

SCHOLASTIC



**Enterprise Edition
Stage C
rBook Workshops**

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

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<p>rBook Workshop 1 Life Issues Nonfiction Survivors Best Practices: Main Idea and Details, pp. 8C-8D Comprehension: Main Idea and Details Readings 1. Juanes-Songs of Survival, pp. 10-11 2. Beyond Brave, pp. 12-15 3. Homeboy to the Rescue, pp. 16-17 Text Feature: Reading a Bar Graph, pp. 18-19 Vocabulary/Word Study: Target Vocabulary, Prefixes, Suffixes, pp. 20-21 Writing and Grammar: Expository Paragraph, Identifying Sentences and Fragments, Using End Punctuation, pp. 22-27 Functional Literacy: Careers: Life Skills Counselor, Real-World Skills: Calculating a Budget, 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 and use the literal and figurative meanings of words and understand word derivations.</p> <p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.1 Structural Features of Informational Materials: analyze the structure and format of functional workplace documents, including the graphics and headers and explain how authors use the features to achieve their purposes.</p> <p>3.0 LITERARY RESPONSE AND ANALYSIS: 3.1 Structural Features of Literature: articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue). 3.7 Narrative Analysis of Grade-Level-Appropriate Text: recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.1 Grammar and Mechanics of Writing: identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semi-colons, colons, ellipses, hyphens). 1.2 Grammar and Mechanics of Writing: understand sentence construction (e.g., parallel structure, subordination, proper placement of</p>

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<p>(continued) rBook Workshop 1 Life Issues Nonfiction Survivors Best Practices: Main Idea and Details, pp. 8C-8D Comprehension: Main Idea and Details Readings 1. Juanes-Songs of Survival, pp. 10-11 2. Beyond Brave, pp. 12-15 3. Homeboy to the Rescue, pp. 16-17 Text Feature: Reading a Bar Graph, pp. 18-19 Vocabulary/Word Study: Target Vocabulary, Prefixes, Suffixes, pp. 20-21 Writing and Grammar: Expository Paragraph, Identifying Sentences and Fragments, Using End Punctuation, pp. 22-27 Functional Literacy: Careers: Life Skills Counselor, Real-World Skills: Calculating a Budget, pp. 28-29 Workshop Wrap-Up, pp.30-31 Differentiated Support, pp. 31A-31B</p>	<p>modifiers) and proper English usage (e.g., consistency of verb tenses). 1.4 Manuscript Form: produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. 1.0 WRITING STRATEGIES: 1.1 Organization and Focus: establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing. 1.2 Organization and Focus: use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. 1.4 Research and Technology: develop the main ideas within the body of the composition through supportive evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions). 1.9 Evaluation and Revision: revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.</p>
<p>rBook Workshop 2 Science Nonfiction Killer Plagues Best Practices: Sequence of Events, pp. 32C-32D Comprehension: Sequence of Events Readings 1. Prepared for Smallpox, pp. 34-35 2. Killer Without a Cure, pp. 36-39 3. The Black Death, pp. 40-41 Text Feature: Reading a Chart, pp. 42-43 Vocabulary/Word Study: Target Vocabulary, Synonyms, Antonyms, pp. 44-45</p>	<p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.1 Structural Features of Informational Materials: analyze the structure and format of functional workplace documents, including the graphics and headers and explain how authors use the features to achieve their purposes. 2.7 Expository Critique: critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.</p>

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<p>Writing and Grammar: Narrative Paragraph, Correcting Sentence Fragments, Using Capitals, pp. 46-51</p> <p>Functional Literacy: Careers: Pharmacy Technician, Real World Skills: Interpreting a Medicine Label, pp. 52-53</p> <p>Workshop Wrap-Up, pp. 54-55</p> <p>Differentiated Support, pp. 55A-55B</p>	<p>3.0 LITERARY RESPONSE AND ANALYSIS:</p> <p>3.1 Structural Features of Literature: articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).</p> <p>3.6 Narrative Analysis of Grade-Level-Appropriate Text: analyze and trace an author’s development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).</p> <p>3.7 Narrative Analysis of Grade-Level-Appropriate Text: recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</p> <p>1.1 Grammar and Mechanics of Writing: identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semi-colons, colons, ellipses, hyphens).</p> <p>1.2 Grammar and Mechanics of Writing: understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</p> <p>1.4 Manuscript Form: produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p>1.0 WRITING STRATEGIES:</p> <p>1.1 Organization and Focus: establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on</p>

