

 SCHOLASTIC



Correlated to the

**Common Core
State Standards for
English Language
Arts and Literacy**

Grades 4–12⁺

Stage A

**Scholastic READ 180 Correlated to the
Common Core State Standards for English Language Arts & Literacy in History/Social Studies,
Science, and Technical Subjects, Grade 4**

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects K-5	Scholastic READ 180, Stage A
Reading Standards for Literature	
<i>Key Ideas and Details</i>	
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>Discussion rBook Teacher’s Edition: Shared Reading and Strategic Reading activities, located in each <i>READ 180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p> <p>Make Inferences rBook Teaching Guide: 15, 34, 36, 38, 61, 62, 63, 65, 71, 114, 139, 141, 145, 147, 166, 174, 190, 212C, 214-227, 238, 246 RDI Book 1-Reading Skills and Strategies: 302, 303, 405 Topic Software Teaching Resources: 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 2.1: 83-85, 187-188, 251, 2.2: 86-88, 189-190, 251; 2.3: 89-91; 191-192, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251, 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.3: 125-127, 215-216, 251; 5.4: 128-130, 217-218, 251; 6.1: 131-133, 219-220, 251; 6.2: 134-136, 221-222, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.2: 158-160, 237-238, 251; 8.3: 161-163, 239-240, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.2: 170-172, 245-246, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251 Audiobook Teaching Resources: Jonah the Whale – 19, 39, 99 (Resources – 39, 40-41, 63-68, 69); La Mariposa – 8, 14, 19, 31 (Resources – 51, 52-53, 63-68, 69); Last Place Sports of Jeremy Bloom – 3, 50, 70, 90 (Resources – 45, 46-47, 63-68, 69), Favorite Greek Myths – 9 (Resources – 30, 31-32, 63-68, 69) Paperbacks Teaching Resources: The Torch Runner (Resources – 57, 58, 103-108, 109); The Story of Harriet Tubman, Conductor of the Underground Railroad (99, 100, 103-108, 109) rSkills Test Book: Test 5 Resources for Content-Area Reading: 100-101, 118</p>
2. Determine a theme of a story,	Summarize

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drama, or poem from details in the text; summarize the text.	<p>rBook Teacher’s Edition: 18, 84C, 86-95, 106, 117, 187, 245 RDI Book 1-Reading Skills and Strategies: 294, 295, 398 Topic Software Teaching Resources: 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 1.4: 80-82, 185-186, 251; 2.1: 83-85, 187-188, 251, 2.2: 86-88, 189-190, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251, 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.2: 112-124, 213-214, 251; 5.3: 125-127, 215-216, 251; 6.1: 131-133, 219-220, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.1: 155-157, 235-236, 251; 8.4: 164-166, 241-242, 251; 9.2: 170-172, 245-246, 251 Audiobook Teaching Resources: Beautiful Warrior – 11, 20, 39, (Resources - 27, 28-29, 63-68, 69) Favorite Greek Myths 9, 15, 19, 20 (Resources – 30, 31-32, 63-68, 69) I Thought My Soul Would Rise and Fly – 7, 61, 109 (Resources – 36, 37-38, 67-68, 69) The Last Place Sports of Jeremy Bloom – 3, 50, 70, 90 (Resources – 45, 46-47, 63-68, 69), La Mariposa – 10 (Resources – 51, 52-53, 63-68, 69) Paperbacks Teaching Resources: Sideways Stories From Wayside School (Resources – 73, 74, 103-108, 109) rSkills Test Book: Tests 3 & 4 Resources for Content-Area Reading: 92-93, 114</p> <p>Analyze Theme rBook Teacher’s Edition: 132F, 149, 227, 247, 248 Audiobook Teaching Resources: Favorite Greek Myths – 11 (Resources – 30, 31-32, 63-68, 69)</p>
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	<p>Analyze Character rBook Teacher’s Edition: 58, 64, 65, 70, 71, 132D, 136, 137, 138, 139, 140, 143, 145, 147, 149, 224, 247, 248 RDI Book 1-Reading Skills and Strategies: 306, 307, 406 Audiobook Teaching Resources: Favorite Greek Myths – 17 (Resources – 30, 31-32, 63-68, 69) Topic Software Teaching Resources: Jonah the Whale – 19, 39, 99 (Resources – 39, 40-41, 63-68, 69); The Music of Dolphins – 9, 35, 138 (Resources – 54, 55-56, 63-68, 69); The Ostrich Chase – 12, 23, 97 (Resources – 57, 58-59, 63-68, 69) Paperbacks Teaching Resources: 20,000 Leagues Under the Sea (Resources - 59, 60, 103-108, 109); Treasure Island (Resources – 79, 80, 103-108, 109); How Tia Lola Came to Visit Stay (Resources – 89, 90, 103-108, 109) rSkills Test Book: Test 2, 3, & 5</p> <p>Analyze Setting rBook Teacher’s Edition: 56D, 58, 64, 136, 140, 247, 248 RDI Book 1-Reading Skills and Strategies: 308, 309, 407</p>

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	<p><u>Audiobook Teaching Resources:</u> The Journal of Joshua Loper – 33, 81, (Resources – 42, 43-44, 63-68, 69); The Music of Dolphins – 9, 35, 138 (Resources – 54, 55-56, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> Sunset of the Sabertooth (Resources – 75, 76, 103-108, 109); The Secret City (Resources – 95, 96, 103-108, 109)</p> <p><u>rSkills Test Book:</u> Tests 3 & 5</p> <p>Write to Describe Ideas, Characters, Plot, Setting</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 59-62, 49-52</p> <p><u>Paperbacks Teaching Resources:</u> 46, 50, 58, 68, 74, 78, 80</p> <p>Sequence of Events</p> <p><u>rBook Teaching Guide:</u> 32C, 34-43, 60, 68, 146, 239</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 290, 291, 395</p> <p><u>Topic Software Teaching Resources:</u> 1.2: 74-76, 181-182, 251; 1.4: 80-82, 185-186, 251; 2.3: 89-91; 191-192, 251; 2.4: 92-94, 193-194, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.2: 112-124, 213-214, 251; 5.3: 125-127, 215-216, 251; 6.1: 131-133, 219-220, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.2: 146-148, 229-230, 251; 7.3: 149-151, 231-232, 251; 8.2: 158-160, 237-238, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.2: 170-172, 245-246, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251</p> <p><u>Audiobook Teaching Resources:</u> The Magnificent Mummy Maker – 11, 43, 114 (Resources – 48, 49-50, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> Demeter and Persephone (Resources – 45, 46, 103-108, 109); Every Cloud Has a Silver Lining (Resources – 87, 88, 103-108, 109)</p> <p><u>Test Taking Strategies:</u> 36-37</p> <p><u>rSkills Test Book:</u> Tests 1 & 2</p> <p><u>Resources for Content-Area Reading:</u> 90-91, 113</p>
<i>Craft and Structure</i>	
4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	<p>The Following Match Provides Opportunities to Meet this Objective:</p> <p>Denotation/Connotation</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 250, 251</p> <p>Figurative Language</p> <p><u>rBook Teaching Guide:</u> 13, 22-25, 36, 56D, 68, 98-101, 121, 137, 141, 151, 170, 192, 196-199, 202-205, 214, 223, 244, 248-250</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 272, 274, 332, 333, 334</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 44-47, 49-52, 53, 54-57, 59-62, 63-72, 74-77, 79-82, 84-87, 89-93</p> <p><u>RDI Book 3-Strategies for English Language Learners:</u> 59, 60, 67</p> <p><u>rSkills Test:</u> Test 3</p>

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	<p>Simile <u>rBook Teaching Guide:</u> 248 <u>RDI Book 2-Writing and Grammar Strategies:</u> 53 <u>RDI Book 3-Strategies for English Language Learners:</u> 60 <u>RDI Book 1-Reading Skills and Strategies:</u> 334</p> <p>Mood <u>rBook Teaching Guide:</u> 68, 56D, 151, 248 <u>RDI Book 1-Reading Skills and Strategies:</u> 332</p> <p>Symbolism <u>RDI Book 1-Reading Skills and Strategies:</u> 334 <u>Audiobook Teaching Resources:</u> La Mariposa – 21 (Resources – 51, 52-53, 63-68, 69)</p> <p>Personification <u>RDI Book 1-Reading Skills and Strategies:</u> 333</p> <p>Metaphor <u>rBook Teaching Guide:</u> 248 <u>RDI Book 2-Writing and Grammar Strategies:</u> 53</p> <p>Idioms <u>rBook Teaching Guide:</u> 13, 121, 170, 214, 223, 244 <u>RDI Book 1-Reading Skills and Strategies:</u> 272 <u>RDI Book 3-Strategies for English Language Learners</u> 67 <u>rSkills Test:</u> Test 3</p> <p>Read Graphic Classics <u>Paperbacks Teaching Resources:</u> Demeter and Persephone, 20,000 Leagues Under the Sea, Treasure Island, David Copperfield</p>
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: Read Poetry <u>rBook Teacher’s Edition:</u> Life Doesn’t Frighten Me 226; S-T-R-E-T-C-H 150 <u>RDI Book 1-Reading Skills and Strategies:</u> 352, 392, 388</p> <p>Write Song Lyrics, Poems <u>RDI Book 2-Writing and Grammar Strategies:</u> 134-137 <u>Audiobook Teaching Resources:</u> 34-35, 47 <u>Paperbacks Teaching Resources:</u> 48</p> <p>Read a Magazine Article <u>rBook Teaching Guide:</u> Bugs vs. Burgers 192-194; Girl Fight 88-90; The Gory Art of Mummy-Making 112-114; Smoke Jumpers 12-14; Wild Pets 168-170</p> <p>Narrative Writing</p>

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	<p><u>rBook Teaching Guide:</u> 46-49, 178-181, 230-233, 250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43 <u>Topic Software Teaching Resources:</u> 50, 56, 66, 80 <u>Audiobook Teaching Resources:</u> 31 <u>Paperbacks Teaching Resources:</u> 191 <u>Resources for Content-Area Reading:</u> 23, 32, 55, 63, 79</p> <p>Read Graphic Classics <u>Paperbacks Teaching Resources:</u> Demeter and Persephone, 20,000 Leagues Under the Sea, Treasure Island, David Copperfield</p> <p>Write an Introduction, Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 222, 228 Read Plays <u>RDI Book 1-Reading Skills and Strategies:</u> 352, 388, 392</p> <p>Read a Biography <u>RDI Book 1-Reading Skills and Strategies:</u> 355 <u>Paperbacks Teaching Resources:</u> Selena! The Story of Harriet Tubman, Conductor of the Underground Railroad</p> <p>Discussion <u>rBook Teacher’s Edition:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. <u>Resources for Content-Area Reading:</u> Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
<p>6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective: Recognize Point of View <u>rBook Teacher’s Edition:</u> 61, 218, 220, 248 <u>RDI Book 1-Reading Skills and Strategies:</u> 320</p> <p>Discussion <u>rBook Teacher’s Edition:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in</p>

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	<p>the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p> <p>Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
<i>Integration of Knowledge and Ideas</i>	
7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	<p>The Following Matches Provide Opportunities to Meet this Objective: Make Connections</p> <p>Resources for Content-Area Reading: 14, 22, 30, 38, 46, 54, 62, 70, 78</p> <p>Discussion rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p> <p>Discussion Questions are provided in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
8. (Not applicable to literature)	
9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<p>Discussion rBook Teacher's Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text.</p> <p>RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p> <p>Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
<i>Range of Reading and Level of Text Complexity</i>	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as	<p>Read Connected Text with Fluency rBook Teacher's Edition: 31A, 55A, 67, 83A, 107A, 131B, 145, 151, 163A, 187A, 211A, 239A RDI Book 1-Reading Skills and Strategies: 160, 161, 162, 163, 164, 168, 172, 176, 180, 166, 167, 170, 175, 171, 174,</p>

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needed at the high end of the range.	<p>178, 179, 182, 183</p> <p>Topic Software Teaching Resources: The <i>Read180</i> Software models fluent reading and gives students experience in reading with fluency.</p> <p>Read Independently</p> <p>RDI Book 1-Reading Skills and Strategies: Students are given the opportunity to read the passages independently.</p> <p>Topic Software Teaching Resources: Students read passages on the READ180 Software independently when they make a recording of the passage in the Reading and Success Zones, and in other Success Zone activities.</p> <p>Test-Taking Strategies: The lessons and practice from the reading test strategies offer students an opportunity to read independently.</p>
Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>Discussion</p> <p>rBook Teacher’s Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text.</p> <p>RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p> <p>Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p> <p>Make Inferences</p> <p>rBook Teaching Guide: 15, 34, 36, 38, 61, 62, 63, 65, 71, 114, 139, 141, 145, 147, 166, 174, 190, 212C, 214-227, 238, 246</p> <p>RDI Book 1-Reading Skills and Strategies: 302, 303, 405</p> <p>Topic Software Teaching Resources: 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 2.1: 83-85, 187-188, 251; 2.2: 86-88, 189-190, 251; 2.3: 89-91; 191-192, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251; 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.3: 125-127, 215-216, 251; 5.4: 128-130, 217-218, 251; 6.1: 131-133, 219-220, 251; 6.2: 134-136, 221-222, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.2: 158-160, 237-238, 251; 8.3: 161-163, 239-240, 251; 8.4: 164-166,</p>

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	<p>241-242, 251; 9.1: 167-169, 243-244, 251; 9.2: 170-172, 245-246, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251</p> <p>Audiobook Teaching Resources: Jonah the Whale – 19, 39, 99 (Resources – 39, 40-41, 63-68, 69); La Mariposa – 8, 14, 19, 31 (Resources – 51, 52-53, 63-68, 69); Last Place Sports of Jeremy Bloom – 3, 50, 70, 90 (Resources – 45, 46-47, 63-68, 69), Favorite Greek Myths – 9 (Resources – 30, 31-32, 63-68, 69)</p> <p>Paperbacks Teaching Resources: The Torch Runner (Resources – 57, 58, 103-108, 109); The Story of Harriet Tubman, Conductor of the Underground Railroad (99, 100, 103-108, 109)</p> <p>rSkills Test Book: Test 5</p> <p>Resources for Content-Area Reading: 100-101, 118</p>
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<p>Main Idea</p> <p>rBook Teacher’s Edition: 8C, 10-19, 41, 245</p> <p>RDI Book 1-Reading Skills and Strategies: 292, 293, 396, 397</p> <p>Topic Software Teaching Resources: 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 1.4: 80-82, 185-186, 251; 2.1: 83-85, 187-188, 251, 2.2: 86-88, 189-190, 251; 2.3: 89-91; 191-192, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251, 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.2: 112-124, 213-214, 251; 5.3: 125-127, 215-216, 251; 5.4: 128-130, 217-218, 251; 6.1: 131-133, 219-220, 251; 6.2: 134-136, 221-222, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.1: 155-157, 235-236, 251; 8.2: 158-160, 237-238, 251; 8.3: 161-163, 239-240, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.2: 170-172, 245-246, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251</p> <p>Audiobook Teaching Resources: The Truth About Dangerous Sea Creatures – 7, 11, 21, 37 (Resources – 60, 61-62, 63-68, 69)</p> <p>Paperbacks Teaching Resources: Buzz! A Book About Insects (Resources – 43, 44, 103-108, 109); Screech! A Book About Bats (Resources 51, 52, 103-108, 109)</p> <p>rSkills Test Book: Tests 1 & 2</p> <p>Resources for Content-Area Reading: 88-89, 112</p> <p>Read for Detail</p> <p>rBook Teacher’s Edition: 8C, 10-19, 41, 239</p> <p>RDI Book 1-Reading Skills and Strategies: 288, 289, 393, 394</p> <p>Topic Software Teaching Resources: 1.3: 77-79, 183-184, 251; 1.4: 80-82, 185-186, 251; 2.1: 83-85, 187-188, 251, 2.2:</p>

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	<p>86-88, 189-190, 251; 2.3: 89-91; 191-192, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251, 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.2: 112-124, 213-214, 251; 5.3: 125-127, 215-216, 251; 5.4: 128-130, 217-218, 251; 6.1: 131-133, 219-220, 251; 6.2: 134-136, 221-222, 251; 6.3: 137-139, 223-224, 251; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.1: 155-157, 235-236, 251; 8.2: 158-160, 237-238, 251; 8.3: 161-163, 239-240, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.2: 170-172, 245-246, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251</p> <p>Audiobook Teaching Resources: For Your Eyes Only - 22, 42, 107 (Resources – 33, 34-35, 63-68, 69)</p> <p>Paperbacks Teaching Resources: Finding the Titanic (Resources – 65, 66, 103-108, 109)</p> <p>Resources for Content-Area Reading: 88-89, 112</p> <p>Summarize</p> <p>rBook Teacher’s Edition: 18, 84C, 86-95, 106, 117, 187, 245</p> <p>RDI Book 1-Reading Skills and Strategies: 294, 295, 398</p> <p>Topic Software Teaching Resources: 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 1.4: 80-82, 185-186, 251; 2.1: 83-85, 187-188, 251, 2.2: 86-88, 189-190, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251, 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.2: 112-124, 213-214, 251; 5.3: 125-127, 215-216, 251; 6.1: 131-133, 219-220, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.1: 155-157, 235-236, 251; 8.4: 164-166, 241-242, 251; 9.2: 170-172, 245-246, 251</p> <p>Audiobook Teaching Resources: Beautiful Warrior – 11, 20, 39, (Resources - 27, 28-29, 63-68, 69) Favorite Greek Myths 9, 15, 19, 20 (Resources – 30, 31-32, 63-68, 69) I Thought My Soul Would Rise and Fly – 7, 61, 109 (Resources – 36, 37-38, 67-68, 69) The Last Place Sports of Jeremy Bloom – 3, 50, 70, 90 (Resources – 45, 46-47, 63-68, 69), La Mariposa – 10 (Resources – 51, 52-53, 63-68, 69)</p> <p>Paperbacks Teaching Resources: Sideways Stories From Wayside School (Resources – 73, 74, 103-108, 109)</p> <p>rSkills Test Book: Tests 3 & 4</p> <p>Resources for Content-Area Reading: 92-93, 114</p>
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what	The Following Matches Provide Opportunities to Meet this Objective: Nonfiction-Science

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<p>happened and why, based on specific information in the text.</p>	<p>rBook Teacher’s Edition: The Gory Art of Mummy-Making 112-114; Veterinary Technician 184; Zoos Go Wild! 172-175 Paperbacks Teaching Resources: Buzz! A Book About Insects, Screech! A Book About Bats</p> <p>Nonfiction-Social Studies rBook Teacher’s Edition: Ancient Egypt: Unlocking the Past 116-119; The Gory Art of Mummy-Making 112-114; Heroes for Equality 214; History of Immigration 38-42 Paperbacks Teaching Resources: Finding the Titanic</p> <p>Nonfiction-General rBook Teacher’s Edition: Pet Tiger Attack 166; Wild Pets 168-170 Read Content-Area Text (Science and Social Studies) RDI Book 1-Reading Skills and Strategies: 339, 344, 350, 353, 360, 370, 371, 374, 378</p>
<i>Craft and Structure</i>	
<p>4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>Understand Vocabulary rBook Teaching Guide: 9, 33, 57, 85, 109, 133, 165, 189, 213 RDI Book 1-Reading Skills and Strategies: 236, 288, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276 Topic Software Teaching Resources: Each segment of the <i>READ180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high utility words. Audiobook Teaching Resources: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p> <p>Content Area Vocabulary rBook Teacher’s Edition: 8D, 32D, 56D, 56F, 84D, 108D, 132F, 164D, 188D, 212D, 242, T46 Resources for Content-Area Reading: 15, 23, 31, 39, 47, 55, 63, 71, 79 Because of the varied content in the passages in the <i>READ180</i> Software, Paperbacks and Audiobooks, students are introduced to a broad range of content-area vocabulary.</p>
<p>5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>Problem and Solution rBook Teaching Guide: 108C, 110-119, 167, 240 RDI Book 1-Reading Skills and Strategies: 300, 301, 402, 403 Topic Software Teaching Resources: 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 2.1: 83-85, 187-188, 251; 2.2: 86-88, 189-190, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251; 3.2: 98-100, 197-198, 251;</p>

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	<p>3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.4: 116-118, 209-210, 251; 5.2: 112-124, 213-214, 251; 6.1: 131-133, 219-220, 251; 6.2: 134-136, 221-222, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.4: 152-154, 233-234, 251; 8.1: 155-157, 235-236, 251; 8.3: 161-163, 239-240, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.2: 170-172, 245-246, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251</p> <p><u>Audiobook Teaching Resources:</u> Jonah the Whale – 19, 39, 99 (Resources – 39, 40-41, 63-68, 69); The Ostrich Chase – 12, 23, 97 (Resources – 57, 58-59, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> Twin Talk: Advice From a TV Talk Show (Resources – 61, 62, 103-108, 109); Little Monster, David Copperfield (Resources – 85, 86, 103-108, 109)</p> <p><u>rSkills Test Book:</u> Test 3</p> <p><u>Resources for Content-Area Reading:</u> 94-95, 115</p> <p>Cause and Effect</p> <p><u>rBook Teaching Guide:</u> 158C, 160-169, 191, 240</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 296, 297, 399, 400</p> <p><u>Topic Software Teaching Resources:</u> 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 1.4: 80-82, 185-186, 251; 2.3: 89-91; 191-192, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251; 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.3: 125-127, 215-216, 251; 6.1: 131-133, 219-220, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 7.3: 149-151, 231-232, 251; 8.1: 155-157, 235-236, 251; 8.3: 161-163, 239-240, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251</p> <p><u>Audiobook Teaching Resources:</u> Beautiful Warrior – 11, 20, 39, (Resources - 27, 28-29, 63-68, 69); Last Place Sports of Jeremy Bloom – 3, 50, 70, 90 (Resources – 45, 46-47, 63-68, 69); The Magnificent Mummy Maker – 11, 43, 114 (Resources – 48, 49-50, 63-68, 69); The Truth About Dangerous Sea Creatures – 7, 11, 21, 37 (Resources – 60, 61-62, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> Ricky Riccota’s Mighty Robot vs. the Mecha-Monkeys from Mars (Resources – 71, 72, 103-108, 109); Adventures of the Shark Lady: Eugenie Clark Around the World (Resources 83, 84, 103-108, 109); It Came from Ohio! My Life as a Writer (Resources 91, 92, 103-108, 109)</p> <p><u>Test Taking Strategies:</u> 34-35</p> <p><u>rSkills Test Book:</u> Tests 4 & 5</p> <p><u>Resources for Content-Area Reading:</u> 96-97, 116</p>

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	<p>Compare and Contrast rBook Teaching Guide: 188C, 190-199, 223, 246 RDI Book 1-Reading Skills and Strategies: 298, 299, 401 Topic Software Teaching Resources: 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 2.4: 92-94, 193-194, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 5.2: 112-124, 213-214, 251; 6.2: 134-136, 221-222, 251; 7.2: 146-148, 229-230, 251; 7.4: 152-154, 233-234, 251; 8.2: 158-160, 237-238, 251; 8.3: 161-163, 239-240, 251; 9.1: 167-169, 243-244, 251; 9.4: 176-178, 249-250, 251 Audiobook Teaching Resources: For Your Eyes Only - 22, 42, 107 (Resources – 33, 34-35, 63-68, 69), I Thought My Soul Would Rise and Fly – 7, 61, 109 (Resources – 36, 37-38, 67-68, 69) Paperbacks Teaching Resources: Take the Court (Resources – 77, 78, 103-108, 109); Shoebag (Resources – 97, 98, 103-108, 109) Test Taking Strategies: 34-35 rSkills Test Book: Tests 4 & 5 Resources for Content-Area Reading: 98-99, 117</p> <p>Sequence of Events rBook Teaching Guide: 32C, 34-43, 60, 68, 146, 239 RDI Book 1-Reading Skills and Strategies: 290, 291, 395 Topic Software Teaching Resources: 1.2: 74-76, 181-182, 251; 1.4: 80-82, 185-186, 251; 2.3: 89-91; 191-192, 251; 2.4: 92-94, 193-194, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.2: 112-124, 213-214, 251; 5.3: 125-127, 215-216, 251; 6.1: 131-133, 219-220, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.2: 146-148, 229-230, 251; 7.3: 149-151, 231-232, 251; 8.2: 158-160, 237-238, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.2: 170-172, 245-246, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251 Audiobook Teaching Resources: The Magnificent Mummy Maker – 11, 43, 114 (Resources – 48, 49-50, 63-68, 69) Paperbacks Teaching Resources: Demeter and Persephone (Resources – 45, 46, 103-108, 109); Every Cloud Has a Silver Lining (Resources – 87, 88, 103-108, 109) Test Taking Strategies: 36-37 rSkills Test Book: Tests 1 & 2 Resources for Content-Area Reading: 90-91, 113</p>
<p>6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>Discussion rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text. Discussion Questions are provided in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build</p>

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	comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.
<i>Integration of Knowledge and Ideas</i>	
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<p>The Following Supports this Objective: Use Graphic Organizers <u>rBook Teacher's Edition:</u> 18, 43, 94, 105, 118, 199 <u>RDI Book 1-Reading Skills and Strategies:</u> 326, 327 <u>Resources for Content-Area Reading:</u> 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122</p> <p>Technology <u>Resources for Content-Area Reading:</u> 80-81</p> <p>Use Internet <u>Resources for Content-Area Reading:</u> 58-59</p> <p>Digital Tools Presentation <u>Resources for Content-Area Reading:</u> 80-81, 82-83, 84-85</p>
8. Explain how an author uses reasons and evidence to support particular points in a text.	<p>Discussion <u>rBook Teacher's Edition:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. <u>Resources for Content-Area Reading:</u> Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<p>Discussion <u>rBook Teacher's Edition:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. <u>Resources for Content-Area Reading:</u> Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
<i>Range of Reading and Level of Text Complexity</i>	

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<p>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>The Following Matches Support this Objective: Read a Newspaper Article rBook Teaching Guide: Food Fight: Chefs vs. Kids 190; Pet Tiger Attack 166</p> <p>Read a Magazine Article rBook Teaching Guide: Bugs vs. Burgers 192-194; Girl Fight 88-90; The Gory Art of Mummy-Making 112-114; Smoke Jumpers 12-14; Wild Pets 168-170</p> <p>Read a Historical Fiction rBook Teaching Guide: Bud’s Breakfast 60-71 Audiobook Teaching Resources: 17, 19 Paperbacks Teaching Resources: Navajo Long Walk, Riding Freedom</p> <p>Read Content-Area Text (Science and Social Studies) RDI Book 1-Reading Skills and Strategies: 339, 344, 350, 353, 360, 370, 371, 374, 378</p> <p>Nonfiction-General rBook Teaching Guide: Pet Tiger Attack 166; Wild Pets 168-170</p> <p>Nonfiction-Science rBook Teaching Guide: The Gory Art of Mummy-Making 112-114; Veterinary Technician 184; Zoos Go Wild! 172-175 Paperbacks Teaching Resources: Buzz! A Book About Insects, Screech! A Book About Bats</p> <p>Nonfiction-Social Studies rBook Teaching Guide: Ancient Egypt: Unlocking the Past 116-119; The Gory Art of Mummy-Making 112-114; Heroes for Equality 214; History of Immigration 38-42 Paperbacks Teaching Resources: Finding the Titanic</p>
Reading Standards: Foundational Skills	
<i>Phonics and Word Recognition</i>	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Each of the reading components teaches decoding methods. See, for example: Decoding/Syllabication rBook Teaching Guide: 8A, 32A, 56A, 84A, 108A, 132A, 164A, 188A, 212A RDI Book 1-Reading Skills and Strategies: 110, 113, 116, 119, 122, 125, 128, 131, 134, 137</p> <p>Open Syllables rBook Teaching Guide: 56A RDI Book 1-Reading Skills and Strategies: 113, 116 Topic Software Teaching Resources: 4.4 Level 3</p> <p>Closed Syllables</p>

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	<p><u>rBook Teaching Guide:</u> 32A <u>RDI Book 1-Reading Skills and Strategies:</u> 110, 116</p> <p>Prefixes <u>rBook Teaching Guide:</u> 20, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 256 <u>Topic Software Teaching Resources:</u> 1.1 Level 3, 3.3 Level 2, 4.2 Level 3, 5.5 Level 2, 6.2 Level 3, 7.1 Level 3, 7.3 Level 3, 7.4 Level 3, 8.4 Level 3, 9.1 Level 3, 9.2 Level 3, 9.3 Level 3, 9.4 Level 3 <u>rSkills Test Book:</u> Test 1</p> <p>Suffixes <u>rBook Teaching Guide:</u> 21, 201, 240 <u>RDI Book 1-Reading Skills and Strategies:</u> 258 <u>Topic Software Teaching Resources:</u> 1.2. Level 3, 1.3 Level 3, 2.1 Level 3, 2.4 Level 3, 3.1 Level 2, 3.1 Level 3, 4.3 Level 3, 5.1 Level 3, 5.4 Level 2, 6.1 Level 3, 6.2 Level 3, 6.3 Level 3, 7.1 Level 2, 8. 1 Level 3,8.3 Level 3, 9.1 Level 3, 9.4 Level 2, 9.4 Level 3 <u>rSkills Test Book:</u> Test 1, 2 & 3</p> <p>Roots <u>RDI Book 1-Reading Skills and Strategies:</u> 266, 268</p>
<i>Fluency</i>	
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Read Connected Text with Fluency <u>rBook Teaching Guide:</u> 31A, 55A, 67, 83A, 107A, 131B, 145, 151, 163A, 187A, 211A, 239A <u>RDI Book 1-Reading Skills and Strategies:</u> 160, 161, 162, 163, 164, 168, 172, 176, 180, 166, 167, 170, 175, 171, 174, 178, 179, 182, 183 <u>Topic Software Teaching Resources:</u> The <i>Read180</i> Software models fluent reading and gives students experience in reading with fluency.</p> <p>Oral Reading <u>RDI Book 1-Reading Skills and Strategies:</u> 160, 161 <u>Topic Software Teaching Resources:</u> After hearing the passage read aloud, students read along with the Narrator and then make an audio recording of the passage. Students make additional recordings in the Success Zone.</p> <p>Context Clues <u>rBook Teaching Guide:</u> 16, 19, 93, 96, 116 <u>RDI Book 1-Reading Skills and Strategies:</u> 238, 254 <u>Audiobook Teaching Resources:</u> Favorite Greek Myths – 13, 17, 18 (Resources – 30, 31-32, 63-68, 69), La Mariposa – 5 (Resources – 51, 52-53, 63-68, 69) <u>rSkills Test:</u> Tests 2</p>
Writing Standards	
<i>Text Types and Purposes</i>	

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<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>Write an Opinion RDI Book 2-Writing and Grammar Strategies: 94-97 Topic Software Teaching Resources: 196, 207, 210, 225, 230, 234 Audiobook Teaching Resources: 29, 31, 43-45, 49, 52 Paperbacks Teaching Resources: 44, 46, 48, 50, 54, 70, 78, 92, 102</p> <p>Write a Book Review Audiobook Teaching Resources: 63 Paperbacks Teaching Resources: 103</p> <p>Write a Review RDI Book 2-Writing and Grammar Strategies: 99-102</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>Selected Examples Include: Write an Article, News Report RDI Book 2-Writing and Grammar Strategies: 84-87 Topic Software Teaching Resources: 180, 222, 248 Audiobook Teaching Resources: 65 Paperbacks Teaching Resources: 58, 88, 94, 105</p> <p>Write an Argument RDI Book 2-Writing and Grammar Strategies: 104-107, 109-113 Topic Software Teaching Resources: 196, 237 Paperbacks Teaching Resources: 48, 54, 66</p> <p>Write an Introduction, Speech RDI Book 2-Writing and Grammar Strategies: 104-107 Topic Software Teaching Resources: 222, 228</p> <p>Write a Book Review Audiobook Teaching Resources: 63 Paperbacks Teaching Resources: 103</p> <p>Write a Review RDI Book 2-Writing and Grammar Strategies: 99-102</p> <p>Expository Writing rBook Teacher's Edition: 22-25, 98-101, 249 RDI Book 2-Writing and Grammar Strategies: 69-72, 74-77, 79-82, 84-87, 89-93 Topic Software Teaching Resources: 44, 46, 64, 84, 100 Audiobook Teaching Resources: 37, 55-56, 61 Paperbacks Teaching Resources: 187,191,195, 200, 213-216, 221, 235-236, 242, 249 Resources for Content-Area Reading: 15, 39</p>
<p>3. Write narratives to develop real or imagined experiences or events</p>	<p>Selected Examples Include: Narrative Writing</p>

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<p>using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p><u>rBook Teacher's Edition:</u> 46-49, 178-181, 230-233, 250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43 <u>Topic Software Teaching Resources:</u> 50, 56, 66, 80 <u>Audiobook Teaching Resources:</u> 31 <u>Paperbacks Teaching Resources:</u> 191 <u>Resources for Content-Area Reading:</u> 23, 32, 55, 63, 79</p> <p>Descriptive Writing <u>rBook Teacher's Edition:</u> 196-199, 202-205, 250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 44-47, 49-52, 54-57, 59-62, 64-68 <u>Topic Software Teaching Resources:</u> 179-182, 185-186, 194, 201, 209-212, 217, 218, 223, 227-228, 235, 239, 241-242 <u>Audiobook Teaching Resources:</u> 28, 31, 52-53 <u>Paperbacks Teaching Resources:</u> 46, 52, 60, 80, 82, 96 <u>Resources for Content-Area Reading:</u> 71</p> <p>Write a Summary <u>RDI Book 2-Writing and Grammar Strategies:</u> 73, 208, 209</p>
<i>Production and Distribution of Writing</i>	
<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Selected Examples Include:</p> <p>Descriptive Writing <u>rBook Teacher's Edition:</u> 196-199, 202-205, 250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 44-47, 49-52, 54-57, 59-62, 64-68 <u>Topic Software Teaching Resources:</u> 179-182, 185-186, 194, 201, 209-212, 217, 218, 223, 227-228, 235, 239, 241-242 <u>Audiobook Teaching Resources:</u> 28, 31, 52-53 <u>Paperbacks Teaching Resources:</u> 46, 52, 60, 80, 82, 96 <u>Resources for Content-Area Reading:</u> 71</p> <p>Write an Article, News Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 180, 222, 248 <u>Audiobook Teaching Resources:</u> 65 <u>Paperbacks Teaching Resources:</u> 58, 88, 94, 105</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Introduction, Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Write a Book Review <u>Audiobook Teaching Resources:</u> 63 <u>Paperbacks Teaching Resources:</u> 103</p>

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	<p>Write a Review <u>RDI Book 2-Writing and Grammar Strategies:</u> 99-102</p> <p>Expository Writing <u>rBook Teacher’s Edition:</u> 22-25, 98-101, 249 <u>RDI Book 2-Writing and Grammar Strategies:</u> 69-72, 74-77, 79-82, 84-87, 89-93 <u>Topic Software Teaching Resources:</u> 44, 46, 64, 84, 100 <u>Audiobook Teaching Resources:</u> 37, 55-56, 61 <u>Paperbacks Teaching Resources:</u> 187,191,195, 200, 213-216, 221, 235-236, 242, 249 <u>Resources for Content-Area Reading:</u> 15, 39</p> <p>Narrative Writing <u>rBook Teacher’s Edition:</u> 46-49, 178-181, 230-233, 250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43 <u>Topic Software Teaching Resources:</u> 50, 56, 66, 80 <u>Audiobook Teaching Resources:</u> 31 <u>Paperbacks Teaching Resources:</u> 191 <u>Resources for Content-Area Reading:</u> 23, 32, 55, 63, 79</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p>
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: Assessment Rubrics for Writing <u>rBook Teacher’s Edition:</u> 19, 21, 27, 31, 43, 45, 51, 55, 69, 73, 75, 79, 83, 65, 97, 99, 101, 103, 107, 119, 131, 147, 153, 157, 169, 181, 193, 195, 201, 205, 219, 223 <u>RDI Book 2-Writing and Grammar Strategies:</u> 224-229 <u>Topic Software Teaching Resources:</u> 254 <u>Test-Taking Strategies Book:</u> 116</p> <p>Peer Assessment <u>rBook Teacher’s Edition:</u> 25, 49, 77, 101, 125, 157, 181, 205, 233 <u>RDI Book 2-Writing and Grammar Strategies:</u> 13</p> <p>Plan <u>rBook Teacher’s Edition:</u> 24, 48, 76, 100, 124, 156, 178, 204, 232</p> <p>Revision/Edit <u>rBook Teacher’s Edition:</u> 25, 49, 77, 101, 125, 157, 181, 205,</p>

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6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Digital Tools Presentation Resources for Content-Area Reading: 80-81, 82-83, 84-85</p> <p>Persuasive Writing RDI Book 2-Writing and Grammar Strategies: 94-97, 99-102, 104-107, 109-113 Topic Software Teaching Resources: 196, 207, 210, 225, 230, 234, 237 Audiobook Teaching Resources: 29, 31, 43-45, 49, 52, 63 Paperbacks Teaching Resources: 44, 46, 48, 50, 54, 66, 70, 78, 92, 102, 103 Test-Taking Strategies: 60-61, 106-108, 113-114 Resources for Content-Area Reading: 47</p> <p>Write an Article, News Report RDI Book 2-Writing and Grammar Strategies: 84-87 Topic Software Teaching Resources: 180, 222, 248 Audiobook Teaching Resources: 65 Paperbacks Teaching Resources: 58, 88, 94, 105</p> <p>Write a Book Synopsis RDI Book 2-Writing and Grammar Strategies: 79-82</p> <p>Narrative Writing rBook Teacher's Edition: 46-49, 178-181, 230-233, 250 RDI Book 2-Writing and Grammar Strategies: 14-17, 19-22, 24-27, 29-32, 34-37, 39-43 Topic Software Teaching Resources: 50, 56, 66, 80 Audiobook Teaching Resources: 31 Paperbacks Teaching Resources: 191 Resources for Content-Area Reading: 23, 32, 55, 63, 79</p> <p>Write a Tribute, Memorial Topic Software Teaching Resources: 179-180, 231</p> <p>Digital Tools Presentation Resources for Content-Area Reading: 80-81, 82-83, 84-85</p> <p>Technology Resources for Content-Area Reading: 80-81</p> <p>Use Internet Resources for Content-Area Reading: 58-59</p>
<i>Research to Build and Present Knowledge</i>	
7. Conduct short research projects that build knowledge through investigation of different aspects of a	<p>Reference & Research Resources for Content-Area Reading: 16-17, 32-33, 40-41, 48-49, 82-83</p>

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topic.	<p>Research Project Write a Report <u>Resources for Content-Area Reading:</u> 48-49, 50-51, 52-53</p> <p>Steps of the Inquiry Process <u>Resources for Content-Area Reading:</u> 17, 25, 33, 41, 49, 57, 65, 73, 81</p>
8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	<p>Reference & Research <u>Resources for Content-Area Reading:</u> 16-17, 32-33, 40-41, 48-49, 82-83</p> <p>Locate Information <u>Resources for Content-Area Reading:</u> 18-19, 26-27, 34-35, 42-43, 50-51, 58-59, 66-67, 74-75, 82-83</p> <p>Organize and Present Information <u>Resources for Content-Area Reading:</u> 20-21, 28-29, 36-37, 44-45, 52-53, 60-61, 68-69, 76-77, 84-85</p> <p>Use Internet <u>Resources for Content-Area Reading:</u> 58-59</p>
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	<p>Selected Examples Include: Reference & Research <u>Resources for Content-Area Reading:</u> 16-17, 32-33, 40-41, 48-49, 82-83</p> <p>Research Project Write a Report <u>Resources for Content-Area Reading:</u> 48-49, 50-51, 52-53</p> <p>Write a Book Review <u>Audiobook Teaching Resources:</u> 63 <u>Paperbacks Teaching Resources:</u> 103</p> <p>Write an Article, News Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 180, 222, 248 <u>Audiobook Teaching Resources:</u> 65 <u>Paperbacks Teaching Resources:</u> 58, 88, 94, 105</p>
<i>Range of Writing</i>	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research. See, for example: Reference & Research <u>Resources for Content-Area Reading:</u> 16-17, 32-33, 40-41, 48-49, 82-83</p>

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	<p>Research Project Write a Report Resources for Content-Area Reading: 48-49, 50-51, 52-53</p> <p>Write an Article, News Report RDI Book 2-Writing and Grammar Strategies: 84-87 Topic Software Teaching Resources: 180, 222, 248 Audiobook Teaching Resources: 65 Paperbacks Teaching Resources: 58, 88, 94, 105</p> <p>Writing Prompts Resources for Content-Area Reading: 15, 23, 32, 39, 47, 55, 63, 71, 79</p> <p>Persuasive Prompts Test-Taking Strategies: 113-114</p> <p>Narrative Prompts Test-Taking Strategies: 109-110</p> <p>Expository Prompts Test-Taking Strategies: 111-112</p>
Speaking and Listening Standards	
<i>Comprehension and Collaboration</i>	
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>Discussion rBook Teacher's Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
2. Paraphrase portions of a text read	Paraphrasing

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aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	rBook Teacher's Edition: 90, 196, 197 Each of the reading components teach and reinforce key comprehension strategies which include: establishing a purpose for reading, asking questions, making/confirming predictions, visualization, making inferences, drawing conclusions, and summarizing.
3. Identify the reasons and evidence a speaker provides to support particular points.	The Following Selected Matches Provide Opportunities to Meet this Objective: Oral Presentation Resources for Content-Area Reading: 56-57, 58-59, 60-61 Deliver a Broadcast Resources for Content-Area Reading: 72-73, 74-75, 76-77 Write an Article, News Report RDI Book 2-Writing and Grammar Strategies: 84-87 Topic Software Teaching Resources: 180, 222, 248 Audiobook Teaching Resources: 65 Paperbacks Teaching Resources: 58, 88, 94, 105 Write a Book Review Audiobook Teaching Resources: 63 Paperbacks Teaching Resources: 103 Persuasive Writing RDI Book 2-Writing and Grammar Strategies: 94-97, 99-102, 104-107, 109-113 Topic Software Teaching Resources: 196, 207, 210, 225, 230, 234, 237 Audiobook Teaching Resources: 29, 31, 43-45, 49, 52, 63 Paperbacks Teaching Resources: 44, 46, 48, 50, 54, 66, 70, 78, 92, 102, 103 Test-Taking Strategies: 60-61, 106-108, 113-114 Resources for Content-Area Reading: 47 Write an Introduction, Speech RDI Book 2-Writing and Grammar Strategies: 104-107 Topic Software Teaching Resources: 222, 228 Write an Opinion RDI Book 2-Writing and Grammar Strategies: 94-97 Topic Software Teaching Resources: 196, 207, 210, 225, 230, 234 Audiobook Teaching Resources: 29, 31, 43-45, 49, 52 Paperbacks Teaching Resources: 44, 46, 48, 50, 54, 70, 78, 92, 102
<i>Presentation of Knowledge and Ideas</i>	
4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate	The Following Selected Matches Provide Opportunities to Meet this Objective: Deliver an Oral Presentation

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facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<p><u>Resources for Content-Area Reading:</u> 56-57, 58-59, 60-61</p> <p>Deliver a Broadcast <u>Resources for Content-Area Reading:</u> 72-73, 74-75, 76-77</p> <p>Write an Article, News Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 180, 222, 248 <u>Audiobook Teaching Resources:</u> 65 <u>Paperbacks Teaching Resources:</u> 58, 88, 94, 105</p> <p>Write a Book Synopsis <u>RDI Book 2-Writing and Grammar Strategies:</u> 79-82</p> <p>Write a Book Review <u>Audiobook Teaching Resources:</u> 63 <u>Paperbacks Teaching Resources:</u> 103</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write a Review <u>RDI Book 2-Writing and Grammar Strategies:</u> 99-102</p>
	5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

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	<p><u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write a Review <u>RDI Book 2-Writing and Grammar Strategies:</u> 99-102</p>
6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Deliver an Oral Presentation <u>Resources for Content-Area Reading:</u> 56-57, 58-59, 60-61</p> <p>Deliver a Broadcast <u>Resources for Content-Area Reading:</u> 72-73, 74-75, 76-77</p> <p>Write an Article, News Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 180, 222, 248 <u>Audiobook Teaching Resources:</u> 65 <u>Paperbacks Teaching Resources:</u> 58, 88, 94, 105</p> <p>Write a Book Synopsis <u>RDI Book 2-Writing and Grammar Strategies:</u> 79-82</p> <p>Write a Book Review <u>Audiobook Teaching Resources:</u> 63 <u>Paperbacks Teaching Resources:</u> 103</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write a Review <u>RDI Book 2-Writing and Grammar Strategies:</u> 99-102</p> <p>Discussion <u>rBook Teacher's Edition:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. <u>Resources for Content-Area Reading:</u> Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
Language Standards	
<i>Conventions of Standard English</i>	

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<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p>	<p>The Following Selected Matches Support this Objective: Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113</p> <p>Write a Book Review <u>Audiobook Teaching Resources:</u> 63 <u>Paperbacks Teaching Resources:</u> 103</p> <p>Persuasive Writing <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97, 99-102, 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234, 237 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52, 63 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 66, 70, 78, 92, 102, 103 <u>Test-Taking Strategies:</u> 60-61, 106-108, 113-114 <u>Resources for Content-Area Reading:</u> 47</p> <p>Descriptive Writing <u>rBook Teacher's Edition:</u> 196-199, 202-205, 250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 44-47, 49-52, 54-57, 59-62, 64-68</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97</p> <p>Write an Article, News Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87</p> <p>Descriptive Writing <u>rBook Teacher's Edition:</u> 196-199, 202-205, 250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 44-47, 49-52, 54-57, 59-62, 64-68</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words</p>	<p>Selected Examples Include: Capitalization <u>RDI Book 2-Writing and Grammar Strategies:</u> 154, 155, 162, 163</p> <p>End Punctuation <u>rBook Teacher's Edition:</u> 27, 249 <u>RDI Book 2-Writing and Grammar Strategies:</u> 18, 154, 155</p> <p>Using Quotation Marks <u>rBook Teacher's Edition:</u> 207, 250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 28, 204, 205</p>

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correctly, consulting references as needed.	<p>Proofreading rBook Teacher’s Edition: 27, 79, 103, 127, 159, 183, 205, 235 RDI Book 1-Reading Skills and Strategies: 204 RDI Book 2-Writing and Grammar Strategies: 214-221</p> <p>Write an Article, News Report RDI Book 2-Writing and Grammar Strategies: 84-87 Topic Software Teaching Resources: 180, 222, 248 Audiobook Teaching Resources: 65 Paperbacks Teaching Resources: 58, 88, 94, 105</p> <p>Write an Opinion RDI Book 2-Writing and Grammar Strategies: 94-97</p> <p>Write an Article, News Report RDI Book 2-Writing and Grammar Strategies: 84-87</p> <p>Persuasive Writing RDI Book 2-Writing and Grammar Strategies: 94-97, 99-102, 104-107, 109-113 Topic Software Teaching Resources: 196, 207, 210, 225, 230, 234, 237 Audiobook Teaching Resources: 29, 31, 43-45, 49, 52, 63 Paperbacks Teaching Resources: 44, 46, 48, 50, 54, 66, 70, 78, 92, 102, 103 Test-Taking Strategies: 60-61, 106-108, 113-114 Resources for Content-Area Reading: 47</p> <p>Descriptive Writing rBook Teacher’s Edition: 196-199, 202-205, 250 RDI Book 2-Writing and Grammar Strategies: 44-47, 49-52, 54-57, 59-62, 64-68 Resources for Content-Area Reading: 71</p> <p>Write an Argument RDI Book 2-Writing and Grammar Strategies: 104-107, 109-113</p> <p>Expository Writing rBook Teacher’s Edition: 22-25, 98-101, 249 RDI Book 2-Writing and Grammar Strategies: 69-72, 74-77, 79-82, 84-87, 89-93 Resources for Content-Area Reading: 15, 39</p>
<i>Knowledge of Language</i>	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.*	<p>The Following Selected Matches Support this Objective: Write an Argument RDI Book 2-Writing and Grammar Strategies: 104-107, 109-113 Topic Software Teaching Resources: 196</p>

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<p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>Write an Opinion RDI Book 2-Writing and Grammar Strategies: 94-97 Topic Software Teaching Resources: 196, 207, 210, 225, 230, 234 Audiobook Teaching Resources: 29, 31, 43-45, 49, 52 Paperbacks Teaching Resources: 44, 46, 48, 50, 54, 70, 78, 92, 102</p> <p>Write an Article, News Report RDI Book 2-Writing and Grammar Strategies: 84-87 Topic Software Teaching Resources: 180, 222, 248 Audiobook Teaching Resources: 65 Paperbacks Teaching Resources: 58, 88, 94, 105</p> <p>Persuasive Writing RDI Book 2-Writing and Grammar Strategies: 94-97, 99-102, 104-107, 109-113 Topic Software Teaching Resources: 196, 207, 210, 225, 230, 234, 237 Audiobook Teaching Resources: 29, 31, 43-45, 49, 52, 63 Paperbacks Teaching Resources: 44, 46, 48, 50, 54, 66, 70, 78, 92, 102, 103 Test-Taking Strategies: 60-61, 106-108, 113-114 Resources for Content-Area Reading: 47</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p>
<p><i>Vocabulary Acquisition and Use</i></p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>Understand Vocabulary rBook Teaching Guide: 9, 33, 57, 85, 109, 133, 165, 189, 213 RDI Book 1-Reading Skills and Strategies: 236, 288, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276 Topic Software Teaching Resources: Each segment of the <i>READ180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high utility words. Audiobook Teaching Resources: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p> <p>Multiple-Meaning Words rBook Teacher's Edition: 152, 176, 241 RDI Book 1-Reading Skills and Strategies: 240, 241 RDI Book 3-Strategies for English Language Learners: 63 rSkills Test: Tests 5</p>

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	<p>Use Resources to Determine Word Meaning rBook Teacher’s Edition: 229, 243 RDI Book 1-Reading Skills and Strategies: 244, 252 rSkills Test: Tests 4 & 5</p> <p>Context Clues rBook Teaching Guide: 16, 19, 93, 96, 116 RDI Book 1-Reading Skills and Strategies: 238, 254 Audiobook Teaching Resources: Favorite Greek Myths – 13, 17, 18 (Resources – 30, 31-32, 63-68, 69), La Mariposa – 5 (Resources – 51, 52-53, 63-68, 69) rSkills Test: Tests 2</p> <p>Roots and Affixes rBook Teaching Guide: 20, 21, 201, 240, 242 RDI Book 1-Reading Skills and Strategies: 256, 258, 266, 268 Topic Software Teaching Resources: 1.1 Level 3, 1.2. Level 3, 1.3 Level 3, 2.1 Level 3, 2.4 Level 3, 3.1 Level 2, 3.1 Level 3, 4.2 Level 3, 4.3 Level 3, 5.1 Level 3, 5.4 Level 2, 5.5 Level 2, 6.1 Level 3, 6.2 Level 3, 6.3 Level 3, 7.1 Level 2, 7.1 Level 3, 7.3 Level 3, 7.4 Level 3, 8. 1 Level 3, 8.3 Level 3, 8.4 Level 3, 9.1 Level 3, 9.2 Level 3, 9.3 Level 3, 9.4 Level 2, 9.4 Level 3 rSkills Test Book: Test 1, 2 & 3</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>Understand Vocabulary rBook Teacher’s Edition: 9, 33, 57, 85, 109, 133, 165, 189, 213 RDI Book 1-Reading Skills and Strategies: 236, 288, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276 Topic Software Teaching Resources: Each segment of the <i>READ180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high utility words. Audiobook Teaching Resources: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p> <p>Word Building rBook Teacher’s Edition: 9, 33, 57, 85, 109, 133, 165, 189, 213 RDI Book 1-Reading Skills and Strategies: 203 Resources for Content-Area Reading: 119</p> <p>Simile rBook Teaching Guide: 248 RDI Book 2-Writing and Grammar Strategies: 53</p>

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	<p><u>RDI Book 3-Strategies for English Language Learners:</u> 60</p> <p>Synonyms <u>rBook Teacher’s Edition:</u> 44, 200, 241 <u>RDI Book 1-Reading Skills and Strategies:</u> 246, 247, 254, 255 <u>RDI Book 2-Writing and Grammar Strategies:</u> 63 <u>rSkills Test Book:</u> Tests 1 & 3 <u>RDI Book 3-Strategies for English Language Learners:</u> 28</p> <p>Metaphor <u>rBook Teaching Guide:</u> 248 <u>RDI Book 2-Writing and Grammar Strategies:</u> 53</p> <p>Homophones <u>rBook Teacher’s Edition:</u> 72, 73, 120, 244 <u>RDI Book 1-Reading Skills and Strategies:</u> 242 <u>Topic Software Teaching Resources:</u> 5.3 Level 3, 7.4 Level 3, 9.1 Level 1 <u>rSkills Test:</u> Tests 2 & Tests 3</p> <p>Idioms <u>rBook Teaching Guide:</u> 13, 121, 170, 214, 223, 244 <u>RDI Book 1-Reading Skills and Strategies:</u> 272 <u>RDI Book 3-Strategies for English Language Learners</u> 67 <u>rSkills Test:</u> Test 3</p> <p>Antonyms <u>rBook Teaching Guide:</u> 45, 243 <u>RDI Book 1-Reading Skills and Strategies:</u> 248, 249, 254, 255 <u>rSkills Test:</u> Tests 1 & 5</p> <p>Denotation/Connotation <u>RDI Book 1-Reading Skills and Strategies:</u> 250, 251</p>
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<p>Selected Examples Include: Discussion <u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text. Discussion Questions are provided in guiding discussion of the Software passages, Audiobooks, and Paperbacks. <u>Resources for Content-Area Reading:</u> Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p> <p>Write an Article, News Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 180, 222, 248</p>

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	<p><u>Audiobook Teaching Resources:</u> 65 <u>Paperbacks Teaching Resources:</u> 58, 88, 94, 105</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97</p> <p>Write an Article, News Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87</p> <p>Persuasive Writing <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97, 99-102, 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234, 237 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52, 63 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 66, 70, 78, 92, 102, 103 <u>Test-Taking Strategies:</u> 60-61, 106-108, 113-114 <u>Resources for Content-Area Reading:</u> 47</p> <p>Descriptive Writing <u>rBook Teacher’s Edition:</u> 196-199, 202-205, 250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 44-47, 49-52, 54-57, 59-62, 64-68 <u>Resources for Content-Area Reading:</u> 71</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113</p> <p>Expository Writing <u>rBook Teacher’s Edition:</u> 22-25, 98-101, 249 <u>RDI Book 2-Writing and Grammar Strategies:</u> 69-72, 74-77, 79-82, 84-87, 89-93 <u>Resources for Content-Area Reading:</u> 15, 39</p> <p>Content Area Vocabulary <u>rBook Teacher’s Edition:</u> 8D, 32D, 56D, 56F, 84D, 108D, 132F, 164D, 188D, 212D, 242, T46 Because of the varied content in the passages in the <i>READ180</i> Software, Paperbacks and Audiobooks, students are introduced to a broad range of content-area vocabulary.</p>

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Reading Standards for Literature	
<i>Key Ideas and Details</i>	
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>Discussion rBook Teacher’s Edition: Shared Reading and Strategic Reading activities, located in each <i>READ 180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<p>Summarize rBook Teacher’s Edition: 18, 84C, 86-95, 106, 117, 187, 245 RDI Book 1-Reading Skills and Strategies: 294, 295, 398 Topic Software Teaching Resources: 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 1.4: 80-82, 185-186, 251; 2.1: 83-85, 187-188, 251, 2.2: 86-88, 189-190, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251, 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.2: 112-124, 213-214, 251; 5.3: 125-127, 215-216, 251; 6.1: 131-133, 219-220, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.1: 155-157, 235-236, 251; 8.4: 164-166, 241-242, 251; 9.2: 170-172, 245-246, 251 Audiobook Teaching Resources: Beautiful Warrior – 11, 20, 39, (Resources - 27, 28-29, 63-68, 69) Favorite Greek Myths 9, 15, 19, 20 (Resources – 30, 31-32, 63-68, 69) I Thought My Soul Would Rise and Fly – 7, 61, 109 (Resources – 36, 37-38, 67-68, 69) The Last Place Sports of Jeremy Bloom – 3, 50, 70, 90 (Resources – 45, 46-47, 63-68, 69), La Mariposa – 10 (Resources – 51, 52-53, 63-68, 69) Paperbacks Teaching Resources: Sideways Stories From Wayside School (Resources – 73, 74, 103-108, 109) rSkills Test Book: Tests 3 & 4 Resources for Content-Area Reading: 92-93, 114</p> <p>Analyze Theme rBook Teacher’s Edition: 132F, 149, 227, 247, 248 Audiobook Teaching Resources: Favorite Greek Myths – 11 (Resources – 30, 31-32, 63-68, 69)</p>
3. Compare and contrast two or	Compare and Contrast

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more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<p>rBook Teacher’s Edition: 188C, 190-199, 223, 246 RDI Book 1-Reading Skills and Strategies: 298, 299, 401 Topic Software Teaching Resources: 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 2.4: 92-94, 193-194, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 5.2: 112-124, 213-214, 251; 6.2: 134-136, 221-222, 251; 7.2: 146-148, 229-230, 251; 7.4: 152-154, 233-234, 251; 8.2: 158-160, 237-238, 251; 8.3: 161-163, 239-240, 251; 9.1: 167-169, 243-244, 251; 9.4: 176-178, 249-250, 251 Audiobook Teaching Resources: For Your Eyes Only - 22, 42, 107 (Resources – 33, 34-35, 63-68, 69), I Thought My Soul Would Rise and Fly – 7, 61, 109 (Resources – 36, 37-38, 67-68, 69) Paperbacks Teaching Resources: Take the Court (Resources – 77, 78, 103-108, 109); Shoebag (Resources – 97, 98, 103-108, 109) Test Taking Strategies: 34-35 rSkills Test Book: Tests 4 & 5 Resources for Content-Area Reading: 98-99, 117</p>
<i>Craft and Structure</i>	
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<p>The Following Matches Provide Opportunities to Meet this Objective: Denotation/Connotation RDI Book 1-Reading Skills and Strategies: 250, 251</p> <p>Figurative Language rBook Teaching Guide: 13, 22-25, 36, 56D, 68, 98-101, 121, 137, 141, 151, 170, 192, 196-199, 202-205, 214, 223, 244, 248-250 RDI Book 1-Reading Skills and Strategies: 272, 274, 332, 333, 334 RDI Book 2-Writing and Grammar Strategies: 44-47, 49-52, 53, 54-57, 59-62, 63-72, 74-77, 79-82, 84-87, 89-93 RDI Book 3-Strategies for English Language Learners: 59, 60, 67 rSkills Test: Test 3</p> <p>Simile rBook Teaching Guide: 248 RDI Book 2-Writing and Grammar Strategies: 53 RDI Book 3-Strategies for English Language Learners: 60 RDI Book 1-Reading Skills and Strategies: 334</p> <p>Mood rBook Teaching Guide: 68, 56D, 151, 248 RDI Book 1-Reading Skills and Strategies: 332</p> <p>Symbolism RDI Book 1-Reading Skills and Strategies: 334 Audiobook Teaching Resources: La Mariposa – 21 (Resources – 51, 52-53, 63-68, 69)</p>

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	<p>Personification RDI Book 1-Reading Skills and Strategies: 333</p> <p>Metaphor rBook Teaching Guide: 248 RDI Book 2-Writing and Grammar Strategies: 53</p> <p>Idioms rBook Teaching Guide: 13, 121, 170, 214, 223, 244 RDI Book 1-Reading Skills and Strategies: 272 RDI Book 3-Strategies for English Language Learners 67 rSkills Test: Test 3</p>
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<p>Discussion rBook Teacher's Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
6. Describe how a narrator's or speaker's point of view influences how events are described.	<p>The Following Matches Provide Opportunities to Meet this Objective: Recognize Point of View rBook Teacher's Edition: 61, 218, 220, 248 RDI Book 1-Reading Skills and Strategies: 320</p> <p>Discussion rBook Teacher's Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
<i>Integration of Knowledge and Ideas</i>	
7. Analyze how visual and	The Following Provides Opportunities to Meet this Objective:

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multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Digital Tools Presentation Resources for Content-Area Reading: 80-81, 82-83, 84-85 Technology Resources for Content-Area Reading: 80-81
8. (Not applicable to literature)	
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Discussion rBook Teacher's Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.
<i>Range of Reading and Level of Text Complexity</i>	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	Read Connected Text with Fluency rBook Teacher's Edition: 31A, 55A, 67, 83A, 107A, 131B, 145, 151, 163A, 187A, 211A, 239A RDI Book 1-Reading Skills and Strategies: 160, 161, 162, 163, 164, 168, 172, 176, 180, 166, 167, 170, 175, 171, 174, 178, 179, 182, 183 Topic Software Teaching Resources: The <i>Read180</i> Software models fluent reading and gives students experience in reading with fluency. Read Independently RDI Book 1-Reading Skills and Strategies: Students are given the opportunity to read the passages independently. Topic Software Teaching Resources: Students read passages on the <i>READ180</i> Software independently when they make a recording of the passage in the Reading and Success Zones, and in other Success Zone activities. Test-Taking Strategies: The lessons and practice from the reading test strategies offer students an opportunity to read independently.
Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Discussion rBook Teacher's Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text.

