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**Enterprise Edition
Stage B
rBook Workshops**

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

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<p>rBook Workshop 1 Social Studies Nonfiction The New Americans Best Practices: Main Idea and Details, pp. 8C-8D Comprehension: Main Idea and Details Readings 1. School Before Soccer, pp. 10-11 2. Fitting In, pp. 12-15 3. A New Immigration Boom, pp. 16-17 Text Feature: Reading a Circle Graph, pp. 18-19 Vocabulary/Word Study: Target Vocabulary, Synonyms, Antonyms, pp. 20-21 Writing and Grammar: Expository Paragraph, Identifying Sentences and Fragments, Using End Punctuation, pp. 22-27 Functional Literacy: Careers: Translator, Real-World Skills: Using a Daily Schedule, pp. 28-29 Workshop Wrap-Up, pp.30-31 Differentiated Support, pp. 31A-31B</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.1 Word Recognition: read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression.</p> <p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.1 Structural Features of Informational Materials: identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information. 2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: connect and clarify main ideas by identifying their relationships to other sources and related topics. 2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.1 Sentence Structure: use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose. 1.2 Organization and Focus: create multiple-paragraph expository compositions 1) engage the interest of the reader and state a clear purpose 2) develop the topic with supportive</p>

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<p>(continued) rBook Workshop 1 Social Studies Nonfiction The New Americans Best Practices: Main Idea and Details, pp. 8C-8D Comprehension: Main Idea and Details Readings 1. School Before Soccer, pp. 10-11 2. Fitting In, pp. 12-15 3. A New Immigration Boom, pp. 16-17 Text Feature: Reading a Circle Graph, pp. 18-19 Vocabulary/Word Study: Target Vocabulary, Synonyms, Antonyms, pp. 20-21 Writing and Grammar: Expository Functional Literacy: Careers Workshop Wrap-Up, pp.30-31 Differentiated Support, pp. 31A-31B</p>	<p>details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader 3) conclude with a detailed summary linked to the purpose of composition 1.3 Organization and Focus: use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement of spatial order, order of importance, or climactic order. 1.5 Research and Technology: compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation). 1.6 Evaluation and Revision: revise writing to improve organization and consistency of ideas within and between paragraphs.</p>
<p>rBook Workshop 2 Life Issues Nonfiction When Disaster Strikes Best Practices: Sequence, pp. 32C-32D Comprehension: Sequence of Events Readings 1. Struck by Lightning, pp. 34-35 2. A Mountain of Fire, pp. 36-39 3. Hurricanes: The Monster Storms, pp. 40-42 Text Feature: Reading a Diagram, p. 43 Vocabulary/Word Study: Target Vocabulary, Prefixes, Suffixes, pp. 44-45 Writing and Grammar: Narrative Paragraph, Correcting Sentence Fragments, Using Capitals, pp. 46-51 Functional Literacy: Careers: EMT-Paramedic, Real-World Skills: Following CPR Directions, pp. 52-53 Workshop Wrap-Up, pp. 54-55 Differentiated Support, pp. 55A-55B</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.1 Word Recognition: read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression. 2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: connect and clarify main ideas by identifying their relationships to other sources and related topics. 3.0 LITERARY RESPONSE AND ANALYSIS: 3.7 Narrative Analysis of Grade-Level-Appropriate Text: explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and</p>

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<p>(continued)</p> <p>rBook Workshop 2 Life Issues Nonfiction When Disaster Strikes Best Practices: Sequence, pp. 32C-32D Comprehension: Sequence of Events Readings 1. Struck by Lightning, pp. 34-35 2. A Mountain of Fire, pp. 36-39 3. Hurricanes: The Monster Storms, pp. 40-42 Text Feature: Reading a Diagram, p. 43 Vocabulary/Word Study: Target Vocabulary, Prefixes, Suffixes, pp. 44-45 Writing and Grammar: Narrative Paragraph, Correcting Sentence Fragments, Using Capitals, pp. 46-51 Functional Literacy: Careers: EMT-Paramedic, Real-World Skills: Following CPR Directions, pp. 52-53 Workshop Wrap-Up, pp. 54-55 Differentiated Support, pp. 55A-55B</p>	<p>nonfictional texts.</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.1 Sentence Structure: use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts. 1.4 Capitalization: use correct capitalization.</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose. 1.3 Organization and Focus: use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement of spatial order, order of importance, or climactic order. 1.5 Research and Technology: compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation). 1.6 Evaluation and Revision: revise writing to improve organization and consistency of ideas within and between paragraphs.</p>
<p>rBook Workshop 3 Literature Identity Crisis Best Practices: Character, pp. 56C-56D Best Practices: Theme, pp. 56E-56F Comprehension: Story Elements, pp. 58-59 Readings 1. Louisa, Please Come Home, pp. 60-69 2. I’m Nobody! Who are you?, pp. 70 3. A Whole New Look, pp. 71 Vocabulary/Word Study: Target Vocabulary, Verb Endings, Word Families, pp. 72-73</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.1 Word Recognition: read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression.</p> <p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.6 Expository Critique: determine the</p>

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<p>Writing and Grammar: Literature Response, Correcting Run-On Sentences, Using Correct Word Order, pp. 74-79</p> <p>Functional Literacy: Meet the Author: Shirley Jackson, Real-World Skills: Evaluating a Book Review, pp. 80-81</p> <p>Workshop Wrap-Up, pp. 82-83</p> <p>Differentiated Support, pp. 83A-83B</p>	<p>adequacy and appropriateness of the evidence for an author’s conclusions.</p> <p>3.0 LITERARY RESPONSE AND ANALYSIS:</p> <p>3.1 Structural Features of Literature: identify the forms of fiction and describe the major characteristics of each form.</p> <p>3.2 Narrative Analysis of Grade-Level-Appropriate Text: analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.</p> <p>3.4 Narrative Analysis of Grade-Level-Appropriate Text: define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.</p> <p>3.5 Narrative Analysis of Grade-Level-Appropriate Text: identify the speaker and recognize the difference between first-and third–person narration (e.g., autobiography compared with biography).</p> <p>3.6 Narrative Analysis of Grade-Level-Appropriate Text: identify and analyze features of themes conveyed through characters, actions, and images.</p> <p>3.7 Narrative Analysis of Grade-Level-Appropriate Text: explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.</p> <p>3.8 Literary Criticism: critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</p> <p>1.1 Sentence Structure: use simple, compound, and compound-complex sentences;</p>