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<p>(continued) rBook Workshop 2 Science Nonfiction Killer Plagues</p>	<p>the subject and maintain a consistent tone and focus throughout the piece of writing. 1.2 Organization and Focus: use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. 1.4 Research and Technology: develop the main ideas within the body of the composition through supportive evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions). 1.9 Evaluation and Revision: revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.</p>
<p>rBook Workshop 3 Literature Combat Zone Best Practices: Setting, pp. 56C-56D Best Practices: Plot, pp. 56E-56F Comprehension: Story Elements Readings 1. Ambush, pp. 60-65 2. The Names, pp. 66-69 Vocabulary/Word Study: Target Vocabulary, Verb Endings, Word Families, pp. 70-71 Writing and Grammar: Literature Response, Correcting Run-On Sentences, Using Correct Word Order, pp. 72-77 Functional Literacy: Meet the Author: Tim O’Brien, Real-World Skills: Analyzing an Editorial Cartoon, pp. 78-79 Workshop Wrap-Up, pp. 80-81 Differentiated Support, pp. 81A-81B</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.1 Vocabulary and Concept Development: identify and use the literal and figurative meanings of words and understand word derivations. 2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.1 Structural Features of Informational Materials: analyze the structure and format of functional workplace documents, including the graphics and headers and explain how authors use the features to achieve their purposes. 3.0 LITERARY RESPONSE AND ANALYSIS: 3.1 Structural Features of Literature: articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).</p>

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<p>(continued) rBook Workshop 3 Literature Combat Zone Best Practices: Setting, pp. 56C-56D Best Practices: Plot, pp. 56E-56F Comprehension: Story Elements Readings 1. Ambush, pp. 60-65 2. The Names, pp. 66-69 Vocabulary/Word Study: Target Vocabulary, Verb Endings, Word Families, pp. 70-71 Writing and Grammar: Literature Response, Correcting Run-On Sentences, Using Correct Word Order, pp. 72-77 Functional Literacy: Meet the Author: Tim O’Brien, Real-World Skills: Analyzing an Editorial Cartoon, pp. 78-79 Workshop Wrap-Up, pp. 80-81 Differentiated Support, pp. 81A-81B</p>	<p>3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.</p> <p>3.4 Narrative Analysis of Grade-Level-Appropriate Text: determine characters’ traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.</p> <p>3.5 Narrative Analysis of Grade-Level-Appropriate Text: compare works that express a universal theme, and provide evidence to support the ideas expressed in each work.</p> <p>3.6 Narrative Analysis of Grade-Level-Appropriate Text: analyze and trace an author’s development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).</p> <p>3.7 Narrative Analysis of Grade-Level-Appropriate Text: recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.</p> <p>3.8 Narrative Analysis of Grade-Level-Appropriate Text: interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.</p> <p>3.9 Narrative Analysis of Grade-Level-Appropriate Text: explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.</p> <p>3.12 Literary Criticism: analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical Approach).</p>

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<p>(continued) rBook Workshop 3 Literature Combat Zone</p>	<p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.1 Grammar and Mechanics of Writing: identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semi-colons, colons, ellipses, hyphens). 1.4 Manuscript Form: produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing. 1.2 Organization and Focus: use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. 1.4 Research and Technology: develop the main ideas within the body of the composition through supportive evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions). 1.9 Evaluation and Revision: revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context</p>
<p>rBook Workshop 4 Life Issues Nonfiction When Music Offends Best Practices: Summarize, pp. 82C-82D Comprehension: Summarize Readings 1. MTV Unplugged, pp. 84-85</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.1 Vocabulary and Concept Development: identify and use the literal and figurative meanings of words and understand word derivations.</p>

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<p>2. The Day the Music Died, pp. 86-89 3. Rockers, Rappers, and Freedom of Speech, pp. 90-91 Text Feature: Reading a Circle Graph, pp. 92-93 Vocabulary/Word Study: Target Vocabulary, Antonyms, Suffixes, pp. 94-95 Writing and Grammar: Expository Summary, Using Correct Verb Tense, Using Commas in a Series, pp. 96-101 Functional Literacy: Careers: Music Video Producer, Real-World Skills: Navigating Music Web Sites, pp. 102-103 Workshop Wrap-Up, pp. 104-105 Differentiated Support, pp. 105A-105B</p>	<p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.1 Structural Features of Informational Materials: analyze the structure and format of functional workplace documents, including the graphics and headers and explain how authors use the features to achieve their purposes. 2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and access guides World Wide Web sites on the Internet). 2.8 Expository Critique: evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).</p> <p>3.0 LITERARY RESPONSE AND ANALYSIS: 3.1 Structural Features of Literature: articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.3 Grammar and Mechanics of Writing: demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. 1.4 Manuscript Form: produce legible work that shows accurate spelling and correct use of</p>

