

A Correlation of the DoDEA English Language Arts K-12 Performance Standards Grades 9-12
to READ 180 Stage C by Scholastic

GRADE NINE

GRADE 9 - E1 READING	READ 180 - STAGE C
<p>Gr.9: Ela: The student reads at least 25 books or book equivalents each year</p>	<p>READ 180 Stage C offers students twelve grade-level audiobooks Forty READ 180 Paperbacks offer students opportunities for high-interest independent reading at their reading level: Teacher's Guide READ 180 Paperbacks: p. 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 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</p>
<p>Gr.9: Elb: The student reads and comprehends at least four books (or book equivalents) about one issue or subject or four books by a single writer, or four books in one genre and produces evidence of reading that:</p>	<p style="text-align: center;">READ 180 - STAGE C</p>
<p>Gr.9: Elb.1: Makes and supports warranted and responsible assertions about the texts</p>	<p>For each audiobook and each independent reading selection, the LINKS feature identifies titles for related reading. These titles represent the same issue, theme, subject matter or genre. Teacher's Guide READ 180 Audiobooks p.113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135 Teacher's Guide READ 180 Paperbacks p. 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 1897, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219 Students read and make assertions about paperback literature: Teacher's Guide READ 180 Paperbacks p. 138</p>
<p>Gr.9: Elb.2: Supports assertions with elaborated and convincing evidence</p>	<p>Students support their assertions about the paperback literature: Teacher's Guide READ 180 Paperbacks p. 138</p>
<p>Gr.9: Elb.3: Draws the text together to compare and contrast themes, characters, and ideas</p>	<p>Related Reading titles suggested in the LINKS feature offer the opportunity to compare and contrast themes, characters and ideas between books. Teacher's Guide READ 180 Audiobooks p.113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135 Teacher's Guide READ 180 Paperbacks p. 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 1897, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219 See direct instruction on theme: Teacher's Guide READ 180 Paperbacks p. 169, 183, 185, 191, 201, 215, Reading Strategies p. 48, 120, 206 Teacher's Resource Book, p. 212, 266, 299, 314 See direct instruction on character: Teacher's Guide READ 180 Paperbacks p. 139, 147, 153, 163, 165, 171, 173, 175, 183, 185, 187, 189, 195, 197, 199, 209, 217 Teacher's Guide READ 180 Software p. 53, 54, 70, 79, 91, Reading Strategies p. 42, 114, 120, 198 Teacher's Resource Book, p. 215, 242, 275, 305</p>

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

READ 180 - STAGE C	
<p>Gr.9: Elb.4: Makes perceptive and well developed connections</p>	<p>Teachers engage students reading related titles in making connections between the texts. See the Paperback Related Reading LINKS: Teacher's Guide READ 180 Audiobooks p.113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135 Teacher's Guide READ 180 Paperbacks p. 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 1897, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219</p>
<p>Gr.9: Elb.5: Evaluates writing strategies and elements of the author's craft</p>	<p>Students discuss elements of author's craft: Foreshadow, Teacher's Guide READ 180 Audiobooks p. 108, 110, 111 Flashback, Teacher's Guide READ 180 Audiobooks p. 108, 109, 110 Irony, Teacher's Guide READ 180 Audiobooks p. 109 Point of view, Teacher's Guide READ 180 Audiobooks p. 109 Style, Teacher's Guide READ 180 Audiobooks p. 109, 110, 111 Humor, Teacher's Guide READ 180 Audiobooks p. 111 Symbolism, Teacher's Guide READ 180 Audiobooks p. 111 Tone, Teacher's Guide READ 180 Audiobooks p. 110</p>
<p>Gr.9: Elc: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:</p>	
READ 180 - STAGE C	
<p>Gr.9: Elc.1: Restates or summarizes information</p>	<p>Teacher's Guide READ 180 Software 1.1:p.51; 1.3:p.51; 1.3:p.54; 1.4:p.51; 3.1:p.63; 3.3:p.66; 4.1:p.69; 4.3:p.69; 4.4:p.69; 5.1:p.75; 6.2:p.81; 6.4:p.81; 7.3:p.87; 7.3:p.90; 8.2:p.95; 8.3:p.93; 8.4:p.93; 9.3:p.99; 9.4:p.103 Reading Strategies p. 21, 93, 170 Teacher's Resource Book, p. 188, 248, 284, 329 Teacher's Guide READ 180 Paperbacks p. 143, 149, 157, 161, 167, 181, 193, 205, 207, 211, 213, 219</p>
<p>Gr.9: Elc.2: Relates new information to prior knowledge and experience</p>	<p>Teacher's Resource Book, p. 231, 234, 246, 303</p>
<p>Gr.9: Elc.3: Extends ideas</p>	<p>Students produce written responses the nonfiction selections: Teacher's Resource Book, p. 190, 223, 229, 232, 238, 247, 250, 253, 256, 265, 280, 286, 304, 319, 322, 325, 331, 334, 340, 343</p>
<p>Gr.9: Elc.4: Makes connections to related topics or information</p>	<p>The LINKS feature provides titles and Internet search terms for making connections to related topics and resources. Teacher's Guide READ 180 Paperbacks p. 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 1897, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219 Teacher's Guide READ 180 Audiobooks p.113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135</p>

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

GRADE 9 - E2 WRITING

Gr.9: E2a:

The student produces a report that:

READ 180 - STAGE C	
Gr.9: E2a.1: Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest	See writing reports: Writing and Grammar Strategies p. 80, 81, 84, 86, 87, 90 Teacher's Resource Book p. 226, 319
Gr.9: E2a.2: Develops a controlling idea that conveys a perspective on the subject	See writing reports: Writing and Grammar Strategies p. 80, 81, 84, 86, 87, 90 Teacher's Resource Book p. 226, 319
Gr.9: E2a.3: Creates an organizing structure appropriate to a specific purpose, audience and context	See writing reports: Writing and Grammar Strategies p. 80, 81, 84, 86, 87, 90 Teacher's Resource Book p. 226, 319
Gr.9: E2a.4: Includes appropriate facts and details	See writing reports: Writing and Grammar Strategies p. 80, 81, 84, 86, 87, 90 Teacher's Resource Book p. 226, 319
Gr.9: E2a.5: Excludes extraneous and inappropriate information	See writing reports: Writing and Grammar Strategies p. 80, 81, 84, 86, 87, 90 Teacher's Resource Book p. 226, 319
Gr.9: E2a.6: Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claims or assertions, and providing a scenario to illustrate	See writing reports: Writing and Grammar Strategies p. 80, 81, 84, 86, 87, 90 Teacher's Resource Book p. 226, 319
Gr.9: E2a.7: Provides a sense of closure to the writing	See writing reports: Writing and Grammar Strategies p. 80, 81, 84, 86, 87, 90 Teacher's Resource Book p. 226, 319

Gr.9: E2b:

The student produces a response to literature that:

READ 180 - STAGE C	
Gr.9: E2b.1: Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest	See writing a response to literature: Writing and Grammar Strategies p. 92, 93, 96, 110, 111, 114 Teacher's Resource Book p. 205, 226, 232, 250, 253, 271, 286, 289, 298, 301, 304, 307, 322, 325, 337, 343, 344
Gr.9: E2b.2: Advances a judgment that is interpretive, analytic, evaluative, or reflective	See writing a response to literature: Writing and Grammar Strategies p. 92, 93, 96, 110, 111, 114 Teacher's Resource Book p. 205, 226, 232, 250, 253, 271, 286, 289, 298, 301, 304, 307, 322, 325, 337, 343, 344
Gr.9: E2b.3: Supports judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge	See writing a response to literature: Writing and Grammar Strategies p. 92, 93, 96, 110, 111, 114 Teacher's Resource Book p. 205, 226, 232, 250, 253, 271, 286, 289, 298, 301, 304, 307, 322, 325, 337, 343, 344

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

READ 180 - STAGE C	
Gr.9: E2b.4: Demonstrates an understanding of the literary work	See writing a response to literature: Writing and Grammar Strategies p. 92, 93, 96, 110, 111, 114 Teacher's Resource Book p. 205, 226, 232, 250, 253, 271, 286, 289, 298, 301, 304, 307, 322, 325, 337, 343, 344
Gr.9: E2b.5: Anticipates and answers a reader's questions	See writing a response to literature: Writing and Grammar Strategies p. 92, 93, 96, 110, 111, 114 Teacher's Resource Book p. 205, 226, 232, 250, 253, 271, 286, 289, 298, 301, 304, 307, 322, 325, 337, 343, 344
Gr.9: E2b.6: Recognizes possible ambiguities, nuances, and complexities	See writing a response to literature: Writing and Grammar Strategies p. 92, 93, 96, 110, 111, 114 Teacher's Resource Book p. 205, 226, 232, 250, 253, 271, 286, 289, 298, 301, 304, 307, 322, 325, 337, 343, 344
Gr.9: E2b.7: Provides a sense of closure to the writing	See writing a response to literature: Writing and Grammar Strategies p. 92, 93, 96, 110, 111, 114 Teacher's Resource Book p. 205, 226, 232, 250, 253, 271, 286, 289, 298, 301, 304, 307, 322, 325, 337, 343, 344

**Gr.9: E2c:
The student produces a narrative account (fictional or autobiographical)**

READ 180 - STAGE C	
Gr.9: E2c.1: Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest	Writing and Grammar Strategies p. 8, 9,14, 15, 38, 39, 42, 44, 45, 48, 50, 51, 54, 62, 63, 66, 134, 135, 139
Gr.9: E2c.2: Establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from those events)	Writing and Grammar Strategies p. 44, 45, 48, 50, 51, 54
Gr.9: E2c.3: Creates an organizing structure	Writing and Grammar Strategies p. 44, 45, 48, 50, 51, 54
Gr.9: E2c.4: Includes sensory details and concrete language to develop plot and character	Writing and Grammar Strategies p. 8, 9,14, 15, 38, 39, 42, 44, 45, 48, 50, 51, 54, 62, 63, 66, 134, 135, 139
Gr.9: E2c.5: Excludes extraneous details and inconsistencies	Writing and Grammar Strategies p. 8, 9,14, 15, 38, 39, 42, 44, 45, 48, 50, 51, 54, 62, 63, 66, 134, 135, 139
Gr.9: E2c.6: Develops complex characters	Writing and Grammar Strategies p. 14, 15, 18, 8, 39, 42, 50, 51, 54
Gr.9: E2c.7: Uses a range of appropriate strategies, such as dialogue and tension or suspense, naming, and specific narrative action, e.g. movement, gestures, expressions	Writing and Grammar Strategies p. 44, 45, 48, 50, 51, 54, 55
Gr.9: E2c.8: Provides a sense of closure to the writing	Writing and Grammar Strategies p. 8, 9,14, 15, 38, 39, 42, 44, 45, 48, 50, 51, 54, 62, 63, 66, 134, 135, 139

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

Gr.9: E2d:
The student produces a narrative procedure

	READ 180 - STAGE C
Gr.9: E2d.1: Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest	Writing and Grammar Strategies p. 32, 33, 36, 68, 69, 72
Gr.9: E2d.2: Provides a guide to action that anticipates a reader's needs, creates expectations through predictable structures, e.g., headings, and provides smooth transitions between steps	Writing and Grammar Strategies p. 32, 33, 36, 68, 69, 72
Gr.9: E2d.3: Makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate	Writing and Grammar Strategies p. 32, 33, 36, 68, 69, 72
Gr.9: E2d.4: Includes relevant information	Writing and Grammar Strategies p. 32, 33, 36, 68, 69, 72
Gr.9: E2d.5: Excludes extraneous information	Writing and Grammar Strategies p. 32, 33, 36, 68, 69, 72
Gr.9: E2d.6: Anticipates problems, mistakes, and misunderstandings that might arise for the reader	Writing and Grammar Strategies p. 32, 33, 36, 68, 69, 72
Gr.9: E2d.7: Provides a sense of closure to the writing	Writing and Grammar Strategies p. 32, 33, 36, 68, 69, 72

Gr.9: E2e:
The student produces a persuasive essay

	READ 180 - STAGE C
Gr.9: E2e.1: Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
Gr.9: E2e.2: Develops a controlling idea that makes a clear and knowledgeable judgment	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
Gr.9: E2e.3: Creates and organizes a structure that is appropriate to the needs, values, and interests of a specified audience and arranges details, reasons, examples and anecdotes effectively and persuasively	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
Gr.9: E2e.4: Includes appropriate information and arguments	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
Gr.9: E2e.5: Excludes information and arguments that are irrelevant	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
Gr.9: E2e.6: Anticipates and addresses reader concerns and counter-arguments	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
Gr.9: E2e.7: Supports arguments with detailed evidence, citing sources of information as appropriate.	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
Gr.9: E2e.8: Uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
Gr.9: E2e.9:	Direct instruction on writing persuasive essays:

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

Provides a sense of closure to the writing	Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
--	--

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

Gr.9: E2f:

The student produces a reflective essay

	READ 180 - STAGE C
Gr.9: E2f.1: Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest	Direct instruction on writing a reflective essay: Writing and Grammar Strategies p. 128, 129, 133
Gr.9: E2f.2: Analyzes a condition or situation of significance	Direct instruction on writing a reflective essay: Writing and Grammar Strategies p. 128, 129, 133
Gr.9: E2f.3: Develops a commonplace, concrete occasion as the basis for the reflection, e.g. personal observation or experience	Direct instruction on writing a reflective essay: Writing and Grammar Strategies p. 128, 129, 133
Gr.9: E2f.4: Creates an organizing structure appropriate to purpose and audience	Direct instruction on writing a reflective essay: Writing and Grammar Strategies p. 128, 129, 133
Gr.9: E2f.5: Uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario	Direct instruction on writing a reflective essay: Writing and Grammar Strategies p. 128, 129, 133
Gr.9: E2f.6: Provides a sense of closure to the writing	Direct instruction on writing a reflective essay: Writing and Grammar Strategies p. 128, 129, 133

GRADE 9 - E4 CONVENTIONS, GRAMMAR, AND USAGE OF THE ENGLISH LANGUAGE

Gr.9: E4a:

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

	READ 180 - STAGE C
Gr.9: E4a.1: grammar	See direct instruction on grammar: Writing and Grammar Strategies p. 13, 19, 25, 37, 43, 49, 79, 91, 97, 152, 157, 158, 159, 160, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171 Reading Strategies p. 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 49, 52, 58, 61, 64, 73, 76, 85, 88, 91, 94, 97, 100, 103, 115, 118, 130, 133, 136, 155, 159, 163, 171, 175, 179, 183, 191, 199, 207, 211, 215, 219, 223, 227, 239, 247 Students demonstrate appropriate use of grammar in their written work: Writing and Grammar Strategies p. 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 78, 81, 84, 87, 90, 93, 96, 99, 102, 105, 108, 111, 114, 117, 120, 123, 126, 129, 133, 135, 139, 141, 145, 147, 151 See the QuickWrites: Teacher's Resource Book p. 152, 153, 154, 155, 156, 157, 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 Students write before, during and after reading the literature: Teacher's Resource Book p. 189, 190, 192, 193, 195, 196, 198, 199, 201, 202, 204, 205, 207, 208, 210, 211, 213, 214, 216, 217, 219, 220, 222, 223, 225, 226, 228, 229, 231, 232, 234, 235, 237, 238, 240, 241, 243, 244, 246, 247, 249, 250, 252, 253, 255, 256, 258, 259, 261, 262, 264, 265, 267, 268, 270, 271, 273, 274, 276, 277, 279, 280, 282, 283, 285, 286, 288, 289, 291, 292, 294, 295, 297, 298, 300, 301, 303, 304, 306, 307, 309, 310, 312, 313, 315, 316, 318, 319, 321, 322, 324, 325, 327, 328, 330, 331, 333, 334, 336, 337, 339, 340, 342, 343, 344, 345, 346, 347, 348, 349
Gr.9: E4a.2: paragraph structure	Direct instruction on paragraph structure: Writing and Grammar Strategies p. 20, 21, 24, 25, 26, 27, 30, 31

--	--

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

	READ 180 - STAGE C
Gr.9: E4a.3: punctuation	Direct instruction on punctuation: Writing and Grammar Strategies p. 153, 154, 155, 156, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171
Gr.9: E4a.4: sentence construction	Direct instruction on sentence construction: Writing and Grammar Strategies p. 79, 152, 157, 158
Gr.9: E4a.5: spelling	The Spelling Zone is one of four Learning Zones of the READ 180 Software. Students practice spelling with immediate corrective feedback. They hear and spell the Study Words from the passage. Teacher's Guide READ 180 Software p. 48, 51, 57, 63, 69, 75, 81, 87, 93, 99 Students practice correcting spelling in editing/proofreading activities: Writing and Grammar Strategies p. 162, 163, 164, 165, 166, 167, 168, 169, 170, 171 The Writer's Checklist reminds students to check their written work for spelling: Writing and Grammar Strategies p. 172
Gr.9: E4a.6: usage	Direct instruction on usage: Writing and Grammar Strategies p. 19, 37, 43, 49, 67, 91, 97, 103, 127, 158, 159, 160, 161, 172 Reading Strategies p. 10, 13, 16, 19, 19, 22, 25, 28, 31, 34, 37, 40, 46, 49, 52, 58, 61, 61, 64, 70, 73, 76, 85, 88, 91, 94, 97, 100, 103, 109, 112, 115, 118, 121, 124, 130, 133, 136, 148, 151, 155, 159, 163, 167, 171, 179, 183, 187, 191, 199, 207, 211, 215, 219, 223, 227, 235, 239, 243

Gr.9: E4b:

The student analyzes and subsequently revises work to clarify it or make it more effective to communicating the intended message or thought.

