

Scholastic's Read 180, Stage C
correlated to the
Louisiana English Language Arts Standards, Assessments, and Accountability
Grade-Level Expectations
Grades 11-12

Louisiana English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
Reading and Responding	
Standard 1:	
1. Extend basic and technical vocabulary using a variety of strategies, including:	
<ul style="list-style-type: none"> • analysis of an author's word choice 	<p><u>rBook Teaching Guide:</u> 20, 44, 70, 94, 118, 150, 174, 198, 226</p> <p><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.</p> <p><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.</p> <p><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>
<ul style="list-style-type: none"> • use of related forms of words 	<p><u>rBook Teaching Guide:</u> 20, 44, 70, 94, 118, 150, 174, 198, 226</p> <p><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.</p> <p><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.</p> <p><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>
<ul style="list-style-type: none"> • analysis of analogous statements 	<p><u>rBook Teaching Guide:</u> 20, 44, 70, 94, 118, 150,</p>

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(ELA-1-H1)	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.
2. Analyze the significance of complex literary and rhetorical devices in American, British, or world texts, including:	
<ul style="list-style-type: none"> • apostrophes 	<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.
<ul style="list-style-type: none"> • rhetorical questions 	<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.
<ul style="list-style-type: none"> • metaphysical conceits 	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide

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	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.
<ul style="list-style-type: none"> implicit metaphors (metonymy and synecdoche) (ELA-1-H2) 	<u>rBook Teaching Guide:</u> 142, 246 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 230-231
3. Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including:	
<ul style="list-style-type: none"> fiction/nonfiction 	<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.
<ul style="list-style-type: none"> drama/poetry 	The Following Provides Opportunities to Meet this Objective: <u>rBook Teaching Guide:</u> Ballad of Birmingham 222; Names, The 66 <u>RDI Book 1- Reading Skills and Strategies:</u> 403, 408, 412, 415, 417 <u>Paperbacks Teaching Resources:</u> In Your Face: Poems About Real Life
<ul style="list-style-type: none"> public documents 	
<ul style="list-style-type: none"> film/visual texts 	
<ul style="list-style-type: none"> debates/speeches (ELA-1-H3) 	
4. Evaluate ways in which the main idea, rationale or thesis, and information in complex texts, including consumer, workplace, public, and historical documents, represent a view or comment on life (ELA-1-H4)	<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.

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Standard 6:	
5. Analyze and critique the impact of historical periods, diverse ethnic groups, and major influences (e.g., philosophical, political, religious, ethical, social) on American, British, or world literature in oral and written responses (ELA-6-H1)	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.
6. Analyze and explain the significance of literary forms, techniques, characteristics, and recurrent themes of major literary periods in ancient, American, British, or world literature (ELA-6-H2)	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.
7. Analyze and synthesize in oral and written responses distinctive elements (e.g., structure) of a variety of literary forms and types, including:	
<ul style="list-style-type: none"> • essays and memoirs by early and modern essay writers 	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.
<ul style="list-style-type: none"> • epic poetry such as Beowulf 	
<ul style="list-style-type: none"> • forms of lyric and narrative poetry such as the ballad, sonnets, pastorals, elegies, and the dramatic monologue 	The Following Provides Opportunities to Meet this Objective: rBook Teaching Guide: Ballad of Birmingham 222; Names, The 66 RDI Book 1- Reading Skills and Strategies: 403, 408, 412, 415, 417 Paperbacks Teaching Resources: In Your Face: Poems About Real Life

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<ul style="list-style-type: none"> drama, including ancient, Renaissance, and modern comedies and tragedies 	
<ul style="list-style-type: none"> short stories, novellas, and novels 	<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>
<ul style="list-style-type: none"> biographies and autobiographies 	<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>
<ul style="list-style-type: none"> speeches (ELA-6-H3) 	
<p>8. Analyze in oral and written responses the ways in which works of ancient, American, British, or world literature represent views or comments on life, for example:</p>	
<ul style="list-style-type: none"> an autobiography/diary gives insight into a particular time and place 	<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>
<ul style="list-style-type: none"> the pastoral idealizes life in the country 	<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</p>