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	<p><u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><u>Resources for Content-Area Reading:</u> Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p> <p>Make Inferences <u>rBook Teaching Guide:</u> 15, 34, 36, 38, 61, 62, 63, 65, 71, 114, 139, 141, 145, 147, 166, 174, 190, 212C, 214-227, 238, 246 <u>RDI Book 1-Reading Skills and Strategies:</u> 302, 303, 405 <u>Topic Software Teaching Resources:</u> 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 2.1: 83-85, 187-188, 251; 2.2: 86-88, 189-190, 251; 2.3: 89-91; 191-192, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251; 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.3: 125-127, 215-216, 251; 5.4: 128-130, 217-218, 251; 6.1: 131-133, 219-220, 251; 6.2: 134-136, 221-222, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.2: 158-160, 237-238, 251; 8.3: 161-163, 239-240, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.2: 170-172, 245-246, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251</p> <p><u>Audiobook Teaching Resources:</u> Jonah the Whale – 19, 39, 99 (Resources – 39, 40-41, 63-68, 69); La Mariposa – 8, 14, 19, 31 (Resources – 51, 52-53, 63-68, 69); Last Place Sports of Jeremy Bloom – 3, 50, 70, 90 (Resources – 45, 46-47, 63-68, 69), Favorite Greek Myths – 9 (Resources – 30, 31-32, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> The Torch Runner (Resources – 57, 58, 103-108, 109); The Story of Harriet Tubman, Conductor of the Underground Railroad (99, 100, 103-108, 109)</p> <p><u>rSkills Test Book:</u> Test 5 <u>Resources for Content-Area Reading:</u> 100-101, 118</p>
<p>2. Determine two or more main ideas and how they are supported by key details; summarize the text.</p>	<p>The Following Matches Support this Objective: Main Idea <u>rBook Teacher’s Edition:</u> 8C, 10-19, 41, 245 <u>RDI Book 1-Reading Skills and Strategies:</u> 292, 293, 396, 397 <u>Topic Software Teaching Resources:</u> 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 1.4: 80-82, 185-186, 251; 2.1: 83-85, 187-188, 251; 2.2: 86-88, 189-</p>

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	<p>190, 251; 2.3: 89-91; 191-192, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251, 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.2: 112-124, 213-214, 251; 5.3: 125-127, 215-216, 251; 5.4: 128-130, 217-218, 251; 6.1: 131-133, 219-220, 251; 6.2: 134-136, 221-222, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.1: 155-157, 235-236, 251; 8.2: 158-160, 237-238, 251; 8.3: 161-163, 239-240, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.2: 170-172, 245-246, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251</p> <p>Audiobook Teaching Resources: The Truth About Dangerous Sea Creatures – 7, 11, 21, 37 (Resources – 60, 61-62, 63-68, 69)</p> <p>Paperbacks Teaching Resources: Buzz! A Book About Insects (Resources – 43, 44, 103-108, 109); Screech! A Book About Bats (Resources 51, 52, 103-108, 109)</p> <p>rSkills Test Book: Tests 1 & 2</p> <p>Resources for Content-Area Reading: 88-89, 112</p> <p>Read for Detail rBook Teacher’s Edition: 8C, 10-19, 41, 239 RDI Book 1-Reading Skills and Strategies: 288, 289, 393, 394 Topic Software Teaching Resources: 1.3: 77-79, 183-184, 251; 1.4: 80-82, 185-186, 251; 2.1: 83-85, 187-188, 251, 2.2: 86-88, 189-190, 251; 2.3: 89-91; 191-192, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251, 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.2: 112-124, 213-214, 251; 5.3: 125-127, 215-216, 251; 5.4: 128-130, 217-218, 251; 6.1: 131-133, 219-220, 251; 6.2: 134-136, 221-222, 251; 6.3: 137-139, 223-224, 251; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.1: 155-157, 235-236, 251; 8.2: 158-160, 237-238, 251; 8.3: 161-163, 239-240, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.2: 170-172, 245-246, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251</p> <p>Audiobook Teaching Resources: For Your Eyes Only - 22, 42, 107 (Resources – 33, 34-35, 63-68, 69)</p> <p>Paperbacks Teaching Resources: Finding the Titanic (Resources – 65, 66, 103-108, 109)</p> <p>Resources for Content-Area Reading: 88-89, 112</p> <p>Summarize rBook Teacher’s Edition: 18, 84C, 86-95, 106, 117, 187, 245</p>

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	<p><u>RDI Book 1-Reading Skills and Strategies:</u> 294, 295, 398 <u>Topic Software Teaching Resources:</u> 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 1.4: 80-82, 185-186, 251; 2.1: 83-85, 187-188, 251, 2.2: 86-88, 189-190, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251, 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.2: 112-124, 213-214, 251; 5.3: 125-127, 215-216, 251; 6.1: 131-133, 219-220, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.1: 155-157, 235-236, 251; 8.4: 164-166, 241-242, 251; 9.2: 170-172, 245-246, 251 <u>Audiobook Teaching Resources:</u> Beautiful Warrior – 11, 20, 39, (Resources - 27, 28-29, 63-68, 69) Favorite Greek Myths 9, 15, 19, 20 (Resources – 30, 31-32, 63-68, 69) I Thought My Soul Would Rise and Fly – 7, 61, 109 (Resources – 36, 37-38, 67-68, 69) The Last Place Sports of Jeremy Bloom – 3, 50, 70, 90 (Resources – 45, 46-47, 63-68, 69), La Mariposa – 10 (Resources – 51, 52-53, 63-68, 69) <u>Paperbacks Teaching Resources:</u> Sideways Stories From Wayside School (Resources – 73, 74, 103-108, 109) <u>rSkills Test Book:</u> Tests 3 & 4 <u>Resources for Content-Area Reading:</u> 92-93, 114</p>
<p>3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	
<p><i>Craft and Structure</i></p>	
<p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<p>Content Area Vocabulary <u>rBook Teacher’s Edition:</u> 8D, 32D, 56D, 56F, 84D, 108D, 132F, 164D, 188D, 212D, 242, T46 <u>Resources for Content-Area Reading:</u> 15, 23, 31, 39, 47, 55, 63, 71, 79 Because of the varied content in the passages in the <i>READ180</i> Software, Paperbacks and Audiobooks, students are introduced to a broad range of content-area vocabulary. Understand Vocabulary <u>rBook Teaching Guide:</u> 9, 33, 57, 85, 109, 133, 165, 189, 213 <u>RDI Book 1-Reading Skills and Strategies:</u> 236, 288, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276 <u>Topic Software Teaching Resources:</u> Each segment of the <i>READ180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages.</p>

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	<p>Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high utility words.</p> <p>Audiobook Teaching Resources: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p>
5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	<p>The Following Matches Provide Opportunities to Meet this Objective: Sequence of Events</p> <p>rBook Teacher’s Edition: 32C, 34-43, 60, 68, 146, 239 RDI Book 1-Reading Skills and Strategies: 290, 291, 395 Topic Software Teaching Resources: 1.2: 74-76, 181-182, 251; 1.4: 80-82, 185-186, 251; 2.3: 89-91; 191-192, 251; 2.4: 92-94, 193-194, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.2: 112-124, 213-214, 251; 5.3: 125-127, 215-216, 251; 6.1: 131-133, 219-220, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.2: 146-148, 229-230, 251; 7.3: 149-151, 231-232, 251; 8.2: 158-160, 237-238, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.2: 170-172, 245-246, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251</p> <p>Audiobook Teaching Resources: The Magnificent Mummy Maker – 11, 43, 114 (Resources – 48, 49-50, 63-68, 69) Paperbacks Teaching Resources: Demeter and Persephone (Resources – 45, 46, 103-108, 109); Every Cloud Has a Silver Lining (Resources – 87, 88, 103-108, 109) Test Taking Strategies: 36-37 rSkills Test Book: Tests 1 & 2 Resources for Content-Area Reading: 90-91, 113</p> <p>Cause and Effect rBook Teacher’s Edition: 158C, 160-169, 191, 240 RDI Book 1-Reading Skills and Strategies: 296, 297, 399, 400 Topic Software Teaching Resources: 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 1.4: 80-82, 185-186, 251; 2.3: 89-91; 191-192, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251; 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.3: 125-127, 215-216, 251; 6.1: 131-133, 219-220, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 7.3: 149-151, 231-232, 251; 8.1: 155-157, 235-236, 251; 8.3: 161-163, 239-240, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251</p> <p>Audiobook Teaching Resources: Beautiful Warrior – 11, 20,</p>

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	<p>39, (Resources - 27, 28-29, 63-68, 69); Last Place Sports of Jeremy Bloom – 3, 50, 70, 90 (Resources – 45, 46-47, 63-68, 69); The Magnificent Mummy Maker – 11, 43, 114 (Resources – 48, 49-50, 63-68, 69); The Truth About Dangerous Sea Creatures – 7, 11, 21, 37 (Resources – 60, 61-62, 63-68, 69)</p> <p>Paperbacks Teaching Resources: Ricky Riccota’s Mighty Robot vs. the Mecha-Monkeys from Mars (Resources – 71, 72, 103-108, 109); Adventures of the Shark Lady: Eugenie Clark Around the World (Resources 83, 84, 103-108, 109); It Came from Ohio! My Life as a Writer (Resources 91, 92, 103-108, 109)</p> <p>Test Taking Strategies: 34-35</p> <p>rSkills Test Book: Tests 4 & 5</p> <p>Resources for Content-Area Reading: 96-97, 116</p> <p>Compare and Contrast</p> <p>rBook Teacher’s Edition: 188C, 190-199, 223, 246</p> <p>RDI Book 1-Reading Skills and Strategies: 298, 299, 401</p> <p>Topic Software Teaching Resources: 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 2.4: 92-94, 193-194, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 5.2: 112-124, 213-214, 251; 6.2: 134-136, 221-222, 251; 7.2: 146-148, 229-230, 251; 7.4: 152-154, 233-234, 251; 8.2: 158-160, 237-238, 251; 8.3: 161-163, 239-240, 251; 9.1: 167-169, 243-244, 251; 9.4: 176-178, 249-250, 251</p> <p>Audiobook Teaching Resources: For Your Eyes Only - 22, 42, 107 (Resources – 33, 34-35, 63-68, 69), I Thought My Soul Would Rise and Fly – 7, 61, 109 (Resources – 36, 37-38, 67-68, 69)</p> <p>Paperbacks Teaching Resources: Take the Court (Resources – 77, 78, 103-108, 109); Shoebag (Resources – 97, 98, 103-108, 109)</p> <p>Test Taking Strategies: 34-35</p> <p>rSkills Test Book: Tests 4 & 5</p> <p>Resources for Content-Area Reading: 98-99, 117</p>
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<p>Discussion</p> <p>rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text. Discussion Questions are provided in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
<i>Integration of Knowledge and Ideas</i>	
7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<p>The Following Provides Opportunities to Meet this Objective: Reference & Research</p> <p>Resources for Content-Area Reading: 16-17, 32-33, 40-41, 48-49, 82-83</p>

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	<p>Locate Information Resources for Content-Area Reading: 18-19, 26-27, 34-35, 42-43, 50-51, 58-59, 66-67, 74-75, 82-83</p> <p>Technology Resources for Content-Area Reading: 80-81</p> <p>Use Internet Resources for Content-Area Reading: 58-59</p> <p>Write an Article, News Report RDI Book 2-Writing and Grammar Strategies: 84-87 Topic Software Teaching Resources: 180, 222, 248 Audiobook Teaching Resources: 65 Paperbacks Teaching Resources: 58, 88, 94, 105</p>
8. Explain how an author uses evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<p>Discussion rBook Teacher's Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<p>Discussion rBook Teacher's Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
<i>Range of Reading and Level of Text Complexity</i>	
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts,	<p>The Following Matches Support this Objective: Read a Newspaper Article rBook Teaching Guide: Food Fight: Chefs vs. Kids 190; Pet Tiger Attack 166</p>

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<p>at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>Read a Magazine Article rBook Teaching Guide: Bugs vs. Burgers 192-194; Girl Fight 88-90; The Gory Art of Mummy-Making 112-114; Smoke Jumpers 12-14; Wild Pets 168-170</p> <p>Read a Historical Fiction rBook Teaching Guide: Bud’s Breakfast 60-71 Audiobook Teaching Resources: 17, 19 Paperbacks Teaching Resources: Navajo Long Walk, Riding Freedom</p> <p>Read Content-Area Text (Science and Social Studies) RDI Book 1-Reading Skills and Strategies: 339, 344, 350, 353, 360, 370, 371, 374, 378</p> <p>Nonfiction-General rBook Teaching Guide: Pet Tiger Attack 166; Wild Pets 168-170</p> <p>Nonfiction-Science rBook Teaching Guide: The Gory Art of Mummy-Making 112-114; Veterinary Technician 184; Zoos Go Wild! 172-175 Paperbacks Teaching Resources: Buzz! A Book About Insects, Screech! A Book About Bats</p> <p>Nonfiction-Social Studies rBook Teaching Guide: Ancient Egypt: Unlocking the Past 116-119; The Gory Art of Mummy-Making 112-114; Heroes for Equality 214; History of Immigration 38-42 Paperbacks Teaching Resources: Finding the Titanic</p>
Reading Standards: Foundational Skills	
<i>Phonics and Word Recognition</i>	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Each of the reading components teaches decoding methods. See, for example: Decoding/Syllabication rBook Teaching Guide: 8A, 32A, 56A, 84A, 108A, 132A, 164A, 188A, 212A RDI Book 1-Reading Skills and Strategies: 110, 113, 116, 119, 122, 125, 128, 131, 134, 137</p> <p>Roots and Affixes rBook Teaching Guide: 20, 21, 201, 240, 242 RDI Book 1-Reading Skills and Strategies: 256, 258, 266, 268 Topic Software Teaching Resources: 1.1 Level 3, 1.2. Level 3, 1.3 Level 3, 2.1 Level 3, 2.4 Level 3, 3.1 Level 2, 3.1 Level 3, 4.2 Level 3, 4.3 Level 3, 5.1 Level 3, 5.4 Level 2, 5.5 Level 2, 6.1 Level 3, 6.2 Level 3, 6.3 Level 3, 7.1 Level 2, 7.1 Level 3, 7.3 Level 3, 7.4 Level 3, 8. 1 Level 3, 8.3 Level 3, 8.4 Level 3, 9.1 Level 3, 9.2 Level 3, 9.3 Level 3, 9.4 Level 2, 9.4 Level 3</p>

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	<p>rSkills Test Book: Test 1, 2 & 3</p> <p>Open Syllables rBook Teaching Guide: 56A RDI Book 1-Reading Skills and Strategies: 113, 116 Topic Software Teaching Resources: 4.4 Level 3</p> <p>Closed Syllables rBook Teaching Guide: 32A RDI Book 1-Reading Skills and Strategies: 110, 116</p>
<i>Fluency</i>	
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Read Connected Text with Fluency rBook Teaching Guide: 31A, 55A, 67, 83A, 107A, 131B, 145, 151, 163A, 187A, 211A, 239A RDI Book 1-Reading Skills and Strategies: 160, 161, 162, 163, 164, 168, 172, 176, 180, 166, 167, 170, 175, 171, 174, 178, 179, 182, 183 Topic Software Teaching Resources: The <i>Read180</i> Software models fluent reading and gives students experience in reading with fluency.</p> <p>Context Clues rBook Teaching Guide: 16, 19, 93, 96, 116 RDI Book 1-Reading Skills and Strategies: 238, 254 Audiobook Teaching Resources: Favorite Greek Myths – 13, 17, 18 (Resources – 30, 31-32, 63-68, 69), La Mariposa – 5 (Resources – 51, 52-53, 63-68, 69) rSkills Test: Tests 2</p> <p>Oral Reading RDI Book 1-Reading Skills and Strategies: 160, 161 Topic Software Teaching Resources: After hearing the passage read aloud, students read along with the Narrator and then make an audio recording of the passage. Students make additional recordings in the Success Zone.</p>
Writing Standards	
<i>Text Types and Purposes</i>	
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p>	<p>Write an Opinion RDI Book 2-Writing and Grammar Strategies: 94-97 Topic Software Teaching Resources: 196, 207, 210, 225, 230, 234 Audiobook Teaching Resources: 29, 31, 43-45, 49, 52 Paperbacks Teaching Resources: 44, 46, 48, 50, 54, 70, 78, 92, 102</p> <p>Write a Book Review Audiobook Teaching Resources: 63 Paperbacks Teaching Resources: 103</p> <p>Write a Review RDI Book 2-Writing and Grammar Strategies: 99-102</p>

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d. Provide a concluding statement or section related to the opinion presented.	
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>Selected Examples Include: Write an Article, News Report RDI Book 2-Writing and Grammar Strategies: 84-87 Topic Software Teaching Resources: 180, 222, 248 Audiobook Teaching Resources: 65 Paperbacks Teaching Resources: 58, 88, 94, 105</p> <p>Write an Argument RDI Book 2-Writing and Grammar Strategies: 104-107, 109-113 Topic Software Teaching Resources: 196, 237 Paperbacks Teaching Resources: 48, 54, 66</p> <p>Write an Introduction, Speech RDI Book 2-Writing and Grammar Strategies: 104-107 Topic Software Teaching Resources: 222, 228</p> <p>Write a Book Review Audiobook Teaching Resources: 63 Paperbacks Teaching Resources: 103</p> <p>Write a Review RDI Book 2-Writing and Grammar Strategies: 99-102</p> <p>Expository Writing rBook Teacher's Edition: 22-25, 98-101, 249 RDI Book 2-Writing and Grammar Strategies: 69-72, 74-77, 79-82, 84-87, 89-93 Topic Software Teaching Resources: 44, 46, 64, 84, 100 Audiobook Teaching Resources: 37, 55-56, 61 Paperbacks Teaching Resources: 187,191,195, 200, 213-216, 221, 235-236, 242, 249 Resources for Content-Area Reading: 15, 39</p>
<p>3. Write narratives in which they:</p> <p>a. Engage and orient the reader by establishing a situation, introduce a narrator and/or characters, and create an organization that sequences events naturally and logically.</p> <p>b. Use narrative techniques such as dialogue, pacing, and description to develop events and show characters' external behaviors and internal responses. c. Use a variety of temporal words, phrases, and clauses to manage the sequence of events.</p>	<p>Selected Examples Include: Narrative Writing rBook Teacher's Edition: 46-49, 178-181, 230-233, 250 RDI Book 2-Writing and Grammar Strategies: 14-17, 19-22, 24-27, 29-32, 34-37, 39-43 Topic Software Teaching Resources: 50, 56, 66, 80 Audiobook Teaching Resources: 31 Paperbacks Teaching Resources: 191 Resources for Content-Area Reading: 23, 32, 55, 63, 79</p> <p>Descriptive Writing rBook Teacher's Edition: 196-199, 202-205, 250 RDI Book 2-Writing and Grammar Strategies: 44-47, 49-52, 54-57, 59-62, 64-68 Topic Software Teaching Resources: 179-182, 185-186, 194,</p>

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<p>d. Use well-chosen words and phrases to convey events and experiences precisely.</p> <p>e. Provide a satisfying conclusion that follows from the narrative's events.</p>	<p>201, 209-212, 217, 218, 223, 227-228, 235, 239, 241-242 <u>Audiobook Teaching Resources:</u> 28, 31, 52-53 <u>Paperbacks Teaching Resources:</u> 46, 52, 60, 80, 82, 96 <u>Resources for Content-Area Reading:</u> 71</p> <p>Write a Summary <u>RDI Book 2-Writing and Grammar Strategies:</u> 73, 208, 209</p>
<i>Production and Distribution of Writing</i>	
<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Selected Examples Include: Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p> <p>Write an Article, News Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 180, 222, 248 <u>Audiobook Teaching Resources:</u> 65 <u>Paperbacks Teaching Resources:</u> 58, 88, 94, 105</p> <p>Write a Book Synopsis <u>RDI Book 2-Writing and Grammar Strategies:</u> 79-82</p> <p>Narrative Writing <u>rBook Teacher's Edition:</u> 46-49, 178-181, 230-233, 250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43 <u>Topic Software Teaching Resources:</u> 50, 56, 66, 80 <u>Audiobook Teaching Resources:</u> 31 <u>Paperbacks Teaching Resources:</u> 191 <u>Resources for Content-Area Reading:</u> 23, 32, 55, 63, 79</p>
<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p>	<p>The Following Selected Matches Provides Opportunities to Meet this Objective: Assessment Rubrics for Writing <u>rBook Teacher's Edition:</u> 19, 21, 27, 31, 43, 45, 51, 55, 69, 73, 75, 79, 83, 65, 97, 99, 101, 103, 107, 119, 131, 147, 153, 157, 169, 181, 193, 195, 201, 205, 219, 223 <u>RDI Book 2-Writing and Grammar Strategies:</u> 224-229 <u>Topic Software Teaching Resources:</u> 254 <u>Test-Taking Strategies Book:</u> 116</p> <p>Peer Assessment</p>

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	<p><u>rBook Teacher’s Edition:</u> 25, 49, 77, 101, 125, 157, 181, 205, 233 <u>RDI Book 2-Writing and Grammar Strategies:</u> 13</p> <p>Plan <u>rBook Teacher’s Edition:</u> 24, 48, 76, 100, 124, 156, 178, 204, 232</p> <p>Revision/Edit <u>rBook Teacher’s Edition:</u> 25, 49, 77, 101, 125, 157, 181, 205, 233</p>
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: Digital Tools Presentation <u>Resources for Content-Area Reading:</u> 80-81, 82-83, 84-85</p> <p>Persuasive Writing <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97, 99-102, 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234, 237 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52, 63 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 66, 70, 78, 92, 102, 103 <u>Test-Taking Strategies:</u> 60-61, 106-108, 113-114 <u>Resources for Content-Area Reading:</u> 47</p> <p>Write an Article, News Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 180, 222, 248 <u>Audiobook Teaching Resources:</u> 65 <u>Paperbacks Teaching Resources:</u> 58, 88, 94, 105</p> <p>Write a Book Synopsis <u>RDI Book 2-Writing and Grammar Strategies:</u> 79-82</p> <p>Narrative Writing <u>rBook Teacher’s Edition:</u> 46-49, 178-181, 230-233, 250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43 <u>Topic Software Teaching Resources:</u> 50, 56, 66, 80 <u>Audiobook Teaching Resources:</u> 31 <u>Paperbacks Teaching Resources:</u> 191 <u>Resources for Content-Area Reading:</u> 23, 32, 55, 63, 79</p> <p>Write a Tribute, Memorial <u>Topic Software Teaching Resources:</u> 179-180, 231</p> <p>Digital Tools Presentation <u>Resources for Content-Area Reading:</u> 80-81, 82-83, 84-85</p>

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	<p>Technology Resources for Content-Area Reading: 80-81</p> <p>Use Internet Resources for Content-Area Reading: 58-59</p>
<i>Research to Build and Present Knowledge</i>	
7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<p>Reference & Research Resources for Content-Area Reading: 16-17, 32-33, 40-41, 48-49, 82-83</p> <p>Research Project Write a Report Resources for Content-Area Reading: 48-49, 50-51, 52-53</p> <p>Steps of the Inquiry Process Resources for Content-Area Reading: 17, 25, 33, 41, 49, 57, 65, 73, 81</p>
8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	<p>Reference & Research Resources for Content-Area Reading: 16-17, 32-33, 40-41, 48-49, 82-83</p> <p>Locate Information Resources for Content-Area Reading: 18-19, 26-27, 34-35, 42-43, 50-51, 58-59, 66-67, 74-75, 82-83</p> <p>Organize and Present Information Resources for Content-Area Reading: 20-21, 28-29, 36-37, 44-45, 52-53, 60-61, 68-69, 76-77, 84-85</p> <p>Use Internet Resources for Content-Area Reading: 58-59</p>
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	<p>Selected Examples Include: Reference & Research Resources for Content-Area Reading: 16-17, 32-33, 40-41, 48-49, 82-83</p> <p>Research Project Write a Report Resources for Content-Area Reading: 48-49, 50-51, 52-53</p> <p>Write a Book Review Audiobook Teaching Resources: 63 Paperbacks Teaching Resources: 103</p> <p>Write an Article, News Report RDI Book 2-Writing and Grammar Strategies: 84-87 Topic Software Teaching Resources: 180, 222, 248 Audiobook Teaching Resources: 65 Paperbacks Teaching Resources: 58, 88, 94, 105</p>
<i>Range of Writing</i>	

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<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research. See, for example: Reference & Research Resources for Content-Area Reading: 16-17, 32-33, 40-41, 48-49, 82-83</p> <p>Research Project Write a Report Resources for Content-Area Reading: 48-49, 50-51, 52-53</p> <p>Write an Article, News Report RDI Book 2-Writing and Grammar Strategies: 84-87 Topic Software Teaching Resources: 180, 222, 248 Audiobook Teaching Resources: 65 Paperbacks Teaching Resources: 58, 88, 94, 105</p> <p>Writing Prompts Resources for Content-Area Reading: 15, 23, 32, 39, 47, 55, 63, 71, 79</p> <p>Persuasive Prompts Test-Taking Strategies: 113-114</p> <p>Narrative Prompts Test-Taking Strategies: 109-110</p> <p>Expository Prompts Test-Taking Strategies: 111-112</p>
Speaking and Listening Standards	
<i>Comprehension and Collaboration</i>	
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>Discussion rBook Teacher's Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>

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<p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	
<p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Discussion rBook Teacher’s Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p> <p>Summarize rBook Teaching Guide: 18, 84C, 86-95, 106, 117, 187, 245 RDI Book 1-Reading Skills and Strategies: 294, 295, 398 Topic Software Teaching Resources: 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 1.4: 80-82, 185-186, 251; 2.1: 83-85, 187-188, 251, 2.2: 86-88, 189-190, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251, 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.2: 112-124, 213-214, 251; 5.3: 125-127, 215-216, 251; 6.1: 131-133, 219-220, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.1: 155-157, 235-236, 251; 8.4: 164-166, 241-242, 251; 9.2: 170-172, 245-246, 251 Audiobook Teaching Resources: Beautiful Warrior – 11, 20, 39, (Resources - 27, 28-29, 63-68, 69) Favorite Greek Myths 9, 15, 19, 20 (Resources – 30, 31-32, 63-68, 69) I Thought My Soul Would Rise and Fly – 7, 61, 109 (Resources – 36, 37-38, 67-68, 69) The Last Place Sports of Jeremy Bloom – 3, 50, 70, 90 (Resources – 45, 46-47, 63-68, 69), La Mariposa – 10 (Resources – 51, 52-53, 63-68, 69) Paperbacks Teaching Resources: Sideways Stories From Wayside School (Resources – 73, 74, 103-108, 109)</p>

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	<p><u>rSkills Test Book:</u> Tests 3 & 4 <u>Resources for Content-Area Reading:</u> 92-93, 114</p>
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: Deliver an Oral Presentation <u>Resources for Content-Area Reading:</u> 56-57, 58-59, 60-61</p> <p>Deliver a Broadcast <u>Resources for Content-Area Reading:</u> 72-73, 74-75, 76-77</p> <p>Write an Article, News Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 180, 222, 248 <u>Audiobook Teaching Resources:</u> 65 <u>Paperbacks Teaching Resources:</u> 58, 88, 94, 105</p> <p>Write a Book Review <u>Audiobook Teaching Resources:</u> 63 <u>Paperbacks Teaching Resources:</u> 103</p> <p>Persuasive Writing <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97, 99-102, 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234, 237 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52, 63 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 66, 70, 78, 92, 102, 103 <u>Test-Taking Strategies:</u> 60-61, 106-108, 113-114 <u>Resources for Content-Area Reading:</u> 47</p> <p>Write an Introduction, Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p>
<i>Presentation of Knowledge and Ideas</i>	
4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: Oral Presentation <u>Resources for Content-Area Reading:</u> 56-57, 58-59, 60-61</p> <p>Deliver a Broadcast <u>Resources for Content-Area Reading:</u> 72-73, 74-75, 76-77</p>

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	<p>Write an Article, News Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 180, 222, 248 <u>Audiobook Teaching Resources:</u> 65 <u>Paperbacks Teaching Resources:</u> 58, 88, 94, 105</p> <p>Write a Book Synopsis <u>RDI Book 2-Writing and Grammar Strategies:</u> 79-82</p> <p>Write a Book Review <u>Audiobook Teaching Resources:</u> 63 <u>Paperbacks Teaching Resources:</u> 103</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write a Review <u>RDI Book 2-Writing and Grammar Strategies:</u> 99-102</p>
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: Deliver an Oral Presentation <u>Resources for Content-Area Reading:</u> 56-57, 58-59, 60-61</p> <p>Deliver a Broadcast <u>Resources for Content-Area Reading:</u> 72-73, 74-75, 76-77</p> <p>Write an Article, News Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 180, 222, 248 <u>Audiobook Teaching Resources:</u> 65 <u>Paperbacks Teaching Resources:</u> 58, 88, 94, 105</p> <p>Write a Book Synopsis <u>RDI Book 2-Writing and Grammar Strategies:</u> 79-82</p> <p>Write a Book Review <u>Audiobook Teaching Resources:</u> 63 <u>Paperbacks Teaching Resources:</u> 103</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write a Review <u>RDI Book 2-Writing and Grammar Strategies:</u> 99-102</p>

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<p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Deliver an Oral Presentation <u>Resources for Content-Area Reading:</u> 56-57, 58-59, 60-61</p> <p>Deliver a Broadcast <u>Resources for Content-Area Reading:</u> 72-73, 74-75, 76-77</p> <p>Write an Article, News Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 180, 222, 248 <u>Audiobook Teaching Resources:</u> 65 <u>Paperbacks Teaching Resources:</u> 58, 88, 94, 105</p> <p>Write a Book Synopsis <u>RDI Book 2-Writing and Grammar Strategies:</u> 79-82</p> <p>Write a Book Review <u>Audiobook Teaching Resources:</u> 63 <u>Paperbacks Teaching Resources:</u> 103</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write a Review <u>RDI Book 2-Writing and Grammar Strategies:</u> 99-102</p> <p>Discussion <u>rBook Teacher's Edition:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. <u>Resources for Content-Area Reading:</u> Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
Language Standards	
<i>Conventions of Standard English</i>	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113</p>

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<p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</p>	<p>Write a Book Review <u>Audiobook Teaching Resources:</u> 63 <u>Paperbacks Teaching Resources:</u> 103</p> <p>Persuasive Writing <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97, 99-102, 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234, 237 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52, 63 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 66, 70, 78, 92, 102, 103 <u>Test-Taking Strategies:</u> 60-61, 106-108, 113-114 <u>Resources for Content-Area Reading:</u> 47</p> <p>Descriptive Writing <u>rBook Teacher's Edition:</u> 196-199, 202-205, 250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 44-47, 49-52, 54-57, 59-62, 64-68</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97</p> <p>Write an Article, News Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87</p> <p>Descriptive Writing <u>rBook Teacher's Edition:</u> 196-199, 202-205, 250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 44-47, 49-52, 54-57, 59-62, 64-68</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p>	<p>Selected Examples Include: Capitalization <u>RDI Book 2-Writing and Grammar Strategies:</u> 154, 155, 162, 163</p> <p>End Punctuation <u>rBook Teacher's Edition:</u> 27, 249 <u>RDI Book 2-Writing and Grammar Strategies:</u> 18, 154, 155</p> <p>Using Quotation Marks <u>rBook Teacher's Edition:</u> 207, 250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 28, 204, 205</p> <p>Proofreading <u>rBook Teacher's Edition:</u> 27, 79, 103, 127, 159, 183, 205, 235 <u>RDI Book 1-Reading Skills and Strategies:</u> 204</p>

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<p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><u>RDI Book 2-Writing and Grammar Strategies:</u> 214-221</p> <p>Write an Article, News Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 180, 222, 248 <u>Audiobook Teaching Resources:</u> 65 <u>Paperbacks Teaching Resources:</u> 58, 88, 94, 105</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97</p> <p>Write an Article, News Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87</p> <p>Persuasive Writing <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97, 99-102, 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234, 237 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52, 63 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 66, 70, 78, 92, 102, 103 <u>Test-Taking Strategies:</u> 60-61, 106-108, 113-114 <u>Resources for Content-Area Reading:</u> 47</p> <p>Descriptive Writing <u>rBook Teacher's Edition:</u> 196-199, 202-205, 250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 44-47, 49-52, 54-57, 59-62, 64-68 <u>Resources for Content-Area Reading:</u> 71</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113</p> <p>Expository Writing <u>rBook Teacher's Edition:</u> 22-25, 98-101, 249 <u>RDI Book 2-Writing and Grammar Strategies:</u> 69-72, 74-77, 79-82, 84-87, 89-93 <u>Resources for Content-Area Reading:</u> 15, 39</p>
<i>Knowledge of Language</i>	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234</p>

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	<p><u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p> <p>Write an Article, News Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 180, 222, 248 <u>Audiobook Teaching Resources:</u> 65 <u>Paperbacks Teaching Resources:</u> 58, 88, 94, 105</p> <p>Persuasive Writing <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97, 99-102, 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234, 237 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52, 63 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 66, 70, 78, 92, 102, 103 <u>Test-Taking Strategies:</u> 60-61, 106-108, 113-114 <u>Resources for Content-Area Reading:</u> 47</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p>
<i>Vocabulary Acquisition and Use</i>	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>Understand Vocabulary <u>rBook Teaching Guide:</u> 9, 33, 57, 85, 109, 133, 165, 189, 213 <u>RDI Book 1-Reading Skills and Strategies:</u> 236, 288, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276 <u>Topic Software Teaching Resources:</u> Each segment of the <i>READ180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high utility words. <u>Audiobook Teaching Resources:</u> The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p> <p>Multiple-Meaning Words <u>rBook Teacher's Edition:</u> 152, 176, 241 <u>RDI Book 1-Reading Skills and Strategies:</u> 240, 241 <u>RDI Book 3-Strategies for English Language Learners:</u> 63 <u>rSkills Test:</u> Tests 5</p> <p>Use Resources to Determine Word Meaning <u>rBook Teacher's Edition:</u> 229, 243 <u>RDI Book 1-Reading Skills and Strategies:</u> 244, 252</p>

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	<p>rSkills Test: Tests 4 & 5</p> <p>Context Clues rBook Teaching Guide: 16, 19, 93, 96, 116 RDI Book 1-Reading Skills and Strategies: 238, 254 Audiobook Teaching Resources: Favorite Greek Myths – 13, 17, 18 (Resources – 30, 31-32, 63-68, 69), La Mariposa – 5 (Resources – 51, 52-53, 63-68, 69) rSkills Test: Tests 2</p> <p>Prefixes rBook Teaching Guide: 20, 242 RDI Book 1-Reading Skills and Strategies: 256 Topic Software Teaching Resources: 1.1 Level 3, 3.3 Level 2, 4.2 Level 3, 5.5 Level 2, 6.2 Level 3, 7.1 Level 3, 7.3 Level 3, 7.4 Level 3, 8.4 Level 3, 9.1 Level 3, 9.2 Level 3, 9.3 Level 3, 9.4 Level 3 rSkills Test Book: Test 1</p> <p>Suffixes rBook Teaching Guide: 21, 201, 240 RDI Book 1-Reading Skills and Strategies: 258 Topic Software Teaching Resources: 1.2. Level 3, 1.3 Level 3, 2.1 Level 3, 2.4 Level 3, 3.1 Level 2, 3.1 Level 3, 4.3 Level 3, 5.1 Level 3, 5.4 Level 2, 6.1 Level 3, 6.2 Level 3, 6.3 Level 3, 7.1 Level 2, 8. 1 Level 3, 8.3 Level 3, 9.1 Level 3, 9.4 Level 2, 9.4 Level 3 rSkills Test Book: Test 1, 2 & 3</p> <p>Roots RDI Book 1-Reading Skills and Strategies: 266, 268</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>Understand Vocabulary rBook Teacher's Edition: 9, 33, 57, 85, 109, 133, 165, 189, 213 RDI Book 1-Reading Skills and Strategies: 236, 288, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276 Topic Software Teaching Resources: Each segment of the <i>READ180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high utility words. Audiobook Teaching Resources: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p> <p>Simile rBook Teaching Guide: 248 RDI Book 2-Writing and Grammar Strategies: 53</p>

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	<p><u>RDI Book 3-Strategies for English Language Learners:</u> 60</p> <p>Word Building <u>rBook Teacher’s Edition:</u> 9, 33, 57, 85, 109, 133, 165, 189, 213 <u>RDI Book 1-Reading Skills and Strategies:</u> 203 <u>Resources for Content-Area Reading:</u> 119</p> <p>Metaphor <u>rBook Teaching Guide:</u> 248 <u>RDI Book 2-Writing and Grammar Strategies:</u> 53</p> <p>Synonyms <u>rBook Teacher’s Edition:</u> 44, 200, 241 <u>RDI Book 1-Reading Skills and Strategies:</u> 246, 247, 254, 255 <u>RDI Book 2-Writing and Grammar Strategies:</u> 63 <u>rSkills Test Book:</u> Tests 1 & 3 <u>RDI Book 3-Strategies for English Language Learners:</u> 28</p> <p>Antonyms <u>rBook Teaching Guide:</u> 45, 243 <u>RDI Book 1-Reading Skills and Strategies:</u> 248, 249, 254, 255 <u>rSkills Test:</u> Tests 1 & 5</p> <p>Idioms <u>rBook Teaching Guide:</u> 13, 121, 170, 214, 223, 244 <u>RDI Book 1-Reading Skills and Strategies:</u> 272 <u>RDI Book 3-Strategies for English Language Learners</u> 67 <u>rSkills Test:</u> Test 3</p> <p>Homophones <u>rBook Teacher’s Edition:</u> 72, 73, 120, 244 <u>RDI Book 1-Reading Skills and Strategies:</u> 242 <u>Topic Software Teaching Resources:</u> 5.3 Level 3, 7.4 Level 3, 9.1 Level 1 <u>rSkills Test:</u> Tests 2 & Tests 3</p> <p>Denotation/Connotation <u>RDI Book 1-Reading Skills and Strategies:</u> 250, 251</p>
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	<p>Selected Examples Include: Write an Article, News Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 180, 222, 248 <u>Audiobook Teaching Resources:</u> 65 <u>Paperbacks Teaching Resources:</u> 58, 88, 94, 105</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97</p>

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Science, and Technical Subjects, Grade 5**

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects K-5	Scholastic READ 180, Stage A
	<p>Write an Article, News Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87</p> <p>Persuasive Writing <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97, 99-102, 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234, 237 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52, 63 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 66, 70, 78, 92, 102, 103 <u>Test-Taking Strategies:</u> 60-61, 106-108, 113-114 <u>Resources for Content-Area Reading:</u> 47</p> <p>Descriptive Writing <u>rBook Teacher's Edition:</u> 196-199, 202-205, 250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 44-47, 49-52, 54-57, 59-62, 64-68 <u>Resources for Content-Area Reading:</u> 71</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113</p> <p>Expository Writing <u>rBook Teacher's Edition:</u> 22-25, 98-101, 249 <u>RDI Book 2-Writing and Grammar Strategies:</u> 69-72, 74-77, 79-82, 84-87, 89-93 <u>Resources for Content-Area Reading:</u> 15, 39</p>

Stage B

**Scholastic READ 180 Correlated to the
Common Core State Standards for English Language Arts & Literacy in History/Social Studies,
Science, and Technical Subjects, Grade 6**

Common Core State Standards for English Language Arts 6-12	Scholastic READ 180, Stage B
Reading Standards for Literature	
<i>Key Ideas and Details</i>	
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>Discussion rBook Teacher’s Edition: Shared Reading and Strategic Reading activities, located in each <i>READ 180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p> <p>Make Inferences rBook Teacher’s Edition: 16, 34, 36, 62, 66, 68, 90, 134, 169, 184, 190, 191, 192, 209, 213, 219, 240 RDI Book 1-Reading Skills and Strategies: 302,303,401 Topic Software Teaching Resources: 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 1.4: 83-86, 221-222, 287; 2.2: 91-94, 225-226, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.3: 111-114, 235-23, 287; 3.4: 115-118, 237-238, 287; 4.1: 119-122, 239-240, 287; 4.2: 123-126, 241-242,287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.1: 151-154, 255-256, 287; 6.3: 159-162, 259-260, 287; 6.4: 159-162, 259-260, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.1: 183-186, 271-272, 287; 8.2: 187-190, 273-274, 287; 8.4: 195-198, 277-278, 287; 9.2: 203-206, 281-282, 287; 9.4: 211-214, 285-286, 287 Audiobook Teaching Resources: Daniel’s Story – 5, 50, 73 (Resources – 27-29, 63-69), Flight #116 Is Down! – 135, 171 (Resources – 33-35, 63-69), Local News – 21, 26, 39, 43 (Resources – 39-41, 63-69), The Mighty – 53, 27, 79 (Resources - 42-44, 63-69), The Outsiders – 6, 24, 65, 106 (Resources – 48-50, 63-69), Rimshots – 5, 6, 10, 18 (Resources – 51-53, 63-69), The Star Fisher – 12, 24, 94 (Resources – 57-59, 63-69) Paperbacks Teaching Resources: All in a Day’s Work and Other Stories; Classic Tales of Terror; The Escape: A Classic Story of Suspense (Resources – 57, 63, 117) rSkills Test Book: Test 5 Resources for Content-Area Reading: 100-101, 118</p>
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<p>The Following Match Provides Opportunities to Meet this Objective: Theme rBook Teacher’s Edition: 56E, 59, 69, 70, 71, 242 RDI Book 1-Reading Skills and Strategies: 312, 313, 409 rSkills Test Book: Tests 2, 3, & 5</p>

**Scholastic READ 180 Correlated to the
Common Core State Standards for English Language Arts & Literacy in History/Social Studies,
Science, and Technical Subjects, Grade 6**

Common Core State Standards for English Language Arts 6-12	Scholastic READ 180, Stage B
	<p>Main Idea <u>rBook Teaching Guide:</u> 8C, 10-19, 41, 239 <u>RDI Book 1-Reading Skills and Strategies:</u> 292, 293, 394 <u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 1.3: 74-82, 219-220, 287; 2.1: 87-90, 223-224, 287; 2.3: 95-98, 227-228, 287; 3.1: 103-106, 231-232, 287; 3.3: 111-114, 235-23, 287; 4.1: 119-122, 239-240, 287; 4.2: 123-126, 241-242, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 6.1: 151-154, 255-256, 287; 6.3: 159-162, 259-260, 287; 7.1: 167-170, 263-264, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.1: 183-186, 271-272, 287; 8.3: 191- 194, 275-277, 287; 9.1: 199-202, 279-280, 287; 9.3: 207-210, 283-284, 287 <u>Audiobook Teaching Resources:</u> Oh, Yuck! – 14, 22, 38, 40 (Resources – 45-47, 63-69) <u>Paperbacks Teaching Resources:</u> Donner Party: A Diary of a Survivor; UFOs: Fact or Fiction?; The Skull Man and Other People With Cool Jobs (Resources – 61, 73, 93) <u>rSkills Test Book:</u> Tests 1 & 2 <u>Resources for Content-Area Reading:</u> 88-89, 112</p> <p>Summarize <u>rBook Teaching Guide:</u> 18, 87, 118, 187, 188 <u>RDI Book 1-Reading Skills and Strategies:</u> 294, 295, 395 <u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 1.3: 74-82, 219-220, 287; 2.2: 91- 94, 225-226, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.2: 107-110, 233-234, 287; 3.3: 111-114, 235-23, 287; 3.4: 115-118, 237-238, 287; 4.1: 119- 122, 239-240, 287; 4.3: 127-130, 243-244, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.2: 155-158, 257-258, 287; 6.3: 159-162, 259-260, 287; 6.4: 159-162, 259-260, 287; 7.1: 167-170, 263-264, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267- 268, 287; 7.4: 179-182, 269-270, 287; 8.1: 183-186, 271-272, 287; 8.2: 187-190, 273-274, 287; 8.3: 191-194, 275-27, ;287; 8.4: 195-198, 277-278, 287; 9.2: 203-206, 281-282, 287; 9.4: 211-214, 285-286, 287 <u>Audiobook Teaching Resources:</u> Daniel's Story – 35, 103, 131 (Resources – 27-29, 63-69), The Mighty – 27, 48, 53 (Resources – 42-44, 63-69), Rimshots – 8, 17, 23, 26 (Resources – 51-53, 63- 69), Somewhere in the Darkness – 10, 55, 142 (Resources – 54- 56, 63-69) <u>Paperbacks Teaching Resources:</u> King of the Hill; Happy Burger; The Good Fight: Stories About Real Heroes; Trapped (Resources – 69, 83, 121, 131) <u>rSkills Test Book:</u> Tests 2-5 <u>Resources for Content-Area Reading:</u> 92-93, 114</p>
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as	<p>Analyze Plot <u>rBook Teacher's Edition:</u> 59, 61, 63, 65, 67, 135, 137, 139, 141, 142, 143, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 310, 311, 407, 408</p>

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Science, and Technical Subjects, Grade 6**

Common Core State Standards for English Language Arts 6-12	Scholastic READ 180, Stage B
the plot moves toward a resolution.	<p><u>Audiobook Teaching Resources:</u> Holes – 7, 73, 119, 172, 233 (Resources – 36-38, 63-69), The Stowaway – 12, 20, 39 (Resources – 60-62, 63-69)</p> <p><u>Paperbacks Teaching Resources:</u> The Band; Jane Eyre; Miracle’s Boys (Resources – 59, 87, 125)</p> <p><u>rSkills Test Book:</u> Tests 2, 3, & 5</p>
<i>Craft and Structure</i>	
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	<p>The Following Matches Provide Opportunities to Meet this Objective: Denotation/Connotation <u>RDI Book 1-Reading Skills and Strategies:</u> 250</p> <p>Figurative Language <u>rBook Teacher’s Edition:</u> 136, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 333, 335, 338, 336, 337, 334</p> <p>Simile <u>rBook Teacher’s Edition:</u> 140, 221, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 336 <u>RDI Book 3-Strategies for English-Language Learners:</u> 60</p> <p>Idioms <u>rBook Teacher’s Edition:</u> 10, 36, 88, 93, 170, 188, 208, 214, 216 <u>RDI Book 1-Reading Skills and Strategies:</u> 272 <u>RDI Book 3-Strategies for English-Language Learners:</u> 67 <u>rSkills Test Book:</u> Tests 4</p> <p>Metaphor <u>rBook Teacher’s Edition:</u> 136, 221, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 336</p> <p>Onomatopoeia <u>rBook Teacher’s Edition:</u> 145, 242</p> <p>Symbolism <u>RDI Book 1-Reading Skills and Strategies:</u> 336, 349, 350, 351</p>
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	<p>The Following Matches Support this Objective: Analyze Plot <u>rBook Teacher’s Edition:</u> 59, 61, 63, 65, 67, 135, 137, 139, 141, 142, 143, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 310, 311, 407, 408 <u>Audiobook Teaching Resources:</u> Holes – 7, 73, 119, 172, 233 (Resources – 36-38, 63-69), The Stowaway – 12, 20, 39 (Resources – 60-62, 63-69)</p> <p><u>Paperbacks Teaching Resources:</u> The Band; Jane Eyre; Miracle’s Boys (Resources – 59, 87, 125)</p> <p><u>rSkills Test Book:</u> Tests 2, 3, & 5</p> <p>Analyze Setting <u>rBook Teaching Guide:</u> 59, 61, 63, 65, 67, 135, 137, 139, 141, 143, 145, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 308, 309, 405, 406</p>

