

READER'S HANDBOOK
Grades 3-12
correlated to
South Carolina
English Language Arts
Curriculum Standards



YOUR SOUTH CAROLINA GREAT SOURCE REPRESENTATIVE

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Reader's Handbook
correlated to
South Carolina English Language Arts
Curriculum Standards

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correlated to
South Carolina English Language Arts
Curriculum Standards
Third Grade

Reading Goal (R)

The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.

Reading Process and Comprehension

3-R1 The student will integrate various cues and strategies to comprehend what he or she reads.

| Third-Grade Language Arts Standards | Reader's Handbook, Grade 3 |
|---|--|
| <p>3-R1.1 Demonstrate the ability to use a variety of strategies to derive meaning from texts and to read fluently.</p> | <p>Handbook: 28-29, 30-31, 34-43, 46-69, 68-71, 112-139, 142-153, 154-165, 166-173, 174-180, 181-187, 208-221, 222-233, 234-245, 246-252, 253-259, 270-281, 282-293, 294-305, 306-312, 313-319, 320-325, 394-405, 407-426</p> <p>Teacher's Guide: 38-49, 50-61, 62-73, 74-85, 86-97, 98-109, 122-133, 242-253, 254-265, 266-277, 302-313, 314-325, 326-337, 338-349, 350-361, 362-373, 375-385, 386-395, 398-409, 410-421</p> <p>Applications Book and Word Work: 11-12, 13-14, 17-18, 19-21, 22-23, 28-29, 67-74, 75-82, 83-87, 102-111, 112-120, 121-130, 131-136, 137-146, 147-155, 156-160, 161-165, 166-170, 171-179</p> |
| <p>3-R1.2 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.</p> | <p>Handbook: 26-27, 66-67, 166-173, 270-281, 282-293</p> <p>Teacher's Guide: 32-33, 116-117, 266-277, 350-361, 362-373</p> <p>Applications Book and Word Work: 7, 26, 83-87, 137-146, 147-155</p> |
| <p>3-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p> | <p>Handbook: 38, 46-47, 48-49, 61, 71, 150, 163, 187, 218, 231, 243, 278, 291, 302, 357, 359</p> <p>Teacher's Guide: 56-59, 74-85, 248-249, 261, 309, 321, 333, 357, 369, 417, 429</p> <p>Applications Book and Word Work: 14, 17-18, 72, 80, 105, 109, 118-119, 128, 143, 152, 177</p> |

| Third-Grade Language Arts Standards | Reader's Handbook, Grade 3 |
|---|--|
| 3-R1.4 Begin summarizing texts. | <p>Handbook: 125, 127, 146, 153, 169, 171, 178, 244-245, 275, 281, 325, 398-399, 422</p> <p>Teacher's Guide: 47, 213, 246-247, 250-251, 270-271, 335, 353, 359, 395</p> <p>Applications Book and Word Work: 53-56, 57, 73-74, 86, 139-141</p> |
| 3-R1.5 Demonstrate the ability to recall details in texts. | <p>Handbook: 41, 153, 165, 172, 220, 233, 245, 281, 293, 305</p> <p>Teacher's Guide: 250-251, 259, 275, 311, 323, 335, 355, 359, 371</p> <p>Applications Book and Word Work: 55, 56, 58, 60, 74, 82, 86, 111, 120, 130, 146</p> |
| 3-R1.6 Demonstrate the ability to ask and answer questions about texts. | <p>Handbook: 167, 209, 219, 223, 232, 235, 253-259, 271, 283, 295, 355-356, 357, 365-368</p> <p>Teacher's Guide: 66-67, 305-307, 344-349, 366-369, 373,</p> <p>Applications Book and Word Work: 131-136, 147, 152-153, 157, 160, 164, 171, 177, 180-189, 190-192, 193-195</p> |
| 3-R1.7 Demonstrate the ability to make predictions about stories. | <p>Handbook: 46-47, 71</p> <p>Teacher's Guide: 74-79, 84-85, 131</p> <p>Applications Book and Word Work: 17-18</p> |
| 3-R1.8 Demonstrate the ability to summarize the main idea of a particular text. | <p>Handbook: 116-123, 146, 149, 152, 153, 275, 398-399, 415</p> <p>Teacher's Guide: 194-205, 246-247, 250-253, 271, 353-355</p> <p>Applications Book and Word Work: 53-56, 71, 74, 85-86, 139-141</p> |
| 3-R1.9 Demonstrate the ability to draw conclusions and make inferences. | <p>Handbook: 48-49, 50-51, 71, 149, 186, 357, 367</p> <p>Teacher's Guide: 66-67, 80-85, 131, 248-249, 260-261, 284-287, 428-429, 438-439</p> <p>Applications Book and Word Work: 17-18, 72, 93, 95, 192</p> |

| Third-Grade Language Arts Standards | Reader's Handbook, Grade 3 |
|--|---|
| <p>3-R1.10 Demonstrate the ability to categorize and classify ideas.</p> | <p>Handbook: 124-128, 129-135, 136-139, 146, 149, 152, 153, 158-162, 165, 168-173, 178, 228-230, 276, 281, 309-312, 395, 401, 407, 411, 412, 413, 415, 416, 417, 420, 421, 422, 423, 424, 425</p> <p>Teacher's Guide: 206-217, 218-229, 230-241, 244-247, 250-251, 253, 254-265, 270-275, 282-283, 316-319, 354-355, 358-359, 378-379</p> <p>Applications Book and Word Work: 57-60, 61-63, 64-66, 71, 74, 75-82, 84-87, 117-118, 142, 146, 149, 158</p> |
| <p>3-R1.11 Demonstrate the ability to determine cause and effect.</p> | <p>Handbook: 136, 137, 162, 230, 401, 407</p> <p>Teacher's Guide: 230-235, 318-319</p> <p>Applications Book and Word Work: 64-65, 78</p> |
| <p>3-R1.12 Demonstrate the ability to distinguish between fact and opinion.</p> | <p>Handbook: 195</p> <p>Teacher's Guide: 296-297</p> <p>Applications Book and Word Work: 99</p> |
| <p>3-R1.13 Demonstrate the ability to follow a logical sequence of written directions to complete a task.</p> | <p>Handbook: 350-361, 362-368, 369-375, 376-382, 383-391</p> <p>Teacher's Guide: 422-433, 422-433, 446-457</p> <p>Applications Book and Word Work: 180-189, 190-195, 196-202</p> |
| <p>3-R1.14 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.</p> | <p>Handbook: 52-53, 54-55, 126, 131, 135, 137, 139, 146, 149, 152, 153, 160, 165, 178, 179, 190, 196, 200-201, 214, 216, 221, 220, 229, 276, 281, 286, 288, 293, 298, 311, 312, 318, 322, 395, 398, 400-405, 407-426</p> <p>Teacher's Guide: 46-47, 69, 70-71, 90-91, 94-95, 197, 199, 201, 202-203, 205, 211, 215, 223, 227, 233, 234-235, 237, 245, 247, 251, 263, 292-293, 305, 307, 308-309, 311, 323, 353, 355, 359, 367, 369, 379, 388-389</p> <p>Applications Book and Word Work: 20, 21, 56, 58, 60, 61, 65, 66, 71, 74, 78, 82, 96-97, 107, 108-109, 117, 118, 142, 146, 149, 152, 155, 158, 162-163, 197</p> |

| Third-Grade Language Arts Standards | Reader's Handbook, Grade 3 |
|---|---|
| 3-R1.15 Demonstrate the ability to respond to texts through a variety of methods, such as creative dramatics, writing, and graphic art. | Handbook: 41, 43 Teacher's Guide: 70-71 Applications Book and Word Work: 54-55, 56 |
| 3-R1.16 Demonstrate the ability to compare and contrast the information, ideas, and elements within a single text; continue comparing and contrasting his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material. | Handbook: 52-53, 71, 138-139 Teacher's Guide: 90-91, 130-131, 236-241 Applications Book and Word Work: 20, 65-66 |

Analysis of Texts

3-R2 The student will use a knowledge of the purposes, structures, and elements of writing to analyze and interpret various types of texts.

| Third-Grade Language Arts Standards | Reader's Handbook, Grade 3 |
|--|---|
| 3-R2.1 Demonstrate the ability to analyze characters, setting, and plot in a literary work. | Handbook: 277, 281, 283, 287-290, 291, 292, 306-312, 313-319, 320-325, 328, 338-339, 343 Teacher's Guide: 358-359, 362-373, 374-381, 386-397 Applications Book and Word Work: 147-155, 161-165 |
| 3-R2.2 Demonstrate the ability to identify problem and solution in a work of fiction or drama. | Handbook: 308-312 Teacher's Guide: 378-379 Applications Book and Word Work: 156-160, 161-165 |
| 3-R2.3 Demonstrate the ability to identify the narrator's point of view in a work of fiction. | Handbook: 334-335 Teacher's Guide: 402-403 Applications Book and Word Work: 168 |
| 3-R2.4 Continue summarizing the theme of a particular text. | Handbook: 274, 318, 347 Teacher's Guide: 356-357, 382-383, 390-391 Applications Book and Word Work: 145, 160 |

| Third-Grade Language Arts Standards | Reader's Handbook, Grade 3 |
|--|---|
| <p>3-R2.5 Continue identifying elements of style such as word choice and sentence structure (syntax).</p> | <p>Handbook: 298-301, 346</p> <p>Teacher's Guide: 398-409, 414-421</p> <p>Applications Book and Word Work: 166-170, 175-176</p> |
| <p>3-R2.6 Demonstrate the ability to identify devices of figurative language such as similes, metaphors, and hyperbole and sound devices such as alliteration; begin identifying onomatopoeia.</p> | <p>Handbook: 300, 301, 327, 331, 332, 333, 336, 337, 341, 342, 344</p> <p>Teacher's Guide: 404-409, 414-417</p> <p>Applications Book and Word Work: 166, 169-170, 174-176</p> |
| <p>3-R2.7 Demonstrate the ability to differentiate between fiction and nonfiction.</p> | <p>Handbook: 166-167, 188-205, 260-267, 282-293, 326-347</p> <p>Teacher's Guide: 266-277, 290-301, 362-373, 374-385, 386-397, 398-409</p> <p>Applications Book and Word Work: 83-87, 96-101, 147-155, 156-165, 166-170</p> |
| <p>3-R2.8 Demonstrate the ability to identify the characteristics of genres such as fiction, poetry, drama, and informational texts.</p> | <p>Handbook: 140-165, 166-187, 188-203, 268-305, 306-325, 326-347</p> <p>Teacher's Guide: 242-253, 254-265, 266-277, 278-289, 290-301, 350-361, 362-373, 374-385, 386-397, 398-409, 410-421</p> <p>Applications Book and Word Work: 67-74, 75-82, 83-87, 88-95, 96-101, 137-146, 147-155, 156-160, 161-165, 166-170, 171-179</p> |
| <p>3-R2.9 Begin identifying elements of poetry such as rhyme scheme, refrain, and stanza.</p> | <p>Handbook: 294-305, 341, 342, 345</p> <p>Teacher's Guide: 410-421</p> <p>Applications Book and Word Work: 171-179</p> |
| <p>3-R2.10 Continue identifying the author's purpose in a variety of texts.</p> | <p>Handbook: 124-128, 129-139</p> <p>Teacher's Guide: 206-217, 218-229</p> <p>Applications Book and Word Work: 57-60, 61-63</p> |

| Third-Grade Language Arts Standards | Reader's Handbook, Grade 3 |
|---|---|
| 3-R2.11 Continue comparing and contrasting settings, characters, events, and ideas in a variety of texts. | <p>Handbook: 270-281, 282-293, 306-325</p> <p>Teacher's Guide: 350-361, 362-373, 374-385, 386-397</p> <p>Applications Book and Word Work: 137-146, 147-155, 156-160, 161-165</p> |

Word Study and Analysis

3-R3 The student will use a knowledge of graphophonics and word analysis to determine the meaning of unfamiliar words and to read texts with understanding.

| Third-Grade Language Arts Standards | Reader's Handbook, Grade 3 |
|--|---|
| 3-R2.1 Demonstrate the ability to use a dictionary and a thesaurus to determine the meaning of a word or to refine his or her understanding of a word. | <p>Handbook: 91, 95-97</p> <p>Teacher's Guide: 158-169</p> <p>Applications Book and Word Work: 40-44</p> |
| 3-R3.2 Begin identifying word origins and derivatives to determine the meaning of words and phrases and to refine word choice. | <p>Handbook: 82-85, 438-439</p> <p>Teacher's Guide: 146-151</p> <p>Applications Book and Word Work: 37, 236-237</p> |
| 3-R3.3 Begin applying a knowledge of roots and affixes to analyze the meanings of complex words. | <p>Handbook: 82-85, 438-439</p> <p>Teacher's Guide: 146-151</p> <p>Applications Book and Word Work: 35-37, 237-237</p> |
| 3-R3.4 Demonstrate the ability to use word families to generate and decode unfamiliar words. | <p>Handbook: 80-81</p> <p>Teacher's Guide: 142-143</p> <p>Applications Book and Word Work: 33-34, 235-237</p> |
| 3-R3.5 Demonstrate the ability to decode polysyllabic words. | <p>Handbook: 80-81, 82-85, 438-439</p> <p>Teacher's Guide: 142-143, 146-151</p> <p>Applications Book and Word Work: 33-34, 35-37, 226, 235-237</p> |

| Third-Grade Language Arts Standards | Reader's Handbook, Grade 3 |
|---|--|
| 3-R3.6 Demonstrate the ability to use a knowledge of homonyms, antonyms, and synonyms to determine the meaning of unfamiliar words. | Handbook: 86-87, 98-100, 106-107 Teacher's Guide: 152-155, 162-163, 170-173, 178-179 Applications Book and Word Work: 38, 45, 48, 239 |
| 3-R3.7 Demonstrate the ability to identify common prefixes such as <i>un-</i> , <i>re-</i> , <i>pre-</i> , <i>bi-</i> , <i>mis-</i> , <i>dis-</i> and suffixes such as <i>-er</i> , <i>-est</i> , <i>-ful</i> to determine the meanings of words. | Handbook: 82-85, 436-439 Teacher's Guide: 146-149 Applications Book and Word Work: 35-37, 227-228, 231-234 |
| 3-R3.8 Demonstrate the ability to use sentence structure (syntax) and context to determine the meanings of unfamiliar words and to recognize multiple-meaning words. | Handbook: 98-104 Teacher's Guide: 170-181 Applications Book and Word Work: 45-49 |
| 3-R3.10 Begin explaining the figurative use of words in context. | Handbook: 301, 331, 332, 336, 337, 344 Teacher's Guide: 404-409, 410-421 Applications Book and Word Work: 169-170, 171-179 |

Writing Goal (W)

The student will write for different audiences and purposes.

The Writing Process

3-W1 The student will apply a process approach to writing.

| Third-Grade Language Arts Standards | Reader's Handbook, Grade 3 |
|---|---|
| 3-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written prewriting strategies. | Handbook: 30-31, 376-382 Teacher's Guide: 40-41, 385, 448-451 Applications Book and Word Work: 196-198 |
| 3-W1.2 Demonstrate the ability to plan for audience and purpose and to generate drafts that use a logical progression of ideas to develop a specific topic. | Handbook: 30-31, 376-382 Teacher's Guide: 40-41, 448-451 Applications Book and Word Work: 196-198 |

| Third-Grade Language Arts Standards | Reader's Handbook, Grade 3 |
|---|---|
| 3-W1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details. | Handbook: 30-31, 376-382 Teacher's Guide: 40-41, 385, 448-451 Applications Book and Word Work: 196-198 |
| 3-W1.4 Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation. | Handbook: 378, 381, 382 Teacher's Guide: 450-451 Applications Book and Word Work: 198 |
| 3-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, and word usage. | Handbook: 378, 381, 382 Teacher's Guide: 450-451 Applications Book and Word Work: 198 |
| 3-W1.6 Demonstrate the ability to write and publish in a variety of formats. 3-W1.6.1 Demonstrate the ability to write compositions, friendly letters, and expressive and informational pieces; begin writing multiple-paragraph compositions. | Handbook: 376-382 Teacher's Guide: 448-451 Applications Book and Word Work: 196-198 |
| 3-W1.6.2 Demonstrate the ability to use the Internet with teacher support and guidance to communicate with family and friends. | Handbook: 174-180, 193, 204-205 Teacher's Guide: 280-283 Applications Book and Word Work: 88-91 |

Writing Purposes

3-W2 The student will write for a variety of purposes.

| Third-Grade Language Arts Standards | Reader's Handbook, Grade 3 |
|--|---|
| 3-W2.1 Demonstrate the ability to use writing to explain and inform. | Handbook: 30-31, 376-382 Teacher's Guide: 40-41, 295, 448-451 Applications Book and Word Work: 196-198 |

| Third-Grade Language Arts Standards | Reader's Handbook, Grade 3 |
|--|--|
| 3-W2.2 Continue using writing to learn, entertain, and describe. | Handbook: 30-31, 376-382 Teacher's Guide: 40-41, 448-451 Applications Book and Word Work: 196-198 |

Responding to Texts

3-W3 The student will respond to texts written by others.

| Third-Grade Language Arts Standards | Reader's Handbook, Grade 3 |
|---|--|
| 3-W3.1 Demonstrate the ability to respond to texts both orally and in writing. | Handbook: 30-31, 376-382 Teacher's Guide: 40-41, 357, 381, 405, 419, 421, 448-451 Applications Book and Word Work: 72, 80, 109, 118-119, 128, 143, 152-153, 177, 186, 196-198 |
| 3-W3.2 Demonstrate the ability to use literary models to develop and refine his or her own writing style. | Teacher's Guide: 205, 211, 407 |

Communication Goal (C)

The student will recognize, demonstrate, and analyze the qualities of effective communication.

Communication: Speaking

3-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

| Third-Grade Language Arts Standards | Reader's Handbook, Grade 3 |
|---|--|
| 3-C1.1 Demonstrate the ability to face an audience, make eye contact, and use the appropriate voice level. | Handbook: 68-70 Teacher's Guide: 122-133 Applications Book and Word Work: 28-29 |
| 3-C1.2 Demonstrate the ability to initiate conversation. | Handbook: 220, 245, 281, 293, 319, 361 |
| 3-C1.4 Demonstrate the ability to participate in conversations and discussions by responding appropriately. | Handbook: 220, 245, 293, 319, 361 |

| Third-Grade Language Arts Standards | Reader's Handbook, Grade 3 |
|--|--|
| 3-C1.5 Begin giving brief presentations, demonstrations, and oral reports. | Handbook: 68-70 Teacher's Guide: 122-133, 265, 301 Applications Book and Word Work: 28-29 |
| 3-C1.6 Demonstrate the ability to participate in creative dramatics. | Handbook: 68 Teacher's Guide: 133 |
| 3-C1.7 Demonstrate the ability to give multistep oral directions. | Teacher's Guide: 251 |
| 3-C1.8 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints. | Handbook: 68-70 Teacher's Guide: 122-133, 261 Applications Book and Word Work: 28-29 |
| 3-C1.9 Demonstrate the ability to use visual aids, props, and technology to support and extend his or her meaning and enhance his or her oral presentations. | Teacher's Guide: 265 |
| 3-C1.12 Demonstrate the ability to participate in interviews and in reading and writing conferences. | Handbook: 220, 245, 293, 319, 361 |
| 3-C1.13 Begin using effective organizational strategies to prepare oral presentations. | Handbook: 68-70 Teacher's Guide: 122-133 Applications Book and Word Work: 28-29 |
| 3-C1.14 Begin making appropriate statements to communicate agreement or disagreement with others' ideas. | Teacher's Guide: 261 |

Communication: Listening

3-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

| Third-Grade Language Arts Standards | Reader's Handbook, Grade 3 |
|---|--|
| 3-C2.1 Demonstrate the ability to follow multistep oral directions. | Teacher's Guide: 289 |
| 3-C2.2 Demonstrate the ability to listen for meaning in conversations and discussions. | Handbook: 363, 370, 377, 384 |
| 3-C2.5 Demonstrate the ability to listen for main ideas. | Handbook: 363, 370, 377 |
| 3-C2.6 Demonstrate the ability to participate in interviews and in reading and writing conferences. | Handbook: 220, 245, 293, 319, 361, 384 |
| 3-C2.7 Begin distinguishing between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has heard. | Handbook: 48-49, 52-53, 195 Teacher's Guide: 261, 296-297 Applications Book and Word Work: 18, 20 |

Communication: Viewing

3-C3 The student will comprehend and analyze information he or she receives from nonprint sources.

| Third-Grade Language Arts Standards | Reader's Handbook, Grade 3 |
|--|--|
| 3-C3.3 Demonstrate the ability to summarize information that he or she receives from nonprint sources. | Handbook: 204-205 Teacher's Guide: 278-283 Applications Book and Word Work: 88-91 |
| 3-C3.4 Begin distinguishing between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has viewed. | Handbook: 48-49, 52-53, 179, 186, 195 Teacher's Guide: 261, 296-297 Applications Book and Word Work: 18, 20 |
| 3-C3.5 Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world. | Handbook: 204-205 Teacher's Guide: 278-283 Applications Book and Word Work: 88-91 |

Research Goal (RS)

The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.

Selecting a Research Topic

3-RS1 The student will select a topic for exploration.

| Third-Grade Language Arts Standards | Reader's Handbook, Grade 3 |
|---|--|
| 3-RS1.1 Begin asking questions to guide his or her research inquiry. | <p>Handbook: 167</p> <p>Teacher's Guide: 280</p> <p>Applications Book and Word Work: 83, 85, 88</p> |
| 3-RS1.2 Demonstrate the ability to construct questions about a topic. | <p>Handbook: 167</p> <p>Teacher's Guide: 280</p> <p>Applications Book and Word Work: 83, 85, 88</p> |

Gathering Information and Refining a Topic

3-RS2 The student will gather information from a variety of sources.

| Third-Grade Language Arts Standards | Reader's Handbook, Grade 3 |
|--|---|
| 3-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information. | <p>Handbook: 166-173, 174-180, 181-187, 189-190, 192, 194, 196, 198-201, 204-205</p> <p>Teacher's Guide: 268-269, 278-289, 290-301</p> <p>Applications Book and Word Work: 88-95, 96-101</p> |
| 3-RS2.2 Demonstrate the ability to gather information from a variety of sources, including those accessed through the use of technology. | <p>Handbook: 166-173, 174-180, 181-187, 189-190, 192, 194, 196, 198-201, 204-205</p> <p>Teacher's Guide: 268-269, 278-289, 290-301</p> <p>Applications Book and Word Work: 88-95, 96-101</p> |
| 3-RS2.3 Begin organizing information from a variety of sources, including those accessed through the use of technology. | <p>Handbook: 166-167, 168-171, 172-173, 177-178</p> <p>Teacher's Guide: 268-269, 271, 275, 282-283</p> <p>Applications Book and Word Work: 83-87, 88-95</p> |

| Third-Grade Language Arts Standards | Reader's Handbook, Grade 3 |
|--|---|
| 3-RS2.4 Demonstrate the ability to document sources by listing titles and authors with teacher assistance. | Handbook: 172 Teacher's Guide: 273 |
| 3-RS2.5 Begin conducting independent research using available resources, including technology. | Handbook: 166-167, 168-171, 172-173, 177-178 Teacher's Guide: 268-269, 271, 275, 282-283 Applications Book and Word Work: 83-87, 88-95 |

Preparing and Presenting Information

3-RS3 The student will use a variety of strategies to prepare and present selected information.

| Third-Grade Language Arts Standards | Reader's Handbook, Grade 3 |
|--|--|
| 3-RS3.1 Demonstrate the ability to organize and classify information by constructing categories. | Handbook: 168 Teacher's Guide: 270-271 |
| 3-RS3.2 Demonstrate the ability to organize information on the basis of observation. | Handbook: 168-171 Teacher's Guide: 270-271, 275 Applications Book and Word Work: 84, 85, 87 |
| 3-RS3.3 Demonstrate the ability to present his or her research findings in a variety of formats. | Teacher's Guide: 277 Applications Book and Word Work: 86 |



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South Carolina English Language Arts
Curriculum Standards
Fourth Grade

Reading Goal (R)

The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.

Reading Process and Comprehension

4-R1 The student will integrate various cues and strategies to comprehend what he or she reads.

| Fourth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|--|--|
| 4-R1.1 Demonstrate the ability to use a variety of strategies to derive meaning from texts and to read fluently. | <p>Handbook: 22-25, 28-33, 36-39, 40-42, 43-55, 58-74, 75-87, 88-100, 101-107, 108-115, 116-125, 128-143, 144-156, 157-166, 167-174, 175-184, 185-194, 195-209, 212-224, 225-241, 242-248, 249-253, 254-259, 261-266, 267-274, 275-282, 283-295, 298-309, 310-316, 317-322, 323-328, 329-345, 348-366, 367-372, 373-379, 380-387, 390-403, 404-409, 412-424, 425-435, 438-456, 457-459, 465-470, 475-483, 484- 491, 500-503, 521-543, 544-559</p> <p>Teacher's Guide: 30-33, 35-40, 42-49, 51-60, 61-70, 71-80, 90-98, 100-109, 110-118, 119-123, 124-128, 129-133, 134-137, 139-151, 153-162, 163-174, 175-179, 180-184, 185-189, 190-194, 195-199, 200-204, 205-217, 219-228, 229-232, 233-237, 238-241, 242-258, 260-271, 272-275, 276-280, 281-288, 290, 291-298, 299-304, 306-314, 315-324</p> <p>Student Applications Book: 9, 10, 11, 12-16, 17-18, 19-22, 23-33, 34-43, 44-51, 52-53, 54-55, 56-65, 66-75, 76-79, 80-81, 82-84, 85-87, 88-97, 98-108, 109-110, 111-113, 114-117, 118-120, 121-123, 124-126, 127-135, 136-138, 139-141, 142-144, 145-155, 156-158, 159-161, 162-171, 172-182, 183-189, 190, 192, 194-195, 196-198, 199-202</p> |

| Fourth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
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| <p>4-R1.2 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.</p> | <p>Handbook: 23, 58-73, 74-87, 88-100, 128-143, 144-156, 157-166, 167-174, 175-184, 185-194, 212-226, 227-241, 242-248, 249-253, 254-259, 260-266, 267-274, 275-282, 298-309, 348-366, 390-403, 412-424</p> <p>Teacher's Guide: 31, 51-60, 61-70, 71-80, 100-109, 110, 111-118, 119-123, 124-128, 129-133, 134-137, 153, 155-162, 163, 165-174, 175-179, 180-184, 185-189, 190-194, 200-204, 219, 221-228, 260, 262-271, 290, 292-298, 306, 308-314</p> <p>Student Applications Book: 7, 23-33, 34-43, 44-51, 56-65, 66-75, 76-79, 80-81, 82-84, 85-87, 88-97, 98-108, 109-110, 111-113, 114-117, 124-126, 127-135, 145-155, 162-171, 172-182</p> |
| <p>4-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p> | <p>Handbook: 31, 40, 67-68, 136-137, 140, 153, 172, 221, 237, 363, 447-448, 452, 550, 551</p> <p>Teacher's Guide: 38, 43, 44, 56, 57, 67, 104, 106, 115, 126, 159, 171, 267, 330</p> <p>Student Applications Book: 17, 31-32, 33, 41, 50, 63-64, 73, 95-96, 106, 133-134, 141, 154, 170, 179</p> |
| <p>4-R1.4 Demonstrate the ability to summarize texts.</p> | <p>Handbook: 33, 86, 148, 151, 170-172, 235, 281, 360, 418, 423, 476, 526, 536-537, 556</p> <p>Teacher's Guide: 39, 113, 126, 168-169, 202-203, 263-265, 310, 314, 362, 366</p> <p>Student Applications Book: 108, 145, 151-152</p> |
| <p>4-R1.5 Begin paraphrasing texts.</p> | <p>Handbook: 86, 308, 416-417, 528-529</p> <p>Teacher's Guide: 64, 68, 226, 309, 314, 363</p> <p>Student Applications Book: 42, 134-135, 175-176</p> |
| <p>4-R1.6 Demonstrate the ability analyze details in texts.</p> | <p>Handbook: 45, 46, 47-48, 52, 135, 137, 142, 149, 150, 151, 152, 154, 155, 163, 171-172, 173, 201, 208-209, 232, 233-234, 237, 241, 244-245, 249, 251-252, 273-274, 361, 364, 365, 376-378, 416, 417-418, 422</p> <p>Teacher's Guide: 46, 47, 103, 107, 113, 114, 115, 116, 121, 122, 125, 126, 127, 144, 151, 167, 168, 173, 177, 181, 198, 269, 279, 313</p> <p>Student Applications Book: 13, 22, 63, 64-65, 70, 72, 74, 78, 81, 87, 100, 104, 110, 112, 113, 123, 152, 155, 160, 171, 175-177, 188</p> |

| Fourth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|---|---|
| <p>4-R1.7 Demonstrate the ability to ask and answer questions about texts.</p> | <p>Handbook: 40, 108-115, 123, 135-137, 142, 155, 166, 169, 173, 222, 226, 315, 322, 327, 365, 396, 438-456, 530-531, 532-533</p> <p>Teacher's Guide: 44, 85-88, 96, 103, 104, 107, 115, 116, 125, 127, 183, 231, 268, 363-364</p> <p>Student Applications Book: 18, 23, 30, 32, 34, 42, 44, 54-55, 56, 61, 62, 65, 66, 73, 74, 88, 98, 127, 130-131, 145, 162, 172, 185</p> |
| <p>4-R1.8 Demonstrate the ability to make predictions about stories.</p> | <p>Handbook: 39, 40</p> <p>Teacher's Guide: 43, 44</p> <p>Student Applications Book: 15, 16, 18, 23, 34, 88, 117, 169</p> |
| <p>4-R1.9 Demonstrate the ability to summarize and paraphrase the main idea of a particular text.</p> | <p>Handbook: 86, 148, 151, 170-172, 235, 281, 360, 416-417, 418, 423, 476, 526, 536-537, 556</p> <p>Teacher's Guide: 64, 68, 73-79, 113, 168-169, 202-203, 226, 309, 310, 314, 362, 363, 366</p> <p>Student Applications Book: 20-21, 24, 29, 42, 78, 108, 151-152, 175-177</p> |
| <p>4-R1.10 Demonstrate the ability to draw conclusions and make inferences.</p> | <p>Handbook: 36, 37, 136-137, 165, 222-223, 252, 282, 320, 375-376, 447-448, 481-482, 523, 550</p> <p>Teacher's Guide: 43, 104, 157, 182, 203, 235, 277, 330</p> <p>Student Applications Book: 12, 13, 16, 110, 113, 125, 157, 160, 176, 180-181, 197</p> |
| <p>4-R1.11 Demonstrate the ability to categorize and classify ideas.</p> | <p>Handbook: 45, 46, 47, 48, 142, 151, 154, 155, 163, 206, 268, 270, 271, 273-274, 280, 358, 359, 365, 374, 375, 376, 378, 379, 534</p> <p>Teacher's Guide: 46-47, 107, 114, 116, 121, 172, 196, 197, 198, 202, 217, 269</p> <p>Student Applications Book: 21, 65, 72, 74, 77, 78, 100, 121-123, 154, 155, 159-161</p> |

| Fourth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|---|--|
| 4-R1.12 Demonstrate the ability to determine cause and effect. | <p>Handbook: 54, 72, 82, 83, 180-183, 197, 524-525, 545</p> <p>Teacher's Guide: 49, 58, 66, 131-133, 140, 361-362</p> <p>Student Applications Book: 33, 40, 84</p> |
| 4-R1.13 Demonstrate the ability to distinguish between fact and opinion. | <p>Handbook: 169, 171-172, 202, 203</p> <p>Teacher's Guide: 107, 145, 146</p> <p>Student Applications Book: 81, 166</p> |
| 4-R1.14 Begin following multistep directions in a technical manual. | <p>Teacher's Guide: 137</p> |
| 4-R1.15 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically. | <p>Handbook: 63-68, 72, 80-82, 99, 119, 121, 136-137, 138, 139, 140, 142, 148, 149-151, 155, 162-163, 165, 170-173, 183, 197, 199, 209, 217-218, 219-220, 223, 230, 232, 234, 240, 241, 245, 248, 250, 252, 257, 259, 262, 265, 266, 271, 272, 274, 277, 278, 279, 302, 303, 308, 319, 320, 358, 359, 361, 362, 365, 379, 397, 398, 416, 417, 423-424, 425-435, 455, 460, 462, 463, 473, 523, 525, 526-527, 529, 533, 536-537, 538-539, 540-541, 544-559</p> <p>Teacher's Guide: 51-60, 65-66, 92, 94, 104-105, 107, 113-114, 116, 121-122, 126-127, 130-132, 156-158, 166-169, 170, 172, 177-178, 181-182, 187-188, 191-193, 197-198, 201-203, 234-235, 263-267, 269, 293-295, 306-314, 315-324, 332, 335-336, 367</p> <p>Student Applications Book: 23-33, 39, 40, 41, 45, 57, 62, 63, 70, 71, 83, 84, 88-95, 104-105, 108, 110, 112-113, 116, 119-120, 123, 125, 126, 144, 151, 152, 155, 160, 162, 163, 167, 169, 191</p> |
| 4-R1.16 Demonstrate the ability to respond to texts through a variety of methods, such as creative dramatics, writing, and graphic art. | <p>Handbook: 40, 41, 83, 94, 95, 104, 105, 106, 174, 224, 251-252, 265, 313-314, 316, 322, 327, 328, 366, 400</p> <p>Teacher's Guide: 59, 69, 82, 161, 182, 188, 193-194, 227, 230-231, 236, 240, 270</p> <p>Student Applications Book: 18, 19, 33, 43, 51, 52, 62, 79, 84, 97, 106, 113, 117, 122, 135, 138, 156, 158, 170, 179</p> |

| Fourth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|---|---|
| 4-R1.17 Begin using skimming and scanning techniques. | <p>Handbook: 110, 136, 186, 191-193, 402-403, 534-535</p> <p>Teacher's Guide: 86, 136, 181, 297, 329, 333, 343-344, 365</p> <p>Student Applications Book: 76-77, 86-87, 89, 171, 187</p> |
| 4-R1.18 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material. | <p>Handbook: 38, 199, 276, 281, 282, 558</p> <p>Teacher's Guide: 43, 142, 203</p> <p>Student Applications Book: 14, 124-126</p> |

