

SCHOLASTIC



Enterprise Edition Stage B

**Correlated to
California Standards Test Blueprint
Grades 6, 7 & 8**

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English Language Arts Grade 6	<i>READ 180</i> Stage B
CALIFORNIA CONTENT STANDARDS: READING	
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	
1.1 Word Recognition: read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression	<p>rBook Teacher’s Edition: Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165-166-169, 184-185, 186-189, 190-193, 208-209, 210-219, 220-221</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Fluency, Lesson 1 Modeled Fluent Reading: 164, 165, 166, 167; Lesson 2 Phrase-Cued Reading: 168, 169, 170, 171; Lesson 3 Oral Recitation/Retelling: 172, 173, 174, 175; Lesson 5 Repeated Timed Reading: 180, 181, 182, 183</p>
1.2 Vocabulary and Concept Development: identify and interpret figurative language and words with multiple meanings	<p>rBook Teacher’s Edition: Coaching Notes: 97, 136, 140, 222 Vocabulary/Word Study: 96, 97, 222, 223 Workshop Wrap-Up: 107, 233</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 3 Multiple-Meaning Words: 240, 241; Lesson 20 Figurative Language: 274, 275</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Light As a Feather (game with similes): 60; Meaning Match (multiple-meaning words): 63</p>

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<p>1.3 Vocabulary and Concept Development: recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing</p>	<p>This objective is outside the scope of Read 180 Stage B.</p>
<p>1.4 Vocabulary and Concept Development: monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning</p>	<p>rBook Teacher’s Edition: Coaching Notes: 164, 186, 192, 194 Vocabulary/Word Study: 194, 195 Workshop Wrap-Up: 205</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 2 Context Clues: Unfamiliar Words: 238, 239; Lesson 10 Context Clues: Synonyms and Antonyms: 254, 255; Lesson 15 Context Clues: Definition and Example: 264, 265</p>
<p>1.5 Vocabulary and Concept Development: understand and explain “shades of meaning” in related words (e.g., softly and quietly)</p>	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 8 Denotation and Connotation: 250, 251</p>

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<p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.</p>	
<p>2.1 Structural Features of Informational Materials: identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information</p>	<p>rBook Teacher’s Edition: Coaching Notes: 14, 114 Readings: 14, 114 rBook Reading Handbook: 240</p> <p>Paperbacks Teaching Resources: Final Project A: <i>Write a Book Review</i>, p. 135</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 3-4 Sequence of Events: 290, 291; Lessons 5-6 Main Idea and Details: 292, 293; Lessons 9-10 Cause and Effect: 296, 297; Lessons 11-12 Compare and Contrast: 298, 299</p>
<p>2.2 Structural Features of Informational Materials: analyze text that uses the compare-and-contrast organizational pattern</p>	<p>rBook Teacher’s Edition: Best Practices: 182C Readings: 184-185, 186-189, 190-193</p> <p>Audiobooks Teaching Resources: <i>The Star Fisher</i>, p. 13</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 11-12 Compare and Contrast: 298, 299</p>

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<p>2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: connect and clarify main ideas by identifying their relationships to other sources and related topics</p>	<p>rBook Teacher’s Edition: Best Practices: 8C Readings: 10-11, 12-15, 16-19, 41 rBook Reading Handbook: 239</p> <p>Audiobooks Teaching Resources: <i>Oh, Yuck!</i>, p. 12</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 5-6 Main Idea and Details: 292, 293</p>
<p>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: clarify an understanding of texts by creating outlines, logical notes, summaries, or reports</p>	<p>rBook Teacher’s Edition: Best Practices: 84C Coaching Notes: 18, 87, 118, 187, 188 Readings: 86-87, 88-91, 92-95 Writing and Grammar: 98-103 rBook Reading Handbook: 239 rBook Writing Handbook: 243</p> <p>Audiobooks Teaching Resources: <i>Daniel’s Story</i>, p. 10; <i>The Mighty</i>, p. 11; <i>Rimshots</i>, p. 12; <i>Somewhere in the Darkness</i>, p. 13; <i>The Star Fisher</i>, p. 13</p> <p>Paperbacks Teaching Resources: <i>King of the Hill</i>, p. 69; <i>Happy Burger</i>, p. 83; <i>The Good Fight</i>, p. 121; <i>Trapped</i>, p. 131</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 7-8 Summarize: 294, 295; Lesson 28 Take Notes: 315</p>

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<p>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: clarify an understanding of texts by creating outlines, logical notes, summaries, or reports (continued)</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 14 Book Synopsis: 79-83; Research, Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146; Lesson 29 Features of a Research Report: 147-150</p>
<p>2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership)</p>	<p>rBook Teacher’s Edition: Functional Literacy: 105</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 38 Read Instructions: 325</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Getting From Here to There (practice following directions): 42</p>
<p>2.6 Expository Critique: determine the adequacy and appropriateness of the evidence for an author’s conclusions</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 74-79, 148-153</p> <p>Audiobooks Teaching Resources: Final Project A: <i>Write a Book Review</i>, p. 63</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 36 Evaluate Sources and Evidence: 323</p>
<p>2.7 Expository Critique: make reasonable assertions about a text through accurate, supporting citations</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 148-153</p>

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<p>2.8 Expository Critique: note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text</p>	<p>rBook Teacher’s Edition: Functional Literacy: 129 Writing and Grammar: 148-153</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 35 Identify Persuasion and Propaganda: 322</p> <p>Topic Software Teaching Resources: You and the Law: 6.1-6.4</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 clarify the ideas and connect them to other literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.</p>	
<p>3.1 Structural Features of Literature: identify the forms of fiction and describe the major characteristics of each form</p>	<p>rBook Teacher’s Edition: Readings: 60-69, 136-143</p> <p>Paperbacks Teaching Resources: Teaching Plans Level 1: pp. 15, 16, 17, 18, 19, 22; Teaching Plans Level 2: pp. 24, 25, 26, 28, 30, 31; Teaching Plans Level 3: pp. 33, 35, 36, 37, 39, 40, 41, 42; Teaching Plans Level 4: pp. 43, 44, 45, 48, 49</p>
<p>3.2 Narrative Analysis of Grade-Level-Appropriate Text: analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict</p>	<p>rBook Teacher’s Edition: Best Practices: 56C Coaching Notes: 65, 66, 142 Readings: 60-69 Workshop Wrap-Up: 82</p> <p>Audiobooks Teaching Resources: <i>Flight #116 Is Down!</i>, p. 33</p> <p>Paperbacks Teaching Resources: <i>Alison’s Trumpet and Other Stories</i>, p. 75; <i>Night Bird</i>, p. 89; <i>Quinceañera Means Sweet 15</i>, p. 103; <i>Moby Dick</i>, p. 127; <i>Stealing Home</i>, p. 129</p>