The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:

	READ 180 - STAGE C
Gr.9: E4b.1: adding or deleting details	Direct instruction on revising for details: Writing and Grammar Strategies p. 73 See all revising: Writing and Grammar Strategies p. 7, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147
Gr.9: E4b.2: adding or deleting explanations	Direct instruction on revising for explanation: Writing and Grammar Strategies p. 109, 121 See all revising: Writing and Grammar Strategies p. 7, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147
Gr.9: E4b.3: clarifying difficult passages	See all revising: Writing and Grammar Strategies p. 7, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147
Gr.9: E4b.4: rearranging words, sentences, and paragraphs to improve or clarify meaning	Direct instruction on revising for clarity: Writing and Grammar Strategies p. 73, 91 See all revising: Writing and Grammar Strategies p. 7, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129,

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

	135, 141, 147
--	---------------

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

	READ 180 - STAGE C
Gr.9: E4b.5: sharpening the focus	See all revising: Writing and Grammar Strategies p. 7, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147
Gr.9: E4b.6: reconsidering the organizational structure	See all revising: Writing and Grammar Strategies p. 7, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147
Gr.9: E4b7: rethinking and/or rewriting the piece n light of different audience and purposes	See all revising: Writing and Grammar Strategies p. 7, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147

GRADE 9 - E5 LITERATURE

Gr.9: E5a:

The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes

	READ 180 - STAGE C
Gr.9: E5a.1: Makes thematic connections among literary texts, public discourse, and media	Direct instruction on theme: Teacher's Guide READ 180 Audiobooks p.110, 111, 129, Teacher's Guide READ 180 Paperbacks p. 139, 169, 183, 185, 191, 201, 215, Reading Strategies p. 48, 120, 206 Teacher's Resource Book , p. 212, 266, 299, 314 The LINKS feature provides related titles and Internet search words to make thematic connections among titles and media. Teacher's Guide READ 180 Audiobooks p.113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135 Teacher's Guide READ 180 Paperbacks p. 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 1897, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219
Gr.9: E5a.2: Evaluates the impact of author's decisions regarding word choice and content, and literary elements	Teacher's Guide READ 180 Paperbacks p. 190, 191, 213 Reading Strategies p. 60, 132, 222 Teacher's Guide READ 180 Audiobooks p. 108, 109, 110, 111, 115
Gr.9: E5a.3: Identifies the characteristics of literary forms and genres	Reading Strategies p. 42, 45, 57, 66, 129, 158, 190, 206, 218, 230 The genre of each audiobook and paperback title is identified in the Teacher's Resource Book pages for small-group instruction. Teachers engage students in identifying the characteristics of the different genre as appropriate.
Gr.9: E5a.4: Evaluates literary merit	Teacher's Resource Book , p. 344 Writing and Grammar Strategies p. p. 110, 111, 114
Gr.9: E5a.5: Explains the effect of point of view	Teacher's Guide READ 180 Paperbacks p. 143 Teacher's Guide READ 180 Audiobooks p. 109

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

	READ 180 - STAGE C
Gr.9: E5a.6: Makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles	<p>Direct instruction on making inferences: Teacher's Guide READ 180 Audiobooks p. 108, 110, 119, 123, 127, 131, 133, Teacher's Guide READ 180 Paperbacks p. 139, 141, 143, 151, 153, 155, 157, 159, 161, 163, 169, 171, 173, 179, 189, 203, 205, 209, 211, Teacher's Guide READ 180 Software 1.2:p.51; 1.4:p.51; 2.1:p.57; 2.2:p.57; 2.2:p.59; 2.4:p.57; 3.1:p.63; 3.1:p.64; 3.3:p.63; 3.3:p.66; 4.2:p.69; 4.2:p.71; 4.3:p.69; 4.3:p.72; 5.1:p.75; 5.1:p.76; 5.3:p.75; 5.5:p.75; 6.2:p.81; 6.2:p.83; 6.3:p.81; 6.3:p.84; 7.1:p.87; 7.2:p.89; 7.4:p.87; 8.4:p.93; 9.2:p.101; 9.4:p.99 Reading Strategies p 33, 105, 186 Teacher's Resource Book, p. 209, 224, 269, 326</p> <p>Direct instruction on drawing conclusions: Teacher's Guide READ 180 Audiobooks p. 108, 109, 110, 113, 121, 123, 131, 133, Teacher's Guide READ 180 Paperbacks p. 139, 143, 145, 147, 149, 157, 159, 169, 177, 181, 183, 191, 195, 197, 203, Teacher's Guide READ 180 Software 1.1:p.51; 1.3:p.51; 1.1:p.52; 1.2:p.53; 1.4:p.51; 1.4:p.55; 2.1:p.57; 2.2:p.59; 2.4:p.61; 3.2:p.63; 3.4:p.63; 3.4:p.67; 4.3:p.69; 4.3:p.72; 4.4:p.69; 5.1:p.75; 5.2:p.75; 5.3:p.75; 6.1:p.81; 6.2:p.81; 7.1:p.87; 7.1:p.88; 7.3:p.87; 8.2:p.93; 8.3:p.93; 9.1:p.99; 9.2:p.99; 9.4:p.104 Reading Strategies p 36, 108, 190 Teacher's Resource Book, p. 200, 230, 278, 308</p>
Gr.9: E5a.7: Interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism	<p>Reading Strategies p 25, 43, 55, 66, 67, 94, 106, 118, 121, 127, 138, 139, 145, 151, 155, 187, 195, 203, 230, 231 Teacher's Guide READ 180 Audiobooks p.111 Writing and Grammar Strategies p. 127</p>
Gr.9: E5a.8: Identifies the stance of a writer in shaping the presentation of a subject	<p>Teacher's Resource Book, p. 196, 199, 202, 205, 208, 271, 274, 283, 295, 322, 331 Reading Strategies p 57, 129, 218</p>
Gr.9: E5a.9: Identifies ambiguities, subtleties, contradictions, ironies, and nuances	<p>Teacher's Guide READ 180 Audiobooks p.109</p>
Gr.9: E5a.10 Understands the role of tone in presenting literature (both fictional and non-fictional)	<p>Teacher's Guide READ 180 Audiobooks p 110</p>
Gr.9: E5a.11 Demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them	<p>Teacher's Resource Book, p. 226, 247, 292, 310, 319, 325, 340 Reading Strategies p. 38, 38, 41, 42, 44, 45, 176, 177, 178, 204, 205, 206</p>

Gr.9: E5b:

The student produces work in at least one literary genre that follows the conventions of the genre

	READ 180 - STAGE C
	<p>Problem/solution story Writing and Grammar Strategies p. 44, 45, 48 Realistic story Writing and Grammar Strategies p. 50, 51, 54 Free verse poem Writing and Grammar Strategies p. 122, 123, 126 Autobiographical sketch Writing and Grammar Strategies p. 38, 39, 42 Biographical narrative Writing and Grammar Strategies p. 62, 63, 66</p>

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

GRADE 9 - E6 PUBLIC DOCUMENTS

Gr.9: E6a:

The student identifies strategies common to public documents and public discourse, including

READ 180 - STAGE C	
Gr.9: E6a.1: Effective use of argument	Persuasive speech Writing and Grammar Strategies p. 116, 117, 120 Persuasive essay Writing and Grammar Strategies p. 146, 147, 151 Writing an opinion Writing and Grammar Strategies p. 104, 105, 108 Teachers can emphasize in the context of persuasive writing: Teacher's Resource Book , p. 167, 190, 196, 202, 208, 220, 232, 235, 247, 253, 265, 268, 286, 289, 325, 331
Gr.9: E6a.2: Use of the power of anecdote	No direct instruction.
Gr.9: E6a.3: Anticipation of counter claims	Reading Strategies p. 128, 129, 216, 217, 218
Gr.9: E6a.4: Appeal to audiences both friendly and hostile to the position presented	Teachers can emphasize in the context of persuasive writing: Persuasive speech Writing and Grammar Strategies p. 116, 117, 120 Persuasive essay Writing and Grammar Strategies p. 146, 147, 151 Writing an opinion Writing and Grammar Strategies p. 104, 105, 108
Gr.9: E6a.5: Use of emotionally laden words and imagery	Reading Strategies p. 49, 61, 191, 239 Teachers can emphasize in the context of persuasive writing: Persuasive speech Writing and Grammar Strategies p. 116, 117, 120 Persuasive essay Writing and Grammar Strategies p. 146, 147, 151 Writing an opinion Writing and Grammar Strategies p. 104, 105, 108
Gr.9: E6a.6: Citing of appropriate references or authorities	Teachers can emphasize in the context of persuasive writing: Persuasive speech Writing and Grammar Strategies p. 116, 117, 120 Persuasive essay Writing and Grammar Strategies p. 146, 147, 151

Gr.9: E6b:

The student creates public documents, in which the student

READ 180 - STAGE C	
Gr.9: E6b.1: Exhibits an awareness of the importance of appropriate word choice and the power or imagery and/or anecdote	Teachers can emphasize in the following contexts: Persuasive speech Writing and Grammar Strategies p. 116, 117, 120 Persuasive essay Writing and Grammar Strategies p. 146, 147, 151 Writing an opinion Writing and Grammar Strategies p. 104, 105, 108 Writing advertisements Teacher's Resource Book , p. 169, 170, 171, 176
Gr.9: E6b.2: Utilizes and recognizes the power of logical arguments based on appealing to a reader's emotions	Teachers can emphasize in the following contexts: Persuasive speech Writing and Grammar Strategies p. 116, 117, 120 Persuasive essay Writing and Grammar Strategies p. 146, 147, 151 Writing an opinion Writing and Grammar Strategies p. 104, 105, 108 Writing advertisements Teacher's Resource Book , p. 169, 170, 171, 176
Gr.9: E6b.3: Uses arguments that are appropriate in terms of the knowledge, values, and degree of understanding of the intended audience	Teachers can emphasize in the following contexts: Persuasive speech Writing and Grammar Strategies p. 116, 117, 120 Persuasive essay Writing and Grammar Strategies p. 146, 147, 151 Writing an opinion Writing and Grammar Strategies p. 104, 105, 108 Writing advertisements Teacher's Resource Book , p. 169, 170, 171, 176

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

<p>Gr.9: E6b.4: Uses a range of strategies to appeal to readers</p>	<p align="center">READ 180 - STAGE C</p> <p>Teachers can emphasize in the following contexts: Persuasive speech Writing and Grammar Strategies p. 116, 117, 120 Persuasive essay Writing and Grammar Strategies p. 146, 147, 151 Writing an opinion Writing and Grammar Strategies p. 104, 105, 108 Writing advertisements Teacher's Resource Book, p. 169, 170, 171, 176</p>
---	--

GRADE 9 - E7 FUNCTIONAL DOCUMENTS

Gr.9: E7a:

The student identifies strategies common to effective functional documents

<p>Gr.9: E7a.1: Visual appeal, e.g. format, graphics, white space, and headers</p>	<p align="center">READ 180 - STAGE C</p> <p>Newspaper article: Teacher's Resource Book, p. 346 Write headlines Teacher's Resource Book, p. 152, 153, 155, 158, 161, 163, 166 Time line: Teacher's Resource Book, p 348 Graphic aids: Reading Strategies, p 72, 144, 238</p>
<p>Gr.9: E7a.2: Logic of the sequence in which the directions are given</p>	<p>How-to paragraph Writing and Grammar Strategies p. 32, 33, 36</p>
<p>Gr.9: E7a.3: Point out possible reader misunderstandings and misconceptions</p>	<p>No direct instruction.</p>

Gr.9: E7b:

The student creates functional documents appropriate to audience and purpose, in which the student

<p>Gr.9: E7b.1: Reports, organizes, and conveys information and ideas accurately</p>	<p align="center">READ 180 - STAGE C</p> <p>Students create functional documents appropriate to audience and purpose: Front-page Newspaper article: Teacher's Resource Book, p. 346 News article Writing and Grammar Strategies p. 56, 57, 60 Business letter Writing and Grammar Strategies p. 98, 99, 102 Book review Writing and Grammar Strategies p. 110, 111, 114 Letter to author: Teacher's Resource Book, p. 345 Write letters Teacher's Resource Book, p. 190, 199, 205, 211, 214, 217, 223, 235, 250, 265, 271, 274, 289, 292, 295, 307, 319, 325, 331, 340 Notes, correspondence. Teacher's Resource Book, p. 152, 153, 154, 156, 157, 162, 166, 169, 170, 178, 193, 196, 199, 202, 215, 229, 232, 238, 241, 244, 247, 250, 259, 277, 295, 298, 301, 304, 307, 316 How-to paragraph Writing and Grammar Strategies p. 32, 33, 36 Menu Teacher's Resource Book, p. 164</p>
<p>Gr.9: E7b.2: Includes relevant narrative details, such as scenarios, definitions, and examples</p>	<p>Front-page Newspaper article: Teacher's Resource Book, p. 346 News article Writing and Grammar Strategies p. 56, 57, 60 Business letter Writing and Grammar Strategies p. 98, 99, 102 Menu Teacher's Resource Book, p. 164 How-to paragraph Writing and Grammar Strategies p. 32, 33, 36</p>
<p>Gr.9: E7b.3: Anticipates readers' problems, mistakes, and misunderstandings</p>	<p>Teachers can include in the context of creating functional documents. See the following: Front-page Newspaper article: Teacher's Resource Book, p. 346 News article Writing and Grammar Strategies p. 56, 57, 60 How-to paragraph Writing and Grammar Strategies p. 32, 33, 36</p>

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

READ 180 - STAGE C	
<p>Gr.9: E7b.4: Uses a variety of formatting techniques, such as headings, subordinate terms, foregrounding of main ideas, hierarchical structures, graphics, and color</p>	<p>Front-page Newspaper article: Teacher's Resource Book, p. 346 News article Writing and Grammar Strategies p. 56, 57, 60 How-to paragraph Writing and Grammar Strategies p. 32, 33, 36 Menu Teacher's Resource Book, p. 164</p>
<p>Gr.9: E7b5: Employs consistent and appropriate word choices</p>	<p>Students can revise their functional compositions for clarity, purpose and word choice: Front-page Newspaper article: Teacher's Resource Book, p. 346 News article Writing and Grammar Strategies p. 56, 57, 60 Business letter Writing and Grammar Strategies p. 98, 99, 102 Book review Writing and Grammar Strategies p. 110, 111, 114 Letter to author: Teacher's Resource Book, p. 345 Write letters Teacher's Resource Book, p. 190, 199, 205, 211, 214, 217, 223, 235, 250, 265, 271, 274, 289, 292, 295, 307, 319, 325, 331, 340 Notes, correspondence. Teacher's Resource Book, p. 152, 153, 154, 156, 157, 162, 166, 169, 170, 178, 193, 196, 199, 202, 215, 229, 232, 238, 241, 244, 247, 250, 259, 277, 295, 298, 301, 304, 307, 316 How-to paragraph Writing and Grammar Strategies p. 32, 33, 36 Menu Teacher's Resource Book, p. 164</p>

