

 SCHOLASTIC



Enterprise Edition Stage C

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

Grades 9, 10 & 11

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READ 180 Enterprise Stage C, ©2005
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Grade Span 9-11

Language Arts Content and Performance Standards Grade Span 9-11	<i>READ 180 Enterprise</i> Stage C
CONTENT STANDARD	
1. <u>READING</u> Students use the reading process to demonstrate understanding of literary and informational texts.	
Benchmark	
I. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.	
A. Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:	
1. Literal comprehension (main idea, summarizing, paraphrasing) and	rBook Teacher’s Edition: Best Practices: 8C-8D, 82C-82D Coaching Notes: 12, 85, 114, 164, 168, 191, 194, 218, 223 Comprehension: 9 Differentiated Support: 105A-105B Readings: 10-11, 12-15, 16-19, 108-109, 110-113, 114-117 Writing and Grammar: 96-101 Workshop Wrap-Up: 104 RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension: Lessons 1-2 Read for Detail: 288, 289; Lessons 5-6 Main Idea and Details: 292, 293; Lessons 7-8 Summarize: 294, 295; Lessons 11-12 Compare and Contrast: 298, 299; Lessons 23-24 Analyze Plot: 310, 311; Lesson 49 Cross-Text Analysis: 336 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 11 Skill Builder: Summarizing: 85; Lesson 15 Nonfiction Summary: 98-103
2. Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions).	rBook Teacher’s Edition: Best Practices: 32C-32D, 106C-106D, 162C-162D, 186C-186D Coaching Notes: 170, 172, 188

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<p>2. Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). (continued)</p>	<p>Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60, 66, 84-85, 86-89, 90-93, 108-109, 110-113, 114-117, 134, 164-165, 166-169, 170-173, 188-189, 190-193, 194-197, 212-213, 214-221, 222 Workshop Wrap-Up: 54, 184, 208 rBook Reading Handbook: 243, 244</p> <p>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; Lessons 13-14 Problem and Solution: 300-301; Lesson 17 Draw Conclusions: 304; Lesson 31 Make Predictions: 318</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Functional Writing, Lesson 22 Skill Builder: Using Sequence Words: 145</p>
<p>B. Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>rBook Teacher’s Edition: Vocabulary/Word Study: 20-21, 44-45, 70-71, 94-95, 118-119, 150-151, 174-175, 198-199, 226-227</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, 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</p>

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B. Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary. (continued)	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
II. Students demonstrate an understanding of literary texts.	
A. Students read a variety of literary genres from American literature and various world cultures and understand the defining characteristics of these literary texts and the relationship between literature and the historical period, culture, and societal context, such as the influence of literary works on political events.	rBook Teacher’s Edition: Readings: 60-65, 66-69, 134-149, 212-213, 214-221, 222-225 Paperbacks Teaching Resources: <i>The Big Bug</i> , p. 13; <i>The Odyssey</i> , p. 17; <i>In the Line of Fire: A Story About D-Day</i> , p. 27; <i>The Plague</i> , p. 29; <i>The Skin I’m In</i> , p. 30; <i>Stargirl</i> , p. 31; <i>Sunny: Diary Two</i> , p. 32; <i>Emma</i> , p. 35; <i>Forged by Fire</i> , p. 36; <i>Sweetgrass</i> , p. 42; <i>Flight to Freedom</i> , p. 45; <i>The Greatest: Muhammad Ali</i> , p. 46; <i>Macbeth</i> , p. 47
B. Students understand elements of literature including:	
1. Character development (character's actions, beliefs, motives, reactions, and feelings);	rBook Teacher’s Edition: Best Practices: 130C-130D Comprehension: 58-59, 133 Readings: 61, 63, 65, 135, 137, 139, 141, 143, 145, 147, 149 rBook Reading Handbook: 245 Audiobooks Teaching Resources: <i>Hamlet</i> , p. 10; <i>Lord of the Flies</i> , p. 11; <i>Make Lemonade</i> , p. 11

