

Scholastic's Read 180, Stage C
Correlated to the
Oklahoma Priority Academic Student Skills Language Arts
Grade 9

Oklahoma Academic Student Skills	Scholastic's Read 180, Stage C
<p>Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a variety of texts Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.</p>	
<p>Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.</p>	
<p>1. Apply a knowledge of Greek (e.g., tele/phone. micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.</p>	<p>Prefixes <u>RDI Book 1 – Reading Skills and Strategies:</u> 134 <u>Topic Software Teaching Resources:</u> 1.1 Level 3; 1.2 Level 3; 2.2 Level 3; 2.3 Level 2; 2.4 Level 3 & 4; 4.2 Level 3; 4.4 Level 3; 6.1 Level 2; 6.2 Level 3 & 4; 6.3 Level 3; 6.4 Level 2, 3 & 4; 7.1 Level 3; 7.2 Level 3; 8.4 Level 2 & 4 <u>rSkills Test Book:</u> Tests 1& 3</p> <p>Word Roots <u>rBook Teaching Guide:</u> 174 <u>RDI Book 1 – Reading Skills and Strategies:</u> 134, 266, 268 <u>Topic Software Teaching Resources:</u> 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 <u>rSkills Test Book:</u> Tests 4 & 5</p> <p>Suffixes <u>RDI Book 1 – Reading Skills and Strategies:</u> 134 <u>Topic Software Teaching Resources:</u> 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 & 4; 3.4 Level 3 & 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 & 4; 7.3 Level 3; 8.2 Level 2 & 3; 9.1 Level 3; 9.2 Level 2 & 3; 9.4 Level 2 & 4 <u>rSkills Test Book:</u> Tests 1 & 2</p>
<p>2. Use word meanings within the appropriate context and verify those meanings by definition, restatement, example, and analogy.</p>	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Context Clues <u>rBook Teaching Guide:</u> 171, 198 <u>RDI Book 1 – Reading Skills and Strategies:</u> 238, 254, 264 <u>rSkills Test Book:</u> Tests 4 & 5</p>
<p>3. Expand vocabulary through wide reading, listening, and discussing.</p>	<p>Selected Examples Include:</p>

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	<p>Understand Vocabulary <u>rBook Teaching Guide:</u> 20, 44, 70, 94, 118, 150, 174, 198, 226 <u>RDI Book 1-Reading Skills and Strategies:</u> Each lesson includes a vocabulary and word study section, which allows students to identify and build vocabulary. <u>Topic Software Teaching Resources:</u> Each segment of the READ180 Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words. <u>Audiobooks Teaching Resources:</u> As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p> <p>Academic Language Building <u>rBook Teaching Guide:</u> 8D, 32D, 56D, 56F, 82D, 106D, 130D, 130F, 162D, 186D, 210D, 244, T56</p> <p>The Read180 Audiobooks are authentic literature titles accompanied by audiocassettes that provide opportunities for students to read to accomplish various purposes, both assigned and self-selected. 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>4. Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.</p>	
<p>5. Identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotations and denotations.</p>	<p>Synonyms <u>rBook Teaching Guide:</u> 44, 174 <u>RDI Book 3-Strategies for English Language Learners:</u> 246 <u>rSkills Test Book:</u> Test 1</p> <p>Antonyms <u>rBook Teaching Guide:</u> 44, 94 <u>RDI Book 1 – Reading Skills and Strategies:</u> 248 <u>rSkills Test Book:</u> Test 1</p>

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	Denotation/Connotation <u>RDI Book 1 – Reading Skills and Strategies:</u> 250
Standard 2: Comprehension: The student will interact with the words to construct an appropriate meaning. Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate author's argument and positions. At Grade 9, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.	
1. Literal Understanding	
a. Examine the structures and format of functional workplace documents, including graphics and headers, and explain how authors use the features to achieve their purpose.	The Following Provides Opportunities to Meet this Objective: Read Science and Social Studies <u>rBook Teaching Guide:</u> Prepared for Small Pox 34; Killer Without a Cure 36; Black Death, The 40; Rockers, Rappers, and Freedom of Speech 90; Super Mouse 164; Life With a Half Brain 166; Human Brain, The 170; Youth Crime...Adult Time 194; In Their Own Words 214 <u>RDI Book 1- Reading Skills and Strategies:</u> 346, 347, 348, 350, 352, 355, 356, 357, 358, 361, 380, 383, 389, 395, 399, 401, 413
b. Draw upon own background to provide connections to text.	The Following Provides Opportunities to Meet this Objective: Discussion <u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.
c. Monitor reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning.	Each of the reading components teach self-monitoring strategies such as summarizing, slowing the reading rate during difficult passages, asking questions, rereading, etc. See, for example: Question the Text <u>rBook Teaching Guide:</u> 38, 42, 84, 93, 111, 117, 164, 197, 223 <u>RDI Book 1- Reading Skills and Strategies:</u> 317 Reread <u>rBook Teaching Guide:</u> 67, 140, 146, 151, 191, 196, 220
d. Recognize text structures such as compare and contrast, cause and effect, and chronological ordering.	Selected Examples Include: Sequence of Events

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	<p><u>rBook Teaching Guide:</u> 32C, 34-43, 60, 64, 91, 243 <u>RDI Book 1- Reading Skills and Strategies:</u> 290, 291, 419 <u>Topic Software Teaching Resources:</u> 1.3: 79-82, 219-220, 287; 2.1: 87-90, 223-224, 287; 2.3: 95-98, 227-228, 287; 3.2: 107-110, 233-234, 287; 3.3: 111-114, 235-236, 287; 4.1: 119-122, 239-240, 287; 5.1: 135-138, 247-248, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.4: 195-198, 277-278, 287; 9.2: 203-206, 281-282, 287; 9.4: 211-214, 285-286, 287 <u>Paperbacks Teaching Resources:</u> The Big Bug (Resources – 55, 56, 135-140, 141); Dangerous Game (Resources – 75, 76, 135-140, 141); Emma (Resources – 99, 100, 135-140, 141); The Greatest: Muhammad Ali (Resources – 121, 122, 135-140, 141) <u>Audiobook Teaching Resources:</u> Out of War – 22, 77, 108, 125, 127 (Resources – 48, 49-50, 63-68, 69); Whirligig – 16, 34, 81, 132 (Resources – 60, 61-62, 63-68, 69) <u>rSkills Test Book:</u> Test 1 & 2</p>
	<p>Compare and Contrast <u>rBook Teaching Guide:</u> 186C, 188-197, 219, 244 <u>RDI Book 1- Reading Skills and Strategies:</u> 298, 299, 424, 425 <u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 3.2: 107-110, 233-234, 287; 3.4: 115-118, 237-238, 287; 6.4: 163-166, 261-262, 287; 7.2: 171-174, 265-266, 287; 8.1: 183-186, 271-272, 287; 9.1: 199-202, 279-280, 287; 9.3: 207-210, 283-284, 287 <u>Audiobook Teaching Resources:</u> 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) <u>Paperbacks Teaching Resources:</u> Gym Rats: True Stories About Punching, Pedaling, and Powerlifting (Resources – 59, 60, 135-140, 141); Forged by Fire (Resources 101, 102, 135-140, 141) <u>rSkills Test Book:</u> Tests 4 & 5</p>
	<p>Cause and Effect <u>rBook Teaching Guide:</u> 162C, 164-173, 195, 244 <u>RDI Book 1- Reading Skills and Strategies:</u> 296, 297, 423 <u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 1.4: 83-86, 221-222, 287; 2.2: 91-94, 225-226, 287; 3.1: 103-106, 231-232, 287; 3.3: 111-114, 235-236, 287; 4.1: 119-122, 239-240, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 6.1: 151-154, 255-256, 287; 6.3: 159-162, 259-260, 287; 7.1: 167-170, 263-264, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.1:</p>

