CURRICULUM SERVICES AGREEMENT BETWEEN HOUGHTON MIFFLIN HARCOURT PUBLISHING COMPANY DBA MATH SOLUTIONS: ICLE AND POUDRE SCHOOL DISTRICT R-1

This Curriculum Services Agreement ("Agreement") is entered into this ___ day of May 2020, by and between Poudre School District R-1 ("District") and Houghton Mifflin Harcourt Publishing Company dba Math Solutions: ICLE ("Contractor"). The District and the Contractor are collectively referenced herein as the "parties." In consideration of the mutual covenants and promises contained in this Agreement, the sufficiency of which is hereby acknowledged, the parties agree as follows:

1. **Term of Agreement.**

    1.1. This Agreement shall commence on the date first set forth above and continue through and including June 30, 2030 unless earlier terminated as provided herein.

    1.2. Notwithstanding any other term or provision of this Agreement, the District's obligations hereunder are expressly subject to its budgeting and appropriation of sufficient funds for each fiscal year (July 1 - June 30) an Agreement is in effect. In no event, shall the District's obligations in an Agreement constitute a multiple-fiscal year direct or indirect debt or other financial obligation under Article X, Section 20(4)(b) of the Colorado Constitution.

    1.3. Notwithstanding the planned term of an Agreement and/or any extensions thereof as provided in section 1.1 and 1.2 above, the District may terminate an Agreement at any time in its sole discretion for any reason, with or without cause, upon written notice served on the Contractor no less than thirty (30) days prior to the date of termination. In the event of such early termination by the District, the Contractor shall be paid up to the date of termination for services performed under and in accordance with this Agreement.

2. **Deliverables and Purchase Price.**

    2.1. The Contractor's responsibility under this Agreement is to provide it's READ 180 Universal web hosted literacy platform to provide educational software which supports instructional materials and services to be used by students grades 6-12 for secondary reading intervention assessment ("Materials"), and for related professional development and technology supports for the District's teachers. The parties agree to the following, as specified in:

        2.1.1. Request for Proposal ("RFP") 20-630-002, which is part of this agreement and attached hereto as Exhibit A.

        2.1.2. Contractor's Response to RFP 20-630-002, which is part of this agreement and attached hereto as Exhibit B.

        2.1.3. Contractor's Response to Evaluation Committee's Questions to RFP 20-630-002, which is part of this agreement and attached hereto as Exhibit C.

        2.1.4. Contractor's Pricing and Program Confirmation RFP 20-630-002, which is part of this agreement and attached hereto as Exhibit D.

All documents which are made a part of this Agreement (hereinafter the "Services") and incorporated herein by reference.

2.2.   The Contractor shall offer tiered pricing for Services as set forth on the attached Exhibit D.

2.2.1.

2.2.2.   Access to Services shall be available for a ten (10) year subscription.

2.2.3.   Additional subscriptions may be purchased at the prices listed in Exhibit D for the length of the contract.

2.3.   The Contractor shall permit the use of diagnostic testing to determine the needs of the students. Charges for full license use of other Materials and licenses shall only be charged once student has been assigned or accessed Materials and licenses. Students who are assigned a license, but are not used or have minimal use, may be reassigned to another student.

2.4.   The Contractor shall ensure the District has the most current online platform. No cost shall be associated with upgrades to any online platforms.

2.5.   Contractor shall ensure tangible grade-level classroom and teacher Materials are shipped to be received no later than June 20, 2020.

2.5.1.   Contractor shall separate and bundle Materials by District School for shipment.

2.6.   The Contractor shall provide direct points of contacts for tech issues, instructional planning, and data analysis supports to the contact identified in section 9 of this Agreement and update any changes within thirty (30) days of a new contact.

2.7.   The Contractor shall ensure the Director of Curriculum, Instruction and Accountability or designee has District administrator account access for oversight of the Services.

2.8.   The Contractor shall work with the District's Information Technology department to integrate the Contractor's online platform with the District's support systems.

2.8.1.   The Contractor shall work with the District's Information Technology department to roster any online platforms through the services available within the District.

2.9.   **Access to District Server.** If access to any District server is necessary for the functionality of the Contractor's services. Upon written approval by the Executive Director of Information Technology or designee, the District grants the Contractor limited access to the District server for the sole purpose of providing Services

2.9.1.   The Contractor agrees to protect the confidentiality, integrity and availability of all electronic District or student information at all times.

2.9.2.   The Contractor agrees to take proper steps to ensure the security of the device in which they connect to the District's systems remotely. The Contractor agrees not to copy information accessed remotely to local devices and or portable devices. Printing information is not permitted unless specific authorization has been granted.

2.9.3.   The Contractor shall not share passwords, codes, credentials or user accounts with others.

2.9.4.   The Contractor shall have a valid and up-to-date antivirus agent installed to ensure protection against malware and viruses upon connection to the District network.

2.10.   The Contractor acknowledges that if the District determines in its discretion that remote access has been compromised by unauthorized parties, or that remote access has been misused, the Contractor's access will be disabled or terminated immediately.

2.11.   **Invoices.** Invoices for Services provided shall be submitted to the District's accounts payable department within thirty (30) days of completion of Services.

2.11.1. Invoices for such Services shall include (a) date on which Services were provided, (b) the District Location for which the Service were provided, (c) details of Products delivered, (d) approval signoff from District and purchase order number.

2.11.2. All invoices must be submitted within 45 days of fiscal year end June 30 and may not include items received by the District outside of the fiscal year July 1 – June 30.

2.11.3. Payment shall be made within forty-five (45) days from receipt of invoice.

2.12.   Payment for Services not approved by the District in writing, shall not be considered valid and the District will not be responsible for covering associated costs.

2.13.   **Professional Development.** Contractor shall provide professional development support of Services during the first two years of implementation, with ongoing support for the remainder of the Agreement.

2.13.1. The Contractor shall meet with the District to establish a training plan within fourteen (14) days from the execution of this Agreement.

2.13.2. Professional development shall follow the anticipated training plan below:

a. Year One
   - Five Sessions of Professional Development
   - Free and Ongoing Webinars and Online Professional Development

      b. <u>Year Two</u>
- Four Sessions of Professional Development
- Free and Ongoing Webinars and Online Professional Development

      c. <u>Ongoing</u>
- Support through Webinars, Virtual Support, and In-Session Trainings Upon Request

2.13.3. Cost for professional development pricing shall not exceed the prices in Exhibit B.

2.13.4. Contractor shall not schedule or provide any professional development without written approval the Director of Curriculum, Instruction and Assessment or designee.

2.14.   The District understands and agrees that its students' access to and use of the Contractor's web-based system under this Agreement requires that it disclose confidential student records and information, as that term is defined below, to the Contractor. The Contractor understands and agrees that if it fails to comply with any of the requirements under sections 4, 5, 6 or 7 below at any time during or after the term of this Agreement the District may, as applicable, terminate the Agreement and/or disqualify the Contractor from future agreements with the District.

3.   **<u>Definitions</u>.**

3.1.   As used in this Agreement, "personally identifiable information" is defined as information (including metadata) that, alone or in combination, is linked or linkable to a specific student so as to allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty. Personally identifiable information includes but is not limited to: (a) the student's name; (b) the name of the student's parent or other family members; (c) the address or phone number of the student or student's family; (d) personal identifiers such as the student's social security number, student number or biometric record; and (e) indirect identifiers such as the student's date of birth, place of birth or mother's maiden name.

3.2.   As used in this Agreement, "education records" is defined as records, files, documents and other materials that: (a) contain information directly related to a student; and (b) are maintained by the District, or by a party acting for the District such as the Contractor.

3.3.   As used in this Agreement, "confidential student records and information" is defined as education records and personally identifiable information concerning District students, including but not limited to confidential student records and information disclosed to, collected by and/or generated by the Contractor. Confidential student records and information does not include "de-identified confidential student records and information," as defined in section 3.5 below.

3.4.   As used in this Agreement, "collect" is defined as the gathering of data and other information by any means, including but not limited to the use of logs, cookies, tracking pixels, etc.

3.5.   As used in this Agreement, "de-identified confidential student records and information" is defined as confidential student records and information from which all personally identifiable information, and the ability to determine any personally identifiable information, is removed.

3.6.   As used in this Agreement, "securely destroy" is defined as removing confidential student records and information from the Contractor's systems, paper files, hard-copy and electronic records, databases and any other media regardless of format, in accordance with the standard detailed in the National Institute of Standards and Technology ("NIST") SP 800-88 Guidelines for Media Sanitization, so that the confidential student records and information are permanently irretrievable in the Contractor's normal course of business.

3.7.   As used in this Agreement, "eligible student" is defined as a student who is at least 18 years of age or who is legally emancipated.

4.   **Ownership of Confidential Student Records and Information.** All confidential student records and information shall remain the exclusive property of the District and all rights, title and interest in the confidential student records and information, including but not limited to intellectual property rights in the confidential student records and information, belong to and are retained solely by the District. The District hereby grants to the Contractor a limited, nonexclusive license to access, view, collect, generate and use confidential student records and information solely for the purpose of performing its obligations under this Agreement.

5.   **Security of Confidential Student Records and Information.**

5.1.   The Contractor shall store and process confidential student records and information in accordance with commercial best practices, including implementing appropriate administrative, physical and technical safeguards that are no less rigorous than those outlined in SANS Top 20 Security Controls, as amended, to secure such confidential student records and information from unauthorized access, disclosure, alteration and use. The Contractor shall ensure that all such safeguards, including the manner in which confidential student records and information is collected, accessed, used, stored, processed, disposed of and disclosed, comply with all applicable federal and state data protection and privacy laws, regulations and directives, including but not limited to Colorado's Student Data Transparency and Security Act, C.R.S. §§ 22-16-101 to -112. Without limiting the foregoing, and unless expressly agreed to the contrary in writing, the Contractor warrants that all electronic confidential student records and information will be encrypted in transmission and at rest in accordance with NIST Special Publication 800-57, as amended.

5.2.   The Contractor shall conduct periodic risk assessments and remediate any identified security vulnerabilities in a timely manner. The Contractor shall promptly notify the District in the event of: (a) any security or privacy breach concerning confidential student

records and information; and/or (b) any use or disclosure of student personally identifiable information not authorized under this Agreement.

6. **Use of Confidential Student Records and Information.**

6.1.   Under the Contract, Contractor may access, view, collect, generate and/or use confidential student records and information only under the following terms and conditions: (a) except as provided in section 6.2 below, Contractor shall not disclose confidential student records and information, in whole or in part, to any other party; (b) Contractor shall not use any confidential student records or information to advertise or market to students or their parents/guardians; (c) Contractor shall access, view, collect, generate and use confidential student records and information only to the extent necessary to perform its obligations under the Contract; and (d) at the conclusion of the term of the Contract the Contractor shall, as directed by the District, either securely destroy all confidential student records and information in its possession, custody or control, or return such confidential student records and information to the District.

6.2.   Contractor may to the extent necessary to perform its obligations under the Agreement disclose confidential student records and information to subcontractors as identified in Exhibit F ("Subcontractors") pursuant to written subcontracts specifying the purpose of the disclosure and providing that: (a) Subcontractors shall not disclose confidential student records and information, in whole or in part, to any other party; (b) Subcontractors shall not use any confidential student records or information to advertise or market to students or their parents/guardians; (c) Subcontractors shall access, view, collect, generate and use confidential student records and information only to the extent necessary to assist Contractor in performing its obligations under the Agreement; and (d) at the conclusion of their work under their subcontracts Subcontractors shall, as directed by the District through the Contractor, either securely destroy all confidential student records and information in their possession, custody or control, or return such confidential student records and information to the District.

6.3.   Contractor and Subcontractors may use de-identified confidential student records and information for purposes of research, the improvement of their products and services, and/or the development of new products and services. In no event, shall the Contractor or Subcontractors re-identify or attempt to re-identify any de-identified confidential student records and information.

6.4.   Contractor and Subcontractors shall promptly furnish to the District upon request all confidential student records and information they have collected and/or generated and not in the District's possession. Such requests may include but shall not be limited to those made in order to respond to parent/guardian and eligible student requests to inspect and review education records as authorized under the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA") and/or under the Colorado Open Records Act, C.R.S. §§ 24-72-200.1 to -206 ("CORA"). The District, not the Contractor or Subcontractors, shall respond to all parent/guardian and eligible student requests to inspect and review records, data and other information.

7. **School Service Contract Provider.** If Contractor is a "school service contract provider" under the Colorado Student Data Transparency and Security Act (the "Act"), the

Contract is amended to add the language in this section 7. Under the Act, a "school service contract provider" is defined as an entity (other than the Colorado Department of Education, a K-12 public education entity or an institution of higher education) that enters into a formal, negotiated contract with the District to provide a "school service." Under the Act, a "school service" is defined as an Internet website, online service, online application or mobile application that: (a) is designed and marketed primarily for use in a preschool, elementary school or secondary school; (b) is used at the direction of District teachers or other District employees; and (c) collects, maintains or uses confidential student records and information.

      7.1.   As a school service contract provider under the Act, the Contractor has provided the following information the attached Exhibit F: (a) the data elements of confidential student records and information that Contractor collects under the Contract, regardless of whether the data elements are initially collected or ultimately held individually or in the aggregate using protocols that are effective for preserving the anonymity of each student included in the data; (b) the learning purpose for which Contractor collects the confidential student records and information; and (c) how the Contractor uses and shares the confidential student records and information. Contractor shall update this information as necessary to maintain accuracy.

      7.2.   Contractor shall facilitate the District's access to and correction of any factually inaccurate confidential student records and information as required in response to correction requests from parents/guardians and eligible students.

    8.   **Remedies.** If Contractor or Subcontractors fail to comply with any of the foregoing requirements at any time during or after the term of the Agreement the District may, as applicable, terminate the Contract and/or disqualify Contractor and any one or more of Subcontractors from future contracts and subcontracts with the District.

    9.   **Notices and Communications.** All notices and communications required or permitted under this Agreement shall be in writing and shall be: (a) sent via certified mail, return receipt requested and postage prepaid, to the address of the other party set forth below; or (b) sent via e-mail to the other party via the e-mail address set forth below.

Poudre School District R-1	Houghton Mifflin Harcourt Publishing
Attn: Tracy Stibitz	Company dba Math Solutions: ICLE
2407 LaPorte Avenue	Attn: Shawn Weirather
Fort Collins, CO 80521	125 High Street, Suite 900
E-mail: tstibitz@psdschools.org	Boston, MA 02110
	Email: hmh.bids@hmhco.com

      9.1.   Communication notices for the Information Technology Department shall be sent to:

Poudre School District R-1
Attn: Software Engineers
E-mail: softwareeng@psdschools.org

10.   **General Provisions.**

10.1.   **No Assignment.** Except with respect to its affiliates or a successor entity that may result from corporate merger, the Contractor shall not assign this Agreement or any of its rights, interests or obligations under this Agreement without the prior written consent of the District, which consent may be withheld for any reason or no reason as determined by the District in its sole discretion.

10.2.   **No Waiver.** The parties agree that no assent or waiver, express or implied, to any breach of any one or more of the covenants of this Agreement shall be construed as or deemed to be an assent to or a waiver of any subsequent breach.

10.3.   **Conflict of Terms.** In the event of any conflict of terms found between this Agreement or any other terms and conditions, end user license agreements or privacy policies, the terms of this Agreement shall prevail.

10.4.   **Amendment or Modification.** No amendment or modification of this Agreement shall be valid unless set forth in writing and executed by the District and the Contractor in the same manner and with the same formality as was done for this Agreement.

10.5.   **Press Contacts/News Releases.** The Contractor shall not initiate any press, media, or social media, contact nor respond to press, media or social media requests regarding this Agreement and/or any related matters concerning the District without the prior written approval of the District.

10.6.   **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of Colorado.

10.7.   **Insurance.** Contractor shall procure and maintain the required insurance specified below for the duration of this Agreement, which insurance shall be written for not less than the amounts specified or greater if required by law. Specified coverages and amounts may be provided by a combination of a primary policy plus an umbrella or following form excess policy. If not otherwise required by law, lower amounts may be acceptable upon review and written approval by the District's Director of Records and Risk Management. All insurance shall be with a carrier licensed in the state of Colorado and shall have a minimum A.M. Best rating of A- VII. Contractor shall furnish the District's Director of Records and Risk Management with certificates of the required insurance prior to the District's approval and signing of this Agreement, and with renewal certificates prior to the expiration of any required insurance that expires during the term of this Agreement. Certificates of Insurance and all communication regarding insurance shall be sent to:

Poudre School District
Attention: Risk Management
Email: risk@psdschools.org
2407 Laporte Ave
Ft. Collins, CO 80521

Any insurance and/or self-insurance carried by the District is excess of the coverage extended to the District by Contractor. Contractor shall provide at least thirty (30) days' advance written notice to the District prior to cancellation, change of coverage, or non-renewal. The insurance requirements specified in this section 10.7, shall not reduce the indemnification liability that Contractor has assumed in section 10.8.

Commercial General Liability

Minimum Limits

d. Each Occurrence Bodily Injury & Property Damage $1,000,000
e. General Aggregate $2,000,000
f. Products/Completed Operations Aggregate $1,000,000
g. Personal/Advertising Injury $1,000,000
h. Coverage must be written on an "occurrence" basis.
i. Poudre School District R-1 and its elected officials, employees, agents, and volunteers shall be named as an additional insured and shall be insured to the full limits of liability purchased by the Supplier even if those limits of liability are in excess of those required by this Agreement.

Technology Errors and Omissions Liability

Minimum Limits

a. Per Loss $1,000,000
b. Aggregate $1,000,000
c. Liability extends for a period of three (3) years beginning at the time work under this Agreement is completed. Supplier shall maintain continuous coverage, as required by the Agreement, for this period.

The insurance shall provide coverage for:

a. Liability arising from theft, dissemination and/or use of confidential information (defined term including but not limited to bank account, credit card account, personal information such as name, address, social security numbers, etc. information) stored or transmitted in electronic form.
b. Network Security Liability arising from the unauthorized access to, use of or tampering with computer systems including hacker attacks, inability of an authorized third party to gain access to Supplier's services including denial of service, unless caused by a mechanical or electrical failure.
c. Liability arising from the introduction of a computer virus into, or otherwise causing damage to, a District or third person's computer, computer system, network, or similar computer related property and the data, software, and programs thereon

Crime Coverage

Minimum Limits

a. Per Loss $1,000,000

The policy shall include:

a. Coverage for all directors, officers, agents, and employees of the Supplier.
b. Employee dishonesty, forgery and alteration, monies and securities, and computer (cyber) crime.
c. Extended theft and mysterious disappearance.
d. The policy shall not contain a condition requiring an arrest and conviction.
e. Policy must be endorsed to cover Third Party Fidelity and include Poudre School District R-1 as a Loss Payee.

10.8. **Indemnification.** The Contractor shall indemnify and hold harmless the District and the District's Board members, employees, representatives and agents from and against any and all liability arising from any suit, action, grievance, charge or proceeding brought in connection with or related to: (a) the Contractor's operations; (b) the Contractor's provision of the Services; (c) the Contractor's actual or alleged infringement of any third party's patent or copyright; and/or (d) the conduct of any of the Contractor's employees, volunteers, agents or representatives. The indemnification and hold harmless obligation hereunder shall include all attorney fees, costs and expenses incurred by the District and/or the District's Board members, employees, representatives and/or agents in defense of said suits, actions, grievances, charges and/or proceedings. Nothing in this section 10.8 or otherwise in this Agreement shall be construed in any way or applied in any manner as a compromise or waiver of the District's rights and protections under the Colorado Constitution or the Colorado Governmental Immunity Act.

10.9. **No Third-Party Beneficiary.** Enforcement of the terms and conditions of this Agreement, and all rights of action relating to such enforcement, shall be strictly reserved to the District and the Contractor. Nothing contained in this Agreement shall give or allow any claim or right of action whatsoever by any third person other than the District or the Contractor. It is the express intent of the parties that any third person receiving services or benefits pursuant to this Agreement shall be deemed an incidental beneficiary only.

10.10. **Attorney Fees and Costs.** In the event it becomes necessary for either party to institute litigation or mutually agreed-upon arbitration proceedings to enforce any provision of this Agreement, the substantially prevailing party in such litigation or arbitration shall receive, as part of any judgment or award entered, its reasonable attorney fees and costs, including expert witness fees.

10.11. **Binding Effect.** This Agreement shall be binding upon and inure to the benefit of the parties and their respective heirs, legal representatives, successors and permitted assigns.

10.12. **Headings.** The headings used in this Agreement are for convenience only and shall have no effect upon the construction or interpretation of this Agreement.

10.13. **Entire Agreement.** This Agreement constitutes the entire agreement of the parties regarding the subject matter addressed herein and supersedes all prior agreements, whether oral or written, pertaining to said subject matter.

10.14. **Signatures.** This Agreement may be executed and delivered via portable document format (pdf), and the pdf signature of any party shall be considered valid, binding, effective and an original for all purposes.

10.15. **Warranty of Authority.** The individuals signing below represent and warrant that they have the authority to execute this Agreement on behalf of their respective organizations and bind their respective organizations to the terms of this Agreement.

IN WITNESS WHEREOF, the District and the Contractor have signed this Agreement as of the date first set forth above.

HOUGHTON MIFFLIN HARCOURT
PUBLISHING COMPANY DBA
MATH SOLUTIONS: ICLE

POUDRE SCHOOL DISTRICT R-1

By: _____ 04/30/2020

Shawn Weirather
Senior Director, Proposals

By: ssmyser@psdschools.org ssmyser@psdschools.org (May 26, 2020 18:38 MDT)

Sandra Smyser, Ph.D.
Superintendent

Robert Beauchamp
By: Robert Beauchamp (May 14, 2020 13:23 MDT)

Robert Beauchamp
Director of Curriculum, Instruction and Assessment

Exhibit A

POUDRE SCHOOL DISTRICT R-1

Department of Curriculum, Instruction & Assessment

REQUEST FOR PROPOSAL

Secondary Reading Intervention Assessment Curriculum with Instructional Materials and Services

RFP# 20-630-002

RFP SCHEDULE

RFP Issued	**July 8, 2019**
Supplier Questions Due	**July 18, 2019 at 2:00 p.m. MST**
Q&A/Addendum Issued	**July 25, 2019**
RFP Opening Date	**August 20, 2019 at 2:00 p.m. MST**
RFP Consideration Period	**August 2019 – January 2020**
Supplier Presentations (if required)	**November 2019**
Award Announced	**January 2020**
Approval, Board of Education	**March 2020**
Delivery Deadline for Materials Ordered	**June 2020**

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EXHIBIT A - SAMPLE DISTRICT AGREEMENT

**Secondary Reading Intervention Assessment Curriculum
with Instructional Materials and Services
RFP# 20-630-002**

Poudre School District R-1 (the "District") is issuing this request for proposals ("RFP") from Suppliers for a curriculum with instructional materials and services to be used by students grades 6-12 for secondary reading intervention assessment, and for related professional development and technology supports for the District's teachers. The District wishes to begin using the curriculum, materials, and services in the Fall semester of 2020 for a 10-year period, in accordance with its current curriculum adoption cycle.

The District shall provide copies of this RFP to Suppliers through the electronic solicitation platform www.bidnetdirect.com where registered Suppliers are required to submit their electronic RFP response along with the first and last name, telephone number and e-mail address of the employee within their organization who will be designated as the District's primary contact with respect to this RFP and their Suppliers' response thereto. The District may provide copies of this RFP to other Suppliers upon request, who are also requested to provide the first and last name, telephone number and e-mail address of the employee within their organization who will be designated as the District's primary contact with respect to this RFP and their response thereto.

Questions regarding this RFP must be in writing and may be directed to the District via the BidNet platform any time after the issuance of this RFP through and including **2:00 p.m. MST on Thursday, July 18, 2019.** Questions received after the date/time and/or not submitted electronically through the BidNet platform may not be addressed. Each question submitted, as well as the District's response thereto, shall be provided in a questions and answers document/addendum via www.bidnetdirect.com

Note: Every question must be submitted individually. Multiple questions per entry will not be answered.

At no time during the solicitation process will communication regarding this RFP be permitted with any District employee other than the Procurement Agent named below. Communication with a District employee other than the Procurement Agent named below may disqualify your response from consideration.

The District will only accept and consider electronically submitted bids from Suppliers, which must be submitted and received in the www.bidnetdirect.com electronic solicitation portal on or before 2:00 p.m. MST on Tuesday, August 20, 2019, at which time the submission portal will close and no further submissions be allowed or considered.

It is the sole responsibility of the Supplier to see that the bids are submitted through the BidNet portal by the submission deadline.

The sample instructional materials and access to online resources, software, training and professional learning materials and services, all as requested in Section 3.0 of this RFP must be physically received on or before **2:00 p.m. MST on Tuesday, August 20, 2019 and shall be in a sealed packaged and marked RFP# 20-630-002 Secondary Reading Intervention Assessment Curriculum with Instructional Materials and Services and mailed or delivered to**:

Poudre School District R-1
Curriculum, Instruction and Assessment
Attn: David Lawrence – RFP# 20-630-002 – Secondary Reading Intervention
1502 South Timberline Road
Fort Collins, CO 80524

It is the sole responsibility of the Supplier to see that all sample materials are received by the submission deadline.

Sales Prohibited/Conflict of Interest: No officer, employee, or member of the School Board, shall have a financial interest in the sale to the District of any real or personal property, equipment, material, supplies or services where such officer or employee exercises directly or indirectly any decision-making authority concerning such sale or any supervisory authority over the services to be rendered. This rule also applies to subcontracts with the District. Soliciting or accepting any gift, gratuity favor, entertainment, kickback or any items of monetary value from any person who has or is seeking to do business with the District is prohibited.

Collusive or sham proposals: Any proposal deemed to be collusive or a sham proposal will be rejected and reported to authorities as such. Your authorized signature on this proposal assures that such proposal is genuine and is not a collusive or sham proposal.

The District reserves the right to reject any and all proposals and to waive any irregularities or informalities.

Sincerely,

Kelly Wooden
Senior Procurement Agent

REQUEST FOR PROPOSAL
Secondary Reading Intervention Assessment Curriculum
with Instructional Materials and Services
RFP# 20-630-002

BACKGROUND:

Poudre School District (the District) is a high-performing District, covering more than 1,800 square miles in northern Colorado with diverse school settings. The District's instructional program is centered around District Ends, under the Policy Governance model, developed to support a comprehensive curriculum.

While more than 70% of District families choose to send their children to their neighborhood school, the District does support school choice and offers a wide spectrum of educational programs to fit any child's needs. Program options include International Baccalaureate, Core Knowledge, Bilingual/Dual Language Immersion, Hybrid/Online, Expeditionary Learning, Science, Technology, Engineering and Math (STEM) along with extra-curricular and athletics. The District has two LEED certified school buildings and over 30 Energy Star awards and supports operational sustainability in all areas of work.

Our Schools:

- 31 elementary schools
- 10 middle schools
- 4 comprehensive high schools
- 6 option (100% choice) schools
- 3 alternative high schools
- 5 charter schools
- 1 online school

The District is fully accredited by the Colorado Department of Education Accreditation and Accountability Unit and is subject to periodic monitoring to ensure continued compliance with accreditation standards.

The District is committed to being a responsible steward of our natural resources and believes that public education should provide leadership in developing an ethic of sustainability in all its practices. In the District, we have both Energy Conservation and Waste Management policies and espouse these values, making environmental stewardship and integral part of the physical plant operation.

1.0   GENERAL CONDITIONS

1.1   Supplier must provide all requested information. Proposals must meet or exceed specifications contained in this document. Failure to do so may result in rejection of the proposal at the option of the District.

1.2   The successful Supplier will be required to enter into and sign a formal Agreement with the District with reasonable adjustments acceptable to the District. The Agreement will be in effect for the duration of the Agreement term. The Agreement language will control over any language contained within this RFP that conflicts with the signed and fully executed Agreement.

1.3   The District is exempt from city, county, state and federal sales/excise taxes. Tax exempt certificates will be issued upon request.

1.4   Submission of a proposal is deemed as acceptance of all terms, conditions and specifications contained in the District's solicitation package initially provided to the Supplier. Any proposed modification must be accepted in writing by the District and prior to award of the Agreement.

1.5   The District does not assume financial responsibility for late submissions.

1.6   Each Supplier (and its employees, representatives and subcontractors) agrees to abide by all applicable federal, state and local codes, laws, rules and regulations.

1.7   The awarded Supplier shall furnish all supplies, which conform to all applicable safety codes and regulations.

1.8   Contact with District personnel regarding this RFP, other than inquiries to the specific Senior Procurement Agent may be grounds for elimination from the selection process.

1.9   Information and materials submitted in response to this Solicitation may be considered public records subject to disclosure under the Colorado Open Records Act ("CORA"), C.R.S. §§ 24-72-200.1 to -205.5. Information and materials that Supplier believes are confidential and not subject to disclosure under CORA must be submitted separately with a citation to the section of CORA and any other relevant law under which Supplier believes they are confidential. The District, not Supplier, shall determine whether information and materials so identified will be withheld as confidential, but will inform Supplier in advance of disclosure to give it an opportunity to take legal action to protect its interests vis-à-vis the party making the CORA request.

1.10 Proposals shall contain a signature of an authorized representative in the space provided on the Proposal Certification Form. Failure to properly sign proposal form may invalidate the response.

1.11   The accuracy of the RFP is the sole responsibility of the Supplier. No changes in the proposal shall be allowed after the submission deadline, except when the Supplier can show clear and convincing evidence that an unintentional factual mistake was made, including the nature of the mistake.

1.12   The awarded Supplier is not permitted to transfer any interest in the project whether by assignment or otherwise, without prior written consent of the District's Procurement Service Center.

1.13   This solicitation does not commit the District to pay any costs incurred in the preparation of a proposal, submission of sample materials or the return shipping of sample materials. There is no expressed or implied obligation for the District to reimburse responding Suppliers for any expenses incurred in the preparing proposals in response to this request.

1.14   Supplier must note in the solicitation response any intent to use subcontractors. The subcontractor's name, address, phone number and three (3) client references along with the type of work to be performed must be included. Use of subcontractors may be considered as a factor in the District's evaluation process. If the Supplier fails to notify the District of its intent to use subcontractors in the proposal submittal, the proposal may be considered a void offer. The Supplier agrees that it is fully responsible to the District for the acts or omissions of its subcontractors or any persons employed by them, in the same way as it is for the acts and omissions of persons directly employed by the Supplier. Nothing contained in the contract or any subcontract shall create any contractual relation between any subcontractor and the District.

1.15   Responses to this RFP will be independently evaluated by an evaluation committee to be established for such purpose.

1.16   Only the names of the companies submitting proposals will be disclosed prior to the completion of Agreement negotiations.

1.17   Proposals submitted will be evaluated using pre-determined objective rating criteria. Those that are clearly non-responsive to the stated requirements may be eliminated prior to the evaluation. Prior to proposal submission, Suppliers are encouraged to check the BidNet website to ensure additional requirements are incorporated into its submissions.

1.18   The District reserves the right to negotiate further with one or more Suppliers or to request additional information. Should the District determine in its sole discretion that only one Supplier is fully qualified or that one Supplier is clearly more highly qualified than the others under consideration, an Agreement may be negotiated and awarded to that Supplier.

1.19   A submission of a proposal in response to this RFP is an offer to contract with the District based upon the terms, conditions, scope of work and specifications contained in this RFP.

1.20   In the event the District has reasonable grounds to believe that any individual assigned to perform work under RFP has a criminal record, is a registered sex offender, is under the influence of alcohol or other substance, has exhibited violence or based upon other information the District deems reliable; the District may exclude such individual from any school building or grounds or impose reasonable conditions upon such individual's presence upon any school premises. In the judgment of the District, if an Agreement cannot be performed because of such action, the Agreement may be terminated.

1.21   The initial agreement between the District and the awarded Supplier is planned to commence on July 1, 2020 and is planned to continue in full force and effect through and including June 30, 2030 unless earlier terminated by the District as provided in section 1.23 below.

1.22   Notwithstanding any other term or provision of this RFP, the District's obligations hereunder are expressly subject to its budgeting and appropriation of sufficient funds for each fiscal year (July 1 - June 30) the Agreement is in effect. In no event shall the District's obligations in the Agreement constitute a multiple-fiscal year direct or indirect debt or other financial obligation under Article X, Section 20(4)(b) of the Colorado Constitution.

1.23   Notwithstanding the planned term of an Agreement and/or any extensions thereof as provided above, the District may terminate the Agreement at any time in its sole discretion for any reason, with or without cause, upon written notice served on the Supplier no less than thirty (30) days prior to the date of termination. In the event of such early termination by the District, the Supplier shall be paid up to the date of termination for services performed under and in accordance with this Agreement.

1.24   Independent Supplier

1.24.1 The Supplier shall provide the services as an independent contractor of the District. As such, the Supplier shall have the right to determine how and by whom the services will be provided, subject to and consistent with the terms and conditions of this RFP.

1.24.2 The Supplier shall be exclusively responsible for: (a) all compensation, employment tax withholdings and payments, and all fringe benefits for its employees in full compliance with all applicable federal, state and local laws; (b) all insurance coverages and benefits for its employees in full compliance with all applicable federal, state and local laws, including but not limited to pension or retirement benefits, workers' compensation, unemployment compensation, and Social Security benefits; and (c) all payments to its

contractors and subcontractors for goods and/or services directly or indirectly related to this RFP.

1.24.3 Nothing in this RFP or as a result of this RFP shall be construed as creating a single enterprise, partnership, joint venture or employer-employee relationship between a future Supplier and the District. The future Supplier will not be considered a partner, agent or representative of the District and will not represent itself to be a partner, agent or representative of the District. The District is not a partner, agent or representative of any future Supplier and shall not represent itself to be a partner, agent or representative of the Supplier.

1.25   Certification Regarding Illegal Aliens

1.25.1 Supplier certifies, represents, warrants and agrees that it will not knowingly employ or contract with an illegal alien to provide services under this Agreement, and will not enter into an Agreement with a subcontractor that fails to certify to Supplier that the subcontractor will not knowingly employ or contract with an illegal alien to provide services under this Agreement. Supplier also certifies, represents, warrants and agrees that it will confirm the employment eligibility of all its employees who are newly hired for employment to provide services under this Agreement through Supplier's participation in either: (a) the E-Verify Program created under federal law and jointly administered by the Department of Homeland Security and the Social Security Administration; or (b) the Colorado Department of Labor and Employment Program ("Department Program") established pursuant to C.R.S. § 8-17.5-102(5)(c).

1.25.2 Supplier shall not use either the E-Verify Program or the Department Program procedures to undertake pre-employment screening of job applicants while this Agreement is being performed. If Supplier obtains actual knowledge that a subcontractor providing services under this Agreement knowingly employs or contracts with an illegal alien, Supplier shall notify the subcontractor and the District within three (3) days that Supplier has such actual knowledge, and terminate the subcontract within three (3) days of providing the notice if the subcontractor has not stopped employing or contracting with the illegal alien. Supplier shall comply with any reasonable request made by the Department of Labor and Employment during an investigation undertaken pursuant to the authority of C.R.S. § 8-17.5-102(5). If Supplier participates in the Department Program, it shall: (a) notify the District and the Department of Labor and Employment of such participation as required by law; and (b) within twenty (20) days after hiring an employee to provide services under this Agreement, provide to the District a written notarized copy of an affirmation that it has examined the legal work status of such employee, retained file copies of the documents required by 8 U.S.C. § 1324a, and not altered or falsified the identification documents for such employee.

1.26   Qualifications of Supplier. The District may make such reasonable investigations as deemed proper and necessary to determine the ability of the Supplier to perform the work and the Supplier shall furnish to the District all such information and data for this purpose as may be requested. The District further reserves the right to reject any proposal if the evidence submitted by, or investigations of, such Supplier fails to satisfy the District that such Supplier is properly qualified to carry out the obligations of the Agreement and to complete the work/furnish the item(s) contemplated therein.

1.27   Warranty/Guarantee Laws and Regulations. By acceptance of an Agreement as a result of this RFP, in addition to the guarantees and warranties provided by law, Supplier expressly guarantees and warrants as follows:

   1.27.1 That the articles to be delivered hereunder will be in full conformity with the specifications or with the approved sample submitted, and agreed that this warranty shall survive acceptance of delivery and payment for the articles and that the Supplier will bear the cost of inspecting and/or testing articles rejected.

   1.27.2 That the articles to be delivered hereunder will not infringe on any valid patent, trademark, trade name, or copyright, and that the Supplier will, at his own expense, defend all actions or suits charging such infringement. The Supplier will save and hold harmless Poudre School District, its Board of Education, officers, employees, agents, and representatives from any and all claims, losses, liabilities and suits arising there from.

   1.27.3 That the articles to be delivered hereunder will be manufactured, sold and/or installed in compliance with the provisions of all applicable Federal, State and Local laws and regulations.

   1.27.4 That nothing contained herein shall exclude or affect the operation of any implied warranties otherwise arising in favor of Poudre School District.

1.28   Miscellaneous

   1.28.1 Once the evaluation is complete and the Intent to Award has been issued to the recommended Supplier, the recommended Supplier will work with the District's Contract Administrator to successfully negotiate an Agreement.

   1.28.2 Governing Law. An Agreement resulting from this RFP shall be governed by and construed in accordance with the laws of the State of Colorado. Venue for any and all legal action regarding or arising out of transactions covered herein shall be solely in the District Court in and for Larimer County, State of Colorado.

   1.28.3 Equal Opportunity. The successful Supplier will agree not to refuse to hire, discharge, promote, demote, or to otherwise discriminate in matters of compensation against any person otherwise qualified solely because of race, creed, sex, national origin, ancestry or physical handicap.

1.28.4 Appeal of Award. Supplier may appeal the award by submitting, in writing, a request for re-consideration to the District's Procurement Services Manager within (72) hours after the receipt of the notice of award.

1.28.5 In the event the awarded Supplier defaults on its Agreement or the Agreement is terminated for cause due to performance, the District reserves the right to re-procure the products and/or services from the next highest scoring Supplier or from other sources during the remaining term of the terminated or defaulted Agreement. Under this arrangement, the District shall charge the awarded Supplier any differences between its price and the price to be paid to the next highest scoring supplier, as well as, any costs associated with the re-solicitation effort which resulted from such default or termination.

1.29 Any response which fails to conform to the material requirements of this Solicitation may be rejected as nonresponsive. Offers which impose conditions that modify material requirements or any terms and conditions of the Solicitation, no matter how slight may be rejected. Suppliers will not be given an opportunity to correct any material nonconformity. Any deficiency resulting from a minor informality may be cured or waived at the sole discretion of the Procurement Services Manager.

For the purposes of solicitation evaluation, Supplier must indicate any variances within their response to the specifications and terms and conditions, no matter how slight. If variations are not stated in the Supplier's response, it shall be construed that the proposal fully complies with the specifications and terms and conditions. Notwithstanding the above, it is hereby agreed and understood the District reserves the right to reject these variations if they individually, or as a whole, do not meet the standards established in the specifications.

Modifications to this RFP document and/or exhibit will not be considered valid and may be cause for disqualification.

2.0 **SPECIAL CONDITIONS**

2.1 The curriculum, instructional materials and services must be aligned to the Colorado Academic Standards.

2.2 The curriculum, instructional materials and services must produce evidence of usability and efficacy with a full range of students (i.e., advanced learners, English language learners and students with disabilities).

2.3 The curriculum, instructional materials and services must provide all students with rich learning experiences that build critical knowledge and skills fostering readiness for college and career.

2.4 The instructional materials and services may include technology and online resources calculated to enhance student learning.

2.5   Training and information must be furnished that enable the District to provide job-embedded supports (i.e., observation and feedback, coaching, technical expertise, etc.) to assist its teachers in using the instructional materials and accessing the instructional services in a manner that meets the diverse needs of the students they teach.

2.6   Professional learning opportunities and resources must be provided to support teachers at all levels of knowledge and experience in successfully implementing the curriculum and continuously improving their methods to drive student achievement throughout the 10-year period the District plans to use the curriculum, instructional materials and services.

2.7   Evaluating teachers may pilot the top scoring programs in their classrooms. The pilot period, if needed, will take place between August 2019 and January 2020. Suppliers agree to make available to teachers the grade level appropriate teacher materials and enough student materials (textbooks and digital online access) to successfully complete a pilot. Suppliers also agree to provide appropriate training on how to use the materials prior to the pilot period and will work with the District's Information Technology staff to ensure student and teacher access to digital materials.

2.8   The Supplier with whom the District contracts must ensure that the instructional materials are delivered to the District on or before June 2020, and that the District is able to acquire additional instructional materials to accommodate increases in student enrollment over the 10-year period it plans to use the materials. The Supplier with whom the District contracts must also ensure that the instructional services are accessible by the District on or before June 2020 and continuing throughout the 10-year period the District plans to use the services, with allowances for increases in student enrollment.

3.0   **SCOPE OF WORK**

As set forth in more detail below, the District is requesting from each Supplier in response to this RFP: (a) a written proposal for a secondary (grades 6-12) reading intervention assessment curriculum with instructional materials and services; (b) written Supplier profile; and (c) sample materials and access to online services associated with Supplier's curriculum, which will be reviewed by District staff during the proposal consideration period.

3.1   Supplier proposals shall provide the following for secondary reading intervention assessment and curriculum with instructional materials:

   3.1.1   The proposal should include diagnostic/formative assessments that can be given at minimum three (3) times a year.

   3.1.2   Reading assessments should provide analyses based on standards/skills and level of mastery with suggestions to teachers for next steps in lesson planning. A list of leveled readers including one (1) or more of the following measures: Fountas & Pinnell, age, Grade Level Equivalency, Lexiles, ZPD Ranges, ATOS, DRA, Reading Recovery, etc. Supplier should provide a list of level readers and measure(s) within their response.

3.1.3   Reporting and Data management - With the goal of guiding classroom instruction, curriculum development, and instructional supports, the Assessment System described in this RFP must provide educators with general and skills-specific student performance results, including standard/skill analysis reports, in a timely fashion that enables educators to adjust instruction as needed. This information must be user-friendly, flexible, modifiable, and readily and easily accessible. Immediate results for the selected response items preferred. Data management should be as user friendly or automated as possible. Suppliers shall provide documentation, print screens, and/or print outs of sample reports and data management tools within their response.

3.1.4   Types of Reports:

3.1.4.1 Proposals should include a list of the reports currently available within the proposer's application, i.e., screenshots of the various reports.

3.1.4.2 Reports will display overall assessment performance as well as strengths and weaknesses relative to the specific Colorado State Standards. Please describe costs and specialized processes, if a special data load must be included to allow assessment results reported based on Colorado State Standards.

3.1.4.3 Skill/standard or item analysis reports should be available at the student, class, building, and district levels.

3.1.4.4 A screening report, or some report showing the State of Colorado based performance level of students should be available.

3.1.4.5 Reports need to be available on individual assessments and across assessments (longitudinal/growth) throughout the school year relative to skills and performance. For example, if three (3) Benchmarks are proposed, summary reports should display student performance across the three benchmarks at the student, class, building, and district levels.

3.1.4.6 Student longitudinal reporting should be available. Student reports indicating overall performance and performance relative to skills will be maintained across grades and for each school a student attends. For example, with longitudinal reporting, a teacher planning for his/her class before school begins in September can examine the performance on the previous years' Benchmarks of students in his/her incoming classes. Growth reports should be based on student growth percentiles, if possible.

3.1.4.7 The system must be able to archive reports each year so that educators may review historical reports based upon class and school configurations in previous years.

3.1.5 A technical manual describing the Diagnostic/Formative assessments, including research covering the frequency distributions, means, standard deviations, standard errors of measurement, reliability and validity analysis, and the relevant item statistics, should be provided within Supplier's response.

3.2 Supplier proposals shall provide the following for Secondary Reading Intervention Assessment and Curriculum with Instructional Materials and Services:

3.2.1 A title and description of the instructional materials for use by students and teachers, including student editions and teacher editions.

3.2.2 ISBN numbers (where applicable).

3.2.3 Provide pricing for the District's initial purchase of instructional materials for the number of teachers and students in the table below. The quantities listed are estimates and do not obligate the District to purchase the quantities listed. The District reserves the right to adjust or reduce the quantities ordered in conjunction with this solicitation.

Middle Schools (10 schools)	Number of Students/Teachers
1 Teacher per middle school	10 teachers
35 students per grade (6, 7, 8) per school	105 students per school; 1050 total middle school students on READ plans
High Schools (4 schools)	
1 Teacher per high school	4 teachers
35 students per grade (9 & 10) per school	70 students per high school; 280 total high school students

3.2.4 A description of the technology and online resources for use by students and teachers.

3.2.5 Provide price for District's initial purchase of technology and online resources for use by students and teachers.

3.2.5.1 Provide pricing structure for subsequent purchases of instructional materials, technology and online resources to accommodate increases in student enrollment during the 10-year period the District plans to use the materials. The District requires access to the materials during the 10-year period.

3.2.5.2 Provide your most competitive shipping quote for the instructional and technology materials. The District reserves the right to utilize a third-party carrier for shipment of awarded and ordered materials.

3.2.6 A detailed description of all training, resources and professional learning opportunities available to the District and its teachers to support the curriculum implementation and use of related instructional materials, technology and online resources during the 10-year period the District plans to use them.

3.2.7 Provide price for training, resources and professional learning opportunities referenced in section 3.2.6 of this RFP.

3.2.8 Statement as to whether Supplier intends to use one (1) or more subcontractors or third parties in connection with its provision of materials and/or services included in its response to this RFP. For each such subcontractor and third party, Supplier shall: (a) provide its name, address, telephone number and e-mail address; and (b) describe the work it will perform.

3.3 Supplier proposals shall include the following information:

3.3.1 Full legal name of business as it appears on IRS Form W-9, as well as any other names under which Supplier does business.

3.3.2 A description of Supplier's business and organization, including: (a) products and services offered; (b) address of headquarters and location of branch offices; (c) number of employees; and (d) number of years Supplier has been in business.

3.3.3 Supplier's website address/Internet URL.

3.3.4 First and last name, telephone number and e-mail address of the employee within Supplier's organization designated as the District's primary contact with respect to this RFP and Supplier's response thereto.

3.4 Supplier shall provide the following for review by District staff during the proposal consideration period:

3.4.1 For non-digital instructional materials, one (1) English language student edition set (per grade level) of instructional materials and one (1) English language teacher edition set of instructional materials

3.4.2 Access to online resources and/or software for use by students and teachers in connection with the instructional materials. Access will be required for (20) teacher reviewers and (100) student reviewers.

3.4.3 Access to the training, resource and professional learning materials and services that support the curriculum implementation and use of Supplier's related instructional materials, online resources and software.

4.0   AGREEMENT TERMS

4.1   Successful award is contingent upon a successfully negotiated and executed Agreement. A sample District Agreement is included in this RFP as Exhibit A.

Any response which fails to conform to the material requirements of this Solicitation may be rejected as nonresponsive. Offers which impose conditions that modify material requirements or any terms and conditions of the Solicitation, no matter how slight may be rejected. Suppliers will not be given an opportunity to correct any material nonconformity. Any deficiency resulting from a minor informality may be cured or waived at the sole discretion of the Procurement Services Manager.

For the purposes of solicitation evaluation, Supplier must indicate any variances within their response to the specifications and terms and conditions, no matter how slight. If variations are not stated in the Supplier's response, it shall be construed that the proposal fully complies with the specifications and terms and conditions. Notwithstanding the above, it is hereby agreed and understood the District reserves the right to reject these variations if they individually, or as a whole, do not meet the standards established in the specifications.

Modifications to this RFP document and/or exhibit will not be considered valid and may be cause for disqualification.

4.2   If the Supplier selected by the District offers a component which collects, maintains or uses student personally identifiably information, as defined in Colorado State Statue §§22-16-103(13), through the use of an internet website, online service, online application or mobile application, they will be required to sign District Agreement which includes language to meet compliance with Colorado State Statute §§22-16-101 *et seq.* A sample of the Agreement is attached herein attached as Exhibit A.

4.2.1   If selected, the Supplier will be required to provide at a minimum:

4.2.1.1   All data elements and the purpose for collecting the data which are generated, collected, maintained or inferred, that the Supplier collects regardless of whether it is initially collected or ultimately held individually or in the aggregate, in a format understandable to the layperson.

4.2.1.2   All third-party Suppliers and their purpose, to which the Supplier shares student personally identifiable information, including those who receive data in an encrypted format.

4.2.1.3   Agreement to comply with maintaining a comprehensive information security program that is reasonably designed to protect the security, privacy, confidentiality and integrity of student personally identifiable information, that are no less rigorous than those outlined in CIS Top 20 Security Controls, National Institute of Standards and Technology ("NIST") SP 800-88 Guidelines for Media Sanitization and NIST Special Publication 800-57, as recommended best practices by the U.S. Department of Education.

5.0 REVIEW AND ASSESSMENT

5.1   Instructional Materials will be evaluated on the following rubric. Separate criteria may be the basis for review of the written proposals and interview session.

5.1.1   The rating scale shall be from 0 to 2, with 0 – Not Evident, 1 – Partially Evident, 2 Evident and Well Supported. Proposal will be evaluated on the body of evaluation evidence that includes, but is not limited to, the cumulative point system referenced here.

Criteria	Score 0-2
1. The Reading assessment/intervention program submitted is designed for students grades 6-12 that will help them master the content outlined in the Colorado State standards; the program includes a user-friendly interface that allows students to move through the program step-by-step.	
2. The program contains grade 6-12 Reading performance assessments with normative score data, with the potential for predictive alignment to State Standards and assessments.	
3. The Assessment System allows progress monitoring for MTSS and Reading Intervention. The system provides progress reporting on individualized academic plans.	
4. The Assessment System provides educators with ongoing and timely diagnostic/formative assessment information needed to differentiate instructional support for students, better target classroom instruction, plan curriculum, and monitor student learning and progress over time.	
5. Instructional resources to help teachers in instructional planning based on student performance are available through the Assessment System. Lists of age-appropriate leveled readers and other reading resources related to reading performance and subsequent instruction are desired.	
6. Results provide actionable student-friendly/understandable feedback directly to students.	
7. Student results from selected response assessments are viewable in the system quickly/ immediately and available at all levels for data analysis (student, class, school, district). If integral to accurate data analysis, test validity information needs to be included for accurate use of valid data.	
8. The Assessment System include data analysis tools allowing District staff to query the formative, summative and customized assessment results. Demographic student/staff and assessment data can be exportable from the system in multiple formats (i.e., PDF, MS Excel, CSV, TXT, etc.).	
9. Static and live student reports are available to give school and district staffs multiple ways to view student, class/teacher, district reports to inform instruction, professional development, and curriculum. Reporting allows staff to regroup students by performance level.	
10. The Assessment System is web-based/online. Assessment is computer adaptive: i.e., as a student answers questions correctly the system adapts the types of questions presented to the ability level of the student.	
11. The proposal includes a professional development plan that supports the implementation of the assessment and instructional program. Instructional professional development is research-based.	

5.2   District staff shall review the written Supplier proposals, profiles, sample instructional materials, online resources, software, training, and professional learning materials and services submitted in response to this RFP during the proposal consideration period commencing August 2019 and continuing through and January 2020. During the proposal consideration period, questions may be asked of and additional information may be requested from individual Suppliers by the Procurement Agent or designee and select Suppliers may be asked to give presentations to District staff regarding their RFP responses.

5.3   Sample materials will be returned to Supplier after the conclusion of the proposal consideration period, at Supplier's request, upon Supplier's arrangements acceptable to the District for payment of shipping and all other return fees and costs, with no expense to the District. Include a comprehensive list of all the materials submitted for evaluation in your proposal. An electronic copy or hard copy of the sample materials must be furnished to the District for our permanent records at no expense. Requests must be made in writing to: Kelly Wooden, kwooden@psdschools.org and copy Dave Lawrence dlawrence@psdschools.org

5.4   After January 2020, the District may select one (1) or more Suppliers with which it wishes to contract for the curriculum with instructional materials and services. The selected Supplier's provision of such curriculum, instructional materials and services is subject to and conditioned on: (a) Agreement by the District and Supplier regarding the terms of a written Agreement between the parties, including but not limited to the terms specified in Exhibit A of this RFP; (b) negotiation of Agreement; and (c) execution of the written Agreement by authorized representatives of the District and Supplier.

5.5   This RFP does not commit the District to select or contract with any Supplier that provides a response, or to pay any costs incurred by Suppliers in responding to the RFP or negotiating an Agreement. The District reserves the right to reject any and all responses to this RFP at any point in the process, to waive any irregularities and/or informalities with respect to the RFP procedures and deadlines, and to select the Supplier whose response it deems in its sole discretion to be in the best interest of the District.

5.6   The District may at its discretion, elect to interview one (1) or more Suppliers that submit a proposal, but is not required to do so.

5.7   The determination of whether to conduct interviews with the finalists shall be made by the District based solely on its determination of whether interviews would be helpful in evaluating the proposals.

5.8   Any Supplier selected for an interview will be expected to make an introductory presentation followed by a question and answer period at a Poudre School District location in Fort Collins, CO 80521. The exact location will be determined and announced to selected Supplier(s). The District will not reimburse any travel related or other expenses related to an interview.

6.0   __INSURANCE__

Supplier shall procure and maintain the required insurance specified below for the duration of this Agreement, which insurance shall be written for not less than the amounts specified or greater if required by law. Specified coverages and amounts may be provided by a combination of a primary policy plus an umbrella or following form excess policy. If not otherwise required by law, lower amounts may be acceptable upon review and written approval by the District's Director of Records and Risk Management. All insurance shall be with a carrier licensed in the state of Colorado and shall have a minimum A.M. Best rating of A- VII. Supplier shall furnish the District's Director of Records and Risk Management with certificates of the required insurance prior to the District's approval and signing of this Agreement, and with renewal certificates prior to the expiration of any required insurance that expires during the term of this Agreement. Certificates of Insurance and all communication regarding insurance shall be sent to:

> Poudre School District
> Attention: Risk Management
> Email: risk@psdschools.org (preferred method of communication)
> 2407 Laporte Ave
> Ft. Collins, CO 80521

Any insurance and/or self-insurance carried by the District is excess of the coverage extended to the District by Supplier. Supplier shall provide at least thirty (30) days' advance written notice to the District prior to cancellation, change of coverage, or non-renewal. The insurance requirements specified in this section 6.0 shall not reduce the indemnification liability that Supplier has assumed in section 6.1.

Commercial General Liability

Minimum Limits
     a.   Each Occurrence Bodily Injury & Property Damage $1,000,000
     b.   General Aggregate $2,000,000
     c.   Products/Completed Operations Aggregate $1,000,000
     d.   Personal/Advertising Injury $1,000,000
     e.   Coverage must be written on an "occurrence" basis.
     f.   Poudre School District R-1 and its elected officials, employees, agents, and volunteers shall be named as an additional insured and shall be insured to the full limits of liability purchased by the Supplier even if those limits of liability are in excess of those required by this Agreement.

Technology Errors and Omissions Liability (Professional Liability, including Network Security and Privacy Liability)

Minimum Limits
     a. Per Loss $1,000,000
     b. Aggregate $1,000,000
     c. Liability extends for a period of three (3) years beginning at the time work under this Agreement is completed. Supplier shall maintain continuous coverage, as required by the Agreement, for this period.
     d. The policy shall provide a waiver of subrogation in favor of Poudre School District R-1.

The insurance shall provide coverage for:

a. Liability arising from theft, dissemination and/or use of confidential information (defined term including but not limited to bank account, credit card account, personal information such as name, address, social security numbers, etc. information) stored or transmitted in electronic form.
b. Network Security Liability arising from the unauthorized access to, use of or tampering with computer systems including hacker attacks, inability of an authorized third party to gain access to Supplier's services including denial of service, unless caused by a mechanical or electrical failure.
c. Liability arising from the introduction of a computer virus into, or otherwise causing damage to, a District or third person's computer, computer system, network, or similar computer related property and the data, software, and programs thereon.

Crime Coverage (for agreements allowing privileged access to network systems, valuable property or sensitive data)

<u>Minimum Limits</u>
    Per Loss $1,000,000

The policy shall include:

a. Coverage for all directors, officers, agents, and employees of the Supplier.
b. Employee dishonesty, forgery and alteration, monies and securities, and computer (cyber) crime.
c. Extended theft and mysterious disappearance.
d. The policy shall not contain a condition requiring an arrest and conviction.
e. Policy must be endorsed to cover Third Party Fidelity and include Poudre School District R-1 as a Loss Payee

6.1   **Indemnification.** The Supplier shall indemnify and hold harmless the District and the District's Board members, employees, representatives and agents from and against any and all liability arising from any suit, action, grievance, charge or proceeding brought in connection with or related to: (a) the Supplier's operations; (b) the Supplier's provision of the Services; (c) the Supplier's actual or alleged infringement of any third party's patent or copyright; and/or (d) the conduct of any of the Supplier's employees, volunteers, agents or representatives. The indemnification and hold harmless obligation hereunder shall include all attorney fees, costs and expenses incurred by the District and/or the District's Board members, employees, representatives and/or agents in defense of said suits, actions, grievances, charges and/or proceedings. Nothing in this section 6.1 or otherwise in this Agreement shall be construed in any way or applied in any manner as a compromise or waiver of the District's rights and protections under the Colorado Constitution or the Colorado Governmental Immunity Act.

7.0 <u>PROPOSAL CERTIFICATION FORM</u>   Secondary Reading Intervention Assessment
                                                                and Curriculum with Instructional Materials and Services
                                                                                                        RFP# 20-630-002

The District will only accept and consider electronically submitted proposals from Suppliers, which must be submitted and received in the www.bidnetdirect.com electronic solicitation portal on or before **Tuesday, August 20, 2019 2:00 p.m. MST.**

The sample instructional materials and access to online resources, software, training and professional learning materials and services, all as requested in Section 3.0 of this RFP must be physically received on or before **2:00 p.m. MST on Tuesday, August 20, 2019 and shall be in a sealed packaged and marked RFP# 20-630-002 Secondary Reading Intervention Assessment Curriculum with Instructional Materials and Services** and mailed or delivered to:

> Poudre School District R-1
> **Curriculum, Instruction and Assessment**
> **Attn: David Lawrence – RFP# 20-630-002 – Secondary Reading Intervention**
> 1502 South Timberline Road
> Fort Collins, CO 80524

The undersigned hereby affirms that:

- Agent is a duly authorized agent of the company issuing this proposal and that all information provided in the proposal is true and accurate.

- Supplier has read the conditions and technical specifications, which were made available to the company in conjunction with this RFP, and fully understands and accepts these terms unless specific variations have been expressly listed in the proposal.

- Supplier will adhere to all terms and conditions and provide, at a minimum, all services as expressed in the RFP and/or the company's proposal responding to the RFP.

- Supplier meets or exceeds all the required criteria as specified by this RFP, or if not, has submitted a Justification for Consideration addressing any failure to meet the criteria.

- Supplier's proposal is being offered independently of any other Supplier and in full compliance with the terms specified in the RFP.

- Supplier will accept any awards made to it, contingent on Agreement negotiation, as a result of this RFP for a minimum of ninety (90) calendar days following the date and time of the RFP opening.

Supplier Name: _____

Signature of Authorized Agent: _____

Printed Name: _____

Title:_____

E-mail address: _____

Phone Number: _____

Contact Person: _____   **Phone Number:** _____

Contact Email: _____
(If different from Agent)

NOTE: Proposals submitted without the signature of an authorized agent of the Supplier may be considered non-responsive.

8.0   REFERENCES

List three (3) references for which your company has completed similar materials/services for projects of similar scope. Colorado K-12 public school references are preferred, if available.

8.1   Organization Name _____

Address   _____

Contact Person   _____

Telephone   _____

Email   _____

Describe type of work/service performed or items supplied _____

_____

8.2   Organization Name _____

Address   _____

Contact Person   _____

Telephone   _____

Email   _____

Describe type of work/service performed or items supplied _____

_____

8.3   Organization Name _____

Address   _____

Contact Person   _____

Telephone   _____

Email   _____

Describe type of work/service performed or items supplied _____

_____

9.0 **MODEL FORMAT OF PROPOSAL**

To simplify the review process and obtain the maximum degree of comparability, proposals should be organized in a manner specified by this RFP as follows:

9.1 **Title Page**

    9.1.1 Show the RFP subject, the name of the proposing Supplier, local address, telephone number, name of the contact person, and the date. Show the state and address that the principal place of business resides. **Include a comprehensive list of the materials submitted for evaluation (Section 5.3).**

9.2 **Table of Contents**

    9.2.1 Include a clear identification of the material by section and by page number

9.3 **Letter of Transmittal** – Limit to three (3) pages.

    9.3.1 Briefly state the proposers understanding of the work to be done. Make a positive statement that deadlines specified in the RFP will be met

    9.3.2 Briefly provide your company's background. The District reserves to request financial information during the evaluation

    9.3.3 State the names of the persons who will be authorized to make representations for the proposer, their titles, addresses, and telephone numbers

9.4 **Proposer's Approach**

    9.4.1 Submit a plan to accomplish the scope defined in section 3.0 Scope of Work and respond to the requirements found in section 4.0 - Agreement Terms and Exhibit A - Sample Agreement

9.5 **Cost Component of Proposal**

    9.5.1 Submit the information requested in section 3.0 of this RFP and supplemental quote(s) for the referenced materials and shipping costs

9.6 **Proposal Certification Form**

    9.6.1 Submit the completed form in section 7.0

9.7 **Reference Form**

    9.7.1 Submit the completed form in section 8.0

CURRICULUM SERVICES AGREEMENT
BETWEEN {CONTRACTOR}
AND POUDRE SCHOOL DISTRICT R-1

This Curriculum Services Agreement ("Agreement") is entered into this ____ day of {DATE}, by and between Poudre School District R-1 ("District") and {CONTRACTOR NAME} ("Contractor"). The District and the Contractor are collectively referenced herein as the "parties." In consideration of the mutual covenants and promises contained in this Agreement, the sufficiency of which is hereby acknowledged, the parties agree as follows:

1. **Term of Agreement.**

    1.1.   This Agreement shall commence on the date first set forth above and continue through and including {DATE}, unless earlier terminated as provided herein.

    1.2.   Notwithstanding any other term or provision of this Agreement, the District's obligations hereunder are expressly subject to its budgeting and appropriation of sufficient funds for each fiscal year (July 1 - June 30) an Agreement is in effect. In no event, shall the District's obligations in an Agreement constitute a multiple-fiscal year direct or indirect debt or other financial obligation under Article X, Section 20(4)(b) of the Colorado Constitution.

    1.3.   **Termination For Cause.** Notwithstanding the provisions of section 1.2 above, if either party is in breach of an obligation or covenant under this Agreement the non-breaching party may give written notice to the breaching party describing the breach and demanding that it be cured. If the breach is not cured within seven (7) days after the breaching party's receipt of said notice, the non-breaching party may immediately terminate the Agreement and avail itself of any and all remedies available at law or in equity.

    1.4.   **Termination Without Cause.** Notwithstanding the provisions of sections 1.2 and 1.3 above, the District or the Contractor may terminate this Agreement at any time in its sole discretion for any reason, with or without cause, by giving the other party thirty (30) days' advance written notice of the termination.

2. **Deliverables and Purchase Price.**

    2.1.   {DELIVERABLES AND SERVICES}

    2.2.   {TOTAL COST}

    2.3.   Access to Services shall be available for a ten (10) year subscription.

    2.4.   Additional Services may be purchased at the prices listed in Exhibit {XX} for the full length of the contract.

    2.5.   Contractor shall ensure teacher Materials are shipped to be received no later than {DATE}.

2.5.1. Contractor shall separate and bundle Materials by District School for shipment.

2.6. Contractor shall ensure grade-level classroom Materials are shipped to be received no later than {DATE}.

2.6.1. Contractor shall separate and bundle Materials by District School for shipment.

2.7. Contractor shall provide support for implementation of Services during the first year, at no cost for the following:

2.7.1. {PROFESSIONAL DEVELOPMENT SERVICES}

2.8. The Contractor grants the District a non-exclusive, non-transferable, non-sublicenseable license to access and use, and permit authorized users to access and use the Services solely in the United States during the term of the Agreement.

2.9. The District shall access and use the Services solely for non-commercial instructional and administrative purposes within the District. Further, the District shall not, except as expressly authorized or directed by the Contractor: (a) copy, modify, translate, distribute, disclose or create derivative works based on the contents of, or sell, the Services, or any part thereof; (b) decompile, disassemble or otherwise reverse engineer Services or otherwise use the Services to develop functionally similar products or services; (c) modify, alter or delete any of the copyright, trademark, or other proprietary notices in or on the Services; (d) rent, lease or lend the Services or use the Services for the benefit of any third party; (e) avoid, circumvent or disable any security or digital rights management device, procedure, protocol or mechanism in the Services; or (f) permit any authorized user or third party to do any of the foregoing. The District also agrees that any works created in violation of this section 2.10 are derivative works, and, as such, the District agrees to assign, and hereby assigns, all right, title and interest therein to the Contractor.

2.10. The District agrees, subject to the limited rights expressly granted hereunder, that all rights, title and interest in and to all Services, including all related IP Rights, are and shall remain the sole and exclusive property of Contractor or its third-party licensors. "IP Rights" means, collectively, rights under patent, trademark, copyright and trade secret laws, and any other intellectual property or proprietary rights recognized in any country or jurisdiction worldwide. The District shall notify Contractor of any violation of Contractor's IP Rights in the Services, and shall reasonably assist Contractor as necessary to remedy any such violation. Contractor Services are protected by patents.

2.11. The District understands and agrees that its students' access to and use of the Services under this Agreement requires that it disclose confidential student records and information, as that term is defined below, to the Contractor. The Contractor understands and agrees that if it fails to comply with any of the requirements under sections 4, 5, 6 or 7 below at any time during or after the term of this Agreement the District may, as applicable, terminate the Agreement and/or disqualify the Contractor from future agreements with the District.

3. **Definitions.**

3.1. As used in this Agreement, "personally identifiable information" is defined as information (including metadata) that, alone or in combination, is linked or linkable to a specific student so as to allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty. Personally identifiable information includes but is not limited to: (a) the student's name; (b) the name of the student's parent or other family members; (c) the address or phone number of the student or student's family; (d) personal identifiers such as the student's social security number, student number or biometric record; and (e) indirect identifiers such as the student's date of birth, place of birth or mother's maiden name.

3.2. As used in this Agreement, "education records" is defined as records, files, documents and other materials that: (a) contain information directly related to a student; and (b) are maintained by the District, or by a party acting for the District such as the Contractor.

3.3. As used in this Agreement, "confidential student records and information" is defined as education records and personally identifiable information concerning District students, including but not limited to confidential student records and information disclosed to, collected by and/or generated by the Contractor. Confidential student records and information does not include "de-identified confidential student records and information," as defined in section 3.5 below.

3.4. As used in this Agreement, "collect" is defined as the gathering of data and other information by any means, including but not limited to the use of logs, cookies, tracking pixels, etc.

3.5. As used in this Agreement, "de-identified confidential student records and information" is defined as confidential student records and information from which all personally identifiable information, and the ability to determine any personally identifiable information, is removed.

3.6. As used in this Agreement, "securely destroy" is defined as removing confidential student records and information from the Contractor's systems, paper files, hard-copy and electronic records, databases and any other media regardless of format, in accordance with the standard detailed in the National Institute of Standards and Technology ("NIST") SP 800-88 Guidelines for Media Sanitization, so that the confidential student records and information are permanently irretrievable in the Contractor's normal course of business.

3.7. As used in this Agreement, "eligible student" is defined as a student who is at least 18 years of age or who is legally emancipated.

4. **Ownership of Confidential Student Records and Information.** All confidential student records and information shall remain the exclusive property of the District and all rights, title and interest in the confidential student records and information, including but not limited to intellectual property rights in the confidential student records and information, belong to and are retained solely by the District. The District hereby grants to the Contractor a limited, nonexclusive license to access, view, collect, generate and use confidential student

records and information solely for the purpose of performing its obligations under this Agreement.

5. **Security of Confidential Student Records and Information.**

5.1.   The Contractor shall store and process confidential student records and information in accordance with commercial best practices, including implementing appropriate administrative, physical and technical safeguards that are no less rigorous than those outlined in SANS Top 20 Security Controls, as amended, to secure such confidential student records and information from unauthorized access, disclosure, alteration and use. The Contractor shall ensure that all such safeguards, including the manner in which confidential student records and information is collected, accessed, used, stored, processed, disposed of and disclosed, comply with all applicable federal and state data protection and privacy laws, regulations and directives, including but not limited to Colorado's Student Data Transparency and Security Act, C.R.S. §§ 22-16-101 *et seq*. Without limiting the foregoing, and unless expressly agreed to the contrary in writing, the Contractor warrants that all electronic confidential student records and information will be encrypted in transmission and at rest in accordance with NIST Special Publication 800-57, as amended.

5.2.   The Contractor shall conduct periodic risk assessments and remediate any identified security vulnerabilities in a timely manner. The Contractor shall promptly notify the District in the event of: (a) any security or privacy breach concerning confidential student records and information; and/or (b) any use or disclosure of student personally identifiable information not authorized under this Agreement.

6. **Use of Confidential Student Records and Information.**

6.1.   Under the Agreement, Contractor may access, view, collect, generate and/or use confidential student records and information only under the following terms and conditions: (a) except as provided in section 6.2 below, Contractor shall not disclose confidential student records and information, in whole or in part, to any other party; (b) Contractor shall not use any confidential student records or information to advertise or market to students or their parents/guardians; (c) Contractor shall access, view, collect, generate and use confidential student records and information only to the extent necessary to perform its obligations under the Agreement; and (d) at the conclusion of the term of the Agreement the Contractor shall, as directed in writing by the District, initiate the process to either securely destroy all confidential student records and information in its possession, custody or control, or return such confidential student records and information to the District.

6.2.   Contractor may to the extent necessary to perform its obligations under the Agreement disclose confidential student records and information to subcontractors as identified in Exhibit {XX} ("Subcontractors"), hereinafter attached and made part of this Agreement, pursuant to written subcontracts specifying the purpose of the disclosure and providing that: (a) Subcontractors shall not disclose confidential student records and information, in whole or in part, to any other party; (b) Subcontractors shall not use any confidential student records or information to advertise or market to students or their parents/guardians; (c) Subcontractors shall access, view, collect, generate and use confidential student records and information only to the extent necessary to assist Contractor in performing its obligations under the Agreement; and (d)

at the conclusion of their work under their subcontracts Subcontractors shall, as directed by the District through the Contractor, either securely destroy all confidential student records and information in their possession, custody or control, or return such confidential student records and information to the District.

6.3.   Contractor and Subcontractors may use de-identified confidential student records and information for purposes of research, the improvement of its products and Services, and/or the development of new products and Services. In no event shall the Contractor or Subcontractors re-identify or attempt to re-identify any de- identified confidential student records and information.

6.4.   Contractor and Subcontractors shall promptly furnish to the District upon request all confidential student records and information they have collected and/or generated and not in the District's possession. Such requests may include but shall not be limited to those made in order to respond to parent/guardian and eligible student requests to inspect and review education records as authorized under the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA") and/or under the Colorado Open Records Act, C.R.S. §§ 24-72-200.1 *et seq.* ("CORA"). The District, not the Contractor or Subcontractors, shall respond to all parent/guardian and eligible student requests to inspect and review records, data and other information.

7.   **School Service Contract Provider.** Contractor is a "school service contract provider" under the Colorado Student Data Transparency and Security Act (the "Act"). Under the Act, a "school service contract provider" is defined as an entity (other than the Colorado Department of Education, a K-12 public education entity or an institution of higher education) that enters into a formal, negotiated contract with the District to provide a "school service." Under the Act, a "school service" is defined as an Internet website, online service, online application or mobile application that: (a) is designed and marketed primarily for use in a preschool, elementary school or secondary school; (b) is used at the direction of District teachers or other District employees; and (c) collects, maintains or uses confidential student records and information.

7.1.   As a school service contract provider under the Act, the Contractor has provided the following information attached Exhibit {XX} (a) the data elements of confidential student records and information that Contractor collects under the Agreement, regardless of whether the data elements are initially collected or ultimately held individually or in the aggregate using protocols that are effective for preserving the anonymity of each student included in the data; (b) the learning purpose for which Contractor collects the confidential student records and information; and (c) how the Contractor uses and shares the confidential student records and information. Contractor shall update this information as necessary to maintain accuracy.

7.2.   Contractor shall facilitate the District's access to and correction of any factually inaccurate confidential student records and information as required in response to correction requests from parents/guardians and eligible students.

8.   **Remedies.** If Contractor or Subcontractors fail to comply with any of the foregoing requirements in sections 4, 5, 6 or 7 at any time during or after the term of the

Agreement the District may, as applicable, terminate the Agreement and/or disqualify Contractor and any one or more of Subcontractors from future contracts and subcontracts with the District.

9. **Notices and Communications.** All notices and communications required or permitted under this Agreement shall be in writing and shall be: (a) sent via certified mail, return receipt requested and postage prepaid, to the address of the other party set forth below; or (b) sent via e-mail to the other party via the e-mail address set forth below.

> Poudre School District R-1
> Attn: Tracy Stibitz
> 2407 LaPorte Avenue
> Fort Collins, CO 80521
> E-mail: tstibitz@psdschools.org
>
> {VENDOR INFORMATION}

10. **General Provisions.**

10.1. **No Assignment.** The Contractor shall not assign this Agreement or any of its rights, interests or obligations under this Agreement without the prior written consent of the District, which consent may be withheld for any reason or no reason as determined by the District in its sole discretion.

10.2. **No Waiver.** The parties agree that no assent or waiver, express or implied, to any breach of any one or more of the covenants of this Agreement shall be construed as or deemed to be an assent to or a waiver of any subsequent breach.

10.3. **Conflict of Terms.** In the event of any conflict of terms found between this Agreement or any other terms and conditions, end user license agreements or privacy policies, the terms of this Agreement shall prevail.

10.4. **Amendment or Modification.** No amendment or modification of this Agreement shall be valid unless set forth in writing and executed by the District and the Contractor in the same manner and with the same formality as was done for this Agreement.

10.5. **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of Colorado.

10.6. **Insurance.** Contractor shall procure and maintain the required insurance specified below for the duration of this Agreement, which insurance shall be written for not less than the amounts specified or greater if required by law. Specified coverage and amounts may be provided by a combination of a primary policy plus an umbrella or following form excess policy. If not otherwise required by law, lower amounts may be acceptable upon review and written approval by the District's Director of Records and Risk Management. All insurance shall be with a carrier licensed in the state of Colorado and shall have a minimum A.M. Best rating of A- VII. Contractor shall furnish the District's Director of Records and Risk Management with certificates of the required insurance prior to the District's approval and signing of this

Agreement, and with renewal certificates as soon as reasonably practical following the expiration of any required insurance that expires during the term of this Agreement. Any insurance and/or self-insurance carried by the District is excess of the coverage extended to the District by Contractor. Contractor shall provide at least thirty (30) days' advance written notice to the District prior to cancellation or change of coverage. The insurance requirements specified in this section 10.6, shall not reduce the indemnification liability that Contractor has assumed in section 10.7 below.

Commercial General Liability

a. Each Occurrence Bodily Injury &
   Property Damage $1,000,000
b. Personal Injury $1,000,000
c. Products/Completed Operations Aggregate $1,000,000
d. General Aggregate $2,000,000
e. Coverage must be written on an "occurrence" basis.
f. Poudre School District and its elected officials and employees shall be included as additional insureds; copy of policy endorsement must be attached to the Certificate of Insurance.

Technology Errors & Omissions Liability including Network Security and Privacy Liability

a. Per Loss $3,000,000
b. Aggregate Limit $3,000,000

c. If policy is written on a claims-made basis, Contractor warrants that any retroactive date under the policy shall precede the effective date of this Agreement and that either continuous coverage will be maintained, or an extended discovery period will be exercised for a period of two (2) years beginning at the time work under this Agreement is complete. Contractor shall also maintain such insurance for an additional period of three (3) years following termination of the Agreement.
d. If policy is written on an occurrence form basis, Contractor shall maintain such insurance for an additional period of one (1) year following termination of the Agreement.

Workers' Compensation and Employers' Liability*

a. State of Colorado   Statutory
b. Employer's Liability $500,000 Each Accident
                                      $500,000 Disease – Policy Limit
                                      $500,000 Disease – Each Employee
c. Waiver of subrogation in favor of Poudre School District R-1; copy of policy endorsement must be attached to the Certificate of Insurance.
d. This requirement shall not apply if Contractor is exempt under the Colorado Workers' Compensation Act and if Contractor has a current Workers' Compensation Coverage

Rejection on file with the Colorado Department of Labor and Employment, Division of Worker's Compensation.

10.7. **Indemnification.** The Contractor shall indemnify and hold harmless the District and the District's Board members, employees, representatives and agents from and against any and all liability arising from any suit, action, grievance, charge or proceeding brought in connection with or related to: (a) the Contractor's operations; (b) the Contractor's provision of the Services; (c) the Contractor's actual or alleged infringement of any third party's patent or copyright; and/or (d) the conduct of any of the Contractor's employees, volunteers, agents or representatives. The indemnification and hold harmless obligation hereunder shall include all attorney fees, costs and expenses incurred by the District and/or the District's Board members, employees, representatives and/or agents in defense of said suits, actions, grievances, charges and/or proceedings. Nothing in this section 10.7 or otherwise in this Agreement shall be construed in any way or applied in any manner as a compromise or waiver of the District's rights and protections under the Colorado Constitution or the Colorado Governmental Immunity Act.

10.8. **No Third-Party Beneficiary.** Enforcement of the terms and conditions of this Agreement, and all rights of action relating to such enforcement, shall be strictly reserved to the District and the Contractor. Nothing contained in this Agreement shall give or allow any claim or right of action whatsoever by any third person other than the District or the Contractor. It is the express intent of the parties that any third person receiving services or benefits pursuant to this Agreement shall be deemed an incidental beneficiary only.

10.9. **Attorney Fees and Costs.** In the event it becomes necessary for either party to institute litigation or mutually agreed-upon arbitration proceedings to enforce any provision of this Agreement, the substantially prevailing party in such litigation or arbitration shall receive, as part of any judgment or award entered, its reasonable attorney fees and costs, including expert witness fees.

10.10. **Binding Effect.** This Agreement shall be binding upon and inure to the benefit of the parties and their respective heirs, legal representatives, successors and permitted assigns.

10.11. **Headings.** The headings used in this Agreement are for convenience only and shall have no effect upon the construction or interpretation of this Agreement.

10.12. **Entire Agreement.** This Agreement constitutes the entire agreement of the parties regarding the subject matter addressed herein and supersedes all prior agreements, whether oral or written, pertaining to said subject matter.

10.13. **Signatures.** This Agreement may be executed and delivered via portable document format (pdf), and the pdf signature of any party shall be considered valid, binding, effective and an original for all purposes.

10.14. **Warranty of Authority.** The individuals signing below represent and warrant that they have the authority to execute this Agreement on behalf of their respective organizations and bind their respective organizations to the terms of this Agreement.

THE REMAINDER OF THIS PAGE WAS INTENTIONALLY LEFT BLANK.

IN WITNESS WHEREOF, the District and the Contractor have signed this Agreement as of the date first set forth above.

{VENDOR}   POUDRE SCHOOL DISTRICT R-1

By:_____   By:_____

{NAME}   Sandra Smyser, Ph.D.
{TITLE}   Superintendent

                                            By:_____

                                            Robert Beauchamp
                                            Director of Curriculum, Instruction and
                                            Assessment

Exhibit B

Poudre School District R-1

RFP #20-630-002
Secondary Reading Intervention Assessment Curriculum with Instructional Materials and Services

Houghton Mifflin Harcourt Publishing Company
1900 South Batavia Avenue
Geneva, Illinois 60134

Corporate Headquarters:
125 High Street
Boston, Massachusetts 02110

Katie Arace
Account Executive

Phone: 860-338-5426 • Email: Katie.Arace@hmhco.com

August 20, 2019

National Sample Box:
Read 180
System 44

P o u d r e   S c h o o l   D i s t r i c t   R - 1 ,   C O
S e c o n d a r y   R e a d i n g   I n t e r v e n t i o n   A s s e s s m e n t   C u r r i c u l u m
w i t h   I n s t r u c t i o n a l   M a t e r i a l s   a n d   S e r v i c e s ,   R F P   # 2 0 - 6 3 0 - 0 0 2
T a b l e   o f   C o n t e n t s

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August 16, 2019

Mr. David Lawrence, Curriculum and Instruction Chair
Poudre School District R-1
1502 South Timberline Road
Fort Collins, CO 80524

Dear Mr. Lawrence:

Houghton Mifflin Harcourt (HMH) is pleased to present our response to Poudre School District R-1's Request for Proposal (RFP) #20-630-002 for Secondary Reading Intervention.

