

READER'S HANDBOOK

Grades 4-5

correlated to

Ohio

Academic Content Standards & Grade-Level Indicators for Language Arts

Great Source®

EDUCATION GROUP



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READER'S HANDBOOK ©2002
correlated to
**OHIO ACADEMIC CONTENT STANDARDS
& GRADE-LEVEL INDICATORS**

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GRADES 4 AND 5

Acquisition of Vocabulary Standard

Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge of words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

By the end of the 4–7 program:

C o m p r e h e n s i o n S t r a t e g i e s

Standard	Reader's Handbook ©2002
A. Use context clues and text structures to determine the meaning of new vocabulary.	500, 501, 502, 503
B. Infer word meaning through identification and analysis of analogies and other word relationships.	514, 515, 516, 517, 518, 519
C. Apply knowledge of connotation and denotation to learn the meanings of words.	200, 331
D. Use knowledge of symbols, acronyms, word origins and derivations to determine the meanings of unknown words.	294, 344
E. Use knowledge of roots and affixes to determine the meanings of complex words.	504, 505, 560, 561, 562, 563, 564, 564
F. Use multiple resources to enhance comprehension of vocabulary.	117, 496, 508, 509

Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

Students develop and learn to apply strategies that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self-monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

By the end of the 4–7 program:

C o m p r e h e n s i o n S t r a t e g i e s

Standard	<i>Reader’s Handbook</i> ©2002
A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.	The Following Selected Matches Support this Objective: 30, 64, 80, 93, 135, 149, 218, 231, 232, 233, 234, 235, 359, 361, 397, 445, 522-543
B. Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas.	The Following Selected Matches Support this Objective: 33, 38, 39, 40, 55, 148, 199, 222, 223, 301, 370, 371, 422, 423, 522-543
C. Make meaning through asking and responding to a variety of questions related to text.	135, 530, 531
D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.	32, 71, 86, 98, 141, 154, 165, 222, 238, 307, 364, 401, 422, 423, 453

Informational, Technical and Persuasive Text Standard

Students gain information from reading for purposes of learning about a subject, doing a job, making decisions and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instruction manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

By the end of the 4–7 program:

C o m p r e h e n s i o n S t r a t e g i e s

Standard	<i>Reader’s Handbook</i> ©2002
A. Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.	Selected Examples Include: 136, 137, 220, 232, 245, 263, 277, 362, 412-435, 545-555
B. Recognize the difference between cause and effect and fact and opinion to analyze text.	The Following Matches Provide Opportunities to Meet this Objective: 197, 203, 524, 525
C. Explain how main ideas connect to each other in a variety of sources.	The Following Matches Provide Opportunities to Meet this Objective: 43, 44, 45, 46, 47, 48
D. Identify arguments and persuasive techniques used in informational text.	169, 170, 171, 172, 173, 174, 196
E. Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.	Chapter 4 , pages 58-87, and Chapter 5 , pages 128-156, provide opportunities to develop skills to meet this objective.

Standard	<i>Reader's Handbook ©2002</i>
F. Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text.	The Following Matches Support this Objective: 33, 148, 536, 537

Literary Text Standard

Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, folk tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author's use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

By the end of the 4–7 program:

C o m p r e h e n s i o n S t r a t e g i e s

Standard	<i>Reader's Handbook ©2002</i>
A. Describe and analyze the elements of character development.	246, 247, 248, 271, 272, 546
B. Analyze the importance of setting.	The Following Matches Support this Objective: 249, 250, 251, 252, 253, 349, 385, 554
C. Identify the elements of plot and establish a connection between an element and a future event.	The Following Matches Support this Objective: 213, 230, 234, 235, 260, 261, 262, 263, 264, 265, 266, 290, 376, 377, 378, 384, 553
D. Differentiate between the points of view in narrative text.	291
E. Demonstrate comprehension by inferring themes patterns and symbols.	239, 240, 267, 268, 269, 270, 271, 272, 273, 274, 295, 373, 374, 375, 376, 377, 378, 379
F. Identify similarities and differences of various literary forms and genres.	The Following Match Provides Opportunities to Meet this Objective: 288
G. Explain how figurative language expresses ideas and conveys mood.	The Following Matches Support this Objective: 312, 313, 314, 336, 338, 339, 342

Writing Process Standard

Students' writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

By the end of the 3–4 program:

C o m p r e h e n s i o n S t r a t e g i e s

Standard	<i>Reader's Handbook</i> ©2002
A. Generate ideas and determine a topic suitable for writing.	<p>The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process.</p> <p>Page 25 discusses the reading and writing process and pages 460-464 focus on writing for tests.</p>
B. Determine audience and purpose for self-selected and assigned writing tasks.	<p>The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process.</p> <p>Page 25 discusses the reading and writing process and pages 460-464 focus on writing for tests.</p>
C. Apply knowledge of graphics or other organizers to clarify ideas of writing assessments.	<p>The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process.</p> <p>Page 25 discusses the reading and writing process and pages 460-464 focus on writing for tests.</p>
D. Spend the necessary amount of time to revisit, rework and refine pieces of writing.	<p>The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process.</p> <p>Page 25 discusses the reading and writing process and pages 460-464 focus on writing for tests.</p>
E. Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices.	<p>The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process.</p> <p>Page 25 briefly discusses the reading and writing process and pages 460-464 focus on writing for tests.</p>
F. Use a variety of resources and reference materials to select more effective vocabulary when editing.	<p>The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process.</p> <p>Page 25 discusses the reading and writing process and pages 460-464 focus on writing for tests.</p>
G. Edit to improve sentence fluency, grammar and usage.	<p>The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process.</p> <p>Page 25 discusses the reading and writing process and pages 460-464 focus on writing for tests.</p>

Standard	<i>Reader's Handbook</i> ©2002
H. Apply tools to judge the quality of writing.	<p>The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process.</p> <p>Page 25 discusses the reading and writing process and pages 460-464 focus on writing for tests.</p>
I. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.	<p>The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process.</p> <p>Page 25 discusses the reading and writing process and pages 460-464 focus on writing for tests.</p>

By the end of the 5–7 program:

C o m p r e h e n s i o n S t r a t e g i e s

Standard	<i>Reader's Handbook</i> ©2002
A. Generate writing topics and establish a purpose appropriate for the audience.	<p>The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process.</p> <p>Page 25 discusses the reading and writing process and pages 460-464 focus on writing for tests.</p>
B. Determine audience and purpose for self-selected and assigned writing tasks.	<p>The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process.</p> <p>Page 25 discusses the reading and writing process and pages 460-464 focus on writing for tests.</p>
C. Clarify ideas for writing assignments by using graphics or other organizers.	<p>The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process.</p> <p>Page 25 discusses the reading and writing process and pages 460-464 focus on writing for tests.</p>
D. Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.	<p>The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process.</p> <p>Page 25 discusses the reading and writing process and pages 460-464 focus on writing for tests.</p>
E. Select more effective vocabulary when editing by using a variety of resources and reference materials.	<p>The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process.</p> <p>Page 25 discusses the reading and writing process and pages 460-464 focus on writing for tests.</p>

Standard	<i>Reader's Handbook</i> ©2002
F. Edit to improve fluency, grammar and usage.	The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process. Page 25 discusses the reading and writing process and pages 460-464 focus on writing for tests.
G. Apply tools to judge the quality of writing.	The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process. Page 25 discusses the reading and writing process and pages 460-464 focus on writing for tests.
H. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.	The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process. Page 25 discusses the reading and writing process and pages 460-464 focus on writing for tests.

Writing Applications Standard

Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure their writing according to audience and purpose.

By the end of the 3–4 program:

C o m p r e h e n s i o n S t r a t e g i e s

Standard	<i>Reader's Handbook</i> ©2002
A. Write narrative accounts that develop character, setting and plot.	The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process. The Following Match Provides Opportunities to Meet this Objective: 460
B. Write responses to literature that summarizes main ideas and significant details and support interpretations with references to the text.	The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process. The Following Matches Provide Opportunities to Meet this Objective: 463, 464

Standard	<i>Reader's Handbook</i> ©2002
C. Write formal and informal letters that include important details and follow correct letter format.	<p>The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process.</p> <p>Page 25 discusses the reading and writing process and pages 460-464 focus on writing for tests.</p>
D. Write informational reports that include facts, details and examples that illustrate an important idea.	<p>The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process.</p> <p>Page 25 discusses the reading and writing process and pages 460-464 focus on writing for tests.</p>

By the end of the 5–7 program:

C o m p r e h e n s i o n S t r a t e g i e s

Standard	<i>Reader's Handbook</i> ©2002
A. Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and to maintain a consistent point of view.	<p>The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process.</p> <p>Page 25 discusses the reading and writing process and pages 460-464 focus on writing for tests.</p>
B. Write responses to literature that extend beyond the summary and support judgments through references to the text.	<p>The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process.</p> <p>The Following Matches Provide Opportunities to Meet this Objective: 463, 464</p>
C. Produce letters (e.g., business, letters to the editor, job applications) that address audience needs, stated purpose and context in a clear and efficient manner.	<p>The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process.</p> <p>Page 25 discusses the reading and writing process and pages 460-464 focus on writing for tests.</p>
D. Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.	<p>The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process.</p> <p>The Following Matches Provide Opportunities to Meet this Objective: 461, 462</p>
E. Use persuasive strategies, including establishing a clear position in support of a proposition or a proposal with organized and relevant evidence.	<p>The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process.</p> <p>The Following Match Provides Opportunities to Meet this Objective: 463</p>

