

Reading—Grade 7

In seventh grade, students are aware of their responsibility as readers. They continue to reflect on their skills and adjust their comprehension and vocabulary strategies. Students refine their understanding of the author's craft. Oral and written responses analyze and/or synthesize information from multiple sources to deepen understanding of the content. Students read for pleasure and choose books based on personal preference, topic, genre, theme, or author.

EALR 1: The student understands and uses different skills and strategies to read.

Note: Each grade-level expectation assumes the student is reading grade-level text. Since reading is a process, some grade-level indicators and evidence of learning apply to multiple grade-levels. What changes is the text complexity as students move through the grade levels.

Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.

1.2.1 Understand and apply dictionary skills and other reference skills.

- Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and/or clarify shades of meaning.

Teacher's Edition:

Coaching Notes: 96, 171

Differentiated Support: 233A

Vocabulary/Word Study: 20, 21, 170-171

rBook Glossary: 234-238

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Phonics and Syllabication, Resources: 144, 145, 151

Vocabulary and Word Study, Lesson 5 Using a Dictionary: 244, 245; Lesson 6 Synonyms: 246, 247; Lesson 7 Antonyms: 248, 249; Lesson 9, Using a Thesaurus: 252, 253; Lesson 10 Context Clues: Synonyms and Antonyms: 254, 255

RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners:

Language Development Activities: Same Story (using synonyms): 28

- Use text evidence to verify meaning from reference source.

Teacher's Edition:

Coaching Notes: 96, 171

Differentiated Support: 233A

Vocabulary/Word Study: 20, 21, 170-171

rBook Glossary: 234-238

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RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Phonics and Syllabication, Resources: 144, 145, 151

Vocabulary and Word Study, Lesson 5 Using a Dictionary: 244, 245; Lesson 6 Synonyms: 246, 247; Lesson 7 Antonyms: 248, 249; Lesson 9, Using a Thesaurus: 252, 253; Lesson 10 Context Clues: Synonyms and Antonyms: 254, 255

RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Same Story (using synonyms): 28

1.2.2 Apply a variety of strategies to comprehend words and ideas in complex text.

- Use word origins to determine the meaning of unknown words.

Teacher’s Edition:

Coaching Notes: 223

Vocabulary/Word Study: 222-223

Workshop Wrap-Up: 232

rBook Glossary: 236

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Vocabulary/Word Study, Lesson 18 Word Origins: 270, 271

- Use abstract, derived root words, prefixes, and suffixes from Greek and Latin to analyze the meaning of complex words (e.g., expose, exposition).

Teacher’s Edition:

Coaching Notes: 44, 45, 167

Differentiated Support: 175A, 233A

Vocabulary/Word Study: 44, 45, 222, 223

Workshop Wrap-Up: 55, 233

rBook Glossary: 236

Instructional Routines: Red Routine 1: Teaching Vocabulary

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Phonics and Syllabication, Lesson 32 Affixes: 134-136; Resources: 150; **Vocabulary/Word Study**, Lesson 11 Prefixes: 256, 257; Lesson 12 Suffixes: 258, 259; Lesson 16 Greek Roots: 266, 267; Lesson 18 Latin Roots: 268, 269

- Use structural analysis and concept-building vocabulary strategies to understand new words and concepts in informational/expository text and literary/narrative text.

Teacher’s Edition:

Coaching Notes: 44, 45, 167

Differentiated Support: 175A, 233A

Vocabulary/Word Study: 44, 45, 222, 223

Workshop Wrap-Up: 55, 233

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rBook Glossary: 236

Instructional Routines: Red Routine 1: Teaching Vocabulary

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Phonics and Syllabication, Lesson 24 Closed Syllables: 110-112; Lesson 25 Open Syllables: 113-115; Lesson 26 Open/Closed Syllables: 116-118; Lesson 27 Inflectional Endings *-ed, -ing, -s, -es*: 119-121; Lesson 28 Consonant + *-le, -al, -el*: 122-124; Lesson 29 Silent *e* (VCe): 125-127; Lesson 30 *r*-Controlled Vowels: 128-130; Lesson 31 Vowel Teams: 131-133; Lesson 33 Multisyllabic Words: 137-139; Resources: 146, 151; **Vocabulary/Word Study,** Lesson 1 Compound Words: 236, 237; Lesson 13 Inflectional Endings: 260-261

RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners:

Language Development Activities: Hoops Game (practice plural nouns): 58; Echo With a Twist (identifying and forming contractions): 41; Party Time (verb tenses): 50; On Vacation (verb tenses): 51

- Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts.

