

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

Texas Essential Knowledge and Skills	Scholastic's Read180, Stage C Matches
<b>§110.45. English IV (One Credit).</b>	
(b) Knowledge and skills.	
(1) Writing/purposes. The student writes in a variety of forms. The student is expected to:	
(A) write in a variety of forms with an emphasis on literary forms such as fiction, poetry, drama, and media scripts;	<p>Selected Examples:</p> <p>Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p> <p>Write a Persuasive Essay <b><u>rBook Teaching Guide:</u></b> 120-125, 247 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p> <p>Write a Poem <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 164-168 <b><u>Topic Software Teaching Resources:</u></b> 231, 232 <b><u>Paperbacks Teaching Resources:</u></b> 86</p> <p>Write a Persuasive Speech <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139 <b><u>Topic Software Teaching Resources:</u></b> 225 <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write Dialogue, a Short Script, or Conversation <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 45 <b><u>Topic Software Teaching Resources:</u></b> 261, 262, 270, 274, 275 <b><u>Audiobook Teaching Resources:</u></b> 43, 50 <b><u>Paperbacks Teaching Resources:</u></b> 80, 90, 112, 116, 124, 132</p>

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	<p>Writing an Opinion <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120</p>
<p>(B) draw upon the distinguishing characteristics of written forms such as essays, scientific reports, speeches, and memoranda to write effectively in each form;</p>	<p>Selected Examples Include:</p> <p>Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p> <p>Write a News Article <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 86-90 <b><u>Topic Software Teaching Resources:</u></b> 220 <b><u>Audiobook Teaching Resources:</u></b> 53 <b><u>Paperbacks Teaching Resources:</u></b> 100, 104, 106, 118, 130, 137</p> <p>Write a Persuasive Speech <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139 <b><u>Topic Software Teaching Resources:</u></b> 225 <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Speech <b>Topic Software: Literature and the Arts:</b> 12.4 Santana! 10.1 A Day at the Globe 11.1 Breath of Fresh Air 12.3 Step On It 12.4 Santana! <b>Teacher's Guide:</b> 83, 103, 112, 116, 146, 166, 210 <b>Teacher's Resource Book:</b> 167, 187, 190, 196, 235, 265, 331</p>
<p>(C) write in a voice and style appropriate to audience and purpose;</p>	<p>Selected Examples:</p> <p>Write Dialogue, a Short Script, or Conversation</p>

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	<p><b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 45</p> <p><b><u>Topic Software Teaching Resources:</u></b> 261, 262, 270, 274, 275</p> <p><b><u>Audiobook Teaching Resources:</u></b> 43, 50</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 80, 90, 112, 116, 124, 132</p> <p>Write as Characters from Reading</p> <p><b><u>Topic Software Teaching Resources:</u></b> 223, 246, 258, 261, 262, 278</p> <p><b><u>Audiobook Teaching Resources:</u></b> 28, 34 -35, 38, 43, 50, 56, 58, 61-62</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 58, 62, 80, 90, 124, 132</p> <p>Write a Speech</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 128-132</p> <p><b><u>Topic Software Teaching Resources:</u></b> 219, 260</p> <p><b><u>Audiobook Teaching Resources:</u></b> 28, 34, 56, 68</p> <p>Write a Letter or Thank-You Note</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 146-150</p> <p><b><u>Topic Software Teaching Resources:</u></b> 234, 273, 279-280</p> <p><b><u>Audiobook Teaching Resources:</u></b> 29, 31, 37, 41, 46, 49-50</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 102, 136</p> <p>Write Interview Questions</p> <p><b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 32</p> <p><b><u>Topic Software Teaching Resources:</u></b> 221, 222, 263, 277, 278, 280-282</p> <p><b><u>Audiobook Teaching Resources:</u></b> 44, 46-47</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 82, 92, 122</p>

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(D) employ literary devices to enhance style and voice;	<p>The Following Selected Matches Support this Objective:</p> <p>Alliteration <b><u>rBook Teaching Guide:</u></b> 246</p> <p>Imagery <b><u>rBook Teaching Guide:</u></b> 63, 69, 246 <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 343</p> <p>Figurative Language <b><u>rBook Teaching Guide:</u></b> 18, 67, 135, 136, 137, 139, 140, 246</p> <p>Simile <b><u>rBook Teaching Guide:</u></b> 145, 246 <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 60</p> <p>Onomatopoeia <b><u>rBook Teaching Guide:</u></b> 246</p> <p>Metaphor <b><u>rBook Teaching Guide:</u></b> 142, 246 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 230-231</p> <p>Mood <b><u>rBook Teaching Guide:</u></b> 69, 141, 143, 246 <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 59, 60, 67</p> <p>Write a Speech <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 128-132 <b><u>Topic Software Teaching Resources:</u></b> 219, 260 <b><u>Audiobook Teaching Resources:</u></b> 28, 34, 56, 68</p>

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	<p>Write a Comparison <b><u>TDI Book 2 – Writing and Grammar Strategies:</u></b> 56-60 <b><u>Topic Software Teaching Resources:</u></b> 264 <b><u>Paperbacks Teaching Resources:</u></b> 62, 78, 118</p> <p>Expository Writing <b><u>rBook Teaching Guide:</u></b> 22-27, 96-101, 247 <b><u>TDI Book 2 – Writing and Grammar Strategies:</u></b> 68-72, 74-78, 80-84, 92-96, 110-115, 86-90, 98-102, 104-108 <b><u>Topic Software Teaching Resources:</u></b> 224</p>
(E) employ precise language to communicate ideas clearly and concisely; and	<p>Selected Examples:</p> <p>Write a Caption, Ad, Labels <b><u>Topic Software Teaching Resources:</u></b> 241, 242, 245, 250, 253, 254, 263, 279-280 <b><u>Audiobook Teaching Resources:</u></b> 28, 44, 61 <b><u>Paperbacks Teaching Resources:</u></b> 82, 86, 112</p> <p>Write a Motto, Pledge, Logo, Decree, Slogan <b><u>Topic Software Teaching Resources:</u></b> 239, 249, 255, 256, 271 <b><u>Paperbacks Teaching Resources:</u></b> 104</p> <p>Write a Poem <b><u>TDI Book 2 – Writing and Grammar Strategies:</u></b> 164-168 <b><u>Topic Software Teaching Resources:</u></b> 231, 232 <b><u>Paperbacks Teaching Resources:</u></b> 86</p> <p>Write Interview Questions <b><u>TDI Book 3-Strategies for English Language Learners:</u></b> 32 <b><u>Topic Software Teaching Resources:</u></b> 221, 222, 263, 277, 278, 280-282 <b><u>Audiobook Teaching Resources:</u></b> 44, 46-47</p>

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	<p><b><u>Paperbacks Teaching Resources:</u></b> 82, 92, 122</p> <p>Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p>
(F) organize ideas in writing to ensure coherence, logical progression, and support for ideas.	<p>Selected Examples:</p> <p>Organizing Information <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 13, 175</p> <p>Plan <b><u>rBook Teaching Guide:</u></b> 24, 48, 74, 98, 122, 154, 178, 202, 230</p> <p>Plan Your Paragraph <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 13</p> <p>Write an Opinion with Reasons <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120 <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <b><u>Audiobook Teaching Resources:</u></b> 47 <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Speech <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 128-132 <b><u>Topic Software Teaching Resources:</u></b> 219, 260 <b><u>Audiobook Teaching Resources:</u></b> 28, 34, 56, 68</p>
(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is	

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<p>expected to:</p> <p>(A) use prewriting strategies to generate ideas, develop voice, and plan;</p>	<p>Organizing Information <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 13, 175</p> <p>Plan <b><u>rBook Teaching Guide:</u></b> 24, 48, 74, 98, 122, 154, 178, 202, 230</p> <p>Plan Your Paragraph <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 13</p> <p>Choosing a Topic <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 13, 170</p> <p>Write a Book Synopsis <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 80-84</p> <p>Write a Description <b><u>rBook Teaching Guide:</u></b> 200-205, 248</p> <p>Write a Personal Narrative <b><u>rBook Teaching Guide:</u></b> 228 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126</p>
<p>(B) develop drafts both independently and collaboratively by organizing content such as paragraphing and outlining and by refining style to suit occasion, audience, and purpose;</p>	<p>Brainstorm <b><u>rBook Teaching Guide:</u></b> 23, 47, 73, 97, 121, 153, 177, 201, 229</p> <p>Plan <b><u>rBook Teaching Guide:</u></b> 24, 48, 74, 98, 122, 154, 178, 202, 230</p> <p>Write a Book Review <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b></p>

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	<p>122-126 <b><u>Paperbacks Teaching Resources:</u></b> 135</p> <p>Write a Reader Response <b><u>rBook Teaching Guide:</u></b> 72-77, 248</p> <p>Write an Opinion with Reasons <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120 <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <b><u>Audiobook Teaching Resources:</u></b> 47 <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Revision/Edit <b><u>rBook Teaching Guide:</u></b> 25, 49, 75, 99, 123, 155, 179, 203, 231</p>
(C) use vocabulary, organization, and rhetorical devices appropriate to audience and purpose;	<p>Selected Examples Include:</p> <p>Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p> <p>Expository Writing <b><u>rBook Teaching Guide:</u></b> 22-27, 96-101, 247 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 68-72, 74-78, 80-84, 92-96, 110-115, 86-90, 98-102, 104-108 <b><u>Topic Software Teaching Resources:</u></b> 224</p> <p>Write a Reader Response <b><u>rBook Teaching Guide:</u></b> 72-77, 248</p> <p>Write an Autobiographical Narrative <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 20-24</p>

