

READER'S HANDBOOK ©2002  
GRADES 6-8  
correlated to  
**Virginia**  
**English Standards of Learning**

**Great Source®**

EDUCATION GROUP

 A Houghton Mifflin Company

**YOUR VIRGINIA GREAT SOURCE REPRESENTATIVE**

Janet Shelly  
800-289-4490, option 4

**Reader's Handbook © 2002**  
**Grades 6-8**  
**correlated to**  
**Virginia English Standards of Learning**

**TABLE OF CONTENTS**

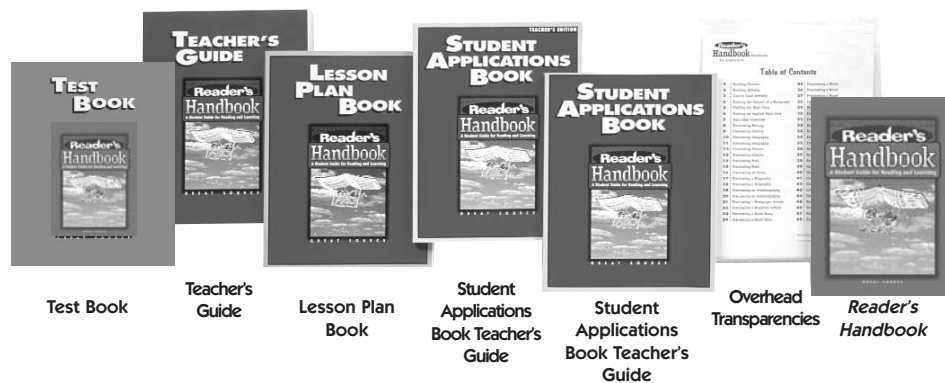
Grade 6.....	Page 1
Grade 7.....	Page 10
Grade 8.....	Page 19
Reader's Handbook Scope & Sequence.....	Pages 27-28
Readability Levels of the Reader's Handbook .....	Page 29
Reader's Handbook Strategies for Struggling Students .....	Page 30

# Reader's Handbook Program Overview

---

The *Reader's Handbook* for grades 6–8 directly addresses the Virginia English Standards of Learning for reading. Virginia's reading standards require students to develop strategies for identifying unfamiliar words, understand diverse text structures, and use a variety of comprehension strategies, such as making inferences, asking questions, and summarizing the main points of the text. The *Reader's Handbook* program provides teachers with a comprehensive approach to teaching reading and helps students:

- develop an in-depth understanding of Before, During, and After reading process;
- build essential reading skills and strategies for comprehending different types of reading materials and genres;
- learn and apply key reading strategies and comprehension tools including notetaking, outlining, cause-effect diagrams, and double-entry journals.



## Program Components:

---

### Reader's Handbook

Clear and comprehensive, the *Reader's Handbook* walks students step-by-step through the Before, During, and After reading process and instructs them in the skills and strategies they need to become better readers in every subject—from English and social studies to science and mathematics.

### Complete Program Package

The *Reader's Handbook Complete Program Package*, one for every grade, 6–8, provides all the planning, teaching, and application activities teachers need for a comprehensive reading curriculum centered on the *Reader's Handbook*. Each *Complete Program Package* includes a hardcover reference copy of the *Reader's Handbook* plus:

- Teacher's Guide
- Lesson Plan Book
- Overhead Transparencies
- Student Applications Book (copymaster)
- Student Applications Book Teacher's Edition
- Test Book

### Teacher's Guide

The Teacher's Guide includes introductory activities, lessons, and guidelines for selecting and applying reading strategies, and copymasters of key graphic organizers and reading tools.

### Student Applications Book (Grades 6, 7, and 8)

The *Student Applications Book* offers guided practice, lessons, additional reading selections, assessment, and tips for individualizing instruction.

**READING TEXTBOOK CORRELATION TO SELECTED  
SIXTH GRADE ENGLISH STANDARDS OF LEARNING**

Publisher Great Source Education Group Text Reader's Handbook © 2002

<b>SELECTED SIXTH GRADE ENGLISH STANDARDS OF LEARNING</b>	
<b>READING STANDARDS</b>	Correlation is to the Student Handbook, Teacher's Guide and Student Applications Book. Identify by page numbers the eight best correlations that introduce, maintain, and assess each part of the standard.
6.3 The student will read and learn the meanings of unfamiliar words and phrases.	<p><b>Student Handbook:</b> 607-639</p> <p><b>Teacher's Guide:</b> 414-428</p> <p><b>Student Applications Book:</b> 218-219, 220-221, 222, 223</p>
a. Identify word origins, derivations, and inflections.	<p><b>Student Handbook:</b> 585, 621-625, 629, 685-692</p> <p><b>Teacher's Guide:</b> 395, 419-420, 423</p> <p><b>Student Applications Book:</b> 221, 222</p>
b. Identify analogies and figurative language.	<p><b>Student Handbook:</b> 426-427, 450, 586-587, 636-639</p> <p><b>Teacher's Guide:</b> 278, 294, 396, 397, 427, 428</p> <p><b>Student Applications Book:</b> 165-166, 220-221</p>

**READING TEXTBOOK CORRELATION TO SELECTED  
SIXTH GRADE ENGLISH STANDARDS OF LEARNING**

Publisher Great Source Education Group Text Reader's Handbook © 2002

<b>SELECTED SIXTH GRADE ENGLISH STANDARDS OF LEARNING</b>	
<b>READING STANDARDS</b>	Correlation is to the Student Handbook, Teacher's Guide and Student Applications Book. Identify by page numbers the eight best correlations that introduce, maintain, and assess each part of the standard.
c. Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.	<p><b>Student Handbook:</b> 586, 615-620</p> <p><b>Teacher's Guide:</b> 395, 417-418</p> <p><b>Student Applications Book:</b> 220</p>
d. Use word-reference materials.	<p><b>Student Handbook:</b> 425, 626-630, 632</p> <p><b>Teacher's Guide:</b> 421-424, 427, 428</p> <p><b>Student Applications Book:</b> 222, 223</p>
6.4 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry.	<p><b>Student Handbook:</b> 171-291, 293-405, 407-445</p> <p><b>Teacher's Guide:</b> 114-193, 194-263, 265-307</p> <p><b>Student Applications Book:</b> 62-108, 116-139, 154-164</p>

