

READ 180 Enterprise Stage C, ©2005
 correlated to
Colorado Model Content Standards Reading
Grades 9-12

<p style="text-align: center;">Model Content Standards Reading and Writing Grades 9 - 12</p>	<p style="text-align: center;">READ 180 Stage A</p>
<p style="text-align: center;">Reading and Writing</p> <ol style="list-style-type: none"> 1. Students read and understand a variety of materials. 2. Students write and speak for a variety of purposes and audiences. 3. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. 4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing. 5. Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. 6. Students read and recognize literature as a record of human experience. 	
<p>STANDARD 1: Students read and understand a variety of materials. In order to meet this standard, students will</p>	
<ul style="list-style-type: none"> • use comprehension skills such as previewing, predicting, inferring, comparing and contrasting, re-reading and self-monitoring, summarizing, identifying the author's purpose, determining the main idea, and applying knowledge of foreshadowing, metaphor, simile, symbolism, and other figures of speech; 	<p>rBook Teacher's Edition: Best Practices: 8C-8D, 32C-32D, 56C-56D, 56E-56F, 82C-82D, 106C-106D, 130C-130D, 130E-130F, 162C-162D, 186C-186D, 210C-210D Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-65, 66-69, 84-85, 86-89, 90-93, 108-109, 110-113, 114-117, 134-149, 164-165, 166-169, 170-173, 188-189, 190-193, 194-197, 212-213, 214-221, 222-225 rBook Reading Handbook: 243-246</p> <p>Paperbacks Teaching Resources: Level 1: 13-22; Level 2: 23-32; Level 3: 33-42; Level 4: 43-52</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 1-2 Read for Detail: 288, 289; Lessons 3-4 Sequence of Events: 290, 291; Lessons 5-6 Main Idea and Details: 292, 293; Lessons 7-8 Summarize: 294, 295; Lessons 9-10 Cause and Effect: 296, 297; Lessons 11-12 Compare and Contrast: 298, 299; Lessons 13-14 Problem and Solution: 300, 301; Lessons 15-16 Make Inferences: 302, 303; Lessons 17-18 Draw Conclusions: 304, 305; Lesson 31 Make Predictions: 318; Lesson 32 Identify Point of View: 319; Lesson 33 Identify Author's Purpose: 320; Lesson 34 Fact and Opinion: 321; Lesson 35 Identify Persuasion and</p>

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<ul style="list-style-type: none"> • use comprehension skills such as previewing, predicting, inferring, comparing and contrasting, re-reading and self-monitoring, summarizing, identifying the author's purpose, determining the main idea, and applying knowledge of foreshadowing, metaphor, simile, symbolism, and other figures of speech; (continued) 	<p>Propaganda: 322; Lesson 36 Evaluate Sources and Evidence: 323; Lesson 37 Evaluate Author's Viewpoint: 324; Lesson 38 Evaluate</p>
<ul style="list-style-type: none"> • make connections between their reading and what they already know, and identify what they need to know about a topic before reading about it; 	<p>rBook Teacher's Edition: Coaching Notes: 11, 14, 35, 85, 109, 165, 172, 188, 213 Connect & Respond: 8L, 32L, 56N, 82L, 106L, 130N, 162L, 186L, 210L Preview, Activate Prior Knowledge: 8, 32, 56, 82, 106, 130, 162, 186, 210 Prereading, Activate Prior Knowledge: 10, 12, 14, 16, 18, 34, 36, 38, 40, 42, 58, 60, 62, 64, 66, 68, 84, 86, 88, 90, 92, 108, 110, 112, 114, 116, 134, 136, 138, 140, 142, 144, 164, 166, 168, 170, 172, 188, 190, 192, 194, 196, 212, 214, 216, 218, 220, 222, 224</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 49 Cross-Text Analysis: 336</p>
<ul style="list-style-type: none"> • adjust reading strategies for different purposes such as reading carefully, idea by idea; skimming and scanning; fitting materials into an organizational pattern, such as reading a novel chronologically; finding information to support particular ideas; and finding the sequence of steps in a technical publication; 	<p>rBook Teacher's Edition: Best Practices: 8C-8D, 32C-32D, 56C-56D, 56E-56F, 82C-82D, 106C-106D, 130C-130D, 130E-130F, 162C-162D, 186C-186D, 210C-210D Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-65, 66-69, 84-85, 86-89, 90-93, 108-109, 110-113, 114-117, 134-149, 164-165, 166-169, 170-173, 188-189, 190-193, 194-197, 212-213, 214-221, 222-225 rBook Reading Handbook: 243-246</p> <p>Paperbacks Teaching Resources: Level 1: 13-22; Level 2: 23-32; Level 3: 33-42; Level 4: 43-52</p>

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<ul style="list-style-type: none"> • adjust reading strategies for different purposes such as reading carefully, idea by idea; skimming and scanning; fitting materials into an organizational pattern, such as reading a novel chronologically; finding information to support particular ideas; and finding the sequence of steps in a technical publication; (continued) 	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 1-2 Read for Detail: 288, 289; Lesson 27 Skim and Scan: 314; Lesson 28 Take Notes: 315; Lesson 29 Mark Up Text: 316; Lesson 30 Self-Monitoring Strategies: 317; Lesson 42 Read Instructions: 329; Lesson 43 Read Content-Area Text: 330; Lesson 44 Read Graphs: 331; Lesson 45 Read Maps: 332; Lesson 46 Read Electronic Text: 333; Lesson 47 Read Poetry: 334; Lesson 48 Read Drama: 335; Lesson 49 Cross-Text Analysis: 336; Lesson 50 Using Multiple Sources: 337</p>
<ul style="list-style-type: none"> • use word recognition skills and resources such as phonics, context clues, picture clues, word origins, and word order clues; reference guides; roots, prefixes, and suffixes of words for comprehension; and 	<p>rBook Teacher’s Edition: Coaching Notes: 171, 221 Differentiated Support: 209A Vocabulary/Word Study: 20, 94, 150, 174, 198 Workshop Wrap-Up: 30, 104, 160, 184, 209</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 2 Context Clues: Unfamiliar Words: 238-239; Lesson 10 Context Clues: Synonyms and Antonyms: 254-255; Lesson 11 Prefixes: 256, 257; Lesson 12 Suffixes: 258, 259; Lesson 15 Context Clues: Definition and Example: 264-265; Lesson 16 Greek Roots: 266, 267; Lesson 17 Latin Roots: 268, 269</p>
<ul style="list-style-type: none"> • use information from their reading to increase vocabulary and enhance language usage. 	<p>rBook Teacher’s Edition: Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-65, 66-69, 84-85, 86-89, 90-93, 108-109, 110-113, 114-117, 134-149, 164-165, 166-169, 170-173, 188-189, 190-193, 194-197, 212-213, 214-221, 222-225 Vocabulary/Word Study: 20-21, 44-45, 70-71, 94-95, 118-119, 150-151, 174-175, 198-199, 226-227</p>