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	<p>Write a Biographical Narrative <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 32-36</p> <p>Expository Writing <b><u>rBook Teaching Guide:</u></b> 22-27, 96-101, 247 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 68-72, 74-78, 80-84, 92-96, 110-115, 86-90, 98-102, 104-108 <b><u>Topic Software Teaching Resources:</u></b> 224</p>
(D) use varied sentence structure to express meanings and achieve desired effect;	<p>Selected Examples Include:</p> <p>Write a Persuasive Essay <b><u>rBook Teaching Guide:</u></b> 120-125, 247 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p> <p>Literature Review <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126 <b><u>Topic Software Teaching Resources:</u></b> 234</p> <p>Biographical Narrative <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 32-36</p> <p>Write an Opinion with Reasons <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120 <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <b><u>Audiobook Teaching Resources:</u></b> 47 <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p>

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	<p>Write a News Article  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            86-90  <u><b>Topic Software Teaching Resources:</b></u> 220  <u><b>Audiobook Teaching Resources:</b></u> 53  <u><b>Paperbacks Teaching Resources:</b></u> 100, 104, 106, 118, 130, 137</p>
(E) revise drafts by rethinking content organization and style to better accomplish the task;	<p>Selected Examples Include:             Selected Examples Include:             Proofreading  <u><b>rBook Teaching Guide:</b></u> 27, 51, 77, 101, 125, 157, 181, 205, 233            Revision/Edit  <u><b>rBook Teaching Guide:</b></u> 25, 49, 75, 99, 123, 155, 179, 203, 231             Write a Persuasive Essay  <u><b>rBook Teaching Guide:</b></u> 120-125, 247  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            134-138             Literature Review  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            122-126  <u><b>Topic Software Teaching Resources:</b></u> 234             Biographical Narrative  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            32-36             Write an Opinion with Reasons  <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u>            116-120  <u><b>Topic Software Teaching Resources:</b></u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286</p>

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	<p><b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Report  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>  104-108</p> <p>Write a News Article  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>  86-90  <b><u>Topic Software Teaching Resources:</u></b> 220  <b><u>Audiobook Teaching Resources:</u></b> 53  <b><u>Paperbacks Teaching Resources:</u></b> 100, 104, 106,  118, 130, 137</p>
(F) use effective sequences and transitions to achieve coherence and meaning;	<p>Selected Examples Include:</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>  116-120  <b><u>Topic Software Teaching Resources:</u></b> 222, 230,  239, 248, 253, 255-257, 260-262, 265, 266, 275,  284-286  <b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Report  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>  104-108</p> <p>Write a News Article  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>  86-90  <b><u>Topic Software Teaching Resources:</u></b> 220  <b><u>Audiobook Teaching Resources:</u></b> 53  <b><u>Paperbacks Teaching Resources:</u></b> 100, 104, 106,  118, 130, 137</p> <p>Write a Persuasive Essay  <b><u>rBook Teaching Guide:</u></b> 120-125, 247</p>

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	<p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p> <p>Literature Review</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126</p> <p><b><u>Topic Software Teaching Resources:</u></b> 234</p> <p>Biographical Narrative</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 32-36</p>
(G) use technology for aspects of creating, revising, editing, and publishing texts; and	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Report</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p> <p>Write an Opinion with Reasons</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120</p> <p><b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286</p> <p><b><u>Audiobook Teaching Resources:</u></b> 47</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Comparison</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 56-60</p> <p><b><u>Topic Software Teaching Resources:</u></b> 264</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 62, 78, 118</p> <p>Write a Speech</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 128-132</p> <p><b><u>Topic Software Teaching Resources:</u></b> 219, 260</p>

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	<p><b><u>Audiobook Teaching Resources:</u></b> 28, 34, 56, 68</p> <p>Write a Persuasive Essay <b><u>rBook Teaching Guide:</u></b> 120-125, 247 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p>
(H) refine selected pieces to publish for general and specific audiences.	<p>The Following Selected Matches Support this Objective:</p> <p>Write a Reader Response <b><u>rBook Teaching Guide:</u></b> 72-77, 248</p> <p>Write an Autobiographical Narrative <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 20-24</p> <p>Write a Biographical Narrative <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 32-36</p> <p>Writing an Opinion <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120</p> <p>Write a Description <b><u>rBook Teaching Guide:</u></b> 200-205, 248</p> <p>Write a Realistic Narrative <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 26-30</p> <p>Write a Personal Narrative <b><u>rBook Teaching Guide:</u></b> 228 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126</p> <p>Write an Informative Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115</p>

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<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 <b><u>rBook Teaching Guide:</u></b> 51, 250 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 186, 187, 194, 195 <b><u>rSkills Test Book:</u></b> Test 1</p> <p>Write an Opinion with Reasons <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120 <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <b><u>Audiobook Teaching Resources:</u></b> 47 <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Literature Review <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126 <b><u>Topic Software Teaching Resources:</u></b> 234</p> <p>Biographical Narrative <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 32-36</p>

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	<p>Write an Opinion with Reasons  <b><u>TDI Book 2 – Writing and Grammar Strategies:</u></b>            116-120  <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Report  <b><u>TDI Book 2 – Writing and Grammar Strategies:</u></b>            104-108</p> <p>Write a News Article  <b><u>TDI Book 2 – Writing and Grammar Strategies:</u></b>            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  <b><u>rBook Teaching Guide:</u></b> 100, 124, 249  <b><u>TDI Book 2 – Writing and Grammar Strategies:</u></b>            198, 199, 210, 211, 206, 207, 208, 209, 204, 205, 202, 203, 200, 201</p> <p><b><u>TDI Book 3-Strategies for English Language Learners:</u></b> 51  <b><u>rSkills Test Book:</u></b> Test 3</p> <p>Run-On Sentences  <b><u>rBook Teaching Guide:</u></b> 76, 249  <b><u>TDI Book 2- Writing and Grammar Strategies:</u></b>            242-243  <b><u>rSkills Test Book:</u></b> Test 2</p> <p>Irregular Verbs  <b><u>rBook Teaching Guide:</u></b> 81B, 124, 249</p>

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	<p><b><u>RDI Book 2- Writing and Grammar Strategies:</u></b> 208-209 <b><u>rSkills Test Book:</u></b> Test 3</p> <p>Subject-Verb Agreement <b><u>rBook Teaching Guide:</u></b> 156, 249 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 192, 193, 200-203 <b><u>rSkills Test Book:</u></b> Test 3</p> <p>Correct Verb Tense <b><u>rBook Teaching Guide:</u></b> 190, 193 <b><u>rSkills Test Book:</u></b> Test 2</p> <p>Subject and Object Pronouns <b><u>rBook Teaching Guide:</u></b> 180, 250 <b><u>RDI Book 2- Writing and Grammar Strategies:</u></b> 212-213 <b><u>rSkills Test Book:</u></b> Test 4</p> <p>Comparatives and Superlatives <b><u>rBook Teaching Guide:</u></b> 185B <b><u>RDI Book 2- Writing and Grammar Strategies:</u></b> 220-221</p> <p>Sentences and Fragments <b><u>rBook Teaching Guide:</u></b> 26, 50, 249 <b><u>RDI Book 2- Writing and Grammar Strategies:</u></b> 234-235</p> <p>Sentence Fragments <b><u>rBook Teaching Guide:</u></b> 233, 249 <b><u>rSkills Test Book:</u></b> Tests 1 &amp; 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>

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<p>(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions;</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Write a Reader Response <b><u>rBook Teaching Guide:</u></b> 72-77, 248</p> <p>Write an Autobiographical Narrative <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 20-24</p> <p>Write a Biographical Narrative <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 32-36</p> <p>Writing an Opinion <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120</p> <p>Write a Description <b><u>rBook Teaching Guide:</u></b> 200-205, 248</p> <p>Write a Realistic Narrative <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 26-30</p> <p>Write a Personal Narrative <b><u>rBook Teaching Guide:</u></b> 228 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126</p> <p>Write an Informative Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115</p> <p>Write a Persuasive Essay <b><u>rBook Teaching Guide:</u></b> 120-125, 247 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p>
<p>(D) produce error-free writing in the final draft; and</p>	<p>Selected Examples Include:</p>

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	<p>Proofreading <b><u>rBook Teaching Guide:</u></b> 27, 51, 77, 101, 125, 157, 181, 205, 233</p> <p>Revision/Edit <b><u>rBook Teaching Guide:</u></b> 25, 49, 75, 99, 123, 155, 179, 203, 231</p> <p>Write a Persuasive Essay <b><u>rBook Teaching Guide:</u></b> 120-125, 247 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p> <p>Literature Review <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126 <b><u>Topic Software Teaching Resources:</u></b> 234</p> <p>Biographical Narrative <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 32-36</p> <p>Write an Opinion with Reasons <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120 <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <b><u>Audiobook Teaching Resources:</u></b> 47 <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p> <p>Write a News Article <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 86-90 <b><u>Topic Software Teaching Resources:</u></b> 220 <b><u>Audiobook Teaching Resources:</u></b> 53</p>