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

GRADE TEN

GRADE 10 - E1 READING

READ 180 - STAGE C	
<p>Gr.10: Ela: The student reads at least 25 books or book equivalents each year</p>	<p>READ 180 Stage C offers students twelve grade-level audiobooks Forty READ 180 Paperbacks offer students opportunities for high-interest independent reading at their reading level: Teacher's Guide READ 180 Paperbacks: p. 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 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</p>
<p>Gr.10: Elb: The student reads and comprehends at least four books (or book equivalents) about one issue or subject or four books by a single writer, or four books in one genre and produces evidence of reading that:</p>	<p style="text-align: center;">READ 180 - STAGE C</p>
<p>Gr.10: Elb.1: Makes and supports warranted and responsible assertions about the texts</p>	<p>For each audiobook and each independent reading selection, the LINKS feature identifies titles for related reading. These titles represent the same issue, theme, subject matter or genre. Teacher's Guide READ 180 Audiobooks p.113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135 Teacher's Guide READ 180 Paperbacks p. 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 1897, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219 Students read and make assertions about paperback literature: Teacher's Guide READ 180 Paperbacks p. 138</p>
<p>Gr.10: Elb.2: Supports assertions with elaborated and convincing evidence</p>	<p>Students support their assertions about the paperback literature: Teacher's Guide READ 180 Paperbacks p. 138</p>
<p>Gr.10: Elb.3: Draws the text together to compare and contrast themes, characters, and ideas</p>	<p>Related Reading titles suggested in the LINKS feature offer the opportunity to compare and contrast themes, characters and ideas between books. Teacher's Guide READ 180 Audiobooks p.113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135 Teacher's Guide READ 180 Paperbacks p. 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 1897, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219 See direct instruction on theme: Teacher's Guide READ 180 Paperbacks p. 169, 183, 185, 191, 201, 215, Reading Strategies p. 48, 120, 206 Teacher's Resource Book, p. 212, 266, 299, 314 See direct instruction on character: Teacher's Guide READ 180 Paperbacks p. 139, 147, 153, 163, 165, 171, 173, 175, 183, 185, 187, 189, 195, 197, 199, 209, 217 Teacher's Guide READ 180 Software p. 53, 54, 70, 79, 91, Reading Strategies p. 42, 114, 120, 198 Teacher's Resource Book, p. 215, 242, 275, 305</p>

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

	READ 180 - STAGE C
Gr.10: Elb.4: Makes perceptive and well developed connections	Teachers engage students reading related titles in making connections between the texts. See the Paperback Related Reading LINKS : Teacher's Guide READ 180 Audiobooks p.113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135 Teacher's Guide READ 180 Paperbacks p. 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 1897, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219
Gr.10: Elb.5: Evaluates writing strategies and elements of the author's craft	Students discuss elements of author's craft: Foreshadow, Teacher's Guide READ 180 Audiobooks p. 108, 110, 111 Flashback, Teacher's Guide READ 180 Audiobooks p. 108, 109, 110 Irony, Teacher's Guide READ 180 Audiobooks p. 109 Point of view, Teacher's Guide READ 180 Audiobooks p. 109 Style, Teacher's Guide READ 180 Audiobooks p. 109, 110, 111 Humor, Teacher's Guide READ 180 Audiobooks p. 111 Symbolism, Teacher's Guide READ 180 Audiobooks p. 111 Tone, Teacher's Guide READ 180 Audiobooks p. 110
Gr.10: Elc: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:	
	READ 180 - STAGE C
Gr.10: Elc.1: Restates or summarizes information	Teacher's Guide READ 180 Software 1.1:p.51; 1.3:p.51; 1.3:p.54; 1.4:p.51; 3.1:p.63; 3.3:p.66; 4.1:p.69; 4.3:p.69; 4.4:p.69; 5.1:p.75; 6.2:p.81; 6.4:p.81; 7.3:p.87; 7.3:p.90; 8.2:p.95; 8.3:p.93; 8.4:p.93; 9.3:p.99; 9.4:p.103 Reading Strategies p. 21, 93, 170 Teacher's Resource Book , p. 188, 248, 284, 329 Teacher's Guide READ 180 Paperbacks p. 143, 149, 157, 161, 167, 181, 193, 205, 207, 211, 213, 219
Gr.10: Elc.2: Relates new information to prior knowledge and experience	Teacher's Resource Book , p. 231, 234, 246, 303
Gr.10: Elc.3: Extends ideas	Students produce written responses the nonfiction selections: Teacher's Resource Book , p. 190, 223, 229, 232, 238, 247, 250, 253, 256, 265, 280, 286, 304, 319, 322, 325, 331, 334, 340, 343
Gr.10: Elc.4: Makes connections to related topics or information	The LINKS feature provides titles and Internet search terms for making connections to related topics and resources. Teacher's Guide READ 180 Paperbacks p. 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 1897, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219 Teacher's Guide READ 180 Audiobooks p.113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

GRADE 10 - E2 WRITING

Gr.10: E2a:

The student produces a report that:

	READ 180 - STAGE C
Gr.10: E2a.1: Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest	See writing reports: Writing and Grammar Strategies p. 80, 81, 84, 86, 87, 90 Teacher's Resource Book p. 226, 319
Gr.10: E2a.2: Develops a controlling idea that conveys a perspective on the subject	See writing reports: Writing and Grammar Strategies p. 80, 81, 84, 86, 87, 90 Teacher's Resource Book p. 226, 319
Gr.10: E2a.3: Creates an organizing structure appropriate to a specific purpose, audience and context	See writing reports: Writing and Grammar Strategies p. 80, 81, 84, 86, 87, 90 Teacher's Resource Book p. 226, 319
Gr.10: E2a.4: Includes appropriate facts and details	See writing reports: Writing and Grammar Strategies p. 80, 81, 84, 86, 87, 90 Teacher's Resource Book p. 226, 319
Gr.10: E2a.5: Excludes extraneous and inappropriate information	See writing reports: Writing and Grammar Strategies p. 80, 81, 84, 86, 87, 90 Teacher's Resource Book p. 226, 319
Gr.10: E2a.6: Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claims or assertions, and providing a scenario to illustrate	See writing reports: Writing and Grammar Strategies p. 80, 81, 84, 86, 87, 90 Teacher's Resource Book p. 226, 319
Gr.10: E2a.7: Provides a sense of closure to the writing	See writing reports: Writing and Grammar Strategies p. 80, 81, 84, 86, 87, 90 Teacher's Resource Book p. 226, 319

Gr.10: E2b:

The student produces a response to literature that:

	READ 180 - STAGE C
Gr.10: E2b.1: Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest	See writing a response to literature: Writing and Grammar Strategies p. 92, 93, 96, 110, 111, 114 Teacher's Resource Book p. 205, 226, 232, 250, 253, 271, 286, 289, 298, 301, 304, 307, 322, 325, 337, 343, 344
Gr.10: E2b.2: Advances a judgment that is interpretive, analytic, evaluative, or reflective	See writing a response to literature: Writing and Grammar Strategies p. 92, 93, 96, 110, 111, 114 Teacher's Resource Book p. 205, 226, 232, 250, 253, 271, 286, 289, 298, 301, 304, 307, 322, 325, 337, 343, 344
Gr.10: E2b.3: Supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge	See writing a response to literature: Writing and Grammar Strategies p. 92, 93, 96, 110, 111, 114 Teacher's Resource Book p. 205, 226, 232, 250, 253, 271, 286, 289, 298, 301, 304, 307, 322, 325, 337, 343, 344

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

READ 180 - STAGE C	
Gr.10: E2b.4: Demonstrates an understanding of the literary work	See writing a response to literature: Writing and Grammar Strategies p. 92, 93, 96, 110, 111, 114 Teacher's Resource Book p. 205, 226, 232, 250, 253, 271, 286, 289, 298, 301, 304, 307, 322, 325, 337, 343, 344
Gr.10: E2b.5: Anticipates and answers a reader's questions	See writing a response to literature: Writing and Grammar Strategies p. 92, 93, 96, 110, 111, 114 Teacher's Resource Book p. 205, 226, 232, 250, 253, 271, 286, 289, 298, 301, 304, 307, 322, 325, 337, 343, 344
Gr.10: E2b.6: Recognizes possible ambiguities, nuances, and complexities	See writing a response to literature: Writing and Grammar Strategies p. 92, 93, 96, 110, 111, 114 Teacher's Resource Book p. 205, 226, 232, 250, 253, 271, 286, 289, 298, 301, 304, 307, 322, 325, 337, 343, 344
Gr.10: E2b.7: Provides a sense of closure to the writing	See writing a response to literature: Writing and Grammar Strategies p. 92, 93, 96, 110, 111, 114 Teacher's Resource Book p. 205, 226, 232, 250, 253, 271, 286, 289, 298, 301, 304, 307, 322, 325, 337, 343, 344

**Gr.10: E2c:
The student produces a narrative account (fictional or autobiographical)**

READ 180 - STAGE C	
Gr.10: E2c.1: Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest	Writing and Grammar Strategies p. 8, 9,14, 15, 38, 39, 42, 44, 45, 48, 50, 51, 54, 62, 63, 66, 134, 135, 139
Gr.10: E2c.2: Establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from those events)	Writing and Grammar Strategies p. 44, 45, 48, 50, 51, 54
Gr.10: E2c.3: Creates an organizing structure	Writing and Grammar Strategies p. 44, 45, 48, 50, 51, 54
Gr.10: E2c.4: Includes sensory details and concrete language to develop plot and character	Writing and Grammar Strategies p. 8, 9,14, 15, 38, 39, 42, 44, 45, 48, 50, 51, 54, 62, 63, 66, 134, 135, 139
Gr.10: E2c.5: Excludes extraneous details and inconsistencies	Writing and Grammar Strategies p. 8, 9,14, 15, 38, 39, 42, 44, 45, 48, 50, 51, 54, 62, 63, 66, 134, 135, 139
Gr.10: E2c.6: Develops complex characters	Writing and Grammar Strategies p. 14, 15, 18, 8, 39, 42, 50, 51, 54
Gr.10: E2c.7: Uses a range of appropriate strategies, such as dialogue and tension or suspense, naming, and specific narrative action, e.g. movement, gestures, expressions	Writing and Grammar Strategies p. 44, 45, 48, 50, 51, 54, 55
Gr.10: E2c.8: Provides a sense of closure to the writing	Writing and Grammar Strategies p. 8, 9,14, 15, 38, 39, 42, 44, 45, 48, 50, 51, 54, 62, 63, 66, 134, 135, 139

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

Gr.10: E2d:

The student produces a narrative procedure

	READ 180 - STAGE C
Gr.10: E2d.1: Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest	Writing and Grammar Strategies p. 32, 33, 36, 68, 69, 72
Gr.10: E2d.2: Provides a guide to action that anticipates a reader's needs, creates expectations through predictable structures, e.g., headings, and provides smooth transitions between steps	Writing and Grammar Strategies p. 32, 33, 36, 68, 69, 72
Gr.10: E2d.3: Makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate	Writing and Grammar Strategies p. 32, 33, 36, 68, 69, 72
Gr.10: E2d.4: Includes relevant information	Writing and Grammar Strategies p. 32, 33, 36, 68, 69, 72
Gr.10: E2d.5: Excludes extraneous information	Writing and Grammar Strategies p. 32, 33, 36, 68, 69, 72
Gr.10: E2d.6: Anticipates problems, mistakes, and misunderstandings that might arise for the reader	Writing and Grammar Strategies p. 32, 33, 36, 68, 69, 72
Gr.10: E2d.7: Provides a sense of closure to the writing	Writing and Grammar Strategies p. 32, 33, 36, 68, 69, 72

Gr.10: E2e:

The student produces a persuasive essay

	READ 180 - STAGE C
Gr.10: E2e.1: Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
Gr.10: E2e.2: Develops a controlling idea that makes a clear and knowledgeable judgment	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
Gr.10: E2e.3: Creates and organizes a structure that is appropriate to the needs, values, and interests of a specified audience and arranges details, reasons, examples and anecdotes effectively and persuasively	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
Gr.10: E2e.4: Includes appropriate information and arguments	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
Gr.10: E2e.5: Excludes information and arguments that are irrelevant	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
Gr.10: E2e.6: Anticipates and addresses reader concerns and counter-arguments	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
Gr.10: E2e.7: Supports arguments with detailed evidence, citing sources of information as appropriate.	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
Gr.10: E2e.8: Uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
Gr.10: E2e.9:	Direct instruction on writing persuasive essays:

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

Provides a sense of closure to the writing	Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
--	--

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

Gr.10: E2f:

The student produces a reflective essay

READ 180 - STAGE C	
Gr.10: E2f.1: Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest	Direct instruction on writing a reflective essay: Writing and Grammar Strategies p. 128, 129, 133
Gr.10: E2f.2: Analyzes a condition or situation of significance	Direct instruction on writing a reflective essay: Writing and Grammar Strategies p. 128, 129, 133
Gr.10: E2f.3: Develops a commonplace, concrete occasion as the basis for the reflection, e.g. personal observation or experience	Direct instruction on writing a reflective essay: Writing and Grammar Strategies p. 128, 129, 133
Gr.10: E2f.4: Creates an organizing structure appropriate to purpose and audience	Direct instruction on writing a reflective essay: Writing and Grammar Strategies p. 128, 129, 133
Gr.10: E2f.5: Uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario	Direct instruction on writing a reflective essay: Writing and Grammar Strategies p. 128, 129, 133
Gr.10: E2f.6: Provides a sense of closure to the writing	Direct instruction on writing a reflective essay: Writing and Grammar Strategies p. 128, 129, 133

GRADE 10 - E4 CONVENTIONS, GRAMMAR, AND USAGE OF THE ENGLISH LANGUAGE

Gr.10: E4a:

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

READ 180 - STAGE C	
Gr.10: E4a.1: grammar	See direct instruction on grammar: Writing and Grammar Strategies p. 13, 19, 25, 37, 43, 49, 79, 91, 97, 152, 157, 158, 159, 160, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171 Reading Strategies p. 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 49, 52, 58, 61, 64, 73, 76, 85, 88, 91, 94, 97, 100, 103, 115, 118, 130, 133, 136, 155, 159, 163, 171, 175, 179, 183, 191, 199, 207, 211, 215, 219, 223, 227, 239, 247 Students demonstrate appropriate use of grammar in their written work: Writing and Grammar Strategies p. 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 78, 81, 84, 87, 90, 93, 96, 99, 102, 105, 108, 111, 114, 117, 120, 123, 126, 129, 133, 135, 139, 141, 145, 147, 151 See the QuickWrites: Teacher's Resource Book p. 152, 153, 154, 155, 156, 157, 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 Students write before, during and after reading the literature: Teacher's Resource Book p. 189, 190, 192, 193, 195, 196, 198, 199, 201, 202, 204, 205, 207, 208, 210, 211, 213, 214, 216, 217, 219, 220, 222, 223, 225, 226, 228, 229, 231, 232, 234, 235, 237, 238, 240, 241, 243, 244, 246, 247, 249, 250, 252, 253, 255, 256, 258, 259, 261, 262, 264, 265, 267, 268, 270, 271, 273, 274, 276, 277, 279, 280, 282, 283, 285, 286, 288, 289, 291, 292, 294, 295, 297, 298, 300, 301, 303, 304, 306, 307, 309, 310, 312, 313, 315, 316, 318, 319, 321, 322, 324, 325, 327, 328, 330, 331, 333, 334, 336, 337, 339, 340, 342, 343, 344, 345, 346, 347, 348, 349

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

	READ 180 - STAGE C
Gr.10: E4a.2: paragraph structure	Direct instruction on paragraph structure: Writing and Grammar Strategies p. 20, 21, 24, 25, 26, 27, 30, 31
Gr.10: E4a.3: punctuation	Direct instruction on punctuation: Writing and Grammar Strategies p. 153, 154, 155, 156, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171
Gr.10: E4a.4: sentence construction	Direct instruction on sentence construction: Writing and Grammar Strategies p. 79, 152, 157, 158
Gr.10: E4a.5: spelling	The Spelling Zone is one of four Learning Zones of the READ 180 Software. Students practice spelling with immediate corrective feedback. They hear and spell the Study Words from the passage. Teacher's Guide READ 180 Software p. 48, 51, 57, 63, 69, 75, 81, 87, 93, 99 Students practice correcting spelling in editing/proofreading activities: Writing and Grammar Strategies p. 162, 163, 164, 165, 166, 167, 168, 169, 170, 171 The Writer's Checklist reminds students to check their written work for spelling: Writing and Grammar Strategies p. 172
Gr.10: E4a.6: usage	Direct instruction on usage: Writing and Grammar Strategies p. 19, 37, 43, 49, 67, 91, 97, 103, 127, 158, 159, 160, 161, 172 Reading Strategies p. 10, 13, 16, 19, 19, 22, 25, 28, 31, 34, 37, 40, 46, 49, 52, 58, 61, 61, 64, 70, 73, 76, 85, 88, 91, 94, 97, 100, 103, 109, 112, 115, 118, 121, 124, 130, 133, 136, 148, 151, 155, 159, 163, 167, 171, 179, 183, 187, 191, 199, 207, 211, 215, 219, 223, 227, 235, 239, 243

Gr.10: E4b:

The student analyzes and subsequently revises work to clarify it or make it more effective to communicating the intended message or thought.

