

**Scholastic's Read 180, Stage C correlated to the  
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<b>Phonemic Awareness, Word Recognition and Fluency</b>	
<i>Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.</i>	
<b>Acquisition of Vocabulary</b>	
<i>Contextual Understanding</i>	
1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.	<p><b><u>WS-context clue</u></b>  <b><u>rBook Teaching Guide:</u></b> 171, 198  <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 238, 254, 264  <b><u>rSkills Test Book:</u></b> Tests 4 &amp; 5</p>
<i>Conceptual Understanding</i>	
2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.	<p>WS-synonyms, antonyms, connotation,  <b><u>rBook Teaching Guide:</u></b> 44, 174  <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 246  <b><u>rSkills Test Book:</u></b> Test 1  <b><u>rBook Teaching Guide:</u></b> 44, 94  <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 248  <b><u>rSkills Test Book:</u></b> Test 1  <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 250</p>
3. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.	<p>WS-figurative, metaphor, simile  <b><u>rBook Teaching Guide:</u></b> 18, 67, 135, 136, 137, 139, 140, 246  <b><u>rBook Teaching Guide:</u></b> 142, 246  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 230-231  <b><u>rBook Teaching Guide:</u></b> 145, 246  <b><u>RDI Book 3-Strategies for English Language Learners</u></b></p>
4. Examine and discuss ways historical events have influenced the English language.	<p>The Following Match Provides Opportunities to Meet this Objective:</p> <p>Discussion  <b><u>rBook Teaching Guide:</u></b> Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p>
<i>Structural Understanding</i>	

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5. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).	<p>WS-roots, prefix, suffix</p> <p><b>rBook Teaching Guide:</b> 174</p> <p><b>RDI Book 1 – Reading Skills and Strategies:</b> 134, 266, 268</p> <p><b>Topic Software Teaching Resources:</b> 1.4 Level 4; 2.1 Level 4; 2.2 Level 4; 2.3 Level 4; 3.1 Level 4; 3.2 Level 4; 4.1 Level 4; 4.4 Level 4; 5.1 Level 4; 5.2 Level 4; 7.1 Level 4; 8.1 Level 4; 9.2 Level 4; 9.3 Level 4</p> <p><b>rSkills Test Book:</b> Tests 4 &amp; 5</p> <p><b>RDI Book 1 – Reading Skills and Strategies:</b> 134</p> <p><b>Topic Software Teaching Resources:</b> 1.1 Level 3; 1.2 Level 3; 2.2 Level 3; 2.3 Level 2; 2.4 Level 3 &amp; 4; 4.2 Level 3; 4.4 Level 3; 6.1 Level 2; 6.2 Level 3 &amp; 4; 6.3 Level 3; 6.4 Level 2, 3 &amp; 4; 7.1 Level 3; 7.2 Level 3; 8.4 Level 2 &amp; 4</p> <p><b>rSkills Test Book:</b> Tests 1 &amp; 3</p> <p><b>RDI Book 1 – Reading Skills and Strategies:</b> 134</p> <p><b>Topic Software Teaching Resources:</b> 1.1 Level 3; 1.3 Level 3; 2.1 Level 3; 2.2 Level 2; 2.3 Level 3; 3.1 Level 2; 3.3 Level 3 &amp; 4; 3.4 Level 3 &amp; 4; 4.1 Level 3; 5.1 Level 3; 5.2 Level 3; 5.4 Level 3; 6.1 Level 2; 6.1 Level 3; 6.4 Level 3; 7.2 Level 3 &amp; 4; 7.3 Level 3; 8.2 Level 2 &amp; 3; 9.1 Level 3; 9.2 Level 2 &amp; 3; 9.4 Level 2 &amp; 4</p> <p><b>rSkills Test Book:</b> Tests 1 &amp; 2</p>
<i>Tools and Resources</i>	
6. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars	<p>WS-technology,</p> <p>The program includes a software and audiobook component which gives students experience with a technology-based reading and instruction.</p>
<b>Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b>	
<i>In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.</i>	
<i>Comprehension Strategies</i>	
1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	<p>WS-Compare, contrast</p> <p>, 75, 100, 188 (Resources – 39, 40-41, 63-68, 69); Reality Strikes – 9, 37, 43, 55 (Resources – 51, 52-55, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69)</p> <p><b>Paperbacks Teaching Resources:</b> Gym Rats: True Stories About Punching, Pedaling, and Powerlifting (Resources – 59, 60, 135-140, 141); Forged by Fire (Resources 101, 102, 135-140, 141)</p>

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	<p><b>rSkills Test Book:</b> Tests 4 &amp; 5 Explicit Comprehension Instruction The Read180 program presents systematic comprehension instruction to build student success by:</p> <ul style="list-style-type: none"> <li>• using structured engagement techniques to actively involve students and hold them accountable for learning</li> <li>• focusing on targeted comprehension skills (summarizing, drawing conclusions, making inferences, etc.) over several days</li> <li>• scaffolding instruction through the use of graphic organizers, sentence starters, and modeling</li> </ul>
<p>2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</p>	<p>WS-literal, comprehension, Literal &amp; Interpretive Questions <b>Test-Taking Strategies:</b> 33-35 Direct, Explicit Comprehension Instruction The Read180 program presents systematic comprehension instruction to build student success by:</p> <ul style="list-style-type: none"> <li>• using structured engagement techniques to actively involve students and hold them accountable for learning</li> <li>• focusing on targeted comprehension skills (summarizing, drawing conclusions, making inferences, etc.) over several days</li> <li>• scaffolding instruction through the use of graphic organizers, sentence starters, and modeling</li> </ul>
<p><i>Self-Monitoring Strategies</i></p>	
<p>3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</p>	<p>WS-monitor, read on, skim, scan <b>RDI Book 1- Reading Skills and Strategies:</b> 317 Each of the reading components teach self-monitoring strategies such as summarizing, slowing the reading rate during difficult passages, asking questions, rereading, etc. <b>RDI Book 1- Reading Skills and Strategies:</b> 314</p>
<p><i>Independent Reading</i></p>	
<p>4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p>	<p>WS-reading, independent, <b>Paperbacks Teaching Resources:</b> Although the teacher directs students to the appropriate level, the students select the Paperbacks of their choice to read to accomplish various purposes, both assigned and self-selected Read Independently <b>RDI Book 1-Reading Skills and Strategies:</b> Students are given the opportunity to read the passages independently. <b>Topic Software Teaching Resources:</b> Students read passages on the READ180 Software independently when they make a recording of the passage in the Reading and Success Zones, and in other Success Zone activities. <b>Test-Taking Strategies:</b> The lessons and practice from the reading test strategies offer students an opportunity to read independently.</p>
<p>5. Independently read books for various</p>	<p>WS-purpose</p>

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purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	<b><u>Paperbacks Teaching Resources:</u></b> Although the teacher directs students to the appropriate level, the students select the Paperbacks of their choice to read to accomplish various purposes, both assigned and self-selected.
<b>Reading Applications: Informational, Technical and Persuasive Text</b>	
1. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.	WS- problem, solution, cause, effect <b><u>rBook Teaching Guide:</u></b> 106C, 108-117, 244 <b><u>rBook Teaching Guide:</u></b> 162C, 164-173, 195, 244 <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 296, 297, 423 <b><u>Topic Software Teaching Resources:</u></b> <b>1.1:</b> 71-74, 215-216, 287; <b>1.4:</b> 83-86, 221-222, 287; <b>2.2:</b> 91-94, 225-226, 287; <b>3.1:</b> 103-106, 231-232, 287; <b>3.3:</b> 111-114, 235-236, 287; <b>4.1:</b> 119-122, 239-240, 287; <b>5.2:</b> 139-142, 249-250, 287; <b>5.3:</b> 143-146, 251-252, 287; <b>6.1:</b> 151-154, 255-256, 287; <b>6.3:</b> 159-162, 259-260, 287; <b>7.1:</b> 167-170, 263-264, 287; <b>7.3:</b> 175-178, 267-268, 287; <b>7.4:</b> 179-182, 269-270, 287; <b>8.1:</b> 183-186, 271-272, 287; <b>8.2:</b> 187-190, 273-274, 287; <b>8.4:</b> 195-198, 277-278, 287; <b>9.1:</b> 199-202, 279-280, 287; <b>9.3:</b> 207-210, 283-284, 287; <b>9.4:</b> 211-214, 285-286, 287 <b><u>Audiobook Teaching Resources:</u></b> Whirligig – 16, 34, 81, 132 (Resources – 60, 61-62, 63-68, 69) <b><u>Paperbacks Teaching Resources:</u></b> Rat Attacks (Resources – 105, 106, 135-140, 141) <b><u>rSkills Test Book:</u></b> Test 4
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.	WS-sources Evaluate Sources and Evidence <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 323, 441
3. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	WS-chart, map, graph, diagram Read a Bar Graph <b><u>rBook Teaching Guide:</u></b> 18, 116 Read a Chart <b><u>rBook Teaching Guide:</u></b> 42 Read a Diagram <b><u>rBook Teaching Guide:</u></b> 172 Read a Map <b><u>rBook Teaching Guide:</u></b> 196
4. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial, transfer, glittering generalities, emotional word repetition, bait and switch) and examples of propaganda, bias and stereotyping.	WS-persuasive Identify Persuasive Prompts <b><u>Test-Taking Strategies:</u></b> 62-63 Persuasive Prompts <b><u>Test-Taking Strategies:</u></b> 129-131
5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.	WS-author, Evaluate Author's Purpose <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 325, 443 Evaluate Author's Viewpoint <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 324, 442
6. Analyze the author's development of key points to support argument or point of view.	The Following Match Provides Opportunities to Meet this Objective:  Discussion

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	<p><b>rBook Teaching Guide:</b> Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p> <p>Point of View  <b>rBook Teaching Guide:</b> 60, 134, 223, 246  <b>RDI Book 1 – Reading Skills and Strategies:</b> 319</p>
7. Compare and contrast the effectiveness of the features (e.g., format, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).	<p>WS- Compare, contrast  The Following Match Provides Opportunities to Meet this Objective:</p> <p>Compare and Contrast  <b>rBook Teaching Guide:</b> 186C, 188-197, 219, 244  <b>RDI Book 1- Reading Skills and Strategies:</b> 298, 299, 424, 425  <b>Topic Software Teaching Resources:</b> <b>1.1:</b> 71-74, 215-216, 287; <b>3.2:</b> 107-110, 233-234, 287; <b>3.4:</b> 115-118, 237-238, 287; <b>6.4:</b> 163-166, 261-262, 287; <b>7.2:</b> 171-174, 265-266, 287; <b>8.1:</b> 183-186, 271-272, 287; <b>9.1:</b> 199-202, 279-280, 287; <b>9.3:</b> 207-210, 283-284, 287  <b>Audiobook Teaching Resources:</b> Make Lemomade7, 75, 100, 188 (Resources – 39, 40-41, 63-68, 69); Reality Strikes – 9, 37, 43, 55 (Resources – 51, 52-55, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69)  <b>Paperbacks Teaching Resources:</b> Gym Rats: True Stories About Punching, Pedaling, and Powerlifting (Resources – 59, 60, 135-140, 141); Forged by Fire (Resources 101, 102, 135-140, 141)  <b>rSkills Test Book:</b> Tests 4 &amp; 5</p>
8. Identify the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.	<p>WS-rhetorical, features, devices  No match</p>
<b>Reading Applications: Literary Text</b>	
1. Identify and explain an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.	<p>WS- character  <b>rBook Teaching Guide:</b> 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 148, 149, 245, 246  <b>Audiobook Teaching Resources:</b> Hamlet – 10, 19, 43, 46 (Resources -33, 34-35, 63-68, 69 ); Lord of the Flies – 23, 89, 102, 143 (Resources – 36, 37-38, 63-68, 69); When Zachary Beaver Came to Town – 5, 72, 149, 186 (Resources -57, 58-59, 63-68, 69 )  <b>Paperbacks Teaching Resources:</b> Confessions of a Gym Class Dropout (Resources – 57, 58, 135-140, 141); The Perfect Match (Resources – 65, 66, 135-140, 141); Sunny: Diary Two (Resources - 93, 94, 135-140, 141); Slam (Resources – 107, 108, 135-140, 141); Flight to Freedom (Resources – 119, 120, 135-140, 141); The Trouble With Lemons (Resources – 131, 132, 135-140, 141)  <b>RDI Book 1- Reading Skills and Strategies:</b> 306, 307, 430, 431  <b>rSkills Test Book:</b> Tests 2, 3, &amp; 5</p>
2. Analyze the influence of setting in relation	<p>WS-setting</p>

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to other literary elements.	<p><b><u>rBook Teaching Guide:</u></b> 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 149, 245, 246</p> <p><b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 308, 309, 432, 433</p> <p><b><u>Audiobook Teaching Resources:</u></b> Night – 2, 34, 62, 84, 91 (Resources – 45, 46-47, 63-68, 69)</p> <p><b><u>Paperbacks Teaching Resources:</u></b> Sweetgrass (Resources -113, 114, 135-140, 141)</p> <p><b><u>rSkills Test Book:</u></b> Tests 2, 3, &amp; 5</p>
3. Identify ways in which authors use conflicts, parallel plots and subplots in literary texts.	<p>WS-plot</p> <p><b><u>rBook Teaching Guide:</u></b> 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 149, 245, 246</p> <p><b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 310, 311, 434, 435</p> <p><b><u>Audiobook Teaching Resources:</u></b> Before We Were Free – 20, 41, 92, 134 (Resources – 27, 28-29, 63-68, 69); Monster – 16, 72, 182, 281 (Resources – 42, 43-44, 63-68, 69)</p> <p><b><u>Paperbacks Teaching Resources:</u></b> Dracula / Romeo and Juliet (Resources – 77, 78, 135-140, 141); Hope Was Here (103,104, 135-140, 141); Swallowing Stones (Resources – 129, 130, 1335-140, 141)</p> <p><b><u>rSkills Test Book:</u></b> Tests 2, 3, &amp; 5</p>
4. Evaluate the point of view used in a literary text.	<p>WS- evaluate, view</p> <p>Evaluate Author's Viewpoint <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 324, 442</p>
5. Interpret universal themes across different works by the same author and different authors.	<p>The Following Match Provides Opportunities to Meet this Objective:</p> <p>Discussion</p> <p><b><u>rBook Teaching Guide:</u></b> Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p>
6. Analyze how an author's choice of genre affects the expression of a theme or topic.	<p>WS-theme</p> <p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Identify Theme</p> <p><b><u>rBook Teaching Guide:</u></b> 58, 61, 63, 65, 133, 135, 149, 245, 246</p> <p><b><u>Audiobook Teaching Resources:</u></b> Lord of the Flies – 23, 89, 102, 143 (Resources – 36, 37-38, 63-68, 69)</p> <p><b><u>Paperbacks Teaching Resources:</u></b> In Your Face: Poems About Real Life (Resources – 85, 86, 135-140, 141); The Plague (Resources -87, 88, 135-140, 141); Aquamarine (Resources – 87, 88, 135-140, 141)</p>
7. Explain how foreshadowing and flashback are used to shape plot in a literary text	<p>WS-foreshadowing, flashback</p> <p>Flashback/Foreshadowing</p> <p><b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 343</p>
8. Define and identify types of irony, including verbal, situational and dramatic, used in literary texts.	<p>WS-Irony</p> <p><b><u>rBook Teaching Guide:</u></b> 225, 246</p> <p><b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 339</p>

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9. Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax.	WS-mood, tone, figurative language <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 339 <b><u>rBook Teaching Guide:</u></b> 18, 67, 135, 136, 137, 139, 140, 246 <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 338
10. Explain how authors use symbols to create broader meanings.	WS-symbol <b><u>rBook Teaching Guide:</u></b> 246 <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 338
11. Identify sound devices, including alliteration, assonance, consonance and onomatopoeia, used in literary texts.	WS- alliteration, onomatopoeia <b><u>rBook Teaching Guide:</u></b> 246 <b><u>rBook Teaching Guide:</u></b> 246
<b>Writing Processes</b>	
<i>Prewriting</i>	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	WS-writing Brainstorm <b><u>rBook Teaching Guide:</u></b> 23, 47, 73, 97, 121, 153, 177, 201, 229
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).	WS-writing Plan <b><u>rBook Teaching Guide:</u></b> 24, 48, 74, 98, 122, 154, 178, 202, 230
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	WS-narrative, outline <b><u>rBook Teaching Guide:</u></b> 46-51, 176-177, 228-233, 298 Create an Outline <b><u>Test-Taking Strategies:</u></b> 68-69
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.	WS-plan <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 13 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 13, 170
5. Use organizational strategies (e.g., notes and outlines) to plan writing.	WS- Outline, organizing <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 175-177 Organizing Information <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 13, 175
<i>Drafting, Revising and Editing</i>	
6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.	WS- Organizing, <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 13, 175 Extend or write a Story <b><u>Topic Software Teaching Resources:</u></b> 216-220, 226-228, 231, 243-247, 251- 252, 257, 258 <b><u>Audiobook Teaching Resources:</u></b> 28-29, 34, 38, 46, 56, 61 <b><u>Paperbacks Teaching Resources:</u></b> 56, 58, 60. 70, 84, 102, 124
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).	WS- sentence <b><u>rBook Teaching Guide:</u></b> 26, 50, 249 <b><u>RDI Book 2- Writing and Grammar Strategies:</u></b> 234-235
8. Use paragraph form in writing, including	WS-paragraph

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topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.	<p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 44-48, 50-54, 56-60, 62-67,  <b><u>Topic Software Teaching Resources:</u></b> 215, 230, 231, 232, 234- 238, 240, 252, 254, 267  <b><u>Audiobook Teaching Resources:</u></b> 34, 40, 43, 56, 58-59, 61-62  <b><u>Paperbacks Teaching Resources:</u></b> 56, 60, 64, 68, 72, 92, 98, 126, 130</p>
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice.	<p>WS- verbs, modifiers  <b><u>rBook Teaching Guide:</u></b> 100, 124, 249  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 198, 199, 210, 211, 206, 207, 208, 209, 204, 205, 202, 203, 200, 201  <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 51  <b><u>rSkills Test Book:</u></b> Test 3</p>
10. Use available technology to compose text.	<p>WS- Technology  Technology Used as a Tool for Instruction  The program includes a software and audiobook component which gives students experience with a technology-based reading and instruction.</p>
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.	<p>WS-writing, read,  <b><u>rBook Teaching Guide:</u></b> 24, 48, 74, 98, 122, 154, 178, 202, 230  Writing  <b><u>rBook Teaching Guide:</u></b> 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-177, 200-205, 228-233, 247, 248, 298  Proofreading  <b><u>rBook Teaching Guide:</u></b> 27, 51, 77, 101, 125, 157, 181, 205, 233  Revision/Edit  <b><u>rBook Teaching Guide:</u></b> 25, 49, 75, 99, 123, 155, 179, 203, 231</p>
12. Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.	<p>WS-detail, clarify  Character Details  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 49  Clarify  <b><u>rBook Teaching Guide:</u></b> 14, 67, 84, 112, 140, 146, 192, 212  Revision/Edit  <b><u>rBook Teaching Guide:</u></b> 25, 49, 75, 99, 123, 155, 179, 203, 231</p>
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.	<p>WS-sentences,  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 44-48, 50-54, 56-60, 62-67,  <b><u>Topic Software Teaching Resources:</u></b> 215, 230, 231, 232, 234- 238, 240, 252, 254, 267  <b><u>Audiobook Teaching Resources:</u></b> 34, 40, 43, 56, 58-59, 61-62  <b><u>Paperbacks Teaching Resources:</u></b> 56, 60, 64, 68, 72, 92, 98, 126, 130  Correct Word Order  <b><u>rBook Teaching Guide:</u></b> 190, 193</p>

