

Performance Standards	<i>READ 180 - Stage A</i>
E1 Reading	
<p>E1a The student reads at least twenty-five books or book equivalents each year. The quality and complexity of the materials to be read are illustrated in the sample reading list. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line materials. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.</p>	<p><u>Student Materials</u></p> <p>Software: Students read a broad range of genre in the <i>READ 180</i> Software passages.</p> <p>Audiobooks: Students read a broad range of genre in the <i>READ 180</i> Audiobooks.</p> <p>Paperbacks: Students read a broad range of genre in the <i>READ 180</i> Paperbacks.</p>
<p>E1b The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:</p>	
<ul style="list-style-type: none"> • makes and supports warranted and responsible assertions about the texts; 	<p><u>Student Materials</u></p> <p>Software:</p> <p>1.1, L1-2, L3; 1.2, L1-3; 1.3, L1-3; 1.4, L1-3; 2.1, L1-3; 2.2, L1-3; 2.3, L1-3; 2.4, L1, L3; 3.1, L2; 3.2, L1-3; 3.3, L1-3; 3.4, L1-3; 4.1, L1-3; 4.3, L1-3; 4.4, L1-2; 5.1, L1-3; 5.2, L1-3; 5.3, L1-3; 5.4, L1-3; 6.1, L1-3; 6.4, L1-3; 7.1, L1-3; 7.2, L1; 7.3, L2-3; 7.4, L1, L3; 8.1, L1-3; 8.2, L1-3; 8.3, L3; 8.4, L1-3; 9.1, L1-3; 9.2, L1-2; 9.3, L1-3; 9.4, L1-3</p>

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Audiobooks:*Back to the Titanic!:* end of Chs. 4, 5, and 11, and 117*Beautiful Warrior:* 1 and 25*Favorite Greek Myths:* 46, 51, 68, and 70*For Your Eyes Only!:* 13, 42, 62, 73, 87, 91, 104, 113, and 116*I Thought My Soul Would Rise and Fly:* 26, 39, 52, 55, 66, 90, 101, and 149*Jonah the Whale:* 11, 19, 39, 64, and end of Chs. 2 and 10*The Journal of Joshua Loper:* 6, 33, 86, and 88*The Last-Place Sports Poems of Jeremy Bloom:* 2, 22, 32, 50, and 76*The Magnificent Mummy Maker:* 47 and 114*The Music of Dolphins:* 3, 5, 12, 69, 89, 102, 120, 163, and end of Chs. 15, 19, 38, and 57*The Ostrich Chase:* 42, 55, 63, and 80*Pacific Crossing:* end of Chs. 1, 3, 6, 8, 14, and 16, 66, and 86**Teacher Materials****Teacher's Guide:**

Software: 51, 53, 125, 133

Audiobooks: 145, 157

Paperbacks: 183, 185, 199, 211, 215

Reading Strategies Book:

18, 21, 54, 57, 95, 99

Teacher's Resource Book:

118, 119

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<ul style="list-style-type: none"> supports assertions with elaborated and convincing evidence; 	<p>Student Materials</p> <p>Software:</p> <p>1.1, L1-2, L3; 1.2, L1-3; 1.3, L1-3; 1.4, L1-3; 2.1, L1-3; 2.2, L1-3; 2.3, L1-3; 2.4, L1, L3; 3.1, L1-2; 3.2, L1-3; 3.3, L1-2; 3.4, L1-3; 4.1, L1-3; 4.2, L1-3; 4.3, L1-3; 4.4, L1-2; 5.1, L1-3; 5.2, L1-3; 5.3, L1-3; 5.4, L1-3; 6.1, L1-3; 6.2, L1-3; 6.3, L1-3; 6.4, L1-3; 7.1, L3; 7.2, L1; 7.4, L1, L3; 8.1, L1-3; 8.2, L1-3; 8.3, L3; 8.4, L1-3; 9.1, L1-3; 9.2, L1-2; 9.3, L1-3; 9.4, L1-3</p> <p>Audiobooks:</p> <p><i>Back to the Titanic!:</i> 4, 117, and end of Chs. 5 and 11</p> <p><i>Beautiful Warrior:</i> 1 and 25</p> <p><i>Favorite Greek Myths:</i> 46, 51, 68, and 70</p> <p><i>For Your Eyes Only!:</i> 13, 42, 62, 73, 87, 91, 104, 113, and 116</p> <p><i>I Thought My Soul Would Rise and Fly:</i> 26, 39, 52, 55, 66, 90, 101, and 149</p> <p><i>Jonah the Whale:</i> 11, 19, 39, 64, and end of Chs. 2, 4, and 10</p> <p><i>The Journal of Joshua Loper:</i> 6, 33, 86, and 88</p> <p><i>The Last-Place Sports Poems of Jeremy Bloom:</i> 2, 22, 32, 50, and 76</p> <p><i>The Magnificent Mummy Maker:</i> 47 and 114</p> <p><i>The Music of Dolphins:</i> 3, 5, 12, 69, 89, 102, 120, 163, and end of Chs. 15, 19, 26, 38, and 57</p> <p><i>The Ostrich Chase:</i> 42, 55, 63, and 80</p> <p><i>Pacific Crossing:</i> end of Chs. 1, 3, 6, 8, 14, and 16, 66, and 86</p>

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Teacher Materials**Teacher's Guide:**

Software: 51, 53, 125, 133

Audiobooks: 145, 157

Paperbacks: 183, 185, 199, 211, 215

Reading Strategies Book:

18, 21, 54, 57, 95, 99

Teacher's Resource Book:

118, 119

- draws the texts together to compare and contrast themes, characters, and ideas;

Student Materials**Software:**

1.1, L2; 1.3, L3; 2.4, L1-3; 3.4, L1-2; 4.1, L1-2; 4.2, L3; 5.2, L2; 6.2, L1-3; 7.2, L3; 7.4, L2-3; 8.2, L1-3; 8.3, L2; 9.1, L2-3; 9.4, L3

Audiobooks:

Back to the Titanic!: end of Chs. 5, 6, 7, and 11

Beautiful Warrior: 25 and end of Folio 15

Favorite Greek Myths: 45, 50, 66, and 68

For Your Eyes Only!: 22, 25, 40, and 113

I Thought My Soul Would Rise and Fly: 33, 61, and 157

Jonah the Whale: end of Ch. 7, and 98

The Journal of Joshua Loper: 92

The Last-Place Sports Poems of Jeremy Bloom: 32, 70, and 90

The Magnificent Mummy Maker: 93 and 120

The Music of Dolphins: 5, and end of Chs. 5, 7, 24, 25, 28, 32, and 48

The Ostrich Chase: 100

Pacific Crossing: end of Chs. 3, 5, 6, and 7, and 66

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Teacher Materials

Teacher's Guide:

Software: 27, 63, 107

Reading Strategies Book:

123, 137, 153, 221, 223, 231

Teacher's Resource Book:

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• makes perceptive and well developed connections;

Student Materials

Software:

1.1, L2; 1.3, L3; 2.4, L1-3; 3.4, L1-2; 4.1, L1-2; 4.2, L3; 5.2, L2; 6.2, L1-3; 7.2, L3; 7.4, L2-3; 8.2, L1-3; 8.3, L2; 9.1, L2-3; 9.4, L3

