

SCHOLASTIC



Enterprise Edition Stage C

**Correlated to
California Standards Test Blueprint
Grades 9, 10 & 11**

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English Language Arts Grade 9	<i>READ 180</i> Stage C
CALIFORNIA CONTENT STANDARDS: READING	
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.	
1.1 Vocabulary and Concept Development: identify and use the literal and figurative meanings of words and understand word derivations	rBook Teacher’s Edition: Coaching Notes: 16, 17, 18, 67, 87, 135, 136, 138, 139, 140 Vocabulary/Word Study: 70, 71, 118, 119, 226, 227 Workshop Wrap-Up: 81, 129, 237 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; Lesson 19 Idioms: 272, 273; Lesson 20 Figurative Language: 274, 275 RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Light As a Feather (game with similes): 60
1.2 Vocabulary and Concept Development: distinguish between the denotative and connotative meanings of words and interpret the connotative power of words	RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 8 Denotation and Connotation: 250, 251
1.3 Vocabulary and Concept Development: identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word “narcissistic” drawn from the myth of Narcissus and Echo)	Paperbacks Teaching Resources: <i>The Odyssey</i>, p. 17 RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 18 Word Origins: 270, 271

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<p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Readings in Literature, Grades Nine Through Twelve (1990)</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, online information. In grades nine and ten, students make substantial progress toward this goal.</p>	
<p>2.1 Structural Features of Informational Materials: analyze the structure and format of functional workplace documents, including the graphics and headers and explain how authors use the features to achieve their purposes</p>	<p>rBook Teacher’s Edition: Functional Literacy: 79, 103, 183, 207 Readings: 10, 12-14, 16-19, 34, 36-38, 86-88, 90-93, 116-117</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; Lesson 44 Read Graphs: 331; Lesson 45 Read Maps: 332</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: May I Help You: (making store purchases): 45; What’s on the Menu? (ordering in a restaurant): 46</p>
<p>2.2 Structural Features of Informational Materials: prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 29 Organizing Information and Notes: 175-177</p>

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<p>2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: generate relevant questions about readings on issues that can be researched</p>	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 30 Self-Monitoring Strategies: 317</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Ten Questions (asking questions to gain information): 26; What’s the Scoop? (asking questions of classmates): 32</p>
<p>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension</p>	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 49 Cross-Text Analysis: 336; Lesson 50 Using Multiple Sources: 337</p>
<p>2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration NA*</p>	<p>rBook Teacher’s Edition: Readings: 214-221 Writing: 230-231</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 50 Using Multiple Sources: 337</p>

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<p>2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and access guides World Wide Web sites on the Internet)</p>	<p>rBook Teacher’s Edition: Functional Literacy: 103 Student Log: 252, 253, 254-255, 256</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 42 Read Instructions: 329; Lesson 46 Read Electronic Text: 333</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>2.7 Expository Critique: critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings</p>	<p>rBook Teacher’s Edition: Comprehension: 33 Readings: 34-35, 36-39, 40-43 Workshop Wrap-Up: 54</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 3-4 Sequence of Events: 290, 291</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Scheduling Time (practice calendar words): 44</p>
<p>2.8 Expository Critique: evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material)</p>	<p>rBook Teacher’s Edition: Readings: 84, 85, 212, 214-216</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 36 Evaluate Sources and Evidence: 323; Lesson 38 Evaluate Author’s Purpose: 325</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 conduct in-depth analyses of recurrent patterns and themes. The selections in <i>Recommended Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students.</p>	
<p>3.1 Structural Features of Literature: articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue)</p>	<p>rBook Teacher’s Edition: Readings: 10, 12, 16, 34, 36, 40, 60, 66, 78, 84, 86, 90, 108, 110, 114, 134, 158, 164, 166, 170, 188, 190, 194, 212, 214, 222</p> <p>Audiobooks Teaching Resources: <i>Hamlet</i>, pp. 16, 33</p> <p>Paperbacks Teaching Resources: <i>Confessions of a Gym-Class Dropout</i>, p. 14; <i>Dracula/Romeo and Juliet</i>, p. 24</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 48 Read Drama: 335; Literary Elements: Soliloquy: 345</p>
<p>3.2 Structural Features of Literature: compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic</p>	<p>rBook Teacher’s Edition: Best Practices: 186C-186D Readings: 188-197, 219 rBook Reading Handbook: 244</p> <p>Paperbacks Teaching Resources: <i>In Your Face</i>, p. 85; <i>The Plague</i>, p. 87; <i>Aquamarine</i>, p. 115</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 25-26 Analyze Theme: 312, 313; Lesson 49 Cross-Text Analysis: 336</p> <p>Topic Software Teaching Resources: Believe & Achieve: 1.1-1.4; Not Your Boring Science Job: 2.1-2.4; Made in the U.S.A.: 3.1-3.4; Beyond the Finish Line: 4.1-4.4; Big Money: 5.1-5.4; Point/Counterpoint: 6.1-6.4</p>

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<p>3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot</p>	<p>rBook Teacher’s Edition: Best Practices: 56E-56F Comprehension: 58-59, 133 Readings: 58, 61, 63, 65, 135, 137, 139, 141, 143, 145, 147, 149 rBook Reading Handbook: 245, 246</p> <p>Audiobooks Teaching Resources: <i>Hamlet</i>, p. 10; <i>Lord of the Flies</i>, p. 11; <i>Make Lemonade</i>, p. 11; <i>When Zachary Beaver Came to Town</i>, p. 13</p> <p>Paperbacks Teaching Resources: <i>Before We Were Free</i>, pp. 14, 27; <i>Speak</i>, p. 23; <i>Cleopatra VII</i>, pp. 30, 32; <i>Hamlet</i>, p. 35; <i>Lord of the Flies</i>, pp. 36, 37; <i>Make Lemonade</i>, pp. 39, 40; <i>Monster</i>, p. 42; <i>Night</i>, pp. 45, 47</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</p>