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<p>RATIONALE: <i>The goal for students at all levels is that they know and can use strategies—various ways of unlocking the meaning of words and larger blocks of text--to become successful readers. The strategies are applied in increasingly difficult reading material at each grade level. At all levels, students should be challenged to read literature and other materials that stimulate their interests and intellectual abilities. Reading from a wide variety of texts, both assigned and student selected, provides experience in gaining information and pleasure from diverse forms and perspectives.</i></p> <p>Note: A reference list of sources of book lists can be found at the end of the Reading and Writing Standards. None of these book lists have been endorsed by the Colorado State Board of Education.</p>	
<p>GRADES 9-12 As students in grades 9-12 extend their knowledge, what they know and are able to do includes</p>	
<ul style="list-style-type: none"> • using a full range of strategies to comprehend essays, speeches, autobiographies, and first-person historical documents in addition to the types of literature mentioned above. 	<p>rBook Teacher’s Edition: Best Practices: 8C-8D, 32C-32D, 82C-82D, 106C-106D, 162C-162D, 186C-186D, 210C-210D Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 84-85, 86-89, 90-93, 108-109, 110-113, 114-117, 164-165, 166-169, 170-173, 188-189, 190-193, 194-197, 212-213, 214-221, 222-225</p> <p>Paperbacks Teaching Resources: Level 1: 19, 21, 22; Level 2: 27, 29; Level 4: 44, 45, 46</p>
<p>For students extending their English/Language Arts education beyond the standards, what they know and are able to do may include</p>	
<ul style="list-style-type: none"> • using a full range of strategies to comprehend literary criticism and literary analysis, professional and technical journals, and professional-level reading materials that match their career or academic interests. 	<p>rBook Teacher’s Edition: Best Practices: 56C-56D, 56E-56F, 130C-130D, 130E-130F Functional Literacy: 159 Readings: 60-65, 66-69, 134-149 Writing and Grammar: 72-77, 152-157</p>
<p>STANDARD 2: Students write and speak for a variety of purposes and audiences. In order to meet this standard, students will</p>	
<ul style="list-style-type: none"> • write and speak for a variety of purposes such as telling stories, presenting analytical responses to literature, conveying technical information, explaining concepts and procedures, and persuading; 	<p>rBook Teacher’s Edition: Writing and Grammar: 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-181, 200-205, 228-233 rBook Writing Handbook: 247-248</p>

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<ul style="list-style-type: none"> • write and speak for a variety of purposes such as telling stories, presenting analytical responses to literature, conveying technical information, explaining concepts and procedures, and persuading; (continued) 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing: 14-43; Descriptive Writing: 44-67; Expository Writing: 68-115; Persuasive Writing: 116-139; Functional Writing: 140-163; Poetry: 164-169; Research: 170-181</p>
<ul style="list-style-type: none"> • write and speak for audiences such as peers, teachers, and the community; 	<p>rBook Teacher’s Edition: Writing and Grammar: 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-181, 200-205, 228-233 rBook Writing Handbook: 247-248</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing: 14-43; Descriptive Writing: 44-67; Expository Writing: 68-115; Persuasive Writing: 116-139; Functional Writing: 140-163; Poetry: 164-169; Research: 170-181</p>
<ul style="list-style-type: none"> • plan, draft, revise, proofread, and edit written communications; 	<p>rBook Teacher’s Edition: Writing and Grammar: 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-181, 200-205, 228-233 rBook Writing Handbook: 247-248</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing: 14-43; Descriptive Writing: 44-67; Expository Writing: 68-115; Persuasive Writing: 116-139; Functional Writing: 140-163; Poetry: 164-169; Research: 170-181</p>
<ul style="list-style-type: none"> • use a variety of devices such as figurative language, symbolism, dialect, and precise vocabulary to convey meaning; 	<p>rBook Teacher’s Edition: Writing and Grammar: 46-51 rBook Writing Handbook: 247-248</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Fictional Narrative: 14-19; Lesson 2 Personal Narrative: 20-25; Lesson 5 Personal Essay: 38-43; Descriptive Writing, Lesson 6 Describing a Person: 44-49; Lesson 9 Reflective Essay: 62-67; Poetry, Lesson 26 Free Verse Poem: 164</p>

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<ul style="list-style-type: none"> organize written and oral presentations using strategies such as lists, outlining, cause/effect relationships, comparison/contrast, problem/solution, and narration; and 	<p>rBook Teacher’s Edition: Writing and Grammar: 22-27, 96-101, 120-125 rBook Writing Handbook: 247-248</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 8 Compare-and-Contrast Paragraph: 56-61; Expository Writing, Lesson 10 Cause-and-Effect Paragraph: 68-73; Lesson 13 News Article: 86-91; Lesson 14 Informative Article: 92-97; Persuasive Writing, Lesson 21 Persuasive Essay: 134-139; Functional Writing, Lesson 22 How-To Paragraph: 140-145; Research, Lesson 29 Organizing Information and Notes: 175-177</p>
<ul style="list-style-type: none"> use handwriting and at the most appropriate time, word processing to produce a product that is legible. 	<p>rBook Teacher’s Edition: Writing and Grammar: 27, 51, 77, 101, 125, 157, 181, 205, 233</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing: 14, 20, 26, 32, 38; Descriptive Writing: 44, 50, 56, 62; Expository Writing: 68, 74, 80, 86, 92, 98, 104, 110; Persuasive Writing: 116, 122, 128, 134; Functional Writing: 140, 146, 152, 158; Poetry: 164; Research: 170</p>
<p>RATIONALE: <i>Writing and speaking are essential tools for learning, for success in the workplace, and for responsible citizenship. Developing a range of writing and speaking abilities requires extensive study, practice, and thinking. Students need frequent opportunities to write and speak for different audiences and purposes, and they need to be able to communicate expressively, informatively, and analytically. Growth in writing and speaking abilities occurs by applying skills to increasingly challenging communication tasks.</i></p>	
<p>GRADES 9-12 As students in grades 9-12 extend their knowledge, what they know and are able to do includes</p>	
<ul style="list-style-type: none"> using fictional, dramatic, and poetic techniques in writing; 	<p>rBook Teacher’s Edition: Writing and Grammar: 46-51, 176-181 rBook Writing Handbook: 248</p> <p>RDI 2 Resources for Differentiated</p>