**READING TEXTBOOK CORRELATION TO SELECTED  
SIXTH GRADE ENGLISH STANDARDS OF LEARNING**

Publisher Great Source Education Group Text Reader's Handbook © 2002

<b>SELECTED SIXTH GRADE ENGLISH STANDARDS OF LEARNING</b>	
<b>READING STANDARDS</b>	Correlation is to the Student Handbook, Teacher's Guide and Student Applications Book. Identify by page numbers the eight best correlations that introduce, maintain, and assess each part of the standard.
a. Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.	<p><b>Student Handbook:</b> 323-333, 340-359, 363-365, 368-382, 392-393, 398-399, 402, 405, 508</p> <p><b>Teacher's Guide:</b> 209, 211-219, 220-226, 227-231, 237-241, 321-325</p> <p><b>Student Applications Book:</b> 129, 131, 136, 140, 141-143, 144-145, 148-149, 150-151, 181-182</p>
b. Use knowledge of narrative and poetic structures to aid comprehension and predict outcomes.	<p><b>Student Handbook:</b> 55, 172, 181, 407-469</p> <p><b>Teacher's Guide:</b> 46, 121, 264-307</p> <p><b>Student Applications Book:</b> 14, 62-71, 129-140, 154-164</p>
c. Describe the images created by language.	<p><b>Student Handbook:</b> 422, 426-428, 453, 495-501</p> <p><b>Teacher's Guide:</b> 276, 278, 326-330</p> <p><b>Student Applications Book:</b> 165-166, 183-184</p>

**READING TEXTBOOK CORRELATION TO SELECTED  
SIXTH GRADE ENGLISH STANDARDS OF LEARNING**

Publisher Great Source Education Group Text Reader's Handbook © 2002

<b>SELECTED SIXTH GRADE ENGLISH STANDARDS OF LEARNING</b>	
<b>READING STANDARDS</b>	Correlation is to the Student Handbook, Teacher's Guide and Student Applications Book. Identify by page numbers the eight best correlations that introduce, maintain, and assess each part of the standard.
d. Describe how word choice and imagery contribute to the meaning of a text.	<p><b>Student Handbook:</b> 422-429, 430-438, 450, 452, 453, 455</p> <p><b>Teacher's Guide:</b> 276-280, 326-330</p> <p><b>Student Applications Book:</b> 165-166, 183-184</p>
e. Describe cause-effect relationships and their impact on plot.	<p><b>Student Handbook:</b> 56, 59, 192, 196, 216, 275, 398-399, 644-645</p> <p><b>Teacher's Guide:</b> 46, 48, 145, 146, 180, 431</p> <p><b>Student Applications Book:</b> 72, 75, 88, 148-149</p>
f. Use information stated explicitly in the text to draw conclusions and make inferences.	<p><b>Student Handbook:</b> 40, 41, 52, 214, 285, 308, 347, 356, 387, 546, 653, 672</p> <p><b>Teacher's Guide:</b> 40, 45, 144, 200, 223, 229, 250, 367</p> <p><b>Student Applications Book:</b> 11, 86, 143, 145, 147, 152-153, 194-199</p>

**READING TEXTBOOK CORRELATION TO SELECTED  
SIXTH GRADE ENGLISH STANDARDS OF LEARNING**

Publisher Great Source Education Group Text Reader's Handbook © 2002

<b>SELECTED SIXTH GRADE ENGLISH STANDARDS OF LEARNING</b>	
<b>READING STANDARDS</b>	Correlation is to the Student Handbook, Teacher's Guide and Student Applications Book. Identify by page numbers the eight best correlations that introduce, maintain, and assess each part of the standard.
g. Explain how character and plot development are used in a selection to support a central conflict or story line.	<p><b>Student Handbook:</b> 316, 323-326, 331-332, 340-350, 368-382, 392-393, 398-399, 508</p> <p><b>Teacher's Guide:</b> 209, 211, 212, 213, 215, 217, 220-226, 227-231</p> <p><b>Student Applications Book:</b> 141-143, 148-149</p>
h. Paraphrase and summarize the main points in the text.	<p><b>Student Handbook:</b> 186, 217, 420, 650-651, 658-659</p> <p><b>Teacher's Guide:</b> 273, 434, 438</p> <p><b>Student Applications Book:</b> 154-164, 169, 172-180, 194-199</p>
6.5 The student will read and demonstrate comprehension of a variety of informational selections.	<p><b>Student Handbook:</b> 65-169, 188-246, 265-272, 273-291</p> <p><b>Teacher's Guide:</b> 50-113, 127-169, 178-181, 182-193</p> <p><b>Student Applications Book:</b> 19-57, 72-108, 114-115</p>

**READING TEXTBOOK CORRELATION TO SELECTED  
SIXTH GRADE ENGLISH STANDARDS OF LEARNING**

Publisher Great Source Education Group Text Reader's Handbook © 2002

<b>SELECTED SIXTH GRADE ENGLISH STANDARDS OF LEARNING</b>	
<b>READING STANDARDS</b>	Correlation is to the Student Handbook, Teacher's Guide and Student Applications Book. Identify by page numbers the eight best correlations that introduce, maintain, and assess each part of the standard.
a. Identify questions to be answered.	<p><b>Student Handbook:</b> 29, 44, 45, 67, 229, 283, 374</p> <p><b>Teacher's Guide:</b> 32, 43, 53, 190, 240</p> <p><b>Student Applications Book:</b> 7, 15, 37, 80, 115, 117, 129, 189, 192 200-207, 212-213, 214-215, 216-217</p>
b. Make, confirm, or revised predictions.	<p><b>Student Handbook:</b> 43, 44, 45</p> <p><b>Teacher's Guide:</b> 42, 43</p> <p><b>Student Applications Book:</b> 13, 14</p>
c. Use context to determine meanings of unfamiliar words and technical vocabulary.	<p><b>Student Handbook:</b> 270, 615-620</p> <p><b>Teacher's Guide:</b> 180, 417-418</p> <p><b>Student Applications Book:</b> 114-115, 218-219, 220-221</p>

