

Scholastic Read 180, Stage B ©2005
correlated to
Massachusetts English Language Arts Curriculum Framework

Grade 6

Massachusetts English Language Arts Curriculum Framework, Grade 6	Scholastic Read 180, Stage B ©2005
LANGUAGE	
GENERAL STANDARD 1: Discussion*	
<i>Students will use agreed-upon rules for informal and formal discussions in small and large groups.</i>	
1.3 Apply understanding of agreed-upon rules and individual roles in order to make decisions.	This objective falls outside the scope of Scholastic Read 180, Stage B ©2005
GENERAL STANDARD 2: Questioning, Listening, and Contributing*	
Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.	
2.3 Gather relevant information for a research project or composition through interviews.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 3: 32
GENERAL STANDARD 3: Oral Presentation*	
<i>Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.</i>	
3.8 Give oral presentations for various purposes, showing appropriate changes in delivery (<i>gestures, vocabulary, pace, visuals</i>) and using language for dramatic effect.	Resources for Differentiated Instruction Book 1: 331 Book 2: 14, 39, 74, 134
3.9 Use teacher-developed assessment criteria to prepare their presentations.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 331 Book 2: 14, 39, 74, 134
GENERAL STANDARD 4: Vocabulary and Concept Development	
<i>Students will understand and acquire new vocabulary and use it correctly in reading and writing.</i>	
4.17 Determine the meaning of unfamiliar words using context clues (<i>definition, example</i>).	rBook TE and rBook SE: 164, 187, 192, 194, 211 Resources for Differentiated Instruction Book 1: 238, 239, 254, 255, 264, 265
4.18 Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.	rBook TE and rBook SE: 222, 223 Resources for Differentiated Instruction Book 1: 266, 267, 268, 269
4.19 Determine pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses.	rBook TE and rBook SE: 96, 170, 171 Resources for Differentiated Instruction Book 1: 244, 245, 252, 253

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GENERAL STANDARD 5: Structure and Origins of Modern English	
<i>Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.</i>	
5.9 Identify the eight basic parts of speech (<i>noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection</i>).	rBook TE and rBook SE: 200, 228 Resources for Differentiated Instruction Book 2: 162, 163, 166, 167, 180, 181, 186, 187, 192, 193, 202, 206, 208, 209, 210, 212, 213
5.10 Expand or reduce sentences (<i>adding or deleting modifiers, combining or decombining sentences</i>).	rBook TE and rBook SE: 26, 50, 78 Resources for Differentiated Instruction Book 2: 202, 203, 208, 209, 210, 211, 212, 213
5.11 Identify verb phrases and verb tenses.	rBook TE and rBook SE: 102 Resources for Differentiated Instruction Book 2: 168, 169, 170, 171, 174, 175
5.12 Recognize that a word performs different functions according to its position in the sentence.	rBook TE and rBook SE: 79 Resources for Differentiated Instruction Book 2: 156-157, 160-161
5.13 Identify simple and compound sentences.	Resources for Differentiated Instruction Book 2: 208, 209
5.14 Identify correct mechanics (<i>apostrophes, quotation marks, comma use in compound sentences, paragraph indentations</i>) and correct sentence structure (<i>elimination of sentence fragments and run-ons</i>).	rBook TE and rBook SE: 26-27, 50-51, 78, 201, 229 Resources for Differentiated Instruction Book 2: 154-155, 182-183, 196-197, 202-203, 204-205, 208-209, 210-211, 214, 218, 219, 220, 221
GENERAL STANDARD 6: Formal and Informal English	
<i>Students will describe, analyze, and use appropriately formal and informal English.</i>	
6.4 Demonstrate through role-playing appropriate use of formal and informal language.	Resources for Differentiated Instruction Book 1: 176-179, 331, 387-388 Book 3: 67
6.5 Write stories using a mix of formal and informal language.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 24, 28
6.6 Identify differences between oral and written language patterns.	This objective falls outside the scope of Scholastic Read 180, Stage B ©2005

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READING AND LITERATURE	
GENERAL STANDARD 8: Understanding a Text	
<i>Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.</i>	
For imaginative/literary texts:	
8.19 Identify and analyze sensory details and figurative language.	rBook TE and rBook SE: 136, 140, 145, 221 Resources for Differentiated Instruction Book 1: 330, 336, 338, 349-350, 351, 361, 367-368, 386
8.20 Identify and analyze the author’s use of dialogue and description.	rBook TE and rBook SE: 63, 65, 67, 138, 139, 141, 144 Resources for Differentiated Instruction Book 1: 306, 307, 308, 310, 335, 349-350, 358, 363, 364-365, 366, 369, 376
For informational/expository texts:	
8.21 Recognize organizational structures (<i>chronological order, logical order, cause and effect, classification schemes</i>).	rBook TE and rBook SE: 34-35, 36-39, 40-43, 110-111, 112-115, 116-119, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193 Resources for Differentiated Instruction Book 1: 290, 291, 296, 297, 298, 299, 300, 301
8.22 Identify and analyze main ideas, supporting ideas, and supporting details.	rBook TE and rBook SE: 11, 13, 15, 17, 19, 41 Resources for Differentiated Instruction Book 1: 292, 293 Teaching Resources Topic Software: 19, 21, 25, 30, 36, 38, 43, 48, 51, 62, 66 Paperbacks: 32
GENERAL STANDARD 9: Making Connections	
<i>Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.</i>	
9.4 Relate a literary work to information about its setting.	rBook TE and rBook SE: 58, 59, 134, 135, 143 Resources for Differentiated Instruction Book 1: 308, 309 Teaching Resources Paperbacks: 29

