

**READ 180 Enterprise Stage C, ©2005**  
**correlated to**  
**California CAHSEE Language Arts Blueprint**  
**Revised July 2003**

California Content Standard	READ 180 Stage C
<b>Reading (Grades Nine and Ten with two standards from Grade Eight as noted*)</b>	
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 Identify and use the literal and figurative meanings of words and understand word derivations.	<p><b>rBook Teacher’s Edition:</b>  <b>Coaching Notes:</b> 16, 17, 18, 67, 87, 135, 136, 138, 139, 140  <b>Vocabulary/Word Study:</b> 70, 71, 118, 119, 226, 227  <b>Workshop Wrap-Up:</b> 81, 129, 237</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 16</b>  Greek Roots: 266, 267; Lesson 17 Latin Roots: 268, 269; Lesson 18 Word Origins: 270, 271; Lesson 19 Idioms: 272, 273; Lesson 20 Figurative Language: 274, 275</p> <p><b>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities:</b> Light As a Feather (game with similes): 60</p>
1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.	<p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 8</b>  Denotation and Connotation: 250, 251</p>
1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word narcissistic drawn from the myth of Narcissus and Echo).	<p><b>Paperbacks Teaching Resources:</b> <i>The Odyssey</i>, p. 17</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 18</b>  Word Origins: 270, 271</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 Recommended Literature, Grades	

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<p>Nine Through Twelve (1990) 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. In grades nine and ten, students make substantial progress toward this goal.</p>	
<p><b><i>Structural Features of Informational Materials</i></b></p>	
<p>†8.2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).</p>	<p><b>rBook Teacher’s Edition:</b>  <b>Best Practices:</b> 186C-186D  <b>Functional Literacy:</b> 53, 103, 127, 183</p>
<p>2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.</p>	<p><b>rBook Teacher’s Edition:</b>  <b>Functional Literacy:</b> 79, 103, 183, 207  <b>Readings:</b> 10, 12-14, 16-19, 34, 36-38, 86-88, 90-93, 116-117</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension,</b> 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; Lesson 44 Read Graphs: 331; Lesson 45 Read Maps: 332</p> <p><b>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities:</b> May I Help You: (making store purchases): 45; What’s on the Menu? (ordering in a restaurant): 46</p>
<p>2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.</p>	<p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Research,</b> Lesson 29 Organizing Information and Notes: 175-177</p>
<p><b><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></b></p>	
<p>2.3 Generate relevant questions about readings on issues that can be researched.</p>	<p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension,</b> Lesson 30 Self-Monitoring Strategies: 317</p>

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2.3 Generate relevant questions about readings on issues that can be researched. (continued)	<b>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities:</b> Ten Questions (asking questions to gain information): 26; What’s the Scoop? (asking questions of classmates): 32
2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.	<b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension,</b> Lesson 49 Cross-Text Analysis: 336; Lesson 50 Using Multiple Sources: 337
2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	<b>rBook Teacher’s Edition:</b> <b>Readings:</b> 214-221 <b>Writing:</b> 230-231  <b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension,</b> Lesson 50 Using Multiple Sources: 337
2.6 Demonstrate the use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).	<b>rBook Teacher’s Edition:</b> <b>Functional Literacy:</b> 103 <b>Student Log:</b> 252, 253, 254-255, 256  <b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension,</b> Lesson 42 Read Instructions: 329; Lesson 46 Read Electronic Text: 333  <b>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities:</b> Getting From Here to There (practice following directions): 42
<b><i>Expository Critique</i></b>	
2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.	<b>rBook Teacher’s Edition:</b> <b>Comprehension:</b> 33 <b>Readings:</b> 34-35, 36-39, 40-43 <b>Workshop Wrap-Up:</b> 54

