

Scholastic's Read 180, Stage A Elementary
correlated to the
Indiana English Language Arts Standards
Grade 4

Indiana Standards	Read 180 Match
<p>Standard 1: READING – Word Recognition, Fluency, and Vocabulary Development <i>Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, word parts (un-, re-, -est, -ful), and context clues (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.</i></p>	
<p>Decoding and Word Recognition</p>	
<p>4.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) with fluency and accuracy and with appropriate timing, changes in voice, and expression.</p>	<p>The Following Matches Support this Objective:</p> <p>Oral Reading <u>Student Materials</u> Software: After hearing the passage read aloud, students read along with the Narrator and then make an audio recording of the passage. Students make additional recordings in the Success Zone.</p> <p><u>Teacher Materials</u> Teacher's Resource Book: Reproducible copies of the Topic CD passages are provided for silent and oral reading practice.</p>
<p>Vocabulary and Concept Development</p>	
<p>4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as <i>couch potato</i>) to determine the meaning of words and phrases.</p>	<p>Synonyms <u>Teacher Materials</u> Reading Strategies Book: 19, 40, 61, 64, 70, 108</p> <p>Antonyms <u>Teacher Materials</u> Reading Strategies Book: 84, 96, 112, 120</p>
<p>4.1.3 Use knowledge of root words (<i>nation, national, nationality</i>) to determine the meaning of unknown words within a passage.</p>	<p>Roots <u>Teacher Materials</u> Reading Strategies Book: 25, 46, 61</p>
<p>4.1.4 Use common roots (<i>meter = measure</i>) and word parts (<i>therm = heat</i>) derived from Greek and Latin to analyze the meaning of complex words (<i>thermometer</i>).</p>	<p>Roots/Etymology <u>Teacher Materials</u> Reading Strategies Book: 25, 46, 61</p>
<p>4.1.5 Use a thesaurus to find related words and ideas.</p>	<p>The Following Matches Support this Objective:</p> <p>Using Resources <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Beautiful Warrior</i>: 1 <i>Favorite Greek Myths</i>: 45 <i>I Thought My Soul Would Rise and Fly</i>: 172 <i>The Journal of Joshua Loper</i>: 131 <i>The Ostrich Chase</i>: 6, 12, and 23 <i>Pacific Crossing</i>: 1, 9, and 11</p>
<p>4.1.6 Distinguish and interpret words with multiple meanings (<i>quarters</i>) by using context clues (the meaning of the text around a word).</p>	<p>Multiple-Meaning Words <u>Teacher Materials</u> Reading Strategies Book:</p>

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<p>Standard 2: READING – Comprehension <i>Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what is read. The selections in the Indiana Reading List (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 4, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</i></p>	
<p>Structural Features of Informational and Technical Materials</p>	
<p>4.2.1 Use the organization of informational text to strengthen comprehension.</p>	<p>Structural Clues Student Materials Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 41 <i>Jonah the Whale:</i> 15 <i>The Magnificent Mummy Maker:</i> 38 and 39 <i>Pacific Crossing:</i> 86</p>
<p>Comprehension and Analysis of Grade-Level-Appropriate Text</p>	
<p>4.2.2 Use appropriate strategies when reading for different purposes.</p>	<p>Student Materials Software: The <i>READ 180</i> Software allows the student to use appropriate strategies when reading for different purposes. Paperbacks: The students read the Paperbacks independently, allowing them to use appropriate strategies when reading for different purposes.</p>
<p>4.2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations.</p>	<p>The Following Matches Support this Objective:</p> <p>Predicting Student Materials Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 41, 73, and end of Ch. 8 <i>Beautiful Warrior:</i> 12, 20, and 30 <i>Favorite Greek Myths:</i> 52 <i>For Your Eyes Only!:</i> 40, 42, and 73 <i>I Thought My Soul Would Rise and Fly:</i> 22 and 149 <i>Jonah the Whale:</i> 11, 30, and 64 <i>The Journal of Joshua Loper:</i> 44 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 71 and 76 <i>The Magnificent Mummy Maker:</i> 7, 31, and 71 <i>The Music of Dolphins:</i> end of Ch. 7, 52, 61, 93, 104, and end of Chs. 26 and 48 <i>Pacific Crossing:</i> 38 and end of Chs. 8 and 13</p>
<p>4.2.4 Evaluate new information and hypotheses (statements of theories or assumptions) by testing them against known information and ideas.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be</p>

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	<p>used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
4.2.5 Compare and contrast information on the same topic after reading several passages or articles.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
4.2.6 Distinguish between cause and effect and between fact and opinion in informational text.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Cause and Effect Student Materials Software: 1.1, L1; 1.2, L 2; 1.3, L2; 1.4, L 2; 2.3, L1; 2.4, L2; 3.1, L3; 3.2, L2-3; 3.3, L2-3; 3.4, L2-3; 4.1, L 3; 4.2, L2-3; 4.3, L3; 4.4, L2-3; 5.1, L1; 5.3, L2-3; 6.1, L2; 6.3, L1-2; 6.4, L2-3; 7.1, L1; 7.2, L1-3; 7.3, L1-3; 8.1, L1; 8.3, L1, L3; 8.4, L3; 9.1, L1; 9.3, L2-3; 9.4, L2-3</p> <p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> end of Ch. 3, and 93 <i>Beautiful Warrior:</i> 11 and 30 <i>Favorite Greek Myths:</i> 45, 66, and 68 <i>For Your Eyes Only!:</i> 6, 62, and 127 <i>I Thought My Soul Would Rise and Fly:</i> 9, 40, 113, 132, 136, and 168 <i>Jonah the Whale:</i> 7, 9, 17, 30, end of Chs. 5 and 7, and 106 <i>The Journal of Joshua Loper:</i> 67, 83, 96, and 122 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 43 and 52 <i>The Magnificent Mummy Maker:</i> 57 <i>The Music of Dolphins:</i> end of Chs. 6, 9, 15, 19, and 25, 92, and end of Chs. 28, 36, 38, and 41 <i>The Ostrich Chase:</i> 42, 93, 104, and 118 <i>Pacific Crossing:</i> 6, 41, 59, end of Chs. 9 and 13, and 109</p> <p>Teacher Materials Teacher's Guide: Software: 57, 67, 93, 103, 127 Audiobooks: 149, 151 Paperbacks: 179, 203, 213</p> <p>Teacher's Resource Book: 120</p> <p>Reading Strategies Book: 24, 60, 103</p>

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4.2.7 Follow multiple-step instructions in a basic technical manual.	
<p>Standard 3: READING – Literary Response and Analysis <i>Students read and respond to a wide variety of significant works of children’s literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read. The selections in the Indiana Reading List (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students.</i></p>	
<p>Structural Features of Literature</p>	
4.3.1 Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>Narrative Analysis of Grade-Level-Appropriate Text</p>	
4.3.2 Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action.	<p>The Following Matches Support this Objective:</p> <p>Analyze Plot <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>I Thought My Soul Would Rise and Fly:</i> 11 and 40 <i>Jonah the Whale:</i> 7 and 19 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 2 and 7 <i>The Magnificent Mummy Maker:</i> 3 <i>The Music of Dolphins:</i> 3 <i>The Ostrich Chase:</i> 12 and 69 <i>Pacific Crossing:</i> end of Ch. 1</p> <p><u>Teacher Materials</u> Teacher’s Guide: Audiobooks: 165 Paperbacks: 195</p> <p>Teacher’s Resource Book: 124</p> <p>Reading Strategies Book: 36, 72, 119</p>
4.3.3 Use knowledge of the situation, setting, and a character’s traits, motivations, and feelings to determine the causes for that character’s actions.	<p>The Following Matches Support this Objective:</p> <p>Analyze Character <u>Student Materials</u> Audiobooks (Reading Coach Modeling):</p>

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	<p><i>For Your Eyes Only!:</i> 42, 82, 83, and 131 <i>I Thought My Soul Would Rise and Fly:</i> 7 <i>Jonah the Whale:</i> 17, 26, 35, end of Ch. 5, and 65 <i>The Journal of Joshua Loper:</i> 22, 54, 67, 92, 108, and 122 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 22 and 50 <i>The Magnificent Mummy Maker:</i> 21 and 36 <i>The Music of Dolphins:</i> end of Chs. 1 and 17 <i>The Ostrich Chase:</i> 12 and 42 <i>Pacific Crossing:</i> end of Chs. 14 and 41</p> <p><u>Teacher Materials</u> Teacher’s Guide: Audiobooks: 147, 155 Paperbacks: 191, 209, 217</p> <p>Teacher’s Resource Book: 123</p> <p>Reading Strategies Book: 33, 69, 115</p>
<p>4.3.4 Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas</p> <p><u>Teacher Materials</u> Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>4.3.5 Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works.</p> <ul style="list-style-type: none"> • Simile: a comparison that uses like or as • Metaphor: an implied comparison • Hyperbole: an exaggeration for effect • Personification: a description that represents a thing as a person 	<p>Figurative Language</p> <p><u>Teacher Materials</u> Reading Strategies Book: 46, 52, 88, 112</p>
<p>Standard 4: WRITING – Process <i>Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.</i></p>	
<p>Organization and Focus</p>	
<p>4.4.1 Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or</p>	<p>The Following Selected Matches Support this Objective:</p> <p>QuickWrite</p>

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notebook of ideas.	<p><u>Teacher Materials</u> Teacher's Guide: Software: 63, 75, 83, 97, 101 Audiobooks: 145, 155, 159, 165, 167 Paperbacks: 173, 179, 185, 191, 201</p> <p>Teacher's Resource Book: 131, 136, 139, 145, 146, 162, 167, 169, 172, 173, 174, 177, 180, 183, 188</p> <p>Writing Prompts</p> <p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p> <p>Final Project</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p>
4.4.2 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.	<p>The Following Selected Matches Support this Objective:</p> <p>Persuasive Composition</p> <p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Write a Tribute, Memorial</p> <p><u>Teacher Materials</u> Teacher's Guide: 115, 137, 177, 201, 207, 229</p> <p>Teacher's Resource Book: 126, 139, 149, 152</p> <p>Write an Argument</p> <p><u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Create an Interview</p> <p><u>Teacher Materials</u> Teacher's Guide: 57, 105, 155</p> <p>Teacher's Resource Book: 135, 144, 159, 160, 161, 181</p>

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<p>4.4.3 Write informational pieces with multiple paragraphs that:</p> <ul style="list-style-type: none"> • provide an introductory paragraph. • establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. • include supporting paragraphs with simple facts, details, and explanations. • present important ideas or events in sequence or in chronological order. • provide details and transitions to link paragraphs. • conclude with a paragraph that summarizes the points. • use correct indentation at the beginning of paragraphs. 	<p>Selected Examples Include:</p> <p>Exposition Teacher Materials Teacher's Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Writing and Grammar Strategies Book: 118-122</p> <p>Description Teacher Materials Teacher's Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52, 108-112</p> <p>Write an Article, News Report Teacher Materials Teacher's Guide: 199, 217</p> <p>Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72</p>
<p>4.4.4 Use common organizational structures for providing information in writing, such as chronological order, cause and effect, or similarity and difference, and posing and answering a question.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Exposition Teacher Materials Teacher's Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Writing and Grammar Strategies Book: 118-122</p> <p>Description Teacher Materials Teacher's Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52, 108-112</p> <p>Write an Article, News Report Teacher Materials</p>

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	<p>Teacher's Guide: 199, 217</p> <p>Relating Content-Area Information</p> <p>Teacher Materials</p> <p>Writing and Grammar Strategies Book: 68-72</p>
Research and Technology	
4.4.5 Quote or paraphrase information sources, citing them appropriately.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials</p> <p>Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
4.4.6 Locate information in reference texts by using organizational features, such as prefaces and appendixes.	
4.4.7 Use multiple reference materials and online information (the Internet) as aids to writing.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials</p> <p>Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
4.4.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.	
4.4.9 Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology.	
Evaluation and Revision	
4.4.10 Review, evaluate, and revise writing for meaning and clarity.	<p>The Following Selected Matches Support this Objective:</p> <p>Narration</p> <p>Teacher Materials</p> <p>Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Relating Content-Area Information</p> <p>Teacher Materials</p> <p>Writing and Grammar Strategies Book: 68-72</p> <p>Final Project</p> <p>Teacher Materials</p>

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	<p>Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Write an Article, News Report Teacher Materials Teacher's Guide: 199, 217</p> <p>Teacher's Resource Book: 139, 145, 160, 186, 187</p>
4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Article, News Report Teacher Materials Teacher's Guide: 199, 217</p> <p>Teacher's Resource Book: 139, 145, 160, 186, 187</p> <p>Final Project Teacher Materials Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p>
4.4.12 Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Narration Teacher Materials Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p>

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	<p>Respond to Ideas and Issues Teacher Materials Teacher’s Guide: 65, 77, 101, 103, 105, 107, 111, 115, 117, 125, 127, 129, 145, 163, 165, 173, 185, 199, 201, 207</p> <p>Teacher’s Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202</p> <p>Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72</p> <p>Writing Prompts Teacher Materials Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p>
<p>Standard 5: WRITING – Applications (Different Types of Writing and Their Characteristics) <i>At Grade 4, students are introduced to writing informational reports and responses to literature. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 4 students use the writing strategies outlined in Standard 4 — Writing Process to:</i></p>	
<p>4.5.1 Write narratives (stories) that:</p> <ul style="list-style-type: none"> • include ideas, observations, or memories of an event or experience. • provide a context to allow the reader to imagine the world of the event or experience. • use concrete sensory details. 	<p>Selected Examples Include:</p> <p>Narration Teacher Materials Teacher’s Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Realistic Story Writing and Grammar Strategies Book: 23-27</p> <p>Event-and Reaction Story Writing and Grammar Strategies Book: 8-12</p>
<p>4.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> • demonstrate an understanding of a literary work. 	<p>Selected Examples Include:</p> <p>Respond to Ideas and Issues</p>

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<ul style="list-style-type: none"> support judgments through references to both the text and prior knowledge. 	<p><u>Teacher Materials</u> Teacher's Guide: 65, 77, 101, 103, 105, 107, 111, 115, 117, 125, 127, 129, 145, 163, 165, 173, 185, 199, 201, 207</p> <p>Teacher's Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202</p> <p>Writing and Grammar Strategies Book: 118-122</p> <p>Final Projects</p> <p><u>Teacher Materials</u> Teacher's Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher's Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p>
<p>4.5.3 Write informational reports that:</p> <ul style="list-style-type: none"> ask a central question about an issue or situation. include facts and details for focus. use more than one source of information, including speakers, books, newspapers, media sources, and online information. 	<p>Write an Article, News Report</p> <p><u>Teacher Materials</u> Teacher's Guide: 199, 217</p> <p>Relating Content-Area Information</p> <p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p>
<p>4.5.4 Write summaries that contain the main ideas of the reading selection and the most significant details.</p>	<p>Write a Summary</p> <p><u>Teacher Materials</u> Reading Strategies Book: 9, 45, 83</p>
<p>4.5.5 Use varied word choices to make writing interesting.</p>	<p>Selected Examples Include:</p> <p>Writing Prompts</p> <p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p> <p>Write a Tribute, Memorial</p> <p><u>Teacher Materials</u> Teacher's Guide: 115, 137, 177, 201, 207, 229</p>

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	<p>Teacher's Resource Book: 126, 139, 149, 152</p> <p>Write an Argument Teacher Materials Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134</p> <p>Final Project Teacher Materials Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Book Synopsis Teacher Materials Writing and Grammar Strategies Book: 78-82</p> <p>Narration Teacher Materials Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p>
4.5.6 Write for different purposes (information, persuasion) and to a specific audience or person.	<p>The Following Selected Matches Support this Objective:</p> <p>Final Project Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72</p> <p>Write an Article, News Report Teacher Materials Teacher's Guide: 199, 217</p> <p>Relating Content-Area Information</p>

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	<p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p>
<p>Standard 6: WRITING – English Language Conventions <i>Students write using Standard English conventions appropriate to this grade level.</i></p>	
<p>Handwriting</p>	
<p>4.6.1 Write smoothly and legibly in cursive, forming letters and words that can be read by others.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p> <p>Narration <u>Teacher Materials</u> Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 23-27</p> <p>Fantasy <u>Teacher Materials</u> Writing and Grammar Strategies Book: 28-32</p> <p>Event-and-Reaction Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 8-12</p>
<p>Sentence Structure</p>	
<p>4.6.2 Use simple sentences (Dr. Vincent Stone is my dentist.) and compound sentences (His assistant cleans my teeth, and Dr. Stone checks for cavities.) in writing.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Narration <u>Teacher Materials</u> Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p>

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	<p>Exposition Teacher Materials Teacher’s Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Writing and Grammar Strategies Book: 118-122</p> <p>Description Teacher Materials Teacher’s Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52, 108-112</p> <p>Write an Argument Teacher Materials Teacher’s Guide: 165, 215</p> <p>Teacher’s Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p>
<p>4.6.3 Create interesting sentences by using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions.</p> <ul style="list-style-type: none"> • Adjectives: <u>brown</u> eyes, <u>younger</u> sisters • Adverbs: We walked <u>slowly</u>. • Appositives: noun phrases that function as adjectives, such as <i>We played the Cougars, the team from Newport.</i> • Participial phrases: verb phrases that function as adjectives, such as The man <u>walking down the street</u> saw the delivery truck. • Prepositional phrases: in the field, across the room, over the fence • Conjunctions: <i>and, or, but</i> 	<p>The Following Selected Matches Support this Objective:</p> <p>Narration Teacher Materials Teacher’s Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Exposition Teacher Materials Teacher’s Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Writing and Grammar Strategies Book: 118-122</p> <p>Description</p>

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	<p><u>Teacher Materials</u> Teacher’s Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52, 108-112</p> <p>Write an Argument <u>Teacher Materials</u> Teacher’s Guide: 165, 215</p> <p>Teacher’s Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p>
Grammar	
4.6.4 Identify and use in writing regular (<i>live/lived, shout/shouted</i>) and irregular <i>verbs (swim/swam, ride/rode, hit/hit)</i> , adverbs (<i>constantly, quickly</i>), and prepositions (<i>through, beyond, between</i>).	<p>The Following Selected Matches Support this Objective:</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p> <p>Narration <u>Teacher Materials</u> Teacher’s Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 23-27</p> <p>Fantasy <u>Teacher Materials</u> Writing and Grammar Strategies Book: 28-32</p> <p>Event-and-Reaction Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 8-12</p>
Punctuation	
4.6.5 Use parentheses to explain something that is not	The Following Selected Matches Support this Objective:

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<p>considered of primary importance to the sentence, commas in direct quotations (<i>He said, "I'd be happy to go."</i>), apostrophes to show possession (<i>Jim's shoes, the dog's food</i>), and apostrophes in contractions (<i>can't, didn't, won't</i>).</p>	<p>Narration Teacher Materials Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Exposition Teacher Materials Teacher's Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Writing and Grammar Strategies Book: 118-122</p> <p>Description Teacher Materials Teacher's Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52, 108-112</p> <p>Write an Argument Teacher Materials Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p>
<p>4.6.6 Use underlining, quotation marks, or italics to identify titles of documents.</p> <ul style="list-style-type: none"> • When writing by hand or by computer, use quotation marks to identify the titles of articles, short stories, poems, or chapters of books. • When writing on a computer <i>italicize</i> the following, when writing by hand <u>underline</u> them: the titles of books, names of newspapers and magazines, works of art, and musical compositions. 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72</p> <p>Write an Article, News Report Teacher Materials Teacher's Guide: 199, 217</p>

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	Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127
Capitalization	
4.6.7 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.	The Following Selected Matches Support this Objective: Write an Argument Teacher Materials Teacher's Guide: 165, 215 Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201 Write an Article, News Report Teacher Materials Teacher's Guide: 199, 217 Write Dialogue Teacher Materials Teacher's Guide: 67, 123, 205 Teacher's Resource Book: 162, 167, 173 Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127
Spelling	
4.6.8 Spell correctly roots (bases of words, such as <i>unnecessary</i> , <i>cowardly</i>), inflections (words like <i>care/careful/caring</i>) or words with more than one acceptable spelling (like <i>advisor/adviser</i>), suffixes and prefixes (<i>-ly</i> , <i>-ness</i> , <i>mis-</i> , <i>un-</i>), and syllables (word parts each containing a vowel sound, such as <i>sur•prise</i> or <i>e•col•o•gy</i>).	Selected Examples Include: Prefixes Student Materials Software: 1.1, L3; 3.3, L2; 4.2, L3; 5.2, L2; 6.1, L3; 6.2, L2; 7.1, L3; 7.3, L3; 7.4, L3; 9.1, L3; 9.3, L3; 9.4, L3 Teacher Materials Reading Strategies Book: 13, 22, 37, 100 Suffixes Student Materials Software: 1.3, L3; 2.1, L3; 2.2, L3; 2.4, L3; 3.1, L3; 3.2, L3; 4.3, L3; 5.1, L3; 5.4, L2-3; 6.1, L3; 6.2, L3; 6.3, L3; 7.1, L2; 8.1, L3; 8.3, L3; 8.4, L3; 9.1, L3; 9.4, L2-3

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	<p><u>Teacher Materials</u> Reading Strategies Book: 10, 22, 40</p> <p>Inflectional Endings with or without Base Change</p> <p><u>Student Materials</u> Software: 1.1, L2; 2.1, L3; 2.2, L2; 3.4, L2; 6.1, L1; 6.3, L2; 8.2, L2; 8.3, L1; 8.4, L2; 9.1, L1; 9.2, L2</p> <p><u>Teacher Materials</u> Reading Strategies Book: 7, 34, 43, 58, 108</p> <p>Roots</p> <p><u>Teacher Materials</u> Reading Strategies Book: 25, 46, 61</p>
<p>Standard 7: LISTENING AND SPEAKING – Skills, Strategies, and Applications <i>Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.</i></p>	
<p>Comprehension</p>	
<p>4.7.1 Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.</p>	<p>Ask Questions</p> <p><u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i> <i>Beautiful Warrior</i> <i>Favorite Greek Myths</i> <i>For Your Eyes Only!</i> <i>I Though My Soul Would Rise and Fly</i> <i>Jonah the Whale</i> <i>The Journal of Joshua Loper</i> <i>The Last-Place Sports Poems of Jeremy Bloom</i> <i>The Magnificent Mummy Maker</i> <i>The Music of Dolphins</i> <i>The Ostrich Chase</i> <i>Pacific Crossing</i></p> <p>Discuss Reading Materials and Ideas</p> <p><u>Teacher Materials</u> Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>4.7.2 Summarize major ideas and supporting evidence</p>	<p>The Following Matches Provide Opportunities to Meet this</p>

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presented in spoken presentations.	<p>Objective:</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Write an Introduction, Speech <u>Teacher Materials</u> Teacher's Guide: 87, 107, 113</p> <p>Teacher's Resource Book: 189, 191</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p>
4.7.3 Identify how language usage (sayings and expressions) reflects regions and cultures.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
4.7.4 Give precise directions and instructions.	<p>The Following Match Provides Opportunities to Meet this Objective:</p> <p>Write a Manual <u>Teacher Materials</u> Teacher's Guide: 217</p>

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Organization and Delivery of Oral Communication	
<p>4.7.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Write an Introduction, Speech <u>Teacher Materials</u> Teacher's Guide: 87, 107, 113</p> <p>Teacher's Resource Book: 189, 191</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p>
<p>4.7.6 Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Write an Introduction, Speech <u>Teacher Materials</u> Teacher's Guide: 87, 107, 113</p>

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	<p>Teacher’s Resource Book: 189, 191</p> <p>Persuasive Composition</p> <p><u>Teacher Materials</u></p> <p>Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade</p> <p><u>Teacher Materials</u></p> <p>Writing and Grammar Strategies Book: 98-102</p>
4.7.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>Teacher Materials</u> Teacher’s Guide: 165, 215</p> <p>Teacher’s Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Write an Introduction, Speech <u>Teacher Materials</u> Teacher’s Guide: 87, 107, 113</p> <p>Teacher’s Resource Book: 189, 191</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p>
4.7.8 Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p>

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	<p>Write an Argument Teacher Materials Teacher’s Guide: 165, 215</p> <p>Teacher’s Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Write an Introduction, Speech Teacher Materials Teacher’s Guide: 87, 107, 113</p> <p>Teacher’s Resource Book: 189, 191</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p>
4.7.9 Engage the audience with appropriate words, facial expressions, and gestures.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument Teacher Materials Teacher’s Guide: 165, 215</p> <p>Teacher’s Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Write an Introduction, Speech Teacher Materials Teacher’s Guide: 87, 107, 113</p> <p>Teacher’s Resource Book: 189, 191</p> <p>Persuasive Composition</p>

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	<p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade</p> <p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p>
Analysis and Evaluation of Oral Media Communication	
4.7.10 Evaluate the role of the media in focusing people's attention on events and in forming their opinions on issues.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
Speaking Applications	
<p>4.7.11 Make narrative (story) presentations that relate ideas, observations, or memories about an event or experience.</p> <ul style="list-style-type: none"> provide a context that allows the listener to imagine the circumstances of the event or experience. provide insight into why the selected event or experience should be of interest to the audience. 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write Dialogue <u>Teacher Materials</u> Teacher's Guide: 67, 123, 205</p> <p>Teacher's Resource Book: 162, 167, 173</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55</p> <p>Extend or write a Story <u>Teacher Materials</u> Teacher's Guide: 103, 124, 126, 166, 176, 178, Teacher's Resource Book: 187, 208, 210, 264, 280, 283</p> <p>Problem-and-Solution Story <u>Teacher Materials</u> Writing and Grammar Strategies Book:</p>

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	44-49 Event-and Reaction Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 8-12
4.7.12 Make informational presentations that: <ul style="list-style-type: none"> • focus on one main topic. • include facts and details that help listeners to focus. • incorporate more than one source of information (including speakers, books, newspapers, television broadcasts, radio reports, or Web sites). 	The Following Selected Matches Provide Opportunities to Meet this Objective: How-to Paragraph <u>Teacher Materials</u> Writing and Grammar Strategies Book: 58-62 Write a News Report, Article <u>Teacher Materials</u> Teacher's Guide: 199, 217 Teacher's Resource Book: 139, 145, 160, 186, 187 Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72 Historical Narrative <u>Teacher Materials</u> Writing and Grammar Strategies Book: 33-37
4.7.13 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.	The Following Match Provides Opportunities to Meet this Objective: Book Synopsis <u>Teacher Materials</u> Writing and Grammar Strategies Book: 78-82
4.7.14 Recite brief poems (two or three stanzas long), soliloquies (sections of plays in which characters speak out loud to themselves), or dramatic dialogues, clearly stating words and using appropriate timing, volume, and phrasing.	The Following Matches Provide Opportunities to Meet this Objective: Haiku <u>Teacher Materials</u> Writing and Grammar Strategies Book: 103-107

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	Write Song Lyrics, Poems Teacher Materials Teacher's Guide: 51, 81, 159 Teacher's Resource Book: 128, 148, 165, 169

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Standard 1: READING – Word Recognition, Fluency, and Vocabulary Development	
<i>Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</i>	
Decoding and Word Recognition	
<p>5.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.</p>	<p>The Following Matches Support this Objective:</p> <p>Oral Reading <u>Student Materials</u> Software: After hearing the passage read aloud, students read along with the Narrator and then make an audio recording of the passage. Students make additional recordings in the Success Zone.</p> <p><u>Teacher Materials</u> Teacher’s Resource Book: Reproducible copies of the Topic CD passages are provided for silent and oral reading practice.</p>
Vocabulary and Concept Development	
<p>5.1.2 Use word origins to determine the meaning of unknown words.</p>	<p>Roots/Etymology <u>Teacher Materials</u> Reading Strategies Book: 25, 46, 61</p>
<p>5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).</p>	<p>Synonyms <u>Teacher Materials</u> Reading Strategies Book: 19, 40, 61, 64, 70, 108</p> <p>Antonyms <u>Teacher Materials</u> Reading Strategies Book: 84, 96, 112, 120</p>
<p>5.1.4 Know less common roots (<i>graph = writing, logos = the study of</i>) and word parts (<i>auto = self, bio = life</i>) from Greek and Latin and use this knowledge to analyze the meaning of complex words (<i>autograph, autobiography, biography, biology</i>).</p>	<p>Roots/Etymology <u>Teacher Materials</u> Reading Strategies Book: 25, 46, 61</p>
<p>5.1.5 Understand and explain the figurative use of words in similes (comparisons that use <i>like</i> or <i>as</i>: <i>The stars were like a million diamonds in the sky.</i>) and metaphors (implied comparisons: <i>The stars were brilliant diamonds in the night sky.</i>).</p>	<p>Figurative Language <u>Teacher Materials</u> Reading Strategies Book: 46, 52, 88, 112</p>
Standard 2: READING – Comprehension (Focus on Informational Materials)	
<i>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in the Indiana Reading List (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 5, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</i>	

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Structural Features of Informational and Technical Materials	
<p>5.2.1 Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.</p>	<p>Structural Clues Student Materials Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 41 <i>Jonah the Whale:</i> 15 <i>The Magnificent Mummy Maker:</i> 38 and 39 <i>Pacific Crossing:</i> 86</p>
<p>5.2.2 Analyze text that is organized in sequential or chronological order.</p>	<p>The Following Matches Support this Objective:</p> <p>Sequence of Events Student Materials Software: 1.2, L3; 1.4, L1-3; 2.3, L1-3; 2.4, L2-3; 3.3, L2-3; 3.4, L2-3; 4.3, L1; 4.4, L2; 5.1, L2-3; 5.2, L1-2; 5.3, L1, L3; 5.4, L1-3; 6.1, L1, L3; 6.2, L1-3; 6.3, L1-2; 6.4, L1; 7.2, L2; 7.3, L3; 8.1, L3; 8.2, L1, L3; 8.4, L1-2; 9.1, L1; 9.2, L1-3; 9.3, L2; 9.4, L1-3</p> <p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 32 and end of Ch. 6 <i>Favorite Greek Myths:</i> 70 <i>I Thought My Soul Would Rise and Fly:</i> 66, 157, and 168 <i>Jonah the Whale:</i> 17, 62, and 101 <i>Journal of Joshua Loper:</i> 73 and 81 <i>The Magnificent Mummy Maker:</i> 11, 81, and 130 <i>The Ostrich Chase:</i> 20, 100, and 113 <i>Pacific Crossing:</i> end of Chs. 2, 9, 12, and 16</p> <p>Teacher Materials Teacher’s Guide: Software: 65, 91, 115 Audiobooks: 159 Paperbacks: 175</p> <p>Teacher’s Resource Book: 116</p> <p>Reading Strategies Book: 12, 48, 87</p>
Comprehension and Analysis of Grade-Level-Appropriate Text	
<p>5.2.3 Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.</p>	<p>Main Idea Student Materials Software: 1.1, L1-3; 1.2, L1-3; 1.3, L1-3; 1.4, L1, L3; 2.1, L1-3; 2.2, L1-3; 2.3, L1-3; 2.4, L1-4; 3.1, L1, L3; 3.2, L1, L3; 3.3, L1-2; 3.4, L3; 4.1, L1-2; 4.2, L1-3; 4.3, L2-3; 4.4, L2-3; 5.1, L1-2; 5.2, L1-3; 5.3, L1-3; 5.4, L1-3; 6.1, L1-3; 6.2, L1-3; 6.3, L1-3; 6.4, L1-L3; 7.1, L1-2; 7.2, L1-3; 7.3, L1-2; 7.4, L1-2; 8.1,</p>