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	<b><u>Paperbacks Teaching Resources:</u></b> 100, 104, 106, 118, 130, 137
(E) use a manual of style such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).	
(4) Writing/inquiry/research. The student uses writing as a tool for learning and research. 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 <b><u>rBook Teaching Guide:</u></b> 120-125, 247 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p> <p>Write a Persuasive Speech <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139 <b><u>Topic Software Teaching Resources:</u></b> 225 <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write an Informative Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115</p> <p>Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p> <p>Each reading component gives students an opportunity to respond to what they have read through QuickWrites and Comprehension Graphic</p>

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	<p>Organizers. <b><u>Topic Software Teaching Resources:</u></b> 285 <b><u>Audiobook Teaching Resources:</u></b> 29-32, 37, 41, 49-50, 52, 58- 59, 62 <b><u>Paperbacks Teaching Resources:</u></b> 56, 66, 72, 74, 84, 86, 88, 92, 102, 116, 124, 132</p> <p>Write a Review <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126 <b><u>Topic Software Teaching Resources:</u></b> 234</p> <p>Expository Writing <b><u>rBook Teaching Guide:</u></b> 22-27, 96-101, 247 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 68-72, 74-78, 80-84, 92-96, 110-115, 86-90, 98-102, 104-108 <b><u>Topic Software Teaching Resources:</u></b> 224</p>
(B) use writing to discover, record, review, and learn;	<p>The Following Selected Matches Support this Objective:</p> <p>Write a Biographical Narrative <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 32-36</p> <p>Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p> <p>Write a News Article <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 86-90 <b><u>Topic Software Teaching Resources:</u></b> 220 <b><u>Audiobook Teaching Resources:</u></b> 53 <b><u>Paperbacks Teaching Resources:</u></b> 100, 104, 106, 118, 130, 137</p> <p>Write a Informative Article</p>

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	<p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 92-96</p> <p><b><u>Topic Software Teaching Resources:</u></b> 255</p> <p>Write a Book Review</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 135</p>
(C) use writing to 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</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p> <p>Write a News Article</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 86-90</p> <p><b><u>Topic Software Teaching Resources:</u></b> 220</p> <p><b><u>Audiobook Teaching Resources:</u></b> 53</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 100, 104, 106, 118, 130, 137</p> <p>Write a Informative Article</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 92-96</p> <p><b><u>Topic Software Teaching Resources:</u></b> 255</p> <p>Write a Book Review</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 135</p> <p>Write a Biographical Narrative</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 32-36</p>
(D) compile information from	The Read180 program provides instruction in

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<p>primary and secondary sources using available technology;</p>	<p>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>(E) organize notes from multiple sources in useful and informing ways such as graphics, conceptual maps, and learning logs;</p>	<p>Selected Examples Include:</p> <p>Write a Poster, Sign, Invitation  <b><u>RDI Book 3-Strategies for English Language Learners: 64</u></b>  <b><u>Topic Software Teaching Resources: 219, 224, 228, 229, 247, 259, 273, 281</u></b>  <b><u>Audiobook Teaching Resources: 53, 61</u></b>  <b><u>Paperbacks Teaching Resources: 88, 96, 118, 128, 138</u></b></p> <p>Write a Brief message, Note, E-mail, Telegraph  <b><u>Topic Software Teaching Resources: 229, 254, 259, 260</u></b>  <b><u>Audiobook Teaching Resources: 32, 41, 52, 55, 58</u></b>  <b><u>Paperbacks Teaching Resources: 64, 68, 76, 78, 94, 96, 100, 102, 114, 116, 120, 122, 134</u></b></p> <p>Write a Diary Entry, Journal Entry, Log Entry  <b><u>Topic Software Teaching Resources: 224</u></b>  <b><u>Audiobook Teaching Resources: 38</u></b>  <b><u>Paperbacks Teaching Resources: 90, 120, 130, 141, 145, 146</u></b></p>
<p>(F) link related information and ideas from a variety of sources;</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a List  <b><u>RDI Book 3-Strategies for English Language Learners: 35</u></b>  <b><u>Topic Software Teaching Resources: 225, 229, 233, 235, 237, 239, 242-244, 251-252, 254, 263,</u></b></p>

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	<p>265, 274, 278  <b><u>Audiobook Teaching Resources:</u></b> 31-32, 34, 37, 40-41, 46-47, 49, 52, 55, 58, 61-62  <b><u>Paperbacks Teaching Resources:</u></b> 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  <b><u>Topic Software Teaching Resources:</u></b> 229, 254, 259, 260  <b><u>Audiobook Teaching Resources:</u></b> 32, 41, 52, 55, 58  <b><u>Paperbacks Teaching Resources:</u></b> 64, 68, 76, 78, 94, 96, 100, 102, 114, 116, 120, 122, 134</p> <p>Write an Outline  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 175-177</p> <p>Extend or write a Story  <b><u>Topic Software Teaching Resources:</u></b> 216-220, 226-228, 231, 243-247, 251- 252, 257, 258  <b><u>Audiobook Teaching Resources:</u></b> 28-29, 34, 38, 46, 56, 61  <b><u>Paperbacks Teaching Resources:</u></b> 56, 58, 60. 70, 84, 102, 124</p> <p>Write a Summary, Explanation, or Paragraph  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 85, 101  <b><u>Topic Software Teaching Resources:</u></b> 264-272, 274-276, 279-280, 282-285  <b><u>Audiobook Teaching Resources:</u></b> 29, 35, 40-41, 43-44, 46-47, 50, 53, 55-56, 58  <b><u>Paperbacks Teaching Resources:</u></b> 58, 60, 70, 74, 76, 80, 88, 104, 106, 108, 112, 126, 132</p>
(G) compile written ideas and representations into reports,	Selected Examples Include:

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<p>summaries, or other formats and draw conclusions; and</p>	<p>Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p> <p>Write a Informative Article <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 92-96 <b><u>Topic Software Teaching Resources:</u></b> 255</p> <p>Write a News Article <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 86-90 <b><u>Topic Software Teaching Resources:</u></b> 220 <b><u>Audiobook Teaching Resources:</u></b> 53 <b><u>Paperbacks Teaching Resources:</u></b> 100, 104, 106, 118, 130, 137</p> <p>Write a Summary, Explanation, or Paragraph <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 85, 101 <b><u>Topic Software Teaching Resources:</u></b> 264-272, 274-276, 279-280, 282-285 <b><u>Audiobook Teaching Resources:</u></b> 29, 35, 40-41, 43-44, 46-47, 50, 53, 55-56, 58 <b><u>Paperbacks Teaching Resources:</u></b> 58, 60, 70, 74, 76, 80, 88, 104, 106, 108, 112, 126, 132</p> <p>Write a Realistic Narrative <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 26-30</p> <p>Writing an Opinion <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120</p> <p>Write a Poem <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 164-168 <b><u>Topic Software Teaching Resources:</u></b> 231, 232</p>

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	<p><b><u>Paperbacks Teaching Resources:</u></b> 86</p> <p>Write a Review</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126</p> <p><b><u>Topic Software Teaching Resources:</u></b> 234</p>
<p>(H) use writing as a tool for reflection, exploration, learning, problem solving, and personal growth.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Write a Report</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p> <p>Expository Writing</p> <p><b><u>rBook Teaching Guide:</u></b> 22-27, 96-101, 247</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 68-72, 74-78, 80-84, 92-96, 110-115, 86-90, 98-102, 104-108</p> <p><b><u>Topic Software Teaching Resources:</u></b> 224</p> <p>Write a Reader Response</p> <p><b><u>rBook Teaching Guide:</u></b> 72-77, 248</p> <p>Write an Autobiographical Narrative</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 20-24</p> <p>Write a Biographical Narrative</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 32-36</p> <p>Writing an Opinion</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120</p> <p>Write a Description</p> <p><b><u>rBook Teaching Guide:</u></b> 200-205, 248</p> <p>Write a Realistic Narrative</p>

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	<p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 26-30</p> <p>Revision/Edit <b><u>rBook Teaching Guide:</u></b> 25, 49, 75, 99, 123, 155, 179, 203, 231</p> <p>Proofreading <b><u>rBook Teaching Guide:</u></b> 27, 51, 77, 101, 125, 157, 181, 205, 233</p> <p><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 204 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 246-253</p> <p><b><u>Topic Software Teaching Resources:</u></b> All lessons practice spelling and proofreading skills, which are a principal objective of the software component.</p> <p><b><u>Test-Taking Strategies Book:</u></b> Students are taught to identify writing prompts, organize thoughts, generate an outline, understand evaluation criteria, and review/revise writing to improve it.</p>
(5) Writing/analysis. The student communicates with writers inside and outside the classroom, including writers who represent diverse cultures and fields. The student is expected to:	
(A) analyze strategies that writers in different fields use to compose;	<p>The Following Match Provides Opportunities to Meet this Objective:</p> <p>Discussion <b><u>rBook Teaching Guide:</u></b> Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p>
(B) correspond with other writers electronically and in	<p>Write a Brief message, Note, E-mail, Telegraph <b><u>Topic Software Teaching Resources:</u></b> 229, 254,</p>