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	<p>183-186, 271-272, 287; 8.2: 187-190, 273-274, 287; 8.4: 195-198, 277-278, 287; 9.1: 199-202, 279-280, 287; 9.3: 207-210, 283-284, 287; 9.4: 211-214, 285-286, 287</p> <p><u>Audiobook Teaching Resources:</u> Whirligig – 16, 34, 81, 132 (Resources – 60, 61-62, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> Rat Attacks (Resources – 105, 106, 135-140, 141)</p> <p><u>rSkills Test Book:</u> Test 4</p>
e. Use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Read Science and Social Studies</p> <p><u>rBook Teaching Guide:</u> Prepared for Small Pox 34; Killer Without a Cure 36; Black Death, The 40; Rockers, Rappers, and Freedom of Speech 90; Super Mouse 164; Life With a Half Brain 166; Human Brain, The 170; Youth Crime...Adult Time 194; In Their Own Words 214</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> 346, 347, 348, 350, 352, 355, 356, 357, 358, 361, 380, 383, 389, 395, 399, 401, 413</p>
2. Inferences and Interpretation	
a. Analyze characteristics of text, including its structure, word choice, and intended audience.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Discussion</p> <p><u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text.</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p>
b. Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.	<p>Draw Conclusions</p> <p><u>rBook Teaching Guide:</u> 12, 34, 192, 219</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> 304, 305, 429</p> <p><u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 1.3: 79-82, 219-220, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 287; 3.2: 107-110, 233-234, 287; 3.4: 115-118, 237-238, 287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 6.1: 151-154, 255-256, 287; 6.2: 155-158, 257-258, 287; 7.1: 167-170, 263-264, 287; 7.3: 175-178, 267-268, 287; 8.2: 187-190, 273-274, 287; 8.3: 191-194, 275-276, 287; 9.1: 199-202, 279-280, 287; 9.2: 203-206, 281-282, 287</p>

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	<p><u>Paperbacks Teaching Resources:</u> Hot Tracks: Careers in the Music Business (Resources – 81, 82, 135-140, 141); Stick and Whittle (Resources – 109, 110, 135-140, 141); Super Jobs in Comic Books (111, 112, 135-40, 141)</p> <p><u>Audiobook Teaching Resources:</u> 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>Make Inferences</p> <p><u>rBook Teaching Guide:</u> 16, 19, 36, 38, 88, 90, 92, 110, 112, 138, 145, 148, 167, 168, 192, 210C, 212-221, 244</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> 302, 303, 428</p> <p><u>Topic Software Teaching Resources:</u> 1.2: 75-78, 217-218, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 287; 2.2: 91-94, 225-226, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.3: 111-114, 235-236, 287; 4.2: 123-126, 241-242, 287; 4.3: 127-130, 243-244, 287; 5.1: 135-138, 247-248, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.2: 155-158, 257-258, 287; 6.3: 159-162, 259-260, 287; 7.1: 167-170, 263-264, 287; 7.4: 179-182, 269-270, 287; 8.4: 195-198, 277-278, 287; 9.4: 211-214, 285-286, 287</p> <p><u>Audiobook Teaching Resources:</u> 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><u>Paperbacks Teaching Resources:</u> The Skin I’m In (Resources – 89, 90, 135-140, 141); Macbeth (Resources 123, 124, 135-140, 141)</p> <p><u>rSkills Test Book:</u> Test 5</p> <p>Predicting</p> <p><u>rBook Teaching Guide:</u> 61, 67, 114, 143, 168</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> 318, 438</p> <p><u>Paperbacks Teaching Resources:</u> War of the Worlds (Resources – 69, 70, 135-140, 141); Driver’s Ed (Resources, 97, 98, 135-140, 141); Romiette and Julio (Resources – 127, 128, 135-140, 141)</p>
c. Recognize influences on a reader’s response to a text (e.g., personal experience and values; perspective shapes by age, gender, class, or nationality).	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Discussion</p> <p><u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text.</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the</p>

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	<i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.
3. Summary and Generalization	
a. Identify the main idea and supporting details by producing summaries of text.	<p>Read for Detail <u>rBook Teaching Guide:</u> 17, 63 <u>RDI Book 1- Reading Skills and Strategies:</u> 288, 289, 418 <u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 2.1: 87-90, 223-224, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.3: 111-114, 235-236, 287; 3.4: 115-118, 237-238, 287; 4.2: 123-126, 241-242, 287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.2: 155-158, 257-258, 287; 6.4: 163-166, 261-262, 287; 7.1: 167-170, 263-264, 287; 7.2: 171-174, 265-266, 287; 7.4: 179-182, 269-270, 287; 8.1: 183-186, 271-272, 287; 8.3: 191-194, 275-276, 287; 9.2: 203-206, 281-282, 287; 9.3: 207-210, 283-284, 287; 9.4: 211-214, 285-286, 287 <u>Paperbacks Teaching Resources:</u> The Odyssey (Resources – 63, 64, 135-140, 141); Stargirl (Resources – 91, 92, 135-140, 141) <u>rSkills Test Book:</u> Test 1 & 2</p> <p>Main Idea <u>rBook Teaching Guide:</u> 8C, 10-19, 41, 243 <u>RDI Book 1- Reading Skills and Strategies:</u> 292, 293, 420, 421 <u>Topic Software Teaching Resources:</u> 1.2: 75-78, 217-218, 287; 2.2: 91-94, 225-226, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.4: 115-118, 237-238, 287; 4.1: 119-122, 239-240, 287; 4.2: 123-126, 241-242, 287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.4: 147-150, 253-254, 287; 6.1: 151-154, 255-256, 287; 6.3: 159-162, 259-260, 287; 6.4: 163-166, 261-262, 287; 7.1: 167-170, 263-264, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 8.2: 187-190, 273-274, 287; 9.1: 199-202, 279-280, 287; 9.2: 203-206, 281-282, 287 <u>Paperbacks Teaching Resources:</u> NASCAR: Behind the Wheel and Behind the Scenes (Resources – 61, 62, 135-140, 141); Black Diamond: The Story of the Negro Baseball League (Resources – 117, 118, 135-140, 141) <u>rSkills Test Book:</u> Test 1 & 2</p>
b. Use text features and elements to support inferences and generalizations	The Following Support this Objective:

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about information.	<p>Draw Conclusions <u>rBook Teaching Guide:</u> 12, 34, 192, 219 <u>RDI Book 1- Reading Skills and Strategies:</u> 304, 305, 429 <u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 1.3: 79-82, 219-220, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 287; 3.2: 107-110, 233-234, 287; 3.4: 115-118, 237-238, 287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 6.1: 151-154, 255-256, 287; 6.2: 155-158, 257-258, 287; 7.1: 167-170, 263-264, 287; 7.3: 175-178, 267-268, 287; 8.2: 187-190, 273-274, 287; 8.3: 191-194, 275-276, 287; 9.1: 199-202, 279-280, 287; 9.2: 203-206, 281-282, 287 <u>Paperbacks Teaching Resources:</u> Hot Tracks: Careers in the Music Business (Resources – 81, 82, 135-140, 141); Stick and Whittle (Resources – 109, 110, 135-140, 141); Super Jobs in Comic Books (111, 112, 135-40, 141) <u>Audiobook Teaching Resources:</u> 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>Make Inferences <u>rBook Teaching Guide:</u> 16, 19, 36, 38, 88, 90, 92, 110, 112, 138, 145, 148, 167, 168, 192, 210C, 212-221, 244 <u>RDI Book 1- Reading Skills and Strategies:</u> 302, 303, 428 <u>Topic Software Teaching Resources:</u> 1.2: 75-78, 217-218, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 287; 2.2: 91-94, 225-226, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.3: 111-114, 235-236, 287; 4.2: 123-126, 241-242, 287; 4.3: 127-130, 243-244, 287; 5.1: 135-138, 247-248, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.2: 155-158, 257-258, 287; 6.3: 159-162, 259-260, 287; 7.1: 167-170, 263-264, 287; 7.4: 179-182, 269-270, 287; 8.4: 195-198, 277-278, 287; 9.4: 211-214, 285-286, 287 <u>Audiobook Teaching Resources:</u> 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) <u>Paperbacks Teaching Resources:</u> The Skin I’m In (Resources – 89, 90, 135-140, 141); Macbeth (Resources 123, 124, 135-140, 141) <u>rSkills Test Book:</u> Test 5</p>
c. Summarize and paraphrase	Summarize

