

Learning Standards	<i>READ 180</i> - Stage A
<b>Standard 1—Language for Information and Understanding</b>  <b>Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.</b>	
<b>Listening and Reading</b>	
<b>1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.</b>	
<b>Students:</b> <ul style="list-style-type: none"> <li>interpret and analyze information from textbooks and nonfiction Books for young adults, as well as reference materials, audio and media presentations, oral interviews, graphs, charts, diagrams, and electronic data bases intended for a general audience</li> </ul>	<b><u>Student Materials</u></b>  <b>Software:</b>  Students have the opportunity to interpret information while reading the <i>READ 180</i> Software passages.  <b><u>Teacher Materials</u></b>  <b>Reading Strategies Book:</b>  5, 8, 11, 14, 23, 26, 41, 53, 59, 77-78, 81-82, 85-86, 89-90, 93-94, 101-102, 105-106
<ul style="list-style-type: none"> <li>compare and synthesize information from different sources</li> </ul>	<b><u>Teacher Materials</u></b>  The opportunity to address this objective is available. See the following:  <b>Teacher's Guide:</b>  Software: 101  Paperbacks: 199, 217, 225  <b>Reading Strategies Book:</b>  5, 8, 11, 14, 23, 26, 41, 53, 59, 77-78, 81-82, 85-86, 89-90, 93-94, 101-102, 105-106  <b>Teacher's Resource Book:</b>  139, 145, 160, 186, 187

- use a wide variety of strategies for selecting, organizing, and categorizing information

### **Teacher Materials**

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

#### **Teacher's Guide:**

Software: 101

Paperbacks: 199, 217, 225

#### **Reading Strategies Book:**

5, 8, 11, 14, 23, 26, 41, 53, 59, 77-78, 81-82, 85-86, 89-90, 93-94, 101-102, 105-106

#### **Teacher's Resource Book:**

139, 145, 160, 186, 187

- distinguish between relevant and irrelevant information and between fact and opinion

### **Student Materials**

#### **Software:**

Students have the opportunity to distinguish between relevant and irrelevant information while reading the *READ 180* Software passages.

### **Teacher Materials**

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

#### **Teacher's Guide:**

Audiobooks: 165

Paperbacks: 199, 217, 215

#### **Reading Strategies Book:**

5, 8, 11, 14, 23, 26, 41, 53, 59, 77-78, 81-82, 85-86, 89-90, 93-94, 101-102, 105-106

**Teacher's Resource Book:**

126, 134, 139, 145, 148, 155, 156, 159, 160, 184, 186, 187, 201

**Learning Standards**

- relate new information to prior knowledge and experience

***READ 180* - Stage A****Student Materials****Software:**

Before reading each of the passages on the *READ 180* Software, students view a short video to activate prior knowledge.

**Audiobooks:**

In the *READ 180* Audiobooks, the Reading Coach assists the student in activating prior knowledge by modeling this and other comprehension strategies.

**Teacher Materials****Teacher's Guide:**

The *READ 180 Teacher's Guide* provides background information about the readings for each of the components.

- understand and use the text features that make information accessible and usable, such as format, sequence, level of diction, and relevance of details.

**Student Materials****Software:**

Students have the opportunity to learn this skill while reading the *READ 180* Software passages.

**Teacher Materials**

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

**Teacher's Guide:**

Software: 53, 55, 61, 63, 65, 67, 71, 73, 91, 93, 95, 97, 103, 111, 121, 123, 125, 127, 131, 133, 135

