

**READER'S HANDBOOK**  
correlated to  
**Oregon**  
**Grade Level Reading Standards**  
**Grades 6-12**



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# Reader's Handbook © 2002 correlated to Oregon Grade Level Reading Standards Grade 6

## Listen to and read informational and narrative text

Standard	Reader's Handbook, Grade 6
Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.	<b>Student Book:</b> 32-37, 66-154, 155-171, 172-246, 247-272, 273-293, 294-339, 340-388, 389-405, 406-445, 446-469, 512-535, 538-561
Make connections to the text, within text, and among texts across the subject areas.	<b>Student Book:</b> 35-36, 45, 78, 96, 113, 128, 183, 200, 214, 230, 243, 254, 310, 335, 418, 444, 485, 523, 544, 576
Match reading to purpose-location of information, full comprehension, and personal enjoyment.	<b>Student Book:</b> 25, 32-34, 67, 85, 92, 101, 108, 124, 144, 173, 178, 189, 193, 205, 210, 219, 224, 235, 241, 295, 306, 316, 322, 409, 413, 473, 477, 515, 520, 538, 541, 565, 572
Understand and draw upon a variety of comprehension strategies as needed-re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.	<b>Student Book:</b> 40-42, 43-46, 47-54, 73-76, 80-82, 91-93, 98-99, 106-107, 114-116, 123, 125-128, 129-130, 139-140, 145-146, 177-180, 185-186, 192, 202, 208-209, 216, 222-223, 232-233, 240, 245, 249, 260, 269, 305, 312-313, 321, 336-337, 344, 353, 363, 371, 385-386, 412, 420, 423, 432, 476, 487, 518-519, 525, 540, 545, 571, 577-578, 641-665
Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.	<b>Student Book:</b> 586, 615-621

## V o c a b u l a r y

Standard	Reader's Handbook, Grade 6
Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.	<b>Student Book:</b> 608-614, 615-639
Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the curriculum.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 608-614
Determine the meaning of unknown words or words with unusual meanings in informational and narrative text by using word, sentence, and paragraph clues.	<b>Student Book:</b> 586, 615-620
Interpret figurative language, including similes, metaphors, and words with multiple meanings.	<b>Student Book:</b> 426-427, 434, 447, 450, 455, 458, 459, 464
Determine pronunciation, meanings, alternate word choices, and parts of speech, using dictionaries and thesauruses.	<b>Student Book:</b> 626-629, 630

## R e a d t o p e r f o r m a t a s k

Standard	Reader's Handbook, Grade 6
Read textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, essays, primary source historical documents, editorials, news stories, periodicals, bus routes, and catalogs.	<b>Student Book:</b> 66-131, 132-154, 172-272
Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 66-154, 155-169, 548-561
Identify the structural features of newspapers, magazines, and online information, and use the features to obtain information.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 218-233, 234-246, 514-535

## I n f o r m a t i o n a l T e x t : D e m o n s t r a t e g e n e r a l u n d e r s t a n d i n g

Standard	Reader's Handbook, Grade 6
Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.	<b>Student Book:</b> 66-154, 172-246, 247-272, 515-526, 536-547
Clarify understanding of informational texts by creating simple outlines, graphic organizers, diagrams, logical notes, or summaries.	<b>Student Book:</b> 73-76, 80-82, 91-93, 98-99, 106-110, 114-116, 123-126, 129-131, 137-142, 145-146, 177-178, 185-186, 192, 202-203, 208-209, 212-214, 216-217, 220-223, 232-233, 240-241, 243, 245-246, 254-255, 261-262

## I n f o r m a t i o n a l T e x t : D e v e l o p a n i n t e r p r e t a t i o n

Standard	Reader's Handbook, Grade 6
Predict futures outcomes supported by text.	<b>Student Book:</b> 45
Make reasonable, logical statements, conclusions, and inferences about a text, supporting them with accurate examples from the text.	<b>Student Book:</b> 41, 214, 285, 387, 546, 653, 672
Infer the main idea when it is not explicitly stated, and support with evidence from the text.	<b>Student Book:</b> 50-54, 60-61, 93, 179, 182, 240, 262, 284-285, 585