The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:

	READ 180 - STAGE C
Gr.10: E4b.1: adding or deleting details	Direct instruction on revising for details: Writing and Grammar Strategies p. 73 See all revising: Writing and Grammar Strategies p. 7, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147
Gr.10: E4b.2: adding or deleting explanations	Direct instruction on revising for explanation: Writing and Grammar Strategies p. 109, 121 See all revising: Writing and Grammar Strategies p. 7, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147
Gr.10: E4b.3: clarifying difficult passages	See all revising: Writing and Grammar Strategies p. 7, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

	READ 180 - STAGE C
Gr.10: E4b.4: rearranging words, sentences, and paragraphs to improve or clarify meaning	Direct instruction on revising for clarity: Writing and Grammar Strategies p. 73, 91 See all revising: Writing and Grammar Strategies p. 7, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147
Gr.10: E4b.5: sharpening the focus	See all revising: Writing and Grammar Strategies p. 7, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147
Gr.10: E4b.6: reconsidering the organizational structure	See all revising: Writing and Grammar Strategies p. 7, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147
Gr.10: E4b7: rethinking and/or rewriting the piece n light of different audience and purposes	See all revising: Writing and Grammar Strategies p. 7, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147

GRADE 10 - E5 LITERATURE

Gr.10: E5a:

The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes

	READ 180 - STAGE C
Gr.10: E5a.1: Makes thematic connections among literary texts, public discourse, and media	Direct instruction on theme: Teacher's Guide READ 180 Audiobooks p.110, 111, 129, Teacher's Guide READ 180 Paperbacks p. 139, 169, 183, 185, 191, 201, 215, Reading Strategies p. 48, 120, 206 Teacher's Resource Book , p. 212, 266, 299, 314 The LINKS feature provides related titles and Internet search words to make thematic connections among titles and media. Teacher's Guide READ 180 Audiobooks p.113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135 Teacher's Guide READ 180 Paperbacks p. 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 1897, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219
Gr.10: E5a.2: Evaluates the impact of author's decisions regarding word choice and content, and literary elements	Teacher's Guide READ 180 Paperbacks p. 190, 191, 213 Reading Strategies p. 60, 132, 222 Teacher's Guide READ 180 Audiobooks p. 108, 109, 110, 111, 115
Gr.10: E5a.3: Identifies the characteristics of literary forms and genres	Reading Strategies p. 42, 45, 57, 66, 129, 158, 190, 206, 218, 230 The genre of each audiobook and paperback title is identified in the Teacher's Resource Book pages for small-group instruction. Teachers engage students in identifying the characteristics of the different genre as appropriate.
Gr.10: E5a.4: Evaluates literary merit	Teacher's Resource Book , p. 344 Writing and Grammar Strategies p. p. 110, 111, 114
Gr.10: E5a.5: Explains the effect of point of view	Teacher's Guide READ 180 Paperbacks p. 143 Teacher's Guide READ 180 Audiobooks p. 109

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

READ 180 - STAGE C	
<p>Gr.10: E5a.6: Makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles</p>	<p>Direct instruction on making inferences: Teacher's Guide READ 180 Audiobooks p. 108, 110, 119, 123, 127, 131, 133, Teacher's Guide READ 180 Paperbacks p. 139, 141, 143, 151, 153, 155, 157, 159, 161, 163, 169, 171, 173, 179, 189, 203, 205, 209, 211, Teacher's Guide READ 180 Software 1.2:p.51; 1.4:p.51; 2.1:p.57; 2.2:p.57; 2.2:p.59; 2.4:p.57; 3.1:p.63; 3.1:p.64; 3.3:p.63; 3.3:p.66; 4.2:p.69; 4.2:p.71; 4.3:p.69; 4.3:p.72; 5.1:p.75; 5.1:p.76; 5.3:p.75; 5.5:p.75; 6.2:p.81; 6.2:p.83; 6.3:p.81; 6.3:p.84; 7.1:p.87; 7.2:p.89; 7.4:p.87; 8.4:p.93; 9.2:p.101; 9.4:p.99 Reading Strategies p 33, 105, 186 Teacher's Resource Book, p. 209, 224, 269, 326 Direct instruction on drawing conclusions: Teacher's Guide READ 180 Audiobooks p. 108, 109, 110, 113, 121, 123, 131, 133, Teacher's Guide READ 180 Paperbacks p. 139, 143, 145, 147, 149, 157, 159, 169, 177, 181, 183, 191, 195, 197, 203, Teacher's Guide READ 180 Software 1.1:p.51; 1.3:p.51; 1.1:p.52; 1.2:p.53; 1.4:p.51; 1.4:p.55; 2.1:p.57; 2.2:p.59; 2.4:p.61; 3.2:p.63; 3.4:p.63; 3.4:p.67; 4.3:p.69; 4.3:p.72; 4.4:p.69; 5.1:p.75; 5.2:p.75; 5.3:p.75; 6.1:p.81; 6.2:p.81; 7.1:p.87; 7.1:p.88; 7.3:p.87; 8.2:p.93; 8.3:p.93; 9.1:p.99; 9.2:p.99; 9.4:p.104 Reading Strategies p 36, 108, 190 Teacher's Resource Book, p. 200, 230, 278, 308</p>
<p>Gr.10: E5a.7: Interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism</p>	<p>Reading Strategies p 25, 43, 55, 66, 67, 94, 106, 118, 121, 127, 138, 139, 145, 151, 155, 187, 195, 203, 230, 231 Teacher's Guide READ 180 Audiobooks p.111 Writing and Grammar Strategies p. 127</p>
<p>Gr.10: E5a.8: Identifies the stance of a writer in shaping the presentation of a subject</p>	<p>Teacher's Resource Book, p. 196, 199, 202, 205, 208, 271, 274, 283, 295, 322, 331 Reading Strategies p 57, 129, 218</p>
<p>Gr.10: E5a.9: Identifies ambiguities, subtleties, contradictions, ironies, and nuances</p>	<p>Teacher's Guide READ 180 Audiobooks p.109</p>
<p>Gr.10: E5a.10 Understands the role of tone in presenting literature (both fictional and non-fictional)</p>	<p>Teacher's Guide READ 180 Audiobooks p 110</p>
<p>Gr.10: E5a.11 Demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them</p>	<p>Teacher's Resource Book, p. 226, 247, 292, 310, 319, 325, 340 Reading Strategies p. 38, 38, 41, 42, 44, 45, 176, 177, 178, 204, 205, 206</p>
<p>Gr.10: E5b: The student produces work in at least one literary genre that follows the conventions of the genre</p>	
	READ 180 - STAGE C
	<p>Problem/solution story Writing and Grammar Strategies p. 44, 45, 48 Realistic story Writing and Grammar Strategies p. 50, 51, 54 Free verse poem Writing and Grammar Strategies p. 122, 123, 126 Autobiographical sketch Writing and Grammar Strategies p. 38, 39, 42 Biographical narrative Writing and Grammar Strategies p. 62, 63, 66</p>

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

GRADE 10 - E6 PUBLIC DOCUMENTS

Gr.10: E6a:

The student identifies strategies common to public documents and public discourse, including

READ 180 - STAGE C	
Gr.10: E6a.1: Effective use of argument	Persuasive speech Writing and Grammar Strategies p. 116, 117, 120 Persuasive essay Writing and Grammar Strategies p. 146, 147, 151 Writing an opinion Writing and Grammar Strategies p. 104, 105, 108 Teachers can emphasize in the context of persuasive writing: Teacher's Resource Book , p. 167, 190, 196, 202, 208, 220, 232, 235, 247, 253, 265, 268, 286, 289, 325, 331
Gr.10: E6a.2: Use of the power of anecdote	No direct instruction.
Gr.10: E6a.3: Anticipation of counter claims	Reading Strategies p. 128, 129, 216, 217, 218
Gr.10: E6a.4: Appeal to audiences both friendly and hostile to the position presented	Teachers can emphasize in the context of persuasive writing: Persuasive speech Writing and Grammar Strategies p. 116, 117, 120 Persuasive essay Writing and Grammar Strategies p. 146, 147, 151 Writing an opinion Writing and Grammar Strategies p. 104, 105, 108
Gr.10: E6a.5: Use of emotionally laden words and imagery	Reading Strategies p. 49, 61, 191, 239 Teachers can emphasize in the context of persuasive writing: Persuasive speech Writing and Grammar Strategies p. 116, 117, 120 Persuasive essay Writing and Grammar Strategies p. 146, 147, 151 Writing an opinion Writing and Grammar Strategies p. 104, 105, 108
Gr.10: E6a.6: Citing of appropriate references or authorities	Teachers can emphasize in the context of persuasive writing: Persuasive speech Writing and Grammar Strategies p. 116, 117, 120 Persuasive essay Writing and Grammar Strategies p. 146, 147, 151

Gr.10: E6b:

The student creates public documents, in which the student

READ 180 - STAGE C	
Gr.10: E6b.1: Exhibits an awareness of the importance of appropriate word choice and the power or imagery and/or anecdote	Teachers can emphasize in the following contexts: Persuasive speech Writing and Grammar Strategies p. 116, 117, 120 Persuasive essay Writing and Grammar Strategies p. 146, 147, 151 Writing an opinion Writing and Grammar Strategies p. 104, 105, 108 Writing advertisements Teacher's Resource Book , p. 169, 170, 171, 176
Gr.10: E6b.2: Utilizes and recognizes the power of logical arguments based on appealing to a reader's emotions	Teachers can emphasize in the following contexts: Persuasive speech Writing and Grammar Strategies p. 116, 117, 120 Persuasive essay Writing and Grammar Strategies p. 146, 147, 151 Writing an opinion Writing and Grammar Strategies p. 104, 105, 108 Writing advertisements Teacher's Resource Book , p. 169, 170, 171, 176
Gr.10: E6b.3: Uses arguments that are appropriate in terms of the knowledge, values, and degree of understanding of the intended audience	Teachers can emphasize in the following contexts: Persuasive speech Writing and Grammar Strategies p. 116, 117, 120 Persuasive essay Writing and Grammar Strategies p. 146, 147, 151 Writing an opinion Writing and Grammar Strategies p. 104, 105, 108 Writing advertisements Teacher's Resource Book , p. 169, 170, 171, 176

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

<p>Gr.10: E6b.4: Uses a range of strategies to appeal to readers</p>	<p align="center">READ 180 - STAGE C</p> <p>Teachers can emphasize in the following contexts: Persuasive speech Writing and Grammar Strategies p. 116, 117, 120 Persuasive essay Writing and Grammar Strategies p. 146, 147, 151 Writing an opinion Writing and Grammar Strategies p. 104, 105, 108 Writing advertisements Teacher's Resource Book, p. 169, 170, 171, 176</p>
--	--

GRADE 10 - E7 FUNCTIONAL DOCUMENTS

Gr.10: E7a:

The student identifies strategies common to effective functional documents

<p>Gr.10: E7a.1: Visual appeal, e.g. format, graphics, white space, and headers</p>	<p align="center">READ 180 - STAGE C</p> <p>Newspaper article: Teacher's Resource Book, p. 346 Write headlines Teacher's Resource Book, p. 152, 153, 155, 158, 161, 163, 166 Time line: Teacher's Resource Book, p 348 Graphic aids: Reading Strategies, p 72, 144, 238</p>
<p>Gr.10: E7a.2: Logic of the sequence in which the directions are given</p>	<p>How-to paragraph Writing and Grammar Strategies p. 32, 33, 36</p>

Gr.10: E7b:

The student creates functional documents appropriate to audience and purpose, in which the student

<p>Gr.10: E7b.1: Reports, organizes, and conveys information and ideas accurately</p>	<p align="center">READ 180 - STAGE C</p> <p>Students create functional documents appropriate to audience and purpose: Front-page Newspaper article: Teacher's Resource Book, p. 346 News article Writing and Grammar Strategies p. 56, 57, 60 Business letter Writing and Grammar Strategies p. 98, 99, 102 Book review Writing and Grammar Strategies p. 110, 111, 114 Letter to author: Teacher's Resource Book, p. 345 Write letters Teacher's Resource Book, p. 190, 199, 205, 211, 214, 217, 223, 235, 250, 265, 271, 274, 289, 292, 295, 307, 319, 325, 331, 340 Notes, correspondence. Teacher's Resource Book, p. 152, 153, 154, 156, 157, 162, 166, 169, 170, 178, 193, 196, 199, 202, 215, 229, 232, 238, 241, 244, 247, 250, 259, 277, 295, 298, 301, 304, 307, 316 How-to paragraph Writing and Grammar Strategies p. 32, 33, 36 Menu Teacher's Resource Book, p. 164</p>
<p>Gr.10: E7b.2: Includes relevant narrative details, such as scenarios, definitions, and examples</p>	<p>Front-page Newspaper article: Teacher's Resource Book, p. 346 News article Writing and Grammar Strategies p. 56, 57, 60 Business letter Writing and Grammar Strategies p. 98, 99, 102 Menu Teacher's Resource Book, p. 164 How-to paragraph Writing and Grammar Strategies p. 32, 33, 36</p>
<p>Gr.10: E7b.3: Anticipates readers' problems, mistakes, and misunderstandings</p>	<p>Teachers can include in the context of creating functional documents. See the following: Front-page Newspaper article: Teacher's Resource Book, p. 346 News article Writing and Grammar Strategies p. 56, 57, 60 How-to paragraph Writing and Grammar Strategies p. 32, 33, 36</p>
<p>Gr.10: E7b.4: Uses a variety of formatting techniques, such as headings, subordinate terms, foregrounding of main ideas, hierarchical structures, graphics, and color</p>	<p>Front-page Newspaper article: Teacher's Resource Book, p. 346 News article Writing and Grammar Strategies p. 56, 57, 60 How-to paragraph Writing and Grammar Strategies p. 32, 33, 36 Menu Teacher's Resource Book, p. 164</p>

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

READ 180 - STAGE C	
<p>GR.10: E7b.5: Establishes a persona that is consistent with the document's purpose</p>	<p>Teachers can include in the context of creating functional documents. See the following: Front-page Newspaper article: Teacher's Resource Book, p. 346 News article Writing and Grammar Strategies p. 56, 57, 60 How-to paragraph Writing and Grammar Strategies p. 32, 33, 36</p>
<p>Gr.10: E7b6: Employs word choices that are consistent with the persona and appropriate for the intended audience</p>	<p>Students can revise their functional compositions for clarity, purpose and word choice: Front-page Newspaper article: Teacher's Resource Book, p. 346 News article Writing and Grammar Strategies p. 56, 57, 60 Business letter Writing and Grammar Strategies p. 98, 99, 102 Book review Writing and Grammar Strategies p. 110, 111, 114 Letter to author: Teacher's Resource Book, p. 345 Write letters Teacher's Resource Book, p. 190, 199, 205, 211, 214, 217, 223, 235, 250, 265, 271, 274, 289, 292, 295, 307, 319, 325, 331, 340 Notes, correspondence. Teacher's Resource Book, p. 152, 153, 154, 156, 157, 162, 166, 169, 170, 178, 193, 196, 199, 202, 215, 229, 232, 238, 241, 244, 247, 250, 259, 277, 295, 298, 301, 304, 307, 316 How-to paragraph Writing and Grammar Strategies p. 32, 33, 36 Menu Teacher's Resource Book, p. 164</p>