Analysis of Texts

4-R2 The student will use a knowledge of the purposes, structures, and elements of writing to analyze and interpret various types of texts.

| Fourth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|---|---|
| 4-R2.1 Demonstrate the ability to analyze character traits and motives, setting, and plot in a literary work; begin identifying tone. | <p>Handbook: 213, 218-219, 226, 231-235, 240, 241, 242-248, 249-253, 254-259, 260-266, 271, 272, 277, 278, 279, 281, 284, 286, 290, 292, 345, 349, 375-376, 377-378, 384, 385, 540, 546</p> <p>Teacher's Guide: 158, 167-168, 170, 172, 173, 175-179, 180-184, 185-189, 190-194, 200-204, 206, 208, 211, 212, 214, 258, 267, 269, 279, 285, 286</p> <p>Student Applications Book: 88, 93, 95, 98, 100, 104, 107, 108, 109-110, 111-113, 114-117, 118-120, 125, 126, 154, 155, 157, 159-160</p> |
| 4-R2.2 Demonstrate the ability to identify problem and solution in a work of fiction or drama; begin identifying conflict. | <p>Handbook: 220, 236, 262-264, 266, 284, 290, 362, 384</p> <p>Teacher's Guide: 206, 170, 192, 206, 212, 267, 285</p> <p>Student Applications Book: 95, 118-120, 153</p> |
| 4-R2.3 Demonstrate the ability to identify the narrator's point of view in a work of fiction. | <p>Handbook: 291</p> <p>Teacher's Guide: 213</p> |

| Fourth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|---|---|
| <p>4-R2.4 Demonstrate the ability to summarize the theme of a particular text.</p> | <p>Handbook: 239-240, 248, 267-274, 295, 364, 373-379, 387</p> <p>Teacher's Guide: 169, 178, 195-199, 217, 276-280</p> <p>Student Applications Book: 100, 121-123, 155, 159-161</p> |
| <p>4-R2.5 Demonstrate the ability to identify elements of style such as word choice and sentence structure (syntax).</p> | <p>Handbook: 310-316, 330, 331, 332, 334, 335, 336, 338, 339, 342, 367-372</p> <p>Teacher's Guide: 229-232, 243, 244, 245, 247, 248, 249, 251, 252, 255, 272-275</p> <p>Student Applications Book: 136-138, 139-141, 142-143, 156-158</p> |
| <p>4-R2.6 Demonstrate the ability to identify devices of figurative language such as similes, metaphors, and hyperbole and sound devices such as alliteration and onomatopoeia.</p> | <p>Handbook: 312-314, 330, 332, 335, 336, 338, 339, 342</p> <p>Teacher's Guide: 229-232, 243, 245, 248-258</p> <p>Student Applications Book: 136-138</p> |
| <p>4-R2.7 Demonstrate the ability to distinguish between fiction and nonfiction.</p> | <p>Handbook: 128, 144, 157, 167, 175, 185, 195-209, 212, 225, 283-295</p> <p>Teacher's Guide: 100, 110, 119, 124, 129, 138-151, 153, 163, 205-217</p> <p>Student Applications Book: 56, 66, 76, 80, 88, 98</p> |
| <p>4-R2.8 Demonstrate the ability to identify the characteristics of genres such as fiction, poetry, drama, and informational texts.</p> | <p>Handbook: 59-62, 69, 75-78, 83, 89-91, 96, 116-125, 129-134, 139-140, 145-147, 151-152, 158-161, 164, 167-168, 169, 175-176, 187-190, 195-209, 213-216, 220, 226-229, 230, 231-235, 236, 240, 242-248, 249-253, 254-259, 260-266, 267-274, 277-280, 283-295, 299-300, 304, 310-316, 323-328, 329-345, 349, 350-357, 362, 365, 367-372, 373-379, 380-387</p> <p>Teacher's Guide: 53, 57, 63, 67, 73, 77, 89-98, 102, 105, 112, 115, 125, 135, 138-151, 155, 158, 165, 166, 170, 172, 173, 175-179, 180-184, 185-189, 190-194, 195-199, 201-202, 205-217, 225, 229-232, 238-241, 242-258, 260, 267, 269, 272-275, 276-280, 281-288</p> <p>Student Applications Book: 30, 41, 49, 63, 72, 76-78, 80-81, 86, 95, 98, 100, 107, 109-110, 111-113, 114-117, 118-120, 121-123, 133, 136-138, 142-144, 153, 155, 156-158, 159-161</p> |

| Fourth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|---|--|
| <p>4-R2.9 Demonstrate the ability to identify elements of poetry such as rhyme scheme, refrain, and stanza.</p> | <p>Handbook: 301, 304-305, 309, 310-316, 323-328, 329-345</p> <p>Teacher's Guide: 225, 229-232, 238-241, 243-258</p> <p>Student Applications Book: 128, 133, 136-138, 142-144</p> |
| <p>4-R2.10 Demonstrate the ability to identify the author's purpose in a variety of texts.</p> | <p>Handbook: 49-55, 135, 141-142, 155, 158, 167-171, 285, 531</p> <p>Teacher's Guide: 47-49, 103, 114, 120, 364</p> <p>Student Applications Book: 76-77, 88, 96</p> |
| <p>4-R2.11 Demonstrate the ability to compare and contrast settings, characters, events, and ideas in a variety of texts.</p> | <p>Handbook: 276, 281-282</p> <p>Teacher's Guide: 200-204</p> <p>Student Applications Book: 124-126</p> |
| <p>4-R2.12 Begin developing objective criteria for evaluating texts in a variety of genres.</p> | <p>Handbook: 39, 138, 141-142, 155, 165, 172, 173, 223, 252, 257, 302, 320, 376, 523, 531, 532-533, 548</p> <p>Teacher's Guide: 43, 104, 116, 122, 127, 160, 187, 223, 235, 277</p> <p>Student Applications Book: 14, 62, 64-65, 74, 79, 81, 97, 106, 113, 117, 122</p> |

Word Study and Analysis

4-R3 The student will use a knowledge of graphophonics and word analysis to determine the meaning of unfamiliar words and to read texts with understanding.

| Fourth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|--|--|
| 4-R3.1 Demonstrate the ability to use a dictionary and a thesaurus to determine the meaning of a word or to refine his or her understanding of a word. | <p>Handbook: 117, 496, 508-509</p> <p>Teacher's Guide: 90, 355</p> <p>Student Applications Book: 137, 165, 200, 203, 204</p> |
| 4-R3.2 Continue identifying word origins and derivatives to determine the meaning of words and phrases to refine word choice. | <p>Handbook: 504-507, 563-565</p> <p>Teacher's Guide: 354, 355</p> <p>Student Applications Book: 202</p> |
| 4-R3.3 Demonstrate the ability to apply a knowledge of roots and affixes to analyze the meaning of complex words. | <p>Handbook: 504-507, 511, 560-565</p> <p>Teacher's Guide: 353-354</p> <p>Student Applications Book: 202, 204, 205-207</p> |
| 4-R3.4 Demonstrate the ability to use sentence structure (syntax) and context to determine the meanings of unfamiliar and multiple-meaning words. | <p>Handbook: 500-503, 513</p> <p>Teacher's Guide: 353</p> <p>Student Applications Book: 200-201, 204, 205-207</p> |
| 4-R3.5 Demonstrate the ability to explain the figurative use of words in context. | <p>Handbook: 312-314, 330, 336, 338, 339, 342, 500-503</p> <p>Teacher's Guide: 229-232, 243, 245, 248-258, 353</p> <p>Student Applications Book: 137, 201</p> |
| 4-R3.6 Demonstrate the ability to make simple analogies; begin recognizing complex analogies. | <p>Handbook: 514-519</p> <p>Teacher's Guide: 358</p> <p>Student Applications Book: 207</p> |

Writing Goal (W)

The student will write for different audiences and purposes.

The Writing Process

4-W1 The student will apply a process approach to writing.

| Fourth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|---|---|
| 4-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written prewriting strategies. | <p>Handbook: 25, 458-464</p> <p>Teacher's Guide: 33, 335-337</p> <p>Student Applications Book: 190-191</p> |
| 4-W1.2 Demonstrate the ability to plan for audience and purpose and to generate drafts that use a logical progression of ideas to develop a specific topic. | <p>Handbook: 25, 458-464</p> <p>Teacher's Guide: 33, 334-337</p> <p>Student Applications Book: 190-191</p> |
| 4-W1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details. | <p>Handbook: 25, 458-464</p> <p>Teacher's Guide: 334-337</p> <p>Student Applications Book: 190-191</p> |
| 4-W1.4 Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation. | <p>Handbook: 25, 464</p> <p>Teacher's Guide: 33, 335-336</p> <p>Student Applications Book: 190-191</p> |
| 4-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax), and word usage. | <p>Handbook: 25, 464</p> <p>Teacher's Guide: 33, 335-336</p> <p>Student Applications Book: 190-191</p> |
| 4-W1.6 Demonstrate the ability to write and publish in a variety of formats. 4-W1.6.1 Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces. | <p>Handbook: 458-464</p> <p>Teacher's Guide: 334-337</p> <p>Student Applications Book: 190-191</p> |

| Fourth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|--|---|
| 4-W1.6.2 Demonstrate the ability to use the Internet with teacher guidance and support to communicate with others. | Handbook: 156, 403, 405 Teacher's Guide: 117, 300 Student Applications Book: 75, 171 |

Writing Purposes

4-W2 The student will write for a variety of purposes.

| Fourth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|--|--|
| 4-W2.1 Demonstrate the ability to use writing to explain and inform. | Handbook: 457-464 Teacher's Guide: 80, 108, 116, 334-337 Student Applications Book: 190-191 |
| 4-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe. | Handbook: 457-464 Teacher's Guide: 80, 116, 161, 334-337 Student Applications Book: 51, 190-191 |

Responding to Texts

4-W3 The student will respond to texts written by others.

| Fourth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|---|---|
| 4-W3.1 Demonstrate the ability to respond to texts both orally and in writing. | Handbook: 73, 138, 142, 149-151, 155, 165, 166, 172-174, 222-223, 224, 302, 315, 320, 322, 366, 376, 400 Teacher's Guide: 70, 80, 87, 104, 160, 161, 169, 182, 187, 235, 236, 270 Student Applications Book: 33, 51, 62, 79, 84, 97, 106, 113, 117, 122, 135, 138, 158, 170, 179 |
| 4-W3.2 Demonstrate the ability to use literary models to refine his or her own writing style. | Handbook: 308, 316, 328 Teacher's Guide: 108, 227 |
| 4-W3.3 Begin to use texts to make connections and to support ideas in his or her own writing. | Handbook: 143 Teacher's Guide: 70 |

Communication Goal (C)

The student will recognize, demonstrate, and analyze the qualities of effective communication.

Communication: Speaking

4-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

| Fourth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|--|---|
| 4-C1.2 Demonstrate the ability to initiate conversation. | Handbook: 33, 156, 266 |
| 4-C1.4 Demonstrate the ability to participate and contribute to conversations and discussions by responding appropriately. | Handbook: 156 |
| 4-C1.5 Continue giving brief presentations, demonstrations, and oral reports. | Teacher's Guide: 173, 235 |
| 4-C1.6 Demonstrate the ability to participate in creative dramatics. | Teacher's Guide: 188, 274 |
| 4-C1.11 Demonstrate the ability to summarize conversations and discussions. | Handbook: 80 Teacher's Guide: 64-65 |
| 4-C1.12 Demonstrate the ability to participate in interviews and in reading and writing conferences. | Handbook: 204 Teacher's Guide: 147 |
| 4-C1.15 Begin expressing and explaining ideas orally with fluency and confidence. | Handbook: 266 Teacher's Guide: 123, 127, 128, 133, 136, 137, 162, 174, 178, 179, 183, 184, 188, 189, 193, 194, 198, 199, 203, 204, 228, 231, 232, 236, 237, 240, 241, 271, 274, 275, 280, 298, 314 |

Communication: Listening

4-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

| Fourth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|---|--|
| 4-C2.2 Demonstrate the ability to listen for meaning in conversations and discussions. | Handbook: 80, 156 Teacher's Guide: 64-65 |
| 4-C2.4 Demonstrate the ability to participate in interviews and in reading and writing conferences. | Handbook: 204 Teacher's Guide: 147 |
| 4-C2.5 Demonstrate the ability to distinguish between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has heard. | Handbook: 36, 38, 136-137, 203 Teacher's Guide: 43, 146 Student Applications Book: 12, 14 |

Communication: Viewing

4-C3 The student will comprehend and analyze information he or she receives from nonprint sources.

| Fourth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|---|---|
| 4-C3.3 Demonstrate the ability to summarize information that he or she receives from nonprint sources. | Handbook: 397-398 Teacher's Guide: 293-296 |
| 4-C3.4 Continue distinguishing between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has viewed. | Handbook: 395-396 Student Applications Book: 166 |
| 4-C3.7 Begin evaluating the ways that different nonprint sources influence and inform. | Handbook: 395-397 Teacher's Guide: 293-294 |
| 4-C3.8 Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world. | Handbook: 400 Teacher's Guide: 293-294 |

Research Goal (RS)

The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.

Selecting a Research Topic

4-RS1 The student will select a topic for exploration.

| Fourth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|---|---|
| 4-RS1.1 Continue asking questions to guide his or her research inquiry. | <p>Handbook: 391</p> <p>Teacher's Guide: 69, 292</p> <p>Student Applications Book: 162, 166, 168</p> |
| 4-RS1.2 Demonstrate the ability to construct questions about a topic. | <p>Handbook: 391</p> <p>Teacher's Guide: 69, 292</p> <p>Student Applications Book: 162, 166, 168</p> |

Gathering Information and Refining a Topic

4-RS2 The student will gather information from a variety of sources.

| Fourth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|---|--|
| 4-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information. | <p>Handbook: 128-143, 144-156, 157-166, 167-174, 175-184, 390-403, 412-424</p> <p>Teacher's Guide: 69</p> <p>Student Applications Book: 162-171</p> |
| 4-RS2.2 Demonstrate the ability to gather and organize information from a variety of sources, including those accessed through the use of technology. | <p>Handbook: 143, 390-403</p> <p>Teacher's Guide: 69, 290-297</p> <p>Student Applications Book: 162-171</p> |
| 4-RS2.3 Demonstrate the ability to document sources by listing titles and authors. | <p>Handbook: 396-397</p> <p>Teacher's Guide: 293, 294</p> <p>Student Applications Book: 167, 171</p> |

| Fourth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|---|---|
| 4-RS2.4 Continue conducting independent research using available resources, including technology. | Handbook: 143, 390-403 Teacher's Guide: 69, 290-297 Student Applications Book: 162-171 |
| 4-RS2.5 Begin summarizing the information that he or she has gathered. | Handbook: 143, 397-398 Teacher's Guide: 294-295 Student Applications Book: 167-168 |

Preparing and Presenting Information

4-RS3 The student will use a variety of strategies to prepare and present selected information.

| Fourth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|---|---|
| 4-RS3.1 Demonstrate the ability to organize and classify information by categorizing; begin sequencing information. | Handbook: 66, 81, 83, 86, 398 Teacher's Guide: 56, 65, 295 Student Applications Book: 28, 41 |
| 4-RS3.2 Demonstrate the ability to organize information on the basis of observation. | Handbook: 63, 64-66, 72, 82, 397 Teacher's Guide: 54, 55, 58, 66, 293, 294 Student Applications Book: 33, 40, 167, 168 |
| 4-RS3.3 Demonstrate the ability to present his or her research findings in a variety of formats. | Handbook: 143 Teacher's Guide: 108 |



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 correlated to
South Carolina English Language Arts
Curriculum Standards
Fifth Grade

Reading Goal (R)

The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.

Reading Process and Comprehension

5-R1 The student will integrate various cues and strategies to comprehend what he or she reads.

| Fifth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
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| 5-R1.1 Demonstrate the ability to use a variety of strategies to derive meaning from texts and to read fluently. | <p>Handbook: 22-25, 28-33, 36-39, 40-42, 43-55, 58-74, 75-87, 88-100, 101-107, 108-115, 116-125, 128-143, 144-156, 157-166, 167-174, 175-184, 185-194, 195-209, 212-224, 225-241, 242-248, 249-253, 254-259, 261-266, 267-274, 275-282, 283-295, 298-309, 310-316, 317-322, 323-328, 329-345, 348-366, 367-372, 373-379, 380-387, 390-403, 404-409, 412-424, 425-435, 438-456, 457-459, 465-470, 475-483, 484- 491, 500-503, 521-543, 544-559</p> <p>Teacher's Guide: 30-33, 35-40, 42-49, 51-60, 61-70, 71-80, 90-98, 100-109, 110-118, 119-123,124-128, 129-133, 134-137, 139-151, 153-162, 163-174, 175-179, 180-184, 185-189, 190-194, 195-199, 200-204, 205-217, 219-228, 229-232, 233-237, 238-241, 242-258, 260-271, 272-275, 276-280, 281-288, 290, 291-298, 299-304, 306-314, 315-324</p> <p>Student Applications Book: 21-32, 33-42, 43-50, 55-65, 66-74, 75-78, 79-81, 82-84, 85-87, 88-98, 99-110, 111-112, 113-115, 116-119, 120-122, 123-125, 126-130, 131-140, 141-143, 144-146, 147-148, 149-159, 160-162, 163-164, 175-184</p> |

| Fifth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|---|--|
| <p>5-R1.2 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.</p> | <p>Handbook: 23, 58-73, 74-87, 88-100, 128-143, 144-156, 157-166, 167-174, 175-184, 185-194, 212-226, 227-241, 242-248, 249-253, 254-259, 260-266, 267-274, 275-282, 298-309, 348-366, 390-403, 412-424</p> <p>Teacher's Guide: 31, 51-60, 61-70, 71-80, 100-109, 110, 111-118, 119-123, 124-128, 129-133, 134-137, 153, 155-162, 163, 165-174, 175-179, 180-184, 185-189, 190-194, 200-204, 219, 221-228, 260, 262-271, 290, 292-298, 306, 308-314</p> <p>Student Applications Book: 7, 21-32, 33-42, 43-50, 55-65, 66-74, 75-78, 79-81, 82-84, 85-87, 88-98, 99-110, 111-112, 113-115, 116-119, 126-130, 131-140, 149-159, 165-174, 175-184</p> |
| <p>5-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p> | <p>Handbook: 31, 40, 67-68, 136-137, 140, 153, 172, 221, 237, 363, 447-448, 452, 550, 551</p> <p>Teacher's Guide: 38, 43, 44, 56, 57, 67, 104, 106, 115, 126, 159, 171, 267, 330</p> <p>Student Applications Book: 30-31, 32, 40, 49, 63, 65, 72, 96, 107, 138, 157, 172, 190</p> |
| <p>5-R1.4 Demonstrate the ability to summarize and paraphrase texts.</p> | <p>Handbook: 33, 86, 148, 151, 170-172, 235, 281, 360, 418, 423, 476, 526, 536-537, 556 86, 308, 416-417, 528-529</p> <p>Teacher's Guide: 39, 113, 126, 168-169, 202-203, 263-265, 310, 314, 362, 366 64, 68, 226, 309, 314, 363</p> <p>Student Applications Book: 11, 41, 71, 74, 139, 154-156, 178, 179</p> |
| <p>5-R1.5 Demonstrate the ability to analyze details in texts.</p> | <p>Handbook: 45, 46, 47-48, 52, 135, 137, 142, 149, 150, 151, 152, 154, 155, 163, 171-172, 173, 201, 208-209, 232, 233-234, 237, 241, 244-245, 249, 251-252, 273-274, 361, 364, 365, 376-378, 416, 417-418, 422</p> <p>Teacher's Guide: 46, 47, 103, 107, 113, 114, 115, 116, 121, 122, 125, 126, 127, 144, 151, 167, 168, 173, 177, 181, 198, 269, 279, 313</p> <p>Student Applications Book: 20, 27, 34, 39, 56, 63, 70, 72, 78, 81, 87, 101, 105, 106, 112, 122, 125, 128, 130, 159, 170</p> |

| Fifth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|---|--|
| 5-R1.6 Demonstrate the ability to ask and answer questions about texts. | <p>Handbook: 40, 108-115, 123, 135-137, 142, 155, 166, 169, 173, 222, 226, 315, 322, 327, 365, 396, 438-456, 530-531, 532-533</p> <p>Teacher's Guide: 44, 85-88, 96, 103, 104, 107, 115, 116, 125, 127, 183, 231, 268, 363-364</p> <p>Student Applications Book: 9, 18, 21, 22, 29, 31, 41, 48, 54, 61, 63, 65, 67, 70, 73, 74, 87, 88, 89, 96, 99, 101, 131, 139, 149, 157, 158, 165, 170, 173</p> |
| 5-R1.7 Demonstrate the ability to make predictions about stories. | <p>Handbook: 39, 40</p> <p>Teacher's Guide: 43, 44</p> <p>Student Applications Book: 15, 17, 119</p> |
| 5-R1.8 Demonstrate the ability to paraphrase the main ideas of texts. | <p>Handbook: 86, 148, 151, 170-172, 235, 281, 360, 416-417, 418, 423, 476, 526, 536-537, 556</p> <p>Teacher's Guide: 64, 68, 73-79, 113, 168-169, 202-203, 226, 309, 310, 314, 362, 363, 366</p> <p>Student Applications Book: 19, 20, 72, 77-78, 190</p> |
| 5-R1.9 Demonstrate the ability to draw conclusions and make inferences. | <p>Handbook: 36, 37, 136-137, 165, 222-223, 252, 282, 320, 375-376, 447-448, 481-482, 523, 550</p> <p>Teacher's Guide: 43, 104, 157, 182, 203, 235, 277, 330</p> <p>Student Applications Book: 12, 13, 62, 114-115, 128, 130, 133, 161, 162, 183-184</p> |
| 5-R1.10 Demonstrate the ability to categorize and classify ideas. | <p>Handbook: 45, 46, 47, 48, 142, 151, 154, 155, 163, 206, 268, 270, 271, 273-274, 280, 358, 359, 365, 374, 375, 376, 378, 379, 534</p> <p>Teacher's Guide: 46-47, 107, 114, 116, 121, 172, 196, 197, 198, 202, 217, 269</p> <p>Student Applications Book: 19-20, 27, 34, 39, 40, 56, 65, 70, 74, 78, 87, 101, 105, 106, 110, 112, 122, 123-125, 135</p> |
| 5-R1.11 Demonstrate the ability to analyze cause and effect. | <p>Handbook: 54, 72, 82, 180-183, 197, 524-525, 545</p> <p>Teacher's Guide: 49, 58, 66, 131-133, 140, 361-362</p> <p>Student Applications Book: 31-32, 84</p> |

| Fifth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|---|---|
| 5-R1.12 Demonstrate the ability to analyze fact and opinion. | <p>Handbook: 169, 171-172, 202, 203</p> <p>Teacher's Guide: 107, 145, 146</p> <p>Student Applications Book: 66, 81, 168</p> |
| 5-R1.13 Demonstrate the ability to follow multistep directions in a technical manual. | <p>Teacher's Guide: 137</p> |
| 5-R1.14 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically. | <p>Handbook: 63-68, 72, 80-82, 99, 119, 121, 136-137, 138, 139, 140, 142, 148, 149-151, 155, 162-163, 165, 170-173, 183, 197, 199, 209, 217-218, 219-220, 223, 230, 232, 234, 240, 241, 245, 248, 250, 252, 257, 259, 262, 265, 266, 271, 272, 274, 277, 278, 279, 302, 303, 308, 319, 320, 358, 359, 361, 362, 365, 379, 397, 398, 416, 417, 423-424, 425-435, 455, 460, 462, 463, 473, 523, 525, 526-527, 529, 533, 536-537, 538-539, 540-541, 544-559</p> <p>Teacher's Guide: 51-60, 65-66, 92, 94, 104-105, 107, 113-114, 116, 121-122, 126-127, 130-132, 156-158, 166-169, 170, 172, 177-178, 181-182, 187-188, 191-193, 197-198, 201-203, 234-235, 263-267, 269, 293-295, 306-314, 315-324, 332, 335-336, 367</p> <p>Student Applications Book: 13, 14, 15, 20, 22, 27, 28, 32, 34, 38, 39, 42, 44, 56, 62, 63, 65, 70, 71, 72, 74, 78, 81, 83, 84, 86, 87, 89, 93, 94, 95, 96, 98, 99, 101, 105, 106, 107, 108, 109, 110, 112, 114, 115, 117, 118, 122, 125, 128, 129, 130, 134, 135, 136, 1390, 142, 143, 145, 155, 156, 158, 159, 162, 163, 166, 169, 170, 171, 173, 178, 179, 180, 181, 183, 184</p> |
| 5-R1.15 Demonstrate the ability to respond to texts through a variety of methods, such as creative dramatics, writing, and graphic art. | <p>Handbook: 40, 41, 83, 94, 95, 104, 105, 106, 174, 224, 251-252, 265, 313-314, 316, 322, 327, 328, 366, 400</p> <p>Teacher's Guide: 59, 69, 82, 161, 182, 188, 193-194, 227, 230-231, 236, 240, 270</p> <p>Student Applications Book: 32, 42, 47, 51, 74, 83, 84, 98, 119, 130, 140, 143, 156, 160, 174</p> |
| 5-R1.16 Continue using skimming and scanning techniques. | <p>Handbook: 110, 136, 186, 191-193, 402-403, 534-535</p> <p>Teacher's Guide: 86, 136, 181, 297, 329, 333, 343-344, 365</p> <p>Student Applications Book: 11, 67, 150, 173, 189</p> |

| Fifth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|---|--|
| 5-R1.17 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material. | <p>Handbook: 38, 199, 276, 281, 282, 558</p> <p>Teacher's Guide: 49, 142, 203</p> <p>Student Applications Book: 14, 126-130</p> |

Analysis of Texts

5-R2 The student will use a knowledge of the purposes, structures, and elements of writing to analyze and interpret various types of texts.

