

**READ 180 Enterprise rBook Flex, ©2006**  
**correlated to**  
**California English Language Development Standards**  
**Grade 9-12**

<b>rBook Flex Teacher's Edition</b>	<b>English Language Development Standards Grades 9-12</b>
<p><b>rBook Flex Workshop 1</b>  Life Issues Nonfiction  <b>Eyes on the Graduation Prize</b>  <b>Vocabulary Builder:</b> p. 9  <b>Comprehension:</b> Main Idea and Details  <b>Readings</b>  1. America's Dropout Crisis, News Report, pp. 10-11  2. Living in the Success Zone, Profiles, pp. 12-15  3. The Pact, Book Excerpt, pp. 16-19  <b>Word Challenge,</b> pp. 20-21  <b>Writing:</b> Expository Paragraph, pp. 22-27  <b>Careers:</b> Career Development Counselor, p. 28  <b>Functional Literacy:</b> Reading a Brochure, p. 29  <b>Workshop Wrap-Up,</b> pp. 30-31</p>	<p><b>LISTENING AND SPEAKING</b>  <b>Beginning</b>  <b>Comprehension</b>  - Demonstrate comprehension of oral presentations and instructions through non-verbal responses.  - Respond with simple words or phrases to questions about simple written texts.</p> <p><b>Early Intermediate</b>  <b>Comprehension</b>  - Restate and execute multi-step oral directions.  <b>Comprehension, Organization &amp; Delivery of Oral Communication</b>  - Restate in simple sentences the main idea of oral presentations of subject matter content.</p> <p><b>Intermediate</b>  <b>Comprehension</b>  - Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.  <b>Comprehension, Organization &amp; Delivery of Oral Communication</b>  - Identify the main idea and some supporting details of oral and key concepts of subject matter content.</p> <p><b>Early Advanced</b>  <b>Comprehension, Organization &amp; Delivery of Oral Communication</b>  - Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.  - Respond to messages by asking questions, challenging statements or offering examples that affirm the message.</p> <p><b>Advanced</b>  <b>Comprehension, Organization &amp; Delivery of Oral Communication</b>  - Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.</p>

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(continued) <b>rBook Flex Workshop 1</b> Life Issues Nonfiction	<b>Capitalization, Punctuation, Spelling</b> - Edit writing for conventions of writing to approximate standard grammatical forms.
<b>rBook Flex Workshop 2</b> Social Studies Nonfiction <b>Tsunami: Disaster of the Century</b> <b>Vocabulary Builder:</b> p. 33 <b>Comprehension:</b> Sequence of Events <b>Readings</b> 1. Waves of Destruction, Online News Article, pp. 34-35 2. Terror and Tragedy, Personal Narrative, pp. 36-39 3. Relief and Recovery, Social Studies Text, pp. 40-43 <b>Word Challenge,</b> pp. 44-45 <b>Writing:</b> Narrative Paragraph, pp. 46-51 <b>Careers:</b> Volunteer Coordinator, p. 52 <b>Functional Literacy:</b> Presenting a Budget, p. 53 <b>Workshop Wrap-Up,</b> pp. 54-55	<b>LISTENING AND SPEAKING</b> <b>Beginning Comprehension</b> - Demonstrate comprehension of oral presentations and instructions through non-verbal responses. - Respond with simple words or phrases to questions about simple written texts.  <b>Early Intermediate Comprehension</b> - Restate and execute multi-step oral directions.  <b>Intermediate Comprehension</b> - Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.  <b>Early Advanced Comprehension, Organization &amp; Delivery of Oral Communication</b> - Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter. - Respond to messages by asking questions, challenging statements or offering examples that affirm the message.  <b>Advanced Comprehension, Organization &amp; Delivery of Oral Communication</b> - Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.  <b>READING</b> <b>Beginning Concepts about Print, Phonemic Awareness, Vocabulary and Concept Development</b> - Recognize and correctly pronounce most English phonemes while reading aloud.

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<p>(continued)  <b>rBook Flex Workshop 2</b>            Social Studies Nonfiction  <b>Tsunami: Disaster of the Century</b></p>	<p><b>Advanced</b>  <b>Sentence Structure, Grammar</b>            - Revise writing for appropriate word choice and organization, consistent point of view, and transitions, which approximate standard grammatical forms and spelling.  <b>Capitalization, Punctuation, Spelling</b>            - Edit writing for conventions of writing to approximate standard grammatical forms.</p>
<p><b>rBook Flex Workshop 3</b>            Literature  <b>Long Journey to Justice</b>  <b>Vocabulary Builder:</b> p. 57  <b>Comprehension:</b> Story Elements, pp. 58-59  <b>Readings</b>            1. Diamond Land, Short Story, pp. 60-73            2. Nelson Mandela: In His Own Words, Speech, pp. 74-75  <b>Word Challenge,</b> pp. 76-77  <b>Writing:</b> Literature Response, pp. 78-83  <b>Meet the Author:</b> Rita Williams-Garcia, p. 84  <b>Functional Literacy:</b> Reading an Author Home Page, p. 85  <b>Workshop Wrap-Up,</b> pp. 86-87</p>	<p><b>LISTENING AND SPEAKING</b>  <b>Beginning</b>  <b>Comprehension</b>            - Demonstrate comprehension of oral presentations and instructions through non-verbal responses.            - Respond with simple words or phrases to questions about simple written texts.</p> <p><b>Early Intermediate</b>  <b>Comprehension</b>            - Restate and execute multi-step oral directions.</p> <p><b>Intermediate</b>  <b>Comprehension</b>            - Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.</p> <p><b>Early Advanced</b>  <b>Comprehension, Organization &amp; Delivery of Oral Communication</b>            - Summarize literary pieces in greater detail, including character, setting, plot, and analysis.            - Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.            - Respond to messages by asking questions, challenging statements or offering examples that affirm the message.</p> <p><b>Advanced</b>  <b>Comprehension</b>            - Identify strategies used by the media to present information for a variety of purposes (e.g., to inform, entertain, or persuade).</p>

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<b>rBook Flex Teacher's Edition</b>	<b>English Language Development Standards Grades 9-12</b>
<p>(continued)</p> <p><b>rBook Flex Workshop 3</b>  Literature  <b>Long Journey to Justice</b>  <b>Vocabulary Builder:</b> p. 57  <b>Comprehension:</b> Story Elements, pp. 58-59  <b>Readings</b>  1. Diamond Land, Short Story, pp. 60-73  2. Nelson Mandela: In His Own Words, Speech, pp. 74-75  <b>Word Challenge,</b> pp. 76-77  <b>Writing:</b> Literature Response, pp. 78-83  <b>Meet the Author:</b> Rita Williams-Garcia, p. 84  <b>Functional Literacy:</b> Reading an Author Home Page, p. 85  <b>Workshop Wrap-Up,</b> pp. 86-87</p>	<p><b>Vocabulary &amp; Concept Development Also are addressed in Listening &amp; Speaking</b>  - Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., objects).</p> <p><b>Intermediate</b>  <b>Vocabulary &amp; Concept Development (V/CD)</b>  <b>Also are addressed in Listening &amp; Speaking</b>  - Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.</p> <p><b>Early Advanced</b>  <b>Vocabulary &amp; Concept Development</b>  - Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.</p> <p><b>Advanced</b>  <b>Vocabulary &amp; Concept Development (V/CD)</b>  - Apply knowledge of academic and social vocabulary to achieve independent reading.</p> <p><b>Beginning</b>  <b>Comprehension</b>  - Understand and follow simple multi-step oral directions of classroom or work-related activities.  <b>Structural Features of Informational Materials</b>  - Use pictures, lists, charts, and tables to identify the vocabulary, syntax, and grammar used in public and workplace documents (e.g., speeches, debates, manuals, and contracts).</p> <p><b>Early Intermediate</b>  <b>Comprehension</b>  - Read and orally respond to simple literary text and text in content areas by answering factual comprehension questions using simple sentences.</p> <p><b>Intermediate</b>  <b>Comprehension &amp; Analysis of Grade-Level Appropriate Text and Expository Critique</b>  - Listen to an excerpt from a brief political speech and give an oral critique of the author's evidence using simple sentences.</p>

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<p>(continued)  <b>rBook Flex Workshop 3</b>            Literature  <b>Long Journey to Justice</b>  <b>Vocabulary Builder:</b> p. 57  <b>Comprehension:</b> Story Elements, pp. 58-59  <b>Readings</b>            1. Diamond Land, Short Story, pp. 60-73            2. Nelson Mandela: In His Own Words, Speech, pp. 74-75  <b>Word Challenge,</b> pp. 76-77  <b>Writing:</b> Literature Response, pp. 78-83  <b>Meet the Author:</b> Rita Williams-Garcia, p. 84  <b>Functional Literacy:</b> Reading an Author Home Page, p. 85  <b>Workshop Wrap-Up,</b> pp. 86-87</p>	<p><b>Early Advanced Comprehension &amp; Analysis of Grade-Level Appropriate Text</b>            - Apply knowledge of language to achieve meaning/comprehension from informational materials, literary texts, and texts in content areas.</p> <p><b>Advanced Comprehension and Analysis of Grade-Level Appropriate Text</b>            - Apply knowledge of language to achieve meaning/comprehension from informational materials, literary text, and text in content areas.</p> <p><b>WRITING</b></p> <p><b>Early Intermediate Organization &amp; Focus</b>            - Use simple sentences to write responses to selected literature that exhibit factual understanding of the text and connect the student's own experience to specific parts of the text.            - Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).</p> <p><b>Organization &amp; Focus, Evaluation and Revision</b>            - From a given topic, use the writing process to write sentences and short paragraphs with supporting details. There may be some inconsistent use of standard grammatical forms.</p> <p><b>Intermediate Organization &amp; Focus</b>            - Recognize elements of characterization in a piece of writing and apply them when writing.            - Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.</p> <p><b>Early Advanced Organization &amp; Focus</b>            - Identify various elements of discourse in writing (e.g., purpose, speaker, audience, form).            - Use appropriate language variations and genres in writing for language arts and other content areas.</p>