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2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings. (continued)	<p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension</b>, Lessons 3-4 Sequence of Events: 290, 291</p> <p><b>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Scheduling Time</b> (practice calendar words): 44</p>
2.8 Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).	<p><b>rBook Teacher’s Edition: Readings:</b> 84, 85, 212, 214-216</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension</b>, Lesson 36 Evaluate Sources and Evidence: 323; Lesson 38 Evaluate Author’s Purpose: 325</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 analysis of recurrent patterns and themes. The selections in Recommended Literature, Grades Nine Through Twelve illustrate the quality and complexity of the materials to be read by students.</p>	
<p><b><i>Structural Features of Literature</i></b></p>	
3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).	<p><b>rBook Teacher’s Edition: Readings:</b> 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><b>Audiobooks Teaching Resources:</b> <i>Hamlet</i>, pp. 16, 33</p> <p><b>Paperbacks Teaching Resources:</b>  <i>Confessions of a Gym-Class Dropout</i>, p. 14;  <i>Dracula/Romeo and Juliet</i>, p. 24</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension</b>, Lesson 48 Read Drama: 335; Literary Elements: Soliloquy: 345</p>

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<p>3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.</p>	<p><b>rBook Teacher’s Edition:</b>  <b>Best Practices:</b> 186C-186D  <b>Readings:</b> 188-197, 219  <b>rBook Reading Handbook:</b> 244</p> <p><b>Paperbacks Teaching Resources:</b> <i>In Your Face</i>, p. 85; <i>The Plague</i>, p. 87; <i>Aquamarine</i>, p. 115</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension</b>, Lessons 25-26 Analyze Theme: 312, 313; Lesson 49 Cross-Text Analysis: 336</p> <p><b>Topic Software Teaching Resources:</b> Believe &amp; 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>
<b><i>Narrative Analysis of Grade-Level-Appropriate Text</i></b>	
<p>3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.</p>	<p><b>rBook Teacher’s Edition:</b>  <b>Best Practices:</b> 56E-56F  <b>Comprehension:</b> 58-59, 133  <b>Readings:</b> 58, 61, 63, 65, 135, 137, 139, 141, 143, 145, 147, 149  <b>rBook Reading Handbook:</b> 245, 246</p> <p><b>Audiobooks Teaching Resources:</b> <i>Hamlet</i>, p. 10; <i>Lord of the Flies</i>, p. 11; <i>Make Lemonade</i>, p. 11; <i>When Zachary Beaver Came to Town</i></p> <p><b>Paperbacks Teaching Resources:</b> <i>The Big Bug</i>, p. 13; <i>The Perfect Match</i>, p. 18; <i>Sunny: Diary Two</i>, p. 32; <i>Slam!</i>, p. 39; <i>Flight to Freedom</i>, pp. 45, 119</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension</b>, Lessons 19-20 Analyze Character: 306, 307; Lessons 23-24 Analyze Plot: 310, 311</p>

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<p>3.4 Determine characters’ traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.</p>	<p><b>rBook Teacher’s Edition:</b>  <b>Best Practices:</b> 130C-130D  <b>Comprehension:</b> 58-59, 133  <b>Readings:</b> 61, 63, 65, 135, 137, 139, 141, 143, 145, 147, 149  <b>rBook Reading Handbook:</b> 245</p> <p><b>Audiobooks Teaching Resources:</b> <i>Hamlet</i>, p. 10; <i>Lord of the Flies</i>, p. 11; <i>Make Lemonade</i>, p. 11</p> <p><b>Paperbacks Teaching Resources:</b> <i>The Big Bug</i>, p. 13; <i>The Perfect Match</i>, p. 18; <i>Sunny: Diary Two</i>, p. 32; <i>Slam!</i>, p. 39; <i>Flight to Freedom</i>, pp. 45, 119</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension</b>, Lessons 19-20 Analyze Character: 306, 307; Literary Elements: Soliloquy: 345</p>
<p>3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.</p>	<p><b>rBook Teacher’s Edition:</b>  <b>Best Practices:</b> 130E-130F  <b>Coaching Notes:</b> 149, 225  <b>Comprehension:</b> 58, 133  <b>Readings:</b> 61, 63, 65, 135, 137, 139, 141, 143, 145, 147  <b>rBook Reading Handbook:</b> 245, 246</p> <p><b>Audiobooks Teaching Resources:</b> <i>Lord of the Flies</i>, p. 11</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension</b>, Lessons 25-26 Analyze Theme: 312, 313; Literary Elements: Universal Theme: 341</p> <p><b>Topic Software Teaching Resources:</b> Believe &amp; Achieve: 1.1-1.4; Beyond the Finish Line: 4.1-4.4</p>