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<p>3.2 Narrative Analysis of Grade-Level-Appropriate Text: analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict (continued)</p>	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 19-20 Analyze Character: 306, 307</p>
<p>3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze the influence of setting on the problem and its resolution</p>	<p>rBook Teacher’s Edition: Best Practices: 132C Coaching Notes: 144 Readings: 136-143, 144-145 rBook Reading Handbook: 241, 242</p> <p>Audiobooks Teaching Resources: <i>Esperanza Rising</i>, p. 10</p> <p>Paperbacks Teaching Resources: <i>Destination: Everest</i>, p. 79; <i>The Big Lie</i>, p. 97; <i>Summer on Wheels</i>, p. 107</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 21-22 Analyze Setting: 308, 309; Literary Elements: Mood: 334; Tone: 334</p>
<p>3.4 Narrative Analysis of Grade-Level-Appropriate Text: define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme</p>	<p>rBook Teacher’s Edition: Readings: 70, 71, 144-145, 220-221</p> <p>Audiobooks Teaching Resources: <i>Rimshots</i>, p. 12</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 43 Read Poetry: 330</p>

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<p>3.4 Narrative Analysis of Grade-Level-Appropriate Text: define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme (continued)</p>	<p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Rhyme Scheme (identify and use rhyming words): 33; Three Cheers! (recognizing speech rhythms): 36; Light As a Feather (game with similes): 60</p>
<p>3.5 Narrative Analysis of Grade-Level-Appropriate Text: identify the speaker and recognize the difference between first-and third-person narration (e.g., autobiography compared with biography)</p>	<p>rBook Teacher’s Edition: Coaching Notes: 60, 136 Readings: 60, 136 rBook Reading Handbook: 242</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 32 Identify Point of View: 319</p>
<p>3.6 Narrative Analysis of Grade-Level-Appropriate Text: identify and analyze features of themes conveyed through characters, actions, and images</p>	<p>rBook Teacher’s Edition: Coaching Notes: 70, 71 Readings: 59, 69, 70, 71 rBook Reading Handbook: 241, 242</p> <p>Audiobooks Teaching Resources: <i>Rimshots</i>, p. 12</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 25-26 Analyze Theme: 312, 313; Literary Elements: Universal Theme: 337</p> <p>Topic Software Teaching Resources: Art Attack: 1.1-1.4; Disaster!: 2.1-2.4; Survive: 3.1-3.4; Help Wanted: 4.1-4.4; Show Me the Money!: 5.1-5.4; You and the Law: 6.1-6.4; Beating the Odds: 7.1-7.4; Extreme Sports: 8.1-8.4; The Whole World Watched: 9.1-9.4</p>

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<p>3.7 Narrative Analysis of Grade-Level-Appropriate Text: explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts</p>	<p>rBook Teacher’s Edition: Coaching Notes: 136, 140, 221 Readings: 40-42, 60-69, 70, 71, 86-87, 110-111, 136-143, 144-145, 162-165, 210-217, 220-221 rBook Reading Handbook: 242</p> <p>Audiobooks Teaching Resources: <i>Esperanza Rising</i>, p. 10</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Literary Elements: Mood: 334; Tone: 334; Dialogue: 335; Flashback and Foreshadowing: 335; Imagery: Simile and Metaphor: 336; Symbolism: 336; Elements of Poetry: 338</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Light As a Feather (game with similes): 60</p>

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<p>3.8 Literary Criticism: critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction)</p>	<p>rBook Teacher’s Edition: Best Practices: 56C, 132E Coaching Notes: 65, 66, 142, 143 Readings: 59, 60-69, 135, 137, 139, 141, 142, 143 Workshop Wrap-Up: 82 rBook Reading Handbook: 242</p> <p>Audiobooks Teaching Resources: <i>Holes</i>, p. 11; <i>The Stowaway</i>, p. 13; <i>Flight #116 Is Down!</i>, p. 33</p> <p>Paperbacks Teaching Resources: <i>The Band</i>, p. 59; <i>Alison’s Trumpet and Other Stories</i>, p. 75; <i>Jane Eyre</i>, p. 87; <i>Night Bird</i>, p. 89; <i>Quinceañera Means Sweet 15</i>, p. 103; <i>Miracle’s Boys</i>, p. 125, <i>Moby Dick</i>, p. 127; <i>Stealing Home</i>, p. 129</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 19-20 Analyze Character: 306, 307; Lessons 23-24 Analyze Plot: 310, 311; Literary Elements: Conflict: 333; Suspense: 333; Dialogue: 335; Flashback and Foreshadowing: 335</p>

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CALIFORNIA CONTENT STANDARDS: WRITING	
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.	
1.1 Sentence Structure: use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts	<p>rBook Teacher’s Edition: Research Foundations: T64-T66 Writing and Grammar: 26, 50, 78, 79</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Skill Builder: Using the Four Types of Sentences; 18; Expository Writing, Lesson 12 Skill Builder: Combining Sentences; 73; Grammar, Usage, & Mechanics, Lesson 1 Type of Sentences: 154-155; Lesson 3 Dependent and Independent Clauses: 158-159; Lesson 28 Combining Sentences: 208-209; Lesson 29 Correcting Run-On Sentences: 210-211; Lesson 30 Combining Sentences With Phrases: 212-213</p>
1.2 Grammar: identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects	<p>rBook Teacher’s Edition: Research Foundations: T64-T66 Writing and Grammar: 102, 126, 152, 176</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 13 Subject-Verb Agreement: 178-179</p>
1.3 Punctuation: use colons after the salutation in business letters, semi-colons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Functional Writing, Lesson 22 Business Letter: 119-123; Grammar, Usage, & Mechanics, Lesson 28 Combining Sentences: 208-209; Lesson 29 Correcting Run-On Sentences: 210-211</p>

