

**Scholastic's Read 180, Stage C correlated to the
Mississippi Performance Level Descriptors for the Language Arts Framework Revised
English I**

Mississippi Performance Level Descriptors for the Language Arts Framework Revised	Scholastic's Read 180, Stage C Matches
Students performing at the advanced level:	
In vocabulary: Justify the use of analogical statements to infer word meaning; justify the author's use of figurative language in multiple texts to evaluate the effect on literary elements.	<p>The Following Matches Provide Opportunities to Meet this Objective: <u>rBook Teaching Guide:</u> 18, 67, 135, 136, 137, 139, 140, 145, 246 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 230-231 <u>RDI Book 3-Strategies for English Language Learners:</u> 60</p>
In reading comprehension: Justify analyses of text features providing clarification of meaning and of the effect of text structures on theme, author's purpose, etc. Justify inferences based on textual evidence to predict, draw conclusions, or determine author's purpose. Justify synthesis, précis, or explication, citing text. Justify analysis of the effect of literary elements on meaning, citing text.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: <u>rBook Teaching Guide:</u> 12, 16, 19, 34, 36, 38, 61, 67, 88, 90, 92, 110, 112, 114, 138, 143, 145, 148, 167, 168, 192, 210C, 212-221, 244 <u>RDI Book 1- Reading Skills and Strategies:</u> 302, 303, 304, 305, 318, 428, 429, 438 <u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 1.3: 79-82, 219-220, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 287; 2.2: 91-94, 225-226, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.2: 107-110, 233-234, 287; 3.3: 111-114, 235-236, 287; 3.4: 115-118, 237-238, 287; 4.2: 123-126, 241-242, 287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.1: 151-154, 255-256, 287; 6.2: 155-158, 257-258, 287; 6.3: 159-162, 259-260, 287; 7.1: 167-170, 263-264, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.4: 195-198, 277-278, 287; 9.1: 199-202, 279-280, 287; 9.2: 203-206, 281-282, 287; 9.4: 211-214, 285-286, 287 <u>Audiobook Teaching Resources:</u> Cleopatra VII – 4, 21,n 60, 125, 175 (Resources – 30, 31-32, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69) <u>Paperbacks Teaching Resources:</u> Hot Tracks: Careers in the Music Business (Resources – 81, 82, 135-140, 141); Stick and Whittle (Resources – 109, 110, 135-140, 141); Super Jobs in Comic Books (111, 112, 135-40, 141); The Skin I'm In (Resources – 89, 90, 135-140, 141); Macbeth (Resources 123, 124, 135-140, 141); War of the Worlds (Resources – 69, 70, 135-140, 141); Driver's Ed (Resources, 97,</p>

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	98, 135-140, 141); Romiette and Julio (Resources – 127, 128, 135-140, 141) rSkills Test Book: Test 5
In writing: Justify the use an appropriate composing process to produce, analyze, and evaluate effective communication in a determined mode for a specific audience and purpose.	The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research. See, for example: rBook Teaching Guide: 22-30, 46-51, 72-77, 96-101, 120-125, 152-157, 176-177, 200-205, 228-233, 247, 248, 298 RDI Book 2 – Writing and Grammar Strategies: 13, 32-36, 68-72, 122-126, 146-150
In grammar: Analyze text to justify standard English grammar (verb tenses and active/passive voice) used to achieve a purpose. Analyze text to justify the purposeful use of advanced mechanics. Justify the manipulation of sentence structure (parallel structure and subordination) to achieve a purpose.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.
Students performing at the proficient level:	
In vocabulary: Analyze analogical statements to infer word meaning; analyze the author's use of figurative language in multiple texts to evaluate the effect on literary elements (setting, tone, mood, theme); analyze word choice, including but not limited to formal and informal language, to determine the author's purpose; analyze how the author's use of connotative words affects the' purpose of the text.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. See, for example: 18, 67, 135, 136, 137, 139, 140, 145, 246 RDI Book 1 – Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. See, for example: page 250 RDI Book 2 – Writing and Grammar Strategies: 230-231 RDI Book 3-Strategies for English Language Learners: 60
In reading comprehension: Analyze text features to verify, support, or clarify meaning; analyze organizational text structures to	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading

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<p>determine their effects; make inferences based on textual evidence to predict, draw conclusions, or determine author's purpose; analyze texts to generate a synthesis, précis, or explication; analyze literary elements in multiple texts from various genres for their effect on meaning; evaluate different media to distinguish fact from opinion; apply understanding of electronic text features to research a topic.</p>	<p>units, provide opportunities to support this standard with small-group and whole-group discussion of the text. See, for example: 12, 32C, 34-43, 60, 64, 79, 91, 159, 192, 216, 219, 243</p> <p><u>TDI Book 1- Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. See, for example: 290, 291, 304, 305, 419, 429</p> <p><u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 1.3: 79-82, 219-220, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 287; 3.2: 107-110, 233-234, 287; 3.4: 115-118, 237-238, 287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 6.1: 151-154, 255-256, 287; 6.2: 155-158, 257-258, 287; 7.1: 167-170, 263-264, 287; 7.3: 175-178, 267-268, 287; 8.2: 187-190, 273-274, 287; 8.3: 191-194, 275-276, 287; 9.1: 199-202, 279-280, 287; 9.2: 203-206, 281-282, 287</p> <p><u>Paperbacks Teaching Resources:</u> Hot Tracks: Careers in the Music Business (Resources – 81, 82, 135-140, 141); Stick and Whittle (Resources – 109, 110, 135-140, 141); Super Jobs in Comic Books (111, 112, 135-40, 141)</p> <p><u>Audiobook Teaching Resources:</u> Before We Were Free – 20, 41, 92, 134 (Resources – 27, 28-29, 63-68, 69); Monster – 16, 72, 182, 281 (Resources – 42, 43-44, 63-68, 69); Out of War – 22, 77, 108, 125, 127 (Resources – 48, 49-50, 63-68, 69); Whirligig – 16, 34, 81, 132 (Resources – 60, 61-62, 63-68, 69); Young Americans: Tales of Teenage Immigrants (Resources – 73, 74, 135-140, 141); Ripley's Believe it or Not (Resources – 125, 126, 135-140, 141)</p> <p><u>rSkills Test Book:</u> Test 1 & 2</p> <p><u>Test Taking Strategies:</u> 41-43</p>
<p>In writing: Use an appropriate composing process to produce and evaluate text in the narrative mode, clearly relating an event by telling what happened within a time frame defined by the event; to produce and evaluate responses in the informative mode (responses to literature, position papers, expository essays) clearly expressing a main idea</p>	<p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research. See, for example: <u>rBook Teaching Guide:</u> 22-30, 46-51, 72-77, 96-</p>