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<p>3.4 Narrative Analysis of Grade-Level-Appropriate Text: determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy</p>	<p>rBook Teacher's Edition: Best Practices: 130C-130D Comprehension: 58-59, 133 Readings: 61, 63, 65, 135, 137, 139, 141, 143, 145, 147, 149 rBook Reading Handbook: 245</p> <p>Audiobooks Teaching Resources: <i>Hamlet</i>, p. 10; <i>Lord of the Flies</i>, p. 11; <i>Make Lemonade</i>, p. 11</p> <p>Paperbacks Teaching Resources: <i>Before We Were Free</i>, pp. 14, 27; <i>Speak</i>, p. 23; <i>Cleopatra VII</i>, pp. 30, 32; <i>Hamlet</i>, p. 35; <i>Lord of the Flies</i>, pp. 36, 37; <i>Make Lemonade</i>, pp. 39, 40; <i>Monster</i>, p. 42; <i>Night</i>, pp. 45, 47</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 19-20 Analyze Character: 306, 307; Literary Elements: Soliloquy: 345</p>

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<p>3.5 Narrative Analysis of Grade-Level-Appropriate Text: compare works that express a universal theme, and provide evidence to support the ideas expressed in each work</p>	<p>rBook Teacher’s Edition: Best Practices: 130E-130F Coaching Notes: 149, 225 Comprehension: 58, 133 Readings: 61, 63, 65, 135, 137, 139, 141, 143, 145, 147 rBook Reading Handbook: 245, 246</p> <p>Audiobooks Teaching Resources: <i>Lord of the Flies</i>, p. 11</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 25-26 Analyze Theme: 312, 313; Literary Elements: Universal Theme: 341</p> <p>Topic Software Teaching Resources: Believe & Achieve: 1.1-1.4; Beyond the Finish Line: 4.1-4.4</p>
<p>3.6 Narrative Analysis of Grade-Level-Appropriate Text: analyze and trace an author’s development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks)</p>	<p>rBook Teacher’s Edition: Best Practices: 32C-32E Coaching Notes: 60, 64 Comprehension: 58-59</p> <p>Audiobooks Teaching Resources: <i>Out of War</i>, p. 12; <i>Speak</i>, p. 13; <i>When Zachary Beaver Came to Town</i>, p. 13</p> <p>Paperbacks Teaching Resources: <i>The Big Bug</i>, p. 55; <i>Dangerous Game</i>, p. 76; <i>Emma</i>, p. 99; <i>The Greatest</i>, p. 121</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 3-4 Sequence of Events: 290, 291; Literary Elements: Flashback and Foreshadowing: 340</p>

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<p>3.7 Narrative Analysis of Grade-Level-Appropriate Text: recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal</p>	<p>rBook Teacher’s Edition: Best Practices: 32C-32D Coaching Notes: 18, 63, 67, 69, 135, 136, 137, 139, 140, 145 rBook Reading Handbook: 246</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Literary Elements: Symbolism: 338; Tone: 338; Mood: 339; Irony: 339; Suspense: 340; Flashback and Foreshadowing: 340; Imagery: Simile and Metaphor: 343</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>
<p>3.8 Narrative Analysis of Grade-Level-Appropriate Text: interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text</p>	<p>rBook Teacher’s Edition: Readings: 60-65, 66-69, 212-213 Writing and Grammar: 72-77</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Literary Elements: Irony: 339</p>
<p>3.9 Narrative Analysis of Grade-Level-Appropriate Text: explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text</p>	<p>rBook Teacher’s Edition: Readings: 60, 134, 223 rBook Reading Handbook: 246</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 32 Identify Point of View: 319</p>

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<p>3.10 Narrative Analysis of Grade-Level-Appropriate Text: identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature</p>	<p>Audiobooks Teaching Resources: <i>Hamlet</i>, pp. 16, 33</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 48 Read Drama: 335; Literary Elements: Soliloquy: 345</p>
<p>3.11 Literary Criticism: evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism (Aesthetic Approach)</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 152-157 rBook Writing Handbook: 248</p> <p>Audiobooks Teaching Resources: <i>Lord of the Flies</i>, p. 36</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 25-26 Analyze Theme: 312, 313; Literary Elements: Symbolism: 338; Tone: 338; Mood: 339; Universal Theme: 341; Imagery: Simile and Metaphor: 343</p>
<p>3.12 Literary Criticism: analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical Approach)</p>	<p>rBook Teacher’s Edition: Readings: 60-65, 66-69 Writing: 72-75</p> <p>Audiobooks Teaching Resources: <i>Lord of the Flies</i>, p. 11</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 25-26 Analyze Theme: 312, 313; Literary Elements: Universal Theme: 341</p> <p>Topic Software Teaching Resources: Believe & Achieve: 1.1-1.4; Made in the U.S.A.: 3.1-3.4</p>