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

GRADE ELEVEN

GRADE 11 - EL READING

READ 180 - STAGE C	
<p>Gr.11: Ela: The student reads at least 25 books or book equivalents each year</p>	<p>READ 180 Stage C offers students twelve grade-level audiobooks Forty READ 180 Paperbacks offer students opportunities for high-interest independent reading at their reading level: Teacher's Guide READ 180 Paperbacks: p. 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 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</p>
<p>Gr.11: Elb: The student reads and comprehends at least four books (or book equivalents) about one issue or subject or four books by a single writer, or four books in one genre and produces evidence of reading that:</p>	<p style="text-align: center;">READ 180 - STAGE C</p>
<p>Gr.11: Elb.1: Makes and supports warranted and responsible assertions about the texts</p>	<p>For each audiobook and each independent reading selection, the LINKS feature identifies titles for related reading. These titles represent the same issue, theme, subject matter or genre. Teacher's Guide READ 180 Audiobooks p.113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135 Teacher's Guide READ 180 Paperbacks p. 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 1897, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219 Students read and make assertions about paperback literature: Teacher's Guide READ 180 Paperbacks p. 138</p>
<p>Gr.11: Elb.2: Supports assertions with elaborated and convincing evidence</p>	<p>Students support their assertions about the paperback literature: Teacher's Guide READ 180 Paperbacks p. 138</p>
<p>Gr.11: Elb.3: Draws the text together to compare and contrast themes, characters, and ideas</p>	<p>Related Reading titles suggested in the LINKS feature offer the opportunity to compare and contrast themes, characters and ideas between books. Teacher's Guide READ 180 Audiobooks p.113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135 Teacher's Guide READ 180 Paperbacks p. 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 1897, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219 See direct instruction on theme: Teacher's Guide READ 180 Paperbacks p. 169, 183, 185, 191, 201, 215, Reading Strategies p. 48, 120, 206 Teacher's Resource Book, p. 212, 266, 299, 314 See direct instruction on character: Teacher's Guide READ 180 Paperbacks p. 139, 147, 153, 163, 165, 171, 173, 175, 183, 185, 187, 189, 195, 197, 199, 209, 217 Teacher's Guide READ 180 Software p. 53, 54, 70, 79, 91, Reading Strategies p. 42, 114, 120, 198 Teacher's Resource Book, p. 215, 242, 275, 305</p>

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

	READ 180 - STAGE C
Gr.11: Elb.4: Makes perceptive and well developed connections	Teachers engage students reading related titles in making connections between the texts. See the Paperback Related Reading LINKS : Teacher's Guide READ 180 Audiobooks p.113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135 Teacher's Guide READ 180 Paperbacks p. 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 1897, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219
Gr.11: Elb.5: Evaluates writing strategies and elements of the author's craft	Students discuss elements of author's craft: Foreshadow, Teacher's Guide READ 180 Audiobooks p. 108, 110, 111 Flashback, Teacher's Guide READ 180 Audiobooks p. 108, 109, 110 Irony, Teacher's Guide READ 180 Audiobooks p. 109 Point of view, Teacher's Guide READ 180 Audiobooks p. 109 Style, Teacher's Guide READ 180 Audiobooks p. 109, 110, 111 Humor, Teacher's Guide READ 180 Audiobooks p. 111 Symbolism, Teacher's Guide READ 180 Audiobooks p. 111 Tone, Teacher's Guide READ 180 Audiobooks p. 110

Gr.11: Elc:

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

	READ 180 - STAGE C
Gr.11: Elc.1: Interprets and analyzes information	Teacher's Guide READ 180 Software 1.1:p.51; 1.3:p.51; 1.3:p.54; 1.4:p.51; 3.1:p.63; 3.3:p.66; 4.1:p.69; 4.3:p.69; 4.4:p.69; 5.1:p.75; 6.2:p.81; 6.4:p.81; 7.3:p.87; 7.3:p.90; 8.2:p.95; 8.3:p.93; 8.4:p.93; 9.3:p.99; 9.4:p.103 Reading Strategies p. 21, 93, 170 Teacher's Resource Book , p. 188, 248, 284, 329 Teacher's Guide READ 180 Paperbacks p. 143, 149, 157, 161, 167, 181, 193, 205, 207, 211, 213, 219
Gr.11: Elc.2: Relates new information to prior knowledge and experience	Teacher's Resource Book , p. 231, 234, 246, 303
Gr.11: Elc.3: Extends ideas	Students produce written responses the nonfiction selections: Teacher's Resource Book , p. 190, 223, 229, 232, 238, 247, 250, 253, 256, 265, 280, 286, 304, 319, 322, 325, 331, 334, 340, 343
Gr.11: Elc.4: Makes connections to related topics or information	The LINKS feature provides titles and Internet search terms for making connections to related topics and resources. Teacher's Guide READ 180 Paperbacks p. 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 1897, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219 Teacher's Guide READ 180 Audiobooks p.113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

GRADE 11 - E2 WRITING

Gr.11: E2a:

The student produces a report that:

	READ 180 - STAGE C
Gr.11: E2a.1: Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest	See writing reports: Writing and Grammar Strategies p. 80, 81, 84, 86, 87, 90 Teacher's Resource Book p. 226, 319
Gr.11: E2a.2: Develops a controlling idea that conveys a perspective on the subject	See writing reports: Writing and Grammar Strategies p. 80, 81, 84, 86, 87, 90 Teacher's Resource Book p. 226, 319
Gr.11: E2a.3: Creates an organizing structure appropriate to a specific purpose, audience and context	See writing reports: Writing and Grammar Strategies p. 80, 81, 84, 86, 87, 90 Teacher's Resource Book p. 226, 319
Gr.11: E2a.4: Includes appropriate facts and details	See writing reports: Writing and Grammar Strategies p. 80, 81, 84, 86, 87, 90 Teacher's Resource Book p. 226, 319
Gr.11: E2a.5: Excludes extraneous and inappropriate information	See writing reports: Writing and Grammar Strategies p. 80, 81, 84, 86, 87, 90 Teacher's Resource Book p. 226, 319
Gr.11: E2a.6: Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claims or assertions, and providing a scenario to illustrate	See writing reports: Writing and Grammar Strategies p. 80, 81, 84, 86, 87, 90 Teacher's Resource Book p. 226, 319
Gr.11: E2a.7: Provides a sense of closure to the writing	See writing reports: Writing and Grammar Strategies p. 80, 81, 84, 86, 87, 90 Teacher's Resource Book p. 226, 319

Gr.11: E2b:

The student produces a response to literature that:

	READ 180 - STAGE C
Gr.11: E2b.1: Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest	See writing a response to literature: Writing and Grammar Strategies p. 92, 93, 96, 110, 111, 114 Teacher's Resource Book p. 205, 226, 232, 250, 253, 271, 286, 289, 298, 301, 304, 307, 322, 325, 337, 343, 344
s	See writing a response to literature: Writing and Grammar Strategies p. 92, 93, 96, 110, 111, 114 Teacher's Resource Book p. 205, 226, 232, 250, 253, 271, 286, 289, 298, 301, 304, 307, 322, 325, 337, 343, 344
Gr.11: E2b.3: Supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge	See writing a response to literature: Writing and Grammar Strategies p. 92, 93, 96, 110, 111, 114 Teacher's Resource Book p. 205, 226, 232, 250, 253, 271, 286, 289, 298, 301, 304, 307, 322, 325, 337, 343, 344

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

READ 180 - STAGE C	
Gr.11: E2b.4: Demonstrates an understanding of the literary work through suggesting an interpretation	See writing a response to literature: Writing and Grammar Strategies p. 92, 93, 96, 110, 111, 114 Teacher's Resource Book p. 205, 226, 232, 250, 253, 271, 286, 289, 298, 301, 304, 307, 322, 325, 337, 343, 344
Gr.11: E2b.5: Anticipates and answers a reader's questions	See writing a response to literature: Writing and Grammar Strategies p. 92, 93, 96, 110, 111, 114 Teacher's Resource Book p. 205, 226, 232, 250, 253, 271, 286, 289, 298, 301, 304, 307, 322, 325, 337, 343, 344
Gr.11: E2b.6: Recognizes possible ambiguities, nuances, and complexities	See writing a response to literature: Writing and Grammar Strategies p. 92, 93, 96, 110, 111, 114 Teacher's Resource Book p. 205, 226, 232, 250, 253, 271, 286, 289, 298, 301, 304, 307, 322, 325, 337, 343, 344
Gr.11: E2b.7: Provides a sense of closure to the writing	See writing a response to literature: Writing and Grammar Strategies p. 92, 93, 96, 110, 111, 114 Teacher's Resource Book p. 205, 226, 232, 250, 253, 271, 286, 289, 298, 301, 304, 307, 322, 325, 337, 343, 344

**Gr.11: E2c:
The student produces a narrative account (fictional or autobiographical)**

READ 180 - STAGE C	
Gr.11: E2c.1: Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest	Writing and Grammar Strategies p. 8, 9,14, 15, 38, 39, 42, 44, 45, 48, 50, 51, 54, 62, 63, 66, 134, 135, 139
Gr.11: E2c.2: Establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from those events)	Writing and Grammar Strategies p. 44, 45, 48, 50, 51, 54
Gr.11: E2c.3: Creates an organizing structure	Writing and Grammar Strategies p. 44, 45, 48, 50, 51, 54
Gr.11: E2c.4: Includes sensory details and concrete language to develop plot and character	Writing and Grammar Strategies p. 8, 9,14, 15, 38, 39, 42, 44, 45, 48, 50, 51, 54, 62, 63, 66, 134, 135, 139
Gr.11: E2c.5: Excludes extraneous details and inconsistencies	Writing and Grammar Strategies p. 8, 9,14, 15, 38, 39, 42, 44, 45, 48, 50, 51, 54, 62, 63, 66, 134, 135, 139
Gr.11: E2c.6: Develops complex characters	Writing and Grammar Strategies p. 14, 15, 18, 8, 39, 42, 50, 51, 54
Gr.11: E2c.7: Uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, pacing, and specific narrative action, e.g. movement, gestures, expressions	Writing and Grammar Strategies p. 44, 45, 48, 50, 51, 54, 55
Gr.11: E2c.8: Provides a sense of closure to the writing	Writing and Grammar Strategies p. 8, 9,14, 15, 38, 39, 42, 44, 45, 48, 50, 51, 54, 62, 63, 66, 134, 135, 139

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

Gr.11: E2d:
The student produces a narrative procedure

	READ 180 - STAGE C
Gr.11: E2d.1: Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest	Writing and Grammar Strategies p. 32, 33, 36, 68, 69, 72
Gr.11: E2d.2: Provides a guide to action that anticipates a reader's needs, creates expectations through predictable structures, e.g., headings, and provides smooth transitions between steps	Writing and Grammar Strategies p. 32, 33, 36, 68, 69, 72
Gr.11: E2d.3: Makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate	Writing and Grammar Strategies p. 32, 33, 36, 68, 69, 72
Gr.11: E2d.4: Includes relevant information	Writing and Grammar Strategies p. 32, 33, 36, 68, 69, 72
Gr.11: E2d.5: Excludes extraneous information	Writing and Grammar Strategies p. 32, 33, 36, 68, 69, 72
Gr.11: E2d.6: Anticipates problems, mistakes, and misunderstandings that might arise for the reader	Writing and Grammar Strategies p. 32, 33, 36, 68, 69, 72
Gr.11: E2d.7: Provides a sense of closure to the writing	Writing and Grammar Strategies p. 32, 33, 36, 68, 69, 72

Gr.11: E2e:
The student produces a persuasive essay

	READ 180 - STAGE C
Gr.11: E2e.1: Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
Gr.11: E2e.2: Develops a controlling idea that makes a clear and knowledgeable judgment	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
Gr.11: E2e.3: Creates and organizes a structure that is appropriate to the needs, values, and interests of a specified audience and arranges details, reasons, examples and anecdotes effectively and persuasively	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
Gr.11: E2e.4: Includes appropriate information and arguments	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
Gr.11: E2e.5: Excludes information and arguments that are irrelevant	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
Gr.11: E2e.6: Anticipates and addresses reader concerns and counter-arguments	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
Gr.11: E2e.7: Supports arguments with detailed evidence, citing sources of information as appropriate.	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
Gr.11: E2e.8: Uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
Gr.11: E2e.9:	Direct instruction on writing persuasive essays:

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

Provides a sense of closure to the writing	Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
--	--

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

Gr.11: E2f:
The student produces a reflective essay

READ 180 - STAGE C	
Gr.11: E2f.1: Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest	Direct instruction on writing a reflective essay: Writing and Grammar Strategies p. 128, 129, 133
Gr.11: E2f.2: Analyzes a condition or situation of significance	Direct instruction on writing a reflective essay: Writing and Grammar Strategies p. 128, 129, 133
Gr.11: E2f.3: Develops a commonplace, concrete occasion a the basis for the reflection, e.g. personal observation or experience	Direct instruction on writing a reflective essay: Writing and Grammar Strategies p. 128, 129, 133
Gr.11: E2f.4: Creates an organizing structure appropriate to purpose and audience	Direct instruction on writing a reflective essay: Writing and Grammar Strategies p. 128, 129, 133
Gr.11: E2f.5: Uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario	Direct instruction on writing a reflective essay: Writing and Grammar Strategies p. 128, 129, 133
Gr.11: E2f.6: Provides a sense of closure to the writing	Direct instruction on writing a reflective essay: Writing and Grammar Strategies p. 128, 129, 133

GRADE 11 - E4 CONVENTIONS, GRAMMAR, AND USAGE OF THE ENGLISH LANGUAGE

Gr.11: E4a:
The student independently demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience and context of the work. The student demonstrates control of:

READ 180 - STAGE C	
Gr.11: E4a.1: grammar	See direct instruction on grammar: Writing and Grammar Strategies p. 13, 19, 25, 37, 43, 49, 79, 91, 97, 152, 157, 158, 159, 160, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171 Reading Strategies p. 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 49, 52, 58, 61, 64, 73, 76, 85, 88, 91, 94, 97, 100, 103, 115, 118, 130, 133, 136, 155, 159, 163, 171, 175, 179, 183, 191, 199, 207, 211, 215, 219, 223, 227, 239, 247 Students demonstrate appropriate use of grammar in their written work: Writing and Grammar Strategies p. 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 78, 81, 84, 87, 90, 93, 96, 99, 102, 105, 108, 111, 114, 117, 120, 123, 126, 129, 133, 135, 139, 141, 145, 147, 151 See the QuickWrites: Teacher's Resource Book p. 152, 153, 154, 155, 156, 157, 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 Students write before, during and after reading the literature: Teacher's Resource Book p. 189, 190, 192, 193, 195, 196, 198, 199, 201, 202, 204, 205, 207, 208, 210, 211, 213, 214, 216, 217, 219, 220, 222, 223, 225, 226, 228, 229, 231, 232, 234, 235, 237, 238, 240, 241, 243, 244, 246, 247, 249, 250, 252, 253, 255, 256, 258, 259, 261, 262, 264, 265, 267, 268, 270, 271, 273, 274, 276, 277, 279, 280, 282, 283, 285, 286, 288, 289, 291, 292, 294, 295, 297, 298, 300, 301, 303, 304, 306, 307, 309, 310, 312, 313, 315, 316, 318, 319, 321, 322, 324, 325, 327, 328, 330, 331, 333, 334, 336, 337, 339, 340, 342, 343, 344, 345, 346, 347, 348, 349

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

	READ 180 - STAGE C
Gr.11: E4a.2: paragraph structure	Direct instruction on paragraph structure: Writing and Grammar Strategies p. 20, 21, 24, 25, 26, 27, 30, 31
Gr.11: E4a.3: punctuation	Direct instruction on punctuation: Writing and Grammar Strategies p. 153, 154, 155, 156, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171
Gr.11: E4a.4: sentence construction	Direct instruction on sentence construction: Writing and Grammar Strategies p. 79, 152, 157, 158
Gr.11: E4a.5: spelling	The Spelling Zone is one of four Learning Zones of the READ 180 Software. Students practice spelling with immediate corrective feedback. They hear and spell the Study Words from the passage. Teacher's Guide READ 180 Software p. 48, 51, 57, 63, 69, 75, 81, 87, 93, 99 Students practice correcting spelling in editing/proofreading activities: Writing and Grammar Strategies p. 162, 163, 164, 165, 166, 167, 168, 169, 170, 171 The Writer's Checklist reminds students to check their written work for spelling: Writing and Grammar Strategies p. 172
Gr.11: E4a.6: usage	Direct instruction on usage: Writing and Grammar Strategies p. 19, 37, 43, 49, 67, 91, 97, 103, 127, 158, 159, 160, 161, 172 Reading Strategies p. 10, 13, 16, 19, 19, 22, 25, 28, 31, 34, 37, 40, 46, 49, 52, 58, 61, 61, 64, 70, 73, 76, 85, 88, 91, 94, 97, 100, 103, 109, 112, 115, 118, 121, 124, 130, 133, 136, 148, 151, 155, 159, 163, 167, 171, 179, 183, 187, 191, 199, 207, 211, 215, 219, 223, 227, 235, 239, 243
Gr.11: E4a.7: syntax	Reading Strategies p. 124, 136, 151, 167, 179, 183, 187, 235, 243
Gr.11: E4a.8: diction	No specific instruction. Teachers can address in the context of student writing such as writing a newspaper article, a science report and a social studies report: Writing and Grammar Strategies p. 56, 57, 60, 80, 81, 84, 86, 87, 90
Gr.11: E4a.9: tone	No specific instruction. Teachers can address in the context of student writing such as: Autobiographical sketch Writing and Grammar Strategies p. 38, 39, 42 Biographical narrative Writing and Grammar Strategies p. 62, 63, 66 Reflective essay Writing and Grammar Strategies p. 128, 129, 133 Personal essay Writing and Grammar Strategies p. 134, 135, 139
Gr.11: E4a.10: point of view	No specific instruction. Teachers can address in the context of student writing such as: Realistic story Writing and Grammar Strategies p.50, 51, 54

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

Gr.11: E4b:

The student analyzes and subsequently revises work to clarify it or make it more effective to communicating the intended message or thought.