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<ul style="list-style-type: none"> • using fictional, dramatic, and poetic techniques in writing; (continued) 	<p>Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Fictional Narrative: 14-19; Lesson 3 Realistic Narrative: 26-31; Poetry, Lesson 26 Free Verse Poem: 164-169</p>
<ul style="list-style-type: none"> • conveying technical information in a written form appropriate to the audience; 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 15 Nonfiction Summary: 98-103; Lesson 17 Informative Essay: 110-115; Functional Writing, Lesson 22 How-To Paragraph: 140-145</p>
<ul style="list-style-type: none"> • supporting an opinion using various forms of persuasion (factual or emotional) in speaking and writing; 	<p>rBook Teacher’s Edition: Writing and Grammar: 120-125 rBook Writing Handbook: 247</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing, Lesson 18 Writing an Opinion: 116-121; Lesson 19 Writing a Review: 122-127; Lesson 20 Writing a Persuasive Speech: 128-133; Lesson 21 Persuasive Essay: 134-139</p>
<ul style="list-style-type: none"> • incorporating material from a wider range of sources (<i>for example, newspapers, magazines, interviews, technical publications, books</i>) in their writing and speaking; 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 28 Finding and Recording Information: 172-174; Lesson 29 Organizing Information and Notes: 175-177; Lesson 30 Features of a Research Report: 178-181</p>
<ul style="list-style-type: none"> • selecting a focused topic and drafting, revising, editing, and proofreading a legible final copy; 	<p>rBook Teacher’s Edition: Writing and Grammar: 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-181, 200-205, 228-233 rBook Writing Handbook: 247-248</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing: 14-43; Descriptive Writing: 44-67; Expository Writing: 68-115; Persuasive Writing: 116-139; Functional Writing: 140-163; Poetry: 164-169; Research: 170-181</p>

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<ul style="list-style-type: none"> • writing in various specialized fields such as career and academic interest areas (<i>for example, scientific, technical, business communications</i>); and 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 11 Social Studies Paragraph: 74-79; Lesson Informative Article: 92-97; Lesson Nonfiction Summary: 98-103; Lesson 16 Science Report: 104-109; Lesson 17 Informative Essay: 110-115; Functional Writing, Lesson 22 How-To Paragraph: 140-145; Lesson 23 Business Letter: 146-151</p>
<ul style="list-style-type: none"> • experimenting with stylistic elements such as voice, tone, and style. 	<p>rBook Teacher’s Edition: Writing and Grammar: 46-51, 120-125, 176-181, 200-205 rBook Writing Handbook: 247</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 2 Personal Narrative: 20-25; Lesson 5 Personal Essay: 38-43; Descriptive Writing, Lesson 6 Describing a Person: 44-49; Lesson 9 Reflective Essay: 62-67; Persuasive Writing, Lesson 18 Writing an Opinion: 116-121; Lesson 20 Writing a Persuasive Speech: 128-133; Lesson 21 Persuasive Essay: 134-139</p>
<p>STANDARD 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. In order to meet this standard, students will</p>	
<ul style="list-style-type: none"> • know and use correct grammar in speaking and writing; 	<p>rBook Teacher’s Edition: Writing and Grammar: 26, 50, 76, 77, 100, 124, 156, 180, 204, 232, 233 rBook Writing Handbook: 249-250</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 4 Correct Word Order: 192-193; Lesson 5 Common and Proper Nouns: 194-195; Lesson 6 Singular and Plural Nouns: 196-197; Lesson 7 Action Verbs: 198-199; Lesson 8 Present-Tense Verbs: 200-201; Lesson 9 Past-Tense Verbs: 202-203; Lesson 10 Main and Helping Verbs: 204-205; Lesson 11 Future-Tense Verbs: 206-207; Lesson 12 Irregular Verbs:</p>

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<p style="text-align: center;">Model Content Standards Reading and Writing Grades 9 - 12</p>	<p style="text-align: center;">READ 180 Stage A</p>
<ul style="list-style-type: none"> • know and use correct grammar in speaking and writing; (continued) 	<p>208-209; Lesson 13 Subject-Verb Agreement: 210-211; Lesson 14 Subject and Object Pronouns: 212-213; Lesson 15 Possessive Nouns: 214-215; Lesson 16 Possessive Pronouns: 216-217; Lesson 17 Adjectives: 218-219; Lesson 18: Adjectives That Compare: 220-221; Lesson 19 Articles: 222-223; Lesson 20 Adverbs: 224-225; Lesson 21 Adverbs That Compare: 226-227; Lesson 23 Avoiding Double Negatives: 230-231</p>
<ul style="list-style-type: none"> • apply correct usage in speaking and writing; 	<p>rBook Teacher’s Edition: Writing and Grammar: 26, 50, 76, 77, 100, 124, 156, 180, 204, 232, 233 rBook Writing Handbook: 249-250</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 4 Correct Word Order: 192-193; Lesson 5 Common and Proper Nouns: 194-195; Lesson 6 Singular and Plural Nouns: 196-197; Lesson 7 Action Verbs: 198-199; Lesson 8 Present-Tense Verbs: 200-201; Lesson 9 Past-Tense Verbs: 202-203; Lesson 10 Main and Helping Verbs: 204-205; Lesson 11 Future-Tense Verbs: 206-207; Lesson 12 Irregular Verbs: 208-209; Lesson 13 Subject-Verb Agreement: 210-211; Lesson 14 Subject and Object Pronouns: 212-213; Lesson 15 Possessive Nouns: 214-215; Lesson 16 Possessive Pronouns: 216-217; Lesson 17 Adjectives: 218-219; Lesson 18: Adjectives That Compare: 220-221; Lesson 19 Articles: 222-223; Lesson 20 Adverbs: 224-225; Lesson 21 Adverbs That Compare: 226-227; Lesson 23 Avoiding Double Negatives: 230-231</p>
<ul style="list-style-type: none"> • use correct sentence structure in writing; and 	<p>rBook Teacher’s Edition: Writing and Grammar: 26, 50, 76, 233 rBook Writing Handbook: 249</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 1</p>

