

READ 180 Enterprise Stage C ©2005
correlated to
California Standards Test Blueprint
Grade 11

English Language Arts Grade 11	<i>READ 180 Stage C</i>
CALIFORNIA CONTENT STANDARDS: READING	
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.	
1.1 Vocabulary and Concept Development: trace the etymology of significant terms used in political science and history	This objective is outside the scope of Read 180 Stage C.
1.2 Vocabulary and Concept Development: apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology	rBook Teacher’s Edition: Coaching Notes: 221 Vocabulary/Word Study: 20, 94, 150, 174 Workshop Wrap-Up: 30, 104, 160, 184 RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 11 Prefixes: 256, 257; Lesson 12 Suffixes: 258, 259; Lesson 16 Greek Roots: 266, 267; Lesson 17 Latin Roots: 268, 269
1.3 Vocabulary and Concept Development: discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences	This objective is outside the scope of Read 180 Stage C.

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<p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Readings in Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.</p>	
<p>2.1 Structural Features of Informational Materials: analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices</p>	<p>rBook Teacher’s Edition: Functional Literacy: 78-79 Readings: 84-85, 214-221</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 43 Read Content-Area Text: 330</p>
<p>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text: analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text</p>	<p>rBook Teacher’s Edition: Best Practices: 8C-8D Coaching Notes: 170 Comprehension: 9 Readings: 10-11, 12-15, 16-21 Workshop Wrap-Up: 30</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 3-4 Sequence of Events: 290-291; Lessons 5-6 Main Idea and Details: 292, 293; Lessons 9-10 Cause and Effect: 296, 297; Lessons 11-12 Compare and Contrast: 298, 299</p>

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<p>2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents</p>	<p>rBook Teacher’s Edition: Functional Literacy: 52-53, 126-127, 182-183, 206-207, 234-235</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 36 Evaluate Sources and Evidence: 323; Lesson 49 Cross-Text Analysis: 336; Lesson 50 Using Multiple Sources: 337</p>
<p>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: make warranted and reasonable assertions about the author’s argument by using elements of the text to defend and clarify interpretations</p>	<p>rBook Teacher’s Edition: Best Practices: 106C-106D Readings: 84-85, 90-93, 108-109, 110-113, 114-117</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 33 Identify Author’s Purpose: 320; Lesson 37 Evaluate Author’s Viewpoint: 324; Lesson 38 Evaluate Author’s Purpose: 325; Lesson 39 Support Judgments: 326</p>
<p>2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject</p>	<p>rBook Teacher’s Edition: Functional Literacy: 78 Readings: 60-65 Writing and Grammar: 72-77</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 37 Evaluate Author’s Viewpoint: 324</p>

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<p>2.6 Expository Critique: critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion)</p>	<p>rBook Teacher’s Edition: Functional Literacy: 234-235 Readings: 188-189, 194-197</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 34 Fact and Opinion: 321; Lesson 35 Identify Persuasion and Propaganda: 322</p>
<p>3.0 LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in <i>Recommended Readings in Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students.</p>	
<p>3.1 Structural Features of Literature: analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres</p>	<p>rBook Teacher’s Edition: Readings: 10, 12, 16, 34, 36, 40, 60, 66, 78, 84, 86, 90, 108, 110, 114, 134, 158, 164, 166, 170, 188, 190, 194, 212, 214, 222</p> <p>Audiobooks Teaching Resources: <i>Hamlet</i>, pp. 16, 33</p> <p>Paperbacks Teaching Resources: <i>Confessions of a Gym-Class Dropout</i>, p. 14; <i>Dracula/Romeo and Juliet</i>, p. 24</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 48 Read Drama: 335; Literary Elements: Soliloquy: 345</p>