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<p>1. Character development (character's actions, beliefs, motives, reactions, and feelings); (continued)</p>	<p>Paperbacks Teaching Resources: <i>Before We Were Free</i>, pp. 14, 27; <i>Speak</i>, p. 23; <i>Cleopatra VII</i>, pp. 30, 32; <i>Hamlet</i>, p. 35; <i>Lord of the Flies</i>, pp. 36, 37; <i>Make Lemonade</i>, pp. 39, 40; <i>Monster</i>, p. 42; <i>Night</i>, pp. 45, 47</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 19-20 Analyze Character: 306, 307; Literary Elements: Soliloquy: 345</p>
<p>2. Point of view including underlying author purpose;</p>	<p>rBook Teacher's Edition: Readings: Readings: 60, 134, 223 rBook Reading Handbook: 246</p> <p>Paperbacks Teaching Resources: <i>Confessions of a Gym-Class Dropout</i>, p. 14; <i>The Skin I'm In</i>, p. 30; <i>Sunny: Diary Two</i>, p. 32</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 32 Identify Point of View: 319</p>
<p>3. Setting including historical/cultural context;</p>	<p>rBook Teacher's Edition: Best Practices: 56C-56D Readings: 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 149 rBook Reading Handbook: 245, 246</p> <p>Paperbacks Teaching Resources: <i>Survivors: True Stories About Read Kids</i>, p. 19; <i>War of the Worlds</i>, p. 20; <i>Dangerous Game</i>, p. 23</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 21-22 Analyze</p>

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<p>Continued from previous page</p>	<p>Setting: 308-309</p>
<p>4. Universal themes including the philosophical assumptions and underlying beliefs of author's work; and</p>	<p>rBook Teacher's Edition: Best Practices: 130E-130F Coaching Notes: 149, 225 Comprehension: 58, 133 Readings: 61, 63, 65, 135, 137, 139, 141, 143, 145, 147 rBook Reading Handbook: 245, 246</p> <p>Audiobooks Teaching Resources: <i>Lord of the Flies</i>, p. 11</p> <p>Paperbacks Teaching Resources: <i>Emma</i>, p. 35; <i>Macbeth</i>, p. 47</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 25-26 Analyze Theme: 312, 313; Literary Elements: Universal Theme: 341</p> <p>Topic Software Teaching Resources: Believe & Achieve: 1.1-1.4; Beyond the Finish Line: 4.1-4.4</p>
<p>5. Complex elements of plot development including time and sequence elements such as flashback and foreshadowing.</p>	<p>rBook Teacher's Edition: Best Practices: 32C-32E, 56C-56D Coaching Notes: 60, 64 Comprehension: 58-59 Readings: 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 149 rBook Reading Handbook: 245,246</p> <p>Audiobooks Teaching Resources: <i>Out of War</i>, p. 12; <i>Speak</i>, p. 13; <i>When Zachary Beaver Came to Town</i>, p. 13</p> <p>Paperbacks Teaching Resources: <i>The</i></p>

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<p>5. Complex elements of plot development including time and sequence elements such as flashback and foreshadowing. (continued)</p>	<p><i>Odyssey</i>, p. 17; <i>Dangerous Game</i>, p. 23, 76; <i>Slam!</i> p. 39; <i>Flight to Freedom</i>, p. 45; <i>The Trouble with Lemons</i>, p. 51; <i>The Big Bug</i>, p. 55; <i>Emma</i>, p. 99; <i>The Greatest</i>, p. 121</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 3-4 Sequence of Events: 290, 291; Lessons 23-24 Analyze Plot: 310-311; Literary Elements: Flashback and Foreshadowing: 340; Conflict: 341</p>
<p>C. Students understand the use of a range of complex literary devices/techniques to accomplish author's purpose:</p> <ul style="list-style-type: none"> • Symbolism • Mood/tone • Allusion • Irony • Figurative language (metaphor, simile, personification) • Analogy • Exaggeration • Archetypes 	<p>rBook Teacher's Edition: Best Practices: 32C-32D Coaching Notes: 18, 63, 67, 69, 135, 136, 137, 139, 140, 145 rBook Reading Handbook: 246</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Literary Elements: Symbolism: 338; Tone: 338; Mood: 339; Irony: 339; Suspense: 340; Flashback and Foreshadowing: 340; Imagery: Simile and Metaphor: 343</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Light As a Feather (game with similes): 60</p>
<p>D. Students use the language and perspectives of literary criticism to evaluate literary works.</p>	<p>rBook Teacher's Edition: Writing and Grammar: 72-75, 152-155</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 12 Book Synopsis: 80-85; Persuasive Writing,</p>

