



# Common Core State Standards for English Language Arts, Grades 9-12

CORRELATED TO



**READ 180 Next Generation, Stage C**

OCTOBER 2011

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



**READ 180 Next Generation, Stage C – Correlated to Common Core State Standards for English Language Arts, Grades 9-12**

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>Grades 9-10</b>									
<b>Reading Standards for Literature</b>									
<i>Key Ideas and Details</i>									
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	267A-267B, 68-69, 150-151, 162-163, 250-251, 266-267	162, 250	40, 41, 69, 127, 129, 185, 204, 205, 208, 209, 213, 214, 217, 233, 248	353, 354, 355, 544					
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	87A-87B, 179A-179B, 62-63, 64-65, 66-67, 68-69, 86-87, 146-147, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 178-179, 250-251, 264-265	62-63, 65, 67, 69, 159, 163, 178, 251	38, 39, 44, 48, 64, 123, 125, 135, 143, 175, 205, 207, 212, 233	376, 377, 378, 379, 412, 555					
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	87A-87B, 179A-179B, 62-63, 64-65, 66-67, 68-69, 86-87, 146-147, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 178-179	62-63, 65, 67, 151, 157, 159, 160, 163, 178	18, 23, 43, 54, 55, 73, 83, 65, 93, 133, 155, 157, 177, 193, 204, 205, 207, 210, 211, 213, 218, 251	364, 365, 366, 367, 549				77	
<i>Craft and Structure</i>									
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	70-71, 72-73, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 248-249, 250-251	Each Workshop incorporates the study and application of recursive, high-utility academic vocabulary in the context of literature readings.							30
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	73C-73D, 163C-163D, 179A-179B, 251A-251B, 64-65, 66-67, 68-69, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 176-177, 178-179, 248-249	71		412, 413					

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6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.			208, 209, 223, 225, 226, 215, 243, 244						
<i>Integration of Knowledge and Ideas</i>									
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i> ).	8G, 34G, 60G, 88G, 116G, 144G, 180G, 208G, 236G  READ 180 Community rBook Reading Projects Workshop 3	READ 180 Community rBook Reading Projects Workshop 3							
8. (Not applicable to literature)									
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).				406, 407, 566					
<i>Range of Reading and Level of Text Complexity</i>									
10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	62, 70, 146, 248	62, 70, 146, 248	17, 18, 22, 23, 27, 32, 33, 34, 37, 39, 40, 41, 42, 43, 46, 48, 49, 50, 51, 52, 54, 55, 56, 58, 61, 62, 64, 65, 69, 71, 72, 73, 75, 208, 210, 212, 213, 214, 217, 218, 219	406, 414, 415, 417, 436, 443, 447, 454, 455, 457, 461, 462, 469, 470, 471, 473, 475, 476, 477, 478, 479, 480, 481, 482, 484, 486, 487, 488, 489, 497, 504, 506, 521, 523, 526, 530, 531, 532, 533, 534				259-262, 263-266	
<b>Reading Standards for Informational Text</b>									
<i>Key Ideas and Details</i>									
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	28-29, 54-55, 138-139, 174-175, 202-203, 212-213, 230-231, 238-239, 240-241, 242-243, 244-245, 246-247, 262-	242-243, 244-245		352-355					

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	263, 266-267								
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	33A-33B, 59A-59B, 115A-115B, 143A-143B, 207-207B, 235A-235B, 267A-267B, 10-11, 12-13, 14-15, 16-17, 18-19, 28-29, 32-33, 36-37, 38-39, 40-41, 42-43, 44-45, 54-55, 58-59, 90-91, 92-93, 94-95, 96-97, 98-99, 114-115, 118-119, 120-121, 122-123, 124-125, 126-127, 138-139, 142-143, 174-175, 182-183, 184-185, 186-187, 188-189, 190-191, 202-203, 206-207, 210-211, 212-213, 214-215, 216-217, 218-219, 230-231, 234-235, 238-239, 240-241, 242-243, 244-245, 246-247, 262-263, 266-267	10, 11, 13, 15, 17, 18, 19, 36, 40, 43, 44, 56, 86, 90-91, 93, 94-95, 96-97, 98, 99, 114, 122, 189, 190, 210, 214, 218, 238, 242, 249  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.	16, 20, 21, 24, 31, 47, 63, 79, 87, 89, 95, 109, 141, 173, 204, 205, 206, 215, 242, 287, 291, 295, 299, 303, 307, 311, 315, 319, 323, 327, 331, 335, 339, 343	332, 333, 334, 335, 336, 337, 338, 339, 537, 538, 539			88, 92, 112, 114	21, 22, 24, 25, 27, 30, 33, 36, 37, 39, 41, 45, 46, 47, 48, 51, 57, 60, 61, 63, 65, 69, 72, 73, 75, 81, 83, 87, 93, 97, 99, 100, 101, 105, 107	
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	59A-59B, 115A-115B, 143A-143B, 207A-207B, 235A-235B, 251A-251B, 10-11, 12-13, 14-15, 16-17, 18-19, 28-29, 36-37, 38-39, 40-41, 42-43, 44-45, 54-55, 58-59, 90-91, 92-93, 94-95, 96-97, 98-99, 118-119, 120-121, 122-123, 124-125, 126-127, 138-139, 142-143, 182-183, 184-185, 186-187, 188-189, 190-191, 206-207, 210-211, 212-213, 214-215, 216-217, 218-219, 230-		26, 67, 68, 99, 181, 183				90, 113	23, 24, 25, 27, 33, 39, 45, 57, 60, 63, 64, 67, 69, 75, 81, 85, 87, 90, 93, 100, 105, 109	

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	231, 234-235, 238-239, 240-241, 242-243, 244-245, 246-247, 262-263								
<i>Craft and Structure</i>									
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	267A-267B, 18-19, 120-121, 122-123, 124-125, 126-127, 266-267	Each Workshop incorporates the study and application of recursive, high-utility academic vocabulary in the context of content-area readings.				30			
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	19C-19D, 45C-45D, 99C-99D, 127C-127D, 191C-191D, 219C-219D, 251A-251B, 92-93, 118-119, 120-121, 122-123, 124-125, 126-127, 212-213	39, 45, 93, 99, 150, 152, 191, 267	Comprehension Graphic Organizers (such as Main Idea and Details, Sequence of Events, Problem and Solution, Cause and Effect, Make Inferences) help students describe the structure of a text						
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	22, 84-85	22		350, 362, 363, 394, 548, 562					
<i>Integration of Knowledge and Ideas</i>									
7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	207 READ 180 Community rBook Reading Projects Stage C Workshop 3	207 READ 180 Community rBook Reading Projects Stage C Workshop 3							
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	245	245	30, 35, 70, 107, 117, 187	360, 361, 547					