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3.6 Analyze and trace an author’s development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).	<p><b>rBook Teacher’s Edition:</b>  <b>Best Practices:</b> 32C-32E  <b>Coaching Notes:</b> 60, 64  <b>Comprehension:</b> 58-59</p> <p><b>Audiobooks Teaching Resources:</b> <i>Out of War</i>, p. 12; <i>Speak</i>, p. 13; <i>When Zachary Beaver Came to Town</i>, p. 13</p> <p><b>Paperbacks Teaching Resources:</b> <i>The Big Bug</i>, p. 55; <i>Dangerous Game</i>, p. 76; <i>Emma</i>, p. 99; <i>The Greatest</i>, p. 121</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension</b>, Lessons 3-4 Sequence of Events: 290, 291; Literary Elements: Flashback and Foreshadowing: 340</p>
3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.	<p><b>rBook Teacher’s Edition:</b>  <b>Best Practices:</b> 32C-32D  <b>Coaching Notes:</b> 18, 63, 67, 69, 135, 136, 137, 139, 140, 145  <b>rBook Reading Handbook:</b> 246</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension</b>, Literary Elements: Symbolism: 338; Tone: 338; Mood: 339; Irony: 339; Suspense: 340; Flashback and Foreshadowing: 340; Imagery: Simile and Metaphor: 343</p> <p><b>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities:</b> Light As a Feather (game with similes): 60</p>
3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.	<p><b>rBook Teacher’s Edition:</b>  <b>Readings:</b> 60-65, 66-69, 212-213  <b>Writing and Grammar:</b> 72-77</p>

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3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text. (continued)	<b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension</b> , Literary Elements: Irony: 339
3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.	<b>rBook Teacher’s Edition: Readings:</b> 60, 134, 223 <b>rBook Reading Handbook:</b> 246  <b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension</b> , Lesson 32 Identify Point of View: 319
3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.	<b>Audiobooks Teaching Resources:</b> <i>Hamlet</i> , pp. 16, 33  <b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension</b> , Lesson 48 Read Drama: 335; Literary Elements: Soliloquy: 345
<b>Literary Criticism</b>	
†8.3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)	<b>rBook Teacher’s Edition: Functional Literacy:</b> 78, 159 <b>Readings:</b> 60-65, 212-213, 214-221 <b>Writing and Grammar:</b> 152-157  <b>Paperbacks Teaching Resources:</b> <i>Yo, Yolanda! Advice from an Expert</i> , p. 21; <i>Young Americans: Tales of Teenage Immigrants</i> , p. 22; <i>In the Line of Fire: A Story About D-Day</i> , p. 27; <i>In Your Face: Poems About Real Life</i> , p. 28; <i>Black Diamond: The Story of the Negro Baseball Leagues</i> , p. 44
3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)	<b>rBook Teacher’s Edition: Writing and Grammar:</b> 152-157 <b>rBook Writing Handbook:</b> 248  <b>Audiobooks Teaching Resources:</b> <i>Lord of the Flies</i> , p. 36

