

READER'S HANDBOOK

Grades 6-8

correlated to

Ohio

Academic Content Standards & Grade-Level Indicators for Language Arts

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EDUCATION GROUP



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READER'S HANDBOOK
correlated to
**OHIO ACADEMIC CONTENT STANDARDS &
GRADE-LEVEL INDICATORS FOR LANGUAGE ARTS**



GRADE 6

Reading Process:

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

Students develop and learn to apply strategies, such as predicting and recalling, 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.

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

Indicator	Reader's Handbook
1. Establish and adjust purposes for reading including to find out, to understand, to interpret, to enjoy and to solve problems.	Handbook: 32
2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.	Handbook: 44, 45
3. Make critical comparisons across texts, noting author's style as well as literal and implied content of text.	Handbook: 383-388
4. Summarize the information in texts, recognizing important ideas and supporting details, and noting gaps or contradictions.	Handbook: 217, 186, 476, 658, 659
5. Select, create and use graphic organizers to interpret textual information.	Handbook: 50, 72, 91, 92, 93, 137, 138, 212, 223, 228, 245, 313, 325, 326, 344, 387, 538, 539, 540, 541, 542, 543, 545, 546, 547, 655, 633, 670, 683, 684
6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media.	Handbook: 40, 41, 42, 374, 564, 565, 566, 567, 568, 569, 591, 592, 600, 601, 602, 603, 604, 605, 634, 635, 636

Self-Monitoring Strategies

Indicator	<i>Reader's Handbook</i>
7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.	Handbook: 36, 75, 97, 98, 108, 109, 110, 114, 115, 130, 140, 217, 232, 233, 249, 269, 476, 525, 571, 577, 578, 599, 646, 647, 656, 657, 658, 659, 680
8. List questions and search for answers within the text to construct meaning.	Handbook: 29, 43, 44, 45, 67, 185, 229, 240, 283, 374, 591, 592, 634, 635, 636, 652, 653

Independent Reading

Indicator	<i>Reader's Handbook</i>
9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others).	Handbook: 25
10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	The entire handbook supports students as they read independently for a variety of purposes.

Reading Applications: Informational, Technical, and Persuasive Text

Students gain information from reading for purposes of learning about a subject, doing a job, forming an opinion 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.

Indicator	<i>Reader's Handbook</i>
1. Use text features such as chapter titles, headings and subheading; parts of books including index, appendix, table of contents; and online tools (search engines) to locate information.	Handbook: Chapter 4: Reading Textbooks, Part C: Elements of Textbooks, pages 156-169 Chapter 9: Reading on the Internet, Part B: Elements of the Internet, pages 527-533
2. Analyze examples of cause and effect and fact and opinion.	Handbook: 56, 59, 281, 644, 645
3. Compare and contrast important details about a topic using different sources of information including books, magazines, newspapers and online resources to draw conclusions about a topic.	Handbook: 41, 387, 546, 653
4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas and critical details of the original text.	Handbook: 659
5. Analyze information found in maps, charts, tables, graphs, diagrams and cutaways.	Handbook: 159, 386, 387, 540, 541, 544, 546, 547, 549, 552, 553, 554, 555, 556, 561, 591, 599, 603, 604
6. Identify an author's argument or viewpoint and assess the adequacy and accuracy of details used.	Handbook: 313, 323, 391, 398, 399

Indicator	<i>Reader's Handbook</i>
7. Identify and understand an author's purpose for writing including to explain, entertain, persuade or inform.	Handbook: 391, 652, 683
8. Summarize information from informational text, identifying the treatment, scope and organization of ideas.	Handbook: 186, 217, 476, 658, 659

Reading Applications: Literary Text

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, 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.

Indicator	<i>Reader's Handbook</i>
1. Analyze the techniques authors use to describe characters including narrator or other characters' point of view; character's own thoughts, words or actions.	Handbook: 212, 323, 324, 325, 326, 338, 340, 341, 343, 350, 393, 663, 668
2. Identify the features of setting, and explain their importance in literary text.	Handbook: 351, 352, 353, 354, 355, 356, 357, 358, 359, 402
3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.	Handbook: 309, 331, 332, 345, 365, 368, 369, 370, 371, 372, 373, 374, 375, 372, 375, 401, 484, 499, 507, 508, 676
4. Explain first, third and omniscient points of view, and explain how voice affects the text.	Handbook: 313, 323, 398, 399, 468, 469
5. Identify recurring themes, patterns and symbols found in literature from different eras and cultures.	Handbook: 333, 404, 467, 511, 586
6. Explain the defining characteristics of literary forms and genres including poetry, drama, myths, biographies, autobiographies, fiction and non-fiction.	Handbook: 192, 196, 198, 199, 202, 203, 209, 212, 213, 214, 216, 218-233, 234-246, 247-255, 256-264, 274, 275, 280, 281, 282, 286, 287, 288, 396, 420, 434, 491, 492
7. Distinguish how an author establishes mood and meaning through word choice, figurative language and syntax.	Handbook: 354, 355, 366, 397, 417, 456



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GRADE 7

Reading Process:

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

Students develop and learn to apply strategies, such as predicting and recalling, 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.

