

**Scholastic's READ 180, Stage A Elementary
correlated to the
State of Delaware
English Language Arts Curriculum Framework
Grades 4-5**

Delaware Framework	Stage A Match
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STANDARD 1: Students will use written and oral English appropriate for various purposes and audiences.	
Written Communication: Writing is a flexible and recursive process that encompasses identifying purposes and audiences, prewriting, drafting, revising, editing, and publishing. The use of a variety of technologies will facilitate this process.	
Oral Communication: Speakers draw upon the language of their home, community, and culture -- as well as the public language of the larger culture -- to communicate effectively with a variety of audiences.	
Performance Indicators: Written Communication - Writers will produce texts that exhibit the following textual features, all of which are consistent with the genre and purpose of the writing:	
<ul style="list-style-type: none"> • 	<p>Development: The topic, theme, stand/perspective, argument, or character is fully developed.</p>
<ul style="list-style-type: none"> • 	<p>Organization: The text exhibits a discernible progression of ideas.</p>
	<p>The Following Selected Matches Support this Objective:</p> <p>Writing Prompts Teacher Materials Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p> <p>Create an Interview Teacher Materials Teacher's Guide: 57, 105, 155</p> <p>Teacher's Resource Book: 135, 144, 159, 160, 161, 181</p> <p>Write a Tribute, Memorial Teacher Materials Teacher's Guide: 115, 137, 177, 201, 207, 229</p> <p>Teacher's Resource Book: 126, 139, 149, 152</p>
	<p>The Following Selected Matches Support this Objective:</p> <p>Narration Teacher Materials Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book:</p>

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	<p>33-37, 113-117</p> <p>Exposition Teacher Materials Teacher's Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Writing and Grammar Strategies Book: 118-122</p> <p>Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72</p>
<ul style="list-style-type: none"> Style: The writer demonstrates a quality of imagination and individuality, and a distinctive voice. 	<p>Selected Examples Include:</p> <p>Narration Teacher Materials Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Exposition Teacher Materials Teacher's Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Writing and Grammar Strategies Book: 118-122</p> <p>Description Teacher Materials Teacher's Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52, 108-112</p> <p>Write an Argument Teacher Materials</p>

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	<p>Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p>
<ul style="list-style-type: none"> • Word Choice: The words are precise, vivid, and economical. 	<p>The Following Selected Matches Support this Objective:</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Write Dialogue Teacher Materials Teacher's Guide: 67, 123, 205</p> <p>Teacher's Resource Book: 162, 167, 173</p> <p>Narration Teacher Materials Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Letter to the Author Teacher Materials Writing and Grammar Strategies Book: 83-87</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p>
<p>Writers will produce texts that exhibit the following language conventions <i>at all grade levels</i>:</p>	
<ul style="list-style-type: none"> • Sentence Formation: Sentences are complete and varied in length and structure. 	<p>The Following Selected Matches Support this Objective:</p>

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		<p>Narration <u>Teacher Materials</u> Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Exposition <u>Teacher Materials</u> Teacher's Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Writing and Grammar Strategies Book: 118-122</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p>
<ul style="list-style-type: none"> • 	<p>Conventions: Appropriate grammar, mechanics, spelling, and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p> <p>Teacher's Resource Book: 139, 145, 160, 186, 187</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p>

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		Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127 Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87
Writers will produce examples that illustrate the following discourse classifications: By the completion of Grade 5, students will be able to write		
1.	expressive (author-oriented) texts both personal and literary, that	
	a. reveal self-discovery and reflection;	The Following Selected Matches Provide Opportunities to Meet this Objective: Narration <u>Teacher Materials</u> Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205 Writing and Grammar Strategies Book: 33-37, 113-117 Write a Tribute, Memorial <u>Teacher Materials</u> Teacher's Guide: 115, 137, 177, 201, 207, 229 Teacher's Resource Book: 126, 139, 149, 152 Write an Introduction, Speech <u>Teacher Materials</u> Teacher's Guide: 87, 107, 113 Teacher's Resource Book: 141, 149, 151 Write a Diary Entry, Journal Entry, Log Entry <u>Teacher Materials</u> Teacher's Guide: 151, 163, 193 Teacher's Resource Book:

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			131, 149, 179
	b.	demonstrate experimentation with techniques which could include dialogue;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write Dialogue <u>Teacher Materials</u> Teacher's Guide: 67, 123, 205</p> <p>Teacher's Resource Book: 162, 167, 173</p> <p>Narration <u>Teacher Materials</u> Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Write a Tribute, Memorial <u>Teacher Materials</u> Teacher's Guide: 115, 137, 177, 201, 207, 229</p> <p>Teacher's Resource Book: 126, 139, 149, 152</p> <p>Write an Introduction, Speech <u>Teacher Materials</u> Teacher's Guide: 87, 107, 113</p> <p>Teacher's Resource Book: 141, 149, 151</p> <p>Write a Diary Entry, Journal Entry, Log Entry <u>Teacher Materials</u> Teacher's Guide: 151, 163, 193</p> <p>Teacher's Resource Book: 131, 149, 179</p> <p>Description <u>Teacher Materials</u> Teacher's Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209,</p>

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		<p>219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52</p>
	c.	<p>demonstrate experimentation with appropriate modes which could include narration and description;</p> <p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Narration Teacher Materials Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Write a Tribute, Memorial Teacher Materials Teacher's Guide: 115, 137, 177, 201, 207, 229</p> <p>Teacher's Resource Book: 126, 139, 149, 152</p> <p>Write an Introduction, Speech Teacher Materials Teacher's Guide: 87, 107, 113</p> <p>Teacher's Resource Book: 141, 149, 151</p> <p>Write a Diary Entry, Journal Entry, Log Entry Teacher Materials Teacher's Guide: 151, 163, 193</p> <p>Teacher's Resource Book: 131, 149, 179</p> <p>Description Teacher Materials Teacher's Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52</p>

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	d.	<p>demonstrate experimentation with rhetorical forms.</p>
		<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Narration Teacher Materials Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Write a Tribute, Memorial Teacher Materials Teacher's Guide: 115, 137, 177, 201, 207, 229</p> <p>Teacher's Resource Book: 126, 139, 149, 152</p> <p>Write an Introduction, Speech Teacher Materials Teacher's Guide: 87, 107, 113</p> <p>Teacher's Resource Book: 141, 149, 151</p> <p>Write a Diary Entry, Journal Entry, Log Entry Teacher Materials Teacher's Guide: 151, 163, 193</p> <p>Teacher's Resource Book: 131, 149, 179</p> <p>Description Teacher Materials Teacher's Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52</p>
2.	informative (subject-oriented) texts that	
	a.	<p>address the needs of the audience;</p> <p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Narration</p>

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			<p><u>Teacher Materials</u> Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Describe Ideas, Characters, Plot</p> <p><u>Teacher Materials</u> Teacher's Guide: 145, 159, 163, 165, 179, 191, 219, 221, 227</p> <p>Teacher's Resource Book: 139, 140, 142, 155, 162, 163, 164, 165, 166, 168, 169, 171, 175, 176, 177, 183, 187, 190, 192, 193, 196, 197, 198, 199, 200</p> <p>Extend Meaning</p> <p><u>Teacher Materials</u> Teacher's Guide: 107, 149, 161, 175, 213</p> <p>Teacher's Resource Book: 130, 137, 140, 143, 151, 152, 154, 157, 171, 177, 194, 201</p> <p>Relating Content-Area Information</p> <p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p>
	b.	<p>exhibit appropriate modes which could include description, narration, classification, simple process analysis, and definition;</p>	<p>Selected Examples Include:</p> <p>Narration</p> <p><u>Teacher Materials</u> Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Describe Ideas, Characters, Plot</p> <p><u>Teacher Materials</u> Teacher's Guide: 145, 159, 163, 165, 179, 191, 219, 221, 227</p> <p>Teacher's Resource Book: 139, 140, 142, 155, 162, 163, 164, 165, 166, 168, 169, 171, 175, 176, 177, 183, 187, 190, 192, 193, 196, 197, 198, 199, 200</p>

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		<p>Extend Meaning Teacher Materials Teacher's Guide: 107, 149, 161, 175, 213</p> <p>Teacher's Resource Book: 130, 137, 140, 143, 151, 152, 154, 157, 171, 177, 194, 201</p> <p>Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72</p>
	c.	<p>conform to the appropriate formats, which could include letters, summaries, messages, and reports;</p> <p>Selected Examples Include:</p> <p>Letter to the Author Teacher Materials Writing and Grammar Strategies Book: 83-87</p> <p>Write an Article, News Report Teacher Materials Teacher's Guide: 199, 217</p> <p>Teacher's Resource Book: 139, 145, 160, 186, 187</p>
	d.	<p>contain information from primary and secondary sources, avoiding plagiarism.</p> <p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Article, News Report Teacher Materials Teacher's Guide: 199, 217</p> <p>Teacher's Resource Book: 139, 145, 160, 186, 187</p> <p>Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72</p> <p>Historical Narrative Teacher Materials Writing and Grammar Strategies Book: 33-37</p>

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			Autobiographical Sketch <u>Teacher Materials</u> Writing and Grammar Strategies Book: 18-22
3.	argumentative and persuasive (audience-oriented) texts that		
	a.	address the needs of the audience;	Selected Examples Include: Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127 Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215 Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201 Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87 Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102 Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92
	b.	communicate a clear-cut position on an issue;	Selected Examples Include: Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127 Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215 Teacher's Resource Book:

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		<p>126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p>
	c.	<p>support the position with relevant information, which could include personal <i>and expert</i> opinions and examples;</p> <p>The Following Selected Matches Support this Objective:</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p>
	d.	<p>exhibit evidence of reasoning.</p> <p>The Following Selected Matches Support this Objective:</p>

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		<p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p>
<p>Performance Indicators: Oral Communication - Speakers demonstrate oral language proficiency in formal and informal speech situations such as conversations, interviews, collaborative group work, oral presentations, public speaking, argumentations, and debate. By the completion of Grade 5, students will be able to:</p>		
1.	formulate a message including all essential information;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p>

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	<p>Letter to the Author Teacher Materials Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
2.	<p>organize a message appropriately for the speech situation;</p> <p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument Teacher Materials Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author Teacher Materials Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade Teacher Materials</p>

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			<p>Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
3.	deliver a message,		
	a.	beginning to control volume, tone, speed, and enunciation appropriately for the situational context;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument Teacher Materials Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author Teacher Materials Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p>

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			<p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	b.	using facial expressions to reinforce the message;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p>

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			<p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	c.	maintaining focus	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	d.	creating the impression of being secure and comfortable, and in command of the situation;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>Teacher Materials</u></p>

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	e.	<p>incorporating audio/visual aids when appropriate.</p> <p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument Teacher Materials Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition Teacher Materials</p>

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			<p>Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author Teacher Materials Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
4.	respond to feedback, adjusting volume and speed, and answering questions.		<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument Teacher Materials Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author Teacher Materials Writing and Grammar Strategies Book: 83-87</p>

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		<p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>STANDARD 2: Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.</p>		
<p>The process of constructing meaning while listening, reading, and viewing requires the student to use prior knowledge, textual cues, and reasoning. Students will apply the information gained to make decisions, solve problems, complete tasks, create products, and/or enjoy literary experiences. <i>Although the complexity and types of text change as students become more proficient, the processes students use to comprehend remain the same.</i> Constructing meaning at all grade levels involves:</p>		
1.	<p>using effective decoding and other word recognition strategies;</p>	<p>Selected Examples Include:</p> <p>Understand Vocabulary Student Materials Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high utility words.</p> <p>Audiobooks: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p>

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	<p>Identify Vocabulary <u>Student Materials</u> Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high utility words.</p> <p>Audiobooks: As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p> <p><u>Teacher Materials</u> Teacher's Guide: 48, 58, 68, 78, 88, 98, 108, 118, 128</p> <p>Reading Strategies Book: 7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 52, 55, 58, 61, 64, 67, 70, 73, 76, 80, 84, 88, 92, 96, 100, 104, 108, 112, 116, 120, 124</p>
2.	<p>understanding vocabulary, including literary devices;</p> <p>Understand Vocabulary <u>Student Materials</u> Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high utility words.</p> <p>Audiobooks: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p>
3.	<p>integrating prior knowledge with information from the text (written or oral);</p> <p>Activate Prior Knowledge <u>Student Materials</u> Software: Before reading each of the passages on the <i>READ 180</i> Software, students view a short video to activate prior knowledge.</p> <p>Audiobooks: In the <i>READ 180</i> Audiobooks, the Reading Coach</p>

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		<p>assists the student in activating prior knowledge by modeling this and other comprehension strategies.</p> <p><u>Teacher Materials</u> Teacher's Guide: The <i>READ 180 Teacher's Guide</i> provides background information about the readings for each of the components.</p> <p>Reading Strategies Book: 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123</p>
4.	self-monitoring comprehension;	<p>Selected Examples Include:</p> <p>Adjust Reading Rate <u>Student Materials</u> Software: The <i>READ 180</i> Software allows the student to select the speed at which each passage is read.</p> <p>Paperbacks: The students read the Paperbacks independently, allowing them to adjust their reading rate.</p> <p>Read On <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i>: 4, 17, and 58 <i>Favorite Greek Myths</i>: 53 <i>For Your Eyes Only!</i>: 11 <i>The Music of Dolphins</i>: end of Ch. 26</p> <p>Stop and Think <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i> <i>Beautiful Warrior</i> <i>Favorite Greek Myths</i> <i>For Your Eyes Only!</i> <i>I Though My Soul Would Rise and Fly</i> <i>Jonah the Whale</i> <i>The Journal of Joshua Loper</i> <i>The Last-Place Sports Poems of Jeremy Bloom</i> <i>The Magnificent Mummy Maker</i> <i>The Music of Dolphins</i> <i>The Ostrich Chase</i> <i>Pacific Crossing</i></p>

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5.	analyzing and evaluating critically.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
Performance Indicators - By the completion of Grade 5, using appropriate text, students will be able to:		
1.	select and apply efficient, effective decoding and other word recognition strategies to comprehend printed texts;	<p>Selected Examples Include:</p> <p>Understand Vocabulary Student Materials Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high utility words.</p> <p>Audiobooks: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p> <p>Identify Vocabulary Student Materials Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high utility words.</p> <p>Audiobooks: As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p>