## I n f o r m a t i o n a l T e x t : E x a m i n e c o n t e n t a n d s t r u c t u r e

Standard	Reader's Handbook, Grade 6
Draw conclusions about the author's overall purpose as well as the author's placement and inclusion of specific information in the text.	<b>Student Book:</b> 185, 240, 391, 652-653
Distinguish among facts, supported inferences, and opinions in text.	<b>Student Book:</b> 250-253, 281
Identify and analyze text that uses the compare-and-contrast and cause-and-effect organizational patterns.	<b>Student Book:</b> 77-82, 188-196, 210-216, 275, 383-388, 644-645, 662, 667

<b>Standard</b>	<b>Reader's Handbook, Grade 6</b>
Compare and contrast information on the same topic after reading two passages or articles.	<b>Student Book:</b> 278, 383-388
Connect and clarify main ideas by identifying their relationships to multiple sources, known information and ideas, and related topics.	<b>Student Book:</b> 53, 54, 93, 182, 240, 262, 582, 674

**L i s t e n   t o   a n d   r e a d   l i t e r a r y   t e x t**

<b>Standard</b>	<b>Reader's Handbook, Grade 6</b>
Listen to text and read text to make connections and respond to historically or culturally significant works of literature that enhance the study of other subjects.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 35, 428-429

**L i t e r a r y   T e x t :   D e m o n s t r a t e   g e n e r a l  
u n d e r s t a n d i n g**

<b>Standard</b>	<b>Reader's Handbook, Grade 6</b>
Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 50-54, 60-61, 93, 240, 294-314, 315-339, 674, 676, 678, 679, 681
Identify the speaker and recognize the difference between first and third-person narration (e.g., autobiography compared with biography).	<b>Student Book:</b> 188-203, 204-217

**L i t e r a r y   T e x t :   D e v e l o p   a n   i n t e r p r e t a t i o n**

<b>Standard</b>	<b>Reader's Handbook, Grade 6</b>
Predict future outcomes supported by the text.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 43-45, 294-314, 315-339
Determine characters' traits by what the characters say in narration and dialogue.	<b>Student Book:</b> 212, 306, 313, 326, 338, 340-350, 356, 392-393, 483, 663, 668

<b>Standard</b>	<b>Reader's Handbook, Grade 6</b>
Analyze the influence of setting on the conflict and its resolution.	<b>Student Book:</b> 329, 353, 677
Identify and examine the development of themes in literary works.	<b>Student Book:</b> 333, 347-348, 376-382, 405, 489-493, 500, 511
Infer the main idea when it is not explicitly stated.	<b>Student Book:</b> 50-54, 60-61, 93, 179, 182, 240, 262, 284-285, 582, 674
Make reasonable inferences, statements, and conclusions about a text, supporting them with accurate examples.	<b>Student Book:</b> 40, 52, 214, 285, 308, 356, 347, 653, 672

**L i t e r a r y   T e x t :   E x a m i n e   c o n t e n t   a n d   s t r u c t u r e**

<b>Standard</b>	<b>Reader's Handbook, Grade 6</b>
Evaluate the author's use of techniques to influence readers' attitudes and feelings (e.g., use of first person sets a particular tone, exaggeration sets a humorous tone, structure is used to build suspense, logic contributes to believability of plots and settings, figurative language and influences tone).	<b>Student Book:</b> 391, 653
Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	<b>Student Book:</b> 407-469



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# Reader's Handbook © 2002 correlated to Oregon Grade Level Reading Standards Grade 7

