



Common Core State Standards

for English Language Arts, Grades 4–12

CORRELATED TO



READ 180 Next Generation, Stage A – Correlated to Common Core State Standards for English Language Arts, Grades 4-5

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 Student rBook	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content Area Reading	Individualized Instruction Software	Test-Taking Strategies
Grade 4									
Reading Standards for Literature									
<i>Key Ideas and Details</i>									
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	74-75, 162-163, 164-165, 252-253	73, 74, 162	18, 21, 22, 23, 26, 27, 29, 30, 31, 32, 36, 39, 40, 42, 46, 48, 51, 53, 56, 57, 58, 60, 61, 62, 63, 66, 84, 96, 98, 102, 108, 114, 140, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 192	325, 353, 354, 355, 510, 513, 514, 521		31-33, 45-47, 76-77, 82-83, 88-89, 90-91, 98-99		75, 79, 81, 87	47
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	75C-75D, 89A-89B, 165C-165D, 181A-181B, 253C-253D, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 88-89, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 164-165, 180-181, 252-253	62, 63, 65, 67, 69, 71, 73, 148, 149, 153, 161, 163	34, 47, 55, 178, 180, 184, 187	376, 377, 378, 379, 529					
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	89A-89B, 181A-181B, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 86-87, 88-89, 48-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 164-165, 180-181	62, 63, 65, 66, 67, 69, 71, 73, 75, 148, 149, 151, 153, 155, 157, 158, 159, 161, 163	17, 18, 21, 22, 24, 26, 29, 30, 31, 34, 38, 40, 42, 44, 46, 47, 48, 49, 52, 53, 55, 56, 57, 60, 61, 65, 66, 72, 74, 80, 82, 100, 106, 110, 118, 122, 130, 134, 142, 148, 150, 152, 158, 160, 168, 170, 178, 179, 180, 181, 182, 184, 185, 186, 188, 192	364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 404, 405, 434, 435, 444, 448, 449, 466, 467, 471, 476, 495, 496, 525, 526, 528				75, 78, 81, 82, 87, 89, 91	42-44, 90-91
<i>Craft and Structure</i>									
4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	117A-117B, 116-117, 156-157, 158-159, 162-163	102	180, 181	274-275, 290-291, 300-301					28-29, 91
5. Explain major differences between poems, drama, and prose, and refer	164-165, 252-253	164, 252		400, 405, 407, 444, 449, 466,					

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to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.				467, 509					
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	68-69	64, 68, 151	39, 44, 47, 56, 59, 60, 62, 63, 65, 132, 162, 185, 186, 190, 191	344, 345, 346, 347, 392, 401, 536				75, 77, 81, 82, 87, 90	
<i>Integration of Knowledge and Ideas</i>									
7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Connect and Respond: 8H, 34H, 60H, 90H, 118H, 146H, 182H, 210H, 238H additional opportunities to make text/visual connections are in the Extend Learning links: 13, 29, 30, 50, 55, 56, 85, 86, 97, 113, 125, 128, 141, 177, 178, 205, 206, 233, 234, 241, 251, 265, READ 180 Community rBook Reading Projects Stage A Workshop 9	Extend Learning links: 13, 29, 30, 50, 55, 56, 85, 86, 97, 113, 125, 128, 141, 177, 178, 205, 206, 233, 234, 241, 251, 265 READ 180 Community rBook Reading Projects Stage A Workshop 9		554, 558, 574					
8. (Not applicable to literature)									
9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	T164-T165, 63, 65, 67, 69	63, 65, 67, 69,							
<i>Range of Reading and Level of Text Complexity</i>									
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	64-75, 150-163, 164-165, 252-253	64-75, 150-163, 164-165, 252-253	<u>Paperbacks</u> 16- 66 <u>Audiobooks</u> 182-193	408, 409, 414, 415-416, 426, 427, 430, 434-435, 438-439, 442, 443, 445-446, 448, 449, 450-451, 453,			30-37, 54-61	219-221, 222-224, 225-227, 228-230, 231-233, 234-236, 237-239, 240-242, 243-245, 228-230, 231-	17, 20, 26, 32, 43, 46, 74, 76, 82, 88, 90, 98

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				454-455, 458, 459, 461, 463, 464-465, 467, 468, 469, 470, 471, 472, 473, 474-475, 476, 477, 478, 479, 487-488, 495-496, 497, 505, 506-507, 508, 509				233, 234-236, 237-239, 240-242, 243-245, 246-248, 249-251, 252-254	
Reading Standards for Informational Text									
<i>Key Ideas and Details</i>									
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	269A-269B, 40-41, 114-115, 142-143, 240-241, 242-243, 244-245, 246-247, 248-249, 250-251, 266-267, 268-269	11, 13, 15, 17, 19, 43, 241, 243, 245, 247, 251	16, 19, 20, 25, 28, 50, 51, 63, 66, 70, 78, 88, 108, 114, 140, 164, 261, 265, 269, 277, 281, 285, 289, 293, 297, 301	324, 352, 521, 542-545, 550-553, 562-565, 574, 575, 576, 577			88-89, 100-101, 112, 118	21, 23, 24, 25, 27, 28, 29, 30, 31, 33, 35, 36, 37, 39, 42, 43, 45, 46, 47, 50, 51, 53, 54, 55, 57, 58, 61, 63, 65, 66, 67, 69, 72, 73, 93, 94, 95, 97, 99, 101, 102, 103, 105, 106, 107	48-50, 51-53, 72-73, 78-79, 80-81, 84-85, 92-93, 94-95, 96-97
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	33A-33B, 59A-59B, 117A-117B, 145A-145B, 209A-209B, 237A-237B, 269A-269B, 10-11, 12-13, 14-15, 16-17, 18-19, 32-33, 36-37, 38-39, 40-41, 42-43, 44-45, 58-59, 92-93, 94-95, 96-97, 98-99, 100-101, 116-117, 120-121, 122-123, 124-125, 126-127, 128-129, 144-145, 184-185, 186-187, 188-189, 190-191, 192-193, 208-209, 212-213, 214-215, 216-217, 218-219, 220-221, 236-237, 240-241, 242-243, 244-245, 246-247, 248-249, 250-251, 268-269	11, 13, 15, 17, 19, 43 Every expository text in each rBook Workshop is accompanied by a Key Idea question that asks students to determine the main idea, as well as a Summarize activity.	16, 20, 50, 70, 78, 88, 181	332, 333, 334, 335, 388, 513, 542-545			88-89, 112	21, 23, 28, 29, 30, 33, 34, 39, 46, 47, 48, 49, 50, 51, 54, 55, 57, 58, 60, 61, 63, 64, 66, 67, 68, 69, 70, 73, 75, 79, 81, 85, 87, 88, 93, 99, 105, 106	

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3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	59A-59B, 145A-145B, 209A-209B, 237A-237B, 36-37, 38-39, 40-41, 42-43, 44-45, 58-59, 144-145, 184-185, 186-187, 188-189, 190-191, 192-193, 208-209, 236-237	185, 187, 189, 191, 193, 219	16, 19, 20, 23, 24, 25, 27, 28, 30, 33, 35, 37, 42, 43, 45, 49, 50, 51, 52, 53, 54, 57, 58, 59, 62, 64, 66, 70, 78, 88, 92, 94, 124, 138, 154, 166, 180, 183, 184, 189, 190, 193	324, 326, 327, 342, 343, 545, 549, 554-557, 566, 567, 568, 569			90-91, 94-95, 96-97, 113,115, 116	21, 31, 33, 39, 41, 43, 45, 51, 53, 57, 60, 63, 69, 73, 76, 93, 94, 95, 96, 99, 100, 101, 102, 105	
<i>Craft and Structure</i>									
4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	19C-19D, 45C-45D, 59A-59B, 75C-75D, 101C-101D, 117A-117B, 129C-129D, 145A-145B, 165C-165D, 193C-193D, 209A-209B, 221C-221D, 237A-237B, 253C-253D, 10-11, 12-13, 14-15, 16-17, 18-19, 36-37, 38-39, 40-41, 42-43, 44-45, 58-59, 92-93, 94-95, 96-97, 98-99, 100-101, 116-117, 120-121, 122-123, 124-125, 126-127, 128-129, 144-145, 186-187, 188-189, 190-191, 192-193, 208-209, 212-213, 214-215, 216-217, 218-219, 220-221, 236-237, 240-241, 242-243, 244-245, 246-247, 248-249, 250-251	Each Workshop incorporates the study and application of recursive, high-utility academic vocabulary in the context of content-area readings.		274-275, 290-291, 300-301		30	15, 23, 31, 39, 47, 55, 63, 71, 79		28, 30
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	19C-19D, 45C-45D, 59A-59B, 75C-75D, 101C-101D, 129C-129D, 145A-145B, 193C-193D, 209A-209B, 221C-221D, 237A-237B, 253C-253D, 36-37, 38-39, 40-41, 42-43, 44-45, 58-59, 120-121, 122-123, 124-125, 126-127, 128-129, 144-145, 184-185, 186-187, 188-189, 190-191, 192-		Comprehension Graphic Organizers (such as Main Idea and Details, Sequence of Events, Problem and Solution, Cause and Effect, Make Inferences) help students describe the structure of a text.						36-37, 38-39, 56-57, 58-59, 60-61

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	193, 208-209, 236-237								
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	READ 180 Community rBook Reading Projects Stage A Workshop 9	READ 180 Community rBook Reading Projects Stage A Workshop 9							
<i>Integration of Knowledge and Ideas</i>									
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	8-9, 18-19, 28-29, 34-35, 44-45, 54-55, 60-61, 84-85, 90-91, 100-101, 112-113, 114-115, 118-119, 128-129, 140-141, 142-143, 146-147, 176-177, 182-183, 192-193, 204-205, 210-211, 220-221, 232-233, 238-239, 250-251, 264-265,	18-19, 28, 38-39, 44-45, 54, 84, 93, 97, 100-101, 112, 128-129, 140, 176-177, 192-193, 220-223, 232-233, 251,	181 Each eRead Collection includes a slideshow featuring 8 photos that appear in the eReads or relate to the Collection topic. eRead Collections contain functional texts featuring maps, charts, graphs, and other text features as central elements for students to interpret.	375, 396, 397, 398, 504, 555, 570, 567		32	14, 16, 22, 50, 51, 67		37, 84-85, 94-95
8. Explain how an author uses reasons and evidence to support particular points in a text.	68, 71, 72, 127, 129, 150, 193, 215, 244	68, 71, 72, 127, 129, 150, 193, 215, 244							
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	39, 43, 45, 58, 59, 95, 101, 116, 117 154, 160, 180, 181, 187, 208, 219, 237, 245, 246, 250, 268, READ 180 Community rBook Reading Projects Stage A Workshop 9	READ 180 Community rBook Reading Projects Stage A Workshop 9							
<i>Range of Reading and Level of Text Complexity</i>									
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as	10, 12, 16, 36, 38, 42, 92, 94, 98, 120, 122, 184, 186, 190, 212, 214, 218, 240, 242	10, 12, 16, 36, 38, 42, 92, 94, 98, 120, 122, 184, 186, 190, 212, 214, 218, 240, 242	eReads 260-261, 264-265, 268-269, 272-273, 276-277, 280-281, 284-285, 288-289, 292-293, 296-297, 300-301	410, 411, 412, 413, 417, 418, 419, 420, 421, 422, 423, 424, 425, 429, 431, 432, 433, 436,			14-21, 22-29, 38-45, 46-53, 54-61, 62-69,	111-113, 114-116, 117-119, 120-122, 123-125, 126-128, 129-131, 132-134, 135-137,	23, 29, 37, 40, 49, 52, 72, 78, 80, 92, 94, 96

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needed at the high end of the range.				437, 440-441, 444, 445, 446, 447, 452, 456, 457, 460, 462, 466-467, 480, 481-482, 483, 484-485, 486, 489, 490-491, 492, 493, 494, 498, 499-500, 501, 502, 503, 504			70-77, 78-85	138-140, 141-143, 144-146, 147-149, 150-152, 153-155, 156-158, 159-161, 162-164, 165-167, 168-170, 171-173, 174-176, 177-179, 180-182, 183-185, 186-188, 189-191, 192-194, 195-197, 198-200, 201-203, 204-206, 207-209, 210-212, 213-215, 216-218, 255-257, 258-260, 261-263, 264-266, 267-269, 270-272, 273-275, 276-278, 279-281, 282-284, 285-287, 288-291	
Reading Standards: Foundational Skills									
<i>Phonics and Word Recognition</i>									
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	18, 20, 21, 36, 40, 68, 100, 126, 157, 187, 216, 221, 249, 25219A, 45A, 75A, 101A, 129A, 165A, 193A, 221A, 253A	201, 21, 223		45-143, 292-297, 302-307		35, 40, 42, 47, 59, 63, 64, 65, 67		21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105	
<i>Fluency</i>									
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry	117A-117B, 10-11, 12-13, 14-15, 16-17, 18-19, 36-37, 38-39, 40-41, 42-43, 44-45, 62-63, 64-65, 66-67, 68-69, 70-71, 72-	Structured scaffolded reading routines such as Oral Cloze, Modeled Fluent	Independent reading promotes fluency. Modeled reading in Audiobooks help	Fluency, Lessons 1-5 (pages 168-187)				22-25, 28-31, 34-37, 40-43, 46-49, 52-55, 58-61, 64-67, 70-73, 76-79,	

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orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	73, 74-75, 92-93, 94-95, 96-97, 98-99, 100-101, 116-117, 120-121, 122-123, 124-125, 126-127, 128-129, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 164-165, 184-185, 186-187, 188-189, 190-191, 192-193, 212-213, 214-215, 216-217, 218-219, 220-221, 240-241, 242-243, 244-245, 246-247, 248-249, 250-251, 252-253	Reading, Choral Reading, and Partner Cloze help students to read with fluency.	students build fluency, vocabulary, and comprehension. eReads can be read aloud in a natural voice to help develop fluency.					82-85, 88-91, 94-97, 100-103, 106-109 Students demonstrate oral reading fluency by making a final recording of Success Zone passages.	
Writing Standards									
<i>Text Types and Purposes</i>									
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.	117A-117B, 209A-209B, 56-57, 72-73, 74-75, 104-105, 106-107, 108-109, 154-155, 156-157, 158-159, 162-163, 178-179, 196-197, 198-199, 200-201, 206-207	104-109, 196-203	126, 231, 323		98-102, 103-107, 113-118			291-410 Students take a stand on a topic and use textual evidence to support their argument in each Writing Zone. Scaffolded grammar and sentence frames develop writing skills.	
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and	33A-33B, 89A-89B, 145A-145B, 237A-237B, 22-23, 24-25, 27, 33, 78-79, 80-81, 83, 89, 132-133, 134-135, 136-137, 145, 168-169, 170-171, 172-173, 181, 184-185, 224-225, 226-227, 228-229, 231, 234-235, 237	22-27, 31, 132-139, 224-231	233, 322, 324		73-77, 78-82, 83-87, 88-92, 93-97, 119-123		15, 32-33, 39, 71	Students take a stand on a topic and use textual evidence to support their argument in each Writing Zone. Scaffolded grammar and sentence	103, 104, 105, 111, 112, 112B

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<p>examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>								frames develop writing skills.	
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>59A-59B, 269A-269B, 48-49, 50-51, 53, 59, 86-87, 256-257, 258-259, 260-261, 266-267, 269</p>	<p>48-53, 256-263, 266-267</p> <p>End of Workshop Wrap-Up Projects provide opportunities to apply and integrate learning of a particular Workshop topic.</p>			<p>16-20, 21-25, 31-35, 36-40, 41-46</p>		<p>23, 31, 55, 79</p>		<p>57, 100, 101, 102, 109</p>
<p><i>Production and Distribution of Writing</i></p>									
<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>22-23, 24-25, 27, 50-51, 53, 80-81, 83, 108-109, 111, 136-137, 139, 172-173, 175, 200-201, 203, 228-229, 231, 260-261, 263, 266-267</p>	<p>31, 115, 200 React and Write: 10, 12, 14, 16, 18, 36, 38, 40, 42, 44, 64, 66, 68, 70, 72, 74, 92, 94, 96, 98, 100, 120, 122, 124, 126, 128, 150, 152, 188, 190, 192, 194, 212, 214, 216, 218, 220, 240, 242, 244, 246,</p>	<p>QuickWrites: 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 141, 143, 145, 147, 149, 151, 153, 155, 157,</p>		<p>16, 19, 21, 24, 26, 29, 31, 34, 36, 39, 41, 45, 47, 50, 52, 55, 57, 60, 62, 63, 65, 67, 71, 73, 76, 78, 82, 83, 84, 86, 88, 89, 91, 93, 96, 119, 122, 124, 127, 129, 132,</p>		<p>15, 23, 32-33, 39, 47, 55, 71, 79</p>	<p>QuickWrites: 291-410 Respond & Write: 291-410</p>	<p>56-57, 58-59, 60-61, 62-63, 64-65, 67, 68-69, 70, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111,</p>

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		248, 250, 252	159, 161, 163, 165, 167, 169, 171, 196-197, 199-200, 202-203, 205-206, 208-209, 211-212, 214-215, 217-218, 220-221, 223-224, 226-227, 229-230, 262-263, 266-267, 270-271, 272-275, 278-279, 282-283, 286-287, 290-291, 294-295, 298-298, 302-303, 306-307, 310-311, 314-315, 318-319		134, 137, 139, 142, 144-156				112, 113, 114
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)	22-23,24-25, 26-27, 50-51, 53, 56-57, 80-81, 83, 86-87, 108-109, 111, 114-115, 136-137, 139, 142-143, 172-173, 175, 178-179, 200-201, 203, 206-207, 228-229, 231, 234-235, 260-261, 263, 266-267	23, 24, 30, 49, 50, 79, 80, 106, 107, 108, 109, 110, 111, 134, 135, 136, 142, 170, 171, 172, 198, 199, 200, 226, 227, 258, 228, 259, 260, 261, 262, 263		375, 528	16, 18, 21, 23, 26, 28, 31, 33, 36, 38, 41, 44, 47, 49, 52, 54, 57, 59, 62, 64, 67, 70, 73, 75, 78, 81, 83, 85, 88, 90, 93, 95, 98, 100, 103, 105, 108, 110, 113, 116, 119, 121, 124, 126, 129, 131, 134, 135, 139, 141, 144-145, 146-147, 148-149, 150-151, 232-241		32-33, 36-37	In the Writing Zone, students are coached through the writing and editing process. Students are guided through a four-point rubric that allows them to self-check their work.	
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	30-31, 178-179, 206-207, 234-235	27, 53, 80, 111, 137, 175, 203, 231, 263	232, 233, 326, 327, 329		41, 108, 129		72-73, 80-81		
<i>Research to Build and Present Knowledge</i>									
7. Conduct short research projects	237A-237B, 224-225,	224-231		351	144-156		16-17,		

READ 180 Next Generation, Stage A – Correlated to Common Core State Standards for English Language Arts, Grades 4-5

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 Student rBook	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content Area Reading	Individualized Instruction Software	Test-Taking Strategies
that build knowledge through investigation of different aspects of a topic.	226-227, 228-229, 231, 237						24-25, 32-33, 40-41, 48-49, 56-57, 64-65, 72-73, 80-85		
8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	237A-237B, 224-225, 226-227, 228-229, 231, 237	142, 206, 234, 308	322, 327	398	147, 148		18-19, 26-27, 34-35, 42-43, 50-51, 58-59, 66-67, 72-73, 74-75, 82-83		
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]"). b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	89A-89B, 181A-181B, 78-79, 80-81, 83, 89, 168-169, 170-171, 172-173, 175	68, 71, 72, 127, 129, 150, 193, 215, 244			78, 146		16-17, 18, 24-25, 32-33, 34, 40-41, 48-49, 56-57, 64-65, 72-73, 80-85		
<i>Range of Writing</i>									
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	33A-33B, 59A-59B, 89A-89B, 117-117B, 145-145B, 181A-181B, 209A-209B, 237A-237B, 269A-269B, 10-11, 12-13, 14-15, 16-17, 18-19, 22-23, 24-25, 27, 30-31, 32-33, 40-41, 42-43, 44-45, 48-49, 50-51, 53, 58-59, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 78-79, 80-81, 83, 88-89,	React and Write: 10, 12, 14, 16, 18, 36, 38, 40, 42, 44, 64, 66, 68, 70, 72, 74, 92, 94, 96, 98, 100, 120, 122, 124, 126, 128, 150, 152, 188, 190, 192, 194, 212, 214, 216, 218, 220, 240, 242, 244, 246, 248, 250, 252	QuickWrites: 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165,		16, 21, 26, 31, 36, 41, 47, 52, 57, 62, 67, 73, 78, 83, 88, 93, 98, 103, 108, 113, 119, 124, 124, 129, 134		15, 16-17, 23, 24-25, 31, 32-33, 39, 40-41, 47, 48-49, 55, 56-57, 63, 64-65, 71, 72-73,	QuickWrites: 291-410 Students take a stand on a topic and use textual evidence to support their argument in each Writing Zone.	56-57, 58-59, 60-61, 62-63, 64-65, 67, 68-69, 70, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113,

READ 180 Next Generation, Stage A – Correlated to Common Core State Standards for English Language Arts, Grades 4-5

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 Student rBook	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content Area Reading	Individualized Instruction Software	Test-Taking Strategies
	92-93, 94-95, 96-97, 98-99, 100-101, 106-107, 108-109, 11, 114-115, 116-117, 120-121, 122-123, 124-125, 126-127, 128-129, 134-135, 136-137, 139, 142-143, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 164-165, 170-171, 172-173, 175, 178-179, 180-181, 184-185, 186-187, 188-189, 190-191, 192-193, 198-199, 200-201, 206-207, 208-209, 212-213, 214-215, 216-217, 218-219, 220-221, 226-227, 228-229, 234-235, 236-237, 240-241, 242-243, 244-245, 246-247, 248-248, 250-251, 252-253, 258-259, 260-261, 263, 266-267, 268-269		167, 169, 171, 196-197, 199-200, 202-203, 205-206, 208-209, 211-212, 214-215, 217-218, 220-221, 223-224, 226-227, 229-230, 262-263, 266-267, 270-271, 272-275, 278-279, 282-283, 286-287, 290-291, 294-295, 298-298, 302-303, 306-307, 310-311, 314-315, 318-319				79, 80-85	Scaffolded grammar and sentence frames develop writing skills.	114
Speaking and Listening Standards									
<i>Comprehension and Collaboration</i>									
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments	8G-8H, 34G-34H, 60G-60H, 90G-90H, 118G-118H, 146G-146H, 182-182H, 210G-210H, 8-9, 28-29, 30-31, 34-35, 54-55, 60-61, 84-85, 90-91, 118-119, 140-141, 146-147, 176-177, 178-179, 182-183, 204-205, 206-207, 210-221, 232-233, 234-235, 238-239, 264-265		16-66, 182-193 Discussion questions for each Paperback, Audiobook, and eRead guide academic conversations about a topic.		98		14, 22, 30, 46, 54, 62, 70, 78, 108-109, 110-111, 120, 121, 122	Discussion questions for each Software segment guide academic conversations about a topic.	

READ 180 Next Generation, Stage A – Correlated to Common Core State Standards for English Language Arts, Grades 4-5

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 Student rBook	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content Area Reading	Individualized Instruction Software	Test-Taking Strategies
that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.									
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	8-9, 34-35, 60-61, 90-91, 114-115, 118-119, 142-143, 146-147, 182-183, 210-211, 234-235, 238-239	Summarize: 10, 12, 14, 18, 31, 36, 40, 44, 92, 96, 100, 120, 124, 128, 184, 188, 212, 216, 240, 248	19, 36, 54, 64, 126, 146, 178, 179, 180, 185, 189, 191, 243, 261, 265, 269, 277, 281, 285, 289, 293, 297, 301		98				
3. Identify the reasons and evidence a speaker provides to support particular points.	178-179, 206-207		Discussion questions for each Paperback, Audiobook, and eRead guide academic conversations about a topic.		98			Discussion questions for each Software segment guide academic conversations about a topic.	
<i>Presentation of Knowledge and Ideas</i>									
4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	26-27, 30-31, 52-53, 56-57, 82-83, 86-87, 110-111, 114-115, 138-139, 142-143, 174-175, 178-179, 202-203, 206-207, 230-231, 234-235, 262-263, 266-267	31, 57, 87, 115, 143, 179, 207, 235, 267			83		17, 33, 57, 60, 61, 65, 73, 81		
5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	86-87, 178-179, 206-207	142-143	329				20-21, 68, 76-77, 80-85		
6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)	10-11, 12-13, 14-15, 16-17, 18-19, 22-23, 24-25, 28-29, 38-39, 40-41, 44-45, 50-51, 54-55, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 78-79, 80-81, 84-85, 92-93, 94-95, 96-97, 98-99, 100-101, 106-107, 108-109, 112-113, 114-115, 120-	31, 57, 87, 115, 143, 179, 207, 235, 267			128	29, 30, 31			

READ 180 Next Generation, Stage A – Correlated to Common Core State Standards for English Language Arts, Grades 4-5

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 Student rBook	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content Area Reading	Individualized Instruction Software	Test-Taking Strategies
	121, 122-123, 124-125, 126-127, 128-129, 136-137, 140-141, 142-143, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 164-165, 170-171, 173, 176-177, 178-179, 184-185, 186-187, 188-189, 190-191, 192-193, 198-199, 200-201, 204-205, 206-207, 212-213, 214-215, 216-217, 218-219, 220-221, 228-229, 232-233, 240-241-, 242-243, 244-245, 246-247, 248-249, 250-251, 252-253, 256-257, 260-261, 264-265, 266-267								
Language Standards									
<i>Conventions of Standard English</i>									
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused	59A-59B, 237A-237B, 8-9, 34-35, 52-53, 59, 60-61, 82-83, 90-91, 118-119, 146-147, 182-183, 210-211, 230-231, 237, 238-239	22, 26, 52, 82, 83, 104, 110, 120, 132, 138, 168, 174, 196, 224, 230, 231, 254, 256, 262			The lessons for essential grammar and usage skills provide instruction and practice to address diverse student needs; see pages 160-215.	39, 48, 50, 51, 53, 54, 56, 57, 58, 59		In the Writing Zone, recordings help students "hear" grammatical and syntactical errors and improve their sentences.	

