

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

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 author's choice and placement of words to critique reader-text connection; analyze the authors' uses of figurative language in multiple texts to justify the author's style; justify authors' uses of word choice and diction to analyze their uses as stylistic devices; analyze multiple texts to justify connotative and denotative use of words in relation to their historical period(s).</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: Analyze text structures (concept/definition) in multiple texts to justify their effects on theme and author's purpose; justify textual use of details, organization, and language to predict, to draw conclusions, or to determine author's purpose; evaluate textual criticism to synthesize responses for annotated bibliographies analyze literary elements to justify the effectiveness of patterns and connections; analyze multiple texts in different media to justify the use of persuasive technique; use electronic text features to synthesize information</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, 325, 428, 429, 438, 443</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>

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

Mississippi Performance Level Descriptors for the Language Arts Framework Revised	Scholastic’s Read 180, Stage C Matches
	<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: Employ the composing process to generate and to justify reflective composition in the narrative mode; to generate and to justify responses to literature in the informative mode; to generate and to justify functional documents; to generate and to justify formal persuasive texts; to generate and to justify research/I-SEARCH papers and documented texts; to generate and to justify personal statements.</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>rBook Teaching Guide: 22-27, 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, 134-139</p> <p>Topic Software Teaching Resources: 225</p> <p>Audiobook Teaching Resources: 28</p>
<p>In grammar: Justify the use of advanced grammar (verb forms, tenses [including perfect progressive], voices, and moods; pronoun agreement, case, and reference; subject-verb agreement) to enhance style; justify the use of advanced mechanics to compose or edit to compose or edit; justify the use of advanced sentence structure to compose or edit.</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 author’s choice and placement of words to critique reader-text connection; contrast the authors’ uses of figurative language in multiple texts to evaluate the author’s style; analyze authors’ uses of word choice and diction to compare and contrast their uses as stylistic devices; analyze multiple texts to evaluate connotative and denotative use of words in relation to their historical period(s).</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>

Deleted: ¶

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

Mississippi Performance Level Descriptors for the Language Arts Framework Revised	Scholastic's Read 180, Stage C Matches
	<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 (concept/definition) in multiple texts to evaluate their effects on theme and author's purpose; analyze textual evidence of details, organization, and language to predict, to draw conclusions, or to determine author's purpose; evaluate textual criticism to create responses for annotated bibliographies; analyze literary elements to determine the effectiveness of patterns and connections; compare multiple texts in different media to analyze persuasive techniques; use electronic text features to synthesise information</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: Employ the composing process to generate reflective composition in the narrative mode; to generate responses to</p>	<p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including</p>

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

Mississippi Performance Level Descriptors for the Language Arts Framework Revised	Scholastic's Read 180, Stage C Matches
literature in the informative mode; to generate functional documents; to generate formal persuasive texts; to generate research/ I-SEARCH papers and documented texts; to generate personal statements.	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 the use of advanced grammar (verb forms, tenses [including perfect progressive], voices, and moods; pronoun agreement, case, and reference; subject-verb agreement) to enhance style; analyze the use of advanced mechanics to compose or edit; analyze advanced sentence structure to compose or edit.	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 basic level:	
In vocabulary: Examine author's choice and placement of words to identify reader-text connection; contrast the authors' uses of figurative language in multiple texts to determine the author's style; examine authors' uses of word choice and diction to recognize their uses as stylistic devices; examine multiple texts to recognize connotative and denotative use of words in relation to their historical period(s).	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: Examine text structures (concept/definition) in multiple texts to identify their effects on theme and author's purpose; examine textual evidence of details, organization, and language to predict, to draw conclusions, or to determine author's purpose; recognize literary elements to identify the effectiveness of patterns and connections; compare multiple texts in	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: 12, 32C, 34-43, 60, 64, 91, 192, 219, 243 RDI Book 1- Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies

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

Mississippi Performance Level Descriptors for the Language Arts Framework Revised	Scholastic's Read 180, Stage C Matches
different media to recognize persuasive techniques; use electronic text features to analyze information.	book are discussed with guidance from the teacher and provide opportunities to support this standard. See, for example: 290, 291, 304, 305, 419, 429 Topic Software Teaching Resources: 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 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) Audiobook Teaching Resources: 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) rSkills Test Book: Test 1 & 2
In writing: Employ the composing process to recognize reflective composition in the narrative mode; to generate responses to literature in the informative mode; to complete functional documents; to recognize formal persuasive texts; to generate research/I-SEARCH papers and documented texts; to produce personal statements.	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: Use advanced grammar (verb forms, tenses [including perfect progressive], voices, and moods; pronoun agreement, case, and reference; subject-verb agreement) to enhance style; use advanced mechanics to compose or edit; use advanced sentence	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

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

Mississippi Performance Level Descriptors for the Language Arts Framework Revised	Scholastic's Read 180, Stage C Matches
structure to compose or edit.	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.	