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	are discussed with guidance from the teacher and provide opportunities to support this standard.
<ul style="list-style-type: none"> • the parody mocks people and institutions 	<p>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.</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>
<ul style="list-style-type: none"> • an allegory uses fictional figures to express truths about human experiences (ELA-6-H4) 	<p>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.</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>
Standard 7:	
9. Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example:	
<ul style="list-style-type: none"> • interpreting and evaluating presentation of events and information 	<p>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.</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>
<ul style="list-style-type: none"> • evaluating the credibility of arguments in nonfiction works 	<p>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.</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</p>

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<ul style="list-style-type: none"> making inferences and drawing conclusions 	<p>provide opportunities to support this standard.</p> <p>rBook Teaching Guide: 12, 16, 19, 34, 36, 38, 88, 90, 92, 110, 112, 138, 145, 148, 167, 168, 192, 210C, 212-221, 244</p> <p>RDI Book 1- Reading Skills and Strategies: 302, 303, 304, 305, 428, 429</p> <p>Topic Software Teaching Resources: 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 1.3: 79-82, 219-220, 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; 3.2: 107-110, 233-234, 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; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 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; 7.1: 167-170, 263-264, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.4: 195-198, 277-278, 287; 9.1: 199-202, 279-280, 287; 9.2: 203-206, 281-282, 287; 9.4: 211-214, 285-286, 287</p> <p>Audiobook Teaching Resources: 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>Paperbacks Teaching Resources: 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); The Skin I'm In (Resources – 89, 90, 135-140, 141); Macbeth (Resources 123, 124, 135-140, 141)</p> <p>rSkills Test Book: Test 5</p>
<ul style="list-style-type: none"> evaluating the author's use of complex literary elements, (e.g., symbolism, themes, characterization, ideas) 	<p>The Following Support this Objective:</p> <p>rBook Teaching Guide: 246</p> <p>RDI Book 1- Reading Skills and Strategies: 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 148, 149, 245, 246, 312, 313, 338, 436</p> <p>Audiobook Teaching Resources: Hamlet – 10, 19, 43, 46 (Resources -33, 34-35, 63-68, 69); Lord of</p>

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	<p>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)</p> <p>Paperbacks Teaching Resources: 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>RDI Book 1- Reading Skills and Strategies: 306, 307, 430, 431</p> <p>rSkills Test Book: Tests 2, 3, & 5</p>
<ul style="list-style-type: none"> comparing and contrasting major periods, themes, styles, and trends within and across texts 	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>rBook Teaching Guide: 186C, 188-197, 219, 244</p> <p>RDI Book 1- Reading Skills and Strategies: 298, 299, 424, 425</p> <p>Topic Software Teaching Resources: 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</p> <p>Audiobook Teaching Resources: 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)</p> <p>Paperbacks Teaching Resources: Gym Rats: True Stories About Punching, Pedaling, and Powerlifting (Resources – 59, 60, 135-140, 141); Forged by Fire (Resources 101, 102, 135-140, 141)</p> <p>rSkills Test Book: Tests 4 & 5</p>
<ul style="list-style-type: none"> making predictions and generalizations about ideas and information 	<p>rBook Teaching Guide: 61, 67, 114, 143, 168</p> <p>RDI Book 1- Reading Skills and Strategies: 318, 438</p> <p>Paperbacks Teaching Resources: War of the Worlds (Resources – 69, 70, 135-140, 141); Driver's Ed (Resources, 97, 98, 135-140, 141); Romiette and</p>

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	Julio (Resources – 127, 128, 135-140, 141)
<ul style="list-style-type: none"> critiquing the strengths and weaknesses of ideas and information 	<p>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.</p> <p>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>
<ul style="list-style-type: none"> synthesizing (ELA-7-H1) 	<p>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.</p> <p>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>
10. Identify, gather, and evaluate appropriate sources and relevant information to solve problems using multiple sources, including:	
<ul style="list-style-type: none"> school library catalogs 	
<ul style="list-style-type: none"> online databases 	
<ul style="list-style-type: none"> electronic resources 	
<ul style="list-style-type: none"> Internet-based resources (ELA-7-H2) 	
11. Analyze and evaluate the philosophical arguments presented in literary works, including American, British, or world literature (ELA-7-H2)	<p>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.</p> <p>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>
12. Analyze and evaluate works of American, British, or world literature in terms of an author's life, culture, and philosophical assumptions (ELA-7-H3)	<p>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.</p> <p>RDI Book 1-Reading Skills and Strategies: The</p>