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	<p>L1-2; 8.2, L1-3; 8.3, L1-2; 8.4, L1-2; 9.1, L1-3; 9.2, L1-3; 9.3, L1-3; 9.4, L1-3</p> <p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> end of Chs. 4, 6, 7, and 11 <i>Beautiful Warrior:</i> 20, 25, and end of Folios 12 and 16 <i>Favorite Greek Myths:</i> 45 <i>For Your Eyes Only!:</i> 116 <i>I Thought My Soul Would Rise and Fly:</i> 7, 78, 109, and 147 <i>Jonah the Whale:</i> 7, end of Chs. 2 and 8, 101, and end of Ch. 10 <i>The Journal of Joshua Loper:</i> 10 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 7, 52, 70, and 92 <i>The Magnificent Mummy Maker:</i> 10 <i>The Music of Dolphins:</i> end of Chs. 22 and 35 <i>The Ostrich Chase:</i> 42 <i>Pacific Crossing:</i> 23, end of Ch. 4, 47, 59, end of Ch. 11, 94, and end of Chs. 15 and 16</p> <p><u>Teacher Materials:</u> Teacher's Guide: Software: 55, 77, 87 Paperbacks: 177, 187, 225</p> <p>Teacher's Resource Book: 114</p> <p>Reading Strategies Book: 6, 42, 79</p> <p>Read for Detail <u>Student Materials</u> Software: 1.1, L1-3; 1.2, L1-2; 1.3, L1-3; 1.4, L1-3; 2.1, L1-3; 2.2, L1-3; 2.3, L2-3; 2.4, L2; 3.1, L1-2; 3.2, L1-2; 3.3, L1-3; 3.4, L1, L3; 4.1, L1-3; 4.2, L1-3; 4.3, L1-3; 4.4, L1-3; 5.1, L1-3; 5.2, L3; 5.3, L1-2; 6.1, L1-3; 6.2, L1-3; 6.3, L1-3; 6.4, L1-3; 7.1, L1-3; 7.2, L1-3; 7.3, L1-3; 8.1, L1-3; 8.2, L1-2; 8.3, L1-3, 8.4, L1-3; 9.1, L1-3; 9.2, L1-2; 9.3, L1-3; 9.4, L1</p> <p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 4, 6, 25, end of Ch. 2, 58, end of Ch. 8, and 117 <i>Beautiful Warrior:</i> 20 <i>Favorite Greek Myths:</i> 45 and 66 <i>For Your Eyes Only!:</i> 6, 40, 62, 73, 95, and 131 <i>I Thought My Soul Would Rise and Fly:</i> 11, 43, 47, 55, 66,</p>

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	<p>and 168 <i>The Journal of Joshua Loper:</i> 6, 30, 73, and 98 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 27 <i>The Magnificent Mummy Maker:</i> 38, 43, end of Ch. 4, and 103 <i>The Music of Dolphins:</i> 3, 5, 52, 100, and end of book <i>The Ostrich Chase:</i> 23, 29, 55, and 100 <i>Pacific Crossing:</i> end of Chs. 7 and 10, and 94</p> <p><u>Teacher Materials</u> Teacher's Guide: Software: 61, 71, 85, 95, 107, 113, 121, 135 Audiobooks: 167 Paperbacks: 173, 201</p> <p>Teacher's Resource Book: 117</p> <p>Reading Strategies Book: 15, 51, 91</p>
5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	<p>Make Inferences <u>Student Materials</u> Software: 1.1, L1-2; 1.2, L2, 1.3, L2; 1.4, L2; 2.1, L1-3; 2.2, L1-3; 2.3, L1-3; 2.4, L3; 3.1, L1, L3; 3.2, L2; 3.3, L1, L3; 3.4, L1-3; 4.1, L1, L3; 4.2, L1-3; 4.3, L1-3; 4.4, L1-2; 5.1, L1, L3; 5.3, L1-3; 5.4, L1-3; 6.1, L1-3; 6.2, L1-3; 6.3, L1-3; 6.4, L1-2; 7.1, L1-3; 7.3, L2-3; 7.4, L1, L3; 8.1, L1, L3; 8.2, L1-3; 8.3, L3; 8.4, L1-3; 9.1, L1-3; 9.2, L1-2; 9.3, L1, L3; 9.4, L1-3</p> <p><u>Audiobooks (Reading Coach Modeling):</u> <i>Back to the Titanic!:</i> 4, 117, and end of Ch. 11 <i>Beautiful Warrior:</i> 1 <i>Favorite Greek Myths:</i> 70 <i>For Your Eyes Only!:</i> 62, 73, and 104 <i>I Thought My Soul Would Rise and Fly:</i> 26, 39, 52, 55, and 101 <i>Jonah the Whale:</i> 19, 39, and 64 <i>The Journal of Joshua Loper:</i> 6 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 2, 32, and 50 <i>The Magnificent Mummy Maker:</i> 114 <i>The Music of Dolphins:</i> 3, 12, 69, 89, end of Ch. 26, 102, 120, end of Ch. 38, 163, and end of Ch. 57 <i>The Ostrich Chase:</i> 55, 63, and 80 <i>Pacific Crossing:</i> end of Chs. 1, 3, 14, and 16</p> <p><u>Teacher Materials</u> Teacher's Guide: Software: 53 Audiobooks: 145</p>

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	<p>Paperbacks: 211</p> <p>Teacher's Resource Book: 119</p> <p>Reading Strategies Book: 21, 57, 99</p> <p>Draw Conclusions <u>Student Materials</u> Software: 1.1, L2, L3; 1.2, L1, L3; 1.3, L1, L3; 1.4, L1, L3; 2.1, L1-3; 2.2, L1-3; 2.4, L1; 3.1, L2; 3.2, L1, L3; 3.3, L2; 3.4, L1; 4.1, L2; 4.3, L2; 4.4, L1; 5.1, L1-3; 5.2, L1-3; 5.3, L1, L3; 5.4, L1-3; 6.1, L1; 6.4, L1-3; 7.1, L3; 7.2, L1; 8.1, L2-3; 9.3, L1-3; 9.4, L1</p> <p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> end of Ch. 5 <i>Beautiful Warrior:</i> 25 <i>Favorite Greek Myths:</i> 46, 51, and 68 <i>For Your Eyes Only!:</i> 13, 42, 87, 91, 113, and 116 <i>I Thought My Soul Would Rise and Fly:</i> 55, 66, 90, and 149 <i>Jonah the Whale:</i> 11, end of Chs. 2 and 4, 64, and end of Ch. 10 <i>The Journal of Joshua Loper:</i> 33, 86, and 88 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 22 and 76 <i>The Magnificent Mummy Maker:</i> 47 <i>The Music of Dolphins:</i> 3, 5, 12, and end of Chs. 15 and 19 <i>The Ostrich Chase:</i> 42, 55, and 80 <i>Pacific Crossing:</i> end of Chs. 6 and 8, 66, 86, and end of Ch. 16</p> <p><u>Teacher Materials</u> Teacher's Guide: Software: 51, 125, 133 Audiobooks: 157 Paperbacks: 183, 185, 199, 215</p> <p>Teacher's Resource Book: 118</p> <p>Reading Strategies Book: 18, 54, 95</p>
Expository (Informational) Critique	
5.2.5 Distinguish among facts, supported inferences, and opinions in text.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u></p>

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	<p>Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>Standard 3: READING – Literary Response and Analysis <i>Students read and respond to grade-level-appropriate historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in the Indiana Reading List (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students.</i></p>	
<p>Structural Features of Literature</p>	
<p>5.3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>Narrative Analysis of Grade-Level-Appropriate Text</p>	
<p>5.3.2 Identify the main problem or conflict of the plot and explain how it is resolved.</p>	<p>The Following Matches Support this Objective:</p> <p>Analyze Plot Student Materials Audiobooks (Reading Coach Modeling): <i>I Thought My Soul Would Rise and Fly:</i> 11 and 40 <i>Jonah the Whale:</i> 7 and 19 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 2 and 7 <i>The Magnificent Mummy Maker:</i> 3 <i>The Music of Dolphins:</i> 3 <i>The Ostrich Chase:</i> 12 and 69 <i>Pacific Crossing:</i> end of Ch. 1</p> <p>Teacher Materials Teacher’s Guide: Audiobooks: 165 Paperbacks: 195</p> <p>Teacher’s Resource Book: 124</p>

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	<p>Reading Strategies Book: 36, 72, 119</p>
<p>5.3.3 Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.</p>	<p>The Following Matches Support this Objective:</p> <p>Analyze Character</p> <p>Student Materials</p> <p>Audiobooks (Reading Coach Modeling): <i>For Your Eyes Only!:</i> 42, 82, 83, and 131 <i>I Thought My Soul Would Rise and Fly:</i> 7 <i>Jonah the Whale:</i> 17, 26, 35, end of Ch. 5, and 65 <i>The Journal of Joshua Loper:</i> 22, 54, 67, 92, 108, and 122 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 22 and 50 <i>The Magnificent Mummy Maker:</i> 21 and 36 <i>The Music of Dolphins:</i> end of Chs. 1 and 17 <i>The Ostrich Chase:</i> 12 and 42 <i>Pacific Crossing:</i> end of Chs. 14 and 41</p> <p>Teacher Materials</p> <p>Teacher’s Guide: Audiobooks: 147, 155 Paperbacks: 191, 209, 217</p> <p>Teacher’s Resource Book: 123</p> <p>Reading Strategies Book: 33, 69, 115</p>
<p>5.3.4 Understand that <i>theme</i> refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas</p> <p>Teacher Materials</p> <p>Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>5.3.5 Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.</p> <ul style="list-style-type: none"> • Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace. • Imagery: the use of language to create vivid pictures in the reader’s mind. • Metaphor: an implied comparison in which a word or phrase is used in place of another, such as <i>He was</i> 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Figurative Language</p> <p>Teacher Materials</p> <p>Reading Strategies Book: 46, 52, 88, 112</p> <p>Symbolism</p>

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<i>drowning in money.</i>	<p><u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>I Thought My Soul Would Rise and Fly:</i> 57 and 93 <i>The Journal of Joshua Loper:</i> 6 and 33 <i>The Magnificent Mummy Maker:</i> 20 <i>The Music of Dolphins:</i> end of Ch. 7, and 89 <i>The Ostrich Chase:</i> 33</p>
Literary Criticism	
5.3.6 Evaluate the meaning of patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas</p> <p><u>Teacher Materials</u> Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
5.3.7 Evaluate the author’s use of various techniques to influence readers’ perspectives.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas</p> <p><u>Teacher Materials</u> Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>Standard 4: WRITING – Process <i>Students discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing</i></p>	
Organization and Focus	
5.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	<p>The Following Selected Matches Support this Objective:</p> <p>QuickWrite</p> <p><u>Teacher Materials</u> Teacher’s Guide: Software: 63, 75, 83, 97, 101 Audiobooks: 145, 155, 159, 165, 167 Paperbacks: 173, 179, 185, 191, 201</p> <p>Teacher’s Resource Book: 131, 136, 139, 145, 146, 162, 167, 169, 172, 173, 174, 177, 180, 183, 188</p>

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	<p>Writing Prompts Teacher Materials Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p> <p>Final Project Teacher Materials Teacher’s Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p>
5.4.2 Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.	<p>Realistic Story Teacher Materials Writing and Grammar Strategies Book: 50-55</p> <p>Extend or write a Story Teacher Materials Teacher’s Guide: 103, 124, 126, 166, 176, 178, Teacher’s Resource Book: 187, 208, 210, 264, 280, 283</p> <p>Problem-and-Solution Story Teacher Materials Writing and Grammar Strategies Book: 44-49</p> <p>Writing Prompts Teacher Materials Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p>
<p>5.4.3 Write informational pieces with multiple paragraphs that:</p> <ul style="list-style-type: none"> • present important ideas or events in sequence or in chronological order. • provide details and transitions to link paragraphs. • offer a concluding paragraph that summarizes important ideas and details. 	<p>Selected Examples Include:</p> <p>Exposition Teacher Materials Teacher’s Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Writing and Grammar Strategies Book: 118-122</p> <p>Description Teacher Materials Teacher’s Guide:</p>

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	<p>55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52, 108-112</p> <p>Write an Article, News Report Teacher Materials Teacher's Guide: 199, 217</p> <p>Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72</p>
Research and Technology	
5.4.4 Use organizational features of printed text, such as citations, endnotes, and bibliographic references, to locate relevant information.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
5.4.5 Use note-taking skills.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
5.4.6 Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.	<p>The Following Selected Matches Support this Objective:</p> <p>Narration Teacher Materials Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72</p> <p>Final Project Teacher Materials Teacher's Guide:</p>

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	<p>113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Write an Article, News Report Teacher Materials Teacher's Guide: 199, 217</p> <p>Teacher's Resource Book: 139, 145, 160, 186, 187</p>
5.4.7 Use a thesaurus to identify alternative word choices and meanings.	
Evaluation and Revision	
5.4.8 Review, evaluate, and revise writing for meaning and clarity.	<p>The Following Selected Matches Support this Objective:</p> <p>Narration Teacher Materials Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72</p> <p>Final Project Teacher Materials Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Write an Article, News Report Teacher Materials Teacher's Guide: 199, 217</p> <p>Teacher's Resource Book: 139, 145, 160, 186, 187</p>
5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.	The Following Selected Matches Provide Opportunities to Meet this Objective:

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	<p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p> <p>Teacher's Resource Book: 139, 145, 160, 186, 187</p> <p>Final Project <u>Teacher Materials</u> Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p>
5.4.10 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Narration <u>Teacher Materials</u> Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201c</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p>

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	<p>Teacher’s Resource Book: 139, 145, 160, 186, 187</p> <p>Relating Content-Area Information</p> <p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Writing Prompts</p> <p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p>
<p>Standard 5: WRITING – Applications (Different Types of Writing and Their Characteristics) <i>At Grade 5, students write narrative (story), expository (informational), persuasive, and descriptive texts of at least 500 words. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 5 students use the writing strategies outlined in Standard 4 — Writing Process to:</i></p>	
<p>5.5.1 Write narratives (stories) that:</p> <ul style="list-style-type: none"> • establish a plot, point of view, setting, and conflict. • show, rather than tell, the events of the story. 	<p>Selected Examples Include:</p> <p>Narration <u>Teacher Materials</u> Teacher’s Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 23-27</p> <p>Event-and Reaction Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 8-12</p>
<p>5.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> • demonstrate an understanding of a literary work. • support judgments through references to the text and to prior knowledge. 	<p>Selected Examples Include:</p> <p>Write as Characters from Reading <u>Teacher Materials</u> Teacher’s Guide: 159, 163, 167, 189, 197, 219, 221</p>

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<ul style="list-style-type: none"> develop interpretations that exhibit careful reading and understanding. 	<p>Teacher's Resource Book: 136, 137, 147, 151, 153, 164, 166-168, 170, 173, 176, 179, 182, 183, 185, 186, 188, 190, 192</p> <p>Respond to Ideas and Issues Teacher Materials Teacher's Guide: 65, 77, 101, 103, 105, 107, 111, 115, 117, 125, 127, 129, 145, 163, 165, 173, 185, 199, 201, 207</p> <p>Teacher's Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202</p> <p>Writing and Grammar Strategies Book: 118-122</p> <p>Final Projects Teacher Materials Teacher's Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher's Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p>
<p>5.5.3 Write research reports about important ideas, issues, or events by using the following guidelines:</p> <ul style="list-style-type: none"> Frame questions that direct the investigation. Establish a main idea or topic. Develop the topic with simple facts, details, examples, and explanations. Use a variety of information sources, including firsthand interviews, reference materials, and electronic resources, to locate information for the report. 	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
<p>5.5.4 Write persuasive letters or compositions that:</p> <ul style="list-style-type: none"> state a clear position in support of a proposal. support a position with relevant evidence and effective emotional appeals. follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last. 	<p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade</p>

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<p>appealing statements first and the least powerful ones last.</p> <ul style="list-style-type: none"> address reader concerns. 	<p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Write an Argument <u>Teacher Materials</u> Teacher’s Guide: 165, 215</p> <p>Teacher’s Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p>
<p>5.5.5 Use varied word choices to make writing interesting.</p>	<p>Selected Examples Include:</p> <p>Final Project <u>Teacher Materials</u> Teacher’s Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Book Synopsis <u>Teacher Materials</u> Writing and Grammar Strategies Book: 78-82</p> <p>Narration <u>Teacher Materials</u> Teacher’s Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p> <p>Write a Tribute, Memorial <u>Teacher Materials</u> Teacher’s Guide: 115, 137, 177, 201, 207, 229</p> <p>Teacher’s Resource Book: 126, 139, 149, 152</p> <p>Write an Argument <u>Teacher Materials</u> Teacher’s Guide: 165, 215</p>

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	<p>Teacher's Resource Book: 126, 134</p>
<p>5.5.6 Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Write an Article, News Report Teacher Materials Teacher's Guide: 199, 217</p> <p>Final Project Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72</p> <p>Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p>
<p>Standard 6: WRITING – English Language Conventions <i>Students write using Standard English conventions appropriate to this grade level.</i></p>	
<p>Sentence Structure</p>	
<p>5.6.1 Identify and correctly use prepositional phrases (<i>for school</i> or <i>In the beginning</i>), appositives (<i>We played the Cougars, the team from Newport</i>), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).</p> <ul style="list-style-type: none"> • We began our canoe trip <u>on the White River</u> (prepositional phrase) <u>when it stopped raining</u> (subordinate clause). • Although the weather, <u>a violent snowstorm</u>, (appositive) threatened our trip, <u>we were never discouraged</u> (main clause). 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Writing Prompts Teacher Materials Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p> <p>Narration Teacher Materials Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p>

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	<p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 23-27</p> <p>Fantasy <u>Teacher Materials</u> Writing and Grammar Strategies Book: 28-32</p> <p>Event-and-Reaction Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 8-12</p>
<p>5.6.2 Use transitions (<i>however, therefore, on the other hand</i>) and conjunctions (<i>and, or, but</i>) to connect ideas.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Narration <u>Teacher Materials</u> Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Exposition <u>Teacher Materials</u> Teacher's Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Writing and Grammar Strategies Book: 118-122</p> <p>Description <u>Teacher Materials</u> Teacher's Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52, 108-112</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p>

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	<p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p>
Grammar	
<p>5.6.3 Identify and correctly use appropriate tense (present, past, present participle, past participle) for verbs that are often misused (<i>lie/lay, sit/set, rise/raise</i>).</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p> <p>Narration <u>Teacher Materials</u> Teacher’s Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 23-27</p> <p>Fantasy <u>Teacher Materials</u> Writing and Grammar Strategies Book: 28-32</p> <p>Event-and-Reaction Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 8-12</p>
<p>5.6.4 Identify and correctly use modifiers (words or phrases that describe, limit, or qualify another word) and pronouns (<i>he/his, she/her, they/their, it/its</i>).</p> <ul style="list-style-type: none"> • Correct: <u>On the walls</u> there are many pictures of people who have visited the restaurant. • Incorrect: There are many pictures of people who have visited the restaurant <u>on the walls</u>. • Correct: Jenny and Kate finished <u>their</u> game. • Incorrect: Jenny and Kate finished <u>her</u> game. 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Narration <u>Teacher Materials</u> Teacher’s Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Exposition <u>Teacher Materials</u></p>

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	<p>Teacher’s Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Writing and Grammar Strategies Book: 118-122</p> <p>Description Teacher Materials Teacher’s Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52, 108-112</p> <p>Write an Argument Teacher Materials Teacher’s Guide: 165, 215</p> <p>Teacher’s Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p>
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Punctuation	
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<p>5.6.5 Use a colon to separate hours and minutes (<i>12:20 a.m., 3:40 p.m.</i>) and to introduce a list (<i>Do the project in this order: cut, paste, fold.</i>); use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semi-colons and commas for transitions (<i>Time is short; however, we will still get the job done.</i>)</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write Song Lyrics, Poems Teacher Materials Teacher’s Guide: 51, 81, 159</p> <p>Teacher’s Resource Book: 128, 148, 165, 169</p> <p>Exposition Teacher Materials Teacher’s Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Writing and Grammar Strategies Book: 118-122</p>
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	<p>Description</p> <p><u>Teacher Materials</u> Teacher's Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52, 108-112</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Write Dialogue <u>Teacher Materials</u> Teacher's Guide: 67, 123, 205</p> <p>Teacher's Resource Book: 162, 167, 173 Write Dialogue <u>Teacher Materials</u> Teacher's Guide: 67, 123, 205</p> <p>Teacher's Resource Book: 162, 167, 173</p>
Capitalization	
5.6.6 Use correct capitalization.	<p>The Following Selected Matches Support this Objective:</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p> <p>Write Dialogue <u>Teacher Materials</u> Teacher's Guide: 67, 123, 205</p>

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	<p>Teacher's Resource Book: 162, 167, 173</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p>
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Spelling	
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<p>5.6.7 Spell roots or bases of words, prefixes (understood/<u>mis</u>understood, excused/<u>un</u>excused), suffixes (final/<u>final</u>ly, mean/<u>mean</u>ness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.</p>	<p>Selected Examples Include:</p> <p>Prefixes Student Materials Software: 1.1, L3; 3.3, L2; 4.2, L3; 5.2, L2; 6.1, L3; 6.2, L2; 7.1, L3; 7.3, L3; 7.4, L3; 9.1, L3; 9.3, L3; 9.4, L3</p> <p>Teacher Materials Reading Strategies Book: 13, 22, 37, 100</p> <p>Suffixes Student Materials Software: 1.3, L3; 2.1, L3; 2.2, L3; 2.4, L3; 3.1, L3; 3.2, L3; 4.3, L3; 5.1, L3; 5.4, L2-3; 6.1, L3; 6.2, L3; 6.3, L3; 7.1, L2; 8.1, L3; 8.3, L3; 8.4, L3; 9.1, L3; 9.4, L2-3</p> <p>Teacher Materials Reading Strategies Book: 10, 22, 40</p> <p>Syllabication (Open Syllable, Closed Syllable, Vowel-Silent e) Student Materials Software: 1.1, L3; 1.2, L2; 4.3, L3; 4.4, L3; 5.2, L3; 9.2, L3; 9.3, L2</p> <p>Contractions Student Materials Software: 8.3, L2</p> <p>Teacher Materials Reading Strategies Book: 10, 34, 52, 55, 100</p> <p>Roots Teacher Materials Reading Strategies Book: 25, 46, 61</p>
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Standard 7: LISTENING AND SPEAKING – Skills, Strategies and Applications

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

<p>5.7.1 Ask questions that seek information not already discussed.</p>	<p>The Following Matches Support this Objective:</p> <p>Ask Questions <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i> <i>Beautiful Warrior</i> <i>Favorite Greek Myths</i> <i>For Your Eyes Only!</i> <i>I Though My Soul Would Rise and Fly</i> <i>Jonah the Whale</i> <i>The Journal of Joshua Loper</i> <i>The Last-Place Sports Poems of Jeremy Bloom</i> <i>The Magnificent Mummy Maker</i> <i>The Music of Dolphins</i> <i>The Ostrich Chase</i> <i>Pacific Crossing</i></p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>5.7.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Write an Introduction, Speech <u>Teacher Materials</u> Teacher's Guide: 87, 107, 113</p>

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	<p>Teacher's Resource Book: 189, 191</p> <p>Persuasive Composition</p> <p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade</p> <p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p>
5.7.3 Make inferences or draw conclusions based on an oral report.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Relating Content-Area Information</p> <p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Write an Article, News Report</p> <p><u>Teacher Materials</u> Teacher's Guide: 199, 217</p>
Organization and Delivery of Oral Communication	
5.7.4 Select a focus, organizational structure, and point of view for an oral presentation.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument</p> <p><u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Write an Introduction, Speech</p> <p><u>Teacher Materials</u> Teacher's Guide: 87, 107, 113</p> <p>Teacher's Resource Book: 189, 191</p>

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	<p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p>
5.7.5 Clarify and support spoken ideas with evidence and examples.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>Teacher Materials</u> Teacher’s Guide: 165, 215</p> <p>Teacher’s Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Write an Introduction, Speech <u>Teacher Materials</u> Teacher’s Guide: 87, 107, 113</p> <p>Teacher’s Resource Book: 189, 191</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p>
5.7.6 Use volume, phrasing, timing, and gestures appropriately to enhance meaning.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>Teacher Materials</u> Teacher’s Guide: 165, 215</p>

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	<p>Teacher’s Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Write an Introduction, Speech Teacher Materials Teacher’s Guide: 87, 107, 113</p> <p>Teacher’s Resource Book: 189, 191</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p>
Analysis and Evaluation of Oral and Media Communications	
5.7.7 Identify, analyze, and critique persuasive techniques, including promises, dares, flattery, and generalities; identify faulty reasoning used in oral presentations and media messages.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument Teacher Materials Teacher’s Guide: 165, 215</p> <p>Teacher’s Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p>
5.7.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	<p>Links, located in the <i>Teacher’s Guide</i>, suggest resources for students to explore a topic further and provide opportunities to</p>

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transmission of culture.	<p>meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
Speaking Applications	
<p>5.7.9 Deliver narrative (story) presentations that:</p> <ul style="list-style-type: none"> • establish a situation, plot, point of view, and setting with descriptive words and phrases. • show, rather than tell, the listener what happens. 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write Dialogue <u>Teacher Materials</u> Teacher's Guide: 67, 123, 205</p> <p>Teacher's Resource Book: 162, 167, 173</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55</p> <p>Extend or write a Story <u>Teacher Materials</u> Teacher's Guide: 103, 124, 126, 166, 176, 178, Teacher's Resource Book: 187, 208, 210, 264, 280, 283</p> <p>Problem-and-Solution Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 44-49</p> <p>Event-and Reaction Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 8-12</p>
<p>5.7.10 Deliver informative presentations about an important idea, issue, or event by the following means:</p> <ul style="list-style-type: none"> • frame questions to direct the investigation. • establish a controlling idea or topic. 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>How-to Paragraph <u>Teacher Materials</u></p>

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<ul style="list-style-type: none"> • develop the topic with simple facts, details, examples, and explanations. 	<p>Writing and Grammar Strategies Book: 58-62</p> <p>Write a News Report, Article Teacher Materials Teacher’s Guide: 199, 217</p> <p>Teacher’s Resource Book: 139, 145, 160, 186, 187</p> <p>Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72</p> <p>Historical Narrative Teacher Materials Writing and Grammar Strategies Book: 33-37</p>
<p>5.7.11 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • summarize important events and details. • demonstrate an understanding of several ideas or images communicated by the literary work. • use examples from the work to support conclusions. 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Book Synopsis Teacher Materials Writing and Grammar Strategies Book: 78-82</p> <p>Writing a Review Teacher Materials Writing and Grammar Strategies Book: 93-97</p>

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<p>Standard 1: READING – Word Recognition, Fluency, and Vocabulary Development <i>Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</i></p>	
<p>Decoding and Word Recognition</p>	
<p>6.1.1 Read aloud grade-level-appropriate poems, narrative text (stories), and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.</p>	<p>The Following Matches Support this Objective:</p> <p>Stage A Oral Reading <u>Student Materials</u> Software: After hearing the passage read aloud, students read along with the Narrator and then make an audio recording of the passage. Students make additional recordings in the Success Zone.</p> <p><u>Teacher Materials</u> Teacher's Resource Book: Reproducible copies of the Topic CD passages are provided for silent and oral reading practice.</p> <p>Stage B Oral Reading <u>Student Materials</u> Software: After hearing the passage read aloud, students read along with the Narrator and then make an audio recording of the passage. Students make additional recordings in the Success Zone.</p> <p><u>Teacher Materials</u> Teacher's Resource Book: Reproducible copies of the Topic CD passages are provided for silent and oral reading practice.</p>
<p>Vocabulary and Concept Development</p>	
<p>6.1.2 Identify and interpret figurative language (including similes, comparisons that use <i>like</i> or <i>as</i>, and metaphors, implied comparisons) and words with multiple meanings.</p>	<p>Stage A Figurative Language <u>Teacher Materials</u> Reading Strategies Book: 46, 52, 88, 112</p> <p>Multiple-Meaning Words <u>Teacher Materials</u> Reading Strategies Book: 16, 76, 80, 84, 116</p> <p>Stage B Figurative Language <u>Teacher Materials</u> Reading Strategies Book: 19, 34, 64, 88, 112, 124</p>

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	<p>Multiple-Meaning Words <u>Teacher Materials</u> Reading Strategies Book: 40, 43, 84, 92, 120</p>
<p>6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.</p>	<p>The Following Matches Support this Objective:</p> <p>Stage A Roots/Etymology <u>Teacher Materials</u> Reading Strategies Book: 25, 46, 61</p> <p>Stage B Roots/Etymology <u>Student Materials</u> Software: 2.2, L4; 2.3, L4; 3.1, L4; 3.2, L4; 3.4, L4; 5.1, L4; 5.3, L4; 5.4, L4; 6.1, L4; 6.2, L4; 6.3, L4; 6.4, L4; 7.2, L4; 9.1, L4; 9.3, L4; 9.4, L4</p> <p><u>Teacher Materials</u> Reading Strategies Book: 7, 22, 76, 116</p>
<p>6.1.4 Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.</p>	<p>Stage A Understand Vocabulary <u>Student Materials</u> Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words.</p> <p>Audiobooks: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p> <p>Stage B Understand Vocabulary <u>Student Materials</u> Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore</p>

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	<p>Passage Vocabulary words, which are carefully chosen content and high-utility words.</p> <p>Audiobooks: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p>
6.1.5 Understand and explain slight differences in meaning in related words.	<p>The Following Matches Support this Objective:</p> <p>Stage A Understand Vocabulary <u>Student Materials</u> Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words.</p> <p>Audiobooks: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p> <p>Stage B Understand Vocabulary <u>Student Materials</u> Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words.</p> <p>Audiobooks: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p>
<p>Standard 2: READING – Comprehension (Focus on Informational Materials) <i>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in the Indiana Reading List (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</i></p>	
<p>Structural Features of Informational and Technical Materials</p>	
6.2.1 Identify the structural features of popular media (newspapers, magazines, online information) and use the	<p>Stage A Links, located in the <i>Teacher’s Guide</i>, suggest resources for</p>

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(newspapers, magazines, online information) and use the features to obtain information.	<p>students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Stage B Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 111, 123, 133, 149, 157, 167, 177, 185, 195, 205</p>
6.2.2 Analyze text that uses a compare-and-contrast organizational pattern.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Stage B Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
Comprehension and Analysis of Grade-Level-Appropriate Text	
6.2.3 Connect and clarify main ideas by identifying their relationships to multiple sources and related topics.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Main Idea <u>Student Materials</u> Software: 1.1, L1-3; 1.2, L1-3; 1.3, L1-3; 1.4, L1, L3; 2.1, L1-3; 2.2,</p>

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	<p>L1-3; 2.3, L1-3; 2.4, L1-4; 3.1, L1, L3; 3.2, L1, L3; 3.3, L1-2; 3.4, L3; 4.1, L1-2; 4.2, L1-3; 4.3, L2-3; 4.4, L2-3; 5.1, L1-2; 5.2, L1-3; 5.3, L1-3; 5.4, L1-3; 6.1, L1-3; 6.2, L1-3; 6.3, L1-3; 6.4, L1-L3; 7.1, L1-2; 7.2, L1-3; 7.3, L1-2; 7.4, L1-2; 8.1, L1-2; 8.2, L1-3; 8.3, L1-2; 8.4, L1-2; 9.1, L1-3; 9.2, L1-3; 9.3, L1-3; 9.4, L1-3</p> <p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> end of Chs. 4, 6, 7, and 11 <i>Beautiful Warrior:</i> 20, 25, and end of Folios 12 and 16 <i>Favorite Greek Myths:</i> 45 <i>For Your Eyes Only!:</i> 116 <i>I Thought My Soul Would Rise and Fly:</i> 7, 78, 109, and 147 <i>Jonah the Whale:</i> 7, end of Chs. 2 and 8, 101, and end of Ch. 10 <i>The Journal of Joshua Loper:</i> 10 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 7, 52, 70, and 92 <i>The Magnificent Mummy Maker:</i> 10 <i>The Music of Dolphins:</i> end of Chs. 22 and 35 <i>The Ostrich Chase:</i> 42 <i>Pacific Crossing:</i> 23, end of Ch. 4, 47, 59, end of Ch. 11, 94, and end of Chs. 15 and 16</p> <p>Teacher Materials: Teacher's Guide: Software: 55, 77, 87 Paperbacks: 177, 187, 225</p> <p>Teacher's Resource Book: 114</p> <p>Reading Strategies Book: 6, 42, 79</p> <p>Stage B Main Idea</p> <p>Student Materials Software: 1.1, L1-4; 1.3, L1-4; 2.1, L1-4; 2.3, L1-4; 3.1, L1-4; 3.2, L3-4; 3.3, L1-2; 4.1, L1-4; 4.2, L1-4; 5.1, L1-2, L4; 5.2, L1, L3; 5.3, L2-4; 6.1, L1-4; 6.3, L1-4; 7.1, L1-4; 7.3, L1-2; 7.4, L3-4; 8.1, L1-4; 8.3, L1-4; 9.1, L1-4; 9.3, L1-4</p> <p>Audiobooks (Reading Coach Modeling): <i>Daniel's Story:</i> 4 <i>Flight #116 Is Down!:</i> 187</p> <p>Teacher Materials</p>