HMH understands the District's need for a standards-aligned reading intervention and assessment curriculum with a comprehensive system for data analysis and reporting. In response, HMH has designed a multi-tiered solution for Poudre School District that will accelerate the achievement of students in Grades 6–12. HMH is ready to meet and exceed the District's expectations with the **READ 180 Universal** intervention program for Tier 2, **System 44 Next Generation** intervention program for Tier 3, and coordinated professional services.

READ 180 Universal and **System 44 Next Generation** deliver the individualized instruction, practice, and application opportunities that will boost the proficiency, performance, and confidence Poudre School District's students.

- The **READ 180 Universal** and **System 44 Next Generation** programs have a blended learning approach that combines adaptive digital instruction and interactivities, differentiated teacher-led instruction, and independent reading. The adaptive technology of **READ 180 Universal** and **System 44 Next Generation** and HMH's analytics work in the background creates an individualized experience for each student. When a student is logged in, the system continuously analyzes his or her interactions with the software and makes adjustments to the content and pacing based on the data.

- The **READ 180 Universal** and **System 44 Next Generation** programs are aligned to Colorado's standards. They employ an integrated approach to developing strong reading, writing, vocabulary/language, and listening and speaking skills. **READ 180 Universal** and **System 44 Next Generation** complement any core language arts/reading program, and they have been proven to increase achievement on grade-level, standards-based assessments.

- The **READ 180 Universal** and **System 44 Next Generation** programs immerse students in research-based, language-rich learning experiences that are supported by vibrant visual and multimedia representations. **READ 180 Universal** and **System 44 Next Generation** engage

students while delivering layers of academic and language support. Strategies for diverse learners are included in the teacher materials and supports are embedded in the online content.

- Progress monitoring is built into **READ 180 Universal** and **System 44 Next Generation**. The programs include screeners and assessments that accurately measure literacy skills and provide data that drive the individualization of students' software-based learning and teachers' instructional decisions. HMH's online platform makes it easy for teachers and administrators to monitor growth, performance, usage, and fidelity. The teacher and leader dashboards display color-coded data snapshots, and reports are generated with ease. Students' scores are based on the Lexile Framework for Reading. Teachers can run reports at the class, group, and individual student levels. Leaders can also run reports at those levels, as well as at the teacher, school, and district levels. The technology gives teachers and administrators the ability to have the system automatically run reports according to a set schedule, and they can also generate reports manually at any time they choose. The color-coding and clear labeling on reports make them especially useful tools for instructional planning, RTI data-team meetings, district-level accountability monitoring, and conferences with families and students.

- The comprehensive solution of **READ 180 Universal** and **System 44 Next Generation** will give Poudre School District the opportunity to unify the language and data management facets of implementation and progress monitoring. HMH's technology presents a streamlined system housed on one platform and learning management system (LMS), making Tier transitions; in-district moves; data entry and report generating; and data-driven discussions simpler and more efficient. As students progress through the grades, their data portfolios travel with them. When students transition from Tier 2 to Tier 3, or vice versa, the shared LMS makes it easy to move their progress monitoring profile to their new program.

- In districts and schools around the country, **READ 180** and **System 44** have been proven to increase student achievement. Positive reviews from the Center for Applied Special Technologies (creators of the Universal Design for Learning framework), What Works Clearinghouse, and the American Institutes for Research's Center on Response to Intervention; endorsements from the Council for Exceptional Children's Council of Administrators of Special Education; alignment to the Strong level of evidence for ESSA criteria; and favorable outcomes on numerous efficacy studies extol the quality of our intervention programs.

These exceptional programs are offered with integrated professional learning services that give both novice and seasoned educators expertise in the programs themselves and in the research-proven best practices of contemporary interventions. The professional learning and support offerings equip teachers with the tools to convert theory into practices that can be immediately integrated into their own classrooms.

To maximize convenience and accessibility, HMH provides training courses and personalized coaching sessions with in-person and online formats. Our professional development sessions give educators comprehensive understanding of the programs' technology, differentiated instruction, teacher and student materials, assessments and data analysis, and classroom management routines. Job-embedded coaching provides individualized support to teams and individuals. HMH's blended in-person and online

coaching cultivates deeper understanding of the programs, and it sharpens teachers' instructional practices, progress monitoring approaches, and data analysis and decision-making skills.

In addition, HMH's technical support will provide assistance for launch and throughout implementation of the programs. HMH's professional development and technical services will boost Poudre School District's return on investment and elevate student outcomes.

HMH ensures that the instructional materials can be delivered to the District on or before June 2020, and that the District is able to acquire additional instructional materials to accommodate increases in student enrollment over the 10-year period it plans to use the materials. We can also ensure that the instructional services be accessible to the District on or before June 2020 and continue throughout the 10-year period the District plans to use the services, with allowances for increases in student enrollment.

As The Learning Company, HMH develops and delivers solutions that focus on the growth of every facet of a district—student success, teacher quality, leader excellence, technical stability, and family engagement. With over 135 years of experience in the publication and support of high-quality educational content, we take pride in our ability to work closely with state and district customers to provide equitable, customized, comprehensive solutions that lead to increased achievement for *all* students. The overall goal of every partnership is to form a lasting relationship dedicated to unlocking the full potential of every student, teacher, and leader. Through our prior experience working on projects with Poudre School District and on projects similar to Poudre School District's in magnitude, scope, technical requirements, and function, we have demonstrated our ability to implement and support these resources while meeting all required timelines. HMH serves more than 50 million students in over 150 countries worldwide with a wide variety of products and services, and we invite you to visit https://www.hmhco.com/classroom-solutions for a closer look at HMH's portfolio. Our many years of experience are brought to bear in the provision of innovative products and services to meet the unique educational needs of each customer, and we look forward to continuing our successful partnership with Poudre School District.

Should you have any questions about this response, need additional information, or want to provide feedback, please contact Account Executive Katie Arace at 860.338.5426 or katie.arace@hmhco.com or Director of Sales Mike Lewis at 303.250.7279 or mike.lewis@hmhco.com.

Sincerely,

Shawn Weirather
Senior Director, Proposals

PROPOSER'S APPROACH

READ 180 Universal and *System 44 Next Generation*

HMH is offering Poudre School District a multi-tiered intervention and assessment solution that is proven to accelerate the reading skills of secondary students. The **READ 180 Universal** Tier 2 intervention program for Grades 4–12 and the **System 44 Next Generation** Tier 3 intervention program for Grades 3–12 use a research-based blended learning model to rebuild students' literacy skills. Their combination of teacher-led whole-group and small-group instruction, adaptive technology, and structured independent reading provide individualized, differentiated learning experiences to each student. The primary target of **READ 180 Universal** is reading comprehension, and the intervention targets comprehension, fluency, language and vocabulary, and writing. **System 44 Next Generation** focuses on developing the foundational literacy skills of older students through intensive intervention in phonics, sight-word automaticity, fluency, comprehension, and writing.

In districts and schools around the country, **READ 180** and **System 44** have been proven to increase student achievement. Positive reviews from the Center for Applied Special Technologies (creators of the Universal Design for Learning framework), What Works Clearinghouse, and the American Institutes for Research's Center on Response to Intervention; endorsements from the Council for Exceptional Children's Council of Administrators of Special Education; alignment to the Strong level of evidence for ESSA criteria; and favorable outcomes on numerous efficacy studies extol the quality of our intervention programs. We invite you to review the evidence at https://hmhco.box.com/v/READ180UResearch and https://hmhco.box.com/v/System44Research. The following Scope of Work provides additional information about **READ 180 Universal** and **System 44 Next Generation**.

Scope of Work

> **1. The secondary reading intervention program should include diagnostic/formative assessments that can be given, at minimum, three times a year.**

The *Reading Inventory* computer-based assessment system is built into the **READ 180 Universal** and **System 44 Next Generation** programs and is used as the diagnostic/placement test and as the growth monitoring assessment administered three to five times per year. Awarded the highest rating for validity and reliability by the National Center on Intensive Intervention, *Reading Inventory* uses the power of adaptive technology and a proven algorithm to capture the most accurate measure of literacy skills for each student. The adaptive functionality creates a low-stress testing situation for students, as the pacing and content are adjusted to meet their individual needs. The algorithm behind *Reading Inventory* enables the system to provide exponentially more information across the entire spectrum of literacy skills in less time. *Reading Inventory* is administered to all students in the program, and students generally take 20–30 minutes to answer the 20–25 questions.

If a student's *Reading Inventory* results indicate they may lack decoding skills (score of 400L and lower for elementary; 600L and lower for secondary), then the *Phonics Inventory* is administered to pinpoint specific needs. The *Phonics Inventory* is a computer-based assessment of letter recognition, decoding skills, and sight-word knowledge. Teachers use the data from the *Phonics Inventory* to determine placement in the phonics-based, intensive Tier 3 intervention, **System 44 Next Generation**. The Tier 3 intervention program is designed to build the foundational skills of older students who are performing significantly below grade level. Students who score within the acceptable range for the **READ 180** Tier 2 intervention are placed in the program using the diagnostic data from *Reading Inventory*. After placing students in **READ 180** or **System 44**, teachers administer *Reading Inventory* (or *Phonics Inventory*, if necessary) two to four more times, at least thirty days apart, to monitor growth.

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S e c o n d a r y   R e a d i n g   I n t e r v e n t i o n   A s s e s s m e n t   C u r r i c u l u m
w i t h   I n s t r u c t i o n a l   M a t e r i a l s   a n d   S e r v i c e s ,   R F P   # 2 0 - 6 3 0 - 0 0 2
P r o p o s e r ' s   A p p r o a c h

The scoring of *Reading Inventory* is based on the Lexile Framework for Reading. Real-time data on the Lexile Proficiency and Growth Report show data at the class level and individual student level. The class-level portion of the report displays the summary of Lexile measures and a performance level breakdown. The individual-student-level portion of the report lists each student's name followed by proficiency level, Lexile score, expected growth, and, if the report is generated after subsequent administrations of *Reading Inventory*, the actual growth (numerical difference in points from previous test). Teachers can click on a student's name to drill down to more data. Students also see their results immediately, as their Lexile measure and Individualized Recommended Reading Report are displayed on their own personal screen at the completion of the assessment. Teachers view the Phonics Proficiency and Growth Report to see data for *Phonics Inventory* results. This report is similar to the Lexile Proficiency and Growth Report; however, it shows letter name accuracy, sight words accuracy, sight words fluency, nonsense words accuracy, nonsense words fluency, *Phonics Inventory* fluency score, *Phonics Inventory* decoding status, performance level breakdown, and recommendations for instruction.

In addition to *Reading Inventory* and *Phonics Inventory,* the **READ 180 Universal** and **System 44 Next Generation** intervention programs include high-quality resources for ongoing progress monitoring. Assessments engage students in a variety of Depth of Knowledge levels, and real-time reports deliver layers of meaningful data, along with grouping suggestions and individualized recommendations for instructional resources.

READ 180 Universal Assessments

- Ongoing diagnostic and formative assessments are embedded in **READ 180**. Performance and progress are continually tracked as students interact with the Software. The *Do Now* activities and other activities in the *ReaL Book* also provide teachers with formative assessment data.

- *Reading Counts! Quizzes* and *Comprehension QuickWrites* measure students' comprehension of self-selected independent reading texts. The online *Reading Counts!* application administers online quizzes for the program's Paperbacks,

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S e c o n d a r y   R e a d i n g   I n t e r v e n t i o n   A s s e s s m e n t   C u r r i c u l u m
w i t h   I n s t r u c t i o n a l   M a t e r i a l s   a n d   S e r v i c e s ,   R F P   # 2 0 - 6 3 0 - 0 0 2
P r o p o s e r ' s   A p p r o a c h

Audiobooks, eBooks, and eReads. The process is conducted by students independently—they log on and take the quiz. Scoring is automatic, and feedback is immediate.

- *Oral Fluency Assessments* for monitoring students' accuracy, rate, and prosody are included. The resources provide leveled passages, scoring sheets, a benchmarks chart, and a chart for recording student scores.

- The *Interim Workshop Assessments* and *End-of-Workshop Assessments* evaluate students' understanding of the key skills. These assessments target comprehension, critical thinking, vocabulary/word study, and writing skills. Each assessment has two forms that assess the same strategies in the same format. Level A forms have passages written at a Lexile range that is below grade level. Level B forms include passages written at a basic-level Lexile range that reaches the beginning of the grade-level Lexile range. Administering the *Interim Workshop Assessments* is optional.

- *Mid-Year Performance Assessments, End-of-Year Performance Assessments*, and curriculum-embedded performance-based tasks, such as the *21st Century* tasks and *End-of-Workshop Career Projects* exercise various college- and career-readiness skills and ask students to synthesize across multiple texts. Writing rubrics and feedback procedures are provided.

- *Mindset Scans*, based on Dr. Carol Dweck's research on the growth mindset theory, allow students and teachers to gain insight into a student's fixed or growth mindset of their academic abilities. These scans are administered at the beginning of the year and revisited throughout the school year to allow students to be self-reflective and evaluate their progress towards building a growth mindset.

System 44 Next Generation Assessments

- The **System 44** Software has embedded assessments continuously assesses performance in phonics, decoding, fluency, comprehension, spelling, and writing.

- Each *44Book* Workshop culminates in a performance-based assessment, which requires students to synthesize all readings, analyze information, evaluate options, and produce a written outcome.

- The *Mid-Year Test* and *End-of-Year Test* evaluate the transfer of newly acquired skills in phonemic awareness, phonics, word recognition, spelling, and morphology.

- The online *Reading Counts!* application administers online quizzes for the program's Paperbacks, Audiobooks, and eReads. The quizzes assess basic reading comprehension. The process is conducted by students independently—they log on and take the quiz. Scoring is automatic, and feedback is immediate.

> **2. Reading assessments should provide analyses based on standards/skills and level of mastery with suggestions to teachers for next steps in lesson planning. Provide a list of leveled readers that are measured by one or more of the following: Fountas & Pinnell, age, Grade Level Equivalent, Lexile, ZPD, ATOS, DRA, Reading Recovery, etc.**

With **READ 180 Universal** and **System 44 Next Generation**, educators in Poudre School District will have assessments that thoroughly and efficiently measure students' proficiency in literacy skills, a powerful system that analyzes data and generates precise reports, and resources that offer suggestions and guidance for next steps.

The Teacher Central and Leader Central dashboards (for both **READ 180 Universal** and **System 44 Next Generation**) offer a variety of reports with real-time data that shape instructional decisions. Easy-to-read, color-coded reports display performance, growth, and usage. Teachers can generate reports at the class and student levels, and administrators

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P r o p o s e r ' s A p p r o a c h

can generate reports at the district, school, grade, teacher, class, and student levels. The programs' reporting tools help teachers monitor progress, plan instruction, identify student needs and strengths, create small groups, identify resources that target individual needs, and recognize and celebrate students' achievements. They also facilitate administrative and management tasks and support communication with families.

Leveled Texts

READ 180 Universal and **System 44 Next Generation** include independent reading libraries with paperback books, eBooks, audiobooks, and other digital texts. The titles in the *READ 180 Universal Independent Reading Library* and *System 44 Library* were chosen based on their instructional merits and their ability to capture the interests of adolescent readers. The libraries are comprised of authentic fiction and nonfiction selections across many genres.

The *READ 180 Universal Independent Reading Library* for Course B has a wide range of Lexile levels, from 210L to 1180L. We invite you to see the list of titles with their Lexile levels and genres at https://hmhco.box.com/v/READ180CourseBTexts. Using each student's performance data and self-reported areas of interest, the **READ 180 Universal** technology delivers individualized recommendations for independent reading. Students can also find other options by using the search tool on their online *Bookshelf*. By providing each student with book choices on their individual level, **READ 180 Universal** accelerates reading skills while giving providing opportunities to experience success and enjoyment of reading. The program's use of assignments and routines keep students focused on applying learned skills and strategies during the Independent Reading rotation. The graphic organizers, the *Building Fluency Routine*, text-specific *QuickWrites* and *Reading Counts! Quizzes*, *Independent Reading Projects,* and *Reading Logs* bring added skill-building and accountability to Independent Reading.

System 44 Next Generation has a Modeled/Independent Reading rotation in which students apply what they have learned with selections from the *System 44 Library*. The library has a range from 100L to 450L. Each leveled text includes embedded comprehension questions

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w i t h   I n s t r u c t i o n a l   M a t e r i a l s   a n d   S e r v i c e s ,   R F P   # 2 0 - 6 3 0 - 0 0 2
P r o p o s e r ' s   A p p r o a c h

that guide students' thinking, understanding, and discussion. Audio recordings that accompany every title increase access and focus, provide models of fluency, and increase reading comprehension through supportive features. The student Software has an eBook Library with built-in tools for getting recommendations, searching, and organizing a personalized *Bookshelf*. Interactive features in the eBooks enable students to play, pause, and replay audio (with read-along highlighting); click for vocabulary definitions, and get book summaries and vocabulary words translated into Spanish. As in **READ 180**, every title in the *System 44 Library* has a corresponding online *Reading Counts! Quiz* and text-specific *QuickWrites* assignment. The program also includes a *Decodable Digest*, which is especially useful for helping reluctant readers tackle text independently. This component includes two passages for every sound/spelling correspondence taught in the program. **System 44 Next Generation** supports teachers' conferencing and small-group facilitation by including discussion questions for every text in the *System 44 Library* and the *Decodable Digest* passages. Please go to https://hmhco.box.com/v/S44Texts to see the list of texts in **System 44 Next Generation**.

> **3.** **The assessment system must provide educators with general and skills-specific student performance results, including standard/skill analysis reports, in a timely fashion that enables educators to adjust instruction as needed. This information must be user-friendly, flexible, modifiable, and readily and easily accessible. Immediate results for the selected response items preferred. Data management should be as user-friendly or automated as possible. Suppliers shall provide documentation, print screens, and/or printouts of sample reports and data management tools within their response.**

READ 180 Universal and **System 44 Next Generation** deliver data in real time to teachers, administrators, and students. Teacher Central and Leader Central offer a variety of snapshots and full-length reports with data that shape instructional decisions. Data about performance, growth, and usage are displayed in easy-to-ready formats. Teachers can generate reports at the class and student levels, and administrators can generate reports at the district, school, grade, teacher, class, and student levels.

- **READ 180** Observe Board: Teachers use the Observe Board to record observational data for each individual student. Rubrics aligned to each literacy and language goal

are embedded in the Observe Board to help frame teachers' notes. For each student, teachers can set reminders about differentiating instruction in upcoming lessons.

- *READ 180* Observer Report: This report displays information about each individual student's participation, progress toward goals, and areas of need. The report is populated by data from the Observe Board. Teachers can view detailed observations by date, as well as a cumulative view of observations over time.

- *READ 180* Diagnostic Skills Report: This report identifies areas of need and monitors progress in the *Reading Zone* and on *Workshop Assessments.* The report displays comprehension questions attempted, comprehension questions answered correctly, and percentage of correct responses for each comprehension skill. Teachers can drill down to view a student's performance by strategy and by skill.

- *READ 180* Independent Reading Report: This report shows class-level and student-level data about independent reading participation and quiz results. The class-level data show the total number of books and words read overall, words read per month, total points, and quiz success rate. The section of the report with individual student data displays the number of books and words read, detailed information about the books chosen, comprehensive data about the quizzes taken, and current Lexile score.

- *READ 180* Lexile Proficiency and Growth Report: This report displays class-level and student-level Lexile scores and progress over time, based on *Reading Inventory* data. The class-level section of the report shows the average Lexile growth (comparison of most recent *Reading Inventory* score with the *Reading Inventory* score from the beginning of the year), number of students whose Lexile levels increased, number of students without growth, and a color-coded graph of the performance level breakdown. The individual student section of the report shows the initial and most recent Lexile scores from the *Reading Inventory*, proficiency levels, expected growth range, and actual growth.

Teachers can drill down to see additional layers of data, including a graph of the student's performance breakdown and the test data and normative data for all *Reading Inventory* assessments completed for the school year. Students whose beginning-of-year *Reading Inventory* scores indicated significant weaknesses in foundational reading skills will have taken *Phonics Inventory*, which drives placement decisions for an intensive Tier 3 intervention. For these students, the teacher will generate the Phonics Proficiency and Growth Report. This report is similar to the Lexile Proficiency and Growth Report; however, it shows letter name accuracy, sight words accuracy, sight words fluency, nonsense words accuracy, nonsense words fluency, *Phonics Inventory* fluency score, *Phonics Inventory* decoding status, performance level breakdown, and recommendations for instruction.

- *READ 180* Student App Report: This report tracks progress and monitors which students need additional support in *Zones* and segments within the *Zones.* It shows class-level and student-level Instructional Software usage and performance. At the class level, the average segments completed, average session length (in minutes), average sessions per week, and average *Zone* performance are displayed. The individual student data shows the student's current level in the Software, average length of a session (in minutes), total number of sessions completed, and performance data for current and previously completed segments in the *Zones.*

- *READ 180* Workshop Assessment Report: Teachers can use this report to identify specific skills to target during whole- and small-group instruction. Class-level and student-level results on *Workshop Assessments* are displayed on the Workshop Assessment Report. The class-level section of the report shows the average test score, the target skills, and graphs that break down proficiency with specific skills. The individual student reports show test scores and the ratio of correct answers to test items across all strands of reading and language. The Skill Results section also shows student responses in terms of Depth of Knowledge levels.

- *READ 180* Digital Mindset Scan Report: This report shows the results of students' Mindset Scans and enables teachers to monitor students' outlooks about their learning. The information is especially useful when preparing for one-to-one student conferences. The Report groups students result, summarizes each mindset category, and provides suggestions for next steps.

- *System 44* Screening and Placement Report: This report details class-level and student-level performance on the *Phonics Inventory* assessment in terms of placement in the program. It shows fluency scores, decoding status, and the Lexile score the student earned after taking the *Reading Inventory* assessment.

- *System 44* Individual Learning Plan Student Report: This report shows an individual student's *Phonics Inventory* decoding status, fluency scores, current topic in the Software, total time (minutes) in the Software, academic goals and progress to goal, and behavioral goals and points.

- *System 44* Summary Progress Report, Student Progress Report, and Reading Progress Report: The Summary Progress Report shows students' growth over time on the *Phonics Inventory.* The Student Progress Report provides comparative data for the *Phonics Inventory* at the individual student level. The Reading Progress Report displays detailed performance data at the class and student levels. The report includes each student's current topic in the Software, percentage completed, number completed, median session time (minutes), decoding accuracy score, decoding fluency score, spelling score, comprehension score, and oral reading fluency score.

- *System 44* Growth Report and Growth Goals Report: The Growth Report measures Lexile growth between two *Reading Inventory* tests. Teachers can drill down for more data, such as the Student Test Printout for *Reading Inventory,* which allows for analysis of specific test results. The Growth Goals Report lists students' actual Lexile scores and expected Lexile scores, along with the benchmarks for the 25th and 50th percentile ranks and the College- and Career-Readiness goals for the grade level. The data help teachers set individual growth goals for students.

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w i t h   I n s t r u c t i o n a l   M a t e r i a l s   a n d   S e r v i c e s ,   R F P   # 2 0 - 6 3 0 - 0 0 2
P r o p o s e r ' s   A p p r o a c h

- *System 44* Response to Intervention Report, Grading Report, and Student Mastery Report: Use the Response to Intervention report to monitor progress with the Software. This report shows cumulative usage (minutes, sessions, and topics) and mastery to date and the pace at which the student is progressing. The Grading Report includes information gathered from the Software, *Reading Counts!*, and the SAM Student Digital Portfolio. The Student Mastery Report shows each targeted skill in a student's intervention, the date intervention before the skill began, total time spent on that skill, topics mastered, percent mastered, and overall rate of completion.

- *System 44* Student Software Performance Report: Use this report to view the performance of individual students in the Software's *Zones*. This report shows the current topic, scope and sequence completion, number of topics Fast-Tracked, number of cycles to mastery, total time (minutes), Smart Zone Sound Challenge score, Word Zone Word Challenge score, Spelling Zone Spelling Challenge score, Fluency Zone: Read & Think Comprehension score, Sentence Dictation score, and Topic Progress Monitor score.

- *System 44* Intervention Grouping Report: This report groups students based on their *Reading Inventory* proficiency levels/performance standards. Lexile score, test date, and normative data (percentile rank, NCE, stanine) are displayed for each student. This report corresponds to the recommendations from the *Groupinator* and helps teachers determine appropriate strategies and resources for differentiation.

- *System 44* Proficiency Report: This report shows the proficiency level of each student as compared to the results of others in the same grade. The report also displays year-end proficiency Lexile ranges for every grade.

- *System 44* College and Career Readiness Report: This report tracks a student's performance related to narrative, functional, and informational texts of varying complexity levels.

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- *System 44* Student Action Report: This report tracks a student's *Reading Inventory* history, shows their Lexile ranges for independent reading and instructional reading, and provides strategic suggestions for instruction to put into action.

- *System 44* Student Progress Report: A student's longitudinal growth in Lexile is displayed on a graph and in a data chart on this report. The data show each test date, proficiency levels, and normative data (percentile rank, NCE, stanine).

- *System 44* Targeted Reading Report: This report takes each students' current Lexile level and displays the text complexity range appropriate for them. Teachers can use this data to guide book selection during Modeled and Independent Reading (and outside of class).

- Recommended Reading Report: This report, included in **READ 180 Universal** and **System 44 Next Generation**, provides an individualized list of book suggestions for each student. The recommendations are based on the student's *Reading Inventory* results and the topics of interest chosen on the *Reading Inventory* screen before the test was administered.

- *Groupinator*: In addition to the reporting tools, **READ 180 Universal** and **System 44 Next Generation** include the *Groupinator* tool on Teacher Central. The *Groupinator* uses student data and a precise algorithm to group students according to their specific needs. Teachers can rely on the *Groupinator* to use real-time data to quickly, conveniently, and precisely determine groups.

- Implementation Effectiveness Reports: HMH's Professional Services team can provide districts and schools with individualized feedback on how to improve the implementation of **READ 180 Universal** and/or **System 44 Next Generation**. The reports include comprehensive data across district, school, class, grade, and student levels. Specialists from HMH's Professional Services team meet with district leaders to discuss the reports and recommendations.

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4a. Proposals should include a list of the reports currently available within the proposer's application, i.e., screenshots of the various reports.

Please see the response to Item #3 for a list of reports provided in the programs. Annotated samples of reports are available at https://hmhco.box.com/v/R180UReportsSamples and https://hmhco.box.com/v/S44NGReportsSamples.

4b. Reports will display overall assessment performance as well as strengths and weaknesses relative to the specific Colorado State Standards. Please describe costs and specialized processes, if a special data load must be included to allow assessment results reported with their alignment to Colorado State Standards.

The reports generated do not cite specific Colorado standards, but they do note the domains and skills within the standards themselves.

4c. Skill/standard or item analysis reports should be available at the student, class, building, and district levels.

Teachers can generate reports at the class and student levels, and administrators can generate reports at the district, school, grade, teacher, class, and student levels.

4d. A screening report, or some report showing the Colorado-based performance level of students should be available.

The reports generated do not cite specific Colorado standards, but they do note the domains and skills within the standards themselves.

4e. Reports relative to skills and performance need to be available on individual assessments and across assessments (longitudinal/growth) throughout the school year. For example, if three benchmarks are proposed, summary reports should display student performance across the three benchmarks at the student, class, building, and district levels.

Reports display data for individual assessments and for the longitudinal growth across multiple assessments. Please see the response to Item #3 for details.

4f. Student longitudinal reporting should be available. Student reports indicating overall performance and skill-specific performance will be maintained across grades and for each school a student attends. For example, with longitudinal reporting, a teacher planning for a new school year can view students' performance on previous years' benchmarks. Growth reports should be based on student growth percentiles, if possible.

The programs allow for longitudinal reporting. A student's data is tied to their account and, therefore, travels with the student. Reports show student growth percentiles and proficiency levels. Please see the response to Item #3 for details.

4g. The system must be able to archive reports each year so that educators may review historical reports based upon class and school configurations in previous years.

Historical data is maintained and displayed on the programs' longitudinal reports for *Reading Inventory* and *Phonics Inventory*.

5. A technical manual describing the diagnostic/formative assessments, including research covering the frequency distributions, means, standard deviations, standard errors of measurement, reliability and validity analysis, and the relevant item statistics, should be provided within Supplier's response.

Technical manuals for the assessments and reports are included with the ***READ 180***

P o u d r e   S c h o o l   D i s t r i c t   R - 1 ,   C O
S e c o n d a r y   R e a d i n g   I n t e r v e n t i o n   A s s e s s m e n t   C u r r i c u l u m
w i t h   I n s t r u c t i o n a l   M a t e r i a l s   a n d   S e r v i c e s ,   R F P   # 2 0 - 6 3 0 - 0 0 2
P r o p o s e r ' s   A p p r o a c h

Universal and *System 44 Next Generation* programs. Please go to
https://hmhco.box.com/v/R180UReportsSamples and
https://hmhco.box.com/v/S44NGReportsSamples to view sample pages from the manuals.
Comprehensive manuals describing the programs' assessments and reports are available at
https://hmhco.box.com/v/PoudreCOTechManuals819.

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6. Provide a title and description of the instructional materials for use by students and teachers, including student editions and teacher editions.

READ 180 Universal and *System 44 Next Generation* include materials in print and digital formats. Both programs are housed on the Student Achievement Manager (SAM). SAM is a web-based platform and learning management system that houses all of the digital components, rosters and classroom management tools, and resources in a centralized location.

READ 180 Universal includes the following:

- Teacher/Leader Central
  - ▲ *ReaL Book Teacher's Edition*, *Blended Learning Handbook, Resources for Differentiated Instruction, Resources for Independent Reading, Teacher Supports for Student Instructional Software*, professional learning resources and videos, implementation guides and technical guides, family letters
  - ▲ Classroom videos, audio, and projectables
  - ▲ Assessments
  - ▲ Real-time reporting system and the *Groupinator* (tool for automated, data-based student grouping recommendations)
- Student Central
  - ▲ Student Software, *Bookshelf*, digital *ReaL Book*
- *READ 180 Universal Independent Reading Library*
- Print *ReaL Book* and *ReaL Book Teacher's Edition, Blended Learning Handbook*, *Assessment & Analytics Guide*, and *Classroom Posters*

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- *READ 180* App for iOS

For a closer look, please see the *READ 180 Universal Overview* at

https://hmhco.box.com/v/READ180UComponents3.

System 44 Next Generation includes the following materials:

- Teacher/Leader Central
  - ▲ *44Book Teacher's Edition*; *Resources for Differentiated Instruction; Resources for Modeled and Independent Reading; Teacher Supports for Student Application*; *Screening, Assessment, and Reporting Guide;* downloadable student resources; additional activities for each Workshop; professional learning resources and videos; implementation guides and technical guides; and family letters
  - ▲ Classroom videos, audio, and projectables
  - ▲ Assessments
  - ▲ Real-time reporting system and the *Groupinator*
- Student Central
  - ▲ Student Software, *Bookshelf*, digital *44 Book*
- *System 44 Next Generation Independent Reading Library* and *Decodable Digests*
- Print *44 Book* and *44 Book Teacher's Edition; Resources for Differentiated Instruction*; *Screening, Assessment, and Reporting Guide;* and *Classroom Posters*
- Word-building kits
- *System 44* App for iOS

Additional information is available in the *System 44 Universal Overview* at

https://hmhco.box.com/v/S44ProgramOv.

> **7.** **Provide a description of the technology and online resources for use by students and teachers.**

READ 180 Universal and **System 44 Next Generation** use a blended model that engages students in teacher-led, whole-group and small-group instruction, adaptive software, and

P o u d r e S c h o o l D i s t r i c t R - 1 , C O
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w i t h I n s t r u c t i o n a l M a t e r i a l s a n d S e r v i c e s , R F P # 2 0 - 6 3 0 - 0 0 2
P r o p o s e r ' s A p p r o a c h

independent reading. Both programs offer flexible scheduling options, so teachers can choose configurations that work for them and still maintain the fidelity of the interventions. **READ 180 Universal** and **System 44 Next Generation** deliver differentiation and individualization through research-based instructional approaches and scientifically engineered educational technology.

READ 180 Universal Blended Learning Model

The **READ 180 Universal** program's instructional approach integrates the strands of language arts to create cohesive learning experiences and contextual knowledge. Through the program's blend of teacher-led and digital intervention, students develop and strengthen the literacy skills that diminish the achievement gap and beget long-term academic success.

- Used during teacher-facilitated, Whole-Group Learning and Small-Group Learning, the **READ 180 Universal** program's *ReaL Book* represents the intersection of high-quality, research-based reading and language instruction. Each of the six Workshops within the *ReaL Book* is guided by an essential question that drives instruction over the course of four to six weeks. Workshops are divided in two parts and include approximately six texts that follow the principles of narrow reading, which involves reading texts with overlapping topics and recurring vocabulary.

  Workshop openers set the stage for the learning ahead. Every Workshop begins with a fluency text—a reading selection approximately two to four years below grade level—designed to meet **READ 180 Universal** students at their current levels. A collection of downloadable fluency texts is among the program's many fluency-building resources. Each Workshop includes focus texts that sequentially expand students' content knowledge about a particular subject area while simultaneously developing their literacy skills. Instructional routines guide students to discover personal connections to the focus texts' topics and vocabulary. Teachers provide direct instruction and guided practice for using reading comprehension strategies and close reading with the *ReaL Book*.

- The web-based student application provides a personalized path of instruction that

P o u d r e   S c h o o l   D i s t r i c t   R - 1 ,   C O
S e c o n d a r y   R e a d i n g   I n t e r v e n t i o n   A s s e s s m e n t   C u r r i c u l u m
w i t h   I n s t r u c t i o n a l   M a t e r i a l s   a n d   S e r v i c e s ,   R F P   # 2 0 - 6 3 0 - 0 0 2
P r o p o s e r ' s   A p p r o a c h

gives each struggling reader intensive, individualized learning experiences. Students are systematically guided through six *Zones* that the system personalizes based on the data it collects. These *Zones* include:

▲ The *Explore Zone*: In a Segment's *Explore Zone*, students view an *Anchor Video* that helps students build background knowledge for the *Anchor Text* to come. *Anchor Videos* present key vocabulary words with visual content that sparks connections. While in the *Explore Zone,* students also complete interactive *Word Cards* activities and *Knowledge for Reading* activities. These elements in the *Explore Zone* immerse students in pre-reading experience that promote their reading comprehension.

▲ The *Reading Zone*: The *Reading Zone*'s leveled texts and instructional approach deliver an individualized experience that targets the specific needs of each student. In the *Reading Zone*, scaffolded instruction begins with special focus on phonics, fluency, vocabulary, and comprehension. Students engage in multiple readings of leveled text, make audio recordings, and learn academic and content-area vocabulary. The read-aloud options provide strong models of fluency. Vocabulary and comprehension questions offer students adaptive practice that includes various question types and immediate feedback.

▲ The *Language Zone*: In the *Language Zone*, students receive systematic instruction in decoding and word recognition as they build automaticity. The *Language Zone* builds and expands students' vocabulary knowledge through activities with words in context, word families, synonyms and antonyms, words with multiple meanings, and figurative language. More than 8,000 words are defined, analyzed, and contextualized for assessment and study.

▲ The *Fluency Zone*: The *Fluency Zone* targets students' phonics/decoding skills, sight-word automaticity, and overall fluency. The *Fluency Zone* also helps students make the connection between decoding and encoding through practice activities and a *Word Clinic* support feature. The interactive instruction and practice include helpful tips and immediate, corrective

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w i t h   I n s t r u c t i o n a l   M a t e r i a l s   a n d   S e r v i c e s ,   R F P   # 2 0 - 6 3 0 - 0 0 2
P r o p o s e r ' s   A p p r o a c h

feedback. Students hear models of fluent reading at the word and sentence levels, and they record themselves, compare it against the model, and have opportunities to re-record.

▲ The *Writing Zone*: The *Writing Zone* walks students through each stage of the writing process with targeted and scaffolded supports for informative, argumentative, and narrative modes using strategies from the Self-Regulated Strategy Development (SRSD) instructional model developed by Dr. Karen R. Harris and Dr. Steve Graham, who are also on the **READ 180** authorship team. The Software has built-in supports like editable sentence frames and sentence starters, a tool that highlights spelling errors and "tired" words that may need revising, graphic organizers, a scratchpad, and more.

▲ The *Success Zone*: The *Success Zone* unlocks once a student completes the five other *Zones*. Here, students complete a final recording of the *Anchor Text* and apply vocabulary and comprehension skills to passage-specific cumulative tasks. The *Success Zone* includes built-in practice and assessment. Tasks engage students in repeated readings, and then students complete a *Fluency Check* with a final recording of the *Anchor Text*. Each student's passage is at their individual reading level, which is based on their *Reading Inventory* results. Students can listen and re-record until they are satisfied with their reading. Students click to submit the recording to the teacher. Students who have completed the Segment's *Reading Zone* at Levels 4–6 are given an opportunity to read an alternate text (a *Stretch Read*) from the upper range of the Segment's texts.

- The program's Independent Reading rotation is designed to integrate student choice, checkpoints for accountability, and opportunities for teachers to gain insight on student progress. During Independent Reading, students find a comfortable spot and apply their skills to texts at their appropriate level and complete corresponding assignments. The Course B *READ 180 Universal Independent Reading Library* is

comprised of 30 paperback titles (fiction and nonfiction), 46 digital eBook titles (nonfiction), five audiobook titles (fiction and nonfiction; every audiobook title comes with four paperback copies), and 36 *eReads* articles (nonfiction). The **READ 180 Universal** Software gives book recommendations for each student, based on reading levels and areas of interest. Students can use the very convenient online *Bookshelf* tool on Student Central to search for texts by keywords, Lexile range, interests, genre, format, or author. **READ 180 Universal** optimizes the effectiveness of independent reading by providing graphic organizers, text-specific *QuickWrites* and *Reading Counts! Quizzes*, *Independent Reading Projects,* and *Reading Logs.* Motivational elements are built into students' online *Bookshelf*, as the top of the screen displays the total number of books read, total number of words read, Lexile level, and quiz points earned from passing *Reading Counts! Quizzes.* The teacher materials provide straightforward support for guiding students' reading choices, using the program's resources for Independent Reading, progress monitoring with the Independent Reading Report, and holding one-to-one student conferences to discuss Independent Reading.

- At the end of class, teachers facilitate a brief *Wrap-Up* session that uses growth-mindset-based approaches to guide students' reflection on the day's learning and their successes and challenges.

System 44 Next Generation Blended Learning Model

Rebuilding students' foundational skills is the goal of the **System 44 Next Generation** intervention. The program aligns to the core reading components, including reading comprehension. The **System 44 Next Generation** daily routine includes a Whole-Group Instruction followed by rotations of the online Instructional Software, teacher-facilitated Small-Group Instruction, and Independent Reading.

- In each day's Whole-Group Instruction, the teacher uses the *Interactive Teaching System* and Teacher's Edition to engage students in a language warm-up and set the instructional goals and language goals.

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w i t h   I n s t r u c t i o n a l   M a t e r i a l s   a n d   S e r v i c e s ,   R F P   # 2 0 - 6 3 0 - 0 0 2
P r o p o s e r ' s   A p p r o a c h

- In Small-Group Instruction, teachers deliver focused, differentiated instruction anchored on high-interest text selections. Students engage in a close reading routine, respond to text-based questions, and write summaries and arguments. During Small-Group Instruction, students use the *44Book*, *Word Building Kit*, *Anchor Videos*, and *Sound & Articulation Videos.*

- In their rotation with the Instructional Software, students receive intensive, individualized instruction and practice through the interactive technology. The web-based Software is adaptive, so the system continuously analyzes each student's interactions and adjusts the content and pacing to fit his or her needs. This presents each student with an individualized experience throughout each section, or Strand, of the lesson.

  - ▲ *The Code Strand*: The *Code Strand* presents students with direct instruction and individualized practice in the 44 sounds and 26 letters that make up the English language. The most stable and highest-utility sounds are introduced first, and there is a quick presentation of sounds that may be "held" so that students can rapidly blend sounds to make words. Students are guided toward mastery through the four zones with *The Code Strand* that presents instruction and practice to systematically develop reading skills: *Smart Zone*, *Word Zone*, *Spelling Zone*, and *Fluency Zone*.

  - ▲ *Word Strategies Strand*: The goal of the *Word Strategies* strand is to teach students to recognize common syllable types so they can efficiently decode multisyllabic words. Students also learn that certain letters/groups of letters have meaning, such as adding "s" to the end of the word means more than one, making it plural. Mastering these strategies, tips, and techniques is important to building proficiency with the English language.

  - ▲ *Sight Words Strand*: In the *Sight Words* strand, students learn that the English language includes a group of high-utility, high-frequency words, many of which are not decodable. This strand helps build automaticity with these non-

decodable words.

▲ *Writing Strand*: With a step-by-step process and the scaffolded support of writing frames, students respond to text-based questions the *Writing Strand*. The system guides them through a four-point rubric that helps them self-assess and revise their work before the publishing phase.

▲ *Success Strand*: In this strand, students begin by watching an *Anchor Video* that builds background knowledge and helps them build mental models of text. They then apply their newly acquired skills and read connected text that is longer, more complex, and more like what they encounter in content-area textbooks. Cloze activities are designed to support the application of comprehension and vocabulary skills.

• In the Modeled/Independent Reading rotation, students find a comfortable spot and read the **System 44** paperbacks, audiobooks, or eBooks. The high-interest, leveled texts help students build fluency, vocabulary, comprehension, and confidence. A *Tracking Log* and *Response Log* are included to track student accountability.

> **8. Provide a detailed description of all training, resources, and professional learning opportunities available to the District and its teachers to support the curriculum implementation and use of related instructional materials, technology, and online resources during the ten-year period.**

HMH has designed an integrated plan that provides initial and ongoing professional development for teachers and administrators. As your partner, HMH will be focused on listening to Poudre School District's teachers and administrators, understanding their needs, giving them the knowledge and resources that optimize the success of the implementation of **READ 180 Universal** and **System 44 Next Generation**, and providing realistic methods of ongoing support. HMH's professional learning services will give both novice and seasoned educators expertise in the program itself and in the proven best practices of instruction. Our professional development sessions give educators comprehensive understanding of the program's methodology, teacher and student materials, technology, differentiated instruction,

assessments, and reports and data analysis. With in-person and web-based training, personalized coaching, and individualized support services, educators get the hands-on experience and knowledge that will maximize the Poudre School District's return on investment and impact student achievement throughout the entire ten-year period.

HMH wants to ensure the successful implementation of **READ 180 Universal** and **System 44 Next Generation** at launch and for years to come. To do this, we offer best practices recommendations and optional supports across four levels*: implementation planning, blended professional learning, data analytical services, and technical services*.

Suggested Professional Learning Plan

The following table represents a suggested professional learning plan and schedule in accordance with Poudre School District's tentative timeline. Actual plans will be created in collaboration with school and District leaders and based upon the needs of the individual schools. This plan includes training, resources, and professional learning opportunities available to the District and its teachers to support the curriculum implementation and use of related instructional materials, technology, and online resources during the ten-year adoption period.

Poudre School District R-1 *READ 180 Universal and System 44 Next Generation*	
Best Practices Professional Learning: Year 1*	**Timeline/ Recommendation**
Implementation Planning Meeting To support the sustainability of our programs and to ensure optimal implementation of the programs across all schools, HMH will collaborate with District leadership to create an implementation plan. This plan will include scope of work, implementation goals, the on-going monitoring of success towards those goals and implementation models. Other actions may include: • Identifying implementation support team members • Creating a planning checklist for the partnership • Creating an assessment and progress monitoring calendar, including Mid- and End-of-Year reporting with student achievement, program evaluation, and recommendations	May/June Scheduled prior to implementation

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Poudre School District R-1 *READ 180 Universal and System 44 Next Generation*	
• Conducting technology audit and dates for technology meeting and installation *Included with Year 1 purchase*	
Technical Services: *TechAdvise* This end-to-end subscription-based service provides school districts with a designated technical consultant to provide onsite and online guidance throughout the school year. Through a structured and proactive planning process, the *TechAdvise* team will ensure a successful implementation of HMH technologies and platforms. *TechAdvise* provides HMH customers with custom services and can include the following activities: • Assigned Project Manager • Comprehensive Technology Assessment, including infrastructure, bandwidth, and device management • Rostering Implementation • SSO Integration • Technical Staff Training • Data Support	One-year Subscription
Getting Started with READ 180 Universal In this introductory two-day course, participants have meaningful, hands-on or virtual experiences to learn about their program's organization, and design. Through direct instruction and guided practice, participants also experience program resources from both a student and teacher perspective. Learning Outcomes: • Build understanding and confidence to ensure a strong implementation • Support differentiation, assessment, and effective whole- and small-group instruction using program resources and instructional tools • Enhance instructional delivery and student learning using HMH technology *Audience: Teachers, teacher leaders* *Delivery: Two full days; in person* *Capacity: Up to 35 participants per session*	July/August Recommended two days per 35 participants
Getting Started with System 44 Next Generation Teachers are introduced to the clear instructional path in ***System 44 Next***	July/ August Recommended

Poudre School District R-1 READ 180 Universal and System 44 Next Generation	
Generation and how it helps struggling readers achieve mastery of foundational skills in phonics, comprehension, and writing. The professional learning includes a differentiated path for participants using **System 44 Next Generation** in a **READ 180** classroom. Learning Outcomes: • Understand how **System 44 Next Generation** raises student reading and writing achievement and increases college and career readiness • Experience the Instructional Model from the students' perspective • Use resources to effectively teach, manage, and assess each part of the Instructional Model • Manage classes and enrollment • Plan and teach effectively with the Teacher Dashboard • Use Multi-Tiered System of Supports resources and support IEPs • Plan for the first three weeks, including administering and monitoring the HMH *Phonics Inventory* *Audience: Teachers, teacher leaders* *Delivery: Full day; in person* *Capacity: Up to 35 participants per session*	one day per 35 participants
Getting Started Leadership Webinar *Getting Started Leadership Webinars* provide an overview of the programs' organization, lesson designs, and support resources. Leaders build deeper understanding of the programs' alignment to the standards and explore the key teacher and student behaviors to observe in the learning environment. Learning Objectives: • Recognize program alignment to standards • Understand the programs' organization, methodologies, and resources that support differentiation, assessment, and effective instruction • Identify the desired teacher and student classroom behaviors that positively impact achievement *Participants: District-level and school-level leaders* *Delivery: One-hour webinar* *Capacity: Up to 35 participants per session*	September/ October Recommended one webinar per 35 participants
Embedded Professional Development Beyond the *Getting Started* courses, HMH's job-embedded professional learning services help teachers deepen their understanding of how to effectively	Any time

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Poudre School District R-1 *READ 180 Universal and System 44 Next Generation*	
implement the program with a focus on instruction, lesson planning, and leveraging high-impact strategies. • ***Getting Started On-Demand Webinars****.* The on-demand *Getting Started with READ 180 Universal Webinar* and the on-demand *Getting Started with System 44 Next Generation Webinar* complement *Getting Started* sessions and may be used as either an introduction or to enhance and extend learning. Teachers can work at their own pace to learn about the program's organization, student experience, teaching and planning with print and digital resources as well as assessment, data and reports. Teachers can revisit the webinar throughout the year, making it an excellent resource for professional learning communities to share strategies and suggestions for a successful program implementation. • Comprehensive ***Professional Learning Guides*** support our *Getting Started* sessions, provide additional support throughout the implementation, and offer comprehensive overviews of the programs' architecture and instructional strategies. • The *READ 180 Digital Teacher's Edition* is an instructional tool including explicit lessons and routines for Whole- and Small-Group Learning, as well as resources for differentiation and professional development. • *Getting Started Your First Two Weeks* includes lessons and resources for your first two weeks in **READ 180** and **System 44**. • *Teacher Central.* An online experience provides teachers with digital teaching, lesson planning, professional development, progress monitoring tools, and support resources in a centralized location. The Teacher Central Resource Library contains downloadable resources for lessons and professional development, sorted by category.	
Blended Team Coaching Team Coaching brings the coaching experience into a small group context and opens communication among teachers. It is a collaborative conversation, focused on deepening understanding of student work, student learning targets, instructional practices, goal setting, and action steps. The blended team coaching model includes: • Four in-person coaching days for up to 60 teachers • Eight 30-minute online sessions for a team of five teachers • HMH Coaching Studio access for 1 year	In-person quarterly visits Online monthly session for duration of year Recommended one bundle per 60 teachers; five online licenses per bundle

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Poudre School District R-1 READ 180 Universal and System 44 Next Generation	
Mid-Year Check-in Meeting The HMH executive team will meet with District leadership to discuss and review student achievement, program evaluation, and provide recommendations. *Included with Year 1 purchase*	December/ January
End-of-Year Check-in Meeting The HMH executive team will meet with District leadership to discuss and review student achievement, program evaluation, goals from Year 1 and provide recommendations for Year 2. *Included with Year 1 purchase*	May/June
Additional Optional Professional Learning: Years 1 through 10	
***READ 180 Universal* Follow Up Courses** Offered in-person or virtually, HMH Follow-Up Learning supports key program topics, including digital tools and resources, assessment, data, and reports. Choose from relevant topics to personalize your experience, such as: • *Deepening Knowledge of Routines and Performance Tasks* • *Using Data to Differentiate, Monitor Progress, and Celebrate Learning* ***System 44 Next Generation* Follow Up Course** • *Follow-Up Professional Learning Day Two* *Audience: Teachers, teacher leaders* *Delivery: Full day; in person* *Capacity: Up to 35 participants per session*	November and February Recommended one course/ session per 35 teachers
Technical Services: *TechIntegrate* (Remote) Tech Services experts remotely support your HMH technical implementation with customized services such as beginning-of-year planning, end-of-year reporting, digital classroom coaching, data management best practices, and rostering. Our Technical Services team ensures your programs and technology work efficiently for optimal results in your classrooms, schools and districts.	Year 2+ Recommended three remote sessions per year
Getting Started with READ 180 Universal *New Teacher Training* *Audience: New teachers, teacher leaders, and teachers needing a refresher* *Delivery: Two full days; in person* *Capacity: Up to 35 participants per session*	Year 2+ Recommended two days per 35 participants

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Poudre School District R-1 READ 180 Universal and System 44 Next Generation	
Getting Started with System 44 Next Generation *New Teacher Training* *Audience: New teachers, teacher leaders, and teachers needing a refresher* *Delivery: Full day; in person* *Capacity: Up to 35 participants per session*	Year 2+ Recommended one day per 35 participants
In-Person Team Coaching Grounded in deep research around adult learning, In-Person Team Coaching includes lesson modeling, peer collaboration, and feedback to drive instructional excellence and change in the classroom. The in-person team coaching model includes: Four teams per day, up to 15 teachers per team	Year 2+ Recommended quarterly
Online Team Coaching HMH coaches work online, through the HMH Coaching Studio, with small groups of up to five teachers or coaches to build content knowledge, refine their practices, model and plan lessons, and analyze student evidence to deliver more effective instruction. • Includes HMH Coaching Studio access for one year. • Choice of eight sessions or four sessions with five teachers per session.	Year 2+ Recommend one bundle of eight- or four-sessions per five teachers
Leadership Development: *Creating a Culture for Rigorous Learning* Offered by the International Center for Leadership in Education (ICLE). This interactive, one-day course will engage leaders in the key elements of organizational leadership needed to create a culture focused on the needs of students. Key elements include creating a culture focused on high expectations, establishing a clear vision, and building leadership capacity through an empowerment model. Effective leadership is about being adaptive, focusing on the process of learning, and monitoring progress toward a clear vision. *Audience: School and district leaders* *Delivery: Full day; in person* *Capacity: Up to 35 participants per session*	Year 2 Recommended one course per 35 participants

*A training plan will be customized from the above based on the District's needs annually for life of adoption.

Job-Embedded Coaching

HMH recognizes that professional growth occurs through a sustained learning process in

which the personal needs of each participant are systematically and strategically elevated

and supported. HMH makes it possible for you to provide teachers with that sustained, personalized learning process through our professional coaching services. HMH offers a blended approach to coaching, with a mix of in-person, on-site sessions and online touchpoints that offer contemporary flexibility and collaborative learning.

Professional coaching for individuals or teams provides opportunities to gain knowledge from an HMH consultant with expertise in the ***READ 180 Universal*** and ***System 44 Next Generation*** programs and in contemporary best practices. The key focus areas of coaching are instruction, lesson design, data-driven decision-making, and content. HMH's professional learning consultants model high-impact instructional strategies; sharpen teachers' expertise by answering program and practice questions; lead grade-level program sessions centered on evidence of student learning; and help teachers select, monitor, and achieve goals.

In regular online touchpoints, HMH's professional learning consultants guide reflection on implementation and provide guidance that strengthens teachers' practice. The online coaching experience includes access to the HMH Coaching Studio, the online community where the participants of HMH's blended coaching have access to additional resources and interactive collaboration. Teachers can upload videos and classroom artifacts to receive feedback from peers and coaches. On the HMH Coaching Studio site, team members can continue communicating, collaborating, and learning beyond their in-person and online coaching sessions. With HMH's professional coaching, Poudre School District's teachers will have the sustained professional learning needed to cultivate significant growth.

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9. **Provide a statement as to whether the Supplier intends to use one or more subcontractors or third parties in connection with its provision of materials and/or services. For each such subcontractor and third party, the Supplier shall: (a) provide its name, address, telephone number, and email address and (b) describe the work it will perform.**

HMH does not plan to use a subcontractor or any third parties for the provision of materials and services to Poudre School District.

> **10.** **The proposal shall include the Supplier's full legal name as it appears on IRS Form W-9 as well as any other names under which Supplier does business.**

Our full legal name is Houghton Mifflin Harcourt Publishing Company, aka Houghton Mifflin Harcourt or HMH.

> **11.** **Provide a description of the Supplier's business and organization, including: (a) products and services offered; (b) address of headquarters and locations of branch offices; (c) number of employees; and (d) number of years Supplier has been in business.**

With roots dating back to 1832, Houghton Mifflin Harcourt's history began in Boston, bringing to life the voices of celebrated authors and thinkers such as Henry David Thoreau, Henry Wadsworth Longfellow, and Virginia Woolf. In 1882, HMH's education division was established with the Riverside Literature Series, placing HMH at the forefront of the emerging education market. Since that time, the education space has undergone enormous transformation with the emergence of technology as a catalyst.

HMH is now a global learning company committed to delivering integrated solutions that engage learners, empower educators and improve student outcomes. As a leading provider of K–12 core curriculum, supplemental and intervention solutions and professional learning services, HMH partners with educators and school districts to uncover solutions that unlock students' potential and extend teachers' capabilities. HMH serves more than 50 million students and 3 million educators in 150 countries, while its award-winning children's books, novels, non-fiction, and reference titles are enjoyed by readers throughout the world.

HMH believes that every successful project must be supported by an outstanding and robust set of resources. Our team of approximately 3,800 professionals possesses a wealth of experience in education and technology, with many holding advanced degrees. Moreover, many of our staff members are former teachers and have extensive experience working in an educational environment. HMH's development, implementation, and support professionals

are well-versed in education and in tailoring our processes to best meet the needs of each customer.

Operating in Boston, where our business began, our corporate headquarters is located at 125 High Street, Boston, MA 02110. HMH also maintains offices in:

- Denver, CO
- Evanston, IL
- Geneva, IL
- New York City
- Orlando, FL
- Portsmouth, NH
- Petaluma, CA
- Puerto Rico
- Rexford, NY
- Round Rock (Austin), TX
- St. Charles, IL

HMH maintains warehouses in the United States that includes:

- Geneva, IL
- Indianapolis, IN
- Orlando, FL
- Troy, MO

Our International Offices include:

- Montreal, Quebec, Canada
- Dublin, Ireland
- Beijing, China

Our office-based staff is augmented by a nationwide network of consultants, sales representatives, professional development personnel, and regional management. These teams have extensive experience working on site with a wide range of clients, including state

agencies, large school districts, and individual private schools to ensure they are realizing the full potential of our products and tools.

For more information, visit our web site at: www.hmhco.com.

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12. Provide the Supplier's website address/Internet URL.

The address of HMH's main website is https://www.hmhco.com/.

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13. Provide the first and last name, telephone number, and email address of the employee designated as the District's primary contact with respect to the RFP and the Supplier's proposal.

The District's primary contact is Account Executive Katie Arace. She can be reached at 860.338.5426 and katie.arace@hmhco.com.

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14. Provide, for non-digital instructional materials, one English-language student edition set (per grade level) of instructional materials and one English-language teacher edition set of instructional materials.

As part of this submission, HMH is providing the District with sample sets of non-digital student and teacher materials.

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15. Provide access to online resources and/or software for use by students and teachers. Access will be required for 20 teacher reviewers and 100 student reviewers.

For online access to *READ 180 Universal* and *System 44 Next Generation*, please see the pages for each following this section.

16. **Provide access to the training, resources, and professional learning materials and services that support the curriculum implementation and use of Supplier's related instructional materials, online resources, and software.**

Evaluators can use the online access provided in the response to Item #15 to review training resources and professional learning materials.

READ180®

UNIVERSAL

Visit the eSampler to see all of the program components. Learn how *READ 180*, the world's most effective reading intervention program, engages students, empowers teachers and leaders, and raises reading achievement.

To access the eSampler visit hmhco.com/read180universal/esampler
and log in with the following information:

username: read180
password: universal

Explore all of the components of the *READ 180* eSampler!

For Students:
- Student Central
- Student Application
- The *ReaL Book*
  - Sample Workshop
- Independent Reading
  - Paperbacks
  - Audiobooks
  - eBooks
  - eReads

For Teachers:
- HMH Teacher Central
  - Data Dashboard
  - Classroom Management
  - Teacher Tools
  - Resources
- Digital Teacher Edition
  - Sample Workshop
- Blended Learning Handbook
- Professional Learning Guide
- Assessments
- Professional Development
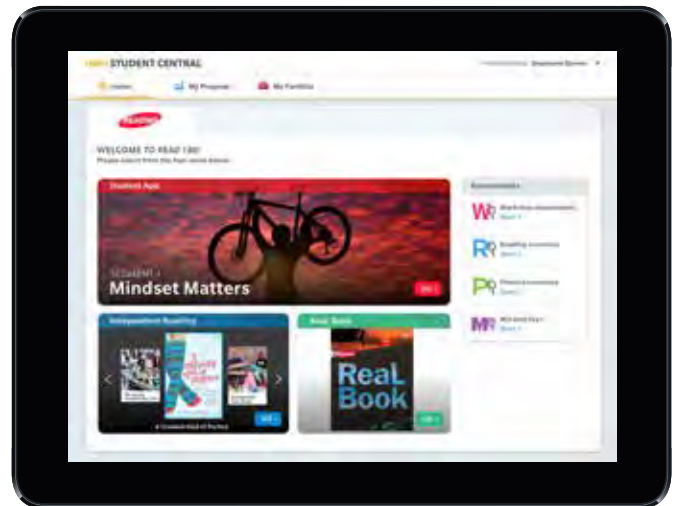
SYSTEM 44

NEXT GENERATION

System 44® **Next Generation** is a proven foundational reading program designed to get your most challenged readers in Grades 3 – 12+ on the path to college and career. Visit the **System 44 Next Generation eSampler** to discover how the program's personalized learning progression and explicit instruction engages students in reading, writing, language, speaking, and listening.

TO ACCESS THE eSAMPLER VISIT: *hmhco.com/products/esamplers*

Log in with the following information:

Username: **system44**
Password: **nextgeneration**
Start Date: **1/1/2019**
End Date: **12/31/2019**

1. Choose **Literacy Solutions**.
2. Next, select **Reading Intervention**.
3. Then, click the **System 44 Next Generation** blue **eSampler** button.

Make sure to explore all of the components of the *System44* Next Generation eSampler!

For Students:

- Instructional Software
- 44Book
- Decodable Digest
- Independent Reading Library (Paperbacks, eBooks, and Audiobooks)

For Teachers:

- Teacher Dashboard, which includes: the Interactive Teaching System, Resources for Differentiated Instruction, and Teaching Resources for Modeled and Independent Reading
- Assessment and Reporting
- Embedded Print and Online Professional Development Tools

Connect with us:

Houghton Mifflin Harcourt

CURRICULUM SERVICES AGREEMENT
BETWEEN HOUGHTON MIFFLN HARCOURT PUBLISHING
COMPANY{CONTRACTOR}
AND POUDRE SCHOOL DISTRICT R-1

This Curriculum Services Agreement ("Agreement") is entered into this _____ day of {DATE}2019, by and between Poudre School District R-1 ("District") and {CONTRACTOR NAME}Houghton Mifflin Harcourt Publishing Company ("Contractor"). The District and the Contractor are collectively referenced herein as the "parties." In consideration of the mutual covenants and promises contained in this Agreement, the sufficiency of which is hereby acknowledged, the parties agree as follows:

1. **Term of Agreement.**

1.1. This Agreement shall commence on the date first set forth above and continue through and including {DATE}, unless earlier terminated as provided herein.

1.2. Notwithstanding any other term or provision of this Agreement, the District's obligations hereunder are expressly subject to its budgeting and appropriation of sufficient funds for each fiscal year (July 1 - June 30) an Agreement is in effect. In no event, shall the District's obligations in an Agreement constitute a multiple-fiscal year direct or indirect debt or other financial obligation under Article X, Section 20(4)(b) of the Colorado Constitution.

1.3. **Termination For Cause.** Notwithstanding the provisions of section 1.2 above, if either party is in breach of an obligation or covenant under this Agreement the non-breaching party may give written notice to the breaching party describing the breach and demanding that it be cured. If the breach is not cured within seven (7) days after the breaching party's receipt of said notice, the non-breaching party may immediately terminate the Agreement and avail itself of any and all remedies available at law or in equity.

1.4. **Termination Without Cause.** Notwithstanding the provisions of sections 1.2 and 1.3 above, the District or the Contractor may terminate this Agreement at any time in its sole discretion for any reason, with or without cause, by giving the other party thirty (30) days' advance written notice of the termination.

2. **Deliverables and Purchase Price.**

2.1. {DELIVERABLES AND SERVICES}

2.1.1   The Contractor shall in its sole discretion make its [Product], as defined in the scope of work in the attached Exhibit 1, available for use at the District locations, in accordance with District purchase orders submitted for such products pursuant to the terms of this Agreement (hereinafter the "Services").

2.1.2   The total cost for the Services shall be outlined on the District's purchase orders submitted and accepted by Contractor during the term of this Agreement. All sums for said

purchase orders shall be due and payable by the District within thirty (30) days after the date on the Contractor's invoice.

2.1.3. Contractor retains all right, title and interest in and to any and all of Contractor's software, materials, tools, forms, documentation, training and implementation materials and intellectual property (collectively, "Contactor Materials"). Contractor grants to the District a personal, nonexclusive license to use the Contractor Materials for its own noncommercial, incidental use as set forth in the end user.

2.1.4. This agreement in no way binds the District or District Schools to exclusive use of Contractor's Services. Discretion to utilize Services is under the direction of each District School Principal or Principal designee. District Principals or Principal designee will adhere to applicable laws, regulations, and District policies.

2.1.5. Additional District schools may utilize this Agreement under all terms and conditions specified and upon submission of a district purchase order, accepted by the Contractor as outlined in section 2.1.2.

2.2. {TOTAL COST}

2.3. Access to Services shall be available for a ten (10) year subscription.

2.4. Additional Services may be purchased at the prices listed in Exhibit {XX} for the full length of the contract.

2.5. Contractor shall ensure teacher Materials are shipped to be received no later than {DATE}.

2.5.1. Contractor shall separate and bundle Materials by District School for shipment.

2.6. Contractor shall ensure grade-level classroom Materials are shipped to be received no later than {DATE}.

2.6.1. Contractor shall separate and bundle Materials by District School for shipment.

2.7. Contractor shall provide support for implementation of Services during the first year, at no cost for the following:

2.7.1. {PROFESSIONAL DEVELOPMENT SERVICES}

2.8. The Contractor grants the District a non-exclusive, non-transferable, non-sublicenseable license to access and use, and permit authorized users to access and use the Services solely in the United States during the term of the Agreement.

2.9. The District shall access and use the Services solely for non-commercial instructional and administrative purposes within the District. Further, the District shall not, except as expressly authorized or directed by the Contractor: (a) copy, modify, translate, distribute, disclose or create derivative works based on the contents of, or sell, the Services, or any part thereof; (b) decompile,

disassemble or otherwise reverse engineer Services or otherwise use the Services to develop functionally similar products or services; (c) modify, alter or delete any of the copyright, trademark, or other proprietary notices in or on the Services; (d) rent, lease or lend the Services or use the Services for the benefit of any third party; (e) avoid, circumvent or disable any security or digital rights management device, procedure, protocol or mechanism in the Services; or (f) permit any authorized user or third party to do any of the foregoing. The District also agrees that any works created in violation of this section 2.~~10~~9 are derivative works, and, as such, the District agrees to assign, and hereby assigns, all right, title and interest therein to the Contractor.

2.10. The District agrees, subject to the limited rights expressly granted hereunder, that all rights, title and interest in and to all Services, including all related IP Rights, are and shall remain the sole and exclusive property of Contractor or its third-party licensors. "IP Rights" means, collectively, rights under patent, trademark, copyright and trade secret laws, and any other intellectual property or proprietary rights recognized in any country or jurisdiction worldwide. The District shall notify Contractor of any violation of Contractor's IP Rights in the Services, and shall reasonably assist Contractor as necessary to remedy any such violation. Contractor Services are protected by patents.

2.11. The District understands and agrees that its students' access to and use of the Services under this Agreement requires that it disclose confidential student records and information, as that term is defined below, to the Contractor. The Contractor understands and agrees that if it fails to comply with any of the requirements under sections 4, 5, 6 or 7 below at any time during or after the term of this Agreement the District may, as applicable, terminate the Agreement and/or disqualify the Contractor from future agreements with the District.

3. **Definitions.**
3.1. As used in this Agreement, "personally identifiable information" is defined as information (including metadata) that, alone or in combination, is linked or linkable to a specific student so as to allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty. Personally identifiable information includes but is not limited to: (a) the student's name; (b) the name of the student's parent or other family members; (c) the address or phone number of the student or student's family; (d) personal identifiers such as the student's social security number, student number or biometric record; and (e) indirect identifiers such as the student's date of birth, place of birth or mother's maiden name.

3.2. As used in this Agreement, "education records" is defined as records, files, documents and other materials that: (a) contain information directly related to a student; and (b) are maintained by the District, or by a party acting for the District such as the Contractor.

3.3. As used in this Agreement, "confidential student records and information" is defined as education records and personally identifiable information concerning District students, including but not limited to confidential student records and information disclosed to, collected by and/or generated by the Contractor. Confidential student records and information does not include "de-identified confidential student records and information," as defined in section 3.5 below.

3.4. As used in this Agreement, "collect" is defined as the gathering of data and other information by any means, including but not limited to the use of logs, cookies, tracking pixels, etc.

3.5. As used in this Agreement, "de-identified confidential student records and information" is defined as confidential student records and information from which all personally identifiable information, and the ability to determine any personally identifiable information, is removed.

3.6. As used in this Agreement, "securely destroy" is defined as removing confidential student records and information from the Contractor's systems, paper files, hard-copy and electronic records, databases and any other media regardless of format, ~~in accordance with the standard detailed in the National Institute of Standards and Technology ("NIST") SP 800-88 Guidelines for Media Sanitization, so~~such that it is rendered unreadable and unreconstructable ~~the confidential student records and information are permanently irretrievable~~ in the Contractor's normal course of business.

3.7. As used in this Agreement, "eligible student" is defined as a student who is at least 18 years of age or who is legally emancipated.

4. **Ownership of Confidential Student Records and Information.** All confidential student records and information shall remain the exclusive property of the District and all rights, title and interest in the confidential student records and information, including but not limited to intellectual property rights in the confidential student records and information, belong to and are retained solely by the District. The District hereby grants to the Contractor a limited, nonexclusive license to access, view, collect, generate and use confidential student records and information solely for the purpose of performing its obligations under this Agreement.

5. **Security of Confidential Student Records and Information.**

5.1. The Contractor shall store and process confidential student records and information in accordance with ~~commercial best~~ commercially reasonable applicable industry standard practices, including implementing ~~appropriate~~ reasonably designed administrative, physical and technical safeguards ~~that are no less rigorous than those outlined in SANS Top 20 Security Controls, as amended,~~ and use commercially reasonable methods, consistent with industry standards to secure such confidential student records and information from unauthorized access, disclosure, alteration and use. The Contractor shall ~~ensure~~ require that all such safeguards, including the manner in which confidential student records and information is collected, accessed, used, stored, processed, disposed of and disclosed, comply with all applicable federal and state data protection and privacy laws, regulations and directives, including but not limited to Colorado's Student Data Transparency and Security Act, C.R.S. §§ 22-16-101 *et seq*. Without limiting the foregoing, and unless expressly agreed to the contrary in writing, ~~the Contractor warrants that all~~ electronic confidential student records and information will be encrypted in transmission and at rest ~~in accordance with NIST Special Publication 800-57, as amended~~.

5.2. The Contractor shall conduct ~~periodic~~ ongoing risk assessments and remediate ~~any identified~~significant security vulnerabilities in a reasonably timely manner. The Contractor shall promptly and without undue delay notify the District ~~in the event~~upon discovery of: (a) an~~y~~ actual security or privacy breach concerning confidential student records and information; and/or (b) an~~y~~ actual use or disclosure of student personally identifiable information not authorized under this Agreement.

6. **Use of Confidential Student Records and Information.**

6.1. Under the Agreement, Contractor may access, view, collect, generate and/or use confidential student records and information only under the following terms and conditions: (a) except as provided in section 6.2 below, Contractor shall not disclose confidential student records and information, in whole or in part, to any other party; (b) Contractor shall not use any confidential student records or information to advertise or market to students or their parents/guardians; (c) Contractor shall access, view, collect, generate and use confidential student records and information only to the extent necessary to perform its obligations under the Agreement; and (d) at the conclusion of the term of the Agreement the Contractor shall, as directed in writing by the District, initiate the process to either securely destroy all confidential student records and information in its possession, custody or control, or return such confidential student records and information to the District.

6.2. Contractor may to the extent necessary to perform its obligations under the Agreement disclose confidential student records and information to subcontractors as identified in Exhibit {XX} ("Subcontractors"), hereinafter attached and made part of this Agreement, pursuant to written subcontracts ~~specifying the purpose of the disclosure and~~ providing that: (a) Subcontractors shall not disclose confidential student records and information, in whole or in part, to any other party; (b) Subcontractors shall not use any confidential student records or information to advertise or market to students or their parents/guardians; (c) Subcontractors shall access, view, collect, generate and use confidential student records and information only to the extent necessary to assist Contractor in performing its obligations under the Agreement; and (d) at the conclusion of their work under their subcontracts Subcontractors shall, as directed by the District through the Contractor, either securely destroy all confidential student records and information in their possession, custody or control, or return such confidential student records and information to the District.

6.3. Contractor and Subcontractors may use de-identified confidential student records and information for purposes of research, the improvement of its products and Services, and/or the development of new products and Services. In no event shall the Contractor or Subcontractors re-identify or attempt to re-identify any de- identified confidential student records and information.

6.4. Contractor and Subcontractors shall promptly furnish to the District upon written request all confidential student records and information they have collected and/or generated and not in the District's possession. Such requests may include but shall not be limited to those made in order to respond to parent/guardian and eligible student requests to inspect and review education records as authorized under the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA") and/or under the Colorado Open Records Act, C.R.S. §§ 24-72-200.1 *et seq.* ("CORA"). The District, not the Contractor or Subcontractors, shall respond to all parent/guardian and eligible student requests to inspect and review records, data and other information.

7. **School Service Contract Provider.** Contractor is a "school service contract provider" under the Colorado Student Data Transparency and Security Act (the "Act"). Under the Act, a "school service contract provider" is defined as an entity (other than the Colorado Department of Education, a K-12 public education entity or an institution of higher education) that enters into a formal, negotiated contract with the District to provide a "school service." Under the Act, a "school service" is defined as an Internet website, online service, online application or mobile application that: (a) is designed and marketed primarily for use in a preschool, elementary school or secondary school; (b) is used at the direction of District teachers or other District employees; and (c) collects, maintains or uses confidential student records and information.

7.1. As a school service contract provider under the Act, the Contractor has provided the following information attached Exhibit {XX} (a) the data elements of confidential student records and information that Contractor collects under the Agreement, regardless of whether the data elements are initially collected or ultimately held individually or in the aggregate using protocols that are effective for preserving the anonymity of each student included in the data; (b) the learning purpose for which Contractor collects the confidential student records and information; and (c) how the Contractor uses and shares the confidential student records and information. Contractor shall update this information as necessary to maintain accuracy.

> **Comment [LJ1]:** To be completed if bid is approved.

7.2. Contractor shall facilitate the District's access to and correction of any factually inaccurate confidential student records and information as required in response to correction requests from parents/guardians and eligible students.

8. **Remedies.** If Contractor or Subcontractors fail to comply with any of the foregoing requirements in sections 4, 5, 6 or 7 at any time during or after the term of the Agreement the District may, as applicable, terminate the Agreement and/or disqualify Contractor and any one or more of Subcontractors from future contracts and subcontracts with the District. Excluding any data breach, the District may allow an opportunity to cure a breach in thirty (30) days of written notice.

9. **Notices and Communications.** All notices and communications required or permitted under this Agreement shall be in writing and shall be: (a) sent via certified mail, return receipt requested and postage prepaid, to the address of the other party set forth below; or (b) sent via e-mail to the other party via the e-mail address set forth below.

Poudre School District R-1
Attn: Tracy Stibitz
2407 LaPorte Avenue
Fort Collins, CO 80521
E-mail: tstibitz@psdschools.org
{VENDOR INFORMATION}
Houghton Mifflin Harcourt Publishing Company
Attn: General Counsel
125 High Street
Boston, MA 02110

10. **General Provisions.**

10.1. **No Assignment.** The Contractor shall not assign this Agreement or any of its rights, interests or obligations under this Agreement without the prior written consent of the District, which consent may be withheld for any reason or no reason as determined by the District in its sole discretion.

10.2. **No Waiver.** The parties agree that no assent or waiver, express or implied, to any breach of any one or more of the covenants of this Agreement shall be construed as or deemed to be an assent to or a waiver of any subsequent breach.

10.3. **Conflict of Terms.** In the event of any conflict of terms found between this Agreement or any other terms and conditions, end user license agreements or privacy policies, the terms of this Agreement shall prevail.

10.4. **Amendment or Modification.** No amendment or modification of this Agreement shall be valid unless set forth in writing and executed by the District and the Contractor in the same manner and with the same formality as was done for this Agreement.

10.5. **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of Colorado.

10.6. **Insurance.** Contractor shall procure and maintain the required insurance specified below for the duration of this Agreement, which insurance shall be written for ~~not less than~~ the amounts specified ~~or greater if required by law~~. Specified coverage and amounts may be provided by a combination of a primary policy plus an umbrella or following form excess policy. If not otherwise required by law, lower amounts may be acceptable upon review and written approval by the District's Director of Records and Risk Management. All insurance shall be with a carrier licensed in the state of Colorado and shall have a minimum A.M. Best rating of A- VII, or financial equivalent. Contractor shall furnish the District's Director of Records and Risk Management with certificates of the required insurance prior to the District's approval and signing of this Agreement, and with renewal certificates as soon as reasonably practical following the expiration of any required insurance that expires during the term of this Agreement. Any insurance and/or self-insurance carried by the District is excess of the coverage extended to the District by Contractor. Contractor shall provide at least thirty (30) days' advance written notice to the District prior to cancellation ~~or change of coverage~~, except ten (10) days of non-payment of premium. The insurance requirements specified in this section 10.6, shall not reduce the indemnification liability that Contractor has assumed in section 10.7 below.

Commercial General Liability
     a. Each Occurrence Bodily Injury & Property Damage $1,000,000
     b. Personal Injury $1,000,000
     c. Products/Completed Operations Aggregate $1,000,000
     d. General Aggregate $2,000,000
     e. Coverage must be written on an "occurrence" basis.
     f. Poudre School District and its elected officials and employees shall be included as additional insureds; copy of policy endorsement must be attached to the Certificate of Insurance.

Technology Errors & Omissions Liability including Network Security and Privacy Liability
     a. Per Loss $3,000,000
     b. Aggregate Limit $3,000,000
     c. If policy is written on a claims-made basis, Contractor warrants that any retroactive date under the policy shall precede the effective date of this Agreement and that either continuous coverage will be maintained, or an extended discovery period will be exercised for a period of two (2) years beginning at the time work under this Agreement is complete. Contractor shall also maintain such insurance for an additional period of three (3) years following termination of the Agreement.
     d. If policy is written on an occurrence form basis, Contractor shall maintain such insurance for an additional period of one (1) year following termination of the Agreement.

Workers' Compensation and Employers' Liability*

a. State of Colorado Statutory
b. Employer's Liability $500,000 Each Accident

$500,000 Disease – Policy Limit
$500,000 Disease – Each Employee

c. Waiver of subrogation, for General Liability and Workers' Comp, in favor of Poudre School District R-1; copy of policy endorsement must be attached to the Certificate of Insurance. d. This requirement shall not apply if Contractor is exempt under the Colorado Workers' Compensation Act and if Contractor has a current Workers' Compensation Coverage Rejection on file with the Colorado Department of Labor and Employment, Division of Worker's Compensation.

> **Comment [LJ2]:** Tech E&O does not allow Waiver of Subrogation

    10.7. **Indemnification.** The Contractor shall indemnify and hold harmless the District and the District's Board members, employees, representatives and agents from and against any and all actual liability arising from ~~any suit, action, grievance, charge or proceeding brought in connection with or related to~~: (a) the Contractor's negligent operations; (b) the Contractor's negligent provision of the Services; (c) the Contractor's actual ~~or alleged~~ infringement of any third party's patent or copyright; and/or (d) the negligent conduct of any of the Contractor's employees, volunteers, agents or representatives. The indemnification and hold harmless obligation hereunder shall include all reasonable attorney fees, costs and expenses directly incurred by the District and/or the District's Board members, employees, representatives and/or agents in defense of said suits, actions, grievances, charges and/or proceedings. Nothing in this section 10.7 or otherwise in this Agreement shall be construed in any way or applied in any manner as a compromise or waiver of the District's rights and protections under the Colorado Constitution or the Colorado Governmental Immunity Act. Nor shall anything in the section 10.7 or otherwise in this Agreement be construed in any way or applied in any manner to require the Contractor to indemnify the District and the District's Board members, employees, representatives and agents in connection with any liability arising from their own negligence, breach of duty or intentional misconduct.

    10.8. **No Third-Party Beneficiary.** Enforcement of the terms and conditions of this Agreement, and all rights of action relating to such enforcement, shall be strictly reserved to the District and the Contractor. Nothing contained in this Agreement shall give or allow any claim or right of action whatsoever by any third person other than the District or the Contractor. It is the express intent of the parties that any third person receiving services or benefits pursuant to this Agreement shall be deemed an incidental beneficiary only.

    10.9. **Attorney Fees and Costs.** In the event it becomes necessary for either party to institute litigation or mutually agreed-upon arbitration proceedings to enforce any provision of this Agreement, the substantially prevailing party in such litigation or arbitration shall receive, as part of any judgment or award entered, its reasonable attorney fees and costs, including expert witness fees.

    10.10. **Binding Effect.** This Agreement shall be binding upon and inure to the benefit of the parties and their respective heirs, legal representatives, successors and permitted assigns.

    10.11. **Headings.** The headings used in this Agreement are for convenience only and shall have no effect upon the construction or interpretation of this Agreement.

10.12. **Entire Agreement.** This Agreement constitutes the entire agreement of the parties regarding the subject matter addressed herein and supersedes all prior agreements, whether oral or written, pertaining to said subject matter.

10.13. **Signatures.** This Agreement may be executed and delivered via portable document format (pdf), and the pdf signature of any party shall be considered valid, binding, effective and an original for all purposes.

10.14. Warranty of Authority. The individuals signing below represent and warrant that they have the authority to execute this Agreement on behalf of their respective organizations and bind their respective organizations to the terms of this Agreement. THE REMAINDER OF THIS PAGE WAS INTENTIONALLY LEFT BLANK.

IN WITNESS WHEREOF, the District and the Contractor have signed this Agreement as of the date first set forth above.
{VENDOR}
By:_____
{NAME}
{TITLE}
POUDRE SCHOOL DISTRICT R-1
By:_____
Sandra Smyser, Ph.D.
Superintendent
By:_____
Robert Beauchamp
Director of Curriculum, Instruction and
Assessment

EXHIBIT 1

PRODUCT

Comment [LJ3]: To be completed if bid is approved.