## Listen to and read informational and narrative text

Standard	Reader's Handbook, Grade 7
Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.	<b>Student Book:</b> 32-37, 66-154, 155-171, 172-246, 247-272, 273-293, 294-339, 340-388, 389-405, 406-445, 446-469, 512-535, 538-561
Make connections to the text, within text, and among texts across the subject areas.	<b>Student Book:</b> 35-36, 45, 78, 96, 113, 128, 183, 200, 214, 230, 243, 254, 310, 335, 418, 444, 485, 523, 544, 576
Match reading to purpose-location of information, full comprehension, and personal enjoyment.	<b>Student Book:</b> 25, 32-34, 67, 85, 92, 101, 108, 124, 144, 173, 178, 189, 193, 205, 210, 219, 224, 235, 241, 295, 306, 316, 322, 409, 413, 473, 477, 515, 520, 538, 541, 565, 572
Understand and draw upon a variety of comprehension strategies as needed-re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.	<b>Student Book:</b> 40-42, 43-46, 47-54, 73-76, 80-82, 91-93, 98-99, 106-107, 114-116, 123, 125-128, 129-130, 139-140, 145-146, 177-180, 185-186, 192, 202, 208-209, 216, 222-223, 232-233, 240, 245, 249, 260, 269, 305, 312-313, 321, 336-337, 344, 353, 363, 371, 385-386, 412, 420, 423, 432, 476, 487, 518-519, 525, 540, 545, 571, 577-578, 641-665
Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.	<b>Student Book:</b> 586, 615-621

## V o c a b u l a r y

Standard	Reader's Handbook, Grade 7
Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.	<b>Student Book:</b> 608-614, 615-639
Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 608-614
Determine meanings of words using contextual and structural clues.	<b>Student Book:</b> 586, 615-620
Demonstrate understanding of idioms and comparisons, such as analogies, metaphors, and similes, in prose (informational and literary text) and poetry.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 422-445, 446-469
Clarify word meanings through the use of definition, inference, example, restatement, or contrast.	<b>Student Book:</b> 586, 615-620
Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary.	<b>Student Book:</b> 621-625, 685-692

## R e a d t o p e r f o r m a t a s k

Standard	Reader's Handbook, Grade 7
Read textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, essays, primary source historical documents, editorials, news stories, periodicals, bus routes, catalogs, technical directions, consumer, workplace, and public documents.	<b>Student Book:</b> 66-131, 132-154, 172-272
Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 66-154, 155-169, 548-561

## I n f o r m a t i o n a l T e x t : D e m o n s t r a t e g e n e r a l u n d e r s t a n d i n g

Standard	Reader's Handbook, Grade 7
Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.	<b>Student Book:</b> 66-154, 172-246, 247-272, 515-526, 536-547
Clarify understanding of informational texts by creating outlines, graphic organizers, diagrams, logical notes, or summaries.	<b>Student Book:</b> 73-76, 80-82, 91-93, 98-99, 106-110, 114-116, 123-126, 129-131, 137-142, 145-146, 177-178, 185-186, 192, 202-203, 208-209, 212-214, 216-217, 220-223, 232-233, 240-241, 243, 245-246, 254-255, 261-262

## I n f o r m a t i o n a l T e x t : D e v e l o p a n i n t e r p r e t a t i o n

Standard	Reader's Handbook, Grade 7
Predict futures outcomes supported by text.	<b>Student Book:</b> 45
Make valid inferences about an author's unstated meaning and valid conclusions about an author's stated meaning, based on facts, events, and images.	<b>Student Book:</b> 40, 41, 214, 652-653, 672
Infer and trace the development of an author's argument, point of view, or perspective in a specific text through a graphic organizer or a summary.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 247-256, 652-653
Infer the main idea when it is not explicitly stated, and support with evidence from the text.	<b>Student Book:</b> 50-54, 60-61, 93, 179, 182, 240, 262, 284-285, 582

## I n f o r m a t i o n a l T e x t : E x a m i n e c o n t e n t a n d s t r u c t u r e

Standard	Reader's Handbook, Grade 7
Determine the author's purpose and how the author's perspective influences the text.	<b>Student Book:</b> 185, 240, 391, 652-653
Differentiate between conclusions that are based on fact and those that are based on opinions.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 41, 387, 546

<b>Standard</b>	<b>Reader's Handbook, Grade 7</b>
Analyze text to determine the type and purpose of the organizational structure being used by the author (e.g., description, sequential/ chronological, categorization, prioritization, comparison/contrast, or cause-and-effect)	<b>Student Book:</b> 42, 52, 53, 56-63, 77-83, 111-116, 196-199, 213-214, 242-244, 273-278, 644-645
Compare and contrast information on the same topic after reading several passages or articles.	<b>Student Book:</b> 278, 383-388

