



**Scholastic READ 180, Stages A-C Correlated to the
WIDA's English Language proficiency Standards
Grades 3 – 12**

~ October 2009 ~

**Scholastic Read 180, Stage A Correlated to the
WIDA's English Language Proficiency Standards
Grades 3-5**

WIDA's English Language Proficiency Standards	Scholastic's Read 180, Stage A
Standard 2: The language of Language Arts	
Example Topics and Genres	
Example Genres:	
Biographies and autobiographies	<p>Read a Biography RDI Book 1-Reading Skills and Strategies: 355 Paperbacks Teaching Resources: Selena! The Story of Harriet Tubman, Conductor of the Underground Railroad</p> <p>Read an Autobiography rBook Teaching Guide: Fire Hero 10; My Journey to America 36-38; New to America 34; Through My Eyes 216-223 Paperbacks Teaching Resources: It Came from Ohio! My Life as a Writer</p>
Fables	
Fairy tales	
Fantasies	<p>Read Graphic Classics Paperbacks Teaching Resources: 20,000 Leagues Under the Sea</p>
Folklore	
Informational texts	<p>Read a Magazine Article rBook Teaching Guide: Bugs vs. Burgers 192-194; Girl Fight 88-90; The Gory Art of Mummy-Making 112-114; Smoke Jumpers 12-14; Wild Pets 168-170</p> <p>Read a Newspaper Article rBook Teaching Guide: Food Fight: Chefs vs. Kids 190; Pet Tiger Attack 166</p> <p>Read Real-World Skills rBook Teaching Guide: 29, 53, 81, 105, 129, 161, 185, 209, 237</p> <p>Nonfiction-General rBook Teaching Guide: Pet Tiger Attack 166; Wild Pets 168-170 Nonfiction-Science rBook Teaching Guide: The Gory Art of Mummy-Making 112-114; Veterinary Technician 184; Zoos Go Wild! 172-175 Paperbacks Teaching Resources: Buzz! A Book About Insects, Screech! A Book About Bats Nonfiction-Social Studies rBook Teaching Guide: Ancient Egypt: Unlocking the Past 116-119; The Gory Art of Mummy-Making 112-114; Heroes for Equality 214; History of Immigration 38-42 Paperbacks Teaching Resources: Finding the Titanic</p>
Legends	
Mysteries	Paperbacks Teaching Resources: David Copperfield
Myths	<p>Read Graphic Classics Paperbacks Teaching Resources: Demeter and Persephone</p>
Narratives	<p>Read a Historical Fiction rBook Teaching Guide: Bud's Breakfast 60-71 Audiobook Teaching Resources: 17, 19 Paperbacks Teaching Resources: Navajo Long Walk, Riding Freedom</p>

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WIDA's English Language Proficiency Standards	Scholastic's Read 180, Stage A
	Read a Short Story rBook Teaching Guide: The Marble Champ 136-139 Audiobook Teaching Resources: 15
Prose	Read Plays RDI Book 1-Reading Skills and Strategies: 352, 388, 392
Science fiction	Read Science Fiction RDI Book 1-Reading Skills and Strategies: 363 Paperbacks Teaching Resources: The Revenge of the Fireflies
Tall tales	
Example Topics:	
Affixes and root words	rBook Teaching Guide: 20, 21, 201, 240, 242 RDI Book 1-Reading Skills and Strategies: 256, 258, 266, 268 Topic Software Teaching Resources: 1.1 Level 3, 1.2. Level 3, 1.3 Level 3, 2.1 Level 3, 2.4 Level 3, 3.1 Level 2, 3.1 Level 3, 4.2 Level 3, 4.3 Level 3, 5.1 Level 3, 5.4 Level 2, 5.5 Level 2, 6.1 Level 3, 6.2 Level 3, 6.3 Level 3, 7.1 Level 2, 7.1 Level 3, 7.3 Level 3, 7.4 Level 3, 8. 1 Level 3, 8.3 Level 3, 8.4 Level 3, 9.1 Level 3, 9.2 Level 3, 9.3 Level 3, 9.4 Level 2, 9.4 Level 3 rSkills Test Book: Test 1, 2 & 3
Comprehension strategies	Software: The <i>READ180</i> Software allows the student to use appropriate strategies when reading for different purposes. Paperbacks: The students read the Paperbacks independently, allowing them to use appropriate strategies when reading for different purposes.
Conventions and mechanics	Selected Examples Include: End Punctuation rBook Teaching Guide: 27, 249 RDI Book 2-Writing and Grammar Strategies: 18, 154, 155 Using Quotation Marks rBook Teaching Guide: 207, 250 RDI Book 2-Writing and Grammar Strategies: 28, 204, 205 Capitalization RDI Book 2-Writing and Grammar Strategies: 154, 155, 162, 163 Write an Article, News Report RDI Book 2-Writing and Grammar Strategies: 84-87 Topic Software Teaching Resources: 180, 222, 248 Audiobook Teaching Resources: 65 Paperbacks Teaching Resources: 58, 88, 94, 105 Narrative Writing rBook Teaching Guide: 46-49, 178-181, 230-233, 250 RDI Book 2-Writing and Grammar Strategies: 14-17, 19-22, 24-27, 29-32, 34-37, 39-43 Topic Software Teaching Resources: 50, 56, 66, 80

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	<p><u>Audiobook Teaching Resources:</u> 31 <u>Paperbacks Teaching Resources:</u> 191</p> <p>Write a Book Synopsis <u>RDI Book 2-Writing and Grammar Strategies:</u> 79-82</p> <p>Write a Review <u>RDI Book 2-Writing and Grammar Strategies:</u> 99-102</p> <p>Expository Writing <u>rBook Teaching Guide:</u> 22-25, 98-101, 249 <u>RDI Book 2-Writing and Grammar Strategies:</u> 69-72, 74-77, 79-82, 84-87, 89-93 <u>Topic Software Teaching Resources:</u> 44,46,64,84,100 <u>Audiobook Teaching Resources:</u> 37, 55-56, 61 <u>Paperbacks Teaching Resources:</u> 187,191,195, 200, 213-216, 221, 235-236, 242, 249</p>
Editing and revising	<p>Selected Examples Include: Revision/Edit <u>rBook Teaching Guide:</u> 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p> <p>Descriptive Writing <u>rBook Teaching Guide:</u> 196-199, 202-205, 250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 44-47, 49-52, 54-57, 59-62, 64-68 <u>Topic Software Teaching Resources:</u> 179-182, 185-186, 194, 201, 209-212, 217, 218, 223, 227-228, 235, 239, 241-242 <u>Audiobook Teaching Resources:</u> 28, 31, 52-53 <u>Paperbacks Teaching Resources:</u> 46, 52, 60, 80, 82, 96</p> <p>Write a Book Review</p>

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WIDA’s English Language Proficiency Standards	Scholastic’s Read 180, Stage A
	<p><u>Audiobook Teaching Resources:</u> 63 <u>Paperbacks Teaching Resources:</u> 103</p> <p>Persuasive Writing <u>Test-Taking Strategies:</u> 106-108</p> <p>Expository <u>rBook Teaching Guide:</u> 22-25, 98-101, 249 <u>RDI Book 2-Writing and Grammar Strategies:</u> 69-72, 74-77, 79-82, 84-87, 89-93 <u>Topic Software Teaching Resources:</u> 44,46,64,84,100 <u>Audiobook Teaching Resources:</u> 37, 55-56, 61 <u>Paperbacks Teaching Resources:</u> 187,191,195, 200, 213-216, 221, 235-236, 242, 249</p> <p>Narrative Writing <u>rBook Teaching Guide:</u> 46-49, 178-181, 230-233, 250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43 <u>Topic Software Teaching Resources:</u> 50, 56, 66, 80 <u>Audiobook Teaching Resources:</u> 31 <u>Paperbacks Teaching Resources:</u> 191</p>
Explicit and inferential information	<p><u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p>
Fact or opinion	<p>Identify Fact and Opinion <u>rBook Teaching Guide:</u> 52, 81, 104, 223 <u>RDI Book 1-Reading Skills and Strategies:</u> 322</p>
Fluency strategies	<p><u>rBook Teaching Guide:</u> 31A, 55A, 67, 83A, 107A, 131B, 145, 151, 163A, 187A, 211A, 239A <u>RDI Book 1-Reading Skills and Strategies:</u> 160, 161, 162, 163, 164, 168, 172, 176, 180, 166, 167, 170, 175, 171, 174, 178, 179, 182, 183 <u>Topic Software Teaching Resources:</u> The <i>Read180</i> Software models fluent reading and gives students experience in reading with fluency.</p>
Hyperbole	
Main Idea/Details	<p>Main Idea <u>rBook Teaching Guide:</u> 8C, 10-19, 41, 245 <u>RDI Book 1-Reading Skills and Strategies:</u> 292, 293, 396, 397 <u>Topic Software Teaching Resources:</u> 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 1.4: 80-82, 185-186, 251; 2.1: 83-85, 187-188, 251, 2.2: 86-88, 189-190, 251; 2.3: 89-91; 191-192, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251, 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200,</p>

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	<p>251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.2: 112-124, 213-214, 251; 5.3: 125-127, 215-216, 251; 5.4: 128-130, 217-218, 251; 6.1: 131-133, 219-220, 251; 6.2: 134-136, 221-222, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.1: 155-157, 235-236, 251; 8.2: 158-160, 237-238, 251; 8.3: 161-163, 239-240, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.2: 170-172, 245-246, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251</p> <p><u>Audiobook Teaching Resources:</u> The Truth About Dangerous Sea Creatures – 7, 11, 21, 37 (Resources – 60, 61-62, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> Buzz! A Book About Insects (Resources – 43, 44, 103-108, 109); Screech! A Book About Bats (Resources 51, 52, 103-108, 109)</p> <p><u>rSkills Test Book:</u> Tests 1 & 2</p> <p>Read for Detail</p> <p><u>rBook Teaching Guide:</u> 8C, 10-19, 41, 239</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 288, 289, 393, 394</p> <p><u>Topic Software Teaching Resources:</u> 1.3: 77-79, 183-184, 251; 1.4: 80-82, 185-186, 251; 2.1: 83-85, 187-188, 251, 2.2: 86-88, 189-190, 251; 2.3: 89-91; 191-192, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251, 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.2: 112-124, 213-214, 251; 5.3: 125-127, 215-216, 251; 5.4: 128-130, 217-218, 251; 6.1: 131-133, 219-220, 251; 6.2: 134-136, 221-222, 251; 6.3: 137-139, 223-224, 251; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.1: 155-157, 235-236, 251; 8.2: 158-160, 237-238, 251; 8.3: 161-163, 239-240, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.2: 170-172, 245-246, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251</p> <p><u>Audiobook Teaching Resources:</u> For Your Eyes Only - 22, 42, 107 (Resources – 33, 34-35, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> Finding the Titanic (Resources – 65, 66, 103-108, 109)</p>
Organization of texts	<p><u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text.</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p>
Phonemes/Phonology	
Points of view	<p>Recognize Point of View</p> <p><u>rBook Teaching Guide:</u> 61, 218, 220, 248</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 320</p>
Story elements and types of	<p>Selected Examples Include:</p>

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genres	<p>Analyze Setting rBook Teaching Guide: 56D, 58, 64, 136, 140, 247, 248 RDI Book 1-Reading Skills and Strategies: 308, 309, 407 Audiobook Teaching Resources: The Journal of Joshua Loper – 33, 81, (Resources – 42, 43-44, 63-68, 69); The Music of Dolphins – 9, 35, 138 (Resources – 54, 55-56, 63-68, 69) Paperbacks Teaching Resources: Sunset of the Sabertooth (Resources – 75, 76, 103-108, 109); The Secret City (Resources – 95, 96, 103-108, 109) rSkills Test Book: Tests 3 & 5</p> <p>Analyze Character rBook Teaching Guide: 58, 64, 65, 70, 71, 132D, 136, 137, 138, 139, 140, 143, 145, 147, 149, 224, 247, 248 RDI Book 1-Reading Skills and Strategies: 306, 307, 406 Audiobook Teaching Resources: Favorite Greek Myths – 17 (Resources – 30, 31-32, 63-68, 69) Topic Software Teaching Resources: Jonah the Whale – 19, 39, 99 (Resources – 39, 40-41, 63-68, 69); The Music of Dolphins – 9, 35, 138 (Resources – 54, 55-56, 63-68, 69); The Ostrich Chase – 12, 23, 97 (Resources – 57, 58-59, 63-68, 69) Paperbacks Teaching Resources: 20,000 Leagues Under the Sea (Resources - 59, 60, 103-108, 109); Treasure Island (Resources – 79, 80, 103-108, 109); How Tia Lola Came to Visit Stay (Resources – 89, 90, 103-108, 109) rSkills Test Book: Test 2, 3, & 5</p> <p>Problem and Solution rBook Teaching Guide: 108C, 110-119, 167, 240 RDI Book 1-Reading Skills and Strategies: 300, 301, 402, 403 Topic Software Teaching Resources: 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 2.1: 83-85, 187-188, 251; 2.2: 86-88, 189-190, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251; 3.2: 98-100, 197-198, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.4: 116-118, 209-210, 251; 5.2: 112-124, 213-214, 251; 6.1: 131-133, 219-220, 251; 6.2: 134-136, 221-222, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.4: 152-154, 233-234, 251; 8.1: 155-157, 235-236, 251; 8.3: 161-163, 239-240, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.2: 170-172, 245-246, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251 Audiobook Teaching Resources: Jonah the Whale – 19, 39, 99 (Resources – 39, 40-41, 63-68, 69); The Ostrich Chase – 12, 23, 97 (Resources – 57, 58-59, 63-68, 69) Paperbacks Teaching Resources: Twin Talk: Advice From a TV Talk Show (Resources – 61, 62, 103-108, 109); Little Monster, David Copperfield (Resources – 85, 86, 103-108, 109) rSkills Test Book: Test 3</p>
Story grammar	<p>rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small</p>