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GENERAL STANDARD 10: Genre	
<i>Students will identify, analyze, and apply knowledge of the characteristics of different genres.</i>	
10.3 Identify and analyze the characteristics of various genres (<i>poetry, fiction, nonfiction, short story, dramatic literature</i>) as forms with distinct characteristics and purposes.	rBook TE and rBook SE: 56, 132, 184, 206, 210 Resources for Differentiated Instruction Book 1: 299, 301, 304, 310, 313, 323, 330, 331 Teaching Resources Paperbacks: 20, 25, 27, 52
GENERAL STANDARD 11: Theme	
<i>Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.</i>	
11.3 Apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated.	rBook TE and rBook SE: 59, 69, 70, 71 Resources for Differentiated Instruction Book 1: 312, 313, 363, 369 Teaching Resources Audiobooks: 24 Paperbacks: 27, 49
GENERAL STANDARD 12: Fiction	
<i>Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.</i>	
12.3 Identify and analyze the elements of setting, characterization, and plot (including conflict).	rBook TE and rBook SE: 59, 65, 135, 137, 142 Resources for Differentiated Instruction Book 1: 306, 307, 308, 309, 310, 311, 333 Teaching Resources Audiobooks: 17, 23, 25 Paperbacks: 23, 29, 34, 43, 48
GENERAL STANDARD 13: Nonfiction	
<i>Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.</i>	
13.13 Identify and use knowledge of common textual features (<i>paragraphs, topic sentences, concluding sentences, glossary, index</i>).	rBook TE and rBook SE: 8, 16, 32, 36, 58, 84, 88, 108, 112, 116, 144, 158, 162, 182, 184, 190, 206, 208, 210 Resources for Differentiated Instruction Book 1: 314

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13.14 Identify and use knowledge of common graphic features (<i>charts, maps, diagrams, captions, illustrations</i>).	rBook TE and rBook SE: 8, 18, 32, 43, 56, 84, 92, 94-95, 108, 112, 119, 132, 158, 168, 182, 192-193, 206, 218 Resources for Differentiated Instruction Book 1: 327, 328
13.15 Identify and use knowledge of common organizational structures (<i>chronological order, logical order, cause and effect, classification schemes</i>).	rBook TE and rBook SE: 34-35, 36-39, 40-43, 110-111, 112-115, 116-119, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193 Resources for Differentiated Instruction Book 1: 290, 291, 296, 297, 298, 299, 300, 301
13.17 Identify and analyze main ideas, supporting ideas, and supporting details.	rBook TE and rBook SE: 11, 13, 15, 17, 19, 41 Resources for Differentiated Instruction Book 1: 292, 293 Test Taking Strategies: Topic Software: 19, 21, 25, 30, 36, 38, 43, 48, 51, 62, 66 Paperbacks: 32
LEARNING STANDARDS GENERAL STANDARD 14: Poetry	
<i>Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding.</i>	
14.3 Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry:	
<ul style="list-style-type: none"> • sound (alliteration, onomatopoeia, rhyme scheme); 	rBook TE and rBook SE: 71, 144, 145, 221 Resources for Differentiated Instruction Book 1: 338, 361, 386
<ul style="list-style-type: none"> • figurative language (personification, metaphor, simile, hyperbole); and 	rBook TE and rBook SE: 221 Resources for Differentiated Instruction Book 1: 330, 338, 361, 386
<ul style="list-style-type: none"> • graphics (capital letters, line length). 	rBook TE and rBook SE: 56, 132, 144

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GENERAL STANDARD 15: Style and Language	
<i>Students will identify and analyze how an author’s words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding. (See also Standard 14.)</i>	
15.3 Identify imagery, figurative language, rhythm, or flow when responding to literature.	rBook TE and rBook SE: 63, 67, 136, 144, 221 Resources for Differentiated Instruction Book 1: 330, 334, 336, 338, 349-350, 351, 361, 362, 367-368, 369, 370-371, 380, 382, 386, 387-388
15.4 Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature.	This objective falls outside the scope of Scholastic Read 180, Stage C ©2005
GENERAL STANDARD 16: Myth, Traditional Narrative, and Classical Literature	
<i>Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.</i>	
16.7 Compare traditional literature from different cultures.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 332, 389, 390
16.8 Identify common structures (<i>magic helper, rule of three, transformation</i>) and stylistic elements (<i>hyperbole, refrain, simile</i>) in traditional literature.	rBook TE and rBook SE: 140 Resources for Differentiated Instruction Book 1: 301, 310, 330, 336, 349-350, 351, 358, 367-368, 369, 386
GENERAL STANDARD 17: Dramatic Literature	
<i>Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.</i>	
17.3 Identify and analyze structural elements particular to dramatic literature (<i>scenes, acts, cast of characters, stage directions</i>) in the plays they read, view, write, and perform.	Resources for Differentiated Instruction Book 1: 176-179, 331, 387-388 Teaching Resources Paperbacks: 20, 25, 27, 52
17.4 Identify and analyze the similarities and differences between a narrative text and its film or play version.	This objective falls outside the scope of Scholastic Read 180, Stage C ©2005

