

SCHOLASTIC



# **Enterprise Edition Stage C**

**Correlated to  
Hawaii Content and Performance  
Standards III for Language Arts  
Grades 9, 10, 11 & 12**

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**correlated to**  
**Hawaii Content and Performance Standards III for Language Arts**  
**Grade 9**

<b>Hawaii Content and Performance Standards III for Language Arts Grade 9</b>	<b>Scholastic <i>READ 180, Stage C</i> ©2005</b>
<b>Strand: Reading</b>	
<b>Standard 1: Reading: Conventions and Skills: Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes</b>	
<b>Topic: Vocabulary and Concept Development</b>	
LA.9.1.1 Use new grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study	rBook TE and rBook SE: 8-9, 32-33, 56-57, 82-83, 106-107, 130-131, 162-163, 186-187, 210-211  Resources for Differentiated Instruction Book 1: 236-237, 238-239, 240-241, 244-245, 250-251, 254-255, 264-265, 270-271, 276  Teaching Resources Topic Software: 12-13
<b>Topic: Locating Sources/Gathering Information</b>	
LA.9.1.2 Use a variety of strategies to gain information from print and online resources, both primary and secondary, as part of a research plan to support a thesis	Resources for Differentiated Instruction Book 1: 333 Book 2: 74-79, 104-109, 110-115, 170-181

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**Grade 9**

<b>Hawaii Content and Performance Standards III for Language Arts Grade 9</b>	<b>Scholastic <i>READ 180, Stage C</i> ©2005</b>
<b>Standard 2: Reading: Reading Comprehension: Use reading strategies to construct meaning from a variety of texts</b>	
<b>Topic: Constructing Meaning</b>	
LA.9.2.1 Use annotation methods to identify organizational patterns and to make inferences while reading	<p>The opportunity to address this objective is available. See the following:</p> <p>rBook TE and rBook SE: 32C-32D, 34-35, 36-39, 40-43, 106C-106D, 108-109, 110-113, 114-117, 162C-162D, 164-165, 166-169, 170-173, 186C-186D, 188-189, 190-193, 194-197, 210C-210D, 212-213, 214-221</p> <p>Resources for Differentiated Instruction Book 1: 290-291, 296-297, 298-299, 300-301, 302-303</p> <p>Teaching Resources Topic Software: 19, 21, 25, 27, 30, 51, 55, 68</p>
LA.9.2.2 Analyze questions not answered by a selected text	<p>rBook TE and rBook SE: 212-213, 214-221</p> <p>Resources for Differentiated Instruction Book 1: 302-303, 304-305</p> <p>Teaching Resources Topic Software: 18, 19, 21, 25, 27, 30, 32, 49, 55, 67</p>
<b>Standard 3: Reading: Literary Response and Analysis: Respond to literary texts from a range of stances: personal, interpretive, critical</b>	
<b>Topic: Interpretive Stance</b>	
LA.9.3.1 Use textual evidence (e.g., knowledge of rhetorical and literary devices) to interpret and draw conclusions about literature	<p>rBook TE and rBook SE: 60, 63, 65, 67, 69, 135, 136, 137, 139, 140, 141, 142, 145, 147, 149, 219, 223, 225</p> <p>Resources for Differentiated Instruction Book 1: 305, 338, 339, 340, 341, 342, 343</p>

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<b>Hawaii Content and Performance Standards III for Language Arts Grade 9</b>	<b>Scholastic <i>READ 180, Stage C</i> ©2005</b>
<b>Topic: Critical Stance</b>	
LA.9.3.2 Explain how historical and cultural information enriches the interpretation of a text	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 212-213, 214-221, 222-225
<b>Topic: Literary Elements</b>	
LA.9.3.3 Analyze the way literary elements and forms are used in prose and poetry	rBook TE and rBook SE: 58-65, 66-69, 132-149, 222-225  Resources for Differentiated Instruction Book 1: 306-307, 308-309, 310-311, 312-313, 334, 338, 339, 340, 341, 342, 343, 344, 345
<b>Topic: Personal Connection</b>	
LA.9.3.4 Explain how literature can deepen and broaden personal experiences and give insight into problems or issues	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 60, 62, 64, 66, 68, 134, 136, 138, 144, 146, 148, 212, 216, 218, 220, 222, 224
<b>Strand: Writing</b>	
<b>Standard 4: Writing: Conventions and Skills: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms</b>	
<b>Topic: Range of Writing</b>	
LA.9.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:	
<ul style="list-style-type: none"> <li>• narratives or scripts with a theme and details that contribute to a mood or tone</li> </ul>	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 46-51, 72-77, 176-181, 228-233  Resources for Differentiated Instruction Book 2: 14-19, 20-25, 26-31, 32-37, 38-43

