



Scholastic *READ 180 Enterprise*, Stage C
correlated to the
South Carolina English Language Arts Curriculum Standards
Grades 9-12 (English 1-4)

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August 2007

**Scholastic Read 180, Stage C correlated to
South Carolina English Language Arts High School Course Standards, English 1-4**

English 1	Scholastic READ 180, Stage C
	TE= Teacher's Edition; R1= RDI 1 Reading Skills and Strategies; R2= RDI 2 Writing & Grammar Strategies; R3= RDI 3 Strategies for English-Language Learners; TS= Topic Software; P= Paperbacks; A= Audiobooks; S= Software
READING	
Understanding and Using Literary Texts	
Standard E1-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.	
E1-1.1 Compare/contrast ideas within and across literary texts to make inferences.	TE: 16, 19, 36, 38, 41, 88, 90, 92, 108, 110, 112, 115, 138, 145, 148, 167, 168, 210C, 212-221, 224, 225, 244; R1: 302, 303; TS: 25, 30, 36-39, 42, 49, 50, 54-56, 66-68; P: 13, 17-21, 23, 29, 31, 37, 44, 47, 51, 89, 123; A: 14, 17-21, 24-25, 54; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered include making inferences. Students can return to the passage to find text evidence to help them answer the questions.
E1-1.2 Analyze the impact of point of view on literary texts.	TE: 58, 60-61, 63, 65, 133, 134, 135, 149, 223, 225, 245, 246; R1: 312-313, 319, 341, 436, 442; P: 28, 34, 35, 43, 49, 50, 85, 87, 115; A: 36; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Students can return to the passage to find text evidence to help them answer the questions.
E1-1.3 Interpret devices of figurative language (including extended metaphor, oxymoron, and paradox).	TE: 18, 67, 135, 136, 137, 139, 140, 246; R1: 274; R2: 169
E1-1.4 Analyze the relationship among character, plot, and theme in a given literary text.	TE: 58, 60, 61, 63, 65, 133, 134, 135, 137, 139, 141, 143, 145, 147-149, 223, 225, 245-246; R1: 312, 313, 319, 341, 436, 442; P: 28, 34, 35, 43, 49, 50, 85, 87, 115; A: 36; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension. Students can return to the passage to find text evidence to help them answer the questions.
E1-1.5 Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.	TE: 60, 64, 63, 69, 147, 149, 225, 246; R1: 338-340, 343
E1-1.6 Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.	TE: 72-77, 166, 170, 188, 248; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Students can return to the passage to find text evidence to help them answer the questions.

English 1	<p align="center">Scholastic READ 180, Stage C</p> <p>TE= Teacher's Edition; R1= RDI 1 Reading Skills and Strategies; R2= RDI 2 Writing & Grammar Strategies; R3= RDI 3 Strategies for English-Language Learners; TS= Topic Software; P= Paperbacks; A= Audiobooks; S= Software</p>
E1-1.7 Carry out independent reading for extended periods of time to derive pleasure.	Each new lesson provides opportunities for student to increase the amount of independent reading, e.g., TE: 10-19, 34-43, 58-69, 84-93, 108-117, 132-149, 164-173, 108-197, 212-225; RD1: 346-417; P: 13-52; TS: 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69; S: <i>Reading Zone</i>
Understanding and Using Informational Texts	
Standard E1-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.	
E1-2.1 Compare/contrast theses within and across informational texts.	TE: 8C, 10-19, 41, 243; R1: 292, 293; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are reading for main idea and details. Students can return to the passage to find text evidence to help them answer the questions.
E1-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences.	TE: 12, 16, 19, 34, 36, 38, 41, 88, 90, 92, 108, 110, 112, 115, 138, 145, 148, 167, 168, 192, 210C, 212-221, 224, 225, 244; R1: 302, 303, 304, 305, 336; TS: 18, 19, 21, 25, 27, 30, 33, 36, 37, 38, 39, 42, 44, 49, 50, 54, 55, 56, 66, 67, 68, 69; P: 13, 14, 17, 18, 19, 20, 21, 23, 27, 28, 29, 31, 33, 34, 37, 39, 41, 44, 47, 51, 81, 89, 109, 111, 123; A: 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 42, 54; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are drawing conclusions and making inferences. Students can return to the passage to find text evidence to help them answer the questions.
E1-2.3 Analyze informational texts for indicators of author bias such as word choice, the exclusion and inclusion of particular information, and unsupported opinion.	N/A
E1-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, oral presentations, and media productions.	TE: 166, 170, 188; R2: 92, 96, 110, 114, 115; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Students can return to the passage to find text evidence to help them answer the questions.
E1-2.5 Carry out independent reading for extended periods of time to gain information.	Each new lesson provides opportunities for student to increase the amount of independent reading, e.g., TE: 10-19, 34-43, 58-69, 84-93, 108-117, 132-149, 164-173, 108-197, 212-225; RD1: 346-417; P: 13-52; TS: 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69; S: <i>Reading Zone</i>
E1-2.6 Analyze the impact that text elements have on the meaning of a given informational text.	TE: 34, 171

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E1-2.7 Analyze information from graphic features such as charts and graphs in informational texts.	N/A
E1-2.8 Analyze informational texts to identify propaganda techniques.	N/A
Building Vocabulary	
Standard E1-3 The student will use word analysis and vocabulary strategies to read fluently.	
E1-3.1 Use context clues to determine the meaning of technical terms and other unfamiliar words.	TE: 118, 171, 186C, 188-197, 198, 219, 244; R1: 238, 240, 264, 298, 299, 424, 425; R3: 63; TS: 27, 31, 36, 39, 44, 55, 62, 66; P: 22, 23, 26, 28, 36, 42, 45, 51, 52, 59, 101; A: 15, 17, 18, 19, 22, 23, 39; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Students can return to the passage to find text evidence to help them answer the questions.
E1-3.2 Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.	TE: 174; R1: 266, 268
E1-3.3 Interpret the connotations of words to understand the meaning of a given text.	R1: 250
WRITING	
Developing Written Communications	
Standard E1-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, correct use of the conventions of written Standard American English.	
E1-4.1 Use prewriting techniques such as creating lists, having discussions, using graphic organizers, using models, and using outlines to organize written works.	TE: 24, 48, 74, 98, 122, 154, 178, 202, 230; R1: 418-446; R2: 17, 23, 29, 35, 42, 47, 53, 59, 66, 71, 77, 83, 89, 95, 101, 107, 114, 119, 125, 131, 138, 143, 149, 155, 161, 167; P: 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133; A: 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60