Audiobooks: 153, 157, 161

(continued from previous page)	<p>Paperbacks: 173, 183, 191, 205, 209, 211, 213, 223</p> <p><b>Reading Strategies Book:</b></p> <p>5, 8, 11, 14, 23, 26, 41, 53, 59, 77-78, 81-82, 85-86, 89-90, 93-94, 101-102, 105-106</p> <p>The opportunity to address this objective is available. See the following:</p> <p><b>Teacher's Resource Book:</b></p> <p>126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 138, 139, 140, 141, 142, 149, 151, 153, 154, 155, 156, 159, 160, 161, 162, 163, 164, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 179, 182, 183, 185, 188, 189, 193, 195, 196, 199-203</p>
<b>Speaking and Writing</b>	
<b>2. Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.</b>	
<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>produce oral and written reports on topics related to all school subjects</li> </ul>	<p><b>Teacher Materials</b></p> <p><b>Teacher's Guide:</b></p> <p>53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 199, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p><b>Teacher's Resource Book:</b></p> <p>126, 134, 139, 145, 148, 155, 156, 159, 160, 184, 186, 187, 201</p>
<ul style="list-style-type: none"> <li>establish an authoritative stance on the subject and provide references to establish the validity and verifiability of the information presented</li> </ul>	<p><b>Teacher Materials</b></p> <p><b>Teacher's Guide:</b></p> <p>165, 215</p> <p><b>Teacher's Resource Book:</b></p> <p>126, 134, 145, 148, 155, 156, 159, 184, 201</p>

Learning Standards	<i>READ 180 - Stage A</i>
<ul style="list-style-type: none"> <li>organize information according to an identifiable structure, such as compare/contrast or general to specific</li> </ul>	<p><b><u>Teacher Materials</u></b></p> <p><b>Teacher's Guide:</b></p> <p>53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p>
<ul style="list-style-type: none"> <li>develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes, and exclude extraneous material</li> </ul>	<p><b><u>Teacher Materials</u></b></p> <p><b>Teacher's Guide:</b></p> <p>53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p>
<ul style="list-style-type: none"> <li>use the process of pre-writing, drafting, revising, and proofreading (the “writing process”) to produce well-constructed informational texts</li> </ul>	<p><b><u>Teacher Materials</u></b></p> <p>The opportunity to address this objective is available. See the following:</p> <p><b>Teacher's Guide:</b></p> <p>53, 57, 61, 63, 67, 73, 85, 87, 91, 93, 105, 107, 111, 113, 115, 123, 125, 127, 131, 133, 137, 145, 149, 155, 163, 167, 175, 183, 187, 191, 193, 201, 203, 205, 207, 213, 215, 217, 223, 225, 227, 231</p> <p><b>Teacher's Resource Book:</b></p> <p>136, 137, 147, 151, 153, 164, 166-168, 170, 173, 176, 179, 182, 183, 185, 186, 188, 190, 192</p>

Learning Standards	<i>READ 180 - Stage A</i>

- use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling.

**Student Materials****Software:**

1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 3.3, 3.4; 4.1, 4.2, 4.3, 4.4; 5.1, 5.2, 5.3, 5.4; 6.1, 6.2, 6.3, 6.4; 7.1, 7.2, 7.3, 7.4; 8.1, 8.2, 8.3, 8.4; 9.1, 9.2, 9.3, 9.4

**Teacher Materials****Reading Strategies Book:**

7, 10, 13, 19, 22, 31, 34, 37, 43, 49, 52, 55, 58, 67, 96, 100, 108

**Standard 2—Language for Literary Response and Expression**

**Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.**

**Listening and Reading**

**1. Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.**

**Students:**

- read and view texts and performances from a wide range of authors, subjects, and genres

**Student Materials****Software:**

1.1, L1-3; 1.2, L1-3; 1.3, L1-3; 1.4, L1, L3; 2.1, L1-3; 2.2, L1-3; 2.3, L1-3; 2.4, L1-4; 3.1, L1, L3; 3.2, L1, L3; 3.3, L1-2; 3.4, L3; 4.1, L1-2; 4.2, L1-3; 4.3, L2-3; 4.4, L2-3; 5.1, L1-2; 5.2, L1-3; 5.3, L1-3; 5.4, L1-3; 6.1, L1-3; 6.2, L1-3; 6.3, L1-3; 6.4, L1-L3; 7.1, L1-2; 7.2, L1-3; 7.3, L1-2; 7.4, L1-2; 8.1, L1-2; 8.2, L1-3; 8.3, L1-2; 8.4, L1-2; 9.1, L1-3; 9.2, L1-3; 9.3, L1-3; 9.4, L1-3

