

## Correlation of Effective Remedial Strategies and *Crossroads 7*

S Student Book    T Teacher's Guide

	<b>Unit 1</b> <i>Find the Courage</i>	<b>Unit 2</b> <i>Think Outside the Box</i>	<b>Unit 3</b> <i>A Fiction Mix</i>	<b>Unit 4</b> <i>Disasters!</i>	<b>Unit 5</b> <i>On the Funny Side</i>	<b>Unit 6</b> <i>A Better World</i>
<b>Prior Knowledge</b>						
draw to the foreground students' previous experiences and knowledge to make the new skill, topic, text, or instructions more accessible	S 15, 18, 54, 61 T 2, 5, 10, 11, 14, 15, 17, 19, 24, 29, 34, 44, 46, 53, 54, 55 BLM 3	S 84 T 56, 59, 63, 68, 73, 75, 80, 84, 90, 99 103	S 123 T 112, 115, 116, 124, 126, 131, 139 BLM 17	T 150, 153, 156, 160, 162, 165, 176, 184, 190, 200	T 208, 211, 218, 224, 228, 232, 237, 243, 250, 254, 258	S 335 T 266, 269, 274, 281, 283, 288, 293, 300, 304, 306, 316, 320 BLM 35
<b>Set the Context</b>						
set the objectives and the expectations, so students understand the whole picture of the lesson and how it fits into the overall unit	S 18, 54, 55 T 2, 7, 8, 10, 14, 15, 17, 19, 34, 37, 44, 53, 54, 55 BLM 2, 3	T 56, 63, 68, 73, 80, 84, 90, 103	T 112, 115, 120, 124, 126, 139, 148, 149 BLM 17	T 150, 153, 158, 170, 176, 184, 190, 196, 200	T 208, 211, 218, 224, 232, 237, 243, 254	T 266, 269, 274, 288, 293, 300, 320
<b>Metacognition</b>						
teach the importance of metacognition: thinking about what you understand or do not understand while reading or thinking, then adjusting the process accordingly	S 16, 18, 29 T 2, 5, 7, 8, 10, 11, 12, 14, 15, 16, 17, 19, 24, 26, 29, 34, 41, 44 BLM 2, 3, 6 LM 4	S 114 T 59, 63, 73, 80, 84, 88, 90, 95, 99, 103, 104	S 123 T 117, 120, 124, 126, 131, 144 BLM 17	T 153, 158, 160, 165, 170, 182, 184, 190, 200 BLM 22	S 251, 254, 262 T 211, 216, 218, 221, 224, 228, 232, 234, 237, 250, 260 BLM 27 LM 30, 34	S 306 T 269, 274, 281, 283, 284, 288, 293, 300, 304, 311, 316, 320 BLM 35
<b>READING STRATEGIES</b>						
<b>Cueing Systems</b>						
use syntactic cues to involve the readers' knowledge of rules of oral language	S 16 T 5, 6, 7, 11, 14, 15, 17, 19, 31, 35, 44, 47 BLM 3 LM 1, 2, 3, 5, 6, 8	S 84, 108, 114 T 59, 60, 66, 69, 73, 74, 86, 88, 90, 100, 103, 104, 105 BLM 12 LM 10, 11, 12, 13, 14, 15	S 149, 161, 172 T 120, 122, 124, 128, 132, 134, 137, 141, 145, 146 BLM 17, 18 LM 18, 19, 20, 21, 22, 23	S 183, 198 T 153, 155, 158, 159, 160, 165, 166, 176, 179, 187, 190, 200, 203 LM 24, 25, 26, 27	S 247, 251, 254, 262 T 219, 220, 221, 224, 228, 230, 234, 239, 252, 256 LM 20, 29, 30, 31, 32, 33, 35	S 301, 306, 335 T 275, 281, 284, 293, 296, 305, 306, 307, 311, 316, 318 BLM 35 LM 36, 37, 38, 39, 40
use semantic cues that come from a reader's background	S 11, 15 T 5, 6, 7, 10, 12, 14, 17, 19, 26, 34 BLM 3	S 84, 114 T 60, 63, 73, 74, 88, 90, 95, 99, 103, 104 BLM 12	S 130 T 120, 124, 137, 144 BLM 17, 18	T 153, 160, 163, 165, 170, 171, 187, 190, 200 BLM 20	S 240, 251, 254, 262 T 212, 220, 221, 224, 228, 232, 234, 237, 256 LM 30, 34	S 301, 306 T 269, 274, 275, 281, 284, 293, 304, 311, 316, 320 BLM 35