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E1-4.2 Use complete sentences in a variety of types: simple, compound, complex, and compound-complex.	<p>TE: 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-181, 200-205, 228-233; RD2: 14-15, 20-21, 26-27, 32-33, 37-38, 44-45, 50-51, 56-67, 62-63, 68-69, 74-75, 80-81, 86-87, 92-93, 98-99, 104-105, 110-111, 116-117, 122-123, 128-129, 134-135, 140-141, 146-147, 152-153, 158-159, 164-165; R3: Teacher can expand upon <i>Additional Practice</i> writing activities, e.g., 29, 32, 35, 41, 43, 45, 47, 55, 57, 59, 61, 64-65</p>
E1-4.3 Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support such as definitions and descriptions.	<p>TE: 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-181, 200-205, 228-233; RD2: 14-15, 20-21, 26-27, 32-33, 37-38, 44-45, 50-51, 56-67, 62-63, 68-69, 74-75, 80-81, 86-87, 92-93, 98-99, 104-105, 110-111, 116-117, 122-123, 128-129, 134-135, 140-141, 146-147, 152-153, 158-159, 164-165; R3: Teacher can expand upon <i>Additional Practice</i> writing activities, e.g., 29, 32, 35, 41, 43, 45, 47, 55, 57, 59, 61, 64-65</p>
E1-4.4 Use the conventions of written Standard American English.	<p>TE: 10, 12, 14, 16, 18, 34, 36, 38, 40, 42, 56, 58, 60, 62, 64, 66, 68, 82, 84, 90, 92, 106, 108, 110, 112, 114, 116, 134, 136, 138, 140, 142, 144, 146, 148, 164, 166, 168, 170, 172, 186, 188, 190, 192, 194, 196, 212, 214, 216, 218, 220, 224</p>
E1-4.5 Use proofreading skills to edit for the correct use of written Standard American English.	<p>TE: 27, 51, 77, 101, 125, 157, 181, 205, 233; S: The proofreading activity helps students transfer their spelling skills to writing activities; a list of alternate spellings will include common misspellings, as well as some sentences not containing any errors, requiring student to carefully read all of the words.</p>
E1-4.6 Use revision strategies to improve the organization and development of content and the quality of voice in written works.	<p>TE: 25, 49, 75, 99, 123, 155, 179, 203, 231; R2: 19, 25, 31, 37, 49, 55, 61, 73, 79, 85, 91, 97, 103, 109, 121, 127, 133, 145, 151, 157, 163, 169</p>
<p>Producing Written Communications in a Variety of Forms</p>	
<p>Standard E1-5 The student will write for a variety of purposes and audiences.</p>	
E1-5.1 Create informational pieces such as letters of request, inquiry, or complaint that use language appropriate for the specific audience.	<p>T: 136; A: 64</p>
E1-5.2 Create narratives such as personal essays, memoirs, or narrative poems that use descriptive language to create tone and mood.	<p>TE: 46-51, 176-177, 228-233, 298; R2: 20, 26, 32, 38</p>
E1-5.3 Create descriptions for use in other modes of written works such as narratives and expository or persuasive pieces.	<p>TE: 22, 46, 96, 120, 176, 228; R2: 14, 20, 26, 32, 38, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134</p>

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E1-5.4 Create persuasive pieces such as editorials, essays, speeches, or reports that develop a clearly stated thesis and use support such as facts, statistics, and firsthand accounts.	TE: 79, 120-125, 159, 219, 247; R2: 116, 120, 122, 126, 128, 131, 132, 134, 138, 139
RESEARCHING	
Applying the Skills of Inquiry and Oral Communication	
Standard E1-6 The student will access and use information from a variety of sources.	
E1-6.1 Clarify and refine a research topic.	R1: 323, 337; R2: 172, 173
E1-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into oral or written works the information gathered from a variety of research sources.	TE: 12, 14, 18, 82C, 84-93, 114, 115, 116, 164, 168, 171, 173, 191, 194, 218, 223, 243; R1: 294, 295; R2: 172, 173; TS: 20, 37, 56, 57, 61, 68, 69; P: 15, 16, 20, 25, 29, 33, 38, 40, 46, 48, 51, 52, 67, 95; A: 30, 48; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are: main idea, summarize, sequence of events, read for detail, draw conclusions, make inferences, cause/effect, compare/contrast, and problem/solution. Students can return to the passage to find text evidence to help them answer the questions.
E1-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.	R1: 323, 337; R2: 172, 173, 178, 180
E1-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.	TE: 24, 48, 74, 98, 122, 154, 166, 170, 178, 188, 202, 230; R2: 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165
E1-6.5 Create written works and oral and visual presentations that are designed for a specific audience and purpose.	TE: 24, 48, 74, 98, 122, 154, 166, 170, 174, 188, 202, 230; R2: 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165
E1-6.6 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.	N/A
E1-6.7 Use a variety of print and electronic reference materials.	Instructor may utilize research report lessons found within text to expand upon standard, e.g., R2: 172-174, 178-181

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E1-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.	TE: 24, 48, 74, 98, 122, 154, 178, 202, 230; R1: 244, 252, 337; R2: 170, 171

