

 SCHOLASTIC



# **Enterprise Edition Stage B**

**Correlated to  
Wyoming Language Arts Content  
and Performance Standards**

**Grades 6, 7 & 8**

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**Wyoming Language Arts Content and Performance Standards**  
**Grade 6**

Language Arts Content and Performance Standards Grade 6	<i>READ 180 Enterprise</i> Stage B
<b>CONTENT STANDARD</b>	
<b>1. <u>READING</u> Students use the reading process to demonstrate understanding of literary and informational texts.</b>	
<b>Benchmark</b>	
<b>I. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.</b>	
<b>A. Students use word origins and derivations to develop vocabulary.</b>	<b>rBook Teacher’s Edition:</b> <b>Coaching Notes:</b> 223 <b>Vocabulary/Word Study:</b> 222-223 <b>Workshop Wrap-Up:</b> 232 <b>rBook Glossary:</b> 236  <b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 18</b> Word Origins: 270-271
<b>B. Students understand grade-level-appropriate technical and subject-specific vocabulary.</b>	<b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Introduction:</b> 230-231; Scholastic RED Professional Development: 232-235; Lesson 1 Compound Words: 236, 237; Lesson 2 Context Clues: Unfamiliar Words: 238, 239; Lesson 3 Multiple-Meaning Words: 240, 241; Lesson 4 Homophones and Homographs: 242, 243; Lesson 5 Using a Dictionary: 244, 245; Lesson 6 Synonyms: 246, 247; Lesson 7 Antonyms: 248, 249; Lesson 8 Denotation and Connotation: 250, 251; Lesson 9 Using a Thesaurus: 252, 253; Lesson 10 Context Clues: Synonyms and Antonyms: 254, 255; Lesson 11 Prefixes: 256, 257; Lesson 12 Suffixes: 258, 259; Lesson 13 Inflectional Endings: 260, 261; Lesson 14 Contractions: 262, 263; Lesson 15 Context Clues: Definition and Example: 264, 265; Lesson 16 Greek Roots: 266, 267; Lesson 17 Latin Roots: 268, 269; Lesson 18 Word Origins: 270, 271; Lesson 19 Idioms: 272, 273;

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<p><b>C. Students comprehend main idea and supporting details in grade-level-appropriate texts through interpretation, inference and analyzing, and read on both the literal and inferential levels, supplying textual evidence, and prior knowledge.</b></p>	<p><b>rBook Teacher’s Edition:</b>  <b>Best Practices:</b> 8C-8D  <b>Differentiated Support:</b> 31A  <b>Readings:</b> 10-11, 12-15, 16-19  <b>Workshop Wrap-Up:</b> 30</p> <p><b>Paperbacks Teaching Resources:</b> <i>Alcatraz: Prison for America’s Most Wanted</i>, p. 13; <i>Narrative of the Life of Frederick Douglass</i> p. 21; <i>The Big Lie: A True Story</i>, p. 34; <i>Score! The Greatest Athletes of All Time</i>, p. 38; <i>The Good Fight: Stories About Real Heroes</i>, p. 46; <i>Trapped</i>, p. 51</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension</b>, Lessons 5-6 Main Idea and Details: 292-293</p>
<p><b>D. Students use reading strategies including setting a purpose, visualizing, and analyzing cause-effect relationships.</b></p>	<p><b>rBook Teacher’s Edition:</b>  <b>Best Practices:</b> 32C-32D, 158C-158D, 182C-182D, 206C-206D  <b>Readings:</b> 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, 220-221  <b>rBook Reading Handbook:</b> 239, 240</p> <p><b>Paperbacks Teaching Resources:</b> <i>All in a Day’s Work and Other Stories</i>, p. 14; <i>The Band</i>, p. 15; <i>Donner Party: A Diary of a Survivor</i>, p. 16; <i>The Escape: A Classic Story of Suspense</i>, p. 17; <i>King Arthur</i>, p. 19; <i>King of the Hill</i>, p. 20; <i>UFOs: Fact or Fiction?</i> p. 22; <i>Frankenstein</i>, p. 26; <i>Happy Burger</i>, p. 27;</p>

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<p><b>D. Students use reading strategies including setting a purpose, visualizing, and analyzing cause-effect relationships. (continued)</b></p>	<p><i>Hiroshima</i>, p. 28; <i>Jane Eyre</i>, p. 29; <i>Secrets of Oak Park</i>, p. 31; <i>The Big Lie: A True Story</i>, p. 34; <i>Dive, Book Two: The Deep</i>, p. 35; <i>Money Hungry</i>, p. 36; <i>Summer on Wheels</i>, p. 39; <i>Visitors: Strange Invaders</i>, p. 40; <i>Wait Until Dark</i>, p. 41; <i>Won't Know Till I Get There</i>, p. 42; <i>Classic Tales of Terror</i>, p. 44; <i>Zero Tolerance</i>, p. 52</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension</b>, Lessons 3-4 Sequence of Events: 290-291; Lessons 9-10 Cause and Effect: 296-297; Lessons 15-16 Make Inferences: 302-303; Lessons 17-18 Draw Conclusions: 304-305</p>
<p><b>II. Students read and interpret a variety of literary texts including historical fiction, novels, poetry, fairy tales, tall tales, myths, legends, and plays.</b></p>	
<p><b>A. Students identify connections between dialogue, events, and conflict.</b></p>	<p><b>rBook Teacher's Edition:</b>  <b>Best Practices:</b> 132E  <b>Coaching Notes:</b> 143  <b>Readings:</b> 59, 61, 63, 65, 67, 135, 137, 139, 141, 142, 143  <b>rBook Reading Handbook:</b> 242</p> <p><b>Audiobooks Teaching Resources:</b> <i>Holes</i>, p. 11; <i>The Stowaway</i>, p. 13</p> <p><b>Paperbacks Teaching Resources:</b> <i>King Arthur</i>, p. 19; <i>King of the Hill</i>, p. 20; <i>Alison's Trumpet and Other Stories</i>, p. 23; <i>Among the Hidden</i>, p. 43; <i>The Band</i>, p. 59; <i>Jane Eyre</i>, p. 87; <i>Miracle's Boys</i>, p. 125</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension</b>, Lessons 23-24 Analyze Plot: 310, 311; Literary Elements: Conflict: 333;</p>

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<p><b>Continued from previous page</b></p>	<p>Suspense: 333; Dialogue: 335; Flashback and Foreshadowing: 335</p>
<p><b>B. Students make connections within and among texts and themselves.</b></p>	<p><b>rBook Teacher’s Edition:</b>  <b>Reinforce Background and Language:</b> 8K, 32K, 36M, 84K, 108K, 132M, 182K, 206K  <b>Coaching Notes:</b> 13, 40, 88, 116, 163, 169  <b>Comprehension:</b> 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</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension,</b> Lesson 45 Read Across Texts: 332</p>
<p><b>C. Students identify similes and metaphors.</b></p>	<p><b>rBook Teacher’s Edition:</b>  <b>Coaching Notes:</b> 140  <b>rBook Reading Handbook:</b> 242</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study,</b> Lesson 20      Figurative Language: 274, 275</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Descriptive Writing,</b> Lesson 8      Skill Builder: Using Metaphors and Similes: 53</p> <p><b>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Light As a Feather (game with similes):</b> 60</p>

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<b>D. Students compare a variety of literary genres.</b>	<p><b>rBook Teacher’s Edition:</b>  <b>Readings:</b> 60-69, 136-143</p> <p><b>Paperbacks Teaching Resources:</b> Teaching Plans Level 1: pp. 15, 16, 17, 18, 19, 22; Teaching Plans Level 2: pp. 24, 25, 26, 28, 30, 31; Teaching Plans Level 3: pp. 33, 35, 36, 37, 39, 40, 41, 42; Teaching Plans Level 4: pp. 43, 44, 45, 48, 49</p>
<b>III. Students demonstrate understanding of informational texts.</b>	
<b>A. Students use maps, captioned pictures, or sidebars to locate additional information embedded in text.</b>	<p><b>rBook Teacher’s Edition:</b>  <b>Readings:</b> 10, 14, 17, 19, 34, 38, 41, 86, 90, 93, 95, 110, 112, 114, 116, 160, 164, 168, 169, 184, 186, 191, 208, 218</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 41 Read Maps 328</b></p>
<b>B. Students analyze technical data in charts or graphs.</b>	<p><b>rBook Teacher’s Edition:</b>  <b>rBook Glossary:</b> 234-238</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 27 Skim and Scan: 314; Lesson 39 Read Content-Area Text: 326; Lesson 40 Read Charts and Graphs: 327</b></p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143</b></p>
<b>C. Students are familiar with a variety of informational modes such as public documents, print news media, and Internet websites.</b>	<p><b>rBook Teacher’s Edition:</b>  <b>Readings:</b> 10-11, 34-35, 86-87, 110-111, 160-161</p> <p><b>RDI 1 Resources for Differentiated</b></p>