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1.4 Capitalization: use correct capitalization	<p>rBook Teacher’s Edition: Writing and Grammar: 51 rBook Writing Handbook: 246</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 5 Common and Proper Nouns: 162-163</p>
1.5 Spelling: spell frequently misspelled words correctly (e.g., their, they’re, there)	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Spelling, Introduction: 194; Scholastic RED Professional Development: 195-205; Spelling Practice: 206-227; Resource: Spelling Words: 228</p>
1.0 WRITING STRATEGIES: Students write clear, coherent, and focused essays. The writing exhibits students’ awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	
1.1 Organization and Focus: choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose	<p>rBook Teacher’s Edition: Instructional Routines: T82 Writing and Grammar: 22-27, 46-51, 74-79, 98-103, 122-127, 148-153, 172-177, 196-201, 224-229 rBook Writing Handbook: 243-247</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Fictional Narrative: 14-18; Lesson 2 Personal Narrative: 19-23; Lesson 3 Realistic Narrative: 24-28; Lesson 4 Fantasy: 29-33; Lesson 5 Historical Narrative: 34-38; Lesson 6 Narrative Composition: 39-43; Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Lesson 15 News Article: 84-88; Lesson 16 Expository Composition: 89-93;</p>

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<p>1.1 Organization and Focus: choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose (continued)</p>	<p>Persuasive Writing, Lesson 17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103; Lesson 19 Writing a Persuasive Speech: 104-108; Lesson 20 Persuasive Composition: 109-113; Functional Writing, Lesson 21 How-To Paragraph: 114-118; Lesson 22 Business Letter: 119-123; Poetry, Lesson 25 Haiku: 134-138</p>
<p>1.2 Organization and Focus: create multiple-paragraph expository compositions</p>	
<p>1) engage the interest of the reader and state a clear purpose</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 22-27, 98-103 rBook Writing Handbook: 243</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Lesson 15 News Article: 84-88; Lesson 16 Expository Composition: 89-93; Persuasive Writing, Lesson 17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103; Lesson 19 Writing a Persuasive Speech: 104-108; Lesson 20 Persuasive Composition: 109-113; Functional Writing, Lesson 21 How-To Paragraph: 114-118</p>
<p>2) develop the topic with supportive details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 22-27, 98-103 rBook Writing Handbook: 243</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Lesson 15 News Article: 84-</p>

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<p>2) develop the topic with supportive details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader (continued)</p>	<p>88; Lesson 16 Expository Composition: 89-93; Persuasive Writing, Lesson 17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103; Lesson 19 Writing a Persuasive Speech: 104-108; Lesson 20 Persuasive Composition: 109-113; Functional Writing, Lesson 21 How-To Paragraph: 114-118; Grammar, Usage, & Mechanics, Lesson 5 Common and Proper Nouns: 162-163; Lesson 6 Singular and Plural Nouns: 164-165; Lesson 7 Action Verbs: 166-167; Lesson 8 Present-Tense Verbs: 168-169; Lesson 9 Past-Tense Verbs: 170-171; Lesson 10 Main and Helping Verbs: 172-173; Lesson 11 Future-Tense Verbs: 174-175; Lesson 15 Possessive Nouns: 182-183; Lesson 17 Adjectives: 186-187; Lesson 18 Adjectives That Compare: 188-189</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Feeling Fine (adjectives that describe feelings): 24; Guess Who? (practice adjectives used to describe people): 38; Guess What? (game with descriptive adjectives): 39; Bragging Rights (practice using comparatives): 43; Party Time (share cultural traditions and practice verb tenses): 50; On Vacation (practice verb tenses): 51; Lost and Found (practice possessive nouns): 52; How Many? (count and non-count nouns): 53; Hoops Game (practice plural nouns): 58; A Picture Is Worth a Thousand Words (practice descriptive words): 59</p>
<p>3) conclude with a detailed summary linked to the purpose of composition</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 22-27, 98-103 rBook Writing Handbook: 243</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9</p>

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<p>3) conclude with a detailed summary linked to the purpose of composition (continued)</p>	<p>Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Lesson 15 News Article: 84-88; Lesson 16 Expository Composition: 89-93; Persuasive Writing, Lesson 17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103; Lesson 19 Writing a Persuasive Speech: 104-108; Lesson 20 Persuasive Composition: 109-113; Functional Writing, Lesson 21 How-To Paragraph: 114-118; Grammar, Usage, & Mechanics, Lesson 5 Common and Proper Nouns: 162-163; Lesson 6 Singular and Plural Nouns: 164-165; Lesson 7 Action Verbs: 166-167; Lesson 8 Present-Tense Verbs: 168-169; Lesson 9 Past-Tense Verbs: 170-171; Lesson 10 Main and Helping Verbs: 172-173; Lesson 11 Future-Tense Verbs: 174-175; Lesson 15 Possessive Nouns: 182-183; Lesson 17 Adjectives: 186-187; Lesson 18 Adjectives That Compare: 188-189</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Feeling Fine (adjectives that describe feelings): 24; Guess Who? (practice adjectives used to describe people): 38; Guess What? (game with descriptive adjectives): 39; Bragging Rights (practice using comparatives): 43; Party Time (share cultural traditions and practice verb tenses): 50; On Vacation (practice verb tenses): 51; Lost and Found (practice possessive nouns): 52; How Many? (count and non-count nouns): 53; Hoops Game (practice plural nouns): 58; A Picture Is Worth a Thousand Words (practice descriptive words): 59</p>

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<p>1.3 Organization and Focus: use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement of spatial order, order of importance, or climactic order</p>	<p>rBook Teacher’s Edition: Instructional Routines: T82 Writing and Grammar: 22-27, 46-51, 74-79, 98-103, 122-127, 148-153, 172-177, 196-201, 224-229 rBook Writing Handbook: 243-247</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Lesson 15 News Article: 84-88; Lesson 16 Expository Composition: 89-93; Persuasive Writing, Lesson 17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103; Lesson 19 Writing a Persuasive Speech: 104-108; Lesson 20 Persuasive Composition: 109-113; Functional Writing, Lesson 21 How-To Paragraph: 114-118</p>
<p>1.4 Research and Technology: use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information</p>	<p>rBook Teacher’s Edition: Functional Literacy: 231</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143</p>