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14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.	WS-reference, dictionary Write a Dictionary Entry <b>Topic Software Teaching Resources:</b> 238
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.	WS-proofread <b>rBook Teaching Guide:</b> 27, 51, 77, 101, 125, 157, 181, 205, 233 <b>RDI Book 1-Reading Skills and Strategies:</b> 204 <b>RDI Book 2-Writing and Grammar Strategies:</b> 246-253 <b>Topic Software Teaching Resources:</b> All lessons practice spelling and proofreading skills, which are a principal objective of the software component. <b>Test-Taking Strategies Book:</b> Students are taught to identify writing prompts, organize thoughts, generate an outline, understand evaluation criteria, and review/revise writing to improve it.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	WS- rubric, checklist Assessment Rubrics for Writing <b>rBook Teaching Guide:</b> 25, 49, 75, 99, 123, 155, 179, 203, 231 <b>RDI Book 2-Writing and Grammar Strategies:</b> 264-269 <b>Topic Software Teaching Resources:</b> 290 <b>Test-Taking Strategies Book:</b> 132 Writer's Checklist <b>RDI Book 2-Writing and Grammar Strategies:</b> 263
<i>Publishing</i>	
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.	WS- Prepare for publication, Chart, Final The Following Selected Matches Provide Opportunities to Meet this Objective:  Write a News Article <b>RDI Book 2 – Writing and Grammar Strategies:</b> 86-90 <b>Topic Software Teaching Resources:</b> 220 <b>Audiobook Teaching Resources:</b> 53 <b>Paperbacks Teaching Resources:</b> 100, 104, 106, 118, 130, 137  Write an Autobiographical Narrative <b>RDI Book 2 – Writing and Grammar Strategies:</b> 20-24  Write a Review <b>RDI Book 2 – Writing and Grammar Strategies:</b> 122-126 <b>Topic Software Teaching Resources:</b> 234  Write a Business Letter <b>RDI Book 2 – Writing and Grammar Strategies:</b> 146-150  Write a Informative Article

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	<p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 92-96 <b><u>Topic Software Teaching Resources:</u></b> 255</p> <p>Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p> <p>Write a Persuasive Speech <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139 <b><u>Topic Software Teaching Resources:</u></b> 225 <b><u>Audiobook Teaching Resources:</u></b> 28</p>
<b>Writing Applications</b>	
1. Write narratives that:	
a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);	<p>WS-narrative, plot <b><u>rBook Teaching Guide:</u></b> 46-51, 176-177, 228-233, 298</p>
b. use a range of strategies and literary devices including figurative language and specific narration; and,	<p>WS-figurative Figurative Language <b><u>rBook Teaching Guide:</u></b> 18, 67, 135, 136, 137, 139, 140, 246</p>
c. include an organized, well-developed structure.	<p>WS-narrative, plot <b><u>rBook Teaching Guide:</u></b> 46-51, 176-177, 228-233, 298</p>
2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.	<p>WS-write respon Write a Reader Response <b><u>rBook Teaching Guide:</u></b> 72-77, 248</p> <p>Write a Review <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126 <b><u>Topic Software Teaching Resources:</u></b> 234</p> <p>Respond to Ideas and Issues Each reading component gives students an opportunity to respond to what they have read through QuickWrites and Comprehension Graphic Organizers. <b><u>Topic Software Teaching Resources:</u></b> 285 <b><u>Audiobook Teaching Resources:</u></b> 29-32, 37, 41, 49-50, 52, 58- 59, 62 <b><u>Paperbacks Teaching Resources:</u></b> 56, 66, 72, 74. 84, 86, 88, 92, 102, 116, 124, 132</p>
3. Write business letters, letters to the editor and job applications that:	
a. address audience needs, stated purpose and context in a clear and efficient manner;	<p>WS- write business letter <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 146-150</p>
b. follow the conventional style appropriate to the text using proper technical terms;	<p>WS- write business letter <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 146-150</p>

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c. include appropriate facts and details;	WS- write business letter <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 146-150
d. exclude extraneous details and inconsistencies; and	WS- write business letter <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 146-150
e. provide a sense of closure to the writing.	WS- write business letter <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 146-150
4. Write informational essays or reports, including research that:	
a. pose relevant and tightly drawn questions that engage the reader;	WS-essays, info Write an Informative Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115  Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108
b. provide a clear and accurate perspective on the subject;	WS-essays, info Write an Informative Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115  Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108
c. create an organizing structure appropriate to the purpose, audience and context;	WS-essays, info Write an Informative Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115  Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108
d. support the main ideas with facts, details, examples and explanations from sources; and	WS-support, main idea Write an Informative Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115  Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108
e. document sources and include bibliographies.	Write an Informative Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115  Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108
5. Write persuasive compositions that:	
a. establish and develop a controlling idea;	Write a Persuasive Essay <b><u>rBook Teaching Guide:</u></b> 120-125, 247 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138 Write a Persuasive Speech

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	<p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p>
b. support arguments with detailed evidence;	<p>Write a Persuasive Essay  <b><u>rBook Teaching Guide:</u></b> 120-125, 247  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p>
c. exclude irrelevant information; and	<p>Write a Persuasive Essay  <b><u>rBook Teaching Guide:</u></b> 120-125, 247  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p>
d. cite sources of information.	<p>Write a Persuasive Essay  <b><u>rBook Teaching Guide:</u></b> 120-125, 247  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139  <b><u>Topic Software Teaching Resources:</u></b> 225</p>

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	<b><u>Audiobook Teaching Resources:</u></b> 28
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.	<p>WS- journals,notes,poems Write a Brief message, Note, E-mail, Telegraph <b><u>Topic Software Teaching Resources:</u></b> 229, 254, 259, 260 <b><u>Audiobook Teaching Resources:</u></b> 32, 41, 52, 55, 58 <b><u>Paperbacks Teaching Resources:</u></b> 64, 68, 76, 78, 94, 96, 100, 102, 114, 116, 120, 122, 134 Write a Diary Entry, Journal Entry, Log Entry <b><u>Topic Software Teaching Resources:</u></b> 224 <b><u>Audiobook Teaching Resources:</u></b> 38 <b><u>Paperbacks Teaching Resources:</u></b> 90, 120, 130, 141, 145, 146 Write a Poem <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 164-168 <b><u>Topic Software Teaching Resources:</u></b> 231, 232 <b><u>Paperbacks Teaching Resources:</u></b> 86</p>
<b>Writing Conventions</b>	
<i>Spelling</i>	
1. Use correct spelling conventions.	<p>WS-spelling <b>Applying Spelling Skills</b> Proofreading <b><u>rBook Teaching Guide:</u></b> 27, 51, 77, 101, 125, 157, 181, 205, 233 <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 204 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 246-253 <b><u>Topic Software Teaching Resources:</u></b> All lessons practice spelling and proofreading skills, which are a principal objective of the software component. <b><u>Test-Taking Strategies Book:</u></b> Students are taught to identify writing prompts, organize thoughts, generate an outline, understand evaluation criteria, and review/revise writing to improve it</p>
<i>Punctuation and Capitalization</i>	
2. Use correct capitalization and punctuation.	<p>WS-punctuation, capitalization Capitalization <b><u>rBook Teaching Guide:</u></b> 51, 250 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 186, 187, 194, 195 <b><u>rSkills Test Book:</u></b> Test 1</p>
<i>Grammar and Usage</i>	
3. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).	<p>WS-clauses General Grammar Instruction <b><u>rBook Teaching Guide:</u></b> T64, 249</p>
4. Use parallel structure to present items in a series and items juxtaposed for emphasis.	<p>WS- parallel structure General Grammar Instruction</p>

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	<b>rBook Teaching Guide:</b> T64, 249
5. Use proper placement of modifiers. Maintain the use of appropriate verb tenses.	WS-modifiers, verb tense Correct Verb Tense <b>rBook Teaching Guide:</b> 100, 249 <b>rSkills Test Book:</b> Test 2
<b>Research</b>	
1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.	The Following Match Provides Opportunities to Meet this Objective:  The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	The Following Match Provides Opportunities to Meet this Objective:  The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.
3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).	The Following Match Provides Opportunities to Meet this Objective:  The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.
4. Compile and organize important information and select appropriate sources to support central ideas, concepts and themes.	The Following Match Provides Opportunities to Meet this Objective:  The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.
5. Integrate quotations and citations into written text to maintain a flow of ideas.	The Following Match Provides Opportunities to Meet this Objective:  The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.
6. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.	The Following Match Provides Opportunities to Meet this Objective:  The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.
7. Use a variety of communication techniques, including oral, visual, written or	The Following Match Provides Opportunities to Meet this Objective:

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multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.	The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.
<b>Communication: Oral and Visual</b>	
<i>Listening and Viewing</i>	
<p>1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.</p>	<p>WS-listening, strategies, The Following Selected Matches Support this Objective:</p> <p>Apply listening skills as individuals and members of groups in a variety of settings <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 21, 22, 23, 25, 27, 30, 31, 32, 34, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 48, 49, 50, 54, 55, 56, 57, 59, 61, 62, 64, 65, 68, 69</p> <p>Listening <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 24, 25, 29, 30, 36, 42, 44, 48, 49, 55, 56, 65</p> <p>Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p> <p>Write an Opinion with Reasons <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120 <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <b><u>Audiobook Teaching Resources:</u></b> 47 <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a News Article <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 86-90 <b><u>Topic Software Teaching Resources:</u></b> 220 <b><u>Audiobook Teaching Resources:</u></b> 53 <b><u>Paperbacks Teaching Resources:</u></b> 100, 104, 106, 118, 130, 137</p> <p>Write a Speech <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 128-132 <b><u>Topic Software Teaching Resources:</u></b> 219, 260 <b><u>Audiobook Teaching Resources:</u></b> 28, 34, 56, 68</p> <p>Write a Review <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126 <b><u>Topic Software Teaching Resources:</u></b> 234</p>

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	<p>Write a Informative Article  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 92-96  <u><b>Topic Software Teaching Resources:</b></u> 255</p>
2. Identify types of arguments used by the speaker, such as authority and appeals to emotion.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Essay  <u><b>rBook Teaching Guide:</b></u> 120-125, 247  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 134-138</p> <p>Write a Persuasive Speech  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 134-139  <u><b>Topic Software Teaching Resources:</b></u> 225  <u><b>Audiobook Teaching Resources:</b></u> 28</p> <p>Write an Opinion with Reasons  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 116-120  <u><b>Topic Software Teaching Resources:</b></u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <u><b>Audiobook Teaching Resources:</b></u> 47  <u><b>Paperbacks Teaching Resources:</b></u> 84, 98, 102, 128</p> <p>Write a Review  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 122-126  <u><b>Topic Software Teaching Resources:</b></u> 234</p>
3. Analyze the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Essay  <u><b>rBook Teaching Guide:</b></u> 120-125, 247  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 134-138</p> <p>Write a Persuasive Speech  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 134-139  <u><b>Topic Software Teaching Resources:</b></u> 225  <u><b>Audiobook Teaching Resources:</b></u> 28</p> <p>Write an Opinion with Reasons  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 116-120  <u><b>Topic Software Teaching Resources:</b></u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <u><b>Audiobook Teaching Resources:</b></u> 47  <u><b>Paperbacks Teaching Resources:</b></u> 84, 98, 102, 128</p>

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	<p>Write a Review  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 122-126  <u><b>Topic Software Teaching Resources:</b></u> 234</p>
4. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and explain how they contribute to meaning.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Essay  <u><b>rBook Teaching Guide:</b></u> 120-125, 247  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 134-138</p> <p>Write a Persuasive Speech  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 134-139  <u><b>Topic Software Teaching Resources:</b></u> 225  <u><b>Audiobook Teaching Resources:</b></u> 28</p> <p>Write an Opinion with Reasons  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 116-120  <u><b>Topic Software Teaching Resources:</b></u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <u><b>Audiobook Teaching Resources:</b></u> 47  <u><b>Paperbacks Teaching Resources:</b></u> 84, 98, 102, 128</p> <p>Write a Review  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 122-126  <u><b>Topic Software Teaching Resources:</b></u> 234</p>
<i>Speaking Skills and Strategies</i>	
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Essay  <u><b>rBook Teaching Guide:</b></u> 120-125, 247  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 134-138</p> <p>Write a Persuasive Speech  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 134-139  <u><b>Topic Software Teaching Resources:</b></u> 225  <u><b>Audiobook Teaching Resources:</b></u> 28</p> <p>Write an Opinion with Reasons  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 116-120  <u><b>Topic Software Teaching Resources:</b></u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <u><b>Audiobook Teaching Resources:</b></u> 47  <u><b>Paperbacks Teaching Resources:</b></u> 84, 98, 102, 128</p>

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	<p>Write a Review  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126  <b><u>Topic Software Teaching Resources:</u></b> 234</p>
<p>6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120  <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Review  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126  <b><u>Topic Software Teaching Resources:</u></b> 234</p> <p>Write a Persuasive Essay  <b><u>rBook Teaching Guide:</u></b> 120-125, 247  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p>
<p>7. Vary language choices as appropriate to the context of the speech.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Essay  <b><u>rBook Teaching Guide:</u></b> 120-125, 247  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120  <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p>

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	<p>Write a Review  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 122-126  <u><b>Topic Software Teaching Resources:</b></u> 234</p>
<i>Speaking Applications</i>	
8. Deliver informational presentations (e.g., expository, research) that:	
a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Informative Article  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 92-96  <u><b>Topic Software Teaching Resources:</b></u> 255</p> <p>Write an Opinion with Reasons  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 116-120  <u><b>Topic Software Teaching Resources:</b></u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <u><b>Audiobook Teaching Resources:</b></u> 47  <u><b>Paperbacks Teaching Resources:</b></u> 84, 98, 102, 128</p> <p>Write a Review  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 122-126  <u><b>Topic Software Teaching Resources:</b></u> 234</p> <p>Write an Informative Essay  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 110-115</p>
b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Review  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 122-126  <u><b>Topic Software Teaching Resources:</b></u> 234</p> <p>Write an Informative Essay  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 110-115</p> <p>Write a Informative Article  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 92-96  <u><b>Topic Software Teaching Resources:</b></u> 255</p> <p>Write an Opinion with Reasons  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 116-120  <u><b>Topic Software Teaching Resources:</b></u> 222, 230, 239, 248, 253, 255-</p>

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	<p>257, 260-262, 265, 266, 275, 284-286</p> <p><b><u>Audiobook Teaching Resources:</u></b> 47</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p>
c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Informative Article <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 92-96 <b><u>Topic Software Teaching Resources:</u></b> 255</p> <p>Write an Opinion with Reasons <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120 <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <b><u>Audiobook Teaching Resources:</u></b> 47 <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Review <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126 <b><u>Topic Software Teaching Resources:</u></b> 234</p> <p>Write an Informative Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115</p>
d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Review <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126 <b><u>Topic Software Teaching Resources:</u></b> 234</p> <p>Write an Informative Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115</p> <p>Write a Informative Article <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 92-96 <b><u>Topic Software Teaching Resources:</u></b> 255</p> <p>Write an Opinion with Reasons <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120 <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <b><u>Audiobook Teaching Resources:</u></b> 47 <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p>
e. draw from multiple sources, including both	<p>The Following Selected Matches Provide Opportunities to Meet this</p>

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<p>primary and secondary sources, and identify sources used.</p>	<p>Objective:</p> <p>Write a Informative Article  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 92-96  <u><b>Topic Software Teaching Resources:</b></u> 255</p> <p>Write an Opinion with Reasons  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 116-120  <u><b>Topic Software Teaching Resources:</b></u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <u><b>Audiobook Teaching Resources:</b></u> 47  <u><b>Paperbacks Teaching Resources:</b></u> 84, 98, 102, 128</p> <p>Write a Review  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 122-126  <u><b>Topic Software Teaching Resources:</b></u> 234</p> <p>Write an Informative Essay  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 110-115</p>
<p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Review  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 122-126  <u><b>Topic Software Teaching Resources:</b></u> 234</p> <p>Write an Informative Essay  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 110-115</p> <p>Write a Informative Article  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 92-96  <u><b>Topic Software Teaching Resources:</b></u> 255</p> <p>Write an Opinion with Reasons  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 116-120  <u><b>Topic Software Teaching Resources:</b></u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <u><b>Audiobook Teaching Resources:</b></u> 47  <u><b>Paperbacks Teaching Resources:</b></u> 84, 98, 102, 128</p>
<p>10. Deliver persuasive presentations that:</p>	
<p>a. establish and develop a logical and controlled argument;</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Speech</p>

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	<p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120  <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Persuasive Essay  <b><u>rBook Teaching Guide:</u></b> 120-125, 247  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p>
b. include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120  <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Persuasive Essay  <b><u>rBook Teaching Guide:</u></b> 120-125, 247  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p>
c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120  <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286</p>

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	<p><b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Persuasive Essay  <b><u>rBook Teaching Guide:</u></b> 120-125, 247  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p>
d. use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120  <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Persuasive Essay  <b><u>rBook Teaching Guide:</u></b> 120-125, 247  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p>
e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120  <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Persuasive Essay  <b><u>rBook Teaching Guide:</u></b> 120-125, 247  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p>



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<b>Ohio English Language Arts Academic Content Standards</b>	<b>Scholastic's Read 180, Stage C</b>
<b>Phonemic Awareness, Word Recognition and Fluency</b>	
<i>Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.</i>	
<b>Acquisition of Vocabulary</b>	
1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.	<b><u>WS-context clue</u></b> <b><u>rBook Teaching Guide:</u></b> 171, 198 <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 238, 254, 264 <b><u>rSkills Test Book:</u></b> Tests 4 & 5
2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.	WS-synonyms, antonyms, connotation, <b><u>rBook Teaching Guide:</u></b> 44, 174 <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 246 <b><u>rSkills Test Book:</u></b> Test 1 <b><u>rBook Teaching Guide:</u></b> 44, 94 <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 248 <b><u>rSkills Test Book:</u></b> Test 1 <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 250
3. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.	WS-figurative, metaphor, simile <b><u>rBook Teaching Guide:</u></b> 18, 67, 135, 136, 137, 139, 140, 246 <b><u>rBook Teaching Guide:</u></b> 142, 246 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 230-231 <b><u>rBook Teaching Guide:</u></b> 145, 246 <b><u>RDI Book 3-Strategies for English Language Learners</u></b>
4. Analyze the ways that historical events influenced the English language.	The Following Match Provides Opportunities to Meet this Objective:  Discussion