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CALIFORNIA CONTENT STANDARDS: WRITING	
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.	
1.1 Grammar and Mechanics of Writing: identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semi-colons, colons, ellipses, hyphens)	rBook Teacher’s Edition: Teaching Grammar, Usage, and Mechanics: T34-T35 Writing and Grammar: 26, 50, 76, 205 rBook Writing Handbook: 249, 250, 251 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Skill Builder: Using the Four Types of Sentences: 19; Functional Writing, Lesson 24 Skill Builder: Using Commas in Dates and Place Names: 157; Grammar, Usage, & Mechanics, Lesson 1 Types of Sentences: 186-187; Lesson 3 Dependent and Independent Clauses: 190-191; Lesson 26 Commas With Quotation Marks: 236-237; Lesson 27 Commas in a Series: 238-239; Lesson 30 Combining Sentences With Phrases: 244-245

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<p>1.2 Grammar and Mechanics of Writing: understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses)</p>	<p>rBook Teacher’s Edition: Teaching Grammar, Usage, and Mechanics: T34-T35 Writing and Grammar: 26, 50, 233 rBook Writing Handbook: 249</p> <p>Audiobooks Teaching Resources: Student Resources: QuickWrites: pp. 28-29, 31-32, 34-35, 37-38, 40-41, 43-44, 46-47, 49-50, 52-53, 55-56, 58-59, 61-62</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 10 Skill Builder: Combining Sentences: 73; Grammar, Usage, & Mechanics, Lesson 3 Dependent and Independent Clauses: 190-191; Lesson 4 Correct Word Order 192-193; Lesson 8 Present-Tense Verbs: 200-201; Lesson 9 Past-Tense Verbs: 202-203; Lesson 11 Future-Tense Verbs: 206-207; Lesson 13 Subject-Verb Agreement: 210-211; Lesson 17 Adjectives: 218-219; Lesson 18: Adjectives That Compare: 220-221; Lesson 20 Adverbs: 224-225; Lesson 21 Adverbs That Compare: 226-227; Lesson 23 Avoiding Double Negatives: 230-231</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Party Time (share cultural traditions and practice verb tenses): 50; On Vacation (practice verb tenses): 51</p> <p>Topic Software Teaching Resources: QuickWrites: Believe & Achieve: 1.1-1.4; Not Your Boring Science Job: 2.1-2.4; Made in the U.S.A.: 3.1-3.4; Beyond the Finish Line: 4.1-4.4; Big Money: 5.1-5.4; Point/Counterpoint: 6.1-6.4</p>

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<p>1.3 Grammar and Mechanics of Writing: demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax</p>	<p>rBook Teacher’s Edition: Teaching Grammar, Usage, and Mechanics: T34-T35 Writing and Grammar: 100, 124, 156, 180, 204, 232 rBook Writing Handbook: 249, 250, 251</p> <p>Audiobooks Teaching Resources: Student Resources: QuickWrites: pp. 28-29, 31-32, 34-35, 37-38, 40-41, 43-44, 46-47, 49-50, 52-53, 55-56, 58-59, 61-62</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 8 Skill Builder: Paragraph Building: 61; Expository Writing, Lesson 10 Skill Builder: Combining Sentences: 73; Functional Writing, Lesson 23 Skill Builder: Formal and Informal Language: 151; Grammar, Usage, & Mechanics, Lesson 3 Dependent and Independent Clauses: 190-191; Lesson 4 Correct Word Order 192-193; Lesson 8 Present-Tense Verbs: 200-201; Lesson 9 Past-Tense Verbs: 202-203; Lesson 11 Future-Tense Verbs: 206-207; Lesson 13 Subject-Verb Agreement: 210-211; Lesson 17 Adjectives: 218-219; Lesson 18: Adjectives That Compare: 220-221; Lesson 20 Adverbs: 224-225; Lesson 21 Adverbs That Compare: 226-227; Lesson 23 Avoiding Double Negatives: 230-231</p> <p>Topic Software Teaching Resources: QuickWrites: Believe & Achieve: 1.1-1.4; Not Your Boring Science Job: 2.1-2.4; Made in the U.S.A.: 3.1-3.4; Beyond the Finish Line: 4.1-4.4; Big Money: 5.1-5.4; Point/Counterpoint: 6.1-6.4</p>

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<p>1.4 Manuscript Form: produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 27, 51, 77, 101, 125, 157, 181, 205, 233</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Spelling, Introduction: 194; Scholastic RED Professional Development: 195-205; Spelling Practice: 206-227; Resource: Spelling Words: 228</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 10 Skill Builder: Combining Sentences: 73; Functional Writing, Lesson 24 Skill Builder: Using Commas in Dates and Place Names: 157; Grammar, Usage, & Mechanics, Lesson 1 Types of Sentences: 186-187; Lesson 5 Common and Proper Nouns: 194-195; Lesson 22 Contractions: 228-229; Lesson 24 Commas With Introductory Words: 232-233; Lesson 26 Commas With Quotation Marks: 236-237; Lesson 27 Commas in a Series: 238-239; Lesson 28 Combining Sentences: 240-241</p>
<p>1.5 Manuscript Form: reflect appropriate manuscript requirements, including</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 30 Features of a Research Report: 178-181</p>
<p>1) title page presentation</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 30 Features of a Research Report: 178-181</p>
<p>2) pagination</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lessons 1-5: 14-43; Descriptive Writing, Lessons 6-9: 44-67; Expository Writing, Lessons 10-17: 68-115; Persuasive Writing, Lessons 18-21: 116-139; Functional Writing, Lessons 22-25: 140-163; Poetry, Lesson 26 Free Verse Poem: 164-169; Research, Lesson 30 Features of a Research Report: 178-181</p>

