2002, Grade 5</b>
10.5.1 Participate in conversations and group discussions as a contributor and leader.	The opportunity to address this objective is available on the following page: 156
10.5.2 Ask and answer questions to clarify or extend ideas.	The opportunity to address this objective is available on the following pages: 40, 365, 530-531, 532
10.5.3 Share ideas, opinions, and information with a group, choosing language that communicates messages clearly and effectively.	The opportunity to address this objective is available on the following page: 156
10.5.4 Compare and contrast ideas and viewpoints of several speakers.	The opportunity to address this objective is available on the following pages: 156, 203, 463

### **C O N T E N T   S T A N D A R D   1 1 . 0**

*Formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.*

<b>Research</b>	<b>Reader's Handbook ©2002, Grade 5</b>
11.5.1 Formulate research questions and establish a focus and purpose for inquiry.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
11.5.2 Select information from multiple resources to answer questions.	The opportunity to address this objective is available on the following pages: 128-143, 144-156, 185-194, 390-403, 412-424
11.5.3 Give credit for others' ideas, images, and information by listing sources used in research.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
11.5.4 Record information using given note-taking and organizational formats.	136, 137, 138, 139, 140, 142, 148, 149, 150, 151, 155, 186, 192, 193, 194, 396, 397, 398, 416, 417, 418, 423
11.5.5 Present research findings using charts, maps, or graphs with written text.	143, 156, 403

**READER'S HANDBOOK ©2002**  
**GRADES 6-8**  
**Correlated To**  
**NEVADA ENGLISH LANGUAGE ARTS CONTENT**  
**STANDARDS**  
**Grade 6**

**C O N T E N T   S T A N D A R D   1 . 0**

*Students know and use word analysis skills and strategies to comprehend new words encountered in text.*

<b>Reading</b>	<b>Reader's Handbook ©2002 , Grade 6</b>
1.6.3 Identify and use the meanings of high frequency Greek- and Latin-derived roots and affixes to determine the meanings of words.	585, 621-625, 687-688
1.6.4 Use dictionaries and glossaries to verify the meanings of unknown words and phrases, including common foreign expressions, to increase comprehension.	158, 425, 626-629
1.6.5 Identify differences between literal and figurative language in text.	426-427, 434, 450, 452, 455, 464, 586-587, 636-639

**C O N T E N T   S T A N D A R D   2 . 0**

*Students use reading process skills and strategies to build comprehension.*

<b>Reading</b>	<b>Reader's Handbook ©2002, Grade 6</b>
2.6.1 Develop a plan for reading that includes the determination of purpose, appropriate rate for fiction vs. nonfiction, and related graphic organizers.	32-37, 67, 74, 75, 76, 85, 91-93, 101, 108-110, 118, 123-126, 139-140, 173, 178, 180, 189, 192, 193, 205, 210, 212, 219, 222-223, 224, 235, 240, 241, 261, 295, 305-308, 316, 321, 322, 325, 326, 329, 331-334, 343-344, 353, 355, 356, 371, 378-379, 385-387, 409, 413, 473, 477, 481-483, 492, 515, 519, 520, 538, 540, 541, 565, 572, 582, 666-684
2.6.2 Confirm and deny predictions while reading.	44-45
2.6.3 Identify and explain the relationships between main ideas and supporting details in text.	49-54, 60-61, 93, 182, 179, 240, 249, 262, 284-285, 289-290, 582-674
2.6.4 Summarize information from several sources.	76, 186, 217, 232-233, 331, 358, 378, 476, 482, 547, 646, 658-659, 680
2.6.5 Adjust reading rate to suit the structure of content area needs.	114-115, 231, 234, 271, 440, 525, 571, 599, 656-657

**C O N T E N T   S T A N D A R D   3 . 0**

*Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.*

<b>Reading</b>	<b>Reader's Handbook ©2002, Grade 6</b>
3.6.1 Analyze the influence of setting on characters and on how the problem or conflict is resolved.	327-330, 351-359, 402, 509, 677
3.6.2 Make logical predictions about characters' actions and plot development based on evidence from the text.	323-326, 340-350, 368-375, 392-393, 398-399, 668-676

<b>Reading</b>	<b>Reader's Handbook ©2002, Grade 6</b>
3.6.3 Compare works of literature from the same historical period written by authors from different cultural, generational, and gender perspectives.	383-388
3.6.4 Compare a variety of themes generated by a single <b>topic</b> .	42, 278, 367-382, 383-388, 405, 683
3.6.5 Recognize the effect and appropriateness of the rhythm and sounds used by an author in a selection.	408-421, 422-429, 439-468
3.6.6 Describe how an author creates mood by choosing words with specific <b>connotations</b> .	279, 354-355, 397, 425-426, 430-438, 456
3.6.7 Identify characteristics and elements of various literary forms.	278, 383-388

#### **C O N T E N T   S T A N D A R D   4 . 0**

*Students read to comprehend, interpret, and evaluate informational texts for specific purposes.*

<b>Reading</b>	<b>Reader's Handbook ©2002, Grade 6</b>
4.6.1 Identify and use text features of newspapers, magazines, and editorials to gain meaning.	218-233, 234-245, 280
4.6.2 Find similarities and differences in a text in the treatment, scope, or organization of ideas.	278, 383-388
4.6.3 Evaluate information from and differentiate between primary and secondary sources.	42, 514-526, 527-535, 655
4.6.4 Verify information from one source by consulting other sources.	The opportunity to address this objective is available on the following pages: 654-655
4.6.5 Evaluate how authors' ideas and purposes shape the content of texts, such as advertisements and public documents.	42, 247-255, 274, 280-281, 287, 291, 391, 654-655, 670
4.6.6 Read and follow multi-step directions to complete a complex task.	266, 267, 271