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		<p>Teacher Materials Teacher's Guide: 48, 58, 68, 78, 88, 98, 108, 118, 128</p> <p>Reading Strategies Book: 7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 52, 55, 58, 61, 64, 67, 70, 73, 76, 80, 84, 88, 92, 96, 100, 104, 108, 112, 116, 120, 124</p>
2.	develop an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending texts and messages by	
	a. using context cues to determine the meanings of words;	<p>Context Clues</p> <p>Student Materials Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i>: 4, 6, 32, 36, 41, 48, 84, and 103 <i>Beautiful Warrior</i>: 7 and 30 <i>Favorite Greek Myths</i>: 46, 51, 68, and 70 <i>For Your Eyes Only!</i>: 11, 25, and 95 <i>I Thought My Soul Would Rise and Fly</i>: 8, 14, and 40 <i>The Journal of Joshua Loper</i>: 10, 15, and 60 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 14, 21, 32, 36, and 90 <i>The Magnificent Mummy Maker</i>: 4, 7, and 17 <i>The Music of Dolphins</i>: 5 and end of Ch. 38 <i>The Ostrich Chase</i>: 6, 14, 15, 25, and 80 <i>Pacific Crossing</i>: end of Ch. 5, and 82</p> <p>Teacher Materials Reading Strategies Book: 28, 37, 43, 70, 73, 76, 88, 104, 124</p>
	b. using reference works, technology, and human resources to learn the meaning of unknown words (e.g., dictionary, thesaurus, computer software).	<p>Using Resources</p> <p>Student Materials Audiobooks (Reading Coach Modeling): <i>Beautiful Warrior</i>: 1 <i>Favorite Greek Myths</i>: 45 <i>I Thought My Soul Would Rise and Fly</i>: 172 <i>The Journal of Joshua Loper</i>: 131 <i>The Ostrich Chase</i>: 6, 12, and 23 <i>Pacific Crossing</i>: 1, 9, and 11</p>
3.	self-monitor comprehension while listening, reading, and viewing by	
	a. generating a purpose for reading, listening, or viewing;	<p>Set Purpose</p> <p>Student Materials Software: The video segments shown before each <i>READ 180</i> Topic CD passage set the purpose for reading.</p>

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			<p>Teacher Materials Reading Strategies Book: 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123</p>
	b.	<p>assimilating information with prior knowledge to revise predictions and understandings, and to make inferences;</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Activate Prior Knowledge</p> <p>Student Materials Software: Before reading each of the passages on the <i>READ 180</i> Software, students view a short video to activate prior knowledge.</p> <p>Audiobooks: In the <i>READ 180</i> Audiobooks, the Reading Coach assists the student in activating prior knowledge by modeling this and other comprehension strategies.</p> <p>Teacher Materials Teacher's Guide: The <i>READ 180 Teacher's Guide</i> provides background information about the readings for each of the components.</p> <p>Reading Strategies Book: 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123</p>
	c.	<p>taking appropriate actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding of oral and written text.</p>	<p>Selected Examples Include:</p> <p>Adjust Reading Rate</p> <p>Student Materials Software: The <i>READ 180</i> Software allows the student to select the speed at which each passage is read.</p> <p>Paperbacks: The students read the Paperbacks independently, allowing them to adjust their reading rate.</p> <p>Read On</p> <p>Student Materials Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i>: 4, 17, and 58 <i>Favorite Greek Myths</i>: 53 <i>For Your Eyes Only!</i>: 11 <i>The Music of Dolphins</i>: end of Ch. 26</p>

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		<p>Stop and Think Student Materials Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i> <i>Beautiful Warrior</i> <i>Favorite Greek Myths</i> <i>For Your Eyes Only!</i> <i>I Thought My Soul Would Rise and Fly</i> <i>Jonah the Whale</i> <i>The Journal of Joshua Loper</i> <i>The Last-Place Sports Poems of Jeremy Bloom</i> <i>The Magnificent Mummy Maker</i> <i>The Music of Dolphins</i> <i>The Ostrich Chase</i> <i>Pacific Crossing</i></p>
4.	demonstrate an overall understanding of oral and printed texts by	
	a. making and revising predictions as needed;	<p>Predicting Student Materials Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 41, 73, and end of Ch. 8 <i>Beautiful Warrior:</i> 12, 20, and 30 <i>Favorite Greek Myths:</i> 52 <i>For Your Eyes Only!:</i> 40, 42, and 73 <i>I Thought My Soul Would Rise and Fly:</i> 22 and 149 <i>Jonah the Whale:</i> 11, 30, and 64 <i>The Journal of Joshua Loper:</i> 44 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 71 and 76 <i>The Magnificent Mummy Maker:</i> 7, 31, and 71 <i>The Music of Dolphins:</i> end of Ch. 7, 52, 61, 93, 104, and end of Chs. 26 and 48 <i>Pacific Crossing:</i> 38 and end of Chs. 8 and 13</p>
	b. identifying the story elements (e.g., characters, setting, plot);	<p>Analyze Character Student Materials Audiobooks (Reading Coach Modeling): <i>For Your Eyes Only!:</i> 42, 82, 83, and 131 <i>I Thought My Soul Would Rise and Fly:</i> 7 <i>Jonah the Whale:</i> 17, 26, 35, end of Ch. 5, and 65 <i>The Journal of Joshua Loper:</i> 22, 54, 67, 92, 108, and 122 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 22 and 50 <i>The Magnificent Mummy Maker:</i> 21 and 36 <i>The Music of Dolphins:</i> end of Chs. 1 and 17 <i>The Ostrich Chase:</i> 12 and 42</p>

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			<p><i>Pacific Crossing</i>: end of Chs. 14 and 41</p> <p>Teacher Materials Teacher's Guide: Audiobooks: 147, 155 Paperbacks: 191, 209, 217</p> <p>Teacher's Resource Book: 123</p> <p>Reading Strategies Book: 33, 69, 115</p> <p>Analyze Plot</p> <p>Student Materials Audiobooks (Reading Coach Modeling): <i>I Thought My Soul Would Rise and Fly</i>: 11 and 40 <i>Jonah the Whale</i>: 7 and 19 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 2 and 7 <i>The Magnificent Mummy Maker</i>: 3 <i>The Music of Dolphins</i>: 3 <i>The Ostrich Chase</i>: 12 and 69 <i>Pacific Crossing</i>: end of Ch. 1</p> <p>Teacher Materials Teacher's Guide: Audiobooks: 165 Paperbacks: 195</p> <p>Teacher's Resource Book: 124</p> <p>Reading Strategies Book: 36, 72, 119</p> <p>Analyze Setting</p> <p>Student Materials Audiobooks (Reading Coach Modeling): <i>For Your Eyes Only!</i>: 108 <i>I Thought My Soul Would Rise and Fly</i>: 7 and 84 <i>The Journal of Joshua Loper</i>: 4, 18, and 124 <i>The Music of Dolphins</i>: end of Chs. 7 and 12 <i>The Ostrich Chase</i>: 23, 33, 69, and 80 <i>Pacific Crossing</i>: 9</p> <p>Paperbacks: <i>Animal E.R.</i> <i>Navajo Long Walk</i></p>
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		<p><i>David Copperfield</i></p> <p>Teacher Materials Teacher's Guide: Paperbacks: 193, 207, 219</p> <p>Teacher's Resource Book: 125</p> <p>Reading Strategies Book: 39, 75, 123</p>
	c.	<p>identifying and interpreting figurative language and literary devices (e.g., simile, metaphor, etc.);</p> <p>Figurative Language Teacher Materials Reading Strategies Book: 46, 52, 88, 112</p>
	d.	<p>retelling a story or restating an informative text through speaking and/or writing;</p> <p>The Following Selected Matches Support this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Extend Meaning Teacher Materials Teacher's Guide: 107, 149, 161, 175, 213</p> <p>Teacher's Resource Book: 130, 137, 140, 143, 151, 152, 154, 157, 171, 177, 194, 201</p> <p>Respond to Ideas and Issues Teacher Materials Teacher's Guide: 65, 77, 101, 103, 105, 107, 111, 115, 117, 125, 127, 129, 145, 163, 165, 173, 185, 199, 201, 207</p> <p>Teacher's Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202</p> <p>Describe Ideas, Characters, Plot</p>

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			<p><u>Teacher Materials</u> Teacher's Guide: 145, 159, 163, 165, 179, 191, 219, 221, 227</p> <p>Teacher's Resource Book: 139, 140, 142, 155, 162, 163, 164, 165, 166, 168, 169, 171, 175, 176, 177, 183, 187, 190, 192, 193, 196, 197, 198, 199, 200</p>
	e.	organizing the important points of the text via summaries, outlines, and/or graphic organizers;	<p>Create an Outline, Timeline <u>Teacher Materials</u> Teacher's Guide: 101, 225</p> <p>Create Drawings, Posters, Covers, Designs, Diagrams, Charts, Maps, Etc. <u>Teacher Materials</u> Teacher's Guide: 55, 61, 63, 65, 67, 71, 91, 95, 97, 103, 111, 121, 123, 127, 131, 133, 135, 153, 157, 161, 173, 183, 191, 205, 209, 211, 213</p> <p>Teacher's Resource Book: 135, 138, 142, 149, 156, 159</p> <p>Write a Summary <u>Teacher Materials</u> Reading Strategies Book: 9, 45, 83</p>
	f.	identifying the author's purpose;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	g.	comparing information between and within texts;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software</p>

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			<p>passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	h.	discriminating between fact and opinion;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	i.	drawing conclusions;	<p>Draw Conclusions Student Materials Software: 1.1, L2, L3; 1.2, L1, L3; 1.3, L1, L3; 1.4, L1, L3; 2.1, L1-3; 2.2, L1-3; 2.4, L1; 3.1, L2; 3.2, L1, L3; 3.3, L2; 3.4, L1; 4.1, L2; 4.3, L2; 4.4, L1; 5.1, L1-3; 5.2, L1-3; 5.3, L1, L3; 5.4, L1-3; 6.1, L1; 6.4, L1-3; 7.1, L3; 7.2, L1; 8.1, L2-3; 9.3, L1-3; 9.4, L1</p> <p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i>: end of Ch. 5 <i>Beautiful Warrior</i>: 25 <i>Favorite Greek Myths</i>: 46, 51, and 68 <i>For Your Eyes Only!</i>: 13, 42, 87, 91, 113, and 116 <i>I Thought My Soul Would Rise and Fly</i>: 55, 66, 90, and 149 <i>Jonah the Whale</i>: 11, end of Chs. 2 and 4, 64, and end of Ch. 10 <i>The Journal of Joshua Loper</i>: 33, 86, and 88 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 22 and 76 <i>The Magnificent Mummy Maker</i>: 47 <i>The Music of Dolphins</i>: 3, 5, 12, and end of Chs. 15 and 19 <i>The Ostrich Chase</i>: 42, 55, and 80 <i>Pacific Crossing</i>: end of Chs. 6 and 8, 66, 86, and end of Ch. 16</p> <p>Teacher Materials Teacher's Guide: Software: 51, 125, 133</p>

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		<p>Audiobooks: 157 Paperbacks: 183, 185, 199, 215</p> <p>Teacher's Resource Book: 118</p> <p>Reading Strategies Book: 18, 54, 95</p>
	j.	<p>accepting or rejecting the validity of the information and giving supporting evidence;</p> <p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	k.	<p>relating the content of the text to real-life situations.</p> <p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
5.		<p>critically analyze and evaluate information and messages presented through print, speech, and mass media by</p>
	a.	<p>connecting and synthesizing information from different sources;</p> <p>Internet Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
	b.	<p>formulating and expressing opinions;</p> <p>The Following Matches Provide Opportunities to Meet this Objective:</p>

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			<p>Discuss Reading Materials and Ideas Teacher Materials Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	c.	responding to questions requiring critical thinking;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Links Teacher Materials Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
	d.	drawing conclusions;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	e.	differentiating between literal and non-literal meanings;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software</p>

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		<p>passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	f. recognizing ambiguity in words or expressions;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	g. acknowledging the possibility of a variety of interpretations of the same text;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	h. evaluating texts and media presentations for bias and misinformation;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Links <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>

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	i.	recognizing a variety of persuasive and propaganda techniques and how they are used in a variety of forms (e.g., advertising, campaigns, news formats, etc.).	<p>Internet Links, located in the <i>Teacher’s Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
6.	extend meaning by		
	a.	offering a personal response to texts;	<p>Selected Examples Include:</p> <p>Reader Response <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i>: 31, 36, and 55 <i>Beautiful Warrior</i>: end of Folio 15 <i>Favorite Greek Myths</i>: 50 <i>For Your Eyes Only!</i>: 22, 40, and 120 <i>I Thought My Soul Would Rise and Fly</i>: 16, 61, and 119 <i>Jonah the Whale</i>: 9, and end of Chs. 2, 4, 7, and 9 <i>The Journal of Joshua Loper</i>: 38 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 43 <i>The Magnificent Mummy Maker</i>: 31 <i>The Music of Dolphins</i>: end of Ch. 17 <i>The Ostrich Chase</i>: 82 and 118 <i>Pacific Crossing</i></p> <p><u>Teacher Materials</u> Teacher’s Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher’s Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p>
	b.	applying information from printed, electronic, and oral texts to complete authentic tasks;	<p>The Following Selected Matches Support this Objective:</p> <p>Reader Response <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i>: 31, 36, and 55 <i>Beautiful Warrior</i>: end of Folio 15 <i>Favorite Greek Myths</i>: 50 <i>For Your Eyes Only!</i>: 22, 40, and 120 <i>I Thought My Soul Would Rise and Fly</i>: 16, 61,</p>

