

**Scholastic's Read 180, Stage A correlated to the
Mississippi Performance Level Descriptors for the Language Arts Framework Revised
Grade 3**

Mississippi Performance Level Descriptors for the Language Arts Framework Revised	Scholastic's Read 180, Stage A Matches
<p>Students performing at the advanced level: In vocabulary: Evaluate the use of figurative language (simile, metaphor, personification) in text. Justify the use of context clues to determine meaning.</p>	<p>The Following Provides Opportunities to Meet this Objective: rBook Teaching Guide: 13, 22-25, 36, 56D, 68, 98-101, 121, 137, 141, 151, 170, 192, 196-199, 202-205, 214, 223, 244, 248, 249-250 RDI Book 1-Reading Skills and Strategies: 272, 274, 332, 333, 334 RDI Book 2-Writing and Grammar Strategies: 44-47, 49-52, 53, 54-57, 59-62, 64-72, 74-77, 79-82, 84-87, 89-93 RDI Book 3-Strategies for English Language Learners: 59, 60, 67 rSkills Test: Test 3</p>
<p>In reading comprehension: Evaluate a summary or paraphrase of the events or ideas in text. Compare the use of text features, parts of a book, text structures, and genres in two or more texts citing text-based evidence.</p>	<p>rBook Teaching Guide: 18, 84C, 86-95, 106, 117, 187, 245 RDI Book 1-Reading Skills and Strategies: 90, 196, 197, 294, 295, 398 Topic Software Teaching Resources: 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 1.4: 80-82, 185-186, 251; 2.1: 83-85, 187-188, 251; 2.2: 86-88, 189-190, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251; 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.2: 112-124, 213-214, 251; 5.3: 125-127, 215-216, 251; 6.1: 131-133, 219-220, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.1: 155-157, 235-236, 251; 8.4: 164-166, 241-242, 251; 9.2: 170-172, 245-246, 251 Audiobook Teaching Resources: Beautiful Warrior – 11, 20, 39, (Resources - 27, 28-29, 63-68, 69) Favorite Greek Myths 9, 15, 19, 20 (Resources – 30, 31-32, 63-68, 69) I Thought My Soul Would Rise and Fly – 7, 61, 109 (Resources – 36, 37-38, 67-68, 69) The Last Place Sports of Jeremy Bloom – 3, 50, 70, 90 (Resources – 45, 46-47, 63-68, 69), La Mariposa – 10 (Resources – 51, 52-53, 63-68, 69) Paperbacks Teaching Resources: Sideways</p>

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	<p>Stories From Wayside School (Resources – 73, 74, 103-108, 109) rSkills Test Book: Tests 3 & 4</p>
<p>In writing: Evaluate the use of specific details and vivid language in descriptive text. Generate information text based on research.</p>	<p>rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the 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.</p>
<p>In grammar: Justify the use of standard English grammar including nouns (irregular forms); singular possessive and plural possessive pronouns; pronoun-antecedent agreement (number and gender); adverbs (avoiding double negatives), and interjections to compose or edit. Justify the use of standard English mechanics (quotation marks in titles of poems) to compose or edit. Analyze the appropriateness of use for varied sentence structures (declarative, interrogative, exclamatory, imperative).</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: rBook Teaching Guide: T64, 159, 180, 207, 234, 249, 250 RDI Book 2-Writing and Grammar Strategies: 28, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 182, 183, 186, 187, 192, 193, 194, 195, 204, 205</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p>
<p>Students performing at the proficient level: In vocabulary: Manipulate root words and affixes to analyze words (dis-, in-, im-, ir-, -able, -ness, -ish). Apply knowledge of words and word meanings to generate words into categories and to determine relationships among words organized in categories. Identify and use synonyms, antonyms, and homonyms. Apply knowledge of simple figurative language (simile, metaphor, and personification) to determine meaning. Use context to determine meanings of unfamiliar or multiple meaning words. Use reference materials (thesaurus, electronic dictionary) to determine the meaning or pronunciation of</p>	<p>rBook Teaching Guide: 13, 16, 19, 20, 22-25, 44, 45, 56D, 68, 93, 96, 98-101, 116, 121, 137, 141, 151, 152, 170, 176, 192, 196-199, 200, 201, 202-205, 214, 223, 229, 240, 241, 242, 243, 244, 248, 249-250 RDI Book 1-Reading Skills and Strategies: 238, 244, 246, 247, 248, 249, 252, 254, 255, 256, 258, 266, 268, 272, 274, 332, 333, 334 RDI Book 2-Writing and Grammar Strategies: 44-47, 49-52, 53, 54-57, 59-62, 63-72, 74-77, 79-82, 84-87, 89-93 RDI Book 3-Strategies for English Language Learners: 28, 59, 60, 63, 67 Topic Software Teaching Resources: 1.1 Level 3, 1.2. Level 3, 1.3 Level 3, 2.1 Level 3, 2.4 Level 3,</p>