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English 2	
READING	
Understanding and Using Literary Texts	
Standard E2-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.	
E2-1.1 Compare/contrast ideas within and across literary texts to make inferences.	<p>TE: 16, 19, 36, 38, 41, 88, 90, 92, 108, 110, 112, 115, 138, 145, 148, 167, 168, 210C, 212-221, 224, 225, 244; R1: 302, 303; TS: 25, 30, 36-39, 42, 49, 50, 54-56, 66-68; P: 13, 17-21, 23, 29, 31, 37, 44, 47, 51, 89, 123; A: 14, 17-21, 24-25, 54; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered include making inferences. Students can return to the passage to find text evidence to help them answer the questions.</p>
E2-1.2 Analyze the impact of point of view on literary texts.	<p>TE: 58, 60, 61, 63, 65, 133, 134, 135, 137, 139, 141, 143, 145, 147, 149, 223, 245, 246; R1: 310, 311, 319, 324, 434, 435, 442; P: 24, 34, 43, 77, 103, 129; A: 17, 27</p>
E2-1.3 Analyze devices of figurative language (including extended metaphor, oxymoron, and paradox).	<p>TE: 18, 67, 135, 136, 137, 139, 140, 246; R1: 274; R2: 169</p>
E2-1.4 Analyze the relationship among character, plot, and theme in a given literary text.	<p>TE: 58, 60, 61, 63, 65, 133, 134, 135, 137, 139, 141, 143, 145, 147-149, 223, 225, 245-246; R1: 312, 313, 319, 341, 436, 442; P: 28, 34, 35, 43, 49, 50, 85, 87, 115; A: 36; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Students can return to the passage to find text evidence to help them answer the questions.</p>
E2-1.5 Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.	<p>TE: 60, 64, 63, 69, 147, 149, 225, 246; R1: 338-340, 343</p>
E2-1.6 Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.	<p>TE: 72-77, 166, 170, 188, 248; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Students can return to the passage to find text evidence to help them answer the questions.</p>

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<p>E2-1.7 Carry out independent reading for extended periods of time to derive pleasure.</p>	<p>Each new lesson provides opportunities for student to increase the amount of independent reading, e.g., TE: 10-19, 34-43, 58-69, 84-93, 108-117, 132-149, 164-173, 108-197, 212-225; RD1: 346-417; P: 13-52; TS: 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69; S: <i>Reading Zone</i></p>
<p>Understanding and Using Informational Texts</p>	
<p>Standard E2-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.</p>	
<p>E2-2.1 Compare/contrast theses within and across informational texts.</p>	<p>TE: 8C, 10-19, 41, 243; R1: 292, 293; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are reading for main idea and details. Students can return to the passage to find text evidence to help them answer the questions.</p>
<p>E2-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences.</p>	<p>TE: 12, 16, 19, 34, 36, 38, 41, 88, 90, 92, 108, 110, 112, 115, 138, 145, 148, 167, 168, 192, 210C, 212-221, 224, 225, 244; R1: 302, 303, 304, 305, 336; TS: 18, 19, 21, 25, 27, 30, 33, 36, 37, 38, 39, 42, 44, 49, 50, 54, 55, 56, 66, 67, 68, 69; P: 13, 14, 17, 18, 19, 20, 21, 23, 27, 28, 29, 31, 33, 34, 37, 39, 41, 44, 47, 51, 81, 89, 109, 111, 123; A: 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 42, 54; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are drawing conclusions and making inferences. Students can return to the passage to find text evidence to help them answer the questions.</p>
<p>E2-2.3 Analyze informational texts for indicators of author bias such as word choice, the exclusion and inclusion of particular information, and unsupported opinion.</p>	<p>N/A</p>
<p>E2-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, oral presentations, and media productions.</p>	<p>TE: 166, 170, 188; R2: 110; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Students can return to the passage to find text evidence to help them answer the questions.</p>
<p>E2-2.5 Carry out independent reading for extended periods of time to gain information.</p>	<p>Each new lesson provides opportunities for student to increase the amount of independent reading, e.g., TE: 10-19, 34-43, 58-69, 84-93, 108-117, 132-149, 164-173, 108-197, 212-225; RD1: 346-417; P: 13-52; TS: 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69; S: <i>Reading Zone</i></p>
<p>E2-2.6 Analyze the impact that text elements have on the meaning of a given informational text.</p>	<p>TE: 34, 171</p>

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E2-2.7 Analyze information from graphic features such as charts and graphs in informational texts.	N/A
E2-2.8 Analyze informational texts to identify propaganda techniques.	N/A
Building Vocabulary	
Standard E2-3 The student will use word analysis and vocabulary strategies to read fluently.	
E2-3.1 Use context clues to determine the meaning of technical terms and other unfamiliar words.	TE: 171, 198; R1: 238, 264
E2-3.2 Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.	TE: 174; R1: 266, 268
E2-3.3 Interpret the connotations of words to understand the meaning of a given text.	R1: 250
WRITING	
Developing Written Communications	
Standard E2-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.	
E2-4.1 Use prewriting techniques such as creating lists, having discussions, using graphic organizers, using models, and using outlines to organize written works.	TE: 24, 48, 74, 98, 122, 154, 178, 202, 230; R1: 418-446; R2: 17, 23, 29, 35, 42, 47, 53, 59, 66, 71, 77, 83, 89, 95, 101, 107, 114, 119, 125, 131, 138, 143, 149, 155, 161, 167; P: 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133; A: 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60