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			<p>and 119 <i>Jonah the Whale</i>: 9, and end of Chs. 2, 4, 7, and 9 <i>The Journal of Joshua Loper</i>: 38 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 43 <i>The Magnificent Mummy Maker</i>: 31 <i>The Music of Dolphins</i>: end of Ch. 17 <i>The Ostrich Chase</i>: 82 and 118 <i>Pacific Crossing</i></p> <p><u>Teacher Materials</u> Teacher's Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher's Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Extend Meaning <u>Teacher Materials</u> Teacher's Guide: 107, 149, 161, 175, 213</p> <p>Teacher's Resource Book: 130, 137, 140, 143, 151, 152, 154, 157, 171, 177, 194, 201</p>
	c.	using divergent thinking.	<p>The Following Selected Matches Support this Objective:</p> <p>Reader Response <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i>: 31, 36, and 55 <i>Beautiful Warrior</i>: end of Folio 15 <i>Favorite Greek Myths</i>: 50 <i>For Your Eyes Only!</i>: 22, 40, and 120 <i>I Thought My Soul Would Rise and Fly</i>: 16, 61, and 119 <i>Jonah the Whale</i>: 9, and end of Chs. 2, 4, 7, and 9 <i>The Journal of Joshua Loper</i>: 38 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 43 <i>The Magnificent Mummy Maker</i>: 31 <i>The Music of Dolphins</i>: end of Ch. 17 <i>The Ostrich Chase</i>: 82 and 118 <i>Pacific Crossing</i></p> <p><u>Teacher Materials</u></p>

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		<p>Teacher's Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher's Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Extend Meaning Teacher Materials Teacher's Guide: 107, 149, 161, 175, 213</p> <p>Teacher's Resource Book: 130, 137, 140, 143, 151, 152, 154, 157, 171, 177, 194, 201</p>
7.	become aware of the presence and role of the mass media in their lives by	
	a. evaluating how electronic, print, and cinematic messages affect them;	<p>Internet Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
	b. recognizing the underlying purposes of media messages (e.g., profit, humanitarianism, support of artistry).	<p>Internet Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
STANDARD 3: Students will access, organize, and evaluate information gained by listening, reading, and viewing.		
To succeed in furthering their education's, and compete in a world-wide economy, students must be proficient in analytical reading, listening, and viewing and using technological advancements. In addition to print sources, forms of technology should be utilized such as videos, a variety of computer software programs (e.g., CD-ROM and Multi-Media), and telecommunications (e.g., on-line systems such as the Internet, Compu-Serve, America On-Line, and Prodigy). <i>While the processes for gathering,</i>		

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<p><i>comprehending, and using information may not change significantly as the student grows, the task itself will increase in complexity as the student's proficiency and independence grow.</i> Performance Indicators - By the completion of Grade 5, students will be able to</p>			
1.	identify, locate, and select sources of information relevant to a defined need:		
	a.	With <i>teacher guidance</i> , students will	
	(1)	identify and locate a variety of sources including printed materials, personal interviews, oral reports, forums, and technological forms of information;	<p>Selected Examples Include:</p> <p>Links <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p>
	(2)	use procedures to gather information and ideas.	<p>Selected Examples Include:</p> <p>Links <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p>
	b.	Independently, students will extract information to achieve a specific purpose.	<p>Selected Examples Include:</p> <p>Links <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>

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				<p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p>
2.	organize, manipulate, and express the information and ideas relevant to a defined need:			
	a.	With <i>teacher guidance</i> , students will		
		(1)	<i>develop and follow a process for research completion;</i>	<p>Selected Examples Include:</p> <p>Links <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p>
		(2)	use technology to synthesize information into a meaningful format to express ideas and experiences, and to create text, drawings, graphs, diagrams, photographs, videos, and graphics.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
	b.	Independently, students will present information which is sufficient in quantity and depth to achieve a specific purpose, <i>avoiding plagiarism.</i>		
				<p>Selected Examples Include:</p> <p>Links <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p>

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			Write an Article, News Report Teacher Materials Teacher's Guide: 199, 217
3.	evaluate both sources and information:		
	a.	With <i>teacher guidance</i> , students will	
	(1)	select sources which are authoritative;	The Following Selected Matches Support this Objective: Links Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207 Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72 Write an Article, News Report Teacher Materials Teacher's Guide: 199, 217
	(2)	analyze sources and information for accuracy, bias, stereotypes, and validity.	The Following Selected Matches Provide Opportunities to Meet this Objective: Links Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207 Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72 Write an Article, News Report Teacher Materials Teacher's Guide: 199, 217
	b.	Independently, students will draw conclusions based upon information relevant to a specific purpose.	The Following Selected Matches Provide Opportunities to Meet this Objective: Links Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207

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			<p>Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72</p> <p>Write an Article, News Report Teacher Materials Teacher's Guide: 199, 217</p>
STANDARD 4: Students will use literary knowledge accessed through print and visual media to connect self to society and culture.			
Literature is a central and integrative element of culture and develops an understanding and appreciation of humanity. Students' recursive responses to literature include experiential, textual, cultural, and social and psychological perspectives.			
Performance Indicators By the completion of Grade 5, <i>using literature appropriate for age, stage, and interests</i> , students will be able to:			
1.		connect their own experiences to those of literary characters by	
	a.	explaining the reasons for a character's actions;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Analyze Character Student Materials Audiobooks (Reading Coach Modeling): <i>For Your Eyes Only!</i>: 42, 82, 83, and 131 <i>I Thought My Soul Would Rise and Fly</i>: 7 <i>Jonah the Whale</i>: 17, 26, 35, end of Ch. 5, and 65 <i>The Journal of Joshua Loper</i>: 22, 54, 67, 92, 108, and 122 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 22 and 50 <i>The Magnificent Mummy Maker</i>: 21 and 36 <i>The Music of Dolphins</i>: end of Chs. 1 and 17 <i>The Ostrich Chase</i>: 12 and 42 <i>Pacific Crossing</i>: end of Chs. 14 and 41</p> <p>Teacher Materials Teacher's Guide: Audiobooks: 147, 155 Paperbacks: 191, 209, 217</p> <p>Teacher's Resource Book: 123</p> <p>Reading Strategies Book: 33, 69, 115</p>

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b.	responding to the sensory, intellectual, and emotional elements of literature;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
c.	relating to the feelings of characters of varying ages, genders, nationalities, races, cultures, religions, and disabilities	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
d.	identifying with characters based on a clear understanding of motivation;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
e.	relating incidents in the text to life's experiences;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p>

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		<p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	f. relating the theme of literary text and media to personal experiences;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Links Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
	g. seeking other literary texts and media as the result of a literary experience.	<p>Internet Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
2.	respond to literary text and media using interpretive, critical, and evaluative processes by	
	a. making inferences about content, events, characters, setting;	<p>Selected Examples Include:</p> <p>Make Inferences Student Materials Software: 1.1, L1-2; 1.2, L2, 1.3, L2; 1.4, L2; 2.1, L1-3; 2.2, L1-3; 2.3, L1-3; 2.4, L3; 3.1, L1, L3; 3.2, L2; 3.3, L1, L3; 3.4, L1-3; 4.1, L1, L3; 4.2, L1-3; 4.3, L1-3; 4.4, L1-2; 5.1, L1, L3; 5.3, L1-3; 5.4, L1-3; 6.1, L1-3; 6.2, L1-3; 6.3, L1-3; 6.4, L1-2; 7.1, L1-3; 7.3, L2-3; 7.4, L1, L3; 8.1, L1, L3; 8.2, L1-3; 8.3, L3; 8.4, L1-3; 9.1, L1-3; 9.2, L1-2; 9.3, L1, L3; 9.4, L1-3</p> <p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i>: 4, 117, and end of Ch. 11 <i>Beautiful Warrior</i>: 1 <i>Favorite Greek Myths</i>: 70</p>

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		<p><i>For Your Eyes Only!</i>: 62, 73, and 104 <i>I Thought My Soul Would Rise and Fly</i>: 26, 39, 52, 55, and 101 <i>Jonah the Whale</i>: 19, 39, and 64 <i>The Journal of Joshua Loper</i>: 6 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 2, 32, and 50 <i>The Magnificent Mummy Maker</i>: 114 <i>The Music of Dolphins</i>: 3, 12, 69, 89, end of Ch. 26, 102, 120, end of Ch. 38, 163, and end of Ch. 57 <i>The Ostrich Chase</i>: 55, 63, and 80 <i>Pacific Crossing</i>: end of Chs. 1, 3, 14, and 16</p> <p><u>Teacher Materials</u> Teacher's Guide: Software: 53 Audiobooks: 145 Paperbacks: 211</p> <p>Teacher's Resource Book: 119</p> <p>Reading Strategies Book: 21, 57, 99</p> <p>Links <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
b.	recognizing the effect of such literary devices as figurative language, dialogue, and description;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Figurative Language <u>Teacher Materials</u> Reading Strategies Book: 46, 52, 88, 112</p>

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c.	recognizing the impact of authors' decisions such as word choice and content;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
d.	recognizing literary merit;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
e.	understanding the differences between genres;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
f.	recognizing the effect of point of view.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p>

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		<p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
3.	demonstrate an appreciation for a broad range of culturally diverse literary texts and media created by historical, modern, and contemporary authors through	
	a. responding to literary texts and media representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities;	<p>The Following Matches Support this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	b. responding to literary texts representative of various historical periods ranging from the ancient world to the present;	<p>The Following Matches Support this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	c. responding to texts representative of world literature.	<p>The Following Matches Support this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
4.	apply knowledge gained from literature as a basis for understanding self and society by	
	a. using literature as a resource for shaping decisions;	The Following Matches Provide Opportunities to Meet this Objective:

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	b.	<p>using literature as a resource for understanding social issues.</p> <p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>

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STANDARD 1: Students will use written and oral English appropriate for various purposes and audiences.	
Written Communication Writing is a flexible and recursive process that encompasses identifying purposes and audiences, prewriting, drafting, revising, editing, and publishing. The use of a variety of technologies will facilitate this process.	
Oral Communication Speakers draw upon the language of their home, community, and culture -- as well as the public language of the larger culture -- to communicate effectively with a variety of audiences.	
Performance Indicators: Written Communication Writers will produce texts that exhibit the following textual features, all of which are consistent with the genre and purpose of the writing:	
<ul style="list-style-type: none"> • Development: The topic, theme, stand/perspective, argument, or character is fully developed. 	<p>The Following Selected Matches Support this Objective:</p> <p>Writing Prompts Teacher Materials Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p> <p>Create an Interview Teacher Materials Teacher's Guide: 57, 105, 155</p> <p>Teacher's Resource Book: 135, 144, 159, 160, 161, 181</p> <p>Write a Tribute, Memorial Teacher Materials Teacher's Guide: 115, 137, 177, 201, 207, 229</p> <p>Teacher's Resource Book: 126, 139, 149, 152</p>
<ul style="list-style-type: none"> • Organization: The text exhibits a discernible progression of ideas. 	<p>The Following Selected Matches Support this Objective:</p> <p>Narration Teacher Materials Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book:</p>

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	<p>33-37, 113-117</p> <p>Exposition Teacher Materials Teacher's Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Writing and Grammar Strategies Book: 118-122</p> <p>Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72</p>
<ul style="list-style-type: none"> Style: The writer demonstrates a quality of imagination and individuality, and a distinctive voice. 	<p>Selected Examples Include:</p> <p>Narration Teacher Materials Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Exposition Teacher Materials Teacher's Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Writing and Grammar Strategies Book: 118-122</p> <p>Description Teacher Materials Teacher's Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52, 108-112</p> <p>Write an Argument Teacher Materials</p>

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		<p>Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p>
●	Word Choice: The words are precise, vivid, and economical.	<p>The Following Selected Matches Support this Objective:</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Write Dialogue Teacher Materials Teacher's Guide: 67, 123, 205</p> <p>Teacher's Resource Book: 162, 167, 173</p> <p>Narration Teacher Materials Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Letter to the Author Teacher Materials Writing and Grammar Strategies Book: 83-87</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p>
	Writers will produce texts that exhibit the following language conventions <i>at all grade levels</i> :	
●	Sentence Formation: Sentences are complete and varied in length and structure.	<p>The Following Selected Matches Support this Objective:</p> <p>Narration</p>

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	<p><u>Teacher Materials</u> Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Exposition <u>Teacher Materials</u> Teacher's Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Writing and Grammar Strategies Book: 118-122</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p>
<p>● Conventions: Appropriate grammar, mechanics, spelling, and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p> <p>Teacher's Resource Book: 139, 145, 160, 186, 187</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Persuasive Composition</p>

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		<p>Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author Teacher Materials Writing and Grammar Strategies Book: 83-87</p>
<p>Performance Indicators: Written Communication Writers will produce examples that illustrate the following discourse classifications: By the completion of Grade 8, students will be able to write</p>		
1.	expressive (author-oriented) texts, both personal and literary, that	
	a. reveal self-discovery and reflection;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Narration Teacher Materials Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Write a Tribute, Memorial Teacher Materials Teacher's Guide: 115, 137, 177, 201, 207, 229</p> <p>Teacher's Resource Book: 126, 139, 149, 152</p> <p>Write an Introduction, Speech Teacher Materials Teacher's Guide: 87, 107, 113</p> <p>Teacher's Resource Book: 141, 149, 151</p> <p>Write a Diary Entry, Journal Entry, Log Entry Teacher Materials Teacher's Guide: 151, 163, 193</p> <p>Teacher's Resource Book: 131, 149, 179</p>

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<p>b. demonstrate techniques, which could include dialogue;</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write Dialogue <u>Teacher Materials</u> Teacher's Guide: 67, 123, 205</p> <p>Teacher's Resource Book: 162, 167, 173</p> <p>Narration <u>Teacher Materials</u> Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Write a Tribute, Memorial <u>Teacher Materials</u> Teacher's Guide: 115, 137, 177, 201, 207, 229</p> <p>Teacher's Resource Book: 126, 139, 149, 152</p> <p>Write an Introduction, Speech <u>Teacher Materials</u> Teacher's Guide: 87, 107, 113</p> <p>Teacher's Resource Book: 141, 149, 151</p> <p>Write a Diary Entry, Journal Entry, Log Entry <u>Teacher Materials</u> Teacher's Guide: 151, 163, 193</p> <p>Teacher's Resource Book: 131, 149, 179</p> <p>Description <u>Teacher Materials</u> Teacher's Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p>

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		<p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52</p>
	c.	<p>demonstrate experimentation with appropriate modes which could include narration and description;</p>
		<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Narration <u>Teacher Materials</u> Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Write a Tribute, Memorial <u>Teacher Materials</u> Teacher's Guide: 115, 137, 177, 201, 207, 229</p> <p>Teacher's Resource Book: 126, 139, 149, 152</p> <p>Write an Introduction, Speech <u>Teacher Materials</u> Teacher's Guide: 87, 107, 113</p> <p>Teacher's Resource Book: 141, 149, 151</p> <p>Write a Diary Entry, Journal Entry, Log Entry <u>Teacher Materials</u> Teacher's Guide: 151, 163, 193</p> <p>Teacher's Resource Book: 131, 149, 179</p> <p>Description <u>Teacher Materials</u> Teacher's Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52</p>
	d.	<p>demonstrate a variety of rhetorical forms;</p>
		<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write Dialogue</p>

