

Scholastic's READ 180, Stage A Elementary
correlated to the
Michigan's English Language Arts Standards
Grades 4 and 5

Michigan Standards	Read 180 Match
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English Language Arts: Grades 4-5	
Meaning and Communication	
Content Standard 1: All students will read and comprehend general and technical material.	
<p>1. Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding.</p>	<p>The Following Matches Support this Objective:</p> <p><u>Student Materials</u> Software: The <i>READ 180</i> Software allows the student to use appropriate strategies when reading for different purposes.</p> <p>Paperbacks: The students read the Paperbacks independently, allowing them to use appropriate strategies when reading for different purposes.</p>
<p>2. Read with developing fluency a variety of texts, such as short stories, novels, poetry, textbooks, menus, periodicals, and reference materials.</p>	<p>Read Connected Text with Fluency</p> <p><u>Student Materials</u> Software: The <i>READ 180</i> Software models fluent reading and gives the students experience in reading with fluency.</p> <p>Audiobooks (Reading Coach Modeling): As the students read along with the Audiobooks, the Narrator models fluent reading.</p> <p><u>Teacher Materials</u> Teacher's Resource Book: Reproducible copies of the Topic CD passages provide additional opportunities for reading connected text with fluency.</p> <p>Reading Strategies Book: 5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 78, 81, 82, 85, 86, 89, 90, 93, 94, 97, 98, 101, 102, 105, 106, 109, 110, 113, 114, 117, 118, 121, 122</p>
<p>3. Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions.</p>	<p>Selected Examples Include:</p> <p>Structural Clues <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i>: 41 <i>Jonah the Whale</i>: 15 <i>The Magnificent Mummy Maker</i>: 38 and 39 Pacific Crossing: 86</p> <p>Predicting <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i>: 41, 73, and end of Ch. 8 <i>Beautiful Warrior</i>: 12, 20, and 30</p>

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	<p><i>Favorite Greek Myths:</i> 52 <i>For Your Eyes Only!:</i> 40, 42, and 73 <i>I Thought My Soul Would Rise and Fly:</i> 22 and 149 <i>Jonah the Whale:</i> 11, 30, and 64 <i>The Journal of Joshua Loper:</i> 44 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 71 and 76 <i>The Magnificent Mummy Maker:</i> 7, 31, and 71 <i>The Music of Dolphins:</i> end of Ch. 7, 52, 61, 93, 104, and end of Chs. 26 and 48 <i>Pacific Crossing:</i> 38 and end of Chs. 8 and 13</p> <p>Context Clues <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 4, 6, 32, 36, 41, 48, 84, and 103 <i>Beautiful Warrior:</i> 7 and 30 <i>Favorite Greek Myths:</i> 46, 51, 68, and 70 <i>For Your Eyes Only!:</i> 11, 25, and 95 <i>I Thought My Soul Would Rise and Fly:</i> 8, 14, and 40 <i>The Journal of Joshua Loper:</i> 10, 15, and 60 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 14, 21, 32, 36, and 90 <i>The Magnificent Mummy Maker:</i> 4, 7, and 17 <i>The Music of Dolphins:</i> 5 and end of Ch. 38 <i>The Ostrich Chase:</i> 6, 14, 15, 25, and 80 <i>Pacific Crossing:</i> end of Ch. 5, and 82</p> <p><u>Teacher Materials</u> Reading Strategies Book: 28, 37, 43, 70, 73, 76, 88, 104, 124c</p> <p>Ask Questions <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i> <i>Beautiful Warrior</i> <i>Favorite Greek Myths</i> <i>For Your Eyes Only!</i> <i>I Thought My Soul Would Rise and Fly</i> <i>Jonah the Whale</i> <i>The Journal of Joshua Loper</i> <i>The Last-Place Sports Poems of Jeremy Bloom</i> <i>The Magnificent Mummy Maker</i> <i>The Music of Dolphins</i> <i>The Ostrich Chase</i> <i>Pacific Crossing</i></p>
4. Employ multiple strategies to recognize words as they construct meaning, including the	<p>Selected Examples Include:</p> <p>Multiple-Meaning Words <u>Teacher Materials</u> Reading Strategies Book:</p>

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<p>use of phonics, syllabication, spelling patterns, and context clues.</p>	<p>16, 76, 80, 84, 116</p> <p>Context Clues <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 4, 6, 32, 36, 41, 48, 84, and 103 <i>Beautiful Warrior:</i> 7 and 30 <i>Favorite Greek Myths:</i> 46, 51, 68, and 70 <i>For Your Eyes Only!:</i> 11, 25, and 95 <i>I Thought My Soul Would Rise and Fly:</i> 8, 14, and 40 <i>The Journal of Joshua Loper:</i> 10, 15, and 60 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 14, 21, 32, 36, and 90 <i>The Magnificent Mummy Maker:</i> 4, 7, and 17 <i>The Music of Dolphins:</i> 5 and end of Ch. 38 <i>The Ostrich Chase:</i> 6, 14, 15, 25, and 80 <i>Pacific Crossing:</i> end of Ch. 5, and 82</p> <p><u>Teacher Materials</u> Reading Strategies Book: 28, 37, 43, 70, 73, 76, 88, 104, 124</p> <p>Consonant Sounds and Spellings <u>Student Materials</u> Software: 1.1, L2; 1.3, L1; 2.3, L2-3; 3.3, L3; 3.4, L3; 4.1, L3; 4.2, L2; 4.3, L1; 5.1, L3; 5.4, L3; 6.1, L2; 6.4, L3; 7.2, L3; 7.3, L3; 7.4, L1; 8.3, L3</p>
<p>5. Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Respond to Ideas and Issues <u>Teacher Materials</u> Teacher's Guide: 65, 77, 101, 103, 105, 107, 111, 115, 117, 125, 127, 129, 145, 163, 165, 173, 185, 199, 201, 207</p> <p>Teacher's Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202</p> <p>Final Projects <u>Teacher Materials</u> Teacher's Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Quick Writes Teacher's Resource Book:</p>

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	The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.
Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.	
1. Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes.	<p>Selected Examples Include:</p> <p>Write an Article, News Report Teacher Materials Teacher's Guide: 199, 217</p> <p>Writing Prompts Teacher Materials Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p> <p>Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72</p> <p>Write an Argument Teacher Materials Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134</p> <p>Final Project Teacher Materials Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Book Synopsis Teacher Materials Writing and Grammar Strategies Book: 78-82</p> <p>Write Letters, Postcards, E-Mail Teacher Materials Teacher's Guide: 75, 83, 117, 147, 167, 189, 197, 221</p> <p>Teacher's Resource Book: 129, 138, 141, 142, 146, 147, 166, 178, 180, 186, 188</p>
2. Recognize and use authors' techniques in composing their own	<p>The Following Selected Matches Support this Objective:</p> <p>Narration</p>

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<p>texts. Examples include effective introductions and conclusions, different points of view, grammatical structure, and appropriate organization.</p>	<p><u>Teacher Materials</u> Teacher’s Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Exposition <u>Teacher Materials</u> Teacher’s Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Writing and Grammar Strategies Book: 118-122</p> <p>Description <u>Teacher Materials</u> Teacher’s Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52, 108-112</p> <p>Write an Argument <u>Teacher Materials</u> Teacher’s Guide: 165, 215</p> <p>Teacher’s Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Book Synopsis <u>Teacher Materials</u> Writing and Grammar Strategies Book: 78-82</p>
<p>3. Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Exposition <u>Teacher Materials</u> Teacher’s Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p>

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	<p>Writing and Grammar Strategies Book: 118-122</p> <p>Description Teacher Materials Teacher's Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52, 108-112</p> <p>Write an Article, News Report Teacher Materials Teacher's Guide: 199, 217</p> <p>Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72</p>
<p>4. Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Narration Teacher Materials Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72</p> <p>Final Project Teacher Materials Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Write an Article, News Report Teacher Materials Teacher's Guide: 199, 217</p> <p>Teacher's Resource Book:</p>

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	139, 145, 160, 186, 187
Content Standard 2: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	
1. Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p>
2. Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Write an Introduction, Speech <u>Teacher Materials</u> Teacher's Guide: 87, 107, 113</p> <p>Teacher's Resource Book: 189, 191</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p>
3. Read and write fluently, speak confidently, listen and interact	<p>Selected Examples Include:</p> <p>Write an Introduction, Speech</p>

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<p>appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.</p>	<p><u>Teacher Materials</u> Teacher's Guide: 87, 107, 113</p> <p>Teacher's Resource Book: 189, 191</p> <p>Read Connected Text with Fluency <u>Student Materials</u> Software: The <i>READ 180</i> Software models fluent reading and gives the students experience in reading with fluency.</p> <p>Audiobooks (Reading Coach Modeling): As the students read along with the Audiobooks, the Narrator models fluent reading.</p> <p><u>Teacher Materials</u> Teacher's Resource Book: Reproducible copies of the Topic CD passages provide additional opportunities for reading connected text with fluency.</p> <p>Reading Strategies Book: 5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 78, 81, 82, 85, 86, 89, 90, 93, 94, 97, 98, 101, 102, 105, 106, 109, 110, 113, 114, 117, 118, 121, 122</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>4. Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Introduction, Speech <u>Teacher Materials</u> Teacher's Guide: 87, 107, 113</p> <p>Teacher's Resource Book: 189, 191</p>

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communication.	<p>Persuasive Composition</p> <p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade</p> <p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p>
5. Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure.	<p>Selected Examples Include:</p> <p>Predicting</p> <p><u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 41, 73, and end of Ch. 8 <i>Beautiful Warrior:</i> 12, 20, and 30 <i>Favorite Greek Myths:</i> 52 <i>For Your Eyes Only!:</i> 40, 42, and 73 <i>I Thought My Soul Would Rise and Fly:</i> 22 and 149 <i>Jonah the Whale:</i> 11, 30, and 64 <i>The Journal of Joshua Loper:</i> 44 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 71 and 76 <i>The Magnificent Mummy Maker:</i> 7, 31, and 71 <i>The Music of Dolphins:</i> end of Ch. 7, 52, 61, 93, 104, and end of Chs. 26 and 48 <i>Pacific Crossing:</i> 38 and end of Chs. 8 and 13</p> <p>Structural Clues</p> <p><u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 41 <i>Jonah the Whale:</i> 15 <i>The Magnificent Mummy Maker:</i> 38 and 39 <i>Pacific Crossing:</i> 86</p> <p>Context Clues</p> <p><u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 4, 6, 32, 36, 41, 48, 84, and 103 <i>Beautiful Warrior:</i> 7 and 30 <i>Favorite Greek Myths:</i> 46, 51, 68, and 70 <i>For Your Eyes Only!:</i> 11, 25, and 95 <i>I Thought My Soul Would Rise and Fly:</i> 8, 14, and 40 <i>The Journal of Joshua Loper:</i> 10, 15, and 60 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 14, 21, 32, 36, and 90 <i>The Magnificent Mummy Maker:</i> 4, 7, and 17 <i>The Music of Dolphins:</i> 5 and end of Ch. 38 <i>The Ostrich Chase:</i> 6, 14, 15, 25, and 80</p>

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	<p><i>Pacific Crossing</i>: end of Ch. 5, and 82</p> <p><u>Teacher Materials</u> Reading Strategies Book: 28, 37, 43, 70, 73, 76, 88, 104, 124</p> <p>Ask Questions</p> <p><u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i> <i>Beautiful Warrior</i> <i>Favorite Greek Myths</i> <i>For Your Eyes Only!</i> <i>I Though My Soul Would Rise and Fly</i> <i>Jonah the Whale</i> <i>The Journal of Joshua Loper</i> <i>The Last-Place Sports Poems of Jeremy Bloom</i> <i>The Magnificent Mummy Maker</i> <i>The Music of Dolphins</i> <i>The Ostrich Chase</i> <i>Pacific Crossing</i></p>
<p>6. Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.</p>	<p>Selected Examples Include:</p> <p>Identify Vocabulary <u>Student Materials</u> Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high utility words.</p> <p>Audiobooks: As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p> <p><u>Teacher Materials</u> Teacher's Guide: 48, 58, 68, 78, 88, 98, 108, 118, 128</p> <p>Reading Strategies Book: 7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 52, 55, 58, 61, 64, 67, 70, 73, 76, 80, 84, 88, 92, 96, 100, 104, 108, 112, 116, 120, 124</p> <p>Context Clues <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 4, 6, 32, 36, 41, 48, 84, and 103 <i>Beautiful Warrior:</i> 7 and 30</p>

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	<p><i>Favorite Greek Myths:</i> 46, 51, 68, and 70 <i>For Your Eyes Only!:</i> 11, 25, and 95 <i>I Thought My Soul Would Rise and Fly:</i> 8, 14, and 40 <i>The Journal of Joshua Loper:</i> 10, 15, and 60 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 14, 21, 32, 36, and 90 <i>The Magnificent Mummy Maker:</i> 4, 7, and 17 <i>The Music of Dolphins:</i> 5 and end of Ch. 38 <i>The Ostrich Chase:</i> 6, 14, 15, 25, and 80 <i>Pacific Crossing:</i> end of Ch. 5, and 82</p> <p><u>Teacher Materials</u> Reading Strategies Book: 28, 37, 43, 70, 73, 76, 88, 104, 124</p> <p>Using Resources <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Beautiful Warrior:</i> 1 <i>Favorite Greek Myths:</i> 45 <i>I Thought My Soul Would Rise and Fly:</i> 172 <i>The Journal of Joshua Loper:</i> 131 <i>The Ostrich Chase:</i> 6, 12, and 23 <i>Pacific Crossing:</i> 1, 9, and 11</p>
<p>7. Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Write Dialogue <u>Teacher Materials</u> Teacher's Guide: 67, 123, 205</p> <p>Teacher's Resource Book: 162, 167, 173</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55</p> <p>Extend or write a Story <u>Teacher Materials</u> Teacher's Guide: 103, 124, 126, 166, 176, 178, Teacher's Resource Book: 187, 208, 210, 264, 280, 283</p> <p>Problem-and-Solution Story <u>Teacher Materials</u></p>

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	<p>Writing and Grammar Strategies Book: 44-49</p> <p>Event-and Reaction Story</p> <p>Teacher Materials</p> <p>Writing and Grammar Strategies Book: 8-12</p>
8. Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others.	<p>Selected Examples Include:</p> <p>Reader Response</p> <p>Student Materials</p> <p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 31, 36, and 55 <i>Beautiful Warrior:</i> end of Folio 15 <i>Favorite Greek Myths:</i> 50 <i>For Your Eyes Only!:</i> 22, 40, and 120 <i>I Thought My Soul Would Rise and Fly:</i> 16, 61, and 119 <i>Jonah the Whale:</i> 9, and end of Chs. 2, 4, 7, and 9 <i>The Journal of Joshua Loper:</i> 38 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 43 <i>The Magnificent Mummy Maker:</i> 31 <i>The Music of Dolphins:</i> end of Ch. 17 <i>The Ostrich Chase:</i> 82 and 118 <i>Pacific Crossing</i></p> <p>Teacher Materials</p> <p>Teacher's Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher's Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Respond to Ideas and Issues</p> <p>Teacher Materials</p> <p>Teacher's Guide: 65, 77, 101, 103, 105, 107, 111, 115, 117, 125, 127, 129, 145, 163, 165, 173, 185, 199, 201, 207</p> <p>Teacher's Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202</p>
Language	
Content Standard 4: All students will use the English language effectively.	
1. Describe language patterns used in their spoken, written, and	The Following Matches Provide Opportunities to Meet this Objective:

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<p>visual communication contexts, such as school, neighborhood, sports, children's periodicals, and hobbies.</p>	<p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>2. Describe how features of English, such as language patterns and spelling, vary over time and from place to place and how they affect meaning in formal and informal situations. An example is exploring regional language variations in the United States.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>3. Begin to recognize how words and phrases relate to their origin. Examples include surnames and names of bodies of water or landmarks.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Roots/Etymology <u>Teacher Materials</u> Reading Strategies Book: 25, 46, 61</p>
<p>4. Explore how words normally considered synonyms can carry different connotations when used in a variety of spoken and written texts.</p>	<p>The Following Matches Support this Objective:</p> <p>Synonyms <u>Teacher Materials</u> Reading Strategies Book: 19, 40, 61, 64, 70, 108</p> <p>Denotation/Connotation <u>Teacher Materials</u> Reading Strategies Book: 40, 64, 73, 120</p>
<p>5. Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Write a Tribute, Memorial <u>Teacher Materials</u></p>

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<p>invitations, requests for information, interviews with adults, and significant discussions.</p>	<p>Teacher's Guide: 115, 137, 177, 201, 207, 229</p> <p>Teacher's Resource Book: 126, 139, 149, 152</p> <p>Write an Argument Teacher Materials Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Create an Interview Teacher Materials Teacher's Guide: 57, 105, 155</p> <p>Teacher's Resource Book: 135, 144, 159, 160, 161, 181</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
Literature	
Content Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.	
<p>1. Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Extend Meaning Teacher Materials Teacher's Guide: 107, 149, 161, 175, 213</p> <p>Teacher's Resource Book: 130, 137, 140, 143, 151, 152, 154, 157, 171, 177, 194, 201</p> <p>Self-Select Reading Materials Student Materials Audiobooks: The students select the Audiobooks of their choice.</p> <p>Paperbacks:</p>

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	<p>Although the teacher directs students to the appropriate level, the students select the Paperbacks of their choice.</p> <p>Reader Response <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 31, 36, and 55 <i>Beautiful Warrior:</i> end of Folio 15 <i>Favorite Greek Myths:</i> 50 <i>For Your Eyes Only!:</i> 22, 40, and 120 <i>I Thought My Soul Would Rise and Fly:</i> 16, 61, and 119 <i>Jonah the Whale:</i> 9, and end of Chs. 2, 4, 7, and 9 <i>The Journal of Joshua Loper:</i> 38 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 43 <i>The Magnificent Mummy Maker:</i> 31 <i>The Music of Dolphins:</i> end of Ch. 17 <i>The Ostrich Chase:</i> 82 and 118 <i>Pacific Crossing</i></p> <p><u>Teacher Materials</u> Teacher's Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher's Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Respond to Ideas and Issues <u>Teacher Materials</u> Teacher's Guide: 65, 77, 101, 103, 105, 107, 111, 115, 117, 125, 127, 129, 145, 163, 165, 173, 185, 199, 201, 207</p> <p>Teacher's Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202</p>
2. Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are</p>

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<p>3. Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images.</p>	<p>discussed with guidance from the teacher.</p> <p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>4. Describe how various cultures and our common heritage are represented in literature and other texts.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>5. Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
Voice	
Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.	
<p>1. Practice using elements of effective communication to enhance their relationships in their school and communities. Examples include</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument Teacher Materials Teacher's Guide: 165, 215</p>

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<p>enunciation of terms, use of humor, and use of emphasis.</p>	<p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Write an Introduction, Speech Teacher Materials Teacher's Guide: 87, 107, 113</p> <p>Teacher's Resource Book: 189, 191</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p>
<p>2. Explain the importance of developing confidence and a unique presence or voice in their own oral and written communication.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Book Synopsis Teacher Materials Writing and Grammar Strategies Book: 78-82</p> <p>Narration Teacher Materials Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Write a Tribute, Memorial Teacher Materials Teacher's Guide: 115, 137, 177, 201, 207, 229</p> <p>Teacher's Resource Book: 126, 139, 149, 152</p> <p>Write an Argument Teacher Materials Teacher's Guide: 165, 215</p>

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	<p>Teacher's Resource Book: 126, 134</p>
<p>3. Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>4. Reveal personal voice by explaining growth in learning and accomplishment through their selection of materials for different purposes and audiences. Examples include portfolios, displays, literacy interviews, and submissions for publications.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Self-Select Reading Materials Student Materials Audiobooks: The students select the Audiobooks of their choice.</p> <p>Paperbacks: Although the teacher directs students to the appropriate level, the students select the Paperbacks of their choice.</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
Skills and Processes	
Content Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.	
<p>1. Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, mapping, examining</p>	<p>Selected Examples Include:</p> <p>Predicting Student Materials Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 41, 73, and end of Ch. 8 <i>Beautiful Warrior:</i> 12, 20, and 30 <i>Favorite Greek Myths:</i> 52</p>

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<p>picture cues, analyzing word structure, discussing with peers, analyzing phonetically, and using context and text structure.</p>	<p><i>For Your Eyes Only!</i>: 40, 42, and 73 <i>I Thought My Soul Would Rise and Fly</i>: 22 and 149 <i>Jonah the Whale</i>: 11, 30, and 64 <i>The Journal of Joshua Loper</i>: 44 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 71 and 76 <i>The Magnificent Mummy Maker</i>: 7, 31, and 71 <i>The Music of Dolphins</i>: end of Ch. 7, 52, 61, 93, 104, and end of Chs. 26 and 48 <i>Pacific Crossing</i>: 38 and end of Chs. 8 and 13</p> <p>Context Clues <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i>: 4, 6, 32, 36, 41, 48, 84, and 103 <i>Beautiful Warrior</i>: 7 and 30 <i>Favorite Greek Myths</i>: 46, 51, 68, and 70 <i>For Your Eyes Only!</i>: 11, 25, and 95 <i>I Thought My Soul Would Rise and Fly</i>: 8, 14, and 40 <i>The Journal of Joshua Loper</i>: 10, 15, and 60 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 14, 21, 32, 36, and 90 <i>The Magnificent Mummy Maker</i>: 4, 7, and 17 <i>The Music of Dolphins</i>: 5 and end of Ch. 38 <i>The Ostrich Chase</i>: 6, 14, 15, 25, and 80 <i>Pacific Crossing</i>: end of Ch. 5, and 82</p> <p><u>Teacher Materials</u> Reading Strategies Book: 28, 37, 43, 70, 73, 76, 88, 104, 124</p> <p>Structural Clues <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i>: 41 <i>Jonah the Whale</i>: 15 <i>The Magnificent Mummy Maker</i>: 38 and 39 <i>Pacific Crossing</i>: 86</p> <p>Ask Questions <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i> <i>Beautiful Warrior</i> <i>Favorite Greek Myths</i> <i>For Your Eyes Only!</i> <i>I Thought My Soul Would Rise and Fly</i> <i>Jonah the Whale</i> <i>The Journal of Joshua Loper</i> <i>The Last-Place Sports Poems of Jeremy Bloom</i></p>

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	<p><i>The Magnificent Mummy Maker</i> <i>The Music of Dolphins</i> <i>The Ostrich Chase</i> <i>Pacific Crossing</i></p>
<p>2. Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p><u>Student Materials</u> Software: The <i>READ 180</i> Software allows the student to use appropriate strategies when reading for different purposes.</p> <p>Paperbacks: The students read the Paperbacks independently, allowing them to use appropriate strategies when reading for different purposes.</p>
<p>3. Apply new learning by forming questions and setting learning goals that will aid in self-regulation and reflection on their developing literacy.</p>	<p>Self-Question</p> <p><u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i> <i>Beautiful Warrior</i> <i>Favorite Greek Myths</i> <i>For Your Eyes Only!</i> <i>I Though My Soul Would Rise and Fly</i> <i>Jonah the Whale</i> <i>The Journal of Joshua Loper</i> <i>The Last-Place Sports Poems of Jeremy Bloom</i> <i>The Magnificent Mummy Maker</i> <i>The Music of Dolphins</i> <i>The Ostrich Chase</i> <i>Pacific Crossing</i></p>
<p>4. Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes. Examples include brainstorming, revising with peers, sensitivity to audience, and strategies appropriate for purposes, such as informing, persuading, entertaining, and inspiring.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Exposition <u>Teacher Materials</u> Teacher's Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Writing and Grammar Strategies Book: 118-122</p> <p>Description <u>Teacher Materials</u> Teacher's Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52, 108-112</p>

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	<p>Write an Article, News Report <u>Teacher Materials</u> Teacher’s Guide: 199, 217</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Write a Tribute, Memorial <u>Teacher Materials</u> Teacher’s Guide: 115, 137, 177, 201, 207, 229</p> <p>Teacher’s Resource Book: 126, 139, 149, 152</p> <p>Write an Argument <u>Teacher Materials</u> Teacher’s Guide: 165, 215</p> <p>Teacher’s Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Create an Interview <u>Teacher Materials</u> Teacher’s Guide: 57, 105, 155</p> <p>Teacher’s Resource Book: 135, 144, 159, 160, 161, 181</p>
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Genre and Craft of Language

Content Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning.

<p>1. Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher’s Guide: 199, 217</p>
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<p>punctuation, grammatical constructions, conventional spelling, and relating in sequence an account of an oral or visual experience.</p>	<p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Exposition <u>Teacher Materials</u> Teacher's Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Writing and Grammar Strategies Book: 118-122</p> <p>Description <u>Teacher Materials</u> Teacher's Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52, 108-112</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p>
<p>2. Identify and use elements of various narrative genre and story elements to convey ideas and perspectives. Examples include theme, plot, conflict, and characterization in poetry, drama, story telling, historical fiction, mystery, and fantasy.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Narration <u>Teacher Materials</u> Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Describe Ideas, Characters, Plot <u>Teacher Materials</u> Teacher's Guide: 145, 159, 163, 165, 179, 191, 219, 221, 227</p>

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	<p>Teacher's Resource Book: 139, 140, 142, 155, 162, 163, 164, 165, 166, 168, 169, 171, 175, 176, 177, 183, 187, 190, 192, 193, 196, 197, 198, 199, 200</p> <p>Write Song Lyrics, Poems Teacher Materials Teacher's Guide: 51, 81, 159</p> <p>Teacher's Resource Book: 128, 148, 165, 169</p> <p>Respond to Ideas and Issues Teacher Materials Teacher's Guide: 65, 77, 101, 103, 105, 107, 111, 115, 117, 125, 127, 129, 145, 163, 165, 173, 185, 199, 201, 207</p> <p>Teacher's Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202</p> <p>Writing Prompts Teacher Materials Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p>
<p>3. Identify and use characteristics of various informational genre (e.g., periodicals, public television programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, supporting details, and major ideas) to convey ideas.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72</p> <p>Exposition Teacher Materials Teacher's Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203,</p>

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	<p>207, 213, 215, 217, 223, 225, 227, 231</p> <p>Write a Manual <u>Teacher Materials</u> Teacher's Guide: 217</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p>
<p>4. Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Write an Introduction, Speech <u>Teacher Materials</u> Teacher's Guide: 87, 107, 113</p> <p>Teacher's Resource Book: 189, 191</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p>
<p>5. Describe and use the characteristics of</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p>

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<p>various oral, visual, and written texts (e.g., films, library databases, atlases, and speeches) and the textual aids they employ (e.g., footnotes, menus, addresses, graphs, and figures) to convey meaning.</p>	<p>Final Project Teacher Materials Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
Depth of Understanding	
Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.	
<p>1. Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include exploration, discovery, and formation of personal relationships.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>2. Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>3. Use conclusions based on their understanding of differing views presented in text to support a position.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p>

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	<p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
Ideas in Action	
Content Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.	
<p>1. Identify how their own experiences influence their understanding of key ideas in literature and other texts.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>2. Combine skills to reveal their strengthening literacy. Examples include writing and illustrating a text, reading and then orally analyzing a text, and listening to and then summarizing a presentation.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Write Dialogue <u>Teacher Materials</u> Teacher's Guide: 67, 123, 205</p> <p>Teacher's Resource Book: 162, 167, 173</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55</p> <p>Extend or write a Story <u>Teacher Materials</u></p>

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	<p>Teacher's Guide: 103, 124, 126, 166, 176, 178, Teacher's Resource Book: 187, 208, 210, 264, 280, 283</p> <p>Problem-and-Solution Story Teacher Materials Writing and Grammar Strategies Book: 44-49</p> <p>Event-and Reaction Story Teacher Materials Writing and Grammar Strategies Book: 8-12</p>
3. Use oral, written, and visual texts to research how individuals have had an impact on people in their community and their nation. Examples include creating texts to inform others about school or community issues and problems.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
Inquiry and Research	
Content Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.	
1. Generate questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for research.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
2. Identify and use the kinds of resources that are most useful and most readily available for the particular questions or topics they wish to investigate. Examples include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/ headings, hypertext, storage addresses, CDROM/ laser disks,	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>

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electronic mail, and library catalogue databases.	
3. Organize and analyze information to draw conclusions and implications based on their investigation of an issue or problem.	Links, located in the <i>Teacher's Guide</i> , suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example: <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207
4. Using multiple media, develop and present a short presentation to communicate conclusions based on the investigation of an issue or problem. Examples include charts, posters, transparencies, audio tapes, videos, and diagrams.	Links, located in the <i>Teacher's Guide</i> , suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example: <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207
Critical Standards	
Content Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	
1. Develop individual standards for effective communication for different purposes, and compare them to their own oral, visual, and written texts. An example is evaluating a project report in terms of personal standards for content, style, and organization.	The Following Selected Matches Provide Opportunities to Meet this Objective: Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217 Teacher's Resource Book: 139, 145, 160, 186, 187 Final Project <u>Teacher Materials</u> Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201 Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72
2. Develop and apply both individual and shared standards based on exemplary works created for varied purposes and contexts.	Set Purpose <u>Student Materials</u> Software: The video segments shown before each <i>READ 180</i> Topic CD passage set the purpose for reading. <u>Teacher Materials</u>

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	<p>Reading Strategies Book: 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123</p>
<p>3. Demonstrate preferences in reading, writing, speaking, listening, viewing, and representing based on aesthetic qualities, and explain their choices.</p>	<p>Self-Select Reading Materials</p> <p><u>Student Materials</u></p> <p>Audiobooks: The students select the Audiobooks of their choice.</p> <p>Paperbacks: Although the teacher directs students to the appropriate level, the students select the Paperbacks of their choice.</p>
<p>4. Create a collection of personal work selected according to both individual and shared criteria, judging the merit of each selection.</p>	<p>Any of the writing opportunities throughout the program could be used in such a collection and therefore provide the opportunity to meet this objective.</p>
<p>5. Develop standards to analyze how the style and substance of personal messages reflect the values of a communicator.</p>	<p>Extend Meaning</p> <p><u>Teacher Materials</u></p> <p>Teacher's Guide: 107, 149, 161, 175, 213</p> <p>Teacher's Resource Book: 130, 137, 140, 143, 151, 152, 154, 157, 171, 177, 194, 201</p>