**L i s t e n   t o   a n d   r e a d   l i t e r a r y   t e x t**

<b>Standard</b>	<b>Reader's Handbook, Grade 7</b>
Listen to text and read text to make connections and respond to historically or culturally significant works of literature that enhance the study of other subjects.	<b>Student Book:</b> 35, 428-429

**L i t e r a r y   T e x t :   D e m o n s t r a t e   g e n e r a l  
u n d e r s t a n d i n g**

<b>Standard</b>	<b>Reader's Handbook, Grade 7</b>
Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 50-54, 60-61, 93, 240, 294-314, 315-339, 674, 676, 678, 679, 681

**L i t e r a r y   T e x t :   D e v e l o p   a n   i n t e r p r e t a t i o n**

<b>Standard</b>	<b>Reader's Handbook, Grade 7</b>
Predict future outcomes supported by the text.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 43-45, 294-314, 315-339
Identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s).	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 294-314, 315-339, 368-375, 398-399, 676, 678, 679

<b>Standard</b>	<b>Reader's Handbook, Grade 7</b>
Analyze characterization as revealed through a character's thoughts, words, speech patterns, and actions; the narrator's description; and then thoughts, words, and actions of other characters.	<b>Student Book:</b> 294-314, 315-339, 340-349, 392-393, 483, 668
Identify and analyze development of themes conveyed through characters, actions, and images.	<b>Student Book:</b> 333, 347-348, 376-382, 405, 489-493, 500, 511
Infer the main idea when it is not explicitly stated, and support with evidence from the text.	<b>Student Book:</b> 50-54, 60-61, 179, 284-285, 674

**L i t e r a r y   T e x t :   E x a m i n e   c o n t e n t   a n d   s t r u c t u r e**

<b>Standard</b>	<b>Reader's Handbook, Grade 7</b>
Explain the effects of common literary devices, such as symbolism, imagery, and metaphor in a variety of literary texts.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 426-427, 434-436, 446-449
Evaluate how well literary elements contribute to the overall effectiveness of a selection (e.g., point of view, importance of the setting to create a mood).	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 294-339, 340-382, 389-405,
Identify and analyze general themes, such as bravery, loyalty, friendship, loss, and loneliness that appear in many different works.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 376-382, 405, 489-493, 500, 511
Differentiate among and discuss the purposes and characteristics of different forms of prose (e.g., short story, novel, essay).	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 172-246, 294-339, 408-421, 472-488



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# Reader's Handbook © 2002 correlated to Oregon Grade Level Reading Standards Grade 8

## Listen to and read informational and narrative text

Standard	Reader's Handbook, Grade 8
Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.	<b>Student Book:</b> 32-37, 66-154, 155-171, 172-246, 247-272, 273-293, 294-339, 340-388, 389-405, 406-445, 446-469, 512-535, 538-561
Make connections to the text, within text, and among texts across the subject areas.	<b>Student Book:</b> 35-36, 45, 78, 96, 113, 128, 183, 200, 214, 230, 243, 254, 310, 335, 418, 444, 485, 523, 544, 576
Match reading to purpose-location of information, full comprehension, and personal enjoyment.	<b>Student Book:</b> 25, 32-34, 67, 85, 92, 101, 108, 124, 144, 173, 178, 189, 193, 205, 210, 219, 224, 235, 241, 295, 306, 316, 322, 409, 413, 473, 477, 515, 520, 538, 541, 565, 572
Understand and draw upon a variety of comprehension strategies as needed-re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.	<b>Student Book:</b> 40-42, 43-46, 47-54, 73-76, 80-82, 91-93, 98-99, 106-107, 114-116, 123, 125-128, 129-130, 139-140, 145-146, 177-180, 185-186, 192, 202, 208-209, 216, 222-223, 232-233, 240, 245, 249, 260, 269, 305, 312-313, 321, 336-337, 344, 353, 363, 371, 385-386, 412, 420, 423, 432, 476, 487, 518-519, 525, 540, 545, 571, 577-578, 641-665
Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.	<b>Student Book:</b> 586, 615-621

## V o c a b u l a r y

Standard	Reader's Handbook, Grade 8
Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.	<b>Student Book:</b> 608-614, 615-639
Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.	<b>Student Book:</b> 608-614
Determine meanings of words using contextual and structural clues.	<b>Student Book:</b> 586, 615-620
Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 422-445, 446-469
Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast.	<b>Student Book:</b> 586, 615-620
Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words, using dictionaries and thesaurus.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 626-629