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	<p><u>Teacher Materials</u> Teacher's Guide: 67, 123, 205</p> <p>Teacher's Resource Book: 162, 167, 173</p> <p>Narration <u>Teacher Materials</u> Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Write a Tribute, Memorial <u>Teacher Materials</u> Teacher's Guide: 115, 137, 177, 201, 207, 229</p> <p>Teacher's Resource Book: 126, 139, 149, 152</p> <p>Write an Introduction, Speech <u>Teacher Materials</u> Teacher's Guide: 87, 107, 113</p> <p>Teacher's Resource Book: 141, 149, 151</p> <p>Write a Diary Entry, Journal Entry, Log Entry <u>Teacher Materials</u> Teacher's Guide: 151, 163, 193</p> <p>Teacher's Resource Book: 131, 149, 179</p> <p>Description <u>Teacher Materials</u> Teacher's Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52</p>

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e.	demonstrate experimentation with characterization and language natural to the piece.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Narration <u>Teacher Materials</u> Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Write a Tribute, Memorial <u>Teacher Materials</u> Teacher's Guide: 115, 137, 177, 201, 207, 229</p> <p>Teacher's Resource Book: 126, 139, 149, 152</p> <p>Write an Introduction, Speech <u>Teacher Materials</u> Teacher's Guide: 87, 107, 113</p> <p>Teacher's Resource Book: 141, 149, 151</p> <p>Write a Diary Entry, Journal Entry, Log Entry <u>Teacher Materials</u> Teacher's Guide: 151, 163, 193</p> <p>Teacher's Resource Book: 131, 149, 179</p> <p>Description <u>Teacher Materials</u> Teacher's Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52</p>
2.	informative (subject-oriented) texts that	
a.	address the needs of the audience;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Narration <u>Teacher Materials</u></p>

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		<p>Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Describe Ideas, Characters, Plot Teacher Materials Teacher's Guide: 145, 159, 163, 165, 179, 191, 219, 221, 227</p> <p>Teacher's Resource Book: 139, 140, 142, 155, 162, 163, 164, 165, 166, 168, 169, 171, 175, 176, 177, 183, 187, 190, 192, 193, 196, 197, 198, 199, 200</p> <p>Extend Meaning Teacher Materials Teacher's Guide: 107, 149, 161, 175, 213</p> <p>Teacher's Resource Book: 130, 137, 140, 143, 151, 152, 154, 157, 171, 177, 194, 201</p> <p>Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72</p>
	b.	<p>exhibit appropriate modes which could include description, narration, classification, process analysis, definition, cause/effect, and comparison/contrast;</p> <p>Selected Examples Include:</p> <p>Realistic Story Teacher Materials Writing and Grammar Strategies Book: 23-27</p> <p>Compare-and Contrast Paragraph Teacher Materials Writing and Grammar Strategies Book: 53-57</p> <p>Narration Teacher Materials Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p>

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		<p>Describe Ideas, Characters, Plot Teacher Materials Teacher's Guide: 145, 159, 163, 165, 179, 191, 219, 221, 227</p> <p>Teacher's Resource Book: 139, 140, 142, 155, 162, 163, 164, 165, 166, 168, 169, 171, 175, 176, 177, 183, 187, 190, 192, 193, 196, 197, 198, 199, 200</p> <p>Compare-and Contrast Paragraph Teacher Materials Writing and Grammar Strategies Book: 53-57</p> <p>Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72</p>
	c.	<p>follow the appropriate formats, which could include letters, summaries, messages, reports, memos, proposals, resumes, or applications;</p> <p>Selected Examples Include:</p> <p>Letter to the Author Teacher Materials Writing and Grammar Strategies Book: 83-87</p> <p>Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72</p> <p>Write an Article, News Report Teacher Materials Teacher's Guide: 199, 217</p> <p>Teacher's Resource Book: 139, 145, 160, 186, 187</p> <p>Writing a Review Teacher Materials Writing and Grammar Strategies Book: 93-97</p>
	d.	<p>contain primary and secondary source documentation, avoiding plagiarism.</p> <p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Article, News Report Teacher Materials Teacher's Guide:</p>

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		<p>199, 217</p> <p>Teacher's Resource Book: 139, 145, 160, 186, 187</p> <p>Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72</p> <p>Historical Narrative Teacher Materials Writing and Grammar Strategies Book: 33-37</p> <p>Autobiographical Sketch Teacher Materials Writing and Grammar Strategies Book: 18-22</p>
3.	argumentative and persuasive (audience-oriented) texts that	
	a. address the needs of the audience;	<p>Selected Examples Include:</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Write an Argument Teacher Materials Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Letter to the Author Teacher Materials Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book:</p>

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	b. communicate a clear-cut position on an issue;	<p>Selected Examples Include:</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p>
	c. support the position with relevant information, which could include personal and expert opinions, examples, statistics, and data;	<p>Selected Examples Include:</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p>

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		<p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p>
	d. exhibit evidence of reasoning.	<p>The Following Selected Matches Support this Objective:</p> <p>Write an Argument Teacher Materials Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author Teacher Materials Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p>
<p>Performance Indicators: Oral Communication Speakers demonstrate oral language proficiency in formal and informal speech situations such as conversations, interviews, collaborative group work, oral presentations, public speaking, argumentations, and debate. By the completion of Grade 8, students will be able to</p>		
1.	formulate a message,	
	a. including all essential information;	The Following Matches Provide Opportunities to Meet this Objective:

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		<p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	b.	<p>framing the ideas in situation-appropriate language;</p> <p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p>

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		<p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	c. analyzing the needs of the audience and modifying the message accordingly.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book:</p>

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		<p>83-87</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p>
2.	organize a message appropriately for the speech situation,	
	a. applying effective patterns of organization to the situational context	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument Teacher Materials Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author Teacher Materials Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p>
	b. using review to aid the audience's comprehension.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument Teacher Materials Teacher's Guide:</p>

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		<p>165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author Teacher Materials Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p>
3.	deliver a message,	
	a. adjusting the language to the situational context;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument Teacher Materials Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author Teacher Materials Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book:</p>

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		<p>98-102</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p>
	b.	<p>controlling volume, tone, speed, and enunciation;</p> <p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument Teacher Materials Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author Teacher Materials Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p>
	c.	<p>employing non-verbal strategies such as gestures, eye contact, facial expressions to reinforce the message and engage the audience;</p> <p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument Teacher Materials Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition Teacher Materials</p>

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		<p>Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p>
d.	maintaining focus;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p>

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e.	creating a strong impression of being secure and comfortable, and in command of the situation;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p>
f.	incorporating a range of audio/visual aids when appropriate.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book:</p>

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		<p>83-87</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p>
4.	respond to feedback,	
	a. adjusting volume and speed;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument Teacher Materials Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author Teacher Materials Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p>
	b. answering questions;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument Teacher Materials Teacher's Guide: 165, 215</p>

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		<p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author Teacher Materials Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p>
c.	repeating key ideas for clarification.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument Teacher Materials Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author Teacher Materials Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p>

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		<p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p>
<p>STANDARD 2: Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.</p>		
<p>The process of constructing meaning while listening, reading, and viewing requires the student to use prior knowledge, textual cues, and reasoning. Students will apply the information gained to make decisions, solve problems, complete tasks, create products, and/or enjoy literary experiences. <i>Although the complexity and types of text change as students become more proficient, the processes students use to comprehend remain the same.</i> Constructing meaning <i>at all grade levels</i> involves</p>		
1.	<p>using effective decoding and other word recognition strategies;</p>	<p>Selected Examples Include:</p> <p>Understand Vocabulary Student Materials Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high utility words.</p> <p>Audiobooks: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p> <p>Identify Vocabulary Student Materials Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high utility words.</p> <p>Audiobooks: As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p>

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	<p><u>Teacher Materials</u> Teacher's Guide: 48, 58, 68, 78, 88, 98, 108, 118, 128</p> <p>Reading Strategies Book: 7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 52, 55, 58, 61, 64, 67, 70, 73, 76, 80, 84, 88, 92, 96, 100, 104, 108, 112, 116, 120, 124</p>
2.	<p>understanding vocabulary, including literary devices;</p> <p>Understand Vocabulary <u>Student Materials</u> Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high utility words.</p> <p>Audiobooks: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p>
3.	<p>integrating prior knowledge with information from the text (written or oral);</p> <p>Activate Prior Knowledge <u>Student Materials</u> Software: Before reading each of the passages on the <i>READ 180</i> Software, students view a short video to activate prior knowledge.</p> <p>Audiobooks: In the <i>READ 180</i> Audiobooks, the Reading Coach assists the student in activating prior knowledge by modeling this and other comprehension strategies.</p> <p><u>Teacher Materials</u> Teacher's Guide: The <i>READ 180 Teacher's Guide</i> provides background information about the readings for each of the components.</p> <p>Reading Strategies Book: 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123</p>
4.	<p>self-monitoring comprehension;</p> <p>Selected Examples Include: Adjust Reading Rate</p>

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		<p><u>Student Materials</u> Software: The <i>READ 180</i> Software allows the student to select the speed at which each passage is read.</p> <p>Paperbacks: The students read the Paperbacks independently, allowing them to adjust their reading rate.</p> <p>Read On <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i>: 4, 17, and 58 <i>Favorite Greek Myths</i>: 53 <i>For Your Eyes Only!</i>: 11 <i>The Music of Dolphins</i>: end of Ch. 26</p> <p>Stop and Think <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i> <i>Beautiful Warrior</i> <i>Favorite Greek Myths</i> <i>For Your Eyes Only!</i> <i>I Though My Soul Would Rise and Fly</i> <i>Jonah the Whale</i> <i>The Journal of Joshua Loper</i> <i>The Last-Place Sports Poems of Jeremy Bloom</i> <i>The Magnificent Mummy Maker</i> <i>The Music of Dolphins</i> <i>The Ostrich Chase</i> <i>Pacific Crossing</i></p>
5.	analyzing and evaluating critically	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
Performance Indicators By the completion of Grade 8, <i>using appropriate text</i> , students will be able to		

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Delaware Framework		Stage A Match
1.	select and apply efficient, effective decoding and other word recognition strategies to comprehend printed texts.	<p>Selected Examples Include:</p> <p>Understand Vocabulary <u>Student Materials</u> Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high utility words.</p> <p>Audiobooks: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p> <p>Identify Vocabulary <u>Student Materials</u> Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high utility words.</p> <p>Audiobooks: As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p> <p><u>Teacher Materials</u> Teacher’s Guide: 48, 58, 68, 78, 88, 98, 108, 118, 128</p> <p>Reading Strategies Book: 7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 52, 55, 58, 61, 64, 67, 70, 73, 76, 80, 84, 88, 92, 96, 100, 104, 108, 112, 116, 120, 124</p>
2.	develop an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending texts and messages by	
a.	using context cues to determine the meanings of words;	<p>Context Clues <u>Student Materials</u> Audiobooks (Reading Coach Modeling):</p>

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		<p><i>Back to the Titanic!</i>: 4, 6, 32, 36, 41, 48, 84, and 103 <i>Beautiful Warrior</i>: 7 and 30 <i>Favorite Greek Myths</i>: 46, 51, 68, and 70 <i>For Your Eyes Only!</i>: 11, 25, and 95 <i>I Thought My Soul Would Rise and Fly</i>: 8, 14, and 40 <i>The Journal of Joshua Loper</i>: 10, 15, and 60 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 14, 21, 32, 36, and 90 <i>The Magnificent Mummy Maker</i>: 4, 7, and 17 <i>The Music of Dolphins</i>: 5 and end of Ch. 38 <i>The Ostrich Chase</i>: 6, 14, 15, 25, and 80 <i>Pacific Crossing</i>: end of Ch. 5, and 82</p> <p>Teacher Materials Reading Strategies Book: 28, 37, 43, 70, 73, 76, 88, 104, 124</p>
	b.	<p>using reference works, technology and human resources to learn the meaning of unknown words (e.g., dictionaries, thesaurus, computer software).</p> <p>Word Building Student Materials Software: The Word Zone activities and decoding tips associated with the passages on the <i>READ 180</i> Software give the students opportunities to practice word building.</p> <p>Teacher Materials Reading Strategies Book: 10, 13, 22, 25, 28, 31, 34, 37, 43, 49, 58, 67, 80, 100, 108</p>
3.	self-monitor comprehension while listening, reading, and viewing by	
	a.	<p>generating a purpose for reading, listening, or viewing;</p> <p>Set Purpose Student Materials Software: The video segments shown before each <i>READ 180</i> Topic CD passage set the purpose for reading.</p> <p>Teacher Materials Reading Strategies Book: 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123</p>
	b.	<p>assimilating information with prior knowledge to revise predictions and understandings, and to make inferences;</p> <p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Activate Prior Knowledge Student Materials Software: Before reading each of the passages on the <i>READ 180</i> Software, students view a short video to activate</p>

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		<p>prior knowledge.</p> <p>Audiobooks: In the <i>READ 180</i> Audiobooks, the Reading Coach assists the student in activating prior knowledge by modeling this and other comprehension strategies.</p> <p>Teacher Materials Teacher's Guide: The <i>READ 180 Teacher's Guide</i> provides background information about the readings for each of the components.</p> <p>Reading Strategies Book: 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123</p>
c.	taking appropriate actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding of oral and written text.	<p>Selected Examples Include:</p> <p>Adjust Reading Rate Student Materials Software: The <i>READ 180</i> Software allows the student to select the speed at which each passage is read.</p> <p>Paperbacks: The students read the Paperbacks independently, allowing them to adjust their reading rate.</p> <p>Read On Student Materials Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i>: 4, 17, and 58 <i>Favorite Greek Myths</i>: 53 <i>For Your Eyes Only!</i>: 11 <i>The Music of Dolphins</i>: end of Ch. 26</p> <p>Stop and Think Student Materials Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i> <i>Beautiful Warrior</i> <i>Favorite Greek Myths</i> <i>For Your Eyes Only!</i> <i>I Though My Soul Would Rise and Fly</i> <i>Jonah the Whale</i> <i>The Journal of Joshua Loper</i> <i>The Last-Place Sports Poems of Jeremy Bloom</i> <i>The Magnificent Mummy Maker</i></p>