use graphophonic cues to examine the relationships between patterns of letters and sounds of a word	T 5, 6, 14, 17, 19, 44, 47 BLM 3 LM 8	T 59, 73, 88, 90, 103, 105 BLM 12	T 120, 122, 124, 128, 134, 137 BLM 17, 18 LM 18, 19	T 153, 160, 161, 165, 171, 176, 190, 200	S 262 T 224, 234 LM 30	T 270, 281, 285, 289, 293, 296, 305, 311, 316, 320 BLM 35 LM 36, 37
use pragmatic cues to refer to the appearance (form and style) of a text	S 18, 29 T 2, 5, 10, 12, 14, 15, 17, 19, 20, 26, 29, 31, 32, 34 BLM 3, 5 LM 4, 5	T 56, 59, 68, 73, 84, 85, 95	T 112, 115, 120, 124, 139 BLM 17	S 183 T 153, 156, 158, 163, 165, 198, 200, 201, 202 BLM 20	S 254 T 220, 222, 224, 228, 250, 258 BLM 28	S 338 T 288, 293, 304, 311, 312

## Correlation of Effective Remedial Strategies and *Crossroads 7*

	<b>Unit 1</b> <i>Find the Courage</i>	<b>Unit 2</b> <i>Think Outside the Box</i>	<b>Unit 3</b> <i>A Fiction Mix</i>	<b>Unit 4</b> <i>Disasters!</i>	<b>Unit 5</b> <i>On the Funny Side</i>	<b>Unit 6</b> <i>A Better World</i>
<b>Develop Strategic Readers</b>						
teach students to find and apply their own solutions when they have difficulty with a text	S 11, 15, 29 T 2, 5, 6, 7, 8, 10, 12, 14, 17, 19, 20, 24, 26, 29, 34, 44, BLM 2, 3 LM 4	S 98, 104 T 59, 63, 68, 73, 80, 84, 88, 90, 91, 95, 96, 99, 103 BLM 12	T 115, 118, 120, 124, 126, 131, 137, 139 BLM 17, 18	T 153, 158, 160, 163, 165, 170, 182, 184, 190, 200 BLM 20, 22	S 251, 254 T 211, 221, 224, 228, 232, 237, 250, 254, 256, 258 LM 34	T 269, 274, 283, 288, 293, 296, 300, 304, 316
<b>Text Forms</b>						
draw to students' attention the different text forms which vary in structure according to the purpose of the text	S 16, 18, 34, 40, 60, 61 T 5, 6, 7, 8, 11, 12, 14, 15, 16, 17, 24, 25, 26, 29, 31, 34, 36, 41, 45, 46, 47, 53, 54, 55 BLM 2, 3, 6 LM 4, 7	S 84, 113 T 59, 63, 68, 75, 82, 84, 85, 88, 97, 99, 101, 103, 104, 108 BLM 12, 14	S 123, 148, 173 T 112, 116, 117, 118, 126, 132, 133, 149	S 183, 190, 203, 211, 218, 219 T 153, 156, 158, 161, 163, 165, 168, 170, 171, 172, 174, 176, 182, 184, 185, 193, 196, 200, 201, 202, 204 BLM 20, 21, 22, 25	S 247, 251, 254, 255-261, 269 T 211, 218, 219, 224, 228, 229, 237, 244, 250, 258, 260	S 308, 319, 320, 321, 338 T 270, 276, 283, 288, 289, 293, 295, 297, 304, 312
