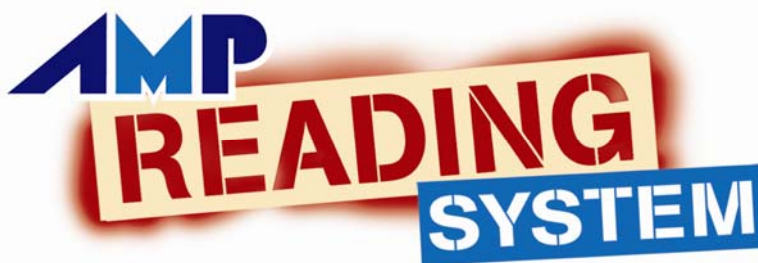


AMP READING SYSTEM



Correlated to
Arizona Grade Level Articulations Reading
Grades 7-8



AMP Reading System
Correlated to Arizona Grade Level Articulations Reading

Grade Seven	
1: Reading Process	
1.1: Demonstrate understanding of print concepts.	
(Grades K-3)	
1.2: Identify and manipulate the sounds of speech.	
(Grades K-2)	
1.3: Decode words, using knowledge of phonics, syllabication, and word parts.	
(Grades K-3)	
1.4: Acquire and use new vocabulary in relevant contexts.	
1.4.PO 1: Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).	Examples: Level 3 Vol. 1 SG/TE pp. 8-9, 35-36, 64-65, 91-92, 147-148, 162-163; Vol 2 ST/TE pp. 64-65, 76-77, 120-121, 203-204, 218-219
1.4.PO 2: Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	Level 3 Vol. 1 SG/TE pp. 20-21, 30, 50, 77; Level 3 Vol. 2 SG/TE pp. 20-21, 162-163
1.4.PO 3: Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	Level 3 Vol. 2 SG/TE pp. 147-148
1.4.PO 4: Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.	Level 3 Vol. 2 SG/TE pp. 106-107
1.4.PO 5: Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, and glossaries (and CD-ROM and the Internet when available).	See related information: Level 3 Vol. 1 SG/TE pp. 12, 19, 20-21, 28, 30-31, 50-51, 76-77, 89, 120-121; Vol 2 ST/TE pp. 16, 24, 31, 40, 46, 48, 83
1.5: Read fluently.	
1.5.PO 1: Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	Fluency cues focusing on recognition and expression are presented throughout the text. Examples: Level 3 Vol. 1 SG/TE pp. 42, 48, 49, 54-55, 74-75, 84, 96, 98-99, 104-105, 116, 131, 151-152, 161; Vol 2 ST/TE pp. 6, 19, 22, 27, 28, 34, 42, 43, 54, 68, 69, 72, 89, 90, 93, 99, 108, 130, 137, 139, 151, 152, 154, 160, 167, 199, 214
1.6: Employ strategies to comprehend text.	
1.6.PO 1: Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	Examples: Level 3 Vol. 1 SG/TE pp. 117-119, 122-124, 129-130, 134-137, 139-140, 143-146, 149-152, 154, 155, 158, 160-161, 164, 166-167; Vol 2 ST/TE pp. 144-146, 149, 159, 165, 173, 192-194, 199, 209
1.6.PO 2: Confirm predictions about text for accuracy.	Examples: Level 3 Vol. 1 SG/TE pp. 122-123, 131, 136-137, 145-146, 149, 151-152, 155, 158, 161, 164-7; Vol 2 ST/TE pp. 145-146, 149, 193
1.6.PO 3: Generate clarifying questions in order to comprehend text.	Examples: Level 3 Vol. 1 SG/TE pp. 73-75, 78-80, 109-111; Vol 2 ST/TE pp. 173, 185-187, 190, 194, 199, 209
1.6.PO 4: Use graphic organizers in order to clarify the meaning of the text.	Examples: Level 3 Vol. 1 SG/TE pp. 16, 25, 31, 34, 40, 81, 99; Vol 2 ST/TE pp. 26, 96-97, 102, 111, 200, 202, 205
1.6.PO 5: Connect information and events in text to experience and to related text and sources.	Examples: Level 3 Vol. 1 SG/TE pp. 4, 10, 37, 72, 84, 116, 122, 128; Vol 2 ST/TE pp. 4, 10, 22, 43, 60, 72, 90, 96, 116, 131, 143