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9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	248, 249, 250, 251	248, 249, 250, 251	74, 195						
<i>Range Of Reading and Level of Text Complexity</i>									
10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	8D, 10, 12, 16, 19, 28, 34D, 36, 38, 42, 54, 60D, 90, 88D, 92, 96, 116D, 118, 120, 124, 144D, 184, 180D, 182, 188, 210, 212, 216, 236D, 238, 240	10, 12, 16, 19, 28, 36, 38, 42, 54, 90, 92, 96, 118, 120, 124, 184, 182, 188, 210, 212, 216, 238, 240	16, 19, 20, 21, 24, 26, 28, 29, 30, 31, 34, 35, 36, 43, 45, 47, 53, 59, 60, 63, 65, 66, 57, 67, 68, 70, 74, 75, 209, 215, 216, 286, 287, 290, 291, 294, 295, 298, 299, 302, 303, 306, 307, 310, 311, 312, 313, 318, 319, 323, 326, 327, 330, 331, 334, 335, 338, 339, 342, 343	400, 416, 418, 419, 420, 421, 422, 423, 425, 426, 427, 428, 430, 431, 434, 437, 438, 439, 441, 442, 445, 448, 449, 451, 453, 460, 463, 466, 467, 468, 490, 491, 493, 494, 496, 499, 501, 502, 507, 508, 510, 512, 513, 516, 517, 518, 519, 520, 572, 581, 584, 589, 601, 605			14, 22, 30, 38, 46, 54, 62, 70, 78	111-114, 115-118, 119-122, 123-126, 127-130, 131-134, 135-138, 139-142, 143-146, 147-150, 151-154, 155-158, 159-162, 163-166, 167-170, 171-174, 175-178, 179-182, 183-186, 187-190, 191-194, 195-198, 199-202, 203-206, 207-210, 211-214, 215-218, 219-222, 223-226, 227-230, 231-234, 235-238, 239-242, 243-246, 247-250, 251-254, 255-258, 267-270, 271-274, 275-278, 279-282, 283-286, 287-290, 291-294, 295-298, 299-302, 303-306, 307-310, 311-314, 315-318, 319-322, 323-326, 327-330, 331-334, 335-338, 339-	

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								342, 343-346, 347-350	
<b>Writing Standards</b>									
<i>Text Types and Purposes</i>									
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	143A-143B, 207A-207B, 84-85, 130-131, 132-133, 134-135, 137, 143, 194-195, 196-197, 198-199, 207, 232-233	84-85, 97, 122, 130-137, 160, 194-201, 233, 278	257, 288, 289, 292, 293, 296, 297, 300, 301, 304, 305, 308, 309, 312, 313, 316, 317, 320, 321, 324, 325, 328, 329, 336, 337, 340, 341, 344, 345, 349		126, 132, 138, 143, 144			In the <i>Writing Zone</i> , students write and support an argument in response to an engaging, leveled Respond & Write prompt related to the video and passage they are reading in the Reading and Success Zones. After writing, students will revise for precise language and spelling, then edit and publish their writing using technology. Respond & Writes: 351-470	
<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding</p>	33A-33B, 87A-87B, 115A-115B, 179A-179B, 235A-235B, 22-23, 24-25, 33, 56-57, 76-77, 78-79, 87, 102-103, 104-105, 106-107, 115, 166-167, 168-169, 170-171, 179, 204-205, 222-223, 224-225, 226-227, 235	22-27, 102-109, 277, 278	288, 289, 292, 293, 296, 297, 308, 309, 312, 313, 316, 317, 320, 321, 324, 325, 328, 329, 332, 333, 336, 337, 340, 341, 344, 345, 348, 350, 351		72, 74, 84, 90, 96, 102, 108, 120, 114		15, 39, 55	Students take a stand on a topic and use textual evidence to support their argument in each <i>Writing Zone</i> . Scaffolded grammar and sentence	60-61, 119-121, 127-128

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<p>comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>								frames develop writing skills.	
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	59A-59B, 267A-267B, 48-49, 50-51, 53, 59, 176-177, 254-255, 256-257, 258-259, 261, 267	48-53, 254-261, 277, 278	292, 293, 300, 301, 304, 305, 312, 313, 332, 333, 336, 337		16, 22, 28, 34, 40		23, 31, 63, 79		58-59, 116-118, 125-126

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e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.									
<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.)	33A-33B, 59A-59B, 87A-87B, 115A-115B, 143A-143B, 179A-179B, 207A-207B, 235A-235B, 267A-267B, 22-23, 24-25, 27, 30-31, 33, 50-51, 53, 56-57, 59, 76-77, 78-79, 81, 84-85, 87, 106-107, 109, 112-113, 115, 132-133, 134-135, 137, 140-141, 143, 170-171, 173, 176-177, 179, 196-197, 198-199, 201, 204-205, 207, 226-227, 229, 232-233, 235, 258-259, 261, 266-267				290, 291			In the <i>Writing Zone</i> , students write and support an argument in response to an engaging, leveled Respond & Write prompt related to the video and passage they are reading in the Reading and Success Zones. After writing, students will revise for precise language and spelling, then edit and publish their writing using technology.	
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)	33A-33B, 59A-59B, 87A-87B, 115A-115B, 143A-143B, 179A-179B, 207A-207B, 235A-235B, 22-23, 24-25, 27, 30-31, 33, 48-49, 50-51, 53, 56-57, 59, 76-77, 78-79, 81, 87, 106-107, 109, 115, 132-133, 134-135, 137, 143, 170-171, 173, 179, 196-197, 198-199, 201, 207, 226-227, 229,	22, 24, 25, 26-27, 48-49, 50, 51, 77, 78, 79, 80-81, 84-85, 104-105, 106, 107, 109, 130-131, 132-133, 134, 135, 137, 168, 169, 170, 171, 173, 196, 197, 187, 199, 201, 224, 225, 226, 227, 229, 256, 257, 258, 259, 261, 264-265	346, 347, 348, 349, 350, 351, 352, 353, 354, 355		17, 19, 23, 25, 29, 31, 35, 37, 41, 44, 48, 50, 54, 56, 60, 62, 64, 66, 69, 73, 75, 79, 81, 85, 87, 91, 93, 97, 99, 103, 105, 107, 109, 115, 118, 121, 123, 127, 129, 133, 135, 139, 141, 145, 148, 152, 154, 158, 164,			In the <i>Writing Zone</i> , students are coached through the writing and editing process. Students are guided through a four-point rubric that allows them to self-check	36, 64-65, 66-67, 68-69, 138, 139