| Fifth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|---|---|
| 5-R2.1 Demonstrate the ability to analyze character traits and motives, setting, and plot in a literary work; continue identifying tone. | <p>Handbook: 213, 218-219, 226, 231-235, 240, 241, 242-248, 249-253, 254-259, 260-266, 271, 272, 277, 278, 279, 281, 284, 286, 290, 292, 345, 349, 375-376, 377-378, 384, 385, 540, 546</p> <p>Teacher's Guide: 158, 167-168, 170, 172, 173, 175-179, 180-184, 185-189, 190-194, 200-204, 206, 208, 211, 212, 214, 258, 267, 269, 279, 285, 286</p> <p>Student Applications Book: 95, 96, 101, 105, 106, 109, 110, 112, 114-115, 117-119, 121-122, 124-125, 128, 156, 158, 159, 161, 163</p> |
| 5-R2.2 Demonstrate the ability to identify conflict in a literary work; begin comparing and contrasting conflicts in a variety of literary works. | <p>Handbook: 220, 236, 262-264, 266, 284, 290, 362, 384</p> <p>Teacher's Guide: 206, 170, 192, 206, 212, 267, 285</p> <p>Student Applications Book: 95, 157</p> |
| 5-R2.3 Demonstrate the ability to identify the narrator's point of view in a work of fiction. | <p>Handbook: 291</p> <p>Teacher's Guide: 213</p> <p>Student Applications Book: 129</p> |
| 5-R2.4 Begin comparing and contrasting theme in a variety of texts. | <p>Handbook: 280, 281</p> <p>Teacher's Guide: 202, 203</p> |
| 5-R2.5 Demonstrate the ability to identify elements of style such as word choice and sentence structure (syntax). | <p>Handbook: 310-316, 330, 331, 332, 334, 335, 336, 338, 339, 342, 367-372</p> <p>Teacher's Guide: 229-232, 243, 244, 245, 247, 248, 249, 251, 252, 255, 272-275</p> <p>Student Applications Book: 137, 141-143, 147-148</p> |

| Fifth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|--|--|
| <p>5-R2.6 Demonstrate the ability to identify devices of figurative language such as similes, metaphors, hyperbole, and personification and sound devices such as alliteration and onomatopoeia.</p> | <p>Handbook: 312-314, 330, 332, 335, 336, 338, 339, 342</p> <p>Teacher's Guide: 229-232, 243, 245, 248-258</p> <p>Student Applications Book: 141-143</p> |
| <p>5-R2.7 Demonstrate the ability to distinguish between fiction and nonfiction.</p> | <p>Handbook: 128, 144, 157, 167, 175, 185, 195-209, 212, 225, 283-295</p> <p>Teacher's Guide: 100, 110, 119, 124, 129, 138-151, 153, 163, 205-217</p> <p>Student Applications Book: 55, 66, 75, 79, 88, 99</p> |
| <p>5-R2.8 Demonstrate the ability to identify the characteristics of genres such as fiction, poetry, drama, and informational texts.</p> | <p>Handbook: 59-62, 69, 75-78, 83, 89-91, 96, 116-125, 129-134, 139-140, 145-147, 151-152, 158-161, 164, 167-168, 169, 175-176, 187-190, 195-209, 213-216, 220, 226-229, 230, 231-235, 236, 240, 242-248, 249-253, 254-259, 260-266, 267-274, 277-280, 283-295, 299-300, 304, 310-316, 323-328, 329-345, 349, 350-357, 362, 365, 367-372, 373-379, 380-387</p> <p>Teacher's Guide: 53, 57, 63, 67, 73, 77, 89-98, 102, 105, 112, 115, 125, 135, 138-151, 155, 158, 165, 166, 170, 172, 173, 175-179, 180-184, 185-189, 190-194, 195-199, 201-202, 205-217, 225, 229-232, 238-241, 242-258, 260, 267, 269, 272-275, 276-280, 281-288</p> <p>Student Applications Book: 29, 40, 48, 63, 72, 75-77, 79-81, 86, 95, 106-107, 110, 111-112, 113-115, 120-122, 137, 142, 143, 147-148, 157, 159, 170-171, 180</p> |
| <p>5-R2.9 Demonstrate the ability to identify elements of poetry such as rhyme scheme, refrain, and stanza.</p> | <p>Handbook: 301, 304-305, 309, 310-316, 323-328, 329-345</p> <p>Teacher's Guide: 225, 229-232, 238-241, 243-258</p> <p>Student Applications Book: 132, 134, 137, 147-148</p> |
| <p>5-R2.10 Demonstrate the ability to identify the author's purpose in a variety of texts.</p> | <p>Handbook: 49-55, 135, 141-142, 155, 158, 167-171, 285, 531</p> <p>Teacher's Guide: 47-49, 103, 114, 120, 364</p> <p>Student Applications Book: 61, 82, 79-81</p> |

| Fifth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
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| 5-R2.11 Demonstrate the ability to compare and contrast settings, characters, events, and ideas in a variety of texts. | Handbook: 276, 281-282 Teacher's Guide: 200-204 Student Applications Book: 126-130 |
| 5-R2.12 Continue developing objective criteria for evaluating texts in a variety of genres. | Handbook: 39, 138, 141-142, 155, 165, 172, 173, 223, 252, 257, 302, 320, 376, 523, 531, 532-533, 548 Teacher's Guide: 43, 104, 116, 122, 127, 160, 187, 223, 235, 277 Student Applications Book: 14, 62, 64-65, 74, 98, 108, 115, 117, 125, 135 |

Word Study and Analysis

5-R3 The student will use a knowledge of graphophonics and word analysis to determine the meaning of unfamiliar words and to read texts with understanding.

| Fifth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|---|---|
| 5-R3.1 Demonstrate the ability to determine word meanings, pronunciations, alternate word choices, and parts of speech by using a dictionary and a thesaurus. | Handbook: 117, 496, 508-509 Teacher's Guide: 90, 355 Student Applications Book: 142, 204 |
| 5-R3.2 Demonstrate the ability to identify word origins and derivatives to determine the meaning of words or phrases and to refine word choice. | Handbook: 504-507, 563-565 Teacher's Guide: 354, 355 Student Applications Book: 203 |
| 5-R3.3 Demonstrate the ability to apply and use a knowledge of roots and affixes to analyze the meaning of complex words. | Handbook: 504-507, 511, 560-565 Teacher's Guide: 353-354 Student Applications Book: 203 |
| 5-R3.4 Demonstrate the ability to use the sentence structure (syntax) and context to determine the meanings of unfamiliar and multiple-meaning words. | Handbook: 500-503, 513 Teacher's Guide: 353 Student Applications Book: 201-202 |

| Fifth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|--|---|
| 5-R3.5 Demonstrate the ability to analyze the figurative use of words in context. | Handbook: 312-314, 330, 336, 338, 339, 342, 500-503 Teacher's Guide: 229-232, 243, 245, 248-258, 353 Student Applications Book: 142-143, 202 |
| 5-R3.6 Demonstrate the ability to make simple analogies; continue recognizing complex analogies. | Handbook: 514-519 Teacher's Guide: 358 Student Applications Book: 207 |

Writing Goal (W)

The student will write for different audiences and purposes.

The Writing Process

5-W1 The student will apply a process approach to writing.

| Fifth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|--|--|
| 5-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written prewriting strategies. | Handbook: 25, 458-464 Teacher's Guide: 33, 335-337 Student Applications Book: 192 |
| 5-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific audience and purpose. | Handbook: 25, 458-464 Teacher's Guide: 33, 334-337 Student Applications Book: 192-193 |
| 5-W1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details. | Handbook: 25, 458-464 Teacher's Guide: 334-337 Student Applications Book: 192-193 |
| 5-W1.4 Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation. | Handbook: 25, 464 Teacher's Guide: 33, 335-336 Student Applications Book: 192-193 |

| Fifth-Grade Language Arts Standards | | Reader's Handbook, Grades 4-5 |
|--|---|---|
| 5-W1.5 | Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax), and word usage. | Handbook: 25, 464 Teacher's Guide: 33, 335-336 Student Applications Book: 192-193 |
| 5-W1.6 | Demonstrate the ability to write and publish in a variety of formats. | Handbook: 458-464 Teacher's Guide: 334-337 Student Applications Book: 192-193 |
| 5-W1.6.1 | Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces. | Handbook: 458-464 Teacher's Guide: 334-337 Student Applications Book: 192-193 |
| 5-W1.6.3 | Begin writing essays, reports, articles, and proposals. | Handbook: 458-464 Teacher's Guide: 334-337 Student Applications Book: 192-193 |
| 5-W1.6.4 | Demonstrate the ability to use the Internet with teacher support and guidance to communicate with others. | Handbook: 156, 403, 405 Teacher's Guide: 117, 300 Student Applications Book: 74, 174 |

The Writing Purposes

5-W2 The student will write for a variety of purposes.

| Fifth-Grade Language Arts Standards | | Reader's Handbook, Grades 4-5 |
|--|---|--|
| 5-W2.1 | Demonstrate the ability to use writing to explain and inform. | Handbook: 457-464 Teacher's Guide: 80, 108, 116, 334-337 Student Applications Book: 192-193 |
| 5-W2.2 | Demonstrate the ability to use writing to learn, entertain, and describe. | Handbook: 457-464 Teacher's Guide: 80, 116, 161, 334-337 Student Applications Book: 192-193 |

Responding to Texts

5-W3 The student will respond to texts written by others.

| Fifth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|---|---|
| 5-W3.1 Demonstrate the ability to respond to texts both orally and in writing. | <p>Handbook: 73, 138, 142, 149-151, 155, 165, 166, 172-174, 222-223, 224, 302, 315, 320, 322, 366, 376, 400</p> <p>Teacher's Guide: 70, 80, 87, 104, 160, 161, 169, 182, 187, 235, 236, 270</p> <p>Student Applications Book: 32, 62, 78, 84, 98, 108, 115, 125, 130, 140, 172</p> |
| 5-W3.2 Demonstrate the ability to use literary models to refine his or her own writing style. | <p>Handbook: 308, 316, 328</p> <p>Teacher's Guide: 108, 227</p> |
| 5-W3.3 Continue using texts to make connections and to support ideas in his or her own writing. | <p>Handbook: 143</p> <p>Teacher's Guide: 70</p> |

Communication Goal (C)

The student will recognize, demonstrate, and analyze the qualities of effective communication.

Communication: Speaking

5-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

| Fifth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|---|----------------------------------|
| 5-C1.2 Demonstrate the ability to initiate conversation. | Handbook: 33, 156, 266 |
| 5-C1.4 Demonstrate the ability to participate in and contribute to conversations and discussions by responding appropriately. | Handbook: 156 |
| 5-C1.5 Demonstrate the ability to give brief presentations, demonstrations, and oral reports. | Teacher's Guide: 173, 235 |
| 5-C1.6 Demonstrate the ability to participate in creative dramatics. | Teacher's Guide: 188, 274 |

| Fifth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|---|---|
| 5-C1.11 Demonstrate the ability to summarize conversations and discussions. | Handbook: 80 Teacher's Guide: 64-65 |
| 5-C1.12 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences. | Handbook: 204 Teacher's Guide: 147 |
| 5-C1.13 Demonstrate the ability to express and explain ideas orally with fluency and confidence. | Handbook: 266 Teacher's Guide: 123, 127, 128, 133, 136, 137, 162, 174, 178, 179, 183, 184, 188, 189, 193, 194, 198, 199, 203, 204, 228, 231, 232, 236, 237, 240, 241, 271, 274, 275, 280, 298, 314 |
| 5-C1.15 Demonstrate the ability to make appropriate statements to communicate agreement or disagreement with others' ideas. | Teacher's Guide: 127 |

Communication: Listening

5-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

| Fifth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|--|--|
| 5-C2.1 Demonstrate the ability to listen for meaning in conversations and discussions. | Handbook: 80, 156 Teacher's Guide: 64-65 |
| 5-C2.2 Demonstrate the ability to summarize conversations and discussions. | Handbook: 80 Teacher's Guide: 64-65 |
| 5-C2.3 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences. | Handbook: 204 Teacher's Guide: 147 |
| 5-C2.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard. | Handbook: 36, 38, 136-137, 203 Teacher's Guide: 43, 146 Student Applications Book: 12, 14 |

Communication: Viewing

5-C3 The student will use listening skills to comprehend and analyze information he or she receives from nonprint sources.

| Fifth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|---|---|
| 5-C3.1 Demonstrate the ability to make predictions about the content of what he or she views. | Student Applications Book: 88 |
| 5-C3.3 Demonstrate the ability to summarize information that he or she receives from nonprint sources. | Handbook: 397-398 Teacher's Guide: 293-296 Student Applications Book: 165-174 |
| 5-C3.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed. | Handbook: 395-396 Student Applications Book: 168 |
| 5-C3.5 Continue comparing and contrasting different viewpoints that he or she encounters in nonprint sources. | Handbook: 395-396 |
| 5-C3.7 Continue evaluating the ways that different nonprint sources influence and inform. | Handbook: 395-397 Teacher's Guide: 293-294 Student Applications Book: 169, 173 |
| 5-C3.8 Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world. | Handbook: 400 Teacher's Guide: 293-294 Student Applications Book: 172 |

Research Goal (RS)

The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge

Selecting a Research Topic

5-RS1 The student will select a topic for exploration.

| Fifth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|--|--|
| 5-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry. | Handbook: 391 Teacher's Guide: 69, 292 Student Applications Book: 165 |
| 5-RS1.2 Demonstrate the ability to construct questions about a topic. | Handbook: 391 Teacher's Guide: 69, 292 Student Applications Book: 165 |

Gathering Information and Refining a Topic

5-RS2 The student will gather information from a variety of sources.

| Fifth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|---|---|
| 5-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information. | Handbook: 128-143, 144-156, 157-166, 167-174, 175-184, 390-403, 412-424 Teacher's Guide: 69 Student Applications Book: 165-174 |
| 5-RS2.2 Demonstrate the ability to gather and organize information from a variety of sources, including those accessed through the use of technology. | Handbook: 143, 390-403 Teacher's Guide: 69, 290-297 Student Applications Book: 165-174 |
| 5-RS2.3 Demonstrate the ability to document sources by listing titles and authors. | Handbook: 396-397 Teacher's Guide: 293, 294 Student Applications Book: 167, 171 |

| Fifth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|---|--|
| 5-RS2.4 Continue conducting independent research using available resources, including technology. | <p>Handbook: 143, 390-403</p> <p>Teacher's Guide: 69, 290-297</p> <p>Student Applications Book: 165-174</p> |
| 5-RS2.5 Continue summarizing the information that he or she has gathered. | <p>Handbook: 143, 397-398</p> <p>Teacher's Guide: 294-295</p> <p>Student Applications Book: 170, 172</p> |

Preparing and Presenting Information

5-RS3 The student will use a variety of strategies to prepare and present selected information.

| Fifth-Grade Language Arts Standards | Reader's Handbook, Grades 4-5 |
|--|---|
| 5-RS3.1 Demonstrate the ability to classify and organize information by categorizing and sequencing. | <p>Handbook: 66, 81, 83, 86, 398</p> <p>Teacher's Guide: 56, 65, 295</p> <p>Student Applications Book: 27, 34, 39, 170</p> |
| 5-RS3.2 Demonstrate the ability to present his or her research findings in a variety of formats. | <p>Handbook: 143</p> <p>Teacher's Guide: 108</p> |



Reader's Handbook © 2002
correlated to
South Carolina English Language Arts
Curriculum Standards
Sixth Grade

Reading Goal (R)

The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.

Reading Process and Comprehension

6-R1 The student will integrate various cues and strategies to comprehend what he or she reads.

| Sixth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|--|---|
| <p>6-R1.1 Demonstrate the ability to read a variety of texts fluently.</p> | <p>Handbook: 66-83, 84-99, 100-116, 117-131, 132-142, 143-154, 172-187, 188-203, 204-217, 218-233, 234-246, 247-255, 256-264, 265-272, 294-314, 315-339, 340-350, 351-359, 360-367, 368-375, 376-382, 383-387, 408-421, 422-429, 430-438, 439-445, 472-488, 489-494, 495-501, 514-526, 538-547</p> <p>Teacher's Guide: 51-61, 62-72, 73-84, 85-94, 95-99, 115-126, 127-137, 138-147, 148-158, 159-169, 170-173, 174-177, 178-181, 195-206, 207-219, 220-226, 227-231, 232-236, 237-241, 242-246, 265-275, 276-280, 281-285, 286-290, 309-320, 321-325, 326-330, 340-351, 359-369</p> <p>Student Applications Book: 15-18, 19-28, 29-38, 39-48, 49-57, 58-59, 60-61, 62-71, 72-79, 80-89, 90-99, 100-108, 109-111, 112-113, 114-115, 116-128, 129-140, 141-143, 144-145, 146-147, 148-149, 150-151, 154-164, 165-166, 167-169, 170-171, 172-180, 185-193, 194-199</p> |

| Sixth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|---|---|
| <p>6-R1.2 Demonstrate the ability read independently for extended periods of time to derive pleasure and to gain information.</p> | <p>Handbook: 25, 66-83, 84-99, 100-116, 117-131, 132-142, 143-154, 172-187, 188-203, 204-217, 218-233, 234-246, 247-255, 256-264, 265-272, 294-314, 315-339, 340-350, 351-359, 360-367, 368-375, 376-382, 383-387, 408-421, 422-429, 430-438, 439-445, 472-488, 489-494, 495-501, 514-526, 538-547</p> <p>Teacher's Guide: 51-61, 62-72, 73-84, 85-94, 95-99, 115-126, 127-137, 138-147, 148-158, 159-169, 170-173, 174-177, 178-181, 195-206, 207-219, 220-226, 227-231, 232-236, 237-241, 242-246, 265-275, 276-280, 281-285, 286-290, 309-320, 321-325, 326-330, 340-351, 359-369</p> <p>Student Applications Book: 15-18, 19-28, 29-38, 39-48, 49-57, 58-59, 60-61, 62-71, 72-79, 80-89, 90-99, 100-108, 109-111, 112-113, 114-115, 116-128, 129-140, 141-143, 144-145, 146-147, 148-149, 150-151, 154-164, 165-166, 167-169, 170-171, 172-180, 185-193, 194-199</p> |
| <p>6-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p> | <p>Handbook: 35, 37, 45, 78, 96, 113, 128, 183, 200, 214, 230, 243, 254, 310, 335, 418, 444, 485, 523, 544, 576</p> <p>Teacher's Guide: 36, 43, 58, 69, 81, 91, 123, 134, 144, 155, 165, 167, 172, 202, 216, 272, 317, 347, 365, 385</p> <p>Student Applications Book: 13, 27, 36, 46, 55, 68, 78, 86, 98, 106, 108, 138, 179, 204</p> |
| <p>6-R1.4 Demonstrate the ability to summarize and paraphrase texts.</p> | <p>Handbook: 75, 79, 83, 184, 186, 203, 217, 232-233, 378, 420, 437-438, 476, 482, 540-541, 650-651, 658-659, 676, 680</p> <p>Teacher's Guide: 55, 156-157, 244, 273, 282, 284, 312-314, 345, 362-363, 365, 434, 438</p> <p>Student Applications Book: 71, 99, 104, 163, 169, 176</p> |
| <p>6-R1.5 Demonstrate the ability to identify the details that support the thesis of a particular text.</p> | <p>Handbook: 53, 60, 61, 62, 93, 177-180, 196-199, 202, 242-243, 247-248, 249-253, 260-262, 274, 289-290</p> <p>Teacher's Guide: 46-49, 67, 119, 132, 164, 171-172, 175-176, 192-193</p> <p>Student Applications Book: 44, 68-69, 77, 85, 97, 99, 104-105</p> |

| Sixth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|---|--|
| 6-R1.6 Demonstrate the ability to make predictions about stories. | <p>Handbook: 43, 44, 45</p> <p>Teacher's Guide: 43</p> <p>Student Applications Book: 13-14, 116, 147, 154</p> |
| 6-R1.7 Demonstrate the ability to analyze the main idea of a particular text. | <p>Handbook: 47, 50-54, 56, 60, 61, 93, 137-138, 177-180, 181-182, 240, 242-243, 247-248, 262, 284-285, 674</p> <p>Teacher's Guide: 44-45, 67, 119-122, 162, 176, 190</p> <p>Student Applications Book: 17-18, 68, 82, 97, 104-105, 203</p> |
| 6-R1.8 Demonstrate the ability to draw conclusions and make inferences. | <p>Handbook: 40-41, 43, 52, 214, 285, 291, 308, 346-347, 356, 387, 546, 572, 574, 653, 672</p> <p>Teacher's Guide: 40, 143-144, 200, 202, 229, 250, 366-367, 369, 383</p> <p>Student Applications Book: 10, 11, 126, 143, 145, 147</p> |
| 6-R1.9 Demonstrate the ability to analyze cause and effect and its impact on plot, character, and theme. | <p>Handbook: 59, 192-196, 216, 275, 644-645, 667</p> <p>Teacher's Guide: 130-131, 137, 145-146, 183-184, 431</p> <p>Student Applications Book: 74-75, 88</p> |
| 6-R1.10 Begin recognizing when statements of fact are not documented and when opinions are not adequately supported. | <p>Handbook: 42, 222-229, 242-243, 249-253, 263-264, 274, 280, 281</p> <p>Teacher's Guide: 151, 153, 164, 167, 172, 175, 183, 188</p> <p>Student Applications Book: 92, 110-111, 113</p> |
| 6-R1.11 Demonstrate the ability to follow multistep directions such as those for preparing applications and completing forms. | <p>Handbook: 266, 267, 272</p> <p>Teacher's Guide: 179, 181</p> |

| Sixth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
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| <p>6-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of logically organizing information and events.</p> | <p>Handbook: 33, 36, 50, 53, 54, 57, 59, 60, 61, 62, 63, 73, 75, 76, 82, 83, 84, 91-93, 95, 99, 107, 108-110, 111-112, 115, 116, 137-140, 157, 159, 163-165, 181-182, 185, 192, 196, 198-199, 203, 212-214, 220, 222, 223, 228, 233, 240, 243, 245, 246, 255, 261, 262, 305-309, 314, 321, 325, 326, 329, 332, 333, 337, 338, 343, 344, 350, 353, 367, 369, 371, 373, 375, 381, 385-387, 412-417, 420, 476, 481, 482, 483, 484, 492, 519, 523, 538-547, 548-561, 582, 589, 599, 600-604, 633, 662-663, 667-684</p> <p>Teacher's Guide: 46-49, 54-56, 65-67, 68, 76-79, 80-82, 97-98, 106-107, 108-109, 110-112, 121-122, 130-133, 142-144, 151-153, 162, 164, 167, 172, 198-201, 204-205, 210-215, 217, 221-223, 225, 228-230, 235, 238-240, 244-245, 248-249, 268-269, 271, 273, 312-316, 359-369, 370-377, 391, 399, 401, 409-411, 425, 440</p> <p>Student Applications Book: 24, 25, 31-32, 33, 34, 35, 42-43, 44, 45, 47, 50, 58, 59, 63, 67, 68, 75, 77, 78, 82, 85, 86, 88, 91, 92, 96, 97, 105, 107, 111, 112, 113, 115, 117, 126, 127, 128, 129, 131, 136, 137, 138, 140, 142, 143, 144, 145, 147, 148, 150, 151, 153, 160, 161, 163, 166, 168, 169, 171, 177, 178, 182, 184, 185, 188, 190, 194-199, 209, 216, 220, 221</p> |
| <p>6-R1.13 Demonstrate the ability to use skimming and scanning techniques.</p> | <p>Handbook: 114-115, 116, 269, 525, 571, 599, 656-657</p> <p>Teacher's Guide: 82, 180, 348-349, 382, 409, 428, 437</p> <p>Student Applications Book: 47, 117, 203, 205, 210, 212</p> |
| <p>6-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.</p> | <p>Handbook: 42, 43, 278, 383-388</p> <p>Teacher's Guide: 41, 247-251</p> <p>Student Applications Book: 12, 150, 152-153</p> |
| <p>6-R1.15 Continue detecting bias and identifying propaganda techniques.</p> | <p>Handbook: 263-264, 287-288</p> <p>Teacher's Guide: 176, 191-192</p> <p>Student Applications Book: 112-113</p> |

Analysis of Texts

6-R2 The student will use a knowledge of the purposes, structures, and elements of writing to analyze and interpret various types of texts.

| Sixth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|--|--|
| <p>6-R2.1 Demonstrate the ability to analyze an author's use of static, dynamic, round and flat characters; the structural elements of plot; flashback and foreshadowing; and point of view and tone.</p> | <p>Handbook: 304-314, 321-326, 331-332, 337-339, 340-350, 368-375, 390, 392, 398-399, 400-401, 468-469, 481-484, 491, 507</p> <p>Teacher's Guide: 198-205, 210-219, 220-226, 237-241, 254-255, 259-260, 311-319, 323, 328, 335</p> <p>Student Applications Book: 126-127, 131, 136, 137, 140, 141-143, 147, 148-149, 151, 177-179</p> |
| <p>6-R2.2 Demonstrate the ability to compare and contrast conflict in a variety of literary works.</p> | <p>Handbook: 297-303, 309, 332, 336-337, 369, 370, 507-508</p> <p>Teacher's Guide: 201, 213, 217, 253, 259</p> <p>Student Applications Book: 149, 178</p> |
| <p>6-R2.3 Demonstrate the ability to identify the speaker in a literary work and recognize the difference between first- and third-person narration and between the omniscient and the limited omniscient point of view.</p> | <p>Handbook: 313, 316, 322-323, 400-401</p> <p>Teacher's Guide: 211, 258-259</p> <p>Student Applications Book: 129</p> |
| <p>6-R2.4 Demonstrate the ability to compare and contrast theme in a variety of texts.</p> | <p>Handbook: 385-386</p> <p>Teacher's Guide: 249</p> |
| <p>6-R2.5 Demonstrate the ability to identify elements of style such as word choice and sentence structure (syntax) in a variety of texts.</p> | <p>Handbook: 257-259, 263-264, 279, 295-303, 334, 337, 403, 410-411, 415, 422-429, 430-438, 439-445, 495-501</p> <p>Teacher's Guide: 214, 217, 261, 269-272, 276-280, 281-285, 286-290, 292-307, 326-330</p> <p>Student Applications Book: 15-16, 117, 165-169, 170-171, 183-184</p> |
| <p>6-R2.6 Demonstrate the ability to analyze devices of figurative language such as the extended metaphor; begin identifying imagery and symbolism.</p> | <p>Handbook: 413, 415, 422, 426-428, 429, 434, 442, 447, 453, 455, 458, 459, 464, 467</p> <p>Teacher's Guide: 270, 272, 273, 277, 278, 287, 292, 294, 296-297, 298, 300, 301, 304-305, 306</p> <p>Student Applications Book: 166, 171</p> |

| Sixth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|--|--|
| <p>6-R2.7 Demonstrate the ability to identify the characteristics of genres such as fiction, poetry, drama, and informational texts.</p> | <p>Handbook: 68-72, 77, 86-90, 94-95, 101-103, 111-112, 119-121, 126-127, 133-136, 155-169, 173-176, 189-191, 196-199, 205-207, 213, 220-221, 229, 235-239, 242-243, 257-259, 267-269, 273-291, 295-303, 309, 317-320, 332, 340-350, 351-359, 360-367, 368-375, 376-382, 389-405, 409-410, 416, 422-429, 439-445, 446-469, 473-475, 484, 489-494, 495-501, 502-513</p> <p>Teacher's Guide: 53, 57, 64, 68, 75, 80, 87, 90, 96, 105-113, 117, 121, 129, 132, 140, 143, 150, 154, 161, 164, 171, 175-176, 180, 182-193, 197, 201, 209, 213, 220-226, 227-231, 232-236, 237-241, 242-246, 252-263, 267, 270, 276-280, 286-290, 291-307, 311, 316, 321-325, 326-330, 331-338</p> <p>Student Applications Book: 20, 26, 35, 40, 46, 54, 63, 67, 73, 77, 85, 91, 97, 100, 105, 109, 112-113, 117, 127, 131, 137, 141-143, 144-145, 146-147, 148-149, 150-151, 154, 161-162, 165-166, 170-171, 178, 181-182, 183-184</p> |
| <p>6-R2.8 Demonstrate the ability to identify elements of poetry such as rhyme scheme, refrain, and stanza.</p> | <p>Handbook: 408-421, 422-429, 430-438, 439-445, 447-468</p> <p>Teacher's Guide: 265-275, 276-280, 281-285, 286-290, 292-307</p> <p>Student Applications Book: 154-164, 165-166, 167-169, 170-171</p> |
| <p>6-R2.9 Demonstrate the ability to identify the author's purpose in texts in a variety of genres.</p> | <p>Handbook: 55, 181-182, 188, 204, 391</p> <p>Teacher's Guide: 46-49, 175, 253-254</p> <p>Student Applications Book: 67, 72, 80, 112</p> |
| <p>6-R2.10 Continue developing objective criteria for evaluating texts in a variety of genres.</p> | <p>Handbook: 294-314, 315-339, 340-350, 351-359, 360-367, 368-375, 376-382, 389-405, 408-421, 422-429, 43-438, 439-445, 446-468, 472-488, 489-494, 495-501, 502-511</p> <p>Teacher's Guide: 195-206, 207-219, 220-226, 227-231, 232-236, 237-241, 242-246, 256-257, 265-275, 276-280, 281-285, 286-290, 292-307, 309-320, 321-325, 326-330, 331-338</p> <p>Student Applications Book: 116-128, 129-140, 141-143, 144-145, 146-147, 148-149, 150-151, 152-153, 154-164, 165-166, 167-169, 170-171, 172-180, 181-182, 183-184</p> |

Word Study and Analysis

6-R3 The student will use a knowledge of semantics, syntax, and structural analysis to determine the meaning of unfamiliar words and read texts with understanding.

| Sixth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|--|--|
| 6-R3.1 Demonstrate the ability to determine pronunciation, meanings, alternate word choices, the parts of speech, or the etymologies of words by using a dictionary and a thesaurus. | <p>Handbook: 425-426, 433, 610-612, 626-630</p> <p>Teacher's Guide: 278, 282-283, 421-424</p> <p>Student Applications Book: 219</p> |
| 6-R3.2 Demonstrate the ability to use a knowledge of roots and affixes to analyze the meaning of complex words. | <p>Handbook: 585, 621-625, 685-692</p> <p>Teacher's Guide: 395, 419-420</p> <p>Student Applications Book: 221</p> |
| 6-R3.3 Demonstrate the ability to use sentence structure (syntax) and context to determine the meanings of unfamiliar words and multiple-meaning words. | <p>Handbook: 586, 615-620</p> <p>Teacher's Guide: 395, 417-418, 428</p> <p>Student Applications Book: 211, 220</p> |
| 6-R3.4 Demonstrate the ability to analyze the figurative use of words in context. | <p>Handbook: 426-427, 447, 449, 450, 452, 453, 455, 458, 459, 464, 467, 586</p> <p>Teacher's Guide: 278, 292-307, 417-418</p> |
| 6-R3.5 Demonstrate the ability to make simple and complex analogies. | <p>Handbook: 586-587, 636-639</p> <p>Teacher's Guide: 396, 427, 428</p> <p>Student Applications Book: 211</p> |

Writing Goal (W)

The student will write for different audiences and purposes.