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<p>(continued) rBook Workshop 3 Literature Identity Crisis Best Practices: Character, pp. 56C-56D Best Practices: Theme, pp. 56E-56F Comprehension: Story Elements, pp. 58-59 Readings 1. Louisa, Please Come Home, pp. 60-69 2. I’m Nobody! Who are you?, pp. 70 3. A Whole New Look, pp. 71 Vocabulary/Word Study: Target Vocabulary, Verb Endings, Word Families, pp. 72-73 Writing and Grammar: Literature Response, Correcting Run-On Sentences, Using Correct Word Order, pp. 74-79 Functional Literacy: Meet the Author: Shirley Jackson, Real-World Skills: Evaluating a Book Review, pp. 80-81 Workshop Wrap-Up, pp. 82-83 Differentiated Support, pp. 83A-83B</p>	<p>use effective coordination and subordination of ideas to express complete thoughts.</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose. 1.3 Organization and Focus: use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement of spatial order, order of importance, or climactic order. 1.5 Research and Technology: compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation). 1.6 Evaluation and Revision: revise writing to improve organization and consistency of ideas within and between paragraphs.</p>
<p>rBook Workshop 4 Social Studies Nonfiction Stolen Childhoods Best Practices: Summarize, pp. 84C-84C Comprehension: Summarize Readings 1. Life in the Dumps, pp. 86-87 2. Working in the Fields, pp. 88-91 3. Child Labor Around the World, pp. 92-93 Text Feature: Reading a Time Line, pp. 94 Vocabulary/Word Study: Target Vocabulary, Using a Dictionary, Multiple-Meaning Words, pp. 96-97 Writing and Grammar: Expository Summary, Using Correct Verb Tense, Using Commas in a Series, pp. 98-103 Functional Literacy: Careers: Factory Worker, Real-World Skills: Filling Out a Job Form, pp. 104-105</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.1 Word Recognition: read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression. 1.2 Vocabulary and Concept Development: identify and interpret figurative language and words with multiple meanings.</p> <p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: clarify an understanding of texts by creating outlines, logical notes, summaries, or reports. 2.5 Comprehension and Analysis of Grade-</p>

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<p>Workshop Wrap-Up, pp. 106-107 Differentiated Support, pp. 107A-107B</p>	<p>Level-Appropriate Text: follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).</p> <p>3.0 LITERARY RESPONSE AND ANALYSIS: 3.7 Narrative Analysis of Grade-Level-Appropriate Text: explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.2 Grammar: identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose. 1.2 Organization and Focus: create multiple-paragraph expository compositions <ol style="list-style-type: none"> 1) engage the interest of the reader and state a clear purpose 2) develop the topic with supportive details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader 3) conclude with a detailed summary linked to the purpose of composition 1.3 Organization and Focus: use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement of spatial order, order of importance, or climactic order. 1.5 Research and Technology: compose</p>

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<p>(continued) rBook Workshop 4 Social Studies Nonfiction Stolen Childhoods</p>	<p>documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation). 1.6 Evaluation and Revision: revise writing to improve organization and consistency of ideas within and between paragraphs.</p>
<p>rBook Workshop 5 Life Issues Nonfiction Under Pressure Best Practices: Problem and Solution, pp. 108C-108D Comprehension: Problem and Solution Readings 1. Tragic Death on Train, pp.110-111 2. The Secrets of Self-Esteem, pp. 112-115. 3. The Power of Peer Pressure, pp. 116-118. Text Feature: Reading a Bar Graph, pp. 119 Vocabulary/Word Study: Target Vocabulary, Homophones, Compound Words, pp. 120-121 Writing and Grammar: Persuasive Paragraph, Using Irregular Verbs, Using Commas With Introductory Words, pp. 122-127 Functional Literacy: Careers: Teen Counselor, Real-World Skills: Evaluating a Teen-Targeted Ad, pp. 128-129 Workshop Wrap-Up, pp. 130-131 Differentiated Support, pp. 131A-131B</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.1 Word Recognition: read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression. 2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.1 Structural Features of Informational Materials: identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information. 2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: clarify an understanding of texts by creating outlines, logical notes, summaries, or reports. 2.8 Expository Critique: note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text. 3.0 LITERARY RESPONSE AND ANALYSIS: 3.7 Narrative Analysis of Grade-Level-Appropriate Text: explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts. 1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</p>

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<p>(continued)</p> <p>rBook Workshop 5 Life Issues Nonfiction Under Pressure Best Practices: Problem and Solution, pp. 108C-108D Comprehension: Problem and Solution Readings 1. Tragic Death on Train, pp.110-111 2. The Secrets of Self-Esteem, pp. 112-115. 3. The Power of Peer Pressure, pp. 116-118. Text Feature: Reading a Bar Graph, pp. 119 Vocabulary/Word Study: Target Vocabulary, Homophones, Compound Words, pp. 120-121 Writing and Grammar: Persuasive Paragraph, Using Irregular Verbs, Using Commas With Introductory Words, pp. 122-127 Functional Literacy: Careers: Teen Counselor, Real-World Skills: Evaluating a Teen-Targeted Ad, pp. 128-129 Workshop Wrap-Up, pp. 130-131 Differentiated Support, pp. 131A-131B</p>	<p>1.2 Grammar: identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose. 1.3 Organization and Focus: use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement of spatial order, order of importance, or climactic order. 1.5 Research and Technology: compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation). 1.6 Evaluation and Revision: revise writing to improve organization and consistency of ideas within and between paragraphs.</p>
<p>rBook Workshop 6 Literature Poe: The Master of Horror Best Practices: Setting, pp. 132C-132D Best Practices: Plot, pp. 132E-132F Comprehension: Story Elements Readings 1. Fall of the House of Usher, pp. 136-143 2. <i>from</i> The Haunted House, pp. 144-145 Vocabulary/Word Study: Target Vocabulary, Synonyms, Word Families, pp. 146-147 Writing and Grammar: Literature Review, Subject-Verb Agreement, Using Possessives, pp. 148-153 Functional Literacy: Meet the Author: Edgar Allan Poe, Real-World Skills: Selecting a DVD, pp. 154-155</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.1 Word Recognition: read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression. 1.2 Vocabulary and Concept Development: identify and interpret figurative language and words with multiple meanings.</p> <p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.6 Expository Critique: determine the adequacy and appropriateness of the evidence for an author’s conclusions.</p>

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<p>Workshop Wrap-Up, pp. 156-157 Differentiated Support, pp. 157A-157B</p>	<p>2.7 Expository Critique: make reasonable assertions about a text through accurate, supporting citations. 2.8 Expository Critique: note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.</p> <p>3.0 LITERARY RESPONSE AND ANALYSIS: 3.1 Structural Features of Literature: identify the forms of fiction and describe the major characteristics of each form. 3.2 Narrative Analysis of Grade-Level-Appropriate Text: analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict. 3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze the influence of setting on the problem and its resolution. 3.4 Narrative Analysis of Grade-Level-Appropriate Text: define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme. 3.5 Narrative Analysis of Grade-Level-Appropriate Text: identify the speaker and recognize the difference between first-and third–person narration (e.g., autobiography compared with biography). 3.7 Narrative Analysis of Grade-Level-Appropriate Text: explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts. 3.8 Literary Criticism: critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).</p> <p>1.0 WRITTEN AND ORAL ENGLISH</p>