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unknown words.	<p>3.1 Level 2, 3.1 Level 3, 4.2 Level 3, 4.3 Level 3, 5.1 Level 3, 5.4 Level 2, 5.5 Level 2, 6.1 Level 3, 6.2 Level 3, 6.3 Level 3, 7.1 Level 2, 7.1 Level 3, 7.3 Level 3, 7.4 Level 3, 8. 1 Level 3, 8.3 Level 3, 8.4 Level 3, 9.1 Level 3, 9.2 Level 3, 9.3 Level 3, 9.4 Level 2, 9.4 Level 3</p> <p><u>Audiobook Teaching Resources:</u> Favorite Greek Myths – 13, 17, 18 (Resources – 30, 31-32, 63-68, 69), La Mariposa – 5 (Resources – 51, 52-53, 63-68, 69)</p> <p><u>rSkills Test Book:</u> Test 1, 2, 3, 4, & 5</p>
<p>In reading comprehension: Use text features (diagrams), parts of a book (index), and text structures (simple procedure) to analyze text. Analyze text to identify, understand and infer story elements. Analyze text to identify stated causes and effects in text, predict outcomes based on information stated in text, confirm or revise predictions based upon the text, draw conclusions, and identify important theme(s). Analyze text to generate a summary.</p>	<p><u>rBook Teaching Guide:</u> 17, 18, 40, 42, 56E, 56G, 58, 64, 84C, 86-95, 106, 110, 117, 32, 132E, 132F, 132G, 140, 146, 149, 158C, 160-169, 187, 191, 240, 245, 247</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 294, 295, 296, 297, 304, 305, 319, 398, 399, 400, 404, 413</p> <p><u>RDI Book 3-Strategies for English Language Learners:</u> 23</p> <p><u>Topic Software Teaching Resources:</u> 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 1.4: 80-82, 185-186, 251; 2.1: 83-85, 187-188, 251; 2.2: 86-88, 189-190, 251; 2.3: 89-91; 191-192, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251; 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.2: 112-124, 213-214, 251; 5.3: 125-127, 215-216, 251; 5.4: 128-130, 217-218, 251; 6.1: 131-133, 219-220, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.1: 155-157, 235-236, 251; 8.3: 161-163, 239-240, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.2: 170-172, 245-246, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251</p> <p><u>Audiobook Teaching Resources:</u> Beautiful Warrior – 11, 20, 39, (Resources - 27, 28-29, 63-68, 69); Last Place Sports of Jeremy Bloom – 3, 50, 70, 90 (Resources – 45, 46-47, 63-68, 69); The Magnificent Mummy Maker – 11, 43, 114 (Resources – 48, 49-</p>

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	<p>50, 63-68, 69); The Truth About Dangerous Sea Creatures – 7, 11, 21, 37 (Resources – 60, 61-62, 63-68, 69); Favorite Greek Myths – 10 (Resources – 30, 31-32, 63-68, 69); For Your Eyes Only - 22, 42, 107 (Resources – 33, 34-35, 63-68, 69); The Journal of Joshua Loper – 33, 81, (Resources – 42, 43-44, 63-68, 69); The Music of Dolphins – 9, 35, 138 (Resources – 54, 55-56, 63-68, 69); I Thought My Soul Would Rise and Fly – 7, 61, 109 (Resources – 36, 37-38, 67-68, 69); The Last Place Sports of Jeremy Bloom – 3, 50, 70, 90 (Resources – 45, 46-47, 63-68, 69), La Mariposa – 10 (Resources – 51, 52-53, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> Ricky Riccota's Mighty Robot vs. the Mecha-Monkeys from Mars (Resources – 71, 72, 103-108, 109); Adventures of the Shark Lady: Eugenie Clark Around the World (Resources 83, 84, 103-108, 109); It Came from Ohio! My Life as a Writer (Resources 91, 92, 103-108, 109); The Revenge of the Fireflies (Resources 49, 50, 103-108, 109); Selena! (Resources 53, 54, 103-108, 109)</p> <p><u>Test Taking Strategies:</u> 16-17, 34-35</p> <p><u>rSkills Test Book:</u> Tests 4 & 5</p>
<p>In writing: Use the composing process to generate narrative text with a clear beginning, middle, and end using vivid language. Use the composing process to generate informational text that includes at least three supporting details.</p>	<p><u>rBook Teaching Guide:</u> 22-25, 46-49, 74-77, 98-101, 122-125, 154-159, 178-181, 202-205, 230-233, 249, 250</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 44-47, 49-52, 54-57, 59-62, 64-68, 69-72, 74-77, 79-82, 84-87, 89-93</p>
<p>In grammar: Use standard English grammar (irregular forms of nouns; singular and plural possessive pronouns; pronoun antecedent agreement [number and gender]; adverbs [avoiding double negatives]; interjection) to compose or edit. Use standard English mechanics (quotation marks in titles of poems) to compose or edit. Use varied sentence structure (simple sentences with compound subjects and/or compound predicates; avoiding sentence fragments and run-on sentences). Spell words commonly found in third-grade-level text.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p><u>rBook Teaching Guide:</u> T64, 159, 180, 207, 234, 249, 250</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 28, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 182, 183, 186, 187, 192, 193, 194, 195, 204, 205</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p>
<p>Students performing at the basic level:</p>	