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GENERAL STANDARD 18: Dramatic Reading and Performance*	
<i>Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.</i>	
18.3 Develop characters through the use of basic acting skills (<i>memorization, sensory recall, concentration, diction, body alignment, expressive detail</i>) and self-assess using teacher-developed criteria before performing.	Resources for Differentiated Instruction Book 1: 176-179, 331
COMPOSITION	
GENERAL STANDARD 19: Writing	
<i>Students will write with a clear focus, coherent organization, and sufficient detail.</i>	
For imaginative/literary writing:*	
19.14 Write stories or scripts containing the basic elements of fiction (<i>characters, dialogue, setting, plot with a clear resolution</i>).	rBook TE and rBook SE: 48-49, 76-77, 226-227 Resources for Differentiated Instruction Book 2: 14, 17, 19, 22, 24, 27, 28, 29, 32, 34, 37, 39, 43
19.15 Write poems using poetic techniques (<i>alliteration, onomatopoeia</i>), figurative language (<i>simile, metaphor</i>), and graphic elements (<i>capital letters, line length</i>).	Resources for Differentiated Instruction Book 2: 134, 137, 138
For informational/expository writing:	
19.16 Write brief research reports with clear focus and supporting detail.	Resources for Differentiated Instruction Book 2: 74, 77, 147
19.17 Write a short explanation of a process that includes a topic statement, supporting details, and a conclusion.	Resources for Differentiated Instruction Book 2: 114, 117
19.18 Write formal letters to correspondents such as authors, newspapers, businesses, or government officials.	Resources for Differentiated Instruction Book 2: 119, 122 Teaching Resources Audiobooks: 64 Paperbacks: 136
GENERAL STANDARD 20: Consideration of Audience and Purpose	
<i>Students will write for different audiences and purposes.</i>	
20.3 Make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes.	Resources for Differentiated Instruction Book 2: 14, 17, 29, 32, 34, 37, 39, 43, 69, 72, 74, 77, 79, 82, 84, 87, 89, 93, 134, 137

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GENERAL STANDARD 21: Revising	
<i>Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.</i>	
21.4 Revise writing to improve level of detail and precision of language after determining where to add images and sensory detail, combine sentences, vary sentences, and rearrange text.	rBook TE and rBook SE: 25, 49, 77, 101, 125, 175, 199, 227 Resources for Differentiated Instruction Book 2: 14, 18, 44, 48, 49, 53, 69, 73, 134, 138
21.5 Improve word choice by using dictionaries or thesauruses.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 59, 63, 104, 108
GENERAL STANDARD 22: Standard English Conventions	
<i>Students will use knowledge of standard English conventions in their writing, revising, and editing.</i>	
22.7 Use additional knowledge of correct mechanics (<i>apostrophes, quotation marks, comma use in compound sentences, paragraph indentations</i>), correct sentence structure (<i>elimination of fragments and run-ons</i>), and correct standard English spelling (<i>commonly used homophones</i>) when writing, revising, and editing.	rBook TE and rBook SE: 26, 50, 78, 153, 201, 229 Resources for Differentiated Instruction Book 2: 24, 28, 69, 73, 104, 129, 182-183, 196-197, 202-203, 204-205, 208-209, 210-211, 214, 220
GENERAL STANDARD 23: Organizing Ideas in Writing	
<i>Students will organize ideas in writing in a way that makes sense for their purpose.</i>	
23.6 Decide on the placement of descriptive details about setting, characters, and events in stories.	rBook TE and rBook SE: 48, 226 Resources for Differentiated Instruction Book 2: 19, 21, 22, 24, 26, 27, 29, 31, 32, 34, 36, 37, 39, 42, 43
23.7 Group related ideas and place them in logical order when writing summaries or reports.	rBook TE and rBook SE: 100-101 Resources for Differentiated Instruction Book 2: 74, 76, 77, 79, 81, 82, 89, 92, 93, 144, 146, 147
23.8 Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence.	rBook TE and rBook SE: 24-25, 76-77, 100-101, 198-199 Resources for Differentiated Instruction Book 2: 74, 77, 78, 94, 97, 98, 99, 102, 103

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GENERAL STANDARD 24: Research*	
<i>Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.</i>	
24.3 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects:	
<ul style="list-style-type: none"> • use an expanded range of print and non-print sources (<i>atlases, data bases, electronic, on-line resources</i>); 	rBook TE and rBook SE: Resources for Differentiated Instruction Book 1: 329 Book 2: 74, 141
<ul style="list-style-type: none"> • follow established criteria for evaluating information; 	Resources for Differentiated Instruction Book 1: 323, 329 Book 2: 141
<ul style="list-style-type: none"> • locate specific information within resources by using indexes, tables of contents, electronic search key words; 	Resources for Differentiated Instruction Book 1: 329 Book 2: 74, 141
<ul style="list-style-type: none"> • organize and present research using the grades 5-6 Learning Standards in the Composition Strand as a guide for writing; and 	Resources for Differentiated Instruction Book 1: 329 Book 2: 74, 144, 146, 147
<ul style="list-style-type: none"> • provide appropriate documentation in a consistent format. 	Resources for Differentiated Instruction Book 2: 141, 147
GENERAL STANDARD 25: Evaluating Writing and Presentations*	
<i>Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.</i>	
25.3 Use prescribed criteria from a scoring rubric to evaluate compositions, recitations, or performances before presenting them to an audience.	Resources for Differentiated Instruction Book 2: 150