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<p>1.5 Research and Technology: compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation)</p>	<p>rBook Teacher’s Edition: Instructional Routines: T82 Writing and Grammar: 22-27, 46-51, 74-79, 98-103, 122-127, 148-153, 172-177, 196-201, 224-229 rBook Writing Handbook: 243-247</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Lesson 15 News Article: 84-88; Lesson 16 Expository Composition: 89-93; Persuasive Writing, Lesson 17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103; Lesson 19 Writing a Persuasive Speech: 104-108; Lesson 20 Persuasive Composition: 109-113; Functional Writing, Lesson 21 How-To Paragraph: 114-118</p>
<p>1.6 Evaluation and Revision: revise writing to improve organization and consistency of ideas within and between paragraphs</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 25, 49, 77, 101, 125, 151, 175, 199, 227 rBook Writing Handbook: 243-247</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 16 Expository Composition: 89-93; Functional Writing, Lesson 21 How-To Paragraph: 114-118; Research, Lesson 29 Features of a Research Report: 147-150; Grammar, Usage, & Mechanics, Lesson 27 Commas in a Series: 206-207; Lesson 28 Combining Sentences; 208-209</p>

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English Language Arts Grade 7	<i>READ 180</i> Stage B
CALIFORNIA CONTENT STANDARDS: READING	
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	
1.1 Vocabulary and Concept Development: identify idioms, analogies, metaphors, and similes in prose and poetry	<p>rBook Teacher’s Edition: Coaching Notes: 10, 37, 88, 93, 170, 188, 208, 214, 216 Preview/Teach Vocabulary: 132 Readings: 140, 221 Vocabulary/Word Study: 10, 36, 88, 93, 170, 188, 208, 215, 216, 235 Workshop Wrap-Up: 181 rBook Glossary: 235 rBook Reading Handbook: 242</p> <p>Audiobooks Teaching Resources: <i>Esperanza Rising</i>, p. 10</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 19 Idioms: 272, 273; Lesson 20 Figurative Language: 274, 275</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 8 Skill Builder: Using Metaphors and Similes: 53</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Light As a Feather (game with similes): 60; Act Out Idioms (game to practice idioms): 67</p>

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English Language Arts Grade 7	<i>READ 180</i> Stage B
<p>1.2 Vocabulary and Concept Development: use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary</p>	<p>rBook Teacher’s Edition: Coaching Notes: 44, 45, 167 Vocabulary/Word Study: 44, 45, 222, 223 Workshop Wrap-Up: 55, 233 rBook Glossary: 236</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 11 Prefixes: 256, 257; Lesson 12 Suffixes: 258, 259; Lesson 16 Greek Roots: 266, 267; Lesson 17 Latin Roots: 268, 269</p>
<p>1.3 Vocabulary and Concept Development: clarify word meanings through the use of definition, example, restatement, or contrast</p>	<p>rBook Teacher’s Edition: Coaching Notes: 164, 186, 192, 194, 211 Readings: 116, 119, 164, 186, 192, 210 Vocabulary/Word Study: 97, 194, 222</p> <p>Audiobooks Teaching Resources: <i>The Mighty</i>, p. 11; <i>Somewhere in the Darkness</i>, p. 13</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 2 Context Clues: Unfamiliar Words: 238, 239; Lesson 10 Context Clues: Synonyms and Antonyms: 254, 255; Lesson 15 Context Clues: Definition and Example: 264, 265</p>
<p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.</p>	

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<p>2.1 Structural Features of Informational Materials: understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs)</p>	<p>rBook Teacher’s Edition: Coaching Notes: 14, 114 Readings: 14, 114 rBook Reading Handbook: 240</p> <p>Paperbacks Teaching Resources: Final Project A: <i>Write a Book Review</i>, p. 135</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 3-4 Sequence of Events: 290, 291; Lessons 5-6 Main Idea and Details: 292, 293; Lessons 9-10 Cause and Effect: 296, 297; Lessons 11-12 Compare and Contrast: 298, 299</p>
<p>2.2 Structural Features of Informational Materials: locate information by using a variety of consumer, workplace, and public documents</p>	<p>rBook Teacher’s Edition: Functional Literacy: 28, 29, 104, 105, 129, 155, 179, 203, 231</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 13-14 Problem and Solution: 300, 301</p>
<p>2.3 Structural Features of Informational Materials: analyze text that uses cause-and-effect organizational pattern</p>	<p>rBook Teacher’s Edition: Best Practices: 158C Readings: 160-161, 162-165, 166-169 rBook Reading Handbook: 240</p> <p>Audiobooks Teaching Resources: <i>Local News</i>, p. 39</p> <p>Paperbacks Teaching Resources: <i>Hiroshima</i>, p. 85</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 9-10 Cause and Effect: 296, 297</p>

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<p>2.3 Structural Features of Informational Materials: analyze text that uses cause-and-effect organizational pattern (continued)</p>	<p>Topic Software Teaching Resources: Art Attack: 1.1-1.4; Disaster!: 2.1-2.4; Survive: 3.1-3.4; Help Wanted: 4.2-4.4; Show Me the Money!: 5.1-5.4; You and the Law: 6.1-6.4; Beating the Odds: 7.2-7.3; Extreme Sports: 8.2-8.4; The Whole World Watched: 9.1-9.3</p>
<p>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: identify and trace the development of an author’s argument, point of view, or perspective in text</p>	<p>rBook Teacher’s Edition: Best Practices: 108C Readings: 116-119 Writing and Grammar: 122-127</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 13-14 Problem and Solution: 300, 301; Lesson 35 Identify Persuasion and Propaganda: 322; Lesson 37 Evaluate Author’s Viewpoint: 324</p>
<p>2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: understand and explain the use of a simple mechanical device by following technical directions</p>	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 38 Read Instructions: 325</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Getting From Here to There (practice following directions): 42</p>