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<b>D. Students read nonfictions texts such as biographies, interviews, and informational texts.</b>	<p><b>rBook Teacher’s Edition:</b>  <b>Functional Literacy:</b> 28-29, 52-53, 80-81, 104-105, 128-129, 154-155, 178-179, 202-203, 230-231  <b>Readings:</b> 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193</p> <p><b>Paperbacks Teaching Resources:</b> <i>Alcatraz: Prison for America’s Most Wanted</i>, p. 13; <i>The Skull Man and Other People With Cool Jobs</i>, p. 32; <i>The Big Lie: A True Story</i>, p. 34; <i>Score! The Greatest Athletes of All Time</i>, p. 38</p>
<b>CONTENT STANDARD</b>	
<b>2. <u>WRITING</u> Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.</b>	
<b>Benchmark</b>	
<b>I. Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.</b>	
<b>A. Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping ideas, and organizing information using a controlling idea and adequate details.</b>	<p><b>rBook Teacher’s Edition:</b>  <b>Instructional Routines:</b> T82-T83  <b>Writing and Grammar:</b> 23, 24, 47, 48, 75, 76, 99, 100, 123, 124, 149, 150, 173, 174, 197, 198, 225, 226</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies:</b> <b>Narrative Writing</b>, 14, 16, 19, 21, 24, 26, 29, 31, 34, 36, 39, 42; <b>Descriptive Writing</b>, 44, 46, 49, 51, 54, 56, 59, 61, 64, 67; <b>Expository Writing</b>, 69, 71, 74, 76, 79, 81, 84, 86, 89, 92; <b>Persuasive Writing</b>, 94, 96, 99,</p>

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<p><b>Continued from previous page</b></p>	<p>101, 104, 106, 109, 112; <b>Functional Writing</b>, 114, 116, 119, 121, 124, 126, 129, 131; <b>Poetry</b>, 134, 136; <b>Research</b>, 139, 140</p>
<p><b>B. Students use introduction, body, and conclusion, with supporting sentences and details to develop ideas in multi-paragraph expository and persuasive modes.</b></p>	<p><b>rBook Teacher’s Edition:</b>  <b>Writing and Grammar:</b> 25, 26, 49, 50, 77, 78, 101, 102, 125, 126, 151, 152, 175, 176, 199, 200, 227, 228  <b>rBook Writing Handbook:</b> 243-247</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar</b>  <b>Strategies: Descriptive Writing</b>, Lesson 9 Compare-and-Contrast Paragraph: 54-58;  <b>Expository Writing</b>, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; <b>Persuasive Writing</b>, Lesson 17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103; <b>Functional Writing</b>, Lesson 21 How-To Paragraph: 114-118</p>
<p><b>C. Students use persuasive word choice, engaging voice, and correct sentence structure.</b></p>	<p><b>rBook Teacher’s Edition:</b>  <b>Writing and Grammar:</b> 122-125, 172-175</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar</b>  <b>Strategies: Expository Writing</b>, Lesson 12 Skill Builder: Combining Sentences: 73;  <b>Persuasive Writing</b>, Lesson 17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103; Lesson 19 Writing a Persuasive Speech: 104-108; Lesson 20 Persuasive Composition: 109-113; <b>Grammar, Usage, &amp; Mechanics</b>, Lesson 3 Dependent and Independent Clauses: 158-159; Lesson 28 Combining Sentences: 208-209; Lesson 29 Correcting Run-On Sentences: 210-211;</p>

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<p><b>D. Students use grade-level-appropriate conventions of capitalization, spelling, punctuation, grammar and usage such as present perfect, past perfect, and future perfect verb tenses, indefinite pronouns, verbs that agree with compound subjects, and semicolons to connect independent clauses.</b></p>	<p><b>rBook Teacher’s Edition:</b>  <b>Coaching Notes:</b> 44, 45, 167  <b>Instructional Routines:</b> T82-T83  <b>Vocabulary/Word Study:</b> 44, 45, 222, 223  <b>Workshop Wrap-Up:</b> 55, 233  <b>Writing and Grammar:</b> 26-27, 50-51, 78-79, 102-103, 126-127, 152-153, 176-177, 200-201, 228-229  <b>rBook Glossary:</b> 236  <b>rBook Writing Handbook:</b> 245, 246</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:</b>  <b>Spelling,</b> Introduction: 194; Scholastic RED Professional Development: 195-205; Spelling Practice: 206-227; Resource: Spelling Words: 228; <b>Vocabulary and Word Study,</b> Lesson 11 Prefixes: 256, 257; Lesson 12 Suffixes: 258, 259; Lesson 16 Greek Roots: 266, 267; Lesson 17 Latin Roots: 268, 269</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Narrative Writing,</b> Lesson 1 Fictional Narrative: 14, Skill Builder: Using the Four Types of Sentences 18; Lesson 2 Personal Narrative: 19; Lesson 3 Realistic Narrative: 24; Lesson 4 Fantasy: 29; Lesson 5 Historical Narrative: 34; Lesson 6 Narrative Composition: 39; <b>Descriptive Writing,</b> 44, 49, 54, 59, 64; <b>Expository Writing,</b> Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74; Lesson 14 Book Synopsis: 79; Lesson 15 News Article: 84; Lesson 16 Expository Composition: 89; <b>Persuasive Writing,</b> 94, 99, 104, 109; <b>Functional Writing,</b> Lesson 21 How-To</p>

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<p><b>D. Students use grade-level-appropriate conventions of capitalization, spelling, punctuation, grammar and usage such as present perfect, past perfect, and future perfect verb tenses, indefinite pronouns, verbs that agree with compound subjects, and semicolons to connect independent clauses. (continued)</b></p>	<p>Paragraph: 114; Lesson 22 Business Letter: 119; Lesson 23 Announcement: 124, Skill Builder: Using Commas in Dates and Place Names: 128; Lesson 24 Résumé: 129; <b>Poetry</b>, 134; <b>Grammar, Usage, &amp; Mechanics</b>, Lesson 1 Types of Sentences: 154-155; Lesson 2 Subjects and Predicates: 156-157; Lesson 3 Dependent and Independent Clauses: 158-159; Lesson 4 Correct Word Order: 160-161; Lesson 5 Common and Proper Nouns: 162-163; Lesson 6 Singular and Plural Nouns: 164-165; Lesson 7 Action Verbs: 166-167; Lesson 8 Present-Tense Verbs: 168-169; Lesson 9 Past-Tense Verbs: 170-171; Lesson 10 Main and Helping Verbs: 172-173; Lesson 11 Future-Tense Verbs: 174-175; Lesson 12 Irregular Verbs 176-177; Lesson 13 Subject-Verb Agreement: 178-179; Lesson 14 Subject and Object Pronouns: 180-181; Lesson 15 Possessive Nouns: 182-183; Lesson 16 Possessive Pronouns: 184-185; Lesson 17 Adjectives: 186-187; Lesson 18 Adjectives That Compare: 188-189; Lesson 19 Articles: 190-191; Lesson 20 Adverbs: 192-193; Lesson 21 Adverbs That Compare: 194-195; Lesson 22 Contractions: 196-197; Lesson 23 Avoiding Double Negatives: 198-199; Lesson 24 Commas With Introductory Words: 200-201; Lesson 25 Correcting Sentence Fragments: 202-203; Lesson 26 Commas With Quotation Marks: 204-205; Lesson 27 Commas in a Series: 206-207; Lesson 28 Combining Sentences: 208-209; Lesson 29 Correcting Run-On Sentences: 210-211; Lesson 30 Combining Sentences With Phrases: 212-213; Proofreading Practice: 214-221; Writer’s Checklist: 223; Using Rubrics to Assess Student Writing: 224-229; Using the 6+1 Traits Writing Framework: 230</p>

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<p><b>D. Students use grade-level-appropriate conventions of capitalization, spelling, punctuation, grammar and usage such as present perfect, past perfect, and future perfect verb tenses, indefinite pronouns, verbs that agree with compound subjects, and semicolons to connect independent clauses. (continued)</b></p>	<p><b>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities:</b> Feeling Fine (adjectives that describe feelings): 24; Guess Who? (practice adjectives used to describe people): 38; Guess What? (game with descriptive adjectives): 39; Party Time (share cultural traditions and practice verb tenses): 50; On Vacation (practice verb tenses): 51; Lost and Found (practice possessive nouns): 52; Hoops Game (practice plural nouns): 58; A Picture Is Worth a Thousand Words (practice descriptive words): 59</p>
<p><b>E. Students use a variety of writing tools including a thesaurus, dictionary, reference material, and technology.</b></p>	<p><b>rBook Teacher’s Edition:</b>  <b>Instructional Routines:</b> T82-T83  <b>Writing and Grammar:</b> 26-27, 50-51, 78-79, 102-103, 126-127, 152-153, 176-177, 200-201, 228-229</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 5</b>      Using a Dictionary: 244, 245; Lesson 9 Using a Thesaurus: 252, 253</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129; Poetry, 134; Grammar, Usage, &amp; Mechanics, 154-213; Proofreading Practice: 214-221; Writer’s Checklist: 223; Using Rubrics to Assess Student Writing: 224-229; Using the 6+1 Traits Writing Framework: 230</b></p>