The Writing Process

6-W1 The student will apply a process approach to writing.

| Sixth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|---|---|
| 6-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written prewriting strategies. | <p>Handbook: 28, 381, 385-387, 582</p> <p>Teacher's Guide: 390-391</p> <p>Student Applications Book: 209</p> |

| Sixth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|--|---|
| <p>6-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific audience and purpose.</p> | <p>Handbook: 28, 380-382, 383-388, 582-583</p> <p>Teacher's Guide: 390-392</p> <p>Student Applications Book: 208-209</p> |
| <p>6-W1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details.</p> | <p>Handbook: 380-382, 383-388, 582-583</p> <p>Teacher's Guide: 390-392</p> <p>Student Applications Book: 208-209</p> |
| <p>6-W1.4 Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation.</p> | <p>Handbook: 28, 583</p> <p>Teacher's Guide: 392</p> <p>Student Applications Book: 209</p> |
| <p>6-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, confusing words, agreement, sentence structure (syntax), and word usage.</p> | <p>Handbook: 28, 583</p> <p>Teacher's Guide: 392</p> <p>Student Applications Book: 209</p> |
| <p>6-W1.6 Demonstrate the ability to write and publish in a variety of formats.</p> <p>6-W1.6.1 Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces.</p> | <p>Handbook: 380-382, 383-388</p> <p>Teacher's Guide: 250</p> <p>Student Applications Book: 208-209</p> |
| <p>6-W1.6.3 Continue writing essays, reports, articles, and proposals.</p> | <p>Handbook: 380-382, 383-388</p> <p>Teacher's Guide: 250</p> <p>Student Applications Book: 208-209</p> |
| <p>6-W1.6.4 Demonstrate the ability to use the Internet with teacher guidance to communicate with others.</p> | <p>Handbook: 99, 338</p> <p>Teacher's Guide: 354-355</p> |

Writing Purposes

6-W2 The student will write for a variety of purposes.

| Sixth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|--|--|
| 6-W2.1 Demonstrate the ability to use writing to explain and inform. | <p>Handbook: 381-382, 383-388, 580-583</p> <p>Teacher's Guide: 72, 84, 94, 250, 320</p> <p>Student Applications Book: 208-209</p> |
| 6-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe. | <p>Handbook: 580-583</p> <p>Teacher's Guide: 72, 84, 94, 390-392</p> <p>Student Applications Book: 71, 89</p> |
| 6-W2.3 Begin writing to persuade, analyze, and transact business. | <p>Handbook: 381-382, 383-388, 580-583</p> <p>Teacher's Guide: 250, 351, 390-392</p> <p>Student Applications Book: 208-209</p> |

Responding to Texts

6-W3 The student will respond to texts written by others.

| Sixth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|---|---|
| 6-W3.1 Demonstrate the ability to respond to texts both orally and in writing. | <p>Handbook: 185, 217, 246, 254-255, 312, 314, 334, 339, 355, 364, 374, 379, 412-417, 420, 435, 445, 493, 499, 501</p> <p>Teacher's Guide: 61, 72, 84, 93, 94, 124, 126, 137, 147, 151-152, 158, 169, 204, 206, 219, 229, 234, 244, 245, 268-271, 323, 328</p> <p>Student Applications Book: 71, 87, 89, 106-107, 128, 138, 140, 160-161, 166, 168, 180, 184</p> |
| 6-W3.2 Demonstrate the ability to use literary models to refine his or her own writing style. | <p>Handbook: 388</p> <p>Teacher's Guide: 250, 274, 279, 289</p> |
| 6-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing. | <p>Handbook: 217, 255, 339, 381-382, 388</p> |

Legibility

6-W4 The student will create legible texts.

| Sixth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|--|--|
| 6-W4.2 Begin using keyboarding skills to produce texts. | Handbook: 99 Teacher's Guide: 354-355 |

Communication Goal (C)

The student will recognize, demonstrate, and analyze the qualities of effective communication.

Communication: Speaking

6-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

| Sixth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|--|---|
| 6-C1.2 Demonstrate the ability to use language and vocabulary appropriate for the purpose and audience. | Handbook: 123, 142, 146, 314, 428 Teacher's Guide: 93, 157, 168 |
| 6-C1.3 Demonstrate the ability to give accurate directions to others. | Teacher's Guide: 93 |
| 6-C1.4 Demonstrate the ability to express and explain ideas orally with fluency and confidence. | Handbook: 82, 123, 142, 146, 154, 232, 246, 314, 428 Teacher's Guide: 93, 157, 168 |
| 6-C1.5 Demonstrate the ability to participate in conversations and discussions by responding appropriately. | Handbook: 82, 232, 246, 314, 428 Teacher's Guide: 125, 136, 157, 168 |
| 6-C1.6 Demonstrate the ability to give brief presentations, demonstrations, and oral reports. | Teacher's Guide: 71, 93 |
| 6-C1.8 Demonstrate the ability to participate in creative dramatics. | Handbook: 488 Teacher's Guide: 71 |
| 6-C1.9 Begin presenting dramatic readings of literary selections. | Handbook: 488 |

| Sixth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|---|--|
| 6-C1.10 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences. | Handbook: 282 Teacher's Guide: 189, 319 Student Applications Book: 48 |
| 6-C1.11 Demonstrate the ability to use effective organizational strategies to prepare oral presentations. | Teacher's Guide: 93 |
| 6-C1.13 Demonstrate the ability to make appropriate statements to communicate agreement or disagreement with others' ideas. | Handbook: 254-255 Teacher's Guide: 60, 157, 168 |
| 6-C1.14 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints. | Handbook: 254-255 Teacher's Guide: 60, 157, 168 |
| 6-C1.17 Demonstrate the ability to summarize conversations and discussions. | Handbook: 108, 647, 669 |
| 6-C1.18 Begin using critical analysis to formulate appropriate oral responses. | Teacher's Guide: 157, 168 |

Communication: Listening

6-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

| Sixth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|--|--|
| 6-C2.1 Demonstrate the ability to listen for meaning in conversations and discussions. | Handbook: 82, 108, 232, 246, 428, 647, 669 |
| 6-C2.3 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard. | Handbook: 40, 42, 52, 281 Teacher's Guide: 40, 41 Student Applications Book: 10, 12 |
| 6-C2.4 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences. | Handbook: 282 Teacher's Guide: 189, 319 Student Applications Book: 48 |

| Sixth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
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| 6-C2.6 Begin using critical analysis to formulate appropriate oral responses. | Handbook: 428 |

Communication: Viewing

6-C3 The student will comprehend and analyze information he or she receives from nonprint sources.

| Sixth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|--|---|
| 6-C3.1 Demonstrate the ability to make predictions about the content of what he or she views. | Handbook: 488 |
| 6-C3.2 Demonstrate the ability to analyze details, character, setting, and cause and effect in material from nonprint sources. | Handbook: 488 |
| 6-C3.3 Demonstrate the ability to summarize information that he or she receives from nonprint sources. | Handbook: 518-522 Teacher's Guide: 345 Student Applications Book: 185-193 |
| 6-C3.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed. | Handbook: 40, 42, 52, 281 Teacher's Guide: 40, 41 Student Applications Book: 185-193 |
| 6-C3.7 Begin analyzing nonprint sources for accuracy, bias, intent, and purpose. | Handbook: 525 Teacher's Guide: 343-349 Student Applications Book: 185-193 |
| 6-C3.8 Begin evaluating the ways that the use of language, the medium, and the presentation contribute to the meaning and impact of a message. | Handbook: 256-264 Teacher's Guide: 174-177 Student Applications Book: 112-113 |
| 6-C3.9 Demonstrate the ability to evaluate the ways that different nonprint sources influence and inform. | Handbook: 525 Teacher's Guide: 343-349 Student Applications Book: 185-193 |

| Sixth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|--|--------------------------------------|
| 6-C3.11 Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world. | Teacher's Guide: 347 |

Research Goal (RS)

The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.

Selecting a Research Topic

6-RS1 The student will select a topic for exploration.

| Sixth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|--|--|
| 6-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry. | Handbook: 515 Teacher's Guide: 83, 342 Student Applications Book: 185 |
| 6-RS1.2 Begin asking questions to investigate all aspects of a topic, including various viewpoints regarding it. | Handbook: 515 Teacher's Guide: 83, 342 Student Applications Book: 185 |

Gathering Information and Refining a Topic

6-RS2 The student will gather information from a variety of sources.

| Sixth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|--|--|
| 6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information. | Handbook: 514-526, 528-534 Teacher's Guide: 83, 340-351, 352-357 Student Applications Book: 185-193 |
| 6-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology. | Handbook: 514-526 Teacher's Guide: 83, 340-351 Student Applications Book: 185-193 |

| Sixth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
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| 6-RS2.4 Demonstrate the ability to summarize the information that he or she has gathered. | <p>Handbook: 521-522, 526</p> <p>Teacher's Guide: 343-348</p> <p>Student Applications Book: 193</p> |
| 6-RS2.6 Begin using note-taking strategies to record facts and opinions from sources. | <p>Handbook: 521-522</p> <p>Teacher's Guide: 343-348</p> <p>Student Applications Book: 345</p> |
| 6-RS2.7 Begin evaluating sources for accuracy, bias, and credibility. | <p>Handbook: 525</p> <p>Teacher's Guide: 343-349</p> <p>Student Applications Book: 192-193</p> |



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correlated to
South Carolina English Language Arts
Curriculum Standards
Seventh Grade

Reading Goal (R)

The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.

Reading Process and Comprehension

7-R1 The student will integrate various cues and strategies to comprehend what he or she reads.

| Seventh-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
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| <p>7-R1.1 Demonstrate the ability to read a variety of texts fluently.</p> | <p>Handbook: 66-83, 84-99, 100-116, 117-131, 132-142, 143-154, 172-187, 188-203, 204-217, 218-233, 234-246, 247-255, 256-264, 265-272, 294-314, 315-339, 340-350, 351-359, 360-367, 368-375, 376-382, 383-387, 408-421, 422-429, 430-438, 439-445, 472-488, 489-494, 495-501, 514-526, 538-547</p> <p>Teacher's Guide: 51-61, 62-72, 73-84, 85-94, 95-99, 115-126, 127-137, 138-147, 148-158, 159-169, 170-173, 174-177, 178-181, 195-206, 207-219, 220-226, 227-231, 232-236, 237-241, 242-246, 265-275, 276-280, 281-285, 286-290, 309-320, 321-325, 326-330, 340-351, 359-369</p> <p>Student Applications Book: 15-18, 19-27, 28-36, 37-47, 48-56, 57-58, 59-60, 61-70, 71-79, 80-90, 91-100, 101-110, 111-112, 113-115, 116-117, 118-128, 129-140, 141-143, 144-145, 146-147, 148-149, 150-151, 152-153, 154-163, 164-165, 166-168, 169-170, 171-180, 181-182, 183-185, 186-193, 194-199</p> |

| Seventh-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|---|---|
| <p>7-R1.2 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.</p> | <p>Handbook: 25, 66-83, 84-99, 100-116, 117-131, 132-142, 143-154, 172-187, 188-203, 204-217, 218-233, 234-246, 247-255, 256-264, 265-272, 294-314, 315-339, 340-350, 351-359, 360-367, 368-375, 376-382, 383-387, 408-421, 422-429, 430-438, 439-445, 472-488, 489-494, 495-501, 514-526, 538-547</p> <p>Teacher's Guide: 51-61, 62-72, 73-84, 85-94, 95-99, 115-126, 127-137, 138-147, 148-158, 159-169, 170-173, 174-177, 178-181, 195-206, 207-219, 220-226, 227-231, 232-236, 237-241, 242-246, 265-275, 276-280, 281-285, 286-290, 309-320, 321-325, 326-330, 340-351, 359-369</p> <p>Student Applications Book: 15-18, 19-27, 28-36, 37-47, 48-56, 57-58, 59-60, 61-70, 71-79, 80-90, 91-100, 101-110, 111-112, 113-115, 116-117, 118-128, 129-140, 141-143, 144-145, 146-147, 148-149, 150-151, 152-153, 154-163, 164-165, 166-168, 169-170, 171-180, 181-182, 183-185, 186-193, 194-199</p> |
| <p>7-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p> | <p>Handbook: 35, 37, 45, 78, 96, 113, 128, 183, 200, 214, 230, 243, 254, 310, 335, 418, 444, 485, 523, 544, 576</p> <p>Teacher's Guide: 36, 43, 58, 69, 81, 91, 123, 134, 144, 155, 165, 167, 172, 202, 216, 272, 317, 347, 365, 385</p> <p>Student Applications Book: 25, 46, 54, 98, 108, 127, 162, 179, 205</p> |
| <p>7-R1.4 Demonstrate the ability to summarize, paraphrase, analyze, and evaluate what he or she reads.</p> | <p>Handbook: 75, 79, 83, 184, 186, 203, 217, 222-228, 232-233, 245, 249-253, 312-313, 353, 363, 378, 412, 420, 423, 432, 437-438, 440, 476, 482, 540-541, 642-643, 650-651, 658-659, 670, 676, 680</p> <p>Teacher's Guide: 55, 151-152, 156-157, 167, 171-172, 203-204, 228, 233, 244, 268-269, 273, 277, 282, 284, 287, 312-314, 345, 362-363, 365, 430, 434, 438</p> <p>Student Applications Book: 12, 15-18, 24, 32, 33, 44, 45, 63, 67, 69, 70, 78, 81, 86, 90, 93, 96, 97, 109, 112, 114, 160, 163, 168, 177, 182, 185, 189, 190, 196, 199, 203, 204</p> |

| Seventh-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
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| <p>7-R1.5 Demonstrate the ability to identify the details that support the thesis of a particular text.</p> | <p>Handbook: 53, 60, 61, 62, 93, 177-180, 196-199, 202, 242-243, 247-248, 249-253, 260-262, 274, 289-290</p> <p>Teacher's Guide: 46-49, 67, 119, 132, 164, 171-172, 175-176, 192-193</p> <p>Student Applications Book: 18, 19, 27, 33, 43, 47, 63, 67, 78, 97, 99, 204</p> |
| <p>7-R1.6 Demonstrate the ability to make predictions about stories.</p> | <p>Handbook: 43, 44, 45</p> <p>Teacher's Guide: 43</p> <p>Student Applications Book: 13-14, 77, 118</p> |
| <p>7-R1.7 Demonstrate the ability to analyze the main idea of a particular text.</p> | <p>Handbook: 47, 50-54, 56, 60, 61, 93, 137-138, 177-180, 181-182, 240, 242-243, 247-248, 262, 284-285, 674</p> <p>Teacher's Guide: 44-45, 67, 119-122, 162, 176, 190</p> <p>Student Applications Book: 17-18, 32, 33, 43, 47, 67, 68, 86, 92, 106, 150, 181, 204</p> |
| <p>7-R1.8 Demonstrate the ability to draw conclusions and make inferences.</p> | <p>Handbook: 40-41, 43, 52, 214, 285, 291, 308, 346-347, 356, 387, 546, 572, 574, 653, 672</p> <p>Teacher's Guide: 40, 143-144, 200, 202, 229, 250, 366-367, 369, 383</p> <p>Student Applications Book: 10, 11, 14, 17, 88, 145, 147, 153, 199</p> |
| <p>7-R1.9 Demonstrate the ability to describe and analyze cause and effect and its impact on plot, character, and theme.</p> | <p>Handbook: 59, 192-196, 216, 275, 644-645, 667</p> <p>Teacher's Guide: 130-131, 137, 145-146, 183-184, 431</p> <p>Student Applications Book: 71, 74, 90</p> |
| <p>7-R1.10 Continue recognizing when statements of fact are not documented and when opinions are not adequately supported.</p> | <p>Handbook: 42, 222-229, 242-243, 249-253, 263-264, 274, 280, 281</p> <p>Teacher's Guide: 151, 153, 164, 167, 172, 175, 183, 188</p> <p>Student Applications Book: 93</p> |

| Seventh-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
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| 7-R1.11 Demonstrate the ability to follow multistep directions such as those for preparing applications and completing forms. | <p>Handbook: 266, 267, 272</p> <p>Teacher's Guide: 179, 181</p> |
| 7-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically. | <p>Handbook: 33, 36, 50, 53, 54, 57, 59, 60, 61, 62, 63, 73, 75, 76, 82, 83, 84, 91-93, 95, 99, 107, 108-110, 111-112, 115, 116, 137-140, 157, 159, 163-165, 181-182, 185, 192, 196, 198-199, 203, 212-214, 220, 222, 223, 228, 233, 240, 243, 245, 246, 255, 261, 262, 305-309, 314, 321, 325, 326, 329, 332, 333, 337, 338, 343, 344, 350, 353, 367, 369, 371, 373, 375, 381, 385-387, 412-417, 420, 476, 481, 482, 483, 484, 492, 519, 523, 538-547, 548-561, 582, 589, 599, 600-604, 633, 662-663, 667-684</p> <p>Teacher's Guide: 46-49, 54-56, 65-67, 68, 76-79, 80-82, 97-98, 106-107, 108-109, 110-112, 121-122, 130-133, 142-144, 151-153, 162, 164, 167, 172, 198-201, 204-205, 210-215, 217, 221-223, 225, 228-230, 235, 238-240, 244-245, 248-249, 268-269, 271, 273, 312-316, 359-369, 370-377, 391, 399, 401, 409-411, 425, 440</p> <p>Student Applications Book: 12, 18, 19, 23, 31, 32, 38, 43, 44, 45, 47, 49, 58, 59, 62, 67, 74, 76, 82, 86, 87, 88, 90, 92, 93, 96, 97, 106, 107, 109, 112, 114, 117, 119, 123, 124, 125, 126, 129, 131, 136, 138, 139, 142, 143, 144, 145, 147, 150, 151, 153, 160, 163, 165, 167, 170, 176, 177, 178, 184, 185, 186, 189, 191, 194-199, 204, 208, 220, 221</p> |
| 7-R1.13 Demonstrate the ability to use skimming and scanning techniques. | <p>Handbook: 114-115, 116, 269, 525, 571, 599, 656-657</p> <p>Teacher's Guide: 82, 180, 348-349, 382, 409, 428, 437</p> <p>Student Applications Book: 47</p> |
| 7-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material. | <p>Handbook: 42, 43, 278, 383-388</p> <p>Teacher's Guide: 41, 247-251</p> <p>Student Applications Book: 12, 153</p> |
| 7-R1.15 Demonstrate the ability to detect bias and identify propaganda techniques. | <p>Handbook: 263-264, 287-288</p> <p>Teacher's Guide: 176, 191-192</p> <p>Student Applications Book: 93, 109</p> |

Analysis of Texts

7-R2 The student will use a knowledge of the purposes, structures, and elements of writing to analyze and interpret various types of texts.

| Seventh-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|---|--|
| 7-R2.1 Demonstrate the ability to analyze an author's use of static, dynamic, round, and flat characters; the structural elements of plot; flashback and foreshadowing; and point of view and tone. | <p>Handbook: 304-314, 321-326, 331-332, 337-339, 340-350, 368-375, 390, 392, 398-399, 400-401, 468-469, 481-484, 491, 507</p> <p>Teacher's Guide: 198-205, 210-219, 220-226, 237-241, 254-255, 259-260, 311-319, 323, 328, 335</p> <p>Student Applications Book: 123-126, 129, 131, 139, 141-143, 147, 148-149, 176-178</p> |
| 7-R2.2 Demonstrate the ability to compare and contrast conflict in a variety of literary works. | <p>Handbook: 297-303, 309, 332, 336-337, 369, 370, 507-508</p> <p>Teacher's Guide: 201, 213, 217, 253, 259</p> <p>Student Applications Book: 126, 148-149, 152-153</p> |
| 7-R2.3 Demonstrate the ability to identify the speaker in a literary work and recognize the difference between first- and third-person narration and between the omniscient and the limited omniscient point of view. | <p>Handbook: 313, 316, 322-323, 400-401</p> <p>Teacher's Guide: 258-259</p> <p>Student Applications Book: 124</p> |
| 7-R2.4 Demonstrate the ability to compare and contrast theme in a variety of texts. | <p>Handbook: 385-386</p> <p>Teacher's Guide: 249</p> <p>Student Applications Book: 124, 149, 150-151, 152-153, 180, 181-182</p> |
| 7-R2.5 Demonstrate the ability to identify elements of style such as word choice and sentence structure (syntax) in a variety of texts. | <p>Handbook: 257-259, 263-264, 279, 295-303, 334, 337, 403, 410-411, 415, 422-429, 430-438, 439-445, 495-501</p> <p>Teacher's Guide: 214, 217, 261, 269-272, 276-280, 281-285, 286-290, 292-307, 326-330</p> <p>Student Applications Book: 15-16, 62, 119, 124, 129, 131, 136, 154-155, 164-165, 166-168, 170, 183-185</p> |

| Seventh-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
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| <p>7-R2.6 Demonstrate the ability to analyze devices of figurative language such as the extended metaphor; continue identifying imagery and symbolism.</p> | <p>Handbook: 413, 415, 422, 426-428, 429, 434, 442, 447, 453, 455, 458, 459, 464, 467</p> <p>Teacher's Guide: 270, 272, 273, 277, 278, 287, 292, 294, 296-297, 298, 300, 301, 304-305, 306</p> <p>Student Applications Book: 136, 160-161, 165</p> |
| <p>7-R2.7 Demonstrate the ability to identify the characteristics of genres such as fiction, poetry, drama, and informational texts.</p> | <p>Handbook: 68-72, 77, 86-90, 94-95, 101-103, 111-112, 119-121, 126-127, 133-136, 155-169, 173-176, 189-191, 196-199, 205-207, 213, 220-221, 229, 235-239, 242-243, 257-259, 267-269, 273-291, 295-303, 309, 317-320, 332, 340-350, 351-359, 360-367, 368-375, 376-382, 389-405, 409-410, 416, 422-429, 439-445, 446-469, 473-475, 484, 489-494, 495-501, 502-513</p> <p>Teacher's Guide: 53, 57, 64, 68, 75, 80, 87, 90, 96, 105-113, 117, 121, 129, 132, 140, 143, 150, 154, 161, 164, 171, 175-176, 180, 182-193, 197, 201, 209, 213, 220-226, 227-231, 232-236, 237-241, 242-246, 252-263, 267, 270, 276-280, 286-290, 291-307, 311, 316, 321-325, 326-330, 331-338</p> <p>Student Applications Book: 15-18, 19-27, 28-36, 37-47, 48-56, 57-58, 59-60, 61-70, 71-79, 80-90, 91-100, 101-110, 111-112, 113-115, 116-117, 118-128, 129-140, 141-143, 144-145, 146-147, 148-149, 150-151, 152-153, 154-163, 164-165, 166-168, 169-170, 171-180, 181-182, 183-185, 186-193, 194-199</p> |
| <p>7-R2.8 Demonstrate the ability to identify elements of poetry such as rhyme scheme, refrain, and stanza.</p> | <p>Handbook: 408-421, 422-429, 430-438, 439-445, 447-468</p> <p>Teacher's Guide: 265-275, 276-280, 281-285, 286-290, 292-307</p> <p>Student Applications Book: 154-163, 164-165, 166-168</p> |
| <p>7-R2.9 Demonstrate the ability to identify the author's purpose in texts in a variety of genres.</p> | <p>Handbook: 55, 181-182, 188, 204, 391</p> <p>Teacher's Guide: 46-49, 175, 253-254</p> <p>Student Applications Book: 61, 71, 80, 91, 111</p> |

| Seventh-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
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| <p>7-R2.10 Demonstrate the ability to develop objective criteria for evaluating texts; begin applying objective criteria for evaluating texts in a variety of genres.</p> | <p>Handbook: 294-314, 315-339, 340-350, 351-359, 360-367, 368-375, 376-382, 389-405, 408-421, 422-429, 43-438, 439-445, 446-468, 472-488, 489-494, 495-501, 502-511</p> <p>Teacher's Guide: 195-206, 207-219, 220-226, 227-231, 232-236, 237-241, 242-246, 256-257, 265-275, 276-280, 281-285, 286-290, 292-307, 309-320, 321-325, 326-330, 331-338</p> <p>Student Applications Book: 118-128, 129-140, 141-143, 144-145, 146-147, 148-149, 150-151, 152-153, 154-163, 164-165, 166-168, 169-170, 171-180, 181-182, 183-185</p> |

Word Study and Analysis

7-R3 The student will use a knowledge of semantics, syntax, and structural analysis to determine the meaning of unfamiliar words and read texts with understanding.

| Seventh-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
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| <p>7-R3.1 Demonstrate the ability to determine pronunciation, meanings, alternate word choices, the parts of speech, or the etymologies of words by using a dictionary and a thesaurus.</p> | <p>Handbook: 425-426, 433, 610-612, 626-630</p> <p>Teacher's Guide: 278, 282-283, 421-424</p> <p>Student Applications Book: 165, 219, 222-223</p> |
| <p>7-R3.2 Demonstrate the ability to use a knowledge of roots and affixes to analyze the meaning of complex words.</p> | <p>Handbook: 585, 621-625, 685-692</p> <p>Teacher's Guide: 395, 419-420</p> <p>Student Applications Book: 221</p> |
| <p>7-R3.3 Demonstrate the ability to use sentence structure (syntax) and context to determine the meaning of unfamiliar and multiple-meaning words.</p> | <p>Handbook: 586, 615-620</p> <p>Teacher's Guide: 395, 417-418, 428</p> <p>Student Applications Book: 211, 220</p> |
| <p>7-R3.4 Demonstrate the ability to analyze the figurative use of words in context.</p> | <p>Handbook: 426-427, 447, 449, 450, 452, 453, 455, 458, 459, 464, 467, 586</p> <p>Teacher's Guide: 278, 292-307, 417-418</p> <p>Student Applications Book: 165, 167, 220</p> |

| Seventh-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
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| 7-R3.5 Demonstrate the ability to make simple and complex analogies. | Handbook: 586-587, 636-639 Teacher's Guide: 396, 427, 428 Student Applications Book: 211 |

Writing Goal (W)

The student will write for different audiences and purposes.

The Writing Process

7-W1 The student will apply a process approach to writing.

| Seventh-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
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| 7-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written prewriting strategies. | Handbook: 28, 381, 385-387, 582 Teacher's Guide: 390-391 Student Applications Book: 207-208 |
| 7-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific audience and/or purpose. | Handbook: 28, 380-382, 383-388 Teacher's Guide: 390-392 Student Applications Book: 207-211 |
| 7-W1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details. | Handbook: 380-382, 383-388, 582-583 Teacher's Guide: 390-392 Student Applications Book: 207-211 |
| 7-W1.4 Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation. | Handbook: 28, 583 Teacher's Guide: 392 Student Applications Book: 209 |
| 7-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax), and word usage. | Handbook: 28, 583 Teacher's Guide: 392 Student Applications Book: 209 |

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| 7-W1.6 | Demonstrate the ability to write and publish in a variety of formats. | Handbook: 380-382, 383-388 Teacher's Guide: 250 Student Applications Book: 207-209 |
| 7-W1.6.1 | Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces. | |
| 7-W1.6.3 | Demonstrate the ability to write essays, reports, articles, and proposals. | Handbook: 380-382, 383-388 Teacher's Guide: 250 Student Applications Book: 207-209 |
| 7-W1.6.4 | Demonstrate the ability to use the Internet with teacher guidance to communicate with others. | Handbook: 99, 338 Teacher's Guide: 354-355 |

Writing Purposes

7-W2 The student will write for a variety of purposes.

| Seventh-Grade Language Arts Standards | | Reader's Handbook, Grades 6-8 |
|--|---|---|
| 7-W2.1 | Demonstrate the ability to use writing to explain and inform. | Handbook: 381-382, 383-388, 580-583 Teacher's Guide: 72, 84, 94, 250, 320 Student Applications Book: 207-209 |
| 7-W2.2 | Demonstrate the ability to use writing to learn, entertain, and describe. | Handbook: 580-583 Teacher's Guide: 72, 84, 94, 390-392 |
| 7-W2.3 | Continue writing to persuade, analyze, and transact business. | Handbook: 381-382, 383-388, 580-583 Teacher's Guide: 250, 351, 390-392 Student Applications Book: 207-209 |

Responding to Texts

7-W3 The student will respond to texts written by others.

| Seventh-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|---|---|
| 7-W3.1 Demonstrate the ability to respond to texts both orally and in writing. | <p>Handbook: 185, 217, 246, 254-255, 312, 314, 334, 339, 355, 364, 374, 379, 412-417, 420, 435, 445, 493, 499, 501</p> <p>Teacher's Guide: 61, 72, 84, 93, 94, 124, 126, 137, 147, 151-152, 158, 169, 204, 206, 219, 229, 234, 244, 245, 268-271, 323, 328</p> <p>Student Applications Book: 89, 100, 105, 110, 128, 150, 160, 167</p> |
| 7-W3.2 Demonstrate the ability to use literary models to refine his or her own writing style. | <p>Handbook: 388</p> <p>Teacher's Guide: 250, 274, 279, 289</p> |
| 7-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing. | <p>Handbook: 217, 255, 339, 381-382, 388</p> |

Legibility

7-W4 The student will create legible texts.

| Seventh-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
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| 7-W4.2 Continue using keyboarding skills to produce texts. | <p>Handbook: 99</p> <p>Teacher's Guide: 354-355</p> |

Communication Goal (C)

The student will recognize, demonstrate, and analyze the qualities of effective communication.