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<ul style="list-style-type: none"> • use correct sentence structure in writing; and (continued) 	Types of Sentences: 186-187; Lesson 2 Subjects and Predicates: 188-189; Lesson 3 Dependent and Independent Clauses: 190-191; Lesson 4 Correct Word Order: 192-193; Lesson 28 Combining Sentences: 240-241; Lesson 29 Correcting Run-On Sentences: 242-243; Lesson 30 Combining Sentences With Phrases: 244-245
<ul style="list-style-type: none"> • demonstrate correct punctuation, capitalization, and spelling. 	rBook Teacher’s Edition: Writing and Grammar: 27, 51, 101, 125, 157, 205 rBook Writing Handbook: 250-251 RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Spelling, Introduction: 194; Scholastic RED Professional Development: 195-205; Spelling Practice: 206; Resource: Spelling Words: 228 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 24 Commas With Introductory Words: 232-233; Lesson 25 Correcting Sentence Fragments: 234-235; Lesson 26 Commas With Quotation Marks: 236-237; Lesson 27 Commas in a Series: 238-239; Lesson 28 Combining Sentences: 240-241
RATIONALE: <i>Students need to know and be able to use standard English. Proficiency in this standard plays an important role in how the writer or speaker is understood and perceived. All skills in this standard are reinforced and practiced at all grade levels and should be monitored by both the teacher and student to develop lifelong learning skills.</i>	
GRADES 9-12 As students in grades 9-12 extend their knowledge, what they know and are able to do includes	
<ul style="list-style-type: none"> • using pronoun reference correctly in writing and speaking; 	RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 14 Subject and Object Pronouns: 212-213
<ul style="list-style-type: none"> • using phrases and clauses for purposes of modification and parallel structure in writing and speaking; 	rBook Teacher’s Edition: Writing and Grammar: 180

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<ul style="list-style-type: none"> • using phrases and clauses for purposes of modification and parallel structure in writing and speaking; (continued) 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 3 Dependent and Independent Clauses: 190-191; Lesson 28 Combining Sentences: 240-241; Lesson 30 Combining Sentences With Phrases: 244-245</p>
<ul style="list-style-type: none"> • using internal capitalization and punctuation of secondary quotations in writing; 	<p>Opportunities to address: RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 29 Correcting Run-On Sentences: 242-243; Lesson 30 Combining Sentences With Phrases: 244-245</p>
<ul style="list-style-type: none"> • using manuscript forms specified in various style manuals for writing (<i>for example, indenting for extended quotations, precise placement and form of page numbers, appropriate line spacing</i>); and 	<p>rBook Teacher’s Edition: Writing and Grammar: 27, 51, 77, 101, 125, 157, 181, 205, 233</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing: 14, 20, 26, 32, 38; Descriptive Writing: 44, 50, 56, 62; Expository Writing: 68, 74, 80, 86, 92, 98, 104, 110; Persuasive Writing: 116, 122, 128, 134; Functional Writing: 140, 146, 152, 158; Poetry: 164; Research: 170</p>
<ul style="list-style-type: none"> • refining spelling and grammatical skills and becoming a self-evaluator of their writing and speaking. 	<p>rBook Teacher’s Edition: Writing and Grammar: 26, 27, 50, 51, 76, 77, 100, 101, 124, 125, 156, 157, 180, 181, 204, 205, 232, 233</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Spelling, Scholastic RED Professional Development: 195-205; Spelling Practice: 206; Resource: Spelling Words: 228</p>
<p>STANDARD 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing. In order to meet this standard, students will</p>	
<ul style="list-style-type: none"> • make predictions, analyze, draw conclusions, and discriminate between fact and opinion in 	<p>Teacher’s Edition: Coaching Notes: 12, 34, 192, 216, 219</p>

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<p>writing, reading, speaking, listening, and viewing;</p>	<p>Readings: 12, 34, 214-216</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension: Lessons 17-18 Draw Conclusions: 304, 305; Lesson 31 Make Predictions: 318; Lesson 34 Fact and Opinion: 321; Lesson 41 Evaluate Literary Merit: 328</p>
<p>• use reading, writing, speaking, listening, and viewing to define and solve problems;</p>	<p>rBook Teacher’s Edition: Best Practices: 106C-106D Differentiated Support: 129A-129B Functional Literacy: 126-127 Readings: 108-109, 110-113, 114-115 Vocabulary/Word Study: 118-119 Workshop Wrap-Up: 128-129 Writing and Grammar: 120-125</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 35 Identify Persuasion and Propaganda: 322</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing, Lesson 18 Model: School Snack Machines Aren’t Cool: 118; Lesson 19 Model: The Perfect Match: 124; Lesson 20 Model: Reality TV: Gone Too Far: 130; Lesson 21 Model: Volunteering 101: 136-137</p>
<p>• recognize, express, and defend points of view orally and in writing;</p>	<p>rBook Teacher’s Edition: Best Practices: 106C-106D Differentiated Support: 129A-129B Functional Literacy: 126-127 Readings: 108-109, 110-113, 114-115 Vocabulary/Word Study: 118-119 Workshop Wrap-Up: 128-129 Writing and Grammar: 120-125</p>