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	<p><b>rBook Teaching Guide:</b> Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p>
<p>5. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).</p>	<p>WS-roots, prefix, suffix  <b>rBook Teaching Guide:</b> 174  <b>RDI Book 1 – Reading Skills and Strategies:</b> 134, 266, 268  <b>Topic Software Teaching Resources:</b> 1.4 Level 4; 2.1 Level 4; 2.2 Level 4; 2.3 Level 4; 3.1 Level 4; 3.2 Level 4; 4.1 Level 4; 4.4 Level 4; 5.1 Level 4; 5.2 Level 4; 7.1 Level 4; 8.1 Level 4; 9.2 Level 4; 9.3 Level 4  <b>rSkills Test Book:</b> Tests 4 &amp; 5  <b>RDI Book 1 – Reading Skills and Strategies:</b> 134  <b>Topic Software Teaching Resources:</b> 1.1 Level 3; 1.2 Level 3; 2.2 Level 3; 2.3 Level 2; 2.4 Level 3 &amp; 4; 4.2 Level 3; 4.4 Level 3; 6.1 Level 2; 6.2 Level 3 &amp; 4; 6.3 Level 3; 6.4 Level 2, 3 &amp; 4; 7.1 Level 3; 7.2 Level 3; 8.4 Level 2 &amp; 4  <b>rSkills Test Book:</b> Tests 1 &amp; 3  <b>RDI Book 1 – Reading Skills and Strategies:</b> 134  <b>Topic Software Teaching Resources:</b> 1.1 Level 3; 1.3 Level 3; 2.1 Level 3; 2.2 Level 2; 2.3 Level 3; 3.1 Level 2; 3.3 Level 3 &amp; 4; 3.4 Level 3 &amp; 4; 4.1 Level 3; 5.1 Level 3; 5.2 Level 3; 5.4 Level 3; 6.1 Level 2; 6.1 Level 3; 6.4 Level 3; 7.2 Level 3 &amp; 4; 7.3 Level 3; 8.2 Level 2 &amp; 3; 9.1 Level 3; 9.2 Level 2 &amp; 3; 9.4 Level 2 &amp; 4  <b>rSkills Test Book:</b> Tests 1 &amp; 2</p>
<p>6. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p>	<p>WS-technology,  The program includes a software and audiobook component which gives students experience with a technology-based reading and instruction.</p>
<p><b>Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b></p>	
<p><i>In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.</i></p>	

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<i>Comprehension Strategies</i>	
1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	<p>WS-Compare, contrast , 75, 100, 188 (Resources – 39, 40-41, 63-68, 69); Reality Strikes – 9, 37, 43, 55 (Resources – 51, 52-55, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69)</p> <p><b>Paperbacks Teaching Resources:</b> Gym Rats: True Stories About Punching, Pedaling, and Powerlifting (Resources – 59, 60, 135-140, 141); Forged by Fire (Resources 101, 102, 135-140, 141)</p> <p><b>rSkills Test Book:</b> Tests 4 &amp; 5</p> <p>Explicit Comprehension Instruction</p> <p>The Read180 program presents systematic comprehension instruction to build student success by:</p> <ul style="list-style-type: none"> <li>• using structured engagement techniques to actively involve students and hold them accountable for learning</li> <li>• focusing on targeted comprehension skills (summarizing, drawing conclusions, making inferences, etc.) over several days</li> </ul> <p>scaffolding instruction through the use of graphic organizers, sentence starters, and modeling</p>
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	<p>WS-literal, comprehension, Literal &amp; Interpretive Questions</p> <p><b>Test-Taking Strategies:</b> 33-35</p> <p>Direct, Explicit Comprehension Instruction</p> <p>The Read180 program presents systematic comprehension instruction to build student success by:</p> <ul style="list-style-type: none"> <li>• using structured engagement techniques to actively involve students and hold them accountable for learning</li> <li>• focusing on targeted comprehension skills (summarizing, drawing conclusions, making inferences, etc.) over several days</li> </ul> <p>scaffolding instruction through the use of graphic organizers, sentence starters, and modeling</p>
<i>Self-Monitoring Strategies</i>	
3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.	<p>WS-monitor, read on, skim, scan</p> <p><b>RDI Book 1- Reading Skills and Strategies:</b> 317</p> <p>Each of the reading components teach self-monitoring strategies such as summarizing, slowing the reading rate during difficult passages, asking questions, rereading, etc.</p> <p><b>RDI Book 1- Reading Skills and Strategies:</b> 314</p>
<i>Independent Reading</i>	
4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from	<p>WS-reading, independent,</p> <p><b>Paperbacks Teaching Resources:</b> Although the teacher directs students to the appropriate level, the students select the Paperbacks of their choice to read to accomplish various purposes, both</p>

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others).	assigned and self-selected Read Independently <u><b>RDI Book 1-Reading Skills and Strategies:</b></u> Students are given the opportunity to read the passages independently. <u><b>Topic Software Teaching Resources:</b></u> Students read passages on the READ180 Software independently when they make a recording of the passage in the Reading and Success Zones, and in other Success Zone activities. <u><b>Test-Taking Strategies:</b></u> The lessons and practice from the reading test strategies offer students an opportunity to read independently.
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	WS-purpose <u><b>Paperbacks Teaching Resources:</b></u> Although the teacher directs students to the appropriate level, the students select the Paperbacks of their choice to read to accomplish various purposes, both assigned and self-selected.
<b>Reading Applications: Informational, Technical and Persuasive Text</b>	
1. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.	WS- problem, solution, cause, effect <u><b>rBook Teaching Guide:</b></u> 106C, 108-117, 244 <u><b>rBook Teaching Guide:</b></u> 162C, 164-173, 195, 244 <u><b>RDI Book 1- Reading Skills and Strategies:</b></u> 296, 297, 423 <u><b>Topic Software Teaching Resources:</b></u> <b>1.1:</b> 71-74, 215-216, 287; <b>1.4:</b> 83-86, 221-222, 287; <b>2.2:</b> 91-94, 225-226, 287; <b>3.1:</b> 103-106, 231-232, 287; <b>3.3:</b> 111-114, 235-236, 287; <b>4.1:</b> 119-122, 239-240, 287; <b>5.2:</b> 139-142, 249-250, 287; <b>5.3:</b> 143-146, 251-252, 287; <b>6.1:</b> 151-154, 255-256, 287; <b>6.3:</b> 159-162, 259-260, 287; <b>7.1:</b> 167-170, 263-264, 287; <b>7.3:</b> 175-178, 267-268, 287; <b>7.4:</b> 179-182, 269-270, 287; <b>8.1:</b> 183-186, 271-272, 287; <b>8.2:</b> 187-190, 273-274, 287; <b>8.4:</b> 195-198, 277-278, 287; <b>9.1:</b> 199-202, 279-280, 287; <b>9.3:</b> 207-210, 283-284, 287; <b>9.4:</b> 211-214, 285-286, 287 <u><b>Audiobook Teaching Resources:</b></u> Whirligig – 16, 34, 81, 132 (Resources – 60, 61-62, 63-68, 69) <u><b>Paperbacks Teaching Resources:</b></u> Rat Attacks (Resources – 105, 106, 135-140, 141) <u><b>rSkills Test Book:</b></u> Test 4
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.	WS-sources Evaluate Sources and Evidence <u><b>RDI Book 1- Reading Skills and Strategies:</b></u> 323, 441
3. Evaluate the effectiveness of information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	WS-chart, map, graph, diagram Read a Bar Graph <u><b>rBook Teaching Guide:</b></u> 18, 116 Read a Chart <u><b>rBook Teaching Guide:</b></u> 42 Read a Diagram <u><b>rBook Teaching Guide:</b></u> 172 Read a Map <u><b>rBook Teaching Guide:</b></u> 196

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4. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., transfer, glittering generalities, bait and switch) and examples of propaganda, bias and stereotyping.	WS-persuasive Identify Persuasive Prompts <b>Test-Taking Strategies:</b> 62-63 Persuasive Prompts <b>Test-Taking Strategies:</b> 129-131
5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.	WS-author, Evaluate Author's Purpose <b>RDI Book 1- Reading Skills and Strategies:</b> 325, 443 Evaluate Author's Viewpoint <b>RDI Book 1- Reading Skills and Strategies:</b> 324, 442
6. Identify appeals to authority, reason and emotion.	WS-appeals, reason, emotion
7. Analyze the effectiveness of the features (e.g., format, graphics, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).	WS- consumer documents, features Read Text Features <b>rBook Teaching Guide:</b> 34, 71
8. Describe the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.	WS-rhetorical, features, devices No match
<b>Reading Applications: Literary Text</b>	
1. Compare and contrast an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.	WS- character <b>rBook Teaching Guide:</b> 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 148, 149, 245, 246 <b>Audiobook Teaching Resources:</b> Hamlet – 10, 19, 43, 46 (Resources -33, 34-35, 63-68, 69 ); Lord of the Flies – 23, 89, 102, 143 (Resources – 36, 37-38, 63-68, 69); When Zachary Beaver Came to Town – 5, 72, 149, 186 (Resources -57, 58-59, 63-68, 69 ) <b>Paperbacks Teaching Resources:</b> Confessions of a Gym Class Dropout (Resources – 57, 58, 135-140, 141); The Perfect Match (Resources – 65, 66, 135-140, 141); Sunny: Diary Two (Resources - 93, 94, 135-140, 141); Slam (Resources – 107, 108, 135-140, 141); Flight to Freedom (Resources – 119, 120, 135-140, 141); The Trouble With Lemons (Resources – 131, 132, 135-140, 141)

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	<p><b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 306, 307, 430, 431  <b><u>rSkills Test Book:</u></b> Tests 2, 3, &amp; 5</p>
2. Analyze the features of setting and their importance in a literary text.	<p>WS-setting  <b><u>rBook Teaching Guide:</u></b> 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 149, 245, 246  <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 308, 309, 432, 433  <b><u>Audiobook Teaching Resources:</u></b> Night – 2, 34, 62, 84, 91 (Resources – 45, 46-47, 63-68, 69)  <b><u>Paperbacks Teaching Resources:</u></b> Sweetgrass (Resources -113, 114, 135-140, 141)  <b><u>rSkills Test Book:</u></b> Tests 2, 3, &amp; 5</p>
3. Distinguish how conflicts, parallel plots and subplots affect the pacing of action in literary text.	<p>WS-plot  <b><u>rBook Teaching Guide:</u></b> 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 149, 245, 246  <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 310, 311, 434, 435  <b><u>Audiobook Teaching Resources:</u></b> Before We Were Free – 20, 41, 92, 134 (Resources – 27, 28-29, 63-68, 69); Monster – 16, 72, 182, 281 (Resources – 42, 43-44, 63-68, 69)  <b><u>Paperbacks Teaching Resources:</u></b> Dracula / Romeo and Juliet (Resources – 77, 78, 135-140, 141); Hope Was Here (103,104, 135-140, 141); Swallowing Stones (Resources – 129, 130, 1335-140, 141)  <b><u>rSkills Test Book:</u></b> Tests 2, 3, &amp; 5</p>
4. Interpret universal themes across different works by the same author or by different authors.	<p>The Following Match Provides Opportunities to Meet this Objective:</p> <p>Discussion  <b><u>rBook Teaching Guide:</u></b> Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p>
5. Analyze how an author's choice of genre affects the expression of a theme or topic.	<p>WS-theme  The Following Match Provides Opportunities to Meet this Objective:</p> <p>Identify Theme  <b><u>rBook Teaching Guide:</u></b> 58, 61, 63, 65, 133, 135, 149, 245, 246  <b><u>Audiobook Teaching Resources:</u></b> Lord of the Flies – 23, 89, 102, 143 (Resources – 36, 37-38, 63-68, 69)  <b><u>Paperbacks Teaching Resources:</u></b> In Your Face: Poems About Real Life (Resources – 85, 86, 135-140, 141); The Plague (Resources -87, 88, 135-140, 141); Aquamarine (Resources – 87, 88, 135-140, 141)</p>
6. Explain how literary techniques, including foreshadowing and	<p>WS-foreshadowing, flashback  Flashback/Foreshadowing</p>

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flashback, are used to shape the plot of a literary text.	<b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 343
7. Recognize how irony is used in a literary text.	WS-Irony <b><u>rBook Teaching Guide:</u></b> 225, 246 <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 339
8. Analyze the author's use of point of view, mood and tone.	WS-mood, tone, figurative language <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 339 <b><u>rBook Teaching Guide:</u></b> 18, 67, 135, 136, 137, 139, 140, 246 <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 338
9. Explain how authors use symbols to create broader meanings.	WS-symbol <b><u>rBook Teaching Guide:</u></b> 246 <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 338
10. Describe the effect of using sound devices in literary texts (e.g., to create rhythm, to appeal to the senses or to establish mood).	WS-sound device, rhythm The Following Match Provides Opportunities to Meet this Objective:  Rhyme and Repetition Rhyme <b><u>rBook Teaching Guide:</u></b> 223, 246 <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 342 Repetition <b><u>rBook Teaching Guide:</u></b> 246
11. Explain ways in which an author develops a point of view and style (e.g., figurative language, sentence structure and tone), and cite specific examples from the text.	WS-figurative language, tone Figurative Language <b><u>rBook Teaching Guide:</u></b> 18, 67, 135, 136, 137, 139, 140, 246 Tone <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 338
<b>Writing Processes</b>	
<i>Prewriting</i>	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	WS-writing Brainstorm <b><u>rBook Teaching Guide:</u></b> 23, 47, 73, 97, 121, 153, 177, 201, 229
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).	WS-writing Plan <b><u>rBook Teaching Guide:</u></b> 24, 48, 74, 98, 122, 154, 178, 202, 230
3. Establish and develop a clear thesis statement for informational writing or	WS-narrative, outline <b><u>rBook Teaching Guide:</u></b> 46-51, 176-177, 228-233, 298

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a clear plan or outline for narrative writing.	Create an Outline <b><u>Test-Taking Strategies:</u></b> 68-69
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure, and point of view) to address purpose and audience.	WS-plan <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 13 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 13, 170
5. Use organizational strategies (e.g., notes, outlines) to plan writing.	WS- Outline, organizing <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 175-177 Organizing Information <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 13, 175
<i>Drafting, Revising and Editing</i>	
6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.	WS- Organizing, <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 13, 175 Extend or write a Story <b><u>Topic Software Teaching Resources:</u></b> 216-220, 226-228, 231, 243-247, 251- 252, 257, 258 <b><u>Audiobook Teaching Resources:</u></b> 28-29, 34, 38, 46, 56, 61 <b><u>Paperbacks Teaching Resources:</u></b> 56, 58, 60, 70, 84, 102, 124
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).	WS- sentence <b><u>rBook Teaching Guide:</u></b> 26, 50, 249 <b><u>RDI Book 2- Writing and Grammar Strategies:</u></b> 234-235
8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.	WS-paragraph <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 44-48, 50-54, 56-60, 62-67, <b><u>Topic Software Teaching Resources:</u></b> 215, 230, 231, 232, 234-238, 240, 252, 254, 267 <b><u>Audiobook Teaching Resources:</u></b> 34, 40, 43, 56, 58-59, 61-62 <b><u>Paperbacks Teaching Resources:</u></b> 56, 60, 64, 68, 72, 92, 98, 126, 130
9. Use language, including precise language, action verbs, sensory details and colorful modifiers, and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.	WS- verbs, modifiers <b><u>rBook Teaching Guide:</u></b> 100, 124, 249 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 198, 199, 210, 211, 206, 207, 208, 209, 204, 205, 202, 203, 200, 201  <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 51 <b><u>rSkills Test Book:</u></b> Test 3
10. Use available technology to compose text.	WS- Technology Technology Used as a Tool for Instruction The program includes a software and audiobook component which

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	gives students experience with a technology-based reading and instruction.
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.	<p>WS-writing, read, <b>rBook Teaching Guide:</b> 24, 48, 74, 98, 122, 154, 178, 202, 230</p> <p>Writing <b>rBook Teaching Guide:</b> 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-177, 200-205, 228-233, 247, 248, 298</p> <p>Proofreading <b>rBook Teaching Guide:</b> 27, 51, 77, 101, 125, 157, 181, 205, 233</p> <p>Revision/Edit <b>rBook Teaching Guide:</b> 25, 49, 75, 99, 123, 155, 179, 203, 231</p>
12. Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.	<p>WS-detail, clarify Character Details <b>RDI Book 2 – Writing and Grammar Strategies:</b> 49</p> <p>Clarify <b>rBook Teaching Guide:</b> 14, 67, 84, 112, 140, 146, 192, 212</p> <p>Revision/Edit <b>rBook Teaching Guide:</b> 25, 49, 75, 99, 123, 155, 179, 203, 231</p>
13. Rearrange words, sentences and paragraphs and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.	<p>WS-sentences, <b>RDI Book 2 – Writing and Grammar Strategies:</b> 44-48, 50-54, 56-60, 62-67, <b>Topic Software Teaching Resources:</b> 215, 230, 231, 232, 234-238, 240, 252, 254, 267 <b>Audiobook Teaching Resources:</b> 34, 40, 43, 56, 58-59, 61-62 <b>Paperbacks Teaching Resources:</b> 56, 60, 64, 68, 72, 92, 98, 126, 130</p> <p>Correct Word Order <b>rBook Teaching Guide:</b> 190, 193 <b>rSkills Test Book:</b> Test 2</p>
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.	<p>WS-reference, dictionary Write a Dictionary Entry <b>Topic Software Teaching Resources:</b> 238</p>
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.	<p>WS-proofread <b>rBook Teaching Guide:</b> 27, 51, 77, 101, 125, 157, 181, 205, 233 <b>RDI Book 1-Reading Skills and Strategies:</b> 204 <b>RDI Book 2-Writing and Grammar Strategies:</b> 246-253 <b>Topic Software Teaching Resources:</b> All lessons practice spelling and proofreading skills, which are a principal objective of the software component. <b>Test-Taking Strategies Book:</b> Students are taught to identify writing prompts, organize thoughts, generate an outline, understand</p>

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	evaluation criteria, and review/revise writing to improve it.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	<p>WS- rubric, checklist Assessment Rubrics for Writing <b><u>rBook Teaching Guide:</u></b> 25, 49, 75, 99, 123, 155, 179, 203, 231 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 264-269 <b><u>Topic Software Teaching Resources:</u></b> 290 <b><u>Test-Taking Strategies Book:</u></b> 132 Writer's Checklist <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 263</p>
<i>Publishing</i>	
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.	<p>WS- Prepare for publication, Chart, Final The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a News Article <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 86-90 <b><u>Topic Software Teaching Resources:</u></b> 220 <b><u>Audiobook Teaching Resources:</u></b> 53 <b><u>Paperbacks Teaching Resources:</u></b> 100, 104, 106, 118, 130, 137</p> <p>Write an Autobiographical Narrative <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 20-24</p> <p>Write a Review <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126 <b><u>Topic Software Teaching Resources:</u></b> 234</p> <p>Write a Business Letter <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 146-150</p> <p>Write a Informative Article <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 92-96 <b><u>Topic Software Teaching Resources:</u></b> 255</p> <p>Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p> <p>Write a Persuasive Speech <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139 <b><u>Topic Software Teaching Resources:</u></b> 225 <b><u>Audiobook Teaching Resources:</u></b> 28</p>
<b>Writing Applications</b>	