**Audiobooks:**

*Back to the Titanic!*

*Beautiful Warrior*

*Favorite Greek Myths*

*For Your Eyes Only!*

*I Though My Soul Would Rise and Fly*

(continued from previous page)

*Jonah the Whale*

*The Journal of Joshua Loper*

*The Last-Place Sports Poems of Jeremy Bloom*

*The Magnificent Mummy Maker*

*The Music of Dolphins*

*The Ostrich Chase*

*Pacific Crossing*

**Paperbacks:**

*Adventures of the Shark Lady*

*Alcatraz: Prison for America's Most Wanted*

*Animal E.R.*

*The Bookman*

*Circle of Gold*

*Finding the Titanic*

*Grant Hill*

*HELP! I'm Trapped in My Teacher's Body*

*Home Run Heroes!*

*The Last Place Sports Poems of Jeremy Bloom*

*Let's Go Surfing: An Internet Adventure*

*The Life and Words of Martin Luther King Jr.*

*Navajo Long Walk*

*Riding Freedom*

*Selena!*

*The Skull Man and Other People With Cool Jobs*

*The Torch Runner*

**Learning Standards**

**READ 180 - Stage A**

(continued from previous page)

**Teacher Materials****Reading Strategies Book:**

5, 8, 11, 14, 23, 26, 35, 38, 41, 53, 59, 68, 71, 77-78,  
81-82, 85-86, 89-90, 93-94, 97-98,  
101-102, 105-106, 113-114, 121-122, 117-118

- understand and identify the distinguishing features of the major genres and use them to aid their interpretation and discussion of literature

**Student Materials****Software:**

Students have the opportunity to read a wide variety of genre in the *READ 180* Software passages.

**Audiobooks:**

*Back to the Titanic!*

*Beautiful Warrior*

*Favorite Greek Myths*

*For Your Eyes Only!*

*I Thought My Soul Would Rise and Fly*

*Jonah the Whale*

*The Journal of Joshua Loper*

*The Last Place Sports Poems of Jeremy Bloom*

*The Magnificent Mummy Maker*

*The Music of Dolphins*

*The Ostrich Chase*

*Pacific Crossing*

**Paperbacks:**

*Adventures of the Shark Lady*

*Alcatraz: Prison for America's Most Wanted*

*Animal E.R.*

*The Best of Encyclopedia Brown*

*The Bookman*

*Circle of Gold*



*Confessions of a Gym-Class Dropout*

*David Copperfield*

(continued on next page)

(continued from previous page)

*Dear Lovey Hart, I Am Desperate!*

*Demeter and Persephone*

*Finding the Titanic*

*Grant Hill*

*HELP! I'm Trapped in My Teacher's Body*

*Home Run Heroes!*

*It Came From Ohio! My Life as a Writer*

*Let's Go Surfing: An Internet Adventure*

*The Last Dance*

*The Life and Words of Martin Luther King Jr.*

*Little Monster*

*Michelle Kwan: Heart of a Champion*

*Navajo Long Walk*

*Revenge of the Fireflies*

*Riding Freedom*

*Selena!*

*Shoebag*

*The Skull Man and Other People With Cool Jobs*

*The Torch Runner*

*Treasure Island*

*Twenty Thousand Leagues Under the Sea*

### **Teacher Materials**

#### **Reading Strategies Book:**

5, 8, 11, 14, 23, 26, 29, 35, 38, 41, 53, 59, 68, 71, 77-78, 81-82, 85-86, 89-90, 93-94, 97-98, 101-102, 105-106, 113-114, 117-118, 121-122