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Continued from previous page	Lesson 18 Writing an Opinion: 116-121; Lesson 19 Writing a Review: 122-127
III. Students demonstrate understanding of informational texts.	
A. Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet, websites, electronic databases, microfiche, almanacs, news) and can:	
1. Explain author's intent;	rBook Teacher's Edition: Best Practices: 106C-106D Readings: 84-85, 90-93, 108-109, 110-113, 114-117 RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 33 Identify Author's Purpose: 320; Lesson 37 Evaluate Author's Viewpoint: 324; Lesson 38 Evaluate Author's Purpose: 325; Lesson 39 Support Judgments: 326
2. Evaluate for accuracy, relevance, and bias; and	rBook Teacher's Edition: Best Practices: 106C-106D Differentiated Support: 129A-129B Functional Literacy: 126-127 Readings: 108-109, 110-113, 114-115 Vocabulary/Word Study: 118-119 Workshop Wrap-Up: 128-129 Writing and Grammar: 120-125 RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 35 Identify Persuasion and Propaganda: 322 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing, Lesson 18 Model: School Snack Machines Aren't Cool: 118; Lesson 19 Model: The Perfect Match:

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2. Evaluate for accuracy, relevance, and bias; and (continued)	124; Lesson 20 Model: Reality TV: Gone Too Far: 130; Lesson 21 Model: Volunteering 101: 136-137
3. Make generalizations and inferences based on implicit and explicit information.	rBook Teacher’s Edition: Best Practices: 210C-210D Functional Literacy: 78 Readings: 60-65, 212-213 Writing and Grammar: 72-77 RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 15-16 Make Inferences: 302-303; Lesson 37 Evaluate Author’s Viewpoint: 324
B. Students conduct research using a variety of grade-appropriate sources and can:	
1. Synthesize relevant data through note-taking and questioning and	RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 28 Finding and Recording Information: 172-174; Lesson 29 Organizing Information and Notes: 175-177; Lesson 30 Features of a Research Report: 178-181
2. Analyze and interpret technical data, written directions; and technical manuals.	rBook Teacher’s Edition: Text Feature: 18, 42, 92, 116, 172, 196, 220 RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 44 Read Graphs: 331; Lesson 45 Read Maps: 332; Lesson 50 Using Multiple Sources: 337
C. Students use a process to apply research strategies including:	
1. Developing a plan for research;	RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Choosing and Narrowing a Topic: 170-171

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2. Collecting information to narrow and develop a topic; and	RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research , Lesson 28 Finding and Recording Information: 172-174
3. Using information to support a thesis.	RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research , Lesson 29 Organizing Information and Notes: 175-177; Lesson 30 Features of a Research Report: 178-181
CONTENT STANDARD	
2. <u>WRITING</u> Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.	
Benchmark	
I. Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.	
A. Students write a variety of level-appropriate modes/genres by:	
1. Explaining ideas in their reading.	rBook Teacher's Edition: Writing and Grammar: 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-181, 200-205, 228-233
2. Elaborating on concepts in literature.	rBook Teacher's Edition: Writing and Grammar: 72-75, 152-155 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing , Lesson 12 Book Synopsis: 80-85; Persuasive Writing , Lesson 18 Writing an Opinion: 116-121; Lesson 19 Writing a Review: 122-127
3. Using others' works as models for effective writing.	rBook Teacher's Edition: Writing Models: 22, 46, 72, 96, 120, 152, 176, 200, 228 RDI 2 Resources for Differentiated Instruction, Writing & Grammar

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3. Using others' works as models for effective writing. (continued)	Strategies: Narrative Writing , Models: 16, 22, 28, 34, 40; Descriptive Writing , Models: 46, 52, 58, 64; Expository Writing , Models: 70, 76, 82, 88, 94, 100, 106, 112; Persuasive Writing , Models: 118, 124, 130, 136; Functional Writing , Models: 142, 148, 154, 160; Poetry , Model: 166
4. Using word processing and other tools of technology to create multimedia presentations.	This objective is outside the scope of <i>Read 180 Stage C</i> .
B. Students use strategies to generate ideas for written work including:	
1. Considering audience and purpose in planning.	rBook Teacher's Edition: Instructional Routines: T82-T83 Writing and Grammar: 23, 24, 47, 48, 73, 74, 97, 98, 121, 122, 153, 154, 177, 178, 201, 202, 229, 230 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing , 14, 17, 20, 23, 26, 29, 32, 35, 38, 42; Descriptive Writing , 44, 47, 50, 53, 56, 59, 62, 66; Expository Writing , 68, 71, 74, 77, 80, 83, 86, 89, 92, 95, 98, 101, 104, 107, 110, 114; Persuasive Writing , 116, 119, 122, 125, 128, 131, 134, 138; Functional Writing , 140, 143, 146, 149, 152, 155, 158, 161; Poetry , 164, 167; Research , 170, 171
2. Developing a focus.	rBook Teacher's Edition: Instructional Routines: T82-T83 Writing and Grammar: 23, 24, 47, 48, 73, 74, 97, 98, 121, 122, 153, 154, 177, 178, 201, 202, 229, 230 RDI 2 Resources for Differentiated Instruction, Writing & Grammar