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<p>(continued) rBook Workshop 6 Literature Poe: The Master of Horror Best Practices: Setting, pp. 132C-132D Best Practices: Plot, pp. 132E-132F Comprehension: Story Elements Readings 1. Fall of the House of Usher, pp. 136-143 2. <i>from</i> The Haunted House, pp. 144-145 Vocabulary/Word Study: Target Vocabulary, Synonyms, Word Families, pp. 146-147 Writing and Grammar: Literature Review, Subject-Verb Agreement, Using Possessives, pp. 148-153 Functional Literacy: Meet the Author: Edgar Allan Poe, Real-World Skills: Selecting a DVD, pp. 154-155 Workshop Wrap-Up, pp. 156-157 Differentiated Support, pp. 157A-157B</p>	<p>LANGUAGE CONVENTIONS: 1.2 Grammar: identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose. 1.3 Organization and Focus: use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement of spatial order, order of importance, or climactic order. 1.5 Research and Technology: compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation). 1.6 Evaluation and Revision: revise writing to improve organization and consistency of ideas within and between paragraphs.</p>
<p>rBook Workshop 7 Science Nonfiction Alien Invaders Best Practices: Cause and Effect, pp.158C-158D Comprehension: Cause and Effect Readings 1. Freaky Fish Invasion, pp. 160-161 2. Island of Snakes, pp. 162-165 3. America’s Least Wanted, pp. 166-167 Text Feature: Reading a Flowchart, pp. 168-169 Vocabulary/Word Study: Target Vocabulary, Idioms, Using a Dictionary, pp. 170-171 Writing and Grammar: Persuasive Paragraph, Using Subject and Object</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.1 Word Recognition: read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression. 1.4 Vocabulary and Concept Development: monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.</p> <p>3.0 LITERARY RESPONSE AND ANALYSIS: 3.7 Narrative Analysis of Grade-Level-</p>

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<p>Pronouns, Avoiding Double Negatives, pp. 172-177</p> <p>Functional Literacy: Careers: Wild Animal Keeper, Real-World Skills: Reading a Public Notice, pp. 178-179</p> <p>Workshop Wrap-Up, pp. 180-181</p> <p>Differentiated Support, pp. 181A-181B</p>	<p>Appropriate Text: explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</p> <p>1.2 Grammar: identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.</p> <p>1.0 WRITING STRATEGIES:</p> <p>1.1 Organization and Focus: choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.</p> <p>1.3 Organization and Focus: use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement of spatial order, order of importance, or climactic order.</p> <p>1.5 Research and Technology: compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).</p> <p>1.6 Evaluation and Revision: revise writing to improve organization and consistency of ideas within and between paragraphs.</p>
<p>rBook Workshop 8 Life Issues Nonfiction Turning Points Best Practices: Compare and Contrast, pp. 182C-182D Comprehension: Compare and Contrast Readings 1. Starting Over, pp. 184-185 2. Words Set Him Free, pp. 186-189 3. Hard Time, pp. 190-191</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</p> <p>1.1 Word Recognition: read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression.</p> <p>1.4 Vocabulary and Concept Development: monitor expository text for unknown words or words with novel meanings by using word,</p>

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<p>Text Feature: Reading a Line Graph, pp. 192-193 Vocabulary/Word Study: Target Vocabulary, Context Clues, Noun Endings, pp. 194-195 Writing and Grammar: Descriptive Paragraph, Using Adjectives That Compare, Using Quotation Marks, pp. 196-201 Functional Literacy: Careers: Personal Trainer, Real-World Skills: Analyzing a Nutrition Label, pp. 202-203 Workshop Wrap-Up, pp. 204-205 Differentiated Support, pp. 205A-205B</p>	<p>sentence, and paragraph clues to determine meaning.</p> <p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.2 Structural Features of Informational Materials: analyze text that uses the compare-and-contrast organizational pattern. 2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose. 1.3 Organization and Focus: use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement of spatial order, order of importance, or climactic order. 1.5 Research and Technology: compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation). 1.6 Evaluation and Revision: revise writing to improve organization and consistency of ideas within and between paragraphs.</p>
<p>rBook Workshop 9 Nonfiction and Literature The Streets of Harlem Best Practices: Make Inferences, pp. 206C-206D Comprehension: Make Inferences Readings 1. Heartbeat of Harlem, pp. 208-209</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.1 Word Recognition: read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression. 1.2 Vocabulary and Concept Development:</p>

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<p>2. <i>from</i> Bad Boy, pp. 210-217 3. Langston Hughes’s Harlem, pp. 220-221 Text Feature: Reading a Map, pp. 218-219 Vocabulary/Word Study: Target Vocabulary, Multiple-Meaning Words, Latin Roots, pp. 222-223 Writing and Grammar: Personal Narrative, Using Adverbs, Correcting Sentence Fragments, pp. 224-229 Functional Literacy: Meet the Author: Walter Dean Myers, Real-World Skills: Reading a Web Site, pp. 230-231 Workshop Wrap-Up, pp. 232-233 Differentiated Support, pp. 233A-233B</p>	<p>identify and interpret figurative language and words with multiple meanings.</p> <p>3.0 LITERARY RESPONSE AND ANALYSIS: 3.4 Narrative Analysis of Grade-Level-Appropriate Text: define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme. 3.7 Narrative Analysis of Grade-Level-Appropriate Text: explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose. 1.3 Organization and Focus: use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement of spatial order, order of importance, or climactic order. 1.4 Research and Technology: use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information. 1.5 Research and Technology: compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation). 1.6 Evaluation and Revision: revise writing to improve organization and consistency of ideas within and between paragraphs.</p>

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<p>rBook Workshop 1 Social Studies Nonfiction The New Americans Best Practices: Main Idea and Details, pp. 8C-8D Comprehension: Main Idea and Details Readings 1. School Before Soccer, pp. 10-11 2. Fitting In, pp. 12-15 3. A New Immigration Boom, pp. 16-17 Text Feature: Reading a Circle Graph, pp. 18-19 Vocabulary/Word Study: Target Vocabulary, Synonyms, Antonyms, pp. 20-21 Writing and Grammar: Expository Paragraph, Identifying Sentences and Fragments, Using End Punctuation, pp. 22-27 Functional Literacy: Careers: Translator, Real-World Skills: Using a Daily Schedule, pp. 28-29 Workshop Wrap-Up, pp.30-31 Differentiated Support, pp. 31A-31B</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.1 Vocabulary and Concept Development: identify idioms, analogies, metaphors, and similes in prose and poetry.</p> <p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.1 Structural Features of Informational Materials: understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs). 2.2 Structural Features of Informational Materials: locate information by using a variety of consumer, workplace, and public documents.</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.3 Grammar: identify all parts of speech and types and structure of sentences.</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas. 1.2 Organization and Focus: support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples. 1.3 Organization and Focus: use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts. 1.6 Research and Technology: create documents by using word-processing skills and publishing programs; develop simple databases</p>