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English Language Arts: Grades 6-8	
Meaning and Communication	
Content Standard 1: All students will read and comprehend general and technical material.	
<p>1. Use reading for multiple purposes, such as enjoyment, clarifying information, and learning complex procedures.</p>	<p>The Following Matches Support this Objective:</p> <p>Stage A <u>Student Materials</u> Software: The <i>READ 180</i> Software allows the student to use appropriate strategies when reading for different purposes.</p> <p>Paperbacks: The students read the Paperbacks independently, allowing them to use appropriate strategies when reading for different purposes.</p> <p>Stage B <u>Student Materials</u> Software: The <i>READ 180</i> Software allows the student to use appropriate strategies when reading for different purposes.</p> <p>Paperbacks: The students read the Paperbacks independently, allowing them to use appropriate strategies when reading for different purposes.</p>
<p>2. Read with developing fluency a variety of texts, such as short stories, novels, poetry, plays, textbooks, manuals, and periodicals.</p>	<p>Stage A Read Connected Text with Fluency <u>Student Materials</u> Software: The <i>READ 180</i> Software models fluent reading and gives the students experience in reading with fluency.</p> <p>Audiobooks (Reading Coach Modeling): As the students read along with the Audiobooks, the Narrator models fluent reading.</p> <p><u>Teacher Materials</u> Teacher's Resource Book: Reproducible copies of the Topic CD passages provide additional opportunities for reading connected text with fluency.</p> <p>Reading Strategies Book: 5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 78, 81, 82, 85, 86, 89, 90, 93, 94, 97, 98, 101, 102, 105, 106, 109, 110, 113, 114, 117, 118, 121, 122</p>

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	<p>Stage B Read Connected Text with Fluency <u>Student Materials</u> Software: The <i>READ 180</i> Software models fluent reading and gives the students experience in reading with fluency.</p> <p>Audiobooks (Reading Coach Modeling): As the students read along with the Audiobooks, the Narrator models fluent reading.</p> <p><u>Teacher Materials</u> Teacher's Resource Book: Reproducible copies of the Topic CD passages provide additional opportunities for reading connected text with fluency.</p> <p>Reading Strategies Book: 5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 78, 81, 82, 85, 86, 89, 90, 93, 94, 97, 98, 101, 102, 105, 106, 109, 110, 113, 114, 117, 118, 121, 122</p>
<p>3. Employ multiple strategies to construct meaning, such as generating questions, studying vocabulary, analyzing mood and tone, recognizing how authors use information, generalizing ideas, matching form to content, and developing reference skills.</p>	<p>Selected Examples Include:</p> <p>Stage A Structural Clues <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 41 <i>Jonah the Whale:</i> 15 <i>The Magnificent Mummy Maker:</i> 38 and 39 Pacific Crossing: 86</p> <p>Predicting <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 41, 73, and end of Ch. 8 <i>Beautiful Warrior:</i> 12, 20, and 30 <i>Favorite Greek Myths:</i> 52 <i>For Your Eyes Only!:</i> 40, 42, and 73 <i>I Thought My Soul Would Rise and Fly:</i> 22 and 149 <i>Jonah the Whale:</i> 11, 30, and 64 <i>The Journal of Joshua Loper:</i> 44 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 71 and 76 <i>The Magnificent Mummy Maker:</i> 7, 31, and 71 <i>The Music of Dolphins:</i> end of Ch. 7, 52, 61, 93, 104, and end of Chs. 26 and 48 Pacific Crossing: 38 and end of Chs. 8 and 13</p> <p>Context Clues</p>

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	<p><u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 4, 6, 32, 36, 41, 48, 84, and 103 <i>Beautiful Warrior:</i> 7 and 30 <i>Favorite Greek Myths:</i> 46, 51, 68, and 70 <i>For Your Eyes Only!:</i> 11, 25, and 95 <i>I Thought My Soul Would Rise and Fly:</i> 8, 14, and 40 <i>The Journal of Joshua Loper:</i> 10, 15, and 60 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 14, 21, 32, 36, and 90 <i>The Magnificent Mummy Maker:</i> 4, 7, and 17 <i>The Music of Dolphins:</i> 5 and end of Ch. 38 <i>The Ostrich Chase:</i> 6, 14, 15, 25, and 80 <i>Pacific Crossing:</i> end of Ch. 5, and 82</p> <p><u>Teacher Materials</u> Reading Strategies Book: 28, 37, 43, 70, 73, 76, 88, 104, 124c</p> <p>Ask Questions</p> <p><u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i> <i>Beautiful Warrior</i> <i>Favorite Greek Myths</i> <i>For Your Eyes Only!</i> <i>I Though My Soul Would Rise and Fly</i> <i>Jonah the Whale</i> <i>The Journal of Joshua Loper</i> <i>The Last-Place Sports Poems of Jeremy Bloom</i> <i>The Magnificent Mummy Maker</i> <i>The Music of Dolphins</i> <i>The Ostrich Chase</i> <i>Pacific Crossing</i></p> <p>Stage B Predicting</p> <p><u>Student Materials</u> Audiobooks (Reading Coach Model): <i>Daniel's Story:</i> 5, 9, 15, 31, and 68 <i>Flight #116 Is Down!:</i> 31, 47, and 177 <i>Local News:</i> 86 <i>The Mighty:</i> end of Chs. 6, 11, and 24 <i>P. S. Longer Letter Later:</i> 83 <i>Quake!:</i> 13 and 132 <i>Snowbound: The Tragic Story of the Donner Party:</i> end of Chs. 4 and 6 <i>Somewhere in the Darkness:</i> 21, 29, 45, 69, 108, and 140 <i>The Star Fisher:</i> end of Chs. 5 and 7, 114, and end of Ch. 13 <i>The Stowaway:</i> 20, end of Chs. 9 and 10, 54, 57, and end of Chs. 17, 19, 21, 25, and 27</p>
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	<p><i>You Be the Jury</i>: 11, 19, 27, 53, and 61</p> <p>Context Clues <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Across the Wide and Lonesome Prairie</i>: 8, 38, 105, 111, and 130 <i>Daniel's Story</i>: 5, 12, 43, 67, 83, 89, and 107 <i>Flight #116 Is Down!</i>: 3, 8, 77, and 177 <i>The Mighty</i>: end of Chs. 4, 6, 11, 15, and 23-24 <i>P. S. Longer Letter Later</i>: 69, 98, 104, and 176 <i>Quake!</i>: end of Ch. 3, and 52 <i>Snowbound: The Tragic Story of the Donner Party</i>: end of Chs. 1, 2, 6, and 7, and 79 <i>Somewhere in the Darkness</i>: 7, 13, 19, 116, 132, and 140 <i>The Star Fisher</i>: end of Chs. 1, 3, and 4, 56, and end of Ch. 7, 8, 9, 11, and 14 <i>The Stowaway</i>: 3, 7, 57, and 67 <i>You Be The Jury</i>: 3, 4, 15, and 49</p> <p><u>Teacher Materials</u> Reading Strategies Book: 16, 52, 76, 80, 96, 104</p> <p>Ask Questions <u>Student Materials</u> Audiobooks (Reading Coach Model): <i>Across the Wide and Lonesome Prairie</i> <i>Daniel's Story</i> <i>Flight #116 is Down!</i> <i>Local News</i> <i>The Mighty</i> <i>P.S. Longer Letter Later</i> <i>Quake!</i> <i>Snowbound</i> <i>Somewhere in the Darkness</i> <i>The Star Fisher</i> <i>The Stowaway</i> <i>You Be the Jury</i></p> <p>Structural Clues <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Daniel's Story</i>: 43 <i>Local News</i>: 90 <i>The Mighty</i>: end of Ch. 11 <i>Somewhere in the Darkness</i>: 19 <i>The Stowaway</i>: 109 <i>You Be The Jury</i>: 3</p>
4. Employ multiple strategies to recognize words as	<p>Selected Examples Include:</p> <p>Stage A</p>

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<p>they construct meaning, including the use of context clues, word roots and affixes, and syntax.</p>	<p>Multiple-Meaning Words <u>Teacher Materials</u> Reading Strategies Book: 16, 76, 80, 84, 116</p> <p>Context Clues <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 4, 6, 32, 36, 41, 48, 84, and 103 <i>Beautiful Warrior:</i> 7 and 30 <i>Favorite Greek Myths:</i> 46, 51, 68, and 70 <i>For Your Eyes Only!:</i> 11, 25, and 95 <i>I Thought My Soul Would Rise and Fly:</i> 8, 14, and 40 <i>The Journal of Joshua Loper:</i> 10, 15, and 60 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 14, 21, 32, 36, and 90 <i>The Magnificent Mummy Maker:</i> 4, 7, and 17 <i>The Music of Dolphins:</i> 5 and end of Ch. 38 <i>The Ostrich Chase:</i> 6, 14, 15, 25, and 80 <i>Pacific Crossing:</i> end of Ch. 5, and 82</p> <p><u>Teacher Materials</u> Reading Strategies Book: 28, 37, 43, 70, 73, 76, 88, 104, 124</p> <p>Consonant Sounds and Spellings <u>Student Materials</u> Software: 1.1, L2; 1.3, L1; 2.3, L2-3; 3.3, L3; 3.4, L3; 4.1, L3; 4.2, L2; 4.3, L1; 5.1, L3; 5.4, L3; 6.1, L2; 6.4, L3; 7.2, L3; 7.3, L3; 7.4, L1; 8.3, L3</p> <p>Stage B Multiple-Meaning Words <u>Teacher Materials</u> Reading Strategies Book: 40, 43, 84, 92, 120</p> <p>Consonant Sounds and Spellings <u>Student Materials</u> Software: 1.3, L1; 2.2, L1; 2.3, L3; 3.3, L3; 3.4, L3; 4.1, L1, L3; 4.3, L1; 5.2, L2-3; 7.4, L1; 8.1, L3; 9.1, L2; 9.2, L1; 9.3, L2</p> <p>Context Clues <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Across the Wide and Lonesome Prairie:</i> 8, 38, 105, 111, and</p>

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	<p>130 <i>Daniel's Story:</i> 5, 12, 43, 67, 83, 89, and 107 <i>Flight #116 Is Down!:</i> 3, 8, 77, and 177 <i>The Mighty:</i> end of Chs. 4, 6, 11, 15, and 23-24 <i>P. S. Longer Letter Later:</i> 69, 98, 104, and 176 <i>Quake!:</i> end of Ch. 3, and 52 <i>Snowbound: The Tragic Story of the Donner Party:</i> end of Chs. 1, 2, 6, and 7, and 79 <i>Somewhere in the Darkness:</i> 7, 13, 19, 116, 132, and 140 <i>The Star Fisher:</i> end of Chs. 1, 3, and 4, 56, and end of Ch. 7, 8, 9, 11, and 14 <i>The Stowaway:</i> 3, 7, 57, and 67 <i>You Be The Jury:</i> 3, 4, 15, and 49</p> <p><u>Teacher Materials</u> Reading Strategies Book: 16, 52, 76, 80, 96, 104</p>
<p>5. Respond to a variety of oral, visual, written, and electronic texts by making connections to their personal lives and the lives of others.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Respond to Ideas and Issues <u>Teacher Materials</u> Teacher's Guide: 65, 77, 101, 103, 105, 107, 111, 115, 117, 125, 127, 129, 145, 163, 165, 173, 185, 199, 201, 207</p> <p>Teacher's Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202</p> <p>Final Projects <u>Teacher Materials</u> Teacher's Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Quick Writes Teacher's Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Stage B Respond to Ideas and Issues <u>Teacher Materials</u> Teacher's Guide: 55, 75, 101, 103, 113, 167, 187, 189, 193, 205, 250</p> <p>Teacher's Resource Book: 162, 163, 164, 166, 179, 180, 181, 182, 185, 186, 189, 190,</p>

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	<p>191, 192, 193, 194, 196, 197, 200, 201, 204, 209, 218, 219, 221, 226, 232, 233</p> <p>Final Project Teacher Materials Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>QuickWrite Teacher Materials Teacher's Guide: Software: 63, 75, 83, 97, 101 Audiobooks: 145, 149, 155, 159, 163 Paperbacks: 173, 179, 185, 191, 201</p> <p>Teacher's Resource Book: 167, 172, 175, 181, 182, 198, 200, 203, 205, 207, 210, 213, 216, 219, 224</p>
Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.	
<p>1. Write fluently for multiple purposes to produce compositions, such as personal narratives, persuasive essays, lab reports, and poetry.</p>	<p>Selected Examples Include:</p> <p>Stage A Write an Article, News Report Teacher Materials Teacher's Guide: 199, 217</p> <p>Writing Prompts Teacher Materials Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p> <p>Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72</p> <p>Write an Argument Teacher Materials Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134</p> <p>Final Project Teacher Materials Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p>

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Michigan Standards	Read 180 Match
	<p>Book Synopsis <u>Teacher Materials</u> Writing and Grammar Strategies Book: 78-82</p> <p>Write Letters, Postcards, E-Mail <u>Teacher Materials</u> Teacher's Guide: 75, 83, 117, 147, 167, 189, 197, 221</p> <p>Teacher's Resource Book: 129, 138, 141, 142, 146, 147, 166, 178, 180, 186, 188</p> <p>Stage B Write Letters, Postcards, E-Mail <u>Teacher Materials</u> Teacher's Guide: 71, 91, 101, 115, 181, 235, 241</p> <p>Teacher's Resource Book: 195, 196, 208, 212, 220, 226, 231, 234, 235, 236, 240, 241, 245, 249</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55</p> <p>Extend or write a Story <u>Teacher Materials</u> Teacher's Guide: 103, 124, 126, 166, 176, 178, Teacher's Resource Book: 187, 208, 210, 264, 280, 283</p> <p>Problem-and-Solution Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 44-49</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p>
2. Recognize and use authors' techniques that convey meaning and build empathy with readers when	<p>The Following Selected Matches Support this Objective:</p> <p>Stage A Narration <u>Teacher Materials</u></p>

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<p>composing their own texts. Examples include appeals to reason and emotion, use of figurative language, and grammatical conventions which assist audience comprehension.</p>	<p>Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Exposition Teacher Materials Teacher's Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Writing and Grammar Strategies Book: 118-122</p> <p>Description Teacher Materials Teacher's Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52, 108-112</p> <p>Write an Argument Teacher Materials Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Book Synopsis Teacher Materials Writing and Grammar Strategies Book: 78-82</p> <p>Stage B Exposition Teacher Materials Teacher's Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Writing and Grammar Strategies Book: 118-122</p>

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	<p>Description Teacher Materials Teacher's Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52, 108-112</p> <p>Narration Teacher Materials Teacher's Guide: 73, 81, 83, 97, 151, 155, 161, 179, 181, 183, 185, 213, 217, 225, 231, 233</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Book Synopsis Teacher Materials Writing and Grammar Strategies Book: 78-82</p>
<p>3. Plan and draft texts, and revise and edit their own writing, and help others revise and edit their texts in such areas as content, perspective, and effect.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Exposition Teacher Materials Teacher's Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Writing and Grammar Strategies Book: 118-122</p> <p>Description Teacher Materials Teacher's Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52, 108-112</p> <p>Write an Article, News Report Teacher Materials Teacher's Guide:</p>

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	<p>199, 217</p> <p>Relating Content-Area Information</p> <p><u>Teacher Materials</u></p> <p>Writing and Grammar Strategies Book: 68-72</p> <p>Stage B Exposition</p> <p><u>Teacher Materials</u></p> <p>Teacher's Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Writing and Grammar Strategies Book: 118-122</p> <p>Description</p> <p><u>Teacher Materials</u></p> <p>Teacher's Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52, 108-112</p> <p>Write a News Report, Article</p> <p><u>Teacher Materials</u></p> <p>Teacher's Guide: 149, 211, 237</p> <p>Teacher's Resource Book: 168, 194, 224</p> <p>Relating Content-Area Information</p> <p><u>Teacher Materials</u></p> <p>Writing and Grammar Strategies Book: 68-72</p>
<p>4. Select and use appropriate language conventions when editing text. Examples include various grammatical constructions, subject verb agreement, punctuation, and spelling.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Narration</p> <p><u>Teacher Materials</u></p> <p>Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p>

