

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

Mississippi Performance Level Descriptors for the Language Arts Framework Revised	Scholastic's Read 180, Stage C Matches
<p>Students performing at the advanced level:</p> <p>In vocabulary: Justify inferences regarding authors' purposes based upon analyses of the authors' uses of word relationships; justify analyses of authors' uses of figurative language for effects on theme; justify analyses of authors' purposes based on authors' uses of stylistic devices and/or authors' uses of formal and informal language in multiple texts; justify analyses of how the authors' uses of connotative words reveals or affects the purpose of the text.</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: Justify analyses of text structures for their effect on theme and author's purpose; justify predictions, conclusions, and statements of author's purpose based on interpretation of textual evidence of details, organization, and language; justify response, précis, and explication based on textual criticism; justify patterns and connections based on analyses of literary elements in multiple texts from a variety of genres; justify analyses of works of literature to determine historical period in which they were written.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p><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</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>Each of the components include worksheets, QuickWrites, Final Projects, or practice tests which allow students to respond to what they have read.</p>
<p>In writing: Use an appropriate composing process to produce, analyze, or evaluate effective communication of increased length and complexity in the narrative, informative, and persuasive modes and to produce, analyze, or evaluate documented texts of increased length and complexity.</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. See, for example:</p> <p>rBook Teaching Guide: 22-30, 46-51, 72-77, 96-101, 120-125, 152-157, 176-177, 200-205, 228-233, 247, 248, 298</p> <p>RDI Book 2 – Writing and Grammar Strategies: 13, 32-36, 68-72, 122-126, 146-150</p>
<p>In grammar: Use advanced grammar using correct subject-verb agreement in sentences containing adjective clauses separated by intervening words from the word(s) they modify to achieve a purpose; use advanced mechanics and advanced sentence structure 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.</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 proficient level:</p>	
<p>In vocabulary: Analyze the effect of the relationships between and/or among words to infer the author's purpose; evaluate authors' uses of figurative language in multiple texts to analyze effects on theme; analyze authors' uses of stylistic devices and/or authors' uses of formal and informal language in multiple texts to determine authors' purposes; analyze text to determine how the authors' use of connotative words affects 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. See, for example: 18, 67, 135, 136, 137, 139, 140-142, 145, 246</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</p>

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	<p>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> 59, 60, 67</p>
<p>In reading comprehension: Analyze text structures to determine effect on theme; interpret textual evidence of details, organization, and language to predict or draw conclusions; evaluate text including but not limited to textual criticism to produce a précis or explication; analyze literary elements to identify connections in multiple texts from a variety of genres; evaluate works of literature as responses to the events of the historical period in which they were written; evaluate persuasive techniques (propaganda and bias) in different media; apply understanding of text and electronic text features to assess the validity of sources.</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: 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 a personal composition in the narrative mode; responses to literature in</p>	<p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including</p>

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<p>the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details; formal persuasive texts, providing evidence as support; documented texts (MLA, APA); functional documents (college applications, resumes, PowerPoint presentations); and personal statements.</p>	<p>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 texts to evaluate the use of advanced grammar (verb tenses and moods; pronoun case, agreement, and reference; subject-verb agreement in sentences containing adjective clauses separated by intervening words from the word(s) they modify) in composing or editing; analyze text to evaluate the effective use of advanced mechanics (colons to separate sentences when the second sentence explains the first sentence; parentheses vs. dashes) in composing or editing; analyze advanced sentence structure in multiple texts 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 basic level: In vocabulary: Recognize and identify relationships between and among words that affect the author's; recognize and identify author's use of figurative language to affect theme; recognize and identify stylistic devices and/or author's use of formal and informal language to affect purpose; recognize author's use of connotative words to reveal author's 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. 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</p>
<p>In reading comprehension: Recognize and identify text structures that affect theme; examine textual evidence of details, organization, and language to determine</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</p>

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<p>author's purpose; examine textual criticism to create a summary; examine literary elements from a variety of genres to recognize patterns; examine different media to identify persuasive techniques; apply understanding of text and electronic text features to determine the appropriateness of sources.</p>	<p>with small-group and whole-group discussion of the text. See, for example: 12, 32C, 34-43, 60, 64, 71, 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, informative, and persuasive modes and research-based text.</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> 13, 32-36, 68-72, 122-126, 134-138, 146-150</p>
<p>In grammar: Recognize the use of advanced</p>	<p><u>rBook Teaching Guide:</u> Shared Reading and</p>

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<p>grammar (verb tenses and moods; pronoun case, agreement, and reference; subject-verb agreement in sentences containing adjective clauses separated by intervening words from the word(s) they modify); recognize use of advanced mechanics (colons to separate sentences when the second sentence explains the first sentence; parentheses vs. dashes).</p>	<p>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.</p>
<p>Students performing at the minimal level inconsistently demonstrate the knowledge or skills that define basic level performance.</p>	