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<ul style="list-style-type: none"> <li>poems using a range of poetic techniques and figurative language in a variety of forms</li> </ul>	Resources for Differentiated Instruction Book 2: 164-169
<ul style="list-style-type: none"> <li>literary, persuasive, and personal essays</li> </ul>	rBook TE and rBook SE: 72-77, 152-157, 228-233  Resources for Differentiated Instruction Book 2: 38-43, 62-67, 116-121, 122-127, 128-133, 134-139
<ul style="list-style-type: none"> <li>research papers that state and support a thesis</li> </ul>	Resources for Differentiated Instruction Book 2: 74-79, 104-109, 110-115, 170-181
<ul style="list-style-type: none"> <li>functional writing including forms, applications, and questionnaires</li> </ul>	rBook TE and rBook SE: 183, 207, 235  Resources for Differentiated Instruction Book 2: 140-145, 146-151, 152-157, 158-163
<ul style="list-style-type: none"> <li>pieces to reflect on learning and to solve problems</li> </ul>	rBook TE and rBook SE: 72-77, 120-125, 152-157  Resources for Differentiated Instruction Book 2: 116-121, 122-127, 128-133, 134-139
<b>Topic: Sentence Structure and Grammar</b>	
LA.9.4.2 Form and use the following grammatical constructions correctly when editing writing:	
<ul style="list-style-type: none"> <li>parallel structures in various contexts (e.g., items in a series, complements, items juxtaposed for emphasis)</li> </ul>	This objective falls outside the scope of Scholastic <i>READ 180, Stage C</i> .
<ul style="list-style-type: none"> <li>subordination and coordination to indicate relationship between ideas</li> </ul>	Resources for Differentiated Instruction Book 2: 73, 240-241
<ul style="list-style-type: none"> <li>restrictive clauses with appropriate use of <i>that</i></li> </ul>	This objective falls outside the scope of Scholastic <i>READ 180, Stage C</i> .

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<ul style="list-style-type: none"> <li>• abbreviations used in research citation</li> </ul>	<p>The opportunity to address this objective is available. See the following:</p> <p>Resources for Differentiated Instruction Book 2: 172-173, 178, 181</p>
<b>Topic: Punctuation, Capitalization, and Spelling</b>	
LA.9.4.3 Edit writing to correct punctuation:	
<ul style="list-style-type: none"> <li>• ellipsis</li> </ul>	This objective falls outside the scope of Scholastic <i>READ 180, Stage C</i> .
<ul style="list-style-type: none"> <li>• italics/underlining for foreign words</li> </ul>	This objective falls outside the scope of Scholastic <i>READ 180, Stage C</i> .
LA.9.4.4 Use a variety of strategies and resources to spell grade-appropriate words	<p>rBook TE and rBook SE: 27, 51, 77, 101, 125, 157, 181, 205, 233</p> <p>Resources for Differentiated Instruction Book 1: 206, 207, 212, 222, 226 Book 2: 15, 21, 27, 39, 45, 51, 63, 69, 99, 117</p>
<b>Topic: Citing Sources</b>	
LA.9.4.5 Describe the meaning and consequences of plagiarism	This objective falls outside the scope of Scholastic <i>READ 180, Stage C</i> .
LA.9.4.6 Use a prescribed documentation style to adhere to fair use and copyright guidelines for citing grade-appropriate sources in papers, projects, and multimedia presentations	<p>The opportunity to address this objective is available. See the following:</p> <p>Resources for Differentiated Instruction Book 2: 172-173, 178, 181</p>
LA.9.4.7 Use quotations and citations in writing while maintaining the flow of ideas	<p>The opportunity to address this objective is available. See the following:</p> <p>Resources for Differentiated Instruction Book 2: 172, 178-181</p>

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<b>Hawaii Content and Performance Standards III for Language Arts Grade 9</b>	<b>Scholastic <i>READ 180, Stage C</i> ©2005</b>
<b>Standard 5: Writing: Rhetoric: Use rhetorical devices to craft writing appropriate to audience and purpose</b>	
<b>Topic: Meaning</b>	
LA.9.5.1 Use accurate and useful research information in writing	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 1: 323, 333 Book 2: 74-79, 104-109, 110-115, 170-181
<b>Topic: Design</b>	
LA.9.5.2 Use a variety of structural patterns and transitional devices to organize writing	rBook TE and rBook SE: 24-25, 48-49, 74-75, 98-99, 122-123, 154-155, 178-179, 202-203, 230-231  Resources for Differentiated Instruction Book 2: 56-61, 68-73, 105, 109, 140-145
<b>Topic: Clarity</b>	
LA.9.5.3 Use a variety of sentence structures (e.g., parallel phrasing, subordination) and grade-appropriate vocabulary to achieve efficiency, indicate emphasis, and clarify meaning	rBook TE and rBook SE: 24, 48, 74, 98, 122, 154, 178, 202, 230  Resources for Differentiated Instruction Book 2: 15, 19, 69, 73, 99, 103, 186-187, 190-191, 240-241, 244-245
<b>Topic: Voice</b>	
LA.9.5.4 Use a voice and tone appropriate for the topic, purpose, and audience	rBook TE and rBook SE: 23, 121  Resources for Differentiated Instruction Book 2: 147, 151