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<p>(continued)  <b>rBook Flex Workshop 3</b>  Literature  <b>Long Journey to Justice</b>  <b>Vocabulary Builder:</b> p. 57  <b>Comprehension:</b> Story Elements, pp. 58-59  <b>Readings</b>  1. Diamond Land, Short Story, pp. 60-73  2. Nelson Mandela: In His Own Words, Speech, pp. 74-75  <b>Word Challenge,</b> pp. 76-77  <b>Writing:</b> Literature Response, pp. 78-83  <b>Meet the Author:</b> Rita Williams-Garcia, p. 84  <b>Functional Literacy:</b> Reading an Author Home Page, p. 85  <b>Workshop Wrap-Up,</b> pp. 86-87</p>	<p><b>Advanced Organization &amp; Focus, Evaluation and Revision</b>  - Produce writing using various elements of discourse (e.g., purpose, speaker, audience, form), in narrative, expository, persuasive, informational, and/or descriptive writing.</p> <p><b>Beginning Punctuation</b>  - Edit own work and correct punctuation.</p> <p><b>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling</b>  - Revise writing for proper use of final punctuation, capitals, and correct spelling.</p> <p><b>Early Intermediate Punctuation, Capitalization, Spelling</b>  - Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).</p> <p><b>Sentence Structure, Grammar, Punctuation, Capitalization</b>  - Revise writing with teacher assistance to clarify meaning and improve conventions and organizations.</p> <p><b>Intermediate Sentence Structure, Grammar, Spelling</b>  - Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.</p> <p><b>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling</b>  - Edit and correct basic grammatical structures and conventions of writing.</p> <p><b>Early Advanced Sentence Structure, Grammar, Spelling</b>  - Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.</p> <p><b>Punctuation, Capitalization, Spelling</b>  - Edit writing for grammatical structures and conventions of writing.</p>

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<p>(continued)  <b>rBook Flex Workshop 3</b>  Literature  <b>Long Journey to Justice</b>  <b>Vocabulary Builder:</b> p. 57  <b>Comprehension:</b> Story Elements, pp. 58-59  <b>Readings</b>  1. Diamond Land, Short Story, pp. 60-73  2. Nelson Mandela: In His Own Words, Speech, pp. 74-75  <b>Word Challenge,</b> pp. 76-77  <b>Writing:</b> Literature Response, pp. 78-83  <b>Meet the Author:</b> Rita Williams-Garcia, p. 84  <b>Functional Literacy:</b> Reading an Author Home Page, p. 85  <b>Workshop Wrap-Up,</b> pp. 86-87</p>	<p><b>Advanced</b>  <b>Sentence Structure, Grammar</b>  - Revise writing for appropriate word choice and organization, consistent point of view, and transitions, which approximate standard grammatical forms and spelling.  <b>Capitalization, Punctuation, Spelling</b>  - Edit writing for conventions of writing to approximate standard grammatical forms.</p> <p><b>Reading</b>  <b>Literary Response and Analysis</b>  <b>Beginning</b>  <b>Narrative Analysis of Grade- Level Appropriate Text Also are addressed in Reading Comprehension</b>  - Read and orally identify the speaker or narrator in a simple selection.</p> <p><b>Early Intermediate</b>  <b>Narrative Analysis of Grade-Level Appropriate Text Also are addressed in Reading Comprehension</b>  - Read and orally identify the main events of the plot using simple sentences.  <b>Narrative Analysis of Grade-Level Appropriate Text</b>  - Orally identify literary elements of theme, plot, setting, and character using simple sentences.  <b>Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism</b>  - Briefly describe what a character is like by what he/she does in a familiar narration, dialogue, or drama, using simple sentences.</p> <p><b>Intermediate</b>  <b>Narrative Analysis of Grade- Level Appropriate Text Also are addressed in Word Analysis and Fluency Systematic Vocabulary Development</b>  - Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.</p>

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<p>(continued)</p> <p><b>rBook Flex Workshop 3</b>  Literature  <b>Long Journey to Justice</b>  <b>Vocabulary Builder:</b> p. 57  <b>Comprehension:</b> Story Elements, pp. 58-59  <b>Readings</b>  1. Diamond Land, Short Story, pp. 60-73  2. Nelson Mandela: In His Own Words, Speech, pp. 74-75  <b>Word Challenge,</b> pp. 76-77  <b>Writing:</b> Literature Response, pp. 78-83  <b>Meet the Author:</b> Rita Williams-Garcia, p. 84  <b>Functional Literacy:</b> Reading an Author Home Page, p. 85  <b>Workshop Wrap-Up,</b> pp. 86-87</p>	<p><b>Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism</b>  - Read and use detailed sentences to orally explain the literary elements of theme, plot, setting, and characters.  - Read and use detailed sentences to orally describe what a character is like by what he/she does in a narration, dialogue, or drama.</p> <p><b>Advanced</b>  <b>Narrative Analysis of Grade- Level Appropriate Text and Literary Criticism</b>  - Analyze the interaction between characters and subordinate characters in literary texts (e.g., motivations and reactions).</p>
<p><b>rBook Flex Workshop 4</b>  Science Nonfiction  <b>Crime Lab Science</b>  <b>Vocabulary Builder:</b> p. 89  <b>Comprehension:</b> Summarize  <b>Readings</b>  1. Welcome to the Crime Lab, Encyclopedia Article, pp. 90-91  2. Body of Evidence, Magazine Article, pp. 92-95  3. DNA Analysis, Science Text, pp. 96-99  <b>Word Challenge,</b> pp. 100-101  <b>Writing:</b> Expository Summary, pp. 102-107  <b>Careers:</b> Criminology Researcher, p. 108  <b>Functional Literacy:</b> Analyzing Data, p. 109  <b>Workshop Wrap-Up,</b> pp. 110-111</p>	<p><b>LISTENING AND SPEAKING</b></p> <p><b>Beginning</b>  <b>Comprehension</b>  - Demonstrate comprehension of oral presentations and instructions through non-verbal responses.  - Respond with simple words or phrases to questions about simple written texts.</p> <p><b>Early Intermediate</b>  <b>Comprehension</b>  - Restate and execute multi-step oral directions.</p> <p><b>Intermediate</b>  <b>Comprehension</b>  - Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.</p> <p><b>Early Advanced</b>  <b>Comprehension, Organization &amp; Delivery of Oral Communication</b>  - Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.  - Respond to messages by asking questions, challenging statements or offering examples that affirm the message.</p>

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<p>(continued)</p> <p><b>rBook Flex Workshop 4</b>            Science Nonfiction  <b>Crime Lab Science</b>  <b>Vocabulary Builder:</b> p. 89  <b>Comprehension:</b> Summarize  <b>Readings</b>            1. Welcome to the Crime Lab, Encyclopedia Article, pp. 90-91            2. Body of Evidence, Magazine Article, pp. 92-95            3. DNA Analysis, Science Text, pp. 96-99  <b>Word Challenge,</b> pp. 100-101  <b>Writing:</b> Expository Summary, pp. 102-107  <b>Careers:</b> Criminology Researcher, p. 108  <b>Functional Literacy:</b> Analyzing Data, p. 109  <b>Workshop Wrap-Up,</b> pp. 110-111</p>	<p><b>Advanced Comprehension, Organization &amp; Delivery of Oral Communication</b>            - Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.</p> <p><b>READING</b>  <b>Beginning</b>  <b>Concepts about Print, Phonemic Awareness, Vocabulary and Concept Development</b>            - Recognize and correctly pronounce most English phonemes while reading aloud.  <b>Phonemic Awareness, Decoding and Word Recognition</b>            - Recognize most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals).</p> <p><b>Early Intermediate</b>  <b>Concepts about Print, Phonemic Awareness (P.A.), Vocabulary and Concept Development</b>            - Produce most English phonemes comprehensibly, while orally reading their own writing, simple reading or texts.  <b>Decoding and Word Recognition, Vocabulary and Concept Development</b>            - Use common English morphemes in oral and silent reading.</p> <p><b>Intermediate</b>  <b>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)</b>            - Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.</p> <p><b>Beginning</b>  <b>Vocabulary &amp; Concept Development (V/CD)</b>            - Read aloud simple words presented in literature and content area texts; demonstrate comprehension by using 1-2 words or simple sentence responses.</p>