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		<i>The Music of Dolphins</i> <i>The Ostrich Chase</i> <i>Pacific Crossing</i>
4.	demonstrate an overall understanding of oral and printed texts by	
a.	making and revising predictions as needed;	Predicting <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i> : 41, 73, and end of Ch. 8 <i>Beautiful Warrior</i> : 12, 20, and 30 <i>Favorite Greek Myths</i> : 52 <i>For Your Eyes Only!</i> : 40, 42, and 73 <i>I Thought My Soul Would Rise and Fly</i> : 22 and 149 <i>Jonah the Whale</i> : 11, 30, and 64 <i>The Journal of Joshua Loper</i> : 44 <i>The Last-Place Sports Poems of Jeremy Bloom</i> : 71 and 76 <i>The Magnificent Mummy Maker</i> : 7, 31, and 71 <i>The Music of Dolphins</i> : end of Ch. 7, 52, 61, 93, 104, and end of Chs. 26 and 48 <i>Pacific Crossing</i> : 38 and end of Chs. 8 and 13
b.	identifying the story elements (e.g., characters, setting, plot);	Analyze Character <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>For Your Eyes Only!</i> : 42, 82, 83, and 131 <i>I Thought My Soul Would Rise and Fly</i> : 7 <i>Jonah the Whale</i> : 17, 26, 35, end of Ch. 5, and 65 <i>The Journal of Joshua Loper</i> : 22, 54, 67, 92, 108, and 122 <i>The Last-Place Sports Poems of Jeremy Bloom</i> : 22 and 50 <i>The Magnificent Mummy Maker</i> : 21 and 36 <i>The Music of Dolphins</i> : end of Chs. 1 and 17 <i>The Ostrich Chase</i> : 12 and 42 <i>Pacific Crossing</i> : end of Chs. 14 and 41 <u>Teacher Materials</u> Teacher's Guide: Audiobooks: 147, 155 Paperbacks: 191, 209, 217 Teacher's Resource Book: 123 Reading Strategies Book: 33, 69, 115

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	<p>Analyze Plot <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>I Thought My Soul Would Rise and Fly:</i> 11 and 40 <i>Jonah the Whale:</i> 7 and 19 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 2 and 7 <i>The Magnificent Mummy Maker:</i> 3 <i>The Music of Dolphins:</i> 3 <i>The Ostrich Chase:</i> 12 and 69 <i>Pacific Crossing:</i> end of Ch. 1</p> <p><u>Teacher Materials</u> Teacher's Guide: Audiobooks: 165 Paperbacks: 195</p> <p>Teacher's Resource Book: 124</p> <p>Reading Strategies Book: 36, 72, 119</p> <p>Analyze Setting <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>For Your Eyes Only!:</i> 108 <i>I Thought My Soul Would Rise and Fly:</i> 7 and 84 <i>The Journal of Joshua Loper:</i> 4, 18, and 124 <i>The Music of Dolphins:</i> end of Chs. 7 and 12 <i>The Ostrich Chase:</i> 23, 33, 69, and 80 <i>Pacific Crossing:</i> 9</p> <p>Paperbacks: <i>Animal E.R.</i> <i>Navajo Long Walk</i> <i>David Copperfield</i></p> <p><u>Teacher Materials</u> Teacher's Guide: Paperbacks: 193, 207, 219</p> <p>Teacher's Resource Book: 125</p> <p>Reading Strategies Book: 39, 75, 123</p>

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<p>c. identifying and interpreting figurative language and literary devices (e.g., simile, metaphor, <i>allusion</i>);</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Figurative Language <u>Teacher Materials</u> Reading Strategies Book: 46, 52, 88, 112</p>
<p>d. retelling a story or restating an informative text through speaking and/or writing;</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Extend Meaning <u>Teacher Materials</u> Teacher's Guide: 107, 149, 161, 175, 213</p> <p>Teacher's Resource Book: 130, 137, 140, 143, 151, 152, 154, 157, 171, 177, 194, 201</p> <p>Respond to Ideas and Issues <u>Teacher Materials</u> Teacher's Guide: 65, 77, 101, 103, 105, 107, 111, 115, 117, 125, 127, 129, 145, 163, 165, 173, 185, 199, 201, 207</p> <p>Teacher's Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176,</p>

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		<p>177, 180, 182, 184, 185, 194, 196, 198, 202</p> <p>Describe Ideas, Characters, Plot Teacher Materials Teacher's Guide: 145, 159, 163, 165, 179, 191, 219, 221, 227</p> <p>Teacher's Resource Book: 139, 140, 142, 155, 162, 163, 164, 165, 166, 168, 169, 171, 175, 176, 177, 183, 187, 190, 192, 193, 196, 197, 198, 199, 200</p>
	e. organizing the important points of the text via summaries, outlines, and/or graphic organizers;	<p>Create an Outline, Timeline Teacher Materials Teacher's Guide: 101, 225</p> <p>Create Drawings, Posters, Covers, Designs, Diagrams, Charts, Maps, Etc. Teacher Materials Teacher's Guide: 55, 61, 63, 65, 67, 71, 91, 95, 97, 103, 111, 121, 123, 127, 131, 133, 135, 153, 157, 161, 173, 183, 191, 205, 209, 211, 213</p> <p>Teacher's Resource Book: 135, 138, 142, 149, 156, 159</p> <p>Write a Summary Teacher Materials Reading Strategies Book: 9, 45, 83</p>
	f. identifying the author's purpose;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	g. comparing information between and within text;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials</p>

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		<p>Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	h. discriminating between fact and opinion;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas</p> <p><u>Teacher Materials</u></p> <p>Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	i. drawing conclusions;	<p>Draw Conclusions</p> <p><u>Student Materials</u></p> <p>Software: 1.1, L2, L3; 1.2, L1, L3; 1.3, L1, L3; 1.4, L1, L3; 2.1, L1-3; 2.2, L1-3; 2.4, L1; 3.1, L2; 3.2, L1, L3; 3.3, L2; 3.4, L1; 4.1, L2; 4.3, L2; 4.4, L1; 5.1, L1-3; 5.2, L1-3; 5.3, L1, L3; 5.4, L1-3; 6.1, L1; 6.4, L1-3; 7.1, L3; 7.2, L1; 8.1, L2-3; 9.3, L1-3; 9.4, L1</p> <p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i>: end of Ch. 5 <i>Beautiful Warrior</i>: 25 <i>Favorite Greek Myths</i>: 46, 51, and 68 <i>For Your Eyes Only!</i>: 13, 42, 87, 91, 113, and 116 <i>I Thought My Soul Would Rise and Fly</i>: 55, 66, 90, and 149 <i>Jonah the Whale</i>: 11, end of Chs. 2 and 4, 64, and end of Ch. 10 <i>The Journal of Joshua Loper</i>: 33, 86, and 88 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 22 and 76 <i>The Magnificent Mummy Maker</i>: 47 <i>The Music of Dolphins</i>: 3, 5, 12, and end of Chs. 15 and 19 <i>The Ostrich Chase</i>: 42, 55, and 80 <i>Pacific Crossing</i>: end of Chs. 6 and 8, 66, 86, and end of Ch. 16</p>

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		<p>Teacher Materials Teacher's Guide: Software: 51, 125, 133 Audiobooks: 157 Paperbacks: 183, 185, 199, 215</p> <p>Teacher's Resource Book: 118</p> <p>Reading Strategies Book: 18, 54, 95</p>
	j.	<p>accepting or rejecting the validity of the information and giving supporting evidence;</p> <p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	k.	<p>relating the content of the text to real-life situations.</p> <p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
5.		<p>critically analyze and evaluate information and messages presented through print, speech, and mass media by</p>
	a.	<p>connecting and synthesizing information <i>from many sources</i>;</p> <p>Internet Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>

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b.	formulating and expressing opinions;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
c.	responding to questions requiring critical thinking;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
d.	drawing conclusions;	<p>Draw Conclusions <u>Student Materials</u> Software: 1.1, L2, L3; 1.2, L1, L3; 1.3, L1, L3; 1.4, L1, L3; 2.1, L1-3; 2.2, L1-3; 2.4, L1; 3.1, L2; 3.2, L1, L3; 3.3, L2; 3.4, L1; 4.1, L2; 4.3, L2; 4.4, L1; 5.1, L1-3; 5.2, L1-3; 5.3, L1, L3; 5.4, L1-3; 6.1, L1; 6.4, L1-3; 7.1, L3; 7.2, L1; 8.1, L2-3; 9.3, L1-3; 9.4, L1</p> <p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i>: end of Ch. 5 <i>Beautiful Warrior</i>: 25 <i>Favorite Greek Myths</i>: 46, 51, and 68 <i>For Your Eyes Only!</i>: 13, 42, 87, 91, 113, and 116 <i>I Thought My Soul Would Rise and Fly</i>: 55, 66, 90, and 149 <i>Jonah the Whale</i>: 11, end of Chs. 2 and 4, 64, and end of Ch. 10</p>

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		<p><i>The Journal of Joshua Loper:</i> 33, 86, and 88 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 22 and 76 <i>The Magnificent Mummy Maker:</i> 47 <i>The Music of Dolphins:</i> 3, 5, 12, and end of Chs. 15 and 19 <i>The Ostrich Chase:</i> 42, 55, and 80 <i>Pacific Crossing:</i> end of Chs. 6 and 8, 66, 86, and end of Ch. 16</p> <p>Teacher Materials Teacher's Guide: Software: 51, 125, 133 Audiobooks: 157 Paperbacks: 183, 185, 199, 215</p> <p>Teacher's Resource Book: 118</p> <p>Reading Strategies Book: 18, 54, 95</p>
	e. recognizing the impact of non-literal or figurative words or expressions;	<p>The Following Matches Support this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Figurative Language Teacher Materials Reading Strategies Book: 46, 52, 88, 112</p>
	f. recognizing discrepancies between speaker's verbal and non-verbal messages;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book:</p>

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		The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.
	g. explaining ambiguity in words or expressions;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	h. acknowledging the possibility of a variety of interpretations of the same text;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	i. evaluating texts and media presentations for bias and misinformation;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Links <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>

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	j. recognizing a variety of persuasive and propaganda techniques and how they are used in a variety of forms (e.g., advertising, campaigns, news formats);	<p>Internet Links, located in the <i>Teacher’s Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
	k. evaluating expository and technical texts and media presentations for their completeness, accuracy, and clarity of communication;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Links <u>Teacher Materials</u> Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
	l. evaluating the literary merit of various texts and media presentations.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Links <u>Teacher Materials</u> Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
6.	extend meaning by	
	a. offering a personal response to texts;	<p>Selected Examples Include:</p> <p>Reader Response <u>Student Materials</u></p>

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		<p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i>: 31, 36, and 55 <i>Beautiful Warrior</i>: end of Folio 15 <i>Favorite Greek Myths</i>: 50 <i>For Your Eyes Only!</i>: 22, 40, and 120 <i>I Thought My Soul Would Rise and Fly</i>: 16, 61, and 119 <i>Jonah the Whale</i>: 9, and end of Chs. 2, 4, 7, and 9 <i>The Journal of Joshua Loper</i>: 38 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 43 <i>The Magnificent Mummy Maker</i>: 31 <i>The Music of Dolphins</i>: end of Ch. 17 <i>The Ostrich Chase</i>: 82 and 118 <i>Pacific Crossing</i></p> <p>Teacher Materials Teacher's Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher's Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p>
	b. applying information from printed, electronic, and oral texts to complete authentic tasks;	<p>The Following Selected Matches Support this Objective:</p> <p>Reader Response Student Materials Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i>: 31, 36, and 55 <i>Beautiful Warrior</i>: end of Folio 15 <i>Favorite Greek Myths</i>: 50 <i>For Your Eyes Only!</i>: 22, 40, and 120 <i>I Thought My Soul Would Rise and Fly</i>: 16, 61, and 119 <i>Jonah the Whale</i>: 9, and end of Chs. 2, 4, 7, and 9 <i>The Journal of Joshua Loper</i>: 38 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 43 <i>The Magnificent Mummy Maker</i>: 31 <i>The Music of Dolphins</i>: end of Ch. 17 <i>The Ostrich Chase</i>: 82 and 118 <i>Pacific Crossing</i></p> <p>Teacher Materials Teacher's Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond</p>

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		<p>to what they have read.</p> <p>Teacher's Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Extend Meaning Teacher Materials Teacher's Guide: 107, 149, 161, 175, 213</p> <p>Teacher's Resource Book: 130, 137, 140, 143, 151, 152, 154, 157, 171, 177, 194, 201</p>
	c.	<p>using divergent thinking.</p> <p>The Following Selected Matches Support this Objective:</p> <p>Reader Response Student Materials Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 31, 36, and 55 <i>Beautiful Warrior:</i> end of Folio 15 <i>Favorite Greek Myths:</i> 50 <i>For Your Eyes Only!:</i> 22, 40, and 120 <i>I Thought My Soul Would Rise and Fly:</i> 16, 61, and 119 <i>Jonah the Whale:</i> 9, and end of Chs. 2, 4, 7, and 9 <i>The Journal of Joshua Loper:</i> 38 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 43 <i>The Magnificent Mummy Maker:</i> 31 <i>The Music of Dolphins:</i> end of Ch. 17 <i>The Ostrich Chase:</i> 82 and 118 <i>Pacific Crossing</i></p> <p>Teacher Materials Teacher's Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher's Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Extend Meaning Teacher Materials Teacher's Guide:</p>