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Model Content Standards Reading and Writing Grades 9 - 12	READ 180 Stage A
<ul style="list-style-type: none"> • recognize, express, and defend points of view orally and in writing; (continued) 	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 35 Identify Persuasion and Propaganda: 322</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing, Lesson 18 Model: School Snack Machines Aren't Cool: 118; Lesson 19 Model: The Perfect Match: 124; Lesson 20 Model: Reality TV: Gone Too Far: 130; Lesson 21 Model: Volunteering 101: 136-137</p>
<ul style="list-style-type: none"> • identify the purpose, perspective, and historical and cultural influences of a speaker, author, or director; and 	<p>rBook Teacher's Edition: Readings: 60-65, 66-69 Writing: 72-75</p> <p>Audiobooks Teaching Resources: <i>Lord of the Flies</i>, p. 11</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 25-26 Analyze Theme: 312, 313; Literary Elements: Universal Theme: 341</p> <p>Topic Software Teaching Resources: Believe & Achieve: 1.1-1.4; Made in the U.S.A.: 3.1-3.4</p>
<ul style="list-style-type: none"> • evaluate the reliability, accuracy, and relevancy of information. 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 28 Finding and Recording Information: 172-174; Lesson 29 Organizing Information and Notes: 175-177; Lesson 30 Features of a Research Report: 178-181</p>
<p>RATIONALE: <i>Students use reading, writing, speaking, listening, and viewing to think and learn. By moving beyond a literal interpretation of text to an analysis of an author's, speaker's, or director's purpose and perspectives, students practice and improve their higher-level thinking skills.</i></p>	

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Model Content Standards Reading and Writing Grades 9 - 12	READ 180 Stage A
<p><i>Students need to recognize and evaluate different points of view and to follow a line of reasoning to its logical conclusion. Students need to think about their writing and reading skills and work toward improvement.</i></p>	
<p>GRADES 9-12 As students in grades 9-12 extend their knowledge, what they know and are able to do includes</p>	
<ul style="list-style-type: none"> • recognizing an author's point of view, purpose, and historical and cultural context; 	<p>rBook Teacher's Edition: Readings: 60-65, 66-69 Writing: 72-75</p> <p>Audiobooks Teaching Resources: <i>Lord of the Flies</i>, p. 11</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 25-26 Analyze Theme: 312, 313; Lesson 32 Identify Point of View: 319; Lesson 33 Identify Author's Purpose: 320; Lesson 37 Evaluate Author's Viewpoint: 324; Lesson 38 Evaluate Author's Purpose: 325; Literary Elements: Universal Theme: 341; Memoir: 344</p> <p>Topic Software Teaching Resources: Believe & Achieve: 1.1-1.4; Made in the U.S.A.: 3.1-3.4</p>
<ul style="list-style-type: none"> • using reading, writing, listening, articulate speaking, and viewing to solve problems; 	<p>rBook Teacher's Edition: Best Practices: 106C-106D Differentiated Support: 129A-129B Functional Literacy: 126-127 Readings: 108-109, 110-113, 114-115 Vocabulary/Word Study: 118-119 Workshop Wrap-Up: 128-129 Writing and Grammar: 120-125</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 35 Identify Persuasion and Propaganda: 322</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:</p>

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Model Content Standards Reading and Writing Grades 9 - 12	READ 180 Stage A
<ul style="list-style-type: none"> • using reading, writing, listening, articulate speaking, and viewing to solve problems; (continued) 	<p>Persuasive Writing, Lesson 18 Model: School Snack Machines Aren't Cool: 118; Lesson 19 Model: The Perfect Match: 124; Lesson 20 Model: Reality TV: Gone Too Far: 130; Lesson 21 Model: Volunteering 101: 136-137</p>
<ul style="list-style-type: none"> • knowing what constitutes literary quality based on elements such as the author's point of view, the author's selection of significant details, theme development, and the author's reflection of events and ideas of his or her lifetime; and 	<p>rBook Teacher's Edition: Writing and Grammar: 152-157</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 36 Evaluate Sources and Evidence: 323; Lesson 37 Evaluate Author's Viewpoint: 324; Lesson 38 Evaluate Author's Purpose: 325</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing, Lesson 19 Writing a Review: 124</p>
<ul style="list-style-type: none"> • critiquing the content of written work and oral presentations. 	<p>rBook Teacher's Edition: Writing and Grammar: 26, 27, 50, 51, 76, 77, 100, 101, 124, 125, 156, 157, 180, 181, 204, 205, 232, 233</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 36 Evaluate Sources and Evidence: 323; Lesson 37 Evaluate Author's Viewpoint: 324; Lesson 38 Evaluate Author's Purpose: 325</p>
<p>For students extending their English/Language Arts education beyond the standard, what they know and are able to do may include</p>	
<ul style="list-style-type: none"> • applying principles of formal logic to written and oral texts. 	<p>rBook Teacher's Edition: Best Practices: 106C-106D Differentiated Support: 129A-129B Functional Literacy: 126-127 Readings: 108-109, 110-113, 114-115 Vocabulary/Word Study: 118-119 Workshop Wrap-Up: 128-129</p>

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Model Content Standards Reading and Writing Grades 9 - 12	READ 180 Stage A
<ul style="list-style-type: none"> • applying principles of formal logic to written and oral texts. (continued) 	<p>Writing and Grammar: 120-125</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 35 Identify Persuasion and Propaganda: 322</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing, Lesson 18 Model: School Snack Machines Aren't Cool: 118; Lesson 19 Model: The Perfect Match: 124; Lesson 20 Model: Reality TV: Gone Too Far: 130; Lesson 21 Model: Volunteering 101: 136-137</p>
<p>STANDARD 5: Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. In order to meet this standard, students will</p>	
<ul style="list-style-type: none"> • select relevant material for reading, writing, and speaking purposes; 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 28 Finding and Recording Information: 172-174; Lesson 29 Organizing Information and Notes: 175-177; Lesson 30 Features of a Research Report: 178-181</p>
<ul style="list-style-type: none"> • understand the structure, organization, and use of various media, reference, and technological sources as they select information for their reading and writing; 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 28 Finding and Recording Information: 172-174; Lesson 29 Organizing Information and Notes: 175-177</p>
<ul style="list-style-type: none"> • paraphrase, summarize, organize, and synthesize information; 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 28 Finding and Recording Information: 172-174; Lesson 29 Organizing Information and Notes: 175-177</p>
<ul style="list-style-type: none"> • give credit for others' ideas, images, or information; and 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 29 Organizing Information and Notes: 175-177; Lesson 30 Features of a Research Report: 178-181</p>

