

**Scholastic's Read 180, Stage C
Correlated to the
Texas Essential Knowledge and Skills
English II**

| Texas Essential Knowledge and Skills | Scholastic's Read180, Stage C Matches |
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| §110.43. English II (One Credit). | |
| (b) Knowledge and skills. | |
| (1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to: | |
| (A) write in a variety of forms with an emphasis on persuasive forms such as logical argument and expression of opinion, personal forms such as response to literature, reflective essay, and autobiographical narrative, and literary forms such as poems, plays, and stories; | <p>Selected Examples:</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write a Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p> <p>Write a Poem <u>RDI Book 2 – Writing and Grammar Strategies:</u> 164-168 <u>Topic Software Teaching Resources:</u> 231, 232 <u>Paperbacks Teaching Resources:</u> 86</p> <p>Write a Persuasive Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28</p> <p>Write Dialogue, a Short Script, or Conversation <u>RDI Book 3-Strategies for English Language Learners:</u> 45 <u>Topic Software Teaching Resources:</u> 261, 262, 270, 274, 275 <u>Audiobook Teaching Resources:</u> 43, 50</p> |

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| | <p><u>Paperbacks Teaching Resources:</u> 80, 90, 112, 116, 124, 132</p> <p>Writing an Opinion <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120</p> |
| (B) write in a voice and a style appropriate to audience and purpose; and | <p>The Following Selected Matches Support this Objective:</p> <p>Write Dialogue, a Short Script, or Conversation <u>RDI Book 3-Strategies for English Language Learners:</u> 45 <u>Topic Software Teaching Resources:</u> 261, 262, 270, 274, 275 <u>Audiobook Teaching Resources:</u> 43, 50 <u>Paperbacks Teaching Resources:</u> 80, 90, 112, 116, 124, 132</p> <p>Write as Characters from Reading <u>Topic Software Teaching Resources:</u> 223, 246, 258, 261, 262, 278 <u>Audiobook Teaching Resources:</u> 28, 34 -35, 38, 43, 50, 56, 58, 61-62 <u>Paperbacks Teaching Resources:</u> 58, 62, 80, 90, 124, 132</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> |
| (C) organize ideas in writing to ensure coherence, logical progression, and support for ideas. | <p>Selected Examples:</p> <p>Organizing Information <u>RDI Book 2 – Writing and Grammar Strategies:</u></p> |

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| | <p>13, 175</p> <p>Plan <u>rBook Teaching Guide:</u> 24, 48, 74, 98, 122, 154, 178, 202, 230</p> <p>Plan Your Paragraph <u>RDI Book 2 – Writing and Grammar Strategies:</u> 13</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 128-132 <u>Topic Software Teaching Resources:</u> 219, 260 <u>Audiobook Teaching Resources:</u> 28, 34, 56, 68</p> |
| (2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to: | |
| (A) use prewriting strategies to generate ideas, develop voice, and plan; | <p>Organizing Information <u>RDI Book 2 – Writing and Grammar Strategies:</u> 13, 175</p> <p>Plan <u>rBook Teaching Guide:</u> 24, 48, 74, 98, 122, 154, 178, 202, 230</p> <p>Plan Your Paragraph</p> |

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| | <p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 13</p> <p>Choosing a Topic <u>RDI Book 2 – Writing and Grammar Strategies:</u> 13, 170</p> <p>Write a Book Synopsis <u>RDI Book 2 – Writing and Grammar Strategies:</u> 80-84</p> <p>Write a Description <u>rBook Teaching Guide:</u> 200-205, 248</p> <p>Write a Personal Narrative <u>rBook Teaching Guide:</u> 228 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126</p> |
| (B) develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose; | <p>Brainstorm <u>rBook Teaching Guide:</u> 23, 47, 73, 97, 121, 153, 177, 201, 229</p> <p>Plan <u>rBook Teaching Guide:</u> 24, 48, 74, 98, 122, 154, 178, 202, 230</p> <p>Write a Book Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Paperbacks Teaching Resources:</u> 135</p> <p>Write a Reader Response <u>rBook Teaching Guide:</u> 72-77, 248</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230,</p> |

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| | <p>239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286</p> <p><u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Revision/Edit <u>rBook Teaching Guide:</u> 25, 49, 75, 99, 123, 155, 179, 203, 231</p> |
| <p>(C) proofread writing for appropriateness of organization, content, style, and conventions;</p> | <p>Selected Examples Include:</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Comparison <u>RDI Book 2 – Writing and Grammar Strategies:</u> 56-60 <u>Topic Software Teaching Resources:</u> 264 <u>Paperbacks Teaching Resources:</u> 62, 78, 118</p> <p>Write a Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 128-132 <u>Topic Software Teaching Resources:</u> 219, 260 <u>Audiobook Teaching Resources:</u> 28, 34, 56, 68</p> <p>Proofreading <u>rBook Teaching Guide:</u> 27, 51, 77, 101, 125, 157,</p> |

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| | <p>181, 205, 233 <u>RDI Book 1-Reading Skills and Strategies:</u> 204 <u>RDI Book 2-Writing and Grammar Strategies:</u> 246-253 <u>Topic Software Teaching Resources:</u> All lessons practice spelling and proofreading skills, which are a principal objective of the software component. <u>Test-Taking Strategies Book:</u> Students are taught to identify writing prompts, organize thoughts, generate an outline, understand evaluation criteria, and review/revise writing to improve it.</p> <p>Revision/Edit <u>rBook Teaching Guide:</u> 25, 49, 75, 99, 123, 155, 179, 203, 231</p> <p>Write a Reflective Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 62-67</p> |
| (D) refine selected pieces frequently to publish for general and specific audiences; and | <p>Selected Matches Include:</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write a Informative Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 92-96 <u>Topic Software Teaching Resources:</u> 255</p> <p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> |

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| | <p>Write a Narrative <u>rBook Teaching Guide:</u> 46-51, 176-177, 228-233, 298</p> <p>Write a Personal Narrative <u>rBook Teaching Guide:</u> 228 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126</p> |
| (E) use technology for aspects of creating, revising, editing, and publishing texts. | <p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Comparison <u>RDI Book 2 – Writing and Grammar Strategies:</u> 56-60 <u>Topic Software Teaching Resources:</u> 264 <u>Paperbacks Teaching Resources:</u> 62, 78, 118</p> <p>Write a Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 128-132 <u>Topic Software Teaching Resources:</u> 219, 260 <u>Audiobook Teaching Resources:</u> 28, 34, 56, 68</p> <p>Write a Persuasive Essay</p> |

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| | <p><u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p> |
| <p>(3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:</p> | |
| <p>(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;</p> | <p>Selected Examples Include:</p> <p>Capitalization <u>rBook Teaching Guide:</u> 51, 250 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 186, 187, 194, 195 <u>rSkills Test Book:</u> Test 1</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Literature Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 234</p> <p>Biographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 32-36</p> <p>Write an Opinion with Reasons</p> |

