

READING & WRITING SOURCEBOOKS

correlated to

Ohio

English Language Arts Grade-Level Indicators Grades 3-8



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**READING AND WRITING SOURCEBOOK
CORRELATED TO
OHIO ENGLISH LANGUAGE ARTS
GRADE-LEVEL INDICATORS
GRADE 3**

**Phonemic Awareness, Word Recognition
and Fluency**

Grade Level Indicators, Grade 3	Reading and Writing Sourcebook, Grade 3
1. Identify rhyming words with the same or different spelling patterns.	Teacher's Guide: 80, 85, 104, 109, 188, 230
2. Use letter-sound knowledge and structural analysis to decode words.	Teacher's Guide: 133, 193, 205, 235, 241
3. Use knowledge of common word families (e.g., -ite or -ate) and complex word families (e.g., -ould, -ight) to sound out familiar words.	No specific lesson addresses this objective.
4. Demonstrate a growing stock of sight words.	The opportunity to address this objective is available throughout the <i>Sourcebook</i> . Each selection introduces new words and encourages students to use them often over the course of each lesson in hopes that the words become a permanent part of each student's vocabularies. Teacher's Guide: 67, 79, 91, 103, 115, 127, 139, 151, 163, 175, 187, 199, 211, 223, 235, 247
5. Read text using fluent and automatic decoding skills.	The opportunity to address this objective is available throughout the <i>Sourcebook</i> .
6. Read passages fluently with changes in tone, voice, timing, and expression to demonstrate meaningful comprehension.	The opportunity to address this objective is available throughout the <i>Sourcebook</i> . Teacher's Guide: 68, 80, 92, 104, 116, 128, 140, 152, 164, 176, 188, 200, 212, 224, 236, 248

Acquisition of Vocabulary

Grade Level Indicators, Grade 3	Reading and Writing Sourcebook, Grade 3
<i>Contextual Understanding</i>	
1. Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues.	Teacher's Guide: 67, 79, 91, 103, 115, 127, 139, 151, 163, 175, 199, 211, 223, 247
2. Use context clues to determine the meaning of homophones, homonyms and homographs.	The strategies for using context clues in the Teacher's Guide will help students determine the meaning of homophones, homonyms and homographs.
<i>Conceptual Understanding</i>	
3. Apply the meaning of the terms synonyms and antonyms.	Teacher's Guide: 187, 235
4. Read accurately high-frequency sight words.	Although no specific lesson addresses this objective, the opportunity to read all words accurately is available throughout the <i>Sourcebook</i> .
<i>Structural Understanding</i>	
5. Apply knowledge of individual words in unknown compound words to determine their meaning.	Teacher's Guide: 92, 97, 212, 217
6. Use knowledge of contractions and common abbreviations to identify whole words.	No specific lesson addresses this objective.
7. Apply knowledge of prefixes, including un-, re-, pre- and suffixes, including -er, -est, -ful and -less to determine meaning of words	Teacher's Guide: 68, 73, 140, 145, 248, 253
8. Decode and determine the meaning of words by knowledge of root words and their various inflections.	Teacher's Guide: 152, 157, 200, 205, 236, 241
<i>Tools and Resources</i>	
9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.	For each selection in the <i>Sourcebook</i> , key vocabulary words are defined at the bottom of the page.

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Grade Level Indicators, Grade 3	Reading and Writing Sourcebook, Grade 3
<p><i>Comprehension Strategies</i></p> <p>1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).</p>	<p>Each selection in the student <i>Sourcebook</i> defines a purpose for reading. Teacher’s Guide: 67, 79, 91, 103, 115, 127, 139, 151, 163, 175, 187, 199, 211, 223, 235, 247</p>
<p>2. Predict content, events and outcomes by using chapter titles, section headers, illustrations and story topics, and support those predictions with examples from the text.</p>	<p>Teacher’s Guide: 67, 103, 115, 139, 187, 199, 211, 223, 235, 247</p>
<p>3. Compare and contrast information between texts and across subject areas.</p>	<p>Using <i>anticipation guides</i> and <i>think-pair-and-share</i>, students compare answers with each other, Teacher’s Guide: 91, 151, 175, 199, 211</p>
<p>4. Summarize texts, sequencing information accurately and include main ideas and details as appropriate.</p>	<p>Teacher’s Guide: 68, 164, 188</p>
<p>5. Make inferences regarding events and possible outcomes from information in text.</p>	<p>The strategies <i>make clear</i> and <i>stop and think</i> encourage students to make inferences and draw conclusions. Teacher’s Guide: 92, 116, 128, 164, 188</p>
<p>6. Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.</p>	<p>Teacher’s Guide: 72, 79, 83, 103, 108, 120, 144, 151, 155, 156, 175, 179, 240, 247</p>
<p>7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</p>	<p>Teacher’s Guide: 68, 80, 92, 104, 116, 128, 140, 152, 164, 176, 188, 200, 212, 224, 236, 248</p>
<p><i>Self-Monitoring Strategies</i></p> <p>8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back.</p>	<p>Reading each selection for a second and third time allows students to monitor their understanding of the text. The <i>stop and think</i> strategy also aids in self-monitoring. Teacher’s Guide: 68, 80, 92, 104, 116, 128, 140, 152, 164, 176, 188, 200, 212, 224, 236, 248</p>
<p>9. Use criteria to choose independent reading material (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p>	<p>Although no specific lesson addresses this objective, a Bibliography appears on the following pages to encourage students to read books by the authors of the selections found in the <i>Sourcebook</i>. Teacher’s Guide: 64, 74, 88, 100, 112, 124, 136, 148, 160, 172, 184, 196, 208, 220, 232, 244</p>
<p><i>Independent Reading</i></p> <p>10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	<p>No specific lesson addresses this objective.</p>

Reading Applications: Informational, Technical and Persuasive Text

Grade Level Indicators, Grade 3	Reading and Writing Sourcebook, Grade 3
<p><i>Comprehension</i></p> <p>1. Use the table of contents, chapter headings, glossary, index, captions and illustrations to locate information and comprehend texts.</p>	<p>No specific lesson addresses the components in this objective, but <i>previewing</i> the selection enables students to anticipate the content of the text and to make inferences. Teacher's Guide: 115, 139, 187</p>
<p>2. List questions about essential elements (e.g., why, who, where, what, when and how) from informational text and identify answers.</p>	<p>Teacher's Guide: 91, 115, 127, 149, 151, 163, 199, 200</p>
<p>3. Identify and list the important central ideas and supporting details of informational texts.</p>	<p>The following nonfiction selections encourage students to identify central ideas and supporting details. Teacher's Guide: 90-93, 114-117, 126-129, 138-141, 150-153, 162-165, 186-189, 198-201</p>
<p>4. Draw conclusions from information in maps, charts, graphs and diagrams.</p>	<p>No specific lesson addresses this objective.</p>
<p>5. Analyze a set of directions for proper sequencing, clarity and completeness.</p>	<p>Teacher's Guide: 96, 120</p>

Reading Applications: Literary Text

Grade Level Indicators, Grade 3	Reading and Writing Sourcebook, Grade 3
<p>1. Recognize and describe similarities and differences of plot across literary works.</p>	<p>Although no specific lesson addresses this objective, the following fictional selections could be used to meet this standard. Teacher's Guide: 66-69, 102-105, 174-177, 198-201, 210-213, 222-225, 234-237, 246-249</p>
<p>2. Use concrete details from the text to describe characters and setting.</p>	<p>Teacher's Guide: 68, 72, 104, 108, 176, 180, 212, 248</p>
<p>3. Retell the plot sequence.</p>	<p>Teacher's Guide: 68, 236</p>
<p>4. Identify and explain the defining characteristics of literary forms and genres, including fairy tails, folk tales, poetry, fiction and non-fiction.</p>	<p>Although no specific lesson addresses this objective, the text includes selections of poetry, fiction, and nonfiction which provide the teacher an opportunity to identify and explain the characteristics of each form and genre.</p>
<p>5. Explain how an author's choice of words appeals to the senses.</p>	<p>Although no specific lesson addresses this objective, the word study for each selection provides the teacher the opportunity to identify sensory words.</p>
<p>6. Identify stated and implied themes.</p>	<p>No specific lesson addresses this objective.</p>
<p>7. Describe methods authors use to influence readers' feelings and attitudes (e.g., appeal of characters in a picture book; use of figurative language).</p>	<p>Although no specific lesson addresses this objective, the discussion questions for each selection, as well as the directions under <i>reread</i>, provide an opportunity to discuss the reader's feelings and attitudes. Teacher's Guide: 68, 79, 104, 176, 212, 224, 236, 248</p>

Writing Processes

Grade Level Indicators, Grade 3	Reading and Writing Sourcebook, Grade 3
<i>Prewriting</i>	
1. Generate writing ideas through discussion with others and from printed material.	Teacher’s Guide: 69, 81, 93, 105, 129, 141, 153, 177, 189, 201, 213, 225, 237, 249
2. Develop a clear main idea for writing.	Teacher’s Guide: 93, 117, 141, 146, 165
3. Develop a purpose and audience for writing.	Although the purpose is not stated, the purpose is implied based on the writing assignment (e.g., poetic, descriptive, narrative, expository). Teacher’s Guide: 69, 81, 93, 105, 117, 129, 141, 153, 165, 177, 189, 201, 213, 225, 237, 249
4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.	Teacher’s Guide: 69, 81, 105, 122, 134, 153, 177, 189, 194, 213, 218, 237, 240
<i>Drafting, Revising and Editing</i>	
5. Organize writing by providing a simple introduction, body and a clear sense of closure.	Teacher’s Guide: 93, 98, 105, 110, 117, 129, 134, 141, 146, 153, 158, 165, 177, 189, 201, 249, 254
6. Use a wide range of simple, compound and complex sentences.	No specific lesson addresses this objective, but when teaching the topic sentence, teachers have the opportunity to introduce these types of sentences. Teacher’s Guide: 93, 141, 153, 165, 177, 189, , 201, 249
7. Create paragraphs with topic sentences and supporting sentences that are marked by indentation and are linked by transitional words and phrases.	Teacher’s Guide: 69, 93, 105, 117, 129, 141, 153, 165, 177, 189, 201, 249
8 Use language for writing that is different from oral language, mimicking writing style of books when appropriate.	Teacher’s Guide: 69, 81, 93, 105, 117, 129, 141, 153, 165, 177, 189, 201, 213, 225, 237, 249
9. Use available technology to compose text.	No specific lesson addresses this objective.
10. Reread and assess writing for clarity, using a variety of methods (e.g., writer’s circle or author’s chair).	No specific lesson addresses this objective, but during the revision process teachers may use these strategies.
11. Add descriptive words and details and delete extraneous information.	Teacher’s Guide: 69, 81, 105, 153, 177, 189, 225, 249
12. Rearrange words, sentences and paragraphs to clarify meaning.	No specific lesson addresses this objective, but during the revision process, teachers may encourage their students to use these methods to clarify meaning.
13. Use resources and reference materials, including dictionaries, to select more effective vocabulary.	No specific lesson addresses this objective.
14. Write and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.	Each selection in the student <i>Sourcebook</i> includes a <i>Writer’s Checklist</i> which addresses these conventions. Teacher’s Guide: 69, 81, 93, 105, 117, 129, 141, 153, 165, 177, 189, 201, 213, 225, 237, 249

Writing Processes (Cont.)