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<p><b>F. Students use strategies to draft and revise written work such as producing multiple drafts.</b></p>	<p><b>rBook Teacher’s Edition:</b>  <b>Instructional Routines:</b> T82-T83  <b>Writing and Grammar:</b> 25, 49, 77, 101, 125, 151, 175, 199, 227</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar</b>  <b>Strategies: Narrative Writing,</b> 14, 19, 24, 29, 34, 39; <b>Descriptive Writing,</b> 44, 49, 54, 59, 64; <b>Expository Writing,</b> 69, 74, 79, 84, 89; <b>Persuasive Writing,</b> 94, 99, 104, 109; <b>Functional Writing,</b> 114, 119, 124, 129; <b>Poetry,</b> 134; <b>Research,</b> 144, 145, 146</p>
<p><b>G. Students use strategies to edit and publish written work.</b></p>	<p><b>rBook Teacher’s Edition:</b>  <b>Instructional Routines:</b> T82-T83  <b>Writing and Grammar:</b> 26-27, 50-51, 78-79, 102-103, 126-127, 152-153, 176-177, 200-201, 228-229</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar</b>  <b>Strategies: Narrative Writing,</b> 14, 19, 24, 29, 34, 39; <b>Descriptive Writing,</b> 44, 49, 54, 59, 64; <b>Expository Writing,</b> 69, 74, 79, 84, 89; <b>Persuasive Writing,</b> 94, 99, 104, 109; <b>Functional Writing,</b> 114, 119, 124, 129; <b>Poetry,</b> 134; <b>Grammar, Usage, &amp; Mechanics,</b> 154-213; Proofreading Practice: 214-221; <b>Writer’s Checklist:</b> 223; <b>Using Rubrics to Assess Student Writing:</b> 224-229; <b>Using the 6+1 Traits Writing Framework:</b> 230</p>
<p><b>II. Students write a variety of expressive and expository pieces.</b></p>	
<p><b>A. Students write and share literary analysis, using grade-level-appropriate strategies such as:</b></p>	

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<ol style="list-style-type: none"> <li><b>1. Developing an interpretation, exhibiting careful reading, understanding, and insight;</b></li> <li><b>2. Organizing the interpretation around several clear ideas, premises, or images; and</b></li> <li><b>3. Developing and justifying the interpretation through use of examples and textual evidence.</b></li> </ol>	<p><b>rBook Teacher’s Edition:</b>  <b>Writing and Grammar: 74-77, 148-151</b></p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Expository Writing, Lesson 14 Book Synopsis: 79-83; Persuasive Writing, Lesson 17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103</b></p>
<b>B. Students write and share literary texts (personal narratives, journals, poetry, short stories) using grade-level-appropriate strategies such as:</b>	
<ol style="list-style-type: none"> <li><b>1. Establishing appropriate point of view;</b></li> <li><b>2. Including sensory detail and concrete language; and</b></li> <li><b>3. Using a range of narrative devices including dialogue and suspense.</b></li> </ol>	<p><b>rBook Teacher’s Edition:</b>  <b>Writing and Grammar: 46-49, 224-227</b></p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Narrative Writing, Lesson 1 Fictional Narrative: 14-18; Lesson 2 Personal Narrative: 19-23; Lesson 3 Realistic Narrative: 24-28; Lesson 4 Fantasy: 29-33; Lesson 5 Historical Narrative: 34-38; Lesson 6 Narrative Composition: 39-43; Poetry, Lesson 25 Haiku: 134-138</b></p>
<b>C. Students write directions, explain problem and solution or procedures.</b>	<p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Functional Writing, Lesson 21 How-To Paragraph: 114-118</b></p>
<b>D. Using multiple sources, students create and present informational reports, posters, maps, and/or pamphlets, using strategies to write research such as evaluating and synthesizing information, incorporating notes into a finished product, including facts, details and examples.</b>	<p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Research, Lesson 26 Choosing and Narrowing a Topic: 139-140; Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146; Lesson 29 Features of a Research Report: 147-150</b></p>

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Language Arts Content and Performance Standards Grade 7	<i>READ 180 Enterprise</i> Stage B
<b>CONTENT STANDARD</b>	
<b>1. <u>READING</u> Students use the reading process to demonstrate understanding of literary and informational texts.</b>	
<b>Benchmark</b>	
<b>I. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.</b>	
<b>A. Students use analogies, idioms, similes, and metaphors to develop vocabulary.</b>	<p><b>rBook Teacher’s Edition:</b>  <b>Coaching Notes:</b> 10, 37, 88, 93, 170, 188, 208, 214, 216  <b>Preview/Teach Vocabulary:</b> 132  <b>Readings:</b> 140, 221  <b>Vocabulary/Word Study:</b> 10, 36, 88, 93, 170, 188, 208, 215, 216, 235  <b>Workshop Wrap-Up:</b> 181  <b>rBook Glossary:</b> 235  <b>rBook Reading Handbook:</b> 242</p> <p><b>Audiobooks Teaching Resources:</b> <i>Esperanza Rising</i>, p. 10</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:</b>  <b>Vocabulary and Word Study</b>, Lesson 19            Idioms: 272, 273; Lesson 20 Figurative Language: 274, 275</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar</b>  <b>Strategies: Descriptive Writing</b>, Lesson 8            Skill Builder: Using Metaphors and Similes: 53</p> <p><b>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development</b>  <b>Activities:</b> Light As a Feather (game with similes): 60; Act Out Idioms (game to practice idioms): 67</p>

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<p><b>B. Students understand grade-level-appropriate technical and subject-specific vocabulary.</b></p>	<p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study,</b> Introduction: 230-231; Scholastic RED Professional Development: 232-235; Lesson 1 Compound Words: 236, 237; Lesson 2 Context Clues: Unfamiliar Words: 238, 239; Lesson 3 Multiple-Meaning Words: 240, 241; Lesson 4 Homophones and Homographs: 242, 243; Lesson 5 Using a Dictionary: 244, 245; Lesson 6 Synonyms: 246, 247; Lesson 7 Antonyms: 248, 249; Lesson 8 Denotation and Connotation: 250, 251; Lesson 9 Using a Thesaurus: 252, 253; Lesson 10 Context Clues: Synonyms and Antonyms: 254, 255; Lesson 11 Prefixes: 256, 257; Lesson 12 Suffixes: 258, 259; Lesson 13 Inflectional Endings: 260, 261; Lesson 14 Contractions: 262, 263; Lesson 15 Context Clues: Definition and Example: 264, 265; Lesson 16 Greek Roots: 266, 267; Lesson 17 Latin Roots: 268, 269; Lesson 18 Word Origins: 270, 271; Lesson 19 Idioms: 272, 273; Lesson 20 Figurative Language: 274, 275; Resource: Vocabulary Words: 276</p>
<p><b>C. Students understand and use reading strategies including setting a purpose, visualizing, finding the main idea and supporting details, and interpreting in grade-level-appropriate text.</b></p>	<p><b>rBook Teacher’s Edition:</b>  <b>Best Practices:</b> 32C-32D, 158C-158D, 182C-182D, 206C-206D  <b>Readings:</b> 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, 220-221  <b>rBook Reading Handbook:</b> 239, 240</p> <p><b>Paperbacks Teaching Resources:</b> <i>All in a Day’s Work and Other Stories</i>, p. 14; <i>The Band</i>, p. 15; <i>Donner Party: A Diary of a Survivor</i>, p. 16; <i>The Escape: A Classic Story of</i></p>

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<p><b>C. Students understand and use reading strategies including setting a purpose, visualizing, finding the main idea and supporting details, and interpreting in grade-level-appropriate text. (continued)</b></p>	<p><i>Suspense</i>, p. 17; <i>King Arthur</i>, p. 19; <i>King of the Hill</i>, p. 20; <i>UFOs: Fact or Fiction?</i> p. 22; <i>Frankenstein</i>, p. 26; <i>Happy Burger</i>, p. 27; <i>Hiroshima</i>, p. 28; <i>Jane Eyre</i>, p. 29; <i>Secrets of Oak Park</i>, p. 31; <i>The Big Lie: A True Story</i>, p. 34; <i>Dive, Book Two: The Deep</i>, p. 35; <i>Money Hungry</i>, p. 36; <i>Summer on Wheels</i>, p. 39; <i>Visitors: Strange Invaders</i>, p. 40; <i>Wait Until Dark</i>, p. 41; <i>Won't Know Till I Get There</i>, p. 42; <i>Classic Tales of Terror</i>, p. 44; <i>Zero Tolerance</i>, p. 52</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension</b>, Lessons 3-4 Sequence of Events: 290-291; Lessons 9-10 Cause and Effect: 296-297; Lessons 15-16 Make Inferences: 302-303; Lessons 17-18 Draw Conclusions: 304-305</p>
<p><b>II. Students read and interpret a variety of literary genres.</b></p>	
<p><b>A. Students explain connections between setting, plot, theme, and characterization.</b></p>	<p><b>rBook Teacher's Edition:</b>  <b>Best Practices:</b> 56C, 132C, 132E  <b>Coaching Notes:</b> 65, 66, 70, 71, 142, 143, 144  <b>Readings:</b> 59, 60-69, 70, 71, 135, 136-143, 144-145  <b>Workshop Wrap-Up:</b> 82  <b>rBook Reading Handbook:</b> 241, 242</p> <p><b>Audiobooks Teaching Resources:</b> <i>Esperanza Rising</i>, p. 10; <i>Holes</i>, p. 11; <i>Rimshots</i>, p. 12; <i>The Stowaway</i>, p. 13; <i>Flight #116 Is Down!</i>, p. 33</p> <p><b>Paperbacks Teaching Resources:</b> <i>Alcatraz: Prison for America's Most Wanted</i>, p. 13; <i>The Band</i>, p. 15; <i>Hear Me</i>, p. 18; <i>King Arthur</i>, p. 19; <i>King of the Hill</i>, p. 20; <i>Narrative of the Life of Frederick Douglass</i>, p. 21; <i>Alison's Trumpet</i></p>