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	<p>passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p>
<p>13. Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including:</p>	
<ul style="list-style-type: none"> • identifying cause-effect relationships 	<p>rBook Teaching Guide: 162C, 164-173, 195, 244 RDI Book 1- Reading Skills and Strategies: 296, 297, 423 Topic Software Teaching Resources: 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: 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 Audiobook Teaching Resources: Whirligig – 16, 34, 81, 132 (Resources – 60, 61-62, 63-68, 69) Paperbacks Teaching Resources: Rat Attacks (Resources – 105, 106, 135-140, 141) rSkills Test Book: Test 4</p>
<ul style="list-style-type: none"> • raising questions 	<p>rBook Teaching Guide: 10, 12, 14, 16, 34, 36, 38, 40, 58, 84, 86, 90, 108, 110, 114, 166, 170, 172, 188, 192, 194, 214</p> <p>Each of the reading components teach and reinforce key comprehension strategies which include: establishing a purpose for reading, asking questions, making/confirming predictions, visualization, making inferences, drawing conclusions, summarizing.</p>
<ul style="list-style-type: none"> • reasoning inductively and deductively 	<p>The <i>READ180</i> Software, Audiobooks, and Paperbacks program components provide reading instruction activities that practice inductive and deductive reasoning skills in a variety of complex oral, written, and visual texts.</p>
<ul style="list-style-type: none"> • generating a theory or hypothesis 	<p>rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i></p>

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	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.
<ul style="list-style-type: none"> skimming/scanning 	<u>RDI Book 1- Reading Skills and Strategies:</u> 314 <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.
<ul style="list-style-type: none"> distinguishing facts from opinions and probability (ELA-7-H4) 	<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
Writing	
Standard 2:	
14. Develop complex compositions, essays, and reports that include the following:	
<ul style="list-style-type: none"> a clearly stated central idea/thesis statement 	Selected Examples Include: <u>rBook Teaching Guide:</u> 22, 23, 24, 25, 26, 27, 46, 47, 48, 49, 50, 51, 96, 97, 98, 99, 100, 101, 176, 177, 228, 229, 230, 231, 232, 233, 247, 298 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 32, 33, 34, 35,

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	36, 86, 87, 88, 89, 90, 92, 93, 94, 95, 96, 104, 105, 106, 107, 108, 122, 123, 124, 125, 126, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 146, 147, 148, 149, 150 <u>RDI Book 3-Strategies for English Language Learners: 32</u>
<ul style="list-style-type: none"> a clear, overall structure (e.g., introduction, body, appropriate conclusion) 	The Following Selected Matches Support this Objective: <u>rBook Teaching Guide:</u> 22, 23, 24, 25, 26, 27, 46, 47, 48, 49, 50, 51, 96, 97, 98, 99, 100, 101, 176, 177, 228, 229, 230, 231, 232, 233, 247, 298 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 86, 87, 88, 89, 90, 92, 93, 94, 95, 96, 104, 105, 106, 107, 108, 122, 123, 124, 125, 126, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 146, 147, 148, 149, 150 <u>RDI Book 3-Strategies for English Language Learners: 32</u>
<ul style="list-style-type: none"> supporting paragraphs organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction) 	The Following Selected Matches Support this Objective: <u>rBook Teaching Guide:</u> 22, 23, 24, 25, 26, 27, 46, 47, 48, 49, 50, 51, 96, 97, 98, 99, 100, 101, 176, 177, 228, 229, 230, 231, 232, 233, 247, 298 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 86, 87, 88, 89, 90, 92, 93, 94, 95, 96, 104, 105, 106, 107, 108, 122, 123, 124, 125, 126, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 146, 147, 148, 149, 150 <u>RDI Book 3-Strategies for English Language Learners: 32</u>
<ul style="list-style-type: none"> transitional words, phrases, and devices that unify throughout (ELA-2-H1) 	The Following Selected Matches Support this Objective: <u>rBook Teaching Guide:</u> 22, 23, 24, 25, 26, 27, 46, 47, 48, 49, 50, 51, 96, 97, 98, 99, 100, 101, 176, 177, 228, 229, 230, 231, 232, 233, 247, 298 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 86, 87, 88, 89, 90, 92, 93, 94, 95, 96, 104, 105, 106, 107, 108, 122, 123, 124, 125, 126, 134, 135,