Teacher's Edition:

Coaching Notes: 164, 186, 192, 194, 211

Readings: 116, 119, 164, 186, 192, 210

Vocabulary/Word Study: 97, 194, 222

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Vocabulary and Word Study: Lesson 2 Context Clues: Unfamiliar Words: 238, 239; Lesson 10 Context Clues: Synonyms and Antonyms: 254, 255; Lesson 15 Context Clues: Definition and Example: 264, 265

RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners:

Language Development Activities: Dialogue activity to practice READ 180 vocabulary: 21; Memory Game (build vocabulary using classroom items): 22; At the Market (practice food-shopping vocabulary): 35; Animal Chains (build topic vocabulary): 40; Cognate Cognition (Spanish/English cognates): 56; What's the Forecast? (build weather vocabulary): 62; Meaning Match (multiple-meaning words): 64; Easily Confused Words (distinguishing easily confused words): 66

- Self-correct, re-read, read on, and/or slow down to gain meaning when encountering unknown words in literary/narrative and informational/expository text.

Teacher's Edition:

Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219

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RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:
Comprehension: Lesson 30 Self-Monitoring Strategies: 317-318

Component 1.3 Build vocabulary through wide reading.

1.3.1 Understand and apply new vocabulary.

- Integrate new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, into written and oral communication.

Teacher’s Edition:

Professional Development: 233B

Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219

Vocabulary/Word Study: 20-21, 44-45, 72-73, 96-97, 120-121, 146-147, 170-171, 194-195, 222-223

Workshop Wrap-Up: 31, 55, 83, 107, 131, 157, 181, 233

Research Foundations: T56-T57

Additional Resources: T91-T93

RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:

Narrative Writing: 14-43; **Descriptive Writing:** 44-68; **Expository Writing:** 69-93;

Persuasive Writing: 94-113; **Functional Writing:** 114-133; **Poetry:** 134-138; **Research:** 139-143

RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners:

Language Development Activities: Dialogue activity to practice READ 180 vocabulary: 21; Memory Game (build vocabulary using classroom items): 22; At the Market (practice food-shopping vocabulary): 35; Animal Chains (build topic vocabulary): 40; What’s the Forecast? (build weather vocabulary): 62; Easily Confused Words (distinguishing easily confused words): 66

1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text. **W**

- Identify and define content/academic vocabulary critical to the meaning of the text and use that knowledge to interpret the text

Teacher’s Edition:

Vocabulary/Word Study: 20-21, 44-45, 72-73, 96-97, 120-121, 146-147, 170-171, 194-195, 222-223

Research Foundations: T56-T57

Additional Resources: T91-T93

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RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 39 Read Content-Area Text: 326

RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners:

Language Development Activities: Memory Game (build vocabulary using classroom items): 22; At the Market (practice food-shopping vocabulary): 35; Animal Chains (build topic vocabulary): 40; What’s the Forecast? (build weather vocabulary): 62

- Identify words that have different meanings in different content areas and determine the correct meaning from the context (e.g., *property* in science or social studies).

Teacher’s Edition:

Coaching Notes: 97, 222

Readings: 86-87, 88-91, 92-95

Vocabulary/Word Study: 96-97, 222-223

Workshop Wrap-Up: 233

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Vocabulary and Word Study: Lesson 3 Multiple-Meaning Words: 240

RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners:

Language Development Activities: Meaning Match (multiple-meaning words) 63

- Select, from multiple choices, the meanings of words or phrases identified in the text.

Teacher’s Edition:

Workshop Wrap-Up: 233

- Use new vocabulary in oral and written communication.

Teacher’s Edition:

Vocabulary/Word Study: 20-21, 44-45, 72-73, 96-97, 120-121, 148-149, 170-171, 194-195, 222-223

Writing and Grammar: 22-27, 46-51, 74-79, 98-103, 122-127, 150-153, 172-177, 196-201, 224-229

RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners:

Language Development Activities: Dialogue activity to practice READ 180 vocabulary: 21; Memory Game (build vocabulary using classroom items): 22; At the Market (practice food-shopping vocabulary): 35; Animal Chains (build topic vocabulary): 40; Cognate Cognition (Spanish/English cognates): 56; What’s the Forecast? (build weather vocabulary): 62; Meaning Match (multiple-meaning words): 64; Easily Confused Words (distinguishing easily confused words): 66

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Component 1.4 Apply word recognition skills and strategies to read fluently.

1.4.2 Apply fluency to enhance comprehension.

- Read aloud grade-level informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing, and expression.

Teacher’s Edition:

Differentiated Support: 31A, 55A, 83A, 107A, 131A, 157A, 181A, 205A

Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Fluency: Developing Fluency: 158-159; Fluency Routines: 160-163; Lesson 2 Phrase-Cued Reading: 168-171; Lesson 3 Oral Recitation/Retelling: 172-175; Lesson 4 Readers Theater: 176-179

- Read aloud unpracticed grade-level text with fluency in a range of 145-155+ words correct per minute.