Grade Level Indicators, Grade 3	Reading and Writing Sourcebook, Grade 3
15. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	Rubrics to help with assessment can be found on the following pages: Teacher's Guide: : 69, 81, 93, 105, 117, 129, 141, 153, 165, 177, 189, 201, 213, 225, 237, 249
<i>Publishing</i>	
16. Rewrite and illustrate writing samples for display and for sharing with others.	No specific lesson addresses this objective, but teachers may include this step in the writing process.

Writing Applications

Grade Level Indicators, Grade 3	Reading and Writing Sourcebook, Grade 3
1. Write stories that sequence events and include descriptive details and vivid language to develop characters, setting and plot.	Teacher's Guide: 105, 213, 237, 249
2. Write responses to novels, stories and poems that demonstrate an understanding of the text and support judgments with specific references to text.	No specific lesson addresses this objective.
3. Write formal and informal letters (e.g., thank you notes, letters of request) that include relevant information and sate, proper salutation, body, closing and signature.	Teacher's Guide: 69, 201
4. Write informational reports that include the main ideas and significant details from the text.	Teacher's Guide: 93, 117, 129, 141, 165, 189
5. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.	Teacher's Guide: 81, 153, 177, 225

Writing Conventions

Grade Level Indicators, Grade 3	Reading and Writing Sourcebook, Grade 3
<i>Handwriting and Spelling</i>	
1. Write legibly in cursive, spacing letters, words and sentences appropriately.	No specific lesson addresses this objective.
2. Spell multi-syllabic words correctly.	Teacher's Guide: 81, 117, 128, 164, 189
3. Spell all familiar high-frequency words, words with short vowels and common endings correctly.	Teacher's Guide: 68, 81, 116, 117, 140, 176, 189, 224, 236, 248
4. Spell contractions, compounds and homonyms (e.g., hare, hair) correctly.	Teacher's Guide: 92, 177, 212, 213, 225, 237
5. Use correct spelling of words with common suffixes such as -ion, -ment, -ly.	Teacher's Guide: 68, 140, , 248

Writing Conventions (Cont.)

Grade Level Indicators, Grade 3	Reading and Writing Sourcebook, Grade 3
6. Follow common spelling generalizations (e.g., consonant doubling, dropping e and changing y to i).	Teacher's Guide: 116, 121, 224, 229
7. Use resources to check spelling (e.g., dictionary, spell check).	Although only one selection directs teachers to use spell check, they may address this objective for all spelling activities. Teacher's Guide: 189
8. Use end punctuation marks correctly.	Teacher's Guide: 129
9. Use quotation marks around dialogue, commas in a series and apostrophes in contractions and possessives.	Teacher's Guide: 105, 153, 177, 213, 225, 237
10. Use correct capitalization.	Teacher's Guide: 93, 117, 165, 249
11. Use nouns, verbs and adjectives correctly.	Although no specific lesson addresses this objective, teachers may address this objective for all writing assignments.
12. Use subjects and verbs that are in agreement.	Although no specific lesson addresses this objective, teachers may address this objective for all writing assignments.
13. Use irregular plural nouns.	Although no specific lesson addresses this objective, teachers may address this objective for all writing assignments.
14. Use nouns and pronouns that are in agreement.	Although no specific lesson addresses this objective, teachers may address this objective for all writing assignments.
15. Use past, present and future verb tenses.	Although no specific lesson addresses this objective, teachers may address this objective for all writing assignments.
16. Use possessive nouns and pronouns.	Teacher's Guide: 213, 225
17. Use conjunctions.	Teacher's Guide: 141

READING AND WRITING SOURCEBOOK CORRELATED TO OHIO ENGLISH LANGUAGE ARTS GRADE-LEVEL INDICATORS GRADE 4

Acquisition of Vocabulary

Grade Level Indicators, Grade 4	Reading and Writing Sourcebook, Grade 4
<i>Contextual Understanding</i>	
1. Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues.	Teacher's Guide: 67, 91, 103, 115, 127, 139, 151, 163, 199, 211, 223, 235
2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.	The strategies for using context clues on the pages listed above will help students determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.
<i>Conceptual Understanding</i>	
3. Recognize the difference between the meanings of connotation and denotation.	No specific lesson addresses this objective.
4. Identify and apply the meaning of the terms synonyms, antonyms, homophone and homograph.	Teacher's Guide: 79, 92, 97, 211, 214
5. Identify and understand new uses of words and phrases in text, such as similes and metaphors.	No specific lesson addresses this objective, but examples of figurative language are requested in the following selection. Teacher's Guide: 128
<i>Structural Understanding</i>	
6. Identify word origins to determine the meaning of unknown words and phrases.	No specific lesson addresses this objective.
7. Identify the meaning of prefixes, suffixes and roots and their various forms to determine the meanings of words.	Teacher's Guide: 116, 149, 212
8. Identify the meanings of abbreviations.	No specific lesson addresses this objective.
<i>Tools and Resources</i>	
9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.	For each selection in the <i>Sourcebook</i> , key vocabulary words are defined at the bottom of the page.

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Grade Level Indicators, Grade 4	Reading and Writing Sourcebook, Grade 4
<i>Comprehension Strategies</i>	
1. Establish purposes for reading including to find out, to understand, to interpret, to enjoy and to solve problems.	Each selection in the student <i>Sourcebook</i> defines a purpose for reading. Teacher's Guide: 67, 79, 91, 103, 115, 127, 139, 151, 163, 175, 187, 199, 211, 223, 235, 247
2. Predict and support predictions using an awareness of new vocabulary, text structures and familiar plot patterns.	Teacher's Guide: 67, 115, 187, 223
3. Compare and contrast information on a single topic or theme across different text and non-text resources.	Using <i>anticipation guides</i> and <i>think-pair-and-share</i> , students compare answers with each other, Teacher's Guide: 79, 91, 163, 199, 211
4. Summarize important information in texts to demonstrate comprehension.	No specific lesson addresses this objective.
5. Make inferences or draw conclusions about has been read and support their conclusions with textual evidence.	The strategies <i>make clear</i> and <i>stop and think</i> encourage students to make inferences and draw conclusions. Teacher's Guide: 68, 92, 116, 128, 140, 176, 164, 212
6. Select, create and use graphic organizers to interpret textual information.	Teacher's Guide: 72, 79, 83, 103, 120, 167, 180, 215, 228, 247, 251, 252
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	Teacher's Guide: 68, 80, 92, 104, 116, 128, 140, 152, 164, 176, 188, 200, 212, 224, 236, 248
<i>Self-Monitoring Strategies</i>	
8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back.	Reading each selection for a second and third time allows students to monitor their understanding of the text. The <i>stop and think</i> strategy also aids in self-monitoring. Teacher's Guide: 68, 80, 92, 104, 116, 128, 140, 152, 164, 176, 188, 200, 212, 224, 236, 248
9. List questions and search for answers within the text to construct meaning.	Teacher's Guide: 68, 152, 200,
<i>Independent Reading</i>	
10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	Although no specific lesson addresses this objective, a Bibliography appears on the following pages to encourage students to read books by the authors of the selections found in the <i>Sourcebook</i> . Teacher's Guide: 64, 74, 88, 100, 112, 124, 136, 148, 160, 172, 184, 196, 208, 220, 232, 244
11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	No specific lesson addresses this objective.

Reading Applications: Informational, Technical and Persuasive Text

Grade Level Indicators, Grade 4	Reading and Writing Sourcebook, Grade 4
1. Make inferences about informational text from the title page, table of contents and chapter headings.	No specific lesson addresses the components in this objective, but <i>previewing</i> the selection enables students to anticipate the content of the text and to make inferences. Teacher's Guide: 115, 151, 175
2. Summarize main ideas in informational text, using supporting details as appropriate.	Although no specific lesson addresses this objective for reading application, the nonfiction selections on the following pages discuss main ideas and supporting details for pre-writing. Teacher's Guide: 93, 141, 165
3. Locate important details about a topic using different sources of information including books, magazines, newspapers and online resources.	No specific lesson addresses this objective.
4. Identify examples of cause and effect used in informational text.	Teacher's Guide: 152
5. Draw conclusions from information in maps, charts, graphs and diagrams.	No specific lesson addresses this objective.
6. Clarify steps in a set of instructions or procedures for completeness.	No specific lesson addresses this objective.
7. Distinguish fact from opinion.	Although no specific lesson addresses this objective, teachers may incorporate this objective when discussing the selections. Teacher's Guide: 68, 80, 92, 104, 116, 128, 140, 152, 164, 176, 188, 200, 212, 224, 236, 248

Reading Applications: Literary Text

Grade Level Indicators, Grade 4	Reading and Writing Sourcebook, Grade 4
1. Describe the thoughts, words and interactions of characters.	Teacher's Guide: 80, 176, 180, 188, 192, 224, 228
2. Identify the influence of setting on the selection.	Teacher's Guide: 188, 190
3. Identify the main incidents of a plot sequence, identifying the major conflict and its resolution.	Teacher's Guide: 80, 104, 126, 176, 188, 192
4. Identify the speaker and recognize the difference between first-and third-person narration.	Although no specific lesson addresses this objective, teachers may introduce this concept when reading the various fiction selections.
5. Determine the theme and whether it is implied or stated directly.	Although only one specific lesson addresses this objective, teachers may introduce this concept when reading the fiction selections. Teacher's Guide: 224

Reading Applications: Literary Text (Cont.)

