

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

Mississippi Performance Level Descriptors for the Language Arts Framework Revised	Scholastic's Read 180, Stage C Matches
<p>Students performing at the advanced level: In vocabulary: Justify the use of analogical statements to infer word meaning; justify the authors' use of figurative language in multiple texts to affect setting, tone, characterization, and mood. Justify authors' use of connotative words to affect purpose.</p>	<p><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</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: page 250</p> <p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 230-231</p> <p><u>RDI Book 3-Strategies for English Language Learners:</u> 60</p>
<p>In reading comprehension: Using text of increased length, complexity, and difficulty, justify analysis of text features as clarification of meaning and of text structures in their effect 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 for their effect on meaning.</p>	<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, 138, 145, 148, 167, 168, 192, 210C, 212-221, 244</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> 302, 303, 304, 305, 318, 428, 429, 438</p> <p><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</p> <p><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)</p>

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	<p>Paperbacks Teaching Resources: 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, 98, 135-140, 141); Romiette and Julio (Resources – 127, 128, 135-140, 141)</p> <p>rSkills Test Book: Test 5</p>
<p>In writing: Justify the use an appropriate composing process to produce, analyze, and evaluate effective communication of increased length and complexity in a determined mode for a specific audience and purpose.</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: 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</p>
<p>In grammar: Analyze text to justify standard English grammar (objective complements) 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.</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. 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 proficient level:</p>	
<p>In vocabulary: Analyze the relationships of pairs of words in analogical statements to infer word meaning; analyze authors' use of figurative language in multiple texts in the creation of setting, tone, atmosphere, characterization, and mood. Analyze word choice and diction (including formal and/or informal language) to determine author's purpose. Analyze text to determine how authors' use of connotative words affects authors' purposes.</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. See, for example: 18, 67, 133, 135, 136, 137, 139, 140-142, 145, 147, 148, 149, 245, 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.</p>

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	<p>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> 59, 60, 67</p>
<p>In reading comprehension: Apply understanding of text features to verify, support, or clarify meaning; analyze organizational text structures to determine their effects; make inferences based on textual evidence (details, organization, and language) to predict, draw conclusions, or determine author's purpose; analyze texts to generate a summary, précis, or explication; analyze literary elements in multiple texts from various genres and media to determine their effect on meaning; distinguish fact from opinion in different media; apply understanding of electronic text features to summarize findings from multiple sources.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: <u>rBook Teaching Guide:</u> 12, 16, 19, 34, 36, 38, 61, 67, 72-77, 88, 90, 92, 110, 112, 114, 138, 143, 145, 148, 167, 168, 192, 210C, 212-221, 244, 248 <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, 98, 135-140, 141); Romiette and Julio (Resources – 127, 128, 135-140, 141) <u>rSkills Test Book:</u> Test 5 Each of the components include worksheets,</p>

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	QuickWrites, Final Projects, or practice tests which allow students to respond to what they have read.
<p>In writing: Use an appropriate composing process to produce or evaluate text in the narrative mode clearly relating an event, telling explicitly what happened within a time frame defined by the event; to produce or evaluate text in the informative mode (responses to literature, position papers, expository essays) clearly expressing a main idea thoroughly developed by relevant supporting details, which are well-elaborated and sufficient in number; to produce or evaluate text in the persuasive mode using facts and opinions; and to produce or evaluate text presenting findings that compare and/or contrast information from a variety of sources.</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: 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</p>
<p>In grammar: Analyze text to determine the appropriate use of advanced grammar (perfect and emphatic tenses, active and passive voice, ambiguous pronoun reference, objective complements, and subject-verb agreement (in sentences containing collective nouns, indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb) and the use of advanced mechanics (capitalizing regions of countries, inserting semicolons to separate items in a series when items include commas, using commas to avoid misreading, using commas with 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.</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. 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 basic level:</p>	
<p>In vocabulary: Recognize and identify pairs of words in analogical statements and determine their meaning based on context. Recognize and identify the authors' uses of figurative language and determine the effect of that language on literary elements.</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. See, for example: 18, 67, 135, 136, 137, 139,</p>

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Recognize and identify connotative words and determine their effect on authors' purposes.	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 meaning; recognize and identify organizational text structures to determine author's purpose; make inferences based on text to determine author's purpose; evaluate text to generate a summary; recognize the use of literary elements in various genres and media to determine their effects; recognize and identify fact an opinion; employ electronic text features to present findings.	<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: 12, 32C, 34-43, 60, 64, 91, 192, 219, 243 <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 <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 <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) <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)

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	rSkills Test Book: Test 1 & 2
In writing: Use an appropriate composing process to produce text in the narrative mode clearly relating an event; to produce text in the informative mode (responses to literature, position papers, expository essays); to produce text in the persuasive mode; and to produce findings from research from a variety of sources.	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, 134-138, 146-150
In grammar: Recognize the use of advanced grammar (perfect and emphatic tenses, active and passive voice, ambiguous pronoun reference, objective complements, and subject-verb agreement) and the use of advanced mechanics (capitalizing regions of countries, inserting semicolons to separate items in a series when items include commas, using commas to avoid misreading, using commas with coordinate adjectives, using single quotation marks to identify quotes-within-quotes); recognize problems with parallelism, misplaced modifiers, subordination.	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 minimal level inconsistently demonstrate the knowledge or skills that define basic level performance.	