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	<p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Final Project <u>Teacher Materials</u> Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p> <p>Teacher's Resource Book: 139, 145, 160, 186, 187</p> <p>Stage B Narration <u>Teacher Materials</u> Teacher's Guide: 73, 81, 83, 97, 151, 155, 161, 179, 181, 183, 185, 213, 217, 225, 231, 233</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Final Project <u>Teacher Materials</u> Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Write a News Report, Article <u>Teacher Materials</u> Teacher's Guide: 149, 211, 237</p> <p>Teacher's Resource Book: 168, 194, 224</p>

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	Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72
Content Standard 2: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	
1. Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on career exploration.	Stage A Links, located in the <i>Teacher's Guide</i> , suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example: <u>Teacher Materials</u> Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201 Stage B Links, located in the <i>Teacher's Guide</i> , suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example: <u>Teacher Materials</u> Teacher's Guide: 111, 123, 133, 149, 157, 167, 177, 185, 195, 205
2. Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver's response.	The Following Selected Matches Provide Opportunities to Meet this Objective: Stage A Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215 Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201 Write an Introduction, Speech <u>Teacher Materials</u> Teacher's Guide: 87, 107, 113 Teacher's Resource Book: 189, 191 Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book:

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	<p>123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Stage B Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Write a Speech <u>Teacher Materials</u> Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p>
<p>3. Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public.</p>	<p>Selected Examples Include:</p> <p>Stage A Write an Introduction, Speech <u>Teacher Materials</u> Teacher's Guide: 87, 107, 113</p> <p>Teacher's Resource Book: 189, 191</p> <p>Read Connected Text with Fluency <u>Student Materials</u></p>

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	<p>Software: The <i>READ 180</i> Software models fluent reading and gives the students experience in reading with fluency.</p> <p>Audiobooks (Reading Coach Modeling): As the students read along with the Audiobooks, the Narrator models fluent reading.</p> <p><u>Teacher Materials</u> Teacher's Resource Book: Reproducible copies of the Topic CD passages provide additional opportunities for reading connected text with fluency.</p> <p>Reading Strategies Book: 5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 78, 81, 82, 85, 86, 89, 90, 93, 94, 97, 98, 101, 102, 105, 106, 109, 110, 113, 114, 117, 118, 121, 122</p> <p>Discuss Reading Materials and Ideas</p> <p><u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Stage B Read Connected Text with Fluency</p> <p><u>Student Materials</u> Software: The <i>READ 180</i> Software models fluent reading and gives the students experience in reading with fluency.</p> <p>Audiobooks: As the students read along with the Audiobooks, the Narrator models fluent reading.</p> <p><u>Teacher Materials</u> Teacher's Resource Book: Reproducible copies of Topic CD passages provide additional opportunities for reading connected text with fluency.</p> <p>Reading Strategies Book: 5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 78, 81, 82, 85, 86, 89, 90, 93, 94,</p>
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	<p>97, 98, 101, 102, 105, 106, 109, 110, 113, 114, 117, 118, 121, 122</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Write a Speech <u>Teacher Materials</u> Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p>
<p>4. Practice verbal and nonverbal strategies that enhance understanding of spoken messages and promote effective listening behaviors. Examples include altering inflection, volume, and rate, using evidence, and reasoning.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Write an Introduction, Speech <u>Teacher Materials</u> Teacher's Guide: 87, 107, 113</p> <p>Teacher's Resource Book: 189, 191</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Stage B Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book:</p>

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	<p>123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Write a Speech <u>Teacher Materials</u> Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p>
<p>5. Select appropriate strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include generating relevant questions, studying vocabulary, analyzing mood and tone, recognizing how authors and speakers use information, and matching form to content.</p>	<p>Selected Examples Include:</p> <p>Stage A Predicting <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 41, 73, and end of Ch. 8 <i>Beautiful Warrior:</i> 12, 20, and 30 <i>Favorite Greek Myths:</i> 52 <i>For Your Eyes Only!:</i> 40, 42, and 73 <i>I Thought My Soul Would Rise and Fly:</i> 22 and 149 <i>Jonah the Whale:</i> 11, 30, and 64 <i>The Journal of Joshua Loper:</i> 44 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 71 and 76 <i>The Magnificent Mummy Maker:</i> 7, 31, and 71 <i>The Music of Dolphins:</i> end of Ch. 7, 52, 61, 93, 104, and end of Chs. 26 and 48 Pacific Crossing: 38 and end of Chs. 8 and 13</p> <p>Structural Clues <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 41 <i>Jonah the Whale:</i> 15 <i>The Magnificent Mummy Maker:</i> 38 and 39 Pacific Crossing: 86</p>

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	<p>Context Clues</p> <p><u>Student Materials</u></p> <p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 4, 6, 32, 36, 41, 48, 84, and 103 <i>Beautiful Warrior:</i> 7 and 30 <i>Favorite Greek Myths:</i> 46, 51, 68, and 70 <i>For Your Eyes Only!:</i> 11, 25, and 95 <i>I Thought My Soul Would Rise and Fly:</i> 8, 14, and 40 <i>The Journal of Joshua Loper:</i> 10, 15, and 60 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 14, 21, 32, 36, and 90 <i>The Magnificent Mummy Maker:</i> 4, 7, and 17 <i>The Music of Dolphins:</i> 5 and end of Ch. 38 <i>The Ostrich Chase:</i> 6, 14, 15, 25, and 80 <i>Pacific Crossing:</i> end of Ch. 5, and 82</p> <p><u>Teacher Materials</u></p> <p>Reading Strategies Book: 28, 37, 43, 70, 73, 76, 88, 104, 124</p> <p>Ask Questions</p> <p><u>Student Materials</u></p> <p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i> <i>Beautiful Warrior</i> <i>Favorite Greek Myths</i> <i>For Your Eyes Only!</i> <i>I Though My Soul Would Rise and Fly</i> <i>Jonah the Whale</i> <i>The Journal of Joshua Loper</i> <i>The Last-Place Sports Poems of Jeremy Bloom</i> <i>The Magnificent Mummy Maker</i> <i>The Music of Dolphins</i> <i>The Ostrich Chase</i> <i>Pacific Crossing</i></p> <p>Stage B</p> <p>Ask Questions</p> <p><u>Student Materials</u></p> <p>Audiobooks (Reading Coach Model): <i>Across the Wide and Lonesome Prairie</i> <i>Daniel's Story</i> <i>Flight #116 is Down!</i> <i>Local News</i> <i>The Mighty</i> <i>P.S. Longer Letter Later</i> <i>Quake!</i> <i>Snowbound</i> <i>Somewhere in the Darkness</i> <i>The Star Fisher</i> <i>The Stowaway</i> <i>You Be the Jury</i></p>

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	<p>Predicting <u>Student Materials</u> Audiobooks (Reading Coach Model): <i>Daniel's Story:</i> 5, 9, 15, 31, and 68 <i>Flight #116 Is Down!:</i> 31, 47, and 177 <i>Local News:</i> 86 <i>The Mighty:</i> end of Chs. 6, 11, and 24 <i>P. S. Longer Letter Later:</i> 83 <i>Quake!:</i> 13 and 132 <i>Snowbound: The Tragic Story of the Donner Party:</i> end of Chs. 4 and 6 <i>Somewhere in the Darkness:</i> 21, 29, 45, 69, 108, and 140 <i>The Star Fisher:</i> end of Chs. 5 and 7, 114, and end of Ch. 13 <i>The Stowaway:</i> 20, end of Chs. 9 and 10, 54, 57, and end of Chs. 17, 19, 21, 25, and 27 <i>You Be the Jury:</i> 11, 19, 27, 53, and 61</p> <p>Structural Clues <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Daniel's Story:</i> 43 <i>Local News:</i> 90 <i>The Mighty:</i> end of Ch. 11 <i>Somewhere in the Darkness:</i> 19 <i>The Stowaway:</i> 109 <i>You Be The Jury:</i> 3</p>
6. Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as semantic and structural features, prior knowledge, reference materials, and electronic sources.	<p>Selected Examples Include:</p> <p>Stage A Identify Vocabulary <u>Student Materials</u> Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high utility words.</p> <p>Audiobooks: As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p> <p><u>Teacher Materials</u> Teacher's Guide: 48, 58, 68, 78, 88, 98, 108, 118, 128</p> <p>Reading Strategies Book: 7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 52, 55,</p>

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	<p>58, 61, 64, 67, 70, 73, 76, 80, 84, 88, 92, 96, 100, 104, 108, 112, 116, 120, 124</p> <p>Context Clues</p> <p><u>Student Materials</u></p> <p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 4, 6, 32, 36, 41, 48, 84, and 103 <i>Beautiful Warrior:</i> 7 and 30 <i>Favorite Greek Myths:</i> 46, 51, 68, and 70 <i>For Your Eyes Only!:</i> 11, 25, and 95 <i>I Thought My Soul Would Rise and Fly:</i> 8, 14, and 40 <i>The Journal of Joshua Loper:</i> 10, 15, and 60 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 14, 21, 32, 36, and 90 <i>The Magnificent Mummy Maker:</i> 4, 7, and 17 <i>The Music of Dolphins:</i> 5 and end of Ch. 38 <i>The Ostrich Chase:</i> 6, 14, 15, 25, and 80 <i>Pacific Crossing:</i> end of Ch. 5, and 82</p> <p><u>Teacher Materials</u></p> <p>Reading Strategies Book: 28, 37, 43, 70, 73, 76, 88, 104, 124</p> <p>Using Resources</p> <p><u>Student Materials</u></p> <p>Audiobooks (Reading Coach Modeling): <i>Beautiful Warrior:</i> 1 <i>Favorite Greek Myths:</i> 45 <i>I Thought My Soul Would Rise and Fly:</i> 172 <i>The Journal of Joshua Loper:</i> 131 <i>The Ostrich Chase:</i> 6, 12, and 23 <i>Pacific Crossing:</i> 1, 9, and 11</p> <p>Stage B Identify Vocabulary</p> <p><u>Student Materials</u></p> <p>Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words.</p> <p>Audiobooks: As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p> <p><u>Teacher Materials</u></p> <p>Reading Strategies Book:</p>

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	<p>7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 52, 55, 58, 61, 64, 67, 70, 73, 76, 80, 84, 88, 92, 96, 100, 104, 108, 112, 116, 120, 124</p> <p>Teacher's Guide: 48, 58, 68, 78, 88, 98, 108, 118, 128, 141-143</p> <p>Context Clues Student Materials Audiobooks (Reading Coach Modeling): <i>Across the Wide and Lonesome Prairie:</i> 8, 38, 105, 111, and 130 <i>Daniel's Story:</i> 5, 12, 43, 67, 83, 89, and 107 <i>Flight #116 Is Down!:</i> 3, 8, 77, and 177 <i>The Mighty:</i> end of Chs. 4, 6, 11, 15, and 23-24 <i>P. S. Longer Letter Later:</i> 69, 98, 104, and 176 <i>Quake!:</i> end of Ch. 3, and 52 <i>Snowbound: The Tragic Story of the Donner Party:</i> end of Chs. 1, 2, 6, and 7, and 79 <i>Somewhere in the Darkness:</i> 7, 13, 19, 116, 132, and 140 <i>The Star Fisher:</i> end of Chs. 1, 3, and 4, 56, and end of Ch. 7, 8, 9, 11, and 14 <i>The Stowaway:</i> 3, 7, 57, and 67 <i>You Be The Jury:</i> 3, 4, 15, and 49</p> <p>Teacher Materials Reading Strategies Book: 16, 52, 76, 80, 96, 104</p> <p>Using Resources Student Materials Audiobooks (Reading Coach Modeling): <i>The Mighty:</i> 98 <i>The Stowaway:</i> 3 and end of Ch. 20</p>
<p>7. Recognize and use varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include identification with characters and multiple points of view.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Stage A Write Dialogue Teacher Materials Teacher's Guide: 67, 123, 205</p> <p>Teacher's Resource Book: 162, 167, 173</p> <p>Realistic Story Teacher Materials Writing and Grammar Strategies Book: 50-55</p>

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	<p>Extend or write a Story Teacher Materials Teacher's Guide: 103, 124, 126, 166, 176, 178, Teacher's Resource Book: 187, 208, 210, 264, 280, 283</p> <p>Problem-and-Solution Story Teacher Materials Writing and Grammar Strategies Book: 44-49</p> <p>Event-and Reaction Story Teacher Materials Writing and Grammar Strategies Book: 8-12</p> <p>Stage B Write Dialogue Teacher Materials Teacher's Guide: 73, 83, 185, 213, 217</p> <p>Teacher's Resource Book: 162, 163, 165, 182, 198, 203, 206, 235, 239</p> <p>Problem-and-Solution Story Teacher Materials Writing and Grammar Strategies Book: 44-49</p> <p>Event-and Reaction Story Teacher Materials Writing and Grammar Strategies Book: 8-12</p> <p>Extend Meaning Teacher Materials Teacher's Guide: 75, 151, 179, 183, 185</p> <p>Teacher's Resource Book: 163, 173, 175, 176, 177, 181, 184, 185, 189, 192, 205, 207, 215, 218, 220, 223, 224, 225, 226, 227, 229, 230, 232, 233, 234, 237, 240, 241, 243, 246, 247, 248</p> <p>Realistic Story Teacher Materials</p>

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<p>8. Express their responses and make connections between oral, visual, written, and electronic texts and their own lives.</p>	<p>Writing and Grammar Strategies Book: 50-55</p> <p>Selected Examples Include:</p> <p>Stage A Reader Response <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 31, 36, and 55 <i>Beautiful Warrior:</i> end of Folio 15 <i>Favorite Greek Myths:</i> 50 <i>For Your Eyes Only!:</i> 22, 40, and 120 <i>I Thought My Soul Would Rise and Fly:</i> 16, 61, and 119 <i>Jonah the Whale:</i> 9, and end of Chs. 2, 4, 7, and 9 <i>The Journal of Joshua Loper:</i> 38 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 43 <i>The Magnificent Mummy Maker:</i> 31 <i>The Music of Dolphins:</i> end of Ch. 17 <i>The Ostrich Chase:</i> 82 and 118 <i>Pacific Crossing</i></p> <p><u>Teacher Materials</u> Teacher's Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher's Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Respond to Ideas and Issues <u>Teacher Materials</u> Teacher's Guide: 65, 77, 101, 103, 105, 107, 111, 115, 117, 125, 127, 129, 145, 163, 165, 173, 185, 199, 201, 207</p> <p>Teacher's Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202</p> <p>Stage B Respond to Ideas and Issues <u>Teacher Materials</u> Teacher's Guide: 55, 75, 101, 103, 113, 167, 187, 189, 193, 205, 250</p> <p>Teacher's Resource Book: 162, 163, 164, 166, 179, 180, 181, 182, 185, 186, 189, 190, 191, 192, 193, 194, 196, 197, 200, 201, 204, 209, 218, 219,</p>

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	<p>221, 226, 232, 233</p> <p>Reader Response <u>Student Materials</u> Audiobooks (Reading Coach Model): <i>Across the Wide and Lonesome Prairie</i> <i>Daniel's Story</i> <i>Flight #116 is Down!</i> <i>Local News</i> <i>The Mighty</i> P.S. Longer Letter Later Quake! Snowbound Somewhere in the Darkness The Star Fisher The Stowaway You Be the Jury</p> <p><u>Teacher Materials</u> Teacher's Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher's Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p>
Language	
Content Standard 4: All students will use the English language effectively.	
<p>1. Compare and contrast spoken, written, and visual language patterns used in their communication contexts, such as community activities, discussions, mathematics and science classes, and the workplace.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Stage B Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p>

