

READER'S HANDBOOK

Grades 9-12

correlated to

Ohio

Academic Content Standards & Grade-Level Indicators for Language Arts

Great Source®

EDUCATION GROUP



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YOUR OHIO GREAT SOURCE REPRESENTATIVES

PAT LESTER
(SOUTHERN OH)
800-289-4490, option 4
Pat_Lester@hmco.com

CHUCK MAYS
(NORTHERN OH)
800-289-4490, option 4
Chuck_Mays@hmco.com



READER'S HANDBOOK
correlated to
**OHIO ACADEMIC CONTENT STANDARDS &
GRADE-LEVEL INDICATORS FOR LANGUAGE ARTS**
∞
GRADE 9

**Phonemic Awareness, Word Recognition and Fluency:
Acquisition of Vocabulary**

Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.

C o n t e x t u a l U n d e r s t a n d i n g

Indicator	<i>Reader's Handbook</i>
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| 1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect. | Handbook: 666-673 |
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C o n c e p t u a l U n d e r s t a n d i n g

Indicator	<i>Reader's Handbook</i>
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|---|---|
| 2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships. | Handbook: 411, 668-669, 683-684, 685-689 |
| 3. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns. | Handbook: 244, 307, 404, 427, 429, 433, 436, 440 |

Structural Understanding

Indicator	Reader's Handbook
5. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies.	Handbook: 674-676, 758-761, 762-765

Tools and Resources

Indicator	Reader's Handbook
6. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.	Handbook: 138, 139, 144, 402, 667-681, 682-684, 702-703

Reading Process:

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

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.

Comprehension Strategies

Indicator	Reader's Handbook
1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	Handbook: 46, 47, 48, 51, 60, 65, 126, 190-191, 221, 285-286, 302, 348, 359-365, 452, 453, 456, 491-492, 553, 719, 730-731, 738-755
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	Handbook: 125-128, 145, 606-611, 629-620

Self-Monitoring Strategies

Indicator	Reader's Handbook
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: 31-32, 40, 51, 80-81, 82, 94, 98, 110, 116, 122, 159, 190-191, 199, 208, 223, 230, 268, 278-279, 293, 302-303, 305, 306, 310-311, 316, 334, 347, 361-363, 452, 456-458, 575, 593, 713-737, 738-757

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 genre or recommendations from others).	Handbook: 29
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	Handbook: 27-28

Reading Applications: Informational, Technical, and Persuasive Text

Indicator	<i>Reader's Handbook</i>
1. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.	Handbook: 60-69, 83, 96, 163, 175, 188, 204-205, 244, 246-263
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.	Handbook: 527
3. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	Handbook: 538-567
4. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial, transfer, glittering generalities, emotional word repetition, bait and switch) and examples of propaganda, bias and stereotyping.	Handbook: 225-230, 231, 232-233, 235-245, 252
5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.	Handbook: 185, 226-231, 232-234, 236-245, 250, 251
6. Analyze the author's development of key points to support argument or point of view.	Handbook: 159, 160-162, 179, 185, 186-187, 190-191, 229-230, 239, 240-241, 242
7. Compare and contrast the effectiveness of the features (e.g., format, sequence, headers) used in various consumer documents (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: 568-588

Indicator	<i>Reader's Handbook</i>
8. Identify the features of <i>Reader's Handbook</i> rhetorical devices used in common types of public documents, including newspaper editorials and speeches.	Handbook: 168-179, 225-234, 235-245, 247-263, 260

Reading Applications: Literary Text

Indicator	<i>Reader's Handbook</i>
1. Identify and explain an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.	Handbook: 296-298, 332-333, 355-356, 368-369, 372, 480-481, 503, 504-505
2. Analyze the influence of setting in relation to other literary elements.	Handbook: 298-299, 323-331, 328, 381
3. Identify ways in which authors use conflicts, parallel plots and subplots in literary texts.	Handbook: 319, 370-371, 378, 506
4. Evaluate point of view used in a literary text.	Handbook: 295, 379-380
5. Interpret universal themes across different works by the same author and different authors.	Handbook: 305-306, 340-342, 345-350, 384, 509
6. Analyze how an author's choice of genre affects the expression of a theme or topic.	Handbook: 375
7. Explain how foreshadowing and flashback are used to shape plot in literary text.	Handbook: 317-318, 373, 374, 509
8. Define and identify types of irony, including verbal, situational and dramatic, used in literary texts.	Handbook: 256, 376
9. Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax.	Handbook: 307, 385, 396, 404-405, 434, 443
10. Explain how authors use symbols to create broader meanings.	Handbook: 383, 403, 442, 479
11. Identify sound devices, including alliteration, assonance, consonance and onomatopoeia, used in literary texts.	Handbook: 415-420, 424, 426, 431, 435, 437, 438, 439



READER'S HANDBOOK
correlated to
**OHIO ACADEMIC CONTENT STANDARDS &
GRADE-LEVEL INDICATORS FOR LANGUAGE ARTS**
∞
GRADE 10

**Phonemic Awareness, Word Recognition and Fluency:
Acquisition of Vocabulary**

Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.

