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correlated to
Maryland Voluntary State Curriculum for Language Arts
Grade 10

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Standard 1.0 General Reading Processes	
C. Fluency *	
1. Use a rate when reading that reflects high accuracy and meaningful expression	
a. Read text at a rate that is conversational and consistent	rBook TE and rBook SE: 81A Resources for Differentiated Instruction Book 1: 158-159, 164-165, 168-169, 172-173, 180-181 Teaching Resources Topic Software: 18, 21, 27, 31, 38, 43, 48, 55, 61, 63, 69
b. Adjust rate of reading according to the demands of the text	rBook TE and rBook SE: 237A Resources for Differentiated Instruction Book 1: 168-169, 317
D. Vocabulary	
1. Develop and apply vocabulary through exposure to a variety of texts	
a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts	rBook TE and rBook SE: 8-9, 12, 32-33, 36, 56-57, 62, 82-83, 106-107, 130-131, 162-163, 186-187, 210-211 Teaching Resources Audiobooks: 73 Paperbacks: 145
b. Discuss words and word meanings daily as they are encountered in text, instruction, and conversation	rBook TE and rBook SE: 8-9, 32-33, 56-57, 70-71, 82-83, 106-107, 130-131, 162-163, 186-187, 210-211, 226-227 Resources for Differentiated Instruction Book 1: 238-239, 242-243, 250-251, 254-255, 264-265, 266-267, 268-269, 270-271, 272-273

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2. Refine and extend a conceptual understanding of new words	
a. Classify and categorize increasingly complex words	See the following opportunities to support this standard: rBook TE and rBook SE: 8-9, 32-33, 56-57, 82-83, 106-107, 130-131, 162-163, 186-187, 210-211 Resources for Differentiated Instruction Book 1: 235 Teaching Resources Audiobooks: 73 Paperbacks: 145
b. Analyze and explain relationships between and among words	rBook TE and rBook SE: 44, 55, 70, 94, 105, 118, 150, 174, 185, 198 Resources for Differentiated Instruction Book 1: 235, 238, 240, 242, 246, 247, 250, 252, 254, 264
3. Understand, acquire, and use new vocabulary	
a. Use context to determine the meanings of words	rBook TE and rBook SE: 118-119, 171, 198, 199, 209 Resources for Differentiated Instruction Book 1: 238-239, 240-241, 242-243, 254-255, 264-265
b. Use word structure to determine the meaning of words	rBook TE and rBook SE: 20-21, 31, 81, 94-95, 150-151, 161, 174-175, 185, 226-227, 237 Resources for Differentiated Instruction Book 1: 236-237, 256-257, 258-259, 260-261, 262-263, 266-267, 268-269
c. Select and use resources to increase learning	rBook TE and rBook SE: 9, 33, 57, 83, 107, 118-119, 131, 163, 187, 211
d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression	rBook TE and rBook SE: 9, 24, 33, 48, 57, 74, 83, 98, 107, 122, 131, 154, 163, 178, 187, 202, 211, 230 Teaching Resources Audiobooks: 43 Paperbacks: 145

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E. General Reading Comprehension	
1. Refine and extend comprehension skills through exposure to a variety of texts, including traditional print and electronic texts	
a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas such as race, gender, disability, religion, and socio-economic background	See the following selected examples: rBook TE and rBook SE: 12-15, 40-43, 60-65, 134-149, 166-169, 190-193, 212-213, 214-221, 222-225 Teaching Resources Topic Software: 21, 49 Audiobooks: 14 Paperbacks: 22, 25, 27, 29, 30, 36, 39, 42, 44, 45, 46
b. ** Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres	Teaching Resources Paperbacks: 13, 16, 20, 23, 26, 29, 30, 32, 33, 35, 38, 39, 40, 42, 43, 45, 47, 49, 50, 52
c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations	See the following selected examples: rBook TE and rBook SE: 10, 34, 40, 60, 64, 84, 90, 114, 136, 144, 170, 190 Teaching Resources Topic Software: 32, 50 Audiobooks: 14, 23 Paperbacks: 23, 52
2. Use strategies to prepare for reading (before reading)	
a. Select and apply appropriate strategies to prepare for reading the text	See the following selected examples: rBook TE and rBook SE: 8, 12, 34, 56, 66, 86, 108, 138, 166, 190 Resources for Differentiated Instruction Book 1: 318 Teaching Resources Audiobooks: 14, 17, 21, 25 Paperbacks: 15, 25, 31, 39
3. Use strategies to make meaning from text (during reading)	
a. Select and apply appropriate strategies to make meaning from text during reading	rBook TE and rBook SE: T25, 10, 13, 14, 37, 38, 40, 64, 67, 84, 86, 90, 111, 114, 140, 146, 172, 188 Resources for Differentiated Instruction Book 1: 317, 318