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<b>Hawaii Content and Performance Standards III for Language Arts Grade 9</b>	<b>Scholastic <i>READ 180, Stage C</i> ©2005</b>
<b>Strand: Oral Communication</b>	
<b>Standard 6: Oral Communication: Conventions and Skills: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes</b>	
<b>Topic: Discussion and Presentation</b>	
LA.9.6.1 Organize and participate in a small group to accomplish a task or explore a topic	rBook TE and rBook SE: 11, 15, 39, 43, 63, 65, 69, 85, 89, 109, 113, 141, 147, 165, 169, 189, 193, 213, 217, 223  Resources for Differentiated Instruction Book 3: 62, 70
LA.9.6.2 Give a planned oral presentation highlighting a main idea(s) with support (e.g., statistics, anecdotes, examples)	rBook TE and rBook SE: 181  Resources for Differentiated Instruction Book 2: 75, 81, 105
<b>Topic: Critical Listening</b>	
LA.9.6.3 Use supportive responses to encourage a speaker	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 1: 177 Book 2: 75
<b>Topic: Delivery</b>	
LA.9.6.4 Use effective rate, volume, pitch, enunciation, and tone for a given situation (e.g., formal, informal; presentational, interactive) and purpose (e.g., informative, persuasive)	Resources for Differentiated Instruction Book 1: 172-173, 176-177 Book 2: 75
LA.9.6.5 Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation	This objective falls outside the scope of Scholastic <i>READ 180, Stage C</i> .

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<b>Topic: Media Comprehension and Interpretation</b>	
LA.9.6.6 Describe how images and sound convey messages in visual media	This objective falls outside the scope of Scholastic <i>READ 180, Stage C</i> .
<b>Standard 7: Oral Communication: Rhetoric: Adapt messages appropriately to address audience, purpose, and situation</b>	
<b>Topic: Meaning</b>	
LA.9.7.1 Use credible sources to support ideas in oral messages	This objective falls outside the scope of Scholastic <i>READ 180, Stage C</i> .
<b>Topic: Design</b>	
LA.9.7.2 Follow a logical pattern of organization to plan a speech that informs or persuades	Resources for Differentiated Instruction Book 2: 74-79, 80-85, 104-109, 128-133
LA.9.7.3 Use speaking and listening strategies to plan and organize content for a specific audience	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 2: 74-79, 80-85, 104-109, 128-133
<b>Topic: Clarity</b>	
LA.9.7.4 Construct sentences and select words in order to emphasize important points	This objective falls outside the scope of Scholastic <i>READ 180, Stage C</i> .

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**Grade 10**

<b>Hawaii Content and Performance Standards III for Language Arts Grade 10</b>	<b>Scholastic <i>READ 180, Stage C</i> ©2005</b>
<b>Strand: Reading</b>	
<b>Standard 1: Reading: Conventions and Skills: Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes</b>	
<b>Topic: Vocabulary and Concept Development</b>	
LA.10.1.1 Use new grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study	rBook TE and rBook SE: 8-9, 32-33, 56-57, 82-83, 106-107, 130-131, 162-163, 186-187, 210-211  Resources for Differentiated Instruction Book 1: 236-237, 238-239, 240-241, 244-245, 250-251, 254-255, 264-265, 270-271, 276  Teaching Resources Topic Software: 12-13
<b>Topic: Locating Sources/Gathering Information</b>	
LA.10.1.2 Independently use a variety of strategies to gain information from print and online resources, both primary and secondary, as part of a research plan to support a thesis	Resources for Differentiated Instruction Book 1: 333 Book 2: 74-79, 104-109, 110-115, 170-181
<b>Standard 2: Reading: Reading Comprehension: Use reading strategies to construct meaning from a variety of texts</b>	
<b>Topic: Constructing Meaning</b>	
LA.10.2.1 Use annotation to evaluate the use of evidence while reading a variety of texts	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 1: 323, 324, 441, 442

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<b>Standard 3: Reading: Literary Response and Analysis: Respond to literary texts from a range of stances: personal, interpretive, critical</b>	
<b>Topic: Interpretive Stance</b>	
LA.10.3.1 Use multiple interpretations of text to support or modify own opinion	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 60, 62, 68, 134, 136, 138, 144, 146, 148, 214, 220, 224  Resources for Differentiated Instruction Book 1: 326, 392, 444
<b>Topic: Critical Stance</b>	
LA.10.3.2 Describe independently how a literary text is related to historical and cultural themes and issues	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 212-213, 214-221, 222-225
<b>Topic: Literary Elements</b>	
LA.10.3.3 Explain how genre conventions and literary devices support an author's message and purpose	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 58-65, 66-69, 132-149, 222-225  Resources for Differentiated Instruction Book 1: 306-307, 308-309, 310-311, 312-313, 334, 338, 339, 340, 341, 342, 343, 344, 345

