



# Common Core State Standards for English Language Arts, Grades 6-8

CORRELATED TO



**READ 180 Next Generation, Stage B**

OCTOBER 2011

**COMMON CORE**  
**STATE STANDARDS INITIATIVE**  
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER



**READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8**

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies	
<b>Grade 6</b>										
<b>Reading Standards for Literature</b>										
<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.	263A-263B, 66-67, 70-71, 72-73, 96-97, 156-157, 236-237, 238-239, 240-241, 242-243, 244-245, 262-263	72, 150, 151, 154, 155, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 274	Paperbacks 14, 15, 18, 19, 20, 21, 23, 25, 26, 27, 28, 33, 37, 39, 40, 41, 44, 46, 53, 58, 63, 64, 66, 71, 75, 83, 93, 103, 113, 153, 165, 173, 175 AudioBooks 204, 205, 206, 207, 208, 209, 210, 211, 213, 215, 217, 218, 219, 248, 254	324, 325, 326, 327, 332, 333, 334, 335, 338, 339, 366, 367, 401, 406, 407, 508, 509, 511, 518, 562, 574			31-33, 45-47, 76-77, 82-83, 88-89, 90-91, 98-99	54, 88, 89, 100, 101		45, 46, 47, 48, 49, 50,
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.	75C-75D, 89A-89B, 159C-159D, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 88-89, 92-93, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 246-247, 260-261	69, 70, 71, 72, 73, 74, 75, 148, 149, 151, 152, 153, 157, 159	Paperbacks 39, 70 AudioBooks 216, 218, 245	376, 377, 378, 379, 528, 574			88, 89			
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 the plot moves toward a resolution.	89A-89B, 175A-175B, 62-63, 64-65, 66-67, 70-71, 72-73, 86-87, 88-89, 148-149, 150-151, 152-153, 154-155, 156-157, 172-173, 174-175, 242-243, 244-245	70, 71, 72, 73, 78, 79, 148, 149, 151, 152, 153, 154, 155, 157, 243, 275	Paperbacks 14, 15, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 31, 32, 35, 37, 39, 41, 42, 43, 44, 46, 49, 50, 51, 53, 54, 55, 58, 60, 61, 63, 64, 65, 66, 68, 69, 70, 71, 85, 87, 101, 109, 125, 129, 133, 155, 157, 183, 187 AudioBooks 204, 205, 206, 207, 208, 209, 210, 211, 213, 212, 216, 217, 218, 219, 221, 227, 230	328, 329, 330, 331, 332, 333, 334, 338, 339, 364, 365, 366, 367, 372, 373, 374, 375, 385, 401, 403, 404, 406, 508, 509, 511, 512, 522, 523, 526, 527, 529			90, 91, 92, 93	22, 75, 76, 96		39, 40, 41, 42, 43, 44
<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	150-151, 152-153, 154-155, 158-159, 240-241, 242-243, 244-245, 246-247, 260-261	77, 216					102, 103			28, 29, 30

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impact of a specific word choice on meaning and tone.									
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.	75C-75D, 159C-159D, 247C-247D, 74-75, 150-151, 152-153, 154-155, 158-159, 246-247	158, 159	Paperbacks 14, 15	408, 562					
6. Explain how an author develops the point of view of the narrator or speaker in a text.	89A-89B, 64-65, 66-67, 68-69, 70-71, 72-73			391, 521, 574			30		
<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 version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	62, 63, 158, 159			562			98, 99	75	
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.	T164-T165, 62, 63, 65, 67, 69, 71, 73-75, 148-149, 151, 153, 157, 159	62, 63, 65, 67, 69, 71, 73-75, 148-149, 151, 153, 157, 159		407					
<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.	62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75, 146, 150, 151, 158, 159	62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75, 146, 150, 151, 158	AudioBooks 263, 264, 265	400, 401, 430, 431, 432, 440, 441, 444, 446, 452, 453, 455, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 475, 476, 477, 478, 479, 480, 481, 488, 489, 490, 495, 496, 497, 503, 504, 505, 506, 562, 574			30, 54, 56	The Software offers students increasingly more challenging nonfiction texts and provides them with appropriate scaffolds including anchor videos, and vocabulary within the Instructional Zones which supports comprehension.	

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<b>Reading Standards for Informational Text</b>									
<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.	117A-117B, 263A-263B, 16-17, 36-37, 38-39, 40-41, 42-43, 44-45, 114-115, 212-213, 214-215, 234-235, 262-263	11, 13, 15, 17, 19, 39, 43, 84, 85, 92, 93, 94, 95, 96, 97, 99, 100, 101, 120, 121, 128, 129, 182, 183, 186, 187, 208, 209, 210, 211, 212, 213, 214, 215, 230, 234, 235, 238, 239, 240, 241, 242, 243, 244, 245, 260, 262,	Paperbacks 14, 15, 16, 17, 29, 30, 36, 38, 45, 52, 56, 72, 73, 74, 81, 89, 103, 105, 119, AudioBooks 214, 239, eReads 287, 291, 295, 299, 303, 307, 311, 315, 319, 323, 327, 331, 335, 339, 343	324, 325, 332, 333, 334, 335, 386, 387, 508, 509, 511, 554			88, 89	21, 24, 25, 27, 28, 33, 34, 35, 37, 39, 42, 46, 48, 49, 51, 52, 53, 54, 57, 58, 59, 63, 64, 65, 66, 67, 69, 70, 72, 73, 75, 81, 87, 90, 93, 96, 99, 100, 105, 109	31, 32, 33, 48, 49, 50
2. Determine a 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.	33A-33B, 59A-59B, 117A-117B, 145A-145B, 10-11, 12-13, 14-15, 16-17, 18-19, 32-33, 36-37, 38-39, 40-41, 42-43, 44-45, 76-77, 92-93, 94-95, 96-97, 98-99, 100-101, 102-103, 104-105, 106-107, 116-117, 120-121, 122-123, 124-125, 126-127, 130-131, 144-145, 160-161, 182-183, 184-185, 186-187, 188-189, 200-201, 206-207, 208-209, 210-211, 212-213, 214-215, 216-217, 234-235, 248-249	235, 239, 241, 243, 276, 277  Every expository text in each <i>rBook</i> Workshop is accompanied by a Key Idea question that asks students to determine the main idea, as well as a Summarize activity.	Paperbacks 14, 15, 16, 22, 30, 34, 38, 47, 48, 56, 67, 72, 73 AudioBooks 214	352, 353, 354, 355, 356, 518, 550, 558, 570, 574			100, 101	21, 23, 27, 29, 30, 31, 33, 35, 39, 40, 41, 43, 48, 51, 52, 53, 57, 58, 59, 60, 63, 64, 65, 69, 70, 75, 77, 78, 81, 83, 84, 85, 87, 89, 91, 93, 94, 97, 99, 103, 105, 107, 109	45, 46, 47
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).	33A-33B, 59A-59B, 117A-117B, 145A-145B, 203A-203B, 231A-231B, 10-11, 12-13, 14-15, 16-17, 18-19, 36-37, 38-39, 40-41, 42-43, 44-45, 58-59, 98-99, 120-121, 122-123, 124-125, 126-127, 128-129, 144-145, 178-179, 180-181, 182-183, 184-185, 186-187, 188-189, 202-203, 206-207, 208-209, 210-211,	13, 15, 85, 94, 95, 96, 97, 125, 127, 208, 209, 210, 211, 213, 259	Paperbacks 15, 17, 48, 56, 62, 143, 189	328, 329, 330, 331, 334, 335, 380, 381, 546, 554, 558, 574			72, 90, 91	21, 22, 36, 46, 57, 63, 71, 72, 75, 76, 77, 78, 79, 82, 83, 84, 85, 88, 89, 90, 91, 94, 95, 96, 97, 100, 102, 103, 106, 108	

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	212-213, 214-215, 230-231								
<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.	10-11, 12-13, 14-15, 16-17, 36-37, 38-39, 40-41, 42-43, 44-45, 92-93, 94-85, 96-97, 98-99, 100-101, 120-121, 122-123, 124-125, 126-127, 128-129, 158-159, 180-181, 184-185, 186-187, 202-203, 206-207, 208-209, 210-211, 212-213, 214-215, 234-235	216  Each Workshop incorporates the study and application of recursive, high-utility academic vocabulary in the context of content-area readings.	The Reading Coach within each narration of an Audiobook interjects to do “think alouds” that model best practices in reading comprehension.	55		30	102, 103	Within the Reading and Word Zones, students learn to determine word meanings, appreciate nuances of words, practice pronunciation, and expand their vocabularies.	28, 29, 30
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.	19C-19D, 45C-45D, 101C-101D, 129C-129D, 187C-187D, 215C-215D, 247C-247D, 124-125	261	eReads 287, 291, 295, 299, 303, 307, 311, 315, 319, 323, 327, 331, 335, 339, 343	380, 381, 529					
6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	56-57, 114-115	162, 163, 190, 191, 218, 219, 250, 251		360, 361, 362, 363, 384, 392, 393, 394, 521, 542, 574					
<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.	18-19, 28-29, 38-39, 42-43, 44-45, 54-55, 84-85, 92-93, 94-85, 96-97, 98-99, 100-101, 112-113, 120-121, 122-123, 124-125, 126-127, 128-129, 140-141, 180-181, 186-187, 198-199, 206-207, 210-211, 214-215, 234-235, 236-237, 258-259 <i>READ 180</i> Community <i>rBook</i> Reading Projects Stage B Workshops 6, 9	18, 19, 44, 54, 55, 84, 100, 101, 112, 128, 129, 186, 214, 215, 244, 245  <i>READ 180</i> Community <i>rBook</i> Reading Projects Stage B Workshops 6, 9	AudioBooks 206  Each eRead Collection includes a slideshow featuring 8 photos that appear in the eReads or relate to the Collection topic. eRead Collections contain functional texts featuring maps, charts, graphs and other text features as central	397, 398, 399		32	14, 22, 38, 40, 41, 42, 43, 44, 45, 46, 62, 70, 78	23	