READ 180 Next Generation, Stage A – Correlated to Common Core State Standards for English Language Arts, Grades 4-5

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 Student rBook	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content Area Reading	Individualized Instruction Software	Test-Taking Strategies
words (e.g., <i>to, too, two; there, their</i>).*									
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	89A-89B, 27, 52-53, 82-83, 89, 110-111, 132, 138-139, 174-175, 202-203, 230-231, 254-255, 262-263	27, 53, 111, 139, 175, 263		224-226298-299	16, 21, 26, 31, 36, 41, 47, 52, 57, 62, 67, 73, 78, 83, 88, 93, 98, 103, 108, 113, 119, 124, 124, 129, 134, 225, 226-227, 228-229, 230-231, 232-241	67		In the Spelling and Writing Zones, students practice proofreading by receiving corrective feedback, correcting misspellings and using writing scaffolds to improve their grammar and syntactical choices.	
<i>Knowledge of Language</i>									
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	59A-59B, 89A-89B, 181A-181B, 209A-209B, 237A-237B, 269A-269B, 24-25, 26-27, 28-29, 50-51, 53, 54-55, 80-81, 83, 84-85, 108-109, 111, 112-113, 120-121, 122-123, 124-125, 126-127, 128-129, 136-137, 139, 140-141, 164-165, 172-173, 175, 176-177, 200-201, 203, 204-205, 228-229, 231, 232-233, 237, 252-253, 260-261, 263, 264-264, 266-267, 269	31, 57, 87, 115, 143, 179, 207, 235, 267			128	29, 30, 31		In the Writing Zone, students practice replacing “tired words” with more precise academic vocabulary.	
<i>Vocabulary Acquisition and Use</i>									
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., definitions,	33A-33B, 59A-59B, 117A-117B, 145A-145B, 181A-181B, 209A-209B, 237A-237B, 269A-269B, 20-21, 32-, 33, 46-47, 58-59, 76-77, 102-103,	102, 166-167, 194-195, 255, 270-274	180	274-275, 276-277, 280-281, 288-289, 290-291, 300-301, 302-305		48, 68	22	Within the Reading and Word Zones, students learn to determine	

READ 180 Next Generation, Stage A – Correlated to Common Core State Standards for English Language Arts, Grades 4-5

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 Student rBook	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content Area Reading	Individualized Instruction Software	Test-Taking Strategies
<p>examples, or restatements in text) as is clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>116-117, 130-131, 144-145, 152-153, 156-157, 158-159, 160-161, 162-163, 166-167, 180-181, 184-186, 186-187, 188-189, 190-191, 192-193, 194-195, 208-209, 212-213, 214-215, 216-217, 218-219, 220-221, 222-223, 236-237, 240-241, 242-243, 244-245, 246-247, 248-249, 250-251, 254-255, 268-269</p>							<p>word meanings, appreciate nuances of words, practice pronunciation , and expand their vocabularies.</p>	
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>59A-59B, 145A-145B, 237A-237B, 46-47, 58-59, 130-131, 144-145, 222-223-236-237</p>	<p>46, 59, 70, 131, 222-223</p>		<p>282-283, 284-285, 286-287, 290-291, 308-309, 310-311, 402, 403</p>	<p>56, 66</p>	<p>40, 52, 60, 62, 69, 70</p>		<p>Within the Reading and Word Zones, students learn to determine word meanings, appreciate nuances of words, practice pronunciation and expand their vocabularies.</p>	
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<p>19C-19D, 33A-33B, 45C-45D, 59A-59B, 75-75D, 89A-89B, 101C-101D, 117A-117B, 129C-129D, 145A-145B, 165C-165D, 193C-193D, 209A-209B, 221C-221D, 237A-237B, 253C-253D, 269A-269B, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 58-59, 60-61, 64-65, 66-67, 70-71, 72-73, 74-75, 76-77, 88-89, 90-91, 92-93, 94-95, 96-97,</p>	<p>Academic Vocabulary: 9, 35, 61, 91, 119, 147, 183, 211, 239 Words to Know!: 13, 14, 17, 19, 36, 39, 43, 64, 66, 71, 72, 75, 95, 96, 120, 123, 124, 127, 152, 156, 157, 159, 160, 163, 184, 187, 188, 191, 194, 212, 215, 216, 219, 240, 243, 244, 247, 248, 250 Target Words: 10, 12, 14, 16, 18, 20,</p>	<p><u>Audiobooks:</u> 178, 179, 180, 181 Each eRead selection includes rollover vocabulary words with definitions, which expose students to a broad range of content-area and domain-specific vocabulary. The information can also be read aloud. Students are</p>	<p>Vocabulary: 544 Words to Know: 547, 548, 551, 555, 559, 560, 563, 564, 567, 568, 571, 575, 576 Target Words: 254-255, 256-257, 258-259, 260-261, 262-263, 264-265, 266-267, 268-269, 270-271</p>		<p>21-70</p>	<p>Content-Area Words: 10, 12, 15, 23, 31, 39, 47, 55, 63, 71, 79, 102-103, 119 Target Words: 10, 12, 15, 23, 31, 39, 47, 55,</p>	<p>21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105 The Reading Zone highlights academic vocabulary words in context, with scaffolds to help students decode, pronounce,</p>	

READ 180 Next Generation, Stage A – Correlated to Common Core State Standards for English Language Arts, Grades 4-5

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 Student rBook	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content Area Reading	Individualized Instruction Software	Test-Taking Strategies
	98-99, 100-101, 102-103, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 144-145, 146-147, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 164-165, 166-167, 180-181, 182-183, 184-185, 186-187, 188-189, 190-191, 192-193, 194-195, 208-209, 210-211, 212-213, 214-215, 216-217, 218-219, 220-221, 222-223, 236-237, 238-239, 240-241, 242-243, 244-245, 246-247, 248-249, 250-251, 254-255, 268-269	35, 36, 38, 40, 42, 44, 46, 64, 66, 70, 72, 74, 76, 92, 94, 96, 98, 100, 102, 120, 122, 124, 126, 128, 130, 152, 154, 158, 160, 162, 166, 184, 186, 188, 190, 192, 194, 212, 214, 216, 218, 220, 222, 240, 242, 246, 248, 250	encouraged to keep track of new vocabulary words on a vocabulary log found on page 268. <u>eReads</u> 261, 265, 269, 277, 281, 285, 289, 293, 297, 301				63, 71, 79, 102-103, 119 Words to Know: 10, 12, 15, 23, 31, 39, 47, 55, 63, 71, 79, 102-103, 119	and apply them.	
Grade 5									
Reading Standards for Literature									
<i>Key Ideas and Details</i>									
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	74-75, 162-163, 164-165, 252-253	73, 74, 162	18, 21, 22, 23, 26, 27, 29, 30, 31, 32, 36, 39, 40, 42, 46, 48, 51, 53, 56, 57, 58, 60, 61, 62, 63, 66, 84, 96, 98, 102, 108, 114, 140, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 192	325, 353, 354, 355, 510, 513, 514, 521			31-33, 45-47, 76-77, 82-83, 88-89, 90-91, 98-99	75, 79, 81, 87	47
2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	75C-75D, 165C-165D, 181A-181B, 253C-253D, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 88-89, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 164-165, 180-181, 252-253	62, 63, 65, 67, 69, 71, 73, 148, 149, 153, 161, 163	34, 47, 55, 178, 180, 184, 187	376, 377, 378, 379, 529					
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on	89A-89B, 181A-181B, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75,		128, 132, 162, 179	346					

READ 180 Next Generation, Stage A – Correlated to Common Core State Standards for English Language Arts, Grades 4-5

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 Student rBook	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content Area Reading	Individualized Instruction Software	Test-Taking Strategies
specific details in the text (e.g., how characters interact).	86-87, 88-89, 48-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 164-165, 180-181								
<i>Craft and Structure</i>									
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	117A-117B, 181A-181B, 70-71, 116-117, 152-153, 156-157, 158-159, 162-163, 180-181	70	180, 181	274-275, 290-291, 300-301, 310-311, 402, 403	56	40, 52, 60, 69, 70			28-29, 91
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	75C-75D, 165C-165D, 253C-253D, 164-165, 252-253	164							
6. Describe how a narrator's or speaker's point of view influences how events are described.	89A-89B, 64-65, 68-69, 150-151	64, 68, 151		392					
<i>Integration of Knowledge and Ideas</i>									
7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Connect and Respond: 8H, 34H, 60H, 90H, 118H, 146H, 182H, 210H, 238H additional opportunities to make text/visual connections are in the Extend Learning links: 13, 29, 30, 50, 55, 56, 85, 86, 97, 113, 125, 128, 141, 177, 178, 205, 206, 233, 234, 241, 251, 265,	Reading Projects		554, 558, 574					
8. (Not applicable to literature)									
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	T164-T165, 63, 65, 67, 69	63, 65, 67, 69,							
<i>Range of Reading and Level of Text Complexity</i>									
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	64-75, 150-163, 164-165, 252-253	64-75, 150-163, 164-165, 252-253	<u>Paperbacks</u> 16- 66 <u>Audiobooks</u> 182-193 The Paperbacks, Audiobooks, and eReads offer a	408, 409, 414, 415-416, 426, 427, 430, 434-435, 438-439, 442, 443, 445-446, 448, 449,			30-37, 54-61	219-221, 222-224, 225-227, 228-230, 231-233, 234-236, 237-239, 240-242, 243-245,	17, 20, 26, 32, 43, 46, 74, 76, 82, 88, 90, 98

READ 180 Next Generation, Stage A – Correlated to Common Core State Standards for English Language Arts, Grades 4-5

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 Student rBook	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content Area Reading	Individualized Instruction Software	Test-Taking Strategies
			broad range of text complexity and scaffolds to help students move toward independent reading of grade-level text.	450-451, 453, 454-455, 458, 459, 461, 463, 464-465, 467, 468, 469, 470, 471, 472, 473, 474-475, 476, 477, 478, 479, 487-488, 495-496, 497, 505, 506-507, 508, 509				228-230, 231-233, 234-236, 237-239, 240-242, 243-245, 246-248, 249-251, 252-254	
Reading Standards for Informational Text									
<i>Key Ideas and Details</i>									
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	269A-269B, 40-41, 114-115, 142-143, 240-241, 242-243, 244-245, 246-247, 248-249, 250-251, 266-267, 268-269	241, 243, 245, 247, 251	19, 28, 51, 63, 66, 164	352, 521, 550-553, 562-565, 574, 575, 576, 577			100-101, 118	21, 24, 27, 29, 33, 36, 39, 45, 46, 47, 51, 53, 54, 55, 57, 57, 61, 63, 69, 72, 93, 93, 94, 99, 101, 103, 105, 106	
2. Determine two or more main ideas and how they are supported by key details; summarize the text.	33A-33B, 59A-59B, 117A-117B, 145A-145B, 209A-209B, 237A-237B, 269A-269B, 32-33, 36-37, 38-39, 40-41, 42-43, 44-45, 58-59, 92-93, 94-95, 96-97, 98-99, 100-101, 116-117, 120-121, 122-123, 124-125, 126-127, 128-129, 144-145, 184-185, 186-187, 188-189, 190-191, 192-193, 208-209, 212-213, 216-217, 218-219, 220-221, 236-237, 240-241, 242-243, 244-245, 246-247, 248-249, 268-269	11, 13, 15, 17, 19, 4392, 95, 101, 127, 132-137, 184, 188, 192	16, 19, 20, 36, 50, 54, 64, 70, 78, 88, 126, 146, 178, 179, 180, 181, 185, 189, 191, 243, 261, 265, 269, 277, 281, 285, 289, 293, 297, 301	332, 333, 334, 335, 336, 337, 339, 388, 513, 542-545, 554, 557			88-89, 92-93, 112, 114	21, 22, 23, 27, 28, 29, 30, 33, 34, 36, 39, 45, 46, 47, 48, 49, 50, 51, 54, 55, 57, 58, 60, 61, 63, 64, 66, 67, 68, 69, 70, 73, 75, 79, 81, 82, 83, 85, 87, 88, 93, 99, 105, 106, 109	94-95
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific	59A-59B, 145A-145B, 209A-209B, 237A-237B, 36-37, 38-39, 40-41, 42-43, 44-45, 58-59, 120-121, 122-123, 124-125,						98-99, 117		

READ 180 Next Generation, Stage A – Correlated to Common Core State Standards for English Language Arts, Grades 4-5

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 Student rBook	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content Area Reading	Individualized Instruction Software	Test-Taking Strategies
information in the text.	126-127, 128-129, 144-145, 184-185, 186-187, 188-189, 190-191, 192-193, 208-209, 212-213, 214-215, 216-217, 218-219, 220-221, 236-237								
<i>Craft and Structure</i>									
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	59A-59B, 117A-117B, 145A-145B, 209A-209B, 237A-237B, 10-11, 12-13, 14-15, 16-17, 18-19, 36-37, 38-39, 40-41, 42-43, 44-45, 58-59, 92-93, 94-95, 96-97, 98-99, 100-101, 116-117, 120-121, 122-123, 124-125, 126-127, 128-129, 144-145, 186-187, 188-189, 190-191, 192-193, 208-209, 212-213, 214-215, 216-217, 218-219, 220-221, 236-237, 240-241, 242-243, 244-245, 246-247, 248-249, 250-251	102		274-275, 290-291, 300-301		30	15, 23, 31, 39, 47, 55, 63, 71, 79		28, 30
5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	209A-209B, 237A-237B, 253C-253D, 208-209, 236-237	213, 215, 217, 219, 221, 249	16, 20, 128	344, 345, 347, 401, 536, 542, 570, 571, 572, 573			98-99, 117	21, 22, 25, 29, 30, 33, 34, 40, 42, 45, 49, 51, 57, 63, 65, 69, 93, 99, 100, 102, 105	
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			eReads 271						
<i>Integration of Knowledge and Ideas</i>									
7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	8-9, 28-29, 30-31, 34-35, 54-55, 60-61, 84-85, 90-91, 100-101, 112-113, 114-115, 118-119, 140-141, 142-143, 146-147, 176-177, 182-183, 192-193, 204-205, 210-211, 220-221, 232-233, 238-239, 250-251, 264-	18-19, 28, 38-39, 44-45, 54, 84, 93, 97, 100-101, 112, 128-129, 140, 176-177, 192-193, 220-223, 232-233, 251,	181 Each eRead Collection includes a slideshow featuring eight photos that appear in the eReads or relate to the Collection	375, 396, 397, 398, 504, 555, 570, 567		32	14, 16, 22, 50, 51, 67		37, 84-85, 94-95

READ 180 Next Generation, Stage A – Correlated to Common Core State Standards for English Language Arts, Grades 4-5

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 Student rBook	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content Area Reading	Individualized Instruction Software	Test-Taking Strategies
	26		topic. eRead Collections contain functional texts featuring maps, charts, graphs, and other text features as central elements for students to interpret.						
8. Explain how an author uses evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	114-115, 142-143	68, 71, 72, 127, 129, 150, 193, 215, 244							
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	39, 43, 45, 58, 59, 95, 101, 116, 117 154, 160, 180, 181, 187, 208, 219, 237, 245, 246, 250, 268, READ 180 Community rBook Reading Projects Stage A Workshop 8	39, 43, 45, 58, 59, 95, 101, 116, 117 154, 160, 180, 181, 187, 208, 219, 237, 245, 246, 250, 268, READ 180 Community rBook Reading Projects Stage A Workshop 8							
<i>Range of Reading and Level of Text Complexity</i>									
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	10, 12, 16, 36, 38, 42, 92, 94, 98, 120, 122, 184, 186, 190, 212, 214, 218, 240, 242	10, 12, 16, 36, 38, 42, 92, 94, 98, 120, 122, 184, 186, 190, 212, 214, 218, 240, 242	eReads 260-261, 264-265, 268-269, 272-273, 276-277, 280-281, 284-285, 288-289, 292-293, 296-297, 300-301	410, 411, 412, 413, 417, 418, 419, 420, 421, 422, 423, 424, 425, 429, 431, 432, 433, 436, 437, 440-441, 444, 445, 446, 447, 452, 456, 457, 460, 462, 466-467, 480, 481-482, 483, 484-485, 486, 489, 490-491, 492, 493, 494, 498, 499-500, 501, 502, 503, 504			14-21, 22-29, 38-45, 46-53, 54-61, 62-69, 70-77, 78-85	111-113, 114-116, 117-119, 120-122, 123-125, 126-128, 129-131, 132-134, 135-137, 138-140, 141-143, 144-146, 147-149, 150-152, 153-155, 156-158, 159-161, 162-164, 165-167, 168-170, 171-173, 174-176, 177-179, 180-182, 183-185, 186-188, 189-191, 192-194, 195-	23, 29, 37, 40, 49, 52, 72, 78, 80, 92, 94, 96

READ 180 Next Generation, Stage A – Correlated to Common Core State Standards for English Language Arts, Grades 4-5

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 Student rBook	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content Area Reading	Individualized Instruction Software	Test-Taking Strategies
								197, 198-200, 201-203, 204-206, 207-209, 210-212, 213-215, 216-218, 255-257, 258-260, 261-263, 264-266, 267-269, 270-272, 273-275, 276-278, 279-281, 282-284, 285-287, 288-291	
Reading Standards: Foundational Skills									
<i>Phonics and Word Recognition</i>									
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	20-21	201, 21, 223		45-143, 292-297, 302-307		35, 40, 42, 47, 59, 63, 64, 65, 67		21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105 Phonics and morphology patterns are systematically built into students' study of new words within the Word and Spelling Zone activities.	
<i>Fluency</i>									
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	117A-117B, 10-11, 12-13, 14-15, 16-17, 18-19, 36-37, 38-39, 40-41, 42-43, 44-45, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 92-93, 94-95, 96-97, 98-99, 100-101, 116-117, 120-121, 122-123, 124-125, 126-127, 128-129, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-		Modeled reading in Audiobook selections help students build fluency, vocabulary, and comprehension. eReads can be read aloud in a natural voice to help develop fluency.	Fluency, Lessons 1-5 (pages 168-187)				22-25, 28-31, 34-37, 40-43, 46-49, 52-55, 58-61, 64-67, 70-73, 76-79, 82-85, 88-91, 94-97, 100-103, 106-109 Students demonstrate oral reading fluency by	

READ 180 Next Generation, Stage A – Correlated to Common Core State Standards for English Language Arts, Grades 4-5

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 Student rBook	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content Area Reading	Individualized Instruction Software	Test-Taking Strategies
	161, 162-163, 164-165, 184-185, 186-187, 188-189, 190-191, 192-193, 212-213, 214-215, 216-217, 218-219, 220-221, 240-241, 242-243, 244-245, 246-247, 248-249, 250-251, 252-253							making a final recording of Success Zone passages.	
Writing Standards									
<i>Text Types and Purposes</i>									
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.	117A-117B, 209A-209B, 56-57, 72-73, 74-75, 104-105, 106-107, 108-109, 111, 117, 154-155, 156-157, 158-159, 162-163, 178-179, 196-197, 198-199, 200-201, 203, 206-207, 209	104-109, 196-203	126, 231, 323		98-102, 103-107, 113-118			291-410 Students take a stand on a topic and use textual evidence to support their argument in each Writing Zone. Scaffolded grammar and sentence frames develop writing skills.	
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-	33A-33B, 89A-89B, 145A-145B, 181A-181B, 237A-237B, 22-23, 24-25, 27, 33, 78-79, 80-81, 83, 89, 132-133, 134-135, 136-137, 145, 168-169, 170-171, 172-173, 181, 184-185, 224-225, 226-227, 228-229, 231, 234-235, 237	22-27, 31, 132-139	233, 322, 324		73-77, 78-82, 83-87, 88-92, 93-97, 119-123		15, 32-33, 39, 71	Students take a stand on a topic and use textual evidence to support their argument in each Writing Zone. Scaffolded grammar and sentence frames develop writing skills.	103, 104, 105, 111, 112, 112B

READ 180 Next Generation, Stage A – Correlated to Common Core State Standards for English Language Arts, Grades 4-5

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 Student rBook	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content Area Reading	Individualized Instruction Software	Test-Taking Strategies
specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.									
3. Write narratives in which they: a. Engage and orient the reader by establishing a situation, introduce a narrator and/or characters, and create an organization that sequences events naturally and logically. b. Use narrative techniques such as dialogue, pacing, and description to develop events and show characters' external behaviors and internal responses. c. Use a variety of temporal words, phrases, and clauses to manage the sequence of events. d. Use well-chosen words and phrases to convey events and experiences precisely. e. Provide a satisfying conclusion that follows from the narrative's events.	59A-59B, 269A-269B, 48-49, 50-51, 53, 59, 86-87, 256-257, 258-259, 260-261, 263, 266-267, 269	48-53, 256-263, 266-267			16-20, 21-25, 31-35, 36-40, 41-46		23, 31, 55, 79		57, 100, 101, 102, 109
<i>Production and Distribution of Writing</i>									
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	89A-89B, 22-23, 24-25, 27, 50-51, 53, 80-81, 83, 106-107, 108-109, 111, 136-137, 139, 172-173, 175, 200-201, 203, 228-229, 231, 260-261, 263, 266-267	31, 115, 200 React and Write: 10, 12, 14, 16, 18, 36, 38, 40, 42, 44, 64, 66, 68, 70, 72, 74, 92, 94, 96, 98, 100, 120, 122, 124, 126, 128, 150, 152, 188, 190, 192, 194, 212, 214, 216, 218, 220, 240, 242, 244, 246, 248, 250, 252	QuickWrites: 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 196-197, 199-200, 202-203, 205-206, 208-209, 211-212, 214-215, 217-218, 220-221, 223-224, 226-227, 229-230,		16, 19, 21, 24, 26, 29, 31, 34, 36, 39, 41, 45, 47, 50, 52, 55, 57, 60, 62, 63, 65, 67, 71, 73, 76, 78, 82, 83, 84, 86, 88, 89, 91, 93, 96, 119, 122, 124, 127, 129, 132, 134, 137, 139, 142, 144-156		15, 23, 32-33, 39, 47, 55, 71, 79	QuickWrites: 291-410 Respond & Write: 291-410	56-57, 58-59, 60-61, 62-63, 64-65, 67, 68-69, 70, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114

READ 180 Next Generation, Stage A – Correlated to Common Core State Standards for English Language Arts, Grades 4-5