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4. Use strategies to demonstrate understanding of the text (after reading)	
a. Identify and explain the main idea or argument	rBook TE and rBook SE: 8C-8D, 11, 13, 15, 17, 19, 30, 243 Resources for Differentiated Instruction Book 1: 292-293, 420, 421 Teaching Resources Topic Software: 18, 61 Paperbacks: 16, 22, 38, 44, 48, 61, 117
b. Identify and explain information directly stated in the text	rBook TE and rBook SE: 8C-8D, 11, 13, 15, 17, 19, 63, 243 Resources for Differentiated Instruction Book 1: 288-289, 292-293, 418, 420, 421 Teaching Resources Topic Software: 18, 25, 45, 67 Paperbacks: 16, 22, 26, 61, 81
c. Draw inferences and/or conclusions and make generalization	rBook TE and rBook SE: 12, 19, 34, 88, 90, 92, 110, 112, 138, 145, 167, 168, 192, 210C-210D, 212-221, 243 Resources for Differentiated Instruction Book 1: 302-303, 304-305 Teaching Resources Topic Software: 32, 69 Audiobooks: 19, 23, 42, 54 Paperbacks: 26, 81
d. Confirm, refute, or make predictions and form new ideas	rBook TE and rBook SE: 61, 67, 143 Resources for Differentiated Instruction Book 1: 318 Teaching Resources Audiobooks: 14, 16, 33 Paperbacks: 13, 14, 18, 20, 30, 34, 35, 37, 39, 43, 47, 49, 50, 69, 97, 127

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e. Summarize or paraphrase the text	rBook TE and rBook SE: 13, 82C-82D, 84-85, 86-89, 90-93, 115, 116, 168, 171, 173, 191, 194, 223, 243 Resources for Differentiated Instruction Book 1: 294-295, 317 Teaching Resources Topic Software: 57 Audiobooks: 30, 48 Paperbacks: 67, 95
f. Connect text to prior knowledge or personal experience	rBook TE and rBook SE: 11, 14, 35, 47, 73, 85, 109, 165, 172, 177, 188, 213 Resources for Differentiated Instruction Book 1: 317 Teaching Resources Audiobooks: 29, 49, 50, 53, 59, 62 Paperbacks: 58, 62, 72
Standard 2.0 Comprehension of Informational Text	
Students will read, comprehend, interpret, analyze, and evaluate informational text.	
A. Comprehension of Informational Text	
1. Refine and extend comprehension skills by selecting, reading, analyzing, and evaluating a variety of print and electronic informational texts	
a. Read, use, and identify the characteristics of primary and secondary sources of academic information	rBook TE and rBook SE: 10-11, 12-15, 34-35, 36-39, 40-43, 90-93, 108-109, 110-113, 164-165, 166-169, 170-173, 188-189, 190-193, 194-197, 214-221 Resources for Differentiated Instruction Book 1: 323, 333, 336, 337 Book 2: 105, 172-173
b. Read, use, and identify the characteristics of workplace and other real-world documents	rBook TE and rBook SE: 29, 53, 79, 103, 127, 159, 183, 207, 235 Resources for Differentiated Instruction Book 1: 329, 333, 336, 337
c. Select and read to gain information from personal interest materials, such as books, brochures, reviews, periodicals, guide books, and online materials	Resources for Differentiated Instruction Book 2: 105, 172-173