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<p>(continued)</p> <p>rBook Workshop 4 Life Issues Nonfiction When Music Offends Best Practices: Summarize, pp. 82C-82D Comprehension: Summarize Readings 1. MTV Unplugged, pp. 84-85 2. The Day the Music Died, pp. 86-89 3. Rockers, Rappers, and Freedom of Speech, pp. 90-91 Text Feature: Reading a Circle Graph, pp. 92-93 Vocabulary/Word Study: Target Vocabulary, Antonyms, Suffixes, pp. 94-95 Writing and Grammar: Expository Summary, Using Correct Verb Tense, Using Commas in a Series, pp. 96-101 Functional Literacy: Careers: Music Video Producer, Real-World Skills: Navigating Music Web Sites, pp. 102-103 Workshop Wrap-Up, pp. 104-105 Differentiated Support, pp. 105A-105B</p>	<p>the conventions of punctuation and capitalization.</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing. 1.2 Organization and Focus: use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. 1.4 Research and Technology: develop the main ideas within the body of the composition through supportive evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions). 1.9 Evaluation and Revision: revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context</p>
<p>rBook Workshop 5 Life Issues Nonfiction In the Money Best Practices: Problem and Solution, pp. 106C-106D Comprehension: Problem and Solution Readings 1. Money Matters, pp. 108-109 2. Caught in Gambling’s Grip, pp. 110-113 3. Right on the Money, pp. 114-115 Text Feature: Reading a Bar Graph, pp. 116-117 Vocabulary/Word Study: Target Vocabulary, Dictionary Skills, Multiple-Meaning Words, pp. 118-119 Writing and Grammar: Persuasive Paragraph, Irregular Verbs, Using Commas</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.1 Vocabulary and Concept Development: identify and use the literal and figurative meanings of words and understand word derivations.</p> <p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.1 Structural Features of Informational Materials: analyze the structure and format of functional workplace documents, including the graphics and headers and explain how authors use the features to achieve their purposes.</p>

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<p>with Introductory Words, pp. 120-125 Functional Literacy: Careers: Music Store Manager, Real-World Skills: Examining a Sales Receipt, pp. 126-127 Workshop Wrap-Up, pp. 128-129 Differentiated Support, pp. 129A-129B</p>	<p>3.0 LITERARY RESPONSE AND ANALYSIS: 3.1 Structural Features of Literature: articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.3 Grammar and Mechanics of Writing: demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. 1.4 Manuscript Form: produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing. 1.2 Organization and Focus: use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. 1.4 Research and Technology: develop the main ideas within the body of the composition through supportive evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions). 1.9 Evaluation and Revision: revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context</p>

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<p>rBook Workshop 6 Literature Amigo Brothers Best Practices: Character, pp. 130C-130D Best Practices: Theme, pp. 130E-130F Comprehension: Story Elements Readings 1. Amigo Brothers, pp. 134-149 Vocabulary/Word Study: Target Vocabulary, Prefixes, Word Families, pp. 150-151 Writing and Grammar: Literature Review, Subject-Verb Agreement, Using Possessives, pp. 152-157 Functional Literacy: Meet the Author: Piri Thomas, Real-World Skills: Evaluating a Book Review, pp. 158-159 Workshop Wrap-Up, pp. 160-161 Differentiated Support, pp. 161A-161B</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.1 Vocabulary and Concept Development: identify and use the literal and figurative meanings of words and understand word derivations.</p> <p>3.0 LITERARY RESPONSE AND ANALYSIS: 3.1 Structural Features of Literature: articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue). 3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot. 3.4 Narrative Analysis of Grade-Level-Appropriate Text: determine characters’ traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy. 3.5 Narrative Analysis of Grade-Level-Appropriate Text: compare works that express a universal theme, and provide evidence to support the ideas expressed in each work. 3.7 Narrative Analysis of Grade-Level-Appropriate Text: recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal. 3.9 Narrative Analysis of Grade-Level-Appropriate Text: explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and</p>

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<p>(continued)</p> <p>rBook Workshop 6 Literature Amigo Brothers Best Practices: Character, pp. 130C-130D Best Practices: Theme, pp. 130E-130F Comprehension: Story Elements Readings 1. Amigo Brothers, pp. 134-149 Vocabulary/Word Study: Target Vocabulary, Prefixes, Word Families, pp. 150-151 Writing and Grammar: Literature Review, Subject-Verb Agreement, Using Possessives, pp. 152-157 Functional Literacy: Meet the Author: Piri Thomas, Real-World Skills: Evaluating a Book Review, pp. 158-159 Workshop Wrap-Up, pp. 160-161 Differentiated Support, pp. 161A-161B</p>	<p>credibility of a text.</p> <p>3.11 Literary Criticism: evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism (Aesthetic Approach).</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.3 Grammar and Mechanics of Writing: demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. 1.4 Manuscript Form: produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing. 1.2 Organization and Focus: use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. 1.4 Research and Technology: develop the main ideas within the body of the composition through supportive evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions). 1.9 Evaluation and Revision: revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context</p>

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<p>rBook Workshop 7 Science Nonfiction Your Brain Exposed Best Practices: Cause and Effect, pp. 162C-162D Comprehension: Cause and Effect Readings 1. Super Mouse, pp. 164-165 2. Life With Half a Brain, pp. 166-169 3. The Human Brain, pp. 170-171 Text Feature: Reading a Diagram, pp. 172-173 Vocabulary/Word Study: Target Vocabulary, Synonyms, Latin and Greek Roots, pp. 174-175 Writing and Grammar: Narrative Paragraph, Using Subject and Object Pronouns, Avoiding Double Negatives, pp. 176-181 Functional Literacy: Careers: Medical Assistant, Real-World Skills: Interpreting a Medical Form, pp. 182-183 Workshop Wrap-Up, pp. 184-185 Differentiated Support, pp. 185A-185B</p>	<p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.1 Structural Features of Informational Materials: analyze the structure and format of functional workplace documents, including the graphics and headers and explain how authors use the features to achieve their purposes.</p> <p>3.0 LITERARY RESPONSE AND ANALYSIS: 3.1 Structural Features of Literature: articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.3 Grammar and Mechanics of Writing: demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. 1.4 Manuscript Form: produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing. 1.2 Organization and Focus: use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. 1.4 Research and Technology: develop the main ideas within the body of the composition through supportive evidence (e.g., scenarios,</p>