#### **C O N T E N T   S T A N D A R D   5 . 0**

*Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.*

<b>Writing</b>	<b>Reader's Handbook ©2002, Grade 6</b>
5.6.1 Write informative papers that develop a clear topic with appropriate facts, details, and examples from a variety of sources and have a distinct beginning, middle, and ending.	The opportunity to address this objective is available on the following pages: 28, 514-526
5.6.2 Extract and reformat information into workplace communications, such as lists and memos.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
5.6.3 Write narratives or short stories that include relevant and meaningful dialogue.	The opportunity to address this objective is available on the following pages: 28, 55, 294-314
5.6.4 Write responses to literary selections that demonstrate an understanding of character motivation and development.	28, 186, 217, 246, 339, 420
5.6.5 Write summaries of non-fiction text such as magazine or newspaper articles.	186, 217, 658-659
5.6.6 Write short expository texts that propose a solution to a problem and offer simple persuasive evidence in support of the solution.	The opportunity to address this objective is available on the following pages: 28, 55, 172-178, 247-255

**CONTENT STANDARD 6.0**

*Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.*

<b>Writing</b>	<b>Reader's Handbook ©2002, Grade 6</b>
6.6.1 Generate ideas for writing by responding to visual stimuli such as objects or photographs.	The opportunity to address this objective is available on the following pages: 28, 165, 538-561
6.6.2 Use organizing techniques appropriate to the purpose of writing.	The opportunity to address this objective is available on the following pages: 28, 56-63, 178, 181-182, 192, 196-199, 213, 220, 222, 229, 240, 242-243, 248, 261, 305, 307, 308, 309, 332, 416, 484
6.6.3 Write paragraphs and compositions with clear transitions between ideas.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
6.6.4 Revise compositions to improve organization and consistency of ideas and to meet the criteria of a <b>rubric</b> .	No specific lesson addresses this objective. (See <i>Write Source</i> .)
6.6.5 Edit for use of standard English.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
6.6.6 Produce writing with a voice that shows awareness of an intended audience and purpose.	The opportunity to address this objective is available on the following pages: 291, 391, 468-469
6.6.7 Share final drafts with a designated audience.	No specific lesson addresses this objective. (See <i>Write Source</i> .)

**CONTENT STANDARD 7.0**

*Students write using standard English grammar, usage, punctuation, capitalization, and spelling.*

<b>Writing</b>	<b>Reader's Handbook ©2002, Grade 6</b>
7.6.1 Use correct verb tense consistently in writing.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
7.6.2 Identify and correct fragment and run-on sentences in writing.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
7.6.3 Use semi-colons to correct run-on sentences, use colons in business letters, and use apostrophes in contractions and possessives.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
7.6.4 Use rules of capitalization.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
7.6.5 Spell frequently misspelled words correctly (e.g., their/they're/there and you're/your).	No specific lesson addresses this objective. (See <i>Write Source</i> .)

**CONTENT STANDARD 8.0**

*Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.*

<b>Listening and Speaking</b>	<b>Reader's Handbook ©2002, Grade 6</b>
8.6.1 Identify the tone, mood, and emotion conveyed in both verbal and non-verbal communication.	The opportunity to address this objective is available on the following pages: 256-264, 354-355, 366, 397, 487-488, 495-501
8.6.2 Identify effective speaking techniques and develop criteria for evaluating oral presentations.	The opportunity to address this objective is available on the following pages: 256-264, 496
8.6.3 Recognize that language usage varies in formal and informal settings.	The opportunity to address this objective is available on the following pages: 422-429, 495-501
8.6.4 Follow multi-step oral directions to complete a task.	The opportunity to address this objective is available on the following pages: 265, 266, 267

**CONTENT STANDARD 9.0**

*Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.*

<b>Listening and Speaking</b>	<b>Reader's Handbook ©2002, Grade 6</b>
9.6.1 Use specific and varied vocabulary and apply standard English to communicate ideas.	The opportunity to address this objective is available on the following pages: 82, 141, 232, 314
9.6.2 Develop and deliver presentations that include media aids appropriate to audience and purpose.	The opportunity to address this objective is available on the following pages: 256-264
9.6.3 Organize and deliver a "how to" speech in a logical sequence and incorporate media aids as needed for enhancement.	The opportunity to address this objective is available on the following pages: 256-264
9.6.4 Read aloud or recite literary, dramatic, and original works.	445, 488
9.6.5 Give organized multi-step directions to complete a task.	No specific lesson addresses this objective. (See <i>Write Source</i> .)

**CONTENT STANDARD 10.0**

*Students participate in discussions to offer information, clarify ideas, and support a position.*

<b>Listening and Speaking</b>	<b>Reader's Handbook ©2002, Grade 6</b>
10.6.1 Demonstrate active listening skills by participating in conversations and group discussions.	141
10.6.2 Ask and answer questions to generate possible solutions to a problem.	The opportunity to address this objective is available on the following pages: 44-45
10.6.3 Develop criteria for evaluating effective group participation.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
10.6.4 Evaluate the logic and effectiveness of a speaker's argument(s).	The opportunity to address this objective is available on the following pages: 247-255, 256-264, 274, 287, 655

**CONTENT STANDARD 11.0**

*Formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.*

<b>Research</b>	<b>Reader's Handbook ©2002, Grade 6</b>
11.6.1 Formulate a plan for research to answer a focused question.	The opportunity to address this objective is available on the following pages: 32-33, 514-526
11.6.2 Distinguish between information from <b>primary and secondary sources</b> .	No specific lesson addresses this objective. (See <i>Write Source</i> .)
11.6.3 Document research sources in order to prevent plagiarism.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
11.6.4 Record information using note-taking and organizational formats.	519, 520, 523
11.6.5 Present research findings using written text or media.	526

**READER'S HANDBOOK ©2002**  
**GRADES 6-8**  
**Correlated To**  
**NEVADA ENGLISH LANGUAGE ARTS CONTENT**  
**STANDARDS**  
**Grade 7**

**C O N T E N T   S T A N D A R D   1 . 0**

*Students know and use word analysis skills and strategies to comprehend new words encountered in text.*

<b>Reading</b>	<b>Reader's Handbook ©2002, Grade 7</b>
1.7.3 Apply Greek- and Latin-derived roots and affixes to determine the meaning of unknown words.	585, 621-625, 685-692
1.7.4 Apply appropriate strategies to aid comprehension.	158, 279, 425-426, 433-434, 586, 615-620, 626-629, 636-639
1.7.5 Explain differences between literal and figurative language in text.	279, 425-427, 433-434