COST COMPONENT OF PROPOSAL

Provide the ISBN numbers.

***Read 180 Universal*:**

Stage B Student Materials	978-1-328-01903-5
Stage B Teacher Materials	978-1-328-01968-4
Stage B Classroom Materials	978-1-328-01764-2 (one time purchase)
Stage C Student Materials	978-1-328-01906-6
Stage C Teacher Materials	978-1-328-01989-9
Stage B Classroom Materials	978-1-328-01765-9 (one time purchase)

System 44:

Secondary Student Materials	978-1-328-01948-6
Secondary Teacher Materials	978-1-328-01849-6
Secondary Classroom Materials	978-1-328--58205-6 (one time purchase)

Please note that HMH is offering these 5-year ISBN's at special pricing on the cost proposal that follows in order to accommodate a 10-year contract when purchased twice—initially and with a 5-year renewal.

Provide pricing for the District's initial purchase of instructional materials for the number of teachers and students listed in the table on page 14 of the RFP. The quantities listed are estimates. The District is not obligated to purchase the quantities listed and reserves the right to adjust or reduce the quantities ordered.

HMH understands that the District reserves the right to adjust or reduce the quantities ordered.

Provide the price for the District's initial purchase of technology and online resources for use by students and teachers.

Houghton Mifflin Harcourt

P o u d r e S c h o o l D i s t r i c t R - 1 , C O
S e c o n d a r y R e a d i n g I n t e r v e n t i o n A s s e s s m e n t C u r r i c u l u m
w i t h I n s t r u c t i o n a l M a t e r i a l s a n d S e r v i c e s , R F P # 2 0 - 6 3 0 - 0 0 2
C o s t C o m p o n e n t o f P r o p o s a l

1.) Provide pricing structure for subsequent purchases of instructional materials, technology, and online resources to accommodate increases in student enrollment during the ten-year period the District plans to access and use the materials.

2.) Provide your most competitive shipping quote for the materials. The District reserves the right to use a third-party carrier for shipment of ordered materials.

For detailed pricing information, please refer to the cost proposal included in this section of our response.

Provide the price for training, resources, and professional learning opportunities referenced in the response.

Set forth below are prices for training, resources, and professional learning opportunities referenced in our response.

Professional Learning Services Pricing

Meetings	
Implementation, Mid-Year, and End-of-Year Meetings	Included with Year 1 purchase
Courses	
In-person training (Getting Started and Follow-Up)	$2,800/day*
Webinars	$800/session
Embedded Professional Learning	Included with purchase
Leadership Development: *Creating a Culture for Rigorous Learning*	$4,050/day
Coaching	
Blended Team Coaching • *Four in-person coaching days* • *Eight 30-minute online sessions for a team of five teachers* • *HMH Coaching Studio access for 1 year*	$15,500
In-Person Team Coaching Grounded in deep research around adult learning, In-Person Team Coaching includes lesson modeling, peer collaboration, and feedback to drive instructional excellence and change in the classroom. The in-person	$2,800/day

Houghton Mifflin Harcourt.

team coaching model includes: • Four teams per day, up to 15 teachers per team	
Online Team Coaching HMH coaches work online, through the HMH Coaching Studio, with small groups of up to five teachers or coaches to build content knowledge, refine their practices, model and plan lessons, and analyze student evidence to deliver more effective instruction. • Includes HMH Coaching Studio access for one year. • Choice of 8 sessions or 4 sessions with 5 teachers per session.	$4,500.00 for eight online sessions $3,300.00 for eight online sessions
Technical Services	
TechAdvise	$27,500/year
TechIntegrate	$2,800/on site day $1,750/remote session

*Getting Started training included at no cost when program purchase exceeds $100,000.00.

It is important to note that one of the hallmarks of HMH professional development offerings is our flexibility and willingness to tailor the structure of our services to best meet your needs. With such a broad base of offerings and experience, we are happy to discuss specific customizations to our services based on the District's goals and to refine our offerings and pricing accordingly.

Houghton Mifflin Harcourt.

Comprehensive Reading Intervention for Grades 6-12

Districts across the United States implement ***READ180 Universal, System44 Next Generation, t***o meet the needs of their school schedule, space and available teachers. ***READ180 Universal, System 44 Next Generation*** solutions are a blended instructional model that includes student software, student interactive text, classroom materials and teaching software/print materials.

READ180 Universal and System 44 Next Generation

Student Subscription Price:

READ 180 Universal Stages A, B, C and ***System 44 Next Generation*** Secondary student subscription includes student software, student interactive text (ReaL book or System44 book) and HMH hosting services.

HMH is pleased to offer a multiple year pricing option. To support a request for a 10 year subscription price, we are proposing the purchase of two five-year student subscription at a cost of $639 each--a 20% savings.

Years 1-5 = $639

Years 6-10 = $639

Payment for years 1-5 are due with initial purchase. Payment for years 6-10 is due in the sixth year.

Teacher Subscription Price: *READ 180 Universal* Stages A, B, C and ***System 44 Next Generation*** Secondary teacher subscription includes teacher software and management system access

     10 Year Subscription: INCLUDED

(This can be reissued at the same price point for the second 5 years)

Classroom Materials

READ 180 Universa*l** Stages A, B, C and ***System 44 Next Generation Secondary classroom materials include teacher guide/blended learning handbook, resources for differentiation of instruction and independent reading libraries

    R180 Universal Classroom Materials Stage A, B and C: $1,999   Savings of over 50%

    System 44 Next Generation Classroom Materials: $1,999   Savings of over 50%

Implementation Best Practices

As a result of proven, research-based instructional programs, high-quality professional learning, and on-going classroom coaching, Houghton Mifflin Harcourt has demonstrated the ability to scale student achievement in over 40,000 classrooms serving one million struggling students every day. We are honored to join your journey to raise mathematics achievement, and we are pleased to share the following materials and services necessary to accelerate the learning of your below-proficient students. Houghton Mifflin Harcourt implementation best practices recommend:

- **Training and professional learning** to ensure capacity building
- **Ongoing, blended coaching** to accelerate and sustain student achievement
- **Data analytics** to evaluate implementation successes and challenges

Training and professional learning: This professional learning helps teachers begin using the comprehensive intervention program in their classrooms. Participants will explore program materials, experience the pace of a module, learn how to differentiate instruction, and navigate the print and online assessment resources.

For new implementation options, the initial new intervention teacher training model and cost is as follows:

- *READ180 Universal*
    - 2 days of Getting Started new teacher training
    - Can service up to 35 teachers in the training session
    - RFP Price: $5,600

- *System44 Next Generation*
    - 1 days of Getting Started new teacher training
    - Can service up to 35 teachers in the training session
    - RFP Price: $2,800

ONGOING, BLENDED COACHING

HMH Professional Services helps schools and districts achieve measurable gains with a person-to-person approach to professional learning centered on student outcomes. HMH Blended Coaching in a combination of in person, online, and most importantly, on your time, our professional coaches are ready to work flexibly with you which are:

Flexible: From job embedded to online coaching
Personalize: Specifically aligned to your learning targets
Collaborative: Ongoing interactions via Coaching Studio
Sustainable: Plans that are strategic, measureable and on-going

In-Classroom Support for Intervention Teachers *(4-8 visits per teacher)*

Houghton Mifflin Harcourt consultants will provide regular, in-person, one-on-one support within the classroom throughout the year to ensure successful implementation of intervention materials. In-classroom support visits focus on four key areas including (1) fidelity to model, (2) classroom management, (3) instruction, and (4) progress monitoring.

The consultant will:

- Support implementation, management, instruction, and assessment practices
- Develop an action plan for support that may include classroom demonstrations, co-planning, co-teaching, assistance with data collection and analysis, providing targeted resources,
- Continuously assess, monitor, and set new goals based on success toward standards
- RFP Price: $2,800 per day
- Number of coaching days to be determined once number of Intervention teachers are determined

HMH Coaching Studio On-line Support *(4-8 online sessions)*

The HMH Coaching Studio is a web and mobile based platform designed to support the blended coaching model. Through the Coaching Studio teaches and leaders will be empowered to make continued progress on their goals, reflect on their learning, and set goals for the next in-person and/or online coaching session.

Online coaching support packages are:

- HMH Coaching Studio & 4 online sessions for 1 teacher: $1,500
- HMH Coaching Studio & 8 online sessions for 1 teacher: $2,650
- HMH Coaching Studio & 4 online group/team sessions for 5 teachers: $3,300
- HMH Coaching Studio & 8 online group/team sessions for 5 teachers: $4,500

Data Analytics: Houghton Mifflin Harcourt's team of data experts will partner with your school or district to transform data into helpful, actionable information to enable you to track progress against academic improvement goals and meet accountability demands over the course of the school year.

HMH recommends using a number of different monitoring tools to measure program progress including:

- Ongoing monitoring of reports generated by the management system
- An analysis of *student test* scores at least twice per year
- A formal quarterly review of implementation effectiveness to highlight successes and challenges and measure implementation success against three key indicators
- Data reports at least twice per year to help quantify student achievement gains and identify opportunities for improvement

Our data experts can help leaders in a variety of ways including:

- Using program data to evaluate implementation and make changes as necessary for optimal results
- Comparing and analyzing district, school, and classroom growth data and targets
- Identifying district- or school-level trends and quickly pinpointing specific concerns
- Utilizing data for short- and long-range planning

7.0 PROPOSAL CERTIFICATION FORM   Secondary Reading Intervention Assessment
                                    and Curriculum with Instructional Materials and Services
                                    RFP# 20-630-002

The District will only accept and consider electronically submitted proposals from Suppliers, which must be submitted and received in the www.bidnetdirect.com electronic solicitation portal on or before **Tuesday, August 20, 2019 2:00 p.m. MST.**

The sample instructional materials and access to online resources, software, training and professional learning materials and services, all as requested in Section 3.0 of this RFP must be physically received on or before **2:00 p.m. MST on Tuesday, August 20, 2019 and shall be in a sealed packaged and marked RFP# 20-630-002 Secondary Reading Intervention Assessment Curriculum with Instructional Materials and Services** and mailed or delivered to:

> Poudre School District R-1
> **Curriculum, Instruction and Assessment**
> **Attn: David Lawrence – RFP# 20-630-002 – Secondary Reading Intervention**
> 1502 South Timberline Road
> Fort Collins, CO 80524

The undersigned hereby affirms that:

- Agent is a duly authorized agent of the company issuing this proposal and that all information provided in the proposal is true and accurate.

- Supplier has read the conditions and technical specifications, which were made available to the company in conjunction with this RFP, and fully understands and accepts these terms unless specific variations have been expressly listed in the proposal.

- Supplier will adhere to all terms and conditions and provide, at a minimum, all services as expressed in the RFP and/or the company's proposal responding to the RFP.

- Supplier meets or exceeds all the required criteria as specified by this RFP, or if not, has submitted a Justification for Consideration addressing any failure to meet the criteria.

- Supplier's proposal is being offered independently of any other Supplier and in full compliance with the terms specified in the RFP.

- Supplier will accept any awards made to it, contingent on Agreement negotiation, as a result of this RFP for a minimum of ninety (90) calendar days following the date and time of the RFP opening.

Supplier Name: _____Houghton Mifflin Harcourt Publishing Company_____

Signature of Authorized Agent: _____

Printed Name: _____Shawn Weirather_____

Title:_____Senior Director, Proposals_____

E-mail address: hmh.bids@hmhco.com

Phone Number: 800-767-8420

Contact Person: Katie Arace
Account Executive **Phone Number:**   860-338-5426

Contact Email: Katie.Arace@hmhco.com

(If different from Agent)

NOTE: Proposals submitted without the signature of an authorized agent of the Supplier may be considered non-responsive.

8.0   <u>REFERENCES</u>

List three (3) references for which your company has completed similar materials/services for projects of similar scope. Colorado K-12 public school references are preferred, if available.

8.1   Organization Name   Boulder Valley School District

       Address   6500 E. Arapahoe Road, Boulder, CO 80303

       Contact Person   Neil Anderson, Principal

       Telephone   750-561-4200

       Email   Neil.andersone@bvsd.org

       Describe type of work/service performed or items supplied

       Starting their second year with System 44 NG and Read 180 Universal

8.2   Organization Name   Fountain Ft. Carson School District 8

       Address   10665 Jimmy Camp Road, Fountain, CO 80817

       Contact Person   Dr. Lori Cooper, Chief Academic Officer

       Telephone   719-382-1307

       Email   lcooper@ffc8.org

       Describe type of work/service performed or items supplied

       System 44 NG and Read 180 Universal for about 3 years

8.3   Organization Name   Laramie 1 School District

       Address   2810 House Ave., Cheyenne, WY 82001

       Contact Person   Dr. Stephen Newton, Curriculum Coordinator

       Telephone   307-771-2214

       Email   Stephen.newton@laramie1.org

       Describe type of work/service performed or items supplied

       System 44 NG and Read 180 Universal for about 4 years

READ180® UNIVERSAL

correlated to the

2020 Colorado Academic Standards for Reading, Writing, and Communicating

Grades 6–12

2019

READ 180 Universal is a comprehensive system of instruction, assessment, and professional development designed to raise reading achievement for struggling readers (any student reading two or more years below grade-level) in grades 4-12+.
The *READ 180 Universal* Instructional Model provides simple, clear organization for the classroom.

➢ The Instructional Model includes Whole Group Instruction, Small-Group Differentiated Instruction, and Independent Activities. It was built to meet the needs of a 45-50 minute instructional period. Additional instructional and differentiation resources allow for teachers to extend the instructional block to 60 or 90+ minutes to meet their scheduling needs.

➢ Instructional Routines provide consistency for students and foster acquisition of critical thinking skills and encourage students to use new content area and academic vocabulary in discussions.

➢ Teachers begin and end each session with the Whole-Group where students have the opportunity to engage each other and use academic language.

➢ Workshops are divided into two parts that include approximately six texts that follow the principles of narrow reading, which involves reading texts with overlapping topics and recurring vocabulary.

➢ The Student App includes six levels of instruction that are consistent with the Zone of Proximal Development for Lexile measured reading.

➢ The Independent Reading Library includes over 120 texts per stage.

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Standard 1. Oral Expression and Listening					
Prepared Graduates: 1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.					
Grade Level Expectation: 1. Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.					
Evidence Outcomes Students Can:					
a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1) i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a) ii. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b) iii. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c) iv. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)	**Getting Started Lessons:** 1-9 **Workshop 1 Lessons:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23 **Workshop 2 Lessons:** 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24 **Workshop 3 Lessons:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.25, 3.26 **Workshop 4 Lessons:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10, 4.11, 4.13, 4.14, 4.15, 4.16, 4.17, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24 **Workshop 5 Lessons:** 5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.9, 5.10, 5.12, 5.13, 5.14, 5.15, 5.16, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23, 5.24 **Workshop 6 Lessons:** 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.8, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15,	**Pages:** 31, 79, 127, 191, 241, 291		**Speaking and Listening:** Collaborative Discussion Academic Discussion	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	6.16, 6.17, 6.18, 6.19, 6.20, 6.21 **Interim Performance Tasks:** 1-4 **End-of-Year Performance Tasks:** 1-5				
b. Interpret information presented in diverse media and formats (for example: visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (CCSS: SL.6.2)	**Getting Started Lessons:** 4, 6 **Workshop 1 Lessons:** 1.1, 1.2 **Workshop 2 Lessons:** 2.1 **Workshop 3 Lessons:** 3.1 **Workshop 4 Lessons:** 4.1 **Workshop 5 Lessons:** 5.1 **Workshop 6 Lessons:** 6.1	**Pages:** 30, 78, 126, 190, 240, 290		**Reading Comprehension:** Read Maps Text and Visual Representations	
c. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: SL.6.3)	The Think-Pair-Share Routine and the Academic Discussion Routine provide opportunities to address this standard.			**Speaking and Listening:** Evaluating a Persuasive Speech Evaluating Evidence in a Persuasive Speech Identifying Claims and Evidence	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Prepared Graduates: 2. Deliver effective oral presentations for varied audiences and varied purposes.					
Grade Level Expectation: 2. Develop, organize, and present ideas and opinions effectively.					
Evidence Outcomes Students Can:					
a. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.6.4)	**Workshop 2 Lessons:** 2.15, 2.17, 2.23 **Workshop 3 Lessons:** 3.26 **Workshop 4 Lessons:** 4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:** 6.21			**Speaking and Listening:** Presenting a Persuasive Speech Presenting an Argument Essay	
b. Include multimedia components (for example: graphics, images, music, sound) and visual displays in presentations to clarify information. (CCSS: SL.6.5)				**Speaking and Listening:** Media Outline	
c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.6.6)	**Workshop 1 Lessons:** 1.1 **Workshop 2 Lessons:** 2.15, 2.17, 2.23 **Workshop 3 Lessons:** 3.1, 3.26 **Workshop 4 Lessons:** 4.1, 4.24, **Workshop 5 Lessons:** 5.1, 5.24 **Workshop 6 Lessons:** 6.1, 6.21			**Speaking and Listening:** Using Appropriate Language **Writing: Skill Builder:** Formal and Informal Language	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Standard 2. Reading for All Purposes					
Prepared Graduates: 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 1. Analyze literary elements within different types of literature to make meaning.					
Evidence Outcomes Students Can:					
a. Use Key Ideas and Details to:					
i. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)	**Workshop 1 Lessons:** 1.16, 1.17, 1.24 **Workshop 2 Lessons:** 2.3 **Workshop 3 Lessons:** 3.7, 3.18, 3.19 **Workshop 5 Lessons:** 5.13, 5.14 **Workshop 6 Lessons:** 6.4, 6.5	**Pages:** 83, 135, 137, 141, 143,145, 147, 149, 159, 161, 263, 264-265, 297, 299		**Reading Comprehension:** Critical Reading: Analyze Draw Conclusions Read for Detail	**Paperbacks:** All Summer in a Day Dive: The Discovery Donner Party: A Diary of a Survivor Drama The Great Wall of Lucy Wu King Arthur: The Story of the Sword and the Stone Looking for Red The Maze of Bones (The 39 Clues) Mercy on These Teenage Chimps Milo: Sticky Notes & Brain Freeze The Rescuers (Ten True Tales) The Revolution of Evelyn Serrano Rules Stanford Wong Flunks Big Time Switched (My Sister the Vampire) **eBooks:** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories The Band Battle at Little Big Horn Captain Underpants and the Invasion of the Incredibly Naughty Cafeteria Ladies From Outer Space Classic Tales of Terror Creatures Infest Local School! Destination: Everest The Deep (Dive Book #2) Echo

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					The Escape Frankenstein Happy Burger Hear Me Jane Eyre The Killer Hairdo and Other Urban Legends Money Hungry One False Note The Orphan of Ellis Island Secrets of Oak Park Smile Visitors: Strange Invaders Wait Until Dark: Tales of Suspense Zero Tolerance **Audiobooks:** Esperanza Rising The Mighty The Outsiders Somewhere in the Darkness The Star Fisher
ii. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)	**Workshop 1 Lessons:** 1.16, 1.17, 1.24 **Workshop 2 Lessons:** 2.3 **Workshop 3 Lessons:** 3.4, 3.12, 3.20 **Workshop 5 Lessons:** 5.19 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Summarizing Teaching Theme	**Pages:** 60-61, 83, 133, 135, 137, 141, 143, 145, 147, 149, 159, 161, 263, 264-265, 297, 299, 300-301	**Reading Zone:** Segments B.1-B.25	**Reading Comprehension:** Analyze Theme Problem and Solution Reading Text Closely Summarize	**Paperbacks:** All Summer in a Day The Cruisers Drama Facts of Life: Selected Stories King Arthur: The Story of the Sword and the Stone Mercy on These Teenage Chimps Moby Dick Quinceañera Means Sweet 15 Sisters Switched (My Sister the Vampire) Final Projects Daily Reading Log **eBooks:** Battle at Little Big Horn Classic Tales of Terror Creatures Infest Local School! Frankenstein Happy Burger

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					The Killer Hairdo and Other Urban Legends Secrets of Oak Park Smile **Audiobooks:** The Star Fisher
iii. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)	**Workshop 1 Lessons:** 1.24 **Workshop 3 Lessons:** 3.4, 3.5, 3.6, 3.8, 3.9, 3.10, 3.11, 3.20 **Workshop 6 Lessons:** 6.5 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Character Teaching Plot Teaching Plot Devices	**Pages:** 132-133, 137, 141, 145, 147, 263		**Reading Comprehension:** Analyze Plot Read Drama	**Paperbacks:** The Cruisers Dive: The Discovery Drama Facts of Life: Selected Stories King Arthur: The Story of the Sword and the Stone Quinceañera Means Sweet 15 The Rescuers (Ten True Tales) Rules Serafina's Promise Switched (My Sister the Vampire) **eBooks:** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories Captain Underpants and the Invasion of the Incredibly Naughty Cafeteria Ladies From Outer Space Classic Tales of Terror Creatures Infest Local School! The Deep (Dive Book #2) The Escape Frankenstein Jane Eyre The Killer Hairdo and Other Urban Legends The Lightning Thief (Percy Jackson and the Olympians) Love Letters and Other Stories One False Note Smile Visitors: Strange Invaders

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Wait Until Dark: Tales of Suspense Zero Tolerance **Audiobooks:** Esperanza Rising The Mighty The Outsiders Somewhere in the Darkness The Star Fisher
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RL.6.4)	**Workshop 1 Lessons:** 1.16, 1.24 **Workshop 3 Lessons:** 3.7, 3.18 **Workshop 4 Lessons:** 4.18 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Figurative Language Teaching Tone and Mood	**Pages:** 39, 43, 90, 150, 202, 203, 247, 252, 302		**Reading Comprehension:** Figurative Language: Symbolism **Vocabulary:** Denotation and Connotation	**Paperbacks:** The Great Wall of Lucy Wu Milo: Sticky Notes & Brain Freeze
ii. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)	**Workshop 1 Lessons:** 1.1, 1.2, 1.3 **Workshop 3 Lessons:** 3.5, 3.6, 3.10, 3.11, 3.19 **Workshop 5 Lessons:** 5.13 **Workshop 6 Lessons:** 6.4 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Plot Teaching Plot Devices Teaching Setting	**Pages:** 133, 135, 137, 145, 162-163, 263, 297		**Reading Comprehension:** Analyze Plot Analyze Setting Analyze Theme	**Paperbacks:** The Cruisers King Arthur: The Story of the Sword and the Stone Quinceañera Means Sweet 15 Rules Serafina's Promise **eBooks:** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories Echo The Escape The Lightning Thief (Percy Jackson and the Olympians) Love Letters and Other Stories Visitors: Strange Invaders **Audiobooks:**

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Somewhere in the Darkness The Star Fisher
iii. Explain how an author develops the point of view of the narrator or speaker in a text. (CCSS: RL.6.6)	**Workshop 4 Lessons:** 4.10 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Point of View	**Page:** 133	**Reading Zone**: Segments B.2-B.11, B.13, B.15-B.16, B.18, B.20-B.21, B.24-B.25	**Reading Comprehension:** Analyze the Development of Point of View Stretch: On Growing Up Multicultural (Make Inferences)	**Paperbacks:** The Revolution of Evelyn Serrano **Audiobooks:** Esperanza Rising
c. Use Integration of Knowledge and Ideas to:					
i. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. (CCSS: RL.6.7)	**Additional Teaching Resources:** **Strategy Best Practices:** Teaching Compare and Contrast			**Reading Comprehension:** Compare Text Across Media: Analyzing a Reading of "O Captain! My Captain!"	
ii Compare and contrast texts in different forms or genres (for example: stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (CCSS: RL.6.9)	**Workshop 3 Lessons:** 3.20 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Compare and Contrast	**Pages:** 163, 205, 219	**Reading Zone**: Segment B.2, B4-B5, B.12-B.14, B.18-B19, B.21-B.23	**Reading Comprehension:** Compare and Contrast: Texts in Different Genres Universal Theme	**eBooks:** The Adventures of Captain Underpants
d. Use Range of Reading and Complexity of Text to:					
i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)		**Pages:** 59, 82-83, 134-149, 158-162, 220-221, 262-263, 296-299			**Paperbacks** All Summer in a Day The Cruisers Dive: The Discovery Donner Party: A Diary of a Survivor Drama Facts of Life: Selected Stories The Great Wall of Lucy Wu King Arthur: The Story of the Sword and the Stone Looking for Red

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					The Maze of Bones (The 39 Clues) Mercy on These Teenage Chimps Milo: Sticky Notes & Brain Freeze Moby Dick Quinceañera Means Sweet 15 The Rescuers (Ten True Tales) The Revolution of Evelyn Serrano Rules Serafina's Promise Sisters Stanford Wong Flunks Big Time Switched (My Sister the Vampire) **eBooks** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories The Band Battle at Little Big Horn Captain Underpants and the Invasion of the Incredibly Naughty Cafeteria Ladies From Outer Space Classic Tales of Terror Creatures Infest Local School! Destination: Everest The Deep (Dive Book #2) Echo The Escape Francisco Pizarro: Destruction of the Inca Empire Frankenstein Happy Burger Hear Me Jane Eyre The Killer Hairdo and Other Urban Legends The Lightning Thief (Percy Jackson and the Olympians) Love Letters and Other Stories Money Hungry

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					One False Note The Orphan of Ellis Island Secrets of Oak Park Smile Visitors: Strange Invaders Wait Until Dark: Tales of Suspense Zero Tolerance **AudioBooks** Esperanza Rising The Mighty The Outsiders Somewhere in the Darkness The Star Fisher

Prepared Graduates: 4. Read a wide range of informational texts to build knowledge and to better understand the human experience.	
Grade Level Expectation: 2. Analyze organization and structure of informational text to make meaning.	
Evidence Outcomes Students Can:	
a. Use Key Ideas and Details to:	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
i. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)	**Getting Started Lessons:** 1, 2 **Workshop 1 Lessons:** 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 1.14, 1.15, 1.18, 1.24 **Workshop 2 Lessons:** 2.4, 2.8, 2.9, 2.10, 2.12, 2.17 **Workshop 3 Lessons:** 3.3, 3.17 **Workshop 4 Lessons:** 4.3, 4.4, 4.5, 4.9, 4.14, 4.15, 4.16 **Workshop 5 Lessons:** 5.3, 5.4, 5.5, 5.8, 5.9, 5.15, 5.16, 5.18 **Workshop 6 Lessons:** 6.3, 6.11, 6.12, 6.13, 6.15, 6.16 **Additional Teaching Resources:**	**Pages:** 37, 57, 85, 87, 95, 96-97, 107, 157, 195, 197, 199, 205, 207, 215, 217, 255, 257, 295, 317		**Reading Comprehension:** Critical Reading: Analyze Draw Conclusions Identifying Text Evidence Make Inferences Stretch: The Pit and the Pendulum at the Palace (Make Inferences)	**Paperbacks:** Against the Odds: True Teen Stories Behind Rebel Lines Belly-Busting Worm Invasions! I Am Malala National Geographic Kids: Everything Soccer Reservation Superstars Stealing Home: The Story of Jackie Robinson Tales From the Top of the World The Worst-Case Scenario Survive-o-pedia **eBooks:** Alcatraz: Prison for America's Most Wanted The Big Lie Chasing Lincoln's Killer Danger Is My Business: The World's Most Dangerous Jobs

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	Strategy Best Practices: Teaching Making Inferences				Don't Try This at Home: Famous Daredevils Francisco Pizarro: Destruction of the Inca Empire Gettysburg Great Debates: Sports Issues: Fair or Foul? I Mean Business! Night Sky Planting Seeds: The Story of Wangari Maathai Typhoid Mary: The Most Dangerous Woman in America UFOs: Fact or Fiction? Vanished: True Stories of the Missing When Birds Get Flu and Cows Go Mad!
ii. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)	**Workshop 1 Lessons:** 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 1.11, 1.14, 1.15, 1.18, 1.24 **Workshop 2 Lessons:** 2.4, 2.8, 2.9, 2.10, 2.17 **Workshop 3 Lessons:** 3.3, 3.17 **Workshop 4 Lessons:** 4.3, 4.4, 4.5, 4.9, 4.14, 4.15, 4.16 **Workshop 5 Lessons:** 5.3, 5.4, 5.5, 5.8, 5.9, 5.15, 5.16, 5.18 **Workshop 6 Lessons:** 6.3, 6.6, 6.11, 6.12, 6.13, 6.15, 6.16 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Main/Central Idea and Details Teaching Reading for Detail	**Pages:** 35, 37, 40-41, 45, 48, 55, 57, 85, 87, 95, 103, 105, 107, 131, 157, 195, 197, 199, 200-201, 205, 207, 215, 217, 219, 245, 247, 249, 255, 257, 267, 269, 273, 295, 309, 311, 313, 317	**Reading Zone:** Segments B.1-B.25	**Reading Comprehension:** Central Idea and Details Identifying Key Ideas Reading Text Closely Summarize	**Paperbacks:** Against the Odds: True Teen Stories Belly-Busting Worm Invasions! National Geographic Kids: Everything Soccer Stealing Home: The Story of Jackie Robinson Tales From the Top of the World The Worst-Case Scenario Survive-o-pedia Final Projects Daily Reading Log **eBooks:** The Big Lie Cities of the Dead Danger Is My Business: The World's Most Dangerous Jobs Don't Try This at Home: Famous Daredevils False! Popular Myths Debunked Gettysburg Hatshepsut: The Girl Who Became King

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	Teaching Sequence of Events				I Mean Business! Killer Wallpaper Night Sky Planting Seeds: The Story of Wangari Maathai Typhoid Mary: The Most Dangerous Woman in America UFOs: Fact or Fiction? When Birds Get Flu and Cows Go Mad!
iii. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)	**Workshop 1 Lessons:** 1.5, 1.18, 1.24 **Workshop 6 Lessons:** 6.12				**Paperbacks:** Behind Rebel Lines I Am Malala National Geographic Kids: Everything Soccer **eBooks:** Alcatraz: Prison for America's Most Wanted Francisco Pizarro: Destruction of the Inca Empire Gettysburg Hatshepsut: The Girl Who Became King Planting Seeds: The Story of Wangari Maathai When Birds Get Flu and Cows Go Mad!
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)	**Workshop 1 Lessons:** 1.4, 1.5, 1.8, 1.9, 1.14, 1.15, 1.24 **Workshop 2 Lessons:** 2.15	**Pages:** 39, 43, 90, 150, 202, 203, 247, 252, 302		**Vocabulary:** Denotation and Connotation	**eBooks:** Chasing Lincoln's Killer
ii. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (CCSS: RI.6.5)	**Workshop 1 Lessons:** 1.9, 1.18 **Workshop 2 Lessons:** 2.6, 2.9, 2.12 **Workshop 4 Lessons:** 4.14	**Pages:** 47, 95, 215, 269, 273		**Reading Comprehension:** Critical Reading: Analyze Read Electronic Text Text Structure: Problem and Solution	**Paperbacks:** Tales From the Top of the World **eBooks:** Alcatraz: Prison for America's Most Wanted Chasing Lincoln's Killer Cities of the Dead

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Vanished: True Stories of the Missing When Birds Get Flu and Cows Go Mad!
iii. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (CCSS: RI.6.6)	**Workshop 1 Lessons:** 1.9 **Workshop 2 Lessons:** 2.14 **Workshop 4 Lessons:** 4.10 **Workshop 5 Lessons:** 5.6, **Workshop 6 Lessons:** 6.16 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Author's Purpose	**Pages:** 103, 105, 250-251, 313	**Reading Zone**: Segments B.2-B.11, B.13, B.15-B.16, B.18, B.20-B.21, B.24-B.25	**Reading Comprehension:** Evaluate Author's Viewpoint Identify Author's Purpose	
c. Use Integration of Knowledge and Ideas to:					
i. Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)	**Workshop 2 Lessons:** 2.8 **Workshop 4 Lessons:** 4.16 **Workshop 5 Lessons:** 5.17	**Pages:** 93, 109, 215, 267, 309		**Reading Comprehension:** Critical Reading: Synthesize Text and Visual Representations	
ii. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: RI.6.8)	**Workshop 1 Lessons:** 1.8, **Workshop 2 Lessons:** 2.5	**Page:** 87		**Reading Comprehension:** Critical Reading: Analyze Critical Reading: Evaluate Evaluate Sources and Evidence Fact and Opinion Identify Persuasion and Propaganda Stretch: Dreams, Threats, and Sweaty Palms (Problem and Solution)	**eBooks:** Don't Try This at Home: Famous Daredevils Great Debates: Sports Issues: Fair or Foul? UFOs: Fact or Fiction?

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iii. Compare and contrast one author's presentation of events with that of another (for example: a memoir written by and a biography on the same person). (CCSS: RI.6.9)	**Workshop 6 Lessons:** 6.14	**Pages:** 103, 270-271	**Reading Zone**: Segments B.2, B.4- B.5, B.12-B.14, B.18-B.19, B.21-B.23	**Reading Comprehension:** Compare and Contrast: Presentation of Events by Two Authors	
d. Use Range of Reading and Complexity of Text to:					
i. By the end of the year, read and comprehend literary nonfiction in the grades 6-9 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.6.10)		**Pages:** 34-35, 36-39, 44-47, 54-55, 56-57, 84-87, 92-95, 102-103, 104-107, 108-109, 130-131, 156-157, 194-195, 196-199, 204-207, 214-217, 218-219, 244-245, 246-249, 254-257, 266-269, 272-273, 294-295, 308-313, 316-317			**Paperbacks** Against the Odds: True Teen Stories Behind Rebel Lines Belly-Busting Worm Invasions! I Am Malala National Geographic Kids: Everything Soccer The Rescuers (Ten True Tales) Reservation Superstars Stealing Home: The Story of Jackie Robinson Tales From the Top of the World The Worst-Case Scenario Survive-o-pedia Final Projects Daily Reading Log **eBooks** Alcatraz: Prison for America's Most Wanted The Big Lie Chasing Lincoln's Killer Cities of the Dead Danger Is My Business: The World's Most Dangerous Jobs Don't Try This at Home: Famous Daredevils False! Popular Myths Debunked Gettysburg Great Debates: Sports Issues: Fair or Foul? Hatshepsut: The Girl Who Became King I Mean Business!

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Killer Wallpaper Night Sky Planting Seeds: The Story of Wangari Maathai Typhoid Mary: The Most Dangerous Woman in America UFOs: Fact or Fiction? Vanished: True Stories of the Missing When Birds Get Flu and Cows Go Mad!

Prepared Graduates:

5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Grade Level Expectation:

3. Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.

Evidence Outcomes
Students Can:

a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.6.4)

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i. Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)	**Workshop 1 Lessons:** 1.2, 1.4, 1.5, 1.9, 1.14, 1.15, 1.16	**Pages:** 39, 43, 90, 91, 150, 202, 247, 252, 302		**Vocabulary:** Context Clues: Definition and Example Synonyms and Antonyms Unfamiliar Words	Although direct instruction in using context is not present in the Independent Reading component, students use context to determine the meanings of unfamiliar words as they read each independent reading text.
ii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: *audience, auditory, audible*). (CCSS: L.6.4b)	**Workshop 1 Lessons:** 1.7 **Workshop 2 Lessons:** 2.7, 2.12 **Workshop 4 Lessons:** 4.7 **Workshop 5 Lessons:** 5.7 **Workshop 6 Lessons:** 6.7	**Pages:** 42, 92, 150, 202, 252, 294, 295, 302		**Vocabulary:** Greek Roots Latin Roots Prefixes Suffixes Word Origins	
iii. Consult reference materials	**Workshop 1 Lessons:**	**Pages:**		**Vocabulary:**	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
(for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.6.4c)	1.7 **Workshop 5 Lessons:** 5.7	91, 253, 392-397		Using a Dictionary Using a Thesaurus	
iv. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary. (CCSS: L.6.4d)	**Workshop 1 Lessons:** 1.7 **Workshop 5 Lessons:** 5.7	**Pages:** 91, 253		**Vocabulary:** Using a Dictionary Using a Thesaurus	
b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.L.6.5)					
i. Interpret figures of speech (for example: personification) in context. (CCSS.L.6.5a)		**Page:** 59	**Reading Zone**: Segments B.1-B.25	**Language:** Figurative Language	
ii. Use the relationship between particular words (for example: cause/effect, part/whole, item/category) to better understand each of the words. (CCSS.L.6.5b)				**Vocabulary:** Antonyms Synonyms	
iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: *stingy, scrimping, economical, unwasteful, thrifty*). (CCSS.L.6.5c)	**Workshop 1 Lessons:** 1.16 **Workshop 2 Lessons:** 2.15 **Workshop 4 Lessons:** 4.17, 4.18	**Page:** 203		**Vocabulary:** Denotation and Connotation	
c. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS.L.6.6)	**Getting Started Lessons:** 4, 5, 6, 7, 8, 9 **Workshop 1 Lessons:** 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.11, 1.12, 1.13, 1.19, 1.20, 1.21 **Workshop 2 Lessons:** 2.1, 2.2, 2.8, 2.11, 2.13, 2.20,	**Pages:** 30, 33, 34, 36, 38, 44, 46, 53, 54, 56, 58, 78, 81, 82, 84, 86, 92, 94, 101, 102,	**Language Zone**: Segments B.1-B.25	**Language:** Concept Builder Pronunciation and Expression **Reading Comprehension:** Analyze the Development of Point of View Stretch:	Each Independent Reading text supports students' acquisition of general and domain-specific words and phrases.

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	2.21, 2.22, 2.23, 2.24 **Workshop 3 Lessons:** 3.2, 3.14, 3.15, 3.16, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26, 3.27 **Workshop 4 Lessons:** 4.2, 4.11, 4.12, 4.13, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25 **Workshop 5 Lessons:** 5.2, 5.6, 5.10, 5.11, 5.12, 5.13, 5.17, 5.19, 5.22, 5.23, 5.24, 5.25 **Workshop 6 Lessons:** 6.2, 6.4, 6.8, 6.9, 6.10, 6.14, 6.16, 6.18, 6.19, 6.20, 6.21, 6.22 **Interim Performance Tasks:** 1-5 **End-of-Year Performance Tasks:** 1-5	104, 106, 108, 126, 129, 133, 134, 136, 138, 140, 142, 144, 146, 148, 155, 156, 158, 160, 190, 193, 194, 196, 198, 204, 205, 206, 213, 214, 216, 218, 219, 220, 240, 243, 244, 246, 248, 254, 256, 261, 262, 266, 268, 272, 290, 293, 294, 296, 298, 307, 308, 310, 312, 316, 342-365		On Growing Up Multicultural (Make Inferences) **Writing:** Business Letter	

Standard 3. Writing and Composition					
<u>Prepared Graduates:</u> 6. Craft arguments using techniques specific to the genre.					
<u>Grade Level Expectation:</u> 1. Write arguments to support claim(s) with clear reasons, relevant evidence, credible sources, and a formal style.					
<u>Evidence Outcomes</u> Students Can:					
a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.6.1) i. Introduce claim(s) and organize the reasons and evidence clearly.	**Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **End-of-Year Performance**	**Pages:** 98, 99, 110-119, 304, 305, 318-327, 387	**Writing Zone**: Segments B.2-B.5, B.7, B.9-B.11, B.13-B.18, B.20, B.22-B.25	**Speaking and Listening:** Writing Prompts: Argument Essay **Writing:** Argument Argument Essay	Students have the opportunity to recommend selections to classmates.

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
(CCSS: W.6.1a) ii. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (CCSS: W.6.1b) iii. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. (CCSS: W.6.1c) iv. Establish and maintain a formal style. (CCSS: W.6.1d) v. Provide a concluding statement or section that follows from the argument presented. (CCSS: W.6.1e)	**Tasks:** 1, 2, 3, 4, 5, 6		Argument Writing Rubrics: 4pt, 6pt Rate Your Argument Essay	Argument Writing Rubrics Writing a Review **Writing: Skill Builder:** Choosing Important Details Structuring an Argument Supporting Reasons Creating a Topic Sentence **Writing Process:** Argument	

Prepared Graduates:
7. Craft informational/explanatory texts using techniques specific to the genre.

Grade Level Expectation:
2. Write informative/explanatory texts characterized by appropriate organization, ample development, precise language, and formal style.

Evidence Outcomes
Students Can:

a. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2) i. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a) ii. Develop the topic with relevant facts, definitions, concrete details,	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23	**Pages:** 49, 50-51, 62-71, 152, 153, 164-173, 210, 211, 224-233, 391	**Writing Zone**: Segment B.2-B.4, B.6-B.9, B.12-B.14, B12-B.14, B.16-B.23, B.25 Informative Writing Rubrics: 4pt, 6pt Informative Writing Rate Your Informative Essay	**Writing:** Cause-and-Effect Paragraph Compare-and-Contrast Paragraph Content-Area Paragraph Descriptive Essay Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics News Article **Writing: Skill Builder:** Choosing Important Details Creating a Topic Sentence Formal and Informal	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
quotations, or other information and examples. (CCSS: W.6.2b) iii. Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c) iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d) v. Establish and maintain a formal style. (CCSS: W.6.2e) vi. Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)				Language Targeting Tired Words Using Precise Adjectives Using Synonyms Using Transition Words **Writing Process:** Informational Paragraph Informational Summary	

Prepared Graduates:
8. Craft narratives using techniques specific to the genre.

Grade Level Expectation:
3. Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.

Evidence Outcomes Students Can:

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3) i. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.6.3a) ii. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.6.3b) iii. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts	**Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23	**Pages:** 258, 259, 274-283, 388, 391	**Writing Zone**: Segment B.5-B.7, B.10-B.12, B.15, B.19, B.21, B.24 Narrative Writing Rubrics: 4pt, 6pt Rate Your Narrative	**Speaking and Listening:** Writing Prompts: Narrative Essay Personal Narrative **Writing:** Character Sketch Historical Narrative Narrative Essay Narrative Writing Rubrics Personal Narrative Realistic Narrative **Writing: Skill Builder:** Adding Character Details Describing Story Elements Sequencing Events Using Dialogue Using Precise Adjectives Using Transition Words **Writing Process:** Personal Narrative	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
from one time frame or setting to another. (CCSS: W.6.3c) iv. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d) v. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e) vi. Use stylistic techniques (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.					
Prepared Graduates: 9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.					
Grade Level Expectation: 4. Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions, grammar, usage, and mechanics as well as a style appropriate for purpose and audience.					
Evidence Outcomes Students Can:					
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)					
i. Ensure that pronouns are in the proper case (subjective, objective, possessive). (CCSS: L.6.1a)		**Pages:** 31, 79, 127, 191, 241, 291		**Grammar and Conventions:** Possessive Nouns Pronoun Agreement Subject and Object Pronouns	
ii. Use intensive pronouns (for example: *myself, ourselves*). (CCSS: L.6.1b)				**Language:** Reflexive, Intensive, and Reciprocal Pronouns	
iii. Recognize and correct inappropriate shifts in pronoun number and person. (CCSS: L.6.1c)				**Grammar and Conventions:** Pronoun Agreement	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
iv. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)				**Language:** Correcting Vague Pronouns	
v. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)				**Reading Comprehension:** Compare and Contrast: Varieties of English	
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2) i. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a) ii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.6.2b)				**Grammar and Conventions:** Punctuating Pauses, Breaks, and Omissions in Text **Foundational Skills:** Spelling Routines **Spelling:** More Unaccented Vowels Spelling: Spelling Short Vowel Sounds Spelling Story: Letter Pairs Student Resource Practice Page Word Chain: Vowels Build Words: Consonant Blends Double Consonants Look Out: Letter Sequence Missing Letters More Missing Letters Reversed Letters Unaccented Vowels	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3) i. Vary sentence patterns for meaning, reader/ listener interest, and style. (CCSS: L.6.3a) ii. Maintain consistency in style and tone. (CCSS: L.6.3b)				**Writing: Skill Builder:** Combining Sentences	
d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1 and 2 above.) (CCSS: W.6.4)	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 62-71, 74-75, 122-123, 164-173, 224-233, 236-237, 274-283, 330-331, 374-379, 387, 388	**Writing Zone**: Segment B.5-B.25	**Writing:** Argument Argument Essay Business Letter Cause-and-Effect Paragraph Character Sketch Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Conduct an Investigation Content-Area Paragraph Describing a Person Describing a Setting Descriptive Essay Fantasy Features of a Research Paper Fictional Narrative Finding and Recording Information Haiku Historical Narrative Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics	Quick Writes

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
				Introduction: Using the *Writing Support and Extend* Resources Literary Analysis Literary Analysis Rubrics Narrative Essay Narrative Writing Rubrics News Article Opinion Essay Organizing Information and Notes Peer Feedback and Self-Evaluation Frames Personal Narrative Planning a Response Realistic Narrative Reference & Research: Conduct an Investigation Research Paper Rubrics Résumé	
e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)	**Workshop 1 Lessons:** 1.19, 1.20, 1.21 **Workshop 2 Lessons:** 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.20, 5.21, 5.22, 5.23 **Workshop 6 Lessons:** 6.17, 6.18, 6.19, 6.20	**Page:** 386		**Writing:** Revision Checklist Revision Rubric Peer Feedback and Self-Evaluation Frames Argument Writing Rubrics Informative Writing Rubrics Narrative Writing Rubrics	
f. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (CCSS: W.6.6)		**Pages:** 176-177, 286-287			

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g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS: W.6.10)	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 39, 45, 55, 57, 59, 62-71, 93, 107, 109, 135, 139, 143, 145, 147, 157, 164-173, 197, 205, 215, 219, 221, 224-233, 255, 263, 267, 273, 274-283,297, 309, 313, 317, 387, 388	**Writing Zone**: Segment B.5-B.25	**Writing:** Argument Argument Essay Business Letter Cause-and-Effect Paragraph Character Sketch Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Conduct an Investigation Content-Area Paragraph Describing a Person Describing a Setting Descriptive Essay Fantasy Features of a Research Paper Fictional Narrative Finding and Recording Information Haiku Historical Narrative Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics Introduction: Using the *Writing Support and Extend* Resources Literary Analysis Literary Analysis Rubrics Narrative Essay Narrative Writing Rubrics News Article Opinion Essay Organizing Information and	Quick Writes

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
				Notes Peer Feedback and Self-Evaluation Frames Personal Narrative Planning a Response Realistic Narrative Reference & Research: Conduct an Investigation Research Paper Rubrics Résumé	

Standard 4. Research Inquiry and Design					
Prepared Graduates:					
10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.					
Grade Level Expectation:					
1. Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.					
Evidence Outcomes Students Can:					
a. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)	**Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 178-187, 332-341, 389		**Writing:** Choosing and Narrowing a Topic Conduct an Investigation Finding and Recording Information Organizing Information and Notes Research Paper Rubrics Reference & Research: Conduct an Investigation	
b. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)	**Workshop 1 Lessons:** 1.23 **Workshop 2 Lessons:** 2.23 **Workshop 3 Lessons:** 3.26 **Workshop 4 Lessons:** 4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:**	**Page:** 390		**Writing:** Choosing and Narrowing a Topic Finding and Recording Information Organizing Information and Notes Research Paper Rubrics Writing: Skill Builder: Using Citations Reference & Research: Conduct an Investigation	

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	6.21 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6				
c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9) i. Apply *grade 6 Reading standards* to literature (for example: "Compare and contrast texts in different forms or genres [for example: stories and poems; historical novels and fantasy stories] in terms of their approaches to (CCSS: W.6.9a) ii. Apply *grade 6 Reading standards* to literary nonfiction (for example: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). (CCSS: W.6.9b)	**Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25 **Workshop 4 Lessons:** 4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:** 6.21			**Reading Comprehension:** Critical Reading: Evaluate Choosing and Narrowing a Topic Finding and Recording Information Organizing Information and Notes	

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Standard 1. Oral Expression and Listening					
Prepared Graduates: 1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.					
Grade Level Expectation: 1. Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.					
Evidence Outcomes Students Can:					
a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7* topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1) i. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a) ii. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b) iii. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c) iv. Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)	**Getting Started Lessons:** 1-9 **Workshop 1 Lessons:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23 **Workshop 2 Lessons:** 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24 **Workshop 3 Lessons:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.25, 3.26 **Workshop 4 Lessons:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10, 4.11, 4.13, 4.14, 4.15, 4.16, 4.17, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24 **Workshop 5 Lessons:** 5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.9, 5.10, 5.12, 5.13, 5.14, 5.15, 5.16, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23, 5.24 **Workshop 6 Lessons:** 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.8, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15,	**Pages:** 31, 79, 127, 191, 241, 291		**Speaking and Listening:** Collaborative Discussion Academic Discussion	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	6.16, 6.17, 6.18, 6.19, 6.20, 6.21 **Interim Performance Tasks:** 1-4 **End-of-Year Performance Tasks:** 1-5				
b. Analyze the main ideas and supporting details presented in diverse media and formats (for example: visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (CCSS: SL.7.2)	**Workshop 1 Lessons:** 1.1, 1.2 **Workshop 2 Lessons:** 2.1 **Workshop 3 Lessons:** 3.1 **Workshop 4 Lessons:** 4.1 **Workshop 5 Lessons:** 5.1, **Workshop 6 Lessons:** 6.1	**Pages:** 30, 78, 126, 190, 240, 290			
c. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (CCSS: SL.7.3)	The Think-Pair-Share Routine and the Academic Discussion Routine provide opportunities to address this standard.			**Speaking and Listening:** Evaluating a Persuasive Speech Evaluating Evidence in a Persuasive Speech Identifying Claims and Evidence	
Prepared Graduates: 2. Deliver effective oral presentations for varied audiences and varied purposes.					
Grade Level Expectation: 2. Prepare for formal presentations and use appropriate delivery techniques.					
Evidence Outcomes Students Can:					
a. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact,	**Workshop 2 Lessons:** 2.17, 2.23 **Workshop 3 Lessons:** 3.26 **Workshop 4 Lessons:**			**Speaking and Listening:** Presenting an Argument Essay Presenting a Persuasive Speech	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
adequate volume, and clear pronunciation. (CCSS: SL.7.4)	4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:** 6.21				
b. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (CCSS: SL.7.5)	**Workshop 1 Lessons:** 1.23 **Workshop 2 Lessons:** 2.23 **Interim Performance Tasks:** 5 **End-of-Year Performance Tasks:** 5, 6			**Speaking and Listening:** Media Outline	
c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.7.6)	**Workshop 1 Lessons:** 1.1 **Workshop 2 Lessons:** 2.17, 2.23 **Workshop 3 Lessons:** 3.1, 3.26, **Workshop 4 Lessons:** 4.1, 4.24 **Workshop 5 Lessons:** 5.1, 5.24 **Workshop 6 Lessons:** 6.1, 6.21			**Speaking and Listening:** Using Appropriate Language **Writing: Skill Builder:** Formal and Informal Language	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Standard 2. Reading for All Purposes					
Prepared Graduates: 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 1. Analyze the connections between interrelated literary elements to understand literary texts.					
Evidence Outcomes Students Can:					
a. Use Key Ideas and Details to:					
i. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)	**Workshop 1 Lessons:** 1.16, 1.17, 1.24 **Workshop 2 Lessons:** 2.3 **Workshop 3 Lessons:** 3.7, 3.18, 3.19 **Workshop 5 Lessons:** 5.13, 5.14 **Workshop 6 Lessons:** 6.4, 6.5	**Pages:** 83, 135, 137, 141, 143,145, 147, 149, 159, 161, 263, 264-265, 297, 299		**Reading Comprehension:** Critical Reading: Analyze Draw Conclusions	**Paperbacks:** Rules Switched (My Sister the Vampire) **eBooks:** Alison's Trumpet and Other Stories All in a Day's Work and Other Stories The Band Classic Tales of Terror Echo The Escape Visitors: Strange Invaders **Audiobooks:** Esperanza Rising The Outsiders
ii. Determine a theme ad/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (CCSS: RL.7.2)	**Workshop 1 Lessons:** 1.16, 1.17, 1.24 **Workshop 2 Lessons:** 2.3 **Workshop 3 Lessons:** 3.4, 3.12, 3.20 **Workshop 5 Lessons:** 5.19 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Summarizing Teaching Theme	**Pages:** 60-61, 83, 133, 135, 137, 141, 143, 145, 147, 149, 159, 161, 263, 264-265, 297, 299, 300-301	**Reading Zone**: Segments B.1-B.25	**Reading Comprehension:** Problem and Solution Reading Text Closely Analyze Theme Summarize	**Paperbacks:** All Summer in a Day The Cruisers Drama Facts of Life: Selected Stories King Arthur: The Story of the Sword and the Stone Mercy on These Teenage Chimps Moby Dick Quinceañera Means Sweet 15 Sisters Switched (My Sister the Vampire) Daily Reading Log **eBooks:** The Band Battle at Little Big Horn Classic Tales of Terror Creatures Infest Local School!

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Frankenstein Happy Burger The Killer Hairdo and Other Urban Legends Secrets of Oak Park Smile **Audiobooks:** The Star Fisher
iii. Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)	**Workshop 1 Lessons:** 1.24 **Workshop 3 Lessons:** 3.4, 3.5, 3.6, 3.8, 3.9, 3.10, 3.11, 3.20 **Workshop 6 Lessons:** 6.5 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Character Teaching Plot Teaching Plot Devices Teaching Setting	**Pages:** 132-133, 137, 141, 145, 147, 263		**Reading Comprehension:** Analyze Plot Analyze Setting Read Drama	**Paperbacks:** The Cruisers Dive: The Discovery Drama Facts of Life: Selected Stories The Great Wall of Lucy Wu King Arthur: The Story of the Sword and the Stone Looking for Red The Maze of Bones (The 39 Clues) Milo: Sticky Notes & Brain Freeze Moby Dick Quinceañera Means Sweet 15 Rules Serafina's Promise Final Projects **eBooks:** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories The Band Destination: Everest The Deep (Dive Book #2) Echo The Escape Hear Me Jane Eyre The Lightning Thief (Percy Jackson and the Olympians) Love Letters and Other Stories Money Hungry

2020 Colorado Academic Standards, Grade 7	**Digital Teacher's Edition**	*ReaL Book*	**Student App**	**Resources for Differentiated Instruction**	**Independent Reading**
					One False Note Smile Visitors: Strange Invaders Zero Tolerance **Audiobooks:** Esperanza Rising The Mighty Somewhere in the Darkness The Star Fisher
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (for example: alliteration) on a specific verse or stanza of a poem or section of a story or drama. (CCSS: RL.7.4)	**Workshop 1 Lessons:** 1.16, 1.24 **Workshop 3 Lessons:** 3.7, 3.18 **Workshop 4 Lessons:** 4.18 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Figurative Language	**Pages:** 39, 43, 90, 150, 202, 203, 247, 252, 302		**Reading Comprehension:** Elements of Poetry Figurative Language: Symbolism Mood Rhyme Scheme Sounds in Poetry **Vocabulary:** Denotation and Connotation	**Paperbacks:** Serafina's Promise **eBooks:** The Orphan of Ellis Island
ii. Analyze how a drama's or poem's form or structure (for example: soliloquy, sonnet) contributes to its meaning. (CCSS: RL.7.5)	**Workshop 3 Lessons:** 3.5, 3.6, 3.10, 3.11, 3.19 **Workshop 5 Lessons:** 5.13 **Workshop 6 Lessons:** 6.4	**Pages:** 162-163		**Reading Comprehension:** Compare Text Across Media: Analyzing a Reading of "O Captain! My Captain!" Read Poetry	
iii. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (CCSS: RL.7.6)	**Workshop 4 Lessons:** 4.10		**Reading Zone**: Segments B.2-B.11, B.13, B.15-B.16, B.18, B.20-B.21, B.24-B.25	**Reading Comprehension:** Analyze the Development of Point of View	**Paperbacks:** The Revolution of Evelyn Serrano

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
c. Use Integration of Knowledge and Ideas to:					
i. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (for example: lighting, sound, color, or camera focus and angles in a film). (CCSS: RL.7.7)	**Additional Teaching Resources:** **Strategy Best Practices:** Teaching Compare and Contrast			**Reading Comprehension:** Compare Text Across Media: Analyzing a Reading of "O Captain! My Captain!"	
ii. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (CCSS: RL.7.9)	**Workshop 3 Lessons:** 3.20	**Page:** 163			
d. Use Range of Reading and Complexity of Text to:					
i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10)		**Pages:** 37, 57, 85, 87, 95, 96-97, 107, 157, 195, 197, 199, 205, 207, 215, 217, 255, 257, 295, 317			**Paperbacks** All Summer in a Day The Cruisers Dive: The Discovery Donner Party: A Diary of a Survivor Drama Facts of Life: Selected Stories The Great Wall of Lucy Wu King Arthur: The Story of the Sword and the Stone Looking for Red The Maze of Bones (The 39 Clues) Mercy on These Teenage Chimps Milo: Sticky Notes & Brain Freeze Moby Dick Quinceañera Means Sweet 15 The Rescuers (Ten True Tales) The Revolution of Evelyn Serrano Rules Serafina's Promise Sisters

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Stanford Wong Flunks Big Time Switched (My Sister the Vampire) **eBooks** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories The Band Battle at Little Big Horn Captain Underpants and the Invasion of the Incredibly Naughty Cafeteria Ladies From Outer Space Classic Tales of Terror Creatures Infest Local School! Destination: Everest The Deep (Dive Book #2) Echo The Escape Francisco Pizarro: Destruction of the Inca Empire Frankenstein Happy Burger Hear Me Jane Eyre The Killer Hairdo and Other Urban Legends The Lightning Thief (Percy Jackson and the Olympians) Love Letters and Other Stories Money Hungry One False Note The Orphan of Ellis Island Secrets of Oak Park Smile Visitors: Strange Invaders Wait Until Dark: Tales of Suspense Zero Tolerance **AudioBooks** Esperanza Rising The Mighty

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					The Outsiders Somewhere in the Darkness The Star Fisher

Prepared Graduates:
4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

Grade Level Expectation:
2. Summarize and evaluate to show understanding of informational texts.

Evidence Outcomes
Students Can:

a. Use Key Ideas and Details to:

i. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)	**Getting Started Lessons:** 1, 2 **Workshop 1 Lessons:** 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 1.14, 1.15, 1.18, 1.24 **Workshop 2 Lessons:** 2.4, 2.8, 2.9, 2.10, 2.12, 2.17 **Workshop 3 Lessons:** 3.3, 3.17 **Workshop 4 Lessons:** 4.3, 4.4, 4.5, 4.9, 4.14, 4.15, 4.16 **Workshop 5 Lessons:** 5.3, 5.4, 5.5, 5.8, 5.9, 5.15, 5.16, 5.18 **Workshop 6 Lessons:** 6.3, 6.11, 6.12, 6.13, 6.15, 6.16 <u>**Additional Teaching Resources:**</u> **Strategy Best Practices:** Teaching Making Inferences	**Pages:** 37, 57, 85, 87, 95, 96-97, 107, 157, 195, 197, 199, 205, 207, 215, 255, 257, 295, 317		**Reading Comprehension:** Critical Reading: Analyze Draw Conclusions Identifying Text Evidence Make Inferences Stretch: The Pit and the Pendulum at the Palace (Make Inferences)	**Paperbacks:** I Am Malala The Worst-Case Scenario Survive-o-pedia **eBooks:** I Mean Business! Night Sky Vanished: True Stories of the Missing

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
ii. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (CCSS: RI.7.2)	**Workshop 1 Lessons:** 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 1.11, 1.14, 1.15, 1.18, 1.24 **Workshop 2 Lessons:** 2.4, 2.8, 2.9, 2.10, 2.17 **Workshop 3 Lessons:** 3.3, 3.17, 4.3 **Workshop 4 Lessons:** 4.4, 4.5, 4.9, 4.14, 4.15, 4.16, **Workshop 5 Lessons:** 5.3, 5.4, 5.5, 5.8, 5.9, 5.15, 5.16, 5.18 **Workshop 6 Lessons:** 6.3, 6.6, 6.11, 6.12, 6.13, 6.15, 6.16 <u>**Additional Teaching Resources:**</u> **Strategy Best Practices:** Teaching Sequence of Events	**Pages:** 45, 48, 55, 197, 200-201, 205, 219, 311	**Reading Zone**: Segment B.1, B.3, B.5-B.8, B.10, B.12-B.15, B.17-B.25	**Reading Comprehension:** Identifying Key Ideas Reading Text Closely	**Paperbacks:** Daily Reading Log **eBooks:** Alcatraz: Prison for America's Most Wanted Vanished: True Stories of the Missing
iii. Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)	**Workshop 1 Lessons:** 1.5, 1.18, 1.24, **Workshop 4 Lessons:** 4.6, 4.8 **Workshop 6 Lessons:** 6.12			**Reading Comprehension:** People, Events, and Ideas	**Paperbacks:** Behind Rebel Lines I Am Malala **eBooks:** Reservation Superstars The Big Lie Francisco Pizarro: Destruction of the Inca Empire Gettysburg Hatshepsut: The Girl Who Became King Planting Seeds: The Story of Wangari Maathai When Birds Get Flu and Cows Go Mad!

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)	**Workshop 1 Lessons:** 1.4, 1.5, 1.8, 1.9, 1.14, 1.15, 1.24 **Workshop 2 Lessons:** 2.15	**Pages:** 39, 43, 90, 150, 202, 203, 247, 252, 302		**Reading Comprehension:** Tone **Vocabulary:** Denotation and Connotation	**eBooks:** Alcatraz: Prison for America's Most Wanted Chasing Lincoln's Killer Vanished: True Stories of the Missing
ii. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (CCSS: RI.7.5)	**Workshop 1 Lessons:** 1.9, 1.18 **Workshop 2 Lessons:** 2.6, 2.12 **Workshop 4 Lessons:** 4.14	**Pages:** 47, 95, 215, 269, 273		**Reading Comprehension:** Text Structure: Cause and Effect Text Structure: Compare and Contrast Text Structure: Description Text Structure: Problem and Solution Text Structure: Sequence	**eBooks:** Cities of the Dead When Birds Get Flu and Cows Go Mad!
iii. Describe an author's point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others. (CCSS: RI.7.6)	**Workshop 1 Lessons:** 1.9 **Workshop 2 Lessons:** 2.14 **Workshop 4 Lessons:** 4.10 **Workshop 5 Lessons:** 5.6 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Author's Purpose Teaching Point of View	**Pages:** 103, 105, 107, 208-209, 250-251, 313	**Reading Zone:** Segments B.2-B.11, B.13, B.15-B.16, B.18, B.20-B.21, B.24-B.25	**Reading Comprehension:** Analyze the Development of Point of View Identify Author's Purpose	
c. Use Integration of Knowledge and Ideas to:					
i. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (for example: how the delivery of a speech affects the impact of the words). (CCSS: RI.7.7)	**Workshop 4 Lessons:** 4.16			**Reading Comprehension:** Compare Text Across Media: California's Water Crisis in Video and Print	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
ii. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (CCSS: RI.7.8)	**Workshop 1 Lessons:** 1.8 **Workshop 2 Lessons:** 2.5	**Page:** 87		**Reading Comprehension:** Critical Reading: Evaluate	**eBooks:** Don't Try This at Home: Famous Daredevils Great Debates: Sports Issues: Fair or Foul? UFOs: Fact or Fiction?
iii. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (CCSS: RI.7.9)	**Workshop 5 Lessons:** 5.17, 6.14 **Workshop 6 Lessons:** 6.14			**Reading Comprehension:** Critical Reading: Synthesize Identifying Evidence Across Texts	
d. Use Range of Reading and Complexity of Text to:					
i. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.7.10)	**Workshop 1 Lessons:** 1.23	**Pages:** 34-35, 36-39, 44-47, 54-55, 56-57, 84-87, 92-95, 102-103, 104-107, 108-109, 130-131, 156-157, 194-195, 196-199, 204-207, 214-217, 218-219, 244-245, 246-249, 254-257, 266-269, 272-273, 294-295, 308-313, 316-317			**Paperbacks** Against the Odds: True Teen Stories Behind Rebel Lines Belly-Busting Worm Invasions! I Am Malala National Geographic Kids: Everything Soccer The Rescuers (Ten True Tales) Reservation Superstars Stealing Home: The Story of Jackie Robinson Tales From the Top of the World The Worst-Case Scenario Survive-o-pedia Final Projects Daily Reading Log **eBooks** Alcatraz: Prison for America's Most Wanted The Big Lie Chasing Lincoln's Killer Cities of the Dead Danger Is My Business: The World's Most Dangerous Jobs Don't Try This at Home: Famous

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Daredevils False! Popular Myths Debunked Gettysburg Great Debates: Sports Issues: Fair or Foul? Hatshepsut: The Girl Who Became King I Mean Business! Killer Wallpaper Night Sky Planting Seeds: The Story of Wangari Maathai Typhoid Mary: The Most Dangerous Woman in America UFOs: Fact or Fiction? Vanished: True Stories of the Missing When Birds Get Flu and Cows Go Mad!

Prepared Graduates:
5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Grade Level Expectation:
3. Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.

Evidence Outcomes
Students Can:

a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.7.4)

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i. Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)	**Workshop 1 Lessons:** 1.2, 1.4, 1.5, 1.9, 1.14, 1.15, 1.16	**Pages:** 39, 43, 90, 91, 150, 202, 247, 252, 302	**Reading Zone**: Segments B.1-B.25	**Vocabulary:** Context Clues: Definition and Example Synonyms and Antonyms Unfamiliar Words	Although direct instruction in using context is not present in the Independent Reading component, students use context to determine the meanings of unfamiliar words as they read each independent reading text.

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
ii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: *belligerent, bellicose, rebel*). (CCSS: L.7.4b)	**Workshop 1 Lessons:** 1.7 **Workshop 2 Lessons:** 2.7, 2.12, **Workshop 4 Lessons:** 4.7 **Workshop 5 Lessons:** 5.7 **Workshop 6 Lessons:** 6.7	**Pages:** 42, 92, 150, 202, 252, 294, 295, 302		**Vocabulary:** Greek Roots Latin Roots Word Origins	
iii. Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.7.4c)	**Workshop 1 Lessons:** 1.7 **Workshop 5 Lessons:** 5.7	**Pages:** 91, 253		**Vocabulary:** Using a Dictionary Using a Thesaurus	
iv. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)	**Workshop 1 Lessons:** 1.7 **Workshop 5 Lessons:** 5.7	**Pages:** 91, 253		**Vocabulary:** Using a Dictionary Using a Thesaurus	
b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.7.5)					
i. Interpret figures of speech (for example: literary, biblical, and mythological allusions) in context. (CCSS: L.7.5a)		**Page:** 59	**Reading Zone**: Segments B.1-B.25	**Language:** Figurative Language	
ii. Use the relationship between particular words (for example: synonym/antonym, analogy) to better understand each of the words. (CCSS: L.7.5b)				**Vocabulary:** Antonyms Synonyms	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: *refined, respectful, polite, diplomatic, condescending*). (CCSS: L.7.5c)	**Workshop 1 Lessons:** 1.16 **Workshop 2 Lessons:** 2.15 **Workshop 4 Lessons:** 4.17, 4.18	**Page:** 203		**Vocabulary:** Antonyms Synonyms Denotation and Connotation	
c. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)	**Getting Started Lessons:** 4, 5, 6, 7, 8, 9 **Workshop 1 Lessons:** 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.11, 1.12, 1.13, 1.19, 1.20, 1.21 **Workshop 2 Lessons:** 2.1, 2.2, 2.8, 2.11, 2.13, 2.20, 2.21, 2.22, 2.23, 2.24 **Workshop 3 Lessons:** 3.2, 3.14, 3.15, 3.16, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26, 3.27 **Workshop 4 Lessons:** 4.2, 4.11, 4.12, 4.13, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25 **Workshop 5 Lessons:** 5.2, 5.6, 5.10, 5.11, 5.12, 5.13, 5.17, 5.19, 5.22, 5.23, 5.24, 5.25 **Workshop 6 Lessons:** 6.2, 6.4, 6.8, 6.9, 6.10, 6.14, 6.16, 6.18, 6.19, 6.20, 6.21, 6.22 **Interim Performance Tasks:** 1-5 **End-of-Year Performance Tasks:** 1-5	**Pages:** 30, 33, 34, 36, 38, 44, 46, 53, 54, 56, 58, 78, 81, 82, 84, 86, 92, 94, 101, 102, 104, 106, 108, 126, 129, 133, 134, 136, 138, 140, 142, 144, 146, 148, 155, 156, 158, 160, 190, 193, 194, 196, 198, 204, 205, 206, 213, 214, 216, 218, 219, 220, 240, 243, 244, 246, 248, 254, 256, 261, 262, 266, 268, 272, 290, 293, 294, 296, 298, 307,	**Language Zone:** Segments B.1-B.25	**Language:** Concept Builder Pronunciation and Expression	Each Independent Reading text supports students' acquisition of general and domain-specific words and phrases.

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
		308, 310, 312, 316, 342-365			

Standard 3. Writing and Composition

<u>Prepared Graduates:</u>
6. Craft arguments using techniques specific to the genre.

<u>Grade Level Expectation:</u>
1. Write well-organized arguments using logical reasons, relevant and credible evidence, acknowledgement of opposing claims, clear language, and formal style.

<u>Evidence Outcomes</u>
Students Can:

a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.7.1) i. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. (CCSS: W.7.1a) ii. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS: W.7.1b) iii. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (CCSS: W.7.1c) iv. Establish and maintain a formal style. (CCSS: W.7.1d) v. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.7.1e)	**Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 98, 99, 110-119, 304, 305, 318-327, 387	**Writing Zone**: Segments B.2-B.5, B.7, B.9-B.11, B.13-B.18, B.20, B.22-B.25 Argument Writing Rubrics: 4pt, 6pt Rate Your Argument Essay	**Speaking and Listening:** Writing Prompts: Argument Essay **Writing:** Argument Argument Essay Argument Writing Rubrics Writing a Review **Writing: Skill Builder:** Choosing Important Details Structuring an Argument Supporting Reasons Creating a Topic Sentence	Students have the opportunity to recommend selections to classmates.

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Prepared Graduates: 7. Craft informational/explanatory texts using techniques specific to the genre.					
Grade Level Expectation: 2. Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.					
Evidence Outcomes Students Can:					
b. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2) i. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a) ii. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b) iii. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c) iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d) v. Establish and maintain a formal style. (CCSS: W.7.2e) vi. Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23	**Pages:** 98, 99, 110-119, 304, 305, 318-327, 387	**Writing Zone**: Segment B.2-B.3, B.4, B.6-B-9, B.12-B.14, B.16-B.23, B.25 Informative Writing Rubrics: 4pt, 6pt Rate Your Informative Essay	**Writing:** Cause-and-Effect Paragraph Compare-and-Contrast Paragraph Content-Area Paragraph Descriptive Essay Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics News Article **Writing: Skill Builder:** Choosing Important Details Creating a Topic Sentence Formal and Informal Language Targeting Tired Words Using Precise Adjectives Using Synonyms Using Transition Words	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Prepared Graduates: 8. Craft narratives using techniques specific to the genre.					
Grade Level Expectation: 3. Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.					
Evidence Outcomes Students Can:					
c. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3) i. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.7.3a) ii. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.7.3b) iii. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.7.3c) iv. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS: W.7.3d) v. Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e) vi. Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme,	**Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23	**Pages:** 258, 259, 274-283, 388, 391	**Writing Zone**: Segment B.5-B.7, B.10-B.12, B.15, B.19, B.21, B.24 Narrative Writing Rubrics: 4pt, 6pt Rate Your Narrative	**Speaking and Listening:** Writing Prompts: Narrative Essay Personal Narrative **Writing:** Character Sketch Historical Narrative Narrative Essay Narrative Writing Rubrics Personal Narrative Realistic Narrative **Writing: Skill Builder:** Adding Character Details Describing Story Elements Sequencing Events Using Dialogue Using Precise Adjectives Using Transition Words	

2020 Colorado Academic Standards, Grade 7	**Digital Teacher's Edition**	*ReaL Book*	**Student App**	**Resources for Differentiated Instruction**	**Independent Reading**
repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.					

Prepared Graduates:
9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

Grade Level Expectation:
4. Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics and that its style is appropriate to task, purpose, and audience.

Evidence Outcomes
Students Can:

a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)

| i. Explain the function of phrases and clauses in general and their function in specific sentences. (CCSS: L.7.1a)
ii. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
iii. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (CCSS: L.7.1c) | | | | **Grammar and Conventions:** Combining Sentences with Prepositional Phrases
Choosing Concise Words and Phrases
Choosing Sentence Structure
Coordinating and Subordinating Conjunctions | |
| b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.7.2)
a. Use a comma to separate coordinate coordinate adjectives. (for example: *It was a fascinating, enjoyable movie* but not *He wore and old[,] green shirt*). (CCSS: L.7.2a)
b. Correctly spell frequently used words and consult reference materials (for example, | | | | **Grammar and Conventions:** Punctuating Pauses, Breaks, and Omissions in Text
Foundational Skills: Spelling Routines
Spelling: More Unaccented Vowels
Spelling: Spelling Short Vowel Sounds
Spelling Story: Letter Pairs
Student Resource Practice Page | |

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequently used vocabulary. (adapted from CCSS: L.7.2b)				Word Chain: Vowels Build Words: Consonant Blends Double Consonants Look Out: Letter Sequence Missing Letters More Missing Letters Reversed Letters Unaccented Vowels	
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3) i. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)				**Grammar and Conventions:** Choosing Concise Words and Phrases **Language:** Synonyms: Use Precise Language Precise Language: Emotions **Writing: Skill Builder:** Using Precise Adjectives	
d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 258, 259, 274-283, 388, 391	**Writing Zone**: Segment B.5-B.25	**Writing:** Argument Argument Essay Business Letter Cause-and-Effect Paragraph Character Sketch Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Conduct an Investigation Content-Area Paragraph Describing a Person Describing a Setting Descriptive Essay Fantasy Features of a Research Paper Fictional Narrative Finding and Recording Information Haiku	Quick Writes

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
				Historical Narrative Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics Introduction: Using the *Writing Support and Extend* Resources Literary Analysis Literary Analysis Rubrics Narrative Essay Narrative Writing Rubrics News Article Opinion Essay Organizing Information and Notes Peer Feedback and Self-Evaluation Frames Personal Narrative Planning a Response Realistic Narrative Reference & Research: Conduct an Investigation Research Paper Rubrics Résumé	
e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.7.5)	**Workshop 1 Lessons:** 1.19, 1.20, 1.21 **Workshop 2 Lessons:** 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.20, 5.21, 5.22, 5.23	**Page:** 386		**Writing:** Revision Checklist Revision Rubric Peer Feedback and Self-Evaluation Frames Argument Writing Rubrics Informative Writing Rubrics Narrative Writing Rubrics	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	Workshop 6 Lessons: 6.17, 6.18, 6.19, 6.20				
f. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (CCSS: W.7.6)		**Pages:** 176-177, 286-287			
g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS: W.7.10)	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 39, 45, 55, 57, 59, 62-71, 93, 107, 109, 135, 139, 143, 145, 147, 157, 164-173, 197, 205, 215, 219, 221, 224-233, 255, 263, 267, 273, 274-283,297, 309, 313, 317, 387, 388	**Writing Zone**: Segment B.5-B.25	**Writing:** Argument Argument Essay Business Letter Cause-and-Effect Paragraph Character Sketch Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Conduct an Investigation Content-Area Paragraph Describing a Person Describing a Setting Descriptive Essay Fantasy Features of a Research Paper Fictional Narrative Finding and Recording Information Haiku Historical Narrative Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics	Quick Writes

2020 Colorado Academic Standards, Grade 7	**Digital Teacher's Edition**	*ReaL Book*	**Student App**	**Resources for Differentiated Instruction**	**Independent Reading**
				Introduction: Using the *Writing Support and Extend* Resources Literary Analysis Literary Analysis Rubrics Narrative Essay Narrative Writing Rubrics News Article Opinion Essay Organizing Information and Notes Peer Feedback and Self-Evaluation Frames Personal Narrative Planning a Response Realistic Narrative Reference & Research: Conduct an Investigation Research Paper Rubrics Résumé	
Standard 4. Research Inquiry and Design					
Prepared Graduates: 10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.					
Grade Level Expectation: 1. Pose research questions, synthesize answers from multiple credible resources, and present conclusions in an appropriate format.					
Evidence Outcomes Students Can:					
a. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (CCSS: W.7.7)	**Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 178-187, 332-341, 389		**Writing:** Choosing and Narrowing a Topic Conduct an Investigation Finding and Recording Information Organizing Information and Notes Research Paper Rubrics Reference & Research: Conduct an Investigation	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
b. Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)	**Workshop 1 Lessons:** 1.23 **Workshop 2 Lessons:** 2.23 **Workshop 3 Lessons:** 3.26 **Workshop 4 Lessons:** 4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:** 6.21 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6			**Writing:** Skill Builder: Using Citations Finding and Recording Information Organizing Information and Notes	
c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9) i. Apply *grade 7 Reading standards* to literature (for example: "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). (CCSS: W.7.9a) ii. Apply *grade 7 Reading standards* to literary nonfiction. (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)	**Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25 **Workshop 4 Lessons:** 4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:** 6.21			**Writing:** Choosing and Narrowing a Topic Finding and Recording Information Organizing Information and Notes **Reading Comprehension:** Critical Reading: Evaluate	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Standard 1. Oral Expression and Listening					
Prepared Graduates: 1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.					
Grade Level Expectation: 1. Engage in effective collaborative discussions and analyze information presented.					
Evidence Outcomes Students Can:					
a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8* topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1) i. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a) ii. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b) iii. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c) iv. Acknowledge new information expressed by	**Getting Started Lessons:** 1-9 **Workshop 1 Lessons:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23 **Workshop 2 Lessons:** 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24 **Workshop 3 Lessons:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.25, 3.26 **Workshop 4 Lessons:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10, 4.11, 4.13, 4.14, 4.15, 4.16, 4.17, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24 **Workshop 5 Lessons:** 5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.9, 5.10, 5.12, 5.13, 5.14, 5.15, 5.16, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23, 5.24 **Workshop 6 Lessons:** 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.8, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15,	**Pages:** 31, 79, 127, 191, 241, 291		**Speaking and Listening:** Collaborative Discussion Academic Discussion	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)	6.16, 6.17, 6.18, 6.19, 6.20, 6.21 **Interim Performance Tasks:** 1-4 **End-of-Year Performance Tasks:** 1-5				
b. Analyze the purpose of information presented in diverse media and formats (for example: visually, quantitatively, orally) and evaluate the motives (for example: social, commercial, political) behind its presentation. (CCSS: SL.8.2)	**Getting Started Lessons:** 4 **Workshop 1 Lessons:** 1.1, 1.2, **Workshop 2 Lessons:** 2.1 **Workshop 3 Lessons:** 3.1 **Workshop 4 Lessons:** 4.1 **Workshop 5 Lessons:** 5.1 **Workshop 6 Lessons:** 6.1	**Pages:** 30, 78, 126, 190, 240, 290			
c. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (CCSS: SL.8.3)	The Think-Pair-Share Routine and the Academic Discussion Routine provide opportunities to address this standard.			**Speaking and Listening:** Evaluating a Persuasive Speech Evaluating Evidence in a Persuasive Speech Identifying Claims and Evidence	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Prepared Graduates: 2. Deliver effective oral presentations for varied audiences and varied purposes.					
Grade Level Expectation: 2. Develop organized presentations incorporating key details and claims while tailored for purpose and audience.					
Evidence Outcomes Students Can:					
a. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)	**Workshop 2 Lessons:** 2.17, 2.23 **Workshop 3 Lessons:** 3.26 **Workshop 4 Lessons:** 4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:** 6.21 **Interim Performance Tasks:** 5			**Speaking and Listening:** Presenting a Persuasive Speech Presenting an Argument Essay	
b. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (CCSS: SL.8.5)	**Workshop 1 Lessons:** 1.23 **Interim Performance Tasks:** 5 **End-of-Year Performance Tasks:** 5, 6			**Speaking and Listening:** Media Outline	
c. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.8.6)	**Getting Started Lessons:** 5 **Workshop 1 Lessons:** 1.1 **Workshop 2 Lessons:** 2.17, 2.23 **Workshop 3 Lessons:** 3.1, 3.26 **Workshop 4 Lessons:** 4.1, 4.24			**Speaking and Listening:** Using Appropriate Language **Writing: Skill Builder:** Formal and Informal Language	

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	Workshop 5 Lessons: 5.1, 5.24 **Workshop 6 Lessons:** 6.1, 6.21				

Standard 2. Reading for All Purposes

Prepared Graduates:

3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

1. Analyze and evaluate literary elements and an author's choices to understand literary text.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:

i. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)	**Workshop 1 Lessons:** 1.16, 1.17, 1.24 **Workshop 2 Lessons:** 2.3 **Workshop 3 Lessons:** 3.7, 3.18, 3.19 **Workshop 5 Lessons:** 5.13, 5.14 **Workshop 6 Lessons:** 6.4, 6.5	**Pages:** 83, 135, 137, 141, 143,145, 147, 149, 159, 161, 263, 264-265, 297, 299		**Reading Comprehension:** Critical Reading: Analyze Draw Conclusions Read for Detail Identifying Text Evidence Reading Text Closely	**Paperbacks:** All Summer in a Day Dive: The Discovery Donner Party: A Diary of a Survivor Drama The Great Wall of Lucy Wu King Arthur: The Story of the Sword and the Stone Looking for Red The Maze of Bones (The 39 Clues) Mercy on These Teenage Chimps Milo: Sticky Notes & Brain Freeze The Rescuers (Ten True Tales) The Revolution of Evelyn Serrano Rules Stanford Wong Flunks Big Time Switched (My Sister the Vampire) Daily Reading Log **eBooks:** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories The Band Battle at Little Big Horn Captain Underpants and the Invasion of the Incredibly Naughty Cafeteria

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Ladies From Outer Space Classic Tales of Terror Creatures Infest Local School! Destination: Everest The Deep (Dive Book #2) Echo The Escape Frankenstein Happy Burger Hear Me The Killer Hairdo and Other Urban Legends Money Hungry One False Note The Orphan of Ellis Island Secrets of Oak Park Smile Visitors: Strange Invaders Wait Until Dark: Tales of Suspense Zero Tolerance **Audiobooks:** Esperanza Rising The Mighty The Outsiders Somewhere in the Darkness The Star Fisher
ii. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (CCSS: RL.8.2)	**Workshop 1 Lessons:** 1.16, 1.17, 1.24 **Workshop 3 Lessons:** 3.4, 3.12, 3.20 **Workshop 5 Lessons:** 5.19 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Plot Teaching Plot Devices Teaching Setting Teaching Summarizing	**Pages:** 60-61, 83, 133, 135, 137, 141, 143, 145, 147, 149, 159, 161, 263, 264-265, 297, 299, 300-301	**Reading Zone**: Segments B.1 - B.25	**Reading Comprehension:** Analyze Theme Problem and Solution Reading Text Closely Summarize	**Paperbacks:** All Summer in a Day The Cruisers Drama Facts of Life: Selected Stories King Arthur: The Story of the Sword and the Stone Looking for Red Mercy on These Teenage Chimps Milo: Sticky Notes & Brain Freeze Moby Dick Quinceañera Means Sweet 15 Rules Serafina's Promise Sisters

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	Teaching Theme				Switched (My Sister the Vampire) Daily Reading Log **eBooks:** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories The Band Battle at Little Big Horn Classic Tales of Terror Creatures Infest Local School! The Escape Frankenstein Happy Burger Jane Eyre The Killer Hairdo and Other Urban Legends The Lightning Thief (Percy Jackson and the Olympians) Love Letters and Other Stories Secrets of Oak Park Smile Visitors: Strange Invaders **Audiobooks:** Somewhere in the Darkness The Star Fisher
iii. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (CCSS: RL.8.3)	**Workshop 1 Lessons:** 1.24 **Workshop 3 Lessons:** 3.4, 3.5, 3.6, 3.8, 3.9, 3.10, 3.11, 3.20 **Workshop 6 Lessons:** 6.5 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Character	**Pages:** 132-133, 141, 147		**Reading Comprehension:** Analyze Character Analyze Plot Plot Device: Dialogue Problem and Solution Read Drama	**Paperbacks:** Dive: The Discovery Drama Facts of Life: Selected Stories The Great Wall of Lucy Wu Looking for Red The Maze of Bones (The 39 Clues) Mercy on These Teenage Chimps Rules Sisters Stanford Wong Flunks Big Time Final Projects **eBooks:** Alison's Trumpet and Other Stories

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					The Band Destination: Everest The Deep (Dive Book #2) Echo Hear Me Love Letters and Other Stories Money Hungry One False Note Zero Tolerance **Audiobooks:** Esperanza Rising The Mighty
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.8.4)	**Workshop 1 Lessons:** 1.16, 1.24 **Workshop 3 Lessons:** 3.7, 3.18 **Workshop 4 Lessons:** 4.18 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Figurative Language Teaching Tone and Mood	**Pages:** 39, 43, 90, 150, 202, 203, 247, 252, 302		**Vocabulary:** Denotation and Connotation	**Paperbacks:** The Great Wall of Lucy Wu
ii. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (CCSS: RL.8.5)	**Workshop 3 Lessons:** 3.5, 3.6, 3.10, 3.11, 3.19 **Workshop 5 Lessons:** 5.13, **Workshop 6 Lessons:** 6.4 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Compare and Contrast	**Pages:** 162-163	**Reading Zone**: Segment B.2**,** B.4**,** B.5, B.12 - B.14, B.18, B.19**,** B.21, B.22, B.23	**Reading Comprehension:** Compare and Contrast: Text Structures Compare Text Across Media: Centers for Disease Control and Promoting Global Health Compare Text Across Media: To the Top of Dawn Wall Critical Reading: Synthesize Read Across Texts	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
iii. Analyze how differences in the points of view of the characters and the audience or reader (for example: created through the use of dramatic irony) create such effects as suspense or humor. (CCSS: RL.8.6)	**Workshop 4 Lessons:** 4.10 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Point of View	**Page:** 133	**Reading Zone**: Segments B.2 - B.11, B.13, B.15, B.16, B.18, B.20, B.21, B.24, B.25	**Reading Comprehension:** Analyze the Development of Point of View Critical Reading: Analyze Figurative Language: Irony Plot Device: Suspense	**Paperbacks:** The Maze of Bones (The 39 Clues)
c. Use Integration of Knowledge and Ideas to:					
i. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. (CCSS: RL.8.7)	**Additional Teaching Resources:** **Strategy Best Practices:** Teaching Compare and Contrast			**Reading Comprehension:** Compare Text Across Media: Analyzing a Reading of "O Captain! My Captain!"	
ii. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (CCSS: RL.8.9)	**Workshop 3 Lessons:** 3.20	**Page:** 163		**Reading Comprehension:** Compare and Contrast: Texts in Different Genres Read Across Texts Universal Theme	
d. Use Range of Reading and Complexity of Text to:					
i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently. (CCSS: RL.8.10)		**Pages:** 59, 82-83, 134-149, 158-162, 220-221, 262-263, 296-299 221			**Paperbacks** All Summer in a Day The Cruisers Dive: The Discovery Donner Party: A Diary of a Survivor Drama Facts of Life: Selected Stories The Great Wall of Lucy Wu King Arthur: The Story of the Sword and the Stone Looking for Red The Maze of Bones (The 39 Clues) Mercy on These Teenage Chimps Milo: Sticky Notes & Brain Freeze Moby Dick

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Quinceañera Means Sweet 15
					The Rescuers (Ten True Tales)
					The Revolution of Evelyn Serrano
					Rules
					Serafina's Promise
					Sisters
					Stanford Wong Flunks Big Time
					Switched (My Sister the Vampire)
					eBooks
					The Adventures of Captain Underpants
					Alison's Trumpet and Other Stories
					All in a Day's Work and Other Stories
					The Band
					Battle at Little Big Horn
					Captain Underpants and the Invasion of the Incredibly Naughty Cafeteria Ladies From Outer Space
					Classic Tales of Terror
					Creatures Infest Local School!
					Destination: Everest
					The Deep (Dive Book #2)
					Echo
					The Escape
					Francisco Pizarro: Destruction of the Inca Empire
					Frankenstein
					Happy Burger
					Hear Me
					Jane Eyre
					The Killer Hairdo and Other Urban Legends
					The Lightning Thief (Percy Jackson and the Olympians)
					Love Letters and Other Stories
					Money Hungry
					One False Note
					The Orphan of Ellis Island
					Secrets of Oak Park
					Smile

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Visitors: Strange Invaders Wait Until Dark: Tales of Suspense Zero Tolerance **AudioBooks** Esperanza Rising The Mighty The Outsiders Somewhere in the Darkness The Star Fisher

Prepared Graduates:
4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

Grade Level Expectation:
2. Analyze and evaluate an author's choices to understand informational text.

