

Performance Standards	<i>READ 180 - Stage A</i>
E1 Reading	
<p>E1a The student reads at least twenty-five books or book equivalents each year. The quality and complexity of the materials to be read are illustrated in the sample reading list. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line materials. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.</p>	<p><u>Student Materials</u></p> <p>Software:</p> <p>Students read a broad range of genre in the <i>READ 180</i> Software passages.</p> <p>Audiobooks:</p> <p>Students read a broad range of genre in the <i>READ 180</i> Audiobooks.</p> <p>Paperbacks:</p> <p>Students read a broad range of genre in the <i>READ 180</i> Paperbacks.</p>
<p>E1b The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:</p> <ul style="list-style-type: none"> • makes and supports warranted and responsible assertions about the texts; 	<p><u>Student Materials</u></p> <p>Software:</p> <p>1.1, L1-2, L3; 1.2, L1-3; 1.3, L1-3; 1.4, L1-3; 2.1, L1-3; 2.2, L1-3; 2.3, L1-3; 2.4, L1, L3; 3.1, L2; 3.2, L1-3; 3.3, L1-3; 3.4, L1-3; 4.1, L1-3; 4.3, L1-3; 4.4, L1-2; 5.1, L1-3; 5.2, L1-3; 5.3, L1-3; 5.4, L1-3; 6.1, L1-3; 6.4, L1-3; 7.1, L1-3; 7.2, L1; 7.3, L2-3; 7.4, L1, L3; 8.1, L1-3; 8.2, L1-3; 8.3, L3; 8.4, L1-3; 9.1, L1-3; 9.2, L1-2; 9.3, L1-3; 9.4, L1-3</p>

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

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Audiobooks:

Back to the Titanic!: end of Chs. 5, 11, and 4, and 117

Beautiful Warrior: 1 and 25

Favorite Greek Myths: 46, 51, 68, and 70

For Your Eyes Only!: 13, 42, 62, 73, 87, 91, 104, 113, and 116

I Thought My Soul Would Rise and Fly: 26, 39, 52, 55, 66, 90, 101, and 149

Jonah the Whale: 11, 19, 39, 64, and end of Chs. 2 and 10

The Journal of Joshua Loper: 6, 33, 86, and 88

The Last-Place Sports Poems of Jeremy Bloom: 2, 22, 32, 50, and 76

The Magnificent Mummy Maker: 47 and 114

The Music of Dolphins: 3, 5, 12, 69, 89, 102, 120, 163, and end of Chs. 15, 19, 38, and 57

The Ostrich Chase: 42, 55, 63, and 80

Pacific Crossing: end of Chs. 1, 3, 6, 8, 14, and 16, 66, and 86

Teacher Materials**Teacher's Guide:**

Software: 51, 53, 125, 133

Audiobooks: 145, 157

Paperbacks: 183, 185, 199, 211, 215

Reading Strategies Book:

18, 21, 54, 57, 95, 99

Teacher's Resource Book:

118, 119

Performance Standards	<i>READ 180 - Stage A</i>
<ul style="list-style-type: none"> supports assertions with elaborated and convincing evidence; 	<p><u>Student Materials</u></p> <p>Software:</p> <p>1.1, L1-2, L3; 1.2, L1-3; 1.3, L1-3; 1.4, L1-3; 2.1, L1-3; 2.2, L1-3; 2.3, L1-3; 2.4, L1, L3; 3.1, L1-2; 3.2, L1-3; 3.3, L1-2; 3.4, L1-3; 4.1, L1-3; 4.2, L1-3; 4.3, L1-3; 4.4, L1-2; 5.1, L1-3; 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, L1-3; 7.1, L3; 7.2, L1; 7.4, L1, L3; 8.1, L1-3; 8.2, L1-3; 8.3, L3; 8.4, L1-3; 9.1, L1-3; 9.2, L1-2; 9.3, L1-3; 9.4, L1-3</p> <p>Audiobooks:</p> <p><i>Beautiful Warrior:</i> 1 and 25</p> <p><i>Favorite Greek Myths:</i> 46, 51, 68, and 70</p> <p><i>For Your Eyes Only!:</i> 13, 42, 62, 73, 87, 91, 104, 113, and 116</p> <p><i>I Thought My Soul Would Rise and Fly:</i> 26, 39, 52, 55, 66, 90, 101, and 149</p> <p><i>Jonah the Whale:</i> 11, 19, 39, 64, and end of Chs. 2, 4, and 10</p> <p><i>The Journal of Joshua Loper:</i> 6, 33, 86, and 88</p> <p><i>The Last-Place Sports Poems of Jeremy Bloom:</i> 2, 22, 32, 50, and 76</p> <p><i>The Magnificent Mummy Maker:</i> 47 and 114</p> <p><i>The Music of Dolphins:</i> 3, 5, 12, 69, 89, 102, 120, 163, and end of Chs. 15, 19, 26, 38, and 57</p> <p><i>The Ostrich Chase:</i> 42, 55, 63, and 80</p> <p><i>Pacific Crossing:</i> end of Chs. 1, 3, 6, 8, 14, and 16, 66, and 86</p>

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Teacher Materials**Teacher's Guide:**

Software: 51, 53, 125, 133, 145, 157

Paperbacks: 183, 185, 199, 211, 215

Reading Strategies Book:

18, 21, 54, 57, 95, 99

Teacher's Resource Book:

118, 119

- draws the texts together to compare and contrast themes, characters, and ideas;

Student Materials**Software:**

1.1, L2; 1.3, L3; 2.4, L1-3; 3.4, L1-2; 4.1, L1-2; 4.2, L3; 5.2, L2; 6.2, L1-3; 7.2, L3; 7.4, L2-3; 8.2, L1-3; 8.3, L2; 9.1, L2-3; 9.4, L3

