

READER'S HANDBOOK
Correlated To
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
English Language Arts
Grade 6

LEARNING STANDARD 6.6

Reading/word identification. The student uses a variety of word recognition strategies.

Standard	Reader's Handbook
The student is expected to:	
(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words;	RH: 585, 586, 587, 615, 616, 617, 618, 619, 620, 621-622, 623, 624, 625, 685-686, 687-688, 689-692
(B) use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able; and	RH: 585, 621-622, 623, 624, 625, 685-686, 687-688, 689-692
(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources.	RH: 158, 425, 610, 611, 613, 614, 626, 627, 628, 629, 630, 632

LEARNING STANDARD 6.7

Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.

Standard	Reader's Handbook
The student is expected to:	
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader);	RH: 24, 25, 26-27, 28-29, 43-45, 172-187, 188-203, 204-217, 218-233, 237-246, 294-314, 315-339, 408-421, 472-487, 514-526, 538-547
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader);	RH: 25, 43-45, 66-83, 84-99, 117-131, 132-142, 143-154, 172-187, 188-203, 204-217, 218-233, 234-246, 265-272, 564-579, 580-583, 584-587, 588-592, 593-597, 598-605
(C) demonstrate characteristics of fluent and effective readers;	RH: 25, 26-27, 28-29, 32-33, 34, 35, 36, 37, 43-45
(D) adjust reading rate based on purposes for reading;	RH: 29, 32, 33, 34, 35, 36, 37, 114, 269, 312, 423, 424, 432, 440, 520, 642-643, 654-655, 656-657
(E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners.	RH: 488

LEARNING STANDARD 6.8**Reading/variety of texts.** The student reads widely for different purposes in varied sources.

Standard	Reader's Handbook
The student is expected to:	
(A) read classic and contemporary works;	RH: 25, 170-246, 292-339, 406-421, 470-488
(B) select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure;	RH: 32-33, 34, 35-36, 37, 64-131, 132-154, 170-246, 292-339, 406-421, 470-488, 514-526, 538-547
(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing; and	RH: 25, 26, 28-29, 32, 33, 34, 35, 36, 37, 66-131, 132-154, 265-272
(D) read to take action such as to complete forms, make informed recommendations, and write a response.	RH: 28-29, 564-579, 580-583, 584-587, 588-592, 593-597, 598-605

LEARNING STANDARD 6.9**Reading/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study.

Standard	Reader's Handbook
The student is expected to:	
(B) draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies;	RH: 586, 587, 615, 616, 617, 618, 619, 620, 621, 622, 623, 636, 637, 638, 639
(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage;	RH: 158, 425, 610, 611, 613, 614, 626, 627, 628, 629, 630, 632
(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un-;	RH: 585, 621-622, 623, 624, 625, 685-686, 687-688, 689-692
(E) study word meanings systematically such as across curricular content areas and through current events;	RH: 584, 585, 586, 587, 608, 609, 610, 611, 612, 613, 614, 615-620, 621-625, 631-633, 634-635
(F) distinguish denotative and connotative meanings; and	RH: 279, 425-426, 433-434
(G) use word origins as an aid to understanding historical influences on English word meanings.	RH: 626, 627, 628, 629

LEARNING STANDARD 6.10**Reading/comprehension.** The student comprehends selections using a variety of strategies.

Standard	Reader's Handbook
The student is expected to:	
(A) use his/her own knowledge and experience to comprehend;	RH: 25, 26, 27, 28-29, 35, 78, 96, 113, 128, 183, 200, 214, 230, 243, 254, 310, 444, 485, 523, 544, 576