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<p>3.2 Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim</p>	<p>rBook Teacher’s Edition: Best Practices: 130E-130F Coaching Notes: 149, 225 Comprehension: 58, 133 Readings: 61, 63, 65, 135, 137, 139, 141, 143, 145, 147 rBook Reading Handbook: 245, 246</p> <p>Audiobooks Teaching Resources: <i>Lord of the Flies</i>, p. 11</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 25-26 Analyze Theme: 312, 313; Literary Elements: Universal Theme: 341</p> <p>Topic Software Teaching Resources: Believe & Achieve: 1.1-1.4; Beyond the Finish Line: 4.1-4.4</p>
<p>3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both</p>	<p>rBook Teacher’s Edition: Readings: 60-65, 66-69, 214-221, 222-225 Writing and Grammar: 72-77</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Literary Elements: Tone: 338; Mood: 339; Irony: 339; Suspense: 340; Rhyme and Rhyme Scheme: 342; Free Verse and Alliteration: 343</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Rhyme Scheme (identify and use rhyming words): 33; Three Cheers! (practice recognizing speech rhythms): 36</p>

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<p>3.4 Narrative Analysis of Grade-Level-Appropriate Text: analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke reader’s emotions</p>	<p>rBook Teacher’s Edition: Readings: 66-69, 222-225</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 47 Read Poetry: 334; Literary Elements: Rhyme and Rhyme Scheme: 342; Poetic Devices: 342; Imagery: Simile and Metaphor: 343; Free Verse and Alliteration: 343; Sonnet: 345</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Rhyme Scheme (identify and use rhyming words): 33; Three Cheers! (practice recognizing speech rhythms): 36; Light As a Feather (game with similes): 60</p>
<p>3.5 Narrative Analysis of Grade-Level-Appropriate Text: analyze recognized works of American literature representing a variety of genres and traditions:</p>	
<p>1) trace the development of American literature from the Colonial period forward</p>	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 43 Read Content-Area Text: 330; Lesson 47 Read Poetry: 334; Lesson 48 Read Drama: 335</p>
<p>2) contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period</p>	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 11-12 Compare and Contrast: 298, 299; Lessons 25-26 Analyze Theme: 312, 313</p>
<p>3) evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings</p>	<p>rBook Teacher’s Edition: Readings: 212-213, 214-221, 222-225</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 19-20 Analyze Character: 306, 307; Lessons 21-22 Analyze Setting: 308, 309; Lessons 23-24 Analyze Plot: 310, 311</p>

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<p>3.6 Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare’s tragedy <i>Macbeth</i>)</p>	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Literary Elements: Universal Theme: 341</p>
<p>3.7 Narrative Analysis of Grade-Level-Appropriate Text: analyze recognized works of world literature from a variety of authors: NA**</p>	
<p>1) contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, Medieval Period, Romantic, Neoclassic, Modern)</p>	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 11-12 Compare and Contrast: 298, 299</p>
<p>2) relate literary works and authors to major themes and issues of their eras</p>	<p>rBook Teacher’s Edition: Readings: 60-65, 66-69, 212-213, 214-221</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 25-26 Analyze Theme: 312, 313</p>
<p>3) evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings</p>	<p>rBook Teacher’s Edition: Readings: 60-65, 212-213, 214-221, 222-225 Writing and Grammar: 72-77</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 19-20 Analyze Character: 306, 307; Lessons 21-22 Analyze Setting: 308, 309; Lessons 23-24 Analyze Plot: 310, 311</p>

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<p>3.8 Literary Criticism: analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women’s role in organized labor) (Political Approach)</p>	<p>rBook Teacher’s Edition: Functional Literacy: 78-79, 90-93 Readings: 188-189, 194-197</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 32 Identify Point of View: 319; Lesson 37 Evaluate Author’s Viewpoint: 324</p>
<p>3.9 Literary Criticism: analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of its characters (Philosophical Approach)</p>	<p>rBook Teacher’s Edition: Readings: 60-65, 134-149 Writing and Grammar: 72-77, 152-157</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 32 Identify Point of View: 319; Lesson 37 Evaluate Author’s Viewpoint: 324</p>