**C O N T E N T   S T A N D A R D   2 . 0**

*Students use reading process skills and strategies to build comprehension.*

<b>Reading</b>	<b>Reader's Handbook ©2002, Grade 7</b>
2.7.1 Determine techniques for building background knowledge to aid comprehension.	32-37, 67, 74, 75, 76, 85, 91-93, 101, 108-110, 118, 123-126, 139-140, 173, 178, 180, 189, 192, 193, 205, 210, 212, 219, 222-223, 224, 235, 240, 241, 261, 295, 305-308, 316, 321, 322, 325, 326, 329, 331-334, 343-344, 353, 355, 356, 371, 378-379, 385-387, 409, 413, 473, 477, 481-483, 492, 515, 519, 520, 538, 540, 541, 565, 572, 582, 666-684
2.7.2 Confirm, deny, and revise predictions while reading.	44-45
2.7.3 Make inferences from text to aid comprehension.	40, 52, 214, 285, 308, 347, 356, 653, 672
2.7.4 Apply appropriate strategies to aid comprehension.	73, 80-81, 91, 98, 106-107, 114-115, 123, 129-130, 139, 145, 177-178, 185, 192, 202, 208-209, 216, 222-223, 232, 240, 245, 249, 260, 269, 305, 312-313, 321, 336-338, 344, 353, 363, 371, 385, 412, 420, 423, 432, 440, 476, 487, 518, 525, 540, 545-546, 571, 577-578
2.7.5 Adjust reading rate to suit the structure of content area texts, newspapers, and other media.	114-115, 231, 234, 271, 440, 525, 571, 599, 656-657

**C O N T E N T   S T A N D A R D   3 . 0**

*Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.*

<b>Reading</b>	<b>Reader's Handbook ©2002, Grade 7</b>
3.7.1 Distinguish between main plot and subplot, identify various types of conflict.	309, 331, 332, 368-375, 398-399, 484, 507, 508, 676
3.7.2 Compare and contrast the actions of different characters as they react to various circumstances of the plot.	212, 323-326, 340-350, 363-364, 392-393, 483, 498-499, 504, 663, 668

<b>Reading</b>	<b>Reader's Handbook ©2002, Grade 7</b>
3.7.3 Make inferences supported by text about an author's cultural and historical perspectives.	The opportunity to address this objective is available on the following pages: 40, 52, 214, 285, 308, 347, 356, 653, 672
3.7.4 Compare a variety of themes and cite textual evidence to support claims.	376-382, 383-388, 405, 489-494, 511
3.7.5 Interpret examples of imagery and explain their sensory impact.	408-421, 422-429, 453
3.7.6 Determine the effects of an author's use of <b>point of view</b> such as first vs. third, limited vs. omniscient, and subjective vs. objective.	313, 323, 400-401
3.7.7 Identify characteristics and elements of various literary forms.	55, 172-264, 274-291, 294-388, 390-405, 408-445, 448-469, 472-501, 503-511

#### **C O N T E N T   S T A N D A R D   4 . 0**

*Students read to comprehend, interpret, and evaluate informational texts for specific purposes.*

<b>Reading</b>	<b>Reader's Handbook ©2002, Grade 7</b>
4.7.1 Compare and contrast the features and elements of consumer materials (e.g., warranties, contracts, product information, instructional manuals) to gain meaning from text.	265-272
4.7.2 Identify and trace the development of an author's argument, viewpoint, or perspective in text.	172-187, 218-233, 234-246, 247-255, 256-264, 274, 280, 281, 291, 652, 667, 683
4.7.3 <b>Paraphrase</b> and <b>synthesize</b> information from several sources to demonstrate comprehension.	420, 438, 540, 541, 544, 650-651, 660-661, 676
4.7.4 Assess the reasonableness and adequacy of the evidence used to support an author's position.	172-187, 188-203, 204-217, 218-233, 234-246, 247-255, 256-265
4.7.5 Identify unsupported inferences, faulty reasoning, and propaganda techniques in texts.	274, 287 The opportunity to also address this objective is available on the following pages: 247-255, 667-683
4.7.6 Read and follow multi-step directions to complete a complex task.	266, 267, 271

#### **C O N T E N T   S T A N D A R D   5 . 0**

*Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.*

<b>Writing</b>	<b>Reader's Handbook ©2002, Grade 7</b>
5.7.1 Write informative papers that have a structured beginning, middle, and conclusion and draw upon a variety of sources.	The opportunity to address this objective is available on the following pages: 28, 514-526
5.7.2 Convert text into visual formats, such as charts and graphs for a specific audience and purpose.	The opportunity to address this objective is available on the following pages: 548-561
5.7.3 Write narratives or short stories that include appropriate transitional words or phrases.	The opportunity to address this objective is available on the following pages: 28, 55, 294-314
5.7.4 Write responses to literary selections that demonstrate an understanding of theme supported by examples from the text.	28, 186, 217, 246, 339, 420
5.7.5 Write summaries of procedures such as a science lab experiment or an explanation of how to solve a math problem.	The opportunity to address this objective is available on the following pages: 100-116, 117-131, 132-142, 143-154, 648, 658-680
5.7.6 Write position papers with a clear beginning, middle, and ending that offer persuasive evidence in support of the position.	The opportunity to address this objective is available on the following pages: 247-255, 256-264, 274-287

**CONTENT STANDARD 6.0**

*Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.*

<b>Writing</b>	<b>Reader's Handbook ©2002, Grade 7</b>
6.7.1 Generate ideas for writing by responding to stimuli such as current events and magazine articles.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
6.7.2 Select and use organizing techniques appropriate to the purpose for writing.	The opportunity to address this objective is available on the following pages: 28, 56-63, 178, 181-182, 192, 196-199, 213, 220, 222, 229, 240, 242-243, 248, 261, 305, 307, 308, 309, 332, 416, 484
6.7.3 Write compositions that focus on a main topic supported by relevant examples, anecdotes, and/or details.	The opportunity to address this objective is available on the following pages: 172-187, 284, 289-290
6.7.4 Revise writing to improve organization and word choice, to check the logic of the ideas and the precision of the vocabulary, and to meet the criteria of a rubric.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
6.7.5 Edit for use of standard English.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
6.7.6 Produce writing with a voice that addresses an intended audience and purpose.	The opportunity to address this objective is available on the following pages: 291, 391, 468-469
6.7.7 Share final drafts with a designated audience.	No specific lesson addresses this objective. (See <i>Write Source</i> .)