Audiobooks:

Back to the Titanic!: end of Chs. 5, 6, 7, and 11

Beautiful Warrior: 25 and end of Folio 15

Favorite Greek Myths: 45, 50, 66, and 68

For Your Eyes Only!: 22, 25, 40, and 113

I Thought My Soul Would Rise and Fly: 33, 61, and 157

Jonah the Whale: end of Ch. 7, and 98

The Journal of Joshua Loper: 92

The Last-Place Sports Poems of Jeremy Bloom: 32, 70, and 90

The Magnificent Mummy Maker: 93 and 120

The Music of Dolphins: 5, and end of Chs. 5, 7, 24, 25, 28, 32, and 48

The Ostrich Chase: 100

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Teacher Materials**Teacher's Guide:**

Software: 123, 137

Audiobooks: 153

Paperbacks: 221, 223, 231

Reading Strategies Book:

27, 63, 107

Teacher's Resource Book:

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- evaluates writing strategies and elements of the author's craft.

Student Materials

The opportunity to address this objective is available.
See the following:

Audiobooks:*For Your Eyes Only!*: 42, 82, 83, and 131*I Thought My Soul Would Rise and Fly*: 7, 11, and 40*Jonah the Whale*: 7, 17, 19, 26, 35, end of Ch. 5, and 65*The Journal of Joshua Loper*: 22, 54, 67, 92, 108, and 122*The Last-Place Sports Poems of Jeremy Bloom*: 2, 7, 22, and 50*The Magnificent Mummy Maker*: 3, 21, and 36*The Music of Dolphins*: 3, and end of Chs. 1 and 17*The Ostrich Chase*: 12, 42, and 69*Pacific Crossing*: end of Chs. 1, 14,

Performance Standards	<i>READ 180 - Stage A</i>
(continued from previous page)	<p><u>Teacher Materials</u></p> <p>The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide:</p> <p>Audiobooks: 147, 155, 165</p> <p>Paperbacks: 191, 193, 195, 207, 209, 217, 219</p> <p>Reading Strategies Book:</p> <p>33, 36, 39, 69, 72, 75, 115, 119, 123</p> <p>Teacher’s Resource Book:</p> <p>123, 124, 125</p>
<p>E1c The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:</p>	
<ul style="list-style-type: none"> restates or summarizes information; 	<p><u>Student Materials</u></p> <p>Software:</p> <p>1.1, L1, L3; 1.2, L1-3; 1.3, L1-2; 1.4, L2; 2.1, L3; 2.2, L2-3; 2.4, L1; 3.1, L1-3; 3.2, L1-3; 3.3, L3; 3.4, L2; 4.1, L2-3; 4.2, L2; 4.3, L1-2; 4.4, L1, L3; 5.1, L2; 5.2, L1, L3; 5.3, L2; 6.1, L2; 6.3, L3; 6.4, L1-3; 7.1, L2-3; 7.2, L2-3; 7.3, L1, L3; 7.4, L1-3; 8.1, L2-3; 8.4, L2-3; 9.2, L1-3</p> <p>Audiobooks:</p> <p><i>Back to the Titanic!:</i> end of Chs. 2, 4, 6, 7, and 9</p> <p><i>Beautiful Warrior:</i> 11 and end of Folio 15</p> <p><i>Favorite Greek Myths:</i> 45</p>

For Your Eyes Only!: 6

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I Thought My Soul Would Rise and Fly: 9, 43, 144, 164, and 166

Jonah the Whale: 7, 39, and end of Ch. 10

The Journal of Joshua Loper: 67 and 108

The Last-Place Sports Poems of Jeremy Bloom: 11 and 90

The Magnificent Mummy Maker: 38, 81, and 130

The Music of Dolphins: 3, 5, and end of Ch. 24

The Ostrich Chase: 88, 97, and 113

Pacific Crossing: end of Chs. 2 and 9, 109, and end of Ch. 16

Teacher Materials

Teacher's Guide:

Software: 63, 75, 83, 97, 101, 117, 163

Paperbacks: 227, 229

Reading Strategies Book:

9, 45, 83

Teacher's Resource Book:

115

- relates new information to prior knowledge and experience;

Student Materials

Software:

Before reading each of the passages on the *READ 180* Software, students view a short video to activate prior knowledge.

Audiobooks:

In the *READ 180* Audiobooks, the Reading Coach assists the student in activating prior knowledge by modeling this and other comprehension strategies.

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	<p><u>Teacher Materials</u></p> <p>Teacher’s Guide:</p> <p>The <i>READ 180 Teacher’s Guide</i> provides background information about the readings for each of the components.</p> <p>Reading Strategies Book:</p> <p>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>
<ul style="list-style-type: none"> extends ideas; 	<p><u>Teacher Materials</u></p> <p>Teacher’s Guide:</p> <p>Software: 107</p> <p>Audiobooks: 149, 161</p> <p>Paperbacks: 175, 213</p> <p>Teacher’s Resource Book:</p> <p>130, 137, 140, 143, 151, 152, 154, 157, 171, 177, 194, 201</p>

- makes connections to related topics or information.

Student Materials

Software:

Before reading each of the passages on the *READ 180* Software, students view a short video to activate prior knowledge.

Audiobooks:

In the *READ 180* Audiobooks, the Reading Coach assists the student in activating prior knowledge by modeling this and other comprehension strategies.

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Teacher Materials

Teacher's Guide:

The *READ 180 Teacher's Guide* provides background information about the readings for each of the components.

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

E1d The student demonstrates familiarity with a variety of public documents (i.e., documents that focus on civic issues or matters of public policy at the community level and beyond) and produces written or oral work that does one or more of the following:

- identifies the social context of the document;

Student Materials

The opportunity to address this objective is available.
See the following:

Audiobooks:

Back to the Titanic!

Beautiful Warrior

Favorite Greek Myths

For Your Eyes Only!

I Though My Soul Would Rise and Fly

The Journal of Joshua Loper

Jonah the Whale

The Last Place Sports Poems of Jeremy Bloom

The Magnificent Mummy Maker

The Music of Dolphins

The Ostrich Chase

Pacific Crossing

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Teacher Materials

The opportunity to address this objective is available.
See the following:

Reading Strategies Book:

29, 35, 38, 62, 68, 71, 97-98, 109-110,
113-114, 117-118, 121-122

- identifies the author's purpose and stance;

Student Materials

The opportunity to address this objective is available.
See the following:

Audiobooks:

Back to the Titanic!

Beautiful Warrior

Favorite Greek Myths

For Your Eyes Only!