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<p>2.6 Expository Critique: assess the adequacy, accuracy, and appropriateness of the author’s evidence to support claims and assertions, noting instances of bias and stereotyping</p>	<p>rBook Teacher’s Edition: Functional Literacy: 129</p> <p>Paperbacks Teaching Resources: <i>Alcatraz: Prison for America’s Most Wanted</i>, p. 13; <i>Narrative of the Life of Frederick Douglass</i>, p. 21; <i>The Big Lie</i>, p. 34; <i>Hiroshima</i>, p. 85</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 35 Identify Persuasion and Propaganda: 322; Lesson 36 Evaluate Sources and Evidence: 323</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 clarify the ideas and connect them to other literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.</p>	
<p>3.1 Structural Features of Literature: articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay)</p>	<p>rBook Teacher’s Edition: Readings: 60-69, 136-143, 184-185, 210-217</p> <p>Audiobooks Teaching Resources: Teaching Plans: pp. 14-25</p> <p>Paperbacks Teaching Resources: Teaching Plans Level 1: pp. 13-22; Teaching Plans Level 2: pp. 23-32; Teaching Plans Level 3: pp. 33-42; Teaching Plans Level 4: pp. 43-52</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 33 Identify Author’s Purpose: 320</p>

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<p>3.2 Narrative Analysis of Grade-Level-Appropriate Text: identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s)</p>	<p>rBook Teacher’s Edition: Best Practices: 132E Coaching Notes: 143 Readings: 59, 61, 63, 65, 67, 135, 137, 139, 141, 142, 143 rBook Reading Handbook: 242</p> <p>Audiobooks Teaching Resources: <i>Holes</i>, p. 11; <i>The Stowaway</i>, p. 13</p> <p>Paperbacks Teaching Resources: <i>The Band</i>, p. 59; <i>Jane Eyre</i>, p. 87; <i>Miracle’s Boys</i>, p. 125</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 23-24 Analyze Plot: 310, 311; Literary Elements: Conflict: 333; Suspense: 333; Dialogue: 335; Flashback and Foreshadowing: 335</p>
<p>3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze characterization as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters</p>	<p>rBook Teacher’s Edition: Best Practices: 56C Coaching Notes: 65, 66, 142 Readings: 60-69 Workshop Wrap-Up: 82</p> <p>Audiobooks Teaching Resources: <i>Flight #116 Is Down!</i>, p. 33</p> <p>Paperbacks Teaching Resources: <i>Alison’s Trumpet and Other Stories</i>, p. 75; <i>Night Bird</i>, p. 89; <i>Quinceañera Means Sweet 15</i>, p. 103; <i>Moby Dick</i>, p. 127; <i>Stealing Home</i>, p. 129</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 19-20 Analyze Character: 306, 307</p>

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<p>3.4 Narrative Analysis of Grade-Level-Appropriate Text: identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness)</p>	<p>rBook Teacher’s Edition: Coaching Notes: 70, 71 Readings: 59, 69, 70, 71 rBook Reading Handbook: 241, 242</p> <p>Audiobooks Teaching Resources: <i>Rimshots</i>, p. 12</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 25-26 Analyze Theme: 312, 313; Literary Elements: Universal Theme: 337</p> <p>Topic Software Teaching Resources: Art Attack: 1.1-1.4; Disaster!: 2.1-2.4; Survive: 3.1-3.4; Help Wanted: 4.1-4.4; Show Me the Money!: 5.1-5.4; You and the Law: 6.1-6.4; Beating the Odds: 7.1-7.4; Extreme Sports: 8.1-8.4; The Whole World Watched: 9.1-9.4</p>
<p>3.5 Narrative Analysis of Grade-Level-Appropriate Text: contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work</p>	<p>rBook Teacher’s Edition: Coaching Notes: 60, 136 Readings: 60, 136 rBook Reading Handbook: 242</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 32 Identify Point of View: 319</p>
<p>3.6 Literary Criticism: analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 148-153</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Literary Elements: Mood: 334; Tone: 334; Dialogue: 335; Flashback and Foreshadowing: 335; Imagery: Simile and Metaphor: 336; Symbolism: 336; Elements of Poetry: 338</p>

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CALIFORNIA CONTENT STANDARDS: WRITING	
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to the grade level.	
1.1 Sentence Structure: place modifiers properly, and use the active voice	<p>rBook Teacher’s Edition: Writing and Grammar: 200, 228 rBook Writing Handbook: 246</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 4 Correct Word Order: 160-161; Lesson 17 Adjectives 186-187; Lesson 20 Adverbs: 192-193</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Feeling Fine (adjectives that describe feelings): 24; Guess Who? (practice adjectives used to describe people): 38; Guess What? (game with descriptive adjectives): 39; Bragging Rights (practice using comparatives): 43; A Picture Is Worth a Thousand Words (practice descriptive words): 59</p>
1.2 Grammar: identify and use infinitives and participles and make clear references between pronouns and antecedents	<p>rBook Teacher’s Edition: Writing and Grammar: 176 rBook Writing Handbook: 246</p>
1.3 Grammar: identify all parts of speech and types and structure of sentences	<p>rBook Teacher’s Edition: Writing and Grammar: 26, 50, 78, 102, 176, 200 rBook Writing Handbook: 245, 246</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Skill Builder: Using the Four Types of Sentences 18; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Grammar,</p>

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<p>1.3 Grammar: identify all parts of speech and types and structure of sentences (continued)</p>	<p>Usage, & Mechanics, Lesson 1 Types of Sentences: 154-155; Lesson 5 Common and Proper Nouns: 162-163; Lesson 6 Singular and Plural Nouns; 164-165; Lesson 7 Action Verbs: 166-167; Lesson 8 Present-Tense Verbs: 168-169; Lesson 9 Past-Tense Verbs: 170-171; Lesson 10 Main and Helping Verbs: 172-173; Lesson 11 Future-Tense Verbs: 174-175; Lesson 12 Irregular Verbs 176-177; Lesson 14 Subject and Object Pronouns: 180-181; Lesson 17 Adjectives: 186-187; Lesson 20 Adverbs: 192-193; Lesson 28 Combining Sentences: 208-209; Lesson 30 Combining Sentences With Phrases: 212-213</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Feeling Fine (adjectives that describe feelings): 24; Guess Who? (practice adjectives used to describe people): 38; Guess What? (game with descriptive adjectives): 39; Party Time (share cultural traditions and practice verb tenses): 50; On Vacation (practice verb tenses): 51; Lost and Found (practice possessive nouns): 52; Hoops Game (practice plural nouns): 58; A Picture Is Worth a Thousand Words (practice descriptive words): 59</p>