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MEDIA	
GENERAL STANDARD 26: Analysis of Media*	
<i>Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies, and provide evidence from the works to support their understanding.</i>	
26.3 Identify techniques used in educational reference software and websites and describe how these techniques are the same as or different from the techniques used by authors and illustrators of print materials.	<p>The opportunity to address this objective is available. See the following:</p> <p>rBook TE and rBook SE: 8K-8L, 32K-32L, 56M-56N, 84K-84L, 108K-108L, 132M-132N, 158K-158L, 182K-182L, 206K-206L, 231</p> <p>Resources for Differentiated Instruction Book 1: 329</p> <p>Teaching Resources Topic Software: 18, 24, 30, 36, 42, 48, 54,60 66</p>
GENERAL STANDARD 27: Media Production*	
<i>Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.</i>	
27.3 Create a media production using effective images, text, music, sound effects, or graphics.	<p>rBook TE and rBook SE: 27, 51, 103</p> <p>Resources for Differentiated Instruction Book 2: 89</p>

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Language Strand	
Continue to address the grades PreK-6 standards as needed.	
Standard 4: Vocabulary and Concept Development	
<i>Students will understand and acquire new vocabulary and use it correctly in reading and writing.</i>	
4.a Determine the meanings of unfamiliar words using context clues (for example, <i>contrast or cause and effect stated in the text</i>).	rBook TE and rBook SE: 164, 187, 192, 194, 211 Resources for Differentiated Instruction Book 1: 238, 239, 254, 255, 264, 265
4.b Determine the meanings of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.	rBook TE and rBook SE: 222, 223 Resources for Differentiated Instruction Book 1: 266, 267, 268, 269
4.c Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.	rBook TE and rBook SE: 96, 170, 171 Resources for Differentiated Instruction Book 1: 244, 245, 252, 253
Standard 5: Structure and Origins of Modern English	
<i>Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.</i>	
5.a Recognize the basic patterns of English sentences (for example, <i>noun-verb; noun-verb-noun; noun-verb-noun-noun</i>).	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 156-157
5.b Distinguish phrases from clauses.	Resources for Differentiated Instruction Book 2: 158-159, 200-201, 208, 212-213
5.c Identify past, present, and future verb tenses.	rBook TE and rBook SE: 102 Resources for Differentiated Instruction Book 2: 168-169, 170-171, 174-175
5.d Identify prepositional phrases.	Resources for Differentiated Instruction Book 2: 212-213
5.e Identify simple, compound, and complex sentences.	Resources for Differentiated Instruction Book 2: 73, 158-159, 208-209
5.f Recognize appropriate use of pronoun reference.	Resources for Differentiated Instruction Book 2: 180-181, 184-185, 216, 219, 221

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5.g Identify correct mechanics (for example, <i>comma after introductory structures</i>), correct usage (for example, <i>subject and verb agreement</i>) and correct sentence structure (for example, <i>complete sentences, properly placed modifiers</i>).	rBook TE and rBook SE: 26-27, 50-51, 78-79, 127, 152-153, 201, 229 Resources for Differentiated Instruction Book 2: 154-155, 178-179, 200-201, 202-203, 204-205, 210-211, 214, 215, 217, 218, 219, 220, 221
Standard 6: Formal and Informal English	
<i>Students will describe, analyze, and use appropriately formal and informal English.</i>	
6.a Identify the language styles of different characters in literary works.	Resources for Differentiated Instruction Book 1: 335, 349-350, 358, 376
Standard 8: Understanding a Text	
<i>Students will identify basic facts and main ideas in a text and use them as the basis for interpretation.</i>	
8.a Use knowledge of genre characteristics to analyze a text.	rBook TE and rBook SE: 70, 132, 144, 210, 220 Resources for Differentiated Instruction Book 1: 304, 310, 330, 331, 361, 369, 386, 387-388
8.b Interpret mood in a text and give supporting evidence.	rBook TE and rBook SE: 63, 67, 144 Resources for Differentiated Instruction Book 1: 334, 369, 370-371, 387-388
8.c Identify evidence in a text that supports an argument.	Resources for Differentiated Instruction Book 1: 321, 322, 323, 378, 379
Standard 10: Genre	
<i>Students will identify, analyze, and apply knowledge of the characteristics of different genres.</i>	
10.a Identify how authors use characteristics of various genres (for example, <i>poetry, fiction, nonfiction, short story, dramatic literature</i>) to accomplish different purposes.	rBook TE and rBook SE: 56, 70, 132, 144, 184, 210 Resources for Differentiated Instruction Book 1: 299, 301, 304, 310, 330, 331 Teaching Resources Audiobooks: 15, 22 Paperbacks: 14, 20, 23, 25, 44, 52
Standard 11: Theme	
<i>Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.</i>	
11.a Identify and supply evidence for a theme in a selection.	rBook TE and rBook SE: 59, 69, 70, 71 Resources for Differentiated Instruction Book 1: 312, 313, 363, 369 Teaching Resources Audiobooks: 24 Paperbacks: 27, 49