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complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.	<p><u>rBook Teaching Guide:</u> 12, 18, 82C, 84-93, 115, 168, 171, 191, 194, 223, 243</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> 294, 295, 422</p> <p><u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 1.3: 79-82, 219-220, 287; 1.4: 83-86, 221-222, 287; 3.1: 103-106, 231-232, 287; 4.1: 119-122, 239-240, 287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.1: 135-138, 247-248, 287; 6.2: 155-158, 257-258, 287; 6.4: 163-166, 261-262, 287; 7.3: 175-178, 267-268, 287; 8.3: 191-194, 275-276, 287; 8.4: 195-198, 277-278, 287; 9.3: 207-210, 283-284, 287</p> <p><u>Audiobook Teaching Resources:</u> Cleopatra VII – 4, 21,n 60, 125, 175 (Resources – 30, 31-32, 63-68, 69); Night – 2, 34, 62, 84, 91 (Resources – 45, 46-47, 63-68, 69); Out of War – 22, 77, 108, 125, 127 (Resources – 48, 49-50, 63-68, 69); When Zachary Beaver Came to Town – 5, 72, 149, 186 (Resources -57, 58-59, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> Survivors: True Stories About Real Kids (Resources – 67, 68, 135-140, 141), The Body Book: An Owner’s Guide to Fueling, Fixing, and Running the Most Important Machine You Own</p> <p><u>rSkills Test Book:</u> Tests 2 & 3</p> <p>Paraphrase <u>rBook Teaching Guide:</u> 14, 86, 90, 116, 173</p>
4. Analysis and Evaluation	
a. Discriminate between fact and opinion and fiction and nonfiction.	<p>Identify Fact and Opinion <u>rBook Teaching Guide:</u> 79, 159, 216, 219 <u>RDI Book 1- Reading Skills and Strategies:</u> 321, 440 <u>Paperbacks Teaching Resources:</u> Young Americans: Tales of Teenage Immigrants (Resources – 73, 74, 135-140, 141); Ripley’s Believe it or Not (Resources – 125, 126, 135-140, 141) <u>Test Taking Strategies:</u> 41-43</p>
b. Recognize deceptive and/or faulty arguments in persuasive texts.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Discussion <u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p>

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c. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Discussion rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p>
d. Identify techniques (e.g., language, organization, tone, context) used to convey point of view or impressions.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Point of View rBook Teaching Guide: 60, 134, 223, 246 RDI Book 1 – Reading Skills and Strategies: 319</p> <p>Discussion rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p>
Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms. Read and respond to grade-level-appropriate historically or culturally significant works of literature that enhance a study of history and social science. Conduct in-depth analysis of the themes of these works.	
1. Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature.	
a. Analyze the characteristics of genres including short story, novel, drama, poetry, and essay.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Discussion rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p>
b. Analyze the characteristics of	The Following Provides Opportunities to Meet this Objective:

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subgenres including tragedy, sonnet, epic, lyric, and narrative poetry.	<p>Discussion <u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p>
2. Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.	
a. Recognize the theme (general observation about life or human nature) within a text.	<p>Analyze Theme <u>RDI Book 1-Reading Skills and Strategies:</u> 312, 313, 436</p>
b. Explain how author's voice and/or choice of a narrator affect the characterization and the point of view, tone, plot, mood and credibility of a text.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Analyze Character <u>rBook Teaching Guide:</u> 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 148, 149, 245, 246 <u>Audiobook Teaching Resources:</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>Paperbacks Teaching Resources:</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>RDI Book 1- Reading Skills and Strategies:</u> 306, 307, 430, 431 <u>rSkills Test Book:</u> Tests 2, 3, & 5</p> <p>Point of View <u>rBook Teaching Guide:</u> 60, 134, 223, 246 <u>RDI Book 1 – Reading Skills and Strategies:</u> 319</p> <p>Analyze Plot <u>rBook Teaching Guide:</u> 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 149, 245, 246</p>

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	<p><u>RDI Book 1- Reading Skills and Strategies:</u> 310, 311, 434, 435 <u>Audiobook Teaching Resources:</u> 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) <u>Paperbacks Teaching Resources:</u> 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) <u>rSkills Test Book:</u> Tests 2, 3, & 5</p> <p>Mood <u>RDI Book 1 – Reading Skills and Strategies:</u> 339</p>
<p>c. Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.</p>	<p>The Following Matches Support this Objective:</p> <p>Alliteration <u>rBook Teaching Guide:</u> 246</p> <p>Symbolism <u>rBook Teaching Guide:</u> 246 <u>RDI Book 1- Reading Skills and Strategies:</u> 338</p> <p>Imagery <u>rBook Teaching Guide:</u> 63, 69, 246 <u>RDI Book 1 – Reading Skills and Strategies:</u> 343</p> <p>Figurative Language <u>rBook Teaching Guide:</u> 18, 67, 135, 136, 137, 139, 140, 246</p> <p>Simile <u>rBook Teaching Guide:</u> 145, 246 <u>RDI Book 3-Strategies for English Language Learners:</u> 60</p> <p>Onomatopoeia <u>rBook Teaching Guide:</u> 246</p> <p>Metaphor <u>rBook Teaching Guide:</u> 142, 246 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 230-231</p> <p>Mood <u>rBook Teaching Guide:</u> 69, 141, 143, 246 <u>RDI Book 3-Strategies for English Language Learners:</u> 59, 60, 67</p>

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	<p>Irony <u>rBook Teaching Guide:</u> 225, 246 <u>RDI Book 1 – Reading Skills and Strategies:</u> 339</p> <p>Idiom <u>rBook Teaching Guide:</u> 16, 17, 87, 138, 198 <u>RDI Book 3-Strategies for English Language Learners:</u> 67</p>
d. Analyze interactions between characters in a literary text and explain the way those interactions affect the plot in narrative text.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Analyze Character <u>rBook Teaching Guide:</u> 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 148, 149, 245, 246 <u>Audiobook Teaching Resources:</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>Paperbacks Teaching Resources:</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>RDI Book 1- Reading Skills and Strategies:</u> 306, 307, 430, 431 <u>rSkills Test Book:</u> Tests 2, 3, & 5</p> <p>Analyze Plot <u>rBook Teaching Guide:</u> 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 149, 245, 246 <u>RDI Book 1- Reading Skills and Strategies:</u> 310, 311, 434, 435 <u>Audiobook Teaching Resources:</u> 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) <u>Paperbacks Teaching Resources:</u> 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) <u>rSkills Test Book:</u> Tests 2, 3, & 5</p>
e. Analyze characters and identify author’s point of view.	<p>Analyze Character <u>rBook Teaching Guide:</u> 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 148, 149, 245, 246 <u>Audiobook Teaching Resources:</u> Hamlet – 10, 19, 43, 46 (Resources -33, 34-35, 63-68, 69); Lord of the Flies – 23, 89, 102, 143 (Resources</p>

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	<p>– 36, 37-38, 63-68, 69); When Zachary Beaver Came to Town – 5, 72, 149, 186 (Resources -57, 58-59, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</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)</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> 306, 307, 430, 431</p> <p><u>rSkills Test Book:</u> Tests 2, 3, & 5</p> <p>Point of View</p> <p><u>rBook Teaching Guide:</u> 60, 134, 223, 246</p> <p><u>RDI Book 1 – Reading Skills and Strategies:</u> 319</p>
f. Identify literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Discussion</p> <p><u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text.</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p>
3. Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work.	
a. Identify and explain figurative language including metaphor, personification, and simile.	<p>Alliteration</p> <p><u>rBook Teaching Guide:</u> 246</p> <p>Symbolism</p> <p><u>rBook Teaching Guide:</u> 246</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> 338</p> <p>Imagery</p> <p><u>rBook Teaching Guide:</u> 63, 69, 246</p> <p><u>RDI Book 1 – Reading Skills and Strategies:</u> 343</p> <p>Figurative Language</p>