Evidence Outcomes
Students Can:

a. Use Key Ideas and Details to:

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i. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)	**Getting Started Lessons:** 1, 2 **Workshop 1 Lessons:** 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 1.14, 1.15, 1.18, 1.24 **Workshop 2 Lessons:** 2.4, 2.8, 2.9, 2.10, 2.12, 2.17 **Workshop 3 Lessons:** 3.3, 3.17 **Workshop 4 Lessons:** 4.3, 4.4, 4.5, 4.9, 4.14, 4.15, 4.16 **Workshop 5 Lessons:** 5.3, 5.4, 5.5, 5.8, 5.9, 5.15, 5.16, 5.18 **Workshop 6 Lessons:** 6.3, 6.11, 6.12, 6.13, 6.15, 6.16 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Making Inferences	**Pages:** 37, 57, 85, 87, 95, 96-97, 107, 157, 195, 197, 199, 205, 207, 215, 217, 255, 257, 295, 317		**Reading Comprehension:** Critical Reading: Analyze Draw Conclusions Identifying Text Evidence Make Inferences Stretch: The Pit and the Pendulum at the Palace (Make Inferences)	**Paperbacks:** Against the Odds: True Teen Stories Behind Rebel Lines I Am Malala National Geographic Kids: Everything Soccer Reservation Superstars Stealing Home: The Story of Jackie Robinson Tales From the Top of the World The Worst-Case Scenario Survive-o-pedia **eBooks:** Alcatraz: Prison for America's Most Wanted The Big Lie Chasing Lincoln's Killer Danger Is My Business: The World's Most Dangerous Jobs Don't Try This at Home: Famous Daredevils Francisco Pizarro: Destruction of the Inca Empire Gettysburg

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Great Debates: Sports Issues: Fair or Foul? I Mean Business! Night Sky Planting Seeds: The Story of Wangari Maathai Typhoid Mary: The Most Dangerous Woman in America UFOs: Fact or Fiction? Vanished: True Stories of the Missing When Birds Get Flu and Cows Go Mad!
ii. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (CCSS: RI.8.2)	**Workshop 1 Lessons:** 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 1.11, 1.14, 1.15, 1.18, 1.24 **Workshop 2 Lessons:** 2.4, 2.8, 2.9, 2.10, 2.17 **Workshop 3 Lessons:** 3.3, 3.17 **Workshop 4 Lessons:** 4.3, 4.4, 4.5, 4.9, 4.14, 4.15, 4.16 **Workshop 5 Lessons:** 5.3, 5.4, 5.5, 5.8, 5.9, 5.15, 5.16, 5.18 **Workshop 6 Lessons:** 6.3, 6.6, 6.11, 6.12, 6.13, 6.15, 6.16 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Sequence of Events	**Pages:** 45, 48, 55, 197, 200-201, 205, 219, 311	**Reading Zone**: Segments B.1 - B.25	**Reading Comprehension:** Central Idea and Details Identifying Key Ideas Reading Text Closely Summarize	**Paperbacks:** Against the Odds: True Teen Stories Belly-Busting Worm Invasions! National Geographic Kids: Everything Soccer Stealing Home: The Story of Jackie Robinson Tales From the Top of the World The Worst-Case Scenario Survive-o-pedia Final Projects Daily Reading Log **eBooks:** The Big Lie Cities of the Dead Danger Is My Business: The World's Most Dangerous Jobs Don't Try This at Home: Famous Daredevils False! Popular Myths Debunked Gettysburg Hatshepsut: The Girl Who Became King I Mean Business! Killer Wallpaper Planting Seeds: The Story of Wangari Maathai Typhoid Mary: The Most Dangerous

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Woman in America UFOs: Fact or Fiction? Vanished: True Stories of the Missing When Birds Get Flu and Cows Go Mad!
iii. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (for example: through comparisons, analogies, or categories). (CCSS: RI.8.3)	**Workshop 1 Lessons:** 1.5, 1.18, 1.24 **Workshop 4 Lessons:** 4.6, 4.8 **Workshop 6 Lessons:** 6.12			**Reading Comprehension:** Cause and Effect People, Events, and Ideas	**eBooks:** Alcatraz: Prison for America's Most Wanted Francisco Pizarro: Destruction of the Inca Empire When Birds Get Flu and Cows Go Mad!
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)	**Workshop 1 Lessons:** 1.4, 1.5, 1.8, 1.9, 1.14, 1.15, 1.24 **Workshop 2 Lessons:** 2.15	**Pages:** 39, 43, 90, 150, 202, 203, 247, 252, 302		**Vocabulary:** Denotation and Connotation	**eBooks:** Chasing Lincoln's Killer
ii. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (CCSS: RI.8.5)	**Workshop 1 Lessons:** 1.9, 1.18 **Workshop 2 Lessons:** 2.6, 2.9, 2.12 **Workshop 4 Lessons:** 4.14	**Pages:** 47, 95, 215, 269, 273		**Reading Comprehension:** Analyzing Text Features in Advertisement Cause and Effect Read Text Features in Context	**Paperbacks:** Tales From the Top of the World **eBooks:** Alcatraz: Prison for America's Most Wanted Chasing Lincoln's Killer Cities of the Dead Vanished: True Stories of the Missing When Birds Get Flu and Cows Go Mad!

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
iii. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (CCSS: RI.8.6)	**Workshop 1 Lessons:** 1.9 **Workshop 2 Lessons:** 2.14 **Workshop 4 Lessons:** 4.10 **Workshop 5 Lessons:** 5.6, **Workshop 6 Lessons:** 6.16 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Author's Purpose Teaching Point of View	**Pages:** 103, 105, 107, 208-209, 250-251, 313	**Reading Zone**: Segments B.2 - B.11**,** B.13, B.15, B.16, B.18, B.20, B.21, B.24, B.25	**Reading Comprehension:** Claim and Counterclaim Evaluate Author's Viewpoint Identify Author's Purpose	
c. Use Integration of Knowledge and Ideas to:					
i. Evaluate the advantages and disadvantages of using different mediums (for example: print or digital text, video, multimedia) to present a particular topic or idea. (CCSS: RI.8.7)	**Workshop 4 Lessons:** 4.16			**Reading Comprehension:** Compare Text Across Media: Introducing Literacy Texts Compare Text Across Media: Malala Yousafzai's Address to the United Nations Compare Text Across Media: To the Top of Dawn Wall	
ii. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (CCSS: RI.8.8)	**Workshop 1 Lessons:** 1.8 **Workshop 2 Lessons:** 2.5	**Page:** 87		**Reading Comprehension:** Critical Reading: Evaluate Evaluate Sources and Evidence Fact and Opinion Identify Persuasion and Propaganda	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
iii. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (CCSS: RI.8.9)	**Workshop 5 Lessons:** 5.17 **Workshop 6 Lessons:** 6.14			**Reading Comprehension:** Compare and Contrast: Presentation of Events by Two Authors Critical Reading: Synthesize Evaluate Author's Viewpoint Identifying Evidence Across Texts	
d. Use Range of Reading and Complexity of Text to:					
i. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently. (CCSS: RI.8.10)		**Pages:** 34-35, 36-39, 44-47, 54-55, 56-57, 84-87, 92-95, 102-103, 104-107, 108-109, 130-131, 156-157, 194-195, 196-199, 204-207, 214-217, 218-219, 244-245, 246-249, 254-257, 266-269, 272-273, 294-295, 308-313, 316-317			**Paperbacks** Against the Odds: True Teen Stories Behind Rebel Lines Belly-Busting Worm Invasions! I Am Malala National Geographic Kids: Everything Soccer The Rescuers (Ten True Tales) Reservation Superstars Stealing Home: The Story of Jackie Robinson Tales From the Top of the World The Worst-Case Scenario Survive-o-pedia Final Projects Daily Reading Log **eBooks** Alcatraz: Prison for America's Most Wanted The Big Lie Chasing Lincoln's Killer Cities of the Dead Danger Is My Business: The World's Most Dangerous Jobs Don't Try This at Home: Famous Daredevils False! Popular Myths Debunked Gettysburg Great Debates: Sports Issues: Fair or Foul? Hatshepsut: The Girl Who Became

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					King I Mean Business! Killer Wallpaper Night Sky Planting Seeds: The Story of Wangari Maathai Typhoid Mary: The Most Dangerous Woman in America UFOs: Fact or Fiction? Vanished: True Stories of the Missing When Birds Get Flu and Cows Go Mad!

<u>Prepared Graduates:</u>
5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

<u>Grade Level Expectation:</u>
3. Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.

<u>Evidence Outcomes</u>
Students Can:

a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.8.4)

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i. Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)	**Workshop 1 Lessons:** 1.2, 1.4, 1.5, 1.9, 1.14, 1.15, 1.16	**Pages:** 39, 43, 90, 91, 150, 202, 247, 252, 302	**Reading Zone:** Segments B.1 - B.25	**Vocabulary:** Context Clues: Definition and Example Synonyms and Antonyms Unfamiliar Words	Although direct instruction in using context is not present in the Independent Reading component, students use context to determine the meanings of unfamiliar words as they read each independent reading text.
ii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: *precede, recede, secede*). (CCSS: L.8.4b)	**Workshop 1 Lessons:** 1.7 **Workshop 2 Lessons:** 2.7, 2.12, **Workshop 4 Lessons:** 4.7 **Workshop 5 Lessons:** 5.7 **Workshop 6 Lessons:** 6.7	**Pages:** 42, 92, 150, 202, 252, 294, 295, 302		**Vocabulary:** Greek Roots Latin Roots Word Origins	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
iii. Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.8.4c)	**Workshop 1 Lessons:** 1.7 **Workshop 5 Lessons:** 5.7	**Pages:** 91, 253		**Vocabulary:** Using a Dictionary Using a Thesaurus	
iv. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)	**Workshop 1 Lessons:** 1.7 **Workshop 5 Lessons:** 5.7	**Pages:** 91, 253		**Vocabulary:** Using a Dictionary Using a Thesaurus	
a. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.8.5)					
i. Interpret figures of speech (e.g. verbal irony, puns) in context. (CCSS: L.8.5a)		**Page:** 59	**Reading Zone**: Segments B.1-B.25	**Language:** Figurative Language	
ii. Use the relationship between particular words to better understand each of the words. (CCSS: L.8.5b)				**Vocabulary:** Antonyms Synonyms	
iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: *bullheaded, willful, firm, persistent, resolute*). (CCSS: L.8.5c)	**Workshop 1 Lessons:** 1.16 **Workshop 2 Lessons:** 2.15 **Workshop 4 Lessons:** 4.17, 4.18	**Page:** 203		**Language:** Figurative Language **Vocabulary:** Denotation and Connotation	
c. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)	**Getting Started Lessons:** 1, 4, 5 **Workshop 1 Lessons:** 1.1, 1.2, 1.3, 1.4, 1.10, 1.11, 1.17, 1.2, 1.24 **Workshop 2 Lessons:** 2.1, 2.2, 2.3, 2.9, 2.10, 2.15, 2.16,	**Pages:** 30, 33, 34, 36, 38, 44, 46, 53, 54, 56, 58, 78, 81, 82, 84, 86, 92, 94, 101, 102, 104, 106,	**Language Zone**: Segments B.1 - B.25	**Language:** Concept Builder Pronunciation and Expression	Each Independent Reading text supports students' acquisition of general and domain-specific words and phrases.

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	2.2, 2.24 **Workshop 3 Lessons:** 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.9, 3.10, 3.14, 3.15, 3.2, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.1, 4.3, 4.4, 4.6, 4.8, 4.11, 4.21, 4.23, 4.25 **Workshop 5 Lessons:** 5.1, 5.2, 5.3, 5.4, 5.6, 5.9, 5.10, 5.17, 5.19, 5.2, 5.23 **Workshop 6 Lessons:** 6.1, 6.3, 6.4, 6.9, 6.10, 6.12, 6.17, 6.19, 6.20, 6.21, 6.22, 6.25 **Interim Performance Tasks:** 1, 2	108, 126, 129, 133, 134, 136, 138, 140, 142, 144, 146, 148, 155, 156, 158, 160, 190, 193, 194, 196, 198, 204, 205, 206, 213, 214, 216, 218, 219, 220, 240, 243, 244, 246, 248, 254, 256, 261, 262, 266, 268, 272, 290, 293, 294, 296, 298, 307, 308, 310, 312, 316, 342-365			

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Standard 3. Writing and Composition					
Prepared Graduates: 6. Craft arguments using techniques specific to the genre.					
Grade Level Expectation: 1. Write well-organized and cohesive arguments, distinguishing claim(s) from opposing claims and using language to clarify connections among claims, reasons, and evidence.					
Evidence Outcomes Students Can:					
a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.8.1) i. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. (CCSS: W.8.1a) ii. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS: W.8.1b) iii. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (CCSS: W.8.1c) iv. Establish and maintain a formal style. (CCSS: W.8.1d) v. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.8.1e)	**Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 98, 99, 110-119, 304, 305, 318-327, 387	**Writing Zone**: Segments B.2-B.5, B.7, B.9-B.11, B.13-B.18, B.20, B.22-B.25 Argument Writing Rubrics: 4pt, 6pt Rate Your Argument Essay	**Speaking and Listening:** Writing Prompts: Argument Essay **Writing:** Argument Argument Essay Argument Writing Rubrics Writing a Review **Writing: Skill Builder:** Choosing Important Details Structuring an Argument Supporting Reasons Creating a Topic Sentence	Students have the opportunity to recommend selections to classmates.

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Prepared Graduates: 7. Craft informational/explanatory texts using techniques specific to the genre.					
Grade Level Expectation: 2. Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.					
Evidence Outcomes Students Can:					
a. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2) i. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a) ii. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b) iii. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c) iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d) e. Establish and maintain a formal style. (CCSS: W.8.2e) v. Provide a concluding statement or section that follows from and supports the information or	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23	**Pages:** 49, 50-51, 62-71, 152, 153, 164-173, 210, 211, 224-233, 391	**Writing Zone**: Segment B.2-B.4, B.6-B.9, B.12-B.14, B12-B.14, B.16-B.23, B.25 Informative Writing Rubrics: 4pt, 6pt Informative Writing Rate Your Informative Essay	**Writing:** Cause-and-Effect Paragraph Compare-and-Contrast Paragraph Content-Area Paragraph Descriptive Essay Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics News Article **Writing: Skill Builder:** Choosing Important Details Creating a Topic Sentence Formal and Informal Language Targeting Tired Words Using Precise Adjectives Using Synonyms Using Transition Words	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
explanation presented. (CCSS: W.8.2f)					

Prepared Graduates:
8. Craft narratives using techniques specific to the genre.

Grade Level Expectation:
3. Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and develop and reflect on experiences and events.

Evidence Outcomes Students Can:

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3) i. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.8.3a) ii. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. (CCSS: W.8.3b) iii. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. (CCSS: W.8.3c) iv. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS: W.8.3d) v. Provide a conclusion that follows from and reflects on the narrated experiences or events.	**Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23	**Pages:** 258, 259, 274-283, 388, 391	**Writing Zone**: Segment B.5-B.7, B.10-B.12, B.15, B.19, B.21, B.24 Narrative Writing Rubrics: 4pt, 6pt Rate Your Narrative	**Speaking and Listening:** Writing Prompts: Narrative Essay Personal Narrative **Writing:** Character Sketch Historical Narrative Narrative Essay Narrative Writing Rubrics Personal Narrative Realistic Narrative **Writing: Skill Builder:** Adding Character Details Describing Story Elements Sequencing Events Using Dialogue Using Precise Adjectives Using Transition Words	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
(CCSS: W.8.3e) vi. Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.					

Prepared Graduates:					
9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.					
Grade Level Expectation:					
4. Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.					
Evidence Outcomes Students Can:					
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1) i. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a) ii. Form and use verbs in the active and passive voice. (CCSS: L.8.1b) iii. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. (CCSS: L.8.1c) iv. Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)		**Pages:** 31, 79, 127, 191, 241, 291		**Grammar and Conventions:** Active and Passive Voice Verb Mood	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.8.2) i. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. (CCSS: L.8.2a) ii. Use an ellipsis to indicate an omission. (CCSS: L.8.2b) iii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (CCSS: L.8.2c)				**Grammar and Conventions:** Punctuating Pauses, Breaks, and Omissions in Text **Foundational Skills:** Spelling Routines **Spelling:** More Unaccented Vowels Spelling: Spelling Short Vowel Sounds Spelling Story: Letter Pairs Student Resource Practice Page Word Chain: Vowels Build Words: Consonant Blends Double Consonants Look Out: Letter Sequence Missing Letters More Missing Letters Reversed Letters Unaccented Vowels	
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.8.3) i. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (for example: emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). (CCSS: L.8.3a)				**Grammar and Conventions:** Active and Passive Voice Using Verbs for Effect Verb Mood	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 62-71, 74-75, 110-119, 122-123, 164-173, 224-233, 236-237, 274-283, 318-327, 330-331, 374-379, 387, 388	**Writing Zone**: Segment B.5-B.25	**Writing:** Argument Argument Essay Business Letter Cause-and-Effect Paragraph Character Sketch Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Conduct an Investigation Content-Area Paragraph Describing a Person Describing a Setting Descriptive Essay Fantasy Features of a Research Paper Fictional Narrative Finding and Recording Information Haiku Historical Narrative Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics Introduction: Using the *Writing Support and Extend* Resources Literary Analysis Literary Analysis Rubrics Narrative Essay Narrative Writing Rubrics News Article Opinion Essay Organizing Information and	Quick Writes

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
				Notes Peer Feedback and Self-Evaluation Frames Personal Narrative Planning a Response Realistic Narrative Reference & Research: Conduct an Investigation Research Paper Rubrics Résumé	
e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)	**Workshop 1 Lessons:** 1.19, 1.20, 1.21 **Workshop 2 Lessons:** 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.20, 5.21, 5.22, 5.23 **Workshop 6 Lessons:** 6.17, 6.18, 6.19, 6.20	**Page:** 386		**Writing:** Revision Checklist Revision Rubric Peer Feedback and Self-Evaluation Frames Argument Writing Rubrics Informative Writing Rubrics Narrative Writing Rubrics	
f. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (CCSS: W.8.6)		**Pages:** 176-177, 286-287			

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS: W.8.10)	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 39, 45, 55, 57, 59, 62-71, 93, 107, 109, 135, 139, 143, 145, 147, 157, 164-173, 197, 205, 215, 219, 221, 224-233, 255, 263, 267, 273, 274-283, 297, 309, 313, 317, 387, 388	**Writing Zone**: Segment B.5-B.25	**Writing:** Argument Argument Essay Business Letter Cause-and-Effect Paragraph Character Sketch Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Conduct an Investigation Content-Area Paragraph Describing a Person Describing a Setting Descriptive Essay Fantasy Features of a Research Paper Fictional Narrative Finding and Recording Information Haiku Historical Narrative Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics Introduction: Using the *Writing Support and Extend* Resources Literary Analysis Literary Analysis Rubrics Narrative Essay Narrative Writing Rubrics News Article Opinion Essay Organizing Information and	Quick Writes

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
				Notes Peer Feedback and Self-Evaluation Frames Personal Narrative Planning a Response Realistic Narrative Reference & Research: Conduct an Investigation Research Paper Rubrics Résumé	
Standard 4. Research Inquiry and Design					
Prepared Graduates: 10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.					
Grade Level Expectation: 1. Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.					
Evidence Outcomes Students Can:					
a. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS: W.8.7)	**Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 178-187, 332-341, 389		**Writing:** Choosing and Narrowing a Topic Conduct an Investigation Finding and Recording Information Organizing Information and Notes Research Paper Rubrics Reference & Research: Conduct an Investigation	
b. Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)	**Workshop 1 Lessons:** 1.23 **Workshop 2 Lessons:** 2.23 **Workshop 3 Lessons:** 3.26 **Workshop 4 Lessons:** 4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:**			**Writing:** Skill Builder: Using Citations Finding and Recording Information Organizing Information and Notes	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	6.21 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6				
c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.8.9) i. Apply *grade 8 Reading standards* to literature (for example: "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). (CCSS: W.8.9a) ii. Apply *grade 8 Reading standards* to literary nonfiction (for example: "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). (CCSS: W.8.9b)	**Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25 **Workshop 4 Lessons:** 4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:** 6.21			**Reading Comprehension:** Critical Reading: Evaluate Choosing and Narrowing a Topic Finding and Recording Information Organizing Information and Notes	

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Standard 1. Oral Expression and Listening					
Prepared Graduates: 1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.					
Grade Level Expectation: 1. Respond to others' ideas, and evaluate perspective and rhetoric.					
Evidence Outcomes Students Can:					
a. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10* topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1) i. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.9-10.1a) ii. Work with peers to set rules for collegial discussions and decision-making (for example: informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (CCSS: SL.9-10.1b) iii. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS: SL.9-	**Getting Started Lessons:** 1-7 **Workshop 1 Lessons:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, **Workshop 2 Lessons:** 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24, 2.25, **Workshop 3 Lessons:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.24, **Workshop 4 Lessons:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26, **Workshop 5 Lessons:** 5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23, 5.24, 5.25, **Workshop 6 Lessons:** 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18, 6.19, 6.20, 6.21, 6.22, 6.23	**Pages:** 27, 75, 125, 185, 237, 289		**Speaking and Listening:** Collaborative Discussion Academic Discussion	Students have the opportunity to discuss their independent reading in collaborative discussions throughout the program.

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
10.1c) iv. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1d)	**Interim Performance Task Lessons:** 1-5 **End-of-Year Performance Task Lessons:** 1-6				
b. Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source. (CCSS: SL.9-10.2)		**Pages:** 26, 74, 124, 184, 236, 288		**Speaking and Listening:** Present and Reflect: Persuasive Argument	**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story
c. Evaluate and/or reflect on a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (CCSS: SL.9-10.3)	**Workshop 1 Lessons:** 1.9 **Workshop 2 Lessons:** 3.1, 3.24 **Workshop 4 Lessons:** 4.12, 4.25 **Workshop 5 Lessons:** 5.1, 5.25	**Pages:** 42-43, 142-143, 206-207, 254-255, 304-305		**Speaking and Listening:** Evaluating Evidence in a Persuasive Speech	**eBooks:** Great Debates: When Science and Ethics Clash The Greatest: Muhammad Ali

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Prepared Graduates: 2. Deliver effective oral presentations for varied audiences and varied purposes.					
Grade Level Expectation: 2. Organize and develop credible presentations tailored to purpose and audience.					
Evidence Outcomes Students Can:					
a. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (CCSS: SL.9-10.4)	**Workshop 1 Lessons:** 1.9, 1.23 **Workshop 2 Lessons:** 2.24 **Workshop 3 Lessons:** 3.1, 3.24 **Workshop 4 Lessons:** 4.12, 4.25 **Workshop 5 Lessons:** 5.1, 5.25 **Workshop 6 Lessons:** 6.9, 6.23 **Interim Performance Task Lessons:** 5	**Pages:** 232-233, 284-285		**Speaking and Listening:** Present and Reflect: Persuasive Argument	
b. Make strategic use of digital media (for example: textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS: SL.9-10.5)	**Workshop 2 Lessons:** 2.24 **Workshop 5 Lessons:** 5.25, Interim Performance task Lesson IPT.5, End-of-Year Performance task Lesson EYPT.5, End-of-Year Performance task Lesson EYPT.6	**Pages:** 232-233, 284-285		**Speaking and Listening:** Media Outline	
c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.9-10.6)	**Workshop 1 Lessons:** GS 7, 1.1, 1.9, 1.23 **Workshop 2 Lessons:** 2.1, 2.24 **Workshop 3 Lessons:** 3.1, 3.1, 3.24 **Workshop 4 Lessons:** 4.1, 4.12, 4.25 **Workshop 5 Lessons:** 5.1, 5.1, 5.25	**Pages:** 42-43, 142-143, 206-207, 232-233, 254-255, 284-285, 304-305		**Speaking and Listening:** Using Appropriate Language	

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	Workshop 6 Lessons: 6.1, 6.9, 6.23				
d. Use feedback to evaluate and revise the presentation. *provides opportunities*	**Workshop 1 Lessons:** 1.9, 1.23 **Workshop 2 Lessons:** 2.24 **Workshop 3 Lessons:** 3.1, 3.24 **Workshop 4 Lessons:** 4.12, 4.25 **Workshop 5 Lessons:** 5.1, 5.25 **Workshop 6 Lessons:** 6.9, 6.23 **Interim Performance Task Lessons:** 5	**Pages:** 232-233, 284-285		**Speaking and Listening:** Present and Reflect: Persuasive Argument	

Standard 2. Reading for All Purposes
Prepared Graduates:
3. Read a wide range of literary texts to build knowledge and to better understand the human experience.
Grade Level Expectation:
1. Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
Evidence Outcomes
Students Can:
a. Use Key Ideas and Details to:

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)	**Workshop 1 Lessons:** 1.12, 1.13, 1.14 **Workshop 2 Lessons:** 2.5, 2.6, 2.7, 2.8, 2.9, 2.1, 2.11 **Workshop 3 Lessons:** 3.6, 3.15, 3.16 **Workshop 6 Lessons:** 6.13, 6.14, 6.15			**Reading Comprehension:** Make Inferences	**Paperbacks:** Blood Is Thicker (Bluford High #8) Broken Memory Crossover Divergent Does My Head Look Big in This? Dracula/Romeo and Juliet Good Enough Novio Boy S.O.S. Titanic Sasha and the Spark Shadowshaper The Lightning Dreamer The Skin I'm In The Whole Sky Full of Stars

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					eBooks: Accidental Love Adrift Dangerous Game Emma In Your Face: Poems About Real Life Loves Me, Loves Me Not Macbeth Mechanica Pig Park Pinned Shattered (Bluford High) Slam! The Big Bug (Based on the Story "The Metamorphosis") The Haunting of Sunshine Girl The Legend of Mulan The Odyssey The Plague The War of the Worlds Untwine **Audiobooks:** Before We Were Free Danger Zone
ii. Determine a theme or central idea of a text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)	**Workshop 2 Lessons:** 2.5, 2.9, 2.1, 2.11, 2.14, 2.19 **Workshop 6 Lessons:** 6.12, 6.13, 6.14, 6.15 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Theme	**Pages:** 49, 51, 85, 87, 89, 91, 93, 95, 107, 108-109, 151, 201, 269, 271, 273, 311, 313, 315	**Reading Zone Segments:** C.1 - C.25		**Paperbacks:** Antony and Cleopatra Broken Memory Crossover Divergent Does My Head Look Big in This? Dracula/Romeo and Juliet Novio Boy Peak S.O.S. Titanic Shadowshaper The Lightning Dreamer The Whole Sky Full of Stars **eBooks:**

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Accidental Love Adrift Emma Mechanica Pig Park Romiette and Julio Shattered (Bluford High) Stick and Whittle The Haunting of Sunshine Girl The Legend of Mulan The Plague The War of the Worlds Untwine **Audiobooks:** Danger Zone
iii. Analyze how complex characters (for example, those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CCSS: RL.9-10.3)	**Workshop 1 Lessons:** 1.12, 1.13 **Workshop 2 Lessons:** 2.5, 2.6, 2.7, 2.8, 2.11, 2.14 **Workshop 3 Lessons:** 3.15, 3.16 **Workshop 6 Lessons:** 6.12, 6.13, 6.14				**Paperbacks:** Antony and Cleopatra Blood Is Thicker (Bluford High #8) Code Talker Crossover Divergent Does My Head Look Big in This? Dracula/Romeo and Juliet Flight to Freedom Good Enough Novio Boy Peak Sasha and the Spark Shadowshaper The Skin I'm In The Whole Sky Full of Stars **eBooks:** Accidental Love Adrift Call Me Maria Dangerous Game Emma Loves Me, Loves Me Not Macbeth

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Mechanica Pig Park Pinned Romiette and Julio Shattered (Bluford High) Slam! Stick and Whittle The Big Bug (Based on the Story "The Metamorphosis") The Haunting of Sunshine Girl The Legend of Mulan The Odyssey Untwine **Audiobooks:** Before We Were Free Danger Zone
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)	**Workshop 2 Lessons:** 2.4, 2.1 **Workshop 4 Lessons:** 4.1 **Workshop 6 Lessons:** 6.24 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Figurative Language Teaching Tone and Mood	**Pages:** 93, 99, 107, 199, 202-203, 204, 252		**Reading Comprehension:** Mood Figurative Language: Allusions Figurative Language: Simile and Metaphor Figurative Language: Symbolism	Each Independent Reading text supports students' acquisition of general and domain-specific words and phrases.
ii. Analyze how an author's choices concerning how to structure a text, order events within it (for example: parallel plots), and manipulate time (for example: pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)	**Workshop 5 Lessons:** 5.26		provides opportunities: <u>Problem and Solution</u> **Reading Zone**: Segments C.2 - C.9, C.13, **C.16,** C.18, C.20 - C.23, C.25	**Reading Comprehension:** Compare and Contrast: Text Structures	**Paperbacks:** Antony and Cleopatra Crossover Dracula/Romeo and Juliet Peak S.O.S. Titanic Accidental Love **eBooks:** Accidental Love Adrift

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
			Sequence **Reading Zone Segments:** s C.2 - C.4**,** C.9 - C.11, C.13 - C.20, C.22, C.24 Cause and Effect **Reading Zone Segments:** C.1**,** C.2**,** C.4, C.8**,** C.9 - C.17, C.19 - C.22, C.24, C.25		Loves Me, Loves Me Not Pinned Romiette and Julio Shattered (Bluford High) The Haunting of Sunshine Girl Untwine
iii. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing from a variety of world literature. (CCSS: RL.9-10.6)	**Workshop 1 Lessons:** 1.5 **Workshop 5 Lessons:** 5.15		**Reading Zone Segments:** s C.2 - C.7**,** C.10 - C.14**,** C.17 - C.20, C.23 - C.25	**Reading Comprehension:** Compare and Contrast: Points of View Compare and Contrast: Perspectives	**Paperbacks:** Blood Is Thicker (Bluford High #8) Broken Memory Code Talker Flight to Freedom Novio Boy Peak S.O.S. Titanic Shadowshaper **eBooks:** Call Me Maria Dangerous Game In Your Face: Poems About Real Life Loves Me, Loves Me Not Mechanica Pinned Untwine

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
c. Use Integration of Knowledge and Ideas to:					
i. Analyze the representation of a subject or a key scene in two different artistic mediums (for example: Auden's poem "Musée d Beaux Arts" and Breughel's painting *Landscape with the Fall of Icarus*), including what is emphasized or absent in each treatment. (CCSS: RL.9-10.7)				**Reading Comprehension:** Compare and Contrast: Texts in Different Genres	
ii. Analyze how an author draws on and transforms source material in a specific work (for example: how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare) (CCSS: RL.9-10.9)				**Reading Comprehension:** Plot Device: Parody Cross-Text Analysis	
d. Use Range of Reading and Complexity of Text to:					
i. By the end of grade 9 read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. ii. By the end of grade 10 read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.9-10.10)		**Pages:** 48-51, 84-95, 106-107, 150-151, 200-201, 268-273, 310-315			**Paperbacks:** Antony and Cleopatra Blood Is Thicker (Bluford High #8) Broken Memory Code Talker Crossover Divergent Does My Head Look Big in This? Dracula/Romeo and Juliet Flight to Freedom Good Enough Novio Boy Peak S.O.S. Titanic Sasha and the Spark Shadowshaper The Lightning Dreamer The Skin I'm In The Whole Sky Full of Stars

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					eBooks: Accidental Love Adrift Call Me Maria Confessions of a Gym-Class Dropout Dangerous Game Emma In Your Face: Poems About Real Life Loves Me, Loves Me Not Macbeth Mechanica Pig Park Pinned Romiette and Julio Shattered (Bluford High) Slam! Stick and Whittle The Big Bug (Based on the Story "The Metamorphosis") The Haunting of Sunshine Girl The Legend of Mulan The Odyssey The Plague The War of the Worlds Untwine **Audiobooks:** Before We Were Free Danger Zone

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Prepared Graduates: 4. Read a wide range of informational texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 2. Understand the logical progression of ideas in increasingly complex texts.					
Evidence Outcomes Students Can:					
a. Use Key Ideas and Details to:					
i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)	**Workshop 1 Lessons:** 1.4, 1.5, 1.6, 1.1, 1.16, 1.17 **Workshop 2 Lessons:** 2.3, 2.16, 2.17, 2.18 **Workshop 3 Lessons:** 3.3, 3.5, 3.8, 3.11, 3.13, 3.18, 3.2 **Workshop 4 Lessons:** 4.3, 4.4, 4.5, 4.8, 4.15, 4.17, 4.18 **Workshop 5 Lessons:** 5.3, 5.4, 5.6, 5.7, 5.13, 5.14, 5.15 **Workshop 6 Lessons:** 6.4, 6.5, 6.16			**Reading Comprehension:** Make Inferences Read Content-Area Text Read for Detail	**Paperbacks:** Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Head Cases Phineas Gage Stalin (A Wicked History) Start It Up The Great American Dust Bowl The Keeper: The Unguarded Story of Tim Howard Why'd They Wear That? **eBooks:** A Word From the Wise: Great Speeches Alive! The True Story of Three People Who Fought Death--and Won Assassination! Black Diamond College 101: A READ 180 Guide Confessions of a Gym-Class Dropout Flying Cars Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands Great Debates: When Science and Ethics Clash In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War)

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Pow! Smash! Boom!: Super Jobs in Comic Books Survivors II Survivors: True Stories About Real Kids Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Greatest: Muhammad Ali Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting Young Americans: Tales of Teenage Immigrants **Audiobooks:** At Her Majesty's Request Cage Within Reach: My Everest Story
ii. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RI.9-10.2)	**Workshop 1 Lessons:** 1.3, 1.4, 1.5, 1.6, 1.7, 1.1, 1.16, 1.17 **Workshop 2 Lessons:** 2.3, 2.16, 2.17, 2.18 **Workshop 3 Lessons:** 3.4, 3.5, 3.8, 3.11, 3.13, 3.18, 3.2 **Workshop 4 Lessons:** 4.8, 4.15, 4.17, 4.18 **Workshop 5 Lessons:** 5.3, 5.4, 5.6, 5.7, 5.13, 5.14, 5.15 **Workshop 6 Lessons:** 6.4, 6.5, 6.16		<u>Central Idea and Details</u> **Reading Zone Segments:** C.1 - C.25 <u>Summary</u> **Reading Zone Segments:** C.1**,** C.3 - C.9, C.11**,** C.13 - C.16**,** C.18 - C.25	**Reading Comprehension:** Stretch: The First Amendment: First Principles (Summarize) Summarize Central Idea and Details Main Idea and Details	**Paperbacks:** Courage Has No Color Disasters Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Head Cases Phineas Gage Sasha and the Spark Stalin (A Wicked History) Start It Up The Boy Who Harnessed the Wind The Great American Dust Bowl The Keeper: The Unguarded Story of Tim Howard Why'd They Wear That? **eBooks:** A Word From the Wise: Great Speeches Alive! The True Story of Three People Who Fought Death--and Won Assassination! Black Diamond

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					College 101: A READ 180 Guide Confessions of a Gym-Class Dropout Escape From the Ice: Shackleton and the Endurance Flying Cars Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands Gym Rats: True Stories of Punching, Pedaling, and Powerlifting In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Pow! Smash! Boom!: Super Jobs in Comic Books Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Greatest: Muhammad Ali The Worst Moments in Sports The Worst-Case Scenario Survival Handbook Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting Young Americans: Tales of Teenage Immigrants **Audiobooks:** At Her Majesty's Request Within Reach: My Everest Story

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iii. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3)	**Workshop 4 Lessons:** 4.2 **Workshop 6 Lessons:** 6.5		**Reading Zone Segments:** s C.2 - C.4, **C.9** - C.11, C.13 - C.20, **C.22,** C.24	**Reading Comprehension:** Plot Device: Conflict Plot Device: Suspense Plot Device: Flashback and Foreshadowing	**Paperbacks:** Courage Has No Color Disasters Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Why'd They Wear That? **eBooks:** Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Survivors: True Stories About Real Kids Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 Young Americans: Tales of Teenage Immigrants
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)	**Workshop 1 Lessons:** 1.15, 1.17 **Workshop 2 Lessons:** 2.4, 2.16 **Workshop 4 Lessons:** 4.8, 4.19 **Workshop 5 Lessons:** 5.6, 5.7 **Workshop 6 Lessons:** 6.24	**Pages:** 99, 199, 204, 252			**Paperbacks:** Disasters Gut-Eating Bugs (24/7 Science Behind the Scenes) Head Cases Phineas Gage Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** Alive! The True Story of Three People Who Fought Death--and Won Assassination! College 101: A READ 180 Guide Escape From the Ice: Shackleton and the Endurance Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Great Debates: When Science and Ethics Clash Gym Rats: True Stories of Punching, Pedaling, and Powerlifting In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Pow! Smash! Boom!: Super Jobs in Comic Books Survivors II Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Greatest: Muhammad Ali The Worst-Case Scenario Survival Handbook Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting **Audiobooks:** Cage Within Reach: My Everest Story
ii. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (for example: a section or chapter). (CCSS: RI.9-10.5)	**Workshop 1 Lessons:** 1.15 **Workshop 4 Lessons:** 4.6, 4.13, 4.15 **Workshop 5 Lessons:** 5.6, 5.7, 5.16			**Reading Comprehension:** Evaluate Sources and Evidence	**eBooks:** Pearl Harbor (24/7 Goes to War)
iii. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (CCSS: RI.9-10.6)	**Workshop 1 Lessons:** 1.1 **Workshop 3 Lessons:** 3.3, 3.17, 3.19, 3.2 **Workshop 4 Lessons:** 4.3, 4.4, 4.5 **Workshop 5 Lessons:** 5.8, 5.11 **Workshop 6 Lessons:** 6.6, 6.1, 6.17 **Additional Teaching Resources:**		**Reading Zone Segments:** s C.2 - C.7, C.10 - C.15, C.17 - C.20, C.23 - C.25	**Reading Comprehension:** Evaluate Author's Purpose Evaluate Author's Viewpoint Identify Author's Purpose Identify Point of View	**Paperbacks:** Courage Has No Color Disasters Start It Up The Boy Who Harnessed the Wind The Keeper: The Unguarded Story of Tim Howard **eBooks:** A Word From the Wise: Great Speeches Flying Cars

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	Strategy Best Practices: Teaching Author's Purpose				Food: The Good, the Bad, and the Gross Great Debates: When Science and Ethics Clash Gym Rats: True Stories of Punching, Pedaling, and Powerlifting Pow! Smash! Boom!: Super Jobs in Comic Books The Worst Moments in Sports The Worst-Case Scenario Survival Handbook Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting Young Americans: Tales of Teenage Immigrants
c. Use Integration of Knowledge and Ideas to:					
i. Analyze various accounts of a subject told in different mediums (for example: a person's life story in both print and multimedia), determining which details are emphasized in each account. (CCSS: RI.9-10.7)	**Workshop 6 Lessons:** 6.18, 6.24			**Reading Comprehension:** Compare and Contrast: Texts in Different Genres	
ii. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (CCSS: RI.9-10.8)	**Workshop 3 Lessons:** 3.5 **Workshop 5 Lessons:** 5.13, 5.14, 5.15			**Reading Comprehension:** Evaluate Sources and Evidence	**eBooks:** Great Debates: When Science and Ethics Clash The Greatest: Muhammad Ali
iii. By the end of grade 10, analyze seminal U.S. and world documents of historical and literary significance (for example: the Magna Carta, Machiavelli's The Prince, Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four				**Reading Comprehension:** Read Across Texts: Historical Accounts	

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Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. (adapted from CCSS: RI.9-10.9)					
d. Use Range of Reading and Complexity of Text to:					
i. By the end of grade 9 read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10 read and comprehend literary nonfiction in the grades 9-10 text complexity band independently and proficiently. (CCSS: RI.9-10.10)		**Pages:** 30-31, 32-35, 52-57, 78-79, 80-81, 102-105, 128-129, 130-133, 138-139, 146-149, 154-157, 188-189, 190-193, 198-199, 210-213, 214-219, 240-241, 242-243, 246-249, 258-263, 292-293, 294-297, 316-319			**Paperbacks:** Courage Has No Color Disasters Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Head Cases Phineas Gage Stalin (A Wicked History) Start It Up The Boy Who Harnessed the Wind The Great American Dust Bowl The Keeper: The Unguarded Story of Tim Howard Why'd They Wear That? **eBooks:** A Word From the Wise: Great Speeches Alive! The True Story of Three People Who Fought Death--and Won Assassination! Black Diamond College 101: A READ 180 Guide Escape From the Ice: Shackleton and the Endurance Flying Cars Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands Great Debates: When Science and

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Ethics Clash Gym Rats: True Stories of Punching, Pedaling, and Powerlifting In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Pow! Smash! Boom!: Super Jobs in Comic Books Survivors II Survivors: True Stories About Real Kids Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Greatest: Muhammad Ali The Worst Moments in Sports The Worst-Case Scenario Survival Handbook Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting Young Americans: Tales of Teenage Immigrants **Audiobooks:** At Her Majesty's Request Cage Within Reach: My Everest Story

Prepared Graduates:	
5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	
Grade Level Expectation:	
3. Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.	
Evidence Outcomes	
Students Can:	
a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.9-10.4)	

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i. Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**Workshop 1 Lessons:** 1.4, 1.15, 1.17 **Workshop 3 Lessons:** 3.9, 3.11 **Workshop 4 Lessons:** 4.8	**Pages:** 99, 141, 199, 204, 252	**Reading Zone Segments:** s C.1 - C.25		Although direct instruction in using context is not present in the Independent Reading component, students use context to determine the meanings of unfamiliar words as they read each independent reading text.

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(CCSS: L.9-10.4a)					
ii. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (for example: *analyze, analysis, analytical; advocate, advocacy*). (CCSS: L.9-10.4b)	**Workshop 1 Lessons:** 1.1				
iii. Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (CCSS: L.9-10.4c)	**Workshop 1 Lessons:** 1.8, 1.1				
iv. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)	**Workshop 1 Lessons:** 1.8	**Pages:** 41, 402-407			
b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.9-10.5)					
i. Interpret figures of speech (for example: euphemism, oxymoron) in context and analyze their role in the text. (CCSS: L.9-10.5a)		**Pages:** 41, 93, 107			
ii. Analyze nuances in the meaning of words with similar denotations. (CCSS: L.9-10.5b)	**Workshop 2 Lessons:** 2.4 **Workshop 5 Lessons:** 5.9, 5.11	**Pages:** 253			
c. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness	**Workshop 1 Lessons:** GS 4, GS 5, GS 6, GS 7, 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.1, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.2, 1.21, 1.22, 1.23, 1.24	**Pages:** 26, 29, 30, 45, 48, 50, 51, 54, 56, 74, 77, 78, 80, 84, 86,	**Language Zone:** Segments C.1 - C.25		Each Independent Reading text supports students' acquisition of general and domain-specific words and phrases.

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level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.9-10.6)	**Workshop 2 Lessons:** 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.1, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.2, 2.21, 2.22, 2.23, 2.24, 2.25 **Workshop 3 Lessons:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.1, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.2, 3.22, 3.23, 3.24 **Workshop 4 Lessons:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.1, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.2, 4.22, 4.23, 4.24, 4.25, 4.26 **Workshop 5 Lessons:** 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.1, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.2, Workshop5 Lesson 5.22, 5.23, 5.24, 5.25, 5.26 **Workshop 6 Lessons:** 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.1, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18, 6.19, 6.22, 6.23, 6.24 **Interim Performance Task Lessons:** 1, 2, 3, 5 **End-of-Year Performance Task Lessons:** 1, 2, 3, 4, 5, 6	88, 90, 92, 94, 101, 102, 104, 106, 124, 127, 128, 130, 132, 138, 145, 146, 148, 150, 154, 156, 184, 187, 188, 190, 192, 198, 200, 209, 210, 212, 214, 216, 218, 232-233, 236, 239, 240, 242, 246, 248, 257, 258, 260, 262, 268, 270, 272, 284-285, 288, 291, 292, 294, 296, 307, 310, 312, 314, 316, 318 42-43, 142-143, 206-207, 254-255, 304-305			

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Standard 3. Writing and Composition					
Prepared Graduates: 6. Craft arguments using techniques specific to the genre.					
Grade Level Expectation: 1. Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.					
Evidence Outcomes Students Can:					
a. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1) i. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (CCSS: W.9-10.1a) ii. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (CCSS: W.9-10.1b) iii. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS: W.9-10.1c) iv. Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.	**Workshop 3 Lessons:** 3.7, 3.20, 3.21, 3.22, 3.23 **Workshop 5 Lessons:** 5.5, 5.21, 5.22, 5.23, 5.24, 5.26 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 160-168, 228, 274-282, 397	**Writing Zone Segments:** C.2**,**C.3, C.6 - C.9, C.11, C.12**,** C.14 - C.16**,** C.18**,** C.20 - C.25 Argument Writing Rubric: 4pt Argument Writing Rubric: 6pt Rate Your Argument Essay	**Writing:** Argument Essay Writing a Persuasive Speech Writing a Review **Writing: Skill Builder:** Defending an Opinion	

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v. Establish and maintain an appropriate style and objective tone. (CCSS: W.9-10.1d) vi. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.9-10.1e)					
Prepared Graduates: 7. Craft informational/explanatory texts using techniques specific to the genre.					
Grade Level Expectation: 2. Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.					
Evidence Outcomes Students Can:					
a, Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.9-10.2) i. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a) ii. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS: W.9-10.2b) iii. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex	**Workshop 1 Lessons:** 1.7, 1.19, 1.20, 1.21, 1.22, 1.24 **Workshop 2 Lessons:** 2.25 **Workshop 4 Lessons:** 4.7, 4.11, 4.21, 4.22, 4.23, 4.24	**Pages:** 38, 39, 60-67, 196, 197, 222-229, 397	**Writing Zone Segments:** s C.2 - C.7**,** C.10, C.12 - C.14, C.17 - C.20, C.22**,** C.25 Informative Writing Rubric: 4pt Informative Writing Rubric: 6pt Rate Your Informative Essay	**Writing:** Announcement Business Letter Résumé	

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ideas and concepts. (CCSS: W.9-10.2c) iv. Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d) v. Establish and maintain an appropriate style and objective tone. (CCSS: W.9-10.2e) vi. Provide a concluding statement or section that follows from and supports the information or explanation presented (for example: articulating implications or the significance of the topic). (CCSS: W.9-10.2f)					
<td colspan="6">Prepared Graduates: 8. Craft narratives using techniques specific to the genre.</td>
<td colspan="6">Grade Level Expectation: 3. Write engaging real or imagined narratives using multiple plot lines.</td>
<td colspan="6">Evidence Outcomes Students Can:</td>
a. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3) i. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-10.3a) ii. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.9-10.3b) iii. Use a variety of techniques to sequence events so that they build	**Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22, **Workshop 6 Lessons:** 6.7, 6.19, 6.20, 6.21, 6.22	**Pages:** 300, 301, 322-329, 398	**Writing Zone Segments:** C.1, C.4, C.5, C.8 - C.11, C.13, C.15-C.17, C.19, C.21, C.23, C.24 Narrative Writing Rubric: 4pt Narrative Writing Rubric: 6pt Rate Your Narrative	**Speaking and Listening:** Elements of a Narrative **Writing:** Biographical Narrative Fictional Narrative Free Verse Poem Narrative Writing Rubrics Personal Essay Personal Narrative Realistic Narrative **Writing: Skill Builder:** Using Dialogue	

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on one another to create a coherent whole. (CCSS: W.9-10.3c) iv. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.9-10.3d) v. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.9-10.3e) vi. Use a range of stylistic devices (for example: poetic techniques, figurative language, imagery, graphic elements to support the presentation of implicit or explicit themes or to engage and entertain the intended audience.					
Prepared Graduates: 9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.					
Grade Level Expectation: 4. Use a recursive writing process to produce, publish, and update individual or shared writing projects.					
Evidence Outcomes Students Can:					
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1) i. Use parallel structure. (CCSS: L.9-10.1a) ii. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative,		**Pages:** 27, 75, 125, 166, 185, 228, 237, 280, 289		**Speaking and Listening:** Collaborative Discussion **Grammar and Conventions:** Choosing Concise Words and Phrases Combining Sentences with Prepositional Phrases Using Phrases and Clauses	

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adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)					
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)					
i. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (CCSS: L.9-10.2a)		**Pages:** 166		**Grammar and Conventions:** Using Phrases and Clauses	
ii. Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b)				**Grammar and Conventions:** Using Colons	
iii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (CCSS: L.9-10.2c)	**Workshop 1 Lessons:** 1.8			**Writing:** Proofreading Practice	
c. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.9-10.3) i. Write and to edit so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA Handbook) appropriate for the discipline and writing type. (CCSS: L.9-10.3a)				**Writing:** Proofreading Practice Choosing Important Details	Quick Writes provide opportunities to demonstrate this standard.

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d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–2 above.) (CCSS: W.9-10.4)	**Workshop 1 Lessons:** 1.18, 1.19, 1.20, 1.21, **Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22, **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23, **Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23, **Workshop 6 Lessons:** 6.8, 6.17, 6.18, 6.19, 6.20 **End-of-Year Performance Tasks:** 2, 4	**Pages:** 60-67, 160-168, 222-229, 274-282, 322-329, 397, 398		**Writing:** Announcement Argument Essay Argument Writing Rubrics Biographical Narrative Business Letter Cause-and-Effect Paragraph Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Description of a Person Description of a Setting Features of a Research Paper Fictional Narrative Free Verse Poem Informative Article Informative Essay Informative Paragraph Rubrics Informative Summary Informative Summary Rubrics Informative Writing Rubrics Informative: Finding and Recording Information Informative: Organizing Information and Notes Literary Analysis Literary Analysis Rubrics Narrative Writing Rubrics News Article Peer Feedback and Self-Evaluation Frames Personal Essay Personal Narrative Proofreading Practice Realistic Narrative Reflective Essay Research Paper Rubrics	Quick Writes

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				Résumé	
e. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)	**Workshop 1 Lessons:** 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.17 **Workshop 3 Lessons:** 3.7, 3.20, 3.21, 3.22, 3.23 **Workshop 4 Lessons:** 4.22, 4.23.4.24 **Workshop 5 Lessons:** 5.22, 5.23, 5.24 **Workshop 6 Lessons:** 6.20, 6.21, 6.22	**Pages:** 396		**Writing:** Choosing and Narrowing a Topic Proofreading Practice Peer Feedback and Self-Evaluation Frames Revision Checklist	**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story
f. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)		**Pages:** 284-285			**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day

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					Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story
g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS: W.9-10.10)	**Workshop 1 Lessons:** 1.7, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.12, 2.16, 2.17, 2.20, 2.21, 2.22, 2.23 **Workshop 3 Lessons:** 3.7, 3.20, 3.21, 3.22, 3.23 **Workshop 4 Lessons:** 4.7, 4.21, 4.22, 4.23, 4.24 **Workshop 5 Lessons:** 5.5, 5.21, 5.22, 5.23, 5.24 **Workshop 6 Lessons:** 6.7, 6.19, 6.20, 6.21, 6.22 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 35, 55, 60-67, 81, 103, 131, 147, 160-168, 191, 199, 211, 217, 222-229, 249, 261, 274-282, 297, 319, 322-329, 397	**Writing Zone Segments:** s: C.1-C.25	**Writing:** Announcement Argument Essay Argument Writing Rubrics Biographical Narrative Business Letter Cause-and-Effect Paragraph Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Description of a Person Description of a Setting Features of a Research Paper Fictional Narrative Free Verse Poem Informative Article Informative Essay Informative Paragraph Rubrics Informative Summary Informative Summary Rubrics Informative Writing Rubrics Informative: Finding and Recording Information Informative: Organizing Information and Notes Literary Analysis Literary Analysis Rubrics Narrative Writing Rubrics News Article	Quick Writes

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
				Peer Feedback and Self-Evaluation Frames Personal Essay Personal Narrative Proofreading Practice Realistic Narrative Reflective Essay Research Paper Rubrics Résumé	
Standard 4. Research Inquiry and Design					
Prepared Graduates:					
10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.					
Grade Level Expectation:					
1. Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.					
Evidence Outcomes					
Students Can:					
a. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.9-10.7)	**Interim Performance Task Lessons:** 1, 2, 3, 4 **End-of-Year Performance Task Lessons:** 1, 2, 3	**Pages:** 399		**Reading Comprehension:** Use Multiple Sources **Writing:** Features of a Research Paper	**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story

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b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)	**Workshop 1 Lessons:** 1.23 **Workshop 3 Lessons:** 3.24 **Workshop 4 Lessons:** 4.25 **Workshop 5 Lessons:** 5.25 **Workshop 6 Lessons:** 6.23 **Interim Performance Tasks:** 1, 2, 3, 4 **End-of-Year Performance Tasks:** 1, 2, 3			**Reading Comprehension:** Cross-Text Analysis **Reading Comprehension:** Use Multiple Sources **Writing:** Informative: Finding and Recording Information **Writing:** Informative: Organizing Information and Notes **Writing:** Skill Builder: Using Citations **Writing:** Sources **Writing:** Taking Notes	**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story
c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.9-10.9) i. Apply *grades 9–10 Reading standards* to literature (for example: "Analyze how an author draws on and transforms source material in a specific work [for example: how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). (CCSS: W.9-10.9a) ii. Apply *grades 9–10 Reading standards* to literary nonfiction (for example: "Delineate and evaluate the argument and specific	**Workshop 2 Lessons:** 2.12, 2.20, 2.21, 2.22, 2.23 **Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25, **Workshop 6 Lessons:** 6.17 **End-of-Year Performance Tasks:** 1, 2			**Reading Comprehension:** Cause and Effect Central Idea and Details Compare and Contrast Critical Reading: Analyze Critical Reading: Evaluate Critical Reading: Synthesize Cross-Text Analysis Evaluate Literary Merit Universal Theme Cause and Effect Central Idea and Details Compare and Contrast Critical Reading: Analyze Critical Reading: Evaluate Critical Reading: Synthesize Cross-Text Analysis	

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claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). (CCSS: W.9-10.9b)				Evaluate Literary Merit **Writing:** Literary Analysis Literary Analysis Rubrics	

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Standard 1. Oral Expression and Listening					
Prepared Graduates: 1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.					
Grade Level Expectation: 1. Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.					
Evidence Outcomes Students Can:					
a. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on *grades 11–12* topics, texts, and issues*,* building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1) i. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. (CCSS: SL.11-12.1a) ii. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b) iii. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-	**Getting Started Lessons:** 1-7 **Workshop 1 Lessons:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, **Workshop 2 Lessons:** 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24, 2.25, **Workshop 3 Lessons:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.24, **Workshop 4 Lessons:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26, **Workshop 5 Lessons:** 5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23, 5.24, 5.25, **Workshop 6 Lessons:** 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18, 6.19, 6.20, 6.21, 6.22, 6.23	**Pages:** 27, 75, 125, 185, 237, 289		**Speaking and Listening:** Collaborative Discussion	

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12.1c) iv. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)	**Interim Performance Task Lessons:** 1-5 **End-of-Year Performance Task Lessons:** 1-6				
b. Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (CCSS: SL.11-12.2)		**Pages:** 26, 74, 124, 184, 236, 288			**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story

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c. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (CCSS: SL.11-12.3)	**Workshop 1 Lessons:** 1.9 **Workshop 3 Lessons:** 3.1, 3.24 **Workshop 4 Lessons:** 4.12, 4.25 **Workshop 5 Lessons:** 5.1, 5.25 **Workshop 6 Lessons:** 6.9	**Pages:** 42-43, 142-143, 206-207, 254-255, 304-305			**eBooks:** Great Debates: When Science and Ethics Clash The Greatest: Muhammad Ali
Prepared Graduates: 2. Deliver effective oral presentations for varied audiences and varied purposes.					
Grade Level Expectation: 2. Integrate credible, accurate information into appropriate media and formats to meet an audience's needs.					
Evidence Outcomes Students Can:					
a. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. (CCSS: SL.11-12.4)	**Workshop 1 Lessons:** 1.9, 1.23 **Workshop 2 Lessons:** 2.24 **Workshop 3 Lessons:** 3.1, 3.24 **Workshop 4 Lessons:** 4.12, 4.25 **Workshop 5 Lessons:** 5.1, 5.25 **Workshop 6 Lessons:** 6.9, 6.23 **Interim Performance Task Lessons:** 5	**Pages:** 232-233, 284-285		**Speaking and Listening:** Present and Reflect: Persuasive Argument	
b. Make strategic use of digital media (for example: textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence to add interest. (CCSS: SL.11-12.5)	**Workshop 2 Lessons:** 2.24 **Workshop 5 Lessons:** 5.25 **Interim Performance Task Lessons:** 5 **End-of-Year Performance Task Lessons:**	**Pages:** 232-233, 284-285		**Speaking and Listening:** Media Outline	

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	5, 6				
c. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (CCSS: SL.11-12.6)	**Workshop 1 Lessons:** GS 7, 1.1, 1.9, 1.23 **Workshop 2 Lessons:** 2.1, 2.24 **Workshop 3 Lessons:** 3.1, 3.1, 3.24 **Workshop 4 Lessons:** 4.1, 4.12, 4.25 **Workshop 5 Lessons:** 5.1, 5.1, 5.25 **Workshop 6 Lessons:** 6.1, 6.9, 6.23	**Pages:** 42-43, 142-143, 206-207, 232-233, 254-255, 284-285, 304-305		**Speaking and Listening:** Using Appropriate Language	

Standard 2. Reading for All Purposes
Prepared Graduates:
3. Read a wide range of literary texts to build knowledge and to better understand the human experience.
Grade Level Expectation:
1. Interpret and evaluate complex literature using various critical reading strategies.
Evidence Outcomes
Students Can:
a. Use Key Ideas and Details to:

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain. (CCSS: RL.11-12.1)	**Workshop 1 Lessons:** 1.12, 1.13, 1.14 **Workshop 2 Lessons:** 2.5, 2.6, 2.7, 2.8, 2.9, 2.1, 2.11 **Workshop 3 Lessons:** 3.6, 3.15, 3.16 **Workshop 6 Lessons:** 6.13, 6.14, 6.15				**Paperbacks:** Blood Is Thicker (Bluford High #8) Broken Memory Crossover Divergent Does My Head Look Big in This? Dracula/Romeo and Juliet Good Enough Novio Boy S.O.S. Titanic Sasha and the Spark Shadowshaper The Lightning Dreamer The Skin I'm In The Whole Sky Full of Stars **eBooks:** Accidental Love Adrift Dangerous Game

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Emma In Your Face: Poems About Real Life Loves Me, Loves Me Not Macbeth Mechanica Pig Park Pinned Shattered (Bluford High) Slam! The Big Bug (Based on the Story "The Metamorphosis") The Haunting of Sunshine Girl The Legend of Mulan The Odyssey The Plague The War of the Worlds Untwine **Audiobooks:** Before We Were Free Danger Zone
ii. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS: RL.11-12.2)	**Workshop 2 Lessons:** 2.5, 2.9, 2.1, 2.11, 2.14, 2.19 **Workshop 6 Lessons:** 6.12, 6.13, 6.14, 6.15 **Additional Teaching Resources:** **Meeting Individual Needs:** Teaching Theme	**Pages:** 49, 51, 85, 87, 89, 91, 93, 95, 107, 108-109, 151, 201, 269, 271, 273, 311, 313, 315	**Reading Zone Segments:** C.1 **Reading Zone Segments:** s C.3 - C.9 **Reading Zone Segments:** C.11 **Reading Zone Segments:** s C.13 - C.16 **Reading Zone Segments:** s C.18 - C.25		**Paperbacks:** Antony and Cleopatra Broken Memory Crossover Divergent Does My Head Look Big in This? Dracula/Romeo and Juliet Novio Boy Peak S.O.S. Titanic Shadowshaper The Lightning Dreamer The Whole Sky Full of Stars **eBooks:** Accidental Love Adrift Emma Mechanica

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Pig Park Romiette and Julio Shattered (Bluford High) Stick and Whittle The Haunting of Sunshine Girl The Legend of Mulan The Plague The War of the Worlds Untwine **Audiobooks:** Danger Zone
iii. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS: RL.11-12.3)	**Workshop 1 Lessons:** 1.12, 1.13 **Workshop 2 Lessons:** 2.5, 2.6, 2.7, 2.8, 2.11, 2.14 **Workshop 3 Lessons:** 3.15, 3.16 **Workshop 6 Lessons:** 6.12, 6.13, 6.14				**Paperbacks:** Antony and Cleopatra Blood Is Thicker (Bluford High #8) Code Talker Crossover Divergent Does My Head Look Big in This? Dracula/Romeo and Juliet Flight to Freedom Good Enough Novio Boy Peak Sasha and the Spark Shadowshaper The Skin I'm In The Whole Sky Full of Stars **eBooks:** Accidental Love Adrift Call Me Maria Dangerous Game Emma Loves Me, Loves Me Not Macbeth Mechanica Pig Park Pinned

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Romiette and Julio Shattered (Bluford High) Slam! Stick and Whittle The Big Bug (Based on the Story "The Metamorphosis") The Haunting of Sunshine Girl The Legend of Mulan The Odyssey Untwine **Audiobooks:** Before We Were Free Danger Zone
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (Include Shakespeare as well as other authors.) (CCSS: RL.11-12.4)	**Workshop 4 Lessons:** 2.1, 4.9, 4.1 **Additional Teaching Resources:** **Meeting Individual Needs:** Teaching Figurative Language Teaching Tone and Mood	**Pages:** 93, 99, 107, 199, 202-203, 204, 252			Although direct instruction in using context is not present in the Independent Reading component, students use context to determine the meanings of unfamiliar words as they read each independent reading text.
ii. Analyze how an author's choices concerning how to structure specific parts of a text (for example: the choice of where to begin or it's a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (CCSS: RL.11-12.5) *these matches provide*	**Workshop 5 Lessons:** 5.26		Problem and Solution **Reading Zone Segments:** C.2 - C.9, C.13, C.16, C.18, C.20 - C.23, C.25 Sequence **Reading Zone Segments:** C.2 - C.4, C.9 -		**Paperbacks:** Antony and Cleopatra Crossover Dracula/Romeo and Juliet Peak S.O.S. Titanic Accidental Love **eBooks:** Accidental Love Adrift Loves Me, Loves Me Not Pinned

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
opportunities to address the standard			C.11, C.13 - C.20, C.22, C.24 Cause and Effect **Reading Zone Segments:** C.1, C.2, C.4, C.8**,** C.9 - C.17, C.19 - C.22**,** C.24, C.25		Romiette and Julio Shattered (Bluford High) The Haunting of Sunshine Girl Untwine
iii. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (for example: satire, sarcasm, irony, or understatement). (CCSS: RL.11-12.6)	**Workshop 1 Lessons:** 1.5, 1.10 **Workshop 3 Lessons:** 3.17 **Workshop 5 Lessons:** 5.8, 5.11 **Workshop 6 Lessons:** 6.15 **Additional Teaching Resources:** **Meeting Individual Needs:** Teaching Point of View		**Reading Zone Segments:** C.2 - C.7, C.10 - C.14, C.17 - C.20**,** C.23 - C.25		
c. Use Integration of Knowledge and Ideas to:					
i. Analyze multiple interpretations of a story, drama, or poem (for example: recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (CCSS: RL.11-12.7)					

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ii. Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational words (of American Literature, British Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics. (CCSS: RL.11-12.9)					
d. Use Range of Reading and Complexity of Text to:					
i. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.11-12.10) By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently. (CCSS: RL.11-12.10)		**Pages:** 48-51, 84-95, 106-107, 150-151, 200-201, 268-273, 310-315			**Paperbacks:** Antony and Cleopatra Blood Is Thicker (Bluford High #8) Broken Memory Code Talker Crossover Divergent Does My Head Look Big in This? Dracula/Romeo and Juliet Flight to Freedom Good Enough Novio Boy Peak S.O.S. Titanic Sasha and the Spark Shadowshaper The Lightning Dreamer The Skin I'm In The Whole Sky Full of Stars **eBooks:** Accidental Love Adrift Call Me Maria Confessions of a Gym-Class Dropout Dangerous Game Emma In Your Face: Poems About Real Life Loves Me, Loves Me Not

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Macbeth Mechanica Pig Park Pinned Romiette and Julio Shattered (Bluford High) Slam! Stick and Whittle The Big Bug (Based on the Story "The Metamorphosis") The Haunting of Sunshine Girl The Legend of Mulan The Odyssey The Plague The War of the Worlds Untwine **Audiobooks:** Before We Were Free Danger Zone
Prepared Graduates: 4. Read a wide range of informational texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 2. Interpret and evaluate complex informational texts using various critical reading strategies.					
Evidence Outcomes Students Can:					
a. Use Key Ideas and Details to:					
i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain. (CCSS: RI.11-12.1)	**Workshop 1 Lessons:** 1.4, 1.5, 1.6, 1.1, 1.16, 1.17 **Workshop 2 Lessons:** 2.3, 2.16, 2.17, 2.18 **Workshop 3 Lessons:** 3.3, 3.5, 3.8, 3.11, 3.13, 3.18, 3.2 **Workshop 4 Lessons:** 4.3, 4.4, 4.5, 4.8, 4.15, 4.17, 4.18 **Workshop 5 Lessons:** 5.3, 5.4, 5.6, 5.7, 5.13, 5.14, 5.15 **Workshop 6 Lessons:** 6.4, 6.5, 6.16				**Paperbacks:** Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Head Cases Phineas Gage Stalin (A Wicked History) Start It Up The Great American Dust Bowl The Keeper: The Unguarded Story of Tim Howard Why'd They Wear That? **eBooks:**

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					A Word From the Wise: Great Speeches Alive! The True Story of Three People Who Fought Death--and Won Assassination! Black Diamond College 101: A READ 180 Guide Confessions of a Gym-Class Dropout Flying Cars Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands Great Debates: When Science and Ethics Clash In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Pow! Smash! Boom!: Super Jobs in Comic Books Survivors II Survivors: True Stories About Real Kids Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Greatest: Muhammad Ali Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting Young Americans: Tales of Teenage Immigrants **Audiobooks:** At Her Majesty's Request Cage Within Reach: My Everest Story

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ii. Determine and analyze the development and interaction of two or more central ideas over the course of the text to provide a complex analysis or objective summary of the text. (CCSS: RI.11-12.2)	**Workshop 1 Lessons:** 1.3, 1.4, 1.5, 1.6, 1.7, 1.1, 1.16, 1.17 **Workshop 2 Lessons:** 2.3, 2.16, 2.17, 2.18, 2.25 **Workshop 3 Lessons:** 3.4, 3.5, 3.8, 3.11, 3.13, 3.18, 3.2 **Workshop 4 Lessons:** 4.5, 4.8, 4.15, 4.17, 4.18 **Workshop 5 Lessons:** 5.3, 5.4, 5.6, 5.7, 5.13, 5.14, 5.15 **Workshop 6 Lessons:** 6.4, 6.5, 6.16		**Reading Zone Segments:** C.1**,** C.3 - C.9, C.11, C.13 - C.16**,** C.18 - C.25	**Reading Comprehension:** Stretch: The First Amendment: First Principles (Summarize) Summarize	**Paperbacks:** Courage Has No Color Disasters Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Head Cases Phineas Gage Sasha and the Spark Stalin (A Wicked History) Start It Up The Boy Who Harnessed the Wind The Great American Dust Bowl The Keeper: The Unguarded Story of Tim Howard Why'd They Wear That? **eBooks:** A Word From the Wise: Great Speeches Alive! The True Story of Three People Who Fought Death--and Won Assassination! Black Diamond College 101: A READ 180 Guide Confessions of a Gym-Class Dropout Escape From the Ice: Shackleton and the Endurance Flying Cars Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands Gym Rats: True Stories of Punching, Pedaling, and Powerlifting In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Pow! Smash! Boom!: Super Jobs in

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					Comic Books Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Greatest: Muhammad Ali The Worst Moments in Sports The Worst-Case Scenario Survival Handbook Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting Young Americans: Tales of Teenage Immigrants **Audiobooks:** At Her Majesty's Request Within Reach: My Everest Story
iii. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (CCSS: RI.11-12.3)	**Workshop 4 Lessons:** 4.2 **Workshop 6 Lessons:** 6.5		**Reading Zone Segments:** s C.2 - C.4, C.9 - C.11, C.13 - C.20, C.22, C.24		**Paperbacks:** Courage Has No Color Disasters Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Why'd They Wear That? **eBooks:** Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Survivors: True Stories About Real Kids Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 Young Americans: Tales of Teenage Immigrants

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
iv. Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity). *Provides opportunities*					**Paperbacks:** Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Head Cases Phineas Gage Stalin (A Wicked History) Start It Up The Great American Dust Bowl The Keeper: The Unguarded Story of Tim Howard Why'd They Wear That? **eBooks:** A Word From the Wise: Great Speeches Alive! The True Story of Three People Who Fought Death--and Won Assassination! Black Diamond College 101: A READ 180 Guide Confessions of a Gym-Class Dropout Flying Cars Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands Great Debates: When Science and Ethics Clash In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Pow! Smash! Boom!: Super Jobs in Comic Books Survivors II Survivors: True Stories About Real Kids Taking Back the Rock: American Indians Reclaim Alcatraz, 1969

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					The Greatest: Muhammad Ali Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting Young Americans: Tales of Teenage Immigrants **Audiobooks:** At Her Majesty's Request Cage Within Reach: My Everest Story
v. Predict the impact an informational text will have on an audience and justify the prediction. *The first reading of an informational text may provide some opportunity to meet this standard.*	**Workshop 1 Lessons:** 1.4 **Workshop 2 Lessons:** 2.3 **Workshop 3 Lessons:** 3.3 **Workshop 4 Lessons:** 4.3 **Workshop 5 Lessons:** 5.3 **Workshop 6 Lessons:** 6.4				
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines faction in Federalist No. 10). (CCSS: RI.11-12.4)	**Workshop 1 Lessons:** 1.15, 1.17 **Workshop 2 Lessons:** 2.16 **Workshop 4 Lessons:** 4.8, 4.19 **Workshop 5 Lessons:** 5.6, 5.7	**Pages:** 99, 199, 204, 252			Although direct instruction in using context is not present in the Independent Reading component, students use context to determine the meanings of unfamiliar words as they read each independent reading text.
ii. Analyze and evaluate the effectiveness of an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (CCSS: RI.11-12.5)	**Workshop 1 Lessons:** 1.15 **Workshop 4 Lessons:** 4.6, 4.13, 4.15 **Workshop 5 Lessons:** 5.16				**eBooks:** Pearl Harbor (24/7 Goes to War)

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iii. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (CCSS: RI.11-12.6)	**Workshop 1 Lessons:** 1.1 **Workshop 3 Lessons:** 3.17, 3.19, 3.2 **Workshop 5 Lessons:** 5.8, 5.11 **Workshop 6 Lessons:** 6.6, 6.1, 6.17		**Reading Zone Segments:** s C.2 - C.7, C.10 - C.14, C.17 - C.20, C.23 - C.25	**Reading Comprehension:** Evaluate Author's Purpose Evaluate Author's Viewpoint Identify Author's Purpose Identify Point of View	**Paperbacks:** Courage Has No Color Disasters Start It Up The Boy Who Harnessed the Wind The Keeper: The Unguarded Story of Tim Howard **eBooks:** A Word From the Wise: Great Speeches Flying Cars Food: The Good, the Bad, and the Gross Great Debates: When Science and Ethics Clash Gym Rats: True Stories of Punching, Pedaling, and Powerlifting Pow! Smash! Boom!: Super Jobs in Comic Books The Worst Moments in Sports The Worst-Case Scenario Survival Handbook Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting Young Americans: Tales of Teenage Immigrants
c. Use Integration of Knowledge and Ideas to:					
i. Integrate and evaluate multiple sources of information presented in different media or formats (for example: visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)					

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ii. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (for example: in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (for example: The Federalist, presidential addresses) by the end of 12th grade. (CCSS: RI.11-12.8)	**Workshop 3 Lessons:** 3.15 **Workshop 5 Lessons:** 5.13				**eBooks:** Great Debates: When Science and Ethics Clash The Greatest: Muhammad Ali
iii. Analyze 17th-, 18th-, and 19th-century foundational U.S. and world documents of historical and literary significance (for example: The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features by the end of 12th grade. (adapted from CCSS: RI.11-12.9)					
d. Use Range of Reading and Complexity of Text to:					
i. By the end of grade 11, read and comprehend literary nonfiction, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.11-12.10) By the end of grade 12, read and comprehend literary		**Pages:** 30-31, 32-35, 52-57, 78-79, 80-81, 102-105, 128-129, 130-133, 138-139, 146-149, 154-157, 188-189, 190-193,			**Paperbacks:** Courage Has No Color Disasters Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Head Cases Phineas Gage Stalin (A Wicked History) Start It Up The Boy Who Harnessed the Wind The Great American Dust Bowl

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
nonfiction, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently. (CCSS: RI.11-12.10)		198-199, 210-213, 214-219, 240-241, 242-243, 246-249, 258-263, 292-293, 294-297, 316-319			The Keeper: The Unguarded Story of Tim Howard Why'd They Wear That? **eBooks:** A Word From the Wise: Great Speeches Alive! The True Story of Three People Who Fought Death--and Won Assassination! Black Diamond College 101: A READ 180 Guide Escape From the Ice: Shackleton and the Endurance Flying Cars Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands Great Debates: When Science and Ethics Clash Gym Rats: True Stories of Punching, Pedaling, and Powerlifting In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Pow! Smash! Boom!: Super Jobs in Comic Books Survivors II Survivors: True Stories About Real Kids Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Greatest: Muhammad Ali The Worst Moments in Sports The Worst-Case Scenario Survival Handbook Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Young Americans: Tales of Teenage Immigrants **Audiobooks:** At Her Majesty's Request Cage Within Reach: My Everest Story

Prepared Graduates: 5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.					
Grade Level Expectation: 3. Understand how language influences the comprehension of narrative, argumentative, and informational texts.					
Evidence Outcomes Students Can:					
a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content,* choosing flexibly from a range of strategies. (CCSS: L.11-12.4)					
i. Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.11-12.4a)	**Workshop 1 Lessons:** 1.4, 1.15, 1.17, **Workshop 3 Lessons:** 3.9, 3.11 **Workshop 4 Lessons:** 4.8	**Pages:** 99, 141, 199, 204, 252	**Reading Zone Segments:** s C.1 - C.25		Although direct instruction in using context is not present in the Independent Reading component, students use context to determine the meanings of unfamiliar words as they read each independent reading text.
ii. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (for example: *conceive, conception, conceivable*). (CCSS: L.11-12.4b)	**Workshop 1 Lessons:** 1.1				
iii. Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (CCSS: L.11-12.4c) iv. Verify the preliminary					

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determination of the meaning of a word or phrase. (CCSS: L.11-12.4d)					
b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.11-12.5)					
i. Interpret figures of speech (for example: hyperbole, paradox) in context and analyze their role in the text. (CCSS: L.11-12.5a)		**Pages:** 57, 81, 219, 247			
ii. Analyze nuances in the meaning of words with similar denotations. (CCSS: L.11-12.5b)	**Workshop 2 Lessons:** 2.4 **Workshop 5 Lessons:** 5.9, 5.11	**Pages:** 253			
c. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.11-12.6)	**Workshop 1 Lessons:** GS 4, GS 5, GS 6, GS 7, 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.1, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.2, 1.21, 1.22, 1.23, 1.24 **Workshop 2 Lessons:** 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.1, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.2, 2.21, 2.22, 2.23, 2.24, 2.25 **Workshop 3 Lessons:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.1, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.2, 3.22, 3.23, 3.24 **Workshop 4 Lessons:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.1, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.2, 4.22, 4.23, 4.24, 4.25, 4.26 **Workshop 5 Lessons:** 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.1, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.2, Workshop5 Lesson 5.22, 5.23, 5.24, 5.25, 5.26 **Workshop 6 Lessons:**	**Pages:** 26, 29, 30, 45, 48, 50, 51, 54, 56, 74, 77, 78, 80, 84, 86, 88, 90, 92, 94, 101, 102, 104, 106, 124, 127, 128, 130, 132, 138, 145, 146, 148, 150, 154, 156, 184, 187, 188, 190, 192, 198, 200, 209, 210, 212, 214, 216, 218, 232-233, 236, 239, 240, 242, 246, 248, 257, 258, 260, 262,	**Language Zone:** Segments C.1 - C.25		Each Independent Reading text supports students' acquisition of general and domain-specific words and phrases.