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Standard 12: Fiction	
<i>Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.</i>	
12.a Analyze the connections among setting, characterization, conflict, plot, and/or theme.	rBook TE and rBook SE: 59, 65, 69, 135, 137, 142 Resources for Differentiated Instruction Book 1: 310, 311, 312, 313, 333, 349-350, 363, 367-368, 369, 370-371
12.b Analyze characters' personality traits, motivations, and interactions with others and give supporting evidence from their words, actions, or thoughts.	rBook TE and rBook SE: 59, 61, 63, 135, 139, 141 Teaching Resources Paperbacks: 18, 25, 38, 43, 45, 47, 49
12.c Analyze the ways characters change or interact with others over time and give supporting evidence from the text.	Teaching Resources Audiobooks: 25 Paperbacks: 21, 48
Standard 13: Nonfiction	
<i>Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.</i>	
13.a Identify and use knowledge of common textual features (for example, in addition to features listed for earlier grades, <i>introduction, conclusion, transition words, concluding sentences</i>).	rBook TE and rBook SE: 8, 16, 32, 36, 58, 84, 88, 108, 112, 116, 144, 158, 162, 182, 184, 190, 206, 208, 210 Resources for Differentiated Instruction Book 1: 314
13.b Identify and use knowledge of common graphic features to analyze nonfiction texts.	rBook TE and rBook SE: 8, 18, 32, 43, 56, 84, 92, 94-95, 108, 112, 119, 132, 158, 168, 182, 192-193, 206, 218 Resources for Differentiated Instruction Book 1: 327, 328
13.c Identify common organizational structures (for example, <i>logical order, comparison and contrast, cause and effect relationships</i>).	rBook TE and rBook SE: 34-35, 36-39, 40-43, 110-111, 112-115, 116-119, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193 Resources for Differentiated Instruction Book 1: 290, 291, 296, 297, 298, 299, 300, 301
13.d Recognize arguments for and against an issue.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 321, 322, 378, 379
13.e Identify evidence in a text that supports an argument.	Resources for Differentiated Instruction Book 1: 321, 322, 323, 378, 379

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Standard 14: Poetry	
<i>Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.</i>	
14.a Identify and respond to the effects of form, sound, figurative language, and graphics in order to uncover meaning in poetry.	
14.a 1 Form (<i>haiku, epic, sonnet</i>)	rBook TE and rBook SE: 70, 71, 144, 220, 221 Resources for Differentiated Instruction Book 1: 330, 338, 361, 386 Book 2: 135
14.a 2 Sound (<i>alliteration, onomatopoeia, rhyme schemes</i>)	rBook TE and rBook SE: 71, 144, 145, 221 Resources for Differentiated Instruction Book 1: 338, 361, 386
14.a 3 Figurative language (<i>personification, metaphor, simile, hyperbole</i>)	rBook TE and rBook SE: 221 Resources for Differentiated Instruction Book 1: 330, 338, 361, 386
14.a 4 Graphics (<i>capital letters, line length, word position</i>)	rBook TE and rBook SE: 56, 132, 144
Standard 15: Style and Language	
<i>Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and will provide evidence from the text to support their understanding.</i>	
15.a Identify and analyze imagery and figurative language.	rBook TE and rBook SE: 136, 138, 140, 145, 221 Resources for Differentiated Instruction Book 1: 330, 336, 338, 349-350, 351, 361, 367-368, 386
15.b Identify how an author's use of words creates mood.	rBook TE and rBook SE: 63, 67, 144 Resources for Differentiated Instruction Book 1: 334, 369, 370-371, 387-388
Standard 16: Myth, Traditional Narrative, and Classical Literature	
<i>Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.</i>	
16.a Identify conventions in epic tales (for example, <i>the extended simile, the hero's tasks, special weapons, clothing, helpers</i>).	Resources for Differentiated Instruction Book 1: 310, 313, 369

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16.b Identify and analyze similarities and differences in mythologies from different cultures (for example, <i>ideas of the afterlife, roles and characteristics of deities, types and purposes of myths</i>).	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 310, 313, 369
Standard 17: Dramatic Literature	
<i>Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.</i>	
17.a Identify and analyze elements of setting, plot, and characterization in plays that are read, viewed, written, and/or performed.	
17.a 1 Setting (for example, <i>place, historical period, time of day</i>)	Resources for Differentiated Instruction Book 1: 176-179 Teaching Resources Paperbacks: 25, 27, 52
17.a 2 Plot (for example, <i>exposition, conflict, rising action, falling action</i>)	Resources for Differentiated Instruction Book 1: 176-179, 331, 387-388 Teaching Resources Paperbacks: 20, 25, 27, 52
17.a 3 Characterization (for example, <i>character motivations, actions, thoughts, development</i>)	Resources for Differentiated Instruction Book 1: 176-179, 331, 387-388 Teaching Resources Paperbacks: 20, 25, 27, 52
17.b Identify and analyze the similarities and differences in the presentations of setting, character, and plot in texts, plays, and films.	This objective falls outside the scope of Scholastic Read 180, Stage B ©2005