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1. Write narratives that:	
a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);	WS-narrative, plot <b>rBook Teaching Guide:</b> 46-51, 176-177, 228-233, 298
b. use a range of strategies and literary devices including figurative language and specific narration; and	WS-figurative Figurative Language <b>rBook Teaching Guide:</b> 18, 67, 135, 136, 137, 139, 140, 246
c. include an organized, well-developed structure.	WS-narrative, plot <b>rBook Teaching Guide:</b> 46-51, 176-177, 228-233, 298
2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.	WS-write respon Write a Reader Response <b>rBook Teaching Guide:</b> 72-77, 248
3. Write business letters, letters to the editor and job applications that:	
a. address audience needs, stated purpose and context in a clear and efficient manner;	WS- write business letter <b>RDI Book 2 – Writing and Grammar Strategies:</b> 146-150
b. follow the conventional style appropriate to the text using proper technical terms;	WS- write business letter <b>RDI Book 2 – Writing and Grammar Strategies:</b> 146-150
c. include appropriate facts and details;	WS- write business letter <b>RDI Book 2 – Writing and Grammar Strategies:</b> 146-150
d. exclude extraneous details and inconsistencies; and	WS- write business letter <b>RDI Book 2 – Writing and Grammar Strategies:</b> 146-150
e. provide a sense of closure to the writing.	WS- write business letter <b>RDI Book 2 – Writing and Grammar Strategies:</b> 146-150
4. Write informational essays or reports, including research that:	
a. pose relevant and tightly drawn questions that engage the reader.	WS-essays, info Write an Informative Essay <b>RDI Book 2 – Writing and Grammar Strategies:</b> 110-115  Write a Report <b>RDI Book 2 – Writing and Grammar Strategies:</b> 104-108
b. provide a clear and accurate	WS-essays, info

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perspective on the subject.	Write an Informative Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115  Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108
c. create an organizing structure appropriate to the purpose, audience and context.	WS-essays, info Write an Informative Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115  Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108
d. support the main ideas with facts, details, examples and explanations from sources; and	WS-support, main idea Write an Informative Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115  Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108
e. document sources and include bibliographies.	Write an Informative Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115  Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108
5. Write persuasive compositions that:	
a. support arguments with detailed evidence;	Write a Persuasive Essay <b><u>rBook Teaching Guide:</u></b> 120-125, 247 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138 Write a Persuasive Speech <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139 <b><u>Topic Software Teaching Resources:</u></b> 225 <b><u>Audiobook Teaching Resources:</u></b> 28  Write a Persuasive Speech <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139 <b><u>Topic Software Teaching Resources:</u></b> 225 <b><u>Audiobook Teaching Resources:</u></b> 28
b. exclude irrelevant information; and	Write a Persuasive Essay <b><u>rBook Teaching Guide:</u></b> 120-125, 247 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138 Write a Persuasive Speech <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139 <b><u>Topic Software Teaching Resources:</u></b> 225

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	<p><b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p>
c. cite sources of information.	<p>Write a Persuasive Essay  <b><u>rBook Teaching Guide:</u></b> 120-125, 247  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p>
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.	<p>WS- journals,notes,poems</p> <p>Write a Brief message, Note, E-mail, Telegraph  <b><u>Topic Software Teaching Resources:</u></b> 229, 254, 259, 260  <b><u>Audiobook Teaching Resources:</u></b> 32, 41, 52, 55, 58  <b><u>Paperbacks Teaching Resources:</u></b> 64, 68, 76, 78, 94, 96, 100, 102, 114, 116, 120, 122, 134</p> <p>Write a Diary Entry, Journal Entry, Log Entry  <b><u>Topic Software Teaching Resources:</u></b> 224  <b><u>Audiobook Teaching Resources:</u></b> 38  <b><u>Paperbacks Teaching Resources:</u></b> 90, 120, 130, 141, 145, 146</p> <p>Write a Poem  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 164-168  <b><u>Topic Software Teaching Resources:</u></b> 231, 232  <b><u>Paperbacks Teaching Resources:</u></b> 86</p>
<b>Writing Conventions</b>	
<i>Spelling</i>	
1. Use correct spelling conventions.	<p>WS-spelling</p> <p><b>Applying Spelling Skills</b></p> <p>Proofreading  <b><u>rBook Teaching Guide:</u></b> 27, 51, 77, 101, 125, 157, 181, 205, 233  <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 204  <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 246-253  <b><u>Topic Software Teaching Resources:</u></b> All lessons practice spelling and proofreading skills, which are a principal objective of the</p>

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	software component. <b>Test-Taking Strategies Book:</b> Students are taught to identify writing prompts, organize thoughts, generate an outline, understand evaluation criteria, and review/revise writing to improve it
<i>Punctuation and Capitalization</i>	
2. Use correct capitalization and punctuation.	WS-punctuation, capitalization Capitalization <b>rBook Teaching Guide:</b> 51, 250 <b>RDI Book 2 – Writing and Grammar Strategies:</b> 186, 187, 194, 195 <b>rSkills Test Book:</b> Test 1
<i>Grammar and Usage</i>	
3. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).	WS-clauses General Grammar Instruction <b>rBook Teaching Guide:</b> T64, 249
4. Use parallel structure to present items in a series and items juxtaposed for emphasis.	WS- parallel structure General Grammar Instruction <b>rBook Teaching Guide:</b> T64, 249
5. Use proper placement of modifiers.	WS-modifiers,
<b>Research</b>	
1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.	The Following Match Provides Opportunities to Meet this Objective:  The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	The Following Match Provides Opportunities to Meet this Objective:  The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.
3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).	The Following Match Provides Opportunities to Meet this Objective:  The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons

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	include functional (letters, announcements, résumés, etc.), poetry and research.
4. Evaluate and systematically organize important information, and select appropriate sources to support central ideas, concepts and themes.	<p>The Following Match Provides Opportunities to Meet this Objective:</p> <p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>
5. Integrate quotations and citations into written text to maintain a flow of ideas.	<p>The Following Match Provides Opportunities to Meet this Objective:</p> <p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>
6. Use style guides to produce oral and written reports that give proper credit for sources, and include an acceptable format for source acknowledgement.	<p>The Following Match Provides Opportunities to Meet this Objective:</p> <p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>
7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.	<p>The Following Match Provides Opportunities to Meet this Objective:</p> <p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>
<b>Communication: Oral and Visual</b>	
<i>Listening and Viewing</i>	
1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.	<p>WS-listening, strategies, The Following Selected Matches Support this Objective:</p> <p>Apply listening skills as individuals and members of groups in a variety of settings <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 21, 22, 23, 25, 27, 30, 31, 32, 34, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46,</p>

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	<p>48, 49, 50, 54, 55, 56, 57, 59, 61, 62, 64, 65, 68, 69</p> <p>Listening <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 24, 25, 29, 30, 36, 42, 44, 48, 49, 55, 56, 65</p> <p>Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p> <p>Write an Opinion with Reasons <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120 <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <b><u>Audiobook Teaching Resources:</u></b> 47 <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a News Article <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 86-90 <b><u>Topic Software Teaching Resources:</u></b> 220 <b><u>Audiobook Teaching Resources:</u></b> 53 <b><u>Paperbacks Teaching Resources:</u></b> 100, 104, 106, 118, 130, 137</p> <p>Write a Speech <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 128-132 <b><u>Topic Software Teaching Resources:</u></b> 219, 260 <b><u>Audiobook Teaching Resources:</u></b> 28, 34, 56, 68</p> <p>Write a Review <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126 <b><u>Topic Software Teaching Resources:</u></b> 234</p> <p>Write a Informative Article <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 92-96 <b><u>Topic Software Teaching Resources:</u></b> 255</p>
2. Interpret types of arguments used by the speaker such as authority and appeals to audience.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Essay <b><u>rBook Teaching Guide:</u></b> 120-125, 247 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p> <p>Write a Persuasive Speech <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139 <b><u>Topic Software Teaching Resources:</u></b> 225</p>

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	<p><b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120  <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Review  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126  <b><u>Topic Software Teaching Resources:</u></b> 234</p>
<p>3. Evaluate the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Essay  <b><u>rBook Teaching Guide:</u></b> 120-125, 247  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120  <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Review  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126  <b><u>Topic Software Teaching Resources:</u></b> 234</p>
<p>4. Identify how language choice and delivery styles (e.g., repetition, appeal to emotion, eye contact) contribute to meaning.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Essay  <b><u>rBook Teaching Guide:</u></b> 120-125, 247  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139  <b><u>Topic Software Teaching Resources:</u></b> 225</p>

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	<p><b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120  <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Review  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126  <b><u>Topic Software Teaching Resources:</u></b> 234</p>
<i>Speaking Skills and Strategies</i>	
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Essay  <b><u>rBook Teaching Guide:</u></b> 120-125, 247  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120  <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Review  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126  <b><u>Topic Software Teaching Resources:</u></b> 234</p>
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120  <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p>

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	<p>Write a Review  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 122-126  <u><b>Topic Software Teaching Resources:</b></u> 234</p> <p>Write a Persuasive Essay  <u><b>rBook Teaching Guide:</b></u> 120-125, 247  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 134-138</p> <p>Write a Persuasive Speech  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 134-139  <u><b>Topic Software Teaching Resources:</b></u> 225  <u><b>Audiobook Teaching Resources:</b></u> 28</p>
<p>7. Vary language choices as appropriate to the context of the speech.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Essay  <u><b>rBook Teaching Guide:</b></u> 120-125, 247  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 134-138</p> <p>Write a Persuasive Speech  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 134-139  <u><b>Topic Software Teaching Resources:</b></u> 225  <u><b>Audiobook Teaching Resources:</b></u> 28</p> <p>Write an Opinion with Reasons  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 116-120  <u><b>Topic Software Teaching Resources:</b></u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <u><b>Audiobook Teaching Resources:</b></u> 47  <u><b>Paperbacks Teaching Resources:</b></u> 84, 98, 102, 128</p> <p>Write a Review  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 122-126  <u><b>Topic Software Teaching Resources:</b></u> 234</p>
<p><i>Speaking Applications</i></p>	
<p>8. Deliver informational presentations (e.g., expository, research) that:</p>	
<p>a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Informative Article  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 92-96</p>

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	<p><b><u>Topic Software Teaching Resources:</u></b> 255</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120  <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Review  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126  <b><u>Topic Software Teaching Resources:</u></b> 234</p> <p>Write an Informative Essay  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115</p>
<p>b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Review  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126  <b><u>Topic Software Teaching Resources:</u></b> 234</p> <p>Write an Informative Essay  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115</p> <p>Write a Informative Article  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 92-96  <b><u>Topic Software Teaching Resources:</u></b> 255</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120  <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p>
<p>c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Informative Article  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 92-96  <b><u>Topic Software Teaching Resources:</u></b> 255</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120</p>

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	<p><b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286</p> <p><b><u>Audiobook Teaching Resources:</u></b> 47</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Review <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126 <b><u>Topic Software Teaching Resources:</u></b> 234</p> <p>Write an Informative Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115</p>
d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Review <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126 <b><u>Topic Software Teaching Resources:</u></b> 234</p> <p>Write an Informative Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115</p> <p>Write a Informative Article <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 92-96 <b><u>Topic Software Teaching Resources:</u></b> 255</p> <p>Write an Opinion with Reasons <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120 <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <b><u>Audiobook Teaching Resources:</u></b> 47 <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p>
e. draw from multiple sources, including both primary and secondary sources, and identify sources used.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Informative Article <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 92-96 <b><u>Topic Software Teaching Resources:</u></b> 255</p> <p>Write an Opinion with Reasons <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120 <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <b><u>Audiobook Teaching Resources:</u></b> 47 <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p>

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	<p>Write a Review <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126 <b><u>Topic Software Teaching Resources:</u></b> 234</p> <p>Write an Informative Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115</p>
<p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Review <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126 <b><u>Topic Software Teaching Resources:</u></b> 234</p> <p>Write an Informative Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115</p> <p>Write a Informative Article <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 92-96 <b><u>Topic Software Teaching Resources:</u></b> 255</p> <p>Write an Opinion with Reasons <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120 <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <b><u>Audiobook Teaching Resources:</u></b> 47 <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p>
<p>10. Deliver persuasive presentations that:</p>	
<p>a. establish and develop a logical and controlled argument;</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Speech <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139 <b><u>Topic Software Teaching Resources:</u></b> 225 <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write an Opinion with Reasons <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120 <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <b><u>Audiobook Teaching Resources:</u></b> 47 <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p>

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	<p>Write a Persuasive Essay  <b>rBook Teaching Guide:</b> 120-125, 247  <b>RDI Book 2 – Writing and Grammar Strategies:</b> 134-138</p>
b. include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Speech  <b>RDI Book 2 – Writing and Grammar Strategies:</b> 134-139  <b>Topic Software Teaching Resources:</b> 225  <b>Audiobook Teaching Resources:</b> 28</p> <p>Write an Opinion with Reasons  <b>RDI Book 2 – Writing and Grammar Strategies:</b> 116-120  <b>Topic Software Teaching Resources:</b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b>Audiobook Teaching Resources:</b> 47  <b>Paperbacks Teaching Resources:</b> 84, 98, 102, 128</p> <p>Write a Persuasive Essay  <b>rBook Teaching Guide:</b> 120-125, 247  <b>RDI Book 2 – Writing and Grammar Strategies:</b> 134-138</p>
c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason; and	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Speech  <b>RDI Book 2 – Writing and Grammar Strategies:</b> 134-139  <b>Topic Software Teaching Resources:</b> 225  <b>Audiobook Teaching Resources:</b> 28</p> <p>Write an Opinion with Reasons  <b>RDI Book 2 – Writing and Grammar Strategies:</b> 116-120  <b>Topic Software Teaching Resources:</b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b>Audiobook Teaching Resources:</b> 47  <b>Paperbacks Teaching Resources:</b> 84, 98, 102, 128</p> <p>Write a Persuasive Essay  <b>rBook Teaching Guide:</b> 120-125, 247  <b>RDI Book 2 – Writing and Grammar Strategies:</b> 134-138</p>
d. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution);	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Speech</p>

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and	<p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120  <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Persuasive Essay  <b><u>rBook Teaching Guide:</u></b> 120-125, 247  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p>
e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120  <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Persuasive Essay  <b><u>rBook Teaching Guide:</u></b> 120-125, 247  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p>

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<b>Ohio English Language Arts Academic Content Standards</b>	<b>Scholastic's Read 180, Stage C</b>
<b>Phonemic Awareness, Word Recognition and Fluency</b>	
<i>Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.</i>	
<b>Acquisition of Vocabulary</b>	
<i>Contextual Understanding</i>	
1. Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study.	<b><u>WS-context</u></b> <b><u>rBook Teaching Guide:</u></b> 171, 198 <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 238, 254, 264 <b><u>rSkills Test Book:</u></b> Tests 4 & 5
<i>Conceptual Understanding</i>	
2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and evaluate the effectiveness of analogous relationships.	WS-synonyms, antonyms, connotation, <b><u>rBook Teaching Guide:</u></b> 44, 174 <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 246 <b><u>rSkills Test Book:</u></b> Test 1 <b><u>rBook Teaching Guide:</u></b> 44, 94 <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 248 <b><u>rSkills Test Book:</u></b> Test 1 <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 250
3. Examine and explain the influence of the English language on world	The Following Match Provides Opportunities to Meet this Objective:

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literature, communications and popular culture.	<p>Discussion  <b>rBook Teaching Guide:</b> Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p>
<i>Structural Understanding</i>	
<p>4. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).</p>	<p>WS-roots, prefix, suffix  <b>rBook Teaching Guide:</b> 174  <b>RDI Book 1 – Reading Skills and Strategies:</b> 134, 266, 268  <b>Topic Software Teaching Resources:</b> 1.4 Level 4; 2.1 Level 4; 2.2 Level 4; 2.3 Level 4; 3.1 Level 4; 3.2 Level 4; 4.1 Level 4; 4.4 Level 4; 5.1 Level 4; 5.2 Level 4; 7.1 Level 4; 8.1 Level 4; 9.2 Level 4; 9.3 Level 4  <b>rSkills Test Book:</b> Tests 4 &amp; 5  <b>RDI Book 1 – Reading Skills and Strategies:</b> 134  <b>Topic Software Teaching Resources:</b> 1.1 Level 3; 1.2 Level 3; 2.2 Level 3; 2.3 Level 2; 2.4 Level 3 &amp; 4; 4.2 Level 3; 4.4 Level 3; 6.1 Level 2; 6.2 Level 3 &amp; 4; 6.3 Level 3; 6.4 Level 2, 3 &amp; 4; 7.1 Level 3; 7.2 Level 3; 8.4 Level 2 &amp; 4  <b>rSkills Test Book:</b> Tests 1&amp; 3  <b>RDI Book 1 – Reading Skills and Strategies:</b> 134  <b>Topic Software Teaching Resources:</b> 1.1 Level 3; 1.3 Level 3; 2.1 Level 3; 2.2 Level 2; 2.3 Level 3; 3.1 Level 2; 3.3 Level 3 &amp; 4; 3.4 Level 3 &amp; 4; 4.1 Level 3; 5.1 Level 3; 5.2 Level 3; 5.4 Level 3; 6.1 Level 2; 6.1 Level 3; 6.4 Level 3; 7.2 Level 3 &amp; 4; 7.3 Level 3; 8.2 Level 2 &amp; 3; 9.1 Level 3; 9.2 Level 2 &amp; 3; 9.4 Level 2 &amp; 4  <b>rSkills Test Book:</b> Tests 1 &amp; 2</p>
<i>Tools and Resources</i>	
<p>5. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p>	<p>WS-technology,  The program includes a software and audiobook component which gives students experience with a technology-based reading and instruction.</p>
<b>Reading Process: Concepts of Print,</b>	