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<p>(continued)</p> <p><b>rBook Flex Workshop 4</b>            Science Nonfiction  <b>Crime Lab Science</b>  <b>Vocabulary Builder:</b> p. 89  <b>Comprehension:</b> Summarize  <b>Readings</b>            1. Welcome to the Crime Lab, Encyclopedia Article, pp. 90-91            2. Body of Evidence, Magazine Article, pp. 92-95            3. DNA Analysis, Science Text, pp. 96-99  <b>Word Challenge,</b> pp. 100-101  <b>Writing:</b> Expository Summary, pp. 102-107  <b>Careers:</b> Criminology Researcher, p. 108  <b>Functional Literacy:</b> Analyzing Data, p. 109  <b>Workshop Wrap-Up,</b> pp. 110-111</p>	<p>- Respond with appropriate short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions).            - Use an English dictionary to derive meaning of simple known vocabulary.</p> <p><b>Vocabulary &amp; Concept Development Also are addressed in Listening &amp; Speaking</b>            - Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., objects).</p> <p><b>Early Intermediate Vocabulary &amp; Concept Development</b>            - Recognize that words sometimes have multiple meanings and apply this knowledge to written texts.            - Use a dictionary to derive meaning of unknown vocabulary.</p> <p><b>Intermediate Vocabulary &amp; Concept Development</b>            - Use a standard dictionary to derive meaning of unknown vocabulary.</p> <p><b>Vocabulary &amp; Concept Development (V/CD) Also are addressed in Listening &amp; Speaking</b>            - Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.</p> <p><b>Early Advanced Vocabulary &amp; Concept Development (V/CD)</b>            - Recognize that words sometimes have multiple meanings and apply this knowledge to understanding written texts.            - Use standard dictionary to determine meanings of unknown words (e.g., idioms and words with multiple meanings).            - Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.</p> <p><b>Advanced Vocabulary &amp; Concept Development (V/CD)</b>            - Use words appropriately that sometimes have multiple meanings and apply this knowledge consistently to literature and texts in content areas.</p>

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<p>(continued)</p> <p><b>rBook Flex Workshop 4</b>            Science Nonfiction  <b>Crime Lab Science</b>  <b>Vocabulary Builder:</b> p. 89  <b>Comprehension:</b> Summarize  <b>Readings</b>            1. Welcome to the Crime Lab, Encyclopedia Article, pp. 90-91            2. Body of Evidence, Magazine Article, pp. 92-95            3. DNA Analysis, Science Text, pp. 96-99  <b>Word Challenge,</b> pp. 100-101  <b>Writing:</b> Expository Summary, pp. 102-107  <b>Careers:</b> Criminology Researcher, p. 108  <b>Functional Literacy:</b> Analyzing Data, p. 109  <b>Workshop Wrap-Up,</b> pp. 110-111</p>	<ul style="list-style-type: none"> <li>- Apply knowledge of academic and social vocabulary to achieve independent reading.</li> <li>- Use a standard dictionary to determine meaning of unknown words.</li> </ul> <p><b>Beginning Comprehension</b></p> <ul style="list-style-type: none"> <li>- Understand and follow simple multi-step oral directions of classroom or work-related activities.</li> </ul> <p><b>Early Intermediate Comprehension</b></p> <ul style="list-style-type: none"> <li>- Read and orally respond to simple literary text and text in content areas by answering factual comprehension questions using simple sentences.</li> </ul> <p><b>Early Advanced Comprehension &amp; Analysis of Grade-Level Appropriate Text</b></p> <ul style="list-style-type: none"> <li>- Apply knowledge of language to achieve meaning/comprehension from informational materials, literary texts, and texts in content areas.</li> </ul> <p><b>Advanced Comprehension and Analysis of Grade-Level Appropriate Text</b></p> <ul style="list-style-type: none"> <li>- Apply knowledge of language to achieve meaning/comprehension from informational materials, literary text, and text in content areas.</li> </ul> <p><b>WRITING</b></p> <p><b>Early Intermediate Organization &amp; Focus</b></p> <ul style="list-style-type: none"> <li>- Use common verbs, nouns, and high frequency modifiers in simple sentences.</li> <li>- Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).</li> <li>- Write expository compositions such as descriptions, compare and contrast, and problem/solution that include a main idea and some details using simple sentences.</li> </ul>

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<p>(continued)</p> <p><b>rBook Flex Workshop 4</b>            Science Nonfiction  <b>Crime Lab Science</b>  <b>Vocabulary Builder:</b> p. 89  <b>Comprehension:</b> Summarize  <b>Readings</b>            1. Welcome to the Crime Lab, Encyclopedia Article, pp. 90-91            2. Body of Evidence, Magazine Article, pp. 92-95            3. DNA Analysis, Science Text, pp. 96-99  <b>Word Challenge,</b> pp. 100-101  <b>Writing:</b> Expository Summary, pp. 102-107  <b>Careers:</b> Criminology Researcher, p. 108  <b>Functional Literacy:</b> Analyzing Data, p. 109  <b>Workshop Wrap-Up,</b> pp. 110-111</p>	<p><b>Organization &amp; Focus, Evaluation and Revision</b>            - From a given topic, use the writing process to write sentences and short paragraphs with supporting details. There may be some inconsistent use of standard grammatical forms.</p> <p><b>Early Advanced</b>  <b>Organization &amp; Focus</b>            - Identify various elements of discourse in writing (e.g., purpose, speaker, audience, form).            - Use appropriate language variations and genres in writing for language arts and other content areas.  <b>Organization &amp; Focus, Research and Technology, Evaluation and Revision</b>            - Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms.</p> <p><b>Advanced</b>  <b>Organization &amp; Focus, Evaluation and Revision</b>            - Produce writing using various elements of discourse (e.g., purpose, speaker, audience, form), in narrative, expository, persuasive, informational, and/or descriptive writing.  <b>Organization &amp; Focus, Research and Technology</b>            - Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays using standard grammatical forms.</p> <p><b>Beginning</b>  <b>Punctuation</b>            - Edit own work and correct punctuation.  <b>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling</b>            - Revise writing for proper use of final punctuation, capitals, and correct spelling.</p> <p><b>Early Intermediate</b>  <b>Punctuation, Capitalization, Spelling</b>            - Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).</p>

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<p>(continued)</p> <p><b>rBook Flex Workshop 4</b>            Science Nonfiction  <b>Crime Lab Science</b>  <b>Vocabulary Builder:</b> p. 89  <b>Comprehension:</b> Summarize  <b>Readings</b>            1. Welcome to the Crime Lab, Encyclopedia Article, pp. 90-91            2. Body of Evidence, Magazine Article, pp. 92-95            3. DNA Analysis, Science Text, pp. 96-99  <b>Word Challenge,</b> pp. 100-101  <b>Writing:</b> Expository Summary, pp. 102-107  <b>Careers:</b> Criminology Researcher, p. 108  <b>Functional Literacy:</b> Analyzing Data, p. 109  <b>Workshop Wrap-Up,</b> pp. 110-111</p>	<p><b>Sentence Structure, Grammar, Punctuation, Capitalization</b>            - Revise writing with teacher assistance to clarify meaning and improve conventions and organizations.</p> <p><b>Intermediate</b>  <b>Sentence Structure, Grammar, Spelling</b>            - Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.  <b>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling</b>            - Edit and correct basic grammatical structures and conventions of writing.</p> <p><b>Early Advanced</b>  <b>Sentence Structure, Grammar, Spelling</b>            - Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.  <b>Punctuation, Capitalization, Spelling</b>            - Edit writing for grammatical structures and conventions of writing.</p> <p><b>Advanced</b>  <b>Sentence Structure, Grammar</b>            - Revise writing for appropriate word choice and organization, consistent point of view, and transitions, which approximate standard grammatical forms and spelling.  <b>Capitalization, Punctuation, Spelling</b>            - Edit writing for conventions of writing to approximate standard grammatical forms.</p>

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<p><b>rBook Flex Workshop 5</b>  Life Issues Nonfiction  <b>Wired for Trouble</b>  <b>Vocabulary Builder:</b> p. 113  <b>Comprehension:</b> Fact and Opinion  <b>Readings</b>  1. Should Schools Ban Cell Phones?, Debate, pp. 114-115  2. Cyberbullies, Magazine Article, pp. 116-119  3. Trouble at Your Fingertips, Life Skills Feature, pp. 120-123  <b>Word Challenge,</b> pp. 124-125  <b>Writing:</b> Persuasive Paragraph, pp. 126-131  <b>Careers:</b> Cell Phone Salesperson, p. 132  <b>Functional Literacy:</b> Choosing a Cell-Phone Minutes Plan, p. 133  <b>Workshop Wrap-Up,</b> pp. 134-135</p>	<p><b>LISTENING AND SPEAKING</b>  <b>Beginning Comprehension</b>  - Demonstrate comprehension of oral presentations and instructions through non-verbal responses.  - Respond with simple words or phrases to questions about simple written texts.</p> <p><b>Early Intermediate Comprehension</b>  - Restate and execute multi-step oral directions.</p> <p><b>Intermediate Comprehension</b>  - Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.</p> <p><b>Early Advanced Comprehension, Organization &amp; Delivery of Oral Communication</b>  - Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.  - Respond to messages by asking questions, challenging statements or offering examples that affirm the message.</p> <p><b>Advanced Comprehension, Organization &amp; Delivery of Oral Communication</b>  - Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.</p> <p><b>READING</b>  <b>Beginning Concepts about Print, Phonemic Awareness, Vocabulary and Concept Development</b>  - Recognize and correctly pronounce most English phonemes while reading aloud.</p>