Standard	Reader's Handbook
(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems;	RH: 32, 33, 34, 35, 36, 37, 67, 74, 85, 92, 102, 108, 118, 124, 173, 178, 189, 193, 204, 210, 219, 224, 235, 241, 295, 306, 316, 322, 409, 413, 473, 515, 516, 520, 538, 541, 565, 572
(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions;	RH: 32, 33, 34, 35, 36, 37, 45, 80, 97, 114, 129, 184, 185, 186, 201, 215, 231, 240, 244, 271, 304-305, 311, 336, 360-366, 374, 419, 445, 486, 524, 545, 546, 577, 579, 642-643, 644-645, 652-653, 654-655, 660-661, 662-663, 664-665, 660-661, 662-663, 664-665
(D) describe mental images that text descriptions evoke;	RH: 26-27, 117, 123, 125, 131, 145, 487, 664-665
(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information;	RH: 56-63, 76, 77, 94-95, 111, 112, 126-127, 181, 192, 196-199, 213, 213, 229, 242-243, 273, 274, 275, 276, 332
(F) determine a text's main (or major ideas) and how those ideas are supported with details;	RH: 55, 262, 281
(G) paraphrase and summarize text to recall, inform, or organize ideas;	RH: 76, 186, 217, 232, 233, 331, 358, 378, 420, 432, 437, 438, 476, 482, 526, 540, 547, 646, 650, 651, 658-659, 676, 680
(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience;	RH: 40, 41, 52, 308, 347, 387, 546, 574, 653
(I) find similarities and differences across texts such as in treatment, scope, or organization;	RH: 42, 62, 278, 310, 312, 313, 383-388, 683
(J) distinguish fact and opinion in various texts;	RH: 55, 223, 248, 281
(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer;	RH: 564-579, 580-583, 584-587, 588-592, 593-597, 598-605, 634-635, 636-639
(L) represent text information in different ways such as in outline, timeline, or graphic organizer; and	RH: 73, 75, 76, 80-81, 82, 83, 91, 92, 93, 98, 106-107, 108-110, 116, 129, 142, 149, 177, 179-180, 198, 199, 202, 203, 212, 213, 220, 223, 245, 253, 262, 274-291, 305, 306-307, 308, 325, 326, 329, 331, 332, 333, 334, 337, 341, 344, 347, 350, 355, 356, 358, 367, 369, 371, 373, 381, 385, 386, 387, 401, 420, 481, 482, 483, 519, 548-561, 666-684
(M) use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record.	RH: 32, 33, 34, 35, 36, 37, 43, 44, 45, 67-83, 85-99, 101-116, 118-131, 132-142, 189-203, 205-217, 219-233, 235-246, 247-255, 257-264, 295-314, 316-339, 340-350, 351-359, 360-367, 368-375, 376-382, 383-388, 408-421, 422-429, 430-438, 439-445, 472-488, 489-494, 495-501, 673

LEARNING STANDARD 6.11

Reading/literary response. The student expresses and supports responses to various types of texts.

Standard	Reader's Handbook
The student is expected to:	
(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts;	RH: 25, 26-27, 28-29, 32-37, 43-45, 66-83, 84-99, 100-116, 117-131, 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, 383-388, 408-421, 422-429, 430-438, 439-445, 472-488, 489-494, 495-501, 514-526, 683
(B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media;	RH: 25, 26-27, 28-29, 32-37, 43-45, 66-83, 84-99, 100-116, 117-131, 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, 383-388, 408-421, 422-429, 430-438, 439-445, 472-488, 489-494, 495-501, 514-526, 683
(C) support responses by referring to relevant aspects of text and his/her own experiences; and	RH: 25, 26-27, 28-29, 32-37, 43-45, 66-83, 84-99, 100-116, 117-131, 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, 383-388, 408-421, 422-429, 430-438, 439-445, 472-488, 489-494, 495-501, 514-526, 683
(D) connect, compare, and contrast ideas, themes, and issues across text.	RH: 42, 62, 278, 310, 312, 313, 383-388, 683

LEARNING STANDARD 6.12

Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).

Standard	Reader's Handbook
The student is expected to:	
(A) identify the purposes of different types of texts such as to inform, influence, express, or entertain;	RH: 274, 280, 281, 289-290, 291, 391, 653
(B) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry;	RH: 170-171, 172-246, 273-291, 292-293, 294-314, 315-339, 408-409, 422-445, 472-473, 489-501, 502-511
(C) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants;	RH: 42, 62, 278, 310, 312, 313, 383-388, 683
(D) understand and identify literary terms such as playwright, theater, stage, act, dialogue, analogy, and scene across a variety of literary forms (texts);	RH: 360-367, 389, 390-405, 446-468, 502-504, 505, 506-511
(E) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies;	RH: 170-171, 172-246, 273-291, 292-293, 294-314, 315-339, 408-409, 422-445, 472-473, 489-501, 502-511

Standard	Reader's Handbook
(F) analyze characters, including their traits, motivations, conflicts, points of view, relationships and changes they undergo;	RH: 295, 297, 302, 303, 304, 306, 308, 311, 313, 340-350, 390, 392-393, 504, 668
(G) recognize and analyze story plot, setting, and problem resolution;	RH: 294-314, 315-339, 340-350, 351-359, 368-375, 400-401, 402, 507-508, 509
(H) describe how the author's perspective or point of view affects the text;	RH: 274, 280, 281, 289-290, 291, 391, 398-399, 653
(I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically;	RH: 56-63, 76, 77, 94-95, 111, 112, 126-127, 181, 192, 196-199, 213, 213, 229, 242-243, 273, 274, 275, 276, 332
(J) recognize and interpret literary devices such as flashback, foreshadowing, and symbolism; and	RH: 372, 400-401, 467
(K) recognize how style, tone, and mood contribute to the effect of the text.	RH: 397, 403, 404, 468-469

LEARNING STANDARD 6.13

Reading/inquiry/research. The student inquires and conducts research using a variety of sources.