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	136, 137, 138, 139, 140, 141, 142, 143, 144, 146, 147, 148, 149, 150 <u>RDI Book 3-Strategies for English Language Learners: 32</u>
15. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:	
<ul style="list-style-type: none"> word choices appropriate to the identified audience and/or purpose 	<p>The Following Selected Matches Support this Objective: <u>rBook Teaching Guide: 22, 23, 24, 25, 26, 27, 46, 47, 48, 49, 50, 51, 96, 97, 98, 99, 100, 101, 176, 177, 228, 229, 230, 231, 232, 233, 247, 298</u> <u>RDI Book 2 – Writing and Grammar Strategies: 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 86, 87, 88, 89, 90, 92, 93, 94, 95, 96, 104, 105, 106, 107, 108, 122, 123, 124, 125, 126, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 146, 147, 148, 149, 150</u> <u>RDI Book 3-Strategies for English Language Learners: 32</u></p>
<ul style="list-style-type: none"> vocabulary selected to clarify meaning, create images, and set a tone 	<p>The Following Selected Matches Support this Objective: <u>rBook Teaching Guide: 22, 23, 24, 25, 26, 27, 46, 47, 48, 49, 50, 51, 96, 97, 98, 99, 100, 101, 176, 177, 228, 229, 230, 231, 232, 233, 247, 298</u> <u>RDI Book 2 – Writing and Grammar Strategies: 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 86, 87, 88, 89, 90, 92, 93, 94, 95, 96, 104, 105, 106, 107, 108, 122, 123, 124, 125, 126, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 146, 147, 148, 149, 150</u> <u>RDI Book 3-Strategies for English Language Learners: 32</u></p>
<ul style="list-style-type: none"> information/ideas selected to engage the interest of the reader 	<p>The Following Selected Matches Support this Objective: <u>rBook Teaching Guide: 22, 23, 24, 25, 26, 27, 46, 47, 48, 49, 50, 51, 96, 97, 98, 99, 100, 101, 176, 177, 228, 229, 230, 231, 232, 233, 247, 298</u> <u>RDI Book 2 – Writing and Grammar Strategies: 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 32, 33, 34, 35,</u></p>

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<ul style="list-style-type: none"> clear voice (individual personality) (ELA-2-H2) 	<p>The Following Selected Matches Support this Objective: <u>rBook Teaching Guide:</u> 22, 23, 24, 25, 26, 27, 46, 47, 48, 49, 50, 51, 96, 97, 98, 99, 100, 101, 176, 177, 228, 229, 230, 231, 232, 233, 247, 298 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 86, 87, 88, 89, 90, 92, 93, 94, 95, 96, 104, 105, 106, 107, 108, 122, 123, 124, 125, 126, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 146, 147, 148, 149, 150 <u>RDI Book 3-Strategies for English Language Learners: 32</u></p>
16. Develop complex compositions using writing processes such as the following:	
<ul style="list-style-type: none"> selecting topic and form (e.g., determining a purpose and audience) 	<u>rBook Teaching Guide:</u> 24, 48, 74, 98, 122, 154, 178, 202, 230
<ul style="list-style-type: none"> prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) 	<u>rBook Teaching Guide:</u> 23, 47, 73, 97, 121, 153, 177, 201, 229
<ul style="list-style-type: none"> drafting 	<u>rBook Teaching Guide:</u> 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-177, 200-205, 228-233, 247, 248, 298
<ul style="list-style-type: none"> conferencing with peers and teachers 	<p>The Following Matches Provide Opportunities to Meet this Objective: <u>rBook Teaching Guide:</u> 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-177, 200-205, 228-233, 247, 248, 298</p>
<ul style="list-style-type: none"> revising for content and structure based on feedback 	<p><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>
<ul style="list-style-type: none"> proofreading/editing to improve conventions of language 	<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</p>