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conventional ways;	259, 260 <b><u>Audiobook Teaching Resources:</u></b> 32, 41, 52, 55, 58 <b><u>Paperbacks Teaching Resources:</u></b> 64, 68, 76, 78, 94, 96, 100, 102, 114, 116, 120, 122, 134
(C) collaborate with other writers; and	The Following Matches Provide Opportunities to Meet this Objective:  Final Projects <b><u>Audiobook Teaching Resources:</u></b> 63-68 <b><u>Paperbacks Teaching Resources:</u></b> 135-140
(D) recognize how writers represent and reveal their cultures and traditions in texts.	The Following Matches Provide Opportunities to Meet this Objective:  Literature & Culture <b><u>rBook Teaching Guide:</u></b> Ambush 60; Amigo Brothers 134; In Their Own Words 214; MTV Unplugged 84; Music Video Producer 102; Names, The 66
(6) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to:	
(A) evaluate how well writing achieves its purposes and engage in conversations with peers and the teacher about aspects of his/her own writing and the writings of others;	The Following Selected Matches Provide Opportunities to Meet this Objective:  Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108  Expository Writing <b><u>rBook Teaching Guide:</u></b> 22-27, 96-101, 247 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 68-72, 74-78, 80-84, 92-96, 110-115, 86-90, 98-102, 104-108 <b><u>Topic Software Teaching Resources:</u></b> 224

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	<p>Write a Reader Response <b><u>rBook Teaching Guide:</u></b> 72-77, 248</p> <p>Write an Autobiographical Narrative <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 20-24</p> <p>Write a Biographical Narrative <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 32-36</p> <p>Writing an Opinion <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120</p> <p>Write a Description <b><u>rBook Teaching Guide:</u></b> 200-205, 248</p> <p>Write a Realistic Narrative <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 26-30</p> <p>Revision/Edit <b><u>rBook Teaching Guide:</u></b> 25, 49, 75, 99, 123, 155, 179, 203, 231</p> <p>Proofreading <b><u>rBook Teaching Guide:</u></b> 27, 51, 77, 101, 125, 157, 181, 205, 233 <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 204 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 246-253 <b><u>Topic Software Teaching Resources:</u></b> All lessons practice spelling and proofreading skills, which are a principal objective of the software component. <b><u>Test-Taking Strategies Book:</u></b> Students are taught to identify writing prompts, organize thoughts, generate an outline, understand evaluation criteria, and review/revise writing to improve it.</p>

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<p>(B) analyze and discuss published pieces as writing models and apply criteria developed by self and others to evaluate writing; and</p>	<p>Peer Assessment <b><u>rBook Teaching Guide:</u></b> 25, 49, 75, 99, 123, 155, 179, 203, 231 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 13</p> <p>Assessment Rubrics for Writing <b><u>rBook Teaching Guide:</u></b> 25, 49, 75, 99, 123, 155, 179, 203, 231 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 264-269 <b><u>Topic Software Teaching Resources:</u></b> 290 <b><u>Test-Taking Strategies Book:</u></b> 132</p>
<p>(C) accumulate and review his/her own written work to determine its strengths and weaknesses and to set his/her own goals as a writer.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p> <p>Expository Writing <b><u>rBook Teaching Guide:</u></b> 22-27, 96-101, 247 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 68-72, 74-78, 80-84, 92-96, 110-115, 86-90, 98-102, 104-108 <b><u>Topic Software Teaching Resources:</u></b> 224</p> <p>Write a Reader Response <b><u>rBook Teaching Guide:</u></b> 72-77, 248</p> <p>Write an Autobiographical Narrative <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 20-24</p> <p>Write a Biographical Narrative <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 32-36</p> <p>Writing an Opinion</p>

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	<p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120</p> <p>Write a Description <b><u>rBook Teaching Guide:</u></b> 200-205, 248</p> <p>Write a Realistic Narrative <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 26-30</p>
(7) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	
(A) expand vocabulary through wide reading, listening, and discussing;	<p>Selected Examples Include:</p> <p>Understand Vocabulary <b><u>rBook Teaching Guide:</u></b> 20, 44, 70, 94, 118, 150, 174, 198, 226</p> <p><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> Each lesson includes a vocabulary and word study section, which allows students to identify and build vocabulary.</p> <p><b><u>Topic Software Teaching Resources:</u></b> 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><b><u>Audiobooks Teaching Resources:</u></b> 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</p>

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	<p><b><u>rBook Teaching Guide:</u></b> 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 phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;</p>	<p>Selected Examples Include:</p> <p>Context Clues  <b><u>rBook Teaching Guide:</u></b> 171, 198  <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 238, 254, 264  <b><u>rSkills Test Book:</u></b> Tests 4 &amp; 5</p> <p>Academic Language Building  <b><u>rBook Teaching Guide:</u></b> 8D, 32D, 56D, 56F, 82D, 106D, 130D, 130F, 162D, 186D, 210D, 244, T56</p> <p>Multiple-Meaning Words  <b><u>rBook Teaching Guide:</u></b> 118  <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 240  <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 63  <b><u>rSkills Test Book:</u></b> Test 5</p> <p>Figurative Language  <b><u>rBook Teaching Guide:</u></b> 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  <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 134  <b><u>Topic Software Teaching Resources:</u></b> 1.1 Level 3;</p>

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	<p>1.2 Level 3; 2.2 Level 3; 2.3 Level 2; 2.4 Level 3 &amp; 4; 4.2 Level 3; 4.4 Level 3; 6.1 Level 2; 6.2 Level 3 &amp; 4; 6.3 Level 3; 6.4 Level 2, 3 &amp; 4; 7.1 Level 3; 7.2 Level 3; 8.4 Level 2 &amp; 4 <b><u>rSkills Test Book:</u></b> Tests 1&amp; 3</p> <p>Word Roots <b><u>rBook Teaching Guide:</u></b> 174 <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 134, 266, 268 <b><u>Topic Software Teaching Resources:</u></b> 1.4 Level 4; 2.1 Level 4; 2.2 Level 4; 2.3 Level 4; 3.1 Level 4; 3.2 Level 4; 4.1 Level 4; 4.4 Level 4; 5.1 Level 4; 5.2 Level 4; 7.1 Level 4; 8.1 Level 4; 9.2 Level 4; 9.3 Level 4 <b><u>rSkills Test Book:</u></b> Tests 4 &amp; 5</p> <p>Suffixes <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 134 <b><u>Topic Software Teaching Resources:</u></b> 1.1 Level 3; 1.3 Level 3; 2.1 Level 3; 2.2 Level 2; 2.3 Level 3; 3.1 Level 2; 3.3 Level 3 &amp; 4; 3.4 Level 3 &amp; 4; 4.1 Level 3; 5.1 Level 3; 5.2 Level 3; 5.4 Level 3; 6.1 Level 2; 6.1 Level 3; 6.4 Level 3; 7.2 Level 3 &amp; 4; 7.3 Level 3; 8.2 Level 2 &amp; 3; 9.1 Level 3; 9.2 Level 2 &amp; 3; 9.4 Level 2 &amp; 4 <b><u>rSkills Test Book:</u></b> Tests 1 &amp; 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 <b><u>rBook Teaching Guide:</u></b> 174 <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 134, 266, 268 <b><u>Topic Software Teaching Resources:</u></b> 1.4 Level 4; 2.1 Level 4; 2.2 Level 4; 2.3 Level 4; 3.1 Level 4; 3.2 Level 4; 4.1 Level 4; 4.4 Level 4; 5.1 Level 4; 5.2 Level 4; 7.1 Level 4; 8.1 Level 4; 9.2 Level 4;</p>

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	9.3 Level 4 <b><u>rSkills Test Book:</u></b> Tests 4 & 5
(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage;	
(F) discriminate between denotative and connotative meanings and interpret the connotative power of words; and	<p>Synonyms <b><u>rBook Teaching Guide:</u></b> 44, 174 <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 246 <b><u>rSkills Test Book:</u></b> Test 1</p> <p>Antonyms <b><u>rBook Teaching Guide:</u></b> 44, 94 <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 248 <b><u>rSkills Test Book:</u></b> Test 1</p> <p>Denotation/Connotation <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 250</p>
(G) read and understand analogies.	
(8) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	
(A) establish and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems;	<p>Set Purpose <b><u>rBook Teaching Guide:</u></b> 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 <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> Each lesson contains a <i>Build Background</i> section, which helps students to form mental models and set purpose for reading the selection.</p>

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	<p><b><u>Topic Software Teaching Resources:</u></b> 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 to 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.</p> <p><b><u>rBook Teaching Guide:</u></b> 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, 224</p> <p><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> Each lesson gives discussion and display ideas for establishing background and activating prior knowledge</p> <p><b><u>Topic Software Teaching Resources:</u></b> Before reading each of the passages on the READ180 Software, students view a short video to activate prior knowledge.</p> <p><b><u>Audiobooks Teaching Resources:</u></b> In the READ180 Audiobooks, the Reading Coach assists the student in activating prior knowledge by modeling this and other comprehension strategies.</p>
(C) monitor his/her own reading strategies and modify when necessary;	<p>Each of the reading components teach self-monitoring strategies such as summarizing, slowing the reading rate during difficult passages, asking questions, rereading, etc.</p> <p><b><u>rBook Teaching Guide:</u></b> 38, 42, 84, 93, 111, 117, 164, 197, 223</p> <p><b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 317</p> <p>Self-Monitoring</p> <p><b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 317</p>