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	<p><u>rBook Teaching Guide:</u> 18, 67, 135, 136, 137, 139, 140, 246</p> <p>Simile <u>rBook Teaching Guide:</u> 145, 246 <u>RDI Book 3-Strategies for English Language Learners:</u> 60</p> <p>Onomatopoeia <u>rBook Teaching Guide:</u> 246</p> <p>Metaphor <u>rBook Teaching Guide:</u> 142, 246 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 230-231</p> <p>Mood <u>rBook Teaching Guide:</u> 69, 141, 143, 246 <u>RDI Book 3-Strategies for English Language Learners:</u> 59, 60, 67</p> <p>Irony <u>rBook Teaching Guide:</u> 225, 246 <u>RDI Book 1 – Reading Skills and Strategies:</u> 339</p> <p>Idiom <u>rBook Teaching Guide:</u> 16, 17, 87, 138, 198 <u>RDI Book 3-Strategies for English Language Learners:</u> 67</p>
b. Identify and explain sound devices including alliteration, onomatopoeia, and rhyme.	<p>Alliteration <u>rBook Teaching Guide:</u> 246</p> <p>Onomatopoeia <u>rBook Teaching Guide:</u> 246</p> <p>Rhyme <u>rBook Teaching Guide:</u> 223, 246 <u>RDI Book 1 – Reading Skills and Strategies:</u> 342</p> <p>Repetition <u>rBook Teaching Guide:</u> 246</p>
c. Identify the melodies of literary language, including its use of evocative words, rhythms and rhymes.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Rhyme <u>rBook Teaching Guide:</u> 223, 246 <u>RDI Book 1 – Reading Skills and Strategies:</u> 342</p>
d. Recognize and interpret poetic elements such as metaphor, simile,	<p>The Following Provides Opportunities to Meet this Objective:</p>

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personification, and the effect of sound on meaning.	<p>Simile <u>rBook Teaching Guide:</u> 145, 246 <u>RDI Book 3-Strategies for English Language Learners:</u> 60</p> <p>Metaphor <u>rBook Teaching Guide:</u> 142, 246 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 230-231</p>
4. Literary Works - The student will read and respond to historically and culturally significant works of literature.	
a. Analyze and evaluate works of literature and the historical context in which they were written.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Discussion <u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p>
b. Analyze and evaluate literature from various cultures to broaden cultural awareness.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Discussion <u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p>
5. Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Discussion <u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p>

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Standard 4: Research and Information: The student will conduct research and organize information.	
1. Accessing Information - Select the best source for a given purpose.	
a. Access information from a variety of primary and secondary sources.	<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. Skim text for an overall impression and scan text for particular information.	<p>Skim and Scan <u>RDI Book 1- Reading Skills and Strategies:</u> 314</p> <p><u>Topic Software Teaching Resources:</u> The READ180 Software gives the students the opportunity to scan a passage to determine relevant information and skim the text to locate specific information. <u>Audiobooks Teaching Resources (Reading Coach Modeling):</u> As the students read along with the Audiobooks, they are provided opportunities to scan a passage to determine relevant information and skim the text to locate specific information. <u>Teacher’s Resource Book:</u> Reproducible copies of the Topic CD passages provide additional opportunities for students to scan a passage to determine relevant information and skim the text to locate specific information.</p>
c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).	<p>Compare and Contrast <u>rBook Teaching Guide:</u> 186C, 188-197, 219, 244 <u>RDI Book 1- Reading Skills and Strategies:</u> 298, 299, 424, 425 <u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 3.2: 107-110, 233-234, 287; 3.4: 115-118, 237-238, 287; 6.4: 163-166, 261-262, 287; 7.2: 171-174, 265-266, 287; 8.1: 183-186, 271-272, 287; 9.1: 199-202, 279-280, 287; 9.3: 207-210, 283-284, 287 <u>Audiobook Teaching Resources:</u> 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) <u>Paperbacks Teaching Resources:</u> Gym Rats: True Stories About Punching, Pedaling, and Powerlifting (Resources – 59, 60, 135-140, 141); Forged by Fire (Resources 101, 102, 135-140, 141) <u>rSkills Test Book:</u> Tests 4 & 5</p> <p>Sequence of Events</p>

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	<p><u>rBook Teaching Guide:</u> 32C, 34-43, 60, 64, 91, 243 <u>RDI Book 1- Reading Skills and Strategies:</u> 290, 291, 419 <u>Topic Software Teaching Resources:</u> 1.3: 79-82, 219-220, 287; 2.1: 87-90, 223-224, 287; 2.3: 95-98, 227-228, 287; 3.2: 107-110, 233-234, 287; 3.3: 111-114, 235-236, 287; 4.1: 119-122, 239-240, 287; 5.1: 135-138, 247-248, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.4: 195-198, 277-278, 287; 9.2: 203-206, 281-282, 287; 9.4: 211-214, 285-286, 287 <u>Paperbacks Teaching Resources:</u> The Big Bug (Resources – 55, 56, 135-140, 141); Dangerous Game (Resources – 75, 76, 135-140, 141); Emma (Resources – 99, 100, 135-140, 141); The Greatest: Muhammad Ali (Resources – 121, 122, 135-140, 141) <u>Audiobook Teaching Resources:</u> Out of War – 22, 77, 108, 125, 127 (Resources – 48, 49-50, 63-68, 69); Whirligig – 16, 34, 81, 132 (Resources – 60, 61-62, 63-68, 69) <u>rSkills Test Book:</u> Test 1 & 2</p> <p>Problem and Solution <u>rBook Teaching Guide:</u> 106C, 108-117, 244 <u>RDI Book 1- Reading Skills and Strategies:</u> 300, 301, 426, 427 <u>Topic Software Teaching Resources:</u> 1.2: 75-78, 217-218, 287; 1.3: 79-82, 219-220, 287; 2.1: 87-90, 223-224, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.2: 107-110, 233-234, 287; 4.2: 123-126, 241-242, 287; 5.4: 147-150, 253-254, 287; 6.1: 151-154, 255-256, 287; 6.2: 155-158, 257-258, 287; 6.3: 159-162, 259-260, 287; 7.2: 171-174, 265-266, 287; 8.1: 183-186, 271-272, 287; 8.2: 187-190, 273-274, 287; 8.3: 191-194, 275-276, 287; 9.2: 203-206, 281-282, 287 <u>Paperbacks Teaching Resources:</u> Yo, Yolanda! Advice From an Expert (Resources – 71, 72, 135-140, 141) ; Escape From the Ice: Shakleton and the Endurance (Resources – 79, 80, 135-140, 141); The Worst Case Scenario Survival Handbook (Resources – 133, 134, 135-140, 141) <u>Audiobook Teaching Resources:</u> Reality Strikes – 9, 37, 43, 55 (Resources – 51, 52-55, 63-68, 69)</p> <p>Cause and Effect <u>rBook Teaching Guide:</u> 162C, 164-173, 195, 244 <u>RDI Book 1- Reading Skills and Strategies:</u> 296, 297, 423 <u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 1.4: 83-86, 221-222, 287; 2.2: 91-94, 225-226, 287; 3.1: 103-106, 231-232, 287; 3.3: 111-114, 235-236, 287; 4.1: 119-122, 239-240, 287; 5.2:</p>

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	<p>139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 6.1: 151-154, 255-256, 287; 6.3: 159-162, 259-260, 287; 7.1: 167-170, 263-264, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.1: 183-186, 271-272, 287; 8.2: 187-190, 273-274, 287; 8.4: 195-198, 277-278, 287; 9.1: 199-202, 279-280, 287; 9.3: 207-210, 283-284, 287; 9.4: 211-214, 285-286, 287</p> <p><u>Audiobook Teaching Resources:</u> Whirligig – 16, 34, 81, 132 (Resources – 60, 61-62, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> Rat Attacks (Resources – 105, 106, 135-140, 141)</p> <p><u>rSkills Test Book:</u> Test 4</p>
<p>2. Interpreting Information - The student will analyze and evaluate information from a variety of sources.</p>	
<p>a. Summarize, paraphrase, and/or quote relevant information.</p>	<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>
<p>b. Determine the author's viewpoint to evaluate source credibility and reliability.</p>	<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>
<p>c. Organize and convert information into different forms such as charts, graphs and drawings to create multiple formats to interpret information for multiple audiences and purposes, and cite sources completely.</p>	<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>
<p>d. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche news sources, in-depth</p>	<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,</p>