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	6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.1, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18, 6.19, 6.22, 6.23, 6.24 **Interim Performance Task Lessons:** 1, 2, 3, 5 **End-of-Year Performance Task Lessons:** 1, 2, 3, 4, 5, 6	268, 270, 272, 284-285, 288, 291, 292, 294, 296, 307, 310, 312, 314, 316, 318 42-43, 142-143, 206-207, 254-255, 304-5			

Standard 3. Writing and Composition

Prepared Graduates:
6. Craft arguments using techniques specific to the genre.

Grade Level Expectation:
1. Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases.

Evidence Outcomes
Students Can:

a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.11-12.1) i. Introduce precise, knowledgeable claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (CCSS: W.11-12.1a) ii. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (CCSS: W.11-12.1b) iii. Use words, phrases, and clauses to link the major sections	**Workshop 3 Lessons:** 3.7, 3.20, 3.21, 3.22, 3.23 **Workshop 5 Lessons:** 5.5, 5.21, 5.22, 5.23, 5.24, 5.26 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 160-168, 228, 274-282, 397	**Writing Zone Segments:** C.2, C.3, C.6 - C.9, C.11, C.12, C.14 - C.16, C.18, C.20 - C.25 Argument Writing Rubric: 4pt Argument Writing Rubric: 6pt Rate Your Argument Essay		Quick Writes

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of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS: W.11-12.1c) iv. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.11-12.1d) v. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.11-12.1e)					
Prepared Graduates: 7. Craft informational/explanatory texts using techniques specific to the genre.					
Grade Level Expectation: 2. Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.					
Evidence Outcomes Students Can:					
b. Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.11-12.2) i. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.11-12.2a) ii. Develop the topic thoroughly	**Workshop 1 Lessons:** 1.7, 1.19, 1.20, 1.21, 1.22, 1.24 **Workshop 2 Lessons:** 2.25 **Workshop 4 Lessons:** 4.7, 4.11, 4.21, 4.22, 4.23, 4.24	**Pages:** 38, 39, 60-67, 81, 103, 196, 197, 222-229, 397	**Writing Zone Segments:** s C.2 - C.7, C.10**,** C.12 - C.14, C.17 - C.20, C.22, C.25 Informative Writing Rubric: 4pt Informative Writing Rubric: 6pt Rate Your Informative Essay		

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by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS: W.11-12.2b) iii. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS: W.11-12.2c) iv. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS: W.11-12.2d) v. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.11-12.2e) vi. Provide a concluding statement or section that follows from and supports the information or explanation presented (for example: articulating implications or the significance of the topic). (CCSS: W.11-12.2f)					
Prepared Graduates: 8. Craft narratives using techniques specific to the genre.					
Grade Level Expectation: 3. Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.					
Evidence Outcomes Students Can:					
c. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event	**Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22, **Workshop 6 Lessons:** 6.7, 6.19, 6.20, 6.21, 6.22	**Pages:** 300, 301, 322-329, 398	**Writing Zone Segments:** C.1, C.4, C.5, C.8 - C.11, C.13, C.15 -		**Paperbacks:** Good Enough Sasha and the Spark **eBooks:**

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sequences. (CCSS: W.11-12.3) i. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.11-12.3a) ii. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.11-12.3b) iii. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. (CCSS: W.11-12.3c) iv. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.11-12.3d) v. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.11-12.3e) vi. Select and use stylistic devices to craft engaging and effective text.			C.17, C.19, C.21, C.23, C.24 Narrative Writing Rubric: 4pt Narrative Writing Rubric: 6pt Rate Your Narrative		Accidental Love Emma Stick and Whittle The Legend of Mulan

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Prepared Graduates: 9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.					
Grade Level Expectation: 4. Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.					
Evidence Outcomes Students Can:					
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.11-12.1)					
i. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (CCSS: L.11-12.1a) ii. Resolve issues of complex or contested usage, consulting references (for example: Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed. (CCSS: L.11-12.1b)		**Pages:** 27, 41, 75, 125, 185, 237, 289		**Speaking and Listening:** Collaborative Discussion	
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.11-12.2) i. Observe hyphenation conventions. (CCSS: L.11-12.2a) ii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted fromCCSS: L.11-12.2b)	**Workshop 1 Lessons:** 1.8			**Writing:** Proofreading Practice **Writing:** Skill Builder: Combining Sentences **Grammar and Conventions:** Using Hyphens Using Commas, Parentheses, and Dashes	

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c. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.11-12.3) a. Vary syntax for effect (for example: Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (CCSS: L.11-12.3a)				**Writing:** Skill Builder: Supporting Reasons Using Four Types of Sentences Choosing Important Details Interesting Beginnings	
d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–2 above.) (CCSS: W.11-12.4)	**Workshop 1 Lessons:** 1.18, 1.19, 1.20, 1.21, **Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22, **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23, **Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23, **Workshop 6 Lessons:** 6.8, 6.17, 6.18, 6.19, 6.20 **End-of-Year Performance Tasks:** 2, 4	**Pages:** 60-67, 160-168, 222-229, 274-282, 322-329, 397, 398		**Writing:** Announcement Argument Essay Argument Writing Rubrics Biographical Narrative Business Letter Cause-and-Effect Paragraph Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Description of a Person Description of a Setting Features of a Research Paper Fictional Narrative Free Verse Poem Informative Article Informative Essay Informative Paragraph Rubrics Informative Summary Informative Summary Rubrics Informative Writing Rubrics Informative: Finding and	Quick Writes

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				Recording Information Informative: Organizing Information and Notes Literary Analysis Literary Analysis Rubrics Narrative Writing Rubrics News Article Peer Feedback and Self-Evaluation Frames Personal Essay Personal Narrative Proofreading Practice Realistic Narrative Reflective Essay Research Paper Rubrics Résumé	
e. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.11-12.5)	**Workshop 1 Lessons:** 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.17 **Workshop 3 Lessons:** 3.7, 3.20, 3.21, 3.22, 3.23 **Workshop 4 Lessons:** 4.22, 4.23.4.24 **Workshop 5 Lessons:** 5.22, 5.23, 5.24 **Workshop 6 Lessons:** 6.20, 6.21, 6.22	**Pages:** 396		**Writing:** Choosing and Narrowing a Topic Proofreading Practice Peer Feedback and Self-Evaluation Frames Revision Checklist	**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
f. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W.11-12.6)		**Pages:** 284-285			**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story
g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS: W.11-12.10)	**Workshop 1 Lessons:** 1.7, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.12, 2.16, 2.17, 2.20, 2.21, 2.22, 2.23 **Workshop 3 Lessons:** 3.7, 3.20, 3.21, 3.22, 3.23 **Workshop 4 Lessons:** 4.7, 4.21, 4.22, 4.23, 4.24 **Workshop 5 Lessons:** 5.5, 5.21, 5.22, 5.23, 5.24 **Workshop 6 Lessons:** 6.7, 6.19, 6.20, 6.21, 6.22 **Interim Performance Tasks:** 1, 2, 3, 4, 5			**Writing:** Announcement Argument Essay Argument Writing Rubrics Biographical Narrative Business Letter Cause-and-Effect Paragraph Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Description of a Person Description of a Setting Features of a Research Paper Fictional Narrative Free Verse Poem	Quick Writes

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	End-of-Year Performance Tasks: 1, 2, 3, 4, 5, 6			Informative Article Informative Essay Informative Paragraph Rubrics Informative Summary Informative Summary Rubrics Informative Writing Rubrics Informative: Finding and Recording Information Informative: Organizing Information and Notes Literary Analysis Literary Analysis Rubrics Narrative Writing Rubrics News Article Peer Feedback and Self-Evaluation Frames Personal Essay Personal Narrative Proofreading Practice Realistic Narrative Reflective Essay Research Paper Rubrics Résumé	

Standard 4. Research Inquiry and Design

Prepared Graduates:

10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

Grade Level Expectation:

1. Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.

Evidence Outcomes

Students Can:

a. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the	**Interim Performance Task Lessons:** 1, 2, 3, 4 **End-of-Year Performance Task Lessons:** 1, 2, 3	**Pages: Pages:** 399		**Reading Comprehension:** Use Multiple Sources	**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:**

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7)					A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story
b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation. (CCSS: W.11-12.8) c. Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources. d. Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the	**Workshop 1 Lessons:** 1.23 **Workshop 3 Lessons:** 3.24 **Workshop 4 Lessons:** 4.25 **Workshop 5 Lessons:** 5.25 **Workshop 6 Lessons:** 6.23 **Interim Performance Tasks:** 1, 2, 3, 4 **End-of-Year Performance Tasks:** 1, 2, 3	**Pages:** 400		**Reading Comprehension:** Use Multiple Sources **Writing: Skill Builder:** Using Citations **Writing:** Sources Taking Notes	**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Modern Language Association (MLA) or the American Psychological Association (APA).					
e. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.11-12.9) a. Apply *grades 11–12 Reading standards* to literature (for example: "Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). (CCSS: W.11-12.9a) b. Apply *grades 11–12 Reading standards* to literary nonfiction (for example: "Delineate and evaluate the reasoning in seminal U.S. Texts, including the application of constitutional principles and use of legal reasoning [for example: in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (for example: The Federalist, presidential addresses]"). (CCSS: W.11-12.9b)	**Workshop 2 Lessons:** 2.12, 2.20, 2.21, 2.22, 2.23 **Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25, **Workshop 6 Lessons:** 6.17 **End-of-Year Performance Tasks:** 1, 2			**Reading Comprehension:** Universal Theme	

READ180® UNIVERSAL

correlated to the

2020 Colorado Academic Standards for Reading, Writing, and Communicating

Grades 6–12

2019

READ 180 Universal is a comprehensive system of instruction, assessment, and professional development designed to raise reading achievement for struggling readers (any student reading two or more years below grade-level) in grades 4-12+.

The *READ 180 Universal* Instructional Model provides simple, clear organization for the classroom.

➢ The Instructional Model includes Whole Group Instruction, Small-Group Differentiated Instruction, and Independent Activities. It was built to meet the needs of a 45-50 minute instructional period. Additional instructional and differentiation resources allow for teachers to extend the instructional block to 60 or 90+ minutes to meet their scheduling needs.

➢ Instructional Routines provide consistency for students and foster acquisition of critical thinking skills and encourage students to use new content area and academic vocabulary in discussions.

➢ Teachers begin and end each session with the Whole-Group where students have the opportunity to engage each other and use academic language.

➢ Workshops are divided into two parts that include approximately six texts that follow the principles of narrow reading, which involves reading texts with overlapping topics and recurring vocabulary.

➢ The Student App includes six levels of instruction that are consistent with the Zone of Proximal Development for Lexile measured reading.

➢ The Independent Reading Library includes over 120 texts per stage.

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Standard 1. Oral Expression and Listening					
Prepared Graduates: 1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.					
Grade Level Expectation: 1. Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.					
Evidence Outcomes Students Can:					
a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1) i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a) ii. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b) iii. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c) iv. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)	**Getting Started Lessons:** 1-9 **Workshop 1 Lessons:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23 **Workshop 2 Lessons:** 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24 **Workshop 3 Lessons:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.25, 3.26 **Workshop 4 Lessons:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10, 4.11, 4.13, 4.14, 4.15, 4.16, 4.17, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24 **Workshop 5 Lessons:** 5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.9, 5.10, 5.12, 5.13, 5.14, 5.15, 5.16, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23, 5.24 **Workshop 6 Lessons:** 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.8, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15,	**Pages:** 31, 79, 127, 191, 241, 291		**Speaking and Listening:** Collaborative Discussion Academic Discussion	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	6.16, 6.17, 6.18, 6.19, 6.20, 6.21 **Interim Performance Tasks:** 1-4 **End-of-Year Performance Tasks:** 1-5				
b. Interpret information presented in diverse media and formats (for example: visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (CCSS: SL.6.2)	**Getting Started Lessons:** 4, 6 **Workshop 1 Lessons:** 1.1, 1.2 **Workshop 2 Lessons:** 2.1 **Workshop 3 Lessons:** 3.1 **Workshop 4 Lessons:** 4.1 **Workshop 5 Lessons:** 5.1 **Workshop 6 Lessons:** 6.1	**Pages:** 30, 78, 126, 190, 240, 290		**Reading Comprehension:** Read Maps Text and Visual Representations	
c. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: SL.6.3)	The Think-Pair-Share Routine and the Academic Discussion Routine provide opportunities to address this standard.			**Speaking and Listening:** Evaluating a Persuasive Speech Evaluating Evidence in a Persuasive Speech Identifying Claims and Evidence	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Prepared Graduates: 2. Deliver effective oral presentations for varied audiences and varied purposes.					
Grade Level Expectation: 2. Develop, organize, and present ideas and opinions effectively.					
Evidence Outcomes Students Can:					
a. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.6.4)	**Workshop 2 Lessons:** 2.15, 2.17, 2.23 **Workshop 3 Lessons:** 3.26 **Workshop 4 Lessons:** 4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:** 6.21			**Speaking and Listening:** Presenting a Persuasive Speech Presenting an Argument Essay	
b. Include multimedia components (for example: graphics, images, music, sound) and visual displays in presentations to clarify information. (CCSS: SL.6.5)				**Speaking and Listening:** Media Outline	
c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.6.6)	**Workshop 1 Lessons:** 1.1 **Workshop 2 Lessons:** 2.15, 2.17, 2.23 **Workshop 3 Lessons:** 3.1, 3.26 **Workshop 4 Lessons:** 4.1, 4.24, **Workshop 5 Lessons:** 5.1, 5.24 **Workshop 6 Lessons:** 6.1, 6.21			**Speaking and Listening:** Using Appropriate Language **Writing: Skill Builder:** Formal and Informal Language	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Standard 2. Reading for All Purposes					
Prepared Graduates: 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 1. Analyze literary elements within different types of literature to make meaning.					
Evidence Outcomes Students Can:					
a. Use Key Ideas and Details to:					
i. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)	**Workshop 1 Lessons:** 1.16, 1.17, 1.24 **Workshop 2 Lessons:** 2.3 **Workshop 3 Lessons:** 3.7, 3.18, 3.19 **Workshop 5 Lessons:** 5.13, 5.14 **Workshop 6 Lessons:** 6.4, 6.5	**Pages:** 83, 135, 137, 141, 143,145, 147, 149, 159, 161, 263, 264-265, 297, 299		**Reading Comprehension:** Critical Reading: Analyze Draw Conclusions Read for Detail	**Paperbacks:** All Summer in a Day Dive: The Discovery Donner Party: A Diary of a Survivor Drama The Great Wall of Lucy Wu King Arthur: The Story of the Sword and the Stone Looking for Red The Maze of Bones (The 39 Clues) Mercy on These Teenage Chimps Milo: Sticky Notes & Brain Freeze The Rescuers (Ten True Tales) The Revolution of Evelyn Serrano Rules Stanford Wong Flunks Big Time Switched (My Sister the Vampire) **eBooks:** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories The Band Battle at Little Big Horn Captain Underpants and the Invasion of the Incredibly Naughty Cafeteria Ladies From Outer Space Classic Tales of Terror Creatures Infest Local School! Destination: Everest The Deep (Dive Book #2) Echo

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					The Escape Frankenstein Happy Burger Hear Me Jane Eyre The Killer Hairdo and Other Urban Legends Money Hungry One False Note The Orphan of Ellis Island Secrets of Oak Park Smile Visitors: Strange Invaders Wait Until Dark: Tales of Suspense Zero Tolerance **Audiobooks:** Esperanza Rising The Mighty The Outsiders Somewhere in the Darkness The Star Fisher
ii. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)	**Workshop 1 Lessons:** 1.16, 1.17, 1.24 **Workshop 2 Lessons:** 2.3 **Workshop 3 Lessons:** 3.4, 3.12, 3.20 **Workshop 5 Lessons:** 5.19 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Summarizing Teaching Theme	**Pages:** 60-61, 83, 133, 135, 137, 141, 143, 145, 147, 149, 159, 161, 263, 264-265, 297, 299, 300-301	**Reading Zone**: Segments B.1-B.25	**Reading Comprehension:** Analyze Theme Problem and Solution Reading Text Closely Summarize	**Paperbacks:** All Summer in a Day The Cruisers Drama Facts of Life: Selected Stories King Arthur: The Story of the Sword and the Stone Mercy on These Teenage Chimps Moby Dick Quinceañera Means Sweet 15 Sisters Switched (My Sister the Vampire) Final Projects Daily Reading Log **eBooks:** Battle at Little Big Horn Classic Tales of Terror Creatures Infest Local School! Frankenstein Happy Burger

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					The Killer Hairdo and Other Urban Legends Secrets of Oak Park Smile **Audiobooks:** The Star Fisher
iii. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)	**Workshop 1 Lessons:** 1.24 **Workshop 3 Lessons:** 3.4, 3.5, 3.6, 3.8, 3.9, 3.10, 3.11, 3.20 **Workshop 6 Lessons:** 6.5 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Character Teaching Plot Teaching Plot Devices	**Pages:** 132-133, 137, 141, 145, 147, 263		**Reading Comprehension:** Analyze Plot Read Drama	**Paperbacks:** The Cruisers Dive: The Discovery Drama Facts of Life: Selected Stories King Arthur: The Story of the Sword and the Stone Quinceañera Means Sweet 15 The Rescuers (Ten True Tales) Rules Serafina's Promise Switched (My Sister the Vampire) **eBooks:** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories Captain Underpants and the Invasion of the Incredibly Naughty Cafeteria Ladies From Outer Space Classic Tales of Terror Creatures Infest Local School! The Deep (Dive Book #2) The Escape Frankenstein Jane Eyre The Killer Hairdo and Other Urban Legends The Lightning Thief (Percy Jackson and the Olympians) Love Letters and Other Stories One False Note Smile Visitors: Strange Invaders

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Wait Until Dark: Tales of Suspense Zero Tolerance **Audiobooks:** Esperanza Rising The Mighty The Outsiders Somewhere in the Darkness The Star Fisher
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RL.6.4)	**Workshop 1 Lessons:** 1.16, 1.24 **Workshop 3 Lessons:** 3.7, 3.18 **Workshop 4 Lessons:** 4.18 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Figurative Language Teaching Tone and Mood	**Pages:** 39, 43, 90, 150, 202, 203, 247, 252, 302		**Reading Comprehension:** Figurative Language: Symbolism **Vocabulary:** Denotation and Connotation	**Paperbacks:** The Great Wall of Lucy Wu Milo: Sticky Notes & Brain Freeze
ii. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)	**Workshop 1 Lessons:** 1.1, 1.2, 1.3 **Workshop 3 Lessons:** 3.5, 3.6, 3.10, 3.11, 3.19 **Workshop 5 Lessons:** 5.13 **Workshop 6 Lessons:** 6.4 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Plot Teaching Plot Devices Teaching Setting	**Pages:** 133, 135, 137, 145, 162-163, 263, 297		**Reading Comprehension:** Analyze Plot Analyze Setting Analyze Theme	**Paperbacks:** The Cruisers King Arthur: The Story of the Sword and the Stone Quinceañera Means Sweet 15 Rules Serafina's Promise **eBooks:** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories Echo The Escape The Lightning Thief (Percy Jackson and the Olympians) Love Letters and Other Stories Visitors: Strange Invaders **Audiobooks:**

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Somewhere in the Darkness The Star Fisher
iii. Explain how an author develops the point of view of the narrator or speaker in a text. (CCSS: RL.6.6)	**Workshop 4 Lessons:** 4.10 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Point of View	**Page:** 133	**Reading Zone**: Segments B.2-B.11, B.13, B.15-B.16, B.18, B.20-B.21, B.24-B.25	**Reading Comprehension:** Analyze the Development of Point of View Stretch: On Growing Up Multicultural (Make Inferences)	**Paperbacks:** The Revolution of Evelyn Serrano **Audiobooks:** Esperanza Rising
c. Use Integration of Knowledge and Ideas to:					
i. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. (CCSS: RL.6.7)	**Additional Teaching Resources:** **Strategy Best Practices:** Teaching Compare and Contrast			**Reading Comprehension:** Compare Text Across Media: Analyzing a Reading of "O Captain! My Captain!"	
ii Compare and contrast texts in different forms or genres (for example: stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (CCSS: RL.6.9)	**Workshop 3 Lessons:** 3.20 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Compare and Contrast	**Pages:** 163, 205, 219	**Reading Zone**: Segment B.2, B4-B5, B.12-B.14, B.18-B19, B.21-B.23	**Reading Comprehension:** Compare and Contrast: Texts in Different Genres Universal Theme	**eBooks:** The Adventures of Captain Underpants
d. Use Range of Reading and Complexity of Text to:					
i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)		**Pages:** 59, 82-83, 134-149, 158-162, 220-221, 262-263, 296-299			**Paperbacks** All Summer in a Day The Cruisers Dive: The Discovery Donner Party: A Diary of a Survivor Drama Facts of Life: Selected Stories The Great Wall of Lucy Wu King Arthur: The Story of the Sword and the Stone Looking for Red

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					The Maze of Bones (The 39 Clues) Mercy on These Teenage Chimps Milo: Sticky Notes & Brain Freeze Moby Dick Quinceañera Means Sweet 15 The Rescuers (Ten True Tales) The Revolution of Evelyn Serrano Rules Serafina's Promise Sisters Stanford Wong Flunks Big Time Switched (My Sister the Vampire) **eBooks** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories The Band Battle at Little Big Horn Captain Underpants and the Invasion of the Incredibly Naughty Cafeteria Ladies From Outer Space Classic Tales of Terror Creatures Infest Local School! Destination: Everest The Deep (Dive Book #2) Echo The Escape Francisco Pizarro: Destruction of the Inca Empire Frankenstein Happy Burger Hear Me Jane Eyre The Killer Hairdo and Other Urban Legends The Lightning Thief (Percy Jackson and the Olympians) Love Letters and Other Stories Money Hungry

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					One False Note The Orphan of Ellis Island Secrets of Oak Park Smile Visitors: Strange Invaders Wait Until Dark: Tales of Suspense Zero Tolerance **AudioBooks** Esperanza Rising The Mighty The Outsiders Somewhere in the Darkness The Star Fisher

<u>Prepared Graduates:</u> 4. Read a wide range of informational texts to build knowledge and to better understand the human experience.	
<u>Grade Level Expectation:</u> 2. Analyze organization and structure of informational text to make meaning.	
<u>Evidence Outcomes</u> Students Can:	
a. Use Key Ideas and Details to:	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
i. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)	**Getting Started Lessons:** 1, 2 **Workshop 1 Lessons:** 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 1.14, 1.15, 1.18, 1.24 **Workshop 2 Lessons:** 2.4, 2.8, 2.9, 2.10, 2.12, 2.17 **Workshop 3 Lessons:** 3.3, 3.17 **Workshop 4 Lessons:** 4.3, 4.4, 4.5, 4.9, 4.14, 4.15, 4.16 **Workshop 5 Lessons:** 5.3, 5.4, 5.5, 5.8, 5.9, 5.15, 5.16, 5.18 **Workshop 6 Lessons:** 6.3, 6.11, 6.12, 6.13, 6.15, 6.16 **Additional Teaching Resources:**	**Pages:** 37, 57, 85, 87, 95, 96-97, 107, 157, 195, 197, 199, 205, 207, 215, 217, 255, 257, 295, 317		**Reading Comprehension:** Critical Reading: Analyze Draw Conclusions Identifying Text Evidence Make Inferences Stretch: The Pit and the Pendulum at the Palace (Make Inferences)	**Paperbacks:** Against the Odds: True Teen Stories Behind Rebel Lines Belly-Busting Worm Invasions! I Am Malala National Geographic Kids: Everything Soccer Reservation Superstars Stealing Home: The Story of Jackie Robinson Tales From the Top of the World The Worst-Case Scenario Survive-o-pedia **eBooks:** Alcatraz: Prison for America's Most Wanted The Big Lie Chasing Lincoln's Killer Danger Is My Business: The World's Most Dangerous Jobs

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	Strategy Best Practices: Teaching Making Inferences				Don't Try This at Home: Famous Daredevils Francisco Pizarro: Destruction of the Inca Empire Gettysburg Great Debates: Sports Issues: Fair or Foul? I Mean Business! Night Sky Planting Seeds: The Story of Wangari Maathai Typhoid Mary: The Most Dangerous Woman in America UFOs: Fact or Fiction? Vanished: True Stories of the Missing When Birds Get Flu and Cows Go Mad!
ii. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)	**Workshop 1 Lessons:** 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 1.11, 1.14, 1.15, 1.18, 1.24 **Workshop 2 Lessons:** 2.4, 2.8, 2.9, 2.10, 2.17 **Workshop 3 Lessons:** 3.3, 3.17 **Workshop 4 Lessons:** 4.3, 4.4, 4.5, 4.9, 4.14, 4.15, 4.16 **Workshop 5 Lessons:** 5.3, 5.4, 5.5, 5.8, 5.9, 5.15, 5.16, 5.18 **Workshop 6 Lessons:** 6.3, 6.6, 6.11, 6.12, 6.13, 6.15, 6.16 <u>**Additional Teaching Resources:**</u> **Strategy Best Practices:** Teaching Main/Central Idea and Details Teaching Reading for Detail	**Pages:** 35, 37, 40-41, 45, 48, 55, 57, 85, 87, 95, 103, 105, 107, 131, 157, 195, 197, 199, 200-201, 205, 207, 215, 217, 219, 245, 247, 249, 255, 257, 267, 269, 273, 295, 309, 311, 313, 317	**Reading Zone**: Segments B.1-B.25	**Reading Comprehension:** Central Idea and Details Identifying Key Ideas Reading Text Closely Summarize	**Paperbacks:** Against the Odds: True Teen Stories Belly-Busting Worm Invasions! National Geographic Kids: Everything Soccer Stealing Home: The Story of Jackie Robinson Tales From the Top of the World The Worst-Case Scenario Survive-o-pedia Final Projects Daily Reading Log **eBooks:** The Big Lie Cities of the Dead Danger Is My Business: The World's Most Dangerous Jobs Don't Try This at Home: Famous Daredevils False! Popular Myths Debunked Gettysburg Hatshepsut: The Girl Who Became King

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	Teaching Sequence of Events				I Mean Business! Killer Wallpaper Night Sky Planting Seeds: The Story of Wangari Maathai Typhoid Mary: The Most Dangerous Woman in America UFOs: Fact or Fiction? When Birds Get Flu and Cows Go Mad!
iii. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)	**Workshop 1 Lessons:** 1.5, 1.18, 1.24 **Workshop 6 Lessons:** 6.12				**Paperbacks:** Behind Rebel Lines I Am Malala National Geographic Kids: Everything Soccer **eBooks:** Alcatraz: Prison for America's Most Wanted Francisco Pizarro: Destruction of the Inca Empire Gettysburg Hatshepsut: The Girl Who Became King Planting Seeds: The Story of Wangari Maathai When Birds Get Flu and Cows Go Mad!
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)	**Workshop 1 Lessons:** 1.4, 1.5, 1.8, 1.9, 1.14, 1.15, 1.24 **Workshop 2 Lessons:** 2.15	**Pages:** 39, 43, 90, 150, 202, 203, 247, 252, 302		**Vocabulary:** Denotation and Connotation	**eBooks:** Chasing Lincoln's Killer
ii. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (CCSS: RI.6.5)	**Workshop 1 Lessons:** 1.9, 1.18 **Workshop 2 Lessons:** 2.6, 2.9, 2.12 **Workshop 4 Lessons:** 4.14	**Pages:** 47, 95, 215, 269, 273		**Reading Comprehension:** Critical Reading: Analyze Read Electronic Text Text Structure: Problem and Solution	**Paperbacks:** Tales From the Top of the World **eBooks:** Alcatraz: Prison for America's Most Wanted Chasing Lincoln's Killer Cities of the Dead

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Vanished: True Stories of the Missing When Birds Get Flu and Cows Go Mad!
iii. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (CCSS: RI.6.6)	**Workshop 1 Lessons:** 1.9 **Workshop 2 Lessons:** 2.14 **Workshop 4 Lessons:** 4.10 **Workshop 5 Lessons:** 5.6, **Workshop 6 Lessons:** 6.16 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Author's Purpose	**Pages:** 103, 105, 250-251, 313	**Reading Zone**: Segments B.2-B.11, B.13, B.15-B.16, B.18, B.20-B.21, B.24-B.25	**Reading Comprehension:** Evaluate Author's Viewpoint Identify Author's Purpose	
c. Use Integration of Knowledge and Ideas to:					
i. Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)	**Workshop 2 Lessons:** 2.8 **Workshop 4 Lessons:** 4.16 **Workshop 5 Lessons:** 5.17	**Pages:** 93, 109, 215, 267, 309		**Reading Comprehension:** Critical Reading: Synthesize Text and Visual Representations	
ii. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: RI.6.8)	**Workshop 1 Lessons:** 1.8, **Workshop 2 Lessons:** 2.5	**Page:** 87		**Reading Comprehension:** Critical Reading: Analyze Critical Reading: Evaluate Evaluate Sources and Evidence Fact and Opinion Identify Persuasion and Propaganda Stretch: Dreams, Threats, and Sweaty Palms (Problem and Solution)	**eBooks:** Don't Try This at Home: Famous Daredevils Great Debates: Sports Issues: Fair or Foul? UFOs: Fact or Fiction?

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iii. Compare and contrast one author's presentation of events with that of another (for example: a memoir written by and a biography on the same person). (CCSS: RI.6.9)	**Workshop 6 Lessons:** 6.14	**Pages:** 103, 270-271	**Reading Zone**: Segments B.2, B.4- B.5, B.12-B.14, B.18-B.19, B.21-B.23	**Reading Comprehension:** Compare and Contrast: Presentation of Events by Two Authors	
d. Use Range of Reading and Complexity of Text to:					
i. By the end of the year, read and comprehend literary nonfiction in the grades 6-9 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.6.10)		**Pages:** 34-35, 36-39, 44-47, 54-55, 56-57, 84-87, 92-95, 102-103, 104-107, 108-109, 130-131, 156-157, 194-195, 196-199, 204-207, 214-217, 218-219, 244-245, 246-249, 254-257, 266-269, 272-273, 294-295, 308-313, 316-317			**Paperbacks** Against the Odds: True Teen Stories Behind Rebel Lines Belly-Busting Worm Invasions! I Am Malala National Geographic Kids: Everything Soccer The Rescuers (Ten True Tales) Reservation Superstars Stealing Home: The Story of Jackie Robinson Tales From the Top of the World The Worst-Case Scenario Survive-o-pedia Final Projects Daily Reading Log **eBooks** Alcatraz: Prison for America's Most Wanted The Big Lie Chasing Lincoln's Killer Cities of the Dead Danger Is My Business: The World's Most Dangerous Jobs Don't Try This at Home: Famous Daredevils False! Popular Myths Debunked Gettysburg Great Debates: Sports Issues: Fair or Foul? Hatshepsut: The Girl Who Became King I Mean Business!

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Killer Wallpaper Night Sky Planting Seeds: The Story of Wangari Maathai Typhoid Mary: The Most Dangerous Woman in America UFOs: Fact or Fiction? Vanished: True Stories of the Missing When Birds Get Flu and Cows Go Mad!

<u>Prepared Graduates:</u>
5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

<u>Grade Level Expectation:</u>
3. Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.

<u>Evidence Outcomes</u>
Students Can:

a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.6.4)

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i. Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)	**Workshop 1 Lessons:** 1.2, 1.4, 1.5, 1.9, 1.14, 1.15, 1.16	**Pages:** 39, 43, 90, 91, 150, 202, 247, 252, 302		**Vocabulary:** Context Clues: Definition and Example Synonyms and Antonyms Unfamiliar Words	Although direct instruction in using context is not present in the Independent Reading component, students use context to determine the meanings of unfamiliar words as they read each independent reading text.
ii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: *audience, auditory, audible*). (CCSS: L.6.4b)	**Workshop 1 Lessons:** 1.7 **Workshop 2 Lessons:** 2.7, 2.12 **Workshop 4 Lessons:** 4.7 **Workshop 5 Lessons:** 5.7 **Workshop 6 Lessons:** 6.7	**Pages:** 42, 92, 150, 202, 252, 294, 295, 302		**Vocabulary:** Greek Roots Latin Roots Prefixes Suffixes Word Origins	
iii. Consult reference materials	**Workshop 1 Lessons:**	**Pages:**		**Vocabulary:**	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
(for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.6.4c)	1.7 **Workshop 5 Lessons:** 5.7	91, 253, 392-397		Using a Dictionary Using a Thesaurus	
iv. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary. (CCSS: L.6.4d)	**Workshop 1 Lessons:** 1.7 **Workshop 5 Lessons:** 5.7	**Pages:** 91, 253		**Vocabulary:** Using a Dictionary Using a Thesaurus	
b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.L.6.5)					
i. Interpret figures of speech (for example: personification) in context. (CCSS.L.6.5a)		**Page:** 59	**Reading Zone**: Segments B.1-B.25	**Language:** Figurative Language	
ii. Use the relationship between particular words (for example: cause/effect, part/whole, item/category) to better understand each of the words. (CCSS.L.6.5b)				**Vocabulary:** Antonyms Synonyms	
iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: *stingy, scrimping, economical, unwasteful, thrifty*). (CCSS.L.6.5c)	**Workshop 1 Lessons:** 1.16 **Workshop 2 Lessons:** 2.15 **Workshop 4 Lessons:** 4.17, 4.18	**Page:** 203		**Vocabulary:** Denotation and Connotation	
c. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS.L.6.6)	**Getting Started Lessons:** 4, 5, 6, 7, 8, 9 **Workshop 1 Lessons:** 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.11, 1.12, 1.13, 1.19, 1.20, 1.21 **Workshop 2 Lessons:** 2.1, 2.2, 2.8, 2.11, 2.13, 2.20,	**Pages:** 30, 33, 34, 36, 38, 44, 46, 53, 54, 56, 58, 78, 81, 82, 84, 86, 92, 94, 101, 102,	**Language Zone**: Segments B.1-B.25	**Language:** Concept Builder Pronunciation and Expression **Reading Comprehension:** Analyze the Development of Point of View Stretch:	Each Independent Reading text supports students' acquisition of general and domain-specific words and phrases.

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	2.21, 2.22, 2.23, 2.24 **Workshop 3 Lessons:** 3.2, 3.14, 3.15, 3.16, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26, 3.27 **Workshop 4 Lessons:** 4.2, 4.11, 4.12, 4.13, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25 **Workshop 5 Lessons:** 5.2, 5.6, 5.10, 5.11, 5.12, 5.13, 5.17, 5.19, 5.22, 5.23, 5.24, 5.25 **Workshop 6 Lessons:** 6.2, 6.4, 6.8, 6.9, 6.10, 6.14, 6.16, 6.18, 6.19, 6.20, 6.21, 6.22 **Interim Performance Tasks:** 1-5 **End-of-Year Performance Tasks:** 1-5	104, 106, 108, 126, 129, 133, 134, 136, 138, 140, 142, 144, 146, 148, 155, 156, 158, 160, 190, 193, 194, 196, 198, 204, 205, 206, 213, 214, 216, 218, 219, 220, 240, 243, 244, 246, 248, 254, 256, 261, 262, 266, 268, 272, 290, 293, 294, 296, 298, 307, 308, 310, 312, 316, 342-365		On Growing Up Multicultural (Make Inferences) **Writing:** Business Letter	

Standard 3. Writing and Composition					
Prepared Graduates: 6. Craft arguments using techniques specific to the genre.					
Grade Level Expectation: 1. Write arguments to support claim(s) with clear reasons, relevant evidence, credible sources, and a formal style.					
Evidence Outcomes Students Can:					
a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.6.1) i. Introduce claim(s) and organize the reasons and evidence clearly.	**Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **End-of-Year Performance**	**Pages:** 98, 99, 110-119, 304, 305, 318-327, 387	**Writing Zone**: Segments B.2-B.5, B.7, B.9-B.11, B.13-B.18, B.20, B.22-B.25	**Speaking and Listening:** Writing Prompts: Argument Essay **Writing:** Argument Argument Essay	Students have the opportunity to recommend selections to classmates.

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
(CCSS: W.6.1a) ii. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (CCSS: W.6.1b) iii. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. (CCSS: W.6.1c) iv. Establish and maintain a formal style. (CCSS: W.6.1d) v. Provide a concluding statement or section that follows from the argument presented. (CCSS: W.6.1e)	**Tasks:** 1, 2, 3, 4, 5, 6		Argument Writing Rubrics: 4pt, 6pt Rate Your Argument Essay	Argument Writing Rubrics Writing a Review **Writing: Skill Builder:** Choosing Important Details Structuring an Argument Supporting Reasons Creating a Topic Sentence **Writing Process:** Argument	

Prepared Graduates:
7. Craft informational/explanatory texts using techniques specific to the genre.

Grade Level Expectation:
2. Write informative/explanatory texts characterized by appropriate organization, ample development, precise language, and formal style.

Evidence Outcomes
Students Can:

a. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2) i. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a) ii. Develop the topic with relevant facts, definitions, concrete details,	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23	**Pages:** 49, 50-51, 62-71, 152, 153, 164-173, 210, 211, 224-233, 391	**Writing Zone**: Segment B.2-B.4, B.6-B.9, B.12-B.14, B12-B.14, B.16-B.23, B.25 Informative Writing Rubrics: 4pt, 6pt Informative Writing Rate Your Informative Essay	**Writing:** Cause-and-Effect Paragraph Compare-and-Contrast Paragraph Content-Area Paragraph Descriptive Essay Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics News Article **Writing: Skill Builder:** Choosing Important Details Creating a Topic Sentence Formal and Informal	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
quotations, or other information and examples. (CCSS: W.6.2b) iii. Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c) iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d) v. Establish and maintain a formal style. (CCSS: W.6.2e) vi. Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)				Language Targeting Tired Words Using Precise Adjectives Using Synonyms Using Transition Words **Writing Process:** Informational Paragraph Informational Summary	
Prepared Graduates: 8. Craft narratives using techniques specific to the genre.					
Grade Level Expectation: 3. Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.					
Evidence Outcomes Students Can:					
a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3) i. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.6.3a) ii. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.6.3b) iii. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts	**Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23	**Pages:** 258, 259, 274-283, 388, 391	**Writing Zone**: Segment B.5-B.7, B.10-B.12, B.15, B.19, B.21, B.24 Narrative Writing Rubrics: 4pt, 6pt Rate Your Narrative	**Speaking and Listening:** Writing Prompts: Narrative Essay Personal Narrative **Writing:** Character Sketch Historical Narrative Narrative Essay Narrative Writing Rubrics Personal Narrative Realistic Narrative **Writing: Skill Builder:** Adding Character Details Describing Story Elements Sequencing Events Using Dialogue Using Precise Adjectives Using Transition Words **Writing Process:** Personal Narrative	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
from one time frame or setting to another. (CCSS: W.6.3c) iv. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d) v. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e) vi. Use stylistic techniques (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.					
Prepared Graduates: 9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.					
Grade Level Expectation: 4. Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions, grammar, usage, and mechanics as well as a style appropriate for purpose and audience.					
Evidence Outcomes Students Can:					
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)					
i. Ensure that pronouns are in the proper case (subjective, objective, possessive). (CCSS: L.6.1a)		**Pages:** 31, 79, 127, 191, 241, 291		**Grammar and Conventions:** Possessive Nouns Pronoun Agreement Subject and Object Pronouns	
ii. Use intensive pronouns (for example: *myself, ourselves*). (CCSS: L.6.1b)				**Language:** Reflexive, Intensive, and Reciprocal Pronouns	
iii. Recognize and correct inappropriate shifts in pronoun number and person. (CCSS: L.6.1c)				**Grammar and Conventions:** Pronoun Agreement	

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
iv. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)				**Language:** Correcting Vague Pronouns	
v. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)				**Reading Comprehension:** Compare and Contrast: Varieties of English	
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2) i. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a) ii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.6.2b)				**Grammar and Conventions:** Punctuating Pauses, Breaks, and Omissions in Text **Foundational Skills:** Spelling Routines **Spelling:** More Unaccented Vowels Spelling: Spelling Short Vowel Sounds Spelling Story: Letter Pairs Student Resource Practice Page Word Chain: Vowels Build Words: Consonant Blends Double Consonants Look Out: Letter Sequence Missing Letters More Missing Letters Reversed Letters Unaccented Vowels	

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c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3) i. Vary sentence patterns for meaning, reader/ listener interest, and style. (CCSS: L.6.3a) ii. Maintain consistency in style and tone. (CCSS: L.6.3b)				**Writing: Skill Builder:** Combining Sentences	
d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1 and 2 above.) (CCSS: W.6.4)	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 62-71, 74-75, 122-123, 164-173, 224-233, 236-237, 274-283, 330-331, 374-379, 387, 388	**Writing Zone**: Segment B.5-B.25	**Writing:** Argument Argument Essay Business Letter Cause-and-Effect Paragraph Character Sketch Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Conduct an Investigation Content-Area Paragraph Describing a Person Describing a Setting Descriptive Essay Fantasy Features of a Research Paper Fictional Narrative Finding and Recording Information Haiku Historical Narrative Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics	Quick Writes

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
				Introduction: Using the *Writing Support and Extend* Resources Literary Analysis Literary Analysis Rubrics Narrative Essay Narrative Writing Rubrics News Article Opinion Essay Organizing Information and Notes Peer Feedback and Self-Evaluation Frames Personal Narrative Planning a Response Realistic Narrative Reference & Research: Conduct an Investigation Research Paper Rubrics Résumé	
e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)	**Workshop 1 Lessons:** 1.19, 1.20, 1.21 **Workshop 2 Lessons:** 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.20, 5.21, 5.22, 5.23 **Workshop 6 Lessons:** 6.17, 6.18, 6.19, 6.20	**Page:** 386		**Writing:** Revision Checklist Revision Rubric Peer Feedback and Self-Evaluation Frames Argument Writing Rubrics Informative Writing Rubrics Narrative Writing Rubrics	
f. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (CCSS: W.6.6)		**Pages:** 176-177, 286-287			

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g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS: W.6.10)	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 39, 45, 55, 57, 59, 62-71, 93, 107, 109, 135, 139, 143, 145, 147, 157, 164-173, 197, 205, 215, 219, 221, 224-233, 255, 263, 267, 273, 274-283,297, 309, 313, 317, 387, 388	**Writing Zone**: Segment B.5-B.25	**Writing:** Argument Argument Essay Business Letter Cause-and-Effect Paragraph Character Sketch Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Conduct an Investigation Content-Area Paragraph Describing a Person Describing a Setting Descriptive Essay Fantasy Features of a Research Paper Fictional Narrative Finding and Recording Information Haiku Historical Narrative Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics Introduction: Using the *Writing Support and Extend* Resources Literary Analysis Literary Analysis Rubrics Narrative Essay Narrative Writing Rubrics News Article Opinion Essay Organizing Information and	Quick Writes

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
				Notes Peer Feedback and Self-Evaluation Frames Personal Narrative Planning a Response Realistic Narrative Reference & Research: Conduct an Investigation Research Paper Rubrics Résumé	

Standard 4. Research Inquiry and Design

Prepared Graduates:

10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

Grade Level Expectation:

1. Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.

Evidence Outcomes
Students Can:

2020 Colorado Academic Standards, Grade 6	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
a. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)	**Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 178-187, 332-341, 389		**Writing:** Choosing and Narrowing a Topic Conduct an Investigation Finding and Recording Information Organizing Information and Notes Research Paper Rubrics Reference & Research: Conduct an Investigation	
b. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)	**Workshop 1 Lessons:** 1.23 **Workshop 2 Lessons:** 2.23 **Workshop 3 Lessons:** 3.26 **Workshop 4 Lessons:** 4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:**	**Page:** 390		**Writing:** Choosing and Narrowing a Topic Finding and Recording Information Organizing Information and Notes Research Paper Rubrics Writing: Skill Builder: Using Citations Reference & Research: Conduct an Investigation	

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	6.21 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6				
c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9) i. Apply *grade 6 Reading standards* to literature (for example: "Compare and contrast texts in different forms or genres [for example: stories and poems; historical novels and fantasy stories] in terms of their approaches to (CCSS: W.6.9a) ii. Apply *grade 6 Reading standards* to literary nonfiction (for example: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). (CCSS: W.6.9b)	**Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25 **Workshop 4 Lessons:** 4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:** 6.21			**Reading Comprehension:** Critical Reading: Evaluate Choosing and Narrowing a Topic Finding and Recording Information Organizing Information and Notes	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Standard 1. Oral Expression and Listening					
Prepared Graduates: 1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.					
Grade Level Expectation: 1. Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.					
Evidence Outcomes Students Can:					
a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7* topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1) i. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a) ii. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b) iii. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c) iv. Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)	**Getting Started Lessons:** 1-9 **Workshop 1 Lessons:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23 **Workshop 2 Lessons:** 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24 **Workshop 3 Lessons:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.25, 3.26 **Workshop 4 Lessons:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10, 4.11, 4.13, 4.14, 4.15, 4.16, 4.17, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24 **Workshop 5 Lessons:** 5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.9, 5.10, 5.12, 5.13, 5.14, 5.15, 5.16, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23, 5.24 **Workshop 6 Lessons:** 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.8, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15,	**Pages:** 31, 79, 127, 191, 241, 291		**Speaking and Listening:** Collaborative Discussion Academic Discussion	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	6.16, 6.17, 6.18, 6.19, 6.20, 6.21 **Interim Performance Tasks:** 1-4 **End-of-Year Performance Tasks:** 1-5				
b. Analyze the main ideas and supporting details presented in diverse media and formats (for example: visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (CCSS: SL.7.2)	**Workshop 1 Lessons:** 1.1, 1.2 **Workshop 2 Lessons:** 2.1 **Workshop 3 Lessons:** 3.1 **Workshop 4 Lessons:** 4.1 **Workshop 5 Lessons:** 5.1, **Workshop 6 Lessons:** 6.1	**Pages:** 30, 78, 126, 190, 240, 290			
c. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (CCSS: SL.7.3)	The Think-Pair-Share Routine and the Academic Discussion Routine provide opportunities to address this standard.			**Speaking and Listening:** Evaluating a Persuasive Speech Evaluating Evidence in a Persuasive Speech Identifying Claims and Evidence	
Prepared Graduates: 2. Deliver effective oral presentations for varied audiences and varied purposes.					
Grade Level Expectation: 2. Prepare for formal presentations and use appropriate delivery techniques.					
Evidence Outcomes Students Can:					
a. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact,	**Workshop 2 Lessons:** 2.17, 2.23 **Workshop 3 Lessons:** 3.26 **Workshop 4 Lessons:**			**Speaking and Listening:** Presenting an Argument Essay Presenting a Persuasive Speech	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
adequate volume, and clear pronunciation. (CCSS: SL.7.4)	4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:** 6.21				
b. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (CCSS: SL.7.5)	**Workshop 1 Lessons:** 1.23 **Workshop 2 Lessons:** 2.23 **Interim Performance Tasks:** 5 **End-of-Year Performance Tasks:** 5, 6			**Speaking and Listening:** Media Outline	
c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.7.6)	**Workshop 1 Lessons:** 1.1 **Workshop 2 Lessons:** 2.17, 2.23 **Workshop 3 Lessons:** 3.1, 3.26, **Workshop 4 Lessons:** 4.1, 4.24 **Workshop 5 Lessons:** 5.1, 5.24 **Workshop 6 Lessons:** 6.1, 6.21			**Speaking and Listening:** Using Appropriate Language **Writing: Skill Builder:** Formal and Informal Language	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Standard 2. Reading for All Purposes					
Prepared Graduates: 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 1. Analyze the connections between interrelated literary elements to understand literary texts.					
Evidence Outcomes Students Can:					
a. Use Key Ideas and Details to:					
i. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)	**Workshop 1 Lessons:** 1.16, 1.17, 1.24 **Workshop 2 Lessons:** 2.3 **Workshop 3 Lessons:** 3.7, 3.18, 3.19 **Workshop 5 Lessons:** 5.13, 5.14 **Workshop 6 Lessons:** 6.4, 6.5	**Pages:** 83, 135, 137, 141, 143,145, 147, 149, 159, 161, 263, 264-265, 297, 299		**Reading Comprehension:** Critical Reading: Analyze Draw Conclusions	**Paperbacks:** Rules Switched (My Sister the Vampire) **eBooks:** Alison's Trumpet and Other Stories All in a Day's Work and Other Stories The Band Classic Tales of Terror Echo The Escape Visitors: Strange Invaders **Audiobooks:** Esperanza Rising The Outsiders
ii. Determine a theme ad/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (CCSS: RL.7.2)	**Workshop 1 Lessons:** 1.16, 1.17, 1.24 **Workshop 2 Lessons:** 2.3 **Workshop 3 Lessons:** 3.4, 3.12, 3.20 **Workshop 5 Lessons:** 5.19 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Summarizing Teaching Theme	**Pages:** 60-61, 83, 133, 135, 137, 141, 143, 145, 147, 149, 159, 161, 263, 264-265, 297, 299, 300-301	**Reading Zone**: Segments B.1-B.25	**Reading Comprehension:** Problem and Solution Reading Text Closely Analyze Theme Summarize	**Paperbacks:** All Summer in a Day The Cruisers Drama Facts of Life: Selected Stories King Arthur: The Story of the Sword and the Stone Mercy on These Teenage Chimps Moby Dick Quinceañera Means Sweet 15 Sisters Switched (My Sister the Vampire) Daily Reading Log **eBooks:** The Band Battle at Little Big Horn Classic Tales of Terror Creatures Infest Local School!

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Frankenstein Happy Burger The Killer Hairdo and Other Urban Legends Secrets of Oak Park Smile **Audiobooks:** The Star Fisher
iii. Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)	**Workshop 1 Lessons:** 1.24 **Workshop 3 Lessons:** 3.4, 3.5, 3.6, 3.8, 3.9, 3.10, 3.11, 3.20 **Workshop 6 Lessons:** 6.5 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Character Teaching Plot Teaching Plot Devices Teaching Setting	**Pages:** 132-133, 137, 141, 145, 147, 263		**Reading Comprehension:** Analyze Plot Analyze Setting Read Drama	**Paperbacks:** The Cruisers Dive: The Discovery Drama Facts of Life: Selected Stories The Great Wall of Lucy Wu King Arthur: The Story of the Sword and the Stone Looking for Red The Maze of Bones (The 39 Clues) Milo: Sticky Notes & Brain Freeze Moby Dick Quinceañera Means Sweet 15 Rules Serafina's Promise Final Projects **eBooks:** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories The Band Destination: Everest The Deep (Dive Book #2) Echo The Escape Hear Me Jane Eyre The Lightning Thief (Percy Jackson and the Olympians) Love Letters and Other Stories Money Hungry

2020 Colorado Academic Standards, Grade 7	**Digital Teacher's Edition**	*ReaL Book*	**Student App**	**Resources for Differentiated Instruction**	**Independent Reading**
					One False Note Smile Visitors: Strange Invaders Zero Tolerance **Audiobooks:** Esperanza Rising The Mighty Somewhere in the Darkness The Star Fisher
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (for example: alliteration) on a specific verse or stanza of a poem or section of a story or drama. (CCSS: RL.7.4)	**Workshop 1 Lessons:** 1.16, 1.24 **Workshop 3 Lessons:** 3.7, 3.18 **Workshop 4 Lessons:** 4.18 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Figurative Language	**Pages:** 39, 43, 90, 150, 202, 203, 247, 252, 302		**Reading Comprehension:** Elements of Poetry Figurative Language: Symbolism Mood Rhyme Scheme Sounds in Poetry **Vocabulary:** Denotation and Connotation	**Paperbacks:** Serafina's Promise **eBooks:** The Orphan of Ellis Island
ii. Analyze how a drama's or poem's form or structure (for example: soliloquy, sonnet) contributes to its meaning. (CCSS: RL.7.5)	**Workshop 3 Lessons:** 3.5, 3.6, 3.10, 3.11, 3.19 **Workshop 5 Lessons:** 5.13 **Workshop 6 Lessons:** 6.4	**Pages:** 162-163		**Reading Comprehension:** Compare Text Across Media: Analyzing a Reading of "O Captain! My Captain!" Read Poetry	
iii. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (CCSS: RL.7.6)	**Workshop 4 Lessons:** 4.10		**Reading Zone**: Segments B.2-B.11, B.13, B.15-B.16, B.18, B.20-B.21, B.24-B.25	**Reading Comprehension:** Analyze the Development of Point of View	**Paperbacks:** The Revolution of Evelyn Serrano

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
c. Use Integration of Knowledge and Ideas to:					
i. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (for example: lighting, sound, color, or camera focus and angles in a film). (CCSS: RL.7.7)	**Additional Teaching Resources:** **Strategy Best Practices:** Teaching Compare and Contrast			**Reading Comprehension:** Compare Text Across Media: Analyzing a Reading of "O Captain! My Captain!"	
ii. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (CCSS: RL.7.9)	**Workshop 3 Lessons:** 3.20	**Page:** 163			
d. Use Range of Reading and Complexity of Text to:					
i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10)		**Pages:** 37, 57, 85, 87, 95, 96-97, 107, 157, 195, 197, 199, 205, 207, 215, 217, 255, 257, 295, 317			**Paperbacks** All Summer in a Day The Cruisers Dive: The Discovery Donner Party: A Diary of a Survivor Drama Facts of Life: Selected Stories The Great Wall of Lucy Wu King Arthur: The Story of the Sword and the Stone Looking for Red The Maze of Bones (The 39 Clues) Mercy on These Teenage Chimps Milo: Sticky Notes & Brain Freeze Moby Dick Quinceañera Means Sweet 15 The Rescuers (Ten True Tales) The Revolution of Evelyn Serrano Rules Serafina's Promise Sisters

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Stanford Wong Flunks Big Time
					Switched (My Sister the Vampire)
					eBooks
					The Adventures of Captain Underpants
					Alison's Trumpet and Other Stories
					All in a Day's Work and Other Stories
					The Band
					Battle at Little Big Horn
					Captain Underpants and the Invasion of the Incredibly Naughty Cafeteria Ladies From Outer Space
					Classic Tales of Terror
					Creatures Infest Local School!
					Destination: Everest
					The Deep (Dive Book #2)
					Echo
					The Escape
					Francisco Pizarro: Destruction of the Inca Empire
					Frankenstein
					Happy Burger
					Hear Me
					Jane Eyre
					The Killer Hairdo and Other Urban Legends
					The Lightning Thief (Percy Jackson and the Olympians)
					Love Letters and Other Stories
					Money Hungry
					One False Note
					The Orphan of Ellis Island
					Secrets of Oak Park
					Smile
					Visitors: Strange Invaders
					Wait Until Dark: Tales of Suspense
					Zero Tolerance
					AudioBooks
					Esperanza Rising
					The Mighty

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					The Outsiders Somewhere in the Darkness The Star Fisher

Prepared Graduates:
4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

Grade Level Expectation:
2. Summarize and evaluate to show understanding of informational texts.

Evidence Outcomes
Students Can:

a. Use Key Ideas and Details to:

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
i. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)	**Getting Started Lessons:** 1, 2 **Workshop 1 Lessons:** 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 1.14, 1.15, 1.18, 1.24 **Workshop 2 Lessons:** 2.4, 2.8, 2.9, 2.10, 2.12, 2.17 **Workshop 3 Lessons:** 3.3, 3.17 **Workshop 4 Lessons:** 4.3, 4.4, 4.5, 4.9, 4.14, 4.15, 4.16 **Workshop 5 Lessons:** 5.3, 5.4, 5.5, 5.8, 5.9, 5.15, 5.16, 5.18 **Workshop 6 Lessons:** 6.3, 6.11, 6.12, 6.13, 6.15, 6.16 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Making Inferences	**Pages:** 37, 57, 85, 87, 95, 96-97, 107, 157, 195, 197, 199, 205, 207, 215, 255, 257, 295, 317		**Reading Comprehension:** Critical Reading: Analyze Draw Conclusions Identifying Text Evidence Make Inferences Stretch: The Pit and the Pendulum at the Palace (Make Inferences)	**Paperbacks:** I Am Malala The Worst-Case Scenario Survive-o-pedia **eBooks:** I Mean Business! Night Sky Vanished: True Stories of the Missing

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
ii. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (CCSS: RI.7.2)	**Workshop 1 Lessons:** 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 1.11, 1.14, 1.15, 1.18, 1.24 **Workshop 2 Lessons:** 2.4, 2.8, 2.9, 2.10, 2.17 **Workshop 3 Lessons:** 3.3, 3.17, 4.3 **Workshop 4 Lessons:** 4.4, 4.5, 4.9, 4.14, 4.15, 4.16, **Workshop 5 Lessons:** 5.3, 5.4, 5.5, 5.8, 5.9, 5.15, 5.16, 5.18 **Workshop 6 Lessons:** 6.3, 6.6, 6.11, 6.12, 6.13, 6.15, 6.16 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Sequence of Events	**Pages:** 45, 48, 55, 197, 200-201, 205, 219, 311	**Reading Zone**: Segment B.1, B.3, B.5-B.8, B.10, B.12-B.15, B.17-B.25	**Reading Comprehension:** Identifying Key Ideas Reading Text Closely	**Paperbacks:** Daily Reading Log **eBooks:** Alcatraz: Prison for America's Most Wanted Vanished: True Stories of the Missing
iii. Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)	**Workshop 1 Lessons:** 1.5, 1.18, 1.24, **Workshop 4 Lessons:** 4.6, 4.8 **Workshop 6 Lessons:** 6.12			**Reading Comprehension:** People, Events, and Ideas	**Paperbacks:** Behind Rebel Lines I Am Malala **eBooks:** Reservation Superstars The Big Lie Francisco Pizarro: Destruction of the Inca Empire Gettysburg Hatshepsut: The Girl Who Became King Planting Seeds: The Story of Wangari Maathai When Birds Get Flu and Cows Go Mad!

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)	**Workshop 1 Lessons:** 1.4, 1.5, 1.8, 1.9, 1.14, 1.15, 1.24 **Workshop 2 Lessons:** 2.15	**Pages:** 39, 43, 90, 150, 202, 203, 247, 252, 302		**Reading Comprehension:** Tone **Vocabulary:** Denotation and Connotation	**eBooks:** Alcatraz: Prison for America's Most Wanted Chasing Lincoln's Killer Vanished: True Stories of the Missing
ii. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (CCSS: RI.7.5)	**Workshop 1 Lessons:** 1.9, 1.18 **Workshop 2 Lessons:** 2.6, 2.12 **Workshop 4 Lessons:** 4.14	**Pages:** 47, 95, 215, 269, 273		**Reading Comprehension:** Text Structure: Cause and Effect Text Structure: Compare and Contrast Text Structure: Description Text Structure: Problem and Solution Text Structure: Sequence	**eBooks:** Cities of the Dead When Birds Get Flu and Cows Go Mad!
iii. Describe an author's point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others. (CCSS: RI.7.6)	**Workshop 1 Lessons:** 1.9 **Workshop 2 Lessons:** 2.14 **Workshop 4 Lessons:** 4.10 **Workshop 5 Lessons:** 5.6 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Author's Purpose Teaching Point of View	**Pages:** 103, 105, 107, 208-209, 250-251, 313	**Reading Zone**: Segments B.2-B.11, B.13, B.15-B.16, B.18, B.20-B.21, B.24-B.25	**Reading Comprehension:** Analyze the Development of Point of View Identify Author's Purpose	
c. Use Integration of Knowledge and Ideas to:					
i. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (for example: how the delivery of a speech affects the impact of the words). (CCSS: RI.7.7)	**Workshop 4 Lessons:** 4.16			**Reading Comprehension:** Compare Text Across Media: California's Water Crisis in Video and Print	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
ii. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (CCSS: RI.7.8)	**Workshop 1 Lessons:** 1.8 **Workshop 2 Lessons:** 2.5	**Page:** 87		**Reading Comprehension:** Critical Reading: Evaluate	**eBooks:** Don't Try This at Home: Famous Daredevils Great Debates: Sports Issues: Fair or Foul? UFOs: Fact or Fiction?
iii. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (CCSS: RI.7.9)	**Workshop 5 Lessons:** 5.17, 6.14 **Workshop 6 Lessons:** 6.14			**Reading Comprehension:** Critical Reading: Synthesize Identifying Evidence Across Texts	
d. Use Range of Reading and Complexity of Text to:					
i. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.7.10)	**Workshop 1 Lessons:** 1.23	**Pages:** 34-35, 36-39, 44-47, 54-55, 56-57, 84-87, 92-95, 102-103, 104-107, 108-109, 130-131, 156-157, 194-195, 196-199, 204-207, 214-217, 218-219, 244-245, 246-249, 254-257, 266-269, 272-273, 294-295, 308-313, 316-317			**Paperbacks** Against the Odds: True Teen Stories Behind Rebel Lines Belly-Busting Worm Invasions! I Am Malala National Geographic Kids: Everything Soccer The Rescuers (Ten True Tales) Reservation Superstars Stealing Home: The Story of Jackie Robinson Tales From the Top of the World The Worst-Case Scenario Survive-o-pedia Final Projects Daily Reading Log **eBooks** Alcatraz: Prison for America's Most Wanted The Big Lie Chasing Lincoln's Killer Cities of the Dead Danger Is My Business: The World's Most Dangerous Jobs Don't Try This at Home: Famous

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Daredevils False! Popular Myths Debunked Gettysburg Great Debates: Sports Issues: Fair or Foul? Hatshepsut: The Girl Who Became King I Mean Business! Killer Wallpaper Night Sky Planting Seeds: The Story of Wangari Maathai Typhoid Mary: The Most Dangerous Woman in America UFOs: Fact or Fiction? Vanished: True Stories of the Missing When Birds Get Flu and Cows Go Mad!

Prepared Graduates:
5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Grade Level Expectation:
3. Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.

Evidence Outcomes
Students Can:

a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.7.4)

i. Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)	**Workshop 1 Lessons:** 1.2, 1.4, 1.5, 1.9, 1.14, 1.15, 1.16	**Pages:** 39, 43, 90, 91, 150, 202, 247, 252, 302	**Reading Zone**: Segments B.1-B.25	**Vocabulary:** Context Clues: Definition and Example Synonyms and Antonyms Unfamiliar Words	Although direct instruction in using context is not present in the Independent Reading component, students use context to determine the meanings of unfamiliar words as they read each independent reading text.

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
ii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: *belligerent, bellicose, rebel*). (CCSS: L.7.4b)	**Workshop 1 Lessons:** 1.7 **Workshop 2 Lessons:** 2.7, 2.12, **Workshop 4 Lessons:** 4.7 **Workshop 5 Lessons:** 5.7 **Workshop 6 Lessons:** 6.7	**Pages:** 42, 92, 150, 202, 252, 294, 295, 302		**Vocabulary:** Greek Roots Latin Roots Word Origins	
iii. Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.7.4c)	**Workshop 1 Lessons:** 1.7 **Workshop 5 Lessons:** 5.7	**Pages:** 91, 253		**Vocabulary:** Using a Dictionary Using a Thesaurus	
iv. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)	**Workshop 1 Lessons:** 1.7 **Workshop 5 Lessons:** 5.7	**Pages:** 91, 253		**Vocabulary:** Using a Dictionary Using a Thesaurus	
b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.7.5)					
i. Interpret figures of speech (for example: literary, biblical, and mythological allusions) in context. (CCSS: L.7.5a)		**Page:** 59	**Reading Zone**: Segments B.1-B.25	**Language:** Figurative Language	
ii. Use the relationship between particular words (for example: synonym/antonym, analogy) to better understand each of the words. (CCSS: L.7.5b)				**Vocabulary:** Antonyms Synonyms	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: *refined, respectful, polite, diplomatic, condescending*). (CCSS: L.7.5c)	**Workshop 1 Lessons:** 1.16 **Workshop 2 Lessons:** 2.15 **Workshop 4 Lessons:** 4.17, 4.18	**Page:** 203		**Vocabulary:** Antonyms Synonyms Denotation and Connotation	
c. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)	**Getting Started Lessons:** 4, 5, 6, 7, 8, 9 **Workshop 1 Lessons:** 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.11, 1.12, 1.13, 1.19, 1.20, 1.21 **Workshop 2 Lessons:** 2.1, 2.2, 2.8, 2.11, 2.13, 2.20, 2.21, 2.22, 2.23, 2.24 **Workshop 3 Lessons:** 3.2, 3.14, 3.15, 3.16, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26, 3.27 **Workshop 4 Lessons:** 4.2, 4.11, 4.12, 4.13, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25 **Workshop 5 Lessons:** 5.2, 5.6, 5.10, 5.11, 5.12, 5.13, 5.17, 5.19, 5.22, 5.23, 5.24, 5.25 **Workshop 6 Lessons:** 6.2, 6.4, 6.8, 6.9, 6.10, 6.14, 6.16, 6.18, 6.19, 6.20, 6.21, 6.22 **Interim Performance Tasks:** 1-5 **End-of-Year Performance Tasks:** 1-5	**Pages:** 30, 33, 34, 36, 38, 44, 46, 53, 54, 56, 58, 78, 81, 82, 84, 86, 92, 94, 101, 102, 104, 106, 108, 126, 129, 133, 134, 136, 138, 140, 142, 144, 146, 148, 155, 156, 158, 160, 190, 193, 194, 196, 198, 204, 205, 206, 213, 214, 216, 218, 219, 220, 240, 243, 244, 246, 248, 254, 256, 261, 262, 266, 268, 272, 290, 293, 294, 296, 298, 307,	**Language Zone**: Segments B.1-B.25	**Language:** Concept Builder Pronunciation and Expression	Each Independent Reading text supports students' acquisition of general and domain-specific words and phrases.

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
		308, 310, 312, 316, 342-365			

Standard 3. Writing and Composition

Prepared Graduates:
6. Craft arguments using techniques specific to the genre.

Grade Level Expectation:
1. Write well-organized arguments using logical reasons, relevant and credible evidence, acknowledgement of opposing claims, clear language, and formal style.

Evidence Outcomes
Students Can:

| a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.7.1)
i. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. (CCSS: W.7.1a)
ii. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS: W.7.1b)
iii. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (CCSS: W.7.1c)
iv. Establish and maintain a formal style. (CCSS: W.7.1d)
v. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.7.1e) | **Workshop 2 Lessons:**
2.11, 2.18, 2.19, 2.20, 2.21, 2.22
Workshop 6 Lessons:
6.8, 6.16, 6.17, 6.18, 6.19, 6.20
End-of-Year Performance Tasks:
1, 2, 3, 4, 5, 6 | **Pages:**
98, 99, 110-119, 304, 305, 318-327, 387 | **Writing Zone**:
Segments B.2-B.5, B.7, B.9-B.11, B.13-B.18, B.20, B.22-B.25
Argument Writing Rubrics: 4pt, 6pt
Rate Your Argument Essay | **Speaking and Listening:**
Writing Prompts: Argument Essay
Writing:
Argument
Argument Essay
Argument Writing Rubrics
Writing a Review
Writing: Skill Builder:
Choosing Important Details
Structuring an Argument
Supporting Reasons
Creating a Topic Sentence | Students have the opportunity to recommend selections to classmates. |

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Prepared Graduates: 7. Craft informational/explanatory texts using techniques specific to the genre.					
Grade Level Expectation: 2. Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.					
Evidence Outcomes Students Can:					
b. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2) i. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a) ii. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b) iii. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c) iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d) v. Establish and maintain a formal style. (CCSS: W.7.2e) vi. Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23	**Pages:** 98, 99, 110-119, 304, 305, 318-327, 387	**Writing Zone**: Segment B.2-B.3, B.4, B.6-B-9, B.12-B.14, B.16-B.23, B.25 Informative Writing Rubrics: 4pt, 6pt Rate Your Informative Essay	**Writing:** Cause-and-Effect Paragraph Compare-and-Contrast Paragraph Content-Area Paragraph Descriptive Essay Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics News Article **Writing: Skill Builder:** Choosing Important Details Creating a Topic Sentence Formal and Informal Language Targeting Tired Words Using Precise Adjectives Using Synonyms Using Transition Words	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Prepared Graduates: 8. Craft narratives using techniques specific to the genre.					
Grade Level Expectation: 3. Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.					
Evidence Outcomes Students Can:					
c. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3) i. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.7.3a) ii. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.7.3b) iii. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.7.3c) iv. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS: W.7.3d) v. Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e) vi. Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme,	**Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23	Pages: 258, 259, 274-283, 388, 391	Writing Zone: Segment B.5-B.7, B.10-B.12, B.15, B.19, B.21, B.24 Narrative Writing Rubrics: 4pt, 6pt Rate Your Narrative	Speaking and Listening: Writing Prompts: Narrative Essay Personal Narrative Writing: Character Sketch Historical Narrative Narrative Essay Narrative Writing Rubrics Personal Narrative Realistic Narrative Writing: Skill Builder: Adding Character Details Describing Story Elements Sequencing Events Using Dialogue Using Precise Adjectives Using Transition Words	

2020 Colorado Academic Standards, Grade 7	**Digital Teacher's Edition**	*ReaL Book*	**Student App**	**Resources for Differentiated Instruction**	**Independent Reading**
repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.					
Prepared Graduates:					
9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.					
Grade Level Expectation:					
4. Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics and that its style is appropriate to task, purpose, and audience.					
Evidence Outcomes Students Can:					
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)					
i. Explain the function of phrases and clauses in general and their function in specific sentences. (CCSS: L.7.1a) ii. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b) iii. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (CCSS: L.7.1c)				**Grammar and Conventions:** Combining Sentences with Prepositional Phrases Choosing Concise Words and Phrases Choosing Sentence Structure Coordinating and Subordinating Conjunctions	
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.7.2) a. Use a comma to separate coordinate coordinate adjectives. (for example: *It was a fascinating, enjoyable movie* but not *He wore and old[,] green shirt*). (CCSS: L.7.2a) b. Correctly spell frequently used words and consult reference materials (for example,				**Grammar and Conventions:** Punctuating Pauses, Breaks, and Omissions in Text **Foundational Skills:** Spelling Routines **Spelling:** More Unaccented Vowels Spelling: Spelling Short Vowel Sounds Spelling Story: Letter Pairs Student Resource Practice Page	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequently used vocabulary. (adapted from CCSS: L.7.2b)				Word Chain: Vowels Build Words: Consonant Blends Double Consonants Look Out: Letter Sequence Missing Letters More Missing Letters Reversed Letters Unaccented Vowels	
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3) i. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)				**Grammar and Conventions:** Choosing Concise Words and Phrases **Language:** Synonyms: Use Precise Language Precise Language: Emotions **Writing: Skill Builder:** Using Precise Adjectives	
d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 258, 259, 274-283, 388, 391	**Writing Zone**: Segment B.5-B.25	**Writing:** Argument Argument Essay Business Letter Cause-and-Effect Paragraph Character Sketch Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Conduct an Investigation Content-Area Paragraph Describing a Person Describing a Setting Descriptive Essay Fantasy Features of a Research Paper Fictional Narrative Finding and Recording Information Haiku	Quick Writes

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
				Historical Narrative Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics Introduction: Using the *Writing Support and Extend* Resources Literary Analysis Literary Analysis Rubrics Narrative Essay Narrative Writing Rubrics News Article Opinion Essay Organizing Information and Notes Peer Feedback and Self-Evaluation Frames Personal Narrative Planning a Response Realistic Narrative Reference & Research: Conduct an Investigation Research Paper Rubrics Résumé	
e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.7.5)	**Workshop 1 Lessons:** 1.19, 1.20, 1.21 **Workshop 2 Lessons:** 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.20, 5.21, 5.22, 5.23	**Page:** 386		**Writing:** Revision Checklist Revision Rubric Peer Feedback and Self-Evaluation Frames Argument Writing Rubrics Informative Writing Rubrics Narrative Writing Rubrics	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	Workshop 6 Lessons: 6.17, 6.18, 6.19, 6.20				
f. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (CCSS: W.7.6)		**Pages:** 176-177, 286-287			
g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS: W.7.10)	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 39, 45, 55, 57, 59, 62-71, 93, 107, 109, 135, 139, 143, 145, 147, 157, 164-173, 197, 205, 215, 219, 221, 224-233, 255, 263, 267, 273, 274-283,297, 309, 313, 317, 387, 388	**Writing Zone**: Segment B.5-B.25	**Writing:** Argument Argument Essay Business Letter Cause-and-Effect Paragraph Character Sketch Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Conduct an Investigation Content-Area Paragraph Describing a Person Describing a Setting Descriptive Essay Fantasy Features of a Research Paper Fictional Narrative Finding and Recording Information Haiku Historical Narrative Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics	Quick Writes

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
				Introduction: Using the *Writing Support and Extend* Resources Literary Analysis Literary Analysis Rubrics Narrative Essay Narrative Writing Rubrics News Article Opinion Essay Organizing Information and Notes Peer Feedback and Self-Evaluation Frames Personal Narrative Planning a Response Realistic Narrative Reference & Research: Conduct an Investigation Research Paper Rubrics Résumé	
Standard 4. Research Inquiry and Design					
Prepared Graduates: 10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.					
Grade Level Expectation: 1. Pose research questions, synthesize answers from multiple credible resources, and present conclusions in an appropriate format.					
Evidence Outcomes Students Can:					
a. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (CCSS: W.7.7)	**Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 178-187, 332-341, 389		**Writing:** Choosing and Narrowing a Topic Conduct an Investigation Finding and Recording Information Organizing Information and Notes Research Paper Rubrics Reference & Research: Conduct an Investigation	

2020 Colorado Academic Standards, Grade 7	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
b. Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)	**Workshop 1 Lessons:** 1.23 **Workshop 2 Lessons:** 2.23 **Workshop 3 Lessons:** 3.26 **Workshop 4 Lessons:** 4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:** 6.21 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6			**Writing:** Skill Builder: Using Citations Finding and Recording Information Organizing Information and Notes	
c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9) i. Apply *grade 7 Reading standards* to literature (for example: "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). (CCSS: W.7.9a) ii. Apply *grade 7 Reading standards* to literary nonfiction. (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)	**Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25 **Workshop 4 Lessons:** 4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:** 6.21			**Writing:** Choosing and Narrowing a Topic Finding and Recording Information Organizing Information and Notes **Reading Comprehension:** Critical Reading: Evaluate	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Standard 1. Oral Expression and Listening					
<u>Prepared Graduates:</u> 1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.					
<u>Grade Level Expectation:</u> 1. Engage in effective collaborative discussions and analyze information presented.					
<u>Evidence Outcomes</u> Students Can:					
a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8* topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1) i. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a) ii. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b) iii. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c) iv. Acknowledge new information expressed by	**Getting Started Lessons:** 1-9 **Workshop 1 Lessons:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23 **Workshop 2 Lessons:** 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24 **Workshop 3 Lessons:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.25, 3.26 **Workshop 4 Lessons:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10, 4.11, 4.13, 4.14, 4.15, 4.16, 4.17, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24 **Workshop 5 Lessons:** 5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.9, 5.10, 5.12, 5.13, 5.14, 5.15, 5.16, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23, 5.24 **Workshop 6 Lessons:** 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.8, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15,	**Pages:** 31, 79, 127, 191, 241, 291		**Speaking and Listening:** Collaborative Discussion Academic Discussion	

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others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)	6.16, 6.17, 6.18, 6.19, 6.20, 6.21 **Interim Performance Tasks:** 1-4 **End-of-Year Performance Tasks:** 1-5				
b. Analyze the purpose of information presented in diverse media and formats (for example: visually, quantitatively, orally) and evaluate the motives (for example: social, commercial, political) behind its presentation. (CCSS: SL.8.2)	**Getting Started Lessons:** 4 **Workshop 1 Lessons:** 1.1, 1.2, **Workshop 2 Lessons:** 2.1 **Workshop 3 Lessons:** 3.1 **Workshop 4 Lessons:** 4.1 **Workshop 5 Lessons:** 5.1 **Workshop 6 Lessons:** 6.1	**Pages:** 30, 78, 126, 190, 240, 290			
c. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (CCSS: SL.8.3)	The Think-Pair-Share Routine and the Academic Discussion Routine provide opportunities to address this standard.			**Speaking and Listening:** Evaluating a Persuasive Speech Evaluating Evidence in a Persuasive Speech Identifying Claims and Evidence	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Prepared Graduates: 2. Deliver effective oral presentations for varied audiences and varied purposes.					
Grade Level Expectation: 2. Develop organized presentations incorporating key details and claims while tailored for purpose and audience.					
Evidence Outcomes Students Can:					
a. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)	**Workshop 2 Lessons:** 2.17, 2.23 **Workshop 3 Lessons:** 3.26 **Workshop 4 Lessons:** 4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:** 6.21 **Interim Performance Tasks:** 5			**Speaking and Listening:** Presenting a Persuasive Speech Presenting an Argument Essay	
b. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (CCSS: SL.8.5)	**Workshop 1 Lessons:** 1.23 **Interim Performance Tasks:** 5 **End-of-Year Performance Tasks:** 5, 6			**Speaking and Listening:** Media Outline	
c. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.8.6)	**Getting Started Lessons:** 5 **Workshop 1 Lessons:** 1.1 **Workshop 2 Lessons:** 2.17, 2.23 **Workshop 3 Lessons:** 3.1, 3.26 **Workshop 4 Lessons:** 4.1, 4.24			**Speaking and Listening:** Using Appropriate Language **Writing: Skill Builder:** Formal and Informal Language	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	Workshop 5 Lessons: 5.1, 5.24 **Workshop 6 Lessons:** 6.1, 6.21				
Standard 2. Reading for All Purposes					
Prepared Graduates: 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 1. Analyze and evaluate literary elements and an author's choices to understand literary text.					
Evidence Outcomes Students Can:					
a. Use Key Ideas and Details to:					
i. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)	**Workshop 1 Lessons:** 1.16, 1.17, 1.24 **Workshop 2 Lessons:** 2.3 **Workshop 3 Lessons:** 3.7, 3.18, 3.19 **Workshop 5 Lessons:** 5.13, 5.14 **Workshop 6 Lessons:** 6.4, 6.5	**Pages:** 83, 135, 137, 141, 143,145, 147, 149, 159, 161, 263, 264-265, 297, 299		**Reading Comprehension:** Critical Reading: Analyze Draw Conclusions Read for Detail Identifying Text Evidence Reading Text Closely	**Paperbacks:** All Summer in a Day Dive: The Discovery Donner Party: A Diary of a Survivor Drama The Great Wall of Lucy Wu King Arthur: The Story of the Sword and the Stone Looking for Red The Maze of Bones (The 39 Clues) Mercy on These Teenage Chimps Milo: Sticky Notes & Brain Freeze The Rescuers (Ten True Tales) The Revolution of Evelyn Serrano Rules Stanford Wong Flunks Big Time Switched (My Sister the Vampire) Daily Reading Log **eBooks:** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories The Band Battle at Little Big Horn Captain Underpants and the Invasion of the Incredibly Naughty Cafeteria

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Ladies From Outer Space Classic Tales of Terror Creatures Infest Local School! Destination: Everest The Deep (Dive Book #2) Echo The Escape Frankenstein Happy Burger Hear Me The Killer Hairdo and Other Urban Legends Money Hungry One False Note The Orphan of Ellis Island Secrets of Oak Park Smile Visitors: Strange Invaders Wait Until Dark: Tales of Suspense Zero Tolerance **Audiobooks:** Esperanza Rising The Mighty The Outsiders Somewhere in the Darkness The Star Fisher
ii. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (CCSS: RL.8.2)	**Workshop 1 Lessons:** 1.16, 1.17, 1.24 **Workshop 3 Lessons:** 3.4, 3.12, 3.20 **Workshop 5 Lessons:** 5.19 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Plot Teaching Plot Devices Teaching Setting Teaching Summarizing	**Pages:** 60-61, 83, 133, 135, 137, 141, 143, 145, 147, 149, 159, 161, 263, 264-265, 297, 299, 300-301	**Reading Zone**: Segments B.1 - B.25	**Reading Comprehension:** Analyze Theme Problem and Solution Reading Text Closely Summarize	**Paperbacks:** All Summer in a Day The Cruisers Drama Facts of Life: Selected Stories King Arthur: The Story of the Sword and the Stone Looking for Red Mercy on These Teenage Chimps Milo: Sticky Notes & Brain Freeze Moby Dick Quinceañera Means Sweet 15 Rules Serafina's Promise Sisters

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	Teaching Theme				Switched (My Sister the Vampire) Daily Reading Log **eBooks:** The Adventures of Captain Underpants Alison's Trumpet and Other Stories All in a Day's Work and Other Stories The Band Battle at Little Big Horn Classic Tales of Terror Creatures Infest Local School! The Escape Frankenstein Happy Burger Jane Eyre The Killer Hairdo and Other Urban Legends The Lightning Thief (Percy Jackson and the Olympians) Love Letters and Other Stories Secrets of Oak Park Smile Visitors: Strange Invaders **Audiobooks:** Somewhere in the Darkness The Star Fisher
iii. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (CCSS: RL.8.3)	**Workshop 1 Lessons:** 1.24 **Workshop 3 Lessons:** 3.4, 3.5, 3.6, 3.8, 3.9, 3.10, 3.11, 3.20 **Workshop 6 Lessons:** 6.5 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Character	**Pages:** 132-133, 141, 147		**Reading Comprehension:** Analyze Character Analyze Plot Plot Device: Dialogue Problem and Solution Read Drama	**Paperbacks:** Dive: The Discovery Drama Facts of Life: Selected Stories The Great Wall of Lucy Wu Looking for Red The Maze of Bones (The 39 Clues) Mercy on These Teenage Chimps Rules Sisters Stanford Wong Flunks Big Time Final Projects **eBooks:** Alison's Trumpet and Other Stories

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					The Band Destination: Everest The Deep (Dive Book #2) Echo Hear Me Love Letters and Other Stories Money Hungry One False Note Zero Tolerance **Audiobooks:** Esperanza Rising The Mighty
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.8.4)	**Workshop 1 Lessons:** 1.16, 1.24 **Workshop 3 Lessons:** 3.7, 3.18 **Workshop 4 Lessons:** 4.18 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Figurative Language Teaching Tone and Mood	**Pages:** 39, 43, 90, 150, 202, 203, 247, 252, 302		**Vocabulary:** Denotation and Connotation	**Paperbacks:** The Great Wall of Lucy Wu
ii. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (CCSS: RL.8.5)	**Workshop 3 Lessons:** 3.5, 3.6, 3.10, 3.11, 3.19 **Workshop 5 Lessons:** 5.13, **Workshop 6 Lessons:** 6.4 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Compare and Contrast	**Pages:** 162-163	**Reading Zone**: Segment B.2**,** B.4**,** B.5, B.12 - B.14, B.18, B.19**,** B.21, B.22, B.23	**Reading Comprehension:** Compare and Contrast: Text Structures Compare Text Across Media: Centers for Disease Control and Promoting Global Health Compare Text Across Media: To the Top of Dawn Wall Critical Reading: Synthesize Read Across Texts	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
iii. Analyze how differences in the points of view of the characters and the audience or reader (for example: created through the use of dramatic irony) create such effects as suspense or humor. (CCSS: RL.8.6)	**Workshop 4 Lessons:** 4.10 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Point of View	**Page:** 133	**Reading Zone**: Segments B.2 - B.11, B.13, B.15, B.16, B.18, B.20, B.21, B.24, B.25	**Reading Comprehension:** Analyze the Development of Point of View Critical Reading: Analyze Figurative Language: Irony Plot Device: Suspense	**Paperbacks:** The Maze of Bones (The 39 Clues)
c. Use Integration of Knowledge and Ideas to:					
i. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. (CCSS: RL.8.7)	**Additional Teaching Resources:** **Strategy Best Practices:** Teaching Compare and Contrast			**Reading Comprehension:** Compare Text Across Media: Analyzing a Reading of "O Captain! My Captain!"	
ii. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (CCSS: RL.8.9)	**Workshop 3 Lessons:** 3.20	**Page:** 163		**Reading Comprehension:** Compare and Contrast: Texts in Different Genres Read Across Texts Universal Theme	
d. Use Range of Reading and Complexity of Text to:					
i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently. (CCSS: RL.8.10)		**Pages:** 59, 82-83, 134-149, 158-162, 220-221, 262-263, 296-299 221			**Paperbacks** All Summer in a Day The Cruisers Dive: The Discovery Donner Party: A Diary of a Survivor Drama Facts of Life: Selected Stories The Great Wall of Lucy Wu King Arthur: The Story of the Sword and the Stone Looking for Red The Maze of Bones (The 39 Clues) Mercy on These Teenage Chimps Milo: Sticky Notes & Brain Freeze Moby Dick

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					Quinceañera Means Sweet 15
					The Rescuers (Ten True Tales)
					The Revolution of Evelyn Serrano
					Rules
					Serafina's Promise
					Sisters
					Stanford Wong Flunks Big Time
					Switched (My Sister the Vampire)
					eBooks
					The Adventures of Captain Underpants
					Alison's Trumpet and Other Stories
					All in a Day's Work and Other Stories
					The Band
					Battle at Little Big Horn
					Captain Underpants and the Invasion of the Incredibly Naughty Cafeteria Ladies From Outer Space
					Classic Tales of Terror
					Creatures Infest Local School!
					Destination: Everest
					The Deep (Dive Book #2)
					Echo
					The Escape
					Francisco Pizarro: Destruction of the Inca Empire
					Frankenstein
					Happy Burger
					Hear Me
					Jane Eyre
					The Killer Hairdo and Other Urban Legends
					The Lightning Thief (Percy Jackson and the Olympians)
					Love Letters and Other Stories
					Money Hungry
					One False Note
					The Orphan of Ellis Island
					Secrets of Oak Park
					Smile

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					Visitors: Strange Invaders Wait Until Dark: Tales of Suspense Zero Tolerance **AudioBooks** Esperanza Rising The Mighty The Outsiders Somewhere in the Darkness The Star Fisher

Prepared Graduates:
4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

Grade Level Expectation:
2. Analyze and evaluate an author's choices to understand informational text.