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<b>Ohio English Language Arts Academic Content Standards</b>	<b>Scholastic's Read 180, Stage C</b>
<b>Comprehension Strategies and Self-Monitoring Strategies</b>	
<i>In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.</i>	
<i>Comprehension Strategies</i>	
1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	<p>WS-Compare, contrast Compare and Contrast <b>rBook Teaching Guide:</b> 186C, 188-197, 219, 244 <b>RDI Book 1- Reading Skills and Strategies:</b> 298, 299, 424, 425 <b>Topic Software Teaching Resources:</b> <b>1.1:</b> 71-74, 215-216, 287; <b>3.2:</b> 107-110, 233-234, 287; <b>3.4:</b> 115-118, 237-238, 287; <b>6.4:</b> 163-166, 261-262, 287; <b>7.2:</b> 171-174, 265-266, 287; <b>8.1:</b> 183-186, 271-272, 287; <b>9.1:</b> 199-202, 279-280, 287; <b>9.3:</b> 207-210, 283-284, 287 <b>Audiobook Teaching Resources:</b> Make Lemomade7, 75, 100, 188 (Resources – 39, 40-41, 63-68, 69); Reality Strikes – 9, 37, 43, 55 (Resources – 51, 52-55, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69) <b>Paperbacks Teaching Resources:</b> Gym Rats: True Stories About Punching, Pedaling, and Powerlifting (Resources – 59, 60, 135-140, 141); Forged by Fire (Resources 101, 102, 135-140, 141) <b>rSkills Test Book:</b> Tests 4 &amp; Explicit Comprehension Instruction The Read180 program presents systematic comprehension instruction to build student success by:</p> <ul style="list-style-type: none"> <li>• using structured engagement techniques to actively involve students and hold them accountable for learning</li> </ul>

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	<ul style="list-style-type: none"> <li>focusing on targeted comprehension skills (summarizing, drawing conclusions, making inferences, etc.) over several days</li> </ul> scaffolding instruction through the use of graphic organizers, sentence starters, and modeling
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	WS-literal, comprehension, Literal & Interpretive Questions <b><u>Test-Taking Strategies:</u></b> 33-35 Direct, Explicit Comprehension Instruction The Read180 program presents systematic comprehension instruction to build student success by: <ul style="list-style-type: none"> <li>using structured engagement techniques to actively involve students and hold them accountable for learning</li> <li>focusing on targeted comprehension skills (summarizing, drawing conclusions, making inferences, etc.) over several days</li> </ul> scaffolding instruction through the use of graphic organizers, sentence starters, and modeling
<i>Self-Monitoring Strategies</i>	
3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.	WS-monitor, read on, skim, scan <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 317 Each of the reading components teach self-monitoring strategies such as summarizing, slowing the reading rate during difficult passages, asking questions, rereading, etc. <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 314
<i>Independent Reading</i>	
4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	WS-reading, independent, <b><u>Paperbacks Teaching Resources:</u></b> Although the teacher directs students to the appropriate level, the students select the Paperbacks of their choice to read to accomplish various purposes, both assigned and self-selected Read Independently <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> Students are given the opportunity to read the passages independently. <b><u>Topic Software Teaching Resources:</u></b> Students read

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	<p>passages on the READ180 Software independently when they make a recording of the passage in the Reading and Success Zones, and in other Success Zone activities.</p> <p><b><u>Test-Taking Strategies:</u></b> The lessons and practice from the reading test strategies offer students an opportunity to read independently</p>
<p>5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	<p>WS-purpose</p> <p><b><u>Paperbacks Teaching Resources:</u></b> Although the teacher directs students to the appropriate level, the students select the Paperbacks of their choice to read to accomplish various purposes, both assigned and self-selected.</p>
<p><b>Reading Applications: Informational, Technical and Persuasive Text</b></p>	
<p>1. Analyze the rhetorical devices used in public documents, including newspaper editorials and speeches.</p>	<p>WS-rhetorical, devices No match</p>
<p>2. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience.</p>	<p>WS- problem, solution, cause, effect</p> <p><b><u>rBook Teaching Guide:</u></b> 106C, 108-117, 244</p> <p><b><u>rBook Teaching Guide:</u></b> 162C, 164-173, 195, 244</p> <p><b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 296, 297, 423</p> <p><b><u>Topic Software Teaching Resources:</u></b> <b>1.1:</b> 71-74, 215-216, 287; <b>1.4:</b> 83-86, 221-222, 287; <b>2.2:</b> 91-94, 225-226, 287; <b>3.1:</b> 103-106, 231-232, 287; <b>3.3:</b> 111-114, 235-236, 287; <b>4.1:</b> 119-122, 239-240, 287; <b>5.2:</b> 139-142, 249-250, 287; <b>5.3:</b> 143-146, 251-252, 287; <b>6.1:</b> 151-154, 255-256, 287; <b>6.3:</b> 159-162, 259-260, 287; <b>7.1:</b> 167-170, 263-264, 287; <b>7.3:</b> 175-178, 267-268, 287; <b>7.4:</b> 179-182, 269-270, 287; <b>8.1:</b> 183-186, 271-272, 287; <b>8.2:</b> 187-190, 273-274, 287; <b>8.4:</b> 195-198, 277-278, 287; <b>9.1:</b> 199-202, 279-280, 287; <b>9.3:</b> 207-210, 283-284, 287; <b>9.4:</b> 211-214, 285-286, 287</p> <p><b><u>Audiobook Teaching Resources:</u></b> Whirligig – 16, 34, 81, 132 (Resources – 60, 61-62, 63-68, 69)</p> <p><b><u>Paperbacks Teaching Resources:</u></b> Rat Attacks (Resources – 105, 106, 135-140, 141)</p> <p><b><u>rSkills Test Book:</u></b> Test 4</p>

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3. Analyze the content from several sources on a single issue, clarifying ideas and connecting them to other sources and related topics.	WS-sources Evaluate Sources and Evidence <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 323, 441
4. Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.	WS-inferences <b><u>rBook Teaching Guide:</u></b> 16, 19, 36, 38, 88, 90, 92, 110, 112, 138, 145, 148, 167, 168, 192, 210C, 212-221, 244 <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 302, 303, 428 <b><u>Topic Software Teaching Resources:</u></b> <b>1.2:</b> 75-78, 217-218, 287; <b>1.4:</b> 83-86, 221-222, 287; <b>2.1:</b> 87-90, 223-224, 287; <b>2.2:</b> 91-94, 225-226, 287; <b>2.4:</b> 99-102, 229-230, 287; <b>3.1:</b> 103-106, 231-232, 287; <b>3.3:</b> 111-114, 235-236, 287; <b>4.2:</b> 123-126, 241-242, 287; <b>4.3:</b> 127-130, 243-244, 287; <b>5.1:</b> 135-138, 247-248, 287; <b>5.3:</b> 143-146, 251-252, 287; <b>5.4:</b> 147-150, 253-254, 287; <b>6.2:</b> 155-158, 257-258, 287; <b>6.3:</b> 159-162, 259-260, 287; <b>7.1:</b> 167-170, 263-264, 287; <b>7.4:</b> 179-182, 269-270, 287; <b>8.4:</b> 195-198, 277-278, 287; <b>9.4:</b> 211-214, 285-286, 287 <b><u>Audiobook Teaching Resources:</u></b> Cleopatra VII – 4, 21,n 60, 125, 175 (Resources – 30, 31-32, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69) <b><u>Paperbacks Teaching Resources:</u></b> The Skin I'm In (Resources – 89, 90, 135-140, 141); Macbeth (Resources 123, 124, 135-140, 141) <b><u>rSkills Test Book:</u></b> Test 5
5. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject.	WS-author, Evaluate Author's Purpose <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 325, 443 Evaluate Author's Viewpoint <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 324, 442
6. Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.	WS-appeal, arguments, validity
7. Analyze the structure and features of functional and workplace documents, including format, sequence and headers, and how	WS- functional documents, features Read Text Features <b><u>rBook Teaching Guide:</u></b> 34, 71

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authors use these features to achieve their purposes and to make information accessible and usable.	
8. Critique functional and workplace documents (e.g., instructions, technical manuals, travel schedules and business memoranda) for sequencing of information and procedures, anticipation of possible reader misunderstandings and visual appeal.	WS-critique documents, instructions, travel schedules, sequencing info Sequence of Events <u><b>rBook Teaching Guide:</b></u> 32C, 34-43, 60, 64, 91, 243 Write Instructions <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 140-144
<b>Reading Applications: Literary Text</b>	
1. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions.	WS- character <u><b>rBook Teaching Guide:</b></u> 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 148, 149, 245, 246 <u><b>Audiobook Teaching Resources:</b></u> Hamlet – 10, 19, 43, 46 (Resources -33, 34-35, 63-68, 69 ); Lord of the Flies – 23, 89, 102, 143 (Resources – 36, 37-38, 63-68, 69); When Zachary Beaver Came to Town – 5, 72, 149, 186 (Resources -57, 58-59, 63-68, 69 ) <u><b>Paperbacks Teaching Resources:</b></u> Confessions of a Gym Class Dropout (Resources – 57, 58, 135-140, 141); The Perfect Match (Resources – 65, 66, 135-140, 141); Sunny: Diary Two (Resources -93, 94, 135-140, 141); Slam (Resources – 107, 108, 135-140, 141); Flight to Freedom (Resources – 119, 120, 135-140, 141); The Trouble With Lemons (Resources – 131, 132, 135-140, 141) <u><b>RDI Book 1- Reading Skills and Strategies:</b></u> 306, 307, 430, 431 <u><b>rSkills Test Book:</b></u> Tests 2, 3, & 5
2. Analyze the historical, social and cultural context of setting.	WS-setting <u><b>rBook Teaching Guide:</b></u> 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 149, 245, 246 <u><b>RDI Book 1- Reading Skills and Strategies:</b></u> 308, 309, 432, 433 <u><b>Audiobook Teaching Resources:</b></u> Night – 2, 34, 62, 84, 91 (Resources – 45, 46-47, 63-68, 69) <u><b>Paperbacks Teaching Resources:</b></u> Sweetgrass

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	(Resources -113, 114, 135-140, 141) <b><u>rSkills Test Book:</u></b> Tests 2, 3, & 5
3. Explain how voice and narrator affect the characterization, plot and credibility.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Book Review <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126 <b><u>Paperbacks Teaching Resources:</u></b> 135</p> <p>Writing an Opinion <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120</p> <p>Write a Realistic Narrative <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 26-30</p> <p>Write a Reader Response <b><u>rBook Teaching Guide:</u></b> 72-77, 248</p> <p>Write a Book Review <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126 <b><u>Paperbacks Teaching Resources:</u></b> 135</p> <p>Write a Business Letter <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 146-150</p> <p>Writing an Opinion <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120</p>
4. Evaluate the author's use of point of view in a literary text.	<b><u>WS= point of view</u></b> <b><u>rBook Teaching Guide:</u></b> 60, 134, 223, 246 <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 319
5. Analyze variations of universal	The Following Match Provides Opportunities to Meet this Objective:

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themes in literary texts.	Discussion <b>rBook Teaching Guide:</b> Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
6. Recognize characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of a theme or topic.	WS- parody, <b>RDI Book 1 – Reading Skills and Strategies:</b> 344 Identify Theme <b>rBook Teaching Guide:</b> 58, 61, 63, 65, 133, 135, 149, 245, 246 <b>Audiobook Teaching Resources:</b> Lord of the Flies – 23, 89, 102, 143 (Resources – 36, 37-38, 63-68, 69) <b>Paperbacks Teaching Resources:</b> In Your Face: Poems About Real Life (Resources – 85, 86, 135-140, 141); The Plague (Resources -87, 88, 135-140, 141); Aquamarine (Resources – 87, 88, 135-140, 141)
7. Analyze the characteristics of various literary periods and how the issues influenced the writers of those periods.	The Following Match Provides Opportunities to Meet this Objective:  Discussion <b>rBook Teaching Guide:</b> Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
8. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis.	WS- tone, figurative language <b>RDI Book 1 – Reading Skills and Strategies:</b> 339 <b>rBook Teaching Guide:</b> 18, 67, 135, 136, 137, 139, 140, 246 <b>RDI Book 1 – Reading Skills and Strategies:</b> 338 WS-symbol <b>rBook Teaching Guide:</b> 246 <b>RDI Book 1- Reading Skills and Strategies:</b> 338
<b>Writing Processes</b>	
<i>Prewriting</i>	
1. Generate writing ideas through discussions with others and from	WS-writing

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printed material, and keep a list of writing ideas.	Brainstorm <b><u>rBook Teaching Guide:</u></b> 23, 47, 73, 97, 121, 153, 177, 201, 229
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).	WS-writing Plan <b><u>rBook Teaching Guide:</u></b> 24, 48, 74, 98, 122, 154, 178, 202, 230
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	WS-narrative, outline <b><u>rBook Teaching Guide:</u></b> 46-51, 176-177, 228-233, 298 Create an Outline <b><u>Test-Taking Strategies:</u></b> 68-69
4. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience.	WS-plan <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 13 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 13, 170
5. Use organizational strategies (e.g., notes and outlines) to plan writing.	WS- Outline, organizing <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 175-177 Organizing Information <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 13, 175
<i>Drafting, Revising and Editing</i>	
6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.	WS- Organizing, <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 13, 175 Extend or write a Story <b><u>Topic Software Teaching Resources:</u></b> 216-220, 226-228, 231, 243-247, 251- 252, 257, 258 <b><u>Audiobook Teaching Resources:</u></b> 28-29, 34, 38, 46, 56, 61 <b><u>Paperbacks Teaching Resources:</u></b> 56, 58, 60. 70, 84, 102, 124
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).	WS- sentence <b><u>rBook Teaching Guide:</u></b> 26, 50, 249 <b><u>RDI Book 2- Writing and Grammar Strategies:</u></b> 234-235

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8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.	WS-paragraph <u><b>rdi Book 2 – Writing and Grammar Strategies:</b></u> 44-48, 50-54, 56-60, 62-67, <u><b>Topic Software Teaching Resources:</b></u> 215, 230, 231, 232, 234- 238, 240, 252, 254, 267 <u><b>Audiobook Teaching Resources:</b></u> 34, 40, 43, 56, 58-59, 61-62 <u><b>Paperbacks Teaching Resources:</b></u> 56, 60, 64, 68, 72, 92, 98, 126, 130
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.	WS- verbs, modifiers <u><b>rBook Teaching Guide:</b></u> 100, 124, 249 <u><b>rdi Book 2 – Writing and Grammar Strategies:</b></u> 198, 199, 210, 211, 206, 207, 208, 209, 204, 205, 202, 203, 200, 201  <u><b>rdi Book 3-Strategies for English Language Learners:</b></u> 51 <u><b>rSkills Test Book:</b></u> Test 3
10. Use available technology to compose text.	WS- Technology Technology Used as a Tool for Instruction The program includes a software and audiobook component which gives students experience with a technology-based reading and instruction.
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.	WS-writing, read, <u><b>rBook Teaching Guide:</b></u> 24, 48, 74, 98, 122, 154, 178, 202, 230 Writing <u><b>rBook Teaching Guide:</b></u> 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-177, 200-205, 228-233, 247, 248, 298 Proofreading <u><b>rBook Teaching Guide:</b></u> 27, 51, 77, 101, 125, 157, 181, 205, 233 Revision/Edit <u><b>rBook Teaching Guide:</b></u> 25, 49, 75, 99, 123, 155, 179, 203, 231
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise	WS-details Character Details

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analysis or persuasive argument or to enhance plot, setting and character in narrative texts.	<p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 49 Clarify <b><u>rBook Teaching Guide:</u></b> 14, 67, 84, 112, 140, 146, 192, 212 Revision/Edit <b><u>rBook Teaching Guide:</u></b> 25, 49, 75, 99, 123, 155, 179, 203, 231</p>
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes.	<p>WS-sentences, <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 44-48, 50-54, 56-60, 62-67, <b><u>Topic Software Teaching Resources:</u></b> 215, 230, 231, 232, 234- 238, 240, 252, 254, 267 <b><u>Audiobook Teaching Resources:</u></b> 34, 40, 43, 56, 58-59, 61-62 <b><u>Paperbacks Teaching Resources:</u></b> 56, 60, 64, 68, 72, 92, 98, 126, 130 Correct Word Order <b><u>rBook Teaching Guide:</u></b> 190, 193 <b><u>rSkills Test Book:</u></b> Test 2</p>
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.	<p>WS-reference, dictionary Write a Dictionary Entry <b><u>Topic Software Teaching Resources:</u></b> 238</p>
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.	<p>WS-proofread <b><u>rBook Teaching Guide:</u></b> 27, 51, 77, 101, 125, 157, 181, 205, 233 <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 204 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 246-253 <b><u>Topic Software Teaching Resources:</u></b> All lessons practice spelling and proofreading skills, which are a principal objective of the software component. <b><u>Test-Taking Strategies Book:</u></b> Students are taught to identify writing prompts, organize thoughts, generate an outline, understand evaluation criteria, and review/revise writing to improve it.</p>
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of	<p>WS- rubric, checklist Assessment Rubrics for Writing</p>

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writing.	<b><u>rBook Teaching Guide:</u></b> 25, 49, 75, 99, 123, 155, 179, 203, 231 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 264-269 <b><u>Topic Software Teaching Resources:</u></b> 290 <b><u>Test-Taking Strategies Book:</u></b> 132 Writer's Checklist <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 263
<i>Publishing</i>	
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.	WS- prepare for publication, Chart, Final Chart making <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 48 Final Projects <b><u>Audiobook Teaching Resources:</u></b> 63-68 <b><u>Paperbacks Teaching Resources:</u></b> 135-140
<b>Writing Applications</b>	
1. Write reflective compositions that:	
a. use personal experiences as a basis for reflection on some aspect of life;	WS-personal, Write a Personal Narrative <b><u>rBook Teaching Guide:</u></b> 228 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126 Write a Reflective Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 62-67
b. draw abstract comparisons between specific incidents and abstract concepts;	WS-compare <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 56-60 Write a Comparison <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 56-60
c. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and	WS-personal Write a Personal Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 38-

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d. move from specific examples to generalizations about life.	WS-specific, general
2. Write responses to literature that:	<p>WS-respon</p> <p>Respond to Ideas and Issues</p> <p>Each reading component gives student's an opportunity to respond to what they have read through QuickWrites and Comprehension Graphic Organizers.</p> <p><b><u>Topic Software Teaching Resources:</u></b> 285</p> <p><b><u>Audiobook Teaching Resources:</u></b> 29-32, 37, 41, 49-50, 52, 58- 59, 62</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 56, 66, 72, 74. 84, 86, 88, 92, 102, 116, 124, 132</p>
a. advance a judgment that is interpretative, analytical, evaluative or reflective;	<p>WS-judgement, interpretative, analytical, evaluative, reflective</p> <p>Analytical reasoning</p> <p>The <i>READ180</i> Software, Audiobooks, and Paperbacks program components provide reading instruction activities that practice inductive and deductive reasoning skills in a variety of complex oral, written, and visual texts.</p> <p>Write a Reflective Essay</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 62-67</p>
b. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors;	<p>WS-support, key ideas, viewpoints</p> <p>Support Judgments</p> <p><b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 326, 444</p> <p>Evaluate Author's Viewpoint</p> <p><b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 324, 442</p>
c. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create;	<p>WS-Author, stylistic devices</p> <p>Poetic Devices</p> <p><b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 342</p> <p>Evaluate Author's Purpose</p> <p><b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 325, 443</p>
d. identify and assess the impact of possible ambiguities, nuances and complexities within text;	WS- ambiguities, nuance,
e. anticipate and answer a reader's	WS-anticipate, questions, interpretation