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			elements for students to interpret.						
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.	30-31, 142-143	162, 163, 190, 191		360, 361, 362, 363, 384, 392, 393					
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).	112 <i>READ 180</i> Community rBook Reading Projects Stage B Workshop 9	<i>READ 180</i> Community rBook Reading Projects Stage B Workshop 9		360, 361, 392, 534					
<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.	12, 13, 16, 17, 18, 19, 34, 36, 38, 39, 42, 43, 44, 45, 84, 90, 92, 98, 99, 100, 101, 112, 113, 124, 125, 126, 127, 128, 129, 170, 171, 178, 180, 181, 184, 185, 186, 187, 198, 199, 206, 207, 208, 209, 210, 212, 213, 214, 215, 226, 227, 234, 242, 243, 244, 245, 250, 251	12, 13, 16, 17, 18, 19, 34, 36, 38, 39, 42, 43, 44, 45, 66, 67, 84, 90, 98, 99, 100, 101, 112, 113, 128, 129, 170, 171, 178, 180, 181, 184, 185, 186, 187, 198, 199, 206, 207, 208, 209, 210, 212, 213, 214, 215, 226, 227, 234, 242, 243, 244, 245, 250, 251	AudioBooks 263, 264	380, 381, 392, 393, 399, 402, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 433, 434, 435, 436, 437, 438, 439, 442, 443, 445, 447, 448, 449, 450, 451, 454, 456, 457, 458, 459, 460, 461, 462, 472, 473, 482, 483, 484, 485, 486, 487, 491, 492, 493, 494, 496, 497, 498, 499, 500, 501, 502, 506, 507, 554, 567, 571,		14, 22, 30, 38, 46, 62, 70, 78,82, 83	The Software offers students increasingly more challenging nonfiction texts and provides them with appropriate scaffolds including anchor videos, and vocabulary within the Instructional Zones which supports comprehension.		
<b>Writing Standards</b>									
<i>Text Types and Purposes</i>									
1. Write arguments to support claims with clear reasons and relevant	145A-145B, 203A-203B, 30-31, 40-41, 42-43, 44-	30, 31, 40, 70, 74, 79, 96, 98, 99, 126,	AudioBooks 257 eReads 286, 287,		14, 83, 103, 104, 105, 106,		62	351, 352, 353, 354, 355, 356,	

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evidence. 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 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.	45, 132-133, 134-135, 136-137, 139, 142-143, 145, 190-191, 192-193, 194-195, 197, 203,	127, 129, 132, 133, 134, 135, 142, 143, 152, 154, 156, 158, 190, 191, 210, 211, 212, 238, 242, 246, 285	288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345		107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156			357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470	
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	33A-33B, 89A-89B, 117A-117B, 175A-175B, 22-23, 24-25, 27, 33, 56-57, 78-79, 80-81, 83, 89, 104-105, 106-107, 108-109, 111, 114-115, 117, 162-163, 164-165,	106, 107, 172, 173, 200, 201, 284	AudioBooks 259, 260, 261 eReads 286, 287, 28, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305,		14, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 63, 65, 66, 67, 68, 69, 70, 71, 72, 73,		15, 32, 39, 55, 68, 69, 71, 72, 73	Students take a stand on a topic and use textual evidence to support their argument in each Writing Zone. Scaffolded	103, 104, 105

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<p>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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to 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 the information or explanation presented.</p>	<p>166-167, 169, 175, 190-191, 197, 200-201, 250-251, 252-253, 254-255, 257</p>		<p>306, 307, 308, 309, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330,331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 348, 349, 350, 351, 352, 353, 354, 355</p>		<p>74, 75, 76, 77, 78, 79, 80, 81, 82, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156</p>			<p>grammar and sentence frames develop writing skills.</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 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 and 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</p>	<p>59A-59B, 48-49, 50-51, 53, 59, 86-87, 172-173, 218-219, 220-221, 222-223, 225</p>	<p>49, 218, 219, 285</p>	<p>eReads 310, 311, 312, 313</p>		<p>14, 16, 21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 49, 40, 41, 42, 43, 44, 45, 46</p>		<p>23, 32</p>		<p>100, 101, 102</p>

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from 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.)	59A-59B, 22-23, 24-25, 26-27, 48-49, 50-51, 53, 59, 78-79, 80-81, 83, 104-105, 106-107, 108-109, 111, 132-133, 134-135, 136-137, 139, 162-163, 164-165, 166-167, 169, 172-173, 190-191, 192-193, 194-195, 197, 200-201, 218-219, 220-221, 222-223, 225, 228-229, 250-251, 252-253, 254-255, 257, 260-261	172, 173  Each rBook writing component includes scaffolds that help students plan, develop, and proofread assignments appropriate to the Workshop focus.			30, 46, 77, 82, 93, 123, 138			Students take a stand on a topic and use textual evidence to support their argument in each Writing Zone. Scaffolded grammar and sentence frames develop writing skills.	
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.)	22-23, 24-25, 26-27, 30-31, 48-49, 50-51, 53, 56-57, 78-79, 80-81, 82-83, 86-87, 104-105, 106-107, 108-109, 110-111, 114-115, 132-133, 134-135, 136-137, 138-139, 142-143, 162-163, 164-165, 166-167, 168-169, 172-173, 190-191, 192-193, 194-195, 196-197, 200-201, 218-219, 220-221, 222-223, 224-225, 228-229, 250-251, 252-253, 254-255, 256-257, 260-261	23, 24, 25, 26, 27, 48, 49, 51, 52, 56, 57, 79, 80, 82, 83, 106, 107, 108, 109, 110, 111, 114, 115, 124, 125, 134, 135, 136, 137, 138, 139, 164, 165, 166, 167, 172, 173, 192, 193, 194, 195, 196, 197, 200, 201, 220, 221, 222, 223, 224, 225, 252, 253, 255, 256, 257, 260, 261	AudioBooks 257, 258, 259, 260, 261		15, 16, 21, 23, 26, 28, 31, 33, 36, 38, 41, 44, 47, 49, 52, 54, 57, 59, 62, 64, 67, 70, 73, 74, 75, 78, 80, 83, 85, 87, 88, 90, 93, 95, 98, 100, 103, 105, 108, 111, 113, 115, 118, 121, 124, 126, 129, 131, 134, 137, 138, 139, 141, 144, 145, 146, 148, 149, 150, 151, 156, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255		15, 16, 24, 25, 26, 27, 28, 29, 32, 33, 40, 41, 48, 49, 56, 57, 64, 65, 68, 69, 72, 73, 76, 77, 80, 81	In the Writing Zone, students are coached through the writing and editing process. Students are guided through a four-point rubric that allows them to self-check their work	66, 67
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	30-31, 56-57, 114-115, 142-143, 200-201, 228-229, 260-261	27, 53, 56, 83, 167, 197, 225, 257	AudioBooks 258, 259		15, 16, 21, 26, 31, 36, 41, 47, 52, 57, 62, 67, 73, 78, 83, 88, 93, 98, 103, 108, 113, 118,		24, 25, 26, 27, 48, 49, 58, 59, 68, 69, 72, 73,	Students take a stand on a topic and use textual evidence to support their argument in each Writing	

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pages in a single sitting.					124,129, 134, 139, 156		80, 81	Zone. Scaffolded grammar and sentence frames develop writing skills.	
<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.	263A-263B, 250-251, 252-253, 254-255, 256-257, 263 End of Workshop Wrap-Up Projects provide opportunities to apply and integrate learning of a particular Workshop topic.	250, 251, 252, 253, 254, 255, 256, 257, 286 End of Workshop Wrap-Up Projects provide opportunities to apply and integrate learning of a particular Workshop topic.	Anchor media provides examples for students		14, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156		24, 25, 26, 27, 40, 41, 48, 49, 64, 68, 69, 72, 73, 80, 81		
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.	263A-263B, 112-113, 250-251, 252-253, 254-255, 257, 263	27, 56, 112, 252			146, 147, 148, 149		15, 16, 24, 25, 26, 27, 32, 34, 35, 40, 41, 48, 49, 58, 59, 64, 65, PO’s, 50, 51, 72, 73, 74, 75, 80, 81		
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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”). 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	83, 169	79, 109, 164, 165, 252			83, 84, 146, 147, 154, 155, 156		26, 27, 48, 49, 58, 59, 65, 72, 73, 74, 75		

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evidence from claims that are not”).									
<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.	33A-33B, 59A-59B, 89A-89B, 117A-117B, 145A-145B, 175A-175B, 203A-203B, 231A-231B, 263A-263B, 10-11, 12-13, 14-15, 16-17, 18-19, 22-23, 24-25, 26-27, 32-33, 36-37, 38-39, 40-41, 42-43, 44-45, 48-49, 50-51, 53, 56-57, 58-59, 74-75, 78-79, 80-81, 83, 86-87, 88-89, 92-93, 96-97, 98-99, 100-101, 104-105, 106-107, 108-109, 111, 114-115, 116-117, 126-127, 132-133, 134-135, 136-137, 139, 144-145, 150-151, 152-153, 154-155, 156-157, 158-159, 162-163, 164-165, 166-167, 169, 172-173, 174-175, 178-179, 184-185, 186-187, 190-191, 192-193, 194-195, 196-197, 200-201, 202-203, 206-207, 210-211, 212-213, 218-219, 220-221, 222-223, 225, 228-229, 230-231, 234-235, 246-247, 254-255, 257, 260-261, 262-263	68, 69, 70, 71, 79  The RED Routine React and Write is regularly integrated into rBook Workshops to support students in using academic language and increase writing stamina.	Paperbacks 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198 AudioBooks 222, 223, 225, 226, 228, 229, 231, 232, 234, 235, 237, 238, 240, 241, 243, 244, 246, 247, 249, 250, 252, 253, 255, 256 eReads 288, 289, 292, 293, 296, 297, 300, 301, 304, 305, 308, 309, 312, 313, 316, 317, 320, 321, 324, 325, 328, 329, 332, 333, 336, 337, 340, 341, 344, 345					Students take a stand on a topic and use textual evidence to support their argument in each Writing Zone. Scaffolded grammar and sentence frames develop writing skills.	
<b>Speaking and Listening Standards</b>									
<i>Comprehension and Collaboration</i>									
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. a. Come to discussions prepared, having read or studied required material; explicitly draw on that	8G-8H, 34G-34H, 60G-60H, 90G-90H, 118G-118H, 146G-146H, 176G-176H, 204G-204H, 232G-232H, 8-9, 12-13, 30-31, 34-35, 56-57, 60-61, 86-87, 90-91, 98-99, 100-101, 114-115, 118-119, 142-143, 146-147, 150-151, 152-	30, 31, 56, 84, 85, 95, 100, 101, 109, 114, 115, 126, 127, 142, 143, 200, 201, 226, 227, 228, 244, 260, 261	Discussion questions for each Paperback, Audiobook, and eRead guide academic conversations about a topic.				32, 33, 56, 57, 108, 109, 110, 111	Discussion questions guide students’ comprehension and academic discussion	