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CALIFORNIA CONTENT STANDARDS: WRITING	
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.	
1.1 demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English	<p>rBook Teacher’s Edition: Teaching Grammar, Usage, and Mechanics: T34-T35 Writing and Grammar: 100, 124, 156, 180, 204, 232 rBook Writing Handbook: 249, 250, 251</p> <p>Audiobooks Teaching Resources: Student Resources: QuickWrites: 28-29, 31-32, 34-35, 37-38, 40-41, 43-44, 46-47, 49-50, 52-53, 55-56, 58-59, 61-62</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 8 Skill Builder: Paragraph Building: 61; Expository Writing, Lesson 10 Skill Builder: Combining Sentences: 73; Functional Writing, Lesson 23 Skill Builder: Formal and Informal Language: 151; Grammar, Usage, & Mechanics, Lesson 3 Dependent and Independent Clauses: 190-191; Lesson 4 Correct Word Order 192-193; Lesson 8 Present-Tense Verbs: 200-201; Lesson 9 Past-Tense Verbs: 202-203; Lesson 11 Future-Tense Verbs: 206-207; Lesson 13 Subject-Verb Agreement: 210-211; Lesson 17 Adjectives: 218-219; Lesson 18: Adjectives That Compare: 220-221; Lesson 20 Adverbs: 224-225; Lesson 21 Adverbs That Compare: 226-227; Lesson 23 Avoiding Double Negatives: 230-231</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Party Time (share cultural traditions and practice verb tenses): 50; On Vacation (practice verb tenses): 51</p>

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<p>1.1 demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English (continued)</p>	<p>Topic Software Teaching Resources: QuickWrites: Believe & Achieve: 1.1-1.4; Not Your Boring Science Job: 2.1-2.4; Made in the U.S.A.: 3.1-3.4; Beyond the Finish Line: 4.1-4.4; Big Money: 5.1-5.4; Point/Counterpoint: 6.1-6.4</p>
<p>1.2 produce legible work that shows accurate spelling and correct punctuation and capitalization</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 27, 51, 77, 101, 125, 157, 181, 205, 233</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Spelling, Introduction: 194; Scholastic RED Professional Development: 195-205; Spelling Practice: 206-227; Resource: Spelling Words: 228</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 10 Skill Builder: Combining Sentences: 73; Functional Writing, Lesson 24 Skill Builder: Using Commas in Dates and Place Names: 157; Grammar, Usage, & Mechanics, Lesson 1 Types of Sentences: 186-187; Lesson 5 Common and Proper Nouns: 194-195; Lesson 22 Contractions: 228-229; Lesson 24 Commas With Introductory Words: 232-233; Lesson 26 Commas With Quotation Marks: 236-237; Lesson 27 Commas in a Series: 238-239; Lesson 28 Combining Sentences: 240-241</p>

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<p>1.3 reflect appropriate manuscript requirements in writing NA*</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 27, 51, 77, 101, 125, 157, 181, 205, 233</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Spelling, Introduction: 194; Scholastic RED Professional Development: 195-205; Spelling Practice: 206-227; Resource: Spelling Words: 228</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 10 Skill Builder: Combining Sentences: 73; Functional Writing, Lesson 24 Skill Builder: Using Commas in Dates and Place Names: 157; Grammar, Usage, & Mechanics, Lesson 1 Types of Sentences: 186-187; Lesson 5 Common and Proper Nouns: 194-195; Lesson 22 Contractions: 228-229; Lesson 24 Commas With Introductory Words: 232-233; Lesson 26 Commas With Quotation Marks: 236-237; Lesson 27 Commas in a Series: 238-239; Lesson 28 Combining Sentences: 240-241</p>