I Though My Soul Would Rise and Fly

Jonah the Whale

The Journal of Joshua Loper

The Last Place Sports Poems of Jeremy Bloom

The Magnificent Mummy Maker

The Music of Dolphins

The Ostrich Chase

Pacific Crossing

Teacher Materials

The opportunity to address this objective is available.
See the following:

Reading Strategies Book:

29, 35, 38, 62, 68, 71, 97-98, 109-110,
113-114, 117-118, 121-122

- analyzes the arguments and positions advanced and the evidence offered in support of them, or formulates an argument and offers evidence to support it;

Teacher Materials

Teacher’s Guide:

Audiobooks: 165

Paperbacks: 215

Teacher’s Resource Book:

126, 134, 145, 148, 155, 156, 159, 184, 201

- examines or makes use of the appeal of a document to audiences both friendly and hostile to the position presented;

Teacher Materials

Teacher’s Guide:

165, 215

Teacher’s Resource Book:

Software: 126, 134

Audiobooks: 145, 148, 155, 156, 159

Paperbacks: 184, 201

- identifies or uses commonly used persuasive techniques.

Teacher Materials

Teacher’s Guide:

Audiobooks: 165

Paperbacks: 215

Teacher’s Resource Book:

126, 134, 145, 148, 155, 156, 159, 184, 201

E1e The student demonstrates familiarity with a variety of functional documents (i.e., documents that exist in order to get things done) and produces written or oral work that does one or more of the following:

- identifies the institutional context of the document;

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Student Materials

The opportunity to address this objectives is available with the following.

Paperbacks:

The Life and Words of Martin Luther King, Jr.

Teacher Materials

The opportunity to address this objectives is available. See the following.

Teacher's Guide: 223

- identifies the sequence of activities needed to carry out a procedure;

Student Materials

Software:

1.2, L3; 1.4, L1-3; 2.3, L1-3; 2.4, L2-3; 3.3, L2-3; 3.4, L2-3; 4.3, L1; 4.4, L2; 5.1, L2-3; 5.2, L1-2; 5.3, L1, L3; 5.4, L1-3; 6.1, L1, L3; 6.2, L1-3; 6.3, L1-2; 6.4, L1; 7.2, L2; 7.3, L3; 8.1, L3; 8.2, L1, L3; 8.4, L1-2; 9.1, L1; 9.2, L1-3; 9.3, L2; 9.4, L1-3

Audiobooks:

Back to the Titanic!: 32, and end of Ch. 6

Favorite Greek Myths: 70

I Thought My Soul Would Rise and Fly: 66, 157, and 168

Jonah the Whale: 17, 62, and 101

Journal of Joshua Loper: 73 and 81

The Magnificent Mummy Maker: 11, 81, and 130

The Ostrich Chase: 20, 100, and 113

Pacific Crossing: end of Chs. 2, 9, 12, and 16

Teacher Materials

Teacher's Guide:

Software: 65, 85, 91, 115, 157, 159

Paperbacks: 175, 217

Reading Strategies Book:

12, 48, 87

Teacher's Resource Book:

116, 127, 194

- analyzes or uses the formatting techniques used to make a document user-friendly;

Teacher Materials

The opportunity to address this objective is available.
See the following:

Teacher's Guide:

Software: 53, 55, 61, 63, 65, 67, 71, 73, 91, 93, 95, 97, 103, 111, 121, 123, 125, 127, 131, 133, 135

Audiobooks: 153, 157, 161

Paperbacks: 173, 181, 183, 185, 191, 205, 209, 211, 213, 217, 223

Teacher's Resource Book:

126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 153, 154, 155, 156, 157, 159, 160, 161, 162, 163, 164, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 182, 183, 185, 188, 189, 193, 195, 196, 199-203

- identifies any information that is either extraneous or missing in terms of audience and purpose or makes effective use of relevant information.

Teacher Materials**Teacher's Guide:**

Software: 85

Paperbacks: 217

Teacher's Resource Book:

127, 194

Performance Standards***READ 180 - Stage A*****E2 Writing****E2a** The student produces a report that:

- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

Teacher Materials**Teacher's Guide:**

51, 67, 75, 81, 83, 115, 117, 123, 137, 145, 147, 151, 159, 163, 165, 167, 175, 177, 189, 193, 197, 199, 201, 205, 207, 217, 221, 229

Teacher's Resource Book:

126, 128, 129, 131, 133, 138, 139, 141, 142, 145, 146, 147, 148, 149, 152, 160, 162, 165, 166, 167, 169, 173, 178, 179, 180, 184, 186, 187, 188, 191

- develops a controlling idea that conveys a perspective on the subject;

Teacher Materials**Teacher's Guide:**

51, 67, 75, 81, 83, 115, 117, 123, 137, 145, 147, 151, 159, 163, 165, 167, 175, 177, 189, 193, 197, 199, 201, 205, 207, 217, 221, 229

Teacher's Resource Book:

126, 128, 129, 131, 133, 138, 139, 141, 142, 145, 146, 147, 148, 149, 152, 160, 162, 165, 166, 167, 169, 173, 178, 179, 180, 184, 186, 187, 188, 191

- creates an organizing structure appropriate to a specific purpose, audience, and context;

Teacher Materials

Teacher's Guide:

55, 61, 63, 65, 67, 71, 91, 95, 97, 101, 103, 111, 121, 123, 127, 131, 133, 135, 153, 157, 161, 173, 183, 191, 205, 209, 211, 213, 225

Teacher's Resource Book:

135, 138, 142, 149, 156, 159

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- includes appropriate facts and details;

Teacher Materials

Teacher's Guide:

53, 73, 85, 93, 125, 127, 145, 165, 175, 199, 211, 215, 217, 223

Teacher's Resource Book:

126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 153, 154, 155, 156, 157, 159, 160, 161, 162, 163, 164, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 179, 182, 183, 184, 185, 186, 187, 188, 189, 191, 193, 194, 195, 196, 197-200, 201, 202-203

- excludes extraneous and inappropriate information;

Teacher Materials

Teacher's Guide:

53, 73, 85, 93, 125, 127, 145, 165, 175, 199, 211, 215, 217, 223

Teacher's Resource Book:

126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 153, 154, 155, 156, 157, 159, 160, 161, 162, 163, 164, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 179, 182, 183, 184, 185, 186, 187, 188, 189, 191, 193, 194, 195, 196, 197-200, 201, 202-203

Performance Standards	<i>READ 180 - Stage A</i>
<ul style="list-style-type: none"> uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, and explaining benefits or limitations; 	<p><u>Student Materials</u></p> <p>Software:</p> <p>Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities to analyze, describe or characterize readings.</p> <p><u>Teacher Materials</u></p> <p>Teacher’s Guide:</p> <p>The <i>READ 180 Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software, Audiobook, and Paperback passages.</p> <p>Reading Strategies Book:</p> <p>The passages in the <i>READ 180 Reading Strategies Book</i> are discussed with guidance from the teacher.</p>
<ul style="list-style-type: none"> provides a sense of closure to the writing. 	<p><u>Teacher Materials</u></p> <p>Teacher’s Guide:</p> <p>51, 67, 75, 81, 83, 115, 117, 123, 137, 145, 147, 151, 159, 163, 165, 167, 175, 177, 189, 193, 197, 199, 201, 205, 207, 217, 221, 229</p> <p>Teacher’s Resource Book:</p> <p>126, 128, 129, 131, 133, 138, 139, 141, 142, 145, 146, 147, 148, 149, 152, 160, 162, 165, 166, 167, 169, 173, 178, 179, 180, 184, 186, 187, 188, 191</p>