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(continued) rBook Workshop 1 Social Studies Nonfiction The New Americans	and spreadsheets to manage information and prepare reports. 1.7 Evaluation and Revision: revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.
rBook Workshop 2 Life Issues Nonfiction When Disaster Strikes Best Practices: Sequence, pp. 32C-32D Comprehension: Sequence of Events Readings 1. Struck by Lightning, pp. 34-35 2. A Mountain of Fire, pp. 36-39 3. Hurricanes: The Monster Storms, pp. 40-42 Text Feature: Reading a Diagram, p. 43 Vocabulary/Word Study: Target Vocabulary, Prefixes, Suffixes, pp. 44-45 Writing and Grammar: Narrative Paragraph, Correcting Sentence Fragments, Using Capitals, pp. 46-51 Functional Literacy: Careers: EMT-Paramedic, Real-World Skills: Following CPR Directions, pp. 52-53 Workshop Wrap-Up, pp. 54-55 Differentiated Support, pp. 55A-55B	1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.1 Vocabulary and Concept Development: identify idioms, analogies, metaphors, and similes in prose and poetry. 1.2 Vocabulary and Concept Development: use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary. 1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.3 Grammar: identify all parts of speech and types and structure of sentences. 1.6 Capitalization: use correct capitalization. 1.7 Spelling: spell derivatives correctly by applying the spellings of bases and affixes. 1.0 WRITING STRATEGIES: 1.1 Organization and Focus: create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas. 1.2 Organization and Focus: support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples. 1.3 Organization and Focus: use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts. 1.6 Research and Technology: create documents by using word-processing skills and publishing programs; develop simple databases

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<p>(continued) rBook Workshop 2 Life Issues Nonfiction When Disaster Strikes</p>	<p>and spreadsheets to manage information and prepare reports. 1.7 Evaluation and Revision: revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.</p>
<p>rBook Workshop 3 Literature Identity Crisis Best Practices: Character, pp. 56C-56D Best Practices: Theme, pp. 56E-56F Comprehension: Story Elements, pp. 58-59 Readings 1. Louisa, Please Come Home, pp. 60-69 2. I’m Nobody! Who are you?, pp. 70 3. A Whole New Look, pp. 71 Vocabulary/Word Study: Target Vocabulary, Verb Endings, Word Families, pp. 72-73 Writing and Grammar: Literature Response, Correcting Run-On Sentences, Using Correct Word Order, pp. 74-79 Functional Literacy: Meet the Author: Shirley Jackson, Real-World Skills: Evaluating a Book Review, pp. 80-81 Workshop Wrap-Up, pp. 82-83 Differentiated Support, pp. 83A-83B</p>	<p>3.0 LITERARY RESPONSE AND ANALYSIS: 3.1 Structural Features of Literature: articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay). 3.2 Narrative Analysis of Grade-Level-Appropriate Text: identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s). 3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze characterization as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters. 3.4 Narrative Analysis of Grade-Level-Appropriate Text: identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness). 3.5 Narrative Analysis of Grade-Level-Appropriate Text: contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.3 Grammar: identify all parts of speech and types and structure of sentences.</p> <p>1.0 WRITING STRATEGIES:</p>

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<p>(continued)</p> <p>rBook Workshop 3 Literature Identity Crisis Best Practices: Character, pp. 56C-56D Best Practices: Theme, pp. 56E-56F Comprehension: Story Elements, pp. 58-59 Readings 1. Louisa, Please Come Home, pp. 60-69 2. I’m Nobody! Who are you?, pp. 70 3. A Whole New Look, pp. 71 Vocabulary/Word Study: Target Vocabulary, Verb Endings, Word Families, pp. 72-73 Writing and Grammar: Literature Response, Correcting Run-On Sentences, Using Correct Word Order, pp. 74-79 Functional Literacy: Meet the Author: Shirley Jackson, Real-World Skills: Evaluating a Book Review, pp. 80-81 Workshop Wrap-Up, pp. 82-83 Differentiated Support, pp. 83A-83B</p>	<p>1.1 Organization and Focus: create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas. 1.2 Organization and Focus: support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples. 1.3 Organization and Focus: use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts. 1.6 Research and Technology: create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports. 1.7 Evaluation and Revision: revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.</p>
<p>rBook Workshop 4 Social Studies Nonfiction Stolen Childhoods Best Practices: Summarize, pp. 84C-84C Comprehension: Summarize Readings 1. Life in the Dumps, pp. 86-87 2. Working in the Fields, pp. 88-91 3. Child Labor Around the World, pp. 92-93 Text Feature: Reading a Time Line, pp. 94 Vocabulary/Word Study: Target Vocabulary, Using a Dictionary, Multiple-Meaning Words, pp. 96-97 Writing and Grammar: Expository Summary, Using Correct Verb Tense, Using Commas in a Series, pp. 98-103 Functional Literacy: Careers: Factory Worker, Real-World Skills: Filling Out a Job Form, pp. 104-105 Workshop Wrap-Up, pp. 106-107</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.1 Vocabulary and Concept Development: identify idioms, analogies, metaphors, and similes in prose and poetry. 1.3 Vocabulary and Concept Development: clarify word meanings through the use of definition, example, restatement, or contrast.</p> <p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.2 Structural Features of Informational Materials: locate information by using a variety of consumer, workplace, and public documents.</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</p>

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<p>Differentiated Support, pp. 107A-107B</p>	<p>1.3 Grammar: identify all parts of speech and types and structure of sentences. 1.4 Grammar: demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas. 1.2 Organization and Focus: support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples. 1.3 Organization and Focus: use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts. 1.6 Research and Technology: create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports. 1.7 Evaluation and Revision: revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.</p>
<p>rBook Workshop 5 Life Issues Nonfiction Under Pressure Best Practices: Problem and Solution, pp. 108C-108D Comprehension: Problem and Solution Readings 1. Tragic Death on Train, pp.110-111 2. The Secrets of Self-Esteem, pp. 112-115. 3. The Power of Peer Pressure, pp. 116-118. Text Feature: Reading a Bar Graph, pp. 119 Vocabulary/Word Study: Target Vocabulary,</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.3 Vocabulary and Concept Development: clarify word meanings through the use of definition, example, restatement, or contrast.</p> <p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.1 Structural Features of Informational Materials: understand and analyze the</p>

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<p>Homophones, Compound Words, pp. 120-121 Writing and Grammar: Persuasive Paragraph, Using Irregular Verbs, Using Commas With Introductory Words, pp. 122-127 Functional Literacy: Careers: Teen Counselor, Real-World Skills: Evaluating a Teen-Targeted Ad, pp. 128-129 Workshop Wrap-Up, pp. 130-131 Differentiated Support, pp. 131A-131B</p>	<p>differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs). 2.2 Structural Features of Informational Materials: locate information by using a variety of consumer, workplace, and public documents. 2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: identify and trace the development of an author’s argument, point of view, or perspective in text. 2.6 Expository Critique: assess the adequacy, accuracy, and appropriateness of the author’s evidence to support claims and assertions, noting instances of bias and stereotyping.</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.3 Grammar: identify all parts of speech and types and structure of sentences. 1.4 Grammar: demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas. 1.2 Organization and Focus: support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples. 1.3 Organization and Focus: use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts. 1.6 Research and Technology: create documents by using word-processing skills and publishing programs; develop simple databases</p>