Audiobooks:*Back to the Titanic!:* end of Chs. 5, 6, 7, and 11*Beautiful Warrior:* 25 and end of Folio 15*Favorite Greek Myths:* 45, 50, 66, and 68*For Your Eyes Only!:* 22, 25, 40, and 113*I Thought My Soul Would Rise and Fly:* 33, 61, and 157*Jonah the Whale:* end of Ch. 7, and 98*The Journal of Joshua Loper:* 92*The Last-Place Sports Poems of Jeremy Bloom:* 32, 70, and 90*The Magnificent Mummy Maker:* 93 and 120*The Music of Dolphins:* 5, and end of Chs. 5, 7, 24, 25, 28, 32, and 48*The Ostrich Chase:* 100*Pacific Crossing:* end of Chs. 3, 5, 6,

Performance Standards	<i>READ 180 - Stage A</i>
(continued from previous page)	<p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>Software: 27, 63, 107</p> <p>Reading Strategies Book:</p> <p>123, 137, 153, 221, 223, 231</p> <p>Teacher's Resource Book:</p> <p>121</p>
<ul style="list-style-type: none"> • makes perceptive and well developed connections; 	<p><u>Student Materials</u></p> <p>Software:</p> <p>1.1, L2; 1.3, L3; 2.4, L1-3; 3.4, L1-2; 4.1, L1-2; 4.2, L3; 5.2, L2; 6.2, L1-3; 7.2, L3; 7.4, L2-3; 8.2, L1-3; 8.3, L2; 9.1, L2-3; 9.4, L3</p> <p>Audiobooks:</p> <p><i>Back to the Titanic!:</i> end of Chs. 5, 6, 7, and 11</p> <p><i>Beautiful Warrior:</i> 25 and end of Folio 15</p> <p><i>Favorite Greek Myths:</i> 45, 50, 66, and 68</p> <p><i>For Your Eyes Only!:</i> 22, 25, 40, and 113</p> <p><i>I Thought My Soul Would Rise and Fly:</i> 33, 61, and 157</p> <p><i>Jonah the Whale:</i> end of Ch. 7, and 98</p> <p><i>The Journal of Joshua Loper:</i> 92</p> <p><i>The Last-Place Sports Poems of Jeremy Bloom:</i> 32, 70, and 90</p> <p><i>The Magnificent Mummy Maker:</i> 93 and 120</p>

The Music of Dolphins: 5, and end of Chs. 5, 7, 24, 25, 28, 32, and 48

The Ostrich Chase: 100

Pacific Crossing: end of Chs. 3, 5, 6, and 7, and 66

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Teacher Materials

Teacher's Guide:

Software: 123, 137

Audiobooks: 153

Paperbacks: 221, 223, 231

Reading Strategies Book:

27, 63, 107

Teacher's Resource Book:

121

- evaluates writing strategies and elements of the author's craft.

Student Materials

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

Audiobooks:

For Your Eyes Only!: 42, 82, 83, and 131

I Thought My Soul Would Rise and Fly: 7, 11, 40

Jonah the Whale: 7, 17, 19, 26, 35, end of Ch. 5, and 65

The Journal of Joshua Loper: 22, 54, 67, 92, 108, and 122

The Last-Place Sports Poems of Jeremy Bloom: 2, 7, 22, and 50

The Magnificent Mummy Maker: 3, 21, and 36

The Music of Dolphins: 3, and end of Chs. 1 and 17

The Ostrich Chase: 12, 42, 69

Pacific Crossing: end of Chs. 1, 14 and 41

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READ 180 - Stage A

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:

33, 36, 39, 69, 72, 75, 115, 119, 123

Teacher's Resource Book:

123, 124, 125

E1c The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

- restates or summarizes information;

Student Materials

Software:

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

Audiobooks:

Back to the Titanic!: end of Chs. 2, 4, 6, 7, and 9

Beautiful Warrior: 11 and end of Folio 15

Favorite Greek Myths: 45

For Your Eyes Only!: 6

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READ 180 - Stage A

I Thought My Soul Would Rise and Fly: 9, 43, 144, 164, and 166

Jonah the Whale: 7, 39, and end of Ch. 10

The Journal of Joshua Loper: 67 and 108

The Last-Place Sports Poems of Jeremy Bloom: 11 and 90

The Magnificent Mummy Maker: 38, 81, and 130

The Music of Dolphins: 3, 5, and end of Ch. 24

The Ostrich Chase: 88, 97, and 113

Pacific Crossing: end of Chs. 2 and 9, 109, and end of Ch. 16

Teacher Materials

Teacher's Guide:

Software: 63, 75, 83, 97, 101, 117

Audiobooks: 163

Paperbacks: 227, 229

Reading Strategies Book:

9, 45, 83

Teacher's Resource Book:

	115
<ul style="list-style-type: none"> relates new information to prior knowledge and experience; <p>(continued from previous page)</p>	<p><u>Student Materials</u></p> <p>Software:</p> <p>Before reading each of the passages on the <i>READ 180</i> Software, students view a short video to activate prior knowledge.</p> <p>Audiobooks:</p> <p>In the <i>READ 180</i> Audiobooks, the Reading Coach assists the student in activating prior knowledge by modeling this and other comprehension strategies.</p> <p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>The <i>READ 180 Teacher's Guide</i> provides background information about the readings for each of the components.</p> <p>Reading Strategies Book:</p> <p>6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123</p>
<ul style="list-style-type: none"> extends ideas; 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>Software: 107</p> <p>Audiobooks: 149, 161</p> <p>Paperbacks: 175, 213</p> <p>Teacher's Resource Book:</p> <p>130, 137, 140, 143, 151, 152, 154, 157, 171, 177, 194, 201</p>

- makes connections to related topics or information.

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.