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Model Content Standards Reading and Writing Grades 9 - 12	READ 180 Stage A
<ul style="list-style-type: none"> • use information to produce a quality product. 	RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Poetry , Lesson 26 Free Verse Poem: 164-169; Research , Lesson 27 Choosing and Narrowing a Topic: 170-171; Lesson 28 Finding and Recording Information: 172-174; Lesson 29 Organizing Information and Notes: 175-177; Lesson 30 Features of a Research Report: 178-181
RATIONALE: <i>In this age of information and technology, people need reading and information-retrieval skills that will enable them to access facts, images, and text from many sources. The sheer volume of data makes it necessary for information seekers to be able to wade through a maze of facts, figures, and images, and to identify what is useful and relevant. Knowing how to locate, evaluate, and make use of an ever-increasing amount of information demands a broader repertoire of reading strategies. This implies an expanded definition of literacy that includes reading for information in a technological age. Students need to become discerning consumers of information.</i>	
GRADES 9-12 As students in grades 9-12 extend their knowledge, what they know and are able to do includes	
<ul style="list-style-type: none"> • using organizational features of printed text such as citations, end notes, and bibliographic references to locate relevant information; 	RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research , Lesson 28 Finding and Recording Information: 172-174; Lesson 29 Organizing Information and Notes: 175-177; Lesson 30 Features of a Research Report: 178-181
<ul style="list-style-type: none"> • evaluating information in light of what they know and their specific needs; 	RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research , Lesson 28 Finding and Recording Information: 172-174; Lesson 29 Organizing Information and Notes: 175-177
<ul style="list-style-type: none"> • using organizational features of electronic text such as bulletin boards, database keyword searches, and e-mail addresses to locate information when technology is available; 	RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research , Lesson 28 Finding and Recording Information: 172-174; Lesson 29 Organizing Information and Notes: 175-177
<ul style="list-style-type: none"> • using strategies to gain information from journals, research studies, and technical documents; and 	RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research , Lesson 28 Finding and Recording Information: 172-174; Lesson 29 Organizing Information and Notes: 175-177

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Model Content Standards Reading and Writing Grades 9 - 12	READ 180 Stage A
<ul style="list-style-type: none"> • using available technology to access information, conduct research, and produce a carefully documented product. 	RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research , Lesson 28 Finding and Recording Information: 172-174; Lesson 29 Organizing Information and Notes: 175-177; Lesson 30 Features of a Research Report: 178-181
For students extending their English/Language Arts education beyond the standards, what they know and are able to do may include	
<ul style="list-style-type: none"> • understanding and applying knowledge of the structure, organization, and use of various media, reference, and technological information sources in their reading and writing as they meet academic, personal, and professional challenges; 	RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research , Lesson 28 Finding and Recording Information: 172-174
<ul style="list-style-type: none"> • locating information appropriate for their reading and writing purposes such as career and academic interest, leisure time, and self-improvement; 	RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing , Lesson 14 Informative Article: 92-97; Research , Lesson 28 Finding and Recording Information: 172-174
<ul style="list-style-type: none"> • using information from various resources, both primary and secondary, as a vehicle for expressing their own thoughts, impressions, and ideas; 	RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research , Lesson 28 Finding and Recording Information: 172-174; Lesson 29 Organizing Information and Notes: 175-177; Lesson 30 Features of a Research Report: 178-181
<ul style="list-style-type: none"> • giving precise, formal credit for others' ideas, images, or information; and 	RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research , Lesson 30 Features of a Research Report: 178-181
<ul style="list-style-type: none"> • planning and presenting multimedia presentations. 	This objective is outside the scope of Read 180 Enterprise Edition, Stage C.
STANDARD 6: Students read and recognize literature as a record of human experience. In order to meet this standard, students will	
<ul style="list-style-type: none"> • know and use literary terminology; 	rBook Teacher's Edition: Best Practices: 56C-56D, 130C-130D, 130E-130F Coaching Notes: 149, 225 Comprehension: 58, 133

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<p style="text-align: center;">Model Content Standards Reading and Writing Grades 9 - 12</p>	<p style="text-align: center;">READ 180 Stage A</p>
<ul style="list-style-type: none"> • know and use literary terminology; (continued) 	<p>Readings: 58, 60, 61, 63, 65, 133, 134, 135, 137, 139, 141, 143, 145, 147, 148, 149, 223 rBook Reading Handbook: 245, 246</p> <p>Audiobooks Teaching Resources: <i>Lord of the Flies</i>, p. 11</p> <p>Paperbacks Teaching Resources: <i>The Big Bug</i>, p.13; <i>Confessions of a Gym-Class Dropout</i>, p. 14; <i>The Odyssey</i>, p. 17; <i>Survivors: True Stories About Real Kids</i>, p. 19; <i>War of the Worlds</i>, p. 20; <i>Dangerous Game</i>, p. 23; <i>The Skin I'm In</i>, p. 30; <i>Sunny: Diary Two</i>, p. 32, <i>Emma</i>, p. 35; <i>Slam!</i> p. 39; <i>Flight to Freedom</i>, p. 45; <i>Macbeth</i>, p. 47, <i>Romiette and Julio</i>, p.49, <i>The Trouble with Lemons</i>, p. 51</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 19-20 Analyze Character: 306-307; Lessons 21-22 Analyze Setting: 308-309, Lessons 23-24 Analyze Plot: 310-311; Lessons 25-26 Analyze Theme: 312, 313; Lesson 32 Identify Point of View: 319, Literary Elements: Conflict: 341; Universal Theme: 341</p> <p>Topic Software Teaching Resources: Believe & Achieve: 1.1-1.4; Beyond the Finish Line: 4.1-4.4</p>
<ul style="list-style-type: none"> • read literature to investigate common issues and interests; 	<p>rBook Teacher's Edition: Readings: 60-65, 66-69, 134-149</p> <p>Paperbacks Teaching Resources: <i>Survivors: True Stories About Real Kids</i>, p. 19; <i>Young Americans: Tales of Teenage Immigrants</i>: 22</p>
<ul style="list-style-type: none"> • read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar; 	<p>rBook Teacher's Edition: Readings: 60-65, 134-149, 212-213, 214-221, 222-224</p>