Grade Level Indicators, Grade 4	Reading and Writing Sourcebook, Grade 4
6. Identify and explain the defining characteristics of literary forms and genres, including poetry, drama, fables, fantasies, chapter books, fiction and nonfiction.	Although no specific lesson addresses this objective, the text includes selections of poetry, fiction, and nonfiction which provide the teacher an opportunity to identify and explain the characteristics of each form and genre.
7. Explain how an author's choice of words appeals to the senses and suggests mood.	Although no specific lesson address this objective, the discussion questions for each selection, as well as the directions under <i>reread</i> , provides an opportunity to discuss the reader's feelings and attitudes. Teacher's Guide: 128, 176, 188, 224, 236, 248
8. Identify figurative language in literary works, including idioms, similes and metaphors.	Teacher's Guide: 128, 248

Writing Processes

Grade Level Indicators, Grade 4	Reading and Writing Sourcebook, Grade 4
<i>Prewriting</i>	
1. Generate writing ideas through discussion with others and from printed material.	Teacher's Guide: 69, 81, 105, 129, 141, 153, 177, 189, 201, 213, 225, 237, 249
2. State and develop a clear main idea for writing.	Teacher's Guide: 81, 93, 105, 117, 129, 141, 165, 213
3. Develop a purpose and audience for writing.	Although the purpose is not stated, the purpose is implied based on the writing assignment (e.g., poetic, descriptive, narrative, expository). Teacher's Guide: 69, 81, 93, 105, 117, 129, 141, 153, 165, 177, 189, 201, 213, 225, 237, 249
4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.	Teacher's Guide: 69, 72, 81, 86, 105, 110, 129, 134, 153, 158, 177, 189, 213, 218, 237, 249, 252
<i>Drafting, Revising and Editing</i>	
5. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.	Teacher's Guide: 81, 93, 105, 110, 117, 129, 141, 146, 165, 177, 189, 213, 225, 237
6. Vary simple, compound and complex sentence structures.	No specific lesson addresses this objective, but when teaching the topic sentence, teachers have the opportunity to introduce these types of sentences. Teacher's Guide: 81, 93, 105, 117, 129, 141, 165, 177, 189, 213, 225, 237
7. Create paragraphs with topic sentences and supporting sentences that are marked by indentation and are linked by transitional words and phrases.	Teacher's Guide: 81, 93, 105, 117, 129, 141, 165, 177, 189, 213, 225, 237
8 Vary language and style as appropriate to audience and purpose.	Teacher's Guide: 69, 81, 93, 105, 117, 129, 141, 153, 165, 177, 189, 201, 213, 225, 237, 249
9. Use available technology to compose text.	No specific lesson addresses this objective.

W r i t i n g P r o c e s s e s (C o n t .)

Grade Level Indicators, Grade 4	Reading and Writing Sourcebook, Grade 4
10. Reread and assess writing for clarity, using a variety of methods (e.g., writer’s circle or author’s chair).	No specific lesson addresses this objective, but during the revision process teachers may use either of these strategies.
11. Add descriptive words and details and delete extraneous information.	Teacher’s Guide: 69, 81, 93, 105, 117, 129, 141, 153, 165, 177, 189, 201, 213, 225, 237, 249
12. Rearrange words, sentences and paragraphs to clarify meaning.	No specific lesson addresses this objective, but during the revision process, teachers may encourage their students to use these methods to clarify meaning.
13. Use resources and reference materials, including dictionaries, to select more effective vocabulary.	No specific lesson addresses this objective.
14. Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.	Each selection in the student <i>Sourcebook</i> includes a <i>Writer’s Checklist</i> which addresses these conventions. Teacher’s Guide: 69, 81, 93, 105, 117, 129, 141, 153, 165, 177, 189, 201, 213, 225, 237, 249
15. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	Rubrics to help with assessment can be found on the following pages. Teacher’s Guide: 69, 81, 93, 105, 117, 129, 141, 153, 165, 177, 189, 201, 213, 225, 237, 249
<i>Publishing</i> 16. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose using techniques such as electronic resources and graphics to enhance the final product.	No specific lesson addresses this objective.

W r i t i n g A p p l i c a t i o n s

Grade Level Indicators, Grade 4	Reading and Writing Sourcebook, Grade 4
1. Write narratives that sequence events, including descriptive details and vivid language to develop plot, characters, setting and to establish a point of view.	Teacher’s Guide: 129, 177, 225
2. Write responses to novels, stories and poems that include a simple interpretation of a literary work and support judgments with specific references to the original text and to prior knowledge.	No specific lesson addresses this objective.
3. Write formal and informal letters (e.g., thank you notes, letters of request) that follow letter format (e.g., date, proper salutation, body, closing and signature), include important information and demonstrate a sense of closure.	Teacher’s Guide: 69, 153
4. Write informational reports that include facts and examples and present important details in a logical order.	Teacher’s Guide: 93, 141, 165, 213
5. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.	Teacher’s Guide: 81, 189, 249

Writing Conventions

Grade Level Indicators, Grade 4	Reading and Writing Sourcebook, Grade 4
<p><i>Handwriting</i></p> <p>1. Write legibly in cursive, spacing letters, words and sentences appropriately.</p>	No specific lesson addresses this objective.
<p><i>Spelling</i></p> <p>2. Spell high frequency words correctly.</p>	Teacher’s Guide: 81, 129,
<p>3. Spell plurals and inflectional endings correctly.</p>	Teacher’s Guide: 81, 129
<p>4. Spell roots, suffixes and prefixes correctly.</p>	Teacher’s Guide: 116, 129, 140, 145, 212, 217
<p><i>Punctuation and Capitalization</i></p> <p>5. Use commas, end marks, apostrophes and quotation marks correctly.</p>	Teacher’s Guide: 105, 117, 141, 153, 225, 237, 249
<p>6. Use correct capitalization.</p>	Teacher’s Guide: 69, 177, 201, 213
<p>7. Use various parts of speech such as nouns, pronouns and verbs (e.g., regular and irregular, past, present and future).</p>	Although no specific lesson addresses this objective, teachers may address this objective for all writing assignments.
<p>8. Use conjunctions and interjections.</p>	Although no specific lesson addresses this objective, teachers may address this objective for all writing assignments
<p>9. Use adverbs.</p>	Although no specific lesson addresses this objective, teachers may address this objective for all writing assignments.
<p>10. Use prepositions and prepositional phrases.</p>	Although no specific lesson addresses this objective, teachers may address this objective for all writing assignments.
<p>11. Use objective and nominative case pronouns.</p>	Although no specific lesson addresses this objective, teachers may address this objective for all writing assignments.
<p>12. Use subjects and verbs that are in agreement.</p>	Although no specific lesson addresses this objective, teachers may address this objective for all writing assignments.
<p>13. Use irregular plural nouns.</p>	Although no specific lesson addresses this objective, teachers may address this objective for all writing assignments.

**READING AND WRITING SOURCEBOOK
CORRELATED TO
OHIO ENGLISH LANGUAGE ARTS
GRADE-LEVEL INDICATORS
GRADE 5**

A c q u i s i t i o n o f V o c a b u l a r y

Grade Level Indicators, Grade 5	Reading and Writing Sourcebook, Grade 5
<p><i>Contextual Understanding</i></p> <p>1. Define the meaning of unknown words using context clues and the author’s use of definition, restatement and example.</p>	<p>Teacher’s Guide: 67, 79, 91, 127, 151, 163, 247</p>
<p>2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.</p>	<p>Teacher’s Guide: 67, 79, 91, 103, 127, 139, 151, 163, 175, 200, 223, 247</p>
<p><i>Conceptual Understanding</i></p> <p>3. Identify the connotation and denotation of new words.</p>	<p>No specific lesson addresses this objective.</p>
<p>4. Identify and understand new uses of words and phrases in text, such as similes and metaphors</p>	<p>No specific lesson addresses this objective.</p>
<p><i>Structural Understanding</i></p> <p>5. Use word origins to determine the meaning of unknown words and phrases.</p>	<p>No specific lesson addresses this objective.</p>
<p>6. Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words.</p>	<p>Teacher’s Guide: 116, 140, 152, 164, 176, 188, 236, 248</p>
<p>7. Identify the meanings of abbreviations.</p>	<p>No specific lesson addresses this objective.</p>
<p><i>Tools and Resources</i></p> <p>8. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p>	<p>For each selection in the <i>Sourcebook</i>, key vocabulary words are defined at the bottom of the page.</p>