Learning Standards	<i>READ 180 - Stage A</i>
<ul style="list-style-type: none"> <li>identify significant literary elements (including metaphor, symbolism, foreshadowing, dialect, rhyme, meter, irony, climax) and use those elements to interpret the work</li> </ul>	<p><b><u>Student Materials</u></b></p> <p><b>Software:</b></p> <p>Students have the opportunity to identify literary elements in the <i>READ 180</i> Software passages.</p> <p><b>Audiobooks:</b></p> <p><i>For Your Eyes Only!:</i> 42, 82, 83, 108, and 131</p> <p><i>I Thought My Soul Would Rise and Fly:</i> 7, 11, 40, and 84</p> <p><i>Jonah the Whale:</i> 7, 17, 19, 26, 35, end of Ch. 5, and 65</p> <p><i>The Journal of Joshua Loper:</i> 4, 18, 22, 54, 67, 92, 108, 122, and 124</p> <p><i>The Last-Place Sports Poems of Jeremy Bloom:</i> 2, 7, 22, and 50</p> <p><i>The Magnificent Mummy Maker:</i> 3, 21, and 36</p> <p><i>The Music of Dolphins:</i> end of Chs. 1, 3, 7, 12, and 17</p> <p><i>The Ostrich Chase:</i> 12 22, 33, 42, 69, and 80</p> <p><i>Pacific Crossing:</i> end of Chs. 1, 14, and 41</p> <p><b><u>Teacher Materials</u></b></p> <p><b>Teacher's Guide:</b></p> <p>Audiobooks: 147, 155, 165</p> <p>Paperbacks: 191, 193, 195, 207, 209, 217, 219</p> <p><b>Reading Strategies Book:</b></p> <p>33, 36, 39, 69, 72, 75, 115, 119, 123</p> <p><b>Teacher's Resource Book:</b></p>

123, 124, 125

**Learning Standards**

- recognize different levels of meaning

**READ 180 - Stage A****Student Materials****Software:**

1.1, L2, L3; 1.2, L1, L3; 1.3, L1, L3; 1.4, L1, L3; 2.1, L1-3; 2.2, L1-3; 2.4, L1; 3.1, L2; 3.2, L1, L3; 3.3, L2; 3.4, L1; 4.1, L2; 4.3, L2; 4.4, L1; 5.1, L1-3; 5.2, L1-3; 5.3, L1, L3; 5.4, L1-3; 6.1, L1; 6.4, L1-3; 7.1, L3; 7.2, L1; 8.1, L2-3; 9.3, L1-3; 9.4, L1

**Audiobooks:**

*Back to the Titanic!:* end of Ch. 5

*Beautiful Warrior:* 25

*Favorite Greek Myths:* 46, 51, and 68

*For Your Eyes Only!:* 13, 42, 87, 91, 113, and 116

*I Thought My Soul Would Rise and Fly:* 55, 66, 90, and 149

*Jonah the Whale:* 11, end of Chs. 2 and 4, 64, and end of Ch. 10

*The Journal of Joshua Loper:* 33, 86, and 88

*The Last-Place Sports Poems of Jeremy Bloom:* 22 and 76

*The Magnificent Mummy Maker:* 47

*The Music of Dolphins:* 3, 5, 12, and end of Chs. 15 and 19

*The Ostrich Chase:* 42, 55, and 80

*Pacific Crossing:* end of Chs. 6 and 8, 66, 86, and end of Ch. 16

**Teacher Materials****Teacher's Guide:**

Software: 51, 125, 133

Audiobooks: 157

Paperbacks: 183, 185, 199, 215

**Learning Standards**

(continued from previous page)

***READ 180* - Stage A****Reading Strategies Book:**

18, 54, 95

**Teacher's Resource Book:**

118

- read aloud with expression, conveying the meaning and the mood of a work

**Student Materials****Software:**

After hearing the *READ 180* passage read aloud, students read along with the Narrator and then make an audio recording of the passage.

**Audiobooks:**

Students have the opportunity to read the *READ 180* Audiobooks aloud.

**Paperbacks:**

Students have the opportunity to read the *READ 180* Paperbacks aloud.

- evaluate literary merit based on an understanding of the genre and the literary elements.

**Student Materials****Software:**

Students have the opportunity to evaluate the literary merit of the Software passages.