Communication: Speaking

7-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

| Seventh-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|---|---|
| 7-C1.2 Demonstrate the ability to use language, vocabulary, and presentation techniques appropriate for the purpose and audience. | Handbook: 123, 142, 146, 314, 428 Teacher's Guide: 93, 157, 168 |
| 7-C1.3 Demonstrate the ability to express and explain ideas orally with fluency and confidence. | Handbook: 82, 123, 142, 146, 154, 232, 246, 314, 428 Teacher's Guide: 93, 157, 168 |
| 7-C1.4 Demonstrate the ability to participate in conversations and discussions by responding appropriately. | Handbook: 82, 232, 246, 314, 428 Teacher's Guide: 125, 136, 157, 168 |
| 7-C1.5 Demonstrate the ability to give brief presentations, demonstrations, and oral reports. | Teacher's Guide: 71, 93 |
| 7-C1.7 Demonstrate the ability to participate in creative dramatics. | Handbook: 488 Teacher's Guide: 71 |
| 7-C1.8 Continue presenting dramatic readings of literary selections. | Handbook: 488 |
| 7-C1.9 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences. | Handbook: 282 Teacher's Guide: 189, 319 |
| 7-C1.10 Demonstrate the ability to use effective organizational strategies to prepare oral presentations. | Teacher's Guide: 93 |
| 7-C1.12 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints. | Handbook: 254-255 Teacher's Guide: 60, 157, 168 |
| 7-C1.13 Demonstrate the ability to make appropriate statements to communicate agreement or disagreement with others' ideas. | Handbook: 254-255 Teacher's Guide: 60, 157, 168 |

| Seventh-Grade Language Arts Standards | | Reader's Handbook, Grades 6-8 |
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| 7-C1.16 | Demonstrate the ability to summarize conversations and discussions. | Handbook: 108, 647, 669 |
| 7-C1.17 | Continue using critical analysis to formulate appropriate oral responses. | Teacher's Guide: 157, 168 |

Communication: Listening

7-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

| Seventh-Grade Language Arts Standards | | Reader's Handbook, Grades 6-8 |
|--|---|--|
| 7-C2.1 | Demonstrate the ability to listen for meaning in conversations and discussions. | Handbook: 82, 108, 232, 246, 428, 647, 669 |
| 7-C2.3 | Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard. | Handbook: 40, 42, 52, 281 Teacher's Guide: 40, 41 Student Applications Book: 10, 12 |
| 7-C2.4 | Demonstrate the ability to conduct interviews and to participate in reading and writing conferences. | Handbook: 282 Teacher's Guide: 189, 319 |
| 7-C2.6 | Continue using critical analysis to formulate appropriate oral responses. | Handbook: 428 |

Communication: Viewing

7-C3 The student will comprehend and analyze information he or she receives from nonprint sources.

| Seventh-Grade Language Arts Standards | | Reader's Handbook, Grades 6-8 |
|--|---|--|
| 7-C3.1 | Demonstrate the ability to make predictions about the content of what he or she views. | Handbook: 488 |
| 7-C3.2 | Demonstrate the ability to summarize information that he or she receives from nonprint sources. | Handbook: 518-522 Teacher's Guide: 345 Student Applications Book: 193 |

| Seventh-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|---|---|
| 7-C3.3 Demonstrate the ability to analyze details, character, setting, and cause and effect in material from nonprint sources. | Handbook: 488 |
| 7-C3.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed. | Handbook: 40, 42, 52, 281 Teacher's Guide: 40, 41 Student Applications Book: 189-192 |
| 7-C3.7 Continue analyzing nonprint sources for accuracy, bias, intent, and purpose. | Handbook: 525 Teacher's Guide: 343-349 Student Applications Book: 189-192 |
| 7-C3.8 Continue evaluating the ways that the use of language, the medium, and the presentation contribute to the meaning and impact of a message. | Handbook: 256-264 Teacher's Guide: 174-177 Student Applications Book: 113-115 |
| 7-C3.9 Demonstrate the ability to evaluate the ways that different nonprint sources influence and inform. | Handbook: 525 Teacher's Guide: 343-349 Student Applications Book: 189-192 |
| 7-C3.11 Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world. | Teacher's Guide: 347 |

Research Goal (RS)

The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.

Selecting a Research Topic

7-RS1 The student will select a topic for exploration.

| Seventh-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|---|--|
| 7-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry. | Handbook: 515 Teacher's Guide: 83, 342 Student Applications Book: 186 |
| 7-RS1.2 Continue asking questions to investigate all aspects of a topic, including various viewpoints regarding it. | Handbook: 515 Teacher's Guide: 83, 342 Student Applications Book: 186 |

Gathering Information and Refining a Topic

7-RS2 The student will gather information from a variety of sources.

| Seventh-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|--|--|
| 7-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information. | Handbook: 514-526, 528-534 Teacher's Guide: 83, 340-351, 352-357 Student Applications Book: 186-193 |
| 7-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology. | Handbook: 514-526 Teacher's Guide: 83, 340-351 Student Applications Book: 186-193 |
| 7-RS2.4 Demonstrate the ability to summarize the information that he or she has gathered. | Handbook: 521-522, 526 Teacher's Guide: 343-348 Student Applications Book: 193 |
| 7-RS2.6 Continue using note-taking strategies to record facts and opinions from sources. | Handbook: 521-522 Teacher's Guide: 343-348 Student Applications Book: 189, 191, 193 |

| Seventh-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|--|---|
| 7-RS2.7 Continue evaluating resources for accuracy, bias, and credibility. | <p>Handbook: 525</p> <p>Teacher's Guide: 343-349</p> <p>Student Applications Book: 192</p> |



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correlated to
South Carolina English Language Arts
Curriculum Standards
Eighth Grade

Reading Goal (R)

The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.

Reading Process and Comprehension

8-R1 The student will integrate various cues and strategies to comprehend what he or she reads.

| Eighth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|---|--|
| 8-R1.1 Demonstrate the ability to read a variety of texts fluently. | <p>Handbook: 66-83, 84-99, 100-116, 117-131, 132-142, 143-154, 172-187, 188-203, 204-217, 218-233, 234-246, 247-255, 256-264, 265-272, 294-314, 315-339, 340-350, 351-359, 360-367, 368-375, 376-382, 383-387, 408-421, 422-429, 430-438, 439-445, 472-488, 489-494, 495-501, 514-526, 538-547</p> <p>Teacher's Guide: 51-61, 62-72, 73-84, 85-94, 95-99, 115-126, 127-137, 138-147, 148-158, 159-169, 170-173, 174-177, 178-181, 195-206, 207-219, 220-226, 227-231, 232-236, 237-241, 242-246, 265-275, 276-280, 281-285, 286-290, 309-320, 321-325, 326-330, 340-351, 359-369</p> <p>Student Applications Book: 15-16, 17-26, 27-36, 37-45, 46-53, 54-55, 56-57, 58-67, 68-77, 78-87, 88-96, 97-106, 107-109, 110-112, 113-115, 116-127, 128-139, 154-161, 168-178, 185-192, 193-200</p> |

| Eighth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|---|--|
| <p>8-R1.2 Demonstrate the ability read independently for extended periods of time to derive pleasure and to gain information.</p> | <p>Handbook: 25, 66-83, 84-99, 100-116, 117-131, 132-142, 143-154, 172-187, 188-203, 204-217, 218-233, 234-246, 247-255, 256-264, 265-272, 294-314, 315-339, 340-350, 351-359, 360-367, 368-375, 376-382, 383-387, 408-421, 422-429, 430-438, 439-445, 472-488, 489-494, 495-501, 514-526, 538-547</p> <p>Teacher's Guide: 51-61, 62-72, 73-84, 85-94, 95-99, 115-126, 127-137, 138-147, 148-158, 159-169, 170-173, 174-177, 178-181, 195-206, 207-219, 220-226, 227-231, 232-236, 237-241, 242-246, 265-275, 276-280, 281-285, 286-290, 309-320, 321-325, 326-330, 340-351, 359-369</p> <p>Student Applications Book: 15-16, 17-26, 27-36, 37-45, 46-53, 54-55, 56-57, 58-67, 68-77, 78-87, 88-96, 97-106, 107-109, 110-112, 113-115, 116-127, 128-139, 140-141, 142-143, 144-145, 146-148, 149-151, 152-153, 154-161, 162-163, 164-165, 166-167, 168-178, 182-184, 185-192, 193-200</p> |
| <p>8-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p> | <p>Handbook: 35, 37, 45, 78, 96, 113, 128, 183, 200, 214, 230, 243, 254, 310, 335, 418, 444, 485, 523, 544, 576</p> <p>Teacher's Guide: 36, 43, 58, 69, 81, 91, 123, 134, 144, 155, 165, 167, 172, 202, 216, 272, 317, 347, 365, 385</p> <p>Student Applications Book: 24, 34, 65, 75, 85, 95, 105, 125, 136, 160, 176</p> |
| <p>8-R1.4 Demonstrate the ability to summarize, paraphrase, analyze, and evaluate what he or she reads.</p> | <p>Handbook: 75, 79, 83, 184, 186, 203, 217, 222-228, 232-233, 245, 249-253, 312-313, 353, 363, 378, 412, 420, 423, 432, 437-438, 440, 476, 482, 540-541, 642-643, 650-651, 658-659, 670, 676, 680</p> <p>Teacher's Guide: 55, 151-152, 156-157, 167, 171-172, 203,-204, 228, 233, 244, 268-269, 273, 277, 282, 284, 287, 312-314, 345, 362-363, 365, 430, 434, 438</p> <p>Student Applications Book: 12, 15-16, 22, 25, 32, 41, 55, 63, 64, 67, 75, 76, 83, 89-90, 93, 94, 96, 98, 106, 108-109, 112, 115, 126, 127, 139, 147, 157, 160, 161, 168, 175, 177, 184, 185-192, 195-196</p> |

| Eighth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|--|--|
| <p>8-R1.5 Demonstrate the ability to identify the details that support the thesis of a particular text.</p> | <p>Handbook: 53, 60, 61, 62, 93, 177-180, 196-199, 202, 242-243, 247-248, 249-253, 260-262, 274, 289-290</p> <p>Teacher's Guide: 46-49, 67, 119, 132, 164, 171-172, 175-176, 192-193</p> <p>Student Applications Book: 63, 96, 103, 106, 108, 112, 175</p> |
| <p>8-R1.6 Demonstrate the ability to make predictions about stories.</p> | <p>Handbook: 43, 44, 45</p> <p>Teacher's Guide: 43</p> <p>Student Applications Book: 13-14, 97, 116, 176</p> |
| <p>8-R1.7 Demonstrate the ability to analyze the main idea of a particular text.</p> | <p>Handbook: 47, 50-54, 56, 60, 61, 93, 137-138, 177-180, 181-182, 240, 242-243, 247-248, 262, 284-285, 674</p> <p>Teacher's Guide: 44-45, 67, 119-122, 162, 176, 190</p> <p>Student Applications Book: 16, 21, 32, 44, 45, 63, 64, 76, 96, 103, 108, 112, 148, 175</p> |
| <p>8-R1.8 Demonstrate the ability to draw conclusions and make inferences.</p> | <p>Handbook: 40-41, 43, 52, 214, 285, 291, 308, 346-347, 356, 387, 546, 572, 574, 653, 672</p> <p>Teacher's Guide: 40, 143-144, 200, 202, 229, 250, 366-367, 369, 383</p> <p>Student Applications Book: 10, 11, 16, 80, 85, 134, 141, 143, 164, 183, 200</p> |
| <p>8-R1.9 Demonstrate the ability to describe and analyze cause and effect and its impact on the plot, character, and theme.</p> | <p>Handbook: 59, 192-196, 216, 275, 644-645, 667</p> <p>Teacher's Guide: 130-131, 137, 145-146, 183-184, 431</p> <p>Student Applications Book: 71, 87</p> |
| <p>8-R1.10 Demonstrate the ability to recognize when statements of fact are not documented and when opinions are not adequately supported.</p> | <p>Handbook: 42, 222-229, 242-243, 249-253, 263-264, 274, 280, 281</p> <p>Teacher's Guide: 151, 153, 164, 167, 172, 175, 183, 188</p> <p>Student Applications Book: 90, 93</p> |

| Eighth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|---|---|
| 8-R1.11 Demonstrate the ability to follow multistep directions such as those for preparing applications and completing forms. | <p>Handbook: 266, 267, 272</p> <p>Teacher's Guide: 179, 181</p> |
| 8-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically. | <p>Handbook: 33, 36, 50, 53, 54, 57, 59, 60, 61, 62, 63, 73, 75, 76, 82, 83, 84, 91-93, 95, 99, 107, 108-110, 111-112, 115, 116, 137-140, 157, 159, 163-165, 181-182, 185, 192, 196, 198-199, 203, 212-214, 220, 222, 223, 228, 233, 240, 243, 245, 246, 255, 261, 262, 305-309, 314, 321, 325, 326, 329, 332, 333, 337, 338, 343, 344, 350, 353, 367, 369, 371, 373, 375, 381, 385-387, 412-417, 420, 476, 481, 482, 483, 484, 492, 519, 523, 538-547, 548-561, 582, 589, 599, 600-604, 633, 662-663, 667-684</p> <p>Teacher's Guide: 46-49, 54-56, 65-67, 68, 76-79, 80-82, 97-98, 106-107, 108-109, 110-112, 121-122, 130-133, 142-144, 151-153, 162, 164, 167, 172, 198-201, 204-205, 210-215, 217, 221-223, 225, 228-230, 235, 238-240, 244-245, 248-249, 268-269, 271, 273, 312-316, 359-369, 370-377, 391, 399, 401, 409-411, 425, 440</p> <p>Student Applications Book: 32, 33, 38, 41, 42, 45, 47, 55, 59, 71, 75, 80, 83, 84, 85, 87, 89, 90, 103, 104, 106, 108, 109, 111, 112, 114, 117, 123, 124, 125, 126, 128, 130, 134, 135, 136, 137, 138, 141, 142, 143, 145, 146, 148, 150, 151, 153, 157, 158, 163, 165, 166, 174, 177, 180, 184, 188, 189, 192, 193-200, 209, 220</p> |
| 8-R1.13 Demonstrate the ability to use skimming and scanning techniques. | <p>Handbook: 114-115, 116, 269, 525, 571, 599, 656-657</p> <p>Teacher's Guide: 82, 180, 348-349, 382, 409, 428, 437</p> <p>Student Applications Book: 45, 188, 191, 201, 204, 212</p> |
| 8-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material. | <p>Handbook: 42, 43, 278, 383-388</p> <p>Teacher's Guide: 41, 247-251</p> <p>Student Applications Book: 12, 152-153</p> |
| 8-R1.15 Demonstrate the ability to detect bias and identify propaganda techniques. | <p>Handbook: 263-264, 287-288</p> <p>Teacher's Guide: 176, 191-192</p> <p>Student Applications Book: 90, 93</p> |

Analysis of Texts

8-R2 The student will use a knowledge of the purposes, structures, and elements of writing to analyze and interpret various types of texts.

| Eighth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|--|---|
| <p>8-R2.1 Demonstrate the ability to analyze an author's use of static, dynamic, round, and flat characters; the structural elements of plot; flashback and foreshadowing; and point of view and tone.</p> | <p>Handbook: 304-314, 321-326, 331-332, 337-339, 340-350, 368-375, 390, 392, 398-399, 400-401, 468-469, 481-484, 491, 507</p> <p>Teacher's Guide: 198-205, 210-219, 220-226, 237-241, 254-255, 259-260, 311-319, 323, 328, 335</p> <p>Student Applications Book: 123-125, 128, 130, 135, 137-139, 140-141, 143, 145, 146-148, 150-151, 168, 174, 180</p> |
| <p>8-R2.2 Demonstrate the ability to compare and contrast conflict in a variety of literary works.</p> | <p>Handbook: 297-303, 309, 332, 336-337, 369, 370, 507-508</p> <p>Teacher's Guide: 201, 213, 217, 253, 259</p> <p>Student Applications Book: 147, 152-153, 176</p> |
| <p>8-R2.3 Demonstrate the ability to identify the speaker in a literary work and recognize the difference between first- and third-person narration and between the omniscient and the limited omniscient point of view and explain how they affect the overall theme of the work.</p> | <p>Handbook: 313, 316, 322-323, 400-401</p> <p>Teacher's Guide: 211, 258-259</p> <p>Student Applications Book: 84</p> |
| <p>8-R2.4 Demonstrate the ability to compare and contrast theme in a variety of texts.</p> | <p>Handbook: 385-386</p> <p>Teacher's Guide: 249</p> <p>Student Applications Book: 148, 1449-151, 174, 176, 179-181, 184</p> |
| <p>8-R2.5 Demonstrate the ability to identify elements of style such as word choice and sentence structure (syntax) in a variety of texts.</p> | <p>Handbook: 257-259, 263-264, 279, 295-303, 334, 337, 403, 410-411, 415, 422-429, 430-438, 439-445, 495-501</p> <p>Teacher's Guide: 214, 217, 261, 269-272, 276-280, 281-285, 286-290, 292-307, 326-330</p> <p>Student Applications Book: 15-16, 59, 130, 162-163, 166-167, 182-184</p> |

| Eighth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|---|--|
| 8-R2.6 Demonstrate the ability to analyze and interpret figurative language. | <p>Handbook: 413, 415, 422, 426-428, 429, 434, 442, 447, 453, 455, 458, 459, 464, 467</p> <p>Teacher's Guide: 270, 272, 273, 277, 278, 287, 292, 294, 296-297, 298, 300, 301, 304-305, 306</p> <p>Student Applications Book: 162-163</p> |
| 8-R2.7 Demonstrate the ability to identify imagery and symbolism. | <p>Handbook: 404, 427, 453, 467</p> <p>Teacher's Guide: 262, 278, 296-297, 306</p> <p>Student Applications Book: 163</p> |
| 8-R2.8 Demonstrate the ability to identify the characteristics of genres such as fiction, poetry, drama, and informational texts. | <p>Handbook: 68-72, 77, 86-90, 94-95, 101-103, 111-112, 119-121, 126-127, 133-136, 155-169, 173-176, 189-191, 196-199, 205-207, 213, 220-221, 229, 235-239, 242-243, 257-259, 267-269, 273-291, 295-303, 309, 317-320, 332, 340-350, 351-359, 360-367, 368-375, 376-382, 389-405, 409-410, 416, 422-429, 439-445, 446-469, 473-475, 484, 489-494, 495-501, 502-513</p> <p>Teacher's Guide: 53, 57, 64, 68, 75, 80, 87, 90, 96, 105-113, 117, 121, 129, 132, 140, 143, 150, 154, 161, 164, 171, 175-176, 180, 182-193, 197, 201, 209, 213, 220-226, 227-231, 232-236, 237-241, 242-246, 252-263, 267, 270, 276-280, 286-290, 291-307, 311, 316, 321-325, 326-330, 331-338</p> <p>Student Applications Book: 15-16, 17-26, 27-36, 37-45, 46-53, 54-55, 56-57, 58-67, 68-77, 78-87, 88-96, 97-106, 107-109, 110-112, 113-115, 116-127, 128-139, 140-141, 142-143, 144-145, 146-148, 149-151, 152-153, 154-161, 162-163, 164-165, 166-167, 168-178, 182-184, 185-192, 193-200</p> |
| 8-R2.9 Demonstrate the ability to identify elements of poetry such as rhyme scheme, stanza, and refrain. | <p>Handbook: 408-421, 422-429, 430-438, 439-445, 447-468</p> <p>Teacher's Guide: 265-275, 276-280, 281-285, 286-290, 292-307</p> <p>Student Applications Book: 154-161, 162-163, 164-165, 166-167</p> |
| 8-R2.10 Demonstrate the ability to identify the author's purpose in texts in a variety of genres. | <p>Handbook: 55, 181-182, 188, 204, 391</p> <p>Teacher's Guide: 46-49, 175, 253-254</p> <p>Student Applications Book: 68, 78, 111</p> |

| Eighth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|---|---|
| <p>8-R2.11 Demonstrate the ability to develop and apply objective criteria for evaluating texts in a variety of genres.</p> | <p>Handbook: 294-314, 315-339, 340-350, 351-359, 360-367, 368-375, 376-382, 389-405, 408-421, 422-429, 43-438, 439-445, 446-468, 472-488, 489-494, 495-501, 502-511</p> <p>Teacher's Guide: 195-206, 207-219, 220-226, 227-231, 232-236, 237-241, 242-246, 256-257, 265-275, 276-280, 281-285, 286-290, 292-307, 309-320, 321-325, 326-330, 331-338</p> <p>Student Applications Book: 116-127, 128-139, 140-141, 142-143, 144-145, 146-148, 149-151, 152-153, 154-161, 162-163, 164-165, 166-167, 168-178, 182-184</p> |

Word Study and Analysis

8-R3 The student will use a knowledge of semantics, syntax, and structural analysis to determine the meaning of unfamiliar words and to read texts with understanding.

| Eighth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|--|---|
| <p>8-R3.1 Demonstrate the ability to determine pronunciations, meanings, alternate word choices, the parts of speech, or the etymologies of words by using a dictionary and a thesaurus.</p> | <p>Handbook: 425-426, 433, 610-612, 626-630</p> <p>Teacher's Guide: 278, 282-283, 421-424</p> <p>Student Applications Book: 219, 222-223</p> |
| <p>8-R3.2 Demonstrate the ability to use a knowledge of roots and affixes to analyze the meaning of complex words.</p> | <p>Handbook: 585, 621-625, 685-692</p> <p>Teacher's Guide: 395, 419-420</p> <p>Student Applications Book: 221</p> |
| <p>8-R3.3 Demonstrate the ability to use sentence structure (syntax) and context to determine the meaning of unfamiliar words and multiple-meaning words.</p> | <p>Handbook: 586, 615-620</p> <p>Teacher's Guide: 395, 417-418, 428</p> <p>Student Applications Book: 220</p> |
| <p>8-R3.4 Demonstrate the ability to make simple and complex analogies.</p> | <p>Handbook: 586-587, 636-639</p> <p>Teacher's Guide: 396, 427, 428</p> <p>Student Applications Book: 211</p> |

| Eighth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|--|--|
| 8-R3.5 Begin distinguishing between the denotation and the connotation of words and interpreting the connotative power of words. | Handbook: 279, 425-426, 433-434 Teacher's Guide: 186-187, 278, 283 Student Applications Book: 164-165 |

Writing Goal (W)

The student will write for different audiences and purposes.

The Writing Process

8-W1 The student will apply a process approach to writing.

| Eighth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|--|--|
| 8-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written prewriting strategies. | Handbook: 28, 381, 385-387, 582 Teacher's Guide: 390-391 Student Applications Book: 208-209 |
| 8-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific audience and/or purpose. | Handbook: 28 Teacher's Guide: 390-392 Student Applications Book: 208-209 |
| 8-W1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details. | Handbook: 380-382, 383-388, 582-583 Teacher's Guide: 390-392 Student Applications Book: 208-209 |
| 8-W1.4 Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation. | Handbook: 28, 583 Teacher's Guide: 392 Student Applications Book: 209 |
| 8-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax), and word usage. | Handbook: 28, 583 Teacher's Guide: 392 Student Applications Book: 209 |

| Eighth-Grade Language Arts Standards | | Reader's Handbook, Grades 6-8 |
|---|--|---|
| 8-W1.6 | Demonstrate the ability to write and publish in a variety of formats. | Handbook: 380-382, 383-388, 580-583 Teacher's Guide: 250, 389-393 Student Applications Book: 208-209 |
| 8-W1.6.1 | Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces. | |
| 8-W1.6.3 | Demonstrate the ability to write essays, reports, articles, and proposals. | Handbook: 580-583 Teacher's Guide: 250, 389-393 Student Applications Book: 208-209 |
| 8-W1.6.4 | Demonstrate the ability to use the Internet with teacher guidance to communicate with others. | Handbook: 99, 338 Teacher's Guide: 354-355 |

Writing Purposes

8-W2 The student will write for a variety of purposes.

| Eighth-Grade Language Arts Standards | | Reader's Handbook, Grades 6-8 |
|---|---|---|
| 8-W2.1 | Demonstrate the ability to use writing to explain and inform. | Handbook: 381-382, 383-388, 580-583 Teacher's Guide: 72, 84, 94, 250, 320 Student Applications Book: 208-209 |
| 8-W2.2 | Demonstrate the ability to use writing to learn, entertain, and describe. | Handbook: 580-583 Teacher's Guide: 72, 84, 94, 390-392 |
| 8-W2.3 | Demonstrate the ability to use writing to persuade, analyze, and transact business. | Handbook: 381-382, 383-388, 580-583 Teacher's Guide: 250, 351, 390-392 Student Applications Book: 208-209 |

Responding to Texts

8-W3 The student will respond to texts written by others.

| Eighth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|--|---|
| 8-W3.1 Demonstrate the ability to respond to texts both orally and in writing. | <p>Handbook: 185, 217, 246, 254-255, 312, 314, 334, 339, 355, 364, 374, 379, 412-417, 420, 435, 445, 493, 499, 501</p> <p>Teacher's Guide: 61, 72, 84, 93, 94, 124, 126, 137, 147, 151-152, 158, 169, 204, 206, 219, 229, 234, 244, 245, 268-271, 323, 328</p> <p>Student Applications Book: 65, 86, 87, 106, 126, 127, 134, 143, 145, 150, 158, 165</p> |
| 8-W3.2 Demonstrate the ability to use literary models to refine his or her own writing style. | <p>Handbook: 388</p> <p>Teacher's Guide: 250, 274, 279, 289</p> |
| 8-W3.3 Demonstrate the ability use texts to make connections and to support ideas in his or her own writing. | <p>Handbook: 217, 255, 339, 381-382, 388</p> |

Legibility

8-W4 The student will create legible texts.

| Eighth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|--|---|
| 8-W4.2 Demonstrate the ability to use keyboarding skills to produce texts. | <p>Handbook: 99</p> <p>Teacher's Guide: 354-355</p> |

Communication Goal (C)

The student will recognize, demonstrate, and analyze the qualities of effective communication.

Communication: Speaking

8-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

| Eighth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|--|---|
| 8-C1.1 Demonstrate the ability to use language, vocabulary, and presentation techniques appropriate for the purpose and audience. | Handbook: 123, 142, 146, 314, 428 Teacher's Guide: 93, 157, 168 |
| 8-C1.2 Demonstrate the ability to express and explain ideas orally with fluency and confidence. | Handbook: 82, 123, 142, 146, 154, 232, 246, 314, 428 Teacher's Guide: 93, 157, 168 |
| 8-C1.3 Demonstrate the ability to participate in conversations and discussions by responding appropriately. | Handbook: 82, 232, 246, 314, 428 Teacher's Guide: 125, 136, 157, 168 |
| 8-C1.4 Demonstrate the ability to present information in formats such as panel discussions, demonstrations, oral reports, speeches, and debates. | Teacher's Guide: 157, 168 |
| 8-C1.6 Demonstrate the ability to present dramatic readings of literary selections. | Handbook: 488 Teacher's Guide: 71 |
| 8-C1.7 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences. | Handbook: 282 Teacher's Guide: 189, 319 Student Applications Book: 45 |
| 8-C1.8 Demonstrate the ability to use effective organizational strategies to prepare oral presentations. | Teacher's Guide: 93 |
| 8-C1.10 Demonstrate the ability to use oral language to inform, to analyze, to explain, and to compare and contrast different viewpoints. | Handbook: 254-255 Teacher's Guide: 60, 157, 168 |
| 8-C1.11 Demonstrate the ability to make appropriate statements to communicate agreement or disagreement with others' ideas. | Handbook: 254-255 Teacher's Guide: 60, 157, 168 |

| Eighth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|---|--------------------------------------|
| 8-C1.14 Demonstrate the ability to summarize conversations and discussions. | Handbook: 108, 647, 669 |
| 8-C1.15 Demonstrate the ability to use critical analysis to formulate appropriate oral responses. | Teacher's Guide: 157, 168 |

Communication: Listening

8-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

| Eighth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|--|--|
| 8-C2.1 Demonstrate the ability to listen for meaning in conversations and discussions. | Handbook: 108, 647, 669 |
| 8-C2.3 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard. | Handbook: 40, 42, 52, 281 Teacher's Guide: 40, 41 Student Applications Book: 10, 12 |
| 8-C2.4 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences. | Handbook: 282 Teacher's Guide: 189, 319 Student Applications Book: 45 |
| 8-C2.6 Demonstrate the ability to use critical analysis to formulate appropriate oral responses. | Handbook: 428 |

Communication: Viewing

8-C3 The student will comprehend and analyze information he or she receives from nonprint sources.

| Eighth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|---|---|
| 8-C3.1 Demonstrate the ability to make predictions about the content of what he or she views. | Handbook: 488 |
| 8-C3.2 Demonstrate the ability to summarize information that he or she receives from nonprint sources. | Handbook: 518-524, 526 Teacher's Guide: 345 Student Applications Book: 192 |
| 8-C3.3 Demonstrate the ability to analyze details, characters, setting, and cause and effect in material from nonprint sources. | Handbook: 488 |
| 8-C3.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed. | Handbook: 40, 42, 52, 281 Teacher's Guide: 40, 41 Student Applications Book: 188-192 |
| 8-C3.7 Demonstrate the ability to analyze nonprint sources for accuracy, bias, intent, and purpose. | Handbook: 525 Teacher's Guide: 343-349 Student Applications Book: 188-192 |
| 8-C3.8 Demonstrate the ability to evaluate the ways that the use of language, the medium, and the presentation contribute to the meaning and impact of a message. | Handbook: 256-264 Teacher's Guide: 174-177 Student Applications Book: 110-112 |
| 8-C3.9 Demonstrate the ability to evaluate the ways that different nonprint sources influence and inform. | Handbook: 525 Teacher's Guide: 343-349 |
| 8-C3.11 Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world. | Teacher's Guide: 347 |

Research Goal (RS)

The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.

Selecting a Research Topic

8-RS1 The student will select a topic for exploration.

| Eighth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|--|---|
| 8-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry. | Handbook: 515, 520 Teacher's Guide: 83, 542 Student Applications Book: 185 |
| 8-RS1.2 Demonstrate the ability to ask questions to investigate all aspects of a topic, including various viewpoints regarding it. | Handbook: 515 Teacher's Guide: 83, 542 Student Applications Book: 185 |

Gathering Information and Refining a Topic

8-RS2 The student will gather information from a variety of sources.

| Eighth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|--|--|
| 8-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information. | Handbook: 514-526, 528-534 Teacher's Guide: 83, 340-351, 352-357 Student Applications Book: 185-192 |
| 8-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology. | Handbook: 514-526 Teacher's Guide: 83, 340-351 Student Applications Book: 185-192 |
| 8-RS2.4 Demonstrate the ability to summarize the information that he or she has gathered. | Handbook: 521-522, 526 Teacher's Guide: 343-348 Student Applications Book: 192 |
| 8-RS2.6 Demonstrate the ability to use note-taking strategies to record facts and opinions from sources. | Handbook: 521-522 Teacher's Guide: 343-348 Student Applications Book: 188, 190, 192 |

| Eighth-Grade Language Arts Standards | Reader's Handbook, Grades 6-8 |
|--|---|
| 8-RS2.7 Demonstrate the ability to evaluate sources for accuracy, bias, and credibility. | <p>Handbook: 525</p> <p>Teacher's Guide: 343-349</p> <p>Student Applications Book: 192</p> |



Reader’s Handbook © 2002
correlated to
South Carolina English Language Arts
Curriculum Standards
English 1

Reading Goal (R)

The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.