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field studies, speeches, journals, technical documents, or Internet sources.	including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.
e. Draw conclusions from information gathered.	<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>
<p>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising, and editing).</p>	
<p>Standard 1: Writing Process - The student will use the writing process to write coherently.</p>	
1. Use a writing process to develop and refine composition skills. Students are expected to:	
a. use prewriting strategies to generate ideas such as brainstorming, using graphic organizers, keeping notes and logs.	<p>Selected Examples Include:</p> <p>Brainstorm <u>rBook Teaching Guide:</u> 23, 47, 73, 97, 121, 153, 177, 201, 229</p> <p>Organizing Information <u>RDI Book 2 – Writing and Grammar Strategies:</u> 13, 175</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write a Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p> <p>Write a Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 128-132 <u>Topic Software Teaching Resources:</u> 219, 260 <u>Audiobook Teaching Resources:</u> 28, 34, 56, 68</p>

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	<p>Write a Persuasive Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p>
<p>b. develop multiple drafts both alone and collaboratively to categorize ideas, organizing them into paragraphs, and blending paragraphs into larger text.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Comparison <u>RDI Book 2 – Writing and Grammar Strategies:</u> 56-60 <u>Topic Software Teaching Resources:</u> 264 <u>Paperbacks Teaching Resources:</u> 62, 78, 118</p> <p>Write a Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 128-132 <u>Topic Software Teaching Resources:</u> 219, 260 <u>Audiobook Teaching Resources:</u> 28, 34, 56, 68</p> <p>Write a Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p>

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	<p>Write a Book Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Paperbacks Teaching Resources:</u> 135</p> <p>Write a Description <u>rBook Teaching Guide:</u> 200-205, 248</p>
c. organize and reorganize drafts and refine style to suit occasion, audience, and purpose.	<p>Selected Examples Include:</p> <p>Write a Book Synopsis <u>RDI Book 2 – Writing and Grammar Strategies:</u> 80-84</p> <p>Write a Description <u>rBook Teaching Guide:</u> 200-205, 248</p> <p>Write a Personal Narrative <u>rBook Teaching Guide:</u> 228 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Realistic Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 26-30</p> <p>Write a Description <u>rBook Teaching Guide:</u> 200-205, 248</p> <p>Write a Narrative <u>rBook Teaching Guide:</u> 46-51, 176-177, 228-233, 298</p> <p>Write an Informative Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 110-115</p>
d. proofread writing for appropriateness of organization, content and style.	<p>Selected Matches Include:</p> <p>Proofreading</p>

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	<p><u>rBook Teaching Guide:</u> 27, 51, 77, 101, 125, 157, 181, 205, 233 <u>RDI Book 1-Reading Skills and Strategies:</u> 204 <u>RDI Book 2-Writing and Grammar Strategies:</u> 246-253 <u>Topic Software Teaching Resources:</u> All lessons practice spelling and proofreading skills, which are a principal objective of the software component. <u>Test-Taking Strategies Book:</u> Students are taught to identify writing prompts, organize thoughts, generate an outline, understand evaluation criteria, and review/revise writing to improve it.</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write a Informative Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 92-96 <u>Topic Software Teaching Resources:</u> 255</p> <p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Write a Narrative <u>rBook Teaching Guide:</u> 46-51, 176-177, 228-233, 298</p> <p>Write a Personal Narrative <u>rBook Teaching Guide:</u> 228 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126</p>
<p>e. edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.</p>	<p>Selected Examples Include:</p> <p>Write a Book Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Paperbacks Teaching Resources:</u> 135</p> <p>Write an Autobiographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 20-24</p> <p>Write a Report</p>

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	<p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write an Opinion with Reasons</p> <p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120</p> <p><u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286</p> <p><u>Audiobook Teaching Resources:</u> 47</p> <p><u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Comparison</p> <p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 56-60</p> <p><u>Topic Software Teaching Resources:</u> 264</p> <p><u>Paperbacks Teaching Resources:</u> 62, 78, 118</p> <p>Write a Speech</p> <p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 128-132</p> <p><u>Topic Software Teaching Resources:</u> 219, 260</p> <p><u>Audiobook Teaching Resources:</u> 28, 34, 56, 68</p> <p>Revision/Edit</p> <p><u>rBook Teaching Guide:</u> 25, 49, 75, 99, 123, 155, 179, 203, 231</p> <p>Write a Reflective Essay</p> <p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 62-67</p>
f. refine selected pieces frequently to publish for general and specific audiences.	<p>Selected Matches Include:</p> <p>Write a Report</p> <p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write an Informative Article</p> <p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 92-96</p> <p><u>Topic Software Teaching Resources:</u> 255</p> <p>Write a News Article</p> <p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90</p> <p><u>Topic Software Teaching Resources:</u> 220</p> <p><u>Audiobook Teaching Resources:</u> 53</p> <p><u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p>

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	<p>Write a Narrative <u>rBook Teaching Guide:</u> 46-51, 176-177, 228-233, 298</p> <p>Write a Personal Narrative <u>rBook Teaching Guide:</u> 228 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126</p> <p>Write a Reflective Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 62-67</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p>
2. Use extension and elaboration to develop an idea.	<p>The Following Selected Matches Support this Objective:</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Comparison <u>RDI Book 2 – Writing and Grammar Strategies:</u> 56-60 <u>Topic Software Teaching Resources:</u> 264 <u>Paperbacks Teaching Resources:</u> 62, 78, 118</p> <p>Write a Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 128-132 <u>Topic Software Teaching Resources:</u> 219, 260 <u>Audiobook Teaching Resources:</u> 28, 34, 56, 68</p>

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	<p>Write a Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p> <p>Write a Book Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Paperbacks Teaching Resources:</u> 135</p> <p>Write a Description <u>rBook Teaching Guide:</u> 200-205, 248</p>
3. Demonstrate organization, unity, and coherence by using transitions and sequencing.	<p>Selected Examples Include:</p> <p>Write a Book Synopsis <u>RDI Book 2 – Writing and Grammar Strategies:</u> 80-84</p> <p>Write a Description <u>rBook Teaching Guide:</u> 200-205, 248</p> <p>Write a Personal Narrative <u>rBook Teaching Guide:</u> 228 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Realistic Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 26-30</p> <p>Write a Description <u>rBook Teaching Guide:</u> 200-205, 248</p> <p>Write a Narrative <u>rBook Teaching Guide:</u> 46-51, 176-177, 228-233, 298</p>

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	<p>Write an Informative Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 110-115</p>
4. Use precise word choices, including figurative language, that convey specific meaning and tone.	<p>The Following Selected Matches Support this Objective:</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Comparison <u>RDI Book 2 – Writing and Grammar Strategies:</u> 56-60 <u>Topic Software Teaching Resources:</u> 264 <u>Paperbacks Teaching Resources:</u> 62, 78, 118</p> <p>Write a Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 128-132 <u>Topic Software Teaching Resources:</u> 219, 260 <u>Audiobook Teaching Resources:</u> 28, 34, 56, 68</p> <p>Write a Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p> <p>Write a Book Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Paperbacks Teaching Resources:</u> 135</p> <p>Write a Description <u>rBook Teaching Guide:</u> 200-205, 248</p>
5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.	<p>Selected Examples Include:</p> <p>Write a Book Synopsis</p>

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	<p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 80-84</p> <p>Write a Description <u>rBook Teaching Guide:</u> 200-205, 248</p> <p>Write a Personal Narrative <u>rBook Teaching Guide:</u> 228 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Realistic Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 26-30</p> <p>Write a Description <u>rBook Teaching Guide:</u> 200-205, 248</p> <p>Write a Narrative <u>rBook Teaching Guide:</u> 46-51, 176-177, 228-233, 298</p> <p>Write an Informative Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 110-115</p>
6. Evaluate own writing and others' writing (e.g., determine the best features of a piece of writing, determine how own writing achieves its purpose, ask for feedback, respond to classmates' writing).	<p>Peer Assessment <u>rBook Teaching Guide:</u> 25, 49, 75, 99, 123, 155, 179, 203, 231 <u>RDI Book 2-Writing and Grammar Strategies:</u> 13</p> <p>Self Assessment <u>RDI Book 2-Writing and Grammar Strategies:</u> 13</p>
<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 9, combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 500 to 750 words. Begin writing documents related to career development. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	