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		107, 149, 161, 175, 213 Teacher's Resource Book: 130, 137, 140, 143, 151, 152, 154, 157, 171, 177, 194, 201
7.	recognize the presence and role of the mass media in their lives by	
	a. evaluating how <i>the content, techniques, and form</i> of electronic, print, and cinematic messages affect them;	Internet Links, located in the <i>Teacher's Guide</i> , suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example: Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207
	b. identifying the underlying purposes of media messages (e.g., profit, humanitarianism, support of artistry).	Internet Links, located in the <i>Teacher's Guide</i> , suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example: Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207
STANDARD 3: Students will access, organize, and evaluate information gained by listening, reading, and viewing.		
To succeed in furthering their education, and compete in a world-wide economy, students must be proficient in analytical reading, listening, and viewing and using technological advancements. In addition to print sources, forms of technology should be utilized such as videos, a variety of computer software programs (e.g., CD-ROM and Multi-Media), and telecommunications (e.g., on-line systems such as the Internet, Compu-Serve, America On-Line, and Prodigy). While the processes for gathering, comprehending, and using information may not change significantly as the student grows, the task itself will increase in complexity as the student's proficiency and independence grow. Performance Indicators By the completion of Grade 8, students will be able to		
1.	identify, locate, and select sources of information relevant to a defined need:	
	a. With support from the teacher as a resource and facilitator, students will	

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	(1)	use a variety of sources including printed materials, personal interviews, oral reports, forums, and technological forms of information;	<p>Selected Examples Include:</p> <p>Links <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p>
	(2)	develop and use procedures to gather information and ideas.	<p>Selected Examples Include:</p> <p>Links <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p>
b.		Independently, students will extract information relevant to a specific purpose.	<p>Selected Examples Include:</p> <p>Links <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p>

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2.	organize, manipulate, and express the information and ideas relevant to a defined need:		
a.	With support from the teacher as a resource and facilitator, students will		
	(1)	develop and follow a process for research completion;	<p>Selected Examples Include:</p> <p>Links <u>Teacher Materials</u> Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher’s Guide: 199, 217</p>
	(2)	use technology to synthesize information into a meaningful format to express ideas and experiences, and to create text, drawings, graphs, diagrams, photographs, videos, and graphics.	<p>Links, located in the <i>Teacher’s Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
	b.	Independently, students will present information which is sufficient in quantity and depth to achieve a specific purpose, avoiding plagiarism.	<p>Links, located in the <i>Teacher’s Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
3.	evaluate both sources and information:		
a.	With support from the teacher as a resource and facilitator, students will		
	(1)	select sources which are authoritative;	<p>The Following Selected Matches Support this Objective:</p> <p>Links <u>Teacher Materials</u> Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>

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			<p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p>
	(2)	analyze sources and information for accuracy, bias, stereotypes, and validity.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Links <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p>
	b.	Independently, students will	
	(1)	interpret information as appropriate to a specific purpose;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Links <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p>
	(2)	formulate logical conclusions based upon information relevant to a specific purpose.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Links <u>Teacher Materials</u></p>

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		<p>Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72</p> <p>Write an Article, News Report Teacher Materials Teacher's Guide: 199, 217</p>
STANDARD 4: Students will use literary knowledge accessed through print and visual media to connect self to society and culture.		
<p>Literature is a central and integrative element of culture and develops an understanding and appreciation of humanity. Students' recursive responses to literature include experiential, textual, cultural, and social and psychological perspectives. Performance Indicators</p> <p>By the completion of Grade 8, using literature appropriate for age, stage, and interests, students will be able to</p>		
1.	connect their own experience to those of literary characters by	
	a. explaining the reasons for a character's actions;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Analyze Character Student Materials Audiobooks (Reading Coach Modeling): <i>For Your Eyes Only!</i>: 42, 82, 83, and 131 <i>I Thought My Soul Would Rise and Fly</i>: 7 <i>Jonah the Whale</i>: 17, 26, 35, end of Ch. 5, and 65 <i>The Journal of Joshua Loper</i>: 22, 54, 67, 92, 108, and 122 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 22 and 50 <i>The Magnificent Mummy Maker</i>: 21 and 36 <i>The Music of Dolphins</i>: end of Chs. 1 and 17 <i>The Ostrich Chase</i>: 12 and 42 <i>Pacific Crossing</i>: end of Chs. 14 and 41</p> <p>Teacher Materials Teacher's Guide: Audiobooks: 147, 155 Paperbacks: 191, 209, 217</p> <p>Teacher's Resource Book:</p>

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		123 Reading Strategies Book: 33, 69, 115
	b. responding to the sensory, intellectual, and emotional elements of literature;	The Following Matches Provide Opportunities to Meet this Objective: Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.
	c. relating to the feelings of characters of varying ages, genders, nationalities, races, cultures, religions and disabilities;	The Following Matches Provide Opportunities to Meet this Objective: Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.
	d. identifying with characters based on a clear understanding of motivation and situation;	The Following Matches Provide Opportunities to Meet this Objective: Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.
	e. relating incidents in the text to life's experiences;	The Following Matches Provide Opportunities to Meet this Objective: Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide:

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		<p>The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	f. relating the theme of literary text and media to personal experiences;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	g. seeking other literary texts and media as the result of a literary experience.	<p>Internet Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
2.	respond to literary text and media using interpretive, critical, and evaluative processes by	
	a. making inferences about content, events, characters, setting, and author's purpose;	<p>Selected Examples Include:</p> <p>Make Inferences Student Materials Software: 1.1, L1-2; 1.2, L2, 1.3, L2; 1.4, L2; 2.1, L1-3; 2.2, L1-3; 2.3, L1-3; 2.4, L3; 3.1, L1, L3; 3.2, L2; 3.3, L1, L3; 3.4, L1-3; 4.1, L1, L3; 4.2, L1-3; 4.3, L1-3; 4.4, L1-2; 5.1, L1, L3; 5.3, L1-3; 5.4, L1-3; 6.1, L1-3; 6.2, L1-3; 6.3, L1-3; 6.4, L1-2; 7.1, L1-3; 7.3, L2-3; 7.4, L1, L3; 8.1, L1, L3; 8.2, L1-3; 8.3, L3; 8.4, L1-3; 9.1, L1-3; 9.2, L1-2; 9.3, L1, L3; 9.4, L1-3</p> <p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i>: 4, 117, and end of Ch. 11 <i>Beautiful Warrior</i>: 1 <i>Favorite Greek Myths</i>: 70 <i>For Your Eyes Only!</i>: 62, 73, and 104</p>

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		<p><i>I Thought My Soul Would Rise and Fly:</i> 26, 39, 52, 55, and 101 <i>Jonah the Whale:</i> 19, 39, and 64 <i>The Journal of Joshua Loper:</i> 6 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 2, 32, and 50 <i>The Magnificent Mummy Maker:</i> 114 <i>The Music of Dolphins:</i> 3, 12, 69, 89, end of Ch. 26, 102, 120, end of Ch. 38, 163, and end of Ch. 57 <i>The Ostrich Chase:</i> 55, 63, and 80 <i>Pacific Crossing:</i> end of Chs. 1, 3, 14, and 16</p> <p>Teacher Materials Teacher’s Guide: Software: 53 Audiobooks: 145 Paperbacks: 211</p> <p>Teacher’s Resource Book: 119</p> <p>Reading Strategies Book: 21, 57, 99</p> <p>Links Teacher Materials Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
	b.	<p>identifying the effect of literary devices such as figurative language, allusion, diction, dialogue, description;</p> <p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Figurative Language Teacher Materials Reading Strategies Book: 46, 52, 88, 112</p>
	c.	<p>interpreting the impact of authors’ decisions such as word choice, style, content, and literary elements;</p> <p>The Following Matches Provide Opportunities to Meet this Objective:</p>

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		<p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	d. recognizing literary merit;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	e. understanding the differences between genres and the author's intent in choosing a particular genre;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	f. identifying the effect of point of view.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>

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3.	demonstrate an appreciation for a broad range of culturally diverse literary texts and media created by historical, modern, and contemporary authors through	
a.	responding to literary texts and media representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
b.	responding to literary texts representative of various historical periods ranging from the ancient world to the present;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
c.	responding to texts representative of world literature.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
4.	apply knowledge gained from literature as a basis for understanding self and society by	
a.	using literature as a resource for shaping decisions;	The Following Matches Provide Opportunities to Meet this Objective:

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		<p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	b.	<p>using literature as a resource for understanding social and political issues.</p> <p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>

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STANDARD 1: Students will use written and oral English appropriate for various purposes and audiences.	
<p>Written Communication Writing is a flexible and recursive process that encompasses identifying purposes and audiences, prewriting, drafting, revising, editing, and publishing. The use of a variety of technologies will facilitate this process.</p>	
<p>Oral Communication Speakers draw upon the language of their home, community, and culture -- as well as the public language of the larger culture -- to communicate effectively with a variety of audiences.</p>	
<p>Performance Indicators: Written Communication Writers will produce texts that exhibit the following textual features, all of which are consistent with the genre and purpose of the writing:</p>	
<ul style="list-style-type: none"> • 	<p>Development: The topic, theme, stand/perspective, argument, or character is fully developed.</p>
<ul style="list-style-type: none"> • 	<p>Organization: The text exhibits a discernible progression of ideas.</p>
<p>The Following Selected Matches Support this Objective:</p> <p>Writing Prompts Teacher Materials Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p> <p>Personal Narrative Teacher Materials Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p> <p>News Article Teacher Materials Writing and Grammar Strategies Book: 56-61</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p>	
<p>The Following Selected Matches Support this Objective:</p> <p>Writing Prompts Teacher Materials Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p> <p>Personal Narrative Teacher Materials Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p>	

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	<p>News Article Teacher Materials Writing and Grammar Strategies Book: 56-61</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Report Teacher Materials Writing and Grammar Strategies Book: 80-85, 86-91</p>
<ul style="list-style-type: none"> Style: The writer demonstrates a quality of imagination and individuality, and a distinctive voice. 	<p>The Following Selected Matches Support this Objective:</p> <p>Writing Prompts Teacher Materials Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p> <p>Personal Narrative Teacher Materials Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p> <p>News Article Teacher Materials Writing and Grammar Strategies Book: 56-61</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p>
<ul style="list-style-type: none"> Word Choice: The words are precise, vivid, and economical. 	<p>The Following Selected Matches Support this Objective:</p> <p>Writing Prompts Teacher Materials Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p> <p>Personal Narrative Teacher Materials</p>

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	<p>Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p> <p>News Article Teacher Materials Writing and Grammar Strategies Book: 56-61</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Report Teacher Materials Writing and Grammar Strategies Book: 80-85, 86-91</p>
Writers will produce texts that exhibit the following language conventions at all grade levels:	
<ul style="list-style-type: none"> • Sentence Formation: Sentences are complete and varied in length and structure. 	<p>The Following Selected Matches Support this Objective:</p> <p>Realistic Story Teacher Materials Writing and Grammar Strategies Book: 50-55</p> <p>News Article Teacher Materials Writing and Grammar Strategies Book: 56-61</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Report Teacher Materials Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Writing Prompts Teacher Materials Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p>
<ul style="list-style-type: none"> • Conventions: Appropriate grammar, mechanics, spelling, and usage enhance the meaning and readability of the text. Formal English 	<p>The Following Selected Matches Support this Objective:</p>

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	readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.	<p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55</p> <p>News Article <u>Teacher Materials</u> Writing and Grammar Strategies Book: 56-61</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p>
Performance Indicators: Written Communication Writers will produce examples that illustrate the following discourse classifications: By the completion of Grade 10, students will be able to write		
1.	expressive (author-oriented) texts, both personal and literary, that	
a.	reveal self-discovery and reflection;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Book Review <u>Teacher Materials</u> Writing and Grammar Strategies Book: 110-115</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 104-109</p> <p>Reflective Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book:</p>

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		<p>128-133</p> <p>Diary Entry, Journal Entry, Log Entry Teacher Materials Teacher's Guide: 64, 122, 218, 132, 134, 146, 150, 168, 168, 172, 184, 198, 208, 214, 216 Teacher's Resource Book: 154, 204, 214, 219, 220, 223, 235, 241, 267, 268, 274, 292, 313, 328, 336, 340</p>
	b.	<p>demonstrate techniques which could include dialogue, characterization, a natural use of language, or effective point of view;</p> <p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Dialogue, Short Script, or Conversation Teacher Materials Teacher's Guide: 70, 75, 82, 85, 94, 96, 170, 176, 186, 200, 214 Teacher's Resource Book: 158, 161, 172, 175, 180, 182, 271, 279, 294, 295, 315, 337</p> <p>Business Letter Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Letter or Thank-You Note Teacher Materials Teacher's Guide: 69, 112, 114, 118, 120, 122, 126, 128, 130, 134, 146, 156, 162, 166, 172, 182, 184, 194, 202, 210, 216 Teacher's Resource Book: 157, 190, 193, 198, 201, 205, 211, 214, 217, 223, 235, 250, 259, 265, 274, 289, 292, 307, 319, 331, 340, 345</p> <p>Book Review Teacher Materials Writing and Grammar Strategies Book: 110-115</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 104-109</p>
	c.	<p>demonstrate the use of appropriate modes which could include narration and description;</p> <p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Personal Narrative</p>

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		<p>Teacher Materials Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p> <p>Biographical Narrative Teacher Materials Writing and Grammar Strategies Book: 62-67</p> <p>Narrative Teacher Materials Writing and Grammar Strategies Book: 113-117</p> <p>Description Teacher Materials Writing and Grammar Strategies Book: 38-42, 43-47, 48-52</p>
	d. demonstrate a variety of rhetorical forms.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Writing Prompts Teacher Materials Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p> <p>Summary, Explanation, or Paragraph Teacher Materials Teacher's Guide: 112, 128, 132, 140, 156, 158, 160, 162, 164, 166, 170, 176, 182, 184, 192, 194, 198, 200, 202, 204, 212, 218 Teacher's Resource Book: 188, 213, 220, 226, 249, 253, 255, 256, 258, 262, 264, 270, 280, 288, 292, 304, 306, 312, 313, 315, 319, 322, 334, 342, 343, 349 Writing and Grammar Strategies Book: 74</p> <p>Realistic Story Teacher Materials Writing and Grammar Strategies Book: 50-55</p>
2.	informative (subject-oriented) text that	
	a. address the needs of the audience;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Book Review</p>