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Grade Level Indicators, Grade 5	Reading and Writing Sourcebook, Grade 5
<i>Comprehension Strategies</i>	
1. Establish purposes for reading including to find out, to understand, to interpret, to enjoy and to solve problems.	Each selection in the student <i>Sourcebook</i> defines a purpose for reading. Teacher's Guide: 67, 79, 91, 103, 115, 127, 139, 151, 163, 175, 187, 199, 211, 223, 235, 247
2. Predict and support predictions with specific references to textual examples that may be in widely separated sections of texts.	Teacher's Guide: 79, 187, 191, 211, 235
3. Make critical comparisons across texts.	Using <i>anticipation guides</i> and <i>think-pair-and-share</i> , students compare answers with each other, Teacher's Guide: 79, 91, 163, 187, 223
4. Summarize the information in texts recognizing that there may be several important ideas rather than just one main idea and identifying details that support each.	Although two writing assignments require summary writing, no specific lesson addresses this objective. Teacher's Guide: 237, 249
5. Make inferences based on specific information in texts and provide justification for those inferences.	The strategies <i>make clear</i> and <i>stop and think</i> encourage students to make inferences and draw conclusions. Teacher's Guide: 92, 116, 140, 176, 188, 236, 248
6. Select, create and use graphic organizers to interpret textual information.	Teacher's Guide: 103, 108, 115, 120, 132, 144, 180, 204, 216, 228, 240, 252
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	Teacher's Guide: 68, 80, 92, 104, 116, 128, 140, 152, 164, 176, 188, 200, 212, 224, 236, 248
<i>Self-Monitoring Strategies</i>	
8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back or summarizing what has been read so far in the text	Reading each selection for a second and third time allows students to monitor their understanding of the text. The <i>stop and think</i> strategy also aids in self-monitoring. Teacher's Guide: 68, 80, 92, 104, 116, 128, 140, 152, 164, 176, 188, 200, 212, 224, 236, 248
9. List questions and search for answers within the text to construct meaning.	Teacher's Guide: 68, 152, 200, 248
<i>Independent Reading</i>	
10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	Although no specific lesson addresses this objective, a Bibliography appears on the following pages to encourage students to read books by the authors of the selections found in the <i>Sourcebook</i> . Teacher's Guide: 64, 76, 88, 100, 112, 124, 136, 148, 160, 172, 184, 196, 108, 220, 232, 244
11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	No specific lesson addresses this objective.

Reading Applications: Informational, Technical and Persuasive Text

Grade Level Indicators, Grade 5	Reading and Writing Sourcebook, Grade 5
1. Use text features such as chapter titles, headings and subheadings; parts of books including the index and table of contents and on line tools (search engines) to locate information.	No specific lesson addresses the components in this objective, but <i>previewing</i> the selection enables students to anticipate the content of the text and to make inferences. Teacher's Guide: 127, 151, 175
2. Identify, distinguish between, and explain examples of cause and effect in informational text.	Although no specific lesson addresses this objective for reading application, the nonfiction selections on the following pages discuss main ideas and supporting details for pre-writing. Teacher's Guide: 129, 249
3. Compare important details about a topic using different sources of information including books, magazines, newspapers and online resources.	No specific lesson addresses this objective.
4. Summarize the main ideas and supporting details.	Teacher's Guide: 248
5. Analyze information found in maps, charts, tables, graphs and diagrams.	No specific lesson addresses this objective.
6. Clarify steps in a set of instructions or procedures for proper sequencing and completeness and revise if necessary.	No specific lesson addresses this objective.
7. Analyze the difference between fact and opinion.	Although no specific lesson addresses this objective, teachers may incorporate this objective when discussing the nonfiction selections. Teacher's Guide: 68, 92, 116, 140, 176, 190, 248
8. Distinguish relevant from irrelevant information in a text and identify possible points of confusion for the reader.	Although no specific lesson addresses this objective, teachers may incorporate this objective when discussing the nonfiction selections. Teacher's Guide: 68, 92, 116, 140, 176, 190, 248
9. Identify and understand an author's purpose for writing, including to explain, to entertain or to inform.	Although no specific lesson addresses this objective, teachers may incorporate this objective when discussing the selections. Teacher's Guide: 67, 79, 91, 103, 115, 127, 139, 151, 163, 175, 187, 199, 211, 223, 235, 247

Reading Applications: Literary Text

Grade Level Indicators, Grade 5	Reading and Writing Sourcebook, Grade 5
1. Explain how a character’s actions reveal his or her motivation.	Although no specific lesson addresses this objective, teachers may discuss characterization when reading any of the fiction selections. Teacher’s Guide: 80, 127, 152, 164, 188, 212, 224, 236
2. Explain the influence of setting on the selection.	Although no specific lesson addresses this objective, teachers may discuss setting when reading any of the fiction selections. Teacher’s Guide: 80, 127, 152, 164, 188, 212, 224, 236
3. Identify the main incidents of a plot sequence and explain how they influence future action.	Although no specific lesson addresses this objective, teachers may discuss plot sequence when reading any of the fiction selections. Teacher’s Guide: 80, 127, 152, 164, 188, 212, 224, 236
4. Identify the speaker and explain how point of view affects the text.	Although no specific lesson addresses this objective, teachers may introduce this concept when reading the various fiction selections. Teacher’s Guide: 80, 127, 152, 164, 188, 212, 224, 236
5. Summarize stated and implied themes.	Although only one specific lesson addresses this objective, teachers may introduce this concept when reading the fiction selections. Teacher’s Guide: 80, 127, 152, 164, 188, 212, 224, 236
6. Describe the defining characteristics of literary forms and genres, including poetry, chapter books, biographies, fiction and nonfiction.	Although no specific lesson addresses this objective, the text includes selections of poetry, fiction, and nonfiction which provide the teacher an opportunity to identify and explain the characteristics of each form and genre.
7. Interpret how an author’s choice of words appeals to the senses and suggests mood.	Although no specific lesson addresses this objective, the discussion questions for each selection, as well as the directions under <i>reread</i> , provides an opportunity to discuss the reader’s feelings and attitudes. Teacher’s Guide: 80, 127, 152, 164, 188, 212, 224, 236
8. Identify and explain the use of figurative language in literary works, including idioms, similes, hyperboles, metaphors, and personification.	No specific lesson addresses this objective.

Writing Processes

Grade Level Indicators, Grade 5	Reading and Writing Sourcebook, Grade 5
<i>Prewriting</i>	
1. Generate writing ideas through discussion with others and from printed material.	Teacher’s Guide: 69, 81, 93, 105, 129, 141, 153, 177, 189, 201, 213, 225, 237, 249
2. Conduct background reading, interviews, or surveys when appropriate.	No specific lesson addresses this objective.
3. State and develop a clear main idea for writing.	Teacher’s Guide: 117, 165, 201, 237, 249
4. Develop a purpose and audience for writing.	Although the purpose is not stated, the purpose is implied based on the writing assignment (e.g., poetic, narrative, expository). Teacher’s Guide: 69, 81, 93, 105, 117, 129, 141, 153, 165, 177, 189, 201, 213, 225, 237, 249
5. Use organizational strategies (e.g., rough drafts, diagrams, maps, webs and Venn diagrams) to plan writing.	Teacher’s Guide: 69, 74, 81, 86, 93, 98, 105, 110, 117, 122, 129, 134, 141, 146, 153, 158, 165, 170, 177, 182, 189, 194, 201, 206, 213, 218, 225, 230, 237, 242, 249, 254
<i>Drafting, Revising and Editing</i>	
6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.	Teacher’s Guide: 69, 81, 93, 105, 117, 129, 141, 153, 165, 177, 189, 201, 213, 225, 237, 249
7. Vary simple, compound and complex sentence structures.	No specific lesson addresses this objective, but when teaching the topic sentence, teachers have the opportunity to introduce these types of sentences. Teacher’s Guide: 69, 81, 93, 105, 117, 129, 141, 153, 165, 177, 189, 201, 213, 225, 237, 249
8. Group related ideas into paragraphs, including following paragraph form and maintaining a consistent focus.	Teacher’s Guide: 69, 81, 93, 105, 117, 129, 141, 153, 165, 177, 189, 201, 213, 225, 237, 249
9. Vary language and style as appropriate to audience and purpose.	Teacher’s Guide: 69, 81, 93, 105, 117, 129, 141, 153, 165, 177, 189, 201, 213, 225, 237, 249
10. Use available technology to compose text.	No specific lesson addresses this objective.
11. Reread and assess writing for clarity, using a variety of methods (e.g., writer’s circle or author’s chair).	No specific lesson addresses this objective, but during the revision process teachers may use either of these strategies.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.	Teacher’s Guide: 69, 81, 93, 105, 117, 129, 141, 153, 165, 177, 189, 201, 213, 225, 237, 249
13. Rearrange words, sentences and paragraphs and add transitional words and phrases to clarify meaning.	No specific lesson addresses this objective, but during the revision process, teachers may encourage their students to use these methods to clarify meaning.

W r i t i n g P r o c e s s e s (C o n t .)

Grade Level Indicators, Grade 5	Reading and Writing Sourcebook, Grade 5
14. Use resources and reference materials, (e.g., dictionaries and thesauruses) to select more effective vocabulary.	No specific lesson addresses this objective.
15. Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.	Each selection in the student <i>Sourcebook</i> includes a <i>Writer's Checklist</i> which addresses these conventions. Teacher's Guide: 69, 81, 93, 105, 117, 129, 141, 153, 165, 177, 189, 201, 213, 225, 237, 249
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	The following pages include rubrics to help with assessment: Teacher's Guide: 69, 81, 93, 105, 117, 129, 141, 153, 165, 177, 189, 201, 213, 225, 237, 249
<i>Publishing</i> 17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose using techniques such as electronic resources and graphics to enhance the final product.	No specific lesson addresses this objective.