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<p>1.4 Grammar: demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference)</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 102, 103, 126, 127, 152, 176 rBook Writing Handbook: 245, 246</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Functional Writing, Lesson 23 Skill Builder: Using Commas in Dates and Place Names: 128; Grammar, Usage, & Mechanics, Lesson 4 Correct Word Order: 160-161; Lesson 13 Subject-Verb Agreement: 178-179; Lesson 15 Possessive Nouns: 182-183; Lesson 16 Possessive Pronouns: 184-185; Lesson 21 Adverbs That Compare: 194-195; Lesson 23 Avoiding Double Negatives: 198-199; Lesson 24 Commas With Introductory Words: 200-201; Lesson 26 Commas With Quotation Marks: 204-205; Lesson 27 Commas in a Series: 206-207</p>
<p>1.5 Punctuation: identify hyphens, dashes, brackets, and semi-colons and use them correctly</p>	<p>This objective is outside the scope of Read 180 Stage B.</p>
<p>1.6 Capitalization: use correct capitalization</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 51 rBook Writing Handbook: 246</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 5 Common and Proper Nouns: 162-163</p>

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<p>1.7 Spelling: spell derivatives correctly by applying the spellings of bases and affixes</p>	<p>rBook Teacher’s Edition: Coaching Notes: 44, 45, 167 Vocabulary/Word Study: 44, 45, 222, 223 Workshop Wrap-Up: 55, 233 rBook Glossary: 236</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Spelling, Introduction: 194; Scholastic RED Professional Development: 195-205; Spelling Practice: 206-227; Resource: Spelling Words: 228; Vocabulary and Word Study, Lesson 11 Prefixes: 256, 257; Lesson 12 Suffixes: 258, 259; Lesson 16 Greek Roots: 266, 267; Lesson 17 Latin Roots: 268, 269</p>
<p>1.0 WRITING STRATEGIES: Students write clear, coherent, and focused essays. The writing exhibits students’ awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.</p>	
<p>1.1 Organization and Focus: create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 25, 49, 77, 101, 125, 151, 175, 199, 227 rBook Writing Handbook: 243-247</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and Effect Paragraph: 69-73; Lesson 16 Expository Composition: 89-93; Functional Writing, Lesson 21 How-To Paragraph: 114-118; Grammar, Usage, & Mechanics, Lesson 27 Commas in a Series: 206-207; Lesson 28 Combining Sentences; 208-209</p>

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<p>1.2 Organization and Focus: support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 25, 26, 49, 50, 77, 78, 101, 102, 125, 126, 151, 152, 175, 176, 199, 200, 227, 228 rBook Writing Handbook: 243-247</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Persuasive Writing, Lesson 17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103; Functional Writing, Lesson 21 How-To Paragraph: 114-118</p>
<p>1.3 Organization and Focus: use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 23, 47, 75, 99, 123, 149, 173, 197, 225</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 14 Book Synopsis: 79-83; Research, Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146</p>
<p>1.4 Research and Technology: identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143</p>
<p>1.5 Research and Technology: give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143</p>

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<p>1.6 Research and Technology: create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports</p>	<p>rBook Teacher’s Edition: Instructional Routines: T82 Writing and Grammar: 22-27, 46-51, 74-79, 98-103, 122-127, 148-153, 172-177, 196-201, 224-229 rBook Writing Handbook: 243-247</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Lesson 15 News Article: 84-88; Lesson 16 Expository Composition: 89-93; Persuasive Writing, Lesson 17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103; Lesson 19 Writing a Persuasive Speech: 104-108; Lesson 20 Persuasive Composition: 109-113; Functional Writing, Lesson 21 How-To Paragraph: 114-118; Research, Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146; Lesson 29 Features of a Research Report: 147-150</p>
<p>1.7 Evaluation and Revision: revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 25, 26, 49, 50, 77, 78, 101, 102, 125, 126, 151, 152, 175, 176, 199, 200, 227, 228 rBook Writing Handbook: 243-247</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Persuasive Writing, Lesson</p>

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English Language Arts Grade 7	READ 180 Stage B
<p>1.7 Evaluation and Revision: revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary (continued)</p>	<p>17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103; Functional Writing, Lesson 21 How-To Paragraph: 114-118; Research, Lesson 29 Features of a Research Report: 147-150</p>

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English Language Arts Grade 8	<i>READ 180</i> Stage B
CALIFORNIA CONTENT STANDARDS: READING	
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.	
1.1 Vocabulary and Concept Development: analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases	<p>rBook Teacher’s Edition: Coaching Notes: 10, 37, 88, 93, 170, 188, 208, 214, 216 Preview/Teach Vocabulary: 132 Readings: 140, 221 Vocabulary/Word Study: 10, 36, 88, 93, 170, 188, 208, 215, 216, 235 Workshop Wrap-Up: 181 rBook Glossary: 235 rBook Reading Handbook: 242</p> <p>Audiobooks Teaching Resources: <i>Esperanza Rising</i>, p. 10</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 19 Idioms: 272, 273; Lesson 20 Figurative Language: 274, 275</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 8 Skill Builder: Using Metaphors and Similes: 53</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Light As a Feather (game with similes): 60; Act Out Idioms (game to practice idioms): 67</p>

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<p>1.2 Vocabulary and Concept Development: understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings</p>	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 16 Greek Roots: 266, 267; Lesson 17 Latin Roots: 268, 269; Lesson 18 Word Origins: 270, 271</p>
<p>1.3 Vocabulary and Concept Development: use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast</p>	<p>rBook Teacher’s Edition: Coaching Notes: 164, 186, 192, 194, 211 Readings: 116, 119, 164, 186, 192, 210 Vocabulary/Word Study: 97, 194, 222</p> <p>Audiobooks Teaching Resources: <i>The Mighty</i>, p. 11; <i>Somewhere in the Darkness</i>, p. 13</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 2 Context Clues: Unfamiliar Words: 238, 239; Lesson 10 Context Clues: Synonyms and Antonyms: 254, 255; Lesson 15 Context Clues: Definition and Example: 264, 265</p>
<p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).</p>	
<p>2.1 Structural Features of Informational Materials: 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>rBook Teacher’s Edition: Best Practices: 182C Functional Literacy: 53</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 11-12 Compare and Contrast: 298, 299</p>