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 Student rBook	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content Area Reading	Individualized Instruction Software	Test-Taking Strategies
			262-263, 266-267, 270-271, 272-275, 278-279, 282-283, 286-287, 290-291, 294-295, 298-298, 302-303, 306-307, 310-311, 314-315, 318-319						
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)	22-23,24-25, 26-27, 50-51, 53, 56-57, 80-81, 83, 86-87, 108-109, 111, 114-115, 136-137, 139, 142-143, 172-173, 175, 178-179, 200-201, 203, 206-207, 228-229, 231, 234-235, 260-261, 263, 266-267	23, 24, 30, 49, 50, 79, 80, 106, 107, 108, 109, 110, 111, 134, 135, 136, 142, 170, 171, 172, 198, 199, 200, 226, 227, 258, 228, 259, 260, 261, 262, 263		375, 528	16, 18, 21, 23, 26, 28, 31, 33, 36, 38, 41, 44, 47, 49, 52, 54, 57, 59, 62, 64, 67, 70, 73, 75, 78, 81, 83, 85, 88, 90, 93, 95, 98, 100, 103, 105, 108, 110, 113, 116, 119, 121, 124, 126, 129, 131, 134, 135, 139, 141, 144-145, 146-147, 148-149, 150-151, 232-241		32-33, 36-37	In the Writing Zone, students are coached through the writing and editing process. Students are guided through a four-point rubric that allows them to self-check their work.	
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	22-23, 24-25, 26-27, 50-51, 53, 56-57, 80-81, 83, 86-87, 108-109, 111, 114-115, 136-137, 139, 142-143, 172-173, 175, 178-179, 200-201, 203, 206-207, 228-229, 231, 234-235, 260-261, 263, 266-267	27, 53, 80, 111, 137, 175, 203, 231, 263	232, 233, 326, 327, 329		41, 108, 129		72-73, 80-81	Within the Writing Zone, students complete the writing process to produce and record developed argument writings.	
<i>Research to Build and Present Knowledge</i>									
7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	237A-237B, 224-225, 226-227, 228-229, 231, 237 READ 180 Community rBook Reading Projects Stage A Workshop 7	224-231 READ 180 Community rBook Reading Projects Stage A Workshop 7		351	144-156		16-17, 24-25, 32-33, 40-41, 48-49, 56-57,		

READ 180 Next Generation, Stage A – Correlated to Common Core State Standards for English Language Arts, Grades 4-5

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 Student rBook	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content Area Reading	Individualized Instruction Software	Test-Taking Strategies
							64-65, 72-73, 80-85		
8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	237A-237B, 224-225, 226-227, 228-229, 231, 237	Summarize: 10, 12, 14, 18, 31, 36, 40, 44, 92, 96, 100, 120, 124, 128, 184, 188, 212, 216, 240, 248	19, 36, 54, 64, 126, 146, 178, 179, 180, 185, 189, 191, 243, 261, 265, 269, 277, 281, 285, 289, 293, 297, 301		98				
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	89A-89B, 181A-181B, 78-79, 80-81, 83, 89, 168-169, 170-171, 172-173, 175, 181				78, 146		16-17, 18, 24-25, 32-33, 34, 40-41, 48-49, 56-57, 64-65, 72-73, 80-85		
<i>Range of Writing</i>									
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	33A-33B, 59A-59B, 89A-89B, 117-117B, 145A-145B, 181A-181B, 209A-209B, 237A-237B, 269A-269B, 10-11, 12-13, 14-15, 16-17, 18-19, 22-23, 24-25, 27, 30-31, 32-33, 40-41, 42-43, 44-45, 48-49, 50-51, 53, 58-59, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 78-79, 80-81, 83, 88-89, 92-93, 94-95, 96-97, 98-99, 100-101, 106-107, 108-109, 111, 114-115, 116-117, 120-121, 122-123, 124-125, 126-127,	React and Write: 10, 12, 14, 16, 18, 36, 38, 40, 42, 44, 64, 66, 68, 70, 72, 74, 92, 94, 96, 98, 100, 120, 122, 124, 126, 128, 150, 152, 188, 190, 192, 194, 212, 214, 216, 218, 220, 240, 242, 244, 246, 248, 250, 252	QuickWrites: 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 196-197, 199-200, 202-203, 205-206, 208-209, 211-212, 214-215, 217-218,		16, 19, 21, 24, 26, 29, 31, 34, 36, 39, 41, 47, 50, 52, 55, 57, 60, 62, 65, 67, 71, 73, 76, 78, 82, 83, 86, 88, 91, 93, 96, 98, 101, 103, 108, 113, 117, 119, 122, 124, 127, 129, 132, 134, 137		16-17, 24-25, 32-33, 40-41, 48-49, 56-57, 64-65, 72-73, 80-85	QuickWrites: 291-410 Each Topic Software segment includes a Writing Zone activity.	56-57, 58-59, 60-61, 62-63, 64-65, 67, 68-69, 70, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114

READ 180 Next Generation, Stage A – Correlated to Common Core State Standards for English Language Arts, Grades 4-5

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 Student rBook	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content Area Reading	Individualized Instruction Software	Test-Taking Strategies
	128-129, 134-135, 136-137, 139, 142-143, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 164-165, 170-171, 172-173, 175, 178-179, 180-181, 184-185, 186-187, 188-189, 190-191, 192-193, 198-199, 200-201, 203, 206-207, 208-209, 212-213, 214-215, 216-217, 218-219, 220-221, 226-227, 228-229, 231, 234-235, 236-237, 240-241, 242-243, 244-245, 246-247, 248-248, 250-251, 252-253, 258-259, 260-261, 263, 266-267, 268-269		220-221, 223-224, 226-227, 229-230, 262-263, 266-267, 270-271, 272-275, 278-279, 282-283, 286-287, 290-291, 294-295, 298-298, 302-303, 306-307, 310-311, 314-315, 318-319						
Speaking and Listening Standards									
<i>Comprehension and Collaboration</i>									
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained</p>	8G-8H, 19C-19D, 34G-34H, 45C-45D, 60G-60H, 90G-90H, 101C-101D, 118G-118H, 129C-129D, 146G-146H, 182-182H, 193C-193D, 210G-210H, 221C-221D, 238G-238H, 253C-253D, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 28-29, 30-31, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 54-55, 56-57, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 84-85, 86-87, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101, 112-113, 118-119, 140-141, 146-147, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 164-165, 176-177, 178-179,		16-66, 182-193 Discussion questions for each Paperback, Audiobook, and eRead guide academic conversations about a topic.		98		14, 22, 30, 46, 54, 62, 70, 78, 108-109, 110-111, 120, 121, 122	Discussion questions guide students' comprehension and academic discussion	

READ 180 Next Generation, Stage A – Correlated to Common Core State Standards for English Language Arts, Grades 4-5

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 Student rBook	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content Area Reading	Individualized Instruction Software	Test-Taking Strategies
from the discussions.	182-183, 184-185, 186-187, 188-189, 190-191, 192-193, 204-205, 206-207, 210-211, 212-213, 214-215, 216-217, 218-219, 220-221, 232-233, 234-235, 238-239, 240-241, 242-243, 244-245, 246-247, 248-249, 250-251, 252-253, 264-265								
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	8G-8H, 34G-34H, 60G-60H, 90G-90H, 118G-118H, 146G-146H, 182G-182H, 210G-210H, 238G-238H, 8-9, 34-35, 60-61, 90-91, 114-115, 118-119, 142-143, 146-147, 182-183, 184-185, 210-211, 212-213, 214-215, 216-217, 218-219, 220-221, 234-235, 238-239, 264-265	Summarize: 10, 12, 14, 18, 31, 36, 40, 44, 92, 96, 100, 120, 124, 128, 184, 188, 212, 216, 240, 248	19, 36, 54, 64, 126, 146, 178, 179, 180, 185, 189, 191, 243, 261, 265, 269, 277, 281, 285, 289, 293, 297, 301		98				
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	The Summarize RED Routine allows students to practice and evaluate strong oral summaries.				98			337, 338	
<i>Presentation of Knowledge and Ideas</i>									
4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	26-27, 30-31, 52-53, 56-57, 82-83, 86-87, 110-111, 114-115, 138-139, 142-143, 174-175, 178-179, 202-203, 206-207, 230-231, 234-235, 262-263, 266-267				83		17, 33, 57, 60, 61, 65, 73, 81		
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	86-87, 114-115, 142-143, 178-179, 206-207	142-143	329				20-21, 68, 76-77, 80-85		
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language	10-11, 12-13, 14-15, 16-17, 18-19, 22-23, 24-25, 28-29, 38-39, 40-41, 44-45, 50-51, 54-55, 62-63,	End-of-Workshop Projects ask students to present their			128	29, 30, 31			

READ 180 Next Generation, Stage A – Correlated to Common Core State Standards for English Language Arts, Grades 4-5

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 Student rBook	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content Area Reading	Individualized Instruction Software	Test-Taking Strategies
standards 1 and 3 on pages 28 and 29 for specific expectations.)	64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 78-79, 80-81, 84-85, 92-93, 94-95, 96-97, 98-99, 100-101, 106-107, 108-109, 112-113, 114-115, 120-121, 122-123, 124-125, 126-127, 128-129, 136-137, 140-141, 142-143, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 164-165, 170-171, 173, 176-177, 178-179, 184-185, 186-187, 188-189, 190-191, 192-193, 198-199, 200-201, 204-205, 206-207, 212-213, 214-215, 216-217, 218-219, 220-221, 228-229, 232-233, 240-241-, 242-243, 244-245, 246-247, 248-249, 250-251, 252-253, 256-257, 260-261, 264-265, 266-267	findings to the class using academic language.							
Language Standards									
<i>Conventions of Standard English</i>									
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).	117A-117B, 145, 209A-209B, 82-83, 110-111, 138-139, 145, 174-175, 194-195, 208-209	22, 26, 52, 82, 83, 104, 110, 120, 132, 138, 168, 174, 196, 224, 230, 231, 254, 256, 262			The lessons for essential grammar and usage skills provide instruction and practice to address diverse student needs; see pages 160-215.	39, 48, 50, 51, 53, 54, 56, 57, 58, 59		In the Writing Zone, recordings help students “hear” grammatical and syntactical errors and improve their sentences.	

READ 180 Next Generation, Stage A – Correlated to Common Core State Standards for English Language Arts, Grades 4-5

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 Student rBook	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content Area Reading	Individualized Instruction Software	Test-Taking Strategies
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>117A-117B, 145A-145B, 26-27, 52-53, 82-83, 89, 110-111, 138-139, 145, 174-175, 202-203, 230-231, 254-255, 262-263</p>	<p>27, 53, 111, 139, 175, 263</p>		<p>224-246, 298-299</p>	<p>16, 21, 26, 31, 36, 41, 47, 52, 57, 62, 67, 73, 78, 83, 88, 93, 98, 103, 108, 113, 119, 124, 129, 134, 216-217, 224-225, 226-227, 228-229, 230-231, 232-241</p>			<p>In the Writing Zone, recordings help students "hear" grammatical and syntactical errors and improve their sentences.</p>	
<p><i>Knowledge of Language</i></p>									
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>56-57, 114-115, 142-143</p>	<p>25, 51, 81, 109, 137, 173, 201, 229, 261</p>			<p>16, 21, 26, 31, 36, 41, 47, 52, 57, 62, 67, 73, 78, 83, 88, 93, 98, 103, 108, 113, 119, 124, 124, 129, 134, 156, 232-241</p>		<p>30</p>	<p>Within the Reading and Word Zones, students learn to determine word meanings, appreciate nuances of words, practice pronunciation, and expand their vocabularies.</p>	
<p><i>Vocabulary Acquisition and Use</i></p>									
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect</p>	<p>33A-33B, 59A-59B, 117A-117B, 145A-145B, 181A-181B, 209A-209B, 237A-237B, 269A-269B, 20-21, 32-33, 46-47, 58-59, 76-77, 102-103,</p>	<p>102, 166-167, 194-195, 255, 270-274</p>	<p>180, Each eRead selection includes rollover vocabulary words with definitions, which expose</p>	<p>276-277, 288-289, 302-305</p>		<p>48, 68</p>	<p>22</p>		

READ 180 Next Generation, Stage A – Correlated to Common Core State Standards for English Language Arts, Grades 4-5

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 Student rBook	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content Area Reading	Individualized Instruction Software	Test-Taking Strategies
relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	116-117, 130-131, 144-145, 154-155, 156-157, 158-159, 160-161, 162-163, 166-167, 180-181, 184-186, 186-187, 188-189, 190-191, 192-193, 194-195, 208-209, 212-213, 214-215, 216-217, 218-219, 220-221, 222-223, 236-237, 240-241, 242-243, 244-245, 246-247, 248-249, 250-251, 254-255, 268-269		students to a broad range of content-area and domain-specific vocabulary. The information can also be read aloud. Students are encouraged to keep track of new vocabulary words on a vocabulary log found on page 268.						
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	59A-59B, 117A-117B, 145A-145B, 181A-181B, 209A-209B, 237A-237B, 46-47, 58-59, 70-71, 76-77, 102-103, 116-117, 130-131, 144-145, 152-153, 158-159, 166-167, 194-195, 208-209, 222-223, 236-237	46, 47, 59, 70, 131, 222-223,		282, 293, 284-285, 286-287, 290-291, 308-309, 310-311, 402, 403	56, 66	40, 52, 60, 62, 69, 70		Within the Reading and Word Zones, students learn to determine word meanings, appreciate nuances of words, practice pronunciation, and expand their vocabularies	
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	19C-19D, 33A-33B, 45C-45D, 59A-59B, 75-75D, 89A-89B, 101C-101D, 117A-117B, 129C-129D, 145A-145B, 165C-165D, 181A-181B, 193C-193D, 209A-209B, 221C-221D, 237A-237B, 253C-253D, 269A-269B, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 58-59, 60-61, 64-65, 66-67, 70-71, 72-73, 74-75, 76-77,	Academic Vocabulary: 9, 35, 61, 91, 119, 147, 183, 211, 239 Words to Know!: 13, 14, 17, 19, 36, 39, 43, 64, 66, 71, 72, 75, 95, 96, 120, 123, 124, 127, 152, 156, 157, 159, 160, 163, 184, 187, 188, 191, 194, 212, 215, 216, 219, 240, 243, 244, 247, 248, 250 Target Words: 10,	<u>Audiobooks:</u> 178, 179, 180, 181 Each eRead selection includes rollover vocabulary words with definitions, which expose students to a broad range of content-area and domain-specific vocabulary. The information can also be read aloud.	Vocabulary: 544 Words to Know: 547, 548, 551, 555, 559, 560, 563, 564, 567, 568, 571, 575, 576 Target Words: 254-255, 256-257, 258-259, 260-261, 262-263, 264-265, 266-267, 268-269, 270-271		21-70	Content-Area Words: 10, 12, 15, 23, 31, 39, 47, 55, 63, 71, 79, 102-103, 119 Target Words: 10, 12, 15, 23, 31, 39,	21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105	

READ 180 Next Generation, Stage A – Correlated to Common Core State Standards for English Language Arts, Grades 4-5

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 Student rBook	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content Area Reading	Individualized Instruction Software	Test-Taking Strategies
	88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101, 102-103, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 144-145, 146-147, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 164-165, 166-167, 180-181, 182-183, 184-185, 186-187, 188-189, 190-191, 192-193, 194-195, 208-209, 210-211, 212-213, 214-215, 216-217, 218-219, 220-221, 222-223, 236-237, 238-239, 240-241, 242-243, 244-245, 246-247, 248-249, 250-251, 254-255, 268-269	12, 14, 16, 18, 20, 35, 36, 38, 40, 42, 44, 46, 64, 66, 70, 72, 74, 76, 92, 94, 96, 98, 100, 102, 120, 122, 124, 126, 128, 130, 152, 154, 158, 160, 162, 166, 184, 186, 188, 190, 192, 194, 212, 214, 216, 218, 220, 222, 240, 242, 246, 248, 250	Students are encouraged to keep track of new vocabulary words on a vocabulary log found on page 268. <u>eReads</u> 261, 265, 269, 277, 281, 285, 289, 293, 297, 301				47, 55, 63, 71, 79, 102-103, 119 Words to Know: 10, 12, 15, 23, 31, 39, 47, 55, 63, 71, 79, 102-103, 119		

READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
Grade 6									
Reading Standards for Literature									
<i>Key Ideas and Details</i>									
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	263A-263B, 66-67, 70-71, 72-73, 96-97, 156-157, 236-237, 238-239, 240-241, 242-243, 244-245, 262-263	72, 150, 151, 154, 155, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 274	Paperbacks 14, 15, 18, 19, 20, 21, 23, 25, 26, 27, 28, 33, 37, 39, 40, 41, 44, 46, 53, 58, 63, 64, 66, 71, 75, 83, 93, 103, 113, 153, 165, 173, 175 AudioBooks 204, 205, 206, 207, 208, 209, 210, 211, 213, 215, 217, 218, 219, 248, 254	324, 325, 326, 327, 332, 333, 334, 335, 338, 339, 366, 367, 401, 406, 407, 508, 509, 511, 518, 562, 574			31-33, 45-47, 76-77, 82-83, 88-89, 90-91, 98-99	54, 88, 89, 100, 101	45, 46, 47, 48, 49, 50,
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	75C-75D, 89A-89B, 159C-159D, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 88-89, 92-93, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 246-247, 260-261	69, 70, 71, 72, 73, 74, 75, 148, 149, 151, 152, 153, 157, 159	Paperbacks 39, 70 AudioBooks 216, 218, 245	376, 377, 378, 379, 528, 574			88, 89		
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	89A-89B, 175A-175B, 62-63, 64-65, 66-67, 70-71, 72-73, 86-87, 88-89, 148-149, 150-151, 152-153, 154-155, 156-157, 172-173, 174-175, 242-243, 244-245	70, 71, 72, 73, 78, 79, 148, 149, 151, 152, 153, 154, 155, 157, 243, 275	Paperbacks 14, 15, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 31, 32, 35, 37, 39, 41, 42, 43, 44, 46, 49, 50, 51, 53, 54, 55, 58, 60, 61, 63, 64, 65, 66, 68, 69, 70, 71, 85, 87, 101, 109, 125, 129, 133, 155, 157, 183, 187 AudioBooks 204, 205, 206, 207, 208, 209, 210, 211, 213, 212, 216, 217, 218, 219, 221, 227, 230	328, 329, 330, 331, 332, 333, 334, 338, 339, 364, 365, 366, 367, 372, 373, 374, 375, 385, 401, 403, 404, 406, 508, 509, 511, 512, 522, 523, 526, 527, 529			90, 91, 92, 93	22, 75, 76, 96	39, 40, 41, 42, 43, 44
<i>Craft and Structure</i>									
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the	150-151, 152-153, 154-155, 158-159, 240-241, 242-243, 244-245, 246-247, 260-261	77, 216					102, 103		28, 29, 30

READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
impact of a specific word choice on meaning and tone.									
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	75C-75D, 159C-159D, 247C-247D, 74-75, 150-151, 152-153, 154-155, 158-159, 246-247	158, 159	Paperbacks 14, 15	408, 562					
6. Explain how an author develops the point of view of the narrator or speaker in a text.	89A-89B, 64-65, 66-67, 68-69, 70-71, 72-73			391, 521, 574			30		
<i>Integration of Knowledge and Ideas</i>									
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	62, 63, 158, 159			562			98, 99	75	
8. (Not applicable to literature)									
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	T164-T165, 62, 63, 65, 67, 69, 71, 73-75, 148-149, 151, 153, 157, 159	62, 63, 65, 67, 69, 71, 73-75, 148-149, 151, 153, 157, 159		407					
<i>Range of Reading and Level of Text Complexity</i>									
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75, 146, 150, 151, 158, 159	62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75, 146, 150, 151, 158	AudioBooks 263, 264, 265	400, 401, 430, 431, 432, 440, 441, 444, 446, 452, 453, 455, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 475, 476, 477, 478, 479, 480, 481, 488, 489, 490, 495, 496, 497, 503, 504, 505, 506, 562, 574			30, 54, 56	The Software offers students increasingly more challenging nonfiction texts and provides them with appropriate scaffolds including anchor videos, and vocabulary within the Instructional Zones which supports comprehension.	

READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
Reading Standards for Informational Text									
<i>Key Ideas and Details</i>									
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	117A-117B, 263A-263B, 16-17, 36-37, 38-39, 40-41, 42-43, 44-45, 114-115, 212-213, 214-215, 234-235, 262-263	11, 13, 15, 17, 19, 39, 43, 84, 85, 92, 93, 94, 95, 96, 97, 99, 100, 101, 120, 121, 128, 129, 182, 183, 186, 187, 208, 209, 210, 211, 212, 213, 214, 215, 230, 234, 235, 238, 239, 240, 241, 242, 243, 244, 245, 260, 262,	Paperbacks 14, 15, 16, 17, 29, 30, 36, 38, 45, 52, 56, 72, 73, 74, 81, 89, 103, 105, 119, AudioBooks 214, 239, eReads 287, 291, 295, 299, 303, 307, 311, 315, 319, 323, 327, 331, 335, 339, 343	324, 325, 332, 333, 334, 335, 386, 387, 508, 509, 511, 554			88, 89	21, 24, 25, 27, 28, 33, 34, 35, 37, 39, 42, 46, 48, 49, 51, 52, 53, 54, 57, 58, 59, 63, 64, 65, 66, 67, 69, 70, 72, 73, 75, 81, 87, 90, 93, 96, 99, 100, 105, 109	31, 32, 33, 48, 49, 50
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	33A-33B, 59A-59B, 117A-117B, 145A-145B, 10-11, 12-13, 14-15, 16-17, 18-19, 32-33, 36-37, 38-39, 40-41, 42-43, 44-45, 76-77, 92-93, 94-95, 96-97, 98-99, 100-101, 102-103, 104-105, 106-107, 116-117, 120-121, 122-123, 124-125, 126-127, 130-131, 144-145, 160-161, 182-183, 184-185, 186-187, 188-189, 200-201, 206-207, 208-209, 210-211, 212-213, 214-215, 216-217, 234-235, 248-249	235, 239, 241, 243, 276, 277 Every expository text in each <i>rBook</i> Workshop is accompanied by a Key Idea question that asks students to determine the main idea, as well as a Summarize activity.	Paperbacks 14, 15, 16, 22, 30, 34, 38, 47, 48, 56, 67, 72, 73 AudioBooks 214	352, 353, 354, 355, 356, 518, 550, 558, 570, 574			100, 101	21, 23, 27, 29, 30, 31, 33, 35, 39, 40, 41, 43, 48, 51, 52, 53, 57, 58, 59, 60, 63, 64, 65, 69, 70, 75, 77, 78, 81, 83, 84, 85, 87, 89, 91, 93, 94, 97, 99, 103, 105, 107, 109	45, 46, 47
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	33A-33B, 59A-59B, 117A-117B, 145A-145B, 203A-203B, 231A-231B, 10-11, 12-13, 14-15, 16-17, 18-19, 36-37, 38-39, 40-41, 42-43, 44-45, 58-59, 98-99, 120-121, 122-123, 124-125, 126-127, 128-129, 144-145, 178-179, 180-181, 182-183, 184-185, 186-187, 188-189, 202-203, 206-207, 208-209, 210-211,	13, 15, 85, 94, 95, 96, 97, 125, 127, 208, 209, 210, 211, 213, 259	Paperbacks 15, 17, 48, 56, 62, 143, 189	328, 329, 330, 331, 334, 335, 380, 381, 546, 554, 558, 574			72, 90, 91	21, 22, 36, 46, 57, 63, 71, 72, 75, 76, 77, 78, 79, 82, 83, 84, 85, 88, 89, 90, 91, 94, 95, 96, 97, 100, 102, 103, 106, 108	

READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
	212-213, 214-215, 230-231								
<i>Craft and Structure</i>									
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	10-11, 12-13, 14-15, 16-17, 36-37, 38-39, 40-41, 42-43, 44-45, 92-93, 94-85, 96-97, 98-99, 100-101, 120-121, 122-123, 124-125, 126-127, 128-129, 158-159, 180-181, 184-185, 186-187, 202-203, 206-207, 208-209, 210-211, 212-213, 214-215, 234-235	216 Each Workshop incorporates the study and application of recursive, high-utility academic vocabulary in the context of content-area readings.	The Reading Coach within each narration of an Audiobook interjects to do “think alouds” that model best practices in reading comprehension.	55		30	102, 103	Within the Reading and Word Zones, students learn to determine word meanings, appreciate nuances of words, practice pronunciation, and expand their vocabularies.	28, 29, 30
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	19C-19D, 45C-45D, 101C-101D, 129C-129D, 187C-187D, 215C-215D, 247C-247D, 124-125	261	eReads 287, 291, 295, 299, 303, 307, 311, 315, 319, 323, 327, 331, 335, 339, 343	380, 381, 529					
6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	56-57, 114-115	162, 163, 190, 191, 218, 219, 250, 251		360, 361, 362, 363, 384, 392, 393, 394, 521, 542, 574					
<i>Integration of Knowledge and Ideas</i>									
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	18-19, 28-29, 38-39, 42-43, 44-45, 54-55, 84-85, 92-93, 94-85, 96-97, 98-99, 100-101, 112-113, 120-121, 122-123, 124-125, 126-127, 128-129, 140-141, 180-181, 186-187, 198-199, 206-207, 210-211, 214-215, 234-235, 236-237, 258-259 <i>READ 180</i> Community <i>rBook</i> Reading Projects Stage B Workshops 6, 9	18, 19, 44, 54, 55, 84, 100, 101, 112, 128, 129, 186, 214, 215, 244, 245 <i>READ 180</i> Community <i>rBook</i> Reading Projects Stage B Workshops 6, 9	AudioBooks 206 Each eRead Collection includes a slideshow featuring 8 photos that appear in the eReads or relate to the Collection topic. eRead Collections contain functional texts featuring maps, charts, graphs and other text features as central	397, 398, 399		32	14, 22, 38, 40, 41, 42, 43, 44, 45, 46, 62, 70, 78	23	

READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8

Common Core State Standards for English Language Arts	READ 180 rBook Teacher’s Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
			elements for students to interpret.						
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	30-31, 142-143	162, 163, 190, 191		360, 361, 362, 363, 384, 392, 393					
9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	112 <i>READ 180</i> Community rBook Reading Projects Stage B Workshop 9	<i>READ 180</i> Community rBook Reading Projects Stage B Workshop 9		360, 361, 392, 534					
<i>Range of Reading and Level of Text Complexity</i>									
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	12, 13, 16, 17, 18, 19, 34, 36, 38, 39, 42, 43, 44, 45, 84, 90, 92, 98, 99, 100, 101, 112, 113, 124, 125, 126, 127, 128, 129, 170, 171, 178, 180, 181, 184, 185, 186, 187, 198, 199, 206, 207, 208, 209, 210, 212, 213, 214, 215, 226, 227, 234, 242, 243, 244, 245, 250, 251	12, 13, 16, 17, 18, 19, 34, 36, 38, 39, 42, 43, 44, 45, 66, 67, 84, 90, 98, 99, 100, 101, 112, 113, 128, 129, 170, 171, 178, 180, 181, 184, 185, 186, 187, 198, 199, 206, 207, 208, 209, 210, 212, 213, 214, 215, 226, 227, 234, 242, 243, 244, 245, 250, 251	AudioBooks 263, 264	380, 381, 392, 393, 399, 402, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 433, 434, 435, 436, 437, 438, 439, 442, 443, 445, 447, 448, 449, 450, 451, 454, 456, 457, 458, 459, 460, 461, 462, 472, 473, 482, 483, 484, 485, 486, 487, 491, 492, 493, 494, 496, 497, 498, 499, 500, 501, 502, 506, 507, 554, 567, 571,		14, 22, 30, 38, 46, 62, 70, 78,82, 83	The Software offers students increasingly more challenging nonfiction texts and provides them with appropriate scaffolds including anchor videos, and vocabulary within the Instructional Zones which supports comprehension.		
Writing Standards									
<i>Text Types and Purposes</i>									
1. Write arguments to support claims with clear reasons and relevant	145A-145B, 203A-203B, 30-31, 40-41, 42-43, 44-	30, 31, 40, 70, 74, 79, 96, 98, 99, 126,	AudioBooks 257 eReads 286, 287,		14, 83, 103, 104, 105, 106,		62	351, 352, 353, 354, 355, 356,	

READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	45, 132-133, 134-135, 136-137, 139, 142-143, 145, 190-191, 192-193, 194-195, 197, 203,	127, 129, 132, 133, 134, 135, 142, 143, 152, 154, 156, 158, 190, 191, 210, 211, 212, 238, 242, 246, 285	288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330,331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345		107, 108, 109, 110, 111, 112, 113,114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156			357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470	
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using	33A-33B, 89A-89B, 117A-117B, 175A-175B, 22-23, 24-25, 27, 33, 56-57, 78-79, 80-81, 83, 89, 104-105, 106-107, 108-109, 111, 114-115, 117, 162-163, 164-165,	106, 107, 172, 173, 200, 201, 284	AudioBooks 259, 260, 261 eReads 286, 287, 28, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305,		14, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 63, 65, 66, 67, 68, 69, 70, 71, 72, 73,		15, 32, 39, 55, 68, 69, 71, 72, 73	Students take a stand on a topic and use textual evidence to support their argument in each Writing Zone. Scaffolded	103, 104, 105

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Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
<p>strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>166-167, 169, 175, 190-191, 197, 200-201, 250-251, 252-253, 254-255, 257</p>		<p>306, 307, 308, 309, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330,331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 348, 349, 350, 351, 352, 353, 354, 355</p>		<p>74, 75, 76, 77, 78, 79, 80, 81, 82, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156</p>			<p>grammar and sentence frames develop writing skills.</p>	
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows</p>	<p>59A-59B, 48-49, 50-51, 53, 59, 86-87, 172-173, 218-219, 220-221, 222-223, 225</p>	<p>49, 218, 219, 285</p>	<p>eReads 310, 311, 312, 313</p>		<p>14, 16, 21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 49, 40, 41, 42, 43, 44, 45, 46</p>		<p>23, 32</p>		<p>100, 101, 102</p>

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Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
from the narrated experiences or events.									
<i>Production and Distribution of Writing</i>									
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	59A-59B, 22-23, 24-25, 26-27, 48-49, 50-51, 53, 59, 78-79, 80-81, 83, 104-105, 106-107, 108-109, 111, 132-133, 134-135, 136-137, 139, 162-163, 164-165, 166-167, 169, 172-173, 190-191, 192-193, 194-195, 197, 200-201, 218-219, 220-221, 222-223, 225, 228-229, 250-251, 252-253, 254-255, 257, 260-261	172, 173 Each rBook writing component includes scaffolds that help students plan, develop, and proofread assignments appropriate to the Workshop focus.			30, 46, 77, 82, 93, 123, 138			Students take a stand on a topic and use textual evidence to support their argument in each Writing Zone. Scaffolded grammar and sentence frames develop writing skills.	
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)	22-23, 24-25, 26-27, 30-31, 48-49, 50-51, 53, 56-57, 78-79, 80-81, 82-83, 86-87, 104-105, 106-107, 108-109, 110-111, 114-115, 132-133, 134-135, 136-137, 138-139, 142-143, 162-163, 164-165, 166-167, 168-169, 172-173, 190-191, 192-193, 194-195, 196-197, 200-201, 218-219, 220-221, 222-223, 224-225, 228-229, 250-251, 252-253, 254-255, 256-257, 260-261	23, 24, 25, 26, 27, 48, 49, 51, 52, 56, 57, 79, 80, 82, 83, 106, 107, 108, 109, 110, 111, 114, 115, 124, 125, 134, 135, 136, 137, 138, 139, 164, 165, 166, 167, 172, 173, 192, 193, 194, 195, 196, 197, 200, 201, 220, 221, 222, 223, 224, 225, 252, 253, 255, 256, 257, 260, 261	AudioBooks 257, 258, 259, 260, 261		15, 16, 21, 23, 26, 28, 31, 33, 36, 38, 41, 44, 47, 49, 52, 54, 57, 59, 62, 64, 67, 70, 73, 74, 75, 78, 80, 83, 85, 87, 88, 90, 93, 95, 98, 100, 103, 105, 108, 111, 113, 115, 118, 121, 124, 126, 129, 131, 134, 137, 138, 139, 141, 144, 145, 146, 148, 149, 150, 151, 156, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255		15, 16, 24, 25, 26, 27, 28, 29, 32, 33, 40, 41, 48, 49, 56, 57, 64, 65, 68, 69, 72, 73, 76, 77, 80, 81	In the Writing Zone, students are coached through the writing and editing process. Students are guided through a four-point rubric that allows them to self-check their work	66, 67
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three	30-31, 56-57, 114-115, 142-143, 200-201, 228-229, 260-261	27, 53, 56, 83, 167, 197, 225, 257	AudioBooks 258, 259		15, 16, 21, 26, 31, 36, 41, 47, 52, 57, 62, 67, 73, 78, 83, 88, 93, 98, 103, 108, 113, 118,		24, 25, 26, 27, 48, 49, 58, 59, 68, 69, 72, 73,	Students take a stand on a topic and use textual evidence to support their argument in each Writing	

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Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
pages in a single sitting.					124,129, 134, 139, 156		80, 81	Zone. Scaffolded grammar and sentence frames develop writing skills.	
<i>Research to Build and Present Knowledge</i>									
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	263A-263B, 250-251, 252-253, 254-255, 256-257, 263 End of Workshop Wrap-Up Projects provide opportunities to apply and integrate learning of a particular Workshop topic.	250, 251, 252, 253, 254, 255, 256, 257, 286 End of Workshop Wrap-Up Projects provide opportunities to apply and integrate learning of a particular Workshop topic.	Anchor media provides examples for students		14, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156		24, 25, 26, 27, 40, 41, 48, 49, 64, 68, 69, 72, 73, 80, 81		
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	263A-263B, 112-113, 250-251, 252-253, 254-255, 257, 263	27, 56, 112, 252			146, 147, 148, 149		15, 16, 24, 25, 26, 27, 32, 34, 35, 40, 41, 48, 49, 58, 59, 64, 65, PO's 50, 51, 72, 73, 74, 75, 80, 81		
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and	83, 169	79, 109, 164, 165, 252			83, 84, 146, 147, 154, 155, 156		26, 27, 48, 49, 58, 59, 65, 72, 73, 74, 75		

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Common Core State Standards for English Language Arts	READ 180 rBook Teacher’s Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
evidence from claims that are not”).									
<i>Range of Writing</i>									
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	33A-33B, 59A-59B, 89A-89B, 117A-117B, 145A-145B, 175A-175B, 203A-203B, 231A-231B, 263A-263B, 10-11, 12-13, 14-15, 16-17, 18-19, 22-23, 24-25, 26-27, 32-33, 36-37, 38-39, 40-41, 42-43, 44-45, 48-49, 50-51, 53, 56-57, 58-59, 74-75, 78-79, 80-81, 83, 86-87, 88-89, 92-93, 96-97, 98-99, 100-101, 104-105, 106-107, 108-109, 111, 114-115, 116-117, 126-127, 132-133, 134-135, 136-137, 139, 144-145, 150-151, 152-153, 154-155, 156-157, 158-159, 162-163, 164-165, 166-167, 169, 172-173, 174-175, 178-179, 184-185, 186-187, 190-191, 192-193, 194-195, 196-197, 200-201, 202-203, 206-207, 210-211, 212-213, 218-219, 220-221, 222-223, 225, 228-229, 230-231, 234-235, 246-247, 254-255, 257, 260-261, 262-263	68, 69, 70, 71, 79 The RED Routine React and Write is regularly integrated into rBook Workshops to support students in using academic language and increase writing stamina.	Paperbacks 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198 AudioBooks 222, 223, 225, 226, 228, 229, 231, 232, 234, 235, 237, 238, 240, 241, 243, 244, 246, 247, 249, 250, 252, 253, 255, 256 eReads 288, 289, 292, 293, 296, 297, 300, 301, 304, 305, 308, 309, 312, 313, 316, 317, 320, 321, 324, 325, 328, 329, 332, 333, 336, 337, 340, 341, 344, 345					Students take a stand on a topic and use textual evidence to support their argument in each Writing Zone. Scaffolded grammar and sentence frames develop writing skills.	
Speaking and Listening Standards									
<i>Comprehension and Collaboration</i>									
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that	8G-8H, 34G-34H, 60G-60H, 90G-90H, 118G-118H, 146G-146H, 176G-176H, 204G-204H, 232G-232H, 8-9, 12-13, 30-31, 34-35, 56-57, 60-61, 86-87, 90-91, 98-99, 100-101, 114-115, 118-119, 142-143, 146-147, 150-151, 152-	30, 31, 56, 84, 85, 95, 100, 101, 109, 114, 115, 126, 127, 142, 143, 200, 201, 226, 227, 228, 244, 260, 261	Discussion questions for each Paperback, Audiobook, and eRead guide academic conversations about a topic.				32, 33, 56, 57, 108, 109, 110, 111	Discussion questions guide students’ comprehension and academic discussion	

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Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
<p>preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	153, 156-157, 158-159, 170-171, 172-173, 176-177, 200-201, 204-205, 232-233, 246-247, 260-261								
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	8G-8H, 34G-34H, 60G-60H, 90G-90H, 118G-118H, 146G-146H, 176G-176H, 204G-204H, 232G-232H, 8-9, 10-11, 12-13, 34-35, 44-45, 54-55, 60-61, 84-85, 90-91, 92-93, 98-99, 112-113, 118-119, 120-121, 140-141, 146-147, 148-149, 158-159, 170-171, 176-177, 178-179, 180-181, 184-184, 186-187, 198-199, 204-205, 206-207, 208-209, 210-211, 212-213, 214-215, 226-227, 232-233, 234-235, 246-247, 258-259	94, 95, 98, 99, 100, 101, 120, 183, 234					65		
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	30-31, 142-143	31, 57, 87, 109, 115, 142, 143							
<i>Presentation of Knowledge and Ideas</i>									
4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or	27, 30-31, 56-57, 114-115, 142-143, 197, 200-201, 228-229, 257, 260-261	End-of-Workshop Projects ask students to present their findings to the class using academic					16, 24, 25, 32, 33, 36, 37, 40,		

READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
themes; use appropriate eye contact, adequate volume, and clear pronunciation.	End-of-Workshop Projects ask students to present their findings to the class using academic language.	language.					41, 48, 49, 64, 65, 68, 69, 80, 81		
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	228-229 End-of-Workshop Projects ask students to present their findings to the class using academic language.	End-of-Workshop Projects ask students to present their findings to the class using academic language.					32, 33, 60, 61, 68, 69, 80, 81		
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)	10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 28-29, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 54-55, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 76-77, 80-81, 84-85, 92-93, 94-95, 96-97, 98-99, 100-101, 102-103, 104-105, 108-109, 112-113, 114-115, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 132-133, 134-135, 136-137, 140-141, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 166-167, 170-171, 178-179, 180-181, 182-183, 186-187, 188-189, 190-191, 192-193, 194-195, 198-199, 200-201, 206-207, 208-209, 212-213, 214-215, 216-217, 222-223, 226-227, 228-229, 236-237, 238-239, 240-241, 242-243, 244-245, 246-247, 248-249, 254-255, 258-259, 260-261	31, 57, 87, 109, 115, 143, 173, 201, 229, 261					68, 69		
Language Standards									
<i>Conventions of Standard English</i>									
1. Demonstrate command of the conventions of standard English grammar and usage when writing or	203A-203B, 30-31, 108-109, 136-137, 142-143, 194-195, 203, 222-223	26, 48, 52, 76, 82, 83, 89, 110, 138, 196, 197, 217, 224,		298, 299	20, 25, 40, 72, 158, 159, 160, 161, 162, 163,	39, 48, 50, 51, 53, 54,		In the Writing Zone, recordings help students	34, 35, 36

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Common Core State Standards for English Language Arts	READ 180 rBook Teacher’s Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself, ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.*		231, 256, 257, 287, 288, 289			164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 225, 226, 232, 233, 236, 237, 238, 239, 240, 241, 248, 249, 250, 251, 252, 253, 254, 255,	56, 57, 58, 59		“hear” grammatical and syntactical errors and improve their sentences.	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.	89A-89B, 117A-117B, 26-27, 32-33, 52-53, 82-83, 88-89, 110-111, 117, 138-139, 144-145, 168-169, 174-175, 196-197, 224-225, 230-231, 256-257	27, 53, 111, 139, 225, 290, 291		14, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246	30, 133, 222, 223, 224, 225, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255	67		In the Writing Zone, recordings help students “hear” grammatical and syntactical errors and improve their sentences.	34, 35, 36
<i>Knowledge of Language</i>									
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/ listener interest,	30-31, 38-39, 42-43, 108-109, 142-143 End-of-Workshop Projects ask students to	End-of-Workshop Projects ask students to present their findings to the class using			77, 82, 224, 225, 230, 231			In the Spelling and Writing Zones, students practice proofreading by receiving	

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and style.* b. Maintain consistency in style and tone.*	present their findings to the class using academic language.	academic language.						corrective feedback, correcting misspellings and using writing scaffolds to improve their grammar and syntactical choices.	
<i>Vocabulary Acquisition and Use</i>									
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	59A-59B, 117A-117B, 145A-145B, 175A-175B, 203A-203B, 231A-231B, 263A-263B, 8-9, 34-35, 46-47, 58-59, 60-61, 76-77, 88-89, 102-103, 116-117, 118-119, 130-131, 144-145, 146-147, 160-161, 174-175, 176-177, 182-183, 184-185, 188-189, 202-203, 204-205, 210-211, 214-215, 216-217, 230-231, 232-233, 240-241, 242-243, 244-245, 246-247, 248-249, 262-263 Each Workshop incorporates the study and application of recursive, high-utility academic vocabulary in the context of content-area readings.	46, 47, 77, 102, 103, 117, 161, 175, 216, 231, 248, 249, 263, Glossary 264-273 Each Workshop incorporates the study and application of recursive, high-utility academic vocabulary in the context of content-area readings.	Each eRead selection includes rollover vocabulary words with definitions, which expose students to a broad range of content-area and domain-specific vocabulary. The information can also be read aloud. Students are encouraged to keep track of new vocabulary words on a vocabulary log found on page	254, 256, 257, 258, 271, 274, 275, 276, 277, 280, 281, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 300, 301, 302, 303, 304, 305	143	40, 48, 52, 60, 68, 69, 70	26, 27	Within the Reading and Word Zones, students learn to determine word meanings, appreciate nuances of words, practice pronunciation and expand their vocabularies.	
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the	33A-33B, 89A-89B, 145A-145B, 175A-175B, 203A-203B, 20-21, 32-33, 40-41, 44-45, 46-47, 76-77, 88-89, 102-103, 130-131, 150-151, 160-161, 174-175, 188-189, 202-203, 216-217, 240-241, 242-243, 244-245, 246-247, 248-249			286, 287, 310, 311, 403, 404	143	40, 52, 60, 69, 70			

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connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).									
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	19C-19D, 33A-33B, 45C-45D, 59A-59B, 75C-75D, 89A-89B, 101C-101D, 117A-117B, 129C-129D, 145A-145B, 187C-187D, 203A-203B, 215C-215D, 231A-231B, 247C-247D, 263A-263B, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 58-59, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 76-77, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101, 102-103, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 144-145, 146-147, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 174-175, 176-177, 178-179, 180-181, 182-183, 184-185, 186-187, 188-189, 202-203, 204-205, 206-207, 208-209, 210-211, 212-213, 214-215, 216-217, 230-231, 232-233, 234-235, 238-239, 240-241, 242-243, 244-245, 246-247, 248-249, 262-263	9, 12, 14, 16, 18, 33, 35, 36, 38, 40, 42, 44, 59, 61, 63, 66, 68, 69, 70, 72, 77, 89, 91, 92, 94, 95, 96, 98, 100, 102, 103, 117, 118, 119, 120, 124, 126, 127, 128, 129, 145, 150, 152, 153, 154, 156, 157, 160, 161, 175, 177, 178, 180, 181, 182, 184, 185, 186, 187, 205, 206, 208, 209, 210, 212, 213, 214, 215, 216, 217, 231, 233, 234, 238, 240, 241, 242, 243, 244, 245, 248, 249, 263	Audiobooks: 204, 205, 206, 207 Each eRead selection includes roll-over vocabulary words that include definitions and parts of speech. The information can also be read aloud. Students are encouraged to keep track of new vocabulary words on a vocabulary log found on p. 268. eReads 287, 291, 295, 299, 303, 307, 311, 315, 319, 323, 327, 331, 335, 339, 343	15, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312		21-70	15, 23, 32, 39, 47, 55, 63, 71, 79, 102, 103	20, 21, 26, 27, 32, 33, 38, 39, 44, 45, 50, 51, 56, 57, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 92, 93 98, 99, 104, 105 Within the Reading and Word Zones, students learn to determine word meanings, appreciate nuances of words, practice pronunciation and expand their vocabularies.	
STANDARDS FOR Literacy in History/Social Studies, Science, and Technical Subjects 6-12									
Reading Standards for Literacy in History/Social Studies (Grades 6-8)									
<i>Key Ideas and Details</i>									

READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
1. Cite specific textual evidence to support analysis of primary and secondary sources.	39, 104			324, 325, 326, 327, 381, 558				101	
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	8, 8h, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 32, 34h, 36, 37, 38, 39, 40, 42, 43, 44, 45, 60h, 90, 90h, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 101c, 101d, 116, 118h, 120, 121, 124, 125, 126, 127, 178, 179, 180, 181, 182, 183, 186, 187, 204g, 204h, 206, 207, 208, 210, 212, 214, 215, 234, 262, 269	8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 32, 36, 38, 40, 42, 43, 44, 90, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 116, 124, 125, 126, 127, 128, 178, 179, 180, 181, 182, 186, 187, 206, 209, 210, 212, 214, 215, 234, 262, 274, 275	Paperbacks 14, 15, 16, 22, 29, 30, 34, 36, 45, 47, 48, 52, 67, 72, 73, 74, 89, 91, 105, 137, 181, 191, 193, AudioBooks 206 eReads 287, 291, 295, 299, 303, 307, 311, 315, 319, 323, 327, 331, 335, 339, 343	324, 325, 326, 327, 332, 333, 334, 335, 336, 337, 356, 386, 387, 508, 509, 511, 542, 550, 554, 558			88, 89, 92, 93	21, 24, 25, 27, 28, 29, 31, 33, 34, 36, 37, 39, 40, 42, 43, 46, 47, 48, 49, 51, 54, 55, 57, 63, 66, 69, 70, 71, 75, 81, 82, 87, 91, 93, 95, 97, 99, 105, 108	
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	13, 15, 29, 36, 42, 55, 85, 90h, 94, 95, 96, 97, 124, 125, 126, 127, 208, 209, 210, 211, 213, 259	13, 15, 85, 94, 95, 96, 97, 125, 127, 208, 209, 210, 211, 213, 259	Paperbacks 15, 17, 48, 56, 62, 143, 189	328, 329, 330, 331, 334, 335, 380, 381, 546, 554, 558, 574			72, 90, 91	21, 22, 36, 46, 57, 63, 71, 72, 75, 76, 77, 78, 79, 82, 83, 84, 85, 88, 89, 90, 91, 94, 95, 96, 97, 100, 102, 103, 106, 108	
<i>Craft and Structure</i>									
4. Determine the meaning of words and phrases in a text, including vocabulary specific to domains related to history/social studies.	33b, 35, 91, 182, 209, 216 Each Workshop incorporates the study and application of recursive, high-utility academic vocabulary in the context of content-area readings.	216 Each Workshop incorporates the study and application of recursive, high-utility academic vocabulary in the context of content-area readings.		55		30	102, 103		28, 29, 30
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	36, 37, 43, 118, 120, 121, 124, 125, 126, 127, 129, 184, 185, 186, 187, 218, 219, 269	118, 120, 121, 125, 127, 129, 184, 185, 186, 187, 218, 219, 276	Paperbacks 14, 15, 16, 17, 22, 26, 33, 34, 36, 46, 47, 49, 50, 61, 64, 74, 75, 99, 115, 139, 145, 169 AudioBooks 212, 218, 251	328, 329, 330, 331, 340, 341, 342, 343, 348, 349, 350, 351, 384, 510, 516, 517, 546, 558, 566			37, 43, 90, 91, 94, 95	21, 27, 28, 33, 34, 39, 47, 48, 51, 52, 53, 57, 63, 65, 69, 75, 77, 78, 81, 84, 87, 93, 99, 102, 105, 106, 107, 108, 109	

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6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	162, 163, 190, 191, 218, 219, 250, 251	162, 163, 190, 191, 218, 219, 250, 251		360, 361, 362, 363, 384, 392, 393, 394, 521, 542, 574					
<i>Integration of Knowledge and Ideas</i>									
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	8, 9, 18, 19, 34g, 34h, 44, 54, 55, 60h, 84, 85, 90h, 100, 101, 112, 118, 128, 129, 186, 187, 214, 215, 244, 245	18, 19, 44, 54, 55, 84, 100, 101, 112, 128, 129, 186, 214, 215, 244, 245	AudioBooks 206	397, 398, 399		32	14, 22, 38, 40, 41, 42, 43, 44, 45, 46, 62, 70, 78	23	
8. Distinguish among fact, opinion, and reasoned judgment in a text.	170	170	Paperbacks 14, 38, 123	360, 361, 392, 393, 520, 534					39, 40, 41
9. Analyze the relationship between a primary and secondary source on the same topic.	90h			402, 535, 570			64		
<i>Range of Reading and Level of Text Complexity</i>									
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	12, 13, 16, 17, 18, 19, 34, 36, 38, 39, 42, 43, 44, 45, 84, 90, 92, 98, 99, 100, 101, 112, 113, 124, 125, 126, 127, 128, 129, 170, 171, 178, 180, 181, 184, 185, 186, 187, 198, 199, 206, 207, 208, 209, 210, 212, 213, 214, 215, 226, 227, 234, 242, 243, 244, 245, 250, 251	12, 13, 16, 17, 18, 19, 34, 36, 38, 39, 42, 43, 44, 45, 84, 90, 98, 99, 100, 101, 112, 113, 128, 129, 170, 171, 178, 180, 181, 184, 185, 186, 187, 198, 199, 206, 207, 208, 209, 210, 212, 213, 214, 215, 226, 227, 234, 242, 243, 244, 245, 250, 251, 66, 67	AudioBooks 263, 264	380, 381, 392, 393, 399, 402, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 433, 434, 435, 436, 437, 438, 439, 442, 443, 445, 447, 448, 449, 450, 451, 454, 456, 457, 458, 459, 460, 461, 462, 472, 473, 482, 483, 484, 485, 486, 487, 491, 492, 493, 494, 496, 497, 498, 499, 500, 501, 502, 506, 507, 554, 567, 571,			14, 22, 30, 38, 46, 62, 70, 78, 82, 83	The Software offers students increasingly more challenging nonfiction texts and provides them with appropriate scaffolds including anchor videos, and vocabulary within the Instructional Zones which supports comprehension.	

