

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

**Grade 9-10**

<b>Massachusetts English Language Arts Curriculum Framework, Grade 9-10</b>	<b>Scholastic Read 180, Stage C ©2005</b>
<b>Language</b>	
<b>GENERAL STANDARD 1: Discussion*</b>	
<i>Students will use agreed-upon rules for informal and formal discussions in small and large groups.</i>	
1.5 Identify and practice techniques such as setting time limits for speakers and deadlines for decision-making to improve productivity of group discussions.	This objective falls outside the scope of Scholastic Read 180, Stage C ©2005
<b>GENERAL STANDARD 2: Questioning, Listening, and Contributing*</b>	
<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>	
2.5 Summarize in a coherent and organized way information and ideas learned from a focused discussion.	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 84, 85, 86, 87, 89, 90, 91, 93  Resources for Differentiated Instruction Book 1: 294, 295
<b>GENERAL STANDARD 3: Oral Presentation*</b>	
<i>Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.</i>	
3.14 Give formal and informal talks to various audiences and for various purposes using appropriate level of formality and rhetorical devices.	rBook TE and rBook SE: 181  Resources for Differentiated Instruction Book 1: 176-179 Book 2: 39, 75, 81, 105, 165 Book 3: 32, 45, 46, 61, 64
3.15 Analyze effective speeches made for a variety of purposes and prepare and deliver a speech containing some of these features.	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 181  Resources for Differentiated Instruction Book 2: 75, 81, 105, 129
3.16 Create an appropriate scoring guide to prepare, improve, and assess presentations.	This objective falls outside the scope of Scholastic Read 180, Stage C ©2005
<b>GENERAL STANDARD 4: Vocabulary and Concept Development</b>	
<i>Students will understand and acquire new vocabulary and use it correctly in reading and writing.</i>	
4.23 Identify and use correctly idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.	rBook TE and rBook SE: 16, 18, 87, 135, 136, 137, 138, 139  Resources for Differentiated Instruction Book 1: 272, 273 Book 3: 55, 59, 60, 66, 67, 69

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4.24 Use knowledge of Greek, Latin, and Norse mythology, the Bible, and other works often alluded to in British and American literature to understand the meanings of new words.	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 1: 266, 267, 268, 269  Teaching Resources Audiobooks: 16 Paperbacks: 24, 35, 47
4.25 Use general dictionaries, specialized dictionaries, thesauruses, or related references as needed to increase learning.	rBook TE and rBook SE: 118  Resources for Differentiated Instruction Book 1: 244, 245, 246, 247, 252, 253
<b>GENERAL STANDARD 5: Structure and Origins of Modern English</b>	
<i>Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.</i>	
5.23 Identify simple, compound, complex, and compound-complex sentences.	Resources for Differentiated Instruction Book 2: 73, 190-191, 240-241
5.24 Identify nominalized, adjectival, and adverbial clauses.	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 204, 232  Resources for Differentiated Instruction Book 2: 218-219, 220-221, 224-225, 226-227
5.25 Recognize the functions of verbals: participles, gerunds, and infinitives.	This objective falls outside the scope of Scholastic Read 180, Stage C ©2005
5.26 Analyze the structure of a sentence (traditional diagram, transformational model).	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 2: 188-189
5.27 Identify rhetorically functional sentence structure (parallelism, properly placed modifiers).	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 101  Resources for Differentiated Instruction Book 2: 188-189, 190-191, 192-193