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		<p>Teacher Materials Writing and Grammar Strategies Book: 110-115</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 104-109</p> <p>Reflective Essay Teacher Materials Writing and Grammar Strategies Book: 128-133</p> <p>Fantasy Teacher Materials Writing and Grammar Strategies Book: 28-32</p>
	b.	<p>exhibit appropriate modes which could include <i>complex</i> description and <i>complex</i> narration, <i>extended</i> classification, <i>complex</i> process analysis, <i>extended</i> definition, <i>complex</i> cause/effect, and <i>extended</i> comparison/contrast and <i>evaluation</i>;</p> <p>Selected Examples Include:</p> <p>Realistic Story Teacher Materials Writing and Grammar Strategies Book: 50-55</p> <p>News Article Teacher Materials Writing and Grammar Strategies Book: 56-61</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Report Teacher Materials Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Compare-and Contrast Paragraph Teacher Materials Writing and Grammar Strategies Book: 53-57</p> <p>Writing Prompts Teacher Materials Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90,</p>

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		96, 102, 108, 114, 120, 126, 133, 139, 145, 151
	c. conform to the appropriate formats, which could include letters, summaries, messages, reports, memos, proposals, resumes, or applications;	<p>Selected Examples Include:</p> <p>Letter or Thank-You Note <u>Teacher Materials</u> Teacher's Guide: 69, 112, 114, 118, 120, 122, 126, 128, 130, 134, 146, 156, 162, 166, 172, 182, 184, 194, 202, 210, 216 Teacher's Resource Book: 157, 190, 193, 198, 201, 205, 211, 214, 217, 223, 235, 250, 259, 265, 274, 289, 292, 307, 319, 331, 340, 345</p> <p>Business Letter <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55</p> <p>News Article <u>Teacher Materials</u> Writing and Grammar Strategies Book: 56-61</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Haiku <u>Teacher Materials</u> Writing and Grammar Strategies Book: 103-107</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p>

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	d. contain primary and secondary source documentation, avoiding plagiarism.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Historical Narrative <u>Teacher Materials</u> Writing and Grammar Strategies Book: 33-37</p> <p>Writing a Review <u>Teacher Materials</u> Writing and Grammar Strategies Book: 93-97</p>
3.	argumentative and persuasive (audience-oriented) texts that	
	a. address the needs of the audience;	<p>Selected Examples Include:</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p>
	b. communicate a clear-cut position on an issue;	<p>Selected Examples Include:</p> <p>Persuasive Composition</p>

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		<p>Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author Teacher Materials Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p>
c.	support the position with relevant information, which could include personal and expert opinions, examples, statistics, and data, quotations and others' opinions, a possible refutation of the opposing view point;	<p>The Following Selected Matches Support this Objective:</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author Teacher Materials Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p>
d.	exhibit evidence of reasoning.	<p>The Following Selected Matches Support this Objective:</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author</p>

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		<p>Teacher Materials Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p>
<p>Performance Indicators: Oral Communication Speakers demonstrate oral language proficiency in formal and informal speech situations such as conversations, interviews, collaborative group work, oral presentations, public speaking, argumentations, and debate. By the completion of Grade 10, students will be able to:</p>		
1.	formulate a message,	
	a. including all essential information;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author Teacher Materials Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions</p>

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		<p>to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	b. framing the ideas in situation-appropriate language;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author Teacher Materials Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	c. analyzing the needs of the audience and modifying the message accordingly.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author Teacher Materials</p>

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		<p>Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
2.	organize a message appropriately to the speech situation,	
a.	applying effective patterns of organization to the situational context;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p>

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	b. using review to aid the audience's comprehension.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p>
3.	deliver a message,	
	a. adjusting the language to the situational context;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p>
	b. selecting and using an appropriate presentation style to fit the situational context;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Composition</p>

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		<p>Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author Teacher Materials Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p>
	c.	<p>controlling volume, tone, speed, and enunciation to achieve an intended effect;</p> <p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author Teacher Materials Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p>
	d.	<p>employing nonverbal strategies such as gestures, eye contact, facial expressions to reinforce the message and engage the audience;</p> <p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author</p>

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		<p>Teacher Materials Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p>
e.	maintaining focus;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author Teacher Materials Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p>
f.	creating a strong impression of being secure, comfortable, and in command of the situation;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author Teacher Materials Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade</p>

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		<p>Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p>
	g. exhibiting self-control;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author Teacher Materials Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p>
	h. incorporating a range of audio/visual aids when appropriate.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author Teacher Materials Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion</p>

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		Teacher Materials Writing and Grammar Strategies Book: 88-92
4.	respond to feedback,	
	a. adjusting volume and speed;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author Teacher Materials Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p>
	b. answering questions;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author Teacher Materials Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p>
	c. repeating key ideas for clarification;	The Following Matches Provide Opportunities to

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		<p>Meet this Objective:</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p>
d.	modifying the message, delivery, and organization according to the verbal and nonverbal signals perceived during the oral presentation.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p>
<p>STANDARD 2: Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.</p>		
<p>The process of constructing meaning while listening, reading, and viewing requires the student to use prior knowledge, textual cues, and reasoning. Students will apply the information gained to make decisions, solve</p>		

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<p>problems, complete tasks, create products, and/or enjoy literary experiences. <i>Although the complexity and types of text change as students become more proficient, the processes students use to comprehend remain the same.</i></p> <p>Constructing meaning <i>at all grade levels</i> involves</p>	
<p>1. using effective decoding and other word recognition strategies;</p>	<p>Selected Examples Include:</p> <p>Understand Vocabulary <u>Student Materials</u> Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words. 1.1, L1-4; 1.2, L1-4; 1.3, L1-4; 1.4 L1-4; 2.1, L1-4; 2.2, L1-4; 2.3, L1-4; 2.4, L1-4; 3.1, L1-4; 3.2, L1-4; 3.3, L1-4; 3.4, L1-4; 4.1, L1-4; 4.2, L1-4; 4.3, L1-4; 4.4, L1-4; 6.1, L1-4; 6.2, L1-4; 6.3, L1-4; 6.4, L1-4; 7.1, L1-4; 7.2, L1-4; 7.3, L1-4; 7.4, L1-4; 8.1, L1-4; 8.2, L1-4; 8.3, L1-4; 8.4, L1-4</p> <p>Audiobooks: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p> <p>Identify Vocabulary <u>Student Materials</u> Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words.</p> <p>Audiobooks: As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p> <p><u>Teacher Materials</u> Reading Strategies Book: 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49,</p>

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	<p>52, 55, 58, 61, 64, 67, 70, 73, 76, 79, 82, 85, 88, 91, 94, 97, 100, 103, 106, 109, 112, 115, 118, 121, 124, 127, 130, 133, 136, 139, 142, 143, 145, 148, 151, 155, 159, 163, 167, 171, 175, 179, 183, 187, 191, 195, 199, 203, 207, 211, 215, 219, 223, 227, 231, 235, 239, 243, 247</p> <p>Teacher's Guide: 50, 56, 62, 68, 74, 80, 86, 92, 98, 108, 110</p>
2.	<p>understanding vocabulary, including literary devices;</p> <p>Understand Vocabulary Student Materials Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words. 1.1, L1-4; 1.2, L1-4; 1.3, L1-4; 1.4 L1-4; 2.1, L1-4; 2.2, L1-4; 2.3, L1-4; 2.4, L1-4; 3.1, L1-4; 3.2, L1-4; 3.3, L1-4; 3.4, L1-4; 4.1, L1-4; 4.2, L1-4; 4.3, L1-4; 4.4, L1-4; 6.1, L1-4; 6.2, L1-4; 6.3, L1-4; 6.4, L1-4; 7.1, L1-4; 7.2, L1-4; 7.3, L1-4; 7.4, L1-4; 8.1, L1-4; 8.2, L1-4; 8.3, L1-4; 8.4, L1-4</p> <p>Audiobooks: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p>
3.	<p>integrating prior knowledge with information from the text (written or oral);</p> <p>Activate Prior Knowledge Student Materials Software: Before reading each of the passages on the <i>READ 180</i> Software, students view a short video to activate prior knowledge.</p> <p>Audiobooks: In the <i>READ 180</i> Audiobooks, the Reading Coach assists the student in activating prior knowledge by modeling this and other comprehension strategies.</p> <p>Teacher Materials Reading Strategies Book: 9, 12, 15, 18, 21, 27, 30, 33, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 75, 78, 84, 87, 90, 96, 99, 102, 105, 108, 111, 117, 123, 127, 129, 132, 141, 144, 147, 150, 162, 178, 182, 186, 198, 202, 210, 218, 226, 234, 242, 246</p>

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	<p>Teacher's Guide: The <i>READ 180 Teacher's Guide</i> provides background information about the readings for each of the components.</p>
4.	<p>self-monitoring comprehension;</p> <p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Reread <u>Student Materials</u> Software: The students are encouraged to reread their passages at numerous points throughout the Reading and Success Zones.</p> <p>Audiobooks (Reading Coach Model): <i>Speak</i> <i>Within Reach</i></p> <p>Self-Monitoring Audiobooks (Reading Coach Model): <i>When Zachary Beaver Came to Town</i> <i>Within Reach</i> <i>Whirligig</i> <i>Cleopatra</i> <i>Torn Thread</i> <i>The Rumpelstiltskin Problem</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Speak</i> <i>Holes</i> <i>Make Lemonade</i> <i>Soldier's Heart</i></p> <p>Reflect Audiobooks (Reading Coach Model): <i>Soldier's Heart</i></p> <p>Questioning the Text Audiobooks (Reading Coach Model): <i>When Zachary Beaver Came to Town</i> <i>Cleopatra</i> <i>Monster</i> <i>Holes</i> <i>Soldier's Heart</i></p>
5.	<p>analyzing and evaluating critically.</p> <p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas</p>

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		<p><u>Teacher Materials</u> <u>Teacher's Guide:</u> The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><u>Reading Strategies Book:</u> The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
Performance Indicators By the completion of Grade 10, <i>using appropriate texts</i> , students will be able to		
1.	develop an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending texts and messages by	
a.	using context cues to determine the meanings of words;	<p>Context Clues</p> <p><u>Student Materials</u> <u>Audiobooks (Reading Coach Modeling):</u> <i>When Zachary Beaver Came to Town</i> <i>Within Reach</i> <i>Whirligig</i> <i>Cleopatra VII: Daughter of the Nile</i> <i>Tom Throad</i> <i>The Rumpelstiltskin Problem</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Speak</i> <i>Holes</i> <i>Make Lemonade</i> <i>Soldier's Heart</i></p> <p><u>Teacher Materials</u> <u>Reading Strategies Book:</u> 13, 22, 43, 115, 133, 136, 235</p>
b.	using reference works, technology, and human resources to learn the meaning of unknown words.	<p>Word Building</p> <p><u>Student Materials</u> <u>Software:</u> The Word Zone activities and decoding tips associated with passages on the Software give students opportunities to practice word building.</p>
2.	self-monitor comprehension while listening, reading, and viewing by	
a.	generating a purpose for reading, listening, or viewing;	<p>Set Purpose</p> <p><u>Student Materials</u> <u>Software:</u> The video segments shown before each <i>READ 180</i> Topic CD passage set the purpose for reading.</p>

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		<p>Teacher Materials Reading Strategies Book: 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 78, 81, 84, 87, 90, 93, 96, 99, 102, 105, 108, 111, 114, 117, 120, 123, 126, 129, 132, 135, 138, 141, 144, 147, 150, 154, 158, 162, 166, 170, 174, 178, 182, 186, 190, 194, 198, 202, 206, 210, 214, 218, 222, 226, 230, 234, 238, 242, 246</p>
	b.	<p>assimilating information with prior knowledge to revise predictions and understandings, and to make inferences;</p> <p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Activate Prior Knowledge Student Materials Software: Before reading each of the passages on the <i>READ 180</i> Software, students view a short video to activate prior knowledge.</p> <p>Audiobooks: In the <i>READ 180</i> Audiobooks, the Reading Coach assists the student in activating prior knowledge by modeling this and other comprehension strategies.</p> <p>Teacher Materials Reading Strategies Book: 9, 12, 15, 18, 21, 27, 30, 33, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 75, 78, 84, 87, 90, 96, 99, 102, 105, 108, 111, 117, 123, 127, 129, 132, 141, 144, 147, 150, 162, 178, 182, 186, 198, 202, 210, 218, 226, 234, 242, 246</p> <p>Teacher’s Guide: The <i>READ 180 Teacher’s Guide</i> provides background information about the readings for each of the components.</p>
	c.	<p>taking appropriate actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding of oral and written text.</p> <p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Reread Student Materials Software: The students are encouraged to reread their passages at numerous points throughout the Reading and Success Zones.</p> <p>Audiobooks (Reading Coach Model): <i>Speak</i> <i>Within Reach</i></p>

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		<p>Adjust Reading Rate <u>Student Materials</u> Software: The <i>READ 180</i> Software allows the student to select the speed at which each passage is read.</p> <p>Paperbacks: The students read the Paperbacks independently, allowing them to adjust their reading rate.</p> <p>Reflect Audiobooks (Reading Coach Model): <i>Soldier's Heart</i></p> <p>Questioning the Text Audiobooks (Reading Coach Model): <i>When Zachary Beaver Came to Town</i> <i>Cleopatra</i> <i>Monster</i> <i>Holes</i> <i>Soldier's Heart</i></p>
3.	demonstrate an overall understanding of oral and printed texts by	
	a. making and revising predictions as needed;	<p>Predicting <u>Student Materials</u> Audiobooks (Reading Coach Model): <i>When Zachary Beaver Came to Town</i> <i>Within Reach</i> <i>Whirligig</i> <i>Cleopatra</i> <i>Torn Thread</i> <i>The Rumpelstiltskin Problem</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Speak</i> <i>Holes</i> <i>Make Lemonade</i> <i>Soldier's Heart</i></p>
	b. identifying the story elements (e.g., characters, setting, plot);	<p>Analyze Character <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>When Zachary Beaver Came to Town</i> <i>Within Reach</i> <i>Whirligig</i> <i>Cleopatra</i> <i>Torn Thread</i> <i>The Rumpelstiltskin Problem</i> <i>Monster</i></p>