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Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
<p>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 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>	153, 156-157, 158-159, 170-171, 172-173, 176-177, 200-201, 204-205, 232-233, 246-247, 260-261								
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.	8G-8H, 34G-34H, 60G-60H, 90G-90H, 118G-118H, 146G-146H, 176G-176H, 204G-204H, 232G-232H, 8-9, 10-11, 12-13, 34-35, 44-45, 54-55, 60-61, 84-85, 90-91, 92-93, 98-99, 112-113, 118-119, 120-121, 140-141, 146-147, 148-149, 158-159, 170-171, 176-177, 178-179, 180-181, 184-184, 186-187, 198-199, 204-205, 206-207, 208-209, 210-211, 212-213, 214-215, 226-227, 232-233, 234-235, 246-247, 258-259	94, 95, 98, 99, 100, 101, 120, 183, 234					65		
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	30-31, 142-143	31, 57, 87, 109, 115, 142, 143							
<i>Presentation of Knowledge and Ideas</i>									
4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or	27, 30-31, 56-57, 114-115, 142-143, 197, 200-201, 228-229, 257, 260-261	End-of-Workshop Projects ask students to present their findings to the class using academic					16, 24, 25, 32, 33, 36, 37, 40,		

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Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
themes; use appropriate eye contact, adequate volume, and clear pronunciation.	End-of-Workshop Projects ask students to present their findings to the class using academic language.	language.					41, 48, 49, 64, 65, 68, 69, 80, 81		
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	228-229 End-of-Workshop Projects ask students to present their findings to the class using academic language.	End-of-Workshop Projects ask students to present their findings to the class using academic language.					32, 33, 60, 61, 68, 69, 80, 81		
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.)	10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 28-29, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 54-55, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 76-77, 80-81, 84-85, 92-93, 94-95, 96-97, 98-99, 100-101, 102-103, 104-105, 108-109, 112-113, 114-115, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 132-133, 134-135, 136-137, 140-141, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 166-167, 170-171, 178-179, 180-181, 182-183, 186-187, 188-189, 190-191, 192-193, 194-195, 198-199, 200-201, 206-207, 208-209, 212-213, 214-215, 216-217, 222-223, 226-227, 228-229, 236-237, 238-239, 240-241, 242-243, 244-245, 246-247, 248-249, 254-255, 258-259, 260-261	31, 57, 87, 109, 115, 143, 173, 201, 229, 261					68, 69		
<b>Language Standards</b>									
<i>Conventions of Standard English</i>									
1. Demonstrate command of the conventions of standard English grammar and usage when writing or	203A-203B, 30-31, 108-109, 136-137, 142-143, 194-195, 203, 222-223	26, 48, 52, 76, 82, 83, 89, 110, 138, 196, 197, 217, 224,		298, 299	20, 25, 40, 72, 158, 159, 160, 161, 162, 163,	39, 48, 50, 51, 53, 54,		In the Writing Zone, recordings help students	34, 35, 36

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Common Core State Standards for English Language Arts	READ 180 rBook Teacher’s Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself, ourselves</i> ). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* 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.*		231, 256, 257, 287, 288, 289			164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 225, 226, 232, 233, 236, 237, 238, 239, 240, 241, 248, 249, 250, 251, 252, 253, 254, 255,	56, 57, 58, 59		“hear” grammatical and syntactical errors and improve their sentences.	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.	89A-89B, 117A-117B, 26-27, 32-33, 52-53, 82-83, 88-89, 110-111, 117, 138-139, 144-145, 168-169, 174-175, 196-197, 224-225, 230-231, 256-257	27, 53, 111, 139, 225, 290, 291		14, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246	30, 133, 222, 223, 224, 225, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255	67		In the Writing Zone, recordings help students “hear” grammatical and syntactical errors and improve their sentences.	34, 35, 36
<i>Knowledge of Language</i>									
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/ listener interest,	30-31, 38-39, 42-43, 108-109, 142-143  End-of-Workshop Projects ask students to	End-of-Workshop Projects ask students to present their findings to the class using			77, 82, 224, 225, 230, 231			In the Spelling and Writing Zones, students practice proofreading by receiving	

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and style.* b. Maintain consistency in style and tone.*	present their findings to the class using academic language.	academic language.						corrective feedback, correcting misspellings and using writing scaffolds to improve their grammar and syntactical choices.	
<i>Vocabulary Acquisition and Use</i>									
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. 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. 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> ). 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. 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).	59A-59B, 117A-117B, 145A-145B, 175A-175B, 203A-203B, 231A-231B, 263A-263B, 8-9, 34-35, 46-47, 58-59, 60-61, 76-77, 88-89, 102-103, 116-117, 118-119, 130-131, 144-145, 146-147, 160-161, 174-175, 176-177, 182-183, 184-185, 188-189, 202-203, 204-205, 210-211, 214-215, 216-217, 230-231, 232-233, 240-241, 242-243, 244-245, 246-247, 248-249, 262-263  Each Workshop incorporates the study and application of recursive, high-utility academic vocabulary in the context of content-area readings.	46, 47, 77, 102, 103, 117, 161, 175, 216, 231, 248, 249, 263, Glossary 264-273  Each Workshop incorporates the study and application of recursive, high-utility academic vocabulary in the context of content-area readings.	Each eRead selection includes rollover vocabulary words with definitions, which expose students to a broad range of content-area and domain-specific vocabulary. The information can also be read aloud. Students are encouraged to keep track of new vocabulary words on a vocabulary log found on page	254, 256, 257, 258, 271, 274, 275, 276, 277, 280, 281, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 300, 301, 302, 303, 304, 305	143	40, 48, 52, 60, 68, 69, 70	26, 27	Within the Reading and Word Zones, students learn to determine word meanings, appreciate nuances of words, practice pronunciation and expand their vocabularies.	
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the	33A-33B, 89A-89B, 145A-145B, 175A-175B, 203A-203B, 20-21, 32-33, 40-41, 44-45, 46-47, 76-77, 88-89, 102-103, 130-131, 150-151, 160-161, 174-175, 188-189, 202-203, 216-217, 240-241, 242-243, 244-245, 246-247, 248-249			286, 287, 310, 311, 403, 404	143	40, 52, 60, 69, 70			

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connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i> ).									
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.	19C-19D, 33A-33B, 45C-45D, 59A-59B, 75C-75D, 89A-89B, 101C-101D, 117A-117B, 129C-129D, 145A-145B, 187C-187D, 203A-203B, 215C-215D, 231A-231B, 247C-247D, 263A-263B, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 58-59, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 76-77, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101, 102-103, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 144-145, 146-147, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 174-175, 176-177, 178-179, 180-181, 182-183, 184-185, 186-187, 188-189, 202-203, 204-205, 206-207, 208-209, 210-211, 212-213, 214-215, 216-217, 230-231, 232-233, 234-235, 238-239, 240-241, 242-243, 244-245, 246-247, 248-249, 262-263	9, 12, 14, 16, 18, 33, 35, 36, 38, 40, 42, 44, 59, 61, 63, 66, 68, 69, 70, 72, 77, 89, 91, 92, 94, 95, 96, 98, 100, 102, 103, 117, 118, 119, 120, 124, 126, 127, 128, 129, 145, 150, 152, 153, 154, 156, 157, 160, 161, 175, 177, 178, 180, 181, 182, 184, 185, 186, 187, 205, 206, 208, 209, 210, 212, 213, 214, 215, 216, 217, 231, 233, 234, 238, 240, 241, 242, 243, 244, 245, 248, 249, 263	Audiobooks: 204, 205, 206, 207 Each eRead selection includes roll-over vocabulary words that include definitions and parts of speech. The information can also be read aloud. Students are encouraged to keep track of new vocabulary words on a vocabulary log found on p. 268. eReads 287, 291, 295, 299, 303, 307, 311, 315, 319, 323, 327, 331, 335, 339, 343	15, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312		21-70	15, 23, 32, 39, 47, 55, 63, 71, 79, 102, 103	20, 21, 26, 27, 32, 33, 38, 39, 44, 45, 50, 51, 56, 57, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 92, 93 98, 99, 104, 105  Within the Reading and Word Zones, students learn to determine word meanings, appreciate nuances of words, practice pronunciation and expand their vocabularies.	
<b>STANDARDS FOR Literacy in History/Social Studies, Science, and Technical Subjects 6-12</b>									
<b>Reading Standards for Literacy in History/Social Studies (Grades 6-8)</b>									
<i>Key Ideas and Details</i>									

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1. Cite specific textual evidence to support analysis of primary and secondary sources.	39, 104			324, 325, 326, 327, 381, 558				101	
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.	8, 8h, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 32, 34h, 36, 37, 38, 39, 40, 42, 43, 44, 45, 60h, 90, 90h, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 101c, 101d, 116, 118h, 120, 121, 124, 125, 126, 127, 178, 179, 180, 181, 182, 183, 186, 187, 204g, 204h, 206, 207, 208, 210, 212, 214, 215, 234, 262, 269	8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 32, 36, 38, 40, 42, 43, 44, 90, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 116, 124, 125, 126, 127, 128, 178, 179, 180, 181, 182, 186, 187, 206, 209, 210, 212, 214, 215, 234, 262, 274, 275	Paperbacks 14, 15, 16, 22, 29, 30, 34, 36, 45, 47, 48, 52, 67, 72, 73, 74, 89, 91, 105, 137, 181, 191, 193, AudioBooks 206 eReads 287, 291, 295, 299, 303, 307, 311, 315, 319, 323, 327, 331, 335, 339, 343	324, 325, 326, 327, 332, 333, 334, 335, 336, 337, 356, 386, 387, 508, 509, 511, 542, 550, 554, 558			88, 89, 92, 93	21, 24, 25, 27, 28, 29, 31, 33, 34, 36, 37, 39, 40, 42, 43, 46, 47, 48, 49, 51, 54, 55, 57, 63, 66, 69, 70, 71, 75, 81, 82, 87, 91, 93, 95, 97, 99, 105, 108	
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).	13, 15, 29, 36, 42, 55, 85, 90h, 94, 95, 96, 97, 124, 125, 126, 127, 208, 209, 210, 211, 213, 259	13, 15, 85, 94, 95, 96, 97, 125, 127, 208, 209, 210, 211, 213, 259	Paperbacks 15, 17, 48, 56, 62, 143, 189	328, 329, 330, 331, 334, 335, 380, 381, 546, 554, 558, 574			72, 90, 91	21, 22, 36, 46, 57, 63, 71, 72, 75, 76, 77, 78, 79, 82, 83, 84, 85, 88, 89, 90, 91, 94, 95, 96, 97, 100, 102, 103, 106, 108	
<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.	33b, 35, 91, 182, 209, 216  Each Workshop incorporates the study and application of recursive, high-utility academic vocabulary in the context of content-area readings.	216  Each Workshop incorporates the study and application of recursive, high-utility academic vocabulary in the context of content-area readings.		55		30	102, 103		28, 29, 30
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	36, 37, 43, 118, 120, 121, 124, 125, 126, 127, 129, 184, 185, 186, 187, 218, 219, 269	118, 120, 121, 125, 127, 129, 184, 185, 186, 187, 218, 219, 276	Paperbacks 14, 15, 16, 17, 22, 26, 33, 34, 36, 46, 47, 49, 50, 61, 64, 74, 75, 99, 115, 139, 145, 169 AudioBooks 212, 218, 251	328, 329, 330, 331, 340, 341, 342, 343, 348, 349, 350, 351, 384, 510, 516, 517, 546, 558, 566			37, 43, 90, 91, 94, 95	21, 27, 28, 33, 34, 39, 47, 48, 51, 52, 53, 57, 63, 65, 69, 75, 77, 78, 81, 84, 87, 93, 99, 102, 105, 106, 107, 108, 109	