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(continued) rBook Workshop 5 Life Issues Nonfiction Under Pressure	and spreadsheets to manage information and prepare reports. 1.7 Evaluation and Revision: revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.
rBook Workshop 6 Literature Poe: The Master of Horror Best Practices: Setting, pp. 132C-132D Best Practices: Plot, pp. 132E-132F Comprehension: Story Elements Readings 1. Fall of the House of Usher, pp. 136-143 2. <i>from</i> The Haunted House, pp. 144-145 Vocabulary/Word Study: Target Vocabulary, Synonyms, Word Families, pp. 146-147 Writing and Grammar: Literature Review, Subject-Verb Agreement, Using Possessives, pp. 148-153 Functional Literacy: Meet the Author: Edgar Allan Poe, Real-World Skills: Selecting a DVD, pp. 154-155 Workshop Wrap-Up, pp. 156-157 Differentiated Support, pp. 157A-157B	1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.1 Vocabulary and Concept Development: identify idioms, analogies, metaphors, and similes in prose and poetry. 2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.2 Structural Features of Informational Materials: locate information by using a variety of consumer, workplace, and public documents. 3.0 LITERARY RESPONSE AND ANALYSIS: 3.1 Structural Features of Literature: articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay). 3.2 Narrative Analysis of Grade-Level-Appropriate Text: identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s). 3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze characterization as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters. 3.5 Narrative Analysis of Grade-Level-Appropriate Text: contrast points of view (e.g., first and third person, limited and

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<p>(continued) rBook Workshop 6 Literature Poe: The Master of Horror Best Practices: Setting, pp. 132C-132D Best Practices: Plot, pp. 132E-132F Comprehension: Story Elements Readings 1. Fall of the House of Usher, pp. 136-143 2. <i>from</i> The Haunted House, pp. 144-145 Vocabulary/Word Study: Target Vocabulary, Synonyms, Word Families, pp. 146-147 Writing and Grammar: Literature Review, Subject-Verb Agreement, Using Possessives, pp. 148-153 Functional Literacy: Meet the Author: Edgar Allan Poe, Real-World Skills: Selecting a DVD, pp. 154-155 Workshop Wrap-Up, pp. 156-157 Differentiated Support, pp. 157A-157B</p>	<p>omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work. 3.6 Literary Criticism: analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.4 Grammar: demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas. 1.2 Organization and Focus: support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples. 1.3 Organization and Focus: use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts. 1.6 Research and Technology: create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports. 1.7 Evaluation and Revision: revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.</p>
<p>rBook Workshop 7 Science Nonfiction Alien Invaders Best Practices: Cause and Effect, pp.158C-</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.1 Vocabulary and Concept Development:</p>

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<p>158D Comprehension: Cause and Effect Readings 1. Freaky Fish Invasion, pp. 160-161 2. Island of Snakes, pp. 162-165 3. America’s Least Wanted, pp. 166-167 Text Feature: Reading a Flowchart, pp. 168-169 Vocabulary/Word Study: Target Vocabulary, Idioms, Using a Dictionary, pp. 170-171 Writing and Grammar: Persuasive Paragraph, Using Subject and Object Pronouns, Avoiding Double Negatives, pp. 172-177 Functional Literacy: Careers: Wild Animal Keeper, Real-World Skills: Reading a Public Notice, pp. 178-179 Workshop Wrap-Up, pp. 180-181 Differentiated Support, pp. 181A-181B</p>	<p>identify idioms, analogies, metaphors, and similes in prose and poetry. 1.2 Vocabulary and Concept Development: use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary. 1.3 Vocabulary and Concept Development: clarify word meanings through the use of definition, example, restatement, or contrast.</p> <p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.2 Structural Features of Informational Materials: locate information by using a variety of consumer, workplace, and public documents. 2.3 Structural Features of Informational Materials: analyze text that uses cause-and-effect organizational pattern.</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.2 Grammar: identify and use infinitives and participles and make clear references between pronouns and antecedents. 1.3 Grammar: identify all parts of speech and types and structure of sentences. 1.4 Grammar: demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference). 1.7 Spelling: spell derivatives correctly by applying the spellings of bases and affixes.</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas. 1.2 Organization and Focus: support all</p>

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<p>(continued) rBook Workshop 7 Science Nonfiction Alien Invaders</p>	<p>statements and claims with anecdotes, descriptions, facts and statistics, and specific examples. 1.3 Organization and Focus: use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts. 1.6 Research and Technology: create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports. 1.7 Evaluation and Revision: revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.</p>
<p>rBook Workshop 8 Life Issues Nonfiction Turning Points Best Practices: Compare and Contrast, pp. 182C-182D Comprehension: Compare and Contrast Readings 1. Starting Over, pp. 184-185 2. Words Set Him Free, pp. 186-189 3. Hard Time, pp. 190-191 Text Feature: Reading a Line Graph, pp. 192-193 Vocabulary/Word Study: Target Vocabulary, Context Clues, Noun Endings, pp. 194-195 Writing and Grammar: Descriptive Paragraph, Using Adjectives That Compare, Using Quotation Marks, pp. 196-201 Functional Literacy: Careers: Personal Trainer, Real-World Skills: Analyzing a Nutrition Label, pp. 202-203 Workshop Wrap-Up, pp. 204-205 Differentiated Support, pp. 205A-205B</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.1 Vocabulary and Concept Development: identify idioms, analogies, metaphors, and similes in prose and poetry. 1.3 Vocabulary and Concept Development: clarify word meanings through the use of definition, example, restatement, or contrast.</p> <p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.2 Structural Features of Informational Materials: locate information by using a variety of consumer, workplace, and public documents.</p> <p>3.0 LITERARY RESPONSE AND ANALYSIS: 3.1 Structural Features of Literature: articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).</p> <p>1.0 WRITTEN AND ORAL ENGLISH</p>