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LANGUAGE	
GENERAL STANDARD 1: Discussion*	
<i>Students will use agreed-upon rules for informal and formal discussions in small and large groups.</i>	
1.4 Know and apply rules for formal discussions (<i>classroom, parliamentary debate, town meeting rules</i>).	This objective falls outside the scope of Scholastic Read 180, Stage B ©2005
GENERAL STANDARD 2: Questioning, Listening, and Contributing*	
<i>Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.</i>	
2.4 Integrate relevant information gathered from group discussions and interviews for reports.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 3: 32
GENERAL STANDARD 3: Oral Presentation*	
<i>Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.</i>	
3.10 Present an organized interpretation of a literary work, film, or dramatic production.	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 153 Resources for Differentiated Instruction Book 2: 123
3.11 Use appropriate techniques for oral persuasion.	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 125 Resources for Differentiated Instruction Book 1: 322 Book 2: 104, 105, 106, 107
3.12 Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (<i>gestures, vocabulary, pace, visuals</i>) and using language for dramatic effect.	Resources for Differentiated Instruction Book 1: 176-179, 335 Book 2: 14, 39, 74
3.13 Create a scoring guide based on categories supplied by the teacher (<i>content, presentation style</i>) to prepare and assess their presentations.	This objective falls outside the scope of Scholastic Read 180, Stage B ©2005

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GENERAL STANDARD 4: Vocabulary and Concept Development	
<i>Students will understand and acquire new vocabulary and use it correctly in reading and writing.</i>	
4.20 Determine the meaning of unfamiliar words using context clues (<i>contrast, cause and effect</i>).	rBook TE and rBook SE: 164, 187, 192, 194, 211 Resources for Differentiated Instruction Book 1: 238, 239, 254, 255, 264
4.21 Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.	rBook TE and rBook SE: 222, 223 Resources for Differentiated Instruction Book 1: 266, 267, 268, 269
4.22 Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.	rBook TE and rBook SE: 96, 170, 171 Resources for Differentiated Instruction Book 1: 244, 245, 252, 253
GENERAL STANDARD 5: Structure and Origins of Modern English	
<i>Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.</i>	
5.15 Recognize the basic patterns of English sentences (<i>noun-verb; noun-verb-noun; noun-verb-noun-noun; noun-linking verb-noun</i>).	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 156-157
5.16 Distinguish phrases from clauses.	Resources for Differentiated Instruction Book 2: 158-159, 200-201, 208, 212-213
5.17 Recognize the makeup and function of prepositional phrases.	Resources for Differentiated Instruction Book 2: 212-213
5.18 Identify simple, compound, and complex sentences.	Resources for Differentiated Instruction Book 2: 73, 158-159, 208-209
5.19 Recognize appropriate use of pronoun reference.	Resources for Differentiated Instruction Book 2: 180-181, 184-185, 216, 219, 221
5.20 Identify correct mechanics (<i>comma after introductory structures</i>), correct usage (<i>pronoun reference</i>), and correct sentence structure (<i>complete sentences, properly placed modifiers</i>).	rBook TE and rBook SE: 26-27, 50-51, 78-79, 127, 152-153, 201, 229 Resources for Differentiated Instruction Book 2: 154-155, 178-179, 200-201, 202-203, 204-205, 210-211, 214, 215, 217, 218, 219, 220, 221

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5.21 Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences.	rBook TE and rBook SE: 26, 50 Resources for Differentiated Instruction Book 2: 158-159, 160-161, 202-203, 208-209, 210-211, 212-213
5.22 Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.	rBook TE and rBook SE: 222, 223 Resources for Differentiated Instruction Book 1: 266, 267, 268, 269
GENERAL STANDARD 6: Formal and Informal English	
<i>Students will describe, analyze, and use appropriately formal and informal English.</i>	
6.7 Analyze the language styles of different characters in literary works.	Resources for Differentiated Instruction Book 1: 335, 349-350, 358, 376
READING AND LITERATURE	
GENERAL STANDARD 8: Understanding a Text	
<i>Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.</i>	
For imaginative/literary texts:	
8.23 Use knowledge of genre characteristics to analyze a text.	rBook TE and rBook SE: 70, 132, 144, 210, 220 Resources for Differentiated Instruction Book 1: 304, 310, 330, 331, 361, 369, 386, 387-388
8.24 Interpret mood and tone, and give supporting evidence in a text.	rBook TE and rBook SE: 63, 67, 144 Resources for Differentiated Instruction Book 1: 334, 369, 370-371, 387-388
8.25 Interpret a character's traits, emotions, or motivation and give supporting evidence from a text.	rBook TE and rBook SE: 63, 135, 137, 141, 143 Teaching Resources Audiobooks: 14, 25 Paperbacks: 27, 36, 45
For informational/expository texts:	
8.26 Recognize organizational structures and use of arguments for and against an issue.	rBook TE and rBook SE: 14-15, 58-69, 114-115, 134-135 Resources for Differentiated Instruction Book 1: 321, 322, 323, 378, 379

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8.27 Identify evidence used to support an argument.	rBook TE and rBook SE: 59, 69, 70, 71 Resources for Differentiated Instruction Book 1: 312, 313, 363, 369 Teaching Resources Audiobooks: 24 Paperbacks: 27, 49
8.28 Distinguish between the concepts of theme in a literary work and author's purpose in an expository text.	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 58, 59, 60, 69 Resources for Differentiated Instruction Book 1: 312-313, 320, 409, 412 Teaching Resources Paperbacks: 15, 28, 34, 35, 43, 48, 49, 50
GENERAL STANDARD 9: Making Connections	
<i>Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.</i>	
9.5 Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.	rBook TE and rBook SE: 218 Resources for Differentiated Instruction Book 1: 309 Teaching Resources Paperbacks: 16
GENERAL STANDARD 10: Genre	
<i>Students will identify, analyze, and apply knowledge of the characteristics of different genres.</i>	
10.4 Identify and analyze the characteristics of various genres (<i>poetry, fiction, nonfiction, short story, dramatic literature</i>) as forms chosen by an author to accomplish a purpose.	rBook TE and rBook SE: 56, 70, 132, 144, 184, 210 Resources for Differentiated Instruction Book 1: 299, 301, 304, 310, 330, 331 Teaching Resources Audiobooks: 15, 22 Paperbacks: 14, 20, 23, 25, 44, 52