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	<p>Group and Whole Group discussion of the text.</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p>
Text structure and organization	<p><u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p>
ELP Standard 2: The Language of Language Arts, Formative Framework	
Listening:	
<p>Example Genre: Mysteries:</p> <p>Level 1: Entering: Match pictures to individual clues based on oral statements with a partner</p> <p>Level 2: Beginning: Identify pictures associated with solutions to short mysteries read aloud with a partner</p> <p>Level 3: Developing: Make predictions based on pictures of clues/pieces of evidence from mysteries and oral descriptions in cooperative groups</p> <p>Level 4: Expanding: Sequence pictures of clues/pieces of evidence from mysteries read aloud in cooperative groups</p> <p>Level 5: Bridging: Apply analogies of events or characters in mysteries read aloud to students’ lives</p>	<p><u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p> <p>In addition, the following provide opportunities to meet this objective: Listening <u>RDI Book 3-Strategies for English Language Learners:</u> 24, 25, 29, 30, 36, 42, 44, 48, 49, 55, 56, 65</p> <p>Listening/Speaking <u>RDI Book 3-Strategies for English Language Learners:</u> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69</p>
<p>Example Topic: Comprehension Strategies:</p> <p>Level 1: Entering: Point to letter combinations, words, parts of books or illustrations in response to teachers’ reading of illustrated books to show comprehension</p> <p>Level 2: Beginning: Gesture during shared reading of illustrated stories or trade books (e.g., giving thumbs-up/thumbs-down signals) to show comprehension</p> <p>Level 3: Developing: Follow directions (e.g., create word</p>	<p><u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p> <p>In addition, the following provide opportunities to meet this objective: Listening <u>RDI Book 3-Strategies for English Language Learners:</u> 24, 25, 29, 30, 36, 42, 44, 48, 49, 55, 56, 65</p>

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<p>families or word walls) in response to group reading of the illustrated stories or trade books to show comprehension</p> <p>Level 4: Expanding: Respond non-verbally to teachers or peers (e.g., during guided reading) to demonstrate comprehension strategies</p> <p>Level 5: Bridging: Connect information from oral reading of grade-level material to demonstrate comprehension strategies (e.g., “Show me two sentences that go together.”)</p> <p>Speaking:</p>	<p>Listening/Speaking</p> <p><u>RDI Book 3-Strategies for English Language Learners:</u> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69</p>
<p>Example Genre: Fantasies:</p> <p>Level 1: Entering: Answer WH- or choice questions about pictures of imaginary people, objects, or situations from peers in L1 or L2</p> <p>Level 2: Beginning: Describe pictures of imaginary people, objects or situations to peers in L1 or L2</p> <p>Level 3: Developing: Provide details of imaginary people, objects or situations to peers</p> <p>Level 4: Expanding: Develop and enact scenarios from pictures of imaginary people, objects or situations with peers</p> <p>Level 5: Bridging: Make up fantasies about imaginary people, objects or situations and share with peers</p>	<p><u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p> <p>In addition, the following provide opportunities to meet this objective: Speaking</p> <p><u>RDI Book 3-Strategies for English Language Learners:</u> 22, 26, 28, 33, 47, 51, 52, 53, 58, 60, 63, 66, 67, 70</p> <p>Listening/Speaking</p> <p><u>RDI Book 3-Strategies for English Language Learners:</u> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69</p>
<p>Example Topic: Points of View:</p> <p>Level 1: Entering: Describe self with words and gestures (e.g., features, likes and dislikes)</p> <p>Level 2: Beginning: Compare self with familiar persons (e.g., friends, family members, movie stars) using photographs, pictures or graphic organizers</p> <p>Level 3: Developing: Compare self with characters in literary works using graphic organizers or technology</p> <p>Level 4: Expanding: Compare self with motives or points of view of characters in literary</p>	<p><u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p> <p>In addition, the following provide opportunities to meet this objective: Speaking</p> <p><u>RDI Book 3-Strategies for English Language Learners:</u> 22, 26, 28, 33, 47, 51, 52, 53, 58, 60, 63, 66, 67, 70</p> <p>Listening/Speaking</p>

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works using graphic organizers or technology Level 5: Bridging: Explain differences between self-motives or point of view and those of characters in literary works using graphic organizers or technology	<u>RDI Book 3-Strategies for English Language Learners:</u> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69
Reading	
Example Genre: Biographies & autobiographies: Level 1: Entering: Find identifying information on biographies from words or phrases in illustrated books or word/phrase walls using physical activity Level 2: Beginning: Sequence events in biographical sketches in illustrated books using graphic organizers or physical activity Level 3: Developing: Sort relevant from irrelevant biographical information in illustrated books using graphic organizers or physical activity Level 4: Expanding: Compare/contrast biographical information of two persons in illustrated books using graphic organizers or physical activity Level 5: Bridging: Synthesize biographical information of two persons from grade-level material to form opinions on people	The activities included with the following <i>Read 180</i> selections provide opportunities to meet this objective: Read an Autobiography <u>rBook Teaching Guide:</u> Fire Hero 10; My Journey to America 36-38; New to America 34; Through My Eyes 216-223 <u>Paperbacks Teaching Resources:</u> It Came from Ohio! My Life as a Writer Read a Biography <u>RDI Book 1-Reading Skills and Strategies:</u> 355 <u>Paperbacks Teaching Resources:</u> Selena! The Story of Harriet Tubman, Conductor of the Underground Railroad
Example Topic: Fact or opinion Level 1: Entering: Match labels or identify facts from illustrations and phrases (e.g., “I see...,” “there is...”) Level 2: Beginning: Identify language associated with fact in fiction or non-fiction illustrated paragraphs (e.g., “I think that...,” “We believe that...,” “It could be...”) Level 3: Developing: Sort language associated with fact or opinion in fiction or non-fiction illustrated text (e.g., “I think that...,” “We believe that...,” “It could be...”) Level 4: Expanding: Differentiate	Identify Fact and Opinion <u>rBook Teaching Guide:</u> 52, 81, 104, 223 <u>RDI Book 1-Reading Skills and Strategies:</u> 322

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<p>between statements of fact and opinion found in various illustrated reading selections Level 5: Bridging: Identify authors' purpose associated with fact or opinion in fiction or non-fiction from grade-level text</p>	
<p>Example Topic: Fluency strategies Level 1: Entering: Use cues for sounding out unfamiliar words with accompanying visuals Level 2: Beginning: Match visually supported context cues with statements to find meaning and facilitate fluency Level 3: Developing: Show how to use punctuation cues to facilitate expression and fluency with visually supported text Level 4: Expanding: Identify self-monitoring and self-correcting strategies to increase fluency with visually supported text Level 5: Bridging: Apply strategies to adjust pace and expression while reading orally</p>	<p>Read Connected Text with Fluency rBook Teaching Guide: 31A, 55A, 67, 83A, 107A, 131B, 145, 151, 163A, 187A, 211A, 239A RDI Book 1-Reading Skills and Strategies: 160, 161, 162, 163, 164, 168, 172, 176, 180, 166, 167, 170, 175, 171, 174, 178, 179, 182, 183 Topic Software Teaching Resources: The <i>Read180</i> Software models fluent reading and gives students experience in reading with fluency.</p>
Writing	
<p>Example Genre: Narratives Level 1: Entering: Respond to illustrated events using words or phrases based on the models in round tables with peers Level 2: Beginning: List illustrated events using phrases or short sentences based on models in round tables with peers Level 3: Developing: Describe a series of illustrated events using related sentences in narrative form based on models in round tables with peers Level 4: Expanding: Narrate a series of illustrated events using paragraph transitions in narrative form based on models and peer edits Level 5: Bridging: Produce grade-level narrative stories or reports using process writing</p>	<p>Narrative Writing rBook Teaching Guide: 46-49, 178-181, 230-233, 250 RDI Book 2-Writing and Grammar Strategies: 14-17, 19-22, 24-27, 29-32, 34-37, 39-43 Topic Software Teaching Resources: 50, 56, 66, 80 Audiobook Teaching Resources: 31 Paperbacks Teaching Resources: 191</p>
<p>Example Topic: Editing & revising</p>	<p>Selected Examples Include: Revision/Edit</p>

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WIDA's English Language Proficiency Standards	Scholastic's Read 180, Stage A
<p>Level 1: Entering: Produce personal word/phrase lists from labeled pictures and check with partner for edits and revision</p> <p>Level 2: Beginning: Create phrases/short sentences from models and check with a partner for edits and revision</p> <p>Level 3: Developing: Edit and revise guided writing (e.g., for conventions and structures) based on teacher feedback</p> <p>Level 4: Expanding: Edit and revise writing (e.g., using word processing or rubrics) based on class or peer reviews</p> <p>Level 5: Bridging: Self-assess to edit and revise writing to produce final drafts</p>	<p><u>rBook Teaching Guide:</u> 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p> <p>Descriptive Writing <u>rBook Teaching Guide:</u> 196-199, 202-205, 250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 44-47, 49-52, 54-57, 59-62, 64-68 <u>Topic Software Teaching Resources:</u> 179-182, 185-186, 194, 201, 209-212, 217, 218, 223, 227-228, 235, 239, 241-242 <u>Audiobook Teaching Resources:</u> 28, 31, 52-53 <u>Paperbacks Teaching Resources:</u> 46, 52, 60, 80, 82, 96</p> <p>Write a Book Review <u>Audiobook Teaching Resources:</u> 63 <u>Paperbacks Teaching Resources:</u> 103</p> <p>Persuasive Writing <u>Test-Taking Strategies:</u> 106-108</p> <p>Expository <u>rBook Teaching Guide:</u> 22-25, 98-101, 249 <u>RDI Book 2-Writing and Grammar Strategies:</u> 69-72, 74-77, 79-82, 84-87, 89-93 <u>Topic Software Teaching Resources:</u> 44,46,64,84,100 <u>Audiobook Teaching Resources:</u> 37, 55-56, 61 <u>Paperbacks Teaching Resources:</u> 187,191,195, 200, 213-216, 221, 235-236, 242, 249</p> <p>Narrative Writing <u>rBook Teaching Guide:</u> 46-49, 178-181, 230-233, 250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43 <u>Topic Software Teaching Resources:</u> 50, 56, 66, 80</p>

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WIDA’s English Language Proficiency Standards	Scholastic’s Read 180, Stage A
	<p><u>Audiobook Teaching Resources:</u> 31</p> <p><u>Paperbacks Teaching Resources:</u> 191</p>
ELP Standard 2: The Language of Language Arts, Summative Framework	
Listening:	
<p>Example Genre: Mysteries:</p> <p>Level 1: Entering: Match pictures to individual clues based on oral statements</p> <p>Level 2: Beginning: Identify pictures associated with solutions to short mysteries read aloud</p> <p>Level 3: Developing: Make predictions based on pictures of clues/pieces of evidence from mysteries and oral descriptions in cooperative groups</p> <p>Level 4: Expanding: Sequence pictures of clues/pieces of evidence from mysteries read aloud in cooperative groups</p> <p>Level 5: Bridging: Apply analogies of events or characters in mysteries read aloud to students’ lives</p>	<p><u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p> <p>In addition, the following provide opportunities to meet this objective: Listening <u>RDI Book 3-Strategies for English Language Learners:</u> 24, 25, 29, 30, 36, 42, 44, 48, 49, 55, 56, 65</p> <p>Listening/Speaking <u>RDI Book 3-Strategies for English Language Learners:</u> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69</p>
<p>Example Topic: Explicit & inferential information:</p> <p>Level 1: Entering: Match oral statements from narrative or expository material to their illustrated representations</p> <p>Level 2: Beginning: Determine literal meanings of oral passages from narrative or expository material and match to illustrations</p> <p>Level 3: Developing: Project next in a sequence from oral discourse on narrative or expository material supported by illustrations</p> <p>Level 4: Expanding: Identify cause/effect in oral discourse from narrative or expository material supported by illustrations</p> <p>Level 5: Bridging: Make connections and draw conclusions from oral discourse using grade-level materials</p>	<p><u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p> <p>In addition, the following provide opportunities to meet this objective: Listening <u>RDI Book 3-Strategies for English Language Learners:</u> 24, 25, 29, 30, 36, 42, 44, 48, 49, 55, 56, 65</p> <p>Listening/Speaking <u>RDI Book 3-Strategies for English Language Learners:</u> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69</p>
Speaking	