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Common Core State Standards for English Language Arts 6-12	Scholastic READ 180, Stage B
	<p><u>Audiobook Teaching Resources:</u> Esperanza Rising – 3, 18, 151, 216 (Resources – 30-32, 63-69) <u>Paperbacks Teaching Resources:</u> Destination: Everest; The Big Lie: A True Story; Summer on Wheels; (Resources – 79, 97, 107) <u>rSkills Test Book:</u> Tests 2 & 3</p> <p>Theme <u>rBook Teaching Guide:</u> 56E, 59, 69, 70, 71, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 312, 313, 409 <u>rSkills Test Book:</u> Tests 2, 3, & 5</p> <p>Discussion <u>rBook Teacher’s Edition:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. <u>Resources for Content-Area Reading:</u> Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
6. Explain how an author develops the point of view of the narrator or speaker in a text.	<p>The Following Matches Provide Opportunities to Meet this Objective: Point of View <u>rBook Teacher’s Edition:</u> 60, 136</p> <p>Discussion <u>rBook Teacher’s Edition:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. <u>Resources for Content-Area Reading:</u> Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
<i>Integration of Knowledge and Ideas</i>	
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live	<p>Discussion <u>rBook Teacher’s Edition:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-</p>

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Common Core State Standards for English Language Arts 6-12	Scholastic READ 180, Stage B
version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.
8. (Not applicable to literature)	
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Discussion rBook Teacher’s Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.
<i>Range of Reading and Level of Text Complexity</i>	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	rBook Teaching Guide: The <i>Read180</i> Enterprise selections are Narrow Reading units that delve deeply into one focused real-world issue, are sequenced in order of increasing difficulty, and provide opportunities to support this standard. rBook Teaching Guide: Heartbeat of Harlem 208; Hard Time 190; Power of Peer Pressure, The 116 RDI Book 1-Reading Skills and Strategies: Reading passages represent a variety of genres at various reading levels. Topic Software Teaching Resources: The <i>READ180</i> Software gives the students experience in reading a variety of high quality, traditional, classical and contemporary literary works. Audiobooks Teaching Resources (Reading Coach Modeling): As the students read along with the Audiobooks, they experience reading a variety of high quality, traditional, classical and contemporary literary works.
Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	The Following Matches Support this Objective: Make Inferences rBook Teacher’s Edition: 16, 34, 36, 62, 66, 68, 90, 134, 169, 184, 190, 191, 192, 209, 213, 219, 240 RDI Book 1-Reading Skills and Strategies: 302,303,401 Topic Software Teaching Resources: 1.1: 71-74, 215-216, 287;

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	<p>1.2: 75-78, 217-218, 287; 1.4: 83-86, 221-222, 287; 2.2: 91-94, 225-226, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.3: 111-114, 235-23, 287; 3.4: 115-118, 237-238, 287; 4.1: 119-122, 239-240, 287; 4.2: 123-126, 241-242,287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.1: 151-154, 255-256, 287; 6.3: 159-162, 259-260, 287; 6.4: 159-162, 259-260, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.1: 183-186, 271-272, 287; 8.2: 187-190, 273-274, 287; 8.4: 195-198, 277-278, 287; 9.2: 203-206, 281-282, 287; 9.4: 211-214, 285-286, 287</p> <p><u>Audiobook Teaching Resources:</u> Daniel’s Story – 5, 50, 73 (Resources – 27-29, 63-69), Flight #116 Is Down! – 135, 171 (Resources – 33-35, 63-69), Local News – 21, 26, 39, 43 (Resources – 39-41, 63-69), The Mighty – 53, 27, 79 (Resources - 42-44, 63-69), The Outsiders – 6, 24, 65, 106 (Resources – 48-50, 63-69), Rimshots – 5, 6, 10, 18 (Resources – 51-53, 63-69), The Star Fisher – 12, 24, 94 (Resources – 57-59, 63-69)</p> <p><u>Paperbacks Teaching Resources:</u> All in a Day’s Work and Other Stories; Classic Tales of Terror; The Escape: A Classic Story of Suspense (Resources – 57, 63, 117)</p> <p><u>rSkills Test Book:</u> Test 5</p> <p><u>Resources for Content-Area Reading:</u> 100-101, 118</p> <p>Read for Detail <u>rBook Teacher’s Edition:</u> 17, 65 <u>RDI Book 1-Reading Skills and Strategies:</u> 288, 289, 391, 392 <u>Topic Software Teaching Resources:</u> 1.2: 75-78, 217-218, 287; 1.4: 83-86, 221-222, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.2: 107-110, 233-234, 287; 3.3: 111-114, 235-23, 287; 3.4: 115-118, 237-238, 287; 4.2: 123-126, 241-242,287; 4.3: 127-130, 243-244, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.4: 147-150, 253-254, 287; 6.2: 155-158, 257-258, 287; 6.4: 159-162, 259-260, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.2: 187-190, 273-274, 287; 8.3: 191-194, 275-27, ;287; 8.4: 195-198, 277-278, 287; 9.2: 203-206, 281-282, 287; 9.4: 211-214, 285-286, 287</p> <p><u>Paperbacks Teaching Resources:</u> Alcatraz: Prison for America’s Most Wanted; Narrative of the Life of Frederick Douglass; Creatures Infest Local School!; Wait Until Dark (Resources – 55, 71, 77, 111)</p> <p><u>Resources for Content-Area Reading:</u> 88-89, 112</p> <p>Story Elements <u>rBook Teacher’s Edition:</u> 56C-56F, 58-59, 132C-132F, 134-143, 241 <u>RDI Book 1-Reading Skills and Strategies:</u> Character: 306, 307, 403, 404 Plot: 310, 311, 407, 408 Setting: 308, 309, 405, 406 Theme: 312, 313, 409</p>
2. Determine a central idea of a	Main Idea

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<p>text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>rBook Teaching Guide: 8C, 10-19, 41, 239 RDI Book 1-Reading Skills and Strategies: 292, 293, 394 Topic Software Teaching Resources: 1.1: 71-74, 215-216, 287; 1.3: 74-82, 219-220, 287; 2.1: 87-90, 223-224, 287; 2.3: 95-98, 227-228, 287; 3.1: 103-106, 231-232, 287; 3.3: 111-114, 235-23, 287; 4.1: 119-122, 239-240, 287; 4.2: 123-126, 241-242, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 6.1: 151-154, 255-256, 287; 6.3: 159-162, 259-260, 287; 7.1: 167-170, 263-264, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.1: 183-186, 271-272, 287; 8.3: 191-194, 275-277, 287; 9.1: 199-202, 279-280, 287; 9.3: 207-210, 283-284, 287 Audiobook Teaching Resources: Oh, Yuck! – 14, 22, 38, 40 (Resources – 45-47, 63-69) Paperbacks Teaching Resources: Donner Party: A Diary of a Survivor; UFOs: Fact or Fiction?; The Skull Man and Other People With Cool Jobs (Resources – 61, 73, 93) rSkills Test Book: Tests 1 & 2 Resources for Content-Area Reading: 88-89, 112</p> <p>Summarize rBook Teaching Guide: 18, 87, 118, 187, 188 RDI Book 1-Reading Skills and Strategies: 294, 295, 395 Topic Software Teaching Resources: 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 1.3: 74-82, 219-220, 287; 2.2: 91-94, 225-226, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.2: 107-110, 233-234, 287; 3.3: 111-114, 235-23, 287; 3.4: 115-118, 237-238, 287; 4.1: 119-122, 239-240, 287; 4.3: 127-130, 243-244, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.2: 155-158, 257-258, 287; 6.3: 159-162, 259-260, 287; 6.4: 159-162, 259-260, 287; 7.1: 167-170, 263-264, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.1: 183-186, 271-272, 287; 8.2: 187-190, 273-274, 287; 8.3: 191-194, 275-27, ;287; 8.4: 195-198, 277-278, 287; 9.2: 203-206, 281-282, 287; 9.4: 211-214, 285-286, 287 Audiobook Teaching Resources: Daniel’s Story – 35, 103, 131 (Resources – 27-29, 63-69), The Mighty – 27, 48, 53 (Resources – 42-44, 63-69), Rimshots – 8, 17, 23, 26 (Resources – 51-53, 63-69), Somewhere in the Darkness – 10, 55, 142 (Resources – 54-56, 63-69) Paperbacks Teaching Resources: King of the Hill; Happy Burger; The Good Fight: Stories About Real Heroes; Trapped (Resources – 69, 83, 121, 131) rSkills Test Book: Tests 2-5 Resources for Content-Area Reading: 92-93, 114</p>
<p>3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>Discussion rBook Teacher’s Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in</p>

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	<p>the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p> <p>Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
<i>Craft and Structure</i>	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<p>The Following Matches Provide Opportunities to Meet this Objective: Denotation/Connotation RDI Book 1-Reading Skills and Strategies: 250</p> <p>Figurative Language rBook Teacher's Edition: 136, 242 RDI Book 1-Reading Skills and Strategies: 333, 335, 338, 336, 337, 334</p> <p>Foreshadowing rBook Teacher's Edition: 141, 216 RDI Book 1-Reading Skills and Strategies: 335</p> <p>Flashback rBook Teacher's Edition: 60, 68 RDI Book 1-Reading Skills and Strategies: 335</p> <p>Simile rBook Teacher's Edition: 140, 221, 242 RDI Book 1-Reading Skills and Strategies: 336 RDI Book 3-Strategies for English-Language Learners: 60</p> <p>Idioms rBook Teacher's Edition: 10, 36, 88, 93, 170, 188, 208, 214, 216 RDI Book 1-Reading Skills and Strategies: 272 RDI Book 3-Strategies for English-Language Learners: 67 rSkills Test Book: Tests 4</p> <p>Metaphor rBook Teacher's Edition: 136, 221, 242 RDI Book 1-Reading Skills and Strategies: 336</p> <p>Onomatopoeia rBook Teacher's Edition: 145, 242</p> <p>Symbolism RDI Book 1-Reading Skills and Strategies: 336, 349, 350, 351</p>
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<p>Discussion rBook Teacher's Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text.</p>

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	<p><u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p> <p>Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><u>Resources for Content-Area Reading:</u> Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	<p>The Following Match Provides Opportunities to Meet this Objective: Point of View <u>rBook Teaching Guide:</u> 60, 136</p>
<i>Integration of Knowledge and Ideas</i>	
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<p>Selected Examples Include: Use Internet Sources <u>Resources for Content-Area Reading:</u> 58-59</p> <p>Digital Tools Presentation <u>Resources for Content-Area Reading:</u> 80-81, 84-85</p> <p>Organize and Present Information <u>Resources for Content-Area Reading:</u> 20-21, 28-29, 36-37, 44-45, 52-53, 60-61, 68-69, 76-77, 84-85</p> <p>Discussion <u>rBook Teacher’s Edition:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. <u>Resources for Content-Area Reading:</u> Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<p>Each of the reading components provides an opportunity for students to identify fact and opinion, which contributes to optimal comprehension. See, for example: <u>rBook Teaching Guide:</u> 81, 128 <u>RDI Book 1-Reading Skills and Strategies:</u> 321, 413 <u>Test-Taking Strategies:</u> 39-41</p> <p>Discussion <u>rBook Teacher’s Edition:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-</p>

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	<p>group and whole-group discussion of the text.</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p> <p>Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><u>Resources for Content-Area Reading:</u> Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	<p>Discussion</p> <p><u>rBook Teacher's Edition:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p> <p>Discussion Questions are provided to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><u>Resources for Content-Area Reading:</u> Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
<i>Range of Reading and Level of Text Complexity</i>	
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p><u>rBook Teaching Guide:</u> The Read180 Enterprise selections are Narrow Reading units that delve deeply into one focused real-world issue, are sequenced in order of increasing difficulty, and provide opportunities to support this standard.</p> <p><u>rBook Teaching Guide:</u> Heartbeat of Harlem 208; Hard Time 190; Power of Peer Pressure, The 116</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> Reading passages represent a variety of genres at various reading levels.</p> <p><u>Topic Software Teaching Resources:</u> The READ180 Software gives the students experience in reading a variety of high quality, traditional, classical and contemporary literary works.</p> <p><u>Audiobooks Teaching Resources (Reading Coach Modeling):</u> As the students read along with the Audiobooks, they experience reading a variety of high quality, traditional, classical and contemporary literary works.</p>
Writing Standards	
<i>Text Types and Purposes</i>	
1. Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and 	<p>Write an Argument</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113</p>

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<p>clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.</p>	
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>Selected Examples Include: Expository Writing rBook Teacher's Edition: 22-25, 98-101, 243 RDI Book 2-Writing and Grammar Strategies: 69, 70, 72, 74, 75, 77, 79, 80, 82, 84, 85, 87, 89, 90, 93 Topic Software Teaching Resources: 224, 279 Test-Taking Strategies Book: 103, 111 Resources for Content-Area Reading: 15, 39</p> <p>Descriptive Writing rBook Teacher's Edition: 196-199, 244 RDI Book 2-Writing and Grammar Strategies: 44, 45, 47, 49, 50, 52, 54, 55, 57, 59, 60, 62, 64, 65, 68 Topic Software Teaching Resources: 215, 218, 219, 220, 224, 227, 228, 229, 232, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 246, 247, 249, 259, 260, 264, 266, 268, 271, 272, 273, 278, 280 Audiobook Teaching Resources: 38, 44, 50, 52, 53, 56, 62 Paperbacks Teaching Resources: 56, 60, 68, 78, 82, 84, 92, 94, 96, 98, 100, 102, 108, 114, 118, 120, 132 Resources for Content-Area Reading: 55, 71</p> <p>Literature Review rBook Teacher's Edition: 148-151, 244 RDI Book 2-Writing and Grammar Strategies: 59, 79, 80, 60, 62, 82 Topic Software Teaching Resources: 220, 222, 250, 267, 284, 285, 286 Audiobook Teaching Resources: 28, 29, 35, 38, 59, 63, 71 Paperbacks Teaching Resources: 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Write a News Report, Article RDI Book 2-Writing and Grammar Strategies: 84-87 Topic Software Teaching Resources: 225, 226, 240 Audiobook Teaching Resources: 35, 37, 38, 46, 65 Paperbacks Teaching Resources: 78, 86, 137</p> <p>Write Book Synopsis RDI Book 2-Writing and Grammar Strategies: 79-82</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by</p>	<p>Narrative Writing rBook Teacher's Edition: 46-49, 224-227, 244 RDI Book 2-Writing and Grammar Strategies: 14, 15, 17, 19, 20, 22, 24, 25, 27, 29, 30, 32, 34, 35, 37, 39, 40, 37, 43 Audiobook Teaching Resources: 35 Resources for Content-Area Reading: 23, 31, 79</p>

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<p>establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Write a Fantasy <u>RDI Book 2-Writing and Grammar Strategies:</u> 29-32</p> <p>Write a Realistic Story <u>RDI Book 2-Writing and Grammar Strategies:</u> 24-27</p>
<i>Production and Distribution of Writing</i>	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Selected Examples Include:</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write a Book Review <u>Audiobook Teaching Resources:</u> 63 <u>Paperbacks Teaching Resources:</u> 103</p> <p>Narrative Writing <u>rBook Teacher’s Edition:</u> 46-49, 224-227, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 14, 15, 17, 19, 20, 22, 24, 25, 27, 29, 30, 32, 34, 35, 37, 39, 40, 37, 43 <u>Audiobook Teaching Resources:</u> 35 <u>Resources for Content-Area Reading:</u> 23, 31, 79</p> <p>Descriptive Writing <u>rBook Teacher’s Edition:</u> 196-199, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 44, 45, 47, 49, 50, 52, 54, 55, 57, 59, 60, 62, 64, 65, 68 <u>Topic Software Teaching Resources:</u> 215, 218, 219, 220, 224, 227, 228, 229, 232, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 246, 247, 249, 259, 260, 264, 266, 268, 271, 272, 273, 278, 280 <u>Audiobook Teaching Resources:</u> 38, 44, 50, 52, 53, 56, 62 <u>Paperbacks Teaching Resources:</u> 56, 60, 68, 78, 82, 84, 92, 94, 96, 98, 100, 102, 108, 114, 118, 120, 132</p>

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	<p><u>Resources for Content-Area Reading:</u> 55, 71</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97</p> <p>Write an Article, News Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 180, 222, 248 <u>Audiobook Teaching Resources:</u> 65 <u>Paperbacks Teaching Resources:</u> 58, 88, 94, 105</p>
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Assessment Rubrics for Writing <u>rBook Teacher’s Edition:</u> 19, 21, 27, 31, 43, 45, 51, 55, 69, 73, 75, 79, 83, 65, 97, 99, 101, 103, 107, 119, 131, 147, 153, 157, 169, 181, 193, 195, 201, 205, 219, 223 <u>RDI Book 2-Writing and Grammar Strategies:</u> 224-229 <u>Topic Software Teaching Resources:</u> 290 <u>Test-Taking Strategies Book:</u> 116</p> <p>Peer Assessment <u>rBook Teacher’s Edition:</u> 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>Plan <u>rBook Teacher’s Edition:</u> 24, 48, 76, 100, 124, 150, 174, 198, 226</p> <p>Writing <u>rBook Teacher’s Edition:</u> 22-25, 46-49, 74-77, 98-101, 224-227, 243, 244</p> <p>Revise/Edit <u>rBook Teacher’s Edition:</u> 25, 49, 77, 101, 125, 151, 175, 199, 227</p>
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Use Internet Sources <u>Resources for Content-Area Reading:</u> 58-59</p> <p>Digital Tools Presentation <u>Resources for Content-Area Reading:</u> 80-81, 84-85</p> <p>Narrative Writing <u>rBook Teacher’s Edition:</u> 46-49, 224-227, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 14, 15, 17, 19, 20, 22, 24, 25, 27, 29, 30, 32, 34, 35, 37, 39, 40, 37, 43 <u>Audiobook Teaching Resources:</u> 35 <u>Resources for Content-Area Reading:</u> 23, 31, 79</p> <p>Descriptive Writing <u>rBook Teacher’s Edition:</u> 196-199, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 44, 45, 47, 49,</p>

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	<p>50, 52, 54, 55, 57, 59, 60, 62, 64, 65, 68 Topic Software Teaching Resources: 215, 218, 219, 220, 224, 227, 228, 229, 232, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 246, 247, 249, 259, 260, 264, 266, 268, 271, 272, 273, 278, 280 Audiobook Teaching Resources: 38, 44, 50, 52, 53, 56, 62 Paperbacks Teaching Resources: 56, 60, 68, 78, 82, 84, 92, 94, 96, 98, 100, 102, 108, 114, 118, 120, 132 Resources for Content-Area Reading: 55, 71</p> <p>Persuasive Writing rBook Teacher’s Edition: 122, 172-175, 243 RDI Book 2-Writing and Grammar Strategies: 94-113 Test-Taking Strategies Book: Practice Test – 106 Test-Taking Strategies: Identify Persuasive Prompts – 60-61 Writing Prompts – 113 Resources for Content-Area Reading: 47, 63</p> <p>Literature Review rBook Teacher’s Edition: 148-151, 244 RDI Book 2-Writing and Grammar Strategies: 59, 79, 80, 60, 62, 82 Topic Software Teaching Resources: 220, 222, 250, 267, 284, 285, 286 Audiobook Teaching Resources: 28, 29, 35, 38, 59, 63, 71 Paperbacks Teaching Resources: 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p>
<i>Research to Build and Present Knowledge</i>	
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<p>Reference & Research Resources for Content-Area Reading: 40-41, 48-49, 64-65, 72-73</p> <p>Research Project Write a Report Resources for Content-Area Reading: 48-49, 50-51, 52-53</p>
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<p>Locate Information Resources for Content-Area Reading: 18-19, 26-27, 34-35, 42-43, 50-51, 58-59, 66-67, 74-75, 82-83</p> <p>Organize and Present Information Resources for Content-Area Reading: 20-21, 28-29, 36-37, 44-45, 52-53, 60-61, 68-69, 76-77, 84-85</p> <p>Use Internet Sources Resources for Content-Area Reading: 58-59</p> <p>Research Project Write a Report Resources for Content-Area Reading: 48-49, 50-51, 52-53</p>
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<p>Selected Examples Include: Research Project Write a Report</p>

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<p>a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>Resources for Content-Area Reading: 48-49, 50-51, 52-53</p> <p>Literature Review rBook Teacher’s Edition: 148-151, 244 RDI Book 2-Writing and Grammar Strategies: 59, 79, 80, 60, 62, 82 Topic Software Teaching Resources: 220, 222, 250, 267, 284, 285, 286 Audiobook Teaching Resources: 28, 29, 35, 38, 59, 63, 71 Paperbacks Teaching Resources: 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Write an Opinion RDI Book 2-Writing and Grammar Strategies: 94-97 Topic Software Teaching Resources: 227, 255, 256, 257, 258, 277, 281, 282, 286 Audiobook Teaching Resources: 28, 32, 52, 62 Paperbacks Teaching Resources: 70, 74, 84, 86, 100, 112, 116, 124, 126, 134</p> <p>Relating Content-Area Information RDI Book 2-Writing and Grammar Strategies: 74-77 The Final Projects and QuickWrites for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read through worksheets, QuickWrites, Final Projects and Practice Tests. rBook Teacher’s Edition: 74-77, 148-151, 244 RDI Book 2-Writing and Grammar Strategies: 59, 79, 80, 60, 62, 82 Topic Software Teaching Resources: 220, 222, 250, 267, 284, 285, 286 Audiobook Teaching Resources: 28, 29, 35, 38, 59, 63, 71 Paperbacks Teaching Resources: 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p>
<i>Range of Writing</i>	
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research. See, for example:</p> <p>Write a Speech RDI Book 2-Writing and Grammar Strategies: 104-107 Topic Software Teaching Resources: 244, 252 Audiobook Teaching Resources: 28 Paperbacks Teaching Resources: 72, 98, 130</p> <p>Literature Review rBook Teacher’s Edition: 148-151, 244 RDI Book 2-Writing and Grammar Strategies: 59, 79, 80, 60, 62, 82 Topic Software Teaching Resources: 220, 222, 250, 267, 284, 285, 286</p>

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	<p><u>Audiobook Teaching Resources:</u> 28, 29, 35, 38, 59, 63, 71 <u>Paperbacks Teaching Resources:</u> 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Research Project Write a Report <u>Resources for Content-Area Reading:</u> 48-49, 50-51, 52-53</p> <p>Write a News Report, Article <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 225, 226, 240 <u>Audiobook Teaching Resources:</u> 35, 37, 38, 46, 65 <u>Paperbacks Teaching Resources:</u> 78, 86, 137</p> <p>Narrative Prompts <u>Test-Taking Strategies:</u> 109-110</p> <p>Expository Prompts <u>Test-Taking Strategies:</u> 111-112</p> <p>Persuasive Prompts <u>Test-Taking Strategies:</u> 113-114</p> <p>Writing Prompts <u>rBook Teacher’s Edition:</u> 31, 53, 62, 66, 70, 83, 1047, 114, 131, 157, 181, 205, 210, 223 <u>RDI Book 2-Writing and Grammar Strategies:</u> 62, 57, 47, 52, 68, 82, 72, 77, 93, 87, 127, 122, 117, 132, 32, 17, 37, 43, 22, 27, 97, 113, 107, 102, 137 <u>Resources for Content-Area Reading:</u> 15, 23, 32, 39, 47, 55, 63, 71, 79</p> <p>QuickWrite assignments, located throughout the program, also provide opportunities for students to meet this standard.</p>
Speaking and Listening Standards	
<i>Comprehension and Collaboration</i>	
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and</p>	<p>Discussion <u>rBook Teacher’s Edition:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. <u>Resources for Content-Area Reading:</u> Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>

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<p>deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	
<p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>The Following Selected Matches Support this Objective: Each instructional unit of the <i>rBook Teacher's Edition</i> begins with an Anchor Video to help students form a mental model and build background on the content, which provides opportunities to meet this objective.</p> <p><u>rBook Teacher's Edition:</u> 8K, 32K, 56M, 82K, 106K, 130M, 162K, 186K, 210K</p> <p>Use Internet Sources <u>Resources for Content-Area Reading:</u> 58-59</p> <p>Digital Tools Presentation <u>Resources for Content-Area Reading:</u> 80-81, 84-85</p>
<p>3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Oral Presentation <u>Resources for Content-Area Reading:</u> 32-33, 34-35, 36-37</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113</p> <p>Write an Opinion <u>Topic Software Teaching Resources:</u> 227, 255, 256, 257, 258, 277, 281, 282, 286 <u>Audiobook Teaching Resources:</u> 28, 32, 52, 62 <u>Paperbacks Teaching Resources:</u> 70, 74, 84, 86, 100, 112, 116, 124, 126, 134 <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97</p> <p>Write a Realistic Story <u>RDI Book 2-Writing and Grammar Strategies:</u> 24-27</p> <p>Write an Autobiographical Sketch <u>RDI Book 2-Writing and Grammar Strategies:</u> 19-23</p> <p>Write Book Synopsis <u>RDI Book 2-Writing and Grammar Strategies:</u> 79-82</p> <p>Write a News Report, Article <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 225, 226, 240</p>

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	<p><u>Audiobook Teaching Resources:</u> 35, 37, 38, 46, 65 <u>Paperbacks Teaching Resources:</u> 78, 86, 137</p>
<i>Presentation of Knowledge and Ideas</i>	
<p>4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: Oral Presentation <u>Resources for Content-Area Reading:</u> 32-33, 34-35, 36-37</p> <p>Write a News Report, Article <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 225, 226, 240 <u>Audiobook Teaching Resources:</u> 35, 37, 38, 46, 65 <u>Paperbacks Teaching Resources:</u> 78, 86, 137</p> <p>Literature Review <u>rBook Teacher's Edition:</u> 148-151, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 79, 59, 80, 60, 82, 62 <u>Topic Software Teaching Resources:</u> 220, 222, 250, 267, 284, 285, 286 <u>Audiobook Teaching Resources:</u> 28, 29, 35, 38, 59, 63, 71 <u>Paperbacks Teaching Resources:</u> 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Write a Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 244, 252 <u>Audiobook Teaching Resources:</u> 28 <u>Paperbacks Teaching Resources:</u> 72, 98, 130</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113</p> <p>Write an Opinion <u>Topic Software Teaching Resources:</u> 227, 255, 256, 257, 258, 277, 281, 282, 286</p>
<p>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: Oral Presentation <u>Resources for Content-Area Reading:</u> 32-33, 34-35, 36-37</p> <p>Digital Tools Presentation <u>Resources for Content-Area Reading:</u> 80-81, 84-85</p> <p>Write Book Synopsis <u>RDI Book 2-Writing and Grammar Strategies:</u> 79-82</p> <p>Write a Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 244, 252 <u>Audiobook Teaching Resources:</u> 28</p>

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	<p><u>Paperbacks Teaching Resources:</u> 72, 98, 130</p> <p>Write a News Report, Article <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 225, 226, 240 <u>Audiobook Teaching Resources:</u> 35, 37, 38, 46, 65 <u>Paperbacks Teaching Resources:</u> 78, 86, 137</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 227, 255, 256, 257, 258, 277, 281, 282, 286 <u>Audiobook Teaching Resources:</u> 28, 32, 52, 62 <u>Paperbacks Teaching Resources:</u> 70, 74, 84, 86, 100, 112, 116, 124, 126, 134</p> <p>Create Drawings, Posters, Covers, Designs, Diagrams, Charts, Maps, Signs, Etc. <u>Topic Software Teaching Resources:</u> 225, 226, 267, 268 <u>Audiobook Teaching Resources:</u> 46, 66 <u>Paperbacks Teaching Resources:</u> 134, 137 <u>Resources for Content-Area Reading:</u> 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122</p>
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: Oral Presentation <u>Resources for Content-Area Reading:</u> 32-33, 34-35, 36-37</p> <p>Write a News Report, Article <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 225, 226, 240 <u>Audiobook Teaching Resources:</u> 35, 37, 38, 46, 65 <u>Paperbacks Teaching Resources:</u> 78, 86, 137</p> <p>Literature Review <u>rBook Teacher’s Edition:</u> 148-151, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 79, 59, 80, 60, 82, 62 <u>Topic Software Teaching Resources:</u> 220, 222, 250, 267, 284, 285, 286 <u>Audiobook Teaching Resources:</u> 28, 29, 35, 38, 59, 63, 71 <u>Paperbacks Teaching Resources:</u> 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Write a Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 244, 252 <u>Audiobook Teaching Resources:</u> 28 <u>Paperbacks Teaching Resources:</u> 72, 98, 130</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113</p>

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	<p>Write an Opinion Topic Software Teaching Resources: 227, 255, 256, 257, 258, 277, 281, 282, 286</p>
Language Standards	
<i>Conventions of Standard English</i>	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p>	<p>The Following Selected Matches Support this Objective: Write an Argument RDI Book 2-Writing and Grammar Strategies: 104-107, 109-113</p> <p>Write an Opinion Topic Software Teaching Resources: 227, 255, 256, 257, 258, 277, 281, 282, 286 Audiobook Teaching Resources: 28, 32, 52, 62 Paperbacks Teaching Resources: 70, 74, 84, 86, 100, 112, 116, 124, 126, 134 RDI Book 2-Writing and Grammar Strategies: 94-97</p> <p>Literature Review rBook Teacher's Edition: 148-151, 244 RDI Book 2-Writing and Grammar Strategies: 79, 59, 80, 60, 82, 62 Topic Software Teaching Resources: 220, 222, 250, 267, 284, 285, 286 Audiobook Teaching Resources: 28, 29, 35, 38, 59, 63, 71 Paperbacks Teaching Resources: 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Write a Realistic Story RDI Book 2-Writing and Grammar Strategies: 24-27</p> <p>Write an Autobiographical Sketch RDI Book 2-Writing and Grammar Strategies: 19-23</p> <p>Write a Fantasy RDI Book 2-Writing and Grammar Strategies: 29-32</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly.</p>	<p>Selected Examples Include: Commas with Introductory Words rBook Teacher's Edition: 127, 247 RDI Book 2-Writing and Grammar Strategies: 200, 201 rSkills Test Book: Test 3 RDI Book 2-Writing and Grammar Strategies: 104-107, 109-113</p> <p>Write an Opinion Topic Software Teaching Resources: 227, 255, 256, 257, 258, 277, 281, 282, 286 Audiobook Teaching Resources: 28, 32, 52, 62</p>

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	<p><u>Paperbacks Teaching Resources:</u> 70, 74, 84, 86, 100, 112, 116, 124, 126, 134 <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97</p> <p>Write a Realistic Story <u>RDI Book 2-Writing and Grammar Strategies:</u> 24-27</p> <p>Write an Autobiographical Sketch <u>RDI Book 2-Writing and Grammar Strategies:</u> 19-23</p> <p>Write Book Synopsis <u>RDI Book 2-Writing and Grammar Strategies:</u> 79-82</p> <p>Proofreading <u>rBook Teacher's Edition:</u> 27, 51, 79, 103, 127, 153, 177, 201, 229 <u>Topic Software Teaching Resources:</u> All lessons in the Topic Software practice spelling and proofreading skills, which are a principal objective of the software component. <u>RDI Book 1-Reading Skills and Strategies:</u> 204 <u>RDI Book 2-Writing and Grammar Strategies:</u> 214-221 <u>Test-Taking Strategies:</u> Students are taught to identify writing prompts, organize thoughts, generate an outline, understand evaluation criteria, and review/revise writing to improve it.</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p>
<i>Knowledge of Language</i>	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/ listener interest, and style.*</p> <p>b. Maintain consistency in style and tone.*</p>	<p>The Following Selected Matches Support this Objective: Compound/Complex Sentence <u>RDI Book 2-Writing and Grammar Strategies:</u> 73, 158, 159, 208, 209</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113</p> <p>Write an Opinion <u>Topic Software Teaching Resources:</u> 227, 255, 256, 257, 258, 277, 281, 282, 286 <u>Audiobook Teaching Resources:</u> 28, 32, 52, 62 <u>Paperbacks Teaching Resources:</u> 70, 74, 84, 86, 100, 112, 116, 124, 126, 134 <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97</p> <p>Literature Review <u>rBook Teacher's Edition:</u> 148-151, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 79, 59, 80, 60, 82, 62 <u>Topic Software Teaching Resources:</u> 220, 222, 250, 267, 284, 285, 286 <u>Audiobook Teaching Resources:</u> 28, 29, 35, 38, 59, 63, 71</p>

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	<p><u>Paperbacks Teaching Resources:</u> 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Write a Realistic Story <u>RDI Book 2-Writing and Grammar Strategies:</u> 24-27</p> <p>Write an Autobiographical Sketch <u>RDI Book 2-Writing and Grammar Strategies:</u> 19-23</p> <p>Write a Fantasy <u>RDI Book 2-Writing and Grammar Strategies:</u> 29-32</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p>
<i>Vocabulary Acquisition and Use</i>	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>Each of the reading components teach various decoding and syllabication methods. See, for example: Decoding/Syllabication <u>rBook Teacher's Edition:</u> 31A, 55A, 83A, 107A, 131A, 157A, 181A, 205A, 233A</p> <p>Context Clues <u>rBook Teaching Guide:</u> 116, 119, 164, 186, 192, 194, 210 <u>RDI Book 1-Reading Skills and Strategies:</u> 238, 254, 264 <u>rSkills Test Book:</u> Tests 4</p> <p>Locate Information <u>Resources for Content-Area Reading:</u> 18-19, 26-27, 34-35, 42-43, 50-51, 58-59, 66-67, 74-75, 82-83</p> <p>Multiple-Meaning Words <u>rBook Teacher's Edition:</u> 96, 97, 222, 237 <u>RDI Book 1-Reading Skills and Strategies:</u> 240 <u>rSkills Test Book:</u> Tests 2 & 5</p> <p>Roots <u>rBook Teacher's Edition:</u> 222, 223, 236 <u>RDI Book 1-Reading Skills and Strategies:</u> 266, 268 <u>Topic Software Teaching Resources:</u> 1.4 Level 4, 2.2 Level 4, 2.3 Level 4, 3.1 Level 4, 3.2 Level 4, 4.1 Level 4, 4.3 Level 4, 5.1 Level 4, 5.3 Level 4, 5.4 Level 4, 6.1 Level 4, 6.2 Level 4, 6.3 Level 4, 6.4 Level 4, 7.2 Level 4, 9.1 Level 4, 9.3 Level 4, 9.4 Level 4 <u>rSkills Test Book:</u> Tests 5</p> <p>Using Resources <u>rBook Teacher's Edition:</u> 96, 170, 171, 234-238 <u>rSkills Test Book:</u> Tests 2 & 5 <u>RDI Book 1-Reading Skills and Strategies:</u> 244, 252</p> <p>Metaphor <u>rBook Teacher's Edition:</u> 136, 221, 242</p>

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	<p><u>RDI Book 1-Reading Skills and Strategies:</u> 336</p> <p>Simile <u>rBook Teacher’s Edition:</u> 140, 221, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 336 <u>RDI Book 3-Strategies for English-Language Learners:</u> 60</p> <p>Idioms <u>rBook Teacher’s Edition:</u> 10, 36, 88, 93, 170, 188, 208, 214, 216 <u>RDI Book 1-Reading Skills and Strategies:</u> 272 <u>RDI Book 3-Strategies for English-Language Learners:</u> 67 <u>rSkills Test Book:</u> Tests 4</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	<p>Understand Vocabulary <u>rBook Teacher’s Edition:</u> 20, 44, 72, 96, 120, 146, 170, 194, 222 <u>RDI Book 1-Reading Skills and Strategies:</u> Each lesson includes a vocabulary and word study section, which allows students to identify and build vocabulary. <u>Topic Software Teaching Resources:</u> Each segment of the READ180 Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words. <u>Audiobooks Teaching Resources:</u> The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p> <p>Denotation/Connotation <u>RDI Book 1-Reading Skills and Strategies:</u> 250</p> <p>Word Building <u>rBook Teacher’s Edition:</u> 9, 33, 57, 85, 109, 133, 159, 183, 207 <u>RDI Book 1-Reading Skills and Strategies:</u> 203 <u>Topic Software Teaching Resources:</u> The Word Zone activities and decoding tips associated with passages on the Software give student’s opportunities to practice word building. <u>Resources for Content-Area Reading:</u> 119</p> <p>Figurative Language <u>rBook Teaching Guide:</u> 136, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 333, 335, 338, 336, 337, 334</p> <p>Simile <u>rBook Teaching Guide:</u> 140, 221, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 336 <u>RDI Book 3-Strategies for English-Language Learners:</u> 60</p> <p>Idioms <u>rBook Teaching Guide:</u> 10, 36, 88, 93, 170, 188, 208, 214, 216 <u>RDI Book 1-Reading Skills and Strategies:</u> 272 <u>RDI Book 3-Strategies for English-Language Learners:</u> 67 <u>rSkills Test Book:</u> Tests 4</p>

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	<p>Metaphor rBook Teaching Guide: 136, 221, 242 RDI Book 1-Reading Skills and Strategies: 336</p> <p>Onomatopoeia rBook Teaching Guide: 145, 242</p> <p>Symbolism RDI Book 1-Reading Skills and Strategies: 336, 349, 350, 351</p>
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p>Selected Examples Include: Write a Realistic Story RDI Book 2-Writing and Grammar Strategies: 24-27</p> <p>Write a News Report, Article RDI Book 2-Writing and Grammar Strategies: 84-87 Topic Software Teaching Resources: 225, 226, 240 Audiobook Teaching Resources: 35, 37, 38, 46, 65 Paperbacks Teaching Resources: 78, 86, 137</p> <p>Write an Argument RDI Book 2-Writing and Grammar Strategies: 109-113, 104-107</p> <p>Write a Report Resources for Content-Area Reading: 48-49, 50-51, 52-53</p> <p>Write an Opinion Topic Software Teaching Resources: 227, 255, 256, 257, 258, 277, 281, 282, 286 Audiobook Teaching Resources: 28, 32, 52, 62 Paperbacks Teaching Resources: 70, 74, 84, 86, 100, 112, 116, 124, 126, 134</p> <p>Literature Review rBook Teacher's Edition: 148-151, 244 RDI Book 2-Writing and Grammar Strategies: 59, 79, 80, 60, 62, 82 Topic Software Teaching Resources: 220, 222, 250, 267, 284, 285, 286 Audiobook Teaching Resources: 28, 29, 35, 38, 59, 63, 71 Paperbacks Teaching Resources: 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p>
STANDARDS FOR Literacy in History/Social Studies, Science, and Technical Subjects 6-12	
Reading Standards for Literacy in History/Social Studies (Grades 6-8)	
<i>Key Ideas and Details</i>	
1. Cite specific textual evidence to support analysis of primary and secondary sources.	<p>The Following Provides Opportunities to Meet this Objective: Social Studies Nonfiction rBook Teacher's Edition: Child Labor Around the World 92; Hard</p>

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Common Core State Standards for English Language Arts 6-12	Scholastic READ 180, Stage B
	<p>Time 190; Life in the Dumps 86; New Immigration Boom, A 16; Working in the Field 88</p> <p>RDI Book 1-Reading Skills and Strategies: 339, 340, 342, 343, 345, 346, 348, 351, 352, 354, 355, 357, 359, 360, 362, 367, 372, 373, 374, 375, 377, 378, 379, 380, 381, 382, 383, 384, 385, 389</p> <p>Paperbacks Teaching Resources: Alcatraz: Prison for America's Most Wanted; The Big Lie: A True Story, Donner Party: A Diary of a Survivor; The Good Fight: The Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Score! The Greatest Athletes of All Times; The Skull Man and Other People With Cool Jobs; Stealing Home: The Story of Jackie Robinson; Trapped; UFOs: Fact or Fiction</p> <p>Science/Social Studies Text</p> <p>rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16</p> <p>RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343</p> <p>Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
<p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<p>Discussion of the following provides opportunities to meet this objective:</p> <p>Social Studies Nonfiction</p> <p>rBook Teacher's Edition: Child Labor Around the World 92; Hard Time 190; Life in the Dumps 86; New Immigration Boom, A 16; Working in the Field 88</p> <p>RDI Book 1-Reading Skills and Strategies: 339, 340, 342, 343, 345, 346, 348, 351, 352, 354, 355, 357, 359, 360, 362, 367, 372, 373, 374, 375, 377, 378, 379, 380, 381, 382, 383, 384, 385, 389</p> <p>Paperbacks Teaching Resources: Alcatraz: Prison for America's Most Wanted; The Big Lie: A True Story, Donner Party: A Diary of a Survivor; The Good Fight: The Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Score! The Greatest Athletes of All Times; The Skull Man and Other People With Cool Jobs; Stealing Home: The Story of Jackie Robinson; Trapped; UFOs: Fact or Fiction</p> <p>Science/Social Studies Text</p> <p>rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16</p> <p>RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343</p> <p>Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass;</p>

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	Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	<p>Discussion of the following provides opportunities to meet this objective:</p> <p>Social Studies Nonfiction rBook Teacher's Edition: Child Labor Around the World 92; Hard Time 190; Life in the Dumps 86; New Immigration Boom, A 16; Working in the Field 88 RDI Book 1-Reading Skills and Strategies: 339, 340, 342, 343, 345, 346, 348, 351, 352, 354, 355, 357, 359, 360, 362, 367, 372, 373, 374, 375, 377, 378, 379, 380, 381, 382, 383, 384, 385, 389 Paperbacks Teaching Resources: Alcatraz: Prison for America's Most Wanted; The Big Lie: A True Story, Donner Party: A Diary of a Survivor; The Good Fight: The Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Score! The Greatest Athletes of All Times; The Skull Man and Other People With Cool Jobs; Stealing Home: The Story of Jackie Robinson; Trapped; UFOs: Fact or Fiction</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
<i>Craft and Structure</i>	
4. Determine the meaning of words and phrases in a text, including vocabulary specific to domains related to history/social studies.	<p>Understand Vocabulary rBook Teaching Guide: 20, 44, 72, 96, 120, 146, 170, 194, 222 RDI Book 1-Reading Skills and Strategies: Each lesson includes a vocabulary and word study section, which allows students to identify and build vocabulary. Topic Software Teaching Resources: Each segment of the READ180 Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words. Audiobooks Teaching Resources: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p> <p>Content Area Vocabulary RDI Book 1-Reading Skills and Strategies: 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276</p>

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	<p>Topic Software Teaching Resources: Because of the varied content in the passages in the READ180 Software, students are introduced to a broad range of content-area vocabulary.</p> <p>Resources for Content-Area Reading: 15, 23, 31, 39, 47, 55, 63, 71, 79</p> <p>Word Challenge</p> <p>rBook Teacher’s Edition: 20, 44, 72, 96, 120, 146, 170, 194, 222</p> <p>RDI Book 1-Reading Skills and Strategies: Each lesson includes a vocabulary and word study section, which allows students to identify and build vocabulary.</p> <p>Topic Software Teaching Resources: Each segment of the READ180 Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words.</p> <p>Audiobooks Teaching Resources: As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p>
<p>5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>	<p>Discussion of the following provides opportunities to meet this objective:</p> <p>Social Studies Nonfiction</p> <p>rBook Teacher’s Edition: Child Labor Around the World 92; Hard Time 190; Life in the Dumps 86; New Immigration Boom, A 16; Working in the Field 88</p> <p>RDI Book 1-Reading Skills and Strategies: 339, 340, 342, 343, 345, 346, 348, 351, 352, 354, 355, 357, 359, 360, 362, 367, 372, 373, 374, 375, 377, 378, 379, 380, 381, 382, 383, 384, 385, 389</p> <p>Paperbacks Teaching Resources: Alcatraz: Prison for America’s Most Wanted; The Big Lie: A True Story, Donner Party: A Diary of a Survivor; The Good Fight: The Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Score! The Greatest Athletes of All Times; The Skull Man and Other People With Cool Jobs; Stealing Home: The Story of Jackie Robinson; Trapped; UFOs: Fact or Fiction</p> <p>Science/Social Studies Text</p> <p>rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16</p> <p>RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343</p> <p>Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
<p>6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language,</p>	<p>Discussion of the following provides opportunities to meet this objective:</p> <p>Social Studies Nonfiction</p>

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inclusion or avoidance of particular facts).	<p>rBook Teacher’s Edition: Child Labor Around the World 92; Hard Time 190; Life in the Dumps 86; New Immigration Boom, A 16; Working in the Field 88</p> <p>RDI Book 1-Reading Skills and Strategies: 339, 340, 342, 343, 345, 346, 348, 351, 352, 354, 355, 357, 359, 360, 362, 367, 372, 373, 374, 375, 377, 378, 379, 380, 381, 382, 383, 384, 385, 389</p> <p>Paperbacks Teaching Resources: Alcatraz: Prison for America’s Most Wanted; The Big Lie: A True Story, Donner Party: A Diary of a Survivor; The Good Fight: The Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Score! The Greatest Athletes of All Times; The Skull Man and Other People With Cool Jobs; Stealing Home: The Story of Jackie Robinson; Trapped; UFOs: Fact or Fiction</p> <p>Science/Social Studies Text</p> <p>rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16</p> <p>RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343</p> <p>Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
<i>Integration of Knowledge and Ideas</i>	
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	<p>The Following Matches Support this Objective: Graphic</p> <p>rBook Teacher’s Edition: 18, 29, 43, 94, 114, 119, 160, 169, 192, 218</p> <p>Resources for Content-Area Reading: 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122</p> <p>Read Charts and Graphs</p> <p>RDI Book 1-Reading Skills and Strategies: 327</p> <p>Read Maps and Diagrams</p> <p>RDI Book 1-Reading Skills and Strategies: 328</p> <p>Audiobook Teaching Resources: 9, 10, 12, 21 (Resources – 45-47, 63-69)</p> <p>rSkills Test Book: Each test contains one comprehension question which relates to a graphic element (e.g., chart or table)</p>
8. Distinguish among fact, opinion, and reasoned judgment in a text.	<p>Discussion of the following provides opportunities to meet this objective: Social Studies Nonfiction</p> <p>rBook Teacher’s Edition: Child Labor Around the World 92; Hard Time 190; Life in the Dumps 86; New Immigration Boom, A 16; Working in the Field 88</p> <p>RDI Book 1-Reading Skills and Strategies: 339, 340, 342, 343, 345, 346, 348, 351, 352, 354, 355, 357, 359, 360, 362, 367, 372,</p>

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	<p>373, 374, 375, 377, 378, 379, 380, 381, 382, 383, 384, 385, 389 Paperbacks Teaching Resources: Alcatraz: Prison for America's Most Wanted; The Big Lie: A True Story, Donner Party: A Diary of a Survivor; The Good Fight: The Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Score! The Greatest Athletes of All Times; The Skull Man and Other People With Cool Jobs; Stealing Home: The Story of Jackie Robinson; Trapped; UFOs: Fact or Fiction</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
9. Analyze the relationship between a primary and secondary source on the same topic.	<p>The Following Provides Opportunities to Meet this Objective: Social Studies Nonfiction rBook Teacher's Edition: Child Labor Around the World 92; Hard Time 190; Life in the Dumps 86; New Immigration Boom, A 16; Working in the Field 88 RDI Book 1-Reading Skills and Strategies: 339, 340, 342, 343, 345, 346, 348, 351, 352, 354, 355, 357, 359, 360, 362, 367, 372, 373, 374, 375, 377, 378, 379, 380, 381, 382, 383, 384, 385, 389 Paperbacks Teaching Resources: Alcatraz: Prison for America's Most Wanted; The Big Lie: A True Story, Donner Party: A Diary of a Survivor; The Good Fight: The Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Score! The Greatest Athletes of All Times; The Skull Man and Other People With Cool Jobs; Stealing Home: The Story of Jackie Robinson; Trapped; UFOs: Fact or Fiction</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
<i>Range of Reading and Level of Text Complexity</i>	

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<p>10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>Social Studies Nonfiction rBook Teacher’s Edition: Child Labor Around the World 92; Hard Time 190; Life in the Dumps 86; New Immigration Boom, A 16; Working in the Field 88 RDI Book 1-Reading Skills and Strategies: 339, 340, 342, 343, 345, 346, 348, 351, 352, 354, 355, 357, 359, 360, 362, 367, 372, 373, 374, 375, 377, 378, 379, 380, 381, 382, 383, 384, 385, 389 Paperbacks Teaching Resources: Alcatraz: Prison for America’s Most Wanted; The Big Lie: A True Story, Donner Party: A Diary of a Survivor; The Good Fight: The Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Score! The Greatest Athletes of All Times; The Skull Man and Other People With Cool Jobs; Stealing Home: The Story of Jackie Robinson; Trapped; UFOs: Fact or Fiction</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
<p>Reading Standards for Literacy in Science and Technical Subjects (Grades 6-8)</p> <p><i>Key Ideas and Details</i></p>	
<p>1. Cite specific textual evidence to support analysis of scientific and technical texts.</p>	<p>The Following Provides Opportunities to Meet this Objective: Science Nonfiction rBook Teacher’s Edition: America’s Least Wanted 166; Freaky Fish Invasion 160; Hurricanes: The Monster Storms 40; Island of Snakes 162; Mountain on Fire, A 36; Paramedic 52; Struck by Lightning 34; Wild Animal Keeper 178</p>
<p>2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p>	<p>The Following Provides Opportunities to Meet this Objective: Science Nonfiction rBook Teacher’s Edition: America’s Least Wanted 166; Freaky Fish Invasion 160; Hurricanes: The Monster Storms 40; Island of Snakes 162; Mountain on Fire, A 36; Paramedic 52; Struck by Lightning 34; Wild Animal Keeper 178</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story;</p>

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Common Core State Standards for English Language Arts 6-12	Scholastic READ 180, Stage B
	Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	
<i>Craft and Structure</i>	
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	<p>Content Area Vocabulary RDI Book 1-Reading Skills and Strategies: 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276 Topic Software Teaching Resources: Because of the varied content in the passages in the READ180 Software, students are introduced to a broad range of content-area vocabulary. Resources for Content-Area Reading: 15, 23, 31, 39, 47, 55, 63, 71, 79</p> <p>Word Challenge rBook Teacher’s Edition: 20, 44, 72, 96, 120, 146, 170, 194, 222 RDI Book 1-Reading Skills and Strategies: Each lesson includes a vocabulary and word study section, which allows students to identify and build vocabulary. Topic Software Teaching Resources: Each segment of the READ180 Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words. Audiobooks Teaching Resources: As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p>
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	<p>The Following Provides Opportunities to Meet this Objective: Science Nonfiction rBook Teacher’s Edition: America’s Least Wanted 166; Freaky Fish Invasion 160; Hurricanes: The Monster Storms 40; Island of Snakes 162; Mountain on Fire, A 36; Paramedic 52; Struck by Lightning 34; Wild Animal Keeper 178</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park;</p>

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	Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	<p>The Following Provides Opportunities to Meet this Objective: Science Nonfiction rBook Teacher's Edition: America's Least Wanted 166; Freaky Fish Invasion 160; Hurricanes: The Monster Storms 40; Island of Snakes 162; Mountain on Fire, A 36; Paramedic 52; Struck by Lightning 34; Wild Animal Keeper 178</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
<i>Integration of Knowledge and Ideas</i>	
7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	<p>The Following Provides Opportunities to Meet this Objective: Science Nonfiction rBook Teacher's Edition: America's Least Wanted 166; Freaky Fish Invasion 160; Hurricanes: The Monster Storms 40; Island of Snakes 162; Mountain on Fire, A 36; Paramedic 52; Struck by Lightning 34; Wild Animal Keeper 178</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	<p>The Following Provides Opportunities to Meet this Objective: Science Nonfiction rBook Teacher's Edition: America's Least Wanted 166; Freaky Fish Invasion 160; Hurricanes: The Monster Storms 40; Island of Snakes 162; Mountain on Fire, A 36; Paramedic 52; Struck by Lightning 34; Wild Animal Keeper 178</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New</p>

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	<p>Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
<p>9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>	<p>The Following Provides Opportunities to Meet this Objective: Use Internet Sources Resources for Content-Area Reading: 58-59</p> <p>Science Nonfiction rBook Teacher’s Edition: America’s Least Wanted 166; Freaky Fish Invasion 160; Hurricanes: The Monster Storms 40; Island of Snakes 162; Mountain on Fire, A 36; Paramedic 52; Struck by Lightning 34; Wild Animal Keeper 178</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
<i>Range of Reading and Level of Text Complexity</i>	
<p>10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>Science Nonfiction rBook Teacher’s Edition: America’s Least Wanted 166; Freaky Fish Invasion 160; Hurricanes: The Monster Storms 40; Island of Snakes 162; Mountain on Fire, A 36; Paramedic 52; Struck by Lightning 34; Wild Animal Keeper 178</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park;</p>

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Common Core State Standards for English Language Arts 6-12	Scholastic READ 180, Stage B
	Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (Grades 6–8)	
<i>Text Types and Purposes</i>	
1. Write arguments focused on <i>discipline-specific content</i> in which they: <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>The Following Supports this Objective: Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113</p>
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and 	<p>The Following Selected Matches Support this Objective: Expository Writing <u>rBook Teacher’s Edition:</u> 22-25, 98-101, 243 <u>RDI Book 2-Writing and Grammar Strategies:</u> 69, 70, 72, 74, 75, 77, 79, 80, 82, 84, 85, 87, 89, 90, 93 <u>Topic Software Teaching Resources:</u> 224, 279 <u>Test-Taking Strategies Book:</u> 103, 111 <u>Resources for Content-Area Reading:</u> 15, 39</p> <p>Descriptive Writing <u>rBook Teacher’s Edition:</u> 196-199, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 44, 45, 47, 49, 50, 52, 54, 55, 57, 59, 60, 62, 64, 65, 68 <u>Topic Software Teaching Resources:</u> 215, 218, 219, 220, 224, 227, 228, 229, 232, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 246, 247, 249, 259, 260, 264, 266, 268, 271, 272, 273, 278, 280 <u>Audiobook Teaching Resources:</u> 38, 44, 50, 52, 53, 56, 62 <u>Paperbacks Teaching Resources:</u> 56, 60, 68, 78, 82, 84, 92, 94, 96, 98, 100, 102, 108, 114, 118, 120, 132 <u>Resources for Content-Area Reading:</u> 55, 71</p>

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<p>clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>Literature Review <u>rBook Teacher's Edition:</u> 148-151, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 59, 79, 80, 60, 62, 82 <u>Topic Software Teaching Resources:</u> 220, 222, 250, 267, 284, 285, 286 <u>Audiobook Teaching Resources:</u> 28, 29, 35, 38, 59, 63, 71 <u>Paperbacks Teaching Resources:</u> 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Write a News Report, Article <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 225, 226, 240 <u>Audiobook Teaching Resources:</u> 35, 37, 38, 46, 65 <u>Paperbacks Teaching Resources:</u> 78, 86, 137</p> <p>Write Book Synopsis <u>RDI Book 2-Writing and Grammar Strategies:</u> 79-82</p>
<p>3. (See note; not applicable as a separate requirement) NOTE: Students' narrative skills continue to grow in these grades. The <i>Standards</i> require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to write narrative accounts about individuals or events of historical import. In science, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results.</p>	
<i>Production and Distribution of Writing</i>	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Selected Examples Include: Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write a Book Review <u>Audiobook Teaching Resources:</u> 63 <u>Paperbacks Teaching Resources:</u> 103</p> <p>Narrative Writing <u>rBook Teacher's Edition:</u> 46-49, 224-227, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 14, 15, 17, 19,</p>