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<p>2.2 Structural Features of Informational Materials: analyze text that uses proposition and support patterns</p>	<p>rBook Teacher’s Edition: Best Practices: 108C Readings: 116-119 Writing and Grammar: 122-127</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 13-14 Problem and Solution: 300, 301; Lesson 35 Identify Persuasion and Propaganda: 322</p>
<p>2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: find similarities and differences between texts in the treatment, scope, or organization of ideas</p>	<p>rBook Teacher’s Edition: Best Practices: 108C Readings: 184-185, 186-189, 190-193</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 45 Read Across Texts: 332</p>
<p>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning</p>	<p>rBook Teacher’s Edition: Best Practices: 84C Coaching Notes: 18, 87, 118, 187, 188 Readings: 86-87, 88-91, 92-95 Writing and Grammar: 98-103 rBook Reading Handbook: 239 rBook Writing Handbook: 243</p> <p>Audiobooks Teaching Resources: <i>Daniel’s Story</i>, p. 10; <i>The Mighty</i>, p. 11; <i>Rimshots</i>, p. 12; <i>Somewhere in the Darkness</i>, p. 13; <i>The Star Fisher</i>, p. 13</p> <p>Paperbacks Teaching Resources: <i>King of the Hill</i>, p. 69; <i>Happy Burger</i>, p. 83; <i>The Good Fight</i>, p. 121; <i>Trapped</i>, p. 131</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 7-8 Summarize: 294, 295</p>

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<p>2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: understand and explain the use of a complex mechanical device by following technical directions</p>	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 38 Read Instructions: 325</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Getting From Here to There (practice following directions): 42</p>
<p>2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem</p>	<p>rBook Teacher’s Edition: Functional Literacy: 28, 29, 104, 105, 129, 155, 179, 203, 231</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 13-14 Problem and Solution: 300, 301</p>
<p>2.7 Expository Critique: evaluate the unity, coherence, logic, internal consistency, and structural patterns of text</p>	<p>rBook Teacher’s Edition: Coaching Notes: 14, 114 Readings: 14, 114 rBook Reading Handbook: 240</p> <p>Paperbacks Teaching Resources: Final Project A: <i>Write a Book Review</i>, p. 135</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 3-4 Sequence of Events: 290, 291; Lessons 5-6 Main Idea and Details: 292, 293; Lessons 9-10 Cause and Effect: 296, 297; Lessons 11-12 Compare and Contrast: 298, 299</p>

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<p>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 clarify the ideas and connect them to other literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.</p>	
<p>3.1 Structural Features of Literature: determine and articulate the relationship among the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet)</p>	<p>rBook Teacher’s Edition: Readings: 70, 71, 144-145, 220-221</p> <p>Audiobooks Teaching Resources: <i>Rimshots</i>, p. 12</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 43 Read Poetry: 330</p>
<p>3.2 Narrative Analysis of Grade-Level-Appropriate Text: evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot’s development, and the way in which conflicts are (or are not) addressed and resolved</p>	<p>rBook Teacher’s Edition: Best Practices: 132E Coaching Notes: 143 Readings: 59, 61, 63, 65, 67, 135, 137, 139, 141, 142, 143 rBook Reading Handbook: 242</p> <p>Audiobooks Teaching Resources: <i>Holes</i>, p. 11; <i>The Stowaway</i>, p. 13</p> <p>Paperbacks Teaching Resources: <i>The Band</i>, p. 59; <i>Jane Eyre</i>, p. 87; <i>Miracle’s Boys</i>, p. 125</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 23-24 Analyze Plot: 310, 311; Literary Elements: Conflict: 333; Suspense: 333; Dialogue: 335; Flashback and Foreshadowing: 335</p>

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<p>3.3 Narrative Analysis of Grade-Level-Appropriate Text: compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts</p>	<p>rBook Teacher’s Edition: Best Practices: 182C Readings: 59, 61, 63, 65, 66, 67, 69, 135, 137, 139, 141, 142, 143 rBook Reading Handbook: 240, 242</p> <p>Audiobooks Teaching Resources: <i>Esperanza Rising</i>, p. 10; <i>The Outsiders</i>, p. 12; <i>Somewhere in the Darkness</i>, p. 13</p> <p>Paperbacks Teaching Resources: <i>Alison’s Trumpet and Other Stories</i>, p. 75; <i>Night Bird</i>, p. 89; <i>Quinceañera Means Sweet 15</i>, p. 103; <i>Moby Dick</i>, p. 127; <i>Stealing Home</i>, p. 129</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 19-20 Analyze Character: 306, 307</p>
<p>3.4 Narrative Analysis of Grade-Level-Appropriate Text: analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text</p>	<p>rBook Teacher’s Edition: Best Practices: 132C Coaching Notes: 144 Readings: 136-143, 144-145 rBook Reading Handbook: 241, 242</p> <p>Audiobooks Teaching Resources: <i>Esperanza Rising</i>, p. 10</p> <p>Paperbacks Teaching Resources: <i>Destination: Everest</i>, p. 79; <i>The Big Lie</i>, p. 97; <i>Summer on Wheels</i>, p. 107</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 21-22 Analyze Setting: 308, 309; Literary Elements: Mood: 334; Tone: 334</p>

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<p>3.5 Narrative Analysis of Grade-Level-Appropriate Text: identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works</p>	<p>rBook Teacher’s Edition: Coaching Notes: 70, 71 Readings: 59, 69, 70, 71 rBook Reading Handbook: 241, 242</p> <p>Audiobooks Teaching Resources: <i>Rimshots</i>, p. 12</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 25-26 Analyze Theme: 312, 313; Literary Elements: Universal Theme: 337</p> <p>Topic Software Teaching Resources: Art Attack: 1.1-1.4; Disaster!: 2.1-2.4; Survive: 3.1-3.4; Help Wanted: 4.1-4.4; Show Me the Money!: 5.1-5.4; You and the Law: 6.1-6.4; Beating the Odds: 7.1-7.4; Extreme Sports: 8.1-8.4; The Whole World Watched: 9.1-9.4</p>
<p>3.6 Narrative Analysis of Grade-Level-Appropriate Text: identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer’s style and use those elements to interpret the work</p>	<p>rBook Teacher’s Edition: Coaching Notes: 63, 64, 67, 136, 138, 144 Readings: 63, 67, 70, 71, 136-143, 144-145, 220-221 rBook Reading Handbook: 242</p> <p>Audiobooks Teaching Resources: <i>Esperanza Rising</i>, p. 10</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Literary Elements: Mood: 334; Tone: 334; Dialogue: 335; Flashback and Foreshadowing: 335; Imagery: Simile and Metaphor: 336; Symbolism: 336; Irony: 337</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Light As a Feather (game with similes): 60</p>