use reciprocal teaching to model thought processes used while reading and thinking	S 11, 15, 18, 34, 39, 52, 53, 60 T 5, 6, 7, 10, 11, 12, 14, 16, 17, 19, 24, 29, 34, 35, 36, 41, 44, 45, 51 BLM 3, 6, 8	S 64, 69, 76, 84, 89, 91, 98, 104, 108, 113 T 59, 60, 63, 64, 68, 73, 74, 80, 84, 88, 91, 95, 99, 103, 107 BLM 12, 13	S 122, 123, 130, 133, 148, 160, 171 T 115, 116, 117, 120, 122, 123, 124, 126, 131, 137, 139, 140, 144 BLM 16, 17, 18	S 183, 190, 198, 203, 208, 211, 216, 221, 233 T 154, 159, 160, 163, 165, 170, 171, 176, 177, 179, 182, 184, 186, 190, 196, 200, 201, 204 BLM 20, 22, 25	S 240, 247, 250, 251, 254, 261, 267, 269, 274, 278, 290 T 211, 212, 216, 218, 219, 222, 224, 228, 232, 237, 241, 243, 250, 254, 258 BLM 27, 28, 30	S 296, 301, 306, 308, 318, 328, 335, 338, 342 T 269, 270, 274, 276, 281, 283, 284, 288, 293, 294, 298, 300, 304, 305, 306, 309, 311, 312, 316, 320 BLM 35, 37, 38
use K-W-L or K-L-W to assist students with comprehension of expository text	S 40 T 12, 14, 17, 24, 30, 44 BLM 3	S 104 T 68, 95	T 120, 124, 144 BLM 17	T 153, 165, 196	T 232, 254	T 293
use paired reading to increase fluency in oral reading	T 6, 7, 8, 12, 14 BLM 2	S 104 T 60, 73, 95, 96, 99, 103	T 115, 120, 124, 126, 144 BLM 17	T 158, 165, 170, 176, 178, 200, 203, 204 BLM 25	S 278 T 211, 224, 232, 243, 255	T 270, 281, 294, 300, 304, 317, 320, 321 BLM 35
<b>Individual Reading Styles</b>						
<i>Global thinkers need to see the big picture, work from the whole to the parts, need opportunities to express themselves in other ways than writing; remember images</i>	S 15, 18, 29, 30, 34, 40, 61 T 2, 5, 7, 8, 11, 12, 15, 16, 19, 20, 21, 22, 25, 26, 29, 30, 31, 36, 37, 41, 47, 48, 51, 53, 54, 55 BLM 2, 6, 8	S 64, 69, 76, 77, 84, 85, 99, 108, 114, 115 T 59, 60, 63, 64, 65, 68, 69, 70, 71, 75, 76, 84, 86, 92, 93, 97, 99, 100, 101, 104, 105, 107, 109 BLM 13	S 134, 160, 173 T 118, 121, 123, 127, 128, 129, 140, 142, 146, 147, 148 BLM 16	S 190, 199, 203, 208, 211, 216, 233, 234, 235 T 156, 158, 160, 165, 167, 168, 171, 172, 177, 178, 179, 182, 185, 186, 191, 192, 193, 194, 197, 202, 203, 207 BLM 22, 24	S 241 T 211, 212, 221, 226, 229, 230, 238, 244, 245, 256, 258	S 301, 306, 318, 320, 321, 335, 342 T 270, 271, 272, 275, 284, 285, 286, 294, 297, 302, 306, 316, 317, 320, 321

## Correlation of Effective Remedial Strategies and Crossroads 7

<i>Analytical thinkers notice details, think logically and sequentially, remember what has been spoken, are usually comfortable with "school" tasks</i>	S 11, 15, 29, 30, 34, 39, 40, 61 T 5, 7, 8, 10, 11, 12, 14, 16, 19, 20, 21, 22, 25, 29, 30, 41, 47, 54, 55 BLM 2, 6	S 69, 84, 85, 114 T 59, 63, 64, 65, 68, 71, 73, 75, 76, 78, 93, 100, 104, 105 BLM 11	T 115, 118, 126, 129, 144, 146	S 199, 211, 233 T 163, 167, 168, 177, 179, 186, 188, 192, 193, 197, 202	S 251, 274, 291 T 224, 229, 230, 238, 244, 245, 250, 251, 256, 260, 261, 265	S 306, 308, 318 T 270, 284, 286, 288, 289, 294, 301, 321
<i>Visual learners learn by seeing; are global thinkers</i>	S 15, 18, 30, 34, 40, 61 T 6, 7, 11, 12, 15, 16, 19, 20, 21, 22, 25, 26, 29, 30, 31, 37, 41, 47, 54, 55 BLM 6	S 69, 76, 77, 84, 85, 108 T 63, 64, 65, 68, 69, 70, 71, 75, 76, 84, 86, 93, 97, 99, 100, 101, 105, 107 BLM 13	S 134 T 118, 121, 123, 127, 128, 129, 133, 142, 147	S 190, 199, 208, 211, 216, 233 T 156, 158, 160, 165, 167, 168, 178, 179, 185, 186, 188, 191, 193, 196, 197, 202 BLM 23	S 254, 267, 274, 291 T 211, 212, 216, 221, 226, 228, 229, 230, 238, 244, 245, 250, 251, 252, 256, 262, 265 BLM 27, 32	S 308, 318, 335, 338, 342 T 269, 270, 271, 272, 286, 288, 289, 294, 297, 302, 306, 311, 312, 316, 317, 321