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1.6.PO 6: Apply knowledge of the organizational structures (e.g., (chronological order, compare and contrast, cause and effect relationships, logical order) of text to aid comprehension.	Examples: Level 3 Vol. 1 SG/TE pp. 131; Vol. 2 SG/TE pp. 32-34, 37, 40, 53, 88-89, 138-140, 143, 159, 165-167, 200
1.6.PO 7: Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to interpret text.	Examples: Level 3 Vol. 1 SG/TE pp. 131; Vol. 2 SG/TE pp. 332-34, 37, 40, 53, 79-81, 90, 109-110, 117-119, 122-125, 128-131, 134-140, 143, 150-153, 155, 158-159, 161, 164-167, 173, 200, 215-217, 220
2: Comprehending Literary Text	
2.1: Identify, analyze, and apply knowledge of the structures and elements of literature.	
2.1.PO 1: Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.	See related material: Level 3 Vol. 1 SG/TE pp. 73, 136; Vol. 2 SG/TE p. 12 In addition, the library books <i>Terrific Teams</i> pp. 40-77 and <i>Ancient Lives Unveiled</i> pp. 1-39 could be used for this standard.
2.1.PO 2: Recognize multiple themes in works of prose, poetry, and drama.	See related information on main ideas: Level 3 Vol. 1 SG/TE pp. 11-13, 16-19, 24-28, 31-34, 37, 43, 46, 49, 52-53; Level 3 Vol. 2 SG/TE pp. 54, 179 In addition, the library books <i>Terrific Teams</i> pp. 40-77 and <i>Ancient Lives Unveiled</i> pp. 1-39 could be used for this standard.
2.1.PO 3: Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.	The following readings could be used for this standard: Level 1 Vol. 1 SG/TE pp. 95, 104; Vol. 2 SG/TE pp. 60, 135-136 The library book <i>Strange Journeys</i> , pp. 1-31, could be used for s standard. Level 2 Vol. 1 SG/TE pp. 80, 136; Vol. 2 SG/TE pp. 6, 12, 136, 151 The library book <i>Living Your Dream</i> , pp. 1-31, could be used for this standard.
2.1.PO 4: Contrast points of view (e.g., first vs. third, limited vs. omniscient) in literary text.	See varying points of view in fiction excerpts throughout. Examples: Level 3: Vol. 1 SG/TE pp. 73, 74, 97, 136; Vol. 2 SG/TE pp. 12, 67, 73, 88, 97, 109, 123, 124, 138, 144, 206, 209, 215, The library books <i>Terrific Teams</i> pp. 40-77 and <i>Ancient Lives Unveiled</i> pp. 1-39 could also be used for this standard.
2.1.PO 5: Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution.	Level 3: The library books <i>Terrific Teams</i> pp. 40-77 and <i>Ancient Lives Unveiled</i> pp. 1-39 could be used for this standard.
2.1.PO 6: Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.	Level 3: The library books <i>Terrific Teams</i> pp. 40-77 and <i>Ancient Lives Unveiled</i> pp. 1-39 could be used for this standard.
2.1.PO 7: Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language) in a given selection.	See related material on poetry: Level 3 Vol. 2 SG/TE pp. 145, 150, 158-159 Library book <i>Terrific Teams</i> pp. 40-77