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	<p>Reread <b>rBook Teaching Guide:</b> 67, 140, 146, 151, 191, 196, 220</p> <p>Read On 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 Each of the reading components teach self-monitoring strategies such as summarizing, slowing the reading rate during difficult passages, asking questions, rereading, etc.</p>
(D) construct images such as graphic organizers based on text descriptions and text structures;	<p>Create an Outline <b>Test-Taking Strategies:</b> 68-69</p> <p><b>Test-Taking Strategies Book:</b> Students are taught to identify writing prompts, organize thoughts, generate an outline, understand evaluation criteria, and review/revise writing to improve it.</p> <p>Chart-making <b>TDI Book 3-Strategies for English Language Learners:</b> 48</p>
(E) analyze text structures such as compare/contrast, cause/effect, and chronological order for how they influence understanding;	<p>Sequence of Events <b>rBook Teaching Guide:</b> 32C, 34-43, 60, 64, 91, 243 <b>TDI Book 1- Reading Skills and Strategies:</b> 290, 291, 419 <b>Topic Software Teaching Resources:</b> <b>1.3:</b> 79-82, 219-220, 287; <b>2.1:</b> 87-90, 223-224, 287; <b>2.3:</b> 95-98, 227-228, 287; <b>3.2:</b> 107-110, 233-234, 287; <b>3.3:</b> 111-114, 235-236, 287; <b>4.1:</b> 119-122, 239-240, 287; <b>5.1:</b> 135-138, 247-248, 287; <b>7.3:</b> 175-178, 267-268, 287; <b>7.4:</b> 179-182, 269-270, 287; <b>8.4:</b> 195-198, 277-278,</p>

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	<p>287; <b>9.2:</b> 203-206, 281-282, 287; <b>9.4:</b> 211-214, 285-286, 287</p> <p><b>Paperbacks Teaching Resources:</b> 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><b>Audiobook Teaching Resources:</b> 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><b>rSkills Test Book:</b> Test 1 &amp; 2</p> <p>Cause and Effect</p> <p><b>rBook Teaching Guide:</b> 162C, 164-173, 195, 244</p> <p><b>RDI Book 1- Reading Skills and Strategies:</b> 296, 297, 423</p> <p><b>Topic Software Teaching Resources:</b> <b>1.1:</b> 71-74, 215-216, 287; <b>1.4:</b> 83-86, 221-222, 287; <b>2.2:</b> 91-94, 225-226, 287; <b>3.1:</b> 103-106, 231-232, 287; <b>3.3:</b> 111-114, 235-236, 287; <b>4.1:</b> 119-122, 239-240, 287; <b>5.2:</b> 139-142, 249-250, 287; <b>5.3:</b> 143-146, 251-252, 287; <b>6.1:</b> 151-154, 255-256, 287; <b>6.3:</b> 159-162, 259-260, 287; <b>7.1:</b> 167-170, 263-264, 287; <b>7.3:</b> 175-178, 267-268, 287; <b>7.4:</b> 179-182, 269-270, 287; <b>8.1:</b> 183-186, 271-272, 287; <b>8.2:</b> 187-190, 273-274, 287; <b>8.4:</b> 195-198, 277-278, 287; <b>9.1:</b> 199-202, 279-280, 287; <b>9.3:</b> 207-210, 283-284, 287; <b>9.4:</b> 211-214, 285-286, 287</p> <p><b>Audiobook Teaching Resources:</b> Whirligig – 16, 34, 81, 132 (Resources – 60, 61-62, 63-68, 69)</p> <p><b>Paperbacks Teaching Resources:</b> Rat Attacks (Resources – 105, 106, 135-140, 141)</p> <p><b>rSkills Test Book:</b> Test 4</p> <p>Compare and Contrast</p> <p><b>rBook Teaching Guide:</b> 186C, 188-197, 219, 244</p> <p><b>RDI Book 1- Reading Skills and Strategies:</b> 298, 299, 424, 425</p>

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	<p><b><u>Topic Software Teaching Resources:</u> 1.1:</b> 71-74, 215-216, 287; <b>3.2:</b> 107-110, 233-234, 287; <b>3.4:</b> 115-118, 237-238, 287; <b>6.4:</b> 163-166, 261-262, 287; <b>7.2:</b> 171-174, 265-266, 287; <b>8.1:</b> 183-186, 271-272, 287; <b>9.1:</b> 199-202, 279-280, 287; <b>9.3:</b> 207-210, 283-284, 287</p> <p><b><u>Audiobook Teaching Resources:</u></b> Make Lemomade7, 75, 100, 188 (Resources – 39, 40-41, 63-68, 69); Reality Strikes – 9, 37, 43, 55 (Resources – 51, 52-55, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69)</p> <p><b><u>Paperbacks Teaching Resources:</u></b> Gym Rats: True Stories About Punching, Pedaling, and Powerlifting (Resources – 59, 60, 135-140, 141); Forged by Fire (Resources 101, 102, 135-140, 141)</p> <p><b><u>rSkills Test Book:</u></b> Tests 4 &amp; 5</p>
(F) produce summaries of texts by identifying main idea and supporting detail;	<p>Summarize</p> <p><b><u>rBook Teaching Guide:</u></b> 12, 18, 82C, 84-93, 115, 168, 171, 191, 194, 223, 243</p> <p><b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 294, 295, 422</p> <p><b><u>Topic Software Teaching Resources:</u> 1.1:</b> 71-74, 215-216, 287; <b>1.3:</b> 79-82, 219-220, 287; <b>1.4:</b> 83-86, 221-222, 287; <b>3.1:</b> 103-106, 231-232, 287; <b>4.1:</b> 119-122, 239-240, 287; <b>4.3:</b> 127-130, 243-244, 287; <b>4.4:</b> 131-134, 245-246, 287; <b>5.1:</b> 135-138, 247-248, 287; <b>6.2:</b> 155-158, 257-258, 287; <b>6.4:</b> 163-166, 261-262, 287; <b>7.3:</b> 175-178, 267-268, 287; <b>8.3:</b> 191-194, 275-276, 287; <b>8.4:</b> 195-198, 277-278, 287; <b>9.3:</b> 207-210, 283-284, 287</p> <p><b><u>Audiobook Teaching Resources:</u></b> 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><b><u>Paperbacks Teaching Resources:</u></b> Survivors: True</p>

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	<p>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 <b>rSkills Test Book:</b> Tests 2 &amp; 3</p>
<p>(G) draw inferences and support them with textual evidence and experience;</p>	<p>Draw Conclusions <b>rBook Teaching Guide:</b> 12, 34, 192, 219 <b>rdi Book 1- Reading Skills and Strategies:</b> 304, 305, 429 <b>Topic Software Teaching Resources:</b> <b>1.1:</b> 71-74, 215-216, 287; <b>1.3:</b> 79-82, 219-220, 287; <b>1.4:</b> 83-86, 221-222, 287; <b>2.1:</b> 87-90, 223-224, 287; <b>3.2:</b> 107-110, 233-234, 287; <b>3.4:</b> 115-118, 237-238, 287; <b>4.3:</b> 127-130, 243-244, 287; <b>4.4:</b> 131-134, 245-246, 287; <b>5.1:</b> 135-138, 247-248, 287; <b>5.2:</b> 139-142, 249-250, 287; <b>5.3:</b> 143-146, 251-252, 287; <b>6.1:</b> 151-154, 255-256, 287; <b>6.2:</b> 155-158, 257-258, 287; <b>7.1:</b> 167-170, 263-264, 287; <b>7.3:</b> 175-178, 267-268, 287; <b>8.2:</b> 187-190, 273-274, 287; <b>8.3:</b> 191-194, 275-276, 287; <b>9.1:</b> 199-202, 279-280, 287; <b>9.2:</b> 203-206, 281-282, 287 <b>Paperbacks Teaching Resources:</b> 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) <b>Audiobook Teaching Resources:</b> Before We Were Free – 20, 41, 92, 134 (Resources – 27, 28-29, 63-68, 69); Monster – 16, 72, 182, 281 (Resources – 42, 43-44, 63-68, 69)</p> <p>Make Inferences <b>rBook Teaching Guide:</b> 16, 19, 36, 38, 88, 90, 92, 110, 112, 138, 145, 148, 167, 168, 192, 210C, 212-221, 244 <b>rdi Book 1- Reading Skills and Strategies:</b> 302, 303, 428 <b>Topic Software Teaching Resources:</b> <b>1.2:</b> 75-78, 217-218, 287; <b>1.4:</b> 83-86, 221-222, 287; <b>2.1:</b> 87-90, 223-224, 287; <b>2.2:</b> 91-94, 225-226, 287; <b>2.4:</b> 99-</p>

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	<p>102, 229-230, 287; <b>3.1:</b> 103-106, 231-232, 287; <b>3.3:</b> 111-114, 235-236, 287; <b>4.2:</b> 123-126, 241-242, 287; <b>4.3:</b> 127-130, 243-244, 287; <b>5.1:</b> 135-138, 247-248, 287; <b>5.3:</b> 143-146, 251-252, 287; <b>5.4:</b> 147-150, 253-254, 287; <b>6.2:</b> 155-158, 257-258, 287; <b>6.3:</b> 159-162, 259-260, 287; <b>7.1:</b> 167-170, 263-264, 287; <b>7.4:</b> 179-182, 269-270, 287; <b>8.4:</b> 195-198, 277-278, 287; <b>9.4:</b> 211-214, 285-286, 287</p> <p><b><u>Audiobook Teaching Resources:</u></b> Cleopatra VII – 4, 21,n 60, 125, 175 (Resources – 30, 31-32, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69)</p> <p><b><u>Paperbacks Teaching Resources:</u></b> The Skin I’m In (Resources – 89, 90, 135-140, 141); Macbeth (Resources 123, 124, 135-140, 141)</p> <p><b><u>rSkills Test Book:</u></b> Test 5</p> <p>Predicting <b><u>rBook Teaching Guide:</u></b> 61, 67, 114, 143, 168 <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 318, 438 <b><u>Paperbacks Teaching Resources:</u></b> 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 note taking, outlining, and using study-guide questions to better understand texts; and	<p>Skim and Scan <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 314</p> <p>Write an Outline <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 175-177</p>
(I) read silently with comprehension for a sustained period of time.	<p>Silent Reading <b><u>Topic Software Teaching Resources:</u></b> The students read along silently as the READ180 Software passages are read and read Reading Zone and Success Zone passages silently. <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> Reading passages offer the students additional</p>