Performance Standards	<i>READ 180 - Stage A</i>
<p>E2b The student produces a response to literature that:</p>	

<ul style="list-style-type: none"> engages the reader by establishing a context, creating a persona, and otherwise developing reader interest; 	<p><u>Teacher Materials</u></p> <p>Teacher’s Guide: 147, 155, 165, 191, 193, 195, 207, 209, 217, 219</p> <p>Reading Strategies Book: 33, 36, 39, 69, 72, 75, 115, 119, 123</p> <p>Teacher’s Resource Book: 123, 124, 125</p>
<ul style="list-style-type: none"> advances a judgment that is interpretive, analytic, evaluative, or reflective; 	<p><u>Teacher Materials</u></p> <p>Teacher’s Guide: 147, 155, 165, 191, 193, 195, 207, 209, 217, 219</p> <p>Reading Strategies Book: 33, 36, 39, 69, 72, 75, 115, 119, 123</p> <p>Teacher’s Resource Book: 123, 124, 125</p>
<ul style="list-style-type: none"> supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge; 	<p><u>Teacher Materials</u></p> <p>Teacher’s Guide: The <i>READ 180 Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages and provide opportunity to make and defend judgments.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies Book</i> are discussed with guidance from the teacher and provide ample opportunity for the student to make and support judgments made.</p>

<ul style="list-style-type: none"> demonstrates an understanding of the literary work; 	<p><u>Teacher Materials</u></p> <p>Teacher’s Guide: 147, 155, 165, 191, 193, 195, 207, 209, 217, 219</p> <p>Reading Strategies Book: 33, 36, 39, 69, 72, 75, 115, 119, 123</p> <p>Teacher’s Resource Book: 123, 124, 125</p>
<ul style="list-style-type: none"> anticipates and answers a reader’s questions; 	<p><u>Teacher Materials</u></p> <p>Teacher’s Guide: 85, 93, 165, 215, 217</p> <p>Teacher’s Resource Book: 126, 127, 134, 145, 148, 155, 159, 184, 194, 201</p>
<ul style="list-style-type: none"> provides a sense of closure to the writing. 	<p><u>Teacher Materials</u></p> <p>Teacher’s Guide: 51, 65, 67, 75, 77, 81, 83, 101, 103, 105, 107, 111, 115, 117, 123, 125, 127, 129, 137, 145, 147, 151, 159, 163, 165, 167, 173, 175, 177, 179, 185, 189, 191, 193, 197, 199, 201, 205, 207, 215, 217, 219, 221, 227, 229</p> <p>Teacher’s Resource Book: 126, 128, 129, 131, 133, 134, 136, 137, 138, 139, 140, 141, 142, 145, 146, 147, 148, 149, 151, 152, 153, 155, 156, 158, 159, 160, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 173, 174, 175, 176, 177, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 190, 191, 192, 193, 194, 196, 197, 198, 199, 200, 201, 202</p>

<p>E2c The student produces a narrative account (fictional or autobiographical) that:</p>	
<ul style="list-style-type: none"> engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest; 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>53, 57, 61, 63, 67, 73, 85, 87, 91, 93, 105, 107, 111, 113, 115, 123, 125, 127, 131, 133, 137, 145, 149, 155, 163, 165, 167, 175, 183, 187, 191, 193, 201, 203, 205, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Teacher's Resource Book:</p> <p>133, 184, 191</p>
<ul style="list-style-type: none"> establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from those events); 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>145, 159, 163, 165, 175, 179, 191, 219, 221, 227</p> <p>Teacher's Resource Book:</p> <p>133, 139, 140, 142, 155, 162, 163, 164, 165, 166, 168, 169, 171, 175, 176, 177, 183, 184, 187, 190, 191, 192, 193, 196, 197, 198, 199, 200</p>
<ul style="list-style-type: none"> creates an organizing structure; 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>55, 61, 63, 65, 67, 71, 91, 95, 97, 101, 103, 111, 121, 123, 127, 131, 133, 135, 153, 157, 161, 173, 183, 191, 205, 209, 211, 213, 225</p> <p>Teacher's Resource Book:</p> <p>135, 138, 142, 149, 156, 159</p>

Performance Standards

READ 180 - Stage A

<ul style="list-style-type: none"> includes sensory details and concrete language to develop plot and character; 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>67, 123, 145, 159, 163, 165, 175, 179, 189, 191, 197, 205, 219, 221, 227</p> <p>Teacher's Resource Book:</p> <p>133, 136, 137, 139, 140, 142, 147, 151, 153, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 173, 175, 176, 177, 179, 182, 183, 184, 185, 186, 187, 188, 190, 191, 192, 193, 196, 197, 198, 199, 200</p>
<ul style="list-style-type: none"> excludes extraneous details and inconsistencies; 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>85, 93, 128, 141, 217</p>
<ul style="list-style-type: none"> develops complex characters; 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>67, 123, 145, 159, 163, 165, 167, 175, 179, 189, 191, 197, 205, 219, 221, 227</p> <p>Teacher's Resource Book:</p> <p>133, 136, 137, 139, 140, 142, 147, 151, 155, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 173, 175, 176, 177, 179, 182, 183, 184, 185, 186, 187, 188, 190, 191, 192, 193, 196, 197, 198, 199, 200</p>
<ul style="list-style-type: none"> uses a range of appropriate strategies, such as dialogue, tension, or suspense, naming, and specific narrative action, e.g., movement, gestures, expressions; 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>67, 123, 145, 165, 175, 205</p> <p>Teacher's Resource Book:</p> <p>133, 162, 167, 173, 184, 191</p>

Performance Standards	READ 180 - Stage A
<ul style="list-style-type: none"> provides a sense of closure to the writing. 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide: 53, 57, 61, 63, 67, 73, 85, 87, 91, 93, 105, 107, 111, 113, 115, 123, 125, 127, 131, 133, 137, 145, 149, 155, 163, 165, 167, 175, 183, 187, 191, 193, 201, 203, 205, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Teacher's Resource Book: 133, 136, 137, 139, 140, 142, 147, 151, 155, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 173, 175, 176, 177, 179, 182, 183, 184, 185, 186, 187, 188, 190, 191</p>
<p>E2d The student produces a narrative procedure that:</p> <ul style="list-style-type: none"> engages the reader by establishing a context, creating a persona, and otherwise developing reader interest; 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide: 145, 151, 163, 165, 175, 193</p> <p>Teacher's Resource Book: 131, 133, 149, 179, 184, 191</p>
<ul style="list-style-type: none"> provides a guide to action for a relatively complicated procedure in order to anticipate a reader's needs; creates expectations through predictable structures, e.g., headings; and provides transitions between steps; 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide: 53, 73, 93, 125, 127, 211, 223</p> <p>Teacher's Resource Book: 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 153, 154, 155, 156, 157, 160, 161, 162, 163, 164, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 179, 182, 183, 185, 188, 189, 193, 195, 196, 199-203</p>

Performance Standards	READ 180 - Stage A

- makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate;

Teacher Materials**Teacher's Guide:**

53, 73, 93, 125, 127, 211, 223

Teacher's Resource Book:

126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 153, 154, 155, 156, 157, 160, 161, 162, 163, 164, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 179, 182, 183, 185, 188, 189, 193, 195, 196, 199-203

- includes relevant information;

Teacher Materials**Teacher's Guide:**

85, 93, 128, 141, 199, 217

Teacher's Resource Book:

127, 139, 145, 160, 186, 187, 194

- excludes extraneous information;

Teacher Materials**Teacher's Guide:**

85, 93, 128, 141, 199, 217

Teacher's Resource Book:

127, 139, 145, 160, 186, 187, 194

- anticipates problems, mistakes, and misunderstandings that might arise for the reader;

Teacher Materials**Teacher's Guide:**

55, 61, 63, 65, 67, 71, 85, 91, 93, 95, 97, 103, 111, 121, 123, 127, 128, 131, 133, 135, 141, 153, 157, 161, 165, 173, 181, 183, 185, 191, 205, 209, 211, 213, 215, 217

Teacher's Resource Book:

126, 127, 134, 145, 148, 155, 156, 159, 178, 184, 194, 201

Performance Standards	<i>READ 180 - Stage A</i>
<ul style="list-style-type: none"> provides a sense of closure to the writing. 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide: 145, 151, 163, 165, 175, 193</p> <p>Teacher's Resource Book: 131, 133, 149, 179, 184, 191</p>
<p>E2e The student produces a persuasive essay that:</p> <ul style="list-style-type: none"> engages the reader by establishing a context, creating a persona, and otherwise developing reader interest; 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p>
<ul style="list-style-type: none"> develops a controlling idea that makes a clear and knowledgeable judgment; 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p>
<ul style="list-style-type: none"> creates and organizes a structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively; 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p>

- includes appropriate information and arguments;

Teacher Materials**Teacher's Guide:**

165, 215

Teacher's Resource Book:

126, 134, 145, 148, 155, 156, 159, 184, 201

Performance Standards***READ 180 - Stage A***

- excludes information and arguments that are irrelevant;

Teacher Materials**Teacher's Guide:**

165, 215

Teacher's Resource Book:

126, 134, 145, 148, 155, 156, 159, 184, 201

- anticipates and addresses reader concerns and counter-arguments;

Teacher Materials**Teacher's Guide:**

165, 215

Teacher's Resource Book:

126, 134, 145, 148, 155, 156, 159, 184, 201

- supports arguments with detailed evidence, citing sources of information as appropriate;

Teacher Materials**Teacher's Guide:**

165, 215

Teacher's Resource Book:

126, 134, 145, 148, 155, 156, 159, 184, 201

- provides a sense of closure to the writing.

Teacher Materials**Teacher's Guide:**

165, 215

Teacher's Resource Book:

126, 134, 145, 148, 155, 156, 159, 184, 201

Performance Standards***READ 180 - Stage A*****E3 Speaking, Listening, and Viewing**

E3a The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:

- initiates new topics in addition to responding to adult-initiated topics;

Teacher Materials**Teacher's Guide:**

The *READ 180 Teacher's Guide* contains Discussion Questions to be used in guiding discussion of the Software, Audiobook, and Paperback passages.

Reading Strategies Book:

The passages in the *READ 180 Reading Strategies Book* are discussed with guidance from the teacher.

- asks relevant questions;

Teacher Materials**Teacher's Guide:**

The *READ 180 Teacher's Guide* contains Discussion Questions to be used in guiding discussion of the Software, Audiobook, and Paperback passages. Students can demonstrate an ability to ask questions relevant to the discussion.

Reading Strategies Book:

The passages in the *READ 180 Reading Strategies Book* are discussed with the teacher.

- responds to questions with appropriate elaboration;

(continued from previous page)

Teacher Materials

Teacher's Guide:

The *READ 180 Teacher's Guide* contains Discussion Questions that can be used in guiding discussion of the Software, Audiobook, and Paperback passages.

Reading Strategies Book:

The passages in the *READ 180 Reading Strategies Book* are discussed with the teacher providing ample opportunity for elaboration of discussion points by the student.

- uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”;

Student Materials

Audiobooks:

Back to the Titanic!: 41, 73, and end of Ch. 8

Beautiful Warrior: 12, 20, and 30

Favorite Greek Myths: 52

For Your Eyes Only!: 40, 42, and 73

I Thought My Soul Would Rise and Fly: 22 and 149

Jonah the Whale: 11, 30, and 64

The Journal of Joshua Loper: 44

The Last-Place Sports Poems of Jeremy Bloom: 71 and 76

The Magnificent Mummy Maker: 7, 31, and 71

The Music of Dolphins: end of Ch. 7, 52, 61, 93, 104, and end of Chs. 26 and 48

Pacific Crossing: 38, and end of Chs. 8 and 13

- confirms understanding by paraphrasing the adult's directions or suggestions.

Student Materials

Audiobooks:

I Thought My Soul Would Rise and Fly: 166

Performance Standards	READ 180 - Stage A
<p>E3b The student participates in group meetings, in which the student:</p>	
<ul style="list-style-type: none"> displays appropriate turn-taking behaviors; 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>The <i>READ 180 Teacher's Guide</i> contains Discussion Questions that may be used to allow students to demonstrate appropriate turn-taking behavior.</p> <p>Teacher's Resource Book:</p> <p>The passages in the <i>READ 180 Reading Strategies Book</i> are discussed allowing ample opportunity to display turn-taking behavior.</p>
<ul style="list-style-type: none"> actively solicits another person's comments or opinion; 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>The <i>READ 180 Teacher's Guide</i> contains Discussion Questions that may be used to frame a dialogue between students and teachers which allows students to solicit comments or opinions.</p> <p>Teacher's Resource Book:</p> <p>The passages in the <i>READ 180 Reading Strategies Book</i> are discussed allowing ample opportunity to solicit others' comments and opinions.</p>
<ul style="list-style-type: none"> offers own opinion forcefully without dominating; 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>The <i>READ 180 Teacher's Guide</i> contains Discussion Questions that may be used as a vehicle for students to offer opinions in an appropriate manner.</p>

Performance Standards	READ 180 - Stage A

<p>(continued from previous page)</p>	<p>Teacher’s Resource Book:</p> <p>The passages in the <i>READ 180 Reading Strategies Book</i> are discussed with the teacher providing the opportunity to offer opinions in an appropriate manner.</p>
<ul style="list-style-type: none"> • responds appropriately to comments and questions; 	<p>Teacher Materials</p> <p>Teacher’s Guide:</p> <p>The <i>READ 180 Teacher’s Guide</i> contains Discussion Questions that may be used as a vehicle for students to respond appropriately to questions and comments.</p> <p>Teacher’s Resource Book:</p> <p>The passages in the <i>READ 180 Reading Strategies Book</i> are discussed with the teacher providing the opportunity to answer questions and comments appropriately.</p>
<ul style="list-style-type: none"> • volunteers contributions and responds when directly solicited by teacher or discussion leader; 	<p>Teacher Materials</p> <p>Teacher’s Guide:</p> <p>The <i>READ 180 Teacher’s Guide</i> contains Discussion Questions that may be used as a vehicle for students to respond appropriately to for questions and comments.</p> <p>Teacher’s Resource Book:</p> <p>The passages in the <i>READ 180 Reading Strategies Book</i> are discussed with the teacher providing the opportunity for questions and comments.</p>