**READING TEXTBOOK CORRELATION TO SELECTED  
SIXTH GRADE ENGLISH STANDARDS OF LEARNING**

Publisher Great Source Education Group Text Reader's Handbook © 2002

<b>SELECTED SIXTH GRADE ENGLISH STANDARDS OF LEARNING</b>	
<b>READING STANDARDS</b>	Correlation is to the Student Handbook, Teacher's Guide and Student Applications Book. Identify by page numbers the eight best correlations that introduce, maintain, and assess each part of the standard.
d. Draw conclusions and make inferences based on explicit and implied information.	<p><b>Student Handbook:</b> 40, 41, 52, 214, 285, 308, 347, 356, 387, 546, 653, 672</p> <p><b>Teacher's Guide:</b> 40, 45, 144, 200, 223, 229, 250, 367</p> <p><b>Student Applications Book:</b> 10, 11, 17, 126, 199</p>
e. Organize the main idea and details to form a summary.	<p><b>Student Handbook:</b> 50-54, 60-61, 196-199, 240, 242, 262, 284-285, 289-290, 658-659, 674</p> <p><b>Teacher's Guide:</b> 44-45, 48-49, 132, 162, 164, 438</p> <p><b>Student Applications Book:</b> 18, 28, 68, 71, 99, 105, 193</p>
f. Compare and contrast information about one topic contained in different selections.	<p><b>Student Handbook:</b> 383-388</p> <p><b>Teacher's Guide:</b> 41, 186, 247-251</p> <p><b>Student Applications Book:</b> 152-153</p>

**READING TEXTBOOK CORRELATION TO SELECTED  
SIXTH GRADE ENGLISH STANDARDS OF LEARNING**

Publisher Great Source Education Group Text Reader's Handbook © 2002

<b>SELECTED SIXTH GRADE ENGLISH STANDARDS OF LEARNING</b>	
<b>READING STANDARDS</b>	Correlation is to the Student Handbook, Teacher's Guide and Student Applications Book. Identify by page numbers the eight best correlations that introduce, maintain, and assess each part of the standard.
g. Select informational sources appropriate for a given purpose.	<b>Student Handbook:</b> 220-223, 265-272  <b>Teacher's Guide:</b> 150-151, 178-181  <b>Student Applications Book:</b> 90-99, 114-115

**READING TEXTBOOK CORRELATION TO SELECTED  
SIXTH GRADE ENGLISH STANDARDS OF LEARNING**

Publisher Great Source Education Group Text Reader's Handbook © 2002

<b>ADDITIONAL CRITERIA SIXTH GRADE</b>	
<b>ADDITIONAL CRITERIA</b>	<b>EVIDENCE</b>
1. Where in the teacher's manual is the scope and sequence of skills for the grade located? If the scope and sequence is not included in the teacher's manual, attach a copy.	See <i>Reader's Handbook</i> Scope and Sequence on page 27 of this document.
2. What is the range of readability for selections in the student book? What formula(s) was/were used to determine readability estimates?	The readability level for <i>Reader's Handbook</i> Grades 6-8 is 6. The readability levels are derived using Fry's readability formula. Also see Readability Levels of the <i>Reader's Handbooks</i> on page 29 of this document.
3. Where in the teacher's manual can alternative instructional strategies and materials for students of differing abilities and learning needs be found?	<b>Teacher's Guide:</b> 76, 118, 130, 167, 210, 248, 312, 362 Also see <i>Reader's Handbook</i> Gr. 6-8 Strategies for Struggling Students on page 30 of this document.
4. Where in the teacher's manual can suggestions for a variety of formative and summative classroom assessments be found?	<b>Teacher's Guide:</b> 61, 72, 84, 94, 99, 104, 126, 137

**READING TEXTBOOK CORRELATION TO SELECTED  
SEVENTH GRADE ENGLISH STANDARDS OF LEARNING**

Publisher Great Source Education Group Text Reader's Handbook © 2002

<b>SELECTED SEVENTH GRADE ENGLISH STANDARDS OF LEARNING</b>	
<b>READING STANDARDS</b>	Correlation is to the Student Handbook, Teacher's Guide and Student Applications Book. Identify by page numbers the eight best correlations that introduce, maintain, and assess each part of the standard.
7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases.	<p><b>Student Handbook:</b> 607-639</p> <p><b>Teacher's Guide:</b> 414-428</p> <p><b>Student Applications Book:</b> 218-219, 220-221, 222, 223</p>
a. Use roots and affixes to expand vocabulary.	<p><b>Student Handbook:</b> 585, 621-625, 685-692</p> <p><b>Teacher's Guide:</b> 395, 419-420</p> <p><b>Student Applications Book:</b> 221</p>
b. Recognize analogies and figurative language.	<p><b>Student Handbook:</b> 426-427, 450, 586-587, 636-639</p> <p><b>Teacher's Guide:</b> 278, 294, 396, 397, 427, 428</p> <p><b>Student Applications Book:</b> 164-165, 210</p>

**READING TEXTBOOK CORRELATION TO SELECTED  
SEVENTH GRADE ENGLISH STANDARDS OF LEARNING**

Publisher Great Source Education Group Text Reader's Handbook © 2002

<b>SELECTED SEVENTH GRADE ENGLISH STANDARDS OF LEARNING</b>	
<b>READING STANDARDS</b>	Correlation is to the Student Handbook, Teacher's Guide and Student Applications Book. Identify by page numbers the eight best correlations that introduce, maintain, and assess each part of the standard.
c. Identify connotations.	<p><b>Student Handbook:</b> 279, 425-426, 433-434</p> <p><b>Teacher's Guide:</b> 186-187, 278, 283</p> <p><b>Student Applications Book:</b> 166-168</p>
7.5 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry.	<p><b>Student Handbook:</b> 171-291, 293-405, 407-445</p> <p><b>Teacher's Guide:</b> 114-193, 194-263, 265-307</p> <p><b>Student Applications Book:</b> 62-108, 116-139, 154-164</p>
a. Describe setting, character development, plot structure, theme, and conflict.	<p><b>Student Handbook:</b> 323-333, 340-359, 363-365, 368-382, 392-393, 398-399, 402, 405, 508</p> <p><b>Teacher's Guide:</b> 209, 211-219, 220-226, 227-231, 237-241, 321-325</p> <p><b>Student Applications Book:</b> 86, 124, 126, 131, 139, 141-143, 144, 148-149, 150-151</p>