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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).	162, 163, 190, 191, 218, 219, 250, 251	162, 163, 190, 191, 218, 219, 250, 251		360, 361, 362, 363, 384, 392, 393, 394, 521, 542, 574					
<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.	8, 9, 18, 19, 34g, 34h, 44, 54, 55, 60h, 84, 85, 90h, 100, 101, 112, 118, 128, 129, 186, 187, 214, 215, 244, 245	18, 19, 44, 54, 55, 84, 100, 101, 112, 128, 129, 186, 214, 215, 244, 245	AudioBooks 206	397, 398, 399		32	14, 22, 38, 40, 41, 42, 43, 44, 45, 46, 62, 70, 78	23	
8. Distinguish among fact, opinion, and reasoned judgment in a text.	170	170	Paperbacks 14, 38, 123	360, 361, 392, 393, 520, 534					39, 40, 41
9. Analyze the relationship between a primary and secondary source on the same topic.	90h			402, 535, 570			64		
<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.	12, 13, 16, 17, 18, 19, 34, 36, 38, 39, 42, 43, 44, 45, 84, 90, 92, 98, 99, 100, 101, 112, 113, 124, 125, 126, 127, 128, 129, 170, 171, 178, 180, 181, 184, 185, 186, 187, 198, 199, 206, 207, 208, 209, 210, 212, 213, 214, 215, 226, 227, 234, 242, 243, 244, 245, 250, 251	12, 13, 16, 17, 18, 19, 34, 36, 38, 39, 42, 43, 44, 45, 84, 90, 98, 99, 100, 101, 112, 113, 128, 129, 170, 171, 178, 180, 181, 184, 185, 186, 187, 198, 199, 206, 207, 208, 209, 210, 212, 213, 214, 215, 226, 227, 234, 242, 243, 244, 245, 250, 251, 66, 67	AudioBooks 263, 264	380, 381, 392, 393, 399, 402, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 433, 434, 435, 436, 437, 438, 439, 442, 443, 445, 447, 448, 449, 450, 451, 454, 456, 457, 458, 459, 460, 461, 462, 472, 473, 482, 483, 484, 485, 486, 487, 491, 492, 493, 494, 496, 497, 498, 499, 500, 501, 502, 506, 507, 554, 567, 571,			14, 22, 30, 38, 46, 62, 70, 78, 82, 83	The Software offers students increasingly more challenging nonfiction texts and provides them with appropriate scaffolds including anchor videos, and vocabulary within the Instructional Zones which supports comprehension.	

**READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8**

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
<b>Grade 7</b>									
<b>Reading Standards for Literature</b>									
<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.	263A-263B, 156-157, 236-237, 238-239, 240-241, 242-243, 244-245, 262-263,	72, 237, 238, 239, 241, 243, 244	Paperbacks 14, 15, 18, 19, 20, 21, 23, 25, 26, 27, 37, 39, 53, 63, 64, 75, 83, 93, 173, 175 AudioBooks 204, 205, 206, 207, 209, 211, 213, 215, 217, 218, 248	401, 518, 562, 574			100, 101		45, 46, 47
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.	75C-75D, 89A-89B, 159C-159D, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 88-89, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 246-247	69, 70, 71, 72, 73, 74, 75, 148, 149, 151, 152, 153, 157, 159	Paperbacks 39, 70 AudioBooks 216, 218, 245	376, 377, 378, 379, 528, 574			88, 89		
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	75C-75D, 89A-89B, 159C-159D, 175A-175B, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 86-87, 88-89, 148-149, 150-151, 152-153, 154-155, 156-157, 172-173, 174-175, 236-237, 242-243, 244-245	70, 71, 72, 73, 78, 79, 148, 149, 151, 152, 153, 154, 155, 157, 243, 275	Paperbacks 14, 15, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 31, 32, 35, 37, 39, 41, 42, 43, 44, 46, 49, 50, 51, 53, 54, 55, 58, 60, 61, 63, 64, 65, 66, 68, 69, 70, 71, 85, 87, 101, 109, 125, 129, 133, 155, 157, 183, 187 AudioBooks 204, 205, 206, 207, 208, 209, 210, 211, 213, 212, 216, 217, 218, 219, 221, 227, 230	328, 329, 330, 331, 332, 333, 334, 338, 339, 364, 365, 366, 367, 372, 373, 374, 375, 385, 401, 403, 404, 406, 508, 509, 511, 512, 522, 523, 526, 527, 529			90, 91, 92, 93	22, 75, 76, 96	39, 40, 41, 42, 43, 44
<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	150-151, 154-155, 158-159, 240-241, 242-243, 244-245, 246-247, 260-261	77, 216					102, 103		28, 29, 30

**READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8**

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
or drama.									
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	75C-75D, 159C-159D, 247C-247D, 74-75, 158-159, 246-247, 260-261	158, 159	Paperbacks 14, 15	408, 562					
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	86-87, 172-173			391, 521, 574			30		
<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).	READ 180 Community rBook Reading Projects Stage B Workshop 6	READ 180 Community rBook Reading Projects Stage B Workshop 6		562			98, 99	75	
8. (Not applicable to literature)									
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.	READ 180 Community rBook Reading Projects Stage C Workshop 3	READ 180 Community rBook Reading Projects Stage C Workshop 3		514, 515			30, 98, 99		
<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.	62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75, 146, 150, 151, 158, 159	62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75, 146, 150, 151, 158	AudioBooks 263, 264, 265	400, 401, 430, 431, 432, 440, 441, 444, 446, 452, 453, 455, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 475, 476, 477, 478, 479, 480, 481, 488, 489, 490, 495, 496, 497, 503, 504, 505, 506, 562, 574			30, 54, 56	The Software offers students increasingly more challenging nonfiction texts and provides them with appropriate scaffolds including anchor videos, and vocabulary within the Instructional Zones which supports comprehension.	
<b>Reading Standards for Informational Text</b>									
<i>Key Ideas and Details</i>									

**READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8**

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
1. Cite several sources of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	117A-117B, 263A-263B, 114-115, 234-235, 262-263			324, 325, 326, 327, 381, 558				101	
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	33A-33B, 117A-117B, 145A-145B, 32-33, 104-105, 106-107, 116-117, 144-145, 182-183	8, 10, 11, 12, 13, 15, 17, 19, 32, 36, 38, 42, 43, 92, 93, 96, 97, 98, 99, 126, 127, 180, 181, 186, 187, 206, 212, 234, 262, 274	Paperbacks 14, 15, 16, 22, 29, 30, 36, 45, 47, 48, 52, 72, 74, 89, 105, 137, 191 AudioBooks 206 eReads 287, 291, 295, 299, 303, 307, 311, 315, 319, 323, 327, 331, 335, 339, 343	324, 325, 326, 327, 332, 333, 334, 335, 336, 337, 356, 386, 387, 508, 509, 511, 542, 550, 554, 558			88, 89	21, 24, 25, 27, 28, 29, 31, 33, 34, 36, 37, 39, 40, 42, 46, 47, 48, 51, 54, 55, 57, 63, 66, 69, 70, 75, 81, 82, 87, 91, 93, 95, 97, 99, 105, 108	
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).	33A-33B, 59A-59B, 117A-117B, 145A-145B, 203A-203B, 231A-231B, 33, 36-37, 38-39, 40-41, 42-43, 44-45, 58-59, 98-99, 117, 120-121, 122-123, 124-125, 126-127, 128-129, 144-145, 178-179, 180-181, 182-183, 184-185, 202-203, 206-207, 208-209, 210-211, 212-213, 214-215, 230-231			402					
<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.	122-123, 202-203	216		55		30	102, 103		28, 29, 30
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.	19C-19D, 45C-45D, 101C-101D, 129C-129D, 187C-187D, 215C-215D, 247C-247D, 22-23, 48-49, 78-79, 104-105, 124-125, 132-133, 162-163, 190-191, 218-219, 250-251, 252-253	261	eReads 287, 291, 295, 299, 303, 307, 311, 315, 319, 323, 327, 331, 335, 339, 343	380, 381, 529					
6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or	30-31, 114-115, 142-143	162, 163, 190, 191, 218, 219, 250, 251		360, 361, 362, 363, 384, 392, 393, 394, 521,					

**READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8**

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
her position from that of others.				542, 574					
<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).	READ 180 Community rBook Reading Project Stage B Workshop 9	READ 180 Community rBook Reading Projects Workshop 9	Each eRead Collection includes a slideshow featuring 8 photos that appear in the eReads or relate to the Collection topic. eRead Collections contain functional texts featuring maps, charts, graphs, and other text features as central elements for students to interpret.	402, 535, 570			64		
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.	30-31, 142-143	162, 163, 190, 191		360, 361, 362, 363, 384, 392, 393					
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.	READ 180 Community rBook Reading Projects Stage B Workshop 8	READ 180 Community rBook Reading Projects Stage B Workshop 8		402, 535, 570			64		
<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.	12, 13, 16, 17, 18, 19, 34, 36, 38, 39, 42, 43, 44, 45, 84, 90, 92, 98, 99, 100, 101, 112, 113, 124, 125, 126, 127, 128, 129, 170, 171, 178, 180, 181, 184, 185, 186, 187, 198, 199, 206, 207, 208, 209, 210, 212, 213, 214, 215, 226, 227, 234, 242, 243, 244, 245, 250, 251	12, 13, 16, 17, 18, 19, 34, 36, 38, 39, 42, 43, 44, 45, 84, 90, 98, 99, 100, 101, 112, 113, 128, 129, 170, 171, 178, 180, 181, 184, 185, 186, 187, 198, 199, 206, 207, 208, 209, 210, 212, 213, 214, 215, 226, 227, 234, 242, 243, 244, 245, 250, 251, 66, 67	AudioBooks 263, 264	380, 381, 392, 393, 399, 402, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 433, 434, 435, 436, 437, 438, 439, 442, 443, 445, 447, 448, 449, 450, 451, 454, 456, 457, 458, 459, 460, 461, 462, 472, 473, 482, 483,			14, 22, 30, 38, 46, 62, 70, 78,82, 83	The Software offers students increasingly more challenging nonfiction texts and provides them with appropriate scaffolds including anchor videos, and vocabulary within the Instructional Zones which supports comprehension.	

READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8

Common Core State Standards for English Language Arts	READ 180 rBook Teacher’s Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
				484, 485, 486, 487, 491, 492, 493, 494, 496, 497, 498, 499, 500, 501, 502, 506, 507, 554, 567, 571,					
<b>Writing Standards</b>									
<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.	145A-145B, 203A-203B, 30-31, 132-133, 134-135, 136-137, 139, 142-143, 145, 190-191, 192-193, 194-195, 197, 203	30, 31, 40, 70, 74, 79, 96, 98, 99, 126, 127, 129, 132, 133, 134, 135, 142, 143, 152, 154, 156, 158, 190, 191, 210, 211, 212, 238, 242, 246, 285	AudioBooks 257 eReads 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330,331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345		14, 83, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113,114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156		62	351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458,	

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Common Core State Standards for English Language Arts	READ 180 rBook Teacher’s Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
								459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470	
<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, 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.</p> <p>b. Develop the topic with relevant 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>33A-33B, 89A-89B, 117A-117B, 175A-175B, 22-23, 24-25, 27, 33, 56-57, 78-79, 80-81, 83, 89, 104-105, 106-107, 108-109, 111, 114-115, 117, 162-163, 164-165, 166-167, 169, 175, 190-191, 200-201, 250-251, 252-253, 254-255, 257</p>	<p>106, 107, 172, 173, 200, 201, 284</p>	<p>AudioBooks 259, 260, 261 eReads 286, 287, 28, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330,331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 348, 349, 350, 351, 352, 353, 354, 355</p>		<p>14, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 63, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156</p>		<p>15, 32, 39, 55, 68, 69, 71, 72, 73</p>	<p>Students take a stand on a topic and use textual evidence to support their argument in each Writing Zone. Scaffolded grammar and sentence frames develop writing skills.</p>	<p>103, 104, 105</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</p>	<p>59A-59B, 48-49, 50-51, 53, 59, 86-87, 172-173, 218-219, 220-221, 222-223, 225</p>	<p>49, 218, 219, 285</p>	<p>eReads 310, 311, 312, 313</p>		<p>14, 16, 21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 49, 40, 41, 42, 43, 44, 45, 46</p>		<p>23, 32</p>		<p>100, 101, 102</p>

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<p>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 and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</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>59A-59B, 22-23, 24-25, 26-27, 48-49, 50-51, 53, 59, 78-79, 80-81, 83, 86-87, 104-105, 106-107, 108-109, 111, 132-133, 134-135, 136-137, 139, 162-163, 164-165, 166-167, 169, 172-173, 190-191, 192-193, 194-195, 197, 200-201, 218-219, 220-221, 222-223, 228-229, 250-251, 252-253, 254-255, 257, 260-261</p>	<p>172, 173</p>			<p>30, 46, 77, 82, 93, 123, 138</p>			<p>Students take a stand on a topic and use textual evidence to support their argument in each Writing Zone. Scaffolded grammar and sentence frames develop writing skills.</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 command of Language standards 1–3 up to and including grade 7 on page 52.)</p>	<p>22-23, 24-25, 26-27, 30-31, 48-49, 50-51, 53, 56-57, 78-79, 80-81, 86-87, 104-105, 106-107, 108-109, 111, 114-115, 132-133, 134-135, 136-137, 139, 142-143, 162-163, 164-165, 166-167, 168-169, 172-173, 190-191, 192-193, 194-195, 196-197, 200-201, 218-219, 220-221, 222-223,</p>	<p>23, 24, 25, 26, 27, 48, 49, 51, 52, 56, 57, 79, 80, 82, 83, 106, 107, 108, 109, 110, 111, 114, 115, 124, 125, 134, 135, 136, 137, 138, 139, 164, 165, 166, 167, 172, 173, 192, 193, 194, 195, 196, 197, 200, 201, 220, 221, 222, 223, 224, 225,</p>	<p>AudioBooks 257, 258, 259, 260, 261</p>		<p>15, 16, 21, 23, 26, 28, 31, 33, 36, 38, 41, 44, 47, 49, 52, 54, 57, 59, 62, 64, 67, 70, 73, 74, 75, 78, 80, 83, 85, 87, 88, 90, 93, 95, 98, 100, 103, 105, 108, 111, 113, 115, 118, 121,</p>		<p>15, 16, 24, 25, 26, 27, 28, 29, 32, 33, 40, 41, 48, 49, 56, 57, 64, 65, 68, 69, 72, 73, 76, 77,</p>	<p>In the Writing Zone, students are coached through the writing and editing process. Students are guided through a four-point rubric that allows them to self-check their work.</p>	<p>66, 67</p>

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Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
	224-225, 228-229, 250-251, 252-253, 254-255, 256-257, 260-261	252, 253, 255, 256, 257, 260, 261			124, 126, 129, 131, 134, 137, 138, 139, 141, 144, 145, 146, 148, 149, 150, 151, 156, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255		80, 81		
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.	30-31, 56-57, 114-115, 142-143, 200-201, 228-229, 260-261	27, 53, 56, 83, 167, 197, 225, 257	AudioBooks 258, 259		15, 16, 21, 26, 31, 36, 41, 47, 52, 57, 62, 67, 73, 78, 83, 88, 93, 98, 103, 108, 113, 118, 124, 129, 134, 139, 156		24, 25, 26, 27, 48, 49, 58, 59, 68, 69, 72, 73, 80, 81	In the Writing Zone, students are coached through the writing and editing process. Students are guided through a four-point rubric that allows them to self-check their work.	
<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.	263A-263B, 250-251, 252-253, 254-255, 256-257, 263  End of Workshop Wrap-Up Projects provide opportunities to apply and integrate learning of a particular Workshop topic.	250, 251, 252, 253, 254, 255, 256, 257, 286  End of Workshop Wrap-Up Projects provide opportunities to apply and integrate learning of a particular Workshop topic.			14, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156		24, 25, 26, 27, 40, 41, 48, 49, 64, 68, 69, 72, 73, 80, 81		
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.	263A-263B, 112-113, 250-251, 252-253, 254-255, 257, 263	27, 56, 112, 252			146, 147, 148, 149		15, 16, 24, 25, 26, 27, 32, 34, 35, 40, 41, 48, 49, 58, 59, 64, 65, PO's 50, 51, 72, 73, 74, 75,		

**READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8**

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
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 claims").	83, 169  <i>READ 180</i> Community rBook Reading Projects Stage B Workshop 9	79, 109, 164, 165, 252  <i>READ 180</i> Community rBook Reading Projects Stage B Workshop 9			83, 84, 146, 147, 154, 155, 156		80, 81  26, 27, 48, 49, 58, 59, 65, 72, 73, 74, 75		
<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.	33A-33B, 59A-59B, 89A-89B, 117A-117B, 145A-145B, 175A-175B, 203A-203B, 231A-231B, 263A-263B, 10-11, 12-13, 14-15, 16-17, 18-19, 22-23, 24-25, 27, 32-33, 36-37, 38-39, 40-41, 42-43, 44-45, 48-49, 50-51, 53, 56-57, 58-59, 74-75, 78-79, 80-81, 83, 86-87, 88-89, 92-93, 96-97, 98-99, 100-101, 104-105, 106-107, 108-109, 111, 114-115, 116-117, 126-127, 132-133, 134-135, 136-137, 139, 144-145, 150-151, 152-153, 154-155, 156-157, 158-159, 162-163, 164-165, 166-167, 169, 172-173, 174-175, 178-179, 184-185, 186-187, 190-191, 192-193, 194-195, 196-197, 200-201, 202-203, 206-	68, 69, 70, 71, 79  The RED Routine React and Write is regularly integrated into rBook Workshops to support students in using academic language and increase writing stamina.	Paperbacks 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198 AudioBooks 222, 223, 225, 226, 228, 229, 231, 232, 234, 235, 237, 238, 240, 241, 243, 244, 246, 247, 249, 250, 252, 253, 255, 256 eReads 288, 289, 292, 293, 296, 297, 300, 301, 304, 305,					Students take a stand on a topic and use textual evidence to support their argument in each Writing Zone. Scaffolded grammar and sentence frames develop writing skills.	