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2. Analyze and evaluate text features to facilitate and extend understanding of informational texts	
a. Analyze print features and evaluate their impact on meaning	See the following opportunities to support this standard: rBook TE and rBook SE: 34, 214 Resources for Differentiated Instruction Book 1: 314
b. Analyze graphic aids and evaluate their impact on meaning	See the following opportunities to support this standard: rBook TE and rBook SE: 12, 18-19, 34, 36, 38, 42-43, 86, 92-93, 114, 116-117, 166, 170, 172-173, 188, 196-197, 214, 220-221 Resources for Differentiated Instruction Book 1: 329, 331, 332
c. Analyze informational aids and evaluate their impact on meaning	See the following opportunities to support this standard: rBook TE and rBook SE: 34, 40, 84, 190, 194, 214
d. Analyze organizational aids and evaluate their impact on meaning	See the following opportunities to support this standard: rBook TE and rBook SE: 10, 12, 34, 36, 40, 86, 108, 110, 114, 164, 166, 170, 188, 190, 194, 214 Resources for Differentiated Instruction Book 1: 314, 330
e. Analyze online features and evaluate their impact on meaning	See the following opportunities to support this standard: rBook TE and rBook SE: 103 Resources for Differentiated Instruction Book 1: 333 Book 2: 105, 172-173
f. Analyze and evaluate the relationship between the text features and the content of the text as a whole	See the following opportunities to support this standard: rBook TE and rBook SE: 10, 12, 34, 36, 40, 86, 108, 110, 114, 164, 166, 170, 188, 190, 194, 214 Resources for Differentiated Instruction Book 1: 314, 330, 333 Book 2: 105, 172-173

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3. Apply knowledge of organizational patterns of informational text to facilitate understanding, analysis, and evaluation	
a. Analyze the organizational patterns of texts	See the following opportunities to support this standard: rBook TE and rBook SE: 32C-32D, 34-35, 36-39, 40-43, 106C-106D, 108-109, 110-113, 114-117, 162C-162C, 164-165, 166-169, 170-173, 186C-186D Resources for Differentiated Instruction Book 1: 290-291, 296-297, 298-299, 300-301, 329, 330
b. Analyze and evaluate the contribution of the organizational pattern to clarifying or reinforcing meaning and supporting the author's purpose and/or argument	See the following opportunities to support this standard: rBook TE and rBook SE: 32C-32D, 34-35, 36-39, 40-43, 106C-106D, 108-109, 110-113, 114-117, 162C-162C, 164-165, 166-169, 170-173, 186C-186D Resources for Differentiated Instruction Book 1: 290-291, 296-297, 298-299, 300-301, 329, 330
c. Analyze and evaluate shifts in organizational patterns	Teachers may address this standard during whole- or small-group instruction.
4. Analyze, interpret, and evaluate important ideas and messages in informational texts	
a. Analyze and interpret the author's/text's purpose and intended audience	Resources for Differentiated Instruction Book 1: 320, 325
b. Analyze the author's argument, viewpoint, or perspective	Resources for Differentiated Instruction Book 1: 324
c. State and support main ideas and messages	rBook TE and rBook SE: 8C-8D, 11, 13, 15, 17, 19, 63, 243 Resources for Differentiated Instruction Book 1: 292-293, 420, 421 Teaching Resources Topic Software: 18, 61 Paperbacks: 16, 22, 38, 44, 48, 61, 117
d. Summarize the text or a portion of text	rBook TE and rBook SE: 13, 82C-82D, 87, 89, 91, 93, 104, 114, 115, 164, 168, 171, 191, 194, 218 Resources for Differentiated Instruction Book 1: 294, 295, 422 Teaching Resources Topic Software: 32, 37 Audiobooks: 48 Paperbacks: 33, 95