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	<p><i>Esperanza Rising</i> <i>Speak</i> <i>Holes</i> <i>Make Lemonade</i> <i>Soldier's Heart</i></p> <p><u>Teacher Materials</u> Teacher's Guide: Software: 53, 70, 79, 91 Audiobooks: 131 Paperbacks: 153, 175, 195</p> <p>Teacher's Resource Book: 215, 242, 275, 305</p> <p>Reading Strategies Book: 42, 114, 198</p> <p>Analyze Setting Student Materials Audiobooks (Reading Coach Modeling): <i>When Zachary Beaver Came to Town</i> <i>Within Reach</i> <i>Whirligig</i> <i>Cleopatra</i> <i>Torn Thread</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Holes</i> <i>Make Lemonade</i> <i>Soldier's Heart</i></p> <p><u>Teacher Material</u> Teacher's Guide: Audiobooks: 115 Paperbacks: 147, 199</p> <p>Teacher's Resource Book: 191, 233, 311</p> <p>Reading Strategies Book: 39, 111, 194</p> <p>Analyze Plot <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>When Zachary Beaver Came to Town</i> <i>Whirligig</i> <i>Cleopatra</i></p>

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		<p><i>Torn Thread</i> <i>The Rumpelstiltskin Problem</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Speak</i> <i>Holes</i> <i>Make Lemonade</i> <i>Soldier's Heart</i></p> <p><u>Teacher Materials</u> Teacher's Guide: Audiobooks: 117 Paperbacks: 165, 189, 215</p> <p>Teacher's Resource Book: 194, 260, 296, 335</p> <p>Reading Strategies Book: 45, 117, 202</p>
	c. interpreting the impact of figurative language and literary devices;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Figurative Language <u>Teacher Materials</u> Writing and Grammar Strategies Book: 127</p>
	d. retelling a story or restating an informative text through speaking and/or writing;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i></p>

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		<p>book are discussed with guidance from the teacher.</p> <p>Extend or write a Story Teacher Materials Teacher’s Guide: 103, 124, 126, 166, 176, 178, Teacher’s Resource Book: 187, 208, 210, 264, 280, 283</p>
e.	organizing the important points of the text via summaries, outlines, and/or graphic organizers;	<p>Summary, Explanation, or Paragraph Teacher Materials Teacher’s Guide: 112, 128, 132, 140, 156, 158, 160, 162, 164, 166, 170, 176, 182, 184, 192, 194, 198, 200, 202, 204, 212, 218 Teacher’s Resource Book: 188, 213, 220, 226, 249, 253, 255, 256, 258, 262, 264, 270, 280, 288, 292, 304, 306, 312, 313, 315, 319, 322, 334, 342, 343, 349 Writing and Grammar Strategies Book: 74</p> <p>Outline Teacher Materials Teacher’s Guide: 152, 196 Teacher’s Resource Book: 244, 310</p> <p>Timeline Teacher Materials Teacher’s Resource Book: 348</p>
f.	identifying the author’s purpose;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
g.	comparing information between and within text;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas</p>

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		<p><u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	h. discriminating between fact and opinion;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas</p> <p><u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	i. drawing conclusions;	<p>Draw Conclusions</p> <p><u>Student Materials</u> Software: 1.1, L1; 1.3, L1-4; 1.4 L1-4; 2.1, L1-4; 3.2, L1-4; 3.4, L1-4; 4.3, L1-4; 4.4, L1-4; 5.1, L1-4; 5.2, L1-4; 5.3, L1-4; 6.1, L1-4; 6.2, L1-4; 7.1, L1-4; 7.3, L1-4; 8.3, L1-4; 9.1, L1-4; 9.2, L1-4</p> <p>Audiobooks (Reading Coach Modeling): <i>When Zachary Beaver Came to Town</i> <i>Within Reach</i> <i>Whirligig</i> <i>Cleopatra</i> <i>Torn Thread</i> <i>The Rumpelstiltskin Problem</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Speak</i> <i>Holes</i> <i>Make Lemonade</i> <i>Soldier's Heart</i></p> <p><u>Teacher Materials</u> Teacher's Guide: Software: 52, 53, 55, 59, 61, 67, 72, 88, 103 Audiobooks: 121 Paperbacks: 145, 177, 197</p>

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		<p>Teacher's Resource Book: 200, 230, 278, 308</p> <p>Reading Strategies Book: 36, 108, 190</p>
	j. accepting or rejecting the validity of the information and giving supporting evidence;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	k. relating the text's content to real-life situations.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
4.	critically analyze and evaluate information and messages presented through print, speech, and mass media by	
	a. connecting and synthesizing information from many sources;	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software</p>

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		<p>passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	b. formulating and expressing opinions;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas</p> <p><u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	c. responding to questions requiring critical thinking;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas</p> <p><u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	d. drawing conclusions;	<p>Draw Conclusions</p> <p><u>Student Materials</u> Software: 1.1, L1; 1.3, L1-4; 1.4 L1-4; 2.1, L1-4; 3.2, L1-4; 3.4, L1-4; 4.3, L1-4; 4.4, L1-4; 5.1, L1-4; 5.2, L1-4; 5.3, L1-4; 6.1, L1-4; 6.2, L1-4; 7.1, L1-4; 7.3, L1-4; 8.3, L1-4; 9.1, L1-4; 9.2, L1-4</p> <p>Audiobooks (Reading Coach Modeling): <i>When Zachary Beaver Came to Town</i> <i>Within Reach</i> <i>Whirligig</i> <i>Cleopatra</i> <i>Torn Thread</i> <i>The Rumpelstiltskin Problem</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Speak</i></p>

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		<p><i>Holes</i> <i>Make Lemonade</i> <i>Soldier's Heart</i></p> <p><u>Teacher Materials</u> Teacher's Guide: Software: 52, 53, 55, 59, 61, 67, 72, 88, 103 Audiobooks: 121 Paperbacks: 145, 177, 197</p> <p>Teacher's Resource Book: 200, 230, 278, 308</p> <p>Reading Strategies Book: 36, 108, 190</p>
	e.	<p>interpreting the impact of the use of non-literal or figurative words and expressions;</p> <p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Figurative Language <u>Teacher Materials</u> Writing and Grammar Strategies Book: 127</p>
	f.	<p>recognizing discrepancies between speaker's verbal and non-verbal messages;</p> <p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	g.	<p>overcoming problems presented by ambiguity;</p> <p>The Following Matches Provide Opportunities to Meet this Objective:</p>

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		<p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	h. proposing other interpretations as valid if supported by the text;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	i. evaluating texts and media presentations for bias and misinformation;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Links <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
	j. recognizing a variety of persuasive and propaganda techniques and how they are used in a variety of forms (e.g., advertising, campaigns, news formats);	<p>Internet Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>

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	k. distinguishing between emotional and logical arguments;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	l. evaluating expository and technical texts and media presentations for their completeness, accuracy, and clarity of communication;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	m. evaluating the literary merit of various texts and media presentations.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Links <u>Teacher Materials</u> Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
5.	extend meaning by	
	a. offering a personal response to texts;	<p>Selected Examples Include:</p> <p>Reader Response <u>Student Materials</u></p>

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		<p>Audiobooks (Reading Coach Model): The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p><u>Teacher Materials</u> Teacher's Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher's Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p>
	b. applying information from printed, electronic, and oral texts to complete authentic tasks;	<p>The Following Selected Matches Support this Objective:</p> <p>Reader Response <u>Student Materials</u> Audiobooks (Reading Coach Model): The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p><u>Teacher Materials</u> Teacher's Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher's Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Extend or write a Story <u>Teacher Materials</u> Teacher's Guide: 103, 124, 126, 166, 176, 178, Teacher's Resource Book: 187, 208, 210, 264, 280, 283</p>
	c. using divergent thinking.	<p>The Following Selected Matches Support this Objective:</p> <p>Reader Response <u>Student Materials</u> Audiobooks (Reading Coach Model): The Final Projects for the Software, Audiobooks, and</p>

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		<p>Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher Materials Teacher's Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher's Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Extend or write a Story Teacher Materials Teacher's Guide: 103, 124, 126, 166, 176, 178, Teacher's Resource Book: 187, 208, 210, 264, 280, 283</p>
6.	recognize the presence and role of the mass media in their lives by	
a.	evaluating how the content, techniques, and form of electronic, print, and cinematic messages affect them;	<p>Internet Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
b.	identifying the underlying purposes of media messages (e.g., profit, humanitarianism, support of artistry).	<p>Internet Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
<p>STANDARD 3: Students will access, organize, and evaluate information gained by listening, reading, and viewing.</p> <p>To succeed in furthering their education, and compete in a world-wide economy, students must be proficient in analytical reading, listening, and viewing and using technological advancements. In addition to print sources, forms of technology should be utilized such as videos, a variety of computer software programs (e.g., CD-ROM and Multi-Media), and telecommunications (e.g., on-line systems such as the Internet, Compu-Serve, America On-Line, and Prodigy). While the processes for gathering, comprehending, and using information may not change significantly as the student grows, the task itself will increase in complexity as the student's proficiency and independence grow.</p> <p>Performance Indicators By the completion of Grade 10, students will independently be able to</p>		

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1.	identify, locate, and select sources of information relevant to a defined need:	
a.	use a variety of sources including printed materials, personal interviews, oral reports, forums, and technological forms of information;	<p>Selected Examples Include:</p> <p>Links <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p>
b.	develop and use procedures to gather information and ideas;	<p>Selected Examples Include:</p> <p>Links <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p>
c.	extract information relevant to a specific purpose.	<p>Selected Examples Include:</p> <p>Links <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide:</p>

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		199, 217
2.	organize, manipulate, and express the information and ideas relevant to a defined need:	
	a. develop and follow a process for research completion;	<p>Selected Examples Include:</p> <p>Links <u>Teacher Materials</u> Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher’s Guide: 199, 217</p>
	b. use technology to synthesize information into a meaningful format to express ideas and experiences, and to create text, drawings, graphs, diagrams, photographs, videos, and graphics;	<p>Links, located in the <i>Teacher’s Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
	c. present information which is sufficient in quantity and depth to achieve a specific purpose, avoiding plagiarism.	<p>Selected Examples Include:</p> <p>Links <u>Teacher Materials</u> Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher’s Guide: 199, 217</p>
3.	evaluate both sources and information:	
	a. select sources which are authoritative;	The Following Selected Matches Support this Objective:

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		<p>Links <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p>
	b.	<p>analyze sources and information for accuracy, bias, stereotypes, and validity;</p> <p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Links <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p>
	c.	<p>interpret information as appropriate to a specific purpose;</p> <p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Links <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p>

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	d.	formulate logical conclusions based upon information relevant to a specific purpose.
		<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Links <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p>
STANDARD 4: Students will use literary knowledge accessed through print and visual media to connect self to society and culture.		
Literature is a central and integrative element of culture and develops an understanding and appreciation of humanity. Students' recursive responses to literature include experiential, textual, cultural, and social and psychological perspectives. Performance Indicators By the completion of Grade 10, using literature appropriate for age, stage, and interests, students will be able to		
1.	connect their own experience to those of literary characters by	
	a.	explaining the reasons for a character's actions;
		<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Analyze Character <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>When Zachary Beaver Came to Town</i> <i>Within Reach</i> <i>Whirligig</i> <i>Cleopatra</i> <i>Torn Thread</i> <i>The Rumpelstiltskin Problem</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Speak</i> <i>Holes</i> <i>Make Lemonade</i> <i>Soldier's Heart</i></p>

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		<p><u>Teacher Materials</u> Teacher's Guide: Software: 53, 70, 79, 91 Audiobooks: 131 Paperbacks: 153, 175, 195</p> <p>Teacher's Resource Book: 215, 242, 275, 305</p> <p>Reading Strategies Book: 42, 114, 198</p>
	b. responding to the sensory, intellectual, and emotional elements of literature;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	c. relating to the feelings of characters of varying ages, genders, nationalities, races, cultures, religions, and disabilities;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	d. identifying with characters based on a clear understanding of motivation and situation;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i></p>

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		book are discussed with guidance from the teacher.
	e. relating incidents in the text to life's experiences;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	f. relating the theme of literary text and media to personal experiences;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	g. seeking other literary texts and media as the result of a literary experience.	<p>Internet Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
2.	respond to literary text and media using interpretive, critical, and evaluative processes by	
	a. making inferences about content, events, characters, setting, theme, tone, mood, and author's purpose;	<p>Selected Examples Include:</p> <p>Make Inferences <u>Student Materials</u> Software: 1.2, L1-4; 1.2, L1-4; 1.4 L1-4; 2.1, L1-4; 2.2, L1-4; 2.4, L1-4; 3.1, L1-4; 3.3, L1-4; 4.2, L1-4; 5.1, L1-4; 5.3, L1-4; 5.4, L1-4; 6.2, L1-2; 6.3, L1-4; 7.1, L1-4; 7.4, L1-4; 8.4, L1-4; 9.4, L1-4</p>

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		<p>Audiobooks (Reading Coach Modeling): <i>When Zachary Beaver Came to Town</i> <i>Within Reach</i> <i>Whirligig</i> <i>Cleopatra</i> <i>Torn Thread</i> <i>The Rumpelstiltskin Problem</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Speak</i> <i>Holes</i> <i>Make Lemonade</i> <i>Soldier's Heart</i></p> <p><u>Teacher Materials</u> Teacher's Guide: Software: 59, 64, 66, 71, 72, 76, 83, 84, 89 Audiobooks: 127 Paperbacks: 141, 171, 209</p> <p>Teacher's Resource Book: 209, 224, 269, 326</p> <p>Reading Strategies Book: 33, 186</p> <p>Links <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
	b.	<p>interpreting the effect of literary devices such as figurative language, allusion, diction, dialogue, description;</p> <p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	c.	<p>evaluating the impact of authors' decisions such as word choice, style, content, and literary elements;</p> <p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u></p>

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		<p>Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	d. recognizing literary merit;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	e. understanding the differences between genres and the author's intent in choosing a particular genre	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	f. explaining the effect of point of view.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>

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3.	demonstrate an appreciation for a broad range of culturally diverse literary texts and media created by historical, modern, and contemporary authors through	
	a. responding to literary texts and media representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	b. responding to literary texts and media representative of various historical periods ranging from the ancient world to the present;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	c. responding to literary texts and media representative of world literature.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
4.	apply knowledge gained from literature as a basis for understanding self and society by	
	a. using literature as a resource for shaping decisions;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas</p>

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		<p><u>Teacher Materials</u> <u>Teacher's Guide:</u> The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><u>Reading Strategies Book:</u> The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
	b.	<p>using literature as a resource for understanding social and political issues.</p> <p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas</p> <p><u>Teacher Materials</u> <u>Teacher's Guide:</u> The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><u>Reading Strategies Book:</u> The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>