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| | <p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120</p> <p><u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286</p> <p><u>Audiobook Teaching Resources:</u> 47</p> <p><u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90</p> |
| <p>(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;</p> | <p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Verbs <u>rBook Teaching Guide:</u> 100, 124, 249 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 198, 199, 210, 211, 206, 207, 208, 209, 204, 205, 202, 203, 200, 201</p> <p><u>RDI Book 3-Strategies for English Language Learners:</u> 51 <u>rSkills Test Book:</u> Test 3</p> <p>Run-On Sentences <u>rBook Teaching Guide:</u> 76, 249 <u>RDI Book 2- Writing and Grammar Strategies:</u> 242-243 <u>rSkills Test Book:</u> Test 2</p> <p>Irregular Verbs <u>rBook Teaching Guide:</u> 81B, 124, 249 <u>RDI Book 2- Writing and Grammar Strategies:</u> 208-209</p> |

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| | <p><u>rSkills Test Book:</u> Test 3</p> <p>Subject-Verb Agreement <u>rBook Teaching Guide:</u> 156, 249 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 192, 193, 200-203 <u>rSkills Test Book:</u> Test 3</p> <p>Correct Verb Tense <u>rBook Teaching Guide:</u> 190, 193 <u>rSkills Test Book:</u> Test 2</p> <p>Subject and Object Pronouns <u>rBook Teaching Guide:</u> 180, 250 <u>RDI Book 2- Writing and Grammar Strategies:</u> 212-213 <u>rSkills Test Book:</u> Test 4</p> <p>Comparatives and Superlatives <u>rBook Teaching Guide:</u> 185B <u>RDI Book 2- Writing and Grammar Strategies:</u> 220-221</p> <p>Sentences and Fragments <u>rBook Teaching Guide:</u> 26, 50, 249 <u>RDI Book 2- Writing and Grammar Strategies:</u> 234-235</p> <p>Sentence Fragments <u>rBook Teaching Guide:</u> 233, 249 <u>rSkills Test Book:</u> Tests 1 & 5</p> <p>In addition, the focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p> |
| (C) compose increasingly more involved sentences that contain gerunds, participles, | The Following Selected Matches Support this Objective: |

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| <p>and infinitives in their various functions; and</p> | <p>Write a Reader Response <u>rBook Teaching Guide:</u> 72-77, 248</p> <p>Write an Autobiographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 20-24</p> <p>Write a Biographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 32-36</p> <p>Writing an Opinion <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120</p> <p>Write a Description <u>rBook Teaching Guide:</u> 200-205, 248</p> <p>Write a Realistic Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 26-30</p> <p>Write a Personal Narrative <u>rBook Teaching Guide:</u> 228 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126</p> <p>Write an Informative Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 110-115</p> <p>Write a Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p> |
| <p>(D) produce error-free writing in the final draft.</p> | <p>Selected Examples Include:</p> <p>Proofreading <u>rBook Teaching Guide:</u> 27, 51, 77, 101, 125, 157,</p> |

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| | <p>181, 205, 233 Revision/Edit <u>rBook Teaching Guide:</u> 25, 49, 75, 99, 123, 155, 179, 203, 231</p> <p>Write a Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p> <p>Literature Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 234</p> <p>Biographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 32-36</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> |

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| (4) Writing/inquiry/research. The student uses writing as a tool for learning. The student is expected to: | |
| (A) use writing to formulate questions, refine topics, and clarify ideas; | <p>Selected Examples Include:</p> <p>Write a Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p> <p>Write a Persuasive Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28</p> <p>Write an Informative Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 110-115</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Each reading component gives students an opportunity to respond to what they have read through QuickWrites and Comprehension Graphic Organizers. <u>Topic Software Teaching Resources:</u> 285 <u>Audiobook Teaching Resources:</u> 29-32, 37, 41, 49-50, 52, 58- 59, 62 <u>Paperbacks Teaching Resources:</u> 56, 66, 72, 74, 84, 86, 88, 92, 102, 116, 124, 132</p> <p>Write a Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126</p> |

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| | <u>Topic Software Teaching Resources:</u> 234 |
| (B) use writing to discover, organize, and support what is known and what needs to be learned about a topic; | <p>The Following Selected Matches Support this Objective:</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Write a Informative Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 92-96 <u>Topic Software Teaching Resources:</u> 255</p> <p>Write a Book Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Paperbacks Teaching Resources:</u> 135</p> <p>Write a Biographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 32-36</p> |
| (C) compile information from primary and secondary sources in systematic ways using available technology; | 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. |
| (D) represent information in a | Selected Examples Include: |

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| <p>variety of ways such as graphics, conceptual maps, and learning logs;</p> | <p>Write a Poster, Sign, Invitation <u>TDI Book 3-Strategies for English Language Learners:</u> 64 <u>Topic Software Teaching Resources:</u> 219, 224, 228, 229, 247, 259, 273, 281 <u>Audiobook Teaching Resources:</u> 53, 61 <u>Paperbacks Teaching Resources:</u> 88, 96, 118, 128, 138</p> <p>Write a Brief message, Note, E-mail, Telegraph <u>Topic Software Teaching Resources:</u> 229, 254, 259, 260 <u>Audiobook Teaching Resources:</u> 32, 41, 52, 55, 58 <u>Paperbacks Teaching Resources:</u> 64, 68, 76, 78, 94, 96, 100, 102, 114, 116, 120, 122, 134</p> <p>Write a Diary Entry, Journal Entry, Log Entry <u>Topic Software Teaching Resources:</u> 224 <u>Audiobook Teaching Resources:</u> 38 <u>Paperbacks Teaching Resources:</u> 90, 120, 130, 141, 145, 146</p> |
| <p>(E) use writing as a study tool to clarify and remember information;</p> | <p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a List <u>TDI Book 3-Strategies for English Language Learners:</u> 35 <u>Topic Software Teaching Resources:</u> 225, 229, 233, 235, 237, 239, 242-244, 251-252, 254, 263, 265, 274, 278 <u>Audiobook Teaching Resources:</u> 31-32, 34, 37, 40-41, 46-47, 49, 52, 55, 58, 61-62 <u>Paperbacks Teaching Resources:</u> 56, 60, 62, 66, 68, 70, 72, 76, 78, 80, 84, 86, 88, 92, 94, 96, 98, 104, 106, 114, 120, 124, 128, 132, 134</p> <p>Write a Brief message, Note, E-mail, Telegraph</p> |

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| | <p><u>Topic Software Teaching Resources:</u> 229, 254, 259, 260</p> <p><u>Audiobook Teaching Resources:</u> 32, 41, 52, 55, 58</p> <p><u>Paperbacks Teaching Resources:</u> 64, 68, 76, 78, 94, 96, 100, 102, 114, 116, 120, 122, 134</p> <p>Write an Outline <u>RDI Book 2 – Writing and Grammar Strategies:</u> 175-177</p> <p>Extend or write a Story <u>Topic Software Teaching Resources:</u> 216-220, 226-228, 231, 243-247, 251- 252, 257, 258 <u>Audiobook Teaching Resources:</u> 28-29, 34, 38, 46, 56, 61 <u>Paperbacks Teaching Resources:</u> 56, 58, 60. 70, 84, 102, 124</p> <p>Write a Summary, Explanation, or Paragraph <u>RDI Book 2 – Writing and Grammar Strategies:</u> 85, 101 <u>Topic Software Teaching Resources:</u> 264-272, 274-276, 279-280, 282-285 <u>Audiobook Teaching Resources:</u> 29, 35, 40-41, 43-44, 46-47, 50, 53, 55-56, 58 <u>Paperbacks Teaching Resources:</u> 58, 60, 70, 74, 76, 80, 88, 104, 106, 108, 112, 126, 132</p> |
| (F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions; and | <p>Selected Examples Include:</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write a Informative Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 92-96 <u>Topic Software Teaching Resources:</u> 255</p> |