**READING TEXTBOOK CORRELATION TO SELECTED  
SEVENTH GRADE ENGLISH STANDARDS OF LEARNING**

Publisher Great Source Education Group Text Reader's Handbook © 2002

<b>SELECTED SEVENTH GRADE ENGLISH STANDARDS OF LEARNING</b>	
<b>READING STANDARDS</b>	Correlation is to the Student Handbook, Teacher's Guide and Student Applications Book. Identify by page numbers the eight best correlations that introduce, maintain, and assess each part of the standard.
b. Compare and contrast forms, including short stories, novels, plays, folk literature, poetry, essays, and biographies.	<p><b>Student Handbook:</b> 171-291, 293-405, 407-445</p> <p><b>Teacher's Guide:</b> 114-193, 194-263, 265-307</p> <p><b>Student Applications Book:</b> 62-108, 116-139, 154-164</p>
c. Describe the impact of word choice, imagery, and poetic devices.	<p><b>Student Handbook:</b> 422-429, 430-438, 450, 452, 453, 455</p> <p><b>Teacher's Guide:</b> 276-280, 326-330</p> <p><b>Student Applications Book:</b> 164-165, 166-168</p>
d. Explain how form, including rhyme, rhythm, repetition, line structure, and punctuation, conveys the mood and meaning of a poem.	<p><b>Student Handbook:</b> 410, 411, 416-417, 439-445, 451, 454, 461-463, 465-466</p> <p><b>Teacher's Guide:</b> 269, 277, 286-290, 295, 297, 299-300, 301-304, 305-306</p> <p><b>Student Applications Book:</b> 155, 169-170</p>

**READING TEXTBOOK CORRELATION TO SELECTED  
SEVENTH GRADE ENGLISH STANDARDS OF LEARNING**

Publisher Great Source Education Group Text Reader's Handbook © 2002

<b>SELECTED SEVENTH GRADE ENGLISH STANDARDS OF LEARNING</b>	
<b>READING STANDARDS</b>	Correlation is to the Student Handbook, Teacher's Guide and Student Applications Book. Identify by page numbers the eight best correlations that introduce, maintain, and assess each part of the standard.
e. Draw conclusions based on explicit and implied information.	<p><b>Student Handbook:</b> 41, 50-52, 284-285, 387, 546, 653</p> <p><b>Teacher's Guide:</b> 40, 45, 250, 367</p> <p><b>Student Applications Book:</b> 11, 17, 145, 153, 199</p>
f. Make inferences based on explicit and implied information.	<p><b>Student Handbook:</b> 40, 52, 214, 285, 308, 347, 356, 653, 672</p> <p><b>Teacher's Guide:</b> 40, 45, 144, 200, 223, 229</p> <p><b>Student Applications Book:</b> 10, 17, 88, 143, 145, 147</p>
g. Summarize text.	<p><b>Student Handbook:</b> 186, 217, 232, 378, 476, 646, 658-659, 680</p> <p><b>Teacher's Guide:</b> 156, 244, 314, 438</p> <p><b>Student Applications Book:</b> 70, 99, 177, 193</p>

**READING TEXTBOOK CORRELATION TO SELECTED  
SEVENTH GRADE ENGLISH STANDARDS OF LEARNING**

Publisher Great Source Education Group Text Reader's Handbook © 2002

<b>SELECTED SEVENTH GRADE ENGLISH STANDARDS OF LEARNING</b>	
<b>READING STANDARDS</b>	Correlation is to the Student Handbook, Teacher's Guide and Student Applications Book. Identify by page numbers the eight best correlations that introduce, maintain, and assess each part of the standard.
7.6 The student will read and demonstrate comprehension of a variety of informational texts.	<p><b>Student Handbook:</b> 65-169, 188-246, 265-272, 273-291</p> <p><b>Teacher's Guide:</b> 50-113, 127-169, 178-181, 182-193</p> <p><b>Student Applications Book:</b> 19-36, 37-58, 116-117</p>
a. Use knowledge of text structure to aid comprehension.	<p><b>Student Handbook:</b> 56-63, 77-78, 94-95, 111-112, 126-127, 196-199, 213, 229, 242-243</p> <p><b>Teacher's Guide:</b> 46-49, 57, 68, 80, 90, 132, 143, 154, 164</p> <p><b>Student Applications Book:</b> 25, 33, 45, 53, 67, 76, 87, 97, 107</p>

**READING TEXTBOOK CORRELATION TO SELECTED  
SEVENTH GRADE ENGLISH STANDARDS OF LEARNING**

Publisher Great Source Education Group Text Reader's Handbook © 2002

<b>SELECTED SEVENTH GRADE ENGLISH STANDARDS OF LEARNING</b>	
<b>READING STANDARDS</b>	Correlation is to the Student Handbook, Teacher's Guide and Student Applications Book. Identify by page numbers the eight best correlations that introduce, maintain, and assess each part of the standard.
b. Use knowledge of words and phrases that signal an author's organizational pattern to aid comprehension.	<p><b>Student Handbook:</b> 56-63, 77-78, 111-112, 181-182, 196-199, 213, 229, 242-243</p> <p><b>Teacher's Guide:</b> 46-49, 57, 80, 121-122, 132, 143, 154</p> <p><b>Student Applications Book:</b> 25, 67, 76, 87, 97, 107</p>
c. Distinguish fact from opinion in newspapers, magazines, and other print media.	<p><b>Student Handbook:</b> 222-228, 242-243, 245, 247-255, 281</p> <p><b>Teacher's Guide:</b> 151-152, 164, 167, 170-173, 188</p> <p><b>Student Applications Book:</b> 93-96, 98, 109, 111-112</p>
f. Summarize what is read.	<p><b>Student Handbook:</b> 36, 42, 95, 186, 217, 232, 233, 254-255, 646, 658-659, 680</p> <p><b>Teacher's Guide:</b> 41, 68, 156, 172, 432, 438</p> <p><b>Student Applications Book:</b> 70, 99</p>