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

**Audiobooks:**

*Back to the Titanic!*

*Beautiful Warrior*

*Favorite Greek Myths*

*For Your Eyes Only!*

*I Though My Soul Would Rise and Fly*

-

(continued on next page)

**Learning Standards**

(continued from previous page)

***READ 180 - Stage A***

*Jonah the Whale*

*The Journal of Joshua Loper*

*The Last-Place Sports Poems of Jeremy Bloom*

*The Magnificent Mummy Maker*

*The Music of Dolphins*

*The Ostrich Chase*

*Pacific Crossing*

**Paperbacks:**

*Adventures of the Shark Lady*

*Alcatraz: Prison for America's Most Wanted*

*Animal E.R.*

*The Bookman*

*Circle of Gold*

*Confessions of a Gym-Class Dropout*

*Dear Lovey Hart, I Am Desperate!*

*Finding the Titanic*

*Grant Hill*

*HELP! I'm Trapped in My Teacher's Body*

*Home Run Heroes!*

*It Came From Ohio! My Life as a Writer*

*The Last Dance*

*Let's Go Surfing: An Internet Adventure*

*The Life and Words of Martin Luther King Jr.*

*Little Monster*

*Michelle Kwan: Heart of a Champion*

*Navajo Long Walk*

*Revenge of the Fireflies*

*Riding Freedom*

*Selena!*

*Shoebag*

*The Skull Man and Other People With Cool Jobs*

*The Torch Runner*

### **Teacher Materials**

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

### **Teacher's Guide:**

Audiobooks: 147, 155, 165

Paperbacks: 191, 193, 195, 207, 209, 217, 219

### **Reading Strategies Book:**

(continued from previous page)

	<p>5, 8, 11, 14, 23, 26, 29, 35, 36, 38, 41, 53, 59, 62, 68, 71, 72, 77-78, 81-82, 85-86, 89-90, 93-94, 97-98, 101-102, 105-106, 113-114, 117-118, 121-122</p> <p><b>Teacher’s Resource Book:</b></p> <p>123, 124, 125</p>
--	--

**Speaking and Writing**

**2. Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.**

<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>present responses to and interpretations of literature, making reference to the literary elements found in the text and connections with their personal knowledge and experience</li> </ul>	<p><b><u>Student Materials</u></b></p> <p><b>Software:</b></p> <p>The Quick Check Questions after each passage in the <i>READ 180</i> Software give students the opportunity to respond to the reading.</p> <p><b>Audiobooks:</b></p> <p><i>Back to the Titanic!:</i> 31, 36, and 55</p> <p><i>Beautiful Warrior:</i> end of Folio 15</p> <p><i>Favorite Greek Myths:</i> 50</p> <p><i>For Your Eyes Only!:</i> 22, 40, and 120</p> <p>-</p> <p>(continued on next page)</p>
--	--

Learning Standards	<i>READ 180</i> - Stage A

(continued from previous page)

*Jonah the Whale:* 9, and end of Chs. 2, 4, 7, and 9*I Thought My Soul Would Rise and Fly:* 16, 61, and 119*The Journal of Joshua Loper:* 38*The Last-Place Sports Poems of Jeremy Bloom:* 43*The Magnificent Mummy Maker:* 31*The Music of Dolphins:* end of Ch. 17*The Ostrich Chase***Teacher Materials****Teacher's Guide:**

145, 159, 163, 165, 179, 191, 219, 221, 227

**Teacher's Resource Book:**

139, 140, 142, 155, 162, 163, 164, 165, 166, 168, 169, 171, 175, 176, 177, 183, 187, 190, 192, 193, 196, 197, 198, 199, 200

- produce interpretations of literary works that identify different levels of meaning and comment on their significance and effect

**Student Materials****Software:**Students have the opportunity to produce interpretations of the *READ 180* Software passages.