**CONTENT STANDARD 7.0**

*Students write using standard English grammar, usage, punctuation, capitalization, and spelling.*

<b>Writing</b>	<b>Reader's Handbook ©2002, Grade 7</b>
7.7.1 Use correct verb tense and <b>subject/verb agreement</b> in writing.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
7.7.2 Use varied sentence structure in writing.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
7.7.3 Identify and correctly use hyphens and parentheses; use correct punctuation in complex sentences.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
7.7.4 Use rules of capitalization.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
7.7.5 Demonstrate conventional spelling.	No specific lesson addresses this objective. (See <i>Write Source</i> .)

**CONTENT STANDARD 8.0**

*Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.*

<b>Listening and Speaking</b>	<b>Reader's Handbook ©2002, Grade 7</b>
8.7.1 Interpret a speaker's verbal and non-verbal messages and identify the main ideas.	The opportunity to address this objective is available on the following pages: 256-264
8.7.2 Determine a speaker's attitude toward the subject by evaluating the use of speaking techniques.	The opportunity to address this objective is available on the following pages: 256-264
8.7.3 Recognize colloquialisms and <b>jargon</b> as reflections of contexts, regions, and cultures.	270
8.7.4 Follow multi-step oral directions to complete a task.	The opportunity to address this objective is available on the following pages: 265, 266, 267

**CONTENT STANDARD 9.0**

*Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.*

<b>Listening and Speaking</b>	<b>Reader's Handbook ©2002, Grade 7</b>
9.7.1 Use specific and varied vocabulary and apply standard English to communicate ideas.	The opportunity to address this objective is available on the following pages: 82, 141, 232, 314
9.7.2 Develop and deliver presentations that integrate appropriate public speaking techniques and media aids.	The opportunity to address this objective is available on the following pages: 256-264, 265-272, 548-561
9.7.3 Organize and deliver a persuasive speech appropriate to audience and purpose.	The opportunity to address this objective is available on the following pages: 247-255, 256-264, 274, 287
9.7.4 Read aloud or recite literary, dramatic, and original works.	445, 488
9.7.5 Give clear and concise multi-step directions to complete a task.	No specific lesson addresses this objective. (See <i>Write Source</i> .)

**CONTENT STANDARD 10.0**

*Students participate in discussions to offer information, clarify ideas, and support a position.*

<b>Listening and Speaking</b>	<b>Reader's Handbook ©2002, Grade 7</b>
10.7.1 Provide constructive feedback when participating in conversations and group discussions.	41
10.7.2 Distinguish between relevant and irrelevant information offered in support of an opinion.	The opportunity to address this objective is available on the following pages: 247-255, 274, 287, 667-683
10.7.3 Participate in discussions in a variety of formats such as committees, panels, and debates.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
10.7.4 Develop logical arguments in support of opinions.	The opportunity to address this objective is available on the following pages: 82, 179, 223, 228, 231, 249, 253, 254-255, 263-264

**CONTENT STANDARD 11.0**

*Formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.*

<b>Research</b>	<b>Reader's Handbook ©2002, Grade 7</b>
11.7.1 Formulate questions and statements of purpose to guide cross-curricular research.	515
11.7.2 Locate and use primary and secondary sources to investigate a research question.	514-526
11.7.3 Document research sources using a given format.	519, 523
11.7.4 Record information using a self-selected note-taking or organizational strategy.	519, 520, 523
11.7.5 Organize and present research findings using written text and/or media.	526

**READER'S HANDBOOK ©2002**  
**GRADES 6-8**  
**Correlated To**  
**NEVADA ENGLISH LANGUAGE ARTS CONTENT**  
**STANDARDS**  
**Grade 8**

**C O N T E N T   S T A N D A R D   1 . 0**

*Students know and use word analysis skills and strategies to comprehend new words encountered in text.*

<b>Reading</b>	<b>Reader's Handbook ©2002, Grade 8</b>
1.8.3 Apply knowledge of Greek- and Latin-derived roots and affixes to determine the meaning of unknown words and to increase vocabulary.	585, 621-625, 685-692
1.8.4 Apply knowledge of word origins, roots, structures, and context clues, as well as use dictionaries and glossaries, to comprehend new words in text.	158, 425, 586, 615-620, 626-629
1.8.5 Analyze <b>idioms</b> , analogies, metaphors, and similes to infer literal and figurative meaning.	426-427, 434, 450, 452, 455, 464, 586-587, 636-639

**C O N T E N T   S T A N D A R D   2 . 0**

*Students use reading process skills and strategies to build comprehension.*

<b>Reading</b>	<b>Reader's Handbook ©2002, Grade 8</b>
2.8.1 Apply and analyze the use of appropriate pre-reading strategies that enhance comprehension, such as accessing prior knowledge, predicting, previewing, and setting a purpose.	32-33, 37, 67-73, 85-91, 101-107, 118-123, 132-137, 144-145, 172-178, 188-192, 204-209, 219-223, 234-240, 247-249, 257-260, 265-269, 294-305, 316-321, 340-341, 351-353, 361-362, 369-370, 377, 384, 409-412, 422, 431-432, 439-440, 473-476, 489-490, 495, 515-519, 538-540, 565-571, 580, 584-585, 588-589, 593-594, 598-599
2.8.2 Choose reading strategies and self-correct to enhance comprehension.	34-35, 37, 74-78, 80, 91, 92-96, 98, 106, 108-113, 114-115, 123, 124-128, 129-130, 138-140, 145, 146-149, 177-183, 185, 192, 193-200, 202, 208, 210-214, 216, 222-230, 232, 240, 241-243, 245, 249-253, 260, 261-262, 269, 270, 305, 306-310, 312, 321, 322-335, 336-339, 342-348, 354-358, 363-366, 371-373, 378-379, 385-387, 412, 413-418, 420, 423, 424-428, 432, 433-436, 440, 441-443, 476, 477-485, 487, 491-492, 496-500, 518-519, 520-523, 525, 540, 541-544, 545-546, 571, 572-576, 577-578, 581-582, 585-586, 590-592, 594-596, 600-604