<p>Performance Standards</p>	<p>READ 180 - Stage A</p>

<ul style="list-style-type: none"> gives reasons in support of opinions expressed; 	<p><u>Teacher Materials</u></p> <p>Teacher’s Guide:</p> <p>The <i>READ 180 Teacher’s Guide</i> contains Discussion Questions that may be used as a vehicle for students to support their opinions.</p> <p>Teacher’s Resource Book:</p> <p>The passages in the <i>READ 180 Reading Strategies Book</i> are discussed with the teacher providing the opportunity to support opinions.</p>
<ul style="list-style-type: none"> clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions. 	<p><u>Teacher Materials</u></p> <p>Teacher’s Guide:</p> <p>The <i>READ 180 Teacher’s Guide</i> contains Discussion Questions that may be used as a vehicle for students to respond appropriately to questions and comments.</p> <p>Teacher’s Resource Book:</p> <p>The passages in the <i>READ 180 Reading Strategies Book</i> are discussed with the teacher providing the opportunity to answer questions and comments appropriately.</p>
<ul style="list-style-type: none"> employs a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution). 	<p><u>Student Materials</u></p> <p>Software:</p> <p>1.1, L3; 1.3, L1, L3; 1.4, L1, L3; 2.1, L1-2; 2.2, L1; 2.3, L1-3; 3.1, L3; 3.2, L2-3; 3.4, L1; 4.1, L1, L3; 4.2, L1; 4.4, L3; 5.2, L1-3; 6.1, L3; 6.2, L1, L3; 6.3, L1-3; 6.4, L3; 7.1, L1; 7.4, L1-3; 8.1, L1-2; 8.3, L1-3; 8.4, L3; 9.1, L2-3; 9.2, L2-3; 9.3, L1; 9.4, L2</p>

Performance Standards	READ 180 - Stage A

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Audiobooks:

For Your Eyes Only!: 50, 87, and 116

I Thought My Soul Would Rise and Fly: 40, 55, 101, 113, and 168

Jonah the Whale: end of Chs. 5 and 7, and 83

The Journal of Joshua Loper: 41, 73, and 104

The Last-Place Sports Poems of Jeremy Bloom: 92

The Magnificent Mummy Maker: 11 and 120

The Music of Dolphins: 92, and end of Chs. 26 and 38

The Ostrich Chase: 69 and 113

Pacific Crossing: end of Ch. 12

Teacher Materials

Teacher's Guide:

73, 81, 105, 111, 131, 161, 181, 189, 197, 205

Research Strategies Book:

30, 66, 111

Teacher's Resource Book:

122

E3c The student prepares and delivers an individual presentation, in which the student:

- shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;

Teacher Materials

Teacher's Guide:

87, 107, 113

Teacher's Resource Book:

189, 191

Performance Standards	<i>READ 180 - Stage A</i>
<ul style="list-style-type: none"> shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials; 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide: 87, 107, 113</p> <p>Teacher's Resource Book: 189, 191</p>
<ul style="list-style-type: none"> uses notes or other memory aids to structure the presentation; 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide: 87, 107, 113</p> <p>Teacher's Resource Book: 189, 191</p>
<ul style="list-style-type: none"> develops several main points relating to a single thesis; 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide: 87, 107, 113</p> <p>Teacher's Resource Book: 189, 191</p>
<ul style="list-style-type: none"> engages the audience with appropriate verbal cues and eye contact; 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide: 87, 107, 113</p> <p>Teacher's Resource Book: 189, 191</p>

- projects a sense of individuality and personality in selecting and organizing content, and in delivery.

Teacher Materials**Teacher's Guide:**

87, 107, 113

Teacher's Resource Book:

189, 191

Performance Standards	<i>READ 180 - Stage A</i>
E3d The student makes informed judgments about television, radio, and film productions; that is, the student:	
<ul style="list-style-type: none"> demonstrates an awareness of the presence of the media in the daily lives of most people; 	Although <i>READ 180</i> does not directly address this objective, students are given opportunities to read headlines, newspaper articles, write advertisements and jingles, and create magazine covers. These activities illustrate the presence of the media in daily life.
<ul style="list-style-type: none"> evaluates the role of the media in focusing attention and in forming an opinion; 	The opportunity to address this objective is available throughout the <i>READ 180</i> program.
<ul style="list-style-type: none"> judges the extent to which media are a source of entertainment as well as a source of information; 	The opportunity to address this objective is available throughout the <i>READ 180</i> program.
<ul style="list-style-type: none"> defines the role of advertising as part of media presentation. 	Although <i>READ 180</i> does not directly address this objective, students are given opportunities to read headlines, newspaper articles, write advertisements and jingles, and create magazine covers. These activities illustrate the presence of the media in daily life and the role of advertising in media presentations.

Performance Standards	<i>READ 180 - Stage A</i>
E4 Conventions, Grammar, and Usage of the English Language	

E4a The student demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:

- grammar;

Teacher Materials

The opportunity to address this objective is available. See the following:

Teacher's Guide:

51, 53, 67, 73, 75, 81, 83, 93, 115, 117, 123, 125, 137, 145, 147, 159, 151, 163, 165, 177, 189, 193, 197, 199, 201, 205, 207, 211, 215, 217, 221, 223, 229

Teacher's Resource Book:

126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 191, 193, 196, 199-200, 201, 202-203

- paragraph structure;

Teacher Materials

The opportunity to address this objective is available. See the following:

Teacher's Guide:

75, 83, 115, 117, 137, 145, 147, 151, 163, 165, 167, 175, 177, 189, 193, 197, 199, 201, 207, 215, 217, 221, 229

Performance Standards

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Teacher's Resource Book:

126, 129, 131, 133, 134, 138, 139, 141, 145, 146, 147, 148, 149, 152, 155, 156, 159, 160, 166, 178, 179, 180, 184, 186, 187, 188, 191, 201

- punctuation;

Teacher Materials

The opportunity to address this objective is available.
See the following:

Teacher's Guide:

51, 53, 67, 73, 75, 81, 83, 93, 115, 117, 123, 125, 137, 145, 147, 159, 151, 163, 165, 177, 189, 193, 197, 199, 201, 205, 207, 211, 215, 217, 221, 223, 229

Teacher's Resource Book:

126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 191, 193, 196, 199-200, 201, 202-203

- sentence construction;

Teacher Materials

The opportunity to address this objective is available.
See the following:

Teacher's Guide:

51, 53, 67, 73, 75, 81, 83, 93, 115, 117, 123, 125, 137, 145, 147, 159, 151, 163, 165, 177, 189, 193, 197, 199, 201, 205, 207, 211, 215, 217, 221, 223, 229

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Teacher's Resource Book:

126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 191, 193, 196, 199-200, 201, 202-203