C o n t e x t u a l U n d e r s t a n d i n g

Indicator	<i>Reader's Handbook</i>
1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.	Handbook: 666-673

C o n c e p t u a l U n d e r s t a n d i n g

Indicator	<i>Reader's Handbook</i>
2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.	Handbook: 411, 668-669, 683-684, 685-689
3. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.	Handbook: 244, 307, 404, 427, 429, 433, 436, 440

Structural Understanding

Indicator	Reader's Handbook
5. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies.	Handbook: 674-676, 758-761, 762-765

Tools and Resources

Indicator	Reader's Handbook
6. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.	Handbook: 138, 139, 144, 402, 667-681, 682-684, 702-703

Reading Process:

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

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.

Comprehension Strategies

Indicator	Reader's Handbook
1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	Handbook: 46, 47, 48, 51, 60, 65, 126, 190-191, 221, 285-286, 302, 348, 359-365, 452, 453, 456, 491-492, 553, 719, 730-731, 738-755
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	Handbook: 125-128, 145, 606-611, 629-620

Self-Monitoring Strategies

Indicator	Reader's Handbook
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: 31-32, 40, 51, 80-81, 82, 94, 98, 110, 116, 122, 159, 190-191, 199, 208, 223, 230, 268, 278-279, 293, 302-303, 305, 306, 310-311, 316, 334, 347, 361-363, 452, 456-458, 575, 593, 713-737, 738-757

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 genre or recommendations from others).	Handbook: 29
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	Handbook: 27-28

Reading Applications: Informational, Technical, and Persuasive Text

Indicator	<i>Reader's Handbook</i>
1. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.	Handbook: 60-69, 83, 96, 163, 175, 188, 204-205, 244, 246-263
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.	Handbook: 527
3. Evaluate the effectiveness of information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	Handbook: 538-567
4. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial, transfer, glittering generalities, emotional word repetition, bait and switch) and examples of propaganda, bias and stereotyping.	Handbook: 225-230, 231, 232-233, 235-245, 252
5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.	Handbook: 185, 226-231, 232-234, 236-245, 250, 251
6. Identify appeals to authority, reason and emotion.	Handbook: 232-233, 241-243, 244-245
7. Analyze the effectiveness of the features (e.g., format, sequence, headers) used in various consumer documents (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: 568-588

Indicator	<i>Reader's Handbook</i>
8. Describe the features of <i>Reader's Handbook</i> rhetorical devices used in common types of public documents, including newspaper editorials and speeches.	Handbook: 168-179, 225-234, 235-245, 247-263, 260

Reading Applications: Literary Text

Indicator	<i>Reader's Handbook</i>
1. Compare and contrast an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.	Handbook: 296-298, 332-333, 355-356, 368-369, 372, 480-481, 503, 504-505
2. Analyze the features of setting and their importance in a literary text.	Handbook: 298-299, 323-331, 328, 381
3. Distinguish how conflicts, parallel plots and subplots affect the pacing of action in literary texts.	Handbook: 319, 370-371, 378, 506
4. Interpret universal themes across different works by the same author and different authors.	Handbook: 305-306, 340-342, 345-350, 384, 509
5. Analyze how an author's choice of genre affects the expression of a theme or topic.	Handbook: 375
6. Explain how literary techniques, including foreshadowing and flashback, are used to shape plot in literary text.	Handbook: 317-318, 373, 374, 509
7. Recognize how irony is used in literary texts.	Handbook: 256, 376
8. Analyze author's use of point of view, mood and tone.	Handbook: 295, 307, 379-380, 385, 396, 404-405, 434, 443
9. Explain how authors use symbols to create broader meanings.	Handbook: 383, 403, 442, 479
10. Describe the effect of using sound devices in literary text (e.g., to create <i>Reader's Handbook</i> rhythm, to appeal to the senses or to establish mood).	Handbook: 415-420, 424, 426, 431, 435, 437, 438, 439
11. Explain ways in which the author develops a point of view and style (e.g., figurative language, sentence structure and tone), and cite specific examples from the text.	Handbook: 244, 295, 307, 379-380, 382, 385, 396, 404-405, 412, 427, 433, 434, 436, 440, 443, 492-493, 496-497



READER'S HANDBOOK
correlated to
**OHIO ACADEMIC CONTENT STANDARDS &
GRADE-LEVEL INDICATORS FOR LANGUAGE ARTS**
∞
GRADE 11

**Phonemic Awareness, Word Recognition and Fluency:
Acquisition of Vocabulary**

Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.

C o n t e x t u a l U n d e r s t a n d i n g

Indicator	Reader's Handbook
1. Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study.	Handbook: 666-673

C o n c e p t u a l U n d e r s t a n d i n g

Indicator	Reader's Handbook
2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.	Handbook: 411, 668-669, 683-684, 685-689

S t r u c t u r a l U n d e r s t a n d i n g

Indicator	Reader's Handbook
4. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies.	Handbook: 674-676, 758-761, 762-765

Tools and Resources

Indicator	Reader's Handbook
5. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.	Handbook: 138, 139, 144, 402, 667-681, 682-684, 702-703

Reading Process:

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

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.