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<p><b>A. Students explain connections between setting, plot, theme, and characterization. (continued)</b></p>	<p><i>and Other Stories</i>, p. 23; <i>Happy Burger</i>, p. 27; <i>Jane Eyre</i>, p. 29; <i>Night Bird: A Story of the Seminole Indians</i>, p. 30, 89; <i>Dive, Book Two: The Deep</i>, p. 35; <i>Among the Hidden</i>, p. 43; <i>The Band</i>, p. 59; <i>Alison’s Trumpet and Other Stories</i>, p. 75; <i>Destination: Everest</i>, p. 79; <i>Jane Eyre</i>, p. 87; <i>The Big Lie: A True Story</i>, p. 97; <i>Quinceañera Means Sweet 15</i>, p. 103; <i>Summer on Wheels</i>, p. 107; <i>Miracle’s Boys</i>, p. 125; <i>Moby Dick</i>, p. 127; <i>Stealing Home</i>, p. 129</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension</b>, 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; Literary Elements: Conflict: 333; Suspense: 333; Mood: 334; Tone: 334; Dialogue: 335; Flashback and Foreshadowing: 335; Universal Theme: 337</p> <p><b>Topic Software Teaching Resources:</b> Art Attack: 1.1-1.4; Disaster!: 2.1-2.4; Survive: 3.1-3.4; Help Wanted: 4.1-4.4; Show Me the Money!: 5.1-5.4; You and the Law: 6.1-6.4; Beating the Odds: 7.1-7.4; Extreme Sports: 8.1-8.4; The Whole World Watched: 9.1-9.4</p>
<p><b>B. Students understand the use of elements of fictions such as point of view, characterization, and irony to achieve author’s purpose.</b></p>	<p><b>rBook Teacher’s Edition:</b>  <b>Best Practices:</b> 56C  <b>Coaching Notes:</b> 60, 65, 66, 136, 142  <b>Readings:</b> 60-69, 136  <b>Workshop Wrap-Up:</b> 82  <b>rBook Reading Handbook:</b> 242</p> <p><b>Audiobooks Teaching Resources:</b> <i>Flight #116 Is Down!</i>, p. 33</p>

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<b>B. Students understand the use of elements of fictions such as point of view, characterization, and irony to achieve author’s purpose. (continued)</b>	<p><b>Paperbacks Teaching Resources:</b> <i>Alcatraz: Prison for America’s Most Wanted</i>, p. 13; <i>The Band</i>, p. 15; <i>Hear Me</i>, p. 18; <i>Narrative of the Life of Frederick Douglass</i>, p. 21; <i>Night Bird: A Story of the Seminole Indians</i>, p. 30, 89; <i>Dive, Book Two: The Deep</i>, p. 35; <i>Alison’s Trumpet and Other Stories</i>, p. 75; <i>Quinceañera Means Sweet 15</i>, p. 103; <i>Moby Dick</i>, p. 127; <i>Stealing Home</i>, p. 129</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension</b>, Lessons 19-20 Analyze Character: 306, 307; Lesson 32 Identify Point of View: 319; Lesson 33 Identify Author’s Purpose: 320; Literary Elements: Irony: 337</p>
<b>C. Students understand personification, hyperbole, imagery.</b>	<p><b>rBook Teacher’s Edition:</b>  <b>Readings:</b> 136-143, 144-145, 220-221</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension</b>, Lesson 43 Read Poetry: 330; Literary Elements: Imagery: Simile and Metaphor: 336</p>
<b>III Students demonstrate understanding of informational texts.</b>	
<b>A. Students understand organizational patterns in expository texts such as cause and effect, compare and contrast, chronology, and supporting details.</b>	<p><b>rBook Teacher’s Edition:</b>  <b>Best Practices:</b> 182C  <b>Coaching Notes:</b> 14, 114  <b>Readings:</b> 14, 114, 184-185, 186-189, 190-193  <b>rBook Reading Handbook:</b> 240</p> <p><b>Audiobooks Teaching Resources:</b> <i>The Star Fisher</i>, p. 13</p> <p><b>Paperbacks Teaching Resources:</b> Final Project A: <i>Write a Book Review</i>, p. 135</p>

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<p><b>A. Students understand organizational patterns in expository texts such as cause and effect, compare and contrast, chronology, and supporting details. (continued)</b></p>	<p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension</b>, Lessons 3-4 Sequence of Events: 290, 291; Lessons 5-6 Main Idea and Details: 292, 293; Lessons 9-10 Cause and Effect: 296, 297; Lessons 11-12 Compare and Contrast: 298, 299</p>
<p><b>B. Students interpret technical data in a variety of formats.</b></p>	<p><b>rBook Teacher’s Edition:</b>  <b>Functional Literacy:</b> 29, 53, 105, 231  <b>Text Feature:</b> 18, 29, 43, 94, 119, 168, 192, 218</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension</b>, Lesson 38 Read Instructions: 325; Lesson 40 Read Charts and Graphs: 327; Lesson 41 Read Maps: 328</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Functional Writing</b>, Lesson 21 Model: How to Braid Hair: 115</p>
<p><b>C. Students conduct research using multiple resources such as atlases, globes, encyclopedias, indexes, and technical manuals.</b></p>	<p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Research</b>, Lesson 26 Choosing and Narrowing a Topic: 139-140; Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146; Lesson 29 Features of a Research Report: 147-150</p>
<p><b>D. Students are familiar with a variety of informational modes such as public documents, print news media, Internet websites, biographies, and interviews.</b></p>	<p><b>rBook Teacher’s Edition:</b>  <b>Functional Literacy:</b> 28-29, 52-53, 80-81, 104-105, 128-129, 154-155, 178-179, 202-203, 230-231  <b>Readings:</b> 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 86-87, 88-91, 92-95, 110-111, 112-115,</p>

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<p><b>D. Students are familiar with a variety of informational modes such as public documents, print news media, Internet websites, biographies, and interviews. (continued)</b></p>	<p>116-119, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193</p> <p><b>Paperbacks Teaching Resources:</b> <i>Alcatraz: Prison for America’s Most Wanted</i>, p. 13; <i>The Skull Man and Other People With Cool Jobs</i>, p. 32; <i>The Big Lie: A True Story</i>, p. 34; <i>Score! The Greatest Athletes of All Time</i>, p. 38</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension</b>, Lesson 38 Read Instructions: 325; Lesson 39 Read Content-Area Text: 326; Lesson 42 Read Electronic Text: 329</p>
<p><b>E. Students understand word choice and arguments that convey author’s point of view.</b></p>	<p><b>rBook Teacher’s Edition:</b>  <b>Best Practices:</b> 108C-108D  <b>Differentiated Support:</b> 131A-131B  <b>Functional Literacy:</b> 128-129  <b>Readings:</b> 110-111, 112-115, 116-119  <b>Vocabulary/Word Study:</b> 120-121  <b>Workshop Wrap-Up:</b> 130-131  <b>Writing and Grammar:</b> 122-127</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension</b>, Lesson 35 Identify Persuasion and Propaganda: 322</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Persuasive Writing</b>, Lesson 17 Model: Uniforms Rule!: 95; Lesson 18 Model: Don’t Miss Jewel’s CD, Pieces of You: 100; Lesson 19 Model: A Place to Skate Now!: 105; Lesson 20 Model: Let’s Make a Yearbook!: 110-111</p>

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<b>CONTENT STANDARD</b>	
<b>2. <u>WRITING</u> Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.</b>	
<b>Benchmark</b>	
<b>I. Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.</b>	
<b>A. Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping ideas, and organizing information.</b>	<b>rBook Teacher’s Edition:</b> <b>Instructional Routines:</b> T82-T83 <b>Writing and Grammar:</b> 23, 24, 47, 48, 75, 76, 99, 100, 123, 124, 149, 150, 173, 174, 197, 198, 225, 226  <b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar</b> <b>Strategies: Narrative Writing,</b> 14, 16, 19, 21, 24, 26, 29, 31, 34, 36, 39, 42; <b>Descriptive Writing,</b> 44, 46, 49, 51, 54, 56, 59, 61, 64, 67; <b>Expository Writing,</b> 69, 71, 74, 76, 79, 81, 84, 86, 89, 92; <b>Persuasive Writing,</b> 94, 96, 99, 101, 104, 106, 109, 112; <b>Functional Writing,</b> 114, 116, 119, 121, 124, 126, 129, 131; <b>Poetry,</b> 134, 136; <b>Research,</b> 139, 140
<b>B. Students organize writing logically, chronologically, and coherently using strong beginnings, supporting sentences, appropriate transitions, and strong conclusions.</b>	<b>rBook Teacher’s Edition:</b> <b>Instructional Routines:</b> T82-T83 <b>Writing and Grammar:</b> 25, 49, 77, 101, 125, 151, 175, 199, 227  <b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar</b> <b>Strategies: Narrative Writing,</b> 14, 19, 24, 29, 34, 39; <b>Descriptive Writing,</b> 44, 49, 54, 59, 64; <b>Expository Writing,</b> 69, 74, 79, 84, 89; <b>Persuasive Writing,</b> 94, 99, 104, 109; <b>Functional Writing,</b> 114, 119, 124, 129; <b>Poetry,</b> 134; <b>Research,</b> 144, 145, 146
<b>C. Students use meaningful word choice, voice, and sentence fluency.</b>	<b>rBook Teacher’s Edition:</b> <b>Writing and Grammar:</b> 122-125, 172-175