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2.1.PO 8: Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.	Readings on the following pages can be used to teach this standard: Level 3 Vol. 1 SG/TE pp. 73, 136; Vol. 2 SG/TE pp. 12, 23, 73, 109, 123, 124 See also library books <i>Terrific Teams</i> pp. 40-77 and <i>Ancient Lives Unveiled</i> pp. 1-39
2.2: Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.	
2.2.PO 1: Describe the historical and cultural aspects found in cross-cultural works of literature.	See related materials on a variety of cultures: Level 3 Vol. 1 SG/TE pp. 89, 151, 154 Level 3 Vol. 2 SG/TE pp. 6, 10-13, 16-19, 22-28, 32-34, 37-43, 46-49, 52-55 See also library books <i>Out of Control</i> pp. 43-76; <i>Ancient Lives Unveiled</i> pp. 3-77; <i>Terrific Teams</i> pp. 6-11, 28-39
2.2.PO 2: Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.	
3: Comprehending Informational Text	
3.1: Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.	
3.1.PO 1: Restate the main idea (explicit or implicit) and supporting details in expository text.	Examples: Level 3 Vol. 1 SG/TE pp. 6-7, 11-13, 16-19, 22, 24-28, 31-34, 37-43, 46-49, 52-53, 89, 153-154, 195; Vol. 2 SG/TE pp. 54, 79-81, 179, 184
3.1.PO 2: Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.	Examples: Level 3 Vol. 1 SG/TE pp. 5, 23-28, 31-34, 37-41, 43, 46-47, 49, 52-53; Vol. 2 SG/TE pp. 53, 173, 179-181, 184, 194, 199, 209
3.1.PO 3: Distinguish fact from opinion in expository text, providing supporting evidence from text.	Level 3 Vol. 2 SG/TE pp. 135-137, 159, 165
3.1.PO 4: Identify the author's stated or implied purpose(s) for writing expository text.	Examples: Level 3 Vol. 1 SG/TE pp. 11-13, 16-17, 24-28, 31-34, 37, 43, 46, 49, 52-53, 104; Vol. 2 SG/TE pp. 38-39, 88-89, 151, 166-167, 186
3.1.PO 5: Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text.	Examples: Level 3 Vol. 1 SG/TE pp. 26-27, 38-39, 61, 69, 82, 117, 135, 136, 138; Vol. 2 SG/TE pp. 61, 154, 173, 191
3.1.PO 6: Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose.	See related information: Level 3 Vol. 1 TE pp. 37, 43, 44; Vol. 2 TE pp. 6, 51, 137
3.1.PO 7: Differentiate between primary and secondary source material.	
3.1.PO 8: Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text.	Examples: Level 3 Vol. 1 SG/TE pp. 13, 19, 25, 81, 82, 90, 105, 146; Vol. 2 SG/TE pp. 26, 42, 94-95, 97, 99, 103-104, 108, 110, 200
3.1.PO 9: Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text to aid comprehension.	Examples: Level 3 Vol. 1 SG/TE pp. 131; Vol. 2 SG/TE pp. 32-34, 37, 40-41, 43, 46, 53, 88-89, 103-104, 138-140, 143, 159, 165-167, 200

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3.1.PO 10: Make relevant inferences about expository text, supported by text evidence.	Examples: Level 3 Vol. 2 SG/TE pp. 117-119, 122-125, 128-131, 134-138, 150-153, 155, 159, 161, 164, 166-167, 173, 215-217, 220
3.1.PO 11: Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.	Level 3 Vol. 1 SG/TE pp. 4, 10, 13, 16, 19, 22, 25, 60, 87, 90, 96
3.1.PO 12: Explain how authors use elements (e.g., language choice, organization) of expository text to achieve their purposes.	Examples: Level 3 Vol. 1 SG/TE pp. 6, 16, 18, 19, 24, 27, 31, 33, 34, 54, 89, 117; Vol. 2 SG/TE pp. 5, 6, 18, 24, 26, 27, 53, 54, 82-84, 93-94, 166, 167
3.2: Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.	
3.2.PO 1: Use information from text and text features to determine the sequence of activities needed to carry out a procedure.	Level 3 Vol. 2 SG/TE 88-89, 166-167
3.2.PO 2: Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is missing in functional text.	See related information: Level 3 Vol. 2 SG/TE pp. 88-89, 166-167
3.2.PO 3: Interpret details from a variety of functional text (e.g., warranties, product information, technical manuals, instructional manuals, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions)	
3.3: Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.	
3.3.PO 1: Determine the author's specific purpose for writing the persuasive text.	See related information on writing opinions: Level 3 Vol. 1 SG/TE p. 104-105; Vol. 2 SG/TE p. 136
3.3.PO 2: Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object.	See related information on writing opinions: Level 3 Vol. 1 SG/TE p. 104-105; Vol. 2 SG/TE p. 135-137, 165
3.3.PO 3: Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.	See related information on writing opinions: Level 3 Vol. 1 SG/TE p. 104-105; Vol. 2 SG/TE p. 135-137, 165