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	235, 258-259, 261, 264-265				166, 168, 170, 172, 176, 178, 180, 181, 182, 184, 187, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305			their work.	
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	267A-267B, 81, 140-141, 173, 176-177, 204-205, 264-265, 266-267	27, 109, 137			17, 23, 29, 35, 41, 48, 54, 60, 66, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 152, 158, 164, 170, 176, 178, 181, 184			In the <i>Writing Zone</i> , students write and support an argument in response to an engaging, leveled Respond & Write prompt related to the video and passage they are reading in the Reading and Success Zones. After writing, students will revise for precise language and spelling, then edit and publish their writing using technology.	
<i>Research to Build and Present Knowledge</i>									
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	235A-235B, 140-141, 204-205, 222-223, 224-225, 226-227, 229, 235  End of Workshop Wrap-Up Projects provide opportunities for short, focused	29, 55, 222-229 End of Workshop Wrap-Up Projects provide opportunities for short, focused research tasks which ask students to apply and integrate learning			170, 175, 176, 183, 184, 185		18, 24, 32, 40, 48, 56, 64, 72, 80		

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	research tasks which ask students to apply and integrate learning of a particular Workshop topic.  <i>READ 180</i> Community <i>rBook</i> Reading Projects Stage C Workshop 3	of a particular Workshop topic.							
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	235A-235B, 84-85, 222-223, 224-225, 226-227, 229, 232-233, 235	56, 110, 111  <i>READ 180</i> Community <i>rBook</i> Reading Projects Stage C Workshop 3			177, 178, 179		26, 34, 42, 50, 58, 66, 74, 82		
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	179A-179B, 76-77, 78-79, 81, 166-167, 168-169, 170-171, 173, 179	56, 76-77, 232 End of Workshop Wrap-Up Projects provide opportunities for short, focused research tasks which ask students to apply and integrate learning of a particular Workshop topic.			177, 178, 183, 185, 186		26, 34, 42, 50, 52, 58, 66, 74, 82		47
<i>Range of Writing</i>									
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	22-23, 24-25, 30-31, 36-37, 38-39, 40-41, 42-43, 44-45, 48-49, 50-51, 56-57, 64-65, 66-67, 68-69, 70-71, 72-73, 76-77, 78-79, 84-85, 90-91, 94-95,	Daily writing prompts including the Do Now, Wrap Up, and React & Write Questions give students opportunities to	80, 82, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128,		17, 20, 23, 26, 29, 32, 35, 36, 41, 45, 48, 51, 54, 57, 60, 63, 66, 70, 73, 79, 82, 85, 88, 91, 94, 97, 100,			In the <i>Writing Zone</i> , students write and support an argument in response to an engaging,	116-130

**READ 180 Next Generation, Stage C – Correlated to Common Core State Standards for English Language Arts, Grades 9-12**

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
	96-97, 104-105, 106-107, 112-113, 114-115, 118-119, 120-121, 122-123, 124-125, 126-127, 132-133, 134-135, 140-141, 142-143, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 168-169, 170-171, 176, 182-183, 184-185, 186-187, 188-189, 190-191, 196-197, 198-199, 204-205, 210-211, 212-213, 214-215, 216-217, 218-219, 224-225, 226-227, 232-233, 234-235, 238-239, 240-241, 242-243, 244-245, 246-247, 256-257, 258-259, 264-265, 266-267	engage in a range of writing tasks.	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, 223, 225, 228, 229, 231, 232, 234, 235, 237, 238, 240, 241, 243, 244, 246, 247, 249, 250, 252, 253, 255, 256, 288, 289, 292, 293, 296, 297, 300, 301, 304, 305, 308, 309, 316, 317, 324, 325, 328, 329, 336, 337, 340, 341, 344, 345		102, 103, 109, 112, 115, 118, 121, 124, 127, 130, 133, 136, 139, 142, 145, 149, 152, 155, 158, 161, 164, 165, 170, 176, 178, 181, 184			leveled Respond & Write prompt related to the video and passage they are reading in the Reading and Success Zones. After writing, students will revise for precise language and spelling, then edit and publish their writing using technology.	
<b>Speaking and Listening Standards</b>									
Comprehension and Collaboration									
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on	8G-8H, 34G-34H, 60G-60H, 88G-88H, 116G-116H, 144G-144H, 180G-180H, 208G-208H, 236G-236H, 12-13, 14-15, 16-17, 18-19, 20-21, 30-31, 34-35, 46-47, 56-57, 60-61, 74-75, 84-85, 88-89, 100-101, 112-113, 116-117, 128-129, 140-141, 144-145, 164-165, 180-181, 192-193, 204-205, 208-209, 232-233, 236-237, 238-239, 240-	9, 15, 16, 17, 21, 25, 30, 36, 38, 42, 43, 44, 45, 47, 60H, 63, 65, 67, 69, 71, 73, 77, 91, 93, 97, 99, 102, 119, 121, 125, 127, 131, 138, 139, 147, 149, 151, 153, 155, 157, 159, 161, 163, 167, 183, 185, 189, 191, 195, 199, 211, 213, 217, 219, 223, 239, 241, 245, 247, 251, 255, 256	Discussion questions for each Paperback, Audiobook, and eRead guide academic conversations about a topic.					Discussion questions for each Software Segment guide academic conversations about a topic.	