<i>Auditory learners learn by listening; are logical, analytical, sequential thinkers</i>	S 15, 30, 34, 40, 61 T 7, 8, 11, 12, 14, 16, 20, 22, 25, 30, 36, 37, 41, 48, 55 BLM 2, 6	S 69, 85 T 59, 64, 65, 68, 71, 73, 76, 78, 82, 92, 93, 100, 105 BLM 11	T 115, 118, 123, 126, 129, 144, 146 BLM 16	S 199, 203, 211, 233, 235 T 158, 167, 171, 172, 173, 177, 179, 186, 188, 192, 193, 194, 197, 200, 202, 207 BLM 23, 24	T 224, 226, 229, 230, 238, 244, 245, 256, 258	S 306, 318 T 270, 284, 285, 286, 294, 301, 320, 321
<i>Tactile-kinesthetic learners learn by touching and moving; are global thinkers</i>	S 15, 18, 30, 34, 40, 61 T 7, 8, 11, 12, 15, 16, 20, 21, 22, 25, 26, 29, 30, 31, 36, 37, 41, 47, 51, 53, 54, 55 BLM 2, 6, 8	S 69, 76, 77, 84, 85 T 60, 63, 64, 65, 69, 70, 71, 75, 76, 81, 84, 93, 97, 100, 105, 107 BLM 13	T 123, 128, 129, 137, 142, 147 BLM 16, 18	S 199, 211, 216, 234 T 156, 167, 168, 172, 178, 179, 186, 191, 203	S 241, 267 T 212, 213, 226, 238, 244, 251, 256	S 335 T 271, 272, 284, 286, 297, 306, 321
<b>Listening Skills</b>						
reinforce behaviours which promote listening for understanding	S 18, 40 T 7, 8, 14, 15, 16, 25, 30, 41, 48 BLM 2, 6	S 85, 99, 115 T 59, 60, 64, 65, 68, 76, 92, 93, 105, 110	S 173 T 122, 146, 147, 148	S 199, 203, 233, 234, 235 T 156, 167, 168, 171, 172, 174, 176, 182, 188, 192, 194, 197, 200, 202, 203, 204, 207 BLM 21, 22, 23, 24, 25	S 290 T 212, 224, 226, 245, 256, 258, 259, 260	T 270, 276, 277, 285, 286, 301, 322
<b>Independent, Instructional, and Frustration Levels</b>						
provide initial work at independent level; once confidence has been established provide work at instructional level	S 18, 54, 55 T 7, 8, 11, 14, 15, 16, 20, 21, 26, 37, 40, 42, 47, 53 BLM 2, 7	S 86, 87 T 59, 65, 71, 77, 86, 90, 93, 96, 97, 100, 101, 103	S 123 T 115, 116, 121, 126, 127, 128, 133, 141, 142, 146	S 218, 219 T 153, 156, 158, 159, 160, 165, 166, 170, 171, 172, 178, 179, 186, 191, 193, 197, 202	S 270, 271 T 211, 213, 219, 220, 221, 226, 229, 232, 233, 239, 235, 245, 246, 247, 248, 250, 255, 259, 263 BLM 29, 31, 33	S 320, 321 T 269, 272, 275, 276, 285, 289, 290, 294, 296, 297, 304, 311, 312, 317, 318, 320, 321

## Correlation of Effective Remedial Strategies and *Crossroads 7*

	<b>Unit 1</b> <i>Find the Courage</i>	<b>Unit 2</b> <i>Think Outside the Box</i>	<b>Unit 3</b> <i>A Fiction Mix</i>	<b>Unit 4</b> <i>Disasters!</i>	<b>Unit 5</b> <i>On the Funny Side</i>	<b>Unit 6</b> <i>A Better World</i>
<b>Motivation</b>						