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

**Audiobooks:***Back to the Titanic!:* 31, 36, and 55*Beautiful Warrior:* end of Folio 15*Favorite Greek Myths:* 50*For Your Eyes Only!:* 22, 40, and 120*I Thought My Soul Would Rise and Fly:* 16, 61, and 119

-

(continued on next page)



Learning Standards	<i>READ 180 - Stage A</i>
(continued from previous page)	<p><i>Jonah the Whale:</i> 9, and end of Chs. 2, 4, 7, and 9</p> <p><i>The Journal of Joshua Loper:</i> 38</p> <p><i>The Last-Place Sports Poems of Jeremy Bloom:</i> 43</p> <p><i>The Magnificent Mummy Maker:</i> 31</p> <p><i>The Music of Dolphins:</i> end of Ch. 17</p> <p><i>The Ostrich Chase:</i> 82 and 118</p> <p><b><u>Teacher Materials</u></b></p> <p>The opportunity to address this objective is available. See the following:</p> <p><b>Teacher's Guide:</b></p> <p>145, 159, 163, 165, 179, 191, 219, 221, 227</p> <p><b>Teacher's Resource Book:</b></p> <p>139, 140, 142, 155, 162, 163, 164, 165, 166, 168, 169, 171, 175, 176, 177, 183, 187, 190, 192, 193, 196, 197, 198, 199, 200</p>
<ul style="list-style-type: none"> <li>• write stories, poems, literary essays, and plays that observe the conventions of the genre and contain interesting and effective language and voice</li> </ul>	<p><b><u>Teacher Materials</u></b></p> <p><b>Teacher's Guide:</b></p> <p>51, 67, 81, 91, 123, 145, 149, 159, 163, 165, 175, 205</p> <p><b>Teacher's Resource Book:</b></p> <p>128, 133, 148, 165, 169, 184, 191</p>

- use standard English effectively.

**Student Materials**

**Software:**

1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 3.3, 3.4; 4.1, 4.2, 4.3, 4.4; 5.1, 5.2, 5.3, 5.4; 6.1, 6.2, 6.3, 6.4; 7.1, 7.2, 7.3, 7.4; 8.1, 8.2, 8.3, 8.4; 9.1, 9.2, 9.3, 9.4

**Teacher Materials**

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

**Teacher's Guide:**

53, 57, 61, 63, 67, 73, 85, 87, 91, 93, 105, 107, 111, 113, 115, 123, 125, 127, 131, 133, 137, 145, 149, 155, 163, 167, 175, 183, 187, 191, 193, 201, 203, 205, 207, 213, 215, 217, 223, 225, 227, 231

**Standard 3—Language for Critical Analysis and Evaluation**

**Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.**

**Listening and Reading**

**1. Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.**

**Students:**

- analyze, interpret, and evaluate information, ideas, organization, and language from academic and nonacademic texts, such as textbooks, public documents, Book and movie reviews, and editorials

**Teacher Materials**

**Reading Strategies Book:**

5, 8, 11, 14, 23, 26, 41, 53, 59, 77-78, 81-82, 85-86, 89-90, 93-94, 101-102, 105-106

Learning Standards	READ 180 - Stage A

- assess the quality of texts and presentations, using criteria related to the genre, the subject area, and purpose (e.g., using the criteria of accuracy, objectivity, comprehensiveness, and understanding of the game to evaluate a sports editorial)

**Teacher Materials**

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

**Reading Strategies Book:**

5, 8, 11, 14, 23, 26, 41, 53, 59, 77-78, 81-82, 85-86, 89-90, 93-94, 101-102, 105-106

- understand that within any group there are many different points of view depending on the particular interests and values of the individual, and recognize those differences in perspective in texts and presentations (E.g., in considering whether to let a new industry come into a community, some community members might be enthusiastic about the additional jobs that will be created while others are concerned about the air and noise pollution that could result.)

**Student Materials**

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

**Audiobooks:**

*Beautiful Warrior*

*For Your Eyes Only!*

*Jonah the Whale*

*The Music of Dolphins*

*The Ostrich Chase*

*Pacific Crossing*

**Teacher Materials**

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

**Reading Strategies Book:**

5, 8, 11, 14, 23, 26, 35, 38, 41, 53, 59, 68, 71, 77-78, 81-82, 85-86, 89-90, 93-94, 97-98, 101-102, 105-106, 117-118

**Learning Standards*****READ 180 - Stage A***

- evaluate their own and others' work based on a variety of criteria (e.g., logic, clarity, comprehensiveness, conciseness, originality, conventionality) and recognize the varying effectiveness of different approaches.