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questions, counterclaims or divergent interpretations; and	<p>Generate Questions <b>rBook Teaching Guide:</b> 10, 12, 14, 16, 34, 36, 38, 40, 58, 84, 86, 90, 108, 110, 114, 166, 170, 172, 188, 192, 194, 214</p> <p>Question the Text</p> <p>Each of the reading components teach self-monitoring strategies such as summarizing, slowing the reading rate during difficult passages, asking questions, rereading, etc.</p> <p><b>rBook Teaching Guide:</b> 38, 42, 84, 93, 111, 117, 164, 197, 223</p> <p><b>RDI Book 1- Reading Skills and Strategies:</b> 317</p>
f. provide a sense of closure to the writing.	WS-closure
3. Write functional documents (e.g., requests for information, resumes, letters of complaint, memos and proposals) that:	
a. report, organize and convey information accurately.	<p>WS=functional, resumes, memo, letter</p> <p>Write a Business Letter <b>RDI Book 2 – Writing and Grammar Strategies:</b> 146-150</p> <p>Write a Letter or Thank-You Note <b>RDI Book 2 – Writing and Grammar Strategies:</b> 146-150</p> <p><b>Topic Software Teaching Resources:</b> 234, 273, 279-280</p> <p><b>Audiobook Teaching Resources:</b> 29, 31, 37, 41, 46, 49-50</p> <p><b>Paperbacks Teaching Resources:</b> 102, 136</p>
b. use formatting techniques that make a document user-friendly.	<p>WS=functional, resumes, memo, letter</p> <p>Write a Business Letter <b>RDI Book 2 – Writing and Grammar Strategies:</b> 146-150</p> <p>Write a Letter or Thank-You Note <b>RDI Book 2 – Writing and Grammar Strategies:</b> 146-150</p> <p><b>Topic Software Teaching Resources:</b> 234, 273, 279-</p>

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	280 <b><u>Audiobook Teaching Resources:</u></b> 29, 31, 37, 41, 46, 49-50 <b><u>Paperbacks Teaching Resources:</u></b> 102, 136
c. anticipate readers' problems, mistakes and misunderstandings.	WS=functional, resumes, memo, letter Write a Business Letter <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 146-150 Write a Letter or Thank-You Note <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 146-150 <b><u>Topic Software Teaching Resources:</u></b> 234, 273, 279-280 <b><u>Audiobook Teaching Resources:</u></b> 29, 31, 37, 41, 46, 49-50 <b><u>Paperbacks Teaching Resources:</u></b> 102, 136
4. Write informational essays or reports, including research, that:	
a. develop a controlling idea that conveys a perspective on the subject;	WS-essays, info Write an Informative Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115  Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108
b. create an organizing structure appropriate to purpose, audience and context;	WS-essays, info Write an Informative Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115  Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108
c. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources;	WS-essays, info Write an Informative Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115

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	<p>Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p>
d. make distinctions about the relative value and significance of specific data, facts and ideas;	<p>WS-support, main idea Write an Informative Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115</p> <p>Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p>
e. anticipate and address a reader's potential biases, misunderstandings and expectations; and	<p>Write an Informative Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115</p> <p>Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p>
f. provide a sense of closure to the writing.	<p>Write an Informative Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115</p> <p>Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p>
5. Write persuasive compositions that:	
a. articulate a clear position;	<p>Write a Persuasive Essay <b><u>rBook Teaching Guide:</u></b> 120-125, 247 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p> <p>Write a Persuasive Speech <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139 <b><u>Topic Software Teaching Resources:</u></b> 225 <b><u>Audiobook Teaching Resources:</u></b> 28</p>

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	<p>Write a Persuasive Speech  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            134-139  <u><b>Topic Software Teaching Resources:</b></u> 225  <u><b>Audiobook Teaching Resources:</b></u> 28</p>
b. support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; and	<p>Write a Persuasive Essay  <u><b>rBook Teaching Guide:</b></u> 120-125, 247  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            134-138            Write a Persuasive Speech  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            134-139  <u><b>Topic Software Teaching Resources:</b></u> 225  <u><b>Audiobook Teaching Resources:</b></u> 28</p> <p>Write a Persuasive Speech  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            134-139  <u><b>Topic Software Teaching Resources:</b></u> 225  <u><b>Audiobook Teaching Resources:</b></u> 28</p>
c. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning).	<p>Write a Persuasive Essay  <u><b>rBook Teaching Guide:</b></u> 120-125, 247  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            134-138            Write a Persuasive Speech  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            134-139  <u><b>Topic Software Teaching Resources:</b></u> 225  <u><b>Audiobook Teaching Resources:</b></u> 28</p> <p>Write a Persuasive Speech  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            134-139  <u><b>Topic Software Teaching Resources:</b></u> 225  <u><b>Audiobook Teaching Resources:</b></u> 28</p>
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.	<p>WS- journals,notes,poeams            Write a Brief message, Note, E-mail, Telegraph  <u><b>Topic Software Teaching Resources:</b></u> 229, 254, 259,</p>

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	<p>260</p> <p><b><u>Audiobook Teaching Resources:</u></b> 32, 41, 52, 55, 58</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 64, 68, 76, 78, 94, 96, 100, 102, 114, 116, 120, 122, 134</p> <p>Write a Diary Entry, Journal Entry, Log Entry</p> <p><b><u>Topic Software Teaching Resources:</u></b> 224</p> <p><b><u>Audiobook Teaching Resources:</u></b> 38</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 90, 120, 130, 141, 145, 146</p> <p>Write a Poem</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 164-168</p> <p><b><u>Topic Software Teaching Resources:</u></b> 231, 232</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 86</p>
<b>Writing Conventions</b>	
<i>Spelling</i>	
1. Use correct spelling conventions.	<p>WS-spelling</p> <p><b>Applying Spelling Skills</b></p> <p>Proofreading</p> <p><b><u>rBook Teaching Guide:</u></b> 27, 51, 77, 101, 125, 157, 181, 205, 233</p> <p><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 204</p> <p><b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 246-253</p> <p><b><u>Topic Software Teaching Resources:</u></b> All lessons practice spelling and proofreading skills, which are a principal objective of the software component.</p> <p><b><u>Test-Taking Strategies Book:</u></b> Students are taught to identify writing prompts, organize thoughts, generate an outline, understand evaluation criteria, and review/revise writing to improve it</p>
<i>Punctuation and Capitalization</i>	
2. Use correct capitalization and punctuation.	<p>WS-punctuation, capitalization</p> <p>Capitalization</p> <p><b><u>rBook Teaching Guide:</u></b> 51, 250</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 186, 187, 194, 195</p> <p><b><u>rSkills Test Book:</u></b> Test 1</p>

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<i>Grammar and Usage</i>	
3. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns).	WS-grammar, verb tenses, parallel structure, pronouns General Grammar Instruction <b><u>rBook Teaching Guide:</u></b> T64, 249 <b><u>rBook Teaching Guide:</u></b> 100, 249 <b><u>rSkills Test Book:</u></b> Test 2 <b><u>rBook Teaching Guide:</u></b> 180, 250
<b>Research</b>	
1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.	
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.
3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).	The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.
4. Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes.	The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.
5. Integrate quotations and citations into written text to maintain a flow of ideas.	The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional

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	(letters, announcements, résumés, etc.), poetry and research.
6. Use style guides to produce oral and written reports that give proper credit for sources, and include appropriate in-text documentation, notes and an acceptable format for source acknowledgement.	The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.
7. Use a variety of communication techniques (e.g., oral, visual, written or multimedia reports) to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.	The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.
<b>Communication: Oral and Visual</b>	
<i>Listening and Viewing</i>	
1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.	<p>WS-listening, strategies, The Following Selected Matches Support this Objective:</p> <p>Apply listening skills as individuals and members of groups in a variety of settings <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 21, 22, 23, 25, 27, 30, 31, 32, 34, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 48, 49, 50, 54, 55, 56, 57, 59, 61, 62, 64, 65, 68, 69</p> <p>Listening <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 24, 25, 29, 30, 36, 42, 44, 48, 49, 55, 56, 65</p> <p>Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p> <p>Write an Opinion with Reasons</p>

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	<p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120</p> <p><b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286</p> <p><b><u>Audiobook Teaching Resources:</u></b> 47</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a News Article</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 86-90</p> <p><b><u>Topic Software Teaching Resources:</u></b> 220</p> <p><b><u>Audiobook Teaching Resources:</u></b> 53</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 100, 104, 106, 118, 130, 137</p> <p>Write a Speech</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 128-132</p> <p><b><u>Topic Software Teaching Resources:</u></b> 219, 260</p> <p><b><u>Audiobook Teaching Resources:</u></b> 28, 34, 56, 68</p> <p>Write a Review</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126</p> <p><b><u>Topic Software Teaching Resources:</u></b> 234</p> <p>Write a Informative Article</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 92-96</p> <p><b><u>Topic Software Teaching Resources:</u></b> 255</p>
<p>2. Analyze types of arguments used by a speaker, such as causation, analogy and logic.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Essay</p> <p><b><u>rBook Teaching Guide:</u></b> 120-125, 247</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p>

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	<p>Write a Persuasive Speech  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            134-139  <u><b>Topic Software Teaching Resources:</b></u> 225  <u><b>Audiobook Teaching Resources:</b></u> 28</p> <p>Write an Opinion with Reasons  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            116-120  <u><b>Topic Software Teaching Resources:</b></u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <u><b>Audiobook Teaching Resources:</b></u> 47  <u><b>Paperbacks Teaching Resources:</b></u> 84, 98, 102, 128</p> <p>Write a Review  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            122-126  <u><b>Topic Software Teaching Resources:</b></u> 234</p>
<p>3. Critique the clarity, effectiveness and overall coherence of a speaker's key points.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Essay  <u><b>rBook Teaching Guide:</b></u> 120-125, 247  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            134-138</p> <p>Write a Persuasive Speech  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            134-139  <u><b>Topic Software Teaching Resources:</b></u> 225  <u><b>Audiobook Teaching Resources:</b></u> 28</p> <p>Write an Opinion with Reasons  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            116-120  <u><b>Topic Software Teaching Resources:</b></u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <u><b>Audiobook Teaching Resources:</b></u> 47</p>

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	<p><b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Review  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            122-126  <b><u>Topic Software Teaching Resources:</u></b> 234</p>
<p>4. Evaluate how language choice, diction, syntax and delivery style (e.g., repetition, appeal to emotion, eye contact) effect the mood and tone and impact the audience.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Essay  <b><u>rBook Teaching Guide:</u></b> 120-125, 247  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            134-138</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            116-120  <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Review  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            122-126  <b><u>Topic Software Teaching Resources:</u></b> 234</p>
<p><i>Speaking Skills and Strategies</i></p>	
<p>5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Essay  <b><u>rBook Teaching Guide:</u></b> 120-125, 247</p>

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	<p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p> <p>Write a Persuasive Speech <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139 <b><u>Topic Software Teaching Resources:</u></b> 225 <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write an Opinion with Reasons <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120 <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <b><u>Audiobook Teaching Resources:</u></b> 47 <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Review <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126 <b><u>Topic Software Teaching Resources:</u></b> 234</p>
<p>6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Opinion with Reasons <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120 <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <b><u>Audiobook Teaching Resources:</u></b> 47 <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Review <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126 <b><u>Topic Software Teaching Resources:</u></b> 234</p> <p>Write a Persuasive Essay</p>

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	<p><b><u>rBook Teaching Guide:</u></b> 120-125, 247  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            134-138</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p>
7. Vary language choices as appropriate to the context of the speech.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Essay  <b><u>rBook Teaching Guide:</u></b> 120-125, 247  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            134-138</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            116-120  <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Review  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            122-126  <b><u>Topic Software Teaching Resources:</u></b> 234</p>
<i>Speaking Applications</i>	
8. Deliver informational presentations (e.g., expository, research) that:	

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<p>a. present a clear and distinctive perspective on the subject;</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Informative Article  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 92-96  <u><b>Topic Software Teaching Resources:</b></u> 255</p> <p>Write an Opinion with Reasons  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 116-120  <u><b>Topic Software Teaching Resources:</b></u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <u><b>Audiobook Teaching Resources:</b></u> 47  <u><b>Paperbacks Teaching Resources:</b></u> 84, 98, 102, 128</p> <p>Write a Review  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 122-126  <u><b>Topic Software Teaching Resources:</b></u> 234</p> <p>Write an Informative Essay  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 110-115</p> <p>Write a Report  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 104-108</p>
<p>b. present events or ideas in a logical sequence;</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Report  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 104-108</p> <p>Write a Review  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 122-126</p>

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	<p><b><u>Topic Software Teaching Resources:</u></b> 234</p> <p>Write an Informative Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115</p> <p>Write a Informative Article <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 92-96 <b><u>Topic Software Teaching Resources:</u></b> 255</p> <p>Write an Opinion with Reasons <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120 <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <b><u>Audiobook Teaching Resources:</u></b> 47 <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p>
<p>c. support the controlling idea with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Informative Article <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 92-96 <b><u>Topic Software Teaching Resources:</u></b> 255</p> <p>Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p> <p>Write an Opinion with Reasons <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120 <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <b><u>Audiobook Teaching Resources:</u></b> 47 <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p>

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	<p>Write a Review <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126 <b><u>Topic Software Teaching Resources:</u></b> 234</p> <p>Write an Informative Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115</p>
d. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Review <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126 <b><u>Topic Software Teaching Resources:</u></b> 234</p> <p>Write an Informative Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115</p> <p>Write a Informative Article <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 92-96 <b><u>Topic Software Teaching Resources:</u></b> 255</p> <p>Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p> <p>Write an Opinion with Reasons <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120 <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <b><u>Audiobook Teaching Resources:</u></b> 47 <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p>
e. use appropriate visual materials (e.g., diagrams, charts, illustrations)	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p>

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<p>and available technology to enhance presentation; and</p>	<p>Write a Informative Article  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 92-96  <u><b>Topic Software Teaching Resources:</b></u> 255</p> <p>Write an Opinion with Reasons  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 116-120  <u><b>Topic Software Teaching Resources:</b></u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <u><b>Audiobook Teaching Resources:</b></u> 47  <u><b>Paperbacks Teaching Resources:</b></u> 84, 98, 102, 128</p> <p>Write a Review  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 122-126  <u><b>Topic Software Teaching Resources:</b></u> 234</p> <p>Write a Report  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 104-108</p> <p>Write an Informative Essay  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 110-115</p>
<p>f. draw from and cite multiple sources including both primary and secondary sources and consider the validity and reliability of sources.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Informative Article  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 92-96  <u><b>Topic Software Teaching Resources:</b></u> 255</p> <p>Write an Opinion with Reasons  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 116-120  <u><b>Topic Software Teaching Resources:</b></u> 222, 230, 239,</p>

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	<p>248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Review  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            122-126  <b><u>Topic Software Teaching Resources:</u></b> 234</p> <p>Write a Report  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            104-108</p> <p>Write an Informative Essay  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            110-115</p>
<p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Review  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            122-126  <b><u>Topic Software Teaching Resources:</u></b> 234</p> <p>Write an Informative Essay  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            110-115</p> <p>Write a Informative Article  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 92-96  <b><u>Topic Software Teaching Resources:</u></b> 255</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            116-120  <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286</p>

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	<p><b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p>
10. Deliver persuasive presentations that:	
a. establish and develop a logical and controlled argument;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120  <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Persuasive Essay  <b><u>rBook Teaching Guide:</u></b> 120-125, 247  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p>
b. include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120  <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239,</p>

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	<p>248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Persuasive Essay  <b><u>rBook Teaching Guide:</u></b> 120-125, 247  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p>
c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority, reason, pathos and logic;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120  <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Persuasive Essay  <b><u>rBook Teaching Guide:</u></b> 120-125, 247  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p>
d. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p>

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	<p>Write an Opinion with Reasons  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            116-120  <u><b>Topic Software Teaching Resources:</b></u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <u><b>Audiobook Teaching Resources:</b></u> 47  <u><b>Paperbacks Teaching Resources:</b></u> 84, 98, 102, 128</p> <p>Write a Persuasive Essay  <u><b>rBook Teaching Guide:</b></u> 120-125, 247  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            134-138</p>
<p>e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Speech  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            134-139  <u><b>Topic Software Teaching Resources:</b></u> 225  <u><b>Audiobook Teaching Resources:</b></u> 28</p> <p>Write an Opinion with Reasons  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            116-120  <u><b>Topic Software Teaching Resources:</b></u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <u><b>Audiobook Teaching Resources:</b></u> 47  <u><b>Paperbacks Teaching Resources:</b></u> 84, 98, 102, 128</p> <p>Write a Persuasive Essay  <u><b>rBook Teaching Guide:</b></u> 120-125, 247  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            134-138</p>

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<b>Ohio English Language Arts Academic Content Standards</b>	<b>Scholastic's Read 180, Stage C</b>
<b>Phonemic Awareness, Word Recognition and Fluency</b>	
<i>Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.</i>	
<b>Acquisition of Vocabulary</b>	
1. Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study.	<p><b><u>WS-context</u></b>  <b><u>rBook Teaching Guide:</u></b> 171, 198  <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 238, 254, 264  <b><u>rSkills Test Book:</u></b> Tests 4 &amp; 5</p>
2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and evaluate the effectiveness of analogous relationships.	<p>WS-synonyms, antonyms, connotation,  <b><u>rBook Teaching Guide:</u></b> 44, 174  <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 246  <b><u>rSkills Test Book:</u></b> Test 1  <b><u>rBook Teaching Guide:</u></b> 44, 94  <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 248  <b><u>rSkills Test Book:</u></b> Test 1  <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 250</p>
3. Examine and explain the influence of the English language on world literature, communications and popular cultures.	<p>The Following Match Provides Opportunities to Meet this Objective:</p> <p>Discussion  <b><u>rBook Teaching Guide:</u></b> Shared Reading and Strategic</p>

