

**Scholastic Read 180, Stage C ©2005**  
**correlated to**  
**District of Columbia Reading/English Language Arts Standards**  
**Grade 9**

District of Columbia Standards Grade 9	Scholastic Read 180, Stage C ©2005
<b>Strand: Language Development</b> ( <i>Continue to address earlier standards as needed and as they apply to more difficult text.</i> )	
<b>DISCUSSION</b>	
9.LD-D.1. Implement techniques to improve productivity of group discussions, including setting clear goals, understanding the purpose of the team project and the ground rules for decision-making, and setting deadlines.	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 8L, 32L, 56N, 82L, 106L, 130N, 162L, 186L, 210L</p> <p>Resources for Differentiated Instruction  Book 3: 32</p> <p>Teaching Resources  Topic Software: 71-74, 91-94, 155-158, 203-206, 211-214  Audiobooks: 14, 20, 25  Paperbacks: 20, 47, 52</p>
<b>QUESTIONING, LISTENING, AND CONTRIBUTING</b>	
9.LD-Q.2. Summarize in a coherent and organized way the information and ideas learned from a focused discussion.	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 60, 84, 108, 114, 140, 148, 164, 188, 218</p> <p>Resources for Differentiated Instruction  Book 3: 32</p> <p>Teaching Resources  Topic Software: 79-82, 95-98, 115-118, 127-130, 143-146, 159-162  Audiobooks: 15, 21, 26  Paperbacks: 13, 23, 29</p>
9.LD-Q.3. Identify the controlling idea or specific purpose of a speech and determine the essential elements that elaborate it.	<p>The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction  Book 2: 128-129, 132  Book 3: 70</p>

**Scholastic Read 180, Stage C ©2005**  
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**District of Columbia Reading/English Language Arts Standards**  
**Grade 9**

<b>District of Columbia Standards Grade 9</b>	<b>Scholastic Read 180, Stage C ©2005</b>
9.LD-Q.4. Assess how word choice and delivery establish the tone and emotion of the speech and affect the audience.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 128-129, 132 Book 3: 70
<b>ORAL PRESENTATION</b>	
9.LD-O.5. Create a rubric (scoring guide) based on categories generated by the teacher and students (content, organization, presentation style, vocabulary) to prepare, improve, and assess the presentations listed in this section.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
9.LD-O.6. Deliver focused oral presentations that use details, examples, or anecdotes to explain or clarify information or a point of view, employing proper eye contact, speaking rate, volume, enunciation, inflection, and gestures to communicate ideas effectively.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 128-129, 132 Book 3: 70
<b>VOCABULARY AND CONCEPT DEVELOPMENT</b>	
9.LD-V.7. Use Greek, Latin, and Norse mythology; the Bible; and other works often alluded to in American and world literature to understand the meaning of words or phrases.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
9.LD-V.8. Determine the meanings of multiple-meaning words by using context.	RBook TE and rBook SE: 118-119  Resources for Differentiated Instruction Book 1: 240, 241

**Scholastic Read 180, Stage C ©2005**  
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**Grade 9**

<b>District of Columbia Standards Grade 9</b>	<b>Scholastic Read 180, Stage C ©2005</b>
9.LD-V.9. Determine meaning, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spellings of words using dictionaries, thesauri, histories of language, and books of quotations.	RBook TE and rBook SE: 118, 238  Resources for Differentiated Instruction Book 1: 244, 245, 252, 253, 270
<b>Strand: Informational Text</b> ( <i>Continue to address earlier standards as needed and as they apply to more difficult text.</i> )	
<b>EXPOSITORY TEXT</b>	
9.IT-E.1. Analyze the main or controlling idea in passages or paragraphs.	RBook TE and rBook SE: 8C-8D, 11, 13, 15, 17, 19, 30, 34, 41, 243  Resources for Differentiated Instruction Book 1: 288, 289, 292, 293, 418, 420, 421  Teaching Resources Topic Software: 71-74, 83-86, 95-98, 103-106, 115-118, 143-146, 207-210 Paperbacks: 16, 22, 38, 44, 48, 61, 117
9.IT-E.2. Compare (and contrast) original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 13, 82C-82D, 87, 89, 91, 93, 104, 114, 115, 164, 168, 171, 191, 194, 218  Resources for Differentiated Instruction Book 1: 294, 295, 330, 422  Teaching Resources Topic Software: 83-86, 111-114, 123-126, 175-178, 179-182, 187-190, 207-210, 211-214 Audiobooks: 12, 21, 48 Paperbacks: 15, 16, 19, 25, 33, 38, 46, 48, 52, 67, 95

**Scholastic Read 180, Stage C ©2005**  
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**District of Columbia Reading/English Language Arts Standards**

**Grade 9**

<b>District of Columbia Standards Grade 9</b>	<b>Scholastic Read 180, Stage C ©2005</b>
9.IT-E.3. Read a challenging passage and respond to clarifying questions concerning essential textual elements of expository text (e.g., why, who, what, where, when, how, what if).	RBook TE and rBook SE: 10, 12, 14, 16, 18, 34, 36, 42, 86, 88, 110, 112, 166, 172, 192, 212, 214, 216, 218  Resources for Differentiated Instruction Book 1: 288, 289, 317  Teaching Resources Topic Software: 115-118, 119-122, 139-142, 147-150, 151-154, 179-182, 203-206, 211-214 Paperbacks: 16, 22, 44
9.IT-E.4. Explain how one excerpt relates and contributes to the reading selection.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 13, 17, 19, 41, 87, 91, 93, 111, 115, 117, 167, 171, 195, 219
9.IT-E.5. Support conclusions drawn from ideas and concepts in informational and technical passages.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 12, 34, 192, 219, 221  Resources for Differentiated Instruction Book 1: 304, 305  Teaching Resources Topic Software: 115-118, 127-130, 143-146, 159-162, 211-214 Audiobooks: 22 Paperbacks: 19, 21, 33, 41, 111
9.IT-E.6. Evaluate the appropriateness of an author's word choice for an intended audience.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .

**Scholastic Read 180, Stage C ©2005**  
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**Grade 9**

<b>District of Columbia Standards Grade 9</b>	<b>Scholastic Read 180, Stage C ©2005</b>
<b>DOCUMENT AND PROCEDURAL TEXT</b>	
9.IT-DP.7. Describe the objective(s) of document and procedural text (e.g., warranties, product information, manuals, consumer publication) and analyze a document for its *user friendliness* and graphic design.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 53  Resources for Differentiated Instruction Book 1: 329
<b>ARGUMENT AND PERSUASIVE TEXT</b>	
9.IT-A.8. Describe the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, or logic) in a contemporary political speech.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
9.IT-A.9. Identify figurative language and rhetorical structures (parallel structure, quotations, examples, exaggeration, emotional appeal) used to engage the audience.	RBook TE and rBook SE: 67, 135, 136, 137, 139, 140, 170  Resources for Differentiated Instruction Book 1: 322
<b>Strand: Literary Text</b> ( <i>Continue to address earlier standards as needed and as they apply to more difficult text.</i> )	
<b>CONNECTIONS</b>	
9.LT-C.1. Relate a literary work to the artistic and musical masterpieces of the period in which it was written.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
<b>GENRE</b>	
9.LT-G.2. Compare (and contrast) works with similar themes in two different literary genres, using their structural features as the basis for the comparison.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 341

**Scholastic Read 180, Stage C ©2005**  
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**District of Columbia Reading/English Language Arts Standards**  
**Grade 9**

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<b>THEME</b>	
9.LT-T.3. Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, freedom and responsibility).	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 341
<b>FICTION</b>	
9.LT-F.4. Determine a character's traits from what he/she says about himself/herself.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 61, 63, 135, 137  Teaching Resources Audiobooks: 15, 16, 18 Paperbacks: 14, 32, 39, 45, 57, 107, 119
9.LT-F.5. Contrast points of view (e.g., first vs. third, limited vs. omniscient, subjective vs. objective) in a story or poem.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 60, 134, 223  Resources for Differentiated Instruction Book 1: 319, 328
<b>LITERARY NONFICTION</b>	
9.LT-LNF.6. Identify the purpose of a historically important and well-written speech and determine the essential elements that elaborate it.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 212
<b>POETRY</b>	
9.LT-P.7. Identify, respond to, and analyze the effects of sound (alliteration, onomatopoeia, rhyme scheme, consonance, assonance), figurative language (personification, metaphor, simile, hyperbole, symbolism), and dramatic structure.	RBook TE and rBook SE: 67, 69, 223  Resources for Differentiated Instruction Book 1: 334, 342, 343

**Scholastic Read 180, Stage C ©2005**  
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**District of Columbia Reading/English Language Arts Standards**  
**Grade 9**

<b>District of Columbia Standards Grade 9</b>	<b>Scholastic Read 180, Stage C ©2005</b>
<b>DRAMA</b>	
9.LT-D.8. Identify and analyze types of dramatic literature (e.g., elements and techniques authors use to create a comedy or tragedy).	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 335  Teaching Resources Paperbacks: 14, 24
9.LT-D.9. Describe the functions of playwright, director, technical designer, and actor.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 335
<b>STYLE AND LANGUAGE</b>	
9.LT-S.10. Identify and analyze patterns of imagery or symbolism in literary selections.	RBook TE and rBook SE: 63, 67, 69 Resources for Differentiated Instruction Book 1: 338, 343
9.LT-S.11. Describe the importance of sentence variety in the overall effectiveness of a literary work.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 328
<b>TRADITIONAL NARRATIVE AND CLASSICAL LITERATURE</b>	
9.LT-TN.12. Identify archetypes in classical literature.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 328  Teaching Resources Audiobooks: 16 Paperbacks: 13, 17, 20, 35, 47
9.LT-TN.13. Analyze the characters, structure, and themes of classical Greek drama and epic poetry.	The opportunity to address this objective is available. See the following: Teaching Resources Paperbacks: 17