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	<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>
<ul style="list-style-type: none"> • publishing using available technology (ELA-2-H3) 	<p>The Following Provides Opportunities to Meet this Objective:</p> <p><u>rBook Teaching Guide:</u> 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-177, 200-205, 228-233, 247, 248, 298</p>
17. Use the various modes to write complex compositions, including:	
<ul style="list-style-type: none"> • definition essay 	<p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 110-115</p>
<ul style="list-style-type: none"> • problem/solution essay 	
<ul style="list-style-type: none"> • a research project 	<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>
<ul style="list-style-type: none"> • literary analyses that incorporate research 	<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>
<ul style="list-style-type: none"> • cause-effect essay 	
<ul style="list-style-type: none"> • process analyses 	
<ul style="list-style-type: none"> • persuasive essays (ELA-2-H4) 	<p><u>rBook Teaching Guide:</u> 120-125, 247</p> <p><u>RDI Book 2 – Writing and Grammar Strategies:</u></p>

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	134-138
18. Develop writing/compositions using a variety of complex literary and rhetorical devices (ELA-2-H5)	The Following Selected Matches Support this Objective: <u>rBook Teaching Guide:</u> 22, 23, 24, 25, 26, 27, 46, 47, 48, 49, 50, 51, 96, 97, 98, 99, 100, 101, 176, 177, 228, 229, 230, 231, 232, 233, 247, 298 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 86, 87, 88, 89, 90, 92, 93, 94, 95, 96, 104, 105, 106, 107, 108, 122, 123, 124, 125, 126, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 146, 147, 148, 149, 150 <u>RDI Book 3-Strategies for English Language Learners:</u> 32
19. Extend development of individual style to include the following:	
<ul style="list-style-type: none"> • avoidance of overused words, clichés, and jargon 	The Following Selected Matches Support this Objective: <u>rBook Teaching Guide:</u> 22-27, 96-101, 120-125, 200-205, 228, 247, 248 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 68-72, 74-78, 80-84, 86-90, 92-96, 98-102, 104-108, 110-115, 116-120, 122-126, 134-138 <u>Topic Software Teaching Resources:</u> 224
<ul style="list-style-type: none"> • a variety of sentence structures and patterns 	The Following Selected Matches Support this Objective: <u>rBook Teaching Guide:</u> 22-27, 96-101, 120-125, 200-205, 228, 247, 248 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 68-72, 74-78, 80-84, 86-90, 92-96, 98-102, 104-108, 110-115, 116-120, 122-126, 134-138 <u>Topic Software Teaching Resources:</u> 224
<ul style="list-style-type: none"> • diction that sets tone and mood 	The Following Selected Matches Support this Objective: <u>rBook Teaching Guide:</u> 22-27, 96-101, 120-125, 200-205, 228, 247, 248 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 68-72, 74-78, 80-84, 86-90, 92-96, 98-102, 104-108, 110-115, 116-120, 122-126, 134-138 <u>Topic Software Teaching Resources:</u> 224
<ul style="list-style-type: none"> • selected vocabulary and phrasing that 	The Following Selected Matches Support this

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reflect the character and temperament (voice) of the writer (ELA-2-H5)	Objective: rBook Teaching Guide: 22-27, 96-101, 120-125, 200-205, 228, 247, 248 RDI Book 2 – Writing and Grammar Strategies: 68-72, 74-78, 80-84, 86-90, 92-96, 98-102, 104-108, 110-115, 116-120, 122-126, 134-138 Topic Software Teaching Resources: 224
20. Write for various purposes, including:	
<ul style="list-style-type: none"> • interpretations/explanations that connect life experiences to works of American, British, and world literature 	
<ul style="list-style-type: none"> • functional documents (e.g., resumes, memos, proposals) (ELA-2-H6) 	
Writing/Proofreading	
Standard 3:	
21. Apply standard rules of sentence formation, including parallel structure (ELA-3-H2)	rBook Teaching Guide: 76, 233, 249 rSkills Test Book: Tests 1, 2 & 5 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.
22. Apply standard rules of usage, for example:	
<ul style="list-style-type: none"> • avoid splitting infinitives 	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.
<ul style="list-style-type: none"> • use the subjunctive mood appropriately (ELA-3-H2) 	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.
23. Apply standard rules of mechanics and punctuation, including:	
<ul style="list-style-type: none"> • parentheses 	The Following Selected Matches Support this Objective: rBook Teaching Guide: 22, 23, 24, 25, 26, 27, 46, 47, 48, 49, 50, 51, 96, 97, 98, 99, 100, 101, 176, 177, 228, 229, 230, 231, 232, 233, 247, 298 RDI Book 2 – Writing and Grammar Strategies: 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 86, 87, 88, 89, 90, 92, 93, 94, 95, 96, 104, 105,