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WIDA’s English Language Proficiency Standards	Scholastic’s Read 180, Stage A
<p>Example Genre: Fantasies: Level 1: Entering: Answer WH- to distinguish between pictures of real people, objects or situations Level 2: Beginning: Describe pictures of imaginary people, objects or situations Level 3: Developing: Provide details of imaginary people, objects or situations Level 4: Expanding: Complete scenarios from pictures of imaginary people, objects or situations Level 5: Bridging: Make up fantasies about imaginary people, objects or situations</p>	<p>rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p> <p>RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p> <p>In addition, the following provide opportunities to meet this objective: Speaking RDI Book 3-Strategies for English Language Learners: 22, 26, 28, 33, 47, 51, 52, 53, 58, 60, 63, 66, 67, 70</p> <p>Listening/Speaking RDI Book 3-Strategies for English Language Learners: 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69</p>
<p>Example Topic: Story elements & types of genres: Level 1: Entering: Name story elements of various genres (e.g., non-fiction works, fairy tales, myths, fables or legends) depicted visually Level 2: Beginning: Describe story elements of various genres supported by illustrations Level 3: Developing: Summarize story lines, issues or conflicts in various genres supported by illustrations Level 4: Expanding: Discuss relationships among ideas or offer opinions on issues in various genres supported by illustrations Level 5: Bridging: Propose options or solutions to issues in various genres and support responses with details</p>	<p>Selected Examples Include: Analyze Setting rBook Teaching Guide: 56D, 58, 64, 136, 140, 247, 248 RDI Book 1-Reading Skills and Strategies: 308, 309, 407 Audiobook Teaching Resources: The Journal of Joshua Loper – 33, 81, (Resources – 42, 43-44, 63-68, 69); The Music of Dolphins – 9, 35, 138 (Resources – 54, 55-56, 63-68, 69) Paperbacks Teaching Resources: Sunset of the Sabertooth (Resources – 75, 76, 103-108, 109); The Secret City (Resources – 95, 96, 103-108, 109) rSkills Test Book: Tests 3 & 5</p> <p>Analyze Character rBook Teaching Guide: 58, 64, 65, 70, 71, 132D, 136, 137, 138, 139, 140, 143, 145, 147, 149, 224, 247, 248 RDI Book 1-Reading Skills and Strategies: 306, 307, 406 Audiobook Teaching Resources: Favorite Greek Myths – 17 (Resources – 30, 31-32, 63-68, 69) Topic Software Teaching Resources: Jonah the Whale – 19, 39, 99 (Resources – 39, 40-41, 63-68, 69); The Music of Dolphins – 9, 35, 138 (Resources – 54, 55-56, 63-68, 69); The Ostrich Chase – 12, 23, 97 (Resources – 57, 58-59, 63-68, 69) Paperbacks Teaching Resources: 20,000 Leagues Under the Sea (Resources - 59, 60, 103-108, 109); Treasure Island (Resources – 79, 80, 103-108, 109); How Tia Lola Came to Visit Stay (Resources – 89, 90, 103-108, 109) rSkills Test Book: Test 2, 3, & 5</p> <p>Problem and Solution rBook Teaching Guide: 108C, 110-119, 167, 240 RDI Book 1-Reading Skills and Strategies: 300, 301, 402, 403 Topic Software Teaching Resources: 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 2.1: 83-85, 187-188, 251, 2.2: 86-88, 189-190, 251; 2.4: 92-94, 193-194,</p>

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WIDA’s English Language Proficiency Standards	Scholastic’s Read 180, Stage A
	<p>251; 3.1: 95-97, 195-196, 251; 3.2: 98-100, 197-198, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.4: 116-118, 209-210, 251; 5.2: 112-124, 213-214, 251; 6.1: 131-133, 219-220, 251; 6.2: 134-136, 221-222, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.4: 152-154, 233-234, 251; 8.1: 155-157, 235-236, 251; 8.3: 161-163, 239-240, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.2: 170-172, 245-246, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251</p> <p><u>Audiobook Teaching Resources:</u> Jonah the Whale – 19, 39, 99 (Resources – 39, 40-41, 63-68, 69); The Ostrich Chase – 12, 23, 97 (Resources – 57, 58-59, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> Twin Talk: Advice From a TV Talk Show (Resources – 61, 62, 103-108, 109); Little Monster, David Copperfield (Resources – 85, 86, 103-108, 109)</p> <p><u>rSkills Test Book:</u> Test 3</p>
Reading	
<p>Example Genre: Biographies & autobiographies:</p> <p>Level 1: Entering: Find identifying information on biographies from words or phrases</p> <p>Level 2: Beginning: Sequence events in biographical sketches in illustrated books using graphic organizers (e.g., time lines)</p> <p>Level 3: Developing: Sort relevant from irrelevant biographical information in illustrations and graphic organizers</p> <p>Level 4: Expanding: Compare/contrast biographical information of two persons in illustrated books using illustrations and graphic organizers</p> <p>Level 5: Bridging: Synthesize biographical information of two persons from grade-level material to form opinions on people</p>	<p>The activities included with the following <i>Read 180</i> selections provide opportunities to meet this objective:</p> <p>Read an Autobiography <u>rBook Teaching Guide:</u> Fire Hero 10; My Journey to America 36-38; New to America 34; Through My Eyes 216-223 <u>Paperbacks Teaching Resources:</u> It Came from Ohio! My Life as a Writer</p> <p>Read a Biography <u>RDI Book 1-Reading Skills and Strategies:</u> 355 <u>Paperbacks Teaching Resources:</u> Selena! The Story of Harriet Tubman, Conductor of the Underground Railroad</p>
<p>Example Topic: Main idea & details:</p> <p>Level 1: Entering: Find identifying information illustrative of main ideas from illustrations, words, or phrases</p> <p>Level 2: Beginning: Sort main ideas and details from sentences using visual support and graphic</p>	<p>Main Idea <u>rBook Teaching Guide:</u> 8C, 10-19, 41, 245 <u>RDI Book 1-Reading Skills and Strategies:</u> 292, 293, 396, 397 <u>Topic Software Teaching Resources:</u> 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 1.4: 80-82, 185-186, 251; 2.1: 83-85, 187-188, 251; 2.2: 86-88, 189-190, 251; 2.3: 89-91; 191-192, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251, 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251;</p>

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WIDA’s English Language Proficiency Standards	Scholastic’s Read 180, Stage A
<p>organizers</p> <p>Level 3: Developing: Match main ideas with their details from paragraphs using visual support and graphic organizers</p> <p>Level 4: Expanding: Interpret text to identify main ideas and details from multiple paragraphs using visual or graphic support</p> <p>Level 5: Bridging: Form or infer main ideas from details using grade-level materials</p>	<p>4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.2: 112-124, 213-214, 251; 5.3: 125-127, 215-216, 251; 5.4: 128-130, 217-218, 251; 6.1: 131-133, 219-220, 251; 6.2: 134-136, 221-222, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.1: 155-157, 235-236, 251; 8.2: 158-160, 237-238, 251; 8.3: 161-163, 239-240, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.2: 170-172, 245-246, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251</p> <p><u>Audiobook Teaching Resources:</u> The Truth About Dangerous Sea Creatures – 7, 11, 21, 37 (Resources – 60, 61-62, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> Buzz! A Book About Insects (Resources – 43, 44, 103-108, 109); Screech! A Book About Bats (Resources 51, 52, 103-108, 109)</p> <p><u>rSkills Test Book:</u> Tests 1 & 2</p> <p>Read for Detail</p> <p><u>rBook Teaching Guide:</u> 8C, 10-19, 41, 239</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 288, 289, 393, 394</p> <p><u>Topic Software Teaching Resources:</u> 1.3: 77-79, 183-184, 251; 1.4: 80-82, 185-186, 251; 2.1: 83-85, 187-188, 251, 2.2: 86-88, 189-190, 251; 2.3: 89-91; 191-192, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251, 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.2: 112-124, 213-214, 251; 5.3: 125-127, 215-216, 251; 5.4: 128-130, 217-218, 251; 6.1: 131-133, 219-220, 251; 6.2: 134-136, 221-222, 251; 6.3: 137-139, 223-224, 251; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.1: 155-157, 235-236, 251; 8.2: 158-160, 237-238, 251; 8.3: 161-163, 239-240, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.2: 170-172, 245-246, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251</p> <p><u>Audiobook Teaching Resources:</u> For Your Eyes Only - 22, 42, 107 (Resources – 33, 34-35, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> Finding the Titanic (Resources – 65, 66, 103-108, 109)</p>
Writing	
<p>Example Genre: Narratives</p> <p>Level 1: Entering: Respond to illustrated events using words or phrases based on models</p> <p>Level 2: Beginning: List illustrated events using phrases or short sentences based on models</p> <p>Level 3: Developing: Depict a series of illustrated events using related sentences in narrative form based on models</p> <p>Level 4: Expanding: Sequence a</p>	<p>Narrative Writing</p> <p><u>rBook Teaching Guide:</u> 46-49, 178-181, 230-233, 250</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43</p> <p><u>Topic Software Teaching Resources:</u> 50, 56, 66, 80</p> <p><u>Audiobook Teaching Resources:</u> 31</p> <p><u>Paperbacks Teaching Resources:</u> 191</p>

**Scholastic Read 180, Stage A Correlated to the
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WIDA's English Language Proficiency Standards	Scholastic's Read 180, Stage A
series of illustrated events using paragraph transitions in narrative form based on models Level 5: Bridging: Produce grade-level narrative stories or reports	
Example Topic: Conventions & mechanics: Level 1: Entering: Identify basic conventions or mechanics in text (e.g., use of capital letters) Level 2: Beginning: Differentiate uses of conventions or mechanics in illustrated sentences (e.g., those that end in periods or questions marks) Level 3: Developing: Relate when to use conventions or mechanics in illustrated passages (e.g., commas to indicate a series) Level 4: Expanding: Revise illustrated paragraphs according to the use of specified conventions or mechanics (e.g., combine sentences to make appositives) Level 5: Bridging: Provide examples and reasons for use of specifies conventions or mechanics (e.g., "Why do we need commas?")	<p>Selected Examples Include:</p> <p>End Punctuation rBook Teaching Guide: 27, 249 RDI Book 2-Writing and Grammar Strategies: 18, 154, 155</p> <p>Using Quotation Marks rBook Teaching Guide: 207, 250 RDI Book 2-Writing and Grammar Strategies: 28, 204, 205</p> <p>Capitalization RDI Book 2-Writing and Grammar Strategies: 154, 155, 162, 163</p> <p>Write an Article, News Report RDI Book 2-Writing and Grammar Strategies: 84-87 Topic Software Teaching Resources: 180, 222, 248 Audiobook Teaching Resources: 65 Paperbacks Teaching Resources: 58, 88, 94, 105</p> <p>Narrative Writing rBook Teaching Guide: 46-49, 178-181, 230-233, 250 RDI Book 2-Writing and Grammar Strategies: 14-17, 19-22, 24-27, 29-32, 34-37, 39-43 Topic Software Teaching Resources: 50, 56, 66, 80 Audiobook Teaching Resources: 31 Paperbacks Teaching Resources: 191</p> <p>Write a Book Synopsis RDI Book 2-Writing and Grammar Strategies: 79-82</p> <p>Write a Review RDI Book 2-Writing and Grammar Strategies: 99-102</p> <p>Expository Writing rBook Teaching Guide: 22-25, 98-101, 249 RDI Book 2-Writing and Grammar Strategies: 69-72, 74-77, 79-82, 84-87, 89-93 Topic Software Teaching Resources: 44,46,64,84,100 Audiobook Teaching Resources: 37, 55-56, 61 Paperbacks Teaching Resources: 187,191,195, 200, 213-216, 221, 235-236, 242, 249</p>

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WIDA's English Language Proficiency Standards	Scholastic's Read 180, Stage A