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Fluency: Lesson 5 Repeated Timed Reading: 180-183, Repeated Timed Reading Chart: 184; Speed-Drill Progress Chart: 185; Fluency Checklist: 191

1.4.3 Apply different reading rates to match text.

- Adjust reading rate by speeding up or slowing down based on purpose (e.g., pleasure, informational reading, task-oriented reading), text level of difficulty, form, and style.

Teacher’s Edition:

Whole Group/Small Group: 40, 41, 214, 217

Differentiated Support: 83A, 233A

Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Fluency: Developing Fluency: 158-159; Fluency Routines: 160-163; Lesson 1 Modeled Fluent Reading: 164-167

RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners:

Language Development Activities: Tongue Twisters (practice pronunciation): 54; News Flash (practice correct intonation): 65

EALR 2: The student understands the meaning of what is read.

Component 2.1 Demonstrate evidence of reading comprehension.

2.1.3 Apply comprehension monitoring strategies during, and after reading: determine importance using theme, main idea, and supporting details in grade-level informational/expository text and/or literary/narrative text. **W**

- State both literal and/or inferred main ideas and provide supporting text-based details.

Teacher's Edition:

Best Practices: 8C-8D

Readings: 10-11, 12-15, 16-19, 41

rBook Reading Handbook: 239

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 5-6 Main Idea and Details: 292

- State the theme/message and supporting details in culturally relevant literary/narrative text.

Teacher's Edition:

Best Practices: 56E-56F

Coaching Notes: 70, 71

Readings: 59, 69, 70, 71

rBook Reading Handbook: 241, 242

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 25-26 Analyze Theme: 312; **Literary Elements:** Universal Theme: 337

- Choose, from multiple choices, a title that best fits the selection and provide details from the text to support the choice.

This objective is outside the scope of Read 180 Enterprise Edition, Stage B.

- Select, from multiple choices, a sentence that best states the theme or main idea of a story, poem, or selection.

Teacher's Edition:

Workshop Wrap-Up: 30, 82

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- Organize theme, main idea and supporting details into a self-created graphic organizer to enhance text comprehension.

Teacher's Edition:

Best Practices: 8C-8D, 56E-56F

Strategic Readings: 11, 15, 59

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 5-6 Main Ideas and Details: 292; Lesson 25-26 Analyze Theme: 312

2.1.4 Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge.

- Connect current issues, previous information and experiences to characters, events, and information within and across culturally relevant text(s).

Teacher's Edition:

Reinforce Background and Language: 8K, 32K, 36M, 84K, 108K, 132M, 182K, 206K

Coaching Notes: 13, 40, 88, 116, 163, 169

Comprehension: Connect texts: 13, 40, 88, 116, 163, 168; Make connections: 11, 35, 87, 111, 135, 161, 185, 209; Read across texts: 13, 40, 88, 116, 163, 169, 208, 211, 220

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 45 Read Across Texts: 232

- Activate prior knowledge about a topic and organize information into a graphic organizer to aid in comprehension of text.

Teacher's Edition:

Best Practices: 32D, 84D, 108D, 132D, 132F, 158D, 182D, 206D

Strategic Reading: 11, 15, 35, 39, 59, 87, 91, 111, 115, 135, 161, 165, 185, 189, 209, 213

Coaching Notes: 42, 92, 139, 140, 184

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 1-2 Read for Detail: 288, 289; Lessons 3-4 Sequence of Events: 290, 291; Lessons 5-6 Main Idea and Details: 292, 293; Lessons 7-8 Summarize: 294, 295; Lessons 9-10 Cause and Effect: 296, 297; Lessons 11-12 Compare and Contrast: 298, 299; Lessons 13-14 Problem and Solution: 300, 301; Lessons 15-16 Make Inferences: 302, 303; Lessons 17-18 Draw Conclusions: 304, 305; Lessons 19-20 Analyze Character: 306, 307; Lessons 21-22 Analyze Setting: 308, 309; Lessons 23-24 Analyze Plot: 310, 311; Lessons 25-26 Analyze Theme: 312, 313

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2.1.5 Apply comprehension monitoring strategies before, during, and after reading: predict and infer. **W**

- Make, confirm, and revise prediction based on prior knowledge and evidence from the text.

Teacher's Edition:

Coaching Notes: 38, 61

Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 31 Make Predictions: 318

- Cite passages from text to confirm or defend prediction and inferences.

Teacher's Edition:

Best Practices: 206C-206D

Coaching Notes: 16, 34, 36, 38, 62, 66, 68, 90, 169, 184, 190, 192

Comprehension: 16, 34, 36, 62, 66, 68, 90, 134, 169, 184, 191, 192, 209, 213, 240

Readings: 208-209, 210-219, 220-221

Workshop Wrap-Up: 232

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 15-16 Make Inferences: 302, 303; Lesson 31 Make Predictions: 318

- Select, from multiple choices, a prediction or inference that could be made from the text (e.g., what the character will do next, what will happen to a character because of an event, what will happen because of an action).