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3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach) (continued)	<p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension</b>, Lessons 25-26 Analyze Theme: 312, 313; Literary Elements: Symbolism: 338; Tone: 338; Mood: 339; Universal Theme: 341; Imagery: Simile and Metaphor: 343</p>
3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)	<p><b>rBook Teacher’s Edition:</b>  <b>Readings:</b> 60-65, 66-69  <b>Writing:</b> 72-75</p> <p><b>Audiobooks Teaching Resources:</b> <i>Lord of the Flies</i>, p. 11</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension</b>, Lessons 25-26 Analyze Theme: 312, 313; Literary Elements: Universal Theme: 341</p> <p><b>Topic Software Teaching Resources:</b> Believe &amp; Achieve: 1.1-1.4; Made in the U.S.A.: 3.1-3.4</p>
<b>Writing (Grades Nine and Ten)</b>	
<p>1.0 Writing Strategies  Students write clear, coherent, and focused essays. The writing exhibits students’ awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.</p>	
<b>Organization and Focus</b>	
1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	<p><b>rBook Teacher’s Edition:</b>  <b>Instructional Routines:</b> T82-T83  <b>Writing and Grammar:</b> 24, 48, 74, 98, 122, 154, 178, 202, 230</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Persuasive Writing</b>, 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>1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p>	<p><b>rBook Teacher’s Edition:</b>  <b>Writing and Grammar:</b> 25, 49, 75, 99, 100, 123, 155, 179, 203, 231  <b>rBook Writing Handbook:</b> 249, 250</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar</b>  <b>Strategies: Expository Writing,</b> Lesson 15  Skill Builder: Using Specific Words: 103;  <b>Grammar, Usage, &amp; Mechanics,</b> 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><b>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development</b>  <b>Activities:</b> 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>
<b>Research and Technology</b>	
<p>1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.</p>	<p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar</b>  <b>Strategies: Research,</b> 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</p> <p><b>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development</b>  <b>Activities:</b> Ten Questions (asking questions to gain information): 26; What’s the Scoop? (asking questions of classmates): 32</p>

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1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).	<p><b>rBook Teacher’s Edition:</b>  <b>Writing and Grammar:</b> 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-177, 200-205, 228-233  <b>rBook Writing Handbook:</b> 247-248</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar</b>  <b>Strategies: Research,</b> Lesson 29 Organizing Information and Notes: 175-177; Lesson 30 Features of a Research Report: 178-181</p>
1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).	<p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar</b>  <b>Strategies: Research,</b> 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>
1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.	<p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar</b>  <b>Strategies: Research,</b> 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>
1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., <i>Modern Language Association Handbook, The Chicago Manual of Style</i> ).	<p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar</b>  <b>Strategies: Research,</b> 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>
1.8 Design and publish documents by using advanced publishing software and graphic programs.	<p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar</b>  <b>Strategies: Research,</b> Lesson 30 Features of a Research Report: 178-181</p>

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<b><i>Evaluation and Revision</i></b>	
1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.	<p><b>rBook Teacher’s Edition:</b>  <b>Writing and Grammar:</b> 25, 49, 75, 99, 123, 155, 179, 203, 231</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Descriptive Writing,</b> Lesson 8 Compare-and-Contrast Paragraph: 56-61; <b>Expository Writing,</b> Lesson 10 Cause-and Effect Paragraph: 68-73; <b>Persuasive Writing,</b> Lesson 18 Writing an Opinion: 116-121; Lesson 20 Writing a Persuasive Speech: 128-133; Lesson 21 Persuasive Essay: 134-139; <b>Functional Writing,</b> Lesson 22 How-To Paragraph: 140-145; Lesson 23 Business Letter: 146-151; Lesson 25 Résumé 158-163; <b>Research,</b> Lesson 30 Features of a Research Report: 178-181</p>
2.0 Writing Applications (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	
Using the writing strategies of grades nine and ten outlined in Writing Standard 1.0, students:	
2.1 Write biographical or autobiographical narratives or short stories: a. Relate a sequence of events and communicate the significance of the events to the audience. b. Locate scenes and incidents in specific places. c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters’ feelings. d. Pace the presentation of actions to accommodate changes in time and mood. e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details	<p><b>rBook Teacher’s Edition:</b>  <b>Writing and Grammar:</b> 46-51, 176-181, 228-233  <b>rBook Writing Handbook:</b> 248</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Narrative Writing,</b> Lesson 2 Personal Narrative: 20-25; Lesson 4 Biographical Narrative: 32-37</p>