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<p>(continued)</p> <p>rBook Workshop 8 Life Issues Nonfiction Turning Points Best Practices: Compare and Contrast, pp. 182C-182D Comprehension: Compare and Contrast Readings 1. Starting Over, pp. 184-185 2. Words Set Him Free, pp. 186-189 3. Hard Time, pp. 190-191 Text Feature: Reading a Line Graph, pp. 192-193 Vocabulary/Word Study: Target Vocabulary, Context Clues, Noun Endings, pp. 194-195 Writing and Grammar: Descriptive Paragraph, Using Adjectives That Compare, Using Quotation Marks, pp. 196-201 Functional Literacy: Careers: Personal Trainer, Real-World Skills: Analyzing a Nutrition Label, pp. 202-203 Workshop Wrap-Up, pp. 204-205 Differentiated Support, pp. 205A-205B</p>	<p>LANGUAGE CONVENTIONS: 1.1 Sentence Structure: place modifiers properly, and use the active voice. 1.3 Grammar: identify all parts of speech and types and structure of sentences.</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas. 1.2 Organization and Focus: support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples. 1.3 Organization and Focus: use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts. 1.6 Research and Technology: create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports. 1.7 Evaluation and Revision: revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.</p>
<p>rBook Workshop 9 Nonfiction and Literature The Streets of Harlem Best Practices: Make Inferences, pp. 206C-206D Comprehension: Make Inferences Readings 1. Heartbeat of Harlem, pp. 208-209 2. <i>from</i> Bad Boy, pp. 210-217 3. Langston Hughes’s Harlem, pp. 220-221 Text Feature: Reading a Map, pp. 218-219 Vocabulary/Word Study: Target Vocabulary, Multiple-Meaning Words, Latin Roots, pp.</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.1 Vocabulary and Concept Development: identify idioms, analogies, metaphors, and similes in prose and poetry. 1.2 Vocabulary and Concept Development: use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary. 1.3 Vocabulary and Concept Development: clarify word meanings through the use of definition, example, restatement, or contrast.</p>

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<p>222-223 Writing and Grammar: Personal Narrative, Using Adverbs, Correcting Sentence Fragments, pp. 224-229 Functional Literacy: Meet the Author: Walter Dean Myers, Real-World Skills: Reading a Web Site, pp. 230-231 Workshop Wrap-Up, pp. 232-233 Differentiated Support, pp. 233A-233B</p>	<p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.2 Structural Features of Informational Materials: locate information by using a variety of consumer, workplace, and public documents.</p> <p>3.0 LITERARY RESPONSE AND ANALYSIS: 3.1 Structural Features of Literature: articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.1 Sentence Structure: place modifiers properly, and use the active voice. 1.7 Spelling: spell derivatives correctly by applying the spellings of bases and affixes.</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas. 1.2 Organization and Focus: support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples. 1.3 Organization and Focus: use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts. 1.6 Research and Technology: create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.</p>

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(continued)	1.7 Evaluation and Revision: revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

<p>rBook Workshop 1 Social Studies Nonfiction The New Americans Best Practices: Main Idea and Details, pp. 8C-8D Comprehension: Main Idea and Details Readings 1. School Before Soccer, pp. 10-11 2. Fitting In, pp. 12-15 3. A New Immigration Boom, pp. 16-17 Text Feature: Reading a Circle Graph, pp. 18-19 Vocabulary/Word Study: Target Vocabulary, Synonyms, Antonyms, pp. 20-21 Writing and Grammar: Expository Paragraph, Identifying Sentences and Fragments, Using End Punctuation, pp. 22-27 Functional Literacy: Careers: Translator, Real-World Skills: Using a Daily Schedule, pp. 28-29 Workshop Wrap-Up, pp.30-31 Differentiated Support, pp. 31A-31B</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.1 Vocabulary and Concept Development: analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.</p> <p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning. 2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem. 2.7 Expository Critique: evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.1 Sentence Structure: use correct and varied sentence types and sentence openings to present a lively and effective personal style. 1.4 Grammar: edit written manuscripts to ensure that correct grammar is used. 1.5 Punctuation and Capitalization: use correct punctuation and capitalization. 1.6 Spelling: use correct spelling conventions.</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.</p>
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<p>(continued) rBook Workshop 1 Social Studies Nonfiction The New Americans</p>	<p>1.2 Organization and Focus: establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques. 1.3 Organization and Focus: support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices. 1.6 Evaluation and Revision: revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</p>
<p>rBook Workshop 2 Life Issues Nonfiction When Disaster Strikes Best Practices: Sequence, pp. 32C-32D Comprehension: Sequence of Events Readings 1. Struck by Lightning, pp. 34-35 2. A Mountain of Fire, pp. 36-39 3. Hurricanes: The Monster Storms, pp. 40-42 Text Feature: Reading a Diagram, p. 43 Vocabulary/Word Study: Target Vocabulary, Prefixes, Suffixes, pp. 44-45 Writing and Grammar: Narrative Paragraph, Correcting Sentence Fragments, Using Capitals, pp. 46-51 Functional Literacy: Careers: EMT-Paramedic, Real-World Skills: Following CPR Directions, pp. 52-53 Workshop Wrap-Up, pp. 54-55 Differentiated Support, pp. 55A-55B</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.1 Vocabulary and Concept Development: analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases. 2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.1 Structural Features of Informational Materials: compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals). 1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.1 Sentence Structure: use correct and varied sentence types and sentence openings to present a lively and effective personal style. 1.4 Grammar: edit written manuscripts to ensure that correct grammar is used. 1.5 Punctuation and Capitalization: use correct punctuation and capitalization. 1.6 Spelling: use correct spelling conventions.</p>

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<p>(continued) rBook Workshop 2 Life Issues Nonfiction When Disaster Strikes</p>	<p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion. 1.2 Organization and Focus: establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques. 1.3 Organization and Focus: support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices. 1.6 Evaluation and Revision: revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</p>
<p>rBook Workshop 3 Literature Identity Crisis Best Practices: Character, pp. 56C-56D Best Practices: Theme, pp. 56E-56F Comprehension: Story Elements, pp. 58-59 Readings 1. Louisa, Please Come Home, pp. 60-69 2. I’m Nobody! Who are you?, pp. 70 3. A Whole New Look, pp. 71 Vocabulary/Word Study: Target Vocabulary, Verb Endings, Word Families, pp. 72-73 Writing and Grammar: Literature Response, Correcting Run-On Sentences, Using Correct Word Order, pp. 74-79 Functional Literacy: Meet the Author: Shirley Jackson, Real-World Skills: Evaluating a Book Review, pp. 80-81 Workshop Wrap-Up, pp. 82-83 Differentiated Support, pp. 83A-83B</p>	<p>3.0 LITERARY RESPONSE AND ANALYSIS: 3.1 Structural Features of Literature: determine and articulate the relationship among the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet). 3.2 Narrative Analysis of Grade-Level-Appropriate Text: evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot’s development, and the way in which conflicts are (or are not) addressed and resolved. 3.3 Narrative Analysis of Grade-Level-Appropriate Text: compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts. 3.5 Narrative Analysis of Grade-Level-Appropriate Text: identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works. 3.6 Narrative Analysis of Grade-Level-Appropriate Text: identify significant literary</p>