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<p><b>C. Students use meaningful word choice, voice, and sentence fluency. (continued)</b></p>	<p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Expository Writing, Lesson 12 Skill Builder: Combining Sentences: 73; Persuasive Writing, Lesson 17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103; Lesson 19 Writing a Persuasive Speech: 104-108; Lesson 20 Persuasive Composition: 109-113; Grammar, Usage, &amp; Mechanics, Lesson 3 Dependent and Independent Clauses: 158-159; Lesson 28 Combining Sentences: 208-209; Lesson 29 Correcting Run-On Sentences: 210-211; Lesson 30 Combining Sentences With Phrases: 212-213</b></p>
<p><b>D. Students utilize various writing strategies and tools to revise writing such as producing multiple drafts; focusing on central idea; including descriptive detail; using elements of style such as word choice, tone, sentence variety; and revising for clarity, content, and vocabulary to improve writing.</b></p>	<p><b>rBook Teacher’s Edition:</b>  <b>Instructional Routines:</b> T82-T83  <b>Writing and Grammar:</b> 25, 49, 77, 101, 125, 151, 175, 199, 227</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129; Poetry, 134; Research, 147, 148-149, 150</b></p>
<p><b>E. Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as infinitives and participles, pronoun-antecedent agreement, hyphens, dashes, and brackets, and word bases and affixes in spelling.</b></p>	<p><b>rBook Teacher’s Edition:</b>  <b>Coaching Notes:</b> 44, 45, 167  <b>Instructional Routines:</b> T82-T83  <b>Vocabulary/Word Study:</b> 44, 45, 222, 223  <b>Workshop Wrap-Up:</b> 55, 233  <b>Writing and Grammar:</b> 26-27, 50-51, 78-79, 102-103, 126-127, 152-153, 176-177, 200-201, 228-229  <b>rBook Glossary:</b> 236</p>

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<p><b>E. Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as infinitives and participles, pronoun-antecedent agreement, hyphens, dashes, and brackets, and word bases and affixes in spelling. (continued)</b></p>	<p><b>rBook Writing Handbook:</b> 245, 246</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:</b> <b>Spelling</b>, Introduction: 194; Scholastic RED Professional Development: 195-205; Spelling Practice: 206-227; Resource: Spelling Words: 228; <b>Vocabulary and Word Study</b>, Lesson 11 Prefixes: 256, 257; Lesson 12 Suffixes: 258, 259; Lesson 16 Greek Roots: 266, 267; Lesson 17 Latin Roots: 268, 269</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Narrative Writing</b>, Lesson 1 Fictional Narrative: 14, Skill Builder: Using the Four Types of Sentences 18; Lesson 2 Personal Narrative: 19; Lesson 3 Realistic Narrative: 24; Lesson 4 Fantasy: 29; Lesson 5 Historical Narrative: 34; Lesson 6 Narrative Composition: 39; <b>Descriptive Writing</b>, 44, 49, 54, 59, 64; <b>Expository Writing</b>, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74; Lesson 14 Book Synopsis: 79; Lesson 15 News Article: 84; Lesson 16 Expository Composition: 89; <b>Persuasive Writing</b>, 94, 99, 104, 109; <b>Functional Writing</b>, Lesson 21 How-To Paragraph: 114; Lesson 22 Business Letter: 119; Lesson 23 Announcement: 124, Skill Builder: Using Commas in Dates and Place Names: 128; Lesson 24 Résumé: 129; <b>Poetry</b>, 134; <b>Grammar, Usage, &amp; Mechanics</b>, Lesson 1 Types of Sentences: 154-155; Lesson 2 Subjects and Predicates: 156-157; Lesson 3 Dependent and Independent Clauses: 158-159; Lesson 4 Correct Word Order: 160-161; Lesson 5 Common and Proper Nouns: 162-163; Lesson 6 Singular and Plural Nouns; 164-165; Lesson 7 Action Verbs: 166-167; Lesson</p>

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<p><b>E. Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as infinitives and participles, pronoun-antecedent agreement, hyphens, dashes, and brackets, and word bases and affixes in spelling. (continued)</b></p>	<p>8 Present-Tense Verbs: 168-169; Lesson 9 Past-Tense Verbs: 170-171; Lesson 10 Main and Helping Verbs: 172-173; Lesson 11 Future-Tense Verbs: 174-175; Lesson 12 Irregular Verbs 176-177; Lesson 13 Subject-Verb Agreement: 178-179; Lesson 14 Subject and Object Pronouns: 180-181; Lesson 15 Possessive Nouns: 182-183; Lesson 16 Possessive Pronouns: 184-185; Lesson 17 Adjectives: 186-187; Lesson 18 Adjectives That Compare: 188-189; Lesson 19 Articles: 190-191; Lesson 20 Adverbs: 192-193; Lesson 21 Adverbs That Compare: 194-195; Lesson 22 Contractions: 196-197; Lesson 23 Avoiding Double Negatives: 198-199; Lesson 24 Commas With Introductory Words: 200-201; Lesson 25 Correcting Sentence Fragments: 202-203; Lesson 26 Commas With Quotation Marks: 204-205; Lesson 27 Commas in a Series: 206-207; Lesson 28 Combining Sentences: 208-209; Lesson 29 Correcting Run-On Sentences: 210-211; Lesson 30 Combining Sentences With Phrases: 212-213; Proofreading Practice: 214-221; Writer’s Checklist: 223; Using Rubrics to Assess Student Writing: 224-229; Using the 6+1 Traits Writing Framework: 230</p> <p><b>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities:</b> Feeling Fine (adjectives that describe feelings): 24; Guess Who? (practice adjectives used to describe people): 38; Guess What? (game with descriptive adjectives): 39; Party Time (share cultural traditions and practice verb tenses): 50; On Vacation (practice verb tenses): 51; Lost and Found (practice possessive nouns): 52; Hoops Game (practice plural nouns): 58; A Picture Is Worth</p>

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<b>F. Students use strategies to edit and publish written work such as editing for grammar, punctuation, capitalization, and spelling; and use resources (dictionaries, spell checkers, and style manuals) to edit and proofread.</b>	<p><b>rBook Teacher’s Edition:</b>  <b>Instructional Routines:</b> T82-T83  <b>Writing and Grammar:</b> 26-27, 50-51, 78-79, 102-103, 126-127, 152-153, 176-177, 200-201, 228-229</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar</b>  <b>Strategies: Narrative Writing,</b> 14, 19, 24, 29, 34, 39; <b>Descriptive Writing,</b> 44, 49, 54, 59, 64; <b>Expository Writing,</b> 69, 74, 79, 84, 89; <b>Persuasive Writing,</b> 94, 99, 104, 109; <b>Functional Writing,</b> 114, 119, 124, 129; <b>Poetry,</b> 134; <b>Grammar, Usage, &amp; Mechanics,</b> 154-213; Proofreading Practice: 214-221; Writer’s Checklist: 223; Using Rubrics to Assess Student Writing: 224-229; Using the 6+1 Traits Writing Framework: 230</p>
<b>II. Students write a variety of expressive and expository pieces.</b>	
<b>A. Students write and share literary texts (personal narratives, journals, poetry, plays, short stories) using grade-level-appropriate strategies such as:</b>	
<ol style="list-style-type: none"> <li><b>1. Developing major and minor characters; and</b></li> <li><b>2. Developing a setting.</b></li> </ol>	<p><b>rBook Teacher’s Edition:</b>  <b>Writing and Grammar:</b> 46-49, 224-227</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar</b>  <b>Strategies: Narrative Writing,</b> Lesson 1 Fictional Narrative: 14-18; Lesson 2 Personal Narrative: 19-23; Lesson 3 Realistic Narrative: 24-28; Lesson 4 Fantasy: 29-33; Lesson 5 Historical Narrative: 34-38; Lesson 6 Narrative Composition: 39-43; <b>Poetry,</b> Lesson 25 Haiku: 134-138</p>

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<b>B. Students write reports and present demonstrations.</b>	
<ol style="list-style-type: none"> <li>1. Students explain problem, solution, and procedures.</li> <li>2. Students use a variety of strategies to identify topics to investigate such as constructing questions, narrowing the focus, and gathering information.</li> <li>3. Students use strategies to cite reference sources such as quoting or paraphrasing information sources or listing resources by title.</li> </ol>	<b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar</b> <b>Strategies: Functional Writing</b> , Lesson 21 How-To Paragraph: 114-118; <b>Research</b> , Lesson 26 Choosing and Narrowing a Topic: 139-140; Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146; Lesson 29 Features of a Research Report: 147-150
<b>C. Students write and share literary analyses using grade-level-appropriate strategies such as:</b>	
<ol style="list-style-type: none"> <li>1. Describing setting, plot structure, and theme or conflict; and</li> <li>2. Describing connections between historical and cultural influences and literary selections.</li> </ol>	<b>rBook Teacher’s Edition:</b> <b>Writing and Grammar: 74-77, 148-151</b>  <b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar</b> <b>Strategies: Expository Writing</b> , Lesson 14 Book Synopsis: 79-83; <b>Persuasive Writing</b> , Lesson 17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103