Performance Standards

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

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

Reading Strategies Book:

6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123

E1d The student reads aloud, accurately (in the range of 85-90%), familiar material of the quality and complexity illustrated in the sample reading list, and in a way that makes meaning clear to listeners by:

- self correcting when subsequent reading indicates an earlier miscue;

Student Materials

Audiobooks:

Back to the Titanic!: 32
Favorite Greek Myths: 46
The Journal of Joshua Loper: 52
The Last-Place Sports Poems of Jeremy Bloom: 21
The Ostrich Chase: 88

- using a range of cueing systems, e.g., phonics and context clues, to determine pronunciation and meanings;

Student Materials

Audiobooks:

Back to the Titanic!: 4, 6, 32, 36, 41, 48, 84, and 103
Beautiful Warrior: 7 and 30
Favorite Greek Myths: 46, 51, 68, and 70
For Your Eyes Only!: 11, 25, and 95
I Thought My Soul Would Rise and Fly: 8, 14, and 40

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Jonah the Whale: 15
The Journal of Joshua Loper: 10, 15, and 60
The Last-Place Sports Poems of Jeremy Bloom: 14, 21, 32, 36, and 90
The Magnificent Mummy Maker: 4, 7, 17, 38, and 39
The Music of Dolphins: 5 and end of Ch. 38
The Ostrich Chase: 6, 14, 15, 25, and 80
Pacific Crossing: 86, end of Ch. 5, and 82

Teacher Materials

Reading Strategies Book:

10, 13, 22, 28, 37, 43, 49, 70, 73, 88, 100, 104, 124

- reading with a rhythm, flow, and meter that sounds like everyday speech.

Student Materials**Software:**

The *READ 180* Software models fluent reading and gives the students experience in reading with fluency.

Audiobooks:

As the students read along with the *READ 180* Audiobooks, the Narrator models fluent reading.

Teacher Materials**Reading Strategies Book:**

5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 78, 81, 82, 85, 86, 89, 90, 93, 94, 97, 98, 101, 102, 105, 106, 109, 110, 113, 114, 117, 118, 121, 122

Performance Standards***READ 180 - Stage A*****E2 Writing**

E2a The student produces a report that:

- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

Teacher Materials**Teacher's Guide:**

51, 67, 75, 81, 83, 115, 117, 123, 137, 145, 147, 151, 159, 163, 165, 167, 175, 177, 189, 193, 197, 199, 201, 205, 207, 217, 221, 229

Teacher's Resource Book:

126, 128, 129, 131, 133, 138, 139, 141, 142, 145, 146, 147, 148, 149, 152, 160, 162, 165, 166, 167, 169, 173, 178, 179, 180, 184, 186, 187, 188, 191

<ul style="list-style-type: none"> develops a controlling idea that conveys a perspective on the subject; 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>51, 67, 75, 81, 83, 115, 117, 123, 137, 145, 147, 151, 159, 163, 165, 167, 175, 177, 189, 193, 197, 199, 201, 205, 207, 217, 221, 229</p> <p>Teacher's Resource Book:</p> <p>126, 128, 129, 131, 133, 138, 139, 141, 142, 145, 146, 147, 148, 149, 152, 160, 162, 165, 166, 167, 169, 173, 178, 179, 180, 184, 186, 187, 188, 191</p>
<ul style="list-style-type: none"> creates an organizing structure appropriate to a specific purpose, audience, and context; 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>55, 61, 63, 65, 67, 71, 91, 95, 97, 101, 103, 111, 121, 123, 127, 131, 133, 135, 153, 157, 161, 173, 183, 191, 205, 209, 211, 213, 225</p> <p>Teacher's Resource Book:</p> <p>135, 138, 142, 149, 156, 159</p>

Performance Standards	<i>READ 180 - Stage A</i>
<ul style="list-style-type: none"> includes appropriate facts and details; 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>53, 73, 85, 93, 125, 127, 145, 165, 175, 199, 211, 215, 217, 223</p> <p>Teacher's Resource Book:</p> <p>126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 153, 154, 155, 156, 157, 159, 160, 161, 162, 163, 164, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 179, 182, 183, 184, 185, 186, 187, 188, 189, 191, 193, 194, 195, 196, 197-200, 201, 202-203</p>

- excludes extraneous and inappropriate information;

Teacher Materials**Teacher's Guide:**

53, 73, 85, 93, 125, 127, 145, 165, 175, 199, 211, 215, 217, 223

Teacher's Resource Book:

126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 153, 154, 155, 156, 157, 159, 160, 161, 162, 163, 164, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 179, 182, 183, 184, 185, 186, 187, 188, 189, 191, 193, 194, 195, 196, 197-200, 201, 202-203

Performance Standards

- uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote;

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

Each segment of the *READ 180* Software provides students with a variety of opportunities to analyze, describe or characterize readings.

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.

- provides a sense of closure to the writing.

Teacher Materials**Teacher's Guide:**

51, 67, 75, 81, 83, 115, 117, 123, 137, 145, 147, 151, 159, 163, 165, 167, 175, 177, 189, 193, 197, 199, 201, 205, 207, 217, 221, 229

Teacher's Resource Book:

126, 128, 129, 131, 133, 138, 139, 141, 142, 145, 146, 147, 148, 149, 152, 160, 162, 165, 166, 167, 169, 173, 178, 179, 180, 184, 186, 187, 188, 191

Performance Standards***READ 180 - Stage A***

E2b The student produces a response to literature that:

- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

Student Materials**Audiobooks:**

For Your Eyes Only!: 42, 82, 83, 108, and 131

I Thought My Soul Would Rise and Fly: 7, 19, and 84

Jonah the Whale: 17, 26, 35, end of Ch. 5, and 65

The Journal of Joshua Loper: 4, 18, 22, 54, 67, 92, 108, 122, and 124

The Last-Place Sports Poems of Jeremy Bloom: 2, 7, 22, and 50

The Magnificent Mummy Maker: 3, 21, and 36

The Music of Dolphins: end of Chs. 1, 3, 7, 12, and 17

The Ostrich Chase: 12, 23, 42, 69, and 80

Pacific Crossing: end of Chs. 1, 9, 14, and 41

Teacher Materials**Teacher's Guide:**

147, 155, 165, 191, 193, 195, 207, 209, 217, 219

Reading Strategies Book:

33, 36, 39, 69, 72, 75, 115, 119, 123

Teacher's Resource Book:

123, 124, 125

Performance Standards

- advances a judgment that is interpretive, analytic, evaluative, or reflective;

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

For Your Eyes Only!: 42, 82, 83, 108, and 131

I Thought My Soul Would Rise and Fly: 7, 19, and 84

Jonah the Whale: 17, 26, 35, end of Ch. 5, and 65

The Journal of Joshua Loper: 4, 18, 22, 54, 67, 92, 108, 122, and 124

The Last-Place Sports Poems of Jeremy Bloom: 2, 7, 22, and 50

The Magnificent Mummy Maker: 3, 21, and 36

The Music of Dolphins: end of Chs. 1, 3, 7, 12, and 17

The Ostrich Chase: 12, 23, 42, 69, and 80

Pacific Crossing: end of Chs. 1, 9, 14, and 41

Teacher Materials**Teacher's Guide:**

147, 155, 165, 191, 193, 195, 207, 209, 217, 219

Reading Strategies Book:

33, 36, 39, 69, 72, 75, 115, 119, 123

Teacher's Resource Book:

123, 124, 125

Performance Standards

- supports judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;

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 passages and provide opportunity to make and defend judgments.

Reading Strategies Book:

The passages in the *READ 180 Reading Strategies Book* are discussed with guidance from the teacher and provide ample opportunity for the student to make and support judgments made.

- demonstrates an understanding of the literary work;

Student Materials**Audiobooks:**

For Your Eyes Only!: 42, 82, 83, 108, and 131

I Thought My Soul Would Rise and Fly: 7, 19, 57, 84, and 93

Jonah the Whale: 17, 26, 35, end of Ch. 5, and 65

The Journal of Joshua Loper: 4, 6, 18, 22, 33, 54, 67, 92, 108, 122, and 124

The Last-Place Sports Poems of Jeremy Bloom: 2, 7, 22 and 50

The Magnificent Mummy Maker: 3, 20, 21, and 36

The Music of Dolphins: end of Chs. 1, 3, 7, 12, and 17, and 89

The Ostrich Chase: 12, 23, 42, 69, and 80

Performance Standards	READ 180 - Stage A
(continued from previous page)	<p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>147, 155, 165, 191, 193, 195, 207, 209, 217, 219</p> <p>Reading Strategies Book:</p> <p>33, 36, 39, 69, 72, 75, 115, 119, 123</p> <p>Teacher's Resource Book:</p> <p>123, 124, 125</p>
<ul style="list-style-type: none"> provides a sense of closure to the writing. 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>51, 65, 67, 75, 77, 81, 83, 101, 103, 105, 107, 111, 115, 117, 123, 125, 127, 129, 137, 145, 147, 151, 159, 163, 165, 167, 173, 175, 177, 179, 185, 189, 191, 193, 197, 199, 201, 205, 207, 215, 217, 219, 221, 227, 229</p> <p>Teacher's Resource Book:</p> <p>126, 128, 129, 131, 133, 134, 136, 137, 138, 139, 140, 141, 142, 145, 146, 147, 148, 149, 151, 152, 153, 155, 156, 158, 159, 160, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 173, 174, 175, 176, 177, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 190, 191, 192, 193, 194, 196, 197, 198, 199, 200, 201, 202</p>

Performance Standards	READ 180 - Stage A
E2c The student produces a narrative account (fictional or autobiographical) that:	

<ul style="list-style-type: none"> engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest; 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide:</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, 165, 167, 175, 183, 187, 191, 193, 201, 203, 205, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Teacher's Resource Book:</p> <p>133, 184, 191</p>
<ul style="list-style-type: none"> establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events); 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>145, 159, 163, 165, 175, 179, 191, 219, 221, 227</p> <p>Teacher's Resource Book:</p> <p>133, 139, 140, 142, 155, 162, 163, 164, 165, 166, 168, 169, 171, 175, 176, 177, 183, 184, 187, 190, 191, 192, 193, 196, 197, 198, 199, 200</p>
<ul style="list-style-type: none"> creates an organizing structure; 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>55, 61, 63, 65, 67, 71, 91, 95, 97, 101, 103, 111, 121, 123, 127, 131, 133, 135, 153, 157, 161, 173, 183, 191, 205, 209, 211, 213, 225</p> <p>Teacher's Resource Book:</p> <p>135, 138, 142, 149, 156, 159</p>

- includes sensory details and concrete language to develop plot and character;

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Teacher Materials

Teacher's Guide:

67, 123, 145, 159, 163, 165, 175, 179, 189, 191, 197, 205, 219, 221, 227

Teacher's Resource Book:

133, 136, 137, 139, 140, 142, 147, 151, 153, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 173, 175, 176, 177, 179, 182, 183, 184, 185, 186, 187, 188, 190, 191, 192, 193, 196, 197, 198, 199, 200

- excludes extraneous details and inconsistencies;

Teacher Materials

Teacher's Guide:

85, 93, 128, 141, 217

- develops complex characters;

Teacher Materials

Teacher's Guide:

67, 123, 145, 159, 163, 165, 167, 175, 179, 189, 191, 197, 205, 219, 221, 227

Teacher's Resource Book:

133, 136, 137, 139, 140, 142, 147, 151, 155, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 173, 175, 176, 177, 179, 182, 183, 184, 185, 186, 187, 188, 190, 191, 192, 193, 196, 197, 198, 199, 200

- uses a range of appropriate strategies, such as dialogue and tension or suspense;

Teacher Materials

Teacher's Guide:

67, 123, 145, 165, 175, 205

Teacher's Resource Book:

133, 162, 167, 173, 184, 191

- provides a sense of closure to the writing.