Teacher's Edition:

Workshop Wrap-Up: 232

- Organize information to support a prediction or inference in a self-created graphic organizer to enhance text comprehension.

Teacher's Edition:

Best Practices: 206C-206D

Strategic Reading: 209, 213

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson Lessons 15-16 Make Inferences: 302, 303; Lesson 31 Make Predictions: 318

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2.1.6 Apply comprehension monitoring strategies to understand fiction, nonfiction, informational text, and task-oriented text: monitor for meaning, create mental images, and generate and answer questions.

- Monitor for meaning by identifying where and why comprehension was lost and use comprehension-repair strategies to regain meaning.

Teacher’s Edition:

Coaching Notes: 214, 217

Differentiated Support: 31A, 55A, 83A, 107A, 131A, 157A, 181A, 205A, 233A

Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 30 Self-Monitoring Strategies: 317

- Generate and answer questions about the text before, during, and after reading to aid comprehension.

Teacher’s Edition:

Coaching Notes: 14, 119, 143, 169, 190, 192

Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 30 Self-Monitoring Strategies: 317

- Use questioning strategies to comprehend text.

Teacher’s Edition:

Coaching Notes: 14, 119, 143, 169, 190, 192

Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219

RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners:

Language Development Activities: Ten Questions (asking questions): 26; What’s the Scoop? (asking questions): 32

- Create and describe mental images to understand text.

Teacher’s Edition:

Coaching Notes: 34, 86, 138, 162, 212

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- Organize images and information into a self-created graphic organizer to enhance text comprehension.

Teacher’s Edition:

Best Practices: 32D, 84D, 108D, 132D, 132F, 158D, 182D, 206D

Strategic Reading: 11, 15, 35, 39, 59, 87, 91, 111, 115, 135, 161, 165, 185, 189, 209, 213

Coaching Notes: 42, 92, 139, 140, 184

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 1-2 Read for Detail: 288, 289; Lessons 3-4 Sequence of Events: 290, 291; Lessons 5-6 Main Idea and Details: 292, 293; Lessons 7-8 Summarize: 294, 295; Lessons 9-10 Cause and Effect: 296, 297; Lessons 11-12 Compare and Contrast: 298, 299; Lessons 13-14 Problem and Solution: 300, 301; Lessons 15-16 Make Inferences: 302, 303; Lessons 17-18 Draw Conclusions: 304, 305; Lessons 19-20 Analyze Character: 306, 307; Lessons 21-22 Analyze Setting: 308, 309; Lessons 23-24 Analyze Plot: 310, 311; Lessons 25-26 Analyze Theme: 312, 313

2.17 Apply comprehension monitoring strategies during and after reading: summarize grade-level informational/expository text and literary/narrative text. **W**

- Create a summary including the main idea and the most important text-based facts, details, and/or ideas from informational/expository text.

Teacher’s Edition:

Best Practices: 84C-84D

Coaching Notes: 18, 87, 118, 187, 188

Differentiated Support: 107A-107B

Readings: 86-87, 88-91, 92-95

Writing and Grammar: 98-103

Workshop Wrap-Up: 106

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 7-8 Summarize: 294, 295

RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:

Expository Writing: Lesson 14 Book Synopsis: 79-83

- Summarize the plot in culturally relevant literary/narrative texts.

Teacher’s Edition:

Best Practices: 84C-84D

Coaching Notes: 18, 87, 118, 187, 188

Differentiated Support: 107A-107B

Readings: 86-87, 88-91, 92-95

rBook Reading Handbook: 239

Writing and Grammar: 98-103

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Workshop Wrap-Up: 106

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 23-24 Analyze Plot: 310, 311

- Select, from multiple choices, a sentence that best summarizes the story or selection.

Teacher’s Edition:

Workshop Wrap-Up: 106

- Organize summary information for informational/expository text and/or literary/narrative text into a self-created graphic organizer to enhance text comprehension.

Teacher’s Edition:

Best Practices: 84C-84D

Coaching Notes: 18, 87, 118, 187, 188

Differentiated Support: 107A-107B

Readings: 86-87, 88-91, 92-95

Writing and Grammar: 98-103

Workshop Wrap-Up: 106

rBook Reading Handbook: 239

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 7-8 Summarize: 294, 295; Lessons 23-24 Analyze Plot: 310, 311

Component 2.2 Understand and apply knowledge of text components to comprehend text.

2.2.1 Apply understanding of time, order, and/or sequence to aid in comprehension.

- Explain an author’s development of time and sequence through the use of literary devices (e.g., diary entries within a text) and/or the use of traditional/cultural organizational structures.