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1. Write biographical or autobiographical narratives or short stories that:	
a. identify a real person, living or not, who has had a special influence on other people.	<p>Write an Autobiographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 20-24</p> <p>Write a Biographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 32-36</p> <p>Extend or write a Story <u>Topic Software Teaching Resources:</u> 216-220, 226-228, 231, 243-247, 251- 252, 257, 258 <u>Audiobook Teaching Resources:</u> 28-29, 34, 38, 46, 56, 61 <u>Paperbacks Teaching Resources:</u> 56, 58, 60, 70, 84, 102, 124</p>
b. provide a sequence of factual events and communicate the significance of the events to the person.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Write an Autobiographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 20-24</p> <p>Write a Biographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 32-36</p> <p>Extend or write a Story <u>Topic Software Teaching Resources:</u> 216-220, 226-228, 231, 243-247, 251- 252, 257, 258 <u>Audiobook Teaching Resources:</u> 28-29, 34, 38, 46, 56, 61 <u>Paperbacks Teaching Resources:</u> 56, 58, 60, 70, 84, 102, 124</p>
c. isolates specific scenes and incidents in time and places significant to defining the person's influence.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Extend or write a Story <u>Topic Software Teaching Resources:</u> 216-220, 226-228, 231, 243-247, 251- 252, 257, 258 <u>Audiobook Teaching Resources:</u> 28-29, 34, 38, 46, 56, 61 <u>Paperbacks Teaching Resources:</u> 56, 58, 60, 70, 84, 102, 124</p> <p>Write an Autobiographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 20-24</p> <p>Write a Biographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 32-36</p>
d. uses anecdotes or describe with	<p>The Following Provides Opportunities to Meet this Objective:</p>

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specific details the sight, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the person; use interior monologue (what characters say silently to self) to show the person's qualities and beliefs.	<p>Write an Autobiographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 20-24</p> <p>Write a Biographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 32-36</p> <p>Extend or write a Story <u>Topic Software Teaching Resources:</u> 216-220, 226-228, 231, 243-247, 251- 252, 257, 258 <u>Audiobook Teaching Resources:</u> 28-29, 34, 38, 46, 56, 61 <u>Paperbacks Teaching Resources:</u> 56, 58, 60, 70, 84, 102, 124</p>
e. Present action segments to accommodate changes in time and mood. Example: Write an autobiographical account of a time when an important decision has to be made. Write a humorous story for elementary children and give the story a local setting.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Extend or write a Story <u>Topic Software Teaching Resources:</u> 216-220, 226-228, 231, 243-247, 251- 252, 257, 258 <u>Audiobook Teaching Resources:</u> 28-29, 34, 38, 46, 56, 61 <u>Paperbacks Teaching Resources:</u> 56, 58, 60, 70, 84, 102, 124</p> <p>Write an Autobiographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 20-24</p> <p>Write a Biographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 32-36</p>
2. Write expository compositions, including analytical essays and research reports that:	
a. include evidence in support of a thesis (position on the topic) including information on all relevant perspectives.	<p>Expository Writing <u>rBook Teaching Guide:</u> 22-27, 96-101, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 68-72, 74-78, 80-84, 92-96, 110-115, 86-90, 98-102, 104-108 <u>Topic Software Teaching Resources:</u> 224</p> <p>Write a Reflective Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 62-67</p> <p>Write a Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p>
b. communicates information and	The Following Provides Opportunities to Meet this Objective:

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<p>ideas from primary and secondary sources accurately and coherently.</p>	<p>Expository Writing <u>rBook Teaching Guide:</u> 22-27, 96-101, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 68-72, 74-78, 80-84, 92-96, 110-115, 86-90, 98-102, 104-108 <u>Topic Software Teaching Resources:</u> 224</p> <p>Write a Reflective Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 62-67</p> <p>Write a Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p>
<p>c. shows distinctions between the relative value and significance of specific dates, facts, and ideas.</p>	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Write a Reflective Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 62-67</p> <p>Write a Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p> <p>Expository Writing <u>rBook Teaching Guide:</u> 22-27, 96-101, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 68-72, 74-78, 80-84, 92-96, 110-115, 86-90, 98-102, 104-108 <u>Topic Software Teaching Resources:</u> 224</p>
<p>d. includes a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic.</p>	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Expository Writing <u>rBook Teaching Guide:</u> 22-27, 96-101, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 68-72, 74-78, 80-84, 92-96, 110-115, 86-90, 98-102, 104-108 <u>Topic Software Teaching Resources:</u> 224</p> <p>Write a Reflective Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 62-67</p> <p>Write a Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247</p>

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	<p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p>
e. includes visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Write a Reflective Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 62-67</p> <p>Write a Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p> <p>Expository Writing <u>rBook Teaching Guide:</u> 22-27, 96-101, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 68-72, 74-78, 80-84, 92-96, 110-115, 86-90, 98-102, 104-108 <u>Topic Software Teaching Resources:</u> 224</p>
f. identifies and address reader’s potential misunderstanding, biases, and expectations.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Expository Writing <u>rBook Teaching Guide:</u> 22-27, 96-101, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 68-72, 74-78, 80-84, 92-96, 110-115, 86-90, 98-102, 104-108 <u>Topic Software Teaching Resources:</u> 224</p> <p>Write a Reflective Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 62-67</p> <p>Write a Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p>
g. uses technical terms and notations accurately. Example: Write a research report about inventions that were first mentioned in science fiction novels or movies and later became a scientific reality.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Write a Reflective Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 62-67</p> <p>Write a Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p> <p>Expository Writing</p>

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	<p><u>rBook Teaching Guide:</u> 22-27, 96-101, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 68-72, 74-78, 80-84, 92-96, 110-115, 86-90, 98-102, 104-108 <u>Topic Software Teaching Resources:</u> 224</p>
3. Write persuasive compositions that:	
a. organize ideas and appeal in a sustained and effective fashion with the strongest emotion first and the least powerful last.	<p>Write a Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p> <p>Write a Persuasive Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p>
b. use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical beliefs; or relating to a personal anecdote, case study, or analogy.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Write a Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p> <p>Write a Persuasive Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p>
c. clarify and defend positions with precise and relevant evidence,	<p>The Following Provides Opportunities to Meet this Objective:</p>

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including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.	<p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p> <p>Write a Persuasive Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28</p>
d. address reader’s concerns, counterclaims, biases, and expectations. Example: Write a letter to the principal or the president of the school board to persuade that person to support your views on some educational policy that has been adopted by the local district, such as a dress code, a change to or from block scheduling, or a decision about grade requirements to participate in extracurricular activities.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Write a Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p> <p>Write a Persuasive Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p>
4. Write documents related to career development, including simple business letters and job applications that:	
a. present information purposefully and in brief to meet the need of the intended audience.	<p>Write a Business Letter <u>RDI Book 2 – Writing and Grammar Strategies:</u> 146-150</p>
b. follow a conventional business letter or memorandum format.	<p>Write a Business Letter <u>RDI Book 2 – Writing and Grammar Strategies:</u> 146-150</p>

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<p>Example: Write a letter requesting an informational interview with a person in a career area that interests you. Complete a job application form for a part-time job and attach a memorandum outlining the particular skills you have that fit the needs of the position.</p>	
<p>5. Write reflective papers that may address one of the following purposes: a. express the individual's insight into conditions or situations.</p>	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Write a Reflective Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 62-67</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Diary Entry, Journal Entry, Log Entry <u>Topic Software Teaching Resources:</u> 224 <u>Audiobook Teaching Resources:</u> 38 <u>Paperbacks Teaching Resources:</u> 90, 120, 130, 141, 145, 146</p>
<p>b. compare a scene from a work of fiction with a lesson learned from experience.</p>	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Write a Diary Entry, Journal Entry, Log Entry <u>Topic Software Teaching Resources:</u> 224 <u>Audiobook Teaching Resources:</u> 38 <u>Paperbacks Teaching Resources:</u> 90, 120, 130, 141, 145, 146</p> <p>Write a Reflective Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 62-67</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p>