<b>Reading</b>	<b>Reader's Handbook ©2002, Grade 8</b>
2.8.3 Apply and analyze a variety of skills and strategies such as locating essential information, verifying predictions, drawing conclusions, and making inferences to aid comprehension.	34-35, 37, 40, 41, 52, 74-78, 80, 91, 92-96, 98, 106, 108-113, 114-115, 123, 124-128, 129-130, 138-140, 142, 145, 146-149, 177-183, 185, 192, 193-200, 202, 208, 210-214, 216, 222-230, 232, 240, 241-243, 245, 249-253, 260, 261-262, 269, 270, 285, 305, 306-310, 312, 321, 322-335, 336-339, 342-348, 354-358, 363-366, 371-373, 378-379, 385-387, 412, 413-418, 420, 423, 424-428, 432, 433-436, 440, 441-443, 476, 477-485, 487, 491-492, 496-500, 518-519, 520-523, 525, 540, 541-544, 545-546, 571, 572-576, 577-578, 581-582, 585-586, 590-592, 594-596, 600-604, 653, 657, 672
2.8.4 Use outlines, maps, and graphic organizers to aid comprehension.	41, 51, 53, 54, 57, 58, 59, 60, 61, 62, 63, 73, 75, 76, 80-81, 82, 91, 92, 93, 94, 95, 107, 108, 109, 110, 111, 112, 115, 116, 123, 125, 126, 128, 130, 137, 138, 139-140, 145, 148, 149, 151, 152, 153, 163-164, 177, 178, 180, 182, 185, 192, 196, 198, 199, 202, 209, 212, 213, 214, 216, 220, 222, 223, 228, 232, 240, 243, 245, 249, 253, 255, 261, 262, 266, 305, 306, 307, 308, 309, 312, 313, 321, 325, 326, 329, 331, 332, 333, 334, 336-338, 343, 344, 347, 350, 353, 355, 356, 358, 359, 364, 367, 371, 373, 375, 379, 381, 385, 386, 387, 399, 412, 413, 414, 415, 417, 420, 434, 435, 438, 476, 481, 482, 483, 484, 487, 492, 499, 507, 519, 523, 540, 541, 544, 555-556, 582, 589, 643, 644, 645, 647, 648-649, 651, 655, 658, 659, 660, 661, 662-663, 666-684
2.8.5 Adjust reading rate to match purpose, task, and text difficulty.	114-115, 231, 234, 271, 440, 525, 571, 599, 656-657

### **C O N T E N T   S T A N D A R D   3 . 0**

*Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.*

<b>Reading</b>	<b>Reader's Handbook ©2002, Grade 8</b>
3.8.1 Evaluate story elements such as character, conflict, plot, subplot, parallel episodes, and climax to determine their importance to a story.	294-314, 315-339, 340-350, 351-359, 360-367, 368-375, 376-382, 390-405, 508
3.8.2 Make inferences and predictions supported by the text regarding the motives of characters and consequences of action.	40, 44, 45, 308, 347, 350, 356
3.8.3 Explain an author's viewpoint and message in relation to the historical and cultural context of the author or work.	173, 178-182, 184, 185, 186, 242-243, 244, 245
3.8.4 Distinguish theme from topic, identify possible themes, and pinpoint recurring themes in several selections, citing textual evidence to support claims.	376-382, 405, 489-494, 511
3.8.5 Analyze ways authors use imagery, figurative language, and sound to elicit reader response.	411, 415, 422-429, 434, 439-445, 447, 448, 449, 450, 453, 455, 458, 459, 460, 461, 463, 464
3.8.6 Compare stylistic elements among texts to determine effects of author choices.	334, 354-355, 366, 397, 403, 417, 439-445, 456, 468-469
3.8.7 Compare characteristics and elements of various literary forms, including short stories, poetry, essays, plays, speeches, and novels.	55, 172-264, 274-291, 294-388, 390-405, 408-445, 448-469, 472-501, 503-511

**CONTENT STANDARD 4.0***Students read to comprehend, interpret, and evaluate informational texts for specific purposes.*

<b>Reading</b>	<b>Reader's Handbook ©2002, Grade 8</b>
4.8.1 and 4.8.2 Use knowledge of text features and common <b>expository</b> structures such as cause/effect and comparison/contrast to comprehend text.	55, 59, 62, 172-187, 247-255, 256-264, 275, 278
4.8.3 Locate, interpret, organize, and synthesize information from texts to answer specific questions and support ideas.	66-154
4.8.4 Identify and assess the validity, accuracy, and adequacy of evidence that supports an author's ideas.	183, 185, 222-223, 228, 231, 242-243, 245, 249, 253, 254-255, 263
4.8.5 Summarize authors' ideas and information in texts, including advertisements and public documents.	186, 203, 217, 233
4.8.6 Read and follow multi-step directions to complete a complex task.	266, 267, 271

**CONTENT STANDARD 5.0***Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.*

<b>Writing</b>	<b>Reader's Handbook ©2002, Grade 8</b>
5.8.1 Write informative papers that develop a topic with introductory and concluding statements and supporting ideas, examples, and details from a variety of sources.	The opportunity to address this objective is available on the following pages: 28, 514-526
5.8.2 Write career and workplace communications, such as business letters, resumes, or job applications and produce workplace communications such as memos, charts, and graphs.	The opportunity to address this objective is available on the following pages: 99, 338
5.8.3 Write narratives or short stories that reveal the writer's attitude toward the subject; relate a clear coherent incident, event, or situation with detail; and employ strategies such as relevant dialogue and physical description.	The opportunity to address this objective is available on the following pages: 28, 55, 294-314
5.8.4 Write responses to literary selections that demonstrate an understanding of the work, using supporting evidence from the texts and prior knowledge or experience.	28, 186, 217, 246, 339, 420
5.8.5 Write summaries that present main ideas and key supporting information.	186, 217, 476, 658-659
5.8.6 Write persuasive editorials or essays that state a thesis and arrange supporting details, reasons, and examples, effectively anticipating and answering reader concerns and counterarguments.	The opportunity to address this objective is available on the following pages: 28, 55, 247-255