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	106, 107, 108, 122, 123, 124, 125, 126, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 146, 147, 148, 149, 150 <u>RDI Book 3-Strategies for English Language Learners: 32</u>
<ul style="list-style-type: none"> • brackets 	<p>The Following Selected Matches Support this Objective:</p> <p><u>rBook Teaching Guide:</u> 22, 23, 24, 25, 26, 27, 46, 47, 48, 49, 50, 51, 96, 97, 98, 99, 100, 101, 176, 177, 228, 229, 230, 231, 232, 233, 247, 298</p> <p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 86, 87, 88, 89, 90, 92, 93, 94, 95, 96, 104, 105, 106, 107, 108, 122, 123, 124, 125, 126, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 146, 147, 148, 149, 150</p> <p><u>RDI Book 3-Strategies for English Language Learners: 32</u></p>
<ul style="list-style-type: none"> • dashes 	<p>The Following Selected Matches Support this Objective:</p> <p><u>rBook Teaching Guide:</u> 22, 23, 24, 25, 26, 27, 46, 47, 48, 49, 50, 51, 96, 97, 98, 99, 100, 101, 176, 177, 228, 229, 230, 231, 232, 233, 247, 298</p> <p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 86, 87, 88, 89, 90, 92, 93, 94, 95, 96, 104, 105, 106, 107, 108, 122, 123, 124, 125, 126, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 146, 147, 148, 149, 150</p> <p><u>RDI Book 3-Strategies for English Language Learners: 32</u></p>
<ul style="list-style-type: none"> • commas after introductory adverb clauses and long introductory phrases 	<p>The Following Selected Matches Support this Objective:</p> <p><u>rBook Teaching Guide:</u> 22, 23, 24, 25, 26, 27, 46, 47, 48, 49, 50, 51, 96, 97, 98, 99, 100, 101, 176, 177, 228, 229, 230, 231, 232, 233, 247, 298</p> <p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 86, 87, 88, 89, 90, 92, 93, 94, 95, 96, 104, 105, 106, 107, 108, 122, 123, 124, 125, 126, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 146,</p>

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	147, 148, 149, 150 <u>RDI Book 3-Strategies for English Language Learners: 32</u>
<ul style="list-style-type: none"> quotation marks for secondary quotations 	The Following Selected Matches Support this Objective: <u>rBook Teaching Guide:</u> 22, 23, 24, 25, 26, 27, 46, 47, 48, 49, 50, 51, 96, 97, 98, 99, 100, 101, 176, 177, 228, 229, 230, 231, 232, 233, 247, 298 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 86, 87, 88, 89, 90, 92, 93, 94, 95, 96, 104, 105, 106, 107, 108, 122, 123, 124, 125, 126, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 146, 147, 148, 149, 150 <u>RDI Book 3-Strategies for English Language Learners: 32</u>
<ul style="list-style-type: none"> internal capitalization 	The Following Selected Matches Support this Objective: <u>rBook Teaching Guide:</u> 22, 23, 24, 25, 26, 27, 46, 47, 48, 49, 50, 51, 96, 97, 98, 99, 100, 101, 176, 177, 228, 229, 230, 231, 232, 233, 247, 298 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 86, 87, 88, 89, 90, 92, 93, 94, 95, 96, 104, 105, 106, 107, 108, 122, 123, 124, 125, 126, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 146, 147, 148, 149, 150 <u>RDI Book 3-Strategies for English Language Learners: 32</u>
<ul style="list-style-type: none"> manuscript form (ELA-3-H2) 	The Following Selected Matches Support this Objective: <u>rBook Teaching Guide:</u> 22, 23, 24, 25, 26, 27, 46, 47, 48, 49, 50, 51, 96, 97, 98, 99, 100, 101, 176, 177, 228, 229, 230, 231, 232, 233, 247, 298 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 86, 87, 88, 89, 90, 92, 93, 94, 95, 96, 104, 105, 106, 107, 108, 122, 123, 124, 125, 126, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 146, 147, 148, 149, 150 <u>RDI Book 3-Strategies for English Language</u>