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Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
	207, 210-211, 212-213, 218-219, 220-221, 222-223, 225, 228-229, 230-231, 234-235, 246-247, 254-255, 257, 260-261, 262-263		308, 309, 312, 313, 316, 317, 320, 321, 324, 325, 328, 329, 332, 333, 336, 337, 340, 341, 344, 345						
<b>Speaking and Listening Standards</b>									
Comprehension and Collaboration									
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. 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. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. d. Acknowledge new information expressed by others and, when warranted, modify their own views.	8G-8H, 34G-34H, 60G-60H, 90G-90H, 118G-118H, 146G-146H, 176G-176H, 204G-204H, 232G-232H, 8-9, 12-13, 30-31, 34-35, 56-57, 60-61, 86-87, 90-91, 98-99, 100-101, 114-115, 118-119, 142-143, 146-147, 150-151, 152-153, 156-157, 158-159, 170-171, 172-173, 176-177, 200-201, 204-205, 232-233, 246-247, 260-261	30, 31, 56, 84, 85, 95, 100, 101, 109, 114, 115, 126, 127, 142, 143, 200, 201, 226, 227, 228, 244, 260, 261	Discussion questions for each Paperback, Audiobook, and eRead guide academic conversations about a topic.				32, 33, 56, 57, 108, 109, 110, 111	Discussion questions for each Software segment guide academic conversations about a topic.	
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.	8G-8H, 34G-34H, 60G-60H, 90G-90H, 118G-118H, 146G-146H, 176G-176H, 204G-204H, 232G-232H, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 28-29, 34-35, 54-55, 60-61, 84-85, 90-91, 92-93, 98-99, 118-119, 120-121, 140-141,	94, 95, 98, 99, 100, 101, 120, 183, 234					65		

**READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8**

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
	146-147, 148-149, 170-171, 176-177, 198-199, 204-205, 226-227, 232-233, 258-259								
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	30-31, 142-143	31, 57, 87, 109, 115, 142, 143	Discussion questions for each Software segment guide academic conversations about a topic.					Discussion questions for each Software segment guide academic conversations about a topic.	
<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.	27, 30-31, 56-57, 114-115, 142-143, 197, 200-201, 228-229, 257, 260-261	31, 57, 87, 97, 109, 114, 115, 125, 143, 173, 201, 229, 261					16, 24, 25, 32, 33, 36, 37, 40, 41, 48, 49, 64, 65, 68, 69, 80, 81		
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	27, 53, 56-57, 83, 111, 139, 169, 197, 225, 257, 228-229						32, 33, 60, 61, 68, 69, 80, 81		
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.)	10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 28-29, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 50-51, 54-55, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 76-77, 80-81, 84-85, 92-93, 94-95, 96-97, 98-99, 100-101, 102-103, 108-109, 112-113, 114-115, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 132-133, 134-135, 136-137, 140-141, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 166-167, 170-171, 172-173, 178-179, 180-181, 182-183, 186-187, 188-189, 190-191, 192-193,	31, 57, 87, 109, 115, 143, 173, 201, 229, 261					68, 69,		

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Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
	194-195, 198-199, 200-201, 206-207, 208-209, 212-213, 214-215, 216-217, 222-223, 226-227, 228-229, 236-237, 238-239, 240-241, 242-243, 244-245, 246-247, 248-249, 254-255, 258-259, 260-261								
<b>Language Standards</b>									
<i>Conventions of Standard English</i>									
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	27, 92-93, 98-99	26, 48, 52, 76, 82, 83, 89, 110, 138, 196, 197, 217, 224, 231, 256, 257, 287, 288, 289		298, 299	20, 25, 40, 72, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 225, 226, 232, 233, 236, 237, 238, 239, 240, 241, 248, 249, 250, 251, 252, 253, 254, 255,	39, 48, 50, 51, 53, 54, 56, 57, 58, 59		In the Writing Zone, recordings help students "hear" grammatical and syntactical errors and improve their sentences.	34, 35, 36
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate	89A-89B, 117A-117B, 26-27, 32-33, 52-53, 82-83, 88-89, 110-111, 117, 138-139, 144-145, 168-169, 174-175, 196-	27, 53, 111, 139, 225, 290, 291		14, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224,	30, 133, 222, 223, 224, 225, 236, 237, 238, 239, 240, 241, 242, 243,	67		In the Spelling and Writing Zones, students practice proofreading by receiving	34, 35, 36

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Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i> ). b. Spell correctly.	197, 224-225, 230-231, 256-257			225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246	244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255			corrective feedback, correcting misspellings and using writing scaffolds to improve their grammar and syntactical choices.	
<i>Knowledge of Language</i>									
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	24-25, 42-43, 50-51, 53, 80-81, 83, 108-109, 111, 166-167, 169, 222-223, 225, 254-255, 257, 260-261				61, 77, 82, 117, 230, 231			In the Writing Zone, students practice replacing “tired words” with more precise academic vocabulary.	
<i>Vocabulary Acquisition and Use</i>									
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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i> ). 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. 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).	59A-59B, 117A-117B, 145A-145B, 175A-175B, 203A-203B, 231A-231B, 263A-263B, 8-9, 20-21, 34-35, 46-47, 58-59, 60-61, 76-77, 88-89, 102-103, 116-117, 118-119, 130-131, 144-145, 146-147, 160-161, 174-175, 176-177, 182-183, 184-185, 188-189, 202-203, 204-205, 210-211, 214-215, 216-217, 230-231, 232-233, 240-241, 242-243, 244-245, 246-247, 248-249, 262-263	46, 47, 77, 102, 103, 117, 161, 175, 216, 231, 248, 249, 263, Glossary 264-273		254, 256, 257, 258, 271, 274, 275, 276, 277, 280, 281, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 300, 301, 302, 303, 304, 305	143	40, 48, 52, 60, 68, 69, 70	26, 27	Within the Reading and Word Zones, students learn to determine word meanings, appreciate nuances of words, practice pronunciation, and expand their vocabularies.	

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<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</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>	<p>33A-33B, 89A-89B, 175A-175B, 203A-203B, 20-21, 32-33, 40-41, 44-45, 88-89, 130-131, 150-151, 160-161, 174-175, 188-189, 202-203, 210-211, 216-217, 240-241, 242-243, 244-245, 246-247, 248-249</p>	<p>20, 21, 33, 160, 175</p>		<p>261, 263, 265, 282, 283, 284, 285, 286, 287, 290, 291, 310, 311, 403, 404</p>	<p>66, 117, 143</p>	<p>40, 52, 60, 62, 69, 70</p>		<p>Within the Reading and Word Zones, students learn to determine word meanings, appreciate nuances of words, practice pronunciation, and expand their vocabularies.</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>19C-19D, 33A-33B, 45C-45D, 59A-59B, 75C-75D, 89A-89B, 101C-101D, 117A-117B, 129C-129D, 145A-145B, 187C-187D, 203A-203B, 215C-215D, 231A-231B, 247C-247D, 263A-263B, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 58-59, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 76-77, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101, 102-103, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 144-145, 146-147, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 174-175, 176-177, 178-179, 180-181, 182-183, 184-185, 186-187, 188-189, 202-203, 204-205, 206-207, 208-209, 210-211, 212-213, 214-215, 216-217, 230-231,</p>	<p>9, 12, 14, 16, 18, 33, 35, 36, 38, 40, 42, 44, 59, 61, 63, 66, 68, 69, 70, 72, 77, 89, 91, 92, 94, 95, 96, 98, 100, 102, 103, 117, 118, 119, 120, 124, 126, 127, 128, 129, 145, 150, 152, 153, 154, 156, 157, 160, 161, 175, 177, 178, 180, 181, 182, 184, 185, 186, 187, 205, 206, 208, 209, 210, 212, 213, 214, 215, 216, 217, 231, 233, 234, 238, 240, 241, 242, 243, 244, 245, 248, 249, 263</p>	<p>Audiobooks: 204, 205, 206, 207 eReads 287, 291, 295, 299, 303, 307, 311, 315, 319, 323, 327, 331, 335, 339, 343</p> <p>Each eRead selection includes roll-over vocabulary words that include definitions and parts of speech. The information can also be read aloud. Students are encouraged to keep track of new vocabulary words on a vocabulary log found on p. 268.</p>	<p>15, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312</p>		<p>21-70</p>	<p>15, 23, 32, 39, 47, 55, 63, 71, 79, 102, 103</p>	<p>20, 21, 26, 27, 32, 33, 38, 39, 44, 45, 50, 51, 56, 57, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 92, 93, 98, 99, 104, 105</p> <p>The Reading Zone highlights academic vocabulary words in context, with scaffolds to help students decode, pronounce, and apply them.</p>	

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	232-233, 234-235, 238-239, 240-241, 242-243, 244-245, 246-247, 248-249, 262-263								
<b>Grade 8</b>									
<b>Reading Standards for Literature</b>									
<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.	263A-263B, 66-67, 70-71, 72-73, 96-97, 156-157, 236-237, 238-239, 240-241, 242-243, 244-245, 262-263,	Every expository text in each <i>rBook</i> Workshop is accompanied by a Key Idea question that asks students to determine the main idea, as well as a Summarize activity.							
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 the text.	75C-75D, 89A-89B, 159C-159D, 16-17, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 88-89, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 175, 246-247	69, 70, 71, 72, 73, 74, 75, 148, 149, 151, 152, 153, 157, 159	Paperbacks 39, 70 AudioBooks 216, 218, 245	376, 377, 378, 379, 528, 574			88, 89		
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.	175A-175B, 62-63, 64-65, 66-67, 70-71, 72-73, 86-87, 148-149, 150-151, 152-153, 154-155, 156-157, 172-173, 174-175, 242-243, 244-245		Paperbacks 14, 15, 25, 26, 33, 40, 49, 50, 51, 55, 61, 64, 99, 139, 145	340, 350, 366, 367, 374, 375, 376, 377, 378, 379, 385, 401, 403, 404, 405			94, 95	76	
<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 specific word choices on meaning and tone, including analogies or allusions to other texts.	150-151, 154-155, 158-159, 240-241, 242-243, 244-245, 246-247, 260-261	77, 216					102, 103		28, 29, 30
5. Compare and contrast the	74-75, 158-159	Community <i>rBook</i>		402, 514, 515,			98, 99		

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structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Community <i>rBook</i> Reading Projects Stage B Workshop 9	Reading Projects Stage B Workshop 9		535					
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.				385, 407, 562					
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.	<i>READ 180</i> Community <i>rBook</i> Reading Projects Workshop 6	<i>READ 180</i> Community <i>rBook</i> Reading Projects Workshop 6		562			98, 99	75	
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.	T164-T165, 62, 63, 65, 67, 69, 71, 73-75, 148-149, 151, 153, 157, 159	62, 63, 65, 67, 69, 71, 73-75, 148-149, 151, 153, 157, 159		407					
<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.	62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75, 146, 150, 151, 158, 159	62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75, 146, 150, 151, 158	AudioBooks 263, 264, 265	400, 401, 430, 431, 432, 440, 441, 444, 446, 452, 453, 455, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 475, 476, 477, 478, 479, 480, 481, 488, 489, 490, 495, 496, 497, 503, 504, 505, 506, 562, 574			30, 54, 56		
<b>Reading Standards for Informational Text</b>									
<i>Key Ideas and Details</i>									