**CONTENT STANDARD 6.0***Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.*

<b>Writing</b>	<b>Reader's Handbook ©2002, Grade 8</b>
6.8.1 Generate ideas for writing by using a variety of strategies such as interviewing; discussing with peers; or responding to literature, film, art, and other media.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
6.8.2 Use organizing techniques appropriate to the purpose for writing.	The opportunity to address this objective is available on the following pages: 28, 56-63, 178, 181-182, 192, 196-199, 213, 220, 222, 229, 240, 242-243, 248, 261, 305, 307, 308, 309, 332, 416, 484
6.8.3 Write coherent compositions with a controlling impression or <b>thesis statement</b> .	No specific lesson addresses this objective. (See <i>Write Source</i> .)

<b>Writing</b>	<b>Reader's Handbook ©2002, Grade 8</b>
6.8.4 Revise writing, using given criteria, such as rubrics or feedback from others, to improve word choice, organization, and point of view.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
6.8.5 Edit for use of standard English.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
6.8.6 Produce writing with a voice that is expressive and appropriate to audience and purpose.	The opportunity to address this objective is available on the following pages: 291, 391, 468-469
6.8.7 Share final drafts with a designated audience.	No specific lesson addresses this objective. (See <i>Write Source</i> .)

### **C O N T E N T   S T A N D A R D   7 . 0**

*Students write using standard English grammar, usage, punctuation, capitalization, and spelling.*

<b>Writing</b>	<b>Reader's Handbook ©2002, Grade 8</b>
7.8.1 Apply the rules of usage and grammar such as subject/verb agreement, pronoun/ <b>antecedent</b> agreement, and verb tense usage in writing.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
7.8.2 Use varied sentence structure, including complex sentences, to reinforce the presentation of a personal writing style.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
7.8.3 Use internal and <b>external punctuation</b> correctly.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
7.8.4 Use rules of capitalization.	No specific lesson addresses this objective. (See <i>Write Source</i> .)
7.8.5 Demonstrate conventional spelling.	No specific lesson addresses this objective. (See <i>Write Source</i> .)

### **C O N T E N T   S T A N D A R D   8 . 0**

*Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.*

<b>Listening and Speaking</b>	<b>Reader's Handbook ©2002, Grade 8</b>
8.8.1 Identify and paraphrase a speaker's main ideas and supporting evidence to draw meaning from and ask relevant questions about content and purpose of oral presentations.	Also, the opportunity to address this objective is available on the following pages: 256-264
8.8.2 Evaluate content and delivery of oral presentations using given criteria and provide constructive feedback.	The opportunity to address this objective is available on the following pages: 256-264
8.8.3 Analyze how <b>dialects</b> associated with informal and formal speaking contexts are reflected in slang, jargon, and language styles.	The opportunity to address this objective is available on the following pages: 270, 394-395
8.8.4 Follow multi-step oral directions to complete a complex task.	The opportunity to address this objective is available on the following pages: 265, 266, 267

### **C O N T E N T   S T A N D A R D   9 . 0**

*Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.*

<b>Listening and Speaking</b>	<b>Reader's Handbook ©2002, Grade 8</b>
9.8.1 Use specific and varied vocabulary and apply standard English to communicate ideas.	The opportunity to address this objective is available on the following pages: 82, 141, 232, 314
9.8.2 Select and use vocabulary and public speaking techniques appropriate to audience and purpose.	The opportunity to address this objective is available on the following pages: 256-264
9.8.3 Organize and deliver <b>impromptu</b> and planned presentations appropriate to audience and purpose.	The opportunity to address this objective is available on the following pages: 82, 141, 232, 314
9.8.4 Read aloud or recite literary, dramatic, and original works.	445, 488

<b>Listening and Speaking</b>	<b>Reader's Handbook ©2002, Grade 8</b>
9.8.5 Give clear and concise multi-step directions to complete a complex task.	No specific lesson addresses this objective. (See <i>Write Source</i> .)

**C O N T E N T   S T A N D A R D   1 0 . 0**

*Students participate in discussions to offer information, clarify ideas, and support a position.*

<b>Listening and Speaking</b>	<b>Reader's Handbook ©2002, Grade 8</b>
10.8.1 Participate in conversations and group discussions as active listeners who provide constructive feedback.	141
10.8.2 Ask for and provide specific evidence in support of an opinion.	The opportunity to address this objective is available on the following pages: 179, 223, 228, 231, 249, 253, 254-255, 263-264
10.8.3 Apply understanding of agreed-upon rules and individual roles in a variety of discussion formats.	The opportunity to address this objective is available on the following pages: 82, 141, 232, 314
10.8.4 Express supported opinions while considering divergent viewpoints.	The opportunity to address this objective is available on the following pages: 82, 179, 223, 228, 231, 249, 253, 254-255, 263-264

**C O N T E N T   S T A N D A R D   1 1 . 0**

*Formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.*

<b>Research</b>	<b>Reader's Handbook ©2002, Grade 8</b>
11.8.1 Formulate questions and develop a clear statement of purpose that lead to inquiry, investigation, and research of cross-curricular topics.	515
11.8.2 Locate and select relevant information from multiple primary and secondary sources.	514-526
11.8.3 Document research sources using a given format.	519, 523
11.8.4 Record information using a variety of note-taking and organizational strategies.	519, 520, 523
11.8.5 Organize and present research findings using appropriate media.	526

**READER'S HANDBOOK ©2002**  
**GRADES 9-12**  
**Correlated To**  
**NEVADA ENGLISH LANGUAGE ARTS CONTENT**  
**STANDARDS**  
**Grade 12**

**C O N T E N T   S T A N D A R D   1 . 0**

*Students know and use word analysis skills and strategies to comprehend new words encountered in text.*