Teacher Materials**Teacher's Guide:**

111, 113, 115, 123, 125, 127, 131, 133, 137, 145, 149, 155, 163, 165, 167, 175, 183, 187, 191, 193, 201, 203, 205, 207, 213, 215, 217, 223, 225, 227, 231

Performance Standards***READ 180 - Stage A***

(continued from previous page)

Teacher's Resource Book:

133, 136, 137, 139, 140, 142, 147, 151, 155, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 173, 175, 176, 177, 179, 182, 183, 184, 185, 186, 187, 188, 190, 191

E2d The student produces a narrative procedure that:

- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

Teacher Materials**Teacher's Guide:**

145, 151, 163, 165, 175, 193

Teacher's Resource Book:

131, 133, 149, 179, 184, 191

- provides a guide to action that anticipates a reader's needs; creates expectations through predictable structures, e.g., headings; and provides transitions between steps;

Teacher Materials**Teacher's Guide:**

53, 73, 93, 125, 127, 211, 223

Teacher's Resource Book:

126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 153, 154, 155, 156, 157, 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

<ul style="list-style-type: none"> • makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate; 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>53, 73, 93, 125, 127, 211, 223</p> <p>Teacher's Resource Book:</p> <p>126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 153, 154, 155, 156, 157, 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>
<ul style="list-style-type: none"> • includes relevant information; 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>85, 93, 128, 141, 199, 217</p> <p>Teacher's Resource Book:</p> <p>127, 139, 145, 160, 186, 187, 194</p>
<ul style="list-style-type: none"> • excludes extraneous information; 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>85, 93, 128, 141, 199, 217</p> <p>127, 139, 145, 160, 186, 187, 194</p>
<ul style="list-style-type: none"> • anticipates problems, mistakes, and misunderstandings that might arise for the reader; 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>55, 61, 63, 65, 67, 71, 85, 91, 93, 95, 97, 103, 111, 121, 123, 127, 128, 131, 133, 135, 141, 153, 157, 161, 165, 173, 181, 183, 185, 191, 205, 209, 211, 213, 215, 217</p> <p>Teacher's Resource Book:</p> <p>126, 127, 134, 145, 148, 155, 156, 159, 178, 184, 194, 201</p>

<ul style="list-style-type: none"> provides a sense of closure to the writing. 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>145, 151, 163, 165, 175, 193</p> <p>Teacher's Resource Book:</p> <p>131, 133, 149, 179, 184, 191</p>
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Performance Standards	READ 180 - Stage A
E3 Speaking, Listening, and Viewing	
<p>E3a The student participates in one-to one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:</p> <ul style="list-style-type: none"> initiates new topics in addition to responding to adult-initiated topics; 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>The <i>READ 180 Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software, Audiobook, and Paperback passages.</p> <p>Reading Strategies Book:</p> <p>The passages in the <i>READ 180 Reading Strategies Book</i> are discussed with guidance from the teacher.</p>
<ul style="list-style-type: none"> asks relevant questions; 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>The <i>READ 180 Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software, Audiobook, and Paperback passages. Students can demonstrate an ability to ask questions relevant to the discussion.</p> <p>Reading Strategies Book:</p> <p>The passages in the <i>READ 180 Reading Strategies Book</i> are discussed with the teacher.</p>

- responds to questions with appropriate elaboration;

(continued from previous page)

Teacher Materials

Teacher's Guide:

The *READ 180 Teacher's Guide* contains Discussion Questions that can 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 the teacher providing ample opportunity for elaboration of discussion points by the student.

- uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”;

Student Materials

Audiobooks:

Back to the Titanic!: 41, 73, and end of Ch. 8

Beautiful Warrior: 12, 20, and 30

Favorite Greek Myths: 52

For Your Eyes Only!: 40, 42, and 73

I Thought My Soul Would Rise and Fly: 22 and 149

Jonah the Whale: 11, 30, and 64

The Journal of Joshua Loper: 44

The Last-Place Sports Poems of Jeremy Bloom: 71 and 76

The Magnificent Mummy Maker: 7, 31, and 71

The Music of Dolphins: end of Ch. 7, 52, 61, 93, 104, and end of Chs. 26 and 48

Pacific Crossing: 38 and end of Chs. 8 and 13

- confirms understanding by paraphrasing the adult's directions or suggestions.

Student Materials

Audiobooks:

I Thought My Soul Would Rise and Fly: 166

Performance Standards	<i>READ 180 - Stage A</i>
<p>E3b The student participates in group meetings, in which the student:</p> <ul style="list-style-type: none"> displays appropriate turn-taking behaviors; 	<p><u>Teacher Materials</u></p> <p>Teacher’s Guide:</p> <p>The <i>READ 180 Teacher’s Guide</i> contains Discussion Questions that may be used to allow students to demonstrate appropriate turn-taking behavior.</p> <p>Teacher’s Resource Book:</p> <p>The passages in the <i>READ 180 Reading Strategies Book</i> are discussed allowing ample opportunity to display turn-taking behavior.</p>
<ul style="list-style-type: none"> actively solicits another person’s comments or opinion; 	<p><u>Teacher Materials</u></p> <p>The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide:</p> <p>The <i>READ 180 Teacher’s Guide</i> contains Discussion Questions that may be used to frame a dialogue between students and teachers which allows students to solicit comments or opinions.</p> <p>Teacher’s Resource Book:</p> <p>The passages in the <i>READ 180 Reading Strategies Book</i> are discussed allowing ample opportunity to solicit others’ comments and opinions.</p>

- offers own opinion forcefully without dominating;

(continued from previous page)

Teacher Materials

Teacher's Guide:

The *READ 180 Teacher's Guide* contains Discussion Questions that may be used as a vehicle for students to offer opinions in an appropriate manner.

Teacher's Resource Book:

The passages in the *READ 180 Reading Strategies Book* are discussed with the teacher providing the opportunity to offer opinions in an appropriate manner.

- responds appropriately to comments and questions;

Teacher Materials

Teacher's Guide:

The *READ 180 Teacher's Guide* contains Discussion Questions that may be used as a vehicle for students to respond appropriately to questions and comments.