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

Indicator	Reader's Handbook
1. Establish and adjust purposes for reading including to find out, to understand, to interpret, to enjoy and to solve problems.	Handbook: Set a Purpose 32 Reading Different Subjects 66-131 Ways of Reading Nonfiction 247-272 Ways of Reading Fiction 340-388 Ways of Reading Poetry 422-445 Ways of Reading Drama 489-501
2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.	Handbook: 44, 45
3. Make critical comparisons across texts, noting author's style as well as literal and implied content of text.	Handbook: 383, 384, 385, 386, 387, 388, 388
4. Summarize the information in texts, recognizing important ideas and supporting details, and noting gaps or contradictions.	Handbook: 217, 186, 476, 658, 659
5. Select, create and use graphic organizers to interpret textual information.	Handbook: 50, 72, 91, 92, 93, 137, 138, 212, 223, 228, 245, 313, 325, 326, 344, 387, 538, 539, 540, 541, 542, 543, 545, 546, 547, 655, 633, 670, 683, 684
6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media.	Handbook: 40, 41, 42, 374, 564, 565, 566, 567, 568, 569, 591, 592, 600, 601, 602, 603, 604, 605, 634, 635, 636

Self-Monitoring Strategies

Indicator	<i>Reader's Handbook</i>
7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.	Handbook: 36, 75, 97, 98, 108, 109, 110, 114, 115, 130, 140, 217, 232, 233, 249, 269, 476, 525, 571, 577, 578, 599, 646, 647, 656, 657, 658, 659, 680

Independent Reading

Indicator	<i>Reader's Handbook</i>
8. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others).	Handbook: 25
10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	The entire handbook supports students as they read independently for a variety of purposes.

Reading Applications: Informational, Technical, and Persuasive Text

Students gain information from reading for purposes of learning about a subject, doing a job, forming an opinion 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.

Indicator	<i>Reader's Handbook</i>
1. Use text features such as chapter titles, headings and subheading; parts of books including index, appendix, table of contents; and online tools (search engines) to locate information.	Handbook: Chapter 4: Reading Textbooks, Part C: Elements of Textbooks, pages 156-169 Chapter 9: Reading on the Internet, Part B: Elements of the Internet, pages 527-533
2. Analyze examples of cause and effect and fact and opinion.	Handbook: 56, 59, 281, 644, 645
3. Compare and contrast different sources of information including books, magazines, newspapers and online resources to draw conclusions about a topic.	Handbook: 41, 387, 546, 653
4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas, critical details, and underlying meaning of the original text.	Handbook: 659
5. Analyze information found in maps, charts, tables, graphs, diagram, cutaways and overlays.	Handbook: 159, 386, 387, 540, 541, 544, 546, 547, 549, 552, 553, 554, 555, 556, 561, 591, 599, 603, 604
6. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques and examples of bias and stereotyping.	Handbook: 185, 240, 652, 653
7. Identify an author's purpose for writing and explain an author's argument, perspective or viewpoint in text.	Handbook: 391, 398, 652, 653

Indicator	<i>Reader's Handbook</i>
8. Compare the treatment, scope and organization of ideas from different texts on the same topic.	Handbook: Focus on Comparing and Contrasting 383-388

Reading Applications: Literary Text

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, 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.

Indicator	<i>Reader's Handbook</i>
1. Explain interactions and conflicts (e.g., character vs. self, nature or society) between main and minor characters in literary text and how the interactions affect the plot.	Handbook: 212, 323, 324, 325, 326, 338, 340, 341, 343, 350, 390, 393, 483, 663, 508, 668
2. Analyze the features of the setting and their importance in a text.	Handbook: 351, 352, 353, 354, 355, 356, 357, 358, 359, 402
3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.	Handbook: 309, 331, 332, 345, 365, 368, 369, 370, 371, 372, 373, 374, 375, 372, 375, 401, 484, 499, 507, 508, 676
4. Identify and compare subjective and objective points of view and how they affect the overall body of a work.	Handbook: 313, 323, 398, 399, 468, 469
5. Identify recurring themes, patterns and symbols found in literature from different eras and cultures.	Handbook: 333, 404, 467, 511, 586
6. Explain the defining characteristics of literary forms and genres including poetry, drama, myths, biographies, autobiographies, science fiction, fiction and non-fiction.	Handbook: 192, 196, 198, 199, 202, 203, 209, 212, 213, 214, 216, 218-233, 234-246, 247-255, 256-264, 274, 275, 280, 281, 282, 286, 287, 288, 396, 420, 434, 491, 492
7. Interpret how mood or meaning is conveyed through word choice, figurative language and syntax.	Handbook: 354-355, 366, 397, 417, 456



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GRADE 8

Reading Process:

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

Students develop and learn to apply strategies, such as predicting and recalling, 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.