**Scholastic Read 180, Stage C ©2005**  
**correlated to**  
**District of Columbia Reading/English Language Arts Standards**  
**Grade 9**

District of Columbia Standards Grade 9	Scholastic Read 180, Stage C ©2005
<b>Strand: Research</b> ( <i>Continue to address earlier standards as needed and as they apply to more difficult text.</i> )	
9.R.1. Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, and presenting research.	
<ul style="list-style-type: none"> <li>Gather relevant information from a variety of print and electronic sources (books, magazines, newspapers, the internet), as well as from direct observation, interviews, and surveys.</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 172, 173
<ul style="list-style-type: none"> <li>Locate specific facts by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indexes, key/guide words, topic sentences, concluding sentences, endnotes, footnotes, bibliographic references) in expository text.</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 172, 173
<ul style="list-style-type: none"> <li>Organize information from both primary and secondary sources by taking notes, outlining ideas, and paraphrasing information and by creating charts, conceptual maps, and/or timelines.</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 174, 175, 176, 177
<ul style="list-style-type: none"> <li>Make distinctions about the strengths, limitations, and overall quality of resources, including information gathered from Web sites.</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 323, 333, 336, 337 Book 2: 172, 173

**Scholastic Read 180, Stage C ©2005**  
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**Grade 9**

<b>District of Columbia Standards Grade 9</b>	<b>Scholastic Read 180, Stage C ©2005</b>
<ul style="list-style-type: none"> <li>Present research using the standards in the Writing strand, and select a design layout and format for the document (e.g., font, page setup, line spacing, indents).</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 178, 181
<ul style="list-style-type: none"> <li>Document information and quotations, and use a consistent format for footnotes or endnotes.</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 178, 181
<ul style="list-style-type: none"> <li>Use standard bibliographic format to document sources (e.g., MLA, APA, CMS).</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 178, 181
<b>Strand: Writing</b> ( <i>Continue to address earlier standards as needed and as they apply to more difficult text.</i> )	
<b>IMAGINATIVE WRITING</b>	
9.W-I.1. Write well-organized stories that include	
<ul style="list-style-type: none"> <li>an explicit theme and</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14-18
<ul style="list-style-type: none"> <li>sensory details and concrete language to develop plot and character.</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14-18, 49
<b>EXPOSITORY WRITING</b>	
9.W-E.2. Produce functional texts (e.g., memos, e-mails, correspondence, project plans, proposals, bios) that:	
<ul style="list-style-type: none"> <li>address audience needs;</li> </ul>	Resources for Differentiated Instruction Book 2: 140-145, 146-151, 152-157, 163
<ul style="list-style-type: none"> <li>state purpose and context; and</li> </ul>	Resources for Differentiated Instruction Book 2: 140-145, 146-151, 152-157, 163

**Scholastic Read 180, Stage C ©2005**  
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**Grade 9**

<b>District of Columbia Standards Grade 9</b>	<b>Scholastic Read 180, Stage C ©2005</b>
<ul style="list-style-type: none"> <li>adopt a customary format, including proper salutation, closing, and signature when appropriate.</li> </ul>	Resources for Differentiated Instruction Book 2: 140-145, 146-151, 152-157, 163
<b>9.W-E.3. Write interpretations of literary or expository reading that</b>	
<ul style="list-style-type: none"> <li>exhibit careful reading, understanding, and insight;</li> </ul>	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 72-77, 152-157, 248  Resources for Differentiated Instruction Book 2: 80-85, 122-127
<ul style="list-style-type: none"> <li>organize the interpretation around several clear ideas, premises, or images; and</li> </ul>	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 72-77, 152-157, 248  Resources for Differentiated Instruction Book 2: 80-85, 122-127
<ul style="list-style-type: none"> <li>justify the interpretation through sustained use of examples and textual evidence.</li> </ul>	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 72-77, 152-157, 248  Resources for Differentiated Instruction Book 2: 80-85, 122-127
<b>9.W-E.4. Write content-based research papers that</b>	
<ul style="list-style-type: none"> <li>prove a thesis statement using logical organization;</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 175, 176, 177, 178, 181
<ul style="list-style-type: none"> <li>include well-constructed paragraphs that build an effective argument with well-articulated supporting evidence; and</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 175, 176, 177, 178, 181

**Scholastic Read 180, Stage C ©2005**  
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**Grade 9**

<b>District of Columbia Standards Grade 9</b>	<b>Scholastic Read 180, Stage C ©2005</b>
<ul style="list-style-type: none"> <li>use quotations, footnotes or endnotes, and a standard bibliographic format.</li> </ul>	<p>The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction  Book 2: 178, 181</p>
<b>9.W-E.5. Write persuasive (problem/solution) essays that</b>	
<ul style="list-style-type: none"> <li>include a thesis or purpose of the paper;</li> </ul>	<p>RBook TE and rBook SE: 120-125, 247</p> <p>Resources for Differentiated Instruction  Book 2: 116-121, 134-139</p>
<ul style="list-style-type: none"> <li>use a logical organizational pattern;</li> </ul>	<p>RBook TE and rBook SE: 120-125, 247</p> <p>Resources for Differentiated Instruction  Book 2: 116-121, 134-139</p>
<ul style="list-style-type: none"> <li>include persuasive evidence or explanation for the validity of the assertions;</li> </ul>	<p>RBook TE and rBook SE: 120-125, 247</p> <p>Resources for Differentiated Instruction  Book 2: 116-121, 134-139</p>
<ul style="list-style-type: none"> <li>use different levels of formality, style, and tone when composing for different audiences; and</li> </ul>	<p>RBook TE and rBook SE: 120-125, 247</p> <p>Resources for Differentiated Instruction  Book 2: 116-121, 134-139</p>
<ul style="list-style-type: none"> <li>contain effective introductory and concluding paragraphs that guide and inform the reader's understanding of key ideas and evidence.</li> </ul>	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 120-125, 247</p> <p>Resources for Differentiated Instruction  Book 2: 116-121, 134-139</p>

**Scholastic Read 180, Stage C ©2005**  
**correlated to**  
**District of Columbia Reading/English Language Arts Standards**

**Grade 9**

District of Columbia Standards Grade 9	Scholastic Read 180, Stage C ©2005
<b>REVISION</b>	
9.W-R.6. Revise writing to improve the topic/idea development, organization, language/style, word choice, and tone in light of the audience, purpose, and formality of the context.	RBook TE and rBook SE: 25, 49, 75, 99, 123, 155, 179, 203, 231  Resources for Differentiated Instruction Book 2: 15, 21, 27, 33, 39, 45, 49, 51, 55, 57, 61, 63, 69, 75, 79, 81, 87, 91, 93, 97, 99, 103, 105, 109, 111, 117, 121, 123, 127, 129, 133, 135, 141, 145, 147, 151, 153, 159, 163, 165, 169
<b>Strand: Media (Continue to address earlier standards as needed and as they apply to more difficult text.)</b>	
9.M.1. Compare and contrast how media genres (nightly news, newsmagazines, documentaries, internet) cover the same event.	This objective falls outside the scope of Scholastic Read 180, Stage C.
9.M.2. Analyze visual or aural techniques used in a media message for a particular audience and evaluate their effectiveness.	This objective falls outside the scope of Scholastic Read 180, Stage C.
9.M.3. Analyze the use of rhetorical devices for their intent and effects (cadence, repetitive patterns, use of onomatopoeia).	This objective falls outside the scope of Scholastic Read 180, Stage C.
9.M.4. Apply and adapt the principles of written composition in the creation of media presentations that effectively use graphics, images, and/or sound.	This objective falls outside the scope of Scholastic Read 180, Stage C.
<b>Strand: English Language Conventions (Continue to address earlier standards as needed and as they apply to more difficult text.)</b>	
9.EL.1. Identify nominalized, adjectival, and adverbial clauses.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 190-191, 240-241, 244-245

**Scholastic Read 180, Stage C ©2005**  
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**District of Columbia Reading/English Language Arts Standards**

**Grade 9**

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9.EL.2. Recognize and use verbals: participles, gerunds, and infinitives.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
9.EL.3. Know the difference between active and passive voice and when to choose between the two in writing.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
9.EL.4. Identify and use hyphens, dashes, brackets, or semicolons between two clauses of a compound sentence not joined by a conjunction.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 76, 249  Resources for Differentiated Instruction Book 2: 73, 190-191, 240-241, 242-243, 244-245
9.EL.5. Identify and use	
<ul style="list-style-type: none"> <li>• correct and consistent verb tense (present, past, and future perfect and perfect progressive; regular and irregular verbs; transitive and intransitive verbs) and subject-verb agreement, and</li> </ul>	RBook TE and rBook SE: 100, 124  Resources for Differentiated Instruction Book 2: 200-201, 202-203, 204-205, 206-207, 208-209
<ul style="list-style-type: none"> <li>• appropriate noun-pronoun agreement (nominative, objective, possessive, reflexive, and relative pronouns; pronoun/antecedent agreement; and clear pronoun reference).</li> </ul>	RBook TE and rBook SE: 180  Resources for Differentiated Instruction Book 2: 21, 33, 212-213, 216-217
9.EL.6. Identify and use functional sentence structure.	
<ul style="list-style-type: none"> <li>• Make effective use of parallel structure.</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
<ul style="list-style-type: none"> <li>• Place modifiers properly.</li> </ul>	RBook TE and rBook SE: 77, 204, 205, 232, 233  Resources for Differentiated Instruction Book 2: 218-219, 220-221, 224-225, 226-227

**Scholastic Read 180, Stage C ©2005**  
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**Grade 9**

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<ul style="list-style-type: none"> <li>• Avoid run-on sentences, comma splices, and sentence fragments.</li> </ul>	RBook TE and rBook SE: 26-27, 50-51, 233  Resources for Differentiated Instruction Book 2: 234-235, 242-243, 246, 247, 248, 250, 252
<ul style="list-style-type: none"> <li>• Use different types of clauses and phrases, including adverb and adjective clauses.</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 190-191, 240-241, 244-245
<ul style="list-style-type: none"> <li>• Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.</li> </ul>	Resources for Differentiated Instruction Book 2: 15, 19, 69, 73, 186-187, 240-241, 244-245