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Indiana Standards	Read 180 Match
	<p>Teacher's Guide: Software: 71, 83, 97 Paperbacks: 175, 179, 191</p> <p>Teacher's Resource Book: 150</p> <p>Reading Strategies Book: 6, 42, 79</p>
6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.	<p>Selected Examples Include:</p> <p>Stage A Summarize <u>Student Materials</u> Software: 1.1, L1, L3; 1.2, L1-3; 1.3, L1-2; 1.4, L2; 2.1, L3; 2.2, L2-3; 2.4, L1; 3.1, L1-3; 3.2, L1-3; 3.3, L3; 3.4, L2; 4.1, L2-3; 4.2, L2; 4.3, L1-2; 4.4, L1, L3; 5.1, L2; 5.2, L1, L3; 5.3, L2; 6.1, L2; 6.3, L3; 6.4, L1-3; 7.1, L2-3; 7.2, L2-3; 7.3, L1, L3; 7.4, L1-3; 8.1, L2-3; 8.4, L2-3; 9.2, L1-3</p> <p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> end of Chs. 2, 4, 6, 7, and 9 <i>Beautiful Warrior:</i> 11 and end of Folio 15 <i>Favorite Greek Myths:</i> 45 <i>For Your Eyes Only!:</i> 6 <i>I Thought My Soul Would Rise and Fly:</i> 9, 43, 144, and 164 <i>Jonah the Whale:</i> 7, 39, and end of Ch. 10 <i>The Journal of Joshua Loper:</i> 67 and 108 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 11 and 90 <i>The Magnificent Mummy Maker:</i> 38, 81, and 130 <i>The Music of Dolphins:</i> 3, 5, and end of Ch. 24 <i>The Ostrich Chase:</i> 88, 97, and 113 <i>Pacific Crossing:</i> end of Chs. 2 and 9, 109, and end of Ch. 16</p> <p><u>Teacher Materials</u> Teacher's Guide: Software: 63, 75, 83, 97, 101, 117 Audiobooks: 163 Paperbacks: 227, 229</p> <p>Teacher's Resource Book: 115</p> <p>Reading Strategies Book: 9, 45, 83</p> <p>Stage B Summarize</p>

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Indiana Standards	Read 180 Match
	<p><u>Student Materials</u></p> <p>Software: 1.1, L1-4; 1.2, L1-2; 1.3, L1, L3-4; 2.2, L1-4; 2.3, L4; 2.4, L1-3; 3.1, L2-4; 3.2, L1; 3.3, L2; 3.4, L1, L3-4; 4.1, L1-4; 4.3, L1-4; 5.1, L2-3; 5.2, L1-2, L4; 5.3, L1, L3; 5.4, L1, L4; 6.2, L1-4; 6.3, L1-2; 6.4, L3; 7.1, L1-4; 7.2, L4; 7.3, L1-2; 7.4, L3; 8.1, L1-4; 8.2, L2-3; 8.3, L4; 8.4, L1-2; 9.2, L1-4; 9.4, L1-4</p> <p>Audiobooks (Reading Coach Modeling): <i>Across the Wide and Lonesome Prairie:</i> 14, 18, 81, 85, and 90 <i>Daniel’s Story:</i> 3, 5, 12, 24, 32, 35, 55, 59, 67, 75, 89, 98, and end of Ch. 16 <i>Flight #116 Is Down!:</i> 31, 47, 57, 78, 87, and end of book <i>Local News:</i> 13, 79, and 83 <i>The Mighty:</i> end of Chs. 1, 10, 12, and 21 <i>P. S. Longer Letter Later:</i> 54, 62, 75, and 161 <i>Quake!:</i> end of Ch. 5, 100, end of Ch. 10, and 132 <i>Snowbound: The Tragic Story of the Donner Party:</i> end of Chs. 1, 4, 6, and 8 <i>Somewhere in the Darkness:</i> 10, 13, 34, 42, 46, 69, 78, 116, 142, and 154 <i>The Star Fisher:</i> end of Chs. 1 and 3 <i>The Stowaway:</i> 20 <i>You Be the Jury:</i> 5, 15, 21-23, 46-49, 52, and 57</p> <p><u>Teacher Materials</u></p> <p>Teacher’s Guide: Software: 55, 63, 93, 103, 105, 133 Audiobooks: 147 Paperbacks: 187, 209, 249</p> <p>Teacher’s Resource Book: 151</p> <p>Reading Strategies Book: 9, 45, 83</p>
6.2.5 Follow multiple-step instructions for preparing applications.	
Expository (Informational) Critique	
6.2.6 Determine the adequacy and appropriateness of the evidence presented for an author’s conclusions and evaluate whether the author adequately supports inferences.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Discuss Reading Materials and Ideas</p> <p><u>Teacher Materials</u> Teacher’s Guide:</p>

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	<p>The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Stage B Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
6.2.7 Make reasonable statements and conclusions about a text, supporting them with accurate examples.	<p>Selected Examples Include:</p> <p>Stage A Make Inferences <u>Student Materials</u> Software: 1.1, L1-2; 1.2, L2, 1.3, L2; 1.4, L2; 2.1, L1-3; 2.2, L1-3; 2.3, L1-3; 2.4, L3; 3.1, L1, L3; 3.2, L2; 3.3, L1, L3; 3.4, L1-3; 4.1, L1, L3; 4.2, L1-3; 4.3, L1-3; 4.4, L1-2; 5.1, L1, L3; 5.3, L1-3; 5.4, L1-3; 6.1, L1-3; 6.2, L1-3; 6.3, L1-3; 6.4, L1-2; 7.1, L1-3; 7.3, L2-3; 7.4, L1, L3; 8.1, L1, L3; 8.2, L1-3; 8.3, L3; 8.4, L1-3; 9.1, L1-3; 9.2, L1-2; 9.3, L1, L3; 9.4, L1-3</p> <p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i>: 4, 117, and end of Ch. 11 <i>Beautiful Warrior</i>: 1 <i>Favorite Greek Myths</i>: 70 <i>For Your Eyes Only!</i>: 62, 73, and 104 <i>I Thought My Soul Would Rise and Fly</i>: 26, 39, 52, 55, and 101 <i>Jonah the Whale</i>: 19, 39, and 64 <i>The Journal of Joshua Loper</i>: 6 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 2, 32, and 50 <i>The Magnificent Mummy Maker</i>: 114 <i>The Music of Dolphins</i>: 3, 12, 69, 89, end of Ch. 26, 102, 120, end of Ch. 38, 163, and end of Ch. 57 <i>The Ostrich Chase</i>: 55, 63, and 80 <i>Pacific Crossing</i>: end of Chs. 1, 3, 14, and 16</p> <p><u>Teacher Materials</u> Teacher's Guide:</p>

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	<p>Software: 53 Audiobooks: 145 Paperbacks: 211</p> <p>Teacher's Resource Book: 119</p> <p>Reading Strategies Book: 21, 57, 99</p> <p>Draw Conclusions <u>Student Materials</u> Software: 1.1, L2, L3; 1.2, L1, L3; 1.3, L1, L3; 1.4, L1, L3; 2.1, L1-3; 2.2, L1-3; 2.4, L1; 3.1, L2; 3.2, L1, L3; 3.3, L2; 3.4, L1; 4.1, L2; 4.3, L2; 4.4, L1; 5.1, L1-3; 5.2, L1-3; 5.3, L1, L3; 5.4, L1-3; 6.1, L1; 6.4, L1-3; 7.1, L3; 7.2, L1; 8.1, L2-3; 9.3, L1-3; 9.4, L1</p> <p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> end of Ch. 5 <i>Beautiful Warrior:</i> 25 <i>Favorite Greek Myths:</i> 46, 51, and 68 <i>For Your Eyes Only!:</i> 13, 42, 87, 91, 113, and 116 <i>I Thought My Soul Would Rise and Fly:</i> 55, 66, 90, and 149 <i>Jonah the Whale:</i> 11, end of Chs. 2 and 4, 64, and end of Ch. 10 <i>The Journal of Joshua Loper:</i> 33, 86, and 88 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 22 and 76 <i>The Magnificent Mummy Maker:</i> 47 <i>The Music of Dolphins:</i> 3, 5, 12, and end of Chs. 15 and 19 <i>The Ostrich Chase:</i> 42, 55, and 80 <i>Pacific Crossing:</i> end of Chs. 6 and 8, 66, 86, and end of Ch. 16</p> <p><u>Teacher Materials</u> Teacher's Guide: Software: 51, 125, 133 Audiobooks: 157 Paperbacks: 183, 185, 199, 215</p> <p>Teacher's Resource Book: 118</p> <p>Reading Strategies Book: 18, 54, 95</p> <p>Stage B Draw Conclusions <u>Student Materials</u></p>

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	<p>Software: 1.2, L1-2, L4; 1.3, L1-4; 1.4, L3; 2.1, L1-4; 2.3, L1-3; 2.4, L4; 3.1, L1-2; 3.2, L1, L2-3; 3.3, L2-4; 4.1, L3-4; 4.2, L1-4; 4.4, L1-2; 5.1, L1; 5.2, L2-4; 5.3, L2; 5.4, L1, L3-4; 6.1, L4; 6.2, L1-2; 6.3, L3-4; 6.4, L1-4; 7.1, L1-3; 7.3, L2-4; 7.4, L1, L4; 8.1, L4; 8.2, L2; 8.3, L3-4; 8.4, L1-4; 9.3, L1-4; 9.4, L1-4</p> <p>Audiobooks (Reading Coach Modeling): <i>Across the Wide and Lonesome Prairie:</i> 28, 30, 68, 76, 107, 119, and 137 <i>Daniel's Story:</i> 3, 10, 12, 32, 75, 98, and end of Ch. 15 <i>Flight #116 Is Down!:</i> 132 <i>Local News:</i> 73 <i>The Mighty:</i> end of Chs. 2, 6, 9, 10, and 16 <i>P. S. Longer Letter Later:</i> 75, 83, 143, and 204 <i>Quake!:</i> 27, 91, end of Chs. 9 and 10, and end of book <i>Snowbound: The Tragic Story of the Donner Party:</i> 25, 62, and end of book <i>Somewhere in the Darkness:</i> 19, 22, 39, 42, 46, 78, 93, 94, 99, 103, 108, 112, 116, 140, 154, 156, 161, and 168 <i>The Star Fisher:</i> end of Ch. 2, 42, 102, and end of Ch. 12 <i>You Be the Jury:</i> 11, 19, 27, 53, and 61</p> <p>Teacher Materials Teacher's Guide: Software: 61, 81 Audiobooks: 155 Paperbacks: 211, 229</p> <p>Teacher's Resource Book: 154</p> <p>Reading Strategies Book: 18, 54, 95</p> <p>Make Inferences</p> <p>Student Materials Software: 1.1, L1-2, L4; 1.2, L1, L3; 1.4, L2-4; 2.2, L1-4; 2.4, L1-4; 3.1, L1-4; 3.3, L2; 3.4, L1, L3-4; 4.1, L1-2; 4.2, L4; 4.3, L1-3; 4.4, L3-4; 5.1, L2, L4; 5.2, L1; 5.3, L1, L3-4; 5.4, L2-3; 6.1, L1-4; 6.3, L1-2; 6.4, L3-4; 7.2, L1-4; 7.3, L1; 7.4, L1, L4; 8.1, L1-3; 8.2, L1, L3-4; 8.4, L1-3; 9.2, L1-4; 9.4, L1-4</p> <p>Audiobooks (Reading Coach Modeling): <i>Across the Wide and Lonesome Prairie:</i> 7, 8, 9, 14, 23, and</p>

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	<p>48 <i>Daniel's Story</i>: 5, 13, 15, 31, 45, 55, 68, and 89 <i>Flight #116 Is Down!</i>: 59, 99, 132, and 163 <i>Local News</i>: 13, 72, 73, and 79 <i>The Mighty</i>: end of Chs. 2, 5-8, 13-15, and 20-22 <i>P. S. Longer Letter Later</i>: 12, 19, 26, 30, 110, 169, 176, 189, and 197 <i>Quake!</i>: 5, 13, 27, 52, 62, 70, and end of book <i>Somewhere in the Darkness</i>: 19, 22, 39, 42, 46, 78, 93, 94, 99, 103, 108, 112, 116, 140, 154, 156, 161, and 168 Snowbound: The Tragic Story of the Donner Party: end of Ch. 5 <i>The Star Fisher</i>: end of Ch. 1, 19, end of Chs. 2 and 4, 42, end of Chs. 9 and 10, 112, and 135 <i>The Stowaway</i>: 57 and end of Ch. 27 <i>You Be the Jury</i>: 27 and 52</p> <p><u>Teacher Materials</u> Teacher's Guide: Software: 53, 85 Audiobooks: 161 Paperbacks: 173, 181, 195</p> <p>Teacher's Resource Book: 155</p> <p>Reading Strategies Book: 21, 57, 99</p>
6.2.8 Note instances of persuasion, propaganda, and faulty reasoning in text.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Stage B Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p>

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	<p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>Standard 3: READING – Literary Response and Analysis <i>Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They clarify the ideas and connect them to other literary works. The selections in the Indiana Reading List (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students.</i></p>	
<p>Structural Features of Literature</p>	
<p>6.3.1 Identify different types (genres) of fiction and describe the major characteristics of each form.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Stage B Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>Narrative Analysis of Grade-Level-Appropriate Text</p>	
<p>6.3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Analyze Plot <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>I Thought My Soul Would Rise and Fly:</i> 11 and 40 <i>Jonah the Whale:</i> 7 and 19 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 2 and 7 <i>The Magnificent Mummy Maker:</i> 3 <i>The Music of Dolphins:</i> 3</p>

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	<p><i>The Ostrich Chase:</i> 12 and 69 <i>Pacific Crossing:</i> end of Ch. 1</p> <p><u>Teacher Materials</u> Teacher's Guide: Audiobooks: 165 Paperbacks: 195</p> <p>Teacher's Resource Book: 124</p> <p>Reading Strategies Book: 36, 72, 119</p> <p>Stage B Analyze Plot</p> <p><u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Daniel's Story:</i> 81, 98, and 107 <i>Flight #116 Is Down!:</i> 14 and 183 <i>Local News:</i> 13, 73, 82, and 83 <i>The Mighty:</i> end of Ch. 19 <i>P. S. Longer Letter Later:</i> 67 and 143 <i>Snowbound: The Tragic Story of the Donner Party:</i> end of Chs. 3 and 5 <i>The Star Fisher:</i> 56 and 85 <i>The Stowaway:</i> 12, 20, 39, 67, and end of Ch. 23</p> <p><u>Teacher Materials</u> Teacher's Guide: Audiobooks: 151, 165 Paperbacks: 177, 221, 237</p> <p>Teacher's Resource Book: 160</p> <p>Reading Strategies Book: 36, 72, 119</p>
6.3.3 Analyze the influence of the setting on the problem and its resolution.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Analyze Setting</p> <p><u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>For Your Eyes Only!:</i> 108 <i>I Thought My Soul Would Rise and Fly:</i> 7 and 84 <i>The Journal of Joshua Loper:</i> 4, 18, and 124 <i>The Music of Dolphins:</i> end of Chs. 7 and 12 <i>The Ostrich Chase:</i> 23, 33, 69, and 80</p>

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	<p><i>Pacific Crossing</i>: 9</p> <p>Paperbacks: <i>Animal E.R.</i> <i>Navajo Long Walk</i> <i>David Copperfield</i></p> <p><u>Teacher Materials</u> Teacher's Guide: Paperbacks: 193, 207, 219</p> <p>Teacher's Resource Book: 125</p> <p>Reading Strategies Book: 39, 75, 123</p> <p>Stage B Analyze Setting</p> <p><u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Across the Wide and Lonesome Prairie</i>: 6, 28, 34, 111, and 137 <i>Daniel's Story</i>: 45 and 83 <i>Flight #116 Is Down!</i>: 8, 48, 72, and 120 <i>Snowbound: The Tragic Story of the Donner Party</i>: end of Ch. 8 <i>The Star Fisher</i>: 31 and end of book <i>The Stowaway</i>: end of Chs. 10, 12, and 13</p> <p><u>Teacher Material</u> Teacher's Guide: Audiobooks: 159 Paperbacks: 215, 217, 247</p> <p>Teacher's Resource Book: 161</p> <p>Reading Strategies Book: 39, 75, 111, 123</p>
6.3.4 Define how tone and meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds, such as <i>wild</i> and <i>woolly</i> or <i>threatening throngs</i>), and rhyme.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Poetry</p> <p><u>Student Materials</u> Audiobooks: <i>The Last-Place Sports Poems of Jeremy Bloom</i></p> <p>Teacher Materials</p>

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<p>6.3.5 Identify the speaker and recognize the difference between first-person (the narrator tells the story from the "I" perspective) and third-person (the narrator tells the story from an outside perspective) narration.</p>	<p>Reading Strategies Book: 62</p> <p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Stage B Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>6.3.6 Identify and analyze features of themes conveyed through characters, actions, and images.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Stage B Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p>

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	<p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>6.3.7 Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and nonfictional texts.</p> <ul style="list-style-type: none"> • Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace • Imagery: the use of language to create vivid pictures in the reader's mind • Metaphor: an implied comparison in which a word or phrase is used in place of another, such as <i>He was drowning in money</i>. 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Figurative Language Teacher Materials Reading Strategies Book: 46, 52, 88, 112</p> <p>Symbolism Student Materials Audiobooks (Reading Coach Modeling): <i>I Thought My Soul Would Rise and Fly:</i> 57 and 93 <i>The Journal of Joshua Loper:</i> 6 and 33 <i>The Magnificent Mummy Maker:</i> 20 <i>The Music of Dolphins:</i> end of Ch. 7, and 89 <i>The Ostrich Chase:</i> 33</p> <p>Stage B Figurative Language Teacher Materials Reading Strategies Book: 19, 34, 64, 88, 112, 124</p> <p>Symbolism Student Materials Audiobooks (Reading Coach Modeling): <i>Somewhere in the Darkness:</i> 108 <i>The Star Fisher:</i> 130 <i>The Stowaway:</i> end of Ch. 7</p>
Literary Criticism	
<p>6.3.8 Critique the believability of characters and the degree to which a plot is believable or realistic.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>

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	<p>Stage B Discuss Reading Materials and Ideas</p> <p><u>Teacher Materials</u> Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>Standard 4: WRITING – Process <i>Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.</i></p>	
<p>Organization and Focus</p>	
<p>6.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Stage A Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p> <p>Write an Argument <u>Teacher Materials</u> Teacher’s Guide: 165, 215</p> <p>Teacher’s Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Final Project <u>Teacher Materials</u> Teacher’s Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Stage B QuickWrite Teacher Materials Teacher’s Guide: Software: 63, 75, 83, 97, 101 Audiobooks: 145, 149, 155, 159, 163 Paperbacks: 173, 179, 185, 191, 201</p> <p>Teacher’s Resource Book: 167, 172, 175, 181, 182, 198, 200, 203, 205, 207, 210, 213, 216, 219, 224</p>

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	<p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p> <p>Final Project <u>Teacher Materials</u> Teacher’s Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p>
6.4.2 Choose the form of writing that best suits the intended purpose.	<p>The Following Selected Matches Support this Objective:</p> <p>Stage A Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p> <p>Final Project <u>Teacher Materials</u> Teacher’s Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Problem-and-Solution Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 44-49</p> <p>Stage B Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p> <p>Final Project <u>Teacher Materials</u> Teacher’s Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p>
6.4.3 Write informational pieces of several paragraphs that: <ul style="list-style-type: none"> • engage the interest of the reader. • state a clear purpose. 	<p>Selected Examples Include:</p> <p>Stage A Exposition</p>

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<ul style="list-style-type: none"> • develop the topic with supporting details and precise language. • conclude with a detailed summary linked to the purpose of the composition. 	<p><u>Teacher Materials</u> Teacher's Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Writing and Grammar Strategies Book: 118-122</p> <p>Description</p> <p><u>Teacher Materials</u> Teacher's Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52, 108-112</p> <p>Write an Article, News Report</p> <p><u>Teacher Materials</u> Teacher's Guide: 199, 217</p> <p>Relating Content-Area Information</p> <p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Stage B Exposition</p> <p><u>Teacher Materials</u> Teacher's Guide: 51, 57, 61, 63, 65, 67, 71, 75, 77, 87, 93, 95, 101, 103, 105, 107, 111, 115, 117, 123, 125, 127, 131, 137, 145, 147, 149, 157, 159, 163, 173, 187, 189, 191, 195, 199, 203, 205, 207, 209, 211, 221, 223, 227, 229, 235, 237, 241, 243, 249, 251</p> <p>Writing and Grammar Strategies Book: 118-122</p> <p>Description</p> <p><u>Teacher Materials</u> Teacher's Guide: 53, 55, 85, 91, 167, 193, 201, 247</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52</p> <p>Relating Content-Area Information</p>

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<p>6.4.4 Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of importance or climactic order.</p>	<p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Selected Examples Include:</p> <p>Stage A Write an Introduction, Speech <u>Teacher Materials</u> Teacher's Guide: 87, 107, 113</p> <p>Teacher's Resource Book: 141, 149, 151</p> <p>Write a Manual <u>Teacher Materials</u> Teacher's Guide: 217</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Stage B Write an Essay <u>Teacher Materials</u> Teacher's Guide: 65, 151</p> <p>Teacher's Resource Book: 190, 222, 237, 241</p> <p>Write a News Report, Article <u>Teacher Materials</u> Teacher's Guide: 149, 211, 237</p> <p>Teacher's Resource Book: 168, 194, 224</p> <p>Write a Biography <u>Teacher Materials</u> Teacher's Guide:</p>

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	<p>207</p> <p>Persuasive Composition</p> <p><u>Teacher Materials</u></p> <p>Writing and Grammar Strategies Book: 123-127</p>
Research and Technology	
6.4.5 Use note-taking skills.	<p>Stage A Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Stage B Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
6.4.6 Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information.	<p>Stage A Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Stage B Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
6.4.7 Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, and page orientation.	
Evaluation and Revision	
6.4.8 Review, evaluate, and revise writing for meaning and clarity.	<p>The Following Selected Matches Support this Objective:</p> <p>Stage A</p>

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	<p>Narration <u>Teacher Materials</u> Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Final Project <u>Teacher Materials</u> Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p> <p>Teacher's Resource Book: 139, 145, 160, 186, 187</p> <p>Stage B</p> <p>Narration <u>Teacher Materials</u> Teacher's Guide: 73, 81, 83, 97, 151, 155, 161, 179, 181, 183, 185, 213, 217, 225, 231, 233</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Exposition <u>Teacher Materials</u> Teacher's Guide: 51, 57, 61, 63, 65, 67, 71, 75, 77, 87, 93, 95, 101, 103, 105, 107, 111, 115, 117, 123, 125, 127, 131, 137, 145, 147, 149, 157, 159, 163, 173, 187, 189, 191, 195, 199, 203, 205, 207,</p>

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	<p>209, 211, 221, 223, 227, 229, 235, 237, 241, 243, 249, 251</p> <p>Writing and Grammar Strategies Book: 118-122</p> <p>Write a News Report, Article <u>Teacher Materials</u> Teacher's Guide: 149, 211, 237</p> <p>Teacher's Resource Book: 168, 194, 224</p>
6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p> <p>Teacher's Resource Book: 139, 145, 160, 186, 187</p> <p>Final Project <u>Teacher Materials</u> Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Stage B Write a News Report, Article <u>Teacher Materials</u> Teacher's Guide: 149, 211, 237</p> <p>Teacher's Resource Book: 168, 194, 224</p>

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	<p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p>
6.4.10 Revise writing to improve the organization and consistency of ideas within and between paragraphs.	<p>The Following Selected Matches Support this Objective:</p> <p>Stage A Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p> <p>Teacher's Resource Book: 139, 145, 160, 186, 187</p> <p>Final Project <u>Teacher Materials</u> Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Stage B Write a News Report, Article <u>Teacher Materials</u> Teacher's Guide: 149, 211, 237</p> <p>Teacher's Resource Book:</p>

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	<p>168, 194, 224</p> <p>Write an Argument Teacher Materials Teacher’s Guide: 223, 235, 251</p> <p>Teacher’s Resource Book: 176, 182, 184, 189, 232, 241</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72</p>
<p>Standard 5: WRITING – Applications (Different Types of Writing and Their Characteristics) <i>At Grade 6, students write narrative (story), expository (informational), persuasive, and descriptive texts of at least 500 to 700 words. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 – Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 6 students use the writing strategies outlined in Standard 4 – Writing Process to:</i></p>	
<p>6.5.1 Write narratives that:</p> <ul style="list-style-type: none"> • establish and develop a plot and setting and present a point of view that is appropriate to the stories. • include sensory details and clear language to develop plot and character. • use a range of narrative devices, such as dialogue or suspense. 	<p>Selected Examples Include:</p> <p>Stage A Narration Teacher Materials Teacher’s Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Realistic Story Teacher Materials Writing and Grammar Strategies Book: 23-27</p> <p>Event-and Reaction Story Teacher Materials Writing and Grammar Strategies Book: 8-12</p> <p>Stage B Realistic Story Teacher Materials Writing and Grammar Strategies Book:</p>

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	<p>23-27</p> <p>Event-and Reaction Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 8-12</p> <p>Narration <u>Teacher Materials</u> Teacher's Guide: 73, 81, 83, 97, 151, 155, 161, 179, 181, 183, 185, 213, 217, 225, 231, 233</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p>
<p>6.5.2 Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that:</p> <ul style="list-style-type: none"> • state the thesis (position on the topic) or purpose. • explain the situation. • organize the composition clearly. • offer evidence to support arguments and conclusions. 	<p>Selected Examples Include:</p> <p>Stage A Problem-and-Solution Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 13-17</p> <p>Descriptive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 108-112</p> <p>Expository Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 118-122</p> <p>Stage B Problem-and-Solution Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 13-17</p> <p>Descriptive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 108-112</p> <p>Expository Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 118-122</p>
<p>6.5.3 Write research reports that:</p> <ul style="list-style-type: none"> • pose relevant questions that can be answered in the report. 	<p>Stage A Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to</p>

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<ul style="list-style-type: none"> • support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources, such as speakers, newspapers and magazines, reference books, and online information searches. • include a bibliography. 	<p>students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Stage B Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
<p>6.5.4 Write responses to literature that:</p> <ul style="list-style-type: none"> • develop an interpretation that shows careful reading, understanding, and insight. • organize the interpretation around several clear ideas. • develop and justify the interpretation through the use of examples and evidence from the text. 	<p>Selected Examples Include:</p> <p>Stage A Write as Characters from Reading <u>Teacher Materials</u> Teacher's Guide: 159, 163, 167, 189, 197, 219, 221</p> <p>Teacher's Resource Book: 136, 137, 147, 151, 153, 164, 166-168, 170, 173, 176, 179, 182, 183, 185, 186, 188, 190, 192</p> <p>Final Projects <u>Teacher Materials</u> Teacher's Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher's Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Respond to Ideas and Issues <u>Teacher Materials</u> Teacher's Guide: 65, 77, 101, 103, 105, 107, 111, 115, 117, 125, 127, 129, 145, 163, 165, 173, 185, 199, 201, 207</p> <p>Teacher's Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180,</p>

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	<p>182, 184, 185, 194, 196, 198, 202</p> <p>Writing and Grammar Strategies Book: 118-122</p> <p>Stage B Respond to Ideas and Issues Teacher Materials Teacher's Guide: 55, 75, 101, 103, 113, 167, 187, 189, 193, 205, 250</p> <p>Teacher's Resource Book: 162, 163, 164, 166, 179, 180, 181, 182, 185, 186, 189, 190, 191, 192, 193, 194, 196, 197, 200, 201, 204, 209, 218, 219, 221, 226, 232, 233</p> <p>Write as Characters from Reading Teacher Materials Teacher's Guide: 179, 181, 183, 217, 241</p> <p>Teacher's Resource Book: 164, 177, 188, 199, 210, 213, 214, 215, 217, 218, 220, 229, 231, 235, 237, 239, 241, 244, 245, 246, 247</p> <p>Final Project Teacher Materials Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Writing Prompts Teacher Materials Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p>
<p>6.5.5 Write persuasive compositions that:</p> <ul style="list-style-type: none"> • state a clear position on a proposition or proposal. • support the position with organized and relevant evidence and effective emotional appeals. <p>anticipate and address reader concerns and counter-arguments.</p>	<p>Stage A Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Write an Argument Teacher Materials Teacher's Guide:</p>

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	<p>165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Stage B Write an Argument</p> <p><u>Teacher Materials</u> Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p> <p>Persuasive Composition</p> <p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade</p> <p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p>
6.5.6 Use varied word choices to make writing interesting.	<p>Selected Examples Include:</p> <p>Stage A Final Project</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Book Synopsis</p> <p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 78-82</p> <p>Narration</p> <p><u>Teacher Materials</u> Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Writing Prompts</p> <p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p>

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	<p>Write a Tribute, Memorial <u>Teacher Materials</u> Teacher's Guide: 115, 137, 177, 201, 207, 229</p> <p>Teacher's Resource Book: 126, 139, 149, 152</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134</p> <p>Stage B Write a Speech <u>Teacher Materials</u> Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p> <p>Write a Biography <u>Teacher Materials</u> Teacher's Guide: 207</p> <p>Write a News Report, Article <u>Teacher Materials</u> Teacher's Guide: 149, 211, 237</p> <p>Teacher's Resource Book: 168, 194, 224</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book:</p>

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<p>6.5.7 Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.</p>	<p>123-127</p> <p>The Following Selected Matches Support this Objective:</p> <p>Stage A Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p> <p>Final Project <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Stage B Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Writing Prompts</p>

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	<p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p> <p>Final Project <u>Teacher Materials</u> Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p>
<p>Standard 6: WRITING – English Language Conventions <i>Students write using Standard English conventions appropriate to this grade level.</i></p>	
<p>Sentence Structure</p>	
<p>6.6.1 Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.</p> <ul style="list-style-type: none"> • Simple sentence: sentences with one subject and verb, such as <i>The pine tree is native to many parts of America.</i> • Compound sentence: sentences with two equal clauses, such as <i>The giraffe has a long neck and long legs, but it is a very graceful animal.</i> • Complex sentence: sentences that include one main clause and at least one subordinate clause, such as <i>I just sat at my desk, not knowing what to do next, although others around me were writing furiously.</i> 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p> <p>Narration <u>Teacher Materials</u> Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 23-27</p> <p>Fantasy <u>Teacher Materials</u> Writing and Grammar Strategies Book: 28-32</p> <p>Event-and-Reaction Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 8-12</p> <p>Stage B Realistic Story</p>

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	<p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 23-27</p> <p>Fantasy <u>Teacher Materials</u> Writing and Grammar Strategies Book: 28-32</p> <p>Event-and-Reaction Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 8-12</p> <p>Narration <u>Teacher Materials</u> Teacher's Guide: 73, 81, 83, 97, 151, 155, 161, 179, 181, 183, 185, 213, 217, 225, 231, 233</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p>
Grammar	
<p>6.6.2 Identify and properly use indefinite <i>pronouns</i> (<i>all, another, both, each, either, few, many, none, one, other, several, some</i>), present perfect (<i>have been, has been</i>), past perfect (<i>had been</i>), and future perfect verb tenses (<i>shall have been</i>); ensure that verbs agree with compound subjects.</p> <ul style="list-style-type: none"> • Indefinite pronouns: <u>Each</u> should do his or her work. • Indefinite pronouns: <u>Many</u> were absent today. • Correct verb agreement: Todd and Amanda <u>were</u> chosen to star in the play. • Incorrect verb agreement: Todd and Amanda <u>was</u> chosen to star in the play. 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p> <p>Narration <u>Teacher Materials</u> Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book:</p>