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thoroughly developed by relevant supporting details; to produce and evaluate persuasive text for different audiences, using facts and opinions; and to produce or evaluate text comparing and/or contrasting information from research using a variety of sources.	101, 120-125, 152-157, 176-177, 200-205, 228-233, 247, 248, 298 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 13, 32-36, 68-72, 122-126, 146-150
In grammar: Analyze the use of advanced grammar (perfect and emphatic tenses, active and passive voice, pronoun antecedent agreement, objective complements, and subject-verb agreement in sentences containing collective nouns, indefinite pronouns, compound subjects, and prepositional phrases separating the subject and verb) and advanced mechanics (capitalizing regions of countries, using semicolons to separate items in a series when items include commas, using commas to prevent misreading, using coordinate adjectives, using single quotation marks to identify quotes-within-quotes) to compose or edit; manipulate sentence structure (problems with parallelism, misplaced modifiers, and subordination) to clarify, define, or emphasize.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.
Students performing at the basic level:	
In vocabulary: Identify the author's use of figurative language to determine its relationship to literary elements (setting, tone, mood, and theme); recognize the use of connotative words to determine their relationship to the purpose of the text.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. See, for example: 18, 67, 135, 136, 137, 139, 140, 145, 246 <u>RDI Book 1 – Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. See, for example: page 250 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 230-231 <u>RDI Book 3-Strategies for English Language Learners:</u> 60
In reading comprehension: Apply understanding of text features to determine	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities,

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<p>meaning; recognize organizational text structures to determine their effects; examine texts to generate a summary; recognize the use of literary elements and determine their effects; examine different media to distinguish fact from opinion; employ electronic text features to gain information.</p>	<p>located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. See, for example: 12, 32C, 34-43, 60, 64, 91, 192, 219, 243</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard. See, for example: 290, 291, 304, 305, 419, 429</p> <p><u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 1.3: 79-82, 219-220, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 287; 3.2: 107-110, 233-234, 287; 3.4: 115-118, 237-238, 287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 6.1: 151-154, 255-256, 287; 6.2: 155-158, 257-258, 287; 7.1: 167-170, 263-264, 287; 7.3: 175-178, 267-268, 287; 8.2: 187-190, 273-274, 287; 8.3: 191-194, 275-276, 287; 9.1: 199-202, 279-280, 287; 9.2: 203-206, 281-282, 287</p> <p><u>Paperbacks Teaching Resources:</u> Hot Tracks: Careers in the Music Business (Resources – 81, 82, 135-140, 141); Stick and Whittle (Resources – 109, 110, 135-140, 141); Super Jobs in Comic Books (111, 112, 135-40, 141)</p> <p><u>Audiobook Teaching Resources:</u> Before We Were Free – 20, 41, 92, 134 (Resources – 27, 28-29, 63-68, 69); Monster – 16, 72, 182, 281 (Resources – 42, 43-44, 63-68, 69); Out of War – 22, 77, 108, 125, 127 (Resources – 48, 49-50, 63-68, 69); Whirligig – 16, 34, 81, 132 (Resources – 60, 61-62, 63-68, 69)</p> <p><u>rSkills Test Book:</u> Test 1 & 2</p>
<p>In writing: Use an appropriate composing process to produce text in the narrative mode, the informative mode, and the persuasive mode to communicate. Use an appropriate composing process to present findings from research.</p>	<p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research. See, for example:</p> <p><u>rBook Teaching Guide:</u> 22-30, 46-51, 72-77, 96-101, 120-125, 152-157, 176-177, 200-205, 228-233, 247, 248, 298</p> <p><u>RDI Book 2 – Writing and Grammar Strategies:</u></p>

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<p>In grammar: Recognize the use of perfect and emphatic tenses, active and passive voice, and pronoun-antecedent agreement, objective complements, and subject-verb agreement to evaluate correctness of text; recognize and evaluate the use of advanced mechanics (capitalizing regions of countries, using semicolons to separate items in a series when items include commas, using commas to prevent misreading, and using coordinate adjectives) to evaluate correctness of text; recognize problems with parallelism, misplaced modifiers, and subordination to evaluate correctness of text.</p>	<p>rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text.</p> <p>RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p>
<p>Students performing at the minimal level inconsistently demonstrate the knowledge or skills that define basic level performance.</p>	