## R e a d t o p e r f o r m a t a s k

Standard	Reader's Handbook, Grade 8
Read textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, essays, primary source historical documents, editorials, news stories, periodicals, bus routes, catalogs, technical directions, consumer, workplace, and public documents.	<b>Student Book:</b> 66-131, 132-154, 172-272
Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 66-154, 155-169, 548-561

## I n f o r m a t i o n a l T e x t : D e m o n s t r a t e g e n e r a l u n d e r s t a n d i n g

Standard	Reader's Handbook, Grade 8
Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.	<b>Student Book:</b> 66-154, 172-246, 247-272, 515-526, 536-547
Clarify understanding of informational texts by creating detailed outlines, graphic organizers, diagrams, logical notes, or summaries.	<b>Student Book:</b> 73-76, 80-82, 91-93, 98-99, 106-110, 114-116, 123-126, 129-131, 137-142, 145-146, 177-178, 185-186, 192, 202-203, 208-209, 212-214, 216-217, 220-223, 232-233, 240-241, 243, 245-246, 254-255, 261-262

## I n f o r m a t i o n a l T e x t : D e v e l o p a n i n t e r p r e t a t i o n

Standard	Reader's Handbook, Grade 8
Predict probable future outcomes supported by the text, including foreshadowing clues.	<b>Student Book:</b> 45
Determine an author's implicit and explicit assumptions and beliefs about a subject based on evidence in the selection.	<b>Student Book:</b> 247-256, 652-653
Infer the main idea when it is not explicitly stated, and support with evidence from the text.	<b>Student Book:</b> 50-54, 60-61, 93, 179, 182, 240, 262, 284-285, 582

## I n f o r m a t i o n a l T e x t : E x a m i n e c o n t e n t a n d s t r u c t u r e

Standard	Reader's Handbook, Grade 8
Determine the author's purpose and perspective and relate them to specific details in the text.	<b>Student Book:</b> 185, 240, 391, 652-653
Compare and contrast information on the same topic after reading several passages or articles.	<b>Student Book:</b> 278, 383-388
Identify and analyze text that uses proposition (statement of argument) and support patterns (e.g., editorials).	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 247-255, 280, 287-288

## L i s t e n t o a n d r e a d l i t e r a r y t e x t

Standard	Reader's Handbook, Grade 8
Listen to text and read text to make connections and respond to historically or culturally significant works of literature that enhance the study of other subjects.	<b>Student Book:</b> 35, 428-429

## L i t e r a r y T e x t : D e m o n s t r a t e g e n e r a l u n d e r s t a n d i n g

Standard	Reader's Handbook, Grade 8
Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 50-54, 60-61, 93, 240, 294-314, 315-339, 674, 676, 678, 679, 681

## L i t e r a r y T e x t : D e v e l o p a n i n t e r p r e t a t i o n

Standard	Reader's Handbook, Grade 8
Predict probable future outcomes supported by the text.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 43-45, 294-314, 315-339
Identify the actions and motives (e.g., loyalty, selfishness, conscientiousness) of characters in a work of fiction, including contrasting motives that advance the plot or promote the theme, and discuss their importance to the plot or theme.	The opportunity to address this objective is available on the following: <b>Student Book:</b> 294-314, 315-339, 340-350, 376-382, 392-393, 398-399, 405-407
Identify and analyze the development of themes in literary works based on evidence in the text.	<b>Student Book:</b> 333, 347-348, 376-382, 405, 489-493, 500, 511
Infer the main idea when it is not explicitly stated, and support with evidence from the text.	<b>Student Book:</b> 50-54, 60-61, 179, 284-285, 674