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<p>(continued) rBook Workshop 7 Science Nonfiction Your Brain Exposed</p>	<p>commonly held beliefs, hypotheses, definitions). 1.9 Evaluation and Revision: revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context</p>
<p>rBook Workshop 8 Life Issues Nonfiction Crime, Punishment, and Teens Best Practices: Compare and Contrast, pp. 186C-186D Comprehension: Compare and Contrast Readings 1. Too Tough on Teens?, pp. 188-189 2. Leaving Crime Behind, pp. 190-193 3. Youth Crime...Adult Time, pp. 194-195 Text Feature: Reading a Map, pp. 196-197 Vocabulary/Word Study: Target Vocabulary, Synonyms, Suffixes, pp. 198-199 Writing and Grammar: Descriptive Paragraph, Using Adjectives That Compare, Using Quotation Marks, pp. 200-205 Functional Literacy: Careers: Wilderness Instructor, Real-World Skills: Filling Out a Job Application, pp. 206-207 Workshop Wrap-Up, pp. 208-209 Differentiated Support, pp. 209A-209B</p>	<p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.1 Structural Features of Informational Materials: analyze the structure and format of functional workplace documents, including the graphics and headers and explain how authors use the features to achieve their purposes. 3.0 LITERARY RESPONSE AND ANALYSIS: 3.1 Structural Features of Literature: articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue). 3.2 Structural Features of Literature: compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic. 1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.1 Grammar and Mechanics of Writing: identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semi-colons, colons, ellipses, hyphens). 1.3 Grammar and Mechanics of Writing: demonstrate an understanding of proper English usage and control of grammar,</p>

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<p>(continued)</p> <p>rBook Workshop 8 Life Issues Nonfiction Crime, Punishment, and Teens Best Practices: Compare and Contrast, pp. 186C-186D Comprehension: Compare and Contrast Readings 1. Too Tough on Teens?, pp. 188-189 2. Leaving Crime Behind, pp. 190-193 3. Youth Crime...Adult Time, pp. 194-195 Text Feature: Reading a Map, pp. 196-197 Vocabulary/Word Study: Target Vocabulary, Synonyms, Suffixes, pp. 198-199 Writing and Grammar: Descriptive Paragraph, Using Adjectives That Compare, Using Quotation Marks, pp. 200-205 Functional Literacy: Careers: Wilderness Instructor, Real-World Skills: Filling Out a Job Application, pp. 206-207 Workshop Wrap-Up, pp. 208-209 Differentiated Support, pp. 209A-209B</p>	<p>paragraph and sentence structure, diction, and syntax. 1.4 Manuscript Form: produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing. 1.2 Organization and Focus: use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. 1.4 Research and Technology: develop the main ideas within the body of the composition through supportive evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions). 1.9 Evaluation and Revision: revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context</p>
<p>rBook Workshop 9 Nonfiction and Literature The Front Lines of Justice Best Practices: Make Inferences, pp. 210C-210D Comprehension: Make Inferences Readings 1. Angry Young Man, pp. 212-213 2. In Their Own Words, pp. 214-219 3. Ballad of Birmingham, pp. 222-225 Text Feature: Reading a Time Line, pp. 220-221 Vocabulary/Word Study: Target Vocabulary,</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.1 Vocabulary and Concept Development: identify and use the literal and figurative meanings of words and understand word derivations.</p> <p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: extend ideas</p>

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<p>Noun Endings, Verb Endings, pp. 226-227 Writing and Grammar: Personal Narrative, Using Adverbs, Correcting Sentence Fragments, pp. 228-233 Functional Literacy: Careers: Government Officer Worker, Real-World Skills: Completing a Voter Registration Form, pp. 234-235 Workshop Wrap-Up, pp. 236-237 Differentiated Support, pp. 237A-237B</p>	<p>presented in primary or secondary sources through original analysis, evaluation, and elaboration NA*</p> <p>2.8 Expository Critique: evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).</p> <p>3.0 LITERARY RESPONSE AND ANALYSIS:</p> <p>3.1 Structural Features of Literature: articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).</p> <p>3.2 Structural Features of Literature: compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.</p> <p>3.5 Narrative Analysis of Grade-Level-Appropriate Text: compare works that express a universal theme, and provide evidence to support the ideas expressed in each work.</p> <p>3.8 Narrative Analysis of Grade-Level-Appropriate Text: interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.</p> <p>3.9 Narrative Analysis of Grade-Level-Appropriate Text: explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.</p> <p>1.0 WRITTEN AND ORAL ENGLISH</p>