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**Grade 10**

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<b>Strand: Language Development</b> ( <i>Continue to address earlier standards as needed and as they apply to more difficult text.</i> )	
<b>DISCUSSION</b>	
10.LD-D.1. Participate productively in self-directed teams for a particular purpose, including posing relevant questions; extracting essential information from others' input, building on the ideas of others, and contributing relevant information or ideas in group discussions; and summarizing orally, in a coherent and organized way, information and ideas learned.	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 8L, 32L, 56N, 82L, 106L, 130N, 162L, 186L, 210L</p> <p>Resources for Differentiated Instruction  Book 3: 32, 39, 57, 59, 60, 62, 64, 66, 68, 71</p> <p>Teaching Resources  Topic Software: 71-74, 91-94, 155-158, 203-206, 211-214  Audiobooks: 14, 20, 25  Paperbacks: 135, 136, 137, 138, 139, 140</p>
<b>QUESTIONING, LISTENING, AND CONTRIBUTING</b>	
10.LD-Q.2. Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 60, 84, 108, 114, 140, 148, 164, 188, 218</p> <p>Resources for Differentiated Instruction  Book 3: 32</p> <p>Teaching Resources  Topic Software: 79-82, 95-98, 115-118, 127-130, 143-146, 159-162  Audiobooks: 15, 21, 26  Paperbacks: 13, 23, 29</p>
10.LD-Q.3. Analyze the ways in which the style and structure of a speech support or frustrate its meaning or purpose.	<p>The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction  Book 2: 128-129, 132  Book 3: 70</p>

**Scholastic Read 180, Stage C ©2005**  
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**District of Columbia Reading/English Language Arts Standards**

**Grade 10**

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10.LD-Q.4. Critique the impact of diction and syntax used by speakers on purpose and audience.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 176-177 Book 3: 65, 68, 70
<b>ORAL PRESENTATION</b>	
10.LD-O.5. Create a rubric (scoring guide) based on categories generated by the teacher and students (content, organization, presentation style, vocabulary) to prepare, improve, and assess the presentations listed in this section.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
10.LD-O.6. Analyze effective speeches and deliver a speech with some of the same rhetorical features.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 128-129, 132 Book 3: 70
10.LD-O.7. Give formal and informal talks, using appropriate level of formality for audience and purpose, as well as rhetorical devices (e.g., alliteration, analogy, expletive, hyperbole, metaphor parallelism, simile).	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 176-177 Book 2: 128-129, 132 Book 3: 70
<b>VOCABULARY AND CONCEPT DEVELOPMENT</b>	
10.LD-V.8. Identify and use idioms, cognates, and the literal and figurative meanings of words in speaking and writing	RBook TE and rBook SE: 87, 198  Resources for Differentiated Instruction Book 2: 51, 55, 165, 169 Book 3: 55, 60, 67
10.LD-V.9. Distinguish between the denotative and connotative meanings of words, and interpret the connotative power of words.	Resources for Differentiated Instruction Book 1: 250-251

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**District of Columbia Reading/English Language Arts Standards**  
**Grade 10**

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10.LD-V.10. Determine meanings, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spellings of words using dictionaries, thesauri, histories of language, and books of quotations.	RBook TE and rBook SE: 118, 238  Resources for Differentiated Instruction Book 1: 244, 245, 252, 253, 270
<b>Strand: Informational Text</b> ( <i>Continue to address earlier standards as needed and as they apply to more difficult text.</i> )	
<b>EXPOSITORY TEXT</b>	
10.IT-E.1. Summarize the purpose and main ideas in passages; distinguish between a summary and a critique.	RBook TE and rBook SE: 13, 82C-82D, 87, 89, 91, 93, 104, 114, 115, 152, 164, 168, 171, 191, 194, 218  Resources for Differentiated Instruction Book 1: 294, 295, 422  Teaching Resources Topic Software: 83-86, 111-114, 123-126, 175-178, 179-182, 207-210, 211-214 Audiobooks: 12, 21, 48 Paperbacks: 15, 16, 19, 25, 33, 38, 46, 48, 52, 67, 95
10.IT-E.2. Explain the author’s stated or implied purpose(s) for writing expository text.	Resources for Differentiated Instruction Book 1: 320, 325, 443

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**Grade 10**

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10.IT-E.3. Describe the controlling idea or specific purpose of passages and paragraphs and determine the essential elements that elaborate it.	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 8C-8D, 11, 13, 15, 17, 19, 30, 34, 41, 243</p> <p>Resources for Differentiated Instruction  Book 1: 288, 289, 292, 293, 325, 418, 420, 421</p> <p>Teaching Resources  Topic Software: 71-74, 83-86, 95-98, 103-106, 115-118, 143-146, 207-210  Paperbacks: 16, 22, 38, 44, 48, 61, 117</p>
10.IT-E.4. Analyze implied or subtly stated interrelationships between and among ideas and concepts within expository text.	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 13, 17, 19, 41, 87, 91, 93, 111, 115, 117, 167, 171, 195, 219</p>
10.IT-E.5. Make relevant inferences by synthesizing concepts and ideas from a single reading selection.	<p>RBook TE and rBook SE: 16, 19, 37, 90, 92, 108, 110, 112, 167, 168, 210C-210D, 213, 215, 217, 219, 221</p> <p>Resources for Differentiated Instruction  Book 1: 302-303, 428</p> <p>Teaching Resources  Topic Software: 91-94, 103-106, 111-114, 119-122, 123-126, 127-130, 131-134, 155-158, 159-162, 167-170, 171-174, 175-178, 199-202, 203-206, 207-210  Audiobooks: 12, 21  Paperbacks: 19, 21, 44</p>

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**Grade 10**

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<b>DOCUMENT AND PROCEDURAL TEXT</b>	
10.IT-DP.6. Synthesize information from multiple sources (e.g., maps, illustrations, schematic diagrams, manuals, product information, consumer publications) to draw conclusions about the ideas presented.	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 18, 31, 42-43, 53, 55, 92-93, 105, 116-117, 127, 172-173, 185, 196-197, 209, 220-221, 237</p> <p>Resources for Differentiated Instruction  Book 1: 329, 331, 332, 336, 337</p>
10.IT-DP.7. Analyze the presentation of information.	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 18, 31, 42-43, 53, 55, 92-93, 105, 116-117, 127, 172-173, 185, 196-197, 209, 220-221, 237</p> <p>Resources for Differentiated Instruction  Book 1: 329, 331, 332, 336, 337</p>
<b>ARGUMENT AND PERSUASIVE TEXT</b>	
10.IT-A.8. Distinguish supported inferences from unsupported references in contemporary political speeches, editorials, or newspaper articles.	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 10-11, 34-35, 84-85, 108-109, 164-165, 188-189</p> <p>Resources for Differentiated Instruction  Book 1: 322, 324</p> <p>Teaching Resources  Topic Software: 151-154, 155-158, 159-162, 163-166</p>

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**Grade 10**

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10.IT-A.9. Analyze the logic and use of evidence in an author’s argument.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 84-85  Resources for Differentiated Instruction Book 1: 322, 324  Teaching Resources Topic Software: 151-154, 155-158, 159-162, 163-166
10.IT-A10. Describe how rhetorical techniques (e.g., repetition, sentence variety, understatement, overstatement, irony, sarcasm) contribute to the effects of persuasive text, given the audience, purpose, and occasion.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 84-85  Resources for Differentiated Instruction Book 1: 322, 324  Teaching Resources Topic Software: 151-154, 155-158, 159-162, 163-166
<b>Strand: Literary Text</b> ( <i>Continue to address earlier standards as needed and as they apply to more difficult text.</i> )	
<b>CONNECTIONS</b>	
10.LT-C.1. Relate a literary work to primary source documents of its literary period or historical setting or to the seminal ideas of its time.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .

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**Grade 10**

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<b>GENRE</b>	
10.LT-G.2. Explain how the genre for texts with similar themes shapes the meaning.	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 58-59, 130E-130F, 132-133, 149, 225</p> <p>Resources for Differentiated Instruction  Book 1: 312, 313, 341</p> <p>Teaching Resources  Audiobooks: 17, 36  Paperbacks: 28, 29, 34, 35, 43, 49, 85, 87, 115</p>
<b>THEME</b>	
10.LT-T.3. Analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme.	<p>RBook TE and rBook SE: 58-59, 130E-130F, 132-133, 149, 225</p> <p>Resources for Differentiated Instruction  Book 1: 312, 313, 341</p> <p>Teaching Resources  Audiobooks: 17, 36  Paperbacks: 28, 29, 34, 35, 43, 49, 85, 87, 115</p>
<b>FICTION</b>	
10.LT-F.4. Analyze such elements in fiction as foreshadowing, flashbacks, suspense, and irony.	<p>RBook TE and rBook SE: 60, 65, 67, 69, 141, 143, 225</p> <p>Resources for Differentiated Instruction  Book 1: 338, 339, 340, 344</p> <p>Teaching Resources  Audiobooks: 11, 12, 13</p>
10.LT-F.5. Explain how narrator's point of view affects tone, characterization, and plot.	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 60, 134, 223</p> <p>Resources for Differentiated Instruction  Book 1: 319, 328</p>