In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.

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

Indicator	<i>Reader's Handbook</i>
1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	Handbook: 40, 41, 44, 45, 52, 53, 186, 214, 217, 370, 383, 384, 385, 386, 387, 476, 546, 658, 653, 659
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media.	Handbook: Chapter 3: Reading Know-how...Part A: pages 40-42, and Chapter 11: Reading for Tests, Part A and Part B: pages 564-605

S e l f - M o n i t o r i n g S t r a t e g i e s

Indicator	<i>Reader's Handbook</i>
3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.	Handbook: 36, 75, 97, 98, 108, 109, 110, 114, 115, 130, 140, 217, 232, 233, 249, 269, 476, 525, 571, 577, 578, 599, 646, 647, 656, 657, 658, 659, 680

I n d e p e n d e n t R e a d i n g

Indicator	<i>Reader's Handbook</i>
4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others).	Handbook: The Following Match Provides Opportunities to Meet this Objective: 25
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	

Reading Applications: Informational, Technical, and Persuasive Text

Students gain information from reading for purposes of learning about a subject, doing a job, forming an opinion 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.

Indicator	<i>Reader's Handbook</i>
1. Compare and contrast text features including format and headers of various informational texts in terms of their structure and purpose.	Handbook: Chapter 4: Reading Textbooks, Part C: Elements of Textbooks, pages 156-169 Handbook: Chapter 9: Reading on the Internet, Part B: Elements of the Internet, pages 527-533
2. Identify and use the organizational structure of a text such as chronological, compare-contrast, cause-effect, problem-solution and evaluate its effectiveness.	Handbook: 56, 57, 59, 76, 77, 112, 116, 286, 383, 384, 385, 386, 387, 388, 644, 645
3. Compare and contrast the treatment, scope and organization of ideas from different sources on the same topic.	Handbook: 383, 384, 385, 386, 387, 388
4. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	Handbook: 159, 386, 387, 540, 541, 544, 546, 547, 549, 552, 553, 554, 555, 556, 561, 591, 599, 603, 604
5. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial and emotional word repetition), and examples of bias and stereotyping.	Handbook: 55, 249, 263, 274, 275
6. Identify the author's purpose and intended audience for the text.	Handbook: 247-255, 256-264, 287, 291, 391
7. Analyze an author's argument, perspective or viewpoint and explain the development of key points.	Handbook: 247-255, 256-264, 274, 287-288, 391, 652, 653

Indicator	<i>Reader's Handbook</i>
8. Recognize how writers cite facts, draw inferences and present opinions in informational text.	Handbook: Reading Kinds of Nonfiction 172-246 Making Inferences 40 Drawing Conclusions 41 Fact and Opinion 281 Topic Sentence and Supporting Details 289
9. Distinguish the characteristics of consumer materials (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).	Handbook: Focus on Real-world Reading 265-272

Reading Applications: Literary Text

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, 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.

Indicator	<i>Reader's Handbook</i>
1. Identify and explain various types of characters (e.g., flat, round, dynamic, static) and how their interactions and conflicts affect the plot.	Handbook: 212, 323, 324, 325, 326, 338, 340, 341, 343, 350, 393, 663, 668
2. Analyze the influence of setting in relation to other literary elements.	Handbook: 351, 352, 353, 354, 355, 356, 357, 358, 359, 402
3. Explain how authors pace action and use subplots, parallel episodes, climax.	Handbook: 309, 331, 332, 345, 365, 368, 369, 370, 371, 372, 373, 374, 375, 372, 375, 401, 484, 499, 507, 508, 676
4. Compare and contrast different points of view (e.g., first person and third person limited, omniscient, objective and subjective), and explain how voice affects literary text.	Handbook: 313, 323, 398, 399, 468, 469
5. Identify and explain universal themes across different works by the same author and by different authors.	Handbook: 333, 467, 511, 586
6. Explain how an author's choice of genre affects the expression of a theme or topic.	Handbook: 333, 396, 467, 511, 586
7. Identify examples of foreshadowing and flashback in a literary text.	Handbook: 372, 481
8. Explain ways in which the author conveys mood and tone through word choice, figurative language, and syntax.	Handbook: 354, 355, 366, 397, 417, 456
9. Examine symbols used in literary texts.	Handbook: 404, 467



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