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**Grade 8**

Language Arts Content and Performance Standards Grade 8	<i>READ 180 Enterprise</i> Stage B
<b>CONTENT STANDARD</b>	
<b>1. <u>READING</u> Students use the reading process to demonstrate understanding of literary and informational texts.</b>	
<b>Benchmark</b>	
<b>I. Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</b>	
<b>A. Students use word origins, context clues, and personal connections to develop vocabulary and understand grade-level-appropriate technical and subject specific terms.</b>	<b>rBook Teacher’s Edition:</b> <b>Coaching Notes:</b> 223 <b>Functional Literacy:</b> 28-29, 52-53, 80-81, 104-105, 128-129, 154-155, 178-179, 202-203, 230-231 <b>Vocabulary/Word Study:</b> 222-223 <b>Workshop Wrap-Up:</b> 232 <b>rBook Glossary:</b> 236  <b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 18</b> <b>Word Origins:</b> 270-271
<b>B. Students comprehend main idea and supporting details in grade-level-appropriate text.</b>	<b>rBook Teacher’s Edition:</b> <b>Best Practices:</b> 8C-8D <b>Differentiated Support:</b> 31A <b>Readings:</b> 10-11, 12-15, 16-19 <b>Workshop Wrap-Up:</b> 30  <b>Paperbacks Teaching Resources:</b> <i>Alcatraz: Prison for America’s Most Wanted</i> , p. 13; <i>Narrative of the Life of Frederick Douglass</i> p. 21; <i>The Big Lie: A True Story</i> , p. 34; <i>Score! The Greatest Athletes of All Time</i> , p. 38; <i>The Good Fight: Stories About Real Heroes</i> , p. 46; <i>Trapped</i> , p. 51  <b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 5-6 Main Idea and Details:</b> 292-293

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<p><b>C. Students use strategies such as setting a purpose, predicting, cause/effect, comparing/contrasting, drawing conclusions, visualizing, and inferring to interpret and analyze text.</b></p>	<p><b>rBook Teacher’s Edition:</b>  <b>Best Practices:</b> 32C-32D, 158C-158D, 182C-182D, 206C-206D  <b>Readings:</b> 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, 220-221  <b>rBook Reading Handbook:</b> 239, 240</p> <p><b>Paperbacks Teaching Resources:</b> <i>All in a Day’s Work and Other Stories</i>, p. 14; <i>The Band</i>, p. 15; <i>Donner Party: A Diary of a Survivor</i>, p. 16; <i>The Escape: A Classic Story of Suspense</i>, p. 17; <i>King Arthur</i>, p. 19; <i>King of the Hill</i>, p. 20; <i>UFOs: Fact or Fiction?</i> p. 22; <i>Frankenstein</i>, p. 26; <i>Happy Burger</i>, p. 27; <i>Hiroshima</i>, p. 28; <i>Jane Eyre</i>, p. 29; <i>Secrets of Oak Park</i>, p. 31; <i>The Big Lie: A True Story</i>, p. 34; <i>Dive, Book Two: The Deep</i>, p. 35; <i>Money Hungry</i>, p. 36; <i>Summer on Wheels</i>, p. 39; <i>Visitors: Strange Invaders</i>, p. 40; <i>Wait Until Dark</i>, p. 41; <i>Won’t Know Till I Get There</i>, p. 42; <i>Classic Tales of Terror</i>, p. 44; <i>Zero Tolerance</i>, p. 52</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:</b>  <b>Comprehension,</b> Lessons 3-4 Sequence of Events: 290-291; Lessons 9-10 Cause and Effect: 296-297; Lessons 11-12 Compare and Contrast: 298, 299; Lessons 15-16 Make Inferences: 302-303; Lessons 17-18 Draw Conclusions: 304-305; Lesson 31 Make Predictions: 318</p>

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<b>II. Students read and interpret a variety of literary texts.</b>	
<b>A. Students make inferences about events, setting, style, tone, mood, and meaning.</b>	<b>rBook Teacher’s Edition:</b> <b>Best Practices:</b> 132E <b>Coaching Notes:</b> 143 <b>Readings:</b> 59, 61, 63, 65, 67, 135, 137, 139, 141, 142, 143 <b>rBook Reading Handbook:</b> 242  <b>Audiobooks Teaching Resources:</b> <i>Holes</i> , p. 11; <i>The Stowaway</i> , p. 13  <b>Paperbacks Teaching Resources:</b> <i>King Arthur</i> , p. 19; <i>King of the Hill</i> , p. 20; <i>Alison’s Trumpet and Other Stories</i> , p. 23; <i>Among the Hidden</i> , p. 43; <i>The Band</i> , p. 59; <i>Jane Eyre</i> , p. 87; <i>Miracle’s Boys</i> , p. 125  <b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:</b> <b>Comprehension</b> , Lessons 15-16 Make Inferences: 302, 303; Lessons 23-24 Analyze Plot: 310, 311; <b>Literary Elements:</b> Conflict: 333; Suspense: 333; Dialogue: 335; Flashback and Foreshadowing: 335
<b>B. Students understand and identify significant literary elements such as author’s purpose and style, point of view, symbolism, dialect, figurative language (metaphor, simile, personification), flashback, foreshadowing, and common themes.</b>	<b>rBook Teacher’s Edition:</b> <b>Best Practices:</b> 56C <b>Coaching Notes:</b> 60, 65, 66, 136, 142 <b>Readings:</b> 60-69, 136 <b>Workshop Wrap-Up:</b> 82 <b>rBook Reading Handbook:</b> 242  <b>Audiobooks Teaching Resources:</b> <i>Flight #116 Is Down!</i> , p. 33  <b>Paperbacks Teaching Resources:</b> <i>Alcatraz: Prison for America’s Most Wanted</i> , p. 13; <i>The Band</i> , p. 15; <i>Hear Me</i> , p. 18; <i>Narrative of the Life of Frederick Douglass</i> , p. 21; <i>Night Bird:</i>

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<p><b>B. Students understand and identify significant literary elements such as author’s purpose and style, point of view, symbolism, dialect, figurative language (metaphor, simile, personification), flashback, foreshadowing, and common themes. (continued)</b></p>	<p><i>A Story of the Seminole Indians</i>, p. 30, 89;  <i>Dive, Book Two: The Deep</i>, p. 35; <i>Alison’s Trumpet and Other Stories</i>, p. 75; <i>Quinceañera Means Sweet 15</i>, p. 103; <i>Moby Dick</i>, p. 127;  <i>Stealing Home</i>, p. 129</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension</b>, Lessons 19-20 Analyze Character: 306, 307; Lessons 25-26 Analyze Theme: 312, 313; Lesson 32 Identify Point of View: 319; Lesson 33 Identify Author’s Purpose: 320; Literary Elements: Dialogue: 334; Flashback and Foreshadowing: 335; Imagery: Simile and Metaphor: 336; Symbolism: 336; Irony: 337; Universal Theme: 337</p>
<p><b>C. Students understand the historical, social, and cultural influences on literary works, such as how a text reflects the period ideas, customs, and outlook of a particular group of people in history.</b></p>	<p><b>rBook Teacher’s Edition:</b>  <b>Readings:</b> 60-69, 136-143</p> <p><b>Paperbacks Teaching Resources:</b> <i>Donner Party: A Diary of a Survivor</i>, p. 16; <i>King Arthur</i>, p. 19; <i>Hiroshima</i>, p. 28; <i>Night Bird: A Story of the Seminole Indians</i>, p. 30</p>
<p><b>III. Students read and demonstrate understanding of informational texts.</b></p>	
<p><b>A. Students conduct research using multiple resources.</b></p>	<p><b>rBook Teacher’s Edition:</b>  <b>Teacher’s Edition:</b>  <b>Writing and Grammar:</b> 23, 47, 75, 99, 123, 149, 173, 197, 225</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension</b>, Lesson 39 Read Content-Area Text: 326; Lesson 42 Read Electronic Text: 329; Lesson 45 Read Across Texts: 332</p> <p><b>RDI 2 Resources for Differentiated</b></p>

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<p><b>A. Students conduct research using multiple resources. (continued)</b></p>	<p><b>Instruction, Writing &amp; Grammar Strategies: Expository Writing</b>, Lesson 14            Book Synopsis: 79-83; <b>Research</b>, Lesson 27            Finding and Recording Information: 141-143;            Lesson 28 Organizing Information and Notes: 144-146</p>
<p><b>B. Students analyze data or make generalizations based on explicitly stated information.</b></p>	<p><b>rBook Teacher’s Edition:</b>  <b>Teacher’s Edition:</b>  <b>Writing and Grammar:</b> 23, 47, 75, 99, 123, 149, 173, 197, 225</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension</b>, Lessons 1-2 Read for Detail: 288, 289; Lesson 28 Take Notes: 315; Lesson 36 Evaluate Sources and Evidence: 323; Lesson 37 Evaluate Author’s Viewpoint: 324; Lesson 39 Read Content-Area Text: 326; Lesson 42 Read Electronic Text: 329</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Expository Writing</b>, Lesson 14            Book Synopsis: 79-83; <b>Research</b>, Lesson 27            Finding and Recording Information: 141-143;            Lesson 28 Organizing Information and Notes: 144-146</p>
<p><b>C. Students support conclusions with facts and/or citations.</b></p>	<p><b>rBook Teacher’s Edition:</b>  <b>Writing and Grammar:</b> 25, 26, 49, 50, 77, 78, 101, 102, 125, 126, 151, 152, 175, 176, 199, 200, 227, 228  <b>rBook Writing Handbook:</b> 243-247</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension</b>, Lessons 17-18 Draw Conclusions: 304, 305; Lesson 29 Mark Up</p>