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<b>Hawaii Content and Performance Standards III for Language Arts Grade 10</b>	<b>Scholastic <i>READ 180, Stage C</i> ©2005</b>
<b>Strand: Writing</b>	
<b>Standard 4: Writing: Conventions and Skills: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms</b>	
<b>Topic: Range of Writing</b>	
LA.10.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:	
<ul style="list-style-type: none"> <li>• narratives or scripts with a theme and details that contribute to a mood or tone</li> </ul>	<p>The opportunity to address this objective is available. See the following:</p> <p>rBook TE and rBook SE: 46-51, 72-77, 176-181, 228-233</p> <p>Resources for Differentiated Instruction Book 2: 14-19, 20-25, 26-31, 32-37, 38-43</p>
<ul style="list-style-type: none"> <li>• poems using a range of poetic techniques and figurative language in a variety of forms</li> </ul>	Resources for Differentiated Instruction Book 2: 164-169
<ul style="list-style-type: none"> <li>• literary, persuasive, and personal essays</li> </ul>	<p>rBook TE and rBook SE: 72-77, 152-157, 228-233</p> <p>Resources for Differentiated Instruction Book 2: 38-43, 62-67, 116-121, 122-127, 128-133, 134-139</p>
<ul style="list-style-type: none"> <li>• research papers that state and support a thesis</li> </ul>	Resources for Differentiated Instruction Book 2: 74-79, 104-109, 110-115, 170-181
<ul style="list-style-type: none"> <li>• functional writing including forms, applications, and questionnaires</li> </ul>	<p>rBook TE and rBook SE: 183, 207, 235</p> <p>Resources for Differentiated Instruction Book 2: 140-145, 146-151, 152-157, 158-163</p>

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<b>Hawaii Content and Performance Standards III for Language Arts Grade 10</b>	<b>Scholastic <i>READ 180, Stage C</i> ©2005</b>
<ul style="list-style-type: none"> <li>• pieces to reflect on learning and to solve problems</li> </ul>	rBook TE and rBook SE: 72-77, 120-125, 152-157  Resources for Differentiated Instruction Book 2: 116-121, 122-127, 128-133, 134-139
<b>Topic: Grammar and Mechanics</b>	
LA.10.4.2 Use knowledge of sentence structure, grammar, punctuation, capitalization, and spelling to produce grade-appropriate writing in standard English	rBook TE and rBook SE: 26-27, 50-51, 76-77, 100-101, 124-125, 156-157, 180-181, 204-205, 232-233  Resources for Differentiated Instruction Book 1: 206, 207, 208, 213, 214, 217, 227 Book 2: 21, 33, 45, 57, 105, 117, 129, 141, 165, 200, 210, 212, 224, 238, 244
<b>Topic: Citing Sources</b>	
LA.10.4.3 Use a prescribed documentation style to adhere to fair use and copyright guidelines for citing grade-appropriate sources in papers, projects, and multimedia presentations	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 2: 172-173, 178, 181
LA.10.4.4 Use quotations and citations in writing to achieve effective balance between researched information and original ideas	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 2: 172, 178-181

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<b>Standard 5: Writing: Rhetoric: Use rhetorical devices to craft writing appropriate to audience and purpose</b>	
<b>Topic: Meaning</b>	
LA.10.5.1 Establish a controlling focus that guides the reader to the intended insight, message, or thesis of the piece	rBook TE and rBook SE: 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-181, 200-205, 228-233  Resources for Differentiated Instruction Book 2: 14-19, 20-25, 44-49, 50-55, 56-61, 62-67, 74-79, 104-109, 110-115, 116-121, 122-127, 128-133, 134-139, 140-145, 170-181
<b>Topic: Design</b>	
LA.10.5.2 Use an organizational structure that creates fluency between ideas, links ideas to the message, and creates the desired impression	rBook TE and rBook SE: 24-25, 48-49, 74-75, 98-99, 122-123, 154-155, 178-179, 202-203, 230-231  Resources for Differentiated Instruction Book 2: 56-61, 68-73, 105, 109, 140-145
<b>Topic: Clarity</b>	
LA.10.5.3 Use a variety of sentence structures and grade-appropriate vocabulary to achieve efficiency, indicate emphasis, clarify meaning	rBook TE and rBook SE: 24, 48, 74, 98, 122, 154, 178, 202, 230  Resources for Differentiated Instruction Book 2: 15, 19, 69, 73, 99, 103, 186-187, 190-191, 240-241, 244-245
<b>Strand: Oral Communication</b>	
<b>Standard 6: Oral Communication: Conventions and Skills: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes</b>	
<b>Topic: Discussion and Presentation</b>	
LA.10.6.1 Participate in a small group (e.g., plan sessions, decide on procedures, plan sessions, assign responsibilities, evaluate results)	rBook TE and rBook SE: 11, 15, 39, 43, 63, 65, 69, 85, 89, 109, 113, 141, 147, 165, 169, 189, 193, 213, 217, 223  Resources for Differentiated Instruction Book 3: 62, 70