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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
key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	241, 242-243, 244-245, 246-247								
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	8-9, 18-19, 28-29, 54-55, 82-83, 110-111, 126-127, 138-139, 174-175, 202-203, 230-231, 262-263	284					60, 68, 84		
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	30-31, 84-85, 232-233	112-113	74, 195, 304						
<i>Presentation of Knowledge and Ideas</i>									
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	267A-267B, 26-27, 30-31, 52-53, 56-57, 80-81, 84-85, 108-109, 112-113, 136-137, 140-141, 176-177, 200-201, 232-233, 260-261, 264-265, 266-267	31, 57, 85, 113, 141, 171, 177, 205, 233, 265					44, 76		
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.							60, 68, 84		
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language	8G-8H, 34G-34H, 60G-60H, 88G-88H, 116G-116H, 144G-144H, 180G-180H,	30, 185, 213				29, 30, 31			

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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
standards 1 and 3 on pages 54 for specific expectations.)	208G-208H, 236G-236H, 267A-267B, 8-9, 12-13, 14-15, 16-17, 18-19, 22-23, 24-25, 28-29, 30-31, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 48-49, 50-51, 54-55, 56-57, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 76-77, 78-79, 82-83, 84-85, 88-89, 92-93, 102-103, 106-107, 110-111, 112-113, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 130-131, 134-135, 138-139, 140-141, 144-145, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 166-167, 170-171, 174-175, 176-177, 180-181, 182-183, 184-185, 186-187, 188-189, 190-191, 194-195, 198-199, 202-203, 204-205, 208-209, 210-211, 212-213, 214-215, 216-217, 218-219, 226-227, 230-231, 232-233, 236-237, 238-239, 240-241, 242-243, 244-245, 246-247, 254-255, 258-259, 262-263, 264-265, 266-267								
<b>Language Standards</b>									
<i>Conventions in Standard English</i>									
1. Demonstrate command of the conventions of standard English grammar and usage when writing or	16, 26, 27, 52, 53, 80, 81, 93, 108, 136, 137, 172, 173, 200, 201,	16, 26, 27, 52, 53, 80, 81, 93, 108, 136, 137, 172, 173,			21, 27, 39, 77, 192, 193, 194, 195, 196, 197,	39, 48, 50, 51, 53, 54, 56, 57, 58,		In the <i>Writing Zone</i> , recordings	

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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>speaking.</p> <p>a. Use parallel structure.*</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>228, 229, 260, 261, 279, 280, 281, 282, 291, 292, 293</p>	<p>200, 201, 228, 229, 260, 261, 279, 280, 281, 282, 291, 292, 293</p>			<p>198, 199, 200, 201, 202, 203, 206, 207, 208, 209, 210, 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, 238, 236, 237, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 292, 293</p>	<p>59</p>		<p>help students “hear” grammatical and syntactical errors and improve their sentences.</p>	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>	<p>33A-33B, 59A-59B, 115A-115B, 143A-143B, 179A-179B, 207A-207B, 235A-235B, 26-27, 52-53, 80-81, 108-109, 136-137, 172-173, 200-201, 229, 260-261</p>	<p>26-27, 53, 81, 109, 137, 173, 201, 229, 261, 294, 295, 296</p>		<p>212, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245</p>	<p>21, 33, 77, 162, 192, 193, 196, 197, 256, 257, 258, 259, 268, 269, 272, 273, 276, 277, 278, 279, 282, 283, 284, 285, 286, 287, 288, 289, 200, 201</p>	<p>67</p>		<p>In the Spelling and Writing Zones, students practice proofreading by receiving corrective feedback, correcting misspellings and using writing scaffolds to improve their grammar and syntactical choices.</p> <p>21, 27, 33, 39, 45, 57, 63, 69, 75, 81, 87, 93,</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
								99, 105	
<i>Knowledge of Language</i>									
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i> ) appropriate for the discipline and writing type.	70-71, 72-73	25, 26-27, 50, 51, 79, 80-81, 109, 135, 137, 171, 173, 201, 227, 229, 259, 261			17, 23, 29, 35, 41, 48, 54, 60, 66, 71, 73, 79, 85, 91, 97, 103, 107, 109, 115, 121, 127, 133, 139, 145, 152, 158, 164, 170, 176, 178, 181, 184, 266, 267, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305			In the <i>Writing Zone</i> , students practice replacing "tired words" with more precise academic vocabulary.	36
<i>Vocabulary Acquisition and Use</i>									
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i> ). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. 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).	33A-33B, 59A-59B, 87A-87B, 115A-115B, 143A-143B, 197A-179B, 207A-207B, 235A-235B, 267A-267B, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 32-33, 34-35, 46-47, 58-59, 60-61, 74-75, 86-87, 88-89, 100-101, 114-115, 116-117, 128-129, 142-143, 144-145, 164-165, 178-179, 180-181, 188-189, 192-193, 206-207, 208-209, 220-221, 234-235, 236-237, 238-239, 240-241, 242-243, 244-245, 246-247, 252-253, 266-267	128, 129, 143, 189, 221, 234, 268, 272	Each eRead selection includes a glossary which allows students to access vocabulary definitions.	274, 276, 280, 288, 290, 300		48, 68	Within the Reading and Word Zones, students learn to determine word meanings, appreciate nuances of words, practice pronunciation, and expand their vocabularies.	30	
5. Demonstrate understanding of	235A-235B, 70-71,	18, 71, 92, 149,		286, 308, 310	58, 174	40, 52, 60,			

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figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	72-73, 220-221, 234-235	150, 151, 153, 156, 159, 163, 220, 234				69, 70			
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	19C-19D, 33A-33B, 45C-45D, 59A-59B, 87A-87B, 73C-73D, 99C-99D, 127C-127D, 143A-143B, 163C-163D, 179A-179B, 191C-191D, 207A-207B, 219C-219D, 235A-235B, 251A-251B, 267A-267B, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 58-59, 60-61, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101, 114-115, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 142-143, 144-145, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 164-165, 178-179, 180-181, 182-183, 184-185, 186-187, 188-189, 190-191, 192-193, 206-207, 208-209, 210-211, 212-213, 214-215, 216-217, 218-219, 220-221, 234-235, 236-237, 238-239, 240-	8, 9, 10, 11, 12, 14, 16, 18, 20-21, 33, 46-47, 59, 60, 61, 64, 66, 68, 70, 72, 74-75, 87, 88-89, 90, 92, 94, 96, 98, 100-101, 115, 117, 118, 120, 122, 124, 126, 128-129, 143, 145, 148, 150, 152, 154, 156, 158, 160, 162, 175, 179, 180, 181, 182, 184, 186, 188, 190, 203, 208, 209, 210, 212, 215, 216, 218, 231, 236, 237, 238, 241, 243, 244, 246, 248, 250, 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.			21-70	15, 23, 31, 39, 47, 55, 63, 71, 79	Within the Reading and Word Zones, students learn to determine word meanings, appreciate nuances of words, practice pronunciation, and expand their vocabularies. 20-21, 26-27, 32-33, 34, 38-39, 44-45, 56-57, 62-63, 68-69, 74-75, 80-81, 86-87, 92-93, 98-99, 104-105	