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<p><b>C. Students support conclusions with facts and/or citations. (continued)</b></p>	<p>Text: 316; Lesson 34 Fact and Opinion: 321; Lesson 39 Read Content-Area Text: 326; Lesson 42 Read Electronic Text: 329</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Descriptive Writing</b>, Lesson 9 Compare-and-Contrast Paragraph: 54-58; <b>Expository Writing</b>, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; <b>Persuasive Writing</b>, Lesson 17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103; <b>Functional Writing</b>, Lesson 21 How-To Paragraph: 114-118</p>
<p><b>D. Students are familiar with a variety of informational texts modes such as documentaries, essays, interviews, speeches, newspapers, and Internet websites.</b></p>	<p><b>rBook Teacher’s Edition:</b>  <b>Functional Literacy:</b> 28-29, 52-53, 80-81, 104-105, 128-129, 154-155, 178-179, 202-203, 230-231  <b>Readings:</b> 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193</p> <p><b>Paperbacks Teaching Resources:</b> <i>Alcatraz: Prison for America’s Most Wanted</i>, p. 13; <i>The Skull Man and Other People With Cool Jobs</i>, p. 32; <i>The Big Lie: A True Story</i>, p. 34; <i>Score! The Greatest Athletes of All Time</i>, p. 38</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension</b>, Lesson 38 Read Instructions: 325; Lesson 39 Read Content-Area Text: 326; Lesson 42 Read Electronic Text: 329</p>

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<b>E. Students summarize and paraphrase information in chronological, sequential, or logical order.</b>	<p><b>rBook Teacher’s Edition:</b>  <b>Teacher’s Edition:</b>  <b>Writing and Grammar:</b> 23, 47, 75, 99, 123, 149, 173, 197, 225</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar</b>  <b>Strategies: Expository Writing,</b> Lesson 14            Book Synopsis: 79-83; <b>Research,</b> Lesson 27            Finding and Recording Information: 141-143;            Lesson 28 Organizing Information and Notes: 144-146</p>
<b>CONTENT STANDARD</b>	
<b>2. <u>WRITING</u> Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.</b>	
<b>Benchmark</b>	
<b>I. Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.</b>	
<b>A. Students write using a clear idea with specific details, establishing a controlling impression and a coherent thesis.</b>	<p><b>rBook Teacher’s Edition:</b>  <b>Instructional Routines:</b> T82-T83  <b>Writing and Grammar:</b> 25, 49, 77, 101, 125, 151, 175, 199, 227</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar</b>  <b>Strategies: Narrative Writing,</b> 14, 19, 24, 29, 34, 39; <b>Descriptive Writing,</b> 44, 49, 54, 59, 64; <b>Expository Writing,</b> 69, 74, 79, 84, 89; <b>Persuasive Writing,</b> 94, 99, 104, 109; <b>Functional Writing,</b> 114, 119, 124, 129; <b>Poetry,</b> 134; <b>Research,</b> 144, 145, 146</p>
<b>B. Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping related ideas, organizing information according to type and purpose of writing.</b>	<p><b>rBook Teacher’s Edition:</b>  <b>Instructional Routines:</b> T82-T83  <b>Writing and Grammar:</b> 23, 24, 47, 48, 75, 76, 99, 100, 123, 124, 149, 150, 173, 174, 197, 198, 225, 226</p>

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<p><b>B. Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping related ideas, organizing information according to type and purpose of writing. (continued)</b></p>	<p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar</b>  <b>Strategies: Narrative Writing, 14, 16, 19, 21, 24, 26, 29, 31, 34, 36, 39, 42; Descriptive Writing, 44, 46, 49, 51, 54, 56, 59, 61, 64, 67; Expository Writing, 69, 71, 74, 76, 79, 81, 84, 86, 89, 92; Persuasive Writing, 94, 96, 99, 101, 104, 106, 109, 112; Functional Writing, 114, 116, 119, 121, 124, 126, 129, 131; Poetry, 134, 136; Research, 139, 140</b></p>
<p><b>C. Students establish organization within and among paragraphs through effective transitions, parallel structures, and cohesive writing techniques.</b></p>	<p><b>rBook Teacher’s Edition:</b>  <b>Instructional Routines: T82-T83</b>  <b>Writing and Grammar: 25, 49, 77, 101, 125, 151, 175, 199, 227</b></p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar</b>  <b>Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129; Poetry, 134; Research, 144, 145, 146</b></p>
<p><b>D. Student writing is appropriate for intended audience and purposes; voice is apparent.</b></p>	<p><b>rBook Teacher’s Edition:</b>  <b>Instructional Routines: T82-T83</b>  <b>Writing and Grammar: 25, 49, 77, 101, 125, 151, 175, 199, 227</b></p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar</b>  <b>Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129; Poetry, 134; Research, 144, 145, 146</b></p>

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<p><b>E. Students use meaningful word choice to achieve purpose.</b></p>	<p><b>rBook Teacher’s Edition:</b>  <b>Instructional Routines:</b> T82-T83  <b>Writing and Grammar:</b> 25, 49, 77, 101, 125, 151, 175, 199, 227</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar</b>  <b>Strategies: Narrative Writing,</b> 14, 19, 24, 29, 34, 39; <b>Descriptive Writing,</b> 44, 49, 54, 59, 64; <b>Expository Writing,</b> 69, 74, 79, 84, 89; <b>Persuasive Writing,</b> 94, 99, 104, 109; <b>Functional Writing,</b> 114, 119, 124, 129; <b>Poetry,</b> 134; <b>Research,</b> 144, 145, 146, 147, 148-149, 150</p>
<p><b>F. Students use grade-level-appropriate sentence fluency with compound and complex sentences, parallel structure in a series, and sentence variety.</b></p>	<p><b>rBook Teacher’s Edition:</b>  <b>Research Foundations:</b> T64  <b>Writing and Grammar:</b> 26, 50, 78, 229  <b>rBook Writing Handbook:</b> 245</p> <p><b>Paperbacks Teaching Resources: Student Resources: QuickWrites:</b> pp. 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar</b>  <b>Strategies: Narrative Writing,</b> Lesson 1 Skill Builder: Using the Four Types of Sentences; 18; <b>Expository Writing,</b> Lesson 12 Skill Builder: Combining Sentences; 73; <b>Grammar, Usage, &amp; Mechanics,</b> Lesson 1 Type of Sentences: 154-155; Lesson 28 Combining Sentences: 208-209; Lesson 30 Combining Sentences With Phrases: 212-213</p>

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<p><b>G. Students use grade-level-appropriate conventions with spelling, usage, punctuation, capitalization, and grammar such as subordinate and coordinate conjunctions, comparative adjectives, and proper pronoun case.</b></p>	<p><b>rBook Teacher’s Edition:</b>  <b>Coaching Notes:</b> 44, 45, 167  <b>Instructional Routines:</b> T82-T83  <b>Vocabulary/Word Study:</b> 44, 45, 222, 223  <b>Workshop Wrap-Up:</b> 55, 233  <b>Writing and Grammar:</b> 26-27, 50-51, 78-79, 102-103, 126-127, 152-153, 176-177, 200-201, 228-229  <b>rBook Glossary:</b> 236  <b>rBook Writing Handbook:</b> 245, 246</p> <p><b>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:</b>  <b>Spelling</b>, Introduction: 194; Scholastic RED Professional Development: 195-205; Spelling Practice: 206-227; Resource: Spelling Words: 228; <b>Vocabulary and Word Study</b>, Lesson 11 Prefixes: 256, 257; Lesson 12 Suffixes: 258, 259; Lesson 16 Greek Roots: 266, 267; Lesson 17 Latin Roots: 268, 269</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar</b>  <b>Strategies: Narrative Writing</b>, Lesson 1 Fictional Narrative: 14, Skill Builder: Using the Four Types of Sentences 18; Lesson 2 Personal Narrative: 19; Lesson 3 Realistic Narrative: 24; Lesson 4 Fantasy: 29; Lesson 5 Historical Narrative: 34; Lesson 6 Narrative Composition: 39; <b>Descriptive Writing</b>, 44, 49, 54, 59, 64; <b>Expository Writing</b>, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74; Lesson 14 Book Synopsis: 79; Lesson 15 News Article: 84; Lesson 16 Expository Composition: 89; <b>Persuasive Writing</b>, 94, 99, 104, 109; <b>Functional Writing</b>, Lesson 21 How-To Paragraph: 114; Lesson 22 Business Letter: 119; Lesson 23 Announcement: 124, Skill Builder: Using Commas in Dates and Place</p>