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5.28 Identify correct mechanics (semicolons, colons, hyphens), correct usage (tense consistency), and correct sentence structure (parallel structure).	rBook TE and rBook SE: 100, 101  Resources for Differentiated Instruction Book 2: 200-201, 202-203, 206-207, 238-239, 246, 247, 250
5.29 Describe the origins and meanings of common words and foreign words or phrases used frequently in written English, and show their relationship to historical events or developments (glasnost, coup d'état).	rBook TE and rBook SE: 10, 37, 43, 112, 137, 215  Resources for Differentiated Instruction Book 1: 270, 271
<b>GENERAL STANDARD 6: Formal and Informal English</b>	
<i>Students will describe, analyze, and use appropriately formal and informal English.</i>	
6.8 Identify content-specific vocabulary, terminology, or jargon unique to particular social or professional groups.	rBook TE and rBook SE: 10, 37, 43, 112, 146  Resources for Differentiated Instruction Book 1: 330 Book 3: 21
6.9 Identify differences between the voice, tone, diction, and syntax used in media presentations (documentary films, news broadcasts, taped interviews) and these elements in informal speech.	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 2: 39 Book 3: 32, 34, 45, 61, 67, 70
<b>Reading and Literature</b>	
<b>GENERAL STANDARD 8: Understanding a Text</b>	
<i>Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.</i>	
<b>For imaginative/literary texts:</b>	
8.29 Identify and analyze patterns of imagery or symbolism.	rBook TE and rBook SE: 63, 67, 69, 142, 145  Resources for Differentiated Instruction Book 1: 338, 343, 358-359, 373-374, 375, 403-404
8.30 Identify and interpret themes and give supporting evidence from a text.	rBook TE and rBook SE: 59, 65, 133, 149, 225  Resources for Differentiated Instruction Book 1: 312, 313, 378, 379  Teaching Resources Paperbacks: 28, 34, 35, 43, 49, 50
<b>For informational/expository texts:</b>	
8.31 Analyze the logic and use of evidence in an author's argument.	Resources for Differentiated Instruction Book 1: 321, 322, 323, 388, 389-390, 391

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<b>GENERAL STANDARD 9: Making Connections</b>	
<i>Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.</i>	
9.6 Relate a literary work to primary source documents of its literary period or historical setting.	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 60-65, 66-69, 222-225  Resources for Differentiated Instruction Book 1: 369, 373-374, 375, 405-407  Teaching Resources Audiobooks: 16 Paperbacks: 13, 17, 20, 24, 35, 47
<b>GENERAL STANDARD 10: Genre</b>	
<i>Students will identify, analyze, and apply knowledge of the characteristics of different genres.</i>	
10.5 Compare and contrast the presentation of a theme or topic across genres to explain how the selection of genre shapes the message.	Resources for Differentiated Instruction Book 1: 336, 337, 408-411
<b>GENERAL STANDARD 11: Theme</b>	
<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>	
11.5 Apply knowledge of the concept that the theme or meaning of a selection represents a view or comment on life, and provide support from the text for the identified themes.	rBook TE and rBook SE: 59, 133, 149, 225  Resources for Differentiated Instruction Book 1: 312, 313, 378, 379  Teaching Resources Paperbacks: 28, 34, 35, 43, 49, 50
<b>GENERAL STANDARD 12: Fiction</b>	
<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>	
12.5 Locate and analyze such elements in fiction as point of view, foreshadowing, and irony.	rBook TE and rBook SE: 60, 134, 223, 225  Resources for Differentiated Instruction Book 1: 319, 339, 340, 349, 366, 367-368, 370-371, 379, 385-386, 405-407
<b>GENERAL STANDARD 13: Nonfiction</b>	
<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>	
13.24 Analyze the logic and use of evidence in an author's argument.	Resources for Differentiated Instruction Book 1: 321, 322, 323, 388, 389-390, 391