**Scholastic Read 180, Stage B Correlated to the
WIDA's English Language Proficiency Standards
Grades 6-8**

WIDA's English Language Proficiency Standards	Scholastic's Read 180, Stage B
Standard 2: The language of Language Arts	
Example Topics and Genres	
Example Genres:	
Adventures	<p><u>rBook Teaching Guide:</u> Fall of the House of Usher, The 136; Louisa, Please Come Home 60</p> <p><u>Paperbacks Teaching Resources:</u> Alison's Trumpet and Other Stories; All in a Day's Work and Other Stories; Classic Tales of Terror; Love Letters and Other Stories; Trapped Visitors: Strange Invaders; Wait Until Dark</p>
Ballads	
Editorials	<p>The activities listed with the following <i>Read 180</i> matches provide opportunities to meet this objective: Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 227, 255, 256, 257, 258, 277, 281, 282, 286 <u>Audiobook Teaching Resources:</u> 28, 32, 52, 62 <u>Paperbacks Teaching Resources:</u> 70, 74, 84, 86, 100, 112, 116, 124, 126, 134</p>
Historical documents	<p>Memoir <u>rBook Teaching Guide:</u> Bad Boy, from 210</p>
Human interest	<p>Nonfiction-General <u>rBook Teaching Guide:</u> Heartbeat of Harlem 208; Hard Time 190; Power of Peer Pressure, The 116 Life Issues Nonfiction <u>rBook Teaching Guide:</u> Fitting In 12; Hard Time 190; Personal Trainer 202; Power of Peer Pressure, The 116; Secrets of Self-Esteem, The 112; Starting Over 184; Teen Counselor 128; Tragic Death on Train 110 Science Nonfiction <u>rBook Teaching Guide:</u> America's Least Wanted 166; Freaky Fish Invasion 160; Hurricanes: The Monster Storms 40; Island of Snakes 162; Mountain on Fire, A 36; Paramedic 52; Struck by Lightning 34; Wild Animal Keeper 178 Social Studies Nonfiction <u>rBook Teaching Guide:</u> Child Labor Around the World 92; Hard Time 190; Life in the Dumps 86; New Immigration Boom, A 16; Working in the Field 88 <u>RDI Book 1-Reading Skills and Strategies:</u> 339, 340, 342, 343, 345, 346, 348, 351, 352, 354, 355, 357, 359, 360, 362, 367, 372, 373, 374, 375, 377, 378, 379, 380, 381, 382, 383, 384, 385, 389 <u>Paperbacks Teaching Resources:</u> Alcatraz: Prison for America's Most Wanted; The Big Lie: A True Story, Donner Party: A Diary of a Survivor; The Good Fight: The Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Score! The Greatest Athletes of All Times; The Skull Man and Other People With Cool Jobs; Stealing Home: The Story of Jackie Robinson; Trapped; UFOs: Fact or Fiction</p>

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WIDA's English Language Proficiency Standards	Scholastic's Read 180, Stage B
Mythology	
Poetry/Free verse	<p>Read Poetry rBook Teaching Guide: Life Doesn't Frighten Me 226; S-T-R-E-T-C-H 150 RDI Book 1-Reading Skills and Strategies: 352, 392, 388</p>
Science Fiction	<p>rBook Teaching Guide: America's Least Wanted 166; Hurricanes: The Monster Storms 40 RDI Book 1-Reading Skills and Strategies: 370 Paperbacks Teaching Resources: Among the Hidden; Creatures Infest Local School!; UFOs: Fact of Fiction; Visitors: Strange Invaders</p>
Technical texts	<p>The Following Provide Opportunities to Meet this Objective: Meet the Author rBook Teaching Guide: Edgar Allen Poe 154; Shirley Jackson 80; Walter Dean Myers and Langston Hughes 230</p> <p>Book Review rBook Teaching Guide: Among the Hidden 81</p> <p>Newspaper Article rBook Teaching Guide: Freaky Fish Invasion 160; Life in the Dumps 86; School Before Soccer 10; Tragic Death on Train 110; Wild Animal Keeper 178</p> <p>Magazine Article rBook Teaching Guide: Island of Snakes 162; Mountain of Fire, A 36</p>
Example Topics:	
Alliteration	
Author's Purpose	<p>Author's Purpose rBook Teaching Guide: 218</p>
Biographies	<p>Biography/Profile rBook Teaching Guide: Fitting In 12; Hughes, Langston 230; Jackson, Shirley 80; Poe, Edgar Allen 154; School Before Soccer 10; Starting Over 184; Struck by Lightning 34; Words Set Him Free 186 Paperbacks Teaching Resources: Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Score! The Greatest Athletes of All Time; Stealing Home: The Story of Jackie Robinson</p>
Comprehension strategies	<p>Software: The <i>READ180</i> Software allows the student to use appropriate strategies when reading for different purposes. Paperbacks: The students read the Paperbacks independently, allowing them to use appropriate strategies when reading for different purposes.</p>
Dialogue	<p>Write Dialogue RDI Book 2-Writing and Grammar Strategies: 28 Topic Software Teaching Resources: 265, 270, 272, 275, 276, 279, 280, Audiobook Teaching Resources: 29, 43, 44, 55 Paperbacks Teaching Resources: 76, 80, 98, 112, 120, 126 RDI Book 3-Strategies for English Language Learners: 45</p>

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WIDA's English Language Proficiency Standards
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WIDA's English Language Proficiency Standards	Scholastic's Read 180, Stage B
Editing	<p>Selected Examples Include:</p> <p>Editing and Proofreading <u>rBook Teaching Guide:</u> 25, 27, 49, 51, 77, 79, 101, 103, 125, 127, 151, 153, 175, 177, 199, 201, 227, 229 <u>RDI Book 2-Writing and Grammar Strategies:</u> 214-221</p> <p>Proofreading <u>rBook Teaching Guide:</u> 27, 51, 79, 103, 127, 153, 177, 201, 229 <u>Topic Software Teaching Resources:</u> All lessons in the Topic Software practice spelling and proofreading skills, which are a principal objective of the software component. <u>RDI Book 1-Reading Skills and Strategies:</u> 204 <u>RDI Book 2-Writing and Grammar Strategies:</u> 214-221 <u>Test-Taking Strategies:</u> Students are taught to identify writing prompts, organize thoughts, generate an outline, understand evaluation criteria, and review/revise writing to improve it.</p> <p>Commas in a Series <u>rBook Teaching Guide:</u> 103, 247 <u>RDI Book 2-Writing and Grammar Strategies:</u> 206-207 <u>rSkills Test Book:</u> Test 2</p> <p>End Punctuation <u>rBook Teaching Guide:</u> 27, 246 <u>RDI Book 2-Writing and Grammar Strategies:</u> 18, 154, 155 <u>rSkills Test Book:</u> Test 1</p> <p>Using Quotation Marks <u>rBook Teaching Guide:</u> 201, 247 <u>RDI Book 2-Writing and Grammar Strategies:</u> 28, 204, 205 <u>rSkills Test Book:</u> Test 4</p> <p>Literature Review <u>rBook Teaching Guide:</u> 148-151, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 79, 59, 80, 60, 82, 62 <u>Topic Software Teaching Resources:</u> 220, 222, 250, 267, 284, 285, 286 <u>Audioobook Teaching Resources:</u> 28, 29, 35, 38, 59, 63, 71 <u>Paperbacks Teaching Resources:</u> 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p> <p>Descriptive Writing <u>rBook Teaching Guide:</u> 196-199, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 59, 54, 44, 49,</p>

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WIDA’s English Language Proficiency Standards	Scholastic’s Read 180, Stage B
	<p>64, 60, 45, 50, 55, 65, 62, 57, 47, 52, 68</p> <p><u>Topic Software Teaching Resources:</u> 215, 218, 219, 220, 224, 227, 228, 229, 232, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 246, 247, 249, 259, 260, 264, 266, 268, 271, 272, 273, 278, 280</p> <p><u>Audiobook Teaching Resources:</u> 38, 44, 50, 52, 53, 56, 62,</p> <p><u>Paperbacks Teaching Resources:</u> 56, 60, 68, 78, 82, 84, 92, 94, 96, 98, 100, 102, 108, 114, 118, 120, 132</p> <p>Persuasive Writing</p> <p><u>rBook Teaching Guide:</u> 122, 172-175, 243</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 94-113</p> <p><u>Test-Taking Strategies Book:</u> Practice Test – 106</p> <p><u>Test-Taking Strategies:</u> Identify Persuasive Prompts – 60-61 Writing Prompts – 113</p> <p>Narrative Writing</p> <p><u>rBook Teaching Guide:</u> 46-49, 224-227, 244</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 29, 14, 34, 39, 19, 24, 20, 35, 15, 40, 30, 25, 32, 17, 37, 43, 22, 27</p> <p><u>Audiobook Teaching Resources:</u> 35</p> <p>Write a Realistic Story</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 24-27</p>
Figures of speech	<p>Figurative Language</p> <p><u>rBook Teaching Guide:</u> 136, 242</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 333, 335, 338, 336, 337, 334</p> <p>Foreshadowing</p> <p><u>rBook Teaching Guide:</u> 141, 216</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 335</p> <p>Flashback</p> <p><u>rBook Teaching Guide:</u> 60, 68</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 335</p> <p>Simile</p> <p><u>rBook Teaching Guide:</u> 140, 221, 242</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 336</p> <p><u>RDI Book 3-Strategies for English-Language Learners:</u> 60</p> <p>Idioms</p> <p><u>rBook Teaching Guide:</u> 10, 36, 88, 93, 170, 188, 208, 214, 216</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 272</p> <p><u>RDI Book 3-Strategies for English-Language Learners:</u> 67</p> <p><u>rSkills Test Book:</u> Tests 4</p> <p>Metaphor</p>

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	<p><u>rBook Teaching Guide:</u> 136, 221, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 336</p> <p>Onomatopoeia <u>rBook Teaching Guide:</u> 145, 242</p> <p>Symbolism <u>RDI Book 1-Reading Skills and Strategies:</u> 336, 349, 350, 351</p>
Literacy devices	<p>Selected Examples Include: Sequence of Events <u>rBook Teaching Guide:</u> 32C, 34-43, 60, 68, 143, 239 <u>RDI Book 1-Reading Skills and Strategies:</u> 290, 291, 393 <u>Topic Software Teaching Resources:</u> 1.2: 75-78, 217-218, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 287; 2.4: 99-102, 229-230, 287; 3.2: 107-110, 233-234, 287; 3.3: 111-114, 235-23, 287; 3.4: 115-118, 237-238, 287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.1: 135-138, 247-248, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.2: 155-158, 257-258, 287; 6.3: 159-162, 259-260, 287; 6.4: 159-162, 259-260, 287; 7.1: 167-170, 263-264, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.3: 191-194, 275-27, ;287; 8.4: 195-198, 277-278, 287; 9.1: 199-202, 279-280, 287; 9.4: 211-214, 285-286, 287 <u>Audiobook Teaching Resources:</u> Flight #116 Is Down! – 8, 47, 118 (Resources - 33-35, 63-69) <u>Paperbacks Teaching Resources:</u> Money Hungry (Resources – 101) <u>Test-Taking Strategies:</u> 39-41 <u>rSkills Test Book:</u> Tests 1 & 2</p> <p>Cause and Effect <u>rBook Teaching Guide:</u> 158C, 160-169, 191, 240 <u>RDI Book 1-Reading Skills and Strategies:</u> 296, 297, 396 <u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 1.3: 74-82, 219-220, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 287; 2.2: 91-94, 225-226, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.1: 103- 106, 231-232, 287; 3.2: 107-110, 233-234, 287; 3.3: 111-114, 235-23, 287; 3.4: 115-118, 237-238, 287; 4.2: 123-126, 241- 242,287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.1: 151-154, 255-256, 287; 6.2: 155-158, 257-258, 287; 6.3: 159-162, 259-260, 287; 6.4: 159-162, 259-260, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 8.2: 187-190, 273-274, 287; 8.3: 191- 194, 275-27, ;287; 8.4: 195-198, 277-278, 287; 9.1: 199-202, 279- 280, 287; 9.2: 203-206, 281-282, 287; 9.3: 207-210, 283-284, 287 <u>Paperbacks Teaching Resources:</u> Hiroshima; Won’t Know Till I Get There, Zero Tolerance (Resources – 85, 113, 133) <u>Test-Taking Strategies:</u> 36-38 <u>rSkills Test Book:</u> Tests 4 & 5</p>
Metaphors & similes	Metaphor