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<p>(continued) rBook Workshop 3 Literature Identity Crisis Best Practices: Character, pp. 56C-56D Best Practices: Theme, pp. 56E-56F Comprehension: Story Elements, pp. 58-59 Readings 1. Louisa, Please Come Home, pp. 60-69 2. I’m Nobody! Who are you?, pp. 70 3. A Whole New Look, pp. 71 Vocabulary/Word Study: Target Vocabulary, Verb Endings, Word Families, pp. 72-73 Writing and Grammar: Literature Response, Correcting Run-On Sentences, Using Correct Word Order, pp. 74-79 Functional Literacy: Meet the Author: Shirley Jackson, Real-World Skills: Evaluating a Book Review, pp. 80-81 Workshop Wrap-Up, pp. 82-83 Differentiated Support, pp. 83A-83B</p>	<p>devices (e.g., metaphor, symbolism, dialect, irony) that define a writer’s style and use those elements to interpret the work. 3.7 Literary Criticism: analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical Approach).</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.1 Sentence Structure: use correct and varied sentence types and sentence openings to present a lively and effective personal style. 1.4 Grammar: edit written manuscripts to ensure that correct grammar is used. 1.6 Spelling: use correct spelling conventions.</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion. 1.2 Organization and Focus: establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques. 1.3 Organization and Focus: support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices. 1.6 Evaluation and Revision: revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</p>
<p>rBook Workshop 4 Social Studies Nonfiction Stolen Childhoods Best Practices: Summarize, pp. 84C-84C Comprehension: Summarize Readings 1. Life in the Dumps, pp. 86-87</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.1 Vocabulary and Concept Development: analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.</p>

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<p>2. Working in the Fields, pp. 88-91 3. Child Labor Around the World, pp. 92-93 Text Feature: Reading a Time Line, pp. 94 Vocabulary/Word Study: Target Vocabulary, Using a Dictionary, Multiple-Meaning Words, pp. 96-97 Writing and Grammar: Expository Summary, Using Correct Verb Tense, Using Commas in a Series, pp. 98-103 Functional Literacy: Careers: Factory Worker, Real-World Skills: Filling Out a Job Form, pp. 104-105 Workshop Wrap-Up, pp. 106-107 Differentiated Support, pp. 107A-107B</p>	<p>1.3 Vocabulary and Concept Development: use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.</p> <p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS):</p> <p>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.</p> <p>2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</p> <p>1.4 Grammar: edit written manuscripts to ensure that correct grammar is used.</p> <p>1.5 Punctuation and Capitalization: use correct punctuation and capitalization.</p> <p>1.6 Spelling: use correct spelling conventions.</p> <p>1.0 WRITING STRATEGIES:</p> <p>1.1 Organization and Focus: create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.</p> <p>1.2 Organization and Focus: establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</p> <p>1.3 Organization and Focus: support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.</p>

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<p>(continued) rBook Workshop 4 Social Studies Nonfiction Stolen Childhoods</p>	<p>1.6 Evaluation and Revision: revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</p>
<p>rBook Workshop 5 Life Issues Nonfiction Under Pressure Best Practices: Problem and Solution, pp. 108C-108D Comprehension: Problem and Solution Readings 1. Tragic Death on Train, pp.110-111 2. The Secrets of Self-Esteem, pp. 112-115. 3. The Power of Peer Pressure, pp. 116-118. Text Feature: Reading a Bar Graph, pp. 119 Vocabulary/Word Study: Target Vocabulary, Homophones, Compound Words, pp. 120-121 Writing and Grammar: Persuasive Paragraph, Using Irregular Verbs, Using Commas With Introductory Words, pp. 122-127 Functional Literacy: Careers: Teen Counselor, Real-World Skills: Evaluating a Teen-Targeted Ad, pp. 128-129 Workshop Wrap-Up, pp. 130-131 Differentiated Support, pp. 131A-131B</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.3 Vocabulary and Concept Development: use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.</p> <p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.2 Structural Features of Informational Materials: analyze text that uses proposition and support patterns. 2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: find similarities and differences between texts in the treatment, scope, or organization of ideas. 2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning. 2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem. 2.7 Expository Critique: evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.4 Grammar: edit written manuscripts to</p>

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<p>(continued)</p> <p>rBook Workshop 5 Life Issues Nonfiction Under Pressure Best Practices: Problem and Solution, pp. 108C-108D Comprehension: Problem and Solution Readings 1. Tragic Death on Train, pp.110-111 2. The Secrets of Self-Esteem, pp. 112-115. 3. The Power of Peer Pressure, pp. 116-118. Text Feature: Reading a Bar Graph, pp. 119 Vocabulary/Word Study: Target Vocabulary, Homophones, Compound Words, pp. 120-121 Writing and Grammar: Persuasive Paragraph, Using Irregular Verbs, Using Commas With Introductory Words, pp. 122-127 Functional Literacy: Careers: Teen Counselor, Real-World Skills: Evaluating a Teen-Targeted Ad, pp. 128-129 Workshop Wrap-Up, pp. 130-131</p>	<p>ensure that correct grammar is used.</p> <p>1.5 Punctuation and Capitalization: use correct punctuation and capitalization. 1.6 Spelling: use correct spelling conventions.</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion. 1.2 Organization and Focus: establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques. 1.3 Organization and Focus: support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices. 1.6 Evaluation and Revision: revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</p>
<p>rBook Workshop 6 Literature Poe: The Master of Horror Best Practices: Setting, pp. 132C-132D Best Practices: Plot, pp. 132E-132F Comprehension: Story Elements Readings 1. Fall of the House of Usher, pp. 136-143 2. <i>from</i> The Haunted House, pp. 144-145 Vocabulary/Word Study: Target Vocabulary, Synonyms, Word Families, pp. 146-147 Writing and Grammar: Literature Review, Subject-Verb Agreement, Using Possessives, pp. 148-153 Functional Literacy: Meet the Author: Edgar Allan Poe, Real-World Skills: Selecting a DVD, pp. 154-155 Workshop Wrap-Up, pp. 156-157 Differentiated Support, pp. 157A-157B</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.1 Vocabulary and Concept Development: analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.</p> <p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.</p> <p>3.0 LITERARY RESPONSE AND ANALYSIS:</p>

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<p>(continued)</p> <p>rBook Workshop 6 Literature Poe: The Master of Horror Best Practices: Setting, pp. 132C-132D Best Practices: Plot, pp. 132E-132F Comprehension: Story Elements Readings 1. Fall of the House of Usher, pp. 136-143 2. <i>from</i> The Haunted House, pp. 144-145 Vocabulary/Word Study: Target Vocabulary, Synonyms, Word Families, pp. 146-147 Writing and Grammar: Literature Review, Subject-Verb Agreement, Using Possessives, pp. 148-153 Functional Literacy: Meet the Author: Edgar Allan Poe, Real-World Skills: Selecting a DVD, pp. 154-155 Workshop Wrap-Up, pp. 156-157 Differentiated Support, pp. 157A-157B</p>	<p>3.1 Structural Features of Literature: determine and articulate the relationship among the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet). 3.2 Narrative Analysis of Grade-Level-Appropriate Text: evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot’s development, and the way in which conflicts are (or are not) addressed and resolved. 3.3 Narrative Analysis of Grade-Level-Appropriate Text: compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts. 3.4 Narrative Analysis of Grade-Level-Appropriate Text: analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text. 3.6 Narrative Analysis of Grade-Level-Appropriate Text: identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer’s style and use those elements to interpret the work. 3.7 Literary Criticism: analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical Approach).</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.4 Grammar: edit written manuscripts to ensure that correct grammar is used. 1.5 Punctuation and Capitalization: use correct punctuation and capitalization. 1.6 Spelling: use correct spelling conventions.</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: create compositions that establish a controlling impression, have a coherent thesis, and end</p>