Standard	Reader's Handbook
The student is expected to:	
(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information;	RH: 155-169, 269, 538-547, 548-561
(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions;	RH: 514-526, 527-535
(D) interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions;	RH: 538-547, 548-561
(E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts.	RH: 82, 646-647, 648-649, 667, 669, 670, 672, 673, 675, 676, 677, 679, 680, 681, 683, 684

LEARNING STANDARD 6.14

Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.

Standard	Reader's Handbook
The student is expected to:	
(A) compare text events with his/her own and other readers' experiences.	RH: 35, 78, 96, 113, 128, 185, 200, 214, 230, 243, 254, 310, 444, 485, 523, 544, 576

L E A R N I N G S T A N D A R D 6 . 1 5

Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms.

Standard	Reader's Handbook
The student is expected to:	
(A) write to express, discover, record, develop, reflect on ideas, and to problem solve;	RH: 28-29, 73, 75, 76, 80-81, 98, 99, 106-110, 115, 116, 129, 130, 140, 141, 142, 177, 186, 202, 203, 217, 232, 233, 246, 314, 338, 339, 358, 367, 375, 378, 379, 420, 481-483, 491
(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, presentations, narratives, reports, and instructions.	RH: 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420

L E A R N I N G S T A N D A R D 6 . 1 6

Writing/penmanship/capitalization/punctuation/spelling The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly.

Standard	Reader's Handbook
The student is expected to:	
(D) write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-;	RH: 621, 622, 623, 624, 625
(E) use resources to find correct spellings.	RH: 626, 627, 628, 629, 685-692

L E A R N I N G S T A N D A R D 6 . 2 0

Writing/inquiry/research. The student uses writing as a tool for learning and research.

Standard	Reader's Handbook
The student is expected to:	
(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer;	RH: 155-169, 269, 538-547, 548-561
(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches;	RH: 234-246, 514-526, 669, 680, 684
(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines.	RH: 538-547, 548-561

L E A R N I N G S T A N D A R D 6 . 2 1

Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.

Standard	Reader's Handbook
The student is expected to:	
(B) correspond with peers or others via e-mail or conventional mail.	RH: 99, 338, 530-531

LEARNING STANDARD 6.22

Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings.

Standard	Reader's Handbook
The student is expected to:	
(A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings;	RH: 157, 159, 165, 550-551, 557, 559-560, 561
(B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.	RH: 157, 159, 163, 549, 552-553, 554, 555, 558, 559-560, 561

LEARNING STANDARD 6.23

Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings.

Standard	Reader's Handbook
The student is expected to:	
(A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings.	RH: 165, 550-551, 557

LEARNING STANDARD 6.24

Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others.

Standard	Reader's Handbook
The student is expected to:	
(A) select, organize, or produce visuals to complement and extend meanings.	RH: 666-684

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
English Language Arts
Grade 7

LEARNING STANDARD 7.6

Reading/word identification. The student uses a variety of word recognition strategies.

Standard	Reader's Handbook
The student is expected to:	
(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words;	RH: 585, 586, 587, 615, 616, 617, 618, 619, 620, 621-622, 623, 624, 625, 685-686, 687-688, 689-692
(B) use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes; and	RH: 585, 621-622, 623, 624, 625, 685-686, 687-688, 689-692
(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources.	RH: 158, 425, 610, 611, 613, 614, 626, 627, 628, 629, 630, 632

LEARNING STANDARD 7.7

Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.

Standard	Reader's Handbook
The student is expected to:	
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader);	RH: 24, 25, 26-27, 28-29, 43-45, 172-187, 188-203, 204-217, 218-233, 237-246, 294-314, 315-339, 408-421, 472-487, 514-526, 538-547
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader);	RH: 25, 43-45, 66-83, 84-99, 117-131, 132-142, 143-154, 172-187, 188-203, 204-217, 218-233, 234-246, 265-272, 564-579, 580-583, 584-587, 588-592, 593-597, 598-605
(C) adjust reading rate based on purposes for reading;	RH: 29, 32, 33, 34, 35, 36, 37, 114, 269, 312, 423, 424, 432, 440, 520, 642-643, 654-655, 656-657
(D) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners.	RH: 488

LEARNING STANDARD 7.8

Reading/variety of texts. The student reads widely for different purposes in varied sources.