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<p>(continued)</p> <p><b>rBook Flex Workshop 5</b>  Life Issues Nonfiction  <b>Wired for Trouble</b>  <b>Vocabulary Builder:</b> p. 113  <b>Comprehension:</b> Fact and Opinion  <b>Readings</b>  1. Should Schools Ban Cell Phones?, Debate, pp. 114-115  2. Cyberbullies, Magazine Article, pp. 116-119  3. Trouble at Your Fingertips, Life Skills Feature, pp. 120-123  <b>Word Challenge,</b> pp. 124-125  <b>Writing:</b> Persuasive Paragraph, pp. 126-131  <b>Careers:</b> Cell Phone Salesperson, p. 132  <b>Functional Literacy:</b> Choosing a Cell-Phone Minutes Plan, p. 133  <b>Workshop Wrap-Up,</b> pp. 134-135</p>	<p><b>Phonemic Awareness, Decoding and Word Recognition</b>  - Recognize most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals).</p> <p><b>Early Intermediate</b>  <b>Concepts about Print, Phonemic Awareness (P.A.), Vocabulary and Concept Development</b>  - Produce most English phonemes comprehensibly, while orally reading their own writing, simple reading or texts.  <b>Decoding and Word Recognition, Vocabulary and Concept Development</b>  - Use common English morphemes in oral and silent reading.</p> <p><b>Intermediate</b>  <b>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)</b>  - Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.</p> <p><b>Beginning</b>  <b>Vocabulary &amp; Concept Development (V/CD)</b>  - Read aloud simple words presented in literature and content area texts; demonstrate comprehension by using 1-2 words or simple sentence responses.  - Respond with appropriate short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions).  <b>Vocabulary &amp; Concept Development Also are addressed in Listening &amp; Speaking</b>  - Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., objects).</p> <p><b>Intermediate</b>  <b>Vocabulary &amp; Concept Development (V/CD) Also are addressed in Listening &amp; Speaking</b>  - Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.</p>

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<p>(continued)</p> <p><b>rBook Flex Workshop 5</b>  Life Issues Nonfiction  <b>Wired for Trouble</b>  <b>Vocabulary Builder:</b> p. 113  <b>Comprehension:</b> Fact and Opinion  <b>Readings</b>  1. Should Schools Ban Cell Phones?, Debate, pp. 114-115  2. Cyberbullies, Magazine Article, pp. 116-119  3. Trouble at Your Fingertips, Life Skills Feature, pp. 120-123  <b>Word Challenge,</b> pp. 124-125  <b>Writing:</b> Persuasive Paragraph, pp. 126-131  <b>Careers:</b> Cell Phone Salesperson, p. 132  <b>Functional Literacy:</b> Choosing a Cell-Phone Minutes Plan, p. 133  <b>Workshop Wrap-Up,</b> pp. 134-135</p>	<p><b>Early Advanced Vocabulary &amp; Concept Development</b>  - Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.</p> <p><b>Advanced Vocabulary &amp; Concept Development (V/CD)</b>  - Apply knowledge of academic and social vocabulary to achieve independent reading.</p> <p><b>Beginning Comprehension</b>  - Understand and follow simple multi-step oral directions of classroom or work-related activities.</p> <p><b>Early Intermediate Comprehension</b>  - Read and orally respond to simple literary text and text in content areas by answering factual comprehension questions using simple sentences.</p> <p><b>Comprehension &amp; Analysis of Grade-Level Appropriate Text</b>  - Read and orally identify a few specific facts in simple expository text such as consumer and workplace documents and content area text.</p> <p><b>Structural Features of Information Materials</b>  - Use simple sentences to orally identify the structure and format of workplace documents (e.g., format, graphics and headers).</p> <p><b>Intermediate Structural Features of Informational Materials</b>  - Read and orally identify the structure and format of workplace documents (e.g., graphics and headers) and give one brief example of how authors use the feature to achieve their purpose.</p> <p><b>Early Advanced Comprehension &amp; Analysis of Grade-Level Appropriate Text</b>  - Apply knowledge of language to achieve meaning/comprehension from informational materials, literary texts, and texts in content areas.</p>

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<p>(continued)</p> <p><b>rBook Flex Workshop 5</b>  Life Issues Nonfiction  <b>Wired for Trouble</b>  <b>Vocabulary Builder:</b> p. 113  <b>Comprehension:</b> Fact and Opinion  <b>Readings</b>  1. Should Schools Ban Cell Phones?, Debate, pp. 114-115  2. Cyberbullies, Magazine Article, pp. 116-119  3. Trouble at Your Fingertips, Life Skills Feature, pp. 120-123  <b>Word Challenge,</b> pp. 124-125  <b>Writing:</b> Persuasive Paragraph, pp. 126-131  <b>Careers:</b> Cell Phone Salesperson, p. 132  <b>Functional Literacy:</b> Choosing a Cell-Phone Minutes Plan, p. 133  <b>Workshop Wrap-Up,</b> pp. 134-135</p>	<p><b>Comprehension &amp; Analysis of Grade-Level Appropriate Text &amp; Expository Critique</b>  - Analyze the structure and format of workplace documents, and how authors use these to achieve their purposes.</p> <p><b>Advanced</b>  <b>Comprehension and Analysis of Grade-Level Appropriate Text</b>  - Apply knowledge of language to achieve meaning/comprehension from informational materials, literary text, and text in content areas.</p> <p><b>WRITING</b>  <b>Early Intermediate</b>  <b>Organization &amp; Focus</b>  - Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).  <b>Organization &amp; Focus, Evaluation and Revision</b>  - From a given topic, use the writing process to write sentences and short paragraphs with supporting details. There may be some inconsistent use of standard grammatical forms.</p> <p><b>Early Advanced</b>  <b>Organization &amp; Focus</b>  - Identify various elements of discourse in writing (e.g., purpose, speaker, audience, form).  - Write persuasive compositions that structure ideas and arguments in a logical way with consistent use of standard grammatical forms.  - Use appropriate language variations and genres in writing for language arts and other content areas.</p> <p><b>Advanced</b>  <b>Organization &amp; Focus</b>  - Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments.</p>

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<p>(continued)</p> <p><b>rBook Flex Workshop 5</b>  Life Issues Nonfiction  <b>Wired for Trouble</b>  <b>Vocabulary Builder:</b> p. 113  <b>Comprehension:</b> Fact and Opinion  <b>Readings</b>  1. Should Schools Ban Cell Phones?, Debate, pp. 114-115  2. Cyberbullies, Magazine Article, pp. 116-119  3. Trouble at Your Fingertips, Life Skills Feature, pp. 120-123  <b>Word Challenge,</b> pp. 124-125  <b>Writing:</b> Persuasive Paragraph, pp. 126-131  <b>Careers:</b> Cell Phone Salesperson, p. 132  <b>Functional Literacy:</b> Choosing a Cell-Phone Minutes Plan, p. 133  <b>Workshop Wrap-Up,</b> pp. 134-135</p>	<p><b>Organization &amp; Focus, Evaluation and Revision</b>  - Produce writing using various elements of discourse (e.g., purpose, speaker, audience, form), in narrative, expository, persuasive, informational, and/or descriptive writing.</p> <p><b>Beginning Punctuation</b>  - Edit own work and correct punctuation.</p> <p><b>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling</b>  - Revise writing for proper use of final punctuation, capitals, and correct spelling.</p> <p><b>Early Intermediate Punctuation, Capitalization, Spelling</b>  - Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).</p> <p><b>Sentence Structure, Grammar, Punctuation, Capitalization</b>  - Revise writing with teacher assistance to clarify meaning and improve conventions and organizations.</p> <p><b>Intermediate Sentence Structure, Grammar, Spelling</b>  - Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.</p> <p><b>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling</b>  - Edit and correct basic grammatical structures and conventions of writing.</p> <p><b>Early Advanced Sentence Structure, Grammar, Spelling</b>  - Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.</p> <p><b>Punctuation, Capitalization, Spelling</b>  - Edit writing for grammatical structures and conventions of writing.</p>

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<p>(continued)  <b>rBook Flex Workshop 5</b>  Life Issues Nonfiction  <b>Wired for Trouble</b></p>	<p><b>Advanced Sentence Structure, Grammar</b>  - Revise writing for appropriate word choice and organization, consistent point of view, and transitions, which approximate standard grammatical forms and spelling.  <b>Capitalization, Punctuation, Spelling</b>  - Edit writing for conventions of writing to approximate standard grammatical forms.</p>
<p><b>rBook Flex Workshop 6</b>  Literature  <b>Facing the Elements</b>  <b>Vocabulary Builder:</b> p. 137  <b>Comprehension:</b> Story Elements, pp. 138-139  <b>Readings</b>  1. To Build a Fire, Short Story, pp. 140-149  2. from "Staying Alive", Poetry, pp. 150-153  <b>Word Challenge,</b> pp. 154-155  <b>Writing:</b> Literature Review, pp. 156-161  <b>Meet the Author:</b> Jack London, p. 162  <b>Functional Literacy:</b> Comparing DVD Reviews, p. 163  <b>Workshop Wrap-Up,</b> pp. 164-165</p>	<p><b>LISTENING AND SPEAKING</b>  <b>Beginning Comprehension</b>  - Demonstrate comprehension of oral presentations and instructions through non-verbal responses.  - Respond with simple words or phrases to questions about simple written texts.</p> <p><b>Early Intermediate Comprehension</b>  - Restate and execute multi-step oral directions.</p> <p><b>Intermediate Comprehension</b>  - Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.</p> <p><b>Early Advanced Comprehension, Organization &amp; Delivery of Oral Communication</b>  - Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.  - Respond to messages by asking questions, challenging statements or offering examples that affirm the message.</p> <p><b>Advanced Comprehension, Organization &amp; Delivery of Oral Communication</b>  - Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.</p>