W r i t i n g A p p l i c a t i o n s

Grade Level Indicators, Grade 5	Reading and Writing Sourcebook, Grade 5
1. Write narratives with a consistent point of view, using sensory details and dialogue to develop characters and setting.	Teacher's Guide: 93, 189, 213, 225
2. Write responses to novels, stories and poems that organize an interpretation around several clear ideas and justifies the interpretation through the use of examples and specific textual evidence.	No specific lesson addresses this objective.
3. Write letters that state a purpose, make requests or give compliments and use business letter format.	No specific lesson addresses this objective.
4. Write informational essays or reports, including research, that organize information with a clear introduction, body and conclusion following common expository structures when appropriate (e.g., cause-effect, comparison-contrast) and include facts, details, and examples to illustrate important ideas.	Teacher's Guide: 117, 141, 165, 201, 237, 249
5. Produce informal writings (e.g., journals, notes and poems) for various purposes.	Teacher's Guide: 69, 81, 105, 129, 153, 165

W r i t i n g C o n v e n t i o n s

Grade Level Indicators, Grade 5	Reading and Writing Sourcebook, Grade 5
<i>Spelling</i>	
1. Spell high frequency words correctly.	Teacher’s Guide: 93, 117, 201
2. Spell contractions correctly.	Teacher’s Guide: 129
3. Spell roots, suffixes and prefixes correctly.	Teacher’s Guide: 116, 140, 152, 164, 176, 188, 236, 248
<i>Punctuation and Capitalization</i>	
4. Use commas, end marks, apostrophes and quotation marks correctly.	Teacher’s Guide: 105, 141, 153, 225, 237, 249
5. Use correct capitalization.	Teacher’s Guide: 69, 189, 213
6. Use various parts of speech such as nouns, pronouns and verbs (e.g., regular and irregular, past, present and future).	Although no specific lesson addresses this objective, teachers may address this objective for all writing assignments.
7. Use prepositions and prepositional phrases.	Although no specific lesson addresses this objective, teachers may address this objective for all writing assignments
8. Use adverbs.	Although no specific lesson addresses this objective, teachers may address this objective for all writing assignments.
9. Use objective and nominative case pronouns.	Although no specific lesson addresses this objective, teachers may address this objective for all writing assignments.
10. Use indefinite and relative pronouns.	Although no specific lesson addresses this objective, teachers may to address this objective for all writing assignments.
11. Use conjunctions and interjections.	Although no specific lesson addresses this objective, teachers may to address this objective for all writing assignments.

**READING AND WRITING SOURCEBOOK
CORRELATED TO
OHIO ENGLISH LANGUAGE ARTS
GRADE-LEVEL INDICATORS
GRADE 6**

A c q u i s i t i o n o f V o c a b u l a r y

Grade Level Indicators, Grade 6	Reading and Writing Sourcebook, Grade 6
<p><i>Contextual Understanding</i></p> <p>1. Determine the meaning of unknown words by using context clues and the author’s definition, restatement and example.</p>	<p>Teacher’s Guide: 63, 71, 81, 89, 99, 107, 117, 125, 135, 143, 153, 161, 171, 179, 189, 197, 207, 215, 225, 233, 243, 251, 261, 269</p>
<p><i>Conceptual Understanding</i></p> <p>2. Apply knowledge of connotation and denotation to determine the meaning of words.</p>	<p>Teacher’s Guide: 124</p>
<p>3. Identify analogies and other word relationships, including synonyms and antonyms, to determine the meaning of words.</p>	<p>Teacher’s Guide: 71, 125, 161, 207, 243</p>
<p>4. Interpret metaphors and similes to understand new uses of words and phrases in text.</p>	<p>Teacher’s Guide: 118, 190</p>
<p>5. Recognize and use words from other languages that have been adopted into the English language.</p>	<p>Teacher’s Guide: 179, 215, 225</p>
<p><i>Structural Understanding</i></p> <p>6. Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words.</p>	<p>Teacher’s Guide: 63, 81, 89, 143, 153, 189, 251, 261, 269</p>
<p>7. Identify symbols and acronyms and connect them to whole words.</p>	<p>No specific lesson addresses this objective.</p>
<p><i>Tools and Resources</i></p> <p>8. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p>	<p>For each selection in the <i>Sourcebook</i>, key vocabulary words are defined at the bottom of the page. Teacher’s Guide: 117, 143, 197</p>

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Grade Level Indicators, Grade 6	Reading and Writing Sourcebook, Grade 6
<i>Comprehension Strategies</i>	
1. Establish purposes for reading including to find out, to understand, to interpret, to enjoy and to solve problems.	The motivational strategy of <i>engaging students</i> will help to establish the purpose for reading each selection. Teacher's Guide: : 63, 71, 81, 89, 99, 107, 117, 125, 135, 143, 153, 161, 171, 179, 189, 197, 207, 215, 225, 233, 243, 251, 261, 269
2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be widely separated section of text.	Teacher's Guide: 118, 162, 216, 262, 270
3. Make critical comparisons across texts, noting author's style as well as literal and implied content of text.	No specific lesson addresses this objective.
4. Summarize the important information in texts, recognizing important ideas and supporting details, and noting gaps or contradictions	Although no specific lesson addresses this objective, the following writing assignments focus on summarizing. Teacher's Guide: 90, 91, 196, 197
5. Select, create and use graphic organizers to interpret textual information.	Teacher's Guide: 67, 70, 80, 85, 90, 93, 142, , 147, 154, 157, 180, 183, 233, 237
6. Answer literal, inferential evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	Teacher's Guide: 64, 72, 82, 90, 100, 108, 118, 126, 136, 144, 154, 162, 172, 180, 190, 198, 208, 216, 226, 234, 244, 252, 262, 270
<i>Self-Monitoring Strategies</i>	
7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, not taking or summarizing what has been read so far in the text.	<i>Directed</i> and <i>reciprocal</i> reading encourages self-monitoring. In addition, for each selection, students are encouraged to take notes and mark text. Teacher's Guide: 72, 82, 136, 162, 172, 190, 198, 216, 244, 252
8. List questions and search for answers within the text to construct meaning.	Teacher's Guide: 100, 144, 198, 234
<i>Independent Reading</i>	
9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	Although no specific lesson addresses this objective, additional book titles appear on the following pages to encourage students to read books by the authors of the selections found in the <i>Sourcebook</i> . Teacher's Guide: 60, 78, 96, 114, 132, 150, 168, 186, 204, 222, 240, 258
10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	No specific lesson addresses this objective.

Reading Applications: Informational, Technical and Persuasive Text

Grade Level Indicators, Grade 6	Reading and Writing Sourcebook, Grade 6
1. Use text features, such as chapter titles, headings and subheadings; parts of books, including index, appendix, table of content and online tools (search engines) to locate information.	No specific lesson addresses the components in this objective, but <i>previewing</i> the selection as well as the <i>picture walk</i> strategy enables students to anticipate the content of the text. Teacher's Guide: 71, 117, 135, 179, 189, 252
2. Analyze examples of cause and effect and fact and opinion.	No specific lesson addresses this objective.
3. Compare and contrast important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.	No specific lesson addresses this objective.
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.	Teacher's Guide: 89-91, 197-199
5. Analyze information found in maps, charts, tables, graphs, diagrams and cutaways.	No specific lesson addresses this objective.
6. Identify an author's argument or viewpoint and assess the adequacy and accuracy of details used.	Although no specific lesson addresses this objective, teachers may use the nonfiction selections to meet this objective. Teacher's Guide: 80-83, 88-90, 134-137, 142-145, 178-181, 188-191, 196-199, 214-217
7. Identify and understand an author's purpose for writing, including to explain, entertain, persuade or inform.	Although no specific lesson addresses this objective, teachers may incorporate this objective when discussing the selections. Teacher's Guide: 62, 70, 80, 88, 98, 106, 116, 124, 134, 142, 152, 160, 170, 178, 188, 196, 206, 214, 224, 232, 242, 250, 260, 268
8. Summarize information from informational text, identifying the treatment, scope and organization of ideas.	Although no specific lesson addresses this objective, teachers may use the nonfiction selections to meet this objective. Teacher's Guide: 80-83, 88-90, 134-137, 142-145, 178-181, 188-191, 196-199, 214-217

Reading Applications: Literary Text

Grade Level Indicators, Grade 6	Reading and Writing Sourcebook, Grade 6
1. Analyze the techniques authors use to describe characters, including narrator or other characters' point of view; character's own thoughts, words or actions.	Teacher's Guide: 98, 106, 108, 124, 152, 154, 206, 207, 260
2. Identify the features of setting and explain their importance in literary text.	Teacher's Guide: 152, 162, 252
3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.	Teacher's Guide: 98, 126, 152, 208, 224, 250, 268
4. Explain first, third and omniscient points of view, and explain how voice affects the text.	Although only one selection focuses on point of view, this objective may be met using any of the fiction selections. Teacher's Guide: 108
5. Identify recurring themes, patterns and symbols found in literature from different eras and cultures.	Each selection has a defined theme on the following pages: Teacher's Guide: 62, 70, 80, 88, 98, 106, 116, 124, 134, 142, 152, 160, 170, 178, 188, 196, 206, 214, 224, 232, 242, 250, 260, 268 Although only one selection focuses on theme, this objective may be met using any of the fiction selections. Teacher's Guide: 226
6. Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, fiction and nonfiction.	Although no specific lesson addresses this objective, the text includes selections of autobiographies, biographies fiction, and nonfiction which provide the teacher an opportunity to identify and explain the characteristics of each form and genre.
7. Distinguish how an author establishes mood and meaning through word choice, figurative language and syntax.	Teacher's Guide: 62, 64, 72, 118, 190, 198, 216, 234, 252, 262, 270

Writing Processes

Grade Level Indicators, Grade 6	Reading and Writing Sourcebook, Grade 6
<i>Prewriting</i>	
1. Generate writing ideas through discussion with others and from printed material, and keep a list of writing ideas.	Teacher's Guide: 65, 73, 83, 91, 101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271
2. Conduct background reading, interviews or surveys when appropriate.	No specific lesson addresses this objective.
3. Establish a thesis statement for informational writing or a plan for narrative writing.	Teacher's Guide: 65, 73, 83, 91, 101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271

Writing Processes (Cont.)