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	<p>opportunities for silent reading.</p> <p><b><u>Test-Taking Strategies:</u></b> The lessons and practice from the reading test strategies offer students an opportunity to read silently.</p>
(9) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including British literature, in increasingly demanding texts. 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 in his/her own writing;	<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.</p> <p>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>
(B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;	<p><b><u>rBook Teaching Guide:</u></b> 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><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> Reading passages offer the students opportunity to meet this objective.</p> <p><b><u>Topic Software Teaching Resources:</u></b> The READ180 Software models fluent reading and gives the students opportunity to meet this objective.</p> <p><b><u>Test-Taking Strategies:</u></b> The lessons and practice from the reading test strategies offer students an opportunity to meet this objective.</p>

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(C) read British and other world literature, including classic and contemporary works; and	Read Graphic Classics <b><u>Paperbacks Teaching Resources:</u></b> The Odyssey, Emma, Macbeth
(D) interpret the possible influences of the historical context on a literary work.	The Following Provides Opportunities to Meet this Objective:  Discussion <b><u>rBook Teaching Guide:</u></b> 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. <b><u>TDI Book 1-Reading Skills and Strategies:</u></b> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.
(10) Reading/culture. The student reads widely, including British literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across culture. The student is expected to:	
(A) recognize distinctive and shared characteristics of cultures through reading;	Literature & Culture <b><u>rBook Teaching Guide:</u></b> Ambush 60; Amigo Brothers 134; In Their Own Words 214; MTV Unplugged 84; Music Video Producer 102; Names, The 66  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.

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(B) compare text events with his/her own and other readers' experiences; and	<p>The Following Match Provides Opportunities to Meet this Objective:</p> <p>Discussion  <b>rBook Teaching Guide:</b> 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.  <b>RDI Book 1-Reading Skills and Strategies:</b> 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) recognize and discuss themes and connections that cross cultures.	<p>The Following Match Provides Opportunities to Meet this Objective:</p> <p>Discussion  <b>rBook Teaching Guide:</b> 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.  <b>RDI Book 1-Reading Skills and Strategies:</b> 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>Analyze Theme  <b>RDI Book 1-Reading Skills and Strategies:</b> 312, 313, 436</p>
(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	
(A) respond to informational and aesthetic elements in texts such as discussions, journal entries, oral	<p>Write a Reader Response  <b>rBook Teaching Guide:</b> 72-77, 248</p>

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<p>interpretations, enactments, and graphic displays;</p>	<p>Respond to Ideas and Issues Each reading component gives students an opportunity to respond to what they have read through QuickWrites and Comprehension Graphic Organizers. <b><u>Topic Software Teaching Resources:</u></b> 285 <b><u>Audiobook Teaching Resources:</u></b> 29-32, 37, 41, 49-50, 52, 58- 59, 62 <b><u>Paperbacks Teaching Resources:</u></b> 56, 66, 72, 74, 84, 86, 88, 92, 102, 116, 124, 132</p> <p>Discussion <b><u>rBook Teaching Guide:</u></b> 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. <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 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 <b><u>Topic Software Teaching Resources:</u></b> 224 <b><u>Audiobook Teaching Resources:</u></b> 38 <b><u>Paperbacks Teaching Resources:</u></b> 90, 120, 130, 141, 145, 146</p>
<p>(B) use elements of text to defend, clarify, and negotiate responses and interpretations;</p>	<p>Write a Reader Response <b><u>rBook Teaching Guide:</u></b> 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. <b><u>Topic Software Teaching Resources:</u></b> 285 <b><u>Audiobook Teaching Resources:</u></b> 29-32, 37, 41, 49-50, 52, 58- 59, 62</p>

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	<p><b><u>Paperbacks Teaching Resources:</u></b> 56, 66, 72, 74, 84, 86, 88, 92, 102, 116, 124, 132</p> <p>Discussion  <b><u>rBook Teaching Guide:</u></b> 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.  <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 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) analyze written reviews of literature, film, and performance to compare with his/her own responses; and	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Write a Review  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126  <b><u>Topic Software Teaching Resources:</u></b> 234</p>
(D) evaluate text through critical analysis.	<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. See, for example:</p> <p>Evaluate Literary Merit  <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 328</p>
(12) 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 elements of texts such as themes, conflicts, and allusions both within and	<p>Compare and Contrast  <b><u>rBook Teaching Guide:</u></b> 186C, 188-197, 219, 244  <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 298,</p>

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across texts;	<p>299, 424, 425</p> <p><b><u>Topic Software Teaching Resources:</u></b> <b>1.1:</b> 71-74, 215-216, 287; <b>3.2:</b> 107-110, 233-234, 287; <b>3.4:</b> 115-118, 237-238, 287; <b>6.4:</b> 163-166, 261-262, 287; <b>7.2:</b> 171-174, 265-266, 287; <b>8.1:</b> 183-186, 271-272, 287; <b>9.1:</b> 199-202, 279-280, 287; <b>9.3:</b> 207-210, 283-284, 287</p> <p><b><u>Audiobook Teaching Resources:</u></b> Make Lemomade7, 75, 100, 188 (Resources – 39, 40-41, 63-68, 69); Reality Strikes – 9, 37, 43, 55 (Resources – 51, 52-55, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69)</p> <p><b><u>Paperbacks Teaching Resources:</u></b> Gym Rats: True Stories About Punching, Pedaling, and Powerlifting (Resources – 59, 60, 135-140, 141); Forged by Fire (Resources 101, 102, 135-140, 141)</p> <p><b><u>rSkills Test Book:</u></b> Tests 4 &amp; 5</p>
(B) propose and provide examples of themes that cross texts;	<p>The Following Match Provides Opportunities to Meet this Objective:</p> <p>Discussion</p> <p><b><u>rBook Teaching Guide:</u></b> Shared Reading and Strategic Reading activities, located in each <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><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 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>Analyze Theme</p> <p><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 312, 313, 436</p>
(C) analyze relevance of setting and time frame to text's meaning;	<p>Analyze Setting</p> <p><b><u>rBook Teaching Guide:</u></b> 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 149, 245, 246</p> <p><b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 308,</p>

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	<p>309, 432, 433  <b><u>Audiobook Teaching Resources:</u></b> Night – 2, 34, 62, 84, 91 (Resources – 45, 46-47, 63-68, 69)  <b><u>Paperbacks Teaching Resources:</u></b> Sweetgrass (Resources -113, 114, 135-140, 141)  <b><u>rSkills Test Book:</u></b> Tests 2, 3, &amp; 5</p> <p>Sequence of Events  <b><u>rBook Teaching Guide:</u></b> 32C, 34-43, 60, 64, 91, 243  <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 290, 291, 419  <b><u>Topic Software Teaching Resources:</u></b> <b>1.3:</b> 79-82, 219-220, 287; <b>2.1:</b> 87-90, 223-224, 287; <b>2.3:</b> 95-98, 227-228, 287; <b>3.2:</b> 107-110, 233-234, 287; <b>3.3:</b> 111-114, 235-236, 287; <b>4.1:</b> 119-122, 239-240, 287; <b>5.1:</b> 135-138, 247-248, 287; <b>7.3:</b> 175-178, 267-268, 287; <b>7.4:</b> 179-182, 269-270, 287; <b>8.4:</b> 195-198, 277-278, 287; <b>9.2:</b> 203-206, 281-282, 287; <b>9.4:</b> 211-214, 285-286, 287  <b><u>Paperbacks Teaching Resources:</u></b> 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)  <b><u>Audiobook Teaching Resources:</u></b> 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)  <b><u>rSkills Test Book:</u></b> Test 1 &amp; 2</p>
(D) describe the development of plot and identify conflicts and how they are addressed and resolved;	<p>Analyze Plot  <b><u>rBook Teaching Guide:</u></b> 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 149, 245, 246  <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 310, 311, 434, 435  <b><u>Audiobook Teaching Resources:</u></b> Before We Were Free – 20, 41, 92, 134 (Resources – 27, 28-29, 63-</p>

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	<p>68, 69); Monster – 16, 72, 182, 281 (Resources – 42, 43-44, 63-68, 69)</p> <p><b>Paperbacks Teaching Resources:</b> Dracula / Romeo and Juliet (Resources – 77, 78, 135-140, 141); Hope Was Here (103,104, 135-140, 141); Swallowing Stones (Resources – 129, 130, 1335-140, 141)</p> <p><b>rSkills Test Book:</b> Tests 2, 3, &amp; 5</p>
(E) 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  <b>rBook Teaching Guide:</b> 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.  <b>RDI Book 1-Reading Skills and Strategies:</b> 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) 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  <b>rBook Teaching Guide:</b> 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.  <b>RDI Book 1-Reading Skills and Strategies:</b> 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>
(G) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall	<p><b>rBook Teaching Guide:</b> 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</p>