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<p>2.2 Write responses to literature:</p> <p>a. Demonstrate a comprehensive grasp of the significant ideas of literary works.</p> <p>b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.</p> <p>c. Demonstrate awareness of the author’s use of stylistic devices and an appreciation of the effects created.</p> <p>d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p>	<p><b>rBook Teacher’s Edition:</b>  <b>Writing and Grammar: 72-77, 152-157</b>  <b>rBook Writing Handbook: 248</b></p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Expository Writing, Lesson 12</b>  <b>Book Synopsis: 80-85; Persuasive Writing, Lesson 19</b>  <b>Writing a Review: 122-127</b></p>
<p>2.3 Write expository compositions, including analytical essays and research reports:</p> <p>a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.</p> <p>b. Convey information and ideas from primary and secondary sources accurately and coherently.</p> <p>c. Make distinctions between the relative value and significance of specific data, facts, and ideas.</p> <p><del>d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.<sup>1</sup></del></p> <p>e. Anticipate and address readers’ potential misunderstandings, biases, and expectations.</p> <p>f. Use technical terms and notations accurately.</p>	<p><b>rBook Teacher’s Edition:</b>  <b>Writing and Grammar: 22-27, 96-101</b>  <b>rBook Writing Handbook: 247</b></p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Expository Writing, Lesson 10</b>  <b>Cause-and-Effect Paragraph: 68-73; Lesson 12</b>  <b>Book Synopsis: 80-85; Research, Lesson 27</b>  <b>Choosing and Narrowing a Topic: 170-171;</b>  <b>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</b></p>
<p>2.4 Write persuasive compositions:</p> <p>a. Structure ideas and arguments in a sustained and logical fashion.</p> <p>b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).</p>	<p><b>rBook Teacher’s Edition:</b>  <b>Writing and Grammar: 120-125</b>  <b>rBook Writing Handbook: 247</b></p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Persuasive Writing, Lesson 18</b>  <b>Writing an Opinion: 116-121; Lesson 20</b>  <b>Writing a Persuasive Speech: 128-133; Lesson</b></p>

<sup>1</sup> Note: Strikethroughs within a standard indicate that this particular part of the standard is not to be assessed on the CAHSEE but is still part of the original standard.

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<p>c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.</p> <p>d. Address readers' concerns, counterclaims, biases, and expectations.</p>	21 Persuasive Essay: 134-139
<p>2.5 Write business letters:</p> <p>a. Provide clear and purposeful information and address the intended audience appropriately.</p> <p>b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.</p> <p>c. Highlight central ideas or images.</p> <p>d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.</p>	<p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Functional Writing, Lesson 23</b></p> <p>Business Letter: 146-151</p>
<p>2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):</p> <p>a. Report information and convey ideas logically and correctly.</p> <p>b. Offer detailed and accurate specifications.</p> <p>c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).</p> <p>d. Anticipate readers' problems, mistakes, and misunderstandings.</p>	<p><b>rBook Teacher's Edition:</b></p> <p><b>rBook Writing Handbook: 247</b></p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Functional Writing, Lesson 22</b></p> <p>How-To Paragraph: 140-145</p>
<p>1.0 Written and Oral English Language Conventions</p> <p>Students write and speak with a command of standard English conventions.</p>	
<p><b><i>Grammar and Mechanics of Writing</i></b></p>	
<p>1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).</p>	<p><b>rBook Teacher's Edition:</b></p> <p><b>Teaching Grammar, Usage, and Mechanics: T34-T35</b></p> <p><b>Writing and Grammar: 26, 50, 76, 205</b></p> <p><b>rBook Writing Handbook: 249, 250, 251</b></p>

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1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens). (continued)	<p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Narrative Writing</b>, Lesson 1 Skill Builder: Using the Four Types of Sentences: 19; <b>Functional Writing</b>, Lesson 24 Skill Builder: Using Commas in Dates and Place Names: 157; <b>Grammar, Usage, &amp; Mechanics</b>, Lesson 1 Types of Sentences: 186-187; Lesson 3 Dependent and Independent Clauses: 190-191; Lesson 26 Commas With Quotation Marks: 236-237; Lesson 27 Commas in a Series: 238-239; Lesson 30 Combining Sentences With Phrases: 244-245</p>
1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).	<p><b>rBook Teacher’s Edition: Teaching Grammar, Usage, and Mechanics:</b> T34-T35  <b>Writing and Grammar:</b> 26, 50, 233  <b>rBook Writing Handbook:</b> 249</p> <p><b>Audiobooks Teaching Resources: Student Resources: QuickWrites:</b> pp. 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><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Expository Writing</b>, Lesson 10 Skill Builder: Combining Sentences: 73; <b>Grammar, Usage, &amp; Mechanics</b>, 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>