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<p><b>G. Students use grade-level-appropriate conventions with spelling, usage, punctuation, capitalization, and grammar such as subordinate and coordinate conjunctions, comparative adjectives, and proper pronoun case. (continued)</b></p>	<p>Names: 128; Lesson 24 Résumé: 129; <b>Poetry</b>, 134; <b>Grammar, Usage, &amp; Mechanics</b>, Lesson 1 Types of Sentences: 154-155; Lesson 2 Subjects and Predicates: 156-157; Lesson 3 Dependent and Independent Clauses: 158-159; Lesson 4 Correct Word Order: 160-161; Lesson 5 Common and Proper Nouns: 162-163; Lesson 6 Singular and Plural Nouns; 164-165; Lesson 7 Action Verbs: 166-167; Lesson 8 Present-Tense Verbs: 168-169; Lesson 9 Past-Tense Verbs: 170-171; Lesson 10 Main and Helping Verbs: 172-173; Lesson 11 Future-Tense Verbs: 174-175; Lesson 12 Irregular Verbs 176-177; Lesson 13 Subject-Verb Agreement: 178-179; Lesson 14 Subject and Object Pronouns: 180-181; Lesson 15 Possessive Nouns: 182-183; Lesson 16 Possessive Pronouns: 184-185; Lesson 17 Adjectives: 186-187; Lesson 18 Adjectives That Compare: 188-189; Lesson 19 Articles: 190-191; Lesson 20 Adverbs: 192-193; Lesson 21 Adverbs That Compare: 194-195; Lesson 22 Contractions: 196-197; Lesson 23 Avoiding Double Negatives: 198-199; Lesson 24 Commas With Introductory Words: 200-201; Lesson 25 Correcting Sentence Fragments: 202-203; Lesson 26 Commas With Quotation Marks: 204-205; Lesson 27 Commas in a Series: 206-207; Lesson 28 Combining Sentences: 208-209; Lesson 29 Correcting Run-On Sentences: 210-211; Lesson 30 Combining Sentences With Phrases: 212-213; Proofreading Practice: 214-221; Writer’s Checklist: 223; Using Rubrics to Assess Student Writing: 224-229; Using the 6+1 Traits Writing Framework: 230</p> <p><b>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development</b></p>

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**Grade 8**

<p style="text-align: center;"><b>Language Arts Content and Performance Standards Grade 8</b></p>	<p style="text-align: center;"><i>READ 180 Enterprise Stage B</i></p>
<p><b>G. Students use grade-level-appropriate conventions with spelling, usage, punctuation, capitalization, and grammar such as subordinate and coordinate conjunctions, comparative adjectives, and proper pronoun case. (continued)</b></p>	<p><b>Activities:</b> Feeling Fine (adjectives that describe feelings): 24; Guess Who? (practice adjectives used to describe people): 38; Guess What? (game with descriptive adjectives): 39; Party Time (share cultural traditions and practice verb tenses): 50; On Vacation (practice verb tenses): 51; Lost and Found (practice possessive nouns): 52; Hoops Game (practice plural nouns): 58; A Picture Is Worth a Thousand Words (practice descriptive words): 59</p>
<p><b>H. Students use strategies to draft and revise written work such as producing multiple drafts; focusing on a central idea; including descriptive detail; using elements of style such as word choice, tone, sentence variation; and revising for clarity, content, vocabulary, details, sequence, coherence, and point of view.</b></p>	<p><b>rBook Teacher’s Edition:</b>  <b>Instructional Routines:</b> T82-T83  <b>Writing and Grammar:</b> 25, 49, 77, 101, 125, 151, 175, 199, 227</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies:</b> <b>Narrative Writing</b>, 14, 19, 24, 29, 34, 39; <b>Descriptive Writing</b>, 44, 49, 54, 59, 64; <b>Expository Writing</b>, 69, 74, 79, 84, 89; <b>Persuasive Writing</b>, 94, 99, 104, 109; <b>Functional Writing</b>, 114, 119, 124, 129; <b>Poetry</b>, 134; <b>Research</b>, 144, 145, 146, 147, 148-149, 150</p>
<p><b>I. Students use strategies to edit and publish written work such as editing for conventions and using resources to edit such as dictionaries, spell checkers, and style manuals.</b></p>	<p><b>rBook Teacher’s Edition:</b>  <b>Instructional Routines:</b> T82-T83  <b>Writing and Grammar:</b> 26-27, 50-51, 78-79, 102-103, 126-127, 152-153, 176-177, 200-201, 228-229</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies:</b> <b>Narrative Writing</b>, 14, 19, 24, 29, 34, 39; <b>Descriptive Writing</b>, 44, 49, 54, 59, 64; <b>Expository Writing</b>, 69, 74, 79, 84, 89; <b>Persuasive Writing</b>, 94, 99, 104, 109;</p>

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<p><b>I. Students use strategies to edit and publish written work such as editing for conventions and using resources to edit such as dictionaries, spell checkers, and style manuals. (continued)</b></p>	<p><b>Functional Writing</b>, 114, 119, 124, 129;  <b>Poetry</b>, 134; <b>Grammar, Usage, &amp; Mechanics</b>, 154-213; Proofreading Practice: 214-221; Writer’s Checklist: 223; Using Rubrics to Assess Student Writing: 224-229; Using the 6+1 Traits Writing Framework: 230</p>
<p><b>J. Students use word processing in the writing process.</b></p>	<p><b>rBook Teacher’s Edition:</b>  <b>Instructional Routines:</b> T82  <b>Writing and Grammar:</b> 22-27, 46-51, 74-79, 98-103, 122-127, 148-153, 172-177, 196-201, 224-229  <b>rBook Writing Handbook:</b> 243-247</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies:</b> <b>Descriptive Writing</b>, Lesson 9 Compare-and-Contrast Paragraph: 54-58; <b>Expository Writing</b>, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Lesson 15 News Article: 84-88; Lesson 16 Expository Composition: 89-93; <b>Persuasive Writing</b>, Lesson 17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103; Lesson 19 Writing a Persuasive Speech: 104-108; Lesson 20 Persuasive Composition: 109-113; <b>Functional Writing</b>, Lesson 21 How-To Paragraph: 114-118; <b>Research</b>, Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146; Lesson 29 Features of a Research Report: 147-150</p>

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<b>II. Students use appropriate strategies to write a variety of expressive and expository pieces.</b>	
<b>A. Students write and share literary texts (poetry, journals, letters, short stories, plays, essays, personal narratives, short stories, literary responses) using appropriate strategies.</b>	<p><b>rBook Teacher’s Edition:</b>  <b>Instructional Routines:</b> T82-T83  <b>Writing and Grammar:</b> 26-27, 50-51, 78-79, 102-103, 126-127, 152-153, 176-177, 200-201, 228-229</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar</b>  <b>Strategies: Narrative Writing,</b> 14, 19, 24, 29, 34, 39; <b>Descriptive Writing,</b> 44, 49, 54, 59, 64; <b>Expository Writing,</b> 69, 74, 79, 84, 89; <b>Persuasive Writing,</b> 94, 99, 104, 109; <b>Functional Writing,</b> 114, 119, 124, 129; <b>Poetry,</b> 134; <b>Grammar, Usage, &amp; Mechanics,</b> 154-213; Proofreading Practice: 214-221; Writer’s Checklist: 223; Using Rubrics to Assess Student Writing: 224-229; Using the 6+1 Traits Writing Framework: 230</p>
<b>B. Students write and share literary analyses using grade-level-appropriate strategies by:</b>	
<ol style="list-style-type: none"> <li><b>1. Stating an interpretive, analytic, evaluative, or reflective position;</b></li> <li><b>2. Supporting inferences or conclusions with examples from the text, personal experience, or other works.</b></li> </ol>	<p><b>rBook Teacher’s Edition:</b>  <b>Writing and Grammar:</b> 74-77, 148-151</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar</b>  <b>Strategies: Expository Writing,</b> Lesson 14 Book Synopsis: 79-83; <b>Persuasive Writing,</b> Lesson 17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103</p>
<b>C. Students produce expository essays, technical writing, and reports.</b>	<p><b>rBook Teacher’s Edition:</b>  <b>Writing and Grammar:</b> 22-25, 98-103</p> <p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar</b>  <b>Strategies: Descriptive Writing,</b> Lesson 9 Compare-and-Contrast Paragraph: 54-58;</p>

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<p><b>C. Students produce expository essays, technical writing, and reports. (continued)</b></p>	<p><b>Expository Writing</b>, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Lesson 15 News Article: 84-88; Lesson 16 Expository Composition: 89-93;  <b>Functional Writing</b>, Lesson 21 How-To Paragraph: 114-118; Lesson 22 Business Letter: 119-123; Lesson 23 Announcement: 124-128; Lesson 24 Résumé: 129-133;  <b>Research</b>, Lesson 26 Choosing and Narrowing a Topic: 139-140; Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146; Lesson 29 Features of a Research Report: 147-150</p>
<p><b>D. Students use strategies to write research reports such as evaluating and synthesizing information for use in writing; incorporating visual aids; including facts, details, explanations, and examples; and using more than two sources.</b></p>	<p><b>RDI 2 Resources for Differentiated Instruction, Writing &amp; Grammar Strategies: Research</b>, Lesson 26 Choosing and Narrowing a Topic: 139-140; Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146; Lesson 29 Features of a Research Report: 147-150</p>