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3) spacing and margins	RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing , Lessons 1-5: 14-43; Descriptive Writing , Lessons 6-9: 44-67; Expository Writing , Lessons 10-17: 68-115; Persuasive Writing , Lessons 18-21: 116-139; Functional Writing , Lessons 22-25: 140-163; Poetry , Lesson 26 Free Verse Poem: 164-169; Research , Lesson 30 Features of a Research Report: 178-181
4) integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations NA*	RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research , Lesson 29 Organizing Information and Notes: 175-177; Lesson 30 Features of a Research Report: 178-181
1.0 WRITING STRATEGIES: Students write coherent and focused essays that convey a well-defined perspective and tightly-reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.	
1.1 Organization and Focus: establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing	rBook Teacher's Edition: Instructional Routines: T82-T83 Writing and Grammar: 24, 48, 74, 98, 122, 154, 178, 202, 230 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing , Lesson 18 Writing an Opinion: 116-121; Lesson 19 Writing a Review: 122-127; Lesson 20 Writing a Persuasive Speech: 128-133; Lesson 21 Persuasive Essay: 134-139

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<p>1.2 Organization and Focus: use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 25, 49, 75, 99, 100, 123, 155, 179, 203, 231 rBook Writing Handbook: 249, 250</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 15 Skill Builder: Using Specific Words: 103; Grammar, Usage, & Mechanics, Lesson 7 Action Verbs: 198-199; Lesson 17 Adjectives: 218-219; Lesson 18 Adjectives That Compare: 220-221; Lesson 20 Adverbs: 224-225; Lesson 21 Adverbs That Compare: 226-227</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Feeling Fine (adjectives that describe feelings): 24; Blue Jeans and Red Socks (describing colors and clothes): 29; Guess Who? (adjectives used to describe people): 38; Guess What? (game with descriptive adjectives): 29; Party Time (share cultural traditions and practice verb tenses): 50; On Vacation (practice verb tenses): 51; A Picture Is Worth a Thousand Words (practice descriptive words): 59</p>

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<p>1.3 Research and Technology: use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Choosing and Narrowing a Topic: 170-171; Lesson 28 Finding and Recording Information: 172-174; Lesson 30 Features of a Research Report: 178-181</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Ten Questions (asking questions to gain information): 26; What’s the Scoop? (asking questions of classmates): 32</p>
<p>1.4 Research and Technology: develop the main ideas within the body of the composition through supportive evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions)</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-177, 200-205, 228-233 rBook Writing Handbook: 247-248</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 29 Organizing Information and Notes: 175-177; Lesson 30 Features of a Research Report: 178-181</p>
<p>1.5 Research and Technology: synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents)</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 28 Finding and Recording Information: 172-174; Lesson 29 Organizing Information and Notes: 175-177; Lesson 30 Features of a Research Report: 178-181</p>

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<p>1.6 Research and Technology: integrate quotations and citations into written text while maintaining the flow of ideas NA*</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 28 Finding and Recording Information: 172-174; Lesson 29 Organizing Information and Notes: 175-177; Lesson 30 Features of a Research Report: 178-181</p>
<p>1.7 Research and Technology: use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., the <i>Modern Language Association Handbook</i>, <i>The Chicago Manual of Style</i>)</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 28 Finding and Recording Information: 172-174; Lesson 29 Organizing Information and Notes: 175-177; Lesson 30 Features of a Research Report: 178-181</p>
<p>1.8 Research and Technology: design and publish documents by using advanced publishing software and graphic programs NA*</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 30 Features of a Research Report: 178-181</p>
<p>1.9 Evaluation and Revision: revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 25, 49, 75, 99, 123, 155, 179, 203, 231</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 8 Compare-and-Contrast Paragraph: 56-61; Expository Writing, Lesson 10 Cause-and Effect Paragraph: 68-73; Persuasive Writing, Lesson 18 Writing an Opinion: 116-121; Lesson 20 Writing a Persuasive Speech: 128-133; Lesson 21 Persuasive Essay: 134-139; Functional Writing, Lesson 22 How-To Paragraph: 140-145; Lesson 23 Business Letter: 146-151; Lesson 25 Résumé 158-163; Research, Lesson 30 Features of a Research Report: 178-181</p>

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CALIFORNIA CONTENT STANDARDS: READING	
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.	
1.1 Vocabulary and Concept Development: identify and use the literal and figurative meanings of words and understand word derivations	rBook Teacher’s Edition: Coaching Notes: 16, 17, 18, 67, 87, 135, 136, 138, 139, 140 Vocabulary/Word Study: 70, 71, 118, 119, 226, 227 Workshop Wrap-Up: 81, 129, 237 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; Lesson 19 Idioms: 272, 273; Lesson 20 Figurative Language: 274, 275 RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Light As a Feather (game with similes): 60
1.2 Vocabulary and Concept Development: distinguish between the denotative and connotative meanings of words and interpret the connotative power of words	RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 8 Denotation and Connotation: 250, 251
1.3 Vocabulary and Concept Development: identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word “narcissistic” drawn from the myth of Narcissus and Echo)	Paperbacks Teaching Resources: <i>The Odyssey</i> , p. 17 RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 18 Word Origins: 270, 271