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	<p>23-27</p> <p>Fantasy <u>Teacher Materials</u> Writing and Grammar Strategies Book: 28-32</p> <p>Event-and-Reaction Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 8-12</p> <p>Stage B Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 23-27</p> <p>Fantasy <u>Teacher Materials</u> Writing and Grammar Strategies Book: 28-32</p> <p>Event-and-Reaction Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 8-12</p> <p>Narration <u>Teacher Materials</u> Teacher's Guide: 73, 81, 83, 97, 151, 155, 161, 179, 181, 183, 185, 213, 217, 225, 231, 233</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p>
Punctuation	
<p>6.6.3 Use colons after the salutation (greeting) in business letters (<i>Dear Sir:</i>), semicolons to connect main clauses (<i>The girl went to school; her brother stayed home.</i>), and commas before the conjunction in compound sentences (<i>We worked all day, but we didn't complete the project.</i>).</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Stage A Write Letters, Postcards, E-Mail <u>Teacher Materials</u> Teacher's Guide: 75, 83, 117, 147, 167, 189, 197, 221</p>

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Indiana Standards	Read 180 Match
	<p>Teacher's Resource Book: 129, 138, 141, 142, 146, 147, 166, 178, 180, 186, 188</p> <p>Write an Introduction, Speech Teacher Materials Teacher's Guide: 87, 107, 113</p> <p>Teacher's Resource Book: 141, 149, 151</p> <p>Write a Tribute, Memorial Teacher Materials Teacher's Guide: 115, 137, 177, 201, 207, 229</p> <p>Teacher's Resource Book: 126, 139, 149, 152</p> <p>Description Teacher Materials Teacher's Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52, 108-112</p> <p>Write an Argument Teacher Materials Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Stage B Description Teacher Materials Teacher's Guide: 53, 55, 85, 91, 167, 193, 201, 247</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52</p>

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Indiana Standards	Read 180 Match
	<p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p> <p>Write Letters, Postcards, E-Mail <u>Teacher Materials</u> Teacher's Guide: 71, 91, 101, 115, 181, 235, 241</p> <p>Teacher's Resource Book: 195, 196, 208, 212, 220, 226, 231, 234, 235, 236, 240, 241, 245, 249</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p>
Capitalization	
6.6.4 Use correct capitalization.	<p>The Following Selected Matches Support this Objective:</p> <p>Stage A Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p> <p>Write Dialogue <u>Teacher Materials</u> Teacher's Guide: 67, 123, 205</p> <p>Teacher's Resource Book: 162, 167, 173</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p>

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Indiana Standards	Read 180 Match
	<p>Stage B Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 23-27</p> <p>Fantasy <u>Teacher Materials</u> Writing and Grammar Strategies Book: 28-32</p> <p>Event-and-Reaction Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 8-12</p> <p>Narration <u>Teacher Materials</u> Teacher's Guide: 73, 81, 83, 97, 151, 155, 161, 179, 181, 183, 185, 213, 217, 225, 231, 233</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p>
Spelling	
6.6.5 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).	<p>The Following Selected Matches Support this Objective:</p> <p>Stage A Proofreading <u>Student Materials</u> Software: 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 3.3, 3.4; 4.1, 4.2, 4.3, 4.4; 5.1, 5.2, 5.3, 5.4; 6.1, 6.2, 6.3, 6.4; 7.1, 7.2, 7.3, 7.4; 8.1, 8.2, 8.3, 8.4; 9.1, 9.2, 9.3, 9.4</p> <p>Word Building <u>Student Materials</u> Software: The Word Zone activities and decoding tips associated with the passages on the <i>READ 180</i> Software give the students opportunities to practice word building.</p> <p><u>Teacher Materials</u> Reading Strategies Book:</p>

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	<p>10, 13, 22, 25, 28, 31, 34, 37, 43, 49, 58, 67, 80, 100, 108</p> <p>Stage B Proofreading Student Materials Software: 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 3.3, 3.4; 4.1, 4.2, 4.3, 4.4; 5.1, 5.2, 5.3, 5.4; 6.1, 6.2, 6.3, 6.4; 7.1, 7.2, 7.3, 7.4; 8.1, 8.2, 8.3, 8.4; 9.1, 9.2, 9.3, 9.4</p> <p>Word Building Student Materials Software: The Word Zone activities and decoding tips associated with passages on the Software give students opportunities to practice word building.</p> <p>Teacher Materials Reading Strategies Book: 10, 13, 16, 22, 25, 31, 34, 37, 43, 49, 55, 58, 61, 64, 67, 70, 80, 96, 100</p>
<p>Standard 7: LISTENING AND SPEAKING – Skills, Strategies and Applications <i>Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.</i></p>	
<p>Comprehension</p>	
<p>6.7.1 Relate the speaker’s verbal communication (such as word choice, pitch, feeling, and tone) to the nonverbal message (such as posture and gesture).</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Write an Argument Teacher Materials Teacher’s Guide: 165, 215</p> <p>Teacher’s Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Write an Introduction, Speech Teacher Materials Teacher’s Guide: 87, 107, 113</p> <p>Teacher’s Resource Book: 189, 191</p> <p>Persuasive Composition</p>

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Indiana Standards	Read 180 Match
	<p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade</p> <p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Stage B Persuasive Composition</p> <p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade</p> <p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Write a Speech <u>Teacher Materials</u> Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p>
6.7.2 Identify the tone, mood, and emotion conveyed in the oral communication.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book:</p>

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Indiana Standards	Read 180 Match
	<p>126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Write an Introduction, Speech <u>Teacher Materials</u> Teacher's Guide: 87, 107, 113</p> <p>Teacher's Resource Book: 189, 191</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Stage B Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Write a Speech <u>Teacher Materials</u> Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 223, 235, 251</p>

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	<p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p>
6.7.3 Restate and carry out multiple-step oral instructions and directions.	<p>The Following Match Provides Opportunities to Meet this Objective:</p> <p>Stage A How-to Paragraph <u>Teacher Materials</u> Writing and Grammar Strategies Book: 58-62</p> <p>Stage B How-to Paragraph <u>Teacher Materials</u> Writing and Grammar Strategies Book: 58-62</p>
Organization and Delivery of Oral Communication	
6.7.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, and vocal modulation (changes in tone) to the audience.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Write an Introduction, Speech <u>Teacher Materials</u> Teacher's Guide: 87, 107, 113</p> <p>Teacher's Resource Book: 189, 191</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book:</p>

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Indiana Standards	Read 180 Match
	<p>98-102</p> <p>Stage B Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Write a Speech <u>Teacher Materials</u> Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p>
6.7.5 Emphasize important points to assist the listener in following the main ideas and concepts.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Write an Introduction, Speech <u>Teacher Materials</u> Teacher's Guide: 87, 107, 113</p> <p>Teacher's Resource Book:</p>

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	<p>189, 191</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Stage B</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Write a Speech <u>Teacher Materials</u> Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p>
6.7.6 Support opinions with researched, documented evidence and with visual or media displays that use appropriate technology.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Write an Argument <u>Teacher Materials</u></p>

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Indiana Standards	Read 180 Match
	<p>Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Write an Introduction, Speech Teacher Materials Teacher's Guide: 87, 107, 113</p> <p>Teacher's Resource Book: 189, 191</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Stage B Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Write a Speech Teacher Materials Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p> <p>Write an Argument</p>

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	<p><u>Teacher Materials</u> Teacher’s Guide: 223, 235, 251</p> <p>Teacher’s Resource Book: 176, 182, 184, 189, 232, 241</p>
6.7.7 Use effective timing, volume, tone, and alignment of hand and body gestures to sustain audience interest and attention.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Write an Argument <u>Teacher Materials</u> Teacher’s Guide: 165, 215</p> <p>Teacher’s Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Write an Introduction, Speech <u>Teacher Materials</u> Teacher’s Guide: 87, 107, 113</p> <p>Teacher’s Resource Book: 189, 191</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Stage B Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u></p>

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Indiana Standards	Read 180 Match
	<p>Writing and Grammar Strategies Book: 98-102</p> <p>Write a Speech <u>Teacher Materials</u> Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p>
Analysis and Evaluation of Oral and Media Communications	
<p>6.7.8 Analyze the use of rhetorical devices, including rhythm and timing of speech, repetitive patterns, and the use of onomatopoeia (naming something by using a sound associated with it, such as <i>hiss</i> or <i>buzz</i>), for intent and effect.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Write an Introduction, Speech <u>Teacher Materials</u> Teacher's Guide: 87, 107, 113</p> <p>Teacher's Resource Book: 189, 191</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Stage B</p>

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Indiana Standards	Read 180 Match
	<p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Write a Speech Teacher Materials Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p>
6.7.9 Identify persuasive and propaganda techniques used in electronic media (television, radio, online sources) and identify false and misleading information.	<p>Stage A Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Stage B Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 111, 123, 133, 149, 157, 167, 177, 185, 195, 205</p>
Speaking Applications	
6.7.10 Deliver narrative (story) presentations that: <ul style="list-style-type: none"> • establish a context, plot, and point of view. • include sensory details and specific language to develop the plot and character. • use a range of narrative (story) devices, including dialogue, 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Write Dialogue Teacher Materials</p>

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<p>tension, or suspense.</p>	<p>Teacher's Guide: 67, 123, 205</p> <p>Teacher's Resource Book: 162, 167, 173</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55</p> <p>Extend or write a Story <u>Teacher Materials</u> Teacher's Guide: 103, 124, 126, 166, 176, 178, Teacher's Resource Book: 187, 208, 210, 264, 280, 283</p> <p>Problem-and-Solution Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 44-49</p> <p>Event-and Reaction Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 8-12</p> <p>Stage B Problem-and-Solution Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 44-49</p> <p>Event-and Reaction Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 8-12</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55</p>

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Indiana Standards	Read 180 Match
	<p>Write Dialogue Teacher Materials Teacher's Guide: 67, 123, 205</p> <p>Teacher's Resource Book: 162, 167, 173</p> <p>Write a Narrative Teacher Materials Teacher's Guide: 145, 165, 175</p> <p>Teacher's Resource Book: 133, 184, 191</p>
<p>6.7.11 Deliver informative presentations that:</p> <ul style="list-style-type: none"> pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. develop the topic with facts, details, examples, and explanations from multiple authoritative sources, including speakers, periodicals, and online information. 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A How-to Paragraph Teacher Materials Writing and Grammar Strategies Book: 58-62</p> <p>Write a News Report, Article Teacher Materials Teacher's Guide: 199, 217</p> <p>Teacher's Resource Book: 139, 145, 160, 186, 187</p> <p>Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72</p> <p>Historical Narrative Teacher Materials Writing and Grammar Strategies Book: 33-37</p> <p>Stage B Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72</p>

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Indiana Standards	Read 180 Match
	<p>How-to Paragraph <u>Teacher Materials</u> Writing and Grammar Strategies Book: 58-62</p> <p>Historical Narrative <u>Teacher Materials</u> Writing and Grammar Strategies Book: 33-37</p> <p>Write a News Report, Article <u>Teacher Materials</u> Teacher's Guide: 149, 211, 237</p> <p>Teacher's Resource Book: 168, 194, 224</p>
<p>6.7.12 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • develop an interpretation that shows careful reading, understanding, and insight. • organize the presentation around several clear ideas, premises, or images. • develop and justify the interpretation through the use of examples from the text. 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Book Synopsis <u>Teacher Materials</u> Writing and Grammar Strategies Book: 78-82</p> <p>Writing a Review <u>Teacher Materials</u> Writing and Grammar Strategies Book: 93-97</p> <p>Stage B Writing a Review <u>Teacher Materials</u> Writing and Grammar Strategies Book: 93-97</p> <p>Book Synopsis <u>Teacher Materials</u> Writing and Grammar Strategies Book: 78-82</p> <p>Write a Review <u>Teacher Materials</u></p>

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	<p>Teacher's Guide: 51, 142</p> <p>Teacher's Resource Book: 164, 165, 175, 186</p>
<p>6.7.13 Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> • provide a clear statement of the position. • include relevant evidence. • offer a logical sequence of information. • engage the listener and try to gain acceptance of the proposition or proposal. 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Write an Introduction, Speech <u>Teacher Materials</u> Teacher's Guide: 87, 107, 113</p> <p>Teacher's Resource Book: 189, 191</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Stage B Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book:</p>

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	<p>98-102</p> <p>Write a Speech <u>Teacher Materials</u> Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p>
<p>6.7.14 Deliver presentations on problems and solutions that:</p> <ul style="list-style-type: none"> • theorize on the causes and effects of each problem. • establish connections between the defined problem and at least one solution. • offer persuasive evidence to support the definition of the problem and the proposed solutions. 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Stage B Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p>

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	<p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p>

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Standard 1: READING – Word Recognition, Fluency, and Vocabulary Development	
<i>Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</i>	
Vocabulary and Concept Development	
<p>7.1.1 Identify and understand idioms and comparisons — such as analogies, metaphors, and similes — in prose and poetry.</p> <ul style="list-style-type: none"> • Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as <i>to be an old hand at something</i> or <i>to get one’s feet wet</i>. • Analogies: comparisons of the similar aspects of two different things. • Metaphors: implied comparisons, such as <i>The stars were brilliant diamonds in the night sky</i>. • Similes: comparisons that use like or as, such as <i>The stars were like a million diamonds in the sky</i>. 	<p>Figurative Language <u>Teacher Materials</u> Reading Strategies Book: 19, 34, 64, 88, 112, 124</p>
<p>7.1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary (science, social studies, and mathematics).</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Roots/Etymology <u>Student Materials</u> Software: 2.2, L4; 2.3, L4; 3.1, L4; 3.2, L4; 3.4, L4; 5.1, L4; 5.3, L4; 5.4, L4; 6.1, L4; 6.2, L4; 6.3, L4; 6.4, L4; 7.2, L4; 9.1, L4; 9.3, L4; 9.4, L4</p> <p><u>Teacher Materials</u> Reading Strategies Book: 7, 22, 76, 116</p>
<p>7.1.3 Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.</p>	<p>Understand Vocabulary <u>Student Materials</u> Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words.</p> <p>Audiobooks: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p>

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<p>Standard 2: READING – Comprehension (Focus on Informational Materials) <i>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in the Indiana Reading List (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 7, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</i></p>	
<p>Structural Features of Informational and Technical Materials</p>	
<p>7.2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (such as textbooks, newspapers, and instructional or technical manuals).</p>	<p>Links, located in the <i>Teacher’s Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
<p>7.2.2 Locate information by using a variety of consumer and public documents.</p>	<p>Links, located in the <i>Teacher’s Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
<p>7.2.3 Analyze text that uses the cause-and-effect organizational pattern.</p>	<p>Links, located in the <i>Teacher’s Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
<p>Comprehension and Analysis of Grade-Level-Appropriate Text</p>	
<p>7.2.4 Identify and trace the development of an author’s argument, point of view, or perspective in text.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>7.2.5 Understand and explain the use of a simple mechanical device by following directions in a technical manual.</p>	
<p>Expository (Informational) Critique</p>	
<p>7.2.6 Assess the adequacy, accuracy, and appropriateness of the author’s evidence to support claims and assertions,</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p>

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noting instances of bias and stereotyping.	<p>Discuss Reading Materials and Ideas</p> <p>Teacher Materials</p> <p>Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>Standard 3: READING – Literary Response and Analysis <i>Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They clarify the ideas and connect them to other literary works. The selections in the Indiana Reading List (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students.</i></p>	
<p>Structural Features of Literature</p>	
7.3.1 Discuss the purposes and characteristics of different forms of written text, such as the short story, the novel, the novella, and the essay.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas</p> <p>Teacher Materials</p> <p>Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>Narrative Analysis of Grade-Level-Appropriate Text</p>	
7.3.2 Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Analyze Plot</p> <p>Student Materials</p> <p>Audiobooks (Reading Coach Modeling): <i>Daniel’s Story:</i> 81, 98, and 107 <i>Flight #116 Is Down!:</i> 14 and 183 <i>Local News:</i> 13, 73, 82, and 83 <i>The Mighty:</i> end of Ch. 19 <i>P. S. Longer Letter Later:</i> 67 and 143 <i>Snowbound: The Tragic Story of the Donner Party:</i> end of Chs. 3 and 5 <i>The Star Fisher:</i> 56 and 85 <i>The Stowaway:</i> 12, 20, 39, 67, and end of Ch. 23</p> <p>Teacher Materials</p> <p>Teacher’s Guide:</p> <p>Audiobooks: 151, 165</p>

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	<p>Paperbacks: 177, 221, 237</p> <p>Teacher’s Resource Book: 160</p> <p>Reading Strategies Book: 36, 72, 119</p>
7.3.3 Analyze characterization as shown through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters.	<p>Analyze Character</p> <p>Student Materials</p> <p>Audiobooks (Reading Coach Modeling): <i>Across the Wide and Lonesome Prairie:</i> 6, 23, 28, 34, 60, 68, 92, 103, 117, and 119 <i>Daniel’s Story:</i> 23, 73, 98, and 107 <i>Flight #116 Is Down!:</i> 8, 19, 87, 99, 105, and 139 <i>Local News:</i> 83 and 90 <i>The Mighty:</i> end of Chs. 3, 13, 20, 22-23, and 25 <i>P. S. Longer Letter Later:</i> 83, 86, 110, 116, 161, 189, 197, 214, and 234 <i>Quake!:</i> 62 and 119 <i>Snowbound: The Tragic Story of the Donner Party:</i> end of Ch. 3, and 38 <i>Somewhere in the Darkness:</i> 10, 99, 103, 165 <i>The Star Fisher:</i> 56, 81, 85, and 143 <i>The Stowaway:</i> end of Chs. 8, 9, 13, 17, 22, 24, and 30</p> <p>Teacher Materials</p> <p>Teacher’s Guide: Audiobooks: 145, 149 Paperbacks: 193, 199, 203, 207, 219, 223, 245</p> <p>Teacher’s Resource Book: 159</p> <p>Reading Strategies Book: 33, 69, 115</p>
7.3.4 Identify and analyze themes — such as bravery, loyalty, friendship, and loneliness — which appear in many different works.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas</p> <p>Teacher Materials</p> <p>Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
7.3.5 Contrast points of view — such as first person, third	<p>The Following Matches Provide Opportunities to Meet this</p>

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<p>person, limited and omniscient, and subjective and objective — in narrative text and explain how they affect the overall theme of the work.</p> <ul style="list-style-type: none"> • First person: the narrator tells the story from the “I” perspective • Third person: the narrator tells the story from an outside perspective • Limited narration: the narrator does not know all thoughts of all characters • Omniscient narration: the narrator knows all thoughts of all characters • Subjective: the point of view involves a personal perspective • Objective: the point of view is from a distanced, informational perspective, as in a news report 	<p>Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
Literary Criticism	
<p>7.3.6 Compare reviews of literary works and determine what influenced the reviewer.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>Standard 4: WRITING – Process <i>Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.</i></p>	
Organization and Focus	
<p>7.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p> <p>Final Project <u>Teacher Materials</u> Teacher’s Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p>

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	<p>Write an Essay <u>Teacher Materials</u> Teacher's Guide: 65, 151</p> <p>Teacher's Resource Book: 190, 222, 237, 241</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p>
7.4.2 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.	<p>The Following Selected Matches Support this Objective:</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Final Project <u>Teacher Materials</u> Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Write an Essay <u>Teacher Materials</u> Teacher's Guide: 65, 151</p> <p>Teacher's Resource Book: 190, 222, 237, 241</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Problem-and-Solution Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 44-49</p>
7.4.3 Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and specific examples.	<p>The Following Selected Matches Support this Objective:</p> <p>Write a News Report, Article <u>Teacher Materials</u> Teacher's Guide: 149, 211, 237</p>

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	<p>Teacher's Resource Book: 168, 194, 224</p> <p>Write an Essay Teacher Materials Teacher's Guide: 65, 151</p> <p>Teacher's Resource Book: 190, 222, 237, 241</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Write an Argument Teacher Materials Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p>
7.4.4 Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a News Report, Article Teacher Materials Teacher's Guide: 149, 211, 237</p> <p>Teacher's Resource Book: 168, 194, 224</p> <p>Write an Essay Teacher Materials Teacher's Guide: 65, 151</p> <p>Teacher's Resource Book: 190, 222, 237, 241</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Write an Argument Teacher Materials</p>

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	<p>Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p> <p>Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72</p>
Research and Technology	
7.4.5 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
7.4.6 Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
7.4.7 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.	
Evaluation and Revision	
7.4.8 Review, evaluate, and revise writing for meaning and clarity.	<p>The Following Selected Matches Support this Objective:</p> <p>Narration Teacher Materials Teacher's Guide: 73, 81, 83, 97, 151, 155, 161, 179, 181, 183, 185, 213, 217, 225, 231, 233</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Exposition Teacher Materials Teacher's Guide: 51, 57, 61, 63, 65, 67, 71, 75, 77, 87, 93, 95, 101, 103, 105, 107, 111, 115, 117, 123, 125, 127, 131, 137, 145, 147, 149, 157, 159, 163, 173, 187, 189, 191, 195, 199, 203, 205, 207, 209, 211, 221, 223, 227, 229, 235, 237, 241, 243, 249, 251</p>

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	<p>Writing and Grammar Strategies Book: 118-122</p> <p>Write a News Report, Article <u>Teacher Materials</u> Teacher's Guide: 149, 211, 237</p> <p>Teacher's Resource Book: 168, 194, 224</p>
7.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a News Report, Article <u>Teacher Materials</u> Teacher's Guide: 149, 211, 237</p> <p>Teacher's Resource Book: 168, 194, 224</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p>
7.4.10 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.	<p>The Following Selected Matches Support this Objective:</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Write a News Report, Article</p>

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	<p><u>Teacher Materials</u> Teacher’s Guide: 149, 211, 237</p> <p>Teacher’s Resource Book: 168, 194, 224</p> <p>Write an Argument <u>Teacher Materials</u> Teacher’s Guide: 223, 235, 251</p> <p>Teacher’s Resource Book: 176, 182, 184, 189, 232, 241</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p>
<p>Standard 5: WRITING – Applications (Different Types of Writing and Their Characteristics) <i>At Grade 7, students continue to write narrative (story), expository (informational), persuasive, and descriptive texts of at least 500 to 700 words. Students are introduced to biographical and autobiographical narratives and to writing summaries of grade-level-appropriate reading materials. The writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 7 students use the writing strategies outlined in Standard 4 — Writing Process to:</i></p>	
<p>7.5.1 Write biographical or autobiographical narratives (stories) that:</p> <ul style="list-style-type: none"> • develop a standard plot line — including a beginning, conflict, rising action, climax, and denouement (resolution) — and point of view. • develop complex major and minor characters and a definite setting. • use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions. 	<p>The Following Matches Support this Objective:</p> <p>Write a Biography <u>Teacher Materials</u> Teacher’s Guide: 207</p> <p>Write Interview Questions <u>Teacher Materials</u> Teacher’s Guide: 115, 131, 189, 191</p> <p>Teacher’s Resource Book: 162, 163, 167, 172, 174, 187, 190, 195, 200, 233, 244, 245, 248</p> <p>Write Dialogue <u>Teacher Materials</u> Teacher’s Guide: 73, 83, 185, 213, 217</p> <p>Teacher’s Resource Book: 162, 163, 165, 182, 198, 203, 206, 235, 239</p>

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	<p>Realistic Story Teacher Materials Writing and Grammar Strategies Book: 23-27</p> <p>Event-and Reaction Story Teacher Materials Writing and Grammar Strategies Book: 8-12</p> <p>Narration Teacher Materials Teacher's Guide: 73, 81, 83, 97, 151, 155, 161, 179, 181, 183, 185, 213, 217, 225, 231, 233</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p>
<p>7.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> • develop interpretations that show careful reading, understanding, and insight. • organize interpretations around several clear ideas, premises, or images from the literary work. • justify interpretations through sustained use of examples and evidence from the text. 	<p>Selected Examples Include:</p> <p>Respond to Ideas and Issues Teacher Materials Teacher's Guide: 55, 75, 101, 103, 113, 167, 187, 189, 193, 205, 250</p> <p>Teacher's Resource Book: 162, 163, 164, 166, 179, 180, 181, 182, 185, 186, 189, 190, 191, 192, 193, 194, 196, 197, 200, 201, 204, 209, 218, 219, 221, 226, 232, 233</p> <p>Write as Characters from Reading Teacher Materials Teacher's Guide: 179, 181, 183, 217, 241</p> <p>Teacher's Resource Book: 164, 177, 188, 199, 210, 213, 214, 215, 217, 218, 220, 229, 231, 235, 237, 239, 241, 244, 245, 246, 247</p> <p>Final Project Teacher Materials Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Writing Prompts Teacher Materials Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p>
<p>7.5.3 Write research reports that:</p>	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to</p>

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<ul style="list-style-type: none"> • pose relevant and focused questions about the topic. • communicate clear and accurate perspectives on the subject. • include evidence and supporting details compiled through the formal research process, including use of a card catalog, <i>Reader's Guide to Periodical Literature</i>, a computer catalog, magazines, newspapers, dictionaries, and other reference books. • document sources with reference notes and a bibliography. 	<p>students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
<p>7.5.4 Write persuasive compositions that:</p> <ul style="list-style-type: none"> • state a clear position or perspective in support of a proposition or proposal. • describe the points in support of the proposition, employing well-articulated evidence and effective emotional appeals. • anticipate and address reader concerns and counter-arguments. 	<p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p>
<p>7.5.5 Write summaries of reading materials that:</p> <ul style="list-style-type: none"> • include the main ideas and most significant details. • use the student's own words, except for quotations. • reflect underlying meaning, not just the superficial details. 	<p>Summarize <u>Teacher Materials</u> Teacher's Guide: 85, 187, 195, 219, 237</p> <p>Teacher's Resource Book: 151, 164, 173, 184, 185, 247</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p>
<p>7.5.6 Use varied word choices to make writing interesting and more precise.</p>	<p>Selected Examples Include:</p> <p>Book Synopsis <u>Teacher Materials</u> Writing and Grammar Strategies Book: 78-82</p> <p>Write a Speech</p>

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	<p><u>Teacher Materials</u> Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p> <p>Write a Biography <u>Teacher Materials</u> Teacher's Guide: 207</p> <p>Write a News Report, Article <u>Teacher Materials</u> Teacher's Guide: 149, 211, 237</p> <p>Teacher's Resource Book: 168, 194, 224</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p>
7.5.7 Write for different purposes and to a specific audience or person, adjusting style and tone as necessary.	<p>The Following Selected Matches Support this Objective:</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Write a Review</p>

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	<p><u>Teacher Materials</u> Teacher's Guide: 51, 142</p> <p>Teacher's Resource Book: 164, 165, 175, 186</p> <p>Write a Speech <u>Teacher Materials</u> Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p>
<p>Standard 6: WRITING – English Language Conventions <i>Students write using Standard English conventions appropriate to the grade level.</i></p>	
<p>Sentence Structure</p>	
<p>7.6.1 Properly place modifiers (words or phrases that describe, limit, or qualify another word) and use the active voice (sentences in which the subject is doing the action) when wishing to convey a livelier effect.</p> <ul style="list-style-type: none"> • Clear: She left the book, which she bought at the bookstore, on the table. • Unclear: She left the book on the table, which she bought at the bookstore. • Active voice: The man called the dog. • Passive voice: The dog was called by the man. 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 23-27</p> <p>Fantasy <u>Teacher Materials</u> Writing and Grammar Strategies Book: 28-32</p> <p>Event-and-Reaction Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 8-12</p> <p>Narration <u>Teacher Materials</u> Teacher's Guide: 73, 81, 83, 97, 151, 155, 161, 179, 181, 183, 185, 213, 217, 225, 231, 233</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book:</p>

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	11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127
Grammar	
<p>7.6.2 Identify and use infinitives (the word <i>to</i> followed by the base form of a verb, such as <i>to understand</i> or <i>to learn</i>) and participles (made by adding <i>-ing</i>, <i>-d</i>, <i>-ed</i>, <i>-n</i>, <i>-en</i>, or <i>-t</i> to the base form of the verb, such as <i>dreaming</i>, <i>chosen</i>, <i>built</i>, and <i>grown</i>).</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>Teacher Materials</u> Teacher’s Guide: 223, 235, 251</p> <p>Teacher’s Resource Book: 176, 182, 184, 189, 232, 241</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 23-27</p> <p>Fantasy <u>Teacher Materials</u> Writing and Grammar Strategies Book: 28-32</p> <p>Event-and-Reaction Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 8-12</p> <p>Narration <u>Teacher Materials</u> Teacher’s Guide: 73, 81, 83, 97, 151, 155, 161, 179, 181, 183, 185, 213, 217, 225, 231, 233</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Write a Speech <u>Teacher Materials</u> Teacher’s Guide: 245</p> <p>Teacher’s Resource Book: 182, 185, 205</p>
<p>7.6.3 Make clear references between pronouns and antecedents by placing the pronoun where it shows to what word it refers.</p> <ul style="list-style-type: none"> • Clear: Chris said to Jacob, “You will become a great musician.” 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>Teacher Materials</u></p>

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<p>musician.”</p> <ul style="list-style-type: none"> Confusing: Chris told Jacob that he would become a great musician. 	<p>Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p> <p>Write a Biography Teacher Materials Teacher's Guide: 207</p> <p>Write a News Report, Article Teacher Materials Teacher's Guide: 149, 211, 237</p> <p>Teacher's Resource Book: 168, 194, 224</p> <p>Event-and-Reaction Story Teacher Materials Writing and Grammar Strategies Book: 8-12</p> <p>Narration Teacher Materials Teacher's Guide: 73, 81, 83, 97, 151, 155, 161, 179, 181, 183, 185, 213, 217, 225, 231, 233</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Write a Speech Teacher Materials Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p>
<p>7.6.4 Identify all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structure of sentences.</p>	<p>The focus of the <i>READ 180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this objective. See, for example:</p> <p>Teacher Materials Teacher's Guide: Software: 63, 75, 83, 97, 101 Audiobooks: 145, 149, 155, 159, 163 Paperbacks: 173, 179, 185, 191, 201</p>

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	<p>Teacher's Resource Book: 167, 172, 175, 181, 182, 198, 200, 203, 205, 207, 210, 213, 216, 219, 224</p>
7.6.5 Demonstrate appropriate English usage (such as pronoun reference).	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument Teacher Materials Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p> <p>Write a Biography Teacher Materials Teacher's Guide: 207</p> <p>Write a News Report, Article Teacher Materials Teacher's Guide: 149, 211, 237</p> <p>Teacher's Resource Book: 168, 194, 224</p> <p>Event-and-Reaction Story Teacher Materials Writing and Grammar Strategies Book: 8-12</p> <p>Narration Teacher Materials Teacher's Guide: 73, 81, 83, 97, 151, 155, 161, 179, 181, 183, 185, 213, 217, 225, 231, 233</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Write a Speech Teacher Materials Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p>
Punctuation	

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<p>7.6.6 Identify and correctly use hyphens (-), dashes (—), brackets ([]), and semicolons (;).</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p> <p>Write a Biography <u>Teacher Materials</u> Teacher's Guide: 207</p> <p>Write a News Report, Article <u>Teacher Materials</u> Teacher's Guide: 149, 211, 237</p> <p>Teacher's Resource Book: 168, 194, 224</p> <p>Event-and-Reaction Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 8-12</p> <p>Narration <u>Teacher Materials</u> Teacher's Guide: 73, 81, 83, 97, 151, 155, 161, 179, 181, 183, 185, 213, 217, 225, 231, 233</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Write a Speech <u>Teacher Materials</u> Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p>
<p>7.6.7 Demonstrate the correct use of quotation marks and the use of commas with subordinate clauses.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Write Letters, Postcards, E-Mail <u>Teacher Materials</u> Teacher's Guide:</p>