Writing Conventions Standard

Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purpose of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

By the end of the 3-4 program:

C o m p r e h e n s i o n S t r a t e g i e s

Standard	<i>Reader's Handbook</i> ©2002
A. Write legibly in finished drafts.	<p>The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process.</p> <p>The Following Matches Provide Opportunities to Meet this Objective: 461, 462, 463, 464</p>
B. Spell grade-appropriate words correctly.	<p>The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process.</p> <p>The Following Matches Provide Opportunities to Meet this Objective: 461, 462, 463, 464</p>
C. Use conventions of punctuation and capitalization in written work.	<p>The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process.</p> <p>The Following Matches Provide Opportunities to Meet this Objective: 461, 462, 463, 464</p>
D. Use grammatical structures to effectively communicate ideas in writing.	<p>The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process.</p> <p>The Following Matches Provide Opportunities to Meet this Objective: 461, 462, 463, 464</p>

By the end of the 5–7 program:

C o m p r e h e n s i o n S t r a t e g i e s

Standard	<i>Reader's Handbook</i> ©2002
A. Use correct spelling conventions.	The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process. The Following Matches Provide Opportunities to Meet this Objective: 461, 462, 463, 464
B. Use conventions of punctuation and capitalization in written work.	The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process. The Following Matches Provide Opportunities to Meet this Objective: 461, 462, 463, 464
C. Use grammatical structures to effectively communicate ideas in writing.	The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus is not on the writing process. The Following Matches Provide Opportunities to Meet this Objective: 461, 462, 463, 464

Research Standard

Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.

By the end of the 3–4 program:

C o m p r e h e n s i o n S t r a t e g i e s

Standard	<i>Reader's Handbook</i> ©2002
A. Identify a topic of study, construct questions and determine appropriate sources for gathering information.	The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus does not cover the research process. Chapter 4 , pages 58-87, and Chapter 5 , pages 128-156, provide opportunities to develop skills to meet this objective.
B. Select and summarize important information and sort key findings into categories about a topic.	The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus does not cover the research process. Chapter 4 , pages 58-87, and Chapter 5 , pages 128-156, provide opportunities to develop skills to meet this objective.

Standard	<i>Reader's Handbook</i> ©2002
C. Create a list of sources used for oral, visual, written or multimedia reports.	The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus does not cover the research process. Chapter 4 , pages 58-87, and Chapter 5 , pages 128-156, provide opportunities to develop skills to meet this objective.
D. Communicate findings orally, visually and in writing or through multimedia.	The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus does not cover the research process. Chapter 4 , pages 58-87, and Chapter 5 , pages 128-156, provide opportunities to develop skills to meet this objective.

By the end of the 5–7 program:

C o m p r e h e n s i o n S t r a t e g i e s

Standard	<i>Reader's Handbook</i> ©2002
A. Formulate open-ended research questions suitable for inquiry and investigation and develop a plan for gathering information.	The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus does not cover the research process. Chapter 4 , pages 58-87, and Chapter 5 , pages 128-156, provide opportunities to develop skills to meet this objective.
B. Locate and summarize important information from multiple sources.	The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus does not cover the research process. Chapter 4 , pages 58-87, and Chapter 5 , pages 128-156, provide opportunities to develop skills to meet this objective.
C. Organize information in a systematic way.	The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus does not cover the research process. Chapter 4 , pages 58-87, and Chapter 5 , pages 128-156, provide opportunities to develop skills to meet this objective.
D. Acknowledge quoted and paraphrased information and document sources used.	The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus does not cover the research process. Chapter 4 , pages 58-87, and Chapter 5 , pages 128-156, provide opportunities to develop skills to meet this objective.

Standard	<i>Reader's Handbook</i> ©2002
E. Communicate findings orally, visually and in writing or through multimedia.	<p>The Great Source <i>Reader's Handbook</i> is a one-stop reference to help students understand many kinds of reading. The focus does not cover the research process.</p> <p>Chapter 4, pages 58-87, and Chapter 5, pages 128-156, provide opportunities to develop skills to meet this objective.</p>



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