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e. Analyze the effect of information or ideas peripheral to the main idea or message	Teachers may address this standard during whole- or small-group instruction.
f. Analyze and evaluate relationships between and among ideas	rBook TE and rBook SE: 19, 36, 41, 91, 172, 212, 221 Resources for Differentiated Instruction Book 1: 296, 297, 298, 299 Teaching Resources Topic Software: 36, 43, 61 Audiobooks: 21, 22, 51 Paperbacks: 15, 21, 29, 38, 59, 71, 79, 105
g. Synthesize ideas from text to form new understanding	rBook TE and rBook SE: 31, 55, 105, 129, 185, 209, 237 Resources for Differentiated Instruction Book 1: 336, 337
h. Explain the implications of the text or how someone might use the text	Resources for Differentiated Instruction Book 1: 329
i. Connect the text to prior knowledge or experience	rBook TE and rBook SE: 11, 14, 35, 47, 85, 109, 165, 172, 177, 188, 213 Resources for Differentiated Instruction Book 1: 317 Teaching Resources Audiobooks: 49, 50, 53 Paperbacks: 62, 72, 74, 122, 126
5. Analyze and evaluate purposeful use of language	
a. Analyze and evaluate specific word choice and its contribution to meaning and style	Teachers may address this standard during whole- or small-group instruction.
b. Analyze and evaluate specific language choices to determine tone	Teachers may address this standard during whole- or small-group instruction.
c. Analyze and evaluate the appropriateness of tone or shift in tone	Teachers may address this standard during whole- or small-group instruction.
d. Analyze repetition and variation of specific words and phrases and evaluate its contribution to meaning	Teachers may address this standard during whole- or small-group instruction.

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6. Read critically to evaluate informational text	
a. Analyze and evaluate the extent to which the text or texts fulfill the reading purpose	Resources for Differentiated Instruction Book 1: 320, 325
b. Analyze and evaluate the extent to which the structure and features of the text clarify the purpose and the information	See the following opportunities to support this standard: Resources for Differentiated Instruction Book 1: 320, 325
c. Analyze and evaluate the text and its information for reliability	Resources for Differentiated Instruction Book 1: 321, 323
d. Analyze and evaluate the author's argument or position for clarity and/or bias	Resources for Differentiated Instruction Book 1: 322, 324
e. Analyze the effect additional information might have on the reader's acceptance of the author's argument or viewpoint	See the following opportunities to support this standard: Resources for Differentiated Instruction Book 1: 322, 324
f. Analyze and evaluate the effectiveness of persuasive techniques to sway the reader to a particular point of view	Resources for Differentiated Instruction Book 1: 322
g. Analyze and evaluate the effect of elements of style on meaning	Teachers may address this standard during whole- or small-group instruction.
Standard 3.0 Comprehension of Literary Text	
Students will read, comprehend, interpret, analyze, and evaluate literary texts.	
A. Comprehension of Literary Text	
1. Refine and extend comprehension skills by reading, analyzing, and interpreting a variety of self-selected and assigned literary texts	
a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, time periods, and literary eras	rBook TE and rBook SE: 60-65, 66-69, 134-149, 190-193, 212-213, 222-225 Resources for Differentiated Instruction Book 1: 334, 335 Teaching Resources Audiobooks: 15, 17, 19, 20 Paperbacks: 13, 17, 20, 27, 29, 30, 32, 35, 36, 39, 42, 46, 47

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b. Listen to critically, read and discuss a variety of literary forms and genres	rBook TE and rBook SE: 60-65, 66-69, 134-149, 190-193, 212-213, 222-225 Resources for Differentiated Instruction Book 1: 334, 335 Teaching Resources Audiobooks: 14, 16, 24 Paperbacks: 14, 18, 23, 24, 27, 28, 29, 31, 35, 42, 46, 51
2. Analyze and evaluate text features to extend understanding of literary texts	
a. Analyze and evaluate the relationship between text features and meaning	See the following opportunities to support this standard: Resources for Differentiated Instruction Book 1: 335
3. Analyze and evaluate elements of narrative texts to facilitate understanding and interpretation	
a. Use structural features to distinguish among types of narrative text	See the following opportunities to support this standard: rBook TE and rBook SE: 60-65, 66-69, 134-149, 190-193, 212-213, 222-225 Resources for Differentiated Instruction Book 1: 334, 335 Teaching Resources Audiobooks: 14, 16, 24 Paperbacks: 14, 18, 23, 24, 27, 28, 29, 31, 35, 42, 46, 51
b. Analyze and evaluate the relationship between the conflict and the events of the plot	See the following opportunities to support this standard: rBook TE and rBook SE: 56E-56F, 59, 61, 63, 65, 133, 135, 137, 139, 143, 145, 147, 149 Resources for Differentiated Instruction Book 1: 310, 341 Teaching Resources Audiobooks: 14, 27 Paperbacks: 24, 37, 50, 77, 103, 129
c. Analyze and evaluate details that provide information about the setting, the mood created by the setting, and the role the setting plays in the text	rBook TE and rBook SE: 56C-56D, 59, 61, 63, 65, 133, 135, 141, 145 Resources for Differentiated Instruction Book 1: 308, 309, 328, 339 Teaching Resources Audiobooks: 20, 45 Paperbacks: 27, 42, 83, 113