Standard	Reader's Handbook
The student is expected to:	
(A) read classic and contemporary works;	RH: 25, 170-246, 292-339, 406-421, 470-488
(B) select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure;	RH: 32-33, 34, 35-36, 37, 64-131, 132-154, 170-246, 292-339, 406-421, 470-488, 514-526, 538-547
(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing; and	RH: 25, 26, 28-29, 32, 33, 34, 35, 36, 37, 66-131, 132-154, 265-272
(D) read to take action such as to complete forms, make informed recommendations, and write a response.	RH: 28-29, 564-579, 580-583, 584-587, 588-592, 593-597, 598-605

LEARNING STANDARD 7.9

Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.

Standard	Reader's Handbook
The student is expected to:	
(B) draw on experiences to bring meanings to words in context such as interpreting figurative language, idioms, multiple-meaning words, and analogies;	RH: 586, 587, 615, 616, 617, 618, 619, 620, 621, 622, 623, 636, 637, 638, 639
(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meaning and usage;	RH: 158, 425, 610, 611, 613, 614, 626, 627, 628, 629, 630, 632
(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, or un-;	RH: 585, 621-622, 623, 624, 625, 685-686, 687-688, 689-692
(E) study word meanings systematically such as across curricular content areas and through current events;	RH: 584, 585, 586, 587, 608, 609, 610, 611, 612, 613, 614, 615-620, 621-625, 631-633, 634-635
(F) distinguish denotative and connotative meanings; and	RH: 279, 425-426, 433-434
(G) use word origins as an aid to understanding historical influences on English word meanings.	RH: 626, 627, 628, 629

LEARNING STANDARD 7.10

Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty.

Standard	Reader's Handbook
The student is expected to:	
(A) use his/her own knowledge and experience to comprehend;	RH: 25, 26, 27, 28-29, 35, 78, 96, 113, 128, 183, 200, 214, 230, 243, 254, 310, 444, 485, 523, 544, 576
(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems;	RH: 32, 33, 34, 35, 36, 37, 67, 74, 85, 92, 102, 108, 118, 124, 173, 178, 189, 193, 204, 210, 219, 224, 235, 241, 295, 306, 316, 322, 409, 413, 473, 515, 516, 520, 538, 541, 565, 572
(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions;	RH: 32, 33, 34, 35, 36, 37, 45, 80, 97, 114, 129, 184, 185, 186, 201, 215, 231, 240, 244, 271, 304-305, 311, 336, 360-366, 374, 419, 445, 486, 524, 545, 546, 577, 579, 642-643, 644-645, 652-653, 654-655, 660-661, 662-663, 664-665, 660-661, 662-663, 664-665
(D) describe mental images that text descriptions evoke;	RH: 26-27, 117, 123, 125, 131, 145, 487, 664-665
(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information;	RH: 56-63, 76, 77, 94-95, 111, 112, 126-127, 181, 192, 196-199, 213, 213, 229, 242-243, 273, 274, 275, 276, 332
(F) determine a text's main (or major) ideas and how those ideas are supported with details;	RH: 55, 262, 281
(G) paraphrase and summarize text to recall, inform, or organize ideas;	RH: 76, 186, 217, 232, 233, 331, 358, 378, 420, 432, 437, 438, 476, 482, 526, 540, 547, 646, 650, 651, 658-659, 676, 680
(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience;	RH: 40, 41, 52, 308, 347, 387, 546, 574, 653
(I) find similarities and differences across texts such as in treatment, scope, or organization;	RH: 42, 62, 278, 310, 312, 313, 383-388, 683
(J) distinguish fact and opinion in various texts;	RH: 55, 223, 248, 281
(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer;	RH: 564-579, 580-583, 584-587, 588-592, 593-597, 598-605, 634-635, 636-639
(L) represent text information in different ways such as in outline, timeline, or graphic organizer; and	RH: 73, 75, 76, 80-81, 82, 83, 91, 92, 93, 98, 106-107, 108-110, 116, 129, 142, 149, 177, 179-180, 198, 199, 202, 203, 212, 213, 220, 223, 245, 253, 262, 274-291, 305, 306-307, 308, 325, 326, 329, 331, 332, 333, 334, 337, 341, 344, 347, 350, 355, 356, 358, 367, 369, 371, 373, 381, 385, 386, 387, 401, 420, 481, 482, 483, 519, 548-561, 666-684

Standard	Reader's Handbook
(M) use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record.	RH: 32, 33, 34, 35, 36, 37, 43, 44, 45, 67-83, 85-99, 101-116, 118-131, 132-142, 189-203, 205-217, 219-233, 235-246, 247-255, 257-264, 295-314, 316-339, 340-350, 351-359, 360-367, 368-375, 376-382, 383-388, 408-421, 422-429, 430-438, 439-445, 472-488, 489-494, 495-501, 673

L E A R N I N G S T A N D A R D 7 . 1 1

Reading/literary response. The student expresses and supports responses to various types of texts.