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| | <p>Write a News Article <u>TDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Write a Summary, Explanation, or Paragraph <u>TDI Book 2 – Writing and Grammar Strategies:</u> 85, 101 <u>Topic Software Teaching Resources:</u> 264-272, 274-276, 279-280, 282-285 <u>Audiobook Teaching Resources:</u> 29, 35, 40-41, 43-44, 46-47, 50, 53, 55-56, 58 <u>Paperbacks Teaching Resources:</u> 58, 60, 70, 74, 76, 80, 88, 104, 106, 108, 112, 126, 132</p> <p>Write a Realistic Narrative <u>TDI Book 2 – Writing and Grammar Strategies:</u> 26-30</p> <p>Writing an Opinion <u>TDI Book 2 – Writing and Grammar Strategies:</u> 116-120</p> <p>Write a Poem <u>TDI Book 2 – Writing and Grammar Strategies:</u> 164-168 <u>Topic Software Teaching Resources:</u> 231, 232 <u>Paperbacks Teaching Resources:</u> 86</p> <p>Write a Review <u>TDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 234</p> |
| (G) analyze strategies that | The Following Match Provides Opportunities to |

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| writers in different fields use to compose. | Meet this Objective: Discussion <u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text. |
| (5) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to: | |
| (A) evaluate writing for both mechanics and content; and | Selected Examples Include: Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108 Expository Writing <u>rBook Teaching Guide:</u> 22-27, 96-101, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 68-72, 74-78, 80-84, 92-96, 110-115, 86-90, 98-102, 104-108 <u>Topic Software Teaching Resources:</u> 224 Write a Reader Response <u>rBook Teaching Guide:</u> 72-77, 248 Write an Autobiographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 20-24 Write a Biographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 32-36 Writing an Opinion <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 |

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| | <p>Write a Description <u>rBook Teaching Guide:</u> 200-205, 248</p> <p>Write a Realistic Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 26-30</p> <p>Revision/Edit <u>rBook Teaching Guide:</u> 25, 49, 75, 99, 123, 155, 179, 203, 231</p> <p>Proofreading <u>rBook Teaching Guide:</u> 27, 51, 77, 101, 125, 157, 181, 205, 233</p> <p>Proofreading <u>rBook Teaching Guide:</u> 27, 51, 77, 101, 125, 157, 181, 205, 233 <u>RDI Book 1-Reading Skills and Strategies:</u> 204 <u>RDI Book 2-Writing and Grammar Strategies:</u> 246-253 <u>Topic Software Teaching Resources:</u> All lessons practice spelling and proofreading skills, which are a principal objective of the software component. <u>Test-Taking Strategies Book:</u> Students are taught to identify writing prompts, organize thoughts, generate an outline, understand evaluation criteria, and review/revise writing to improve it.</p> |
| (B) respond productively to peer review of his/her own work. | <p>Peer Assessment <u>rBook Teaching Guide:</u> 25, 49, 75, 99, 123, 155, 179, 203, 231 <u>RDI Book 2-Writing and Grammar Strategies:</u> 13</p> |
| (6) Reading/word identification/vocabulary development. The student acquires an extensive | |

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| <p>vocabulary through reading and systematic word study. The student is expected to:</p> | |
| <p>(A) expand vocabulary through wide reading, listening, and discussing;</p> | <p>Selected Examples Include:</p> <p>Understand Vocabulary rBook Teaching Guide: 20, 44, 70, 94, 118, 150, 174, 198, 226 RDI Book 1-Reading Skills and Strategies: Each lesson includes a vocabulary and word study section, which allows students to identify and build vocabulary. Topic Software Teaching Resources: 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. Audiobooks Teaching Resources: As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p> <p>Academic Language Building rBook Teaching Guide: 8D, 32D, 56D, 56F, 82D, 106D, 130D, 130F, 162D, 186D, 210D, 244, T56</p> <p>The Read180 Audiobooks are authentic literature titles accompanied by audiocassettes that provide opportunities for students to read to accomplish various purposes, both assigned and self-selected. Although the teacher directs students to the appropriate level, the students select the paperbacks of their choice to read to accomplish various purposes, both assigned and self-selected.</p> |
| <p>(B) rely on context to determine meanings of words and</p> | <p>Selected Examples Include:</p> |

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| <p>phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;</p> | <p>Context Clues rBook Teaching Guide: 171, 198 RDI Book 1 – Reading Skills and Strategies: 238, 254, 264 rSkills Test Book: Tests 4 & 5</p> <p>Academic Language Building rBook Teaching Guide: 8D, 32D, 56D, 56F, 82D, 106D, 130D, 130F, 162D, 186D, 210D, 244, T56</p> <p>Multiple-Meaning Words rBook Teaching Guide: 118 RDI Book 1 – Reading Skills and Strategies: 240 RDI Book 3-Strategies for English Language Learners: 63 rSkills Test Book: Test 5</p> <p>Figurative Language rBook Teaching Guide: 18, 67, 135, 136, 137, 139, 140, 246</p> |
| <p>(C) apply meanings of prefixes, roots, and suffixes in order to comprehend;</p> | <p>Prefixes RDI Book 1 – Reading Skills and Strategies: 134 Topic Software Teaching Resources: 1.1 Level 3; 1.2 Level 3; 2.2 Level 3; 2.3 Level 2; 2.4 Level 3 & 4; 4.2 Level 3; 4.4 Level 3; 6.1 Level 2; 6.2 Level 3 & 4; 6.3 Level 3; 6.4 Level 2, 3 & 4; 7.1 Level 3; 7.2 Level 3; 8.4 Level 2 & 4 rSkills Test Book: Tests 1& 3</p> <p>Word Roots rBook Teaching Guide: 174 RDI Book 1 – Reading Skills and Strategies: 134, 266, 268 Topic Software Teaching Resources: 1.4 Level 4; 2.1 Level 4; 2.2 Level 4; 2.3 Level 4; 3.1 Level 4; 3.2 Level 4; 4.1 Level 4; 4.4 Level 4; 5.1 Level 4;</p> |