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<p>(continued)</p> <p>rBook Workshop 9 Nonfiction and Literature The Front Lines of Justice Best Practices: Make Inferences, pp. 210C-210D Comprehension: Make Inferences Readings 1. Angry Young Man, pp. 212-213 2. In Their Own Words, pp. 214-219 3. Ballad of Birmingham, pp. 222-225 Text Feature: Reading a Time Line, pp. 220-221 Vocabulary/Word Study: Target Vocabulary, Noun Endings, Verb Endings, pp. 226-227 Writing and Grammar: Personal Narrative, Using Adverbs, Correcting Sentence Fragments, pp. 228-233 Functional Literacy: Careers: Government Officer Worker, Real-World Skills: Completing a Voter Registration Form, pp. 234-235 Workshop Wrap-Up, pp. 236-237 Differentiated Support, pp. 237A-237B</p>	<p>LANGUAGE CONVENTIONS:</p> <p>1.2 Grammar and Mechanics of Writing: understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</p> <p>1.3 Grammar and Mechanics of Writing: demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p> <p>1.4 Manuscript Form: produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p>1.0 WRITING STRATEGIES:</p> <p>1.1 Organization and Focus: establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</p> <p>1.2 Organization and Focus: use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p> <p>1.4 Research and Technology: develop the main ideas within the body of the composition through supportive evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).</p> <p>1.9 Evaluation and Revision: revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context</p>

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<p>rBook Workshop 1 Life Issues Nonfiction Survivors Best Practices: Main Idea and Details, pp. 8C-8D Comprehension: Main Idea and Details Readings 1. Juanes-Songs of Survival, pp. 10-11 2. Beyond Brave, pp. 12-15 3. Homeboy to the Rescue, pp. 16-17 Text Feature: Reading a Bar Graph, pp. 18-19 Vocabulary/Word Study: Target Vocabulary, Prefixes, Suffixes, pp. 20-21 Writing and Grammar: Expository Paragraph, Identifying Sentences and Fragments, Using End Punctuation, pp. 22-27 Functional Literacy: Careers: Life Skills Counselor, Real-World Skills: Calculating a Budget, 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: 1.2 Vocabulary and Concept Development: apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.</p> <p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.2 Comprehension and Analysis of Grade-Level-Appropriate Text: analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.</p> <p>3.0 LITERARY RESPONSE AND ANALYSIS: 3.1 Structural Features of Literature: analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.2 produce legible work that shows accurate spelling and correct punctuation and capitalization. 1.3 reflect appropriate manuscript requirements in writing NA*</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. 1.3 Organization and Focus: structure ideas</p>

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<p>(continued) rBook Workshop 1 Life Issues Nonfiction Survivors</p>	<p>and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. 1.5 Organization and Focus: use language in natural, fresh, and vivid ways to establish a specific tone. 1.7 Research and Technology: use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies). 1.9 Evaluation and Revision: revise text to highlight individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.</p>
<p>rBook Workshop 2 Science Nonfiction Killer Plagues Best Practices: Sequence of Events, pp. 32C-32D Comprehension: Sequence of Events Readings 1. Prepared for Smallpox, pp. 34-35 2. Killer Without a Cure, pp. 36-39 3. The Black Death, pp. 40-41 Text Feature: Reading a Chart, pp. 42-43 Vocabulary/Word Study: Target Vocabulary, Synonyms, Antonyms, pp. 44-45 Writing and Grammar: Narrative Paragraph, Correcting Sentence Fragments, Using Capitals, pp. 46-51 Functional Literacy: Careers: Pharmacy Technician, Real World Skills: Interpreting a Medicine Label, pp. 52-53 Workshop Wrap-Up, pp. 54-55 Differentiated Support, pp. 55A-55B</p>	<p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents. 3.0 LITERARY RESPONSE AND ANALYSIS: 3.1 Structural Features of Literature: analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres. 1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.2 produce legible work that shows accurate spelling and correct punctuation and capitalization. 1.3 reflect appropriate manuscript requirements in writing NA* 1.0 WRITING STRATEGIES:</p>

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<p>(continued)</p> <p>rBook Workshop 2 Science Nonfiction Killer Plagues Best Practices: Sequence of Events, pp. 32C-32D Comprehension: Sequence of Events Readings 1. Prepared for Smallpox, pp. 34-35 2. Killer Without a Cure, pp. 36-39 3. The Black Death, pp. 40-41 Text Feature: Reading a Chart, pp. 42-43 Vocabulary/Word Study: Target Vocabulary, Synonyms, Antonyms, pp. 44-45 Writing and Grammar: Narrative Paragraph, Correcting Sentence Fragments, Using Capitals, pp. 46-51 Functional Literacy: Careers: Pharmacy Technician, Real World Skills: Interpreting a Medicine Label, pp. 52-53 Workshop Wrap-Up, pp. 54-55 Differentiated Support, pp. 55A-55B</p>	<p>1.1 Organization and Focus: demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.</p> <p>1.2 Organization and Focus: use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.</p> <p>1.3 Organization and Focus: structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</p> <p>1.5 Organization and Focus: use language in natural, fresh, and vivid ways to establish a specific tone.</p> <p>1.7 Research and Technology: use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).</p> <p>1.9 Evaluation and Revision: revise text to highlight individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.</p>
<p>rBook Workshop 3 Literature Combat Zone Best Practices: Setting, pp. 56C-56D Best Practices: Plot, pp. 56E-56F Comprehension: Story Elements Readings 1. Ambush, pp. 60-65 2. The Names, pp. 66-69 Vocabulary/Word Study: Target Vocabulary, Verb Endings, Word Families, pp. 70-71 Writing and Grammar: Literature Response, Correcting Run-On Sentences, Using Correct Word Order, pp. 72-77 Functional Literacy: Meet the Author: Tim O’Brien, Real-World Skills: Analyzing an</p>	<p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS):</p> <p>2.1 Structural Features of Informational Materials: analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.</p> <p>2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.</p> <p>3.0 LITERARY RESPONSE AND ANALYSIS:</p>