**Student Materials****Software:**

Students have the opportunity to evaluate the *READ 180* Software passages.

**Teacher Materials**

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

**Teacher's Guide:**

145, 159, 163, 165, 175, 179, 191, 199, 217, 219, 221, 227

**Teacher's Resource Book:**

133, 139, 140, 142, 145, 155, 160, 162, 163, 164, 165, 166, 168, 169, 171, 175, 176, 177, 183, 184, 186, 187, 190, 191, 192, 193, 196, 197, 198, 199, 200

**Speaking and Writing**

**2. Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.**

**Students:**

- present (in essays, position papers, speeches, and debates) clear analyses of issues, ideas, texts, and experiences, supporting their positions with well-developed arguments

**Teacher Materials****Teacher's Guide:**

165, 215

**Teacher's Resource Book:**

126, 134, 145, 148, 155, 156, 159, 184, 201

**Learning Standards*****READ 180 - Stage A***

<ul style="list-style-type: none"> <li>develop arguments with effective use of details and evidence that reflect a coherent set of criteria (e.g., reporting results of lab experiments to support a hypothesis)</li> </ul>	<p><b><u>Teacher Materials</u></b></p> <p><b>Teacher's Guide:</b></p> <p>165, 215</p> <p><b>Teacher's Resource Book:</b></p> <p>126, 134, 145, 148, 155, 156, 159, 184, 201</p>
<ul style="list-style-type: none"> <li>monitor and adjust their own oral and written presentations according to the standards for a particular genre (e.g., defining key terms used in a formal debate)</li> </ul>	<p><b><u>Teacher Materials</u></b></p> <p>The opportunity to address this objective is available. See the following:</p> <p><b>Teacher's Guide:</b></p> <p>53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 113, 125, 127, 131, 133, 137, 155, 165, 167, 183, 201, 203, 207, 215, 217, 223, 225, 227, 231</p> <p><b>Teacher's Resource Book:</b></p> <p>126, 134, 145, 148, 155, 156, 159, 184, 189, 191, 201</p>
<ul style="list-style-type: none"> <li>use standard English, precise vocabulary, and presentational strategies effectively to influence an audience.</li> </ul>	<p><b><u>Student Materials</u></b></p> <p><b>Software:</b></p> <p>1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 3.3, 3.4; 4.1, 4.2, 4.3, 4.4; 5.1, 5.2, 5.3, 5.4; 6.1, 6.2, 6.3, 6.4; 7.1, 7.2, 7.3, 7.4; 8.1, 8.2, 8.3, 8.4; 9.1, 9.2, 9.3, 9.4</p> <p><b><u>Teacher Materials</u></b></p> <p><b>Reading Strategies Book:</b></p> <p>5, 8, 16, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 46, 47, 49, 50, 53, 56, 59, 61, 62, 65, 71, 74, 76, 77, 78, 80, 84, 85, 86, 89, 90, 93, 94, 97, 98, 101, 102, 104, 105, 106, 108, 109, 110, 112, 113, 114, 116, 117, 118, 121, 122</p>

**Standard 4—Language for Social Interaction**

**Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.**

**Listening and Speaking**

**1. Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.**

**Students:**

- listen attentively to others and build on others' ideas in conversations with peers and adults

**Teacher Materials****Teacher's Guide:**

The opportunity to teach this skill is presented in the *READ 180 Teacher's Guide*, which contains Discussion Questions to be used in guiding discussion of the Software, Audiobook, and Paperback passages.

**Reading Strategies Book:**

The opportunity to address this skill is presented in the passages in the *READ 180 Reading Strategies Book* that are discussed with guidance from the teacher.

**Learning Standards**

- express ideas and concerns clearly and respectfully in conversations and group discussions

***READ 180 - Stage A*****Teacher Materials****Teacher's Guide:**

The *READ 180 Teacher's Guide* contains Discussion Questions to be used in guiding discussion of the Software, Audiobook, and Paperback passages.

**Reading Strategies Book:**

The passages in the *READ 180 Reading Strategies Book* are discussed with guidance from the teacher.