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13.25 Analyze and explain the structure and elements of nonfiction works.	rBook TE and rBook SE: 18-19, 42-43, 92-93, 116-117, 172-173, 196-197, 220-221  Resources for Differentiated Instruction Book 1: 290, 291, 296, 297, 298, 299, 300, 301, 314, 329, 330
<b>GENERAL STANDARD 14: Poetry</b>	
<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. (See also Standard 15.)</i>	
14.5 Identify, respond to, and analyze the effects of sound, form, figurative language, graphics, and dramatic structure of poems: sound (alliteration, onomatopoeia, rhyme scheme, consonance, assonance);	rBook TE and rBook SE: 223  Resources for Differentiated Instruction Book 1: 342, 343, 403-404, 408, 412, 415, 417
14.5 Identify, respond to, and analyze the effects of sound, form, figurative language, graphics, and dramatic structure of poems: form (ballad, sonnet, heroic couplets);	rBook TE and rBook SE: 66-69, 222-225  Resources for Differentiated Instruction Book 1: 345, 403, 404, 408, 412, 415, 417
14.5 Identify, respond to, and analyze the effects of sound, form, figurative language, graphics, and dramatic structure of poems: figurative language (personification, metaphor, simile, hyperbole, symbolism);	rBook TE and rBook SE: 67, 69, 225  Resources for Differentiated Instruction Book 1: 334, 342, 343, 403-404, 412
14.5 Identify, respond to, and analyze the effects of sound, form, figurative language, graphics, and dramatic structure of poems: dramatic structure.	rBook TE and rBook SE: 66-69, 222-225  Resources for Differentiated Instruction Book 1: 403-404, 408, 412, 415, 417
<b>GENERAL STANDARD 15: Style and Language</b>	
<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>	
15.7 Evaluate how an author's choice of words advances the theme or purpose of a work.	rBook TE and rBook SE: 149, 225  Resources for Differentiated Instruction Book 1: 313, 320, 325  Teaching Resources Paperbacks: 48
15.8 Identify and describe the importance of sentence variety in the overall effectiveness of an imaginary/literary or informational/expository work.	This objective falls outside the scope of Scholastic Read 180, Stage C ©2005

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<b>GENERAL STANDARD 16: Myth, Traditional Narrative, and Classical Literature</b>	
<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>	
16.11 Analyze the characters, structure, and themes of classical Greek drama and epic poetry.	Resources for Differentiated Instruction Book 1: 335, 405-407  Teaching Resources Paperbacks: 17
<b>GENERAL STANDARD 17: Dramatic Literature</b>	
<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. (See also Standards 12, 18, 27, and the Theatre Strand of the Arts Curriculum Framework.)</i>	
17.7 Identify and analyze how dramatic conventions support, interpret, and enhance dramatic text.	Resources for Differentiated Instruction Book 1: 335, 345, 405-407, 416
<b>GENERAL STANDARD 18: Dramatic Reading and Performance*</b>	
<i>Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose. (See also Standards 17, 19, 27, and the Theatre Strand of the Arts Curriculum Framework.)</i>	
18.5 Develop, communicate, and sustain consistent characters in improvisational, formal, and informal productions and create scoring guides with categories and criteria for assessment of presentations.	Resources for Differentiated Instruction Book 1: 176-179, 335, 345, 405-407, 416
<b>Composition</b>	
<b>GENERAL STANDARD 19: Writing</b>	
<i>Students will write with a clear focus, coherent organization, and sufficient detail.</i>	
<b>For imaginative/literary writing:*</b>	
19.24 Write well-organized stories or scripts with an explicit or implicit theme and details that contribute to a definite mood or tone.	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 2: 15, 18, 21, 24, 27, 30, 39, 43, 63, 67
19.25 Write poems using a range of poetic techniques, forms (sonnet, ballad), and figurative language.	Resources for Differentiated Instruction Book 2: 165, 168, 169
<b>For informational/expository writing:*</b>	
19.26 Write well-organized essays (persuasive, literary, personal) that have a clear focus, logical development, effective use of detail, and variety in sentence structure.	rBook TE and rBook SE: 23-27, 47-51, 73-77, 97-101, 121-125, 153-157, 177-181, 201-205, 229-233  Resources for Differentiated Instruction Book 2: 39, 43, 63, 67, 111, 115, 135, 139