AMP Reading System
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Grade Eight	
1: Reading Process	
1.1: Demonstrate understanding of print concepts. (Grades K-3)	
1.2: Identify and manipulate the sounds of speech. (Grades K-2)	
1.3: Decode words, using knowledge of phonics, syllabication, and word parts. (Grades K-3)	
1.4: Acquire and use new vocabulary in relevant contexts.	
1.4.PO 1: Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).	Examples: Level 3 Vol. 1 SG/TE pp. 8-9, 35-36, 64-65, 91-92, 147-148, 162-163; Vol 2 ST/TE pp. 64-65, 76-77, 120-121, 203-204, 218-219
1.4.PO 2: Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	Level 3 Vol. 1 SG/TE pp. 20-21, 30, 50, 77; Level 3 Vol. 2 SG/TE pp. 20-21, 162-163
1.4.PO 3: Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	Level 3 Vol. 2 SG/TE pp. 147-148
1.4.PO 4: Determine the meaning of figurative language, including similes, metaphors, personification, idioms, hyperbole, and technical language.	Level 3 Vol. 2 SG/TE pp. 106-107
1.4.PO 5: Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, and glossaries (and CD-ROM and the Internet when available).	See related information: Level 3 Vol. 1 SG/TE pp. 12, 19, 20-21, 28, 30-31, 50-51, 76-77, 89, 120-121; Vol 2 ST/TE pp. 16, 24, 31, 40, 46, 48, 83
1.5: Read fluently.	
1.5.PO 1: Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	Fluency cues focusing on recognition and expression are presented throughout the text. Examples: Level 3 Vol. 1 SG/TE pp. 42, 48, 49, 54-55, 74-75, 84, 96, 98-99, 104-105, 116, 131, 151-152, 161; Vol 2 ST/TE pp. 6, 19, 22, 27, 28, 34, 42, 43, 54, 68, 69, 72, 89, 90, 93, 99, 108, 130, 137, 139, 151, 152, 154, 160, 167, 199, 214
1.6: Employ strategies to comprehend text.	
1.6.PO 1: Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	Examples: Level 3 Vol. 1 SG/TE pp. 117-119, 122-124, 129-130, 134-137, 139-140, 143-146, 149-152, 154, 155, 158, 160-161, 164, 166-167; Vol 2 ST/TE pp. 144-146, 149, 159, 165, 173, 192-194, 199, 209
1.6.PO 2: Confirm predictions about text for accuracy.	Examples: Level 3 Vol. 1 SG/TE pp. 122-123, 131, 136-137, 145-146, 149, 151-152, 155, 158, 161, 164-7; Vol 2 ST/TE pp. 145-146, 149, 193
1.6.PO 3: Generate clarifying questions in order to comprehend text.	Examples: Level 3 Vol. 1 SG/TE pp. 73-75, 78-80, 109-111; Vol 2 ST/TE pp. 173, 185-187, 190, 194, 199, 209
1.6.PO 4: Use graphic organizers in order to clarify the meaning of the text.	Examples: Level 3 Vol. 1 SG/TE pp. 16, 25, 31, 34, 40, 81, 99; Vol 2 ST/TE pp. 26, 96-97, 102, 111, 200, 202, 205
1.6.PO 5: Connect information and events in text to experience and to related text and sources.	Examples: Level 3 Vol. 1 SG/TE pp. 4, 10, 37, 72, 84, 116, 122, 128; Vol 2 ST/TE pp. 4, 10, 22, 43, 60, 72, 90, 96, 116, 131, 143