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<p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Readings in Literature, Grades Nine Through Twelve (1990)</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, online information. In grades nine and ten, students make substantial progress toward this goal.</p>	
<p>2.1 Structural Features of Informational Materials: analyze the structure and format of functional workplace documents, including the graphics and headers and explain how authors use the features to achieve their purposes</p>	<p>rBook Teacher’s Edition: Functional Literacy: 79, 103, 183, 207 Readings: 10, 12-14, 16-19, 34, 36-38, 86-88, 90-93, 116-117</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; Lesson 44 Read Graphs: 331; Lesson 45 Read Maps: 332</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: May I Help You: (making store purchases): 45; What’s on the Menu? (ordering in a restaurant): 46</p>
<p>2.2 Structural Features of Informational Materials: prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 30 Organizing Information and Notes: 175-177</p>

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<p>2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: generate relevant questions about readings on issues that can be researched</p>	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 30 Self-Monitoring Strategies: 317</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Ten Questions (asking questions to gain information): 26; What’s the Scoop? (asking questions of classmates): 32</p>
<p>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension</p>	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 49 Cross-Text Analysis: 336; Lesson 50 Using Multiple Sources: 337</p>
<p>2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration NA*</p>	<p>rBook Teacher’s Edition: Readings: 214-221 Writing: 230-231</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 50 Using Multiple Sources: 337</p>

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<p>2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and access guides World Wide Web sites on the Internet)</p>	<p>rBook Teacher’s Edition: Functional Literacy: 103 Student Log: 252, 253, 254-255, 256</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 42 Read Instructions: 329; Lesson 46 Read Electronic Text: 333</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>2.7 Expository Critique: critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings</p>	<p>rBook Teacher’s Edition: Comprehension: 33 Readings: 34-35, 36-39, 40-43 Workshop Wrap-Up: 54</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 3-4 Sequence of Events: 290, 291</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Scheduling Time (practice calendar words): 44</p>
<p>2.8 Expository Critique: evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material)</p>	<p>rBook Teacher’s Edition: Readings: 84, 85, 212, 214-216</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 36 Evaluate Sources and Evidence: 323; Lesson 38 Evaluate Author’s Purpose: 325</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 conduct in-depth analyses of recurrent patterns and themes. The selections in <i>Recommended Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students.</p>	
<p>3.1 Structural Features of Literature: articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue)</p>	<p>rBook Teacher’s Edition: Readings: 10, 12, 16, 34, 36, 40, 60, 66, 78, 84, 86, 90, 108, 110, 114, 134, 158, 164, 166, 170, 188, 190, 194, 212, 214, 222</p> <p>Audiobooks Teaching Resources: <i>Hamlet</i>, pp. 16, 33</p> <p>Paperbacks Teaching Resources: <i>Confessions of a Gym-Class Dropout</i>, p. 14; <i>Dracula/Romeo and Juliet</i>, p. 24</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 48 Read Drama: 335; Literary Elements: Soliloquy: 345</p>
<p>3.2 Structural Features of Literature: compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic</p>	<p>rBook Teacher’s Edition: Best Practices: 186C-186D Readings: 188-197, 219 rBook Reading Handbook: 244</p> <p>Paperbacks Teaching Resources: <i>In Your Face</i>, p. 85; <i>The Plague</i>, p. 87; <i>Aquamarine</i>, p. 115</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 25-26 Analyze Theme: 312, 313; Lesson 49 Cross-Text Analysis: 336</p> <p>Topic Software Teaching Resources: Believe & Achieve: 1.1-1.4; Not Your Boring Science Job: 2.1-2.4; Made in the U.S.A.: 3.1-3.4; Beyond the Finish Line: 4.1-4.4; Big Money: 5.1-5.4; Point/Counterpoint: 6.1-6.4</p>

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<p>3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot</p>	<p>rBook Teacher’s Edition: Best Practices: 56E-56F Comprehension: 58-59, 133 Readings: 58, 61, 63, 65, 135, 137, 139, 141, 143, 145, 147, 149 rBook Reading Handbook: 245, 246</p> <p>Audiobooks Teaching Resources: <i>Hamlet</i>, p. 10; <i>Lord of the Flies</i>, p. 11; <i>Make Lemonade</i>, p. 11; <i>When Zachary Beaver Came to Town</i>, p. 13</p> <p>Paperbacks Teaching Resources: <i>Before We Were Free</i>, pp. 14, 27; <i>Speak</i>, p. 23; <i>Cleopatra VII</i>, pp. 30, 32; <i>Hamlet</i>, p. 35; <i>Lord of the Flies</i>, pp. 36, 37; <i>Make Lemonade</i>, pp. 39, 40; <i>Monster</i>, p. 42; <i>Night</i>, pp. 45, 47</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</p>

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<p>3.4 Narrative Analysis of Grade-Level-Appropriate Text: determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy</p>	<p>rBook Teacher's Edition: Best Practices: 130C-130D Comprehension: 58-59, 133 Readings: 61, 63, 65, 135, 137, 139, 141, 143, 145, 147, 149 rBook Reading Handbook: 245</p> <p>Audiobooks Teaching Resources: <i>Hamlet</i>, p. 10; <i>Lord of the Flies</i>, p. 11; <i>Make Lemonade</i>, p. 11</p> <p>Paperbacks Teaching Resources: <i>Before We Were Free</i>, pp. 14, 27; <i>Speak</i>, p. 23; <i>Cleopatra VII</i>, pp. 30, 32; <i>Hamlet</i>, p. 35; <i>Lord of the Flies</i>, pp. 36, 37; <i>Make Lemonade</i>, pp. 39, 40; <i>Monster</i>, p. 42; <i>Night</i>, pp. 45, 47</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 19-20 Analyze Character: 306, 307; Literary Elements: Soliloquy: 345</p>