**READING TEXTBOOK CORRELATION TO SELECTED  
SEVENTH GRADE ENGLISH STANDARDS OF LEARNING**

Publisher Great Source Education Group Text Reader's Handbook © 2002

<b>SELECTED SEVENTH GRADE ENGLISH STANDARDS OF LEARNING</b>	
<b>READING STANDARDS</b>	Correlation is to the Student Handbook, Teacher's Guide and Student Applications Book. Identify by page numbers the eight best correlations that introduce, maintain, and assess each part of the standard.
g. Organize and synthesize information for use in written and oral presentations.	<p><b>Student Handbook:</b> 208-209, 321, 660-661</p> <p><b>Teacher's Guide:</b> 141, 210, 439</p> <p><b>Student Applications Book:</b> 86, 136</p>
7.7 The student will apply knowledge of appropriate reference materials.	<p><b>Student Handbook:</b> 66-131, 425, 538-547, 626-630</p> <p><b>Teacher's Guide:</b> 19-56, 278, 359-369, 421-424</p> <p><b>Student Applications Book:</b> 19-56, 194-199, 222, 223</p>
a. Use print and electronic sources to locate information in books and articles.	<p><b>Student Handbook:</b> 234-246, 514-526, 527-535</p> <p><b>Teacher's Guide:</b> 159-169, 340-351, 352-357</p> <p><b>Student Applications Book:</b> 101-110, 186-193</p>

**READING TEXTBOOK CORRELATION TO SELECTED  
SEVENTH GRADE ENGLISH STANDARDS OF LEARNING**

Publisher Great Source Education Group Text Reader's Handbook © 2002

<b>SELECTED SEVENTH GRADE ENGLISH STANDARDS OF LEARNING</b>	
<b>READING STANDARDS</b>	Correlation is to the Student Handbook, Teacher's Guide and Student Applications Book. Identify by page numbers the eight best correlations that introduce, maintain, and assess each part of the standard.
b. Use graphic organizers to organize information.	<p><b>Student Handbook:</b> 54, 336-338, 344, 371, 385-387, 662-663, 666-684</p> <p><b>Teacher's Guide:</b> 47, 210, 217, 222, 238, 248, 440</p> <p><b>Student Applications Book:</b> 32, 43, 67, 82, 86, 114, 139, 176, 221</p>
c. Synthesize information from multiple sources.	<p><b>Student Handbook:</b> 208-209, 321, 660-661</p> <p><b>Teacher's Guide:</b> 141, 210, 439</p> <p><b>Student Applications Book:</b> 82, 131</p>
d. Credit primary and secondary sources.	<p><b>Student Handbook:</b> 249, 251, 253</p> <p><b>Teacher's Guide:</b> 171-172</p> <p><b>Student Applications Book:</b> 112</p>

**READING TEXTBOOK CORRELATION TO SELECTED  
SEVENTH GRADE ENGLISH STANDARDS OF LEARNING**

Publisher Great Source Education Group Text Reader's Handbook © 2002

<b>ADDITIONAL CRITERIA SEVENTH GRADE</b>	
<b>ADDITIONAL CRITERIA</b>	<b>EVIDENCE</b>
1. Where in the teacher's manual is the scope and sequence of skills for the grade located? If the scope and sequence is not included in the teacher's manual, attach a copy.	See <i>Reader's Handbook</i> Scope and Sequence on page 27 of this document.
2. What is the range of readability for selections in the student book? What formula(s) was/were used to determine readability estimates?	The readability level for <i>Reader's Handbook</i> Grades 6-8 is 6. The readability levels are derived using Fry's readability formula. Also see Readability Levels of the <i>Reader's Handbooks</i> on page 29 of this document.
3. Where in the teacher's manual can alternative instructional strategies and materials for students of differing abilities and learning needs be found?	<b>Teacher's Guide:</b> 76, 118, 130, 167, 210, 248, 312, 362 Also see <i>Reader's Handbook</i> Gr. 6-8 Strategies for Struggling Students on page 30 of this document.
4. Where in the teacher's manual can suggestions for a variety of formative and summative classroom assessments be found?	<b>Teacher's Guide:</b> 61, 72, 84, 94, 99, 104, 126, 137

**READING TEXTBOOK CORRELATION TO SELECTED  
EIGHTH GRADE ENGLISH STANDARDS OF LEARNING**

Publisher Great Source Education Group Text Reader's Handbook © 2002

<b>SELECTED EIGHTH GRADE ENGLISH STANDARDS OF LEARNING</b>	
<b>READING STANDARDS</b>	Correlation is to the Student Handbook, Teacher's Guide and Student Applications Book. Identify by page numbers the eight best correlations that introduce, maintain, and assess each part of the standard.
8.4 The student will apply knowledge of word origins, derivations, inflections, analogies, and figurative language to extend vocabulary development.	<p><b>Student Handbook:</b> 426-427, 450, 585, 586-587, 621-625, 629, 636-639, 685-692</p> <p><b>Teacher's Guide:</b> 278, 294, 395, 396, 397, 419-420, 423, 427, 428</p> <p><b>Student Applications Book:</b> 51, 163, 211, 219, 221</p>
a. Identify simile, metaphor, personification, hyperbole, and analogy.	<p><b>Student Handbook:</b> 426-427, 434, 455, 459, 464, 586-587, 636-639</p> <p><b>Teacher's Guide:</b> 298, 301, 304-305, 396, 427, 428</p> <p><b>Student Applications Book:</b> 51, 163, 211</p>
b. Use context, structure, and connotations to determine meaning of words and phrases.	<p><b>Student Handbook:</b> 279, 425-426, 433-434, 586, 615-620</p> <p><b>Teacher's Guide:</b> 278, 294, 395, 396, 397, 417-418, 427, 428</p> <p><b>Student Applications Book:</b> 162-163, 220</p>