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	241, 242-243, 244-245, 246-247, 252-253, 266-267								
<b>Grades 11-12</b>									
<b>Reading Standards for Literature</b>									
<i>Key Ideas and Details</i>									
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.	267A-267B, 68-69, 150-151, 162-163, 250-251, 266-267	162, 250 Every expository text in each rBook Workshop is accompanied by a Key Idea question that asks students to determine the main idea, as well as a Summarize activity.	40, 41, 69, 127, 129, 185, 204, 205, 208, 209, 213, 214, 217, 233, 248	353, 354, 355, 544					
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	87A-87B, 179A-179B, 267A-267B, 62-63, 64-65, 66-67, 68-69, 86-87, 146-147, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 178-179, 264-265, 266-267	62-63, 65, 67, 69, 159, 163, 178, 251	38, 39, 44, 48, 64, 123, 125, 135, 143, 175, 205, 207, 212, 233	376, 377, 378, 379, 412, 555					
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	87A-87B, 179A-179B, 62-63, 64-65, 66-67, 68-69, 86-87, 146-147, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 176-177, 178-179	62-63, 65, 67, 151, 157, 159, 160, 161, 163, 178	18, 23, 37, 43, 46, 54, 55, 58, 73, 83, 65, 93, 121, 133, 139, 155, 157, 163, 177, 193, 204, 205, 206, 207, 209, 210, 211, 213, 214, 218, 224, 251	340, 364, 365, 366, 367, 368, 369, 370, 371, 549, 551, 552				77	
<i>Craft and Structure</i>									
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include	70-71, 72-73, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 248-249, 250-251								30

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<b>Common Core State Standards for English Language Arts</b>	<b>READ 180 rBook Teacher's Edition</b>	<b>READ 180 rBook Student Edition</b>	<b>Modeled and Independent Reading</b>	<b>RDI 1: Reading Skills &amp; Strategies</b>	<b>RDI 2: Writing Strategies &amp; Conventions</b>	<b>RDI 3: Strategies for ELLs</b>	<b>Content-Area Reading</b>	<b>Individualized Instruction Software</b>	<b>Test-Taking Strategies</b>
Shakespeare as well as other authors.)									
5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	73C-73D, 163C-163D, 179A-179B, 251-251B, 70-71, 72-73, 178-179, 248-249, 250-251	71		412, 413					
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	248-249	251							
<i>Integration of Knowledge and Ideas</i>									
7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	248-249, 250-251								
8. (Not applicable to literature)									
9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	248-249, 250-251	248		406					
<i>Range and Level of Text Complexity</i>									
10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	62, 70, 146, 248	62, 70, 146, 248	17, 18, 22, 23, 27, 32, 33, 34, 37, 39, 40, 41, 42, 43, 46, 48, 49, 50, 51, 52, 54, 55, 56, 58, 61, 62, 64, 65, 69, 71, 72, 73, 75, 208, 210, 212, 213, 214, 217, 218, 219	406, 414, 415, 417, 436, 443, 447, 454, 455, 457, 461, 462, 469, 470, 471, 473, 475, 476, 477, 478, 479, 480, 481, 482, 484, 486, 487, 488, 489, 497, 504, 506, 521, 523, 526, 530, 531, 532, 533, 534				259-262, 263-266	
<b>Reading Standards for Informational Text</b>									
<i>Key Ideas and Details</i>									

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1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.	267A-267B, 28-29, 54-55, 138-139, 174-175, 202-203, 212-213, 230-231, 238-239, 240-241, 242-243, 244-245, 246-247, 262-263, 266-267	68, 239, 241, 243, 245, 247	206, 207, 215	352, 545			100, 118	21, 27, 29, 33, 34, 36, 39, 40, 41, 42, 43, 45, 46, 51, 53, 54, 57, 58, 59, 60, 63, 70, 71, 72, 75, 81, 82, 85, 87, 89, 93, 94, 99, 103, 105, 106	
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	33A-33B, 59A-59B, 115A-115B, 143A-143B, 207A-207B, 235A-235B, 267A-267B, 251A-251B, 10-11, 12-13, 14-15, 16-17, 18-19, 32-33, 36-37, 38-39, 40-41, 42-43, 44-45, 90-91, 92-93, 94-95, 96-97, 98-99, 114-115, 118-119, 120-121, 122-123, 124-125, 126-127, 142-143, 182-183, 184-185, 186-187, 188-189, 190-191, 206-207, 210-211, 212-213, 214-215, 216-217, 218-219, 234-235, 238-239, 240-241, 242-243, 244-245, 246-247, 266-267	10, 11, 13, 15, 17, 18, 19, 36, 40, 43, 44, 56, 86, 90-91, 93, 94-95, 96-97, 98, 99, 114, 122, 189, 190, 210, 214, 218, 238, 242, 249	16, 20, 21, 24, 31, 47, 63, 79, 87, 89, 95, 109, 141, 173, 204, 205, 206, 215, 242, 287, 291, 295, 299, 303, 307, 311, 315, 319, 323, 327, 331, 335, 339, 343	332, 333, 334, 335, 336, 337, 338, 339, 537, 538, 539			88, 92, 112, 114	21, 22, 24, 25, 27, 30, 33, 36, 37, 39, 41, 45, 46, 47, 48, 51, 57, 60, 61, 63, 65, 69, 72, 73, 75, 81, 83, 87, 93, 97, 99, 100, 101, 105, 107	
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	59A-59B, 143A-143B, 207A-207B, 235A-235B, 10-11, 12-13, 14-15, 16-17, 18-19, 36-37, 38-39, 40-41, 42-43, 44-45, 58-59, 90-91, 92-93, 94-95, 96-97, 98-99, 118-119, 120-121, 122-123, 124-125, 126-127, 142-143, 182-183, 184-185, 186-		26, 67, 68, 99, 181, 183				90, 113	The opportunity to meet this standard is available. For example, see: 23, 24, 25, 27, 33, 39, 45, 57, 60, 63, 64, 67, 69, 75, 81, 85, 87, 90, 93, 100, 105, 109	