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<p>(continued) rBook Workshop 6 Literature Poe: The Master of Horror</p>	<p>with a clear and well-supported conclusion. 1.2 Organization and Focus: establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques. 1.3 Organization and Focus: support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices. 1.6 Evaluation and Revision: revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</p>
<p>rBook Workshop 7 Science Nonfiction Alien Invaders Best Practices: Cause and Effect, pp.158C-158D Comprehension: Cause and Effect Readings 1. Freaky Fish Invasion, pp. 160-161 2. Island of Snakes, pp. 162-165 3. America’s Least Wanted, pp. 166-167 Text Feature: Reading a Flowchart, pp. 168-169 Vocabulary/Word Study: Target Vocabulary, Idioms, Using a Dictionary, pp. 170-171 Writing and Grammar: Persuasive Paragraph, Using Subject and Object Pronouns, Avoiding Double Negatives, pp. 172-177 Functional Literacy: Careers: Wild Animal Keeper, Real-World Skills: Reading a Public Notice, pp. 178-179 Workshop Wrap-Up, pp. 180-181 Differentiated Support, pp. 181A-181B</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.1 Vocabulary and Concept Development: analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases. 1.3 Vocabulary and Concept Development: use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.</p> <p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.4 Grammar: edit written manuscripts to ensure that correct grammar is used. 1.6 Spelling: use correct spelling conventions.</p>

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<p>(continued) rBook Workshop 7 Science Nonfiction Alien Invaders</p>	<p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion. 1.2 Organization and Focus: establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques. 1.3 Organization and Focus: support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices. 1.6 Evaluation and Revision: revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</p>
<p>rBook Workshop 8 Life Issues Nonfiction Turning Points Best Practices: Compare and Contrast, pp. 182C-182D Comprehension: Compare and Contrast Readings 1. Starting Over, pp. 184-185 2. Words Set Him Free, pp. 186-189 3. Hard Time, pp. 190-191 Text Feature: Reading a Line Graph, pp. 192-193 Vocabulary/Word Study: Target Vocabulary, Context Clues, Noun Endings, pp. 194-195 Writing and Grammar: Descriptive Paragraph, Using Adjectives That Compare, Using Quotation Marks, pp. 196-201 Functional Literacy: Careers: Personal Trainer, Real-World Skills: Analyzing a Nutrition Label, pp. 202-203 Workshop Wrap-Up, pp. 204-205 Differentiated Support, pp. 205A-205B</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.1 Vocabulary and Concept Development: analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases. 1.3 Vocabulary and Concept Development: use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.</p> <p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.1 Structural Features of Informational Materials: compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals). 2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: find similarities and</p>

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<p>(continued) rBook Workshop 8 Life Issues Nonfiction Turning Points Best Practices: Compare and Contrast, pp. 182C-182D Comprehension: Compare and Contrast Readings 1. Starting Over, pp. 184-185 2. Words Set Him Free, pp. 186-189 3. Hard Time, pp. 190-191 Text Feature: Reading a Line Graph, pp. 192-193 Vocabulary/Word Study: Target Vocabulary, Context Clues, Noun Endings, pp. 194-195 Writing and Grammar: Descriptive Paragraph, Using Adjectives That Compare, Using Quotation Marks, pp. 196-201 Functional Literacy: Careers: Personal Trainer, Real-World Skills: Analyzing a Nutrition Label, pp. 202-203 Workshop Wrap-Up, pp. 204-205 Differentiated Support, pp. 205A-205B</p>	<p>differences between texts in the treatment, scope, or organization of ideas. 2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning. 2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.</p> <p>3.0 LITERARY RESPONSE AND ANALYSIS: 3.3 Narrative Analysis of Grade-Level-Appropriate Text: compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.4 Grammar: edit written manuscripts to ensure that correct grammar is used. 1.5 Punctuation and Capitalization: use correct punctuation and capitalization. 1.6 Spelling: use correct spelling conventions.</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion. 1.2 Organization and Focus: establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques. 1.3 Organization and Focus: support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities,</p>

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<p>(continued) rBook Workshop 8 Life Issues Nonfiction Turning Points</p>	<p>comparisons, and similar devices. 1.6 Evaluation and Revision: revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</p>
<p>rBook Workshop 9 Nonfiction and Literature The Streets of Harlem Best Practices: Make Inferences, pp. 206C-206D Comprehension: Make Inferences Readings 1. Heartbeat of Harlem, pp. 208-209 2. <i>from</i> Bad Boy, pp. 210-217 3. Langston Hughes’s Harlem, pp. 220-221 Text Feature: Reading a Map, pp. 218-219 Vocabulary/Word Study: Target Vocabulary, Multiple-Meaning Words, Latin Roots, pp. 222-223 Writing and Grammar: Personal Narrative, Using Adverbs, Correcting Sentence Fragments, pp. 224-229 Functional Literacy: Meet the Author: Walter Dean Myers, Real-World Skills: Reading a Web Site, pp. 230-231 Workshop Wrap-Up, pp. 232-233 Differentiated Support, pp. 233A-233B</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.1 Vocabulary and Concept Development: analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases. 1.3 Vocabulary and Concept Development: use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.</p> <p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.</p> <p>3.0 LITERARY RESPONSE AND ANALYSIS: 3.1 Structural Features of Literature: determine and articulate the relationship among the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet). 3.6 Narrative Analysis of Grade-Level-Appropriate Text: identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer’s style and use those elements to interpret the work. 3.7 Literary Criticism: analyze a work of literature, showing how it reflects the heritage,</p>

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<p>rBook Workshop 9 Nonfiction and Literature The Streets of Harlem Best Practices: Make Inferences, pp. 206C-206D Comprehension: Make Inferences Readings 1. Heartbeat of Harlem, pp. 208-209 2. <i>from</i> Bad Boy, pp. 210-217 3. Langston Hughes’s Harlem, pp. 220-221 Text Feature: Reading a Map, pp. 218-219 Vocabulary/Word Study: Target Vocabulary, Multiple-Meaning Words, Latin Roots, pp. 222-223 Writing and Grammar: Personal Narrative, Using Adverbs, Correcting Sentence Fragments, pp. 224-229 Functional Literacy: Meet the Author: Walter Dean Myers, Real-World Skills: Reading a Web Site, pp. 230-231 Workshop Wrap-Up, pp. 232-233 Differentiated Support, pp. 233A-233B</p>	<p>traditions, attitudes, and beliefs of its author (Biographical Approach).</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.1 Sentence Structure: use correct and varied sentence types and sentence openings to present a lively and effective personal style. 1.4 Grammar: edit written manuscripts to ensure that correct grammar is used.</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion. 1.2 Organization and Focus: establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques. 1.3 Organization and Focus: support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices. 1.6 Evaluation and Revision: revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</p>