Teacher's Resource Book:

The passages in the *READ 180 Reading Strategies Book* are discussed with the teacher providing the opportunity to answer questions and comments appropriately.

- volunteers contributions and responds when directly solicited by teacher or discussion leader;

Teacher Materials

Teacher's Guide:

The *READ 180 Teacher's Guide* contains Discussion Questions that may be used as a vehicle for students to respond appropriately to for questions and comments.

Teacher's Resource Book:

The passages in the *READ 180 Reading Strategies Book* are discussed with the teacher providing the opportunity for questions and comments.

- gives reasons in support of opinions expressed;

Teacher Materials**Teacher's Guide:**

The *READ 180 Teacher's Guide* contains Discussion Questions that may be used as a vehicle for students to support their opinions.

Teacher's Resource Book:

The passages in the *READ 180 Reading Strategies Book* are discussed with the teacher providing the opportunity to support opinions.

- clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.

Teacher Materials**Teacher's Guide:**

The *READ 180 Teacher's Guide* contains Discussion Questions that may be used as a vehicle for students to respond appropriately to questions and comments.

Teacher's Resource Book:

The passages in the *READ 180 Reading Strategies Book* are discussed with the teacher providing the opportunity to answer questions and comments appropriately.

E3c The student prepares and delivers an individual presentation, in which the student:

- shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;

Teacher Materials**Teacher's Guide:**

87, 107, 113

Teacher's Resource Book:

189, 191

- shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;

Teacher Materials**Teacher's Guide:**

87, 107, 113

Teacher's Resource Book:

189, 191

- uses notes or other memory aids to structure the presentation;

Teacher Materials**Teacher's Guide:**

87, 107, 113

Teacher's Resource Book:

189, 191

- engages the audience with appropriate verbal cues and eye contact;

Teacher Materials**Teacher's Guide:**

87, 107, 113

Teacher's Resource Book:

189, 191

- projects a sense of individuality and personality in selecting and organizing content, and in delivery.

Teacher Materials**Teacher's Guide:**

87, 107, 113

Teacher's Resource Book:

189, 191

E3d The student makes informed judgments about television, radio, and film productions; that is, the student:

<ul style="list-style-type: none"> demonstrates an awareness of the presence of the media in the daily lives of most people; 	Although <i>READ 180</i> does not directly address this objective, students are given opportunities to read headlines, newspaper articles, write advertisements and jingles, and create magazine covers. These activities illustrate the presence of the media in daily life.
<ul style="list-style-type: none"> evaluates the role of the media in focusing attention and in forming an opinion; 	The opportunity to address this objective is available throughout the <i>READ 180</i> program.
<ul style="list-style-type: none"> judges the extent to which media provide a source of entertainment as well as a source of information; 	The opportunity to address this objective is available throughout the <i>READ 180</i> program.
<ul style="list-style-type: none"> defines the role of advertising as part of media presentation. 	Although <i>READ 180</i> does not directly address this objective, students are given opportunities to read headlines, newspaper articles, write advertisements and jingles, and create magazine covers. These activities illustrate the presence of the media in daily life and the role of advertising in media presentations.

E4 Conventions, Grammar, and Usage of the English Language

E4a The student demonstrates a basic understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:

<ul style="list-style-type: none"> grammar; 	<p><u>Teacher Materials</u></p> <p>The opportunity to address this objective is available. See the following:</p> <p>Teacher's Guide:</p> <p>51, 53, 67, 73, 75, 81, 83, 93, 115, 117, 123, 125, 137, 145, 147, 159, 151, 163, 165, 177, 189, 193, 197, 199, 201, 205, 207, 211, 215, 217, 221, 223, 229</p>
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Performance Standards

***READ 180* - Stage A**

(continued from previous page)	<p>Teacher's Resource Book:</p> <p>126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 191, 193, 196, 199-200, 201, 202-203</p>
<ul style="list-style-type: none"> paragraph structure; 	<p><u>Teacher Materials</u></p> <p>The opportunity to address this objective is available. See the following:</p> <p>Teacher's Guide:</p> <p>75, 83, 115, 117, 137, 145, 147, 151, 163, 165, 167, 175, 177, 189, 193, 197, 199, 201, 207, 215, 217, 221, 229</p> <p>Teacher's Resource Book:</p> <p>126, 129, 131, 133, 134, 138, 139, 141, 145, 146, 147, 148, 149, 152, 155, 156, 159, 160, 166, 178, 179, 180, 184, 186, 187, 188, 191, 201</p>
<ul style="list-style-type: none"> punctuation; 	<p><u>Teacher Materials</u></p> <p>The opportunity to address this objective is available. See the following:</p> <p>Teacher's Guide:</p> <p>51, 53, 67, 73, 75, 81, 83, 93, 115, 117, 123, 125, 137, 145, 147, 159, 151, 163, 165, 177, 189, 193, 197, 199, 201, 205, 207, 211, 215, 217, 221, 223, 229</p>

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

(continued from previous page)

Teacher's Resource Book:

126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 191, 193, 196, 199-200, 201, 202-203

- sentence construction;

Teacher Materials

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

Teacher's Guide:

51, 53, 67, 73, 75, 81, 83, 93, 115, 117, 123, 125, 137, 145, 147, 159, 151, 163, 165, 177, 189, 193, 197, 199, 201, 205, 207, 211, 215, 217, 221, 223, 229

Teacher's Resource Book:

126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 191, 193, 196, 199-200, 201, 202-203