provide students with reason to understand, reason, and acquire new knowledge	S 40, 54, 55 T 2, 5, 10, 12, 16, 30, 37, 48, 53, 54, 55	S 86, 87, 99 T 56, 64, 65, 77, 82, 92, 93, 100, 109, 110, 111	S 123, 150, 151, 173 T 116, 122, 124, 128, 134, 137, 140, 148, 149 BLM 17, 18	S 217, 218, 219, 234, 235 T 150, 156, 162, 173, 190, 192, 193, 200, 203, 205, 206, 207	S 270, 271, 291 T 208, 216, 246, 260, 264, 265 BLM 27	S 301, 320, 321 T 266, 271, 272, 275, 276, 286, 290, 291, 297, 308, 313, 318, 321, 322, 323, 324 BLM 36
<b>Retell -- Relate -- Reflect</b>						
provide students with opportunity to express their understanding of concepts, procedures, content	S 11, 15, 18, 29, 30, 34, 39, 40, 53, 54, 55, 60, 61 T 5, 6, 7, 10, 11, 12, 14, 15, 16, 17, 19, 20, 21, 25, 26, 27, 30, 31, 35, 36, 37, 41, 44, 45, 47, 48, 51, 52, 53, 54, 55 BLM 3, 4, 6, 8, 9	S 64, 69, 77, 84, 85, 91, 98, 104, 108, 113, 114, 115 T 59, 60, 61, 63, 64, 65, 70, 71, 75, 76, 80, 81, 84, 85, 88, 91, 93, 95, 96, 99, 100, 103, 104, 105, 107, 109, 110, 111 BLM 12, 13	S 122, 130, 133, 134, 148, 160, 171, 173 T 116, 117, 118, 120, 121, 122, 123, 124, 126, 127, 128, 129, 131, 133, 137, 139, 140, 142, 144, 145, 147, 149 BLM 16, 17, 18	S 183, 190, 198, 199, 203, 208, 211, 216, 217, 218, 219, 221, 233, 234, 235 T 154, 156, 159, 163, 165, 166, 167, 168, 171, 172, 173, 177, 179, 182, 184, 185, 186, 188, 190, 192, 193, 196, 197, 202, 203, 204, 205, 206, 207 BLM 20, 22, 23, 25	S 240, 254, 261, 262, 267, 269, 270, 271, 274, 278, 290, 291 T 211, 212, 216, 218, 222, 228, 232, 233, 235, 237, 238, 239, 241, 243, 246, 250, 251, 252, 254, 258, 260, 263, 264 BLM 27, 28, 29, 30, 33	S 396, 301, 306, 308, 318, 320, 321, 328, 335, 338, 342, 345 T 269, 270, 271, 274, 276, 281, 283, 284, 285, 286, 288, 290, 294, 297, 298, 300, 304, 305, 306, 308, 309, 311, 312, 317, 320, 321, 322, 323, 324 BLM 35, 37, 38
<b>Task Analysis</b>						
ensure degrees of success and understanding using step-by-step programming	S 16, 18, 30, 54, 55, 60 T 7, 8, 10, 11, 12, 14, 15, 16, 17, 19, 20, 26, 37, 42, 45, 46, 53, 54, 55 BLM 2, 3, 7	S 69, 84, 85, 86, 87, 104, 108 T 63, 64, 65, 75, 76, 77, 82, 93, 95, 97, 99, 105, 108, 109 BLM 14	S 123, 134, 149, 150, 151 T 116, 127, 132, 133, 134, 142	S 183, 190, 199, 211, 216, 218, 219, 234 T 155, 161, 163, 166, 167, 168, 174, 185, 186, 188, 190, 191, 192, 193, 194, 197, 203 BLM 20, 21, 23, 24	S 251, 262, 270, 271, 290 T 213, 216, 225, 226, 233, 235, 239, 246, 247, 248, 259, 263 BLM 27, 29, 31, 33	S 308, 319, 320, 321, 342, 345 T 276, 277, 285, 288, 289, 290, 291, 295, 296, 297, 308, 313, 314, 317, 318, 321, 324 BLM 36
<b>Organizational Supports</b>						
