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**Enterprise Edition
Stage C
rSkills Tests**

**Correlated to
California Standards Test Blueprint
Grades 9, 10, 11 & 12**

Far West Regional Office

21860 Burbank Blvd. Suite 110

Woodland Hills, CA 91367

(800) 342-5331

(818) 610-7474 (fax)

www.scholastic.com/california

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correlated to
California Content Standards English-Language Arts
Grade 9-10

English-Language Arts Grade 9-10	<i>READ 180</i> Stage C rSkills Tests
CALIFORNIA CONTENT STANDARDS: READING	
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.	
<i>Vocabulary and Concept Development</i>	
1.1 Identify and use the literal and figurative meanings of words and understand word derivations.	Page 23 – Question Samples A, B Page 29 – Questions 11, 12, 13, 14 Page 30 – Questions 15, 16 Page 35 – Question Sample B Page 41 – Questions 11, 12, 13 Page 47 – Question Sample A Page 53 – Question 13 Page 54 – Question 16 Page 65 – Questions 11, 13, 14 Page 66 – Questions 15, 16 Page 78 – Question 16 Page 85 – Question Sample A Page 92 – Questions 11, 12, 13, 14 Page 93 – Questions 15, 16 Page 104 – Questions 11, 12, 13 Page 117 – Questions 13, 14 Page 118 – Question 15 Page 128 – Questions 11, 13, 14 Page 129 – Questions 15, 16 Page 141 – Question 13 Page 142 – Question 16

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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 Literature, Kindergarten Through Grade 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. In grades nine and ten, students make substantial progress toward this goal.</p>	
<p><i>Structural Features of Informational Materials</i></p>	
<p>2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.</p>	<p>Page 49 – Question 4 Page 62 – Question 5 Page 74 – Question 5 Page 88 – Question 5 Page 100 – Question 5 Page 112 – Question 4 Page 125 – Question 5 Page 137 – Question 5</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 patterns and themes. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students.</p>	
<p><i>Narrative Analysis of Grade-Level-Appropriate Text</i></p>	
<p>3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.</p>	<p>Page 63 – Question 6 Page 64 – Questions 7, 8 Page 76 – Question 6 Page 115 – Question 7</p>
<p>3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.</p>	<p>Page 40 – Question 9 Page 51 – Question 7 Page 52 – Question 9 Page 64 – Question 9 Page 76 – Question 6 Page 97 – Question Sample B Page 117 – Question 9 Page 133 – Question Sample A Page 139 – Question 6</p>

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3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.	Page 40 – Question 10 Page 52 – Question 10 Page 76 – Question 10 Page 103 – Question 6 Page 115 – Question 5 Page 140 – Question 9
3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).	Page 35 – Question Sample A Page 40 – Question 7 Page 51 – Questions 5, 8 Page 64 – Question 10 Page 71 – Question Sample A Page 117 – Question 8
3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.	Page 85 – Question Sample A
2.0 Writing Applications (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grades nine and ten outlined in Writing Standard 1.0, students:	
2.2 Write responses to literature: <ol style="list-style-type: none"> a. Demonstrate a comprehensive grasp of the significant ideas of literary works. b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works. c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created. d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. 	Page 45 – Question 22 Page 69 – Question 22 Page 81 – Question 22 Page 120 – Question 22

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Written and Oral English Language Conventions	
The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.	
1.0 Written and Oral English Language Conventions	
Students write and speak with a command of standard English conventions.	
<i>Grammar and Mechanics of Writing</i>	
1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).	Page 31 – Questions 17, 18, 19 Page 33 – Questions 21, 22 Page 43 – Questions 17, 19 Page 44 – Question 20 Page 45 – Questions 21, 22 Page 55 – Question 18 Page 56 – Question 20 Page 57 – Questions 21, 22 Page 68 – Question 20 Page 69 – Questions 21, 22 Page 81 – Questions 21, 22 Page 94 – Question 19 Page 106 – Question 20 Page 107 – Questions 21, 22 Page 119 – Questions 18, 20 Page 120 – Questions 21, 22 Page 130 – Question 20 Page 131 – Questions 21, 22 Page 143 – Question 17 Page 144 – Questions 21, 22
1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).	Page 43 – Question 18 Page 55 – Question 17 Page 67 – Questions 17, 19 Page 78 – Question 15 Page 79 – Question 19 Page 80 – Question 20 Page 85 – Question 13 Page 94 – Questions 17, 18 Page 95 – Questions 21, 22 Page 106 – Questions 17, 18, 19 Page 119 – Questions 17, 19 Page 121 – Question Sample B Page 130 – Questions 17, 19 Page 143 – Question 20