- 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:**

10, 13, 22, 37, 49, 100

<ul style="list-style-type: none"> usage. 	<p><u>Teacher Materials</u></p> <p>The opportunity to address this objective is available. See the following:</p> <p>Teacher's Guide:</p> <p>51, 53, 67, 73, 75, 81, 83, 93, 115, 117, 123, 125, 137, 145, 147, 159, 151, 163, 165, 177, 189, 193, 197, 199, 201, 205, 207, 211, 215, 217, 221, 223, 229</p> <p>Teacher's Resource Book:</p> <p>126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 191, 193, 196, 199-200, 201, 202-203</p>
<p>E4b The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:</p>	
<ul style="list-style-type: none"> adding or deleting details; 	<p><u>Teacher Materials</u></p> <p>The opportunity to address this objective is available. See the following:</p> <p>Teacher's Guide:</p> <p>51, 53, 67, 73, 75, 81, 83, 93, 115, 117, 123, 125, 137, 145, 147, 159, 151, 163, 165, 177, 189, 193, 197, 199, 201, 205, 207, 211, 215, 217, 221, 223, 229</p>

Performance Standards

READ 180 - Stage A

(continued from previous page)	<p>Teacher's Resource Book:</p> <p>126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 191, 193, 196, 199-200, 201, 202-203</p>
<ul style="list-style-type: none"> adding or deleting explanations; 	<p><u>Teacher Materials</u></p> <p>The opportunity to address this objective is available. See the following:</p> <p>Teacher's Guide:</p> <p>51, 53, 67, 73, 75, 81, 83, 93, 115, 117, 123, 125, 137, 145, 147, 159, 151, 163, 165, 177, 189, 193, 197, 199, 201, 205, 207, 211, 215, 217, 221, 223, 229</p> <p>Teacher's Resource Book:</p> <p>126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 191, 193, 196, 199-200, 201, 202-203</p>
<ul style="list-style-type: none"> clarifying difficult passages; 	<p><u>Teacher Materials</u></p> <p>The opportunity to address this objective is available. See the following:</p> <p>Teacher's Guide:</p> <p>51, 53, 67, 73, 75, 81, 83, 93, 115, 117, 123, 125, 137, 145, 147, 159, 151, 163, 165, 177, 189, 193, 197, 199, 201, 205, 207, 211, 215, 217, 221, 223, 229</p>

(continued from previous page)	<p>Teacher's Resource Book:</p> <p>126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 191, 193, 196, 199-200, 201, 202-203</p>
<ul style="list-style-type: none"> rearranging words, sentences, and paragraphs to improve or clarify meaning; 	<p><u>Teacher Materials</u></p> <p>The opportunity to address this objective is available. See the following:</p> <p>Teacher's Guide:</p> <p>51, 53, 67, 73, 75, 81, 83, 93, 115, 117, 123, 125, 137, 145, 147, 159, 151, 163, 165, 177, 189, 193, 197, 199, 201, 205, 207, 211, 215, 217, 221, 223, 229</p> <p>Teacher's Resource Book:</p> <p>126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 191, 193, 196, 199-200, 201, 202-203</p>
<ul style="list-style-type: none"> sharpening the focus; 	<p><u>Teacher Materials</u></p> <p>The opportunity to address this objective is available. See the following:</p> <p>Teacher's Guide:</p> <p>51, 53, 67, 73, 75, 81, 83, 93, 115, 117, 123, 125, 137, 145, 147, 159, 151, 163, 165, 177, 189, 193, 197, 199, 201, 205, 207, 211, 215, 217, 221, 223, 229</p>

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Teacher’s Resource Book:

126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 191, 193, 196, 199-200, 201, 202-203

- reconsidering the organizational structure.

Teacher Materials

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

Teacher’s Guide:

51, 53, 67, 73, 75, 81, 83, 93, 115, 117, 123, 125, 137, 145, 147, 159, 151, 163, 165, 177, 189, 193, 197, 199, 201, 205, 207, 211, 215, 217, 221, 223, 229

Teacher’s Resource Book:

126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 191, 193, 196, 199-200, 201, 202-203

Performance Standards	READ 180 - Stage A
E5 Literature	
E5a The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:	

- identifies recurring themes across works;

Student Materials**Software:**

The Quick Check Questions after each passage in the *READ 180* Software give students the opportunity to respond to the readings.

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.

- analyzes the impact of authors' decisions regarding word choice and content;

Student Materials**Software:**

The Quick Check Questions after each passage in the *READ 180* Software give students the opportunity to respond to the readings.

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.

Performance Standards

(continued from previous page)

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

The passages in the *READ 180 Reading Strategies Book* are discussed with the teacher providing the opportunity to answer questions and comments appropriately.

- considers the differences among genres;

Student Materials

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

Animal E.R.

The Best of Encyclopedia Brown

The Bookman

Circle of Gold

Confessions of a Gym-Class Dropout

David Copperfield

Dear Lovey Hart, I Am Desperate!

Demeter and Persephone

Grant Hill

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

(continued on next page)

- evaluates literary merit;

Student Materials

Audiobooks:

For Your Eyes Only!: 42, 82, 83, 108, and 131

I Thought My Soul Would Rise and Fly: 7, 19, and 84

Jonah the Whale: 17, 26, 35, end of Ch. 5, and 65

The Journal of Joshua Loper: 4, 18, 22, 54, 67, 92, 108, 122, and 124

The Last-Place Sports Poems of Jeremy Bloom: 2, 7, 22, and 50

(continued on next page)

Performance Standards

(continued from previous page)

READ 180 - Stage A

The Magnificent Mummy Maker: 3, 21, and 36

The Music of Dolphins: end of Chs. 1, 3, 7, 12, and 17

The Ostrich Chase: 12, 23, 42, 69, and 80

Pacific Crossing: end of Chs. 1, 9, 14, and 41

Teacher Materials

Teacher's Guide:

147, 155, 165, 191, 193, 195, 207, 209, 217, 219

Reading Strategies Book:

33, 36, 39, 69, 72, 75, 115, 119, 123

Teacher's Resource Book:

123, 124, 125

- considers the function of point of view or persona;

Teacher Materials

Teacher's Guide:

The *READ 180 Teacher's Guide* contains Discussion Questions which can 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 the teacher and provide the opportunity to discuss the point of view and its effects.