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	<p>71, 91, 101, 115, 181, 235, 241</p> <p>Teacher’s Resource Book: 195, 196, 208, 212, 220, 226, 231, 234, 235, 236, 240, 241, 245, 249</p> <p>Persuasive Composition</p> <p>Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Write Dialogue</p> <p>Teacher Materials Teacher’s Guide: 73, 83, 185, 213, 217</p> <p>Teacher’s Resource Book: 162, 163, 165, 182, 198, 203, 206, 235, 239</p> <p>Write a Diary Entry, Journal Entry, Log Entry</p> <p>Teacher Materials Teacher’s Guide: 97, 159, 161, 165, 179, 183, 193, 243, 247</p> <p>Teacher’s Resource Book: 211, 213, 224</p>
Capitalization	
7.6.8 Use correct capitalization.	<p>The Following Selected Matches Support this Objective:</p> <p>Realistic Story Teacher Materials Writing and Grammar Strategies Book: 23-27</p> <p>Fantasy Teacher Materials Writing and Grammar Strategies Book: 28-32</p> <p>Event-and-Reaction Story Teacher Materials Writing and Grammar Strategies Book: 8-12</p> <p>Narration Teacher Materials Teacher’s Guide: 73, 81, 83, 97, 151, 155, 161, 179, 181, 183, 185, 213, 217, 225, 231, 233</p>

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	<p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Writing Prompts Teacher Materials Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p>
Spelling	
<p>7.6.9 Spell correctly derivatives (words that come from a common base or root word) by applying the spellings of bases and affixes (prefixes and suffixes).</p>	<p>Selected Examples Include:</p> <p>Prefixes Student Materials Software: 1.3, L2-3; 3.2, L3; 3.3, L2; 3.4, L4; 5.2, L3; 5.3, L2; 5.4, L2; 6.1, L3; 6.2, L3; 6.4, L3; 7.3, L3; 7.4, L3; 8.3, L3; 8.4, L4; 9.3, L4</p> <p>Teacher Materials Reading Strategies 13, 22, 31, 58</p> <p>Suffixes Student Materials Software: 1.2, L3; 1.3, L4; 1.4, L2-3; 2.1, L3; 2.2, L3; 2.3, L4; 2.4, L3-4; 3.1, L2, L4; 3.4, L3; 4.3, L3; 4.4, L3-4; 5.2, L3; 6.1, L2; 6.3, L3; 7.1, L3-4; 7.2, L3; 8.1, L3; 8.3, L3; 9.1, L3; 9.3, L3</p> <p>Teacher Materials Reading Strategies Book: 10, 34, 37, 43, 67, 80</p> <p>Multiple Prefix and Suffix Student Materials Software: 5.4, L3; 7.2, L3</p>
<p>Standard 7: LISTENING AND SPEAKING – Skills, Strategies and Applications <i>Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.</i></p>	
Comprehension	
<p>7.7.1 Ask questions to elicit information, including evidence to support the speaker’s claims and conclusions.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Composition</p>

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	<p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade</p> <p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Write a Speech</p> <p><u>Teacher Materials</u> Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p> <p>Write an Argument</p> <p><u>Teacher Materials</u> Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p>
7.7.2 Determine the speaker's attitude toward the subject.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Composition</p> <p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade</p> <p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Write a Speech</p> <p><u>Teacher Materials</u> Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p> <p>Write an Argument</p>

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	<p><u>Teacher Materials</u> Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p>
Organization and Delivery of Oral Communication	
<p>7.7.3 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Composition</p> <p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade</p> <p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Write a Speech</p> <p><u>Teacher Materials</u> Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p> <p>Write an Argument</p> <p><u>Teacher Materials</u> Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p>
<p>7.7.4 Arrange supporting details, reasons, descriptions, and examples effectively.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Composition</p> <p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade</p> <p><u>Teacher Materials</u> Writing and Grammar Strategies Book:</p>

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	<p>98-102</p> <p>Write a Speech <u>Teacher Materials</u> Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p>
<p>7.7.5 Use speaking techniques — including adjustments of tone, volume, and timing of speech; enunciation (clear speech); and eye contact — for effective presentations.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Write a Speech <u>Teacher Materials</u> Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p>
Analysis and Evaluation of Oral and Media Communications	
<p>7.7.6 Provide helpful feedback to speakers concerning the coherence and logic of a speech's content and delivery and its</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p>

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overall impact upon the listener.	<p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Write a Speech <u>Teacher Materials</u> Teacher’s Guide: 245</p> <p>Teacher’s Resource Book: 182, 185, 205</p> <p>Write an Argument <u>Teacher Materials</u> Teacher’s Guide: 223, 235, 251</p> <p>Teacher’s Resource Book: 176, 182, 184, 189, 232, 241</p>
7.7.7 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects.	<p>Links, located in the <i>Teacher’s Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 111, 123, 133, 149, 157, 167, 177, 185, 195, 205</p>
Speaking Applications	
<p>7.7.8 Deliver narrative (story) presentations that:</p> <ul style="list-style-type: none"> • establish a context, standard plot line (with a beginning, conflict, rising action, climax, and resolution of the conflict), and point of view. • describe major and minor characters and a definite setting. • use a range of appropriate strategies to make the story engaging to the audience, including using dialogue and suspense and showing narrative action with movement, gestures, and expressions. 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Problem-and-Solution Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 44-49</p> <p>Event-and Reaction Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 8-12</p>

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	<p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55</p> <p>Write Dialogue <u>Teacher Materials</u> Teacher's Guide: 67, 123, 205</p> <p>Teacher's Resource Book: 162, 167, 173</p> <p>Write a Narrative <u>Teacher Materials</u> Teacher's Guide: 145, 165, 175</p> <p>Teacher's Resource Book: 133, 184, 191</p>
<p>7.7.9 Deliver oral summaries of articles and books that:</p> <ul style="list-style-type: none"> include the main ideas and the most significant details. state ideas in own words, except for when quoted directly from sources. demonstrate a complete understanding of sources, not just superficial details. 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Book Synopsis <u>Teacher Materials</u> Writing and Grammar Strategies Book: 78-82</p> <p>Write a Review <u>Teacher Materials</u> Teacher's Guide: 51, 142</p> <p>Teacher's Resource Book: 164, 165, 175, 186</p> <p>Writing and Grammar Strategies Book: 93-97</p>
<p>7.7.10 Deliver research presentations that:</p> <ul style="list-style-type: none"> pose relevant and concise questions about the topic. provide accurate information on the topic. include evidence generated through the formal research process, including the use of a card catalog, <i>Reader's Guide to Periodical Literature</i>, computer databases, magazines, newspapers, and dictionaries. cite reference sources appropriately. 	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 111, 123, 133, 149, 157, 167, 177, 185, 195, 205</p>

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<p>7.7.11 Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> • state a clear position in support of an argument or proposal. • describe the points in support of the proposal and include supporting evidence. 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p>

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<p>Standard 1: READING – Word Recognition, Fluency, and Vocabulary Development <i>Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</i></p>	
<p>Vocabulary and Concept Development</p>	
<p>8.1.1 Analyze idioms and comparisons — such as analogies, metaphors, and similes — to infer the literal and figurative meanings of phrases.</p> <ul style="list-style-type: none"> • Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as <i>to be an old hand at something</i> or <i>to get one’s feet wet</i> • Analogies: comparisons of the similar aspects of two different things • Metaphors: implied comparisons, such as <i>The stars were brilliant diamonds in the night sky.</i> • Similes: comparisons that use <i>like</i> or <i>as</i>, such as <i>The stars were like a million diamonds in the sky.</i> 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Figurative Language <u>Teacher Materials</u> Reading Strategies Book: 19, 34, 64, 88, 112, 124</p>
<p>8.1.2 Understand the influence of historical events on English word meaning and vocabulary expansion.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Understand Vocabulary <u>Student Materials</u> Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words.</p> <p>Audiobooks: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p>
<p>8.1.3 Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast.</p>	<p>The Following Matches Support this Objective:</p> <p>Context Clues <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Across the Wide and Lonesome Prairie:</i> 8, 38, 105, 111, and 130 <i>Daniel’s Story:</i> 5, 12, 43, 67, 83, 89, and 107 <i>Flight #116 Is Down!:</i> 3, 8, 77, and 177 <i>The Mighty:</i> end of Chs. 4, 6, 11, 15, and 23-24 <i>P. S. Longer Letter Later:</i> 69, 98, 104, and 176 <i>Quake!:</i> end of Ch. 3, and 52</p>

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	<p><i>Snowbound: The Tragic Story of the Donner Party:</i> end of Chs. 1, 2, 6, and 7, and 79 <i>Somewhere in the Darkness:</i> 7, 13, 19, 116, 132, and 140 <i>The Star Fisher:</i> end of Chs. 1, 3, and 4, 56, and end of Ch. 7, 8, 9, 11, and 14 <i>The Stowaway:</i> 3, 7, 57, and 67 <i>You Be The Jury:</i> 3, 4, 15, and 49</p> <p><u>Teacher Materials</u> <u>Reading Strategies Book:</u> 16, 52, 76, 80, 96, 104</p>
<p>Standard 2: READING – Comprehension (Focus on Informational Materials) <i>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in the Indiana Reading List (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 8, in addition to regular classroom reading, students read a variety of narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</i></p>	
<p>Structural Features of Informational and Technical Materials</p>	
8.2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents.	
8.2.2 Analyze text that uses proposition (statement of argument) and support patterns.	
<p>Comprehension and Analysis of Grade-Level-Appropriate Text</p>	
8.2.3 Find similarities and differences between texts in the treatment, amount of coverage, or organization of ideas.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> <u>Teacher’s Guide:</u> The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><u>Reading Strategies Book:</u> The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
8.2.4 Compare the original text to a summary to determine whether the summary accurately describes the main ideas, includes important details, and conveys the underlying meaning.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Summarize <u>Student Materials</u> <u>Software:</u> 1.1, L1-4; 1.2, L1-2; 1.3, L1, L3-4; 2.2, L1-4; 2.3, L4; 2.4, L1-3; 3.1, L2-4; 3.2, L1; 3.3, L2; 3.4, L1, L3-4; 4.1, L1-4; 4.3, L1-4; 5.1, L2-3; 5.2, L1-2, L4; 5.3, L1, L3; 5.4, L1, L4; 6.2, L1-4; 6.3, L1-2; 6.4, L3; 7.1, L1-4; 7.2, L4; 7.3, L1-2; 7.4, L3; 8.1, L1-4; 8.2, L2-3; 8.3, L4; 8.4, L1-2;</p>

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	<p>9.2, L1-4; 9.4, L1-4</p> <p>Audiobooks (Reading Coach Modeling): <i>Across the Wide and Lonesome Prairie:</i> 14, 18, 81, 85, and 90 <i>Daniel's Story:</i> 3, 5, 12, 24, 32, 35, 55, 59, 67, 75, 89, 98, and end of Ch. 16 <i>Flight #116 Is Down!:</i> 31, 47, 57, 78, 87, and end of book <i>Local News:</i> 13, 79, and 83 <i>The Mighty:</i> end of Chs. 1, 10, 12, and 21 <i>P. S. Longer Letter Later:</i> 54, 62, 75, and 161 <i>Quake!:</i> end of Ch. 5, 100, end of Ch. 10, and 132 <i>Snowbound: The Tragic Story of the Donner Party:</i> end of Chs. 1, 4, 6, and 8 <i>Somewhere in the Darkness:</i> 10, 13, 34, 42, 46, 69, 78, 116, 142, and 154 <i>The Star Fisher:</i> end of Chs. 1 and 3 <i>The Stowaway:</i> 20 <i>You Be the Jury:</i> 5, 15, 21-23, 46-49, 52, and 57</p> <p><u>Teacher Materials</u> Teacher's Guide: Software: 55, 63, 93, 103, 105, 133 Audiobooks: 147 Paperbacks: 187, 209, 249</p> <p>Teacher's Resource Book: 151</p> <p>Reading Strategies Book: 9, 45, 83</p>
8.2.5 Use information from a variety of consumer and public documents to explain a situation or decision and to solve a problem.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
<u>Expository (Informational) Critique</u>	
8.2.6 Evaluate the logic, internal consistency, and structural patterns of text.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p>

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	<p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>Standard 3: READING – Literary Response and Analysis <i>Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They clarify the ideas and connect them to other literary works. The selections in the Indiana Reading List (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students.</i></p>	
<p>Structural Features of Literature</p>	
<p>8.3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (including ballads, lyrics, couplets, epics, elegies, odes, and sonnets).</p> <ul style="list-style-type: none"> • Ballad: a poem that tells a story • Lyric: words set to music • Couplet: two successive lines of verse that rhyme • Epic: a long poem that describes heroic deeds or adventures • Elegy: a mournful poem for the dead • Ode: a poem of praise • Sonnet: a rhymed poem of 14 lines 	
<p>Narrative Analysis of Grade-Level-Appropriate Text</p>	
<p>8.3.2 Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax; the plot’s development; and the way in which conflicts are (or are not) addressed and resolved.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Analyze Plot Student Materials Audiobooks (Reading Coach Modeling): <i>Daniel’s Story:</i> 81, 98, and 107 <i>Flight #116 Is Down!:</i> 14 and 183 <i>Local News:</i> 13, 73, 82, and 83 <i>The Mighty:</i> end of Ch. 19 <i>P. S. Longer Letter Later:</i> 67 and 143 <i>Snowbound: The Tragic Story of the Donner Party:</i> end of Chs. 3 and 5 <i>The Star Fisher:</i> 56 and 85 <i>The Stowaway:</i> 12, 20, 39, 67, and end of Ch. 23</p> <p>Teacher Materials Teacher’s Guide: Audiobooks: 151, 165 Paperbacks: 177, 221, 237</p> <p>Teacher’s Resource Book: 160</p>

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	<p>Reading Strategies Book: 36, 72, 119</p>
<p>8.3.3 Compare and contrast the motivations and reactions of literary characters from different historical eras confronting either similar situations and conflicts or similar hypothetical situations.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>8.3.4 Analyze the importance of the setting to the mood, tone, and meaning of the text.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Analyze Setting Student Materials Audiobooks (Reading Coach Modeling): <i>Across the Wide and Lonesome Prairie:</i> 6, 28, 34, 111, and 137 <i>Daniel’s Story:</i> 45 and 83 <i>Flight #116 Is Down!:</i> 8, 48, 72, and 120 <i>Snowbound: The Tragic Story of the Donner Party:</i> end of Ch. 8 <i>The Star Fisher:</i> 31 and end of book <i>The Stowaway:</i> end of Chs. 10, 12, and 13</p> <p>Teacher Material Teacher’s Guide: Audiobooks: 159 Paperbacks: 215, 217, 247</p> <p>Teacher’s Resource Book: 161</p> <p>Reading Strategies Book: 39, 75, 111, 123</p>
<p>8.3.5 Identify and analyze recurring themes (such as good versus evil) that appear frequently across traditional and contemporary works.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p>

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	<p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>8.3.6 Identify significant literary devices, such as metaphor, symbolism, dialect or quotations, and irony, which define a writer's style and use those elements to interpret the work.</p> <ul style="list-style-type: none"> • Metaphor: an implied comparison in which a word or phrase is used in place of another, such as <i>He was drowning in money</i>. • Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace • Dialect: the vocabulary, grammar, and pronunciation used by people in different regions • Irony: the use of words to express the opposite of the literal meaning of the words, often to be humorous 	<p>The Following Matches Support this Objective:</p> <p>Figurative Language Teacher Materials Reading Strategies Book: 19, 34, 64, 88, 112, 124</p>
Literary Criticism	
<p>8.3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>Standard 4: WRITING – Process <i>Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.</i></p>	
Organization and Focus	
<p>8.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Writing Prompts Teacher Materials Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p> <p>Final Project Teacher Materials Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p>

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	<p>Write an Essay <u>Teacher Materials</u> Teacher's Guide: 65, 151</p> <p>Teacher's Resource Book: 190, 222, 237, 241</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p>
8.4.2 Create compositions that have a clear message, a coherent thesis (a statement of position on the topic), and end with a clear and well-supported conclusion.	<p>The Following Selected Matches Support this Objective:</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Final Project <u>Teacher Materials</u> Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Write an Essay <u>Teacher Materials</u> Teacher's Guide: 65, 151</p> <p>Teacher's Resource Book: 190, 222, 237, 241</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Problem-and-Solution Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 44-49</p>
8.4.3 Support theses or conclusions with analogies (comparisons), paraphrases, quotations, opinions from experts, and similar devices.	<p>The Following Selected Matches Support this Objective:</p> <p>Write a News Report, Article <u>Teacher Materials</u> Teacher's Guide: 149, 211, 237</p>

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	<p>Teacher's Resource Book: 168, 194, 224</p> <p>Write an Essay Teacher Materials Teacher's Guide: 65, 151</p> <p>Teacher's Resource Book: 190, 222, 237, 241</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Write an Argument Teacher Materials Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p>
Research and Technology	
8.4.4 Plan and conduct multiple-step information searches by using computer networks.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
8.4.5 Achieve an effective balance between researched information and original ideas.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
8.4.6 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.	
Evaluation and Revision	
8.4.7 Review, evaluate, and revise writing for meaning and clarity.	<p>The Following Selected Matches Support this Objective:</p> <p>Narration Teacher Materials Teacher's Guide:</p>

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	<p>73, 81, 83, 97, 151, 155, 161, 179, 181, 183, 185, 213, 217, 225, 231, 233</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Exposition Teacher Materials Teacher's Guide: 51, 57, 61, 63, 65, 67, 71, 75, 77, 87, 93, 95, 101, 103, 105, 107, 111, 115, 117, 123, 125, 127, 131, 137, 145, 147, 149, 157, 159, 163, 173, 187, 189, 191, 195, 199, 203, 205, 207, 209, 211, 221, 223, 227, 229, 235, 237, 241, 243, 249, 251</p> <p>Writing and Grammar Strategies Book: 118-122</p> <p>Write a News Report, Article Teacher Materials Teacher's Guide: 149, 211, 237</p> <p>Teacher's Resource Book: 168, 194, 224</p>
8.4.8 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a News Report, Article Teacher Materials Teacher's Guide: 149, 211, 237</p> <p>Teacher's Resource Book: 168, 194, 224</p> <p>Write an Argument Teacher Materials Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book:</p>

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	123-127 Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72
8.4.9 Revise writing for word choice; appropriate organization; consistent point of view; and transitions among paragraphs, passages, and ideas.	The Following Selected Matches Support this Objective: Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72 Write a News Report, Article <u>Teacher Materials</u> Teacher’s Guide: 149, 211, 237 Teacher’s Resource Book: 168, 194, 224 Write an Argument <u>Teacher Materials</u> Teacher’s Guide: 223, 235, 251 Teacher’s Resource Book: 176, 182, 184, 189, 232, 241 Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127
Standard 5: WRITING – Applications (Different Types of Writing and Their Characteristics) <i>At Grade 8, students continue to write narrative (story), expository (informational), persuasive, and descriptive essays of at least 750 to 1,000 words. Students are introduced to writing technical documents. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 8 students use the writing strategies outlined in Standard 4 — Writing Process to:</i>	
8.5.1 Write biographies, autobiographies, and short stories that: <ul style="list-style-type: none"> • tell about an incident, event, or situation by using well-chosen details. • reveal the significance of, or the writer’s attitude about, the subject. • use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, 	The Following Selected Matches Support this Objective: Write a Biography <u>Teacher Materials</u> Teacher’s Guide: 207 Write Interview Questions <u>Teacher Materials</u> Teacher’s Guide:

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<p>background description, and comparison or contrast of characters.</p>	<p>115, 131, 189, 191</p> <p>Teacher's Resource Book: 162, 163, 167, 172, 174, 187, 190, 195, 200, 233, 244, 245, 248</p> <p>Write Dialogue Teacher Materials Teacher's Guide: 73, 83, 185, 213, 217</p> <p>Teacher's Resource Book: 162, 163, 165, 182, 198, 203, 206, 235, 239</p> <p>Realistic Story Teacher Materials Writing and Grammar Strategies Book: 23-27</p> <p>Event-and Reaction Story Teacher Materials Writing and Grammar Strategies Book: 8-12</p> <p>Narration Teacher Materials Teacher's Guide: 73, 81, 83, 97, 151, 155, 161, 179, 181, 183, 185, 213, 217, 225, 231, 233</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p>
<p>8.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> • demonstrate careful reading and insight into interpretations. • connect response to the writer's techniques and to specific textual references. • make supported inferences about the effects of a literary work on its audience. • support judgments through references to the text, other works, other authors, or to personal knowledge. 	<p>Selected Examples Include:</p> <p>Respond to Ideas and Issues Teacher Materials Teacher's Guide: 55, 75, 101, 103, 113, 167, 187, 189, 193, 205, 250</p> <p>Teacher's Resource Book: 162, 163, 164, 166, 179, 180, 181, 182, 185, 186, 189, 190, 191, 192, 193, 194, 196, 197, 200, 201, 204, 209, 218, 219, 221, 226, 232, 233</p> <p>Write as Characters from Reading Teacher Materials Teacher's Guide: 179, 181, 183, 217, 241</p> <p>Teacher's Resource Book:</p>

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	<p>164, 177, 188, 199, 210, 213, 214, 215, 217, 218, 220, 229, 231, 235, 237, 239, 241, 244, 245, 246, 247</p> <p>Final Project Teacher Materials Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Writing Prompts Teacher Materials Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p>
<p>8.5.3 Write research reports that:</p> <ul style="list-style-type: none"> define a thesis (a statement of position on the topic). include important ideas, concepts, and direct quotations from significant information sources, including print reference materials and the Internet, and paraphrase and summarize all perspectives on the topic, as appropriate. use a variety of primary and secondary sources and distinguish the nature and value of each. organize and display information on charts, tables, maps, and graphs. document sources with reference notes and a bibliography. 	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
<p>8.5.4 Write persuasive compositions that:</p> <ul style="list-style-type: none"> include a well-defined thesis that makes a clear and knowledgeable appeal. present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals. provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments. 	<p>Write an Argument Teacher Materials Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p>
<p>8.5.5 Write technical documents that:</p> <ul style="list-style-type: none"> identify the sequence of activities needed to design a 	

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<p>system, operate a tool, or explain the bylaws of an organization's constitution or guidelines.</p> <ul style="list-style-type: none"> include all the factors and variables that need to be considered. use formatting techniques, including headings and changing the fonts (typeface) to aid comprehension. 	
<p>8.5.6 Write using precise word choices to make writing interesting and exact.</p>	<p>Selected Examples Include:</p> <p>Respond to Ideas and Issues <u>Teacher Materials</u> Teacher's Guide: 55, 75, 101, 103, 113, 167, 187, 189, 193, 205, 250</p> <p>Teacher's Resource Book: 162, 163, 164, 166, 179, 180, 181, 182, 185, 186, 189, 190, 191, 192, 193, 194, 196, 197, 200, 201, 204, 209, 218, 219, 221, 226, 232, 233</p> <p>Write as Characters from Reading <u>Teacher Materials</u> Teacher's Guide: 179, 181, 183, 217, 241</p> <p>Teacher's Resource Book: 164, 177, 188, 199, 210, 213, 214, 215, 217, 218, 220, 229, 231, 235, 237, 239, 241, 244, 245, 246, 247</p> <p>Final Project <u>Teacher Materials</u> Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p> <p>Summarize <u>Teacher Materials</u> Teacher's Guide: 85, 187, 195, 219, 237</p> <p>Teacher's Resource Book: 151, 164, 173, 184, 185, 247</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book:</p>

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<p>8.5.7 Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.</p>	<p>68-72</p> <p>The Following Selected Matches Support this Objective:</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Write a Review <u>Teacher Materials</u> Teacher's Guide: 51, 142</p> <p>Teacher's Resource Book: 164, 165, 175, 186</p> <p>Write a Speech <u>Teacher Materials</u> Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p>
<p>Standard 6: WRITING – English Language Conventions <i>Students write using Standard English conventions appropriate to this grade level.</i></p>	
<p>Sentence Structure</p>	
<p>8.6.1 Use correct and varied sentence types (simple, compound, complex, and compound-complex) and sentence openings to present a lively and effective personal style.</p>	<p>Selected Examples Include:</p> <p>Book Synopsis <u>Teacher Materials</u> Writing and Grammar Strategies Book: 78-82</p> <p>Write a Speech <u>Teacher Materials</u> Teacher's Guide: 245</p>

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	<p>Teacher's Resource Book: 182, 185, 205</p> <p>Write an Argument Teacher Materials Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p> <p>Write a Biography Teacher Materials Teacher's Guide: 207</p> <p>Write a News Report, Article Teacher Materials Teacher's Guide: 149, 211, 237</p> <p>Teacher's Resource Book: 168, 194, 224</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p>
<p>8.6.2 Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed for emphasis.</p> <ul style="list-style-type: none"> • Correct: Students <u>having</u> difficulty and <u>needing</u> help should stay after class. • Incorrect: Students <u>having</u> difficulty and <u>who need help</u> should stay after class. 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Realistic Story Teacher Materials Writing and Grammar Strategies Book: 23-27</p> <p>Fantasy Teacher Materials Writing and Grammar Strategies Book: 28-32</p> <p>Event-and-Reaction Story Teacher Materials Writing and Grammar Strategies Book: 8-12</p> <p>Narration Teacher Materials Teacher's Guide:</p>

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	<p>73, 81, 83, 97, 151, 155, 161, 179, 181, 183, 185, 213, 217, 225, 231, 233</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Writing Prompts Teacher Materials Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p>
<p>8.6.3 Use subordination, coordination, noun phrases that function as adjectives (<i>These gestures — acts of friendship — were noticed but not appreciated.</i>) and other devices to indicate clearly the relationship between ideas.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Realistic Story Teacher Materials Writing and Grammar Strategies Book: 23-27</p> <p>Fantasy Teacher Materials Writing and Grammar Strategies Book: 28-32</p> <p>Event-and-Reaction Story Teacher Materials Writing and Grammar Strategies Book: 8-12</p> <p>Narration Teacher Materials Teacher’s Guide: 73, 81, 83, 97, 151, 155, 161, 179, 181, 183, 185, 213, 217, 225, 231, 233</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Writing Prompts Teacher Materials Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p>
Grammar	
<p>8.6.4 Edit written manuscripts to ensure that correct grammar is used.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument Teacher Materials Teacher’s Guide:</p>

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	<p>223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p> <p>Realistic Story Teacher Materials Writing and Grammar Strategies Book: 23-27</p> <p>Fantasy Teacher Materials Writing and Grammar Strategies Book: 28-32</p> <p>Event-and-Reaction Story Teacher Materials Writing and Grammar Strategies Book: 8-12</p> <p>Narration Teacher Materials Teacher's Guide: 73, 81, 83, 97, 151, 155, 161, 179, 181, 183, 185, 213, 217, 225, 231, 233</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Write a Speech Teacher Materials Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p>
Punctuation	
8.6.5 Use correct punctuation.	<p>The Following Selected Matches Support this Objective:</p> <p>Write an Argument Teacher Materials Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p> <p>Write a Biography Teacher Materials Teacher's Guide:</p>

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	<p>207</p> <p>Write a News Report, Article <u>Teacher Materials</u> Teacher's Guide: 149, 211, 237</p> <p>Teacher's Resource Book: 168, 194, 224</p> <p>Event-and-Reaction Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 8-12</p> <p>Narration <u>Teacher Materials</u> Teacher's Guide: 73, 81, 83, 97, 151, 155, 161, 179, 181, 183, 185, 213, 217, 225, 231, 233</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Write a Speech <u>Teacher Materials</u> Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p>
Capitalization	
8.6.6 Use correct capitalization.	<p>The Following Selected Matches Support this Objective:</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 23-27</p> <p>Fantasy <u>Teacher Materials</u> Writing and Grammar Strategies Book: 28-32</p> <p>Event-and-Reaction Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 8-12</p> <p>Narration</p>

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	<p><u>Teacher Materials</u> Teacher's Guide: 73, 81, 83, 97, 151, 155, 161, 179, 181, 183, 185, 213, 217, 225, 231, 233</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p>
Spelling	
8.6.7 Use correct spelling conventions.	<p>Selected Examples Include:</p> <p>Prefixes <u>Student Materials</u> Software: 1.3, L2-3; 3.2, L3; 3.3, L2; 3.4, L4; 5.2, L3; 5.3, L2; 5.4, L2; 6.1, L3; 6.2, L3; 6.4, L3; 7.3, L3; 7.4, L3; 8.3, L3; 8.4, L4; 9.3, L4</p> <p><u>Teacher Materials</u> Reading Strategies 13, 22, 31, 58</p> <p>Suffixes <u>Student Materials</u> Software: 1.2, L3; 1.3, L4; 1.4, L2-3; 2.1, L3; 2.2, L3; 2.3, L4; 2.4, L3-4; 3.1, L2, L4; 3.4, L3; 4.3, L3; 4.4, L3-4; 5.2, L3; 6.1, L2; 6.3, L3; 7.1, L3-4; 7.2, L3; 8.1, L3; 8.3, L3; 9.1, L3; 9.3, L3</p> <p><u>Teacher Materials</u> Reading Strategies Book: 10, 34, 37, 43, 67, 80</p> <p>Multiple Prefix and Suffix <u>Student Materials</u> Software: 5.4, L3; 7.2, L3</p> <p>Proofreading <u>Student Materials</u> Software: 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 3.3, 3.4; 4.1, 4.2, 4.3, 4.4; 5.1, 5.2, 5.3, 5.4; 6.1, 6.2, 6.3, 6.4; 7.1, 7.2, 7.3, 7.4; 8.1, 8.2, 8.3, 8.4; 9.1, 9.2, 9.3, 9.4</p>

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Standard 7: LISTENING AND SPEAKING – Skills, Strategies and Applications
Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

<p>8.7.1 Paraphrase (restate) a speaker’s purpose and point of view and ask questions concerning the speaker’s content, delivery, and attitude toward the subject.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Write a Speech <u>Teacher Materials</u> Teacher’s Guide: 245</p> <p>Teacher’s Resource Book: 182, 185, 205</p> <p>Write an Argument <u>Teacher Materials</u> Teacher’s Guide: 223, 235, 251</p> <p>Teacher’s Resource Book: 176, 182, 184, 189, 232, 241</p>
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Organization and Delivery of Oral Communication

<p>8.7.2 Match the message, vocabulary, voice modulation (changes in tone), expression, and tone to the audience and purpose.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u></p>
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	<p>Writing and Grammar Strategies Book: 98-102</p> <p>Write a Speech <u>Teacher Materials</u> Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p>
8.7.3 Outline the organization of a speech, including an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Speech <u>Teacher Materials</u> Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p>
8.7.4 Use precise language, action verbs, sensory details, appropriate and colorful modifiers (describing words, such as adverbs and adjectives), and the active (<i>I recommend that you write drafts.</i>) rather than the passive voice (<i>The writing of drafts is recommended.</i>) in ways that enliven oral presentations.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Write a Speech <u>Teacher Materials</u> Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p>

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	<p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p>
8.7.5 Use appropriate grammar, word choice, enunciation (clear speech), and pace (timing) during formal presentations.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Write a Speech <u>Teacher Materials</u> Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p>
8.7.6 Use audience feedback, including both verbal and nonverbal cues, to reconsider and modify the organizational structure and/or to rearrange words and sentences for clarification of meaning.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u></p>

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	<p>Writing and Grammar Strategies Book: 98-102</p> <p>Write a Speech <u>Teacher Materials</u> Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p>
Analysis and Evaluation of Oral and Media Communications	
8.7.7 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.	
8.7.8 Evaluate the credibility of a speaker, including whether the speaker has hidden agendas or presents slanted or biased material.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Write a Speech <u>Teacher Materials</u> Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 223, 235, 251</p>