provide strategies that will allow the student to organize material in order that structure will facilitate comprehension and understanding	S 29, 34, 54, 55 T 6, 7, 11, 12, 14, 16, 17, 19, 20, 21, 22, 25, 29, 32, 37, 42, 47, 51, 53, 54, 55 BLM 3, 5, 7, 8 LM 4, 7	S 77, 84, 86, 87, 98 T 60, 63, 70, 75, 77, 82, 91, 93, 108, 109, 110, 111 BLM 14	S 149, 150, 151 T 124, 132, 134, 144, 145, 148, 149 BLM 17	S 203, 216, 218, 219, 234, 235 T 163, 171, 174, 184, 188, 191, 192, 193, 194, 203, 205, 206, 207 BLM 20, 21, 23, 24	S 262, 270, 271 T 213, 221, 226, 233, 238, 239, 246, 247, 248, 258, 261, 263, 264, 265 BLM 31, 33	S 320, 321 T 270, 291, 293, 294, 297, 306, 318, 322, 323, 324 BLM 36

## Correlation of Effective Remedial Strategies and *Crossroads 7*

	<b>Unit 1</b> <i>Find the Courage</i>	<b>Unit 2</b> <i>Think Outside the Box</i>	<b>Unit 3</b> <i>A Fiction Mix</i>	<b>Unit 4</b> <i>Disasters!</i>	<b>Unit 5</b> <i>On the Funny Side</i>	<b>Unit 6</b> <i>A Better World</i>
<b>Concepts</b>						
help students understand abstractions	S 11, 15, 18, 29, 34, 39, 40, 52, 60, 61 T 2, 5, 6, 7, 8, 10, 11, 12, 14, 15, 16, 19, 20, 21, 22, 24, 25, 26, 27, 29, 30, 31, 32, 34, 35, 36, 37, 42, 44, 45, 46, 47, 48, 51, 52, 54, 55 BLM 4, 8, 9	S 69, 76, 77, 84, 98, 108 T 60, 61, 63, 64, 65, 69, 70, 71, 75, 77, 81, 82, 84, 85, 86, 88, 91, 92, 93, 96, 99, 100, 105, 108 BLM 12, 14	S 123, 149, 171 T 116, 123, 124, 132, 133, 137, 139, 142, 144, 145, 146 BLM 16, 17, 18	S 183, 198, 208, 211, 218, 219, 233, 235 T 155, 156, 158, 162, 163, 166, 168, 171, 172, 177, 182, 185, 186, 188, 192, 193, 197, 202, 206 BLM 20, 22, 23	S 247, 251, 254, 262, 269, 270, 271, 290 T 208, 218, 219, 224, 225, 228, 229, 233, 234, 237, 239, 241, 244, 245, 246, 255, 256, 259, 262 BLM 30, 32 LM 30, 32 34	S 342, 345 T 271, 272, 275, 277, 286, 290, 291, 306, 307, 311, 313, 317, 320, 321, 322 BLM 36
<b>Creative Thinking Skills</b>						
encourage students to approach problems, tasks, in unique ways	S 15, 30, 34, 40, 54, 55, 61 T 6, 7, 8, 11, 12, 15, 16, 20, 21, 22, 24, 25, 26, 27, 29, 30, 31, 37, 47, 51, 52, 53, 54 BLM 2, 4, 6, 8, 9	S 69, 76, 77, 84, 91, 113, 115 T 56, 60, 64, 65, 66, 69, 70, 75, 81, 85, 86, 93, 96, 97, 100, 101, 104, 105, 107, 108, 109, 110 BLM 13, 14	S 123, 130, 134, 148, 150, 151, 161, 173 T 116, 117, 121, 127, 132, 133, 134, 137, 141, 149 BLM 18	S 183, 190, 199, 208, 211, 216, 218, 219, 233, 234, 235 T 155, 161, 162, 166, 167, 168, 171, 172, 173, 178, 182, 185, 186, 190, 191, 192, 193, 197, 198, 203, 204, 207 BLM 22, 25	S 240, 241, 247, 251, 262, 270, 271, 290 T 212, 213, 216, 220, 222, 224, 225, 226, 229, 230, 233, 234, 239, 241, 244, 245, 246, 247, 248, 251, 259 BLM 27, 28, 30, 31	S 335, 345 T 277, 284, 286, 306, 313, 317, 320, 321, 323
<b>Critical Thinking Skills</b>						