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<p>c. complete a self-evaluation on a class performance. Example: Write a reflective paper that discusses reasons for selections used in a portfolio of works that documents skills learned in different subjects.</p>	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Write a Reflective Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 62-67</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Diary Entry, Journal Entry, Log Entry <u>Topic Software Teaching Resources:</u> 224 <u>Audiobook Teaching Resources:</u> 38 <u>Paperbacks Teaching Resources:</u> 90, 120, 130, 141, 145, 146</p>
<p>6. Use appropriate essay test-taking and time-writing strategies that:</p>	
<p>a. address and analyze the question (prompt).</p>	<p>QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p> <p>Identify Narrative Prompts <u>Test-Taking Strategies:</u> 58-59</p> <p>Identify Expository Prompts <u>Test-Taking Strategies:</u> 60-61</p> <p>Identify Persuasive Prompts <u>Test-Taking Strategies:</u> 62-63</p>
<p>b. use organizational methods required by the prompt.</p>	<p>QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p> <p>Identify Narrative Prompts <u>Test-Taking Strategies:</u> 58-59</p> <p>Identify Expository Prompts <u>Test-Taking Strategies:</u> 60-61</p> <p>Identify Persuasive Prompts <u>Test-Taking Strategies:</u> 62-63</p>
<p>7. Write responses to literature that:</p>	

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a. demonstrate a comprehensive grasp of the significant ideas of literary works.	<p>The Following Selected Matches Support this Objective:</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. <u>Topic Software Teaching Resources:</u> 285 <u>Audiobook Teaching Resources:</u> 29-32, 37, 41, 49-50, 52, 58- 59, 62 <u>Paperbacks Teaching Resources:</u> 56, 66, 72, 74. 84, 86, 88, 92, 102, 116, 124, 132</p> <p>Write a Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 135, 234</p>
b. support important ideas and viewpoints through accurate and detailed reference to the text or to other works.	<p>The Following Matches Support this Objective:</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. <u>Topic Software Teaching Resources:</u> 285 <u>Audiobook Teaching Resources:</u> 29-32, 37, 41, 49-50, 52, 58- 59, 62 <u>Paperbacks Teaching Resources:</u> 56, 66, 72, 74. 84, 86, 88, 92, 102, 116, 124, 132</p> <p>Write a Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 135, 234</p>
c. demonstrate awareness of author's style and an appreciation of the effects created.	<p>The Following Matches Provide Opportunities to Meet this Objective:</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. <u>Topic Software Teaching Resources:</u> 285 <u>Audiobook Teaching Resources:</u> 29-32, 37, 41, 49-50, 52, 58- 59, 62 <u>Paperbacks Teaching Resources:</u> 56, 66, 72, 74. 84, 86, 88, 92, 102, 116, 124, 132</p>

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	<p>Write a Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 135, 234</p>
<p>d. identify and assess the impact of ambiguities, nuances, and complexities within the text. Example: Write a description of a character in a novel from the viewpoint of another character. Write a comparison of different characters in the book, explaining how they are alike and different and how each serves to move the plot of the novel forward.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</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. <u>Topic Software Teaching Resources:</u> 285 <u>Audiobook Teaching Resources:</u> 29-32, 37, 41, 49-50, 52, 58- 59, 62 <u>Paperbacks Teaching Resources:</u> 56, 66, 72, 74. 84, 86, 88, 92, 102, 116, 124, 132</p> <p>Write a Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 135, 234</p>
<p>8. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Example: Write stories and reports showing a variety of word choices, or review a favorite book or film.</p>	<p>Selected Examples Include:</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Write a Informative Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 92-96 <u>Topic Software Teaching Resources:</u> 255</p>

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	<p>Write a Book Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Paperbacks Teaching Resources:</u> 135</p> <p>Write a Biographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 32-36</p> <p>Write a Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 135, 234</p>
9. Write friendly letters and business letters, and continue to produce other writing forms introduced in earlier grades.	<p>Write a Business Letter <u>RDI Book 2 – Writing and Grammar Strategies:</u> 146-150</p> <p>Write a Letter or Thank-You Note <u>RDI Book 2 – Writing and Grammar Strategies:</u> 146-150 <u>Topic Software Teaching Resources:</u> 234, 273, 279-280 <u>Audiobook Teaching Resources:</u> 29, 31, 37, 41, 46, 49-50 <u>Paperbacks Teaching Resources:</u> 102, 136</p>
10. Write documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles.	
Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing.	
1. Standard English Usage - Demonstrate correct use of Standard English in speaking and writing.	
a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).	<p>Homophones <u>RDI Book 1 – Reading Skills and Strategies:</u> 242 <u>Topic Software Teaching Resources:</u> 4.2 Level 2; 4.3 Level 3; 8.1 Level 1; 8.1 Level 3</p>
b. Use correct verb forms and tenses.	<p>Verbs <u>rBook Teaching Guide:</u> 100, 124, 249 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 198, 199, 210, 211, 206, 207, 208, 209, 204, 205, 202, 203, 200, 201</p> <p><u>RDI Book 3-Strategies for English Language Learners:</u> 51 <u>rSkills Test Book:</u> Test 3</p> <p>Correct Verb Tense</p>

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	<p><u>rBook Teaching Guide:</u> 100, 249 <u>rSkills Test Book:</u> Test 2</p>
c. Use correct subject-verb agreement.	<p>Subject-Verb Agreement <u>rBook Teaching Guide:</u> 156, 249 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 192, 193, 200-203 <u>rSkills Test Book:</u> Test 3</p>
d. Use active and passive voice.	<p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p>
e. Correct pronoun/antecedent agreement and clear pronoun reference.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Pronouns <u>rBook Teaching Guide:</u> 180, 250 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 25, 37, 212, 213, 216, 217, <u>rSkills Test Book:</u> Test 4</p>
f. Use correct forms of comparative and superlative adjectives.	<p>Comparatives and Superlatives <u>rBook Teaching Guide:</u> 185B <u>RDI Book 2- Writing and Grammar Strategies:</u> 220-221</p>
2. Mechanics and Spelling - Demonstrate appropriate language mechanics in writing.	
a. Demonstrate correct use of capitals.	<p>Selected Examples Include:</p> <p>Capitalization <u>rBook Teaching Guide:</u> 51, 250 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 186, 187, 194, 195 <u>rSkills Test Book:</u> Test 1</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Literature Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 234</p>

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	<p>Biographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 32-36</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90</p>
<p>b. Use correct formation of plurals.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Plurals <u>rBook Teaching Guide:</u> 105B</p> <p>Irregular Plurals <u>Topic Software Teaching Resources:</u> 1.3 Level 4; 1.4 Level 3</p> <p>Plurals With -s <u>Topic Software Teaching Resources:</u> 8.1 Level 1</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Expository Writing <u>rBook Teaching Guide:</u> 22-27, 96-101, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 68-72, 74-78, 80-84, 92-96, 110-115, 86-90, 98-102, 104-108 <u>Topic Software Teaching Resources:</u> 224</p> <p>Write a Reader Response <u>rBook Teaching Guide:</u> 72-77, 248</p> <p>Write an Autobiographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 20-24</p> <p>Write a Biographical Narrative</p>

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	<p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 32-36</p> <p>Writing an Opinion <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120</p> <p>Write a Description <u>rBook Teaching Guide:</u> 200-205, 248</p> <p>Write a Realistic Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 26-30</p> <p>Proofreading <u>rBook Teaching Guide:</u> 27, 51, 77, 101, 125, 157, 181, 205, 233 <u>RDI Book 1-Reading Skills and Strategies:</u> 204 <u>RDI Book 2-Writing and Grammar Strategies:</u> 246-253 <u>Topic Software Teaching Resources:</u> All lessons practice spelling and proofreading skills, which are a principal objective of the software component. <u>Test-Taking Strategies Book:</u> Students are taught to identify writing prompts, organize thoughts, generate an outline, understand evaluation criteria, and review/revise writing to improve it</p>
c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.	<p>Selected Examples Include:</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Comparison <u>RDI Book 2 – Writing and Grammar Strategies:</u> 56-60 <u>Topic Software Teaching Resources:</u> 264 <u>Paperbacks Teaching Resources:</u> 62, 78, 118</p>