Teacher’s Edition:

Best Practices: 32C-32D

Coaching Notes: 61, 69, 143

Readings: 34-35, 36-39, 40-43

Workshop Wrap-Up: 54

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 3-4 Sequence of Events: 290, 291

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- Explain the use of steps in a process to convey meaning in an informational/expository text (e.g., obtaining a passport, how the laser was discovered).

Teacher's Edition:

Best Practices: 32C-32D

Functional Literacy: 53

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 38 Read Instructions: 325

2.2.2 Apply understanding of printed and electronic text features to locate information and comprehend text. **W**

- Locate information using grade-level appropriate text features.

Teacher's Edition:

Text Feature: 43, 94, 119, 168, 192, 218

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 27 Skim and Scan: 314; Lesson 28 Take Notes: 315

- Interpret and draw conclusions from grade-level appropriate text features such as maps, charts, tables, and graphs, etc. (e.g., given a bar graph on how a demographic group spends its money, draw a conclusion about how the group spends its time).

Teacher's Edition:

Text Feature: 43, 94, 119, 168, 192, 218

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 40 Read Charts and Graphs: 327; Lesson 41 Read Maps: 328

- Use organizational features and electronic sources (such as headings and numberings, CD-ROM, internet, pull-down menus, key word searches, and icons) to access information.

Teacher's Edition:

Text Feature: 43, 94, 119, 168, 192, 218

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 40 Read Charts and Graphs: 327; Lesson 41 Read Maps: 328; Lesson 42 Read Electronic Text: 329

- Select, from multiple choices, the purpose of a specific text feature, and/or information learned from a text feature.

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- Explain how specific text features help you understand a selection (e.g., how margin entries provide additional information to assist in comprehension, how specific symbols are used, such as the numeration for footnotes).

Teacher’s Edition:

Text Feature: 18, 29, 43, 94, 119, 168, 192, 218

rBook Glossary: 234-238

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 40 Read Charts and Graphs: 327; Lesson 41 Read Maps: 328; Lesson 42 Read Electronic Text: Lesson 329

2.2.3 Understand and analyze story elements. **W**

- Use multiple sources of information from the text (e.g., character’s own thoughts/words, what others say about the character, and how others react to the character) to describe how major and minor characters change over time.

Teacher’s Edition:

Best Practices: 56C-56D

Coaching Notes: 65, 66, 142

Readings: 60-69

Workshop Wrap-Up: 82

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Vocabulary and Word Study: Lesson 20 Figurative Language: 274; **Comprehension:** Lessons 19-20 Analyze Character: 306, 307

- Identify the important events that lead to conflicts and explain how each does or does not contribute to the resolution.

Teacher’s Edition:

Best Practices: 132E-132F

Coaching Notes: 143

Readings: 59, 61, 63, 65, 67, 135, 137, 139, 141, 142, 143

rBook Reading Handbook: 242

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 23-24 Analyze Plot: 310, 311

- Explain the influence of setting on mood, character, and plot.

Teacher’s Edition:

Best Practices: 133C-133D

Coaching Notes: 144

Readings: 136-143, 144-145

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RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 21-22 Analyze Setting: 308, 309

- Identify the point of view used (first, third, or omniscient point of view) and interpret how point of view influences the text.

Teacher's Edition:

Coaching Notes: 60, 136

Readings: 60, 136, 242

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 32 Identify Point of View: 319

- Explain how a story would change if the narrator's perspective changed.

The opportunity to address this objective is available. See the following:

Teacher's Edition:

Coaching Notes: 60, 136

Readings: 60, 136, 242

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 32 Identify Point of View: 319

- Identify implied themes in text and support with evidence from the text.

Teacher's Edition:

Best Practices: 56E-56F

Coaching Notes: 70, 71

Readings: 59, 69, 70, 71

rBook Reading Handbook: 241, 242

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 25-26 Analyze Theme: 312, 313

- Compare/contrast common recurring themes in books by the same or different authors.

Teacher's Edition:

Best Practices: 56E-56F, 182C-182D

Coaching Notes: 70, 71

Readings: 59, 69, 70, 71

rBook Reading Handbook: 241, 242

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 25-26 Analyze Theme: 312, 313

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Washington Reading Grade-Level Expectations, Grade 7

- Select, from multiple choices, words or sentences that best describe specific story elements from the story, selection, or poem.

Teacher’s Edition:

Workshop Wrap-Up: 82, 156

2.2.4 Apply understanding of text organizational structures.

- Recognize and use previously taught organizational structures (*simple listing, sequential order, description, comparison and contrast, chronological order, cause and effect, order of importance, and process/procedural*) to aid comprehension.

Teacher’s Edition:

Best Practices: 158C-158D, 182C-182D

Readings: 160-161, 162-165, 166-169, 184-185, 186-189, 190-193

rBook Reading Handbook: 239, 240

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 3-4 Sequence of Events: 290, 291; Lessons 9-10 Cause and Effect: 296, 297; Lessons 11-12 Compare and Contrast: 298, 299

- Identify and use text written in *concept/definition* and *problem/solution* organizational structure to find and organize information and comprehend text.