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<p>(continued)  <b>rBook Flex Workshop 6</b>  Literature  <b>Facing the Elements</b>  <b>Vocabulary Builder:</b> p. 137  <b>Comprehension:</b> Story Elements, pp. 138-139  <b>Readings</b>  1. To Build a Fire, Short Story, pp. 140-149  2. from "Staying Alive", Poetry, pp. 150-153  <b>Word Challenge,</b> pp. 154-155  <b>Writing:</b> Literature Review, pp. 156-161  <b>Meet the Author:</b> Jack London, p. 162  <b>Functional Literacy:</b> Comparing DVD Reviews, p. 163  <b>Workshop Wrap-Up,</b> pp. 164-165</p>	<p><b>READING</b>  <b>Beginning</b>  <b>Concepts about Print, Phonemic Awareness, Vocabulary and Concept Development</b>  - Recognize and correctly pronounce most English phonemes while reading aloud.</p> <p><b>Early Intermediate</b>  <b>Concepts about Print, Phonemic Awareness (P.A.), Vocabulary and Concept Development</b>  - Produce most English phonemes comprehensibly, while orally reading their own writing, simple reading or texts.</p> <p><b>Intermediate</b>  <b>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)</b>  - Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.</p> <p><b>Beginning</b>  <b>Vocabulary &amp; Concept Development (V/CD)</b>  - Recognize simple affixes (educate, education), prefixes (dislike), synonyms (big, large), and antonyms (hot, cold).  - Read aloud simple words presented in literature and content area texts; demonstrate comprehension by using 1-2 words or simple sentence responses.  - Respond with appropriate short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions).  <b>Vocabulary &amp; Concept Development Also are addressed in Listening &amp; Speaking</b>  - Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., objects).</p> <p><b>Early Intermediate</b>  <b>Vocabulary &amp; Concept Development</b>  - Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms, to interpret the meaning of unknown words.</p>

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<p>(continued)  <b>rBook Flex Workshop 6</b>            Literature  <b>Facing the Elements</b>  <b>Vocabulary Builder:</b> p. 137  <b>Comprehension:</b> Story Elements, pp. 138-139  <b>Readings</b>            1. To Build a Fire, Short Story, pp. 140-149            2. from "Staying Alive", Poetry, pp. 150-153  <b>Word Challenge,</b> pp. 154-155  <b>Writing:</b> Literature Review, pp. 156-161  <b>Meet the Author:</b> Jack London, p. 162  <b>Functional Literacy:</b> Comparing DVD Reviews,            p. 163  <b>Workshop Wrap-Up,</b> pp. 164-165</p>	<p><b>Intermediate</b>  <b>Vocabulary &amp; Concept Development (V/CD)</b>  <b>Also are addressed in Listening &amp; Speaking</b>            - Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.</p> <p><b>Early Advanced</b>  <b>Vocabulary &amp; Concept Development</b>            - Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.</p> <p><b>Advanced</b>  <b>Vocabulary &amp; Concept Development (V/CD)</b>            - Apply knowledge of academic and social vocabulary to achieve independent reading.</p> <p><b>Beginning</b>  <b>Comprehension</b>            - Understand and follow simple multi-step oral directions of classroom or work-related activities.</p> <p><b>Early Intermediate</b>  <b>Comprehension</b>            - Read and orally respond to simple literary text and text in content areas by answering factual comprehension questions using simple sentences.</p> <p><b>Early Advanced</b>  <b>Comprehension &amp; Analysis of Grade-Level Appropriate Text</b>            - Apply knowledge of language to achieve meaning/comprehension from informational materials, literary texts, and texts in content areas.</p> <p><b>Advanced</b>  <b>Comprehension and Analysis of Grade-Level Appropriate Text</b>            - Apply knowledge of language to achieve meaning/comprehension from informational materials, literary text, and text in content areas.</p>

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<p>(continued)  <b>rBook Flex Workshop 6</b>            Literature  <b>Facing the Elements</b>  <b>Vocabulary Builder:</b> p. 137  <b>Comprehension:</b> Story Elements, pp. 138-139  <b>Readings</b>            1. To Build a Fire, Short Story, pp. 140-149            2. from “Staying Alive”, Poetry, pp. 150-153  <b>Word Challenge,</b> pp. 154-155  <b>Writing:</b> Literature Review, pp. 156-161  <b>Meet the Author:</b> Jack London, p. 162  <b>Functional Literacy:</b> Comparing DVD Reviews,            p. 163  <b>Workshop Wrap-Up,</b> pp. 164-165</p>	<p><b>WRITING</b>  <b>Early Intermediate</b>  <b>Organization &amp; Focus</b>            - Use simple sentences to write responses to selected literature that exhibit factual understanding of the text and connect the student's own experience to specific parts of the text.            - Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).  <b>Organization &amp; Focus, Evaluation and Revision</b>            - From a given topic, use the writing process to write sentences and short paragraphs with supporting details. There may be some inconsistent use of standard grammatical forms.</p> <p><b>Intermediate</b>  <b>Organization &amp; Focus</b>            - Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.</p> <p><b>Early Advanced</b>  <b>Organization &amp; Focus</b>            - Identify various elements of discourse in writing (e.g., purpose, speaker, audience, form).            - Use appropriate language variations and genres in writing for language arts and other content areas.</p> <p><b>Advanced</b>  <b>Organization &amp; Focus, Evaluation and Revision</b>            - Produce writing using various elements of discourse (e.g., purpose, speaker, audience, form), in narrative, expository, persuasive, informational, and/or descriptive writing.</p> <p><b>Beginning</b>  <b>Punctuation</b>            - Edit own work and correct punctuation.  <b>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling</b>            - Revise writing for proper use of final punctuation, capitals, and correct spelling.</p>

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<p>(continued)  <b>rBook Flex Workshop 6</b>            Literature  <b>Facing the Elements</b>  <b>Vocabulary Builder:</b> p. 137  <b>Comprehension:</b> Story Elements, pp. 138-139  <b>Readings</b>            1. To Build a Fire, Short Story, pp. 140-149            2. from “Staying Alive”, Poetry, pp. 150-153  <b>Word Challenge,</b> pp. 154-155  <b>Writing:</b> Literature Review, pp. 156-161  <b>Meet the Author:</b> Jack London, p. 162  <b>Functional Literacy:</b> Comparing DVD Reviews, p. 163  <b>Workshop Wrap-Up,</b> pp. 164-165</p>	<p><b>Reading</b>  <b>Literary Response and Analysis</b>  <b>Intermediate</b>  <b>Narrative Analysis of Grade- Level Appropriate Text Also are addressed in Reading Comprehension</b>            - Read and use detailed sentences to orally describe the sequence of events in literary texts.  <b>Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism</b>            - Read and use detailed sentences to orally explain the literary elements of theme, plot, setting, and characters.            - Read and use detailed sentences to orally describe what a character is like by what he/she does in a narration, dialogue, or drama.</p>
<p><b>rBook Flex Workshop 7</b>            Science Nonfiction  <b>Creatures of the Deep</b>  <b>Vocabulary Builder:</b> p. 167  <b>Comprehension:</b> Cause and Effect  <b>Readings</b>            1. Sea Census Under Way, Science News, pp. 168-169            2. Dijanna Figueroa: Sea Scientist, Magazine Article, pp. 170-173            3. Life in the Ocean Zones, Science Text, pp. 174-177  <b>Word Challenge,</b> pp. 178-179  <b>Writing:</b> Descriptive Paragraph, pp. 180-185  <b>Careers:</b> Aquarist, p. 186  <b>Functional Literacy:</b> Following Instructions, p. 187  <b>Workshop Wrap-Up,</b> pp. 188-189</p>	<p><b>LISTENING AND SPEAKING</b>  <b>Beginning</b>  <b>Comprehension</b>            - Demonstrate comprehension of oral presentations and instructions through non-verbal responses.            - Respond with simple words or phrases to questions about simple written texts.  <b>Early Intermediate</b>  <b>Comprehension</b>            - Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he/she]).            - Restate and execute multi-step oral directions.  <b>Intermediate</b>  <b>Comprehension</b>            - Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.  <b>Comprehension, Organization &amp; Delivery of Oral Communication</b>            - Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).</p>

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<p>(continued)</p> <p><b>rBook Flex Workshop 7</b>            Science Nonfiction  <b>Creatures of the Deep</b>  <b>Vocabulary Builder:</b> p. 167  <b>Comprehension:</b> Cause and Effect  <b>Readings</b>            1. Sea Census Under Way, Science News, pp. 168-169            2. Dijanna Figueroa: Sea Scientist, Magazine Article, pp. 170-173            3. Life in the Ocean Zones, Science Text, pp. 174-177  <b>Word Challenge,</b> pp. 178-179  <b>Writing:</b> Descriptive Paragraph, pp. 180-185  <b>Careers:</b> Aquarist, p. 186  <b>Functional Literacy:</b> Following Instructions, p. 187  <b>Workshop Wrap-Up,</b> pp. 188-189</p>	<p><b>Early Advanced Comprehension, Organization &amp; Delivery of Oral Communication</b>            - Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.            - Respond to messages by asking questions, challenging statements or offering examples that affirm the message.            - Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., "sunshine girl," "heavy as a ton of bricks").</p> <p><b>Advanced Comprehension</b>            - Demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressions appropriately.</p> <p><b>Comprehension, Organization &amp; Delivery of Oral Communication</b>            - Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.</p> <p><b>READING</b>  <b>Beginning Concepts about Print, Phonemic Awareness, Vocabulary and Concept Development</b>            - Recognize and correctly pronounce most English phonemes while reading aloud.</p> <p><b>Early Intermediate Concepts about Print, Phonemic Awareness (P.A.), Vocabulary and Concept Development</b>            - Produce most English phonemes comprehensibly, while orally reading their own writing, simple reading or texts.</p> <p><b>Intermediate Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)</b>            - Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.</p>