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2. Developing a focus. (continued)	<p>Strategies: Narrative Writing, 14, 17, 20, 23, 26, 29, 32, 35, 38, 42; Descriptive Writing, 44, 47, 50, 53, 56, 59, 62, 66; Expository Writing, 68, 71, 74, 77, 80, 83, 86, 89, 92, 95, 98, 101, 104, 107, 110, 114; Persuasive Writing, 116, 119, 122, 125, 128, 131, 134, 138; Functional Writing, 140, 143, 146, 149, 152, 155, 158, 161; Poetry, 164, 167; Research, 170, 171</p>
3. Using vivid, specific and relevant details and concepts.	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 25, 49, 75, 99, 123, 155, 179, 203, 231</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 20, 26, 32, 38; Descriptive Writing, 44, 50, 56, 62; Expository Writing, 68, 74, 80, 86, 92, 98, 104, 110; Persuasive Writing, 116, 122, 128, 134; Functional Writing, 140, 146, 152, 158; Poetry, 164; Research, 175, 176, 177</p>
C. Students use organization skills to:	
1. Arrange paragraphs into logical progression;	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 25, 49, 75, 99, 123, 155, 179, 203, 231</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 20, 26, 32, 38; Descriptive Writing, 44, 50, 56, 62; Lesson 8 Skill Builder: Paragraph Building: 61; Expository Writing, 68, 74, 80, 86, 92, 98, 104, 110; Lesson 11 Skill Builder: Creating a Topic Sentence: 79; Lesson 14 Skill Builder: Organizing Details: 97; Persuasive Writing,</p>

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<p>1. Arrange paragraphs into logical progression; (continued)</p>	<p>116, 122, 128, 134; Functional Writing, 140, 146, 152, 158; Poetry, 164; Research, 175, 176, 177</p>
<p>2. Include a concluding statement; and</p>	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 25, 49, 75, 99, 123, 155, 179, 203, 231</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 20, 26, 32, 38; Descriptive Writing, 44, 50, 56, 62; Expository Writing, 68, 74, 80, 86, 92, 98, 104, 110; Persuasive Writing, 116, 122, 128, 134; Lesson 19 Skill Builder: Writing Conclusions: 127; Functional Writing, 140, 146, 152, 158; Poetry, 164; Research, 175, 176, 177</p>
<p>3. Use transitions in written work.</p>	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 25, 49, 75, 99, 123, 155, 179, 203, 231</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 20, 26, 32, 38; Descriptive Writing, 44, 50, 56, 62; Expository Writing, 68, 74, 80, 86, 92, 98, 104, 110; Lesson 16 Skill Builder: Using Transition Words: 109; Persuasive Writing, 116, 122, 128, 134; Functional Writing, 140, 146, 152, 158; Lesson 22 Skill Builder: Using Sequence Words: 145; Poetry, 164; Research, 175, 176, 177</p>

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D. Students use meaningful voice by adapting writing for different audiences and purposes by:	
<p>1. Using suitable content, vocabulary, style, structure, tone and voice;</p>	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 25, 49, 75, 99, 123, 155, 179, 203, 231</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 20, 26, 32, 38; Lesson 2 Skill Builder: Writing in First Person: 25; Lesson 4 Skill Builder: Writing in Third Person: 37; Descriptive Writing, 44, 50, 56, 62; Expository Writing, 68, 74, 80, 86, 92, 98, 104, 110; Lesson 11 Skill Builder: Creating a Topic Sentence: 79; Lesson 13 Skill Builder: Interesting Beginnings: 91; Lesson 14 Skill Builder: Organizing Details: 97; Lesson 15 Skill Builder: Using Specific Words: 103; Persuasive Writing, 116, 122, 128, 134; Lesson 19 Skill Builder: Writing Conclusions: 127; Functional Writing, 140, 146, 152, 158; Poetry, 164; Lesson 26 Skill Builder: Using Figurative Language: 169; Research, 175, 176, 177</p>
<p>2. Considering background, age, knowledge of audience; and</p>	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 25, 49, 75, 99, 123, 155, 179, 203, 231</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 20, 26, 32, 38; Descriptive Writing, 44, 50, 56, 62; Expository Writing, 68, 74, 80, 86, 92, 98, 104, 110; Persuasive Writing, 116, 122, 128, 134; Lesson 20 Skill Builder: Defending an Opinion: 133; Functional Writing, 140, 146,</p>