Reading Process and Comprehension

E1-R1 The student will integrate various cues and strategies to comprehend what he or she reads.

| English 1 Language Arts Standards | Reader’s Handbook, Grades 9-12 |
|---|--|
| <p>E1-R1.1 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.</p> | <p>Handbook: 38, 43, 52, 53-58, 72, 73-87, 88-99, 100-111, 112-118, 119-124, 134-150, 154, 155-167, 168-180, 181-192, 193-209, 210-224, 225-234, 235-245, 246-263, 266, 267-287, 288-312, 313-322, 323-331, 332-344, 345-350, 351-358, 66-385, 388, 389-399, 400-407, 408-414, 415-422, 423-443, 446, 447-468, 469-476, 477-484, 485-498, 499-509, 540, 541-553, 554-567, 570, 571-580, 581-587, 588-595</p> <p>Teacher’s Guide: 44, 45-53, 54-62, 63-70, 71-74, 75-79, 88-101, 102, 103-111, 112-120, 121-129, 130-139, 140-149, 150-153, 154-158, 159-176, 177, 178-188, 189-200, 201-205, 206-210, 211-217, 218-222, 223-227, 250, 251-259, 260-264, 265-268, 269-273, 274-294, 295, 296-304, 305-309, 310-314, 315-319, 320-329, 345, 346-354, 355-363, 364, 365-371, 372-376, 377-380</p> <p>Student Applications Book: 17-19, 20-30, 31-39, 40-46, 47-48, 49-52, 57-64, 65-74, 75-84, 85-93, 94-103, 104-105, 106-108, 109-122, 123-134, 135-136, 137-139, 140-141, 1142-144, 145-147, 150-156, 157-159, 160-162, 163-165, 166-174, 175-176, 177-179, 180-181, 189-196, 197-204, 205-206, 207-209</p> |

| English 1 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|--|
| <p>E1-R1.2 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p> | <p>Handbook: 40, 41, 46, 51, 84, 97, 108, 164, 176, 189, 206, 222, 231, 276, 281, 308, 397, 421, 464-465, 524, 549, 577, 594, 613</p> <p>Teacher's Guide: 36, 50, 59, 67, 108, 117, 126, 136, 146, 152, 185, 197, 257, 302, 336, 369, 387</p> <p>Student Applications Book: 37, 45, 62, 64, 72, 82, 91-92, 101, 120, 131, 154-155, 173, 181, 187, 194, 202, 214-215</p> |
| <p>E1-R1.3 Demonstrate the ability to apply integrated strategies to evaluate selections from a variety of literary genres and real-world texts.</p> | <p>Handbook: 48, 49-51, 154, 159-165, 172-174, 176-177, 185-187, 199, 208, 214, 219-220, 229-234, 239-245, 284, 325, 334-337, 364, 391-396, 410-414, 416-420, 477-481, 489-493, 520, 551-552, 575, 585-586, 593-594, 605, 706, 713-737</p> <p>Teacher's Guide: 41, 106, 109, 115-116, 124, 143-144, 151, 155-157, 181, 186, 207, 225, 231, 254-256, 270-271, 311-313, 334, 352, 368-369, 374, 378, 432-440</p> <p>Student Applications Book: 14, 26-27, 61-62, 73, 80-81, 105, 108, 121, 138-139, 142-144, 150-156, 161-162, 170-172, 185-186, 192-193, 195-196, 203, 213-214</p> |
| <p>E1-R1.4 Demonstrate the ability to evaluate the clarity and accuracy of information as indicators of an author's bias.</p> | <p>Handbook: 252, 232-234, 244, 252, 552</p> <p>Teacher's Guide: 152, 165, 352</p> <p>Student Applications Book: 81, 105</p> |
| <p>E1-R1.5 Demonstrate the ability to define the purpose of a variety of communication formats such as poetry, drama, fiction, essays, business letters, memos, instructions, policy statements, user manuals, lab reports, and Web sites.</p> | <p>Handbook: 59-69, 154, 155, 168, 194, 210, 225, 236, 239, 251, 288, 388, 446, 570, 588-589</p> <p>Teacher's Guide: 42-43, 121, 126, 130, 140, 155, 378</p> <p>Student Applications Book: 57, 65, 85, 94, 183</p> |
| <p>E1-R1.6 Begin explaining how layout is handled in a variety of informational texts.</p> | <p>Handbook: 72, 73-79, 83, 89-94, 96, 101-104, 112-114, 119-121, 134-150, 182-184, 195-198, 211-213, 572-574, 582-584, 589-592</p> <p>Teacher's Guide: 47, 56, 65, 88-101, 114, 123, 132, 142, 367</p> <p>Student Applications Book: 21, 30, 65-68, 85-86, 94-95</p> |

| English 1 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|---|
| <p>E1-R1.7 Begin analyzing the relationships among thesis (main idea), evidence (concrete supporting details), and argument to evaluate claims made in informational texts such as newspaper editorials and campaign speeches.</p> | <p>Handbook: 54-57, 159-163, 175, 179, 188, 230, 237-245, 259, 262</p> <p>Teacher's Guide: 42, 106-108, 110, 117, 118, 156, 172, 175, 386</p> <p>Student Applications Book: 17-19, 61-62, 64, 70-71, 83, 107-108, 144</p> |
| <p>E1-R1.8 Demonstrate the ability to draw conclusions and make inferences.</p> | <p>Handbook: 46, 47, 56-58, 177, 202, 221, 320, 325, 328, 340, 473, 477, 609</p> <p>Teacher's Guide: 40, 134, 145, 207, 208, 214, 307, 311, 386</p> <p>Student Applications Book: 12, 13, 15-16, 18, 90, 122, 138, 141, 143, 146, 149, 165</p> |
| <p>E1-R1.9 Begin reading several works on a particular topic, paraphrase the ideas, and synthesize them with ideas from other authors addressing the same topic.</p> | <p>Handbook: 707-709</p> <p>Teacher's Guide: 430, 435</p> |

Analysis of Texts

E1-R2 The student will use a knowledge of the purposes, structures, and elements of writing to analyze and interpret various types of texts.

| English 1 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|--|
| <p>E1-R2.1 Begin showing how the cultural, philosophical, political, religious, or ethical perspectives of a particular period influence the plots, characters, settings, and themes of literary works written during that period.</p> | <p>Handbook: 485-498</p> <p>Teacher's Guide: 315-319</p> <p>Student Applications Book: 180-181</p> |
| <p>E1-R2.2 Demonstrate the ability to evaluate an author's use of stylistic elements such as tone, irony, and figurative language.</p> | <p>Handbook: 244, 256, 261, 263, 307, 376, 385, 396, 400-405, 411-412, 417-420, 424-443, 429, 433, 436, 440, 443, 479</p> <p>Teacher's Guide: 196, 208, 219, 241, 249, 260-264, 266-267, 269-273, 274-294</p> <p>Student Applications Book: 147, 153, 158-159, 161, 164</p> |

| English 1 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|--|
| <p>E1-R2.3 Demonstrate the ability to compare and contrast universal literary themes as they are developed in works in a variety of genres.</p> | <p>Handbook: 48, 305-306, 345-350, 359-365, 384, 477-484, 495-496, 509</p> <p>Teacher's Guide: 182-183, 196, 215, 218-222, 228-232, 248, 310-314, 318, 329</p> <p>Student Applications Book: 118, 125, 141, 142-144, 148-149, 177-179</p> |
| <p>E1-R2.4 Demonstrate the ability to compare and contrast authors' styles on the basis of such elements as word choice and sentence structure (syntax).</p> | <p>Handbook: 48, 54, 200-201, 244, 307, 327, 359-365, 382, 394, 400-407, 412, 417-420, 424-443, 469-476, 492-493, 485-498, 316-317</p> <p>Teacher's Guide: 219, 228-232, 246, 255-256, 260-264, 269-273, 274-294, 305-309</p> <p>Student Applications Book: 17, 58, 110, 148-149, 151-153, 157-159, 160-161, 163-165, 175-176, 177</p> |
| <p>E1-R2.5 Demonstrate the ability to describe with specific examples how the narrator's point of view or the author's choice of narrator affects a work of fiction.</p> | <p>Handbook: 295, 379-380</p> <p>Teacher's Guide: 193, 244</p> <p>Student Applications Book: 109-110, 123, 125</p> |
| <p>E1-R2.6 Demonstrate the ability to use a knowledge of internal structures to compare selections from works in a variety of genres.</p> | <p>Handbook: 280-281, 304-305, 314, 321-322, 370-371, 378, 394-395, 415-422, 453, 463-464, 494, 508</p> <p>Teacher's Guide: 184, 202, 230, 236, 243, 298, 301, 328</p> <p>Student Applications Book: 118-119, 136</p> |
| <p>E1-R2.7 Begin developing and applying personal criteria for evaluating texts in a variety of genres.</p> | <p>Handbook: 266, 267-287, 288-312, 313-322, 323-331, 332-344, 345-350, 351-358, 366-385, 388, 389-399, 400-407, 408-414, 415-422, 423-443, 446, 447-468, 469-476, 477-484, 485-498, 499-509</p> <p>Teacher's Guide: 177, 178-188, 189-200, 201-205, 206-210, 211-217, 218-222, 223-227, 228-232, 233-249, 250, 251-259, 260-264, 265-268, 269-273, 274-294, 295, 296-304, 305-309, 310-314, 315-319, 320-329</p> <p>Student Applications Book: 109-122, 123-134, 135-136, 137-139, 140-141, 1142-144, 145-147, 148-149, 150-156, 157-159, 160-162, 163-165, 166-174, 175-176, 177-179, 180-181</p> |

| English 1 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|---|---|
| <p>E1-R2.8 Demonstrate the ability to analyze the impact of conflict (internal and external) on plot and character in a literary work.</p> | <p>Handbook: 280-281, 302-305, 313-322, 341-344, 370-371, 464, 494, 508</p> <p>Teacher's Guide: 194, 204, 214, 234, 236, 298, 301, 328</p> <p>Student Applications Book: 118-119, 136</p> |
| <p>E1-R2.9 Demonstrate the ability to present interpretations of texts by using methods such as Socratic questioning, literature circles, class discussion, PowerPoint presentations, and graphic organizers.</p> | <p>Handbook: 279, 281, 286, 310, 311, 317, 322, 344, 349, 361, 362, 363, 457, 459-460, 463-464, 482, 484, 494, 739-756</p> <p>Teacher's Guide: 51, 135, 182, 183, 192-195, 203, 213, 229-230, 300-301, 317, 439</p> <p>Student Applications Book: 29-30, 64, 84, 90, 91, 100, 101, 107, 118-119, 122, 125, 130, 136, 144, 171, 179</p> |

Word Study and Analysis

E1-R3 The student will apply a knowledge of word analysis strategies to determine the meaning of new words encountered in reading material and use them correctly.

| English 1 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|--|
| <p>E1-R3.1 Demonstrate the ability to analyze the origin and meaning of new words by using a knowledge of culture or mythology.</p> | <p>Handbook: 673-676</p> <p>Teacher's Guide: 420</p> <p>Student Applications Book: 233-234</p> |
| <p>E1-R3.2 Demonstrate the ability to use context analysis to determine the meanings of unfamiliar or multiple-meaning words.</p> | <p>Handbook: 257, 666-673</p> <p>Teacher's Guide: 418-419</p> <p>Student Applications Book: 231, 232</p> |
| <p>E1-R3.3 Demonstrate the ability to use a general dictionary, a specialized dictionary, and a thesaurus.</p> | <p>Handbook: 139, 402, 662, 677-681, 682-684, 703</p> <p>Teacher's Guide: 261, 417, 421</p> <p>Student Applications Book: 231, 235-237</p> |
| <p>E1-R3.4 Demonstrate the ability to use analogies, idioms, and words with precise connotations and denotations in a variety of oral, written, and graphic presentations.</p> | <p>Handbook: 248, 253, 403, 411, 622-623, 683-684, 685-689</p> <p>Teacher's Guide: 161, 166, 262, 393, 422</p> <p>Student Applications Book: 158, 160, 218, 238-239</p> |

Writing Goal (W)

The student will write for different audiences and purposes.

The Writing Process

E1-W1 The student will apply a process approach to writing.

| English 1 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|---|
| E1-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written prewriting strategies. | <p>Handbook: 33, 361-363, 611, 627-631</p> <p>Teacher's Guide: 119, 221, 397</p> <p>Student Applications Book: 219-220</p> |
| E1-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific audience and/or purpose. | <p>Handbook: 33-35, 363-365, 627-631</p> <p>Teacher's Guide: 119, 397-398</p> <p>Student Applications Book: 219-221</p> |
| E1-W1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details. | <p>Handbook: 33-35, 629-631</p> <p>Teacher's Guide: 119, 221, 397-398</p> <p>Student Applications Book: 219-221</p> |
| E1-W1.4 Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation. | <p>Handbook: 33-35, 611, 630-631</p> <p>Teacher's Guide: 119, 398</p> <p>Student Applications Book: 221</p> |
| E1-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax), and word usage. | <p>Handbook: 33-35, 611, 630-631</p> <p>Teacher's Guide: 398</p> <p>Student Applications Book: 221</p> |
| <p>E1-W1.6 Demonstrate the ability to write and publish in a variety of formats.</p> <p style="padding-left: 20px;">E1-W1.6.1 Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces.</p> | <p>Handbook: 180</p> <p>Teacher's Guide: 119, 128, 199, 397, 399</p> <p>Student Applications Book: 74, 103, 156</p> |

| English 1 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|---|
| E1-W1.6.3 Demonstrate the ability to write essays, reports, articles, and proposals. | Handbook: 224, 365, 406-407, 611, 627, 629-631 Teacher's Guide: 128, 221, 397, 399 Student Applications Book: 103, 219-221 |
| E1-W1.6.5 Demonstrate the ability to use the Internet to communicate with others. | Handbook: 526, 529-531 Teacher's Guide: 338, 341 |

Writing Purposes

E1-W2 The student will write for a variety of purposes.

| English 1 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|---|--|
| E1-W2.1 Demonstrate the ability to use writing to explain and inform. | Handbook: 365, 457-458 Teacher's Guide: 128, 199, 397 Student Applications Book: 74, 103 |
| E1-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe. | Handbook: 407, 422 Teacher's Guide: 148, 149, 263, 272 Student Applications Book: 74, 156 |
| E1-W2.3 Demonstrate the ability to use writing to persuade, analyze, and transact business. | Handbook: 406-407, 457-458 Teacher's Guide: 119, 221, 263 Student Applications Book: 103, 219-221 |

Responding to Texts

E1-W3 The student will respond to texts written by others.

| English 1 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|--|
| E1-W3.1 Demonstrate the ability to respond to texts both orally and in writing. | <p>Handbook: 164, 166, 174, 180, 222, 224, 234, 282, 286-287, 312, 320-321, 348, 356, 358, 364-365, 393, 394, 406-407, 411, 420-422, 468</p> <p>Teacher's Guide: 53, 70, 111, 116, 117, 129, 139, 148, 149, 185, 187-188, 221, 226, 255, 258, 263, 272, 308</p> <p>Student Applications Book: 69-70, 103, 117, 120-122, 131, 133, 154, 156, 159, 161, 162, 165, 176</p> |
| E1-W3.2 Demonstrate the ability to use literary models to refine his or her own writing style. | <p>Handbook: 365, 407, 422, 627</p> <p>Teacher's Guide: 263, 272</p> |
| E1-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing. | <p>Handbook: 349, 365, 457-458</p> <p>Teacher's Guide: 221</p> |

Legibility

E1-W4 The student will create legible texts.

| English 1 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|---|--|
| E1-W4.2 Demonstrate the ability to use keyboarding skills to produce texts. | <p>Handbook: 526, 529-531</p> <p>Teacher's Guide: 338, 341</p> |

Communication Goal (C)

The student will recognize, demonstrate, and analyze the qualities of effective communication.

Communication: Speaking

E1-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

| English 1 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|---|
| E1-C1.2 Demonstrate the ability to express and explain ideas orally with fluency and confidence. | Handbook: 110, 179, 224, 286 Teacher's Guide: 69, 78 |
| E1-C1.3 Demonstrate the ability to use oral language to inform, to analyze, to explain, to persuade, and to compare and contrast different viewpoints. | Handbook: 110, 179, 224, 286 Teacher's Guide: 69, 78 |
| E1-C1.4 Demonstrate the ability to use effective organizational strategies, techniques, and methods including technology to develop oral presentations. | Handbook: 87 |
| E1-C1.5 Demonstrate the ability to choose appropriate patterns of organization to inform and to persuade in oral presentations. | Handbook: 87 |
| E1-C1.6 Demonstrate the ability to present information in formats such as panel discussions, demonstrations, oral reports, speeches, and debates. | Handbook: 224, 286 |
| E1-C1.7 Demonstrate the ability to participate and respond appropriately in conversations, discussions, speeches, and debates. | Handbook: 110, 179, 286, 468 Teacher's Guide: 258 Student Applications Book: 122 |
| E1-C1.8 Demonstrate the ability to present dramatic readings of literary selections with a clarity and force that show an understanding of the meaning of the selection. | Handbook: 399, 468 Teacher's Guide: 258 Student Applications Book: 174 |
| E1-C1.9 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences. | Handbook: 87 Student Applications Book: 30 |

| English 1 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|---------------------------------------|
| E1-C1.11 Demonstrate the ability to deliver effective oral presentations to unfamiliar audiences. | Handbook: 87, 224 |
| E1-C1.12 Demonstrate the ability to formulate appropriate oral responses by using accurate and detailed references to texts. | Handbook: 87, 179, 224, 286 |

Communication: Listening

E1-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

| English 1 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|--|
| E1-C2.2 Demonstrate the ability to analyze historically significant speeches to identify the rhetorical devices and features that make them memorable. | Handbook: 235-245 Teacher's Guide: 154-158 Student Applications Book: 106-108 |
| E1-C2.4 Demonstrate the ability to analyze the types of arguments used by speakers. | Handbook: 235-245 Teacher's Guide: 154-158 Student Applications Book: 106-108 |
| E1-C2.5 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences. | Handbook: 87 Student Applications Book: 30 |

Communication: Viewing

E1-C3 The student will comprehend and analyze information he or she receives from nonprint sources.

| English 1 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|--|
| E1-C3.1 Demonstrate the ability to analyze and evaluate nonprint sources for the effectiveness of the techniques used for particular audiences. | Handbook: 312, 468 |
| E1-C3.2 Demonstrate the ability to interpret and evaluate the various ways events are presented and information is communicated in nonprint sources. | Handbook: 312, 468 |
| E1-C3.7 Demonstrate the ability to analyze nonprint sources for accuracy, bias, intent, and purpose. | Handbook: 513-527 Teacher's Guide: 330-344 Student Applications Book: 182-188 |
| E1-C3.8 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world. | Handbook: 312, 468 |

Research Goal (RS)

The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.

Selecting a Research Topic

E1-RS1 The student will select a topic for exploration.

| English 1 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|---|--|
| E1-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry. | Handbook: 87, 98, 192, 514-515 Teacher's Guide: 61, 128, 333, 335, 425 Student Applications Book: 182 |
| E1-RS2.2 Demonstrate the ability to ask questions to investigate all aspects of a topic, including various viewpoints regarding it. | Handbook: 87, 98, 192, 514-515 Teacher's Guide: 61, 128, 333, 335, 425 Student Applications Book: 182 |

Gathering Information and Refining a Topic

E1-RS2 The student will gather information from a variety of sources.

| English 1 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|---|---|
| E1-RS2.1 Demonstrate the ability to distinguish between primary and secondary sources. | <p>Handbook: 694-696</p> <p>Teacher's Guide: 426</p> |
| E1-RS2.2 Demonstrate the ability to evaluate the credibility of sources, including consideration of accuracy and bias. | <p>Handbook: 706</p> <p>Teacher's Guide: 429</p> <p>Student Applications Book: 182-188</p> |
| E1-RS2.3 Demonstrate the ability to document sources by using a standardized system of documentation. | <p>Handbook: 710-712</p> <p>Teacher's Guide: 430, 431</p> |
| E1-RS2.4 Demonstrate the ability to gather and evaluate information for its relevance to his or her research questions. | <p>Handbook: 87, 98, 192, 520, 707-708</p> <p>Teacher's Guide: 335, 336, 430</p> <p>Student Applications Book: 182-188</p> |
| E1-RS2.5 Demonstrate the ability to refine a topic and ask additional questions based on the information that he or she has gathered. | <p>Handbook: 192, 700</p> <p>Teacher's Guide: 424-425</p> |
| E1-RS2.6 Demonstrate the ability to use note-taking strategies to record facts and opinions from sources. | <p>Handbook: 522, 707-709</p> <p>Teacher's Guide: 128, 335-337, 430, 431</p> <p>Student Applications Book: 182-188</p> |

Preparing and Presenting Information

E1-RS3 The student will use a variety of strategies to prepare and present selected information.

| English 1 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|---|---|
| E1-RS3.1 Demonstrate the ability to synthesize information from a variety of sources, including those accessed through the use of technology. | Handbook: 192, 692-694, 707-709 Teacher's Guide: 128, 424-425, 431 |
| E1-RS3.2 Demonstrate the ability to draw conclusions from synthesized information to create a documented research project with teacher support. | Handbook: 87, 98, 691-693 |
| E1-RS3.3 Demonstrate the ability to present his or her research findings in a variety of formats. | Handbook: 87, 98, 691-693 Teacher's Guide: 61, 128, 424 |
| E1-RS3.4 Demonstrate the ability to differentiate among standardized systems of documentation. | Handbook: 710-712 Teacher's Guide: 430, 431 |
| E1-RS3.5 Demonstrate the ability to prepare a Works Cited list. | Handbook: 710-711 Teacher's Guide: 430-431 |
| E1-RS3.6 Demonstrate the ability to distinguish his or her own ideas from the ideas and discoveries of others. | Handbook: 522, 709-711 Teacher's Guide: 430 |



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South Carolina English Language Arts
Curriculum Standards
English 2

Reading Goal (R)

The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.

Reading Process and Comprehension

E2-R1 The student will integrate various cues and strategies to comprehend what he or she reads.

| English 2 Language Arts Standards | Reader’s Handbook, Grades 9-12 |
|---|--|
| <p>E2-R1.1 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.</p> | <p>Handbook: 38, 43, 52, 53-58, 72, 73-87, 88-99, 100-111, 112-118, 119-124, 134-150, 154, 155-167, 168-180, 181-192, 193-209, 210-224, 225-234, 235-245, 246-263, 266, 267-287, 288-312, 313-322, 323-331, 332-344, 345-350, 351-358, 66-385, 388, 389-399, 400-407, 408-414, 415-422, 423-443, 446, 447-468, 469-476, 477-484, 485-498, 499-509, 540, 541-553, 554-567, 570, 571-580, 581-587, 588-595</p> <p>Teacher’s Guide: 44, 45-53, 54-62, 63-70, 71-74, 75-79, 88-101, 102, 103-111, 112-120, 121-129, 130-139, 140-149, 150-153, 154-158, 159-176, 177, 178-188, 189-200, 201-205, 206-210, 211-217, 218-222, 223-227, 250, 251-259, 260-264, 265-268, 269-273, 274-294, 295, 296-304, 305-309, 310-314, 315-319, 320-329, 345, 346-354, 355-363, 364, 365-371, 372-376, 377-380</p> <p>Student Applications Book: 20-30, 31-39, 40-47, 48-49, 50-52, 57-64, 65-73, 74-83, 84-93, 94-104, 105-106, 107-109, 110-123, 124-136, 137-138, 139-140, 141-142, 143-145, 146-147, 150-156, 157-159, 160-161, 162-164, 165-174, 175-177, 178-179, 180-181, 190-197, 198-204, 205-206, 207-209</p> |

| English 2 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|---|
| <p>E2-R1.2 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p> | <p>Handbook: 40, 41, 46, 51, 84, 97, 108, 164, 176, 189, 206, 222, 231, 276, 281, 308, 397, 421, 464-465, 524, 549, 577, 594, 613</p> <p>Teacher's Guide: 36, 50, 59, 67, 108, 117, 126, 136, 146, 152, 185, 197, 257, 302, 336, 369, 387</p> <p>Student Applications Book: 29, 37, 45, 63, 70-71, 81, 91, 102, 121, 133, 155, 172, 188, 195, 203, 215</p> |
| <p>E2-R1.3 Demonstrate the ability to apply integrated strategies to evaluate selections from a variety of literary genres and real-world texts.</p> | <p>Handbook: 48, 49-51, 154, 159-165, 172-174, 176-177, 185-187, 199, 208, 214, 219-220, 229-234, 239-245, 284, 325, 334-337, 364, 391-396, 410-414, 416-420, 477-481, 489-493, 520, 551-552, 575, 585-586, 593-594, 605, 706, 713-737</p> <p>Teacher's Guide: 41, 106, 109, 115-116, 124, 143-144, 151, 155-157, 181, 186, 207, 225, 231, 254-256, 270-271, 311-313, 334, 352, 368-369, 374, 378, 432-440</p> <p>Student Applications Book: 14, 15-16, 20-30, 35-37, 44, 48-48, 50-52, 53, 61-62, 68-70, 72, 78-80, 82, 86, 92, 96, 101, 102, 103-104, 106, 109, 111, 126, 153, 156, 161, 162-163, 167, 175-177, 178-179, 192-193, 196, 200-202, 205-206, 207-209</p> |
| <p>E2-R1.4 Demonstrate the ability to evaluate the clarity and accuracy of information as indicators of an author's bias.</p> | <p>Handbook: 252, 232-234, 244, 252, 552</p> <p>Teacher's Guide: 152, 165, 352</p> <p>Student Applications Book: 70-72, 106</p> |
| <p>E2-R1.5 Demonstrate the ability to define the purpose of a variety of communication formats such as poetry, drama, fiction, essays, business letters, memos, instructions, policy statements, user manuals, lab reports, and Web sites.</p> | <p>Handbook: 59-69, 154, 155, 168, 194, 210, 225, 236, 239, 251, 288, 388, 446, 570, 588-589</p> <p>Teacher's Guide: 42-43, 121, 126, 130, 140, 155, 378</p> <p>Student Applications Book: 57, 65, 74, 84, 94, 110, 150-156, 165, 190</p> |
| <p>E2-R1.6 Demonstrate the ability to explain how layout is handled in a variety of informational texts.</p> | <p>Handbook: 72, 73-79, 83, 89-94, 96, 101-104, 112-114, 119-121, 134-150, 182-184, 195-198, 211-213, 572-574, 582-584, 589-592</p> <p>Teacher's Guide: 47, 56, 65, 88-101, 114, 123, 132, 142, 367</p> <p>Student Applications Book: 21-25, 32-35, 65-67, 84-85</p> |

| English 2 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|---|--|
| <p>E2-R1.7 Demonstrate the ability to analyze the relationships among thesis (main idea), evidence (concrete supporting details), and argument to evaluate claims made in informational texts such as newspaper editorials and campaign speeches.</p> | <p>Handbook: 54-57, 159-163, 175, 179, 188, 230, 237-245, 259, 262</p> <p>Teacher's Guide: 42, 106-108, 110, 117, 118, 156, 172, 175, 386</p> <p>Student Applications Book: 17-19, 62, 64, 70, 72, 106, 109</p> |
| <p>E2-R1.8 Demonstrate the ability to draw conclusions and make inferences.</p> | <p>Handbook: 46, 47, 56-58, 177, 202, 221, 320, 325, 328, 340, 473, 477, 609</p> <p>Teacher's Guide: 40, 134, 145, 207, 208, 214, 307, 311, 386</p> <p>Student Applications Book: 12, 13, 18, 139-140, 142, 147, 149, 160, 175, 181</p> |
| <p>E2-R1.9 Demonstrate the ability to read several works on a particular topic, paraphrase the ideas, and synthesize them with ideas from other authors addressing the same topic.</p> | <p>Handbook: 700-709</p> <p>Teacher's Guide: 430, 435</p> |

Analysis of Texts

E2-R2 The student will use a knowledge of the purposes, structures, and elements of writing to analyze and interpret various types of texts.