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<p>(continued)</p> <p><b>rBook Flex Workshop 7</b>            Science Nonfiction  <b>Creatures of the Deep</b>  <b>Vocabulary Builder:</b> p. 167  <b>Comprehension:</b> Cause and Effect  <b>Readings</b>            1. Sea Census Under Way, Science News, pp. 168-169            2. Dijanna Figueroa: Sea Scientist, Magazine Article, pp. 170-173            3. Life in the Ocean Zones, Science Text, pp. 174-177  <b>Word Challenge,</b> pp. 178-179  <b>Writing:</b> Descriptive Paragraph, pp. 180-185  <b>Careers:</b> Aquarist, p. 186  <b>Functional Literacy:</b> Following Instructions, p. 187  <b>Workshop Wrap-Up,</b> pp. 188-189</p>	<p><b>Beginning</b>  <b>Vocabulary &amp; Concept Development (V/CD)</b>            - Read aloud simple words presented in literature and content area texts; demonstrate comprehension by using 1-2 words or simple sentence responses.            - Respond with appropriate short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions).            - Use an English dictionary to derive meaning of simple known vocabulary.  <b>Vocabulary &amp; Concept Development Also are addressed in Listening &amp; Speaking</b>            - Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., objects).</p> <p><b>Early Intermediate</b>  <b>Vocabulary &amp; Concept Development</b>            - Recognize simple idioms, analogies, and figures of speech in literature and content area tests (e.g. “the last word”).            - Use a dictionary to derive meaning of unknown vocabulary.</p> <p><b>Intermediate</b>  <b>Vocabulary &amp; Concept Development</b>            - Use a standard dictionary to derive meaning of unknown vocabulary.  <b>Vocabulary &amp; Concept Development (V/CD)</b>  <b>Also are addressed in Listening &amp; Speaking</b>            - Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.</p> <p><b>Early Advanced</b>  <b>Vocabulary &amp; Concept Development (V/CD)</b>            - Use standard dictionary to determine meanings of unknown words (e.g., idioms and words with multiple meanings).            - Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.</p>

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<p>(continued)</p> <p><b>rBook Flex Workshop 7</b>            Science Nonfiction  <b>Creatures of the Deep</b>  <b>Vocabulary Builder:</b> p. 167  <b>Comprehension:</b> Cause and Effect  <b>Readings</b>            1. Sea Census Under Way, Science News, pp. 168-169            2. Dijanna Figueroa: Sea Scientist, Magazine Article, pp. 170-173            3. Life in the Ocean Zones, Science Text, pp. 174-177  <b>Word Challenge,</b> pp. 178-179  <b>Writing:</b> Descriptive Paragraph, pp. 180-185  <b>Careers:</b> Aquarist, p. 186  <b>Functional Literacy:</b> Following Instructions, p. 187  <b>Workshop Wrap-Up,</b> pp. 188-189</p>	<p><b>Advanced Vocabulary &amp; Concept Development (V/CD)</b>            - Apply knowledge of academic and social vocabulary to achieve independent reading.            - Use a standard dictionary to determine meaning of unknown words.</p> <p><b>Beginning Comprehension</b>            - Understand and follow simple multi-step oral directions of classroom or work-related activities.</p> <p><b>Early Intermediate Comprehension</b>            - Read and orally respond to simple literary text and text in content areas by answering factual comprehension questions using simple sentences.</p> <p><b>Early Advanced Comprehension &amp; Analysis of Grade-Level Appropriate Text</b>            - Apply knowledge of language to achieve meaning/comprehension from informational materials, literary texts, and texts in content areas.</p> <p><b>Advanced Comprehension and Analysis of Grade-Level Appropriate Text</b>            - Apply knowledge of language to achieve meaning/comprehension from informational materials, literary text, and text in content areas.</p> <p><b>WRITING</b>  <b>Early Intermediate Organization &amp; Focus</b>            - Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).            - Write expository compositions such as descriptions, compare and contrast, and problem/solution that include a main idea and some details using simple sentences.</p>

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<p>(continued)</p> <p><b>rBook Flex Workshop 7</b>            Science Nonfiction  <b>Creatures of the Deep</b>  <b>Vocabulary Builder:</b> p. 167  <b>Comprehension:</b> Cause and Effect  <b>Readings</b>            1. Sea Census Under Way, Science News, pp. 168-169            2. Dijanna Figueroa: Sea Scientist, Magazine Article, pp. 170-173            3. Life in the Ocean Zones, Science Text, pp. 174-177  <b>Word Challenge,</b> pp. 178-179  <b>Writing:</b> Descriptive Paragraph, pp. 180-185  <b>Careers:</b> Aquarist, p. 186  <b>Functional Literacy:</b> Following Instructions, p. 187  <b>Workshop Wrap-Up,</b> pp. 188-189</p>	<p><b>Organization &amp; Focus, Evaluation and Revision</b>            - From a given topic, use the writing process to write sentences and short paragraphs with supporting details. There may be some inconsistent use of standard grammatical forms.</p> <p><b>Early Advanced</b>  <b>Organization &amp; Focus</b>            - Identify various elements of discourse in writing (e.g., purpose, speaker, audience, form).            - Use appropriate language variations and genres in writing for language arts and other content areas.</p> <p><b>Advanced</b>  <b>Organization &amp; Focus, Evaluation and Revision</b>            - Produce writing using various elements of discourse (e.g., purpose, speaker, audience, form), in narrative, expository, persuasive, informational, and/or descriptive writing.</p> <p><b>Beginning</b>  <b>Punctuation</b>            - Edit own work and correct punctuation.  <b>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling</b>            - Revise writing for proper use of final punctuation, capitals, and correct spelling.</p> <p><b>Early Intermediate</b>  <b>Punctuation, Capitalization, Spelling</b>            - Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).  <b>Sentence Structure, Grammar, Punctuation, Capitalization</b>            - Revise writing with teacher assistance to clarify meaning and improve conventions and organizations.</p> <p><b>Intermediate</b>  <b>Sentence Structure, Grammar, Spelling</b>            - Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.</p>

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<p>(continued)</p> <p><b>rBook Flex Workshop 7</b>            Science Nonfiction  <b>Creatures of the Deep</b>  <b>Vocabulary Builder:</b> p. 167  <b>Comprehension:</b> Cause and Effect  <b>Readings</b>            1. Sea Census Under Way, Science News, pp. 168-169            2. Dijanna Figueroa: Sea Scientist, Magazine Article, pp. 170-173            3. Life in the Ocean Zones, Science Text, pp. 174-177  <b>Word Challenge,</b> pp. 178-179  <b>Writing:</b> Descriptive Paragraph, pp. 180-185  <b>Careers:</b> Aquarist, p. 186  <b>Functional Literacy:</b> Following Instructions, p. 187  <b>Workshop Wrap-Up,</b> pp. 188-189</p>	<p><b>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling</b>            - Edit and correct basic grammatical structures and conventions of writing.</p> <p><b>Early Advanced</b>  <b>Sentence Structure, Grammar, Spelling</b>            - Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.  <b>Punctuation, Capitalization, Spelling</b>            - Edit writing for grammatical structures and conventions of writing.</p> <p><b>Advanced</b>  <b>Sentence Structure, Grammar</b>            - Revise writing for appropriate word choice and organization, consistent point of view, and transitions, which approximate standard grammatical forms and spelling.  <b>Capitalization, Punctuation, Spelling</b>            - Edit writing for conventions of writing to approximate standard grammatical forms.</p>
<p><b>rBook Flex Workshop 8</b>            Social Studies Nonfiction  <b>Going Global</b>  <b>Vocabulary Builder:</b> p. 191  <b>Comprehension:</b> Compare and Contrast  <b>Readings</b>            1. How Globalization is Shrinking the World, News Report, pp. 192-193            2. Outsource It, Magazine Article, pp. 194-197            3. Exploding Economies, Social Studies Text, pp. 198-201  <b>Word Challenge,</b> pp. 202-203  <b>Writing:</b> Persuasive Paragraph, pp. 204-209  <b>Careers:</b> Industrial Technician, p. 210  <b>Functional Literacy:</b> Using a Request Form, p. 211  <b>Workshop Wrap-Up,</b> pp. 212-213</p>	<p><b>LISTENING AND SPEAKING</b></p> <p><b>Beginning</b>  <b>Comprehension</b>            - Demonstrate comprehension of oral presentations and instructions through non-verbal responses.            - Respond with simple words or phrases to questions about simple written texts.</p> <p><b>Early Intermediate</b>  <b>Comprehension</b>            - Restate and execute multi-step oral directions.</p> <p><b>Intermediate</b>  <b>Comprehension</b>            - Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.</p>