The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:

	READ 180 - STAGE C
Gr.11: E4b.1: adding or deleting details	Direct instruction on revising for details: Writing and Grammar Strategies p. 73 See all revising: Writing and Grammar Strategies p. 7, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147
Gr.11: E4b.2: adding or deleting explanations	Direct instruction on revising for explanation: Writing and Grammar Strategies p. 109, 121 See all revising: Writing and Grammar Strategies p. 7, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147
Gr.11: E4b.3: clarifying difficult passages	See all revising: Writing and Grammar Strategies p. 7, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147
Gr.11: E4b.4: rearranging words, sentences, and paragraphs to improve or clarify meaning	Direct instruction on revising for clarity: Writing and Grammar Strategies p. 73, 91 See all revising: Writing and Grammar Strategies p. 7, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147
Gr.11: E4b.5: sharpening the focus	See all revising: Writing and Grammar Strategies p. 7, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147
Gr.11: E4b.6: reconsidering the organizational structure	See all revising: Writing and Grammar Strategies p. 7, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147
Gr.11: E4b7: rethinking and/or rewriting the piece in light of different audience and purposes	See all revising: Writing and Grammar Strategies p. 7, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

GRADE 11 - E5 LITERATURE

Gr.11: E5a:

The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes

	READ 180 - STAGE C
Gr.11: E5a.1: Makes thematic connections among literary texts, public discourse, and media	Direct instruction on theme: Teacher's Guide READ 180 Audiobooks p.110, 111, 129, Teacher's Guide READ 180 Paperbacks p. 139, 169, 183, 185, 191, 201, 215, Reading Strategies p. 48, 120, 206 Teacher's Resource Book , p. 212, 266, 299, 314 The LINKS feature provides related titles and Internet search words to make thematic connections among titles and media. Teacher's Guide READ 180 Audiobooks p.113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135 Teacher's Guide READ 180 Paperbacks p. 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 1897, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219
Gr.11: E5a.2: Evaluates the impact of author's decisions regarding word choice and content, and literary elements	Teacher's Guide READ 180 Paperbacks p. 190, 191, 213 Reading Strategies p. 60, 132, 222 Teacher's Guide READ 180 Audiobooks p. 108, 109, 110, 111, 115
Gr.11: E5a.3: Identifies the characteristics of literary forms and genres	Reading Strategies p. 42, 45, 57, 66, 129, 158, 190, 206, 218, 230 The genre of each audiobook and paperback title is identified in the Teacher's Resource Book pages for small-group instruction. Teachers engage students in identifying the characteristics of the different genre as appropriate.
Gr.11: E5a.4: Evaluates literary merit	Teacher's Resource Book , p. 344 Writing and Grammar Strategies p. p. 110, 111, 114
Gr.11: E5a.5: Explains the effect of point of view	Teacher's Guide READ 180 Paperbacks p. 143 Teacher's Guide READ 180 Audiobooks p. 109
Gr.11: E5a.6: Makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles	Direct instruction on making inferences: Teacher's Guide READ 180 Audiobooks p. 108, 110, 119, 123, 127, 131, 133, Teacher's Guide READ 180 Paperbacks p. 139, 141, 143, 151, 153, 155, 157, 159, 161, 163, 169, 171, 173, 179, 189, 203, 205, 209, 211, Teacher's Guide READ 180 Software 1.2:p.51; 1.4:p.51; 2.1:p.57; 2.2:p.57; 2.2:p.59; 2.4:p.57; 3.1:p.63; 3.1:p.64; 3.3:p.63; 3.3:p.66; 4.2:p.69; 4.2:p.71; 4.3:p.69; 4.3:p.72; 5.1:p.75; 5.1:p.76; 5.3:p.75; 5.5:p.75; 6.2:p.81; 6.2:p.83; 6.3:p.81; 6.3:p.84; 7.1:p.87; 7.2:p.89; 7.4:p.87; 8.4:p.93; 9.2:p.101; 9.4:p.99 Reading Strategies p 33, 105, 186 Teacher's Resource Book , p. 209, 224, 269, 326 Direct instruction on drawing conclusions: Teacher's Guide READ 180 Audiobooks p. 108, 109, 110, 113, 121, 123, 131, 133, Teacher's Guide READ 180 Paperbacks p. 139, 143, 145, 147, 149, 157, 159, 169, 177, 181, 183, 191, 195, 197, 203, Teacher's Guide READ 180 Software 1.1:p.51; 1.3:p.51; 1.1:p.52; 1.2:p.53; 1.4:p.51; 1.4:p.55; 2.1:p.57; 2.2:p.59; 2.4:p.61; 3.2:p.63; 3.4:p.63; 3.4:p.67; 4.3:p.69; 4.3:p.72; 4.4:p.69; 5.1:p.75; 5.2:p.75; 5.3:p.75; 6.1:p.81; 6.2:p.81; 7.1:p.87; 7.1:p.88; 7.3:p.87; 8.2:p.93; 8.3:p.93; 9.1:p.99; 9.2:p.99; 9.4:p.104 Reading Strategies p 36, 108, 190 Teacher's Resource Book , p. 200, 230, 278, 308

--	--

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

	READ 180 - STAGE C
Gr.11: E5a.7: Interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism	Reading Strategies p 25, 43, 55, 66, 67, 94, 106, 118, 121, 127, 138, 139, 145, 151, 155, 187, 195, 203, 230, 231 Teacher's Guide READ 180 Audiobooks p.111 Writing and Grammar Strategies p. 127
Gr.11: E5a.8: Identifies the stance of a writer in shaping the presentation of a subject	Teacher's Resource Book , p. 196, 199, 202, 205, 208, 271, 274, 283, 295, 322, 331 Reading Strategies p 57, 129, 218
Gr.11: E5a.9: Identifies ambiguities, subtleties, contradictions, ironies, and nuances, and analogies	Teacher's Guide READ 180 Audiobooks p.109
Gr.11: E5a.10 Understands the role of tone in presenting literature (both fictional and non-fictional)	Teacher's Guide READ 180 Audiobooks p 110
Gr.11: E5a.11 Demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them	Teacher's Resource Book , p. 226, 247, 292, 310, 319, 325, 340 Reading Strategies p. 38, 38, 41, 42, 44, 45, 176, 177, 178, 204, 205, 206

GRADE 11 - E6 PUBLIC DOCUMENTS

Gr.11: E6a:

The student identifies strategies common to public documents and public discourse, including

	READ 180 - STAGE C
Gr.11: E6a.1: Effective use of argument	Persuasive speech Writing and Grammar Strategies p. 116, 117, 120 Persuasive essay Writing and Grammar Strategies p. 146, 147, 151 Writing an opinion Writing and Grammar Strategies p. 104, 105, 108 Teachers can emphasize in the context of persuasive writing: Teacher's Resource Book , p. 167, 190, 196, 202, 208, 220, 232, 235, 247, 253, 265, 268, 286, 289, 325, 331
Gr.11: E6a.2: Use of the power of anecdote	No direct instruction.
Gr.11: E6a.3: Anticipation of counter claims	Reading Strategies p. 128, 129, 216, 217, 218
Gr.11: E6a.4: Appeal to audiences both friendly and hostile to the position presented	Teachers can emphasize in the context of persuasive writing: Persuasive speech Writing and Grammar Strategies p. 116, 117, 120 Persuasive essay Writing and Grammar Strategies p. 146, 147, 151 Writing an opinion Writing and Grammar Strategies p. 104, 105, 108
Gr.11: E6a.5: Use of emotionally laden words and imagery	Reading Strategies p. 49, 61, 191, 239 Teachers can emphasize in the context of persuasive writing: Persuasive speech Writing and Grammar Strategies p. 116, 117, 120 Persuasive essay Writing and Grammar Strategies p. 146, 147, 151 Writing an opinion Writing and Grammar Strategies p. 104, 105, 108
Gr.11: E6a.6: Citing of appropriate references or authorities	Teachers can emphasize in the context of persuasive writing: Persuasive speech Writing and Grammar Strategies p. 116, 117, 120 Persuasive essay Writing and Grammar Strategies p. 146, 147, 151

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

Gr.11: E6b:

The student creates public documents, in which the student

READ 180 - STAGE C	
Gr.11: E6b.1: Exhibits an awareness of the importance of appropriate word choice and the power or imagery and/or anecdote	Teachers can emphasize in the following contexts: Persuasive speech Writing and Grammar Strategies p. 116, 117, 120 Persuasive essay Writing and Grammar Strategies p. 146, 147, 151 Writing an opinion Writing and Grammar Strategies p. 104, 105, 108 Writing advertisements Teacher's Resource Book , p. 169, 170, 171, 176
Gr.11: E6b.2: Utilizes and recognizes the power of logical arguments, arguments based on appealing to a reader's emotions, and arguments dependent upon the writer's persona	Teachers can emphasize in the following contexts: Persuasive speech Writing and Grammar Strategies p. 116, 117, 120 Persuasive essay Writing and Grammar Strategies p. 146, 147, 151 Writing an opinion Writing and Grammar Strategies p. 104, 105, 108 Writing advertisements Teacher's Resource Book , p. 169, 170, 171, 176
Gr.11: E6b.3: Uses arguments that are appropriate in terms of the knowledge, values, and degree of understanding of the intended audience	Teachers can emphasize in the following contexts: Persuasive speech Writing and Grammar Strategies p. 116, 117, 120 Persuasive essay Writing and Grammar Strategies p. 146, 147, 151 Writing an opinion Writing and Grammar Strategies p. 104, 105, 108 Writing advertisements Teacher's Resource Book , p. 169, 170, 171, 176
Gr.11: E6b.4: Uses a range of strategies to appeal to readers	Teachers can emphasize in the following contexts: Persuasive speech Writing and Grammar Strategies p. 116, 117, 120 Persuasive essay Writing and Grammar Strategies p. 146, 147, 151 Writing an opinion Writing and Grammar Strategies p. 104, 105, 108 Writing advertisements Teacher's Resource Book , p. 169, 170, 171, 176

GRADE 11 - E7 FUNCTIONAL DOCUMENTS

Gr.11: E7a:

The student identifies strategies common to effective functional documents

READ 180 - STAGE C	
Gr.11: E7a.1: Visual appeal, e.g. format, graphics, white space, and headers	Newspaper article: Teacher's Resource Book , p. 346 Write headlines Teacher's Resource Book , p. 152, 153, 155, 158, 161, 163, 166 Time line: Teacher's Resource Book , p 348 Graphic aids: Reading Strategies , p 72, 144, 238
Gr.11: E7a.2: Logic of the sequence in which the directions are given	How-to paragraph Writing and Grammar Strategies p. 32, 33, 36
Gr.11: E7a.3: Point out possible reader misunderstandings and misconceptions	No direct instruction. This objective is met in the revising step of the writing process of writing functional documents, such as instructional paragraphs: Writing and Grammar Strategies p. 32, 33, 36
Gr.11: E7a.4: Purposeful composition and the precision of the content and language	Letter to author: Teacher's Resource Book , p 345 Newspaper article: Teacher's Resource Book , p. 346 Writing an opinion Writing and Grammar Strategies p. 104, 105, 108 Create a Book Cover Teacher's Resource Book , p. 349 How-to paragraph Writing and Grammar Strategies p. 32, 33, 36
Gr.11: E7a.5: Validity of desired outcomes and implications	Letter to author: Teacher's Resource Book , p 345 Newspaper article: Teacher's Resource Book , p. 346 Writing an opinion Writing and Grammar Strategies p. 104, 105, 108 Create a Book Cover Teacher's Resource Book , p. 349 How-to paragraph Writing and Grammar Strategies p. 32, 33, 36

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

Gr.11: E7b:

The student creates functional documents appropriate to audience and purpose, in which the student

READ 180 - STAGE C	
Gr.11: E7b.1: Reports, organizes, and conveys information and ideas accurately	Students create functional documents appropriate to audience and purpose: Front-page Newspaper article: Teacher's Resource Book , p. 346 News article Writing and Grammar Strategies p. 56, 57, 60 Business letter Writing and Grammar Strategies p. 98, 99, 102 Book review Writing and Grammar Strategies p. 110, 111, 114 Letter to author: Teacher's Resource Book , p. 345 Write letters Teacher's Resource Book , p. 190, 199, 205, 211, 214, 217, 223, 235, 250, 265, 271, 274, 289, 292, 295, 307, 319, 325, 331, 340 Notes, correspondence. Teacher's Resource Book , p. 152, 153, 154, 156, 157, 162, 166, 169, 170, 178, 193, 196, 199, 202, 215, 229, 232, 238, 241, 244, 247, 250, 259, 277, 295, 298, 301, 304, 307, 316 How-to paragraph Writing and Grammar Strategies p. 32, 33, 36 Menu Teacher's Resource Book , p. 164
Gr.11: E7b.2: Includes relevant narrative details, such as scenarios, definitions, and examples	Front-page Newspaper article: Teacher's Resource Book , p. 346 News article Writing and Grammar Strategies p. 56, 57, 60 Business letter Writing and Grammar Strategies p. 98, 99, 102 Menu Teacher's Resource Book , p. 164 How-to paragraph Writing and Grammar Strategies p. 32, 33, 36
Gr.11: E7b.3: Anticipates readers' problems, mistakes, and misunderstandings	Teachers can include in the context of creating functional documents. See the following: Front-page Newspaper article: Teacher's Resource Book , p. 346 News article Writing and Grammar Strategies p. 56, 57, 60 How-to paragraph Writing and Grammar Strategies p. 32, 33, 36
Gr.11: E7b.4: Uses a variety of formatting techniques, such as headings, subordinate terms, foregrounding of main ideas, hierarchical structures, graphics, and color	Front-page Newspaper article: Teacher's Resource Book , p. 346 News article Writing and Grammar Strategies p. 56, 57, 60 How-to paragraph Writing and Grammar Strategies p. 32, 33, 36 Menu Teacher's Resource Book , p. 164
Gr.11: E7b.5: Employs word choices that are consistent with the persona and appropriate for the intended audience	Students can revise their functional compositions for clarity, purpose and word choice: Front-page Newspaper article: Teacher's Resource Book , p. 346 News article Writing and Grammar Strategies p. 56, 57, 60 Business letter Writing and Grammar Strategies p. 98, 99, 102 Book review Writing and Grammar Strategies p. 110, 111, 114 Letter to author: Teacher's Resource Book , p. 345 Write letters Teacher's Resource Book , p. 190, 199, 205, 211, 214, 217, 223, 235, 250, 265, 271, 274, 289, 292, 295, 307, 319, 325, 331, 340 Notes, correspondence. Teacher's Resource Book , p. 152, 153, 154, 156, 157, 162, 166, 169, 170, 178, 193, 196, 199, 202, 215, 229, 232, 238, 241, 244, 247, 250, 259, 277, 295, 298, 301, 304, 307, 316 How-to paragraph Writing and Grammar Strategies p. 32, 33, 36 Menu Teacher's Resource Book , p. 164