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<p>E2-4.2 Use complete sentences in a variety of types in written works.</p>	<p>TE: 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-181, 200-205, 228-233; RD2: 14-15, 20-21, 26-27, 32-33, 37-38, 44-45, 50-51, 56-67, 62-63, 68-69, 74-75, 80-81, 86-87, 92-93, 98-99, 104-105, 110-111, 116-117, 122-123, 128-129, 134-135, 140-141, 146-147, 152-153, 158-159, 164-165; R3: Teacher can expand upon <i>Additional Practice</i> writing activities, e.g., 29, 32, 35, 41, 43, 45, 47, 55, 57, 59, 61, 64-65</p>
<p>E2-4.3 Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support such as definitions and descriptions.</p>	<p>TE: 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-181, 200-205, 228-233; RD2: 14-15, 20-21, 26-27, 32-33, 37-38, 44-45, 50-51, 56-67, 62-63, 68-69, 74-75, 80-81, 86-87, 92-93, 98-99, 104-105, 110-111, 116-117, 122-123, 128-129, 134-135, 140-141, 146-147, 152-153, 158-159, 164-165; R3: Teacher can expand upon <i>Additional Practice</i> writing activities, e.g., 29, 32, 35, 41, 43, 45, 47, 55, 57, 59, 61, 64-65</p>
<p>E2-4.4 Use the conventions of written Standard American English.</p>	<p>TE: 10, 12, 14, 16, 18, 34, 36, 38, 40, 42, 56, 58, 60, 62, 64, 66, 68, 82, 84, 90, 92, 106, 108, 110, 112, 114, 116, 134, 136, 138, 140, 142, 144, 146, 148, 164, 166, 168, 170, 172, 186, 188, 190, 192, 194, 196, 212, 214, 216, 218, 220, 224</p>
<p>E2-4.5 Use proofreading skills to edit for the correct use of written Standard American English.</p>	<p>TE: 27, 51, 77, 101, 125, 157, 181, 205, 233; S: The proofreading activity helps students transfer their spelling skills to writing activities; a list of alternate spellings will include common misspellings, as well as some sentences not containing any errors, requiring student to carefully read all of the words.</p>
<p>E2-4.6 Use revision strategies to improve the organization and development of content and the quality of voice in written works.</p>	<p>TE: 25, 49, 75, 99, 123, 155, 179, 203, 231; R2: 19, 25, 31, 37, 49, 55, 61, 73, 79, 85, 91, 97, 103, 109, 121, 127, 133, 145, 151, 157, 163, 169</p>
<p>Producing Written Communications in a Variety of Forms</p>	
<p>Standard E2-5 The student will write for a variety of purposes and audiences.</p>	
<p>E2-5.1 Produce clear and concise career-oriented/technical writings such as memos, business letters, résumés, technical reports, and information analyses.</p>	<p>TE: 207; R2: 140, 144, 146, 149, 150, 158, 161, 162</p>
<p>E2-5.2 Create narratives such as personal essays, memoirs, and narrative poems that use descriptive language to enhance setting and characterization.</p>	<p>TE: 46-51, 176-177, 228-233, 298; R2: 20, 26, 32, 38</p>

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E2-5.3 Create descriptions for use in other modes of written works such as narratives and expository or persuasive pieces.	TE: 22, 46, 96, 120, 176, 228; R2: 14, 20, 26, 32, 38, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134
E2-5.4 Create persuasive writings such as editorials, essays, speeches, or reports that address a specific audience and support a clearly stated thesis with facts, statistics, and/or first-hand accounts.	TE: 79, 120-125, 159, 219, 247; R2: 116, 120, 122, 126, 128, 131, 132, 134, 138, 139
RESEARCHING	
Applying the Skills of Inquiry and Oral Communication	
Standard E2-6 The student will access and use information for a variety of sources.	
E2-6.1 Clarify and refine a research topic.	R1: 323, 337; R2: 172, 173
E2-6.2 Use direct quotations, paraphrasing, or summarizing to incorporate into oral or written works the information gathered from a variety of research sources.	TE: 12, 14, 18, 82C, 84-93, 114, 115, 116, 164, 168, 171, 173, 191, 194, 218, 223, 243; R1: 294, 295; R2: 172, 173; TS: 20, 37, 56, 57, 61, 68, 69; P: 15, 16, 20, 25, 29, 33, 38, 40, 46, 48, 51, 52, 67, 95; A: 30, 48; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are: main idea, summarize, sequence of events, read for detail, draw conclusions, make inferences, cause/effect, compare/contrast, and problem/solution. Students can return to the passage to find text evidence to help them answer the questions.
E2-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.	R1: 323, 337; R2: 172, 173, 178, 180
E2-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.	TE: 24, 48, 74, 98, 122, 154, 166, 170, 178, 188, 202, 230; R2: 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165
E2-6.5 Create written works and oral and visual presentations that are designed for a specific audience and purpose.	TE: 24, 48, 74, 98, 122, 154, 166, 170, 178, 188, 202, 230; R2: 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165
E2-6.6 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.	N/A
E2-6.7 Use a variety of print and electronic reference materials.	Instructor may utilize research report lessons found within text to expand upon standard, e.g., R2: 172-174, 178-181

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E2-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.	TE: 24, 48, 74, 98, 122, 154, 178, 202, 230; R1: 244, 252, 337; R2: 170, 171