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Grade 7									
Reading Standards for Literature									
<i>Key Ideas and Details</i>									
1. Cite several sources of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	263A-263B, 156-157, 236-237, 238-239, 240-241, 242-243, 244-245, 262-263,	72, 237, 238, 239, 241, 243, 244	Paperbacks 14, 15, 18, 19, 20, 21, 23, 25, 26, 27, 37, 39, 53, 63, 64, 75, 83, 93, 173, 175 AudioBooks 204, 205, 206, 207, 209, 211, 213, 215, 217, 218, 248	401, 518, 562, 574			100, 101		45, 46, 47
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	75C-75D, 89A-89B, 159C-159D, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 88-89, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 246-247	69, 70, 71, 72, 73, 74, 75, 148, 149, 151, 152, 153, 157, 159	Paperbacks 39, 70 AudioBooks 216, 218, 245	376, 377, 378, 379, 528, 574			88, 89		
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	75C-75D, 89A-89B, 159C-159D, 175A-175B, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 86-87, 88-89, 148-149, 150-151, 152-153, 154-155, 156-157, 172-173, 174-175, 236-237, 242-243, 244-245	70, 71, 72, 73, 78, 79, 148, 149, 151, 152, 153, 154, 155, 157, 243, 275	Paperbacks 14, 15, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 31, 32, 35, 37, 39, 41, 42, 43, 44, 46, 49, 50, 51, 53, 54, 55, 58, 60, 61, 63, 64, 65, 66, 68, 69, 70, 71, 85, 87, 101, 109, 125, 129, 133, 155, 157, 183, 187 AudioBooks 204, 205, 206, 207, 208, 209, 210, 211, 213, 212, 216, 217, 218, 219, 221, 227, 230	328, 329, 330, 331, 332, 333, 334, 338, 339, 364, 365, 366, 367, 372, 373, 374, 375, 385, 401, 403, 404, 406, 508, 509, 511, 512, 522, 523, 526, 527, 529			90, 91, 92, 93	22, 75, 76, 96	39, 40, 41, 42, 43, 44
<i>Craft and Structure</i>									
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story	150-151, 154-155, 158-159, 240-241, 242-243, 244-245, 246-247, 260-261	77, 216					102, 103		28, 29, 30

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or drama.									
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	75C-75D, 159C-159D, 247C-247D, 74-75, 158-159, 246-247, 260-261	158, 159	Paperbacks 14, 15	408, 562					
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	86-87, 172-173			391, 521, 574			30		
<i>Integration of Knowledge and Ideas</i>									
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	READ 180 Community rBook Reading Projects Stage B Workshop 6	READ 180 Community rBook Reading Projects Stage B Workshop 6		562			98, 99	75	
8. (Not applicable to literature)									
9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	READ 180 Community rBook Reading Projects Stage C Workshop 3	READ 180 Community rBook Reading Projects Stage C Workshop 3		514, 515			30, 98, 99		
<i>Range of Reading and Level of Text Complexity</i>									
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75, 146, 150, 151, 158, 159	62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75, 146, 150, 151, 158	AudioBooks 263, 264, 265	400, 401, 430, 431, 432, 440, 441, 444, 446, 452, 453, 455, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 475, 476, 477, 478, 479, 480, 481, 488, 489, 490, 495, 496, 497, 503, 504, 505, 506, 562, 574			30, 54, 56	The Software offers students increasingly more challenging nonfiction texts and provides them with appropriate scaffolds including anchor videos, and vocabulary within the Instructional Zones which supports comprehension.	
Reading Standards for Informational Text									
<i>Key Ideas and Details</i>									

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1. Cite several sources of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	117A-117B, 263A-263B, 114-115, 234-235, 262-263			324, 325, 326, 327, 381, 558				101	
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	33A-33B, 117A-117B, 145A-145B, 32-33, 104-105, 106-107, 116-117, 144-145, 182-183	8, 10, 11, 12, 13, 15, 17, 19, 32, 36, 38, 42, 43, 92, 93, 96, 97, 98, 99, 126, 127, 180, 181, 186, 187, 206, 212, 234, 262, 274	Paperbacks 14, 15, 16, 22, 29, 30, 36, 45, 47, 48, 52, 72, 74, 89, 105, 137, 191 AudioBooks 206 eReads 287, 291, 295, 299, 303, 307, 311, 315, 319, 323, 327, 331, 335, 339, 343	324, 325, 326, 327, 332, 333, 334, 335, 336, 337, 356, 386, 387, 508, 509, 511, 542, 550, 554, 558			88, 89	21, 24, 25, 27, 28, 29, 31, 33, 34, 36, 37, 39, 40, 42, 46, 47, 48, 51, 54, 55, 57, 63, 66, 69, 70, 75, 81, 82, 87, 91, 93, 95, 97, 99, 105, 108	
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	33A-33B, 59A-59B, 117A-117B, 145A-145B, 203A-203B, 231A-231B, 33, 36-37, 38-39, 40-41, 42-43, 44-45, 58-59, 98-99, 117, 120-121, 122-123, 124-125, 126-127, 128-129, 144-145, 178-179, 180-181, 182-183, 184-185, 202-203, 206-207, 208-209, 210-211, 212-213, 214-215, 230-231			402					
<i>Craft and Structure</i>									
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	122-123, 202-203	216		55		30	102, 103		28, 29, 30
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	19C-19D, 45C-45D, 101C-101D, 129C-129D, 187C-187D, 215C-215D, 247C-247D, 22-23, 48-49, 78-79, 104-105, 124-125, 132-133, 162-163, 190-191, 218-219, 250-251, 252-253	261	eReads 287, 291, 295, 299, 303, 307, 311, 315, 319, 323, 327, 331, 335, 339, 343	380, 381, 529					
6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or	30-31, 114-115, 142-143	162, 163, 190, 191, 218, 219, 250, 251		360, 361, 362, 363, 384, 392, 393, 394, 521,					

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her position from that of others.				542, 574					
<i>Integration of Knowledge and Ideas</i>									
7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	READ 180 Community rBook Reading Project Stage B Workshop 9	READ 180 Community rBook Reading Projects Workshop 9	Each eRead Collection includes a slideshow featuring 8 photos that appear in the eReads or relate to the Collection topic. eRead Collections contain functional texts featuring maps, charts, graphs, and other text features as central elements for students to interpret.	402, 535, 570			64		
8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	30-31, 142-143	162, 163, 190, 191		360, 361, 362, 363, 384, 392, 393					
9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	READ 180 Community rBook Reading Projects Stage B Workshop 8	READ 180 Community rBook Reading Projects Stage B Workshop 8		402, 535, 570			64		
<i>Range of Reading and Level of Text Complexity</i>									
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	12, 13, 16, 17, 18, 19, 34, 36, 38, 39, 42, 43, 44, 45, 84, 90, 92, 98, 99, 100, 101, 112, 113, 124, 125, 126, 127, 128, 129, 170, 171, 178, 180, 181, 184, 185, 186, 187, 198, 199, 206, 207, 208, 209, 210, 212, 213, 214, 215, 226, 227, 234, 242, 243, 244, 245, 250, 251	12, 13, 16, 17, 18, 19, 34, 36, 38, 39, 42, 43, 44, 45, 84, 90, 98, 99, 100, 101, 112, 113, 128, 129, 170, 171, 178, 180, 181, 184, 185, 186, 187, 198, 199, 206, 207, 208, 209, 210, 212, 213, 214, 215, 226, 227, 234, 242, 243, 244, 245, 250, 251, 66, 67	AudioBooks 263, 264	380, 381, 392, 393, 399, 402, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 433, 434, 435, 436, 437, 438, 439, 442, 443, 445, 447, 448, 449, 450, 451, 454, 456, 457, 458, 459, 460, 461, 462, 472, 473, 482, 483,			14, 22, 30, 38, 46, 62, 70, 78,82, 83	The Software offers students increasingly more challenging nonfiction texts and provides them with appropriate scaffolds including anchor videos, and vocabulary within the Instructional Zones which supports comprehension.	

READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8

Common Core State Standards for English Language Arts	READ 180 rBook Teacher’s Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
				484, 485, 486, 487, 491, 492, 493, 494, 496, 497, 498, 499, 500, 501, 502, 506, 507, 554, 567, 571,					
Writing Standards									
<i>Text Types and Purposes</i>									
<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	145A-145B, 203A-203B, 30-31, 132-133, 134-135, 136-137, 139, 142-143, 145, 190-191, 192-193, 194-195, 197, 203	30, 31, 40, 70, 74, 79, 96, 98, 99, 126, 127, 129, 132, 133, 134, 135, 142, 143, 152, 154, 156, 158, 190, 191, 210, 211, 212, 238, 242, 246, 285	AudioBooks 257 eReads 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330,331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345		14, 83, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113,114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156		62	351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458,	

READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
								459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470	
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	33A-33B, 89A-89B, 117A-117B, 175A-175B, 22-23, 24-25, 27, 33, 56-57, 78-79, 80-81, 83, 89, 104-105, 106-107, 108-109, 111, 114-115, 117, 162-163, 164-165, 166-167, 169, 175, 190-191, 200-201, 250-251, 252-253, 254-255, 257	106, 107, 172, 173, 200, 201, 284	AudioBooks 259, 260, 261 eReads 286, 287, 28, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330,331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 348, 349, 350, 351, 352, 353, 354, 355		14, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 63, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156		15, 32, 39, 55, 68, 69, 71, 72, 73	Students take a stand on a topic and use textual evidence to support their argument in each Writing Zone. Scaffolded grammar and sentence frames develop writing skills.	103, 104, 105
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and</p>	59A-59B, 48-49, 50-51, 53, 59, 86-87, 172-173, 218-219, 220-221, 222-223, 225	49, 218, 219, 285	eReads 310, 311, 312, 313		14, 16, 21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 49, 40, 41, 42, 43, 44, 45, 46		23, 32		100, 101, 102

READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8

Common Core State Standards for English Language Arts	READ 180 rBook Teacher’s Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
<p>logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>									
<i>Production and Distribution of Writing</i>									
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>59A-59B, 22-23, 24-25, 26-27, 48-49, 50-51, 53, 59, 78-79, 80-81, 83, 86-87, 104-105, 106-107, 108-109, 111, 132-133, 134-135, 136-137, 139, 162-163, 164-165, 166-167, 169, 172-173, 190-191, 192-193, 194-195, 197, 200-201, 218-219, 220-221, 222-223, 228-229, 250-251, 252-253, 254-255, 257, 260-261</p>	<p>172, 173</p>			<p>30, 46, 77, 82, 93, 123, 138</p>			<p>Students take a stand on a topic and use textual evidence to support their argument in each Writing Zone. Scaffolded grammar and sentence frames develop writing skills.</p>	
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)</p>	<p>22-23, 24-25, 26-27, 30-31, 48-49, 50-51, 53, 56-57, 78-79, 80-81, 86-87, 104-105, 106-107, 108-109, 111, 114-115, 132-133, 134-135, 136-137, 139, 142-143, 162-163, 164-165, 166-167, 168-169, 172-173, 190-191, 192-193, 194-195, 196-197, 200-201, 218-219, 220-221, 222-223,</p>	<p>23, 24, 25, 26, 27, 48, 49, 51, 52, 56, 57, 79, 80, 82, 83, 106, 107, 108, 109, 110, 111, 114, 115, 124, 125, 134, 135, 136, 137, 138, 139, 164, 165, 166, 167, 172, 173, 192, 193, 194, 195, 196, 197, 200, 201, 220, 221, 222, 223, 224, 225,</p>	<p>AudioBooks 257, 258, 259, 260, 261</p>		<p>15, 16, 21, 23, 26, 28, 31, 33, 36, 38, 41, 44, 47, 49, 52, 54, 57, 59, 62, 64, 67, 70, 73, 74, 75, 78, 80, 83, 85, 87, 88, 90, 93, 95, 98, 100, 103, 105, 108, 111, 113, 115, 118, 121,</p>		<p>15, 16, 24, 25, 26, 27, 28, 29, 32, 33, 40, 41, 48, 49, 56, 57, 64, 65, 68, 69, 72, 73, 76, 77,</p>	<p>In the Writing Zone, students are coached through the writing and editing process. Students are guided through a four-point rubric that allows them to self-check their work.</p>	<p>66, 67</p>

READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
	224-225, 228-229, 250-251, 252-253, 254-255, 256-257, 260-261	252, 253, 255, 256, 257, 260, 261			124, 126, 129, 131, 134, 137, 138, 139, 141, 144, 145, 146, 148, 149, 150, 151, 156, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255		80, 81		
6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	30-31, 56-57, 114-115, 142-143, 200-201, 228-229, 260-261	27, 53, 56, 83, 167, 197, 225, 257	AudioBooks 258, 259		15, 16, 21, 26, 31, 36, 41, 47, 52, 57, 62, 67, 73, 78, 83, 88, 93, 98, 103, 108, 113, 118, 124, 129, 134, 139, 156		24, 25, 26, 27, 48, 49, 58, 59, 68, 69, 72, 73, 80, 81	In the Writing Zone, students are coached through the writing and editing process. Students are guided through a four-point rubric that allows them to self-check their work.	
<i>Research to Build and Present Knowledge</i>									
7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	263A-263B, 250-251, 252-253, 254-255, 256-257, 263 End of Workshop Wrap-Up Projects provide opportunities to apply and integrate learning of a particular Workshop topic.	250, 251, 252, 253, 254, 255, 256, 257, 286 End of Workshop Wrap-Up Projects provide opportunities to apply and integrate learning of a particular Workshop topic.			14, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156		24, 25, 26, 27, 40, 41, 48, 49, 64, 68, 69, 72, 73, 80, 81		
8. Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, avoiding plagiarism and following a standard format for citation.	263A-263B, 112-113, 250-251, 252-253, 254-255, 257, 263	27, 56, 112, 252			146, 147, 148, 149		15, 16, 24, 25, 26, 27, 32, 34, 35, 40, 41, 48, 49, 58, 59, 64, 65, PO's 50, 51, 72, 73, 74, 75,		

READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>83, 169</p> <p><i>READ 180 Community rBook Reading Projects Stage B Workshop 9</i></p>	<p>79, 109, 164, 165, 252</p> <p><i>READ 180 Community rBook Reading Projects Stage B Workshop 9</i></p>			<p>83, 84, 146, 147, 154, 155, 156</p>		<p>80, 81</p> <p>26, 27, 48, 49, 58, 59, 65, 72, 73, 74, 75</p>		
<p><i>Range of Writing</i></p>									
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>33A-33B, 59A-59B, 89A-89B, 117A-117B, 145A-145B, 175A-175B, 203A-203B, 231A-231B, 263A-263B, 10-11, 12-13, 14-15, 16-17, 18-19, 22-23, 24-25, 27, 32-33, 36-37, 38-39, 40-41, 42-43, 44-45, 48-49, 50-51, 53, 56-57, 58-59, 74-75, 78-79, 80-81, 83, 86-87, 88-89, 92-93, 96-97, 98-99, 100-101, 104-105, 106-107, 108-109, 111, 114-115, 116-117, 126-127, 132-133, 134-135, 136-137, 139, 144-145, 150-151, 152-153, 154-155, 156-157, 158-159, 162-163, 164-165, 166-167, 169, 172-173, 174-175, 178-179, 184-185, 186-187, 190-191, 192-193, 194-195, 196-197, 200-201, 202-203, 206-</p>	<p>68, 69, 70, 71, 79</p> <p>The RED Routine React and Write is regularly integrated into rBook Workshops to support students in using academic language and increase writing stamina.</p>	<p>Paperbacks 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198 AudioBooks 222, 223, 225, 226, 228, 229, 231, 232, 234, 235, 237, 238, 240, 241, 243, 244, 246, 247, 249, 250, 252, 253, 255, 256 eReads 288, 289, 292, 293, 296, 297, 300, 301, 304, 305,</p>					<p>Students take a stand on a topic and use textual evidence to support their argument in each Writing Zone. Scaffolded grammar and sentence frames develop writing skills.</p>	

READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
	207, 210-211, 212-213, 218-219, 220-221, 222-223, 225, 228-229, 230-231, 234-235, 246-247, 254-255, 257, 260-261, 262-263		308, 309, 312, 313, 316, 317, 320, 321, 324, 325, 328, 329, 332, 333, 336, 337, 340, 341, 344, 345						
Speaking and Listening Standards									
Comprehension and Collaboration									
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.	8G-8H, 34G-34H, 60G-60H, 90G-90H, 118G-118H, 146G-146H, 176G-176H, 204G-204H, 232G-232H, 8-9, 12-13, 30-31, 34-35, 56-57, 60-61, 86-87, 90-91, 98-99, 100-101, 114-115, 118-119, 142-143, 146-147, 150-151, 152-153, 156-157, 158-159, 170-171, 172-173, 176-177, 200-201, 204-205, 232-233, 246-247, 260-261	30, 31, 56, 84, 85, 95, 100, 101, 109, 114, 115, 126, 127, 142, 143, 200, 201, 226, 227, 228, 244, 260, 261	Discussion questions for each Paperback, Audiobook, and eRead guide academic conversations about a topic.				32, 33, 56, 57, 108, 109, 110, 111	Discussion questions for each Software segment guide academic conversations about a topic.	
2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	8G-8H, 34G-34H, 60G-60H, 90G-90H, 118G-118H, 146G-146H, 176G-176H, 204G-204H, 232G-232H, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 28-29, 34-35, 54-55, 60-61, 84-85, 90-91, 92-93, 98-99, 118-119, 120-121, 140-141,	94, 95, 98, 99, 100, 101, 120, 183, 234					65		

READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
	146-147, 148-149, 170-171, 176-177, 198-199, 204-205, 226-227, 232-233, 258-259								
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	30-31, 142-143	31, 57, 87, 109, 115, 142, 143	Discussion questions for each Software segment guide academic conversations about a topic.					Discussion questions for each Software segment guide academic conversations about a topic.	
<i>Presentation of Knowledge and Ideas</i>									
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	27, 30-31, 56-57, 114-115, 142-143, 197, 200-201, 228-229, 257, 260-261	31, 57, 87, 97, 109, 114, 115, 125, 143, 173, 201, 229, 261					16, 24, 25, 32, 33, 36, 37, 40, 41, 48, 49, 64, 65, 68, 69, 80, 81		
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	27, 53, 56-57, 83, 111, 139, 169, 197, 225, 257, 228-229						32, 33, 60, 61, 68, 69, 80, 81		
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)	10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 28-29, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 50-51, 54-55, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 76-77, 80-81, 84-85, 92-93, 94-95, 96-97, 98-99, 100-101, 102-103, 108-109, 112-113, 114-115, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 132-133, 134-135, 136-137, 140-141, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 166-167, 170-171, 172-173, 178-179, 180-181, 182-183, 186-187, 188-189, 190-191, 192-193,	31, 57, 87, 109, 115, 143, 173, 201, 229, 261					68, 69,		

READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
	194-195, 198-199, 200-201, 206-207, 208-209, 212-213, 214-215, 216-217, 222-223, 226-227, 228-229, 236-237, 238-239, 240-241, 242-243, 244-245, 246-247, 248-249, 254-255, 258-259, 260-261								
Language Standards									
<i>Conventions of Standard English</i>									
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	27, 92-93, 98-99	26, 48, 52, 76, 82, 83, 89, 110, 138, 196, 197, 217, 224, 231, 256, 257, 287, 288, 289		298, 299	20, 25, 40, 72, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 225, 226, 232, 233, 236, 237, 238, 239, 240, 241, 248, 249, 250, 251, 252, 253, 254, 255,	39, 48, 50, 51, 53, 54, 56, 57, 58, 59		In the Writing Zone, recordings help students "hear" grammatical and syntactical errors and improve their sentences.	34, 35, 36
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate	89A-89B, 117A-117B, 26-27, 32-33, 52-53, 82-83, 88-89, 110-111, 117, 138-139, 144-145, 168-169, 174-175, 196-	27, 53, 111, 139, 225, 290, 291		14, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224,	30, 133, 222, 223, 224, 225, 236, 237, 238, 239, 240, 241, 242, 243,	67		In the Spelling and Writing Zones, students practice proofreading by receiving	34, 35, 36

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Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). b. Spell correctly.	197, 224-225, 230-231, 256-257			225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246	244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255			corrective feedback, correcting misspellings and using writing scaffolds to improve their grammar and syntactical choices.	
<i>Knowledge of Language</i>									
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	24-25, 42-43, 50-51, 53, 80-81, 83, 108-109, 111, 166-167, 169, 222-223, 225, 254-255, 257, 260-261				61, 77, 82, 117, 230, 231			In the Writing Zone, students practice replacing “tired words” with more precise academic vocabulary.	
<i>Vocabulary Acquisition and Use</i>									
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	59A-59B, 117A-117B, 145A-145B, 175A-175B, 203A-203B, 231A-231B, 263A-263B, 8-9, 20-21, 34-35, 46-47, 58-59, 60-61, 76-77, 88-89, 102-103, 116-117, 118-119, 130-131, 144-145, 146-147, 160-161, 174-175, 176-177, 182-183, 184-185, 188-189, 202-203, 204-205, 210-211, 214-215, 216-217, 230-231, 232-233, 240-241, 242-243, 244-245, 246-247, 248-249, 262-263	46, 47, 77, 102, 103, 117, 161, 175, 216, 231, 248, 249, 263, Glossary 264-273		254, 256, 257, 258, 271, 274, 275, 276, 277, 280, 281, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 300, 301, 302, 303, 304, 305	143	40, 48, 52, 60, 68, 69, 70	26, 27	Within the Reading and Word Zones, students learn to determine word meanings, appreciate nuances of words, practice pronunciation, and expand their vocabularies.	

READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>	<p>33A-33B, 89A-89B, 175A-175B, 203A-203B, 20-21, 32-33, 40-41, 44-45, 88-89, 130-131, 150-151, 160-161, 174-175, 188-189, 202-203, 210-211, 216-217, 240-241, 242-243, 244-245, 246-247, 248-249</p>	<p>20, 21, 33, 160, 175</p>		<p>261, 263, 265, 282, 283, 284, 285, 286, 287, 290, 291, 310, 311, 403, 404</p>	<p>66, 117, 143</p>	<p>40, 52, 60, 62, 69, 70</p>		<p>Within the Reading and Word Zones, students learn to determine word meanings, appreciate nuances of words, practice pronunciation, and expand their vocabularies.</p>	
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>19C-19D, 33A-33B, 45C-45D, 59A-59B, 75C-75D, 89A-89B, 101C-101D, 117A-117B, 129C-129D, 145A-145B, 187C-187D, 203A-203B, 215C-215D, 231A-231B, 247C-247D, 263A-263B, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 58-59, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 76-77, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101, 102-103, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 144-145, 146-147, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 174-175, 176-177, 178-179, 180-181, 182-183, 184-185, 186-187, 188-189, 202-203, 204-205, 206-207, 208-209, 210-211, 212-213, 214-215, 216-217, 230-231,</p>	<p>9, 12, 14, 16, 18, 33, 35, 36, 38, 40, 42, 44, 59, 61, 63, 66, 68, 69, 70, 72, 77, 89, 91, 92, 94, 95, 96, 98, 100, 102, 103, 117, 118, 119, 120, 124, 126, 127, 128, 129, 145, 150, 152, 153, 154, 156, 157, 160, 161, 175, 177, 178, 180, 181, 182, 184, 185, 186, 187, 205, 206, 208, 209, 210, 212, 213, 214, 215, 216, 217, 231, 233, 234, 238, 240, 241, 242, 243, 244, 245, 248, 249, 263</p>	<p>Audiobooks: 204, 205, 206, 207 eReads 287, 291, 295, 299, 303, 307, 311, 315, 319, 323, 327, 331, 335, 339, 343</p> <p>Each eRead selection includes roll-over vocabulary words that include definitions and parts of speech. The information can also be read aloud. Students are encouraged to keep track of new vocabulary words on a vocabulary log found on p. 268.</p>	<p>15, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312</p>		<p>21-70</p>	<p>15, 23, 32, 39, 47, 55, 63, 71, 79, 102, 103</p>	<p>20, 21, 26, 27, 32, 33, 38, 39, 44, 45, 50, 51, 56, 57, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 92, 93 98, 99, 104, 105</p> <p>The Reading Zone highlights academic vocabulary words in context, with scaffolds to help students decode, pronounce, and apply them.</p>	

READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
	232-233, 234-235, 238-239, 240-241, 242-243, 244-245, 246-247, 248-249, 262-263								
Grade 8									
Reading Standards for Literature									
<i>Key Ideas and Details</i>									
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	263A-263B, 66-67, 70-71, 72-73, 96-97, 156-157, 236-237, 238-239, 240-241, 242-243, 244-245, 262-263,	Every expository text in each <i>rBook</i> Workshop is accompanied by a Key Idea question that asks students to determine the main idea, as well as a Summarize activity.							
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	75C-75D, 89A-89B, 159C-159D, 16-17, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 88-89, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 175, 246-247	69, 70, 71, 72, 73, 74, 75, 148, 149, 151, 152, 153, 157, 159	Paperbacks 39, 70 AudioBooks 216, 218, 245	376, 377, 378, 379, 528, 574			88, 89		
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	175A-175B, 62-63, 64-65, 66-67, 70-71, 72-73, 86-87, 148-149, 150-151, 152-153, 154-155, 156-157, 172-173, 174-175, 242-243, 244-245		Paperbacks 14, 15, 25, 26, 33, 40, 49, 50, 51, 55, 61, 64, 99, 139, 145	340, 350, 366, 367, 374, 375, 376, 377, 378, 379, 385, 401, 403, 404, 405			94, 95	76	
<i>Craft and Structure</i>									
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	150-151, 154-155, 158-159, 240-241, 242-243, 244-245, 246-247, 260-261	77, 216					102, 103		28, 29, 30
5. Compare and contrast the	74-75, 158-159	Community <i>rBook</i>		402, 514, 515,			98, 99		

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Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Community <i>rBook</i> Reading Projects Stage B Workshop 9	Reading Projects Stage B Workshop 9		535					
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.				385, 407, 562					
Integration of Knowledge and Ideas									
7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	<i>READ 180</i> Community <i>rBook</i> Reading Projects Workshop 6	<i>READ 180</i> Community <i>rBook</i> Reading Projects Workshop 6		562			98, 99	75	
8. (Not applicable to literature)									
9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	T164-T165, 62, 63, 65, 67, 69, 71, 73-75, 148-149, 151, 153, 157, 159	62, 63, 65, 67, 69, 71, 73-75, 148-149, 151, 153, 157, 159		407					
<i>Range of Reading and Level of Text Complexity</i>									
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75, 146, 150, 151, 158, 159	62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75, 146, 150, 151, 158	AudioBooks 263, 264, 265	400, 401, 430, 431, 432, 440, 441, 444, 446, 452, 453, 455, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 475, 476, 477, 478, 479, 480, 481, 488, 489, 490, 495, 496, 497, 503, 504, 505, 506, 562, 574			30, 54, 56		
Reading Standards for Informational Text									
<i>Key Ideas and Details</i>									

READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	117A-117B, 263A-263B, 16-17, 36-37, 38-39, 40-41, 42-43, 44-45, 114-115, 212-213, 214-215, 234-235, 262-263			324, 325, 326, 327, 381, 558				101	
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	33A-33B, 59A-59B, 117A-117B, 145A-145B, 10-11, 12-13, 14-15, 16-17, 18-19, 32-33, 36-37, 38-39, 40-41, 42-43, 44-45, 92-93, 94-95, 96-97, 98-99, 100-101, 102-103, 104-105, 106-107, 116-117, 120-121, 122-123, 124-125, 126-127, 128-129, 144-145, 182-183, 184-185, 186-187, 200-201, 206-207, 208-209, 210-211, 212-213, 214-215, 216-217, 234-235	8, 10, 11, 12, 13, 15, 17, 19, 32, 36, 38, 42, 43, 92, 93, 96, 97, 98, 99, 126, 127, 180, 181, 186, 187, 206, 212, 234, 262, 274	Paperbacks 14, 15, 16, 22, 29, 30, 36, 45, 47, 48, 52, 72, 74, 89, 105, 137, 191 AudioBooks 206 eReads 287, 291, 295, 299, 303, 307, 311, 315, 319, 323, 327, 331, 335, 339, 343	324, 325, 326, 327, 332, 333, 334, 335, 336, 337, 356, 386, 387, 508, 509, 511, 542, 550, 554, 558			88, 89	21, 24, 25, 27, 28, 29, 31, 33, 34, 36, 37, 39, 40, 42, 46, 47, 48, 51, 54, 55, 57, 63, 66, 69, 70, 75, 81, 82, 87, 91, 93, 95, 97, 99, 105, 108	
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	33A-33B, 59A-59B, 117A-117B, 145A-145B, 203A-203B, 231A-231B, 36-37, 38-39, 40-41, 42-43, 44-45, 58-59, 98-99, 120-121, 122-123, 124-125, 126-127, 128-129, 144-145, 172-173, 178-179, 180-181, 182-183, 184-185, 202-203, 206-207, 208-209, 210-211, 212-213, 214-215, 230-231			402					
<i>Craft and Structure</i>									
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	120-121, 122-123	13, 15, 85, 94, 95, 96, 97, 125, 127, 208, 209, 210, 211, 213, 259	Paperbacks 15, 17, 48, 56, 62, 143, 189	328, 329, 330, 331, 334, 335, 380, 381, 546, 554, 558, 574			72, 90, 91	21, 22, 36, 46, 57, 63, 71, 72, 75, 76, 77, 78, 79, 82, 83, 84, 85, 88, 89, 90, 91, 94, 95, 96, 97, 100, 102, 103, 106, 108	
5. Analyze in detail the structure of a specific paragraph in a text, including	19C-19D, 45C-45D, 101C-101D, 129C-129D,	261	eReads 287, 291, 295, 299, 303, 307,	380, 381, 529					

READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
the role of particular sentences in developing and refining a key concept.	187C-187D, 215C-215D, 247C-247D, 124-125		311, 315, 319, 323, 327, 331, 335, 339, 343						
6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	162, 163, 190, 191, 218, 219, 250, 251	162, 163, 190, 191, 218, 219, 250, 251		360, 361, 362, 363, 384, 392, 393, 394, 521, 542, 574					
<i>Integration of Knowledge and Ideas</i>									
7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	8,9, 90g, 90h <i>READ 180</i> Community <i>rBook</i> Reading Projects Stage B Workshop 2	<i>READ 180</i> Community <i>rBook</i> Reading Projects Stage B Workshop 2		402, 550, 570					
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	30-31, 142-143 <i>READ 180</i> Community <i>rBook</i> Reading Projects Workshop 5	<i>READ 180</i> Community <i>rBook</i> Reading Projects Workshop 5		360, 361, 392, 534					
9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	112			394, 570					
<i>Range of Reading and Level of Text Complexity</i>									
10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	12, 13, 16, 17, 18, 19, 34, 36, 38, 39, 42, 43, 44, 45, 84, 90, 92, 98, 99, 100, 101, 112, 113, 124, 125, 126, 127, 128, 129, 170, 171, 178, 180, 181, 184, 185, 186, 187, 198, 199, 206, 207, 208, 209, 210, 212, 213, 214, 215, 226, 227, 234, 242, 243, 244, 245, 250, 251	12, 13, 16, 17, 18, 19, 34, 36, 38, 39, 42, 43, 44, 45, 84, 90, 98, 99, 100, 101, 112, 113, 128, 129, 170, 171, 178, 180, 181, 184, 185, 186, 187, 198, 199, 206, 207, 208, 209, 210, 212, 213, 214, 215, 226, 227, 234, 242, 243, 244, 245, 250, 251, 66, 67	AudioBooks 263, 264	380, 381, 392, 393, 399, 402, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 433, 434, 435, 436, 437, 438, 439, 442, 443, 445, 447, 448, 449, 450, 451, 454, 456, 457, 458, 459, 460, 461, 462, 472,			14, 22, 30, 38, 46, 62, 70, 78,82, 83	The Software offers students increasingly more challenging nonfiction texts and provides them with appropriate scaffolds including anchor videos, and vocabulary within the Instructional Zones which supports comprehension.	

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Common Core State Standards for English Language Arts	READ 180 rBook Teacher’s Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
				473, 482, 483, 484, 485, 486, 487, 491, 492, 493, 494, 496, 497, 498, 499, 500, 501, 502, 506, 507, 554, 567, 571,					
Writing Standards									
<i>Text Types and Purposes</i>									
1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	145A-145B, 203A-203B, 30-31, 132-133, 134-135, 136-137, 139, 142-143, 145, 190-191, 192-193, 194-195, 197, 203	30, 31, 40, 70, 74, 79, 96, 98, 99, 126, 127, 129, 132, 133, 134, 135, 142, 143, 152, 154, 156, 158, 190, 191, 210, 211, 212, 238, 242, 246, 285	AudioBooks 257 eReads 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330,331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345		14, 83, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113,114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156		62	351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455,	

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								456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470	
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>33A-33B, 89A-89B, 117A-117B, 175A-175B, 22-23, 24-25, 27, 33, 56-57, 78-79, 80-81, 83, 89, 104-105, 106-107, 108-109, 111, 114-115, 117, 134-135, 36-137, 162-163, 164-165, 166-167, 169, 190-191, 197, 200-201, 250-251, 252-253, 254-255, 257</p>	<p>106, 107, 172, 173, 200, 201, 284</p>	<p>AudioBooks 259, 260, 261 eReads 286, 287, 28, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 348, 349, 350, 351, 352, 353, 354, 355</p>		<p>14, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 63, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156</p>		<p>15, 32, 39, 55, 68, 69, 71, 72, 73</p>		<p>103, 104, 105</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<p>59A-59B, 48-49, 50-51, 53, 59, 86-87, 172-173, 218-219, 220-221, 222-223, 225</p>	<p>49, 218, 219, 285</p>	<p>eReads 310, 311, 312, 313</p>		<p>14, 16, 21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 49, 40, 41, 42, 43, 44, 45, 46</p>		<p>23, 32</p>		<p>100, 101, 102</p>

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<p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>									
<i>Production and Distribution of Writing</i>									
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>59A-59B, 22-23, 24-25, 26-27, 48-49, 50-51, 53, 59, 78-79, 80-81, 83, 104-105, 106-107, 108-109, 111, 132-133, 134-135, 136-137, 139, 162-163, 164-165, 166-167, 169, 172-173, 190-191, 192-193, 194-195, 197, 200-201, 218-219, 220-221, 222-223, 225, 228-229, 250-251, 252-253, 254-255, 257, 260-261</p>	<p>172, 173</p>			<p>30, 46, 77, 82, 93, 123, 138</p>			<p>Students take a stand on a topic and use textual evidence to support their argument in each Writing Zone. Scaffolded grammar and sentence frames develop writing skills.</p>	
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)</p>	<p>22-23, 24-25, 26-27, 30-31, 48-49, 50-51, 53, 56-57, 78-79, 80-81, 83, 86-87, 104-105, 106-107, 108-109, 110-111, 114-115, 132-133, 134-135, 136-137, 138-139, 142-143, 162-163, 164-165, 166-167, 168-169, 172-173, 190-191, 192-193, 194-195, 200-201, 218-219, 220-221, 222-</p>	<p>23, 24, 25, 26, 27, 48, 49, 51, 52, 56, 57, 79, 80, 82, 83, 106, 107, 108, 109, 110, 111, 114, 115, 124, 125, 134, 135, 136, 137, 138, 139, 164, 165, 166, 167, 172, 173, 192, 193, 194, 195, 196, 197, 200, 201, 220, 221, 222, 223, 224, 225,</p>	<p>AudioBooks 257, 258, 259, 260, 261</p>		<p>15, 16, 21, 23, 26, 28, 31, 33, 36, 38, 41, 44, 47, 49, 52, 54, 57, 59, 62, 64, 67, 70, 73, 74, 75, 78, 80, 83, 85, 87, 88, 90, 93, 95, 98, 100, 103, 105, 108, 111, 113, 115, 118, 121,</p>		<p>15, 16, 24, 25, 26, 27, 28, 29, 32, 33, 40, 41, 48, 49, 56, 57, 64, 65, 68, 69, 72, 73, 76, 77,</p>	<p>In the Writing Zone, students are coached through the writing and editing process. Students are guided through a four-point rubric that allows them to self-check their work.</p>	<p>66, 67</p>

READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
	223, 224-225, 228-229, 250-251, 252-253, 254-255, 257, 260-261	252, 253, 255, 256, 257, 260, 261			124, 126, 129, 131, 134, 137, 138, 139, 141, 144, 145, 146, 148, 149, 150, 151, 156, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255		80, 81		
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	27, 30-31, 53, 56-57, 83, 111, 114-115, 139, 142-143, 169, 197, 200-201, 225, 228-229, 257, 260-261	27, 53, 56, 83, 167, 197, 225, 257	AudioBooks 258, 259		15, 16, 21, 26, 31, 36, 41, 47, 52, 57, 62, 67, 73, 78, 83, 88, 93, 98, 103, 108, 113, 118, 124, 129, 134, 139, 156		24, 25, 26, 27, 48, 49, 58, 59, 68, 69, 72, 73, 80, 81		
<i>Research to Build and Present Knowledge</i>									
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	263A-263B, 250-251, 252-253, 254-255, 256-257, 263	250, 251, 252, 253, 254, 255, 256, 257, 286			14, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156		24, 25, 26, 27, 40, 41, 48, 49, 64, 68, 69, 72, 73, 80, 81		
8. Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	263A-263B, 112-113, 250-251, 252-253, 254-255, 257, 263	27, 56, 112, 252			146, 147, 148, 149		15, 16, 24, 25, 26, 27, 32, 34, 35, 40, 41, 48, 49, 58, 59, 64, 65, PO's 50, 51, 72, 73, 74, 75, 80, 81		
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a	83, 169	79, 109, 164, 165, 252			83, 84, 146, 147, 154, 155, 156		26, 27, 48, 49, 58, 59, 65, 72, 73, 74, 75		

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Common Core State Standards for English Language Arts	READ 180 rBook Teacher’s Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
<p>modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>									
<i>Range of Writing</i>									
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>33A-33B, 59A-59B, 89A-89B, 117A-117B, 145A-145B, 175A-175B, 203A-203B, 231A-231B, 263A-263B, 10-11, 12-13, 14-15, 16-17, 18-19, 22-23, 24-25, 32-33, 36-37, 38-39, 40-41, 42-43, 44-45, 48-49, 50-51, 53, 56-57, 58-59, 74-75, 78-79, 80-81, 83, 86-87, 88-89, 92-93, 96-97, 98-99, 100-101, 104-105, 106-107, 108-109, 111, 114-115, 116-117, 126-127, 132-133, 134-135, 136-137, 139, 144-145, 150-151, 152-153, 154-155, 156-157, 158-159, 162-163, 164-165, 166-167, 169, 172-173, 174-175, 178-179, 184-185, 186-187, 190-191, 192-193, 194-195, 196-197, 200-201, 202-203, 206-207, 210-211, 212-213, 218-219, 220-221, 222-223, 225, 228-229, 230-231, 234-235, 246-247, 254-255, 257, 260-261,</p>	<p>68, 69, 70, 71, 79</p> <p>The RED Routine React and Write is regularly integrated into rBook Workshops to support students in using academic language and increase writing stamina.</p>	<p>Paperbacks 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198 AudioBooks 222, 223, 225, 226, 228, 229, 231, 232, 234, 235, 237, 238, 240, 241, 243, 244, 246, 247, 249, 250, 252, 253, 255, 256 eReads 288, 289, 292, 293, 296, 297, 300, 301, 304, 305, 308, 309, 312, 313, 316, 317, 320, 321, 324, 325, 328, 329, 332, 333, 336, 337, 340, 341, 344, 345</p>					<p>Students take a stand on a topic and use textual evidence to support their argument in each Writing Zone. Scaffolded grammar and sentence frames develop writing skills.</p>	

READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
	262-263								
Speaking and Listening Standards									
Comprehension and Collaboration									
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	8G-8H, 34G-34H, 60G-60H, 90G-90H, 118G-118H, 146G-146H, 176G-176H, 204G-204H, 232G-232H, 8-9, 12-13, 30-31, 34-35, 56-57, 60-61, 86-87, 90-91, 114-115, 118-119, 142-143, 146-147, 150-151, 152-153, 156-157, 158-159, 170-171, 172-173, 176-177, 200-201, 204-205, 228-229, 232-233, 246-247, 260-261	30, 31, 56, 84, 85, 95, 100, 101, 109, 114, 115, 126, 127, 142, 143, 200, 201, 226, 227, 228, 244, 260, 261	Discussion questions for each Paperback, Audiobook, and eRead guide academic conversations about a topic.				32, 33, 56, 57, 108, 109, 110, 111	Discussion questions guide students' comprehension and academic discussion.	
2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	28-29, 84-85, 112-113, 140-141, 170-171, 198-199, 226-227, 244-245, 258-259								
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	30-31, 142-143	31, 57, 87, 109, 115, 142, 143							
<i>Presentation of Knowledge and Ideas</i>									

READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	27, 30-31, 56-57, 114-115, 142-143, 197, 200-201, 228-229, 257, 260-261	31, 57, 87, 97, 109, 114, 115, 125, 143, 173, 201, 229, 261 End-of-Workshop Projects ask students to present their findings to the class using academic language					16, 24, 25, 32, 33, 36, 37, 40, 41, 48, 49, 64, 65, 68, 69, 80, 81		
5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	27, 53, 83, 111, 139, 169, 225, 257, 56-57, 228-229						32, 33, 60, 61, 68, 69, 80, 81		
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)	10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 28-29, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 54-55, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 76-77, 80-81, 84-85, 92-93, 94-95, 96-97, 98-99, 100-101, 102-103, 104-105, 108-109, 112-113, 114-115, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 132-133, 134-135, 136-137, 140-141, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 166-167, 170-171, 178-179, 180-181, 182-183, 186-187, 188-189, 190-191, 192-193, 194-195, 198-199, 200-201, 206-207, 208-209, 212-213, 214-215, 216-217, 222-223, 226-227, 228-229, 236-237, 238-239, 240-241, 242-243, 244-245, 246-247, 248-249, 254-255, 258-259, 260-261	31, 57, 87, 109, 115, 143, 173, 201, 229, 261					68, 69,		
Language Standards									
<i>Conventions in Standard English</i>									

READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8

Common Core State Standards for English Language Arts	READ 180 rBook Teacher’s Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*	76-77	26, 48, 52, 76, 82, 83, 89, 110, 138, 196, 197, 217, 224, 231, 256, 257, 287, 288, 289		298, 299	20, 25, 40, 72, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255,	39, 48, 50, 51, 53, 54, 56, 57, 58, 59			34, 35, 36
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.	89A-89B, 117A-117B, 26-27, 32-33, 52-53, 82-83, 88-89, 110-111, 117, 138-139, 144-145, 168-169, 174-175, 196-197, 224-225, 230-231, 256-257	27, 53, 111, 139, 225, 290, 291		14, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246	30, 133, 222, 223, 224, 225, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255	67		In the Writing Zone, recordings help students “hear” grammatical and syntactical errors and improve their sentences.	34, 35, 36
<i>Knowledge of Language</i>									
3. Use knowledge of language and its conventions when writing, speaking,	50, 51, 167, 224				61, 77, 82, 117, 230, 231			Within the Reading and Word Zones,	

READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8

Common Core State Standards for English Language Arts	READ 180 rBook Teacher’s Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).								students learn to determine word meanings, appreciate nuances of words, practice pronunciation, and expand their vocabularies.	
<i>Vocabulary Acquisition and Use</i>									
4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	59A-59B, 117A-117B, 145A-145B, 175A-175B, 203A-203B, 231A-231B, 263A-263B, 8-9, 20-21, 34-35, 46-47, 59, 60-61, 76-77, 88-89, 102-103, 116-117, 118-119, 130-131, 144-145, 146-147, 160-161, 174-175, 176-177, 182-183, 184-185, 188-189, 202-203, 204-205, 210-211, 214-215, 216-217, 230-231, 232-233, 240-241, 242-243, 244-245, 246-247, 248-249, 262-263	46, 47, 77, 102, 103, 117, 161, 175, 216, 231, 248, 249, 263, Glossary 264-273		254, 256, 257, 258, 271, 274, 275, 276, 277, 280, 281, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 300, 301, 302, 303, 304, 305	61, 77, 82, 117, 143, 230, 231	40, 48, 52, 60, 68, 69, 70	26, 27	Within the Reading and Word Zones, students learn to determine word meanings, appreciate nuances of words, practice pronunciation, and expand their vocabularies.	
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the	33A-33B, 89A-89B, 145A-145B, 175A-175B, 203A-203B, 20-21, 32-33, 40-41, 44-45, 46-47, 76-77, 88-89, 102-103, 130-131, 150-151, 160-161, 174-175, 188-189, 202-203, 216-217, 240-241, 242-243, 244-245, 246-247, 248-249	246, 247		286, 287, 310, 311, 403, 404	56, 143	40, 52, 60, 69, 70		Within the Reading and Word Zones, students learn to determine word meanings, appreciate nuances of words, practice pronunciation, and expand	

READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8

Common Core State Standards for English Language Arts	READ 180 rBook Teacher’s Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).								their vocabularies.	
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	19C-19D, 33A-33B, 45C-45D, 59A-59B, 75C-75D, 89A-89B, 101C-101D, 117A-117B, 129C-129D, 145A-145B, 187C-187D, 203A-203B, 215C-215D, 231A-231B, 247C-247D, 263A-263B, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 58-59, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 76-77, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101, 102-103, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 144-145, 146-147, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 174-175, 176-177, 178-179, 180-181, 182-183, 184-185, 186-187, 188-189, 202-203, 204-205, 206-207, 208-209, 210-211, 212-213, 214-215, 216-217, 230-231, 232-233, 234-235, 238-239, 240-241, 242-243, 244-245, 246-247, 248-249, 262-263	9, 12, 14, 16, 18, 33, 35, 36, 38, 40, 42, 44, 59, 61, 63, 66, 68, 69, 70, 72, 77, 89, 91, 92, 94, 95, 96, 98, 100, 102, 103, 117, 118, 119, 120, 124, 126, 127, 128, 129, 145, 150, 152, 153, 154, 156, 157, 160, 161, 175, 177, 178, 180, 181, 182, 184, 185, 186, 187, 205, 206, 208, 209, 210, 212, 213, 214, 215, 216, 217, 231, 233, 234, 238, 240, 241, 242, 243, 244, 245, 248, 249, 263	Audiobooks: 204, 205, 206, 207 Each eRead selection includes roll-over vocabulary words that include definitions and parts of speech. The information can also be read aloud. Students are encouraged to keep track of new vocabulary words on a vocabulary log found on p. 268. eReads 287, 291, 295, 299, 303, 307, 311, 315, 319, 323, 327, 331, 335, 339, 343	15, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312		21-70	15, 23, 32, 39, 47, 55, 63, 71, 79, 102, 103	20, 21, 26, 27, 32, 33, 38, 39, 44, 45, 50, 51, 56, 57, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 92, 93 98, 99, 104, 105	

READ 180 Next Generation, Stage C – Correlated to Common Core State Standards for English Language Arts, Grades 9-12

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
Grades 9-10									
Reading Standards for Literature									
<i>Key Ideas and Details</i>									
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	267A-267B, 68-69, 150-151, 162-163, 250-251, 266-267	162, 250	40, 41, 69, 127, 129, 185, 204, 205, 208, 209, 213, 214, 217, 233, 248	353, 354, 355, 544					
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	87A-87B, 179A-179B, 62-63, 64-65, 66-67, 68-69, 86-87, 146-147, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 178-179, 250-251, 264-265	62-63, 65, 67, 69, 159, 163, 178, 251	38, 39, 44, 48, 64, 123, 125, 135, 143, 175, 205, 207, 212, 233	376, 377, 378, 379, 412, 555					
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	87A-87B, 179A-179B, 62-63, 64-65, 66-67, 68-69, 86-87, 146-147, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 178-179	62-63, 65, 67, 151, 157, 159, 160, 163, 178	18, 23, 43, 54, 55, 73, 83, 65, 93, 133, 155, 157, 177, 193, 204, 205, 207, 210, 211, 213, 218, 251	364, 365, 366, 367, 549				77	
<i>Craft and Structure</i>									
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	70-71, 72-73, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 248-249, 250-251	Each Workshop incorporates the study and application of recursive, high-utility academic vocabulary in the context of literature readings.							30
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	73C-73D, 163C-163D, 179A-179B, 251A-251B, 64-65, 66-67, 68-69, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 176-177, 178-179, 248-249	71		412, 413					