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WIDA’s English Language Proficiency Standards	Scholastic’s Read 180, Stage B
	<p><u>rBook Teaching Guide:</u> 136, 221, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 336</p> <p>Simile <u>rBook Teaching Guide:</u> 140, 221, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 336 <u>RDI Book 3-Strategies for English-Language Learners:</u> 60</p>
Multimedia	
Multiple meanings	<p>Multiple-Meaning Words <u>rBook Teaching Guide:</u> 96, 97, 222, 237 <u>RDI Book 1-Reading Skills and Strategies:</u> 240 <u>rSkills Test Book:</u> Tests 2 & 5</p>
Personification	
Synonyms & antonyms	<p>Synonyms & Antonyms <u>rBook Teaching Guide:</u> 20, 21, 146, 236, 238 <u>RDI Book 1-Reading Skills and Strategies:</u> 246, 248 All writing and reading components are rich in vocabulary, which provides an opportunity for students to understand and use synonyms and antonyms. Understanding synonyms and antonyms is an important part of summarizing and paraphrasing, which is taught during reading/comprehension lessons. <u>rSkills Test Book:</u> Tests 1 & 3</p>
Test-taking strategies	<p>The <i>Test-Taking Strategies</i> component of Read180 equips struggling readers with useful strategies that will help them gain the confidence necessary to succeed on standardized tests. The materials build students’ familiarity with the most widely used types of tests and question/answer formats.</p> <p>Students are taught to: get to know the test format and types of questions asked, read and understand all test questions, read and consider all multiple choice answers before choosing one, use cue words, restate the question, allocate time appropriately, check and justify answers, and make educated guesses.</p>
Word origins	<p>Roots/Etymology <u>rBook Teaching Guide:</u> 223 <u>RDI Book 1-Reading Skills and Strategies:</u> 266, 268 <u>Topic Software Teaching Resources:</u> The broad spectrum of vocabulary in each lesson of the Read180 software provides opportunities for discussion of word origins. <u>rSkills Test Book:</u> Tests 5</p>
ELP Standard 2: The Language of Language Arts, Formative Framework	
Listening:	
<p>Example Genre: Poetry/Free verse: Level 1: Entering: Identify illustrated rhyming words in recited excerpts of poems and check with a partner Level 2: Classify illustrations descriptive of recited excerpts as</p>	<p>The activities listed with the following <i>Read 180</i> match provide opportunities to meet this objective: Poetry <u>rBook Teaching Guide:</u> Haunted House, from The 144; I’m Nobody! Who Are You? 70; Langston Hughes’s Harlem 220; Whole New Look, A 71 <u>RDI Book 1-Reading Skills and Strategies:</u> 386, 361</p>

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<p>poetry or free verse and check with a partner Level 3: Developing: Match main ideas in recited short poems or free verse with illustrations and check with a partner Level 4: Expanding: Interpret main ideas or details in recited poems or free verse with illustrations and check with a partner Level 5: Bridging: Make inferences from main ideas and details of recited grade-level poetry or free verse</p>	
<p>Example Topic: Test-taking strategies/Comprehension strategies: Level 1: Entering: Match oral commands with learning strategies represented visually and compare with a partner (e.g., “Fill in bubbles on answer sheets.”) Level 2: Beginning: Follow oral directions associated with learning strategies represented visually and compare with a partner Level 3: Developing: Use learning strategies according to oral directions and compare with a partner (e.g., “Answer easy questions first on tests.”) Level 4: Expanding: Practice using learning strategies described orally in a variety of familiar situations and verify with a partner Level 5: Bridging: Apply learning strategies described orally to new situations</p>	<p>The <i>Test-Taking Strategies</i> component of Read180 equips struggling readers with useful strategies that will help them gain the confidence necessary to succeed on standardized tests. The materials build students’ familiarity with the most widely used types of tests and question/answer formats.</p> <p>Students are taught to: get to know the test format and types of questions asked, read and understand all test questions, read and consider all multiple choice answers before choosing one, use cue words, restate the question, allocate time appropriately, check and justify answers, and make educated guesses.</p>
<p>Speaking:</p>	
<p>Example Genre: Human interest: Level 1: Entering: Describe persons or objects in human interest stories (e.g., “Girls talking”) from visual frames or media excerpts Level 2: Beginning: Relate main ideas of human interest stories from visual frames or media excerpts (e.g., news broadcasts)</p>	<p>The activities included with the following <i>Read 180</i> selections provide opportunities to meet this objective: Nonfiction-General rBook Teaching Guide: Heartbeat of Harlem 208; Hard Time 190; Power of Peer Pressure, The 116 Life Issues Nonfiction rBook Teaching Guide: Fitting In 12; Hard Time 190; Personal Trainer 202; Power of Peer Pressure, The 116; Secrets of Self-Esteem, The 112; Starting Over 184; Teen Counselor 128; Tragic Death on Train 110</p>

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<p>Level 3: Developing: State reasons for the ‘interest’ in human interest stories from visual frames or media excerpts</p> <p>Level 4: Expanding: Apply ideas from human interest stories from visual frames or media excerpts to personal experience</p> <p>Level 5: Bridging: Defend and justify stances or points of view in human interest stories sources</p>	<p>Science Nonfiction rBook Teaching Guide: America’s Least Wanted 166; Freaky Fish Invasion 160; Hurricanes: The Monster Storms 40; Island of Snakes 162; Mountain on Fire, A 36; Paramedic 52; Struck by Lightning 34; Wild Animal Keeper 178</p> <p>Social Studies Nonfiction rBook Teaching Guide: Child Labor Around the World 92; Hard Time 190; Life in the Dumps 86; New Immigration Boom, A 16; Working in the Field 88</p> <p>RDI Book 1-Reading Skills and Strategies: 339, 340, 342, 343, 345, 346, 348, 351, 352, 354, 355, 357, 359, 360, 362, 367, 372, 373, 374, 375, 377, 378, 379, 380, 381, 382, 383, 384, 385, 389</p> <p>Paperbacks Teaching Resources: Alcatraz: Prison for America’s Most Wanted; The Big Lie: A True Story, Donner Party: A Diary of a Survivor; The Good Fight: The Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Score! The Greatest Athletes of All Times; The Skull Man and Other People With Cool Jobs; Stealing Home: The Story of Jackie Robinson; Trapped; UFOs: Fact or Fiction</p>
<p>Example Topic: Multimedia:</p> <p>Level 1: Entering: Answer choice or yes/no questions regarding visually supported information from multimedia (e.g., on ads, cartoons, signs or posters)</p> <p>Level 2: Beginning: Restate or paraphrase visually supported information from multimedia (e.g., in newspapers, magazines or broadcasts)</p> <p>Level 3: Developing: present visually supported information from multimedia (e.g., in websites, CDs or software)</p> <p>Level 4: Expanding: Summarize or integrate visually supported information from multimedia (e.g., in trade books, books on tape or videos)</p> <p>Level 5: Bridging: Give reviews of information from multimedia that include interpretations, critiques or self-reflections</p>	<p>The Following Provides Opportunities to Meet this Objective: The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>
Reading	
<p>Example Genre: Adventures:</p> <p>Level 1: Entering: Identify words or phrases associated with adventures using visual supports and word/phrase walls or banks</p> <p>Level 2: Beginning: Answer WH questions related to adventures using visual support (e.g., “Who is missing?”) and share with a</p>	<p>The activities included with the following <i>Read 180</i> selections provide opportunities to meet this objective: rBook Teaching Guide: Fall of the House of Usher, The 136; Louisa, Please Come Home 60</p> <p>Paperbacks Teaching Resources: Alison’s Trumpet and Other Stories; All in a Day’s Work and Other Stories; Classic Tales of Terror; Love Letters and Other Stories; Trapped Visitors: Strange Invaders; Wait Until Dark</p>

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<p>peer</p> <p>Level 3: Developing: Sequence plots of adventures using visual support and share with a peer</p> <p>Level 4: Expanding: Summarize plots of adventures using visual support and share with a peer</p> <p>Level 5: Bridging: Identify cause and effect of events on characters in adventure stories</p>	
<p>Example Topic: Genres</p> <p>Level 1: Entering: Identify words or phrases supported by illustrations associated with various genres (e.g., adventures, ballads, science fiction, mythology)</p> <p>Level 2: Beginning: Identify language associated with fact in fiction or non-fiction illustrated paragraphs (e.g., "I think that...", "We believe that...", "It could be...")</p> <p>Level 3: Developing: Associate types of genres with language structures or specific vocabulary in illustrated text or oral descriptions</p> <p>Level 4: Expanding: Pair illustrated summaries with excerpts from genres read orally or in writing (e.g., mythology, science fiction or ballads)</p> <p>Level 5: Bridging: Infer types of genres from written descriptions or summaries in grade-level text</p>	<p>rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p> <p>RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p>
Writing	
<p>Example Genre: Editorials</p> <p>Level 1: Entering: Answer yes/no or choice questions to agree or disagree with current issues discussed with partners or in small groups in L1 or L2</p> <p>Level 2: Beginning: React positively or negatively to current issues in editorials discussed in small groups in L1 or L2</p> <p>Level 3: Developing: Associate types of genres with language structures or specific vocabulary in illustrated text or oral description</p> <p>Level 4: Expanding: Discuss</p>	<p>The activities listed with the following <i>Read 180</i> matches provide opportunities to meet this objective:</p> <p>Write an Argument RDI Book 2-Writing and Grammar Strategies: 104-107, 109-113</p> <p>Write an Opinion RDI Book 2-Writing and Grammar Strategies: 94-97 Topic Software Teaching Resources: 227, 255, 256, 257, 258, 277, 281, 282, 286 Audiobook Teaching Resources: 28, 32, 52, 62 Paperbacks Teaching Resources: 70, 74, 84, 86, 100, 112, 116, 124, 126, 134</p>

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WIDA's English Language Proficiency Standards	Scholastic's Read 180, Stage B
<p>pros and cons of current issues in editorials in small groups</p> <p>Level 5: Bridging: Produce editorials (opinions backed by evidence) in response to newspaper or website articles</p>	
<p>Example Topic: Editing</p> <p>Level 1: Entering: Brainstorm words or phrases relevant to tasks with a partner (e.g., using bilingual or picture dictionaries) in L1 or L2</p> <p>Level 2: Beginning: Check some aspect of editing (e.g., conventions or mechanics) with resources (e.g., computers, peers, or visual models) and confirm with a partner in L1 or L2</p> <p>Level 3: Developing: Engage in peer editing (e.g., using checklists) during process writing and make notations to a partner in L1 or L2</p> <p>Level 4: Expanding: Self-edit during process writing using multiple resources (e.g., thesauruses or dictionaries) and check with a partner</p> <p>Level 5: Bridging: Self-assess process writing using rubrics or other resources and explain editing strategies</p>	<p>Selected Examples Include:</p> <p>Editing and Proofreading <u>rBook Teaching Guide:</u> 25, 27, 49, 51, 77, 79, 101, 103, 125, 127, 151, 153, 175, 177, 199, 201, 227, 229 <u>RDI Book 2-Writing and Grammar Strategies:</u> 214-221</p> <p>Proofreading <u>rBook Teaching Guide:</u> 27, 51, 79, 103, 127, 153, 177, 201, 229 <u>Topic Software Teaching Resources:</u> All lessons in the Topic Software practice spelling and proofreading skills, which are a principal objective of the software component. <u>RDI Book 1-Reading Skills and Strategies:</u> 204 <u>RDI Book 2-Writing and Grammar Strategies:</u> 214-221 <u>Test-Taking Strategies:</u> Students are taught to identify writing prompts, organize thoughts, generate an outline, understand evaluation criteria, and review/revise writing to improve it.</p> <p>Commas in a Series <u>rBook Teaching Guide:</u> 103, 247 <u>RDI Book 2-Writing and Grammar Strategies:</u> 206-207 <u>rSkills Test Book:</u> Test 2</p> <p>End Punctuation <u>rBook Teaching Guide:</u> 27, 246 <u>RDI Book 2-Writing and Grammar Strategies:</u> 18, 154, 155 <u>rSkills Test Book:</u> Test 1</p> <p>Using Quotation Marks <u>rBook Teaching Guide:</u> 201, 247 <u>RDI Book 2-Writing and Grammar Strategies:</u> 28, 204, 205 <u>rSkills Test Book:</u> Test 4</p> <p>Literature Review <u>rBook Teaching Guide:</u> 148-151, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 79, 59, 80, 60, 82, 62 <u>Topic Software Teaching Resources:</u> 220, 222, 250, 267, 284, 285, 286 <u>Audiobook Teaching Resources:</u> 28, 29, 35, 38, 59, 63, 71 <u>Paperbacks Teaching Resources:</u> 76, 80, 82, 84, 98, 100, 102,</p>