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19.27 Write well-organized research papers that prove a thesis statement using logical organization, effective supporting evidence, and variety in sentence structure.	Resources for Differentiated Instruction Book 2: 178
<b>GENERAL STANDARD 20: Consideration of Audience and Purpose</b>	
<i>Students will write for different audiences and purposes. (See also Standards 3, 6, and 19.)</i>	
20.5 Use different levels of formality, style, and tone when composing for different audiences.	rBook TE and rBook SE: 23-25, 47-49, 73-75, 97-99, 121-123, 153-155, 177-179, 201-203, 229-231  Resources for Differentiated Instruction Book 2: 15, 33, 63, 75, 87, 117, 147, 153, 159, 165, 178
<b>GENERAL STANDARD 21: Revising</b>	
<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>	
21.8 Revise writing by attending to topic/idea development, organization, level of detail, language/style, sentence structure, grammar and usage, and mechanics.	rBook TE and rBook SE: 25, 49, 75, 99, 123, 179, 203, 231  Resources for Differentiated Instruction Book 2: 57, 61, 75, 79, 93, 97, 117, 121, 123, 127, 159, 163
<b>GENERAL STANDARD 22: Standard English Conventions</b>	
<i>Students will use knowledge of standard English conventions in their writing, revising, and editing.</i>	
22.9 Use knowledge of types of clauses (main and subordinate), verbals (gerunds, infinitives, participles), mechanics (semicolons, colons, hyphens), usage (tense consistency), sentence structure (parallel structure), and standard English spelling when writing and editing.	rBook TE and rBook SE: 26, 51, 77, 100, 156, 205  Resources for Differentiated Instruction Book 2: 21, 75, 152, 157, 190-191, 200-201, 202-203, 206-207, 234-235, 240-241, 244-245, 247, 250, 252
<b>GENERAL STANDARD 23: Organizing Ideas in Writing</b>	
<i>Students will organize ideas in writing in a way that makes sense for their purpose.</i>	
23.12 Integrate all elements of fiction to emphasize the theme and tone of the story.	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 2: 15, 18, 27, 30
23.13 Organize ideas for a critical essay about literature or a research report with an original thesis statement in the introduction, well constructed paragraphs that build an effective argument, transition sentences to link paragraphs into a coherent whole, and a conclusion.	rBook TE and rBook SE: 153-154  Resources for Differentiated Instruction Book 2: 56-57, 59, 60, 61, 80-81, 83, 84, 98-99, 101, 102, 104-105, 107, 108, 122-123, 125, 126, 177

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<b>GENERAL STANDARD 24: Research*</b>	
<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>	
24.5 Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, documenting sources in a consistent and standard format, and presenting research.	Resources for Differentiated Instruction Book 2: 170, 171, 172, 173, 175, 177, 178
<b>GENERAL STANDARD 25: Evaluating Writing and Presentations*</b>	
<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>	
25.5 Use group-generated criteria for evaluating different forms of writing and explain why these are important before applying them.	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 2: 181
<b>Media</b>	
<b>GENERAL STANDARD 26: Analysis of Media*</b>	
<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. (See also Standards 17, 18, 24, 27, and the Theatre Standards of the Arts Curriculum Framework.)</i>	
26.5 Analyze visual or aural techniques used in a media message for a particular audience and evaluate their effectiveness.	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 8L, 32L, 56N, 82L, 103, 106L, 130N, 162L, 186L, 210L  Resources for Differentiated Instruction Book 1: 333
<b>GENERAL STANDARD 27: Media Production*</b>	
<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. (See also Standards 18, 24, 26, and the Theatre Standards of the Arts Curriculum Framework.)</i>	
27.6 Create media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic.	rBook TE and rBook SE: 101  Resources for Differentiated Instruction Book 2: 21, 81, 105, 111, 153
27.7 Develop and apply criteria for assessing the effectiveness of the presentation, style, and content of films and other forms of electronic communication.	This objective falls outside the scope of Scholastic Read 180, Stage C ©2005