Standard	Reader's Handbook
The student is expected to:	
(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts;	RH: 25, 26-27, 28-29, 32-37, 43-45, 66-83, 84-99, 100-116, 117-131, 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, 383-388, 408-421, 422-429, 430-438, 439-445, 472-488, 489-494, 495-501, 514-526, 683
(B) interpret text ideas through such varied means journal writing, discussion, enactment, and media;	RH: 25, 26-27, 28-29, 32-37, 43-45, 66-83, 84-99, 100-116, 117-131, 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, 383-388, 408-421, 422-429, 430-438, 439-445, 472-488, 489-494, 495-501, 514-526, 683
(C) support responses by referring to relevant aspects of text and his/her own experiences; and	RH: 25, 26-27, 28-29, 32-37, 43-45, 66-83, 84-99, 100-116, 117-131, 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, 383-388, 408-421, 422-429, 430-438, 439-445, 472-488, 489-494, 495-501, 514-526, 683
(D) connect, compare, and contrast ideas, themes, and issues across text.	RH: 42, 62, 278, 310, 312, 313, 383-388, 683

L E A R N I N G S T A N D A R D 7 . 1 2

Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).

Standard	Reader's Handbook
The student is expected to:	
(A) identify the purposes of different types of texts such as to inform, influence, express, or entertain;	RH: 274, 280, 281, 289-290, 291, 391, 653
(B) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry;	RH: 170-171, 172-246, 273-291, 292-293, 294-314, 315-339, 408-409, 422-445, 472-473, 489-501, 502-511
(C) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants;	RH: 42, 62, 278, 310, 312, 313, 383-388, 683

Standard	Reader's Handbook
(D) understand and identify literary terms such as playwright, theater, stage, act, dialogue, analogy, and scene across a variety of literary forms (texts);	RH: 360-367, 389, 390-405, 446-468, 502-504, 505, 506-511
(E) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies;	RH: 170-171, 172-246, 273-291, 292-293, 294-314, 315-339, 408-409, 422-445, 472-473, 489-501, 502-511
(F) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo;	RH: 295, 297, 302, 303, 304, 306, 308, 311, 313, 340-350, 390, 392-393, 504, 668
(G) recognize and analyze story plot, setting, and problem resolution;	RH: 294-314, 315-339, 340-350, 351-359, 368-375, 400-401, 402, 507-508, 509
(H) describe how the author's perspective or point of view affects the text;	RH: 274, 280, 281, 289-290, 291, 391, 398-399, 653
(I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically;	RH: 56-63, 76, 77, 94-95, 111, 112, 126-127, 181, 192, 196-199, 213, 213, 229, 242-243, 273, 274, 275, 276, 332
(J) recognize and interpret literary devices such as flashback, foreshadowing, and symbolism; and	RH: 372, 400-401, 467
(K) recognize how style, tone, and mood contribute to the effect of the text.	RH: 397, 403, 404, 468-469

L E A R N I N G S T A N D A R D 7 . 1 3

Reading/inquiry/research. The student inquires and conducts research using a variety of sources.

Standard	Reader's Handbook
The student is expected to:	
(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information;	RH: 155-169, 269, 538-547, 548-561
(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions;	RH: 514-526, 527-535
(D) interpret and use graphic sources of information such as maps, graphs, timelines or tables to address research questions;	RH: 538-547, 548-561
(E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts.	RH: 82, 646-647, 648-649, 667, 669, 670, 672, 673, 675, 676, 677, 679, 680, 681, 683, 684

L E A R N I N G S T A N D A R D 7 . 1 4

Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.

Standard	Reader's Handbook
The student is expected to:	
(A) compare text events with his/her own and other readers' experiences.	RH: 35, 78, 96, 113, 128, 185, 200, 214, 230, 243, 254, 310, 444, 485, 523, 544, 576

LEARNING STANDARD 7.15

Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms.

Standard	Reader's Handbook
The student is expected to:	
(A) write to express, discover, record, develop, reflect on ideas, and to problem solve;	RH: 28-29, 73, 75, 76, 80-81, 98, 99, 106-110, 115, 116, 129, 130, 140, 141, 142, 177, 186, 202, 203, 217, 232, 233, 246, 314, 338, 339, 358, 367, 375, 378, 379, 420, 481-483, 491
(F) choose the appropriate form for his/her own purpose for writing such as journals, letters, editorials, reviews, poems, memoirs, narratives, and instructions.	RH: 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420

LEARNING STANDARD 7.16

Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, handwriting, penmanship and spelling to communicate clearly.