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<p>(continued)</p> <p><b>rBook Flex Workshop 8</b>            Social Studies Nonfiction  <b>Going Global</b>  <b>Vocabulary Builder:</b> p. 191  <b>Comprehension:</b> Compare and Contrast  <b>Readings</b>            1. How Globalization is Shrinking the World, News Report, pp. 192-193            2. Outsource It, Magazine Article, pp. 194-197            3. Exploding Economies, Social Studies Text, pp. 198-201  <b>Word Challenge,</b> pp. 202-203  <b>Writing:</b> Persuasive Paragraph, pp. 204-209  <b>Careers:</b> Industrial Technician, p. 210  <b>Functional Literacy:</b> Using a Request Form, p. 211  <b>Workshop Wrap-Up,</b> pp. 212-213</p>	<p><b>Early Advanced Comprehension, Organization &amp; Delivery of Oral Communication</b>            - Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.            - Respond to messages by asking questions, challenging statements or offering examples that affirm the message.</p> <p><b>Advanced Comprehension, Organization &amp; Delivery of Oral Communication</b>            - Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.</p> <p><b>READING</b>  <b>Beginning Concepts about Print, Phonemic Awareness, Vocabulary and Concept Development</b>            - Recognize and correctly pronounce most English phonemes while reading aloud.  <b>Phonemic Awareness, Decoding and Word Recognition</b>            - Recognize most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals).</p> <p><b>Early Intermediate Concepts about Print, Phonemic Awareness (P.A.), Vocabulary and Concept Development</b>            - Produce most English phonemes comprehensibly, while orally reading their own writing, simple reading or texts.  <b>Decoding and Word Recognition, Vocabulary and Concept Development</b>            - Use common English morphemes in oral and silent reading.</p>

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<b>rBook Flex Teacher's Edition</b>	<b>English Language Development Standards Grades 9-12</b>
<p>(continued)</p> <p><b>rBook Flex Workshop 8</b>  Social Studies Nonfiction  <b>Going Global</b>  <b>Vocabulary Builder:</b> p. 191  <b>Comprehension:</b> Compare and Contrast  <b>Readings</b>  1. How Globalization is Shrinking the World,  News Report, pp. 192-193  2. Outsource It, Magazine Article, pp. 194-197  3. Exploding Economies, Social Studies Text,  pp. 198-201  <b>Word Challenge,</b> pp. 202-203  <b>Writing:</b> Persuasive Paragraph, pp. 204-209  <b>Careers:</b> Industrial Technician, p. 210  <b>Functional Literacy:</b> Using a Request Form,  p. 211  <b>Workshop Wrap-Up,</b> pp. 212-213</p>	<p><b>Intermediate</b>  <b>Phonemic Awareness (P.A.), Decoding and  Word Recognition (D/WR)</b>  - Apply knowledge of common English morphemes  in oral and silent reading to derive meaning from  literature and texts in content areas.</p> <p><b>Beginning</b>  <b>Vocabulary &amp; Concept Development (V/CD)</b>  - Read aloud simple words presented in literature  and content area texts; demonstrate comprehension  by using 1-2 words or simple sentence responses.  - Respond with appropriate short phrases or  sentences in a variety of social and academic  settings (e.g., answer simple questions).  <b>Vocabulary &amp; Concept Development Also are  addressed in Listening &amp; Speaking</b>  - Produce simple vocabulary (single words or short  phrases) to communicate basic needs in social and  academic settings (e.g., objects).</p> <p><b>Intermediate</b>  <b>Vocabulary &amp; Concept Development (V/CD)</b>  <b>Also are addressed in Listening &amp; Speaking</b>  - Use decoding skills and knowledge of vocabulary,  both academic and social, to read independently.</p> <p><b>Early Advanced</b>  <b>Vocabulary &amp; Concept Development</b>  - Use decoding skills and knowledge of academic  and social vocabulary to achieve independent  reading.</p> <p><b>Advanced</b>  <b>Vocabulary &amp; Concept Development (V/CD)</b>  - Apply knowledge of academic and social  vocabulary to achieve independent reading.</p> <p><b>Beginning</b>  <b>Comprehension</b>  - Understand and follow simple multi-step oral  directions of classroom or work-related activities.</p>

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<p>(continued)</p> <p><b>rBook Flex Workshop 8</b>            Social Studies Nonfiction  <b>Going Global</b>  <b>Vocabulary Builder:</b> p. 191  <b>Comprehension:</b> Compare and Contrast  <b>Readings</b>            1. How Globalization is Shrinking the World,            News Report, pp. 192-193            2. Outsource It, Magazine Article, pp. 194-197            3. Exploding Economies, Social Studies Text,            pp. 198-201  <b>Word Challenge,</b> pp. 202-203  <b>Writing:</b> Persuasive Paragraph, pp. 204-209  <b>Careers:</b> Industrial Technician, p. 210  <b>Functional Literacy:</b> Using a Request Form,            p. 211  <b>Workshop Wrap-Up,</b> pp. 212-213</p>	<p><b>Early Intermediate Comprehension</b>            - Read and orally respond to simple literary text and text in content areas by answering factual comprehension questions using simple sentences.</p> <p><b>Comprehension &amp; Analysis of Grade-Level Appropriate Text</b>            - Read and orally identify a few specific facts in simple expository text such as consumer and workplace documents and content area text.</p> <p><b>Intermediate Structural Features of Informational Materials</b>            - Read and use simple sentences to orally identify the features of rhetorical devices of simple excerpts of public and workplace documents and content text.</p> <p><b>Early Advanced Comprehension &amp; Analysis of Grade-Level Appropriate Text</b>            - Apply knowledge of language to achieve meaning/comprehension from informational materials, literary texts, and texts in content areas.</p> <p><b>Comprehension &amp; Analysis of Grade-Level Appropriate Text &amp; Expository Critique</b>            - Analyze the structure and format of workplace documents, and how authors use these to achieve their purposes.</p> <p><b>Structural Features of Informational Materials</b>            - Analyze the features and rhetorical devices of at least two types of public documents (e.g., warranties, contracts, manuals, magazines, and textbooks).</p> <p><b>Advanced Comprehension and Analysis of Grade-Level Appropriate Text</b>            - Apply knowledge of language to achieve meaning/comprehension from informational materials, literary text, and text in content areas.</p>

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<p>(continued)</p> <p><b>rBook Flex Workshop 8</b>            Social Studies Nonfiction  <b>Going Global</b>  <b>Vocabulary Builder:</b> p. 191  <b>Comprehension:</b> Compare and Contrast  <b>Readings</b>            1. How Globalization is Shrinking the World,            News Report, pp. 192-193            2. Outsource It, Magazine Article, pp. 194-197            3. Exploding Economies, Social Studies Text,            pp. 198-201  <b>Word Challenge,</b> pp. 202-203  <b>Writing:</b> Persuasive Paragraph, pp. 204-209  <b>Careers:</b> Industrial Technician, p. 210  <b>Functional Literacy:</b> Using a Request Form,            p. 211  <b>Workshop Wrap-Up,</b> pp. 212-213</p>	<p><b>WRITING</b></p> <p><b>Early Intermediate</b>  <b>Organization &amp; Focus</b>            - Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).</p> <p><b>Organization &amp; Focus, Evaluation and Revision</b>            - From a given topic, use the writing process to write sentences and short paragraphs with supporting details. There may be some inconsistent use of standard grammatical forms.</p> <p><b>Early Advanced</b>  <b>Organization &amp; Focus</b>            - Identify various elements of discourse in writing (e.g., purpose, speaker, audience, form).            - Write persuasive compositions that structure ideas and arguments in a logical way with consistent use of standard grammatical forms.            - Use appropriate language variations and genres in writing for language arts and other content areas.</p> <p><b>Advanced</b>  <b>Organization &amp; Focus</b>            - Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments.</p> <p><b>Organization &amp; Focus, Evaluation and Revision</b>            - Produce writing using various elements of discourse (e.g., purpose, speaker, audience, form), in narrative, expository, persuasive, informational, and/or descriptive writing.</p> <p><b>Beginning</b>  <b>Punctuation</b>            - Edit own work and correct punctuation.</p> <p><b>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling</b>            - Revise writing for proper use of final punctuation, capitals, and correct spelling.</p>

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<p>(continued)</p> <p><b>rBook Flex Workshop 8</b>            Social Studies Nonfiction  <b>Going Global</b>  <b>Vocabulary Builder:</b> p. 191  <b>Comprehension:</b> Compare and Contrast  <b>Readings</b>            1. How Globalization is Shrinking the World, News Report, pp. 192-193            2. Outsource It, Magazine Article, pp. 194-197            3. Exploding Economies, Social Studies Text, pp. 198-201  <b>Word Challenge,</b> pp. 202-203  <b>Writing:</b> Persuasive Paragraph, pp. 204-209  <b>Careers:</b> Industrial Technician, p. 210  <b>Functional Literacy:</b> Using a Request Form, p. 211  <b>Workshop Wrap-Up,</b> pp. 212-213</p>	<p><b>Early Intermediate</b>  <b>Punctuation, Capitalization, Spelling</b>            - Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).  <b>Sentence Structure, Grammar, Punctuation, Capitalization</b>            - Revise writing with teacher assistance to clarify meaning and improve conventions and organizations.</p> <p><b>Intermediate</b>  <b>Sentence Structure, Grammar, Spelling</b>            - Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.  <b>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling</b>            - Edit and correct basic grammatical structures and conventions of writing.</p> <p><b>Early Advanced</b>  <b>Sentence Structure, Grammar, Spelling</b>            - Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.  <b>Punctuation, Capitalization, Spelling</b>            - Edit writing for grammatical structures and conventions of writing.</p> <p><b>Advanced</b>  <b>Sentence Structure, Grammar</b>            - Revise writing for appropriate word choice and organization, consistent point of view, and transitions, which approximate standard grammatical forms and spelling.  <b>Capitalization, Punctuation, Spelling</b>            - Edit writing for conventions of writing to approximate standard grammatical forms.</p>