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<p>Editorial Cartoon, pp. 78-79 Workshop Wrap-Up, pp. 80-81 Differentiated Support, pp. 81A-81B</p>	<p>3.1 Structural Features of Literature: analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.</p> <p>3.2 Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.</p> <p>3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.</p> <p>3.4 Narrative Analysis of Grade-Level-Appropriate Text: analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke reader’s emotions.</p> <p>3.7 Narrative Analysis of Grade-Level-Appropriate Text: analyze recognized works of world literature from a variety of authors: NA**</p> <ul style="list-style-type: none"> 2) relate literary works and authors to major themes and issues of their eras 3) evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings <p>3.8 Literary Criticism: analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women’s role in organized labor) (Political Approach).</p> <p>3.9 Literary Criticism: analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of its characters (Philosophical Approach).</p> <p>1.0 WRITTEN AND ORAL ENGLISH</p>

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<p>(continued) rBook Workshop 3 Literature Combat Zone Best Practices: Setting, pp. 56C-56D Best Practices: Plot, pp. 56E-56F Comprehension: Story Elements Readings 1. Ambush, pp. 60-65 2. The Names, pp. 66-69 Vocabulary/Word Study: Target Vocabulary, Verb Endings, Word Families, pp. 70-71 Writing and Grammar: Literature Response, Correcting Run-On Sentences, Using Correct Word Order, pp. 72-77 Functional Literacy: Meet the Author: Tim O'Brien, Real-World Skills: Analyzing an Editorial Cartoon, pp. 78-79 Workshop Wrap-Up, pp. 80-81 Differentiated Support, pp. 81A-81B</p>	<p>LANGUAGE CONVENTIONS: 1.2 produce legible work that shows accurate spelling and correct punctuation and capitalization. 1.3 reflect appropriate manuscript requirements in writing NA*</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. 1.3 Organization and Focus: structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. 1.5 Organization and Focus: use language in natural, fresh, and vivid ways to establish a specific tone. 1.9 Evaluation and Revision: revise text to highlight individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.</p>
<p>rBook Workshop 4 Life Issues Nonfiction When Music Offends Best Practices: Summarize, pp. 82C-82D Comprehension: Summarize Readings 1. MTV Unplugged, pp. 84-85 2. The Day the Music Died, pp. 86-89 3. Rockers, Rappers, and Freedom of Speech, pp. 90-91 Text Feature: Reading a Circle Graph, pp. 92-93 Vocabulary/Word Study: Target Vocabulary, Antonyms, Suffixes, pp. 94-95 Writing and Grammar: Expository Summary, Using Correct Verb Tense, Using</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.2 Vocabulary and Concept Development: apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.</p> <p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.1 Structural Features of Informational Materials: analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches,</p>

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<p>Commas in a Series, pp. 96-101 Functional Literacy: Careers: Music Video Producer, Real-World Skills: Navigating Music Web Sites, pp. 102-103 Workshop Wrap-Up, pp. 104-105 Differentiated Support, pp. 105A-105B</p>	<p>debates, platforms) and the way in which authors use those features and devices. 2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: make warranted and reasonable assertions about the author’s argument by using elements of the text to defend and clarify interpretations.</p> <p>3.0 LITERARY RESPONSE AND ANALYSIS: 3.1 Structural Features of Literature: analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres. 3.8 Literary Criticism: analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women’s role in organized labor) (Political Approach).</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.1 demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English. 1.2 produce legible work that shows accurate spelling and correct punctuation and capitalization. 1.3 reflect appropriate manuscript requirements in writing NA*</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. 1.3 Organization and Focus: structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</p>