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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
	187, 188-189, 190-191, 206207, 210-211, 212-213, 214-215, 216-217, 218-219, 234-235, 238-239, 240-241, 242-243, 244-245, 246-247								
<i>Craft and Structure</i>									
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	115A-115B, 267A-267B, 18-19, 114-115, 120-121, 122-123, 124-125, 126-127, 267	40, 189				30			
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	19C-19D, 45C-45D, 99C-99D, 127C-127D, 191C-191D, 219C-219D, 251A-251B, 182-183, 184-185, 186-187, 188-189, 190-191, 212-213	39, 45, 93, 99, 150, 152, 191, 267							
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	22, 84-85	22		350, 362, 363, 394, 548, 562					
<i>Integration of Knowledge and Ideas</i>									
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	190-191, 218-219, 246-247  <i>READ 180</i> Community <i>rBook</i> Reading Projects Stage C Workshop 2	18-19, 44-45, 54-55, 98-99, 111, 126-127, 190-191, 202, 203, 218-219, 246-247  <i>READ 180</i> Community <i>rBook</i> Reading Projects Stage C Workshop 2	294, 295	401, 402		32			
8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles				584-587					

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and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).									
9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.				584-587					
<i>Range Of Reading and Level of Text Complexity</i>									
10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.	8D, 10, 12, 16, 19, 28, 34D, 36, 38, 42, 54, 60D, 90, 88D, 92, 96, 116D, 118, 120, 124, 144D, 184, 180D, 182, 188, 210, 212, 216, 236D, 238, 240	10, 12, 16, 19, 28, 36, 38, 42, 54, 90, 92, 96, 118, 120, 124, 184, 182, 188, 210, 212, 216, 238, 240	16, 19, 20, 21, 24, 26, 28, 29, 30, 31, 34, 35, 36, 43, 45, 47, 53, 59, 60, 63, 65, 66, 57, 67, 68, 70, 74, 75, 209, 215, 216, 286, 287, 290, 291, 294, 295, 298, 299, 302, 303, 306, 307, 310, 311, 312, 313, 318, 319, 323, 326, 327, 330, 331, 334, 335, 338, 339, 342, 343	400, 416, 418, 419, 420, 421, 422, 423, 425, 426, 427, 428, 430, 431, 434, 437, 438, 439, 441, 442, 445, 448, 449, 451, 453, 460, 463, 466, 467, 468, 490, 491, 493, 494, 496, 499, 501, 502, 507, 508, 510, 512, 513, 516, 517, 518, 519, 520, 572, 581, 584, 589, 601, 605			14, 22, 30, 38, 46, 54, 62, 70, 78	111-114, 115-118, 119-122, 123-126, 127-130, 131-134, 135-138, 139-142, 143-146, 147-150, 151-154, 155-158, 159-162, 163-166, 167-170, 171-174, 175-178, 179-182, 183-186, 187-190, 191-194, 195-198, 199-202, 203-206, 207-210, 211-214, 215-218, 219-222, 223-226, 227-230, 231-234, 235-238, 239-242, 243-246, 247-250, 251-254, 255-258, 267-270, 271-274, 275-278, 279-282, 283-286, 287-290, 291-	

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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
								294, 295-298, 299-302, 303-306, 307-310, 311-314, 315-318, 319-322, 323-326, 327-330, 331-334, 335-338, 339-342, 343-346, 347-350	
<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.	143A-143B, 207A-207B, 84-85, 130-131, 132-133, 134-135, 137, 143, 194-195, 196-197, 198-199, 201, 207, 232-233	84-85, 97, 122, 130-137, 160, 194-201, 233, 278	257, 288, 289, 292, 293, 296, 297, 300, 301, 304, 305, 308, 309, 312, 313, 316, 317, 320, 321, 324, 325, 328, 329, 336, 337, 340, 341, 344, 345, 349		126, 132, 138, 143, 144			In the <i>Writing Zone</i> , students write and support an argument in response to an engaging, leveled Respond & Write prompt related to the video and passage they are reading in the Reading and Success Zones. After writing, students will revise for precise language and spelling, then edit and publish their writing using technology. Respond & Writes: 351-470	
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective	33A-33B, 87A-87B, 115A-115B, 179A-179B, 235A-235B, 22-23, 24-25, 27, 33,	22-27, 102-109, 277, 278	288, 289, 292, 293, 296, 297, 308, 309, 312, 313, 316, 317,		72, 74, 84, 90, 96, 102, 108, 120, 114		15, 39, 55	In the <i>Writing Zone</i> , students are coached through the	60-61, 119-121, 127-128

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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>selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>56-57, 76-77, 78-79, 81, 87, 102-103, 104-105, 106-107, 109, 115, 166-167, 168-169, 170-171, 173, 179, 204-205, 222-223, 224-225, 226-227, 235</p>		<p>320, 321, 324, 325, 328, 329, 332, 333, 336, 337, 340, 341, 344, 345, 348, 350, 351</p>					<p>writing and editing process. Students are guided through a four-point rubric that allows them to self-check their work.</p>	
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	<p>59A-59B, 267A-267B, 48-49, 50-51, 53, 59, 176-177, 254-255, 256-257, 258-259, 261, 267</p>	<p>48-53, 254-261, 277, 278</p>	<p>292, 293, 300, 301, 304, 305, 312, 313, 332, 333, 336, 337</p>		<p>16, 22, 28, 34, 40</p>		<p>23, 31, 63, 79</p>		<p>58-59, 116-118, 125-126</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
<p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>									
<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>33A-33B, 59A-59B, 87A-87B, 115A-115B, 143A-143B, 179A-179B, 207A-207B, 235A-235B, 267A-267B, 22-23, 24-25, 27, 30-31, 50-51, 53, 56-57, 76-77, 78-79, 81, 84-85, 106-107, 109, 112-113, 132-133, 134-135, 137, 140-141, 170-171, 173, 176-177, 196-197, 198-199, 201, 204-205, 226-227, 229, 232-233, 258-259, 261, 266-267</p>				290, 291			<p>In the <i>Writing Zone</i>, students write and support an argument in response to an engaging, leveled Respond &amp; Write prompt related to the video and passage they are reading in the Reading and Success Zones. After writing, students will revise for precise language and spelling, then edit and publish their writing using technology</p>	