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<p>1.0 WRITING STRATEGIES: Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. The writing demonstrates students’ awareness of the audience and purpose and progression through the stages of the writing process.</p>	
<p>1.1 Organization and Focus: demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-177, 200-205, 228-233 rBook Writing Handbook: 247-248</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lessons 1-5: 14-43; Descriptive Writing, Lessons 6-9: 44-67; Expository Writing, Lessons 10-17: 68-115; Persuasive Writing, Lessons 18-21: 116-139; Poetry, Lesson 26 Free Verse Poem: 164-169; Research, Lesson 29 Organizing Information and Notes: 175-177; Lesson 30 Features of a Research Report: 178-181</p>
<p>1.2 Organization and Focus: use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 46-51, 176-177, 228-233 rBook Writing Handbook: 248</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 2 Personal Narrative: 20-25; Lesson 4 Biographical Narrative: 32-37; Descriptive Writing, Lesson 6 Describing a Person: 44-49; Lesson 7 Describing a Setting: 50-55; Lesson 9 Reflective Essay: 62-67; Persuasive Writing, Lesson 18 Writing an Opinion: 116-121; Lesson 19 Writing a Review: 122-127; Lesson 20 Writing a Persuasive Speech: 128-133; Lesson 21 Persuasive Essay: 134-139</p>

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<p>1.3 Organization and Focus: structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 24, 25, 48, 49, 74, 75, 98, 99, 122, 123, 154, 155, 178, 179, 202, 203, 230, 231</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing, Lesson 18 Writing an Opinion: 116-121; Lesson 19 Writing a Review: 122-127; Lesson 20 Writing a Persuasive Speech: 128-133; Lesson 21 Persuasive Essay: 134-139</p>
<p>1.4 Organization and Focus: enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 120-125 rBook Writing Handbook: 247</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing, Lesson 20 Writing a Persuasive Speech: 128-133; Lesson 21 Persuasive Essay: 134-139</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: A Picture Is Worth a Thousand Words (practice descriptive words): 59</p>

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<p>1.5 Organization and Focus: use language in natural, fresh, and vivid ways to establish a specific tone</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 25, 49, 75, 99, 100, 123, 155, 179, 203, 231 rBook Writing Handbook: 249, 250</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 15 Skill Builder: Using Specific Words: 103; Grammar, Usage, & Mechanics, Lesson 7 Action Verbs: 198-199; Lesson 17 Adjectives: 218-219; Lesson 18 Adjectives That Compare: 220-221; Lesson 20 Adverbs: 224-225; Lesson 21 Adverbs That Compare: 226-227</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Feeling Fine (adjectives that describe feelings): 24; Blue Jeans and Red Socks (describing colors and clothes): 29; Guess Who? (adjectives used to describe people): 38; Guess What? (game with descriptive adjectives): 29; Party Time (share cultural traditions and practice verb tenses): 50; On Vacation (practice verb tenses): 51; A Picture Is Worth a Thousand Words (practice descriptive words): 59</p>

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<p>1.6 Research and Technology: develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources) NA*</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Choosing and Narrowing a Topic: 170-171; Lesson 28 Finding and Recording Information: 172-174; Lesson 30 Features of a Research Report: 178-181</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Ten Questions (asking questions to gain information): 26; What’s the Scoop? (asking questions of classmates): 32</p>
<p>1.7 Research and Technology: use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies)</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 25, 49</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 28 Finding and Recording Information: 172-174; Lesson 29 Organizing Information and Notes: 175-177; Lesson 30 Features of a Research Report: 178-181</p>
<p>1.8 Research and Technology: integrate databases, graphics, and spreadsheets into word-processed documents NA*</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Choosing and Narrowing a Topic: 170-171; Lesson 28 Finding and Recording Information: 172-174; Lesson 30 Features of a Research Report: 178-181</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Ten Questions (asking questions to gain information): 26; What’s the Scoop? (asking questions of classmates): 32</p>

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<p>1.9 Evaluation and Revision: revise text to highlight individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 25, 49, 75, 99, 123, 155, 179, 203, 231</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 8 Compare-and-Contrast Paragraph: 56-61; Expository Writing, Lesson 10 Cause-and Effect Paragraph: 68-73; Persuasive Writing, Lesson 18 Writing an Opinion: 116-121; Lesson 20 Writing a Persuasive Speech: 128-133; Lesson 21 Persuasive Essay: 134-139; Functional Writing, Lesson 22 How-To Paragraph: 140-145; Lesson 23 Business Letter: 146-151; Lesson 25 Résumé 158-163; Research, Lesson 30 Features of a Research Report: 178-181</p>