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**Grade 10**

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<b>LITERARY NONFICTION</b>	
10.LT-LNF.6. Analyze the ways in which a narrator’s point of view and language affect interpretation.	RBook TE and rBook SE: 78, 158, 212-213, 214-221  Resources for Differentiated Instruction Book 1: 319, 328  Teaching Resources Audiobooks: 21, 22 Paperbacks: 15, 19, 22, 25, 44, 46
10.LT-LNF.7. Analyze denotation, connotation, and irony contained within classical essays.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 225  Resources for Differentiated Instruction Book 1: 250, 339
<b>POETRY</b>	
10.LT-P.8. Identify, respond to, and analyze the effects of the form and dramatic structure of ballads, elegies, sonnets, and heroic couplets.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 222-225  Resources for Differentiated Instruction Book 1: 345  Teaching Resources Paperbacks: 17
<b>DRAMA</b>	
10.LT-D.9. Identify and analyze how dramatic conventions support, interpret, and enhance dramatic text.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 335  Teaching Resources Paperbacks: 14, 24

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**Grade 10**

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<b>STYLE AND LANGUAGE</b>	
10.LT-S.10. Analyze the author’s use of figurative language, including personification, symbolism, simile, metaphor, hyperbole, allusion, and imagery in a poetry selection.	RBook TE and rBook SE: 63, 67, 69, 142, 145  Resources for Differentiated Instruction Book 1: 342, 343, 345
10.LT-S.11. Evaluate how an author’s choice of words advances the theme or purpose of a work.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 58-59, 130E-130F, 132-133, 149, 225  Resources for Differentiated Instruction Book 1: 312, 313, 341  Teaching Resources Audiobooks: 17, 36 Paperbacks: 28, 29, 34, 35, 43, 49, 85, 87, 115
<b>TRADITIONAL NARRATIVE AND CLASSICAL LITERATURE</b>	
10.LT-TN.12. Relate the characters, structure, and themes of classical myths, drama, and epic poetry to contemporary novels and film.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 341  Teaching Resources Audiobooks: 16 Paperbacks: 13, 17, 20, 35, 47
10.LT-TN.13. Analyze the influence of mythic, traditional, or classical literature on later literature and film.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 341  Teaching Resources Audiobooks: 16 Paperbacks: 13, 17, 20, 35, 47

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**Grade 10**

District of Columbia Standards Grade 10	Scholastic Read 180, Stage C ©2005
<b>Strand: Research</b> ( <i>Continue to address earlier standards as needed and as they apply to more difficult text.</i> )	
10.R.1. Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, and presenting research.	
<ul style="list-style-type: none"> <li>Gather relevant information from a variety of print and electronic sources (books, magazines, newspapers, the Internet), as well as from direct observation, interviews, and surveys.</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 170, 172, 173
<ul style="list-style-type: none"> <li>Locate specific facts by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indexes, key/guide words, topic sentences, concluding sentences, endnotes, footnotes, bibliographic references) in expository text.</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 172, 173
<ul style="list-style-type: none"> <li>Organize information from both primary and secondary sources by taking notes, outlining ideas, and paraphrasing information and by creating charts conceptual maps, and/or timelines.</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 174, 175, 176, 177
<ul style="list-style-type: none"> <li>Make distinctions about the strengths, limitations, and overall quality of resources, including information gathered from Web sites.</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 323, 333, 336, 337 Book 2: 172, 173

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**District of Columbia Reading/English Language Arts Standards**  
**Grade 10**

<b>District of Columbia Standards Grade 10</b>	<b>Scholastic Read 180, Stage C ©2005</b>
<ul style="list-style-type: none"> <li>Present research using the standards in the Writing strand and, when appropriate, using two or more forms of multimedia, incorporating sound, visuals motion, and/or text (e.g., clip art, sound clips, photographs, print).</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 178, 181
<ul style="list-style-type: none"> <li>Document information and quotations, and use a consistent format for footnotes or endnotes.</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 178, 181
<ul style="list-style-type: none"> <li>Use standard bibliographic format to document sources (e.g., MLA, APA, CMS).</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 178, 181
<b>Strand: Writing (Continue to address earlier standards as needed and as they apply to more difficult text.)</b>	
<b>IMAGINATIVE WRITING</b>	
<b>10.W-I.1. Write well-organized stories that include</b>	
<ul style="list-style-type: none"> <li>explicit and implicit themes,</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14-18, 26-33
<ul style="list-style-type: none"> <li>a range of narrative strategies such as dialogue and suspense, and</li> </ul>	Resources for Differentiated Instruction Book 2: 14-18, 26-33
<ul style="list-style-type: none"> <li>details that contribute to a definite mood or tone.</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14-18, 26-33
<b>10.W-I.2. Write poems using a range of poetic techniques, forms (sonnet, ballad), and figurative language.</b>	Resources for Differentiated Instruction Book 2: 164-169

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**District of Columbia Reading/English Language Arts Standards**  
**Grade 10**

<b>District of Columbia Standards Grade 10</b>	<b>Scholastic Read 180, Stage C ©2005</b>
<b>EXPOSITORY WRITING</b>	
<b>10.W-E.3. Write interpretations of literary texts that</b>	
<ul style="list-style-type: none"> <li>• extend beyond summary and literal analysis;</li> </ul>	RBook TE and rBook SE: 72-77, 152-157, 248  Resources for Differentiated Instruction Book 2: 80-85, 122-127
<ul style="list-style-type: none"> <li>• address the author’s techniques;</li> </ul>	RBook TE and rBook SE: 72-77, 152-157, 248  Resources for Differentiated Instruction Book 2: 80-85, 122-127
<ul style="list-style-type: none"> <li>• draw inferences about its effects; and</li> </ul>	RBook TE and rBook SE: 72-77, 152-157, 248  Resources for Differentiated Instruction Book 2: 80-85, 122-127
<ul style="list-style-type: none"> <li>• support inferences through references to the text or other words.</li> </ul>	RBook TE and rBook SE: 72-77, 152-157, 248  Resources for Differentiated Instruction Book 2: 80-85, 122-127
<b>10.W-E.4. Write content-based research reports that</b>	
<ul style="list-style-type: none"> <li>• marshal evidence in support of a thesis;</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 175, 176, 177, 178, 181
<ul style="list-style-type: none"> <li>• convey information and ideas from primary and secondary sources accurately and make coherent distinctions about the relative value and significance of specific data, facts, and ideas;</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 172, 173, 175, 176, 177, 178, 181
<ul style="list-style-type: none"> <li>• organize and record information on charts, maps, and graphs for use as visuals, employing appropriate technology;</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 174, 175

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**Grade 10**

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<ul style="list-style-type: none"> <li>anticipate and address the reader's potential misunderstandings, biases, and expectations;</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 178, 181
<ul style="list-style-type: none"> <li>use technical terms and notations accurately; and</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 178, 181
<ul style="list-style-type: none"> <li>use quotations, footnotes or endnotes, and a standard bibliographic format.</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 178, 181
<b>10.W-E.5. Write persuasive (controversial issue) essays that</b>	
<ul style="list-style-type: none"> <li>structure ideas and arguments in a sustained and logical fashion;</li> </ul>	RBook TE and rBook SE: 120-125  Resources for Differentiated Instruction Book 2: 128-133
<ul style="list-style-type: none"> <li>engage the reader;</li> </ul>	RBook TE and rBook SE: 120-125  Resources for Differentiated Instruction Book 2: 128-133
<ul style="list-style-type: none"> <li>use specific rhetorical devices to back up assertions (e.g., via an appeal to logic through reasoning; via an appeal to emotion or ethical belief; or by personal anecdote, case study, or analogy);</li> </ul>	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 120-125  Resources for Differentiated Instruction Book 2: 128-133
<ul style="list-style-type: none"> <li>clarify and defend positions with precise and relevant evidence, including facts expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning; and</li> </ul>	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 120-125  Resources for Differentiated Instruction Book 2: 128-133

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**District of Columbia Reading/English Language Arts Standards**  
**Grade 10**

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<ul style="list-style-type: none"> <li>• anticipate and address the reader’s concerns and counterclaims with evidence.</li> </ul>	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 120-125</p> <p>Resources for Differentiated Instruction  Book 2: 128-133</p>
<b>REVISION</b>	
10.W-R.6. Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone in light of the audience, purpose, and formality of the context.	<p>RBook TE and rBook SE: 25, 49, 75, 99, 123, 155, 179, 203, 231</p> <p>Resources for Differentiated Instruction  Book 2: 15, 21, 27, 33, 39, 45, 49, 51, 55, 57, 61, 63, 69, 75, 79, 81, 87, 91, 93, 97, 99, 103, 105, 109, 111, 117, 121, 123, 127, 129, 133, 135, 141, 145, 147, 151, 153, 159, 163, 165, 169</p>
<b>Strand: Media (Continue to address earlier standards as needed and as they apply to more difficult text.)</b>	
10.M.1. Identify strategies used by media to inform, persuade, or entertain.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
10.M.2. Analyze the effect on the reader’s or viewer’s emotions of text and image in print journalism, and images, sound, and text in electronic journalism, distinguishing techniques used in each to achieve these effects.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
10.M.3. Identify the aesthetic effects of a media presentation, and evaluate the techniques used to create them.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
10.M.4. Create media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .

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**Grade 10**

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<b>Strand: English Language Conventions</b> ( <i>Continue to address earlier standards as needed and as they apply to more difficult text.</i> )	
10.EL.1. Analyze the structure of a sentence (traditional diagram, transformational mode.).	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 26, 50, 249  Resources for Differentiated Instruction Book 2: 15, 19, 69, 73, 186-187, 188-189, 190-191, 240-241, 242-243, 244-245
10.EL.2. Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerunds, infinitives, and participles), mechanics, usage (e.g., tense consistency), and sentence structure (e.g., parallel structure, properly placed modifiers).	RBook TE and rBook SE: 27, 51, 77, 101, 125, 157, 181, 205, 233  Resources for Differentiated Instruction Book 2: 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 190-191, 200-201, 202-203, 204-205, 206-207, 208-209, 212-213, 216-217, 240-241, 244-245
10.EL.3. Use ending punctuation, correct internal punctuation (commas, ellipses, colons, semicolons, parentheses), apostrophes for contractions and possessives, and correct punctuation for quotations (quotation marks, ellipses, brackets).	RBook TE and rBook SE: 27, 51, 76, 77, 101, 125, 157, 181, 205, 233  Resources for Differentiated Instruction Book 2: 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 186-187, 190-191, 228-229, 232-233, 236-237, 238-239, 240-241, 242-243, 246, 247, 248, 249, 250, 251, 252, 253
10.EL.4. Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	RBook TE and rBook SE: 27, 51, 76, 77, 101, 125, 157, 181, 205, 233  Resources for Differentiated Instruction Book 2: 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165

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**Grade 10**

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10.EL.5. Reflect appropriate manuscript requirements, including	
<ul style="list-style-type: none"> <li>• title page presentation,</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
<ul style="list-style-type: none"> <li>• pagination,</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
<ul style="list-style-type: none"> <li>• spacing and margins, and</li> </ul>	<p>The opportunity to address this objective is available. See the following:            RBook TE and rBook SE: 27, 51, 77, 101, 125, 157, 181, 205, 233</p> <p>Resources for Differentiated Instruction            Book 2: 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 181</p>
<ul style="list-style-type: none"> <li>• integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing).</li> </ul>	Resources for Differentiated Instruction Book 2: 181

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**Grade 11**

<b>District of Columbia Standards Grade 11</b>	<b>Scholastic Read 180, Stage C ©2005</b>
<b>Strand: Language Development</b> ( <i>Continue to address earlier standards as needed and as they apply to more difficult text.</i> )	
<b>DISCUSSION</b>	
10.LD-D.1. Participate productively in self-directed teams for a particular purpose, including ensuring a hearing for a range of positions, tolerating ambiguity and a lack of consensus when necessary, consulting texts as sources of ideas, acknowledging the ideas and contributions of individuals in the group, and completing the task in a timely fashion.	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 8L, 32L, 56N, 82L, 106L, 130N, 162L, 186L, 210L</p> <p>Resources for Differentiated Instruction  Book 3: 32, 39, 57, 59, 60, 62, 64, 66, 68, 71</p> <p>Teaching Resources  Topic Software: 18, 25, 49, 67, 69  Audiobooks: 14, 20, 25  Paperbacks: 135, 136, 137, 138, 139, 140</p>
<b>QUESTIONING, LISTENING, AND CONTRIBUTING</b>	
10.LD-Q.2. Analyze differences in responses to focused group discussion in an organized and systematic way.	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 60, 84, 108, 114, 140, 148, 164, 188, 218</p> <p>Resources for Differentiated Instruction  Book 3: 32</p> <p>Teaching Resources  Topic Software: 20, 26, 33, 38, 44, 50  Audiobooks: 15, 21, 26  Paperbacks: 13, 23, 29</p>
10.LD-Q.3. Evaluate the clarity, quality, effectiveness and overall coherence of a speaker’s key points, arguments, evidence, organization of ideas, delivery, diction, and syntax.	<p>The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction  Book 3: 70</p>

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**Grade 11**

<b>District of Columbia Standards Grade 11</b>	<b>Scholastic Read 180, Stage C ©2005</b>
11.LD-Q.4. Analyze types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
<b>ORAL PRESENTATION</b>	
11.LD-O.5. Create a rubric (scoring guide) based on categories generated by the teacher and students (content, organization, presentation style, vocabulary) to prepare, improve, and assess the presentations listed in this section.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
11.LD-O.6. Deliver formal presentations that exhibit a logical structure appropriate to the audience, context, and purpose, communicate group-related ideas; maintain a consistent focus, including smooth transitions; and support judgments through the effective and accurate use of evidence and well-chosen details.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 128-129 Book 3: 70
<b>VOCABULARY DEVELOPMENT</b>	
11.LD-V.7. Apply knowledge of Greek, Latin, or other linguistic roots and affixes to draw inferences about the meaning of specialized vocabulary (e.g., antecedent, antebellum, circumference, millennium, millimeter, amphibian, heterogeneous, perimeter).	RBook TE and rBook SE: 174-175, 221  Resources for Differentiated Instruction Book 1: 266-267, 268-269

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**District of Columbia Reading/English Language Arts Standards**  
**Grade 11**

<b>District of Columbia Standards Grade 11</b>	<b>Scholastic Read 180, Stage C ©2005</b>
11.LD-V.8. Identify the meanings of metaphors based on common literary allusions and conceits.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 136, 137, 142  Resources for Differentiated Instruction Book 1: 343
11.LD-V.9. Use general and specialized dictionaries, thesauri, glossaries, or related references as needed.	RBook TE and rBook SE: 118, 238-239  Resources for Differentiated Instruction Book 1: 244-245, 252-253, 270
<b>Strand: Informational Text (Continue to address earlier standards as needed and as they apply to more difficult text.)</b>	
<b>EXPOSITORY TEXT</b>	
11.IT-E.1. Locate and interpret minor or subtly stated details in passages and discern which ideas or arguments they support.	RBook TE and rBook SE: 8C-8D, 10-11, 12-15, 16-19, 41  Resources for Differentiated Instruction Book 1: 288-289, 292-293, 418, 420, 421  Teaching Resources Topic Software: 18, 21, 24, 25, 26, 30, 33, 36, 42, 43, 44, 45, 48, 57, 61, 67, 68, 69 Paperbacks: 16, 44, 48, 61, 117
11.IT-E.2. Make relevant inferences, comparisons, and generalizations that reveal a feeling for the subtleties in relationships between and among the ideas in passages.	RBook TE and rBook SE: 16, 19, 37, 90, 92, 108, 110, 112, 167, 168, 186C-186D, 188-197, 210C-210D, 213, 215, 217, 219, 221  Resources for Differentiated Instruction Book 1: 298-299, 302-303, 327, 424, 425, 428, 445  Teaching Resources Topic Software: 25, 27, 30, 31, 32, 36, 37, 38, 39, 44, 49, 50, 54, 55, 56, 62, 66, 67, 68 Audiobooks: 22 Paperbacks: 15, 19, 21, 26, 44, 52, 59

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**Grade 11**

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11.IT-E.3. Critique the consistency and clarity of the text's (author's) purposes.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 320, 325, 439, 443
11.IT-E.4. Distinguish among different kinds of evidence used to support conclusions (e.g., logical, empirical, anecdotal).	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 12, 34, 192, 219  Resources for Differentiated Instruction Book 1: 304-305, 429  Teaching Resources Topic Software: 18, 19, 21, 25, 27, 33, 38, 44, 50, 69 Audiobooks: 22 Paperbacks: 19, 21, 26, 33, 41, 44, 81, 111
11.IT-E.5. Describe how sentence variety affects the overall effectiveness of an expository essay.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
11.IT-E.6. Relate primary source documents (nonliterary) to the historical events of their time.	RBook TE and rBook SE: 214-221
<b>DOCUMENT AND PROCEDURAL TEXT</b>	
11.IT-DP.7. Analyze the structures of document and procedural text (e.g., their format, graphics, and headers) to determine how authors use these features and textual elements to achieve their purposes.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 18, 42-43, 53, 92-93, 116-117, 127, 172-173, 196-197, 220-221  Resources for Differentiated Instruction Book 1: 329, 331, 332

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**Grade 11**

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11.IT-DP.8. Analyze the graphic representatives within technical research documents for their clarity and relevance.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 18-19, 42-43, 92-93, 116-117, 172-173, 196-197, 220-221  Resources for Differentiated Instruction Book 1: 331, 332
<b>ARGUMENT AND PERSUASIVE TEXT</b>	
11.IT-A.9. Identify an author’s implicit and stated assumptions about an issue based on evidence in the selection.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 84-85  Resources for Differentiated Instruction Book 1: 322, 324  Teaching Resources Topic Software: 48, 49, 50, 51
11.IT-A.10. Recognize common fallacies such as the appeal to pity, the personal attack, double-speak, the appeal to common opinion, and the false dichotomy; understand why these fallacies do not prove the point being argued.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 84-85  Resources for Differentiated Instruction Book 1: 322, 324  Teaching Resources Topic Software: 48, 49, 50, 51
11.IT-A.11. Evaluate the arguments an author uses in a speech or op-ed to refute opposing or counterarguments and address reader or listener concerns.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 84-85  Resources for Differentiated Instruction Book 1: 322, 324  Teaching Resources Topic Software: 48, 49, 50, 51

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**Grade 11**

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11.IT-A.12. Recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement, and understatement in text, and explain their effect on the reader.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 84-85  Resources for Differentiated Instruction Book 1: 322, 324  Teaching Resources Topic Software: 48, 49, 50, 51
<b>CONNECTIONS</b>	
11.LT-C.1. Relate literary works and their authors to the seminal ideas of their time.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction: Book 1: 341
<b>GENRE</b>	
11.LT-G.2. Compare (and contrast) works within a creative genre that deal with similar themes (e.g., compares two short stories or two novels).	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 224, 225  Resources for Differentiated Instruction Book 1: 312-313, 341
<b>THEME</b>	
11.LT-T.3. Apply knowledge of the concept that a text can contain more than one theme.	RBook TE and rBook SE: 149, 225  Teaching Resources Paperbacks: 43, 115
<b>FICTION</b>	
11.LT-F.4. Analyze how satire works.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .

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**Grade 11**

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11.LT-F.5. Analyze, evaluate, and apply knowledge of how authors use techniques and elements (mood, characterization, point of view) in fiction for rhetorical and aesthetic purposes to engage that audience.	RBook TE and rBook SE: 58-59, 60-65, 66-69, 134-149, 222-225  Resources for Differentiated Instruction Book 1: 319, 338, 339, 340, 342, 343  Teaching Resources Audiobooks: 15, 16, 18, 23, 24 Paperbacks: 14, 18, 27, 32, 37, 39, 42, 45
<b>LITERARY NONFICTION</b>	
11.LT-LNF.6. Distinguish the literary qualities of several well-known biographies or several well-known speeches.	The opportunity to address this objective is available. See the following: Teaching Resources Paperbacks: 46
11.LT-LNF.7. Analyze foundational U.S. documents for their historical and literary significance (e.g., the Declaration Of Independence, the Federalist Papers, the Preamble to the U.S. Constitution, Abraham Lincoln’s Gettysburg Address, Martin Luther King’s *Letter from Birmingham Jail*).	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 210L, 212-213
<b>POETRY</b>	
11.LT-P.8. Explain how meaning is enhanced through various features of poetry including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure or prosody (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position).	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 66-69, 222-225  Resources for Differentiated Instruction Book 1: 334, 342, 343, 345  Teaching Resources Paperbacks: 17, 28

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**Grade 11**

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<b>DRAMA</b>	
11.LT-D.9. Identify and analyze how dramatic conventions (monologue, soliloquy, chorus, aside, dramatic irony) support or enhance dramatic text.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 335, 345  Teaching Resources Paperbacks: 14, 24
<b>STYLE AND LANGUAGE</b>	
11.LT-S.10. Interpret figurative language, including imagery, personification, figures of speech, hyperbole, symbolism, allusion, and allegory, with emphasis on how the writer uses language to evoke readers' emotions.	RBook TE and rBook SE: 18, 63, 67, 69, 135, 136, 137, 139, 140, 142, 145, 147  Resources for Differentiated Instruction Book 1: 334, 338, 343
11.LT-S.11. Analyze patterns of imagery or symbolism and connect them to theme and/or tone and mood.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 63, 67, 69, 141, 143, 147  Resources for Differentiated Instruction Book 1: 334, 338, 339, 343
<b>TRADITIONAL NARRATIVE AND CLASSICAL LITERATURE</b>	
11.LT-TN.12. Demonstrate knowledge of 18 <sup>th</sup> - and 19 <sup>th</sup> -century foundational works of American literature, including works by authors such as Emily Dickinson, Frederick Douglass, Ralph Waldo Emerson, Benjamin Franklin, Nathaniel Hawthorne, Herman Melville, Edgar Allan Poe, Henry David Thoreau, and Mark Twain	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 309, 328, 334, 339, 342, 373-374, 403-404

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**Grade 11**

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<b>Strand: Research</b> ( <i>Continue to address earlier standards as needed and as they apply to more difficult text.</i> )	
11.R.1. Formulate original, open-ended questions to explore a topic of interest; design, and carry out research.	
<ul style="list-style-type: none"> <li>• Define and narrow a problem or research topic.</li> </ul>	Resources for Differentiated Instruction Book 2: 170-171
<ul style="list-style-type: none"> <li>• Gather relevant information from a variety of print and electronic sources (books, magazines, newspapers, journals, periodicals, the internet), as well as from direct observation, interviews, and surveys.</li> </ul>	Resources for Differentiated Instruction Book 2: 172-173
<ul style="list-style-type: none"> <li>• Skim and scan text to locate specific facts and important details by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indexes, key/guide works, topic sentences, concluding sentences, endnotes, footnotes, bibliographic references) in expository text.</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 314 Book 2: 172-173
<ul style="list-style-type: none"> <li>• Organize information from both primary and secondary sources by taking notes, outlining ideas, and paraphrasing information and by creating charts, conceptual maps, and/or timelines.</li> </ul>	Resources for Differentiated Instruction Book 1: 315 Book 2: 172-174, 175-177

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**District of Columbia Reading/English Language Arts Standards**  
**Grade 11**

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<ul style="list-style-type: none"> <li>• Make distinctions about the origins, credibility, reliability, consistency, strengths, limitations, and overall quality of resources, including information gathered from Web sites.</li> </ul>	<p>The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction  Book 1: 323, 333, 336, 337  Book 2: 172-173</p>
<ul style="list-style-type: none"> <li>• Present research using the standards in the Writing strand and, when appropriate, incorporating two or more media (e.g., sound, animation, digital photography, video capture).</li> </ul>	<p>The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction  Book 2: 104-105, 178, 181</p>
<ul style="list-style-type: none"> <li>• Document information and quotations, and use a consistent format for footnotes or endnotes.</li> </ul>	<p>The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction  Book 2: 178, 181</p>
<ul style="list-style-type: none"> <li>• Use standard bibliographic format to document sources (e.g., MLA, APA, CMS).</li> </ul>	<p>The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction  Book 2: 178, 181</p>
<b>Strand: Writing (Continue to address earlier standards as needed and as they apply to more difficult text.)</b>	
<b>IMAGINATIVE WRITING</b>	
11.W-I.1. Write poems using a range of forms and techniques (structural elements, sounds, figurative language, and graphics).	Resources for Differentiated Instruction Book 2: 164-169

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**Grade 11**

<b>District of Columbia Standards Grade 11</b>	<b>Scholastic Read 180, Stage C ©2005</b>
<b>EXPOSITORY WRITING</b>	
<b>11.W-E.2. Write interpretations of literary or expository reading that</b>	
<ul style="list-style-type: none"> <li>• demonstrate a grasp of the theme or purpose of the work;</li> </ul>	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 72-77, 152-157</p> <p>Resources for Differentiated Instruction  Book 2: 80-85, 122-127</p>
<ul style="list-style-type: none"> <li>• analyze the language and unique aspects of text;</li> </ul>	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 72-77, 152-157</p> <p>Resources for Differentiated Instruction  Book 2: 80-85, 122-127</p>
<ul style="list-style-type: none"> <li>• support key ideas through accurate and detailed references to the text or to other works;</li> </ul>	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 72-77, 152-157</p> <p>Resources for Differentiated Instruction  Book 2: 80-85, 122-127</p>
<ul style="list-style-type: none"> <li>• demonstrate awareness of the effects of the author’s stylistic and rhetorical devices; and</li> </ul>	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 72-77, 152-157</p> <p>Resources for Differentiated Instruction  Book 2: 80-85, 122-127</p>
<ul style="list-style-type: none"> <li>• include information on the validity and reliability of all relevant perspectives.</li> </ul>	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 72-77, 152-157</p> <p>Resources for Differentiated Instruction  Book 2: 80-85, 122-127</p>

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**Grade 11**

<b>District of Columbia Standards Grade 11</b>	<b>Scholastic Read 180, Stage C ©2005</b>
<b>11.W-E.3. Write essays of analysis (proposals) that</b>	
<ul style="list-style-type: none"> <li>• present a coherent thesis that conveys a clear and distinctive position or generalization;</li> </ul>	RBook TE and rBook SE: 120-125, 152-157  Resources for Differentiated Instruction Book 2: 116-121, 122-127, 128-133, 134-139
<ul style="list-style-type: none"> <li>• use an organizing structure that balances all aspects of the piece and makes effective transitions between sentences and ideas to unify key ideas;</li> </ul>	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 120-125, 152-157  Resources for Differentiated Instruction Book 2: 116-121, 122-127, 128-133, 134-139
<ul style="list-style-type: none"> <li>• include key ideas within the body of the composition through use of supporting evidence such as scenarios, commonly held beliefs, hypotheticals, and/or definitions;</li> </ul>	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 120-125, 152-157  Resources for Differentiated Instruction Book 2: 116-121, 122-127, 128-133, 134-139
<ul style="list-style-type: none"> <li>• offer objective presentation of alternate views by quoting the words of the proponents of those alternate views in context;</li> </ul>	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 120-125, 152-157  Resources for Differentiated Instruction Book 2: 116-121, 122-127, 128-133, 134-139
<ul style="list-style-type: none"> <li>• use effective rhetorical techniques;</li> </ul>	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 120-125, 152-157  Resources for Differentiated Instruction Book 2: 116-121, 122-127, 128-133, 134-139

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**District of Columbia Reading/English Language Arts Standards**  
**Grade 11**

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<ul style="list-style-type: none"> <li>include logical argumentation that incorporates textual evidence for each assertion; and</li> </ul>	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 120-125, 152-157</p> <p>Resources for Differentiated Instruction  Book 2: 116-121, 122-127, 128-133, 134-139</p>
<ul style="list-style-type: none"> <li>provide effective introductory and concluding paragraphs that guide and inform the reader's understanding of key ideas and evidence.</li> </ul>	<p>RBook TE and rBook SE: 120-125, 152-157</p> <p>Resources for Differentiated Instruction  Book 2: 116-121, 122-127, 128-133, 134-139</p>
<b>11.W-E.4. Write historical investigation reports that</b>	
<ul style="list-style-type: none"> <li>use exposition, narration, description, argumentation, supposition, or some combination of rhetorical strategies to support the main proposition;</li> </ul>	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i>.</p>
<ul style="list-style-type: none"> <li>analyze several historical records of a single event, examining critical relationships between and among elements of the research topic;</li> </ul>	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i>.</p>
<ul style="list-style-type: none"> <li>explain the perceived reason(s) for the similarities and differences using information derived from primary and secondary sources to support or enhance the presentation; and</li> </ul>	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i>.</p>
<ul style="list-style-type: none"> <li>include information on all relevant perspectives, considering the validity and reliability of sources.</li> </ul>	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i>.</p>

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**District of Columbia Reading/English Language Arts Standards**  
**Grade 11**

<b>District of Columbia Standards Grade 11</b>	<b>Scholastic Read 180, Stage C ©2005</b>
<b>REVISION</b>	
11.W-R.5. Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.	RBook TE and rBook SE: 25, 49, 75, 99, 123, 155, 179, 203, 231  Resources for Differentiated Instruction Book 2: 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 181
<b>Strand: Media (Continue to address earlier standards as needed and as they apply to more difficult text.)</b>	
11.M.1. Analyze the possible effects of media on elections, images of leaders, and public attitudes, using evidence directly from the media or from the writings of commentators on the media.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
11.M.2. Analyze the techniques used in media messages for a particular audience, and evaluate their effectiveness.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
11.M.3. Recognize how visual and sound techniques or design (such as special effects, camera angles, and music) carry or influence messages in various media.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
11.M.4. Create coherent media presentations that synthesize information from several sources.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .

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**Grade 11**

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<b>Strand: English Language Conventions</b> ( <i>Continue to address earlier standards as needed and as they apply to more difficult text.</i> )	
11.EL.1. Demonstrate control of grammar, paragraph and sentence structure, diction, and usage.	RBook TE and rBook SE: 24-26, 48-50, 74-77, 98-100, 122-124, 154-156, 178-181, 202-204, 230-233  Resources for Differentiated Instruction Book 2: 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165
11.EL.2. Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	RBook TE and rBook SE: 27, 51, 76, 77, 101, 125, 157, 181, 205, 233  Resources for Differentiated Instruction Book 2: 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165
11.EL.3. Reflect appropriate manuscript requirements in writing.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 27, 51, 77, 101, 125, 157, 181, 205, 233  Resources for Differentiated Instruction Book 2: 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 181

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**Grade 12**

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<b>Strand: Language Development</b> ( <i>Continue to address earlier standards as needed and as they apply to more difficult text.</i> )	
<b>DISCUSSION</b>	
10.LD-D.1. Evaluate how well participants engage in discussions, and participate in a formal and an informal meeting or on a television news discussion program.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 60, 84, 108, 114, 140, 148, 164, 188, 218  Teaching Resources Topic Software: 20, 26, 33, 38, 44, 50 Audiobooks: 15, 21, 26 Paperbacks: 13, 23, 29
<b>QUESTIONING, LISTENING, AND CONTRIBUTING</b>	
12.LD-Q.2. Distinguish between inductive and deductive reasoning in an argument.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
12.LD-Q.3. Identify logical fallacies present in oral addresses (e.g., attack ad hominem, false causality, red herring, overgeneralization, bandwagoning).	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
12.LD-Q.4. Analyze the four basic types of persuasive speeches (propositions of fact, value, problem, or policy) and their use of patterns of organization, persuasive language, reasoning, and proofs.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 128-129
12.LD-Q.5. Recognize and use elements of classical speech form (introduction, first and second transitions, body, and conclusion), formulating sound, rational arguments and applying the art of persuasion and debate.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 128-129

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**Grade 12**

<b>District of Columbia Standards Grade 12</b>	<b>Scholastic Read 180, Stage C ©2005</b>
<b>ORAL PRESENTATION</b>	
12.LD-O.6. Create a rubric (scoring guide) based on categories generated by the teacher and students (content, organization, presentation style, vocabulary) to prepare, improve, and assess the presentations listed in the section.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
12.LD-O.7. Formulate and deliver sound, rational arguments that are well supported with evidence appropriate to the audience and context, and use clear enunciation and appropriate organization, gestures, tone, and vocabulary.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 128-129
<b>VOCABULARY DEVELOPMENT</b>	
12.LD-V.8. Trace the etymology of significant terms used in core content areas, (e.g., social studies, science).	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 270-271
12.LD-V.9. Use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references as needed.	RBook TE and rBook SE: 118, 238-239  Resources for Differentiated Instruction Book 1: 244-245, 252-253, 270

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**District of Columbia Reading/English Language Arts Standards**  
**Grade 12**

<b>District of Columbia Standards Grade 12</b>	<b>Scholastic Read 180, Stage C ©2005</b>
<b>Strand: Informational Text</b> ( <i>Continue to address earlier standards as needed and as they apply to more difficult text.</i> )	
<b>EXPOSITORY TEXT</b>	
12.IT-E.1. Infer subtly stated or implied cause-and-effect relationships and analyze the essential elements that elaborate them.	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 162C-162D, 164-173, 195</p> <p>Resources for Differentiated Instruction  Book 1: 296-297, 423</p> <p>Teaching Resources  Topic Software: 19, 20, 24, 30, 31, 32, 38, 43, 51, 60, 61, 63  Audiobooks: 22  Paperbacks: 25, 33, 38, 46, 105</p>
12.IT-E.2. Discern which details, although they may appear in different sections throughout a passage, support important points in more challenging passages.	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 8C-8D, 10-11, 12-15, 16-19</p> <p>Resources for Differentiated Instruction  Book 1: 288-289, 292-293, 418, 420, 421</p> <p>Teaching Resources  Paperbacks: 16, 44, 48, 61, 117</p>
12.IT-E.3. Critique the effectiveness of the organizational pattern (e.g., logic, focus, consistency, coherence, visual appeal) of text.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
12.IT-E.4. Determine the accuracy and truthfulness of one source of information by examining evidence offered in the material itself and by comparing the evidence with information from multiple sources.	<p>The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction  Book 1: 323, 336, 337, 429, 441, 446</p>

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**Grade 12**

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12.IT-E.5. Compare (and contrast) readings on the same topic by explaining how authors reach the same or different conclusions based on differences in evidence, reasoning, assumptions, purposes, beliefs, or biases.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 19, 115, 221, 224, 225  Resources for Differentiated Instruction Book 1: 336, 337, 429, 446
<b>DOCUMENT AND PROCEDURAL TEXT</b>	
12.IT-DP.6. Analyze how the patterns of organization, hierarchic structures, repetition of key ideas, syntax, and word choice influence the clarity and understanding of document and procedural text (e.g., manuals, product support material, contracts, applications).	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 207  Resources for Differentiated Instruction Book 1: 329, 397-398
12.IT-DP.7. Evaluate the logic within document and procedural text such as manuals, product support materials, and contracts.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 329, 397-398
<b>ARGUMENT AND PERSUASIVE TEXT</b>	
12.IT-A.8. Evaluate the effectiveness of the logic and use of evidence in an author's argument.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 84-85  Resources for Differentiated Instruction Book 1: 322, 324  Teaching Resources Topic Software: 48, 49, 50, 51

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**Grade 12**

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12.IT-A.9. Evaluate the merits of an argument, action, or policy by citing evidence offered in the material itself and by comparing the evidence with information available in other stores.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 84-85  Resources for Differentiated Instruction Book 1: 322, 324  Teaching Resources Topic Software: 48, 49, 50, 51
12.IT-A.10. Evaluate the effectiveness of an author’s use of rhetorical devices in a persuasive argument.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
12.IT-A.11. Identify unexamined presumptions in an argument — that is, determine if the presumptions are false, whether the argument fails or not.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 322, 324  Teaching Resources Topic Software: 48, 49, 50, 51
12.IT-A.12. Evaluate persuasive sources for adherence to ethics.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 322
<b>Strand: Literary Text</b> ( <i>Continue to address earlier standards as needed and as they apply to more difficult text.</i> )	
<b>CONNECTIONS</b>	
12.LT-C.1. Relate literary works and their authors to the political events and seminal ideas of their eras.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 214-221, 222-225  Resources for Differentiated Instruction Book 1: 341
<b>GENRE</b>	

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**Grade 12**

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12.LT-G.2. Analyze characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay, or editorial.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 344
<b>THEME</b>	
12.LT-T.3. Analyze and compare texts that express a universal theme (e.g., the incomprehensibility of life’s tragedies, the tragic flaw of a hero or heroine), providing textual evidence (e.g., examples, details, quotations) of the identified theme.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 341
12.LT-T.4. Analyze a writer’s word choice and imagery and connect them to theme and/or tone and mood, providing evidence from the text to support the analysis.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 63, 67, 69, 141, 143, 149  Resources for Differentiated Instruction Book 1: 334, 338, 339
<b>FICTION</b>	
12.LT-F.5. Explain how irony, tone, mood, style, and sound of language are used for specific rhetorical, aesthetic purposes.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 69, 141, 143, 223, 225  Resources for Differentiated Instruction Book 1: 334, 338, 339, 342, 343
12.LT-F.6. Use several critical lenses (Marxist, feminist, biographical) to interpret literary works.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .

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**Grade 12**

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12.LT-F.7. Analyze the effects of different points of view on a collection of short stories illustrating a variety of points of view.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
<b>LITERARY NONFICTION</b>	
12.LT-LNF.8. Evaluate the literary elements and techniques in several classical essays and historical speeches.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
12.LT-LNF.9. Analyze differences between informal personal essays that reflect more of the author’s personal feeling and formal impersonal essays that present ideas removed from the personal circumstances prompting them.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
<b>POETRY</b>	
12.LT-P.10. Analyze the effectiveness and effect of diction and imagery (controlling images, understatement, overstatement, irony, paradox, allusion, apostrophe, oxymoron, pun, synecdoche, metonymy) in conveying meaning.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 69, 225  Resources for Differentiated Instruction Book 1: 334, 342, 343, 345
12.LT-P.11. Identify respond to, and analyze the effects of the form and dramatic structure of ballads, elegies, sonnets, heroic couplets, odes, and villanelles.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 345

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**Grade 12**

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<b>DRAMA</b>	
12.LT-D.12. Demonstrate understanding of various dramatic conventions (dialogue, dramatic irony, character foils, comic relief) by writing and designing an original play.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
12.LT-D.13. Analyze the influence of classical Greek drama on modern plays.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
<b>STYLE AND LANGUAGE</b>	
12.LT-S.14. Analyze and compare style and language among significant cross-cultural literary works.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
<b>TRADITIONAL NARRATIVE AND CLASSICAL LITERATURE</b>	
12.LT-TN.15. Read and interpret world literature drawn from pre-20 <sup>th</sup> -century authors and know many of the important authors and key works from those eras.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 309, 328, 334, 339, 342, 373-374, 403-404  Teaching Resources Audiobooks: 16 Paperbacks: 47
12.LT-TN.16. Identify and analyze a variety of literary and nonliterary landmarks in the history and evolution of the English language that served as major sources of influence on later generations of writers.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .

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**Grade 12**

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<b>Strand: Research</b> ( <i>Continue to address earlier standards as needed and as they apply to more difficult text.</i> )	
12.R.1. Formulate original, open-ended questions to explore a topic of interest; design and carry out research.	
<ul style="list-style-type: none"> <li>• Define and narrow a problem or research topic.</li> </ul>	Resources for Differentiated Instruction Book 2: 170-171
<ul style="list-style-type: none"> <li>• Gather relevant information from a variety of print and electronic sources (books, magazines, newspapers, journals, periodicals, the internet), as well as from direct observation, interviews, and surveys.</li> </ul>	Resources for Differentiated Instruction Book 2: 172-173
<ul style="list-style-type: none"> <li>• Skim and scan text to locate specific facts and important details by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indexes, key/guide works, topic sentences, concluding sentences, endnotes, footnotes, bibliographic references) in expository text.</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 314 Book 2: 172-173
<ul style="list-style-type: none"> <li>• Organize information from both primary and secondary sources by taking notes, outlining ideas, and paraphrasing information and by creating charts, conceptual maps, and/or timelines.</li> </ul>	Resources for Differentiated Instruction Book 1: 315 Book 2: 172-174, 175-177

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**Grade 12**

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<ul style="list-style-type: none"> <li>Make distinctions about the origins, credibility, reliability, consistency, strengths, limitations, and overall quality of resources, including information gathered from Web sites.</li> </ul>	<p>The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction  Book 1: 323, 333, 336, 337  Book 2: 172-173</p>
<ul style="list-style-type: none"> <li>Present research using the standards in the Writing strand and, technology as appropriate.</li> </ul>	<p>The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction  Book 2: 104-105, 178, 181</p>
<ul style="list-style-type: none"> <li>Document information and quotations, and use a consistent format for footnotes or endnotes.</li> </ul>	<p>The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction  Book 2: 178, 181</p>
<ul style="list-style-type: none"> <li>Use standard bibliographic format to document sources (e.g., MLA, APA, CMS).</li> </ul>	<p>The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction  Book 2: 178, 181</p>
<b>Strand: Writing (Continue to address earlier standards as needed and as they apply to more difficult text.)</b>	
<b>IMAGINATIVE WRITING</b>	
<b>12.W-I.1. Write a short story that</b>	
<ul style="list-style-type: none"> <li>narrates a sequence of events and communicates its significance to the audience;</li> </ul>	<p>The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction  Book 2: 14-18, 26-30</p>
<ul style="list-style-type: none"> <li>locates scenes and incidents in specific places;</li> </ul>	<p>The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction  Book 2: 14-18, 26-30</p>

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**Grade 12**

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<ul style="list-style-type: none"> <li>develops the narrative elements with concrete sensory details and language (e.g., visual details of scenes; descriptions of sounds; smells, specific actions; movements and gestures; feelings of characters); and</li> </ul>	<p>The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction  Book 2: 14-18, 26-30</p>
<ul style="list-style-type: none"> <li>effectively paces the presentation of actions to accommodate time/mood changes.</li> </ul>	<p>The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction  Book 2: 14-18, 26-30</p>
<b>EXPOSITORY WRITING</b>	
<b>11.W-E.2. Write interpretations of literary or expository reading that</b>	
<ul style="list-style-type: none"> <li>demonstrate a grasp of the theme or purpose of the work;</li> </ul>	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 72-77, 152-157</p> <p>Resources for Differentiated Instruction  Book 2: 80-85, 122-127</p>
<ul style="list-style-type: none"> <li>analyze the use of imagery, language, and unique aspects of text;</li> </ul>	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 72-77, 152-157</p> <p>Resources for Differentiated Instruction  Book 2: 80-85, 122-127</p>
<ul style="list-style-type: none"> <li>support key ideas through accurate and detailed references to the text or to other works;</li> </ul>	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 72-77, 152-157</p> <p>Resources for Differentiated Instruction  Book 2: 80-85, 122-127</p>

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**Grade 12**

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<ul style="list-style-type: none"> <li>demonstrate awareness of the effects of the author’s stylistic and rhetorical devices; and</li> </ul>	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 72-77, 152-157</p> <p>Resources for Differentiated Instruction  Book 2: 80-85, 122-127</p>
<ul style="list-style-type: none"> <li>assess the impact of perceived ambiguities, nuances, and complexities within text.</li> </ul>	<p>See the following opportunities to support this standard:  RBook TE and rBook SE: 72-77, 152-157</p> <p>Resources for Differentiated Instruction  Book 2: 80-85, 122-127</p>
<b>12.W-E.3. Construct arguments that</b>	
<ul style="list-style-type: none"> <li>presents a cogent thesis;</li> </ul>	<p>RBook TE and rBook SE: 120-125, 152-157</p> <p>Resources for Differentiated Instruction  Book 2: 116-121, 122-127, 128-133, 134-139</p>
<ul style="list-style-type: none"> <li>structure ideas in a sustained and logical fashion;</li> </ul>	<p>RBook TE and rBook SE: 120-125, 152-157</p> <p>Resources for Differentiated Instruction  Book 2: 116-121, 122-127, 128-133, 134-139</p>
<ul style="list-style-type: none"> <li>use a range of strategies to elaborate and persuade, such as descriptions, anecdotes, case studies, analogies, and illustrations;</li> </ul>	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 120-125, 152-157</p> <p>Resources for Differentiated Instruction  Book 2: 116-121, 122-127, 128-133, 134-139</p>
<ul style="list-style-type: none"> <li>clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning;</li> </ul>	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 120-125, 152-157</p> <p>Resources for Differentiated Instruction  Book 2: 116-121, 122-127, 128-133, 134-139</p>

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**Grade 12**

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<ul style="list-style-type: none"> <li>anticipate and address readers' concerns and counterclaims with evidence;</li> </ul>	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 120-125, 152-157</p> <p>Resources for Differentiated Instruction  Book 2: 116-121, 122-127, 128-133, 134-139</p>
<ul style="list-style-type: none"> <li>demonstrate understanding of purpose and audience; and</li> </ul>	<p>RBook TE and rBook SE: 120-125, 152-157</p> <p>Resources for Differentiated Instruction  Book 2: 116-121, 122-127, 128-133, 134-139</p>
<ul style="list-style-type: none"> <li>provide effective introductory and concluding paragraphs that guide and inform the reader's understanding of key ideas and evidence.</li> </ul>	<p>RBook TE and rBook SE: 120-125, 152-157</p> <p>Resources for Differentiated Instruction  Book 2: 116-121, 122-127, 128-133, 134-139</p>
<b>12.W-E.4. Write an extended research essay that</b>	
<ul style="list-style-type: none"> <li>requires the student to engage in self-directed research;</li> </ul>	<p>Resources for Differentiated Instruction  Book 2: 170-181</p>
<ul style="list-style-type: none"> <li>engages the reader by establishing a context;</li> </ul>	<p>The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction  Book 2: 170-181</p>
<ul style="list-style-type: none"> <li>uses an organizing structure appropriate to purpose and specified audience;</li> </ul>	<p>The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction  Book 2: 175-181</p>
<ul style="list-style-type: none"> <li>organizes evidence in support of a thesis and related claims, including information on relevant perspectives;</li> </ul>	<p>The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction  Book 2: 172-181</p>

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**Grade 12**

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<ul style="list-style-type: none"> <li>• conveys information and ideas from primary and secondary sources accurately and coherently;</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 172-181
<ul style="list-style-type: none"> <li>• paraphrases and summarizes different perspectives on the topic as appropriate;</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 172-181
<ul style="list-style-type: none"> <li>• makes distinctions about the relative value and significance of specific data, facts, and ideas;</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 172-177
<ul style="list-style-type: none"> <li>• anticipates and addresses the reader’s potential misunderstandings, biases, and expectations with evidence;</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 170-181
<ul style="list-style-type: none"> <li>• employs technologies and graphics as appropriate;</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 170-181
<ul style="list-style-type: none"> <li>• provides a clear and coherent conclusion;</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 175-181
<ul style="list-style-type: none"> <li>• cites research sources according to standard format for works cited; and</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 178, 181
<ul style="list-style-type: none"> <li>• is completed within a set time frame.</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 170-181

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**District of Columbia Reading/English Language Arts Standards**  
**Grade 12**

<b>District of Columbia Standards Grade 12</b>	<b>Scholastic Read 180, Stage C ©2005</b>
<b>REVISION</b>	
12.W-R.5. Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.	RBook TE and rBook SE: 25, 49, 75, 99, 123, 155, 179, 203, 231  Resources for Differentiated Instruction Book 2: 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 181
<b>Strand: Media (Continue to address earlier standards as needed and as they apply to more difficult text.)</b>	
12.M.1. Evaluate the aural, visual, and written images and other special effects used in television, radio, film productions, and the internet for their ability to inform, persuade, and entertain (e.g., anecdote, expert witness, vivid detail, tearful testimony, humor).	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 333
12.M.2. Examine the intersections and conflicts between the visual (such as media images, painting, film, and graphic arts) and the verbal.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
12.M.3. Create coherent multimedia presentations that combine text, image, and sound, synthesizing information from a wide range of sources, test audience response, and revise the presentation accordingly.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .

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**Grade 12**

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<b>Strand: English Language Conventions</b> ( <i>Continue to address earlier standards as needed and as they apply to more difficult text.</i> )	
12.EL.1. Demonstrate control of grammar, paragraph and sentence structure, diction, and usage.	RBook TE and rBook SE: 24-26, 48-50, 74-77, 98-100, 122-124, 154-156, 178-181, 202-204, 230-233  Resources for Differentiated Instruction Book 2: 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165
12.EL.2. Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	RBook TE and rBook SE: 27, 51, 76, 77, 101, 125, 157, 181, 205, 233  Resources for Differentiated Instruction Book 2: 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165
12.EL.3. Reflect appropriate manuscript requirements in writing.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 27, 51, 77, 101, 125, 157, 181, 205, 233  Resources for Differentiated Instruction Book 2: 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111, 117, 123, 129, 135, 141, 147, 153, 159, 165, 181