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<p>1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p>	<p>Page 42 – Questions 15, 16 Page 43 – Question 18 Page 55 – Questions 17, 19 Page 67 – Questions 17, 18 Page 71 – Question Sample B Page 79 – Questions 17, 18 Page 105 – Questions 15, 16 Page 119 – Question 19 Page 121 – Question Sample A Page 130 – Questions 17, 18 Page 133 – Question Sample B Page 143 – Questions 18, 19</p>

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Grade 11-12

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CALIFORNIA CONTENT STANDARDS: READING	
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 Literature, Kindergarten Through Grade 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.	
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>	
2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.	Page 49 – Questions 1, 2, 3, 4 Page 62 – Question 5 Page 74 – Question 5 Page 137 – Question 5
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 Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students.	
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>	
3.2 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.	Page 40 – Question 10 Page 52 – Question 10 Page 76 – Question 10 Page 103 – Question 6 Page 115 – Question 5 Page 140 – Question 9
Writing	
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.	
<i>Organization and Focus</i>	
1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.	Page 33 – Questions 21, 22 Page 45 – Questions 21, 22 Page 57 – Questions 21, 22 Page 69 – Questions 21, 22 Page 81 – Questions 21, 22 Page 95 – Questions 21, 22 Page 107 – Questions 21, 22 Page 120 – Questions 21, 22 Page 131 – Questions 21, 22 Page 144 – Questions 21, 22

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English-Language Arts Grade 11-12	READ 180 Stage C rSkills Tests
1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.	Page 33 – Question 22 Page 45 – Question 22 Page 57 – Question 22 Page 95 – Question 22 Page 107 – Question 22 Page 120 – Question 22 Page 131 – Question 21 Page 144 – Questions 21, 22
2.0 Writing Applications (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grades eleven and twelve outlined in Writing Standard 1.0, students:	
2.2 Write responses to literature: <ol style="list-style-type: none"> a. Demonstrate a comprehensive understanding of the significant ideas in works or passages. b. Analyze the use of imagery, language, universal themes, and unique aspects of the text. c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works. d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created. e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text 	Page 45 – Question 22 Page 69 – Question 22 Page 81 – Question 22 Page 120 – Question 22
Written and Oral English Language Conventions The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.	
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, and paragraph and sentence structure and an understanding of English usage.	Page 31 – Questions 17, 18, 19 Page 33 – Questions 21, 22 Page 43 – Questions 17, 19 Page 44 – Question 20 Page 45 – Questions 21, 22 Page 55 – Question 18 Page 56 – Question 20

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<p>1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. (continued)</p>	<p>Page 57 – Questions 21, 22 Page 68 – Question 20 Page 69 – Questions 21, 22 Page 81 – Questions 21, 22 Page 94 – Question 19 Page 106 – Question 20 Page 107 – Questions 21, 22 Page 119 – Questions 18, 20 Page 120 – Questions 21, 22 Page 130 – Question 20 Page 131 – Questions 21, 22 Page 143 – Question 17 Page 144 – Questions 21, 22</p>
<p>1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p>	<p>Page 33 – Questions 21, 22 Page 45 – Questions 21, 22 Page 57 – Questions 21, 22 Page 69 – Questions 21, 22 Page 81 – Questions 21, 22 Page 95 – Questions 21, 22 Page 107 – Questions 21, 22 Page 120 – Questions 21, 22 Page 131 – Questions 21, 22 Page 144 – Questions 21, 22</p>