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<p>In vocabulary: Use word recognition skills to decode multi-syllabic words. Use syllabication types (open, closed, r-controlled, vowel team, vowel consonant + e, consonant +le) to decode words.</p>	<p>Each of the reading components teach decoding and syllabication methods. See, for example: rBook Teaching Guide: 8A, 32A, 56A, 84A, 108A, 132A, 164A, 188A, 212A rdi Book 1-Reading Skills and Strategies: 53, 56, 59, 62, 65, 68, 71, 74, 110, 113, 116, 119, 122, 125, 128, 131, 134, 137, 147, 149 Topic Software Teaching Resources: 1.2 Level 2, 1.4 Level 2, 2.1 Level 1, 2.3 Level 2, 2.4 Level 2, 21. Level 2, 2.3 Level 2, 2.4 Level 2, 3.2 Level 1, 4.1 Level 2, 4.1 Level 3, 4.4 Level 2, 4.4 Level 3, 5.1 Level 2, 5.2 Level 1, 5.4 Level 1, 6.3 Level 2, 7.2 Level 1, 8.1 Level 1, 8.1 Level 2, 8.3 Level 2, 9.1 Level 2, 9.2 Level 2, 9.3 Level 3</p>
<p>In reading comprehension: Use texts to identify literal and simple inferential questions about story elements, to identify the main idea and some details, and to identify simple fact and opinion. List three or more events from text in sequential order.</p>	<p>rBook Teaching Guide: 8C, 10-19, 32C, 34-43, 52, 56E, 56G, 58, 60, 64, 8, 81, 104, 132E, 132G, 140, 146, 147, 223, 239, 245, 247 rdi Book 1-Reading Skills and Strategies: 318, 395, 396, 397 Topic Software Teaching Resources: 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 1.4: 80-82, 185-186, 251; 2.1: 83-85, 187-188, 251; 2.2: 86-88, 189-190, 251; 2.3: 89-91; 191-192, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251; 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.2: 112-124, 213-214, 251; 5.3: 125-127, 215-216, 251; 5.4: 128-130, 217-218, 251; 6.1: 131-133, 219-220, 251; 6.2: 134-136, 221-222, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.1: 155-157, 235-236, 251; 8.2: 158-160, 237-238, 251; 8.3: 161-163, 239-240, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.2: 170-172, 245-246, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251 Audiobook Teaching Resources: The Truth About Dangerous Sea Creatures – 7, 11, 21, 37 (Resources – 60, 61-62, 63-68, 69); For Your Eyes Only - 22, 42, 107 (Resources – 33, 34-35, 63-68, 69); The Magnificent Mummy Maker – 11, 43, 114</p>

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	<p>(Resources – 48, 49-50, 63-68, 69) Paperbacks Teaching Resources: Buzz! A Book About Insects (Resources – 43, 44, 103-108, 109); Screech! A Book About Bats (Resources 51, 52, 103-108, 109); Finding the Titanic (Resources – 65, 66, 103-108, 109); Demeter and Persephone (Resources – 45, 46, 103-108, 109); Every Cloud Has a Silver Lining (Resources – 87, 88, 103-108, 109) Test Taking Strategies: 36-37 rSkills Test Book: Tests 1 & 2</p>
<p>In writing: Use the composing process to generate descriptive text using specific details.</p>	<p>rBook Teaching Guide: 22-25, 46-49, 74-77, 98-101, 122-125, 154-159, 178-181, 202-205, 230-233, 249, 250 RDI Book 2-Writing and Grammar Strategies: 44-47, 49-52, 54-57, 59-62, 64-68, 69-72, 74-77, 79-82, 84-87, 89-93</p>
<p>In grammar: Recognize use standard English grammar (irregular forms of nouns; singular and plural possessive pronouns; pronoun-antecedent agreement [number and gender]; adverbs [avoiding double negatives]; interjection) in sentences. Recognize use standard English mechanics (quotation marks in titles of poems) in sentence. Recognize use varied sentence structure (simple sentences with compound subjects and/or compound predicates; avoiding sentence fragments and run-on sentences).</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: rBook Teaching Guide: T64, 159, 180, 207, 234, 249, 250 RDI Book 2-Writing and Grammar Strategies: 28, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 182, 183, 186, 187, 192, 193, 194, 195, 204, 205</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p>
<p>Students performing at the minimal level inconsistently demonstrate the knowledge or skills that define basic level performance.</p>	