Evidence Outcomes
Students Can:

a. Use Key Ideas and Details to:

| i. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1) | **Getting Started Lessons:**
1, 2
Workshop 1 Lessons:
1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 1.14, 1.15, 1.18, 1.24
Workshop 2 Lessons:
2.4, 2.8, 2.9, 2.10, 2.12, 2.17
Workshop 3 Lessons:
3.3, 3.17
Workshop 4 Lessons:
4.3, 4.4, 4.5, 4.9, 4.14, 4.15, 4.16
Workshop 5 Lessons:
5.3, 5.4, 5.5, 5.8, 5.9, 5.15, 5.16, 5.18
Workshop 6 Lessons:
6.3, 6.11, 6.12, 6.13, 6.15, 6.16
Additional Teaching Resources:
Strategy Best Practices:
Teaching Making Inferences | **Pages:**
37, 57, 85, 87, 95, 96-97, 107, 157, 195, 197, 199, 205, 207, 215, 217, 255, 257, 295, 317 | | **Reading Comprehension:**
Critical Reading: Analyze
Draw Conclusions
Identifying Text Evidence
Make Inferences
Stretch: The Pit and the Pendulum at the Palace (Make Inferences) | **Paperbacks:**
Against the Odds: True Teen Stories
Behind Rebel Lines
I Am Malala
National Geographic Kids: Everything Soccer
Reservation Superstars
Stealing Home: The Story of Jackie Robinson
Tales From the Top of the World
The Worst-Case Scenario Survive-o-pedia
eBooks:
Alcatraz: Prison for America's Most Wanted
The Big Lie
Chasing Lincoln's Killer
Danger Is My Business: The World's Most Dangerous Jobs
Don't Try This at Home: Famous Daredevils
Francisco Pizarro: Destruction of the Inca Empire
Gettysburg |

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					Great Debates: Sports Issues: Fair or Foul? I Mean Business! Night Sky Planting Seeds: The Story of Wangari Maathai Typhoid Mary: The Most Dangerous Woman in America UFOs: Fact or Fiction? Vanished: True Stories of the Missing When Birds Get Flu and Cows Go Mad!
ii. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (CCSS: RI.8.2)	**Workshop 1 Lessons:** 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 1.11, 1.14, 1.15, 1.18, 1.24 **Workshop 2 Lessons:** 2.4, 2.8, 2.9, 2.10, 2.17 **Workshop 3 Lessons:** 3.3, 3.17 **Workshop 4 Lessons:** 4.3, 4.4, 4.5, 4.9, 4.14, 4.15, 4.16 **Workshop 5 Lessons:** 5.3, 5.4, 5.5, 5.8, 5.9, 5.15, 5.16, 5.18 **Workshop 6 Lessons:** 6.3, 6.6, 6.11, 6.12, 6.13, 6.15, 6.16 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Sequence of Events	**Pages:** 45, 48, 55, 197, 200-201, 205, 219, 311	**Reading Zone**: Segments B.1 - B.25	**Reading Comprehension:** Central Idea and Details Identifying Key Ideas Reading Text Closely Summarize	**Paperbacks:** Against the Odds: True Teen Stories Belly-Busting Worm Invasions! National Geographic Kids: Everything Soccer Stealing Home: The Story of Jackie Robinson Tales From the Top of the World The Worst-Case Scenario Survive-o-pedia Final Projects Daily Reading Log **eBooks:** The Big Lie Cities of the Dead Danger Is My Business: The World's Most Dangerous Jobs Don't Try This at Home: Famous Daredevils False! Popular Myths Debunked Gettysburg Hatshepsut: The Girl Who Became King I Mean Business! Killer Wallpaper Planting Seeds: The Story of Wangari Maathai Typhoid Mary: The Most Dangerous

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Woman in America UFOs: Fact or Fiction? Vanished: True Stories of the Missing When Birds Get Flu and Cows Go Mad!
iii. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (for example: through comparisons, analogies, or categories). (CCSS: RI.8.3)	**Workshop 1 Lessons:** 1.5, 1.18, 1.24 **Workshop 4 Lessons:** 4.6, 4.8 **Workshop 6 Lessons:** 6.12			**Reading Comprehension:** Cause and Effect People, Events, and Ideas	**eBooks:** Alcatraz: Prison for America's Most Wanted Francisco Pizarro: Destruction of the Inca Empire When Birds Get Flu and Cows Go Mad!
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)	**Workshop 1 Lessons:** 1.4, 1.5, 1.8, 1.9, 1.14, 1.15, 1.24 **Workshop 2 Lessons:** 2.15	**Pages:** 39, 43, 90, 150, 202, 203, 247, 252, 302		**Vocabulary:** Denotation and Connotation	**eBooks:** Chasing Lincoln's Killer
ii. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (CCSS: RI.8.5)	**Workshop 1 Lessons:** 1.9, 1.18 **Workshop 2 Lessons:** 2.6, 2.9, 2.12 **Workshop 4 Lessons:** 4.14	**Pages:** 47, 95, 215, 269, 273		**Reading Comprehension:** Analyzing Text Features in Advertisement Cause and Effect Read Text Features in Context	**Paperbacks:** Tales From the Top of the World **eBooks:** Alcatraz: Prison for America's Most Wanted Chasing Lincoln's Killer Cities of the Dead Vanished: True Stories of the Missing When Birds Get Flu and Cows Go Mad!

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iii. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (CCSS: RI.8.6)	**Workshop 1 Lessons:** 1.9 **Workshop 2 Lessons:** 2.14 **Workshop 4 Lessons:** 4.10 **Workshop 5 Lessons:** 5.6, **Workshop 6 Lessons:** 6.16 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Author's Purpose Teaching Point of View	**Pages:** 103, 105, 107, 208-209, 250-251, 313	**Reading Zone**: Segments B.2 - B.11, B.13, B.15, B.16, B.18, B.20, B.21, B.24, B.25	**Reading Comprehension:** Claim and Counterclaim Evaluate Author's Viewpoint Identify Author's Purpose	
c. Use Integration of Knowledge and Ideas to:					
i. Evaluate the advantages and disadvantages of using different mediums (for example: print or digital text, video, multimedia) to present a particular topic or idea. (CCSS: RI.8.7)	**Workshop 4 Lessons:** 4.16			**Reading Comprehension:** Compare Text Across Media: Introducing Literacy Texts Compare Text Across Media: Malala Yousafzai's Address to the United Nations Compare Text Across Media: To the Top of Dawn Wall	
ii. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (CCSS: RI.8.8)	**Workshop 1 Lessons:** 1.8 **Workshop 2 Lessons:** 2.5	**Page:** 87		**Reading Comprehension:** Critical Reading: Evaluate Evaluate Sources and Evidence Fact and Opinion Identify Persuasion and Propaganda	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
iii. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (CCSS: RI.8.9)	**Workshop 5 Lessons:** 5.17 **Workshop 6 Lessons:** 6.14			**Reading Comprehension:** Compare and Contrast: Presentation of Events by Two Authors Critical Reading: Synthesize Evaluate Author's Viewpoint Identifying Evidence Across Texts	
d. Use Range of Reading and Complexity of Text to:					
i. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently. (CCSS: RI.8.10)		**Pages:** 34-35, 36-39, 44-47, 54-55, 56-57, 84-87, 92-95, 102-103, 104-107, 108-109, 130-131, 156-157, 194-195, 196-199, 204-207, 214-217, 218-219, 244-245, 246-249, 254-257, 266-269, 272-273, 294-295, 308-313, 316-317			**Paperbacks** Against the Odds: True Teen Stories Behind Rebel Lines Belly-Busting Worm Invasions! I Am Malala National Geographic Kids: Everything Soccer The Rescuers (Ten True Tales) Reservation Superstars Stealing Home: The Story of Jackie Robinson Tales From the Top of the World The Worst-Case Scenario Survive-o-pedia Final Projects Daily Reading Log **eBooks** Alcatraz: Prison for America's Most Wanted The Big Lie Chasing Lincoln's Killer Cities of the Dead Danger Is My Business: The World's Most Dangerous Jobs Don't Try This at Home: Famous Daredevils False! Popular Myths Debunked Gettysburg Great Debates: Sports Issues: Fair or Foul? Hatshepsut: The Girl Who Became

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					King I Mean Business! Killer Wallpaper Night Sky Planting Seeds: The Story of Wangari Maathai Typhoid Mary: The Most Dangerous Woman in America UFOs: Fact or Fiction? Vanished: True Stories of the Missing When Birds Get Flu and Cows Go Mad!

Prepared Graduates:

5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Grade Level Expectation:

3. Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.

Evidence Outcomes
Students Can:

a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.8.4)

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i. Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)	**Workshop 1 Lessons:** 1.2, 1.4, 1.5, 1.9, 1.14, 1.15, 1.16	**Pages:** 39, 43, 90, 91, 150, 202, 247, 252, 302	**Reading Zone:** Segments B.1 - B.25	**Vocabulary:** Context Clues: Definition and Example Synonyms and Antonyms Unfamiliar Words	Although direct instruction in using context is not present in the Independent Reading component, students use context to determine the meanings of unfamiliar words as they read each independent reading text.
ii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: *precede, recede, secede*). (CCSS: L.8.4b)	**Workshop 1 Lessons:** 1.7 **Workshop 2 Lessons:** 2.7, 2.12, **Workshop 4 Lessons:** 4.7 **Workshop 5 Lessons:** 5.7 **Workshop 6 Lessons:** 6.7	**Pages:** 42, 92, 150, 202, 252, 294, 295, 302		**Vocabulary:** Greek Roots Latin Roots Word Origins	

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iii. Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.8.4c)	**Workshop 1 Lessons:** 1.7 **Workshop 5 Lessons:** 5.7	**Pages:** 91, 253		**Vocabulary:** Using a Dictionary Using a Thesaurus	
iv. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)	**Workshop 1 Lessons:** 1.7 **Workshop 5 Lessons:** 5.7	**Pages:** 91, 253		**Vocabulary:** Using a Dictionary Using a Thesaurus	
a. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.8.5)					
i. Interpret figures of speech (e.g. verbal irony, puns) in context. (CCSS: L.8.5a)		**Page:** 59	**Reading Zone**: Segments B.1-B.25	**Language:** Figurative Language	
ii. Use the relationship between particular words to better understand each of the words. (CCSS: L.8.5b)				**Vocabulary:** Antonyms Synonyms	
iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: *bullheaded, willful, firm, persistent, resolute*). (CCSS: L.8.5c)	**Workshop 1 Lessons:** 1.16 **Workshop 2 Lessons:** 2.15 **Workshop 4 Lessons:** 4.17, 4.18	**Page:** 203		**Language:** Figurative Language **Vocabulary:** Denotation and Connotation	
c. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)	**Getting Started Lessons:** 1, 4, 5 **Workshop 1 Lessons:** 1.1, 1.2, 1.3, 1.4, 1.10, 1.11, 1.17, 1.2, 1.24 **Workshop 2 Lessons:** 2.1, 2.2, 2.3, 2.9, 2.10, 2.15, 2.16,	**Pages:** 30, 33, 34, 36, 38, 44, 46, 53, 54, 56, 58, 78, 81, 82, 84, 86, 92, 94, 101, 102, 104, 106,	**Language Zone**: Segments B.1 - B.25	**Language:** Concept Builder Pronunciation and Expression	Each Independent Reading text supports students' acquisition of general and domain-specific words and phrases.

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	2.2, 2.24 **Workshop 3 Lessons:** 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.9, 3.10, 3.14, 3.15, 3.2, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.1, 4.3, 4.4, 4.6, 4.8, 4.11, 4.21, 4.23, 4.25 **Workshop 5 Lessons:** 5.1, 5.2, 5.3, 5.4, 5.6, 5.9, 5.10, 5.17, 5.19, 5.2, 5.23 **Workshop 6 Lessons:** 6.1, 6.3, 6.4, 6.9, 6.10, 6.12, 6.17, 6.19, 6.20, 6.21, 6.22, 6.25 **Interim Performance Tasks:** 1, 2	108, 126, 129, 133, 134, 136, 138, 140, 142, 144, 146, 148, 155, 156, 158, 160, 190, 193, 194, 196, 198, 204, 205, 206, 213, 214, 216, 218, 219, 220, 240, 243, 244, 246, 248, 254, 256, 261, 262, 266, 268, 272, 290, 293, 294, 296, 298, 307, 308, 310, 312, 316, 342-365			

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Standard 3. Writing and Composition					
Prepared Graduates: 6. Craft arguments using techniques specific to the genre.					
Grade Level Expectation: 1. Write well-organized and cohesive arguments, distinguishing claim(s) from opposing claims and using language to clarify connections among claims, reasons, and evidence.					
Evidence Outcomes Students Can:					
a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.8.1) i. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. (CCSS: W.8.1a) ii. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS: W.8.1b) iii. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (CCSS: W.8.1c) iv. Establish and maintain a formal style. (CCSS: W.8.1d) v. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.8.1e)	**Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 98, 99, 110-119, 304, 305, 318-327, 387	**Writing Zone**: Segments B.2-B.5, B.7, B.9-B.11, B.13-B.18, B.20, B.22-B.25 Argument Writing Rubrics: 4pt, 6pt Rate Your Argument Essay	**Speaking and Listening:** Writing Prompts: Argument Essay **Writing:** Argument Argument Essay Argument Writing Rubrics Writing a Review **Writing: Skill Builder:** Choosing Important Details Structuring an Argument Supporting Reasons Creating a Topic Sentence	Students have the opportunity to recommend selections to classmates.

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Prepared Graduates: 7. Craft informational/explanatory texts using techniques specific to the genre.					
Grade Level Expectation: 2. Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.					
Evidence Outcomes Students Can:					
a. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2) i. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a) ii. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b) iii. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c) iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d) e. Establish and maintain a formal style. (CCSS: W.8.2e) v. Provide a concluding statement or section that follows from and supports the information or	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23	**Pages:** 49, 50-51, 62-71, 152, 153, 164-173, 210, 211, 224-233, 391	**Writing Zone**: Segment B.2-B.4, B.6-B.9, B.12-B.14, B12-B.14, B.16-B.23, B.25 Informative Writing Rubrics: 4pt, 6pt Informative Writing Rate Your Informative Essay	**Writing:** Cause-and-Effect Paragraph Compare-and-Contrast Paragraph Content-Area Paragraph Descriptive Essay Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics News Article **Writing: Skill Builder:** Choosing Important Details Creating a Topic Sentence Formal and Informal Language Targeting Tired Words Using Precise Adjectives Using Synonyms Using Transition Words	

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explanation presented. (CCSS: W.8.2f)					

<u>Prepared Graduates:</u> 8. Craft narratives using techniques specific to the genre.					
<u>Grade Level Expectation:</u> 3. Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and develop and reflect on experiences and events.					
<u>Evidence Outcomes</u> Students Can:					
a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3) i. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.8.3a) ii. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. (CCSS: W.8.3b) iii. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. (CCSS: W.8.3c) iv. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS: W.8.3d) v. Provide a conclusion that follows from and reflects on the narrated experiences or events.	**Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23	**Pages:** 258, 259, 274-283, 388, 391	**Writing Zone**: Segment B.5-B.7, B.10-B.12, B.15, B.19, B.21, B.24 Narrative Writing Rubrics: 4pt, 6pt Rate Your Narrative	**Speaking and Listening:** Writing Prompts: Narrative Essay Personal Narrative **Writing:** Character Sketch Historical Narrative Narrative Essay Narrative Writing Rubrics Personal Narrative Realistic Narrative **Writing: Skill Builder:** Adding Character Details Describing Story Elements Sequencing Events Using Dialogue Using Precise Adjectives Using Transition Words	

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(CCSS: W.8.3e) vi. Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.					

Prepared Graduates:
9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

Grade Level Expectation:
4. Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.

Evidence Outcomes Students Can:

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a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1) i. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a) ii. Form and use verbs in the active and passive voice. (CCSS: L.8.1b) iii. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. (CCSS: L.8.1c) iv. Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)		**Pages:** 31, 79, 127, 191, 241, 291		**Grammar and Conventions:** Active and Passive Voice Verb Mood	

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b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.8.2) i. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. (CCSS: L.8.2a) ii. Use an ellipsis to indicate an omission. (CCSS: L.8.2b) iii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (CCSS: L.8.2c)				**Grammar and Conventions:** Punctuating Pauses, Breaks, and Omissions in Text **Foundational Skills:** Spelling Routines **Spelling:** More Unaccented Vowels Spelling: Spelling Short Vowel Sounds Spelling Story: Letter Pairs Student Resource Practice Page Word Chain: Vowels Build Words: Consonant Blends Double Consonants Look Out: Letter Sequence Missing Letters More Missing Letters Reversed Letters Unaccented Vowels	
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.8.3) i. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (for example: emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). (CCSS: L.8.3a)				**Grammar and Conventions:** Active and Passive Voice Using Verbs for Effect Verb Mood	

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d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 62-71, 74-75, 110-119, 122-123, 164-173, 224-233, 236-237, 274-283, 318-327, 330-331, 374-379, 387, 388	**Writing Zone**: Segment B.5-B.25	**Writing:** Argument Argument Essay Business Letter Cause-and-Effect Paragraph Character Sketch Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Conduct an Investigation Content-Area Paragraph Describing a Person Describing a Setting Descriptive Essay Fantasy Features of a Research Paper Fictional Narrative Finding and Recording Information Haiku Historical Narrative Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics Introduction: Using the *Writing Support and Extend* Resources Literary Analysis Literary Analysis Rubrics Narrative Essay Narrative Writing Rubrics News Article Opinion Essay Organizing Information and	Quick Writes

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
				Notes Peer Feedback and Self-Evaluation Frames Personal Narrative Planning a Response Realistic Narrative Reference & Research: Conduct an Investigation Research Paper Rubrics Résumé	
e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)	**Workshop 1 Lessons:** 1.19, 1.20, 1.21 **Workshop 2 Lessons:** 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.20, 5.21, 5.22, 5.23 **Workshop 6 Lessons:** 6.17, 6.18, 6.19, 6.20	**Page:** 386		**Writing:** Revision Checklist Revision Rubric Peer Feedback and Self-Evaluation Frames Argument Writing Rubrics Informative Writing Rubrics Narrative Writing Rubrics	
f. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (CCSS: W.8.6)		**Pages:** 176-177, 286-287			

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS: W.8.10)	**Workshop 1 Lessons:** 1.11, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22 **Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26 **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23 **Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23 **Workshop 6 Lessons:** 6.8, 6.16, 6.17, 6.18, 6.19, 6.20 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 39, 45, 55, 57, 59, 62-71, 93, 107, 109, 135, 139, 143, 145, 147, 157, 164-173, 197, 205, 215, 219, 221, 224-233, 255, 263, 267, 273, 274-283,297, 309, 313, 317, 387, 388	**Writing Zone**: Segment B.5-B.25	**Writing:** Argument Argument Essay Business Letter Cause-and-Effect Paragraph Character Sketch Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Conduct an Investigation Content-Area Paragraph Describing a Person Describing a Setting Descriptive Essay Fantasy Features of a Research Paper Fictional Narrative Finding and Recording Information Haiku Historical Narrative Informational Summary Informational Summary Rubrics Informational Writing Rubrics Informative Essay Informative Text Informative Writing Rubrics Introduction: Using the *Writing Support and Extend* Resources Literary Analysis Literary Analysis Rubrics Narrative Essay Narrative Writing Rubrics News Article Opinion Essay Organizing Information and	Quick Writes

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
				Notes Peer Feedback and Self-Evaluation Frames Personal Narrative Planning a Response Realistic Narrative Reference & Research: Conduct an Investigation Research Paper Rubrics Résumé	
Standard 4. Research Inquiry and Design					
Prepared Graduates: 10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.					
Grade Level Expectation: 1. Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.					
Evidence Outcomes Students Can:					
a. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS: W.8.7)	**Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 178-187, 332-341, 389		**Writing:** Choosing and Narrowing a Topic Conduct an Investigation Finding and Recording Information Organizing Information and Notes Research Paper Rubrics Reference & Research: Conduct an Investigation	
b. Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)	**Workshop 1 Lessons:** 1.23 **Workshop 2 Lessons:** 2.23 **Workshop 3 Lessons:** 3.26 **Workshop 4 Lessons:** 4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:**			**Writing:** Skill Builder: Using Citations Finding and Recording Information Organizing Information and Notes	

2020 Colorado Academic Standards, Grade 8	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	6.21 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6				
c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.8.9) i. Apply *grade 8 Reading standards* to literature (for example: "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). (CCSS: W.8.9a) ii. Apply *grade 8 Reading standards* to literary nonfiction (for example: "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). (CCSS: W.8.9b)	**Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25 **Workshop 4 Lessons:** 4.24 **Workshop 5 Lessons:** 5.24 **Workshop 6 Lessons:** 6.21			**Reading Comprehension:** Critical Reading: Evaluate Choosing and Narrowing a Topic Finding and Recording Information Organizing Information and Notes	

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Standard 1. Oral Expression and Listening					
Prepared Graduates: 1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.					
Grade Level Expectation: 1. Respond to others' ideas, and evaluate perspective and rhetoric.					
Evidence Outcomes Students Can:					
a. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10* topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1) i. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.9-10.1a) ii. Work with peers to set rules for collegial discussions and decision-making (for example: informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (CCSS: SL.9-10.1b) iii. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS: SL.9-	**Getting Started Lessons:** 1-7 **Workshop 1 Lessons:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, **Workshop 2 Lessons:** 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24, 2.25, **Workshop 3 Lessons:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.24, **Workshop 4 Lessons:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26, **Workshop 5 Lessons:** 5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23, 5.24, 5.25, **Workshop 6 Lessons:** 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18, 6.19, 6.20, 6.21, 6.22, 6.23	**Pages:** 27, 75, 125, 185, 237, 289		**Speaking and Listening:** Collaborative Discussion Academic Discussion	Students have the opportunity to discuss their independent reading in collaborative discussions throughout the program.

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
10.1c) iv. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1d)	**Interim Performance Task Lessons:** 1-5 **End-of-Year Performance Task Lessons:** 1-6				
b. Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source. (CCSS: SL.9-10.2)		**Pages:** 26, 74, 124, 184, 236, 288		**Speaking and Listening:** Present and Reflect: Persuasive Argument	**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story
c. Evaluate and/or reflect on a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (CCSS: SL.9-10.3)	**Workshop 1 Lessons:** 1.9 **Workshop 2 Lessons:** 3.1, 3.24 **Workshop 4 Lessons:** 4.12, 4.25 **Workshop 5 Lessons:** 5.1, 5.25	**Pages:** 42-43, 142-143, 206-207, 254-255, 304-305		**Speaking and Listening:** Evaluating Evidence in a Persuasive Speech	**eBooks:** Great Debates: When Science and Ethics Clash The Greatest: Muhammad Ali

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Prepared Graduates: 2. Deliver effective oral presentations for varied audiences and varied purposes.					
Grade Level Expectation: 2. Organize and develop credible presentations tailored to purpose and audience.					
Evidence Outcomes Students Can:					
a. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (CCSS: SL.9-10.4)	**Workshop 1 Lessons:** 1.9, 1.23 **Workshop 2 Lessons:** 2.24 **Workshop 3 Lessons:** 3.1, 3.24 **Workshop 4 Lessons:** 4.12, 4.25 **Workshop 5 Lessons:** 5.1, 5.25 **Workshop 6 Lessons:** 6.9, 6.23 **Interim Performance Task Lessons:** 5	**Pages:** 232-233, 284-285		**Speaking and Listening:** Present and Reflect: Persuasive Argument	
b. Make strategic use of digital media (for example: textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS: SL.9-10.5)	**Workshop 2 Lessons:** 2.24 **Workshop 5 Lessons:** 5.25, Interim Performance task Lesson IPT.5, End-of-Year Performance task Lesson EYPT.5, End-of-Year Performance task Lesson EYPT.6	**Pages:** 232-233, 284-285		**Speaking and Listening:** Media Outline	
c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.9-10.6)	**Workshop 1 Lessons:** GS 7, 1.1, 1.9, 1.23 **Workshop 2 Lessons:** 2.1, 2.24 **Workshop 3 Lessons:** 3.1, 3.1, 3.24 **Workshop 4 Lessons:** 4.1, 4.12, 4.25 **Workshop 5 Lessons:** 5.1, 5.1, 5.25	**Pages:** 42-43, 142-143, 206-207, 232-233, 254-255, 284-285, 304-305		**Speaking and Listening:** Using Appropriate Language	

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	Workshop 6 Lessons: 6.1, 6.9, 6.23				
d. Use feedback to evaluate and revise the presentation. *provides opportunities*	**Workshop 1 Lessons:** 1.9, 1.23 **Workshop 2 Lessons:** 2.24 **Workshop 3 Lessons:** 3.1, 3.24 **Workshop 4 Lessons:** 4.12, 4.25 **Workshop 5 Lessons:** 5.1, 5.25 **Workshop 6 Lessons:** 6.9, 6.23 **Interim Performance Task Lessons:** 5	**Pages:** 232-233, 284-285		**Speaking and Listening:** Present and Reflect: Persuasive Argument	

Standard 2. Reading for All Purposes

Prepared Graduates:
3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

Grade Level Expectation:
1. Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.

Evidence Outcomes
Students Can:

a. Use Key Ideas and Details to:

i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)	**Workshop 1 Lessons:** 1.12, 1.13, 1.14 **Workshop 2 Lessons:** 2.5, 2.6, 2.7, 2.8, 2.9, 2.1, 2.11 **Workshop 3 Lessons:** 3.6, 3.15, 3.16 **Workshop 6 Lessons:** 6.13, 6.14, 6.15			**Reading Comprehension:** Make Inferences	**Paperbacks:** Blood Is Thicker (Bluford High #8) Broken Memory Crossover Divergent Does My Head Look Big in This? Dracula/Romeo and Juliet Good Enough Novio Boy S.O.S. Titanic Sasha and the Spark Shadowshaper The Lightning Dreamer The Skin I'm In The Whole Sky Full of Stars

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					eBooks: Accidental Love Adrift Dangerous Game Emma In Your Face: Poems About Real Life Loves Me, Loves Me Not Macbeth Mechanica Pig Park Pinned Shattered (Bluford High) Slam! The Big Bug (Based on the Story "The Metamorphosis") The Haunting of Sunshine Girl The Legend of Mulan The Odyssey The Plague The War of the Worlds Untwine **Audiobooks:** Before We Were Free Danger Zone
ii. Determine a theme or central idea of a text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)	**Workshop 2 Lessons:** 2.5, 2.9, 2.1, 2.11, 2.14, 2.19 **Workshop 6 Lessons:** 6.12, 6.13, 6.14, 6.15 <u>**Additional Teaching Resources:**</u> **Strategy Best Practices:** Teaching Theme	**Pages:** 49, 51, 85, 87, 89, 91, 93, 95, 107, 108-109, 151, 201, 269, 271, 273, 311, 313, 315	**Reading Zone Segments:** C.1 - C.25		**Paperbacks:** Antony and Cleopatra Broken Memory Crossover Divergent Does My Head Look Big in This? Dracula/Romeo and Juliet Novio Boy Peak S.O.S. Titanic Shadowshaper The Lightning Dreamer The Whole Sky Full of Stars **eBooks:**

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Accidental Love Adrift Emma Mechanica Pig Park Romiette and Julio Shattered (Bluford High) Stick and Whittle The Haunting of Sunshine Girl The Legend of Mulan The Plague The War of the Worlds Untwine **Audiobooks:** Danger Zone
iii. Analyze how complex characters (for example, those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CCSS: RL.9-10.3)	**Workshop 1 Lessons:** 1.12, 1.13 **Workshop 2 Lessons:** 2.5, 2.6, 2.7, 2.8, 2.11, 2.14 **Workshop 3 Lessons:** 3.15, 3.16 **Workshop 6 Lessons:** 6.12, 6.13, 6.14				**Paperbacks:** Antony and Cleopatra Blood Is Thicker (Bluford High #8) Code Talker Crossover Divergent Does My Head Look Big in This? Dracula/Romeo and Juliet Flight to Freedom Good Enough Novio Boy Peak Sasha and the Spark Shadowshaper The Skin I'm In The Whole Sky Full of Stars **eBooks:** Accidental Love Adrift Call Me Maria Dangerous Game Emma Loves Me, Loves Me Not Macbeth

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Mechanica Pig Park Pinned Romiette and Julio Shattered (Bluford High) Slam! Stick and Whittle The Big Bug (Based on the Story "The Metamorphosis") The Haunting of Sunshine Girl The Legend of Mulan The Odyssey Untwine **Audiobooks:** Before We Were Free Danger Zone
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)	**Workshop 2 Lessons:** 2.4, 2.1 **Workshop 4 Lessons:** 4.1 **Workshop 6 Lessons:** 6.24 **Additional Teaching Resources:** **Strategy Best Practices:** Teaching Figurative Language Teaching Tone and Mood	**Pages:** 93, 99, 107, 199, 202-203, 204, 252		**Reading Comprehension:** Mood Figurative Language: Allusions Figurative Language: Simile and Metaphor Figurative Language: Symbolism	Each Independent Reading text supports students' acquisition of general and domain-specific words and phrases.
ii. Analyze how an author's choices concerning how to structure a text, order events within it (for example: parallel plots), and manipulate time (for example: pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)	**Workshop 5 Lessons:** 5.26		provides opportunities: Problem and Solution **Reading Zone**: Segments C.2 - C.9, C.13, **C.16,** C.18, C.20 - C.23, C.25	**Reading Comprehension:** Compare and Contrast: Text Structures	**Paperbacks:** Antony and Cleopatra Crossover Dracula/Romeo and Juliet Peak S.O.S. Titanic Accidental Love **eBooks:** Accidental Love Adrift

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
			Sequence **Reading Zone Segments:** s C.2 - C.4, C.9 - C.11, C.13 - C.20, C.22, C.24 Cause and Effect **Reading Zone Segments:** C.1, C.2, C.4, C.8, C.9 - C.17, C.19 - C.22, C.24, C.25		Loves Me, Loves Me Not Pinned Romiette and Julio Shattered (Bluford High) The Haunting of Sunshine Girl Untwine
iii. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing from a variety of world literature. (CCSS: RL.9-10.6)	**Workshop 1 Lessons:** 1.5 **Workshop 5 Lessons:** 5.15		**Reading Zone Segments:** s C.2 - C.7, C.10 - C.14, C.17 - C.20, C.23 - C.25	**Reading Comprehension:** Compare and Contrast: Points of View Compare and Contrast: Perspectives	**Paperbacks:** Blood Is Thicker (Bluford High #8) Broken Memory Code Talker Flight to Freedom Novio Boy Peak S.O.S. Titanic Shadowshaper **eBooks:** Call Me Maria Dangerous Game In Your Face: Poems About Real Life Loves Me, Loves Me Not Mechanica Pinned Untwine

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
c. Use Integration of Knowledge and Ideas to:					
i. Analyze the representation of a subject or a key scene in two different artistic mediums (for example: Auden's poem "Musée d Beaux Arts" and Breughel's painting *Landscape with the Fall of Icarus*), including what is emphasized or absent in each treatment. (CCSS: RL.9-10.7)				**Reading Comprehension:** Compare and Contrast: Texts in Different Genres	
ii. Analyze how an author draws on and transforms source material in a specific work (for example: how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare) (CCSS: RL.9-10.9)				**Reading Comprehension:** Plot Device: Parody Cross-Text Analysis	
d. Use Range of Reading and Complexity of Text to:					
i. By the end of grade 9 read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. ii. By the end of grade 10 read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.9-10.10)		**Pages:** 48-51, 84-95, 106-107, 150-151, 200-201, 268-273, 310-315			**Paperbacks:** Antony and Cleopatra Blood Is Thicker (Bluford High #8) Broken Memory Code Talker Crossover Divergent Does My Head Look Big in This? Dracula/Romeo and Juliet Flight to Freedom Good Enough Novio Boy Peak S.O.S. Titanic Sasha and the Spark Shadowshaper The Lightning Dreamer The Skin I'm In The Whole Sky Full of Stars

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					eBooks: Accidental Love Adrift Call Me Maria Confessions of a Gym-Class Dropout Dangerous Game Emma In Your Face: Poems About Real Life Loves Me, Loves Me Not Macbeth Mechanica Pig Park Pinned Romiette and Julio Shattered (Bluford High) Slam! Stick and Whittle The Big Bug (Based on the Story "The Metamorphosis") The Haunting of Sunshine Girl The Legend of Mulan The Odyssey The Plague The War of the Worlds Untwine **Audiobooks:** Before We Were Free Danger Zone

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Prepared Graduates: 4. Read a wide range of informational texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 2. Understand the logical progression of ideas in increasingly complex texts.					
Evidence Outcomes Students Can:					
a. Use Key Ideas and Details to:					
i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)	**Workshop 1 Lessons:** 1.4, 1.5, 1.6, 1.1, 1.16, 1.17 **Workshop 2 Lessons:** 2.3, 2.16, 2.17, 2.18 **Workshop 3 Lessons:** 3.3, 3.5, 3.8, 3.11, 3.13, 3.18, 3.2 **Workshop 4 Lessons:** 4.3, 4.4, 4.5, 4.8, 4.15, 4.17, 4.18 **Workshop 5 Lessons:** 5.3, 5.4, 5.6, 5.7, 5.13, 5.14, 5.15 **Workshop 6 Lessons:** 6.4, 6.5, 6.16			**Reading Comprehension:** Make Inferences Read Content-Area Text Read for Detail	**Paperbacks:** Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Head Cases Phineas Gage Stalin (A Wicked History) Start It Up The Great American Dust Bowl The Keeper: The Unguarded Story of Tim Howard Why'd They Wear That? **eBooks:** A Word From the Wise: Great Speeches Alive! The True Story of Three People Who Fought Death--and Won Assassination! Black Diamond College 101: A READ 180 Guide Confessions of a Gym-Class Dropout Flying Cars Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands Great Debates: When Science and Ethics Clash In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War)

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Pow! Smash! Boom!: Super Jobs in Comic Books Survivors II Survivors: True Stories About Real Kids Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Greatest: Muhammad Ali Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting Young Americans: Tales of Teenage Immigrants **Audiobooks:** At Her Majesty's Request Cage Within Reach: My Everest Story
ii. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RI.9-10.2)	**Workshop 1 Lessons:** 1.3, 1.4, 1.5, 1.6, 1.7, 1.1, 1.16, 1.17 **Workshop 2 Lessons:** 2.3, 2.16, 2.17, 2.18 **Workshop 3 Lessons:** 3.4, 3.5, 3.8, 3.11, 3.13, 3.18, 3.2 **Workshop 4 Lessons:** 4.8, 4.15, 4.17, 4.18 **Workshop 5 Lessons:** 5.3, 5.4, 5.6, 5.7, 5.13, 5.14, 5.15 **Workshop 6 Lessons:** 6.4, 6.5, 6.16		<u>Central Idea and Details</u> **Reading Zone Segments:** C.1 - C.25 <u>Summary</u> **Reading Zone Segments:** C.1**,** C.3 - C.9, C.11**,** C.13 - C.16**,** C.18 - C.25	**Reading Comprehension:** Stretch: The First Amendment: First Principles (Summarize) Summarize Central Idea and Details Main Idea and Details	**Paperbacks:** Courage Has No Color Disasters Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Head Cases Phineas Gage Sasha and the Spark Stalin (A Wicked History) Start It Up The Boy Who Harnessed the Wind The Great American Dust Bowl The Keeper: The Unguarded Story of Tim Howard Why'd They Wear That? **eBooks:** A Word From the Wise: Great Speeches Alive! The True Story of Three People Who Fought Death--and Won Assassination! Black Diamond

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					College 101: A READ 180 Guide Confessions of a Gym-Class Dropout Escape From the Ice: Shackleton and the Endurance Flying Cars Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands Gym Rats: True Stories of Punching, Pedaling, and Powerlifting In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Pow! Smash! Boom!: Super Jobs in Comic Books Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Greatest: Muhammad Ali The Worst Moments in Sports The Worst-Case Scenario Survival Handbook Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting Young Americans: Tales of Teenage Immigrants **Audiobooks:** At Her Majesty's Request Within Reach: My Everest Story

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iii. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3)	**Workshop 4 Lessons:** 4.2 **Workshop 6 Lessons:** 6.5		**Reading Zone Segments:** s C.2 - C.4, **C.9** - C.11, C.13 - C.20, **C.22,** C.24	**Reading Comprehension:** Plot Device: Conflict Plot Device: Suspense Plot Device: Flashback and Foreshadowing	**Paperbacks:** Courage Has No Color Disasters Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Why'd They Wear That? **eBooks:** Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Survivors: True Stories About Real Kids Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 Young Americans: Tales of Teenage Immigrants
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)	**Workshop 1 Lessons:** 1.15, 1.17 **Workshop 2 Lessons:** 2.4, 2.16 **Workshop 4 Lessons:** 4.8, 4.19 **Workshop 5 Lessons:** 5.6, 5.7 **Workshop 6 Lessons:** 6.24	**Pages:** 99, 199, 204, 252			**Paperbacks:** Disasters Gut-Eating Bugs (24/7 Science Behind the Scenes) Head Cases Phineas Gage Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** Alive! The True Story of Three People Who Fought Death--and Won Assassination! College 101: A READ 180 Guide Escape From the Ice: Shackleton and the Endurance Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Great Debates: When Science and Ethics Clash Gym Rats: True Stories of Punching, Pedaling, and Powerlifting In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Pow! Smash! Boom!: Super Jobs in Comic Books Survivors II Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Greatest: Muhammad Ali The Worst-Case Scenario Survival Handbook Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting **Audiobooks:** Cage Within Reach: My Everest Story
ii. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (for example: a section or chapter). (CCSS: RI.9-10.5)	**Workshop 1 Lessons:** 1.15 **Workshop 4 Lessons:** 4.6, 4.13, 4.15 **Workshop 5 Lessons:** 5.6, 5.7, 5.16			**Reading Comprehension:** Evaluate Sources and Evidence	**eBooks:** Pearl Harbor (24/7 Goes to War)
iii. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (CCSS: RI.9-10.6)	**Workshop 1 Lessons:** 1.1 **Workshop 3 Lessons:** 3.3, 3.17, 3.19, 3.2 **Workshop 4 Lessons:** 4.3, 4.4, 4.5 **Workshop 5 Lessons:** 5.8, 5.11 **Workshop 6 Lessons:** 6.6, 6.1, 6.17 **Additional Teaching Resources:**		**Reading Zone Segments:** s C.2 - C.7, C.10 - C.15, C.17 - C.20, C.23 - C.25	**Reading Comprehension:** Evaluate Author's Purpose Evaluate Author's Viewpoint Identify Author's Purpose Identify Point of View	**Paperbacks:** Courage Has No Color Disasters Start It Up The Boy Who Harnessed the Wind The Keeper: The Unguarded Story of Tim Howard **eBooks:** A Word From the Wise: Great Speeches Flying Cars

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	Strategy Best Practices: Teaching Author's Purpose				Food: The Good, the Bad, and the Gross Great Debates: When Science and Ethics Clash Gym Rats: True Stories of Punching, Pedaling, and Powerlifting Pow! Smash! Boom!: Super Jobs in Comic Books The Worst Moments in Sports The Worst-Case Scenario Survival Handbook Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting Young Americans: Tales of Teenage Immigrants
c. Use Integration of Knowledge and Ideas to:					
i. Analyze various accounts of a subject told in different mediums (for example: a person's life story in both print and multimedia), determining which details are emphasized in each account. (CCSS: RI.9-10.7)	**Workshop 6 Lessons:** 6.18, 6.24			**Reading Comprehension:** Compare and Contrast: Texts in Different Genres	
ii. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (CCSS: RI.9-10.8)	**Workshop 3 Lessons:** 3.5 **Workshop 5 Lessons:** 5.13, 5.14, 5.15			**Reading Comprehension:** Evaluate Sources and Evidence	**eBooks:** Great Debates: When Science and Ethics Clash The Greatest: Muhammad Ali
iii. By the end of grade 10, analyze seminal U.S. and world documents of historical and literary significance (for example: the Magna Carta, Machiavelli's The Prince, Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four				**Reading Comprehension:** Read Across Texts: Historical Accounts	

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Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. (adapted from CCSS: RI.9-10.9)					
d. Use Range of Reading and Complexity of Text to:					
i. By the end of grade 9 read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10 read and comprehend literary nonfiction in the grades 9-10 text complexity band independently and proficiently. (CCSS: RI.9-10.10)		**Pages:** 30-31, 32-35, 52-57, 78-79, 80-81, 102-105, 128-129, 130-133, 138-139, 146-149, 154-157, 188-189, 190-193, 198-199, 210-213, 214-219, 240-241, 242-243, 246-249, 258-263, 292-293, 294-297, 316-319			**Paperbacks:** Courage Has No Color Disasters Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Head Cases Phineas Gage Stalin (A Wicked History) Start It Up The Boy Who Harnessed the Wind The Great American Dust Bowl The Keeper: The Unguarded Story of Tim Howard Why'd They Wear That? **eBooks:** A Word From the Wise: Great Speeches Alive! The True Story of Three People Who Fought Death--and Won Assassination! Black Diamond College 101: A READ 180 Guide Escape From the Ice: Shackleton and the Endurance Flying Cars Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands Great Debates: When Science and

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Ethics Clash Gym Rats: True Stories of Punching, Pedaling, and Powerlifting In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Pow! Smash! Boom!: Super Jobs in Comic Books Survivors II Survivors: True Stories About Real Kids Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Greatest: Muhammad Ali The Worst Moments in Sports The Worst-Case Scenario Survival Handbook Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting Young Americans: Tales of Teenage Immigrants **Audiobooks:** At Her Majesty's Request Cage Within Reach: My Everest Story

Prepared Graduates:

5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Grade Level Expectation:

3. Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.

Evidence Outcomes

Students Can:

a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.9-10.4)

i. Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**Workshop 1 Lessons:** 1.4, 1.15, 1.17 **Workshop 3 Lessons:** 3.9, 3.11 **Workshop 4 Lessons:** 4.8	**Pages:** 99, 141, 199, 204, 252	**Reading Zone Segments:** s C.1 - C.25		Although direct instruction in using context is not present in the Independent Reading component, students use context to determine the meanings of unfamiliar words as they read each independent reading text.

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(CCSS: L.9-10.4a)					
ii. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (for example: *analyze, analysis, analytical; advocate, advocacy*). (CCSS: L.9-10.4b)	**Workshop 1 Lessons:** 1.1				
iii. Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (CCSS: L.9-10.4c)	**Workshop 1 Lessons:** 1.8, 1.1				
iv. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)	**Workshop 1 Lessons:** 1.8	**Pages:** 41, 402-407			
b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.9-10.5)					
i. Interpret figures of speech (for example: euphemism, oxymoron) in context and analyze their role in the text. (CCSS: L.9-10.5a)		**Pages:** 41, 93, 107			
ii. Analyze nuances in the meaning of words with similar denotations. (CCSS: L.9-10.5b)	**Workshop 2 Lessons:** 2.4 **Workshop 5 Lessons:** 5.9, 5.11	**Pages:** 253			
c. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness	**Workshop 1 Lessons:** GS 4, GS 5, GS 6, GS 7, 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.1, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.2, 1.21, 1.22, 1.23, 1.24	**Pages:** 26, 29, 30, 45, 48, 50, 51, 54, 56, 74, 77, 78, 80, 84, 86,	**Language Zone**: Segments C.1 - C.25		Each Independent Reading text supports students' acquisition of general and domain-specific words and phrases.

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level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.9-10.6)	**Workshop 2 Lessons:** 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.1, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.2, 2.21, 2.22, 2.23, 2.24, 2.25 **Workshop 3 Lessons:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.1, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.2, 3.22, 3.23, 3.24 **Workshop 4 Lessons:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.1, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.2, 4.22, 4.23, 4.24, 4.25, 4.26 **Workshop 5 Lessons:** 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.1, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.2, Workshop5 Lesson 5.22, 5.23, 5.24, 5.25, 5.26 **Workshop 6 Lessons:** 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.1, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18, 6.19, 6.22, 6.23, 6.24 **Interim Performance Task Lessons:** 1, 2, 3, 5 **End-of-Year Performance Task Lessons:** 1, 2, 3, 4, 5, 6	88, 90, 92, 94, 101, 102, 104, 106, 124, 127, 128, 130, 132, 138, 145, 146, 148, 150, 154, 156, 184, 187, 188, 190, 192, 198, 200, 209, 210, 212, 214, 216, 218, 232-233, 236, 239, 240, 242, 246, 248, 257, 258, 260, 262, 268, 270, 272, 284-285, 288, 291, 292, 294, 296, 307, 310, 312, 314, 316, 318 42-43, 142-143, 206-207, 254-255, 304-305			

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Standard 3. Writing and Composition					
<u>Prepared Graduates:</u> 6. Craft arguments using techniques specific to the genre.					
<u>Grade Level Expectation:</u> 1. Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.					
<u>Evidence Outcomes</u> Students Can:					
a. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1) i. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (CCSS: W.9-10.1a) ii. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (CCSS: W.9-10.1b) iii. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS: W.9-10.1c) iv. Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.	**Workshop 3 Lessons:** 3.7, 3.20, 3.21, 3.22, 3.23 **Workshop 5 Lessons:** 5.5, 5.21, 5.22, 5.23, 5.24, 5.26 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 160-168, 228, 274-282, 397	**Writing Zone Segments:** C.2**,**C.3, C.6 - C.9, C.11, C.12**,** C.14 - C.16**,** C.18**,** C.20 - C.25 Argument Writing Rubric: 4pt Argument Writing Rubric: 6pt Rate Your Argument Essay	**Writing:** Argument Essay Writing a Persuasive Speech Writing a Review **Writing: Skill Builder:** Defending an Opinion	

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v. Establish and maintain an appropriate style and objective tone. (CCSS: W.9-10.1d) vi. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.9-10.1e)					
Prepared Graduates: 7. Craft informational/explanatory texts using techniques specific to the genre.					
Grade Level Expectation: 2. Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.					
Evidence Outcomes Students Can:					
a, Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.9-10.2) i. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a) ii. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS: W.9-10.2b) iii. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex	**Workshop 1 Lessons:** 1.7, 1.19, 1.20, 1.21, 1.22, 1.24 **Workshop 2 Lessons:** 2.25 **Workshop 4 Lessons:** 4.7, 4.11, 4.21, 4.22, 4.23, 4.24	**Pages:** 38, 39, 60-67, 196, 197, 222-229, 397	**Writing Zone Segments:** s C.2 - C.7**,** C.10, C.12 - C.14, C.17 - C.20, C.22**,** C.25 Informative Writing Rubric: 4pt Informative Writing Rubric: 6pt Rate Your Informative Essay	**Writing:** Announcement Business Letter Résumé	

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ideas and concepts. (CCSS: W.9-10.2c) iv. Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d) v. Establish and maintain an appropriate style and objective tone. (CCSS: W.9-10.2e) vi. Provide a concluding statement or section that follows from and supports the information or explanation presented (for example: articulating implications or the significance of the topic). (CCSS: W.9-10.2f)					
Prepared Graduates: 8. Craft narratives using techniques specific to the genre.					
Grade Level Expectation: 3. Write engaging real or imagined narratives using multiple plot lines.					
Evidence Outcomes **Students Can:**					
a. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3) i. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-10.3a) ii. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.9-10.3b) iii. Use a variety of techniques to sequence events so that they build	**Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22, **Workshop 6 Lessons:** 6.7, 6.19, 6.20, 6.21, 6.22	**Pages:** 300, 301, 322-329, 398	**Writing Zone Segments:** C.1, C.4, C.5, C.8 - C.11, C.13, C.15-C.17, C.19, C.21, C.23, C.24 Narrative Writing Rubric: 4pt Narrative Writing Rubric: 6pt Rate Your Narrative	**Speaking and Listening:** Elements of a Narrative **Writing:** Biographical Narrative Fictional Narrative Free Verse Poem Narrative Writing Rubrics Personal Essay Personal Narrative Realistic Narrative **Writing: Skill Builder:** Using Dialogue	

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on one another to create a coherent whole. (CCSS: W.9-10.3c) iv. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.9-10.3d) v. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.9-10.3e) vi. Use a range of stylistic devices (for example: poetic techniques, figurative language, imagery, graphic elements to support the presentation of implicit or explicit themes or to engage and entertain the intended audience.					
Prepared Graduates: 9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.					
Grade Level Expectation: 4. Use a recursive writing process to produce, publish, and update individual or shared writing projects.					
Evidence Outcomes Students Can:					
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1) i. Use parallel structure. (CCSS: L.9-10.1a) ii. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative,		**Pages:** 27, 75, 125, 166, 185, 228, 237, 280, 289		**Speaking and Listening:** Collaborative Discussion **Grammar and Conventions:** Choosing Concise Words and Phrases Combining Sentences with Prepositional Phrases Using Phrases and Clauses	

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adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)					
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)					
i. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (CCSS: L.9-10.2a)		**Pages:** 166		**Grammar and Conventions:** Using Phrases and Clauses	
ii. Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b)				**Grammar and Conventions:** Using Colons	
iii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (CCSS: L.9-10.2c)	**Workshop 1 Lessons:** 1.8			**Writing:** Proofreading Practice	
c. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.9-10.3) i. Write and to edit so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA Handbook) appropriate for the discipline and writing type. (CCSS: L.9-10.3a)				**Writing:** Proofreading Practice Choosing Important Details	Quick Writes provide opportunities to demonstrate this standard.

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d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–2 above.) (CCSS: W.9-10.4)	**Workshop 1 Lessons:** 1.18, 1.19, 1.20, 1.21, **Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22, **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23, **Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23, **Workshop 6 Lessons:** 6.8, 6.17, 6.18, 6.19, 6.20 **End-of-Year Performance Tasks:** 2, 4	**Pages:** 60-67, 160-168, 222-229, 274-282, 322-329, 397, 398		**Writing:** Announcement Argument Essay Argument Writing Rubrics Biographical Narrative Business Letter Cause-and-Effect Paragraph Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Description of a Person Description of a Setting Features of a Research Paper Fictional Narrative Free Verse Poem Informative Article Informative Essay Informative Paragraph Rubrics Informative Summary Informative Summary Rubrics Informative Writing Rubrics Informative: Finding and Recording Information Informative: Organizing Information and Notes Literary Analysis Literary Analysis Rubrics Narrative Writing Rubrics News Article Peer Feedback and Self-Evaluation Frames Personal Essay Personal Narrative Proofreading Practice Realistic Narrative Reflective Essay Research Paper Rubrics	Quick Writes

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				Résumé	
e. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)	**Workshop 1 Lessons:** 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.17 **Workshop 3 Lessons:** 3.7, 3.20, 3.21, 3.22, 3.23 **Workshop 4 Lessons:** 4.22, 4.23.4.24 **Workshop 5 Lessons:** 5.22, 5.23, 5.24 **Workshop 6 Lessons:** 6.20, 6.21, 6.22	**Pages:** 396		**Writing:** Choosing and Narrowing a Topic Proofreading Practice Peer Feedback and Self-Evaluation Frames Revision Checklist	**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story
f. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)		**Pages:** 284-285			**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day

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					Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story
g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS: W.9-10.10)	**Workshop 1 Lessons:** 1.7, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.12, 2.16, 2.17, 2.20, 2.21, 2.22, 2.23 **Workshop 3 Lessons:** 3.7, 3.20, 3.21, 3.22, 3.23 **Workshop 4 Lessons:** 4.7, 4.21, 4.22, 4.23, 4.24 **Workshop 5 Lessons:** 5.5, 5.21, 5.22, 5.23, 5.24 **Workshop 6 Lessons:** 6.7, 6.19, 6.20, 6.21, 6.22 **Interim Performance Tasks:** 1, 2, 3, 4, 5 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 35, 55, 60-67, 81, 103, 131, 147, 160-168, 191, 199, 211, 217, 222-229, 249, 261, 274-282, 297, 319, 322-329, 397	**Writing Zone Segments:** s: C.1-C.25	**Writing:** Announcement Argument Essay Argument Writing Rubrics Biographical Narrative Business Letter Cause-and-Effect Paragraph Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Description of a Person Description of a Setting Features of a Research Paper Fictional Narrative Free Verse Poem Informative Article Informative Essay Informative Paragraph Rubrics Informative Summary Informative Summary Rubrics Informative Writing Rubrics Informative: Finding and Recording Information Informative: Organizing Information and Notes Literary Analysis Literary Analysis Rubrics Narrative Writing Rubrics News Article	Quick Writes

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
				Peer Feedback and Self-Evaluation Frames Personal Essay Personal Narrative Proofreading Practice Realistic Narrative Reflective Essay Research Paper Rubrics Résumé	
Standard 4. Research Inquiry and Design					
<u>Prepared Graduates:</u> 10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.					
<u>Grade Level Expectation:</u> 1. Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.					
<u>Evidence Outcomes</u> Students Can:					
a. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.9-10.7)	**Interim Performance Task Lessons:** 1, 2, 3, 4 **End-of-Year Performance Task Lessons:** 1, 2, 3	**Pages:** 399		**Reading Comprehension:** Use Multiple Sources **Writing:** Features of a Research Paper	**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story

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b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)	**Workshop 1 Lessons:** 1.23 **Workshop 3 Lessons:** 3.24 **Workshop 4 Lessons:** 4.25 **Workshop 5 Lessons:** 5.25 **Workshop 6 Lessons:** 6.23 **Interim Performance Tasks:** 1, 2, 3, 4 **End-of-Year Performance Tasks:** 1, 2, 3			**Reading Comprehension:** Cross-Text Analysis **Reading Comprehension:** Use Multiple Sources **Writing:** Informative: Finding and Recording Information **Writing:** Informative: Organizing Information and Notes **Writing:** Skill Builder: Using Citations **Writing:** Sources **Writing:** Taking Notes	**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story
c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.9-10.9) i. Apply *grades 9–10 Reading standards* to literature (for example: "Analyze how an author draws on and transforms source material in a specific work [for example: how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). (CCSS: W.9-10.9a) ii. Apply *grades 9–10 Reading standards* to literary nonfiction (for example: "Delineate and evaluate the argument and specific	**Workshop 2 Lessons:** 2.12, 2.20, 2.21, 2.22, 2.23 **Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25, **Workshop 6 Lessons:** 6.17 **End-of-Year Performance Tasks:** 1, 2			**Reading Comprehension:** Cause and Effect Central Idea and Details Compare and Contrast Critical Reading: Analyze Critical Reading: Evaluate Critical Reading: Synthesize Cross-Text Analysis Evaluate Literary Merit Universal Theme Cause and Effect Central Idea and Details Compare and Contrast Critical Reading: Analyze Critical Reading: Evaluate Critical Reading: Synthesize Cross-Text Analysis	

2020 Colorado Academic Standards, Grades 9-10	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). (CCSS: W.9-10.9b)				Evaluate Literary Merit **Writing:** Literary Analysis Literary Analysis Rubrics	

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Standard 1. Oral Expression and Listening					
Prepared Graduates: 1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.					
Grade Level Expectation: 1. Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.					
Evidence Outcomes Students Can:					
a. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on *grades 11–12* topics, texts, and issues*,* building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1) i. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. (CCSS: SL.11-12.1a) ii. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b) iii. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-	**Getting Started Lessons:** 1-7 **Workshop 1 Lessons:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, **Workshop 2 Lessons:** 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24, 2.25, **Workshop 3 Lessons:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.24, **Workshop 4 Lessons:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26, **Workshop 5 Lessons:** 5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23, 5.24, 5.25, **Workshop 6 Lessons:** 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18, 6.19, 6.20, 6.21, 6.22, 6.23	**Pages:** 27, 75, 125, 185, 237, 289		**Speaking and Listening:** Collaborative Discussion	

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12.1c) iv. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)	**Interim Performance Task Lessons:** 1-5 **End-of-Year Performance Task Lessons:** 1-6				
b. Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (CCSS: SL.11-12.2)		**Pages:** 26, 74, 124, 184, 236, 288			**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story

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c. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (CCSS: SL.11-12.3)	**Workshop 1 Lessons:** 1.9 **Workshop 3 Lessons:** 3.1, 3.24 **Workshop 4 Lessons:** 4.12, 4.25 **Workshop 5 Lessons:** 5.1, 5.25 **Workshop 6 Lessons:** 6.9	**Pages:** 42-43, 142-143, 206-207, 254-255, 304-305			**eBooks:** Great Debates: When Science and Ethics Clash The Greatest: Muhammad Ali
Prepared Graduates: 2. Deliver effective oral presentations for varied audiences and varied purposes.					
Grade Level Expectation: 2. Integrate credible, accurate information into appropriate media and formats to meet an audience's needs.					
Evidence Outcomes Students Can:					
a. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. (CCSS: SL.11-12.4)	**Workshop 1 Lessons:** 1.9, 1.23 **Workshop 2 Lessons:** 2.24 **Workshop 3 Lessons:** 3.1, 3.24 **Workshop 4 Lessons:** 4.12, 4.25 **Workshop 5 Lessons:** 5.1, 5.25 **Workshop 6 Lessons:** 6.9, 6.23 **Interim Performance Task Lessons:** 5	**Pages:** 232-233, 284-285		**Speaking and Listening:** Present and Reflect: Persuasive Argument	
b. Make strategic use of digital media (for example: textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence to add interest. (CCSS: SL.11-12.5)	**Workshop 2 Lessons:** 2.24 **Workshop 5 Lessons:** 5.25 **Interim Performance Task Lessons:** 5 **End-of-Year Performance Task Lessons:**	**Pages:** 232-233, 284-285		**Speaking and Listening:** Media Outline	

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
	5, 6				
c. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (CCSS: SL.11-12.6)	**Workshop 1 Lessons:** GS 7, 1.1, 1.9, 1.23 **Workshop 2 Lessons:** 2.1, 2.24 **Workshop 3 Lessons:** 3.1, 3.1, 3.24 **Workshop 4 Lessons:** 4.1, 4.12, 4.25 **Workshop 5 Lessons:** 5.1, 5.1, 5.25 **Workshop 6 Lessons:** 6.1, 6.9, 6.23	**Pages:** 42-43, 142-143, 206-207, 232-233, 254-255, 284-285, 304-305		**Speaking and Listening:** Using Appropriate Language	
Standard 2. Reading for All Purposes					
Prepared Graduates: 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 1. Interpret and evaluate complex literature using various critical reading strategies.					
Evidence Outcomes Students Can:					
a. Use Key Ideas and Details to:					
i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain. (CCSS: RL.11-12.1)	**Workshop 1 Lessons:** 1.12, 1.13, 1.14 **Workshop 2 Lessons:** 2.5, 2.6, 2.7, 2.8, 2.9, 2.1, 2.11 **Workshop 3 Lessons:** 3.6, 3.15, 3.16 **Workshop 6 Lessons:** 6.13, 6.14, 6.15				**Paperbacks:** Blood Is Thicker (Bluford High #8) Broken Memory Crossover Divergent Does My Head Look Big in This? Dracula/Romeo and Juliet Good Enough Novio Boy S.O.S. Titanic Sasha and the Spark Shadowshaper The Lightning Dreamer The Skin I'm In The Whole Sky Full of Stars **eBooks:** Accidental Love Adrift Dangerous Game

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Emma In Your Face: Poems About Real Life Loves Me, Loves Me Not Macbeth Mechanica Pig Park Pinned Shattered (Bluford High) Slam! The Big Bug (Based on the Story "The Metamorphosis") The Haunting of Sunshine Girl The Legend of Mulan The Odyssey The Plague The War of the Worlds Untwine **Audiobooks:** Before We Were Free Danger Zone
ii. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS: RL.11-12.2)	**Workshop 2 Lessons:** 2.5, 2.9, 2.1, 2.11, 2.14, 2.19 **Workshop 6 Lessons:** 6.12, 6.13, 6.14, 6.15 **Additional Teaching Resources:** **Meeting Individual Needs:** Teaching Theme	**Pages:** 49, 51, 85, 87, 89, 91, 93, 95, 107, 108-109, 151, 201, 269, 271, 273, 311, 313, 315	**Reading Zone Segments:** C.1 **Reading Zone Segments:** s C.3 - C.9 **Reading Zone Segments:** C.11 **Reading Zone Segments:** s C.13 - C.16 **Reading Zone Segments:** s C.18 - C.25		**Paperbacks:** Antony and Cleopatra Broken Memory Crossover Divergent Does My Head Look Big in This? Dracula/Romeo and Juliet Novio Boy Peak S.O.S. Titanic Shadowshaper The Lightning Dreamer The Whole Sky Full of Stars **eBooks:** Accidental Love Adrift Emma Mechanica

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Pig Park Romiette and Julio Shattered (Bluford High) Stick and Whittle The Haunting of Sunshine Girl The Legend of Mulan The Plague The War of the Worlds Untwine **Audiobooks:** Danger Zone
iii. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS: RL.11-12.3)	**Workshop 1 Lessons:** 1.12, 1.13 **Workshop 2 Lessons:** 2.5, 2.6, 2.7, 2.8, 2.11, 2.14 **Workshop 3 Lessons:** 3.15, 3.16 **Workshop 6 Lessons:** 6.12, 6.13, 6.14				**Paperbacks:** Antony and Cleopatra Blood Is Thicker (Bluford High #8) Code Talker Crossover Divergent Does My Head Look Big in This? Dracula/Romeo and Juliet Flight to Freedom Good Enough Novio Boy Peak Sasha and the Spark Shadowshaper The Skin I'm In The Whole Sky Full of Stars **eBooks:** Accidental Love Adrift Call Me Maria Dangerous Game Emma Loves Me, Loves Me Not Macbeth Mechanica Pig Park Pinned

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Romiette and Julio Shattered (Bluford High) Slam! Stick and Whittle The Big Bug (Based on the Story "The Metamorphosis") The Haunting of Sunshine Girl The Legend of Mulan The Odyssey Untwine **Audiobooks:** Before We Were Free Danger Zone
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (Include Shakespeare as well as other authors.) (CCSS: RL.11-12.4)	**Workshop 4 Lessons:** 2.1, 4.9, 4.1 **Additional Teaching Resources:** **Meeting Individual Needs:** Teaching Figurative Language Teaching Tone and Mood	**Pages:** 93, 99, 107, 199, 202-203, 204, 252			Although direct instruction in using context is not present in the Independent Reading component, students use context to determine the meanings of unfamiliar words as they read each independent reading text.
ii. Analyze how an author's choices concerning how to structure specific parts of a text (for example: the choice of where to begin or it's a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (CCSS: RL.11-12.5) *these matches provide*	**Workshop 5 Lessons:** 5.26		<u>Problem and Solution</u> **Reading Zone Segments:** C.2 - C.9**,** C.13, C.16, C.18, C.20 - C.23**,** C.25 <u>Sequence</u> **Reading Zone Segments:** C.2 - C.4, C.9 -		**Paperbacks:** Antony and Cleopatra Crossover Dracula/Romeo and Juliet Peak S.O.S. Titanic Accidental Love **eBooks:** Accidental Love Adrift Loves Me, Loves Me Not Pinned

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
opportunities to address the standard			C.11, C.13 - C.20, C.22, C.24 Cause and Effect **Reading Zone Segments:** C.1, C.2, C.4, C.8**,** C.9 - C.17, C.19 - C.22**,** C.24, C.25		Romiette and Julio Shattered (Bluford High) The Haunting of Sunshine Girl Untwine
iii. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (for example: satire, sarcasm, irony, or understatement). (CCSS: RL.11-12.6)	**Workshop 1 Lessons:** 1.5, 1.10 **Workshop 3 Lessons:** 3.17 **Workshop 5 Lessons:** 5.8, 5.11 **Workshop 6 Lessons:** 6.15 **Additional Teaching Resources:** **Meeting Individual Needs:** Teaching Point of View		**Reading Zone Segments:** C.2 - C.7, C.10 - C.14, C.17 - C.20**,** C.23 - C.25		
c. Use Integration of Knowledge and Ideas to:					
i. Analyze multiple interpretations of a story, drama, or poem (for example: recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (CCSS: RL.11-12.7)					

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
ii. Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational words (of American Literature, British Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics. (CCSS: RL.11-12.9)					
d. Use Range of Reading and Complexity of Text to:					
i. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.11-12.10) By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently. (CCSS: RL.11-12.10)		**Pages:** 48-51, 84-95, 106-107, 150-151, 200-201, 268-273, 310-315			**Paperbacks:** Antony and Cleopatra Blood Is Thicker (Bluford High #8) Broken Memory Code Talker Crossover Divergent Does My Head Look Big in This? Dracula/Romeo and Juliet Flight to Freedom Good Enough Novio Boy Peak S.O.S. Titanic Sasha and the Spark Shadowshaper The Lightning Dreamer The Skin I'm In The Whole Sky Full of Stars **eBooks:** Accidental Love Adrift Call Me Maria Confessions of a Gym-Class Dropout Dangerous Game Emma In Your Face: Poems About Real Life Loves Me, Loves Me Not

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Macbeth Mechanica Pig Park Pinned Romiette and Julio Shattered (Bluford High) Slam! Stick and Whittle The Big Bug (Based on the Story "The Metamorphosis") The Haunting of Sunshine Girl The Legend of Mulan The Odyssey The Plague The War of the Worlds Untwine **Audiobooks:** Before We Were Free Danger Zone
Prepared Graduates: 4. Read a wide range of informational texts to build knowledge and to better understand the human experience.					
Grade Level Expectation: 2. Interpret and evaluate complex informational texts using various critical reading strategies.					
Evidence Outcomes Students Can:					
a. Use Key Ideas and Details to:					
i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain. (CCSS: RI.11-12.1)	**Workshop 1 Lessons:** 1.4, 1.5, 1.6, 1.1, 1.16, 1.17 **Workshop 2 Lessons:** 2.3, 2.16, 2.17, 2.18 **Workshop 3 Lessons:** 3.3, 3.5, 3.8, 3.11, 3.13, 3.18, 3.2 **Workshop 4 Lessons:** 4.3, 4.4, 4.5, 4.8, 4.15, 4.17, 4.18 **Workshop 5 Lessons:** 5.3, 5.4, 5.6, 5.7, 5.13, 5.14, 5.15 **Workshop 6 Lessons:** 6.4, 6.5, 6.16				**Paperbacks:** Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Head Cases Phineas Gage Stalin (A Wicked History) Start It Up The Great American Dust Bowl The Keeper: The Unguarded Story of Tim Howard Why'd They Wear That? **eBooks:**

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					A Word From the Wise: Great Speeches Alive! The True Story of Three People Who Fought Death--and Won Assassination! Black Diamond College 101: A READ 180 Guide Confessions of a Gym-Class Dropout Flying Cars Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands Great Debates: When Science and Ethics Clash In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Pow! Smash! Boom!: Super Jobs in Comic Books Survivors II Survivors: True Stories About Real Kids Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Greatest: Muhammad Ali Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting Young Americans: Tales of Teenage Immigrants **Audiobooks:** At Her Majesty's Request Cage Within Reach: My Everest Story

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
ii. Determine and analyze the development and interaction of two or more central ideas over the course of the text to provide a complex analysis or objective summary of the text. (CCSS: RI.11-12.2)	**Workshop 1 Lessons:** 1.3, 1.4, 1.5, 1.6, 1.7, 1.1, 1.16, 1.17 **Workshop 2 Lessons:** 2.3, 2.16, 2.17, 2.18, 2.25 **Workshop 3 Lessons:** 3.4, 3.5, 3.8, 3.11, 3.13, 3.18, 3.2 **Workshop 4 Lessons:** 4.5, 4.8, 4.15, 4.17, 4.18 **Workshop 5 Lessons:** 5.3, 5.4, 5.6, 5.7, 5.13, 5.14, 5.15 **Workshop 6 Lessons:** 6.4, 6.5, 6.16		**Reading Zone Segments:** C.1**,** C.3 - C.9, C.11, C.13 - C.16**,** C.18 - C.25	**Reading Comprehension:** Stretch: The First Amendment: First Principles (Summarize) Summarize	**Paperbacks:** Courage Has No Color Disasters Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Head Cases Phineas Gage Sasha and the Spark Stalin (A Wicked History) Start It Up The Boy Who Harnessed the Wind The Great American Dust Bowl The Keeper: The Unguarded Story of Tim Howard Why'd They Wear That? **eBooks:** A Word From the Wise: Great Speeches Alive! The True Story of Three People Who Fought Death--and Won Assassination! Black Diamond College 101: A READ 180 Guide Confessions of a Gym-Class Dropout Escape From the Ice: Shackleton and the Endurance Flying Cars Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands Gym Rats: True Stories of Punching, Pedaling, and Powerlifting In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Pow! Smash! Boom!: Super Jobs in

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Comic Books Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Greatest: Muhammad Ali The Worst Moments in Sports The Worst-Case Scenario Survival Handbook Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting Young Americans: Tales of Teenage Immigrants **Audiobooks:** At Her Majesty's Request Within Reach: My Everest Story
iii. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (CCSS: RI.11-12.3)	**Workshop 4 Lessons:** 4.2 **Workshop 6 Lessons:** 6.5		**Reading Zone Segments:** s C.2 - C.4, C.9 - C.11, C.13 - C.20, C.22, C.24		**Paperbacks:** Courage Has No Color Disasters Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Why'd They Wear That? **eBooks:** Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Survivors: True Stories About Real Kids Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 Young Americans: Tales of Teenage Immigrants

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
iv. Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity). *Provides opportunities*					**Paperbacks:** Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Head Cases Phineas Gage Stalin (A Wicked History) Start It Up The Great American Dust Bowl The Keeper: The Unguarded Story of Tim Howard Why'd They Wear That? **eBooks:** A Word From the Wise: Great Speeches Alive! The True Story of Three People Who Fought Death--and Won Assassination! Black Diamond College 101: A READ 180 Guide Confessions of a Gym-Class Dropout Flying Cars Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands Great Debates: When Science and Ethics Clash In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Pow! Smash! Boom!: Super Jobs in Comic Books Survivors II Survivors: True Stories About Real Kids Taking Back the Rock: American Indians Reclaim Alcatraz, 1969

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					The Greatest: Muhammad Ali Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting Young Americans: Tales of Teenage Immigrants **Audiobooks:** At Her Majesty's Request Cage Within Reach: My Everest Story
v. Predict the impact an informational text will have on an audience and justify the prediction. *The first reading of an informational text may provide some opportunity to meet this standard.*	**Workshop 1 Lessons:** 1.4 **Workshop 2 Lessons:** 2.3 **Workshop 3 Lessons:** 3.3 **Workshop 4 Lessons:** 4.3 **Workshop 5 Lessons:** 5.3 **Workshop 6 Lessons:** 6.4				
b. Use Craft and Structure to:					
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines faction in Federalist No. 10). (CCSS: RI.11-12.4)	**Workshop 1 Lessons:** 1.15, 1.17 **Workshop 2 Lessons:** 2.16 **Workshop 4 Lessons:** 4.8, 4.19 **Workshop 5 Lessons:** 5.6, 5.7	**Pages:** 99, 199, 204, 252			Although direct instruction in using context is not present in the Independent Reading component, students use context to determine the meanings of unfamiliar words as they read each independent reading text.
ii. Analyze and evaluate the effectiveness of an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (CCSS: RI.11-12.5)	**Workshop 1 Lessons:** 1.15 **Workshop 4 Lessons:** 4.6, 4.13, 4.15 **Workshop 5 Lessons:** 5.16				**eBooks:** Pearl Harbor (24/7 Goes to War)

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iii. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (CCSS: RI.11-12.6)	**Workshop 1 Lessons:** 1.1 **Workshop 3 Lessons:** 3.17, 3.19, 3.2 **Workshop 5 Lessons:** 5.8, 5.11 **Workshop 6 Lessons:** 6.6, 6.1, 6.17		**Reading Zone Segments:** s C.2 - C.7, C.10 - C.14, C.17 - C.20, C.23 - C.25	**Reading Comprehension:** Evaluate Author's Purpose Evaluate Author's Viewpoint Identify Author's Purpose Identify Point of View	**Paperbacks:** Courage Has No Color Disasters Start It Up The Boy Who Harnessed the Wind The Keeper: The Unguarded Story of Tim Howard **eBooks:** A Word From the Wise: Great Speeches Flying Cars Food: The Good, the Bad, and the Gross Great Debates: When Science and Ethics Clash Gym Rats: True Stories of Punching, Pedaling, and Powerlifting Pow! Smash! Boom!: Super Jobs in Comic Books The Worst Moments in Sports The Worst-Case Scenario Survival Handbook Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting Young Americans: Tales of Teenage Immigrants
c. Use Integration of Knowledge and Ideas to:					
i. Integrate and evaluate multiple sources of information presented in different media or formats (for example: visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)					

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ii. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (for example: in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (for example: The Federalist, presidential addresses) by the end of 12th grade. (CCSS: RI.11-12.8)	**Workshop 3 Lessons:** 3.15 **Workshop 5 Lessons:** 5.13				**eBooks:** Great Debates: When Science and Ethics Clash The Greatest: Muhammad Ali
iii. Analyze 17th-, 18th-, and 19th-century foundational U.S. and world documents of historical and literary significance (for example: The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features by the end of 12th grade. (adapted from CCSS: RI.11-12.9)					
d. Use Range of Reading and Complexity of Text to:					
i. By the end of grade 11, read and comprehend literary nonfiction, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.11-12.10) By the end of grade 12, read and comprehend literary		**Pages:** 30-31, 32-35, 52-57, 78-79, 80-81, 102-105, 128-129, 130-133, 138-139, 146-149, 154-157, 188-189, 190-193,			**Paperbacks:** Courage Has No Color Disasters Extreme Scientists Gut-Eating Bugs (24/7 Science Behind the Scenes) Head Cases Phineas Gage Stalin (A Wicked History) Start It Up The Boy Who Harnessed the Wind The Great American Dust Bowl

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
nonfiction, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently. (CCSS: RI.11-12.10)		198-199, 210-213, 214-219, 240-241, 242-243, 246-249, 258-263, 292-293, 294-297, 316-319			The Keeper: The Unguarded Story of Tim Howard Why'd They Wear That? **eBooks:** A Word From the Wise: Great Speeches Alive! The True Story of Three People Who Fought Death--and Won Assassination! Black Diamond College 101: A READ 180 Guide Escape From the Ice: Shackleton and the Endurance Flying Cars Food: The Good, the Bad, and the Gross Freedom Heroines (Profiles) Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers & Wetlands Great Debates: When Science and Ethics Clash Gym Rats: True Stories of Punching, Pedaling, and Powerlifting In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Pow! Smash! Boom!: Super Jobs in Comic Books Survivors II Survivors: True Stories About Real Kids Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Greatest: Muhammad Ali The Worst Moments in Sports The Worst-Case Scenario Survival Handbook Yolanda Cashes In: A Guide to Spending, Saving, and Budgeting

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
					Young Americans: Tales of Teenage Immigrants **Audiobooks:** At Her Majesty's Request Cage Within Reach: My Everest Story

Prepared Graduates: 5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.					
Grade Level Expectation: 3. Understand how language influences the comprehension of narrative, argumentative, and informational texts.					
Evidence Outcomes Students Can:					
a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content,* choosing flexibly from a range of strategies. (CCSS: L.11-12.4)					
i. Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.11-12.4a)	**Workshop 1 Lessons:** 1.4, 1.15, 1.17, **Workshop 3 Lessons:** 3.9, 3.11 **Workshop 4 Lessons:** 4.8	**Pages:** 99, 141, 199, 204, 252	**Reading Zone Segments:** s C.1 - C.25		Although direct instruction in using context is not present in the Independent Reading component, students use context to determine the meanings of unfamiliar words as they read each independent reading text.
ii. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (for example: *conceive, conception, conceivable*). (CCSS: L.11-12.4b)	**Workshop 1 Lessons:** 1.1				
iii. Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (CCSS: L.11-12.4c) iv. Verify the preliminary					

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determination of the meaning of a word or phrase. (CCSS: L.11-12.4d)					
b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.11-12.5)					
i. Interpret figures of speech (for example: hyperbole, paradox) in context and analyze their role in the text. (CCSS: L.11-12.5a)		**Pages:** 57, 81, 219, 247			
ii. Analyze nuances in the meaning of words with similar denotations. (CCSS: L.11-12.5b)	**Workshop 2 Lessons:** 2.4 **Workshop 5 Lessons:** 5.9, 5.11	**Pages:** 253			
c. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.11-12.6)	**Workshop 1 Lessons:** GS 4, GS 5, GS 6, GS 7, 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.1, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.2, 1.21, 1.22, 1.23, 1.24 **Workshop 2 Lessons:** 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.1, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.2, 2.21, 2.22, 2.23, 2.24, 2.25 **Workshop 3 Lessons:** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.1, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.2, 3.22, 3.23, 3.24 **Workshop 4 Lessons:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.1, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.2, 4.22, 4.23, 4.24, 4.25, 4.26 **Workshop 5 Lessons:** 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.1, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.2, Workshop5 Lesson 5.22, 5.23, 5.24, 5.25, 5.26 **Workshop 6 Lessons:**	**Pages:** 26, 29, 30, 45, 48, 50, 51, 54, 56, 74, 77, 78, 80, 84, 86, 88, 90, 92, 94, 101, 102, 104, 106, 124, 127, 128, 130, 132, 138, 145, 146, 148, 150, 154, 156, 184, 187, 188, 190, 192, 198, 200, 209, 210, 212, 214, 216, 218, 232-233, 236, 239, 240, 242, 246, 248, 257, 258, 260, 262,	**Language Zone:** Segments C.1 - C.25		Each Independent Reading text supports students' acquisition of general and domain-specific words and phrases.