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	<p>104, 106, 118, 135, 143</p> <p>Descriptive Writing <u>rBook Teaching Guide:</u> 196-199, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 59, 54, 44, 49, 64, 60, 45, 50, 55, 65, 62, 57, 47, 52, 68 <u>Topic Software Teaching Resources:</u> 215, 218, 219, 220, 224, 227, 228, 229, 232, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 246, 247, 249, 259, 260, 264, 266, 268, 271, 272, 273, 278, 280 <u>Audiobook Teaching Resources:</u> 38, 44, 50, 52, 53, 56, 62, <u>Paperbacks Teaching Resources:</u> 56, 60, 68, 78, 82, 84, 92, 94, 96, 98, 100, 102, 108, 114, 118, 120, 132</p> <p>Persuasive Writing <u>rBook Teaching Guide:</u> 122, 172-175, 243 <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-113 <u>Test-Taking Strategies Book:</u> Practice Test – 106 <u>Test-Taking Strategies:</u> Identify Persuasive Prompts – 60-61 Writing Prompts – 113</p> <p>Narrative Writing <u>rBook Teaching Guide:</u> 46-49, 224-227, 244 <u>RDI Book 2-Writing and Grammar Strategies:</u> 29, 14, 34, 39, 19, 24, 20, 35, 15, 40, 30, 25, 32, 17, 37, 43, 22, 27 <u>Audiobook Teaching Resources:</u> 35</p> <p>Write a Realistic Story <u>RDI Book 2-Writing and Grammar Strategies:</u> 24-27</p>
ELP Standard 2: The Language of Language Arts, Summative Framework	
Listening:	
<p>Example Genre: Poetry/Free verse:</p> <p>Level 1: Entering: Identify illustrated rhyming words in recited excerpts from poems</p> <p>Level 2: Beginning: Classify illustrations descriptive of recited excerpts as poetry or free verse</p> <p>Level 3: Developing: Match main ideas in recited short poems or free verse with illustrations</p> <p>Level 4: Expanding: Interpret main ideas or details in recited poems or free verse with illustrations</p>	<p>The activities listed with the following <i>Read 180</i> match provide opportunities to meet this objective:</p> <p>Poetry <u>rBook Teaching Guide:</u> Haunted House, from The 144; I’m Nobody! Who Are You? 70; Langston Hughes’s Harlem 220; Whole New Look, A 71 <u>RDI Book 1-Reading Skills and Strategies:</u> 386, 361</p>

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WIDA’s English Language Proficiency Standards	Scholastic’s Read 180, Stage B
Level 5: Bridging: Make inferences from main ideas and details of recited grade-level poetry or free verse	
<p>Example Topic: Literary devices:</p> <p>Level 1: Entering: Identify words and phrases related to different time frames following oral directions with visual support</p> <p>Level 2: Beginning: Match oral phrases or sentences supported visually with different time frames</p> <p>Level 3: Developing: Identify use of literary devices related to different time frames in visually supported discourse (e.g., foreshadowing or flashback)</p> <p>Level 4: Expanding: Identify use of literary devices related to different time frames in visually supported oral passages</p> <p>Level 5: Bridging: Interpret use of literary devices related to different time frames presented orally from grade-level text</p>	<p>Selected Examples Include:</p> <p>Sequence of Events rBook Teaching Guide: 32C, 34-43, 60, 68, 143, 239 RDI Book 1-Reading Skills and Strategies: 290, 291, 393 Topic Software Teaching Resources: 1.2: 75-78, 217-218, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 287; 2.4: 99-102, 229-230, 287; 3.2: 107-110, 233-234, 287; 3.3: 111-114, 235-23, 287; 3.4: 115-118, 237-238, 287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.1: 135-138, 247-248, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.2: 155-158, 257-258, 287; 6.3: 159-162, 259-260, 287; 6.4: 159-162, 259-260, 287; 7.1: 167-170, 263-264, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.3: 191-194, 275-27, ;287; 8.4: 195-198, 277-278, 287; 9.1: 199-202, 279-280, 287; 9.4: 211-214, 285-286, 287</p> <p>Audiobook Teaching Resources: Flight #116 Is Down! – 8, 47, 118 (Resources - 33-35, 63-69) Paperbacks Teaching Resources: Money Hungry (Resources – 101) Test-Taking Strategies: 39-41 rSkills Test Book: Tests 1 & 2</p> <p>Cause and Effect rBook Teaching Guide: 158C, 160-169, 191, 240 RDI Book 1-Reading Skills and Strategies: 296, 297, 396 Topic Software Teaching Resources: 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 1.3: 74-82, 219-220, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 287; 2.2: 91-94, 225-226, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.2: 107-110, 233-234, 287; 3.3: 111-114, 235-23, 287; 3.4: 115-118, 237-238, 287; 4.2: 123-126, 241-242,287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.1: 151-154, 255-256, 287; 6.2: 155-158, 257-258, 287; 6.3: 159-162, 259-260, 287; 6.4: 159-162, 259-260, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 8.2: 187-190, 273-274, 287; 8.3: 191-194, 275-27, ;287; 8.4: 195-198, 277-278, 287; 9.1: 199-202, 279-280, 287; 9.2: 203-206, 281-282, 287; 9.3: 207-210, 283-284, 287</p> <p>Paperbacks Teaching Resources: Hiroshima; Won’t Know Till I Get There, Zero Tolerance (Resources – 85, 113, 133) Test-Taking Strategies: 36-38 rSkills Test Book: Tests 4 & 5</p>
Speaking	
<p>Example Genre: Human Interest:</p> <p>Level 1: Entering: Describe persons or objects in human interest stories from visual</p>	<p>The activities included with the following <i>Read 180</i> selections provide opportunities to meet this objective: Nonfiction-General rBook Teaching Guide: Heartbeat of Harlem 208; Hard Time</p>

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WIDA’s English Language Proficiency Standards	Scholastic’s Read 180, Stage B
<p>frames</p> <p>Level 2: Beginning: Relate main ideas of human interest stories from visual frames</p> <p>Level 3: Developing: State reasons for the ‘interest’ in human interest stories from visual frames</p> <p>Level 4: Expanding: Apply ideas from human interest stories from visual frames</p> <p>Level 5: Bridging: Defend and justify stances or points of view in human interest stories</p>	<p>190; Power of Peer Pressure, The 116</p> <p>Life Issues Nonfiction</p> <p>rBook Teaching Guide: Fitting In 12; Hard Time 190; Personal Trainer 202; Power of Peer Pressure, The 116; Secrets of Self-Esteem, The 112; Starting Over 184; Teen Counselor 128; Tragic Death on Train 110</p> <p>Science Nonfiction</p> <p>rBook Teaching Guide: America’s Least Wanted 166; Freaky Fish Invasion 160; Hurricanes: The Monster Storms 40; Island of Snakes 162; Mountain on Fire, A 36; Paramedic 52; Struck by Lightning 34; Wild Animal Keeper 178</p> <p>Social Studies Nonfiction</p> <p>rBook Teaching Guide: Child Labor Around the World 92; Hard Time 190; Life in the Dumps 86; New Immigration Boom, A 16; Working in the Field 88</p> <p>RDI Book 1-Reading Skills and Strategies: 339, 340, 342, 343, 345, 346, 348, 351, 352, 354, 355, 357, 359, 360, 362, 367, 372, 373, 374, 375, 377, 378, 379, 380, 381, 382, 383, 384, 385, 389</p> <p>Paperbacks Teaching Resources: Alcatraz: Prison for America’s Most Wanted; The Big Lie: A True Story, Donner Party: A Diary of a Survivor; The Good Fight: The Stories About Real Heroes; Narrative of the Life of Frederick Douglass; Score! The Greatest Athletes of All Times; The Skull Man and Other People With Cool Jobs; Stealing Home: The Story of Jackie Robinson; Trapped; UFOs: Fact or Fiction</p>
<p>Example Topic: Biographies:</p> <p>Level 1: Entering: Answer WH-questions from pictures or cartoons related to biographies</p> <p>Level 2: Beginning: Describe pictures or cartoons related to biographies</p> <p>Level 3: Developing: State biographical information based on timelines or other graphic organizers</p> <p>Level 4: Expanding: Summarize points from outlines or graphic organizers on biographies</p> <p>Level 5: Bridging: Project character roles using notes on grade-level biographies</p>	<p>The activities included with the following <i>Read 180</i> selections provide opportunities to meet this objective:</p> <p>Biography/Profile</p> <p>rBook Teaching Guide: Fitting In 12; Hughes, Langston 230; Jackson, Shirley 80; Poe, Edgar Allen 154; School Before Soccer 10; Starting Over 184; Struck by Lightning 34; Words Set Him Free 186</p> <p>Paperbacks Teaching Resources: Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Score! The Greatest Athletes of All Time; Stealing Home: The Story of Jackie Robinson</p>
<p>Reading</p> <p>Example Genre: Adventures:</p> <p>Level 1: Entering: Identify words or phrases associated with adventures using visual support</p> <p>Level 2: Beginning: Answer WH questions related to adventures using visual support (e.g., “What id the spy looking for?”)</p> <p>Level 3: Developing: Sequence plots of adventures using visual</p>	<p>The activities included with the following <i>Read 180</i> selections provide opportunities to meet this objective:</p> <p>rBook Teaching Guide: Fall of the House of Usher, The 136; Louisa, Please Come Home 60</p> <p>Paperbacks Teaching Resources: Alison’s Trumpet and Other Stories; All in a Day’s Work and Other Stories; Classic Tales of Terror; Love Letters and Other Stories; Trapped Visitors: Strange Invaders; Wait Until Dark</p>

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WIDA’s English Language Proficiency Standards	Scholastic’s Read 180, Stage B
<p>support Level 4: Expanding: Summarize plots of adventures using visual support Level 5: Bridging: Predict effects of altering events in adventures (e.g., “If X happened at another time, what do you think would change?”)</p>	
<p>Example Topic: Figures of speech (metaphors, personifications, similes): Level 1: Entering: Respond to literal questions that involve figures of speech from visually supported phrases Level 2: Beginning: Identify words or phrases representing figures of speech in visually supported related sentences (e.g., like or as) Level 3: Developing: Categorize or classify figures of speech in visually supported passages Level 4: Expanding: Identify figures of speech in visually supported text and match to their meanings Level 5: Bridging: Interpret figures of speech in grade-level text</p>	<p>Simile rBook Teaching Guide: 140, 221, 242 RDI Book 1-Reading Skills and Strategies: 336 RDI Book 3-Strategies for English-Language Learners: 60</p> <p>Metaphor rBook Teaching Guide: 136, 221, 242 RDI Book 1-Reading Skills and Strategies: 336</p>
Writing	
<p>Example Genre: Editorials Level 1: Entering: Answer questions to agree or disagree with current issues from models depicted visually or graphically Level 2: Beginning: React positively or negatively to current issues in editorials from models depicted visually or graphically Level 3: Developing: Give opinions in reaction to current issues in editorials from models depicted visually or graphically (e.g., “I think...”) Level 4: Expanding: Discuss pros and cons of current issues in editorials from models depicted visually or graphically (e.g., “I agree with X; I disagree with Y”) Level 5: Bridging: Produce</p>	<p>The activities listed with the following <i>Read 180</i> matches provide opportunities to meet this objective: Write an Argument RDI Book 2-Writing and Grammar Strategies: 104-107, 109-113</p> <p>Write an Opinion RDI Book 2-Writing and Grammar Strategies: 94-97 Topic Software Teaching Resources: 227, 255, 256, 257, 258, 277, 281, 282, 286 Audiobook Teaching Resources: 28, 32, 52, 62 Paperbacks Teaching Resources: 70, 74, 84, 86, 100, 112, 116, 124, 126, 134</p>

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WIDA's English Language Proficiency Standards	Scholastic's Read 180, Stage B
editorials (opinions backed by examples) from current grade-level issues	
<p>Example Topic: Synonyms & antonyms:</p> <p>Level 1: Entering: Match familiar symbols, words or phrases with antonyms from word/phrase banks and visuals</p> <p>Level 2: Beginning: Describe familiar people, places or events in phrases or sentences with synonyms or antonyms using word/phrase banks and visuals</p> <p>Level 3: Developing: Rewrite visually supported paragraphs using synonyms or antonyms to change context or purpose of communication (e.g., switch positive with negative traits)</p> <p>Level 4: Expanding: Produce original ideas that incorporate synonyms or antonyms from visually supported material</p> <p>Level 5: Bridging: Create stories or essays that include synonyms or antonyms</p>	<p>Synonyms</p> <p><u>rBook Teaching Guide:</u> 44, 200, 241</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 246, 247, 254, 255</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 63</p> <p><u>rSkills Test Book:</u> Tests 1 & 3</p> <p><u>RDI Book 3-Strategies for English Language Learners:</u> 28</p> <p>Antonyms</p> <p><u>rBook Teaching Guide:</u> 45, 243</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 248, 249, 254, 255</p> <p><u>rSkills Test:</u> Tests 1 & 5</p>