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	<p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher</p>
<p>2. Investigate the origins of language patterns and vocabularies and their impact on meaning in formal and informal situations. An example is comparing language in a business letter to language in a friendly letter.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Stage B Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher</p>
<p>3. Investigate idiomatic phrases and word origins and how they have contributed to contemporary meaning.</p>	<p>The Following Matches Support this Objective:</p> <p>Stage A Roots/Etymology <u>Teacher Materials</u> Reading Strategies Book: 25, 46, 61</p> <p>Stage B Roots/Etymology <u>Student Materials</u> Software: 2.2, L4; 2.3, L4; 3.1, L4; 3.2, L4; 3.4, L4; 5.1, L4; 5.3, L4; 5.4, L4; 6.1, L4; 6.2, L4; 6.3, L4; 6.4, L4; 7.2, L4; 9.1, L4; 9.3, L4; 9.4, L4</p> <p><u>Teacher Materials</u> Reading Strategies Book: 7, 22, 76, 116</p>
<p>4. Demonstrate how communication is affected by connotation and denotation and why</p>	<p>The Following Matches Support this Objective:</p> <p>Stage A Denotation/Connotation <u>Teacher Materials</u></p>

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<p>one particular word is more effective or appropriate than others in a given context.</p>	<p>Reading Strategies Book: 40, 64, 73, 120</p> <p>Word Building <u>Student Materials</u> Software: The Word Zone activities and decoding tips associated with the passages on the <i>READ 180</i> Software give the students opportunities to practice word building.</p> <p><u>Teacher Materials</u> Reading Strategies Book: 10, 13, 22, 25, 28, 31, 34, 37, 43, 49, 58, 67, 80, 100, 108</p> <p>Stage B Denotation/Connotation <u>Teacher Materials</u> Reading Strategies Book: 46, 100, 104, 116</p> <p>Word Building <u>Student Materials</u> Software: The Word Zone activities and decoding tips associated with passages on the Software give students opportunities to practice word building.</p> <p><u>Teacher Materials</u> Reading Strategies Book: 10, 13, 16, 22, 25, 31, 34, 37, 43, 49, 55, 58, 61, 64, 67, 70, 80, 96, 100</p>
<p>5. Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to a particular field. Examples include community building, an explanation of a biological concept, comparison of computer programs, commentary on an artistic work, analysis of a fitness program, and classroom debates on political issues.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Stage A Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Write a Tribute, Memorial <u>Teacher Materials</u> Teacher's Guide: 115, 137, 177, 201, 207, 229</p> <p>Teacher's Resource Book: 126, 139, 149, 152</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p>

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	<p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Create an Interview Teacher Materials Teacher's Guide: 57, 105, 155</p> <p>Teacher's Resource Book: 135, 144, 159, 160, 161, 181</p> <p>Content Area Vocabulary Student Materials Software: Because of the varied content in the passages in the <i>READ 180</i> Software, students are introduced to a broad range of vocabulary.</p> <p>Teacher Materials Reading Strategies Book: 5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, 59, 62, 65, 71, 74, 77, 78, 85, 86, 89, 90, 93, 94, 97, 98, 101, 102, 105, 106, 109, 110, 113, 114, 117, 118, 121, 122</p> <p>Discuss Reading Materials and Ideas Teacher Materials Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Stage B Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Write an Argument Teacher Materials Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p> <p>Write a Speech Teacher Materials</p>

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	<p>Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p> <p>Content Area Vocabulary <u>Student Materials</u> Software: Because of the varied content in the passages in the <i>READ 180</i> Software, students are introduced to a broad range of vocabulary.</p> <p><u>Teacher Materials</u> Reading Strategies Book: 8, 11, 14, 17, 20, 23, 26, 29, 44, 53, 56, 59, 62, 71, 74, 77, 78, 85, 86, 89, 90, 97, 98, 101, 102, 105, 106, 113, 114, 117, 118, 121, 122</p>
Literature	
Content Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.	
<p>1. Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Stage A Extend Meaning <u>Teacher Materials</u> Teacher's Guide: 107, 149, 161, 175, 213</p> <p>Teacher's Resource Book: 130, 137, 140, 143, 151, 152, 154, 157, 171, 177, 194, 201</p> <p>Self-Select Reading Materials <u>Student Materials</u> Audiobooks: The students select the Audiobooks of their choice.</p> <p>Paperbacks: Although the teacher directs students to the appropriate level, the students select the Paperbacks of their choice.</p> <p>Reader Response <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 31, 36, and 55 <i>Beautiful Warrior:</i> end of Folio 15 <i>Favorite Greek Myths:</i> 50 <i>For Your Eyes Only!:</i> 22, 40, and 120 <i>I Thought My Soul Would Rise and Fly:</i> 16, 61, and 119 <i>Jonah the Whale:</i> 9, and end of Chs. 2, 4, 7, and 9</p>

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	<p><i>The Journal of Joshua Loper:</i> 38 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 43 <i>The Magnificent Mummy Maker:</i> 31 <i>The Music of Dolphins:</i> end of Ch. 17 <i>The Ostrich Chase:</i> 82 and 118 <i>Pacific Crossing</i></p> <p><u>Teacher Materials</u> Teacher's Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher's Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Respond to Ideas and Issues <u>Teacher Materials</u> Teacher's Guide: 65, 77, 101, 103, 105, 107, 111, 115, 117, 125, 127, 129, 145, 163, 165, 173, 185, 199, 201, 207</p> <p>Teacher's Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202</p> <p>Stage B Respond to Ideas and Issues <u>Teacher Materials</u> Teacher's Guide: 55, 75, 101, 103, 113, 167, 187, 189, 193, 205, 250</p> <p>Teacher's Resource Book: 162, 163, 164, 166, 179, 180, 181, 182, 185, 186, 189, 190, 191, 192, 193, 194, 196, 197, 200, 201, 204, 209, 218, 219, 221, 226, 232, 233</p> <p>Reader Response <u>Student Materials</u> Audiobooks (Reading Coach Model): <i>Across the Wide and Lonesome Prairie</i> <i>Daniel's Story</i> <i>Flight #116 is Down!</i> <i>Local News</i> <i>The Mighty</i> P.S. Longer Letter Later Quake! Snowbound Somewhere in the Darkness The Star Fisher</p>

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	<p>The Stowaway You Be the Jury</p> <p><u>Teacher Materials</u> Teacher's Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher's Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Self-Select Reading Materials <u>Student Materials</u> Audiobooks: The students select the Audiobooks of their choice.</p> <p>Paperbacks: Although the teacher directs students to the appropriate level, the students select the Paperbacks of their choice.</p> <p>Extend Meaning <u>Teacher Materials</u> Teacher's Guide: 75, 151, 179, 183, 185</p> <p>Teacher's Resource Book: 163, 173, 175, 176, 177, 181, 184, 185, 189, 192, 205, 207, 215, 218, 220, 223, 224, 225, 226, 227, 229, 230, 232, 233, 234, 237, 240, 241, 243, 246, 247, 248</p>
<p>2. Describe and discuss shared issues in the human experience that appear in literature and other texts from around the world. Examples include quests for happiness and service to others.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Stage B Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be</p>

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Michigan Standards	Read 180 Match
	<p>used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>3. Identify and discuss how the tensions among characters, communities, themes, and issues in literature and other texts are related to one's own experience.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Stage B Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>4. Investigate and demonstrate understanding of the cultural and historical contexts of the themes, issues, and our common heritage as depicted in literature and other texts.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Stage B Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be</p>

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Michigan Standards	Read 180 Match
	<p>used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>5. Investigate through literature and other texts various examples of distortion and stereotypes. Examples include those associated with gender, race, culture, age, class, religion, and handicapping conditions.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Stage B Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
Voice	
Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.	
<p>1. Analyze their use of elements of effective communication that impact their relationships in their schools, families, and communities. Examples include use of pauses, suspense, and elaboration.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Write an Introduction, Speech <u>Teacher Materials</u> Teacher's Guide:</p>

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	<p>87, 107, 113</p> <p>Teacher's Resource Book: 189, 191</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Stage B Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p> <p>Write a Speech Teacher Materials Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p> <p>Write an Argument Teacher Materials Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p>
2. Demonstrate their ability to use different voices in oral and written	<p>The Following Selected Matches Support this Objective::</p> <p>Stage A Book Synopsis</p>

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<p>communication to persuade, inform, entertain, and inspire their audiences.</p>	<p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 78-82</p> <p>Narration <u>Teacher Materials</u> Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Write a Tribute, Memorial <u>Teacher Materials</u> Teacher's Guide: 115, 137, 177, 201, 207, 229</p> <p>Teacher's Resource Book: 126, 139, 149, 152</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134</p> <p>Stage B Write a Speech <u>Teacher Materials</u> Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p> <p>Write a Biography <u>Teacher Materials</u> Teacher's Guide: 207</p> <p>Write a News Report, Article <u>Teacher Materials</u></p>

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	<p>Teacher's Guide: 149, 211, 237</p> <p>Teacher's Resource Book: 168, 194, 224</p> <p>Persuasive Composition</p> <p><u>Teacher Materials</u></p> <p>Writing and Grammar Strategies Book: 123-127</p>
<p>3. Compare and contrast the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Stage B Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>4. Document and enhance a developing voice through multiple media. Examples include reflections for their portfolios, audio and video tapes, and submissions for publications.</p>	<p>Stages A and B Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>

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Skills and Processes	
Content Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.	
<p>1. Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include generating questions, studying vocabulary, analyzing mood and tone, recognizing how creators of text use and represent information, and matching form to content.</p>	<p>Selected Examples Include:</p> <p>Stage A Predicting <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 41, 73, and end of Ch. 8 <i>Beautiful Warrior:</i> 12, 20, and 30 <i>Favorite Greek Myths:</i> 52 <i>For Your Eyes Only!:</i> 40, 42, and 73 <i>I Thought My Soul Would Rise and Fly:</i> 22 and 149 <i>Jonah the Whale:</i> 11, 30, and 64 <i>The Journal of Joshua Loper:</i> 44 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 71 and 76 <i>The Magnificent Mummy Maker:</i> 7, 31, and 71 <i>The Music of Dolphins:</i> end of Ch. 7, 52, 61, 93, 104, and end of Chs. 26 and 48 <i>Pacific Crossing:</i> 38 and end of Chs. 8 and 13</p> <p>Context Clues <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 4, 6, 32, 36, 41, 48, 84, and 103 <i>Beautiful Warrior:</i> 7 and 30 <i>Favorite Greek Myths:</i> 46, 51, 68, and 70 <i>For Your Eyes Only!:</i> 11, 25, and 95 <i>I Thought My Soul Would Rise and Fly:</i> 8, 14, and 40 <i>The Journal of Joshua Loper:</i> 10, 15, and 60 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 14, 21, 32, 36, and 90 <i>The Magnificent Mummy Maker:</i> 4, 7, and 17 <i>The Music of Dolphins:</i> 5 and end of Ch. 38 <i>The Ostrich Chase:</i> 6, 14, 15, 25, and 80 <i>Pacific Crossing:</i> end of Ch. 5, and 82</p> <p><u>Teacher Materials</u> Reading Strategies Book: 28, 37, 43, 70, 73, 76, 88, 104, 124</p> <p>Structural Clues <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 41 <i>Jonah the Whale:</i> 15 <i>The Magnificent Mummy Maker:</i> 38 and 39</p>

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	<p>Pacific Crossing: 86</p> <p>Ask Questions <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i> <i>Beautiful Warrior</i> <i>Favorite Greek Myths</i> <i>For Your Eyes Only!</i> <i>I Though My Soul Would Rise and Fly</i> <i>Jonah the Whale</i> <i>The Journal of Joshua Loper</i> <i>The Last-Place Sports Poems of Jeremy Bloom</i> <i>The Magnificent Mummy Maker</i> <i>The Music of Dolphins</i> <i>The Ostrich Chase</i> <i>Pacific Crossing</i></p> <p>Stage B Ask Questions <u>Student Materials</u> Audiobooks (Reading Coach Model): <i>Across the Wide and Lonesome Prairie</i> <i>Daniel's Story</i> <i>Flight #116 is Down!</i> <i>Local News</i> <i>The Mighty</i> <i>P.S. Longer Letter Later</i> <i>Quake!</i> <i>Snowbound</i> <i>Somewhere in the Darkness</i> <i>The Star Fisher</i> <i>The Stowaway</i> <i>You Be the Jury</i></p> <p>Predicting <u>Student Materials</u> Audiobooks (Reading Coach Model): <i>Daniel's Story:</i> 5, 9, 15, 31, and 68 <i>Flight #116 Is Down!:</i> 31, 47, and 177 <i>Local News:</i> 86 <i>The Mighty:</i> end of Chs. 6, 11, and 24 <i>P. S. Longer Letter Later:</i> 83 <i>Quake!:</i> 13 and 132 <i>Snowbound: The Tragic Story of the Donner Party:</i> end of Chs. 4 and 6 <i>Somewhere in the Darkness:</i> 21, 29, 45, 69, 108, and 140 <i>The Star Fisher:</i> end of Chs. 5 and 7, 114, and end of Ch. 13 <i>The Stowaway:</i> 20, end of Chs. 9 and 10, 54, 57, and end of Chs. 17, 19, 21, 25, and 27</p>

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	<p><i>You Be the Jury</i>: 11, 19, 27, 53, and 61</p> <p>Structural Clues <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Daniel's Story</i>: 43 <i>Local News</i>: 90 <i>The Mighty</i>: end of Ch. 11 <i>Somewhere in the Darkness</i>: 19 <i>The Stowaway</i>: 109 <i>You Be The Jury</i>: 3</p> <p>Context Clues <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Across the Wide and Lonesome Prairie</i>: 8, 38, 105, 111, and 130 <i>Daniel's Story</i>: 5, 12, 43, 67, 83, 89, and 107 <i>Flight #116 Is Down!</i>: 3, 8, 77, and 177 <i>The Mighty</i>: end of Chs. 4, 6, 11, 15, and 23-24 <i>P. S. Longer Letter Later</i>: 69, 98, 104, and 176 <i>Quake!</i>: end of Ch. 3, and 52 <i>Snowbound: The Tragic Story of the Donner Party</i>: end of Chs. 1, 2, 6, and 7, and 79 <i>Somewhere in the Darkness</i>: 7, 13, 19, 116, 132, and 140 <i>The Star Fisher</i>: end of Chs. 1, 3, and 4, 56, and end of Ch. 7, 8, 9, 11, and 14 <i>The Stowaway</i>: 3, 7, 57, and 67 <i>You Be The Jury</i>: 3, 4, 15, and 49</p> <p><u>Teacher Materials</u> Reading Strategies Book: 16, 52, 76, 80, 96, 104</p>
2. Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning, and develop strategies to deal with new communication needs.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A <u>Student Materials</u> Software: The <i>READ 180</i> Software allows the student to use appropriate strategies when reading for different purposes.</p> <p>Paperbacks: The students read the Paperbacks independently, allowing them to use appropriate strategies when reading for different purposes.</p> <p>Stage B <u>Student Materials</u> Software: The <i>READ 180</i> Software allows the student to use appropriate</p>

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	<p>strategies when reading for different purposes.</p> <p>Paperbacks: The students read the Paperbacks independently, allowing them to use appropriate strategies when reading for different purposes.</p>
<p>3. Reflect on their own developing literacy, set learning goals, and evaluate their progress.</p>	<p>Stage A Set Purpose <u>Student Materials</u> Software: The video segments shown before each <i>READ 180</i> Topic CD passage set the purpose for reading.</p> <p><u>Teacher Materials</u> Reading Strategies Book: 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123</p> <p>Stage B <u>Student Materials</u> Software: The video segments shown before each <i>READ 180</i> Topic CD passage set the purpose for reading.</p> <p><u>Teacher Materials</u> Reading Strategies Book: 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123</p>
<p>4. Demonstrate a variety of strategies for planning, drafting, revising, and editing several different forms of texts for specific purposes. Examples include persuading a particular audience to take action and capturing feelings through poetry.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Stage A Exposition <u>Teacher Materials</u> Teacher's Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Writing and Grammar Strategies Book: 118-122</p> <p>Description <u>Teacher Materials</u> Teacher's Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52, 108-112</p>