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1.6.PO 6: Apply knowledge of the organizational structures (e.g., (chronological order, compare and contrast, cause and effect relationships, logical order, by classification) of text to aid comprehension.	Examples: Level 3 Vol. 1 SG/TE pp. 131; Vol. 2 SG/TE pp. 32-34, 37, 40, 53, 88-89, 138-140, 143, 159, 165-167, 200
1.6.PO 7: Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to interpret text.	Examples: Level 3 Vol. 1 SG/TE pp. 131; Vol. 2 SG/TE pp. 332-34, 37, 40, 53, 79-81, 90, 109-110, 117-119, 122-125, 128-131, 134-140, 143, 150-153, 155, 158-159, 161, 164-167, 173, 200, 215-217, 220
2: Comprehending Literary Text	
2.1: Identify, analyze, and apply knowledge of the structures and elements of literature.	
2.1.PO 1: Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.	See related material: Level 3 Vol. 1 SG/TE pp. 73, 136; Vol. 2 SG/TE p. 12 In addition, the library books <i>Terrific Teams</i> pp. 40-77 and <i>Ancient Lives Unveiled</i> pp. 1-39 could be used for this standard.
2.1.PO 2: Compare (and contrast) themes across works of prose, poetry, and drama.	
2.1.PO 3: Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.	The following readings could be used for this standard: Level 1 Vol. 1 SG/TE pp. 95, 104; Vol. 2 SG/TE pp. 60, 135-136 The library book <i>Strange Journeys</i> , pp. 1-31, could be used for s standard. Level 2 Vol. 1 SG/TE pp. 80, 136; Vol. 2 SG/TE pp. 6, 12, 136, 151 The library book <i>Living Your Dream</i> , pp. 1-31, could be used for this standard.
2.1.PO 4: Contrast points of view (e.g., first vs. third, limited vs. omniscient) in literary text.	See varying points of view in fiction excerpts throughout. Examples: Level 3: Vol. 1 SG/TE pp. 73, 74, 97, 136; Vol. 2 SG/TE pp. 12, 67, 73, 88, 97, 109, 123, 124, 138, 144, 206, 209, 215, The library books <i>Terrific Teams</i> pp. 40-77 and <i>Ancient Lives Unveiled</i> pp. 1-39 could also be used for this standard.
2.1.PO 5: Analyze the relevance of the setting (e.g., time, place, situation) to the mood and tone of the text.	Level 3: The library books <i>Terrific Teams</i> pp. 40-77 and <i>Ancient Lives Unveiled</i> pp. 1-39 could be used for this standard.
2.1.PO 6: Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.	Level 3: The library books <i>Terrific Teams</i> pp. 40-77 and <i>Ancient Lives Unveiled</i> pp. 1-39 could be used for this standard.
2.1.PO 7: Analyze the characteristics and structural elements (essential attributes) of a variety of poetic forms (e.g., epic, lyric, sonnet, ballad, elegy, haiku, free verse).	Level 3: Vol. 1 TE p. 17; Vol. 2 pp. 145, 150, 158-159