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<p>3.5 Narrative Analysis of Grade-Level-Appropriate Text: compare works that express a universal theme, and provide evidence to support the ideas expressed in each work</p>	<p>rBook Teacher’s Edition: Best Practices: 130E-130F Coaching Notes: 149, 225 Comprehension: 58, 133 Readings: 61, 63, 65, 135, 137, 139, 141, 143, 145, 147 rBook Reading Handbook: 245, 246</p> <p>Audiobooks Teaching Resources: <i>Lord of the Flies</i>, p. 11</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 25-26 Analyze Theme: 312, 313; Literary Elements: Universal Theme: 341</p> <p>Topic Software Teaching Resources: Believe & Achieve: 1.1-1.4; Beyond the Finish Line: 4.1-4.4</p>
<p>3.6 Narrative Analysis of Grade-Level-Appropriate Text: analyze and trace an author’s development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks)</p>	<p>rBook Teacher’s Edition: Best Practices: 32C-32E Coaching Notes: 60, 64 Comprehension: 58-59</p> <p>Audiobooks Teaching Resources: <i>Out of War</i>, p. 12; <i>Speak</i>, p. 13; <i>When Zachary Beaver Came to Town</i>, p. 13</p> <p>Paperbacks Teaching Resources: <i>The Big Bug</i>, p. 55; <i>Dangerous Game</i>, p. 76; <i>Emma</i>, p. 99; <i>The Greatest</i>, p. 121</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 3-4 Sequence of Events: 290, 291; Literary Elements: Flashback and Foreshadowing: 340</p>

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<p>3.7 Narrative Analysis of Grade-Level-Appropriate Text: recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal</p>	<p>rBook Teacher’s Edition: Best Practices: 32C-32D Coaching Notes: 18, 63, 67, 69, 135, 136, 137, 139, 140, 145 rBook Reading Handbook: 246</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Literary Elements: Symbolism: 338; Tone: 338; Mood: 339; Irony: 339; Suspense: 340; Flashback and Foreshadowing: 340; Imagery: Simile and Metaphor: 343</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>
<p>3.8 Narrative Analysis of Grade-Level-Appropriate Text: interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text</p>	<p>rBook Teacher’s Edition: Readings: 60-65, 66-69, 212-213 Writing and Grammar: 72-77</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Literary Elements: Irony: 339</p>
<p>3.9 Narrative Analysis of Grade-Level-Appropriate Text: explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text</p>	<p>rBook Teacher’s Edition: Readings: 60, 134, 223 rBook Reading Handbook: 246</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 32 Identify Point of View: 319</p>

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<p>3.10 Narrative Analysis of Grade-Level-Appropriate Text: identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature</p>	<p>Audiobooks Teaching Resources: <i>Hamlet</i>, pp. 16, 33</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 48 Read Drama: 335; Literary Elements: Soliloquy: 345</p>
<p>3.11 Literary Criticism: evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism (Aesthetic Approach)</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 152-157 rBook Writing Handbook: 248</p> <p>Audiobooks Teaching Resources: <i>Lord of the Flies</i>, p. 36</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 25-26 Analyze Theme: 312, 313; Literary Elements: Symbolism: 338; Tone: 338; Mood: 339; Universal Theme: 341; Imagery: Simile and Metaphor: 343</p>
<p>3.12 Literary Criticism: analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical Approach)</p>	<p>rBook Teacher’s Edition: Readings: 60-65, 66-69 Writing: 72-75</p> <p>Audiobooks Teaching Resources: <i>Lord of the Flies</i>, p. 11</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 25-26 Analyze Theme: 312, 313; Literary Elements: Universal Theme: 341</p> <p>Topic Software Teaching Resources: Believe & Achieve: 1.1-1.4; Made in the U.S.A.: 3.1-3.4</p>

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CALIFORNIA CONTENT STANDARDS: WRITING	
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.	
1.1 Grammar and Mechanics of Writing: identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semi-colons, colons, ellipses, hyphens)	rBook Teacher’s Edition: Teaching Grammar, Usage, and Mechanics: T34-T35 Writing and Grammar: 26, 50, 76, 205 rBook Writing Handbook: 249, 250, 251 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Skill Builder: Using the Four Types of Sentences: 19; Functional Writing, Lesson 24 Skill Builder: Using Commas in Dates and Place Names: 157; Grammar, Usage, & Mechanics, Lesson 1 Types of Sentences: 186-187; Lesson 3 Dependent and Independent Clauses: 190-191; Lesson 26 Commas With Quotation Marks: 236-237; Lesson 27 Commas in a Series: 238-239; Lesson 30 Combining Sentences With Phrases: 244-245