English 3	<p align="center">Scholastic READ 180, Stage C</p> <p>TE= Teacher's Edition; R1= RDI 1 Reading Skills and Strategies; R2= RDI 2 Writing & Grammar Strategies; R3= RDI 3 Strategies for English-Language Learners; TS= Topic Software; P= Paperbacks; A= Audiobooks; S= Software</p>
READING	
Understanding and Using Literary Texts	
Standard E3-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.	
E3-1.1 Compare/contrast ideas within and across literary texts to make inferences.	<p>TE: 16, 19, 36, 38, 41, 88, 90, 92, 108, 110, 112, 115, 138, 145, 148, 167, 168, 210C, 212-221, 224, 225, 244; R1: 302, 303; TS: 25, 30, 36-39, 42, 49, 50, 54-56, 66-68; P: 13, 17-21, 23, 29, 31, 37, 44, 47, 51, 89, 123; A: 14, 17-21, 24-25, 54; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered include making inferences. Students can return to the passage to find text evidence to help them answer the questions.</p>
E3-1.2 Evaluate the impact of point of view on literary texts.	<p>TE: 58, 60, 61, 63, 65, 133, 134, 135, 137, 139, 141, 143, 145, 147, 149, 223, 245, 246; R1: 310, 311, 319, 324, 434, 435, 442; P: 24, 34, 43, 77, 103, 129; A: 17, 27</p>
E3-1.3 Evaluate devices of figurative language figurative language (including extended metaphor, oxymoron, and paradox).	<p>TE: 18, 67, 135, 136, 137, 139, 140, 246; R1: 274; R2: 169</p>
E3-1.4 Evaluate the relationship among character, plot, and theme in a given literary text.	<p>TE: 58, 60, 61, 63, 65, 133, 134, 135, 137, 139, 141, 143, 145, 147-149, 223, 225, 245-246; R1: 312, 313, 319, 341, 436, 442; P: 28, 34, 35, 43, 49, 50, 85, 87, 115; A: 36; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Students can return to the passage to find text evidence to help them answer the questions.</p>
E3-1.5 Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.	<p>TE: 60, 64, 63, 69, 147, 149, 225, 246; R1: 338-340, 343</p>
E3-1.6 Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.	<p>TE: 24, 48, 74, 98, 122, 154, 166, 170, 178, 188, 202, 230; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Students can return to the passage to find text evidence to help them answer the questions.</p>
E3-1.7 Carry out independent reading for extended periods of time to derive pleasure.	<p>Each new lesson provides opportunities for student to increase the amount of independent reading, e.g., TE: 10-19, 34-43, 58-69, 84-93, 108-117, 132-149, 164-173, 108-197, 212-225; RD1: 346-417; P: 13-52; TS: 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69; S: <i>Reading Zone</i></p>

English 3	<p align="center">Scholastic READ 180, Stage C</p> <p>TE= Teacher's Edition; R1= RDI 1 Reading Skills and Strategies; R2= RDI 2 Writing & Grammar Strategies; R3= RDI 3 Strategies for English-Language Learners; TS= Topic Software; P= Paperbacks; A= Audiobooks; S= Software</p>
Understanding and Using Informational Texts	
Standard E3-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.	
E3-2.1 Evaluate these within and across informational texts.	TE: 8C, 10-19, 1, 243; R1: 292, 293; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are reading for main idea and details. Students can return to the passage to find text evidence to help them answer the questions.
E3-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences.	TE: 12, 16, 19, 34, 36, 38, 41, 88, 90, 92, 108, 110, 112, 115, 138, 145, 148, 167, 168, 192, 210C, 212-221, 224, 225, 244; R1: 302, 303, 304, 305, 336; TS: 18, 19, 21, 25, 27, 30, 33, 36, 37, 38, 39, 42, 44, 49, 50, 54, 55, 56, 66, 67, 68, 69; P: 13, 14, 17, 18, 19, 20, 21, 23, 27, 28, 29, 31, 33, 34, 37, 39, 41, 44, 47, 51, 81, 89, 109, 111, 123; A: 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 42, 54; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are drawing conclusions and making inferences. Students can return to the passage to find text evidence to help them answer the questions.
E3-2.3 Analyze informational texts for indicators of author bias such as word choice, the exclusion and inclusion of particular information, and unsupported opinion.	N/A
E3-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, oral presentations, and media productions.	TE: 24, 48, 74, 98, 122, 154, 166, 170, 178, 188, 202, 230; R2: 110; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Students can return to the passage to find text evidence to help them answer the questions.
E3-2.5 Carry out independent reading for extended periods of time to gain information.	Each new lesson provides opportunities for student to increase the amount of independent reading, e.g., TE: 10-19, 34-43, 58-69, 84-93, 108-117, 132-149, 164-173, 108-197, 212-225; RD1: 346-417; P: 13-52; TS: 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69; S: <i>Reading Zone</i>
E3-2.6 Evaluate the impact that text elements have on the meaning of a given informational text.	TE: 34, 171
E3-2.7 Evaluate information from graphic features such as charts and graphs in informational texts.	N/A
E3-2.8 Evaluate informational texts to identify propaganda techniques.	N/A

English 3	<p align="center">Scholastic READ 180, Stage C</p> <p>TE= Teacher's Edition; R1= RDI 1 Reading Skills and Strategies; R2= RDI 2 Writing & Grammar Strategies; R3= RDI 3 Strategies for English-Language Learners; TS= Topic Software; P= Paperbacks; A= Audiobooks; S= Software</p>
Building Vocabulary	
Standard E3-3 The student will use word analysis and vocabulary strategies to read fluently.	
E3-3.1 Use context clues to determine the meaning of technical terms and other unfamiliar words.	TE: 171, 198; R1: 238, 264
E3-3.2 Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.	TE: 174; R1: 266, 268
E3-3.3 Understand how American history and culture have influenced the use and development of the English language.	N/A
WRITING	
Developing Written Communications	
Standard E3-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, correct use of the conventions of written Standard American English.	
E3-4.1 Use prewriting techniques such as creating lists, having discussions, using graphic organizers, using models, and using outlines to organize written works.	TE: 24, 48, 74, 98, 122, 154, 178, 202, 230; R1: 418-446; R2: 17, 23, 29, 35, 42, 47, 53, 59, 66, 71, 77, 83, 89, 95, 101, 107, 114, 119, 125, 131, 138, 143, 149, 155, 161, 167; P: 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133; A: 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60
E3-4.2 Use complete sentences in a variety of types in written works.	TE: 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-181, 200-205, 228-233; RD2: 14-15, 20-21, 26-27, 32-33, 37-38, 44-45, 50-51, 56-67, 62-63, 68-69, 74-75, 80-81, 86-87, 92-93, 98-99, 104-105, 110-111, 116-117, 122-123, 128-129, 134-135, 140-141, 146-147, 152-153, 158-159, 164-165; R3: Teacher can expand upon <i>Additional Practice</i> writing activities, e.g., 29, 32, 35, 41, 43, 45, 47, 55, 57, 59, 61, 64-65