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<p>3.7 Literary Criticism: analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical Approach)</p>	<p>rBook Teacher’s Edition: Readings: 70-71 Functional Literacy: 80, 81, 154, 230 Writing and Grammar: 74-79, 148-153</p> <p>Paperbacks Teaching Resources: <i>Donner Party: A Diary of a Survivor</i>, p. 16; <i>Score! The Greatest Athletes of All Time</i>, p. 38; <i>The Good Fight: Stories About Real Heroes</i>, p. 46; <i>Stealing Home: The Story of Jackie Robinson</i>, p. 50</p>
CALIFORNIA CONTENT STANDARDS: WRITING	
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.	
<p>1.1 Sentence Structure: use correct and varied sentence types and sentence openings to present a lively and effective personal style</p>	<p>rBook Teacher’s Edition: Research Foundations: T64 Writing and Grammar: 26, 50, 78, 229 rBook Writing Handbook: 245</p> <p>Paperbacks Teaching Resources: Student Resources: QuickWrites: pp. 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Skill Builder: Using the Four Types of Sentences; 18; Expository Writing, Lesson 12 Skill Builder: Combining Sentences; 73; Grammar, Usage, & Mechanics, Lesson 1 Type of Sentences: 154-155; Lesson 28 Combining Sentences: 208-209; Lesson 30 Combining Sentences With Phrases: 212-213</p>

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<p>1.2 Sentence Structure: identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 27 Commas in a Series: 206-207</p>
<p>1.3 Sentence Structure: use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 12 Skill Builder: Combining Sentences: 73; Grammar, Usage, & Mechanics, Lesson 3 Dependent and Independent Clauses: 158-159; Lesson 28 Combining Sentences: 208-209; Lesson 29 Correcting Run-On Sentences: 210-211; Lesson 30 Combining Sentences With Phrases: 212-213</p>
<p>1.4 Grammar: edit written manuscripts to ensure that correct grammar is used</p>	<p>rBook Teacher’s Edition: Additional Resources: T100, T101, T102 Research Foundations: T64 Writing and Grammar: 26, 50, 78, 79, 102, 126, 152, 176, 177, 200, 228, 229 rBook Writing Handbook: 245, 246</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 29 Features of a Research Report 147-150; Grammar, Usage, & Mechanics, Lesson 4 Correct Word Order: 160-161; Lesson 13 Subject-Verb Agreement: 178-179; Lesson 23 Avoiding Double Negatives: 198-199; Lesson 25 Correcting Sentence Fragments: 202-203; Lesson 29 Correcting Run-On Sentences: 210-211</p>

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<p>1.5 Punctuation and Capitalization: use correct punctuation and capitalization</p>	<p>rBook Teacher’s Edition: Additional Resources: T102, T103 Writing and Grammar: 27, 51, 103, 127, 153, 201 rBook Writing Handbook: 246, 247</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 5 Common and Proper Nouns: 162-163; Lesson 22 Contractions: 196-197; Lesson 24 Commas With Introductory Words: 200-201; Lesson 25 Correcting Sentence Fragments: 202-203; Lesson 26 Commas With Quotation Marks: 204-205; Lesson 27 Commas in a Series: 206-207; Lesson 28 Combining Sentences: 208-209; Lesson 29 Correcting Run-On Sentences: 210-211</p>
<p>1.6 Spelling: use correct spelling conventions</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 26, 50, 78, 102, 126, 152, 176, 200</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Spelling, Introduction: 194; Scholastic RED Professional Development: 195-205; Spelling Practice: 206-227; Resource: Spelling Words: 228</p>
<p>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>	

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<p>1.1 Organization and Focus: create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion</p>	<p>rBook Teacher’s Edition: Instructional Routines: T82 Writing and Grammar: 22-27, 46-51, 74-79, 98-103, 122-127, 148-153, 172-177, 196-201, 224-229 rBook Writing Handbook: 243-247</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Lesson 15 News Article: 84-88; Lesson 16 Expository Composition: 89-93; Persuasive Writing, Lesson 17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103; Lesson 19 Writing a Persuasive Speech: 104-108; Lesson 20 Persuasive Composition: 109-113; Functional Writing, Lesson 21 How-To Paragraph: 114-118</p>
<p>1.2 Organization and Focus: establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 25, 49, 77, 101, 125, 151, 175, 199, 227 rBook Writing Handbook: 243-247</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 16 Expository Composition: 89-93; Functional Writing, Lesson 21 How-To Paragraph: 114-118; Grammar, Usage, & Mechanics, Lesson 27 Commas in a Series: 206-207; Lesson 28 Combining Sentences; 208-209</p>

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<p>1.3 Organization and Focus: support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 25, 26, 49, 50, 77, 78, 101, 102, 125, 126, 151, 152, 175, 176, 199, 200, 227, 228 rBook Writing Handbook: 243-247</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Persuasive Writing, Lesson 17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103; Functional Writing, Lesson 21 How-To Paragraph: 114-118</p>
<p>1.4 Research and Technology: plan and conduct multiple-step information searches by using computer networks and modems</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143</p>
<p>1.5 Research and Technology: achieve an effective balance between researched information and original ideas</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143</p>

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<p>1.6 Evaluation and Revision: revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 25, 26, 49, 50, 77, 78, 101, 102, 125, 126, 151, 152, 175, 176, 199, 200, 227, 228 rBook Writing Handbook: 243-247</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Persuasive Writing, Lesson 17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103; Functional Writing, Lesson 21 How-To Paragraph: 114-118; Research, Lesson 29 Features of a Research Report: 147-150</p>