Grade Level Indicators, Grade 6	Reading and Writing Sourcebook, Grade 6
4. Determine a purpose and audience.	<i>Wrap-up</i> activities ask students to reflect on and discuss the selection's purpose, and if appropriate, apply what they learned to their own lives. Teacher's Guide: 65, 73, 83, 91, 101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.	Teacher's Guide: 65, 73, 76, 83, 91, 94, 101, 104, 109, 119, 122, 127, 137, 140, 145, 148, 155, 158, 163, 166, 173, 176, 181, 184, 191, 194, 199, 202, 209, 217, 220, 227, 235, 238, 245, 248, 253, 256, 263, 266, 271
<i>Drafting, Revising and Editing</i>	
6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.	Teacher's Guide: 65, 73, 83, 91, 101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271
7. Vary simple, compound and complex sentence structures.	No specific lesson addresses this objective, but when teaching the topic sentence, teachers have the opportunity to introduce these types of sentences. Teacher's Guide: 65, 73, 83, 101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.	Teacher's Guide: 65, 73, 83, 86, 91, 101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271
9. Vary language and style as appropriate to audience and purpose.	Teacher's Guide: 65, 73, 83, 91, 101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271
10. Use available technology to compose text.	No specific lesson addresses this objective.
11. Read and analyze clarity of writing.	No specific lesson addresses this objective, but during the revision process teachers may stress clarity.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.	No specific lesson addresses this objective, but during the revision process teachers may encourage these strategies of revision.
13. Rearrange words, sentences and paragraphs and add transitional words and phrases to clarify meaning.	No specific lesson addresses this objective, but during the revision process, teachers may encourage their students to use these methods to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effect vocabulary.	No specific lesson addresses this objective.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.	Each selection in the student <i>Sourcebook</i> includes a <i>Writer's Checklist</i> which addresses these conventions. Teacher's Guide: 65, 73, 83, 86, 91, 101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271

Writing Processes (Cont.)

Grade Level Indicators, Grade 6	Reading and Writing Sourcebook, Grade 6
15. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	Rubrics to help with assessment can be found on the following pages. Teacher's Guide: 65, 73, 83, 86, 91, 101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271
<i>Publishing</i> 16. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.	No specific lesson addresses this objective.

Writing Applications

Grade Level Indicators, Grade 6	Reading and Writing Sourcebook, Grade 6
1. Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop, plot, characters, and a specific setting.	Teacher's Guide: 127, 209, 245
2. Write responses to novels, stories, poems and plays that provide an interpretation, critique or reflection and that support judgments with specific references to the text.	Teacher's Guide: 101, 163, 181, 253
3. Write letters that state the purpose, make requests or give compliments and use business letter format.	Teacher's Guide: 109, 271
4. Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources and create an organizing structure appropriate to the purpose audience and context..	Teacher's Guide: 83, 91, 145, 191, 199, 263
5. Write persuasive essay that establish a clear position and include organized and relevant information to support ideas.	Teacher's Guide: 227
6. Produce informal writings (e.g., journals, notes, poems) for various purposes.	Teacher's Guide: 65, 73, 119, 137, 155, 217, 235

Writing Conventions

Grade Level Indicators, Grade 6	Reading and Writing Sourcebook, Grade 6
<p><i>Spelling</i></p> <p>1. Spell frequently misspelled and high-frequency words correctly.</p>	<p>Although only two lessons specifically address this objective, teachers may address this objective for all writing assignments. Teacher’s Guide: 191, 217</p>
<p><i>Punctuation and Capitalization</i></p> <p>2. Use commas, end marks, apostrophes and quotation marks correctly.</p>	<p>Teacher’s Guide: 101, 127, 163, 199, 209, 227, 245, 271</p>
<p>3. Use semi-colons, colon, hyphens, dashes and brackets.</p>	<p>Although no specific lesson addresses this objective, teachers may address this objective for all writing assignments.</p>
<p>4. Use correct capitalization.</p>	<p>Teacher’s Guide: 119, 173, 181</p>
<p><i>Grammar and Usage</i></p> <p>5. Use all eight parts of speech (e/g/, noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).</p>	<p>Although only two lessons specifically address this objective, teachers may address this objective for all writing assignments. Teacher’s Guide: 83, 263</p>
<p>6. Use verbs, including perfect tenses, transitive and intransitive verbs and linking verbs.</p>	<p>Although only one lesson specifically addresses this objective, teachers may address this objective for all writing assignments. Teacher’s Guide: 137</p>
<p>7. Use nominative, object, possessive, indefinite and relative pronouns.</p>	<p>Although only one lesson specifically addresses this objective, teachers may address this objective for all writing assignments. Teacher’s Guide: 155</p>
<p>8. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.</p>	<p>Although only two lessons specifically address this objective, teachers may address this objective for all writing assignments. Teacher’s Guide: 145, 253</p>

**READING AND WRITING SOURCEBOOK
CORRELATED TO
OHIO ENGLISH LANGUAGE ARTS
GRADE-LEVEL INDICATORS
GRADE 7**

A c q u i s i t i o n o f V o c a b u l a r y

Grade Level Indicators, Grade 7	Reading and Writing Sourcebook, Grade 7
<p><i>Contextual Understanding</i></p> <p>1. Determine the meaning of unknown words through context clues and the author’s use of comparison, contrast, definition, restatement and example.</p>	<p>Teacher’s Guide: 63, 71, 81, 89, 99, 107, 117, 125, 135, 143, 153, 161, 171, 179, 189, 197, 207, 215, 225, 233, 243, 251, 261, 269</p>
<p><i>Conceptual Understanding</i></p> <p>2. Apply knowledge of connotation and denotation to determine the meaning of words.</p>	<p>No specific lesson addresses this objective.</p>
<p>3. Infer word meanings through the identification of analogies and other word relationships, including synonyms and antonyms.</p>	<p>Teacher’s Guide: 71, 125, 143, 171, 215, 269</p>
<p>4. Interpret metaphors and similes to understand new uses of words and phrases in text.</p>	<p>No specific lesson addresses this objective.</p>
<p>5. Recognize and use words from other languages that have been adopted into the English language.</p>	<p>Teacher’s Guide: 233</p>
<p><i>Structural Understanding</i></p> <p>6. Use knowledge of Greek, Latin and Anglo-Saxon roots and affixes to understand vocabulary.</p>	<p>Teacher’s Guide: 63, 89, 107, 117, 143, 153, 161, 164, 179, 189, 197, 207, 215, 251</p>
<p>7. Use knowledge of symbols and acronyms to identify whole words.</p>	<p>No specific lesson addresses this objective.</p>
<p><i>Tools and Resources</i></p> <p>8. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p>	<p>For each selection in the <i>Sourcebook</i>, key vocabulary words are defined at the bottom of the page.</p>

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Grade Level Indicators, Grade 7	Reading and Writing Sourcebook, Grade 7
<p><i>Comprehension Strategies</i></p> <p>1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.</p>	<p>The motivational strategy of <i>engaging students</i> will help to establish the purpose for reading each selection. Teacher’s Guide: 63, 71, 81, 89, 99, 107, 117, 125, 135, 143, 153, 161, 171, 179, 189, 197, 207, 215, 225, 233, 243, 251, 261, 269</p>
<p>2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be widely separated section of text.</p>	<p>Teacher’s Guide: 90, 100, 153, 216</p>
<p>3. Make critical comparisons across texts, noting author’s style as well as literal and implied content of text.</p>	<p>No specific lesson addresses this objective.</p>
<p>4. Summarize the information in texts, using key ideas, supporting details, and referencing gaps or contradictions.</p>	<p>Although no specific reading lesson addresses this objective, the following writing assignment focuses on summarizing. Teacher’s Guide: 91</p>
<p>5. Select, create and use graphic organizers to interpret textual information.</p>	<p>Teacher’s Guide: 62, 67, 72, 75, 85, 98, 108, 136, 139, 234</p>
<p>6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</p>	<p>Teacher’s Guide: 64, 72, 82, 90, 100, 108, 118, 126, 136, 144, 154, 162, 172, 180, 190, 198, 208, 216, 226, 234, 244, 252, 262, 270</p>
<p><i>Self-Monitoring Strategies</i></p> <p>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 the text.</p>	<p><i>Directed</i> and <i>reciprocal</i> reading encourages self-monitoring. In addition, for each selection, students are encouraged to take notes and mark text. Teacher’s Guide: 64, 82, 100, 126, 144, 180, 198, 226, 244, 270</p>
<p><i>Independent Reading</i></p> <p>9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p>	<p>Although no specific lesson addresses this objective, additional book titles appear on the following pages to encourage students to read books by the authors of the selections found in the <i>Sourcebook</i>. Teacher’s Guide: 60, 78, 96, 114, 132, 150, 168, 186, 204, 222, 240, 258</p>
<p>10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	<p>No specific lesson addresses this objective.</p>

Reading Applications: Informational, Technical and Persuasive Text

Grade Level Indicators, Grade 7	Reading and Writing Sourcebook, Grade 7
1. Use text features, such as chapter titles, headings and subheadings; parts of books, including index, appendix, table of content and online tools (search engines) to locate information.	No specific lesson addresses the components in this objective, but <i>previewing</i> the selection as well as the <i>picture walk</i> and <i>walk-through</i> strategies enable students to anticipate the content of the text. Teacher's Guide: 63, 99, 107, 117, 125, 135, 153, 179, 189, 215, 253
2. Analyze examples of cause and effect and fact and opinion.	Although no specific lesson addresses this objective, teachers may use the nonfiction selections to analysis content. Teacher's Guide: 80-83, 196-199, 251-253
3. Compare and contrast different sources of information, including books, magazines, newspapers and online resources, to draw conclusions about a topic.	No specific lesson addresses this objective.
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.	Teacher's Guide: 89-91, 250
5. Analyze information found in maps, charts, tables, graphs, diagrams and cutaways and overlays.	No specific lesson addresses this objective.
6. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques and examples of bias and stereotyping.	Although no specific lesson addresses this objective, teachers may use the nonfiction selections to assess details. Teacher's Guide: 80-83, 196-199, 251-253
7. Identify an author's purpose for writing and explain an author's argument, perspective, and point of view.	Although no specific lesson addresses this objective, teachers may incorporate this objective when discussing the selections. Teacher's Guide: 62, 70, 80, 88, 98, 106, 116, 124, 134, 142, 152, 160, 170, 178, 188, 196, 206, 214, 224, 232, 242, 250, 260, 268
8. Compare the treatment, scope and organization of ideas from different texts on the same topic.	Although no specific lesson addresses this objective, teachers may use the nonfiction selections to make comparisons. Teacher's Guide: 80-83, 88-91, 196-199, 251-253