<b>Reading</b>	<b>Reader's Handbook ©2002, Grades 9-12</b>
1.12.3 Apply knowledge of Anglo-Saxon-, Greek-, and Latin-derived roots and affixes to determine the meaning of unknown vocabulary across the curriculum.	673, 674, 675, 676, 758-765
1.12.4 Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.	253, 403, 411, 658, 659, 677-679, 680-681, 682, 683, 685-689
1.12.5 Apply knowledge of syntax and literary <b>allusions</b> to acquire an understanding of new words and to comprehend text.	30-32, 425, 658, 659, 660-664, 666-672

**C O N T E N T   S T A N D A R D   2 . 0**

*Students use reading process skills and strategies to build comprehension.*

<b>Reading</b>	<b>Reader's Handbook ©2002, Grades 9-12</b>
2.12.1 Refine pre-reading strategies such as accessing prior knowledge, predicting, previewing, and setting a purpose to ensure comprehension.	30, 31, 32, 38, 39, 40, 41, 51, 74, 82, 89, 95, 101, 107, 112-115, 119, 156, 160, 169, 172, 173, 181, 182, 186, 194, 195, 200, 211, 216, 226, 237, 268, 269, 276, 278, 289, 290, 294, 390, 393, 448, 453
2.12.2 Use specific repair strategies such as summarizing, clarifying ambiguities, and consulting other sources.	30, 31, 32, 73-87, 88-99, 100-111, 155-167, 168-180, 181-192, 193-209, 210-224, 225-234, 235-245, 267-287, 288-312, 389-399, 408-414, 447-468, 469-476, 724, 726, 730
2.12.3 Plan, monitor, and assess the strategies used to ensure comprehension of a variety of texts.	26, 27-28, 29, 30-32, 33-35, 36-37, 38, 39, 40, 41, 42, 70-71, 72, 73-111, 112-133, 152-153, 154, 155-224, 225-245, 264-265, 266, 267-287, 288-312, 313-355, 386-387, 388, 389-399, 400-422, 444-445, 446, 447-468, 469-498, 740-756

**C O N T E N T   S T A N D A R D   3 . 0**

*Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.*

<b>Reading</b>	<b>Reader's Handbook ©2002, Grades 9-12</b>
3.12.1 Analyze characters, plots, setting, themes, and points of view in any given piece of literature.	313-322, 323-331, 332-344, 345-350, 351-358, 368, 370-371, 372, 373, 374, 378, 379-380, 381, 384, 469-476, 477-484, 501, 503, 506, 508, 509
3.12.2 Make inferences supported by the text regarding characters, plots, settings, and themes.	46, 221, 313-322, 323-331, 332-344, 345-350, 368-369, 381, 384, 477-484, 509

<b>Reading</b>	<b>Reader's Handbook ©2002, Grades 9-12</b>
3.12.3 Analyze viewpoints and messages in relation to the historical and cultural context of recognized works of British, American, or world literature.	73-87, 155-167, 193-209, 210-224, 267-287, 288-312, 485-498
3.12.4 Use textual evidence to analyze the theme or meaning of a selection.	345-350, 384, 477-484, 509
3.12.5 Analyze and evaluate ways authors use imagery, figures of speech, and sound to elicit reader response.	400-407, 408-414, 415-422, 427, 429, 430, 433, 435, 436, 437, 438, 439, 440
3.12.6 Analyze how <b>irony</b> , tone, mood, style, <b>syntax</b> , and sound of language are used for <b>rhetorical</b> and <b>aesthetic</b> purposes.	256, 307, 326-327, 376, 382, 385, 396, 400-404, 405, 406-407, 412, 415-422, 424, 426, 434, 443, 469-476, 492-493
3.12.7 Analyze the effects of an author's choice of literary form.	155-167, 168-180, 181-192, 193-209, 210-224, 225-234, 235-245, 267-287, 288-312, 375, 389-399, 415-422, 428, 432, 441, 485-498

## C O N T E N T   S T A N D A R D   4 . 0

*Students read to comprehend, interpret, and evaluate informational texts for specific purposes.*

<b>Reading</b>	<b>Reader's Handbook ©2002, Grades 9-12</b>
4.12.1 and 4.12.2 Analyze text features and rhetorical strategies of different types of primary source documents (e.g., policy statements, speeches, debates, diaries, platforms) and identify how authors use the features to achieve their purposes.	210-224, 235-245, 695
4.12.3 Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions.	694, 695, 697-705
4.12.4 Critique the power, logic, reasonableness, and audience appeal of arguments advanced in texts.	168-180, 181-192, 193-209, 225-234, 235-245
4.12.5 Analyze how historical and cultural contexts influence the content and validity of informational texts.	73-87, 155-167, 193-209, 225-234, 235-245
4.12.6 Read and apply multi-step directions to perform complex procedures and tasks.	570, 571-580, 581-587, 692-693, 694-705, 706, 707-709, 711-712

## C O N T E N T   S T A N D A R D   5 . 0

*Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.*

<b>Writing</b>	<b>Reader's Handbook ©2002, Grades 9-12</b>
5.12.1 Write a research paper that develops a <b>thesis</b> , contains information selected from at least ten sources, and conforms to a style manual.	The opportunity to address this objective is available on the following pages: 51, 166, 165-166, 172, 607, 609-610, 611, 724-725
5.12.2 Produce subject-specific technical writing, such as instructions for a shop project or field reports for science.	The opportunity to address this objective is available on the following pages: 570, 571-580, 581-587, 588-595
5.12.3 Write <b>reflective texts</b> that draw comparisons between specific incidents and broader themes.	166, 244-245, 312, 406
5.12.4 Write responses to literature that analyze and critique the use of imagery, language, themes, stylistic devices, and tone.	166, 224, 312, 468 For support, refer also to the following pages: 155-167, 168-180, 181-193, 210-224, 225-234, 235-245, 267-287, 288-312, 384, 389-399, 408-414, 447-468, 477-484, 509
5.12.5 Write summaries or <b>abstracts</b> that distill large amounts of information into clear, concise <b>prose</b> .	5, 79, 312
5.12.6 Write persuasive texts that evaluate, interpret, or speculate using specific rhetorical devices to support assertions; clarify and defend positions with precise and relevant evidence.	180, 224, 234, 244-245, 312 For support, refer also to the following pages: 63, 225-234, 235-245, 250, 251, 253, 260, 262, 554-567