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d. Analyze and evaluate the characterization	rBook TE and rBook SE: 59, 130C-130D, 133, 135, 137, 139, 141, 143, 145, 147 Resources for Differentiated Instruction Book 1: 306, 307 Teaching Resources Paperbacks: 14, 18, 45, 57, 65, 119
e. Analyze and evaluate relationships between and among characters and events	rBook TE and rBook SE: 63, 65, 139, 143, 147, 149 Resources for Differentiated Instruction Book 1: 306, 307, 310, 311, 340 Teaching Resources Audiobooks: 15, 18 Paperbacks: 39, 40, 42, 45, 47
f. Analyze and evaluate the relationship between characters' actions and the plot and its resolution	rBook TE and rBook SE: 139, 147, 149 Resources for Differentiated Instruction Book 1: 310, 311, 340
g. Analyze and evaluate conflicts that motivate characters and those that advance the plot	See the following opportunities to support this standard: Resources for Differentiated Instruction Book 1: 341
h. Analyze and evaluate the author's approach to issues of time	rBook TE and rBook SE: 60, 65 Resources for Differentiated Instruction Book 1: 340
i. Analyze and evaluate the point of view and its effect on meaning	See the following opportunities to support this standard: rBook TE and rBook SE: 60, 134 Resources for Differentiated Instruction Book 1: 319, 328
j. Analyze and evaluate the interactions among narrative elements and their contribution to meaning	rBook TE and rBook SE: 137, 147 Resources for Differentiated Instruction Book 1: 328, 338, 339, 340

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4. Analyze and evaluate elements of poetry to facilitate understanding and interpretation	
a. Use structural features to distinguish among types of poetry	See the following opportunities to support this standard: rBook TE and rBook SE: 66-69, 222-225 Resources for Differentiated Instruction Book 1: 334, 342, 343, 345 Teaching Resources Paperbacks: 28
b. Analyze language and structural features of poetry and evaluate their contribution to meaning	See the following opportunities to support this standard: rBook TE and rBook SE: 67, 69, 223 Resources for Differentiated Instruction Book 1: 334, 342, 343
c. Analyze sound elements of poetry and evaluate their contribution to meaning	See the following opportunities to support this standard: rBook TE and rBook SE: 67, 69, 223 Resources for Differentiated Instruction Book 1: 334, 342, 343
d. Analyze and evaluate the relationship among sound, structure, and meaning in poetry	See the following opportunities to support this standard: rBook TE and rBook SE: 67, 69, 223 Resources for Differentiated Instruction Book 1: 334, 342, 343
5. Analyze and evaluate elements of drama to facilitate understanding and interpretation	
a. Use structural features to distinguish among types of dramas	See the following opportunities to support this standard: Resources for Differentiated Instruction Book 1: 335 Teaching Resources Paperbacks: 14, 24
b. Analyze and evaluate structural features of drama and their contribution to meaning	See the following opportunities to support this standard: Resources for Differentiated Instruction Book 1: 335 Teaching Resources Paperbacks: 14, 24