teach thinking skills, and have students practise them and reflect on their learning	S 11, 15, 18, 29, 30, 39, 40, 52, 55, 60, 61 T 2, 5, 6, 7, 10, 11, 12, 14, 15, 19, 20, 21, 22, 25, 26, 29, 31, 34, 35, 37, 42, 45, 55 BLM 7	S 86, 87, 99, 108, 115 T 60, 63, 70, 71, 77, 82, 85, 92, 93, 99, 100, 101, 105, 110, 111	S 123, 160, 172 T 116, 118, 121, 122, 123, 124, 129, 133, 139, 145, 147 BLM 16, 17	S 190, 211, 216, 218, 219, 233, 235 T 156, 161, 163, 168, 173, 178, 179, 185, 186, 190, 191, 193, 197, 201, 202, 205, 206, 207 BLM 20	S 247, 269, 291 T 216, 219, 221, 229, 230, 238, 239, 244, 245, 251, 260, 263, 265 BLM 27, 33	S 301, 342, 345 T 272, 274, 276, 281, 286, 290, 297, 301, 302, 308, 313, 314, 317, 321, 322, 324 BLM 35
<b>Problem Solving Skills</b>						
identify a process for inquiry that may include problem solving stages and assist students to develop strategies appropriate for each stage	S 15, 29, 30, 34, 40, 54, 55, 60, 61 T 6, 7, 8, 11, 12, 20, 21, 22, 25, 29, 30, 37, 42, 45, 46, 48, 53 BLM 2, 7 LM 4	S 69, 77, 85, 86, 87, 99, 104 T 61, 63, 64, 65, 66, 70, 76, 77, 82, 85, 92, 93, 95, 96, 105, 108	T 124, 137, 140, 142, 147 BLM 17, 18	S 190, 203, 208, 218, 219, 233, 235 T 161, 162, 163, 168, 171, 173, 177, 179, 185, 193, 194, 197, 202, 207 BLM 20, 24	S 251 T 213, 225, 229, 235, 244, 247, 248, 263 BLM 29, 31, 33	S 342, 345 T 277, 291, 296, 297, 314, 317, 318, 322 BLM 36
<b>Sorting, Classifying, Identifying, and Patterning</b>						
provide students with opportunities and strategies to identify relationships	S 29, 34, 40, 55, 61 T 7, 8, 10, 12, 16, 19, 20, 21, 22, 25, 30, 31, 32, 37, 42, 46, 47, 48, 51, 54, 55 BLM 2, 5, 7, 8 LM 7	S 77, 84, 98, 99, 108 T 61, 63, 65, 69, 70, 71, 75, 77, 82, 86, 91, 92, 93, 96, 99, 100, 105, 108 BLM 14 LM 9	S 123, 149, 171 T 116, 124, 132, 133, 137, 139, 142, 144, 145, 146 BLM 17, 18	S 183, 198, 208, 211, 218, 219, 235 T 155, 158, 162, 163, 166, 172, 177, 185, 186, 188, 192, 193, 197, 206 BLM 20, 23	S 247, 251, 262, 269, 290 T 208, 218, 219, 224, 229, 233, 234, 239, 241, 244, 245, 255, 259, 262 BLM 30, 32 LM 30, 32	S 342 T 271, 275, 306, 317

## Correlation of Effective Remedial Strategies and *Crossroads 7*

	<b>Unit 1</b> <i>Find the Courage</i>	<b>Unit 2</b> <i>Think Outside the Box</i>	<b>Unit 3</b> <i>A Fiction Mix</i>	<b>Unit 4</b> <i>Disasters!</i>	<b>Unit 5</b> <i>On the Funny Side</i>	<b>Unit 6</b> <i>A Better World</i>
<b>Non-verbal Communication</b>						
assist the student to identify what is being communicated by others in their body language, and facilitate appropriate communication of self through body language	S 15, 30, 34, 53 T 7, 8, 11, 16, 20, 25, 35, 53 BLM 2	T 60, 92, 97, 105	T 128, 137, 140 BLM 18	S 234 T 168, 178, 203, 204, 205 BLM 25	S 241, 267, 270, 271, 291 T 212, 213, 238, 243, 246, 264	S 318, 320, 321 T 276, 283, 284, 285, 291, 294, 297, 312, 317, 321 BLM 36
<b>Oral Communication</b>						