Reading Applications: Literary Text

Grade Level Indicators, Grade 7	Reading and Writing Sourcebook, Grade 7
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.	Teacher's Guide: 100, 106, 116, 152, 160, 172, 206, 214, 224, 260
2. Analyze the features of the setting and their importance in a text.	Teacher's Guide: 106, 116, 152, 160, 216, 224
3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.	Teacher's Guide: 106, 116, 134, 152, 160, 162, 170, 178, 224, 232
4. Identify and compare subjective and objective points of view and how they affect the overall body of a work.	Although only one selection focuses on point of view, this objective may be met using any of the fiction selections. Teacher's Guide: 64
5. Identify recurring themes, patterns and symbols found in literature from different eras and cultures.	Each selection has a defined theme on the following pages. Teacher's Guide: 62, 70, 80, 88, 98, 106, 116, 124, 134, 142, 152, 160, 170, 178, 188, 196, 206, 214, 224, 232, 242, 250, 260, 268 Although only one selection focuses on theme, this objective may be met using any of the fiction selections. Teacher's Guide: 154
6. Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, science fiction, fiction and nonfiction.	Although no specific lesson addresses this objective, the text includes selections of autobiographies, fiction, and nonfiction which provide the teacher an opportunity to identify and explain the characteristics of each form and genre.
7. Interpret how mood and meaning are conveyed through word choice, figurative language and syntax.	Teacher's Guide: 72, 118, 136, 190, 208, 234, 262, 270

Writing Processes

Grade Level Indicators, Grade 7	Reading and Writing Sourcebook, Grade 7
<i>Prewriting</i>	
1. Generate writing ideas through discussion with others and from printed material, and keep a list of writing ideas.	Teacher's Guide: 65, 73, 83, 91, 101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271
2. Conduct background reading, interviews or surveys when appropriate.	No specific lesson addresses this objective.
3. Establish a thesis statement for informational writing or a plan for narrative writing.	Teacher's Guide: 65, 73, 83, 91, 101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271

Writing Processes (Cont.)

Grade Level Indicators, Grade 7	Reading and Writing Sourcebook, Grade 7
4. Determine a purpose and audience.	<i>Wrap-up</i> activities ask students to reflect on and discuss the selection's purpose, and if appropriate, apply what they learned to their own lives. Teacher's Guide: 65, 73, 83, 91, 101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.	Teacher's Guide: 65, 73, 76, 83, 91, 94, 101, 104, 109, 119, 122, 127, 130, 137, 140, 145, 148, 155, 158, 163, 166, 173, 176, 181, 184, 191, 194, 199, 202, 209, 217, 220, 227, 230, 235, 238, 245, 248, 253, 256, 263, 266, 271
<i>Drafting, Revising and Editing</i>	
6. Organize writing, beginning with an introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.	Teacher's Guide: 65, 73, 83, 91, 101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271
7. Vary simple, compound and complex sentence structures.	No specific lesson addresses this objective, but when teaching the topic sentence, teachers have the opportunity to introduce these types of sentences. Teacher's Guide: 65, 73, 83, 101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.	Teacher's Guide: 65, 73, 83, 86, 91, 101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.	Teacher's Guide: 65, 73, 83, 91, 101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271
10. Use available technology to compose text.	No specific lesson addresses this objective.
11. Read and analyze clarity of writing.	No specific lesson addresses this objective, but during the revision process teachers may stress clarity.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.	No specific lesson addresses this objective, but during the revision process teachers may encourage these strategies of revision.
13. Rearrange words, sentences and paragraphs and add transitional words and phrases to clarify meaning.	No specific lesson addresses this objective, but during the revision process, teachers may encourage their students to use these methods to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effect vocabulary.	No specific lesson addresses this objective.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.	Each selection in the student <i>Sourcebook</i> includes a <i>Writer's Checklist</i> which addresses these conventions. Teacher's Guide: 65, 73, 83, 86, 91, 101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271

Writing Processes (Cont.)

Grade Level Indicators, Grade 7	Reading and Writing Sourcebook, Grade 7
15. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	Rubrics to help with assessment can be found on the following pages. Teacher's Guide: 65, 73, 83, 86, 91, 101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271
<i>Publishing</i> 16. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.	No specific lesson addresses this objective.

Writing Applications

Grade Level Indicators, Grade 7	Reading and Writing Sourcebook, Grade 7
1. Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, characters, and a specific setting.	Teacher's Guide: 73, 137, 209, 217, 227
2. Write responses to novels, stories, poems and plays that provide an interpretation, critique or reflection and that support judgments with specific references to the text.	Teacher's Guide: 101, 173, 181, 253, 163, 271
3. Write business letters that are formatted to convey ideas, state problems, make requests or give compliments.	No specific lesson addresses this objective.
4. Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources and create an organizing structure appropriate to the purpose audience and context.	Teacher's Guide: 155, 191, 199
5. Write persuasive essays that establish a clear position and include relevant information to support ideas.	Teacher's Guide: 235
6. Produce informal writings (e.g., journals, notes, poems) for various purposes.	Teacher's Guide: 65, 109, 119, 127

Writing Conventions

Grade Level Indicators, Grade 7	Reading and Writing Sourcebook, Grade 7
<p><i>Spelling</i></p> <p>1. Spell high-frequency words correctly.</p>	<p>Although only several lessons specifically address this objective, teachers may address this objective for all writing assignments. Teacher’s Guide: 191, 209, 217, 245</p>
<p><i>Punctuation and Capitalization</i></p> <p>2. Use commas, end marks, apostrophes and quotation marks correctly.</p>	<p>Teacher’s Guide: 65, 101, 155, 199, 227, 235, 271</p>
<p>3. Use semi-colons, colon, hyphens, dashes and brackets.</p>	<p>Although no specific lesson addresses this objective, teachers may address this objective for all writing assignments.</p>
<p>4. Use correct capitalization.</p>	<p>Teacher’s Guide: 119, 127, 163, 263</p>
<p><i>Grammar and Usage</i></p> <p>5. Use all eight parts of speech (e/g/, noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).</p>	<p>Two lessons specifically address this objective, but teachers may address this objective for all writing assignments. Teacher’s Guide: 119, 173</p>
<p>6. Use dependent and independent clauses.</p>	<p>Although no specific lesson specifically addresses this objective, the pages listed below focus on correct sentence structure. Teacher’s Guide: 73, 91</p>
<p>7. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.</p>	<p>Two lessons specifically address this objective, but teachers may address this objective for all writing assignments. Teacher’s Guide: 145, 253</p>
<p>8. Conjugate regular and irregular verbs in all tenses correctly.</p>	<p>One lesson specifically addresses this objective, but teachers may address this objective for all writing assignments. Teacher’s Guide: 137</p>

READING AND WRITING SOURCEBOOK CORRELATED TO OHIO ENGLISH LANGUAGE ARTS GRADE-LEVEL INDICATORS GRADE 8

Acquisition of Vocabulary

Grade Level Indicators, Grade 8	Reading and Writing Sourcebook, Grade 8
<p><i>Contextual Understanding</i></p> <p>1. Define unknown words through context clues and the author’s use of comparison, contrast, cause and effect.</p>	<p>Teacher’s Guide: 63, 71, 81, 89, 99, 107, 117, 125, 135, 143, 153, 161, 171, 179, 189, 197, 207, 215, 225, 233, 243, 251, 261, 269</p>
<p><i>Conceptual Understanding</i></p> <p>2. Apply knowledge of connotation and denotation to determine the meaning of words.</p>	<p>No specific lesson addresses this objective.</p>
<p>3. Identify the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.</p>	<p>Teacher’s Guide: 99, 161, 233</p>
<p>4. Infer the literal and figurative meanings of words and phrases and discuss the function of figurative language, including metaphors, similes and idioms.</p>	<p>Teacher’s Guide: 71, 162, 198, 216, 233, 243</p>
<p>5. Examine and discuss the ways the different events (e.g., cultural, political, social, technological, and scientific events) impact and change the English language.</p>	<p>No specific lesson addresses this objective, but teachers may focus on the impact and change in the English language during the discussion of the various selections.</p>
<p><i>Structural Understanding</i></p> <p>6. 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).</p>	<p>Teacher’s Guide: 63, 81, 107, 117, 125, 135, 143, 153, 171, 189, 197, 207, 215, 225, 251, 261, 269</p>
<p>7. Use knowledge of symbols and acronyms to identify whole words.</p>	<p>No specific lesson addresses this objective.</p>
<p><i>Tools and Resources</i></p> <p>8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p>	<p>For each selection in the <i>Sourcebook</i>, key vocabulary words are defined at the bottom of the page. The use of resources for defining and pronouncing words can be encouraged by the teacher for each selection.</p>

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Grade Level Indicators, Grade 8	Reading and Writing Sourcebook, Grade 8
<p><i>Comprehension Strategies</i></p> <p>1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.</p>	<p>Teacher’s Guide: 64, 72, 82, 90, 100, 108, 118, 126, 136, 144, 154, 162, 172, 180, 190, 198, 208, 216, 226, 234, 244, 252, 262, 270</p>
<p>2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</p>	<p>Teacher’s Guide: 64, 72, 82, 90, 100, 108, 118, 126, 136, 144, 154, 162, 172, 180, 190, 198, 208, 216, 226, 234, 244, 252, 262, 270</p>
<p><i>Self-Monitoring Strategies</i></p> <p>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 the text.</p>	<p><i>Directed</i> and <i>reciprocal</i> reading encourages self-monitoring. In addition, for each selection, students are encouraged to take notes and mark text. Teacher’s Guide: 64, 92, 126, 144, 162, 172, 190, 198, 216, 226, 270</p>
<p><i>Independent Reading</i></p> <p>4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others).</p>	<p>Although no specific lesson addresses this objective, additional book titles appear on the following pages to encourage students to read books by the authors of the selections found in the <i>Sourcebook</i>. Teacher’s Guide: 60, 78, 96, 114, 132, 150, 168, 186, 204, 222, 240, 258</p>
<p>5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	<p>No specific lesson addresses the objective, but teachers may encourage students to read independently for various purposes.</p>