| English 2 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|---|
| <p>E2-R2.1 Demonstrate the ability to show how the cultural, philosophical, political, religious, or ethical perspectives of a particular period influence the plots, characters, settings, and themes of literary works written during that period.</p> | <p>Handbook: 485-498</p> <p>Teacher's Guide: 315-319</p> <p>Student Applications Book: 180-181</p> |
| <p>E2-R2.2 Demonstrate the ability to evaluate an author's use of stylistic elements such as foreshadowing, flashback, soliloquy, irony, dialect, asides, tone, and figurative language.</p> | <p>Handbook: 244, 256, 261, 263, 307, 376, 385, 396, 400-405, 411-412, 417-420, 424-443, 429, 433, 436, 440, 443, 479</p> <p>Teacher's Guide: 196, 208, 219, 241, 249, 260-264, 266-267, 269-273, 274-294</p> <p>Student Applications Book: 119, 147, 153, 154, 158, 159, 161, 163</p> |

| English 2 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|---|
| <p>E2-R2.3 Demonstrate the ability to compare and contrast universal literary themes as they are developed in works in a variety of genres.</p> | <p>Handbook: 48, 305-306, 345-350, 359-365, 384, 477-484, 495-496, 509</p> <p>Teacher's Guide: 182-183, 196, 215, 218-222, 228-232, 248, 310-314, 318, 329</p> <p>Student Applications Book: 119, 120, 124, 126, 136, 142, 143-145, 148-149, 176, 179</p> |
| <p>E2-R2.4 Demonstrate the ability to compare and contrast authors' styles on the basis of such elements as word choice and sentence structure (syntax).</p> | <p>Handbook: 48, 54, 200-201, 244, 307, 327, 359-365, 382, 394, 400-407, 412, 417-420, 424-443, 469-476, 492-493, 485-498, 316-317</p> <p>Teacher's Guide: 219, 228-232, 246, 255-256, 260-264, 269-273, 274-294, 305-309</p> <p>Student Applications Book: 148-149, 157-159, 160-161, 163, 175-177</p> |
| <p>E2-R2.5 Demonstrate the ability to describe with specific examples how the narrator's point of view or the author's choice of narrator affects a work of fiction.</p> | <p>Handbook: 295, 379-380</p> <p>Teacher's Guide: 193, 244</p> <p>Student Applications Book: 124, 126</p> |
| <p>E2-R2.6 Demonstrate the ability to use a knowledge of internal structures to compare selections from a variety of multicultural texts.</p> | <p>Handbook: 280-281, 304-305, 314, 321-322, 370-371, 378, 394-395, 415-422, 453, 463-464, 494, 508</p> <p>Teacher's Guide: 184, 202, 230, 236, 243, 298, 301, 328</p> <p>Student Applications Book: 119, 120, 124, 137-138, 148-149, 172</p> |
| <p>E2-R2.7 Demonstrate the ability to apply personal criteria for evaluating texts in a variety of genres.</p> | <p>Handbook: 266, 267-287, 288-312, 313-322, 323-331, 332-344, 345-350, 351-358, 366-385, 388, 389-399, 400-407, 408-414, 415-422, 423-443, 446, 447-468, 469-476, 477-484, 485-498, 499-509</p> <p>Teacher's Guide: 177, 178-188, 189-200, 201-205, 206-210, 211-217, 218-222, 223-227, 228-232, 233-249, 250, 251-259, 260-264, 265-268, 269-273, 274-294, 295, 296-304, 305-309, 310-314, 315-319, 320-329</p> <p>Student Applications Book: 84-93, 94-104, 105-106, 107-109, 110-123, 124-136, 137-138, 139-140, 141-142, 143-145, 146-147, 150-156, 157-159, 160-161, 162-164, 165-174, 175-177, 178-179, 180-181</p> |

| English 2 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|---|--|
| <p>E2-R2.8 Demonstrate the ability to analyze the impact of conflict (internal and external) on plot and character in a literary work.</p> | <p>Handbook: 280-281, 302-305, 313-322, 341-344, 370-371, 464, 494, 508</p> <p>Teacher's Guide: 194, 204, 214, 234, 236, 298, 301, 328</p> <p>Student Applications Book: 119, 120, 137-138</p> |
| <p>E2-R2.9 Demonstrate the ability to present interpretations of texts by using methods such as Socratic questioning, literature circles, class discussion, PowerPoint presentations, and graphic organizers.</p> | <p>Handbook: 279, 281, 286, 310, 311, 317, 322, 344, 349, 361, 362, 363, 457, 459-460, 463-464, 482, 484, 494, 739-756</p> <p>Teacher's Guide: 51, 135, 182, 183, 192-195, 203, 213, 229-230, 300-301, 317, 439</p> <p>Student Applications Book: 29-30, 37, 52, 83, 86, 90, 101, 120, 126, 132, 138, 145, 171, 179</p> |

Word Study and Analysis

E2-R3 The student will apply a knowledge of word analysis strategies to determine the meaning of new words encountered in reading material and use them correctly.

| English 2 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|---|
| <p>E2-R3.1 Demonstrate the ability to analyze the origin and meaning of new words by using a knowledge of culture, mythology, or literature.</p> | <p>Handbook: 673-676</p> <p>Teacher's Guide: 420</p> <p>Student Applications Book: 234</p> |
| <p>E2-R3.2 Demonstrate the ability to use context analysis to determine the meanings of unfamiliar and multiple-meaning words.</p> | <p>Handbook: 257, 666-673</p> <p>Teacher's Guide: 418-419</p> <p>Student Applications Book: 233</p> |
| <p>E2-R3.3 Demonstrate the ability to use a general dictionary, a specialized dictionary, and a thesaurus.</p> | <p>Handbook: 139, 402, 662, 677-681, 682-684, 703</p> <p>Teacher's Guide: 261, 417, 421</p> <p>Student Applications Book: 232, 235-236</p> |
| <p>E2-R3.4 Demonstrate the ability to use analogies, idioms, and words with precise connotations and denotations in a variety of oral, written, and graphic presentations.</p> | <p>Handbook: 248, 253, 403, 411, 622-623, 683-684, 685-689</p> <p>Teacher's Guide: 161, 166, 262, 393, 422</p> <p>Student Applications Book: 158, 219, 237-239</p> |

Writing Goal (W)

The student will write for different audiences and purposes.

The Writing Process

E2-W1 The student will apply a process approach to writing.

| English 2 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|--|
| E2-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written prewriting strategies. | <p>Handbook: 33, 361-363, 611, 627, 629-630</p> <p>Teacher's Guide: 119, 221, 397</p> <p>Student Applications Book: 220-221</p> |
| E2-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific audience and/or purpose. | <p>Handbook: 33-35, 363-365, 627-631</p> <p>Teacher's Guide: 119, 397-398</p> <p>Student Applications Book: 220-221</p> |
| E2-W1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details. | <p>Handbook: 33-35, 629-631</p> <p>Teacher's Guide: 119, 221, 397-398</p> <p>Student Applications Book: 221</p> |
| E2-W1.4 Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation. | <p>Handbook: 33-35, 611, 630-631</p> <p>Teacher's Guide: 119, 398</p> <p>Student Applications Book: 221</p> |
| E2-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax), and word usage. | <p>Handbook: 33-35, 611, 630-631</p> <p>Teacher's Guide: 398</p> <p>Student Applications Book: 221</p> |
| <p>E2-W1.6 Demonstrate the ability to write and publish in a variety of formats.</p> <p>E2-W1.6.1 Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces.</p> | <p>Handbook: 180</p> <p>Teacher's Guide: 119, 128, 199, 397, 399</p> <p>Student Applications Book: 73, 104, 220-221</p> |

| English 2 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|---|
| E2-W1.6.3 Demonstrate the ability to write essays, reports, articles, and proposals. | Handbook: 224, 365, 406-407, 611, 627, 629-631 Teacher's Guide: 128, 221, 397, 399 Student Applications Book: 104, 220-221 |
| E2-W1.6.5 Demonstrate the ability to use the Internet to communicate with others. | Handbook: 526, 529-531 Teacher's Guide: 338, 341 |

Writing Purposes

E2-W2 The student will write for a variety of purposes.

| English 2 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|---|--|
| E2-W2.1 Demonstrate the ability to use writing to explain and inform. | Handbook: 365, 457-458 Teacher's Guide: 128, 199, 397 Student Applications Book: 220-221 |
| E2-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe. | Handbook: 407, 422 Teacher's Guide: 148, 149, 263, 272 Student Applications Book: 104 |
| E2-W2.3 Demonstrate the ability to use writing to persuade, analyze, and transact business. | Handbook: 406-407, 457-458 Teacher's Guide: 119, 221, 263 Student Applications Book: 104, 220-221 |

Responding to Texts

E2-W3 The student will respond to texts written by others.

| English 2 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|---|--|
| E2-W3.1 Demonstrate the ability to respond to texts both orally and in writing. | Handbook: 164, 166, 174, 180, 222, 224, 234, 282, 286-287, 312, 320-321, 348, 356, 358, 364-365, 393, 394, 406-407, 411, 420-422, 468 Teacher's Guide: 53, 70, 111, 116, 117, 129, 139, 148, 149, 185, 187-188, 221, 226, 255, 258, 263, 272, 308 Student Applications Book: 68-69, 73, 104, 122, 123, 134, 140, 154, 156, 159, 172 |

| English 2 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|---|
| E2-W3.2 Demonstrate the ability to use literary models to refine his or her own writing style. | Handbook: 365, 407, 422, 627 Teacher's Guide: 263, 272 |
| E2-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing. | Handbook: 349, 365, 457-458 Teacher's Guide: 221 |

Legibility

E2-W4 The student will create legible texts.

| English 2 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|---|---|
| E2-W4.2 Demonstrate the ability to use keyboarding skills to produce texts. | Handbook: 526, 529-531 Teacher's Guide: 338, 341 |

Communication Goal (C)

The student will recognize, demonstrate, and analyze the qualities of effective communication.

Communication: Speaking

E2-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

| English 2 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|---|---|
| E2-C1.2 Demonstrate the ability to express and explain ideas orally with fluency and confidence. | Handbook: 110, 179, 224, 286 Teacher's Guide: 69, 78 |
| E2-C1.3 Demonstrate the ability to use oral language to inform, to analyze, to explain, to persuade, and to compare and contrast different viewpoints. | Handbook: 110, 179, 224, 286 Teacher's Guide: 69, 78 |
| E2-C1.4 Demonstrate the ability to use effective organizational strategies, techniques, and methods including technology to develop oral presentations. | Handbook: 87 |
| E2-C1.5 Demonstrate the ability to choose appropriate patterns of organization to inform and to persuade in oral presentations. | Handbook: 87 |

| English 2 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|---|
| E2-C1.6 Demonstrate the ability to present information in formats such as panel discussions, oral reports, speeches, and debates. | Handbook: 224, 286 |
| E2-C1.7 Demonstrate the ability to participate and respond appropriately in conversations, discussions, speeches, and debates. | Handbook: 110, 179, 286, 468 Teacher's Guide: 258 |
| E2-C1.8 Demonstrate the ability to present dramatic readings of literary selections with a clarity and force that show an understanding of the meaning of the selection. | Handbook: 399, 468 Teacher's Guide: 258 Student Applications Book: 174 |
| E2-C1.9 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences. | Handbook: 87 |
| E2-C1.11 Demonstrate the ability to deliver effective oral presentations to unfamiliar audiences. | Handbook: 87, 224 |
| E2-C1.12 Demonstrate the ability to formulate appropriate oral responses by using accurate and detailed references to texts. | Handbook: 87, 179, 224, 286 |

Communication: Listening

E2-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

| English 2 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|--|
| E2-C2.2 Demonstrate the ability to analyze historically significant speeches to identify the rhetorical devices and features that make them memorable. | Handbook: 235-245 Teacher's Guide: 154-158 Student Applications Book: 107-109 |
| E2-C2.4 Demonstrate the ability to analyze the types of arguments used by speakers. | Handbook: 235-245 Teacher's Guide: 154-158 Student Applications Book: 107-109 |

| English 2 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|---------------------------------------|
| E2-C2.5 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences. | Handbook: 87 |

Communication: Viewing

E2-C3 The student will comprehend and analyze information he or she receives from nonprint sources.

| English 2 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|--|
| E2-C3.1 Demonstrate the ability to analyze and evaluate the effectiveness of the techniques used in nonprint sources for particular audiences. | Handbook: 312, 468 |
| E2-C3.2 Demonstrate the ability to interpret and evaluate the various ways events are presented and information is communicated in nonprint sources. | Handbook: 312, 468 |
| E2-C3.7 Demonstrate the ability to analyze nonprint sources for accuracy, bias, intent, and purpose. | Handbook: 513-527 Teacher's Guide: 330-344 Student Applications Book: 189 |
| E2-C3.8 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world. | Handbook: 312, 468 |

Research Goal (RS)

The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.

Selecting a Research Topic

E2-RS1 The student will select a topic for exploration.

| English 2 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|---|--|
| E2-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry. | Handbook: 87, 98, 192, 514-515 Teacher's Guide: 61, 128, 333, 335, 425 Student Applications Book: 182 |

| English 2 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|---|---|
| E2-RS1.2 Demonstrate the ability to ask questions to investigate all aspects of a topic, including various viewpoints regarding it. | <p>Handbook: 87, 98, 192, 514-515</p> <p>Teacher's Guide: 61, 128, 333, 335, 425</p> <p>Student Applications Book: 182</p> |

Gathering Information and Refining a Topic

E2-RS2 The student will gather information from a variety of sources.

| English 2 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|---|
| E2-RS2.1 Demonstrate the ability to distinguish between primary and secondary sources. | <p>Handbook: 694-696</p> <p>Teacher's Guide: 426</p> |
| E2-RS2.2 Demonstrate the ability to evaluate the credibility of sources, including consideration of accuracy and bias. | <p>Handbook: 706</p> <p>Teacher's Guide: 429</p> <p>Student Applications Book: 185</p> |
| E2-RS2.3 Demonstrate the ability to document sources by using a standardized system of documentation. | <p>Handbook: 710-712</p> <p>Teacher's Guide: 430, 431</p> |
| E2-RS2.4 Demonstrate the ability to gather and evaluate information for its relevance to his or her research questions. | <p>Handbook: 87, 98, 192, 520, 707-708</p> <p>Teacher's Guide: 335, 336, 430</p> <p>Student Applications Book: 185</p> |
| E2-RS2.5 Demonstrate the ability to refine topics and ask additional questions based on the information that he or she has gathered. | <p>Handbook: 192, 700</p> <p>Teacher's Guide: 424-424</p> |
| E2-RS2.6 Demonstrate the ability to use note-taking strategies to record facts and opinions from sources. | <p>Handbook: 522, 707-709</p> <p>Teacher's Guide: 128, 335-337, 430, 431</p> |

Preparing and Presenting Information

E2-RS3 The student will use a variety of strategies to prepare selected information.

| English 2 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|---|---|
| E2-RS3.1 Demonstrate the ability to synthesize information from a variety of sources, including those accessed through the use of technology. | Handbook: 192, 692-694, 707-709 Teacher's Guide: 128, 424-425, 431 |
| E2-RS3.2 Demonstrate the ability to draw conclusions from synthesized information to create a documented research project with teacher support. | Handbook: 87, 98, 691-693 |
| E2-RS3.3 Demonstrate the ability to present his or her research findings in a variety of formats. | Handbook: 691-693 Teacher's Guide: 61, 128, 424 |
| E2-RS3.4 Demonstrate the ability to differentiate among standardized systems of documentation. | Handbook: 710-712 Teacher's Guide: 430, 431 |
| E2-RS3.5 Demonstrate the ability to prepare a Works Cited list. | Handbook: 710-711 Teacher's Guide: 430-431 |
| E2-RS3.6 Demonstrate the ability to distinguish his or her own ideas from the ideas and discoveries of others. | Handbook: 522, 709-711 Teacher's Guide: 430 |



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correlated to
South Carolina English Language Arts
Curriculum Standards
English 3

Reading Goal (R)

The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.

Reading Process and Comprehension

E3-R1 The student will integrate various cues and strategies to comprehend what he or she reads.

| English 3 Language Arts Standards | Reader’s Handbook, Grades 9-12 |
|---|--|
| <p>E3-R1.1 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.</p> | <p>Handbook: 38, 43, 52, 53-58, 72, 73-87, 88-99, 100-111, 112-118, 119-124, 134-150, 154, 155-167, 168-180, 181-192, 193-209, 210-224, 225-234, 235-245, 246-263, 266, 267-287, 288-312, 313-322, 323-331, 332-344, 345-350, 351-358, 66-385, 388, 389-399, 400-407, 408-414, 415-422, 423-443, 446, 447-468, 469-476, 477-484, 485-498, 499-509, 540, 541-553, 554-567, 570, 571-580, 581-587, 588-595</p> <p>Teacher’s Guide: 44, 45-53, 54-62, 63-70, 71-74, 75-79, 88-101, 102, 103-111, 112-120, 121-129, 130-139, 140-149, 150-153, 154-158, 159-176, 177, 178-188, 189-200, 201-205, 206-210, 211-217, 218-222, 223-227, 250, 251-259, 260-264, 265-268, 269-273, 274-294, 295, 296-304, 305-309, 310-314, 315-319, 320-329, 345, 346-354, 355-363, 364, 365-371, 372-376, 377-380</p> <p>Student Applications Book: 21-31, 32-40, 41-48, 49-50, 51-52, 57-66, 67-76, 77-84, 85-93, 94-102, 103-104, 105-106, 107-119, 120-133, 134-135, 136-137, 138-139, 140-141, 142-143, 146-153, 154-155, 156-158, 159-160, 161-171, 172-173, 174-175, 176-177, 187-192, 193-203, 204-205, 206-207</p> |

| English 3 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|--|
| <p>E3-R1.2 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p> | <p>Handbook: 40, 41, 46, 51, 84, 97, 108, 164, 176, 189, 206, 222, 231, 276, 281, 308, 397, 421, 464-465, 524, 549, 577, 594, 613</p> <p>Teacher's Guide: 36, 50, 59, 67, 108, 117, 126, 136, 146, 152, 185, 197, 257, 302, 336, 369, 387</p> <p>Student Applications Book: 15-16, 29, 38, 65, 74, 83, 91, 118, 130, 170, 177, 184, 189-190, 201, 213</p> |
| <p>E3-R1.3 Demonstrate the ability to apply integrated strategies to evaluate selections from a variety of literary genres and real-world texts.</p> | <p>Handbook: 48, 49-51, 154, 159-165, 172-174, 176-177, 185-187, 199, 208, 214, 219-220, 229-234, 239-245, 284, 325, 334-337, 364, 391-396, 410-414, 416-420, 477-481, 489-493, 520, 551-552, 575, 585-586, 593-594, 605, 706, 713-737</p> <p>Teacher's Guide: 41, 106, 109, 115-116, 124, 143-144, 151, 155-157, 181, 186, 207, 225, 231, 254-256, 270-271, 311-313, 334, 352, 368-369, 374, 378, 432-440</p> <p>Student Applications Book: 6, 14, 15-16, 18, 27, 28, 30, 37, 44-45, 47, 50, 56, 63-64, 66, 75, 80-81, 82, 84, 88, 92-93, 96, 99, 101, 104, 106, 116-117, 127-129, 138-139, 140-141, 142-143, 146-153, 154-155, 156-158, 161-171, 172-173, 176-177, 187-192, 193-203, 204-205, 206-207</p> |
| <p>E3-R1.4 Demonstrate the ability to evaluate the clarity and accuracy of information as indicators of an author's bias.</p> | <p>Handbook: 252, 232-234, 244, 252, 552</p> <p>Teacher's Guide: 152, 165, 352</p> <p>Student Applications Book: 80-81, 103-104, 191</p> |
| <p>E3-R1.5 Demonstrate the ability to define the purpose of a variety of communication formats such as poetry, drama, fiction, essays, business letters, memos, instructions, policy statements, user manuals, lab reports, and Web sites.</p> | <p>Handbook: 59-69, 154, 155, 168, 194, 210, 225, 236, 239, 251, 288, 388, 446, 570, 588-589</p> <p>Teacher's Guide: 42-43, 121, 126, 130, 140, 155, 378</p> <p>Student Applications Book: 21, 57, 67, 77, 85, 94, 103, 105-106, 107, 151, 158, 160, 161</p> |
| <p>E3-R1.6 Demonstrate the ability to explain how layout is handled in a variety of informational texts.</p> | <p>Handbook: 72, 73-79, 83, 89-94, 96, 101-104, 112-114, 119-121, 134-150, 182-184, 195-198, 211-213, 572-574, 582-584, 589-592</p> <p>Teacher's Guide: 47, 56, 65, 88-101, 114, 123, 132, 142, 367</p> <p>Student Applications Book: 21-25, 33-37, 86-87, 95</p> |

| English 3 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|---|--|
| <p>E3-R1.7 Demonstrate the ability to analyze the relationships among thesis (main idea), evidence (concrete supporting details), and argument to evaluate claims made in informational texts such as newspaper editorials and campaign speeches.</p> | <p>Handbook: 54-57, 159-163, 175, 179, 188, 230, 237-245, 259, 262</p> <p>Teacher's Guide: 42, 106-108, 110, 117, 118, 156, 172, 175, 386</p> <p>Student Applications Book: 19-20, 63-64, 75, 84, 103-104, 106, 199-201</p> |
| <p>E3-R1.8 Demonstrate the ability to draw conclusions and make inferences.</p> | <p>Handbook: 46, 47, 56-58, 177, 202, 221, 320, 325, 328, 340, 473, 477, 609</p> <p>Teacher's Guide: 40, 134, 145, 207, 208, 214, 307, 311, 386</p> <p>Student Applications Book: 11, 12, 19, 92, 100, 136-137, 139, 141, 191</p> |
| <p>E3-R1.9 Demonstrate the ability to read several works on a particular topic, paraphrase the ideas, and synthesize them with ideas from other works addressing the same topic.</p> | <p>Handbook: 707-709</p> <p>Teacher's Guide: 430, 435</p> |

Analysis of Texts

E3-R2 The student will use a knowledge of the purposes, structures, and elements of writing to analyze and interpret various types of texts.

| English 3 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|--|
| <p>E3-R2.1 Demonstrate the ability to show how the cultural, philosophical, political, religious, or ethical perspectives of a particular period influence the plots, characters, settings, and themes of literary works written during that period.</p> | <p>Handbook: 485-498</p> <p>Teacher's Guide: 315-319</p> <p>Student Applications Book: 176-177</p> |
| <p>E3-R2.2 Demonstrate the ability to contrast the principal periods in American literature in reference to themes, styles, or trends.</p> | <p>Handbook: 48, 305-306, 345-350, 359-365, 384, 477-484, 495-496, 509</p> <p>Teacher's Guide: 182-183, 196, 215, 218-222, 228-232, 248, 310-314, 318, 329</p> <p>Student Applications Book: 107-119, 120-133, 144-145, 146-153, 154-155, 167</p> |

| English 3 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|--|
| <p>E3-R2.3 Demonstrate the ability to evaluate an author's use of stylistic elements such as foreshadowing, flashback, soliloquy, irony, dialect, asides, tone, and figurative language.</p> | <p>Handbook: 244, 256, 261, 263, 307, 376, 385, 396, 400-405, 411-412, 417-420, 424-443, 429, 433, 436, 440, 443, 479</p> <p>Teacher's Guide: 196, 208, 219, 241, 249, 260-264, 266-267, 269-273, 274-294</p> <p>Student Applications Book: 146-153, 154-155, 172-173, 177</p> |
| <p>E3-R2.4 Demonstrate the ability to compare and contrast universal literary themes as they are developed in works in a variety of genres.</p> | <p>Handbook: 48, 305-306, 345-350, 359-365, 384, 477-484, 495-496, 509</p> <p>Teacher's Guide: 182-183, 196, 215, 218-222, 228-232, 248, 310-314, 318, 329</p> <p>Student Applications Book: 116, 132, 135, 140-141, 144-145, 167, 174-175</p> |
| <p>E3-R2.5 Demonstrate the ability to compare and contrast authors' styles on the basis of such elements as word choice and sentence structure (syntax).</p> | <p>Handbook: 48, 54, 200-201, 244, 307, 327, 359-365, 382, 394, 400-407, 412, 417-420, 424-443, 469-476, 492-493, 485-498, 316-317</p> <p>Teacher's Guide: 219, 228-232, 246, 255-256, 260-264, 269-273, 274-294, 305-309</p> <p>Student Applications Book: 116, 131-132, 144-145, 147-150, 154-155, 156-158, 159-160, 167-170, 176-177</p> |
| <p>E3-R2.6 Demonstrate the ability to describe with specific examples how the narrator's point of view or the author's choice of narrator affects a work of fiction.</p> | <p>Handbook: 295, 379-380</p> <p>Teacher's Guide: 193, 244</p> <p>Student Applications Book: 116, 122, 131-132</p> |
| <p>E3-R2.7 Demonstrate the ability to use a knowledge of internal structures to compare selections from a variety of American literature.</p> | <p>Handbook: Handbook: 280-281, 304-305, 314, 321-322, 370-371, 378, 394-395, 415-422, 453, 463-464, 494, 508</p> <p>Teacher's Guide: 184, 202, 230, 236, 243, 298, 301, 328</p> <p>Student Applications Book: 116-117, 120-133, 134-135, 144-145, 169</p> |

| English 3 Language Arts Standards | Reader's Handbook, Grades 9-12 |
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| <p>E3-R2.8 Demonstrate the ability to apply personal criteria for evaluating texts in a variety of genres.</p> | <p>Handbook: 266, 267-287, 288-312, 313-322, 323-331, 332-344, 345-350, 351-358, 366-385, 388, 389-399, 400-407, 408-414, 415-422, 423-443, 446, 447-468, 469-476, 477-484, 485-498, 499-509</p> <p>Teacher's Guide: 177, 178-188, 189-200, 201-205, 206-210, 211-217, 218-222, 223-227, 228-232, 233-249, 250, 251-259, 260-264, 265-268, 269-273, 274-294, 295, 296-304, 305-309, 310-314, 315-319, 320-329</p> <p>Student Applications Book: 85-93, 94-102, 103-104, 105-106, 107-119, 120-133, 134-135, 136-137, 138-139, 140-141, 142-143, 146-153, 154-155, 156-158, 159-160, 161-171, 172-173, 174-175, 176-177</p> |
| <p>E3-R2.9 Demonstrate the ability to analyze the impact of conflict (internal and external) on plot and character in a literary work.</p> | <p>Handbook: 280-281, 302-305, 313-322, 341-344, 370-371, 464, 494, 508</p> <p>Teacher's Guide: 194, 204, 214, 234, 236, 298, 301, 328</p> <p>Student Applications Book: 116-117, 129, 132, 134-135, 167, 169</p> |
| <p>E3-R2.10 Demonstrate the ability to present interpretations of texts by using methods such as Socratic questioning, literature circles, class discussion, PowerPoint presentations, and graphic organizers.</p> | <p>Handbook: 279, 281, 286, 310, 311, 317, 322, 344, 349, 361, 362, 363, 457, 459-460, 463-464, 482, 484, 494, 739-756</p> <p>Teacher's Guide: 51, 135, 182, 183, 192-195, 203, 213, 229-230, 300-301, 317, 439</p> <p>Student Applications Book: 30, 52, 77, 82, 88, 91, 99, 105, 116-117, 122, 128, 129, 134, 139, 167-169, 175, 177</p> |

Word Study and Analysis

E3-R3 The student will apply a knowledge of word analysis strategies to determine the meaning of new words encountered in reading material and use them correctly.

| English 3 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|---|--|
| E3-R3.1 Demonstrate the ability to analyze the origin and meaning of new words by using a knowledge of culture, mythology, or literature. | <p>Handbook: 673-676</p> <p>Teacher's Guide: 420</p> <p>Student Applications Book: 233</p> |
| E3-R3.2 Demonstrate the ability to use context analysis to determine the meanings of unfamiliar and multiple-meaning words. | <p>Handbook: 257, 666-673</p> <p>Teacher's Guide: 418-419</p> <p>Student Applications Book: 232</p> |
| E3-R3.3 Demonstrate the ability to use a general dictionary, a specialized dictionary, and a thesaurus. | <p>Handbook: 139, 402, 662, 677-681, 682-684, 703</p> <p>Teacher's Guide: 261, 417, 421</p> <p>Student Applications Book: 156, 176, 229, 234-237</p> |
| E3-R3.4 Demonstrate the ability to use analogies, idioms, and words with precise connotations and denotations in a variety of oral, written, and graphic presentations. | <p>Handbook: 248, 253, 403, 411, 622-623, 683-684, 685-689</p> <p>Teacher's Guide: 161, 166, 262, 393, 422</p> <p>Student Applications Book: 156-157, 238-239</p> |

Writing Goal (W)

The student will write for different audiences and purposes.

The Writing Process

E3-W1 The student will apply a process approach to writing.

| English 3 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|---|
| E3-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written prewriting strategies. | <p>Handbook: 33, 361-363, 611, 627, 629-630</p> <p>Teacher's Guide: 119, 221, 397</p> <p>Student Applications Book: 212-213, 218-219</p> |

| English 3 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|--|
| <p>E3-W1.2 Demonstrate the ability to plan for audience and purpose and to generate drafts that use a logical progression of ideas to develop a topic for a specific audience and/or purpose.</p> | <p>Handbook: 33-35, 363-365, 627-631</p> <p>Teacher's Guide: 119, 397-398</p> <p>Student Applications Book: 218-219</p> |
| <p>E3-W1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details.</p> | <p>Handbook: 33-35, 629-631</p> <p>Teacher's Guide: 119, 221, 397-398</p> <p>Student Applications Book: 218-219</p> |
| <p>E3-W1.4 Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation.</p> | <p>Handbook: 33-35, 611, 630-631</p> <p>Teacher's Guide: 119, 398</p> <p>Student Applications Book: 219</p> |
| <p>E3-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax), and word usage.</p> | <p>Handbook: 33-35, 611, 630-631</p> <p>Teacher's Guide: 398</p> <p>Student Applications Book: 219</p> |
| <p>E3-W1.6 Demonstrate the ability to write and publish in a variety of formats.</p> <p>E3-W1.6.1 Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces.</p> | <p>Handbook: 180</p> <p>Teacher's Guide: 119, 128, 199, 397, 399</p> <p>Student Applications Book: 76, 133, 153</p> |
| <p>E3-W1.6.3 Demonstrate the ability to write essays, reports, articles, and proposals.</p> | <p>Handbook: 224, 365, 406-407, 611, 627, 629-631</p> <p>Teacher's Guide: 128, 221, 397, 399</p> <p>Student Applications Book: 212-213, 218-219</p> |
| <p>E3-W1.6.5 Demonstrate the ability to use the Internet to communicate with others.</p> | <p>Handbook: 526, 529-531</p> <p>Teacher's Guide: 338, 341</p> <p>Student Applications Book: 153</p> |

Writing Purposes

E3-W2 The student will write for a variety of purposes.

| English 3 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|---|--|
| E3-W2.1 Demonstrate the ability to use writing to explain and inform. | <p>Handbook: 365, 457-458</p> <p>Teacher's Guide: 128, 199, 397</p> <p>Student Applications Book: 76, 133, 153, 218-219</p> |
| E3-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe. | <p>Handbook: 407, 422</p> <p>Teacher's Guide: 148, 149, 263, 272</p> <p>Student Applications Book: 133, 153, 171</p> |
| E3-W2.3 Demonstrate the ability to use writing to persuade, analyze, and transact business. | <p>Handbook: 406-407, 457-458</p> <p>Teacher's Guide: 119, 221, 263</p> <p>Student Applications Book: 76, 102, 218-219</p> |

Responding to Texts

E3-W3 The student will respond to texts written by others.

| English 3 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|--|
| E3-W3.1 Demonstrate the ability to respond to texts both orally and in writing. | <p>Handbook: 164, 166, 174, 180, 222, 224, 234, 282, 286-287, 312, 320-321, 348, 356, 358, 364-365, 393, 394, 406-407, 411, 420-422, 468</p> <p>Teacher's Guide: 53, 70, 111, 116, 117, 129, 139, 148, 149, 185, 187-188, 221, 226, 255, 258, 263, 272, 308</p> <p>Student Applications Book: 66, 71, 76, 102, 119, 130, 133, 149, 153, 155, 158, 171, 173, 175</p> |
| E3-W3.2 Demonstrate the ability to use literary models to refine his or her own writing style. | <p>Handbook: 365, 407, 422, 627</p> <p>Teacher's Guide: 263, 272</p> |
| E3-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing. | <p>Handbook: 349, 365, 457-458</p> <p>Teacher's Guide: 221</p> <p>Student Applications Book: 118, 133, 171</p> |

Legibility

E3-W4 The student will create legible texts.

| English 3 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|---|---|
| E3-W4.2 Demonstrate the ability to use keyboarding skills to produce texts. | Handbook: 526, 529-531 Teacher's Guide: 338, 341 |

Communication Goal (C)

The student will recognize, demonstrate, and analyze the qualities of effective communication.