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| | <p>5.2 Level 4; 7.1 Level 4; 8.1 Level 4; 9.2 Level 4; 9.3 Level 4 <u>rSkills Test Book:</u> Tests 4 & 5</p> <p>Suffixes <u>TDI Book 1 – Reading Skills and Strategies:</u> 134 <u>Topic Software Teaching Resources:</u> 1.1 Level 3; 1.3 Level 3; 2.1 Level 3; 2.2 Level 2; 2.3 Level 3; 3.1 Level 2; 3.3 Level 3 & 4; 3.4 Level 3 & 4; 4.1 Level 3; 5.1 Level 3; 5.2 Level 3; 5.4 Level 3; 6.1 Level 2; 6.1 Level 3; 6.4 Level 3; 7.2 Level 3 & 4; 7.3 Level 3; 8.2 Level 2 & 3; 9.1 Level 3; 9.2 Level 2 & 3; 9.4 Level 2 & 4 <u>rSkills Test Book:</u> Tests 1 & 2</p> |
| (D) research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language; | <p>The Following Provides Opportunities to Meet this Objective:</p> <p>Word Roots <u>rBook Teaching Guide:</u> 174 <u>TDI Book 1 – Reading Skills and Strategies:</u> 134, 266, 268 <u>Topic Software Teaching Resources:</u> 1.4 Level 4; 2.1 Level 4; 2.2 Level 4; 2.3 Level 4; 3.1 Level 4; 3.2 Level 4; 4.1 Level 4; 4.4 Level 4; 5.1 Level 4; 5.2 Level 4; 7.1 Level 4; 8.1 Level 4; 9.2 Level 4; 9.3 Level 4 <u>rSkills Test Book:</u> Tests 4 & 5</p> |
| (E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage; | |
| (F) discriminate between connotative and denotative meanings and interpret the connotative power of words; and | <p>Synonyms <u>rBook Teaching Guide:</u> 44, 174 <u>TDI Book 3-Strategies for English Language Learners:</u> 246 <u>rSkills Test Book:</u> Test 1</p> |

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| | <p>Antonyms <u>rBook Teaching Guide:</u> 44, 94 <u>RDI Book 1 – Reading Skills and Strategies:</u> 248 <u>rSkills Test Book:</u> Test 1</p> <p>Denotation/Connotation <u>RDI Book 1 – Reading Skills and Strategies:</u> 250</p> |
| (G) read and understand analogies. | |
| (7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to: | |
| (A) establish a purpose for reading such as to discover, interpret, and enjoy; | <p>Set Purpose <u>rBook Teaching Guide:</u> 10, 12, 16, 18, 34, 36, 38, 40, 42, 60, 62, 64, 66, 68, 84, 86, 90, 92, 108, 110, 112, 114, 116, 132, 134, 136, 138, 140, 142, 144, 146, 148, 164, 166, 170, 172, 188, 190, 192, 194, 196, 212, 218, 220 <u>RDI Book 1-Reading Skills and Strategies:</u> Each lesson contains a <i>Build Background</i> section, which helps students to form mental models and set purpose for reading the selection. <u>Topic Software Teaching Resources:</u> The video segments shown before each READ180 Topic CD passage set the purpose for reading.</p> |
| (B) draw upon his/her own background to provide connection with texts; | <p>Each instructional unit in the <i>rBook Teaching Guide</i> begins with an Anchor Video to help students form a mental model, build background and activate prior knowledge. <u>rBook Teaching Guide:</u> 10, 12, 14, 16, 18, 34, 36, 38, 40, 42, 56, 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,</p> |

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| | <p>224</p> <p><u>RD1 Book 1-Reading Skills and Strategies:</u> Each lesson gives discussion and display ideas for establishing background and activating prior knowledge</p> <p><u>Topic Software Teaching Resources:</u> Before reading each of the passages on the READ180 Software, students view a short video to activate prior knowledge.</p> <p><u>Audiobooks Teaching Resources:</u> In the READ180 Audiobooks, the Reading Coach assists the student in activating prior knowledge by modeling this and other comprehension strategies.</p> |
| <p>(C) monitor his/her own reading strategies and make modifications when understanding breaks down such as by rereading, using resources, and questioning;</p> | <p>Each of the reading components teach self-monitoring strategies such as summarizing, slowing the reading rate during difficult passages, asking questions, rereading, etc.</p> <p><u>rBook Teaching Guide:</u> 38, 42, 84, 93, 111, 117, 164, 197, 223</p> <p><u>RD1 Book 1- Reading Skills and Strategies:</u> 317</p> <p>Self-Monitoring</p> <p><u>RD1 Book 1- Reading Skills and Strategies:</u> 317</p> <p>Reread</p> <p><u>rBook Teaching Guide:</u> 67, 140, 146, 151, 191, 196, 220</p> <p>Read On</p> <p>Each of the reading components teach self-monitoring strategies such as summarizing, slowing the reading rate during difficult passages, asking questions, rereading, etc.</p> <p>Stop and Think</p> <p>Each of the reading components teach self-</p> |

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| | monitoring strategies such as summarizing, slowing the reading rate during difficult passages, asking questions, rereading, etc. |
| (D) construct images such as graphic organizers based on text descriptions and text structures; | <p>Create an Outline <u>Test-Taking Strategies:</u> 68-69</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> <p>Chart-making <u>RDI Book 3-Strategies for English Language Learners:</u> 48</p> |
| (E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding; | <p>Sequence of Events <u>rBook Teaching Guide:</u> 32C, 34-43, 60, 64, 91, 243</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> 290, 291, 419</p> <p><u>Topic Software Teaching Resources:</u> 1.3: 79-82, 219-220, 287; 2.1: 87-90, 223-224, 287; 2.3: 95-98, 227-228, 287; 3.2: 107-110, 233-234, 287; 3.3: 111-114, 235-236, 287; 4.1: 119-122, 239-240, 287; 5.1: 135-138, 247-248, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.4: 195-198, 277-278, 287; 9.2: 203-206, 281-282, 287; 9.4: 211-214, 285-286, 287</p> <p><u>Paperbacks Teaching Resources:</u> The Big Bug (Resources – 55, 56, 135-140, 141); Dangerous Game (Resources – 75, 76, 135-140, 141); Emma (Resources – 99, 100, 135-140, 141); The Greatest: Muhammad Ali (Resources – 121, 122, 135-140, 141)</p> <p><u>Audiobook Teaching Resources:</u> Out of War – 22, 77, 108, 125, 127 (Resources – 48, 49-50, 63-68, 69); Whirligig – 16, 34, 81, 132 (Resources – 60, 61-62, 63-68, 69)</p> <p><u>rSkills Test Book:</u> Test 1 & 2</p> |

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| | <p>Cause and Effect <u>rBook Teaching Guide:</u> 162C, 164-173, 195, 244 <u>RDI Book 1- Reading Skills and Strategies:</u> 296, 297, 423 <u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 1.4: 83-86, 221-222, 287; 2.2: 91-94, 225-226, 287; 3.1: 103-106, 231-232, 287; 3.3: 111-114, 235-236, 287; 4.1: 119-122, 239-240, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 6.1: 151-154, 255-256, 287; 6.3: 159-162, 259-260, 287; 7.1: 167-170, 263-264, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.1: 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 <u>Audiobook Teaching Resources:</u> Whirligig – 16, 34, 81, 132 (Resources – 60, 61-62, 63-68, 69) <u>Paperbacks Teaching Resources:</u> Rat Attacks (Resources – 105, 106, 135-140, 141) <u>rSkills Test Book:</u> Test 4</p> <p>Compare and Contrast <u>rBook Teaching Guide:</u> 186C, 188-197, 219, 244 <u>RDI Book 1- Reading Skills and Strategies:</u> 298, 299, 424, 425 <u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 3.2: 107-110, 233-234, 287; 3.4: 115-118, 237-238, 287; 6.4: 163-166, 261-262, 287; 7.2: 171-174, 265-266, 287; 8.1: 183-186, 271-272, 287; 9.1: 199-202, 279-280, 287; 9.3: 207-210, 283-284, 287 <u>Audiobook Teaching Resources:</u> Make Lemomade7, 75, 100, 188 (Resources – 39, 40-41, 63-68, 69); Reality Strikes – 9, 37, 43, 55 (Resources – 51, 52-55, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69) <u>Paperbacks Teaching Resources:</u> Gym Rats: True Stories About Punching, Pedaling, and Powerlifting (Resources – 59, 60, 135-140, 141); Forged by Fire</p> |