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Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.			208, 209, 223, 225, 226, 215, 243, 244						
<i>Integration of Knowledge and Ideas</i>									
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).	8G, 34G, 60G, 88G, 116G, 144G, 180G, 208G, 236G READ 180 Community rBook Reading Projects Workshop 3	READ 180 Community rBook Reading Projects Workshop 3							
8. (Not applicable to literature)									
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).				406, 407, 566					
<i>Range of Reading and Level of Text Complexity</i>									
10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	62, 70, 146, 248	62, 70, 146, 248	17, 18, 22, 23, 27, 32, 33, 34, 37, 39, 40, 41, 42, 43, 46, 48, 49, 50, 51, 52, 54, 55, 56, 58, 61, 62, 64, 65, 69, 71, 72, 73, 75, 208, 210, 212, 213, 214, 217, 218, 219	406, 414, 415, 417, 436, 443, 447, 454, 455, 457, 461, 462, 469, 470, 471, 473, 475, 476, 477, 478, 479, 480, 481, 482, 484, 486, 487, 488, 489, 497, 504, 506, 521, 523, 526, 530, 531, 532, 533, 534				259-262, 263-266	
Reading Standards for Informational Text									
<i>Key Ideas and Details</i>									
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	28-29, 54-55, 138-139, 174-175, 202-203, 212-213, 230-231, 238-239, 240-241, 242-243, 244-245, 246-247, 262-	242-243, 244-245		352-355					

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Common Core State Standards for English Language Arts	READ 180 <i>rBook</i> Teacher's Edition	READ 180 <i>rBook</i> Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
<p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>263, 266-267</p> <p>33A-33B, 59A-59B, 115A-115B, 143A-143B, 207-207B, 235A-235B, 267A-267B, 10-11, 12-13, 14-15, 16-17, 18-19, 28-29, 32-33, 36-37, 38-39, 40-41, 42-43, 44-45, 54-55, 58-59, 90-91, 92-93, 94-95, 96-97, 98-99, 114-115, 118-119, 120-121, 122-123, 124-125, 126-127, 138-139, 142-143, 174-175, 182-183, 184-185, 186-187, 188-189, 190-191, 202-203, 206-207, 210-211, 212-213, 214-215, 216-217, 218-219, 230-231, 234-235, 238-239, 240-241, 242-243, 244-245, 246-247, 262-263, 266-267</p>	<p>10, 11, 13, 15, 17, 18, 19, 36, 40, 43, 44, 56, 86, 90-91, 93, 94-95, 96-97, 98, 99, 114, 122, 189, 190, 210, 214, 218, 238, 242, 249</p> <p>Every expository text in each <i>rBook</i> Workshop is accompanied by a Key Idea question that asks students to determine the main idea, as well as a Summarize activity.</p>	<p>16, 20, 21, 24, 31, 47, 63, 79, 87, 89, 95, 109, 141, 173, 204, 205, 206, 215, 242, 287, 291, 295, 299, 303, 307, 311, 315, 319, 323, 327, 331, 335, 339, 343</p>	<p>332, 333, 334, 335, 336, 337, 338, 339, 537, 538, 539</p>			<p>88, 92, 112, 114</p>	<p>21, 22, 24, 25, 27, 30, 33, 36, 37, 39, 41, 45, 46, 47, 48, 51, 57, 60, 61, 63, 65, 69, 72, 73, 75, 81, 83, 87, 93, 97, 99, 100, 101, 105, 107</p>	
<p>3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>59A-59B, 115A-115B, 143A-143B, 207A-207B, 235A-235B, 251A-251B, 10-11, 12-13, 14-15, 16-17, 18-19, 28-29, 36-37, 38-39, 40-41, 42-43, 44-45, 54-55, 58-59, 90-91, 92-93, 94-95, 96-97, 98-99, 118-119, 120-121, 122-123, 124-125, 126-127, 138-139, 142-143, 182-183, 184-185, 186-187, 188-189, 190-191, 206-207, 210-211, 212-213, 214-215, 216-217, 218-219, 230-</p>		<p>26, 67, 68, 99, 181, 183</p>				<p>90, 113</p>	<p>23, 24, 25, 27, 33, 39, 45, 57, 60, 63, 64, 67, 69, 75, 81, 85, 87, 90, 93, 100, 105, 109</p>	

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Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
	231, 234-235, 238-239, 240-241, 242-243, 244-245, 246-247, 262-263								
<i>Craft and Structure</i>									
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	267A-267B, 18-19, 120-121, 122-123, 124-125, 126-127, 266-267	Each Workshop incorporates the study and application of recursive, high-utility academic vocabulary in the context of content-area readings.				30			
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	19C-19D, 45C-45D, 99C-99D, 127C-127D, 191C-191D, 219C-219D, 251A-251B, 92-93, 118-119, 120-121, 122-123, 124-125, 126-127, 212-213	39, 45, 93, 99, 150, 152, 191, 267	Comprehension Graphic Organizers (such as Main Idea and Details, Sequence of Events, Problem and Solution, Cause and Effect, Make Inferences) help students describe the structure of a text						
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	22, 84-85	22		350, 362, 363, 394, 548, 562					
<i>Integration of Knowledge and Ideas</i>									
7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	207 READ 180 Community rBook Reading Projects Stage C Workshop 3	207 READ 180 Community rBook Reading Projects Stage C Workshop 3							
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	245	245	30, 35, 70, 107, 117, 187	360, 361, 547					

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9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	248, 249, 250, 251	248, 249, 250, 251	74, 195						
<i>Range Of Reading and Level of Text Complexity</i>									
10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	8D, 10, 12, 16, 19, 28, 34D, 36, 38, 42, 54, 60D, 90, 88D, 92, 96, 116D, 118, 120, 124, 144D, 184, 180D, 182, 188, 210, 212, 216, 236D, 238, 240	10, 12, 16, 19, 28, 36, 38, 42, 54, 90, 92, 96, 118, 120, 124, 184, 182, 188, 210, 212, 216, 238, 240	16, 19, 20, 21, 24, 26, 28, 29, 30, 31, 34, 35, 36, 43, 45, 47, 53, 59, 60, 63, 65, 66, 57, 67, 68, 70, 74, 75, 209, 215, 216, 286, 287, 290, 291, 294, 295, 298, 299, 302, 303, 306, 307, 310, 311, 312, 313, 318, 319, 323, 326, 327, 330, 331, 334, 335, 338, 339, 342, 343	400, 416, 418, 419, 420, 421, 422, 423, 425, 426, 427, 428, 430, 431, 434, 437, 438, 439, 441, 442, 445, 448, 449, 451, 453, 460, 463, 466, 467, 468, 490, 491, 493, 494, 496, 499, 501, 502, 507, 508, 510, 512, 513, 516, 517, 518, 519, 520, 572, 581, 584, 589, 601, 605			14, 22, 30, 38, 46, 54, 62, 70, 78	111-114, 115-118, 119-122, 123-126, 127-130, 131-134, 135-138, 139-142, 143-146, 147-150, 151-154, 155-158, 159-162, 163-166, 167-170, 171-174, 175-178, 179-182, 183-186, 187-190, 191-194, 195-198, 199-202, 203-206, 207-210, 211-214, 215-218, 219-222, 223-226, 227-230, 231-234, 235-238, 239-242, 243-246, 247-250, 251-254, 255-258, 267-270, 271-274, 275-278, 279-282, 283-286, 287-290, 291-294, 295-298, 299-302, 303-306, 307-310, 311-314, 315-318, 319-322, 323-326, 327-330, 331-334, 335-338, 339-	

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Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
								342, 343-346, 347-350	
Writing Standards									
<i>Text Types and Purposes</i>									
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	143A-143B, 207A-207B, 84-85, 130-131, 132-133, 134-135, 137, 143, 194-195, 196-197, 198-199, 207, 232-233	84-85, 97, 122, 130-137, 160, 194-201, 233, 278	257, 288, 289, 292, 293, 296, 297, 300, 301, 304, 305, 308, 309, 312, 313, 316, 317, 320, 321, 324, 325, 328, 329, 336, 337, 340, 341, 344, 345, 349		126, 132, 138, 143, 144			In the <i>Writing Zone</i> , students write and support an argument in response to an engaging, leveled Respond & Write prompt related to the video and passage they are reading in the Reading and Success Zones. After writing, students will revise for precise language and spelling, then edit and publish their writing using technology. Respond & Writes: 351-470	
<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding</p>	33A-33B, 87A-87B, 115A-115B, 179A-179B, 235A-235B, 22-23, 24-25, 33, 56-57, 76-77, 78-79, 87, 102-103, 104-105, 106-107, 115, 166-167, 168-169, 170-171, 179, 204-205, 222-223, 224-225, 226-227, 235	22-27, 102-109, 277, 278	288, 289, 292, 293, 296, 297, 308, 309, 312, 313, 316, 317, 320, 321, 324, 325, 328, 329, 332, 333, 336, 337, 340, 341, 344, 345, 348, 350, 351		72, 74, 84, 90, 96, 102, 108, 120, 114		15, 39, 55	Students take a stand on a topic and use textual evidence to support their argument in each <i>Writing Zone</i> . Scaffolded grammar and sentence	60-61, 119-121, 127-128

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<p>comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>								frames develop writing skills.	
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	59A-59B, 267A-267B, 48-49, 50-51, 53, 59, 176-177, 254-255, 256-257, 258-259, 261, 267	48-53, 254-261, 277, 278	292, 293, 300, 301, 304, 305, 312, 313, 332, 333, 336, 337		16, 22, 28, 34, 40		23, 31, 63, 79		58-59, 116-118, 125-126

READ 180 Next Generation, Stage C – Correlated to Common Core State Standards for English Language Arts, Grades 9-12

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e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.									
<i>Production and Distribution of Writing</i>									
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	33A-33B, 59A-59B, 87A-87B, 115A-115B, 143A-143B, 179A-179B, 207A-207B, 235A-235B, 267A-267B, 22-23, 24-25, 27, 30-31, 33, 50-51, 53, 56-57, 59, 76-77, 78-79, 81, 84-85, 87, 106-107, 109, 112-113, 115, 132-133, 134-135, 137, 140-141, 143, 170-171, 173, 176-177, 179, 196-197, 198-199, 201, 204-205, 207, 226-227, 229, 232-233, 235, 258-259, 261, 266-267				290, 291			In the <i>Writing Zone</i> , students write and support an argument in response to an engaging, leveled Respond & Write prompt related to the video and passage they are reading in the Reading and Success Zones. After writing, students will revise for precise language and spelling, then edit and publish their writing using technology.	
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)	33A-33B, 59A-59B, 87A-87B, 115A-115B, 143A-143B, 179A-179B, 207A-207B, 235A-235B, 22-23, 24-25, 27, 30-31, 33, 48-49, 50-51, 53, 56-57, 59, 76-77, 78-79, 81, 87, 106-107, 109, 115, 132-133, 134-135, 137, 143, 170-171, 173, 179, 196-197, 198-199, 201, 207, 226-227, 229,	22, 24, 25, 26-27, 48-49, 50, 51, 77, 78, 79, 80-81, 84-85, 104-105, 106, 107, 109, 130-131, 132-133, 134, 135, 137, 168, 169, 170, 171, 173, 196, 197, 187, 199, 201, 224, 225, 226, 227, 229, 256, 257, 258, 259, 261, 264-265	346, 347, 348, 349, 350, 351, 352, 353, 354, 355		17, 19, 23, 25, 29, 31, 35, 37, 41, 44, 48, 50, 54, 56, 60, 62, 64, 66, 69, 73, 75, 79, 81, 85, 87, 91, 93, 97, 99, 103, 105, 107, 109, 115, 118, 121, 123, 127, 129, 133, 135, 139, 141, 145, 148, 152, 154, 158, 164,			In the <i>Writing Zone</i> , students are coached through the writing and editing process. Students are guided through a four-point rubric that allows them to self-check	36, 64-65, 66-67, 68-69, 138, 139

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	235, 258-259, 261, 264-265				166, 168, 170, 172, 176, 178, 180, 181, 182, 184, 187, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305			their work.	
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	267A-267B, 81, 140-141, 173, 176-177, 204-205, 264-265, 266-267	27, 109, 137			17, 23, 29, 35, 41, 48, 54, 60, 66, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 152, 158, 164, 170, 176, 178, 181, 184			In the <i>Writing Zone</i> , students write and support an argument in response to an engaging, leveled Respond & Write prompt related to the video and passage they are reading in the Reading and Success Zones. After writing, students will revise for precise language and spelling, then edit and publish their writing using technology.	
<i>Research to Build and Present Knowledge</i>									
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	235A-235B, 140-141, 204-205, 222-223, 224-225, 226-227, 229, 235 End of Workshop Wrap-Up Projects provide opportunities for short, focused	29, 55, 222-229 End of Workshop Wrap-Up Projects provide opportunities for short, focused research tasks which ask students to apply and integrate learning			170, 175, 176, 183, 184, 185		18, 24, 32, 40, 48, 56, 64, 72, 80		

READ 180 Next Generation, Stage C – Correlated to Common Core State Standards for English Language Arts, Grades 9-12

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	research tasks which ask students to apply and integrate learning of a particular Workshop topic. <i>READ 180</i> Community <i>rBook</i> Reading Projects Stage C Workshop 3	of a particular Workshop topic.							
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	235A-235B, 84-85, 222-223, 224-225, 226-227, 229, 232-233, 235	56, 110, 111 <i>READ 180</i> Community <i>rBook</i> Reading Projects Stage C Workshop 3			177, 178, 179		26, 34, 42, 50, 58, 66, 74, 82		
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	179A-179B, 76-77, 78-79, 81, 166-167, 168-169, 170-171, 173, 179	56, 76-77, 232 End of Workshop Wrap-Up Projects provide opportunities for short, focused research tasks which ask students to apply and integrate learning of a particular Workshop topic.			177, 178, 183, 185, 186		26, 34, 42, 50, 52, 58, 66, 74, 82		47
<i>Range of Writing</i>									
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	22-23, 24-25, 30-31, 36-37, 38-39, 40-41, 42-43, 44-45, 48-49, 50-51, 56-57, 64-65, 66-67, 68-69, 70-71, 72-73, 76-77, 78-79, 84-85, 90-91, 94-95,	Daily writing prompts including the Do Now, Wrap Up, and React & Write Questions give students opportunities to	80, 82, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128,		17, 20, 23, 26, 29, 32, 35, 36, 41, 45, 48, 51, 54, 57, 60, 63, 66, 70, 73, 79, 82, 85, 88, 91, 94, 97, 100,			In the <i>Writing Zone</i> , students write and support an argument in response to an engaging,	116-130

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	96-97, 104-105, 106-107, 112-113, 114-115, 118-119, 120-121, 122-123, 124-125, 126-127, 132-133, 134-135, 140-141, 142-143, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 168-169, 170-171, 176, 182-183, 184-185, 186-187, 188-189, 190-191, 196-197, 198-199, 204-205, 210-211, 212-213, 214-215, 216-217, 218-219, 224-225, 226-227, 232-233, 234-235, 238-239, 240-241, 242-243, 244-245, 246-247, 256-257, 258-259, 264-265, 266-267	engage in a range of writing tasks.	130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 223, 225, 228, 229, 231, 232, 234, 235, 237, 238, 240, 241, 243, 244, 246, 247, 249, 250, 252, 253, 255, 256, 288, 289, 292, 293, 296, 297, 300, 301, 304, 305, 308, 309, 316, 317, 324, 325, 328, 329, 336, 337, 340, 341, 344, 345		102, 103, 109, 112, 115, 118, 121, 124, 127, 130, 133, 136, 139, 142, 145, 149, 152, 155, 158, 161, 164, 165, 170, 176, 178, 181, 184			leveled Respond & Write prompt related to the video and passage they are reading in the Reading and Success Zones. After writing, students will revise for precise language and spelling, then edit and publish their writing using technology.	
Speaking and Listening Standards									
Comprehension and Collaboration									
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on	8G-8H, 34G-34H, 60G-60H, 88G-88H, 116G-116H, 144G-144H, 180G-180H, 208G-208H, 236G-236H, 12-13, 14-15, 16-17, 18-19, 20-21, 30-31, 34-35, 46-47, 56-57, 60-61, 74-75, 84-85, 88-89, 100-101, 112-113, 116-117, 128-129, 140-141, 144-145, 164-165, 180-181, 192-193, 204-205, 208-209, 232-233, 236-237, 238-239, 240-	9, 15, 16, 17, 21, 25, 30, 36, 38, 42, 43, 44, 45, 47, 60H, 63, 65, 67, 69, 71, 73, 77, 91, 93, 97, 99, 102, 119, 121, 125, 127, 131, 138, 139, 147, 149, 151, 153, 155, 157, 159, 161, 163, 167, 183, 185, 189, 191, 195, 199, 211, 213, 217, 219, 223, 239, 241, 245, 247, 251, 255, 256	Discussion questions for each Paperback, Audiobook, and eRead guide academic conversations about a topic.					Discussion questions for each Software Segment guide academic conversations about a topic.	

READ 180 Next Generation, Stage C – Correlated to Common Core State Standards for English Language Arts, Grades 9-12

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	241, 242-243, 244-245, 246-247								
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	8-9, 18-19, 28-29, 54-55, 82-83, 110-111, 126-127, 138-139, 174-175, 202-203, 230-231, 262-263	284					60, 68, 84		
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	30-31, 84-85, 232-233	112-113	74, 195, 304						
<i>Presentation of Knowledge and Ideas</i>									
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	267A-267B, 26-27, 30-31, 52-53, 56-57, 80-81, 84-85, 108-109, 112-113, 136-137, 140-141, 176-177, 200-201, 232-233, 260-261, 264-265, 266-267	31, 57, 85, 113, 141, 171, 177, 205, 233, 265					44, 76		
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.							60, 68, 84		
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language	8G-8H, 34G-34H, 60G-60H, 88G-88H, 116G-116H, 144G-144H, 180G-180H,	30, 185, 213				29, 30, 31			

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Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
standards 1 and 3 on pages 54 for specific expectations.)	208G-208H, 236G-236H, 267A-267B, 8-9, 12-13, 14-15, 16-17, 18-19, 22-23, 24-25, 28-29, 30-31, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 48-49, 50-51, 54-55, 56-57, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 76-77, 78-79, 82-83, 84-85, 88-89, 92-93, 102-103, 106-107, 110-111, 112-113, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 130-131, 134-135, 138-139, 140-141, 144-145, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 166-167, 170-171, 174-175, 176-177, 180-181, 182-183, 184-185, 186-187, 188-189, 190-191, 194-195, 198-199, 202-203, 204-205, 208-209, 210-211, 212-213, 214-215, 216-217, 218-219, 226-227, 230-231, 232-233, 236-237, 238-239, 240-241, 242-243, 244-245, 246-247, 254-255, 258-259, 262-263, 264-265, 266-267								
Language Standards									
<i>Conventions in Standard English</i>									
1. Demonstrate command of the conventions of standard English grammar and usage when writing or	16, 26, 27, 52, 53, 80, 81, 93, 108, 136, 137, 172, 173, 200, 201,	16, 26, 27, 52, 53, 80, 81, 93, 108, 136, 137, 172, 173,			21, 27, 39, 77, 192, 193, 194, 195, 196, 197,	39, 48, 50, 51, 53, 54, 56, 57, 58,		In the <i>Writing Zone</i> , recordings	

READ 180 Next Generation, Stage C – Correlated to Common Core State Standards for English Language Arts, Grades 9-12

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	228, 229, 260, 261, 279, 280, 281, 282, 291, 292, 293	200, 201, 228, 229, 260, 261, 279, 280, 281, 282, 291, 292, 293			198, 199, 200, 201, 202, 203, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 238, 236, 237, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 292, 293	59		help students “hear” grammatical and syntactical errors and improve their sentences.	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.	33A-33B, 59A-59B, 115A-115B, 143A-143B, 179A-179B, 207A-207B, 235A-235B, 26-27, 52-53, 80-81, 108-109, 136-137, 172-173, 200-201, 229, 260-261	26-27, 53, 81, 109, 137, 173, 201, 229, 261, 294, 295, 296		212, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245	21, 33, 77, 162, 192, 193, 196, 197, 256, 257, 258, 259, 268, 269, 272, 273, 276, 277, 278, 279, 282, 283, 284, 285, 286, 287, 288, 289, 200, 201	67		In the Spelling and Writing Zones, students practice proofreading by receiving corrective feedback, correcting misspellings and using writing scaffolds to improve their grammar and syntactical choices. 21, 27, 33, 39, 45, 57, 63, 69, 75, 81, 87, 93,	

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Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
								99, 105	
<i>Knowledge of Language</i>									
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.	70-71, 72-73	25, 26-27, 50, 51, 79, 80-81, 109, 135, 137, 171, 173, 201, 227, 229, 259, 261			17, 23, 29, 35, 41, 48, 54, 60, 66, 71, 73, 79, 85, 91, 97, 103, 107, 109, 115, 121, 127, 133, 139, 145, 152, 158, 164, 170, 176, 178, 181, 184, 266, 267, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305			In the <i>Writing Zone</i> , students practice replacing "tired words" with more precise academic vocabulary.	36
<i>Vocabulary Acquisition and Use</i>									
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	33A-33B, 59A-59B, 87A-87B, 115A-115B, 143A-143B, 197A-179B, 207A-207B, 235A-235B, 267A-267B, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 32-33, 34-35, 46-47, 58-59, 60-61, 74-75, 86-87, 88-89, 100-101, 114-115, 116-117, 128-129, 142-143, 144-145, 164-165, 178-179, 180-181, 188-189, 192-193, 206-207, 208-209, 220-221, 234-235, 236-237, 238-239, 240-241, 242-243, 244-245, 246-247, 252-253, 266-267	128, 129, 143, 189, 221, 234, 268, 272	Each eRead selection includes a glossary which allows students to access vocabulary definitions.	274, 276, 280, 288, 290, 300		48, 68	Within the Reading and Word Zones, students learn to determine word meanings, appreciate nuances of words, practice pronunciation, and expand their vocabularies.	30	
5. Demonstrate understanding of	235A-235B, 70-71,	18, 71, 92, 149,		286, 308, 310	58, 174	40, 52, 60,			

READ 180 Next Generation, Stage C – Correlated to Common Core State Standards for English Language Arts, Grades 9-12

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	72-73, 220-221, 234-235	150, 151, 153, 156, 159, 163, 220, 234				69, 70			
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	19C-19D, 33A-33B, 45C-45D, 59A-59B, 87A-87B, 73C-73D, 99C-99D, 127C-127D, 143A-143B, 163C-163D, 179A-179B, 191C-191D, 207A-207B, 219C-219D, 235A-235B, 251A-251B, 267A-267B, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 58-59, 60-61, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101, 114-115, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 142-143, 144-145, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 164-165, 178-179, 180-181, 182-183, 184-185, 186-187, 188-189, 190-191, 192-193, 206-207, 208-209, 210-211, 212-213, 214-215, 216-217, 218-219, 220-221, 234-235, 236-237, 238-239, 240-	8, 9, 10, 11, 12, 14, 16, 18, 20-21, 33, 46-47, 59, 60, 61, 64, 66, 68, 70, 72, 74-75, 87, 88-89, 90, 92, 94, 96, 98, 100-101, 115, 117, 118, 120, 122, 124, 126, 128-129, 143, 145, 148, 150, 152, 154, 156, 158, 160, 162, 175, 179, 180, 181, 182, 184, 186, 188, 190, 203, 208, 209, 210, 212, 215, 216, 218, 231, 236, 237, 238, 241, 243, 244, 246, 248, 250, 263	Audiobooks: 204, 205, 206, 207 Each eRead selection includes roll-over vocabulary words that include definitions and parts of speech. The information can also be read aloud. Students are encouraged to keep track of new vocabulary words on a vocabulary log found on p. 268.			21-70	15, 23, 31, 39, 47, 55, 63, 71, 79	Within the Reading and Word Zones, students learn to determine word meanings, appreciate nuances of words, practice pronunciation, and expand their vocabularies. 20-21, 26-27, 32-33, 34, 38-39, 44-45, 56-57, 62-63, 68-69, 74-75, 80-81, 86-87, 92-93, 98-99, 104-105	

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Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
	241, 242-243, 244-245, 246-247, 252-253, 266-267								
Grades 11-12									
Reading Standards for Literature									
<i>Key Ideas and Details</i>									
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.	267A-267B, 68-69, 150-151, 162-163, 250-251, 266-267	162, 250 Every expository text in each rBook Workshop is accompanied by a Key Idea question that asks students to determine the main idea, as well as a Summarize activity.	40, 41, 69, 127, 129, 185, 204, 205, 208, 209, 213, 214, 217, 233, 248	353, 354, 355, 544					
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	87A-87B, 179A-179B, 267A-267B, 62-63, 64-65, 66-67, 68-69, 86-87, 146-147, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 178-179, 264-265, 266-267	62-63, 65, 67, 69, 159, 163, 178, 251	38, 39, 44, 48, 64, 123, 125, 135, 143, 175, 205, 207, 212, 233	376, 377, 378, 379, 412, 555					
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	87A-87B, 179A-179B, 62-63, 64-65, 66-67, 68-69, 86-87, 146-147, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 176-177, 178-179	62-63, 65, 67, 151, 157, 159, 160, 161, 163, 178	18, 23, 37, 43, 46, 54, 55, 58, 73, 83, 65, 93, 121, 133, 139, 155, 157, 163, 177, 193, 204, 205, 206, 207, 209, 210, 211, 213, 214, 218, 224, 251	340, 364, 365, 366, 367, 368, 369, 370, 371, 549, 551, 552				77	
<i>Craft and Structure</i>									
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include	70-71, 72-73, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 248-249, 250-251								30