English 3	<p align="center">Scholastic READ 180, Stage C</p> <p>TE= Teacher's Edition; R1= RDI 1 Reading Skills and Strategies; R2= RDI 2 Writing & Grammar Strategies; R3= RDI 3 Strategies for English-Language Learners; TS= Topic Software; P= Paperbacks; A= Audiobooks; S= Software</p>
E3-4.3 Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support such as definitions and descriptions.	<p>TE: 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-181, 200-205, 228-233; RD2: 14-15, 20-21, 26-27, 32-33, 37-38, 44-45, 50-51, 56-67, 62-63, 68-69, 74-75, 80-81, 86-87, 92-93, 98-99, 104-105, 110-111, 116-117, 122-123, 128-129, 134-135, 140-141, 146-147, 152-153, 158-159, 164-165; R3: Teacher can expand upon <i>Additional Practice</i> writing activities, e.g., 29, 32, 35, 41, 43, 45, 47, 55, 57, 59, 61, 64-65</p>
E3-4.4 Use the conventions of written Standard American English.	<p>TE: 10, 12, 14, 16, 18, 34, 36, 38, 40, 42, 56, 58, 60, 62, 64, 66, 68, 82, 84, 90, 92, 106, 108, 110, 112, 114, 116, 134, 136, 138, 140, 142, 144, 146, 148, 164, 166, 168, 170, 172, 186, 188, 190, 192, 194, 196, 212, 214, 216, 218, 220, 224</p>
E3-4.5 Use proofreading skills to edit for the correct use of written Standard American English.	<p>TE: 27, 51, 77, 101, 125, 157, 181, 205, 233; S: The proofreading activity helps students transfer their spelling skills to writing activities; a list of alternate spellings will include common misspellings, as well as some sentences not containing any errors, requiring student to carefully read all of the words.</p>
E3-4.6 Use revision strategies to improve the organization and development of content and the quality of voice in written works.	<p>TE: 25, 49, 75, 99, 123, 155, 179, 203, 231; R2: 19, 25, 31, 37, 49, 55, 61, 73, 79, 85, 91, 97, 103, 109, 121, 127, 133, 145, 151, 157, 163, 169</p>
Producing Written Communications in a Variety of Forms	
Standard E3-5 The student will write for a variety of purposes and audiences.	
E3-5.1 Produce clear and concise career-oriented/technical writings such as memos, business letters, résumés, technical reports, and information analyses.	<p>R2: 104, 108, 146, 150, 158, 162</p>
E3-5.2 Create narratives such as personal essays, memoirs, or narrative poems that use descriptive language to enhance voice and tone.	<p>TE: 46-51, 176-177, 228-233, 298; R2: 20, 26, 32, 38</p>
E3-5.3 Create descriptions for use in other modes of written works such as narratives and expository or persuasive pieces.	<p>TE: 22, 46, 96, 120, 176, 228; R2: 14, 20, 26, 32, 38, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134</p>
E3-5.4 Create persuasive writings such as editorials, essays, speeches, or reports that address a specific audience and use logical arguments supported by facts or expert opinions.	<p>TE: 79, 120-125, 159, 219, 247; R2: 116, 120, 122, 126, 128, 131, 132, 134, 138, 139</p>

English 3	<p align="center">Scholastic READ 180, Stage C</p> <p>TE= Teacher's Edition; R1= RDI 1 Reading Skills and Strategies; R2= RDI 2 Writing & Grammar Strategies; R3= RDI 3 Strategies for English-Language Learners; TS= Topic Software; P= Paperbacks; A= Audiobooks; S= Software</p>
RESEARCHING	
Applying the Skills of Inquiry and Oral Communication	
Standard E3-6 The student will access and use information for a variety of sources.	
E3-6.1 Clarify and refine a research topic.	R1: 323, 337; R2: 172, 173
E3-6.2 Use direct quotations, paraphrasing, or summarizing to incorporate into oral or written works the information gathered from a variety of research sources.	TE: 12, 14, 18, 82C, 84-93, 114, 115, 116, 164, 168, 171, 173, 191, 194, 218, 223, 243; R1: 294, 295; R2: 172, 173; TS: 20, 37, 56, 57, 61, 68, 69; P: 15, 16, 20, 25, 29, 33, 38, 40, 46, 48, 51, 52, 67, 95; A: 30, 48; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are: main idea, summarize, sequence of events, read for detail, draw conclusions, make inferences, cause/effect, compare/contrast, and problem/solution. Students can return to the passage to find text evidence to help them answer the questions.
E3-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.	R1: 323, 337; R2: 172, 173, 178, 180
E3-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.	TE: 24, 48, 74, 98, 122, 154, 166, 170, 178, 188, 202, 230; R2: 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165
E3-6.5 Create written works and oral and visual presentations that are designed for a specific audience and purpose.	TE: 24, 48, 74, 98, 122, 154, 166, 170, 178, 188, 202, 230; R1: 323, 337; R2: 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165
E3-6.6 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.	N/A
E3-6.7 Use a variety of print and electronic reference materials.	Instructor may utilize research report lessons found within text to expand upon standard, e.g., R2: 172-174, 178-181
E3-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.	TE: 24, 48, 74, 98, 122, 154, 178, 202, 230; R1: 244, 252, 337; R2: 170, 171