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<p>1.2 Grammar and Mechanics of Writing: understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses)</p>	<p>rBook Teacher’s Edition: Teaching Grammar, Usage, and Mechanics: T34-T35 Writing and Grammar: 26, 50, 233 rBook Writing Handbook: 249</p> <p>Audiobooks Teaching Resources: Student Resources: QuickWrites: 28-29, 31-32, 34-35, 37-38, 40-41, 43-44, 46-47, 49-50, 52-53, 55-56, 58-59, 61-62</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 10 Skill Builder: Combining Sentences: 73; Grammar, Usage, & Mechanics, Lesson 3 Dependent and Independent Clauses: 190-191; Lesson 4 Correct Word Order 192-193; Lesson 8 Present-Tense Verbs: 200-201; Lesson 9 Past-Tense Verbs: 202-203; Lesson 11 Future-Tense Verbs: 206-207; Lesson 13 Subject-Verb Agreement: 210-211; Lesson 17 Adjectives: 218-219; Lesson 18: Adjectives That Compare: 220-221; Lesson 20 Adverbs: 224-225; Lesson 21 Adverbs That Compare: 226-227; Lesson 23 Avoiding Double Negatives: 230-231</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Party Time (share cultural traditions and practice verb tenses): 50; On Vacation (practice verb tenses): 51</p> <p>Topic Software Teaching Resources: QuickWrites: Believe & Achieve: 1.1-1.4; Not Your Boring Science Job: 2.1-2.4; Made in the U.S.A.: 3.1-3.4; Beyond the Finish Line: 4.1-4.4; Big Money: 5.1-5.4; Point/Counterpoint: 6.1-6.4</p>

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<p>1.3 Grammar and Mechanics of Writing: demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax</p>	<p>rBook Teacher’s Edition: Teaching Grammar, Usage, and Mechanics: T34-T35 Writing and Grammar: 100, 124, 156, 180, 204, 232 rBook Writing Handbook: 249, 250, 251</p> <p>Audiobooks Teaching Resources: Student Resources: QuickWrites: pp. 28-29, 31-32, 34-35, 37-38, 40-41, 43-44, 46-47, 49-50, 52-53, 55-56, 58-59, 61-62</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 8 Skill Builder: Paragraph Building: 61; Expository Writing, Lesson 10 Skill Builder: Combining Sentences: 73; Functional Writing, Lesson 23 Skill Builder: Formal and Informal Language: 151; Grammar, Usage, & Mechanics, Lesson 3 Dependent and Independent Clauses: 190-191; Lesson 4 Correct Word Order 192-193; Lesson 8 Present-Tense Verbs: 200-201; Lesson 9 Past-Tense Verbs: 202-203; Lesson 11 Future-Tense Verbs: 206-207; Lesson 13 Subject-Verb Agreement: 210-211; Lesson 17 Adjectives: 218-219; Lesson 18: Adjectives That Compare: 220-221; Lesson 20 Adverbs: 224-225; Lesson 21 Adverbs That Compare: 226-227; Lesson 23 Avoiding Double Negatives: 230-231</p> <p>Topic Software Teaching Resources: QuickWrites: Believe & Achieve: 1.1-1.4; Not Your Boring Science Job: 2.1-2.4; Made in the U.S.A.: 3.1-3.4; Beyond the Finish Line: 4.1-4.4; Big Money: 5.1-5.4; Point/Counterpoint: 6.1-6.4</p>

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<p>1.4 Manuscript Form: produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 27, 51, 77, 101, 125, 157, 181, 205, 233</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Spelling, Introduction: 194; Scholastic RED Professional Development: 195-205; Spelling Practice: 206-227; Resource: Spelling Words: 228</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 10 Skill Builder: Combining Sentences: 73; Functional Writing, Lesson 24 Skill Builder: Using Commas in Dates and Place Names: 157; Grammar, Usage, & Mechanics, Lesson 1 Types of Sentences: 186-187; Lesson 5 Common and Proper Nouns: 194-195; Lesson 22 Contractions: 228-229; Lesson 24 Commas With Introductory Words: 232-233; Lesson 26 Commas With Quotation Marks: 236-237; Lesson 27 Commas in a Series: 238-239; Lesson 28 Combining Sentences: 240-241</p>
<p>1.5 Manuscript Form: reflect appropriate manuscript requirements, including</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 30 Features of a Research Report: 178-181</p>
<p>1) title page presentation</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 30 Features of a Research Report: 178-181</p>
<p>2) pagination</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lessons 1-5: 14-43; Descriptive Writing, Lessons 6-9: 44-67; Expository Writing, Lessons 10-17: 68-115; Persuasive Writing, Lessons 18-21: 116-139; Functional Writing, Lessons 22-25: 140-163; Poetry, Lesson 26 Free Verse Poem: 164-169; Research, Lesson 30 Features of a Research Report: 178-181</p>

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3) spacing and margins	RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing , Lessons 1-5: 14-43; Descriptive Writing , Lessons 6-9: 44-67; Expository Writing , Lessons 10-17: 68-115; Persuasive Writing , Lessons 18-21: 116-139; Functional Writing , Lessons 22-25: 140-163; Poetry , Lesson 26 Free Verse Poem: 164-169; Research , Lesson 30 Features of a Research Report: 178-181
4) integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations NA*	RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research , Lesson 29 Organizing Information and Notes: 175-177; Lesson 30 Features of a Research Report: 178-181
1.0 WRITING STRATEGIES: Students write coherent and focused essays that convey a well-defined perspective and tightly-reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.	
1.1 Organization and Focus: establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing	rBook Teacher's Edition: Instructional Routines: T82-T83 Writing and Grammar: 24, 48, 74, 98, 122, 154, 178, 202, 230 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing , Lesson 18 Writing an Opinion: 116-121; Lesson 19 Writing a Review: 122-127; Lesson 20 Writing a Persuasive Speech: 128-133; Lesson 21 Persuasive Essay: 134-139