**READING TEXTBOOK CORRELATION TO SELECTED  
EIGHTH GRADE ENGLISH STANDARDS OF LEARNING**

Publisher Great Source Education Group Text Reader's Handbook © 2002

<b>SELECTED EIGHTH GRADE ENGLISH STANDARDS OF LEARNING</b>	
<b>READING STANDARDS</b>	Correlation is to the Student Handbook, Teacher's Guide and Student Applications Book. Identify by page numbers the eight best correlations that introduce, maintain, and assess each part of the standard.
8.5 The student will read and analyze a variety of narrative and poetic forms.	<p><b>Student Handbook:</b> 171-291, 293-405, 407-445</p> <p><b>Teacher's Guide:</b> 114-193, 194-263, 265-307</p> <p><b>Student Applications Book:</b> 58-115, 154-167</p>
a. Explain the use of symbols and figurative language.	<p><b>Student Handbook:</b> 404, 426-427, 447, 450, 455, 458, 459, 464, 467</p> <p><b>Teacher's Guide:</b> 262, 277, 278, 292-293, 294, 300, 301, 304-305, 306</p> <p><b>Student Applications Book:</b> 163</p>
b. Describe inferred main ideas or themes, using evidence from the text as support.	<p><b>Student Handbook:</b> 40, 52-54, 214, 284-285, 308, 347, 356, 653, 672</p> <p><b>Teacher's Guide:</b> 40, 45, 144, 200, 223, 229</p> <p><b>Student Applications Book:</b> 10, 85, 141, 143</p>

**READING TEXTBOOK CORRELATION TO SELECTED  
EIGHTH GRADE ENGLISH STANDARDS OF LEARNING**

Publisher Great Source Education Group Text Reader's Handbook © 2002

<b>SELECTED EIGHTH GRADE ENGLISH STANDARDS OF LEARNING</b>	
<b>READING STANDARDS</b>	Correlation is to the Student Handbook, Teacher's Guide and Student Applications Book. Identify by page numbers the eight best correlations that introduce, maintain, and assess each part of the standard.
c. Describe how authors use characters, conflict, point of view, and tone to create meaning.	<p><b>Student Handbook:</b> 313, 323-333, 340-359, 368-382, 392-393, 398-399, 400-401, 468-469</p> <p><b>Teacher's Guide:</b> 203, 209, 211-219, 220-226, 237-241, 307</p> <p><b>Student Applications Book:</b> 125, 140-141, 146-147, 150</p>
d. Compare and contrast the use of the poetic elements of word choice, dialogue, form, rhyme, rhythm, and voice.	<p><b>Student Handbook:</b> 410, 411, 416-417, 439-445, 451, 454, 461-463, 465-466</p> <p><b>Teacher's Guide:</b> 269, 277, 286-290, 295, 297, 299-300, 301-304, 305-306</p> <p><b>Student Applications Book:</b> 156, 157, 159, 166-167</p>
e. Compare and contrast authors' styles.	<p><b>Student Handbook:</b> 334, 336, 385-387, 403</p> <p><b>Teacher's Guide:</b> 214, 248, 261</p> <p><b>Student Applications Book:</b> 152-153</p>

**READING TEXTBOOK CORRELATION TO SELECTED  
EIGHTH GRADE ENGLISH STANDARDS OF LEARNING**

Publisher Great Source Education Group Text Reader's Handbook © 2002

<b>SELECTED EIGHTH GRADE ENGLISH STANDARDS OF LEARNING</b>	
<b>READING STANDARDS</b>	Correlation is to the Student Handbook, Teacher's Guide and Student Applications Book. Identify by page numbers the eight best correlations that introduce, maintain, and assess each part of the standard.
8.6 The student will read, comprehend, and analyze a variety of informational sources.	<p><b>Student Handbook:</b> 65-169, 188-246, 265-272, 273-291</p> <p><b>Teacher's Guide:</b> 50-113, 127-169, 178-181, 182-193</p> <p><b>Student Applications Book:</b> 17-53, 68-106, 113-115</p>
a. Draw on background knowledge and knowledge of text structure to understand selections.	<p><b>Student Handbook:</b> 56-63, 77-78, 94-95, 111-112, 126-127, 196-199, 213, 229, 242-243</p> <p><b>Teacher's Guide:</b> 46-49, 57, 68, 80, 90, 132, 143, 154, 164</p> <p><b>Student Applications Book:</b> 26, 33, 43, 50, 75, 84, 94, 104</p>
b. Analyze the author's credentials, viewpoint, and impact.	<p><b>Student Handbook:</b> 172, 173, 178-180, 183, 184-187, 247-253, 281, 291</p> <p><b>Teacher's Guide:</b> 117-119, 124-125, 171-172</p> <p><b>Student Applications Book:</b> 65, 66, 108, 109</p>