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Common Core State Standards for English Language Arts 6-12	Scholastic READ 180, Stage B
	<p>20, 22, 24, 25, 27, 29, 30, 32, 34, 35, 37, 39, 40, 37, 43 <u>Audiobook Teaching Resources:</u> 35 <u>Resources for Content-Area Reading:</u> 23, 31, 79</p> <p>Descriptive Writing <u>rBook Teacher's Edition:</u> 196-199, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 44, 45, 47, 49, 50, 52, 54, 55, 57, 59, 60, 62, 64, 65, 68 <u>Topic Software Teaching Resources:</u> 215, 218, 219, 220, 224, 227, 228, 229, 232, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 246, 247, 249, 259, 260, 264, 266, 268, 271, 272, 273, 278, 280 <u>Audiobook Teaching Resources:</u> 38, 44, 50, 52, 53, 56, 62 <u>Paperbacks Teaching Resources:</u> 56, 60, 68, 78, 82, 84, 92, 94, 96, 98, 100, 102, 108, 114, 118, 120, 132 <u>Resources for Content-Area Reading:</u> 55, 71</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97</p> <p>Write an Article, News Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 180, 222, 248 <u>Audiobook Teaching Resources:</u> 65 <u>Paperbacks Teaching Resources:</u> 58, 88, 94, 105</p>
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and context have been addressed.	<p>The Following Matches Provide Opportunities to Meet this Objective: Assessment Rubrics for Writing <u>rBook Teacher's Edition:</u> 19, 21, 27, 31, 43, 45, 51, 55, 69, 73, 75, 79, 83, 65, 97, 99, 101, 103, 107, 119, 131, 147, 153, 157, 169, 181, 193, 195, 201, 205, 219, 223 <u>RDI Book 2-Writing and Grammar Strategies:</u> 224-229 <u>Topic Software Teaching Resources:</u> 290 <u>Test-Taking Strategies Book:</u> 116</p> <p>Peer Assessment <u>rBook Teacher's Edition:</u> 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>Plan <u>rBook Teacher's Edition:</u> 24, 48, 76, 100, 124, 150, 174, 198, 226</p> <p>Writing <u>rBook Teacher's Edition:</u> 22-25, 46-49, 74-77, 98-101, 224-227, 243, 244</p> <p>Revise/Edit <u>rBook Teacher's Edition:</u> 25, 49, 77, 101, 125, 151, 175, 199, 227</p>
6. Use technology, including the Internet, to produce and publish writing and present the	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: Use Internet Sources</p>

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relationships between information and ideas clearly and efficiently.	<p><u>Resources for Content-Area Reading:</u> 58-59</p> <p>Digital Tools Presentation <u>Resources for Content-Area Reading:</u> 80-81, 84-85</p> <p>Narrative Writing <u>rBook Teacher’s Edition:</u> 46-49, 224-227, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 14, 15, 17, 19, 20, 22, 24, 25, 27, 29, 30, 32, 34, 35, 37, 39, 40, 37, 43 <u>Audiobook Teaching Resources:</u> 35 <u>Resources for Content-Area Reading:</u> 23, 31, 79</p> <p>Descriptive Writing <u>rBook Teacher’s Edition:</u> 196-199, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 44, 45, 47, 49, 50, 52, 54, 55, 57, 59, 60, 62, 64, 65, 68 <u>Topic Software Teaching Resources:</u> 215, 218, 219, 220, 224, 227, 228, 229, 232, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 246, 247, 249, 259, 260, 264, 266, 268, 271, 272, 273, 278, 280 <u>Audiobook Teaching Resources:</u> 38, 44, 50, 52, 53, 56, 62 <u>Paperbacks Teaching Resources:</u> 56, 60, 68, 78, 82, 84, 92, 94, 96, 98, 100, 102, 108, 114, 118, 120, 132 <u>Resources for Content-Area Reading:</u> 55, 71</p> <p>Persuasive Writing <u>rBook Teacher’s Edition:</u> 122, 172-175, 243 <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-113 <u>Test-Taking Strategies Book:</u> Practice Test – 106 <u>Test-Taking Strategies:</u> Identify Persuasive Prompts – 60-61 Writing Prompts – 113 <u>Resources for Content-Area Reading:</u> 47, 63</p> <p>Literature Review <u>rBook Teacher’s Edition:</u> 148-151, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 59, 79, 80, 60, 62, 82 <u>Topic Software Teaching Resources:</u> 220, 222, 250, 267, 284, 285, 286 <u>Audiobook Teaching Resources:</u> 28, 29, 35, 38, 59, 63, 71 <u>Paperbacks Teaching Resources:</u> 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Digital Tools Presentation <u>Resources for Content-Area Reading:</u> 80-81, 84-85</p>
<i>Research to Build and Present Knowledge</i>	
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple	<p>Reference & Research <u>Resources for Content-Area Reading:</u> 40-41, 48-49, 64-65, 72-73</p> <p>Research Project Write a Report</p>

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avenues of exploration.	Resources for Content-Area Reading: 48-49, 50-51, 52-53
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<p>Locate Information Resources for Content-Area Reading: 18-19, 26-27, 34-35, 42-43, 50-51, 58-59, 66-67, 74-75, 82-83</p> <p>Organize and Present Information Resources for Content-Area Reading: 20-21, 28-29, 36-37, 44-45, 52-53, 60-61, 68-69, 76-77, 84-85</p> <p>Reference & Research Resources for Content-Area Reading: 40-41, 48-49, 64-65, 72-73</p> <p>Research Project Write a Report Resources for Content-Area Reading: 48-49, 50-51, 52-53</p>
9. Draw evidence from informational texts to support analysis reflection, and research.	<p>Selected Examples Include: Literature Review rBook Teacher's Edition: 148-151, 244 RDI Book 2-Writing and Grammar Strategies: 59, 79, 80, 60, 62, 82 Topic Software Teaching Resources: 220, 222, 250, 267, 284, 285, 286 Audiobook Teaching Resources: 28, 29, 35, 38, 59, 63, 71 Paperbacks Teaching Resources: 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Write an Opinion RDI Book 2-Writing and Grammar Strategies: 94-97 Topic Software Teaching Resources: 227, 255, 256, 257, 258, 277, 281, 282, 286 Audiobook Teaching Resources: 28, 32, 52, 62 Paperbacks Teaching Resources: 70, 74, 84, 86, 100, 112, 116, 124, 126, 134</p> <p>Relating Content-Area Information RDI Book 2-Writing and Grammar Strategies: 74-77 The Final Projects and QuickWrites for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read through worksheets, QuickWrites, Final Projects and Practice Tests. rBook Teacher's Edition: 74-77, 148-151, 244 RDI Book 2-Writing and Grammar Strategies: 59, 79, 80, 60, 62, 82 Topic Software Teaching Resources: 220, 222, 250, 267, 284, 285, 286 Audiobook Teaching Resources: 28, 29, 35, 38, 59, 63, 71 Paperbacks Teaching Resources: 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Reference & Research Resources for Content-Area Reading: 40-41, 48-49, 64-65, 72-</p>

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	<p>73</p> <p>Research Project Write a Report Resources for Content-Area Reading: 48-49, 50-51, 52-53</p>
<i>Range of Writing</i>	
<p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research. See, for example:</p> <p>Write a Speech RDI Book 2-Writing and Grammar Strategies: 104-107 Topic Software Teaching Resources: 244, 252 Audiobook Teaching Resources: 28 Paperbacks Teaching Resources: 72, 98, 130</p> <p>Literature Review rBook Teacher’s Edition: 148-151, 244 RDI Book 2-Writing and Grammar Strategies: 59, 79, 80, 60, 62, 82 Topic Software Teaching Resources: 220, 222, 250, 267, 284, 285, 286 Audiobook Teaching Resources: 28, 29, 35, 38, 59, 63, 71 Paperbacks Teaching Resources: 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Write a News Report, Article RDI Book 2-Writing and Grammar Strategies: 84-87 Topic Software Teaching Resources: 225, 226, 240 Audiobook Teaching Resources: 35, 37, 38, 46, 65 Paperbacks Teaching Resources: 78, 86, 137</p> <p>Writing Prompts rBook Teacher’s Edition: 31, 53, 62, 66, 70, 83, 1047, 114, 131, 157, 181, 205, 210, 223 RDI Book 2-Writing and Grammar Strategies: 62, 57, 47, 52, 68, 82, 72, 77, 93, 87, 127, 122, 117, 132, 32, 17, 37, 43, 22, 27, 97, 113, 107, 102, 137 Resources for Content-Area Reading: 15, 23, 32, 39, 47, 55, 63, 71, 79</p>

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Science, and Technical Subjects, Grade 7**

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Reading Standards for Literature	
<i>Key Ideas and Details</i>	
1. Cite several sources of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>Discussion rBook Teacher’s Edition: Shared Reading and Strategic Reading activities, located in each <i>READ 180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. rdi Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p> <p>Make Inferences rBook Teacher’s Edition: 16, 34, 36, 62, 66, 68, 90, 134, 169, 184, 190, 191, 192, 209, 213, 219, 240 rdi Book 1-Reading Skills and Strategies: 302,303,401 Topic Software Teaching Resources: 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 1.4: 83-86, 221-222, 287; 2.2: 91-94, 225-226, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.3: 111-114, 235-23, 287; 3.4: 115-118, 237-238, 287; 4.1: 119-122, 239-240, 287; 4.2: 123-126, 241-242,287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.1: 151-154, 255-256, 287; 6.3: 159-162, 259-260, 287; 6.4: 159-162, 259-260, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.1: 183-186, 271-272, 287; 8.2: 187-190, 273-274, 287; 8.4: 195-198, 277-278, 287; 9.2: 203-206, 281-282, 287; 9.4: 211-214, 285-286, 287 Audiobook Teaching Resources: Daniel’s Story – 5, 50, 73 (Resources – 27-29, 63-69), Flight #116 Is Down! – 135, 171 (Resources – 33-35, 63-69), Local News – 21, 26, 39, 43 (Resources – 39-41, 63-69), The Mighty – 53, 27, 79 (Resources - 42-44, 63-69), The Outsiders – 6, 24, 65, 106 (Resources – 48-50, 63-69), Rimshots – 5, 6, 10, 18 (Resources – 51-53, 63-69), The Star Fisher – 12, 24, 94 (Resources – 57-59, 63-69) Paperbacks Teaching Resources: All in a Day’s Work and Other Stories; Classic Tales of Terror; The Escape: A Classic Story of Suspense (Resources – 57, 63, 117) rSkills Test Book: Test 5 Resources for Content-Area Reading: 100-101, 118</p>
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	<p>The Following Matches Provide Opportunities to Meet this Objective: Theme rBook Teacher’s Edition: 56E, 59, 69, 70, 71, 242 rdi Book 1-Reading Skills and Strategies: 312, 313, 409 rSkills Test Book: Tests 2, 3, & 5</p>

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	<p>Discussion rBook Teacher’s Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p> <p>Summarize rBook Teaching Guide: 18, 87, 118, 187, 188 RDI Book 1-Reading Skills and Strategies: 294, 295, 395 Topic Software Teaching Resources: 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 1.3: 74-82, 219-220, 287; 2.2: 91-94, 225-226, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.2: 107-110, 233-234, 287; 3.3: 111-114, 235-23, 287; 3.4: 115-118, 237-238, 287; 4.1: 119-122, 239-240, 287; 4.3: 127-130, 243-244, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.2: 155-158, 257-258, 287; 6.3: 159-162, 259-260, 287; 6.4: 159-162, 259-260, 287; 7.1: 167-170, 263-264, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.1: 183-186, 271-272, 287; 8.2: 187-190, 273-274, 287; 8.3: 191-194, 275-27, ;287; 8.4: 195-198, 277-278, 287; 9.2: 203-206, 281-282, 287; 9.4: 211-214, 285-286, 287 Audiobook Teaching Resources: Daniel’s Story – 35, 103, 131 (Resources – 27-29, 63-69), The Mighty – 27, 48, 53 (Resources – 42-44, 63-69), Rimshots – 8, 17, 23, 26 (Resources – 51-53, 63-69), Somewhere in the Darkness – 10, 55, 142 (Resources – 54-56, 63-69) Paperbacks Teaching Resources: King of the Hill; Happy Burger; The Good Fight: Stories About Real Heroes; Trapped (Resources – 69, 83, 121, 131) rSkills Test Book: Tests 2-5 Resources for Content-Area Reading: 92-93, 114</p>
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<p>The Following Matches Provide Opportunities to Meet this Objective: Analyze Plot rBook Teacher’s Edition: 59, 61, 63, 65, 67, 135, 137, 139, 141, 142, 143, 242 RDI Book 1-Reading Skills and Strategies: 310, 311, 407, 408 Audiobook Teaching Resources: Holes – 7, 73, 119, 172, 233 (Resources – 36-38, 63-69), The Stowaway – 12, 20, 39 (Resources – 60-62, 63-69)</p>

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	<p><u>Paperbacks Teaching Resources:</u> The Band; Jane Eyre; Miracle’s Boys (Resources – 59, 87, 125) <u>rSkills Test Book:</u> Tests 2, 3, & 5</p> <p>Story Elements <u>rBook Teacher’s Edition:</u> 56C-56F, 58-69, 132C-132F, 134-143, 241</p> <p>Analyze Character <u>rBook Teacher’s Edition:</u> 59, 61, 63, 65, 66, 67, 69, 135, 137, 139, 141, 142, 143, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 306, 307, 403, 404 <u>Audiobook Teaching Resources:</u> Esperanza Rising – 8, 83, 120, 227 (Resources - 30-32, 63-69), The Outsiders – 3, 38, 76, 90, 126 (Resources – 48-50, 63-69), Somewhere in the Darkness – 10, 99 (Resources – 54-56, 63-69) <u>Paperbacks Teaching Resources:</u> Alison’s Trumpet and Other Stories; Night Bird: A Story of the Seminole Indians; Quinceañera Means Sweet 15; Moby Dick; Stealing Home: The Story of Jackie Robinson (Resources – 75, 89, 103, 127, 129) <u>rSkills Test Book:</u> Tests 2, 3, & 5</p> <p>Analyze Setting <u>rBook Teaching Guide:</u> 59, 61, 63, 65, 67, 135, 137, 139, 141, 143, 145, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 308, 309, 405, 406 <u>Audiobook Teaching Resources:</u> Esperanza Rising – 3, 18, 151, 216 (Resources – 30-32, 63-69) <u>Paperbacks Teaching Resources:</u> Destination: Everest; The Big Lie: A True Story; Summer on Wheels; (Resources – 79, 97, 107) <u>rSkills Test Book:</u> Tests 2 & 3</p>
<i>Craft and Structure</i>	
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	<p>The Following Matches Provide Opportunities to Meet this Objective: Denotation/Connotation <u>RDI Book 1-Reading Skills and Strategies:</u> 250</p> <p>Figurative Language <u>rBook Teacher’s Edition:</u> 136, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 333, 335, 338, 336, 337, 334</p> <p>Simile <u>rBook Teacher’s Edition:</u> 140, 221, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 336 <u>RDI Book 3-Strategies for English-Language Learners:</u> 60</p> <p>Idioms <u>rBook Teacher’s Edition:</u> 10, 36, 88, 93, 170, 188, 208, 214, 216 <u>RDI Book 1-Reading Skills and Strategies:</u> 272 <u>RDI Book 3-Strategies for English-Language Learners:</u> 67</p>

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	<p><u>rSkills Test Book:</u> Tests 4</p> <p>Metaphor <u>rBook Teacher’s Edition:</u> 136, 221, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 336</p> <p>Onomatopoeia <u>rBook Teacher’s Edition:</u> 145, 242</p> <p>Symbolism <u>RDI Book 1-Reading Skills and Strategies:</u> 336, 349, 350, 351</p>
5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	<p>The Following Matches Provide Opportunities to Meet this Objective: Plays <u>RDI Book 1-Reading Skills and Strategies:</u> 387 <u>Paperbacks Teaching Resources:</u> Destination: Everest; Happy Burger; King of the Hill; Zero Tolerance</p> <p>Poetry <u>rBook Teaching Guide:</u> Haunted House, from The 144; I’m Nobody! Who Are You? 70; Langston Hughes’s Harlem 220; Whole New Look, A 71 <u>RDI Book 1-Reading Skills and Strategies:</u> 386, 361</p>
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	<p>The Following Matches Provide Opportunities to Meet this Objective: Analyze Character <u>rBook Teacher’s Edition:</u> 59, 61, 63, 65, 66, 67, 69, 135, 137, 139, 141, 142, 143, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 306, 307, 403, 404 <u>Audiobook Teaching Resources:</u> Esperanza Rising – 8, 83, 120, 227 (Resources - 30-32, 63-69), The Outsiders – 3, 38, 76, 90, 126 (Resources – 48-50, 63-69), Somewhere in the Darkness – 10, 99 (Resources – 54-56, 63-69) <u>Paperbacks Teaching Resources:</u> Alison’s Trumpet and Other Stories; Night Bird: A Story of the Seminole Indians; Quinceañera Means Sweet 15; Moby Dick; Stealing Home: The Story of Jackie Robinson (Resources – 75, 89, 103, 127, 129) <u>rSkills Test Book:</u> Tests 2, 3, & 5</p> <p>Point of View <u>rBook Teacher’s Edition:</u> 60, 136</p>
<i>Integration of Knowledge and Ideas</i>	
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	
8. (Not applicable to literature)	

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9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	<p>Discussion</p> <p>rBook Teacher’s Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text.</p> <p>RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p> <p>Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
<i>Range of Reading and Level of Text Complexity</i>	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>rBook Teaching Guide: The Read180 Enterprise selections are Narrow Reading units that delve deeply into one focused real-world issue, are sequenced in order of increasing difficulty, and provide opportunities to support this standard.</p> <p>rBook Teaching Guide: Heartbeat of Harlem 208; Hard Time 190; Power of Peer Pressure, The 116</p> <p>RDI Book 1-Reading Skills and Strategies: Reading passages represent a variety of genres at various reading levels.</p> <p>Topic Software Teaching Resources: The READ180 Software gives the students experience in reading a variety of high quality, traditional, classical and contemporary literary works.</p> <p>Audiobooks Teaching Resources (Reading Coach Modeling): As the students read along with the Audiobooks, they experience reading a variety of high quality, traditional, classical and contemporary literary works.</p>
Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
1. Cite several sources of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>The Following Matches Support this Objective:</p> <p>Discussion</p> <p>rBook Teacher’s Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text.</p> <p>RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p> <p>Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>

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	<p>Make Inferences rBook Teacher’s Edition: 16, 34, 36, 62, 66, 68, 90, 134, 169, 184, 190, 191, 192, 209, 213, 219, 240 RDI Book 1-Reading Skills and Strategies: 302,303,401 Topic Software Teaching Resources: 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 1.4: 83-86, 221-222, 287; 2.2: 91-94, 225-226, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.3: 111-114, 235-23, 287; 3.4: 115-118, 237-238, 287; 4.1: 119-122, 239-240, 287; 4.2: 123-126, 241-242,287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.1: 151-154, 255-256, 287; 6.3: 159-162, 259-260, 287; 6.4: 159-162, 259-260, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.1: 183-186, 271-272, 287; 8.2: 187-190, 273-274, 287; 8.4: 195-198, 277-278, 287; 9.2: 203-206, 281-282, 287; 9.4: 211-214, 285-286, 287 Audiobook Teaching Resources: Daniel’s Story – 5, 50, 73 (Resources – 27-29, 63-69), Flight #116 Is Down! – 135, 171 (Resources – 33-35, 63-69), Local News – 21, 26, 39, 43 (Resources – 39-41, 63-69), The Mighty – 53, 27, 79 (Resources - 42-44, 63-69), The Outsiders – 6, 24, 65, 106 (Resources – 48-50, 63-69), Rimshots – 5, 6, 10, 18 (Resources – 51-53, 63-69), The Star Fisher – 12, 24, 94 (Resources – 57-59, 63-69) Paperbacks Teaching Resources: All in a Day’s Work and Other Stories; Classic Tales of Terror; The Escape: A Classic Story of Suspense (Resources – 57, 63, 117) rSkills Test Book: Test 5 Resources for Content-Area Reading: 100-101, 118</p> <p>Read for Detail rBook Teacher’s Edition: 17, 65 RDI Book 1-Reading Skills and Strategies: 288, 289, 391, 392 Topic Software Teaching Resources: 1.2: 75-78, 217-218, 287; 1.4: 83-86, 221-222, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.2: 107-110, 233-234, 287; 3.3: 111-114, 235-23, 287; 3.4: 115-118, 237-238, 287; 4.2: 123-126, 241-242,287; 4.3: 127-130, 243-244, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.4: 147-150, 253-254, 287; 6.2: 155-158, 257-258, 287; 6.4: 159-162, 259-260, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.2: 187-190, 273-274, 287; 8.3: 191-194, 275-27, ;287; 8.4: 195-198, 277-278, 287; 9.2: 203-206, 281-282, 287; 9.4: 211-214, 285-286, 287 Paperbacks Teaching Resources: Alcatraz: Prison for America’s Most Wanted; Narrative of the Life of Frederick Douglass; Creatures Infest Local School!; Wait Until Dark (Resources – 55, 71, 77, 111) Resources for Content-Area Reading: 88-89, 112</p>
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective	<p>Discussion rBook Teacher’s Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-</p>

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summary of the text.	<p>group and whole-group discussion of the text.</p> <p><u>RD1 Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p> <p>Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><u>Resources for Content-Area Reading:</u> Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	<p>Discussion</p> <p><u>rBook Teacher's Edition:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text.</p> <p><u>RD1 Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p> <p>Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><u>Resources for Content-Area Reading:</u> Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
<i>Craft and Structure</i>	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Denotation/Connotation</p> <p><u>RD1 Book 1-Reading Skills and Strategies:</u> 250</p> <p>Content Area Vocabulary</p> <p><u>RD1 Book 1-Reading Skills and Strategies:</u> 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276</p> <p><u>Topic Software Teaching Resources:</u> Because of the varied content in the passages in the <i>READ180</i> Software, students are introduced to a broad range of content-area vocabulary.</p> <p><u>Resources for Content-Area Reading:</u> 15, 23, 31, 39, 47, 55, 63, 71, 79</p> <p>Figurative Language</p> <p><u>rBook Teacher's Edition:</u> 136, 242</p> <p><u>RD1 Book 1-Reading Skills and Strategies:</u> 333, 335, 338, 336, 337, 334</p> <p>Foreshadowing</p> <p><u>rBook Teacher's Edition:</u> 141, 216</p> <p><u>RD1 Book 1-Reading Skills and Strategies:</u> 335</p> <p>Flashback</p> <p><u>rBook Teacher's Edition:</u> 60, 68</p>

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	<p><u>RDI Book 1-Reading Skills and Strategies:</u> 335</p> <p>Simile <u>rBook Teacher’s Edition:</u> 140, 221, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 336 <u>RDI Book 3-Strategies for English-Language Learners:</u> 60</p> <p>Idioms <u>rBook Teacher’s Edition:</u> 10, 36, 88, 93, 170, 188, 208, 214, 216 <u>RDI Book 1-Reading Skills and Strategies:</u> 272 <u>RDI Book 3-Strategies for English-Language Learners:</u> 67 <u>rSkills Test Book:</u> Tests 4</p> <p>Metaphor <u>rBook Teacher’s Edition:</u> 136, 221, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 336</p> <p>Onomatopoeia <u>rBook Teacher’s Edition:</u> 145, 242</p> <p>Symbolism <u>RDI Book 1-Reading Skills and Strategies:</u> 336, 349, 350, 351</p> <p>Understand Vocabulary <u>rBook Teacher’s Edition:</u> 20, 44, 72, 96, 120, 146, 170, 194, 222 <u>RDI Book 1-Reading Skills and Strategies:</u> Each lesson includes a vocabulary and word study section, which allows students to identify and build vocabulary. <u>Topic Software Teaching Resources:</u> Each segment of the READ180 Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words. <u>Audiobooks Teaching Resources:</u> The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p>
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	<p>Discussion <u>rBook Teacher’s Edition:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. <u>Resources for Content-Area Reading:</u> Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
6. Determine an author’s point of	The Following Matches Support this Objective:

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view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Point of View rBook Teacher's Edition: 60, 136 Author's Purpose rBook Teacher's Edition: 218
<i>Integration of Knowledge and Ideas</i>	
7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	The Following Matches Provide Opportunities to Meet this Objective: Write a Speech RDI Book 2-Writing and Grammar Strategies: 104-107 Topic Software Teaching Resources: 244, 252 Audiobook Teaching Resources: 28 Paperbacks Teaching Resources: 72, 98, 130 Write an Argument RDI Book 2-Writing and Grammar Strategies: 104-107, 109-113 Write an Opinion RDI Book 2-Writing and Grammar Strategies: 94-97 Topic Software Teaching Resources: 227, 255, 256, 257, 258, 277, 281, 282, 286 Audiobook Teaching Resources: 28, 32, 52, 62 Paperbacks Teaching Resources: 70, 74, 84, 86, 100, 112, 116, 124, 126, 134
8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	The READ180 Software, Audiobooks, and Paperbacks program components provide reading instruction activities that practice inductive and deductive reasoning skills across oral, written, and visual texts and provide opportunities to meet this objective.
9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Discussion rBook Teacher's Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.
<i>Range of Reading and Level of Text Complexity</i>	
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity	rBook Teaching Guide: The Read180 Enterprise selections are Narrow Reading units that delve deeply into one focused real-world issue, are sequenced in order of increasing difficulty, and

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band proficiently, with scaffolding as needed at the high end of the range.	provide opportunities to support this standard. rBook Teaching Guide: Heartbeat of Harlem 208; Hard Time 190; Power of Peer Pressure, The 116 RDI Book 1-Reading Skills and Strategies: Reading passages represent a variety of genres at various reading levels. Topic Software Teaching Resources: The READ180 Software gives the students experience in reading a variety of high quality, traditional, classical and contemporary literary works. Audiobooks Teaching Resources (Reading Coach Modeling): As the students read along with the Audiobooks, they experience reading a variety of high quality, traditional, classical and contemporary literary works.
Writing Standards	
<i>Text Types and Purposes</i>	
1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	Write an Argument RDI Book 2-Writing and Grammar Strategies: 104-107, 109-113
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant	Selected Examples Include: Write a News Report, Article RDI Book 2-Writing and Grammar Strategies: 84-87 Topic Software Teaching Resources: 225, 226, 240 Audiobook Teaching Resources: 35, 37, 38, 46, 65 Paperbacks Teaching Resources: 78, 86, 137 Write a Comparison Topic Software Teaching Resources: 277, 278, 285 Audiobook Teaching Resources: 49, 56, 58, 59, Paperbacks Teaching Resources: 56, 68, 90, 94, 116 Write Book Synopsis RDI Book 2-Writing and Grammar Strategies: 79-82 Expository Writing rBook Teacher's Edition: 22-25, 98-101, 243

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<p>facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><u>RDI Book 2-Writing and Grammar Strategies:</u> 69, 70, 72, 74, 75, 77, 79, 80, 82, 84, 85, 87, 89, 90, 93</p> <p><u>Topic Software Teaching Resources:</u> 224, 279</p> <p><u>Test-Taking Strategies Book:</u> 103, 111</p> <p><u>Resources for Content-Area Reading:</u> 15, 39</p> <p>Descriptive Writing <u>rBook Teacher’s Edition:</u> 196-199, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 44, 45, 47, 49, 50, 52, 54, 55, 57, 59, 60, 62, 64, 65, 68 <u>Topic Software Teaching Resources:</u> 215, 218, 219, 220, 224, 227, 228, 229, 232, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 246, 247, 249, 259, 260, 264, 266, 268, 271, 272, 273, 278, 280 <u>Audiobook Teaching Resources:</u> 38, 44, 50, 52, 53, 56, 62 <u>Paperbacks Teaching Resources:</u> 56, 60, 68, 78, 82, 84, 92, 94, 96, 98, 100, 102, 108, 114, 118, 120, 132 <u>Resources for Content-Area Reading:</u> 55, 71</p> <p>Literature Review <u>rBook Teacher’s Edition:</u> 148-151, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 59, 79, 80, 60, 62, 82 <u>Topic Software Teaching Resources:</u> 220, 222, 250, 267, 284, 285, 286 <u>Audiobook Teaching Resources:</u> 28, 29, 35, 38, 59, 63, 71 <u>Paperbacks Teaching Resources:</u> 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences</p>	<p>Write a Fantasy <u>RDI Book 2-Writing and Grammar Strategies:</u> 29-32</p> <p>Narrative Writing <u>rBook Teacher’s Edition:</u> 46-49, 224-227, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 14, 15, 17, 19, 20, 22, 24, 25, 27, 29, 30, 32, 34, 35, 37, 39, 40, 37, 43 <u>Audiobook Teaching Resources:</u> 35 <u>Resources for Content-Area Reading:</u> 23, 31, 79</p> <p>Write a Realistic Story <u>RDI Book 2-Writing and Grammar Strategies:</u> 24-27</p>

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and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	
<i>Production and Distribution of Writing</i>	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<p>Selected Examples Include:</p> <p>Write an Article, News Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 180, 222, 248 <u>Audiobook Teaching Resources:</u> 65 <u>Paperbacks Teaching Resources:</u> 58, 88, 94, 105</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 227, 255, 256, 257, 258, 277, 281, 282, 286 <u>Audiobook Teaching Resources:</u> 28, 32, 52, 62 <u>Paperbacks Teaching Resources:</u> 70, 74, 84, 86, 100, 112, 116, 124, 126, 134</p> <p>Write Dialogue <u>RDI Book 2-Writing and Grammar Strategies:</u> 28 <u>Topic Software Teaching Resources:</u> 265, 270, 272, 275, 276, 279, 280, <u>Audiobook Teaching Resources:</u> 29, 43, 44, 55 <u>Paperbacks Teaching Resources:</u> 76, 80, 98, 112, 120, 126 <u>RDI Book 3-Strategies for English Language Learners:</u> 45</p> <p>Write as Characters from Reading <u>Topic Software Teaching Resources:</u> <u>Audiobook Teaching Resources:</u> 28, 29, 32, 40, 43, 44, 55, <u>Paperbacks Teaching Resources:</u> 62, 64, 66, 80, 92, 104, 126</p> <p>Descriptive Writing <u>rBook Teacher’s Edition:</u> 196-199, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 44, 45, 47, 49, 50, 52, 54, 55, 57, 59, 60, 62, 64, 65, 68 <u>Topic Software Teaching Resources:</u> 215, 218, 219, 220, 224, 227, 228, 229, 232, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 246, 247, 249, 259, 260, 264, 266, 268, 271, 272, 273, 278, 280 <u>Audiobook Teaching Resources:</u> 38, 44, 50, 52, 53, 56, 62 <u>Paperbacks Teaching Resources:</u> 56, 60, 68, 78, 82, 84, 92, 94, 96, 98, 100, 102, 108, 114, 118, 120, 132 <u>Resources for Content-Area Reading:</u> 55, 71</p>
5. With some guidance and	The Following Matches Provide Opportunities to Meet this

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<p>support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)</p>	<p>Objective: Plan rBook Teacher’s Edition: 24, 48, 76, 100, 124, 150, 174, 198, 226</p> <p>Writing rBook Teacher’s Edition: 22-25, 46-49, 74-77, 98-101, 224-227, 243, 244</p> <p>Revise/Edit rBook Teacher’s Edition: 25, 49, 77, 101, 125, 151, 175, 199, 227</p> <p>Peer Assessment rBook Teacher’s Edition: 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>Assessment Rubrics for Writing rBook Teacher’s Edition: 19, 21, 27, 31, 43, 45, 51, 55, 69, 73, 75, 79, 83, 65, 97, 99, 101, 103, 107, 119, 131, 147, 153, 157, 169, 181, 193, 195, 201, 205, 219, 223 RDI Book 2-Writing and Grammar Strategies: 224-229 Topic Software Teaching Resources: 290 Test-Taking Strategies Book: 116</p>
<p>6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: Use Internet Sources Resources for Content-Area Reading: 58-59</p> <p>Digital Tools Presentation Resources for Content-Area Reading: 80-81, 84-85</p> <p>Literature Review rBook Teacher’s Edition: 148-151, 244 RDI Book 2-Writing and Grammar Strategies: 59, 79, 80, 60, 62, 82 Topic Software Teaching Resources: 220, 222, 250, 267, 284, 285, 286 Audiobook Teaching Resources: 28, 29, 35, 38, 59, 63, 71 Paperbacks Teaching Resources: 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Write a News Report, Article RDI Book 2-Writing and Grammar Strategies: 84-87 Topic Software Teaching Resources: 225, 226, 240 Audiobook Teaching Resources: 35, 37, 38, 46, 65 Paperbacks Teaching Resources: 78, 86, 137</p> <p>Create a Menu, Recipe, Cookbook Topic Software Teaching Resources: 232 Audiobook Teaching Resources: 47</p> <p>Write an Opinion</p>

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	<p><u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 22 7, 255, 256, 257, 258, 277, 281, 282, 286 <u>Audiobook Teaching Resources:</u> 28, 32, 52, 62 <u>Paperbacks Teaching Resources:</u> 70, 74, 84, 86, 100, 112, 116, 124, 126, 134</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113</p>
<i>Research to Build and Present Knowledge</i>	
7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	<p>Reference & Research <u>Resources for Content-Area Reading:</u> 40-41, 48-49, 64-65, 72-73</p> <p>Research Project Write a Report <u>Resources for Content-Area Reading:</u> 48-49, 50-51, 52-53</p>
8. Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, avoiding plagiarism and following a standard format for citation.	<p>Locate Information <u>Resources for Content-Area Reading:</u> 18-19, 26-27, 34-35, 42-43, 50-51, 58-59, 66-67, 74-75, 82-83</p> <p>Organize and Present Information <u>Resources for Content-Area Reading:</u> 20-21, 28-29, 36-37, 44-45, 52-53, 60-61, 68-69, 76-77, 84-85</p> <p>Use Internet Sources <u>Resources for Content-Area Reading:</u> 58-59</p> <p>Research Project Write a Report <u>Resources for Content-Area Reading:</u> 48-49, 50-51, 52-53</p>
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the	<p>Selected Examples Include: Relating Content-Area Information <u>RDI Book 2-Writing and Grammar Strategies:</u> 74-77 The Final Projects and QuickWrites for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read through worksheets, QuickWrites, Final Projects and Practice Tests. <u>rBook Teacher’s Edition:</u> 74-77, 148-151, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 59, 79, 80, 60, 62, 82 <u>Topic Software Teaching Resources:</u> 220, 222, 250, 267, 284, 285, 286 <u>Audiobook Teaching Resources:</u> 28, 29, 35, 38, 59, 63, 71 <u>Paperbacks Teaching Resources:</u> 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Literature Review <u>rBook Teacher’s Edition:</u> 148-151, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 59, 79, 80, 60,</p>

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claims”).	<p>62, 82 Topic Software Teaching Resources: 220, 222, 250, 267, 284, 285, 286 Audiobook Teaching Resources: 28, 29, 35, 38, 59, 63, 71 Paperbacks Teaching Resources: 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Write an Argument RDI Book 2-Writing and Grammar Strategies: 104-107, 109-113</p>
<i>Range of Writing</i>	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research. See, for example: Writing Prompts rBook Teacher’s Edition: 31, 53, 62, 66, 70, 83, 1047, 114, 131, 157, 181, 205, 210, 223 RDI Book 2-Writing and Grammar Strategies: 62, 57, 47, 52, 68, 82, 72, 77, 93, 87, 127, 122, 117, 132, 32, 17, 37, 43, 22, 27, 97, 113, 107, 102, 137 Resources for Content-Area Reading: 15, 23, 32, 39, 47, 55, 63, 71, 79</p> <p>Write a News Report, Article RDI Book 2-Writing and Grammar Strategies: 84-87 Topic Software Teaching Resources: 225, 226, 240 Audiobook Teaching Resources: 35, 37, 38, 46, 65 Paperbacks Teaching Resources: 78, 86, 137</p> <p>Write a Speech RDI Book 2-Writing and Grammar Strategies: 104-107 Topic Software Teaching Resources: 244, 252 Audiobook Teaching Resources: 28 Paperbacks Teaching Resources: 72, 98, 130</p> <p>Literature Review rBook Teacher’s Edition: 148-151, 244 RDI Book 2-Writing and Grammar Strategies: 59, 79, 80, 60, 62, 82 Topic Software Teaching Resources: 220, 222, 250, 267, 284, 285, 286 Audiobook Teaching Resources: 28, 29, 35, 38, 59, 63, 71 Paperbacks Teaching Resources: 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>QuickWrite assignments, located throughout the program, also provide opportunities for students to meet this standard.</p>
Speaking and Listening Standards	

**Scholastic READ 180 Correlated to the
Common Core State Standards for English Language Arts & Literacy in History/Social Studies,
Science, and Technical Subjects, Grade 7**

Common Core State Standards for English Language Arts 6-12	Scholastic READ 180, Stage B
Comprehension and Collaboration	
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>Discussion</p> <p>rBook Teacher's Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text.</p> <p>RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p> <p>Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
<p>2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>The Following Selected Matches Support this Objective: Each instructional unit of the <i>rBook Teacher's Edition</i> begins with an Anchor Video to help students form a mental model and build background on the content, which provides opportunities to meet this objective.</p> <p>rBook Teacher's Edition: 8K, 32K, 56M, 82K, 106K, 130M, 162K, 186K, 210K</p> <p>Use Internet Sources Resources for Content-Area Reading: 58-59</p> <p>Digital Tools Presentation Resources for Content-Area Reading: 80-81, 84-85</p>
<p>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: Oral Presentation Resources for Content-Area Reading: 32-33, 34-35, 36-37</p> <p>Write an Argument RDI Book 2-Writing and Grammar Strategies: 104-107, 109-113</p> <p>Write an Opinion</p>

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Common Core State Standards for English Language Arts & Literacy in History/Social Studies,
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Common Core State Standards for English Language Arts 6-12	Scholastic READ 180, Stage B
	<p><u>Topic Software Teaching Resources:</u> 227, 255, 256, 257, 258, 277, 281, 282, 286</p> <p><u>Audiobook Teaching Resources:</u> 28, 32, 52, 62</p> <p><u>Paperbacks Teaching Resources:</u> 70, 74, 84, 86, 100, 112, 116, 124, 126, 134</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97</p> <p>Write a Realistic Story <u>RDI Book 2-Writing and Grammar Strategies:</u> 24-27</p> <p>Write an Autobiographical Sketch <u>RDI Book 2-Writing and Grammar Strategies:</u> 19-23</p> <p>Write Book Synopsis <u>RDI Book 2-Writing and Grammar Strategies:</u> 79-82</p> <p>Write a News Report, Article <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 225, 226, 240 <u>Audiobook Teaching Resources:</u> 35, 37, 38, 46, 65 <u>Paperbacks Teaching Resources:</u> 78, 86, 137</p>
<i>Presentation of Knowledge and Ideas</i>	
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Oral Presentation <u>Resources for Content-Area Reading:</u> 32-33, 34-35, 36-37</p> <p>Write a News Report, Article <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 225, 226, 240 <u>Audiobook Teaching Resources:</u> 35, 37, 38, 46, 65 <u>Paperbacks Teaching Resources:</u> 78, 86, 137</p> <p>Literature Review <u>rBook Teacher's Edition:</u> 148-151, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 79, 59, 80, 60, 82, 62 <u>Topic Software Teaching Resources:</u> 220, 222, 250, 267, 284, 285, 286 <u>Audiobook Teaching Resources:</u> 28, 29, 35, 38, 59, 63, 71 <u>Paperbacks Teaching Resources:</u> 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Write a Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 244, 252 <u>Audiobook Teaching Resources:</u> 28 <u>Paperbacks Teaching Resources:</u> 72, 98, 130</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113</p>

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Common Core State Standards for English Language Arts & Literacy in History/Social Studies,
Science, and Technical Subjects, Grade 7**

Common Core State Standards for English Language Arts 6-12	Scholastic READ 180, Stage B
	<p>Write an Opinion <u>Topic Software Teaching Resources:</u> 227, 255, 256, 257, 258, 277, 281, 282, 286</p>
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: Oral Presentation <u>Resources for Content-Area Reading:</u> 32-33, 34-35, 36-37</p> <p>Digital Tools Presentation <u>Resources for Content-Area Reading:</u> 80-81, 84-85</p> <p>Write Book Synopsis <u>RDI Book 2-Writing and Grammar Strategies:</u> 79-82</p> <p>Write a Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 244, 252 <u>Audiobook Teaching Resources:</u> 28 <u>Paperbacks Teaching Resources:</u> 72, 98, 130</p> <p>Write a News Report, Article <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 225, 226, 240 <u>Audiobook Teaching Resources:</u> 35, 37, 38, 46, 65 <u>Paperbacks Teaching Resources:</u> 78, 86, 137</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 227, 255, 256, 257, 258, 277, 281, 282, 286 <u>Audiobook Teaching Resources:</u> 28, 32, 52, 62 <u>Paperbacks Teaching Resources:</u> 70, 74, 84, 86, 100, 112, 116, 124, 126, 134</p> <p>Create Drawings, Posters, Covers, Designs, Diagrams, Charts, Maps, Signs, Etc. <u>Topic Software Teaching Resources:</u> 225, 226, 267, 268 <u>Audiobook Teaching Resources:</u> 46, 66 <u>Paperbacks Teaching Resources:</u> 134, 137 <u>Resources for Content-Area Reading:</u> 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122</p>
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: Oral Presentation <u>Resources for Content-Area Reading:</u> 32-33, 34-35, 36-37</p> <p>Write a News Report, Article <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 225, 226, 240 <u>Audiobook Teaching Resources:</u> 35, 37, 38, 46, 65 <u>Paperbacks Teaching Resources:</u> 78, 86, 137</p> <p>Literature Review</p>

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Science, and Technical Subjects, Grade 7**

Common Core State Standards for English Language Arts 6-12	Scholastic READ 180, Stage B
	<p>rBook Teacher’s Edition: 148-151, 244 RDI Book 2-Writing and Grammar Strategies: 79, 59, 80, 60, 82, 62 Topic Software Teaching Resources: 220, 222, 250, 267, 284, 285, 286 Audiobook Teaching Resources: 28, 29, 35, 38, 59, 63, 71 Paperbacks Teaching Resources: 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Write a Speech RDI Book 2-Writing and Grammar Strategies: 104-107 Topic Software Teaching Resources: 244, 252 Audiobook Teaching Resources: 28 Paperbacks Teaching Resources: 72, 98, 130</p> <p>Write an Argument RDI Book 2-Writing and Grammar Strategies: 104-107, 109-113</p> <p>Write an Opinion Topic Software Teaching Resources: 227, 255, 256, 257, 258, 277, 281, 282, 286</p>
Language Standards	
<i>Conventions of Standard English</i>	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>	<p>The Following Selected Matches Support this Objective: Write an Argument RDI Book 2-Writing and Grammar Strategies: 104-107, 109-113</p> <p>Write an Opinion Topic Software Teaching Resources: 227, 255, 256, 257, 258, 277, 281, 282, 286 Audiobook Teaching Resources: 28, 32, 52, 62 Paperbacks Teaching Resources: 70, 74, 84, 86, 100, 112, 116, 124, 126, 134 RDI Book 2-Writing and Grammar Strategies: 94-97</p> <p>Literature Review rBook Teacher’s Edition: 148-151, 244 RDI Book 2-Writing and Grammar Strategies: 79, 59, 80, 60, 82, 62 Topic Software Teaching Resources: 220, 222, 250, 267, 284, 285, 286 Audiobook Teaching Resources: 28, 29, 35, 38, 59, 63, 71 Paperbacks Teaching Resources: 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Write a Realistic Story RDI Book 2-Writing and Grammar Strategies: 24-27</p> <p>Write an Autobiographical Sketch RDI Book 2-Writing and Grammar Strategies: 19-23</p>

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Common Core State Standards for English Language Arts 6-12	Scholastic READ 180, Stage B
	<p>Write a Fantasy <u>RDI Book 2-Writing and Grammar Strategies:</u> 29-32</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p>b. Spell correctly.</p>	<p>Selected Examples Include: Conjunctions <u>RDI Book 2-Writing and Grammar Strategies:</u> 73, 208, 209, 210, 211</p> <p>Write an Opinion <u>Topic Software Teaching Resources:</u> 227, 255, 256, 257, 258, 277, 281, 282, 286 <u>Audiobook Teaching Resources:</u> 28, 32, 52, 62 <u>Paperbacks Teaching Resources:</u> 70, 74, 84, 86, 100, 112, 116, 124, 126, 134 <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97</p> <p>Write a Realistic Story <u>RDI Book 2-Writing and Grammar Strategies:</u> 24-27</p> <p>Write an Autobiographical Sketch <u>RDI Book 2-Writing and Grammar Strategies:</u> 19-23</p> <p>Write Book Synopsis <u>RDI Book 2-Writing and Grammar Strategies:</u> 79-82</p> <p>Proofreading <u>rBook Teacher’s Edition:</u> 27, 51, 79, 103, 127, 153, 177, 201, 229 <u>Topic Software Teaching Resources:</u> All lessons in the Topic Software practice spelling and proofreading skills, which are a principal objective of the software component. <u>RDI Book 1-Reading Skills and Strategies:</u> 204 <u>RDI Book 2-Writing and Grammar Strategies:</u> 214-221 <u>Test-Taking Strategies:</u> Students are taught to identify writing prompts, organize thoughts, generate an outline, understand evaluation criteria, and review/revise writing to improve it.</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p>
<i>Knowledge of Language</i>	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<p>The Following Selected Matches Support this Objective: Compound/Complex Sentence <u>RDI Book 2-Writing and Grammar Strategies:</u> 73, 158, 159, 208, 209</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113</p>

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Common Core State Standards for English Language Arts 6-12	Scholastic READ 180, Stage B
	<p>Write an Opinion Topic Software Teaching Resources: 227, 255, 256, 257, 258, 277, 281, 282, 286 Audiobook Teaching Resources: 28, 32, 52, 62 Paperbacks Teaching Resources: 70, 74, 84, 86, 100, 112, 116, 124, 126, 134 RDI Book 2-Writing and Grammar Strategies: 94-97</p> <p>Literature Review rBook Teacher's Edition: 148-151, 244 RDI Book 2-Writing and Grammar Strategies: 79, 59, 80, 60, 82, 62 Topic Software Teaching Resources: 220, 222, 250, 267, 284, 285, 286 Audiobook Teaching Resources: 28, 29, 35, 38, 59, 63, 71 Paperbacks Teaching Resources: 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Write a Realistic Story RDI Book 2-Writing and Grammar Strategies: 24-27</p> <p>Write an Autobiographical Sketch RDI Book 2-Writing and Grammar Strategies: 19-23</p> <p>Write a Fantasy RDI Book 2-Writing and Grammar Strategies: 29-32</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p>
<i>Vocabulary Acquisition and Use</i>	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p>Each of the reading components teach various decoding and syllabication methods. See, for example: Decoding/Syllabication rBook Teacher's Edition: 31A, 55A, 83A, 107A, 131A, 157A, 181A, 205A, 233A</p> <p>Multiple-Meaning Words rBook Teacher's Edition: 96, 97, 222, 237 RDI Book 1-Reading Skills and Strategies: 240 rSkills Test Book: Tests 2 & 5</p> <p>Roots rBook Teacher's Edition: 222, 223, 236 RDI Book 1-Reading Skills and Strategies: 266, 268 Topic Software Teaching Resources: 1.4 Level 4, 2.2 Level 4, 2.3 Level 4, 3.1 Level 4, 3.2 Level 4, 4.1 Level 4, 4.3 Level 4, 5.1 Level 4, 5.3 Level 4, 5.4 Level 4, 6.1 Level 4, 6.2 Level 4, 6.3 Level 4, 6.4 Level 4, 7.2 Level 4, 9.1 Level 4, 9.3 Level 4, 9.4 Level 4 rSkills Test Book: Tests 5</p> <p>Using Resources</p>

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Common Core State Standards for English Language Arts 6-12	Scholastic READ 180, Stage B
<p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>rBook Teacher’s Edition: 96, 170, 171, 234-238 rSkills Test Book: Tests 2 & 5 RDI Book 1-Reading Skills and Strategies: 244, 252</p> <p>Metaphor rBook Teacher’s Edition: 136, 221, 242 RDI Book 1-Reading Skills and Strategies: 336</p> <p>Simile rBook Teacher’s Edition: 140, 221, 242 RDI Book 1-Reading Skills and Strategies: 336 RDI Book 3-Strategies for English-Language Learners: 60</p> <p>Idioms rBook Teacher’s Edition: 10, 36, 88, 93, 170, 188, 208, 214, 216 RDI Book 1-Reading Skills and Strategies: 272 RDI Book 3-Strategies for English-Language Learners: 67 rSkills Test Book: Tests 4</p> <p>Irony rBook Teacher’s Edition: 64, 138 RDI Book 1-Reading Skills and Strategies: 337</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	<p>Understand Vocabulary rBook Teacher’s Edition: 20, 44, 72, 96, 120, 146, 170, 194, 222 RDI Book 1-Reading Skills and Strategies: Each lesson includes a vocabulary and word study section, which allows students to identify and build vocabulary. Topic Software Teaching Resources: Each segment of the READ180 Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words. Audiobooks Teaching Resources: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p> <p>Denotation/Connotation RDI Book 1-Reading Skills and Strategies: 250</p> <p>Word Building rBook Teacher’s Edition: 9, 33, 57, 85, 109, 133, 159, 183, 207 RDI Book 1-Reading Skills and Strategies: 203 Topic Software Teaching Resources: The Word Zone activities and decoding tips associated with passages on the Software give student’s opportunities to practice word building. Resources for Content-Area Reading: 119</p> <p>Figurative Language rBook Teaching Guide: 136, 242 RDI Book 1-Reading Skills and Strategies: 333, 335, 338, 336, 337, 334</p>

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	<p>Simile <u>rBook Teaching Guide:</u> 140, 221, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 336 <u>RDI Book 3-Strategies for English-Language Learners:</u> 60</p> <p>Idioms <u>rBook Teaching Guide:</u> 10, 36, 88, 93, 170, 188, 208, 214, 216 <u>RDI Book 1-Reading Skills and Strategies:</u> 272 <u>RDI Book 3-Strategies for English-Language Learners:</u> 67 <u>rSkills Test Book:</u> Tests 4</p> <p>Metaphor <u>rBook Teaching Guide:</u> 136, 221, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 336</p> <p>Onomatopoeia <u>rBook Teaching Guide:</u> 145, 242</p> <p>Symbolism <u>RDI Book 1-Reading Skills and Strategies:</u> 336, 349, 350, 351</p>
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p>Selected Examples Include: Write a Realistic Story <u>RDI Book 2-Writing and Grammar Strategies:</u> 24-27</p> <p>Write a News Report, Article <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 225, 226, 240 <u>Audiobook Teaching Resources:</u> 35, 37, 38, 46, 65 <u>Paperbacks Teaching Resources:</u> 78, 86, 137</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 109-113, 104-107</p> <p>Writing Prompts <u>rBook Teacher's Edition:</u> 31, 53, 62, 66, 70, 83, 104, 114, 131, 157, 181, 205, 210, 223 <u>RDI Book 2-Writing and Grammar Strategies:</u> 62, 57, 47, 52, 68, 82, 72, 77, 93, 87, 127, 122, 117, 132, 32, 17, 37, 43, 22, 27, 97, 113, 107, 102, 137 <u>Resources for Content-Area Reading:</u> 15, 23, 32, 39, 47, 55, 63, 71, 79</p> <p>Write an Opinion <u>Topic Software Teaching Resources:</u> 227, 255, 256, 257, 258, 277, 281, 282, 286 <u>Audiobook Teaching Resources:</u> 28, 32, 52, 62 <u>Paperbacks Teaching Resources:</u> 70, 74, 84, 86, 100, 112, 116, 124, 126, 134</p> <p>Literature Review <u>rBook Teacher's Edition:</u> 148-151, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 59, 79, 80, 60,</p>

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	62, 82 Topic Software Teaching Resources: 220, 222, 250, 267, 284, 285, 286 Audiobook Teaching Resources: 28, 29, 35, 38, 59, 63, 71 Paperbacks Teaching Resources: 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143
STANDARDS FOR Literacy in History/Social Studies, Science, and Technical Subjects 6-12	
Reading Standards for Literacy in History/Social Studies (Grades 6-8)	
<i>Key Ideas and Details</i>	
1. Cite specific textual evidence to support analysis of primary and secondary sources.	The Following Provides Opportunities to Meet this Objective: Social Studies Nonfiction rBook Teacher's Edition: Child Labor Around the World 92; Hard Time 190; Life in the Dumps 86; New Immigration Boom, A 16; Working in the Field 88 RDI Book 1-Reading Skills and Strategies: 339, 340, 342, 343, 345, 346, 348, 351, 352, 354, 355, 357, 359, 360, 362, 367, 372, 373, 374, 375, 377, 378, 379, 380, 381, 382, 383, 384, 385, 389 Paperbacks Teaching Resources: Alcatraz: Prison for America's Most Wanted; The Big Lie: A True Story, Donner Party: A Diary of a Survivor; The Good Fight: The Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Score! The Greatest Athletes of All Times; The Skull Man and Other People With Cool Jobs; Stealing Home: The Story of Jackie Robinson; Trapped; UFOs: Fact or Fiction Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Discussion of the following provides opportunities to meet this objective: Social Studies Nonfiction rBook Teacher's Edition: Child Labor Around the World 92; Hard Time 190; Life in the Dumps 86; New Immigration Boom, A 16; Working in the Field 88 RDI Book 1-Reading Skills and Strategies: 339, 340, 342, 343, 345, 346, 348, 351, 352, 354, 355, 357, 359, 360, 362, 367, 372, 373, 374, 375, 377, 378, 379, 380, 381, 382, 383, 384, 385, 389 Paperbacks Teaching Resources: Alcatraz: Prison for