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5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)	33A-33B, 59A-59B, 87A-87B, 115A-115B, 143A-143B, 179A-179B, 207A-207B, 235A-235B, 22-23, 24-25, 27, 30-31, 33, 48-49, 50-51, 53, 56-57, 59, 76-77, 78-79, 81, 87, 102-103, 104-105, 106-107, 108-109, 115, 130-131, 132-133, 136-137, 143, 166-167, 168-169, 170-171, 172-173, 179, 194-195, 196-197, 198-199, 201, 207, 222-223, 224-225, 226-227, 229, 235, 256-257, 258-259, 261, 264-265	22, 24, 25, 26-27, 48-49, 50, 51, 77, 78, 79, 80-81, 84-85, 104-105, 106, 107, 109, 130-131, 132-133, 134, 135, 137, 168, 169, 170, 171, 173, 196, 197, 187, 199, 201, 224, 225, 226, 227, 229, 256, 257, 258, 259, 261, 264-265	346, 347, 348, 349, 350, 351, 352, 353, 354, 355		17, 19, 23, 25, 29, 31, 35, 37, 41, 44, 48, 50, 54, 56, 60, 62, 64, 66, 69, 73, 75, 79, 81, 85, 87, 91, 93, 97, 99, 103, 105, 107, 109, 115, 118, 121, 123, 127, 129, 133, 135, 139, 141, 145, 148, 152, 154, 158, 164, 166, 168, 170, 172, 176, 178, 180, 181, 182, 184, 187, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305			In the <i>Writing Zone</i> , students write and support an argument in response to an engaging, leveled Respond & Write prompt related to the video and passage they are reading in the Reading and Success Zones. After writing, students will revise for precise language and spelling, then edit and publish their writing using technology.	36, 64-65, 66-67, 68-69, 138, 139
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	267A-267B, 81, 140-141, 173, 176-177, 204-205, 264-265, 266-267	27, 109, 137			17, 23, 29, 35, 41, 48, 54, 60, 66, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 152, 158, 164, 170, 176, 178, 181, 184			In the <i>Writing Zone</i> , students write and support an argument in response to an engaging, leveled Respond & Write prompt related to the video and passage they are reading in the Reading and Success Zones. After writing, students will	

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								revise for precise language and spelling, then edit and publish their writing using technology.	
<i>Research to Build and Present Knowledge</i>									
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	235A-235B, 140-141, 204-205, 222-223, 224-225, 226-227, 229, 235  End of Workshop Wrap-Up Projects provide opportunities for short, focused research tasks which ask students to apply and integrate learning of a particular Workshop topic.	29, 55, 222-229 End of Workshop Wrap-Up Projects provide opportunities for short, focused research tasks which ask students to apply and integrate learning of a particular Workshop topic.			170, 175, 176, 183, 184, 185		18, 24, 32, 40, 48, 56, 64, 72, 80		
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.	235A-235B, 84-85, 222-223, 224-225, 226-227, 232-233, 235	56, 110, 111			177, 178, 179		26, 34, 42, 50, 58, 66, 74, 82		
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American	179A-179B, 76-77, 78-79, 81, 166-167, 168-169, 170-171, 173, 179	56, 76-77, 232			177, 178, 183, 185, 186		26, 34, 42, 50, 52, 58, 66, 74, 82		47

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literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]").									
<i>Range of Writing</i>									
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	33A-33B, 59A-59B, 87A-87B, 115A-115B, 143A-143B, 179A-179B, 207A-207B, 235A-235B, 267A-267B, 22-23, 24-25, 27, 30-31, 33, 36-37, 38-39, 40-41, 42-43, 44-45, 48-49, 50-51, 53, 56-57, 59, 64-65, 66-67, 68-69, 70-71, 72-73, 76-77, 78-79, 81, 84-85, 87, 90-91, 94-95, 96-97, 104-105, 106-107, 109, 112-113, 114-115, 118-119, 120-121, 122-123, 124-125, 126-127, 132-133, 134-135, 137, 140-141, 142-143, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 168-169, 170-171, 173, 176-177, 179, 182-183, 184-185, 186-187, 188-189, 190-191, 196-197, 198-199, 201, 204-205,		80, 82, 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, 223, 225, 228, 229, 231, 232, 234, 235, 237, 238, 240, 241, 243, 244, 246, 247, 249, 250, 252, 253, 255, 256, 288, 289, 292, 293, 296, 297, 300, 301, 304, 305, 308, 309, 316, 317, 324,		17, 20, 23, 26, 29, 32, 35, 36, 41, 45, 48, 51, 54, 57, 60, 63, 66, 70, 73, 79, 82, 85, 88, 91, 94, 97, 100, 102, 103, 109, 112, 115, 118, 121, 124, 127, 130, 133, 136, 139, 142, 145, 149, 152, 155, 158, 161, 164, 165, 170, 176, 178, 181, 184		In the <i>Writing Zone</i> , students write and support an argument in response to an engaging, leveled Respond & Write prompt related to the video and passage they are reading in the Reading and Success Zones. After writing, students will revise for precise language and spelling, then edit and publish their writing using technology Quick Writes and Respond & Write: 351-470	116-130	

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	207, 210-211, 212-213, 214-215, 216-217, 218-219, 224-225, 226-227, 229, 232-233, 234-235, 238-239, 240-241, 242-243, 244-245, 246-247, 256-257, 258-259, 261, 264-265, 266-267		325, 328, 329, 336, 337, 340, 341, 344, 345						
<b>Speaking and Listening Standards</b>									
Comprehension and Collaboration									
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	8G-8H, 34G-34H, 60G-60H, 88G-88H, 116G-116H, 144G-144H, 180G-180H, 208G-208H, 236G-236H, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 30-31, 34-35, 46-47, 56-57, 60-61, 74-75, 84-85, 100-101, 112-113, 116-117, 128-129, 140-141, 144-145, 164-165, 180-181, 192-193, 204-205, 208-209, 232-233, 236-237, 238-239, 240-241, 242-243, 244-245, 246-247	9, 15, 16, 17, 21, 25, 30, 36, 38, 42, 43, 44, 45, 47, 60H, 63, 65, 67, 69, 71, 73, 77, 91, 93, 97, 99, 102, 119, 121, 125, 127, 131, 138, 139, 147, 149, 151, 153, 155, 157, 159, 161, 163, 167, 183, 185, 189, 191, 195, 199, 211, 213, 217, 219, 223, 239, 241, 245, 247, 251, 255, 256	Discussion questions for each Paperback, Audiobook, and eRead guide academic conversations about a topic.					Discussion questions for each Software Segment guide academic conversations about a topic.	
2. Integrate multiple sources of	8G-8H, 34G-34H,	92, 96, 98, 99, 182,							