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c. Analyze and evaluate how dialogue and stage directions work together to create characters and plot	See the following opportunities to support this standard: Resources for Differentiated Instruction Book 1: 335 Teaching Resources Paperbacks: 14, 24
6. Analyze important ideas and messages in literary texts	
a. Analyze main central ideas and universal themes	rBook TE and rBook SE: 59, 65, 130E-130F, 133, 149, 225 Resources for Differentiated Instruction Book 1: 312, 313, 341 Teaching Resources Audio: 17, 36 Paperbacks: 28, 29, 34, 35, 43, 49, 50, 85, 87, 115
b. Analyze and evaluate similar themes across multiple texts	See the following opportunities to support this standard: rBook TE and rBook SE: 59, 65, 130E-130F, 133, 149, 225 Resources for Differentiated Instruction Book 1: 312, 313, 341 Teaching Resources Audio: 17, 36 Paperbacks: 28, 29, 34, 35, 43, 49, 50, 85, 87, 115
c. Summarize or paraphrase the text	rBook TE and rBook SE: 82C-82D, 191, 223 Resources for Differentiated Instruction Book 1: 294, 295, 422 Teaching Resources Audio: 15, 30 Paperbacks: 20, 29, 40, 46, 51
d. Reflect on and explain personal connections to the text	rBook TE and rBook SE: 62, 66, 68, 72-77, 134, 138, 144 Teaching Resources Audiobooks: 29, 59, 62, 71 Paperbacks: 58, 76, 86, 108, 122, 143
e. Explain the implications of the text for the reader and/or society	Teachers may address this standard during whole- or small-group instruction.

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7. Analyze and evaluate the author's purposeful use of language	
a. Analyze and evaluate specific language choices and their contribution to meaning and/or style	rBook TE and rBook SE: 63, 65, 67, 69, 135, 136, 137, 138, 139, 140, 141, 145, 146, 147, 149, 223 Resources for Differentiated Instruction Book 1: 334, 338, 339, 342, 343, 345
b. Analyze and evaluate language choices that create tone	Resources for Differentiated Instruction Book 1: 334, 338
c. Analyze and evaluate the appropriateness of a tone or shift in tone	See the following opportunities to support this standard: Resources for Differentiated Instruction Book 1: 334, 338
d. Analyze and evaluate figurative language and its contribution to meaning and/or style	rBook TE and rBook SE: 67, 135, 136, 137, 138, 139, 140, 142, 145, 147 Resources for Differentiated Instruction Book 1: 342, 343, 345
e. Analyze imagery and evaluate its contribution to meaning and/or style	rBook TE and rBook SE: 63, 69
f. Analyze elements of style and evaluate their contribution to meaning	rBook TE and rBook SE: 60, 67, 69, 137, 140, 143, 146, 147, 149
8. Read critically to evaluate literary texts	
a. Analyze and evaluate the plausibility of the plot and the credibility of the characters	Resources for Differentiated Instruction Book 1: 328
b. Analyze and evaluate the extent to which the text contains ambiguities, subtleties, or contradictions	Resources for Differentiated Instruction Book 1: 328
c. Analyze and evaluate the relationship between a literary text and its historical, social, and political contexts	See the following opportunities to support this standard: rBook TE and rBook SE: 58-59, 66, 137, 139, 212-213, 214-215, 216-217, 218-219, 220-221, 222-225 Teaching Resources Audiobooks: 15, 20 Paperbacks: 27, 29, 42, 46

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Standard 4.0 Writing	
Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.	rBook TE and rBook SE: 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-181, 200-205, 228-233 Resources for Differentiated Instruction Book 2: 15, 27, 39, 45, 63, 69, 81, 87, 93, 105, 117
Standard 5.0 Controlling Language	
Students will control language by applying the conventions of Standard English in speaking and writing.*	rBook TE and rBook SE: 26, 50, 76, 77, 100, 124, 156, 180, 181, 204 Resources for Differentiated Instruction Book 2: 21, 51, 57, 81, 105, 111, 117, 123, 153, 159
Standard 6.0 Listening	
Students will demonstrate effective listening to learn, process, and analyze information.	Resources for Differentiated Instruction Book 3: 21, 22, 23, 25, 27, 29, 30, 31, 33, 37, 38, 40, 41, 42, 43, 45, 54, 55, 56, 60, 62, 65
Standard 7.0 Speaking	
Student will communicate effectively in a variety of situations with different audiences, purposes, and formats.	See the following opportunities to support this standard: Resources for Differentiated Instruction Book 1: 172-173, 176-177, 335 Book 2: 39 Book 3: 32, 34, 35, 38, 39, 40, 44, 45, 46, 47, 50, 53, 57, 61, 62, 64, 68, 70