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GENERAL STANDARD 11: Theme	
<i>Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.</i>	
11.4 Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 59, 69, 70, 71 Resources for Differentiated Instruction Book 1: 312, 313, 341, 369, 378, 379 Teaching Resources Paperbacks: 27, 49
GENERAL STANDARD 12: Fiction	
<i>Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.</i>	
12.4 Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict.	rBook TE and rBook SE: 59, 61, 63, 141, 143 Resources for Differentiated Instruction Book 1: 306, 307, 310, 311 Teaching Resources Paperbacks: 15, 37, 40, 43, 48
GENERAL STANDARD 13: Nonfiction	
<i>Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.</i>	
13.18 Identify and use knowledge of common textual features (<i>paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography</i>).	rBook TE and rBook SE: 8, 16, 32, 36, 58, 84, 88, 108, 112, 116, 144, 158, 162, 182, 184, 190, 206, 208, 210 Resources for Differentiated Instruction Book 1: 314
13.19 Identify and use knowledge of common graphic features (<i>charts, maps, diagrams</i>).	rBook TE and rBook SE: 8, 18, 32, 43, 56, 84, 92, 94-95, 108, 112, 119, 132, 158, 168, 182, 192-193, 206, 218 Resources for Differentiated Instruction Book 1: 327, 328
13.20 Identify and use knowledge of common organizational structures (<i>logical order, comparison and contrast, cause and effect relationships</i>).	rBook TE and rBook SE: 34-35, 36-39, 40-43, 110-111, 112-115, 116-119, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193 Resources for Differentiated Instruction Book 1: 290, 291, 296, 297, 298, 299, 300, 301

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13.21 Recognize use of arguments for and against an issue.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 321, 322, 323, 378, 379
13.22 Identify evidence used to support an argument.	Resources for Differentiated Instruction Book 1: 321, 322, 323, 388, 389-390, 391
13.23 Distinguish between the concepts of theme in a literary work and author's purpose in an expository text.	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 58, 59, 60, 61 Resources for Differentiated Instruction Book 1: 312-313, 320, 409, 412
GENERAL STANDARD 14: Poetry	
<i>Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding.</i>	
14.4 Respond to and analyze the effects of sound, form, figurative language, and graphics in order to uncover meaning in poetry:	
<ul style="list-style-type: none"> • sound (<i>alliteration, onomatopoeia, internal rhyme, rhyme scheme</i>); 	rBook TE and rBook SE: 71, 144, 145, 221 Resources for Differentiated Instruction Book 1: 338, 361, 386
<ul style="list-style-type: none"> • figurative language (<i>personification, metaphor, simile, hyperbole</i>); 	rBook TE and rBook SE: 221 Resources for Differentiated Instruction Book 1: 330, 338, 361, 386
<ul style="list-style-type: none"> • graphics (<i>capital letters, line length, word position</i>). 	rBook TE and rBook SE: 56, 132, 144
GENERAL STANDARD 15: Style and Language	
<i>Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding.</i>	
15.5 Identify and analyze imagery and figurative language.	rBook TE and rBook SE: 136, 138, 140, 145, 221 Resources for Differentiated Instruction Book 1: 330, 336, 338, 349-350, 351, 361, 367-368, 386
15.6 Identify and analyze how an author's use of words creates tone and mood.	rBook TE and rBook SE: 63, 67, 144 Resources for Differentiated Instruction Book 1: 334, 369, 370-371, 387-388

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GENERAL STANDARD 16: Myth, Traditional Narrative, and Classical Literature	
<i>Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.</i>	
16.9 Identify conventions in epic tales (<i>extended simile, the quest, the hero's tasks, special weapons or clothing, helpers</i>).	Resources for Differentiated Instruction Book 1: 310, 313, 369
16.10 Identify and analyze similarities and differences in mythologies from different cultures (<i>ideas of the afterlife, roles and characteristics of deities, types and purposes of myths</i>).	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 310, 313, 369
GENERAL STANDARD 17: Dramatic Literature	
<i>Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.</i>	
17.5 Identify and analyze elements of setting, plot, and characterization in the plays that are read, viewed, written, and/or performed:	
17.5a setting (<i>place, historical period, time of day</i>);	Resources for Differentiated Instruction Book 1: 176-179 Teaching Resources Paperbacks: 20, 25, 27, 52
17.5b plot (<i>exposition, conflict, rising action, falling action</i>); and	Resources for Differentiated Instruction Book 1: 176-179, 331, 387-388 Teaching Resources Paperbacks: 20, 25, 27, 52
17.5c characterization (<i>character motivations, actions, thoughts, development</i>).	Resources for Differentiated Instruction Book 1: 176-179, 331, 387-388 Teaching Resources Paperbacks: 20, 25, 27, 52
17.6 Identify and analyze the similarities and differences in the presentation of setting, character, and plot in texts, plays, and films.	This objective falls outside the scope of Scholastic Read 180, Stage B ©2005