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<p>(continued) rBook Workshop 4 Life Issues Nonfiction When Music Offends</p>	<p>1.5 Organization and Focus: use language in natural, fresh, and vivid ways to establish a specific tone. 1.9 Evaluation and Revision: revise text to highlight individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.</p>
<p>rBook Workshop 5 Life Issues Nonfiction In the Money Best Practices: Problem and Solution, pp. 106C-106D Comprehension: Problem and Solution Readings 1. Money Matters, pp. 108-109 2. Caught in Gambling’s Grip, pp. 110-113 3. Right on the Money, pp. 114-115 Text Feature: Reading a Bar Graph, pp. 116-117 Vocabulary/Word Study: Target Vocabulary, Dictionary Skills, Multiple-Meaning Words, pp. 118-119 Writing and Grammar: Persuasive Paragraph, Irregular Verbs, Using Commas with Introductory Words, pp. 120-125 Functional Literacy: Careers: Music Store Manager, Real-World Skills: Examining a Sales Receipt, pp. 126-127 Workshop Wrap-Up, pp. 128-129 Differentiated Support, pp. 129A-129B</p>	<p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents. 2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: make warranted and reasonable assertions about the author’s argument by using elements of the text to defend and clarify interpretations.</p> <p>3.0 LITERARY RESPONSE AND ANALYSIS: 3.1 Structural Features of Literature: analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.1 demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English. 1.2 produce legible work that shows accurate spelling and correct punctuation and capitalization. 1.3 reflect appropriate manuscript requirements in writing NA*</p>

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<p>(continued) rBook Workshop 5 Life Issues Nonfiction In the Money</p>	<p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. 1.3 Organization and Focus: structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. 1.4 Organization and Focus: enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action. 1.5 Organization and Focus: use language in natural, fresh, and vivid ways to establish a specific tone. 1.9 Evaluation and Revision: revise text to highlight individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.</p>
<p>rBook Workshop 6 Literature Amigo Brothers Best Practices: Character, pp. 130C-130D Best Practices: Theme, pp. 130E-130F Comprehension: Story Elements Readings 1. Amigo Brothers, pp. 134-149 Vocabulary/Word Study: Target Vocabulary, Prefixes, Word Families, pp. 150-151 Writing and Grammar: Literature Review, Subject-Verb Agreement, Using Possessives, pp. 152-157 Functional Literacy: Meet the Author: Piri Thomas, Real-World Skills: Evaluating a Book Review, pp. 158-159 Workshop Wrap-Up, pp. 160-161</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.2 Vocabulary and Concept Development: apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. 3.0 LITERARY RESPONSE AND ANALYSIS: 3.1 Structural Features of Literature: analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres. 3.2 Narrative Analysis of Grade-Level-</p>

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<p>Differentiated Support, pp. 161A-161B</p>	<p>Appropriate Text: analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.</p> <p>3.9 Literary Criticism: analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of its characters (Philosophical Approach).</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</p> <p>1.1 demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English.</p> <p>1.2 produce legible work that shows accurate spelling and correct punctuation and capitalization.</p> <p>1.3 reflect appropriate manuscript requirements in writing NA*</p> <p>1.0 WRITING STRATEGIES:</p> <p>1.1 Organization and Focus: demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.</p> <p>1.3 Organization and Focus: structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</p> <p>1.5 Organization and Focus: use language in natural, fresh, and vivid ways to establish a specific tone.</p> <p>1.9 Evaluation and Revision: revise text to highlight individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.</p>

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<p>rBook Workshop 7 Science Nonfiction Your Brain Exposed Best Practices: Cause and Effect, pp. 162C-162D Comprehension: Cause and Effect Readings 1. Super Mouse, pp. 164-165 2. Life With Half a Brain, pp. 166-169 3. The Human Brain, pp. 170-171 Text Feature: Reading a Diagram, pp. 172-173 Vocabulary/Word Study: Target Vocabulary, Synonyms, Latin and Greek Roots, pp. 174-175 Writing and Grammar: Narrative Paragraph, Using Subject and Object Pronouns, Avoiding Double Negatives, pp. 176-181 Functional Literacy: Careers: Medical Assistant, Real-World Skills: Interpreting a Medical Form, pp. 182-183 Workshop Wrap-Up, pp. 184-185 Differentiated Support, pp. 185A-185B</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.2 Vocabulary and Concept Development: apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.</p> <p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.2 Comprehension and Analysis of Grade-Level-Appropriate Text: analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text. 2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.</p> <p>3.0 LITERARY RESPONSE AND ANALYSIS: 3.1 Structural Features of Literature: analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.1 demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English. 1.2 produce legible work that shows accurate spelling and correct punctuation and capitalization. 1.3 reflect appropriate manuscript requirements in writing NA*</p>

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<p>(continued) rBook Workshop 7 Science Nonfiction Your Brain Exposed Best Practices: Cause and Effect, pp. 162C-162D Comprehension: Cause and Effect Readings 1. Super Mouse, pp. 164-165 2. Life With Half a Brain, pp. 166-169 3. The Human Brain, pp. 170-171 Text Feature: Reading a Diagram, pp. 172-173 Vocabulary/Word Study: Target Vocabulary, Synonyms, Latin and Greek Roots, pp. 174-175 Writing and Grammar: Narrative Paragraph, Using Subject and Object Pronouns, Avoiding Double Negatives, pp. 176-181 Functional Literacy: Careers: Medical Assistant, Real-World Skills: Interpreting a Medical Form, pp. 182-183 Workshop Wrap-Up, pp. 184-185</p>	<p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. 1.2 Organization and Focus: use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes. 1.3 Organization and Focus: structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. 1.5 Organization and Focus: use language in natural, fresh, and vivid ways to establish a specific tone. 1.9 Evaluation and Revision: revise text to highlight individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.</p>
<p>rBook Workshop 8 Life Issues Nonfiction Crime, Punishment, and Teens Best Practices: Compare and Contrast, pp. 186C-186D Comprehension: Compare and Contrast Readings 1. Too Tough on Teens?, pp. 188-189 2. Leaving Crime Behind, pp. 190-193 3. Youth Crime...Adult Time, pp. 194-195 Text Feature: Reading a Map, pp. 196-197 Vocabulary/Word Study: Target Vocabulary, Synonyms, Suffixes, pp. 198-199 Writing and Grammar: Descriptive Paragraph, Using Adjectives That Compare, Using Quotation Marks, pp. 200-205 Functional Literacy: Careers: Wilderness Instructor, Real-World Skills: Filling Out a Job</p>	<p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents. 2.6 Expository Critique: critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion). 3.0 LITERARY RESPONSE AND ANALYSIS:</p>