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Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
Shakespeare as well as other authors.)									
5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	73C-73D, 163C-163D, 179A-179B, 251-251B, 70-71, 72-73, 178-179, 248-249, 250-251	71		412, 413					
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	248-249	251							
<i>Integration of Knowledge and Ideas</i>									
7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	248-249, 250-251								
8. (Not applicable to literature)									
9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	248-249, 250-251	248		406					
<i>Range and Level of Text Complexity</i>									
10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	62, 70, 146, 248	62, 70, 146, 248	17, 18, 22, 23, 27, 32, 33, 34, 37, 39, 40, 41, 42, 43, 46, 48, 49, 50, 51, 52, 54, 55, 56, 58, 61, 62, 64, 65, 69, 71, 72, 73, 75, 208, 210, 212, 213, 214, 217, 218, 219	406, 414, 415, 417, 436, 443, 447, 454, 455, 457, 461, 462, 469, 470, 471, 473, 475, 476, 477, 478, 479, 480, 481, 482, 484, 486, 487, 488, 489, 497, 504, 506, 521, 523, 526, 530, 531, 532, 533, 534				259-262, 263-266	
Reading Standards for Informational Text									
<i>Key Ideas and Details</i>									

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1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.	267A-267B, 28-29, 54-55, 138-139, 174-175, 202-203, 212-213, 230-231, 238-239, 240-241, 242-243, 244-245, 246-247, 262-263, 266-267	68, 239, 241, 243, 245, 247	206, 207, 215	352, 545			100, 118	21, 27, 29, 33, 34, 36, 39, 40, 41, 42, 43, 45, 46, 51, 53, 54, 57, 58, 59, 60, 63, 70, 71, 72, 75, 81, 82, 85, 87, 89, 93, 94, 99, 103, 105, 106	
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	33A-33B, 59A-59B, 115A-115B, 143A-143B, 207A-207B, 235A-235B, 267A-267B, 251A-251B, 10-11, 12-13, 14-15, 16-17, 18-19, 32-33, 36-37, 38-39, 40-41, 42-43, 44-45, 90-91, 92-93, 94-95, 96-97, 98-99, 114-115, 118-119, 120-121, 122-123, 124-125, 126-127, 142-143, 182-183, 184-185, 186-187, 188-189, 190-191, 206-207, 210-211, 212-213, 214-215, 216-217, 218-219, 234-235, 238-239, 240-241, 242-243, 244-245, 246-247, 266-267	10, 11, 13, 15, 17, 18, 19, 36, 40, 43, 44, 56, 86, 90-91, 93, 94-95, 96-97, 98, 99, 114, 122, 189, 190, 210, 214, 218, 238, 242, 249	16, 20, 21, 24, 31, 47, 63, 79, 87, 89, 95, 109, 141, 173, 204, 205, 206, 215, 242, 287, 291, 295, 299, 303, 307, 311, 315, 319, 323, 327, 331, 335, 339, 343	332, 333, 334, 335, 336, 337, 338, 339, 537, 538, 539			88, 92, 112, 114	21, 22, 24, 25, 27, 30, 33, 36, 37, 39, 41, 45, 46, 47, 48, 51, 57, 60, 61, 63, 65, 69, 72, 73, 75, 81, 83, 87, 93, 97, 99, 100, 101, 105, 107	
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	59A-59B, 143A-143B, 207A-207B, 235A-235B, 10-11, 12-13, 14-15, 16-17, 18-19, 36-37, 38-39, 40-41, 42-43, 44-45, 58-59, 90-91, 92-93, 94-95, 96-97, 98-99, 118-119, 120-121, 122-123, 124-125, 126-127, 142-143, 182-183, 184-185, 186-		26, 67, 68, 99, 181, 183				90, 113	The opportunity to meet this standard is available. For example, see: 23, 24, 25, 27, 33, 39, 45, 57, 60, 63, 64, 67, 69, 75, 81, 85, 87, 90, 93, 100, 105, 109	

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	187, 188-189, 190-191, 206207, 210-211, 212-213, 214-215, 216-217, 218-219, 234-235, 238-239, 240-241, 242-243, 244-245, 246-247								
<i>Craft and Structure</i>									
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	115A-115B, 267A-267B, 18-19, 114-115, 120-121, 122-123, 124-125, 126-127, 267	40, 189				30			
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	19C-19D, 45C-45D, 99C-99D, 127C-127D, 191C-191D, 219C-219D, 251A-251B, 182-183, 184-185, 186-187, 188-189, 190-191, 212-213	39, 45, 93, 99, 150, 152, 191, 267							
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	22, 84-85	22		350, 362, 363, 394, 548, 562					
<i>Integration of Knowledge and Ideas</i>									
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	190-191, 218-219, 246-247 <i>READ 180</i> Community <i>rBook</i> Reading Projects Stage C Workshop 2	18-19, 44-45, 54-55, 98-99, 111, 126-127, 190-191, 202, 203, 218-219, 246-247 <i>READ 180</i> Community <i>rBook</i> Reading Projects Stage C Workshop 2	294, 295	401, 402		32			
8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles				584-587					

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and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).									
9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.				584-587					
<i>Range Of Reading and Level of Text Complexity</i>									
10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.	8D, 10, 12, 16, 19, 28, 34D, 36, 38, 42, 54, 60D, 90, 88D, 92, 96, 116D, 118, 120, 124, 144D, 184, 180D, 182, 188, 210, 212, 216, 236D, 238, 240	10, 12, 16, 19, 28, 36, 38, 42, 54, 90, 92, 96, 118, 120, 124, 184, 182, 188, 210, 212, 216, 238, 240	16, 19, 20, 21, 24, 26, 28, 29, 30, 31, 34, 35, 36, 43, 45, 47, 53, 59, 60, 63, 65, 66, 57, 67, 68, 70, 74, 75, 209, 215, 216, 286, 287, 290, 291, 294, 295, 298, 299, 302, 303, 306, 307, 310, 311, 312, 313, 318, 319, 323, 326, 327, 330, 331, 334, 335, 338, 339, 342, 343	400, 416, 418, 419, 420, 421, 422, 423, 425, 426, 427, 428, 430, 431, 434, 437, 438, 439, 441, 442, 445, 448, 449, 451, 453, 460, 463, 466, 467, 468, 490, 491, 493, 494, 496, 499, 501, 502, 507, 508, 510, 512, 513, 516, 517, 518, 519, 520, 572, 581, 584, 589, 601, 605			14, 22, 30, 38, 46, 54, 62, 70, 78	111-114, 115-118, 119-122, 123-126, 127-130, 131-134, 135-138, 139-142, 143-146, 147-150, 151-154, 155-158, 159-162, 163-166, 167-170, 171-174, 175-178, 179-182, 183-186, 187-190, 191-194, 195-198, 199-202, 203-206, 207-210, 211-214, 215-218, 219-222, 223-226, 227-230, 231-234, 235-238, 239-242, 243-246, 247-250, 251-254, 255-258, 267-270, 271-274, 275-278, 279-282, 283-286, 287-290, 291-	

READ 180 Next Generation, Stage C – Correlated to Common Core State Standards for English Language Arts, Grades 9-12

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
								294, 295-298, 299-302, 303-306, 307-310, 311-314, 315-318, 319-322, 323-326, 327-330, 331-334, 335-338, 339-342, 343-346, 347-350	
Writing Standards									
<i>Text Types and Purposes</i>									
1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	143A-143B, 207A-207B, 84-85, 130-131, 132-133, 134-135, 137, 143, 194-195, 196-197, 198-199, 201, 207, 232-233	84-85, 97, 122, 130-137, 160, 194-201, 233, 278	257, 288, 289, 292, 293, 296, 297, 300, 301, 304, 305, 308, 309, 312, 313, 316, 317, 320, 321, 324, 325, 328, 329, 336, 337, 340, 341, 344, 345, 349		126, 132, 138, 143, 144			In the <i>Writing Zone</i> , students write and support an argument in response to an engaging, leveled Respond & Write prompt related to the video and passage they are reading in the Reading and Success Zones. After writing, students will revise for precise language and spelling, then edit and publish their writing using technology. Respond & Writes: 351-470	
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective	33A-33B, 87A-87B, 115A-115B, 179A-179B, 235A-235B, 22-23, 24-25, 27, 33,	22-27, 102-109, 277, 278	288, 289, 292, 293, 296, 297, 308, 309, 312, 313, 316, 317,		72, 74, 84, 90, 96, 102, 108, 120, 114		15, 39, 55	In the <i>Writing Zone</i> , students are coached through the	60-61, 119-121, 127-128

READ 180 Next Generation, Stage C – Correlated to Common Core State Standards for English Language Arts, Grades 9-12

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
<p>selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>56-57, 76-77, 78-79, 81, 87, 102-103, 104-105, 106-107, 109, 115, 166-167, 168-169, 170-171, 173, 179, 204-205, 222-223, 224-225, 226-227, 235</p>		<p>320, 321, 324, 325, 328, 329, 332, 333, 336, 337, 340, 341, 344, 345, 348, 350, 351</p>					<p>writing and editing process. Students are guided through a four-point rubric that allows them to self-check their work.</p>	
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	<p>59A-59B, 267A-267B, 48-49, 50-51, 53, 59, 176-177, 254-255, 256-257, 258-259, 261, 267</p>	<p>48-53, 254-261, 277, 278</p>	<p>292, 293, 300, 301, 304, 305, 312, 313, 332, 333, 336, 337</p>		<p>16, 22, 28, 34, 40</p>		<p>23, 31, 63, 79</p>		<p>58-59, 116-118, 125-126</p>

READ 180 Next Generation, Stage C – Correlated to Common Core State Standards for English Language Arts, Grades 9-12

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
<p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>									
<i>Production and Distribution of Writing</i>									
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>33A-33B, 59A-59B, 87A-87B, 115A-115B, 143A-143B, 179A-179B, 207A-207B, 235A-235B, 267A-267B, 22-23, 24-25, 27, 30-31, 50-51, 53, 56-57, 76-77, 78-79, 81, 84-85, 106-107, 109, 112-113, 132-133, 134-135, 137, 140-141, 170-171, 173, 176-177, 196-197, 198-199, 201, 204-205, 226-227, 229, 232-233, 258-259, 261, 266-267</p>				<p>290, 291</p>			<p>In the <i>Writing Zone</i>, students write and support an argument in response to an engaging, leveled Respond & Write prompt related to the video and passage they are reading in the Reading and Success Zones. After writing, students will revise for precise language and spelling, then edit and publish their writing using technology</p>	

READ 180 Next Generation, Stage C – Correlated to Common Core State Standards for English Language Arts, Grades 9-12

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)	33A-33B, 59A-59B, 87A-87B, 115A-115B, 143A-143B, 179A-179B, 207A-207B, 235A-235B, 22-23, 24-25, 27, 30-31, 33, 48-49, 50-51, 53, 56-57, 59, 76-77, 78-79, 81, 87, 102-103, 104-105, 106-107, 108-109, 115, 130-131, 132-133, 136-137, 143, 166-167, 168-169, 170-171, 172-173, 179, 194-195, 196-197, 198-199, 201, 207, 222-223, 224-225, 226-227, 229, 235, 256-257, 258-259, 261, 264-265	22, 24, 25, 26-27, 48-49, 50, 51, 77, 78, 79, 80-81, 84-85, 104-105, 106, 107, 109, 130-131, 132-133, 134, 135, 137, 168, 169, 170, 171, 173, 196, 197, 187, 199, 201, 224, 225, 226, 227, 229, 256, 257, 258, 259, 261, 264-265	346, 347, 348, 349, 350, 351, 352, 353, 354, 355		17, 19, 23, 25, 29, 31, 35, 37, 41, 44, 48, 50, 54, 56, 60, 62, 64, 66, 69, 73, 75, 79, 81, 85, 87, 91, 93, 97, 99, 103, 105, 107, 109, 115, 118, 121, 123, 127, 129, 133, 135, 139, 141, 145, 148, 152, 154, 158, 164, 166, 168, 170, 172, 176, 178, 180, 181, 182, 184, 187, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305			In the <i>Writing Zone</i> , students write and support an argument in response to an engaging, leveled Respond & Write prompt related to the video and passage they are reading in the Reading and Success Zones. After writing, students will revise for precise language and spelling, then edit and publish their writing using technology.	36, 64-65, 66-67, 68-69, 138, 139
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	267A-267B, 81, 140-141, 173, 176-177, 204-205, 264-265, 266-267	27, 109, 137			17, 23, 29, 35, 41, 48, 54, 60, 66, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 152, 158, 164, 170, 176, 178, 181, 184			In the <i>Writing Zone</i> , students write and support an argument in response to an engaging, leveled Respond & Write prompt related to the video and passage they are reading in the Reading and Success Zones. After writing, students will	

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Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
								revise for precise language and spelling, then edit and publish their writing using technology.	
<i>Research to Build and Present Knowledge</i>									
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	235A-235B, 140-141, 204-205, 222-223, 224-225, 226-227, 229, 235 End of Workshop Wrap-Up Projects provide opportunities for short, focused research tasks which ask students to apply and integrate learning of a particular Workshop topic.	29, 55, 222-229 End of Workshop Wrap-Up Projects provide opportunities for short, focused research tasks which ask students to apply and integrate learning of a particular Workshop topic.			170, 175, 176, 183, 184, 185		18, 24, 32, 40, 48, 56, 64, 72, 80		
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.	235A-235B, 84-85, 222-223, 224-225, 226-227, 232-233, 235	56, 110, 111			177, 178, 179		26, 34, 42, 50, 58, 66, 74, 82		
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American	179A-179B, 76-77, 78-79, 81, 166-167, 168-169, 170-171, 173, 179	56, 76-77, 232			177, 178, 183, 185, 186		26, 34, 42, 50, 52, 58, 66, 74, 82		47

READ 180 Next Generation, Stage C – Correlated to Common Core State Standards for English Language Arts, Grades 9-12

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]").									
<i>Range of Writing</i>									
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	33A-33B, 59A-59B, 87A-87B, 115A-115B, 143A-143B, 179A-179B, 207A-207B, 235A-235B, 267A-267B, 22-23, 24-25, 27, 30-31, 33, 36-37, 38-39, 40-41, 42-43, 44-45, 48-49, 50-51, 53, 56-57, 59, 64-65, 66-67, 68-69, 70-71, 72-73, 76-77, 78-79, 81, 84-85, 87, 90-91, 94-95, 96-97, 104-105, 106-107, 109, 112-113, 114-115, 118-119, 120-121, 122-123, 124-125, 126-127, 132-133, 134-135, 137, 140-141, 142-143, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 168-169, 170-171, 173, 176-177, 179, 182-183, 184-185, 186-187, 188-189, 190-191, 196-197, 198-199, 201, 204-205,		80, 82, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 223, 225, 228, 229, 231, 232, 234, 235, 237, 238, 240, 241, 243, 244, 246, 247, 249, 250, 252, 253, 255, 256, 288, 289, 292, 293, 296, 297, 300, 301, 304, 305, 308, 309, 316, 317, 324,		17, 20, 23, 26, 29, 32, 35, 36, 41, 45, 48, 51, 54, 57, 60, 63, 66, 70, 73, 79, 82, 85, 88, 91, 94, 97, 100, 102, 103, 109, 112, 115, 118, 121, 124, 127, 130, 133, 136, 139, 142, 145, 149, 152, 155, 158, 161, 164, 165, 170, 176, 178, 181, 184		In the <i>Writing Zone</i> , students write and support an argument in response to an engaging, leveled Respond & Write prompt related to the video and passage they are reading in the Reading and Success Zones. After writing, students will revise for precise language and spelling, then edit and publish their writing using technology Quick Writes and Respond & Write: 351-470	116-130	

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Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
	207, 210-211, 212-213, 214-215, 216-217, 218-219, 224-225, 226-227, 229, 232-233, 234-235, 238-239, 240-241, 242-243, 244-245, 246-247, 256-257, 258-259, 261, 264-265, 266-267		325, 328, 329, 336, 337, 340, 341, 344, 345						
Speaking and Listening Standards									
Comprehension and Collaboration									
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	8G-8H, 34G-34H, 60G-60H, 88G-88H, 116G-116H, 144G-144H, 180G-180H, 208G-208H, 236G-236H, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 30-31, 34-35, 46-47, 56-57, 60-61, 74-75, 84-85, 100-101, 112-113, 116-117, 128-129, 140-141, 144-145, 164-165, 180-181, 192-193, 204-205, 208-209, 232-233, 236-237, 238-239, 240-241, 242-243, 244-245, 246-247	9, 15, 16, 17, 21, 25, 30, 36, 38, 42, 43, 44, 45, 47, 60H, 63, 65, 67, 69, 71, 73, 77, 91, 93, 97, 99, 102, 119, 121, 125, 127, 131, 138, 139, 147, 149, 151, 153, 155, 157, 159, 161, 163, 167, 183, 185, 189, 191, 195, 199, 211, 213, 217, 219, 223, 239, 241, 245, 247, 251, 255, 256	Discussion questions for each Paperback, Audiobook, and eRead guide academic conversations about a topic.					Discussion questions for each Software Segment guide academic conversations about a topic.	
2. Integrate multiple sources of	8G-8H, 34G-34H,	92, 96, 98, 99, 182,							

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Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	60G-60H, 88G-88H, 116G-116H, 144G-144H, 180G-180H, 208G-208H, 236G-236H, 8-9, 18-19, 126-127 <i>READ 180</i> Community rBook Reading Projects Stage C Workshop 5	191 <i>READ 180</i> Community rBook Reading Projects Stage C Workshop 5							
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	30-31, 84-85, 232-233	112-113	304	74, 195, 196					
<i>Presentation of Knowledge and Ideas</i>									
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	267A-267B, 26-27, 30-31, 52-53, 56-57, 80-81, 84-85, 108-109, 112-113, 136-137, 140-141, 176-177, 200-201, 204-205, 232-233, 260-261, 264-265, 266-267	31, 57, 85, 113, 141, 171, 177, 205, 233, 265 End-of-Workshop Projects ask students to present their findings to the class using academic language.					44, 76		
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.							60, 68, 84		
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	8G-8H, 34G-34H, 60G-60H, 88G-88H, 116G-116H, 144G-144H, 180G-180H, 208G-208H, 236G-236H, 267A-267B, 8-9, 12-13, 14-15, 16-17, 18-19, 22-23, 24-25, 28-29, 30-31, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 48-	30, 185, 213				29, 30, 31			

READ 180 Next Generation, Stage C – Correlated to Common Core State Standards for English Language Arts, Grades 9-12

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
	49, 50-51, 54-55, 56-57, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 76-77, 78-79, 82-83, 84-85, 88-89, 92-93, 102-103, 106-107, 110-111, 112-113, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 130-131, 134-135, 138-139, 140-141, 144-145, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 166-167, 170-171, 174-175, 176-177, 180-181, 182-183, 184-185, 186-187, 188-189, 190-191, 194-195, 198-199, 202-203, 204-205, 208-209, 210-211, 212-213, 214-215, 216-217, 218-219, 226-227, 230-231, 232-233, 236-237, 238-239, 240-241, 242-243, 244-245, 246-247, 254-255, 258-259, 262-263, 264-265, 266-267								
Language Standards									
<i>Conventions of Standard English</i>									
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of</i>	16, 26, 27, 52, 53, 80, 81, 93, 108, 136, 137, 172, 173, 200, 201, 228, 229, 260, 261, 279, 280, 281, 282, 291, 292, 293	16, 26, 27, 52, 53, 80, 81, 93, 108, 136, 137, 172, 173, 200, 201, 228, 229, 260, 261, 279, 280, 281, 282, 291, 292, 293			21, 27, 39, 77, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220,	39, 48, 50, 51, 53, 54, 56, 57, 58, 59			

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Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
<i>English Usage, Garner's Modern American Usage</i>) as needed.					221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 238, 236, 237, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 292, 293				
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.	33A-33B, 59A-59B, 115A-115B, 143A-1443B, 179A-179B, 207A-207B, 235A-235B, 26-27, 33, 52-53, 59, 80-81, 108-109, 115, 136-137, 143, 172-173, 179, 200-201, 207, 229, 235, 260-261	26-27, 53, 109, 137, 294, 295, 296		212, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245	21, 33, 77, 162, 192, 193, 196, 197, 256, 200, 201, 257, 258, 259, 268, 269, 272, 273, 276, 277, 278, 279, 282, 283, 284, 285, 286, 287, 288, 289	67		Topic Software includes five Learning Zones that provide customized instructional activities. The <i>Spelling Zone</i> is a customized word list, based on an initial assessment. Activities present varied opportunities for practice, including proofreading. 21, 27, 33, 39, 45, 57, 63, 69, 75, 81, 87, 93, 99, 105	
<i>Knowledge of Language</i>									
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting	25, 50, 51, 79, 107, 135, 171, 199, 227, 259	25, 50, 51, 79, 107, 135, 171, 199, 227, 259			71, 107, 266, 267			In the <i>Writing Zone</i> , recordings help students "hear" grammatical and syntactical	

READ 180 Next Generation, Stage C – Correlated to Common Core State Standards for English Language Arts, Grades 9-12

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.								errors and improve their sentences.	
<i>Vocabulary Acquisition and Use</i>									
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	33A-33B, 59A-59B, 87A-87B, 115A-115B, 143A-143B, 179A-179B, 207A-207B, 235A-235B, 267A-267B, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 33, 34-35, 46-47, 58-59, 60-61, 70-71, 72-73, 87, 88-89, 100-101, 114-115, 116-117, 128-129, 142-143, 144-145, 164-165, 179, 180-181, 188-189, 192-193, 201, 207, 208-209, 220-221, 234-235, 236-237, 238-239, 240-241, 242-243, 244-245, 246-247, 252-253, 267	128, 129, 143, 189, 221, 234, 268, 272 Each Workshop incorporates the study and application of recursive, high-utility academic vocabulary in the context of content-area readings.	Each eRead selection includes a glossary which allows students to access vocabulary definitions.	274, 276, 280, 288, 290, 300		48, 68		Within the Reading and Word Zones, students learn to determine word meanings, appreciate nuances of words, practice pronunciation, and expand their vocabularies.	30
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	235A-235B, 70-71, 72-73, 220-221, 234-235	18, 71, 92, 149, 150, 151, 153, 156, 159, 163, 220, 234		286, 308, 310	58, 174	40, 52, 60, 69, 70			
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or	19C-19D, 33A-33B, 45C-45D, 59A-59B, 73C-73D, 87A-87B, 99C-99D, 115A-115B, 127C-127D, 143A-143B, 163C-163D, 179A-179B, 191C-191D, 207A-207B,	8, 9, 10, 11, 12, 14, 16, 18, 20-21, 33, 46-47, 59, 60, 61, 64, 66, 68, 70, 72, 74-75, 87, 88-89, 90, 92, 94, 96, 98, 100-101, 115, 117, 118, 120, 122, 124,	Audiobooks: 204, 205, 206, 207 Each eRead selection includes roll-over vocabulary words that include definitions and			21-70	15, 23, 31, 39, 47, 55, 63, 71, 79	Within the Reading and Word Zones, students learn to determine word meanings, appreciate	

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Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
expression.	219C-219D, 235A-235B, 251A-251B, 267A-267B, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 58-59, 60-61, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101, 114-115, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 142-143, 144-145, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 164-165, 178-179, 180-181, 182-183, 184-185, 186-187, 188-189, 190-191, 192-193, 206-207, 208-209, 210-211, 212-213, 214-215, 216-217, 218-219, 220-22, 234-235, 236-237, 238-239, 240-241, 242-243, 244-245, 246-247, 252-253, 266-267	126, 128-129, 143, 145, 148, 150, 152, 154, 156, 158, 160, 162, 175, 179, 180, 181, 182, 184, 186, 188, 190, 203, 208, 209, 210, 212, 215, 216, 218, 231, 236, 237, 238, 241, 243, 244, 246, 248, 250, 263	parts of speech. The information can also be read aloud. Students are encouraged to keep track of new vocabulary words on a vocabulary log found on p. 268.					nuances of words, practice pronunciation, and expand their vocabularies. 20-21, 26-27, 32-33, 34, 38-39, 44-45, 56-57, 62-63, 68-69, 74-75, 80-81, 86-87, 92-93, 98-99, 104-105	