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

GRADE TWELVE

GRADE 12 - E1 READING

	READ 180 - STAGE C
Gr.12: Ela: The student reads at least 25 books or book equivalents each year	READ 180 Stage C offers students twelve grade-level audiobooks Forty READ 180 Paperbacks offer students opportunities for high-interest independent reading at their reading level: Teacher's Guide READ 180 Paperbacks : p. 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 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
Gr.12: Elb: The student reads and comprehends at least four books (or book equivalents) about one issue or subject or four books by a single writer, or four books in one genre and produces evidence of reading that:	
	READ 180 - STAGE C
Gr.12: Elb.1: Makes and supports warranted and responsible assertions about the texts	For each audiobook and each independent reading selection, the LINKS feature identifies titles for related reading. These titles represent the same issue, theme, subject matter or genre. Students read and make assertions about paperback literature: Teacher's Guide READ 180 Paperbacks p. 138
Gr.12: Elb.2: Supports assertions with elaborated and convincing evidence	Students support their assertions about the paperback literature: Teacher's Guide READ 180 Paperbacks p. 138
Gr.12: Elb.3: Draws the text together to compare and contrast themes, characters, and ideas	Related Reading titles suggested in the LINKS feature offer the opportunity to compare and contrast themes, characters and ideas between books. See direct instruction on theme: Teacher's Guide READ 180 Paperbacks p. 169, 183, 185, 191, 201, 215, Reading Strategies p. 48, 120, 206 Teacher's Resource Book , p. 212, 266, 299, 314 See direct instruction on character: Teacher's Guide READ 180 Paperbacks p. 139, 147, 153, 163, 165, 171, 173, 175, 183, 185, 187, 189, 195, 197, 199, 209, 217 Teacher's Guide READ 180 Software p. 53, 54, 70, 79, 91, Reading Strategies p. 42, 114, 120, 198 Teacher's Resource Book , p. 215, 242, 275, 305
Gr.12: Elb.4: Makes perceptive and well developed connections	Teachers engage students reading related titles in making connections between the texts. See the Paperback Related Reading LINKS : Teacher's Guide READ 180 Audiobooks p.113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135 Teacher's Guide READ 180 Paperbacks p. 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 1897, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

	READ 180 - STAGE C
Gr.12: E1b.5: Evaluates writing strategies and elements of the author's craft	Students discuss elements of author's craft: Foreshadow, Teacher's Guide READ 180 Audiobooks p. 108, 110, 111 Flashback, Teacher's Guide READ 180 Audiobooks p. 108, 109, 110 Irony, Teacher's Guide READ 180 Audiobooks p. 109 Point of view, Teacher's Guide READ 180 Audiobooks p. 109 Style, Teacher's Guide READ 180 Audiobooks p. 109, 110, 111 Humor, Teacher's Guide READ 180 Audiobooks p. 111 Symbolism, Teacher's Guide READ 180 Audiobooks p. 111 Tone, Teacher's Guide READ 180 Audiobooks p. 110

Gr.12: E1c:

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

	READ 180 - STAGE C
Gr.12: E1c.1: Interprets and analyzes information	Teacher's Guide READ 180 Software 1.1:p.51; 1.3:p.51; 1.3:p.54; 1.4:p.51; 3.1:p.63; 3.3:p.66; 4.1:p.69; 4.3:p.69; 4.4:p.69; 5.1:p.75; 6.2:p.81; 6.4:p.81; 7.3:p.87; 7.3:p.90; 8.2:p.95; 8.3:p.93; 8.4:p.93; 9.3:p.99; 9.4:p.103 Reading Strategies p. 21, 93, 170 Teacher's Resource Book , p. 188, 248, 284, 329 Teacher's Guide READ 180 Paperbacks p. 143, 149, 157, 161, 167, 181, 193, 205, 207, 211, 213, 219
Gr.12: E1c.2: Relates new information to prior knowledge and experience	Teacher's Resource Book , p. 231, 234, 246, 303
Gr.12: E1c.3: Extends ideas	Students produce written responses the nonfiction selections: Teacher's Resource Book , p. 190, 223, 229, 232, 238, 247, 250, 253, 256, 265, 280, 286, 304, 319, 322, 325, 331, 334, 340, 343
Gr.12: E1c.4: Makes connections to related topics or information	The LINKS feature provides titles and Internet search terms for making connections to related topics and resources. Teacher's Guide READ 180 Paperbacks p. 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 1897, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219 Teacher's Guide READ 180 Audiobooks p.113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135

GRADE 12 - E2 WRITING

Gr.12: E2a:

The student produces a report that:

	READ 180 - STAGE C
Gr.12: E2a.1: Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest	See writing reports: Writing and Grammar Strategies p. 80, 81, 84, 86, 87, 90 Teacher's Resource Book p. 226, 319
Gr.12: E2a.2: Develops a controlling idea that conveys a perspective on the subject	See writing reports: Writing and Grammar Strategies p. 80, 81, 84, 86, 87, 90 Teacher's Resource Book p. 226, 319
Gr.12: E2a.3: Creates an organizing structure appropriate to a specific purpose, audience and context	See writing reports: Writing and Grammar Strategies p. 80, 81, 84, 86, 87, 90 Teacher's Resource Book p. 226, 319

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

	READ 180 - STAGE C
Gr.12: E2a.4: Includes appropriate facts and details	See writing reports: Writing and Grammar Strategies p. 80, 81, 84, 86, 87, 90 Teacher's Resource Book p. 226, 319
Gr.12: E2a.5: Excludes extraneous and inappropriate information	See writing reports: Writing and Grammar Strategies p. 80, 81, 84, 86, 87, 90 Teacher's Resource Book p. 226, 319
Gr.12: E2a.6: Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claims or assertions, and providing a scenario to illustrate	See writing reports: Writing and Grammar Strategies p. 80, 81, 84, 86, 87, 90 Teacher's Resource Book p. 226, 319
Gr.12: E2a.7: Provides a sense of closure to the writing	See writing reports: Writing and Grammar Strategies p. 80, 81, 84, 86, 87, 90 Teacher's Resource Book p. 226, 319

Gr.12: E2b:
The student produces a response to literature that:

	READ 180 - STAGE C
Gr.12: E2b.1: Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest	See writing a response to literature: Writing and Grammar Strategies p. 92, 93, 96, 110, 111, 114 Teacher's Resource Book p. 205, 226, 232, 250, 253, 271, 286, 289, 298, 301, 304, 307, 322, 325, 337, 343, 344
Gr.12: E2b.2: Advances a judgment that is interpretive, analytic, evaluative, or reflective	See writing a response to literature: Writing and Grammar Strategies p. 92, 93, 96, 110, 111, 114 Teacher's Resource Book p. 205, 226, 232, 250, 253, 271, 286, 289, 298, 301, 304, 307, 322, 325, 337, 343, 344
Gr.12: E2b.3: Supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge	See writing a response to literature: Writing and Grammar Strategies p. 92, 93, 96, 110, 111, 114 Teacher's Resource Book p. 205, 226, 232, 250, 253, 271, 286, 289, 298, 301, 304, 307, 322, 325, 337, 343, 344
Gr.12: E2b.4: Demonstrates an understanding of the literary work through suggesting an interpretation	See writing a response to literature: Writing and Grammar Strategies p. 92, 93, 96, 110, 111, 114 Teacher's Resource Book p. 205, 226, 232, 250, 253, 271, 286, 289, 298, 301, 304, 307, 322, 325, 337, 343, 344
Gr.12: E2b.5: Anticipates and answers a reader's questions	See writing a response to literature: Writing and Grammar Strategies p. 92, 93, 96, 110, 111, 114 Teacher's Resource Book p. 205, 226, 232, 250, 253, 271, 286, 289, 298, 301, 304, 307, 322, 325, 337, 343, 344

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

READ 180 - STAGE C	
Gr.12: E2b.6: Recognizes possible ambiguities, nuances, and complexities	See writing a response to literature: Writing and Grammar Strategies p. 92, 93, 96, 110, 111, 114 Teacher's Resource Book p. 205, 226, 232, 250, 253, 271, 286, 289, 298, 301, 304, 307, 322, 325, 337, 343, 344
Gr.12: E2b.7: Provides a sense of closure to the writing	See writing a response to literature: Writing and Grammar Strategies p. 92, 93, 96, 110, 111, 114 Teacher's Resource Book p. 205, 226, 232, 250, 253, 271, 286, 289, 298, 301, 304, 307, 322, 325, 337, 343, 344

Gr.12: E2c:
The student produces a narrative account (fictional or autobiographical)

READ 180 - STAGE C	
Gr.12: E2c.1: Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest	Writing and Grammar Strategies p. 8, 9,14, 15, 38, 39, 42, 44, 45, 48, 50, 51, 54, 62, 63, 66, 134, 135, 139
Gr.12: E2c.2: Establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from those events)	Writing and Grammar Strategies p. 44, 45, 48, 50, 51, 54
Gr.12: E2c.3: Creates an organizing structure	Writing and Grammar Strategies p. 44, 45, 48, 50, 51, 54
Gr.12: E2c.4: Includes sensory details and concrete language to develop plot and character	Writing and Grammar Strategies p. 8, 9,14, 15, 38, 39, 42, 44, 45, 48, 50, 51, 54, 62, 63, 66, 134, 135, 139
Gr.12: E2c.5: Excludes extraneous details and inconsistencies	Writing and Grammar Strategies p. 8, 9,14, 15, 38, 39, 42, 44, 45, 48, 50, 51, 54, 62, 63, 66, 134, 135, 139
Gr.12: E2c.6: Develops complex characters	Writing and Grammar Strategies p. 14, 15, 18, 8, 39, 42, 50, 51, 54
Gr.12: E2c.7: Uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, pacing, and specific narrative action, e.g. movement, gestures, expressions	Writing and Grammar Strategies p. 44, 45, 48, 50, 51, 54, 55
Gr.12: E2c.8: Provides a sense of closure to the writing	Writing and Grammar Strategies p. 8, 9,14, 15, 38, 39, 42, 44, 45, 48, 50, 51, 54, 62, 63, 66, 134, 135, 139

Gr.12: E2d:
The student produces a narrative procedure

READ 180 - STAGE C	
Gr.12: E2d.1: Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest	Writing and Grammar Strategies p. 32, 33, 36, 68, 69, 72
Gr.12: E2d.2: Provides a guide to action that anticipates a reader's needs, creates expectations through predictable structures, e.g., headings, and provides smooth transitions between steps	Writing and Grammar Strategies p. 32, 33, 36, 68, 69, 72
Gr.12: E2d.3: Makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate	Writing and Grammar Strategies p. 32, 33, 36, 68, 69, 72

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

	READ 180 - STAGE C
Gr.12: E2d.4: Includes relevant information	Writing and Grammar Strategies p. 32, 33, 36, 68, 69, 72
Gr.12: E2d.5: Excludes extraneous information	Writing and Grammar Strategies p. 32, 33, 36, 68, 69, 72
Gr.12: E2d.6: Anticipates problems, mistakes, and misunderstandings that might arise for the reader	Writing and Grammar Strategies p. 32, 33, 36, 68, 69, 72
Gr.12: E2d.7: Provides a sense of closure to the writing	Writing and Grammar Strategies p. 32, 33, 36, 68, 69, 72

**Gr.12: E2e:
The student produces a persuasive essay**

	READ 180 - STAGE C
Gr.12: E2e.1: Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
Gr.12: E2e.2: Develops a controlling idea that makes a clear and knowledgeable judgment	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
Gr.12: E2e.3: Creates and organizes a structure that is appropriate to the needs, values, and interests of a specified audience and arranges details, reasons, examples and anecdotes effectively and persuasively	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
Gr.12: E2e.4: Includes appropriate information and arguments	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
Gr.12: E2e.5: Excludes information and arguments that are irrelevant	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
Gr.12: E2e.6: Anticipates and addresses reader concerns and counter-arguments	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
Gr.12: E2e.7: Supports arguments with detailed evidence, citing sources of information as appropriate.	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
Gr.12: E2e.8: Uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151
Gr.12: E2e.9: Provides a sense of closure to the writing	Direct instruction on writing persuasive essays: Writing and Grammar Strategies p. 104, 105, 108, 116, 117, 120, 146, 147, 151

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

Gr.12: E2f:
The student produces a reflective essay

READ 180 - STAGE C	
Gr.12: E2f.1: Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest	Direct instruction on writing a reflective essay: Writing and Grammar Strategies p. 128, 129, 133
Gr.12: E2f.2: Analyzes a condition or situation of significance	Direct instruction on writing a reflective essay: Writing and Grammar Strategies p. 128, 129, 133
Gr.12: E2f.3: Develops a commonplace, concrete occasion as the basis for the reflection, e.g. personal observation or experience	Direct instruction on writing a reflective essay: Writing and Grammar Strategies p. 128, 129, 133
Gr.12: E2f.4: Creates an organizing structure appropriate to purpose and audience	Direct instruction on writing a reflective essay: Writing and Grammar Strategies p. 128, 129, 133
Gr.12: E2f.5: Uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario	Direct instruction on writing a reflective essay: Writing and Grammar Strategies p. 128, 129, 133
Gr.12: E2f.6: Provides a sense of closure to the writing	Direct instruction on writing a reflective essay: Writing and Grammar Strategies p. 128, 129, 133

GRADE 12 - E4 CONVENTIONS, GRAMMAR, AND USAGE OF THE ENGLISH LANGUAGE

Gr.12: E4a:
The student independently demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience and context of the work. The student demonstrates control of:

READ 180 - STAGE C	
Gr.12: E4a.1: grammar	See direct instruction on grammar: Writing and Grammar Strategies p. 13, 19, 25, 37, 43, 49, 79, 91, 97, 152, 157, 158, 159, 160, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171 Reading Strategies p. 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 49, 52, 58, 61, 64, 73, 76, 85, 88, 91, 94, 97, 100, 103, 115, 118, 130, 133, 136, 155, 159, 163, 171, 175, 179, 183, 191, 199, 207, 211, 215, 219, 223, 227, 239, 247 Students demonstrate appropriate use of grammar in their written work: Writing and Grammar Strategies p. 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 78, 81, 84, 87, 90, 93, 96, 99, 102, 105, 108, 111, 114, 117, 120, 123, 126, 129, 133, 135, 139, 141, 145, 147, 151 See the QuickWrites: Teacher's Resource Book p. 152, 153, 154, 155, 156, 157, 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 Students write before, during and after reading the literature: Teacher's Resource Book p. 189, 190, 192, 193, 195, 196, 198, 199, 201, 202, 204, 205, 207, 208, 210, 211, 213, 214, 216, 217, 219, 220, 222, 223, 225, 226, 228, 229, 231, 232, 234, 235, 237, 238, 240, 241, 243, 244, 246, 247, 249, 250, 252, 253, 255, 256, 258, 259, 261, 262, 264, 265, 267, 268, 270, 271, 273, 274, 276, 277, 279, 280, 282, 283, 285, 286, 288, 289, 291, 292, 294, 295, 297, 298, 300, 301, 303, 304, 306, 307, 309, 310, 312, 313, 315, 316, 318, 319, 321, 322, 324, 325, 327, 328, 330, 331, 333, 334, 336, 337, 339, 340, 342, 343, 344, 345, 346, 347, 348, 349

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

	READ 180 - STAGE C
Gr.12: E4a.2: paragraph structure	Direct instruction on paragraph structure: Writing and Grammar Strategies p. 20, 21, 24, 25, 26, 27, 30, 31
Gr.12: E4a.3: punctuation	Direct instruction on punctuation: Writing and Grammar Strategies p. 153, 154, 155, 156, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171
Gr.12: E4a.4: sentence construction	Direct instruction on sentence construction: Writing and Grammar Strategies p. 79, 152, 157, 158
Gr.12: E4a.5: spelling	The Spelling Zone is one of four Learning Zones of the READ 180 Software. Students practice spelling with immediate corrective feedback. They hear and spell the Study Words from the passage. Teacher's Guide READ 180 Software p. 48, 51, 57, 63, 69, 75, 81, 87, 93, 99 Students practice correcting spelling in editing/proofreading activities: Writing and Grammar Strategies p. 162, 163, 164, 165, 166, 167, 168, 169, 170, 171 The Writer's Checklist reminds students to check their written work for spelling: Writing and Grammar Strategies p. 172
Gr.12: E4a.6: usage	Direct instruction on usage: Writing and Grammar Strategies p. 19, 37, 43, 49, 67, 91, 97, 103, 127, 158, 159, 160, 161, 172 Reading Strategies p. 10, 13, 16, 19, 19, 22, 25, 28, 31, 34, 37, 40, 46, 49, 52, 58, 61, 61, 64, 70, 73, 76, 85, 88, 91, 94, 97, 100, 103, 109, 112, 115, 118, 121, 124, 130, 133, 136, 148, 151, 155, 159, 163, 167, 171, 179, 183, 187, 191, 199, 207, 211, 215, 219, 223, 227, 235, 239, 243
Gr.12: E4a.7: syntax	Reading Strategies p. 124, 136, 151, 167, 179, 183, 187, 235, 243
Gr.12: E4a.8: diction	No specific instruction. Teachers can address in the context of student writing such as writing a newspaper article, a science report and a social studies report: Writing and Grammar Strategies p. 56, 57, 60, 80, 81, 84, 86, 87, 90
Gr.12: E4a.9: tone	No specific instruction. Teachers can address in the context of student writing such as: Autobiographical sketch Writing and Grammar Strategies p. 38, 39, 42 Biographical narrative Writing and Grammar Strategies p. 62, 63, 66 Reflective essay Writing and Grammar Strategies p. 128, 129, 133 Personal essay Writing and Grammar Strategies p. 134, 135, 139
Gr.12: E4a.10: point of view	No specific instruction. Teachers can address in the context of student writing such as: Realistic story Writing and Grammar Strategies p.50, 51, 54

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

Gr.12: E4b:

The student analyzes and subsequently revises work to clarify it or make it more effective to communicating the intended message or thought.