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<p>Application, pp. 206-207 Workshop Wrap-Up, pp. 208-209 Differentiated Support, pp. 209A-209B</p>	<p>3.1 Structural Features of Literature: analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.</p> <p>3.8 Literary Criticism: analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women’s role in organized labor) (Political Approach).</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</p> <p>1.1 demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English.</p> <p>1.2 produce legible work that shows accurate spelling and correct punctuation and capitalization.</p> <p>1.3 reflect appropriate manuscript requirements in writing NA*</p> <p>1.0 WRITING STRATEGIES:</p> <p>1.1 Organization and Focus: demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.</p> <p>1.3 Organization and Focus: structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</p> <p>1.5 Organization and Focus: use language in natural, fresh, and vivid ways to establish a specific tone.</p> <p>1.9 Evaluation and Revision: revise text to highlight individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.</p>

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<p>rBook Workshop 9 Nonfiction and Literature The Front Lines of Justice Best Practices: Make Inferences, pp. 210C-210D Comprehension: Make Inferences Readings 1. Angry Young Man, pp. 212-213 2. In Their Own Words, pp. 214-219 3. Ballad of Birmingham, pp. 222-225 Text Feature: Reading a Time Line, pp. 220-221 Vocabulary/Word Study: Target Vocabulary, Noun Endings, Verb Endings, pp. 226-227 Writing and Grammar: Personal Narrative, Using Adverbs, Correcting Sentence Fragments, pp. 228-233 Functional Literacy: Careers: Government Officer Worker, Real-World Skills: Completing a Voter Registration Form, pp. 234-235 Workshop Wrap-Up, pp. 236-237 Differentiated Support, pp. 237A-237B</p>	<p>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: 1.2 Vocabulary and Concept Development: apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.</p> <p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): 2.1 Structural Features of Informational Materials: analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices. 2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents. 2.6 Expository Critique: critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).</p> <p>3.0 LITERARY RESPONSE AND ANALYSIS: 3.1 Structural Features of Literature: analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres. 3.2 Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual</p>

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<p>(continued)</p> <p>rBook Workshop 9 Nonfiction and Literature The Front Lines of Justice Best Practices: Make Inferences, pp. 210C-210D Comprehension: Make Inferences Readings 1. Angry Young Man, pp. 212-213 2. In Their Own Words, pp. 214-219 3. Ballad of Birmingham, pp. 222-225 Text Feature: Reading a Time Line, pp. 220-221 Vocabulary/Word Study: Target Vocabulary, Noun Endings, Verb Endings, pp. 226-227 Writing and Grammar: Personal Narrative, Using Adverbs, Correcting Sentence Fragments, pp. 228-233 Functional Literacy: Careers: Government Officer Worker, Real-World Skills: Completing a Voter Registration Form, pp. 234-235 Workshop Wrap-Up, pp. 236-237 Differentiated Support, pp. 237A-237B</p>	<p>evidence to support the claim.</p> <p>3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.</p> <p>3.4 Narrative Analysis of Grade-Level-Appropriate Text: analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke reader’s emotions.</p> <p>3.5 Narrative Analysis of Grade-Level-Appropriate Text: analyze recognized works of American literature representing a variety of genres and traditions: 3) evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings</p> <p>3.7 Narrative Analysis of Grade-Level-Appropriate Text: analyze recognized works of world literature from a variety of authors: NA** 2) relate literary works and authors to major themes and issues of their eras 3) evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings</p> <p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: 1.1 demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English. 1.2 produce legible work that shows accurate spelling and correct punctuation and capitalization. 1.3 reflect appropriate manuscript requirements in writing NA*</p> <p>1.0 WRITING STRATEGIES: 1.1 Organization and Focus: demonstrate an</p>

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<p>(continued) rBook Workshop 9 Nonfiction and Literature The Front Lines of Justice</p>	<p>understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.</p> <p>1.2 Organization and Focus: use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.</p> <p>1.3 Organization and Focus: structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</p> <p>1.5 Organization and Focus: use language in natural, fresh, and vivid ways to establish a specific tone.</p> <p>1.9 Evaluation and Revision: revise text to highlight individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.</p>