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<b>Hawaii Content and Performance Standards III for Language Arts Grade 10</b>	<b>Scholastic <i>READ 180, Stage C</i> ©2005</b>
LA.10.6.2 Give a planned oral presentation, adopting a position or explaining a point of view	This objective falls outside the scope of Scholastic <i>READ 180, Stage C</i> .
LA.10.6.3 Use criteria that describe roles to ensure the participation of all members of a group	This objective falls outside the scope of Scholastic <i>READ 180, Stage C</i> .
<b>Topic: Critical Listening</b>	
LA.10.6.4 Listen to establish the strength of the evidence in support of the main point(s)	This objective falls outside the scope of Scholastic <i>READ 180, Stage C</i> .
<b>Topic: Delivery</b>	
LA.10.6.5 Use control of explicit techniques (e.g., modulating rate, volume, pitch, and tone) to align nonverbal behaviors with spoken message	Resources for Differentiated Instruction Book 1: 172-173, 176-177 Book 2: 75
LA.10.6.6 Use visual and technological aids to support presentations	Resources for Differentiated Instruction Book 2: 81, 105
LA.10.6.7 Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation	This objective falls outside the scope of Scholastic <i>READ 180, Stage C</i> .
<b>Topic: Media Comprehension and Interpretation</b>	
LA.10.6.8 Describe the effects of style and language choice in visual media	This objective falls outside the scope of Scholastic <i>READ 180, Stage C</i> .
<b>Standard 7: Oral Communication: Rhetoric: Adapt messages appropriately to address audience, purpose, and situation</b>	
<b>Topic: Meaning</b>	
LA.10.7.1 Incorporate information from a range of print and online sources	Resources for Differentiated Instruction Book 2: 75, 105

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<b>Topic: Design</b>	
LA.10.7.2 Use an introduction that captures interest and a conclusion that brings the topic to a satisfactory closing	Resources for Differentiated Instruction Book 2: 74-75, 80-81, 104-105
<b>Topic: Clarity</b>	
LA.10.7.3 Select specific words to elicit a desired response when speaking	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: Reading</b>	
<b>Standard 1: Reading: Conventions and Skills: Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes</b>	
<b>Topic: Vocabulary and Concept Development</b>	
LA.11.1.1 Use new grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study	rBook TE and rBook SE: 8-9, 32-33, 56-57, 82-83, 106-107, 130-131, 162-163, 186-187, 210-211  Resources for Differentiated Instruction Book 1: 236-237, 238-239, 240-241, 244-245, 250-251, 254-255, 264-265, 270-271, 276  Teaching Resources Topic Software: 12-13
<b>Topic: Locating Sources/Gathering Information</b>	
LA.11.1.2 Use primary and secondary sources to develop and modify a research plan in response to problems and opportunities encountered in accessing print and online resources to support a thesis	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 1: 333 Book 2: 74-79, 104-109, 110-115, 170-181
<b>Standard 2: Reading: Reading Comprehension: Use reading strategies to construct meaning from a variety of texts</b>	
<b>Topic: Constructing Meaning</b>	
LA.11.2.1 Use a variety of criteria (e.g., clarity, accuracy, author's bias, use of persuasion) to evaluate information	Resources for Differentiated Instruction Book 1: 322, 323, 324, 441, 442
<b>Standard 3: Reading: Literary Response and Analysis: Respond to literary texts from a range of stances: personal, interpretive, critical</b>	
<b>Topic: Interpretive Stance</b>	
LA.11.3.1 Explain how the theme or meaning of a literary text can represent a view or comment on life	rBook TE and rBook SE: 59, 65, 133, 149, 225  Resources for Differentiated Instruction Book 1: 312-313, 341

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<b>Topic: Critical Stance</b>	
LA.11.3.2 Describe similarities and differences in content, literary form, and/or style in two or more selections of literature	rBook TE and rBook SE: 224, 225  Resources for Differentiated Instruction Book 1: 336, 408-411, 446
LA.11.3.3 Analyze how a literary text is related to historical, cultural, and/or political themes and issues (e.g., women’s place in society, sovereignty of native groups)	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 212-213, 214-221, 222-225
<b>Strand: Writing</b>	
<b>Standard 4: Writing: Conventions and Skills: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms</b>	
<b>Topic: Range of Writing</b>	
LA.11.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:	
<ul style="list-style-type: none"> <li>• narratives or scripts with a theme and details that contribute to a mood or tone</li> </ul>	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 46-51, 72-77, 176-181, 228-233  Resources for Differentiated Instruction Book 2: 14-19, 20-25, 26-31, 32-37, 38-43
<ul style="list-style-type: none"> <li>• poems using a range of poetic techniques and figurative language in a variety of forms</li> </ul>	Resources for Differentiated Instruction Book 2: 164-169
<ul style="list-style-type: none"> <li>• literary, persuasive, and personal essays that demonstrate a comprehensive understanding of the topic</li> </ul>	rBook TE and rBook SE: 72-77, 152-157, 228-233  Resources for Differentiated Instruction Book 2: 38-43, 62-67, 116-121, 122-127, 128-133, 134-139