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	<p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p>
<p>8.7.9 Interpret and evaluate the various ways in which visual image makers (such as graphic artists, illustrators, and news photographers) communicate information and affect impressions and opinions.</p>	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher's Guide: 111, 123, 133, 149, 157, 167, 177, 185, 195, 205</p>
Speaking Applications	
<p>8.7.10 Deliver narrative (story) presentations, such as biographical or autobiographical information that:</p> <ul style="list-style-type: none"> • relate a clear incident, event, or situation by using well-chosen details. • reveal the significance of the incident, event, or situation. • use narrative and descriptive strategies to support the presentation, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters. 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Problem-and-Solution Story Teacher Materials Writing and Grammar Strategies Book: 44-49</p> <p>Event-and Reaction Story Teacher Materials Writing and Grammar Strategies Book: 8-12</p> <p>Realistic Story Teacher Materials Writing and Grammar Strategies Book: 50-55</p> <p>Write Dialogue Teacher Materials Teacher's Guide: 67, 123, 205</p> <p>Teacher's Resource Book: 162, 167, 173</p> <p>Write a Narrative Teacher Materials Teacher's Guide: 145, 165, 175</p> <p>Teacher's Resource Book: 133, 184, 191</p>
<p>8.7.11 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • interpret a reading and provide insight. 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p>

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<ul style="list-style-type: none"> connect personal responses to the writer's techniques and to specific textual references. make supported inferences about the effects of a literary work on its audience. support judgments through references to the text, other works, other authors, or personal knowledge. 	<p>Book Synopsis <u>Teacher Materials</u> Writing and Grammar Strategies Book: 78-82</p> <p>Write a Review <u>Teacher Materials</u> Teacher's Guide: 51, 142</p> <p>Teacher's Resource Book: 164, 165, 175, 186</p> <p>Writing and Grammar Strategies Book: 93-97</p>
<p>8.7.12 <i>Deliver research presentations that:</i></p> <ul style="list-style-type: none"> <i>define a thesis (a position on the topic).</i> <i>research important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize important perspectives on the topic.</i> <i>use a variety of research sources and distinguish the nature and value of each.</i> <i>present information on charts, maps, and graphs.</i> 	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 111, 123, 133, 149, 157, 167, 177, 185, 195, 205</p>
<p>8.7.13 Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> include a well-defined thesis (position on the topic). differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language. anticipate and effectively answer listener concerns and counter-arguments through the inclusion and arrangement of details, reasons, examples, and other elements. maintain a reasonable tone. 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p>

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<p>8.7.14 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies (sections of plays in which characters speak out loud to themselves) using voice modulation, tone, and gestures expressively to enhance the meaning.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Plays <u>Student Materials</u> Paperbacks: <u>Destination: Everest</u> <i>Happy Burger</i> <i>Just Talk</i> <i>King of the Hill</i> <i>Zero Tolerance</i></p> <p><u>Teacher Materials</u> Reading Strategies Book: 93-94</p> <p>Write a Speech <u>Teacher Materials</u> Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p>

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<p>Standard 1: READING – Word Recognition, Fluency, and Vocabulary Development <i>Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.</i></p>	
<p>Vocabulary and Concept Development</p>	
<p>9.1.1 Identify and use the literal and figurative meanings of words and understand the origins of words.</p>	<p>Etymology Teacher Materials Reading Strategies Book: 13, 22, 40, 73, 103, 182, 207</p> <p>Figurative Language Teacher Materials Writing and Grammar Strategies Book: 127</p>
<p>9.1.2 Distinguish between what words mean literally and what they imply and interpret what the words imply.</p>	<p>Denotation/Connotation Teacher Materials Reading Strategies Book: 49, 61, 191, 203, 239</p> <p>Understand Vocabulary Student Materials Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words. 1.1, L1-4; 1.2, L1-4; 1.3, L1-4; 1.4 L1-4; 2.1, L1-4; 2.2, L1-4; 2.3, L1-4; 2.4, L1-4; 3.1, L1-4; 3.2, L1-4; 3.3, L1-4; 3.4, L1-4; 4.1, L1-4; 4.2, L1-4; 4.3, L1-4; 4.4, L1-4; 6.1, L1-4; 6.2, L1-4; 6.3, L1-4; 6.4, L1-4; 7.1, L1-4; 7.2, L1-4; 7.3, L1-4; 7.4, L1-4; 8.1, L1-4; 8.2, L1-4; 8.3, L1-4; 8.4, L1-4</p> <p>Audiobooks: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p>
<p>9.1.3 Use knowledge of Greek, Roman, and Norse mythology to understand the origin and meaning of new words.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Etymology Teacher Materials Reading Strategies Book: 13, 22, 40, 73, 103, 182, 207</p>

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<p>Standard 2: READING – Comprehension (Focus on Informational Materials) <i>Students read and understand grade-level-appropriate material. They analyze the organizational patterns and evaluate authors’ arguments and positions. The selections in the Indiana Reading List (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 9, in addition to regular classroom reading, students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, and online information.</i></p>	
<p>Structural Features of Informational and Technical Materials</p>	
<p>9.2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.</p>	<p>Links, located in the <i>Teacher’s Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
<p>9.2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.</p>	<p>Links, located in the <i>Teacher’s Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
<p>Comprehension and Analysis of Grade-Level-Appropriate Text</p>	
<p>9.2.3 Generate relevant questions about readings on issues that can be researched.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>9.2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>9.2.5 Demonstrate use of technology by following</p>	

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directions in technical manuals.	
Expository (Informational) Critique	
9.2.6 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas</p> <p>Teacher Materials</p> <p>Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
9.2.7 Evaluate an author’s argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas</p> <p>Teacher Materials</p> <p>Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
Standard 3: READING – Literary Response and Analysis <i>Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They conduct in-depth analyses of the themes of these works. The selections in the Indiana Reading List (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students.</i>	
Structural Features of Literature	
9.3.1 Explain the relationship between the purposes and the characteristics of different forms of dramatic literature (including comedy, tragedy, and dramatic monologue).	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas</p> <p>Teacher Materials</p> <p>Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
9.3.2 Compare and contrast the presentation of a similar theme or topic across genres (different types of writing) to	The Following Matches Provide Opportunities to Meet this Objective:

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explain how the selection of genre shapes the theme or topic.	<p>Identify Theme <u>Teacher Material</u> Reading Strategies Book: 48, 120, 206</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
Narrative Analysis of Grade-Level-Appropriate Text	
9.3.3 Analyze interactions between characters in a literary text and explain the way those interactions affect the plot.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Analyze Character <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>When Zachary Beaver Came to Town</i> <i>Within Reach</i> <i>Whirligig</i> <i>Cleopatra</i> <i>Torn Thread</i> <i>The Rumpelstiltskin Problem</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Speak</i> <i>Holes</i> <i>Make Lemonade</i> <i>Soldier’s Heart</i></p> <p><u>Teacher Materials</u> Teacher’s Guide: Software: 53, 70, 79, 91 Audiobooks: 131 Paperbacks: 153, 175, 195</p> <p>Teacher’s Resource Book: 215, 242, 275, 305</p> <p>Reading Strategies Book: 42, 114, 198</p>
9.3.4 Determine characters’ traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).	<p>The Following Matches Provide Opportunities to Meet this Objective:</p>

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	<p>Analyze Character</p> <p><u>Student Materials</u></p> <p>Audiobooks (Reading Coach Modeling): <i>When Zachary Beaver Came to Town</i> <i>Within Reach</i> <i>Whirligig</i> <i>Cleopatra</i> <i>Torn Thread</i> <i>The Rumpelstiltskin Problem</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Speak</i> <i>Holes</i> <i>Make Lemonade</i> <i>Soldier's Heart</i></p> <p><u>Teacher Materials</u></p> <p>Teacher's Guide: Software: 53, 70, 79, 91 Audiobooks: 131 Paperbacks: 153, 175, 195</p> <p>Teacher's Resource Book: 215, 242, 275, 305</p> <p>Reading Strategies Book: 42, 114, 198</p> <p>Analyze Plot</p> <p><u>Student Materials</u></p> <p>Audiobooks (Reading Coach Modeling): <i>When Zachary Beaver Came to Town</i> <i>Whirligig</i> <i>Cleopatra</i> <i>Torn Thread</i> <i>The Rumpelstiltskin Problem</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Speak</i> <i>Holes</i> <i>Make Lemonade</i> <i>Soldier's Heart</i></p> <p><u>Teacher Materials</u></p> <p>Teacher's Guide: Audiobooks: 117 Paperbacks: 165, 189, 215</p> <p>Teacher's Resource Book: 194, 260, 296, 335</p>

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<p>9.3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.</p>	<p>Reading Strategies Book: 45, 117, 202</p> <p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Identify Theme <u>Teacher Material</u> Reading Strategies Book: 48, 120, 206</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>9.3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Sequence of Events <u>Student Materials</u> Software: 1.3, L1-4; 2.1, L1-4; 2.3, L1-4; 3.2, L1-4; 3.3, L1-4; 4.1, L1-4; 5.1, L1-4; 7.3, L3; 7.4, L1-4; 8.4, L1-4; 9.2, L1-4; 9.4, L1-4</p> <p>Audiobooks (Reading Coach Modeling): <i>When Zachary Beaver Came to Town</i> <i>Within Reach</i> <i>Whirligig</i> <i>Cleopatra</i> <i>Torn Thread</i> <i>The Rumpelstiltskin Problem</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Holes</i> <i>Soldier's Heart</i></p> <p><u>Teacher Materials</u> Teacher's Guide: Software: 90 Paperbacks: 163, 185, 207</p> <p>Teacher's Resource Book: 206, 257, 290, 323</p>

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<p>9.3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.</p>	<p>Reading Strategies Book: 15, 87, 161</p> <p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Figurative Language Teacher Materials Writing and Grammar Strategies Book: 127</p> <p>Literary Devices Teacher Materials Reading Strategies Book: Idioms: 94, 118, 151, 155, 195 Personification: 67, 106, 127, 145 Metaphor: 25, 55, 187</p> <p>Symbolism Student Materials Audiobooks (Reading Coach Modeling): <i>When Zachary Beaver Came to Town</i> <i>Whirligig</i> <i>Cleopatra</i> <i>Torn Thread</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Speak</i> <i>Make Lemonade</i></p>
<p>9.3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, and ironies (the contrast between expectation and reality), in a text.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>9.3.9 Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Analyze Character Student Materials Audiobooks (Reading Coach Modeling): <i>When Zachary Beaver Came to Town</i> <i>Within Reach</i> <i>Whirligig</i></p>

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	<p><i>Cleopatra</i> <i>Torn Thread</i> <i>The Rumpelstiltskin Problem</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Speak</i> <i>Holes</i> <i>Make Lemonade</i> <i>Soldier's Heart</i></p> <p><u>Teacher Materials</u> Teacher's Guide: Software: 53, 70, 79, 91 Audiobooks: 131 Paperbacks: 153, 175, 195</p> <p>Teacher's Resource Book: 215, 242, 275, 305</p> <p>Reading Strategies Book: 42, 114, 198</p> <p>Analyze Plot</p> <p><u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>When Zachary Beaver Came to Town</i> <i>Whirligig</i> <i>Cleopatra</i> <i>Torn Thread</i> <i>The Rumpelstiltskin Problem</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Speak</i> <i>Holes</i> <i>Make Lemonade</i> <i>Soldier's Heart</i></p> <p><u>Teacher Materials</u> Teacher's Guide: Audiobooks: 117 Paperbacks: 165, 189, 215</p> <p>Teacher's Resource Book: 194, 260, 296, 335</p> <p>Reading Strategies Book: 45, 117, 202</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u></p>

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	<p>Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>9.3.10 Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature.</p> <ul style="list-style-type: none"> • Dialogue: a conversation between two characters • Soliloquies: long speeches in which characters, on stage alone, reveal inner thoughts aloud • Asides: words spoken by a character directly to the audience • Character foils: characters who are used as a contrast to another character • Stage designs: how the setting is provided in a play 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Plays Student Materials Paperbacks: <i>Destination: Disaster!</i> <i>Around the World with Nellie Bly</i> <i>Dracula</i> <i>Romeo and Juliet</i></p>
Literary Criticism	
<p>9.3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>9.3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>

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	Identify Theme <u>Teacher Material</u> Reading Strategies Book: 48, 120, 206
Standard 4: WRITING – Process <i>Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).</i>	
Organization and Focus	
9.4.1 Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.	Selected Examples Include: QuickWrite <u>Teacher Materials</u> Teacher’s Guide: Software: 53, 59, 73, 79, 95 Teacher’s Resource Book: 153, 157, 167, 171, 181 Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151 Speech <u>Teacher Materials</u> Teacher’s Guide: 83, 103, 112, 116, 146, 166, 210 Teacher’s Resource Book: 167, 187, 190, 196, 235, 265, 331 <u>Teacher Materials</u> Teacher’s Guide: 75, 76, 83, 86, 87, 88, 89, 91, 96, 112, 118, 122, 132, 172, 182, 208 Teacher’s Resource Book: 161, 162, 167, 168, 169, 170, 173, 177, 179, 182, 189, 198, 204, 219, 273, 288, 327
9.4.2 Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	Selected Examples Include: Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91 Reflective Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book:

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	128-133 Problem-and-Solution Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 44-49 Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55
9.4.3 Use precise language, action verbs, sensory details, and appropriate modifiers.	The Following Selected Matches Support this Objective: Reflective Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 128-133 Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91 Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55 Personal Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 134-139 Informative Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 140-145 Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150
Research and Technology	

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9.4.4 Use writing to formulate clear research questions and to compile information from primary and secondary print or Internet sources.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
9.4.5 Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
9.4.6 Synthesize information from multiple sources, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
9.4.7 Integrate quotations and citations into a written text while maintaining the flow of ideas.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
9.4.8 Use appropriate conventions for documentation in text, notes, and bibliographies following the formats in specific style manuals.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
9.4.9 Use a computer to design and publish documents by using advanced publishing software and graphic programs.	
Evaluation and Revision	
9.4.10 Review, evaluate, and revise writing for meaning, clarity, content, and mechanics.	<p>The Following Selected Matches Support this Objective:</p> <p>Extend or write a Story <u>Teacher Materials</u> Teacher's Guide: 103, 124, 126, 166, 176, 178, Teacher's Resource Book: 187, 208, 210, 264, 280, 283</p> <p>Problem-and-Solution Story</p>

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	<p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 44-49</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55</p> <p>Personal Narrative <u>Teacher Materials</u> Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p>
9.4.11 Edit and proofread one’s own writing, as well as that of others, using an editing checklist with specific examples of corrections for frequent errors.	<p>The Following Selected Matches Support this Objective:</p> <p>Reflective Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 128-133</p> <p>Personal Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 134-139</p> <p>Informative Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 140-145</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p>
9.4.12 Revise writing to improve the logic and coherence of the organization and perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.	<p>The Following Selected Matches Support this Objective:</p> <p>Extend or write a Story <u>Teacher Materials</u></p>

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	<p>Teacher’s Guide: 103, 124, 126, 166, 176, 178, Teacher’s Resource Book: 187, 208, 210, 264, 280, 283</p> <p>Problem-and-Solution Story Teacher Materials Writing and Grammar Strategies Book: 44-49</p> <p>Report Teacher Materials Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Realistic Story Teacher Materials Writing and Grammar Strategies Book: 50-55</p> <p>Personal Narrative Teacher Materials Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p>
<p>Standard 5: WRITING – Applications (Different Types of Writing and Their Characteristics) <i>At Grade 9, students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words. Students begin to write documents related to career development. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. In addition to producing the different writing forms introduced in earlier grades, Grade 9 students use the writing strategies outlined in Standard 4 — Writing Process to:</i></p>	
<p>9.5.1 Write biographical or autobiographical narratives or short stories that:</p> <ul style="list-style-type: none"> • describe a sequence of events and communicate the significance of the events to the audience. • locate scenes and incidents in specific places. • describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue (what the character says silently to self) to show the character’s feelings. • pace the presentation of actions to accommodate changes in time and mood. 	<p>The Following Selected Matches Support this Objective:</p> <p>Extend or write a Story Teacher Materials Teacher’s Guide: 103, 124, 126, 166, 176, 178, Teacher’s Resource Book: 187, 208, 210, 264, 280, 283</p> <p>Problem-and-Solution Story Teacher Materials Writing and Grammar Strategies Book: 44-49</p>

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<p>in time and mood.</p>	<p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55</p> <p>Personal Narrative <u>Teacher Materials</u> Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p> <p>Biographical Narrative <u>Teacher Materials</u> Writing and Grammar Strategies Book: 62-67</p> <p>Personal Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 134-139</p>
<p>9.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> • demonstrate a comprehensive grasp of the significant ideas of literary works. • support important ideas and viewpoints through accurate and detailed references to the text or to other works. • demonstrate awareness of the author’s style and an appreciation of the effects created. • identify and assess the impact of ambiguities, nuances, and complexities within the text. 	<p>Selected Examples Include:</p> <p>Book Synopsis <u>Teacher Materials</u> Writing and Grammar Strategies Book: 92-97</p> <p>Book Review <u>Teacher Materials</u> Writing and Grammar Strategies Book: 110-115</p> <p>Reader Response <u>Student Materials</u> Audiobooks (Reading Coach Model): The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p><u>Teacher Materials</u> Teacher’s Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher’s Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p>

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<p>9.5.3 Write expository compositions, including analytical essays and research reports that:</p> <ul style="list-style-type: none"> • gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives. • communicate information and ideas from primary and secondary sources accurately and coherently. • make distinctions between the relative value and significance of specific data, facts, and ideas. • use a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic. • include visual aids by using technology to organize and record information on charts, data tables, maps, and graphs. • anticipate and address readers’ potential misunderstandings, biases, and expectations. • use technical terms and notations accurately. 	<p>Selected Examples Include:</p> <p>How-to Paragraph <u>Teacher Materials</u> Writing and Grammar Strategies Book: 32-37</p> <p>Informative Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 140-145</p> <p>Links, located in the <i>Teacher’s Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
<p>9.5.4 Write persuasive compositions that:</p> <ul style="list-style-type: none"> • organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last. • use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy. • clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. • address readers’ concerns, counterclaims, biases, and expectations. 	<p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p>
<p>9.5.5 Write documents related to career development, including simple business letters and job applications that:</p> <ul style="list-style-type: none"> • present information purposefully and in brief to meet the needs of the intended audience. • follow a conventional business letter or memorandum format. 	<p>Business Letter <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p>
<p>9.5.6 Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that:</p>	<p>How-to Paragraph <u>Teacher Materials</u> Writing and Grammar Strategies Book: 32-37</p>

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<ul style="list-style-type: none"> • report information and express ideas logically and correctly. • offer detailed and accurate specifications. • include scenarios, definitions, and examples to aid comprehension. • anticipate readers’ problems, mistakes, and misunderstandings. 	
<p>9.5.7 Use varied and expanded vocabulary, appropriate for specific forms and topics.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Informative Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 140-145</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p> <p>Book Synopsis <u>Teacher Materials</u> Writing and Grammar Strategies Book: 92-97</p> <p>Business Letter <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p>
<p>9.5.8 Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Persuasive Essay</p>

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	<p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p> <p>Book Synopsis <u>Teacher Materials</u> Writing and Grammar Strategies Book: 92-97</p> <p>Business Letter <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p>
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Standard 6: WRITING – English Language Conventions

Students write using Standard English conventions.

Grammar and Mechanics of Writing

<p>9.6.1 Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Reflective Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 128-133</p> <p>Personal Narrative <u>Teacher Materials</u> Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p>
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	<p>Informative Article <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-73</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Business Letter <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p>
<p>9.6.2 Demonstrate an understanding of sentence construction including parallel structure, subordination, and the proper placement of modifiers and proper English usage including the consistent use of verb tenses.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>News Article <u>Teacher Materials</u> Teacher's Guide: 116, 118, 124, 126, 130, 134, 142, 154, 156, 162, 164, 168, 170, 178, 196, 212</p> <p>Teacher's Resource Book: 196, 199, 208, 211, 217, 223, 229, 247, 250, 259, 262, 268, 270, 283, 310, 334, 346</p> <p>Writing and Grammar Strategies Book: 56</p> <p>Speech <u>Teacher Materials</u> Teacher's Guide: 83, 103, 112, 116, 146, 166, 210</p> <p>Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p>
Manuscript Form	
<p>9.6.3 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and</p>	<p>Selected Examples Include:</p>

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capitalization.	<p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p> <p>Personal Narrative <u>Teacher Materials</u> Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p> <p>Business Letter <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Book Synopsis <u>Teacher Materials</u> Writing and Grammar Strategies Book: 92-97</p> <p>Speech <u>Teacher Materials</u> Teacher's Guide: 83, 103, 112, 116, 146, 166, 210</p> <p>Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p>
9.6.4 Apply appropriate manuscript conventions, including title page presentation, pagination, spacing and margins, and integration of source and support material, by citing sources within the text, using direct quotations, and paraphrasing.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Speech <u>Teacher Materials</u> Teacher's Guide: 83, 103, 112, 116, 146, 166, 210</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Informative Article <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-73</p>

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Standard 7: LISTENING AND SPEAKING – Skills, Strategies and Applications
Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension	
<p>9.7.1 Summarize a speaker’s purpose and point of view and ask questions concerning the speaker’s content, delivery, and attitude toward the subject.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Speech <u>Teacher Materials</u> Teacher’s Guide: 83, 103, 112, 116, 146, 166, 210 Teacher’s Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p>

Organization and Delivery of Oral Communication	
<p>9.7.2 Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes (stories about a specific event), or references to authoritative sources.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Speech <u>Teacher Materials</u> Teacher’s Guide: 83, 103, 112, 116, 146, 166, 210 Teacher’s Resource Book: 167, 187, 190, 196, 235, 265, 331</p>
<p>9.7.3 Recognize and use elements of classical speech forms (including the introduction, transitions, body, and conclusion) in formulating rational arguments and applying the art of persuasion and debate.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Speech</p>

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	<p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Speech <u>Teacher Materials</u> Teacher's Guide: 83, 103, 112, 116, 146, 166, 210 Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p>
9.7.4 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Speech <u>Teacher Materials</u> Teacher's Guide: 83, 103, 112, 116, 146, 166, 210 Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p>
9.7.5 Produce concise notes for extemporaneous speeches (speeches delivered without a planned script).	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Speech <u>Teacher Materials</u> Teacher's Guide: 83, 103, 112, 116, 146, 166, 210 Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p>
9.7.6 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (including voice, gestures, and eye contact) for presentations.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Speech <u>Teacher Materials</u> Teacher's Guide: 83, 103, 112, 116, 146, 166, 210</p>

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	<p>Teacher’s Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Persuasive Essay Teacher Materials Writing and Grammar Strategies Book: 146-150</p> <p>Report Teacher Materials Writing and Grammar Strategies Book: 80-85, 86-91</p>
Analysis and Evaluation of Oral and Media Communications	
9.7.7 Make judgments about the ideas under discussion and support those judgments with convincing evidence.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Speech Teacher Materials Writing and Grammar Strategies Book: 116-120</p> <p>Speech Teacher Materials Teacher’s Guide: 83, 103, 112, 116, 146, 166, 210 Teacher’s Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Persuasive Essay Teacher Materials Writing and Grammar Strategies Book: 146-150</p> <p>Report Teacher Materials Writing and Grammar Strategies Book: 80-85, 86-91</p>
9.7.8 Compare and contrast the ways in which media genres (including televised news, news magazines, documentaries, and online information) cover the same event.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Links, located in the <i>Teacher’s Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
9.7.9 Analyze historically significant speeches (such as Abraham Lincoln’s “House Divided” speech or Winston Churchill’s “We Will Never Surrender” speech) to find the	<p>The Following Matches Provide Opportunities to Meet this Objective:</p>

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<p>rhetoical devices and features that make them memorable.</p>	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
<p>9.7.10 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Speech <u>Teacher Materials</u> Teacher's Guide: 83, 103, 112, 116, 146, 166, 210 Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p>
<p>9.7.11 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Speech <u>Teacher Materials</u> Teacher's Guide: 83, 103, 112, 116, 146, 166, 210 Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p>

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	<p>Report Teacher Materials Writing and Grammar Strategies Book: 80-85, 86-91</p>
<p>9.7.12 Analyze the types of arguments used by the speaker, including argument by causation, analogy (comparison), authority, emotion, and logic.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Speech Teacher Materials Writing and Grammar Strategies Book: 116-120</p> <p>Speech Teacher Materials Teacher's Guide: 83, 103, 112, 116, 146, 166, 210 Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Persuasive Essay Teacher Materials Writing and Grammar Strategies Book: 146-150</p>
<p>9.7.13 Identify the artistic effects of a media presentation and evaluate the techniques used to create them (comparing, for example, Shakespeare's <i>Romeo and Juliet</i> with Franco Zeffereilli's film version).</p>	
Speaking Applications	
<p>9.7.14 Deliver narrative (story) presentations that:</p> <ul style="list-style-type: none"> • narrate a sequence of events and communicate their significance to the audience. • locate scenes and incidents in specific places. • describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters. • time the presentation of actions to accommodate time or mood changes. 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Extend or write a Story Teacher Materials Teacher's Guide: 103, 124, 126, 166, 176, 178, Teacher's Resource Book: 187, 208, 210, 264, 280, 283</p> <p>Problem-and-Solution Story Teacher Materials Writing and Grammar Strategies Book: 44-49</p> <p>Realistic Story Teacher Materials Writing and Grammar Strategies Book:</p>

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	50-55 Personal Narrative <u>Teacher Materials</u> Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193 Biographical Narrative <u>Teacher Materials</u> Writing and Grammar Strategies Book: 62-67 Personal Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 134-139
9.7.15 Deliver expository (informational) presentations that: <ul style="list-style-type: none"> • provide evidence in support of a thesis and related claims, including information on all relevant perspectives. • convey information and ideas from primary and secondary sources accurately and coherently. • make distinctions between the relative value and significance of specific data, facts, and ideas. • include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs. • anticipate and address the listeners' potential misunderstandings, biases, and expectations. • use technical terms and notations accurately. 	The Following Matches Provide Opportunities to Meet this Objective: How-to Paragraph <u>Teacher Materials</u> Writing and Grammar Strategies Book: 32-37 Informative Article <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-73
9.7.16 Apply appropriate interviewing techniques that: <ul style="list-style-type: none"> • prepare and ask relevant questions. • make notes of responses. • use language that conveys maturity, sensitivity, and respect. • respond correctly and effectively to questions. • demonstrate knowledge of the subject or organization. • compile and report responses. • evaluate the effectiveness of the interview. 	The Following Matches Support this Objective: Interview Questions <u>Teacher Materials</u> Teacher's Guide: 62, 64, 65, 69, 77, 88, 96, 97, 120, 148, 154, 160, 164, 166, 176, 200, 202, 204, 212 Teacher's Resource Book: 152, 154, 155, 157, 163, 176, 182, 183, 201, 238, 246, 256, 262, 265, 280, 316, 319, 322, 334
9.7.17 Deliver oral responses to literature that: <ul style="list-style-type: none"> • advance a judgment demonstrating a comprehensive understanding of the significant ideas of works or 	The Following Selected Matches Provide Opportunities to Meet this Objective::

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<p>passages.</p> <ul style="list-style-type: none"> • support important ideas and viewpoints through accurate and detailed references to the text and to other works. • demonstrate awareness of the author’s writing style and an appreciation of the effects created. • identify and assess the impact of ambiguities, nuances, and complexities within the text. 	<p>Book Synopsis <u>Teacher Materials</u> Writing and Grammar Strategies Book: 92-97</p> <p>Book Review <u>Teacher Materials</u> Writing and Grammar Strategies Book: 110-115</p> <p>Reader Response <u>Student Materials</u> Audiobooks (Reading Coach Model): The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p><u>Teacher Materials</u> Teacher’s Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher’s Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p>
<p>9.7.18 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that:</p> <ul style="list-style-type: none"> • structure ideas and arguments in a coherent, logical fashion. • use speech devices to support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdote, case study, or analogy). • clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. • anticipate and address the listener’s concerns and counter arguments. 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Speech <u>Teacher Materials</u> Teacher’s Guide: 83, 103, 112, 116, 146, 166, 210 Teacher’s Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p>
<p>9.7.19 Deliver descriptive presentations that:</p> <ul style="list-style-type: none"> • establish a clear point of view on the subject of the presentation. 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Describing a Place</p>

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<ul style="list-style-type: none"> • establish the presenter's relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved). • use effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details. 	<p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 8-13</p> <p>Describing a Person <u>Teacher Materials</u> Writing and Grammar Strategies Book: 14-19</p> <p>Autobiographical Sketch <u>Teacher Materials</u> Writing and Grammar Strategies Book: 38-43</p>

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<p>Standard 1: READING – Word Recognition, Fluency, and Vocabulary Development <i>Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.</i></p>	
<p>Vocabulary and Concept Development</p>	
<p>10.1.1 Understand technical vocabulary in subject area reading.</p>	<p>Specialized Vocabulary <u>Student Materials</u> Software: The Word Zone activities and decoding tips associated with passages on the Software give students opportunities to develop specialized vocabulary.</p> <p><u>Teacher Materials</u> Reading Strategies Book: 16, 34, 64, 79, 159, 243</p>
<p>10.1.2 Distinguish between what words mean literally and what they imply, and interpret what words imply.</p>	<p>Denotation/Connotation <u>Teacher Materials</u> Reading Strategies Book: 49, 61, 191, 203, 239</p> <p>Understand Vocabulary <u>Student Materials</u> Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words. 1.1, L1-4; 1.2, L1-4; 1.3, L1-4; 1.4 L1-4; 2.1, L1-4; 2.2, L1-4; 2.3, L1-4; 2.4, L1-4; 3.1, L1-4; 3.2, L1-4; 3.3, L1-4; 3.4, L1-4; 4.1, L1-4; 4.2, L1-4; 4.3, L1-4; 4.4, L1-4; 6.1, L1-4; 6.2, L1-4; 6.3, L1-4; 6.4, L1-4; 7.1, L1-4; 7.2, L1-4; 7.3, L1-4; 7.4, L1-4; 8.1, L1-4; 8.2, L1-4; 8.3, L1-4; 8.4, L1-4</p> <p>Audiobooks: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p>
<p>10.1.3 Use the knowledge of Greek, Roman, and Norse mythology to understand the origin and meaning of new words.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Etymology <u>Teacher Materials</u> Reading Strategies Book: 13, 22, 40, 73, 103, 182, 207</p>

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Standard 2: READING – Comprehension (Focus on Informational Materials)
Students read and understand grade-level-appropriate material. They analyze the organizational patterns and evaluate authors’ arguments and positions. The selections in the Indiana Reading List (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 10, in addition to regular classroom reading, students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, and online information.