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	<p>America’s Most Wanted; The Big Lie: A True Story, Donner Party; A Diary of a Survivor; The Good Fight: The Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Score! The Greatest Athletes of All Times; The Skull Man and Other People With Cool Jobs; Stealing Home: The Story of Jackie Robinson; Trapped; UFOs: Fact or Fiction</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	<p>Discussion of the following provides opportunities to meet this objective: Social Studies Nonfiction rBook Teacher’s Edition: Child Labor Around the World 92; Hard Time 190; Life in the Dumps 86; New Immigration Boom, A 16; Working in the Field 88 RDI Book 1-Reading Skills and Strategies: 339, 340, 342, 343, 345, 346, 348, 351, 352, 354, 355, 357, 359, 360, 362, 367, 372, 373, 374, 375, 377, 378, 379, 380, 381, 382, 383, 384, 385, 389 Paperbacks Teaching Resources: Alcatraz: Prison for America’s Most Wanted; The Big Lie: A True Story, Donner Party; A Diary of a Survivor; The Good Fight: The Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Score! The Greatest Athletes of All Times; The Skull Man and Other People With Cool Jobs; Stealing Home: The Story of Jackie Robinson; Trapped; UFOs: Fact or Fiction</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
<i>Craft and Structure</i>	
4. Determine the meaning of words and phrases in a text, including	<p>Understand Vocabulary rBook Teaching Guide: 20, 44, 72, 96, 120, 146, 170, 194, 222</p>

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Common Core State Standards for English Language Arts 6-12	Scholastic READ 180, Stage B
<p>vocabulary specific to domains related to history/social studies.</p>	<p><u>RDI Book 1-Reading Skills and Strategies:</u> Each lesson includes a vocabulary and word study section, which allows students to identify and build vocabulary.</p> <p><u>Topic Software Teaching Resources:</u> Each segment of the READ180 Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words.</p> <p><u>Audiobooks Teaching Resources:</u> The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p> <p>Content Area Vocabulary</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276</p> <p><u>Topic Software Teaching Resources:</u> Because of the varied content in the passages in the READ180 Software, students are introduced to a broad range of content-area vocabulary.</p> <p><u>Resources for Content-Area Reading:</u> 15, 23, 31, 39, 47, 55, 63, 71, 79</p> <p>Word Challenge</p> <p><u>rBook Teacher’s Edition:</u> 20, 44, 72, 96, 120, 146, 170, 194, 222</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> Each lesson includes a vocabulary and word study section, which allows students to identify and build vocabulary.</p> <p><u>Topic Software Teaching Resources:</u> Each segment of the READ180 Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words.</p> <p><u>Audiobooks Teaching Resources:</u> As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p>
<p>5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>	<p>Discussion of the following provides opportunities to meet this objective:</p> <p>Social Studies Nonfiction</p> <p><u>rBook Teacher’s Edition:</u> Child Labor Around the World 92; Hard Time 190; Life in the Dumps 86; New Immigration Boom, A 16; Working in the Field 88</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 339, 340, 342, 343, 345, 346, 348, 351, 352, 354, 355, 357, 359, 360, 362, 367, 372, 373, 374, 375, 377, 378, 379, 380, 381, 382, 383, 384, 385, 389</p> <p><u>Paperbacks Teaching Resources:</u> Alcatraz: Prison for America’s Most Wanted; The Big Lie: A True Story, Donner Party: A Diary of a Survivor; The Good Fight: The Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Score! The Greatest Athletes of All Times; The Skull Man and Other People With Cool Jobs; Stealing Home: The Story of Jackie Robinson; Trapped; UFOs: Fact or Fiction</p>

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Common Core State Standards for English Language Arts 6-12	Scholastic READ 180, Stage B
	<p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	<p>Discussion of the following provides opportunities to meet this objective: Social Studies Nonfiction rBook Teacher's Edition: Child Labor Around the World 92; Hard Time 190; Life in the Dumps 86; New Immigration Boom, A 16; Working in the Field 88 RDI Book 1-Reading Skills and Strategies: 339, 340, 342, 343, 345, 346, 348, 351, 352, 354, 355, 357, 359, 360, 362, 367, 372, 373, 374, 375, 377, 378, 379, 380, 381, 382, 383, 384, 385, 389 Paperbacks Teaching Resources: Alcatraz: Prison for America's Most Wanted; The Big Lie: A True Story, Donner Party: A Diary of a Survivor; The Good Fight: The Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Score! The Greatest Athletes of All Times; The Skull Man and Other People With Cool Jobs; Stealing Home: The Story of Jackie Robinson; Trapped; UFOs: Fact or Fiction</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
<i>Integration of Knowledge and Ideas</i>	
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	<p>The Following Matches Support this Objective: Graphic rBook Teacher's Edition: 18, 29, 43, 94, 114, 119, 160, 169, 192, 218 Resources for Content-Area Reading: 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122</p>

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Common Core State Standards for English Language Arts 6-12	Scholastic READ 180, Stage B
	<p>Read Charts and Graphs <u>RDI Book 1-Reading Skills and Strategies:</u> 327</p> <p>Read Maps and Diagrams <u>RDI Book 1-Reading Skills and Strategies:</u> 328 <u>Audiobook Teaching Resources:</u> 9, 10, 12, 21 (Resources – 45-47, 63-69) <u>rSkills Test Book:</u> Each test contains one comprehension question which relates to a graphic element (e.g., chart or table)</p>
8. Distinguish among fact, opinion, and reasoned judgment in a text.	<p>Discussion of the following provides opportunities to meet this objective: Social Studies Nonfiction <u>rBook Teacher’s Edition:</u> Child Labor Around the World 92; Hard Time 190; Life in the Dumps 86; New Immigration Boom, A 16; Working in the Field 88 <u>RDI Book 1-Reading Skills and Strategies:</u> 339, 340, 342, 343, 345, 346, 348, 351, 352, 354, 355, 357, 359, 360, 362, 367, 372, 373, 374, 375, 377, 378, 379, 380, 381, 382, 383, 384, 385, 389 <u>Paperbacks Teaching Resources:</u> Alcatraz: Prison for America’s Most Wanted; The Big Lie: A True Story, Donner Party: A Diary of a Survivor; The Good Fight: The Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Score! The Greatest Athletes of All Times; The Skull Man and Other People With Cool Jobs; Stealing Home: The Story of Jackie Robinson; Trapped; UFOs: Fact or Fiction</p> <p>Science/Social Studies Text <u>rBook Teaching Guide:</u> Child Labor Around the World 92; New Immigration Boom, A 16 <u>RDI Book 1-Reading Skills and Strategies:</u> 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 <u>Paperbacks Teaching Resources:</u> Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
9. Analyze the relationship between a primary and secondary source on the same topic.	<p>The Following Provides Opportunities to Meet this Objective: Social Studies Nonfiction <u>rBook Teacher’s Edition:</u> Child Labor Around the World 92; Hard Time 190; Life in the Dumps 86; New Immigration Boom, A 16; Working in the Field 88 <u>RDI Book 1-Reading Skills and Strategies:</u> 339, 340, 342, 343, 345, 346, 348, 351, 352, 354, 355, 357, 359, 360, 362, 367, 372, 373, 374, 375, 377, 378, 379, 380, 381, 382, 383, 384, 385, 389 <u>Paperbacks Teaching Resources:</u> Alcatraz: Prison for America’s Most Wanted; The Big Lie: A True Story, Donner Party: A Diary of a Survivor; The Good Fight: The Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Score! The Greatest Athletes of All Times; The Skull Man and Other People With Cool Jobs; Stealing Home: The Story of Jackie Robinson;</p>

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Common Core State Standards for English Language Arts 6-12	Scholastic READ 180, Stage B
	<p>Trapped; UFOs: Fact or Fiction</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
<i>Range of Reading and Level of Text Complexity</i>	
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	<p>Social Studies Nonfiction rBook Teacher’s Edition: Child Labor Around the World 92; Hard Time 190; Life in the Dumps 86; New Immigration Boom, A 16; Working in the Field 88 RDI Book 1-Reading Skills and Strategies: 339, 340, 342, 343, 345, 346, 348, 351, 352, 354, 355, 357, 359, 360, 362, 367, 372, 373, 374, 375, 377, 378, 379, 380, 381, 382, 383, 384, 385, 389 Paperbacks Teaching Resources: Alcatraz: Prison for America’s Most Wanted; The Big Lie: A True Story, Donner Party: A Diary of a Survivor; The Good Fight: The Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Score! The Greatest Athletes of All Times; The Skull Man and Other People With Cool Jobs; Stealing Home: The Story of Jackie Robinson; Trapped; UFOs: Fact or Fiction</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
Reading Standards for Literacy in Science and Technical Subjects (Grades 6-8)	
<i>Key Ideas and Details</i>	
1. Cite specific textual evidence to support analysis of scientific and technical texts.	<p>The Following Provides Opportunities to Meet this Objective: Science Nonfiction rBook Teacher’s Edition: America’s Least Wanted 166; Freaky</p>

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Common Core State Standards for English Language Arts & Literacy in History/Social Studies,
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Common Core State Standards for English Language Arts 6-12	Scholastic READ 180, Stage B
	Fish Invasion 160; Hurricanes: The Monster Storms 40; Island of Snakes 162; Mountain on Fire, A 36; Paramedic 52; Struck by Lightning 34; Wild Animal Keeper 178
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	<p>The Following Provides Opportunities to Meet this Objective: Science Nonfiction rBook Teacher’s Edition: America’s Least Wanted 166; Freaky Fish Invasion 160; Hurricanes: The Monster Storms 40; Island of Snakes 162; Mountain on Fire, A 36; Paramedic 52; Struck by Lightning 34; Wild Animal Keeper 178</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	
<i>Craft and Structure</i>	
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	<p>Content Area Vocabulary RDI Book 1-Reading Skills and Strategies: 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276 Topic Software Teaching Resources: Because of the varied content in the passages in the READ180 Software, students are introduced to a broad range of content-area vocabulary. Resources for Content-Area Reading: 15, 23, 31, 39, 47, 55, 63, 71, 79</p> <p>Word Challenge rBook Teacher’s Edition: 20, 44, 72, 96, 120, 146, 170, 194, 222 RDI Book 1-Reading Skills and Strategies: Each lesson includes a vocabulary and word study section, which allows students to identify and build vocabulary. Topic Software Teaching Resources: Each segment of the READ180 Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words. Audiobooks Teaching Resources: As the students listen and read along with the Audiobooks, the Reading Coach guides them</p>

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	through the important vocabulary in each book.
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	<p>The Following Provides Opportunities to Meet this Objective: Science Nonfiction rBook Teacher's Edition: America's Least Wanted 166; Freaky Fish Invasion 160; Hurricanes: The Monster Storms 40; Island of Snakes 162; Mountain on Fire, A 36; Paramedic 52; Struck by Lightening 34; Wild Animal Keeper 178</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	<p>The Following Provides Opportunities to Meet this Objective: Science Nonfiction rBook Teacher's Edition: America's Least Wanted 166; Freaky Fish Invasion 160; Hurricanes: The Monster Storms 40; Island of Snakes 162; Mountain on Fire, A 36; Paramedic 52; Struck by Lightening 34; Wild Animal Keeper 178</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
<i>Integration of Knowledge and Ideas</i>	
7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	<p>The Following Provides Opportunities to Meet this Objective: Science Nonfiction rBook Teacher's Edition: America's Least Wanted 166; Freaky Fish Invasion 160; Hurricanes: The Monster Storms 40; Island of Snakes 162; Mountain on Fire, A 36; Paramedic 52; Struck by Lightening 34; Wild Animal Keeper 178</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New</p>

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Common Core State Standards for English Language Arts 6-12	Scholastic READ 180, Stage B
	<p>Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	<p>The Following Provides Opportunities to Meet this Objective: Science Nonfiction rBook Teacher's Edition: America's Least Wanted 166; Freaky Fish Invasion 160; Hurricanes: The Monster Storms 40; Island of Snakes 162; Mountain on Fire, A 36; Paramedic 52; Struck by Lightening 34; Wild Animal Keeper 178</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	<p>The Following Provides Opportunities to Meet this Objective: Use Internet Sources Resources for Content-Area Reading: 58-59</p> <p>Science Nonfiction rBook Teacher's Edition: America's Least Wanted 166; Freaky Fish Invasion 160; Hurricanes: The Monster Storms 40; Island of Snakes 162; Mountain on Fire, A 36; Paramedic 52; Struck by Lightening 34; Wild Animal Keeper 178</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on</p>

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	Wheels; Zero Tolerance
<i>Range of Reading and Level of Text Complexity</i>	
10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	<p>Science Nonfiction rBook Teacher’s Edition: America’s Least Wanted 166; Freaky Fish Invasion 160; Hurricanes: The Monster Storms 40; Island of Snakes 162; Mountain on Fire, A 36; Paramedic 52; Struck by Lightning 34; Wild Animal Keeper 178</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (Grades 6–8)	
<i>Text Types and Purposes</i>	
1. Write arguments focused on <i>discipline-specific content</i> in which they: a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	<p>The Following Supports this Objective: Write an Argument RDI Book 2-Writing and Grammar Strategies: 104-107, 109-113</p>

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<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Expository Writing rBook Teacher’s Edition: 22-25, 98-101, 243 RDI Book 2-Writing and Grammar Strategies: 69, 70, 72, 74, 75, 77, 79, 80, 82, 84, 85, 87, 89, 90, 93 Topic Software Teaching Resources: 224, 279 Test-Taking Strategies Book: 103, 111 Resources for Content-Area Reading: 15, 39</p> <p>Descriptive Writing rBook Teacher’s Edition: 196-199, 244 RDI Book 2-Writing and Grammar Strategies: 44, 45, 47, 49, 50, 52, 54, 55, 57, 59, 60, 62, 64, 65, 68 Topic Software Teaching Resources: 215, 218, 219, 220, 224, 227, 228, 229, 232, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 246, 247, 249, 259, 260, 264, 266, 268, 271, 272, 273, 278, 280 Audiobook Teaching Resources: 38, 44, 50, 52, 53, 56, 62 Paperbacks Teaching Resources: 56, 60, 68, 78, 82, 84, 92, 94, 96, 98, 100, 102, 108, 114, 118, 120, 132 Resources for Content-Area Reading: 55, 71</p> <p>Literature Review rBook Teacher’s Edition: 148-151, 244 RDI Book 2-Writing and Grammar Strategies: 59, 79, 80, 60, 62, 82 Topic Software Teaching Resources: 220, 222, 250, 267, 284, 285, 286 Audiobook Teaching Resources: 28, 29, 35, 38, 59, 63, 71 Paperbacks Teaching Resources: 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Write a News Report, Article RDI Book 2-Writing and Grammar Strategies: 84-87 Topic Software Teaching Resources: 225, 226, 240 Audiobook Teaching Resources: 35, 37, 38, 46, 65 Paperbacks Teaching Resources: 78, 86, 137</p> <p>Write Book Synopsis RDI Book 2-Writing and Grammar Strategies: 79-82</p>
<p>3. (See note; not applicable as a separate requirement)</p> <p>NOTE: Students’ narrative skills continue to grow in these grades. The <i>Standards</i> require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to write narrative accounts about individuals or events of historical import. In science, students must be able to write precise enough</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Expository Writing rBook Teacher’s Edition: 22-25, 98-101, 243 RDI Book 2-Writing and Grammar Strategies: 69, 70, 72, 74, 75, 77, 79, 80, 82, 84, 85, 87, 89, 90, 93 Topic Software Teaching Resources: 224, 279 Test-Taking Strategies Book: 103, 111 Resources for Content-Area Reading: 15, 39</p> <p>Descriptive Writing rBook Teacher’s Edition: 196-199, 244 RDI Book 2-Writing and Grammar Strategies: 44, 45, 47, 49, 50, 52, 54, 55, 57, 59, 60, 62, 64, 65, 68 Topic Software Teaching Resources: 215, 218, 219, 220, 224,</p>

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descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results.	<p>227, 228, 229, 232, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 246, 247, 249, 259, 260, 264, 266, 268, 271, 272, 273, 278, 280</p> <p><u>Audiobook Teaching Resources:</u> 38, 44, 50, 52, 53, 56, 62 <u>Paperbacks Teaching Resources:</u> 56, 60, 68, 78, 82, 84, 92, 94, 96, 98, 100, 102, 108, 114, 118, 120, 132 <u>Resources for Content-Area Reading:</u> 55, 71</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Literature Review <u>rBook Teacher’s Edition:</u> 148-151, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 59, 79, 80, 60, 62, 82 <u>Topic Software Teaching Resources:</u> 220, 222, 250, 267, 284, 285, 286 <u>Audiobook Teaching Resources:</u> 28, 29, 35, 38, 59, 63, 71 <u>Paperbacks Teaching Resources:</u> 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Write a News Report, Article <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 225, 226, 240 <u>Audiobook Teaching Resources:</u> 35, 37, 38, 46, 65 <u>Paperbacks Teaching Resources:</u> 78, 86, 137</p> <p>Write Book Synopsis <u>RDI Book 2-Writing and Grammar Strategies:</u> 79-82</p>
<i>Production and Distribution of Writing</i>	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>Selected Examples Include:</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write a Book Review <u>Audiobook Teaching Resources:</u> 63 <u>Paperbacks Teaching Resources:</u> 103</p> <p>Narrative Writing <u>rBook Teacher’s Edition:</u> 46-49, 224-227, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 14, 15, 17, 19, 20, 22, 24, 25, 27, 29, 30, 32, 34, 35, 37, 39, 40, 37, 43 <u>Audiobook Teaching Resources:</u> 35 <u>Resources for Content-Area Reading:</u> 23, 31, 79</p>

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	<p>Descriptive Writing <u>rBook Teacher's Edition:</u> 196-199, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 44, 45, 47, 49, 50, 52, 54, 55, 57, 59, 60, 62, 64, 65, 68 <u>Topic Software Teaching Resources:</u> 215, 218, 219, 220, 224, 227, 228, 229, 232, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 246, 247, 249, 259, 260, 264, 266, 268, 271, 272, 273, 278, 280 <u>Audiobook Teaching Resources:</u> 38, 44, 50, 52, 53, 56, 62 <u>Paperbacks Teaching Resources:</u> 56, 60, 68, 78, 82, 84, 92, 94, 96, 98, 100, 102, 108, 114, 118, 120, 132 <u>Resources for Content-Area Reading:</u> 55, 71</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97</p> <p>Write an Article, News Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 180, 222, 248 <u>Audiobook Teaching Resources:</u> 65 <u>Paperbacks Teaching Resources:</u> 58, 88, 94, 105</p>
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and context have been addressed.	<p>The Following Matches Provide Opportunities to Meet this Objective: Assessment Rubrics for Writing <u>rBook Teacher's Edition:</u> 19, 21, 27, 31, 43, 45, 51, 55, 69, 73, 75, 79, 83, 65, 97, 99, 101, 103, 107, 119, 131, 147, 153, 157, 169, 181, 193, 195, 201, 205, 219, 223 <u>RDI Book 2-Writing and Grammar Strategies:</u> 224-229 <u>Topic Software Teaching Resources:</u> 290 <u>Test-Taking Strategies Book:</u> 116</p> <p>Peer Assessment <u>rBook Teacher's Edition:</u> 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>Plan <u>rBook Teacher's Edition:</u> 24, 48, 76, 100, 124, 150, 174, 198, 226</p> <p>Writing <u>rBook Teacher's Edition:</u> 22-25, 46-49, 74-77, 98-101, 224-227, 243, 244</p> <p>Revise/Edit <u>rBook Teacher's Edition:</u> 25, 49, 77, 101, 125, 151, 175, 199, 227</p>
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: Use Internet Sources <u>Resources for Content-Area Reading:</u> 58-59</p> <p>Digital Tools Presentation <u>Resources for Content-Area Reading:</u> 80-81, 84-85</p>

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	<p>Narrative Writing rBook Teacher’s Edition: 46-49, 224-227, 244 RDI Book 2-Writing and Grammar Strategies: 14, 15, 17, 19, 20, 22, 24, 25, 27, 29, 30, 32, 34, 35, 37, 39, 40, 37, 43 Audiobook Teaching Resources: 35 Resources for Content-Area Reading: 23, 31, 79</p> <p>Descriptive Writing rBook Teacher’s Edition: 196-199, 244 RDI Book 2-Writing and Grammar Strategies: 44, 45, 47, 49, 50, 52, 54, 55, 57, 59, 60, 62, 64, 65, 68 Topic Software Teaching Resources: 215, 218, 219, 220, 224, 227, 228, 229, 232, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 246, 247, 249, 259, 260, 264, 266, 268, 271, 272, 273, 278, 280 Audiobook Teaching Resources: 38, 44, 50, 52, 53, 56, 62 Paperbacks Teaching Resources: 56, 60, 68, 78, 82, 84, 92, 94, 96, 98, 100, 102, 108, 114, 118, 120, 132 Resources for Content-Area Reading: 55, 71</p> <p>Persuasive Writing rBook Teacher’s Edition: 122, 172-175, 243 RDI Book 2-Writing and Grammar Strategies: 94-113 Test-Taking Strategies Book: Practice Test – 106 Test-Taking Strategies: Identify Persuasive Prompts – 60-61 Writing Prompts – 113 Resources for Content-Area Reading: 47, 63</p> <p>Literature Review rBook Teacher’s Edition: 148-151, 244 RDI Book 2-Writing and Grammar Strategies: 59, 79, 80, 60, 62, 82 Topic Software Teaching Resources: 220, 222, 250, 267, 284, 285, 286 Audiobook Teaching Resources: 28, 29, 35, 38, 59, 63, 71 Paperbacks Teaching Resources: 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Digital Tools Presentation Resources for Content-Area Reading: 80-81, 84-85</p>
<i>Research to Build and Present Knowledge</i>	
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	<p>Reference & Research Resources for Content-Area Reading: 40-41, 48-49, 64-65, 72-73</p> <p>Research Project Write a Report Resources for Content-Area Reading: 48-49, 50-51, 52-53</p>
8. Gather relevant information from multiple print and digital sources,	<p>Locate Information Resources for Content-Area Reading: 18-19, 26-27, 34-35, 42-</p>

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using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<p>43, 50-51, 58-59, 66-67, 74-75, 82-83</p> <p>Organize and Present Information Resources for Content-Area Reading: 20-21, 28-29, 36-37, 44-45, 52-53, 60-61, 68-69, 76-77, 84-85</p> <p>Reference & Research Resources for Content-Area Reading: 40-41, 48-49, 64-65, 72-73</p> <p>Research Project Write a Report Resources for Content-Area Reading: 48-49, 50-51, 52-53</p>
9. Draw evidence from informational texts to support analysis reflection, and research.	<p>Selected Examples Include: Literature Review rBook Teacher's Edition: 148-151, 244 RDI Book 2-Writing and Grammar Strategies: 59, 79, 80, 60, 62, 82 Topic Software Teaching Resources: 220, 222, 250, 267, 284, 285, 286 Audiobook Teaching Resources: 28, 29, 35, 38, 59, 63, 71 Paperbacks Teaching Resources: 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Write an Opinion RDI Book 2-Writing and Grammar Strategies: 94-97 Topic Software Teaching Resources: 227, 255, 256, 257, 258, 277, 281, 282, 286 Audiobook Teaching Resources: 28, 32, 52, 62 Paperbacks Teaching Resources: 70, 74, 84, 86, 100, 112, 116, 124, 126, 134</p> <p>Relating Content-Area Information RDI Book 2-Writing and Grammar Strategies: 74-77 The Final Projects and QuickWrites for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read through worksheets, QuickWrites, Final Projects and Practice Tests. rBook Teacher's Edition: 74-77, 148-151, 244 RDI Book 2-Writing and Grammar Strategies: 59, 79, 80, 60, 62, 82 Topic Software Teaching Resources: 220, 222, 250, 267, 284, 285, 286 Audiobook Teaching Resources: 28, 29, 35, 38, 59, 63, 71 Paperbacks Teaching Resources: 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Reference & Research Resources for Content-Area Reading: 40-41, 48-49, 64-65, 72-73</p> <p>Research Project Write a Report</p>

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	<u>Resources for Content-Area Reading:</u> 48-49, 50-51, 52-53
<i>Range of Writing</i>	
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research. See, for example:</p> <p>Write a Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 244, 252 <u>Audiobook Teaching Resources:</u> 28 <u>Paperbacks Teaching Resources:</u> 72, 98, 130</p> <p>Literature Review <u>rBook Teacher’s Edition:</u> 148-151, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 59, 79, 80, 60, 62, 82 <u>Topic Software Teaching Resources:</u> 220, 222, 250, 267, 284, 285, 286 <u>Audiobook Teaching Resources:</u> 28, 29, 35, 38, 59, 63, 71 <u>Paperbacks Teaching Resources:</u> 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Write a News Report, Article <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 225, 226, 240 <u>Audiobook Teaching Resources:</u> 35, 37, 38, 46, 65 <u>Paperbacks Teaching Resources:</u> 78, 86, 137</p> <p>Writing Prompts <u>rBook Teacher’s Edition:</u> 31, 53, 62, 66, 70, 83, 1047, 114, 131, 157, 181, 205, 210, 223 <u>RDI Book 2-Writing and Grammar Strategies:</u> 62, 57, 47, 52, 68, 82, 72, 77, 93, 87, 127, 122, 117, 132, 32, 17, 37, 43, 22, 27, 97, 113, 107, 102, 137 <u>Resources for Content-Area Reading:</u> 15, 23, 32, 39, 47, 55, 63, 71, 79</p>

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Reading Standards for Literature	
<i>Key Ideas and Details</i>	
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<p>Discussion rBook Teacher’s Edition: Shared Reading and Strategic Reading activities, located in each <i>READ 180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p> <p>Make Inferences rBook Teacher’s Edition: 16, 34, 36, 62, 66, 68, 90, 134, 169, 184, 190, 191, 192, 209, 213, 219, 240 RDI Book 1-Reading Skills and Strategies: 302,303,401 Topic Software Teaching Resources: 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 1.4: 83-86, 221-222, 287; 2.2: 91-94, 225-226, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.3: 111-114, 235-23, 287; 3.4: 115-118, 237-238, 287; 4.1: 119-122, 239-240, 287; 4.2: 123-126, 241-242,287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.1: 151-154, 255-256, 287; 6.3: 159-162, 259-260, 287; 6.4: 159-162, 259-260, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.1: 183-186, 271-272, 287; 8.2: 187-190, 273-274, 287; 8.4: 195-198, 277-278, 287; 9.2: 203-206, 281-282, 287; 9.4: 211-214, 285-286, 287 Audiobook Teaching Resources: Daniel’s Story – 5, 50, 73 (Resources – 27-29, 63-69), Flight #116 Is Down! – 135, 171 (Resources – 33-35, 63-69), Local News – 21, 26, 39, 43 (Resources – 39-41, 63-69), The Mighty – 53, 27, 79 (Resources - 42-44, 63-69), The Outsiders – 6, 24, 65, 106 (Resources – 48-50, 63-69), Rimshots – 5, 6, 10, 18 (Resources – 51-53, 63-69), The Star Fisher – 12, 24, 94 (Resources – 57-59, 63-69) Paperbacks Teaching Resources: All in a Day’s Work and Other Stories; Classic Tales of Terror; The Escape: A Classic Story of Suspense (Resources – 57, 63, 117) rSkills Test Book: Test 5 Resources for Content-Area Reading: 100-101, 118</p>
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of	<p>The Following Matches Provide Opportunities to Meet this Objective: Theme rBook Teacher’s Edition: 56E, 59, 69, 70, 71, 242 RDI Book 1-Reading Skills and Strategies: 312, 313, 409 rSkills Test Book: Tests 2, 3, & 5</p>

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the text.	<p>Discussion rBook Teacher’s Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p> <p>Summarize rBook Teaching Guide: 18, 87, 118, 187, 188 RDI Book 1-Reading Skills and Strategies: 294, 295, 395 Topic Software Teaching Resources: 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 1.3: 74-82, 219-220, 287; 2.2: 91-94, 225-226, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.2: 107-110, 233-234, 287; 3.3: 111-114, 235-23, 287; 3.4: 115-118, 237-238, 287; 4.1: 119-122, 239-240, 287; 4.3: 127-130, 243-244, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.2: 155-158, 257-258, 287; 6.3: 159-162, 259-260, 287; 6.4: 159-162, 259-260, 287; 7.1: 167-170, 263-264, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.1: 183-186, 271-272, 287; 8.2: 187-190, 273-274, 287; 8.3: 191-194, 275-27, ;287; 8.4: 195-198, 277-278, 287; 9.2: 203-206, 281-282, 287; 9.4: 211-214, 285-286, 287 Audiobook Teaching Resources: Daniel’s Story – 35, 103, 131 (Resources – 27-29, 63-69), The Mighty – 27, 48, 53 (Resources – 42-44, 63-69), Rimshots – 8, 17, 23, 26 (Resources – 51-53, 63-69), Somewhere in the Darkness – 10, 55, 142 (Resources – 54-56, 63-69) Paperbacks Teaching Resources: King of the Hill; Happy Burger; The Good Fight: Stories About Real Heroes; Trapped (Resources – 69, 83, 121, 131) rSkills Test Book: Tests 2-5 Resources for Content-Area Reading: 92-93, 114</p>
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	<p>The Following Matches Provide Opportunities to Meet this Objective: Story Elements rBook Teacher’s Edition: 56C-56F, 58-69, 132C-132F, 134-143, 241</p> <p>Analyze Setting rBook Teacher’s Edition: 59, 61, 63, 65, 67, 135, 137, 139, 141, 143, 145, 242</p>

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	<p><u>RDI Book 1-Reading Skills and Strategies:</u> 308, 309, 405, 406 <u>Audiobook Teaching Resources:</u> Esperanza Rising – 3, 18, 151, 216 (Resources – 30-32, 63-69) <u>Paperbacks Teaching Resources:</u> Destination: Everest; The Big Lie: A True Story; Summer on Wheels; (Resources – 79, 97, 107) <u>rSkills Test Book:</u> Tests 2 & 3</p> <p>Analyze Character <u>rBook Teacher’s Edition:</u> 59, 61, 63, 65, 66, 67, 69, 135, 137, 139, 141, 142, 143, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 306, 307, 403, 404 <u>Audiobook Teaching Resources:</u> Esperanza Rising – 8, 83, 120, 227 (Resources - 30-32, 63-69), The Outsiders – 3, 38, 76, 90, 126 (Resources – 48-50, 63-69), Somewhere in the Darkness – 10, 99 (Resources – 54-56, 63-69) <u>Paperbacks Teaching Resources:</u> Alison’s Trumpet and Other Stories; Night Bird: A Story of the Seminole Indians; Quinceañera Means Sweet 15; Moby Dick; Stealing Home: The Story of Jackie Robinson (Resources – 75, 89, 103, 127, 129) <u>rSkills Test Book:</u> Tests 2, 3, & 5</p> <p>Analyze Plot <u>rBook Teacher’s Edition:</u> 59, 61, 63, 65, 67, 135, 137, 139, 141, 142, 143, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 310, 311, 407, 408 <u>Audiobook Teaching Resources:</u> Holes – 7, 73, 119, 172, 233 (Resources – 36-38, 63-69), The Stowaway – 12, 20, 39 (Resources – 60-62, 63-69) <u>Paperbacks Teaching Resources:</u> The Band; Jane Eyre; Miracle’s Boys (Resources – 59, 87, 125) <u>rSkills Test Book:</u> Tests 2, 3, & 5</p>
<i>Craft and Structure</i>	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective: Denotation/Connotation <u>RDI Book 1-Reading Skills and Strategies:</u> 250</p> <p>Figurative Language <u>rBook Teacher’s Edition:</u> 136, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 333, 335, 338, 336, 337, 334</p> <p>Simile <u>rBook Teacher’s Edition:</u> 140, 221, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 336 <u>RDI Book 3-Strategies for English-Language Learners:</u> 60</p> <p>Idioms <u>rBook Teacher’s Edition:</u> 10, 36, 88, 93, 170, 188, 208, 214, 216 <u>RDI Book 1-Reading Skills and Strategies:</u> 272 <u>RDI Book 3-Strategies for English-Language Learners:</u> 67</p>

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	<p>rSkills Test Book: Tests 4</p> <p>Metaphor rBook Teacher’s Edition: 136, 221, 242 RDI Book 1-Reading Skills and Strategies: 336</p> <p>Onomatopoeia rBook Teacher’s Edition: 145, 242</p> <p>Symbolism RDI Book 1-Reading Skills and Strategies: 336, 349, 350, 351</p>
5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	<p>Discussion rBook Teacher’s Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	<p>Discussion rBook Teacher’s Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p> <p>Analyze Character rBook Teaching Guide: 59, 61, 63, 65, 66, 67, 69, 135, 137, 139, 141, 142, 143, 242 RDI Book 1-Reading Skills and Strategies: 306, 307, 403, 404 Audiobook Teaching Resources: <i>Esperanza Rising</i> – 8, 83, 120, 227 (Resources - 30-32, 63-69), <i>The Outsiders</i> – 3, 38, 76, 90, 126 (Resources – 48-50, 63-69), <i>Somewhere in the Darkness</i> – 10, 99 (Resources – 54-56, 63-69) Paperbacks Teaching Resources: <i>Alison’s Trumpet and Other Stories</i>; <i>Night Bird: A Story of the Seminole Indians</i>; <i>Quinceañera Means Sweet 15</i>; <i>Moby Dick</i>;</p>

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	<p>Stealing Home: The Story of Jackie Robinson (Resources – 75, 89, 103, 127, 129) rSkills Test Book: Tests 2, 3, & 5</p> <p>Irony rBook Teaching Guide: 64, 138 RDI Book 1-Reading Skills and Strategies: 337</p>
Integration of Knowledge and Ideas	
7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	<p>Discussion rBook Teacher’s Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
8. (Not applicable to literature)	
9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	<p>Discussion rBook Teacher’s Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
<i>Range of Reading and Level of Text Complexity</i>	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	<p>rBook Teaching Guide: The Read180 Enterprise selections are Narrow Reading units that delve deeply into one focused real-world issue, are sequenced in order of increasing difficulty, and provide opportunities to support this standard. rBook Teaching Guide: Heartbeat of Harlem 208; Hard Time 190; Power of Peer Pressure, The 116 RDI Book 1-Reading Skills and Strategies: Reading passages represent a variety of genres at various reading levels. Topic Software Teaching Resources: The READ180 Software gives the students experience in reading a variety of high quality, traditional, classical and contemporary literary works.</p>

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	<p><u>Audiobooks Teaching Resources (Reading Coach Modeling):</u> As the students read along with the Audiobooks, they experience reading a variety of high quality, traditional, classical and contemporary literary works.</p>
Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<p>The Following Matches Support this Objective: Discussion <u>rBook Teacher’s Edition:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. <u>Resources for Content-Area Reading:</u> Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p> <p>Make Inferences <u>rBook Teacher’s Edition:</u> 16, 34, 36, 62, 66, 68, 90, 134, 169, 184, 190, 191, 192, 209, 213, 219, 240 <u>RDI Book 1-Reading Skills and Strategies:</u> 302,303,401 <u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 1.4: 83-86, 221-222, 287; 2.2: 91-94, 225-226, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.3: 111-114, 235-23, 287; 3.4: 115-118, 237-238, 287; 4.1: 119-122, 239-240, 287; 4.2: 123-126, 241-242,287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.1: 151-154, 255-256, 287; 6.3: 159-162, 259-260, 287; 6.4: 159-162, 259-260, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.1: 183-186, 271-272, 287; 8.2: 187-190, 273-274, 287; 8.4: 195-198, 277-278, 287; 9.2: 203-206, 281-282, 287; 9.4: 211-214, 285-286, 287 <u>Audiobook Teaching Resources:</u> Daniel’s Story – 5, 50, 73 (Resources – 27-29, 63-69), Flight #116 Is Down! – 135, 171 (Resources – 33-35, 63-69), Local News – 21, 26, 39, 43 (Resources – 39-41, 63-69), The Mighty – 53, 27, 79 (Resources - 42-44, 63-69), The Outsiders – 6, 24, 65, 106 (Resources – 48-50, 63-69), Rimshots – 5, 6, 10, 18 (Resources – 51-53, 63-69), The Star Fisher – 12, 24, 94 (Resources – 57-59, 63-69) <u>Paperbacks Teaching Resources:</u> All in a Day’s Work and Other Stories; Classic Tales of Terror; The Escape: A Classic Story of Suspense (Resources – 57, 63, 117) <u>rSkills Test Book:</u> Test 5 <u>Resources for Content-Area Reading:</u> 100-101, 118</p>

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	<p>Read for Detail rBook Teacher’s Edition: 17, 65 RDI Book 1-Reading Skills and Strategies: 288, 289, 391, 392 Topic Software Teaching Resources: 1.2: 75-78, 217-218, 287; 1.4: 83-86, 221-222, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.2: 107-110, 233-234, 287; 3.3: 111-114, 235-23, 287; 3.4: 115-118, 237-238, 287; 4.2: 123-126, 241-242, 287; 4.3: 127-130, 243-244, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.4: 147-150, 253-254, 287; 6.2: 155-158, 257-258, 287; 6.4: 159-162, 259-260, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.2: 187-190, 273-274, 287; 8.3: 191-194, 275-27, ;287; 8.4: 195-198, 277-278, 287; 9.2: 203-206, 281-282, 287; 9.4: 211-214, 285-286, 287 Paperbacks Teaching Resources: Alcatraz: Prison for America’s Most Wanted; Narrative of the Life of Frederick Douglass; Creatures Infest Local School!; Wait Until Dark (Resources – 55, 71, 77, 111) Resources for Content-Area Reading: 88-89, 112</p> <p>Story Elements rBook Teacher’s Edition: 56C-56F, 58-59, 132C-132F, 134-143, 241 RDI Book 1-Reading Skills and Strategies: Character: 306, 307, 403, 404 Plot: 310, 311, 407, 408 Setting: 308, 309, 405, 406 Theme: 312, 313, 409</p>
<p>2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective: Theme rBook Teacher’s Edition: 56E, 59, 69, 70, 71, 242 RDI Book 1-Reading Skills and Strategies: 312, 313, 409 rSkills Test Book: Tests 2, 3, & 5</p> <p>Discussion rBook Teacher’s Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p> <p>Summarize</p>

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	<p>rBook Teaching Guide: 18, 87, 118, 187, 188 RDI Book 1-Reading Skills and Strategies: 294, 295, 395 Topic Software Teaching Resources: 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 1.3: 74-82, 219-220, 287; 2.2: 91-94, 225-226, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.2: 107-110, 233-234, 287; 3.3: 111-114, 235-23, 287; 3.4: 115-118, 237-238, 287; 4.1: 119-122, 239-240, 287; 4.3: 127-130, 243-244, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.2: 155-158, 257-258, 287; 6.3: 159-162, 259-260, 287; 6.4: 159-162, 259-260, 287; 7.1: 167-170, 263-264, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.1: 183-186, 271-272, 287; 8.2: 187-190, 273-274, 287; 8.3: 191-194, 275-27, ;287; 8.4: 195-198, 277-278, 287; 9.2: 203-206, 281-282, 287; 9.4: 211-214, 285-286, 287 Audiobook Teaching Resources: Daniel's Story – 35, 103, 131 (Resources – 27-29, 63-69), The Mighty – 27, 48, 53 (Resources – 42-44, 63-69), Rimshots – 8, 17, 23, 26 (Resources – 51-53, 63-69), Somewhere in the Darkness – 10, 55, 142 (Resources – 54-56, 63-69) Paperbacks Teaching Resources: King of the Hill; Happy Burger; The Good Fight: Stories About Real Heroes; Trapped (Resources – 69, 83, 121, 131) rSkills Test Book: Tests 2-5 Resources for Content-Area Reading: 92-93, 114</p>
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<p>Make Connections rBook Teaching Guide: 11, 35, 87, 111, 135, 161, 185, 193, 209 Resources for Content-Area Reading: 14, 22, 30, 38, 46, 54, 62, 70, 78</p> <p>Discussion rBook Teacher's Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
<i>Craft and Structure</i>	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning	<p>The Following Matches Provide Opportunities to Meet this Objective: Denotation/Connotation RDI Book 1-Reading Skills and Strategies: 250</p> <p>Figurative Language</p>

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and tone, including analogies or allusions to other texts.	<p>rBook Teacher’s Edition: 136, 242 RDI Book 1-Reading Skills and Strategies: 333, 335, 338, 336, 337, 334</p> <p>Simile rBook Teacher’s Edition: 140, 221, 242 RDI Book 1-Reading Skills and Strategies: 336 RDI Book 3-Strategies for English-Language Learners: 60</p> <p>Idioms rBook Teacher’s Edition: 10, 36, 88, 93, 170, 188, 208, 214, 216 RDI Book 1-Reading Skills and Strategies: 272 RDI Book 3-Strategies for English-Language Learners: 67 rSkills Test Book: Tests 4</p> <p>Metaphor rBook Teacher’s Edition: 136, 221, 242 RDI Book 1-Reading Skills and Strategies: 336</p> <p>Onomatopoeia rBook Teacher’s Edition: 145, 242</p> <p>Symbolism RDI Book 1-Reading Skills and Strategies: 336, 349, 350, 351</p>
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	<p>Discussion rBook Teacher’s Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<p>Discussion rBook Teacher’s Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a</p>

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	content-area perspective.
<i>Integration of Knowledge and Ideas</i>	
7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: Digital Tools Presentation <u>Resources for Content-Area Reading:</u> 80-81, 84-85</p> <p>Oral Presentation <u>Resources for Content-Area Reading:</u> 32-33, 34-35, 36-37</p> <p>Write a Report <u>Resources for Content-Area Reading:</u> 48-49, 50-51, 52-53</p>
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	<p>Discussion <u>rBook Teacher's Edition:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. <u>Resources for Content-Area Reading:</u> Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	<p>Discussion <u>rBook Teacher's Edition:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. <u>Resources for Content-Area Reading:</u> Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
<i>Range of Reading and Level of Text Complexity</i>	
10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	<p>The Following Match Supports this Objective: Fiction <u>RDI Book 1-Reading Skills and Strategies:</u> 349, 358, 361, 363, 364, 366, 369, 370, 376, 386, 387 <u>Paperbacks Teaching Resources:</u> The Adventures of Captain Underpants; Dive, Book Two: The Deep; The Escape: A Classic Story of Suspense; King Arthur; Moby Dick; Night Bird: A Story of the Seminole Indians; Summer on Wheels; Visitors: Strange</p>

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	Invaders
Writing Standards	
<i>Text Types and Purposes</i>	
<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal</p>	<p>Selected Examples Include: Write a News Report, Article <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 225, 226, 240 <u>Audiobook Teaching Resources:</u> 35, 37, 38, 46, 65 <u>Paperbacks Teaching Resources:</u> 78, 86, 137</p> <p>Write a Comparison <u>Topic Software Teaching Resources:</u> 277, 278, 285 <u>Audiobook Teaching Resources:</u> 49, 56, 58, 59, <u>Paperbacks Teaching Resources:</u> 56, 68, 90, 94, 116</p> <p>Write Book Synopsis <u>RDI Book 2-Writing and Grammar Strategies:</u> 79-82</p> <p>Expository Writing <u>rBook Teacher's Edition:</u> 22-25, 98-101, 243 <u>RDI Book 2-Writing and Grammar Strategies:</u> 69, 70, 72, 74, 75, 77, 79, 80, 82, 84, 85, 87, 89, 90, 93 <u>Topic Software Teaching Resources:</u> 224, 279 <u>Test-Taking Strategies Book:</u> 103, 111 <u>Resources for Content-Area Reading:</u> 15, 39</p> <p>Descriptive Writing <u>rBook Teacher's Edition:</u> 196-199, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 44, 45, 47, 49, 50, 52, 54, 55, 57, 59, 60, 62, 64, 65, 68</p>

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<p>style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>Topic Software Teaching Resources: 215, 218, 219, 220, 224, 227, 228, 229, 232, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 246, 247, 249, 259, 260, 264, 266, 268, 271, 272, 273, 278, 280</p> <p>Audiobook Teaching Resources: 38, 44, 50, 52, 53, 56, 62</p> <p>Paperbacks Teaching Resources: 56, 60, 68, 78, 82, 84, 92, 94, 96, 98, 100, 102, 108, 114, 118, 120, 132</p> <p>Resources for Content-Area Reading: 55, 71</p> <p>Literature Review</p> <p>rBook Teacher’s Edition: 148-151, 244</p> <p>RDI Book 2-Writing and Grammar Strategies: 59, 79, 80, 60, 62, 82</p> <p>Topic Software Teaching Resources: 220, 222, 250, 267, 284, 285, 286</p> <p>Audiobook Teaching Resources: 28, 29, 35, 38, 59, 63, 71</p> <p>Paperbacks Teaching Resources: 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>Write a Fantasy</p> <p>RDI Book 2-Writing and Grammar Strategies: 29-32</p> <p>Narrative Writing</p> <p>rBook Teacher’s Edition: 46-49, 224-227, 244</p> <p>RDI Book 2-Writing and Grammar Strategies: 14, 15, 17, 19, 20, 22, 24, 25, 27, 29, 30, 32, 34, 35, 37, 39, 40, 37, 43</p> <p>Audiobook Teaching Resources: 35</p> <p>Resources for Content-Area Reading: 23, 31, 79</p> <p>Write a Realistic Story</p> <p>RDI Book 2-Writing and Grammar Strategies: 24-27</p>
<i>Production and Distribution of Writing</i>	
<p>4. Produce clear and coherent writing in which the development,</p>	<p>Selected Examples Include: Write an Article, News Report</p>

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<p>organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 180, 222, 248 <u>Audiobook Teaching Resources:</u> 65 <u>Paperbacks Teaching Resources:</u> 58, 88, 94, 105</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 227, 255, 256, 257, 258, 277, 281, 282, 286 <u>Audiobook Teaching Resources:</u> 28, 32, 52, 62 <u>Paperbacks Teaching Resources:</u> 70, 74, 84, 86, 100, 112, 116, 124, 126, 134</p> <p>Write Dialogue <u>RDI Book 2-Writing and Grammar Strategies:</u> 28 <u>Topic Software Teaching Resources:</u> 265, 270, 272, 275, 276, 279, 280, <u>Audiobook Teaching Resources:</u> 29, 43, 44, 55 <u>Paperbacks Teaching Resources:</u> 76, 80, 98, 112, 120, 126 <u>RDI Book 3-Strategies for English Language Learners:</u> 45</p> <p>Write as Characters from Reading <u>Topic Software Teaching Resources:</u> <u>Audiobook Teaching Resources:</u> 28, 29, 32, 40, 43, 44, 55, <u>Paperbacks Teaching Resources:</u> 62, 64, 66, 80, 92, 104, 126</p> <p>Descriptive Writing <u>rBook Teacher’s Edition:</u> 196-199, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 44, 45, 47, 49, 50, 52, 54, 55, 57, 59, 60, 62, 64, 65, 68 <u>Topic Software Teaching Resources:</u> 215, 218, 219, 220, 224, 227, 228, 229, 232, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 246, 247, 249, 259, 260, 264, 266, 268, 271, 272, 273, 278, 280 <u>Audiobook Teaching Resources:</u> 38, 44, 50, 52, 53, 56, 62 <u>Paperbacks Teaching Resources:</u> 56, 60, 68, 78, 82, 84, 92, 94, 96, 98, 100, 102, 108, 114, 118, 120, 132 <u>Resources for Content-Area Reading:</u> 55, 71</p>
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate</p>	<p>The Following Matches Provide Opportunities to Meet this Objective: Plan <u>rBook Teacher’s Edition:</u> 24, 48, 76, 100, 124, 150, 174, 198, 226</p> <p>Writing <u>rBook Teacher’s Edition:</u> 22-25, 46-49, 74-77, 98-101, 224-227, 243, 244</p>

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command of Language standards 1–3 up to and including grade 8 on page 52.)	<p>Revise/Edit rBook Teacher’s Edition: 25, 49, 77, 101, 125, 151, 175, 199, 227</p> <p>Peer Assessment rBook Teacher’s Edition: 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>Assessment Rubrics for Writing rBook Teacher’s Edition: 19, 21, 27, 31, 43, 45, 51, 55, 69, 73, 75, 79, 83, 65, 97, 99, 101, 103, 107, 119, 131, 147, 153, 157, 169, 181, 193, 195, 201, 205, 219, 223</p>
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: Use Internet Sources Resources for Content-Area Reading: 58-59</p> <p>Digital Tools Presentation Resources for Content-Area Reading: 80-81, 84-85</p> <p>Literature Review rBook Teacher’s Edition: 148-151, 244 RDI Book 2-Writing and Grammar Strategies: 59, 79, 80, 60, 62, 82 Topic Software Teaching Resources: 220, 222, 250, 267, 284, 285, 286 Audiobook Teaching Resources: 28, 29, 35, 38, 59, 63, 71 Paperbacks Teaching Resources: 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Narrative Writing rBook Teacher’s Edition: 46-49, 224-227, 244 RDI Book 2-Writing and Grammar Strategies: 14, 15, 17, 19, 20, 22, 24, 25, 27, 29, 30, 32, 34, 35, 37, 39, 40, 37, 43 Audiobook Teaching Resources: 35 Resources for Content-Area Reading: 23, 31, 79</p> <p>Descriptive Writing rBook Teacher’s Edition: 196-199, 244 RDI Book 2-Writing and Grammar Strategies: 44, 45, 47, 49, 50, 52, 54, 55, 57, 59, 60, 62, 64, 65, 68 Topic Software Teaching Resources: 215, 218, 219, 220, 224, 227, 228, 229, 232, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 246, 247, 249, 259, 260, 264, 266, 268, 271, 272, 273, 278, 280 Audiobook Teaching Resources: 38, 44, 50, 52, 53, 56, 62 Paperbacks Teaching Resources: 56, 60, 68, 78, 82, 84, 92, 94, 96, 98, 100, 102, 108, 114, 118, 120, 132 Resources for Content-Area Reading: 55, 71</p> <p>Persuasive Writing rBook Teacher’s Edition: 122, 172-175, 243</p>

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	<p><u>RDI Book 2-Writing and Grammar Strategies:</u> 94-113 <u>Test-Taking Strategies Book:</u> Practice Test – 106 <u>Test-Taking Strategies:</u> Identify Persuasive Prompts – 60-61 Writing Prompts – 113 <u>Resources for Content-Area Reading:</u> 47, 63</p>
<i>Research to Build and Present Knowledge</i>	
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	<p>Write a Report <u>Resources for Content-Area Reading:</u> 48-49, 50-51, 52-53</p>
8. Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<p>Locate Information <u>Resources for Content-Area Reading:</u> 18-19, 26-27, 34-35, 42-43, 50-51, 58-59, 66-67, 74-75, 82-83</p> <p>Organize and Present Information <u>Resources for Content-Area Reading:</u> 20-21, 28-29, 36-37, 44-45, 52-53, 60-61, 68-69, 76-77, 84-85</p>
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	<p>Selected Examples Include: Relating Content-Area Information <u>RDI Book 2-Writing and Grammar Strategies:</u> 74-77 The Final Projects and QuickWrites for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read through worksheets, QuickWrites, Final Projects and Practice Tests. <u>rBook Teacher’s Edition:</u> 74-77, 148-151, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 59, 79, 80, 60, 62, 82 <u>Topic Software Teaching Resources:</u> 220, 222, 250, 267, 284, 285, 286 <u>Audiobook Teaching Resources:</u> 28, 29, 35, 38, 59, 63, 71 <u>Paperbacks Teaching Resources:</u> 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Literature Review <u>rBook Teacher’s Edition:</u> 148-151, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 59, 79, 80, 60, 62, 82 <u>Topic Software Teaching Resources:</u> 220, 222, 250, 267, 284, 285, 286 <u>Audiobook Teaching Resources:</u> 28, 29, 35, 38, 59, 63, 71 <u>Paperbacks Teaching Resources:</u> 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113</p>
<i>Range of Writing</i>	

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<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research. See, for example: Writing Prompts <u>rBook Teacher’s Edition:</u> 31, 53, 62, 66, 70, 83, 1047, 114, 131, 157, 181, 205, 210, 223 <u>RDI Book 2-Writing and Grammar Strategies:</u> 62, 57, 47, 52, 68, 82, 72, 77, 93, 87, 127, 122, 117, 132, 32, 17, 37, 43, 22, 27, 97, 113, 107, 102, 137 <u>Resources for Content-Area Reading:</u> 15, 23, 32, 39, 47, 55, 63, 71, 79</p> <p>Write a News Report, Article <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 225, 226, 240 <u>Audiobook Teaching Resources:</u> 35, 37, 38, 46, 65 <u>Paperbacks Teaching Resources:</u> 78, 86, 137</p> <p>Write a Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 244, 252 <u>Audiobook Teaching Resources:</u> 28 <u>Paperbacks Teaching Resources:</u> 72, 98, 130</p> <p>Literature Review <u>rBook Teacher’s Edition:</u> 148-151, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 59, 79, 80, 60, 62, 82 <u>Topic Software Teaching Resources:</u> 220, 222, 250, 267, 284, 285, 286 <u>Audiobook Teaching Resources:</u> 28, 29, 35, 38, 59, 63, 71 <u>Paperbacks Teaching Resources:</u> 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>QuickWrite assignments, located throughout the program, also provide opportunities for students to meet this standard.</p>
Speaking and Listening Standards	
Comprehension and Collaboration	
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by</p>	<p>Discussion <u>rBook Teacher’s Edition:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p>

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<p>referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p><u>Resources for Content-Area Reading:</u> Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
<p>2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: Anchor Video <u>rBook Teacher's Edition:</u> 8K, 32K, 56M, 82K, 106K, 130M, 162K, 186K, 210K</p> <p>Oral Presentation <u>Resources for Content-Area Reading:</u> 32-33, 34-35, 36-37</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113</p> <p>Write an Opinion <u>Topic Software Teaching Resources:</u> 227, 255, 256, 257, 258, 277, 281, 282, 286 <u>Audiobook Teaching Resources:</u> 28, 32, 52, 62 <u>Paperbacks Teaching Resources:</u> 70, 74, 84, 86, 100, 112, 116, 124, 126, 134 <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97</p> <p>Write a Realistic Story <u>RDI Book 2-Writing and Grammar Strategies:</u> 24-27</p> <p>Write an Autobiographical Sketch <u>RDI Book 2-Writing and Grammar Strategies:</u> 19-23</p> <p>Write Book Synopsis <u>RDI Book 2-Writing and Grammar Strategies:</u> 79-82</p> <p>Write a News Report, Article <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 225, 226, 240 <u>Audiobook Teaching Resources:</u> 35, 37, 38, 46, 65 <u>Paperbacks Teaching Resources:</u> 78, 86, 137</p>