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	<p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Write a Tribute, Memorial <u>Teacher Materials</u> Teacher's Guide: 115, 137, 177, 201, 207, 229</p> <p>Teacher's Resource Book: 126, 139, 149, 152</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Create an Interview <u>Teacher Materials</u> Teacher's Guide: 57, 105, 155</p> <p>Teacher's Resource Book: 135, 144, 159, 160, 161, 181</p> <p>Stage B Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p>

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	<p>Exposition <u>Teacher Materials</u> Teacher's Guide: 51, 57, 61, 63, 65, 67, 71, 75, 77, 87, 93, 95, 101, 103, 105, 107, 111, 115, 117, 123, 125, 127, 131, 137, 145, 147, 149, 157, 159, 163, 173, 187, 189, 191, 195, 199, 203, 205, 207, 209, 211, 221, 223, 227, 229, 235, 237, 241, 243, 249, 251</p> <p>Writing and Grammar Strategies Book: 118-122</p> <p>Description <u>Teacher Materials</u> Teacher's Guide: 53, 55, 85, 91, 167, 193, 201, 247</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52</p> <p>Write an Essay <u>Teacher Materials</u> Teacher's Guide: 65, 151</p> <p>Teacher's Resource Book: 190, 222, 237, 241</p> <p>Write a News Report, Article <u>Teacher Materials</u> Teacher's Guide: 149, 211, 237</p> <p>Teacher's Resource Book: 168, 194, 224</p>
Genre and Craft of Language	
Content Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning.	
<p>1. Select and use mechanics that enhance and clarify understanding. Examples include paragraphing, organizational patterns, variety in sentence structure, appropriate punctuation, grammatical</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book:</p>

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<p>constructions, conventional spelling, and the use of connective devices, such as previews and reviews.</p>	<p>68-72</p> <p>Exposition <u>Teacher Materials</u> Teacher's Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Writing and Grammar Strategies Book: 118-122</p> <p>Description <u>Teacher Materials</u> Teacher's Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52, 108-112</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Stage B Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Exposition <u>Teacher Materials</u> Teacher's Guide: 51, 57, 61, 63, 65, 67, 71, 75, 77, 87, 93, 95, 101, 103, 105, 107, 111, 115, 117, 123, 125, 127, 131, 137, 145, 147, 149, 157, 159, 163, 173, 187, 189, 191, 195, 199, 203, 205, 207, 209, 211, 221, 223, 227, 229, 235, 237, 241, 243, 249, 251</p> <p>Writing and Grammar Strategies Book: 118-122</p> <p>Description <u>Teacher Materials</u> Teacher's Guide: 53, 55, 85, 91, 167, 193, 201, 247</p>

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Michigan Standards	Read 180 Match
	<p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52</p> <p>Write an Essay Teacher Materials Teacher's Guide: 65, 151</p> <p>Teacher's Resource Book: 190, 222, 237, 241</p> <p>Write a News Report, Article Teacher Materials Teacher's Guide: 149, 211, 237</p> <p>Teacher's Resource Book: 168, 194, 224</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p>
<p>2. Describe and use characteristics of various narrative genre and elements of narrative technique to convey ideas and perspectives. Examples include foreshadowing and flashback in poetry, science fiction, short stories, and novels.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A</p> <p>Narration Teacher Materials Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Describe Ideas, Characters, Plot Teacher Materials Teacher's Guide: 145, 159, 163, 165, 179, 191, 219, 221, 227</p> <p>Teacher's Resource Book: 139, 140, 142, 155, 162, 163, 164, 165, 166, 168, 169, 171, 175, 176, 177, 183, 187, 190, 192, 193, 196, 197, 198, 199, 200</p>

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Michigan Standards	Read 180 Match
	<p>Write Song Lyrics, Poems <u>Teacher Materials</u> Teacher's Guide: 51, 81, 159</p> <p>Teacher's Resource Book: 128, 148, 165, 169</p> <p>Respond to Ideas and Issues <u>Teacher Materials</u> Teacher's Guide: 65, 77, 101, 103, 105, 107, 111, 115, 117, 125, 127, 129, 145, 163, 165, 173, 185, 199, 201, 207</p> <p>Teacher's Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p> <p>Stage B Describe Ideas, Characters, Plot <u>Teacher Materials</u> Teacher's Guide: 87, 133, 135, 189, 201, 205, 219, 225, 227, 230, 235</p> <p>Teacher's Resource Book: 159, 179, 194, 198, 201, 202, 203, 204, 205, 206, 207, 208, 209, 211, 214, 215, 216, 221, 225, 227, 230, 238, 239, 242, 245, 249</p> <p>Writing and Grammar Strategies Book: 73-77</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 23-27</p>

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Michigan Standards	Read 180 Match
	<p>Fantasy <u>Teacher Materials</u> Writing and Grammar Strategies Book: 28-32</p> <p>Narration <u>Teacher Materials</u> Teacher's Guide: 73, 81, 83, 97, 151, 155, 161, 179, 181, 183, 185, 213, 217, 225, 231, 233</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p>
<p>3. Describe and use characteristics of various informational genre (e.g., biographies, newspapers, brochures, and persuasive arguments and essays) and elements of expository text structure (e.g., multiple patterns of organization, relational links, and central purposes) to convey ideas.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Exposition <u>Teacher Materials</u> Teacher's Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Write a Manual <u>Teacher Materials</u> Teacher's Guide: 217</p> <p>Write an Argument <u>Teacher Materials</u></p>

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Michigan Standards	Read 180 Match
	<p>Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Stage B</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Write a Speech <u>Teacher Materials</u> Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p> <p>Create an Outline, Timeline <u>Teacher Materials</u> Teacher's Guide: 215, 223</p> <p>Teacher's Resource Book: 171, 231</p> <p>Write a Biography <u>Teacher Materials</u> Teacher's Guide: 207</p>

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Michigan Standards	Read 180 Match
	<p>Write a News Report, Article <u>Teacher Materials</u> Teacher's Guide: 149, 211, 237</p> <p>Teacher's Resource Book: 168, 194, 224</p>
<p>4. Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color and composition, flashback, multidimensional characters, pacing, appropriate use of details, strong verbs, language that inspires, and effective leads.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Write an Introduction, Speech <u>Teacher Materials</u> Teacher's Guide: 87, 107, 113</p> <p>Teacher's Resource Book: 189, 191</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Stage B Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p>

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Michigan Standards	Read 180 Match
	<p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Write a Speech <u>Teacher Materials</u> Teacher's Guide: 245</p> <p>Teacher's Resource Book: 182, 185, 205</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 223, 235, 251</p> <p>Teacher's Resource Book: 176, 182, 184, 189, 232, 241</p>
<p>5. Explain how the characteristics of various oral, visual, and written texts (e.g., videos, hypertext, glossaries, textbooks, and speeches) and the textual aids they employ (e.g., subheadings/titles, charts, and indexes) are used to convey meaning.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Final Project <u>Teacher Materials</u> Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Stage B Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 111, 123, 133, 149, 157, 167, 177, 185, 195, 205</p> <p>Final Project <u>Teacher Materials</u> Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p>

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Michigan Standards	Read 180 Match
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Depth of Understanding	
Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.	
<p>1. Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include coming of age, rights and responsibilities, group and individual roles, conflict and cooperation, creativity, and resourcefulness.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Stage B Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>2. Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Stage B Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p>

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Michigan Standards	Read 180 Match
	<p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>3. Develop a thesis using key concepts, supporting evidence, and logical argument.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Stage B Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
Ideas in Action	
Content Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.	
<p>1. Analyze themes and central ideas in literature and other texts in relation to issues in their own lives.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Stage B Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide:</p>

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	<p>The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>2. Perform the daily functions of a literate individual. Examples include acquiring information from multiple sources and then evaluating, organizing, and communicating it in various contexts.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Final Project Teacher Materials Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Links Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Stage B Links Teacher Materials Teacher's Guide: 111, 123, 133, 149, 157, 167, 177, 185, 195, 205</p> <p>Final Project Teacher Materials Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p>
<p>3. Use oral, written, and visual texts to identify and research issues of importance that confront adolescents, their community, their nation, and the world. Examples include using research findings to organize and create texts to persuade others to take a particular position or to alter their course of action with regard to a particular school/ community issue or problem.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Links Teacher Materials Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Stage B Links Teacher Materials Teacher's Guide: 111, 123, 133, 149, 157, 167, 177, 185, 195, 205</p>

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Michigan Standards	Read 180 Match
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Inquiry and Research	
Content Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.	
<p>1. Generate questions about important issues that affect them or topics about which they are curious; narrow the questions to a clear focus; and create a thesis or a hypothesis.</p>	<p>Stage A Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Stage B Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 111, 123, 133, 149, 157, 167, 177, 185, 195, 205</p>
<p>2. Explain and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/headings, hypertext, storage addresses, CDROM/laser disks, electronic mail, and library catalogue databases.</p>	<p>Stage A Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Stage B Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 111, 123, 133, 149, 157, 167, 177, 185, 195, 205</p>
<p>3. Organize, analyze, and synthesize information to draw conclusions and implications based on their investigation of an issue or problem.</p>	<p>Stage A Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Stage B Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p>

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	<p><u>Teacher Materials</u> Teacher's Guide: 111, 123, 133, 149, 157, 167, 177, 185, 195, 205</p>
<p>4. Use different means of developing and presenting conclusions based on the investigation of an issue or problem to an identified audience. Examples include election ballots, hypertext, and magazines and booklets including graphics.</p>	<p>Stage A Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Stage B Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 111, 123, 133, 149, 157, 167, 177, 185, 195, 205</p>
Critical Standards	
Content Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	
<p>1. Differentiate sets of standards for individual use according to the purpose of the communication context. An example is maintaining different sets of individual standards when creating texts for formal and informal situations.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Stage A Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p> <p>Teacher's Resource Book: 139, 145, 160, 186, 187</p> <p>Final Project <u>Teacher Materials</u> Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Stage B Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p>

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Michigan Standards	Read 180 Match
	<p>Final Project Teacher Materials Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Write a News Report, Article Teacher Materials Teacher's Guide: 149, 211, 237</p> <p>Teacher's Resource Book: 168, 194, 224</p>
2. Demonstrate understanding of individual, shared, and academic standards used for different purposes and contexts.	<p>Set Purpose Stage A Student Materials Software: The video segments shown before each <i>READ 180</i> Topic CD passage set the purpose for reading.</p> <p>Teacher Materials Reading Strategies Book: 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123</p> <p>Stage B Student Materials Software: The video segments shown before each <i>READ 180</i> Topic CD passage set the purpose for reading.</p> <p>Teacher Materials Reading Strategies Book: 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123</p>
3. Develop critical standards based on aesthetic qualities, and use them to explain choices in reading, writing, speaking, listening, viewing, and representing.	<p>Self-Select Reading Materials Stages A and B Student Materials Audiobooks: The students select the Audiobooks of their choice.</p> <p>Paperbacks: Although the teacher directs students to the appropriate level, the students select the Paperbacks of their choice.</p>
4. Create a collection of personal work based	Any of the writing opportunities throughout the program could be used in such a collection and therefore provide the

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Michigan Standards	Read 180 Match
on individual, shared, and academic standards, reflecting on the merit of each selection.	opportunity to meet this objective.
5. Refine their own standards to evaluate personal and public communications within a responsible and ethical system for the expression of ideas.	<p>Extend Meaning</p> <p>Stage A <u>Teacher Materials</u> Teacher's Guide: 107, 149, 161, 175, 213</p> <p>Teacher's Resource Book: 130, 137, 140, 143, 151, 152, 154, 157, 171, 177, 194, 201</p> <p>Stage B <u>Teacher Materials</u> Teacher's Guide: 75, 151, 179, 183, 185</p> <p>Teacher's Resource Book: 163, 173, 175, 176, 177, 181, 184, 185, 189, 192, 205, 207, 215, 218, 220, 223, 224, 225, 226, 227, 229, 230, 232, 233, 234, 237, 240, 241, 243, 246, 247, 248</p>

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correlated to the
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Grades 9-12

Michigan Standards	Read 180 Match
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English Language Arts: Grades 9-12	
Meaning and Communication	
Content Standard 1: All students will read and comprehend general and technical material.	
<p>1. Use reading for multiple purposes, such as enjoyment, learning complex procedures, completing technical tasks, making workplace decisions, evaluating and analyzing information, and pursuing in-depth studies.</p>	<p>The Following Matches Support this Objective:</p> <p><u>Student Materials</u> Software: The <i>READ 180</i> Software allows the student to use appropriate strategies when reading for different purposes.</p> <p>Paperbacks: The students read the Paperbacks independently, allowing them to use appropriate strategies when reading for different purposes.</p>
<p>2. Read with developing fluency a variety of texts, such as novels, poetry, drama, essays, research texts, technical manuals, and documents.</p>	<p>Read Connected Text with Fluency</p> <p><u>Student Materials</u> Software: The <i>READ 180</i> Software models fluent reading and gives the students experience in reading with fluency.</p> <p>Audiobooks: As the students read along with the Audiobooks, the Narrator models fluent reading.</p> <p><u>Teacher Materials</u> Teacher’s Resource Book: Reproducible copies of Topic CD passages provide additional opportunities for reading connected text with fluency.</p> <p>Reading Strategies Book: 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 78, 81, 82, 85, 86, 89, 90, 93, 94, 97, 98, 101, 102, 105, 106, 109, 110, 113, 114, 117, 118, 121, 122, 125, 128, 131, 134, 137, 140, 143, 146, 149, 152, 156, 160, 164, 168, 172, 176, 180, 184, 188, 192, 196, 200, 204, 208, 212, 216, 220, 224, 228, 232, 236, 240, 244, 248, 254</p>
<p>3. Selectively employ the most effective strategies to construct meaning, such as generating questions, scanning, analyzing, and evaluating for specific information related to a research question, and deciding how to represent content through summarizing,</p>	<p>Selected Examples Include:</p> <p>Summarize <u>Student Materials</u> Software: 1.1, L1-4; 1.3 L1-4; 1.4 L1-4; 3.1, L1-4; 4.1, L1-4; 4.3, L1-4; 4.4, L1-4; 5.1, L1-4; 6.2, L1-4; 6.4, L1-4; 7.3, L1-4; 8.3, L1-4; 8.4, L1-4; 9.3, L1-4</p> <p>Audiobooks (Reading Coach Modeling): <i>When Zachary Beaver Came to Town</i> <i>Within Reach</i> <i>Whirligig</i></p>

Scholastic's READ 180, Stage C High School
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Grades 9-12