Teacher’s Edition:

Best Practices: 108C-108D

Readings: 110-111, 112-115, 116-119

Workshop Wrap-Up: 130-131

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 13-14 Problem and Solution: 300, 301

Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

2.3.1 Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect relationships. **W**

- Find similarities and differences within and between texts using text-based evidence (e.g., the author’s feelings and the poet’s feelings; descriptions recorded in a science article vs. poetry; perspectives seen in newspaper article, short story).

Teacher’s Edition:

Best Practices: 182C-182D

Readings: 184-185, 186-189, 190-193

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RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 11-12 Compare and Contrast: 298, 299; Lesson 45 Read Across Text: 332

- Select, from multiple choices, a sentence that tells how two text elements are alike or different (e.g., character, information/facts).

Teacher’s Edition:

Workshop Wrap-Up: 232

- Identify and interpret cause and effect relationships within a literary/narrative text or informational/expository text using evidence from the text (e.g., an article and a poem about wolves or a description of the Underground Railroad from a newspaper article, a short story, or a biographical sketch of a leader in the Underground Railroad).

Teacher’s Edition:

Best Practices: 158C-158D

Readings: 160-161, 162-165, 166-169

rBook Reading Handbook: 240

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 9-10 Cause and Effect: 296, 297

- Select, from multiple choices, a sentence that explains or describes cause and effect relationships (e.g., what caused something to happen, what was the result of an action).

Teacher’s Edition:

Workshop Wrap-Up: 180

2.3.2 Analyze and synthesize information for a specific topic or purpose.

- Integrate information from multiple sources for a variety of purposes (e.g., create a report, debate an issue, solve a problem).

Teacher’s Edition:

Writing and Grammar: 22-27, 46-51, 74-79, 98-103, 122-127, 148-153, 172-177, 196-201, 224-229

RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:

Research: Lesson 26 Choosing and Narrowing a Topic: 139, 140; Lesson 27 Finding and Recording Information: 141, 142, 143; Lesson 28 Organizing Information and Notes: 144, 145, 146; Lesson 29 Features of a Research Report: 147, 148, 149

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2.3.3 Understand the functions (to make the story more interesting and convey a message) of literary devices. **W**

- Recognize previously taught literary devices (simile, metaphor, idiom, imagery, exaggeration, irony, sarcasm, humor, and dialogue) and explain how they make the story more interesting and/or convey a message.

Teacher's Edition:

Coaching Notes: 10, 37, 88, 93, 136, 140, 170, 188, 208, 214, 216

Readings: 136, 140, 221

rBook Reading Handbook: 242

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Vocabulary and Word Study: Lesson 19 Idioms: 372, 373; **Comprehension:** Literary Elements: Imagery: Simile and Metaphor: 336; Elements of Poetry: 338

RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners:

Language Development Activities: Light as a Feather (similes): 60; Act Out Idioms (practice idioms): 67

- Identify literary devices such as analogy and explain how they make the story more interesting and/or convey a message.

Teacher's Edition:

Coaching Notes: 64, 138, 219

Readings: 60-69, 136-143, 210-219, 221

rBook Reading Handbook: 242

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Literary Elements: Suspense: 333; Irony: 337

- Select, from multiple choices, a sentence from the story/poem/selection that is an example of a specific literary device.

Teacher's Edition:

Workshop Wrap-Up: 82, 156, 232

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Component 2.4 Think critically and analyze author’s use of language, style, purpose, and perspective in literary and informational text.

2.4.1 Analyze literary/narrative text and information/expository text to draw conclusions and develop insights. **W**

- Draw conclusions from grade-level text (e.g., the most important idea the author is trying to make in the story/poem/selection, what inspiration might be drawn from the story/poem/selection, who might benefit from reading the story/poem/selection).

Teacher’s Edition:

Best Practices: 206C-206D

Readings: 86, 94, 219

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 17-18 Draw Conclusions: 304, 305

- Select, from multiple choices, a statement that best represents the most important conclusion that may be drawn from the selection.

Teacher’s Edition:

Workshop Wrap-Up: 106, 232

2.4.2 Analyze how an author’s style of writing, including language choice, achieves the author’s purpose and influences an audience. **W**

- Identify and explain the author’s purpose.

Teacher’s Edition:

Best Practices: 108C-108D

Coaching Notes: 67, 218

Readings: 110-111, 112-115, 116-119

Functional Literacy: 128

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 33 Identify Author’s Purpose: 320

- Explain how the author’s style of writing impacts the reader’s enjoyment and/or comprehension of the text.