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	6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.1, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18, 6.19, 6.22, 6.23, 6.24 **Interim Performance Task Lessons:** 1, 2, 3, 5 **End-of-Year Performance Task Lessons:** 1, 2, 3, 4, 5, 6	268, 270, 272, 284-285, 288, 291, 292, 294, 296, 307, 310, 312, 314, 316, 318 42-43, 142-143, 206-207, 254-255, 304-5			
Standard 3. Writing and Composition					
Prepared Graduates: 6. Craft arguments using techniques specific to the genre.					
Grade Level Expectation: 1. Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases.					
Evidence Outcomes Students Can:					
a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.11-12.1) i. Introduce precise, knowledgeable claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (CCSS: W.11-12.1a) ii. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (CCSS: W.11-12.1b) iii. Use words, phrases, and clauses to link the major sections	**Workshop 3 Lessons:** 3.7, 3.20, 3.21, 3.22, 3.23 **Workshop 5 Lessons:** 5.5, 5.21, 5.22, 5.23, 5.24, 5.26 **End-of-Year Performance Tasks:** 1, 2, 3, 4, 5, 6	**Pages:** 160-168, 228, 274-282, 397	**Writing Zone Segments:** C.2, C.3, C.6 - C.9, C.11, C.12, C.14 - C.16, C.18, C.20 - C.25 Argument Writing Rubric: 4pt Argument Writing Rubric: 6pt Rate Your Argument Essay		Quick Writes

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of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS: W.11-12.1c) iv. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.11-12.1d) v. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.11-12.1e)					
Prepared Graduates: 7. Craft informational/explanatory texts using techniques specific to the genre.					
Grade Level Expectation: 2. Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.					
Evidence Outcomes Students Can:					
b. Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.11-12.2) i. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.11-12.2a) ii. Develop the topic thoroughly	**Workshop 1 Lessons:** 1.7, 1.19, 1.20, 1.21, 1.22, 1.24 **Workshop 2 Lessons:** 2.25 **Workshop 4 Lessons:** 4.7, 4.11, 4.21, 4.22, 4.23, 4.24	**Pages:** 38, 39, 60-67, 81, 103, 196, 197, 222-229, 397	**Writing Zone Segments:** s C.2 - C.7, C.10**,** C.12 - C.14, C.17 - C.20, C.22, C.25 Informative Writing Rubric: 4pt Informative Writing Rubric: 6pt Rate Your Informative Essay		

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by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS: W.11-12.2b) iii. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS: W.11-12.2c) iv. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS: W.11-12.2d) v. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.11-12.2e) vi. Provide a concluding statement or section that follows from and supports the information or explanation presented (for example: articulating implications or the significance of the topic). (CCSS: W.11-12.2f)					
Prepared Graduates: 8. Craft narratives using techniques specific to the genre.					
Grade Level Expectation: 3. Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.					
Evidence Outcomes Students Can:					
c. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event	**Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22, **Workshop 6 Lessons:** 6.7, 6.19, 6.20, 6.21, 6.22	**Pages:** 300, 301, 322-329, 398	**Writing Zone Segments:** C.1, C.4, C.5, C.8 - C.11, C.13, C.15 -		**Paperbacks:** Good Enough Sasha and the Spark **eBooks:**

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sequences. (CCSS: W.11-12.3) i. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.11-12.3a) ii. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.11-12.3b) iii. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. (CCSS: W.11-12.3c) iv. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.11-12.3d) v. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.11-12.3e) vi. Select and use stylistic devices to craft engaging and effective text.			C.17, C.19, C.21, C.23, C.24 Narrative Writing Rubric: 4pt Narrative Writing Rubric: 6pt Rate Your Narrative		Accidental Love Emma Stick and Whittle The Legend of Mulan

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Prepared Graduates: 9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.					
Grade Level Expectation: 4. Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.					
Evidence Outcomes Students Can:					
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.11-12.1)					
i. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (CCSS: L.11-12.1a) ii. Resolve issues of complex or contested usage, consulting references (for example: Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed. (CCSS: L.11-12.1b)		**Pages:** 27, 41, 75, 125, 185, 237, 289		**Speaking and Listening:** Collaborative Discussion	
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.11-12.2) i. Observe hyphenation conventions. (CCSS: L.11-12.2a) ii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted fromCCSS: L.11-12.2b)	**Workshop 1 Lessons:** 1.8			**Writing:** Proofreading Practice **Writing:** Skill Builder: Combining Sentences **Grammar and Conventions:** Using Hyphens Using Commas, Parentheses, and Dashes	

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c. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.11-12.3) a. Vary syntax for effect (for example: Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (CCSS: L.11-12.3a)				**Writing:** Skill Builder: Supporting Reasons Using Four Types of Sentences Choosing Important Details Interesting Beginnings	
d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–2 above.) (CCSS: W.11-12.4)	**Workshop 1 Lessons:** 1.18, 1.19, 1.20, 1.21, **Workshop 2 Lessons:** 2.11, 2.18, 2.19, 2.20, 2.21, 2.22, **Workshop 4 Lessons:** 4.11, 4.19, 4.20, 4.21, 4.22, 4.23, **Workshop 5 Lessons:** 5.10, 5.19, 5.20, 5.21, 5.22, 5.23, **Workshop 6 Lessons:** 6.8, 6.17, 6.18, 6.19, 6.20 **End-of-Year Performance Tasks:** 2, 4	**Pages:** 60-67, 160-168, 222-229, 274-282, 322-329, 397, 398		**Writing:** Announcement Argument Essay Argument Writing Rubrics Biographical Narrative Business Letter Cause-and-Effect Paragraph Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Description of a Person Description of a Setting Features of a Research Paper Fictional Narrative Free Verse Poem Informative Article Informative Essay Informative Paragraph Rubrics Informative Summary Informative Summary Rubrics Informative Writing Rubrics Informative: Finding and	Quick Writes

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
				Recording Information Informative: Organizing Information and Notes Literary Analysis Literary Analysis Rubrics Narrative Writing Rubrics News Article Peer Feedback and Self-Evaluation Frames Personal Essay Personal Narrative Proofreading Practice Realistic Narrative Reflective Essay Research Paper Rubrics Résumé	
e. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.11-12.5)	**Workshop 1 Lessons:** 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.17 **Workshop 3 Lessons:** 3.7, 3.20, 3.21, 3.22, 3.23 **Workshop 4 Lessons:** 4.22, 4.23.4.24 **Workshop 5 Lessons:** 5.22, 5.23, 5.24 **Workshop 6 Lessons:** 6.20, 6.21, 6.22	**Pages:** 396		**Writing:** Choosing and Narrowing a Topic Proofreading Practice Peer Feedback and Self-Evaluation Frames Revision Checklist	**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story

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f. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W.11-12.6)		**Pages:** 284-285			**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story
g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS: W.11-12.10)	**Workshop 1 Lessons:** 1.7, 1.18, 1.19, 1.20, 1.21, 1.22 **Workshop 2 Lessons:** 2.12, 2.16, 2.17, 2.20, 2.21, 2.22, 2.23 **Workshop 3 Lessons:** 3.7, 3.20, 3.21, 3.22, 3.23 **Workshop 4 Lessons:** 4.7, 4.21, 4.22, 4.23, 4.24 **Workshop 5 Lessons:** 5.5, 5.21, 5.22, 5.23, 5.24 **Workshop 6 Lessons:** 6.7, 6.19, 6.20, 6.21, 6.22 **Interim Performance Tasks:** 1, 2, 3, 4, 5			**Writing:** Announcement Argument Essay Argument Writing Rubrics Biographical Narrative Business Letter Cause-and-Effect Paragraph Choosing and Narrowing a Topic Compare-and-Contrast Paragraph Description of a Person Description of a Setting Features of a Research Paper Fictional Narrative Free Verse Poem	Quick Writes

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	End-of-Year Performance Tasks: 1, 2, 3, 4, 5, 6			Informative Article Informative Essay Informative Paragraph Rubrics Informative Summary Informative Summary Rubrics Informative Writing Rubrics Informative: Finding and Recording Information Informative: Organizing Information and Notes Literary Analysis Literary Analysis Rubrics Narrative Writing Rubrics News Article Peer Feedback and Self-Evaluation Frames Personal Essay Personal Narrative Proofreading Practice Realistic Narrative Reflective Essay Research Paper Rubrics Résumé	

Standard 4. Research Inquiry and Design

Prepared Graduates:

10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

Grade Level Expectation:

1. Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.

Evidence Outcomes

Students Can:

a. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the	**Interim Performance Task Lessons:** 1, 2, 3, 4 **End-of-Year Performance Task Lessons:** 1, 2, 3	**Pages:** **Pages:** 399		**Reading Comprehension:** Use Multiple Sources	**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:**

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7)					A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story
b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation. (CCSS: W.11-12.8) c. Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources. d. Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the	**Workshop 1 Lessons:** 1.23 **Workshop 3 Lessons:** 3.24 **Workshop 4 Lessons:** 4.25 **Workshop 5 Lessons:** 5.25 **Workshop 6 Lessons:** 6.23 **Interim Performance Tasks:** 1, 2, 3, 4 **End-of-Year Performance Tasks:** 1, 2, 3	**Pages:** 400		**Reading Comprehension:** Use Multiple Sources **Writing: Skill Builder:** Using Citations **Writing:** Sources Taking Notes	**Paperbacks:** Antony and Cleopatra Broken Memory S.O.S. Titanic Stalin (A Wicked History) The Great American Dust Bowl **eBooks:** A Word From the Wise: Great Speeches Assassination! Black Diamond Escape From the Ice: Shackleton and the Endurance In the Line of Fire: A True Story About D-Day Pearl Harbor (24/7 Goes to War) Taking Back the Rock: American Indians Reclaim Alcatraz, 1969 The Plague **Audiobooks:** Cage Within Reach: My Everest Story

2020 Colorado Academic Standards, Grades 11-12	Digital Teacher's Edition	*ReaL Book*	Student App	Resources for Differentiated Instruction	Independent Reading
Modern Language Association (MLA) or the American Psychological Association (APA).					
e. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.11-12.9) a. Apply *grades 11–12 Reading standards* to literature (for example: "Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). (CCSS: W.11-12.9a) b. Apply *grades 11–12 Reading standards* to literary nonfiction (for example: "Delineate and evaluate the reasoning in seminal U.S. Texts, including the application of constitutional principles and use of legal reasoning [for example: in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (for example: The Federalist, presidential addresses]"). (CCSS: W.11-12.9b)	**Workshop 2 Lessons:** 2.12, 2.20, 2.21, 2.22, 2.23 **Workshop 3 Lessons:** 3.14, 3.21, 3.22, 3.23, 3.24, 3.25, **Workshop 6 Lessons:** 6.17 **End-of-Year Performance Tasks:** 1, 2			**Reading Comprehension:** Universal Theme	

Houghton Mifflin Harcourt

NEXTGENERATION

correlated to the

2020 Colorado Academic Standards for Reading, Writing, and Communicating

Grades 6–12

2019

System 44 Next Generation is a foundational reading program for the **most** challenged readers in grades 3-12+. *System 44 Next Generation* focuses on the foundational reading skills [phonics, comprehension, and writing] required for success with the Mississippi College- and Career Readiness Standards.

System 44 Next Generation is designed for daily use with groups of 10-12 students who rotate between the Instructional Software and Small-Group Instruction or Modeled and Independent Reading.
  ➢ Teachers begin each session with a language warm up and setting the day's language and instructional goals.
  ➢ Small-Group Instruction is based on data-driven reports from the software.
  ➢ Students build fluency and reading comprehension skills through modeled and independent reading.

2020 Colorado Academic Standards, Grade 6	*System 44 Next Generation*
Standard 1. Oral Expression and Listening	
Prepared Graduates: 1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.	
Grade Level Expectation: 1. Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.	
Evidence Outcomes Students Can:	
a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1) i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a) ii. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b) iii. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c) iv. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)	**44Book: Secondary** 15, 18, 23, 25, 28, 37, 40, 45, 47, 50, 59, 62, 67, 69, 72, 81, 84, 89, 91, 94, 103, 106, 111, 113, 116, 125, 128, 133, 135, 138, 147, 150, 155, 157, 160, 169, 172, 177, 179, 182 **Teaching Resources: Secondary Comprehension Strategies** **Idea Web** *Fashion Flashback,* 95, *Fast!,* 61, *Fire! The Triangle Shirtwaist Factory Tragedy,* 149, *Is This Art?,* 99, *Killer Croc,* 155, *Lost! Mysteries of the Bermuda Triangle,* 57, *Princess Brat, The,* 101, *Raven, The,* 163, *Samurai Fighters,* 135
b. Interpret information presented in diverse media and formats (for example: visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (CCSS: SL.6.2)	**44Book: Secondary** 10, 32, 54, 76, 98, 108, 120, 142, 164
c. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: SL.6.3)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 28, 50, 72, 94, 138, 160, 182
Prepared Graduates: 2. Deliver effective oral presentations for varied audiences and varied purposes.	
Grade Level Expectation: 2. Develop, organize, and present ideas and opinions effectively.	
Evidence Outcomes Students Can:	
a. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.6.4)	**44Book: Secondary** 15, 18, 23, 25, 28, 37, 40, 45, 47, 50, 59, 62, 67, 69, 72, 81, 84, 89, 91, 94, 103, 106, 111, 113, 116, 125, 128, 133, 135, 138, 147, 150, 155, 157, 160, 169, 172, 177, 179, 182
b. Include multimedia components (for example: graphics, images, music, sound) and visual displays in presentations to clarify information. (CCSS: SL.6.5)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184

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c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.6.6)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 15, 18, 23, 25, 28, 30, 37, 40, 45, 47, 50, 52, 59, 62, 67, 69, 72, 74, 81, 84, 89, 91, 94, 96, 103, 106, 111, 113, 116, 118, 125, 128, 133, 135, 138, 140, 147, 150, 155, 157, 160, 162, 169, 172, 177, 179, 182, 184
Standard 2. Reading for All Purposes	
<u>Prepared Graduates:</u> 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.	
<u>Grade Level Expectation:</u> 1. Analyze literary elements within different types of literature to make meaning.	
<u>Evidence Outcomes</u> Students Can:	
a. Use Key Ideas and Details to:	
i. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)	**44Book: Secondary** 14-15, 22-23, 80-81, 88-89 **Teaching Resources: Secondary** **Make Inferences** *Beauty and the Geek,* 145, *Sweater Thief, The,* 139, *These Are Not Poems,* 71 **Instructional Routines** **Comprehension Routines** Making Inferences, 38–39
ii. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)	The Following Supports this Objective: **44Book: Secondary** 14-15, 22-23, 80-81, 88-89 **Teaching Resources: Secondary** **Comprehension Strategies** **Read for Detail** *Arabian Nights,* 143, *Back From the Grave!,* 117, *Big!,* 55
iii. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)	The Following Provides Opportunities to Meet this Objective: **Teaching Resources: Secondary** **Sequence of Events** *Ant Attack!,* 115, *DJ Mystery,* 93, *Story of Shi Jin, The,* 137
b. Use Craft and Structure to:	
i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RL.6.4)	The Following Support this Objective: **44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary-Building Strategies** **Context Clues** *Ant Attack!,* 114, *Killer Plague,* 124 **Extending Meaning** *Arabian Nights,* 142, *Back From the Grave!,* 116, *Button Your Lip and Other Idioms,* 86, *Princess Brat, The,* 100, *Story of Shi Jin, The,* 136, *Sweater*

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	Thief, The, 138, *These Are Not Poems,* 70, *When Lisa Met Billy,* 110 **Idioms** *Beauty and the Geek,* 144, *Button Your Lip and Other Idioms,* 86 **Multiple-Meaning Words** *DJ, Mystery,* 92
ii. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 14-15, 22-23, 80-81, 88-89
iii. Explain how an author develops the point of view of the narrator or speaker in a text. (CCSS: RL.6.6)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 22-23, 102-103, 88-89, 124-125, 154-155
c. Use Integration of Knowledge and Ideas to:	
i. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. (CCSS: RL.6.7)	Each text in the Student Library is available as an Audiobook, offering students the chance to both "see" and "hear" the text simultaneously.
ii Compare and contrast texts in different forms or genres (for example: stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (CCSS: RL.6.9)	**44Book: Secondary** Each Scholastic *44Book* Module has a content-area focus with several readings of varied genres and provides opportunities to meet this objective.
d. Use Range of Reading and Complexity of Text to:	
i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)	**44Book: Secondary** 14-15, 22-23, 80-81, 88-89 **Teaching Resources: Secondary** **Literature/ Language Arts** *Ant Attack!,* 114–115, *Arabian Nights,* 142–143, *Back From the Grave!,* 116–117, *Beauty and the Geek,* 144–145, *Button Your Lip and Other Idioms,* 86–87, *DJ Mystery,* 92–93, *Killer Plague,* 124–125, *Princess Brat, The,* 100–101, *Story of Shi Jin, The,* 136–137, *Sweater Thief, The,* 138–139, *These Are Not Poems,* 70–71, *When Lisa Met Billy,* 110–111

Prepared Graduates: 4. Read a wide range of informational texts to build knowledge and to better understand the human experience.	
Grade Level Expectation: 2. Analyze organization and structure of informational text to make meaning.	
Evidence Outcomes Students Can:	
a. Use Key Ideas and Details to:	
i. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)	**44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 125, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Making Inferences**

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	Cool Jobs in Basketball, 89, *Disaster!,* 119, *Four Rotten Rulers,* 151, *Messy Jobs,* 63, *Music Mash-Up,* 131, *Plugged In,* 65, *They Did What?,* 73
ii. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)	**44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 125, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Read for Detail** *African Journey,* 83, *Big!,* 55, *Bugs That Kill,* 57, *Did You Know?,* 59, *Hot Jobs,* 153, *Wacky Attractions,* 75, *Weird Sports Records,* 109, *Yes!,* 81 **Summarize** *Big Steals,* 85, *Crash!,* 91, *Everyday Heroes,* 147, *Play Ball!,* 133, *Promise, The,* 161, *Ripped From the Headlines,* 103, *Witch Hunt,* 141, *Wonders of the World,* 79
iii. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)	The Following Support this Objective: **44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 125, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Read for Detail** *African Journey,* 83, *Big!,* 55, *Bugs That Kill,* 57, *Did You Know?,* 59, *Hot Jobs,* 153, *Wacky Attractions,* 75, *Weird Sports Records,* 109, *Yes!,* 81 **Idea Web** *Fashion Flashback,* 95, *Fast!,* 61, *Fire! The Triangle Shirtwaist Factory Tragedy,* 149, *Is This Art?,* 99, *Killer Croc,* 155, *Lost! Mysteries of the Bermuda Triangle,* 57, *Raven, The,* 163, *Samurai Fighters,* 135
b. Use Craft and Structure to:	
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)	**44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary-Building Strategies** **Context Clues** *African Journey,* 82, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148, *Home From War,* 96, *Killer Plague,* 124, *Left to Die,* 126, *Lost! Mysteries of the Bermuda Triangle,* 56, *Medical Miracle,* 128, *Play Ball!,* 132, *Samurai Fighters,* 134, *Survival Guide: How to Keep Your Job,* 104 **Extending Meaning** *Big!,* 54, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Promise, The,* 160, *Raven, The,* 162, *Shamila's*

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	Goal, 68, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76 **Idioms** *Button Your Lip and Other Idioms,* 86, *Fashion Flashback,* 94, *Fast!,* 60, *Have You Seen My Mummy?,* 122, *Plugged In,* 64, *Yes!,* 80, *Yo, Yolanda! Advice About Friends,* 112 **Multiple-Meaning Words** *Big Steals,* 84, *Bugs That Kill,* 56, *Crash!,* 90, *Did You Know?,* 58, *DJ Mystery,* 92, *Hot Jobs,* 152, *Is This Art?,* 98, *Messy Jobs,* 62, *Never Give Up,* 158, *Poster Power,* 66, *Ripped From the Headlines,* 102, *Weird Sports Records,* 108, *Witch Hunt,* 140, *Wonders of the World,* 78
ii. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (CCSS: RI.6.5)	The Following Supports this Objective: **44Book: Secondary** 21, 43, 65, 87, 109, 131, 153, 175
iii. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (CCSS: RI.6.6)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 21, 43, 65, 87, 109, 131, 153, 175
c. Use Integration of Knowledge and Ideas to:	
i. Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)	**44Book: Secondary** 10, 20, 32, 42, 46, 54, 64, 76, 86, 98, 108, 120, 142, 152, 164
ii. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: RI.6.8)	**44Book: Secondary** 86
iii. Compare and contrast one author's presentation of events with that of another (for example: a memoir written by and a biography on the same person). (CCSS: RI.6.9)	--
d. Use Range of Reading and Complexity of Text to:	
i. By the end of the year, read and comprehend literary nonfiction in the grades 6-9 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.6.10)	**44Book: Secondary** 14-15, 20-21, 22-25, 36-37, 42-43, 44-47, 58-59, 64-65, 66-69, 80-81, 86-87, 102-103, 108-109, 124-125, 130-131, 132-135, 146-147, 152-153, 154-157, 168-169, 174-175, 176-179 **Teaching Resources: Secondary** **Arts** *Fashion Flashback,* 94–95, *Is This Art?,* 98–99, *Music Mash-Up,* 130–131, *Poster Power,* 66–67 **Jobs** *Cool Jobs in Basketball,* 88–89, *Hot Jobs,* 152–153, *Messy Jobs,* 62–63, *Never Give Up,* 158–159, *Plugged In,* 64–65, *Survival Guide: How to Keep Your Job,* 104–105 **Life Issues** *Yo, Yolanda! Advice About Friends,* 112–113

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	Math
	Big!, 54–55, *They Did What?,* 72–73
	Physical Education
	Cool Jobs in Basketball, 88–89, *Play Ball!,* 132–133, *Tiburón, El,* 120–121, *Weird Sports Records,* 108–109, *Yes!,* 80–81
	Science
	African Journey, 82–83, *Bugs That Kill,* 56–57, *Crash!,* 90–91, *Did You Know?,* 58–59, *Disaster!,* 118–119, *Fast!,* 60–61, *Have You Seen My Mummy?,* 122–123, *Killer Croc,* 154–155, *Left to Die,* 126–127, *Lost! Mysteries of the Bermuda Triangle,* 56–57, *Medical Miracle,* 128–129 *Messy Jobs,* 62, *What's New? A History of Invention,* 76–77
	Social Studies/History
	Big Steals, 84–85, *Everyday Heroes,* 146–147, *Fashion Flashback,* 94–95, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148–149, *Four Rotten Rulers,* 150–151, *Is This Art?,* 98–99, *Play Ball!,* 132–133, *Promise, The,* 160–161, *Ripped From the Headlines,* 102–103, *Samurai Fighters,* 134–135, *Shamila's Goal,* 68–69, *Tiburón, El,* 120–121, *Tragedy at Sea,* 164–165, *Unstoppable,* 106–107, *Wacky Attractions,* 74–75, *Weird Sports Records,* 108–109, *What's New? A History of Invention,* 76–77, *Witch Hunt,* 140–141, *Wonders of the World,* 78–79, *Yes!,* 80–81

Prepared Graduates:	
5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	
Grade Level Expectation:	
3. Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.	
Evidence Outcomes	
Students Can:	

a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.6.4) i. Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a) ii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: *audience, auditory, audible*). (CCSS: L.6.4b) iii. Consult reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.6.4c)	**44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary/Word Study Routines** Context Clues, 48–49 Extending Meaning, 46–47 **Context Clues** *African Journey,* 82, *Ant Attack!,* 114, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148, *Home From War,* 96, *Killer Plague,* 124, *Left to Die,* 126, *Lost! Mysteries of the Bermuda Triangle,* 56, *Medical Miracle,* 128, *Play Ball!,* 132, *Samurai Fighters,* 134, *Survival Guide: How to Keep Your Job,* 104 **Extending Meaning**

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iv. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary. (CCSS: L.6.4d)	*Arabian Nights,* 142, *Back From the Grave!,* 116, *Big!,* 54, *Button Your Lip and Other Idioms,* 86, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Princess Brat, The,* 100, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76, *When Lisa Met Billy,* 110 **44Book: RDI** The Following Matches Provide Opportunities to Meet this Objective: Series 1: Lesson 11: Word Strategies: TG 132-135, Flip Chart 11, Word Building Kit, Decodable Digest p.18, 44Book p. 14, SAM: L11 Vocabulary Series 7: Lesson 39: Ending *-es*: TG 242-245, Flip Chart 39, Word Building Kit, SAM: L39 Vocabulary Series 8: Lesson 40: Endings *–ing*, *-ed* /ed/, *-ed* /d/ /t/: TG 246-249, Flip Chart 40, Word Building Kit, SAM: L40 Vocabulary Series 11: Lesson 50: Unlocking Multisyllable Words: TG 288-289, Flip Chart 50, Word Building Kit, SAM: L50 SMART Series 12: Lesson 51: Inflectional Endings *–ed*, *-ing* (drop *e*): TG 290-293, Flip Chart 51, Word Building Kit, SAM: L51 Vocabulary Series 12: Lesson 52: Inflectional Endings *–ed*, *-ing* (with doubling): TG 294-297, Flip Chart 52, Word Building Kit, SAM: L52 Vocabulary Series 13: Lesson 54: Changing *–y* to *-i*: TG 304-307, Flip Chart 54, Word Building Kit, SAM: L54 Vocabulary Series 20: Lesson 72: Morphological Word Families: TG 376-377, Flip Chart 72, SAM: L72 SMART
b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.L.6.5) i. Interpret figures of speech (for example: personification) in context. (CCSS.L.6.5a) ii. Use the relationship between particular words (for example: cause/effect, part/whole, item/category) to better understand each of the words. (CCSS.L.6.5b) iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: *stingy, scrimping, economical, unwasteful, thrifty*). (CCSS.L.6.5c)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary/Word Study Routines** Extending Meaning, 46–47 **Extending Meaning** *Arabian Nights,* 142, *Back From the Grave!,* 116, *Big!,* 54, *Button Your Lip and Other Idioms,* 86, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Princess Brat, The,* 100, *Promise, The,* 160, *Raven, The,*

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	162, *Shamila's Goal,* 68, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76, *When Lisa Met Billy,* 110
c. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS.L.6.6)	**44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Comprehension Strategies** **Idioms, Understanding** *Button Your Lip and Other Idioms,* 87 **Vocabulary/Word Study Routines** Context Clues, 48–49 Extending Meaning, 46–47 Idioms, 49 **Vocabulary-Building Strategies** **Context Clues** *African Journey,* 82, *Ant Attack!,* 114, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148, *Home From War,* 96, *Killer Plague,* 124, *Left to Die,* 126, *Lost! Mysteries of the Bermuda Triangle,* 56, *Medical Miracle,* 128, *Play Ball!,* 132, *Samurai Fighters,* 134, *Survival Guide: How to Keep Your Job,* 104 **Extending Meaning** *Arabian Nights,* **142,** *Back From the Grave!,* **116,** *Big!,* **54,** *Button Your Lip and Other Idioms,* 86, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Princess Brat, The,* 100, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76, *When Lisa Met Billy,* 110 **Idioms** *Beauty and the Geek,* 144, *Button Your Lip and Other Idioms,* 86, *Fashion Flashback,* 94, *Fast!,* 60, *Have You Seen My Mummy?,* 122, *Plugged In,* 64, *Yes!,* 80, *Yo, Yolanda! Advice About Friends,* 112 **Multiple-Meaning Words** *Big Steals,* 84, *Bugs That Kill,* 56, *Crash!,* 90, *Did You Know?,* 58, *DJ Mystery,* 92, *Hot Jobs,* 152, *Is This Art?,* 98, *Messy Jobs,* 62, *Never Give Up,* 158, *Poster Power,* 66, *Ripped From the Headlines,* 102, *Weird Sports Records,* 108, *Witch Hunt,* 140, *Wonders of the World,* 78
Standard 3. Writing and Composition	
Prepared Graduates:	

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6. Craft arguments using techniques specific to the genre.	
Grade Level Expectation:	
1. Write arguments to support claim(s) with clear reasons, relevant evidence, credible sources, and a formal style.	
Evidence Outcomes	
Students Can:	
a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.6.1) i. Introduce claim(s) and organize the reasons and evidence clearly. (CCSS: W.6.1a) ii. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (CCSS: W.6.1b) iii. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. (CCSS: W.6.1c) iv. Establish and maintain a formal style. (CCSS: W.6.1d) v. Provide a concluding statement or section that follows from the argument presented. (CCSS: W.6.1e)	**44Book: Secondary** 28, 50, 72, 94, 138, 160, 182 **Teaching Resources: Secondary** **Progress Monitoring** My Independent Reading Response Log, 166
Prepared Graduates:	
7. Craft informational/explanatory texts using techniques specific to the genre.	
Grade Level Expectation:	
2. Write informative/explanatory texts characterized by appropriate organization, ample development, precise language, and formal style.	
Evidence Outcomes	
Students Can:	
a. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2) i. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a) ii. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b) iii. Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c) iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d) v. Establish and maintain a formal style. (CCSS: W.6.2e) vi. Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)	**44Book: Secondary** 18, 40, 62, 84, 106, 116, 128, 150, 172

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Prepared Graduates:	
8. Craft narratives using techniques specific to the genre.	
Grade Level Expectation:	
3. Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.	
Evidence Outcomes Students Can:	
a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3) i. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.6.3a) ii. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.6.3b) iii. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.6.3c) iv. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d) v. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e) vi. Use stylistic techniques (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.	---
Prepared Graduates:	
9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	
Grade Level Expectation:	
4. Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions, grammar, usage, and mechanics as well as a style appropriate for purpose and audience.	
Evidence Outcomes Students Can:	
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1) i. Ensure that pronouns are in the proper case (subjective, objective, possessive). (CCSS: L.6.1a) ii. Use intensive pronouns (for example: *myself, ourselves*). (CCSS: L.6.1b) iii. Recognize and correct inappropriate shifts in pronoun number and person. (CCSS: L.6.1c) iv. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d) v. Recognize variations from standard English in their own and others' writing and speaking, and	The Following Selected Matches Support this Objective: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184

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identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)	
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2) i. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a) ii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.6.2b)	The Following Selected Matches Support this Objective: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 82, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184 **44Book: RDI** Series 1: Lesson 1: Understanding the System TG 102-103, The System of Sounds and Spellings poster, Flip Chart 1, SAM: L1 SMART Series 1: Lesson 2: Identifying and Understanding Consonants & Vowels: TG 104-105, Flip Chart 2, Sound & Articulation DVD, SAM: L2 SMART Series 1: Lesson 5: Contrasting Long and Short Vowels: TG 114-115, Flip Chart 5, Sound & Articulation DVD, SAM: L5 SMART Series 1: Lesson 5: Contrasting Long and Short Vowels: TG 114-115, Flip Chart 5, Sound & Articulation DVD, SAM: L5 SMART Series 3: Lesson 26: Contrasting Consonants: TG 192-193, Flip Chart 26, Sound and Articulation DVD, Handwriting Practice, SAM: L26 SMART Series 4: Lesson 28: Final Blends: TG 200-203, Flip Chart 28, Word Building Kit, Elkonin Boxes, SAM: L28 Vocabulary Series 7: Lesson 35: Digraph *sh*: TG 228-231, Flip Chart 35, Word Building Kit, Sound and Articulation DVD, Elkonin Boxes, SAM: L35 Vocabulary Series 7: Lesson 36: *ch, -tch*: TG 232-235, Flip Chart 36, Word Building Kit, Sound and Articulation DVD, Elkonin Boxes, SAM: L36 Vocabulary Series 7: Lesson 37: Digraph *th*: TG 236-239, Flip Chart 37, Word Building Kit, Sound and Articulation DVD, Elkonin Boxes, SAM: L37 Vocabulary Series 16: Lesson 62: Using Patterns to Determine Vowel Sounds: TG 334-335, Flip Chart 62, Word Building Kit, SAM: L62 Vocabulary Series 19: Lesson 68: r-Controlled Vowel *ar*: TG 350-353, Flip Chart 68, Word Building Kit, Sound and Articulation DVD, SAM: L68 Vocabulary Series 19: Lesson 69: r-Controlled Vowels *er, ir, ur*: TG 362-365, Flip Chart 69, Word Building Kit, Sound and Articulation DVD, SAM: L69 Vocabulary Series 19: Lesson 70: Other /sh/ Spellings: TG 366-369, Flip Chart 70, Word Building Kit, Sound and Articulation DVD, SAM: L70 Vocabulary Series 20: Lesson 71: r-Controlled Vowels *or, ore*: TG 372-375, Flip Chart 71, Word Building Kit, Sound and Articulation DVD, SAM: L71

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	Vocabulary Series 20: Lesson 71: r-Controlled Vowels *or, ore*: TG 372-375, Flip Chart 71, Word Building Kit, Sound and Articulation DVD, SAM: L71 Vocabulary Series 20: Lesson 74: r-Controlled Vowel Syllables: TG 382-385, Flip Chart 74, Word Building Kit, SAM: L74 Vocabulary Series 21: Lesson 75: Diphthongs *oi, oy*: TG 386-389, Flip Chart 75, Word Building Kit, Sound and Articulation DVD, SAM: L75 Vocabulary Series 21: Lesson 77: Diphthongs *ou (cloud), ow (owl)*: TG 394-397, Flip Chart 77, Word Building Kit, Sound and Articulation DVD, SAM: L77 Vocabulary
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3) i. Vary sentence patterns for meaning, reader/ listener interest, and style. (CCSS: L.6.3a) ii. Maintain consistency in style and tone. (CCSS: L.6.3b)	The Following Selected Matches Support this Objective: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184
d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1 and 2 above.) (CCSS: W.6.4)	**44Book: Secondary** 18, 28, 40, 50, 62, 72, 84, 94, 106, 116, 128, 138, 150, 160, 172, 182 **Teaching Resources: Secondary** **Progress Monitoring** My Independent Reading Response Log, 166
e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)	**44Book: Secondary** 18, 19, 28, 28, 40, 41, 50, 51, 62, 63, 72, 73, 84, 85, 94, 106, 107, 116, 117, 128, 129, 138, 139, 150, 151, 160, 161, 172, 173, 182, 183
f. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (CCSS: W.6.6)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 19, 28, 29, 41, 50, 51, 63, 72, 73, 85, 94, 95, 107, 117, 129, 138, 139, 151, 160, 161, 173, 182, 183
g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS: W.6.10)	Selected Examples Include: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184 **Teaching Resources: Secondary** **Progress Monitoring** My Independent Reading Response Log, 166

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Standard 4. Research Inquiry and Design	
Prepared Graduates: 10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	
Grade Level Expectation: 1. Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.	
Evidence Outcomes Students Can:	
a. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)	**44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184
b. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)	**44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184
c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9) i. Apply *grade 6 Reading standards* to literature (for example: "Compare and contrast texts in different forms or genres [for example: stories and poems; historical novels and fantasy stories] in terms of their approaches to (CCSS: W.6.9a) ii. Apply *grade 6 Reading standards* to literary nonfiction (for example: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). (CCSS: W.6.9b)	**44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184

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Standard 1. Oral Expression and Listening	
Prepared Graduates: 1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.	
Grade Level Expectation: 1. Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.	
Evidence Outcomes Students Can:	
a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7* topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1) i. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a) ii. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b) iii. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c) iv. Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)	**44Book: Secondary** 15, 18, 23, 25, 28, 37, 40, 45, 47, 50, 59, 62, 67, 69, 72, 81, 84, 89, 91, 94, 103, 106, 111, 113, 116, 125, 128, 133, 135, 138, 147, 150, 155, 157, 160, 169, 172, 177, 179, 182 **Teaching Resources: Secondary Comprehension Strategies** **Idea Web** *Fashion Flashback,* 95, *Fast!,* 61, *Fire! The Triangle Shirtwaist Factory Tragedy,* 149, *Is This Art?,* 99, *Killer Croc,* 155, *Lost! Mysteries of the Bermuda Triangle,* 57, *Princess Brat, The,* 101, *Raven, The,* 163, *Samurai Fighters,* 135
b. Analyze the main ideas and supporting details presented in diverse media and formats (for example: visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (CCSS: SL.7.2)	**44Book: Secondary** 10, 32, 54, 76, 98, 108, 120, 142, 164
c. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (CCSS: SL.7.3)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 28, 50, 72, 94, 138, 160, 182
Prepared Graduates: 2. Deliver effective oral presentations for varied audiences and varied purposes.	
Grade Level Expectation: 2. Prepare for formal presentations and use appropriate delivery techniques.	
Evidence Outcomes Students Can:	
a. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)	**44Book: Secondary** 15, 18, 23, 25, 28, 37, 40, 45, 47, 50, 59, 62, 67, 69, 72, 81, 84, 89, 91, 94, 103, 106, 111, 113, 116, 125, 128, 133, 135, 138, 147, 150, 155, 157, 160, 169, 172, 177, 179, 182

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b. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (CCSS: SL.7.5)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184
c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.7.6)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 15, 18, 23, 25, 28, 30, 37, 40, 45, 47, 50, 52, 59, 62, 67, 69, 72, 74, 81, 84, 89, 91, 94, 96, 103, 106, 111, 113, 116, 118, 125, 128, 133, 135, 138, 140, 147, 150, 155, 157, 160, 162, 169, 172, 177, 179, 182, 184
Standard 2. Reading for All Purposes	
<u>Prepared Graduates:</u> 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.	
<u>Grade Level Expectation:</u> 1. Analyze the connections between interrelated literary elements to understand literary texts.	
<u>Evidence Outcomes</u> Students Can:	
a. Use Key Ideas and Details to:	
i. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)	**44Book: Secondary** 14-15, 22-23, 80-81, 88-89 **Teaching Resources: Secondary** **Make Inferences** *Beauty and the Geek,* 145, *Sweater Thief, The,* 139, *These Are Not Poems,* 71 **Instructional Routines** **Comprehension Routines** Making Inferences, 38–39
ii. Determine a theme ad/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (CCSS: RL.7.2)	The Following Supports this Objective: **44Book: Secondary** 14-15, 22-23, 80-81, 88-89 **Teaching Resources: Secondary** **Comprehension Strategies** **Read for Detail** *Arabian Nights,* 143, *Back From the Grave!,* 117, *Big!,* 55
iii. Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)	The Following Provides Opportunities to Meet this Objective: **Teaching Resources: Secondary** **Sequence of Events** *Ant Attack!,* 115, *DJ Mystery,* 93, *Story of Shi Jin, The,* 137
b. Use Craft and Structure to:	
i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (for example: alliteration) on a specific verse or stanza of a poem or section of a story or drama. (CCSS: RL.7.4)	The Following Support this Objective: **44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary-Building Strategies** **Context Clues** *Ant Attack!,* 114, *Killer Plague,* 124

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	Extending Meaning *Arabian Nights,* 142, *Back From the Grave!,* 116, *Button Your Lip and Other Idioms,* 86, *Princess Brat, The,* 100, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *When Lisa Met Billy,* 110 **Idioms** *Beauty and the Geek,* 144, *Button Your Lip and Other Idioms,* 86 **Multiple-Meaning Words** *DJ, Mystery,* 92
ii. Analyze how a drama's or poem's form or structure (for example: soliloquy, sonnet) contributes to its meaning. (CCSS: RL.7.5)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 14-15, 22-23, 80-81, 88-89
iii. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (CCSS: RL.7.6)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 22-23, 102-103, 88-89, 124-125, 154-155
c. Use Integration of Knowledge and Ideas to:	
i. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (for example: lighting, sound, color, or camera focus and angles in a film). (CCSS: RL.7.7)	Each text in the Student Library is available as an Audiobook, offering students the chance to both "see" and "hear" the text simultaneously.
ii. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (CCSS: RL.7.9)	**44Book: Secondary** Each Scholastic *44Book* Module has a content-area focus with several readings of varied genres and provides opportunities to meet this objective.
d. Use Range of Reading and Complexity of Text to:	
i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10)	**44Book: Secondary** 14-15, 22-23, 80-81, 88-89 **Teaching Resources: Secondary Literature/ Language Arts** *Ant Attack!,* 114–115, *Arabian Nights,* 142–143, *Back From the Grave!,* 116–117, *Beauty and the Geek,* 144–145, *Button Your Lip and Other Idioms,* 86–87, *DJ Mystery,* 92–93, *Killer Plague,* 124–125, *Princess Brat, The,* 100–101, *Story of Shi Jin, The,* 136–137, *Sweater Thief, The,* 138–139, *These Are Not Poems,* 70–71, *When Lisa Met Billy,* 110–111

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Prepared Graduates:	
4. Read a wide range of informational texts to build knowledge and to better understand the human experience.	
Grade Level Expectation:	
2. Summarize and evaluate to show understanding of informational texts.	
Evidence Outcomes	
Students Can:	
a. Use Key Ideas and Details to:	
i. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)	**44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 125, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Making Inferences** *Cool Jobs in Basketball,* 89, *Disaster!,* 119, *Four Rotten Rulers,* 151, *Messy Jobs,* 63, *Music Mash-Up,* 131, *Plugged In,* 65, *They Did What?,* 73
ii. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (CCSS: RI.7.2)	**44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 125, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Read for Detail** *African Journey,* 83, *Big!,* 55, *Bugs That Kill,* 57, *Did You Know?,* 59, *Hot Jobs,* 153, *Wacky Attractions,* 75, *Weird Sports Records,* 109, *Yes!,* 81 **Summarize** *Big Steals,* 85, *Crash!,* 91, *Everyday Heroes,* 147, *Play Ball!,* 133, *Promise, The,* 161, *Ripped From the Headlines,* 103, *Witch Hunt,* 141, *Wonders of the World,* 79
iii. Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)	The Following Support this Objective: **44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 125, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Read for Detail** *African Journey,* 83, *Big!,* 55, *Bugs That Kill,* 57, *Did You Know?,* 59, *Hot Jobs,* 153, *Wacky Attractions,* 75, *Weird Sports Records,* 109, *Yes!,* 81 **Idea Web** *Fashion Flashback,* 95, *Fast!,* 61, *Fire! The Triangle Shirtwaist Factory Tragedy,* 149, *Is This Art?,* 99, *Killer Croc,* 155, *Lost! Mysteries of the Bermuda Triangle,* 57, *Raven, The,* 163, *Samurai Fighters,* 135

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b. Use Craft and Structure to:	
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)	**44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary-Building Strategies** **Context Clues** *African Journey,* 82, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148, *Home From War,* 96, *Killer Plague,* 124, *Left to Die,* 126, *Lost! Mysteries of the Bermuda Triangle,* 56, *Medical Miracle,* 128, *Play Ball!,* 132, *Samurai Fighters,* 134, *Survival Guide: How to Keep Your Job,* 104 **Extending Meaning** *Big!,* 54, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76 **Idioms** *Button Your Lip and Other Idioms,* 86, *Fashion Flashback,* 94, *Fast!,* 60, *Have You Seen My Mummy?,* 122, *Plugged In,* 64, *Yes!,* 80, *Yo, Yolanda! Advice About Friends,* 112 **Multiple-Meaning Words** *Big Steals,* 84, *Bugs That Kill,* 56, *Crash!,* 90, *Did You Know?,* 58, *DJ Mystery,* 92, *Hot Jobs,* 152, *Is This Art?,* 98, *Messy Jobs,* 62, *Never Give Up,* 158, *Poster Power,* 66, *Ripped From the Headlines,* 102, *Weird Sports Records,* 108, *Witch Hunt,* 140, *Wonders of the World,* 78
ii. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (CCSS: RI.7.5)	The Following Supports this Objective: **44Book: Secondary** 21, 43, 65, 87, 109, 131, 153, 175
iii. Describe an author's point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others. (CCSS: RI.7.6)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 21, 43, 65, 87, 109, 131, 153, 175
c. Use Integration of Knowledge and Ideas to:	
i. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (for example: how the delivery of a speech affects the impact of the words). (CCSS: RI.7.7)	**44Book: Secondary** 10, 20, 32, 42, 46, 54, 64, 76, 86, 98, 108, 120, 142, 152, 164
ii. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (CCSS: RI.7.8)	**44Book: Secondary** 86

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iii. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (CCSS: RI.7.9)	--
d. Use Range of Reading and Complexity of Text to:	
i. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.7.10)	**44Book: Secondary** 14-15, 20-21, 22-25, 36-37, 42-43, 44-47, 58-59, 64-65, 66-69, 80-81, 86-87, 102-103, 108-109, 124-125, 130-131, 132-135, 146-147, 152-153, 154-157, 168-169, 174-175, 176-179 **Teaching Resources: Secondary** **Arts** *Fashion Flashback,* 94–95, *Is This Art?,* 98–99, *Music Mash-Up,* 130–131, *Poster Power,* 66–67 **Jobs** *Cool Jobs in Basketball,* 88–89, *Hot Jobs,* 152–153, *Messy Jobs,* 62–63, *Never Give Up,* 158–159, *Plugged In,* 64–65, *Survival Guide: How to Keep Your Job,* 104–105 **Life Issues** *Yo, Yolanda! Advice About Friends,* 112–113 **Math** *Big!,* 54–55, *They Did What?,* 72–73 **Physical Education** *Cool Jobs in Basketball,* 88–89, *Play Ball!,* 132–133, *Tiburón, El,* 120–121, *Weird Sports Records,* 108–109, *Yes!,* 80–81 **Science** *African Journey,* 82–83, *Bugs That Kill,* 56–57, *Crash!,* 90–91, *Did You Know?,* 58–59, *Disaster!,* 118–119, *Fast!,* 60–61, *Have You Seen My Mummy?,* 122–123, *Killer Croc,* 154–155, *Left to Die,* 126–127, *Lost! Mysteries of the Bermuda Triangle,* 56–57, *Medical Miracle,* 128–129 *Messy Jobs,* 62, *What's New? A History of Invention,* 76–77 **Social Studies/History** *Big Steals,* 84–85, *Everyday Heroes,* 146–147, *Fashion Flashback,* 94–95, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148–149, *Four Rotten Rulers,* 150–151, *Is This Art?,* 98–99, *Play Ball!,* 132–133, *Promise, The,* 160–161, *Ripped From the Headlines,* 102–103, *Samurai Fighters,* 134–135, *Shamila's Goal,* 68–69, *Tiburón, El,* 120–121, *Tragedy at Sea,* 164–165, *Unstoppable,* 106–107, *Wacky Attractions,* 74–75, *Weird Sports Records,* 108–109, *What's New? A History of Invention,* 76–77, *Witch Hunt,* 140–141, *Wonders of the World,* 78–79, *Yes!,* 80–81

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Prepared Graduates:	
5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	
Grade Level Expectation:	
3. Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.	
Evidence Outcomes	
Students Can:	
a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.7.4)	**44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175
i. Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)	**Teaching Resources: Secondary** **Vocabulary/Word Study Routines** Context Clues, 48–49 Extending Meaning, 46–47
ii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: *belligerent, bellicose, rebel*). (CCSS: L.7.4b)	**Context Clues** *African Journey,* 82, *Ant Attack!,* 114, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148, *Home From War,* 96, *Killer Plague,* 124, *Left to Die,* 126, *Lost! Mysteries of the Bermuda Triangle,* 56, *Medical Miracle,* 128, *Play Ball!,* 132, *Samurai Fighters,* 134, *Survival Guide: How to Keep Your Job,* 104
iii. Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.7.4c)	**Extending Meaning** *Arabian Nights,* 142, *Back From the Grave!,* 116, *Big!,* 54, *Button Your Lip and Other Idioms,* 86, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Princess Brat, The,* 100, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76, *When Lisa Met Billy,* 110
iv. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)	**44Book: RDI** The Following Matches Provide Opportunities to Meet this Objective: Series 1: Lesson 11: Word Strategies: TG 132-135, Flip Chart 11, Word Building Kit, Decodable Digest p.18, 44Book p. 14, SAM: L11 Vocabulary Series 7: Lesson 39: Ending *-es*: TG 242-245, Flip Chart 39, Word Building Kit, SAM: L39 Vocabulary Series 8: Lesson 40: Endings *–ing*, *-ed* /ed/, *-ed* /d/ /t/: TG 246-249, Flip Chart 40, Word Building Kit, SAM: L40 Vocabulary Series 11: Lesson 50: Unlocking Multisyllable Words: TG 288-289, Flip Chart 50, Word Building Kit, SAM: L50 SMART

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	Series 12: Lesson 51: Inflectional Endings –*ed*, -*ing* (drop *e*): TG 290-293, Flip Chart 51, Word Building Kit, SAM: L51 Vocabulary Series 12: Lesson 52: Inflectional Endings –*ed*, -*ing* (with doubling): TG 294-297, Flip Chart 52, Word Building Kit, SAM: L52 Vocabulary Series 13: Lesson 54: Changing –*y* to -*i*: TG 304-307, Flip Chart 54, Word Building Kit, SAM: L54 Vocabulary Series 20: Lesson 72: Morphological Word Families: TG 376-377, Flip Chart 72, SAM: L72 SMART
b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.7.5) i. Interpret figures of speech (for example: literary, biblical, and mythological allusions) in context. (CCSS: L.7.5a) ii. Use the relationship between particular words (for example: synonym/antonym, analogy) to better understand each of the words. (CCSS: L.7.5b) iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: *refined, respectful, polite, diplomatic, condescending*). (CCSS: L.7.5c)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary/Word Study Routines** Extending Meaning, 46–47 **Extending Meaning** *Arabian Nights,* 142, *Back From the Grave!,* 116, *Big!,* 54, *Button Your Lip and Other Idioms,* 86, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Princess Brat, The,* 100, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76, *When Lisa Met Billy,* 110
c. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)	**44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Comprehension Strategies** **Idioms, Understanding** *Button Your Lip and Other Idioms,* 87 **Vocabulary/Word Study Routines** Context Clues, 48–49 Extending Meaning, 46–47 Idioms, 49 **Vocabulary-Building Strategies** **Context Clues** *African Journey,* 82, *Ant Attack!,* 114, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148, *Home From War,* 96, *Killer Plague,* 124, *Left to Die,* 126, *Lost! Mysteries of the Bermuda Triangle,* 56, *Medical Miracle,* 128, *Play Ball!,* 132, *Samurai Fighters,* 134, *Survival Guide: How to Keep Your Job,* 104

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	Extending Meaning
	Arabian Nights, 142, *Back From the Grave!,* **116,** *Big!,* **54,** *Button Your Lip and Other Idioms,* 86, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Princess Brat, The,* 100, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76, *When Lisa Met Billy,* 110
	Idioms
	Beauty and the Geek, 144, *Button Your Lip and Other Idioms,* 86, *Fashion Flashback,* 94, *Fast!,* 60, *Have You Seen My Mummy?,* 122, *Plugged In,* 64, *Yes!,* 80, *Yo, Yolanda! Advice About Friends,* 112
	Multiple-Meaning Words
	Big Steals, 84, *Bugs That Kill,* 56, *Crash!,* 90, *Did You Know?,* 58, *DJ Mystery,* 92, *Hot Jobs,* 152, *Is This Art?,* 98, *Messy Jobs,* 62, *Never Give Up,* 158, *Poster Power,* 66, *Ripped From the Headlines,* 102, *Weird Sports Records,* 108, *Witch Hunt,* 140, *Wonders of the World,* 78

Standard 3. Writing and Composition	
<u>Prepared Graduates:</u> 6. Craft arguments using techniques specific to the genre.	
<u>Grade Level Expectation:</u> 1. Write well-organized arguments using logical reasons, relevant and credible evidence, acknowledgement of opposing claims, clear language, and formal style.	
<u>Evidence Outcomes</u> Students Can:	
a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.7.1) i. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. (CCSS: W.7.1a) ii. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS: W.7.1b) iii. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (CCSS: W.7.1c) iv. Establish and maintain a formal style. (CCSS: W.7.1d) v. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.7.1e)	**44Book: Secondary** 28, 50, 72, 94, 138, 160, 182 **Teaching Resources: Secondary** **Progress Monitoring** My Independent Reading Response Log, 166

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Prepared Graduates:	
7. Craft informational/explanatory texts using techniques specific to the genre.	
Grade Level Expectation:	
2. Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.	
Evidence Outcomes Students Can:	
b. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2) i. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a) ii. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b) iii. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c) iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d) v. Establish and maintain a formal style. (CCSS: W.7.2e) vi. Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)	**44Book: Secondary** 18, 40, 62, 84, 106, 116, 128, 150, 172
Prepared Graduates:	
8. Craft narratives using techniques specific to the genre.	
Grade Level Expectation:	
3. Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.	
Evidence Outcomes Students Can:	
c. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3) i. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.7.3a) ii. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.7.3b) iii. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.7.3c)	---

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iv. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS: W.7.3d) v. Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e) vi. Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.	
<u>Prepared Graduates:</u> 9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	
<u>Grade Level Expectation:</u> 4. Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics and that its style is appropriate to task, purpose, and audience.	
<u>Evidence Outcomes</u> Students Can:	
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1) i. Explain the function of phrases and clauses in general and their function in specific sentences. (CCSS: L.7.1a) ii. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b) iii. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (CCSS: L.7.1c)	The Following Selected Matches Support this Objective: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.7.2) a. Use a comma to separate coordinate coordinate adjectives. (for example: *It was a fascinating, enjoyable movie* but not *He wore and old[,] green shirt*). (CCSS: L.7.2a) b. Correctly spell frequently used words and consult reference materials (for example, dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequently used vocabulary. (adapted from CCSS: L.7.2b)	The Following Selected Matches Support this Objective: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 82, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184 **44Book: RDI** Series 1: Lesson 1: Understanding the System TG 102-103, The System of Sounds and Spellings poster, Flip Chart 1, SAM: L1 SMART Series 1: Lesson 2: Identifying and Understanding Consonants & Vowels: TG 104-105, Flip Chart 2, Sound & Articulation DVD, SAM: L2 SMART Series 1: Lesson 5: Contrasting Long and Short Vowels: TG 114-115, Flip Chart 5, Sound & Articulation DVD, SAM: L5 SMART Series 1: Lesson 5: Contrasting Long and Short Vowels: TG 114-115, Flip Chart 5, Sound & Articulation DVD, SAM: L5 SMART Series 3: Lesson 26: Contrasting Consonants: TG

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	192-193, Flip Chart 26, Sound and Articulation DVD, Handwriting Practice, SAM: L26 SMART Series 4: Lesson 28: Final Blends: TG 200-203, Flip Chart 28, Word Building Kit, Elkonin Boxes, SAM: L28 Vocabulary Series 7: Lesson 35: Digraph *sh*: TG 228-231, Flip Chart 35, Word Building Kit, Sound and Articulation DVD, Elkonin Boxes, SAM: L35 Vocabulary Series 7: Lesson 36: *ch, -tch*: TG 232-235, Flip Chart 36, Word Building Kit, Sound and Articulation DVD, Elkonin Boxes, SAM: L36 Vocabulary Series 7: Lesson 37: Digraph *th*: TG 236-239, Flip Chart 37, Word Building Kit, Sound and Articulation DVD, Elkonin Boxes, SAM: L37 Vocabulary Series 16: Lesson 62: Using Patterns to Determine Vowel Sounds: TG 334-335, Flip Chart 62, Word Building Kit, SAM: L62 Vocabulary Series 19: Lesson 68: r-Controlled Vowel *ar*: TG 350-353, Flip Chart 68, Word Building Kit, Sound and Articulation DVD, SAM: L68 Vocabulary Series 19: Lesson 69: r-Controlled Vowels *er, ir, ur*: TG 362-365, Flip Chart 69, Word Building Kit, Sound and Articulation DVD, SAM: L69 Vocabulary Series 19: Lesson 70: Other /sh/ Spellings: TG 366-369, Flip Chart 70, Word Building Kit, Sound and Articulation DVD, SAM: L70 Vocabulary Series 20: Lesson 71: r-Controlled Vowels *or, ore*: TG 372-375, Flip Chart 71, Word Building Kit, Sound and Articulation DVD, SAM: L71 Vocabulary Series 20: Lesson 71: r-Controlled Vowels *or, ore*: TG 372-375, Flip Chart 71, Word Building Kit, Sound and Articulation DVD, SAM: L71 Vocabulary Series 20: Lesson 74: r-Controlled Vowel Syllables: TG 382-385, Flip Chart 74, Word Building Kit, SAM: L74 Vocabulary Series 21: Lesson 75: Diphthongs *oi, oy*: TG 386-389, Flip Chart 75, Word Building Kit, Sound and Articulation DVD, SAM: L75 Vocabulary Series 21: Lesson 77: Diphthongs *ou (cloud), ow (owl)*: TG 394-397, Flip Chart 77, Word Building Kit, Sound and Articulation DVD, SAM: L77 Vocabulary
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3) i. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)	The Following Selected Matches Support this Objective: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184

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d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)	**44Book: Secondary** 18, 28, 40, 50, 62, 72, 84, 94, 106, 116, 128, 138, 150, 160, 172, 182 **Teaching Resources: Secondary** **Progress Monitoring** My Independent Reading Response Log, 166
e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.7.5)	**44Book: Secondary** 18, 19, 28, 28, 40, 41, 50, 51, 62, 63, 72, 73, 84, 85, 94, 106, 107, 116, 117, 128, 129, 138, 139, 150, 151, 160, 161, 172, 173, 182, 183
f. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (CCSS: W.7.6)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 19, 28, 29, 41, 50, 51, 63, 72, 73, 85, 94, 95, 107, 117, 129, 138, 139, 151, 160, 161, 173, 182, 183
g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS: W.7.10)	Selected Examples Include: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184 **Teaching Resources: Secondary** **Progress Monitoring** My Independent Reading Response Log, 166
Standard 4. Research Inquiry and Design	
Prepared Graduates: 10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	
Grade Level Expectation: 1. Pose research questions, synthesize answers from multiple credible resources, and present conclusions in an appropriate format.	
Evidence Outcomes Students Can:	
a. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (CCSS: W.7.7)	**44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184
b. Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)	**44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184
c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9) i. Apply *grade 7 Reading standards* to literature (for example: "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). (CCSS: W.7.9a) ii. Apply *grade 7 Reading standards* to literary nonfiction. (for example: "Trace and evaluate the	**44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184

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argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)	

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Standard 1. Oral Expression and Listening	
Prepared Graduates: 1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.	
Grade Level Expectation: 1. Engage in effective collaborative discussions and analyze information presented.	
Evidence Outcomes Students Can:	
a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8* topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1) i. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a) ii. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b) iii. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c) iv. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)	**44Book: Secondary** 15, 18, 23, 25, 28, 37, 40, 45, 47, 50, 59, 62, 67, 69, 72, 81, 84, 89, 91, 94, 103, 106, 111, 113, 116, 125, 128, 133, 135, 138, 147, 150, 155, 157, 160, 169, 172, 177, 179, 182 **Teaching Resources: Secondary Comprehension Strategies** **Idea Web** *Fashion Flashback,* 95, *Fast!,* 61, *Fire! The Triangle Shirtwaist Factory Tragedy,* 149, *Is This Art?,* 99, *Killer Croc,* 155, *Lost! Mysteries of the Bermuda Triangle,* 57, *Princess Brat, The,* 101, *Raven, The,* 163, *Samurai Fighters,* 135
b. Analyze the purpose of information presented in diverse media and formats (for example: visually, quantitatively, orally) and evaluate the motives (for example: social, commercial, political) behind its presentation. (CCSS: SL.8.2)	**44Book: Secondary** 10, 32, 54, 76, 98, 108, 120, 142, 164
c. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (CCSS: SL.8.3)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 28, 50, 72, 94, 138, 160, 182
Prepared Graduates: 2. Deliver effective oral presentations for varied audiences and varied purposes.	
Grade Level Expectation: 2. Develop organized presentations incorporating key details and claims while tailored for purpose and audience.	
Evidence Outcomes Students Can:	
a. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)	**44Book: Secondary** 15, 18, 23, 25, 28, 37, 40, 45, 47, 50, 59, 62, 67, 69, 72, 81, 84, 89, 91, 94, 103, 106, 111, 113, 116, 125, 128, 133, 135, 138, 147, 150, 155, 157, 160, 169, 172, 177, 179, 182

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b. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (CCSS: SL.8.5)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184
c. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.8.6)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 15, 18, 23, 25, 28, 30, 37, 40, 45, 47, 50, 52, 59, 62, 67, 69, 72, 74, 81, 84, 89, 91, 94, 96, 103, 106, 111, 113, 116, 118, 125, 128, 133, 135, 138, 140, 147, 150, 155, 157, 160, 162, 169, 172, 177, 179, 182, 184
Standard 2. Reading for All Purposes	
Prepared Graduates: 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.	
Grade Level Expectation: 1. Analyze and evaluate literary elements and an author's choices to understand literary text.	
Evidence Outcomes Students Can:	
a. Use Key Ideas and Details to:	
i. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)	**44Book: Secondary** 14-15, 22-23, 80-81, 88-89 **Teaching Resources: Secondary** **Make Inferences** *Beauty and the Geek,* 145, *Sweater Thief, The,* 139, *These Are Not Poems,* 71 **Instructional Routines** **Comprehension Routines** Making Inferences, 38–39
ii. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (CCSS: RL.8.2)	The Following Supports this Objective: **44Book: Secondary** 14-15, 22-23, 80-81, 88-89 **Teaching Resources: Secondary** **Comprehension Strategies** **Read for Detail** *Arabian Nights,* 143, *Back From the Grave!,* 117, *Big!,* 55
iii. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (CCSS: RL.8.3)	The Following Provides Opportunities to Meet this Objective: **Teaching Resources: Secondary** **Sequence of Events** *Ant Attack!,* 115, *DJ Mystery,* 93, *Story of Shi Jin, The,* 137
b. Use Craft and Structure to:	
i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.8.4)	The Following Support this Objective: **44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary-Building Strategies** **Context Clues** *Ant Attack!,* 114, *Killer Plague,* 124

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	Extending Meaning *Arabian Nights,* 142, *Back From the Grave!,* 116, *Button Your Lip and Other Idioms,* 86, *Princess Brat, The,* 100, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *When Lisa Met Billy,* 110 **Idioms** *Beauty and the Geek,* 144, *Button Your Lip and Other Idioms,* 86 **Multiple-Meaning Words** *DJ, Mystery,* 92
ii. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (CCSS: RL.8.5)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 14-15, 22-23, 80-81, 88-89
iii. Analyze how differences in the points of view of the characters and the audience or reader (for example: created through the use of dramatic irony) create such effects as suspense or humor. (CCSS: RL.8.6)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 22-23, 102-103, 88-89, 124-125, 154-155
c. Use Integration of Knowledge and Ideas to:	
i. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. (CCSS: RL.8.7)	Each text in the Student Library is available as an Audiobook, offering students the chance to both "see" and "hear" the text simultaneously.
ii. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (CCSS: RL.8.9)	**44Book: Secondary** Each Scholastic *44Book*Module has a content-area focus with several readings of varied genres and provides opportunities to meet this objective.
d. Use Range of Reading and Complexity of Text to:	
i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently. (CCSS: RL.8.10)	**44Book: Secondary** 14-15, 22-23, 80-81, 88-89 **Teaching Resources: Secondary** **Literature/ Language Arts** *Ant Attack!,* 114–115, *Arabian Nights,* 142–143, *Back From the Grave!,* 116–117, *Beauty and the Geek,* 144–145, *Button Your Lip and Other Idioms,* 86–87, *DJ Mystery,* 92–93, *Killer Plague,* 124–125, *Princess Brat, The,* 100–101, *Story of Shi Jin, The,* 136–137, *Sweater Thief, The,* 138–139, *These Are Not Poems,* 70–71, *When Lisa Met Billy,* 110–111

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Prepared Graduates:	
4. Read a wide range of informational texts to build knowledge and to better understand the human experience.	
Grade Level Expectation:	
2. Analyze and evaluate an author's choices to understand informational text.	
Evidence Outcomes	
Students Can:	
a. Use Key Ideas and Details to:	
i. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)	**44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 125, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Making Inferences** *Cool Jobs in Basketball,* 89, *Disaster!,* 119, *Four Rotten Rulers,* 151, *Messy Jobs,* 63, *Music Mash-Up,* 131, *Plugged In,* 65, *They Did What?,* 73
ii. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (CCSS: RI.8.2)	**44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 125, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Read for Detail** *African Journey,* 83, *Big!,* 55, *Bugs That Kill,* 57, *Did You Know?,* 59, *Hot Jobs,* 153, *Wacky Attractions,* 75, *Weird Sports Records,* 109, *Yes!,* 81 **Summarize** *Big Steals,* 85, *Crash!,* 91, *Everyday Heroes,* 147, *Play Ball!,* 133, *Promise, The,* 161, *Ripped From the Headlines,* 103, *Witch Hunt,* 141, *Wonders of the World,* 79
iii. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (for example: through comparisons, analogies, or categories). (CCSS: RI.8.3)	The Following Support this Objective: **44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 125, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Read for Detail** *African Journey,* 83, *Big!,* 55, *Bugs That Kill,* 57, *Did You Know?,* 59, *Hot Jobs,* 153, *Wacky Attractions,* 75, *Weird Sports Records,* 109, *Yes!,* 81 **Idea Web** *Fashion Flashback,* 95, *Fast!,* 61, *Fire! The Triangle Shirtwaist Factory Tragedy,* 149, *Is This Art?,* 99, *Killer Croc,* 155, *Lost! Mysteries of the Bermuda Triangle,* 57, *Raven, The,* 163, *Samurai Fighters,* 135

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b. Use Craft and Structure to:	
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)	**44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary-Building Strategies** **Context Clues** *African Journey,* 82, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148, *Home From War,* 96, *Killer Plague,* 124, *Left to Die,* 126, *Lost! Mysteries of the Bermuda Triangle,* 56, *Medical Miracle,* 128, *Play Ball!,* 132, *Samurai Fighters,* 134, *Survival Guide: How to Keep Your Job,* 104 **Extending Meaning** *Big!,* 54, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76 **Idioms** *Button Your Lip and Other Idioms,* 86, *Fashion Flashback,* 94, *Fast!,* 60, *Have You Seen My Mummy?,* 122, *Plugged In,* 64, *Yes!,* 80, *Yo, Yolanda! Advice About Friends,* 112 **Multiple-Meaning Words** *Big Steals,* 84, *Bugs That Kill,* 56, *Crash!,* 90, *Did You Know?,* 58, *DJ Mystery,* 92, *Hot Jobs,* 152, *Is This Art?,* 98, *Messy Jobs,* 62, *Never Give Up,* 158, *Poster Power,* 66, *Ripped From the Headlines,* 102, *Weird Sports Records,* 108, *Witch Hunt,* 140, *Wonders of the World,* 78
ii. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (CCSS: RI.8.5)	The Following Supports this Objective: **44Book: Secondary** 21, 43, 65, 87, 109, 131, 153, 175
iii. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (CCSS: RI.8.6)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 21, 43, 65, 87, 109, 131, 153, 175
c. Use Integration of Knowledge and Ideas to:	
i. Evaluate the advantages and disadvantages of using different mediums (for example: print or digital text, video, multimedia) to present a particular topic or idea. (CCSS: RI.8.7)	**44Book: Secondary** 10, 20, 32, 42, 46, 54, 64, 76, 86, 98, 108, 120, 142, 152, 164
ii. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (CCSS: RI.8.8)	**44Book: Secondary** 86

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iii. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (CCSS: RI.8.9)	--
d. Use Range of Reading and Complexity of Text to:	
i. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently. (CCSS: RI.8.10)	**44Book: Secondary** 14-15, 20-21, 22-25, 36-37, 42-43, 44-47, 58-59, 64-65, 66-69, 80-81, 86-87, 102-103, 108-109, 124-125, 130-131, 132-135, 146-147, 152-153, 154-157, 168-169, 174-175, 176-179 **Teaching Resources: Secondary** **Arts** *Fashion Flashback,* 94–95, *Is This Art?,* 98–99, *Music Mash-Up,* 130–131, *Poster Power,* 66–67 **Jobs** *Cool Jobs in Basketball,* 88–89, *Hot Jobs,* 152–153, *Messy Jobs,* 62–63, *Never Give Up,* 158–159, *Plugged In,* 64–65, *Survival Guide: How to Keep Your Job,* 104–105 **Life Issues** *Yo, Yolanda! Advice About Friends,* 112–113 **Math** *Big!,* 54–55, *They Did What?,* 72–73 **Physical Education** *Cool Jobs in Basketball,* 88–89, *Play Ball!,* 132–133, *Tiburón, El,* 120–121, *Weird Sports Records,* 108–109, *Yes!,* 80–81 **Science** *African Journey,* 82–83, *Bugs That Kill,* 56–57, *Crash!,* 90–91, *Did You Know?,* 58–59, *Disaster!,* 118–119, *Fast!,* 60–61, *Have You Seen My Mummy?,* 122–123, *Killer Croc,* 154–155, *Left to Die,* 126–127, *Lost! Mysteries of the Bermuda Triangle,* 56–57, *Medical Miracle,* 128–129 *Messy Jobs,* 62, *What's New? A History of Invention,* 76–77 **Social Studies/History** *Big Steals,* 84–85, *Everyday Heroes,* 146–147, *Fashion Flashback,* 94–95, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148–149, *Four Rotten Rulers,* 150–151, *Is This Art?,* 98–99, *Play Ball!,* 132–133, *Promise, The,* 160–161, *Ripped From the Headlines,* 102–103, *Samurai Fighters,* 134–135, *Shamila's Goal,* 68–69, *Tiburón, El,* 120–121, *Tragedy at Sea,* 164–165, *Unstoppable,* 106–107, *Wacky Attractions,* 74–75, *Weird Sports Records,* 108–109, *What's New? A History of Invention,* 76–77, *Witch Hunt,* 140–141, *Wonders of the World,* 78–79, *Yes!,* 80–81

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Prepared Graduates:	
5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	
Grade Level Expectation:	
3. Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.	
Evidence Outcomes	
Students Can:	
a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.8.4)	**44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175
i. Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)	**Teaching Resources: Secondary** **Vocabulary/Word Study Routines** Context Clues, 48–49 Extending Meaning, 46–47
ii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: *precede, recede, secede*). (CCSS: L.8.4b)	**Context Clues** *African Journey,* 82, *Ant Attack!,* 114, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148, *Home From War,* 96, *Killer Plague,* 124, *Left to Die,* 126, *Lost! Mysteries of the Bermuda Triangle,* 56, *Medical Miracle,* 128, *Play Ball!,* 132, *Samurai Fighters,* 134, *Survival Guide: How to Keep Your Job,* 104
iii. Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.8.4c)	**Extending Meaning** *Arabian Nights,* 142, *Back From the Grave!,* 116, *Big!,* 54, *Button Your Lip and Other Idioms,* 86, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Princess Brat, The,* 100, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76, *When Lisa Met Billy,* 110
iv. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)	**44Book: RDI** The Following Matches Provide Opportunities to Meet this Objective: Series 1: Lesson 11: Word Strategies: TG 132-135, Flip Chart 11, Word Building Kit, Decodable Digest p.18, 44Book p. 14, SAM: L11 Vocabulary Series 7: Lesson 39: Ending *-es*: TG 242-245, Flip Chart 39, Word Building Kit, SAM: L39 Vocabulary Series 8: Lesson 40: Endings *–ing*, *-ed* /ed/, *-ed* /d/ /t/: TG 246-249, Flip Chart 40, Word Building Kit, SAM: L40 Vocabulary Series 11: Lesson 50: Unlocking Multisyllable Words: TG 288-289, Flip Chart 50, Word Building Kit, SAM: L50 SMART Series 12: Lesson 51: Inflectional Endings *–ed*, *-ing* (drop *e*): TG 290-293, Flip Chart 51, Word

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	Building Kit, SAM: L51 Vocabulary
Series 12: Lesson 52: Inflectional Endings *–ed*, *-ing* (with doubling): TG 294-297, Flip Chart 52, Word Building Kit, SAM: L52 Vocabulary
Series 13: Lesson 54: Changing *–y* to *-i*: TG 304-307, Flip Chart 54, Word Building Kit, SAM: L54 Vocabulary
Series 20: Lesson 72: Morphological Word Families: TG 376-377, Flip Chart 72, SAM: L72 SMART
a. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.8.5)
i. Interpret figures of speech (e.g. verbal irony, puns) in context. (CCSS: L.8.5a)
ii. Use the relationship between particular words to better understand each of the words. (CCSS: L.8.5b)
iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: *bullheaded, willful, firm, persistent, resolute*). (CCSS: L.8.5c)	The Following Provide Opportunities to Meet this Objective:
44Book: Secondary
12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175
Teaching Resources: Secondary
Vocabulary/Word Study Routines
Extending Meaning, 46–47
Extending Meaning
Arabian Nights, 142, *Back From the Grave!,* 116, *Big!,* 54, *Button Your Lip and Other Idioms,* 86, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Princess Brat, The,* 100, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76, *When Lisa Met Billy,* 110
c. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)	**44Book: Secondary**
12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175
Teaching Resources: Secondary
Comprehension Strategies
Idioms, Understanding
Button Your Lip and Other Idioms, 87
Vocabulary/Word Study Routines
Context Clues, 48–49
Extending Meaning, 46–47
Idioms, 49
Vocabulary-Building Strategies
Context Clues
African Journey, 82, *Ant Attack!,* 114, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148, *Home From War,* 96, *Killer Plague,* 124, *Left to Die,* 126, *Lost! Mysteries of the Bermuda Triangle,* 56, *Medical Miracle,* 128, *Play Ball!,* 132, *Samurai Fighters,* 134, *Survival Guide: How to Keep Your Job,* 104
Extending Meaning
Arabian Nights, **142,** *Back From the Grave!,* **116,**

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	Big!, **54,** *Button Your Lip and Other Idioms,* 86, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Princess Brat, The,* 100, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76, *When Lisa Met Billy,* 110 **Idioms** *Beauty and the Geek,* 144, *Button Your Lip and Other Idioms,* 86, *Fashion Flashback,* 94, *Fast!,* 60, *Have You Seen My Mummy?,* 122, *Plugged In,* 64, *Yes!,* 80, *Yo, Yolanda! Advice About Friends,* 112 **Multiple-Meaning Words** *Big Steals,* 84, *Bugs That Kill,* 56, *Crash!,* 90, *Did You Know?,* 58, *DJ Mystery,* 92, *Hot Jobs,* 152, *Is This Art?,* 98, *Messy Jobs,* 62, *Never Give Up,* 158, *Poster Power,* 66, *Ripped From the Headlines,* 102, *Weird Sports Records,* 108, *Witch Hunt,* 140, *Wonders of the World,* 78
Standard 3. Writing and Composition	
Prepared Graduates: 6. Craft arguments using techniques specific to the genre.	
Grade Level Expectation: 1. Write well-organized and cohesive arguments, distinguishing claim(s) from opposing claims and using language to clarify connections among claims, reasons, and evidence.	
Evidence Outcomes Students Can:	
a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.8.1) i. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. (CCSS: W.8.1a) ii. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS: W.8.1b) iii. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (CCSS: W.8.1c) iv. Establish and maintain a formal style. (CCSS: W.8.1d) v. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.8.1e)	**44Book: Secondary** 28, 50, 72, 94, 138, 160, 182 **Teaching Resources: Secondary** **Progress Monitoring** My Independent Reading Response Log, 166

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Prepared Graduates:	
7. Craft informational/explanatory texts using techniques specific to the genre.	
Grade Level Expectation:	
2. Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.	
Evidence Outcomes	
Students Can:	
a. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2) i. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a) ii. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b) iii. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c) iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d) e. Establish and maintain a formal style. (CCSS: W.8.2e) v. Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)	**44Book: Secondary** 18, 40, 62, 84, 106, 116, 128, 150, 172
Prepared Graduates:	
8. Craft narratives using techniques specific to the genre.	
Grade Level Expectation:	
3. Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and develop and reflect on experiences and events.	
Evidence Outcomes	
Students Can:	
a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3) i. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.8.3a) ii. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. (CCSS: W.8.3b) iii. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the	---

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relationships among experiences and events. (CCSS: W.8.3c) iv. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS: W.8.3d) v. Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.8.3e) vi. Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.	
<u>Prepared Graduates:</u> 9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	
<u>Grade Level Expectation:</u> 4. Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.	
<u>Evidence Outcomes</u> Students Can:	
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1) i. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a) ii. Form and use verbs in the active and passive voice. (CCSS: L.8.1b) iii. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. (CCSS: L.8.1c) iv. Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)	The Following Selected Matches Support this Objective: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.8.2) i. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. (CCSS: L.8.2a) ii. Use an ellipsis to indicate an omission. (CCSS: L.8.2b) iii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (CCSS: L.8.2c)	The Following Selected Matches Support this Objective: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 82, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184 **44Book: RDI** Series 1: Lesson 1: Understanding the System TG 102-103, The System of Sounds and Spellings poster, Flip Chart 1, SAM: L1 SMART Series 1: Lesson 2: Identifying and Understanding Consonants & Vowels: TG 104-105, Flip Chart 2, Sound & Articulation DVD, SAM: L2 SMART Series 1: Lesson 5: Contrasting Long and Short Vowels: TG 114-115, Flip Chart 5, Sound & Articulation DVD, SAM: L5 SMART Series 1: Lesson 5: Contrasting Long and Short Vowels: TG 114-115, Flip Chart 5, Sound &

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	Articulation DVD, SAM: L5 SMART
	Series 3: Lesson 26: Contrasting Consonants: TG 192-193, Flip Chart 26, Sound and Articulation DVD, Handwriting Practice, SAM: L26 SMART
	Series 4: Lesson 28: Final Blends: TG 200-203, Flip Chart 28, Word Building Kit, Elkonin Boxes, SAM: L28 Vocabulary
	Series 7: Lesson 35: Digraph *sh*: TG 228-231, Flip Chart 35, Word Building Kit, Sound and Articulation DVD, Elkonin Boxes, SAM: L35 Vocabulary
	Series 7: Lesson 36: *ch, -tch*: TG 232-235, Flip Chart 36, Word Building Kit, Sound and Articulation DVD, Elkonin Boxes, SAM: L36 Vocabulary
	Series 7: Lesson 37: Digraph *th*: TG 236-239, Flip Chart 37, Word Building Kit, Sound and Articulation DVD, Elkonin Boxes, SAM: L37 Vocabulary
	Series 16: Lesson 62: Using Patterns to Determine Vowel Sounds: TG 334-335, Flip Chart 62, Word Building Kit, SAM: L62 Vocabulary
	Series 19: Lesson 68: r-Controlled Vowel *ar*: TG 350-353, Flip Chart 68, Word Building Kit, Sound and Articulation DVD, SAM: L68 Vocabulary
	Series 19: Lesson 69: r-Controlled Vowels *er, ir, ur*: TG 362-365, Flip Chart 69, Word Building Kit, Sound and Articulation DVD, SAM: L69 Vocabulary
	Series 19: Lesson 70: Other /sh/ Spellings: TG 366-369, Flip Chart 70, Word Building Kit, Sound and Articulation DVD, SAM: L70 Vocabulary
	Series 20: Lesson 71: r-Controlled Vowels *or, ore*: TG 372-375, Flip Chart 71, Word Building Kit, Sound and Articulation DVD, SAM: L71 Vocabulary
	Series 20: Lesson 71: r-Controlled Vowels *or, ore*: TG 372-375, Flip Chart 71, Word Building Kit, Sound and Articulation DVD, SAM: L71 Vocabulary
	Series 20: Lesson 74: r-Controlled Vowel Syllables: TG 382-385, Flip Chart 74, Word Building Kit, SAM: L74 Vocabulary
	Series 21: Lesson 75: Diphthongs *oi, oy*: TG 386-389, Flip Chart 75, Word Building Kit, Sound and Articulation DVD, SAM: L75 Vocabulary
	Series 21: Lesson 77: Diphthongs *ou (cloud), ow (owl)*: TG 394-397, Flip Chart 77, Word Building Kit, Sound and Articulation DVD, SAM: L77 Vocabulary

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c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.8.3) i. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (for example: emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). (CCSS: L.8.3a)	The Following Selected Matches Support this Objective: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184
d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)	**44Book: Secondary** 18, 28, 40, 50, 62, 72, 84, 94, 106, 116, 128, 138, 150, 160, 172, 182 **Teaching Resources: Secondary** **Progress Monitoring** My Independent Reading Response Log, 166
e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)	**44Book: Secondary** 18, 19, 28, 28, 40, 41, 50, 51, 62, 63, 72, 73, 84, 85, 94, 106, 107, 116, 117, 128, 129, 138, 139, 150, 151, 160, 161, 172, 173, 182, 183
f. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (CCSS: W.8.6)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 19, 28, 29, 41, 50, 51, 63, 72, 73, 85, 94, 95, 107, 117, 129, 138, 139, 151, 160, 161, 173, 182, 183
g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS: W.8.10)	Selected Examples Include: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184 **Teaching Resources: Secondary** **Progress Monitoring** My Independent Reading Response Log, 166
Standard 4. Research Inquiry and Design	
Prepared Graduates: 10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	
Grade Level Expectation: 1. Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.	
Evidence Outcomes Students Can:	
a. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS: W.8.7)	**44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184
b. Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)	**44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184

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c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.8.9) i. Apply *grade 8 Reading standards* to literature (for example: "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). (CCSS: W.8.9a) ii. Apply *grade 8 Reading standards* to literary nonfiction (for example: "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). (CCSS: W.8.9b)	**44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184

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Standard 1. Oral Expression and Listening	
Prepared Graduates: 1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.	
Grade Level Expectation: 1. Respond to others' ideas, and evaluate perspective and rhetoric.	
Evidence Outcomes Students Can:	
a. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10* topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1) i. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.9-10.1a) ii. Work with peers to set rules for collegial discussions and decision-making (for example: informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (CCSS: SL.9-10.1b) iii. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS: SL.9-10.1c) iv. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1d)	**44Book: Secondary** 15, 18, 23, 25, 28, 37, 40, 45, 47, 50, 59, 62, 67, 69, 72, 81, 84, 89, 91, 94, 103, 106, 111, 113, 116, 125, 128, 133, 135, 138, 147, 150, 155, 157, 160, 169, 172, 177, 179, 182 **Teaching Resources: Secondary Comprehension Strategies** **Idea Web** *Fashion Flashback,* 95, *Fast!,* 61, *Fire! The Triangle Shirtwaist Factory Tragedy,* 149, *Is This Art?,* 99, *Killer Croc,* 155, *Lost! Mysteries of the Bermuda Triangle,* 57, *Princess Brat, The,* 101, *Raven, The,* 163, *Samurai Fighters,* 135
b. Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source. (CCSS: SL.9-10.2)	**44Book: Secondary** 10, 32, 54, 76, 98, 108, 120, 142, 164
c. Evaluate and/or reflect on a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (CCSS: SL.9-10.3)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 28, 50, 72, 94, 138, 160, 182

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Prepared Graduates:	
2. Deliver effective oral presentations for varied audiences and varied purposes.	
Grade Level Expectation:	
2. Organize and develop credible presentations tailored to purpose and audience.	
Evidence Outcomes Students Can:	
a. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (CCSS: SL.9-10.4)	**44Book: Secondary** 15, 18, 23, 25, 28, 37, 40, 45, 47, 50, 59, 62, 67, 69, 72, 81, 84, 89, 91, 94, 103, 106, 111, 113, 116, 125, 128, 133, 135, 138, 147, 150, 155, 157, 160, 169, 172, 177, 179, 182
b. Make strategic use of digital media (for example: textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS: SL.9-10.5)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184
c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.9-10.6)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 15, 18, 23, 25, 28, 30, 37, 40, 45, 47, 50, 52, 59, 62, 67, 69, 72, 74, 81, 84, 89, 91, 94, 96, 103, 106, 111, 113, 116, 118, 125, 128, 133, 135, 138, 140, 147, 150, 155, 157, 160, 162, 169, 172, 177, 179, 182, 184
d. Use feedback to evaluate and revise the presentation. *provides opportunities*	**44Book: Secondary** 15, 18, 23, 25, 28, 37, 40, 45, 47, 50, 59, 62, 67, 69, 72, 81, 84, 89, 91, 94, 103, 106, 111, 113, 116, 125, 128, 133, 135, 138, 147, 150, 155, 157, 160, 169, 172, 177, 179, 182
Standard 2. Reading for All Purposes	
Prepared Graduates:	
3. Read a wide range of literary texts to build knowledge and to better understand the human experience.	
Grade Level Expectation:	
1. Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.	
Evidence Outcomes Students Can:	
a. Use Key Ideas and Details to:	
i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)	**44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 145, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Make Inferences** *Beauty and the Geek,* 145, *Sweater Thief, The,* 139, *These Are Not Poems,* 71 **Instructional Routines** **Comprehension Routines** Making Inferences, 38–39

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ii. Determine a theme or central idea of a text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)	The Following Supports this Objective: **44Book: Secondary** 14-15, 22-23, 80-81, 88-89, 124-125, 154-155 **Teaching Resources: Secondary** **Comprehension Strategies** **Read for Detail** *Arabian Nights,* 143, *Back From the Grave!,* 117, *Big!,* 55
iii. Analyze how complex characters (for example, those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CCSS: RL.9-10.3)	The Following Provides Opportunities to Meet this Objective: **Teaching Resources: Secondary** **Sequence of Events** *Ant Attack!,* 115, *DJ Mystery,* 93, *Story of Shi Jin, The,* 137
b. Use Craft and Structure to:	
i. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)	The Following Support this Objective: **44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary-Building Strategies** **Context Clues** *Ant Attack!,* 114, *Killer Plague,* 124 **Extending Meaning** *Arabian Nights,* 142, *Back From the Grave!,* 116, *Button Your Lip and Other Idioms,* 86, *Princess Brat, The,* 100, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *When Lisa Met Billy,* 110 **Idioms** *Beauty and the Geek,* 144, *Button Your Lip and Other Idioms,* 86 **Multiple-Meaning Words** *DJ, Mystery,* 92
ii. Analyze how an author's choices concerning how to structure a text, order events within it (for example: parallel plots), and manipulate time (for example: pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 14-15, 22-23, 80-81, 88-89
iii. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing from a variety of world literature. (CCSS: RL.9-10.6)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 22-23, 102-103, 88-89, 124-125, 154-155
c. Use Integration of Knowledge and Ideas to:	
i. Analyze the representation of a subject or a key scene in two different artistic mediums (for example: Auden's poem "Musée d Beaux Arts" and Breughel's painting *Landscape with the Fall of Icarus*), including what is emphasized or absent in each treatment. (CCSS: RL.9-10.7)	Each text in the Student Library is available as an Audiobook, offering students the chance to both "see" and "hear" the text simultaneously.