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WIDA’s English Language Proficiency Standards	Scholastic’s Read 180, Stage C
Standard 2: The language of Language Arts	
Example Topics and Genres	
Example Genres:	
Allusion	
Autobiographical & biographical narratives	<p>Read Biography rBook Teaching Guide: Angry Young Men 212; Beyond Brave 12; Caught in Gambling’s Grip 110; Juanes-Songs of Survival 10; Leaving Crime Behind 190; O’Brien, Tim 76; O’Brien, Tim: Meet the Author 78; Thomas, Piri 158; Thomas, Piri: Meet the Author 158 RDI Book 1- Reading Skills and Strategies: 349, 351, 353, 366, 382 Paperbacks Teaching Resources: The Greatest: Muhammad Ali</p>
Comedies	
Critical commentary	<p>Read a Magazine Article rBook Teaching Guide: Beyond Brave 12; Caught in Gambling’s Grip 110; Day the Music Died, The 86; Killer Without a Cure, A 36; Life With Half a Brain 166c</p> <p>Read a Newspaper Article rBook Teaching Guide: Juanes-Songs of Survival 10; Money Matters 108; Prepared for Smallpox 34; Super Mouse 164; Too Tough on Teens? 188</p>
Epics	
Literary genres	
Monologues/soliloquy	
Multicultural/world literature	<p>Literature & Culture rBook Teaching Guide: Ambush 60; Amigo Brothers 134; In Their Own Words 214; MTV Unplugged 84; Music Video Producer 102; Names, The 66</p>
Tragedies	
Example Topics:	
Analogies	
Author’s perspective/Point of view	<p>Point of View rBook Teaching Guide: 60, 134, 223, 246 RDI Book 1 – Reading Skills and Strategies: 319</p>
Bias	<p>The Following Provides Opportunities to Meet this Objective: Read a Magazine Article rBook Teaching Guide: Beyond Brave 12; Caught in Gambling’s Grip 110; Day the Music Died, The 86; Killer Without a Cure, A 36; Life With Half a Brain 166c</p> <p>Read a Newspaper Article rBook Teaching Guide: Juanes-Songs of Survival 10; Money Matters 108; Prepared for Smallpox 34; Super Mouse 164; Too Tough on Teens? 188</p>
Character development	<p>Analyze Character rBook Teaching Guide: 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 148, 149, 245, 246 Audiobook Teaching Resources: Hamlet – 10, 19, 43, 46 (Resources -33, 34-35, 63-68, 69); Lord of the Flies – 23, 89, 102,</p>

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WIDA’s English Language Proficiency Standards	Scholastic’s Read 180, Stage C
	<p>143 (Resources – 36, 37-38, 63-68, 69); When Zachary Beaver Came to Town – 5, 72, 149, 186 (Resources -57, 58-59, 63-68, 69)</p> <p>Paperbacks Teaching Resources: Confessions of a Gym Class Dropout (Resources – 57, 58, 135-140, 141); The Perfect Match (Resources – 65, 66, 135-140, 141); Sunny: Diary Two (Resources -93, 94, 135-140, 141); Slam (Resources – 107, 108, 135-140, 141); Flight to Freedom (Resources – 119, 120, 135-140, 141); The Trouble With Lemons (Resources – 131, 132, 135-140, 141)</p> <p>RDI Book 1- Reading Skills and Strategies: 306, 307, 430, 431</p> <p>rSkills Test Book: Tests 2, 3, & 5</p>
Convention & mechanics	<p>Selected Examples Include:</p> <p>Proofreading rBook Teaching Guide: 27, 51, 77, 101, 125, 157, 181, 205, 233 Revision/Edit rBook Teaching Guide: 25, 49, 75, 99, 123, 155, 179, 203, 231</p> <p>Write a Persuasive Essay rBook Teaching Guide: 120-125, 247 RDI Book 2 – Writing and Grammar Strategies: 134-138</p> <p>Literature Review RDI Book 2 – Writing and Grammar Strategies: 122-126 Topic Software Teaching Resources: 234</p> <p>Biographical Narrative RDI Book 2 – Writing and Grammar Strategies: 32-36</p> <p>Write an Opinion with Reasons RDI Book 2 – Writing and Grammar Strategies: 116-120 Topic Software Teaching Resources: 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 Audiobook Teaching Resources: 47 Paperbacks Teaching Resources: 84, 98, 102, 128</p> <p>Write a Report RDI Book 2 – Writing and Grammar Strategies: 104-108</p> <p>Write a News Article RDI Book 2 – Writing and Grammar Strategies: 86-90 Topic Software Teaching Resources: 220 Audiobook Teaching Resources: 53 Paperbacks Teaching Resources: 100, 104, 106, 118, 130, 137</p>
Literal & figurative language	<p>Understand Vocabulary rBook Teaching Guide: 20, 44, 70, 94, 118, 150, 174, 198, 226 RDI Book 1-Reading Skills and Strategies: Each lesson includes a vocabulary and word study section, which allows students to identify and build vocabulary.</p>

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WIDA’s English Language Proficiency Standards	Scholastic’s Read 180, Stage C
	<p>Topic Software Teaching Resources: Each segment of the READ180 Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words.</p> <p>Audiobooks Teaching Resources: As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p> <p>Figurative Language rBook Teaching Guide: 16, 17, 18, 63, 67, 69, 87, 135, 136, 137, 138, 139, 140, 141, 142, 143, 145, 198, 246 RDI Book 1 – Reading Skills and Strategies: 250, 338, 343 RDI Book 2 – Writing and Grammar Strategies: 230-231 RDI Book 3-Strategies for English Language Learners: 59, 60, 67</p>
Multiple meanings	<p>The Following Supports this Objective: Identify Vocabulary rBook Teaching Guide: 20, 44, 70, 94, 118, 150, 174, 198, 226 RDI Book 1-Reading Skills and Strategies: Each lesson includes a vocabulary and word study section, which allows students to identify and build vocabulary. Topic Software Teaching Resources: Each segment of the READ180 Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words. Audiobooks Teaching Resources: As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p>
Note taking	
Parody	<p>Parody RDI Book 1 – Reading Skills and Strategies: 344</p>
Research	<p>The Following Match Provides Opportunities to Meet this Objective: The <i>Read180</i> program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>
Satire	
Symbolism	<p>Symbolism rBook Teaching Guide: 246 RDI Book 1- Reading Skills and Strategies: 338</p>
Word derivations (etymology)	
ELP Standard 2: The Language of Language Arts, Formative Framework	
Listening:	

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WIDA’s English Language Proficiency Standards	Scholastic’s Read 180, Stage C
<p>Example Genre: Comedies: Level 1: Entering: Identify examples of comedic situations based on oral statements and visual scenes with a partner Level 2: Beginning: Match oral descriptions to literal visual to elicit comedy (e.g., idioms, as in literal depiction of ‘honeymoon’) with a partner Level 3: Developing: Apply oral descriptions that contain double meanings to visual representations to depict comedy with a partner Level 4: Expanding: Identify comedic elements from oral discourse and visuals (e.g., use of hyperbole, irony, or satire) with a partner Level 5: Bridging: Match comedic elements from oral discourse to intended meanings</p>	<p>rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p>
<p>Example Topic: Satire Strategies: Level 1: Entering: Recognize different intonation patterns of speech working with a partner (e.g., statements, questions) Level 2: Beginning: Identify intonation patterns of satirical remarks working with a partner (e.g., tag questions, “You didn’t do your homework, <i>did you?</i>”) Level 3: Developing: Compare intonation patterns of satirical/non satirical speech working with a partner Level 4: Expanding: Identify satire or inferences in speech from intonation patterns working with a partner Level 5: Bridging: Analyze speech to identify and make inferences from satire</p>	<p>rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p>
<p>Speaking: Example Genre: Multicultural world literature: Level 1: Entering: Give examples of literature from native cultures using visuals or graphic organizers (e.g., books, poems, short stories) in literature circles</p>	<p>The activities listed with the following <i>Read 180</i> matches provide opportunities to meet this objective: Literature & Culture rBook Teaching Guide: Ambush 60; Amigo Brothers 134; In Their Own Words 214; MTV Unplugged 84; Music Video Producer 102; Names, The 66</p>

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WIDA’s English Language Proficiency Standards	Scholastic’s Read 180, Stage C
<p>using L1 or L2. Level 2: Beginning: Summarize examples of story lines from native cultures using visuals or graphic organizers (e.g., outlines) in literature circles using L1 or L2. Level 3: Developing: Compare/contrast features of similar story lines (e.g., characters, events) from different cultures using visuals or graphic organizers in literature circles Level 4: Compare authors’ points of view f similar story lines from different cultures using visuals or graphic organizers in literature circles Level 5: Bridging: Discuss how different views in multicultural literature represent global perspectives</p>	
<p>Example Topic: Character development: Level 1: Entering: State facts about characters in visuals with L1 support Level 2: Beginning: Describe personalities of characters in visuals with L1 support Level 3: Developing: Compare character assets and flaws using visuals or graphic organizers with L1 support Level 4: Expanding: Discuss, with examples, character development using visuals or graphic organizers Level 5: Bridging: Critique, with detailed examples, character development in literary works</p>	<p>Analyze Character rBook Teaching Guide: 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 148, 149, 245, 246 Audiobook Teaching Resources: Hamlet – 10, 19, 43, 46 (Resources -33, 34-35, 63-68, 69); Lord of the Flies – 23, 89, 102, 143 (Resources – 36, 37-38, 63-68, 69); When Zachary Beaver Came to Town – 5, 72, 149, 186 (Resources -57, 58-59, 63-68, 69) Paperbacks Teaching Resources: Confessions of a Gym Class Dropout (Resources – 57, 58, 135-140, 141); The Perfect Match (Resources – 65, 66, 135-140, 141); Sunny: Diary Two (Resources -93, 94, 135-140, 141); Slam (Resources – 107, 108, 135-140, 141); Flight to Freedom (Resources – 119, 120, 135-140, 141); The Trouble With Lemons (Resources – 131, 132, 135-140, 141) RDI Book 1- Reading Skills and Strategies: 306, 307, 430, 431 rSkills Test Book: Tests 2, 3, & 5</p>
Reading	
<p>Example Genre: Autobiographical and biographical narratives: Level 1: Entering: Associate familiar people with their acts or contributions using visuals and word or phrase level text in L1 or L2 in small groups Level 2: Beginning: Identify influences (e.g., people or events) on familiar people’s lives</p>	<p>The activities listed with the following <i>Read 180</i> matches provide opportunities to meet this objective: Read Biography rBook Teaching Guide: Angry Young Men 212; Beyond Brave 12; Caught in Gambling’s Grip 110; Juanes-Songs of Survival 10; Leaving Crime Behind 190; O’Brien, Tim 76; O’Brien, Tim: Meet the Author 78; Thomas, Piri 158; Thomas, Piri: Meet the Author 158 RDI Book 1- Reading Skills and Strategies: 349, 351, 353, 366, 382 Paperbacks Teaching Resources: The Greatest: Muhammad Ali</p>

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WIDA’s English Language Proficiency Standards	Scholastic’s Read 180, Stage C
<p>using visuals and sentence-level text in L1 or L2 in small groups</p> <p>Level 3: Developing: Match cause of influences on familiar people’s lives with effect using visuals and multi-sentence text in small groups using visuals and multi-sentence text in small groups</p> <p>Level 4: Expanding: Interpret impact of familiar people’s lives on others or society using visuals and paragraph-level text in small groups</p> <p>Level 5: Bridging: Predict people’s reactions to living in different time periods or circumstances using grade-level text (e.g., “What would Martin Luther King, Jr. think if he lived today?”)</p>	
<p>Example Topic: Bias:</p> <p>Level 1: Entering: identify facts (as non-biased information) from visually supported phrases or sentences and share with a partner</p> <p>Level 2: Beginning: Sort information as biased or not biased using models or illustrated criteria and share with a partner</p> <p>Level 3: Developing: Identify evidence of bias in various texts using models or criteria and share with a partner</p> <p>Level 4: Expanding: Critique information in regard to bias from various sources including websites using models or criteria and share with a partner</p> <p>Level 5: Bridging: Evaluate validity of information in regard to bias from various sources, including websites</p>	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Read a Magazine Article rBook Teaching Guide: Beyond Brave 12; Caught in Gambling’s Grip 110; Day the Music Died, The 86; Killer Without a Cure, A 36; Life With Half a Brain 166c</p> <p>Read a Newspaper Article rBook Teaching Guide: Juanes-Songs of Survival 10; Money Matters 108; Prepared for Smallpox 34; Super Mouse 164; Too Tough on Teens? 188</p> <p>Read a Life Skills Feature rBook Teaching Guide: Homebody to the Rescue 16; Right on the Money 114</p>
Writing	
<p>Example Genre: Critical commentary:</p> <p>Level 1: Entering: Reproduce comments on various topics from visually supported sentences from newspapers or websites</p> <p>Level 2: Beginning: Produce</p>	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Read a Magazine Article rBook Teaching Guide: Beyond Brave 12; Caught in Gambling’s Grip 110; Day the Music Died, The 86; Killer Without a Cure, A 36; Life With Half a Brain 166c</p> <p>Read a Newspaper Article</p>