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<p>3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113</p> <p>Oral Presentation <u>Resources for Content-Area Reading:</u> 32-33, 34-35, 36-37</p> <p>Write an Opinion <u>Topic Software Teaching Resources:</u> 227, 255, 256, 257, 258, 277, 281, 282, 286 <u>Audiobook Teaching Resources:</u> 28, 32, 52, 62 <u>Paperbacks Teaching Resources:</u> 70, 74, 84, 86, 100, 112, 116, 124, 126, 134 <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97</p> <p>Write a Realistic Story <u>RDI Book 2-Writing and Grammar Strategies:</u> 24-27</p> <p>Write an Autobiographical Sketch <u>RDI Book 2-Writing and Grammar Strategies:</u> 19-23</p> <p>Write Book Synopsis <u>RDI Book 2-Writing and Grammar Strategies:</u> 79-82</p> <p>Write a News Report, Article <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 225, 226, 240 <u>Audiobook Teaching Resources:</u> 35, 37, 38, 46, 65 <u>Paperbacks Teaching Resources:</u> 78, 86, 137</p> <p>Expository Writing <u>rBook Teacher’s Edition:</u> 22-25, 98-101, 243 <u>RDI Book 2-Writing and Grammar Strategies:</u> 69, 70, 72, 74, 75, 77, 79, 80, 82, 84, 85, 87, 89, 90, 93 <u>Topic Software Teaching Resources:</u> 224, 279 <u>Test-Taking Strategies Book:</u> 103, 111 <u>Resources for Content-Area Reading:</u> 15, 39</p>
<i>Presentation of Knowledge and Ideas</i>	
<p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Oral Presentation <u>Resources for Content-Area Reading:</u> 32-33, 34-35, 36-37</p> <p>Write a News Report, Article <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 225, 226, 240 <u>Audiobook Teaching Resources:</u> 35, 37, 38, 46, 65 <u>Paperbacks Teaching Resources:</u> 78, 86, 137</p> <p>Literature Review</p>

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	<p><u>rBook Teacher’s Edition:</u> 148-151, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 79, 59, 80, 60, 82, 62 <u>Topic Software Teaching Resources:</u> 220, 222, 250, 267, 284, 285, 286 <u>Audiobook Teaching Resources:</u> 28, 29, 35, 38, 59, 63, 71 <u>Paperbacks Teaching Resources:</u> 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Write a Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 244, 252 <u>Audiobook Teaching Resources:</u> 28 <u>Paperbacks Teaching Resources:</u> 72, 98, 130</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113</p> <p>Write an Opinion <u>Topic Software Teaching Resources:</u> 227, 255, 256, 257, 258, 277, 281, 282, 286</p>
5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: Oral Presentation <u>Resources for Content-Area Reading:</u> 32-33, 34-35, 36-37</p> <p>Digital Tools Presentation <u>Resources for Content-Area Reading:</u> 80-81, 84-85</p> <p>Write Book Synopsis <u>RDI Book 2-Writing and Grammar Strategies:</u> 79-82</p> <p>Write a Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 244, 252 <u>Audiobook Teaching Resources:</u> 28 <u>Paperbacks Teaching Resources:</u> 72, 98, 130</p> <p>Write a News Report, Article <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 225, 226, 240 <u>Audiobook Teaching Resources:</u> 35, 37, 38, 46, 65 <u>Paperbacks Teaching Resources:</u> 78, 86, 137</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 227, 255, 256, 257, 258, 277, 281, 282, 286 <u>Audiobook Teaching Resources:</u> 28, 32, 52, 62 <u>Paperbacks Teaching Resources:</u> 70, 74, 84, 86, 100, 112, 116, 124, 126, 134</p>

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	<p>Create Drawings, Posters, Covers, Designs, Diagrams, Charts, Maps, Signs, Etc. Topic Software Teaching Resources: 225, 226, 267, 268 Audiobook Teaching Resources: 46, 66 Paperbacks Teaching Resources: 134, 137 Resources for Content-Area Reading: 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122</p>
<p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: Oral Presentation Resources for Content-Area Reading: 32-33, 34-35, 36-37</p> <p>Write a News Report, Article RDI Book 2-Writing and Grammar Strategies: 84-87 Topic Software Teaching Resources: 225, 226, 240 Audiobook Teaching Resources: 35, 37, 38, 46, 65 Paperbacks Teaching Resources: 78, 86, 137</p> <p>Literature Review rBook Teacher's Edition: 148-151, 244 RDI Book 2-Writing and Grammar Strategies: 79, 59, 80, 60, 82, 62 Topic Software Teaching Resources: 220, 222, 250, 267, 284, 285, 286 Audiobook Teaching Resources: 28, 29, 35, 38, 59, 63, 71 Paperbacks Teaching Resources: 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Write a Speech RDI Book 2-Writing and Grammar Strategies: 104-107 Topic Software Teaching Resources: 244, 252 Audiobook Teaching Resources: 28 Paperbacks Teaching Resources: 72, 98, 130</p> <p>Write an Argument RDI Book 2-Writing and Grammar Strategies: 104-107, 109-113</p> <p>Write an Opinion Topic Software Teaching Resources: 227, 255, 256, 257, 258, 277, 281, 282, 286</p>
Language Standards	
<i>Conventions in Standard English</i>	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p>	<p>The Following Selected Matches Support this Objective: Write an Argument RDI Book 2-Writing and Grammar Strategies: 104-107, 109-113</p> <p>Write an Opinion Topic Software Teaching Resources: 227, 255, 256, 257, 258, 277, 281, 282, 286 Audiobook Teaching Resources: 28, 32, 52, 62 Paperbacks Teaching Resources: 70, 74, 84, 86, 100, 112,</p>

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<p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.*</p>	<p>116, 124, 126, 134 <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97</p> <p>Literature Review <u>rBook Teacher's Edition:</u> 148-151, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 79, 59, 80, 60, 82, 62 <u>Topic Software Teaching Resources:</u> 220, 222, 250, 267, 284, 285, 286 <u>Audiobook Teaching Resources:</u> 28, 29, 35, 38, 59, 63, 71 <u>Paperbacks Teaching Resources:</u> 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Write a Realistic Story <u>RDI Book 2-Writing and Grammar Strategies:</u> 24-27</p> <p>Write an Autobiographical Sketch <u>RDI Book 2-Writing and Grammar Strategies:</u> 19-23</p> <p>Write a Fantasy <u>RDI Book 2-Writing and Grammar Strategies:</u> 29-32</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p>	<p>Selected Examples Include: Commas with Introductory Words <u>rBook Teacher's Edition:</u> 127, 247 <u>RDI Book 2-Writing and Grammar Strategies:</u> 200, 201 <u>rSkills Test Book:</u> Test 3</p> <p>Write an Opinion <u>Topic Software Teaching Resources:</u> 227, 255, 256, 257, 258, 277, 281, 282, 286 <u>Audiobook Teaching Resources:</u> 28, 32, 52, 62 <u>Paperbacks Teaching Resources:</u> 70, 74, 84, 86, 100, 112, 116, 124, 126, 134 <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97</p> <p>Write a Realistic Story <u>RDI Book 2-Writing and Grammar Strategies:</u> 24-27</p> <p>Write an Autobiographical Sketch <u>RDI Book 2-Writing and Grammar Strategies:</u> 19-23</p> <p>Write Book Synopsis <u>RDI Book 2-Writing and Grammar Strategies:</u> 79-82</p> <p>Proofreading <u>rBook Teacher's Edition:</u> 27, 51, 79, 103, 127, 153, 177, 201, 229 <u>Topic Software Teaching Resources:</u> All lessons in the Topic Software practice spelling and proofreading skills, which are a</p>

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	<p>principal objective of the software component. <u>RDI Book 1-Reading Skills and Strategies:</u> 204 <u>RDI Book 2-Writing and Grammar Strategies:</u> 214-221 <u>Test-Taking Strategies:</u> Students are taught to identify writing prompts, organize thoughts, generate an outline, understand evaluation criteria, and review/revise writing to improve it.</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p>
<i>Knowledge of Language</i>	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p>The Following Selected Matches Support this Objective: Compound/Complex Sentence <u>RDI Book 2-Writing and Grammar Strategies:</u> 73, 158, 159, 208, 209</p> <p>Literature Review <u>rBook Teacher's Edition:</u> 148-151, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 79, 59, 80, 60, 82, 62 <u>Topic Software Teaching Resources:</u> 220, 222, 250, 267, 284, 285, 286 <u>Audiobook Teaching Resources:</u> 28, 29, 35, 38, 59, 63, 71 <u>Paperbacks Teaching Resources:</u> 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Write a Realistic Story <u>RDI Book 2-Writing and Grammar Strategies:</u> 24-27</p> <p>Write an Autobiographical Sketch <u>RDI Book 2-Writing and Grammar Strategies:</u> 19-23</p> <p>Write a Fantasy <u>RDI Book 2-Writing and Grammar Strategies:</u> 29-32</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113</p> <p>Write an Opinion <u>Topic Software Teaching Resources:</u> 227, 255, 256, 257, 258, 277, 281, 282, 286 <u>Audiobook Teaching Resources:</u> 28, 32, 52, 62 <u>Paperbacks Teaching Resources:</u> 70, 74, 84, 86, 100, 112, 116, 124, 126, 134 <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p>
<i>Vocabulary Acquisition and Use</i>	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning</p>	<p>Each of the reading components teach various decoding and syllabication methods. See, for example:</p>

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<p>words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>Decoding/Syllabication rBook Teacher's Edition: 31A, 55A, 83A, 107A, 131A, 157A, 181A, 205A, 233A</p> <p>Multiple-Meaning Words rBook Teacher's Edition: 96, 97, 222, 237 RDI Book 1-Reading Skills and Strategies: 240 rSkills Test Book: Tests 2 & 5</p> <p>Roots rBook Teacher's Edition: 222, 223, 236 RDI Book 1-Reading Skills and Strategies: 266, 268 Topic Software Teaching Resources: 1.4 Level 4, 2.2 Level 4, 2.3 Level 4, 3.1 Level 4, 3.2 Level 4, 4.1 Level 4, 4.3 Level 4, 5.1 Level 4, 5.3 Level 4, 5.4 Level 4, 6.1 Level 4, 6.2 Level 4, 6.3 Level 4, 6.4 Level 4, 7.2 Level 4, 9.1 Level 4, 9.3 Level 4, 9.4 Level 4 rSkills Test Book: Tests 5</p> <p>Using Resources rBook Teacher's Edition: 96, 170, 171, 234-238 rSkills Test Book: Tests 2 & 5 RDI Book 1-Reading Skills and Strategies: 244, 252</p> <p>Irony rBook Teacher's Edition: 64, 138 RDI Book 1-Reading Skills and Strategies: 337</p> <p>Metaphor rBook Teacher's Edition: 136, 221, 242 RDI Book 1-Reading Skills and Strategies: 336</p> <p>Simile rBook Teacher's Edition: 140, 221, 242 RDI Book 1-Reading Skills and Strategies: 336 RDI Book 3-Strategies for English-Language Learners: 60</p> <p>Idioms rBook Teacher's Edition: 10, 36, 88, 93, 170, 188, 208, 214, 216 RDI Book 1-Reading Skills and Strategies: 272 RDI Book 3-Strategies for English-Language Learners: 67 rSkills Test Book: Tests 4</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of</p>	<p>Understand Vocabulary rBook Teacher's Edition: 20, 44, 72, 96, 120, 146, 170, 194, 222 RDI Book 1-Reading Skills and Strategies: Each lesson includes a vocabulary and word study section, which allows students to identify and build vocabulary. Topic Software Teaching Resources: Each segment of the READ180 Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words.</p>

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<p>words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>	<p><u>Audiobooks Teaching Resources:</u> The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p> <p>Denotation/Connotation <u>RDI Book 1-Reading Skills and Strategies:</u> 250</p> <p>Word Building <u>rBook Teacher’s Edition:</u> 9, 33, 57, 85, 109, 133, 159, 183, 207 <u>RDI Book 1-Reading Skills and Strategies:</u> 203 <u>Topic Software Teaching Resources:</u> The Word Zone activities and decoding tips associated with passages on the Software give student’s opportunities to practice word building. <u>Resources for Content-Area Reading:</u> 119</p> <p>Figurative Language <u>rBook Teaching Guide:</u> 136, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 333, 335, 338, 336, 337, 334</p> <p>Simile <u>rBook Teaching Guide:</u> 140, 221, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 336 <u>RDI Book 3-Strategies for English-Language Learners:</u> 60</p> <p>Idioms <u>rBook Teaching Guide:</u> 10, 36, 88, 93, 170, 188, 208, 214, 216 <u>RDI Book 1-Reading Skills and Strategies:</u> 272 <u>RDI Book 3-Strategies for English-Language Learners:</u> 67 <u>rSkills Test Book:</u> Tests 4</p> <p>Metaphor <u>rBook Teaching Guide:</u> 136, 221, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 336</p> <p>Onomatopoeia <u>rBook Teaching Guide:</u> 145, 242</p> <p>Symbolism <u>RDI Book 1-Reading Skills and Strategies:</u> 336, 349, 350, 351</p>
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Selected Examples Include: Literature Review <u>rBook Teacher’s Edition:</u> 148-151, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 59, 79, 80, 60, 62, 82 <u>Topic Software Teaching Resources:</u> 220, 222, 250, 267, 284, 285, 286 <u>Audiobook Teaching Resources:</u> 28, 29, 35, 38, 59, 63, 71 <u>Paperbacks Teaching Resources:</u> 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Write a News Report, Article <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87</p>

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	<p><u>Topic Software Teaching Resources:</u> 225, 226, 240 <u>Audiobook Teaching Resources:</u> 35, 37, 38, 46, 65 <u>Paperbacks Teaching Resources:</u> 78, 86, 137</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 109-113, 104-107</p> <p>Write a Fantasy <u>RDI Book 2-Writing and Grammar Strategies:</u> 29-32</p> <p>Writing Prompts <u>rBook Teacher’s Edition:</u> 31, 53, 62, 66, 70, 83, 104, 114, 131, 157, 181, 205, 210, 223 <u>RDI Book 2-Writing and Grammar Strategies:</u> 62, 57, 47, 52, 68, 82, 72, 77, 93, 87, 127, 122, 117, 132, 32, 17, 37, 43, 22, 27, 97, 113, 107, 102, 137 <u>Resources for Content-Area Reading:</u> 15, 23, 32, 39, 47, 55, 63, 71, 79</p> <p>Write an Opinion <u>Topic Software Teaching Resources:</u> 227, 255, 256, 257, 258, 277, 281, 282, 286 <u>Audiobook Teaching Resources:</u> 28, 32, 52, 62 <u>Paperbacks Teaching Resources:</u> 70, 74, 84, 86, 100, 112, 116, 124, 126, 134</p>
STANDARDS FOR Literacy in History/Social Studies, Science, and Technical Subjects 6-12	
Reading Standards for Literacy in History/Social Studies (Grades 6-8)	
<i>Key Ideas and Details</i>	
1. Cite specific textual evidence to support analysis of primary and secondary sources.	<p>The Following Provides Opportunities to Meet this Objective: Social Studies Nonfiction <u>rBook Teacher’s Edition:</u> Child Labor Around the World 92; Hard Time 190; Life in the Dumps 86; New Immigration Boom, A 16; Working in the Field 88 <u>RDI Book 1-Reading Skills and Strategies:</u> 339, 340, 342, 343, 345, 346, 348, 351, 352, 354, 355, 357, 359, 360, 362, 367, 372, 373, 374, 375, 377, 378, 379, 380, 381, 382, 383, 384, 385, 389 <u>Paperbacks Teaching Resources:</u> Alcatraz: Prison for America’s Most Wanted; The Big Lie: A True Story, Donner Party: A Diary of a Survivor; The Good Fight: The Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Score! The Greatest Athletes of All Times; The Skull Man and Other People With Cool Jobs; Stealing Home: The Story of Jackie Robinson; Trapped; UFOs: Fact or Fiction</p> <p>Science/Social Studies Text <u>rBook Teaching Guide:</u> Child Labor Around the World 92; New Immigration Boom, A 16 <u>RDI Book 1-Reading Skills and Strategies:</u> 339, 373, 372, 374,</p>

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Common Core State Standards for English Language Arts 6-12	Scholastic READ 180, Stage B
	<p>348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343</p> <p>Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
<p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<p>Discussion of the following provides opportunities to meet this objective: Social Studies Nonfiction rBook Teacher's Edition: Child Labor Around the World 92; Hard Time 190; Life in the Dumps 86; New Immigration Boom, A 16; Working in the Field 88 RDI Book 1-Reading Skills and Strategies: 339, 340, 342, 343, 345, 346, 348, 351, 352, 354, 355, 357, 359, 360, 362, 367, 372, 373, 374, 375, 377, 378, 379, 380, 381, 382, 383, 384, 385, 389 Paperbacks Teaching Resources: Alcatraz: Prison for America's Most Wanted; The Big Lie: A True Story, Donner Party: A Diary of a Survivor; The Good Fight: The Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Score! The Greatest Athletes of All Times; The Skull Man and Other People With Cool Jobs; Stealing Home: The Story of Jackie Robinson; Trapped; UFOs: Fact or Fiction</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
<p>3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>	<p>Discussion of the following provides opportunities to meet this objective: Social Studies Nonfiction rBook Teacher's Edition: Child Labor Around the World 92; Hard Time 190; Life in the Dumps 86; New Immigration Boom, A 16; Working in the Field 88 RDI Book 1-Reading Skills and Strategies: 339, 340, 342, 343, 345, 346, 348, 351, 352, 354, 355, 357, 359, 360, 362, 367, 372, 373, 374, 375, 377, 378, 379, 380, 381, 382, 383, 384, 385, 389 Paperbacks Teaching Resources: Alcatraz: Prison for America's Most Wanted; The Big Lie: A True Story, Donner Party: A Diary of a Survivor; The Good Fight: The Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Score! The Greatest Athletes of All Times; The Skull Man and Other People</p>

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	<p>With Cool Jobs; Stealing Home: The Story of Jackie Robinson; Trapped; UFOs: Fact or Fiction</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
<i>Craft and Structure</i>	
4. Determine the meaning of words and phrases in a text, including vocabulary specific to domains related to history/social studies.	<p>Understand Vocabulary rBook Teaching Guide: 20, 44, 72, 96, 120, 146, 170, 194, 222 RDI Book 1-Reading Skills and Strategies: Each lesson includes a vocabulary and word study section, which allows students to identify and build vocabulary. Topic Software Teaching Resources: Each segment of the READ180 Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words. Audiobooks Teaching Resources: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p> <p>Content Area Vocabulary RDI Book 1-Reading Skills and Strategies: 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276 Topic Software Teaching Resources: Because of the varied content in the passages in the READ180 Software, students are introduced to a broad range of content-area vocabulary. Resources for Content-Area Reading: 15, 23, 31, 39, 47, 55, 63, 71, 79</p> <p>Word Challenge rBook Teacher's Edition: 20, 44, 72, 96, 120, 146, 170, 194, 222 RDI Book 1-Reading Skills and Strategies: Each lesson includes a vocabulary and word study section, which allows students to identify and build vocabulary. Topic Software Teaching Resources: Each segment of the READ180 Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words.</p>

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	<p><u>Audiobooks Teaching Resources:</u> As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p>
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	<p>Discussion of the following provides opportunities to meet this objective: Social Studies Nonfiction <u>rBook Teacher’s Edition:</u> Child Labor Around the World 92; Hard Time 190; Life in the Dumps 86; New Immigration Boom, A 16; Working in the Field 88 <u>RDI Book 1-Reading Skills and Strategies:</u> 339, 340, 342, 343, 345, 346, 348, 351, 352, 354, 355, 357, 359, 360, 362, 367, 372, 373, 374, 375, 377, 378, 379, 380, 381, 382, 383, 384, 385, 389 <u>Paperbacks Teaching Resources:</u> Alcatraz: Prison for America’s Most Wanted; The Big Lie: A True Story, Donner Party: A Diary of a Survivor; The Good Fight: The Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Score! The Greatest Athletes of All Times; The Skull Man and Other People With Cool Jobs; Stealing Home: The Story of Jackie Robinson; Trapped; UFOs: Fact or Fiction</p> <p>Science/Social Studies Text <u>rBook Teaching Guide:</u> Child Labor Around the World 92; New Immigration Boom, A 16 <u>RDI Book 1-Reading Skills and Strategies:</u> 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 <u>Paperbacks Teaching Resources:</u> Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	<p>Discussion of the following provides opportunities to meet this objective: Social Studies Nonfiction <u>rBook Teacher’s Edition:</u> Child Labor Around the World 92; Hard Time 190; Life in the Dumps 86; New Immigration Boom, A 16; Working in the Field 88 <u>RDI Book 1-Reading Skills and Strategies:</u> 339, 340, 342, 343, 345, 346, 348, 351, 352, 354, 355, 357, 359, 360, 362, 367, 372, 373, 374, 375, 377, 378, 379, 380, 381, 382, 383, 384, 385, 389 <u>Paperbacks Teaching Resources:</u> Alcatraz: Prison for America’s Most Wanted; The Big Lie: A True Story, Donner Party: A Diary of a Survivor; The Good Fight: The Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Score! The Greatest Athletes of All Times; The Skull Man and Other People With Cool Jobs; Stealing Home: The Story of Jackie Robinson; Trapped; UFOs: Fact or Fiction</p> <p>Science/Social Studies Text <u>rBook Teaching Guide:</u> Child Labor Around the World 92; New Immigration Boom, A 16</p>

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	<p><u>RDI Book 1-Reading Skills and Strategies:</u> 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343</p> <p><u>Paperbacks Teaching Resources:</u> Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
<i>Integration of Knowledge and Ideas</i>	
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	<p>The Following Matches Support this Objective: Graphic <u>rBook Teacher's Edition:</u> 18, 29, 43, 94, 114, 119, 160, 169, 192, 218 <u>Resources for Content-Area Reading:</u> 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122</p> <p>Read Charts and Graphs <u>RDI Book 1-Reading Skills and Strategies:</u> 327</p> <p>Read Maps and Diagrams <u>RDI Book 1-Reading Skills and Strategies:</u> 328 <u>Audiobook Teaching Resources:</u> 9, 10, 12, 21 (Resources – 45-47, 63-69) <u>rSkills Test Book:</u> Each test contains one comprehension question which relates to a graphic element (e.g., chart or table)</p>
8. Distinguish among fact, opinion, and reasoned judgment in a text.	<p>Discussion of the following provides opportunities to meet this objective: Social Studies Nonfiction <u>rBook Teacher's Edition:</u> Child Labor Around the World 92; Hard Time 190; Life in the Dumps 86; New Immigration Boom, A 16; Working in the Field 88 <u>RDI Book 1-Reading Skills and Strategies:</u> 339, 340, 342, 343, 345, 346, 348, 351, 352, 354, 355, 357, 359, 360, 362, 367, 372, 373, 374, 375, 377, 378, 379, 380, 381, 382, 383, 384, 385, 389 <u>Paperbacks Teaching Resources:</u> Alcatraz: Prison for America's Most Wanted; The Big Lie: A True Story, Donner Party: A Diary of a Survivor; The Good Fight: The Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Score! The Greatest Athletes of All Times; The Skull Man and Other People With Cool Jobs; Stealing Home: The Story of Jackie Robinson; Trapped; UFOs: Fact or Fiction</p> <p>Science/Social Studies Text <u>rBook Teaching Guide:</u> Child Labor Around the World 92; New Immigration Boom, A 16 <u>RDI Book 1-Reading Skills and Strategies:</u> 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 <u>Paperbacks Teaching Resources:</u> Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story;</p>

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	<p>Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
<p>9. Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>The Following Provides Opportunities to Meet this Objective: Social Studies Nonfiction rBook Teacher's Edition: Child Labor Around the World 92; Hard Time 190; Life in the Dumps 86; New Immigration Boom, A 16; Working in the Field 88 RDI Book 1-Reading Skills and Strategies: 339, 340, 342, 343, 345, 346, 348, 351, 352, 354, 355, 357, 359, 360, 362, 367, 372, 373, 374, 375, 377, 378, 379, 380, 381, 382, 383, 384, 385, 389 Paperbacks Teaching Resources: Alcatraz: Prison for America's Most Wanted; The Big Lie: A True Story, Donner Party: A Diary of a Survivor; The Good Fight: The Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Score! The Greatest Athletes of All Times; The Skull Man and Other People With Cool Jobs; Stealing Home: The Story of Jackie Robinson; Trapped; UFOs: Fact or Fiction</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
<i>Range of Reading and Level of Text Complexity</i>	
<p>10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>Social Studies Nonfiction rBook Teacher's Edition: Child Labor Around the World 92; Hard Time 190; Life in the Dumps 86; New Immigration Boom, A 16; Working in the Field 88 RDI Book 1-Reading Skills and Strategies: 339, 340, 342, 343, 345, 346, 348, 351, 352, 354, 355, 357, 359, 360, 362, 367, 372, 373, 374, 375, 377, 378, 379, 380, 381, 382, 383, 384, 385, 389 Paperbacks Teaching Resources: Alcatraz: Prison for America's Most Wanted; The Big Lie: A True Story, Donner Party: A Diary of a Survivor; The Good Fight: The Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Score! The Greatest Athletes of All Times; The Skull Man and Other People With Cool Jobs; Stealing Home: The Story of Jackie Robinson; Trapped; UFOs: Fact or Fiction</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New</p>

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	<p>Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
Reading Standards for Literacy in Science and Technical Subjects (Grades 6-8)	
<i>Key Ideas and Details</i>	
1. Cite specific textual evidence to support analysis of scientific and technical texts.	<p>The Following Provides Opportunities to Meet this Objective: Science Nonfiction rBook Teacher's Edition: America's Least Wanted 166; Freaky Fish Invasion 160; Hurricanes: The Monster Storms 40; Island of Snakes 162; Mountain on Fire, A 36; Paramedic 52; Struck by Lightning 34; Wild Animal Keeper 178</p>
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	<p>The Following Provides Opportunities to Meet this Objective: Science Nonfiction rBook Teacher's Edition: America's Least Wanted 166; Freaky Fish Invasion 160; Hurricanes: The Monster Storms 40; Island of Snakes 162; Mountain on Fire, A 36; Paramedic 52; Struck by Lightning 34; Wild Animal Keeper 178</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	
<i>Craft and Structure</i>	
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8</i>	<p>Content Area Vocabulary RDI Book 1-Reading Skills and Strategies: 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276 Topic Software Teaching Resources: Because of the varied content in the passages in the READ180 Software, students are</p>

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<i>texts and topics.</i>	<p>introduced to a broad range of content-area vocabulary. Resources for Content-Area Reading: 15, 23, 31, 39, 47, 55, 63, 71, 79</p> <p>Word Challenge rBook Teacher’s Edition: 20, 44, 72, 96, 120, 146, 170, 194, 222 RDI Book 1-Reading Skills and Strategies: Each lesson includes a vocabulary and word study section, which allows students to identify and build vocabulary. Topic Software Teaching Resources: Each segment of the READ180 Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words. Audiobooks Teaching Resources: As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p>
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	<p>The Following Provides Opportunities to Meet this Objective: Science Nonfiction rBook Teacher’s Edition: America’s Least Wanted 166; Freaky Fish Invasion 160; Hurricanes: The Monster Storms 40; Island of Snakes 162; Mountain on Fire, A 36; Paramedic 52; Struck by Lightening 34; Wild Animal Keeper 178</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	<p>The Following Provides Opportunities to Meet this Objective: Science Nonfiction rBook Teacher’s Edition: America’s Least Wanted 166; Freaky Fish Invasion 160; Hurricanes: The Monster Storms 40; Island of Snakes 162; Mountain on Fire, A 36; Paramedic 52; Struck by Lightening 34; Wild Animal Keeper 178</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story;</p>

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Science, and Technical Subjects, Grade 8**

Common Core State Standards for English Language Arts 6-12	Scholastic READ 180, Stage B
	Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance
<i>Integration of Knowledge and Ideas</i>	
7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	<p>The Following Provides Opportunities to Meet this Objective: Science Nonfiction rBook Teacher's Edition: America's Least Wanted 166; Freaky Fish Invasion 160; Hurricanes: The Monster Storms 40; Island of Snakes 162; Mountain on Fire, A 36; Paramedic 52; Struck by Lightning 34; Wild Animal Keeper 178</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RD1 Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	<p>The Following Provides Opportunities to Meet this Objective: Science Nonfiction rBook Teacher's Edition: America's Least Wanted 166; Freaky Fish Invasion 160; Hurricanes: The Monster Storms 40; Island of Snakes 162; Mountain on Fire, A 36; Paramedic 52; Struck by Lightning 34; Wild Animal Keeper 178</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RD1 Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	<p>The Following Provides Opportunities to Meet this Objective: Use Internet Sources Resources for Content-Area Reading: 58-59</p> <p>Science Nonfiction rBook Teacher's Edition: America's Least Wanted 166; Freaky</p>

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Common Core State Standards for English Language Arts 6-12	Scholastic READ 180, Stage B
	<p>Fish Invasion 160; Hurricanes: The Monster Storms 40; Island of Snakes 162; Mountain on Fire, A 36; Paramedic 52; Struck by Lightning 34; Wild Animal Keeper 178</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
<i>Range of Reading and Level of Text Complexity</i>	
10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	<p>Science Nonfiction rBook Teacher’s Edition: America’s Least Wanted 166; Freaky Fish Invasion 160; Hurricanes: The Monster Storms 40; Island of Snakes 162; Mountain on Fire, A 36; Paramedic 52; Struck by Lightning 34; Wild Animal Keeper 178</p> <p>Science/Social Studies Text rBook Teaching Guide: Child Labor Around the World 92; New Immigration Boom, A 16 RDI Book 1-Reading Skills and Strategies: 339, 373, 372, 374, 348, 360, 345, 342, 357, 340, 381, 351, 354, 377, 359, 352, 346, 362, 343 Paperbacks Teaching Resources: Destination: Everest; Hiroshima; UFOs: Fact of Fiction?; The Big Lie: A True Story; Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Night Bird: A Story of the Seminole Indians; Secrets of Oak Park; Stealing Home: The Story of Jackie Robinson; Summer on Wheels; Zero Tolerance</p>
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (Grades 6–8)	
<i>Text Types and Purposes</i>	
1. Write arguments focused on <i>discipline-specific content</i> in which they: a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical	<p>The Following Supports this Objective: Write an Argument RDI Book 2-Writing and Grammar Strategies: 104-107, 109-113</p>

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Science, and Technical Subjects, Grade 8**

Common Core State Standards for English Language Arts 6-12	Scholastic READ 180, Stage B
<p>reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Expository Writing rBook Teacher's Edition: 22-25, 98-101, 243 RDI Book 2-Writing and Grammar Strategies: 69, 70, 72, 74, 75, 77, 79, 80, 82, 84, 85, 87, 89, 90, 93 Topic Software Teaching Resources: 224, 279 Test-Taking Strategies Book: 103, 111 Resources for Content-Area Reading: 15, 39</p> <p>Descriptive Writing rBook Teacher's Edition: 196-199, 244 RDI Book 2-Writing and Grammar Strategies: 44, 45, 47, 49, 50, 52, 54, 55, 57, 59, 60, 62, 64, 65, 68 Topic Software Teaching Resources: 215, 218, 219, 220, 224, 227, 228, 229, 232, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 246, 247, 249, 259, 260, 264, 266, 268, 271, 272, 273, 278, 280 Audiobook Teaching Resources: 38, 44, 50, 52, 53, 56, 62 Paperbacks Teaching Resources: 56, 60, 68, 78, 82, 84, 92, 94, 96, 98, 100, 102, 108, 114, 118, 120, 132 Resources for Content-Area Reading: 55, 71</p> <p>Literature Review rBook Teacher's Edition: 148-151, 244 RDI Book 2-Writing and Grammar Strategies: 59, 79, 80, 60, 62, 82 Topic Software Teaching Resources: 220, 222, 250, 267, 284, 285, 286 Audiobook Teaching Resources: 28, 29, 35, 38, 59, 63, 71 Paperbacks Teaching Resources: 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Write a News Report, Article RDI Book 2-Writing and Grammar Strategies: 84-87 Topic Software Teaching Resources: 225, 226, 240 Audiobook Teaching Resources: 35, 37, 38, 46, 65 Paperbacks Teaching Resources: 78, 86, 137</p>

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Common Core State Standards for English Language Arts 6-12	Scholastic READ 180, Stage B
	<p>Write Book Synopsis RDI Book 2-Writing and Grammar Strategies: 79-82</p>
<p>3. (See note; not applicable as a separate requirement) NOTE: Students' narrative skills continue to grow in these grades. The <i>Standards</i> require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to write narrative accounts about individuals or events of historical import. In science, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results.</p>	<p>The Following Selected Matches Support this Objective: Expository Writing rBook Teacher's Edition: 22-25, 98-101, 243 RDI Book 2-Writing and Grammar Strategies: 69, 70, 72, 74, 75, 77, 79, 80, 82, 84, 85, 87, 89, 90, 93 Topic Software Teaching Resources: 224, 279 Test-Taking Strategies Book: 103, 111 Resources for Content-Area Reading: 15, 39</p> <p>Descriptive Writing rBook Teacher's Edition: 196-199, 244 RDI Book 2-Writing and Grammar Strategies: 44, 45, 47, 49, 50, 52, 54, 55, 57, 59, 60, 62, 64, 65, 68 Topic Software Teaching Resources: 215, 218, 219, 220, 224, 227, 228, 229, 232, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 246, 247, 249, 259, 260, 264, 266, 268, 271, 272, 273, 278, 280 Audiobook Teaching Resources: 38, 44, 50, 52, 53, 56, 62 Paperbacks Teaching Resources: 56, 60, 68, 78, 82, 84, 92, 94, 96, 98, 100, 102, 108, 114, 118, 120, 132 Resources for Content-Area Reading: 55, 71</p> <p>Write an Argument RDI Book 2-Writing and Grammar Strategies: 104-107, 109-113 Topic Software Teaching Resources: 196, 237 Paperbacks Teaching Resources: 48, 54, 66</p> <p>Literature Review rBook Teacher's Edition: 148-151, 244 RDI Book 2-Writing and Grammar Strategies: 59, 79, 80, 60, 62, 82 Topic Software Teaching Resources: 220, 222, 250, 267, 284, 285, 286 Audiobook Teaching Resources: 28, 29, 35, 38, 59, 63, 71 Paperbacks Teaching Resources: 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Write a News Report, Article RDI Book 2-Writing and Grammar Strategies: 84-87 Topic Software Teaching Resources: 225, 226, 240 Audiobook Teaching Resources: 35, 37, 38, 46, 65 Paperbacks Teaching Resources: 78, 86, 137</p> <p>Write Book Synopsis RDI Book 2-Writing and Grammar Strategies: 79-82</p>
<i>Production and Distribution of Writing</i>	
<p>4. Produce clear and coherent writing in which the development, organization, and style are</p>	<p>Selected Examples Include: Write an Argument RDI Book 2-Writing and Grammar Strategies: 104-107, 109-</p>

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Common Core State Standards for English Language Arts 6-12	Scholastic READ 180, Stage B
<p>appropriate to task, purpose, and audience.</p>	<p>113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write a Book Review <u>Audiobook Teaching Resources:</u> 63 <u>Paperbacks Teaching Resources:</u> 103</p> <p>Narrative Writing <u>rBook Teacher’s Edition:</u> 46-49, 224-227, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 14, 15, 17, 19, 20, 22, 24, 25, 27, 29, 30, 32, 34, 35, 37, 39, 40, 37, 43 <u>Audiobook Teaching Resources:</u> 35 <u>Resources for Content-Area Reading:</u> 23, 31, 79</p> <p>Descriptive Writing <u>rBook Teacher’s Edition:</u> 196-199, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 44, 45, 47, 49, 50, 52, 54, 55, 57, 59, 60, 62, 64, 65, 68 <u>Topic Software Teaching Resources:</u> 215, 218, 219, 220, 224, 227, 228, 229, 232, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 246, 247, 249, 259, 260, 264, 266, 268, 271, 272, 273, 278, 280 <u>Audiobook Teaching Resources:</u> 38, 44, 50, 52, 53, 56, 62 <u>Paperbacks Teaching Resources:</u> 56, 60, 68, 78, 82, 84, 92, 94, 96, 98, 100, 102, 108, 114, 118, 120, 132 <u>Resources for Content-Area Reading:</u> 55, 71</p> <p>Write an Article, News Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 180, 222, 248 <u>Audiobook Teaching Resources:</u> 65 <u>Paperbacks Teaching Resources:</u> 58, 88, 94, 105</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97</p>
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and context have been addressed.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective: Assessment Rubrics for Writing <u>rBook Teacher’s Edition:</u> 19, 21, 27, 31, 43, 45, 51, 55, 69, 73, 75, 79, 83, 65, 97, 99, 101, 103, 107, 119, 131, 147, 153, 157, 169, 181, 193, 195, 201, 205, 219, 223 <u>RDI Book 2-Writing and Grammar Strategies:</u> 224-229 <u>Topic Software Teaching Resources:</u> 290 <u>Test-Taking Strategies Book:</u> 116</p> <p>Peer Assessment <u>rBook Teacher’s Edition:</u> 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>Plan <u>rBook Teacher’s Edition:</u> 24, 48, 76, 100, 124, 150, 174, 198, 226</p>

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Common Core State Standards for English Language Arts & Literacy in History/Social Studies,
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Common Core State Standards for English Language Arts 6-12	Scholastic READ 180, Stage B
	<p>Writing <u>rBook Teacher's Edition:</u> 22-25, 46-49, 74-77, 98-101, 224-227, 243, 244</p> <p>Revise/Edit <u>rBook Teacher's Edition:</u> 25, 49, 77, 101, 125, 151, 175, 199, 227</p>
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: Use Internet Sources <u>Resources for Content-Area Reading:</u> 58-59</p> <p>Digital Tools Presentation <u>Resources for Content-Area Reading:</u> 80-81, 84-85</p> <p>Narrative Writing <u>rBook Teacher's Edition:</u> 46-49, 224-227, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 14, 15, 17, 19, 20, 22, 24, 25, 27, 29, 30, 32, 34, 35, 37, 39, 40, 37, 43 <u>Audiobook Teaching Resources:</u> 35 <u>Resources for Content-Area Reading:</u> 23, 31, 79</p> <p>Descriptive Writing <u>rBook Teacher's Edition:</u> 196-199, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 44, 45, 47, 49, 50, 52, 54, 55, 57, 59, 60, 62, 64, 65, 68 <u>Topic Software Teaching Resources:</u> 215, 218, 219, 220, 224, 227, 228, 229, 232, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 246, 247, 249, 259, 260, 264, 266, 268, 271, 272, 273, 278, 280 <u>Audiobook Teaching Resources:</u> 38, 44, 50, 52, 53, 56, 62 <u>Paperbacks Teaching Resources:</u> 56, 60, 68, 78, 82, 84, 92, 94, 96, 98, 100, 102, 108, 114, 118, 120, 132 <u>Resources for Content-Area Reading:</u> 55, 71</p> <p>Persuasive Writing <u>rBook Teacher's Edition:</u> 122, 172-175, 243 <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-113 <u>Test-Taking Strategies Book:</u> Practice Test – 106 <u>Test-Taking Strategies:</u> Identify Persuasive Prompts – 60-61 Writing Prompts – 113 <u>Resources for Content-Area Reading:</u> 47, 63</p> <p>Literature Review <u>rBook Teacher's Edition:</u> 148-151, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 59, 79, 80, 60, 62, 82 <u>Topic Software Teaching Resources:</u> 220, 222, 250, 267, 284, 285, 286 <u>Audiobook Teaching Resources:</u> 28, 29, 35, 38, 59, 63, 71 <u>Paperbacks Teaching Resources:</u> 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p>

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Common Core State Standards for English Language Arts 6-12	Scholastic READ 180, Stage B
	Digital Tools Presentation Resources for Content-Area Reading: 80-81, 84-85
<i>Research to Build and Present Knowledge</i>	
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Reference & Research Resources for Content-Area Reading: 40-41, 48-49, 64-65, 72-73 Research Project Write a Report Resources for Content-Area Reading: 48-49, 50-51, 52-53
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Locate Information Resources for Content-Area Reading: 18-19, 26-27, 34-35, 42-43, 50-51, 58-59, 66-67, 74-75, 82-83 Organize and Present Information Resources for Content-Area Reading: 20-21, 28-29, 36-37, 44-45, 52-53, 60-61, 68-69, 76-77, 84-85 Reference & Research Resources for Content-Area Reading: 40-41, 48-49, 64-65, 72-73 Research Project Write a Report Resources for Content-Area Reading: 48-49, 50-51, 52-53
9. Draw evidence from informational texts to support analysis reflection, and research.	Selected Examples Include: Literature Review rBook Teacher's Edition: 148-151, 244 RDI Book 2-Writing and Grammar Strategies: 59, 79, 80, 60, 62, 82 Topic Software Teaching Resources: 220, 222, 250, 267, 284, 285, 286 Audiobook Teaching Resources: 28, 29, 35, 38, 59, 63, 71 Paperbacks Teaching Resources: 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143 Write an Opinion RDI Book 2-Writing and Grammar Strategies: 94-97 Topic Software Teaching Resources: 227, 255, 256, 257, 258, 277, 281, 282, 286 Audiobook Teaching Resources: 28, 32, 52, 62 Paperbacks Teaching Resources: 70, 74, 84, 86, 100, 112, 116, 124, 126, 134 Relating Content-Area Information RDI Book 2-Writing and Grammar Strategies: 74-77 The Final Projects and QuickWrites for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read through worksheets, QuickWrites, Final Projects and Practice Tests.

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Common Core State Standards for English Language Arts 6-12	Scholastic READ 180, Stage B
	<p><u>rBook Teacher's Edition:</u> 74-77, 148-151, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 59, 79, 80, 60, 62, 82 <u>Topic Software Teaching Resources:</u> 220, 222, 250, 267, 284, 285, 286 <u>Audiobook Teaching Resources:</u> 28, 29, 35, 38, 59, 63, 71 <u>Paperbacks Teaching Resources:</u> 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Reference & Research <u>Resources for Content-Area Reading:</u> 40-41, 48-49, 64-65, 72-73</p> <p>Research Project Write a Report <u>Resources for Content-Area Reading:</u> 48-49, 50-51, 52-53</p>
<i>Range of Writing</i>	
<p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research. See, for example: Write a Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 244, 252 <u>Audiobook Teaching Resources:</u> 28 <u>Paperbacks Teaching Resources:</u> 72, 98, 130</p> <p>Literature Review <u>rBook Teacher's Edition:</u> 148-151, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 59, 79, 80, 60, 62, 82 <u>Topic Software Teaching Resources:</u> 220, 222, 250, 267, 284, 285, 286 <u>Audiobook Teaching Resources:</u> 28, 29, 35, 38, 59, 63, 71 <u>Paperbacks Teaching Resources:</u> 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Write a News Report, Article <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 225, 226, 240 <u>Audiobook Teaching Resources:</u> 35, 37, 38, 46, 65 <u>Paperbacks Teaching Resources:</u> 78, 86, 137</p> <p>Writing Prompts <u>rBook Teacher's Edition:</u> 31, 53, 62, 66, 70, 83, 1047, 114, 131, 157, 181, 205, 210, 223 <u>RDI Book 2-Writing and Grammar Strategies:</u> 62, 57, 47, 52, 68, 82, 72, 77, 93, 87, 127, 122, 117, 132, 32, 17, 37, 43, 22, 27, 97, 113, 107, 102, 137 <u>Resources for Content-Area Reading:</u> 15, 23, 32, 39, 47, 55, 63, 71, 79</p>

Stage C

**Scholastic READ 180 Correlated to the
Common Core State Standards for English Language Arts & Literacy in History/Social Studies,
Science, and Technical Subjects, Grades 9-10**

Common Core State Standards for English Language Arts 6-12	Scholastic READ 180, Stage C
Reading Standards for Literature	
<i>Key Ideas and Details</i>	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>Discussion rBook Teacher’s Edition: Shared Reading and Strategic Reading activities, located in each <i>READ 180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p> <p>Make Inferences rBook Teacher’s Edition: 16, 19, 36, 38, 88, 90, 92, 110, 112, 138, 145, 148, 167, 168, 192, 210C, 212-221, 244 RDI Book 1- Reading Skills and Strategies: 302, 303, 428 Topic Software Teaching Resources: 1.2: 75-78, 217-218, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 287; 2.2: 91-94, 225-226, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.3: 111-114, 235-236, 287; 4.2: 123-126, 241-242, 287; 4.3: 127-130, 243-244, 287; 5.1: 135-138, 247-248, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.2: 155-158, 257-258, 287; 6.3: 159-162, 259-260, 287; 7.1: 167-170, 263-264, 287; 7.4: 179-182, 269-270, 287; 8.4: 195-198, 277-278, 287; 9.4: 211-214, 285-286, 287 Audiobook Teaching Resources: Cleopatra VII – 4, 21, n 60, 125, 175 (Resources – 30, 31-32, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69) Paperbacks Teaching Resources: The Skin I’m In (Resources – 89, 90, 135-140, 141); Macbeth (Resources 123, 124, 135-140, 141) rSkills Test Book: Test 5 Resources for Content-Area Reading: 100-101, 118</p>
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<p>The Following Matches Support this Objective: Analyze Theme RDI Book 1-Reading Skills and Strategies: 312, 313, 436</p> <p>Main Idea rBook Teacher’s Edition: 8C, 10-19, 41, 243 RDI Book 1- Reading Skills and Strategies: 292, 293, 420, 421 Topic Software Teaching Resources: 1.2: 75-78, 217-218, 287; 2.2: 91-94, 225-226, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.4: 115-118, 237-238, 287; 4.1: 119-122, 239-240, 287; 4.2: 123-126, 241-242, 287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.4: 147-150, 253-254, 287; 6.1: 151-154, 255-256, 287; 6.3: 159-162, 259-260, 287; 6.4:</p>

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	<p>163-166, 261-262, 287; 7.1: 167-170, 263-264, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 8.2: 187-190, 273-274, 287; 9.1: 199-202, 279-280, 287; 9.2: 203-206, 281-282, 287</p> <p>Paperbacks Teaching Resources: NASCAR: Behind the Wheel and Behind the Scenes (Resources – 61, 62, 135-140, 141); Black Diamond: The Story of the Negro Baseball League (Resources – 117, 118, 135-140, 141)</p> <p>rSkills Test Book: Test 1 & 2</p> <p>Resources for Content-Area Reading: 88-89, 112</p> <p>Summarize</p> <p>rBook Teaching Guide: 12, 18, 82C, 84-93, 115, 168, 171, 191, 194, 223, 243</p> <p>RDI Book 1- Reading Skills and Strategies: 294, 295, 422</p> <p>Topic Software Teaching Resources: 1.1: 71-74, 215-216, 287; 1.3: 79-82, 219-220, 287; 1.4: 83-86, 221-222, 287; 3.1: 103-106, 231-232, 287; 4.1: 119-122, 239-240, 287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.1: 135-138, 247-248, 287; 6.2: 155-158, 257-258, 287; 6.4: 163-166, 261-262, 287; 7.3: 175-178, 267-268, 287; 8.3: 191-194, 275-276, 287; 8.4: 195-198, 277-278, 287; 9.3: 207-210, 283-284, 287</p> <p>Audiobook Teaching Resources: Cleopatra VII – 4, 21, n 60, 125, 175 (Resources – 30, 31-32, 63-68, 69); Night – 2, 34, 62, 84, 91 (Resources – 45, 46-47, 63-68, 69); Out of War – 22, 77, 108, 125, 127 (Resources – 48, 49-50, 63-68, 69); When Zachary Beaver Came to Town – 5, 72, 149, 186 (Resources -57, 58-59, 63-68, 69)</p> <p>Paperbacks Teaching Resources: Survivors: True Stories About Real Kids (Resources – 67, 68, 135-140, 141), The Body Book: An Owner's Guide to Fueling, Fixing, and Running the Most Important Machine You Own</p> <p>rSkills Test Book: Tests 2 & 3</p> <p>Resources for Content-Area Reading: 92-93, 114</p>
<p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>The Following Matches Support this Objective:</p> <p>Analyze Character</p> <p>rBook Teacher's Edition: 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 148, 149, 245, 246</p> <p>Audiobook Teaching Resources: Hamlet – 10, 19, 43, 46 (Resources -33, 34-35, 63-68, 69); Lord of the Flies – 23, 89, 102, 143 (Resources – 36, 37-38, 63-68, 69); When Zachary Beaver Came to Town – 5, 72, 149, 186 (Resources -57, 58-59, 63-68, 69)</p> <p>Paperbacks Teaching Resources: Confessions of a Gym Class Dropout (Resources – 57, 58, 135-140, 141); The Perfect Match (Resources – 65, 66, 135-140, 141); Sunny: Diary Two (Resources -93, 94, 135-140, 141); Slam (Resources – 107, 108, 135-140, 141); Flight to Freedom (Resources – 119, 120, 135-140, 141); The Trouble With Lemons (Resources – 131, 132, 135-140, 141)</p> <p>RDI Book 1- Reading Skills and Strategies: 306, 307, 430, 431</p> <p>rSkills Test Book: Tests 2, 3, & 5</p> <p>Analyze Plot</p>

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	<p>rBook Teacher’s Edition: 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 149, 245, 246</p> <p>RDI Book 1- Reading Skills and Strategies: 310, 311, 434, 435</p> <p>Audiobook Teaching Resources: Before We Were Free – 20, 41, 92, 134 (Resources – 27, 28-29, 63-68, 69); Monster – 16, 72, 182, 281 (Resources – 42, 43-44, 63-68, 69)</p> <p>Paperbacks Teaching Resources: Dracula / Romeo and Juliet (Resources – 77, 78, 135-140, 141); Hope Was Here (103,104, 135-140, 141); Swallowing Stones (Resources – 129, 130, 1335-140, 141)</p> <p>rSkills Test Book: Tests 2, 3, & 5</p> <p>Analyze Theme RDI Book 1-Reading Skills and Strategies: 312, 313, 436</p>
<i>Craft and Structure</i>	
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	<p>Alliteration rBook Teaching Guide: 246</p> <p>Symbolism rBook Teaching Guide: 246 RDI Book 1- Reading Skills and Strategies: 338</p> <p>Imagery rBook Teaching Guide: 63, 69, 246 RDI Book 1 – Reading Skills and Strategies: 343</p> <p>Figurative Language rBook Teaching Guide: 18, 67, 135, 136, 137, 139, 140, 246</p> <p>Simile rBook Teaching Guide: 145, 246 RDI Book 3-Strategies for English Language Learners: 60</p> <p>Onomatopoeia rBook Teaching Guide: 246</p> <p>Metaphor rBook Teaching Guide: 142, 246 RDI Book 2 – Writing and Grammar Strategies: 230-231</p> <p>Mood rBook Teaching Guide: 69, 141, 143, 246 RDI Book 3-Strategies for English Language Learners: 59, 60, 67</p> <p>Irony rBook Teaching Guide: 225, 246 RDI Book 1 – Reading Skills and Strategies: 339</p> <p>Idiom rBook Teaching Guide: 16, 17, 87, 138, 198 RDI Book 3-Strategies for English Language Learners: 67</p>

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	<p>Denotation/Connotation <u>RDI Book 1 – Reading Skills and Strategies:</u> 250</p> <p>Discussion <u>rBook Teacher’s Edition:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. <u>Resources for Content-Area Reading:</u> Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	<p>Flashback/Foreshadowing <u>RDI Book 1 – Reading Skills and Strategies:</u> 343</p> <p>Discussion <u>rBook Teacher’s Edition:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. <u>Resources for Content-Area Reading:</u> Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	<p>The Following Provides Opportunities to Meet this Objective: Literature & Culture <u>rBook Teaching Guide:</u> Ambush 60; Amigo Brothers 134; In Their Own Words 214; MTV Unplugged 84; Music Video Producer 102; Names, The 66</p>
<i>Integration of Knowledge and Ideas</i>	
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).	<p>The Following Provides Opportunities to Meet this Objective: Read Plays <u>RDI Book 1- Reading Skills and Strategies:</u> 405 <u>Paperbacks Teaching Resources:</u> Dracula/Romeo and Juliet</p>
8. (Not applicable to literature)	

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9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	The Following Provides Opportunities to Meet this Objective: Read Plays <u>RDI Book 1- Reading Skills and Strategies:</u> 405 <u>Paperbacks Teaching Resources:</u> Dracula/Romeo and Juliet
<i>Range of Reading and Level of Text Complexity</i>	
10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	<u>rBook Teaching Guide:</u> The Read180 Enterprise selections are Narrow Reading units that delve deeply into one focused real-world issue, are sequenced in order of increasing difficulty, and provide opportunities to support this standard. <u>rBook Teaching Guide:</u> Heartbeat of Harlem 208; Hard Time 190; Power of Peer Pressure, The 116 <u>RDI Book 1-Reading Skills and Strategies:</u> Reading passages represent a variety of genres at various reading levels. <u>Topic Software Teaching Resources:</u> The READ180 Software gives the students experience in reading a variety of high quality, traditional, classical and contemporary literary works. <u>Audiobooks Teaching Resources (Reading Coach Modeling):</u> As the students read along with the Audiobooks, they experience reading a variety of high quality, traditional, classical and contemporary literary works.
Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Make Inferences <u>rBook Teacher’s Edition:</u> 16, 19, 36, 38, 88, 90, 92, 110, 112, 138, 145, 148, 167, 168, 192, 210C, 212-221, 244 <u>RDI Book 1- Reading Skills and Strategies:</u> 302, 303, 428 <u>Topic Software Teaching Resources:</u> 1.2: 75-78, 217-218, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 287; 2.2: 91-94, 225-226, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.3: 111-114, 235-236, 287; 4.2: 123-126, 241-242, 287; 4.3: 127-130, 243-244, 287; 5.1: 135-138, 247-248, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.2: 155-158, 257-258, 287; 6.3: 159-162, 259-260, 287; 7.1: 167-170, 263-264, 287; 7.4: 179-182, 269-270, 287; 8.4: 195-198, 277-278, 287; 9.4: 211-214, 285-286, 287 <u>Audiobook Teaching Resources:</u> Cleopatra VII – 4, 21, n 60, 125, 175 (Resources – 30, 31-32, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69) <u>Paperbacks Teaching Resources:</u> The Skin I’m In (Resources – 89, 90, 135-140, 141); Macbeth (Resources 123, 124, 135-140, 141) <u>rSkills Test Book:</u> Test 5 <u>Resources for Content-Area Reading:</u> 100-101, 118 Read for Detail <u>rBook Teaching Guide:</u> 17, 63 <u>RDI Book 1- Reading Skills and Strategies:</u> 288, 289, 418 <u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287;