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| | (Resources 101, 102, 135-140, 141) rSkills Test Book: Tests 4 & 5 |
| (F) produce summaries of texts by identifying main ideas and their supporting details; | <p>Summarize rBook Teaching Guide: 12, 18, 82C, 84-93, 115, 168, 171, 191, 194, 223, 243 RDI Book 1- Reading Skills and Strategies: 294, 295, 422</p> <p>Topic Software Teaching Resources: 1.1: 71-74, 215-216, 287; 1.3: 79-82, 219-220, 287; 1.4: 83-86, 221-222, 287; 3.1: 103-106, 231-232, 287; 4.1: 119-122, 239-240, 287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.1: 135-138, 247-248, 287; 6.2: 155-158, 257-258, 287; 6.4: 163-166, 261-262, 287; 7.3: 175-178, 267-268, 287; 8.3: 191-194, 275-276, 287; 8.4: 195-198, 277-278, 287; 9.3: 207-210, 283-284, 287</p> <p>Audiobook Teaching Resources: Cleopatra VII – 4, 21,n 60, 125, 175 (Resources – 30, 31-32, 63-68, 69); Night – 2, 34, 62, 84, 91 (Resources – 45, 46-47, 63-68, 69); Out of War – 22, 77, 108, 125, 127 (Resources – 48, 49-50, 63-68, 69); When Zachary Beaver Came to Town – 5, 72, 149, 186 (Resources -57, 58-59, 63-68, 69)</p> <p>Paperbacks Teaching Resources: Survivors: True Stories About Real Kids (Resources – 67, 68, 135-140, 141), The Body Book: An Owner’s Guide to Fueling, Fixing, and Running the Most Important Machine You Own</p> <p>rSkills Test Book: Tests 2 & 3</p> |
| (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience; | <p>Draw Conclusions rBook Teaching Guide: 12, 34, 192, 219 RDI Book 1- Reading Skills and Strategies: 304, 305, 429</p> <p>Topic Software Teaching Resources: 1.1: 71-74, 215-216, 287; 1.3: 79-82, 219-220, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 287; 3.2: 107-110, 233-234, 287; 3.4: 115-118, 237-238, 287; 4.3:</p> |

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| | <p>127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 6.1: 151-154, 255-256, 287; 6.2: 155-158, 257-258, 287; 7.1: 167-170, 263-264, 287; 7.3: 175-178, 267-268, 287; 8.2: 187-190, 273-274, 287; 8.3: 191-194, 275-276, 287; 9.1: 199-202, 279-280, 287; 9.2: 203-206, 281-282, 287</p> <p><u>Paperbacks Teaching Resources:</u> Hot Tracks: Careers in the Music Business (Resources – 81, 82, 135-140, 141); Stick and Whittle (Resources – 109, 110, 135-140, 141); Super Jobs in Comic Books (111, 112, 135-40, 141)</p> <p><u>Audiobook Teaching Resources:</u> Before We Were Free – 20, 41, 92, 134 (Resources – 27, 28-29, 63-68, 69); Monster – 16, 72, 182, 281 (Resources – 42, 43-44, 63-68, 69)</p> <p>Make Inferences</p> <p><u>rBook Teaching Guide:</u> 16, 19, 36, 38, 88, 90, 92, 110, 112, 138, 145, 148, 167, 168, 192, 210C, 212-221, 244</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> 302, 303, 428</p> <p><u>Topic Software Teaching Resources:</u> 1.2: 75-78, 217-218, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 287; 2.2: 91-94, 225-226, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.3: 111-114, 235-236, 287; 4.2: 123-126, 241-242, 287; 4.3: 127-130, 243-244, 287; 5.1: 135-138, 247-248, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.2: 155-158, 257-258, 287; 6.3: 159-162, 259-260, 287; 7.1: 167-170, 263-264, 287; 7.4: 179-182, 269-270, 287; 8.4: 195-198, 277-278, 287; 9.4: 211-214, 285-286, 287</p> <p><u>Audiobook Teaching Resources:</u> Cleopatra VII – 4, 21,n 60, 125, 175 (Resources – 30, 31-32, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> The Skin I'm In (Resources – 89, 90, 135-140, 141); Macbeth (Resources 123, 124, 135-140, 141)</p> |

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| | <p><u>rSkills Test Book:</u> Test 5</p> <p>Predicting <u>rBook Teaching Guide:</u> 61, 67, 114, 143, 168 <u>RDI Book 1- Reading Skills and Strategies:</u> 318, 438 <u>Paperbacks Teaching Resources:</u> War of the Worlds (Resources – 69, 70, 135-140, 141); Driver's Ed (Resources, 97, 98, 135-140, 141); Romiette and Julio (Resources – 127, 128, 135-140, 141)</p> |
| (H) use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts; and | <p>Skim and Scan <u>RDI Book 1- Reading Skills and Strategies:</u> 314</p> <p>Write an Outline <u>RDI Book 2 – Writing and Grammar Strategies:</u> 175-177</p> |
| (I) read silently with comprehension for a sustained period of time. | <p>Silent Reading <u>Topic Software Teaching Resources:</u> The students read along silently as the READ180 Software passages are read and read Reading Zone and Success Zone passages silently. <u>RDI Book 1-Reading Skills and Strategies:</u> Reading passages offer the students additional opportunities for silent reading. <u>Test-Taking Strategies:</u> The lessons and practice from the reading test strategies offer students an opportunity to read silently.</p> |
| (8) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to: | |
| (A) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use | <p>The Read180 Audiobooks are authentic literature titles accompanied by audiocassettes that provide opportunities for students to read to accomplish</p> |

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| in his/her own writing; | various purposes, both assigned and self-selected. Although the teacher directs students to the appropriate level, the students select the paperbacks of their choice to read to accomplish various purposes, both assigned and self-selected. |
| (B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media; | <p><u>rBook Teaching Guide:</u> The <i>Read180</i> Enterprise selections are Narrow Reading units that delve deeply into one focused real-world issue, are sequenced in order of increasing difficulty, and provide opportunities to support this standard. See the following selected examples:</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> Reading passages offer the students opportunity to meet this objective.</p> <p><u>Topic Software Teaching Resources:</u> The READ180 Software models fluent reading and gives the students opportunity to meet this objective.</p> <p><u>Test-Taking Strategies:</u> The lessons and practice from the reading test strategies offer students an opportunity to meet this objective.</p> |
| (C) read world literature, including classic and contemporary works; and | <p>Read Graphic Classics</p> <p><u>Paperbacks Teaching Resources:</u> The <i>Odyssey</i>, <i>Emma</i>, <i>Macbeth</i></p> |
| (D) interpret the possible influences of the historical context on a literary work. | <p>The Following Provides Opportunities to Meet this Objective:</p> <p>Discussion</p> <p><u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text.</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book</p> |