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<b>Language</b>	
<b>GENERAL STANDARD 1: Discussion*</b>	
<i>Students will use agreed-upon rules for informal and formal discussions in small and large groups.</i>	
1.6 Drawing on one of the widely used professional evaluation forms for group discussion, evaluate how well participants engage in discussions at a local meeting.	This objective falls outside the scope of Scholastic Read 180, Stage C ©2005
<b>GENERAL STANDARD 2: Questioning, Listening, and Contributing*</b>	
<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>	
2.6 Analyze differences in responses to focused group discussion in an organized and systematic way.	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 8L, 12, 32L, 36, 40, 60, 68, 86, 90, 106L, 110, 130N, 144, 148, 164, 170, 186L, 188, 194, 210L
<b>GENERAL STANDARD 3: Oral Presentation*</b>	
<i>Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.</i>	
3.17 Deliver formal presentations for particular audiences using clear enunciation and appropriate organization, gestures, tone, and vocabulary.	rBook TE and rBook SE: 181  Resources for Differentiated Instruction Book 1: 176-179, 335, 405-407 Book 2: 15, 39, 75, 81, 105, 165
3.18 Create an appropriate scoring guide to evaluate final presentations.	This objective falls outside the scope of Scholastic Read 180, Stage C ©2005
<b>GENERAL STANDARD 4: Vocabulary and Concept Development</b>	
<i>Students will understand and acquire new vocabulary and use it correctly in reading and writing.</i>	
4.26 Identify and use correctly new words acquired through study of their different relationships to other words.	rBook TE and rBook SE: 44, 175, 199  Resources for Differentiated Instruction Book 1: 236, 237, 238, 239, 246, 247, 250, 251, 254, 255, 266, 267, 268, 269, 270, 271 Book 3: 55
4.27 Use general dictionaries, specialized dictionaries, thesauruses, histories of language, books of quotations, and other related references as needed.	rBook TE and rBook SE: 118  Resources for Differentiated Instruction Book 1: 244, 245, 246, 247, 252, 253

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<b>GENERAL STANDARD 5: Structure and Origins of Modern English</b>	
<i>Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.</i>	
5.30 Identify, describe, and apply all conventions of standard English.	rBook TE and rBook SE: 27, 51, 77, 101, 156, 205  Resources for Differentiated Instruction Book 2: 186-187, 192-193, 210-211, 230-231, 234-235, 238-239, 246, 247, 248, 249, 250, 251, 252, 253
5.31 Describe historical changes in conventions for usage and grammar.	This objective falls outside the scope of Scholastic Read 180, Stage C ©2005
5.32 Explain and evaluate the influence of the English language on world literature and world cultures.	This objective falls outside the scope of Scholastic Read 180, Stage C ©2005
5.33 Analyze and explain how the English language has developed and been influenced by other languages.	rBook TE and rBook SE: 175  Resources for Differentiated Instruction Book 1: 266, 267, 268, 269, 270, 271 Book 3: 55
<b>GENERAL STANDARD 6: Formal and Informal English</b>	
<i>Students will describe, analyze, and use appropriately formal and informal English.</i>	
6.10 Analyze the role and place of standard American English in speech, writing, and literature.	This objective falls outside the scope of Scholastic Read 180, Stage C ©2005
6.11 Analyze how dialect can be a source of negative or positive stereotypes among social groups.	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 137
<b>Reading and Literature</b>	
<b>GENERAL STANDARD 8: Understanding a Text</b>	
<i>Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.</i>	
<b>For imaginative/literary texts:</b>	
8.32 Identify and analyze the point(s) of view in a literary work.	rBook TE and rBook SE: 60, 134, 223  Resources for Differentiated Instruction Book 1: 319, 379
8.33 Analyze patterns of imagery or symbolism and connect them to themes and/or tone and mood.	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 63, 67, 69, 141, 149  Resources for Differentiated Instruction Book 1: 338, 339, 343, 358-359, 373-374, 375, 403-404