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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.	117A-117B, 263A-263B, 16-17, 36-37, 38-39, 40-41, 42-43, 44-45, 114-115, 212-213, 214-215, 234-235, 262-263			324, 325, 326, 327, 381, 558				101	
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.	33A-33B, 59A-59B, 117A-117B, 145A-145B, 10-11, 12-13, 14-15, 16-17, 18-19, 32-33, 36-37, 38-39, 40-41, 42-43, 44-45, 92-93, 94-95, 96-97, 98-99, 100-101, 102-103, 104-105, 106-107, 116-117, 120-121, 122-123, 124-125, 126-127, 128-129, 144-145, 182-183, 184-185, 186-187, 200-201, 206-207, 208-209, 210-211, 212-213, 214-215, 216-217, 234-235	8, 10, 11, 12, 13, 15, 17, 19, 32, 36, 38, 42, 43, 92, 93, 96, 97, 98, 99, 126, 127, 180, 181, 186, 187, 206, 212, 234, 262, 274	Paperbacks 14, 15, 16, 22, 29, 30, 36, 45, 47, 48, 52, 72, 74, 89, 105, 137, 191 AudioBooks 206 eReads 287, 291, 295, 299, 303, 307, 311, 315, 319, 323, 327, 331, 335, 339, 343	324, 325, 326, 327, 332, 333, 334, 335, 336, 337, 356, 386, 387, 508, 509, 511, 542, 550, 554, 558			88, 89	21, 24, 25, 27, 28, 29, 31, 33, 34, 36, 37, 39, 40, 42, 46, 47, 48, 51, 54, 55, 57, 63, 66, 69, 70, 75, 81, 82, 87, 91, 93, 95, 97, 99, 105, 108	
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	33A-33B, 59A-59B, 117A-117B, 145A-145B, 203A-203B, 231A-231B, 36-37, 38-39, 40-41, 42-43, 44-45, 58-59, 98-99, 120-121, 122-123, 124-125, 126-127, 128-129, 144-145, 172-173, 178-179, 180-181, 182-183, 184-185, 202-203, 206-207, 208-209, 210-211, 212-213, 214-215, 230-231			402					
<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 and tone, including analogies or allusions to other texts.	120-121, 122-123	13, 15, 85, 94, 95, 96, 97, 125, 127, 208, 209, 210, 211, 213, 259	Paperbacks 15, 17, 48, 56, 62, 143, 189	328, 329, 330, 331, 334, 335, 380, 381, 546, 554, 558, 574			72, 90, 91	21, 22, 36, 46, 57, 63, 71, 72, 75, 76, 77, 78, 79, 82, 83, 84, 85, 88, 89, 90, 91, 94, 95, 96, 97, 100, 102, 103, 106, 108	
5. Analyze in detail the structure of a specific paragraph in a text, including	19C-19D, 45C-45D, 101C-101D, 129C-129D,	261	eReads 287, 291, 295, 299, 303, 307,	380, 381, 529					

**READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8**

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
the role of particular sentences in developing and refining a key concept.	187C-187D, 215C-215D, 247C-247D, 124-125		311, 315, 319, 323, 327, 331, 335, 339, 343						
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.	162, 163, 190, 191, 218, 219, 250, 251	162, 163, 190, 191, 218, 219, 250, 251		360, 361, 362, 363, 384, 392, 393, 394, 521, 542, 574					
<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.	8,9, 90g, 90h  <i>READ 180</i> Community <i>rBook</i> Reading Projects Stage B Workshop 2	<i>READ 180</i> Community <i>rBook</i> Reading Projects Stage B Workshop 2		402, 550, 570					
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.	30-31, 142-143  <i>READ 180</i> Community <i>rBook</i> Reading Projects Workshop 5	<i>READ 180</i> Community <i>rBook</i> Reading Projects Workshop 5		360, 361, 392, 534					
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.	112			394, 570					
<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.	12, 13, 16, 17, 18, 19, 34, 36, 38, 39, 42, 43, 44, 45, 84, 90, 92, 98, 99, 100, 101, 112, 113, 124, 125, 126, 127, 128, 129, 170, 171, 178, 180, 181, 184, 185, 186, 187, 198, 199, 206, 207, 208, 209, 210, 212, 213, 214, 215, 226, 227, 234, 242, 243, 244, 245, 250, 251	12, 13, 16, 17, 18, 19, 34, 36, 38, 39, 42, 43, 44, 45, 84, 90, 98, 99, 100, 101, 112, 113, 128, 129, 170, 171, 178, 180, 181, 184, 185, 186, 187, 198, 199, 206, 207, 208, 209, 210, 212, 213, 214, 215, 226, 227, 234, 242, 243, 244, 245, 250, 251, 66, 67	AudioBooks 263, 264	380, 381, 392, 393, 399, 402, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 433, 434, 435, 436, 437, 438, 439, 442, 443, 445, 447, 448, 449, 450, 451, 454, 456, 457, 458, 459, 460, 461, 462, 472,			14, 22, 30, 38, 46, 62, 70, 78,82, 83	The Software offers students increasingly more challenging nonfiction texts and provides them with appropriate scaffolds including anchor videos, and vocabulary within the Instructional Zones which supports comprehension.	

**READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8**

Common Core State Standards for English Language Arts	READ 180 rBook Teacher’s Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
				473, 482, 483, 484, 485, 486, 487, 491, 492, 493, 494, 496, 497, 498, 499, 500, 501, 502, 506, 507, 554, 567, 571,					
<b>Writing Standards</b>									
<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 or section that follows from and supports the argument presented.	145A-145B, 203A-203B, 30-31, 132-133, 134-135, 136-137, 139, 142-143, 145, 190-191, 192-193, 194-195, 197, 203	30, 31, 40, 70, 74, 79, 96, 98, 99, 126, 127, 129, 132, 133, 134, 135, 142, 143, 152, 154, 156, 158, 190, 191, 210, 211, 212, 238, 242, 246, 285	AudioBooks 257 eReads 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330,331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345		14, 83, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113,114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156		62	351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455,	

**READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8**

Common Core State Standards for English Language Arts	READ 180 rBook Teacher’s Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
								456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470	
<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 style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>33A-33B, 89A-89B, 117A-117B, 175A-175B, 22-23, 24-25, 27, 33, 56-57, 78-79, 80-81, 83, 89, 104-105, 106-107, 108-109, 111, 114-115, 117, 134-135, 36-137, 162-163, 164-165, 166-167, 169, 190-191, 197, 200-201, 250-251, 252-253, 254-255, 257</p>	<p>106, 107, 172, 173, 200, 201, 284</p>	<p>AudioBooks 259, 260, 261 eReads 286, 287, 28, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 348, 349, 350, 351, 352, 353, 354, 355</p>		<p>14, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 63, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156</p>		<p>15, 32, 39, 55, 68, 69, 71, 72, 73</p>		<p>103, 104, 105</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>59A-59B, 48-49, 50-51, 53, 59, 86-87, 172-173, 218-219, 220-221, 222-223, 225</p>	<p>49, 218, 219, 285</p>	<p>eReads 310, 311, 312, 313</p>		<p>14, 16, 21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 49, 40, 41, 42, 43, 44, 45, 46</p>		<p>23, 32</p>		<p>100, 101, 102</p>

**READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8**

Common Core State Standards for English Language Arts	READ 180 rBook Teacher's Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
<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>									
<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>59A-59B, 22-23, 24-25, 26-27, 48-49, 50-51, 53, 59, 78-79, 80-81, 83, 104-105, 106-107, 108-109, 111, 132-133, 134-135, 136-137, 139, 162-163, 164-165, 166-167, 169, 172-173, 190-191, 192-193, 194-195, 197, 200-201, 218-219, 220-221, 222-223, 225, 228-229, 250-251, 252-253, 254-255, 257, 260-261</p>	<p>172, 173</p>			<p>30, 46, 77, 82, 93, 123, 138</p>			<p>Students take a stand on a topic and use textual evidence to support their argument in each Writing Zone. Scaffolded grammar and sentence frames develop writing skills.</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 command of Language standards 1–3 up to and including grade 8 on page 52.)</p>	<p>22-23, 24-25, 26-27, 30-31, 48-49, 50-51, 53, 56-57, 78-79, 80-81, 83, 86-87, 104-105, 106-107, 108-109, 110-111, 114-115, 132-133, 134-135, 136-137, 138-139, 142-143, 162-163, 164-165, 166-167, 168-169, 172-173, 190-191, 192-193, 194-195, 200-201, 218-219, 220-221, 222-</p>	<p>23, 24, 25, 26, 27, 48, 49, 51, 52, 56, 57, 79, 80, 82, 83, 106, 107, 108, 109, 110, 111, 114, 115, 124, 125, 134, 135, 136, 137, 138, 139, 164, 165, 166, 167, 172, 173, 192, 193, 194, 195, 196, 197, 200, 201, 220, 221, 222, 223, 224, 225,</p>	<p>AudioBooks 257, 258, 259, 260, 261</p>		<p>15, 16, 21, 23, 26, 28, 31, 33, 36, 38, 41, 44, 47, 49, 52, 54, 57, 59, 62, 64, 67, 70, 73, 74, 75, 78, 80, 83, 85, 87, 88, 90, 93, 95, 98, 100, 103, 105, 108, 111, 113, 115, 118, 121,</p>		<p>15, 16, 24, 25, 26, 27, 28, 29, 32, 33, 40, 41, 48, 49, 56, 57, 64, 65, 68, 69, 72, 73, 76, 77,</p>	<p>In the Writing Zone, students are coached through the writing and editing process. Students are guided through a four-point rubric that allows them to self-check their work.</p>	<p>66, 67</p>

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	223, 224-225, 228-229, 250-251, 252-253, 254-255, 257, 260-261	252, 253, 255, 256, 257, 260, 261			124, 126, 129, 131, 134, 137, 138, 139, 141, 144, 145, 146, 148, 149, 150, 151, 156, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255		80, 81		
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.	27, 30-31, 53, 56-57, 83, 111, 114-115, 139, 142-143, 169, 197, 200-201, 225, 228-229, 257, 260-261	27, 53, 56, 83, 167, 197, 225, 257	AudioBooks 258, 259		15, 16, 21, 26, 31, 36, 41, 47, 52, 57, 62, 67, 73, 78, 83, 88, 93, 98, 103, 108, 113, 118, 124, 129, 134, 139, 156		24, 25, 26, 27, 48, 49, 58, 59, 68, 69, 72, 73, 80, 81		
<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.	263A-263B, 250-251, 252-253, 254-255, 256-257, 263	250, 251, 252, 253, 254, 255, 256, 257, 286			14, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156		24, 25, 26, 27, 40, 41, 48, 49, 64, 68, 69, 72, 73, 80, 81		
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.	263A-263B, 112-113, 250-251, 252-253, 254-255, 257, 263	27, 56, 112, 252			146, 147, 148, 149		15, 16, 24, 25, 26, 27, 32, 34, 35, 40, 41, 48, 49, 58, 59, 64, 65, PO's 50, 51, 72, 73, 74, 75, 80, 81		
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	83, 169	79, 109, 164, 165, 252			83, 84, 146, 147, 154, 155, 156		26, 27, 48, 49, 58, 59, 65, 72, 73, 74, 75		