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| | are discussed with guidance from the teacher and provide opportunities to support this standard. |
| (9) Reading/culture. The student reads widely, including world literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures. The student is expected to: | |
| (A) recognize distinctive and shared characteristics of cultures through reading; and | <p>Literature & Culture rBook Teaching Guide: Ambush 60; Amigo Brothers 134; In Their Own Words 214; MTV Unplugged 84; Music Video Producer 102; Names, The 66</p> <p>The Read180 audiobooks, paperbacks, software, and teacher's guide include content-area reading selections including Literature and Culture, Life Issues, Science, and Social Studies. The instructional materials include practice in vocabulary, word study, and comprehension strategies.</p> |
| (B) compare text events with his/her own and other readers' experiences. | <p>The Following Match Provides Opportunities to Meet this Objective:</p> <p>Discussion rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RD1 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) Reading/literary response. The student expresses and supports responses to various | |

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| types of texts. The student is expected to: | |
| (A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and enactments; | <p>Write a Reader Response <u>rBook Teaching Guide:</u> 72-77, 248</p> <p>Respond to Ideas and Issues Each reading component gives students an opportunity to respond to what they have read through QuickWrites and Comprehension Graphic Organizers. <u>Topic Software Teaching Resources:</u> 285 <u>Audiobook Teaching Resources:</u> 29-32, 37, 41, 49-50, 52, 58- 59, 62 <u>Paperbacks Teaching Resources:</u> 56, 66, 72, 74, 84, 86, 88, 92, 102, 116, 124, 132</p> <p>Discussion <u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p> <p>Write a Diary Entry, Journal Entry, Log Entry <u>Topic Software Teaching Resources:</u> 224 <u>Audiobook Teaching Resources:</u> 38 <u>Paperbacks Teaching Resources:</u> 90, 120, 130, 141, 145, 146</p> |
| (B) use elements of text to defend his/her own responses and interpretations; and | <p>Write a Reader Response <u>rBook Teaching Guide:</u> 72-77, 248</p> <p>Respond to Ideas and Issues Each reading component gives students an opportunity to respond to what they have read</p> |

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| | <p>through QuickWrites and Comprehension Graphic Organizers.</p> <p>Topic Software Teaching Resources: 285</p> <p>Audiobook Teaching Resources: 29-32, 37, 41, 49-50, 52, 58- 59, 62</p> <p>Paperbacks Teaching Resources: 56, 66, 72, 74, 84, 86, 88, 92, 102, 116, 124, 132</p> <p>Discussion</p> <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>TDI 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> |
| (C) compare reviews of literature, film, and performance with his/her own responses. | <p>The Following Provides Opportunities to Meet this Objective:</p> <p>Write a Review</p> <p>TDI Book 2 – Writing and Grammar Strategies: 122-126</p> <p>Topic Software Teaching Resources: 234</p> |
| (11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to: | |
| (A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions; | <p>Compare and Contrast</p> <p>rBook Teaching Guide: 186C, 188-197, 219, 244</p> <p>TDI 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:</p> |

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| | <p>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><u>Audiobook Teaching Resources:</u> Make Lemomade7, 75, 100, 188 (Resources – 39, 40-41, 63-68, 69); Reality Strikes – 9, 37, 43, 55 (Resources – 51, 52-55, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> Gym Rats: True Stories About Punching, Pedaling, and Powerlifting (Resources – 59, 60, 135-140, 141); Forged by Fire (Resources 101, 102, 135-140, 141)</p> <p><u>rSkills Test Book:</u> Tests 4 & 5</p> |
| (B) analyze relevance of setting and time frame to text's meaning; | <p>Analyze Setting</p> <p><u>rBook Teaching Guide:</u> 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 149, 245, 246</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> 308, 309, 432, 433</p> <p><u>Audiobook Teaching Resources:</u> Night – 2, 34, 62, 84, 91 (Resources – 45, 46-47, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> Sweetgrass (Resources -113, 114, 135-140, 141)</p> <p><u>rSkills Test Book:</u> Tests 2, 3, & 5</p> |
| (C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved; | <p>Analyze Plot</p> <p><u>rBook Teaching Guide:</u> 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 149, 245, 246</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> 310, 311, 434, 435</p> <p><u>Audiobook Teaching Resources:</u> Before We Were Free – 20, 41, 92, 134 (Resources – 27, 28-29, 63-68, 69); Monster – 16, 72, 182, 281 (Resources – 42, 43-44, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> Dracula / Romeo and Juliet (Resources – 77, 78, 135-140, 141); Hope Was Here (103,104, 135-140, 141); Swallowing Stones (Resources – 129, 130, 1335-140, 141)</p> |

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| | rSkills Test Book: Tests 2, 3, & 5 |
| (D) analyze the melodies of literary language, including its use of evocative words and rhythms; | <p>The Following Provides Opportunities to Meet this Objective:</p> <p>Discussion rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. rdi Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p> |
| (E) connect literature to historical contexts, current events, and his/her own experiences; and | <p>The Following Provides Opportunities to Meet this Objective:</p> <p>Discussion rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. rdi Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p> |
| (F) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read. | <p>rBook Teaching Guide: The <i>Read180</i> Enterprise selections are Narrow Reading units that delve deeply into one focused real-world issue, are sequenced in order of increasing difficulty, and provide opportunities to support this standard. See the following selected examples:</p> <p>Life Issues Nonfiction rBook Teaching Guide: Day the Music Died, The 86; Homeboy to the Rescue 16; Life Skills Counselor 28; Life With a Half Brain 166; Money</p> |

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| | <p>Matters 108; Right on the Money 114; Teen Boot Camp 186; Too Tough on Teens? 188</p> <p><u>Paperbacks Teaching Resources:</u> Yo Yolanda! Advice from an Expert, Hot Tracks: Careers in the Music Business, Black Diamond, The Worst Case Scenario Survivor Handbook</p> <p>Science Nonfiction</p> <p><u>rBook Teaching Guide:</u> Killer Without a Cure, A 36; Medical Assistant 182; Pharmacist Technician 52; Prepared for Smallpox 34; Super Mouse 164; The Human Brain 170; Wilderness Instructor 206</p> <p><u>Paperbacks Teaching Resources:</u> Escape From the Ice: Shakelton and Endurance, Rat Attacks, The Body Book, An Owners Guide to Fueling, Fixing, and Running the Most Important Machine You Own</p> <p>Social Studies Nonfiction</p> <p><u>rBook Teaching Guide:</u> Government Office Worker 234; In Their Own Words 214; MTV Unplugged 84; Right on the Money 114; Rockers, Rappers, and Freedom of Speech 90; Youth Crime...Adult Time 194</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> 346, 347, 348, 349, 350, 351, 352, 353, 355, 356, 357, 358, 360, 361, 366, 380, 382, 383, 388, 389, 391, 392, 393, 395, 397, 399, 400, 401, 402, 413</p> <p><u>Paperbacks Teaching Resources:</u> Gym Rats: True Stories About Punching, Pedaling, and Powerlifting, Behind the Wheel and Behind the Scenes, Super Jobs in Comic Books</p> <p>Read Plays</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> 405</p> <p><u>Paperbacks Teaching Resources:</u> Dracula/Romeo and Juliet</p> |
| (12) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources. The | |