Standard	Reader's Handbook
The student is expected to:	
(C) spell derivatives correctly by applying the spellings of bases and affixes;	RH: 621, 622, 623, 624, 625
(E) use resources to find correct spellings.	RH: 626, 627, 628, 629, 685-692

LEARNING STANDARD 7.20

Writing/inquiry/research. The student uses writing as a tool for learning and research.

Standard	Reader's Handbook
The student is expected to:	
(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer;	RH: 155-169, 269, 538-547, 548-561
(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches;	RH: 234-246, 514-526, 669, 680, 684
(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines.	RH: 538-547, 548-561

LEARNING STANDARD 7.21

Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.

Standard	Reader's Handbook
The student is expected to:	
(B) correspond with peers or others via e-mail or conventional mail.	RH: 99, 338, 530-531

LEARNING STANDARD 7.22

Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings.

Standard	Reader's Handbook
The student is expected to:	
(A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings;	RH: 157, 159, 165, 550-551, 557, 559-560, 561
(B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.	RH: 157, 159, 163, 549, 552-553, 554, 555, 558, 559-560, 561

LEARNING STANDARD 7.23

Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings.

Standard	Reader's Handbook
The student is expected to:	
(A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings.	RH: 165, 550-551, 557

LEARNING STANDARD 7.24

Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others.

Standard	Reader's Handbook
The student is expected to:	
(A) select, organize, or produce visuals to complement and extend meanings.	RH: 666-684

READER'S HANDBOOK
Correlated To
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
English Language Arts
Grade 8

LEARNING STANDARD 8.6

Reading/word identification. The student uses a variety of word recognition strategies.

Standard	Reader's Handbook
The student is expected to:	
(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words;	RH: 585, 586, 587, 615, 616, 617, 618, 619, 620, 621-622, 623, 624, 625, 685-686, 687-688, 689-692
(B) use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes; and	RH: 585, 621-622, 623, 624, 625, 685-686, 687-688, 689-692
(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources.	RH: 158, 425, 610, 611, 613, 614, 626, 627, 628, 629, 630, 632

LEARNING STANDARD 8.7

Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.

Standard	Reader's Handbook
The student is expected to:	
(A) read regularly in independent-level materials (texts in which approximately no more than 1 in 20 words is difficult for the reader);	RH: 24, 25, 26-27, 28-29, 43-45, 172-187, 188-203, 204-217, 218-233, 237-246, 294-314, 315-339, 408-421, 472-487, 514-526, 538-547
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader);	RH: 25, 43-45, 66-83, 84-99, 117-131, 132-142, 143-154, 172-187, 188-203, 204-217, 218-233, 234-246, 265-272, 564-579, 580-583, 584-587, 588-592, 593-597, 598-605
(C) adjust reading rate based on purposes for reading;	RH: 29, 32, 33, 34, 35, 36, 37, 114, 269, 312, 423, 424, 432, 440, 520, 642-643, 654-655, 656-657
(D) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners.	RH: 488

LEARNING STANDARD 8.8

Reading/variety of texts. The student reads widely for different purposes in varied sources.

Standard	Reader's Handbook
The student is expected to:	
(A) read classic and contemporary works;	RH: 25, 170-246, 292-339, 406-421, 470-488
(B) select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure;	RH: 32-33, 34, 35-36, 37, 64-131, 132-154, 170-246, 292-339, 406-421, 470-488, 514-526, 538-547
(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing; and	RH: 25, 26, 28-29, 32, 33, 34, 35, 36, 37, 66-131, 132-154, 265-272
(D) read to take action such as to complete forms, to make informed recommendations, and write a response.	RH: 28-29, 564-579, 580-583, 584-587, 588-592, 593-597, 598-605

LEARNING STANDARD 8.9

Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.

Standard	Reader's Handbook
The student is expected to:	
(B) draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies;	RH: 586, 587, 615, 616, 617, 618, 619, 620, 621, 622, 623, 636, 637, 638, 639
(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage;	RH: 158, 425, 610, 611, 613, 614, 626, 627, 628, 629, 630, 632
(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, or un-;	RH: 585, 621-622, 623, 624, 625, 685-686, 687-688, 689-692
(E) study word meanings systematically such as across curricular content areas and through current events;	RH: 584, 585, 586, 587, 608, 609, 610, 611, 612, 613, 614, 615-620, 621-625, 631-633, 634-635
(F) distinguish denotative and connotative meanings; and	RH: 279, 425-426, 433-434
(G) use word origins as an aid to understanding historical influences on English word meanings.	RH: 626, 627, 628, 629

LEARNING STANDARD 8.10

Reading/comprehension. The student comprehends selections using a variety of strategies.