Teacher’s Edition:

Best Practices: 108C-108D

Coaching Notes: 218

Readings: 110-111, 112-115, 116-119

Functional Literacy: 128

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RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 33 Identify Author’s Purpose: 320

- Examine ways in which author’s style contributes to imagery, suggests a mood, or otherwise influences an audience.

Teacher’s Edition:

Best Practices: 108C-108D

Coaching Notes: 63, 67, 144, 218

Readings: 60-69, 110-111, 112-115, 116-119,

Functional Literacy: 128

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 33 Identify Author’s Purpose: 320; Literary Elements: Mood: 334; Imagery: 336; Irony: 337

2.4.3 Evaluate the author’s reasoning and the validity of the author’s position. W

- Judge the validity of the evidence the author uses to support his/her position (e.g., is the evidence dated, biased, inaccurate) and justify the conclusion.

Teacher’s Edition:

Best Practices: 108C-108D

Coaching Notes: 218

Readings: 110-111, 112-115, 116-119

Functional Literacy: 128

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 34 Fact and Opinion: 321

- Decide if the author’s ideas are solid and support your position.

Teacher’s Edition:

Best Practices: 108C-108D

Coaching Notes: 218

Readings: 110-111, 112-115, 116-119

Functional Literacy: 128

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 34 Fact and Opinion: 321

2.4.4 Analyze and evaluate the effectiveness of the author's tone and use of persuasive devices. **W**

- Judge the effectiveness of the author's details and arguments for a particular audience and cite examples to justify the decision.

Teacher's Edition:

Best Practices: 108C-108D

Coaching Notes: 218

Readings: 110-111, 112-115, 116-119

Functional Literacy: 128

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 33 Identify Author's Purpose: 320

- Identify the author's tone and support the answer with text-based evidence.

Teacher's Edition:

Best Practices: 108C-108D

Coaching Notes: 218

Readings: 110-111, 112-115, 116-119

Functional Literacy: 128

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 37 Author's Viewpoint: 324

- Describe the intended effects of persuasive devices and propaganda techniques.

Teacher's Edition:

Best Practices: 108C-108D

Readings: 110-111, 112-115, 116-119

Functional Literacy: 128

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 36 Evaluate Sources and Evidence: 323

2.4.5 Analyze ideas and concepts to generalize/extend information beyond the text. **W**

- Generalize about processes, concepts, and common themes after reading multiple texts.

The opportunity to address this objective is available. See the following:

Teacher's Edition:

Best Practices: 56E-56F

Coaching Notes: 70, 71

Readings: 59, 69, 70, 71

rBook Reading Handbook: 241, 242

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RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 25-26 Analyze Theme: 312, 313

- Explain how information in a text could be applied to understand a similar situation or concept in another text and cite text-based examples (e.g., use the concept of symmetry learned in mathematics to understand the concept of symmetry in art).

Teacher’s Edition:

Reinforce Background and Language: 8K, 32K, 36M, 84K, 108K, 132M, 182K, 206K

Coaching Notes: 13, 40, 88, 116, 163, 169

Comprehension: Connect texts: 13, 40, 88, 116, 163, 168; Make connections: 11, 35, 87, 111, 135, 161, 185, 209; Read across texts: 13, 40, 88, 116, 163, 169, 208, 211, 220

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 45 Read Across Texts: 232

2.4.6 Analyze ideas and concepts in multiple texts. W

- Differentiate between the similarities and differences in how an idea or concept is expressed in multiple texts.

Teacher’s Edition:

Best Practices: 182C-182D

Readings: 184-185, 186-189, 190-193

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 11-12 Compare and Contrast: 298, 299

- Compare the feelings of the authors and/or characters as expressed in multiple texts.

Teacher’s Edition:

Best Practices: 182C-182D

Readings: 184-185, 186-189, 190-193

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 11-12 Compare and Contrast: 298, 299

- Select, from multiple choices, a sentence that tells how two pieces of information are alike or different.

Teacher’s Edition:

Workshop Wrap-Up: 232

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2.4.7 Analyze the reasoning and ideas underlying an author’s perspective, beliefs, and assumptions. **W**

- **Infer** and explain the author’s beliefs and assumptions, citing text-based evidence for choice (e.g., describe an author’s background and beliefs and explain how they influence the author’s perspective).

Teacher’s Edition:

Best Practices: 108C-108D

Coaching Notes: 218

Readings: 110-111, 112-115, 116-119

Functional Literacy: 128

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 37 Author’s Viewpoint: 324

- Select, from multiple choices, a sentence that describes the author’s or character’s reasoning or problem with the reasoning.

Teacher’s Edition:

Workshop Wrap-Up: 130

EALR 3: The student reads different materials for a variety of purposes.

Component 3.1 Read to learn new information.

3.1.1 Evaluate appropriateness of a variety of resources and use them to perform a specific task or investigate a topic.

- Select the best sources from library, web-based, and Internet materials for a specific task or to investigate a topic and defend the selection.