Structural Features of Informational and Technical Materials

<p>10.2.1 Analyze the structure and format of various informational documents and explain how authors use the features to achieve their purposes.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
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Comprehension and Analysis of Grade-Level-Appropriate Text

<p>10.2.2 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
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<p>10.2.3 Demonstrate use of sophisticated technology by following technical directions.</p>	
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Expository (Informational) Critique

<p>10.2.4 Evaluate an author’s argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are</p>
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	discussed with guidance from the teacher.
<p>Standard 3: READING – Literary Response and Analysis <i>Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They conduct in-depth analyses of the themes of these works. The selections in the Indiana Reading List (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students.</i></p>	
Structural Features of Literature	
10.3.1 Analyze the purposes and the characteristics of different forms of dramatic literature (including comedy, tragedy, and dramatic monologue).	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Plays Student Materials Paperbacks: <i>Destination: Disaster!</i> <i>Around the World with Nellie Bly</i> <i>Dracula</i> <i>Romeo and Juliet</i></p>
10.3.2 Compare and contrast the presentation of a similar theme or topic across genres (different types of writing) to explain how the selection of genre shapes the theme or topic.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
Narrative Analysis of Grade-Level-Appropriate Text	
10.3.3 Evaluate interactions between characters in a literary text and explain the way those interactions affect the plot.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Analyze Character Student Materials Audiobooks (Reading Coach Modeling): <i>When Zachary Beaver Came to Town</i> <i>Within Reach</i> <i>Whirligig</i> <i>Cleopatra</i> <i>Torn Thread</i> <i>The Rumpelstiltskin Problem</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Speak</i> <i>Holes</i> <i>Make Lemonade</i> <i>Soldier’s Heart</i></p>

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	<p><u>Teacher Materials</u> Teacher's Guide: Software: 53, 70, 79, 91 Audiobooks: 131 Paperbacks: 153, 175, 195</p> <p>Teacher's Resource Book: 215, 242, 275, 305</p> <p>Reading Strategies Book: 42, 114, 198</p> <p>Analyze Plot</p> <p><u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>When Zachary Beaver Came to Town</i> <i>Whirligig</i> <i>Cleopatra</i> <i>Torn Thread</i> <i>The Rumpelstiltskin Problem</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Speak</i> <i>Holes</i> <i>Make Lemonade</i> <i>Soldier's Heart</i></p> <p><u>Teacher Materials</u> Teacher's Guide: Audiobooks: 117 Paperbacks: 165, 189, 215</p> <p>Teacher's Resource Book: 194, 260, 296, 335</p> <p>Reading Strategies Book: 45, 117, 202</p>
10.3.4 Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Analyze Character</p> <p><u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>When Zachary Beaver Came to Town</i> <i>Within Reach</i> <i>Whirligig</i> <i>Cleopatra</i> <i>Torn Thread</i> <i>The Rumpelstiltskin Problem</i> <i>Monster</i></p>

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	<p><i>Esperanza Rising</i> <i>Speak</i> <i>Holes</i> <i>Make Lemonade</i> <i>Soldier's Heart</i></p> <p><u>Teacher Materials</u> Teacher's Guide: Software: 53, 70, 79, 91 Audiobooks: 131 Paperbacks: 153, 175, 195</p> <p>Teacher's Resource Book: 215, 242, 275, 305</p> <p>Reading Strategies Book: 42, 114, 198</p>
10.3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas</p> <p><u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
10.3.6 Evaluate an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Sequence of Events</p> <p><u>Student Materials</u> Software: 1.3, L1-4; 2.1, L1-4; 2.3, L1-4; 3.2, L1-4; 3.3, L1-4; 4.1, L1-4; 5.1, L1-4; 7.3, L3; 7.4, L1-4; 8.4, L1-4; 9.2, L1-4; 9.4, L1-4</p> <p>Audiobooks (Reading Coach Modeling): <i>When Zachary Beaver Came to Town</i> <i>Within Reach</i> <i>Whirligig</i> <i>Cleopatra</i> <i>Torn Thread</i> <i>The Rumpelstiltskin Problem</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Holes</i> <i>Soldier's Heart</i></p>

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	<p><u>Teacher Materials</u> Teacher's Guide: Software: 90 Paperbacks: 163, 185, 207</p> <p>Teacher's Resource Book: 206, 257, 290, 323</p> <p>Reading Strategies Book: 15, 87, 161</p>
10.3.7 Evaluate the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.	<p>The Following Matches Support this Objective:</p> <p>Figurative Language <u>Teacher Materials</u> Writing and Grammar Strategies Book: 127</p> <p>Literary Devices <u>Teacher Materials</u> Reading Strategies Book: Idioms: 94, 118, 151, 155, 195 Personification: 67, 106, 127, 145 Metaphor: 25, 55, 187</p> <p>Symbolism <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>When Zachary Beaver Came to Town</i> <i>Whirligig</i> <i>Cleopatra</i> <i>Torn Thread</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Speak</i> <i>Make Lemonade</i></p>
10.3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, and ironies (the contrast between expectation and reality), and inconsistencies in a text.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
10.3.9 Explain how voice and the choice of a narrator affect	<p>The Following Matches Provide Opportunities to Meet this</p>

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<p>characterization and the tone, plot, and credibility of a text.</p>	<p>Objective:</p> <p>Analyze Character</p> <p><u>Student Materials</u></p> <p>Audiobooks (Reading Coach Modeling): <i>When Zachary Beaver Came to Town</i> <i>Within Reach</i> <i>Whirligig</i> <i>Cleopatra</i> <i>Torn Thread</i> <i>The Rumpelstiltskin Problem</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Speak</i> <i>Holes</i> <i>Make Lemonade</i> <i>Soldier's Heart</i></p> <p><u>Teacher Materials</u></p> <p>Teacher's Guide: Software: 53, 70, 79, 91 Audiobooks: 131 Paperbacks: 153, 175, 195</p> <p>Teacher's Resource Book: 215, 242, 275, 305</p> <p>Reading Strategies Book: 42, 114, 198</p> <p>Analyze Plot</p> <p><u>Student Materials</u></p> <p>Audiobooks (Reading Coach Modeling): <i>When Zachary Beaver Came to Town</i> <i>Whirligig</i> <i>Cleopatra</i> <i>Torn Thread</i> <i>The Rumpelstiltskin Problem</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Speak</i> <i>Holes</i> <i>Make Lemonade</i> <i>Soldier's Heart</i></p> <p><u>Teacher Materials</u></p> <p>Teacher's Guide: Audiobooks: 117 Paperbacks: 165, 189, 215</p>

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	<p>Teacher's Resource Book: 194, 260, 296, 335</p> <p>Reading Strategies Book: 45, 117, 202</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>10.3.10 Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature.</p> <ul style="list-style-type: none"> • Dialogue: a conversation between two characters • Soliloquies: long speeches in which characters, on stage alone, reveal inner thoughts aloud • Asides: words spoken by a character directly to the audience • Character foils: characters who are used as a contrast to another character • Stage designs: how the setting is provided in a play 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Plays Student Materials Paperbacks: <i>Destination: Disaster!</i> <i>Around the World with Nellie Bly</i> <i>Dracula</i> <i>Romeo and Juliet</i></p>
Literary Criticism	
<p>10.3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>10.3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials</p>

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	<p>Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>Standard 4: WRITING – Process <i>Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).</i></p>	
<p>Organization and Focus</p>	
<p>10.4.1 Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.</p>	<p>Selected Examples Include:</p> <p>Writing Prompts Teacher Materials Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p> <p>Personal Narrative Teacher Materials Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p> <p>Summary, Explanation, or Paragraph Teacher Materials Teacher's Guide: 112, 128, 132, 140, 156, 158, 160, 162, 164, 166, 170, 176, 182, 184, 192, 194, 198, 200, 202, 204, 212, 218 Teacher's Resource Book: 188, 213, 220, 226, 249, 253, 255, 256, 258, 262, 264, 270, 280, 288, 292, 304, 306, 312, 313, 315, 319, 322, 334, 342, 343, 349 Writing and Grammar Strategies Book: 74</p> <p>Report Teacher Materials Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Persuasive Speech Teacher Materials Writing and Grammar Strategies Book: 116-120</p>
<p>10.4.2 Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing</p>	<p>Selected Examples Include:</p> <p>Reflective Essay</p>

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<p>focus throughout the piece of writing.</p>	<p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 128-133</p> <p>Personal Narrative <u>Teacher Materials</u> Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p> <p>Informative Article <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-73</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Business Letter <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p>
<p>10.4.3 Use precise language, action verbs, sensory details, appropriate modifiers, and the active (<i>I will always remember my first trip to the city</i>) rather than the passive voice (<i>My first trip to the city will always be remembered</i>).</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p> <p>Personal Narrative <u>Teacher Materials</u> Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p> <p>Extend or write a Story <u>Teacher Materials</u> Teacher’s Guide: 103, 124, 126, 166, 176, 178</p> <p>Teacher’s Resource Book: 187, 208, 210, 264, 280, 283</p> <p>Speech</p>

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	<p><u>Teacher Materials</u> Teacher's Guide: 83, 103, 112, 116, 146, 166, 210</p> <p>Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p>
Research and Technology	
10.4.4 Use clear research questions and suitable research methods, including text and electronic resources and personal interviews, to compile and present evidence from primary and secondary print or Internet sources.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
10.4.5 Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
10.4.6 Synthesize information from multiple sources. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
10.4.7 Integrate quotations and citations into a written text while maintaining the flow of ideas.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
10.4.8 Use appropriate conventions for documentation in text, notes, and bibliographies following the formats in different style manuals.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u></p>

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10.4.9 Use a computer to design and publish documents by using advanced publishing software and graphic programs.	
Evaluation and Revision	
10.4.10 Review, evaluate, revise, edit and proofread writing, using an editing checklist.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>News Article Teacher Materials Teacher's Guide: 116, 118, 124, 126, 130, 134, 142, 154, 156, 162, 164, 168, 170, 178, 196, 212</p> <p>Teacher's Resource Book: 196, 199, 208, 211, 217, 223, 229, 247, 250, 259, 262, 268, 270, 283, 310, 334, 346</p> <p>Writing and Grammar Strategies Book: 56</p> <p>Final Project Teacher Materials Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Teacher's Resource Book: 344-349</p> <p>Report Teacher Materials Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Realistic Story Teacher Materials Writing and Grammar Strategies Book: 50-55</p>
10.4.11 Apply criteria developed by self and others to evaluate the mechanics and content of writing.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Reflective Essay Teacher Materials Writing and Grammar Strategies Book: 128-133</p> <p>Report Teacher Materials</p>

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	<p>Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55</p> <p>Personal Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 134-139</p> <p>Informative Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 140-145</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p>
10.4.12 Provide constructive criticism to other writers with suggestions for improving organization, tone, style, clarity, and focus; edit and revise in response to peer reviews of own work.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Reflective Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 128-133</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55</p> <p>Personal Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book:</p>

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	134-139 Informative Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 140-145 Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150
Standard 5: WRITING – Applications (Different Types of Writing and Their Characteristics) <i>At Grade 10, students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words. Students compose business letters. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. In addition to producing the different writing forms introduced in earlier grades, Grade 10 students use the writing strategies outlined in Standard 4 — Writing Process to:</i>	
10.5.1 Write biographical or autobiographical narratives or short stories that: <ul style="list-style-type: none"> • describe a sequence of events and communicate the significance of the events to the audience. • locate scenes and incidents in specific places. • describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue (what the character says silently to self) to show the character’s feelings. • pace the presentation of actions to accommodate changes in time and mood. 	The Following Selected Matches Support this Objective: <p>Problem-and-Solution Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 44-49</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55</p> <p>Biographical Narrative <u>Teacher Materials</u> Writing and Grammar Strategies Book: 62-67</p> <p>Personal Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 134-139</p> <p>Extend or write a Story <u>Teacher Materials</u> Teacher’s Guide: 103, 124, 126, 166, 176, 178, Teacher’s Resource Book: 187, 208, 210, 264, 280, 283</p>

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<p>10.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> • demonstrate a comprehensive grasp of the significant ideas of literary works. • support important ideas and viewpoints through accurate and detailed references to the text or to other works. • demonstrate awareness of the author's style and an appreciation of the effects created. • identify and assess the impact of ambiguities, nuances, and complexities within the text. • extend writing by changing mood, plot, characterization, or voice. 	<p>Selected Examples Include:</p> <p>Book Synopsis <u>Teacher Materials</u> Writing and Grammar Strategies Book: 92-97</p> <p>Book Review <u>Teacher Materials</u> Writing and Grammar Strategies Book: 110-115</p> <p>Reader Response <u>Student Materials</u> Audiobooks (Reading Coach Model): The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p><u>Teacher Materials</u> Teacher's Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher's Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p>
<p>10.5.3 Write expository compositions, including analytical essays and research reports that:</p> <ul style="list-style-type: none"> • gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives. • communicate information and ideas from primary and secondary sources accurately and coherently. • make distinctions between the relative value and significance of specific data, facts, and ideas. • use a variety of reference sources, including word, pictorial, audio, and Internet sources to locate information in support of a topic. • include visual aids by using technology to organize and record information on charts, maps, and graphs. • anticipate and address readers' potential misunderstandings, biases, and expectations. • use technical terms and notations accurately. 	<p>Selected Examples Include:</p> <p>How-to Paragraph <u>Teacher Materials</u> Writing and Grammar Strategies Book: 32-37</p> <p>Informative Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 140-145</p> <p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>

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<p>10.5.4 Write persuasive compositions that:</p> <ul style="list-style-type: none"> • organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last. • use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy. • clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. • address readers’ concerns, counterclaims, biases, and expectations. 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p>
<p>10.5.5 Write business letters that:</p> <ul style="list-style-type: none"> • provide clear and purposeful information and address the intended audience appropriately. • use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the intended audience. • emphasize main ideas or images. • follow a conventional style with page formats, fonts (typeface), and spacing that contribute to the documents’ readability and impact. 	<p>Business Letter <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p>
<p>10.5.6 Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that:</p> <ul style="list-style-type: none"> • report information and express ideas logically and correctly. • offer detailed and accurate specifications. • include scenarios, definitions, and examples to aid comprehension. • anticipate readers’ problems, mistakes, and misunderstandings. 	<p>The Following Match Provides Opportunities to Meet this Objective:</p> <p>How-to Paragraph <u>Teacher Materials</u> Writing and Grammar Strategies Book: 32-37</p>
<p>10.5.7 Use varied and expanded vocabulary, appropriate for specific forms and topics.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Informative Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 140-145</p>

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	<p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p> <p>Book Synopsis <u>Teacher Materials</u> Writing and Grammar Strategies Book: 92-97</p> <p>Business Letter <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p>
10.5.8 Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.	<p>The Following Selected Matches Support this Objective:</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p> <p>Book Synopsis <u>Teacher Materials</u></p>

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	<p>Writing and Grammar Strategies Book: 92-97</p> <p>Business Letter <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p>
<p>Standard 6: WRITING – English Language Conventions <i>Students write using Standard English conventions.</i></p>	
<p>Grammar and Mechanics of Writing</p>	
<p>10.6.1 Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Reflective Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 128-133</p> <p>Personal Narrative <u>Teacher Materials</u> Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p> <p>Informative Article <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-73</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Business Letter <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p>
<p>10.6.2 Demonstrate an understanding of sentence construction including parallel structure, subordination, and the proper placement of modifiers and proper English usage</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p>

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including the consistent use of verb tenses.	<p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>News Article <u>Teacher Materials</u> Teacher's Guide: 116, 118, 124, 126, 130, 134, 142, 154, 156, 162, 164, 168, 170, 178, 196, 212</p> <p>Teacher's Resource Book: 196, 199, 208, 211, 217, 223, 229, 247, 250, 259, 262, 268, 270, 283, 310, 334, 346</p> <p>Writing and Grammar Strategies Book: 56</p> <p>Speech <u>Teacher Materials</u> Teacher's Guide: 83, 103, 112, 116, 146, 166, 210</p> <p>Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p>
Manuscript Form	
10.6.3 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	<p>Selected Examples Include:</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p> <p>Personal Narrative <u>Teacher Materials</u> Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p> <p>Business Letter <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Book Synopsis</p>

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	<p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 92-97</p> <p>Speech <u>Teacher Materials</u> Teacher’s Guide: 83, 103, 112, 116, 146, 166, 210</p> <p>Teacher’s Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p>
10.6.4 Apply appropriate manuscript conventions, including title page presentation, pagination, spacing and margins, and integration of source and support material, by citing sources within the text, using direct quotations, and paraphrasing.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Speech <u>Teacher Materials</u> Teacher’s Guide: 83, 103, 112, 116, 146, 166, 210</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Informative Article <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-73</p>
<p>Standard 7: LISTENING AND SPEAKING – Skills, Strategies and Applications <i>Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.</i></p>	
Comprehension	
10.7.1 Summarize a speaker’s purpose and point of view and ask questions concerning the speaker’s content, delivery, and attitude toward the subject.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p> <p>Report <u>Teacher Materials</u></p>

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	<p>Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Persuasive Speech Teacher Materials Writing and Grammar Strategies Book: 116-120</p> <p>Speech Teacher Materials Teacher's Guide: 83, 103, 112, 116, 146, 166, 210 Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p>
Organization and Delivery of Oral Communication	
<p>10.7.2 Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes (stories about a specific event), or references to authoritative sources.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Speech Teacher Materials Teacher's Guide: 83, 103, 112, 116, 146, 166, 210 Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Persuasive Speech Teacher Materials Writing and Grammar Strategies Book: 116-120</p>
<p>10.7.3 Recognize and use elements of classical speech forms (including the introduction, first and second transitions, body, and conclusion) in formulating rational arguments and applying the art of persuasion and debate.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Speech Teacher Materials Writing and Grammar Strategies Book: 116-120</p> <p>Speech Teacher Materials Teacher's Guide: 83, 103, 112, 116, 146, 166, 210 Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p>
<p>10.7.4 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Speech Teacher Materials Writing and Grammar Strategies Book: 116-120</p>

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	<p>Speech Teacher Materials Teacher's Guide: 83, 103, 112, 116, 146, 166, 210 Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p>
10.7.5 Produce concise notes for extemporaneous speeches (speeches delivered without a planned script).	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Speech Teacher Materials Writing and Grammar Strategies Book: 116-120</p> <p>Speech Teacher Materials Teacher's Guide: 83, 103, 112, 116, 146, 166, 210 Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p>
10.7.6 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (including voice, gestures, and eye contact) for presentations.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Essay Teacher Materials Writing and Grammar Strategies Book: 146-150</p> <p>Report Teacher Materials Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Persuasive Speech Teacher Materials Writing and Grammar Strategies Book: 116-120</p> <p>Speech Teacher Materials Teacher's Guide: 83, 103, 112, 116, 146, 166, 210 Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p>
Analysis and Evaluation of Oral and Media Communications	
10.7.7 Make judgments about the ideas under discussion and support those judgments with convincing evidence.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Speech Teacher Materials</p>

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	<p>Writing and Grammar Strategies Book: 116-120</p> <p>Speech Teacher Materials Teacher’s Guide: 83, 103, 112, 116, 146, 166, 210 Teacher’s Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Persuasive Essay Teacher Materials Writing and Grammar Strategies Book: 146-150</p> <p>Report Teacher Materials Writing and Grammar Strategies Book: 80-85, 86-91</p>
10.7.8 Compare and contrast the ways in which media genres (including televised news, news magazines, documentaries, and online information) cover the same event.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Links, located in the <i>Teacher’s Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
10.7.9 Analyze historically significant speeches (such as Franklin Delano Roosevelt’s “Day of Infamy” speech) to find the rhetorical devices and features that make them memorable.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Links, located in the <i>Teacher’s Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
10.7.10 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Speech Teacher Materials Writing and Grammar Strategies Book: 116-120</p> <p>Speech Teacher Materials Teacher’s Guide:</p>

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	<p>83, 103, 112, 116, 146, 166, 210 Teacher’s Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Persuasive Essay Teacher Materials Writing and Grammar Strategies Book: 146-150</p> <p>Report Teacher Materials Writing and Grammar Strategies Book: 80-85, 86-91</p>
<p>10.7.11 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker’s important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Speech Teacher Materials Writing and Grammar Strategies Book: 116-120</p> <p>Speech Teacher Materials Teacher’s Guide: 83, 103, 112, 116, 146, 166, 210 Teacher’s Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Persuasive Essay Teacher Materials Writing and Grammar Strategies Book: 146-150</p> <p>Report Teacher Materials Writing and Grammar Strategies Book: 80-85, 86-91</p>
<p>10.7.12 Analyze the types of arguments used by the speaker, including argument by causation, analogy (comparison), authority, emotion, and logic.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Essay Teacher Materials Writing and Grammar Strategies Book: 146-150</p> <p>Persuasive Speech Teacher Materials Writing and Grammar Strategies Book: 116-120</p>

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	<p>Speech</p> <p><u>Teacher Materials</u> Teacher's Guide: 83, 103, 112, 116, 146, 166, 210 Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p>
10.7.13 Identify the artistic effects of a media presentation and evaluate the techniques used to create them (for example, compare Shakespeare's <i>Henry V</i> with Kenneth Branagh's 1990 film version).	
Speaking Applications	
<p>10.7.14 Deliver narrative (story) presentations that:</p> <ul style="list-style-type: none"> • narrate a sequence of events and communicate their significance to the audience. • locate scenes and incidents in specific places. • describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters. • time the presentation of actions to accommodate time or mood changes. 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Problem-and-Solution Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 44-49</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55</p> <p>Personal Narrative <u>Teacher Materials</u> Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p> <p>Biographical Narrative <u>Teacher Materials</u> Writing and Grammar Strategies Book: 62-67</p> <p>Personal Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 134-139</p> <p>Extend or write a Story <u>Teacher Materials</u> Teacher's Guide: 103, 124, 126, 166, 176, 178, Teacher's Resource Book: 187, 208, 210, 264, 280, 283</p>
10.7.15 Deliver expository (informational) presentations that:	The Following Matches Provide Opportunities to Meet this Objective:

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<ul style="list-style-type: none"> • provide evidence in support of a thesis and related claims, including information on all relevant perspectives. • convey information and ideas from primary and secondary sources accurately and coherently. • make distinctions between the relative value and significance of specific data, facts, and ideas. • include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs. • anticipate and address the listeners’ potential misunderstandings, biases, and expectations. • use technical terms and notations accurately. 	<p>Objective:</p> <p>How-to Paragraph <u>Teacher Materials</u> Writing and Grammar Strategies Book: 32-37</p> <p>Informative Article <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-73</p>
<p>10.7.16 Apply appropriate interviewing techniques that:</p> <ul style="list-style-type: none"> • prepare and ask relevant questions. • make notes of responses. • use language that conveys maturity, sensitivity, and respect. • respond correctly and effectively to questions. • demonstrate knowledge of the subject or organization. • compile and report responses. • evaluate the effectiveness of the interview. 	<p>The Following Matches Support this Objective:</p> <p>Interview Questions <u>Teacher Materials</u> Teacher’s Guide: 62, 64, 65, 69, 77, 88, 96, 97, 120, 148, 154, 160, 164, 166, 176, 200, 202, 204, 212 Teacher’s Resource Book: 152, 154, 155, 157, 163, 176, 182, 183, 201, 238, 246, 256, 262, 265, 280, 316, 319, 322, 334</p>
<p>10.7.17 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • advance a judgment demonstrating a comprehensive understanding of the significant ideas of works or passages. • support important ideas and viewpoints through accurate and detailed references to the text and to other works. • demonstrate awareness of the author’s writing style and an appreciation of the effects created. • identify and assess the impact of ambiguities, nuances, and complexities within the text. 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective::</p> <p>Book Synopsis <u>Teacher Materials</u> Writing and Grammar Strategies Book: 92-97</p> <p>Book Review <u>Teacher Materials</u> Writing and Grammar Strategies Book: 110-115</p> <p>Reader Response <u>Student Materials</u> Audiobooks (Reading Coach Model): The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p><u>Teacher Materials</u></p>

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	<p>Teacher's Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher's Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p>
<p>10.7.18 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that:</p> <ul style="list-style-type: none"> • structure ideas and arguments in a coherent, logical fashion. • use speech devices to support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdote, case study, or analogy). • clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. • anticipate and address the listeners' concerns and counter arguments. 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Speech Teacher Materials Writing and Grammar Strategies Book: 116-120</p> <p>Speech Teacher Materials Teacher's Guide: 83, 103, 112, 116, 146, 166, 210 Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Persuasive Essay Teacher Materials Writing and Grammar Strategies Book: 146-150</p>
<p>10.7.19 Deliver descriptive presentations that:</p> <ul style="list-style-type: none"> • establish a clear point of view on the subject of the presentation. • establish the relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved). • use effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details. 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Describing a Place Teacher Materials Writing and Grammar Strategies Book: 8-13</p> <p>Describing a Person Teacher Materials Writing and Grammar Strategies Book: 14-19</p> <p>Autobiographical Sketch Teacher Materials Writing and Grammar Strategies Book: 38-43</p>

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<p>Standard 1: READING – Word Recognition, Fluency, and Vocabulary Development <i>Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.</i></p>	
<p>Vocabulary and Concept Development</p>	
<p>11.1.1 Trace the history of significant terms used in political science and history.</p>	<p>Links, located in the <i>Teacher’s Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
<p>11.1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about the meaning of scientific and mathematical terminology.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Etymology Teacher Materials Reading Strategies Book: 13, 22, 40, 73, 103, 182, 207</p>
<p>11.1.3 Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>Standard 2: READING – Comprehension (Focus on Informational Materials) <i>Students read and understand grade-level-appropriate material. They analyze the organizational patterns and evaluate authors’ arguments and positions. The selections in the Indiana Reading List (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 11, in addition to regular classroom reading, students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, and online information.</i></p>	
<p>Structural Features of Informational and Technical Materials</p>	
<p>11.2.1 Analyze both the features and the rhetorical (communication) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.</p>	
<p>Comprehension and Analysis of Grade-Level-Appropriate Text</p>	
<p>11.2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher’s Guide:</p>

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	<p>The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
11.2.3 Verify and clarify facts presented in several types of expository texts by using a variety of consumer, workplace, and public documents.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
11.2.4 Make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
11.2.5 Analyze an author's implicit and explicit assumptions and beliefs about a subject.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
Expository (Informational) Critique	
11.2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>

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<p>Standard 3: READING – Literary Response and Analysis <i>Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They conduct in-depth analyses of recurrent themes. The selections in the Indiana Reading List (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students.</i></p>	
<p>Structural Features of Literature</p>	
<p>11.3.1 Analyze characteristics of subgenres, types of writings such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.</p> <ul style="list-style-type: none"> • Satire: using humor to point out weaknesses of people and society • Parody: using humor to imitate or mock a person or situation • Allegory: using fictional figures and actions to express truths about human experiences • Pastoral: showing life in the country in an idealistic — and not necessarily realistic — way 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>Narrative Analysis of Grade-Level-Appropriate Text</p>	
<p>11.3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Identify Theme Teacher Material Reading Strategies Book: 48, 120, 206</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>11.3.3 Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p>

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	<p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>11.3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Poetry <u>Student Materials</u> Paperbacks: <i>In Your Face: Poems About Real Life</i></p> <p><u>Teacher Materials</u> Reading Strategies Book: 65, 137, 228-229, 248</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>11.3.5 Analyze recognized works of American literature representing a variety of genres and traditions that:</p> <ul style="list-style-type: none"> • trace the development of the major periods of American literature. • contrast the major themes, styles, and trends in different periods. • evaluate the influences (philosophical, political, religious, ethical, and social) of the historical period for a given novel that shaped the characters, plot, and setting. 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>11.3.6 Analyze the way in which authors have used archetypes (models or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are</p>

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	discussed with guidance from the teacher.
Literary Criticism	
11.3.7 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
11.3.8 Analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of the characters.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
Standard 4: WRITING – Process <i>Students write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates students’ progression through the stages of the writing process (prewriting, writing, editing, and revising).</i>	
Organization and Focus	
11.4.1 Discuss ideas for writing with classmates, teachers, and other writers.	<p>Selected Examples Include:</p> <p>Personal Narrative Teacher Materials Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p> <p>Summary, Explanation, or Paragraph Teacher Materials Teacher’s Guide: 112, 128, 132, 140, 156, 158, 160, 162, 164, 166, 170, 176, 182, 184, 192, 194, 198, 200, 202, 204, 212, 218 Teacher’s Resource Book: 188, 213, 220, 226, 249, 253, 255, 256, 258, 262, 264, 270, 280, 288, 292, 304, 306, 312, 313, 315, 319, 322, 334, 342, 343, 349 Writing and Grammar Strategies Book: 74</p>

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	<p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p> <p>Book Review <u>Teacher Materials</u> Writing and Grammar Strategies Book: 110-115</p>
11.4.2 Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.	<p>Selected Examples Include:</p> <p>Reflective Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 128-133</p> <p>Personal Narrative <u>Teacher Materials</u> Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p> <p>Informative Article <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-73</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Business Letter <u>Teacher Materials</u></p>

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<p>11.4.3 Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.</p>	<p>Writing and Grammar Strategies Book: 98-102</p> <p>The Following Selected Matches Support this Objective:</p> <p>Personal Narrative Teacher Materials Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p> <p>Book Review Teacher Materials Writing and Grammar Strategies Book: 110-115</p> <p>Report Teacher Materials Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Persuasive Speech Teacher Materials Writing and Grammar Strategies Book: 116-120</p> <p>Writing Prompts Teacher Materials Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p>
<p>11.4.4 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.</p>	<p>The Following Matches Support this Objective:</p> <p>Persuasive Speech Teacher Materials Writing and Grammar Strategies Book: 116-120</p> <p>Persuasive Essay Teacher Materials Writing and Grammar Strategies Book: 146-150</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 104-109</p>
<p>11.4.5 Enhance meaning by using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Writing Prompts Teacher Materials</p>

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	<p>Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p> <p>Personal Narrative Teacher Materials Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p> <p>Extend or write a Story Teacher Materials Teacher's Guide: 103, 124, 126, 166, 176, 178</p> <p>Teacher's Resource Book: 187, 208, 210, 264, 280, 283</p> <p>Speech Teacher Materials Teacher's Guide: 83, 103, 112, 116, 146, 166, 210</p> <p>Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Persuasive Essay Teacher Materials Writing and Grammar Strategies Book: 146-150</p> <p>Persuasive Speech Teacher Materials Writing and Grammar Strategies Book: 116-120</p>
11.4.6 Use language in creative and vivid ways to establish a specific tone.	<p>Selected Examples Include:</p> <p>Writing Prompts Teacher Materials Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p> <p>Personal Narrative Teacher Materials Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p> <p>Persuasive Essay Teacher Materials Writing and Grammar Strategies Book:</p>

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	146-150 Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91 Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120 Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55
Research and Technology	
11.4.7 Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.	Links, located in the <i>Teacher's Guide</i> , suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example: <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207
11.4.8 Use systematic strategies to organize and record information, such as anecdotal scripting or annotated bibliographies.	Links, located in the <i>Teacher's Guide</i> , suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example: <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207
11.4.9 Use a computer to integrate databases, pictures and graphics, and spreadsheets into word-processed documents.	
Evaluation and Revision	
11.4.10 Review, evaluate, and revise writing for meaning, clarity, achievement of purpose, and mechanics.	The Following Selected Matches Provide Opportunities to Meet this Objective: Final Project <u>Teacher Materials</u> Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201 Teacher's Resource Book: 344-349 Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91

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	<p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55</p> <p>News Article <u>Teacher Materials</u> Teacher's Guide: 116, 118, 124, 126, 130, 134, 142, 154, 156, 162, 164, 168, 170, 178, 196, 212</p> <p>Teacher's Resource Book: 196, 199, 208, 211, 217, 223, 229, 247, 250, 259, 262, 268, 270, 283, 310, 334, 346</p> <p>Writing and Grammar Strategies Book: 56</p> <p>Business Letter <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p>
11.4.11 Edit and proofread one's own writing, as well as that of others, using an editing checklist.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Reflective Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 128-133</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55</p> <p>Personal Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 134-139</p> <p>Informative Essay</p>

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	<p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 140-145</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p>
<p>11.4.12 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Reflective Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 128-133</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55</p> <p>Personal Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 134-139</p> <p>Informative Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 140-145</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p>

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<p>Standard 5: WRITING – Applications (Different Types of Writing and Their Characteristics) <i>At Grade 11, students continue to combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words. Students are introduced to writing reflective compositions and historical investigation reports and become familiar with the forms of job applications and résumés. Students deliver multimedia presentations on varied topics. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. In addition to producing the different writing forms introduced in earlier grades, Grade 11 students use the writing strategies outlined in Standard 4 — Writing Process to:</i></p>	
<p>11.5.1 Write fictional, autobiographical, or biographical narratives that:</p> <ul style="list-style-type: none"> • narrate a sequence of events and communicate their significance to the audience. • locate scenes and incidents in specific places. • describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue (what the character says silently to self) to show the character’s feelings. • pace the presentation of actions to accommodate changes in time and mood. 	<p>The Following Selected Matches Support this Objective:</p> <p>Biographical Narrative <u>Teacher Materials</u> Writing and Grammar Strategies Book: 62-67</p> <p>Personal Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 134-139</p> <p>Problem-and-Solution Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 44-49</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55</p> <p>Autobiographical Sketch <u>Teacher Materials</u> Writing and Grammar Strategies Book: 38-43</p> <p>Extend or write a Story <u>Teacher Materials</u> Teacher’s Guide: 103, 124, 126, 166, 176, 178, Teacher’s Resource Book: 187, 208, 210, 264, 280, 283</p>
<p>11.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> • demonstrate a comprehensive understanding of the significant ideas in works or passages. • analyze the use of imagery, language, universal themes, and unique aspects of the text. 	<p>Selected Examples Include:</p> <p>Book Synopsis <u>Teacher Materials</u> Writing and Grammar Strategies Book: 92-97</p>