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<p>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>	<p>provide opportunities to support this standard. See the following selected examples:</p> <p>Life Issues Nonfiction  <b>rBook Teaching Guide:</b> Day the Music Died, The 86; Homeboy to the Rescue 16; Life Skills Counselor 28; Life With a Half Brain 166; Money Matters 108; Right on the Money 114; Teen Boot Camp 186; Too Tough on Teens? 188  <b>Paperbacks Teaching Resources:</b> 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  <b>rBook Teaching Guide:</b> 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  <b>Paperbacks Teaching Resources:</b> 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  <b>rBook Teaching Guide:</b> 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  <b>RDI Book 1- Reading Skills and Strategies:</b> 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  <b>Paperbacks Teaching Resources:</b> 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>

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	<b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 405 <b><u>Paperbacks Teaching Resources:</u></b> Dracula/Romeo and Juliet
(13) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources. The student is expected to:	
(A) analyze the characteristics of clear text such as conciseness, correctness, and completeness;	Preview Story Elements <b><u>rBook Teaching Guide:</u></b> 56, 132
(B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility;	Evaluate Sources and Evidence <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 323, 441
(C) recognize logical, deceptive, and/or faulty modes of persuasion in text;	The Following Provides Opportunities to Meet this Objective:  Discussion <b><u>rBook Teaching Guide:</u></b> 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. <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.
(D) apply modes of reasoning such as induction and deduction to think critically;	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.
(E) describe how a writer's motivation, stance, or position may affect text	Evaluate Author's Purpose <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 325, 443

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credibility, structure, and tone; and	Evaluate Author's Viewpoint <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 324, 442
(F) analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.	<p>Selected Examples Include:</p> <p>Sequence of Events <b><u>rBook Teaching Guide:</u></b> 32C, 34-43, 60, 64, 91, 243 <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 290, 291, 419 <b><u>Topic Software Teaching Resources:</u></b> <b>1.3:</b> 79-82, 219-220, 287; <b>2.1:</b> 87-90, 223-224, 287; <b>2.3:</b> 95-98, 227-228, 287; <b>3.2:</b> 107-110, 233-234, 287; <b>3.3:</b> 111-114, 235-236, 287; <b>4.1:</b> 119-122, 239-240, 287; <b>5.1:</b> 135-138, 247-248, 287; <b>7.3:</b> 175-178, 267-268, 287; <b>7.4:</b> 179-182, 269-270, 287; <b>8.4:</b> 195-198, 277-278, 287; <b>9.2:</b> 203-206, 281-282, 287; <b>9.4:</b> 211-214, 285-286, 287 <b><u>Paperbacks Teaching Resources:</u></b> 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) <b><u>Audiobook Teaching Resources:</u></b> 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) <b><u>rSkills Test Book:</u></b> Test 1 &amp; 2</p> <p>Cause and Effect <b><u>rBook Teaching Guide:</u></b> 162C, 164-173, 195, 244 <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 296, 297, 423 <b><u>Topic Software Teaching Resources:</u></b> <b>1.1:</b> 71-74, 215-216, 287; <b>1.4:</b> 83-86, 221-222, 287; <b>2.2:</b> 91-94, 225-226, 287; <b>3.1:</b> 103-106, 231-232, 287; <b>3.3:</b> 111-114, 235-236, 287; <b>4.1:</b> 119-122, 239-240, 287; <b>5.2:</b></p>

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	<p>139-142, 249-250, 287; <b>5.3:</b> 143-146, 251-252, 287; <b>6.1:</b> 151-154, 255-256, 287; <b>6.3:</b> 159-162, 259-260, 287; <b>7.1:</b> 167-170, 263-264, 287; <b>7.3:</b> 175-178, 267-268, 287; <b>7.4:</b> 179-182, 269-270, 287; <b>8.1:</b> 183-186, 271-272, 287; <b>8.2:</b> 187-190, 273-274, 287; <b>8.4:</b> 195-198, 277-278, 287; <b>9.1:</b> 199-202, 279-280, 287; <b>9.3:</b> 207-210, 283-284, 287; <b>9.4:</b> 211-214, 285-286, 287</p> <p><b><u>Audiobook Teaching Resources:</u></b> Whirligig – 16, 34, 81, 132 (Resources – 60, 61-62, 63-68, 69)</p> <p><b><u>Paperbacks Teaching Resources:</u></b> Rat Attacks (Resources – 105, 106, 135-140, 141)</p> <p><b><u>rSkills Test Book:</u></b> Test 4</p>
(14) Reading/inquiry/research. The student uses reading and research skills to develop self-selected 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, including databases and the Internet;	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.
(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.

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(D) evaluate the credibility of information sources and their appropriateness for varied needs;	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.
(E) organize and record new information in systematic ways such as notes, charts, and graphic organizers;	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.
(F) produce research projects and reports in varying forms for audiences; and	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.
(G) draw relevant questions for further study from the research findings or conclusions.	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.
(15) Listening/speaking/critical listening. The student listens attentively for a variety of purposes. The student is expected to:	
(A) demonstrate proficiency in each aspect of the listening process such as focusing	The Following Selected Matches Provide Opportunities to Meet this Objective:

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<p>attention, interpreting, and responding;</p>	<p>Write a Persuasive Speech <b><u>RD1 Book 2 – Writing and Grammar Strategies:</u></b> 134-139 <b><u>Topic Software Teaching Resources:</u></b> 225 <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write a Report <b><u>RD1 Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p> <p>Write an Opinion with Reasons <b><u>RD1 Book 2 – Writing and Grammar Strategies:</u></b> 116-120 <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <b><u>Audiobook Teaching Resources:</u></b> 47 <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a News Article <b><u>RD1 Book 2 – Writing and Grammar Strategies:</u></b> 86-90 <b><u>Topic Software Teaching Resources:</u></b> 220 <b><u>Audiobook Teaching Resources:</u></b> 53 <b><u>Paperbacks Teaching Resources:</u></b> 100, 104, 106, 118, 130, 137</p> <p>Discussion <b><u>rBook Teaching Guide:</u></b> 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>(B) use effective strategies for listening such as preparing for listening, identifying the types of listening, and adopting appropriate</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Discussion <b><u>rBook Teaching Guide:</u></b> Shared Reading and</p>

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strategies;	<p>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 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139 <b><u>Topic Software Teaching Resources:</u></b> 225 <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p> <p>Write an Opinion with Reasons <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120 <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <b><u>Audiobook Teaching Resources:</u></b> 47 <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a News Article <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 86-90 <b><u>Topic Software Teaching Resources:</u></b> 220 <b><u>Audiobook Teaching Resources:</u></b> 53 <b><u>Paperbacks Teaching Resources:</u></b> 100, 104, 106, 118, 130, 137</p>
(C) demonstrate proficiency in critical, empathic, appreciative, and reflective listening;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Speech <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139</p>

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	<p><b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write a Report  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>  104-108</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>  116-120  <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a News Article  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b>  86-90  <b><u>Topic Software Teaching Resources:</u></b> 220  <b><u>Audiobook Teaching Resources:</u></b> 53  <b><u>Paperbacks Teaching Resources:</u></b> 100, 104, 106, 118, 130, 137</p> <p>Discussion  <b><u>rBook Teaching Guide:</u></b> 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>
(D) use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and contrasting interpretations with those of others, and researching points of interest or	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Discussion  <b><u>rBook Teaching Guide:</u></b> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-</p>

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contention; and	group and whole-group discussion of the text. <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.
(E) use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Speech <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139 <b><u>Topic Software Teaching Resources:</u></b> 225 <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p> <p>Write an Opinion with Reasons <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120 <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <b><u>Audiobook Teaching Resources:</u></b> 47 <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a News Article <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 86-90 <b><u>Topic Software Teaching Resources:</u></b> 220 <b><u>Audiobook Teaching Resources:</u></b> 53 <b><u>Paperbacks Teaching Resources:</u></b> 100, 104, 106, 118, 130, 137</p> <p>Discussion <b><u>rBook Teaching Guide:</u></b> Shared Reading and Strategic Reading activities, located in each</p>

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	<i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text.
(16) Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes. The student is expected to:	
(A) use conventions of oral language effectively, including word choice, grammar, and diction;	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Discussion <b><u>rBook Teaching Guide:</u></b> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 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 <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69</p> <p>Speaking <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 22, 26, 28, 33, 47, 51, 52, 53, 58, 60, 63, 66, 67, 70</p>
(B) use informal, standard, and technical English to meet demands of occasion, audience, and task;	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Discussion <b><u>rBook Teaching Guide:</u></b> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-</p>

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	<p>group and whole-group discussion of the text. <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 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 <b><u>Strategies for English-Language Learners:</u></b> 22, 26, 28, 33, 47, 51, 52, 53, 58, 60, 63, 66, 67, 70</p>
(C) respond appropriately to the opinions and views of others;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Opinion with Reasons <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120 <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <b><u>Audiobook Teaching Resources:</u></b> 47 <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Persuasive Essay <b><u>rBook Teaching Guide:</u></b> 120-125, 247 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p> <p>Discussion <b><u>rBook Teaching Guide:</u></b> 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. <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p>
(D) adopt verbal and nonverbal strategies to accommodate	The Following Selected Matches Provide Opportunities to Meet this Objective:

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needs of the listener and occasion;	<p>Write a Persuasive Essay <b><u>rBook Teaching Guide:</u></b> 120-125, 247 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p> <p>Write a Persuasive Speech <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139 <b><u>Topic Software Teaching Resources:</u></b> 225 <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write an Opinion with Reasons <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120 <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <b><u>Audiobook Teaching Resources:</u></b> 47 <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p>
(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others;	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Discussion <b><u>rBook Teaching Guide:</u></b> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 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) make relevant contributions in conversations and discussions;	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Discussion <b><u>rBook Teaching Guide:</u></b> Shared Reading and</p>

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	<p>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.  <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 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>(G) express and defend a point of view using precise language and appropriate detail; and</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Essay  <b><u>rBook Teaching Guide:</u></b> 120-125, 247  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p> <p>Write a Persuasive Speech  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120  <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Discussion  <b><u>rBook Teaching Guide:</u></b> 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.  <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 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.
(H) speak responsibly to present accurate, truthful, and ethical messages.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Opinion with Reasons  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120  <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286  <b><u>Audiobook Teaching Resources:</u></b> 47  <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Persuasive Essay  <b><u>rBook Teaching Guide:</u></b> 120-125, 247  <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p> <p>Discussion  <b><u>rBook Teaching Guide:</u></b> 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.  <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 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, organizes, and presents oral messages. The student is expected to:	
(A) present clear thesis statements and claims;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Essay</p>

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

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

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	<p>Write a Persuasive Essay <b><u>rBook Teaching Guide:</u></b> 120-125, 247 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p> <p>Write a Persuasive Speech <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139 <b><u>Topic Software Teaching Resources:</u></b> 225 <b><u>Audiobook Teaching Resources:</u></b> 28</p>
(E) use language and rhetorical strategies skillfully in informative and persuasive messages;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Report <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 104-108</p> <p>Write a Informative Article <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 92-96 <b><u>Topic Software Teaching Resources:</u></b> 255</p> <p>Write a Persuasive Essay <b><u>rBook Teaching Guide:</u></b> 120-125, 247 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p> <p>Write a Persuasive Speech <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139 <b><u>Topic Software Teaching Resources:</u></b> 225 <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write an Opinion with Reasons <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120 <b><u>Topic Software Teaching Resources:</u></b> 222, 230,</p>

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	<p>239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286</p> <p><b><u>Audiobook Teaching Resources:</u></b> 47</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p>
<p>(F) analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies for presenting messages and performances;</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Opinion with Reasons</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120</p> <p><b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286</p> <p><b><u>Audiobook Teaching Resources:</u></b> 47</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Persuasive Essay</p> <p><b><u>rBook Teaching Guide:</u></b> 120-125, 247</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p> <p>Write a Persuasive Speech</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139</p> <p><b><u>Topic Software Teaching Resources:</u></b> 225</p> <p><b><u>Audiobook Teaching Resources:</u></b> 28</p>
<p>(G) interpret literary texts such as telling stories, and interpreting scenes from narrative or dramatic texts or poems; and</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Poem</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 164-168</p> <p><b><u>Topic Software Teaching Resources:</u></b> 231, 232</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 86</p> <p>Retelling a story</p>

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	<p><b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 28</p> <p>Write a Review <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126 <b><u>Topic Software Teaching Resources:</u></b> 234</p> <p>Extend or write a Story <b><u>Topic Software Teaching Resources:</u></b> 216-220, 226-228, 231, 243-247, 251- 252, 257, 258 <b><u>Audiobook Teaching Resources:</u></b> 28-29, 34, 38, 46, 56, 61 <b><u>Paperbacks Teaching Resources:</u></b> 56, 58, 60. 70, 84, 102, 124</p> <p>Write a Poem <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 164-168 <b><u>Topic Software Teaching Resources:</u></b> 231, 232 <b><u>Paperbacks Teaching Resources:</u></b> 86</p>
(H) use feedback to judge effectiveness in communicating and setting goals for future presentations.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Opinion with Reasons <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120 <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <b><u>Audiobook Teaching Resources:</u></b> 47 <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p> <p>Write a Persuasive Essay <b><u>rBook Teaching Guide:</u></b> 120-125, 247 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p>

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	<p>Write a Persuasive Speech <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139 <b><u>Topic Software Teaching Resources:</u></b> 225 <b><u>Audiobook Teaching Resources:</u></b> 28</p>
(18) Listening/speaking/evaluation. The student evaluates and critiques oral presentations and performances. The student is expected to:	
(A) apply valid criteria to analyze, evaluate, and critique informative and persuasive messages;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Persuasive Essay <b><u>rBook Teaching Guide:</u></b> 120-125, 247 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p> <p>Write a Persuasive Speech <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139 <b><u>Topic Software Teaching Resources:</u></b> 225 <b><u>Audiobook Teaching Resources:</u></b> 28</p> <p>Write an Opinion with Reasons <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 116-120 <b><u>Topic Software Teaching Resources:</u></b> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <b><u>Audiobook Teaching Resources:</u></b> 47 <b><u>Paperbacks Teaching Resources:</u></b> 84, 98, 102, 128</p>
(B) apply valid criteria to analyze, evaluate, and critique literary performances;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Opinion with Reasons</p>

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

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	284-286 <u><b>Audiobook Teaching Resources:</b></u> 47 <u><b>Paperbacks Teaching Resources:</b></u> 84, 98, 102, 128
(D) 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>Imagery  <u><b>rBook Teaching Guide:</b></u> 63, 69, 246  <u><b>RDI Book 1 – Reading Skills and Strategies:</b></u> 343</p> <p>Rhyme  <u><b>rBook Teaching Guide:</b></u> 223, 246  <u><b>RDI Book 1 – Reading Skills and Strategies:</b></u> 342</p> <p>Repetition  <u><b>rBook Teaching Guide:</b></u> 246</p> <p>Analyze Character  <u><b>rBook Teaching Guide:</b></u> 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 148, 149, 245, 246  <u><b>Audiobook Teaching Resources:</b></u> Hamlet – 10, 19, 43, 46 (Resources -33, 34-35, 63-68, 69 ); Lord of the Flies – 23, 89, 102, 143 (Resources – 36, 37-38, 63-68, 69); When Zachary Beaver Came to Town – 5, 72, 149, 186 (Resources -57, 58-59, 63-68, 69 )  <u><b>Paperbacks Teaching Resources:</b></u> Confessions of a Gym Class Dropout (Resources – 57, 58, 135-140, 141); The Perfect Match (Resources – 65, 66, 135-140, 141); Sunny: Diary Two (Resources -93, 94, 135-140, 141); Slam (Resources – 107, 108, 135-140, 141); Flight to Freedom (Resources – 119, 120, 135-140, 141); The Trouble With Lemons (Resources – 131, 132, 135-140, 141)  <u><b>RDI Book 1- Reading Skills and Strategies:</b></u> 306, 307, 430, 431  <u><b>rSkills Test Book:</b></u> Tests 2, 3, &amp; 5</p> <p>Discussion  <u><b>rBook Teaching Guide:</b></u> Shared Reading and         </p>

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	<p>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><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 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>
(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, including shape, line, color, and texture;	<p>The Following Match Provides Opportunities to Meet this Objective:</p> <p>Discussion <b><u>rBook Teaching Guide:</u></b> Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p>
(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 <b><u>rBook Teaching Guide:</u></b> Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p>
(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 <b><u>rBook Teaching Guide:</u></b> Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small</p>

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	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. <b><u>rBook Teaching Guide:</u></b> 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;	The Following Provides Opportunities to Meet this Objective:  Discussion <b><u>rBook Teaching Guide:</u></b> 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. <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.
(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,	The Following Matches Provide Opportunities to Meet this Objective:

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<p>newsmagazines, and documentaries and identify the unique properties of each; and</p>	<p>Read a Newspaper Article <b>rBook Teaching Guide:</b> 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 <b>rBook Teaching Guide:</b> 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>
<p>(F) compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.</p>	
<p>(21) Viewing/representing/production. The student produces visual representations that communicate with others. The student is expected to:</p>	
<p>(A) examine the effect of media on constructing his/her own perception of reality;</p>	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Read a Newspaper Article <b>rBook Teaching Guide:</b> 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 <b>rBook Teaching Guide:</b> 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>
<p>(B) use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages;</p>	<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>

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<b>Texas Essential Knowledge and Skills</b>	<b>Scholastic's Read180, Stage C Matches</b>
	<b><u>rBook Teaching Guide:</u></b> 8K, 32K, 56M, 82K, 106K, 130M, 162K, 186K, 210K, 40, 212, 214, 222
(C) use a range of techniques to plan and create a media text and reflect critically on the work produced;	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Read a Newspaper Article <b><u>rBook Teaching Guide:</u></b> 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 <b><u>rBook Teaching Guide:</u></b> 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 ten- to fifteen-minute investigative documentary, ad campaigns, political campaigns, or parodies to engage specific audiences; and	<p>Write a Motto, Pledge, Logo, Decree, Slogan <b><u>Topic Software Teaching Resources:</u></b> 239, 249, 255, 256, 271 <b><u>Paperbacks Teaching Resources:</u></b> 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 <b><u>Audiobook Teaching Resources:</u></b> 63-68 <b><u>Paperbacks Teaching Resources:</u></b> 135-140</p> <p>Discussion <b><u>rBook Teaching Guide:</u></b> 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>

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