Teacher’s Edition:

Readings: 10-11, 34-35, 36-39, 86-87, 88-91, 110-111, 112-115, 160-161, 162-165, 208-209

Functional Literacy: 29, 129, 179, 203, 231

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 42 Read Electronic Text: 329

RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:

Research: Lesson 26 Choosing and Narrowing a Topic: 139, 140; Lesson 27 Finding and Recording Information: 141, 142, 143; Lesson 28 Organizing Information and Notes: 144, 145, 146; Lesson 29 Features of a Research Report: 147, 148, 149

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- Use information from various sources to investigate a topic (e.g., read newspaper want ads, websites, consumer reports, yellow pages to decide which products or services to buy).

Teacher’s Edition:

Readings: 10-11, 34-35, 36-39, 86-87, 88-91, 110-111, 112-115, 160-161, 162-165, 208-209

Functional Literacy: 29, 129, 179, 203, 231

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 42 Read Electronic Text: 329

RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:

Research: Lesson 27 Finding and Recording Information: 141, 142, 143; Lesson 28 Organizing Information and Notes: 144, 145, 146; Lesson 29 Features of a Research Report: 147, 148, 149

- Follow multi-step directions (e.g., open a locker, fill out school forms, read a technical manual, design a webpage).

Teacher’s Edition:

Functional Literacy: 29, 53, 105, 179

Students follow multi-step written directions when completing each assignment in Read 180 Enterprise Edition, Stage B.

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 38 Read Instructions: 325; Lesson 39 Read Content-Area Texts: 326; Lesson 42 Read Electronic Text: 329

RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:

Research: Lesson 26 Choosing and Narrowing a Topic: 139, 140; Lesson 27 Finding and Recording Information: 141, 142, 143; Lesson 28 Organizing Information and Notes: 144, 145, 146; Lesson 29 Features of a Research Report: 147, 148, 149

RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners:

Language Development Activities: Command Performance (classroom commands): 25;

Getting From Here to There (practice following directions): 42

Component 3.2 Read to perform a task.

3.2.2 Apply understanding of a variety of functional documents.

- Locate and use functional documents to perform a task (e.g., catalogs, magazines, schedules).

Teacher’s Edition:

Readings: 10-11, 34-35, 36-39, 86-87, 88-91, 160-161, 162-165

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Functional Literacy: 29, 81, 105, 179, 203, 231

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 39 Read Content-Area Text: 326

RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:

Research: Lesson 27 Finding and Recording Information: 141, 142, 143; Lesson 28 Organizing Information and Notes: 144, 145, 146; Lesson 29 Features of a Research Report: 147, 148, 149

Component 3.4 Read for literary experience in a variety of genres.

3.4.2 Analyze a variety of literary genres.

- Respond to literature written in a variety of genres.

Teacher’s Edition:

Readings: 208-209, 210-217, 220-221

RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:

Comprehension: Lessons 11-12 Compare and Contrast: 298-299

- Explain why certain genres are best suited to convey a specific message or invoke a particular response from the reader.

Teacher’s Edition:

Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 43 Read Poetry: 330; Lesson 44 Read Drama: 331; **Literary**

Elements: Elements of Poetry: 388

3.4.3 Analyze literature from a variety of cultures or historical periods for relationships and recurring themes.

- Identify multiple perspectives from a variety of cultures or historical periods as expressed in literary genres (e.g., changes in medical practices from 1800 to the present).

Teacher’s Edition:

Best Practices: 182C-182D

RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:

Comprehension: Lessons 11-12 Compare and Contrast: 298-299

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Washington Reading Grade-Level Expectations, Grade 7

- Identify recurring themes in literature that reflect worldwide social and/or economic change (e.g., social change such as characters that change their attitudes after learning about different cultures).

Teacher’s Edition:

Coaching Notes: 70, 71

Readings: 59, 69, 70, 71

rBook Reading Handbook: 241, 242

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Literary Element: Universal Theme: 337

EALR 4: The student sets goals and evaluates progress to improve reading.

Component 4.1 Assess reading strengths and need for improvement.

4.1.2 Evaluate reading progress and apply strategies for setting grade-level appropriate reading goals.

- Set reading goals and create a plan to meet those goals.
- Monitor progress toward implementing the plan, making adjustments and corrections as needed.

Teacher’ Edition:

Adjust rBook Pacing According to Student Needs.

Use Checkpoints for Differentiated Instruction.

Component 4.2 Develop interests and share reading experiences.

4.2.1 Evaluate books and authors to share common literary experiences.

- Recommend books to others and explain the reason for the recommendation.

This objective is outside the scope of Read 180 Enterprise Edition, Stage B.

- Discuss common reading selections and experiences with others.

Teacher’s Edition:

Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219