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<ul style="list-style-type: none"> <li>research papers that include two or more relevant perspectives and take into consideration the validity and reliability of sources</li> </ul>	<p>The opportunity to address this objective is available. See the following:</p> <p>Resources for Differentiated Instruction Book 2: 74-79, 104-109, 110-115, 170-181</p>
<ul style="list-style-type: none"> <li>functional writing including college and job applications</li> </ul>	<p>rBook TE and rBook SE: 183, 207, 235</p> <p>Resources for Differentiated Instruction Book 2: 140-145, 146-151, 152-157, 158-163</p>
<ul style="list-style-type: none"> <li>reflections that draw comparisons between specific incidents and broader themes</li> </ul>	<p>rBook TE and rBook SE: 72-77</p>
<b>Topic: Grammar and Mechanics</b>	
<p>LA.11.4.2 Use knowledge of sentence structure, grammar, punctuation, capitalization, and spelling to produce grade-appropriate writing in standard English</p>	<p>rBook TE and rBook SE: 26-27, 50-51, 76-77, 100-101, 124-125, 156-157, 180-181, 204-205, 232-233</p> <p>Resources for Differentiated Instruction Book 1: 206, 207, 208, 213, 214, 217, 227 Book 2: 21, 33, 45, 57, 105, 117, 129, 141, 165, 200, 210, 212, 224, 238, 244</p>
<b>Topic: Citing Sources</b>	
<p>LA.11.4.3 Synthesize and cite information from multiple sources (e.g., almanacs, websites, periodicals, field studies, speeches, interviews) while maintaining the flow of ideas</p>	<p>The opportunity to address this objective is available. See the following:</p> <p>Resources for Differentiated Instruction Book 2: 172-173, 178, 181</p>
<p>LA.11.4.4 Use grade-appropriate conventions for documentation in text, notes, and bibliographies</p>	<p>The opportunity to address this objective is available. See the following:</p> <p>Resources for Differentiated Instruction Book 2: 172, 178-181</p>

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<b>Standard 5: Writing: Rhetoric: Use rhetorical devices to craft writing appropriate to audience and purpose</b>	
<b>Topic: Meaning</b>	
LA.11.5.1 Develop ideas and details in writing to address a specific purpose and audience	rBook TE and rBook SE: 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-181, 200-205, 228-233  Resources for Differentiated Instruction Book 2: 14-19, 20-25, 44-49, 50-55, 56-61, 62-67, 74-79, 104-109, 110-115, 116-121, 122-127, 128-133, 134-139, 140-145, 170-181
<b>Topic: Design</b>	
LA.11.5.2 Organize writing so that it conveys a clear perspective on the topic, maintains a consistent focus, and addresses the needs of the audience	rBook TE and rBook SE: 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-181, 200-205, 228-233  Resources for Differentiated Instruction Book 2: 14-19, 20-25, 44-49, 50-55, 56-61, 62-67, 74-79, 104-109, 110-115, 116-121, 122-127, 128-133, 134-139, 140-145, 170-181
<b>Topic: Clarity</b>	
LA.11.5.3 Use a variety of sentence structures and grade-appropriate vocabulary to achieve the intended message	rBook TE and rBook SE: 24, 48, 74, 98, 122, 154, 178, 202, 230  Resources for Differentiated Instruction Book 2: 15, 19, 69, 73, 99, 103, 186-187, 190-191, 240-241, 244-245

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<b>Hawaii Content and Performance Standards III for Language Arts Grade 11</b>	<b>Scholastic <i>READ 180, Stage C</i> ©2005</b>
<b>Strand: Oral Communication</b>	
<b>Standard 6: Oral Communication: Conventions and Skills: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes</b>	
<b>Topic: Discussion and Presentation</b>	
LA.11.6.1 Participate in a small group (e.g., organize sessions and information, complete a grade-appropriate task, evaluate the group's accomplishments)	rBook TE and rBook SE: 11, 15, 39, 43, 63, 65, 69, 85, 89, 109, 113, 141, 147, 165, 169, 189, 193, 213, 217, 223  Resources for Differentiated Instruction Book 3: 62, 70
LA.11.6.2 Give a planned oral presentation on a topic that is open to more than one point of view	This objective falls outside the scope of Scholastic <i>READ 180, Stage C</i> .
<b>Topic: Critical Listening</b>	
LA.11.6.3 Listen to assess the reasonableness of the position or argument	This objective falls outside the scope of Scholastic <i>READ 180, Stage C</i> .
<b>Topic: Delivery</b>	
LA.11.6.4 Use verbal and nonverbal delivery skills to adjust speaking for various audiences and to respond to audience feedback	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 1: 172-173, 176-177 Book 2: 75
LA.11.6.5 Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation	This objective falls outside the scope of Scholastic <i>READ 180, Stage C</i> .
<b>Topic: Media Comprehension and Interpretation</b>	
LA.11.6.6 Evaluate the effectiveness and consequences of a wide variety of techniques and impacts of visual media	This objective falls outside the scope of Scholastic <i>READ 180, Stage C</i> .