## Literary Text: Examine content and structure

Standard	Reader's Handbook, Grade 8
Identify significant literary devices, such as simile, metaphor, personification, symbolism, dialect, and irony which define a writer's style, and use those elements to analyze and evaluate the work.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 426-427, 434-436, 446-449
Evaluate how well literary elements contribute to the overall effectiveness of a selection	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 294-339, 340-382, 389-405,
Analyze and contrast the use of point of view, such as first-person, third-person, limited and omniscient, and subjective and objective, in literary text, and explain how it affects text.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 312, 323, 400-401
Analyze the importance of the setting (place, time, customs) to the mood, tone, and meaning of the text.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 327-330, 353-357, 677
Analyze how dialogue is used to develop characters and mood in a selection.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 360-367
Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax, including the way in which conflicts are (or are not) addressed and resolved.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 331-332, 368-375, 398-399, 484, 507-508
Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 368, 376-382, 402



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**High School**

**L i s t e n t o a n d r e a d i n f o r m a t i o n a l a n d n a r r a t i v e**  
**t e x t**

Standard	Reader's Handbook, High School
Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.	<b>Student Book:</b> 36-42, 73-111, 155-224, 225-245, 267-312, 313-365, 366-385, 388-422, 423-445, 510-537, 538-567, 568-595
Make connections to the text, within text, and among texts across the subject areas.	<b>Student Book:</b> 43,176, 189, 206, 222, 231, 281, 397, 421, 464, 524, 549, 577, 594
Match reading to purpose-location of information, full comprehension, and personal enjoyment.	<b>Student Book:</b> 27-28, 38-40, 74, 82, 85, 89, 95, 101, 107, 109, 156, 160, 169, 173, 178, 181-182, 186-187, 190, 194, 200, 207, 211, 216, 223, 268, 278-279, 280, 283, 289, 294, 309, 390, 393, 398, 448, 453, 514-515, 521, 522, 542, 546, 550, 572, 576-577, 578, 589, 600, 606-607, 613
Understand and draw upon a variety of comprehension strategies as needed-re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.	<b>Student Book:</b> 40-42, 46-48, 49-52, 53-58, 80-81, 85-87, 94, 98, 105-106, 110-111, 116, 122-123, 130-131, 159, 165-166, 172, 185, 190-191, 199, 208, 214-215, 223-224, 239, 277-278, 293, 316-317, 325, 347-348, 355, 361-363, 392, 402, 410, 413-414, 416-417, 452, 466-467, 520, 525-526, 545, 551, 575, 579, 585, 593, 605, 614-615
Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 666-673

## V o c a b u l a r y

Standard	Reader's Handbook, High School
Determine meanings of words using contextual and structural clues.	<b>Student Book:</b> 666-673
Distinguish between the denotative and connotative meanings of words, and interpret the connotative power of words.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 244, 307, 404, 427, 429, 433
Use general dictionaries, specialized dictionaries, glossaries, thesauruses, or related references to increase vocabulary.	<b>Student Book:</b> 253, 403, 411, 683-684
Understand technical vocabulary in subject area reading.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 73-111, 112-133

## R e a d t o p e r f o r m a t a s k

Standard	Reader's Handbook, High School
Read textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, essays, primary source historical documents, editorials, news stories, periodicals, bus routes, catalogs, technical directions, consumer, workplace, and public documents.	<b>Student Book:</b> 72-111, 112-133, 154-224, 570-596
Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.	<b>Student Book:</b> 73-111, 112-133, 134-152, 540-568
Analyze the structure and format of job and consumer-related materials, including the graphics and headers, and explain how the features support the intended purposes.	<b>Student Book:</b> 570-597

## I n f o r m a t i o n a l T e x t : D e m o n s t r a t e g e n e r a l u n d e r s t a n d i n g

Standard	Reader's Handbook, High School
Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 79-133, 155-245, 512-527, 540-553, 570-588
Clarify understanding of informational texts by creating sophisticated outlines, graphic organizers, diagrams, logical notes, or summaries.	<b>Student Book:</b> 80-81, 85-86, 96, 98-99, 105-106, 110, 116, 122, 126, 130-131, 159, 165, 172, 185-186, 190-191, 199-203, 208, 214-215, 230, 242, 520, 525-527, 545, 551, 575, 577, 579-580