**READING TEXTBOOK CORRELATION TO SELECTED  
EIGHTH GRADE ENGLISH STANDARDS OF LEARNING**

Publisher Great Source Education Group Text Reader's Handbook © 2002

<b>SELECTED EIGHTH GRADE ENGLISH STANDARDS OF LEARNING</b>	
<b>READING STANDARDS</b>	Correlation is to the Student Handbook, Teacher's Guide and Student Applications Book. Identify by page numbers the eight best correlations that introduce, maintain, and assess each part of the standard.
c. Analyze the author's use of text structures and word choice.	<p><b>Student Handbook:</b> 56-63, 77-78, 94-95, 111-112, 126-127, 196-199, 213, 229, 242-243</p> <p><b>Teacher's Guide:</b> 46-49, 57, 68, 80, 90, 132, 143, 154, 164</p> <p><b>Student Applications Book:</b> 26, 33, 43, 50, 75, 84, 94, 104</p>
d. Analyze details for relevance and accuracy.	<p><b>Student Handbook:</b> 53, 80-81, 92-93, 106-107, 108-110, 139-140, 196-199, 240</p> <p><b>Teacher's Guide:</b> 45, 48, 67, 132, 151-152</p> <p><b>Student Applications Book:</b> 16, 25, 41, 94, 96, 103</p>
e. Read and follow instructions to complete an assigned task.	<p><b>Student Handbook:</b> 116, 124, 144, 265-272, 565, 572-575, 581, 591</p> <p><b>Teacher's Guide:</b> 83, 101, 178-181, 382, 390, 396</p> <p><b>Student Applications Book:</b> 18, 27, 37, 46, 69, 79, 89, 97, 113-115, 201</p>

**READING TEXTBOOK CORRELATION TO SELECTED  
EIGHTH GRADE ENGLISH STANDARDS OF LEARNING**

Publisher Great Source Education Group Text Reader's Handbook © 2002

<b>SELECTED EIGHTH GRADE ENGLISH STANDARDS OF LEARNING</b>	
<b>READING STANDARDS</b>	Correlation is to the Student Handbook, Teacher's Guide and Student Applications Book. Identify by page numbers the eight best correlations that introduce, maintain, and assess each part of the standard.
f. Summarize and critique text.	<p><b>Student Handbook:</b> 36, 42, 95, 186, 217, 232, 233, 254-255</p> <p><b>Teacher's Guide:</b> 41, 68, 172</p> <p><b>Student Applications Book:</b> 12, 33, 67, 96</p>
g. Evaluate and synthesize information to apply in written and oral presentations.	<p><b>Student Handbook:</b> 208-209, 256-264, 321, 660-661</p> <p><b>Teacher's Guide:</b> 141, 174-177, 210, 439</p> <p><b>Student Applications Book:</b> 80, 110-112, 130</p>
h. Draw conclusions based on explicit and implied information.	<p><b>Student Handbook:</b> 41, 50-52, 284-285, 387, 546, 653</p> <p><b>Teacher's Guide:</b> 40, 45, 250, 367</p> <p><b>Student Applications Book:</b> 11, 155, 200</p>

**READING TEXTBOOK CORRELATION TO SELECTED  
EIGHTH GRADE ENGLISH STANDARDS OF LEARNING**

Publisher Great Source Education Group Text Reader's Handbook © 2002

<b>SELECTED EIGHTH GRADE ENGLISH STANDARDS OF LEARNING</b>	
<b>READING STANDARDS</b>	Correlation is to the Student Handbook, Teacher's Guide and Student Applications Book. Identify by page numbers the eight best correlations that introduce, maintain, and assess each part of the standard.
i. Make inferences based on explicit and implied information.	<p><b>Student Handbook:</b> 40, 52, 214, 285, 308, 347, 356, 653, 672</p> <p><b>Teacher's Guide:</b> 40, 45, 144, 200, 223, 229</p> <p><b>Student Applications Book:</b> 10, 85</p>

**READING TEXTBOOK CORRELATION TO SELECTED  
EIGHTH GRADE ENGLISH STANDARDS OF LEARNING**

Publisher Great Source Education Group Text Reader's Handbook © 2002

<b>ADDITIONAL CRITERIA EIGHTH GRADE</b>	
<b>ADDITIONAL CRITERIA</b>	<b>EVIDENCE</b>
1. Where in the teacher's manual is the scope and sequence of skills for the grade located? If the scope and sequence is not included in the teacher's manual, attach a copy.	See <i>Reader's Handbook</i> Scope and Sequence on page 27 of this document.
2. What is the range of readability for selections in the student book? What formula(s) was/were used to determine readability estimates?	The readability level for <i>Reader's Handbook</i> Grades 6-8 is 6. The readability levels are derived using Fry's readability formula. Also see Readability Levels of the <i>Reader's Handbooks</i> on page 29 of this document.
3. Where in the teacher's manual can alternative instructional strategies and materials for students of differing abilities and learning needs be found?	<b>Teacher's Guide:</b> 76, 118, 130, 167, 210, 248, 312, 362 Also see <i>Reader's Handbook</i> Gr. 6-8 Strategies for Struggling Students on page 30 of this document.
4. Where in the teacher's manual can suggestions for a variety of formative and summative classroom assessments be found?	<b>Teacher's Guide:</b> 61, 72, 84, 94, 99, 104, 126, 137