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<p style="text-align: center;">Model Content Standards Reading and Writing Grades 9 - 12</p>	<p style="text-align: center;">READ 180 Stage A</p>
<ul style="list-style-type: none"> • read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar; (continued) 	<p>Paperbacks Teaching Resources: <i>Confessions of a Gym-Class Dropout</i>, p. 14; <i>Gym Rats: True Stories About Punching, Pedaling, and Powerlifting</i>: p. 15; <i>NASCAR: Behind the Wheel and Behind the Scenes</i>: p. 16; <i>The Odyssey</i>: p. 17; <i>Survivors: True Stories About Real Kids</i>, p. 19; <i>Yo, Yolanda! Advice from an Expert</i>: p. 21; <i>Young Americans: Tales of Teenage Immigrants</i>: 22; <i>Hot Tracks: Careers in the Music Business</i>: p. 26; <i>In the Line of Fire: A Story About D-Day</i>: p. 27; <i>In Your Face: Poems About Real Life</i>: p. 28; <i>The Plague</i>: 29; <i>Emma</i>, p. 35; <i>Black Diamond: The Story of the Negro Baseball Leagues</i>: p. 44; <i>Flight to Freedom</i>, p. 45; <i>The Greatest: Muhammad Ali</i>: p. 46</p>
<ul style="list-style-type: none"> • read literature that reflects the uniqueness and integrity of the American experience; 	<p>rBook Teacher’s Edition: Readings: 60-65, 134-149, 212-213, 214-221, 222-224</p> <p>Paperbacks Teaching Resources: <i>NASCAR: Behind the Wheel and Behind the Scenes</i>: p. 16; <i>Young Americans: Tales of Teenage Immigrants</i>: 22; <i>Hot Tracks: Careers in the Music Business</i>: p. 26; <i>In the Line of Fire: A Story About D-Day</i>: p. 27; <i>In Your Face: Poems About Real Life</i>: p. 28; <i>Black Diamond: The Story of the Negro Baseball Leagues</i>: p. 44; <i>Flight to Freedom</i>, p. 45; <i>The Greatest: Muhammad Ali</i>: p. 46</p>
<ul style="list-style-type: none"> • read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world; and 	<p>rBook Teacher’s Edition: Readings: 60-65, 134-149, 212-213, 214-221, 222-224</p> <p>Paperbacks Teaching Resources: <i>Survivors: True Stories About Real Kids</i>, p. 19; <i>Young Americans: Tales of Teenage Immigrants</i>: 22; <i>In Your Face: Poems About Real Life</i>: p. 28; <i>Black Diamond: The Story of the Negro Baseball Leagues</i>: p. 44; <i>Flight to Freedom</i>, p. 45; <i>The Greatest: Muhammad Ali</i>: p. 46</p>

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<p style="text-align: center;">Model Content Standards Reading and Writing Grades 9 - 12</p>	<p style="text-align: center;">READ 180 Stage A</p>
<ul style="list-style-type: none"> • read classic and contemporary literature of the United States about the experiences and traditions of diverse ethnic groups. 	<p>rBook Teacher’s Edition: Readings: 66-69, 134-149, 212-213, 214-221, 222-224</p> <p>Paperbacks Teaching Resources: <i>NASCAR: Behind the Wheel and Behind the Scenes:</i> p. 16; <i>Young Americans: Tales of Teenage Immigrants:</i> 22; <i>In Your Face: Poems About Real Life:</i> p. 28; <i>Black Diamond: The Story of the Negro Baseball Leagues:</i> p. 44; <i>Flight to Freedom,</i> p. 45; <i>The Greatest: Muhammad Ali:</i> p. 46</p>
<p>RATIONALE: <i>Literature records human expression in such forms as speeches, poems, novels, stories, nonfiction, essays, plays, films, biographies, and autobiographies by male and female speakers and writers. The study of literary traditions offers a perspective on enduring questions, a glimpse into human motives and conflicts, and a sense of the beauty and power of spoken and written language. In addition, literature transmits and transforms culture; it also enables students to think, communicate, and participate in society. The study of literature and writers of the United States honors the heritage and cultures of all people who live or have lived in America, and it thus helps students develop an understanding of our national experience. A comprehensive literature program fosters habits of reading that carry over into adult life.</i></p> <p>Note: A reference list of sources of book lists can be found at the end of the Reading and Writing Standards. None of these book lists have been endorsed by the Colorado State Board of Education.</p>	
<p>GRADES 9-12 As students in grades 9-12 extend their knowledge, what they know and are able to do includes</p>	
<ul style="list-style-type: none"> • reading, responding to, and discussing novels, poetry, short stories, non-fiction, content-area and technical material, plays, essays, and speeches; 	<p>rBook Teacher’s Edition: Best Practices: 8C-8D, 32C-32D, 56C-56D, 56E-56F, 82C-82D, 106C-106D, 130C-130D, 130E-130F, 162C-162D, 186C-186D, 210C-210D Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-65, 66-69, 84-85, 86-89, 90-93, 108-109, 110-113, 114-117, 134-149, 164-165, 166-169, 170-173, 188-189, 190-193, 194-197, 212-213, 214-221, 222-225 rBook Reading Handbook: 243-246</p> <p>Paperbacks Teaching Resources: Level 1: 13-22; Level 2: 23-32; Level 3: 33-42; Level 4: 43-52</p>