Michigan Standards	Read 180 Match
<p>clustering, and mapping.</p>	<p><i>Cleopatra</i> <i>Torn Thread</i> <i>The Rumpelstiltskin Problem</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Speak</i> <i>Holes</i> <i>Make Lemonade</i> <i>Soldier's Heart</i></p> <p><u>Teacher Materials</u> Teacher's Guide: Software: 54, 66, 90, 95, 103 Audiobooks: 113 Paperbacks: 157, 181, 211</p> <p>Teacher's Resource Book: 248, 284, 329</p> <p>Reading Strategies Book: 21, 93, 169</p> <p>Main Idea <u>Student Materials</u> Software: 1.2, L1-4; 2.2, L1-4; 2.3, L1-4; 2.4, L1-4; 3.1, L1-4; 3.4, L1-4; 4.1, L1-4; 4.2, L1-4; 4.3, L2-4; 4.4, L1-4; 5.1, L1-4; 5.2, L1-4; 5.4, L1-4; 6.1, L1-4; 6.3, L1-4; 6.4, L1-4; 7.1, L1-4; 7.2, L1-4; 7.3, L1-4; 8.2, L1-4; 9.1, L1-4; 9.2, L1-4</p> <p>Audiobooks (Reading Coach Modeling): <i>Within Reach</i></p> <p><u>Teacher Materials</u> Teacher's Guide: Software: 52, 55, 60, 64, 67, 78, 102 Paperbacks: 149, 203</p> <p>Teacher's Resource Book: 236, 317</p> <p>Reading Strategies Book: 18, 90, 166</p> <p>Ask Questions <u>Student Materials</u> Audiobooks (Reading Coach Model): <i>When Zachary Beaver Came to Town</i> <i>Cleopatra</i> <i>Monster</i> <i>Holes</i></p>

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Grades 9-12

Michigan Standards	Read 180 Match
	<i>Soldier's Heart</i>
4. Selectively employ the most effective strategies to recognize words as they construct meaning, including the use of context clues, etymological study, and reference materials.	<p>Selected Examples Include:</p> <p>Understand Vocabulary <u>Student Materials</u> Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words. 1.1, L1-4; 1.2, L1-4; 1.3, L1-4; 1.4 L1-4; 2.1, L1-4; 2.2, L1-4; 2.3, L1-4; 2.4, L1-4; 3.1, L1-4; 3.2, L1-4; 3.3, L1-4; 3.4, L1-4; 4.1, L1-4; 4.2, L1-4; 4.3, L1-4; 4.4, L1-4; 6.1, L1-4; 6.2, L1-4; 6.3, L1-4; 6.4, L1-4; 7.1, L1-4; 7.2, L1-4; 7.3, L1-4; 7.4, L1-4; 8.1, L1-4; 8.2, L1-4; 8.3, L1-4; 8.4, L1-4</p> <p>Audiobooks: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p> <p>Etymology <u>Teacher Materials</u> Reading Strategies Book: 13, 22, 40, 73, 103, 182, 207</p> <p>Context Clues <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>When Zachary Beaver Came to Town</i> <i>Within Reach</i> <i>Whirligig</i> <i>Cleopatra VII: Daughter of the Nile</i> <i>Tom Thread</i> <i>The Rumpelstiltskin Problem</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Speak</i> <i>Holes</i> <i>Make Lemonade</i> <i>Soldier's Heart</i></p> <p><u>Teacher Materials</u> Reading Strategies Book: 13, 22, 43, 115, 133, 136, 235</p>
5. Respond personally, analytically, and critically to a variety of oral, visual, written, and	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Reader Response <u>Student Materials</u></p>

Scholastic's READ 180, Stage C High School
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Grades 9-12

Michigan Standards	Read 180 Match
<p>electronic texts, providing examples of how texts influence their lives and their role in society.</p>	<p>Audiobooks (Reading Coach Model): The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p><u>Teacher Materials</u> Teacher's Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher's Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p>
<p>Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.</p>	
<p>1. Write fluently for multiple purposes to produce compositions, such as stories, poetry, personal narratives, editorials, research reports, persuasive essays, resumes, and memos.</p>	<p>Selected Examples Include:</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p> <p>Personal Narrative <u>Teacher Materials</u> Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p> <p>Business Letter <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Editorial <u>Teacher Materials</u> Teacher's Guide: 180 Teacher's Resource Book: 286</p>

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	<p>Book Synopsis <u>Teacher Materials</u> Writing and Grammar Strategies Book: 92-97</p> <p>Speech <u>Teacher Materials</u> Teacher's Guide: 83, 103, 112, 116, 146, 166, 210</p> <p>Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p>
<p>2. Recognize and approximate authors' innovative techniques to convey meaning and influence an audience when composing their own texts. Examples include experimentation with time, stream of consciousness, multiple perspectives, and use of complex grammatical conventions.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Extend or write a Story <u>Teacher Materials</u> Teacher's Guide: 103, 124, 126, 166, 176, 178, Teacher's Resource Book: 187, 208, 210, 264, 280, 283</p> <p>Problem-and-Solution Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 44-49</p> <p>Biographical Narrative <u>Teacher Materials</u> Writing and Grammar Strategies Book: 62-67</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55</p> <p>Personal Narrative <u>Teacher Materials</u> Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p>
<p>3. Plan, draft, revise, and</p>	<p>The Following Selected Matches Provide Opportunities to</p>

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<p>edit their texts, and analyze and critique the texts of others in such areas as purpose, effectiveness, cohesion, and creativity.</p>	<p>Meet this Objective:</p> <p>Book Synopsis <u>Teacher Materials</u> Writing and Grammar Strategies Book: 92-97</p> <p>Book Review <u>Teacher Materials</u> Writing and Grammar Strategies Book: 110-115</p> <p>Business Letter <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Informative Article <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-73</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p>
<p>4. Demonstrate precision in selecting appropriate language conventions when editing text. Examples include complex grammatical constructions, sentence structures, punctuation, and spelling.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Problem-and-Solution Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 44-49</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55</p> <p>Personal Narrative <u>Teacher Materials</u> Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p> <p>Reflective Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book:</p>

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	<p>128-133</p> <p>Personal Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 134-139</p> <p>Informative Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 140-145</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p>
<p>Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.</p>	
<p>1. Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to complete and present a multi-media project on a national or international issue.</p>	<p>Links, located in the <i>Teacher’s Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
<p>2. Consistently use strategies to regulate the effects of variables on the communication process. An example is designing a communication environment for maximum impact on the receiver.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Informative Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book:</p>

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	<p>140-145</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p>
<p>3. Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include speaking publicly, demonstrating teamwork skills, debating formally, performing literature, and interviewing for employment.</p>	<p>Selected Examples Include:</p> <p>Read Connected Text with Fluency <u>Student Materials</u> Software: The <i>READ 180</i> Software models fluent reading and gives the students experience in reading with fluency.</p> <p>Audiobooks (Reading Coach Modeling): As the students read along with the Audiobooks, the Narrator models fluent reading.</p> <p><u>Teacher Materials</u> Teacher's Resource Book: Reproducible copies of the Topic CD passages provide additional opportunities for reading connected text with fluency.</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p>
<p>4. Consistently use effective listening strategies (e.g.,</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Discuss Reading Materials and Ideas</p>

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<p>discriminating, assigning meaning, evaluating, and remembering) and elements of effective speaking (e.g., message content, language choices, and audience analysis).</p>	<p><u>Teacher Materials</u> Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p>
<p>5. Employ the most effective strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include generating focus questions; deciding how to represent content through analyzing, clustering, and mapping; and withholding personal bias while listening.</p>	<p>Selected Examples Include:</p> <p>Ask Questions <u>Student Materials</u> Audiobooks (Reading Coach Model): <i>When Zachary Beaver Came to Town</i> <i>Cleopatra</i> <i>Monster</i> <i>Holes</i> <i>Soldier’s Heart</i></p> <p>Analyze Character <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>When Zachary Beaver Came to Town</i> <i>Within Reach</i> <i>Whirligig</i> <i>Cleopatra</i> <i>Torn Thread</i> <i>The Rumpelstiltskin Problem</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Speak</i></p>

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	<p><i>Holes</i> <i>Make Lemonade</i> <i>Soldier's Heart</i></p> <p><u>Teacher Materials</u> Teacher's Guide: Software: 53, 70, 79, 91 Audiobooks: 131 Paperbacks: 153, 175, 195</p> <p>Teacher's Resource Book: 215, 242, 275, 305</p> <p>Reading Strategies Book: 42, 114, 198</p> <p>Summarize</p> <p><u>Student Materials</u> Software: 1.1, L1-4; 1.3 L1-4; 1.4 L1-4; 3.1, L1-4; 4.1, L1-4; 4.3, L1-4; 4.4, L1-4; 5.1, L1-4; 6.2, L1-4; 6.4, L1-4; 7.3, L1-4; 8.3, L1-4; 8.4, L1-4; 9.3, L1-4</p> <p>Audiobooks (Reading Coach Modeling): <i>When Zachary Beaver Came to Town</i> <i>Within Reach</i> <i>Whirligig</i> <i>Cleopatra</i> <i>Torn Thread</i> <i>The Rumpelstiltskin Problem</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Speak</i> <i>Holes</i> <i>Make Lemonade</i> <i>Soldier's Heart</i></p> <p><u>Teacher Materials</u> Teacher's Guide: Software: 54, 66, 90, 95, 103 Audiobooks: 113 Paperbacks: 157, 181, 211</p> <p>Teacher's Resource Book: 248, 284, 329</p> <p>Reading Strategies Book: 21, 93, 169</p> <p>Main Idea <u>Student Materials</u></p>

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	<p>Software: 1.2, L1-4; 2.2, L1-4; 2.3, L1-4; 2.4, L1-4; 3.1, L1-4; 3.4, L1-4; 4.1, L1-4; 4.2, L1-4; 4.3, L2-4; 4.4, L1-4; 5.1, L1-4; 5.2, L1-4; 5.4, L1-4; 6.1, L1-4; 6.3, L1-4; 6.4, L1-4; 7.1, L1-4; 7.2, L1-4; 7.3, L1-4; 8.2, L1-4; 9.1, L1-4; 9.2, L1-4</p> <p>Audiobooks (Reading Coach Modeling): <i>Within Reach</i></p> <p>Teacher Materials Teacher’s Guide: Software: 52, 55, 60, 64, 67, 78, 102 Paperbacks: 149, 203</p> <p>Teacher’s Resource Book: 236, 317</p> <p>Reading Strategies Book: 18, 90, 166</p>
<p>6. Determine the meaning of specialized vocabulary and concepts in oral, visual, and written texts by using a variety of resources, such as context, research, reference materials, and electronic sources.</p>	<p>Selected Examples Include:</p> <p>Identify Vocabulary Student Materials Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words.</p> <p>Audiobooks: As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p> <p>Teacher Materials Reading Strategies Book: 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 52, 55, 58, 61, 64, 67, 70, 73, 76, 79, 82, 85, 88, 91, 94, 97, 100, 103, 106, 109, 112, 115, 118, 121, 124, 127, 130, 133, 136, 139, 142, 143, 145, 148, 151, 155, 159, 163, 167, 171, 175, 179, 183, 187, 191, 195, 199, 203, 207, 211, 215, 219, 223, 227, 231, 235, 239, 243, 247</p> <p>Teacher’s Guide: 50, 56, 62, 68, 74, 80, 86, 92, 98, 108, 110</p> <p>Specialized Vocabulary Student Materials Software: The Word Zone activities and decoding tips associated with</p>

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	<p>passages on the Software give students opportunities to develop specialized vocabulary.</p> <p><u>Teacher Materials</u> Reading Strategies Book: 16, 34, 64, 79, 159, 243</p> <p>Context Clues <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>When Zachary Beaver Came to Town</i> <i>Within Reach</i> <i>Whirligig</i> <i>Cleopatra VII: Daughter of the Nile</i> <i>Tom Thread</i> <i>The Rumpelstiltskin Problem</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Speak</i> <i>Holes</i> <i>Make Lemonade</i> <i>Soldier's Heart</i></p> <p><u>Teacher Materials</u> Reading Strategies Book: 13, 22, 43, 115, 133, 136, 235</p>
<p>7. Recognize and use varied innovative techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include experimentation with time, order, stream of consciousness, and multiple points of view.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Realistic Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 50-55</p> <p>Problem-and-Solution Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 44-49</p> <p>Event-and Reaction Story <u>Teacher Materials</u> Writing and Grammar Strategies Book: 8-12</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p>

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	<p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p>
<p>8. Analyze their responses to oral, visual, written, and electronic texts, providing examples of how texts affect their lives, connect them with the contemporary world, and transmit issues across time.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Reader Response <u>Student Materials</u> Audiobooks (Reading Coach Model): The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p><u>Teacher Materials</u> Teacher's Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher's Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Respond to Ideas and Issues <u>Teacher Materials</u> Teacher's Guide: 75, 76, 83, 86, 87, 88, 89, 91, 96, 112, 118, 122, 132, 172, 182, 208 Teacher's Resource Book: 161, 162, 167, 168, 169, 170, 173, 177, 179, 182, 189, 198, 204, 219, 273, 288, 327</p>
Language	
Content Standard 4: All students will use the English language effectively.	
<p>1. Demonstrate how language usage is related to successful communication in their different spoken, written, and visual communication contexts, such as job interviews, public speeches, debates, and advertising.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>

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<p>2. Use an understanding of how language patterns and vocabularies transmit culture and affect meaning in formal and informal situations. An example is identifying distinctions in the verbal and non-verbal communication behaviors of national or world leaders.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>3. Explore and explain how the same words can have different usages and meanings in different contexts, cultures, and communities.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Denotation/Connotation <u>Teacher Materials</u> Reading Strategies Book: 49, 61, 191, 203, 239</p> <p>Identify Vocabulary <u>Student Materials</u> Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words.</p> <p>Audiobooks: As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p> <p><u>Teacher Materials</u> Reading Strategies Book: 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 52, 55, 58, 61, 64, 67, 70, 73, 76, 79, 82, 85, 88, 91, 94, 97, 100, 103, 106, 109, 112, 115, 118, 121, 124, 127, 130, 133, 136, 139, 142, 143, 145, 148, 151, 155, 159, 163, 167, 171, 175, 179, 183, 187, 191, 195, 199, 203, 207, 211, 215, 219, 223, 227, 231, 235, 239, 243, 247</p> <p>Teacher’s Guide: 50, 56, 62, 68, 74, 80, 86, 92, 98, 108, 110</p>
<p>4. Demonstrate ways in which communication can be influenced</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p>

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<p>through word usage. Examples include propaganda, irony, parody, and satire.</p>	<p>Speech Teacher Materials Teacher's Guide: 83, 103, 112, 116, 146, 166, 210 Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Opinion with Reasons Teacher Materials Teacher's Guide: 63, 82, 83, 85, 89, 95, 102, 112, 114, 116, 120, 124, 126, 128, 140, 148, 148, 152, 154, 158, 164, 172, 174, 182, 186, 192, 196, 204, 206, 208, 210 Teacher's Resource Book: 153, 172, 173, 175, 177, 181, 186, 189, 190, 192, 193, 195, 202, 207, 210, 213, 225, 237, 238, 243, 246, 253, 261, 274, 276, 289, 294, 304, 309, 321, 325, 328, 331 Writing and Grammar Strategies Book: 104</p> <p>Editorial Teacher Materials Teacher's Guide: 180 Teacher's Resource Book: 286</p>
<p>5. Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to particular fields. Examples include community building, presentations integrating different disciplines, lessons comparing fields of study, promotional material created for an interdisciplinary project, and videos designed to inform or entertain diverse audiences.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Persuasive Essay Teacher Materials Writing and Grammar Strategies Book: 146-150</p> <p>Report Teacher Materials Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>News Article Teacher Materials Teacher's Guide: 116, 118, 124, 126, 130, 134, 142, 154, 156, 162, 164, 168, 170, 178, 196, 212</p>