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<p>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> <p>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>									
<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>33A-33B, 59A-59B, 89A-89B, 117A-117B, 145A-145B, 175A-175B, 203A-203B, 231A-231B, 263A-263B, 10-11, 12-13, 14-15, 16-17, 18-19, 22-23, 24-25, 32-33, 36-37, 38-39, 40-41, 42-43, 44-45, 48-49, 50-51, 53, 56-57, 58-59, 74-75, 78-79, 80-81, 83, 86-87, 88-89, 92-93, 96-97, 98-99, 100-101, 104-105, 106-107, 108-109, 111, 114-115, 116-117, 126-127, 132-133, 134-135, 136-137, 139, 144-145, 150-151, 152-153, 154-155, 156-157, 158-159, 162-163, 164-165, 166-167, 169, 172-173, 174-175, 178-179, 184-185, 186-187, 190-191, 192-193, 194-195, 196-197, 200-201, 202-203, 206-207, 210-211, 212-213, 218-219, 220-221, 222-223, 225, 228-229, 230-231, 234-235, 246-247, 254-255, 257, 260-261,</p>	<p>68, 69, 70, 71, 79</p> <p>The RED Routine React and Write is regularly integrated into rBook Workshops to support students in using academic language and increase writing stamina.</p>	<p>Paperbacks 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198 AudioBooks 222, 223, 225, 226, 228, 229, 231, 232, 234, 235, 237, 238, 240, 241, 243, 244, 246, 247, 249, 250, 252, 253, 255, 256 eReads 288, 289, 292, 293, 296, 297, 300, 301, 304, 305, 308, 309, 312, 313, 316, 317, 320, 321, 324, 325, 328, 329, 332, 333, 336, 337, 340, 341, 344, 345</p>					<p>Students take a stand on a topic and use textual evidence to support their argument in each Writing Zone. Scaffolded grammar and sentence frames develop writing skills.</p>	

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	262-263								
<b>Speaking and Listening Standards</b>									
Comprehension and Collaboration									
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 referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	8G-8H, 34G-34H, 60G-60H, 90G-90H, 118G-118H, 146G-146H, 176G-176H, 204G-204H, 232G-232H, 8-9, 12-13, 30-31, 34-35, 56-57, 60-61, 86-87, 90-91, 114-115, 118-119, 142-143, 146-147, 150-151, 152-153, 156-157, 158-159, 170-171, 172-173, 176-177, 200-201, 204-205, 228-229, 232-233, 246-247, 260-261	30, 31, 56, 84, 85, 95, 100, 101, 109, 114, 115, 126, 127, 142, 143, 200, 201, 226, 227, 228, 244, 260, 261	Discussion questions for each Paperback, Audiobook, and eRead guide academic conversations about a topic.				32, 33, 56, 57, 108, 109, 110, 111	Discussion questions guide students' comprehension and academic discussion.	
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.	28-29, 84-85, 112-113, 140-141, 170-171, 198-199, 226-227, 244-245, 258-259								
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.	30-31, 142-143	31, 57, 87, 109, 115, 142, 143							
<i>Presentation of Knowledge and Ideas</i>									

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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.	27, 30-31, 56-57, 114-115, 142-143, 197, 200-201, 228-229, 257, 260-261	31, 57, 87, 97, 109, 114, 115, 125, 143, 173, 201, 229, 261  End-of-Workshop Projects ask students to present their findings to the class using academic language					16, 24, 25, 32, 33, 36, 37, 40, 41, 48, 49, 64, 65, 68, 69, 80, 81		
5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	27, 53, 83, 111, 139, 169, 225, 257, 56-57, 228-229						32, 33, 60, 61, 68, 69, 80, 81		
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.)	10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 28-29, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 54-55, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 76-77, 80-81, 84-85, 92-93, 94-95, 96-97, 98-99, 100-101, 102-103, 104-105, 108-109, 112-113, 114-115, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 132-133, 134-135, 136-137, 140-141, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 166-167, 170-171, 178-179, 180-181, 182-183, 186-187, 188-189, 190-191, 192-193, 194-195, 198-199, 200-201, 206-207, 208-209, 212-213, 214-215, 216-217, 222-223, 226-227, 228-229, 236-237, 238-239, 240-241, 242-243, 244-245, 246-247, 248-249, 254-255, 258-259, 260-261	31, 57, 87, 109, 115, 143, 173, 201, 229, 261					68, 69,		
<b>Language Standards</b>									
<i>Conventions in Standard English</i>									

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Common Core State Standards for English Language Arts	READ 180 rBook Teacher’s Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
<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>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>	76-77	26, 48, 52, 76, 82, 83, 89, 110, 138, 196, 197, 217, 224, 231, 256, 257, 287, 288, 289		298, 299	20, 25, 40, 72, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 225, 226, 232, 233, 236, 237, 238, 239, 240, 241, 248, 249, 250, 251, 252, 253, 254, 255,	39, 48, 50, 51, 53, 54, 56, 57, 58, 59			34, 35, 36
<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>	89A-89B, 117A-117B, 26-27, 32-33, 52-53, 82-83, 88-89, 110-111, 117, 138-139, 144-145, 168-169, 174-175, 196-197, 224-225, 230-231, 256-257	27, 53, 111, 139, 225, 290, 291		14, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246	30, 133, 222, 223, 224, 225, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255	67		In the Writing Zone, recordings help students “hear” grammatical and syntactical errors and improve their sentences.	34, 35, 36
<i>Knowledge of Language</i>									
3. Use knowledge of language and its conventions when writing, speaking,	50, 51, 167, 224				61, 77, 82, 117, 230, 231			Within the Reading and Word Zones,	

**READ 180 Next Generation, Stage B – Correlated to Common Core State Standards for English Language Arts, Grades 6-8**

Common Core State Standards for English Language Arts	READ 180 rBook Teacher’s Edition	READ 180 rBook Student Edition	Modeled and Independent Reading	RDI 1: Reading Skills & Strategies	RDI 2: Writing Strategies & Conventions	RDI 3: Strategies for ELLs	Content-Area Reading	Individualized Instruction Software	Test-Taking Strategies
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).								students learn to determine word meanings, appreciate nuances of words, practice pronunciation, and expand their vocabularies.	
<i>Vocabulary Acquisition and Use</i>									
4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i> ). 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. 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).	59A-59B, 117A-117B, 145A-145B, 175A-175B, 203A-203B, 231A-231B, 263A-263B, 8-9, 20-21, 34-35, 46-47, 59, 60-61, 76-77, 88-89, 102-103, 116-117, 118-119, 130-131, 144-145, 146-147, 160-161, 174-175, 176-177, 182-183, 184-185, 188-189, 202-203, 204-205, 210-211, 214-215, 216-217, 230-231, 232-233, 240-241, 242-243, 244-245, 246-247, 248-249, 262-263	46, 47, 77, 102, 103, 117, 161, 175, 216, 231, 248, 249, 263, Glossary 264-273		254, 256, 257, 258, 271, 274, 275, 276, 277, 280, 281, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 300, 301, 302, 303, 304, 305	61, 77, 82, 117, 143, 230, 231	40, 48, 52, 60, 68, 69, 70	26, 27	Within the Reading and Word Zones, students learn to determine word meanings, appreciate nuances of words, practice pronunciation, and expand their vocabularies.	
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the	33A-33B, 89A-89B, 145A-145B, 175A-175B, 203A-203B, 20-21, 32-33, 40-41, 44-45, 46-47, 76-77, 88-89, 102-103, 130-131, 150-151, 160-161, 174-175, 188-189, 202-203, 216-217, 240-241, 242-243, 244-245, 246-247, 248-249	246, 247		286, 287, 310, 311, 403, 404	56, 143	40, 52, 60, 69, 70		Within the Reading and Word Zones, students learn to determine word meanings, appreciate nuances of words, practice pronunciation, and expand	

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connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i> ).								their vocabularies.	
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.	19C-19D, 33A-33B, 45C-45D, 59A-59B, 75C-75D, 89A-89B, 101C-101D, 117A-117B, 129C-129D, 145A-145B, 187C-187D, 203A-203B, 215C-215D, 231A-231B, 247C-247D, 263A-263B, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 58-59, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 76-77, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101, 102-103, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 144-145, 146-147, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 174-175, 176-177, 178-179, 180-181, 182-183, 184-185, 186-187, 188-189, 202-203, 204-205, 206-207, 208-209, 210-211, 212-213, 214-215, 216-217, 230-231, 232-233, 234-235, 238-239, 240-241, 242-243, 244-245, 246-247, 248-249, 262-263	9, 12, 14, 16, 18, 33, 35, 36, 38, 40, 42, 44, 59, 61, 63, 66, 68, 69, 70, 72, 77, 89, 91, 92, 94, 95, 96, 98, 100, 102, 103, 117, 118, 119, 120, 124, 126, 127, 128, 129, 145, 150, 152, 153, 154, 156, 157, 160, 161, 175, 177, 178, 180, 181, 182, 184, 185, 186, 187, 205, 206, 208, 209, 210, 212, 213, 214, 215, 216, 217, 231, 233, 234, 238, 240, 241, 242, 243, 244, 245, 248, 249, 263	Audiobooks: 204, 205, 206, 207 Each eRead selection includes roll-over vocabulary words that include definitions and parts of speech. The information can also be read aloud. Students are encouraged to keep track of new vocabulary words on a vocabulary log found on p. 268. eReads 287, 291, 295, 299, 303, 307, 311, 315, 319, 323, 327, 331, 335, 339, 343	15, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312		21-70	15, 23, 32, 39, 47, 55, 63, 71, 79, 102, 103	20, 21, 26, 27, 32, 33, 38, 39, 44, 45, 50, 51, 56, 57, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 92, 93 98, 99, 104, 105	