**CONTENT STANDARD 6.0**

*Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.*

<b>Writing</b>	<b>Reader's Handbook ©2002, Grades 9-12</b>
6.12.1 Generate ideas for writing by selecting appropriate pre-writing strategies with attention to audience, purpose, and personal style.	87, 98, 691, 692-693, 694-705, 706, 707-709, 710-712
6.12.2 Organize ideas in compositions by selecting and applying structures such as comparison/contrast or cause/effect, which enhance the central idea, theme, or purpose.	87, 98, 691, 692-693, 694-705, 706, 707-709, 710-712
6.12.3 Write compositions that present complex ideas in a sustained and compelling manner.	The opportunity to address this objective is available on the following pages: 87, 98, 691, 692-693, 694-705, 706, 707-709, 710-712
6.12.4 Revise writing to improve word choice, organization, and point of view, using given criteria such as rubrics or feedback from others.	The opportunity to address this objective is available on the following pages: 87, 98, 691, 692-693, 694-705, 706, 707-709, 710-712
6.12.5 Edit for use of standard English.	The opportunity to address this objective is available on the following pages: 87, 98, 691, 692-693, 694-705, 706, 707-709, 710-712
6.12.7 Share final drafts with a designated audience.	The opportunity to address this objective is available on the following pages: 87, 98, 691, 692-693, 694-705, 706, 707-709, 710-712

**CONTENT STANDARD 7.0**

*Students write using standard English grammar, usage, punctuation, capitalization, and spelling.*

<b>Writing</b>	<b>Reader's Handbook ©2002, Grades 9-12</b>
7.12.1 Apply the rules of usage, grammar, and capitalization with few significant errors; use modifiers, parallel structure, and <b>subordination</b> correctly in writing.	The opportunity to address this objective is available on the following pages: 87, 98, 691, 692-693, 694-705, 706, 707-709, 710-712
7.12.2 Use multiple structures such as <b>inversion</b> , <b>parallelism</b> , and sentences of varying lengths for stylistic effect.	The opportunity to address this objective is available on the following pages: 87, 98, 691, 692-693, 694-705, 706, 707-709, 710-712
7.12.3 Use rules of punctuation; manipulate <b>conventions</b> for emphasis in writing.	The opportunity to address this objective is available on the following pages: 87, 98, 691, 692-693, 694-705, 706, 707-709, 710-712
7.12.4 Use rules of capitalization.	The opportunity to address this objective is available on the following pages: 87, 98, 691, 692-693, 694-705, 706, 707-709, 710-712
7.12.5 Demonstrate conventional spelling.	The opportunity to address this objective is available on the following pages: 87, 98, 691, 692-693, 694-705, 706, 707-709, 710-712

**CONTENT STANDARD 8.0**

*Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.*

<b>Listening and Speaking</b>	<b>Reader's Handbook ©2002, Grades 9-12</b>
8.12.1 Summarize and evaluate communications that inform, persuade, and entertain.	224 Also, the opportunity to address this objective is available on the following pages: 5, 79, 312, 190, 452
8.12.2 Create and apply criteria for evaluating content and delivery of oral and multi-media presentations.	244-245 For support, refer also to the following pages: 540, 541-553, 554-567

<b>Listening and Speaking</b>	<b>Reader's Handbook ©2002, Grades 9-12</b>
8.12.3 Analyze the effects of language and dialect on audience response.	244-245 For support, refer also to the following pages: 400-407, 469-476, 485-498

### **C O N T E N T   S T A N D A R D   9 . 0**

*Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.*

<b>Listening and Speaking</b>	<b>Reader's Handbook ©2002, Grades 9-12</b>
9.12.1 Use specific and varied vocabulary and apply standard English to communicate ideas.	110, 128, 133, 179, 286, 587, 595, 616
9.12.2 Make formal oral or multi-media presentations, using vocabulary and public speaking techniques appropriate to audience and purpose.	87, 180, 468, 552
9.12.3 Organize and deliver planned, <b>extemporaneous</b> , and impromptu presentations that address a topic and engage the audience.	87, 180, 468, 552
9.12.4 Read aloud or recite literary, dramatic, and original works.	399, 468, 493, 587

### **C O N T E N T   S T A N D A R D   1 0 . 0**

*Students participate in discussions to offer information, clarify ideas, and support a position.*

<b>Listening and Speaking</b>	<b>Reader's Handbook ©2002, Grades 9-12</b>
10.12.1 Participate in problem-solving conversations or group discussions by identifying, synthesizing, and evaluating data.	110, 128, 133, 179, 286, 587, 595, 616
10.12.2 Negotiate to arrive at consensus by proposing and examining possible options.	110, 128, 133, 179, 286, 587, 595, 616
10.12.3 Identify and practice techniques such as setting time limits for speakers and deadlines for decision making to improve productivity of group discussions.	The opportunity to address this objective is available on the following pages: 110, 128, 133, 179, 286, 587, 595, 616
10.12.4 Justify a position using logic and refuting opposing viewpoints.	225-234, 235-243, 244-245

### **C O N T E N T   S T A N D A R D   1 1 . 0**

*Formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.*

<b>Research</b>	<b>Reader's Handbook ©2002, Grades 9-12</b>
11.12.1 Formulate cross-curricular research questions and use an appropriate research design to gather information.	87, 98, 691, 692-693, 694, 695-705, 706, 707-709, 710-712
11.12.2 Evaluate possible sources of information for credibility and usefulness.	694, 695, 697-705, 706
11.12.3 Cite sources of information using a standard method of documentation.	707-709, 710, 711
11.12.5 Organize and present research findings using appropriate media.	87 For support, refer also to the following pages: 540, 541-553, 554-566



---

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

VISIT OUR WEB SITE: **[WWW.GREATSOURCE.COM](http://WWW.GREATSOURCE.COM)**

---