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	<p>1.2: 75-78, 217-218, 287; 2.1: 87-90, 223-224, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.3: 111-114, 235-236, 287; 3.4: 115-118, 237-238, 287; 4.2: 123-126, 241-242, 287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.2: 155-158, 257-258, 287; 6.4: 163-166, 261-262, 287; 7.1: 167-170, 263-264, 287; 7.2: 171-174, 265-266, 287; 7.4: 179-182, 269-270, 287; 8.1: 183-186, 271-272, 287; 8.3: 191-194, 275-276, 287; 9.2: 203-206, 281-282, 287; 9.3: 207-210, 283-284, 287; 9.4: 211-214, 285-286, 287</p> <p>Paperbacks Teaching Resources: The Odyssey (Resources – 63, 64, 135-140, 141); Stargirl (Resources – 91, 92, 135-140, 141)</p> <p>rSkills Test Book: Test 1 & 2</p> <p>Resources for Content-Area Reading: 88-89, 112</p> <p>Discussion</p> <p>rBook Teacher’s Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text.</p> <p>RD1 Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p> <p>Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
<p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>The Following Matches Support this Objective:</p> <p>Main Idea</p> <p>rBook Teacher’s Edition: 8C, 10-19, 41, 243</p> <p>RD1 Book 1- Reading Skills and Strategies: 292, 293, 420, 421</p> <p>Topic Software Teaching Resources: 1.2: 75-78, 217-218, 287; 2.2: 91-94, 225-226, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.4: 115-118, 237-238, 287; 4.1: 119-122, 239-240, 287; 4.2: 123-126, 241-242, 287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.4: 147-150, 253-254, 287; 6.1: 151-154, 255-256, 287; 6.3: 159-162, 259-260, 287; 6.4: 163-166, 261-262, 287; 7.1: 167-170, 263-264, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 8.2: 187-190, 273-274, 287; 9.1: 199-202, 279-280, 287; 9.2: 203-206, 281-282, 287</p> <p>Paperbacks Teaching Resources: NASCAR: Behind the Wheel and Behind the Scenes (Resources – 61, 62, 135-140, 141); Black Diamond: The Story of the Negro Baseball League (Resources – 117, 118, 135-140, 141)</p> <p>rSkills Test Book: Test 1 & 2</p> <p>Resources for Content-Area Reading: 88-89, 112</p> <p>Read for Detail</p> <p>rBook Teaching Guide: 17, 63</p>

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	<p><u>RDI Book 1- Reading Skills and Strategies:</u> 288, 289, 418 <u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 2.1: 87-90, 223-224, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.3: 111-114, 235-236, 287; 3.4: 115-118, 237-238, 287; 4.2: 123-126, 241-242, 287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.2: 155-158, 257-258, 287; 6.4: 163-166, 261-262, 287; 7.1: 167-170, 263-264, 287; 7.2: 171-174, 265-266, 287; 7.4: 179-182, 269-270, 287; 8.1: 183-186, 271-272, 287; 8.3: 191-194, 275-276, 287; 9.2: 203-206, 281-282, 287; 9.3: 207-210, 283-284, 287; 9.4: 211-214, 285-286, 287 <u>Paperbacks Teaching Resources:</u> The Odyssey (Resources – 63, 64, 135-140, 141); Stargirl (Resources – 91, 92, 135-140, 141) <u>rSkills Test Book:</u> Test 1 & 2 <u>Resources for Content-Area Reading:</u> 88-89, 112</p> <p>Summarize <u>rBook Teaching Guide:</u> 12, 18, 82C, 84-93, 115, 168, 171, 191, 194, 223, 243 <u>RDI Book 1- Reading Skills and Strategies:</u> 294, 295, 422 <u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 1.3: 79-82, 219-220, 287; 1.4: 83-86, 221-222, 287; 3.1: 103-106, 231-232, 287; 4.1: 119-122, 239-240, 287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.1: 135-138, 247-248, 287; 6.2: 155-158, 257-258, 287; 6.4: 163-166, 261-262, 287; 7.3: 175-178, 267-268, 287; 8.3: 191-194, 275-276, 287; 8.4: 195-198, 277-278, 287; 9.3: 207-210, 283-284, 287 <u>Audiobook Teaching Resources:</u> Cleopatra VII – 4, 21, n 60, 125, 175 (Resources – 30, 31-32, 63-68, 69); Night – 2, 34, 62, 84, 91 (Resources – 45, 46-47, 63-68, 69); Out of War – 22, 77, 108, 125, 127 (Resources – 48, 49-50, 63-68, 69); When Zachary Beaver Came to Town – 5, 72, 149, 186 (Resources -57, 58-59, 63-68, 69) <u>Paperbacks Teaching Resources:</u> Survivors: True Stories About Real Kids (Resources – 67, 68, 135-140, 141), The Body Book: An Owner’s Guide to Fueling, Fixing, and Running the Most Important Machine You Own <u>rSkills Test Book:</u> Tests 2 & 3 <u>Resources for Content-Area Reading:</u> 92-93, 114</p> <p>Analyze Theme <u>RDI Book 1-Reading Skills and Strategies:</u> 312, 313, 436</p>
<p>3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>Sequence of Events <u>rBook Teaching Guide:</u> 32C, 34-43, 60, 64, 91, 243 <u>RDI Book 1- Reading Skills and Strategies:</u> 290, 291, 419 <u>Topic Software Teaching Resources:</u> 1.3: 79-82, 219-220, 287; 2.1: 87-90, 223-224, 287; 2.3: 95-98, 227-228, 287; 3.2: 107-110, 233-234, 287; 3.3: 111-114, 235-236, 287; 4.1: 119-122, 239-240, 287; 5.1: 135-138, 247-248, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.4: 195-198, 277-278, 287; 9.2: 203-206, 281-282, 287; 9.4: 211-214, 285-286, 287 <u>Paperbacks Teaching Resources:</u> The Big Bug (Resources –</p>

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	55, 56, 135-140, 141); Dangerous Game (Resources – 75, 76, 135-140, 141); Emma (Resources – 99, 100, 135-140, 141); The Greatest: Muhammad Ali (Resources – 121, 122, 135-140, 141) <u>Audiobook Teaching Resources:</u> Out of War – 22, 77, 108, 125, 127 (Resources – 48, 49-50, 63-68, 69); Whirligig – 16, 34, 81, 132 (Resources – 60, 61-62, 63-68, 69) <u>rSkills Test Book:</u> Test 1 & 2 <u>Resources for Content-Area Reading:</u> 90-91, 113
<i>Craft and Structure</i>	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<p>Alliteration <u>rBook Teaching Guide:</u> 246</p> <p>Symbolism <u>rBook Teaching Guide:</u> 246 <u>RDI Book 1- Reading Skills and Strategies:</u> 338</p> <p>Imagery <u>rBook Teaching Guide:</u> 63, 69, 246 <u>RDI Book 1 – Reading Skills and Strategies:</u> 343</p> <p>Figurative Language <u>rBook Teaching Guide:</u> 18, 67, 135, 136, 137, 139, 140, 246</p> <p>Simile <u>rBook Teaching Guide:</u> 145, 246 <u>RDI Book 3-Strategies for English Language Learners:</u> 60</p> <p>Onomatopoeia <u>rBook Teaching Guide:</u> 246</p> <p>Metaphor <u>rBook Teaching Guide:</u> 142, 246 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 230-231</p> <p>Mood <u>rBook Teaching Guide:</u> 69, 141, 143, 246 <u>RDI Book 3-Strategies for English Language Learners:</u> 59, 60, 67</p> <p>Irony <u>rBook Teaching Guide:</u> 225, 246 <u>RDI Book 1 – Reading Skills and Strategies:</u> 339</p> <p>Idiom <u>rBook Teaching Guide:</u> 16, 17, 87, 138, 198 <u>RDI Book 3-Strategies for English Language Learners:</u> 67</p> <p>Denotation/Connotation <u>RDI Book 1 – Reading Skills and Strategies:</u> 250</p> <p>Discussion <u>rBook Teacher’s Edition:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading</p>

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	<p>units, provide opportunities to support this standard with small-group and whole-group discussion of the text.</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p> <p>Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><u>Resources for Content-Area Reading:</u> Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	<p>Discussion</p> <p><u>rBook Teacher's Edition:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text.</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p> <p>Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><u>Resources for Content-Area Reading:</u> Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	<p>The Following Matches Support this Objective: Point of View <u>rBook Teaching Guide:</u> 60, 134, 223, 246 <u>RDI Book 1 – Reading Skills and Strategies:</u> 319</p> <p>Evaluate Author's Purpose <u>RDI Book 1- Reading Skills and Strategies:</u> 325, 443</p> <p>Discussion</p> <p><u>rBook Teacher's Edition:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text.</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p> <p>Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><u>Resources for Content-Area Reading:</u> Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
<i>Integration of Knowledge and Ideas</i>	
7. Analyze various accounts of a	

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subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	The <i>READ180</i> Software, Audiobooks, and Paperbacks program components provide reading instruction activities that practice inductive and deductive reasoning skills in a variety of complex oral, written, and visual texts.
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	
<i>Range Of Reading and Level of Text Complexity</i>	
10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	<p><u>rBook Teaching Guide:</u> The Read180 Enterprise selections are Narrow Reading units that delve deeply into one focused real-world issue, are sequenced in order of increasing difficulty, and provide opportunities to support this standard.</p> <p><u>rBook Teaching Guide:</u> Heartbeat of Harlem 208; Hard Time 190; Power of Peer Pressure, The 116</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> Reading passages represent a variety of genres at various reading levels.</p> <p><u>Topic Software Teaching Resources:</u> The READ180 Software gives the students experience in reading a variety of high quality, traditional, classical and contemporary literary works.</p> <p><u>Audiobooks Teaching Resources (Reading Coach Modeling):</u> As the students read along with the Audiobooks, they experience reading a variety of high quality, traditional, classical and contemporary literary works.</p>
Writing Standards	
<i>Text Types and Purposes</i>	
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and	<p>The Following Matches Support this Objective: Write a Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 128-132 <u>Topic Software Teaching Resources:</u> 219, 260 <u>Audiobook Teaching Resources:</u> 28, 34, 56, 68</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p>

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<p>counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Persuasive Writing <u>rBook Teacher's Edition:</u> 120-125, 134-139, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28 <u>Resources for Content-Area Reading:</u> 47</p>
<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the</p>	<p>Selected Examples Include: Write an Informative Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 110-115</p> <p>Expository Writing <u>rBook Teacher's Edition:</u> 22-27, 96-101, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 68-72, 74-78, 80-84, 86-90, 92-96, 98-102, 104-108, 110-115 <u>Topic Software Teaching Resources:</u> 224 <u>Resources for Content-Area Reading:</u> 15, 39, 55</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108 <u>Resources for Content-Area Reading:</u> 48-49, 50-51, 52-53</p> <p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Write a Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 234</p> <p>Write a Comparison <u>RDI Book 2 – Writing and Grammar Strategies:</u> 56-60 <u>Topic Software Teaching Resources:</u> 264 <u>Paperbacks Teaching Resources:</u> 62, 78, 118</p> <p>Write a Book Synopsis</p>

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<p>topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 80-84</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>Selected Examples Include: Write an Autobiographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 20-24</p> <p>Write a Realistic Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 26-30</p> <p>Write a Biographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 32-36</p> <p>Write a Personal Narrative <u>rBook Teacher’s Edition:</u> 228 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126</p> <p>Write a Narrative <u>rBook Teacher’s Edition:</u> 46-51, 176-177, 228-233, 298 <u>Resources for Content-Area Reading:</u> 23, 32, 63, 79</p> <p>Extend or Write a Story <u>Topic Software Teaching Resources:</u> 216-220, 226-228, 231, 243-247, 251- 252, 257, 258 <u>Audiobook Teaching Resources:</u> 28-29, 34, 38, 46, 56, 61 <u>Paperbacks Teaching Resources:</u> 56, 58, 60, 70, 84, 102, 124</p> <p>Write a Personal Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 38-43</p>
<i>Production and Distribution of Writing</i>	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Selected Examples Include: Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Write an Opinion with Reasons</p>

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	<p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Book Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 234</p> <p>Write a Personal Narrative <u>rBook Teacher’s Edition:</u> 228 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126</p> <p>Write a Narrative <u>rBook Teacher’s Edition:</u> 46-51, 176-177, 228-233, 298 Write a Reflective Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 62-67 <u>Resources for Content-Area Reading:</u> 23, 32, 63, 79</p> <p>Expository Writing <u>rBook Teacher’s Edition:</u> 22-27, 96-101, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 68-72, 74-78, 80-84, 86-90, 92-96, 98-102, 104-108, 110-115 <u>Topic Software Teaching Resources:</u> 224 <u>Resources for Content-Area Reading:</u> 15, 39, 55</p>
<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)</p>	<p>The Following Matches Provide Opportunities to Meet this Objective: Assessment Rubrics for Writing <u>rBook Teacher’s Edition:</u> 25, 49, 75, 99, 123, 155, 179, 203, 231 <u>RDI Book 2-Writing and Grammar Strategies:</u> 264-269 <u>Topic Software Teaching Resources:</u> 290 <u>Test-Taking Strategies Book:</u> 132</p> <p>Peer Assessment <u>rBook Teacher’s Edition:</u> 25, 49, 75, 99, 123, 155, 179, 203, 231 <u>RDI Book 2-Writing and Grammar Strategies:</u> 13</p> <p>Plan <u>rBook Teacher’s Edition:</u> 24, 48, 74, 98, 122, 154, 178, 202, 230</p> <p>Writing <u>rBook Teacher’s Edition:</u> 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-177, 200-205, 228-233, 247, 248, 298</p> <p>Proofreading <u>rBook Teacher’s Edition:</u> 27, 51, 77, 101, 125, 157, 181, 205, 233</p> <p>Revision/Edit <u>rBook Teacher’s Edition:</u> 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-177, 200-205, 228-233, 247, 248, 298 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 13</p>

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	<p>Topic Software Teaching Resources: All lessons practice spelling and proofreading skills, which are a principal objective of the software component.</p> <p>Test-Taking Strategies Book: Students are taught to identify writing prompts, organize thoughts, generate an outline, understand evaluation criteria, and review/revise writing to improve it.</p>
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: Write an Opinion with Reasons RDI Book 2 – Writing and Grammar Strategies: 116-120 Topic Software Teaching Resources: 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 Audiobook Teaching Resources: 47 Paperbacks Teaching Resources: 84, 98, 102, 128</p> <p>Write a Realistic Narrative RDI Book 2 – Writing and Grammar Strategies: 26-30</p> <p>Write a Review RDI Book 2 – Writing and Grammar Strategies: 122-126 Topic Software Teaching Resources: 234</p> <p>Write a Personal Narrative rBook Teacher's Edition: 228 RDI Book 2 – Writing and Grammar Strategies: 122-126</p> <p>Write a Narrative rBook Teacher's Edition: 46-51, 176-177, 228-233, 298 Resources for Content-Area Reading: 23, 32, 63, 79</p> <p>Write a Reflective Essay RDI Book 2 – Writing and Grammar Strategies: 62-67</p> <p>Expository Writing rBook Teacher's Edition: 22-27, 96-101, 247 RDI Book 2 – Writing and Grammar Strategies: 68-72, 74-78, 80-84, 86-90, 92-96, 98-102, 104-108, 110-115 Topic Software Teaching Resources: 224 Resources for Content-Area Reading: 15, 39, 55</p> <p>Digital Tools Presentation Resources for Content-Area Reading: 80-81, 84-85</p> <p>Use Internet Sources Resources for Content-Area Reading: 58-59</p>
<i>Research to Build and Present Knowledge</i>	
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden	<p>Research Project Write a Report Resources for Content-Area Reading: 48-49, 50-51, 52-53</p>

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the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	<p>Locate Information Resources for Content-Area Reading: 18-19, 26-27, 34-35, 42-43, 50-51, 58-59, 66-67, 74-75, 82-83</p> <p>Organize and Present Information Resources for Content-Area Reading: 20-21, 28-29, 36-37, 44-45, 52-53, 60-61, 68-69, 76-77, 84-85</p> <p>Research Project Write a Report Resources for Content-Area Reading: 48-49, 50-51, 52-53</p>
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	<p>Selected Examples Include: Each reading component gives students an opportunity to respond to what they have read through Final Projects, QuickWrites and Comprehension Graphic Organizers. Respond to Ideas and Issues Topic Software Teaching Resources: 285 Audiobook Teaching Resources: 29-32, 37, 41, 49-50, 52, 58-59, 62 Paperbacks Teaching Resources: 56, 66, 72, 74, 84, 86, 88, 92, 102, 116, 124, 132 rBook Teacher’s Edition: 72-77, 248</p> <p>Write a Informative Article RDI Book 2 – Writing and Grammar Strategies: 92-96 Topic Software Teaching Resources: 255</p> <p>Write a Book Synopsis RDI Book 2 – Writing and Grammar Strategies: 80-84</p> <p>Write a Report RDI Book 2 – Writing and Grammar Strategies: 104-108 Resources for Content-Area Reading: 48-49, 50-51, 52-53</p> <p>Write a News Article RDI Book 2 – Writing and Grammar Strategies: 86-90 Topic Software Teaching Resources: 220 Audiobook Teaching Resources: 53 Paperbacks Teaching Resources: 100, 104, 106, 118, 130, 137</p>
<i>Range of Writing</i>	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research. See, for example: Write an Autobiographical Narrative RDI Book 2 – Writing and Grammar Strategies: 20-24</p>

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	<p>Write a Realistic Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 26-30</p> <p>Write a Biographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 32-36</p> <p>Write a Personal Narrative <u>rBook Teacher’s Edition:</u> 228 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126</p> <p>Write a Narrative <u>rBook Teacher’s Edition:</u> 46-51, 176-177, 228-233, 298 <u>Resources for Content-Area Reading:</u> 23, 32, 63, 79</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108 <u>Resources for Content-Area Reading:</u> 48-49, 50-51, 52-53</p> <p>Write a Informative Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 92-96 <u>Topic Software Teaching Resources:</u> 255</p> <p>QuickWrite assignments, located throughout the program, also provide opportunities for students to meet this standard.</p>
Speaking and Listening Standards	
Comprehension and Collaboration	
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing</p>	<p>Discussion <u>rBook Teacher’s Edition:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. <u>Resources for Content-Area Reading:</u> Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>

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<p>and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	
<p>2. Integrate multiple sources of information presented in diverse media or formats(e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: Anchor Video rBook Teacher's Edition: 8K, 32K, 56M, 82K, 106K, 130M, 162K, 186K, 210K, 40, 212, 214, 222</p> <p>Oral Presentation Resources for Content-Area Reading: 40-41, 42-43, 44-45</p> <p>Write a Personal Essay RDI Book 2 – Writing and Grammar Strategies: 38-43</p> <p>Persuasive Writing rBook Teacher's Edition: 120-125, 134-139, 247 RDI Book 2 – Writing and Grammar Strategies: 134-139 Topic Software Teaching Resources: 225 Audiobook Teaching Resources: 28 Resources for Content-Area Reading: 47</p> <p>Write a Realistic Narrative RDI Book 2 – Writing and Grammar Strategies: 26-30</p> <p>Write a Biographical Narrative RDI Book 2 – Writing and Grammar Strategies: 32-36</p> <p>Write a Personal Narrative rBook Teacher's Edition: 228 RDI Book 2 – Writing and Grammar Strategies: 122-126</p> <p>Write a News Article RDI Book 2 – Writing and Grammar Strategies: 86-90 Topic Software Teaching Resources: 220 Audiobook Teaching Resources: 53 Paperbacks Teaching Resources: 100, 104, 106, 118, 130, 137</p> <p>Write an Opinion with Reasons RDI Book 2 – Writing and Grammar Strategies: 116-120 Topic Software Teaching Resources: 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286</p>

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	<p><u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 234</p>
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: Oral Presentation <u>Resources for Content-Area Reading:</u> 40-41, 42-43, 44-45</p> <p>Write a Book Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Paperbacks Teaching Resources:</u> 135</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108 <u>Resources for Content-Area Reading:</u> 48-49, 50-51, 52-53</p> <p>Write a Realistic Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 26-30</p> <p>Write a Informative Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 92-96 <u>Topic Software Teaching Resources:</u> 255</p> <p>Write an Informative Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 110-115</p> <p>Write a Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 128-132 <u>Topic Software Teaching Resources:</u> 219, 260 <u>Audiobook Teaching Resources:</u> 28, 34, 56, 68</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p>
<i>Presentation of Knowledge and Ideas</i>	
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: Oral Presentation <u>Resources for Content-Area Reading:</u> 40-41, 42-43, 44-45</p> <p>Write a Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 128-132 <u>Topic Software Teaching Resources:</u> 219, 260 <u>Audiobook Teaching Resources:</u> 28, 34, 56, 68</p> <p>Write an Opinion with Reasons</p>

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	<p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Write a Book Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Paperbacks Teaching Resources:</u> 135</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108 <u>Resources for Content-Area Reading:</u> 48-49, 50-51, 52-53</p> <p>Write a Realistic Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 26-30</p> <p>Write an Informative Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 92-96 <u>Topic Software Teaching Resources:</u> 255</p> <p>Write an Informative Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 110-115</p>
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: Digital Tools Presentation <u>Resources for Content-Area Reading:</u> 80-81, 84-85</p> <p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Write a Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 128-132 <u>Topic Software Teaching Resources:</u> 219, 260 <u>Audiobook Teaching Resources:</u> 28, 34, 56, 68</p> <p>Write a Book Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Paperbacks Teaching Resources:</u> 135</p> <p>Write a Description <u>rBook Teacher’s Edition:</u> 200-205, 248</p> <p>Write a Report</p>

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	<p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108 <u>Resources for Content-Area Reading:</u> 48-49, 50-51, 52-53</p> <p>Write a Personal Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 38-43</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 227, 255, 256, 257, 258, 277, 281, 282, 286 <u>Audiobook Teaching Resources:</u> 28, 32, 52, 62 <u>Paperbacks Teaching Resources:</u> 70, 74, 84, 86, 100, 112, 116, 124, 126, 134</p>
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Write a Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 128-132 <u>Topic Software Teaching Resources:</u> 219, 260 <u>Audiobook Teaching Resources:</u> 28, 34, 56, 68</p> <p>Write a Book Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Paperbacks Teaching Resources:</u> 135</p> <p>Write a Description <u>rBook Teacher’s Edition:</u> 200-205, 248</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108 <u>Resources for Content-Area Reading:</u> 48-49, 50-51, 52-53</p> <p>Write a Personal Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 38-43</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 227, 255, 256, 257, 258, 277, 281, 282, 286 <u>Audiobook Teaching Resources:</u> 28, 32, 52, 62 <u>Paperbacks Teaching Resources:</u> 70, 74, 84, 86, 100, 112, 116, 124, 126, 134</p> <p>Oral Presentation <u>Resources for Content-Area Reading:</u> 40-41, 42-43, 44-45</p>
Language Standards	
<i>Conventions in Standard English</i>	
1. Demonstrate command of the	The Following Selected Matches Support this Objective:

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<p>conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.*</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Write a Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 128-132 <u>Topic Software Teaching Resources:</u> 219, 260 <u>Audiobook Teaching Resources:</u> 28, 34, 56, 68</p> <p>Write a Book Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Paperbacks Teaching Resources:</u> 135</p> <p>Write a Description <u>rBook Teacher’s Edition:</u> 200-205, 248</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108 <u>Resources for Content-Area Reading:</u> 48-49, 50-51, 52-53</p> <p>Write a Personal Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 38-43</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 227, 255, 256, 257, 258, 277, 281, 282, 286 <u>Audiobook Teaching Resources:</u> 28, 32, 52, 62 <u>Paperbacks Teaching Resources:</u> 70, 74, 84, 86, 100, 112, 116, 124, 126, 134</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p>	<p>The Following Selected Matches Support this Objective: Write a Reflective Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 62-67</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108 <u>Resources for Content-Area Reading:</u> 48-49, 50-51, 52-53</p> <p>Write a Realistic Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 26-30</p> <p>Write a Informative Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 92-96 <u>Topic Software Teaching Resources:</u> 255</p> <p>Write an Informative Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 110-115</p>

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b. Spell correctly.	<p>Write a Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 128-132 <u>Topic Software Teaching Resources:</u> 219, 260 <u>Audiobook Teaching Resources:</u> 28, 34, 56, 68</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Proofreading <u>rBook Teacher’s Edition:</u> 27, 51, 77, 101, 125, 157, 181, 205, 233 <u>RDI Book 1-Reading Skills and Strategies:</u> 204 <u>RDI Book 2-Writing and Grammar Strategies:</u> 246-253 <u>Topic Software Teaching Resources:</u> All lessons practice spelling and proofreading skills, which are a principal objective of the software component. <u>Test-Taking Strategies Book:</u> Students are taught to identify writing prompts, organize thoughts, generate an outline, understand evaluation criteria, and review/revise writing to improve it.</p>
<i>Knowledge of Language</i>	
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.	<p>The Following Selected Matches Support this Objective: Write a Realistic Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 26-30</p> <p>Write a Informative Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 92-96 <u>Topic Software Teaching Resources:</u> 255</p> <p>Write an Informative Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 110-115</p> <p>Write a Realistic Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 26-30</p> <p>Write a Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 128-132 <u>Topic Software Teaching Resources:</u> 219, 260 <u>Audiobook Teaching Resources:</u> 28, 34, 56, 68</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120</p>

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	<p>Topic Software Teaching Resources: 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 Audiobook Teaching Resources: 47 Paperbacks Teaching Resources: 84, 98, 102, 128</p> <p>Write a News Article RDI Book 2 – Writing and Grammar Strategies: 86-90 Topic Software Teaching Resources: 220 Audiobook Teaching Resources: 53 Paperbacks Teaching Resources: 100, 104, 106, 118, 130, 137</p> <p>Revision/Edit rBook Teacher’s Edition: 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-177, 200-205, 228-233, 247, 248, 298 RDI Book 2 – Writing and Grammar Strategies: 13 Topic Software Teaching Resources: All lessons practice spelling and proofreading skills, which are a principal objective of the software component. Test-Taking Strategies Book: Students are taught to identify writing prompts, organize thoughts, generate an outline, understand evaluation criteria, and review/revise writing to improve it.</p>
<i>Vocabulary Acquisition and Use</i>	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>The Read180 program teaches a variety of vocabulary and word study skills, including word structure, making connections (related words, using context), using reference materials, word consciousness (awareness of and interest in words and their meanings), and provides opportunities to meet this objective. See, for example:</p> <p>Decoding/Syllabication rBook Teacher’s Edition: 31A, 55A, 81A, 105A, 129A, 161A, 185A, 209A, 237A Topic Software Teaching Resources: 5.1 Level 3; 7.3 Level 3; 9.4 Level 3</p> <p>Multiple-Meaning Words rBook Teacher’s Edition: 118 RDI Book 1 – Reading Skills and Strategies: 240 RDI Book 3-Strategies for English Language Learners: 63 rSkills Test Book: Test 5</p> <p>Context Clues rBook Teaching Guide: 171, 198 RDI Book 1 – Reading Skills and Strategies: 238, 254, 264 rSkills Test Book: Tests 4 & 5</p> <p>Understand Vocabulary rBook Teaching Guide: 20, 44, 70, 94, 118, 150, 174, 198, 226 RDI Book 1-Reading Skills and Strategies: Each lesson includes a vocabulary and word study section, which allows students to identify and build vocabulary. Topic Software Teaching Resources: Each segment of the READ180 Software provides students with a variety of</p>

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	<p>opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words.</p> <p><u>Audiobooks Teaching Resources:</u> As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>Understand Vocabulary</p> <p><u>rBook Teacher’s Edition:</u> 20, 44, 70, 94, 118, 150, 174, 198, 226</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> Each lesson includes a vocabulary and word study section, which allows students to identify and build vocabulary.</p> <p><u>Topic Software Teaching Resources:</u> Each segment of the READ180 Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words.</p> <p><u>Audiobooks Teaching Resources:</u> As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p> <p>Homophones</p> <p><u>RDI Book 1 – Reading Skills and Strategies:</u> 242</p> <p><u>Topic Software Teaching Resources:</u> 4.2 Level 2; 4.3 Level 3; 8.1 Level 1; 8.1 Level 3</p> <p>Synonyms</p> <p><u>rBook Teacher’s Edition:</u> 44, 174</p> <p><u>RDI Book 3-Strategies for English Language Learners:</u> 246</p> <p><u>rSkills Test Book:</u> Test 1</p> <p>Antonyms</p> <p><u>rBook Teacher’s Edition:</u> 44, 94</p> <p><u>RDI Book 1 – Reading Skills and Strategies:</u> 248</p> <p><u>rSkills Test Book:</u> Test 1</p> <p>Denotation/Connotation</p> <p><u>RDI Book 1 – Reading Skills and Strategies:</u> 250</p> <p>Figurative Language</p> <p><u>rBook Teaching Guide:</u> 16, 17, 18, 63, 67, 69, 87, 135, 136, 137, 138, 139, 140, 141, 142, 143, 145, 198, 246</p> <p><u>RDI Book 1 – Reading Skills and Strategies:</u> 250, 338, 343</p> <p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 230-231</p> <p><u>RDI Book 3-Strategies for English Language Learners:</u> 59, 60, 67</p>
<p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level;</p>	<p>Selected Examples Include:</p> <p>Write a Book Review</p> <p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126</p> <p><u>Paperbacks Teaching Resources:</u> 135</p> <p>Write a Reflective Essay</p>

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demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 62-67</p> <p>Write a Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 128-132 <u>Topic Software Teaching Resources:</u> 219, 260 <u>Audiobook Teaching Resources:</u> 28, 34, 56, 68</p> <p>Write a Informative Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 92-96 <u>Topic Software Teaching Resources:</u> 255</p> <p>Write an Informative Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 110-115</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108 <u>Resources for Content-Area Reading:</u> 48-49, 50-51, 52-53</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p>
STANDARDS FOR Literacy in History/Social Studies, Science, and Technical Subjects 6-12	
Reading Standards for Literacy in History/Social Studies	
<i>Key Ideas and Details</i>	
1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	<p>The Following Provides Opportunities to Meet this Objective: Social Studies Nonfiction <u>rBook Teacher’s Edition:</u> Government Office Worker 234; In Their Own Words 214; MTV Unplugged 84; Right on the Money 114; Rockers, Rappers, and Freedom of Speech 90; Youth Crime...Adult Time 194 <u>RDI Book 1- Reading Skills and Strategies:</u> 346, 347, 348, 349, 350, 351, 352, 353, 355, 356, 357, 358, 360, 361, 366, 380, 382, 383, 388, 389, 391, 392, 393, 395, 397, 399, 400, 401, 402, 413 <u>Paperbacks Teaching Resources:</u> Gym Rats: True Stories About Punching, Pedaling, and Powerlifting, Behind the Wheel and Behind the Scenes, Super Jobs in Comic Books</p>
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	<p>The Following Provides Opportunities to Meet this Objective: Social Studies Nonfiction <u>rBook Teacher’s Edition:</u> Government Office Worker 234; In Their Own Words 214; MTV Unplugged 84; Right on the Money 114; Rockers, Rappers, and Freedom of Speech 90; Youth Crime...Adult Time 194 <u>RDI Book 1- Reading Skills and Strategies:</u> 346, 347, 348, 349, 350, 351, 352, 353, 355, 356, 357, 358, 360, 361, 366, 380, 382, 383, 388, 389, 391, 392, 393, 395, 397, 399, 400, 401, 402, 413 <u>Paperbacks Teaching Resources:</u> Gym Rats: True Stories</p>

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	About Punching, Pedaling, and Powerlifting, Behind the Wheel and Behind the Scenes, Super Jobs in Comic Books
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	The Following Provides Opportunities to Meet this Objective: Social Studies Nonfiction rBook Teacher's Edition: Government Office Worker 234; In Their Own Words 214; MTV Unplugged 84; Right on the Money 114; Rockers, Rappers, and Freedom of Speech 90; Youth Crime...Adult Time 194 RDI Book 1- Reading Skills and Strategies: 346, 347, 348, 349, 350, 351, 352, 353, 355, 356, 357, 358, 360, 361, 366, 380, 382, 383, 388, 389, 391, 392, 393, 395, 397, 399, 400, 401, 402, 413 Paperbacks Teaching Resources: Gym Rats: True Stories About Punching, Pedaling, and Powerlifting, Behind the Wheel and Behind the Scenes, Super Jobs in Comic Books
<i>Craft and Structure</i>	
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	Content Area Vocabulary RDI Book 1-Reading Skills and Strategies: 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276 Topic Software Teaching Resources: Because of the varied content in the passages in the READ180 Software, students are introduced to a broad range of content-area vocabulary. Resources for Content-Area Reading: 15, 23, 31, 39, 47, 55, 63, 71, 79 Identify Vocabulary rBook Teacher's Edition: 20, 44, 70, 94, 118, 150, 174, 198, 226 RDI Book 1-Reading Skills and Strategies: Each lesson includes a vocabulary and word study section, which allows students to identify and build vocabulary. Topic Software Teaching Resources: Each segment of the READ180 Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words. Audiobooks Teaching Resources: As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	Discussion of the following provides opportunities to meet this objective: Social Studies Nonfiction rBook Teacher's Edition: Government Office Worker 234; In Their Own Words 214; MTV Unplugged 84; Right on the Money 114; Rockers, Rappers, and Freedom of Speech 90; Youth Crime...Adult Time 194 RDI Book 1- Reading Skills and Strategies: 346, 347, 348, 349, 350, 351, 352, 353, 355, 356, 357, 358, 360, 361, 366, 380, 382, 383, 388, 389, 391, 392, 393, 395, 397, 399, 400, 401, 402, 413 Paperbacks Teaching Resources: Gym Rats: True Stories About Punching, Pedaling, and Powerlifting, Behind the Wheel and Behind the Scenes, Super Jobs in Comic Books
6. Compare the point of view of	Discussion of the following provides opportunities to meet this

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two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	<p>objective: Social Studies Nonfiction rBook Teacher's Edition: Government Office Worker 234; In Their Own Words 214; MTV Unplugged 84; Right on the Money 114; Rockers, Rappers, and Freedom of Speech 90; Youth Crime...Adult Time 194 RDI Book 1- Reading Skills and Strategies: 346, 347, 348, 349, 350, 351, 352, 353, 355, 356, 357, 358, 360, 361, 366, 380, 382, 383, 388, 389, 391, 392, 393, 395, 397, 399, 400, 401, 402, 413 Paperbacks Teaching Resources: Gym Rats: True Stories About Punching, Pedaling, and Powerlifting, Behind the Wheel and Behind the Scenes, Super Jobs in Comic Books</p>
<i>Integration of Knowledge and Ideas</i>	
7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	<p>The Following Matches Supports this Objective: Read a Diagram rBook Teacher's Edition: 172</p> <p>Read a Chart rBook Teacher's Edition: 42</p> <p>Read a Bar Graph rBook Teacher's Edition: 18, 116</p> <p>Read a Circle Graph rBook Teacher's Edition: 92</p> <p>Read a Map rBook Teacher's Edition: 196</p> <p>Read a Time Line rBook Teacher's Edition: 220</p> <p>Anchor Video rBook Teacher's Edition: 8K, 32K, 56M, 82K, 106K, 130M, 162K, 186K, 210K, 40, 212, 214, 222</p> <p>Use Internet Sources Resources for Content-Area Reading: 58-59</p> <p>Digital Tools Presentation Resources for Content-Area Reading: 80-81, 84-85</p>
8. Assess the extent to which the reasoning and evidence in a text support the author's claims.	<p>Discussion of the following provides opportunities to meet this objective: Social Studies Nonfiction rBook Teacher's Edition: Government Office Worker 234; In Their Own Words 214; MTV Unplugged 84; Right on the Money 114; Rockers, Rappers, and Freedom of Speech 90; Youth Crime...Adult Time 194 RDI Book 1- Reading Skills and Strategies: 346, 347, 348, 349, 350, 351, 352, 353, 355, 356, 357, 358, 360, 361, 366, 380, 382, 383, 388, 389, 391, 392, 393, 395, 397, 399, 400, 401, 402, 413 Paperbacks Teaching Resources: Gym Rats: True Stories</p>

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	About Punching, Pedaling, and Powerlifting, Behind the Wheel and Behind the Scenes, Super Jobs in Comic Books
9. Compare and contrast treatments of the same topic in several primary and secondary sources.	Discussion of the following provides opportunities to meet this objective: Social Studies Nonfiction rBook Teacher's Edition: Government Office Worker 234; In Their Own Words 214; MTV Unplugged 84; Right on the Money 114; Rockers, Rappers, and Freedom of Speech 90; Youth Crime...Adult Time 194 RDI Book 1- Reading Skills and Strategies: 346, 347, 348, 349, 350, 351, 352, 353, 355, 356, 357, 358, 360, 361, 366, 380, 382, 383, 388, 389, 391, 392, 393, 395, 397, 399, 400, 401, 402, 413 Paperbacks Teaching Resources: Gym Rats: True Stories About Punching, Pedaling, and Powerlifting, Behind the Wheel and Behind the Scenes, Super Jobs in Comic Books
<i>Range of Reading and Level of Text Complexity</i>	
10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	rBook Teaching Guide: The Read180 Enterprise selections are Narrow Reading units that delve deeply into one focused real-world issue, are sequenced in order of increasing difficulty, and provide opportunities to support this standard. rBook Teaching Guide: Heartbeat of Harlem 208; Hard Time 190; Power of Peer Pressure, The 116 RDI Book 1-Reading Skills and Strategies: Reading passages represent a variety of genres at various reading levels. Topic Software Teaching Resources: The READ180 Software gives the students experience in reading a variety of high quality, traditional, classical and contemporary literary works. Audiobooks Teaching Resources (Reading Coach Modeling): As the students read along with the Audiobooks, they experience reading a variety of high quality, traditional, classical and contemporary literary works.
Reading Standards for Literacy in Science and Technical Subjects	
<i>Key Ideas and Details</i>	
1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	The Following Provides Opportunities to Meet this Objective: Science Nonfiction rBook Teacher's Edition: Killer Without a Cure, A 36; Medical Assistant 182; Pharmacist Technician 52; Prepared for Smallpox 34; Super Mouse 164; The Human Brain 170; Wilderness Instructor 206 Paperbacks Teaching Resources: Escape From the Ice: Shakelton and Endurance, Rat Attacks, The Body Book, An Owners Guide to Fueling, Fixing, and Running the Most Important Machine You Own
2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	The Following Provides Opportunities to Meet this Objective: Science Nonfiction rBook Teacher's Edition: Killer Without a Cure, A 36; Medical Assistant 182; Pharmacist Technician 52; Prepared for Smallpox 34; Super Mouse 164; The Human Brain 170; Wilderness Instructor 206 Paperbacks Teaching Resources: Escape From the Ice:

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	Shakelton and Endurance, Rat Attacks, The Body Book, An Owners Guide to Fueling, Fixing, and Running the Most Important Machine You Own
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	The Following Provides Opportunities to Meet this Objective: Follow Directions RDI Book 3-Strategies for English-Language Learners: 25, 29, 42 Write Instructions RDI Book 2 – Writing and Grammar Strategies: 140-144
<i>Craft and Structure</i>	
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i> .	Content Area Vocabulary RDI Book 1-Reading Skills and Strategies: 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276 Topic Software Teaching Resources: Because of the varied content in the passages in the READ180 Software, students are introduced to a broad range of content-area vocabulary. Resources for Content-Area Reading: 15, 23, 31, 39, 47, 55, 63, 71, 79 Identify Vocabulary rBook Teacher’s Edition: 20, 44, 70, 94, 118, 150, 174, 198, 226 RDI Book 1-Reading Skills and Strategies: Each lesson includes a vocabulary and word study section, which allows students to identify and build vocabulary. Topic Software Teaching Resources: Each segment of the READ180 Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words. Audiobooks Teaching Resources: As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.
5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).	The Following Provides Opportunities to Meet this Objective: Science Nonfiction rBook Teacher’s Edition: Killer Without a Cure, A 36; Medical Assistant 182; Pharmacist Technician 52; Prepared for Smallpox 34; Super Mouse 164; The Human Brain 170; Wilderness Instructor 206 Paperbacks Teaching Resources: Escape From the Ice: Shakelton and Endurance, Rat Attacks, The Body Book, An Owners Guide to Fueling, Fixing, and Running the Most Important Machine You Own
6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	The Following Provides Opportunities to Meet this Objective: Science Nonfiction rBook Teacher’s Edition: Killer Without a Cure, A 36; Medical Assistant 182; Pharmacist Technician 52; Prepared for Smallpox 34; Super Mouse 164; The Human Brain 170; Wilderness Instructor 206 Paperbacks Teaching Resources: Escape From the Ice: Shakelton and Endurance, Rat Attacks, The Body Book, An

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	Owners Guide to Fueling, Fixing, and Running the Most Important Machine You Own
<i>Integration of Knowledge and Ideas</i>	
7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	The Following Provides Opportunities to Meet this Objective: Science Nonfiction rBook Teacher's Edition: Killer Without a Cure, A 36; Medical Assistant 182; Pharmacist Technician 52; Prepared for Smallpox 34; Super Mouse 164; The Human Brain 170; Wilderness Instructor 206 Paperbacks Teaching Resources: Escape From the Ice: Shakelton and Endurance, Rat Attacks, The Body Book, An Owners Guide to Fueling, Fixing, and Running the Most Important Machine You Own
8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	The Following Provides Opportunities to Meet this Objective: Science Nonfiction rBook Teacher's Edition: Killer Without a Cure, A 36; Medical Assistant 182; Pharmacist Technician 52; Prepared for Smallpox 34; Super Mouse 164; The Human Brain 170; Wilderness Instructor 206 Paperbacks Teaching Resources: Escape From the Ice: Shakelton and Endurance, Rat Attacks, The Body Book, An Owners Guide to Fueling, Fixing, and Running the Most Important Machine You Own
9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	The Following Provides Opportunities to Meet this Objective: Science Nonfiction rBook Teacher's Edition: Killer Without a Cure, A 36; Medical Assistant 182; Pharmacist Technician 52; Prepared for Smallpox 34; Super Mouse 164; The Human Brain 170; Wilderness Instructor 206 Paperbacks Teaching Resources: Escape From the Ice: Shakelton and Endurance, Rat Attacks, The Body Book, An Owners Guide to Fueling, Fixing, and Running the Most Important Machine You Own
<i>Range of Reading and Level of Text Complexity</i>	
10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	rBook Teaching Guide: The Read180 Enterprise selections are Narrow Reading units that delve deeply into one focused real-world issue, are sequenced in order of increasing difficulty, and provide opportunities to support this standard. rBook Teaching Guide: Heartbeat of Harlem 208; Hard Time 190; Power of Peer Pressure, The 116 RDI Book 1-Reading Skills and Strategies: Reading passages represent a variety of genres at various reading levels. Topic Software Teaching Resources: The READ180 Software gives the students experience in reading a variety of high quality, traditional, classical and contemporary literary works. Audiobooks Teaching Resources (Reading Coach Modeling): As the students read along with the Audiobooks, they experience reading a variety of high quality, traditional, classical and contemporary literary works.
Writing Standards for Literacy in History/Social Studies, Science,	

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<i>Text Types and Purposes</i>	
<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>The Following Matches Support this Objective: Write a Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 128-132 <u>Topic Software Teaching Resources:</u> 219, 260 <u>Audiobook Teaching Resources:</u> 28, 34, 56, 68</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Persuasive Writing <u>rBook Teacher's Edition:</u> 120-125, 134-139, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28 <u>Resources for Content-Area Reading:</u> 47</p>
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions,</p>	<p>The Following Selected Matches Support this Objective: Write an Informative Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 110-115</p> <p>Expository Writing <u>rBook Teacher's Edition:</u> 22-27, 96-101, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 68-72, 74-78, 80-84, 86-90, 92-96, 98-102, 104-108, 110-115 <u>Topic Software Teaching Resources:</u> 224 <u>Resources for Content-Area Reading:</u> 15, 39, 55</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108 <u>Resources for Content-Area Reading:</u> 48-49, 50-51, 52-53</p> <p>Write a News Article</p>

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<p>concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Write a Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 234</p> <p>Write a Comparison <u>RDI Book 2 – Writing and Grammar Strategies:</u> 56-60 <u>Topic Software Teaching Resources:</u> 264 <u>Paperbacks Teaching Resources:</u> 62, 78, 118</p> <p>Write a Book Synopsis <u>RDI Book 2 – Writing and Grammar Strategies:</u> 80-84</p>
<p>3. (See note; not applicable as a separate requirement) NOTE: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective: Expository Writing <u>rBook Teacher's Edition:</u> 22-27, 96-101, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 68-72, 74-78, 80-84, 86-90, 92-96, 98-102, 104-108, 110-115 <u>Topic Software Teaching Resources:</u> 224 <u>Resources for Content-Area Reading:</u> 15, 39, 55</p> <p>Write Descriptive Words, Sentences, Paragraph, or Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 44-48, 50-54, 56-60, 62-67 <u>Topic Software Teaching Resources:</u> 215, 230, 231, 232, 234-238, 240, 252, 254, 267 <u>Audiobook Teaching Resources:</u> 34, 40, 43, 56, 58-59, 61-62 <u>Paperbacks Teaching Resources:</u> 56, 60, 64, 68, 72, 92, 98, 126, 130 <u>Resources for Content-Area Reading:</u> 71</p> <p>Write an Informative Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 110-115</p> <p>Write a Narrative <u>rBook Teacher's Edition:</u> 46-51, 176-177, 228-233, 298 <u>Resources for Content-Area Reading:</u> 23, 32, 63, 79</p>

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<i>Production and Distribution of Writing</i>	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>Selected Examples Include:</p> <p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Book Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 234</p> <p>Write a Personal Narrative <u>rBook Teacher’s Edition:</u> 228 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126</p> <p>Write a Narrative <u>rBook Teacher’s Edition:</u> 46-51, 176-177, 228-233, 298 <u>Resources for Content-Area Reading:</u> 23, 32, 63, 79</p> <p>Write a Reflective Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 62-67</p> <p>Expository Writing <u>rBook Teacher’s Edition:</u> 22-27, 96-101, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 68-72, 74-78, 80-84, 86-90, 92-96, 98-102, 104-108, 110-115 <u>Topic Software Teaching Resources:</u> 224 <u>Resources for Content-Area Reading:</u> 15, 39, 55</p>
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Assessment Rubrics for Writing <u>rBook Teacher’s Edition:</u> 25, 49, 75, 99, 123, 155, 179, 203, 231 <u>RDI Book 2-Writing and Grammar Strategies:</u> 264-269 <u>Topic Software Teaching Resources:</u> 290 <u>Test-Taking Strategies Book:</u> 132</p> <p>Peer Assessment <u>rBook Teacher’s Edition:</u> 25, 49, 75, 99, 123, 155, 179, 203, 231 <u>RDI Book 2-Writing and Grammar Strategies:</u> 13</p> <p>Plan <u>rBook Teacher’s Edition:</u> 24, 48, 74, 98, 122, 154, 178, 202, 230</p> <p>Writing <u>rBook Teacher’s Edition:</u> 22-27, 46-51, 72-77, 96-101, 120-125,</p>

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	<p>152-157, 176-177, 200-205, 228-233, 247, 248, 298</p> <p>Proofreading rBook Teacher’s Edition: 27, 51, 77, 101, 125, 157, 181, 205, 233</p> <p>Revision/Edit rBook Teacher’s Edition: 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-177, 200-205, 228-233, 247, 248, 298 RDI Book 2 – Writing and Grammar Strategies: 13 Topic Software Teaching Resources: All lessons practice spelling and proofreading skills, which are a principal objective of the software component. Test-Taking Strategies Book: Students are taught to identify writing prompts, organize thoughts, generate an outline, understand evaluation criteria, and review/revise writing to improve it.</p>
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Opinion with Reasons RDI Book 2 – Writing and Grammar Strategies: 116-120 Topic Software Teaching Resources: 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 Audiobook Teaching Resources: 47 Paperbacks Teaching Resources: 84, 98, 102, 128</p> <p>Write a Realistic Narrative RDI Book 2 – Writing and Grammar Strategies: 26-30</p> <p>Write a Review RDI Book 2 – Writing and Grammar Strategies: 122-126 Topic Software Teaching Resources: 234</p> <p>Write a Personal Narrative rBook Teacher’s Edition: 228 RDI Book 2 – Writing and Grammar Strategies: 122-126</p> <p>Write a Narrative rBook Teacher’s Edition: 46-51, 176-177, 228-233, 298 Resources for Content-Area Reading: 23, 32, 63, 79</p> <p>Write a Reflective Essay RDI Book 2 – Writing and Grammar Strategies: 62-67</p> <p>Expository Writing rBook Teacher’s Edition: 22-27, 96-101, 247 RDI Book 2 – Writing and Grammar Strategies: 68-72, 74-78, 80-84, 86-90, 92-96, 98-102, 104-108, 110-115 Topic Software Teaching Resources: 224 Resources for Content-Area Reading: 15, 39, 55</p> <p>Use Internet Sources Resources for Content-Area Reading: 58-59</p>

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	Digital Tools Presentation Resources for Content-Area Reading: 80-81, 84-85
<i>Research to Build and Present Knowledge</i>	
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Research Project Write a Report Resources for Content-Area Reading: 48-49, 50-51, 52-53
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Locate Information Resources for Content-Area Reading: 18-19, 26-27, 34-35, 42-43, 50-51, 58-59, 66-67, 74-75, 82-83 Organize and Present Information Resources for Content-Area Reading: 20-21, 28-29, 36-37, 44-45, 52-53, 60-61, 68-69, 76-77, 84-85 Research Project Write a Report Resources for Content-Area Reading: 48-49, 50-51, 52-53
9. Draw evidence from informational texts to support analysis, reflection, and research.	Selected Examples Include: Each reading component gives students an opportunity to respond to what they have read through Final Projects, QuickWrites and Comprehension Graphic Organizers. Respond to Ideas and Issues Topic Software Teaching Resources: 285 Audiobook Teaching Resources: 29-32, 37, 41, 49-50, 52, 58-59, 62 Paperbacks Teaching Resources: 56, 66, 72, 74, 84, 86, 88, 92, 102, 116, 124, 132 rBook Teacher's Edition: 72-77, 248 Write a Informative Article RDI Book 2 – Writing and Grammar Strategies: 92-96 Topic Software Teaching Resources: 255 Write a Book Synopsis RDI Book 2 – Writing and Grammar Strategies: 80-84 Write a Report RDI Book 2 – Writing and Grammar Strategies: 104-108 Resources for Content-Area Reading: 48-49, 50-51, 52-53 Write a News Article RDI Book 2 – Writing and Grammar Strategies: 86-90 Topic Software Teaching Resources: 220 Audiobook Teaching Resources: 53

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	<u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137
<i>Range of Writing</i>	
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research. See, for example: Write an Autobiographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 20-24</p> <p>Write a Realistic Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 26-30</p> <p>Write a Biographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 32-36</p> <p>Write a Personal Narrative <u>rBook Teacher’s Edition:</u> 228 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126</p> <p>Write a Narrative <u>rBook Teacher’s Edition:</u> 46-51, 176-177, 228-233, 298 <u>Resources for Content-Area Reading:</u> 23, 32, 63, 79</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108 <u>Resources for Content-Area Reading:</u> 48-49, 50-51, 52-53</p> <p>Write a Informative Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 92-96 <u>Topic Software Teaching Resources:</u> 255</p> <p>QuickWrite assignments, located throughout the program, also provide opportunities for students to meet this standard.</p>

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Reading Standards for Literature	
<i>Key Ideas and Details</i>	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.	<p>Discussion rBook Teacher’s Edition: Shared Reading and Strategic Reading activities, located in each <i>READ 180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p> <p>Make Inferences rBook Teacher’s Edition: 16, 19, 36, 38, 88, 90, 92, 110, 112, 138, 145, 148, 167, 168, 192, 210C, 212-221, 244 RDI Book 1- Reading Skills and Strategies: 302, 303, 428 Topic Software Teaching Resources: 1.2: 75-78, 217-218, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 287; 2.2: 91-94, 225-226, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.3: 111-114, 235-236, 287; 4.2: 123-126, 241-242, 287; 4.3: 127-130, 243-244, 287; 5.1: 135-138, 247-248, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.2: 155-158, 257-258, 287; 6.3: 159-162, 259-260, 287; 7.1: 167-170, 263-264, 287; 7.4: 179-182, 269-270, 287; 8.4: 195-198, 277-278, 287; 9.4: 211-214, 285-286, 287 Audiobook Teaching Resources: Cleopatra VII – 4, 21, 60, 125, 175 (Resources – 30, 31-32, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69) Paperbacks Teaching Resources: The Skin I’m In (Resources – 89, 90, 135-140, 141); Macbeth (Resources 123, 124, 135-140, 141) rSkills Test Book: Test 5 Resources for Content-Area Reading: 100-101, 118</p>
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	<p>The Following Matches Support this Objective: Analyze Theme RDI Book 1-Reading Skills and Strategies: 312, 313, 436</p> <p>Main Idea rBook Teacher’s Edition: 8C, 10-19, 41, 243 RDI Book 1- Reading Skills and Strategies: 292, 293, 420, 421 Topic Software Teaching Resources: 1.2: 75-78, 217-218, 287; 2.2: 91-94, 225-226, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.4: 115-118, 237-238, 287; 4.1: 119-122, 239-240, 287; 4.2: 123-126, 241-242, 287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.4: 147-150, 253-254,</p>

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	<p>287; 6.1: 151-154, 255-256, 287; 6.3: 159-162, 259-260, 287; 6.4: 163-166, 261-262, 287; 7.1: 167-170, 263-264, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 8.2: 187-190, 273-274, 287; 9.1: 199-202, 279-280, 287; 9.2: 203-206, 281-282, 287</p> <p>Paperbacks Teaching Resources: NASCAR: Behind the Wheel and Behind the Scenes (Resources – 61, 62, 135-140, 141); Black Diamond: The Story of the Negro Baseball League (Resources – 117, 118, 135-140, 141)</p> <p>rSkills Test Book: Test 1 & 2</p> <p>Resources for Content-Area Reading: 88-89, 112</p> <p>Summarize</p> <p>rBook Teaching Guide: 12, 18, 82C, 84-93, 115, 168, 171, 191, 194, 223, 243</p> <p>RDI Book 1- Reading Skills and Strategies: 294, 295, 422</p> <p>Topic Software Teaching Resources: 1.1: 71-74, 215-216, 287; 1.3: 79-82, 219-220, 287; 1.4: 83-86, 221-222, 287; 3.1: 103-106, 231-232, 287; 4.1: 119-122, 239-240, 287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.1: 135-138, 247-248, 287; 6.2: 155-158, 257-258, 287; 6.4: 163-166, 261-262, 287; 7.3: 175-178, 267-268, 287; 8.3: 191-194, 275-276, 287; 8.4: 195-198, 277-278, 287; 9.3: 207-210, 283-284, 287</p> <p>Audiobook Teaching Resources: Cleopatra VII – 4, 21, n 60, 125, 175 (Resources – 30, 31-32, 63-68, 69); Night – 2, 34, 62, 84, 91 (Resources – 45, 46-47, 63-68, 69); Out of War – 22, 77, 108, 125, 127 (Resources – 48, 49-50, 63-68, 69); When Zachary Beaver Came to Town – 5, 72, 149, 186 (Resources -57, 58-59, 63-68, 69)</p> <p>Paperbacks Teaching Resources: Survivors: True Stories About Real Kids (Resources – 67, 68, 135-140, 141), The Body Book: An Owner's Guide to Fueling, Fixing, and Running the Most Important Machine You Own</p> <p>rSkills Test Book: Tests 2 & 3</p> <p>Resources for Content-Area Reading: 92-93, 114</p>
<p>3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>The Following Matches Support this Objective: Analyze Character</p> <p>rBook Teacher's Edition: 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 148, 149, 245, 246</p> <p>Audiobook Teaching Resources: Hamlet – 10, 19, 43, 46 (Resources -33, 34-35, 63-68, 69); Lord of the Flies – 23, 89, 102, 143 (Resources – 36, 37-38, 63-68, 69); When Zachary Beaver Came to Town – 5, 72, 149, 186 (Resources -57, 58-59, 63-68, 69)</p> <p>Paperbacks Teaching Resources: Confessions of a Gym Class Dropout (Resources – 57, 58, 135-140, 141); The Perfect Match (Resources – 65, 66, 135-140, 141); Sunny: Diary Two (Resources -93, 94, 135-140, 141); Slam (Resources – 107, 108, 135-140, 141); Flight to Freedom (Resources – 119, 120, 135-140, 141); The Trouble With Lemons (Resources – 131, 132, 135-140, 141)</p> <p>RDI Book 1- Reading Skills and Strategies: 306, 307, 430, 431</p> <p>rSkills Test Book: Tests 2, 3, & 5</p>