Reading Applications: Informational, Technical and Persuasive Text

Grade Level Indicators, Grade 8	Reading and Writing Sourcebook, Grade 8
1. Compare and contrast text features, including format and headers of various informational texts in terms of their structure and purpose.	No specific lesson addresses the components in this objective, but <i>previewing</i> the selection as well as the <i>picture walk</i> and <i>walk-through</i> strategies enable students to anticipate the content of the text. Teacher’s Guide: 189, 214, 243
2. Identify and use the organizational structure of a text, such as chronological, compare-contrast, cause-effect, problem-solution, and evaluate its effectiveness.	Although no specific lesson addresses this objective, teachers may use the nonfiction selections to evaluate content. Teacher’s Guide: 80-83, 188-191, 196-199, 250-253 The graphic organizer on page 170 helps students to clarify problems and solutions in a poem.
3. Compare and contrast the treatment, scope and organization of ideas from different sources on the same topic.	No specific lesson addresses this objective.
4. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	No specific lesson addresses this objective.
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.	Although no specific lesson addresses this objective, teachers may use the nonfiction selections to assess details. Teacher’s Guide: 80-83, 188-191, 196-199, 250-253
6. Identify the author’s purpose and intended audience for the text.	Although no specific lesson addresses this objective, teachers may incorporate this objective when discussing the selections. Teacher’s Guide: 62, 70, 80, 88, 98, 106, 116, 124, 134, 142, 152, 160, 170, 178, 188, 196, 206, 214, 224, 232, 242, 250, 260, 268
7. Analyze an author’s argument, perspective or viewpoint and explain the development of key points.	Although no specific lesson addresses this objective, teachers may use the nonfiction selections to analyze these components of the text. Teacher’s Guide: 80-83, 188-191, 196-199, 250-253
8. Recognize how writers cite facts, draw inferences and present opinion in informational text.	Although no specific lesson addresses this objective, teachers may use the nonfiction selections to recognize how writers use these strategies in their text.. Teacher’s Guide: 80-83, 196-199, 251-253
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).	No specific lesson addresses this objective.

Reading Applications: Literary Text

Grade Level Indicators, Grade 8	Reading and Writing Sourcebook, Grade 8
1. Identify and explain various types of characters (e.g., flat, round, dynamic, static) and how their interactions and conflicts affect the plot.	Teacher's Guide: 70, 98, 100, 103, 111, 139, 142, 144, 178, 206, 214
2. Analyze the influences of setting in relation to other literary elements.	Teacher's Guide: 81, 178
3. Explain how authors pace action and use subplots, parallel episodes and climax.	Teacher's Guide: 80, 88, 106, 124, 134, 136, 160, 178, 224, 242, 250, 250, 260, 268
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.	Although only two selections focus on point of view, this objective may be met using any of the fiction selections. Teacher's Guide: 118, 244
5. Identify and explain universal theme across different works by the same author and by different authors.	Each selection has a defined theme on the following pages. Teacher's Guide: 62, 70, 80, 88, 98, 106, 116, 124, 134, 142, 152, 160, 170, 178, 188, 196, 206, 214, 224, 232, 242, 250, 260, 268 Although only one selection focuses on theme, this objective may be met using any of the fiction selections. Teacher's Guide: 108
6. Explain how an author's choice of genre affects the expression of theme or topic.	Although no specific lesson addresses this objective, the text includes selections of autobiographies, fiction, nonfiction, stories, myths, and poetry which provide the teacher an opportunity to identify and explain the characteristics of each form and genre.
7. Identify examples of foreshadowing and flashback in a literary text.	Teacher's Guide: 72, 190, 260, 262
8. Explain ways the author conveys mood and tone through word choice, figurative language, and syntax.	Teacher's Guide: 64, 90, 116, 118, 126, 161, 172, 180, 198, 216, 226, 234, 252, 270
9. Examine symbols used in literary texts.	No specific lesson addresses this objective.

Writing Processes

Grade Level Indicators, Grade 8	Reading and Writing Sourcebook, Grade 8
<i>Prewriting</i>	
1. Generate writing ideas through discussion with others and from printed material, and keep a list of writing ideas.	Teacher's Guide: 65, 73, 83, 91, 101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271
2. Conduct background reading, interviews or surveys when appropriate.	No specific lesson addresses this objective.
3. Establish a thesis statement for informational writing or a plan for narrative writing.	Teacher's Guide: 65, 73, 83, 91, 101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.	Teacher's Guide: 65, 73, 83, 91, 101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271
5. Use organizational strategies (e.g., notes and outlines) to plan writing.	Teacher's Guide: 65, 73, 76, 83, 91, 94, 101, 104, 109, 119, 122, 127, 130, 137, 140, 145, 148, 155, 158, 163, 166, 173, 176, 181, 184, 191, 194, 199, 202, 209, 217, 220, 227, 230, 235, 238, 245, 248, 253, 256, 263, 266, 271
<i>Drafting, Revising and Editing</i>	
6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.	Teacher's Guide: 65, 73, 83, 91, 101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271
7. Vary simple, compound and complex sentence structures.	No specific lesson addresses this objective, but when teaching the topic sentence, teachers have the opportunity to introduce these types of sentences. Teacher's Guide: 65, 73, 83, 101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271
8. Group related ideas into paragraphs, including topic sentences, following paragraph form, and maintain a consistent focus reinforced by parallel structure across paragraphs.	Teacher's Guide: 65, 73, 83, 86, 91, 101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.	Teacher's Guide: 65, 73, 83, 91, 101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271
10. Use available technology to compose text.	No specific lesson addresses this objective.
11. Read and analyze clarity of writing and consistency of point of view.	No specific lesson addresses this objective, but during the revision process teachers may stress clarity and consistent point of view.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.	No specific lesson addresses this objective, but during the revision process teachers may encourage these strategies of revision.

Writing Processes (Cont.)

Grade Level Indicators, Grade 8	Reading and Writing Sourcebook, Grade 8
13. Rearrange words, sentences and paragraphs and add transitional words and phrases to clarify meaning.	No specific lesson addresses this objective, but during the revision process, teachers may encourage their students to use these methods to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effect vocabulary.	No specific lesson addresses this objective.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.	Each selection in the student <i>Sourcebook</i> includes a <i>Writer's Checklist</i> which addresses these conventions. Teacher's Guide: 65, 73, 83, 86, 91, 101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271
15. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	Rubrics to help with assessment can be found on the following pages. Teacher's Guide: 65, 73, 83, 86, 91, 101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271
<i>Publishing</i> 16. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.	Although no specific lesson addresses this objective, teachers may require publication using these techniques.

Writing Applications

Grade Level Indicators, Grade 8	Reading and Writing Sourcebook, Grade 8
1. Write narratives that sustain reader interest by pacing action and developing an engaging plot (e.g. tension and suspense), use literary devices to enhance style and tone, and create complex characters in a definite, believable setting.	Teacher's Guide: 73, 101, 119, 155, 209, 217, 235, 245, 253, 263, 271
2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images, and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.	Teacher's Guide: 127, 130, 155, 158, 163, 166

Writing Applications (Cont.)

Grade Level Indicators, Grade 8	Reading and Writing Sourcebook, Grade 8
3. Write business letters, letters to the editor and job applications that address audience needs, stated purpose and context in a clear and efficient manner; follow the conventional style appropriate to the text using proper technical terms; include appropriate facts and details; exclude extraneous details and inconsistencies; and provide a sense of closure to the writing.	No specific lesson addresses this objective.
4. Write informational essays or reports, including research that pose relevant and tightly drawn questions that engage the reader; provide a clear and accurate perspective on the subject; create an organizing structure appropriate to the purpose, audience and context; support the main ideas with facts, details, examples and explanations from sources; and document sources and include bibliographies.	Teacher's Guide: 91, 94, 173, 176, 191, 194, 227, 230,
5. Write persuasive compositions that establish and develop a controlling idea, support arguments with detailed evidence, exclude irrelevant information, and cite sources of information.	Teacher's Guide: 127, 130, 227, 230
6. Produce informal writings (e.g., journals, notes, poems) for various purposes.	Teacher's Guide: 181, 184, 235, 238

Writing Conventions

Grade Level Indicators, Grade 8	Reading and Writing Sourcebook, Grade 8
<i>Spelling</i> 1. Use correct spelling conventions.	Although no specific lessons address this objective, teachers may address this objective for all writing assignments.
<i>Punctuation and Capitalization</i> 2. Use correct punctuation and capitalization.	Teacher's Guide: 101, 155, 163, 173 191, 209, 217, 227
<i>Grammar and Usage</i> 3. Use all eight parts of speech (e/g/, noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).	Four lessons specifically address this objective, but teachers may address this objective for all writing assignments. Teacher's Guide: 137, 199, 235, 245
4. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).	Teacher's Guide: 65, 73, 91, 119,
5. Use parallel structure to present items in a series and items juxtaposed for emphasis.	No specific lesson addresses this objective.

Writing Conventions (Cont.)

Grade Level Indicators, Grade 8	Reading and Writing Sourcebook, Grade 8
6. Use proper placement of modifiers.	Although no specific lesson addresses this objective, teachers may focus on placement of modifiers in all writing assignments.
7. Maintain the use of appropriate verb tenses.	Two lessons specifically focus on verb usage. Teachers may focus on appropriate verb tenses in all writing assignments. Teacher's Guide: 137, 145
8. Conjugate regular and irregular verbs in all tenses correctly.	No specific lesson addresses this objective.



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