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ii. Analyze how an author draws on and transforms source material in a specific work (for example: how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare) (CCSS: RL.9-10.9)	**44Book: Secondary** Each Scholastic *44Book* Module has a content-area focus with several readings of varied genres and provides opportunities to meet this objective.
d. Use Range of Reading and Complexity of Text to:	
i. By the end of grade 9 read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. ii. By the end of grade 10 read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.9-10.10)	**44Book: Secondary** 14-15, 22-23, 80-81, 88-89 **Teaching Resources: Secondary** **Literature/ Language Arts** *Ant Attack!,* 114–115, *Arabian Nights,* 142–143, *Back From the Grave!,* 116–117, *Beauty and the Geek,* 144–145, *Button Your Lip and Other Idioms,* 86–87, *DJ Mystery,* 92–93, *Killer Plague,* 124–125, *Princess Brat, The,* 100–101, *Story of Shi Jin, The,* 136–137, *Sweater Thief, The,* 138–139, *These Are Not Poems,* 70–71, *When Lisa Met Billy,* 110–111
Prepared Graduates: 4. Read a wide range of informational texts to build knowledge and to better understand the human experience.	
Grade Level Expectation: 2. Understand the logical progression of ideas in increasingly complex texts.	
Evidence Outcomes Students Can:	
a. Use Key Ideas and Details to:	
i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)	**44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 125, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Making Inferences** *Cool Jobs in Basketball,* 89, *Disaster!,* 119, *Four Rotten Rulers,* 151, *Messy Jobs,* 63, *Music Mash-Up,* 131, *Plugged In,* 65, *They Did What?,* 73
ii. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RI.9-10.2)	**44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 125, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Read for Detail** *African Journey,* 83, *Big!,* 55, *Bugs That Kill,* 57, *Did You Know?,* 59, *Hot Jobs,* 153, *Wacky Attractions,* 75, *Weird Sports Records,* 109, *Yes!,* 81 **Summarize** *Big Steals,* 85, *Crash!,* 91, *Everyday Heroes,* 147, *Play Ball!,* 133, *Promise, The,* 161, *Ripped From the Headlines,* 103, *Witch Hunt,* 141, *Wonders of the World,* 79

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iii. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3)	The Following Support this Objective: **44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 125, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Read for Detail** *African Journey,* 83, *Big!,* 55, *Bugs That Kill,* 57, *Did You Know?,* 59, *Hot Jobs,* 153, *Wacky Attractions,* 75, *Weird Sports Records,* 109, *Yes!,* 81 **Idea Web** *Fashion Flashback,* 95, *Fast!,* 61, *Fire! The Triangle Shirtwaist Factory Tragedy,* 149, *Is This Art?,* 99, *Killer Croc,* 155, *Lost! Mysteries of the Bermuda Triangle,* 57, *Raven, The,* 163, *Samurai Fighters,* 135
b. Use Craft and Structure to:	
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)	**44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary-Building Strategies** **Context Clues** *African Journey,* 82, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148, *Home From War,* 96, *Killer Plague,* 124, *Left to Die,* 126, *Lost! Mysteries of the Bermuda Triangle,* 56, *Medical Miracle,* 128, *Play Ball!,* 132, *Samurai Fighters,* 134, *Survival Guide: How to Keep Your Job,* 104 **Extending Meaning** *Big!,* 54, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76 **Idioms** *Button Your Lip and Other Idioms,* 86, *Fashion Flashback,* 94, *Fast!,* 60, *Have You Seen My Mummy?,* 122, *Plugged In,* 64, *Yes!,* 80, *Yo, Yolanda! Advice About Friends,* 112 **Multiple-Meaning Words** *Big Steals,* 84, *Bugs That Kill,* 56, *Crash!,* 90, *Did You Know?,* 58, *DJ Mystery,* 92, *Hot Jobs,* 152, *Is This Art?,* 98, *Messy Jobs,* 62, *Never Give Up,* 158, *Poster Power,* 66, *Ripped From the Headlines,* 102, *Weird Sports Records,* 108, *Witch Hunt,* 140, *Wonders of the World,* 78

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ii. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (for example: a section or chapter). (CCSS: RI.9-10.5)	The Following Supports this Objective: **44Book: Secondary** 21, 43, 65, 87, 109, 131, 153, 175
iii. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (CCSS: RI.9-10.6)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 21, 43, 65, 87, 109, 131, 153, 175
c. Use Integration of Knowledge and Ideas to:	
i. Analyze various accounts of a subject told in different mediums (for example: a person's life story in both print and multimedia), determining which details are emphasized in each account. (CCSS: RI.9-10.7)	**44Book: Secondary** 10, 20, 32, 42, 46, 54, 64, 76, 86, 98, 108, 120, 142, 152, 164
ii. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (CCSS: RI.9-10.8)	**44Book: Secondary** 86
iii. By the end of grade 10, analyze seminal U.S. and world documents of historical and literary significance (for example: the Magna Carta, Machiavelli's The Prince, Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. (adapted from CCSS: RI.9-10.9)	--
d. Use Range of Reading and Complexity of Text to:	
i. By the end of grade 9 read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10 read and comprehend literary nonfiction in the grades 9-10 text complexity band independently and proficiently. (CCSS: RI.9-10.10)	**44Book: Secondary** 14-15, 20-21, 22-25, 36-37, 42-43, 44-47, 58-59, 64-65, 66-69, 80-81, 86-87, 102-103, 108-109, 124-125, 130-131, 132-135, 146-147, 152-153, 154-157, 168-169, 174-175, 176-179 **Teaching Resources: Secondary** **Arts** *Fashion Flashback,* 94–95, *Is This Art?,* 98–99, *Music Mash-Up,* 130–131, *Poster Power,* 66–67 **Jobs** *Cool Jobs in Basketball,* 88–89, *Hot Jobs,* 152–153, *Messy Jobs,* 62–63, *Never Give Up,* 158–159, *Plugged In,* 64–65, *Survival Guide: How to Keep Your Job,* 104–105 **Life Issues** *Yo, Yolanda! Advice About Friends,* 112–113 **Math** *Big!,* 54–55, *They Did What?,* 72–73 **Physical Education** *Cool Jobs in Basketball,* 88–89, *Play Ball!,* 132–133, *Tiburón, El,* 120–121, *Weird Sports Records,* 108–109, *Yes!,* 80–81 **Science** *African Journey,* 82–83, *Bugs That Kill,* 56–57, *Crash!,* 90–91, *Did You Know?,* 58–59, *Disaster!,* 118–119, *Fast!,* 60–61, *Have You Seen My*

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	Mummy?, 122–123, *Killer Croc,* 154–155, *Left to Die,* 126–127, *Lost! Mysteries of the Bermuda Triangle,* 56–57, *Medical Miracle,* 128–129 *Messy Jobs,* 62, *What's New? A History of Invention,* 76–77 **Social Studies/History** *Big Steals,* 84–85, *Everyday Heroes,* 146–147, *Fashion Flashback,* 94–95, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148–149, *Four Rotten Rulers,* 150–151, *Is This Art?,* 98–99, *Play Ball!,* 132–133, *Promise, The,* 160–161, *Ripped From the Headlines,* 102–103, *Samurai Fighters,* 134–135, *Shamila's Goal,* 68–69, *Tiburón, El,* 120–121, *Tragedy at Sea,* 164–165, *Unstoppable,* 106–107, *Wacky Attractions,* 74–75, *Weird Sports Records,* 108–109, *What's New? A History of Invention,* 76–77, *Witch Hunt,* 140–141, *Wonders of the World,* 78–79, *Yes!,* 80–81
Prepared Graduates: 5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	
Grade Level Expectation: 3. Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.	
Evidence Outcomes Students Can:	
a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.9-10.4) i. Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.9-10.4a) ii. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (for example: *analyze, analysis, analytical; advocate, advocacy*). (CCSS: L.9-10.4b) iii. Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (CCSS: L.9-10.4c) iv. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)	**44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary/Word Study Routines** Context Clues, 48–49 Extending Meaning, 46–47 **Context Clues** *African Journey,* 82, *Ant Attack!,* 114, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148, *Home From War,* 96, *Killer Plague,* 124, *Left to Die,* 126, *Lost! Mysteries of the Bermuda Triangle,* 56, *Medical Miracle,* 128, *Play Ball!,* 132, *Samurai Fighters,* 134, *Survival Guide: How to Keep Your Job,* 104 **Extending Meaning** *Arabian Nights,* 142, *Back From the Grave!,* 116, *Big!,* 54, *Button Your Lip and Other Idioms,* 86, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Princess Brat, The,* 100, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky*

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	Attractions, 74, *What's New? A History of Invention,* 76, *When Lisa Met Billy,* 110 **44Book: RDI** The Following Matches Provide Opportunities to Meet this Objective: Series 1: Lesson 11: Word Strategies: TG 132-135, Flip Chart 11, Word Building Kit, Decodable Digest p.18, 44Book p. 14, SAM: L11 Vocabulary Series 7: Lesson 39: Ending -*es*: TG 242-245, Flip Chart 39, Word Building Kit, SAM: L39 Vocabulary Series 8: Lesson 40: Endings –*ing*, -*ed* /ed/, -*ed* /d/ /t/: TG 246-249, Flip Chart 40, Word Building Kit, SAM: L40 Vocabulary Series 11: Lesson 50: Unlocking Multisyllable Words: TG 288-289, Flip Chart 50, Word Building Kit, SAM: L50 SMART Series 12: Lesson 51: Inflectional Endings –*ed*, -*ing* (drop *e*): TG 290-293, Flip Chart 51, Word Building Kit, SAM: L51 Vocabulary Series 12: Lesson 52: Inflectional Endings –*ed*, -*ing* (with doubling): TG 294-297, Flip Chart 52, Word Building Kit, SAM: L52 Vocabulary Series 13: Lesson 54: Changing –*y* to -*i*: TG 304-307, Flip Chart 54, Word Building Kit, SAM: L54 Vocabulary Series 20: Lesson 72: Morphological Word Families: TG 376-377, Flip Chart 72, SAM: L72 SMART
b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.9-10.5) i. Interpret figures of speech (for example: euphemism, oxymoron) in context and analyze their role in the text. (CCSS: L.9-10.5a) ii. Analyze nuances in the meaning of words with similar denotations. (CCSS: L.9-10.5b)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary/Word Study Routines** Extending Meaning, 46–47 **Extending Meaning** *Arabian Nights,* 142, *Back From the Grave!,* 116, *Big!,* 54, *Button Your Lip and Other Idioms,* 86, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Princess Brat, The,* 100, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76, *When Lisa Met Billy,* 110

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c. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.9-10.6)	**44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Comprehension Strategies** **Idioms, Understanding** *Button Your Lip and Other Idioms,* 87 **Vocabulary/Word Study Routines** Context Clues, 48–49 Extending Meaning, 46–47 Idioms, 49 **Vocabulary-Building Strategies** **Context Clues** *African Journey,* 82, *Ant Attack!,* 114, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148, *Home From War,* 96, *Killer Plague,* 124, *Left to Die,* 126, *Lost! Mysteries of the Bermuda Triangle,* 56, *Medical Miracle,* 128, *Play Ball!,* 132, *Samurai Fighters,* 134, *Survival Guide: How to Keep Your Job,* 104 **Extending Meaning** *Arabian Nights,* **142,** *Back From the Grave!,* **116,** *Big!,* **54,** *Button Your Lip and Other Idioms,* 86, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Princess Brat, The,* 100, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76, *When Lisa Met Billy,* 110 **Idioms** *Beauty and the Geek,* 144, *Button Your Lip and Other Idioms,* 86, *Fashion Flashback,* 94, *Fast!,* 60, *Have You Seen My Mummy?,* 122, *Plugged In,* 64, *Yes!,* 80, *Yo, Yolanda! Advice About Friends,* 112 **Multiple-Meaning Words** *Big Steals,* 84, *Bugs That Kill,* 56, *Crash!,* 90, *Did You Know?,* 58, *DJ Mystery,* 92, *Hot Jobs,* 152, *Is This Art?,* 98, *Messy Jobs,* 62, *Never Give Up,* 158, *Poster Power,* 66, *Ripped From the Headlines,* 102, *Weird Sports Records,* 108, *Witch Hunt,* 140, *Wonders of the World,* 78

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Standard 3. Writing and Composition	
Prepared Graduates:	
6. Craft arguments using techniques specific to the genre.	
Grade Level Expectation:	
1. Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.	
Evidence Outcomes	
Students Can:	
a. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1) i. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (CCSS: W.9-10.1a) ii. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (CCSS: W.9-10.1b) iii. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS: W.9-10.1c) iv. Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs. v. Establish and maintain an appropriate style and objective tone. (CCSS: W.9-10.1d) vi. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.9-10.1e)	**44Book: Secondary** 28, 50, 72, 94, 138, 160, 182 **Teaching Resources: Secondary** **Progress Monitoring** My Independent Reading Response Log, 166
Prepared Graduates:	
7. Craft informational/explanatory texts using techniques specific to the genre.	
Grade Level Expectation:	
2. Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.	
Evidence Outcomes	
Students Can:	
a, Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.9-10.2) i. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a) ii. Develop the topic with well-chosen, relevant, and	**44Book: Secondary** 18, 40, 62, 84, 106, 116, 128, 150, 172

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sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS: W.9-10.2b) iii. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS: W.9-10.2c) iv. Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d) v. Establish and maintain an appropriate style and objective tone. (CCSS: W.9-10.2e) vi. Provide a concluding statement or section that follows from and supports the information or explanation presented (for example: articulating implications or the significance of the topic). (CCSS: W.9-10.2f)	
Prepared Graduates: 8. Craft narratives using techniques specific to the genre.	
Grade Level Expectation: 3. Write engaging real or imagined narratives using multiple plot lines.	
Evidence Outcomes Students Can:	
a. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3) i. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-10.3a) ii. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.9-10.3b) iii. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS: W.9-10.3c) iv. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.9-10.3d) v. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.9-10.3e) vi. Use a range of stylistic devices (for example: poetic techniques, figurative language, imagery, graphic elements to support the presentation of implicit or explicit themes or to engage and entertain the intended audience.	---

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Prepared Graduates:	
9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	
Grade Level Expectation:	
4. Use a recursive writing process to produce, publish, and update individual or shared writing projects.	
Evidence Outcomes	
Students Can:	
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1) i. Use parallel structure. (CCSS: L.9-10.1a) ii. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)	The Following Selected Matches Support this Objective: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2) i. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (CCSS: L.9-10.2a) ii. Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b) iii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (CCSS: L.9-10.2c)	The Following Selected Matches Support this Objective: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 82, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184 **44Book: RDI** Series 1: Lesson 1: Understanding the System TG 102-103, The System of Sounds and Spellings poster, Flip Chart 1, SAM: L1 SMART Series 1: Lesson 2: Identifying and Understanding Consonants & Vowels: TG 104-105, Flip Chart 2, Sound & Articulation DVD, SAM: L2 SMART Series 1: Lesson 5: Contrasting Long and Short Vowels: TG 114-115, Flip Chart 5, Sound & Articulation DVD, SAM: L5 SMART Series 1: Lesson 5: Contrasting Long and Short Vowels: TG 114-115, Flip Chart 5, Sound & Articulation DVD, SAM: L5 SMART Series 3: Lesson 26: Contrasting Consonants: TG 192-193, Flip Chart 26, Sound and Articulation DVD, Handwriting Practice, SAM: L26 SMART Series 4: Lesson 28: Final Blends: TG 200-203, Flip Chart 28, Word Building Kit, Elkonin Boxes, SAM: L28 Vocabulary Series 7: Lesson 35: Digraph *sh*: TG 228-231, Flip Chart 35, Word Building Kit, Sound and Articulation DVD, Elkonin Boxes, SAM: L35 Vocabulary Series 7: Lesson 36: *ch, -tch*: TG 232-235, Flip Chart 36, Word Building Kit, Sound and Articulation DVD, Elkonin Boxes, SAM: L36 Vocabulary Series 7: Lesson 37: Digraph *th*: TG 236-239, Flip Chart 37, Word Building Kit, Sound and Articulation DVD, Elkonin Boxes, SAM: L37 Vocabulary

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	Series 16: Lesson 62: Using Patterns to Determine Vowel Sounds: TG 334-335, Flip Chart 62, Word Building Kit, SAM: L62 Vocabulary Series 19: Lesson 68: r-Controlled Vowel *ar*: TG 350-353, Flip Chart 68, Word Building Kit, Sound and Articulation DVD, SAM: L68 Vocabulary Series 19: Lesson 69: r-Controlled Vowels *er, ir, ur*: TG 362-365, Flip Chart 69, Word Building Kit, Sound and Articulation DVD, SAM: L69 Vocabulary Series 19: Lesson 70: Other /sh/ Spellings: TG 366-369, Flip Chart 70, Word Building Kit, Sound and Articulation DVD, SAM: L70 Vocabulary Series 20: Lesson 71: r-Controlled Vowels *or, ore*: TG 372-375, Flip Chart 71, Word Building Kit, Sound and Articulation DVD, SAM: L71 Vocabulary Series 20: Lesson 71: r-Controlled Vowels *or, ore*: TG 372-375, Flip Chart 71, Word Building Kit, Sound and Articulation DVD, SAM: L71 Vocabulary Series 20: Lesson 74: r-Controlled Vowel Syllables: TG 382-385, Flip Chart 74, Word Building Kit, SAM: L74 Vocabulary Series 21: Lesson 75: Diphthongs *oi, oy*: TG 386-389, Flip Chart 75, Word Building Kit, Sound and Articulation DVD, SAM: L75 Vocabulary Series 21: Lesson 77: Diphthongs *ou (cloud), ow (owl)*: TG 394-397, Flip Chart 77, Word Building Kit, Sound and Articulation DVD, SAM: L77 Vocabulary
c. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.9-10.3) i. Write and to edit so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA Handbook) appropriate for the discipline and writing type. (CCSS: L.9-10.3a)	The Following Selected Matches Support this Objective: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184
d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–2 above.) (CCSS: W.9-10.4)	**44Book: Secondary** 18, 28, 40, 50, 62, 72, 84, 94, 106, 116, 128, 138, 150, 160, 172, 182 **Teaching Resources: Secondary** **Progress Monitoring** My Independent Reading Response Log, 166
e. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)	**44Book: Secondary** 18, 19, 28, 28, 40, 41, 50, 51, 62, 63, 72, 73, 84, 85, 94, 106, 107, 116, 117, 128, 129, 138, 139, 150, 151, 160, 161, 172, 173, 182, 183

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f. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 19, 28, 29, 41, 50, 51, 63, 72, 73, 85, 94, 95, 107, 117, 129, 138, 139, 151, 160, 161, 173, 182, 183
g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS: W.9-10.10)	Selected Examples Include: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184 **Teaching Resources: Secondary** **Progress Monitoring** My Independent Reading Response Log, 166
Standard 4. Research Inquiry and Design	
Prepared Graduates: 10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	
Grade Level Expectation: 1. Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.	
Evidence Outcomes Students Can:	
a. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.9-10.7)	**44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184
b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)	**44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184
c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.9-10.9) i. Apply *grades 9–10 Reading standards* to literature (for example: "Analyze how an author draws on and transforms source material in a specific work [for example: how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). (CCSS: W.9-10.9a) ii. Apply *grades 9–10 Reading standards* to literary nonfiction (for example: "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). (CCSS: W.9-10.9b)	**44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184

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Standard 1. Oral Expression and Listening	
<u>Prepared Graduates:</u> 1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute to further the group's attainment of an objective.	
<u>Grade Level Expectation:</u> 1. Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.	
<u>Evidence Outcomes</u> Students Can:	
a. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on *grades 11–12* topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1) i. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. (CCSS: SL.11-12.1a) ii. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b) iii. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c) iv. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)	**44Book: Secondary** 15, 18, 23, 25, 28, 37, 40, 45, 47, 50, 59, 62, 67, 69, 72, 81, 84, 89, 91, 94, 103, 106, 111, 113, 116, 125, 128, 133, 135, 138, 147, 150, 155, 157, 160, 169, 172, 177, 179, 182 **Teaching Resources: Secondary Comprehension Strategies** **Idea Web** *Fashion Flashback,* 95, *Fast!,* 61, *Fire! The Triangle Shirtwaist Factory Tragedy,* 149, *Is This Art?,* 99, *Killer Croc,* 155, *Lost! Mysteries of the Bermuda Triangle,* 57, *Princess Brat, The,* 101, *Raven, The,* 163, *Samurai Fighters,* 135
b. Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (CCSS: SL.11-12.2)	**44Book: Secondary** 10, 32, 54, 76, 98, 108, 120, 142, 164
c. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (CCSS: SL.11-12.3)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 28, 50, 72, 94, 138, 160, 182

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Prepared Graduates:	
2. Deliver effective oral presentations for varied audiences and varied purposes.	
Grade Level Expectation:	
2. Integrate credible, accurate information into appropriate media and formats to meet an audience's needs.	
Evidence Outcomes Students Can:	
a. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. (CCSS: SL.11-12.4)	**44Book: Secondary** 15, 18, 23, 25, 28, 37, 40, 45, 47, 50, 59, 62, 67, 69, 72, 81, 84, 89, 91, 94, 103, 106, 111, 113, 116, 125, 128, 133, 135, 138, 147, 150, 155, 157, 160, 169, 172, 177, 179, 182
b. Make strategic use of digital media (for example: textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence to add interest. (CCSS: SL.11-12.5)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184
c. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (CCSS: SL.11-12.6)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 15, 18, 23, 25, 28, 30, 37, 40, 45, 47, 50, 52, 59, 62, 67, 69, 72, 74, 81, 84, 89, 91, 94, 96, 103, 106, 111, 113, 116, 118, 125, 128, 133, 135, 138, 140, 147, 150, 155, 157, 160, 162, 169, 172, 177, 179, 182, 184
Standard 2. Reading for All Purposes	
Prepared Graduates:	
3. Read a wide range of literary texts to build knowledge and to better understand the human experience.	
Grade Level Expectation:	
1. Interpret and evaluate complex literature using various critical reading strategies.	
Evidence Outcomes Students Can:	
a. Use Key Ideas and Details to:	
i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain. (CCSS: RL.11-12.1)	**44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 145, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Make Inferences** *Beauty and the Geek,* 145, *Sweater Thief, The,* 139, *These Are Not Poems,* 71 **Instructional Routines** **Comprehension Routines** Making Inferences, 38–39

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ii. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS: RL.11-12.2)	The Following Supports this Objective: **44Book: Secondary** 14-15, 22-23, 80-81, 88-89, 124-125, 154-155 **Teaching Resources: Secondary** **Comprehension Strategies** **Read for Detail** *Arabian Nights,* 143, *Back From the Grave!,* 117, *Big!,* 55
iii. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS: RL.11-12.3)	The Following Provides Opportunities to Meet this Objective: **Teaching Resources: Secondary** **Sequence of Events** *Ant Attack!,* 115, *DJ Mystery,* 93, *Story of Shi Jin, The,* 137
b. Use Craft and Structure to:	
i. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (Include Shakespeare as well as other authors.) (CCSS: RL.11-12.4)	The Following Support this Objective: **44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary-Building Strategies** **Context Clues** *Ant Attack!,* 114, *Killer Plague,* 124 **Extending Meaning** *Arabian Nights,* 142, *Back From the Grave!,* 116, *Button Your Lip and Other Idioms,* 86, *Princess Brat, The,* 100, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *When Lisa Met Billy,* 110 **Idioms** *Beauty and the Geek,* 144, *Button Your Lip and Other Idioms,* 86 **Multiple-Meaning Words** *DJ, Mystery,* 92
ii. Analyze how an author's choices concerning how to structure specific parts of a text (for example: the choice of where to begin or it's a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (CCSS: RL.11-12.5)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 21, 43, 65, 87, 109, 131, 153, 175
iii. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (for example: satire, sarcasm, irony, or understatement). (CCSS: RL.11-12.6)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 22-23, 102-103, 88-89, 124-125, 154-155
c. Use Integration of Knowledge and Ideas to:	
i. Analyze multiple interpretations of a story, drama, or poem (for example: recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (CCSS: RL.11-12.7)	Each text in the Student Library is available as an Audiobook, offering students the chance to both "see" and "hear" the text simultaneously.

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ii. Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational words (of American Literature, British Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics. (CCSS: RL.11-12.9)	**44Book: Secondary** Each Scholastic *44Book* Module has a content-area focus with several readings of varied genres and provides opportunities to meet this objective.
d. Use Range of Reading and Complexity of Text to:	
i. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.11-12.10) By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently. (CCSS: RL.11-12.10)	**44Book: Secondary** 14-15, 22-23, 80-81, 88-89 **Teaching Resources: Secondary** **Literature/ Language Arts** *Ant Attack!,* 114–115, *Arabian Nights,* 142–143, *Back From the Grave!,* 116–117, *Beauty and the Geek,* 144–145, *Button Your Lip and Other Idioms,* 86–87, *DJ Mystery,* 92–93, *Killer Plague,* 124–125, *Princess Brat, The,* 100–101, *Story of Shi Jin, The,* 136–137, *Sweater Thief, The,* 138–139, *These Are Not Poems,* 70–71, *When Lisa Met Billy,* 110–111
Prepared Graduates: 4. Read a wide range of informational texts to build knowledge and to better understand the human experience.	
Grade Level Expectation: 2. Interpret and evaluate complex informational texts using various critical reading strategies.	
Evidence Outcomes Students Can:	
a. Use Key Ideas and Details to:	
i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain. (CCSS: RI.11-12.1)	**44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 125, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Making Inferences** *Cool Jobs in Basketball,* 89, *Disaster!,* 119, *Four Rotten Rulers,* 151, *Messy Jobs,* 63, *Music Mash-Up,* 131, *Plugged In,* 65, *They Did What?,* 73
ii. Determine and analyze the development and interaction of two or more central ideas over the course of the text to provide a complex analysis or objective summary of the text. (CCSS: RI.11-12.2)	**44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 125, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Read for Detail** *African Journey,* 83, *Big!,* 55, *Bugs That Kill,* 57, *Did You Know?,* 59, *Hot Jobs,* 153, *Wacky Attractions,* 75, *Weird Sports Records,* 109, *Yes!,* 81 **Summarize** *Big Steals,* 85, *Crash!,* 91, *Everyday Heroes,* 147, *Play Ball!,* 133, *Promise, The,* 161, *Ripped From the Headlines,* 103, *Witch Hunt,* 141, *Wonders of the World,* 79

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iii. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (CCSS: RI.11-12.3)	The Following Support this Objective: **44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 125, 133, 135, 147, 155, 157, 169, 177, 179 **Teaching Resources: Secondary** **Read for Detail** *African Journey,* 83, *Big!,* 55, *Bugs That Kill,* 57, *Did You Know?,* 59, *Hot Jobs,* 153, *Wacky Attractions,* 75, *Weird Sports Records,* 109, *Yes!,* 81 **Idea Web** *Fashion Flashback,* 95, *Fast!,* 61, *Fire! The Triangle Shirtwaist Factory Tragedy,* 149, *Is This Art?,* 99, *Killer Croc,* 155, *Lost! Mysteries of the Bermuda Triangle,* 57, *Raven, The,* 163, *Samurai Fighters,* 135
iv. Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity).	The Following provide opportunities to meet this Objective: **44Book: Secondary** 15, 23, 25, 37, 45, 47, 59, 67, 69, 81, 89, 91, 103, 111, 113, 125, 133, 135, 147, 155, 157, 169, 177, 179
v. Predict the impact an informational text will have on an audience and justify the prediction.	The Following provide opportunities to meet this Objective: **Teaching Resources: Secondary** *Big Steals,* 85, *Crash!,* 91, *Everyday Heroes,* 147, *Play Ball!,* 133, *Promise, The,* 161, *Ripped From the Headlines,* 103, *Witch Hunt,* 141, *Wonders of the World,* 79
b. Use Craft and Structure to:	
i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines faction in Federalist No. 10). (CCSS: RI.11-12.4)	**44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary-Building Strategies** **Context Clues** *African Journey,* 82, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148, *Home From War,* 96, *Killer Plague,* 124, *Left to Die,* 126, *Lost! Mysteries of the Bermuda Triangle,* 56, *Medical Miracle,* 128, *Play Ball!,* 132, *Samurai Fighters,* 134, *Survival Guide: How to Keep Your Job,* 104 **Extending Meaning** *Big!,* 54, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of*

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	Invention, 76 **Idioms** *Button Your Lip and Other Idioms,* 86, *Fashion Flashback,* 94, *Fast!,* 60, *Have You Seen My Mummy?,* 122, *Plugged In,* 64, *Yes!,* 80, *Yo, Yolanda! Advice About Friends,* 112 **Multiple-Meaning Words** *Big Steals,* 84, *Bugs That Kill,* 56, *Crash!,* 90, *Did You Know?,* 58, *DJ Mystery,* 92, *Hot Jobs,* 152, *Is This Art?,* 98, *Messy Jobs,* 62, *Never Give Up,* 158, *Poster Power,* 66, *Ripped From the Headlines,* 102, *Weird Sports Records,* 108, *Witch Hunt,* 140, *Wonders of the World,* 78
ii. Analyze and evaluate the effectiveness of an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (CCSS: RI.11-12.5)	The Following Supports this Objective: **44Book: Secondary** 21, 43, 65, 87, 109, 131, 153, 175
iii. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (CCSS: RI.11-12.6)	The Following Provides Opportunities to Meet this Objective: **44Book: Secondary** 21, 43, 65, 87, 109, 131, 153, 175
c. Use Integration of Knowledge and Ideas to:	
i. Integrate and evaluate multiple sources of information presented in different media or formats (for example: visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)	**44Book: Secondary** 10, 20, 32, 42, 46, 54, 64, 76, 86, 98, 108, 120, 142, 152, 164
ii. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (for example: in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (for example: The Federalist, presidential addresses) by the end of 12th grade. (CCSS: RI.11-12.8)	**44Book: Secondary** 86
iii. Analyze 17th-, 18th-, and 19th-century foundational U.S. and world documents of historical and literary significance (for example: The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features by the end of 12th grade. (adapted from CCSS: RI.11-12.9)	--
d. Use Range of Reading and Complexity of Text to:	
i. By the end of grade 11, read and comprehend literary nonfiction, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.11-12.10) By the end of grade 12, read and comprehend literary nonfiction, including stories, dramas, and	**44Book: Secondary** 14-15, 20-21, 22-25, 36-37, 42-43, 44-47, 58-59, 64-65, 66-69, 80-81, 86-87, 102-103, 108-109, 124-125, 130-131, 132-135, 146-147, 152-153, 154-157, 168-169, 174-175, 176-179 **Teaching Resources: Secondary** **Arts** *Fashion Flashback,* 94–95, *Is This Art?,* 98–99,

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poems, in the grades 11-CCR text complexity band independently and proficiently. (CCSS: RI.11-12.10)	*Music Mash-Up,* 130–131, *Poster Power,* 66–67 **Jobs** *Cool Jobs in Basketball,* 88–89, *Hot Jobs,* 152–153, *Messy Jobs,* 62–63, *Never Give Up,* 158–159, *Plugged In,* 64–65, *Survival Guide: How to Keep Your Job,* 104–105 **Life Issues** *Yo, Yolanda! Advice About Friends,* 112–113 **Math** *Big!,* 54–55, *They Did What?,* 72–73 **Physical Education** *Cool Jobs in Basketball,* 88–89, *Play Ball!,* 132–133, *Tiburón, El,* 120–121, *Weird Sports Records,* 108–109, *Yes!,* 80–81 **Science** *African Journey,* 82–83, *Bugs That Kill,* 56–57, *Crash!,* 90–91, *Did You Know?,* 58–59, *Disaster!,* 118–119, *Fast!,* 60–61, *Have You Seen My Mummy?,* 122–123, *Killer Croc,* 154–155, *Left to Die,* 126–127, *Lost! Mysteries of the Bermuda Triangle,* 56–57, *Medical Miracle,* 128–129 *Messy Jobs,* 62, *What's New? A History of Invention,* 76–77 **Social Studies/History** *Big Steals,* 84–85, *Everyday Heroes,* 146–147, *Fashion Flashback,* 94–95, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148–149, *Four Rotten Rulers,* 150–151, *Is This Art?,* 98–99, *Play Ball!,* 132–133, *Promise, The,* 160–161, *Ripped From the Headlines,* 102–103, *Samurai Fighters,* 134–135, *Shamila's Goal,* 68–69, *Tiburón, El,* 120–121, *Tragedy at Sea,* 164–165, *Unstoppable,* 106–107, *Wacky Attractions,* 74–75, *Weird Sports Records,* 108–109, *What's New? A History of Invention,* 76–77, *Witch Hunt,* 140–141, *Wonders of the World,* 78–79, *Yes!,* 80–81
Prepared Graduates:	
5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	
Grade Level Expectation:	
3. Understand how language influences the comprehension of narrative, argumentative, and informational texts.	
Evidence Outcomes	
Students Can:	
a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.11-12.4) i. Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a	**44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary/Word Study Routines** Context Clues, 48–49 Extending Meaning, 46–47

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word or phrase. (CCSS: L.11-12.4a) ii. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (for example: *conceive, conception, conceivable*). (CCSS: L.11-12.4b) iii. Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (CCSS: L.11-12.4c) iv. Verify the preliminary determination of the meaning of a word or phrase. (CCSS: L.11-12.4d)	**Context Clues** *African Journey,* 82, *Ant Attack!,* 114, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148, *Home From War,* 96, *Killer Plague,* 124, *Left to Die,* 126, *Lost! Mysteries of the Bermuda Triangle,* 56, *Medical Miracle,* 128, *Play Ball!,* 132, *Samurai Fighters,* 134, *Survival Guide: How to Keep Your Job,* 104 **Extending Meaning** *Arabian Nights,* 142, *Back From the Grave!,* 116, *Big!,* 54, *Button Your Lip and Other Idioms,* 86, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Princess Brat, The,* 100, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76, *When Lisa Met Billy,* 110 **44Book: RDI** The Following Matches Provide Opportunities to Meet this Objective: Series 1: Lesson 11: Word Strategies: TG 132-135, Flip Chart 11, Word Building Kit, Decodable Digest p.18, 44Book p. 14, SAM: L11 Vocabulary Series 7: Lesson 39: Ending *-es*: TG 242-245, Flip Chart 39, Word Building Kit, SAM: L39 Vocabulary Series 8: Lesson 40: Endings *–ing, -ed* /ed/, *-ed* /d/ /t/: TG 246-249, Flip Chart 40, Word Building Kit, SAM: L40 Vocabulary Series 11: Lesson 50: Unlocking Multisyllable Words: TG 288-289, Flip Chart 50, Word Building Kit, SAM: L50 SMART Series 12: Lesson 51: Inflectional Endings *–ed, -ing* (drop *e*): TG 290-293, Flip Chart 51, Word Building Kit, SAM: L51 Vocabulary Series 12: Lesson 52: Inflectional Endings *–ed, -ing* (with doubling): TG 294-297, Flip Chart 52, Word Building Kit, SAM: L52 Vocabulary Series 13: Lesson 54: Changing *–y* to *-i*: TG 304-307, Flip Chart 54, Word Building Kit, SAM: L54 Vocabulary Series 20: Lesson 72: Morphological Word Families: TG 376-377, Flip Chart 72, SAM: L72 SMART

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b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.11-12.5) i. Interpret figures of speech (for example: hyperbole, paradox) in context and analyze their role in the text. (CCSS: L.11-12.5a) ii. Analyze nuances in the meaning of words with similar denotations. (CCSS: L.11-12.5b)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Vocabulary/Word Study Routines** Extending Meaning, 46–47 **Extending Meaning** *Arabian Nights,* 142, *Back From the Grave!,* 116, *Big!,* 54, *Button Your Lip and Other Idioms,* 86, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Princess Brat, The,* 100, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky Attractions,* 74, *What's New? A History of Invention,* 76, *When Lisa Met Billy,* 110
c. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.11-12.6)	**44Book: Secondary** 12, 13, 21, 34, 35, 43, 56, 57, 65, 78, 79, 87, 100, 101, 109, 122, 123, 131, 144, 145, 153, 166, 167, 175 **Teaching Resources: Secondary** **Comprehension Strategies** **Idioms, Understanding** *Button Your Lip and Other Idioms,* 87 **Vocabulary/Word Study Routines** Context Clues, 48–49 Extending Meaning, 46–47 Idioms, 49 **Vocabulary-Building Strategies** **Context Clues** *African Journey,* 82, *Ant Attack!,* 114, *Fire! The Triangle Shirtwaist Factory Tragedy,* 148, *Home From War,* 96, *Killer Plague,* 124, *Left to Die,* 126, *Lost! Mysteries of the Bermuda Triangle,* 56, *Medical Miracle,* 128, *Play Ball!,* 132, *Samurai Fighters,* 134, *Survival Guide: How to Keep Your Job,* 104 **Extending Meaning** *Arabian Nights,* **142,** *Back From the Grave!,* **116,** *Big!,* **54,** *Button Your Lip and Other Idioms,* 86, *Cool Jobs in Basketball,* 88, *Disaster!,* 118, *Everyday Heroes,* 146, *Four Rotten Rulers,* 150, *Killer Croc,* 154, *Music Mash-Up,* 130, *Princess Brat, The,* 100, *Promise, The,* 160, *Raven, The,* 162, *Shamila's Goal,* 68, *Story of Shi Jin, The,* 136, *Sweater Thief, The,* 138, *These Are Not Poems,* 70, *They Did What?,* 72, *Tiburón, El,* 120, *Tragedy at Sea,* 164, *Unstoppable,* 106, *Wacky*

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	Attractions, 74, What's New? A History of Invention, 76, When Lisa Met Billy, 110 **Idioms** *Beauty and the Geek, 144, Button Your Lip and Other Idioms, 86, Fashion Flashback, 94, Fast!, 60, Have You Seen My Mummy?, 122, Plugged In, 64, Yes!, 80, Yo, Yolanda! Advice About Friends, 112* **Multiple-Meaning Words** *Big Steals, 84, Bugs That Kill, 56, Crash!, 90, Did You Know?, 58, DJ Mystery, 92, Hot Jobs, 152, Is This Art?, 98, Messy Jobs, 62, Never Give Up, 158, Poster Power, 66, Ripped From the Headlines, 102, Weird Sports Records, 108, Witch Hunt, 140, Wonders of the World, 78*
Standard 3. Writing and Composition	
<u>Prepared Graduates:</u>	
6. Craft arguments using techniques specific to the genre.	
<u>Grade Level Expectation:</u>	
1. Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases.	
<u>Evidence Outcomes</u>	
Students Can:	
a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.11-12.1) i. Introduce precise, knowledgeable claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (CCSS: W.11-12.1a) ii. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (CCSS: W.11-12.1b) iii. Use words, phrases, and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS: W.11-12.1c) iv. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.11-12.1d) v. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.11-12.1e)	**44Book: Secondary** 28, 50, 72, 94, 138, 160, 182 **Teaching Resources: Secondary** **Progress Monitoring** My Independent Reading Response Log, 166

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Prepared Graduates:	
7. Craft informational/explanatory texts using techniques specific to the genre.	
Grade Level Expectation:	
2. Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.	
Evidence Outcomes	
Students Can:	
b. Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.11-12.2) i. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.11-12.2a) ii. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS: W.11-12.2b) iii. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS: W.11-12.2c) iv. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS: W.11-12.2d) v. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.11-12.2e) vi. Provide a concluding statement or section that follows from and supports the information or explanation presented (for example: articulating implications or the significance of the topic). (CCSS: W.11-12.2f)	**44Book: Secondary** 18, 40, 62, 84, 106, 116, 128, 150, 172
Prepared Graduates:	
8. Craft narratives using techniques specific to the genre.	
Grade Level Expectation:	
3. Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.	
Evidence Outcomes	
Students Can:	
c. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.11-12.3)	---

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i. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.11-12.3a) ii. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.11-12.3b) iii. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. (CCSS: W.11-12.3c) iv. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.11-12.3d) v. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.11-12.3e) vi. Select and use stylistic devices to craft engaging and effective text.	
Prepared Graduates: 9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	
Grade Level Expectation: 4. Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.	
Evidence Outcomes Students Can:	
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.11-12.1) i. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (CCSS: L.11-12.1a) ii. Resolve issues of complex or contested usage, consulting references (for example: Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed. (CCSS: L.11-12.1b)	The Following Selected Matches Support this Objective: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.11-12.2) i. Observe hyphenation conventions. (CCSS: L.11-12.2a) ii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less	The Following Selected Matches Support this Objective: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 82, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184 **44Book: RDI** Series 1: Lesson 1: Understanding the System TG 102-103, The System of Sounds and Spellings

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frequent vocabulary. (adapted fromCCSS: L.11-12.2b)	poster, Flip Chart 1, SAM: L1 SMART Series 1: Lesson 2: Identifying and Understanding Consonants & Vowels: TG 104-105, Flip Chart 2, Sound & Articulation DVD, SAM: L2 SMART Series 1: Lesson 5: Contrasting Long and Short Vowels: TG 114-115, Flip Chart 5, Sound & Articulation DVD, SAM: L5 SMART Series 1: Lesson 5: Contrasting Long and Short Vowels: TG 114-115, Flip Chart 5, Sound & Articulation DVD, SAM: L5 SMART Series 3: Lesson 26: Contrasting Consonants: TG 192-193, Flip Chart 26, Sound and Articulation DVD, Handwriting Practice, SAM: L26 SMART Series 4: Lesson 28: Final Blends: TG 200-203, Flip Chart 28, Word Building Kit, Elkonin Boxes, SAM: L28 Vocabulary Series 7: Lesson 35: Digraph *sh*: TG 228-231, Flip Chart 35, Word Building Kit, Sound and Articulation DVD, Elkonin Boxes, SAM: L35 Vocabulary Series 7: Lesson 36: *ch, -tch*: TG 232-235, Flip Chart 36, Word Building Kit, Sound and Articulation DVD, Elkonin Boxes, SAM: L36 Vocabulary Series 7: Lesson 37: Digraph *th*: TG 236-239, Flip Chart 37, Word Building Kit, Sound and Articulation DVD, Elkonin Boxes, SAM: L37 Vocabulary Series 16: Lesson 62: Using Patterns to Determine Vowel Sounds: TG 334-335, Flip Chart 62, Word Building Kit, SAM: L62 Vocabulary Series 19: Lesson 68: r-Controlled Vowel *ar*: TG 350-353, Flip Chart 68, Word Building Kit, Sound and Articulation DVD, SAM: L68 Vocabulary Series 19: Lesson 69: r-Controlled Vowels *er, ir, ur*: TG 362-365, Flip Chart 69, Word Building Kit, Sound and Articulation DVD, SAM: L69 Vocabulary Series 19: Lesson 70: Other /sh/ Spellings: TG 366-369, Flip Chart 70, Word Building Kit, Sound and Articulation DVD, SAM: L70 Vocabulary Series 20: Lesson 71: r-Controlled Vowels *or, ore*: TG 372-375, Flip Chart 71, Word Building Kit, Sound and Articulation DVD, SAM: L71 Vocabulary Series 20: Lesson 71: r-Controlled Vowels *or, ore*: TG 372-375, Flip Chart 71, Word Building Kit, Sound and Articulation DVD, SAM: L71 Vocabulary Series 20: Lesson 74: r-Controlled Vowel Syllables: TG 382-385, Flip Chart 74, Word Building Kit, SAM: L74 Vocabulary Series 21: Lesson 75: Diphthongs *oi, oy*: TG 386-389, Flip Chart 75, Word Building Kit, Sound and

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	Articulation DVD, SAM: L75 Vocabulary Series 21: Lesson 77: Diphthongs *ou (cloud), ow (owl)*: TG 394-397, Flip Chart 77, Word Building Kit, Sound and Articulation DVD, SAM: L77 Vocabulary
c. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.11-12.3) a. Vary syntax for effect (for example: Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (CCSS: L.11-12.3a)	The Following Selected Matches Support this Objective: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184
d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–2 above.) (CCSS: W.11-12.4)	**44Book: Secondary** 18, 28, 40, 50, 62, 72, 84, 94, 106, 116, 128, 138, 150, 160, 172, 182 **Teaching Resources: Secondary** **Progress Monitoring** My Independent Reading Response Log, 166
e. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.11-12.5)	**44Book: Secondary** 18, 19, 28, 28, 40, 41, 50, 51, 62, 63, 72, 73, 84, 85, 94, 106, 107, 116, 117, 128, 129, 138, 139, 150, 151, 160, 161, 172, 173, 182, 183
f. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W.11-12.6)	The Following Provide Opportunities to Meet this Objective: **44Book: Secondary** 19, 28, 29, 41, 50, 51, 63, 72, 73, 85, 94, 95, 107, 117, 129, 138, 139, 151, 160, 161, 173, 182, 183
g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS: W.11-12.10)	Selected Examples Include: **44Book: Secondary** 19, 28, 29, 30, 41, 50, 51, 52, 63, 72, 73, 74, 85, 94, 95, 96, 107, 117, 118, 129, 138, 139, 140, 151, 160, 161, 162, 173, 182, 183, 184 **Teaching Resources: Secondary** **Progress Monitoring** My Independent Reading Response Log, 166
Standard 4. Research Inquiry and Design	
Prepared Graduates: 10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	
Grade Level Expectation: 1. Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.	
Evidence Outcomes Students Can:	
a. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating	**44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184

2020 Colorado Academic Standards, Grades 11-12	*System 44 Next Generation*
understanding of the subject under investigation. (CCSS: W.11-12.7)	
b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation. (CCSS: W.11-12.8) c. Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources. d. Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).	**44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184
e. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.11-12.9) a. Apply *grades 11–12 Reading standards* to literature (for example: "Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). (CCSS: W.11-12.9a) b. Apply *grades 11–12 Reading standards* to literary nonfiction (for example: "Delineate and evaluate the reasoning in seminal U.S. Texts, including the application of constitutional principles and use of legal reasoning [for example: in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (for example: The Federalist, presidential addresses]"). (CCSS: W.11-12.9b)	**44Book: Secondary** 30, 52, 74, 96, 118, 140, 162, 184

Houghton Mifflin Harcourt

correlated to the

**2020 Colorado Academic
Standards for Reading, Writing,
and Communicating**

2019

Reading Inventory is a research-based, computer adaptive reading assessment program for students in Grades K-12 that measures reading comprehension on the Lexile Framework® for Reading. The most powerful feature of the program is its ability to administer fast and reliable low-stakes assessment to inform instruction and make accurate placement recommendations.

Reading Inventory:
➢ uses a computer-adaptive environment that supports monitoring for Tier I and Tier III;
➢ provides an accurate, Native Lexile® Score;
➢ includes forecast tools, enabling educators to set personalized and effective instructional intervention targets;
➢ includes 21 reports that provide clear actionable data; and
➢ includes school-to-home letters in six languages, helping educators communicate learning goals to parents and guardians.

Reading Inventory is a fast and accurate way to assess student reading levels and monitor reading progress. RI assists in the identification of struggling readers, planning for instruction, gauging the effectiveness of curriculum, and demonstrating accountability. RI is designed to measure a reading ability with texts of increasing difficulty using the Lexile Framework®.

The Lexile Framework® is a research-proven system for measuring students' reading levels and matching readers to text. The Lexile Framework uses a common metric—a Lexile measure—to evaluate both reading ability and text difficulty. By placing both reader and text on the same scale, the Framework allows educators to forecast the level of comprehension a student will experience with a particular text, and to evaluate curriculum needs based on each student's ability to comprehend the materials. By utilizing the Lexile Framework, RI provides educators with the unique opportunity to bridge the gap between high-stakes assessment and instruction, and indicates future performance on such tests.

RI Supports Key Features and Expectations of the Common Core State Standards

Text Complexity—The 2020 Colorado Academic Standards continue to call for a carefully calibrated "staircase" of text complexity. RI facilitates the process of systematically exposing students to a staircase on increasingly complex text using three dimensions of text complexity. The Lexile Framework for Reading utilized in RI is useful as a quantitative measure of text complixity. RI texts are also evaluated qualitatively by examining reading purpose, format, and interest level. The Targeted Reading Report allows teachers to view the upper range of text complexity that students can manage, with support, in order to accelerate their reading growth.
Informational Texts—The 2020 Colorado Academic Standards are informed by the CCSS and NAEP framework, which reflects the increased importance of informational text for college and career readiness. RI supports a 50%-50% mix of fiction and nonfiction
Increasing Independence— The 2020 Colorado Academic Standards expect students to demonstrate independence while becoming self-directed learners. RI makes reading growth clear and empowers them to read independently. The Recommended Reading Report suggests titles based on test results and individual reading interests. The Book Expert database allows readers to search and select new texts with the appropriate level of challenge.
Technology—The 2020 Colorado Academic Standards asks students to employ technology in their learning and RI brings assessment to students with computer-based adaptive software. The data genereated is accessible in a variety of reports so students, teachers and administrators can use technology to strategically monitor progress and set goals.

Reading Inventory provides continuous assessment and immediate feedback for administrators, teachers and parents, by way of the Achievement Manager. SAM manages all information and performance data for students, teachers, and schools using software programs. RI, in addition to automatically scoring and analyzing student performance data, provides educators with 21 reports and letters that support universay screening, instructional placement, progress monitoring and AYP reporting needs.

Smart Reports that Facilitate Targeted Instruction:

District and School Proficiency Report—This report allows administrators and principals to review the performance of students using RI on a district-wide or school-wide basis.

Intervention Grouping Report—This report groups students under the four RI performance standars. The report is used to target for additional support students whose performance is Below Basic or Basic.

Recommended Reading Report—This report provides an indivualized list of books for a student based on his or her reading interests and RI test results and Lexile level.

Student Action Report—This report shows an individual student's RI test history, a reading placement chart targeting appropriate Lexile ranges for different reading purposes, and teaching recommendations to help the student meetin grade-level expectations.

Students Yearly Progress Report—This report tracks an individual student's Lexile scores over time in relation to the student's year-end grade-level proficiency range.

College and Career Readiness Report—This report shows text complexity measures of widely used texts from fiction, informational, and functional sources. For middle school and high school students, their individual Lexile growth is benchmarked on the text that supports key life milestones – a driver's license manual, military manuals, and college text books.

RI Subtests—*Reading Inventory* uses the Foundational Reading Assessment subtest and the Reading Comprehension Assessment subtest to provide immediate, actionable data on students' reading levels and growth over time.

The Foundational Reading Assessment can be used to assess the development of early literacy skills for students in K-2, including phonological awareness, letter-sound and letter-word ideentification, decoding, and sight word recognition.
  ➤ Multistage set of testlets that may be administered to a student up to three times
  ➤ Utilizes "hybrid" scores that combine accuracy and speed of responding: these fluency scores are effective in that individual and developmental differences in an underlying reading skill affect both accuracy and speed of response.
  ➤ Performace can be linked to DIBELS Next benchmark levels and percentile scores.
  ➤ Three Strands: Phonological Awareness, Letter-Word Identification, and Word Attack

The Reading Comprehension Assessment can be used to assess the development of reading comprehension, to match students with appropriate texts for successful reading experiences, and to provide students with "stretch" reading experiences aligned with college and career readiness with appropriate scaffolding.
  ➤ Computer-adaptive algorithm to adapt the text to the specific level of the reader
  ➤ Applies the Bayesian scoring algorithm that uses past performance to predict future performance, connecting each test administration to every other administration to produce more precise measurements
  ➤ The "embedded completion" item format correlates to the same core reading competency measured by norm-referenced, criterion-referenced, and individually administered reading tests
  ➤ Coverts raw score into the Lexile metric, thus readers and texts are measured using the same metric
  ➤ The majority of the reading passages are authentic: they are sampled from best-selling literature, curriculum texts, and familiar periodicals.

RI Reading Assessment Program Research and Validation—RI has been the subject of many scientific validation studies. The RI research ranges from a norming study with a sample of 512,224 students to an analysis of gender, race, and ethnic differences among 19,000 fourth through ninth grade students. The RI technical Guide details the research foundation, program history and assessment validity and reliability studies. The RI Technical Guide is the latest in a series of technical publications describing the development and psychometric characteristics of *Reading Inventory*.

RI Professional Development includes includes options for hands-on or Online training for effect school or district implementation. Workshops faciliatate learning how to implement RI by:
 ➤ exploring program materials
 ➤ examining resources to make effective instructional placements
 ➤ studying best practices for reading assessment administration
 ➤ learning how to read and interpret data for informed decision making
 ➤ receiving information to forecase student performance outcomes

Exhibit C

1) Our District did find the pricing information provided in HMH's proposal on pages 52 through 57. Section 3.2.3 of the RFP requested initial purchase pricing based on the figures in the table below and our evaluation committee is finding it challenging to understand how HMH's figures align with the figures in the table. Please provide clarification and a more specific pricing proposal based on the numbers in the table below:

3.2.3 Provide pricing for the District's initial purchase of instructional materials for the number of teachers and students in the table below. The quantities listed are estimates and do not obligate the District to purchase the quantities listed. The District reserves the right to adjust or reduce the quantities ordered in conjunction with this solicitation.

Middle Schools (10 schools)	Number of Students/Teachers
1 Teacher per middle school	10 teachers
35 students per grade (6, 7, 8) per school	105 students per school; 1050 total middle school students on READ plans
High Schools (4 schools)	
1 Teacher per high school	4 teachers
35 students per grade (9 & 10) per school	70 students per high school; 280 total high school students

Please see attached cost proposal for the above numbers.

2) For the Professional Learning Services pricing identified on pages 52 and 53, please clarify which offerings are required, strongly recommended or optional.
On the attached cost proposal, I have included 2 days of Getting Started.
We also recommend coaches days that can be provided with a blended model of in-person and through webinars. The number of days can be discussed with the district to determine what best fits your needs.

3) For the Technical Services identified on page 53, please clarify if these services listed are required or optional.
All HMH technical services offerings are optional. Districts around the country have varying needs of technical support, which is why HMH offers flexible and customized models to meet the needs of our customers. In most cases, HMH does encourage districts to purchase at least 1-2 days of remote TechIntegrate days to ensure heightened support in the event of unforeseen implementation challenges.

4) For the Student Licenses/Subscriptions pricing on page 54, please clarify if the $639.00 is per student per year, per student for 5 years, or for the total number of students listed in the table noted above (section 3.2.3 of the RFP).
The price, for 5 years is $799.00 however, the RFP cost is $639.00 for a 5 year plan for one student which breaks down to $127.80 per student per year. Otherwise it would be $199.00 per year per student.

5) For the Classroom Materials pricing noted on page 54, would it be accurate to use the quoted amount of $1,999.00 multiplied by the 14 teachers in the table noted above (section 3.2.3 of the RFP) to estimate a materials total that is just under $28,000.00?
Yes, it is recommended that each classroom/teacher have their own set of classroom materials which includes the classroom libraries. The RFP cost of those materials is $1999.00 per one set.

Therefore, 14 classroom sets of materials would cost $27,986 which is a one- time cost, you will not need to purchase these each year.

6) Can you please help us understand if there are any costs involved when a student shifts from the System 44 program into the Read 180 program? If there are costs associated with this shift, please provide clarification on when and how this transition takes place, as well as, an itemized list detailing the associated costs.

   With the new subscription pricing a student will have a Lit license which can be used with System 44 or Read 180 within the same stage (B or C). A student can be on the System 44 software and still use the Read 180 ReaL Book in the small group rotation. If the teacher feels that that student is not ready for the Read 180 ReaL Book than a System 44 student book will need to be purchase for $29.99 and a classroom set of System 44 readers for $1999.00.

In order to proceed with evaluation of HMH's response to the RFP in a timely manner, please email your responses to the items above to me at: kwooden@psdschools.org **no later than 3:00pm (MST) on Tuesday, October 15, 2019.**

Exhibit D
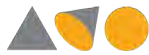
Houghton Mifflin Harcourt®
The Learning Company™

Pricing and Program Confirmation regarding:

RFP # 20-630-002-Secondary Reading Intervention Assessment Curriculum with

Instructional Materials and Services

1. Poudre School District currently owns 1177 *READ 180 Enterprise Edition* and *Next Generation* licenses combined. By upgrading the existing licenses to *READ 180 Universal,* the Poudre School District will have access to the newest version ensuring HTML5 compatibility as well as the flexibility of a Literacy License allowing access to the *System 44* and the *READ 180* software.

   With the new subscription model, HMH honors the investment the Poudre School District has previously made in *READ 180* providing a 5-year subscription upgrade price of $360 per student. This includes access to the Student Application and the Student ReaL Book every year for 5 years. In addition to the student materials, *READ 180 Universal* provides a 5-year digital Teacher License at no charge. The digital tools include:

   - Teacher & Leader Dashboards
   - Teacher Tools
   - Reports
   - Point-of-Use Searchable Resources
   - Professional Development Videos
   - HMH *Reading Inventory*
   - HMH *Phonics Inventory*
   - Independent Reading Assessments
   - Workshop Assessments
   - Digital Teacher's Edition
   - Workshop Anchor Videos
   - Resources for Differentiated Instruction
   - Teaching Resources for Independent Reading
   - Text Downloadables
   - Student App Teacher Supports
   - HMH *Reading Inventory* Professional Learning Guide
   - Embedded Professional Learning Materials

   A set of Classroom Materials completes the *READ 180 Universal* package. These print materials are a one-time purchase of $1999 and include:

   - Teacher's Edition
   - Assessment & Analytics Guide
   - Professional Learning Guide
   - Classroom Posters
   - Paperback and Audiobook Library with 35 titles/4 copies of each title

   <mark>PLEASE NOTE: The upgrade prices listed above are valid through June 15, 2020.</mark>

The chart below provides a comparison of the upgrade pricing for a 1-year, 3-year and 5-year subscription reflecting the significant savings with the 5-year investment.

Year 1	Year 2	Year 3	Year 4	Year 5	Total
One Year Option					
$90.00	$199.00	$199.00	$199.00	$199.00	$886.00
Three Year Option					
$240.00*	$0	$0	$199.00	$199.00	$638.00
Five Year Option					
$360.00*	$0	$0	$0	$0	$360.00

*Paid in full the first year.

2. If the Poudre School District needs more than 1177 student licenses and books to support all students needing intervention, the cost for the additional *READ 180 Universal* Student Licenses and ReaL Books is:
   - Years 1-5: $639/student
   - Years 6-10: $639/student

   Additional digital Teacher Licenses will be provided at no charge; and additional sets of *READ 180 Universal* Classroom Materials will be $1999/set.

3. The average shipping cost is 10% on print materials only.

4. The standard lead time for shipping is 7-10 days. Digital is approximately 3-5 days.

5. One initial 4-hour, in-person professional service day will be provided to the district at no cost. For additional paid follow-up training to sustain best practices and successful implementation, please refer to the services menu provided in the RFP.

6. Subscription customers will receive any digital product enhancements and updates without additional charge. We release updates to our digital applications on a weekly basis and customers can view those updates on our Product Support website
   Note that we target the release of significant updates before each new school year, or between Semesters whenever possible.

Exhibit E

- Provide a detailed specific description of the product and scope of work to be completed. Descriptions should not include wording such as "most used" or "used by x amount of schools".
  - *Service descriptions should be in detail and free of sales language, so that it is clear to the common person- "What are we buying?"*

    Reading Counts is an independent reading program for Grades K–12 that combines reading practice and software-based assessment. Students choose from thousands of popular and engaging titles, read the books, and take the corresponding quizzes. This technology-based reading program creates a personalized and engaging learning environment that ensures independent reading accountability. Reading Counts perpetual licenses on Poudre's servers require an annual fee to get any new quizzes that are added to the program. The Student Access charge of $2.00 per license ensures that Poudre receives all new quizzes. The $350 Basic Plan ensures the Poudre's Reading Counts program receives any patches or program updates throughout the term period.

    Reading Inventory is a research-based, adaptive student assessment program that measures reading skills and longitudinal progress on the Lexile Framework for Reading from Kindergarten through college readiness. It can be administered in a group setting in around 30 minutes 3–5 times per year. The Product Support Plan includes software updates and point releases, and access to tech support.

    Phonics Inventory is a foundational reading assessment that measures fluency of the phonological decoding and sight word reading of older, struggling readers in Grades 3–12+. This computer-based phonics assessment provides a data-driven reading profile to support an appropriate reading intervention placement. The Product Support Plan includes software updates and point releases, and access to tech support.

    Read 180 is a blended learning solution that accelerates learning for struggling readers that are two year or more below grade level. Technology components include adaptive software that personalizes instruction for students and provides data for differentiation to teachers. The Reading Inventory, Phonics Inventory and Reading Counts programs are embedded in the curriculum. The Product Support Plan includes software updates and point releases, and access to tech support.

    System 44 is an intensive, foundational reading program for the most challenged readers. The program ensures that struggling students master the system of 44 sounds and 26 letters of the English language by multiple assessments, multiple entry points, adaptive software, and targeted instruction. System 44 is proven to raise reading achievement for the most challenged students. The Reading Inventory, Phonics Inventory and Reading Counts programs are embedded in the curriculum. The Product Support Plan includes software updates and point releases, and access to tech support.
-
-
- What Student Data is collected through the use of the system?

- o *List all Student Data that is collected, maintained, generated, or inferred through use of service.*
- o *This includes information created or collected by the company.*

  In providing our Products, HMH and our service providers may collect the following:

  •Information submitted by a school administrator or teacher about himself or herself, such as first and last name, email address, photo and other profile information, and username and password.
  •Information submitted by a school administrator or teacher about the students in a particular school or classroom, such as first and last names, student ID numbers, usernames and passwords, gender and other demographic information, learning level, and performance data. Sometimes our customer provides us with or permits us to access a school or school district database from which we retrieve this information. We may combine information about a student with information about his or her school, such as its location.
  •Information about a student's parent or guardian, such as names and email addresses. This information may be submitted by a teacher or by the parent or guardian, and we may associate it with the student's information.
  •Information and content submitted by a school administrator or teacher, such as lesson plans and notes.
  •Information and content submitted by a student using our Products, such as notes and responses to questions, activities, game play, assessments, assignments, and postings to a bulletin board viewable by others in the same class. Depending on the Product, a student's notes and responses may be provided through open text fields, voice recordings, photographs, or video recordings. If a teacher chooses not to set individual passwords for his or her students' accounts, then students in the same class may be able to access each other's notes or other work.
  •For certain of our Products, the name and email address of an individual to whom a user wishes to send content from the Product. We use the information only to send the message, and we do not retain it.
  •Information about how, where, in a general sense (based on IP address), when, and for how long a user accesses and uses our Products, as well as what content he or she views, what actions he or she takes (including, for example, clicks, touches, and hovers using a mouse), and how he or she navigates through our Products. We may use cookies, pixel tags, and other technologies to collect this information.
  •Information from and about the user's device, such as mobile device type, browser type and version, operating system name and version, IP address, and referring URL. We collect this information automatically when a user accesses our services, to help us understand usage, diagnose problems, administer our Products, and provide support.
  •Information collected through cookies, which are pieces of information stored directly on a user's computer, and other persistent identifiers. We use cookies, IP addresses, and other persistent identifiers to authenticate users in order to ensure that only authorized individuals are permitted access to our Products.
  •Information collected through pixel tags (also known as web beacons and clear GIFs) or other, similar technologies to track how a user navigates through our Products, so that we can understand, for example, what links are clicked and what content is accessed and for how long. This information allows us to improve our user interface and create a better product, such as by making commonly accessed content easier to reach or by more prominently displaying content that has been less frequently accessed.

  We do not use cookies, pixel tags, or other technologies to track our users' use of third-party services.

- What is the purpose for collecting Student Data?

In addition to the uses described above, and subject to any restrictions imposed by applicable law or our agreement with our customer, we may use and disclose the information we collect:

•To permit our customers and their authorized end users (i.e., administrators and teachers) to tailor and optimize the use of our Products to the needs of a particular school, classroom, or student.

•To permit school administrators and teachers to review students' work, monitor students' performance and progress, plan lessons, and otherwise support instruction.

•To permit parents and guardians to review their children's work and monitor their performance and progress.

•To offer students immediate feedback and continuous support, permit them to access information shared by their teachers, suggest other content or activities for them, help them track their own progress and maintain a file of their work, allow them to create a collection of books or other content, permit them to play games with other students, and adjust instruction to meet their needs.

•To personalize user experience, such as by using the appropriate language, displaying his or her name on the user dashboard or permitting a student to view a profile picture of his or her teacher.

•To permit school administrators and teachers to use our Products' profile, social networking, and professional development features. These features permit the sharing of the user's username, photo, and other profile information with other users. They also allow users to communicate and share content with one another and, in some cases, with the public. We urge the school administrator and teacher users of our social networking features to be careful when deciding to disclose information through them.

•For analytics purposes, to understand how our Products are accessed and used, and how they perform, so that we may improve upon their design and functionality and otherwise develop and improve upon our products and services. We also develop analytics studies that contain only aggregate information that does not permit the identification of any individual user or of a school or school district. We may disclose these studies to third parties, including to market our products and services to them.

•To provide our school and school district customers, as well as their administrators and teachers with various types of reports, such as reports detailing the performance and progress of a particular school district, school, classroom, or student.

•To communicate with administrators, teachers, and parents or guardians, subject to any communications preferences they express.

•To ensure that our Products run properly and are presented optimally, and for Product improvement.

•To diagnose problems, troubleshoot issues, and provide maintenance and support.

•To calculate the royalties due to the owners of content appearing in our Products.

We may use and disclose nonpersonal information collected from the users of our Products for any reason, subject to any restrictions imposed by applicable law or our agreement with our customer. We do not, however, disclose any personal information about the users of our Products to any third party, except:

•As directed by our school district customer to which the information relates.

•To our third party service providers, who provide services such as website hosting and customer service, to permit them to provide those services to us.

•To the extent we believe necessary or appropriate to comply with legal process or to respond to requests from government authorities.

•To the extent we believe necessary or appropriate to protect our rights, safety, or property and/or that of our affiliates, our customers, our users or others.

•In the event of any reorganization, merger, sale, joint venture, assignment, transfer or other disposition of all or any portion of our business, assets or stock (including in connection with any bankruptcy or similar proceedings), in which case the transferred information will remain subject to the terms of this Privacy Policy.

- What third-parties does the vendor partner with, who may receive Student Data in any format?
  - *This includes storage and vendors receiving encrypted data.*

    Third party service providers used at this time are as follows:
    - Amazon Web Services provides hosting and administration services
    - Connectria Inc. provides system and network administration services
    - Intellify Learning, Inc. provides data and reporting services
    - Algoria Inc. provides customer support functions
    - PRO Unlimited Inc. manages individual contractors with specialized expertise.

    In the event that HMH engages different or additional third party service providers at any time during the course of the District's use of these programs. HMH shall ensure that such new vendors are similarly obligated to protect the confidentiality of student data and may provide an updated list upon request from the District.

SCHEDULE OF DATA: **Student Achievement Manager** (**SAM**)

Category of Data	Elements	Check if used by your system
Application Technology Metadata	IP Addresses of users, Use of cookies etc.	X
	Other application technology metadata-	
Application Use Statistics	Metadata on user interaction with application	X
Assessment	Standardized test scores	X
	Observation data	X
	Other assessment data- Please specify:	Performance-based Assessment Scores; Universal Screener and Progress Monitoring Scores; Curriculum-Embedded Assessment Scores
Attendance	Student school (daily) attendance data	
	Student class attendance	
Communications	Online communications that are captured (emails, blog entries)	
Conduct	Conduct or behavioral data	
Demographics	Date of Birth	
	Place of Birth	
	Gender	X
	Ethnicity or race	X
	Language information (native, preferred or primary language spoken by student)	X
	Other demographic information-Please specify:	Customer Demographics as specified by District
Enrollment	Student school enrollment	X
	Student grade level	X
	Homeroom	
	Guidance counselor	
	Specific curriculum	
	Year of graduation	
	Other enrollment information-Please specify:	
Parent/Guardian Contact Information	Address	
	Email	
	Phone	
Parent/Guardian ID	Parent ID number (created to link parents to students)	
Parent/Guardian Name	First and/or Last	

Category of Data	Elements	Check if used by your system
Schedule	Student scheduled courses	X
	Teacher names	X
Special Indicator	English language learner information	X
	Low income status	X
	Medical alerts	
	Student disability	X
	Specialized education services (IEP or 504)	X
	Living situations (homeless/foster care)	
	Other indicator information-Please specify:	Please refer to the *Student Achievement Manager (SAM) Data Management Manual* provided at the following: http://www.hmhco.com/product-support/content/techsupport/sam/manuals/HMHSAM_DMM_2_5.pdf.

Category of Data	Elements	Check if used by your system
Student Contact Information	Address	
	Email	
	Phone	
Student Identifiers	Local (School district) ID number	X
	State ID number	
	Vendor/App assigned student ID number	X
	Student app username	X
	Student app passwords	X
Student Name	First and/or Last	X
Student In App Performance	Program/application performance (typing program-student types 60 wpm, reading program-student reads below grade level)	X
Student Program Membership	Academic or extracurricular activities a student may belong to or participate in	
Student Survey Responses	Student responses to surveys or questionnaires	
Student work	Student generated content; writing, pictures etc.	
	Other student work data-Please specify:	
Transcript	Student course grades	X
	Student course data	X

Category of Data	Elements	Check if used by your system
	Student course grades/performance scores	X
	Other transcript data - Please specify:	
Transportation	Student bus assignment	
	Student pick up and/or drop off location	
	Student bus card ID	
	Other transportation data- Please specify:	
Other	Please list each additional data element used, stored or collected by your application	Please refer to the *SAM Data Management Manual* provided at the following: http://www.hmhco.com/product-support/content/techsupport/sam/manuals/HMHSAM_DMM_2_5.pdf.

2020-2030 HMH Agreement Final Poudre Secondary Reading Intervention- Two Signatures

Final Audit Report   2020-05-27

Created:	2020-05-27
By:	tstibitz@psdschools.org tstibitz@psdschools.org (tstibitz@psdschools.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAdvOqLDbbkKCm5J09n_aJW6NxU-_smc-f

"2020-2030 HMH Agreement Final Poudre Secondary Reading I ntervention- Two Signatures" History

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