The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:

	READ 180 - STAGE C
Gr.12: E4b.1: adding or deleting details	Direct instruction on revising for details: Writing and Grammar Strategies p. 73 See all revising: Writing and Grammar Strategies p. 7, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147
Gr.12: E4b.2: adding or deleting explanations	Direct instruction on revising for explanation: Writing and Grammar Strategies p. 109, 121 See all revising: Writing and Grammar Strategies p. 7, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147
Gr.12: E4b.3: clarifying difficult passages	See all revising: Writing and Grammar Strategies p. 7, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147
Gr.12: E4b.4: rearranging words, sentences, and paragraphs to improve or clarify meaning	Direct instruction on revising for clarity: Writing and Grammar Strategies p. 73, 91 See all revising: Writing and Grammar Strategies p. 7, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147
Gr.12: E4b.5: sharpening the focus	See all revising: Writing and Grammar Strategies p. 7, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147
Gr.12: E4b.6: reconsidering the organizational structure	See all revising: Writing and Grammar Strategies p. 7, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147
Gr.12: E4b7: rethinking and/or rewriting the piece in light of different audience and purposes	See all revising: Writing and Grammar Strategies p. 7, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

GRADE 12 - E5 LITERATURE

Gr.12: E5a:

The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes

	READ 180 - STAGE C
Gr.12: E5a.1: Makes thematic connections among literary texts, public discourse, and media	Direct instruction on theme: Teacher's Guide READ 180 Audiobooks p.110, 111, 129, Teacher's Guide READ 180 Paperbacks p. 139, 169, 183, 185, 191, 201, 215, Reading Strategies p. 48, 120, 206 Teacher's Resource Book , p. 212, 266, 299, 314 The LINKS feature provides related titles and Internet search words to make thematic connections among titles and media. Teacher's Guide READ 180 Audiobooks p.113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135 Teacher's Guide READ 180 Paperbacks p. 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 1897, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219
Gr.12: E5a.2: Evaluates the impact of author's decisions regarding word choice and content, and literary elements	Teacher's Guide READ 180 Paperbacks p. 190, 191, 213 Reading Strategies p. 60, 132, 222 Teacher's Guide READ 180 Audiobooks p. 108, 109, 110, 111, 115
Gr.12: E5a.3: Analyzes the characteristics of literary forms and genres	Reading Strategies p. 42, 45, 57, 66, 129, 158, 190, 206, 218, 230 The genre of each audiobook and paperback title is identified in the Teacher's Resource Book pages for small-group instruction. Teachers engage students in identifying the characteristics of the different genre as appropriate.
Gr.12: E5a.4: Evaluates literary merit	Teacher's Resource Book , p. 344 Writing and Grammar Strategies p. p. 110, 111, 114
Gr.12: E5a.5: Explains the effect of point of view	Teacher's Guide READ 180 Paperbacks p. 143 Teacher's Guide READ 180 Audiobooks p. 109
Gr.12: E5a.6: Makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles	Direct instruction on making inferences: Teacher's Guide READ 180 Audiobooks p. 108, 110, 119, 123, 127, 131, 133, Teacher's Guide READ 180 Paperbacks p. 139, 141, 143, 151, 153, 155, 157, 159, 161, 163, 169, 171, 173, 179, 189, 203, 205, 209, 211, Teacher's Guide READ 180 Software 1.2:p.51; 1.4:p.51; 2.1:p.57; 2.2:p.57; 2.2:p.59; 2.4:p.57; 3.1:p.63; 3.1:p.64; 3.3:p.63; 3.3:p.66; 4.2:p.69; 4.2:p.71; 4.3:p.69; 4.3:p.72; 5.1:p.75; 5.1:p.76; 5.3:p.75; 5.5:p.75; 6.2:p.81; 6.2:p.83; 6.3:p.81; 6.3:p.84; 7.1:p.87; 7.2:p.89; 7.4:p.87; 8.4:p.93; 9.2:p.101; 9.4:p.99 Reading Strategies p 33, 105, 186 Teacher's Resource Book , p. 209, 224, 269, 326 Direct instruction on drawing conclusions: Teacher's Guide READ 180 Audiobooks p. 108, 109, 110, 113, 121, 123, 131, 133, Teacher's Guide READ 180 Paperbacks p. 139, 143, 145, 147, 149, 157, 159, 169, 177, 181, 183, 191, 195, 197, 203, Teacher's Guide READ 180 Software 1.1:p.51; 1.3:p.51; 1.1:p.52; 1.2:p.53; 1.4:p.51; 1.4:p.55; 2.1:p.57; 2.2:p.59; 2.4:p.61; 3.2:p.63; 3.4:p.63; 3.4:p.67; 4.3:p.69; 4.3:p.72; 4.4:p.69; 5.1:p.75; 5.2:p.75; 5.3:p.75; 6.1:p.81; 6.2:p.81; 7.1:p.87; 7.1:p.88; 7.3:p.87; 8.2:p.93; 8.3:p.93; 9.1:p.99; 9.2:p.99; 9.4:p.104 Reading Strategies p 36, 108, 190 Teacher's Resource Book , p. 200, 230, 278, 308

--	--

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

	READ 180 - STAGE C
Gr.12: E5a.7: Interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism	Reading Strategies p 25, 43, 55, 66, 67, 94, 106, 118, 121, 127, 138, 139, 145, 151, 155, 187, 195, 203, 230, 231 Teacher's Guide READ 180 Audiobooks p.111 Writing and Grammar Strategies p. 127
Gr.12: E5a.8: Identifies the stance of a writer in shaping the presentation of a subject	Teacher's Resource Book , p. 196, 199, 202, 205, 208, 271, 274, 283, 295, 322, 331 Reading Strategies p 57, 129, 218
Gr.12: E5a.9: Identifies ambiguities, subtleties, contradictions, ironies, and nuances, and analogies	Teacher's Guide READ 180 Audiobooks p.109
Gr.12: E5a.10 Understands the role of tone in presenting literature (both fictional and non-fictional)	Teacher's Guide READ 180 Audiobooks p 110
Gr.12: E5a.11 Demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them	Teacher's Resource Book , p. 226, 247, 292, 310, 319, 325, 340 Reading Strategies p. 38, 38, 41, 42, 44, 45, 176, 177, 178, 204, 205, 206

Gr.12: E5b:

The student produces work in at least one literary genre that follows the conventions of the genre.

	READ 180 - STAGE C
	Problem/solution story Writing and Grammar Strategies p. 44, 45, 48 Realistic story Writing and Grammar Strategies p. 50, 51, 54 Free verse poem Writing and Grammar Strategies p. 122, 123, 126 Autobiographical sketch Writing and Grammar Strategies p. 38, 39, 42 Biographical narrative Writing and Grammar Strategies p. 62, 63, 66

GRADE 12 - E6 PUBLIC DOCUMENTS

Gr.12: E6a:

The student identifies strategies common to public documents and public discourse, including

	READ 180 - STAGE C
Gr.12: E6a.1: Effective use of argument	Persuasive speech Writing and Grammar Strategies p. 116, 117, 120 Persuasive essay Writing and Grammar Strategies p. 146, 147, 151 Writing an opinion Writing and Grammar Strategies p. 104, 105, 108 Teachers can emphasize in the context of persuasive writing: Teacher's Resource Book , p. 167, 190, 196, 202, 208, 220, 232, 235, 247, 253, 265, 268, 286, 289, 325, 331
Gr.12: E6a.2: Use of the power of anecdote	No direct instruction.
Gr.12: E6a.3: Anticipation of counter claims	Reading Strategies p. 128, 129, 216, 217, 218
Gr.12: E6a.4: Appeal to audiences both friendly and hostile to the position presented	Teachers can emphasize in the context of persuasive writing: Persuasive speech Writing and Grammar Strategies p. 116, 117, 120 Persuasive essay Writing and Grammar Strategies p. 146, 147, 151 Writing an opinion Writing and Grammar Strategies p. 104, 105, 108
Gr.12: E6a.5: Use of emotionally laden words and imagery	Reading Strategies p. 49, 61, 191, 239 Teachers can emphasize in the context of persuasive writing: Persuasive speech Writing and Grammar Strategies p. 116, 117, 120 Persuasive essay Writing and Grammar Strategies p. 146, 147, 151 Writing an opinion Writing and Grammar Strategies p. 104, 105, 108

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

	READ 180 - STAGE C
Gr.12: E6a.6: Citing of appropriate references or authorities	Teachers can emphasize in the context of persuasive writing: Persuasive speech Writing and Grammar Strategies p. 116, 117, 120 Persuasive essay Writing and Grammar Strategies p. 146, 147, 151

Gr.12: E6b:
The student creates public documents, in which the student

	READ 180 - STAGE C
Gr.12: E6b.1: Exhibits an awareness of the importance of appropriate word choice and the power or imagery and/or anecdote	Teachers can emphasize in the following contexts: Persuasive speech Writing and Grammar Strategies p. 116, 117, 120 Persuasive essay Writing and Grammar Strategies p. 146, 147, 151 Writing an opinion Writing and Grammar Strategies p. 104, 105, 108 Writing advertisements Teacher's Resource Book , p. 169, 170, 171, 176
Gr.12: E6b.2: Utilizes and recognizes the power of logical arguments, arguments based on appealing to a reader's emotions, and arguments dependent upon the writer's persona	Teachers can emphasize in the following contexts: Persuasive speech Writing and Grammar Strategies p. 116, 117, 120 Persuasive essay Writing and Grammar Strategies p. 146, 147, 151 Writing an opinion Writing and Grammar Strategies p. 104, 105, 108 Writing advertisements Teacher's Resource Book , p. 169, 170, 171, 176
Gr.12: E6b.3: Uses arguments that are appropriate in terms of the knowledge, values, and degree of understanding of the intended audience	Teachers can emphasize in the following contexts: Persuasive speech Writing and Grammar Strategies p. 116, 117, 120 Persuasive essay Writing and Grammar Strategies p. 146, 147, 151 Writing an opinion Writing and Grammar Strategies p. 104, 105, 108 Writing advertisements Teacher's Resource Book , p. 169, 170, 171, 176
Gr.12: E6b.4: Uses a range of strategies to appeal to readers	Teachers can emphasize in the following contexts: Persuasive speech Writing and Grammar Strategies p. 116, 117, 120 Persuasive essay Writing and Grammar Strategies p. 146, 147, 151 Writing an opinion Writing and Grammar Strategies p. 104, 105, 108 Writing advertisements Teacher's Resource Book , p. 169, 170, 171, 176

GRADE 12 - E7 FUNCTIONAL DOCUMENTS

Gr.12: E7a:
The student identifies strategies common to effective functional documents

	READ 180 - STAGE C
Gr.12: E7a.1: Visual appeal, e.g. format, graphics, white space, and headers	Newspaper article: Teacher's Resource Book , p. 346 Write headlines Teacher's Resource Book , p. 152, 153, 155, 158, 161, 163, 166 Time line: Teacher's Resource Book , p 348 Graphic aids: Reading Strategies , p 72, 144, 238
Gr.12: E7a.2: Logic of the sequence in which the directions are given	How-to paragraph Writing and Grammar Strategies p. 32, 33, 36
Gr.12: E7a.3: Point out possible reader misunderstandings and misconceptions	No direct instruction. This objective is met in the revising step of the writing process of writing functional documents, such as instructional paragraphs: Writing and Grammar Strategies p. 32, 33, 36

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

READ 180 - STAGE C	
Gr.12: E7a.4: Purposeful composition and the precision of the content and language	Letter to author: Teacher's Resource Book , p 345 Newspaper article: Teacher's Resource Book , p. 346 Writing an opinion Writing and Grammar Strategies p. 104, 105, 108 Create a Book Cover Teacher's Resource Book , p. 349
Gr.12: E7a.5: Validity of desired outcomes and implications	Letter to author: Teacher's Resource Book , p 345 Newspaper article: Teacher's Resource Book , p. 346 Writing an opinion Writing and Grammar Strategies p. 104, 105, 108 Create a Book Cover Teacher's Resource Book , p. 349 How-to paragraph Writing and Grammar Strategies p. 32, 33, 36

Gr.12: E7b:

The student creates functional documents appropriate to audience and purpose, in which the student

READ 180 - STAGE C	
Gr.12: E7b.1: Reports, organizes, and conveys information and ideas accurately	Students create functional documents appropriate to audience and purpose: Front-page Newspaper article: Teacher's Resource Book , p. 346 News article Writing and Grammar Strategies p. 56, 57, 60 Business letter Writing and Grammar Strategies p. 98, 99, 102 Book review Writing and Grammar Strategies p. 110, 111, 114 Letter to author: Teacher's Resource Book , p. 345 Write letters Teacher's Resource Book , p. 190, 199, 205, 211, 214, 217, 223, 235, 250, 265, 271, 274, 289, 292, 295, 307, 319, 325, 331, 340 Notes, correspondence. Teacher's Resource Book , p. 152, 153, 154, 156, 157, 162, 166, 169, 170, 178, 193, 196, 199, 202, 215, 229, 232, 238, 241, 244, 247, 250, 259, 277, 295, 298, 301, 304, 307, 316 How-to paragraph Writing and Grammar Strategies p. 32, 33, 36 Menu Teacher's Resource Book , p. 164
Gr.12: E7b.2: Includes relevant narrative details, such as scenarios, definitions, and examples	Front-page Newspaper article: Teacher's Resource Book , p. 346 News article Writing and Grammar Strategies p. 56, 57, 60 Business letter Writing and Grammar Strategies p. 98, 99, 102 Menu Teacher's Resource Book , p. 164 How-to paragraph Writing and Grammar Strategies p. 32, 33, 36
Gr.12: E7b.3: Anticipates readers' problems, mistakes, and misunderstandings	Teachers can include in the context of creating functional documents. See the following: Front-page Newspaper article: Teacher's Resource Book , p. 346 News article Writing and Grammar Strategies p. 56, 57, 60 How-to paragraph Writing and Grammar Strategies p. 32, 33, 36
Gr.12: E7b.4: Uses a variety of formatting techniques, such as headings, subordinate terms, foregrounding of main ideas, hierarchical structures, graphics, and color	Front-page Newspaper article: Teacher's Resource Book , p. 346 News article Writing and Grammar Strategies p. 56, 57, 60 How-to paragraph Writing and Grammar Strategies p. 32, 33, 36 Menu Teacher's Resource Book , p. 164

A Correlation of the DoDEA English Language Arts Performance Standards Grades 9-12 to READ 180 Stage C

READ 180 - STAGE C	
<p>Gr.12: E7b.5: Employs word choices that are consistent with the persona and appropriate for the intended audience</p>	<p>Students can revise their functional compositions for clarity, purpose and word choice: Front-page Newspaper article: Teacher's Resource Book, p. 346 News article Writing and Grammar Strategies p. 56, 57, 60 Business letter Writing and Grammar Strategies p. 98, 99, 102 Book review Writing and Grammar Strategies p. 110, 111, 114 Letter to author: Teacher's Resource Book, p. 345 Write letters Teacher's Resource Book, p. 190, 199, 205, 211, 214, 217, 223, 235, 250, 265, 271, 274, 289, 292, 295, 307, 319, 325, 331, 340 Notes, correspondence. Teacher's Resource Book, p. 152, 153, 154, 156, 157, 162, 166, 169, 170, 178, 193, 196, 199, 202, 215, 229, 232, 238, 241, 244, 247, 250, 259, 277, 295, 298, 301, 304, 307, 316 How-to paragraph Writing and Grammar Strategies p. 32, 33, 36 Menu Teacher's Resource Book, p. 164</p>