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<p style="text-align: center;">Model Content Standards Reading and Writing Grades 9 - 12</p>	<p style="text-align: center;">READ 180 Stage A</p>
<ul style="list-style-type: none"> • reading, responding to, and discussing novels, poetry, short stories, non-fiction, content-area and technical material, plays, essays, and speeches; (continued) 	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:</p> <p>Comprehension, Lessons 1-2 Read for Detail: 288, 289; Lessons 3-4 Sequence of Events: 290, 291; Lessons 5-6 Main Idea and Details: 292, 293; Lessons 7-8 Summarize: 294, 295; Lessons 9-10 Cause and Effect: 296, 297; Lessons 11-12 Compare and Contrast: 298, 299; Lessons 13-14 Problem and Solution: 300, 301; Lessons 15-16 Make Inferences: 302, 303; Lessons 17-18 Draw Conclusions: 304, 305; Lesson 31 Make Predictions: 318; Lesson 32 Identify Point of View: 319; Lesson 33 Identify Author's Purpose: 320; Lesson 34 Fact and Opinion: 321; Lesson 35 Identify Persuasion and Propaganda: 322; Lesson 36 Evaluate Sources and Evidence: 323; Lesson 37 Evaluate Author's Viewpoint: 324; Lesson 38 Evaluate Author's Purpose: 325; Lesson 39 Support Judgments: 326; Lesson 40 Support Generalizations: 327; Literary Elements: Symbolism: 338; Tone: 338; Mood: 339; Suspense: 340; Flashback and Foreshadowing: 340; Rhyme and Rhyme Scheme: 342; Poetic Devices: 342; Imagery: Simile and Metaphor: 343; Free Verse and Alliteration: 343</p>
<ul style="list-style-type: none"> • using literary terminology accurately, such as theme, mood, diction, idiom, perspective, style, and point of view; 	<p>rBook Teacher's Edition:</p> <p>Best Practices: 56C-56D, 130C-130D, 130E-130F</p> <p>Coaching Notes: 149, 225</p> <p>Comprehension: 58, 133</p> <p>Readings: 58, 60, 61, 63, 65, 133, 134, 135, 137, 139, 141, 143, 145, 147, 148, 149, 223</p> <p>rBook Reading Handbook: 245, 246</p> <p>Audiobooks Teaching Resources: <i>Lord of the Flies</i>, p. 11</p> <p>Paperbacks Teaching Resources: <i>The Big Bug</i>, p.13; <i>Confessions of a Gym-Class</i></p>

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<p style="text-align: center;">Model Content Standards Reading and Writing Grades 9 - 12</p>	<p style="text-align: center;">READ 180 Stage A</p>
<ul style="list-style-type: none"> • using literary terminology accurately, such as theme, mood, diction, idiom, perspective, style, and point of view; (continued) 	<p><i>Dropout</i>, p. 14; <i>The Odyssey</i>, p. 17; <i>Survivors: True Stories About Real Kids</i>, p. 19; <i>War of the Worlds</i>, p. 20; <i>Dangerous Game</i>, p. 23; <i>The Skin I'm In</i>, p. 30; <i>Sunny: Diary Two</i>, p. 32, <i>Emma</i>, p. 35; <i>Slam!</i> p. 39; <i>Flight to Freedom</i>, p. 45; <i>Macbeth</i>, p. 47, <i>Romiette and Julio</i>, p.49, <i>The Trouble with Lemons</i>, p. 51</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 19-20 Analyze Character: 306-307; Lessons 21-22 Analyze Setting: 308-309, Lessons 23-24 Analyze Plot: 310-311; Lessons 25-26 Analyze Theme: 312, 313; Lesson 32 Identify Point of View: 319, Literary Elements: Conflict: 341; Universal Theme: 341</p> <p>Topic Software Teaching Resources: Believe & Achieve: 1.1-1.4; Beyond the Finish Line: 4.1-4.4</p>
<ul style="list-style-type: none"> • identifying recurrent themes in United States literature; and 	<p>rBook Teacher's Edition: Best Practices: 130E-130F Coaching Notes: 149, 225 Comprehension: 58, 133 Readings: 61, 63, 65, 135, 137, 139, 141, 143, 145, 147 rBook Reading Handbook: 245, 246</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 25-26 Analyze Theme: 312, 313; Literary Elements: Universal Theme: 341</p> <p>Topic Software Teaching Resources: Believe & Achieve: 1.1-1.4; Beyond the Finish Line: 4.1-4.4</p>

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Model Content Standards Reading and Writing Grades 9 - 12	READ 180 Stage A
<ul style="list-style-type: none"> developing and supporting a thesis about the craft and significance of particular works of literature, both classic and contemporary, from a variety of ethnic writers. 	<p>rBook Teacher’s Edition: Writing and Grammar: 152-157</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 36 Evaluate Sources and Evidence: 323; Lesson 37 Evaluate Author’s Viewpoint: 324; Lesson 38 Evaluate Author’s Purpose: 325</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing, Lesson 19 Writing a Review: 124</p>
<p>For students extending their English/Language Arts education beyond the standards, what they know and are able to do may include</p>	
<ul style="list-style-type: none"> comparing and contrasting stories, novels, poems, and other forms of literature from different countries, time periods, or cultures; 	<p>rBook Teacher’s Edition: Best Practices: 186C-186D Readings: 60-65, 66-69, 134-149, 190-193</p>
<ul style="list-style-type: none"> using novels, poetry, short stories, non-fiction, autobiographies, plays, essays, speeches, literary criticisms and analyses, and any other literature to explore academic, personal, or career issues; and 	<p>rBook Teacher’s Edition: Functional Literacy: 28, 52, 102, 126, 182, 206, 234</p> <p>Paperbacks Teaching Resources: <i>NASCAR: Behind the Wheel and Behind the Scenes:</i> p. 16; <i>Hot Tracks: Careers in the Music Business:</i> p. 26</p>
<ul style="list-style-type: none"> understanding the common themes in the literature of the United States and in world literature. 	<p>rBook Teacher’s Edition: Best Practices: 130E-130F Coaching Notes: 149, 225 Comprehension: 58, 133 Readings: 61, 63, 65, 135, 137, 139, 141, 143, 145, 147 rBook Reading Handbook: 245, 246</p> <p>Audiobooks Teaching Resources: <i>Lord of the Flies,</i> p. 11</p> <p>Paperbacks Teaching Resources: <i>Emma,</i> p. 35; <i>Macbeth,</i> p. 47</p>

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<p style="text-align: center;">Model Content Standards Reading and Writing Grades 9 - 12</p>	<p style="text-align: center;">READ 180 Stage A</p>
<ul style="list-style-type: none"> • understanding the common themes in the literature of the United States and in world literature. (continued) 	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:</p> <p>Comprehension, Lessons 25-26 Analyze Theme: 312, 313; Literary Elements: Universal Theme: 341</p> <p>Topic Software Teaching Resources: Believe & Achieve: 1.1-1.4; Beyond the Finish Line: 4.1-4.4</p>