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<p>1.2 Organization and Focus: use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 25, 49, 75, 99, 100, 123, 155, 179, 203, 231 rBook Writing Handbook: 249, 250</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 15 Skill Builder: Using Specific Words: 103; Grammar, Usage, & Mechanics, Lesson 7 Action Verbs: 198-199; Lesson 17 Adjectives: 218-219; Lesson 18 Adjectives That Compare: 220-221; Lesson 20 Adverbs: 224-225; Lesson 21 Adverbs That Compare: 226-227</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Feeling Fine (adjectives that describe feelings): 24; Blue Jeans and Red Socks (describing colors and clothes): 29; Guess Who? (adjectives used to describe people): 38; Guess What? (game with descriptive adjectives): 29; Party Time (share cultural traditions and practice verb tenses): 50; On Vacation (practice verb tenses): 51; A Picture Is Worth a Thousand Words (practice descriptive words): 59</p>

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<p>1.3 Research and Technology: use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Choosing and Narrowing a Topic: 170-171; Lesson 28 Finding and Recording Information: 172-174; Lesson 30 Features of a Research Report: 178-181</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Ten Questions (asking questions to gain information): 26; What’s the Scoop? (asking questions of classmates): 32</p>
<p>1.4 Research and Technology: develop the main ideas within the body of the composition through supportive evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions)</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-177, 200-205, 228-233 rBook Writing Handbook: 247-248</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 29 Organizing Information and Notes: 175-177; Lesson 30 Features of a Research Report: 178-181</p>
<p>1.5 Research and Technology: synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents)</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 28 Finding and Recording Information: 172-174; Lesson 29 Organizing Information and Notes: 175-177; Lesson 30 Features of a Research Report: 178-181</p>

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<p>1.6 Research and Technology: integrate quotations and citations into written text while maintaining the flow of ideas NA*</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 28 Finding and Recording Information: 172-174; Lesson 29 Organizing Information and Notes: 175-177; Lesson 30 Features of a Research Report: 178-181</p>
<p>1.7 Research and Technology: use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., the <i>Modern Language Association Handbook</i>, <i>The Chicago Manual of Style</i>)</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 28 Finding and Recording Information: 172-174; Lesson 29 Organizing Information and Notes: 175-177; Lesson 30 Features of a Research Report: 178-181</p>
<p>1.8 Research and Technology: design and publish documents by using advanced publishing software and graphic programs NA*</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 30 Features of a Research Report: 178-181</p>
<p>1.9 Evaluation and Revision: revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 25, 49, 75, 99, 123, 155, 179, 203, 231</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 8 Compare-and-Contrast Paragraph: 56-61; Expository Writing, Lesson 10 Cause-and Effect Paragraph: 68-73; Persuasive Writing, Lesson 18 Writing an Opinion: 116-121; Lesson 20 Writing a Persuasive Speech: 128-133; Lesson 21 Persuasive Essay: 134-139; Functional Writing, Lesson 22 How-To Paragraph: 140-145; Lesson 23 Business Letter: 146-151; Lesson 25 Résumé 158-163; Research, Lesson 30 Features of a Research Report: 178-181</p>

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

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

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

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

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

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

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

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

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

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

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

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

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English Language Arts Grade 11	READ 180 Stage C
<p>1.3 Organization and Focus: structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 24, 25, 48, 49, 74, 75, 98, 99, 122, 123, 154, 155, 178, 179, 202, 203, 230, 231</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing, Lesson 18 Writing an Opinion: 116-121; Lesson 19 Writing a Review: 122-127; Lesson 20 Writing a Persuasive Speech: 128-133; Lesson 21 Persuasive Essay: 134-139</p>
<p>1.4 Organization and Focus: enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 120-125 rBook Writing Handbook: 247</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing, Lesson 20 Writing a Persuasive Speech: 128-133; Lesson 21 Persuasive Essay: 134-139</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: A Picture Is Worth a Thousand Words (practice descriptive words): 59</p>

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

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English Language Arts Grade 11	READ 180 Stage C
<p>1.6 Research and Technology: develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources) NA*</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Choosing and Narrowing a Topic: 170-171; Lesson 28 Finding and Recording Information: 172-174; Lesson 30 Features of a Research Report: 178-181</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Ten Questions (asking questions to gain information): 26; What’s the Scoop? (asking questions of classmates): 32</p>
<p>1.7 Research and Technology: use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies)</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 25, 49</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 28 Finding and Recording Information: 172-174; Lesson 29 Organizing Information and Notes: 175-177; Lesson 30 Features of a Research Report: 178-181</p>
<p>1.8 Research and Technology: integrate databases, graphics, and spreadsheets into word-processed documents NA*</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Choosing and Narrowing a Topic: 170-171; Lesson 28 Finding and Recording Information: 172-174; Lesson 30 Features of a Research Report: 178-181</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Ten Questions (asking questions to gain information): 26; What’s the Scoop? (asking questions of classmates): 32</p>

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

English Language Arts Grade 11	READ 180 Stage C
<p>1.9 Evaluation and Revision: revise text to highlight individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 25, 49, 75, 99, 123, 155, 179, 203, 231</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 8 Compare-and-Contrast Paragraph: 56-61; Expository Writing, Lesson 10 Cause-and Effect Paragraph: 68-73; Persuasive Writing, Lesson 18 Writing an Opinion: 116-121; Lesson 20 Writing a Persuasive Speech: 128-133; Lesson 21 Persuasive Essay: 134-139; Functional Writing, Lesson 22 How-To Paragraph: 140-145; Lesson 23 Business Letter: 146-151; Lesson 25 Résumé 158-163; Research, Lesson 30 Features of a Research Report: 178-181</p>