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	<p>Write a Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 128-132 <u>Topic Software Teaching Resources:</u> 219, 260 <u>Audiobook Teaching Resources:</u> 28, 34, 56, 68</p> <p>Write a Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p>
d. Distinguish correct spelling of commonly misspelled words and homonyms.	<p>The Following Selected Matches Support this Objective:</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Expository Writing <u>rBook Teaching Guide:</u> 22-27, 96-101, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 68-72, 74-78, 80-84, 92-96, 110-115, 86-90, 98-102, 104-108 <u>Topic Software Teaching Resources:</u> 224</p> <p>Write a Reader Response <u>rBook Teaching Guide:</u> 72-77, 248</p> <p>Write an Autobiographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 20-24</p> <p>Write a Biographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 32-36</p> <p>Writing an Opinion <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120</p> <p>Write a Description <u>rBook Teaching Guide:</u> 200-205, 248</p> <p>Write a Realistic Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 26-30</p> <p>Proofreading <u>rBook Teaching Guide:</u> 27, 51, 77, 101, 125, 157, 181, 205, 233</p>

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	<p><u>RDI Book 1-Reading Skills and Strategies:</u> 204</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 246-253</p> <p><u>Topic Software Teaching Resources:</u> All lessons practice spelling and proofreading skills, which are a principal objective of the software component.</p> <p><u>Test-Taking Strategies Book:</u> Students are taught to identify writing prompts, organize thoughts, generate an outline, understand evaluation criteria, and review/revise writing to improve it</p>
3. Sentence Structure - Demonstrate appropriate sentence structure in writing.	
a. Use parallel structure.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Literature Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 234</p> <p>Biographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 32-36</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90</p>

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b. Correct dangling and misplaced modifiers.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Reader Response <u>rBook Teaching Guide:</u> 72-77, 248</p> <p>Write an Autobiographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 20-24</p> <p>Write a Biographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 32-36</p> <p>Writing an Opinion <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120</p> <p>Write a Description <u>rBook Teaching Guide:</u> 200-205, 248</p> <p>Write a Realistic Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 26-30</p> <p>Write a Personal Narrative <u>rBook Teaching Guide:</u> 228 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126</p> <p>Write an Informative Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 110-115</p> <p>Write a Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p>
c. Correct run-on sentences.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p>

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	<p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Comparison <u>RDI Book 2 – Writing and Grammar Strategies:</u> 56-60 <u>Topic Software Teaching Resources:</u> 264 <u>Paperbacks Teaching Resources:</u> 62, 78, 118</p> <p>Write a Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 128-132 <u>Topic Software Teaching Resources:</u> 219, 260 <u>Audiobook Teaching Resources:</u> 28, 34, 56, 68</p> <p>Write a Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p> <p>Run-On Sentences <u>rBook Teaching Guide:</u> 76, 249 <u>RDI Book 2- Writing and Grammar Strategies:</u> 242-243 <u>rSkills Test Book:</u> Test 2</p>
d. Correct fragments.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective</p> <p>Sentence Fragments <u>rBook Teaching Guide:</u> 233, 249 <u>rSkills Test Book:</u> Tests 1 & 5</p> <p>Write a Reader Response <u>rBook Teaching Guide:</u> 72-77, 248</p> <p>Write an Autobiographical Narrative</p>

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	<p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 20-24</p> <p>Write a Biographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 32-36</p> <p>Writing an Opinion <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120</p> <p>Write a Description <u>rBook Teaching Guide:</u> 200-205, 248</p> <p>Write a Realistic Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 26-30</p> <p>Write a Personal Narrative <u>rBook Teaching Guide:</u> 228 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126</p> <p>Write an Informative Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 110-115</p> <p>Write a Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p>
	<p>Oral Language/Listening and Speaking - The student will demonstrate thinking skills in listening and speaking. Formulate thoughtful judgment about oral communication. Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. Use gestures, tone, and vocabulary appropriate to the audience and purpose. Use the same Standard English conventions for oral speech that are used in writing.</p>
	<p>Standard 1: Listening - The student will listen for information and for pleasure.</p>
<p>1. Focus attention on the speaker's message.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28</p> <p>Write a Report</p>

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	<p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p>
2. Use knowledge of language and develop vocabulary to accurately interpret the speaker's message.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Write a Persuasive Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p>

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<p>3. Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p>
<p>4. Monitor speaker's message and clarity and understanding to formulate and provide effective verbal and nonverbal feedback.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53</p>

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	<p><u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Write a Persuasive Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p>
5. Use feedback to evaluate own effectiveness and set goals for future presentations.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p>
Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.	
1. Use formal, informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Speech</p>

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2. Prepare, organize, and present a variety of informative messages effectively.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Write a Persuasive Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139</p>

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	<p><u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p>
3. Analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p>
Visual Literacy: The student will interpret, evaluate, and compose visual messages.	
Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning,	
1. Document the use of stereotypes and biases in visual media (e.g., distorted representations of society; imagery and stereotyping in advertising; elements of stereotypes such as physical characteristics,	<p>The Following Provide Opportunities to Meet this Objective:</p> <p>Write a Caption, Ad, Labels <u>Topic Software Teaching Resources:</u> 241, 242, 245, 250, 253, 254, 263, 279-280 <u>Audiobook Teaching Resources:</u> 28, 44, 61</p>

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manner of speech, beliefs and attitudes).	<u>Paperbacks Teaching Resources:</u> 82, 86, 112
2. Indicate how symbols, images, sounds, and other conventions are used in visual media (e.g., time lapse in films; set elements that identify a particular time period or culture).	<p>The Following Provide Opportunities to Meet this Objective:</p> <p>Write a Poster, Sign, Invitation <u>RDI Book 3-Strategies for English Language Learners:</u> 64 <u>Topic Software Teaching Resources:</u> 219, 224, 228, 229, 247, 259, 273, 281 <u>Audiobook Teaching Resources:</u> 53, 61 <u>Paperbacks Teaching Resources:</u> 88, 96, 118, 128, 138</p> <p>Write a Caption, Ad, Labels <u>Topic Software Teaching Resources:</u> 241, 242, 245, 250, 253, 254, 263, 279-280 <u>Audiobook Teaching Resources:</u> 28, 44, 61 <u>Paperbacks Teaching Resources:</u> 82, 86, 112</p>
Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages,	
1. Select people with special interests and expectations who are the target audience for particular messages or products in visual media.	<p>The Following Provide Opportunities to Meet this Objective:</p> <p>Write a Caption, Ad, Labels <u>Topic Software Teaching Resources:</u> 241, 242, 245, 250, 253, 254, 263, 279-280 <u>Audiobook Teaching Resources:</u> 28, 44, 61 <u>Paperbacks Teaching Resources:</u> 82, 86, 112</p>
2. Define and design language and content that reflect the target audience for particular messages and products (e.g., in advertising and sales techniques aimed specifically towards teenagers; in products aimed toward different classes, races, ages, genders; in the appeal of popular television shows and films for particular audience).	<p>The Following Provide Opportunities to Meet this Objective:</p> <p>Write a Poster, Sign, Invitation <u>RDI Book 3-Strategies for English Language Learners:</u> 64 <u>Topic Software Teaching Resources:</u> 219, 224, 228, 229, 247, 259, 273, 281 <u>Audiobook Teaching Resources:</u> 53, 61 <u>Paperbacks Teaching Resources:</u> 88, 96, 118, 128, 138</p> <p>Write a Caption, Ad, Labels <u>Topic Software Teaching Resources:</u> 241, 242, 245, 250, 253, 254, 263, 279-280 <u>Audiobook Teaching Resources:</u> 28, 44, 61 <u>Paperbacks Teaching Resources:</u> 82, 86, 112</p>
Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.	

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<p>1. Create media products to include a billboard, cereal box, short editorials, and a three-minute documentary or print ad to engage specific audiences.</p>	<p>The Following Provide Opportunities to Meet this Objective:</p> <p>Write a Poster, Sign, Invitation <u>RDI Book 3-Strategies for English Language Learners:</u> 64 <u>Topic Software Teaching Resources:</u> 219, 224, 228, 229, 247, 259, 273, 281 <u>Audiobook Teaching Resources:</u> 53, 61 <u>Paperbacks Teaching Resources:</u> 88, 96, 118, 128, 138</p>
<p>2. Create, present, test, and revise a project and analyze a response, using data-gathering techniques such as questionnaires, group discussions, and feedback forms.</p>	