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<b>For informational/expository texts:</b>	
8.34 Analyze and evaluate the logic and use of evidence in an author's argument.	Resources for Differentiated Instruction Book 1: 321, 322, 323, 388, 389-390, 391
<b>GENERAL STANDARD 9: Making Connections</b>	
<i>Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.</i>	
9.7 Relate a literary work to the seminal ideas of its time.	rBook TE and rBook SE: 66-69, 222-225  Teaching Resources Paperbacks: 27, 29
<b>GENERAL STANDARD 10: Genre</b>	
<i>Students will identify, analyze, and apply knowledge of the characteristics of different genres.</i>	
10.6 Identify and analyze characteristics of genres (satire, parody, allegory, pastoral) that overlap or cut across the lines of genre classifications such as poetry, prose, drama, short story, essay, and editorial.	rBook TE and rBook SE: 56, 210  Resources for Differentiated Instruction Book 1: 309, 334, 335, 344, 345, 367-368, 373-374, 403-404, 405-407, 414, 416, 417
<b>GENERAL STANDARD 11: Theme</b>	
<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>	
11.6 Apply knowledge of the concept that a text can contain more than one theme.	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 59, 133, 149, 225  Resources for Differentiated Instruction Book 1: 312, 313, 378, 379  Teaching Resources Paperbacks: 28, 34, 35, 43, 49, 50
11.7 Analyze and compare texts that express a universal theme, and locate support in the text for the identified theme.	Resources for Differentiated Instruction Book 1: 341, 363, 369, 370-371, 376-377
<b>GENERAL STANDARD 12: Fiction</b>	
<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>	
12.6 Analyze, evaluate, and apply knowledge of how authors use techniques and elements in fiction for rhetorical and aesthetic purposes.	rBook TE and rBook SE: 60, 63, 64, 65, 135, 136, 137, 138, 139, 140, 142, 145, 146  Resources for Differentiated Instruction Book 1: 338, 339, 340, 341, 343

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<b>GENERAL STANDARD 13: Nonfiction</b>	
<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>	
13.26 Analyze and evaluate the logic and use of evidence in an author's argument.	Resources for Differentiated Instruction Book 1: 321, 322, 323, 388, 389-390, 391
13.27 Analyze, explain, and evaluate how authors use the elements of nonfiction to achieve their purposes.	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 18-19, 42-43, 92-93, 116-117, 172-173, 196-197, 220-221  Resources for Differentiated Instruction Book 1: 290, 291, 296, 297, 298, 299, 300, 301, 314, 329, 330, 331, 332
<b>GENERAL STANDARD 14: Poetry</b>	
<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. (See also Standard 15.)</i>	
14.6 Analyze and evaluate the appropriateness of diction and imagery (controlling images, figurative language, understatement, overstatement, irony, paradox).	rBook TE and rBook SE: 67, 69, 223, 225  Resources for Differentiated Instruction Book 1: 334, 342, 343, 345, 403-404, 408, 412, 415, 417
<b>GENERAL STANDARD 15: Style and Language</b>	
<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>	
15.9 Identify, analyze, and evaluate an author's use of rhetorical devices in persuasive argument.	Resources for Differentiated Instruction Book 1: 322, 323, 388, 389-390
15.10 Analyze and compare style and language across significant cross-cultural literary works.	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 1: 336, 337, 408-411
<b>GENERAL STANDARD 16: Myth, Traditional Narrative, and Classical Literature</b>	
<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>	
16.12 Analyze the influence of mythic, traditional, or classical literature on later literature and film.	This objective falls outside the scope of Scholastic Read 180, Stage C ©2005

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**Grade 11-12**

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<b>GENERAL STANDARD 17: Dramatic Literature</b>	
<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. (See also Standards 12, 18, 27, and the Theatre Strand of the Arts Curriculum Framework.)</i>	
17.8 Identify and analyze types of dramatic literature.	Resources for Differentiated Instruction Book 1: 335, 345, 405-407, 413
17.9 Identify and analyze dramatic conventions (monologue, soliloquy, chorus, aside, dramatic irony).	Resources for Differentiated Instruction Book 1: 405-407, 416
<b>GENERAL STANDARD 18: Dramatic Reading and Performance*</b>	
<i>Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose. (See also Standards 17, 19, 27, and the Theatre Strand of the Arts Curriculum Framework.)</i>	
18.6 Demonstrate understanding of the functions of playwright, director, technical designer, and actor by writing, directing, designing, and/or acting in an original play.	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 1: 176-179, 335, 405-407
<b>Composition</b>	
<b>GENERAL STANDARD 19: Writing</b>	
<i>Students will write with a clear focus, coherent organization, and sufficient detail.</i>	
19.28 Write well-organized stories or scripts with an explicit or implicit theme, using a variety of literary techniques.	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 2: 15, 18, 21, 24, 27, 30, 39, 43, 63, 67
19.29 Write poems using a range of forms and techniques.	Resources for Differentiated Instruction Book 2: 165, 168, 169
<b>GENERAL STANDARD 19: Writing</b>	
<i>Students will write with a clear focus, coherent organization, and sufficient detail.</i>	
19.30 Write coherent compositions with a clear focus, objective presentation of alternate views, rich detail, well-developed paragraphs, and logical argumentation.	rBook TE and rBook SE: 121-123  Resources for Differentiated Instruction Book 2: 57, 60, 61, 93, 96, 97, 117, 120, 121, 129, 132, 133, 135, 139
<b>GENERAL STANDARD 20: Consideration of Audience and Purpose</b>	
<i>Students will write for different audiences and purposes. (See also Standards 3, 6, and 19.)</i>	
20.6 Use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing assignments.	rBook TE and rBook SE: 47-49, 73-75, 121-123, 153-155, 177-179, 201-203, 229-231  Resources for Differentiated Instruction Book 2: 15, 18, 27, 30, 51, 54, 55, 63, 67, 129, 133, 135, 139