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<p>Continued from previous page</p>	<p>152, 158; Poetry, 164; Research, 175, 176, 177</p>
<p>3. Using appropriate level of formality.</p>	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 25, 49, 75, 99, 123, 155, 179, 203, 231</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 20, 26, 32, 38; Descriptive Writing, 44, 50, 56, 62; Expository Writing, 68, 74, 80, 86, 92, 98, 104, 110; Persuasive Writing, 116, 122, 128, 134; Lesson 20 Skill Builder: Defending an Opinion: 133; Functional Writing, 140, 146, 152, 158; Lesson 23 Skill Builder: Formal and Informal Language: 151; Poetry, 164; Research, 175, 176, 177</p>
<p>E. Students use meaningful sentence construction to achieve logical sentence order and varied sentence structures (parallel, compound-complex, and analogous).</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 26, 50, 76, 77, 233</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Skill Builder: Using the Four Types of Sentences: 19; Expository Writing, Lesson 10 Skill Builder: Combining Sentences: 73; Grammar, Usage, & Mechanics, Lesson 1 Types of Sentences: 186-187; Lesson 2 Subjects and Predicates: 188-189; Lesson 3 Dependent and Independent Clauses: 190-191; Lesson 4 Correct Word Order: 192-193; Lesson 25 Correcting Sentence Fragments: 234-235; Lesson 28 Combining Sentences: 240-241; Lesson 29 Correcting Run-On Sentences: 242-243; Lesson 30 Combining Sentences With Phrases: 244-245</p>

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<p>F. Students use meaningful word choice appropriate to purpose to achieve a specific tone.</p>	<p>rBook Teacher’s Edition: Vocabulary/Word Study: 20-21, 44-45, 70-71, 94-95, 118-119, 150-151, 174-175, 198-199, 226-227 Writing and Grammar: 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-181, 200-205, 228-233</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 3 Skill Builder: Using Dialogue: 31; Descriptive Writing, Lesson 6 Skill Builder: Adding Character Details: 49; Expository Writing, Lesson 13 Skill Builder: Interesting Beginnings: 91; Lesson 15 Skill Builder: Using Specific Words: 103; Persuasive Writing, Lesson 20 Skill Builder: Defending an Opinion: 133; Functional Writing, Lesson 22 Skill Builder: Using Sequence Words: 145; Lesson 23 Skill Builder: Formal and Informal Language: 151; Poetry, Lesson 26 Skill Builder: Using Figurative Language: 169</p>
<p>G. Students use grade level-appropriate language conventions for spelling, capitalization, punctuation, grammar, and usage by:</p> <p>1. Using commonly confused terms appropriately;</p>	<p>Opportunities to address: rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 25, 49, 75, 99, 123, 155, 179, 203, 231</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 20, 26, 32, 38; Descriptive Writing, 44, 50, 56, 62; Expository Writing, 68, 74, 80, 86, 92, 98, 104, 110; Persuasive Writing, 116, 122, 128, 134; Functional Writing, 140, 146, 152, 158;</p>

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<p>Continued from previous page</p>	<p>Poetry, 164; Research, 178, 179-180, 181</p>
<p>2. Capitalizing names of regions;</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 51</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 5 Common and Proper Nouns: 194, 195</p>
<p>3. Using noun-pronoun agreements;</p>	<p>Opportunities to address: rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 26-27, 50-51, 76-77, 100-101, 124-125, 156-157, 180-181, 204-205, 232-233</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 20, 26, 32, 38; Descriptive Writing, 44, 50, 56, 62; Expository Writing, 68, 74, 80, 86, 92, 98, 104, 110; Persuasive Writing, 116, 122, 128, 134; Functional Writing, 140, 146, 152, 158; Poetry, 164; Grammar, Usage, & Mechanics, 186-245; Proofreading Practice: 246-253; Writing Exam Strategies: 256-262; Writer’s Checklist: 263; Using Rubrics to Assess Student Writing: 264-269; Using the 6+1 Traits Writing Framework: 270</p>
<p>4. Using ellipses and semicolons;</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 28 Combining Sentences: 240-241; Lesson 30 Combining Sentences With Phrases: 244-245</p>