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WIDA’s English Language Proficiency Standards	Scholastic’s Read 180, Stage C
<p>comments on various topics from visually supported paragraphs from newspapers or websites Level 3: Developing: Summarize critical commentaries from visually supported newspaper, website or magazine articles Level 4: Expanding: Respond to critical commentaries by offering claims and counter-claims from visually supported newspaper, website or magazine articles Level 5: Bridging: Provide critical commentary commensurate with proficient peers on a wide range of topics and sources</p>	<p>rBook Teaching Guide: Juanes-Songs of Survival 10; Money Matters 108; Prepared for Smallpox 34; Super Mouse 164; Too Tough on Teens? 188</p> <p>Read a Life Skills Feature rBook Teaching Guide: Homebody to the Rescue 16; Right on the Money 114</p> <p>Life Issues Nonfiction rBook Teaching Guide: Day the Music Died, The 86; Homeboy to the Rescue 16; Life Skills Counselor 28; Life With a Half Brain 166; Money Matters 108; Right on the Money 114; Teen Boot Camp 186; Too Tough on Teens? 188 Paperbacks Teaching Resources: Yo Yolanda! Advice from an Expert, Hot Tracks: Careers in the Music Business, Black Diamond, The Worst Case Scenario Survivor Handbook</p>
<p>Example Topic: Note taking: Level 1: Entering: Take notes on key symbols, words or phrases from visuals pertaining to discussions Level 2: Beginning: List key phrases or sentences from discussion and models (e.g., on the board or from overhead projector) Level 3: Developing: Produce sentence outlines from discussions, lectures or readings Level 4: Expanding: Summarize notes from lectures or readings in paragraph form Level 5: Bridging: Produce essays based on notes from lectures or readings</p>	<p>Software: The <i>READ180</i> Software allows the student to use appropriate strategies when reading for different purposes. Paperbacks: The students read the Paperbacks independently, allowing them to use appropriate strategies when reading for different purposes.</p>
<p>Example Topic: Conventions & mechanics: Level 1: Entering: Copy key points about language learning (e.g., use of capital letters for days of week and months of year) and check with a partner Level 2: Beginning: Check use of newly acquired language (e.g., through spell or grammar check or dictionaries) and share with a partner Level 3: Developing: Reflect on use of newly acquired language or language patterns (e.g., through self-assessment checklists) and share with a partner</p>	<p>Selected Examples Include:</p> <p>Proofreading rBook Teaching Guide: 27, 51, 77, 101, 125, 157, 181, 205, 233 Revision/Edit rBook Teaching Guide: 25, 49, 75, 99, 123, 155, 179, 203, 231</p> <p>Write a Persuasive Essay rBook Teaching Guide: 120-125, 247 RDI Book 2 – Writing and Grammar Strategies: 134-138</p> <p>Literature Review RDI Book 2 – Writing and Grammar Strategies: 122-126 Topic Software Teaching Resources: 234</p> <p>Biographical Narrative</p>

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<p>Level 4: Expanding: Revise or rephrase written language based on feedback from teachers, peers and rubrics</p> <p>Level 5: Bridging: Expand, elaborate and correct written language as directed</p>	<p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 32-36</p> <p>Write an Opinion with Reasons <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Write a Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write a News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p>
ELP Standard 2: The Language of Language Arts, Summative Framework	
Listening:	
<p>Example Genre: Comedies:</p> <p>Level 1: Entering: Identify examples of comedic situations based on oral statements and visual scenes</p> <p>Level 2: Beginning: Match oral descriptions to literal visual to elicit comedy (e.g., idioms, as in literal depiction of 'honeymoon')</p> <p>Level 3: Developing: Apply oral descriptions that contain double meanings to visual representations to depict comedy</p> <p>Level 4: Expanding: Identify comedic elements from oral discourse and visuals (e.g., use of hyperbole, irony, or satire)</p> <p>Level 5: Bridging: Match comedic elements from oral discourse to intended meanings</p>	
<p>Example Topic: Multiple meanings:</p> <p>Level 1: Entering: Identify examples of high-frequency words or phrases with multiple meanings from visuals (e.g., dinner <i>table</i>, <i>Table</i> of Contents)</p> <p>Level 2: Beginning: Pair examples of use of words or phrases with multiple meanings</p>	<p>The Following Supports this Objective: Identify Vocabulary <u>rBook Teaching Guide:</u> 20, 44, 70, 94, 118, 150, 174, 198, 226 <u>RDI Book 1-Reading Skills and Strategies:</u> Each lesson includes a vocabulary and word study section, which allows students to identify and build vocabulary. <u>Topic Software Teaching Resources:</u> Each segment of the READ180 Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages.</p>

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<p>from visuals (e.g., "Which one shows what <i>table</i> means in math class? Which one shows what <i>table</i> means in English class?)"</p> <p>Level 3: Developing: Sort examples of words, phrases or sentences with multiple meanings from visuals according to context</p> <p>Level 4: Expanding: Distinguish between examples of words, phrases or sentences with multiple meanings from oral input with or without visual support</p> <p>Level 5: Bridging: Infer nuances from oral discourse containing multiple meanings</p>	<p>Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words.</p> <p><u>Audiobooks Teaching Resources:</u> As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p>
<p>Speaking</p> <p>Example Genre: Multicultural world literature:</p> <p>Level 1: Entering: Give examples of literature from native cultures using visuals or graphic organizers</p> <p>Level 2: Beginning: Summarize examples of story lines from native cultures using visuals or graphic organizers (e.g., outlines)</p> <p>Level 3: Developing: Compare/contrast features of similar story lines (e.g., characters, events) from different cultures using visuals or graphic organizers</p> <p>Level 4: Compare authors' points of view of similar story lines from different cultures using visuals or graphic organizers</p> <p>Level 5: Bridging: Discuss how different views in multicultural literature represent global perspectives</p>	<p>The activities listed with the following <i>Read 180</i> matches provide opportunities to meet this objective:</p> <p>Literature & Culture</p> <p><u>rBook Teaching Guide:</u> Ambush 60; Amigo Brothers 134; In Their Own Words 214; MTV Unplugged 84; Music Video Producer 102; Names, The 66</p>
<p>Example Topic: Analogies/Symbolism</p> <p>Level 1: Entering: State information using visual support as a precursor for identifying symbolism or analogies</p> <p>Level 2: Beginning: Restate or paraphrase information that contains symbolism or analogies using visual support</p>	<p>The activities listed with the following <i>Read 180</i> match provides opportunities to meet this objective:</p> <p>Symbolism</p> <p><u>rBook Teaching Guide:</u> 246</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> 338</p>

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<p>Level 3: Developing: Relate analogies or symbolism using visual support (e.g., cartoons) to personal experiences</p> <p>Level 4: Expanding: Discuss or extend analogies or symbolism within familiar contexts using visual support</p> <p>Level 5: Bridging: Explain meaning of analogies or symbolism within familiar contexts</p>	
Reading	
<p>Example Genre: Autobiographical and biographical narratives:</p> <p>Level 1: Entering: Associate people with their acts or contributions using visuals and word or phrase level text</p> <p>Level 2: Beginning: Identify influences (e.g., people or events) on familiar people’s lives using visuals and sentence-level text</p> <p>Level 3: Developing: Match cause of influences on familiar people’s lives with effect using visuals and multi-sentence text</p> <p>Level 4: Expanding: Interpret impact of familiar people’s lives on others or society using visuals and paragraph-level text</p> <p>Level 5: Bridging: Predict people’s reactions to living in different time periods or circumstances using grade-level text</p>	<p>The activities listed with the following <i>Read 180</i> matches provide opportunities to meet this objective: Read Biography rBook Teaching Guide: Angry Young Men 212; Beyond Brave 12; Caught in Gambling’s Grip 110; Juanes-Songs of Survival 10; Leaving Crime Behind 190; O’Brien, Tim 76; O’Brien, Tim: Meet the Author 78; Thomas, Piri 158; Thomas, Piri: Meet the Author 158 RDI Book 1- Reading Skills and Strategies: 349, 351, 353, 366, 382 Paperbacks Teaching Resources: The Greatest: Muhammad Ali</p>
<p>Example Topic: Main idea & details:</p> <p>Level 1: Entering: Find identifying information illustrative of main ideas from illustrations, words, or phrases</p> <p>Level 2: Beginning: Sort main ideas and details from sentences using visual support and graphic organizers</p> <p>Level 3: Developing: Match main ideas with their details from paragraphs using visual support and graphic organizers</p> <p>Level 4: Expanding: Interpret text</p>	<p>Main Idea rBook Teaching Guide: 8C, 10-19, 41, 243 RDI Book 1- Reading Skills and Strategies: 292, 293, 420, 421 Topic Software Teaching Resources: 1.2: 75-78, 217-218, 287; 2.2: 91-94, 225-226, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.4: 115-118, 237-238, 287; 4.1: 119-122, 239-240, 287; 4.2: 123-126, 241-242, 287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.4: 147-150, 253-254, 287; 6.1: 151-154, 255-256, 287; 6.3: 159-162, 259-260, 287; 6.4: 163-166, 261-262, 287; 7.1: 167-170, 263-264, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 8.2: 187-190, 273-274, 287; 9.1: 199-202, 279-280, 287; 9.2: 203-206, 281-282, 287 Paperbacks Teaching Resources: NASCAR: Behind the Wheel and Behind the Scenes (Resources – 61, 62, 135-140, 141); Black</p>

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<p>to identify main ideas and details from multiple paragraphs using visual or graphic support Level 5: Bridging: Form or infer main ideas from details using grade-level materials</p>	<p>Diamond: The Story of the Negro Baseball League (Resources – 117, 118, 135-140, 141) rSkills Test Book: Test 1 & 2</p> <p>Read for Detail rBook Teaching Guide: 17, 63 RDI Book 1- Reading Skills and Strategies: 288, 289, 418 Topic Software Teaching Resources: 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 2.1: 87-90, 223-224, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.3: 111-114, 235-236, 287; 3.4: 115-118, 237-238, 287; 4.2: 123-126, 241-242, 287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.2: 155-158, 257-258, 287; 6.4: 163-166, 261-262, 287; 7.1: 167-170, 263-264, 287; 7.2: 171-174, 265-266, 287; 7.4: 179-182, 269-270, 287; 8.1: 183-186, 271-272, 287; 8.3: 191-194, 275-276, 287; 9.2: 203-206, 281-282, 287; 9.3: 207-210, 283-284, 287; 9.4: 211-214, 285-286, 287 Paperbacks Teaching Resources: The Odyssey (Resources – 63, 64, 135-140, 141); Stargirl (Resources – 91, 92, 135-140, 141) rSkills Test Book: Test 1 & 2</p>
<p>Example Topic: Author’s perspective/Point of view Level 1: Entering: Identify words and phrases related to author’s perspective in visually supported sentences Level 2: Beginning: Identify main ideas related to author’s perspective in visually series of related sentences Level 3: Developing: Identify main idea and supporting details related to the author’s perspective in visually supported paragraphs Level 4: Expanding: Interpret author’s perspective in visually supported literary text Level 5: Bridging: Apply author’s perspective in literary text to other contexts</p>	<p>Point of View rBook Teaching Guide: 60, 134, 223, 246 RDI Book 1 – Reading Skills and Strategies: 319</p>
Writing	
<p>Example Genre: Critical commentary Level 1: Entering: Reproduce critical statements on various topics from illustrated models or outlines Level 2: Beginning: Produce comments on various topics from visually supported paragraphs from illustrated models or</p>	<p>Write an Opinion with Reasons RDI Book 2 – Writing and Grammar Strategies: 116-120 Topic Software Teaching Resources: 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 Audiobook Teaching Resources: 47 Paperbacks Teaching Resources: 84, 98, 102, 128</p> <p>Persuasive Writing rBook Teaching Guide: 120-125, 134-139, 247 RDI Book 2 – Writing and Grammar Strategies: 134-139</p>

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<p>outlines Level 3: Developing: Summarize critical commentaries on issues from illustrated models or outlines Level 4: Expanding: Respond to critical commentaries by offering claims and counter-claims on a range of issues from illustrated models or outlines Level 5: Bridging: Provide critical commentary on a wide range of issues commensurate with proficient</p>	<p><u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28</p>
<p>Example Topic: Literal & figurative language: Level 1: Entering: Produce literal words or phrases from illustrations or cartoons and word/phrase banks Level 2: Beginning: Express ideas using literal language from illustrations or cartoons and word/phrase banks Level 3: Developing: Use examples of literal and figurative language in context from illustrations or cartoons and word/phrase banks Level 4: Expanding: Elaborate on examples of literal and figurative language with or without illustrations Level 5: Bridging: Compose narratives using literal and figurative language</p>	<p>Understand Vocabulary <u>rBook Teaching Guide:</u> 20, 44, 70, 94, 118, 150, 174, 198, 226 <u>RDI Book 1-Reading Skills and Strategies:</u> Each lesson includes a vocabulary and word study section, which allows students to identify and build vocabulary. <u>Topic Software Teaching Resources:</u> Each segment of the READ180 Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words. <u>Audiobooks Teaching Resources:</u> As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p> <p>Figurative Language <u>rBook Teaching Guide:</u> 16, 17, 18, 63, 67, 69, 87, 135, 136, 137, 138, 139, 140, 141, 142, 143, 145, 198, 246 <u>RDI Book 1 – Reading Skills and Strategies:</u> 250, 338, 343 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 230-231 <u>RDI Book 3-Strategies for English Language Learners:</u> 59, 60, 67</p>