develop students' ability to articulate with expression, fluency, and accuracy	S 15, 30, 34, 40, 53, 61 T 6, 7, 8, 11, 16, 20, 22, 25, 31, 35, 36, 48, 51, 53, 55 BLM 2, 8	S 85, 99, 114, 115 T 60, 64, 71, 76, 78, 81, 92, 97, 104, 105, 110 BLM 11	S 160, 173 T 123, 128, 132, 137, 140, 146, 147, 148 BLM 16, 18	S 199, 203, 211, 234, 235 T 156, 167, 168, 171, 172, 174, 178, 179, 182, 185, 186, 194, 197, 203, 204, 205, 207 BLM 21, 22, 24, 25	S 241, 267, 270, 271, 290, 291 T 212, 213, 216, 229, 238, 243, 246, 259, 260, 264 BLM 27	S 296, 301, 308, 318, 320, 321, 328, 345 T 270, 271, 275, 276, 281, 284, 285, 289, 291, 294, 297, 301, 312, 314, 317, 320, 321, 322 BLM 35, 36
<b>Written Communication</b>						
improve written expression skills	S 16, 18, 29, 30, 34, 54, 55, 60 T 5, 7, 11, 12, 15, 16, 20, 21, 22, 24, 25, 27, 31, 35, 37, 42, 45, 46, 47, 51, 52 BLM 4, 7, 8, 9 LM 1, 2, 3, 6, 7	S 69, 77, 86, 87, 91, 108, 113, 114, 115 T 61, 63, 64, 65, 66, 69, 70, 71, 77, 80, 81, 85, 86, 88, 96, 97, 100, 101, 104, 105, 107, 108, 111 BLM 12, 13, 14 LM 9, 10, 11, 12, 13, 14, 15	S 123, 130, 134, 149, 150, 151, 160, 161, 173 T 116, 117, 121, 122, 127, 128, 129, 132, 133, 134, 140, 141, 145, 146, 147, 149 LM 16, 17, 18, 19, 20, 21, 22, 23	S 183, 190, 198, 199, 211, 218, 219 T 155, 159, 161, 162, 163, 166, 171, 172, 173, 178, 179, 182, 185, 186, 187, 190, 191, 192, 193, 198, 203, 204, 206 BLM 20, 22, 25 LM 24, 25, 26, 27, 28	S 241, 247, 251, 254, 262, 278, 290 T 212, 213, 216, 219, 220, 221, 222, 224, 225, 226, 229, 230, 233, 234, 235, 239, 241, 244, 247, 248, 252, 255, 256, 259, 260, 261, 263, 265 BLM 27, 28, 29, 30, 31, 33 LM 20, 29, 30, 31, 32, 33, 35	S 296, 301, 319, 320, 321, 335, 338, 345 T 271, 275, 277, 281, 285, 295, 296, 297, 301, 305, 306, 307, 312, 313, 318, 321, 324 BLM 35 LM 36, 37, 38, 39, 40
<b>Transferring of Key Concepts</b>						
provide students with the opportunity, examples, and strategies to take a learned concept and apply it to a new situation	S 15, 18, 29, 30, 34, 53, 61 T 7, 8, 11, 15, 16, 20, 21, 22, 24, 25, 26, 27, 29, 31, 35, 36, 37, 41, 46, 47, 51, 52, 53, 54, 55 BLM 2, 4, 6, 8, 9	S 69, 76, 84, 85, 86, 87, 115 T 60, 63, 64, 65, 66, 69, 75, 76, 77, 86, 92, 93, 96, 97, 100, 105, 107, 108, 109, 110, 111 BLM 13, 14	S 123, 130, 134, 148, 149, 173 T 116, 117, 121, 123, 127, 128, 129, 132, 137, 142, 148, 149 BLM 16, 18	S 183, 190, 199, 203, 208, 211, 216, 218, 219, 234, 235 T 155, 161, 162, 163, 167, 168, 171, 172, 173, 178, 179, 182, 185, 186, 190, 191, 193, 194, 197, 203, 204, 205, 206, 207 BLM 20, 22, 24, 25	S 240, 241, 247, 254, 262, 267, 270, 271, 278, 290, 291 T 212, 213, 216, 219, 220, 221, 229, 233, 234, 235, 238, 239, 241, 246, 247, 248, 255, 259, 263, 264 BLM 27, 29, 30, 31, 33	S 308, 318, 319, 320, 321, 342, 345 T 271, 272, 281, 285, 286, 289, 290, 294, 295, 297, 302, 317, 321, 322, 323, 324 BLM 35
<b>Terminology Procedures</b>						
use correct terminology to analyze, summarize, prepare a report, explain an equation, remember sequences, etc.	S 40, 61 T 7, 22, 31, 44 BLM 3	S 84 T 74, 90, 105	T 134, 137 BLM 18	S 235 T 160, 161, 187, 192, 193, 200, 206 BLM 21	T 232	T 281, 285, 304, 305, 316