Comprehension Strategies

Indicator	Reader's Handbook
1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	Handbook: 46, 47, 48, 51, 60, 65, 126, 190-191, 221, 285-286, 302, 348, 359-365, 452, 453, 456, 491-492, 553, 719, 730-731, 738-755
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	Handbook: 125-128, 145, 606-611, 629-620

Self-Monitoring Strategies

Indicator	Reader's Handbook
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: 31-32, 40, 51, 80-81, 82, 94, 98, 110, 116, 122, 159, 190-191, 199, 208, 223, 230, 268, 278-279, 293, 302-303, 305, 306, 310-311, 316, 334, 347, 361-363, 452, 456-458, 575, 593, 713-737, 738-757

Independent Reading

Indicator	Reader's Handbook
4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genre or recommendations from others).	Handbook: 29
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	Handbook: 27-28

Reading Applications: Informational, Technical, and Persuasive Text

Indicator	<i>Reader's Handbook</i>
1. Analyze the <i>Reader's Handbook</i> rhetorical devices used in public documents, including newspaper editorials and speeches.	Handbook: 168-179, 225-234, 235-245, 247-263, 260
2. Analyze and critique organizational patterns and techniques, including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience.	Handbook: 60-69, 83, 96, 163, 175, 188, 204-205, 244, 246-263
3. Analyze the content from several sources on a single issue, clarifying ideas and connecting them to other sources and related topics.	Handbook: 527
4. Distinguish between valid and invalid inferences and provide evidence to support findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.	Handbook: 225-230, 231, 232-233, 235-245, 252
5. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject.	Handbook: 226, 229, 241-242, 250
6. Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.	Handbook: 185, 226-231, 232-234, 236-245, 250, 251
7. Analyze the structure and features of functional and workplace documents, including format, sequence and headers, and how authors use these features to achieve their purposes and to make information accessible and useable.	Handbook: 568-588
8. Critique functional and workplace documents (e.g., instructions, technical manuals, travel schedules and business memoranda) for sequencing of information and procedures, anticipation of possible reader misunderstandings and visual appeal.	Handbook: 568-588

Reading Applications: Literary Text

Indicator	<i>Reader's Handbook</i>
1. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions.	Handbook: 296-298, 332-333, 355-356, 367, 368-369, 370-371, 372, 480, 503, 504-505

Indicator	<i>Reader's Handbook</i>
2. Analyze the historical, social and cultural context of setting.	Handbook: 298-299, 323-331, 328, 381
3. Explain how voice and narrator affect the characterization, plot and credibility.	Handbook: 295, 377, 379-380, 382, 496-497
4. Evaluate the author's use of point of view in a literary text.	Handbook: 295, 379-380
6. Recognize characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of a theme or topic.	Handbook: 261, 375
7. Analyze the characteristics of various literary periods and how the issues influenced the writers of those periods.	Handbook: 288-312, 485-497
8. Evaluate ways authors develop point of view and style to achieve specific <i>Reader's Handbook</i> rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis.	Handbook: 244, 295, 307, 376, 379-380, 382, 383, 385, 396, 403, 404-405, 412, 415-422, 427, 430, 433, 434, 436, 440, 442, 443, 479, 492-493, 496-497



READER'S HANDBOOK
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∞
GRADE 12

**Phonemic Awareness, Word Recognition and Fluency:
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C o n t e x t u a l U n d e r s t a n d i n g

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1. Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study.	Handbook: 666-673

C o n c e p t u a l U n d e r s t a n d i n g

Indicator	<i>Reader's Handbook</i>
2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.	Handbook: 411, 668-669, 683-684, 685-689

S t r u c t u r a l U n d e r s t a n d i n g

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4. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies.	Handbook: 674-676, 758-761, 762-765

Tools and Resources

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3. Analyze and compile information from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics.	Handbook: 527
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8. Critique functional and workplace documents (e.g., instructions, technical manuals, travel schedules and business memoranda) for sequencing of information and procedures, anticipation of possible reader misunderstandings and visual appeal.	Handbook: 568-588

Reading Applications: Literary Text

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2. Analyze the historical, social and cultural context of setting.	Handbook: 298-299, 323-331, 328, 381
3. Explain how voice and narrator affect the characterization, plot and credibility.	Handbook: 295, 377, 379-380, 382, 496-497
4. Evaluate the author's use of point of view in a literary text.	Handbook: 295, 379-380
6. Recognize characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of a theme or topic.	Handbook: 261, 375
8. Evaluate ways authors develop point of view and style to achieve specific <i>Reader's Handbook</i> rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis.	Handbook: 244, 295, 307, 376, 379-380, 382, 383, 385, 396, 403, 404-405, 412, 415-422, 427, 430, 433, 434, 436, 440, 442, 443, 479, 492-493, 496-497



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