- learn some words and expressions in another language to communicate with a peer or adult who speaks that language

### **Student Materials**

#### **Software:**

The opportunity to learn foreign words is present in each segment of the *READ 180* Software, which provides students with a variety of opportunities, including the Word Zone and the Spelling Zone, to learn the vocabulary needed to comprehend the passages.

#### **Audiobooks:**

The opportunity to learn foreign words is present. The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the *READ 180* Audiobooks.

### **Teacher Materials**

#### **Reading Strategies Book:**

The opportunity to address this skill is presented in the passages in the *READ 180 Reading Strategies Book*. These passages utilize discussion with guidance from the teacher.

### **Learning Standards**

- use verbal and nonverbal skills to improve communication with others.

### ***READ 180 - Stage A***

### **Teacher Materials**

#### **Teacher's Guide:**

53, 57, 61, 63, 65, 67, 73, 77, 85, 87, 91, 93, 101, 103, 105, 107, 111, 113, 115, 117, 123, 125, 127, 129, 131, 133, 137, 145, 155, 159, 163, 165, 167, 173, 175, 179, 183, 185, 187, 191, 193, 199, 201, 203, 205, 207, 213, 215, 217, 219, 221, 223, 225, 227, 231

#### **Reading Strategies Book:**

The passages in the *READ 180 Reading Strategies Book* are discussed with guidance from the teacher.

#### **Teacher's Resource Book:**

137, 139, 140, 142, 147, 148, 155, 158, 162, 163, 164, 165, 166, 167, 170, 171, 174, 175, 176, 177, 180, 182, 183, 184, 185, 187, 190, 192, 193, 194, 196, 197, 198, 199, 200, 202

## Reading and Writing

**2. Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.**

### Students:

- write social letters, cards, and electronic messages to friends, relatives, community acquaintances, and other electronic network users

### Teacher Materials

#### **Teacher's Guide:**

75, 83, 117, 147, 167, 189, 197, 221

#### **Teacher's Resource Book:**

129, 138, 141, 142, 146, 147, 166, 178, 180, 186, 188

Learning Standards	<i>READ 180 - Stage A</i>
<ul style="list-style-type: none"> <li>• use appropriate language and style for the situation and the audience and take into account the ideas and interests expressed by the person receiving the message</li> </ul>	<p><b><u>Student Materials</u></b></p> <p>The opportunity to address this objective is available. See the following:</p> <p><b>Audiobooks:</b></p> <p><i>I Thought My Soul Would Rise and Fly:</i> 47</p> <p><i>The Journal of Joshua Loper:</i> 92</p> <p><i>Pacific Crossing:</i> 117</p> <p><b><u>Teacher Materials</u></b></p> <p>The opportunity to address this objective is available. See the following:</p> <p><b>Teacher's Guide:</b></p> <p>75, 83, 117, 147, 167, 189, 197, 221</p> <p><b>Reading Strategies Book:</b></p>



	<p>40, 64, 73, 120</p> <p><b>Teacher's Resource Book:</b></p> <p>129, 138, 141, 142, 146, 147, 166, 178, 180, 186, 188</p>
<p>• read and discuss social communications and electronic communications of other writers and use some of the techniques of those writers in their own writing.</p>	<p><b><u>Student Materials</u></b></p> <p><b>Audiobooks:</b></p> <p><i>I Thought My Soul Would Rise and Fly:</i> 47</p> <p><i>The Journal of Joshua Loper:</i> 92</p> <p><i>Pacific Crossing:</i> 117</p> <p><b><u>Teacher Materials</u></b></p> <p>The opportunity to address this objective is available. See the following:</p> <p><b>Teacher's Guide:</b></p> <p>75, 83, 117, 147, 167, 189, 197, 221</p>

<b>Learning Standards</b>	<b><i>READ 180 - Stage A</i></b>
(continued from previous page)	<p><b>Reading Strategies Book:</b></p> <p>40, 64, 73, 120</p> <p>The opportunity to address this objective is available. See the following:</p> <p><b>Teacher's Resource Book:</b></p> <p>129, 138, 141, 142, 146, 147, 166, 178, 180, 186, 188</p>