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2.2: Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.	
2.2.PO 1: Describe the historical and cultural aspects found in cross-cultural works of literature.	See related materials on a variety of cultures: Level 3 Vol. 1 SG/TE pp. 89, 151, 154 Level 3 Vol. 2 SG/TE pp. 6, 10-13, 16-19, 22-28, 32-34, 37-43, 46-49, 52-55 See also library books <i>Out of Control</i> pp. 43-76; <i>Ancient Lives Unveiled</i> pp. 3-77; <i>Terrific Teams</i> pp. 6-11, 28-39
2.2.PO 2: Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.	
3: Comprehending Informational Text	
3.1: Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.	
3.1.PO 1: Restate the main idea (explicit or implicit) and supporting details in expository text.	Examples: Level 3 Vol. 1 SG/TE pp. 6-7, 11-13, 16-19, 22, 24-28, 31-34, 37-43, 46-49, 52-53, 89, 153-154, 195; Vol. 2 SG/TE pp. 54, 79-81, 179, 184
3.1.PO 2: Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.	Examples: Level 3 Vol. 1 SG/TE pp. 5, 23-28, 31-34, 37-41, 43, 46-47, 49, 52-53; Vol. 2 SG/TE pp. 53, 173, 179-181, 184, 194, 199, 209
3.1.PO 3: Distinguish fact from opinion in expository text, providing supporting evidence from text.	Level 3 Vol. 2 SG/TE pp. 135-137, 159, 165
3.1.PO 4: Identify the author's stated or implied purpose(s) for writing expository text.	Examples: Level 3 Vol. 1 SG/TE pp. 11-13, 16-17, 24-28, 31-34, 37, 43, 46, 49, 52-53, 104; Vol. 2 SG/TE pp. 38-39, 88-89, 151, 166-167, 186
3.1.PO 5: Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text.	Examples: Level 3 Vol. 1 SG/TE pp. 26-27, 38-39, 61, 69, 82, 117, 135, 136, 138; Vol. 2 SG/TE pp. 61, 154, 173, 191
3.1.PO 6: Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose.	See related information: Level 3 Vol. 1 TE pp. 37, 43, 44; Vol. 2 TE pp. 6, 51, 137
3.1.PO 7: Differentiate between primary and secondary source materials.	
3.1.PO 8: Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text.	Examples: Level 3 Vol. 1 SG/TE pp. 13, 19, 25, 81, 82, 90, 105, 146; Vol. 2 SG/TE pp. 26, 42, 94-95, 97, 99, 103-104, 108, 110, 200
3.1.PO 9: Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes) of expository text to aid comprehension.	Examples: Level 3 Vol. 1 SG/TE pp. 131; Vol. 2 SG/TE pp. 32-34, 37, 40-41, 43, 46, 53, 88-89, 103-104, 138-140, 143, 159, 165-167, 200
3.1.PO 10: Make relevant inferences about expository text, supported by text evidence.	Examples: Level 3 Vol. 2 SG/TE pp. 117-119, 122-125, 128-131, 134-138, 150-153, 155, 159, 161, 164, 166-167, 173, 215-217, 220

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3.1.PO 11: Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.	<u>Level 3 Vol. 1</u> SG/TE pp. 4, 10, 13, 16, 19, 22, 25, 60, 87, 90, 96
3.1.PO 12: Explain how authors use elements (e.g., language choice, organization) of expository text to achieve their purposes.	Examples: <u>Level 3 Vol. 1</u> SG/TE pp. 6, 16, 18, 19, 24, 27, 31, 33, 34, 54, 89, 117; <u>Vol. 2</u> SG/TE pp. 5, 6, 18, 24, 26, 27, 53, 54, 82-84, 93-94, 166, 167
3.2: Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.	
3.2.PO 1: Use information from text and text features to determine the sequence of activities needed to carry out a procedure.	<u>Level 3 Vol. 2</u> SG/TE 88-89, 166-167
3.2.PO 2: Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is extraneous in functional text.	See related information: <u>Level 3 Vol. 2</u> SG/TE pp. 88-89, 166-167
3.2.PO 3: Interpret details from a variety of functional text (e.g., warranties, product information, technical manuals, instructional manuals, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).	
3.2.PO 4: Evaluate the adequacy of details and facts from functional text to achieve a specific purpose.	See related information: <u>Level 3 Vol. 2</u> SG/TE pp. 88-89, 166-167
3.3: Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.	
3.3.PO 1: Determine the author's specific purpose for writing the persuasive text.	See related information on writing opinions: <u>Level 3 Vol. 1</u> SG/TE p. 104-105; <u>Vol. 2</u> SG/TE p. 136
3.3.PO 2: Evaluate the effectiveness of the facts used to support an author's argument regarding a particular idea, subject, concept, or object.	See related information on writing opinions: <u>Level 3 Vol. 1</u> SG/TE p. 104-105; <u>Vol. 2</u> SG/TE p. 135-137, 165
3.3.PO 3: Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.	See related information on writing opinions: <u>Level 3 Vol. 1</u> SG/TE p. 104-105; <u>Vol. 2</u> SG/TE p. 135-137, 165
3.3.PO 4: Identify specific instances of bias in persuasive text.	