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| student is expected to: | |
| (A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice; | Preview Story Elements <u>rBook Teaching Guide:</u> 56, 132 |
| (B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility; and | Evaluate Sources and Evidence <u>RDI Book 1- Reading Skills and Strategies:</u> 323, 441 |
| (C) recognize logical, deceptive, and/or faulty modes of persuasion in texts. | The Following Provides Opportunities to Meet this Objective: Discussion <u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. |
| (13) Reading/inquiry/research. The student reads in order to research self-selected and assigned topics. The student is expected to: | |
| (A) generate relevant, interesting, and researchable questions; | The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research. |
| (B) locate appropriate print and non-print information using text and technical resources, | The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including |

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| including databases and the Internet; | narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research. |
| (C) use text organizers such as overviews, headings, and graphic features to locate and categorize information; | 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. |
| (D) produce reports and research projects in varying forms for audiences; and | <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. See, for example:</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> |
| (E) draw conclusions from information gathered. | <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. See, for example:</p> |
| (14) Listening/speaking/critical listening. The student listens attentively for a variety of purposes. The student is expected to: | |

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| (A) focus attention, interpret, respond, and evaluate speaker's message; and | <p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Discussion <u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text.</p> |
| (B) engage in critical, empathic, appreciative, and reflective | The Following Selected Matches Provide Opportunities to Meet this Objective: |

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| listening. | <p>Discussion <u>Book 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>Write a Persuasive Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> |
| (15) Listening/speaking/evaluation. The student listens to analyze, appreciate, and evaluate oral performance | |

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| and presentations. The student is expected to: | |
| (A) listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances of scripts; | <p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write a Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> |
| (B) identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language; | <p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p> <p>Write a Persuasive Speech</p> |

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| | <p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139</p> <p><u>Topic Software Teaching Resources:</u> 225</p> <p><u>Audiobook Teaching Resources:</u> 28</p> <p>Write a Report</p> <p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write an Opinion with Reasons</p> <p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120</p> <p><u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286</p> <p><u>Audiobook Teaching Resources:</u> 47</p> <p><u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> |
| (C) evaluate informative and persuasive presentations of peers, public figures, and media presentations; | <p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Essay</p> <p><u>rBook Teaching Guide:</u> 120-125, 247</p> <p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p> <p>Write a Persuasive Speech</p> <p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139</p> <p><u>Topic Software Teaching Resources:</u> 225</p> <p><u>Audiobook Teaching Resources:</u> 28</p> <p>Write an Opinion with Reasons</p> <p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120</p> <p><u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286</p> |

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| | <p><u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> |
| (D) evaluate artistic performances of peers, public presenters, and media presentations; and | <p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p> <p>Write a Persuasive Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> |
| (E) use feedback to evaluate his/her own effectiveness and set goals for future presentations. | <p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120</p> |

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| | <p><u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286</p> <p><u>Audiobook Teaching Resources:</u> 47</p> <p><u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Persuasive Essay</p> <p><u>rBook Teaching Guide:</u> 120-125, 247</p> <p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p> |
| <p>(16) Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes and audiences. The student is expected to:</p> | |
| <p>(A) use the conventions of oral language effectively;</p> | <p>The Following Provides Opportunities to Meet this Objective:</p> <p>Discussion</p> <p><u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text.</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p> <p>Listening/Speaking</p> <p><u>RDI Book 3-Strategies for English Language Learners:</u> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69</p> <p>Speaking</p> <p><u>RDI Book 3-Strategies for English Language Learners:</u> 22, 26, 28, 33, 47, 51, 52, 53, 58, 60, 63, 66, 67, 70</p> |

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| (B) use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task; | <p>The Following Provides Opportunities to Meet this Objective:</p> <p>Discussion <u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>TDI 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> <p>Speaking <u>Strategies for English-Language Learners:</u> 22, 26, 28, 33, 47, 51, 52, 53, 58, 60, 63, 66, 67, 70</p> |
| (C) prepare, organize, and present a variety of informative and persuasive messages effectively with an emphasis on persuasion; | <p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Informative Essay <u>TDI Book 2 – Writing and Grammar Strategies:</u> 110-115</p> <p>Write a Informative Article <u>TDI Book 2 – Writing and Grammar Strategies:</u> 92-96 <u>Topic Software Teaching Resources:</u> 255</p> <p>Write a Report <u>TDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write a Book Synopsis <u>TDI Book 2 – Writing and Grammar Strategies:</u> 80-84</p> |
| (D) use effective verbal and nonverbal strategies in | <p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> |

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| presenting oral messages; | <p>Intonation <u>RDI Book 3-Strategies for English Language Learners:</u> 36, 46, 65, 70</p> <p>Rate, Volume <u>RDI Book 3-Strategies for English Language Learners:</u> 35</p> <p>Write an Informative Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 110-115</p> <p>Write a Informative Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 92-96 <u>Topic Software Teaching Resources:</u> 255</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write a Book Synopsis <u>RDI Book 2 – Writing and Grammar Strategies:</u> 80-84</p> |
| (E) ask clear questions for a variety of purposes and respond appropriately to the questions of others; and | <p>The Following Provides Opportunities to Meet this Objective:</p> <p>Discussion <u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p> |

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| | <p>Generate Questions 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> |
| (F) make relevant contributions in conversations and discussions. | <p>The Following Provides Opportunities to Meet this Objective:</p> <p>Discussion rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p> |
| (17) Listening/speaking/presentations. The student prepares and presents informative and persuasive messages. The student is expected to: | |
| (A) present and advance a clear thesis and logical points, claims, or arguments to support messages; | <p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Essay rBook Teaching Guide: 120-125, 247 RDI Book 2 – Writing and Grammar Strategies: 134-138</p> <p>Write a Persuasive Speech RDI Book 2 – Writing and Grammar Strategies: 134-139 Topic Software Teaching Resources: 225 Audiobook Teaching Resources: 28</p> <p>Write an Opinion with Reasons</p> |

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| | <p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120</p> <p><u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286</p> <p><u>Audiobook Teaching Resources:</u> 47</p> <p><u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write an Informative Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 92-96</p> <p><u>Topic Software Teaching Resources:</u> 255</p> |
| (B) choose valid proofs from reliable sources to support claims; | <p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write an Informative Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 92-96</p> <p><u>Topic Software Teaching Resources:</u> 255</p> <p>Write a Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p> <p>Write a Persuasive Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139</p> <p><u>Topic Software Teaching Resources:</u> 225</p> |

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| | <p><u>Audiobook Teaching Resources:</u> 28</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> |
| (C) use appropriate appeals to support claims and arguments; | <p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p> <p>Write a Persuasive Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> |