<ul style="list-style-type: none"> spelling; 	<p><u>Student Materials</u></p> <p>Software:</p> <p>1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 3.3, 3.4; 4.1, 4.2, 4.3, 4.4; 5.1, 5.2, 5.3, 5.4; 6.1, 6.2, 6.3, 6.4; 7.1, 7.2, 7.3, 7.4; 8.1, 8.2, 8.3, 8.4; 9.1, 9.2, 9.3, 9.4</p> <p><u>Teacher Materials</u></p> <p>Reading Strategies Book:</p> <p>10, 13, 22, 37, 49, 100</p>
<ul style="list-style-type: none"> usage. 	<p><u>Teacher Materials</u></p> <p>The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide:</p> <p>51, 53, 67, 73, 75, 81, 83, 93, 115, 117, 123, 125, 137, 145, 147, 159, 151, 163, 165, 177, 189, 193, 197, 199, 201, 205, 207, 211, 215, 217, 221, 223, 229</p> <p>Teacher’s Resource Book:</p> <p>126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 191, 193, 196, 199-200, 201, 202-203</p>

Performance Standards	READ 180 - Stage A
<p>E4b The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student’s revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:</p>	

- adding or deleting details;

Teacher Materials

The opportunity to address this objective is available.
See the following:

Teacher's Guide:

51, 53, 67, 73, 75, 81, 83, 93, 115, 117, 123, 125, 137, 145, 147, 159, 151, 163, 165, 177, 189, 193, 197, 199, 201, 205, 207, 211, 215, 217, 221, 223, 229

Teacher's Resource Book:

126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 191, 193, 196, 199-200, 201, 202-203

- adding or deleting explanations;

Teacher Materials

The opportunity to address this objective is available.
See the following:

Teacher's Guide:

51, 53, 67, 73, 75, 81, 83, 93, 115, 117, 123, 125, 137, 145, 147, 159, 151, 163, 165, 177, 189, 193, 197, 199, 201, 205, 207, 211, 215, 217, 221, 223, 229

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Teacher's Resource Book:

126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 191, 193, 196, 199-200, 201, 202-203

<ul style="list-style-type: none"> clarifying difficult passages; 	<p><u>Teacher Materials</u></p> <p>The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide:</p> <p>51, 53, 67, 73, 75, 81, 83, 93, 115, 117, 123, 125, 137, 145, 147, 159, 151, 163, 165, 177, 189, 193, 197, 199, 201, 205, 207, 211, 215, 217, 221, 223, 229</p> <p>Teacher’s Resource Book:</p> <p>126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 191, 193, 196, 199-200, 201, 202-203</p>
<ul style="list-style-type: none"> rearranging words, sentences, and paragraphs to improve or clarify meaning; 	<p><u>Teacher Materials</u></p> <p>The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide:</p> <p>51, 53, 67, 73, 75, 81, 83, 93, 115, 117, 123, 125, 137, 145, 147, 159, 151, 163, 165, 177, 189, 193, 197, 199, 201, 205, 207, 211, 215, 217, 221, 223, 229</p>

Performance Standards	<i>READ 180 - Stage A</i>
	<p>Teacher’s Resource Book:</p> <p>126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 191, 193, 196, 199-200, 201, 202-203</p>

- sharpening the focus;

Teacher Materials

The opportunity to address this objective is available.
See the following:

Teacher's Guide:

51, 53, 67, 73, 75, 81, 83, 93, 115, 117, 123, 125, 137, 145, 147, 159, 151, 163, 165, 177, 189, 193, 197, 199, 201, 205, 207, 211, 215, 217, 221, 223, 229

Teacher's Resource Book:

126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 191, 193, 196, 199-200, 201, 202-203

- reconsidering the organizational structure.

Teacher Materials

The opportunity to address this objective is available.
See the following:

Teacher's Guide:

51, 53, 67, 73, 75, 81, 83, 93, 115, 117, 123, 125, 137, 145, 147, 159, 151, 163, 165, 177, 189, 193, 197, 199, 201, 205, 207, 211, 215, 217, 221, 223, 229

Performance Standards

(continued from previous page)

READ 180 - Stage A

Teacher's Resource Book:

126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 191, 193, 196, 199-200, 201, 202-203

E5 Literature

E5a The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:

- identifies recurring themes across works;

Student Materials

Software:

The Quick Check Questions after each passage in the *READ 180* Software give students the opportunity to respond to the readings.

Teacher Materials

Teacher's Guide:

The *READ 180 Teacher's Guide* contains Discussion Questions to be used in guiding discussion of the Software, Audiobook, and Paperback passages.

Reading Strategies Book:

The passages in the *READ 180 Reading Strategies Book* are discussed with the teacher providing the opportunity to answer questions and comments appropriately.

Performance Standards

- interprets the impact of authors' decisions regarding word choice, content, and literary elements;

READ 180 - Stage A

Student Materials

Software:

The Quick Check Questions after each passage in the *READ 180* Software give students the opportunity to respond to the readings.

Teacher Materials

Teacher's Guide:

The *READ 180 Teacher's Guide* contains Discussion Questions to be used in guiding discussion of the Software, Audiobook, and Paperback passages.

Reading Strategies Book:

The passages in the *READ 180 Reading Strategies Book* are discussed with the teacher providing the opportunity to answer questions and comments appropriately.

- identifies the characteristics of literary forms and genres;

Student Materials

Audiobooks:

Back to the Titanic!

Beautiful Warrior

Favorite Greek Myths

For Your Eyes Only!

I Thought My Soul Would Rise and Fly

Jonah the Whale

The Journal of Joshua Loper

The Last Place Sports Poems of Jeremy Bloom

The Magnificent Mummy Maker

The Music of Dolphins

The Ostrich Chase

Pacific Crossing

Performance Standards

(continued from previous page)

READ 180 - Stage A

Paperbacks:

Adventures of the Shark Lady

Animal E.R.

The Best of Encyclopedia Brown

The Bookman

Circle of Gold

David Copperfield

Dear Lovey Hart, I Am Desperate!

Demeter and Persephone

Confessions of a Gym-Class Dropout

Grant Hill

HELP! I'm Trapped in My Teacher's Body

Home Run Heroes!

It Came from Ohio! My Life as a Writer

The Last Dance

The Life and Words of Martin Luther King Jr.

Little Monster

Michelle Kwan: Heart of a Champion

Navajo Long Walk

Revenge of the Fireflies

Riding Freedom

Selena!

Shoebag

The Torch Runner

Twenty Thousand Leagues Under the Sea

Treasure Island

Zoomers and Other Stories

Teacher Materials

Reading Strategies Book:

29, 35, 38, 62, 68, 71, 97-98, 109-110,
113-114, 117-118, 121-122

Performance Standards

READ 180 - Stage A

- evaluates literary merit;

Student Materials

Audiobooks:

For Your Eyes Only!: 42, 82, 83, 108, and 131

I Thought My Soul Would Rise and Fly: 7, 19, and 84

Jonah the Whale: 17, 26, 35, end of Ch. 5, and 65

The Journal of Joshua Loper: 4, 18, 22, 54, 67, 92, 108, 122, and 124

The Last-Place Sports Poems of Jeremy Bloom: 2, 7, 22, and 50

The Magnificent Mummy Maker: 3, 21, and 36

The Music of Dolphins: end of Chs. 1, 3, 7, 12, and 17

The Ostrich Chase: 12, 23, 42, 69, and 80

Pacific Crossing: end of Chs. 1, 9, 14, and 41

Paperbacks:

Animal E.R.