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<p><b>rBook Flex Workshop 9</b>  Nonfiction and Literature  <b>The Art of the Memoir</b>  <b>Vocabulary Builder:</b> p. 215  <b>Comprehension:</b> Make Inferences  <b>Readings</b>  1. Writing a Memoir, Essay, pp. 216-217  2. from <i>Breaking Through</i>, Memoir, pp. 218-231  3. An Interview with Francisco Jiménez, Interview, pp. 232-233  <b>Word Challenge,</b> pp. 234-235  <b>Writing:</b> Personal Narrative, pp. 236-241  <b>Meet the Author:</b> Francisco Jiménez, p. 242  <b>Functional Literacy:</b> Reading Flight Schedules, p. 243  <b>Workshop Wrap-Up,</b> pp. 244-245</p>	<p><b>LISTENING AND SPEAKING</b>  <b>Beginning Comprehension</b>  - Demonstrate comprehension of oral presentations and instructions through non-verbal responses.  - Respond with simple words or phrases to questions about simple written texts.</p> <p><b>Early Intermediate Comprehension</b>  - Restate and execute multi-step oral directions.</p> <p><b>Intermediate Comprehension</b>  - Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.</p> <p><b>Early Advanced Comprehension, Organization &amp; Delivery of Oral Communication</b>  - Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.  - Respond to messages by asking questions, challenging statements or offering examples that affirm the message.</p> <p><b>Advanced Comprehension, Organization &amp; Delivery of Oral Communication</b>  - Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.</p> <p><b>READING</b>  <b>Beginning Concepts about Print, Phonemic Awareness, Vocabulary and Concept Development</b>  - Recognize and correctly pronounce most English phonemes while reading aloud.</p>

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<b>rBook Flex Teacher's Edition</b>	<b>English Language Development Standards Grades 9-12</b>
<p>(continued)</p> <p><b>rBook Flex Workshop 9</b>  Nonfiction and Literature  <b>The Art of the Memoir</b>  <b>Vocabulary Builder:</b> p. 215  <b>Comprehension:</b> Make Inferences  <b>Readings</b>  1. Writing a Memoir, Essay, pp. 216-217  2. from <i>Breaking Through</i>, Memoir, pp. 218-231  3. An Interview with Francisco Jiménez, Interview, pp. 232-233  <b>Word Challenge,</b> pp. 234-235  <b>Writing:</b> Personal Narrative, pp. 236-241  <b>Meet the Author:</b> Francisco Jiménez, p. 242  <b>Functional Literacy:</b> Reading Flight Schedules, p. 243  <b>Workshop Wrap-Up,</b> pp. 244-245</p>	<p><b>Early Intermediate</b>  <b>Concepts about Print, Phonemic Awareness (P.A.), Vocabulary and Concept Development</b>  - Produce most English phonemes comprehensibly, while orally reading their own writing, simple reading or texts.</p> <p><b>Intermediate</b>  <b>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)</b>  - Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.</p> <p><b>Early Advanced</b>  <b>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)</b>  - Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas (e.g., remove, extend).</p> <p><b>Advanced</b>  <b>Decoding and Word Recognition (D/WR)</b>  - Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas (e.g., remove, extend).</p> <p><b>Beginning</b>  <b>Vocabulary &amp; Concept Development (V/CD)</b>  - Read aloud simple words presented in literature and content area texts; demonstrate comprehension by using 1-2 words or simple sentence responses.  - Respond with appropriate short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions).  <b>Vocabulary &amp; Concept Development Also are addressed in Listening &amp; Speaking</b>  - Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., objects).</p>

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<p>(continued)</p> <p><b>rBook Flex Workshop 9</b>  Nonfiction and Literature  <b>The Art of the Memoir</b>  <b>Vocabulary Builder:</b> p. 215  <b>Comprehension:</b> Make Inferences  <b>Readings</b>  1. Writing a Memoir, Essay, pp. 216-217  2. from <i>Breaking Through</i>, Memoir, pp. 218-231  3. An Interview with Francisco Jiménez, Interview, pp. 232-233  <b>Word Challenge,</b> pp. 234-235  <b>Writing:</b> Personal Narrative, pp. 236-241  <b>Meet the Author:</b> Francisco Jiménez, p. 242  <b>Functional Literacy:</b> Reading Flight Schedules, p. 243  <b>Workshop Wrap-Up,</b> pp. 244-245</p>	<p><b>Early Intermediate</b>  <b>Vocabulary &amp; Concept Development</b>  - Recognize that words sometimes have multiple meanings and apply this knowledge to written texts.</p> <p><b>Intermediate</b>  <b>Vocabulary &amp; Concept Development (V/CD)</b>  <b>Also are addressed in Listening &amp; Speaking</b>  - Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.</p> <p><b>Early Advanced</b>  <b>Vocabulary &amp; Concept Development (V/CD)</b>  - Recognize that words sometimes have multiple meanings and apply this knowledge to understanding written texts.  - Use standard dictionary to determine meanings of unknown words (e.g., idioms and words with multiple meanings).  - Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.</p> <p><b>Advanced</b>  <b>Vocabulary &amp; Concept Development (V/CD)</b>  - Use words appropriately that sometimes have multiple meanings and apply this knowledge consistently to literature and texts in content areas.  - Apply knowledge of academic and social vocabulary to achieve independent reading.</p> <p><b>Beginning</b>  <b>Comprehension</b>  - Understand and follow simple multi-step oral directions of classroom or work-related activities.</p> <p><b>Early Intermediate</b>  <b>Comprehension</b>  - Read and orally respond to simple literary text and text in content areas by answering factual comprehension questions using simple sentences.</p>

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<p>(continued)</p> <p><b>rBook Flex Workshop 9</b>  Nonfiction and Literature  <b>The Art of the Memoir</b>  <b>Vocabulary Builder:</b> p. 215  <b>Comprehension:</b> Make Inferences  <b>Readings</b>  1. Writing a Memoir, Essay, pp. 216-217  2. from <i>Breaking Through</i>, Memoir, pp. 218-231  3. An Interview with Francisco Jiménez, Interview, pp. 232-233  <b>Word Challenge,</b> pp. 234-235  <b>Writing:</b> Personal Narrative, pp. 236-241  <b>Meet the Author:</b> Francisco Jiménez, p. 242  <b>Functional Literacy:</b> Reading Flight Schedules, p. 243  <b>Workshop Wrap-Up,</b> pp. 244-245</p>	<p><b>Early Advanced Organization &amp; Focus</b>  - Identify various elements of discourse in writing (e.g., purpose, speaker, audience, form).  - Use appropriate language variations and genres in writing for language arts and other content areas.</p> <p><b>Advanced Organization &amp; Focus, Evaluation and Revision</b>  - Produce writing using various elements of discourse (e.g., purpose, speaker, audience, form), in narrative, expository, persuasive, informational, and/or descriptive writing.</p> <p><b>Beginning Punctuation</b>  - Edit own work and correct punctuation.</p> <p><b>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling</b>  - Revise writing for proper use of final punctuation, capitals, and correct spelling.</p> <p><b>Early Intermediate Punctuation, Capitalization, Spelling</b>  - Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).</p> <p><b>Sentence Structure, Grammar, Punctuation, Capitalization</b>  - Revise writing with teacher assistance to clarify meaning and improve conventions and organizations.</p> <p><b>Intermediate Sentence Structure, Grammar, Spelling</b>  - Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.</p> <p><b>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling</b>  - Edit and correct basic grammatical structures and conventions of writing.</p>

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<p>(continued)</p> <p><b>rBook Flex Workshop 9</b>  Nonfiction and Literature  <b>The Art of the Memoir</b>  <b>Vocabulary Builder:</b> p. 215  <b>Comprehension:</b> Make Inferences  <b>Readings</b>  1. Writing a Memoir, Essay, pp. 216-217  2. from <i>Breaking Through</i>, Memoir, pp. 218-231  3. An Interview with Francisco Jiménez, Interview, pp. 232-233  <b>Word Challenge,</b> pp. 234-235  <b>Writing:</b> Personal Narrative, pp. 236-241  <b>Meet the Author:</b> Francisco Jiménez, p. 242  <b>Functional Literacy:</b> Reading Flight Schedules, p. 243  <b>Workshop Wrap-Up,</b> pp. 244-245</p>	<p><b>Early Advanced</b>  <b>Sentence Structure, Grammar, Spelling</b>  - Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.  <b>Punctuation, Capitalization, Spelling</b>  - Edit writing for grammatical structures and conventions of writing.</p> <p><b>Advanced</b>  <b>Sentence Structure, Grammar</b>  - Revise writing for appropriate word choice and organization, consistent point of view, and transitions, which approximate standard grammatical forms and spelling.  <b>Capitalization, Punctuation, Spelling</b>  - Edit writing for conventions of writing to approximate standard grammatical forms.</p>