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| | <p>Write a Informative Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 92-96 <u>Topic Software Teaching Resources:</u> 255</p> |
| (D) use language and rhetorical strategies skillfully in informative and persuasive messages; | <p>The Following Selected Matches Support this Objective:</p> <p>Write a Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p> <p>Write a Persuasive Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write a Informative Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 92-96 <u>Topic Software Teaching Resources:</u> 255</p> |
| (E) use effective nonverbal | The Following Selected Matches Provide |

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| <p>strategies such as pitch and tone of voice, posture, and eye contact; and</p> | <p>Opportunities to Meet this Objective:</p> <p>Write a Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p> <p>Write a Persuasive Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write a Informative Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 92-96 <u>Topic Software Teaching Resources:</u> 255</p> |
| <p>(F) make informed, accurate, truthful, and ethical presentations.</p> | <p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p> |

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| | <p>Write a Persuasive Speech <u>TDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28</p> <p>Write an Opinion with Reasons <u>TDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> |
| (18) Listening/speaking/literary interpretations. The student prepares, organizes, plans, and presents literary interpretations. The student is expected to: | |
| (A) make valid interpretations of a variety of literary texts; | <p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Poem <u>TDI Book 2 – Writing and Grammar Strategies:</u> 164-168 <u>Topic Software Teaching Resources:</u> 231, 232 <u>Paperbacks Teaching Resources:</u> 86</p> <p>Retelling a story <u>TDI Book 3-Strategies for English Language Learners:</u> 28</p> <p>Write a Review <u>TDI Book 2 – Writing and Grammar Strategies:</u> 122-126</p> |

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| | <p><u>Topic Software Teaching Resources:</u> 234</p> <p>Extend or write a Story <u>Topic Software Teaching Resources:</u> 216-220, 226-228, 231, 243-247, 251- 252, 257, 258 <u>Audiobook Teaching Resources:</u> 28-29, 34, 38, 46, 56, 61 <u>Paperbacks Teaching Resources:</u> 56, 58, 60. 70, 84, 102, 124</p> <p>Write a Poem <u>RDI Book 2 – Writing and Grammar Strategies:</u> 164-168 <u>Topic Software Teaching Resources:</u> 231, 232 <u>Paperbacks Teaching Resources:</u> 86</p> |
| (B) justify the choice of verbal and nonverbal performance techniques by referring to the analysis and interpretations of the text; and | 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. |
| (C) present interpretations by telling stories, performing original works, and interpreting poems and stories for a variety of audiences. | <p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Retelling a story <u>RDI Book 3-Strategies for English Language Learners:</u> 28</p> <p>Write a Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 234</p> <p>Extend or write a Story <u>Topic Software Teaching Resources:</u> 216-220, 226-228, 231, 243-247, 251- 252, 257, 258 <u>Audiobook Teaching Resources:</u> 28-29, 34, 38,</p> |

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| | <p>46, 56, 61 <u>Paperbacks Teaching Resources:</u> 56, 58, 60. 70, 84, 102, 124</p> <p>Write a Poem <u>RDI Book 2 – Writing and Grammar Strategies:</u> 164-168 <u>Topic Software Teaching Resources:</u> 231, 232 <u>Paperbacks Teaching Resources:</u> 86</p> |
| (19) Viewing/representing/interpretation. The student understands and interprets visual representations. The student is expected to: | |
| (A) describe how meanings are communicated through elements of design such as shape, line, color, and texture; | <p>The Following Match Provides Opportunities to Meet this Objective:</p> <p>Discussion <u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p> |
| (B) analyze relationships, ideas, and cultures as represented in various media; and | <p>The Following Match Provides Opportunities to Meet this Objective:</p> <p>Discussion <u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p> |
| (C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements. | <p>The Following Match Provides Opportunities to Meet this Objective:</p> <p>Discussion <u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each</p> |

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| | Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text. |
| (20) Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations. The student is expected to: | |
| (A) investigate the source of a media presentation or production such as who made it and why it was made; | |
| (B) deconstruct media to get the main idea of the message's content; | Each instructional unit in the <i>rBook Teaching Guide</i> begins with an Anchor Video to help students form a mental model, build background and activate prior knowledge. <u>rBook Teaching Guide:</u> 8K, 32K, 56M, 82K, 106K, 130M, 162K, 186K, 210K, 40, 212, 214, 222 |
| (C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols; | |
| (D) recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music; | |
| (E) recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each; and | The Following Matches Provide Opportunities to Meet this Objective: Read a Newspaper Article <u>rBook Teaching Guide:</u> Juanes-Songs of Survival 10; Money Matters 108; Prepared for Smallpox 34; Super Mouse 164; Too Tough on Teens? 188 |

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| | <p>Read a Magazine Article</p> <p>rBook Teaching Guide: Beyond Brave 12; Caught in Gambling's Grip 110; Day the Music Died, The 86; Killer Without a Cure, A 36; Life With Half a Brain 166</p> |
| (F) compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet. | |
| (21) Viewing/representing/production. The student produces visual representations that communicate with others. The student is expected to: | |
| (A) examine the effect of media on constructing his/her own perception of reality; | <p>The Following Provides Opportunities to Meet this Objective:</p> <p>Read a Newspaper Article rBook Teaching Guide: Juanes-Songs of Survival 10; Money Matters 108; Prepared for Smallpox 34; Super Mouse 164; Too Tough on Teens? 188</p> <p>Read a Magazine Article rBook Teaching Guide: Beyond Brave 12; Caught in Gambling's Grip 110; Day the Music Died, The 86; Killer Without a Cure, A 36; Life With Half a Brain 166</p> |
| (B) use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages; | <p>Each instructional unit in the <i>rBook Teaching Guide</i> begins with an Anchor Video to help students form a mental model, build background and activate prior knowledge.</p> <p>rBook Teaching Guide: 8K, 32K, 56M, 82K, 106K, 130M, 162K, 186K, 210K, 40, 212, 214, 222</p> |
| (C) use a range of techniques to plan and create a media text | <p>The Following Provides Opportunities to Meet this Objective:</p> |

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| and reflect critically on the work produced; | <p>Read a Newspaper Article rBook Teaching Guide: Juanes-Songs of Survival 10; Money Matters 108; Prepared for Smallpox 34; Super Mouse 164; Too Tough on Teens? 188</p> <p>Read a Magazine Article rBook Teaching Guide: Beyond Brave 12; Caught in Gambling's Grip 110; Day the Music Died, The 86; Killer Without a Cure, A 36; Life With Half a Brain 166</p> |
| (D) create media products to include a five- to six-minute documentary, a print ad, an editorial, a flier, a movie critique, or an illustrated children's book to engage specific audiences; and | <p>Write a Motto, Pledge, Logo, Decree, Slogan Topic Software Teaching Resources: 239, 249, 255, 256, 271 Paperbacks Teaching Resources: 104</p> |
| (E) create, present, test, and revise a project and analyze a response using data-gathering techniques such as questionnaires, group discussions, and feedback forms. | <p>The Following Provides Opportunities to Meet this Objective:</p> <p>Final Projects Audiobook Teaching Resources: 63-68 Paperbacks Teaching Resources: 135-140</p> <p>Discussion rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text.</p> |