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GENERAL STANDARD 18: Dramatic Reading and Performance*	
<i>Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.</i>	
18.4 Develop and present characters through the use of basic acting skills (<i>memorization, sensory recall, concentration, diction, body alignment, expressive detail</i>), explain the artistic choices made, and use a scoring guide with teacher-developed categories (<i>content, presentation style</i>) to create scoring criteria for assessment.	Resources for Differentiated Instruction Book 1: 176-179, 331
COMPOSITION	
GENERAL STANDARD 19: Writing	
<i>Students will write with a clear focus, coherent organization, and sufficient detail.</i>	
For informational/expository writing:	
19.19 Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.	rBook TE and rBook SE: 48-49, 76-77, 226-227 Resources for Differentiated Instruction Book 2: 14, 17, 19, 22, 24, 27, 28, 29, 32, 34, 37, 39, 43
19.20 Write poems using poetic techniques (<i>alliteration, onomatopoeia, rhyme scheme</i>), figurative language (<i>simile, metaphor, personification</i>), and graphic elements (<i>capital letters, line length, word position</i>).	Resources for Differentiated Instruction Book 2: 134, 137, 138
For informational/expository writing:	
19.21 Write reports based on research that include quotations, footnotes or endnotes, and a bibliography.	Resources for Differentiated Instruction Book 2: 147, 149
19.22 Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.	rBook TE and rBook SE: 22-25, 98-101, 148-151 Resources for Differentiated Instruction Book 2: 89, 92, 94, 96, 97, 99, 101, 102
19.23 Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.	Resources for Differentiated Instruction Book 2: 81, 82, 92, 93, 96,97, 101, 102, 112, 113
GENERAL STANDARD 20: Consideration of Audience and Purpose	
<i>Students will write for different audiences and purposes.</i>	
20.4 Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.	rBook TE and rBook SE: 122-123, 148, 149, 150 Resources for Differentiated Instruction Book 2: 14, 17, 24, 39, 43, 54, 109

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GENERAL STANDARD 21: Revising	
<i>Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.</i>	
21.6 Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of writing.	rBook TE and rBook SE: 25, 49, 77, 101, 125, 175, 199, 227 Resources for Differentiated Instruction Book 2: 14, 18, 44, 48, 49, 53, 69, 73, 134, 138
21.7 Improve word choice by using a variety of references.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 59, 63, 104, 108
GENERAL STANDARD 22: Standard English Conventions	
<i>Students will use knowledge of standard English conventions in their writing, revising, and editing.</i>	
22.8 Use knowledge of types of sentences (<i>simple, compound, complex</i>), correct mechanics (<i>comma after introductory structures</i>), correct usage (<i>pronoun reference</i>), sentence structure (<i>complete sentences, properly placed modifiers</i>), and standard English spelling when writing and editing.	rBook TE and rBook SE: 26-27, 50-51, 78-79, 127, 152-153, 201, 229 Resources for Differentiated Instruction Book 2: 154-155, 178-179, 200-201, 202-203, 204-205, 210-211, 214, 215, 217, 218, 219, 220, 221
GENERAL STANDARD 23: Organizing Ideas in Writing	
<i>Students will organize ideas in writing in a way that makes sense for their purpose.</i>	
23.9 Integrate the use of organizing techniques that break up strict chronological order in a story (<i>starting in the middle of the action, then filling in background information using flashbacks</i>).	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 61, 69 Resources for Differentiated Instruction Book 1: 335
23.10 Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.	Resources for Differentiated Instruction Book 2: 54, 56, 58, 74, 76, 78, 84, 86, 89, 92, 94, 96, 99, 101, 104, 106, 109, 112, 114, 116
23.11 Organize ideas for writing comparison-and-contrast essays.	rBook TE and rBook SE: 185, 189 Resources for Differentiated Instruction Book 2: 54, 56

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GENERAL STANDARD 24: Research*	
<i>Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.</i>	
24.4 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects:	
24.4a differentiate between primary and secondary source materials;	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 74, 141
24.4b differentiate between paraphrasing and using direct quotes in a report;	Resources for Differentiated Instruction Book 2: 141
24.4c organize and present research using the grade 7-8 Learning Standards in the Composition Strand as a guide for writing;	Resources for Differentiated Instruction Book 2: 144, 146, 147
24.4d document information and quotations and use a consistent format for footnotes or endnotes; and	Resources for Differentiated Instruction Book 2: 141, 142, 143, 147
24.4e use standard bibliographic format to document sources.	Resources for Differentiated Instruction Book 2: 141, 142, 147, 149
GENERAL STANDARD 25: Evaluating Writing and Presentations*	
<i>Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.</i>	
25.4 As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 150

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MEDIA	
GENERAL STANDARD 26: Analysis of Media*	
<i>Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies, and provide evidence from the works to support their understanding.</i>	
26.4 Analyze the effect on the reader's or viewer's emotions of text and image in print journalism, and images, sound, and text in electronic journalism, distinguishing techniques used in each to achieve these effects.	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 8L, 32L, 56N, 84L, 108L, 132N, 158L, 206L Resources for Differentiated Instruction Book 1: 321, 322
GENERAL STANDARD 27: Media Production*	
<i>Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.</i>	
27.4 Create media presentations and written reports on the same subject and compare the differences in effects of each medium.	This objective falls outside the scope of Scholastic Read 180, Stage B ©2005
27.5 Use criteria to assess the effectiveness of media presentations.	This objective falls outside the scope of Scholastic Read 180, Stage B ©2005