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	<p>Teacher's Resource Book: 196, 199, 208, 211, 217, 223, 229, 247, 250, 259, 262, 268, 270, 283, 310, 334, 346</p> <p>Writing and Grammar Strategies Book: 56</p> <p>Discuss Reading Materials and Ideas</p> <p>Teacher Materials</p> <p>Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
Literature	
Content Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.	
<p>1. Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p>	<p>Selected Examples Include:</p> <p>Reader Response</p> <p>Student Materials</p> <p>Audiobooks (Reading Coach Model): The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher Materials</p> <p>Teacher's Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher's Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Self-Select Reading Materials</p> <p>Student Materials</p> <p>Audiobooks: The students select the Audiobooks of their choice.</p> <p>Paperbacks: Although the teacher directs students to the appropriate level, the students select the Paperbacks of their choice.</p>
<p>2. Describe and discuss</p>	<p>The Following Matches Provide Opportunities to Meet this</p>

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<p>archetypal human experiences that appear in literature and other texts from around the world.</p>	<p>Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>3. Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect the substance of the human experience.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>4. Analyze how cultures interact with one another in literature and other texts, and describe the consequences of the interaction as it relates to our common heritage.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>5. Analyze and evaluate the authenticity of the portrayal of various societies and cultures in literature and other texts. An example is critiquing print and non-print accounts of historical and contemporary social issues.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>

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Voice	
Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.	
<p>1. Assess their use of elements of effective communication in personal, social, occupational, and civic contexts. Examples include use of pacing, repetition, and emotion.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Persuasive Essay Teacher Materials Writing and Grammar Strategies Book: 146-150</p> <p>Report Teacher Materials Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>News Article Teacher Materials Teacher's Guide: 116, 118, 124, 126, 130, 134, 142, 154, 156, 162, 164, 168, 170, 178, 196, 212 Teacher's Resource Book: 196, 199, 208, 211, 217, 223, 229, 247, 250, 259, 262, 268, 270, 283, 310, 334, 346 Writing and Grammar Strategies Book: 56</p> <p>Editorial Teacher Materials Teacher's Guide: 180 Teacher's Resource Book: 286</p>
<p>2. Evaluate the power of using multiple voices in their oral and written communication to persuade, inform, entertain, and inspire their audiences.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Book Synopsis Teacher Materials Writing and Grammar Strategies Book: 78-82</p> <p>Persuasive Composition</p>

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	<p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Editorial <u>Teacher Materials</u> Teacher’s Guide: 180 Teacher’s Resource Book: 286</p> <p>Speech <u>Teacher Materials</u> Teacher’s Guide: 83, 103, 112, 116, 146, 166, 210 Teacher’s Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p>
3. Analyze the style and characteristics of authors, actors, and artists of classics and masterpieces to determine why these voices endure.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
4. Document and enhance a developing voice with authentic writings for different audiences and purposes. Examples include portfolios, video productions, submissions for competitions or publications, individual introspections, and applications for	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>

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<p>employment and higher education.</p>	<p>React to Text Audiobooks (Reading Coach Model): <i>Cleopatra</i> <i>Soldier's Heart</i></p> <p>Reflect Audiobooks (Reading Coach Model): <i>Soldier's Heart</i></p>
Skills and Processes	
Content Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.	
<p>1. Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include generating questions; scanning for specific information related to research questions; analyzing tone and voice; and representing content through summarizing, clustering, and mapping.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Ask Questions <u>Student Materials</u> Audiobooks (Reading Coach Model): <i>When Zachary Beaver Came to Town</i> <i>Cleopatra</i> <i>Monster</i> <i>Holes</i> <i>Soldier's Heart</i></p> <p>Predicting <u>Student Materials</u> Audiobooks (Reading Coach Model): <i>When Zachary Beaver Came to Town</i> <i>Within Reach</i> <i>Whirligig</i> <i>Cleopatra</i> <i>Torn Thread</i> <i>The Rumpelstiltskin Problem</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Speak</i> <i>Holes</i> <i>Make Lemonade</i></p>

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	<p><i>Soldier's Heart</i></p> <p>Context Clues</p> <p><u>Student Materials</u></p> <p>Audiobooks (Reading Coach Modeling): <i>When Zachary Beaver Came to Town</i> <i>Within Reach</i> <i>Whirligig</i> <i>Cleopatra VII: Daughter of the Nile</i> <i>Tom Thread</i> <i>The Rumpelstiltskin Problem</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Speak</i> <i>Holes</i> <i>Make Lemonade</i> <i>Soldier's Heart</i></p> <p><u>Teacher Materials</u></p> <p>Reading Strategies Book: 13, 22, 43, 115, 133, 136, 235</p> <p>Read for Detail</p> <p><u>Student Materials</u></p> <p>Software: 1.1, L1-4; 1.2, L1-4; 2.1, L1-4; 2.3, L1-4; 2.4, L1-4; 3.1, L1-4; 3.3, L1-4; 3.4, L1-4; 4.2, L1-4; 4.3, L1-4; 4.4, L1-4; 5.3, L1-4; 5.4, L1-4; 6.2, L1-4; 6.4, L1-4; 7.1, L1-4; 7.2, L1-4; 7.4, L1-4; 8.1, L1-4; 8.3, L1-4; 9.2, L1-4; 9.3, L1-4; 9.4, L1-4</p> <p>Audiobooks (Reading Coach Modeling): <i>Within Reach</i> <i>Whirligig</i> <i>Torn Thread</i> <i>The Rumpelstiltskin Problem</i> <i>Speak</i> <i>Holes</i> <i>Soldier's Heart</i></p> <p><u>Teacher Materials:</u></p> <p>Teacher's Guide: Software: 58, 77, 91, 102 Audiobooks: 135 Paperbacks: 151, 173, 217</p> <p>Teacher's Resource Book: 221, 239, 272, 338</p> <p>Reading Strategies Book: 81, 153</p>
2. Monitor their progress while using a variety	The Following Matches Provide Opportunities to Meet this Objective:

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<p>of strategies to overcome difficulties when constructing and conveying meaning, and demonstrate flexible use of strategies across a wide range of situations.</p>	<p><u>Student Materials</u> Software: The <i>READ 180</i> Software allows the student to use appropriate strategies when reading for different purposes.</p> <p>Paperbacks: The students read the Paperbacks independently, allowing them to use appropriate strategies when reading for different purposes.</p>
<p>3. Reflect on their understanding of literacy, assess their developing ability, set personal learning goals, create strategies for attaining those goals, and take responsibility for their literacy development.</p>	<p>Self-Monitoring Audiobooks (Reading Coach Model): <i>When Zachary Beaver Came to Town</i> <i>Within Reach</i> <i>Whirligig</i> <i>Cleopatra</i> <i>Tom Thread</i> <i>The Rumpelstilskin Problem</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Speak</i> <i>Holes</i> <i>Make Lemonade</i> <i>Soldier's Heart</i></p> <p>Reflect Audiobooks (Reading Coach Model): <i>Soldier's Heart</i></p> <p>Set Purpose <u>Student Materials</u> Software: The video segments shown before each <i>READ 180</i> Topic CD passage set the purpose for reading.</p> <p><u>Teacher Materials</u> Reading Strategies Book: 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 78, 81, 84, 87, 90, 93, 96, 99, 102, 105, 108, 111, 114, 117, 120, 123, 126, 129, 132, 135, 138, 141, 144, 147, 150, 154, 158, 162, 166, 170, 174, 178, 182, 186, 190, 194, 198, 202, 206, 210, 214, 218, 222, 226, 230, 234, 238, 242, 246</p>
<p>4. Demonstrate flexibility in using strategies for planning, drafting, revising, and editing complex texts in a variety of genre, and</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book:</p>

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<p>describe the relationship between form and meaning. Examples include preparing text for publication and presentation and using strategies appropriate for purposes, such as editorializing an opinion, and developing and justifying a personal perspective on a controversial issue.</p>	<p>80-85, 86-91</p> <p>Reflective Essay Teacher Materials Writing and Grammar Strategies Book: 128-133</p> <p>Problem-and-Solution Story Teacher Materials Writing and Grammar Strategies Book: 44-49</p> <p>Realistic Story Teacher Materials Writing and Grammar Strategies Book: 50-55</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72</p>
Genre and Craft of Language	
Content Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning.	
<p>1. Identify and use selectively mechanics that facilitate understanding. Examples include organizational patterns, documentation of sources, appropriate punctuation, grammatical constructions, conventional spelling, and the use of connective devices, such as transitions and paraphrasing an oral</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Relating Content-Area Information Teacher Materials Writing and Grammar Strategies Book: 68-72</p> <p>Reflective Essay Teacher Materials Writing and Grammar Strategies Book: 128-133</p> <p>Personal Essay Teacher Materials</p>

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<p>message completely and accurately.</p>	<p>Writing and Grammar Strategies Book: 134-139</p> <p>Informative Essay Teacher Materials Writing and Grammar Strategies Book: 140-145</p> <p>Persuasive Essay Teacher Materials Writing and Grammar Strategies Book: 146-150</p> <p>Report Teacher Materials Writing and Grammar Strategies Book: 80-85, 86-91</p>
<p>2. Describe and use characteristics of various narrative genre and complex elements of narrative technique to convey ideas and perspectives. Examples include use of symbol, motifs, and function of minor characters in epics, satire, and drama.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Extend or write a Story Teacher Materials Teacher's Guide: 103, 124, 126, 166, 176, 178, Teacher's Resource Book: 187, 208, 210, 264, 280, 283</p> <p>Problem-and-Solution Story Teacher Materials Writing and Grammar Strategies Book: 44-49</p> <p>Realistic Story Teacher Materials Writing and Grammar Strategies Book: 50-55</p> <p>Personal Narrative Teacher Materials Reading Strategies Book: 47, 50, 110, 113, 116, 131, 188-189, 192-193</p> <p>Writing Prompts Teacher Materials Writing and Grammar Strategies Book:</p>

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	12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151
3. Describe and use characteristics of informational genre (e.g., manuals, briefings, documentaries, and research presentations) and complex elements of expository texts (e.g., thesis statement, supporting ideas, and authoritative and/or statistical evidence) to convey ideas.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Informative Article <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-73</p> <p>Report <u>Teacher Materials</u> Writing and Grammar Strategies Book: 80-85, 86-91</p> <p>News Article <u>Teacher Materials</u> Teacher's Guide: 116, 118, 124, 126, 130, 134, 142, 154, 156, 162, 164, 168, 170, 178, 196, 212 Teacher's Resource Book: 196, 199, 208, 211, 217, 223, 229, 247, 250, 259, 262, 268, 270, 283, 310, 334, 346 Writing and Grammar Strategies Book: 56</p>
4. Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include imagery, irony, multiple points of view, complex dialogue, aesthetics, and persuasive techniques.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Editorial <u>Teacher Materials</u> Teacher's Guide: 180 Teacher's Resource Book: 286</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p> <p>Persuasive Composition</p>

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	<p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade</p> <p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Book Review</p> <p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 110-115</p> <p>Dialogue, Short Script, or Conversation</p> <p><u>Teacher Materials</u> Teacher’s Guide: 70, 75, 82, 85, 94, 96, 170, 176, 186, 200, 214 Teacher’s Resource Book: 158, 161, 172, 175, 180, 182, 271, 279, 294, 295, 315, 337</p>
<p>5. Describe and use the characteristics of various oral, visual, and written texts (e.g., debate, drama, primary documents, and documentaries) and the textual aids they employ (e.g., prefaces, appendices, lighting effects, and microfiche headings) to convey meaning and inspire audiences.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Final Project</p> <p><u>Teacher Materials</u> Teacher’s Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201 Teacher’s Resource Book: 344-349</p> <p>Links</p> <p><u>Teacher Materials</u> Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
Depth of Understanding	
Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.	
<p>1. Analyze and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include human interaction with the environment, conflict and change, relationships with</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas</p> <p><u>Teacher Materials</u> Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p>

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others, and self-discovery.	<p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
2. Synthesize from multiple texts representing varied perspectives, and apply the principles and generalizations needed to investigate and confront complex issues and problems.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
3. Develop and extend a thesis by analyzing differing perspectives and resolving inconsistencies in logic in order to support a position.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
Ideas in Action	
Content Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.	
1. Use themes and central ideas in literature and other texts to generate solutions to problems and formulate perspectives on issues in their own lives.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
2. Function as literate individuals in varied contexts within their lives in and beyond the classroom. Examples include using text resources while	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Final Project <u>Teacher Materials</u> Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p>

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<p>thinking creatively, making decisions, solving problems, and reasoning in complex situations.</p>	<p>Teacher’s Resource Book: 344-349</p> <p>Links Teacher Materials Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
<p>3. Utilize the persuasive power of text as an instrument of change in their community, their nation, and the world. Examples include identifying a community issue and designing an authentic project using oral, written, and visual texts to promote social action.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Links Teacher Materials Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Editorial Teacher Materials Teacher’s Guide: 180 Teacher’s Resource Book: 286</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade Teacher Materials Writing and Grammar Strategies Book: 98-102</p>
Inquiry and Research	
Content Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.	
<p>1. Generate questions about important issues that affect them or society, or topics about which they are curious; narrow the questions to a clear focus; and create a thesis or a</p>	<p>Links, located in the <i>Teacher’s Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p>Teacher Materials Teacher’s Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>

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hypothesis.	
2. Determine, evaluate, and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, prefaces, appendices, icons/headings, hypertext, menus and addresses, Internet and electronic mail, CD-ROM/laser disks, microfiche, and library and interlibrary catalogue databases.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
3. Synthesize and evaluate information to draw conclusions and implications based on their investigation of an issue or problem.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
4. Research and select the medium and format to be used to present conclusions based on the investigation of an issue or problem. Examples include satire, parody, multimedia presentations, plays, and mock trials.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
Critical Standards	
Content Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	
1. Apply sets of standards for individual use according to the purpose of the communication context. An example is comparing and contrasting standards in the evaluation of a	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p>

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popular movie, television program, article, or presentation on the same topic.	<p>Book Synopsis <u>Teacher Materials</u> Writing and Grammar Strategies Book: 92-97</p> <p>Book Review <u>Teacher Materials</u> Writing and Grammar Strategies Book: 110-115</p> <p>Persuasive Essay <u>Teacher Materials</u> Writing and Grammar Strategies Book: 146-150</p> <p>Persuasive Speech <u>Teacher Materials</u> Writing and Grammar Strategies Book: 116-120</p>
2. Analyze and apply individual, shared, and academic standards in various contexts.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
3. Use literary history, tradition, theory, terminology, and other critical standards to develop and justify judgments about the craft and significance of oral, visual, and written texts.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
4. Create a collection of personal work based on individual, shared, and academic standards, justifying judgments about the	<p>Any of the writing opportunities throughout the program could be used in such a collection and therefore provide the opportunity to meet this objective.</p>

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<p>craft and significance of each selection.</p> <p>5. Apply diverse standards (e.g. rhetorical and societal) to evaluate whether a communication is truthful, responsible, and ethical for a specific context.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Speech <u>Teacher Materials</u> Teacher's Guide: 83, 103, 112, 116, 146, 166, 210 Teacher's Resource Book: 167, 187, 190, 196, 235, 265, 331</p> <p>Motto, Pledge, Logo, Decree, Slogan <u>Teacher Materials</u> Teacher's Guide: 80, 82, 84, 122, 124, 154, 168, 188, 208, 212 Teacher's Resource Book: 164, 172, 174, 204, 208, 246, 268, 297, 327, 333</p> <p>News Article <u>Teacher Materials</u> Teacher's Guide: 116, 118, 124, 126, 130, 134, 142, 154, 156, 162, 164, 168, 170, 178, 196, 212 Teacher's Resource Book: 196, 199, 208, 211, 217, 223, 229, 247, 250, 259, 262, 268, 270, 283, 310, 334, 346 Writing and Grammar Strategies Book: 56</p>