Communication: Speaking

E3-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

| English 3 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|---|--|
| E3-C1.2 Demonstrate the ability to express and explain ideas orally with fluency and confidence. | Handbook: 110, 179, 224, 286 Teacher's Guide: 69, 78 |
| E3-C1.3 Demonstrate the ability to use oral language to inform, to analyze, to explain, to persuade, and to compare and contrast different viewpoints. | Handbook: 110, 179, 224, 286 Teacher's Guide: 69, 78 |
| E3-C1.4 Demonstrate the ability to use effective organizational strategies, techniques, and methods including technology to develop oral presentations. | Handbook: 87 |
| E3-C1.5 Demonstrate the ability to choose appropriate patterns of organization to inform and to persuade in oral presentations. | Handbook: 87 |
| E3-C1.6 Demonstrate the ability to present information in formats such as panel discussions, oral reports, speeches, and debates. | Handbook: 224, 286 |
| E3-C1.7 Demonstrate the ability to participate and respond appropriately in conversations, discussions, speeches, and debates. | Handbook: 110, 179, 286, 468 Teacher's Guide: 258 Student Applications Book: 175, 177 |

| English 3 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|---|
| E3-C1.8 Demonstrate the ability to present dramatic readings of literary selections with a clarity and force that show an understanding of the meaning of the selection. | Handbook: 399, 468 Teacher's Guide: 258 |
| E3-C1.9 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences. | Handbook: 87 Student Applications Book: 31 |
| E3-C1.11 Demonstrate the ability to deliver effective oral presentations to unfamiliar audiences. | Handbook: 87, 224 |
| E3-C1.12 Demonstrate the ability to formulate appropriate oral responses by using accurate and detailed references to texts. | Handbook: 87, 179, 224, 286 |

Communication: Listening

E3-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

| English 3 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|--|
| E3-C2.2 Demonstrate the ability to analyze historically significant speeches to identify the rhetorical devices and features that make them memorable. | Handbook: 235-245 Teacher's Guide: 154-158 Student Applications Book: 105-106 |
| E3-C2.4 Demonstrate the ability to analyze the types of arguments used by speakers. | Handbook: 235-245 Teacher's Guide: 154-158 Student Applications Book: 105-106 |
| E3-C2.5 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences. | Handbook: 87 Student Applications Book: 31 |

Communication: Viewing

E3-C3 The student will comprehend and analyze information he or she receives from nonprint sources.

| English 3 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|---|
| E3-C3.1 Demonstrate the ability to analyze and evaluate the effectiveness of the techniques used in nonprint sources for particular audiences. | Handbook: 312, 468 |
| E3-C3.2 Demonstrate the ability to interpret and evaluate the various ways events are presented and information is communicated in nonprint sources. | Handbook: 312, 468 |
| E3-C3.7 Demonstrate the ability to analyze nonprint sources for accuracy, bias, intent, and purpose. | Handbook: 513-527 Teacher's Guide: 330-344 Student Applications Book: 181, 186 |
| E3-C3.8 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world. | Handbook: 312, 468 Student Applications Book: 184 |

Research Goal (RS)

The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.

Selecting a Research Topic

E3-RS1 The student will select a topic for exploration.

| English 3 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|---|--|
| E3-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry. | Handbook: 87, 98, 192, 514-515 Teacher's Guide: 61, 128, 333, 335, 425 Student Applications Book: 40, 178 |
| E3-RS1.2 Demonstrate the ability to ask questions to investigate all aspects of a topic, including various viewpoints regarding it. | Handbook: 87, 98, 192, 514-515 Teacher's Guide: 61, 128, 333, 335, 425 Student Applications Book: 178 |

Gathering Information and Refining a Topic

E3-RS2 The student will gather information from a variety of sources.

| English 3 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|---|
| E3-RS2.1 Demonstrate the ability to distinguish between primary and secondary sources. | Handbook: 694-696 Teacher's Guide: 426 |
| E3-RS2.2 Demonstrate the ability to evaluate the credibility of sources, including consideration of accuracy and bias. | Handbook: 706 Teacher's Guide: 429 Student Applications Book: 181, 186 |
| E3-RS2.3 Demonstrate the ability to document sources by using a standardized system of documentation. | Handbook: 710-712 Teacher's Guide: 430, 431 |
| E3-RS2.4 Demonstrate the ability to evaluate information for its relevance to his or her research questions. | Handbook: 87, 98, 192, 520, 707-708 Teacher's Guide: 335, 336, 430 Student Applications Book: 181, 185-186 |
| E3-RS2.5 Demonstrate the ability to refine topics and ask additional questions based on the information that he or she has gathered. | Handbook: 192, 700 Teacher's Guide: 424-425 |
| E3-RS2.6 Demonstrate the ability to use note-taking strategies to record facts and opinions from sources. | Handbook: 522, 707-709 Teacher's Guide: 128, 335-337, 430, 431 Student Applications Book: 182 |

Preparing and Presenting Information

E3-RS3 The student will use a variety of strategies to prepare and present selected information.

| English 3 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|---|---|
| E3-RS3.1 Demonstrate the ability to synthesize information from a variety of sources, including those accessed through the use of technology. | Handbook: 192, 692-694, 707-709 Teacher's Guide: 128, 424-425, 431 Student Applications Book: 40 |

| English 3 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|--|
| E3-RS3.2 Demonstrate the ability to draw conclusions from synthesized information to create a documented research project. | Handbook: 87, 98, 691-693 |
| E3-RS3.3 Demonstrate the ability to present his or her research findings in a variety of formats. | Handbook: 87, 98, 691-693 Teacher's Guide: 61, 128, 424 |
| E3-RS3.4 Demonstrate the ability to differentiate among standardized systems of documentation. | Handbook: 710-712 Teacher's Guide: 430, 431 |
| E3-RS3.5 Demonstrate the ability to prepare a Works Cited list. | Handbook: 710-711 Teacher's Guide: 430-431 |
| E3-RS3.6 Demonstrate the ability to distinguish his or her own ideas from the ideas and discoveries of others. | Handbook: 522, 709-711 Teacher's Guide: 430 |



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 correlated to
South Carolina English Language Arts
Curriculum Standards
English 4

Reading Goal (R)

The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.

Reading Process and Comprehension

E4-R1 The student will integrate various cues and strategies to comprehend what he or she reads.

| English 4 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|---|
| E4-R1.1 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information. | <p>Handbook: 38, 43, 52, 53-58, 72, 73-87, 88-99, 100-111, 112-118, 119-124, 134-150, 154, 155-167, 168-180, 181-192, 193-209, 210-224, 225-234, 235-245, 246-263, 266, 267-287, 288-312, 313-322, 323-331, 332-344, 345-350, 351-358, 66-385, 388, 389-399, 400-407, 408-414, 415-422, 423-443, 446, 447-468, 469-476, 477-484, 485-498, 499-509, 540, 541-553, 554-567, 570, 571-580, 581-587, 588-595</p> <p>Teacher's Guide: 44, 45-53, 54-62, 63-70, 71-74, 75-79, 88-101, 102, 103-111, 112-120, 121-129, 130-139, 140-149, 150-153, 154-158, 159-176, 177, 178-188, 189-200, 201-205, 206-210, 211-217, 218-222, 223-227, 250, 251-259, 260-264, 265-268, 269-273, 274-294, 295, 296-304, 305-309, 310-314, 315-319, 320-329, 345, 346-354, 355-363, 364, 365-371, 372-376, 377-380</p> <p>Student Applications Book: 22-33, 34-41, 42-48, 49-50, 51-52, 57-65, 66-72, 74-82, 83-92, 93-101, 102-103, 104-106, 107-122, 123-135, 136-137, 138-139, 140-141, 142-143, 144-145, 148-155, 156-157, 158-160, 161-162, 163-172, 173-174, 175-177, 178-179, 188-193, 202-203, 204-205</p> |

| English 4 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|---|---|
| <p>E4-R1.2 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p> | <p>Handbook: 40, 41, 46, 51, 84, 97, 108, 164, 176, 189, 206, 222, 231, 276, 281, 308, 397, 421, 464-465, 524, 549, 577, 594, 613</p> <p>Teacher's Guide: 36, 50, 59, 67, 108, 117, 126, 136, 146, 152, 185, 197, 257, 302, 336, 369, 387</p> <p>Student Applications Book: 17, 31, 40, 46-47, 63, 71, 80, 90, 99, 120, 132-133, 153, 171, 179, 199, 210</p> |
| <p>E4-R1.3 Demonstrate the ability to apply integrated strategies to evaluate selections from a variety of literary genres and real-world texts.</p> | <p>Handbook: 48, 49-51, 154, 159-165, 172-174, 176-177, 185-187, 199, 208, 214, 219-220, 229-234, 239-245, 284, 325, 334-337, 364, 391-396, 410-414, 416-420, 477-481, 489-493, 520, 551-552, 575, 585-586, 593-594, 605, 706, 713-737</p> <p>Teacher's Guide: 41, 106, 109, 115-116, 124, 143-144, 151, 155-157, 181, 186, 207, 225, 231, 254-256, 270-271, 311-313, 334, 352, 368-369, 374, 378, 432-440</p> <p>Student Applications Book: 15, 16-17, 18-21, 28-29, 38-39, 41, 45, 48, 50, 51-52, 57-58, 60-62, 65, 69-70, 72, 78, 81, 85-86, 92, 95, 101, 104-106, 117-122, 123-135, 136-137, 138-139, 140-141, 142-143, 144-145, 146-147, 148-154, 156-157, 158-160, 163-172, 175-177, 178-179, 188-193, 194-201, 204-205, 209</p> |
| <p>E4-R1.4 Demonstrate the ability to evaluate the clarity and accuracy of information as indicators of an author's bias.</p> | <p>Handbook: 252, 232-234, 244, 252, 552</p> <p>Teacher's Guide: 152, 165, 352</p> <p>Student Applications Book: 78, 103, 106</p> |
| <p>E4-R1.5 Demonstrate the ability to define the purpose of a variety of communication formats, such as poetry, drama, fiction, essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, and lab reports.</p> | <p>Handbook: 59-69, 154, 155, 168, 194, 210, 225, 236, 239, 251, 288, 388, 446, 570, 588-589</p> <p>Teacher's Guide: 42-43, 121, 126, 130, 140, 155, 378</p> <p>Student Applications Book: 22, 46, 57, 66, 74, 83, 93, 102, 104, 148, 152, 158-160, 162, 204</p> |
| <p>E4-R1.6 Demonstrate the ability to explain how layout is handled in variety of informational texts.</p> | <p>Handbook: 72, 73-79, 83, 89-94, 96, 101-104, 112-114, 119-121, 134-150, 182-184, 195-198, 211-213, 572-574, 582-584, 589-592</p> <p>Teacher's Guide: 47, 56, 65, 88-101, 114, 123, 132, 142, 367</p> <p>Student Applications Book: 22-27, 35-38, 74-77, 84, 94</p> |

| English 4 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|---|--|
| <p>E4-R1.7 Demonstrate the ability to analyze the relationships among thesis (main idea), evidence (concrete supporting details), and argument to evaluate claims made in informational texts such as newspaper editorials and campaign speeches.</p> | <p>Handbook: 54-57, 159-163, 175, 179, 188, 230, 237-245, 259, 262</p> <p>Teacher's Guide: 42, 106-108, 110, 117, 118, 156, 172, 175, 386</p> <p>Student Applications Book: 20-21, 61-62, 70, 72, 78-79, 103, 106</p> |
| <p>E4-R1.8 Demonstrate the ability to draw conclusions and make inferences.</p> | <p>Handbook: 46, 47, 56-58, 177, 202, 221, 320, 325, 328, 340, 473, 477, 609</p> <p>Teacher's Guide: 40, 134, 145, 207, 208, 214, 307, 311, 386</p> <p>Student Applications Book: 11-13, 138-139, 141, 143, 174</p> |
| <p>E4-R1.9 Demonstrate the ability to read several works on a particular topic, paraphrase the ideas, and synthesize them with ideas from other works addressing the same topic.</p> | <p>Handbook: 707-709</p> <p>Teacher's Guide: 430, 435</p> <p>Student Applications Book: 72</p> |

Analysis of Texts

E4-R2 The student will use a knowledge of the purposes, structures, and elements of writing to analyze and interpret various types of texts.

| English 4 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|---|
| <p>E4-R2.1 Demonstrate the ability to show how the cultural, philosophical, political, religious, or ethical perspectives of a particular period influence the plots, characters, settings, and themes of literary works written during that period.</p> | <p>Handbook: 485-498</p> <p>Teacher's Guide: 315-319</p> <p>Student Applications Book: 178-179</p> |
| <p>E4-R2.2 Demonstrate the ability to contrast the principal periods in British literature in reference to themes, styles, and trends.</p> | <p>Handbook: 267-287, 288-312, 313-322, 323-331, 332-344, 351-358, 359-365, 366-385, 369-399, 400-407, 408-414, 415-422, 423-443, 446-468, 469-476, 477-484, 485-498, 499-509</p> <p>Teacher's Guide: 177-188, 189-200, 201-205, 206-210, 211-217, 218-222, 223-227, 228-232, 233-249, 250-259, 251-259, 260-264, 265-268, 269-273, 274-294, 295-304, 305-309, 310-314, 315-319, 320-329</p> <p>Student Applications Book: 142-143, 146-147, 148-155, 156-157, 161-162, 163-172, 173-174, 175-177, 178-179</p> |

| English 4 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|---|--|
| <p>E4-R2.3 Demonstrate the ability to evaluate an author's use of stylistic elements such as foreshadowing, flashback, dialect, irony, satire, asides, tone, and figurative language.</p> | <p>Handbook: 244, 256, 261, 263, 307, 376, 385, 396, 400-405, 411-412, 417-420, 424-443, 429, 433, 436, 440, 443, 479</p> <p>Teacher's Guide: 196, 208, 219, 241, 249, 260-264, 266-267, 269-273, 274-294</p> <p>Student Applications Book: 139, 156-157, 161-162</p> |
| <p>E4-R2.4 Demonstrate the ability to compare and contrast universal literary themes as they are developed in works in a variety of genres.</p> | <p>Handbook: 48, 305-306, 345-350, 359-365, 384, 477-484, 495-496, 509</p> <p>Teacher's Guide: 182-183, 196, 215, 218-222, 228-232, 248, 310-314, 318, 329</p> <p>Student Applications Book: 118-119, 137, 142-143, 146-147, 175-177</p> |
| <p>E4-R2.5 Demonstrate the ability to compare and contrast authors' styles on the basis of such elements as word choice and sentence structure (syntax).</p> | <p>Handbook: 48, 54, 200-201, 244, 307, 327, 359-365, 382, 394, 400-407, 412, 417-420, 424-443, 469-476, 492-493, 485-498, 316-317</p> <p>Teacher's Guide: 219, 228-232, 246, 255-256, 260-264, 269-273, 274-294, 305-309</p> <p>Student Applications Book: 108, 118, 144-145, 146-147, 151, 156-157, 158-160, 161-162, 173-174</p> |
| <p>E4-R2.6 Demonstrate the ability to describe with specific examples how the narrator's point of view or the author's choice of narrator affects a work of fiction.</p> | <p>Handbook: 295, 379-380</p> <p>Teacher's Guide: 193, 244</p> <p>Student Applications Book: 119</p> |
| <p>E4-R2.7 Demonstrate the ability to use a knowledge of internal structures to compare selections from a variety of British literature.</p> | <p>Handbook: 280-281, 304-305, 314, 321-322, 370-371, 378, 394-395, 415-422, 453, 463-464, 494, 508</p> <p>Teacher's Guide: 184, 202, 230, 236, 243, 298, 301, 328</p> <p>Student Applications Book: 118-120, 136-137, 146-147, 170</p> |

| English 4 Language Arts Standards | Reader's Handbook, Grades 9-12 |
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| <p>E4-R2.8 Demonstrate the ability to apply personal criteria for evaluating texts in a variety of genres.</p> | <p>Handbook: 266, 267-287, 288-312, 313-322, 323-331, 332-344, 345-350, 351-358, 366-385, 388, 389-399, 400-407, 408-414, 415-422, 423-443, 446, 447-468, 469-476, 477-484, 485-498, 499-509</p> <p>Teacher's Guide: 177, 178-188, 189-200, 201-205, 206-210, 211-217, 218-222, 223-227, 228-232, 233-249, 250, 251-259, 260-264, 265-268, 269-273, 274-294, 295, 296-304, 305-309, 310-314, 315-319, 320-329</p> <p>Student Applications Book: 83-92, 93-101, 102-103, 104-106, 107-122, 123-135, 136-137, 138-139, 140-141, 142-143, 144-145, 148-155, 156-157, 158-160, 161-162, 163-172, 173-174, 175-177, 178-179</p> |
| <p>E4-R2.9 Demonstrate the ability to analyze the impact of conflict (internal and external) on plot and character in a literary work.</p> | <p>Handbook: 280-281, 302-305, 313-322, 341-344, 370-371, 464, 494, 508</p> <p>Teacher's Guide: 194, 204, 214, 234, 236, 298, 301, 328</p> <p>Student Applications Book: 118-120, 132, 137, 170</p> |
| <p>E4-R2.10 Demonstrate the ability to present interpretations of texts by using methods such as Socratic questioning, literature circles, class discussion, PowerPoint presentations, and graphic organizers.</p> | <p>Handbook: 279, 281, 286, 310, 311, 317, 322, 344, 349, 361, 362, 363, 457, 459-460, 463-464, 482, 484, 494, 739-756</p> <p>Teacher's Guide: 51, 135, 182, 183, 192-195, 203, 213, 229-230, 300-301, 317, 439</p> <p>Student Applications Book: 32, 91, 92, 98, 118-120, 125, 131-132, 135, 136, 141, 147, 169, 176-177</p> |

Word Study and Analysis

E4-R3 The student will apply a knowledge of word analysis strategies to determine the meaning of new words encountered in reading material and use them correctly.

| English 4 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|---|--|
| E4-R3.1 Demonstrate the ability to analyze the origin and the meaning of new words by using a knowledge of culture, mythology, or literature. | <p>Handbook: 673-676</p> <p>Teacher's Guide: 420</p> <p>Student Applications Book: 231</p> |
| E4-R3.2 Demonstrate the ability to use context analysis to determine the meanings of unfamiliar and multiple-meaning words. | <p>Handbook: 257, 666-673</p> <p>Teacher's Guide: 418-419</p> <p>Student Applications Book: 230</p> |
| E4-R3.3 Demonstrate the ability to use a general dictionary, a specialized dictionary, and a thesaurus. | <p>Handbook: 139, 402, 662, 677-681, 682-684, 703</p> <p>Teacher's Guide: 261, 417, 421</p> <p>Student Applications Book: 159, 178, 226-227, 232-235</p> |
| E4-R3.4 Demonstrate the ability to use analogies, idioms, and words with precise connotations and denotations in a variety of oral, written, and graphic presentations. | <p>Handbook: 248, 253, 403, 411, 622-623, 683-684, 685-689</p> <p>Teacher's Guide: 161, 166, 262, 393, 422</p> <p>Student Applications Book: 159, 237-239</p> |

Writing Goal (W)

The student will write for different audiences and purposes.

The Writing Process

E4-W1 The student will apply a process approach to writing.

| English 4 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|--|
| E4-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written prewriting strategies. | <p>Handbook: 33, 361-363, 611, 627, 629-630</p> <p>Teacher's Guide: 119, 221, 397</p> <p>Student Applications Book: 53, 215-216</p> |

| English 4 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|--|
| <p>E4-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific audience and/or purpose.</p> | <p>Handbook: 33-35, 363-365, 627-631</p> <p>Teacher's Guide: 119, 397-398</p> <p>Student Applications Book: 53, 215-216</p> |
| <p>E4-W1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details.</p> | <p>Handbook: 33-35, 629-631</p> <p>Teacher's Guide: 119, 221, 397-398</p> <p>Student Applications Book: 54, 215-216</p> |
| <p>E4-W1.4 Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing.</p> | <p>Handbook: 33-35, 611, 630-631</p> <p>Teacher's Guide: 119, 398</p> <p>Student Applications Book: 54, 215-216</p> |
| <p>E4-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax), and word usage.</p> | <p>Handbook: 33-35, 611, 630-631</p> <p>Teacher's Guide: 398</p> <p>Student Applications Book: 54, 215-216</p> |
| <p>E4-W1.6 Demonstrate the ability to write and publish in a variety of formats.</p> <p>E4-W1.6.1 Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces.</p> | <p>Handbook: 180</p> <p>Teacher's Guide: 119, 128, 199, 397, 399</p> <p>Student Applications Book: 73, 101, 135, 155</p> |
| <p>E4-W1.6.3 Demonstrate the ability to write essays, reports, articles, and proposals.</p> | <p>Handbook: 224, 365, 406-407, 611, 627, 629-631</p> <p>Teacher's Guide: 128, 221, 397, 399</p> <p>Student Applications Book: 101, 210, 212, 215-216</p> |
| <p>E4-W1.6.5 Demonstrate the ability to use the Internet to communicate with others.</p> | <p>Handbook: 526, 529-531</p> <p>Teacher's Guide: 338, 341</p> <p>Student Applications Book: 82, 155</p> |

Writing Purposes

E4-W2 The student will write for a variety of purposes.

| English 4 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|---|--|
| E4-W2.1 Demonstrate the ability to use writing to explain and inform. | <p>Handbook: 365, 457-458</p> <p>Teacher's Guide: 128, 199, 397</p> <p>Student Applications Book: 41, 155</p> |
| E4-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe. | <p>Handbook: 407, 422</p> <p>Teacher's Guide: 148, 149, 263, 272</p> |
| E4-W2.3 Demonstrate the ability to use writing to persuade, analyze, and transact business. | <p>Handbook: 406-407, 457-458</p> <p>Teacher's Guide: 119, 221, 263</p> <p>Student Applications Book: 101</p> |

Responding to Texts

E4-W3 The student will respond to texts written by others.

| English 4 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|--|
| E4-W3.1 Demonstrate the ability to respond to texts both orally and in writing. | <p>Handbook: 164, 166, 174, 180, 222, 224, 234, 282, 286-287, 312, 320-321, 348, 356, 358, 364-365, 393, 394, 406-407, 411, 420-422, 468</p> <p>Teacher's Guide: 53, 70, 111, 116, 117, 129, 139, 148, 149, 185, 187-188, 221, 226, 255, 258, 263, 272, 308</p> <p>Student Applications Book: 33, 41, 52, 63, 65, 70, 73, 82, 99-101, 106, 121, 122, 133, 135, 152, 155, 160, 162, 172, 176-177, 200-201, 205</p> |
| E4-W3.2 Demonstrate the ability to use literary models to refine his or her own writing style. | <p>Handbook: 365, 407, 422, 627</p> <p>Teacher's Guide: 263, 272</p> |
| E4-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing. | <p>Handbook: 349, 365, 457-458</p> <p>Teacher's Guide: 221</p> <p>Student Applications Book: 122, 172</p> |

Legibility

E4-W4 The student will write legibly.

| English 4 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|---|---|
| E4-W4.2 Demonstrate the ability to use keyboarding skills to produce texts. | Handbook: 526, 529-531 Teacher's Guide: 338, 341 |

Communication Goal (C)

The student will recognize, demonstrate, and analyze the qualities of effective communication.

Communication: Speaking

E4-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

| English 4 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|---|
| E4-C1.2 Demonstrate the ability to express and explain ideas orally with fluency and confidence. | Handbook: 110, 179, 224, 286 Teacher's Guide: 69, 78 |
| E4-C1.3 Demonstrate the ability to use oral language to inform, to analyze, to explain, to persuade, and to compare and contrast different viewpoints. | Handbook: 110, 179, 224, 286 Teacher's Guide: 69, 78 |
| E4-C1.4 Demonstrate the ability to use effective organizational strategies, techniques, and methods including technology to develop oral presentations. | Handbook: 87 |
| E4-C1.6 Demonstrate the ability to present information in formats such as panel discussions, oral reports, speeches, and debates. | Handbook: 224, 286 |
| E4-C1.7 Demonstrate the ability to participate and respond appropriately in conversations, discussions, speeches, and debates. | Handbook: 110, 179, 286, 468 Teacher's Guide: 258 Student Applications Book: 176-177 |
| E4-C1.8 Demonstrate the ability to present dramatic readings of literary selections with a clarity and force that show an understanding of the meaning of the selection. | Handbook: 399, 468 Teacher's Guide: 258 |

| English 4 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|--|
| E4-C1.9 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences. | Handbook: 87 Teacher's Guide: Student Applications Book: 33 |
| E4-C1.11 Demonstrate the ability to deliver effective oral presentations to unfamiliar audiences. | Handbook: 87, 224 |
| E4-C1.12 Demonstrate the ability to formulate appropriate oral responses by using accurate and detailed references to texts. | Handbook: 87, 179, 224, 286 |

Communication: Listening

E4-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

| English 4 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|--|
| E4-C2.2 Demonstrate the ability to analyze historically significant speeches to identify the rhetorical devices and features that make them memorable. | Handbook: 235-245 Teacher's Guide: 154-158 Student Applications Book: 104-106 |
| E4-C2.4 Demonstrate the ability to analyze the types of arguments used by speakers. | Handbook: 235-245 Teacher's Guide: 154-158 Student Applications Book: 104-106 |
| E4-C2.5 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences. | Handbook: 87 Student Applications Book: 33 |

Communication: Viewing

E4-C3 The student will comprehend and analyze information he or she receives from nonprint sources.

| English 4 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|---------------------------------------|
| E4-C3.1 Demonstrate the ability to analyze and evaluate the effectiveness of the techniques used in nonprint sources for particular audiences. | Handbook: 312, 468 |

| English 4 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|---|
| E4-C3.2 Demonstrate the ability to interpret and evaluate the various ways events are presented and information is communicated in nonprint sources. | Handbook: 312, 468 Student Applications Book: 183, 185 |
| E4-C3.7 Demonstrate the ability to analyze nonprint sources for accuracy, bias, intent, and purpose. | Handbook: 513-527 Teacher's Guide: 330-344 Student Applications Book: 183, 185 |
| E4-C3.8 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world. | Handbook: 312, 468 |

Research Goal (RS)

The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.

Selecting a Research Topic

E4-RS1 The student will select a topic for exploration.

| English 4 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|---|--|
| E4-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry. | Handbook: 87, 98, 192, 514-515 Teacher's Guide: 61, 128, 333, 335, 425 Student Applications Book: 180 |
| E4-RS1.2 Demonstrate the ability to ask questions to investigate all aspects of a topic, including various viewpoints regarding it. | Handbook: 87, 98, 192, 514-515 Teacher's Guide: 61, 128, 333, 335, 425 Student Applications Book: 180 |

Gathering Information and Refining a Topic

E4-RS2 The student will gather information from a variety of sources.

| English 4 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|---|
| E4-RS2.1 Demonstrate the ability to distinguish between primary and secondary sources. | Handbook: 694-696 Teacher's Guide: 426 |

| English 4 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|---|
| E4-RS2.2 Demonstrate the ability to evaluate the credibility of sources including consideration of accuracy and bias. | Handbook: 706 Teacher's Guide: 429 Student Applications Book: 183, 187 |
| E4-RS2.3 Demonstrate the ability to document sources by using a standardized system of documentation. | Handbook: 710-712 Teacher's Guide: 430, 431 |
| E4-RS2.4 Demonstrate the ability to evaluate information for its relevance to his or her research questions. | Handbook: 87, 98, 192, 520, 707-708 Teacher's Guide: 335, 336, 430 Student Applications Book: 183 |
| E4-RS2.5 Demonstrate the ability to refine topics and ask additional questions based on the information that he or she has gathered. | Handbook: 192, 700 Teacher's Guide: 424-425 |
| E4-RS2.6 Demonstrate the ability to use note-taking strategies to record facts and opinions from sources. | Handbook: 522, 707-709 Teacher's Guide: 128, 335-337, 430, 431 Student Applications Book: 186, 187 |

Preparing and Presenting Information

E4-RS3 The student will use a variety of strategies to prepare and present selected information.

| English 4 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|---|
| E4-RS3.1 Demonstrate the ability to draw conclusions from synthesized information to create a documented research project. | Handbook: 192, 692-694, 707-709 Teacher's Guide: 128, 424-425, 431 |
| E4-RS3.2 Demonstrate the ability to analyze, evaluate, synthesize, and organize information from various sources, including those accessed through the use of technology, to create a documented research project. | Handbook: 87, 98, 691-693 |
| E4-RS3.3 Demonstrate the ability to present his or her research findings in a variety of formats. | Handbook: 87, 98, 691-693 Teacher's Guide: 61, 128, 424 |

| English 4 Language Arts Standards | Reader's Handbook, Grades 9-12 |
|--|---|
| E4-RS3.4 Demonstrate the ability to differentiate among standardized systems of documentation. | <p>Handbook: 710-712</p> <p>Teacher's Guide: 430, 431</p> |
| E4-RS3.5 Demonstrate the ability to prepare a Works Cited list. | <p>Handbook: 710-711</p> <p>Teacher's Guide: 430-431</p> |
| E4-RS3.6 Demonstrate the ability to distinguish his or her own ideas from the ideas and discoveries of others. | <p>Handbook: 522, 709-711</p> <p>Teacher's Guide: 430</p> |



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