## I n f o r m a t i o n a l T e x t : D e v e l o p a n i n t e r p r e t a t i o n

Standard	Reader's Handbook, High School
Infer an author's unstated meaning and draw conclusions about an author's stated meaning based on facts, events, images, patterns or symbols found in text.	<b>Student Book:</b> 251, 725
Make reasoned assertions about an author's arguments by using elements of the text to defend and clarify interpretations.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 168-180, 225, 234
Analyze implicit relationships, such as cause-and-effect, sequence-time relationships, comparisons, classifications, and generalizations.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 60-69
Infer the main idea when it is not explicitly stated, and support with evidence from the text.	<b>Student Book:</b> 53, 55-58, 63, 64, 259, 611, 733, 747

## I n f o r m a t i o n a l T e x t : E x a m i n e c o n t e n t a n d s t r u c t u r e

Standard	Reader's Handbook, High School
Draw conclusions about the author's purpose based on evidence in the text.	<b>Student Book:</b> 165-166, 172, 251, 724, 725
Differentiate among reasoning based on fact versus reasoning based on opinions, emotional appeals, or other persuasive techniques.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 168-180, 225-234

<b>Standard</b>	<b>Reader's Handbook, High School</b>
Evaluate if and how the author uses authoritative sources to establish credibility for arguments, proposed actions, or policies.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 168-180, 225-234
Compare and contrast information on the same topic after reading several passages or articles.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 48, 126, 361-365
Evaluate an author's argument or defense of a claim by evaluating the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent or bias affects the structure and tone of the text (e.g., in professional journals, sports journals, editorials, political speeches, primary source materials).	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 168-180
Evaluate the logic of documents (e.g., directions for assembly of an item, applications), examining the sequence of information and procedures in anticipation of possible reader misunderstandings.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 571-580, 581-587
Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 691-712

## L i s t e n   t o   a n d   r e a d   l i t e r a r y   t e x t

<b>Standard</b>	<b>Reader's Handbook, High School</b>
Listen to text and read text to make connections and respond to historically or culturally significant works of literature that enhance the study of other subjects.	<b>Student Book:</b> 41-42, 267-312

**L i t e r a r y   T e x t :   D e m o n s t r a t e   g e n e r a l  
u n d e r s t a n d i n g**

<b>Standard</b>	<b>Reader’s Handbook, High School</b>
Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.	<b>Student Book:</b> 55-58, 267-287, 288-312, 730-731, 747, 751

**L i t e r a r y   T e x t :   D e v e l o p   a n   i n t e r p r e t a t i o n**

<b>Standard</b>	<b>Reader’s Handbook, High School</b>
Predict probable future outcomes supported by the text.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 51, 267-287, 288-312
Analyze interactions between characters in a literary text (e.g., internal and external conflicts, motivations, relationships, and influences) and how these interactions affect the plot.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 267-287, 288-312, 332-344, 367-369, 370-371
Identify themes in literary works, and provide support for interpretations from the text.	<b>Student Book:</b> 305-306, 340-342, 345-350, 384, 475, 477-484, 509
Infer the main idea when it is not explicitly stated, and support with evidence from the text.	<b>Student Book:</b> 53, 55-58, 63-64, 484, 509

**L i t e r a r y   T e x t :   E x a m i n e   c o n t e n t   a n d   s t r u c t u r e**

<b>Standard</b>	<b>Reader’s Handbook, High School</b>
Identify various literary devices, including figurative language, imagery, allegory, and symbolism; evaluate the significance of the devices; and explain their appeal.	<b>Student Book:</b> 307, 403, 404, 405, 427, 430, 433, 436, 440, 442
Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 380
Analyze an author’s development of time and sequence, including the use of complex literary devices, such as foreshadowing or flashbacks.	<b>Student Book:</b> 317-318, 373, 374, 509

<b>Standard</b>	<b>Reader's Handbook, High School</b>
Evaluate the impact of word choice and figurative language on tone, mood, and theme.	<b>Student Book:</b> 307, 326-327, 385, 396, 405, 443
Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage directions in dramatic literature.	<b>Student Book:</b> 446-511
Analyze the way in which a work of literature is related to the themes and issues of its historical period.	<b>Student Book:</b> 305, 345-350, 384
Compare works that express a universal theme, and provide evidence to support the ideas expressed in each work.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 48, 60, 359-365
Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.	The opportunity to address this objective is available on the following pages: <b>Student Book:</b> 48, 60, 359-365



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