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<p>5. Using conditional tenses; and</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 100</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 8 Present-Tense Verbs: 200-201; Lesson 9 Past-Tense Verbs: 202-203; Lesson 10 Main and Helping Verbs; 204-205; Lesson 11 Future-Tense Verbs: 206-207</p>
<p>6. Using parallel structure.</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 28 Combining Sentences: 240-241; Lesson 30 Combining Sentences With Phrases: 244-245</p>
<p>H. Students use strategies to draft and revise written work such as producing multiple drafts.</p>	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 25, 49, 75, 99, 123, 155, 179, 203, 231</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 20, 26, 32, 38; Descriptive Writing, 44, 50, 56, 62; Expository Writing, 68, 74, 80, 86, 92, 98, 104, 110; Persuasive Writing, 116, 122, 128, 134; Functional Writing, 140, 146, 152, 158; Poetry, 164; Research, 175, 176, 177, 178, 179-180, 181</p>
<p>I. Students use strategies to edit and publish written work.</p>	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 26-27, 50-51, 76-77, 100-101, 124-125, 156-157, 180-181, 204-205, 232-233</p>

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I. Students use strategies to edit and publish written work. (continued)	RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 20, 26, 32, 38; Descriptive Writing, 44, 50, 56, 62; Expository Writing, 68, 74, 80, 86, 92, 98, 104, 110; Persuasive Writing, 116, 122, 128, 134; Functional Writing, 140, 146, 152, 158; Poetry, 164; Grammar, Usage, & Mechanics, 186-245; Proofreading Practice: 246-253; Writing Exam Strategies: 256-262; Writer’s Checklist: 263; Using Rubrics to Assess Student Writing: 264-269; Using the 6+1 Traits Writing Framework: 270
II. Students use appropriate strategies to write a variety of expressive and expository pieces.	
A. Students write and share literary analyses, using grade level-appropriate strategies by:	
<ol style="list-style-type: none"> 1. Examining literature from several critical perspectives; 2. Analyzing author's stylistic devices and effects; 3. Analyzing author's use of literary elements; and 4. Using information in a text to support assertions. 	rBook Teacher’s Edition: Writing and Grammar: 72-75, 152-155 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 12 Book Synopsis: 80-85; Persuasive Writing, Lesson 18 Writing an Opinion: 116-121; Lesson 19 Writing a Review: 122-127
B. Students write and share literary texts (such as personal essays, reflective narratives, poetry, plays, literary analyses, speeches) using grade level-appropriate strategies. They are able to:	
<ol style="list-style-type: none"> 1. Convey a unifying theme or tone; 2. Use sensory details to describe sights, sounds, movement, and gestures; 3. Use interior monologue to convey feelings; and 4. Pace action with changes in time and mood. 	rBook Teacher’s Edition: Writing and Grammar: 46-49, 176-181, 200-203 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Fictional Narrative: 14-19; Lesson 2 Personal Narrative: 20-25; Lesson 3 Realistic Narrative:

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C. Students create technical writing for practical tasks (e.g., scientific procedures, business letters, letters to the editor, resumes, applications) using grade level-appropriate strategies. They are able to:	
<ol style="list-style-type: none"> 1. Use appropriate organizational form; and 2. Use formal language and tone. 	RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Functional Writing , Lesson 23 Business Letter: 146-151; Lesson 24 Announcement: 152-157; Lesson 25 Résumé: 158-163
D. Students write and present persuasive essays, demonstrations, and reports, (research, problem/solution) using grade level-appropriate strategies.	
<ol style="list-style-type: none"> 1. Using evidence to support a thesis; 2. Addressing author biases and concerns; 3. Using information and ideas from primary and secondary sources; and 4. Documenting sources using appropriate standard formats. 	rBook Teacher’s Edition: Writing and Grammar: 24, 25, 48, 49, 74, 75, 98, 99, 122, 123, 154, 155, 178, 179, 202, 203, 230, 231 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing , Lesson 18 Writing an Opinion: 116-121; Lesson 19 Writing a Review: 122-127; Lesson 20 Writing a Persuasive Speech: 128-133; Lesson 21 Persuasive Essay: 134-139; Functional Writing , Lesson 22 How-To Paragraph: 140-145; Research , Lesson 27 Choosing and Narrowing a Topic: 170-171; Lesson 28 Finding and Recording Information: 172-174; Lesson 29 Organizing Information and Notes: 175-177; Lesson 30 Features of a Research Report: 178-181

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