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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
information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	60G-60H, 88G-88H, 116G-116H, 144G-144H, 180G-180H, 208G-208H, 236G-236H, 8-9, 18-19, 126-127  <i>READ 180</i> Community rBook Reading Projects Stage C Workshop 5	191  <i>READ 180</i> Community rBook Reading Projects Stage C Workshop 5							
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	30-31, 84-85, 232-233	112-113	304	74, 195, 196					
<i>Presentation of Knowledge and Ideas</i>									
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	267A-267B, 26-27, 30-31, 52-53, 56-57, 80-81, 84-85, 108-109, 112-113, 136-137, 140-141, 176-177, 200-201, 204-205, 232-233, 260-261, 264-265, 266-267	31, 57, 85, 113, 141, 171, 177, 205, 233, 265 End-of-Workshop Projects ask students to present their findings to the class using academic language.					44, 76		
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.							60, 68, 84		
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	8G-8H, 34G-34H, 60G-60H, 88G-88H, 116G-116H, 144G-144H, 180G-180H, 208G-208H, 236G-236H, 267A-267B, 8-9, 12-13, 14-15, 16-17, 18-19, 22-23, 24-25, 28-29, 30-31, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 48-	30, 185, 213				29, 30, 31			

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	49, 50-51, 54-55, 56-57, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 76-77, 78-79, 82-83, 84-85, 88-89, 92-93, 102-103, 106-107, 110-111, 112-113, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 130-131, 134-135, 138-139, 140-141, 144-145, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 166-167, 170-171, 174-175, 176-177, 180-181, 182-183, 184-185, 186-187, 188-189, 190-191, 194-195, 198-199, 202-203, 204-205, 208-209, 210-211, 212-213, 214-215, 216-217, 218-219, 226-227, 230-231, 232-233, 236-237, 238-239, 240-241, 242-243, 244-245, 246-247, 254-255, 258-259, 262-263, 264-265, 266-267								
<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. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of</i>	16, 26, 27, 52, 53, 80, 81, 93, 108, 136, 137, 172, 173, 200, 201, 228, 229, 260, 261, 279, 280, 281, 282, 291, 292, 293	16, 26, 27, 52, 53, 80, 81, 93, 108, 136, 137, 172, 173, 200, 201, 228, 229, 260, 261, 279, 280, 281, 282, 291, 292, 293			21, 27, 39, 77, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220,	39, 48, 50, 51, 53, 54, 56, 57, 58, 59			

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<i>English Usage, Garner's Modern American Usage</i> ) as needed.					221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 238, 236, 237, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 292, 293				
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.	33A-33B, 59A-59B, 115A-115B, 143A-1443B, 179A-179B, 207A-207B, 235A-235B, 26-27, 33, 52-53, 59, 80-81, 108-109, 115, 136-137, 143, 172-173, 179, 200-201, 207, 229, 235, 260-261	26-27, 53, 109, 137, 294, 295, 296		212, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245	21, 33, 77, 162, 192, 193, 196, 197, 256, 200, 201, 257, 258, 259, 268, 269, 272, 273, 276, 277, 278, 279, 282, 283, 284, 285, 286, 287, 288, 289	67		Topic Software includes five Learning Zones that provide customized instructional activities. The <i>Spelling Zone</i> is a customized word list, based on an initial assessment. Activities present varied opportunities for practice, including proofreading. 21, 27, 33, 39, 45, 57, 63, 69, 75, 81, 87, 93, 99, 105	
<i>Knowledge of Language</i>									
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting	25, 50, 51, 79, 107, 135, 171, 199, 227, 259	25, 50, 51, 79, 107, 135, 171, 199, 227, 259			71, 107, 266, 267			In the <i>Writing Zone</i> , recordings help students "hear" grammatical and syntactical	

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references (e.g., Tufte's <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.								errors and improve their sentences.	
<i>Vocabulary Acquisition and Use</i>									
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</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, its part of speech, its etymology, or its standard usage. 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).	33A-33B, 59A-59B, 87A-87B, 115A-115B, 143A-143B, 179A-179B, 207A-207B, 235A-235B, 267A-267B, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 33, 34-35, 46-47, 58-59, 60-61, 70-71, 72-73, 87, 88-89, 100-101, 114-115, 116-117, 128-129, 142-143, 144-145, 164-165, 179, 180-181, 188-189, 192-193, 201, 207, 208-209, 220-221, 234-235, 236-237, 238-239, 240-241, 242-243, 244-245, 246-247, 252-253, 267	128, 129, 143, 189, 221, 234, 268, 272  Each Workshop incorporates the study and application of recursive, high-utility academic vocabulary in the context of content-area readings.	Each eRead selection includes a glossary which allows students to access vocabulary definitions.	274, 276, 280, 288, 290, 300		48, 68		Within the Reading and Word Zones, students learn to determine word meanings, appreciate nuances of words, practice pronunciation, and expand their vocabularies.	30
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	235A-235B, 70-71, 72-73, 220-221, 234-235	18, 71, 92, 149, 150, 151, 153, 156, 159, 163, 220, 234		286, 308, 310	58, 174	40, 52, 60, 69, 70			
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or	19C-19D, 33A-33B, 45C-45D, 59A-59B, 73C-73D, 87A-87B, 99C-99D, 115A-115B, 127C-127D, 143A-143B, 163C-163D, 179A-179B, 191C-191D, 207A-207B,	8, 9, 10, 11, 12, 14, 16, 18, 20-21, 33, 46-47, 59, 60, 61, 64, 66, 68, 70, 72, 74-75, 87, 88-89, 90, 92, 94, 96, 98, 100-101, 115, 117, 118, 120, 122, 124,	Audiobooks: 204, 205, 206, 207 Each eRead selection includes roll-over vocabulary words that include definitions and			21-70	15, 23, 31, 39, 47, 55, 63, 71, 79	Within the Reading and Word Zones, students learn to determine word meanings, appreciate	

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expression.	219C-219D, 235A-235B, 251A-251B, 267A-267B, 8-9, 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, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101, 114-115, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 142-143, 144-145, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 164-165, 178-179, 180-181, 182-183, 184-185, 186-187, 188-189, 190-191, 192-193, 206-207, 208-209, 210-211, 212-213, 214-215, 216-217, 218-219, 220-22, 234-235, 236-237, 238-239, 240-241, 242-243, 244-245, 246-247, 252-253, 266-267	126, 128-129, 143, 145, 148, 150, 152, 154, 156, 158, 160, 162, 175, 179, 180, 181, 182, 184, 186, 188, 190, 203, 208, 209, 210, 212, 215, 216, 218, 231, 236, 237, 238, 241, 243, 244, 246, 248, 250, 263	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.					nuances of words, practice pronunciation, and expand their vocabularies. 20-21, 26-27, 32-33, 34, 38-39, 44-45, 56-57, 62-63, 68-69, 74-75, 80-81, 86-87, 92-93, 98-99, 104-105	