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Hawaii Content and Performance Standards III for Language Arts Grade 11	Scholastic <i>READ 180, Stage C</i> ©2005
<b>Standard 7: Oral Communication: Rhetoric: Adapt messages appropriately to address audience, purpose, and situation</b>	
<b>Topic: Meaning</b>	
LA.11.7.1 Use information about audience to incorporate ideas or approaches that will increase interest and acceptance	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 2: 75, 81, 105
<b>Topic: Design</b>	
LA.11.7.2 Use transitions effectively to organize content and ideas when speaking	Resources for Differentiated Instruction Book 2: 104-109
<b>Topic: Clarity</b>	
LA.11.7.3 Use rhetorical devices (e.g., rhetorical question, parallel structure, repetition) to highlight key ideas when speaking	This objective falls outside the scope of Scholastic <i>READ 180, Stage C</i> .

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<b>Hawaii Content and Performance Standards III for Language Arts Grade 12</b>	<b>Scholastic <i>READ 180, Stage C</i> ©2005</b>
<b>Strand: Reading</b>	
<b>Standard 1: Reading: Conventions and Skills: Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes</b>	
<b>Topic: Vocabulary and Concept Development</b>	
LA.12.1.1 Use new grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study	rBook TE and rBook SE: 8-9, 32-33, 56-57, 82-83, 106-107, 130-131, 162-163, 186-187, 210-211  Resources for Differentiated Instruction Book 1: 236-237, 238-239, 240-241, 244-245, 250-251, 254-255, 264-265, 270-271, 276  Teaching Resources Topic Software: 12-13
<b>Topic: Locating Sources/Gathering Information</b>	
LA.12.1.2 Use primary and secondary sources to develop and modify a research plan in response to problems and opportunities encountered in accessing print and online resources to resolve conflicting information	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 1: 333 Book 2: 74-79, 104-109, 110-115, 170-181
<b>Standard 2: Reading: Reading Comprehension: Use reading strategies to construct meaning from a variety of texts</b>	
<b>Topic: Constructing Meaning</b>	
LA.12.2.1 Use a variety of criteria (e.g., effectiveness of organization, logic, propaganda techniques, authenticity, appeal to audience) to evaluate information	Resources for Differentiated Instruction Book 1: 322, 323, 324, 441, 442

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<b>Hawaii Content and Performance Standards III for Language Arts Grade 12</b>	<b>Scholastic <i>READ 180, Stage C</i> ©2005</b>
<b>Standard 3: Reading: Literary Response and Analysis: Respond to literary texts from a range of stances: personal, interpretive, critical</b>	
<b>Topic: Critical Stance</b>	
LA.12.3.1 Evaluate how an author’s purpose and message are supported by his/her construction of text and use of literary devices	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 63, 65, 67, 135, 136, 137, 141, 142, 145, 147, 148, 149, 225  Resources for Differentiated Instruction Book 1: 338, 339, 340, 343
LA.12.3.2 Identify the social or political assumptions in a literary text	This objective falls outside the scope of Scholastic <i>READ 180, Stage C</i> .
<b>Strand: Writing</b>	
<b>Standard 4: Writing: Conventions and Skills: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms</b>	
<b>Topic: Range of Writing</b>	
LA.12.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:	
<ul style="list-style-type: none"> <li>• narratives or scripts with a theme and details that contribute to a mood or tone</li> </ul>	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 46-51, 72-77, 176-181, 228-233  Resources for Differentiated Instruction Book 2: 14-19, 20-25, 26-31, 32-37, 38-43
<ul style="list-style-type: none"> <li>• poems using a range of poetic techniques and figurative language in a variety of forms</li> </ul>	Resources for Differentiated Instruction Book 2: 164-169