Standard	Reader's Handbook
The student is expected to:	
(A) use his/her own knowledge and experience to comprehend;	RH: 25, 26, 27, 28-29, 35, 78, 96, 113, 128, 183, 200, 214, 230, 243, 254, 310, 444, 485, 523, 544, 576
(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems;	RH: 32, 33, 34, 35, 36, 37, 67, 74, 85, 92, 102, 108, 118, 124, 173, 178, 189, 193, 204, 210, 219, 224, 235, 241, 295, 306, 316, 322, 409, 413, 473, 515, 516, 520, 538, 541, 565, 572
(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions;	RH: 32, 33, 34, 35, 36, 37, 45, 80, 97, 114, 129, 184, 185, 186, 201, 215, 231, 240, 244, 271, 304-305, 311, 336, 360-366, 374, 419, 445, 486, 524, 545, 546, 577, 579, 642-643, 644-645, 652-653, 654-655, 660-661, 662-663, 664-665, 660-661, 662-663, 664-665
(D) describe mental images that text descriptions evoke;	RH: 26-27, 117, 123, 125, 131, 145, 487, 664-665
(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information;	RH: 56-63, 76, 77, 94-95, 111, 112, 126-127, 181, 192, 196-199, 213, 213, 229, 242-243, 273, 274, 275, 276, 332
(F) determine a text's main (or major) ideas and how those ideas are supported with details;	RH: 55, 262, 281
(G) paraphrase and summarize text to recall, inform, or organize ideas;	RH: 76, 186, 217, 232, 233, 331, 358, 378, 420, 432, 437, 438, 476, 482, 526, 540, 547, 646, 650, 651, 658-659, 676, 680
(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience;	RH: 40, 41, 52, 308, 347, 387, 546, 574, 653
(I) find similarities and differences across texts such as in treatment, scope, or organization;	RH: 42, 62, 278, 310, 312, 313, 383-388, 683
(J) distinguish fact and opinion in various texts;	RH: 55, 223, 248, 281
(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer;	RH: 564-579, 580-583, 584-587, 588-592, 593-597, 598-605, 634-635, 636-639
(L) represent text information in different ways such as in outline, timeline, or graphic organizer; and	RH: 73, 75, 76, 80-81, 82, 83, 91, 92, 93, 98, 106-107, 108-110, 116, 129, 142, 149, 177, 179-180, 198, 199, 202, 203, 212, 213, 220, 223, 245, 253, 262, 274-291, 305, 306-307, 308, 325, 326, 329, 331, 332, 333, 334, 337, 341, 344, 347, 350, 355, 356, 358, 367, 369, 371, 373, 381, 385, 386, 387, 401, 420, 481, 482, 483, 519, 548-561, 666-684

Standard	Reader's Handbook
(M) use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record.	RH: 32, 33, 34, 35, 36, 37, 43, 44, 45, 67-83, 85-99, 101-116, 118-131, 132-142, 189-203, 205-217, 219-233, 235-246, 247-255, 257-264, 295-314, 316-339, 340-350, 351-359, 360-367, 368-375, 376-382, 383-388, 408-421, 422-429, 430-438, 439-445, 472-488, 489-494, 495-501, 673

L E A R N I N G S T A N D A R D 8 . 1 1

Reading/literary response. The student expresses and supports responses to various types of texts.

Standard	Reader's Handbook
The student is expected to:	
(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts;	RH: 25, 26-27, 28-29, 32-37, 43-45, 66-83, 84-99, 100-116, 117-131, 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, 383-388, 408-421, 422-429, 430-438, 439-445, 472-488, 489-494, 495-501, 514-526, 683
(B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media;	RH: 25, 26-27, 28-29, 32-37, 43-45, 66-83, 84-99, 100-116, 117-131, 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, 383-388, 408-421, 422-429, 430-438, 439-445, 472-488, 489-494, 495-501, 514-526, 683
(C) support responses by referring to relevant aspects of text and his/her own experiences; and	RH: 25, 26-27, 28-29, 32-37, 43-45, 66-83, 84-99, 100-116, 117-131, 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, 383-388, 408-421, 422-429, 430-438, 439-445, 472-488, 489-494, 495-501, 514-526, 683
(D) connect, compare, and contrast ideas, themes, and issues across text.	RH: 42, 62, 278, 310, 312, 313, 383-388, 683

L E A R N I N G S T A N D A R D 8 . 1 2

Reading/text structure/literary concepts. The student analyzes the characteristics of various types of texts (genres).