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	<p>Analyze Plot rBook Teacher's Edition: 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 149, 245, 246 RDI Book 1- Reading Skills and Strategies: 310, 311, 434, 435 Audiobook Teaching Resources: Before We Were Free – 20, 41, 92, 134 (Resources – 27, 28-29, 63-68, 69); Monster – 16, 72, 182, 281 (Resources – 42, 43-44, 63-68, 69) Paperbacks Teaching Resources: Dracula / Romeo and Juliet (Resources – 77, 78, 135-140, 141); Hope Was Here (103,104, 135-140, 141); Swallowing Stones (Resources – 129, 130, 1335-140, 141) rSkills Test Book: Tests 2, 3, & 5</p>
<i>Craft and Structure</i>	
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	<p>Alliteration rBook Teaching Guide: 246</p> <p>Symbolism rBook Teaching Guide: 246 RDI Book 1- Reading Skills and Strategies: 338</p> <p>Imagery rBook Teaching Guide: 63, 69, 246 RDI Book 1 – Reading Skills and Strategies: 343</p> <p>Figurative Language rBook Teaching Guide: 18, 67, 135, 136, 137, 139, 140, 246</p> <p>Simile rBook Teaching Guide: 145, 246 RDI Book 3-Strategies for English Language Learners: 60</p> <p>Onomatopoeia rBook Teaching Guide: 246</p> <p>Metaphor rBook Teaching Guide: 142, 246 RDI Book 2 – Writing and Grammar Strategies: 230-231</p> <p>Mood rBook Teaching Guide: 69, 141, 143, 246 RDI Book 3-Strategies for English Language Learners: 59, 60, 67</p> <p>Irony rBook Teaching Guide: 225, 246 RDI Book 1 – Reading Skills and Strategies: 339</p> <p>Idiom rBook Teaching Guide: 16, 17, 87, 138, 198 RDI Book 3-Strategies for English Language Learners: 67</p> <p>Denotation/Connotation RDI Book 1 – Reading Skills and Strategies: 250</p>

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	<p>Discussion rBook Teacher’s Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	<p>The Following Matches Provide Opportunities to Meet this Objective: Flashback/Foreshadowing RDI Book 1 – Reading Skills and Strategies: 343</p> <p>Evaluate Author’s Purpose RDI Book 1- Reading Skills and Strategies: 325, 443</p> <p>Evaluate Author’s Viewpoint RDI Book 1- Reading Skills and Strategies: 324, 442</p> <p>Discussion rBook Teacher’s Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	<p>Evaluate Author’s Viewpoint RDI Book 1- Reading Skills and Strategies: 324, 442</p> <p>Irony rBook Teaching Guide: 225, 246 RDI Book 1 – Reading Skills and Strategies: 339</p> <p>Point of View rBook Teaching Guide: 60, 134, 223, 246 RDI Book 1 – Reading Skills and Strategies: 319</p>

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	<p>Parody <u>RDI Book 1 – Reading Skills and Strategies:</u> 344</p> <p>Discussion <u>rBook Teacher’s Edition:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. <u>Resources for Content-Area Reading:</u> Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
<i>Integration of Knowledge and Ideas</i>	
7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	
8. (Not applicable to literature)	
9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	
<i>Range and Level of Text Complexity</i>	
10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	<p><u>rBook Teaching Guide:</u> The Read180 Enterprise selections are Narrow Reading units that delve deeply into one focused real-world issue, are sequenced in order of increasing difficulty, and provide opportunities to support this standard. <u>rBook Teaching Guide:</u> Heartbeat of Harlem 208; Hard Time 190; Power of Peer Pressure, The 116 <u>RDI Book 1-Reading Skills and Strategies:</u> Reading passages represent a variety of genres at various reading levels. <u>Topic Software Teaching Resources:</u> The READ180 Software gives the students experience in reading a variety of high quality, traditional, classical and contemporary literary works. <u>Audiobooks Teaching Resources (Reading Coach Modeling):</u> As the students read along with the Audiobooks, they experience reading a variety of high quality, traditional, classical and</p>

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	contemporary literary works.
Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.	<p>Make Inferences rBook Teacher’s Edition: 16, 19, 36, 38, 88, 90, 92, 110, 112, 138, 145, 148, 167, 168, 192, 210C, 212-221, 244 RDI Book 1- Reading Skills and Strategies: 302, 303, 428 Topic Software Teaching Resources: 1.2: 75-78, 217-218, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 287; 2.2: 91-94, 225-226, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.3: 111-114, 235-236, 287; 4.2: 123-126, 241-242, 287; 4.3: 127-130, 243-244, 287; 5.1: 135-138, 247-248, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.2: 155-158, 257-258, 287; 6.3: 159-162, 259-260, 287; 7.1: 167-170, 263-264, 287; 7.4: 179-182, 269-270, 287; 8.4: 195-198, 277-278, 287; 9.4: 211-214, 285-286, 287 Audiobook Teaching Resources: Cleopatra VII – 4, 21,n 60, 125, 175 (Resources – 30, 31-32, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69) Paperbacks Teaching Resources: The Skin I’m In (Resources – 89, 90, 135-140, 141); Macbeth (Resources 123, 124, 135-140, 141) rSkills Test Book: Test 5 Resources for Content-Area Reading: 100-101, 118</p> <p>Discussion rBook Teacher’s Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	<p>Discussion rBook Teacher’s Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Resources for Content-Area Reading: Students build</p>

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	<p>comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p> <p>Summarize rBook Teaching Guide: 12, 18, 82C, 84-93, 115, 168, 171, 191, 194, 223, 243 rdi Book 1- Reading Skills and Strategies: 294, 295, 422 Topic Software Teaching Resources: 1.1: 71-74, 215-216, 287; 1.3: 79-82, 219-220, 287; 1.4: 83-86, 221-222, 287; 3.1: 103-106, 231-232, 287; 4.1: 119-122, 239-240, 287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.1: 135-138, 247-248, 287; 6.2: 155-158, 257-258, 287; 6.4: 163-166, 261-262, 287; 7.3: 175-178, 267-268, 287; 8.3: 191-194, 275-276, 287; 8.4: 195-198, 277-278, 287; 9.3: 207-210, 283-284, 287 Audiobook Teaching Resources: Cleopatra VII – 4, 21, n 60, 125, 175 (Resources – 30, 31-32, 63-68, 69); Night – 2, 34, 62, 84, 91 (Resources – 45, 46-47, 63-68, 69); Out of War – 22, 77, 108, 125, 127 (Resources – 48, 49-50, 63-68, 69); When Zachary Beaver Came to Town – 5, 72, 149, 186 (Resources -57, 58-59, 63-68, 69) Paperbacks Teaching Resources: Survivors: True Stories About Real Kids (Resources – 67, 68, 135-140, 141), The Body Book: An Owner’s Guide to Fueling, Fixing, and Running the Most Important Machine You Own rSkills Test Book: Tests 2 & 3 Resources for Content-Area Reading: 92-93, 114</p>
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	<p>The Following Match Provides Opportunities to Meet this Objective: Sequence of Events rBook Teaching Guide: 32C, 34-43, 60, 64, 91, 243 rdi Book 1- Reading Skills and Strategies: 290, 291, 419 Topic Software Teaching Resources: 1.3: 79-82, 219-220, 287; 2.1: 87-90, 223-224, 287; 2.3: 95-98, 227-228, 287; 3.2: 107-110, 233-234, 287; 3.3: 111-114, 235-236, 287; 4.1: 119-122, 239-240, 287; 5.1: 135-138, 247-248, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.4: 195-198, 277-278, 287; 9.2: 203-206, 281-282, 287; 9.4: 211-214, 285-286, 287 Paperbacks Teaching Resources: The Big Bug (Resources – 55, 56, 135-140, 141); Dangerous Game (Resources – 75, 76, 135-140, 141); Emma (Resources – 99, 100, 135-140, 141); The Greatest: Muhammad Ali (Resources – 121, 122, 135-140, 141) Audiobook Teaching Resources: Out of War – 22, 77, 108, 125, 127 (Resources – 48, 49-50, 63-68, 69); Whirligig – 16, 34, 81, 132 (Resources – 60, 61-62, 63-68, 69) rSkills Test Book: Test 1 & 2 Resources for Content-Area Reading: 90-91, 113</p>
<i>Craft and Structure</i>	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author	<p>Alliteration rBook Teaching Guide: 246</p> <p>Symbolism rBook Teaching Guide: 246</p>

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uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	<p><u>RDI Book 1- Reading Skills and Strategies:</u> 338</p> <p>Imagery <u>rBook Teaching Guide:</u> 63, 69, 246 <u>RDI Book 1 – Reading Skills and Strategies:</u> 343</p> <p>Figurative Language <u>rBook Teaching Guide:</u> 18, 67, 135, 136, 137, 139, 140, 246</p> <p>Simile <u>rBook Teaching Guide:</u> 145, 246 <u>RDI Book 3-Strategies for English Language Learners:</u> 60</p> <p>Onomatopoeia <u>rBook Teaching Guide:</u> 246</p> <p>Metaphor <u>rBook Teaching Guide:</u> 142, 246 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 230-231</p> <p>Mood <u>rBook Teaching Guide:</u> 69, 141, 143, 246 <u>RDI Book 3-Strategies for English Language Learners:</u> 59, 60, 67</p> <p>Irony <u>rBook Teaching Guide:</u> 225, 246 <u>RDI Book 1 – Reading Skills and Strategies:</u> 339</p> <p>Idiom <u>rBook Teaching Guide:</u> 16, 17, 87, 138, 198 <u>RDI Book 3-Strategies for English Language Learners:</u> 67</p> <p>Denotation/Connotation <u>RDI Book 1 – Reading Skills and Strategies:</u> 250</p> <p>Discussion <u>rBook Teacher’s Edition:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. <u>Resources for Content-Area Reading:</u> Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
5. Analyze and evaluate the effectiveness of the structure an	<p>Discussion <u>rBook Teacher’s Edition:</u> Shared Reading and Strategic Reading</p>

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author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	<p>activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text.</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p> <p>Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><u>Resources for Content-Area Reading:</u> Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	<p>The Following Matches Support this Objective:</p> <p>Point of View <u>rBook Teaching Guide:</u> 60, 134, 223, 246 <u>RDI Book 1 – Reading Skills and Strategies:</u> 319</p> <p>Evaluate Author's Purpose <u>RDI Book 1- Reading Skills and Strategies:</u> 325, 443</p> <p>Discussion <u>rBook Teacher's Edition:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text.</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p> <p>Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><u>Resources for Content-Area Reading:</u> Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
<i>Integration of Knowledge and Ideas</i>	
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	The <i>READ180</i> Software, Audiobooks, and Paperbacks program components provide reading instruction activities that practice inductive and deductive reasoning skills in a variety of complex oral, written, and visual texts.
8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The</i>	<p>The Following Match Provides Opportunities to Meet this Objective:</p> <p>Use Internet Sources <u>Resources for Content-Area Reading:</u> 58-59</p>

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<i>Federalist</i> , presidential addresses).	
9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	The <i>READ180</i> Software, Audiobooks, and Paperbacks program components provide reading instruction activities that practice inductive and deductive reasoning skills in a variety of complex oral, written, and visual texts.
<i>Range Of Reading and Level of Text Complexity</i>	
10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.	<p>rBook Teaching Guide: The Read180 Enterprise selections are Narrow Reading units that delve deeply into one focused real-world issue, are sequenced in order of increasing difficulty, and provide opportunities to support this standard.</p> <p>rBook Teaching Guide: Heartbeat of Harlem 208; Hard Time 190; Power of Peer Pressure, The 116</p> <p>RDI Book 1-Reading Skills and Strategies: Reading passages represent a variety of genres at various reading levels.</p> <p>Topic Software Teaching Resources: The READ180 Software gives the students experience in reading a variety of high quality, traditional, classical and contemporary literary works.</p> <p>Audiobooks Teaching Resources (Reading Coach Modeling): As the students read along with the Audiobooks, they experience reading a variety of high quality, traditional, classical and contemporary literary works.</p>
Writing Standards	
<i>Text Types and Purposes</i>	
1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement	<p>The Following Matches Support this Objective: Write a Speech RDI Book 2 – Writing and Grammar Strategies: 128-132 Topic Software Teaching Resources: 219, 260 Audiobook Teaching Resources: 28, 34, 56, 68</p> <p>Write an Opinion with Reasons RDI Book 2 – Writing and Grammar Strategies: 116-120 Topic Software Teaching Resources: 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 Audiobook Teaching Resources: 47 Paperbacks Teaching Resources: 84, 98, 102, 128</p> <p>Persuasive Writing rBook Teacher's Edition: 120-125, 134-139, 247 RDI Book 2 – Writing and Grammar Strategies: 134-139 Topic Software Teaching Resources: 225 Audiobook Teaching Resources: 28 Resources for Content-Area Reading: 47</p>

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<p>or section that follows from and supports the argument presented.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>Selected Examples Include: Write an Informative Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 110-115</p> <p>Expository Writing <u>rBook Teacher's Edition:</u> 22-27, 96-101, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 68-72, 74-78, 80-84, 86-90, 92-96, 98-102, 104-108, 110-115 <u>Topic Software Teaching Resources:</u> 224 <u>Resources for Content-Area Reading:</u> 15, 39, 55</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108 <u>Resources for Content-Area Reading:</u> 48-49, 50-51, 52-53</p> <p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Write a Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 234</p> <p>Write a Comparison <u>RDI Book 2 – Writing and Grammar Strategies:</u> 56-60 <u>Topic Software Teaching Resources:</u> 264 <u>Paperbacks Teaching Resources:</u> 62, 78, 118</p> <p>Write a Book Synopsis <u>RDI Book 2 – Writing and Grammar Strategies:</u> 80-84</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by</p>	<p>Selected Examples Include: Write an Autobiographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 20-24</p> <p>Write a Realistic Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 26-30</p>

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<p>setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>Write a Biographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 32-36</p> <p>Write a Personal Narrative <u>rBook Teacher’s Edition:</u> 228 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126</p> <p>Write a Narrative <u>rBook Teacher’s Edition:</u> 46-51, 176-177, 228-233, 298 <u>Resources for Content-Area Reading:</u> 23, 32, 63, 79</p> <p>Extend or Write a Story <u>Topic Software Teaching Resources:</u> 216-220, 226-228, 231, 243-247, 251- 252, 257, 258 <u>Audiobook Teaching Resources:</u> 28-29, 34, 38, 46, 56, 61 <u>Paperbacks Teaching Resources:</u> 56, 58, 60, 70, 84, 102, 124</p> <p>Write a Personal Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 38-43</p>
<i>Production and Distribution of Writing</i>	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Selected Examples Include: Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Book Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 234</p> <p>Write a Personal Narrative <u>rBook Teacher’s Edition:</u> 228 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126</p>

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	<p>Write a Narrative rBook Teacher's Edition: 46-51, 176-177, 228-233, 298 Write a Reflective Essay RDI Book 2 – Writing and Grammar Strategies: 62-67 Resources for Content-Area Reading: 23, 32, 63, 79</p> <p>Expository Writing rBook Teacher's Edition: 22-27, 96-101, 247 RDI Book 2 – Writing and Grammar Strategies: 68-72, 74-78, 80-84, 86-90, 92-96, 98-102, 104-108, 110-115 Topic Software Teaching Resources: 224 Resources for Content-Area Reading: 15, 39, 55</p>
<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p>	<p>The Following Matches Provide Opportunities to Meet this Objective: Assessment Rubrics for Writing rBook Teacher's Edition: 25, 49, 75, 99, 123, 155, 179, 203, 231 RDI Book 2-Writing and Grammar Strategies: 264-269 Topic Software Teaching Resources: 290 Test-Taking Strategies Book: 132</p> <p>Peer Assessment rBook Teacher's Edition: 25, 49, 75, 99, 123, 155, 179, 203, 231 RDI Book 2-Writing and Grammar Strategies: 13</p> <p>Plan rBook Teacher's Edition: 24, 48, 74, 98, 122, 154, 178, 202, 230</p> <p>Writing rBook Teacher's Edition: 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-177, 200-205, 228-233, 247, 248, 298</p> <p>Proofreading rBook Teacher's Edition: 27, 51, 77, 101, 125, 157, 181, 205, 233</p> <p>Revision/Edit rBook Teacher's Edition: 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-177, 200-205, 228-233, 247, 248, 298 RDI Book 2 – Writing and Grammar Strategies: 13 Topic Software Teaching Resources: All lessons practice spelling and proofreading skills, which are a principal objective of the software component. Test-Taking Strategies Book: Students are taught to identify writing prompts, organize thoughts, generate an outline, understand evaluation criteria, and review/revise writing to improve it.</p>
<p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: Research Project Write a Report Resources for Content-Area Reading: 48-49, 50-51, 52-53</p>

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	<p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Realistic Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 26-30</p> <p>Write a Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 234</p> <p>Write a Personal Narrative <u>rBook Teacher’s Edition:</u> 228 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126</p> <p>Write a Narrative <u>rBook Teacher’s Edition:</u> 46-51, 176-177, 228-233, 298 <u>Resources for Content-Area Reading:</u> 23, 32, 63, 79</p> <p>Write a Reflective Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 62-67</p> <p>Expository Writing <u>rBook Teacher’s Edition:</u> 22-27, 96-101, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 68-72, 74-78, 80-84, 86-90, 92-96, 98-102, 104-108, 110-115 <u>Topic Software Teaching Resources:</u> 224 <u>Resources for Content-Area Reading:</u> 15, 39, 55</p> <p>Digital Tools Presentation <u>Resources for Content-Area Reading:</u> 80-81, 84-85</p> <p>Use Internet Sources <u>Resources for Content-Area Reading:</u> 58-59</p>
<i>Research to Build and Present Knowledge</i>	
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<p>Research Project Write a Report <u>Resources for Content-Area Reading:</u> 48-49, 50-51, 52-53</p>
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the	<p>Locate Information <u>Resources for Content-Area Reading:</u> 18-19, 26-27, 34-35, 42-43, 50-51, 58-59, 66-67, 74-75, 82-83</p>

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strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.	Organize and Present Information Resources for Content-Area Reading: 20-21, 28-29, 36-37, 44-45, 52-53, 60-61, 68-69, 76-77, 84-85 Research Project Write a Report Resources for Content-Area Reading: 48-49, 50-51, 52-53
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”).	Selected Examples Include: Each reading component gives students an opportunity to respond to what they have read through Final Projects, QuickWrites and Comprehension Graphic Organizers. Respond to Ideas and Issues Topic Software Teaching Resources: 285 Audiobook Teaching Resources: 29-32, 37, 41, 49-50, 52, 58-59, 62 Paperbacks Teaching Resources: 56, 66, 72, 74, 84, 86, 88, 92, 102, 116, 124, 132 rBook Teacher’s Edition: 72-77, 248 Write a Informative Article RDI Book 2 – Writing and Grammar Strategies: 92-96 Topic Software Teaching Resources: 255 Write a Book Synopsis RDI Book 2 – Writing and Grammar Strategies: 80-84 Write a Report RDI Book 2 – Writing and Grammar Strategies: 104-108 Resources for Content-Area Reading: 48-49, 50-51, 52-53 Write a News Article RDI Book 2 – Writing and Grammar Strategies: 86-90 Topic Software Teaching Resources: 220 Audiobook Teaching Resources: 53 Paperbacks Teaching Resources: 100, 104, 106, 118, 130, 137
<i>Range of Writing</i>	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Speaking and Listening Standards	
Comprehension and Collaboration	
1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building	Discussion rBook Teacher’s Edition: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in

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<p>on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p> <p>Discussion Questions are also used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Resources for Content-Area Reading: Students build comprehension skills by accessing text features and using discussion questions to help guide them to think critically from a content-area perspective.</p>
<p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Anchor Video rBook Teacher's Edition: 8K, 32K, 56M, 82K, 106K, 130M, 162K, 186K, 210K, 40, 212, 214, 222</p> <p>Oral Presentation Resources for Content-Area Reading: 40-41, 42-43, 44-45</p> <p>Write a Personal Essay RDI Book 2 – Writing and Grammar Strategies: 38-43</p> <p>Persuasive Writing rBook Teacher's Edition: 120-125, 134-139, 247 RDI Book 2 – Writing and Grammar Strategies: 134-139 Topic Software Teaching Resources: 225 Audiobook Teaching Resources: 28 Resources for Content-Area Reading: 47</p>

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	<p>Write a Realistic Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 26-30</p> <p>Write a Biographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 32-36</p> <p>Write a Personal Narrative <u>rBook Teacher’s Edition:</u> 228 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126</p> <p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 234</p>
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: Oral Presentation <u>Resources for Content-Area Reading:</u> 40-41, 42-43, 44-45</p> <p>Write a Personal Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 38-43</p> <p>Persuasive Writing <u>rBook Teacher’s Edition:</u> 120-125, 134-139, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28 <u>Resources for Content-Area Reading:</u> 47</p> <p>Write a Realistic Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 26-30</p> <p>Write a Biographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 32-36</p> <p>Write a Personal Narrative <u>rBook Teacher’s Edition:</u> 228 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126</p> <p>Write a News Article</p>

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	<p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 234</p>
<i>Presentation of Knowledge and Ideas</i>	
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: Oral Presentation <u>Resources for Content-Area Reading:</u> 40-41, 42-43, 44-45</p> <p>Write a Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 128-132 <u>Topic Software Teaching Resources:</u> 219, 260 <u>Audiobook Teaching Resources:</u> 28, 34, 56, 68</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Write a Book Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Paperbacks Teaching Resources:</u> 135</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108 <u>Resources for Content-Area Reading:</u> 48-49, 50-51, 52-53</p> <p>Write a Realistic Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 26-30</p> <p>Write an Informative Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 92-96</p>

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	<p><u>Topic Software Teaching Resources:</u> 255</p> <p>Write an Informative Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 110-115</p>
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Write a Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 128-132 <u>Topic Software Teaching Resources:</u> 219, 260 <u>Audiobook Teaching Resources:</u> 28, 34, 56, 68</p> <p>Write a Book Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Paperbacks Teaching Resources:</u> 135</p> <p>Write a Description <u>rBook Teacher’s Edition:</u> 200-205, 248</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108 <u>Resources for Content-Area Reading:</u> 48-49, 50-51, 52-53</p> <p>Write a Personal Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 38-43</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 227, 255, 256, 257, 258, 277, 281, 282, 286 <u>Audiobook Teaching Resources:</u> 28, 32, 52, 62 <u>Paperbacks Teaching Resources:</u> 70, 74, 84, 86, 100, 112, 116, 124, 126, 134</p> <p>Digital Tools Presentation <u>Resources for Content-Area Reading:</u> 80-81, 84-85</p>
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Write a Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 128-132 <u>Topic Software Teaching Resources:</u> 219, 260 <u>Audiobook Teaching Resources:</u> 28, 34, 56, 68</p>

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	<p>Write a Book Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Paperbacks Teaching Resources:</u> 135</p> <p>Write a Description <u>rBook Teacher’s Edition:</u> 200-205, 248</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108 <u>Resources for Content-Area Reading:</u> 48-49, 50-51, 52-53</p> <p>Write a Personal Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 38-43</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 227, 255, 256, 257, 258, 277, 281, 282, 286 <u>Audiobook Teaching Resources:</u> 28, 32, 52, 62 <u>Paperbacks Teaching Resources:</u> 70, 74, 84, 86, 100, 112, 116, 124, 126, 134</p> <p>Oral Presentation <u>Resources for Content-Area Reading:</u> 40-41, 42-43, 44-45</p>
Language Standards	
<i>Conventions of Standard English</i>	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Write a Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 128-132 <u>Topic Software Teaching Resources:</u> 219, 260 <u>Audiobook Teaching Resources:</u> 28, 34, 56, 68</p> <p>Write a Book Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Paperbacks Teaching Resources:</u> 135</p> <p>Write a Description <u>rBook Teacher’s Edition:</u> 200-205, 248</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108 <u>Resources for Content-Area Reading:</u> 48-49, 50-51, 52-53</p> <p>Write a Personal Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 38-43</p>

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	<p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 227, 255, 256, 257, 258, 277, 281, 282, 286 <u>Audiobook Teaching Resources:</u> 28, 32, 52, 62 <u>Paperbacks Teaching Resources:</u> 70, 74, 84, 86, 100, 112, 116, 124, 126, 134</p> <p>Locate Information <u>Resources for Content-Area Reading:</u> 18-19, 26-27, 34-35, 42-43, 50-51, 58-59, 66-67, 74-75, 82-83</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>	<p>The Following Selected Matches Support this Objective: Write a Reflective Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 62-67</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108 <u>Resources for Content-Area Reading:</u> 48-49, 50-51, 52-53</p> <p>Write a Realistic Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 26-30</p> <p>Write a Informative Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 92-96 <u>Topic Software Teaching Resources:</u> 255</p> <p>Write an Informative Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 110-115</p> <p>Write a Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 128-132 <u>Topic Software Teaching Resources:</u> 219, 260 <u>Audiobook Teaching Resources:</u> 28, 34, 56, 68</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Proofreading <u>rBook Teacher’s Edition:</u> 27, 51, 77, 101, 125, 157, 181, 205, 233 <u>RDI Book 1-Reading Skills and Strategies:</u> 204 <u>RDI Book 2-Writing and Grammar Strategies:</u> 246-253 <u>Topic Software Teaching Resources:</u> All lessons practice</p>

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	<p>spelling and proofreading skills, which are a principal objective of the software component.</p> <p>Test-Taking Strategies Book: Students are taught to identify writing prompts, organize thoughts, generate an outline, understand evaluation criteria, and review/revise writing to improve it.</p>
<i>Knowledge of Language</i>	
<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Write a Realistic Narrative RDI Book 2 – Writing and Grammar Strategies: 26-30</p> <p>Write a Informative Article RDI Book 2 – Writing and Grammar Strategies: 92-96 Topic Software Teaching Resources: 255</p> <p>Write an Informative Essay RDI Book 2 – Writing and Grammar Strategies: 110-115</p> <p>Write a Speech RDI Book 2 – Writing and Grammar Strategies: 128-132 Topic Software Teaching Resources: 219, 260 Audiobook Teaching Resources: 28, 34, 56, 68</p> <p>Write an Opinion with Reasons RDI Book 2 – Writing and Grammar Strategies: 116-120 Topic Software Teaching Resources: 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 Audiobook Teaching Resources: 47 Paperbacks Teaching Resources: 84, 98, 102, 128</p> <p>Write a News Article RDI Book 2 – Writing and Grammar Strategies: 86-90 Topic Software Teaching Resources: 220 Audiobook Teaching Resources: 53 Paperbacks Teaching Resources: 100, 104, 106, 118, 130, 137</p> <p>Revision/Edit rBook Teacher’s Edition: 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-177, 200-205, 228-233, 247, 248, 298 RDI Book 2 – Writing and Grammar Strategies: 13 Topic Software Teaching Resources: All lessons practice spelling and proofreading skills, which are a principal objective of the software component.</p> <p>Test-Taking Strategies Book: Students are taught to identify writing prompts, organize thoughts, generate an outline, understand evaluation criteria, and review/revise writing to improve it.</p>
<i>Vocabulary Acquisition and Use</i>	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of</p>	<p>Each of the reading components teach various decoding and syllabication methods. See, for example: Decoding/Syllabication rBook Teacher’s Edition: 31A, 55A, 81A, 105A, 129A, 161A, 185A, 209A, 237A</p>

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<p>strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>Topic Software Teaching Resources: 5.1 Level 3; 7.3 Level 3; 9.4 Level 3</p> <p>Multiple-Meaning Words rBook Teacher's Edition: 118 RDI Book 1 – Reading Skills and Strategies: 240 RDI Book 3-Strategies for English Language Learners: 63 rSkills Test Book: Test 5</p> <p>Metaphor rBook Teacher's Edition: 142, 246 RDI Book 2 – Writing and Grammar Strategies: 230-231</p> <p>Mood rBook Teacher's Edition: 69, 141, 143, 246 RDI Book 3-Strategies for English Language Learners: 59, 60, 67</p> <p>Irony rBook Teacher's Edition: 225, 246 RDI Book 1 – Reading Skills and Strategies: 339</p> <p>Idiom rBook Teacher's Edition: 16, 17, 87, 138, 198 RDI Book 3-Strategies for English Language Learners: 67</p> <p>The Read180 program teaches a variety of vocabulary and word study skills, including word structure, making connections (related words, using context), using reference materials, word consciousness (awareness of and interest in words and their meanings), and provides opportunities to meet this objective.</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>Understand Vocabulary rBook Teacher's Edition: 20, 44, 70, 94, 118, 150, 174, 198, 226 RDI Book 1-Reading Skills and Strategies: Each lesson includes a vocabulary and word study section, which allows students to identify and build vocabulary. Topic Software Teaching Resources: Each segment of the READ180 Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words. Audiobooks Teaching Resources: As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p> <p>Figurative Language rBook Teaching Guide: 16, 17, 18, 63, 67, 69, 87, 135, 136, 137, 138, 139, 140, 141, 142, 143, 145, 198, 246 RDI Book 1 – Reading Skills and Strategies: 250, 338, 343 RDI Book 2 – Writing and Grammar Strategies: 230-231 RDI Book 3-Strategies for English Language Learners: 59, 60, 67</p>

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	<p>Homophones RDI Book 1 – Reading Skills and Strategies: 242 Topic Software Teaching Resources: 4.2 Level 2; 4.3 Level 3; 8.1 Level 1; 8.1 Level 3</p> <p>Synonyms rBook Teacher’s Edition: 44, 174 RDI Book 3-Strategies for English Language Learners: 246 rSkills Test Book: Test 1</p> <p>Antonyms rBook Teacher’s Edition: 44, 94 RDI Book 1 – Reading Skills and Strategies: 248 rSkills Test Book: Test 1</p> <p>Denotation/Connotation RDI Book 1 – Reading Skills and Strategies: 250</p>
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p>Selected Examples Include: Write a Book Review RDI Book 2 – Writing and Grammar Strategies: 122-126 Paperbacks Teaching Resources: 135</p> <p>Write a Reflective Essay RDI Book 2 – Writing and Grammar Strategies: 62-67</p> <p>Write a Speech RDI Book 2 – Writing and Grammar Strategies: 128-132 Topic Software Teaching Resources: 219, 260 Audiobook Teaching Resources: 28, 34, 56, 68</p> <p>Write a Informative Article RDI Book 2 – Writing and Grammar Strategies: 92-96 Topic Software Teaching Resources: 255</p> <p>Write an Informative Essay RDI Book 2 – Writing and Grammar Strategies: 110-115</p> <p>Write a Report RDI Book 2 – Writing and Grammar Strategies: 104-108 Resources for Content-Area Reading: 48-49, 50-51, 52-53</p> <p>Write an Opinion with Reasons RDI Book 2 – Writing and Grammar Strategies: 116-120 Topic Software Teaching Resources: 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 Audiobook Teaching Resources: 47 Paperbacks Teaching Resources: 84, 98, 102, 128</p>
STANDARDS FOR Literacy in History/Social Studies, Science, and Technical Subjects 6-12	
Reading Standards for Literacy in History/Social Studies	
<i>Key Ideas and Details</i>	

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1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	The Following Provides Opportunities to Meet this Objective: Social Studies Nonfiction rBook Teacher's Edition: Government Office Worker 234; In Their Own Words 214; MTV Unplugged 84; Right on the Money 114; Rockers, Rappers, and Freedom of Speech 90; Youth Crime...Adult Time 194 RDI Book 1- Reading Skills and Strategies: 346, 347, 348, 349, 350, 351, 352, 353, 355, 356, 357, 358, 360, 361, 366, 380, 382, 383, 388, 389, 391, 392, 393, 395, 397, 399, 400, 401, 402, 413 Paperbacks Teaching Resources: Gym Rats: True Stories About Punching. Pedaling, and Powerlifting, Behind the Wheel and Behind the Scenes, Super Jobs in Comic Books
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	The Following Provides Opportunities to Meet this Objective: Social Studies Nonfiction rBook Teacher's Edition: Government Office Worker 234; In Their Own Words 214; MTV Unplugged 84; Right on the Money 114; Rockers, Rappers, and Freedom of Speech 90; Youth Crime...Adult Time 194 RDI Book 1- Reading Skills and Strategies: 346, 347, 348, 349, 350, 351, 352, 353, 355, 356, 357, 358, 360, 361, 366, 380, 382, 383, 388, 389, 391, 392, 393, 395, 397, 399, 400, 401, 402, 413 Paperbacks Teaching Resources: Gym Rats: True Stories About Punching. Pedaling, and Powerlifting, Behind the Wheel and Behind the Scenes, Super Jobs in Comic Books
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	The Following Provides Opportunities to Meet this Objective: Social Studies Nonfiction rBook Teacher's Edition: Government Office Worker 234; In Their Own Words 214; MTV Unplugged 84; Right on the Money 114; Rockers, Rappers, and Freedom of Speech 90; Youth Crime...Adult Time 194 RDI Book 1- Reading Skills and Strategies: 346, 347, 348, 349, 350, 351, 352, 353, 355, 356, 357, 358, 360, 361, 366, 380, 382, 383, 388, 389, 391, 392, 393, 395, 397, 399, 400, 401, 402, 413 Paperbacks Teaching Resources: Gym Rats: True Stories About Punching. Pedaling, and Powerlifting, Behind the Wheel and Behind the Scenes, Super Jobs in Comic Books
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	Identify Vocabulary rBook Teacher's Edition: 20, 44, 70, 94, 118, 150, 174, 198, 226 RDI Book 1-Reading Skills and Strategies: Each lesson includes a vocabulary and word study section, which allows students to identify and build vocabulary. Topic Software Teaching Resources: Each segment of the READ180 Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words. Audiobooks Teaching Resources: As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book. Resources for Content-Area Reading: 15, 23, 31, 39, 47, 55, 63, 71, 79

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	<p>Content Area Vocabulary <u>RDI Book 1-Reading Skills and Strategies:</u> 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276 <u>Topic Software Teaching Resources:</u> Because of the varied content in the passages in the READ180 Software, students are introduced to a broad range of content-area vocabulary.</p>
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	<p>Discussion of the following provides opportunities to meet this objective: Social Studies Nonfiction <u>rBook Teacher's Edition:</u> Government Office Worker 234; In Their Own Words 214; MTV Unplugged 84; Right on the Money 114; Rockers, Rappers, and Freedom of Speech 90; Youth Crime...Adult Time 194 <u>RDI Book 1- Reading Skills and Strategies:</u> 346, 347, 348, 349, 350, 351, 352, 353, 355, 356, 357, 358, 360, 361, 366, 380, 382, 383, 388, 389, 391, 392, 393, 395, 397, 399, 400, 401, 402, 413 <u>Paperbacks Teaching Resources:</u> Gym Rats: True Stories About Punching, Pedaling, and Powerlifting, Behind the Wheel and Behind the Scenes, Super Jobs in Comic Books</p>
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, evidence, and reasoning.	<p>Discussion of the following provides opportunities to meet this objective: Social Studies Nonfiction <u>rBook Teacher's Edition:</u> Government Office Worker 234; In Their Own Words 214; MTV Unplugged 84; Right on the Money 114; Rockers, Rappers, and Freedom of Speech 90; Youth Crime...Adult Time 194 <u>RDI Book 1- Reading Skills and Strategies:</u> 346, 347, 348, 349, 350, 351, 352, 353, 355, 356, 357, 358, 360, 361, 366, 380, 382, 383, 388, 389, 391, 392, 393, 395, 397, 399, 400, 401, 402, 413 <u>Paperbacks Teaching Resources:</u> Gym Rats: True Stories About Punching, Pedaling, and Powerlifting, Behind the Wheel and Behind the Scenes, Super Jobs in Comic Books</p>
<i>Integration of Knowledge and Ideas</i>	
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	<p>The Following Matches Supports this Objective: Read a Diagram <u>rBook Teacher's Edition:</u> 172 Read a Chart <u>rBook Teacher's Edition:</u> 42 Read a Bar Graph <u>rBook Teacher's Edition:</u> 18, 116 Read a Circle Graph <u>rBook Teacher's Edition:</u> 92 Read a Map <u>rBook Teacher's Edition:</u> 196</p>

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	<p>Read a Time Line rBook Teacher's Edition: 220</p> <p>Anchor Video rBook Teacher's Edition: 8K, 32K, 56M, 82K, 106K, 130M, 162K, 186K, 210K, 40, 212, 214, 222</p> <p>Use Internet Sources Resources for Content-Area Reading: 58-59</p> <p>Digital Tools Presentation Resources for Content-Area Reading: 80-81, 84-85</p>
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other sources of information.	<p>Discussion of the following provides opportunities to meet this objective: Social Studies Nonfiction rBook Teacher's Edition: Government Office Worker 234; In Their Own Words 214; MTV Unplugged 84; Right on the Money 114; Rockers, Rappers, and Freedom of Speech 90; Youth Crime...Adult Time 194 RDI Book 1- Reading Skills and Strategies: 346, 347, 348, 349, 350, 351, 352, 353, 355, 356, 357, 358, 360, 361, 366, 380, 382, 383, 388, 389, 391, 392, 393, 395, 397, 399, 400, 401, 402, 413 Paperbacks Teaching Resources: Gym Rats: True Stories About Punching, Pedaling, and Powerlifting, Behind the Wheel and Behind the Scenes, Super Jobs in Comic Books</p>
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	<p>Discussion of the following provides opportunities to meet this objective: Social Studies Nonfiction rBook Teacher's Edition: Government Office Worker 234; In Their Own Words 214; MTV Unplugged 84; Right on the Money 114; Rockers, Rappers, and Freedom of Speech 90; Youth Crime...Adult Time 194 RDI Book 1- Reading Skills and Strategies: 346, 347, 348, 349, 350, 351, 352, 353, 355, 356, 357, 358, 360, 361, 366, 380, 382, 383, 388, 389, 391, 392, 393, 395, 397, 399, 400, 401, 402, 413 Paperbacks Teaching Resources: Gym Rats: True Stories About Punching, Pedaling, and Powerlifting, Behind the Wheel and Behind the Scenes, Super Jobs in Comic Books</p>
<i>Range of Reading and Level of Text Complexity</i>	
10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.	<p>Read Connected Text with Fluency rBook Teacher's Edition: 31A, 55A, 81A, 105A, 129A, 161A, 185A, 209A, 237A RDI Book 1-Reading Skills and Strategies: Various activities are offered to model, build and assess fluency. Topic Software Teaching Resources: The READ180 Software models fluent reading and gives the students experience in reading with fluency.</p> <p>Read Independently RDI Book 1-Reading Skills and Strategies: Students are given the opportunity to read the passages independently. Topic Software Teaching Resources: Students read passages</p>

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	<p>on the READ180 Software independently when they make a recording of the passage in the Reading and Success Zones, and in other Success Zone activities.</p> <p>Test-Taking Strategies: The lessons and practice from the reading test strategies offer students an opportunity to read independently.</p>
Reading Standards for Literacy in Science and Technical Subjects	
<i>Key Ideas and Details</i>	
1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	<p>The Following Provides Opportunities to Meet this Objective: Science Nonfiction</p> <p>rBook Teacher’s Edition: Killer Without a Cure, A 36; Medical Assistant 182; Pharmacist Technician 52; Prepared for Smallpox 34; Super Mouse 164; The Human Brain 170; Wilderness Instructor 206</p> <p>Paperbacks Teaching Resources: Escape From the Ice: Shkelton and Endurance, Rat Attacks, The Body Book, An Owners Guide to Fueling, Fixing, and Running the Most Important Machine You Own</p>
2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	<p>The Following Provides Opportunities to Meet this Objective: Science Nonfiction</p> <p>rBook Teacher’s Edition: Killer Without a Cure, A 36; Medical Assistant 182; Pharmacist Technician 52; Prepared for Smallpox 34; Super Mouse 164; The Human Brain 170; Wilderness Instructor 206</p> <p>Paperbacks Teaching Resources: Escape From the Ice: Shkelton and Endurance, Rat Attacks, The Body Book, An Owners Guide to Fueling, Fixing, and Running the Most Important Machine You Own</p>
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	<p>The Following Provides Opportunities to Meet this Objective: Follow Directions</p> <p>RDI Book 3-Strategies for English-Language Learners: 25, 29, 42</p> <p>Write Instructions</p> <p>RDI Book 2 – Writing and Grammar Strategies: 140-144</p>
<i>Craft and Structure</i>	
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i> .	<p>Content Area Vocabulary</p> <p>RDI Book 1-Reading Skills and Strategies: 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276</p> <p>Topic Software Teaching Resources: Because of the varied content in the passages in the READ180 Software, students are introduced to a broad range of content-area vocabulary.</p> <p>Resources for Content-Area Reading: 15, 23, 31, 39, 47, 55, 63, 71, 79</p> <p>Identify Vocabulary</p> <p>rBook Teacher’s Edition: 20, 44, 70, 94, 118, 150, 174, 198, 226</p> <p>RDI Book 1-Reading Skills and Strategies: Each lesson includes a vocabulary and word study section, which allows students to identify and build vocabulary.</p>

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	<p>Topic Software Teaching Resources: Each segment of the READ180 Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words.</p> <p>Audiobooks Teaching Resources: As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p>
5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	<p>The Following Provides Opportunities to Meet this Objective: Science Nonfiction</p> <p>rBook Teacher's Edition: Killer Without a Cure, A 36; Medical Assistant 182; Pharmacist Technician 52; Prepared for Smallpox 34; Super Mouse 164; The Human Brain 170; Wilderness Instructor 206</p> <p>Paperbacks Teaching Resources: Escape From the Ice: Shakelton and Endurance, Rat Attacks, The Body Book, An Owners Guide to Fueling, Fixing, and Running the Most Important Machine You Own</p>
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	<p>The Following Provides Opportunities to Meet this Objective: Science Nonfiction</p> <p>rBook Teacher's Edition: Killer Without a Cure, A 36; Medical Assistant 182; Pharmacist Technician 52; Prepared for Smallpox 34; Super Mouse 164; The Human Brain 170; Wilderness Instructor 206</p> <p>Paperbacks Teaching Resources: Escape From the Ice: Shakelton and Endurance, Rat Attacks, The Body Book, An Owners Guide to Fueling, Fixing, and Running the Most Important Machine You Own</p>
<i>Integration of Knowledge and Ideas</i>	
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	<p>The Following Provides Opportunities to Meet this Objective: Science Nonfiction</p> <p>rBook Teacher's Edition: Killer Without a Cure, A 36; Medical Assistant 182; Pharmacist Technician 52; Prepared for Smallpox 34; Super Mouse 164; The Human Brain 170; Wilderness Instructor 206</p> <p>Paperbacks Teaching Resources: Escape From the Ice: Shakelton and Endurance, Rat Attacks, The Body Book, An Owners Guide to Fueling, Fixing, and Running the Most Important Machine You Own</p>
8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	<p>The Following Provides Opportunities to Meet this Objective: Science Nonfiction</p> <p>rBook Teacher's Edition: Killer Without a Cure, A 36; Medical Assistant 182; Pharmacist Technician 52; Prepared for Smallpox 34; Super Mouse 164; The Human Brain 170; Wilderness Instructor 206</p> <p>Paperbacks Teaching Resources: Escape From the Ice: Shakelton and Endurance, Rat Attacks, The Body Book, An Owners Guide to Fueling, Fixing, and Running the Most Important Machine You Own</p>
9. Synthesize information from a range of sources (e.g., texts,	<p>The Following Provides Opportunities to Meet this Objective: Science Nonfiction</p>

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experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	<p>rBook Teacher’s Edition: Killer Without a Cure, A 36; Medical Assistant 182; Pharmacist Technician 52; Prepared for Smallpox 34; Super Mouse 164; The Human Brain 170; Wilderness Instructor 206</p> <p>Paperbacks Teaching Resources: Escape From the Ice: Shakelton and Endurance, Rat Attacks, The Body Book, An Owners Guide to Fueling, Fixing, and Running the Most Important Machine You Own</p>
<i>Range of Reading and Level of Text Complexity</i>	
10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.	<p>rBook Teaching Guide: The Read180 Enterprise selections are Narrow Reading units that delve deeply into one focused real-world issue, are sequenced in order of increasing difficulty, and provide opportunities to support this standard.</p> <p>rBook Teaching Guide: Heartbeat of Harlem 208; Hard Time 190; Power of Peer Pressure, The 116</p> <p>RDI Book 1-Reading Skills and Strategies: Reading passages represent a variety of genres at various reading levels.</p> <p>Topic Software Teaching Resources: The READ180 Software gives the students experience in reading a variety of high quality, traditional, classical and contemporary literary works.</p> <p>Audiobooks Teaching Resources (Reading Coach Modeling): As the students read along with the Audiobooks, they experience reading a variety of high quality, traditional, classical and contemporary literary works.</p>
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	
<i>Text Types and Purposes</i>	
<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to</p>	<p>The Following Matches Support this Objective: Write a Speech RDI Book 2 – Writing and Grammar Strategies: 128-132 Topic Software Teaching Resources: 219, 260 Audiobook Teaching Resources: 28, 34, 56, 68</p> <p>Write an Opinion with Reasons RDI Book 2 – Writing and Grammar Strategies: 116-120 Topic Software Teaching Resources: 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 Audiobook Teaching Resources: 47 Paperbacks Teaching Resources: 84, 98, 102, 128</p> <p>Persuasive Writing rBook Teacher’s Edition: 120-125, 134-139, 247 RDI Book 2 – Writing and Grammar Strategies: 134-139 Topic Software Teaching Resources: 225 Audiobook Teaching Resources: 28 Resources for Content-Area Reading: 47</p>

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<p>link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and</p>	<p>The Following Selected Matches Support this Objective: Write an Informative Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 110-115</p> <p>Expository Writing <u>rBook Teacher's Edition:</u> 22-27, 96-101, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 68-72, 74-78, 80-84, 86-90, 92-96, 98-102, 104-108, 110-115 <u>Topic Software Teaching Resources:</u> 224 <u>Resources for Content-Area Reading:</u> 15, 39, 55</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108 <u>Resources for Content-Area Reading:</u> 48-49, 50-51, 52-53</p> <p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Write a Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 234</p> <p>Write a Comparison <u>RDI Book 2 – Writing and Grammar Strategies:</u> 56-60 <u>Topic Software Teaching Resources:</u> 264 <u>Paperbacks Teaching Resources:</u> 62, 78, 118</p> <p>Write a Book Synopsis <u>RDI Book 2 – Writing and Grammar Strategies:</u> 80-84</p>

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supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	
3. (See note; not applicable as a separate requirement) Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Expository Writing <u>rBook Teacher's Edition:</u> 22-27, 96-101, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 68-72, 74-78, 80-84, 86-90, 92-96, 98-102, 104-108, 110-115 <u>Topic Software Teaching Resources:</u> 224 <u>Resources for Content-Area Reading:</u> 15, 39, 55</p> <p>Write Descriptive Words, Sentences, Paragraph, or Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 44-48, 50-54, 56-60, 62-67 <u>Topic Software Teaching Resources:</u> 215, 230, 231, 232, 234-238, 240, 252, 254, 267 <u>Audiobook Teaching Resources:</u> 34, 40, 43, 56, 58-59, 61-62 <u>Paperbacks Teaching Resources:</u> 56, 60, 64, 68, 72, 92, 98, 126, 130 <u>Resources for Content-Area Reading:</u> 71</p> <p>Write an Informative Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 110-115</p> <p>Write a Narrative <u>rBook Teacher's Edition:</u> 46-51, 176-177, 228-233, 298 <u>Resources for Content-Area Reading:</u> 23, 32, 63, 79</p>
<i>Production and Distribution of Writing</i>	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>Selected Examples Include:</p> <p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Book Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 234</p> <p>Write a Personal Narrative <u>rBook Teacher's Edition:</u> 228 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126</p>

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	<p>Write a Narrative <u>rBook Teacher's Edition:</u> 46-51, 176-177, 228-233, 298 <u>Resources for Content-Area Reading:</u> 23, 32, 63, 79</p> <p>Write a Reflective Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 62-67</p> <p>Expository Writing <u>rBook Teacher's Edition:</u> 22-27, 96-101, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 68-72, 74-78, 80-84, 86-90, 92-96, 98-102, 104-108, 110-115 <u>Topic Software Teaching Resources:</u> 224 <u>Resources for Content-Area Reading:</u> 15, 39, 55</p>
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<p>The Following Matches Provide Opportunities to Meet this Objective: Assessment Rubrics for Writing <u>rBook Teacher's Edition:</u> 25, 49, 75, 99, 123, 155, 179, 203, 231 <u>RDI Book 2-Writing and Grammar Strategies:</u> 264-269 <u>Topic Software Teaching Resources:</u> 290 <u>Test-Taking Strategies Book:</u> 132</p> <p>Peer Assessment <u>rBook Teacher's Edition:</u> 25, 49, 75, 99, 123, 155, 179, 203, 231 <u>RDI Book 2-Writing and Grammar Strategies:</u> 13</p> <p>Plan <u>rBook Teacher's Edition:</u> 24, 48, 74, 98, 122, 154, 178, 202, 230 Writing <u>rBook Teacher's Edition:</u> 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-177, 200-205, 228-233, 247, 248, 298</p> <p>Proofreading <u>rBook Teacher's Edition:</u> 27, 51, 77, 101, 125, 157, 181, 205, 233</p> <p>Revision/Edit <u>rBook Teacher's Edition:</u> 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-177, 200-205, 228-233, 247, 248, 298 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 13 <u>Topic Software Teaching Resources:</u> All lessons practice spelling and proofreading skills, which are a principal objective of the software component. <u>Test-Taking Strategies Book:</u> Students are taught to identify writing prompts, organize thoughts, generate an outline, understand evaluation criteria, and review/revise writing to improve it.</p>
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47</p>

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	<p><u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Realistic Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 26-30</p> <p>Write a Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 234</p> <p>Write a Personal Narrative <u>rBook Teacher’s Edition:</u> 228 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126</p> <p>Write a Narrative <u>rBook Teacher’s Edition:</u> 46-51, 176-177, 228-233, 298 <u>Resources for Content-Area Reading:</u> 23, 32, 63, 79</p> <p>Write a Reflective Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 62-67</p> <p>Expository Writing <u>rBook Teacher’s Edition:</u> 22-27, 96-101, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 68-72, 74-78, 80-84, 86-90, 92-96, 98-102, 104-108, 110-115 <u>Topic Software Teaching Resources:</u> 224 <u>Resources for Content-Area Reading:</u> 15, 39, 55</p> <p>Use Internet Sources <u>Resources for Content-Area Reading:</u> 58-59</p> <p>Digital Tools Presentation <u>Resources for Content-Area Reading:</u> 80-81, 84-85</p>
<i>Research to Build and Present Knowledge</i>	
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<p>Write a Report <u>Resources for Content-Area Reading:</u> 48-49, 50-51, 52-53</p>
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the	<p>Locate Information <u>Resources for Content-Area Reading:</u> 18-19, 26-27, 34-35, 42-43, 50-51, 58-59, 66-67, 74-75, 82-83</p> <p>Organize and Present Information <u>Resources for Content-Area Reading:</u> 20-21, 28-29, 36-37, 44-45, 52-53, 60-61, 68-69, 76-77, 84-85</p>

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flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
9. Draw evidence from informational texts to support analysis, reflection, and research.	<p>Selected Examples Include: Each reading component gives students an opportunity to respond to what they have read through Final Projects, QuickWrites and Comprehension Graphic Organizers. Respond to Ideas and Issues Topic Software Teaching Resources: 285 Audiobook Teaching Resources: 29-32, 37, 41, 49-50, 52, 58-59, 62 Paperbacks Teaching Resources: 56, 66, 72, 74, 84, 86, 88, 92, 102, 116, 124, 132 rBook Teacher’s Edition: 72-77, 248</p> <p>Write a Informative Article RDI Book 2 – Writing and Grammar Strategies: 92-96 Topic Software Teaching Resources: 255</p> <p>Write a Book Synopsis RDI Book 2 – Writing and Grammar Strategies: 80-84</p> <p>Write a Report RDI Book 2 – Writing and Grammar Strategies: 104-108 Resources for Content-Area Reading: 48-49, 50-51, 52-53</p> <p>Write a News Article RDI Book 2 – Writing and Grammar Strategies: 86-90 Topic Software Teaching Resources: 220 Audiobook Teaching Resources: 53 Paperbacks Teaching Resources: 100, 104, 106, 118, 130, 137</p>
<i>Range of Writing</i>	
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research. See, for example: Write an Autobiographical Narrative RDI Book 2 – Writing and Grammar Strategies: 20-24</p> <p>Write a Realistic Narrative RDI Book 2 – Writing and Grammar Strategies: 26-30</p> <p>Write a Biographical Narrative RDI Book 2 – Writing and Grammar Strategies: 32-36</p> <p>Write a Personal Narrative rBook Teacher’s Edition: 228 RDI Book 2 – Writing and Grammar Strategies: 122-126</p> <p>Write a Narrative</p>

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	<p><u>rBook Teacher’s Edition:</u> 46-51, 176-177, 228-233, 298 <u>Resources for Content-Area Reading:</u> 23, 32, 63, 79</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108 <u>Resources for Content-Area Reading:</u> 48-49, 50-51, 52-53</p> <p>Write a Informative Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 92-96 <u>Topic Software Teaching Resources:</u> 255</p>