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<b>Hawaii Content and Performance Standards III for Language Arts Grade 12</b>	<b>Scholastic <i>READ 180, Stage C</i> ©2005</b>
<ul style="list-style-type: none"> <li>literary, persuasive, and personal essays that demonstrate a comprehensive understanding of the topic</li> </ul>	rBook TE and rBook SE: 72-77, 152-157, 228-233  Resources for Differentiated Instruction Book 2: 38-43, 62-67, 116-121, 122-127, 128-133, 134-139
<ul style="list-style-type: none"> <li>research papers that include two or more relevant perspectives and take into consideration the validity and reliability of sources</li> </ul>	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 2: 74-79, 104-109, 110-115, 170-181
<ul style="list-style-type: none"> <li>functional writing including college and job applications</li> </ul>	rBook TE and rBook SE: 183, 207, 235  Resources for Differentiated Instruction Book 2: 140-145, 146-151, 152-157, 158-163
<ul style="list-style-type: none"> <li>reflections that draw comparisons between specific incidents and broader themes</li> </ul>	rBook TE and rBook SE: 72-77
<b>Topic: Grammar and Mechanics</b>	
LA.12.4.2 Use knowledge of sentence structure, grammar, punctuation, capitalization, and spelling to produce grade-appropriate writing in standard English	rBook TE and rBook SE: 26-27, 50-51, 76-77, 100-101, 124-125, 156-157, 180-181, 204-205, 232-233  Resources for Differentiated Instruction Book 1: 206, 207, 208, 213, 214, 217, 227 Book 2: 21, 33, 45, 57, 105, 117, 129, 141, 165, 200, 210, 212, 224, 238, 244
<b>Topic: Citing Sources</b>	
LA.12.4.3 Synthesize and cite information from multiple sources (e.g., works of art, works cited within other works, a work appearing in an anthology, an unpublished manuscript) while maintaining the flow of ideas	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 2: 172-173, 178, 181

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LA.12.4.4 Use grade-appropriate conventions for documentation in text, notes, and bibliographies	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 2: 172, 178-181
<b>Standard 5: Writing: Rhetoric: Use rhetorical devices to craft writing appropriate to audience and purpose</b>	
<b>Topic: Meaning</b>	
LA.12.5.1 Develop ideas and details in writing to enlarge the effect or scope of the piece while addressing a specific purpose and audience	rBook TE and rBook SE: 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-181, 200-205, 228-233  Resources for Differentiated Instruction Book 2: 14-19, 20-25, 44-49, 50-55, 56-61, 62-67, 74-79, 104-109, 110-115, 116-121, 122-127, 128-133, 134-139, 140-145, 170-181
<b>Topic: Clarity</b>	
LA.12.5.2 Use a variety of sentence structures and grade-appropriate vocabulary to achieve intended message	rBook TE and rBook SE: 24, 48, 74, 98, 122, 154, 178, 202, 230  Resources for Differentiated Instruction Book 2: 15, 19, 69, 73, 99, 103, 186-187, 190-191, 240-241, 244-245
<b>Strand: Oral Communication</b>	
<b>Standard 6: Oral Communication: Conventions and Skills: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes</b>	
<b>Topic: Discussion and Presentation</b>	
LA.12.6.1 Participate in a small group (e.g., organize sessions and information, complete a grade-appropriate task, evaluate the group's accomplishments)	rBook TE and rBook SE: 11, 15, 39, 43, 63, 65, 69, 85, 89, 109, 113, 141, 147, 165, 169, 189, 193, 213, 217, 223  Resources for Differentiated Instruction Book 3: 62, 70

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<b>Hawaii Content and Performance Standards III for Language Arts Grade 12</b>	<b>Scholastic <i>READ 180, Stage C</i> ©2005</b>
LA.12.6.2 Give a planned oral presentation to support a position on a specified topic and respond to questions from the audience	This objective falls outside the scope of Scholastic <i>READ 180, Stage C</i> .
<b>Topic: Critical Listening</b>	
LA.12.6.3 Listen to determine the evidence for and against a given position or argument	This objective falls outside the scope of Scholastic <i>READ 180, Stage C</i> .
<b>Topic: Delivery</b>	
LA.12.6.4 Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation	This objective falls outside the scope of Scholastic <i>READ 180, Stage C</i> .
<b>Topic: Media Comprehension and Interpretation</b>	
LA.12.6.5 Describe how the media affect audiences with different backgrounds	This objective falls outside the scope of Scholastic <i>READ 180, Stage C</i> .
<b>Strand: Oral Communication</b>	
<b>Standard 7: Oral Communication: Rhetoric: Adapt messages appropriately to address audience, purpose, and situation</b>	
<b>Topic: Meaning</b>	
LA.12.7.1 Use relevant evidence and rhetorical devices to advocate and defend a position	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 14, 18, 36, 40, 60, 88, 90, 92, 110, 112, 134, 136, 138, 144, 146, 164, 170, 188, 194, 196, 220, 224
<b>Topic: Design</b>	
LA.12.7.2 Organize points so as to lead the audience to seriously consider an argument or stance	This objective falls outside the scope of Scholastic <i>READ 180, Stage C</i> .

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<b>Hawaii Content and Performance Standards III for Language Arts Grade 12</b>	<b>Scholastic <i>READ 180, Stage C</i> ©2005</b>
<b>Topic: Clarity</b> LA.12.7.3 Use language that shows authority, conviction, and knowledge of topic	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 2: 75, 81, 105