Standard	Reader's Handbook
The student is expected to:	
(A) identify the purposes of different types of texts such as to inform, influence, express, or entertain;	RH: 274, 280, 281, 289-290, 291, 391, 653
(B) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry;	RH: 170-171, 172-246, 273-291, 292-293, 294-314, 315-339, 408-409, 422-445, 472-473, 489-501, 502-511
(C) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants;	RH: 42, 62, 278, 310, 312, 313, 383-388, 683

Standard	Reader's Handbook
(D) understand and identify literary terms such as playwright, theater, stage, act, dialogue, dialect, analogy, and scene across a variety of literary forms (texts);	RH: 360-367, 389, 390-405, 446-468, 502-504, 505, 506-511
(E) understand literary forms by recognizing and distinguishing among such types of text as myths, fables, tall tales, limericks, plays, biographies, autobiographies, tragedy, and comedy;	RH: 170-171, 172-246, 273-291, 292-293, 294-314, 315-339, 408-409, 422-445, 472-473, 489-501, 502-511
(F) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo;	RH: 295, 297, 302, 303, 304, 306, 308, 311, 313, 340-350, 390, 392-393, 504, 668
(G) recognize and analyze story plot, setting, and problem resolution;	RH: 294-314, 315-339, 340-350, 351-359, 368-375, 400-401, 402, 507-508, 509
(H) describe how the author's perspective or point of view affects the text;	RH: 274, 280, 281, 289-290, 291, 391, 398-399, 653
(I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically;	RH: 56-63, 76, 77, 94-95, 111, 112, 126-127, 181, 192, 196-199, 213, 213, 229, 242-243, 273, 274, 275, 276, 332
(J) recognize and interpret literary devices such as flashback, foreshadowing, and symbolism; and	RH: 372, 400-401, 467
(K) recognize how style, tone, and mood contribute to the effect of the text.	RH: 397, 403, 404, 468-469

L E A R N I N G S T A N D A R D 8 . 1 3

Reading/inquiry/research. The student inquires and conducts research using a variety of sources.

Standard	Reader's Handbook
The student is expected to:	
(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information;	RH: 155-169, 269, 538-547, 548-561
(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions;	RH: 514-526, 527-535
(D) interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions;	RH: 538-547, 548-561
(E) summarize record and organize information from multiple sources by taking notes, outlining ideas, and making charts.	RH: 82, 646-647, 648-649, 667, 669, 670, 672, 673, 675, 676, 677, 679, 680, 681, 683, 684

L E A R N I N G S T A N D A R D 8 . 1 4

Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.

Standard	Reader's Handbook
The student is expected to:	
(A) compare text events with his/her own and other readers' experiences.	RH: 35, 78, 96, 113, 128, 185, 200, 214, 230, 243, 254, 310, 444, 485, 523, 544, 576

L E A R N I N G S T A N D A R D 8 . 1 5

Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms.

Standard	Reader's Handbook
The student is expected to:	
(A) write to express, discover, record, develop, reflect on ideas, and to problem solve;	RH: 28-29, 73, 75, 76, 80-81, 98, 99, 106-110, 115, 116, 129, 130, 140, 141, 142, 177, 186, 202, 203, 217, 232, 233, 246, 314, 338, 339, 358, 367, 375, 378, 379, 420, 481-483, 491
(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, memoirs, narratives, and instructions.	RH: 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420

L E A R N I N G S T A N D A R D 8 . 1 6

Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly.

Standard	Reader's Handbook
The student is expected to:	
(C) spell derivatives correctly by applying the spellings of bases and affixes;	RH: 621, 622, 623, 624, 625
(E) use resources to find correct spellings.	RH: 626, 627, 628, 629, 685-692

L E A R N I N G S T A N D A R D 8 . 2 0

Writing/inquiry/research. The student uses writing as a tool for learning and research.

Standard	Reader's Handbook
The student is expected to:	
(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer;	RH: 155-169, 269, 538-547, 548-561
(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches;	RH: 234-246, 514-526, 669, 680, 684
(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines.	RH: 538-547, 548-561

LEARNING STANDARD 8.21

Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.

Standard	Reader's Handbook
The student is expected to:	
(B) correspond with peers or others via e-mail or conventional mail.	RH: 99, 338, 530-531

LEARNING STANDARD 8.22

Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings.

Standard	Reader's Handbook
The student is expected to:	
(A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings;	RH: 157, 159, 165, 550-551, 557, 559-560, 561
(B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.	RH: 157, 159, 163, 549, 552-553, 554, 555, 558, 559-560, 561

LEARNING STANDARD 8.23

Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings.

Standard	Reader's Handbook
The student is expected to:	
(A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings.	RH: 165, 550-551, 557

LEARNING STANDARD 8.24

Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others.

Standard	Reader's Handbook
The student is expected to:	
(A) select, organize, or produce visuals to complement and extend meanings.	RH: 666-684