English 4	<p align="center">Scholastic READ 180, Stage C</p> <p>TE= Teacher's Edition; R1= RDI 1 Reading Skills and Strategies; R2= RDI 2 Writing & Grammar Strategies; R3= RDI 3 Strategies for English-Language Learners; TS= Topic Software; P= Paperbacks; A= Audiobooks; S= Software</p>
READING	
Understanding and Using Literary Texts	
Standard E4-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.	
E4-1.1 Compare/contrast ideas within and across literary texts to make inferences.	<p>TE: 16, 19, 36, 38, 41, 88, 90, 92, 108, 110, 112, 115, 138, 145, 148, 167, 168, 210C, 212-221, 224, 225, 244; R1: 302, 303; TS: 25, 30, 36-39, 42, 49, 50, 54-56, 66-68; P: 13, 17-21, 23, 29, 31, 37, 44, 47, 51, 89, 123; A: 14, 17-21, 24-25, 54; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered include making inferences. Students can return to the passage to find text evidence to help them answer the questions.</p>
E4-1.2 Evaluate the impact of point of view on literary texts.	<p>TE: 58, 60, 61, 63, 65, 133, 134, 135, 149, 223, 225, 245, 246; R1: 312, 313, 319, 341, 436, 442; P: 28, 34, 35, 43, 49, 50, 85, 87, 115; A: 36; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are reading for main idea and details. Students can return to the passage to find text evidence to help them answer the questions.</p>
E4-1.3 Evaluate devices of figurative language (including extended metaphor, oxymoron, and paradox).	<p>TE: 18, 67, 135, 136, 137, 139, 140, 246; R1: 274; R2: 169</p>
E4-1.4 Evaluate the relationship among character, plot, and theme in a given literary text.	<p>TE: 58, 60, 61, 63, 65, 133, 134, 135, 137, 139, 141, 143, 145, 147-149, 223, 225, 245-246; R1: 312, 313, 319, 341, 436, 442; P: 28, 34, 35, 43, 49, 50, 85, 87, 115; A: 36; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are reading for main idea and details. Students can return to the passage to find text evidence to help them answer the questions.</p>
E4-1.5 Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.	<p>TE: 60, 64, 63, 69, 147, 149, 225, 246; R1: 338-340, 343</p>
E4-1.6 Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.	<p>TE: 72-77, 166, 170, 188, 248; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Students can return to the passage to find text evidence to help them answer the questions.</p>

<p style="text-align: center;">English 4</p>	<p style="text-align: center;">Scholastic READ 180, Stage C</p> <p>TE= Teacher's Edition; R1= RDI 1 Reading Skills and Strategies; R2= RDI 2 Writing & Grammar Strategies; R3= RDI 3 Strategies for English-Language Learners; TS= Topic Software; P= Paperbacks; A= Audiobooks; S= Software</p>
<p>E4-1.7 Carry out independent reading for extended periods of time to derive pleasure.</p>	<p>Each new lesson provides opportunities for student to increase the amount of independent reading, e.g., TE: 10-19, 34-43, 58-69, 84-93, 108-117, 132-149, 164-173, 108-197, 212-225; RD1: 346-417; P: 13-52; TS: 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69; S: <i>Reading Zone</i></p>
<p>Understanding and Using Informational Texts</p>	
<p>Standard E4-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.</p>	
<p>E4-2.1 Evaluate theses within and across informational texts.</p>	<p>TE: 8C, 10-19, 41, 243; R1: 292, 293; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are reading for main idea and details. Students can return to the passage to find text evidence to help them answer the questions.</p>
<p>E4-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences.</p>	<p>TE: 12, 16, 19, 34, 36, 38, 41, 88, 90, 92, 108, 110, 112, 115, 138, 145, 148, 167, 168, 192, 210C, 212-221, 224, 225, 244; R1: 302, 303, 304, 305, 336; TS: 18, 19, 21, 25, 27, 30, 33, 36, 37, 38, 39, 42, 44, 49, 50, 54, 55, 56, 66, 67, 68, 69; P: 13, 14, 17, 18, 19, 20, 21, 23, 27, 28, 29, 31, 33, 34, 37, 39, 41, 44, 47, 51, 81, 89, 109, 111, 123; A: 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 42, 54; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are drawing conclusions and making inferences. Students can return to the passage to find text evidence to help them answer the questions.</p>
<p>E4-2.3 Analyze informational texts for indicators of author bias such as word choice, the exclusion and inclusion of particular information, and unsupported opinion.</p>	<p>N/A</p>
<p>E4-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, oral presentations, and media productions.</p>	<p>TE: 166, 170, 188; R2: 92, 96, 110, 114, 115; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Students can return to the passage to find text evidence to help them answer the questions.</p>
<p>E4-2.5 Carry out independent reading for extended periods of time to gain information.</p>	<p>Each new lesson provides opportunities for student to increase the amount of independent reading, e.g., TE: 10-19, 34-43, 58-69, 84-93, 108-117, 132-149, 164-173, 108-197, 212-225; RD1: 346-417; P: 13-52; TS: 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69; S: <i>Reading Zone</i></p>
<p>E4-2.6 Evaluate the impact that text elements have on the meaning of a given informational text.</p>	<p>TE: 34, 171</p>

English 4	<p align="center">Scholastic READ 180, Stage C</p> <p>TE= Teacher's Edition; R1= RDI 1 Reading Skills and Strategies; R2= RDI 2 Writing & Grammar Strategies; R3= RDI 3 Strategies for English-Language Learners; TS= Topic Software; P= Paperbacks; A= Audiobooks; S= Software</p>
E4-2.7 Evaluate information from graphic features such as charts and graphs in informational texts.	N/A
E4-2.8 Evaluate informational texts to identify propaganda techniques.	N/A
Building Vocabulary	
Standard E4-3 The student will use word analysis and vocabulary strategies to read fluently	
E4-3.1 Use context clues to determine the meaning of technical terms and other unfamiliar words.	TE: 171, 198; R1: 238, 264
E4-3.2 Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.	TE: 174; R1: 266, 268
E4-3.3 Understand how British history and culture have influenced the use and development of the English language.	N/A
WRITING	
Developing Written Communications	
Standard E4-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.	
E4-4.1 Use prewriting techniques such as creating lists, having discussions, using graphic organizers, using models, and using outlines to organize written works.	TE: 24, 48, 74, 98, 122, 154, 178, 202, 230; R1: 418-446; R2: 17, 23, 29, 35, 42, 47, 53, 59, 66, 71, 77, 83, 89, 95, 101, 107, 114, 119, 125, 131, 138, 143, 149, 155, 161, 167; P: 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133; A: 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60
E4-4.2 Use complete sentences in a variety of types in written works.	TE: 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-181, 200-205, 228-233; RD2: 14-15, 20-21, 26-27, 32-33, 37-38, 44-45, 50-51, 56-67, 62-63, 68-69, 74-75, 80-81, 86-87, 92-93, 98-99, 104-105, 110-111, 116-117, 122-123, 128-129, 134-135, 140-141, 146-147, 152-153, 158-159, 164-165; R3: Teacher can expand upon <i>Additional Practice</i> writing activities, e.g., 29, 32, 35, 41, 43, 45, 47, 55, 57, 59, 61, 64-65