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	Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
4. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).	<p>WS-roots, prefix, suffix  <b>rBook Teaching Guide:</b> 174  <b>RDI Book 1 – Reading Skills and Strategies:</b> 134, 266, 268  <b>Topic Software Teaching Resources:</b> 1.4 Level 4; 2.1 Level 4; 2.2 Level 4; 2.3 Level 4; 3.1 Level 4; 3.2 Level 4; 4.1 Level 4; 4.4 Level 4; 5.1 Level 4; 5.2 Level 4; 7.1 Level 4; 8.1 Level 4; 9.2 Level 4; 9.3 Level 4  <b>rSkills Test Book:</b> Tests 4 &amp; 5  <b>RDI Book 1 – Reading Skills and Strategies:</b> 134  <b>Topic Software Teaching Resources:</b> 1.1 Level 3; 1.2 Level 3; 2.2 Level 3; 2.3 Level 2; 2.4 Level 3 &amp; 4; 4.2 Level 3; 4.4 Level 3; 6.1 Level 2; 6.2 Level 3 &amp; 4; 6.3 Level 3; 6.4 Level 2, 3 &amp; 4; 7.1 Level 3; 7.2 Level 3; 8.4 Level 2 &amp; 4  <b>rSkills Test Book:</b> Tests 1 &amp; 3  <b>RDI Book 1 – Reading Skills and Strategies:</b> 134  <b>Topic Software Teaching Resources:</b> 1.1 Level 3; 1.3 Level 3; 2.1 Level 3; 2.2 Level 2; 2.3 Level 3; 3.1 Level 2; 3.3 Level 3 &amp; 4; 3.4 Level 3 &amp; 4; 4.1 Level 3; 5.1 Level 3; 5.2 Level 3; 5.4 Level 3; 6.1 Level 2; 6.1 Level 3; 6.4 Level 3; 7.2 Level 3 &amp; 4; 7.3 Level 3; 8.2 Level 2 &amp; 3; 9.1 Level 3; 9.2 Level 2 &amp; 3; 9.4 Level 2 &amp; 4  <b>rSkills Test Book:</b> Tests 1 &amp; 2</p>
5. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.	WS-technology, The program includes a software and audiobook component which gives students experience with a technology-based reading and instruction.
<b>Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b>	
<i>In Grades 8 through 12, students should read purposefully and automatically, using the</i>	

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<p><i>comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.</i></p>	
<p><i>Comprehension Strategies</i></p>	
<p>1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.</p>	<p>WS-Compare, contrast Compare and Contrast <b>rBook Teaching Guide:</b> 186C, 188-197, 219, 244 <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 298, 299, 424, 425 <b><u>Topic Software Teaching Resources:</u></b> <b>1.1:</b> 71-74, 215-216, 287; <b>3.2:</b> 107-110, 233-234, 287; <b>3.4:</b> 115-118, 237-238, 287; <b>6.4:</b> 163-166, 261-262, 287; <b>7.2:</b> 171-174, 265-266, 287; <b>8.1:</b> 183-186, 271-272, 287; <b>9.1:</b> 199-202, 279-280, 287; <b>9.3:</b> 207-210, 283-284, 287 <b><u>Audiobook Teaching Resources:</u></b> Make Lemomade7, 75, 100, 188 (Resources – 39, 40-41, 63-68, 69); Reality Strikes – 9, 37, 43, 55 (Resources – 51, 52-55, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69) <b><u>Paperbacks Teaching Resources:</u></b> Gym Rats: True Stories About Punching, Pedaling, and Powerlifting (Resources – 59, 60, 135-140, 141); Forged by Fire (Resources 101, 102, 135-140, 141) <b><u>rSkills Test Book:</u></b> Tests 4 &amp; Explicit Comprehension Instruction The Read180 program presents systematic comprehension instruction to build student success by:</p> <ul style="list-style-type: none"> <li>• using structured engagement techniques to actively involve students and hold them accountable for learning</li> <li>• focusing on targeted comprehension skills (summarizing, drawing conclusions, making inferences, etc.) over several days</li> </ul> <p>scaffolding instruction through the use of graphic organizers, sentence starters, and modeling</p>

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<p>2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</p>	<p>WS-literal, comprehension, Literal &amp; Interpretive Questions <b><u>Test-Taking Strategies:</u></b> 33-35 Direct, Explicit Comprehension Instruction The Read180 program presents systematic comprehension instruction to build student success by:</p> <ul style="list-style-type: none"> <li>• using structured engagement techniques to actively involve students and hold them accountable for learning</li> <li>• focusing on targeted comprehension skills (summarizing, drawing conclusions, making inferences, etc.) over several days</li> </ul> <p>scaffolding instruction through the use of graphic organizers, sentence starters, and modeling</p>
<p><i>Self-Monitoring Strategies</i></p>	
<p>3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</p>	<p>WS-monitor, read on, skim, scan <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 317 Each of the reading components teach self-monitoring strategies such as summarizing, slowing the reading rate during difficult passages, asking questions, rereading, etc. <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 314</p>
<p><i>Independent Reading</i></p>	
<p>4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p>	<p>WS-reading, independent, <b><u>Paperbacks Teaching Resources:</u></b> Although the teacher directs students to the appropriate level, the students select the Paperbacks of their choice to read to accomplish various purposes, both assigned and self-selected Read Independently <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> Students are given the opportunity to read the passages independently. <b><u>Topic Software Teaching Resources:</u></b> Students read passages on the READ180 Software independently when they make a recording of the passage in the Reading and Success Zones, and in other Success Zone activities. <b><u>Test-Taking Strategies:</u></b> The lessons and practice from</p>

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	the reading test strategies offer students an opportunity to read independently
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	WS-purpose <b>Paperbacks Teaching Resources:</b> Although the teacher directs students to the appropriate level, the students select the Paperbacks of their choice to read to accomplish various purposes, both assigned and self-selected.
<b>Reading Applications: Informational, Technical and Persuasive Text</b>	
1. Analyze the rhetorical devices used in public documents, including state or school policy statements, newspaper editorials and speeches.	WS-rhetorical, devices No match
2. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience.	WS- problem, solution, cause, effect <b>rBook Teaching Guide:</b> 106C, 108-117, 244 <b>rBook Teaching Guide:</b> 162C, 164-173, 195, 244 <b>RDI Book 1- Reading Skills and Strategies:</b> 296, 297, 423 <b>Topic Software Teaching Resources: 1.1:</b> 71-74, 215-216, 287; <b>1.4:</b> 83-86, 221-222, 287; <b>2.2:</b> 91-94, 225-226, 287; <b>3.1:</b> 103-106, 231-232, 287; <b>3.3:</b> 111-114, 235-236, 287; <b>4.1:</b> 119-122, 239-240, 287; <b>5.2:</b> 139-142, 249-250, 287; <b>5.3:</b> 143-146, 251-252, 287; <b>6.1:</b> 151-154, 255-256, 287; <b>6.3:</b> 159-162, 259-260, 287; <b>7.1:</b> 167-170, 263-264, 287; <b>7.3:</b> 175-178, 267-268, 287; <b>7.4:</b> 179-182, 269-270, 287; <b>8.1:</b> 183-186, 271-272, 287; <b>8.2:</b> 187-190, 273-274, 287; <b>8.4:</b> 195-198, 277-278, 287; <b>9.1:</b> 199-202, 279-280, 287; <b>9.3:</b> 207-210, 283-284, 287; <b>9.4:</b> 211-214, 285-286, 287 <b>Audiobook Teaching Resources:</b> Whirligig – 16, 34, 81, 132 (Resources – 60, 61-62, 63-68, 69) <b>Paperbacks Teaching Resources:</b> Rat Attacks (Resources – 105, 106, 135-140, 141) <b>rSkills Test Book:</b> Test 4
3. Analyze and compile information from several sources on a single issue or written by a single author, clarifying ideas and connecting them	WS-sources Evaluate Sources and Evidence <b>RDI Book 1- Reading Skills and Strategies:</b> 323, 441

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to other sources and related topics.	
4. Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.	<p>WS-inferences</p> <p><b>rBook Teaching Guide:</b> 16, 19, 36, 38, 88, 90, 92, 110, 112, 138, 145, 148, 167, 168, 192, 210C, 212-221, 244</p> <p><b>RDI Book 1- Reading Skills and Strategies:</b> 302, 303, 428</p> <p><b>Topic Software Teaching Resources:</b> <b>1.2:</b> 75-78, 217-218, 287; <b>1.4:</b> 83-86, 221-222, 287; <b>2.1:</b> 87-90, 223-224, 287; <b>2.2:</b> 91-94, 225-226, 287; <b>2.4:</b> 99-102, 229-230, 287; <b>3.1:</b> 103-106, 231-232, 287; <b>3.3:</b> 111-114, 235-236, 287; <b>4.2:</b> 123-126, 241-242, 287; <b>4.3:</b> 127-130, 243-244, 287; <b>5.1:</b> 135-138, 247-248, 287; <b>5.3:</b> 143-146, 251-252, 287; <b>5.4:</b> 147-150, 253-254, 287; <b>6.2:</b> 155-158, 257-258, 287; <b>6.3:</b> 159-162, 259-260, 287; <b>7.1:</b> 167-170, 263-264, 287; <b>7.4:</b> 179-182, 269-270, 287; <b>8.4:</b> 195-198, 277-278, 287; <b>9.4:</b> 211-214, 285-286, 287</p> <p><b>Audiobook Teaching Resources:</b> Cleopatra VII – 4, 21,n 60, 125, 175 (Resources – 30, 31-32, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69)</p> <p><b>Paperbacks Teaching Resources:</b> The Skin I'm In (Resources – 89, 90, 135-140, 141); Macbeth (Resources 123, 124, 135-140, 141)</p> <p><b>rSkills Test Book:</b> Test 5</p>
5. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject.	<p>WS-author,</p> <p>Evaluate Author's Purpose <b>RDI Book 1- Reading Skills and Strategies:</b> 325, 443</p> <p>Evaluate Author's Viewpoint <b>RDI Book 1- Reading Skills and Strategies:</b> 324, 442</p>
6. Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.	WS-appeal, arguments, validity
7. Analyze the structure and features of functional and workplace documents, including format, sequence and headers, and how authors use these features to achieve their purposes and to make information accessible and usable.	<p>WS- functional documents, features</p> <p>Read Text Features</p> <p><b>rBook Teaching Guide:</b> 34, 71</p>

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8. Critique functional and workplace documents (e.g., instructions, technical manuals, travel schedules, business memoranda) for sequencing of information and procedures, anticipation of possible reader misunderstandings and visual appeal.	WS-critique documents, instructions, travel schedules, sequencing info Sequence of Events <b>rBook Teaching Guide:</b> 32C, 34-43, 60, 64, 91, 243 Write Instructions <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 140-144
<b>Reading Applications: Literary Text</b>	
1. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions.	WS- character <b>rBook Teaching Guide:</b> 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 148, 149, 245, 246 <b>Audiobook Teaching Resources:</b> Hamlet – 10, 19, 43, 46 (Resources -33, 34-35, 63-68, 69 ); Lord of the Flies – 23, 89, 102, 143 (Resources – 36, 37-38, 63-68, 69); When Zachary Beaver Came to Town – 5, 72, 149, 186 (Resources -57, 58-59, 63-68, 69 ) <b>Paperbacks Teaching Resources:</b> Confessions of a Gym Class Dropout (Resources – 57, 58, 135-140, 141); The Perfect Match (Resources – 65, 66, 135-140, 141); Sunny: Diary Two (Resources -93, 94, 135-140, 141); Slam (Resources – 107, 108, 135-140, 141); Flight to Freedom (Resources – 119, 120, 135-140, 141); The Trouble With Lemons (Resources – 131, 132, 135-140, 141) <b>RDI Book 1- Reading Skills and Strategies:</b> 306, 307, 430, 431 <b>rSkills Test Book:</b> Tests 2, 3, & 5
2. Analyze the historical, social and cultural context of setting.	WS-setting <b>rBook Teaching Guide:</b> 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 149, 245, 246 <b>RDI Book 1- Reading Skills and Strategies:</b> 308, 309, 432, 433 <b>Audiobook Teaching Resources:</b> Night – 2, 34, 62, 84, 91 (Resources – 45, 46-47, 63-68, 69) <b>Paperbacks Teaching Resources:</b> Sweetgrass (Resources -113, 114, 135-140, 141) <b>rSkills Test Book:</b> Tests 2, 3, & 5
3. Explain how voice and narrator	The Following Selected Matches Provide Opportunities

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affect the characterization, plot and credibility.	<p>to Meet this Objective:</p> <p>Write a Book Review <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126 <b><u>Paperbacks Teaching Resources:</u></b> 135</p> <p>Writing an Opinion <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120</p> <p>Write a Realistic Narrative <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 26-30</p> <p>Write a Reader Response <b><u>rBook Teaching Guide:</u></b> 72-77, 248</p> <p>Write a Book Review <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126 <b><u>Paperbacks Teaching Resources:</u></b> 135</p> <p>Write a Business Letter <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 146-150</p> <p>Writing an Opinion <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120</p>
4. Evaluate an author's use of point of view in a literary text.	<p><b><u>WS= point of view</u></b> <b><u>rBook Teaching Guide:</u></b> 60, 134, 223, 246 <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 319</p>
5. Analyze variations of universal themes in literary texts.	<p>The Following Match Provides Opportunities to Meet this Objective:</p> <p>Discussion <b><u>rBook Teaching Guide:</u></b> Shared Reading and Strategic</p>

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	Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
6. Recognize and differentiate characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of theme or topic.	WS- parody, <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 344 Identify Theme <b><u>rBook Teaching Guide:</u></b> 58, 61, 63, 65, 133, 135, 149, 245, 246 <b><u>Audiobook Teaching Resources:</u></b> Lord of the Flies – 23, 89, 102, 143 (Resources – 36, 37-38, 63-68, 69) <b><u>Paperbacks Teaching Resources:</u></b> In Your Face: Poems About Real Life (Resources – 85, 86, 135-140, 141); The Plague (Resources -87, 88, 135-140, 141); Aquamarine (Resources – 87, 88, 135-140, 141)
7. Compare and contrast varying characteristics of American, British, world and multi-cultural literature.	WS- multi-cultural Cultural Perspective Reading Literature & Culture <b><u>rBook Teaching Guide:</u></b> Ambush 60; Amigo Brothers 134; In Their Own Words 214; MTV Unplugged 84; Music Video Producer 102; Names, The 66
8. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis.	WS- tone, figurative language <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 339 <b><u>rBook Teaching Guide:</u></b> 18, 67, 135, 136, 137, 139, 140, 246 <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 338 WS-symbol <b><u>rBook Teaching Guide:</u></b> 246 <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 338
<b>Writing Processes</b>	
<i>Prewriting</i>	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	WS-writing Brainstorm <b><u>rBook Teaching Guide:</u></b> 23, 47, 73, 97, 121, 153, 177, 201, 229
2. Determine the usefulness of and apply appropriate pre-writing tasks	WS-writing Plan

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(e.g., background reading, interviews or surveys).	<b><u>rBook Teaching Guide:</u></b> 24, 48, 74, 98, 122, 154, 178, 202, 230
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	WS-narrative, outline <b><u>rBook Teaching Guide:</u></b> 46-51, 176-177, 228-233, 298 Create an Outline <b><u>Test-Taking Strategies:</u></b> 68-69
4. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience.	WS-plan <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 13 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 13, 170
5. Use organizational strategies (e.g., notes and outlines) to plan writing.	WS- Outline, organizing <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 175-177 Organizing Information <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 13, 175
<i>Drafting, Revising</i>	
6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.	WS- Organizing, <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 13, 175 Extend or write a Story <b><u>Topic Software Teaching Resources:</u></b> 216-220, 226-228, 231, 243-247, 251- 252, 257, 258 <b><u>Audiobook Teaching Resources:</u></b> 28-29, 34, 38, 46, 56, 61 <b><u>Paperbacks Teaching Resources:</u></b> 56, 58, 60, 70, 84, 102, 124
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).	WS- sentence <b><u>rBook Teaching Guide:</u></b> 26, 50, 249 <b><u>RDI Book 2- Writing and Grammar Strategies:</u></b> 234-235
8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of	WS-paragraph <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 44-48, 50-54, 56-60, 62-67, <b><u>Topic Software Teaching Resources:</u></b> 215, 230, 231, 232, 234- 238, 240, 252, 254, 267 <b><u>Audiobook Teaching Resources:</u></b> 34, 40, 43, 56, 58-

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parallel structures.	59, 61-62 <b><u>Paperbacks Teaching Resources:</u></b> 56, 60, 64, 68, 72, 92, 98, 126, 130
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.	WS- verbs, modifiers <b><u>rBook Teaching Guide:</u></b> 100, 124, 249 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 198, 199, 210, 211, 206, 207, 208, 209, 204, 205, 202, 203, 200, 201  <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 51 <b><u>rSkills Test Book:</u></b> Test 3
10. Use available technology to compose text.	WS- Technology Technology Used as a Tool for Instruction The program includes a software and audiobook component which gives students experience with a technology-based reading and instruction.
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.	WS-writing, read, <b><u>rBook Teaching Guide:</u></b> 24, 48, 74, 98, 122, 154, 178, 202, 230 Writing <b><u>rBook Teaching Guide:</u></b> 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-177, 200-205, 228-233, 247, 248, 298 Proofreading <b><u>rBook Teaching Guide:</u></b> 27, 51, 77, 101, 125, 157, 181, 205, 233 Revision/Edit <b><u>rBook Teaching Guide:</u></b> 25, 49, 75, 99, 123, 155, 179, 203, 231
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts.	WS-details Character Details <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 49 Clarify <b><u>rBook Teaching Guide:</u></b> 14, 67, 84, 112, 140, 146, 192, 212 Revision/Edit <b><u>rBook Teaching Guide:</u></b> 25, 49, 75, 99, 123, 155, 179,

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	203, 231
13. Rearrange words, sentences and paragraphs and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes.	<p>WS-sentences,  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 44-48, 50-54, 56-60, 62-67,  <b><u>Topic Software Teaching Resources:</u></b> 215, 230, 231, 232, 234- 238, 240, 252, 254, 267  <b><u>Audiobook Teaching Resources:</u></b> 34, 40, 43, 56, 58-59, 61-62  <b><u>Paperbacks Teaching Resources:</u></b> 56, 60, 64, 68, 72, 92, 98, 126, 130            Correct Word Order  <b><u>rBook Teaching Guide:</u></b> 190, 193  <b><u>rSkills Test Book:</u></b> Test 2</p>
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.	<p>WS-reference, dictionary            Write a Dictionary Entry  <b><u>Topic Software Teaching Resources:</u></b> 238</p>
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.	<p>WS-proofread  <b><u>rBook Teaching Guide:</u></b> 27, 51, 77, 101, 125, 157, 181, 205, 233  <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 204  <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 246-253  <b><u>Topic Software Teaching Resources:</u></b> All lessons practice spelling and proofreading skills, which are a principal objective of the software component.  <b><u>Test-Taking Strategies Book:</u></b> Students are taught to identify writing prompts, organize thoughts, generate an outline, understand evaluation criteria, and review/revise writing to improve it.</p>
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	<p>WS- rubric, checklist            Assessment Rubrics for Writing  <b><u>rBook Teaching Guide:</u></b> 25, 49, 75, 99, 123, 155, 179, 203, 231  <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 264-269  <b><u>Topic Software Teaching Resources:</u></b> 290  <b><u>Test-Taking Strategies Book:</u></b> 132</p>