Performance Standards

- examines the reasons for a character's actions, taking into account the situation and basic motivation of the character;

READ 180 - Stage A

Student Materials

Audiobooks:

For Your Eyes Only!: 42, 82, 83, and 131

I Thought My Soul Would Rise and Fly: 7

Jonah the Whale: 17, 26, 35, end of Ch. 5, and 65

The Journal of Joshua Loper: 22, 54, 67, 92, 108, and 122

The Last-Place Sports Poems of Jeremy Bloom: 22 and 50

The Magnificent Mummy Maker: 21 and 36

The Music of Dolphins: end of Chs. 1 and 17

The Ostrich Chase: 12 and 42

Pacific Crossing: end of Chs. 14 and 41

Teacher Materials

Teacher's Guide:

147, 155, 191, 209, 217

Reading Strategies Book:

33, 69, 115

Teacher's Resource Book:

123

Performance Standards

- identifies stereotypical characters as opposed to fully developed characters;

READ 180 - Stage A**Student Materials****Audiobooks:***For Your Eyes Only!:* 42, 82, 83, and 131*I Thought My Soul Would Rise and Fly:* 7*Jonah the Whale:* 17, 26, 35, end of Ch. 5, and 65*The Journal of Joshua Loper:* 22, 54, 67, 92, 108, and 122*The Last-Place Sports Poems of Jeremy Bloom:* 22 and 50*The Magnificent Mummy Maker:* 21 and 36*The Music of Dolphins:* end of Chs. 1 and 17*The Ostrich Chase:* 12 and 42*Pacific Crossing:* end of Chs. 14 and 41**Teacher Materials****Teacher's Guide:**

147, 155, 191, 209, 217

Reading Strategies Book:

33, 69, 115

Teacher's Resource Book:

123

Performance Standards	<i>READ 180 - Stage A</i>
<ul style="list-style-type: none"> critiques the degree to which a plot is contrived or realistic; 	<p><u>Student Materials</u></p> <p>Audiobooks:</p> <p><i>I Thought My Soul Would Rise and Fly:</i> 11 and 40</p> <p><i>Jonah the Whale:</i> 7 and 19</p> <p><i>The Last-Place Sports Poems of Jeremy Bloom:</i> 2 and 7</p> <p><i>The Magnificent Mummy Maker:</i> 3</p> <p><i>The Music of Dolphins:</i> 3</p> <p><i>The Ostrich Chase:</i> 12 and 69</p> <p><i>Pacific Crossing:</i> end of Ch. 1</p> <p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>165, 195</p> <p>Reading Strategies Book:</p> <p>36, 72, 119</p> <p>Teacher's Resource Book:</p> <p>124</p>
<ul style="list-style-type: none"> makes inferences and draws conclusions about contexts, events, characters, and settings. 	<p><u>Student Materials</u></p> <p>Software:</p> <p>1.1, L1-2, L3; 1.2, L1-3; 1.3, L1-3; 1.4, L1-3; 2.1, L1-3; 2.2, L1-3; 2.3, L1-3; 2.4, L1, L3; 3.1, L2; 3.2, L1-3; 3.3, L1-3; 3.4, L1-3; 4.1, L1-3; 4.3, L1-3; 4.4, L1-2; 5.1, L1-3; 5.2, L1-3; 5.3, L1-3; 5.4, L1-3; 6.1, L1-3; 6.4, L1-3; 7.1, L1-3; 7.2, L1; 7.3, L2-3; 7.4, L1, L3; 8.1, L1-3; 8.2, L1-3; 8.3, L3; 8.4, L1-3; 9.1, L1-3; 9.2, L1-2; 9.3, L1-3; 9.4, L1-3</p>

Performance Standards	<i>READ 180 - Stage A</i>
(continued from previous page)	<p>Audiobooks:</p> <p><i>Back to the Titanic!:</i> 4, 17, 117, and end of Chs. 5 and 11</p> <p><i>Beautiful Warrior:</i> 1 and 25</p> <p><i>Favorite Greek Myths:</i> 70, 46, 51, and 68</p> <p><i>For Your Eyes Only!:</i> 13, 42, 62, 73, 87, 91, 104, 113, and 116</p> <p><i>I Thought My Soul Would Rise and Fly:</i> 26, 39, 52, 55, 66, 90, 101, and 149</p> <p><i>Jonah the Whale:</i> 11, 19, 39, end of Chs. 2 and 4, 64, and end of Ch. 10</p> <p><i>The Journal of Joshua Loper:</i> 6, 33, 86, and 88</p> <p><i>The Last-Place Sports Poems of Jeremy Bloom:</i> 2, 22, 32, 50, and 76</p> <p><i>The Magnificent Mummy Maker:</i> 47 and 114</p> <p><i>The Music of Dolphins:</i> 3, 5, 12, 69, 89, and end of Chs. 15, 19, and 26</p> <p><i>The Ostrich Chase:</i> 42, 55, 63, and 80</p> <p><i>Pacific Crossing:</i> end of Chs. 1, 3, 6, 8, 14 and 16, 66, and 86</p> <p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>51, 53, 125, 133, 145, 157, 183, 185, 199, 211, 215</p> <p>Reading Strategies Book:</p> <p>18, 21, 54, 57, 95, 99</p> <p>Teacher's Resource Book:</p> <p>118, 119</p>

Performance Standards	<i>READ 180 - Stage A</i>
<p>E5b The student produces work in at least one literary genre that follows the conventions of the genre.</p>	<p><u>Teacher Materials</u></p> <p>Teacher’s Guide:</p> <p>51, 53, 73, 75, 81, 83, 93, 85, 117, 125, 127, 145, 147, 151, 159, 163, 165, 167, 175, 189, 193, 197, 199, 211, 217, 221, 223</p> <p>Teacher’s Resource Book:</p> <p>126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 153, 154, 155, 156, 157, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 191, 193, 194, 196, 199-203</p>