<p style="text-align: center;">English 4</p>	<p style="text-align: center;">Scholastic READ 180, Stage C</p> <p>TE= Teacher's Edition; R1= RDI 1 Reading Skills and Strategies; R2= RDI 2 Writing & Grammar Strategies; R3= RDI 3 Strategies for English-Language Learners; TS= Topic Software; P= Paperbacks; A= Audiobooks; S= Software</p>
<p>E4-4.3 Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support such as definitions and descriptions.</p>	<p>TE: 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-181, 200-205, 228-233; RD2: 14-15, 20-21, 26-27, 32-33, 37-38, 44-45, 50-51, 56-67, 62-63, 68-69, 74-75, 80-81, 86-87, 92-93, 98-99, 104-105, 110-111, 116-117, 122-123, 128-129, 134-135, 140-141, 146-147, 152-153, 158-159, 164-165; R3: Teacher can expand upon <i>Additional Practice</i> writing activities, e.g., 29, 32, 35, 41, 43, 45, 47, 55, 57, 59, 61, 64-65</p>
<p>E4-4.4 Use the conventions of written Standard American English.</p>	<p>TE: 10, 12, 14, 16, 18, 34, 36, 38, 40, 42, 56, 58, 60, 62, 64, 66, 68, 82, 84, 90, 92, 106, 108, 110, 112, 114, 116, 134, 136, 138, 140, 142, 144, 146, 148, 164, 166, 168, 170, 172, 186, 188, 190, 192, 194, 196, 212, 214, 216, 218, 220, 224</p>
<p>E4-4.5 Use proofreading skills to edit for the correct use of written Standard American English.</p>	<p>TE: 27, 51, 77, 101, 125, 157, 181, 205, 233; S: The proofreading activity helps students transfer their spelling skills to writing activities; a list of alternate spellings will include common misspellings, as well as some sentences not containing any errors, requiring student to carefully read all of the words.</p>
<p>E4-4.6 Use revision strategies to improve the organization and development of content and the quality of voice in written works.</p>	<p>TE: 25, 49, 75, 99, 123, 155, 179, 203, 231; R2: 19, 25, 31, 37, 49, 55, 61, 73, 79, 85, 91, 97, 103, 109, 121, 127, 133, 145, 151, 157, 163, 169</p>
<p style="text-align: center;">Producing Written Communications in a Variety of Forms</p>	
<p>Standard E4-5 The student will write for a variety of purposes and audiences.</p>	
<p>E4-5.1 Produce clear and concise career-oriented/technical writings such as memos, business letters, résumés, technical reports, and information analyses.</p>	<p>TE: 79, 120-125, 159, 219, 247; R2: 116, 120, 122, 126, 128, 131, 132, 134, 138, 139</p>
<p>E4-5.2 Create narratives such as personal essays, memoirs, and narrative poems that use descriptive language to enhance voice and tone.</p>	<p>TE: 46-51, 176-177, 228-233, 298; R2: 20, 26, 32, 38</p>
<p>E4-5.3 Create descriptions for use in other modes of written works such as narratives and expository or persuasive pieces.</p>	<p>TE: 22, 46, 96, 120, 176, 228; R2: 14, 20, 26, 32, 38, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134</p>
<p>E4-5.4 Create persuasive writings such as editorials, essays, speeches, or reports that address a specific audience and use logical arguments supported by facts or expert opinions.</p>	<p>TE: 79, 120-125, 159, 219, 247; R2: 116, 120, 122, 126, 128, 131, 132, 134, 138, 139</p>

English 4	<p align="center">Scholastic READ 180, Stage C</p> <p>TE= Teacher's Edition; R1= RDI 1 Reading Skills and Strategies; R2= RDI 2 Writing & Grammar Strategies; R3= RDI 3 Strategies for English-Language Learners; TS= Topic Software; P= Paperbacks; A= Audiobooks; S= Software</p>
RESEARCHING	
Applying the Skills of Inquiry and Oral Communication	
Standard E4-6 The student will access and use information for a variety of sources.	
E4-6.1 Clarify and refine a research topic.	R1: 323, 337; R2: 172, 173
E4-6.2 Use direct quotations, paraphrasing, or summarizing to incorporate into oral or written works the information gathered from a variety of research sources.	TE: 12, 14, 18, 82C, 84-93, 114, 115, 116, 164, 168, 171, 173, 191, 194, 218, 223, 243; R1: 294, 295; R2: 172, 173; TS: 20, 37, 56, 57, 61, 68, 69; P: 15, 16, 20, 25, 29, 33, 38, 40, 46, 48, 51, 52, 67, 95; A: 30, 48; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are: main idea, summarize, sequence of events, read for detail, draw conclusions, make inferences, cause/effect, compare/contrast, and problem/solution. Students can return to the passage to find text evidence to help them answer the questions.
E4-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.	R1: 323, 337; R2: 172, 173, 178, 180
E4-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.	TE: 24, 48, 74, 98, 122, 154, 166, 170, 178, 188, 202, 230; R2: 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165
E4-6.5 Create written works and oral and visual presentations that are designed for a specific audience and purpose.	TE: 24, 48, 74, 98, 122, 154, 166, 170, 174, 188, 202, 230; R2: 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165
E4-6.6 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.	N/A
E4-6.7 Use a variety of print and electronic reference materials.	Instructor may utilize research report lessons found within text to expand upon standard, e.g., R2: 172-174, 178-181
E4-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.	TE: 24, 48, 74, 98, 122, 154, 178, 202, 230; R1: 244, 252, 337; R2: 170, 171