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	<u>Learners:</u> 32
24. Use a variety of resources (e.g., dictionaries, thesauruses, glossaries, technology) and textual features, (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3)	
Speaking and Listening	
Standard 4:	
25. Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)	<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.
26. Select language appropriate to specific purposes and audiences for speaking, including:	
<ul style="list-style-type: none"> • delivering informational/book reports in class 	The Following Matches Provide Opportunities to Meet this Objective: <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 234
<ul style="list-style-type: none"> • conducting interviews/surveys of classmates or the general public 	The Following Matches Provide Opportunities to Meet this Objective: <u>RDI Book 3-Strategies for English Language Learners:</u> 32 <u>Topic Software Teaching Resources:</u> 221, 222, 263, 277, 278, 280-282 <u>Audiobook Teaching Resources:</u> 44, 46-47 <u>Paperbacks Teaching Resources:</u> 82, 92, 122
<ul style="list-style-type: none"> • participating in class discussions (ELA-4-H1) 	<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

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	provide opportunities to support this standard.
27. Listen to detailed oral instructions and presentations and carry out complex procedures, including:	
• reading and questioning	
• writing responses	
• forming groups	
• taking accurate, detailed notes (ELA-4-H2)	
28. Organize and use precise language to deliver complex oral directions or instructions about general, technical, or scientific topics (ELA-4-H2)	
29. Deliver presentations that include the following:	
• language, diction, and syntax selected to suit a purpose and impact an audience	The Following Selected Matches Provide Opportunities to Meet this Objective: <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108, 128-132, 134-139 <u>Topic Software Teaching Resources:</u> 219, 225, 260 <u>Audiobook Teaching Resources:</u> 28, 34, 56, 68
• delivery techniques including repetition, eye contact, and appeal to emotion suited to a purpose and audience	The Following Selected Matches Provide Opportunities to Meet this Objective: <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108, 128-132, 134-139 <u>Topic Software Teaching Resources:</u> 219, 225, 260 <u>Audiobook Teaching Resources:</u> 28, 34, 56, 68
• an organization that includes an introduction, relevant examples, and/or anecdotes, and a conclusion arranged to impact an audience (ELA-4-H3)	The Following Selected Matches Provide Opportunities to Meet this Objective: <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108, 128-132, 134-139 <u>Topic Software Teaching Resources:</u> 219, 225, 260 <u>Audiobook Teaching Resources:</u> 28, 34, 56, 68
30. Use active listening strategies, including:	
• monitoring messages for clarity	
• selecting and organizing information	
• noting cues such as changes in pace (ELA-4-H4)	
31. Deliver oral presentations, including:	

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<ul style="list-style-type: none"> speeches that use appropriate rhetorical strategies 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: <u>TDI Book 2 – Writing and Grammar Strategies:</u> 104-108, 128-132, 134-139 <u>Topic Software Teaching Resources:</u> 219, 225, 260 <u>Audiobook Teaching Resources:</u> 28, 34, 56, 68</p>
<ul style="list-style-type: none"> responses that analyze information in texts and media 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: <u>TDI Book 2 – Writing and Grammar Strategies:</u> 80-84, 92-96 <u>Topic Software Teaching Resources:</u> 255</p>
<ul style="list-style-type: none"> persuasive arguments that clarify or defend positions (ELA-4-H4) 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: <u>TDI Book 2 – Writing and Grammar Strategies:</u> 104-108, 128-132, 134-139 <u>Topic Software Teaching Resources:</u> 219, 225, 260 <u>Audiobook Teaching Resources:</u> 28, 34, 56, 68</p>
32. Give oral and written analyses of media information, including:	
<ul style="list-style-type: none"> identifying logical fallacies (e.g., attack ad hominem, false causality, overgeneralization, bandwagon effect) used in oral addresses 	
<ul style="list-style-type: none"> analyzing the techniques used in media messages for a particular audience 	
<ul style="list-style-type: none"> critiquing a speaker's diction and syntax in relation to the purpose of an oral presentation 	
<ul style="list-style-type: none"> critiquing strategies (e.g., advertisements, propaganda techniques, visual representations, special effects) used by the media to inform, persuade, entertain, and transmit culture (ELA-4-H5) 	
33. Participate in group and panel discussions, including:	
<ul style="list-style-type: none"> identifying the strengths and talents of other participants 	
acting as facilitator, recorder, leader, listener, or mediator	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i>