The Bookman

Confessions of a Gym-Class Dropout

David Copperfield

Navajo Long Walk

Treasure Island

Twenty Thousand Leagues Under the Sea

Teacher Materials

Teacher's Guide:

147, 155, 165, 191, 193, 195, 207, 209, 217, 219

Reading Strategies Book:

33, 36, 39, 69, 72, 75, 115, 119, 123

	<p>Teacher's Resource Book:</p> <p>123, 124, 125</p>
<ul style="list-style-type: none"> identifies the effect of point of view; 	<p>The components of the <i>READ 180</i> program provide opportunities to discuss and identify the effect of point of view in the reading materials</p>
<ul style="list-style-type: none"> analyzes the reasons for a character's actions, taking into account the situation and basic motivation of the character; 	<p><u>Student Materials</u></p> <p>Audiobooks:</p> <p><i>For Your Eyes Only!:</i> 42, 82, 83, and 131</p> <p><i>I Thought My Soul Would Rise and Fly:</i> 7</p> <p><i>Jonah the Whale:</i> 17, 26, 35, end of Ch. 5, and 65</p> <p><i>The Journal of Joshua Loper:</i> 22, 54, 67, 92, 108, and 122</p> <p><i>The Last-Place Sports Poems of Jeremy Bloom:</i> 22 and 50</p> <p><i>The Magnificent Mummy Maker:</i> 21 and 36</p> <p><i>The Music of Dolphins:</i> end of Chs. 1 and 17</p> <p><i>The Ostrich Chase:</i> 12 and 42</p> <p><i>Pacific Crossing:</i> end of Chs. 14 and 41</p> <p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>147, 155, 191, 209, 217</p> <p>Reading Strategies Book:</p> <p>33, 69, 115</p> <p>Teacher's Resource Book:</p> <p>123</p>

Performance Standards	<i>READ 180 - Stage A</i>
<ul style="list-style-type: none"> • makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, and themes; 	<p>Student Materials</p> <p>Software:</p> <p>1.1, L1-2, L3; 1.2, L1-3; 1.3, L1-3; 1.4, L1-3; 2.1, L1-3; 2.2, L1-3; 2.3, L1-3; 2.4, L1, L3; 3.1, L2; 3.2, L1-3; 3.3, L1-3; 3.4, L1-3; 4.1, L1-3; 4.3, L1-3; 4.4, L1-2; 5.1, L1-3; 5.2, L1-3; 5.3, L1-3; 5.4, L1-3; 6.1, L1-3; 6.4, L1-3; 7.1, L1-3; 7.2, L1; 7.3, L2-3; 7.4, L1, L3; 8.1, L1-3; 8.2, L1-3; 8.3, L3; 8.4, L1-3; 9.1, L1-3; 9.2, L1-2; 9.3, L1-3; 9.4, L1-3</p> <p>Audiobooks:</p> <p><i>Back to the Titanic!:</i> 4, 17, 117, and end of Chs. 5 and 11</p> <p><i>Beautiful Warrior:</i> 1 and 25</p> <p><i>Favorite Greek Myths:</i> 70, 46, 51, and 68</p> <p><i>For Your Eyes Only!:</i> 13, 42, 62, 73, 87, 91, 104, 113, and 116</p> <p><i>I Thought My Soul Would Rise and Fly:</i> 26, 39, 52, 55, 66, 90, 101, and 149</p> <p><i>Jonah the Whale:</i> 11, 19, 39, end of Chs. 2 and 4, 64, and end of Ch. 10</p> <p><i>The Journal of Joshua Loper:</i> 6, 33, 86, and 88</p> <p><i>The Last-Place Sports Poems of Jeremy Bloom:</i> 2, 22, 32, 50, and 76</p> <p><i>The Magnificent Mummy Maker:</i> 47 and 114</p> <p><i>The Music of Dolphins:</i> 3, 5, 12, 69, 89, and end of Chs. 15, 19, and 26</p> <p><i>The Ostrich Chase:</i> 42, 55, 63, and 80</p> <p><i>Pacific Crossing:</i> end of Chs. 1, 3, 6, 8, 14 and 16, 66, and 86</p>

Performance Standards	READ 180 - Stage A
(continued from previous page)	<p><u>Teacher Materials</u></p> <p>Teacher’s Guide: 51, 53, 125, 133, 145, 157, 183, 185, 199, 211, 215</p> <p>Reading Strategies Book: 18, 21, 54, 57, 95, 99</p> <p>Teacher’s Resource Book: 118, 119</p>
<ul style="list-style-type: none"> identifies stereotypical characters as opposed to fully developed characters; 	<p><u>Student Materials</u></p> <p>Audiobooks:</p> <p><i>For Your Eyes Only!:</i> 42, 82, 83, and 131</p> <p><i>I Thought My Soul Would Rise and Fly:</i> 7</p> <p><i>Jonah the Whale:</i> 17, 26, 35, end of Ch. 5, and 65</p> <p><i>The Journal of Joshua Loper:</i> 22, 54, 67, 92, 108, and 122</p> <p><i>The Last-Place Sports Poems of Jeremy Bloom:</i> 22 and 50</p> <p><i>The Magnificent Mummy Maker:</i> 21 and 36</p> <p><i>The Music of Dolphins:</i> end of Chs. 1 and 17</p> <p><i>The Ostrich Chase:</i> 12 and 42</p> <p><i>Pacific Crossing:</i> end of Chs. 14 and 41</p> <p><u>Teacher Materials</u></p> <p>Teacher’s Guide: 147, 155, 191, 209, 217</p> <p>Reading Strategies Book: 33, 69, 115</p>

	<p>Teacher's Resource Book:</p> <p>123</p>
<ul style="list-style-type: none"> identifies the effect of literary devices such as figurative language, allusion, diction, dialogue, and description. 	<p><u>Student Materials</u></p> <p>Audiobooks:</p> <p><i>I Thought My Soul Would Rise and Fly:</i> 57 and 93</p> <p><i>The Journal of Joshua Loper:</i> 6 and 33</p> <p><i>The Magnificent Mummy Maker:</i> 20</p> <p><i>The Music of Dolphins:</i> end of Ch. 7, and 89</p> <p><i>The Ostrich Chase:</i> 33</p> <p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>55, 65, 67, 75, 77, 123, 145, 147, 151, 153, 157, 159, 163, 165, 173, 179, 191, 195, 205, 209, 219, 221, 227, 229</p> <p>Reading Strategies Book:</p> <p>46, 52, 88, 162, 167, 173</p>
<p>E5b The student produces work in at least one literary genre that follows the conventions of the genre.</p>	<p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>51, 53, 73, 75, 81, 83, 93, 85, 117, 125, 127, 145, 147, 151, 159, 163, 165, 167, 175, 189, 193, 197, 199, 211, 217, 221, 223</p> <p>Teacher's Resource Book:</p> <p>126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 153, 154, 155, 156, 157, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 191, 193, 194, 196, 199-203</p>