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<b>GENERAL STANDARD 21: Revising</b>	
<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>	
21.9 Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.	rBook TE and rBook SE: 25, 49, 75, 99, 179, 203, 231  Resources for Differentiated Instruction Book 2: 15, 19, 45, 49, 69, 73, 87, 91, 99, 103, 165, 169
<b>GENERAL STANDARD 22: Standard English Conventions</b>	
<i>Students will use knowledge of standard English conventions in their writing, revising, and editing.</i>	
22.10 Use all conventions of standard English when writing and editing.	rBook TE and rBook SE: 27, 51, 76, 101, 125, 156, 181, 205, 233  Resources for Differentiated Instruction Book 2: 15, 19, 27, 31, 153, 157, 188-189, 212-213, 234-235, 236-237, 242-243
<b>GENERAL STANDARD 23: Organizing Ideas in Writing</b>	
<i>Students will organize ideas in writing in a way that makes sense for their purpose.</i>	
23.14 Organize ideas for emphasis in a way that suits the purpose of the writer	rBook TE and rBook SE: 23-24, 47-48, 73-74, 97-98, 121-122, 153-154, 177-178, 201-202, 229-230  Resources for Differentiated Instruction Book 2: 15, 57, 69, 87, 105, 123, 129, 141, 147, 153, 159
23.15 Craft sentences in a way that supports the underlying logic of the ideas.	rBook TE and rBook SE: 24-25, 48-49, 74-75, 98-99, 122-123, 154-155, 178-179, 202-203, 230-231  Resources for Differentiated Instruction Book 2: 57, 61, 69, 73, 75, 79, 93, 97, 117, 121
<b>GENERAL STANDARD 24: Research*</b>	
<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>	
24.6 Formulate original, open-ended questions to explore a topic of interest, design and carry out research, and evaluate the quality of the research paper in terms of the adequacy of its questions, materials, approach, and documentation of sources.	Resources for Differentiated Instruction Book 2: 170, 171, 172, 173, 175, 177, 178, 181

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<b>GENERAL STANDARD 25: Evaluating Writing and Presentations*</b>	
<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>	
25.6 Individually develop and use criteria for assessing work across the curriculum, explaining why the criteria are appropriate before applying them.	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 2: 181
<b>Media</b>	
<b>GENERAL STANDARD 26: Analysis of Media*</b>	
<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. (See also Standards 17, 18, 24, 27, and the Theatre Standards of the Arts Curriculum Framework.)</i>	
26.6 Identify the aesthetic effects of a media presentation and identify and evaluate the techniques used to create them.	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 8L, 32L, 56N, 82L, 103, 106L, 130N, 162L, 186L, 210L
<b>GENERAL STANDARD 27: Media Production*</b>	
<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. (See also Standards 18, 24, 26, and the Theatre Standards of the Arts Curriculum Framework.)</i>	
27.8 Create coherent media productions that synthesize information from several sources.	rBook TE and rBook SE: 101  Resources for Differentiated Instruction Book 2: 105, 111