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<p>and unique aspects of the text.</p> <ul style="list-style-type: none"> • support important ideas and viewpoints through accurate and detailed references to the text and to other works. • demonstrate an understanding of the author's style and an appreciation of the effects created. • identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. 	<p>Book Review <u>Teacher Materials</u> Writing and Grammar Strategies Book: 110-115</p> <p>Reader Response <u>Student Materials</u> Audiobooks (Reading Coach Model): The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p><u>Teacher Materials</u> Teacher's Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher's Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p>
<p>11.5.3 Write reflective compositions that:</p> <ul style="list-style-type: none"> • explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion. • draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life. • maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas. 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Reflective Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 128-133</p> <p>Personal Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 134-139</p>
<p>11.5.4 Write historical investigation reports that:</p> <ul style="list-style-type: none"> • use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument. • analyze several historical records of a single event, examining critical relationships between elements of the topic. • explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation. • include information from all relevant perspectives and 	<p>The Following Match Provides Opportunities to Meet this Objective:</p> <p>Social Studies Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85</p>

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<p>take into consideration the validity and reliability of sources.</p> <ul style="list-style-type: none"> include a formal bibliography. 	
<p>11.5.5 Write job applications and résumés that:</p> <ul style="list-style-type: none"> provide clear and purposeful information and address the intended audience appropriately. use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. modify the tone to fit the purpose and audience. follow the conventional style for that type of document (a résumé or cover letter of application) and use page formats, fonts (typeface), and spacing that contribute to the readability and impact of the document. 	
<p>11.5.6 Use varied and extended vocabulary, appropriate for specific forms and topics.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Informative Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 140-145</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p> <p>Book Synopsis <u>Teacher Materials</u> Writing and Grammar Strategies Book: 92-97</p>

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	Business Letter <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102
11.5.7 Use precise technical or scientific language when appropriate for topic and audience.	Science Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 86-91 How-to Paragraph <u>Teacher Materials</u> Writing and Grammar Strategies Book: 32-37
11.5.8 Deliver multimedia presentations that: <ul style="list-style-type: none"> • combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images. • select an appropriate medium for each element of the presentation. • use the selected media skillfully, editing appropriately, and monitoring for quality. • test the audience’s response and revise the presentation accordingly. 	
Standard 6: WRITING – English Language Conventions <i>Students write using Standard English conventions.</i>	
11.6.1 Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.	The Following Selected Matches Provide Opportunities to Meet this Objective: Reflective Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 128-133 Personal Narrative <u>Teacher Materials</u> Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193 Informative Article <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-73 Report <u>Teacher Materials</u> Writing and Grammar Strategies Book:

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	80-85, 86-91 Business Letter <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102
11.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.	Selected Examples Include: Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151 Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150 Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91 News Article <u>Teacher Materials</u> Teacher’s Guide: 116, 118, 124, 126, 130, 134, 142, 154, 156, 162, 164, 168, 170, 178, 196, 212 Teacher’s Resource Book: 196, 199, 208, 211, 217, 223, 229, 247, 250, 259, 262, 268, 270, 283, 310, 334, 346 Writing and Grammar Strategies Book: 56 Speech <u>Teacher Materials</u> Teacher’s Guide: 83, 103, 112, 116, 146, 166, 210 Teacher’s Resource Book: 167, 187, 190, 196, 235, 265, 331 Book Synopsis <u>Teacher Materials</u> Writing and Grammar Strategies Book: 92-97
11.6.3 Apply appropriate manuscript conventions in writing	The Following Selected Matches Provide Opportunities to

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including title page presentation, pagination, spacing and margins, and integration of source and support material, by citing sources within the text, using direct quotations, and paraphrasing.	<p>Meet this Objective:</p> <p>Speech Teacher Materials Teacher’s Guide: 83, 103, 112, 116, 146, 166, 210</p> <p>Report Teacher Materials Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Informative Article Teacher Materials Writing and Grammar Strategies Book: 68-73</p>
<p>Standard 7: LISTENING AND SPEAKING – Skills, Strategies and Applications <i>Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. Students deliver polished formal and extemporaneous presentations that combine traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.</i></p>	
Comprehension	
11.7.1 Summarize a speaker’s purpose and point of view and ask questions to draw interpretations of the speaker’s content and attitude toward the subject.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Essay Teacher Materials Writing and Grammar Strategies Book: 146-150</p> <p>Report Teacher Materials Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Persuasive Speech Teacher Materials Writing and Grammar Strategies Book: 116-120</p> <p>Speech Teacher Materials Teacher’s Guide: 83, 103, 112, 116, 146, 166, 210 Teacher’s Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Writing an Opinion Teacher Materials</p>

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	Writing and Grammar Strategies Book: 104-109
Organization and Delivery of Oral Communication	
<p>11.7.2 Use rhetorical questions (questions asked for effect without an expected answer), parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Speech Teacher Materials Teacher's Guide: 83, 103, 112, 116, 146, 166, 210 Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 104-109</p> <p>Persuasive Speech Teacher Materials Writing and Grammar Strategies Book: 116-120</p> <p>Persuasive Essay Teacher Materials Writing and Grammar Strategies Book: 146-150</p>
<p>11.7.3 Distinguish between and use various forms of logical arguments, including:</p> <ul style="list-style-type: none"> inductive arguments (arguments that are highly likely, such as <i>All of these pears are from that basket and all of these pears are ripe, so all of the pears in the basket are ripe</i>) and deductive arguments (arguments that are necessary conclusions based on the evidence, such as <i>If all men are mortal and he is a man, then he is mortal</i>). syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others). 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Speech Teacher Materials Teacher's Guide: 83, 103, 112, 116, 146, 166, 210 Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 104-109</p> <p>Persuasive Speech Teacher Materials Writing and Grammar Strategies Book: 116-120</p> <p>Persuasive Essay Teacher Materials Writing and Grammar Strategies Book:</p>

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11.7.4 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.	<p>146-150</p> <p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Speech <u>Teacher Materials</u> Teacher’s Guide: 83, 103, 112, 116, 146, 166, 210 Teacher’s Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 104-109</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p>
11.7.5 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Speech <u>Teacher Materials</u> Teacher’s Guide: 83, 103, 112, 116, 146, 166, 210 Teacher’s Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 104-109</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p>
11.7.6 Use effective and interesting language, including	The Following Selected Matches Provide Opportunities to

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informal expressions for effect, Standard English for clarity, and technical language for specificity.	<p>Meet this Objective:</p> <p>Speech <u>Teacher Materials</u> Teacher's Guide: 83, 103, 112, 116, 146, 166, 210 Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 104-109</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p>
11.7.7 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Speech <u>Teacher Materials</u> Teacher's Guide: 83, 103, 112, 116, 146, 166, 210 Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 104-109</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p>
11.7.8 Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective productions.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p>

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	<p>Speech Teacher Materials Teacher's Guide: 83, 103, 112, 116, 146, 166, 210 Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 104-109</p> <p>Persuasive Speech Teacher Materials Writing and Grammar Strategies Book: 116-120</p> <p>Persuasive Essay Teacher Materials Writing and Grammar Strategies Book: 146-150</p>
Analysis and Evaluation of Oral and Media Communications	
11.7.9 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertisements; perpetuation of stereotypes; and the use of visual representations, special effects, and language).	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
11.7.10 Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels.	
11.7.11 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers).	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
11.7.12 Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Speech Teacher Materials Teacher's Guide: 83, 103, 112, 116, 146, 166, 210 Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p>

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	<p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 104-109</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p>
<p>11.7.13 Identify logical fallacies used in oral addresses including <i>ad hominem</i> (appealing to the audience’s feelings or prejudices), false causality (falsely identifying the causes of some effect), red herring (distracting attention from the real issue), overgeneralization, bandwagon effect (attracting the audience based on the show rather than the substance of the presentation).</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Speech <u>Teacher Materials</u> Teacher’s Guide: 83, 103, 112, 116, 146, 166, 210 Teacher’s Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 104-109</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p>
<p>11.7.14 Analyze the four basic types of persuasive speech (propositions of fact, value, problem, and policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Speech <u>Teacher Materials</u> Teacher’s Guide: 83, 103, 112, 116, 146, 166, 210 Teacher’s Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Writing an Opinion <u>Teacher Materials</u></p>

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	<p>Writing and Grammar Strategies Book: 104-109</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p>
11.7.15 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (for example, Orson Welles’ radio broadcast <i>War of the Worlds</i>).	<p>Links, located in the <i>Teacher’s Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
Speaking Applications	
<p>11.7.16 Deliver reflective presentations that:</p> <ul style="list-style-type: none"> • explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion. • draw comparisons between the specific incident and broader themes to illustrate beliefs or generalizations about life. • maintain a balance between describing the incident and relating it to more general, abstract ideas. 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Reflective Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 128-133</p> <p>Personal Narrative <u>Teacher Materials</u> Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p> <p>Personal Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 134-139</p> <p>Personal Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 134-139</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55</p>
11.7.17 Deliver oral reports on historical investigations that:	<p>The Following Match Provides Opportunities to Meet this Objective:</p>

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<ul style="list-style-type: none"> • use exposition, narration, description, persuasion, or some combination of those to support the thesis (the position on the topic). • analyze several historical records of a single event, examining each perspective on the event. • describe similarities and differences between research sources, using information derived from primary and secondary sources to support the presentation. • include information on all relevant perspectives and consider the validity (accuracy and truthfulness) and reliability (consistency) of sources. 	<p>Social Studies Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85</p>
<p>11.7.18 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • demonstrate a comprehensive understanding of the significant ideas of literary works and make assertions about the text that are reasonable and supportable. • present an analysis of the imagery, language, universal themes, and unique aspects of the text through the use of speech strategies, including narration, description, persuasion, exposition, or a combination of those strategies. • support important ideas and viewpoints through specific references to the text and to other works. • demonstrate an awareness of the author's style and an appreciation of the effects created. • identify and assess the impact of ambiguities, nuances, and complexities within the text. 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Reader Response <u>Student Materials</u> Audiobooks (Reading Coach Model): The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p><u>Teacher Materials</u> Teacher's Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher's Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Book Synopsis <u>Teacher Materials</u> Writing and Grammar Strategies Book: 92-97</p> <p>Book Review <u>Teacher Materials</u> Writing and Grammar Strategies Book: 110-115</p>
<p>11.7.19 Deliver multimedia presentations that:</p> <ul style="list-style-type: none"> • combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images. 	

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<ul style="list-style-type: none"> • select an appropriate medium for each element of the presentation. • use the selected media skillfully, editing appropriately and monitoring for quality. • test the audience’s response and revise the presentation accordingly. 	
<p>11.7.20 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (for example, stage a presentation of Hamlet’s soliloquy “To Be or Not to Be”).</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Poetry <u>Student Materials</u> Paperbacks: <i>In Your Face: Poems About Real Life</i></p> <p><u>Teacher Materials</u> Reading Strategies Book: 65, 137, 228-229, 248</p> <p>Free Verse Poem <u>Teacher Materials</u> Writing and Grammar Strategies Book: 122-127</p>

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Standard 1: READING – Word Recognition, Fluency, and Vocabulary Development <i>Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.</i>	
Vocabulary and Concept Development	
12.1.1 Understand unfamiliar words based on characters or themes in literature or on historical events.	The Following Matches Support this Objective: Understand Vocabulary <u>Student Materials</u> Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words. 1.1, L1-4; 1.2, L1-4; 1.3, L1-4; 1.4 L1-4; 2.1, L1-4; 2.2, L1-4; 2.3, L1-4; 2.4, L1-4; 3.1, L1-4; 3.2, L1-4; 3.3, L1-4; 3.4, L1-4; 4.1, L1-4; 4.2, L1-4; 4.3, L1-4; 4.4, L1-4; 6.1, L1-4; 6.2, L1-4; 6.3, L1-4; 6.4, L1-4; 7.1, L1-4; 7.2, L1-4; 7.3, L1-4; 7.4, L1-4; 8.1, L1-4; 8.2, L1-4; 8.3, L1-4; 8.4, L1-4 Audiobooks: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.
12.1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about new words that have been created in the fields of science and math (<i>gene splicing, genetic engineering</i>).	The Following Matches Provide Opportunities to Meet this Objective: Etymology <u>Teacher Materials</u> Reading Strategies Book: 13, 22, 40, 73, 103, 182, 207
12.1.3 Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.	The Following Matches Provide Opportunities to Meet this Objective: Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.

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Standard 2: READING – Comprehension (Focus on Informational Materials)	
<i>Students read and understand grade-level-appropriate material. They analyze the organizational patterns and evaluate authors’ arguments and positions. The selections in the Indiana Reading List (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 12, in addition to regular classroom reading, students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, and online information.</i>	
Structural Features of Informational and Technical Materials	
12.2.1 Analyze both the features and the rhetorical (communication) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.	
Comprehension and Analysis of Grade-Level-Appropriate Text	
12.2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
12.2.3 Verify and clarify facts presented in several types of expository texts by using a variety of consumer, workplace, public, and historical documents.	<p>Links, located in the <i>Teacher’s Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
12.2.4 Make reasonable assertions about an author’s arguments by using hypothetical situations or elements of the text to defend and clarify interpretations.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
12.2.5 Analyze an author’s implicit and explicit assumptions and beliefs about a subject.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas</p>

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	<p><u>Teacher Materials</u> Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
Expository (Informational) Critique	
12.2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.	<p>Links, located in the <i>Teacher’s Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
Standard 3: READING – Literary Response and Analysis <i>Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They conduct in-depth analyses of recurrent themes. The selections in the Indiana Reading List (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students.</i>	
Structural Features of Literature	
<p>12.3.1 Evaluate characteristics of subgenres, types of writing such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.</p> <ul style="list-style-type: none"> • Satire: using humor to point out weaknesses of people and society • Parody: using humor to imitate or mock a person or situation • Allegory: using of fictional figures and actions to express truths about human experiences • Pastoral: showing life in the country in an idealistic — and not necessarily realistic — way 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
Narrative Analysis of Grade-Level-Appropriate Text	
12.3.2 Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Identify Theme <u>Teacher Material</u> Reading Strategies Book: 48, 120, 206</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher’s Guide:</p>

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	<p>The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>12.3.3 Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>12.3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Poetry Student Materials Paperbacks: <i>In Your Face: Poems About Real Life</i></p> <p>Teacher Materials Reading Strategies Book: 65, 137, 228-229, 248</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>12.3.5 Analyze recognized works of British literature representing a variety of genres and traditions that:</p> <ul style="list-style-type: none"> • trace the development of British literature. • contrast the major themes, styles, and trends in each period. • evaluate the influences (philosophical, political, religious, 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Graphic Classics Student Materials Paperbacks: <i>Emma</i> <i>Macbeth</i></p>

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ethical, and social) of the historical period for a given novel that shaped the characters, plot, and setting.	
12.3.6 Evaluate the way in which authors have used archetypes (models or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
12.3.7 Analyze recognized works of world literature from a variety of authors that: <ul style="list-style-type: none"> • contrast the major literary forms, techniques, and characteristics from different major literary periods, such as Homeric Greece, Medieval, Romantic, Neoclassic, or the Modern Period. • relate literary works and authors to the major themes and issues of their literary period. • evaluate the influences (philosophical, political, religious, ethical, and social) of the historical period for a given novel that shaped the characters, plot, and setting. 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
Literary Criticism	
12.3.8 Evaluate the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Historical Fiction <u>Student Materials</u> Audiobooks: <i>Cleopatra VII: Daughter of the Nile</i> <i>Torn Thread</i> <i>Esperanza Rising</i> <i>Soldier's Heart</i></p> <p>Paperbacks: <i>In the Line of Fire: A Story About D-Day</i> <i>The Plague</i> <i>Stick & Whittle</i> <i>Sweetgrass</i></p>
12.3.9 Evaluate the philosophical arguments presented in literary works and the use of dialogue to reveal character to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas</p>

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	<p><u>Teacher Materials</u> Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>Standard 4: WRITING – Process <i>Students write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates students’ progression through the stages of the writing process (prewriting, writing, editing, and revising).</i></p>	
<p>Organization and Focus</p>	
<p>12.4.1 Engage in conversations with peers and the teacher to plan writing, to evaluate how well writing achieves its purposes, and to explain personal reaction to the task.</p>	<p>The Following Selected Matches provide Opportunities to Meet this Objective:</p> <p>Personal Narrative <u>Teacher Materials</u> Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p> <p>Book Review <u>Teacher Materials</u> Writing and Grammar Strategies Book: 110-115</p>
<p>12.4.2 Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.</p>	<p>Selected Examples Include:</p> <p>Reflective Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 128-133</p> <p>Personal Narrative <u>Teacher Materials</u></p>

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	<p>Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p> <p>Informative Article <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-73</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Business Letter <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p>
12.4.3 Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.	<p>The Following Selected Matches Support this Objective:</p> <p>Personal Narrative <u>Teacher Materials</u> Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p> <p>Book Review <u>Teacher Materials</u> Writing and Grammar Strategies Book: 110-115</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p>
12.4.4 Structure ideas and arguments in a sustained and	The Following Matches Support this Objective:

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persuasive way and support them with precise and relevant examples.	<p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 104-109</p>
12.4.5 Enhance meaning by using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p> <p>Personal Narrative <u>Teacher Materials</u> Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p> <p>Extend or write a Story <u>Teacher Materials</u> Teacher's Guide: 103, 124, 126, 166, 176, 178</p> <p>Teacher's Resource Book: 187, 208, 210, 264, 280, 283</p> <p>Speech <u>Teacher Materials</u> Teacher's Guide: 83, 103, 112, 116, 146, 166, 210</p> <p>Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p>

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	<p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p>
12.4.6 Use language in creative and vivid ways to establish a specific tone.	<p>Selected Examples Include:</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p> <p>Personal Narrative <u>Teacher Materials</u> Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55</p>
Research and Technology	
12.4.7 Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.	<p>Links, located in the <i>Teacher’s Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
12.4.8 Use systematic strategies to organize and record information, such as anecdotal scripting or annotated bibliographies.	<p>Links, located in the <i>Teacher’s Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher’s Guide:</p>

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	113, 125, 131, 147, 155, 169, 175, 183, 197, 207
12.4.9 Use technology for all aspects of creating, revising, editing, and publishing.	
Evaluation and Revision	
12.4.10 Accumulate, review, and evaluate written work to determine its strengths and weaknesses and to set goals as a writer.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Final Project <u>Teacher Materials</u> Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Teacher's Resource Book: 344-349</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55</p> <p>News Article <u>Teacher Materials</u> Teacher's Guide: 116, 118, 124, 126, 130, 134, 142, 154, 156, 162, 164, 168, 170, 178, 196, 212</p> <p>Teacher's Resource Book: 196, 199, 208, 211, 217, 223, 229, 247, 250, 259, 262, 268, 270, 283, 310, 334, 346</p> <p>Writing and Grammar Strategies Book: 56</p> <p>Business Letter <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p>
12.4.11 Revise, edit, and proofread one's own writing, as well as that of others, using an editing checklist.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Reflective Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 128-133</p>

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	<p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55</p> <p>Personal Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 134-139</p> <p>Informative Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 140-145</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p>
<p>12.4.12 Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Reflective Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 128-133</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55</p> <p>Personal Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 134-139</p>

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	<p>Informative Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 140-145</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p>
<p>Standard 5: WRITING – Applications (Different Types of Writing and Their Characteristics) <i>At Grade 12, students continue to combine the rhetorical strategies of narration, exposition, persuasion, and description; to produce reflective compositions, historical investigation reports, and job applications and résumés; and to deliver multimedia presentations. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. In addition to producing the different writing forms introduced in earlier grades, Grade 12 students use the writing strategies outlined in Standard 4 — Writing Process to:</i></p>	
<p>12.5.1 Write fictional, autobiographical, or biographical narratives that:</p> <ul style="list-style-type: none"> • narrate a sequence of events and communicate their significance to the audience. • locate scenes and incidents in specific places. • describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue (what the character says silently to self) to show the character’s feelings. • pace the presentation of actions to accommodate changes in time and mood. 	<p>The Following Selected Matches Support this Objective:</p> <p>Biographical Narrative <u>Teacher Materials</u> Writing and Grammar Strategies Book: 62-67</p> <p>Personal Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 134-139</p> <p>Problem-and-Solution Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 44-49</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55</p> <p>Autobiographical Sketch <u>Teacher Materials</u> Writing and Grammar Strategies Book: 38-43</p> <p>Extend or write a Story <u>Teacher Materials</u> Teacher’s Guide:</p>

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	103, 124, 126, 166, 176, 178, Teacher's Resource Book: 187, 208, 210, 264, 280, 283
<p>12.5.2 Write responses to literature that: demonstrate a comprehensive understanding of the significant ideas in works or passages.</p> <ul style="list-style-type: none"> • analyze the use of imagery, language, universal themes, and unique aspects of the text. • support important ideas and viewpoints through accurate and detailed references to the text and to other works. • demonstrate an understanding of the author's style and an appreciation of the effects created. • identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. 	<p>Selected Examples Include:</p> <p>Book Synopsis Teacher Materials Writing and Grammar Strategies Book: 92-97</p> <p>Book Review Teacher Materials Writing and Grammar Strategies Book: 110-115</p> <p>Reader Response Student Materials Audiobooks (Reading Coach Model): The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher Materials Teacher's Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher's Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p>
<p>12.5.3 Write reflective compositions that:</p> <ul style="list-style-type: none"> • explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion. • draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life. • maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas. 	<p>Reflective Essay Teacher Materials Writing and Grammar Strategies Book: 128-133</p> <p>Personal Essay Teacher Materials Writing and Grammar Strategies Book: 134-139</p>
<p>12.5.4 Write historical investigation reports that:</p> <ul style="list-style-type: none"> • use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument. 	<p>The Following Match Provides Opportunities to Meet this Objective:</p> <p>Social Studies Report Teacher Materials Writing and Grammar Strategies Book:</p>

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<ul style="list-style-type: none"> • analyze several historical records of a single event, examining critical relationships between elements of the topic. • explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation. • include information from all relevant perspectives and take into consideration the validity and reliability of sources. • include a formal bibliography. 	80-85
<p>12.5.5 Write job applications and résumés that:</p> <ul style="list-style-type: none"> • provide clear and purposeful information and address the intended audience appropriately. • use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. • modify the tone to fit the purpose and audience. • follow the conventional style for that type of document (a résumé or cover letter of application) and use page formats, fonts (typefaces), and spacing that contribute to the readability and impact of the document. 	
<p>12.5.6 Use varied and extended vocabulary, appropriate for specific forms and topics.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Informative Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 140-145</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p> <p>Persuasive Essay</p>

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	<p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p> <p>Book Synopsis <u>Teacher Materials</u> Writing and Grammar Strategies Book: 92-97</p> <p>Business Letter <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p>
12.5.7 Use precise technical or scientific language when appropriate for topic and audience.	<p>Science Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 86-91</p> <p>How-to Paragraph <u>Teacher Materials</u> Writing and Grammar Strategies Book: 32-37</p>
<p>12.5.8 Deliver multimedia presentations that:</p> <ul style="list-style-type: none"> • combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images. • select an appropriate medium for each element of the presentation. • use the selected media skillfully, editing appropriately, and monitoring for quality. • test the audience’s response and revise the presentation accordingly. 	
<p>Standard 6: WRITING – English Language Conventions <i>Students write using Standard English conventions.</i></p>	
12.6.1 Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Reflective Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 128-133</p> <p>Personal Narrative <u>Teacher Materials</u> Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p>

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	<p>Informative Article <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-73</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Business Letter <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p>
12.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.	<p>Selected Examples Include:</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>News Article <u>Teacher Materials</u> Teacher’s Guide: 116, 118, 124, 126, 130, 134, 142, 154, 156, 162, 164, 168, 170, 178, 196, 212</p> <p>Teacher’s Resource Book: 196, 199, 208, 211, 217, 223, 229, 247, 250, 259, 262, 268, 270, 283, 310, 334, 346</p> <p>Writing and Grammar Strategies Book: 56</p> <p>Speech <u>Teacher Materials</u> Teacher’s Guide: 83, 103, 112, 116, 146, 166, 210</p>

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	<p>Teacher’s Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Book Synopsis Teacher Materials Writing and Grammar Strategies Book: 92-97</p>
12.6.3 Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of source and support material, by citing sources within the text, using direct quotations, and paraphrasing.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Speech Teacher Materials Teacher’s Guide: 83, 103, 112, 116, 146, 166, 210</p> <p>Report Teacher Materials Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Informative Article Teacher Materials Writing and Grammar Strategies Book: 68-73</p>
<p>Standard 7: LISTENING AND SPEAKING – Skills, Strategies and Applications <i>Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. Students deliver polished formal and extemporaneous presentations that combine traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.</i></p>	
<p>Comprehension</p>	
12.7.1 Summarize a speaker’s purpose and point of view, discuss, and ask questions to draw interpretations of the speaker’s content and attitude toward the subject.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Essay Teacher Materials Writing and Grammar Strategies Book: 146-150</p> <p>Report Teacher Materials Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>Persuasive Speech Teacher Materials Writing and Grammar Strategies Book: 116-120</p>

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	<p>Speech Teacher Materials Teacher's Guide: 83, 103, 112, 116, 146, 166, 210 Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 104-109</p>
Organization and Delivery of Oral Communication	
<p>12.7.2 Use rhetorical questions (questions asked for effect without an expected answer), parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Speech Teacher Materials Teacher's Guide: 83, 103, 112, 116, 146, 166, 210 Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 104-109</p> <p>Persuasive Speech Teacher Materials Writing and Grammar Strategies Book: 116-120</p> <p>Persuasive Essay Teacher Materials Writing and Grammar Strategies Book: 146-150</p>
<p>12.7.3 Distinguish between and use various forms of logical arguments, including:</p> <ul style="list-style-type: none"> • inductive arguments (arguments that are highly likely, such as <i>All of these pears are from that basket and all of these pears are ripe, so all of the pears in the basket are ripe</i>) and deductive arguments (arguments that are necessary conclusions based on the evidence, such as <i>If all men are mortal and he is a man, then he is mortal</i>). • syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others.) 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Speech Teacher Materials Teacher's Guide: 83, 103, 112, 116, 146, 166, 210 Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 104-109</p>

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	<p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p>
12.7.4 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Speech <u>Teacher Materials</u> Teacher’s Guide: 83, 103, 112, 116, 146, 166, 210 Teacher’s Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 104-109</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p>
12.7.5 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Speech <u>Teacher Materials</u> Teacher’s Guide: 83, 103, 112, 116, 146, 166, 210 Teacher’s Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 104-109</p> <p>Persuasive Speech</p>

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	<p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p>
12.7.6 Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Speech <u>Teacher Materials</u> Teacher’s Guide: 83, 103, 112, 116, 146, 166, 210 Teacher’s Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 104-109</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p>
12.7.7 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Speech <u>Teacher Materials</u> Teacher’s Guide: 83, 103, 112, 116, 146, 166, 210 Teacher’s Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 104-109</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book:</p>

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	116-120 Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150
12.7.8 Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective productions.	The Following Selected Matches Provide Opportunities to Meet this Objective: Speech <u>Teacher Materials</u> Teacher's Guide: 83, 103, 112, 116, 146, 166, 210 Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331 Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 104-109 Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120 Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150
Analysis and Evaluation of Oral and Media Communications	
12.7.9 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertisements; perpetuation of stereotypes; and the use of visual representations, special effects, and language).	Links, located in the <i>Teacher's Guide</i> , suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example: <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207
12.7.10 Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels.	
12.7.11 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers).	Links, located in the <i>Teacher's Guide</i> , suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example: <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207
12.7.12 Critique a speaker's use of words and language in	The Following Selected Matches Provide Opportunities to

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<p>relation to the purpose of an oral communication and the impact the words may have on the audience.</p>	<p>Meet this Objective:</p> <p>Speech <u>Teacher Materials</u> Teacher's Guide: 83, 103, 112, 116, 146, 166, 210 Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 104-109</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p>
<p>12.7.13 Identify logical fallacies used in oral addresses including <i>ad hominem</i> (appealing to the audience's feelings or prejudices), false causality (falsely identifying the causes of some effect), red herring (distracting attention from the real issue), overgeneralization, bandwagon effect (attracting the audience based on the show rather than the substance of the presentation).</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Speech <u>Teacher Materials</u> Teacher's Guide: 83, 103, 112, 116, 146, 166, 210 Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 104-109</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p>
<p>12.7.14 Analyze the four basic types of persuasive speech (propositions of fact, value, problem, and policy) and understand the similarities and differences in their patterns of</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p>

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organization and the use of persuasive language, reasoning, and proof.	<p>Speech Teacher Materials Teacher’s Guide: 83, 103, 112, 116, 146, 166, 210 Teacher’s Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 104-109</p> <p>Persuasive Speech Teacher Materials Writing and Grammar Strategies Book: 116-120</p> <p>Persuasive Essay Teacher Materials Writing and Grammar Strategies Book: 146-150</p>
12.7.15 Analyze the techniques used in media messages for a particular audience to evaluate effectiveness, and infer the speaker’s character (using, for example, the Duke of Windsor’s abdication speech).	<p>Links, located in the <i>Teacher’s Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
Speaking Applications	
<p>12.7.16 Deliver reflective presentations that:</p> <ul style="list-style-type: none"> • explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion. • draw comparisons between the specific incident and broader themes and to illustrate beliefs or generalizations about life. • maintain a balance between describing the incident and relating it to more general, abstract ideas. 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Reflective Essay Teacher Materials Writing and Grammar Strategies Book: 128-133</p> <p>Personal Narrative Teacher Materials Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p> <p>Personal Essay Teacher Materials Writing and Grammar Strategies Book: 134-139</p> <p>Personal Essay Teacher Materials Writing and Grammar Strategies Book:</p>

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	134-139 Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55
12.7.17 Deliver oral reports on historical investigations that: <ul style="list-style-type: none"> • use exposition, narration, description, persuasion, or some combination of those to support the thesis (the position on the topic). • analyze several historical records of a single event, examining each perspective on the event. • describe similarities and differences between research sources, using information derived from primary and secondary sources to support the presentation. • include information on all relevant perspectives and consider the validity (accuracy and truthfulness) and reliability (consistency) of sources. 	The Following Match Provides Opportunities to Meet this Objective: Social Studies Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85
12.7.18 Deliver oral responses to literature that: <ul style="list-style-type: none"> • demonstrate a comprehensive understanding of the significant ideas of literary works and make assertions about the text that are reasonable and supportable. • present an analysis of the imagery, language, universal themes, and unique aspects of the text through the use of speech strategies, including narration, description, persuasion, exposition, or a combination of those strategies. • support important ideas and viewpoints through specific references to the text and to other works. • demonstrate an awareness of the author’s style and an appreciation of the effects created. • identify and assess the impact of ambiguities, nuances, and complexities within the text. 	The Following Selected Matches Provide Opportunities to Meet this Objective: Book Synopsis <u>Teacher Materials</u> Writing and Grammar Strategies Book: 92-97 Book Review <u>Teacher Materials</u> Writing and Grammar Strategies Book: 110-115 Reader Response <u>Student Materials</u> Audiobooks (Reading Coach Model): The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read. <u>Teacher Materials</u> Teacher’s Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read. Teacher’s Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.

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<p>12.7.19 Deliver multimedia presentations that:</p> <ul style="list-style-type: none"> • combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images. • select an appropriate medium for each element of the presentation. • use the selected media skillfully, editing appropriately, and monitoring for quality. • test the audience's response and revise the presentation accordingly. 	
<p>12.7.20 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (for example, stage a presentation of Hamlet's soliloquy "To Be or Not to Be" or Portia's soliloquy "The Quality of Mercy Is Not Strained" from <i>The Merchant of Venice</i>).</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Poetry <u>Student Materials</u> Paperbacks: <i>In Your Face: Poems About Real Life</i></p> <p><u>Teacher Materials</u> Reading Strategies Book: 65, 137, 228-229, 248</p> <p>Free Verse Poem <u>Teacher Materials</u> Writing and Grammar Strategies Book: 122-127</p>