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	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.
<ul style="list-style-type: none"> evaluating the effectiveness of participants' performance (ELA-4-H6) 	
Information Resources	
Standard 5:	
34. Select and critique relevant information for a research project using the organizational features of a variety resources, including:	
<ul style="list-style-type: none"> print texts (e.g., prefaces, appendices, annotations, citations, bibliographic references) 	
<ul style="list-style-type: none"> electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1) 	
35. Locate, analyze, and synthesize information from a variety of complex resources, including:	
<ul style="list-style-type: none"> multiple print texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals) 	The Following Provides Opportunities to Meet this Objective: The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.
<ul style="list-style-type: none"> electronic sources (e.g., Web sites or databases) 	The Following Provides Opportunities to Meet this Objective: The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.

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<ul style="list-style-type: none"> • other media (e.g., community and government data, television and radio resources, and audio and visual materials)(ELA-5-H2) 	<p>The Following Provides Opportunities to Meet this Objective: The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>
<p>36. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2)</p>	<p>The Following Provides Opportunities to Meet this Objective: The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>
<p>37. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:</p>	
<ul style="list-style-type: none"> • formulating clear research questions 	<p>The Following Provides Opportunities to Meet this Objective: The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>
<ul style="list-style-type: none"> • evaluating the validity and/or reliability of primary and/or secondary sources 	<p>The Following Provides Opportunities to Meet this Objective: The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>
<ul style="list-style-type: none"> • using graphic organizers (e.g., outlining, charts, timelines, webs) 	<p>The Following Provides Opportunities to Meet this Objective:</p>

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	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.
<ul style="list-style-type: none"> • compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation 	<p>The Following 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>
<ul style="list-style-type: none"> • preparing annotated bibliographies and anecdotal scripts (ELA-5-H3) 	<p>The Following 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>
38. Write extended research reports (e.g., historical investigations, reports about high interest and library subjects) which include the following:	
<ul style="list-style-type: none"> • researched information that supports main ideas 	<p>The Following 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>
<ul style="list-style-type: none"> • facts, details, examples, and explanations from sources 	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>The Read180 program provides instruction in</p>

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	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.
<ul style="list-style-type: none"> • graphics when appropriate 	<p>The Following Provides Opportunities to Meet this Objective: The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>
<ul style="list-style-type: none"> • complete documentation (e.g., endnotes or parenthetical citations, works cited lists or bibliographies) consistent with a specified style guide (ELA-5-H3) 	<p>The Following Provides Opportunities to Meet this Objective: The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>
39. Use word processing and/or technology to draft, revise, and publish various works, including:	
<ul style="list-style-type: none"> • functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals), using formatting techniques that make the document user friendly 	
<ul style="list-style-type: none"> • analytical reports that include databases, graphics, and spreadsheets 	
<ul style="list-style-type: none"> • research reports on high-interest and literary topics (ELA-5-H4) 	
40. Use selected style guides to produce complex reports that include the following:	
<ul style="list-style-type: none"> • credit for sources (e.g., appropriate parenthetical documentation and notes) 	<p>The Following Provides Opportunities to Meet this Objective: The Read180 program provides instruction in</p>

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	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.
<ul style="list-style-type: none"> • standard formatting for source acknowledgment (ELA-5-H5) 	<p>The Following 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>
41. Analyze and synthesize information found in various complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars (ELA-5-H6)	rBook Teaching Guide: 18, 42, 92, 116, 172, 196, 220