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	<p>Writer's Checklist</p> <p><b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 263</p>
<i>Publishing</i>	
<p>17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.</p>	<p>WS- prepare for publication, Chart, Final Chart making</p> <p><b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 48</p> <p>Final Projects</p> <p><b><u>Audiobook Teaching Resources:</u></b> 63-68</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 135-140</p>
<b>Writing Applications</b>	
1. Write reflective compositions that:	
a. use personal experiences as a basis for reflection on some aspect of life;	<p>WS-personal, Write a Personal Narrative</p> <p><b><u>rBook Teaching Guide:</u></b> 228</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126</p> <p>Write a Reflective Essay</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 62-67</p>
b. draw abstract comparisons between specific incidents and abstract concepts;	<p>WS-compare</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 56-60</p> <p>Write a Comparison</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 56-60</p>
c. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and	<p>WS-personal</p> <p>Write a Personal Essay</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 38-43</p>
d. move from specific examples to generalizations about life.	<p>WS-specific, general</p>
2. Write responses to literature that:	<p>WS-respon</p> <p>Respond to Ideas and Issues</p> <p>Each reading component gives student's an opportunity</p>

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	<p>to respond to what they have read through QuickWrites and Comprehension Graphic Organizers.</p> <p><b><u>Topic Software Teaching Resources:</u></b> 285</p> <p><b><u>Audiobook Teaching Resources:</u></b> 29-32, 37, 41, 49-50, 52, 58- 59, 62</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 56, 66, 72, 74. 84, 86, 88, 92, 102, 116, 124, 132</p>
<p>a. advance a judgment that is interpretative, analytical, evaluative or reflective;</p>	<p>WS-judgement, interpretative, analytical, evaluative, reflective</p> <p>Analytical reasoning</p> <p>The <i>READ180</i> Software, Audiobooks, and Paperbacks program components provide reading instruction activities that practice inductive and deductive reasoning skills in a variety of complex oral, written, and visual texts.</p> <p>Write a Reflective Essay</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 62-67</p>
<p>b. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors;</p>	<p>WS-support, key ideas, viewpoints</p> <p>Support Judgments</p> <p><b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 326, 444</p> <p>Evaluate Author's Viewpoint</p> <p><b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 324, 442</p>
<p>c. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create;</p>	<p>WS-Author, stylistic devices</p> <p>Poetic Devices</p> <p><b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 342</p> <p>Evaluate Author's Purpose</p> <p><b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 325, 443</p>
<p>d. identify and assess the impact of possible ambiguities, nuances and complexities within text;</p>	<p>WS- ambiguities, nuance,</p>
<p>e. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and</p>	<p>WS-anticipate, questions, interpretation</p> <p>Generate Questions</p> <p><b><u>rBook Teaching Guide:</u></b> 10, 12, 14, 16, 34, 36, 38, 40, 58, 84, 86, 90, 108, 110, 114, 166, 170, 172, 188, 192, 194, 214</p> <p>Question the Text</p> <p>Each of the reading components teach self-monitoring</p>

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	<p>strategies such as summarizing, slowing the reading rate during difficult passages, asking questions, rereading, etc.</p> <p><b><u>rBook Teaching Guide:</u></b> 38, 42, 84, 93, 111, 117, 164, 197, 223</p> <p><b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 317</p>
f. provide a sense of closure to the writing.	WS-closure
3. Write functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals) that:	
a. report, organize and convey information accurately;	<p>WS=functional, resumes, memo, letter</p> <p>Write a Business Letter</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 146-150</p> <p>Write a Letter or Thank-You Note</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 146-150</p> <p><b><u>Topic Software Teaching Resources:</u></b> 234, 273, 279-280</p> <p><b><u>Audiobook Teaching Resources:</u></b> 29, 31, 37, 41, 46, 49-50</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 102, 136</p>
b. use formatting techniques that make a document user-friendly; and	<p>WS=functional, resumes, memo, letter</p> <p>Write a Business Letter</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 146-150</p> <p>Write a Letter or Thank-You Note</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 146-150</p> <p><b><u>Topic Software Teaching Resources:</u></b> 234, 273, 279-280</p> <p><b><u>Audiobook Teaching Resources:</u></b> 29, 31, 37, 41, 46, 49-50</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 102, 136</p>
c. anticipate readers' problems, mistakes and misunderstandings.	<p>WS=functional, resumes, memo, letter</p> <p>Write a Business Letter</p>

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	<p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 146-150 Write a Letter or Thank-You Note</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 146-150</p> <p><b><u>Topic Software Teaching Resources:</u></b> 234, 273, 279-280</p> <p><b><u>Audiobook Teaching Resources:</u></b> 29, 31, 37, 41, 46, 49-50</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 102, 136</p>
4. Write informational essays or reports, including research, that:	
a. develop a controlling idea that conveys a perspective on the subject;	<p>WS- perspective Write an Informative Essay</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115</p> <p>Write a Report</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p>
b. create an organizing structure appropriate to purpose, audience and context;	<p>WS-organize Write an Informative Essay</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115</p> <p>Write a Report</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p>
c. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources;	<p>WS- relevant perspectives, validity, reliability, sources Write an Informative Essay</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115</p> <p>Write a Report</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p>
d. make distinctions about the relative value and significance of specific	<p>WS-make distinctions, relative value Write an Informative Essay</p>

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data, facts and ideas;	<p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115</p> <p>Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p>
e. anticipate and address a reader's potential biases, misunderstandings and expectations; and	<p>WS-reader bias Write an Informative Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115</p> <p>Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p>
f. provide a sense of closure to the writing.	<p>WS-closure Write an Informative Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115</p> <p>Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p>
5. Write persuasive compositions that:	
a. articulate a clear position;	<p>Write a Persuasive Essay <b><u>rBook Teaching Guide:</u></b> 120-125, 247 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p> <p>Write a Persuasive Speech <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139 <b><u>Topic Software Teaching Resources:</u></b> 225 <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write a Persuasive Speech <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139 <b><u>Topic Software Teaching Resources:</u></b> 225</p>

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b. support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; and	<p>Write a Persuasive Essay <b><u>rBook Teaching Guide:</u></b> 120-125, 247 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p> <p>Write a Persuasive Speech <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139 <b><u>Topic Software Teaching Resources:</u></b> 225 <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write a Persuasive Speech <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139 <b><u>Topic Software Teaching Resources:</u></b> 225 <b><u>Audiobook Teaching Resources:</u></b> 28</p>
c. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning).	<p>Write a Persuasive Essay <b><u>rBook Teaching Guide:</u></b> 120-125, 247 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p> <p>Write a Persuasive Speech <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139 <b><u>Topic Software Teaching Resources:</u></b> 225 <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write a Persuasive Speech <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139 <b><u>Topic Software Teaching Resources:</u></b> 225 <b><u>Audiobook Teaching Resources:</u></b> 28</p>
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.	<p>WS- journals,notes,poeems Write a Brief message, Note, E-mail, Telegraph <b><u>Topic Software Teaching Resources:</u></b> 229, 254, 259, 260 <b><u>Audiobook Teaching Resources:</u></b> 32, 41, 52, 55, 58 <b><u>Paperbacks Teaching Resources:</u></b> 64, 68, 76, 78, 94, 96, 100, 102, 114, 116, 120, 122, 134</p>

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	<p>Write a Diary Entry, Journal Entry, Log Entry  <b><u>Topic Software Teaching Resources:</u></b> 224  <b><u>Audiobook Teaching Resources:</u></b> 38  <b><u>Paperbacks Teaching Resources:</u></b> 90, 120, 130, 141, 145, 146            Write a Poem  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 164-168  <b><u>Topic Software Teaching Resources:</u></b> 231, 232  <b><u>Paperbacks Teaching Resources:</u></b> 86</p>
<b>Writing Conventions</b>	
<i>Spelling</i>	
1. Use correct spelling conventions.	<p>WS-spelling  <b>Applying Spelling Skills</b>            Proofreading  <b><u>rBook Teaching Guide:</u></b> 27, 51, 77, 101, 125, 157, 181, 205, 233  <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 204  <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 246-253  <b><u>Topic Software Teaching Resources:</u></b> All lessons practice spelling and proofreading skills, which are a principal objective of the software component.  <b><u>Test-Taking Strategies Book:</u></b> Students are taught to identify writing prompts, organize thoughts, generate an outline, understand evaluation criteria, and review/revise writing to improve it</p>
<i>Punctuation and Capitalization</i>	
2. Use correct capitalization and punctuation.	<p>WS-punctuation, capitalization            Capitalization  <b><u>rBook Teaching Guide:</u></b> 51, 250  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 186, 187, 194, 195  <b><u>rSkills Test Book:</u></b> Test 1</p>
<i>Grammar and Usage</i>	
3. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns).	<p>WS-grammar, verb tenses, parallel structure, pronouns            General Grammar Instruction</p>

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	<p><b><u>rBook Teaching Guide:</u></b> T64, 249  <b><u>rBook Teaching Guide:</u></b> 100, 249  <b><u>rSkills Test Book:</u></b> Test 2  <b><u>rBook Teaching Guide:</u></b> 180, 250</p>
<b>Research</b>	
<p>1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.</p>	<p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>
<p>2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).</p>	<p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>
<p>3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).</p>	<p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>
<p>4. Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes.</p>	<p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>
<p>5. Integrate quotations and citations into written text to maintain a flow of ideas.</p>	<p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>

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6. Use style guides to produce oral and written reports that give proper credit for sources and include appropriate in-text documentation, notes and an acceptable format for source acknowledgement.	The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.
7. Use a variety of communication techniques including oral, visual, written or multimedia report to present information that supports a clear position about the topic or research question and defend the credibility and validity of the information presented.	The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.
<b>Communication: Oral and Visual</b>	
<i>Listening and Viewing</i>	
1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace).	<p>WS-listening, strategies, The Following Selected Matches Support this Objective:</p> <p>Apply listening skills as individuals and members of groups in a variety of settings <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 21, 22, 23, 25, 27, 30, 31, 32, 34, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 48, 49, 50, 54, 55, 56, 57, 59, 61, 62, 64, 65, 68, 69</p> <p>Listening <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 24, 25, 29, 30, 36, 42, 44, 48, 49, 55, 56, 65</p> <p>Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p> <p>Write an Opinion with Reasons <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120 <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239,</p>

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	<p>248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a News Article  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 86-90  <b><u>Topic Software Teaching Resources:</u></b> 220  <b><u>Audiobook Teaching Resources:</u></b> 53  <b><u>Paperbacks Teaching Resources:</u></b> 100, 104, 106, 118, 130, 137</p> <p>Write a Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 128-132  <b><u>Topic Software Teaching Resources:</u></b> 219, 260  <b><u>Audiobook Teaching Resources:</u></b> 28, 34, 56, 68</p> <p>Write a Review  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126  <b><u>Topic Software Teaching Resources:</u></b> 234</p> <p>Write an Informative Article  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 92-96  <b><u>Topic Software Teaching Resources:</u></b> 255</p>
<p>2. Analyze types of arguments used by the speaker, such as causation, analogy and logic.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Essay  <b><u>rBook Teaching Guide:</u></b> 120-125, 247  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139</p>

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	<p><b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>  116-120  <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Review  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>  122-126  <b><u>Topic Software Teaching Resources:</u></b> 234</p>
<p>3. Critique the clarity, effectiveness and overall coherence of a speaker's key points.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Essay  <b><u>rBook Teaching Guide:</u></b> 120-125, 247  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>  134-138</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>  134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>  116-120  <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Review</p>

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	<p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126</p> <p><b><u>Topic Software Teaching Resources:</u></b> 234</p>
<p>4. Evaluate how language choice, diction, syntax and delivery style (e.g., repetition, appeal to emotion, eye contact) affect the mood and tone and impact the audience.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Essay <b><u>rBook Teaching Guide:</u></b> 120-125, 247 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p> <p>Write a Persuasive Speech <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139 <b><u>Topic Software Teaching Resources:</u></b> 225 <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write an Opinion with Reasons <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120 <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <b><u>Audiobook Teaching Resources:</u></b> 47 <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Review <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126 <b><u>Topic Software Teaching Resources:</u></b> 234</p>
<i>Speaking Skills and Strategies</i>	
<p>5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Essay <b><u>rBook Teaching Guide:</u></b> 120-125, 247 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p>

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	<p>Write a Persuasive Speech  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            134-139  <u><b>Topic Software Teaching Resources:</b></u> 225  <u><b>Audiobook Teaching Resources:</b></u> 28</p> <p>Write an Opinion with Reasons  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            116-120  <u><b>Topic Software Teaching Resources:</b></u> 222, 230, 239,            248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <u><b>Audiobook Teaching Resources:</b></u> 47  <u><b>Paperbacks Teaching Resources:</b></u> 84, 98, 102, 128</p> <p>Write a Review  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            122-126  <u><b>Topic Software Teaching Resources:</b></u> 234</p>
6. Adjust volume, tempo, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Opinion with Reasons  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            116-120  <u><b>Topic Software Teaching Resources:</b></u> 222, 230, 239,            248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <u><b>Audiobook Teaching Resources:</b></u> 47  <u><b>Paperbacks Teaching Resources:</b></u> 84, 98, 102, 128</p> <p>Write a Review  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            122-126  <u><b>Topic Software Teaching Resources:</b></u> 234</p> <p>Write a Persuasive Essay  <u><b>rBook Teaching Guide:</b></u> 120-125, 247  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            134-138</p>

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	<p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p>
7. Vary language choices as appropriate to the context of the speech.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Essay  <b><u>rBook Teaching Guide:</u></b> 120-125, 247  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            134-138</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            116-120  <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Review  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            122-126  <b><u>Topic Software Teaching Resources:</u></b> 234</p>
<i>Speaking Applications</i>	
8. Deliver informational presentations (e.g., expository, research) that:	
a. present a clear and distinctive perspective on the subject;	The Following Selected Matches Provide Opportunities to Meet this Objective:

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	<p>Write an Informative Article  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 92-96  <u><b>Topic Software Teaching Resources:</b></u> 255</p> <p>Write an Opinion with Reasons  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 116-120  <u><b>Topic Software Teaching Resources:</b></u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <u><b>Audiobook Teaching Resources:</b></u> 47  <u><b>Paperbacks Teaching Resources:</b></u> 84, 98, 102, 128</p> <p>Write a Review  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 122-126  <u><b>Topic Software Teaching Resources:</b></u> 234</p> <p>Write an Informative Essay  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 110-115</p> <p>Write a Report  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 104-108</p>
<p>b. present events or ideas in a logical sequence;</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Report  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 104-108</p> <p>Write a Review  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 122-126  <u><b>Topic Software Teaching Resources:</b></u> 234</p> <p>Write an Informative Essay</p>

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	<p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115</p> <p>Write a Informative Article <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 92-96 <b><u>Topic Software Teaching Resources:</u></b> 255</p> <p>Write an Opinion with Reasons <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120 <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <b><u>Audiobook Teaching Resources:</u></b> 47 <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p>
c. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Informative Article <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 92-96 <b><u>Topic Software Teaching Resources:</u></b> 255</p> <p>Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p> <p>Write an Opinion with Reasons <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120 <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <b><u>Audiobook Teaching Resources:</u></b> 47 <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Review <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126</p>

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	<p><b><u>Topic Software Teaching Resources:</u></b> 234</p> <p>Write an Informative Essay  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            110-115</p>
<p>d. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Review  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            122-126  <b><u>Topic Software Teaching Resources:</u></b> 234</p> <p>Write an Informative Essay  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            110-115</p> <p>Write a Informative Article  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 92-96  <b><u>Topic Software Teaching Resources:</u></b> 255</p> <p>Write a Report  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            104-108</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            116-120  <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p>
<p>e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Informative Article  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 92-</p>

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	<p>96  <u><b>Topic Software Teaching Resources:</b></u> 255</p> <p>Write an Opinion with Reasons  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            116-120  <u><b>Topic Software Teaching Resources:</b></u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <u><b>Audiobook Teaching Resources:</b></u> 47  <u><b>Paperbacks Teaching Resources:</b></u> 84, 98, 102, 128</p> <p>Write a Review  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            122-126  <u><b>Topic Software Teaching Resources:</b></u> 234</p> <p>Write a Report  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            104-108</p> <p>Write an Informative Essay  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            110-115</p>
<p>f. draw from and cite multiple sources, including both primary and secondary sources, and consider the validity and reliability of sources.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Informative Article  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 92-96  <u><b>Topic Software Teaching Resources:</b></u> 255</p> <p>Write an Opinion with Reasons  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            116-120  <u><b>Topic Software Teaching Resources:</b></u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <u><b>Audiobook Teaching Resources:</b></u> 47  <u><b>Paperbacks Teaching Resources:</b></u> 84, 98, 102, 128</p>

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	<p>Write a Review <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126 <b><u>Topic Software Teaching Resources:</u></b> 234</p> <p>Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p> <p>Write an Informative Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115</p>
<p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Review <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126 <b><u>Topic Software Teaching Resources:</u></b> 234</p> <p>Write an Informative Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115</p> <p>Write a Informative Article <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 92-96 <b><u>Topic Software Teaching Resources:</u></b> 255</p> <p>Write an Opinion with Reasons <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120 <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <b><u>Audiobook Teaching Resources:</u></b> 47 <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p>
<p>10. Deliver persuasive presentations</p>	

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that:	
a. establish and develop a logical and controlled argument;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Speech  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            134-139  <u><b>Topic Software Teaching Resources:</b></u> 225  <u><b>Audiobook Teaching Resources:</b></u> 28</p> <p>Write an Opinion with Reasons  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            116-120  <u><b>Topic Software Teaching Resources:</b></u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <u><b>Audiobook Teaching Resources:</b></u> 47  <u><b>Paperbacks Teaching Resources:</b></u> 84, 98, 102, 128</p> <p>Write a Persuasive Essay  <u><b>rBook Teaching Guide:</b></u> 120-125, 247  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            134-138</p>
b. include relevant evidence, differentiating between evidence and opinion, to support position and to address counter-arguments or listener biases;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Speech  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            134-139  <u><b>Topic Software Teaching Resources:</b></u> 225  <u><b>Audiobook Teaching Resources:</b></u> 28</p> <p>Write an Opinion with Reasons  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            116-120  <u><b>Topic Software Teaching Resources:</b></u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <u><b>Audiobook Teaching Resources:</b></u> 47  <u><b>Paperbacks Teaching Resources:</b></u> 84, 98, 102, 128</p>

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	<p>Write a Persuasive Essay  <b><u>rBook Teaching Guide:</u></b> 120-125, 247  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            134-138</p>
<p>c. use persuasive strategies such as rhetorical devices; anecdotes and appeals to emotion, authority, reason, pathos and logic;</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            116-120  <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Persuasive Essay  <b><u>rBook Teaching Guide:</u></b> 120-125, 247  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            134-138</p>
<p>d. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>            116-120</p>

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	<p><b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286</p> <p><b><u>Audiobook Teaching Resources:</u></b> 47</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Persuasive Essay</p> <p><b><u>rBook Teaching Guide:</u></b> 120-125, 247</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p>
<p>e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Speech</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139</p> <p><b><u>Topic Software Teaching Resources:</u></b> 225</p> <p><b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write an Opinion with Reasons</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120</p> <p><b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286</p> <p><b><u>Audiobook Teaching Resources:</u></b> 47</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Persuasive Essay</p> <p><b><u>rBook Teaching Guide:</u></b> 120-125, 247</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p>