## Reader's Handbook Scope and Sequence

Unit	Grade 6	Grade 7	Grade 8
<b>The Reading Process</b>	<ul style="list-style-type: none"> <li>• The Reading Process</li> <li>• Essential Reading Skills</li> <li>• Reading Actively</li> </ul>	<ul style="list-style-type: none"> <li>• The Reading Process</li> </ul>	<ul style="list-style-type: none"> <li>• The Reading Process</li> </ul>
<b>Reading Know-how</b>	<ul style="list-style-type: none"> <li>• Reading Paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Essential Reading Skills</li> </ul>
<b>Reading Textbooks</b>	<ul style="list-style-type: none"> <li>• Reading Geography</li> <li>• Elements of Textbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Reading History</li> <li>• Reading Mathematics</li> <li>• Focus on Word Problems</li> <li>• Elements of Textbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Reading History</li> <li>• Reading Science</li> <li>• Reading Math</li> <li>• Elements of Textbooks</li> </ul>
<b>Reading Nonfiction</b>	<ul style="list-style-type: none"> <li>• Elements of Nonfiction</li> <li>• Reading Biographies and Autobiographies</li> <li>• Reading a Newspaper article</li> <li>• Focus on Persuasive Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of Nonfiction</li> <li>• Reading an Essay</li> <li>• Reading a Magazine Article</li> <li>• Focus on Speeches</li> </ul>	<ul style="list-style-type: none"> <li>• Reading an Essay</li> <li>• Reading Biographies and Autobiographies</li> <li>• Reading a Magazine Article</li> <li>• Reading Persuasive Writing</li> <li>• Focus on Real-world Writing</li> <li>• Elements of Nonfiction</li> </ul>
<b>Reading Fiction</b>	<ul style="list-style-type: none"> <li>• Reading a Short Story</li> <li>• Focus on Plot</li> <li>• Focus on Characters</li> <li>• Focus on Setting</li> <li>• Reading a Novel</li> <li>• Elements of Fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Reading a Short Story</li> <li>• Reading a Novel</li> <li>• Focus on Dialogue</li> <li>• Focus on Theme</li> <li>• Elements of Fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Short Stories</li> <li>• Reading Novels</li> <li>• Focus on Plot and Theme</li> <li>• Focus on Comparing and Contrasting</li> <li>• Elements of Fiction</li> </ul>
<b>Reading Poetry</b>	<ul style="list-style-type: none"> <li>• Reading a Poem</li> <li>• Elements of Poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of Poetry</li> <li>• Reading Poetry</li> <li>• Focus on Language</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of Poetry</li> <li>• Reading Poetry</li> <li>• Focus on Meaning, Sound &amp; Structure</li> </ul>
<b>Reading Drama</b>	<ul style="list-style-type: none"> <li>• Reading a Play</li> <li>• Focus on Language</li> </ul>	<ul style="list-style-type: none"> <li>• Reading a Play</li> <li>• Elements of Drama</li> </ul>	<ul style="list-style-type: none"> <li>• Reading a Play</li> <li>• Focus on Theme and Language</li> </ul>

<b>Unit</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>Reading on the Internet</b>	<ul style="list-style-type: none"> <li>• Reading a Website</li> <li>• Elements of the Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Reading a Website</li> <li>• Elements of the Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Reading on the Internet</li> </ul>
<b>Reading Graphics</b>	<ul style="list-style-type: none"> <li>• Reading a Graphic</li> <li>• Elements of Graphics</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Graphics</li> <li>• Elements of Graphics</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Graphics</li> </ul>
<b>Reading for Tests</b>	<ul style="list-style-type: none"> <li>• Reading a Test and Test Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Tests and Test Questions</li> <li>• Focus on Essay Tests</li> <li>• Focus on Math Tests</li> <li>• Focus on Science Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Reading for Tests</li> <li>• Focus on Essay Tests</li> <li>• Focus on Vocabulary Tests</li> <li>• Focus on Social Studies Tests</li> <li>• Focus on Math Tests</li> <li>• Focus on Science Tests</li> </ul>
<b>Improving Vocabulary</b>	<ul style="list-style-type: none"> <li>• Improving Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Improving Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Improving Vocabulary</li> </ul>
<b>Reading Tools</b>	<ul style="list-style-type: none"> <li>• Reading Strategies</li> <li>• Reading Tools</li> </ul>	<ul style="list-style-type: none"> <li>• The Reader's Almanac</li> </ul>	<ul style="list-style-type: none"> <li>• The Reader's Almanac</li> </ul>

## *Readability Levels of the Reader's Handbooks*

### **The Readability Index**

The *Reader's Handbook* readability levels are derived using Fry's readability formula.

### **Handbooks vs. Textbooks**

Teachers should be reminded that the readability levels of the *Reader's Handbooks* should not be compared directly with other textbooks, since the *Reader's Handbooks* are not textbooks. They are intended to be used in context, as specific needs arise. They are reference books, which means they will be referred to time and time again. Information is not intended to be mastered on the first reading.

### **Other Readability Factors**

If teachers express concern that the handbooks appear too hard for their students, remind them of the following readability factors:

- The voice of the handbooks is very friendly and helpful. Students will feel as if someone is speaking directly to them.
- The topics, examples, and models are high-interest and help to engage students in the subject matter.
- The graphic elements—especially the colorful cartoons—keep students' interest and help focus their attention on the topic.

### ***Reader's Handbook Readability Levels according to Fry's graph:***

#### **Grade Level**

#### **Readability Level**

<i>Reader's Handbook</i> , Grades 4-5	4
<i>Reader's Handbook</i> , Grades 6-8	6
<i>Reader's Handbook</i> , Grades 9-12	8-9

## ***Reader's Handbook Gr. 6-8 Strategies for Struggling Students***

Research shows that students who struggle with reading often lack knowledge of reading comprehension strategies and that instruction in these strategies improves reading comprehension. Less capable readers will benefit from all of the reading strategies in the *Reader's Handbook* but the ones listed below are those that are shown to *particularly* beneficial for struggling readers.

<b>Reading Strategy</b>	<b>Reader's Handbook Pages</b>
Purpose Setting	32, 67, 85, 101, 118, 173, 189, 205, 219, 235, 295, 316, 409, 473, 515, 538, 565.
Previewing	33, 68-72, 86-90, 101-105, 119-121, 132-136, 173-176, 189-191, 205-207, 220-221, 235-239, 248, 257-259, 295-303, 317-320, 352, 384, 409-410, 473-475, 516-517, 539, 566-570,
Making Connections	35
Predicting	44, 45
Rereading	36, 80-81, 97-98, 114-115, 129-130, 184, 192, 201, 215-216, 231-233, 244-245, 312-313, 336-338, 419-420, 445, 486-487, 524-525, 545-546, 577-578
Summarizing	76, 186, 217, 232-233, 331, 358, 378, 476, 482, 526, 547, 658-659
Text Structure	47-64, 77, 111-112, 126-127, 147-149, 155-169, 181, 196-199, 213, 229, 242, 269, 273-291, 389-405, 439-469, 502-511, 527-535, 548, 561.
Double Entry Journals	185, 312, 334, 355, 364, 379, 412-415, 417, 434-435, 491-492, 499, 643, 662, 671



TOLL FREE: 800-289-4490

VISIT OUR WEB SITE: [WWW.GREATSOURCE.COM](http://WWW.GREATSOURCE.COM)

**YOUR VIRGINIA GREAT SOURCE REPRESENTATIVE**

Janet Shelly

800-289-4490, option 4