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1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses). (continued)	<p><b>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities:</b> Party Time (share cultural traditions and practice verb tenses): 50; On Vacation (practice verb tenses): 51</p> <p><b>Topic Software Teaching Resources:</b>  <b>QuickWrites:</b> Believe &amp; 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>
1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.	<p><b>rBook Teacher’s Edition:</b>  <b>Teaching Grammar, Usage, and Mechanics:</b> T34-T35  <b>Writing and Grammar:</b> 100, 124, 156, 180, 204, 232  <b>rBook Writing Handbook:</b> 249, 250, 251</p> <p><b>Audiobooks Teaching Resources: Student Resources: QuickWrites:</b> pp. 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><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Descriptive Writing,</b> Lesson 8 Skill Builder: Paragraph Building: 61; <b>Expository Writing,</b> Lesson 10 Skill Builder: Combining Sentences: 73; <b>Functional Writing,</b> Lesson 23 Skill Builder: Formal and Informal Language: 151; <b>Grammar, Usage, &amp; Mechanics,</b> 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:</p>

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1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. (continued)	224-225; Lesson 21 Adverbs That Compare: 226-227; Lesson 23 Avoiding Double Negatives: 230-231  <b>Topic Software Teaching Resources:</b> <b>QuickWrites:</b> 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
<b>Manuscript Form</b>	
1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	<b>rBook Teacher’s Edition:</b> <b>Writing and Grammar:</b> 27, 51, 77, 101, 125, 157, 181, 205, 233  <b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:</b> <b>Spelling,</b> Introduction: 194; Scholastic RED Professional Development: 195-205; Spelling Practice: 206-227; Resource: Spelling Words: 228  <b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Expository Writing,</b> Lesson 10 Skill Builder: Combining Sentences: 73; <b>Functional Writing,</b> Lesson 24 Skill Builder: Using Commas in Dates and Place Names: 157; <b>Grammar, Usage, &amp; Mechanics,</b> 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
1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations,	<b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Narrative Writing,</b> Lessons 1-5: 14-43; <b>Descriptive Writing,</b> Lessons 6-9: 44-67; <b>Expository Writing,</b> Lessons 10-17: 68-

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paraphrasing) with appropriate citations.	115; <b>Persuasive Writing</b> , Lessons 18-21: 116-139; <b>Functional Writing</b> , Lessons 22-25: 140-163; <b>Poetry</b> , Lesson 26 Free Verse Poem: 164-169; <b>Research</b> , Lesson 29 Organizing Information and Notes: 175-177; Lesson 30 Features of a Research Report: 178-181
<b>1 Essay – Randomly rotate all categories of writing for each test administration</b>	
From standards 2.2 or 2.3  Response to Literature or Analytic Essay (Expository Writing)	<b>rBook Teacher’s Edition:</b> <b>Writing and Grammar:</b> 22-27, 72-77, 96-101, 152-157 <b>rBook Writing Handbook:</b> 247, 248  <b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Expository Writing</b> , Lesson 10 Cause-and-Effect Paragraph: 68-73; Lesson 12 Book Synopsis: 80-85; <b>Persuasive Writing</b> , Lesson 19 Writing a Review: 122-127; <b>Research</b> , Lesson 27 Choosing and Narrowing a Topic: 170-171; 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
From standards 2.1, 2.4, or 2.5  Biography, persuasion, business letter	<b>rBook Teacher’s Edition:</b> <b>Writing and Grammar:</b> 46-51, 120-125, 176-181, 228-233 <b>rBook Writing Handbook:</b> 247, 248  <b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Narrative Writing</b> , Lesson 2 Personal Narrative: 20-25; Lesson 4 Biographical Narrative: 32-37; <b>Persuasive Writing</b> , Lesson 18 Writing an Opinion: 116-121; Lesson 20 Writing a Persuasive Speech: 128-133; Lesson 21 Persuasive Essay: 134-139; <b>Functional Writing</b> , Lesson 23 Business Letter: 146-151